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| English 101 E-Text Writing for the Rhetorical Situation |
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| Emily Wicker Ligon |

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# Course Introduction

## Key Terms

Bottom of Form

As you enter different classes, professors will expect you to learn the language of their class. This language will vary from class to class and professor to professor. The language helps reveal the values of the class. For English 101, the key terms revolve around writing. They identify key concepts that we will study in the class. You will need to be able to name and understand these concepts, so you can integrate this knowledge in class discussion, homework, in-class work, and formal papers. The English 101 key terms and explanations of those terms are listed below.

**Purpose**- the reason why you are writing the paper

**Audience** (academic, popular)-who you are writing the paper for
*Academic Audience-*use jargon, formal diction, citations
*Popular Audience*-use informal diction, no citations

**Genre**- the type of paper you are writing (analysis of a text, report, literature review, etc)

**Stance**- your attitude toward your topic as reflected in your language and design

**Media/Design**- the format and integration of visual elements in a paper

**Rhetoric-** This has many meanings, but we will focus on it as being the grammatical, semantic, and structural strategies in a text

**Rhetorical Analysis**- an examination of a text's writing conventions

**Rhetorical Situation (Kairos)**- the circumstances for which you are writing or speaking--deals with audience, purpose, and form

**Discipline**- a subject or group of subjects--for example, the natural sciences, the social sciences, and the humanities

**Disciplinary conventions**- the writing techniques typically used by a certain discipline

**Logos**- the logic in an argument

**Ethos**- the trustworthiness of the writer

**Pathos**- the appeal to the audience

**Focus**- what the paper is about

**Format**- the way the paper is laid out

**Style**- the types of words and sentence structures used

**Evidence**- the information that supports the reasons

**In-text citations**- reference to anything summarized, paraphrased, or quoted in the text

**Claim**- what you are arguing for

**Reason**- why your argument is valid


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## Rhetorical Situation

Top of Form

Bottom of Form

**The Rhetorical Situation: What is it and why is it important?**

This e-text focuses on writing for the rhetorical situation. The e-text will not give you a formula for writing, but it will teach you tools that you can use in your writing. These tools will help you decipher the rhetorical situation and how to address it accordingly. But, what is the rhetorical situation and why is it important?

**What is the Rhetorical Situation?**

The idea originates in classical Greek Sophistic doctrine of *kairos*. The Sophists believed that understanding the cultural and political circumstances of a situation and addressing those circumstances in the solution was a key element of persuasive speech. Plato, considered the founder of Western philosophical thought, rejected the Sophistic cross-cultural view of understanding and addressing a situation in favor of a path that searches for the absolute truth. These dichotomous ideals have profoundly influenced rhetorical traditions and theories.

But, the concept of the rhetorical situation is a common element of concern regardless of the theoretical persuasions of the philosopher. When writing or speaking, the person should consider the purpose of the act, the audience that will receive the composition, and the genre in which it will be presented. These considerations will influence the form or style that the composition takes. Thus, the rhetorical situation can be defined as the purpose, audience, and genre of a work that determines the appropriate topic, claim, form, and style.

**Why is it important?**

Writing and speaking are communicative acts that require language. Language is not a conduit of information. Words do not have a one to one ratio. While words have denotations, they also carry connotations. These connotations and the contextual situation of the words can cloak the meaning we want them to convey. Or, they can illuminate the idea. This ability to confuse or clarify is why we make choices in our language and our writing. The use of the proper word, grammatical structure, and format can implicitly reinforce the explicit meaning of the content, effectively communicating the knowledge we are trying to share.


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# Unit One: Critical Reading and Writing

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[Rhetorical Situation](#_Paper_One:_Rhetorical)

[Genre Conventions](#_Unit_One:_Genre)

[Rhetorical Analysis](#_Unit_One:_Rhetorical)

[Applications](#_Unit_One:_Applications)

[Review](#_Unit_One:_Review)

**Unit One: Critical Reading and Writing**

Over the course of the semester, you will write four papers for English 101. Each of these papers will build upon the skills used in the previous paper(s).

The first paper, [Analysis of a Text](#_Assignment:_Analysis_of), will focus on critical reading and thinking, which will provide the foundation for the rest of your papers this semester. In this paper, you will need to critically read a text, break it into smaller parts, examine how those parts are put together, and determine what that means.


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# Unit Two: Disciplinary Conventions and Audience Adaptation

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[Rhetorical Situation](#_Paper_2:_Rhetorical)

[Genre Conventions](#_Unit_Two:_Genre)

[Rhetorical Analysis](#_Unit_Two:_Rhetorical)

[Applications](#_Unit_Two:_Applications)

[Review](#_Unit_Two:_Review)

**Unit Two: Disciplinary Conventions and Audience Adaptation**

**Sequence Position:**
For the rest of the semester, you will be writing on a single topic. The first paper in this sequence, [Summary of an Academic Journal Article and Reflective Essay](#_Assignment:_Summary_of), will introduce you to library research, academic source material, audience adaptation, and disciplinary conventions. The next paper, [Literature Review](#_Assignment:_Literature_Review), will require you to continue your research on what experts and scholars report or theorize about the topic and synthesize that information for an academic audience. The final paper, [Critical Analysis](#_Paper_4:_Critical), will ask you to take what you have learned about the topic from the previous two papers, research popular sources, and synthesize the content around a single organizing interpretation as well as adapt your form for a popular audience of your choice.


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# Unit Three: Academic Research and Writing

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[Genre Conventions](#_Unit_Three:_Genre)

[Rhetorical Analysis](#_Unit_Three:_Rhetorical)

[Applications](#_Unit_Three:_Applications)

[Review](#_Unit_Three:_Review)

**Unit Three: Academic Research and Writing**

In your [last paper](#_Assignment:_Summary_of) you began research on your topic, summarized an academic article for a popular audience, and you reflected on your choices as a writer. In this paper you will continue to [review the scholarly literature](#_Assignment:_Literature_Review) about your topic. A review of scholarly literature describes and evaluates important research on a topic. Typically, we consult literature reviews when we need a general overview of the research that has been conducted on a topic. Often, this is the starting point for a larger research paper that will address an aspect of the topic that needs further research. Thus, the literature review is a central concept in academic inquiry. In addition, the research you do in this paper will add substance to the preliminary research on your topic that you did in Paper 2. This added research will provide you with a larger picture of your topic in preparation for your [final paper](#_Paper_4:_Critical), in which you will research popular knowledge about your topic, take an informed stance, and disseminate it to a popular audience.


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# Unit Four: Writing for the Rhetorical Situation

[Paper Assignment](#_Paper_4:_Critical)

Rhetorical Situation

Genre Conventions

Rhetorical Analysis

Applications

[Review](#_Unit_Four:_Review)

**Unit 4: Writing for the Rhetorical Situation**

Your last paper this semester will use your [critical reading](#_Unit_One:_Critical) and [analysis](#_Unit_One:_Genre) skills as well as the information that you have gathered in [paper 2](#_Assignment:_Informational_Report) and [paper 3](#_Assignment:_Literature_Review). You have researched information on your topic in the academic sphere, and now you research your topic in the popular sphere. You will synthesize this information, take an informed stance, and disseminate this argument for a popular audience.


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# Paper Assignments

## Assignment: Analysis of a Text

**Topic Links**

["This is your Victory" speech given by Barack Obama](http://edition.cnn.com/2008/POLITICS/11/04/obama.transcript/)

Paper 1: Analysis of a Text

**Sequence Position**:
Over the course of the semester, you will write four papers for English 101. Each of these papers will build upon the skills used in the previous paper(s). Thus, the critical reading and analysis skills that you will focus on in this first paper will be extremely important in all of the papers you will be writing this semester.

**Topic:**
For this paper, you will analyze one of the following texts: Takashi Murakami's *Planet 66 Summer Vacation*\*; Inka Essenhigh's artwork *Picnic\**; ["This is your Victory" speech given by Barack Obama](http://edition.cnn.com/2008/POLITICS/11/04/obama.transcript/); "Pain Inducing Advil" from *The Onion\**; "College Too Expensive" image from *The Onion\**.

**Purpose:**
The purpose of this paper is to exercise your [critical reading](#_Unit_One:_Critical) and thinking abilities in order to [analyze a text](#_Unit_One:_Genre). As the assigned selections indicate, a text may be defined as, among other things, a piece of artwork, a commercial, a print ad, a website, an article. Just as they appear in multiple forms, so too can texts be analyzed in multiple ways--and these analyses reveal different interpretations.

As with any issue or topic, writers try to inform or inspire action for a purpose, and they use a variety of methods to do this: evidence, language, structure, and other textual elements. Different disciplines value different types of analysis, but any good analysis is tied directly to critical reading and thinking. You must use the evidence you gather in your critical reading of a text to support your analysis of it. In the process, you will demonstrate that you understand not only the text and the point(s) it makes, but also how and why it makes that point (or those points).

[**Audience**](#_Paper_One:_Rhetorical)**:**
Your analysis should be written for an academic audience who are not familiar with the text you're reviewing.

[**Genre Conventions**](#_Unit_One:_Genre)**:**
In the paragraphs above, I provided a list of texts from which you can choose one to analyze, and I defined the Rhetorical Situation for you as well. You are expected to have the following genre conventions as well: A summary of the text, attention to the context, a clear interpretation or judgment, and reasonable support for your conclusions.

**Technical Matters:**
Length: 4-5 pages; Double-Spaced; 12pt. Times New Roman font. Documentation Format: MLA

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## Assignment: Informational Report

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**Sequence Position**:
For the rest of the semester, you will be writing on a single topic. The first paper in this sequence, Informational Report, will require you to research primary and popular sources on a specific topic to inform your audience about what is known in the popular sphere about your subject. The next paper, Literature Review, will require you to research what experts and scholars report or theorize about the topic. The final paper, Research Based Argument, will ask you to take what you have learned about the topic from the previous two papers and argue for your position on that topic.

**Topic**:
[Picking a good topic](#_Choosing_a_Topic) will be one of the keys to success for the remaining three papers. You should pick a topic that interests you. Your topic should not be too general (i.e., Shakespeare, Baseball), but it should not be too narrowly focused (i.e., the use of iambic pentameter in the first act of Romeo and Juliet, Alex Rodriguez's RBI percentage in the 2007 baseball season). In addition, there are certain topics that are off-limits: Stem Cell Research, Abortion, Steroids in Sports, Gun Control, Legalizing Marijuana, Euthanasia, Evolution vs. Creationism, Global Warming, Violence in Video Games and TV, Obesity.

**Please note**: You will need me to approve your topic.

**Purpose:**
The purpose of this paper is to research primary and popular sources to inform your audience about your topic. You will need to [research](#_Research) your topic using the library databases and the Internet to find reputable sources. You will need to [read](#_Unit_One:_Critical) and [analyze](#_Unit_One:_Genre), and then [synthesize](#_Unit_Two:_Genre_1) it into a coherent report that utilizes an [appropriate structure](#_Organizational_Strategy:_Compare-Co) and [design](#_Design_and_Visuals). This paper should not argue for a position on the topic, but simply report what is known about your topic.

[**Audience**](#_Paper_2:_Rhetorical_1)**:**
Your report should be written for a popular audience who are interested in your topic, but who are not familiar with the body of research on which you are reporting. You will determine a more specific audience once you decide on your topic. You will decide where you will "publish" this report, and you will write according to the audience and specific genre conventions of that publication.

[**Genre Conventions**](#_Unit_Two:_Genre_1)**:**
Although your writing strategy and design will vary depending on your topic, you will be expected to have the following genre conventions in your text: a focused appropriate topic; accurate research; an appropriate organizational structure; definitions of key terms; and an appropriate format.

**Technical Matters**:
Length: 6-7 pages; Double Spaced; 12 pt. Times New Roman Font
Sources: 6-8 primary or popular sources
Documentation: CSE


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## Assignment: Summary of an Academic Journal Article and Reflective Essay

**Sequence Position:**
For the rest of the semester, you will be writing on a single topic. The first paper in this sequence, Summary of an Academic Journal Article and Reflective Essay, will introduce you to library research, academic source material, audience adaptation, and disciplinary conventions. The next paper, Literature Review, will require you to continue your research on what experts and scholars report or theorize about the topic and synthesize that information for an academic audience. The final paper, Critical Analysis, will ask you to take what you have learned about the topic from the previous two papers, research popular sources, and synthesize the content around a single organizing interpretation as well as adapt your form for a popular audience of your choice.

**Topic**:
[Picking a good topic](#_Choosing_a_Topic) will be one of the keys to success for the remaining three papers. You should pick a topic that interests you. Your topic should not be too general (i.e., Shakespeare, Baseball), but it should not be too narrowly focused (i.e., the use of iambic pentameter in the first act of Romeo and Juliet, Alex Rodriguez's RBI percentage in the 2007 baseball season). In addition, there are certain topics that are off-limits: Stem Cell Research, Abortion, Steroids in Sports, Gun Control, Legalizing Marijuana, Euthanasia, Evolution vs. Creationism, Global Warming, Violence in Video Games and TV, Obesity.

**Please note**: You will need your instructor to approve your topic.

**Purpose:**
*Summary:*One purpose of this project is to summarize an academic source and translate that summary for a public audience. In order to achieve this, you will need to [research](#_Research) your topic using the library databases. Once you have found an appropriate article, you need to be able to [read](#_Unit_One:_Critical) and [understand](#_Unit_One:_Genre) the academic text; identify major idea groups in the text; and translate that information into a summary for a public audience. You will need to understand how knowledge in your topic discipline is formed as well as what evidence is considered valid. You will also need to understand how to identify major idea groups in a text so that you can group them together to form a cohesive summary. In addition, you will need to understand the difference between an academic and a popular audience, and be able to relate that knowledge to the form and content of your summary.

*Reflective Essay:*Another purpose of this project is to reflect on the writing conventions in your topic discipline and how they change due to rhetorical context (i.e. change in audience). In translating the article into a summary for a public audience, you will make choices regarding language, form, and reference in your writing. You will reflect on why you made those choices, how those choices are related to the conventions in academic disciplinary writing, and how those choices are related to making meaning in that discipline.

[**Audience**](#_Paper_2:_Rhetorical_1)**:***Summary*:
You will write your summary for a popular audience. We will look at popular texts that fall into the major disciplinary categories: *Scientific American* for Sciences, *Time* for the Social Sciences, and *The New Yorker* for the Humanities. The readers of these magazines represent the target audiences for this project. We will examine these magazines and identify conventions they follow. You will need to understand the difference between the language, form, use of evidence, and detail in academic and popular writing.

*Reflective Essay:*You will write the reflective essay for an academic audience. That is, your essay should be aimed at a group of educated readers who are likely to be interested in the issues you raise, and are familiar with key terms and ideas. You should demonstrate knowledge of key rhetorical terms as well as disciplinary conventions for writing in your topic discipline. In addition, you should explain how this knowledge led you to the rhetorical choices you made when writing your summary.

[**Genre Conventions**](#_Unit_Two:_Genre_1)**:**
For the summary, you will need to read and annotate the article you have chosen, identifying the primary focus of the article and the major idea groups. You will then need to summarize the article for a public audience, more specifically the audience of *Scientific American*, *Time*, or *The New Yorker*. You need to make sure that you are using your own voice as the primary voice in the summary. Your summary should include the title and author of the article you have chosen, as well as proper attributive tags and bibliographic information signaling the use of any of the author's ideas or words. Your language, form, use of evidence, and detail should be appropriate for the specific audience you have chosen.

For the reflective essay, you will need to think about and examine how you wrote the summary in terms of language, form, and reference. You should state how the choices you made in writing the summary were determined by your knowledge of disciplinary conventions in the natural sciences, and how the writing changes for different audiences. The use of “I” is appropriate for this part of the project due to the rhetorical nature of the reflective essay.

**Technical Matters**:
Length: Summary 3-4 pages; Reflective Essay 2-3 pages; Double Spaced; 12 pt. Times New Roman Font
Sources: 1 academic journal article
Documentation: CSE


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## Assignment: Literature Review

**Paper 3: Review of Scholarly Literature**

**Paper Sequence Position:**In your [last paper](#_Assignment:_Summary_of) you began research on your topic, summarized an academic article for a popular audience, and you reflected on your choices as a writer. In this paper you will continue to [review the scholarly literature](#_Assignment:_Literature_Review) about your topic. A review of scholarly literature describes and evaluates important research on a topic. Typically, we consult literature reviews when we need a general overview of the research that has been conducted on a topic. Often, this is the starting point for a larger research paper that will address an aspect of the topic that needs further research. Thus, the literature review is a central concept in academic inquiry. In addition, the research you do in this paper will add substance to the preliminary research on your topic that you did in Paper 2. This added research will provide you with a larger picture of your topic in preparation for your [final paper](#_Paper_4:_Critical), in which you will research popular knowledge about your topic, take an informed stance, and disseminate it to a popular audience.

**Topic**:
You will use the same topic that you researched for Paper 2.

**Purpose:**The purpose of this paper is to describe and evaluate scholarly sources about your topic. You will need to use the [library databases](#_Research) to find [scholarly, peer-reviewed sources](#_Identifying_Peer_Reviewed) related to your topic. You will need to [read your sources critically](#_Unit_One:_Critical) and think about [how those sources are related to each other](#_Finding_Patterns). In your paper, you should provide clear and accurate summaries of your sources and show how those sources are related. In addition, you should state what research still needs to be done to answer any questions that are not addressed by the current literature about the topic.

[**Audience:**](#_Paper_3:_Rhetorical)Your review should be written for a scholarly audience who are interested in your field of inquiry, but who are not familiar with the body of research you're reviewing. Your aim is to bring these other researchers up to speed on what has been accomplished to date and what questions are still unexplored.

[**Genre Conventions:**](#_Unit_Three:_Genre)
You will be expected to have the following genre conventions in your paper: research of literature about your topic; identification of trends of what has been published in the literature; evaluation of what is and is not known about your topic; identification of any areas of controversy; specific suggestions for areas needing further inquiry; and a clear focus.

**Technical Matters:**Length: 7-8 pages; Double-Spaced; 12 pt. Times New Roman font
Sources: 6-7 scholarly, peer-reviewed articles related to your topic
Documentation: APA format--this format is typically used in the social science disciplines


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## Paper Four: Critical Analysis

**Paper Sequence Position:**
Your last paper this semester will use your [critical reading](#_Unit_One:_Critical) and [analysis](#_Unit_One:_Genre) skills as well as the information that you have gathered in [paper 2](#_Assignment:_Informational_Report) and [paper 3](#_Assignment:_Literature_Review). You have researched information on your topic in the academic sphere, and now you research your topic in the popular sphere. You will synthesize this information, take an informed stance, and disseminate this argument for a popular audience.

**Topic:**
You will use the same topic you used in Paper 2 and Paper 3.

**Purpose:**
The purpose of this paper is to take an informed, arguable stance on your topic. You will need to take a position on your topic based on what you have read about your topic and your own beliefs. You should make a claim that argues for your position and support that claim with substantial evidence. In addition, you will need to address opposing arguments and use a tone and style that appeals to your audience.

**Audience:** Your analysis will be written for a popular audience of your choice. You will find a magazine that you want to "publish" your paper in. Your paper will appear like it would in that source, so you will need to do a rhetorical analysis on your publication of choice, paying attention not only to the language but also the format and visual style.

**Genre Conventions:**You will be expected to have the following genre conventions in your paper: a clear and arguable claim; necessary background information; good reasons; convincing support for each reason; and acknowledgement of opposing arguments.

**Technical Matters:**
Length: 2250-2500 words (9-10 pages double-spaced)
Sources: You should use the sources you gathered for Paper 2 and Paper 3. In addition, you may add up to 4 new popular sources. You are required to use a minimum of 6 sources.
Documentation: You may use either MLA, APA, or CSE, but you may only use one.


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# Applications

## Unit One: Applications

[**Critical Reading**](#_Unit_One:_Critical)
Critical reading is an essential skill needed for college. This page provides steps that will help you develop more efficient critical reading skills.

[**Logical Argument--Organization**](#_Unit_One:_Logical)When writing any type of paper, you want to make sure that the organization makes logical sense. No matter who your audience is, you will need to guide them through the paper. You can support your content with structural and grammatical elements, but the content must be organized in a way that the audience will understand.

[**Developing a Thesis Statement**](#_Developing_a_Thesis)The thesis statement states the main point of the paper. Without it, your paper will lack focus. It is an essential part of any essay.

[**Body Paragraphs**](#_Developing_Body_Paragraphs)You will develop your ideas in the body of your paper. This page will explain how to focus and develop your reasons.

[**Introductions and Conclusions**](#_Introductions_and_Conclusions)These paragraphs will set the tone for the paper and wrap up the paper.


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## Unit One: Critical Reading

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**Critical Reading:**

Critical reading is an essential skill needed for college. To read efficiently and critically, follow the steps below:

**Step One: Previewing the text**

Previewing the text provides the reader with an idea of what to expect from the text. The preview should identify any key concepts or ideas as well as the basic layout of the argument. To preview the text look at the title, subtitle, any headings, the first and last paragraphs, illustrations, and visuals. Once your preview the article, ask yourself the following questions:

1. Where is the article going? What do you think it is about?
2. What is its purpose? Audience? Genre?

**Step Two: Read through the article and think about your initial response**

You will need to read the next several times. The first time your read it, pay attention to the content of the text. This should be a surface level reading only. Afterwards, ask yourself the following questions:

1. What is your initial reaction to the text?
2. What accounts for your reaction?

**Step Three: Annotating**

Read the article again, but this time with a specific purpose. Now that you know what the article is about, you need to examine how it makes its point. Identify any patterns in the text by examining the grammar, structure, and diction. Ask yourself the following questions:

1. What do these patterns reveal?
2. How do these patterns reinforce the explicit meaning of the text?

**Step Four: Thinking about how the text works**

Reading through the article again, pay attention to what each paragraph says and does. Write these down separately in sentence form. By identifying what each paragraph says in a sentence and putting those sentences together, you will compose a summary of the content in the text. By identifying what each paragraph does in sentence and putting those sentences together, you will compose a summary of the structure of the text.


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## Unit One: Logical Argument – Organization

Workshop

[Designing an Organizational Structure for your Analysis](#_Organizing_Your_Textual)

**Logical Argument**

When writing any type of paper, you want to make sure that the organization makes logical sense. No matter who your audience is, you will need to guide them through the paper. You can support your content with structural and grammatical elements, but the content must be organized in a way that the audience will understand.

**Analysis of a Text**

For an analysis of a text, your paper will probably be organized either by thematic point or by parts of the text. When completing a critical reading of the text, you should have identified patterns in the text. The patterns you identify naturally lend themselves to a thematic organization. On the other hand, it may make more sense for you to organize your paper by parts of the text. This allows you to include brief summaries of each part and explain what that part means.

Regardless of the way you choose to organize the body of the analysis, your [introduction and conclusion](#_Introductions_and_Conclusions) will include the following information. The introduction should include some context and a thesis statement containing your interpretation and reasons for that interpretation. The conclusion will restate the interpretation, and it will summarize how you proved your interpretation.


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## Unit Two: Applications

[**Choosing a Topic**](#_Choosing_a_Topic)
This page discusses how to choose a topic and why it is important to choose an appropriate topic. It also has links to applications that may help you pick a topic.

[**Researching Your Topic**](#_Research)
This page discusses the importance of research, types of research, and how to conduct research using the library and online search engines.

[**Evaluating Sources**](#_Evaluating_Sources)
This page discusses how to decide if your sources are reputable and relevant. These are important questions to ask before integrating any sources into your paper.

[**Integrating Sources**](#_Integrating_Sources)
This page will describe when to cite evidence, why it is important to cite evidence, how to avoid plagiarism, and different ways to integrate evidence.

[**Organizational Strategy**](#_Organizational_Strategy:_Compare-Co)
This page discusses the importance of choosing a good organizational strategy for your paper, and it introduces the comparison-contrast organizational structure.

[**Developing Your Paragraphs**](#_Developing_Body_Paragraphs)
This page discusses topic sentences and how to use topic sentences to develop paragraphs. It also discusses what needs to be included in a well-developed paragraph.

[**Definitions**](#_Definitions)
This page talks about the importance of defining key terms and provides some strategies for defining them depending on the rhetorical situation.

[**Design**](#_Design_and_Visuals)
This page provides descriptions of design and visual choices and guidelines for uses those elements in papers.


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## Unit Two: Applications

[**Disciplinary Conventions**](#_Disciplinary_Conventions)This page provides an overview of the disciplinary conventions found in the natural sciences, social sciences, and humanities.

[**Choosing a Topic**](#_Choosing_a_Topic)
This page discusses how to choose a topic and why it is important to choose an appropriate topic. It also has links to applications that may help you pick a topic.

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This page will describe when to cite evidence, why it is important to cite evidence, how to avoid plagiarism, and different ways to integrate evidence.

[**Toulmin's Classification System**](#_Toulmin's_Classification_System)This page discusses a system that identifies parts of an argument.

[**Organizational Strategy**](#_Organization_–_Narrative)This page discusses the narrative organizational strategy in more depth.

[**Developing Your Paragraphs**](#_Developing_Body_Paragraphs)
This page discusses topic sentences and how to use topic sentences to develop paragraphs. It also discusses what needs to be included in a well-developed paragraph.

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This page talks about the importance of defining key terms and provides some strategies for defining them depending on the rhetorical situation.


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## Unit Three: Applications

[**Identifying Peer Reviewed Sources**](#_Identifying_Peer_Reviewed)
This page explains the peer review process that scholarly journals go through, and it discusses some of the features of peer reviewed journal articles.

[**Evaluating Sources**](#_Evaluating_Sources)
This page discusses how to decide if your sources are reputable and relevant. These are important questions to ask before integrating any sources into your paper.

[**Finding Patterns in Your Sources**](#_Finding_Patterns)
This page offers tips for annotating your sources and organizing your information in preparation for a literature review.

[**Classifying and Dividing**](#_Classifying_and_Dividing)
This page provides a basic introduction to classifying and dividing.

[**Organizational Structure--Classify and Divide**](#_Organization_by_Classification)
This page discusses how to use classification and division to help organize your paper.

[**Organizational Strategy**](#_Organizational_Strategy:_Compare-Co)
This page discusses the importance of choosing a good organizational strategy for your paper, and it introduces the comparison-contrast organizational structure.

[**Coordination and Subordination**](#_Coordination_and_Subordination)
This page discusses grammatical strategies for sentences that helps the sentence structure implicitly enhance your explicit meaning.

[**Attribution and Signal Verbs**](#_Attribution_and_Signal)
This page provides examples of how to use attributive tags, signal verbs, and transitions in a literature review.


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## Unit Four: Applications

[Finding an Arguable Claim](#_Finding_an_Arguable)
This page will offer questions about your topic that will help you decide what you want to argue.

[Developing a Working Thesis](#_Developing_a_Working)
In an argument paper, it is important to start with a working thesis to help develop the argument.

[Organizing the Paper-Recognizing Opposing Arguments](#_Organization:_Opposing_Arguments)
This page provides organizational strategies for arguments that recognize opposing arguments.

[Design](#_Design_and_Visuals)
This page provides descriptions of design and visual choices and guidelines for uses those elements in papers.


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## Attribution and Signal Verbs

Writing Workshop

[Revising the Literature Review](#_Revision_Workshop:_Literature)

**Attribution and Signal Verbs**

In a Literature Review, the literature should be featured prominently throughout the body of the paragraph. You will do this by using attributive tags (the author's name) to introduce summaries, paraphrases, and quotations. In addition to attributive tags, you need to employ a specific signal verb that describes the purpose of the evidence you are quoting, summarizing, and paraphrasing. Transitions should be used to demonstrate the relationship between points. For paragraphs that synthesize multiple sources, the following templates might be useful:

1. Several authors argue that x is one of the causes of y. In his/her article "title," \_\_\_\_\_\_\_\_\_\_\_\_ assert \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. He/she declares \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Likewise, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, in their article "title," claim \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. They say \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Thus, x is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. While x is an important facet of y, scholars disagree on x's role. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ contends \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. They believe \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. On the other hand, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_argues \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Furthermore, he maintains \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Hence, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Both of the templates above incorporate multiple authors into one paragraph. For paragraphs where you only use information from one source, the following model illustrates how to incorporate attributive tags (bold), signal verbs (italicized), and transitions:

1. A strong topic sentence is an important method of maintaining focus in a good essay. **Wicker** (2008), in her article "The parts of a good essay," *describes* a topic sentence as "an independent clause occurring at the beginning of a paragraph that illustrates the main idea to be discussed in the following sentences" (p.1). **She** *explains* that this rhetorical feature helps establish the focus of the paragraph for the audience (Wicker, 2008, p.2). The audience will know exactly what will be discussed in more depth in the paragraph and how it relates back to the main claim of the paper. **Wicker** (2008) also *advises* student writers to include an alternatively worded topic sentence at the end of the paragraph in some rhetorical situations (p.2). Thus, a topic sentence can be used at both the beginning and the end of a paragraph as a way to maintain focus in a strong essay.


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## Body Paragraphs

Top of Form

Bottom of Form

**Paragraphing**

A paragraph is a group of sentences that work together to develop a single idea. There are four different types of paragraphs: [introduction](#_Introductions_and_Conclusions), body, transition, and [conclusion](#_Introductions_and_Conclusions). Each of these types of paragraphs have their own unique features.

**Body Paragraphs**

Body paragraphs appear between the introductory paragraph and the concluding paragraph. Each body paragraph should develop a single idea that relates to the main claim of the paper. This single idea should be identified in a **topic sentence** that appears at the beginning of the body paragraph. To achieve coherence in a body paragraph, you need a strong topic sentence that identifies the point the paragraph is trying to prove, and then you can repeat key terms, or you can use transitions, pronouns, or parallel structure throughout the rest of the paragraph.

Workshop

**Transitions**:

**Addition**: also, in addition, too, moreover, and, besides, so too, furthermore, equally important, then, finally, and, in fact, indeed

**Example**: for example, for instance, thus, as an illustration, namely, specifically, after all, consider, to take a case in point

**Contrast**: but, yet, however, nonetheless, nevertheless, conversely, in contrast, still, at the same time, on the one hand, on the other hand, although, by contrast, despite the fact that, even though, on the contrary, regardless, whereas, while

**Comparison**: similarly, likewise, in the same way, along the same lines

**Concession**: of course, to be sure, certainly, granted, admittedly, although it is true that, I concede that, naturally

**Result**: therefore, thus, as a result, so, accordingly

**Summary**: hence, in short, in brief, in summary, in conclusion, finally

**Time**: first, second, third, next, then, finally, afterward

**Sequence**: before, soon, later, meanwhile, subsequently, immediately, eventually, currently

**Place**: in the front, in the foreground, in the back, in the background, at the side, adjacent, nearby, in the distance, here, there

**Cause and Effect**: accordingly, as a result, consequently, hence, it follows-then, since, so, then, therefore, thus

**Elaboration**: actually, by extension, in short, that is, in other words, to put it another way, to put it bluntly, to put it succinctly, ultimately

**Conclusion**: as a result, consequently, hence, in conclusion-then, then, in short, in sum-then, it follows-then, so, therefore, thus, to sum up, to summarize


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## Brainstorming

Brainstorming is an important part of the prewriting process because it allows you to think about your topic and purpose before you start writing.  You are able to explore different ideas that you have, examine the issues that each idea raises, and determine what ideas work better for your purpose.

There are a number of different brainstorming techniques, and you will probably find one technique more useful than others.

If you think globally (you like to focus on the big picture, but you aren’t sure how you get there), you might try some idea mapping.  This can take a couple of different forms.  You might use bubbles, and identify a main idea in the center bubble, and link similar ideas in bubbles surrounding it.  Sometimes this technique is called clustering.  Basically, you are associating ideas freely and seeing how they relate to each other.

Or, you might try using an idea tree.  This is especially helpful if you find that your topic is too broad.  You might start off with a broad idea, and then identify elements of the idea underneath it, narrowing as you go.  Then, you repeat for the smaller ideas.

If you think more linearly (you may know the parts but not the end), you might try a list or outline.  For listing, you simply list the parts that you can identify.  This can help you see where any holes might be, especially if you keep your paper goals in mind.  In addition, by seeing all your ideas in a list, you can decide what they show.

Or, you can draft an outline.  Sometimes, outlines are more useful after you have done some idea mapping or listing.  But, some people like to start with an outline.  They like to show what needs to be in each part of the essay.  Then, you can go in and decide what you want to include.

Last, but not least, you can always discuss your ideas with a friend.  Sometimes, talking through a topic with someone else can lead you to discover ideas that you might not have thought of otherwise. This may happen during classroom discussion, or you might sit down with a friend outside of class.


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## Choosing a Topic

Choosing a Paper Topic

Choosing a topic for a paper can be tricky. When you pick a topic, you want it to be appropriate for the rhetorical situation and genre. Topics generally can transcend genre boundaries, but there are some topics that are better than others. The best topic is going to be something that you are interested in.

If you are not given a topic, how should you go about choosing one? First, think about your purpose and your audience. If you are writing an observation report for a biology class, then an analysis of *Hamlet* would be inappropriate. While this is an extreme example, it demonstrates the point.

Let's try a topic for the same situation that might be a little bit more difficult to figure out. You choose to write on infanticide in brown bear populations. Once you have a tentative topic in mind, you should ask yourself questions about the value of the topic. So, if you are writing an observation report, will you actually be able to observe the habits of this animal? Second, has anyone else written on this topic? What were their findings? How will your study be different? Thus, you are examining the value of the topic for the audience and the originality of the paper idea.

For the portfolio, you will be writing on a single topic for four different rhetorical situations and four different genres. So you will need to select a topic that is flexible. It should have academic source material available. The topic should also be arguable: a logical researched argument, not one based on personal opinion or faith. It should also be a topic that is narrow enough that you don't get off topic in one of the papers, but broad enough to approach from three different angles. So you need to find a topic that can meet multiple needs. Throughout the paper assignment sequence, you might look at the topic in a slightly different angle in each paper, but the overall topic will stay the same. I highly suggest that you find a topic that interests you as well.


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## Classifying and Dividing

Writing Workshop

[Classifying and Dividing Writing Workshop](#_Classifying_and_Dividing_1)

**Classifying and Dividing**

We classify and divide things all the time. It is basically categorization either into larger or smaller categories. When we classify, we put items into a larger category; when we divide, we put things into a smaller category. This skill can be very useful when we think about [organizational strategies](#_Organization_by_Classification) in papers.

To illustrate the skill of classification and division, we'll start with a list:

|  |  |  |
| --- | --- | --- |
| mac and cheese | mashed potatoes | fried chicken |
| meatloaf | salad | brownies |
| fruit | cookies | enchiladas |
| pasta | steak | dinner roll |
| pie | rice | corn |
| green beans | cake | pork chop |

First, we want to classify the items in the list. We might use entree, side dish, and dessert as our categories. Some items might fit into more than one category here. For instance, mac and cheese could be an entree or a side. Here is one way the items could be categorized:

|  |  |  |
| --- | --- | --- |
| Entree | Side | Dessert |
| meatloaf | salad | fruit |
| enchiladas | green beans | pie |
| steak | mashed potatoes | cookies |
| fried chicken | rice | cake |
| pork chop | dinner roll | brownies |
| pasta | corn |   |
| mac and cheese |   |   |

Next, we want to divide the main categories up into smaller ones. For instance, we could divide entree into meat and non-meat items. And we could further divide meat into red and white meat. For side items, we could divide the choices into vegetables and starches. For desserts, we could divide the choices into baked and non-baked goods.

While this exercise might seem simplistic, the concept is useful to practice when [organizing](#_Organization_by_Classification) papers by theme. Think about how you can classify and divide the themes in your paper.


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## Coordination and Subordination

Top of Form

Bottom of Form

**The Style:**
Coordination and Subordination show the relationship of ideas in a sentence.

**Co-**ordination shows two or more ideas in the sentence are equivalent or balanced.

**Sub-**ordination is a grammatical strategy to communicate that one idea in a sentence is more important than the other idea in the same sentence. Using the technique of subordination in a sentence, you place the more important idea in an independent clause and the less important idea--the subordinate--in a dependent clause. You want to make sure there is a logical connection between the dependent and independent clauses.

**For the Literature Review:**

Identifying patterns and trends in your sources is one of the key features of a literature review. Once you have identified those patterns and trends between/among your sources, you need to demonstrate their relationship in your writing. We have learned that transitions can show the relationship of ideas between sentences and paragraphs; they can also show the relationship between ideas in a sentence by using coordination. In addition, coordinating and subordinating conjunctions can demonstrate the relationship between ideas in the sentence. Thus, using coordination and subordination in your sentences is a useful grammatical and stylistic strategy to use in your literature review.

**The Grammar**

Writing Workshop

Coordination: A coordinate sentence, also known as a compound sentence, consists of two or more independent clause joined by either a semicolon or by a comma working in concert with a coordinating conjunction (and, but, for, or, nor, yet, so). The two clauses that are joined must be related ideas.

Coordinating conjunctions and their meaning.

1. *And* means addition
2. *But* and yet mean contrast
3. *So* means result or effect
4. *For* means reason or choice
5. *Or* means choice
6. *Nor* means negative choice.

Grammatical Structure:

Right: (Independent clause), (coordinating conjunction) (independent clause).
(Independent clause); (independent clause).

Wrong: (Independent clause), (independent clause)--called a comma splice
(Independent clause) (independent clause)--called a run-on sentence

Subordination: A complex sentence consists of an independent clause and a dependent clause. The dependent clause will be preceded by a subordination conjunction or a relative pronoun (which, that, who, whom, whose).

Subordinating Conjunctions and their meanings

1. Time: *after, before, once, since, until, when, whenever, while*
2. Reason or Cause: *as, because, since*
3. Purpose or Result: *in order that, so that, that*
4. Condition: *if even, if, provided that, unless*
5. Contrast: *although, even though, though, whereas, while*
6. Choice: *than, whether*
7. Place or Location: *where, wherever*

Grammatical Structure:

Right: (Subordinating conjunction) (dependent clause), (independent clause).
(Independent clause) (subordinating conjunction) (essential dependent clause).
(Independent clause), (subordinating conjunction) (non-essential dependent clause).


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## Definitions

Writing Workshop

[Defining Key Terms](#_Writing_Workshop:_Clear)

**Definitions**

The inclusion of definitions can be an important component of a paper. There are different reasons for including definitions, and these reasons depend on the [rhetorical situation](#_Rhetorical_Situation). For instance, if your purpose may be to define a controversial term. In this case, you will spend the entire paper discussing different elements of that term and what they mean. Definitions are also important to include when your audience is unfamiliar with your subject. You should define any key terms that they might not understand. In addition, you could include a definition in a paper for an audience that is familiar with your subject but does not agree on what the term means. In this case, the inclusion of the definition could be considered a qualification.

There are different ways to include definitions in a paper. You could include the dictionary definition. Remember, the dictionary you choose to use can reveal your trustworthiness as an author or your purposes. For instance, if you choose to use a definition from the*Oxford English Dictionary* (OED), the audience might view your work as more scholarly. For an academic audience, using a scholar's definition is one way to establish trustworthiness and validity through definitions. If the scholar is recognized in the field, the audience will be more likely to assume that you understand the conversations going on in the field. On the other hand, if your purpose is to reach a popular audience, you might use a metaphor or analogy to explain a key term. While this is not a technical definition, a metaphor or analogy will help the audience visualize a term that may be difficult for them to understand.


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## Design and Visuals

Top of Form

Bottom of Form

**Considering Matters of Media and Design**

When deciding how to design your document and include visuals, you need to consider the rhetorical situation for which you are writing.

1. What is the purpose of the paper? Is it to inform? Persuade? Inspire Action?
2. Next, think about the audience. Who are you writing for? Is it a popular audience? A scholarly audience? What do these audiences expect?

Once you have considered the rhetorical situation, think about the design elements that will best suit those needs. Elements of design include the type, layout, paragraphs, lists, headings, white space, and visuals.

The type refers to the font selection and size. In this class, I ask that you write your papers in Times New Roman, 12 pt. font. If you were creating a document for elementary students, you might use comic sans serif because it has a "fun" feeling. You also would make the font larger, so it is easier to read.

**Writing Workshop**

**Layout** refers to the actual layout of text on the page. I set specific standards for headers, footers, and margins in this class. Journals and magazines may have a different standard that they want you to follow.

**Paragraph** style varies due to audience. Popular audiences typically prefer shorter paragraphs whereas academic audiences value longer paragraphs.

The design of a **list** can have a profound effect on the reader. If the list is bulleted, the information is more visible because it is separated from the rest of the text. This brings the text to attention, so it has a more direct effect. If a list is included in a sentence, it is not as noticeable, so information in these lists typically are not more important that the text surrounding it.

**Headings** can be useful in directing your audience's attention. This is very helpful in papers that have very different reasons supporting a claim as well as longer papers. The headings help establish and maintain focus.

The inclusion of more or less **white space** may lead to readers to make a conclusion about the authority of the text. Pages with less white space and more text look more dense and as a result more authoritative. If you have less white space, the text is not as imposing, but it doesn't carry as much authority.

**Visuals** can include images, charts, graphs, and tables. If you want to incorporate these elements, you need to find visuals that add to and enhance your argument. You don't want to add visuals just for the sake of adding visuals. So think about the rhetorical situation when deciding if you want to include visuals.

If you do decide to use visuals, follow the guidelines below:

1. Use as content
2. Position close to related discussion
3. Number all visuals
4. Refer to visual in text before it appears
5. Provide a title or caption
6. Document your visual if you got it from an outside source
7. Obtain permissions if you plan to publish work
8. Provide Figure, Table or Image labels for visuals
9. Evaluate the authenticity of the visual
10. Use Visuals Ethically


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## Developing a Thesis Statement

Top of Form

Bottom of Form

**What does the thesis do?**

Identifies the topic along with the claim you are making.

**Why is it important to have?**

Focuses and drives the paper.

**Will your thesis be complete before you write the paper?**

Perhaps, but even if you think you have a complete thesis before you start writing, you will find that it might be easier to complete it after writing the paper. This way the thesis will accurately reflect what the paper is about.

**Developing a Thesis Statement for an Analysis of a Text**

Answer the following questions:

1. What are you writing about?
2. What is your interpretation of it? Or what is your position?
3. What are the reasons that will support your claim?

Swap papers with a classmate. Answer the following questions about your classmate's answers:

1. What do you expect to read in the paper?
2. What evidence do you expect to see?
3. Is there anything else that needs to be included?

Discuss what you said about the thesis and revise. Swap papers with a different classmate and repeat process.


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## Developing a Working Thesis

Writing Workshop

[Developing a Working Thesis](#_Developing_a_Thesis_1)

**Developing a Working Thesis**

Thesis Statement:

For this paper, you want to have a thesis that states your claim, provides reasons for that claim, and makes any necessary qualifications for the claim and reasons. The claim and reasons should be described using specific language that directly addresses the focus of the paper. The thesis statement may need to be more than one sentence to do all these things.

1. What is your claim?
2. What are your reasons?
	1. Reason 1
	2. Reason 2
	3. Reason 3
	4. ...add more numbers as needed
3. What qualifications do your claim and reasons need?
4. Write your working thesis statement.

Us this information to help determine your organizational structure.


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## Developing Body Paragraphs

As we have already discussed, a [body paragraph](#_Body_Paragraphs) should develop a single idea that relates to the main claim of the paper. This single idea should be identified in a **topic sentence** that appears at the beginning of the body paragraph. To achieve coherence in a body paragraph, you need a strong topic sentence that identifies the point the paragraph is trying to prove, and then you can repeat key terms, or you can use [transitions](#_Body_Paragraphs), pronouns, or parallel structure throughout the rest of the paragraph.

**Topic Sentences** are a key element that begin the process of developing a paragraph. Once you have determined what [organizational strategy](#_Organizational_Strategy:_Compare-Co) you will use and have an outline of your paper, drafting topic sentences for that outline will help you determine if your paragraphs are focused or if you need multiple paragraphs to discuss all the elements of the reason you are discussing. Topic sentences do not have a one to one correlation to the reasons. It is a good place to start, but often you will find that you need more than one paragraph to discuss a reason for your claim in the paper.

Workshop

**Using the Topic Sentence as a Guide**

Once you have a topic sentence that introduces one idea that also explains to the audience how that idea relates to the reason and claim in the paper, you will explain the topic sentence in the paragraph. You can explain how the idea relates to the reason and claim by using evidence, explanation of the evidence, and logical argument. Remember, you should not use a quote or paraphrase for your topic sentence because evidence should support your idea, not state it. So, first you want to consider how the idea relates back to the reason and claim. Write this down. Then, think about the evidence you want to use and the form you want to present it in. Write this down. Next, think about how the evidence demonstrates the idea of the paragraph. Write this down. Last, think about how all of the previous thoughts show the point in the topic sentence. Write this down. When you get done, you will have a fully developed explanation of how evidence demonstrates your idea.

You will want to use [transitions](#_Body_Paragraphs) to show the relationships between these sentence level points and [signal verbs](#_Integrating_Sources) to effectively integrate your evidence when using attributive tags.


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## Disciplinary Conventions

[Writing in the Sciences](#_Writing_Conventions_in)

[Writing in the Social Sciences](#_Writing_Conventions_in_1)

**Disciplinary Conventions**

Much like genre conventions, different subject areas have writing conventions that they typically follow when writing for academic audiences; these will be referred to as disciplinary conventions. Often these conventions are reflective of the nature of inquiry of those disciplines. For instance, in the sciences research should be controlled and objective. It starts with a research question, the hypothesis, and then that question is tested using a controlled experiment. When scientists write, the scientific process and objectivity are seen in their organization, word choice, and focus. The table below gives a basic overview of disciplinary conventions found in the Humanities, Social Sciences, and Natural Sciences. For a more extensive list, you can link to the different disciplinary conventions pages that appear in the menu to the right.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Natural Sciences** | **Social Sciences** | **Humanities** |
| **Subjects** | Biology, Chemistry, Physics | Psychology, Sociology, Anthropology | Literature, Art, Music |
| **Focus** | Hypothesis | Hypothesis or Thesis | Thesis |
| **Format** | IMRAD (Abstract, Introduction, Materials and Methods, Results, Discussion, Conclusion, Works Cited) | Modified IMRAD or Narrative | Narrative |
| **Style** | Passive Voice, Word Choice, Very Little First Person, Key Terms | Nouns-vague/general and common and technical; Pronouns-I/we is acceptable, although depends on genre; Voice- Mixture of active and passive voice depending on genre | Abstract Word Choice, First Person Accepted, Verb Tense Reflects Reality |
| **Evidence** | Concrete, Quantitative | Both Qualitative and Quantitative | Abstract, Qualitative |


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## Evaluating Sources

Once you have [found some sources](#_Research), you need to evaluate them to see if they are reputable and relevant. These are two different issues that need to be addressed for two very different reasons. To determine if a source is reputable and relevant, you will need to practice [critical reading strategies](#_Unit_One:_Critical).

**Is it reputable?**

First, you want to make sure that your source is reputable. Understanding where the information is coming from and who is writing it will help you determine if the information is trustworthy. Also, knowing where the information comes from will help you look at it more critically. For instance, if statistical evidence is offered to support the claim, you might want to think about how the statistics are being used. Are they skewed to support the point? Is there another way to interpret the statistics?

To determine if the source is reputable, ask the following questions:

1. Who is the author? What is his/her affiliation (political, social, religious, etc.)?
2. Where does the source come from? Is it from a magazine? A journal? A press? Who is the audience for that source?
3. What is the purpose of the publication? Is it reporting? Satire? Persuasion?
4. Is the author relying on other sources? If so, are they identified? Can you find the original material?

Basically, you want to try to find as much background information about the source as your possibly can. For instance, you may find an article from [*The Onion*](http://www.theonion.com/content/index) that looks like it will provide relevant information for your paper. Does it matter that *The Onion* is a satirical news source? How does that change the way you view the information in the article?

**Is it relevant?**

In addition to examining the reputation of the source material, you also want to determine if the information is relevant to your paper. While the title or abstract of the source may lead you to believe the information will be relevant, you will not know until you actually look at the source in more depth. In the past, students in my classes have found sources just for the sake of finding sources. As they start to read the sources and try to work them in a paper, they realize that the sources are not very useful or relevant for what they are trying to write. As a result, they have to go and find more sources after they have already started the paper, often late in the writing process. While sometimes this may be unavoidable, if you take the time to evaluate the sources at the beginning, then you will not have to spend the time looking for more suitable sources later. To avoid this problem, ask yourself the following questions to start:

1. What is my purpose for writing this paper? What type of information will support that purpose?
2. Who is my audience? What type of evidence do they expect to see?
3. What is the genre of the paper? What type of sources do I need for that genre?

Then ask yourself the following questions about the source:

1. Does this source suit the rhetorical situation?
2. Is it trustworthy?
3. What information does this source provide that is relevant to my topic?
4. How do I envision using this source in my paper?
5. Does this source have special information in it that I cannot find somewhere else?

Think about how you are going to use the sources you have gathered. Think about how they interact with the other sources. If you envision how you will use the sources in a given rhetorical situation, you will have a better idea of what will work best for that situation. Remember, it is always a good idea to find more sources than you need, and then narrow down the material, so you are only utilizing source material that supports and enhances your own thinking.


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## Finding an Arguable Claim

Writing Workshop

**Arguing a Position: Finding an Arguable Claim**

When writing an argument, you want to make sure that the claim, the focus of the paper, is focused and strong. First, you need to make sure that the claim can be argued with logic and evidence. There are certain types of arguments and claims that will not work well. Typically the arguments that do not fare well in reasoned, researched argument are based on personal preferences and matters of faith. For instance, if my claim is peanut butter and jelly sandwiches are good, then my reasons will be based on personal opinion, not logical argument and research.

Paper 4: Research Based Argument

You have researched scholarly sources on your topic this semester. You should have a strong understanding of the controversies surrounding your topic and work that still needs to be done. You may have already decided what you want to argue, but you should explore different possibilities to see if there is another claim that is more compelling. So think about the following questions when deciding what you want to argue.

Consider the Rhetorical Situation

1. What is your specific purpose?
2. Who is your audience? What special considerations do you need to make for them?

Generating Ideas

1. What do you know about the topic?
2. What are different ways to examine your topic?
	1. Definition
	2. Classification
	3. Comparison
	4. Process
3. What can you argue about your topic? Why is this argument important?


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## Finding Patterns

Writing Workshop

[Organizational Grid](#_Literature_Review_Grid)

**Finding Patterns:**

One of the main [purposes](#_Paper_3:_Rhetorical) of the literature review is to identify patterns in the literature about your topic. The first step to finding patterns is to [read your sources critically](#_Unit_One:_Critical). Once you have previewed the text and read through it once, you should start annotating and taking notes. For the literature review, using Toulmin's argument terminology and system can be very useful in identifying parts of the author's argument. Once you have identified the parts of the author's argument, you can identify patterns more easily.

**Toulmin's Basic System of Argument:**This is not Toulmin's complete system, only three very basic terms that will help identify useful information:

1. Claim: the position you want your audience to accept
2. Reason: a claim used to support another claim – linked to the initial claim with words such as because, since, for, so, thus, consequently, and therefore
3. Grounds: the supporting evidence that leads you to make the claim in the first place – all the evidence to support the reasons

**Using Toulmin's Terminology:**

Break down each source using these terms. The thesis statement should identify the claim and reasons. You may find more specific reasons as you read the article. Pay attention to the grounds, or evidence, used to support the reasons. When you get done identifying these elements of the paper, you should have an outline of the major elements in the argument.

**Identifying Patterns Among Sources:**

Once you have analyzed your sources using Toulmin, you need to look for areas of commonality and difference in the source material. Are there common claims, reasons, research studies? An easy way to "see" this material is by utilizing a grid.

Organize your grid by author on the horizontal row and by theme on the vertical column. List the themes you see in your notes in the vertical column and fill in the blanks under the author's names. You will "see" where the sources discuss the same material. You may need to further [divide](#_Classifying_and_Dividing) your themes once you get started or you may need to [classify](#_Classifying_and_Dividing) themes into a larger heading. Once your grid is complete, the [organizational structure](#_Organization_by_Classification) should follow.


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## Identifying Peer Reviewed Work

Top of Form

Bottom of Form

**Peer Reviewed Sources:**

Scholarly sources are articles and books that have been through a peer review process. Typically, this involves the submission of a manuscript to a publication. The editor will send the manuscript to an editorial board made up of experts in the field who will review the manuscript, make revision suggestions, and send it back to the author. The author will make those revisions and send the manuscript back to the publication, and the process will be repeated until the manuscript is turned down or accepted for publication. By going through this process, the manuscript is vetted for rigorous methodology, accuracy of results, logic of argument, and relevancy to the field.

Peer Reviewed Sources have a very specific audience: other researchers in that field of study. As a result of this narrow, [scholarly audience](#_Key_Terms), the published manuscript will have certain features commonly found in academic writing. We have discussed some of these features already: jargon, formal diction, in-text citations. But you will find that some features vary according to the journal the article is published in as well as the genre of the article.

Writing Workshop

When looking at peer reviewed articles in a hard copy version of a journal, it is much easier to differentiate between popular and academic sources as well as types of sources found in academic journals. When you are looking at these sources online, it can be more difficult to see the differences. So, it helps to examine some hard copy examples to see the differences between the types of articles in academic publications.


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## Integrating Sources

Top of Form

Bottom of Form

**Integrating Evidence**

**Good Reasons for Using and Citing Evidence**

1. Using Evidence
	1. Supports the reasons for your argument
	2. Gives the argument validity
		1. by showing the audience that the author has researched the subject matter
		2. the authority of the evidence can give the author credibility
2. Citing Evidence
	1. Establishing the background for your writing and placing yourself within a community of writers who may share common ideas or at least common ground for debate
	2. To give credit to people whose ideas, knowledge, or words you use

**When to Cite Evidence (Avoid Plagiarism)**
You need to include a citation whenever you use someone else's ideas, knowledge, or words. Unless the material is common knowledge, which means that the audience will already know the evidence or idea, you need to cite it. When in doubt, ask yourself, if I had written the article and taken the time to research the material, would I mind if someone took my ideas or words and use them without giving me credit? Or imagine that the author is there looking over your shoulder while you are writing your paper. When would they want you to cite their ideas, knowledge, or words?

Writing Workshop

**How to Integrate Evidence**
When you use someone else's ideas, knowledge, or words, it can take the form of summary, paraphrase, or quotation.

1. Summary
	1. Reviews the main points of a passage and gets at the gist of what the author says
	2. Identify the main points, and condense them without losing the essence of the material
	3. Use your own words to condense the message
	4. Keep your summary short
	5. Use verbs to effectively integrate summaries
2. Paraphrase
	1. When you precisely restate in your own word a passage written by another person
	2. Say what the source says, but no more
	3. Emphasize what the source emphasizes
	4. Use your own words, phrasing, and sentence structure to restate your message. If certain synonyms are awkward, quote the material--but resort to quotation only occasionally
	5. Read over your sentences to make sure that they do not distort the source's material
	6. Expect your material to be as long as, and possibly longer than the original
	7. Use verbs effectively to help integrate paraphrases smoothly into your prose
3. Quotation
	1. Use quotations from authorities on your subject to support what you say. Do not use quotations as either your thesis statement or topic sentences.
	2. Select quotations that fit your message
	3. Choose a quotation only if one or more of the following apply
		1. Its language is particularly appropriate or distinctive
		2. Its idea is particularly hard to paraphrase accurately · The authority of the source is especially important to support your material
		3. The source's words are open to more than one interpretation, so your reader needs to see the original
	4. Do not use quotations in more than a quarter of your paper; rely mostly on paraphrase and summary
	5. Quote accurately
	6. Integrate quotes smoothly into your prose, paying special attention to the verbs you use
	7. Avoid plagiarism. Always document your source. Enclose quotations of four lines or fewer in quotation marks.
4. Integrating Quotations
	1. Integrate quotations directly into the sentence, with a comma, or with a colon. Quotations cannot form their own sentence; they must be attached to your words. When the quote is not attached to the sentence, it is called a hanging quote.
	2. Incorrect: Mike Males trusts that various forms of media influence teens. "The barrage of sexually seductive liquor ads fashion images, and anti-youth rhetoric, by conventional logic, must be influencing those hormonal unstable middle-agers. (470)." (student example)
	3. Correct: Mike Males trusts that various forms of media influence teens. He states, "The barrage of sexually seductive liquor ads fashion images, and anti-youth rhetoric, by conventional logic, must be influencing those hormonal unstable middle-agers" (470).
	4. Other ways to integrate quotes (MLA Documentation style)
		1. Directly into the sentence
		2. Quotation using author's name (attributive tag)
		3. Quotation using author's name and source title
		4. Quotation using author's name and introductory analysis
		5. Quotation interrupted by your own words
		6. Verbs useful for integrating quotation, paraphrases, and summaries: Agree, advise, advocate, analyze, assert, argue, contend, declare, explain, find, illustrate, observe, propose, report, refute, suggest


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## Introductions and Conclusions

Workshop

**Paragraphing**

A paragraph is a group of sentences that work together to develop a single idea. There are four different types of paragraphs: introduction, [body](#_Body_Paragraphs), transition, and conclusion. Each of these types of paragraphs have their own unique features.

**Introductory Paragraphs**

An introductory paragraph sets the tone for the rest of the paper. It should consist of an introductory device that flows smoothly into the thesis statement. The [thesis statement](#_Developing_a_Thesis) is the central claim of the paper and the reasons that support that claim. The introduction should be representative of the rest of the paper. If the claim and reasons say one thing and the rest of the paper discusses something else, then the essay is not focused and as a result its message is lost. Often it is easier to write the introduction after the paper is completed because at that point you know what the paper is about.

**Concluding Paragraphs**

Concluding Paragraphs will logically conclude the paper. It should naturally flow from the introductory paragraph and body paragraphs. Typically the concluding paragraph will restate the thesis in different words and follow with a concluding device. You do not want to include new information in a concluding paragraph.

**Introductory Devices**

Providing relevant background information
Relating briefly an interesting story or anecdote
Providing a pertinent statistic
Defining a key term
Presenting one or more brief examples
Drawing an analogy

**Concluding Devices**

Summary of the main points
Call to action
Call for future research


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## Organization by Classification and Division

Writing Workshop

[Organizing Your Literature Review](#_Organizing_the_Body)

Choosing a good organizational strategy is a key element in crafting a good essay. Your strategy should be appropriate for the rhetorical situation. There are a variety of choices for organizational strategies depending on your purpose, audience, and genre. For instance, if you are reporting on an event, you will probably use a [narrative structure](#_Unit_One:_Logical) that follows the timeline of the event. But if you are reporting on a controversial topic, you will probably elect to use an organizational strategy that allows you to [compare and contrast](#_Organizational_Strategy:_Compare-Co) the opposing arguments. If you are organizing your topic by theme, then you will need to [classify and divide](#_Classifying_and_Dividing) the themes and think about how those themes relate to each other.

**Literature Review**

For the literature review, you will probably use a thematic structure. As we get into papers that have more thematic content and are longer in length, we need to think about ways to organize our ideas without losing the interest of our audience. For instance, if we are discussing the causes and effects of a particular disease, like obesity, it would make more sense to talk about the causes before we talk about the effects. Generally speaking, the organizational structure will look like this:

1. Introduction to Theme A
2. Subtheme 1a
3. Subtheme 2a
4. Subtheme 3a
5. Transition (conclusion of theme a, transition, introduction to theme b)
6. Subtheme 1b
7. Subtheme 2b
8. Subtheme 2c


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## Organizational Strategy: Compare-Contrast

Writing Workshop

[Organization and Drafting Writing Workshop](#_Writing_Workshop:_Organizing)

**Organizational Strategy**

Choosing a good organizational strategy is a key element in crafting a good essay. Your strategy should be appropriate for the rhetorical situation. There are a variety of choices for organizational strategies depending on your purpose, audience, and genre. For instance, it you are reporting on an event, you will probably use a [narrative structure](#_Unit_One:_Logical) that follows the timeline of the event. But if you are reporting on a controversial topic, you will probably elect to use an organizational strategy that allows you to compare and contrast the opposing arguments.

**Informational Reports**

For an informational report, you will probably organize your paper in a [thematic, narrative](#_Unit_One:_Logical), or comparison-contrast structure. The type of strategy you will use will depend on your topic. For instance, if you are reporting on a historical event, then you will organize according to the timeline of the event. But if you are looking at the strategic military maneuvers of a historical event, then you might organize by the types of military maneuvers. If you are reporting on the military maneuvers of both the Japanese and U.S. during a battle in World War II, you might choose to use a comparison-contrast structure.

*Comparison-Contrast*

There are two different organizational strategies for a comparison-contrast paper. You can either organize by point or by argument. If you organize by point, you will present one point and then the comparison or contrast of the other point. The body of the paper would be organized like this:

1. First point from side A
2. First point from side B
3. Second point from side A
4. Second point from side B
5. Third point from side A
6. Third point from side B

If you are going to organize the paper by argument, the body of the paper will look like this:

1. First point from side A
2. Second point from side A
3. Third point from side A
4. Transition Paragraph
5. First point from side B
6. Second point from side B
7. Third point from side B


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## Organization – Narrative

Workshop

[Organizing your Summary](#_Analyzing_Parts_of)

**Narrative Structure**

A narrative structure implies that you are telling the audience a story. This story should follow a logical order that goes from point a to point b to point c, and so on. You will need to think about how your points should be organized, so the audience can see how all the points demonstrate the claim. If one point (reason) builds off of another reason, then you will want to put in an order reflecting that logic.

**Narrative Structure for Summary**

When summarizing, we are identifying the main ideas of a text and restating them in a more concise manner. Depending on the nature of the text you are summarizing, the narrative may directly follow the source you are summarizing, but not always. In scientific writing, the thesis is often found at the end of the report in the Discussion or Conclusion section. The reasons for the thesis will be found throughout the rest of the report. So, your summary may not mirror the organizational structure of the source you are using.

**Basic Narrative Outline:**

1. Thesis
2. Reason 1
3. Reason 2
4. Reason 3


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## Organization: Opposing Arguments

Writing Workshop

**Organizational Strategy:**

Your argument will need to show how your reasons support your claim, and your reasons need to be logically organized to show the audience step by step how they support the claim. You will need to establish relationships between your reasons to aid in the logical argument you are making. In addition, you will need to address opposing arguments to your claim and reasons. You can do this in one of two ways: point-by-point or present entire argument then present opposing arguments with refutations. These are the same type of organizational strategies used for [compare/contrast](#_Organizational_Strategy:_Compare-Co) papers. Pick one of these organizational strategies and use the answers to the following questions to start outlining your paper.

1. For the introduction, what type of background/contextual information do you need to provide?
2. What is your working thesis?
3. List your reasons in a logical order with transitions preceding each statement demonstrating how it relates to the previous point.
4. List the opposing arguments that you need to address
5. Match the opposing argument to the reasons. If they do not match up well, then you probably will need to address these opposing arguments before or after you stated and supported your claim. If they do match well, then you might want to use the point-by-point method of organizing the paper.
6. What organizational strategy will you use to conclude your paper? How does it relate to your specific purpose in the paper?


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## Research

Top of Form

**Conducting Research**

Research is an integral part of this class because the materials that you find will provide evidentiary support for your claim and reasons in your papers. Beyond that, research is an integral part of academia. For any paper or topic that you want to write, you will need to do some research to see what has been written on that topic before, so you can provide new information about it. In some cases, you may [review the literature](#_Unit_Three:_Genre) before starting a new research project, so you know what the next step in original research will be. You might need to research the background and context of a text to better understand its [purpose and audience](#_Rhetorical_Situation). You may research a specific population to determine what that group values or how they function. Regardless, research gives your paper [authority and support](#_Integrating_Sources).

There are different types of research that people can do. For instance, you might do field research and data collection where you go and observe a group of people or animals, or you might conduct experiments on materials or theories. In addition, you could conduct surveys or polls that ask people about their values, beliefs, and opinions, or you could do what we most commonly see as research in college, searching and finding primary and secondary sources on your topic in the library and online databases.

**Research in English 101**

This class will focus on library and online research methods. You will learn how to find books and articles through the library catalog and databases as well as through online search engines.

While books can be excellent sources for some topics, often you will not have the time to read the entire book in the course of a paper assignment. So, if you want to use books, try to find one that consists of a set of essays or unique chapters that can be used in isolation for your research. In this class, we will use articles and online sources more often than books simply due to time constraints. Once you have located a book or article, you need to [evaluate](#_Evaluating_Sources) it to see if it is reputable and whether is an academic, scholarly, or primary source.


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## Summary

Summary, simply put, is when you put the source in your own words and in a more concise form than the original.  While this may seem easy enough, summarizing is actually a complex process.  It requires you to analyze the text first.  You need to identify the most important and relevant ideas and disregard the smaller details.  To do this, you need to complete a critical reading of the text.

Depending on the depth and length of your summary, you might find that your summary is different from someone else’s.  For instance, if you were asked to summarize the movie *The Dark Night* in one sentence, you could offer several different options: it is a love story that shows the ultimate sacrifice when Batman tries to save Rachel; it follows a sociopathic killer named the Joker as he reeks havoc in Gotham City; it shows how DA Harvey Dent transforms into Two-Face.  None of these summaries are wrong, they just analyzed the movie in different ways and pulled out main ideas that were most relevant to the viewer.  But, if you were asked to write a longer summary of the movie, you might include all three of the options above and provide a more general statement summarizing the movie: *The Dark Knight* is the newest episode in the Batman movie franchise that interweaves battles with The Joker, a love triangle, and Two-Face’s origin story.

Summary is a genre that can stand on its own as a paper, and it can also be used as a skill in other genres.  Regardless, it will require critical reading, analysis, and interpretation skills.  First, you will need to complete a critical reading of the text that identifies the main ideas through analysis. Then, you will need to put those main ideas into your own language.
If you are writing a summary as a genre paper rather than using it as a skill, you will want to pay close attention that you discuss only what the author states, not your opinion of the text.  Identify the main ideas in the text, and explain how the author supports those main ideas.  Refer to the author throughout the summary, so your reader knows that these are not your ideas—they are a summary of what the author says.  By referring to the author, you can easily avoid problems with plagiarism that can occur in summary.  For instance, your sentence might read like this: Wicker describes *The Dark Knight* as the newest episode in the Batman movie franchise that interweaves battles with the Joker, a love triangle, and Two-Face’s origin story.  And, you would provide the bibliographic information for Wicker in the Works Cited page.


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## Toulmin's Classification System

**The Toulmin System: One way of defining and identifying arguments.**Stephen Toulmin, a British rhetorician, developed a system that helps define and identify parts of an argument. When approaching an argument for use as source material, we need to understand what the argument is about and how it works. By identifying the parts listed below, we can better use that source in our own writing. For instance, a summary would include the enthymeme (claim and reason) and the grounds at the very least.

**Enthymeme**: An incomplete logical structure. Provides a claim and a reason, but does not provide the unstated assumption.

**Claim**: the position you want your audience to accept

**Reason**: a claim used to support another claim—linked to the initial claim with words such as because, since, for, so, thus, consequently, and therefore.

**Warrant**: the unstated assumption that completes the logical structure—usually the value, belief, or principle that audience needs to believe to find the argument sound and reasonable

**Grounds**: the supporting evidence that makes you make the claim in the first place—all the evidence to support the reasons

**Backing**: the argument that supports the warrant

**Conditions of Rebuttal**: acknowledgment of the limits of the claim—those conditions under which it does not hold true, in anticipation of an adversary’s counterargument against your reason and grounds or against your warrant and backing.

**Qualifier**: words or phrases limiting the force of the claim


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# Discipline Conventions

## Writing Conventions in the Sciences

**Formal Writing in the Sciences**: the scientific observation report

Global Features:

1. Purpose- to describe and interpret what happens in the natural world; tries to be objective
2. Audience- other scientists interested in the same phenomena
3. Form- follows function (IMRAD); you will also literature reviews and experimental reports in the natural sciences

Local Features (IMRAD):

1. Title- states specifically what the experiment is about; this is also a good research tool; it is descriptive rather than rhetorical; helps establish focus
2. Abstract- gives a brief summary of the experiment; includes a sentence or two from each section of the report; also helps establish focus
3. Introduction-States the purpose of the report, cites background information, and reviews relevant literature- hypothesis occurs at end of introduction
4. Materials and Methods- tries to describe the equipment, material, and procedures used in the experiment; typically the only place 1st person is used; must be specific enough so that other researchers can repeat the experiment
5. Results-provides information obtained from the tests; can include charts and graphs; usually data; no interpretation!!!!
6. Discussion- presents the interpretation and evaluation of the results; relates the results back to the hypothesis and states if there is failure or success; involves the use of concrete examples
7. Conclusion-lists the conclusions about the hypothesis and the actual outcome; lists possible theoretical implications; suggests further research; situates purpose in relation to future research
8. Cited References- lists references listed in the literature review, and any other cited material in the report; helps establish credibility; format-CSE/CBE

Local Features

1. Key Terms: Scientists use specific terms that are known and understood by the academic community. Some of these words may not be defined in the same way by all people, but some terms do have a precise and agreed upon meaning.
2. Word Choice: While scientists strive to maintain objectivity, they do make choices in their wording that argue for one point rather than another.
3. Passive Voice: Scientists use passive voice to make their work seem more objective.
4. First Person: First person is only used in the natural sciences to describe what the scientist has personally done; first person typically occurs only in the materials and methods section. Even though first person can be used in scientific writing, it happens less often than not. Using first person pronouns makes the article and research seem less objective because it uses a human element.

Evidence

1. Concrete: evidence takes the form of numbers, statistics, observations, etc. You can think of this type of evidence as data. Concrete evidence is anything that is tangible. Its complementary term, abstract, refers to thoughts and feelings (for instance love or hate). Concrete evidence gives the feeling of objectivity.
2. Past research reports: Scientists rely on and use past research studies to create and justify their research question.
3. There is a major distinction between reporting evidence and interpreting evidence in the sciences. The results section will report, and the discussion section will interpret.


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## Writing Conventions in the Social Sciences

**Social Sciences**:

Focuses on the behavior of people as individuals or groups

Ways to gather information:

1. Observation
2. Interview
3. Questionnaires

Documentation Style: APA (American Psychological Association)

Types of Papers in the Social Sciences:

1. Case Study/Ethnography
2. Statistical Survey
3. Theory
4. Research papers using secondary sources

Disciplinary Conventions:

Establishing and Maintaining Focus:

1. In introduction state why research is important – convince readers that the topic is worthwhile
2. Abstract: includes three main items pertaining to focus
	1. The problem under investigation
	2. The findings
	3. The conclusions
3. Introduction: states thesis or hypothesis at the end of the introduction
4. Maintain Focus using key terms from thesis/hypothesis
5. Maintain Focus through Structure

Format:

1. IMRAD variation
2. Narrative, thesis-based argument

Style:

1. Nouns – vague/general; common and technical
2. Pronouns – I/we is acceptable, although depends on genre
3. Voice – Mixture of active and passive voice depending on genre

Evidence:

1. Quantitative
2. Qualitative
3. Statistics
4. Ethnography


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# Genre

## Unit One: Genre ConventionsTop of Form

Bottom of Form

**Introduction:**

**What is analysis?**

Analysis is when we break something apart and examine its pieces to see how they work together to determine what it means. You do this on a regular basis without even knowing it. For example, you go to see a movie with a friend, and after the movie ends, you talk about whether you liked the movie or not. The conversation will probably include some reasons why you did or didn't like the movie. By simply stating your opinion and why, you have done analysis.

We can use this same skill in a variety of ways when writing for different college classes. In science classes, you could analyze the results of an experiment to draw conclusions about what those results mean. In sociology classes, you may analyze the results of a survey to determine what a specific population wants. In literature classes, you might read a novel and analyze the biblical imagery. In writing classes, you might complete a rhetorical analysis that examines the grammatical and structural elements of a piece of writing and how well those elements support the content or genre of the writing.

**What is a text?**

When we typically think of a text, we think of a piece of writing. But a text can be much more than this. A text can be an image or a movie. It can be an advertisement: a commercial or print ad. It can be a website or a blog. Basically, a text can be anything that holds meaning.

**Conventions:**

**Clear Interpretation:** Whenever you analyze a text, you will provide a final interpretation that states what the text means and why. This will typically be provided in a thesis statement, consisting of the claim and reasons. Often students will provide a claim, but they will not answer the "so what" question. So what does this mean a larger sense? Why is it important?

**Support for the Interpretation:** To build a case for your interpretation, you need to provide support. Broadly, this support will be the reasons for your interpretation. More specifically, this involves providing textual evidence to support your reason and an explanation of how that evidence demonstrates support for your reason.

**Background/Contextual Information:** When texts are created, they enter a conversation with other texts. To truly understand the text, you need to understand its larger context. In addition, your audience will need to know the relevant background/contextual information to understand your argument. The amount of context you need to provide will depend on your audience.

**Summary of the Text:** Your audience may or may not be familiar with the text you are analyzing. Regardless of their familiarity with the text, you will need to provide some summary of the text; the amount of summary included will depend on how familiar the audience is with the text. If the text is an image or contains images, then you may want to provide the image in your analysis.

 
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## Unit Two: Genre Conventions

Top of Form

Bottom of Form

**Introduction:**

**What is synthesis?**

Synthesis is when you research a subject, find patterns in the research, and write about those patterns. These patterns should have worth for the audience. We use synthesis already in our everyday lives. For instance, we know what intersections and roads to avoid during certain parts of the day. Through our driving experience and listening to the news, we know where traffic problem spots exist. Knowing this, we can figure out the best way to get to our destination.

Synthesis is highly valued in academic and popular writing. In academic writing in the natural sciences, synthesis is used in the introduction of research reports to show the knowledge that has already been studied and where room for new research exists. In the social sciences, synthesis is a primary focus. The social sciences focus on people, and social scientists look for patterns in large groups and small groups of people. In the Humanities, synthesis is sometimes the focus of the work, but analysis will dictate the structure.

**Reports:**

Reports use synthesis in the information gathering stage and the meaning making stage. You can gather a variety of data for inclusion in a report. You may interview people about a specific subject to create a coherent picture about that subject; you may research historical documents that reveal a story about a given event; you can research secondary sources to report on a procedure or debate; or you can use a combination of these types of sources to reveal a meaningful pattern. Regardless, the report will provide a perspective that focuses on reporting, not arguing.

**Conventions:**

[**Focused, Appropriate Topic**](#_Choosing_a_Topic)**:** You want to make sure that you pick a topic that is appropriate for the audience and the length of the report. By narrowing your topic, you can present an accurate representation of the patterns that appear in the data on that topic.

[**Accurate Research**](#_Research)**:**To report information, you need to research data on that topic. To do this, you will need to find accurate, reputable source information.

[**Appropriate Organizational Structure**](#_Organizational_Strategy:_Compare-Co)**:**The organizational structure will vary for a report. If you are reporting a procedure, it will proceed from step one to step two and so on. If you are reporting on a historical event, it will probably be written in a narrative format. So the organization depends on the information you are reporting.

[**Definitions of Key Terms**](#_Definitions)**:**To make sure that your audience understands your topic and all of the elements of it, you need to define any key terms. These may be concepts that they are not familiar with or terms that do not have an agreed upon definition. There are different ways to define these key terms. You may provide a dictionary definition or you may provide an analogy or metaphor that explains jargon in an easy to understand image.

[**Appropriate Format**](#_Design_and_Visuals)**:**Reports tend to follow specific formats that contain specific elements. You may need to incorporate headings or visuals. If the format guidelines are not provided to you, you will need to study the rhetorical conventions for that specific type of report to figure out what format guidelines you need to follow.


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## Unit Two: Genre Conventions

Top of Form

Bottom of Form

**Introduction:**

**What is Summary?**

Summary – when you put the source in your own words and in a more concise form than the original.

Steps:

1. Think about the disciplinary conventions
2. Identify groups of related ideas that might focus on different parts of the argument or different claims
3. Think about the importance of what is contained in your groupings (important definitions), and what information you want to convey to your audience and its relative importance
4. Using your own voice, draft sentences summarizing main idea groups

**What is a Reflective Essay?**

A reflective essay is a rhetorical analysis of your own writing. You discuss the choices that you made as a writer when drafting your paper. In this particular reflective essay, you will discuss how you summarized and translated an academic source for a popular audience. You will need to take into account disciplinary conventions of the academic article and the rhetorical conventions of the "publication" source.

[**Genre Conventions**](#_Unit_Two:_Genre_1)**:**
For the summary, you will need to read and annotate the article you have chosen, identifying the primary focus of the article and the major idea groups. You will then need to summarize the article for a public audience, more specifically the audience of *Scientific American*, *Time*, or *The New Yorker*. You need to make sure that you are using your own voice as the primary voice in the summary. Your summary should include the title and author of the article you have chosen, as well as proper attributive tags and bibliographic information signaling the use of any of the author's ideas or words. Your language, form, use of evidence, and detail should be appropriate for the specific audience you have chosen.

For the reflective essay, you will need to think about and examine how you wrote the summary in terms of language, form, and reference. You should state how the choices you made in writing the summary were determined by your knowledge of disciplinary conventions, and how the writing changes for different audiences. The use of “I” is appropriate for this part of the project due to the rhetorical nature of the reflective essay.


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## Unit Three: Genre Conventions

Top of Form

Bottom of Form

**Introduction:**

The literature review is a unique genre that is used throughout academic writing. It utilizes summary, [analysis](#_Unit_One:_Genre), and synthesis skills. The literature review has very specific genre conventions, and I ask for specific conventions in this paper as well.

**What is synthesis?**

Synthesis is when you research a subject, find patterns in the research, and write about those patterns. These patterns should have worth for the audience. We use synthesis already in our everyday lives. For instance, we know what intersections and roads to avoid during certain parts of the day. Through our driving experience and listening to the news, we know where traffic problem spots exist. Knowing this, we can figure out the best way to get to our destination.

Synthesis is highly valued in academic and popular writing. In academic writing in the natural sciences, synthesis is used in the introduction of research reports to show the knowledge that has already been studied and where room for new research exists. In the social sciences, synthesis is a primary focus. The social sciences focus on people, and social scientists look for patterns in large groups and small groups of people. In the Humanities, synthesis is sometimes the focus of the work, but analysis will dictate the structure.

**The Literature Review in Academia:**

The literature review is used in two different ways in academia: as its own paper or as part of a larger paper. In this class we will focus on writing the literature review as its own paper. But in the [rhetorical analysis](#_Unit_Three:_Rhetorical), we will examine how the literature review is used in these two different ways to see how they are different.

When a literature review is used as its own paper, typically it is published as the starting point of a larger research study or proposal. The author will first publish a literature review to establish the state of the research. Then he/she will conduct a study that addresses a hole in the research or a controversy that needs clarification, or he/she will write a proposal that suggests a solution to a problem identified in the literature review.

When the literature review is used as part of a paper, it serves the same function as it would when written as a separate paper: to establish the basis for a study or proposal. But, when the literature review is contained within a paper (usually in the introduction of a research paper), it will be focused specifically on the topic at hand and it will be much shorter. This does not mean that the section will not have the breadth of research that the larger paper contains.

**Genre Conventions:**

**Research of literature about your topic:**The research you do for this paper should have a narrow focus. You might pick one aspect of your topic to examine, such as the effects of *x*, so you will find sources that are similar enough that patterns will be apparent, but different in the methodology, results, or opinions.

[**Identification of trends of what has been published in the literature:**](#_Finding_Patterns)One of the purposes of the literature review is to identify trends of what is known and what is not known about a topic. If your topic and research are narrow enough, you should be able to find patterns in the areas of study and the results of that study.

**Evaluation of what is and is not known about your topic:**Once you have identified the patterns, you should be able to see what is known about your subject and what is not known. The areas of research that are not known are places to develop new research studies and ideas, which is what the literature review should lead to in the future.

**Identification of any areas of controversy:**Researchers do not always agree. They might dispute a term or results. Often, areas of controversy can lead to fruitful research because it might clarify the area of controversy that currently exists.

**Specific suggestions for areas needing further inquiry:**Typically this will take place in the conclusion. It will state what still needs to be done, and it will identify the area of study that you would like to address.

**A clear focus:**As in any paper, you want to start with a clear focus. In the literature review, this should involve a narrowly focused topic and a clear sense of the purpose of the review.

**Further Conventions:**Since this is a literature review, the literature should be the primary focus of the paper. So I ask that you also include the following writing conventions in the paper: [attributive tags, signal verbs, transitions](#_Attribution_and_Signal), and effective stylistic and grammatical use of [coordination and subordination](#_Coordination_and_Subordination).


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## Unit Four: Genre Conventions

Top of Form

Bottom of Form

**Introduction:**

Research Based Argument is common throughout all types of writing. We often write to persuade our audience to accept a claim. We may want them to accept our claim, so they will take action. Or we might want them to accept our claim as an alternate option to a readily accepted practice. In academic writing, most papers will be research based arguments. While some arguments are obvious, others are very subtle. Regardless, good arguments have the following genre conventions.

**Genre Conventions:**

[**A clear and arguable claim:**](#_Finding_an_Arguable) The first step is any good argument is an arguable claim. The language of the claim should be very specific, so there is no doubt what you are arguing.

**Necessary background information:** As with most papers, you want to provide background/contextual information that will support and enhance your claim. It may be used to establish importance or it may be used as explanation of the topic. Your audience will determine how much background information you need for your argument.

**Good reasons:**To explain your claim, you need to have strong, logical reasons. These will explain why the audience should accept your claim.

**Convincing support for each reason:**You will need to explain your reasons and provide support for them. This may take the form of logical argument or evidentiary support or both.

**Acknowledgement of opposing arguments:**Your argument will be stronger if you acknowledge and respond to opposing arguments. If you do not do this, your audience may not believe your claim because you did not address their beliefs.


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## Topic Proposal Features

This page breaks down the topic proposal into the four major categories of focus, format, style, and evidence. These features are reflected in the evaluation criteria sheet for the Topic Proposal.

**Focus**

Establishing Focus

* Background Information: The introduction should provide enough background information about the topic for the reader to understand the thesis statement.
* Thesis statement: This should state the topic you will be researching as well as providing a preview of the body of the paper. In other words, you claim is the topic you will be researching, and the reasons are the 5 elements you will cover in the body of the proposal.

Maintaining Focus:

* Topic Sentences: Each paragraph should begin with a topic sentence identifying the point of the paragraph and how it relates to the thesis statement.
* Transitions: Utilize transitions to show relationships between and within paragraphs.
* Key Terms: Repeat key terms to help your reader understand the major concepts you are discussing.

**Format**

Organization:

* Thematic Approach: You will have at least 7 paragraphs: introduction, 5 body paragraphs, and a conclusion. The body paragraphs are organized by theme or idea: interest, importance, concept, key terms, experts.
* Organization by Source: You will have an introduction, a paragraph explaining your interest in the topic, a paragraph discussing why it should be researched, and then at least 3 paragraphs summarizing sources you have found on your topic that discuss key concepts, terms, and people.

Technical Issues:

* Formatting Guidelines for the portfolio

**Style**

Diction: Since you are writing for an academic audience, your diction should be elevated: do not use contractions, use more or most instead of a lot, and avoid slang.

Voice: Use active voice.

**Evidence**

Documentation Style: MLA

Integrating Evidence: Use summary, paraphrase, and quotations to support your points.

Types of Evidence: Must be from reputable textual sources.


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# Peer Review

## Global Peer Review Project 1

Reviewer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Author:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Review Criteria for PROJECT 1**

**Analyzing a Text**

|  |  |  |
| --- | --- | --- |
|  | What’s working well? | What revisions do you suggest? |
| Rhetorical Situation |  |  |
|  Purpose: Demonstrates critical reading of the text through use of evidence to support the analysis. |  |  |
| Purpose: Demonstrates an understanding of the point of the text as well as how and why the text makes that point. |  |  |
| Audience: Analysis is written for an audience of fellow students who are not familiar with the text you’re analyzing. |  |  |
| Logic and Argument |  |  |
| Key Feature (a clear interpretation or judgment): Analysis has a clear claim supported by reasons in the introduction. |  |  |
| Key Feature (reasonable support for your conclusions): The claim and reasons are well developed throughout the body of the paper. |  |  |
| Key Feature (a clear interpretation or judgment): The conclusion reiterates the central claim of the paper and summarizes how it was demonstrated. |  |  |
| Textual Evidence |  |  |
| Key Feature (attention to context, summary of the text, reasonable support for your conclusions): Reasons are supported by textual evidence with an explanation of how that evidence supports the reason and further the claim. |  |  |
| Formal and Stylistic Conventions |  |  |
| Demonstrates effective use of genre conventions through inclusion of key features. |  |  |
| Textual Evidence is given proper attribution in MLA format and a works cited page is included |  |  |
| Grammar and mechanics have been carefully reviewed |  |  |

**General comments and recommendations for revision:**


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## Local Peer Review Project 1

Editing and Proofreading Peer Review

Reviewer Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Author Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Using the comment feature in Microsoft Word, look for the following items and provide feedback.

Paragraphs:

* Does the paragraph focus on one point?
* Is that point in the topic sentence?
* Where is the topic sentence located? If it is not the first sentence, should it be?
* If there is not a topic sentence, should there be?
* Does every sentence in the paragraph relate to the main point of the paragraph?
* Is there enough detail and explanation to develop the main point of the paragraph?
* How is the point developed?
* Are there any paragraphs that are too long or too short?
* Do the paragraphs flow smoothly from one to the next? Are transitions needed?
* Does the introduction catch the reader’s attention and introduce the thesis?
* Does the conclusion summarize the paper and reiterate the main point?

Sentences:

* Is each sentence complete?
* Does each sentence start with a capital letter and end with appropriate punctuation?
* Are the sentences written using active voice? Is there passive voice that can be avoided?
* Are the sentence lengths varied? Are there sentences that need to be split or combined?
* Are commas, semi-colons, and colons used appropriately?

Words:

* Are there terms that need to be defined?
* Are there words that are vague?
* Check for unclear pronoun antecedents. For instance, if a sentence begins with “it,” do you know what the “it” is referring to?
* Are there any clichés that need to be removed?
* Are there any homonyms?

Other Proofreading Tips:

* Read your paper aloud
* Read your paper backwards


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## Global Peer Review Project 2

Reviewer Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Author Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Review Criteria for PROJECT 2**

**Informational Report**

|  |  |  |  |
| --- | --- | --- | --- |
|  | What is working well? | What revisions do you suggest? | Excellent, Average, or Needs Improvement |
| Rhetorical Situation |  |  |  |
| Purpose: Demonstrates analysis and synthesis of reputable research in a coherent report that uses appropriate structure and design. |  |  |  |
| Purpose: Demonstrates reporting, not arguing about the topic. |  |  |  |
| Audience: Report is written for a popular audience who are interested in your topic, but not familiar with the body of research on which you are reporting. |  |  |  |
| Logic and Argument |  |  |  |
| Key Feature (a tightly focused topic): Report has a clear claim supported by reasons in the introduction. |  |  |  |
| Key Feature (accurate, well researched information, appropriate writing strategy, clear definitions, and appropriate design): The claim and reasons are well developed throughout the body of the paper. |  |  |  |
| Key Feature (a tightly focused topic): The conclusion reiterates the central claim of the paper and uses an appropriate strategy for conclusions. |  |  |  |
| Textual Evidence |  |  |  |
| Key Feature (accurate, well-researched information, appropriate writing strategy, and clear definitions): Reasons are supported by textual evidence with an explanation of how that evidence supports the reason and further the claim. |  |  |  |
| Formal and Stylistic Conventions |  |  |  |
| Demonstrates effective use of genre conventions through inclusion of key features. |  |  |  |
| Textual Evidence is given proper attribution through endnote citations and a notes page is included |  |  |  |
| Grammar and mechanics have been carefully reviewed |  |  |  |

**General comments:**


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## Global Peer Review Project 3

Reviewer Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Author Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Review Criteria for PROJECT 3**

**Literature Review**

|  |  |  |  |
| --- | --- | --- | --- |
|  | What is working well? | What revisions do you suggest? | Excellent, Average, or Needs Improvement |
| Rhetorical Situation |  |  |  |
| Purpose: Describes and evaluates scholarly sources about your topic. |  |  |  |
| Purpose: Provides clear and accurate summaries of your sources and show how those sources are related. States what research still needs to be done to answer any questions that are not addressed by the current literature about the topic. |  |  |  |
| Audience: Scholarly audience who are interested in your field of inquiry, but who are not familiar with the body of research you’re reviewing. |  |  |  |
| Logic and Argument |  |  |  |
| Review has a clear claim supported by reasons in the introduction. |  |  |  |
| The claim and reasons are well developed throughout the body of the paper. |  |  |  |
| The conclusion reiterates the central claim of the paper and uses an appropriate strategy for conclusions. |  |  |  |
| Textual Evidence |  |  |  |
| Reasons are supported by textual evidence with an explanation of how that evidence supports the reason and further the claim. |  |  |  |
| Formal and Stylistic Conventions |  |  |  |
| Demonstrates effective use of genre conventions through inclusion of key features. |  |  |  |
| Textual Evidence is given proper attribution through APA citation format and References page |  |  |  |
| Grammar and mechanics have been carefully reviewed |  |  |  |

**General comments:**


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## Global Peer Review Component 4

Reviewer Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Author Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Review Criteria for Component 4:**

**Arguing a Position**

|  |  |  |  |
| --- | --- | --- | --- |
|  | What is working well? | What revisions do you suggest? | Excellent, Average, or Needs Improvement |
| Rhetorical Situation |  |  |  |
| Purpose: Argues for a position on your topic by making a claim that argues for your position and supports that claim with substantial evidence. |  |  |  |
| Purpose: Addresses opposing arguments and uses a tone and style that appeals to the audience |  |  |  |
| Audience: Academic Audience |  |  |  |
| Logic and Argument |  |  |  |
| Key Feature (a clear and arguable position, necessary background information, good reasons): Review has a clear claim supported by reasons in the introduction. |  |  |  |
| Key Feature (a clear and arguable position; necessary background information; good reasons; convincing support for each reason; appeals to readers’ values; a trustworthy tone; and careful consideration of other positions): The claim and reasons are well developed throughout the body of the paper. |  |  |  |
| Key Feature (a clear and arguable position): The conclusion reiterates the central claim of the paper and uses an appropriate strategy for conclusions. |  |  |  |
| Textual Evidence |  |  |  |
| Key Feature (necessary background information; convincing support for each reason): Reasons are supported by textual evidence with an explanation of how that evidence supports the reason and further the claim. |  |  |  |
| Formal and Stylistic Conventions |  |  |  |
| Demonstrates effective use of genre conventions through inclusion of key features. |  |  |  |
| Textual Evidence is given proper attribution through APA, MLA, or CSE citation format and Works Cited page |  |  |  |
| Grammar and mechanics have been carefully reviewed |  |  |  |

**General comments:**


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## Global Peer Review Project 4

Reviewer Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Author Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Review Criteria for PROJECT 4**

**Arguing a Position**

|  |  |  |  |
| --- | --- | --- | --- |
|  | What is working well? | What revisions do you suggest? | Excellent, Average, or Needs Improvement |
| Rhetorical Situation |  |  |  |
| Purpose: Argues for a position on your topic by making a claim that argues for your position and supports that claim with substantial evidence. |  |  |  |
| Purpose: Addresses opposing arguments and uses a tone and style that appeals to the audience |  |  |  |
| Purpose: |  |  |  |
| Audience:  |  |  |  |
| Logic and Argument |  |  |  |
| Key Feature-Introduction |  |  |  |
| Key Feature- Body |  |  |  |
| Key Feature-Conclusion |  |  |  |
| Textual Evidence |  |  |  |
|  |  |  |  |
| Formal and Stylistic Conventions |  |  |  |
| Demonstrates effective use of genre conventions through inclusion of key features. |  |  |  |
| Textual Evidence is given proper attribution through APA, MLA, or CSE citation format and Works Cited page |  |  |  |
| Grammar and mechanics have been carefully reviewed(List stylistic conventions you will follow below) |  |  |  |

**General comments:**


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## Self Assessment

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Self Assessment

You will assess your writing in two ways: considering the rhetorical situation and looking at the text itself for focus, argument, and organization.

**Rhetorical Situation**:

Purpose:

1. What is your purpose for writing this paper?
2. How does your draft achieve those purposes?

Audience:

1. Who is your audience and what do they need and expect?
2. How does your paper deal with their needs? Explain why you need or don’t need to define any terms or concepts for them?

Genre:

1. What is the genre of the paper? What are the key features of that genre?
2. Explain how you include each of those features?

Stance:

1. Is it clear where you stand on the topic? Explain.
2. How does the writing project the voice you want your audience to hear?

**Text**:

Focus:

1. What is your thesis?
	1. How does it represent what is written in the paper?
	2. Do any terms need to be more specific? Explain.
2. How does the Introduction focus attention on the main point of the paper?
3. Explain how each paragraph supports or develops the main point.
4. How does the Conclusion reinforce the main point?

Support:

1. What are the reasons that support your main point?
2. What key terms do you need to define?
3. Do you need to include more description anywhere? Explain.
4. What evidence do you provide?
5. If incorporating external sources, how have you distinguished quoted, summarized, and paraphrased materials from your own ideas?

Organization:

1. Analyze the structure by informally outlining the paper.
2. How have you used transitions?


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## Unit One: Review

[Self Review](#_Self_Assessment)

[Global Peer Review: Analysis of a Text](#_Global_Peer_Review_1)

[Local Peer Review](#_Local_Peer_Review)

Self Review

As you proceed through your writing process, it is important to stop and make sure that you are meeting the needs of the assignment. Have you met the [rhetorical situation](#_Paper_One:_Rhetorical)? Does your paper contain the [key features of the genre](#_Unit_One:_Genre) you are writing in? By stopping and asking yourself [these questions](#_Self_Assessment) throughout the writing process, you can stay more focused on your task.

Peer Review

Peer Review is also an important part of the writing process. Not only do you want to assess your own paper, you want to seek input from your peers. When we spend a lot of time looking at a paper, we can look past things that need to be fixed. It also helps to get an outside perspective. A peer might point something out that you did not consider.

In addition to getting good feedback, you also want to be able to provide it. This feedback may be global or local in nature. If you are asked to give [global feedback](#_Global_Peer_Review_1), you will want to understand the rhetorical situation and the genre the paper for which the paper is written. If you are asked for [local feedback](#_Local_Peer_Review), you will want to pay close attention to the grammatical and stylistic elements of the paper.


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## Unit Two: Review

**Review Problems**

Unit Two Reviews

[Self Review](#_Self_Assessment)

Global Peer Review

[Local Peer Review](#_Local_Peer_Review)

In the first unit, I discussed the importance of self review and peer review. Even though we realize the importance of revising our own papers and soliciting feedback from our peers, often we find these situations fraught with problems. This unit will focus on problems we encounter in Global Peer Review.

**Problems in Global Peer Review**

Students often complain that his/her peer review partner did not provide them with good feedback. When I look at the global peer reviews, it appears that the partner either did not want to provide what he/she perceives as negative feedback or he/she is unsure what they are looking for in the paper. These are two separate, but equally important problems in Global Peer Review.

First, let's deal with the problem of negative feedback. And let's begin by renaming it constructive criticism. All writing can be better. There is no piece of writing that is perfect. So, even if you feel that the student has done something well, you might suggest how they can do it even better. This is constructive criticism because it suggests how something can be better. If there is something that is not working or is missing, then you need to let your peer know this. If you were in the same situation, you would rather know that something is not working for the audience, so you could fix it. Treat your peer with the same respect.

Also, constructive criticism only becomes negative when the comments are written maliciously or harshly. So, say what is working well before you say how it could be better.

If your peer does not know what they are looking for in the paper, then this is a bigger problem. One way to address this problem is to have a discussion with your peer about the rhetorical situation, the expectations for that situation, and conventions that you need to follow. You might point out areas of your paper where you feel that you do address these issues successfully and areas where you are concerned that you might not be successful. After the review is completed, ask them to explain their comments. Have another discussion about the paper, the rhetorical situation, the purpose, and the conventions.


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## Unit Three: Review

[Self Review](#_Self_Assessment)

[Global Peer Review](#_Global_Peer_Review_2)

[Local Peer Review](#_Local_Peer_Review)

**Review Problems**

In the first unit, I discussed the importance of self review and peer review. Even though we realize the importance of revising our own papers and soliciting feedback from our peers, often we find these situations fraught with problems. This unit will focus on problems we encounter in Local Peer Review.

**Problems in Local Peer Review**

Local Peer Review is a close reading of the text for grammar and style. At this point, the paper should meet the rhetorical situation and genre conventions. Major organizational issues should be resolved, and the reviewer should be reading a coherent essay that needs proofreading and stylistic comments.

There are two main problems that students have with local peer review: lack of time and lack of knowledge. If a local peer review has to be completed in a class period, the student will often rush through it and not read the paper closely. To combat this problem, share your paper with your peer through [Google Documents](https://www.google.com/accounts/ServiceLogin?service=writely&passive=true&nui=1&continue=http%3A%2F%2Fdocs.google.com%2F%3Fhl%3Den%26tab%3Dwo&followup=http%3A%2F%2Fdocs.google.com%2F%3Fhl%3Den%26tab%3Dwo&ltmpl=homepage&rm=false). If you run out of time to complete the peer review in class, you can finish reviewing the paper later.

The other problem, lack of knowledge, is much harder to address. If you do not know when or how to use a comma or semi-colon, it will be difficult to point that out in someone else's paper. But, you should know where your weaknesses are after you receive your first paper; I will identify the grammatical errors that I see throughout your writing. If you tell your partner this before you review his/her paper, then your peer will know that they need to read for that specific type of error. In addition, this text explains some of the common comma errors in the explanation of [coordination and subordination](#_Coordination_and_Subordination), so you can use that page as a reference. And you can always ask me for help.


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## Unit Four: Review

**Review Problems**

[Self Review](#_Self_Assessment)

[Global Peer Review](#_Global_Peer_Review)

[Local Peer Review](#_Local_Peer_Review)

In the first unit, I discussed the importance of self review and peer review. Even though we realize the importance of revising our own papers and soliciting feedback from our peers, often we find these situations fraught with problems. This unit will focus on problems we encounter when reviewing our own papers.

**Problems in Self Review**

It is difficult to assess our own writing when we have worked extensively and recently on the paper. We are unable to see it opaquely. When I say opaquely, I am referring to ability to examine both content, grammar, and style on a global and local level to see if all of these features are working in concert to show a singular idea. Instead, the paper becomes transparent. When we read it, we skip over local problems like misspelled words and other grammatical mistakes. We also lose sight of the meaning of our words. While it makes sense to us, it may not make sense to the audience.

To solve this problem on a global level, it helps to take a break from the paper for a day or two. When we come back to it after the break, we have fresh eyes and a new perspective. On a local level, we can read the paper backwards. This disrupts the flow of the narrative and allows us to see the paper on a sentence level.


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# Rhetorical Analysis

## Unit One: Rhetorical AnalysisTop of Form

Bottom of Form

**Rhetorical Analysis: Analysis of a Text**

Look at the following articles and determine the [rhetorical situation](#_Rhetorical_Situation) for which it was written and the [genre conventions](#_Unit_One:_Genre) it follows. You should use examples from the text to support your analysis, and you will explain why and how the author met the rhetorical situation and employed the genre conventions in the text. Thus, you will identify the following elements:

1. Purpose and Audience
2. Clear Interpretation
3. Support for the Interpretation
4. Background/Contextual Information
5. Summary of the Text

Casey, Jim and Stefan Hall. "The Exotic Other Scripted: Identity and Metamorphosis in David Mack's Kabuki." . ImageTexT: Interdisciplinary Comics Studies. 3.1 (2006). Dept of English, University of Florida. 20 Nov 2008. \*

Feltman, Matthew. "Phantom Towers: Crypto-towers Haunting Dave McKean's Cages and Mirrormask." . ImageTexT: Interdisciplinary Comics Studies. 4.1 (2008). Dept of English, University of Florida. 20 Nov 2008. \*

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## Unit Two: Rhetorical Analysis

**Rhetorical Analysis: Informational Report**

Look at the following articles and determine the [rhetorical situation](#_Rhetorical_Situation) for which it was written and the [genre conventions](#_Unit_Two:_Genre_1) it follows. You should use examples from the text to support your analysis, and you will explain why and how the author met the rhetorical situation and employed the genre conventions in the text. Thus, you will identify the following elements:

1. Purpose and Audience
2. Focused, Appropriate Topic
3. Accurate Research
4. Appropriate Organizational Structure
5. Definition of Key Terms
6. Appropriate Format

Herda, Trent J., Eric D. Ryan, Jeffrey R. Stout, and Joel T. Cramer. "Effects of a supplement designed to increase ATP levels on muscle strength, power output, and endurance." *Journal of the International Society of Sports Nutrition*. January 29, 2008: 20 November 2008 \*

Smith, Amy C., Brian Fuchs, and Leif Isaksen. "VLMA: A Tool for Creating, Annotating and Sharing Virtual Museum Collections. *Digital Medievalist*. March 21, 2008: 29, 20 November 2008 <<http://www.digitalmedievalist.org/journal/4/smith/>>

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## Unit Two: Rhetorical Analysis

**Rhetorical Analysis: Summary of an Academic Source for a Popular Audience and Reflective Essay**

Look at the following articles and determine the [rhetorical situation](#_Rhetorical_Situation) for which each was written and the [genre conventions](#_Unit_Two:_Genre) it follows. After you have analyzed the rhetorical choices in each article, compare them, and explain how the author of “When grasshoppers go biblical: serotonin causes locusts to swarm” translated the information from “Serotonin mediates behavioral gregarization underlying swarm formation in desert locusts”. You should use examples from the text to support your comparison, and you will explain why and how the author met the rhetorical situation and employed the genre conventions in the text.

1. Anstey ML, Rogers SM, Ott SR, Burrows M, Simpson SJ. Serotonin mediates behavioral gregarization underlying swarm formation in desert locusts. Science 2009;323;627-630.\*

2. Harmon K. When grasshoppers go biblical: serotonin causes locusts to swarm. Scientific American 30 Jan 2009. \*

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## Unit Three: Rhetorical Analysis

**Rhetorical Analysis: Literature Review**

Look at the following articles and determine the [rhetorical situation](#_Rhetorical_Situation) for which it was written and the [genre conventions](#_Unit_Three:_Genre) it follows. You should use examples from the text to support your analysis, and you will explain why and how the author met the rhetorical situation and employed the genre conventions in the text. Thus, you will identify the following elements:

1. Purpose and Audience
2. Research of literature about your topic
3. Identification of trends of what has been published in the literature
4. Evaluation of what is and is not known about your topic
5. Identification of any areas of controversy
6. Specific suggestions for areas needing further inquiry
7. A clear focus.

McLaren, J.S. (2008). The economic realities, sustainable opportunities, and technical promises of biofuels. *AgBioForum, 11*(1), 8-20. \*

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## Unit Four: Rhetorical Analysis

Research Based Argument Rhetorical Analysis

Look at the following articles and determine the [rhetorical situation](#_Rhetorical_Situation) for which it was written and the [genre conventions](#_Unit_Four:_Genre) it follows. Then take a look at how the four articles are related, and explain how the author of "Single, Angry, Straight Male...Seeks Same?"\* incorporates the other articles. You should use examples from the text to support your analysis, and you will explain why and how the author met the rhetorical situation and employed the genre conventions in the text. Thus, you will identify the following elements:

1. Purpose and Audience
2. A clear and arguable claim
3. Necessary background information
4. Good reasons
5. Convincing support for each reason
6. Acknowledgement of opposing arguments.

Adams, Henry E., Lester W. Wright, and Bethany A. Lohr. "Is Homophobia Associated with Homosexual Arousal?" *Journal of Abnormal Psychology* 105 (1996): 440-445.\*

Bering, Jesse. "Single, Angry, Straight Male...Seeks Same?" *Scientific American* January 30, 2009.\*

Bernat, Jeffrey A., et al. "Homophobia and Physical Aggression Toward Homosexual and Heterosexual Individuals." *Journal of Abnormal Psychology* 110 (2001): 179-187.\*

Meier, Brian P., et al. "A Secret Attraction or Defensive Loathing? Homophobia, Defense, and Implicit Cognition." *Journal of Research in Personality*40 (2006): 377-394.\*

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# Rhetorical Situation

## Paper 1: Rhetorical Situation

Top of Form

Bottom of Form

**Analysis of a Text Rhetorical Situation**

**Purpose**

The purpose of this paper is to exercise your critical reading and thinking abilities in order to analyze a text. As the assigned selections indicate, a text may be defined as, among other things, a piece of artwork, a commercial, a print ad, a website, an article. Just as they appear in multiple forms, so too can texts be analyzed in multiple ways--and these analyses reveal different interpretations.

As with any issue or topic, writers try to inform or inspire action for a purpose, and they use a variety of methods to do this: evidence, language, structure, and other textual elements. Different disciplines value different types of analysis, but any good analysis is tied directly to [critical reading](#_Unit_One:_Critical) and thinking. You must use the evidence you gather in your critical reading of a text to support your analysis of it. In the process, you will demonstrate that you understand not only the text and the point(s) it makes, but also how and why it makes that point (or those points).

**Audience**

Your analysis should be written for an audience of fellow students who are not familiar with the text you're reviewing.

Since this audience falls into the [academic audience category](#_Key_Terms), they will expect you to use specialized terms (like the key terms for our course), a thorough critical reading of text that is demonstrated by the evidence used to support your points, documentation of that evidence, and formal diction. Thus, you will not use contractions or slang in your written analysis.

In addition, since the audience is unfamiliar with your text, you will need to provide the audience with an extensive summary of the text. You will also need to provide appropriate contextual information. This may include information about the author or artist, information about the event the text is responding to, and information about the genre of the text.


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## Paper 2: Rhetorical Situation

**Purpose:**
The purpose of this paper is to research primary and popular sources to inform your audience about your topic. You will need to [research](#_Research) your topic using the library databases and the Internet to find reputable sources. You will need to [read](#_Unit_One:_Critical) and [analyze](#_Unit_One:_Genre), and then [synthesize](#_Unit_Two:_Genre_1) it into a coherent report that utilizes an [appropriate structure](#_Organizational_Strategy:_Compare-Co) and [design](#_Design_and_Visuals). This paper should not argue for a position on the topic, but simply report what is known about your topic.

A report can take a variety of forms. It can describe an event, a process, a debate, a problem, a solution, etc. But it should report, not argue. Because of this, you should try to take an unbiased approach to your topic that accurately reflects all sides of the information on that topic.

**Audience:**
Your report should be written for a popular audience who are interested in your topic, but who are not familiar with the body of research on which you are reporting. You will determine a more specific audience once you decide on your topic. You will decide where you will "publish" this report, and you will write according to the audience and specific genre conventions of that publication.

Since you are writing for a popular audience, you will need to [define key terms](#_Definitions), provide analogies and metaphors that translate difficult concepts, and [provide appropriate visuals](#_Design_and_Visuals) that enhance the information in your report. Once you have decided on a place of publication, you will need to complete a rhetorical analysis on a sample article from that source. The information that you identify as genre conventions of that publication should be incorporated into your paper. For instance, if your sample publication uses headings, then you should use headings.


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## Paper 2: Rhetorical Situation

**Purpose:**
*Summary:*One purpose of this project is to summarize an academic source and translate that summary for a public audience. In order to achieve this, you will need to [research](#_Research) your topic using the library databases. Once you have found an appropriate article, you need to be able to [read](#_Unit_One:_Critical) and [understand](#_Unit_One:_Genre) the academic text; identify major idea groups in the text; and translate that information into a summary for a public audience. You will need to understand how knowledge in your topic discipline is formed as well as what evidence is considered valid. You will also need to understand how to identify major idea groups in a text so that you can group them together to form a cohesive summary. In addition, you will need to understand the difference between an academic and a popular audience, and be able to relate that knowledge to the form and content of your summary.

*Reflective Essay:*Another purpose of this project is to reflect on the writing conventions in your topic discipline and how they change due to rhetorical context (i.e. change in audience). In translating the article into a summary for a public audience, you will make choices regarding language, form, and reference in your writing. You will reflect on why you made those choices, how those choices are related to the conventions in academic disciplinary writing, and how those choices are related to making meaning in that discipline.

[**Audience**](#_Paper_2:_Rhetorical_1)**:***Summary*:
You will write your summary for a popular audience. We will look at popular texts that fall into the major disciplinary categories: *Scientific American* for Sciences, *Time* for the Social Sciences, and *The New Yorker* for the Humanities. The readers of these magazines represent the target audiences for this project. We will examine these magazines and identify conventions they follow. You will need to understand the difference between the language, form, use of evidence, and detail in academic and popular writing.

*Reflective Essay:*You will write the reflective essay for an academic audience. That is, your essay should be aimed at a group of educated readers who are likely to be interested in the issues you raise, and are familiar with key terms and ideas. You should demonstrate knowledge of key rhetorical terms as well as disciplinary conventions for writing in your topic discipline. In addition, you should explain how this knowledge led you to the rhetorical choices you made when writing your summary.


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## Paper 3: Rhetorical Situation

**Literature Review Rhetorical Situation**

**Purpose**
The purpose of this paper is to describe and evaluate scholarly sources about your topic. You will need to use the [library databases](#_Research) to find [scholarly, peer-reviewed sources](#_Identifying_Peer_Reviewed) related to your topic. You will need to [read your sources critically](#_Unit_One:_Critical) and think about [how those sources are related to each other](#_Finding_Patterns). In your paper, you should provide clear and accurate summaries of your sources and show how those sources are related. In addition, you should state what research still needs to be done to answer any questions that are not addressed by the current literature about the topic.

**Audience**
Your review should be written for a [scholarly audience](#_Key_Terms) who are interested in your field of inquiry, but who are not familiar with the body of research you're reviewing. Your aim is to bring these other researchers up to speed on what has been accomplished to date and what questions are still unexplored.

Since you are writing for a scholarly (academic) audience, you will need to pay special attention to the needs of that audience. For instance, you will use specialized jargon, formal diction, and in-text citations. You should also pay close attention to the conventions of the discipline for which you are writing. As you read your sources, examine the language, format, and design the author uses. I have also included basic outlines of disciplinary conventions for [Social Sciences](#_Writing_Conventions_in_1), and [Natural Sciences](#_Writing_Conventions_in).

In addition to addressing language, format, and design conventions, you also need to think about what the researchers know about your topic and what they need to know. In the description of the audience, I state the audience is not familiar with the body of research that you are reviewing. This means you should introduce each source the first time you use it and briefly explain what the source discusses. Furthermore, you will provide information that states what research has been done and what research still needs to be done.


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## Paper 4: Rhetorical Situation

**Research Based Argument**

**Purpose:**
The purpose of this paper is to argue for your position on your topic. You will need to take a position on your topic based on what you have read about your topic and your own beliefs. You should make a claim that argues for your position and support that claim with substantial evidence. In addition, you will need to address opposing arguments and use a tone and style that appeals to your audience.

**Audience:**Your analysis will be written for a popular audience of your choice. You will find a magazine that you want to "publish" your paper in. Your paper will appear like it would in that source, so you will need to do a rhetorical analysis on your publication of choice, paying attention not only to the language but also the format and visual style.


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# Workshops

## Analyzing Parts of the Argument

Name:

Analyzing Parts of the Argument

Write a one-sentence description for each paragraph in your article, and list the sentences in outline form. For instance, what is the main point in the first paragraph?

1. Paragraph 1
2. Paragraph 2
3. etc

Looking at the article you are summarizing for Project 2, answer the following questions:

1. What is the claim?
2. What are the reasons?
3. What are the grounds for each reason?

List the reasons in a logical, narrative outline, including the grounds for the appropriate reasons.

1. Reason 1
	1. Grounds
	2. Grounds
	3. Etc.
2. Reason 2
	1. Grounds
	2. Grounds
	3. Etc.
3. Etc.

What differences do you see in the first outline and the second outline? Why do you think those similarities and/or differences exist?


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## Brainstorming for Component 4: Arguing a Position

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Brainstorming for Component 4:

Arguing a Position

1. Consider the Rhetorical Situation
	1. What is your specific purpose?
	2. Who is your audience? What special considerations do you need to make for them?
2. Generating Ideas
	1. What do you know about the topic?
	2. What are different ways to examine your topic?
		1. Definition
		2. Classification
		3. Comparison
		4. Process
	3. What can you argue about your topic? Why is this argument important?
3. Draft a Thesis
	1. Keeping in mind the information you discussed previously, what is your position? This should only state the claim, not the reasons at this point.
	2. What qualifications do you need to make regarding your current thesis? Does it happen all the time or are there exceptions? Does it apply to all the people or are there exceptions?
	3. What are the reasons for your position?


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## Classifying and Dividing

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Classifying and Dividing

1. What are the themes you have identified in the literature you have read?
2. Create a list that divides those themes into subthemes.
3. Create a list that classifies those themes into broader categories.
4. How will these distinctions help organize your paper? What will work better at a single paragraph level? What will work better for a multi-paragraph level?
5. How are these the themes, subthemes, and categories related to each other? Put them in a logical order.


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## Composing Paragraphs – Paper 1: Analyzing a Text

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Composing Paragraphs—Paper 1: Analyzing a Text

Start drafting your paper today. You can use the structured drafting option, the free flow drafting option, or a combination of the two. Please remember to save often.

Structured Drafting

* What is your tentative thesis?
* List your reasons for your claim.
* Write a topic sentence for each reason.
* What examples will you use for each reason?
* Write a topic sentence for each example.
* Develop paragraphs for each topic sentence.

Free Flow Drafting

* Change the text color to white in Microsoft Word.
* Begin writing.
* Once you have completed a thought, select the text and change the font color back to black.
* Read what you have written, make any changes you want, and then move on to the next thought, repeating the process above.

Questions for Revision

Use the following questions to check for paragraph coherence and development.

* What is the topic sentence?
* Does the topic sentence communicate the main idea of the paragraph and the support for that idea?
* Have you made a clear connection between the main idea of the paragraph and the sentences that support the main idea?
* Have you included detailed and sufficient support for the main idea of the paragraph?
* Have you progressed smoothly from one sentence to the next in the paragraph?
* Are there any sentences in the paragraph that don’t seem to belong?
* Is there evidence provided to support your point?
* Have you explained how that evidence supports your point?


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## Coordination and Subordination Writing Workshop

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Coordination and Subordination Writing Workshop

* Cut and paste/draft one or two body paragraphs below.
* By using the yellow highlight feature, identify any sentences that could be revised to become compound, complex, or compound-complex.
* If you already have sentences that you consider compound, complex, or compound-complex, highlight those green.
* Once you have those highlighted, draft new sentences for the yellow highlighted portion, and check for grammatical accuracy in the green highlighted portions.
* Apply these methods to the rest of your paper as you draft and/or revise.


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## Developing a Thesis Statement and Designing and Organizational Strategy Paper 4: Arguing a Position

Developing a Thesis Statement and

Designing an Organizational Strategy

Paper 4: Arguing a Position

Thesis Statement: For this paper, you want to have a thesis that states your claim, provides reasons for that claim, and makes any necessary qualifications for the claim and reasons. The claim and reasons should be described using specific language that directly addresses the focus of the paper. The thesis statement may need to be more than one sentence to do all these things.

1. What is your claim?
2. What are your reasons?
	1. Reason 1
	2. Reason 2
	3. Reason 3
	4. …add more numbers as needed
3. What qualifications do your claim and reasons need?
4. Write your working thesis statement here:

Organizational Strategy: Your argument will need to show how your reasons support your claim, and your reasons need to be logically organized to show the audience step by step how they support the claim. You will need to establish relationships between your reasons to aid in the logical argument you are making. In addition, you will need to address opposing arguments to your claim and reasons. You can do this in one of two ways: point-by-point or present entire argument then present opposing arguments with refutations. These are the same type of organizational strategies used for compare/contrast papers. Pick one of these organizational strategies and use the answers to the following questions to start outlining your paper.

1. For the introduction, what type of background/contextual information do you need to provide?
2. What is your working thesis?
3. List your reasons in a logical order with transitions preceding each statement demonstrating how it relates to the previous point.
4. List the opposing arguments that you need to address
5. Match the opposing argument to the reasons. If they do not match up well, then you probably will need to address these opposing arguments before or after you stated and supported your claim. If they do match well, then you might want to use the point-by-point method of organizing the paper.
6. What organizational strategy will you use to conclude your paper? How does it relate to your specific purpose in the paper?
7. Draft your outline here:


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## Drafting the Topic Proposal

Drafting the Topic Proposal English 101

Writing Workshop Ligon

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Fill out the questions below and submit through Wolfware (ww\_topic\_proposal) at the end of class. Email yourself a copy or save it to a flash drive.

Content features:

1. What is your topic?
2. What background information does you audience need to know about your topic?
3. Why are you interested in this topic?
4. Why do you think it needs to be researched? Why is it important?
5. Provide the key concepts discussed about your topic Where did you find this information?
6. Provide the key terms used to discuss your topic. Where did you find this information?
7. Who are the people that do research on your topic? How did you find this out?
8. What is your research plan for the rest of the semester? How will the information that you have found above aid you in your research?

 
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## Integrating Evidence Practice

Integrating Evidence Practice:

Write a sentence using summary as evidence, and cite your evidence with CBE/CSE.

Write a sentence using paraphrase as evidence, and cite your evidence with CBE/CSE.

Write a sentence using quotation as evidence, and cite your evidence with CBE/CSE.

Rewrite the sentence differently, for instance using an attributive tag or using introductory analysis.

Write down the proper format for your reference as it should appear in the Cited Reference list.


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## Introductions and Conclusions – Paper 1: Analyzing a Text

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Introductions and Conclusions—Paper 1: Analyzing a Text

1. What strategy will you use to introduce your paper?
2. What type of background information do you need to include about your text in the introduction?
3. What is your thesis statement?
4. Draft your introduction here:
5. What strategy will you use to conclude your paper?
6. What information do you need to reiterate in the conclusion?
7. Restate your thesis.
8. Draft your conclusion here.


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## Literature Review Grid

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Source 1:Title:Author: | Source 2:Title:Author: | Source 3:Title:Author: | Source 4:Title:Author: | Source 5:Title:Author: | Source 6:Title:Author: | Source 7:Title:Author: |
| Theme 1: |  |  |  |  |  |  |  |
| Theme 2: |  |  |  |  |  |  |  |
| Theme 3: |  |  |  |  |  |  |  |
| Theme 4: |  |  |  |  |  |  |  |

Add more rows as needed.


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## Organizing the Body of your Literature Review

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Organizing the Body of your Literature Review

Your literature review should be organized by topic, not by source. Using the division and classification workshop you completed and your notes/grid, answer the following questions.

1. What are your main points/categories?
2. What order should these points be in and why?
3. For each main point/category, list your sub-points in a logical order, and explain the logic of that organization.
4. Draft a tentative outline and insert appropriate transitions between points and sub-points.


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## Organizing Your Textual Analysis

Organizing Your Textual Analysis

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

There are two basic ways to organize a textual analysis: theme or part of text. You will need to take several things into consideration when deciding which organizational strategy you want to use. First, you want to take into consideration your final interpretation of the text. This is the culmination of the claim and the reasons. Second, you want to identify the reasons that support this interpretation. These reasons should be listed in a logical order. Third, you need to know what evidentiary support you will provide for the reasons. And last, you will want to think about the audience: are they familiar with the text?

1. What is your final interpretation?
2. What are the reasons that support this interpretation? (List below) How does each reason support the final interpretation?
3. What type of evidence will you use to support each reason? (List reason and support below) How does this evidence demonstrate your reason?
4. Do your reasons make more sense when listed according to composition or theme? Why? Does the medium of the text influence this decision? Why?
5. Who is your audience? How much background information do they need to know about the text?

Using the answers to the questions above, draft a complete sentence outline. If the reasons make logical sense when organized by composition, then use that as your guiding principle. Consider putting less background in the introduction and more in the body paragraphs. If the reasons make logical sense when organized by theme, then use that as a guiding principle. Consider putting more background in the introduction and focusing more on the development of reasons in the body paragraphs.


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## Peer Reviewed Journals: How are they different from popular sources?

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Peer Reviewed Journals: How are they different from popular sources?

Using the Library of Congress Classification form, locate the subject area that most closely fits your topic. Pick three journals to examine from this subject area section and answer the following questions about each journal. Make sure you list each journal in your answers.

1. What does the cover look like?
2. What type of texts are in the journal? What type of language is used in these texts?
3. Look at an article, who is the author and where is he/she from? Where do you find that information?
4. What format does the article use? What design elements are used? How are the pages numbered?
5. Does the author use citations? What citation style? Are citations present in all the texts in the journal?
6. Are there advertisements? If so, where are they located? Who is advertising?
7. Is there an editorial board or a list of editorial consultants? How many are there? Does it give their affiliation?
8. What are the submission guidelines for the journal? (You may have to look online for this information.)


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## Revision Workshop: Considering Matters of Design

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Revision Workshop:**

**Considering Matters of Design**

* Should you incorporate headings into your paper? Why?
* Should you use lists in your paper? Why?
* Should you use tables or graphs in your paper? Why? If so, what form should they take? Why?
* Should you use illustrations in your paper? Why?


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## Revision Workshop: Literature Review

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Revision Workshop: Literature Review

In a Literature Review, the literature should be featured prominently throughout the body of the paragraph. You will do this by using attributive tags (the author’s name) to introduce summaries, paraphrases, and quotations. In addition to attributive tags, you need to employ a specific signal verb that describes the purpose of the evidence you are quoting, summarizing, and paraphrasing. Transitions should be used to demonstrate the relationship between points. For paragraphs that synthesize multiple sources, the following templates might be useful:

* Several authors argue that x is one of the causes of y. In his/her article “title,” \_\_\_\_\_\_\_\_\_\_\_\_ assert \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. He/she declares \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Likewise, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, in their article “title,” claim \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. They say \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Thus, x is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* While x is an important facet of y, scholars disagree on x’s role. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ contends \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. They believe \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. On the other hand, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_argues \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Furthermore, he maintains \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Hence, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Both of the templates above incorporate multiple authors into one paragraph. For paragraphs where you only use information from one source, the following model illustrates how to incorporate attributive tags (bold), signal verbs (italicized), and transitions (underlined):

* A strong topic sentence is an important method of maintaining focus in a good essay. **Wicker** (2008), in her article “The parts of a good essay,” *describes* a topic sentence as “an independent clause occurring at the beginning of a paragraph that illustrates the main idea to be discussed in the following sentences” (p.1).  **She** *explains* that this rhetorical feature helps establish the focus of the paragraph for the audience (Wicker, 2008, p.2).  The audience will know exactly what will be discussed in more depth in the paragraph and how it relates back to the main claim of the paper.   **Wicker** (2008) also *advises* student writers to include an alternatively worded topic sentence at the end of the paragraph in some rhetorical situations (p.2).  Thus, a topic sentence can be used at both the beginning and the end of a paragraph as a way to maintain focus in a strong essay.

With these templates and model in mind, ask yourself the following questions about your own paper:

* Have I incorporated attributive tags throughout my paper?
* Have I included accurate signal verbs?
* Have I included transitions to show relationships between points?

A list of signal verbs and transitions are provided on the next page.

Signal Verbs:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Agree | Claim | Emphasize | Observe | See |
| Advise | Comment | Explain | Offer | Show |
| Advocate | Complain | Find | Portray | Specify |
| Analyze | Concede | Grant | Propose | Speculate |
| Appeal | Conclude | Illustrate | Recommend | State |
| Argue | Consider | Imply | Reflect | Suggest |
| Ask | Contend | Inquire | Refute | Suppose |
| Assert | Declare | Insist | Report | Tell |
| Assume | Deny | Maintain | Reveal | Think |
| Believe | Describe | Note | Say | Write |

Transitions:

Addition also, in addition, too, moreover, and, besides, so too, furthermore, equally important, then, finally, and, in fact, indeed

Example for example, for instance, thus, as an illustration, namely, specifically, after all, consider, to take a case in point

Contrast but, yet, however, nonetheless, nevertheless, conversely, in contrast, still, at the same time, on the one hand, on the other hand, although, by contrast, despite the fact that, even though, on the contrary, regardless, whereas, while

Comparison similarly, likewise, in the same way, along the same lines

Concession of course, to be sure, certainly, granted, admittedly, although it is true that, I concede that, naturally

Result therefore, thus, as a result, so, accordingly

Summary hence, in short, in brief, in summary, in conclusion, finally

Time first, second, third, next, then, finally, afterward

Sequence before, soon, later, meanwhile, subsequently, immediately, eventually, currently

Place in the front, in the foreground, in the back, in the background, at the side, adjacent, nearby, in the distance, here, there

Cause and accordingly, as a result, consequently, hence, it follows-then, since, so, then, therefore, thus

Effect

Elaboration actually, by extension, in short, that is, in other words, to put it another way, to put it bluntly, to put it succinctly, ultimately

Conclusion as a result, consequently, hence, in conclusion-then, then, in short, in sum-then, it follows-then, so, therefore, thus, to sum up, to summarize


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## Thesis Organization: Component 4

Developing a Thesis Statement and

Designing an Organizational Strategy

Component 4: Research Based Argument

Thesis Statement: For this paper, you want to have a thesis that states your claim, provides reasons for that claim, and makes any necessary qualifications for the claim and reasons. The claim and reasons should be described using specific language that directly addresses the focus of the paper. The thesis statement may need to be more than one sentence to do all these things.

1. What is your claim?
2. What are your reasons?
	1. Reason 1
	2. Reason 2
	3. Reason 3
	4. …add more numbers as needed
3. What qualifications do your claim and reasons need?
4. Write your working thesis statement here:

Organizational Strategy: Your argument will need to show how your reasons support your claim, and your reasons need to be logically organized to show the audience step by step how they support the claim. You will need to establish relationships between your reasons to aid in the logical argument you are making. In addition, you will need to address opposing arguments to your claim and reasons. You can do this in one of two ways: point-by-point or present entire argument then present opposing arguments with refutations. These are the same type of organizational strategies used for compare/contrast papers. Pick one of these organizational strategies and use the answers to the following questions to start outlining your paper.

1. For the introduction, what type of background/contextual information do you need to provide?
2. What is your working thesis?
3. List your reasons in a logical order with transitions preceding each statement demonstrating how it relates to the previous point.
4. List the opposing arguments that you need to address
5. Match the opposing argument to the reasons. If they do not match up well, then you probably will need to address these opposing arguments before or after you stated and supported your claim. If they do match well, then you might want to use the point-by-point method of organizing the paper.
6. What organizational strategy will you use to conclude your paper? How does it relate to your specific purpose in the paper?
7. Draft your outline here:


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## Writing Workshop: Clear Definitions

Writing Workshop: Clear Definitions

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Answer the questions below and revise your paper accordingly:

* What key terms does your paper include?
* What strategies will you use to explain these key terms to a popular audience?
* List your key terms and definitions below.
* Incorporate these definitions into your paper.


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## Writing Workshop: Organizing and Drafting Your Report

Writing Workshop: Organizing and Drafting Your Report

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Organization

* What organizational strategy works best for you?
* Why is that organizational strategy your best choice?
* Outline your paper using that organizational strategy.

Drafting

* Create topic sentences for each body point in your outline
* Draft a paragraph under that topic sentence
* Do this for each body point in the paper

Global Paragraphing Questions

* What paragraphs need to be split into two or more paragraphs?
* What is the relationship between/among those paragraphs?
* Use a transition or transition sentence to connect those paragraphs.

Local Paragraphing Questions

* Within each body paragraph, how does your evidence support your point?
* Have you explained how the evidence demonstrates the point?
* How are transitions and signal verbs used?


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