

**ASSIGNMENT SHEET**  
**UNIT 2: ACADEMIC ANALYSIS**  
*Analyzing Multiple Perspectives of a Research Question*

ENGL 001-1075 (Tu/Th 12:35-1:50)  
ENGL 001-1083 (Tu/Th 2:00-3:15)  
FALL SEMESTER 2005  
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**I. ASSIGNED WRITINGS**

- 1 Expository Thesis-Support Essay
- 3 D2L Discussion Board Postings
- 3 Short Writings (abbreviated SWs)

**II. ANALYSIS ESSAY ASSIGNMENT**

**TOPIC:**

For this analytic research assignment, you have the opportunity to select, define, and research a topic that you're curious about and then add your voice to the conversation about the topic.

- (1) Select a topic that interests you,
- (2) Define a research question about that topic
- (3) Analyze that question (i.e., break it into parts so that you can better understand and explain it)
- (4) Research competing perspectives on the question
- (5) Then join the conversation by writing a thesis-support essay that foregrounds your ideas/beliefs on the research topic and uses your research as evidence.

*Prewriting Activities:* For example ...

- (1) Say you're interested in soccer (there's a topic).
- (2) You might wonder: What is it about professional soccer that encourages outbursts of violence among fans? (there's a research question).
- (3) You might hypothesize different reasons why violence among fans occurs—e.g., nationalism, team rivalries, rules of the game, mob mentality . . . (there's your analysis, i.e., breaking the question into different parts to better understand & explain it).
- (4) You might research these reasons to confirm and/or revise your analysis, either looking at sources that
  - (a) disagree with you and/or with each other
  - (b) come from different points of view, such as players, sports analysts, coaches, fans involved, police, etc.
  - (c) come from different places or times (there are your competing perspectives).
- (5) To write the paper, you decide where to situate yourself among these competing perspectives (there's a thesis); then you use your categories of analysis (e.g., nationalism, rivalries) as reasons to support your thesis; finally, you use your research & your own reasoning as evidence to support each reason.

*Rhetorical Analysis of Sources:* When you do research, you analyze a source not only in terms of its content but also in terms of its rhetorical strategies. Using Aristotle's rhetorical triangle, you might examine *author*, *text*, and *audience*. Complicating this triangle, you might also analyze *context* or *rhetorical situation*. Rhetorical analysis help you move beyond the idea that "if it's in print it must be true" to a more sophisticated reading of sources. Specifically, ask yourself these questions:

- (1) How is my reading of a research source influenced by the author's standpoint (is she an expert? a crackpot? a liberal? a conservative?)?
- (2) How is my reading of a source influenced by the author's intentions (does he want to inform, to persuade, to tell the truth)?
- (3) How is my reading of a source influenced by its textual features (is the content informative or useless? is the structure logical? is the style accessible?)?
- (4) And as an audience/reader, how are my responses to a source shaped by my own values/beliefs or by the fact that I'm required to read it for a school assignment?

**Purpose:**

- To introduce you to academic research (topic selection, research question definition, analysis of research question, consideration of competing perspectives, & assertion of your own voice among competing perspectives)
- To familiarize you with academic analysis, rhetorical analysis, & library research

**Audience:**

Teacher & classmates who are *less informed* on your topic than you are

**Format:**

5-6 pp. double-spaced. Use the following heading in the upper left-hand corner of your essay:

Your Name  
English 1  
Mr. Gogan  
Fall Semester, 2005  
Essay #2

**Essay Grading Criteria:**

1. **Purpose/Audience Negotiation:**

- How well is the research topic defined and narrowed among competing perspectives in the introduction
- How well does the writer's thesis statement assert his/her stance (as an answer to the research question)?
- How well does the writer address the class and the teacher as an audience who is less informed on the topic than the writer?

2. **Organization:** Given the purpose and audience,

- How rhetorically effective is the organization (a) of ¶s in the paper and (b) of ideas within each ¶?
- How well does the introduction and/or thesis statement organize the paper?
- How effective is the conclusion?

3. **Development/Analysis:**

- How effective is the analysis?
- How clearly stated are the writer's reasons (general points) that support the thesis?
- How well are research sources employed as textual evidence and integrated into the student's own prose (via summary, paraphrase, and/or quotation)?

4. **Writerly ethos:**

- How well does the essay employ an *ethos* of student expert?

5. **Readability**

- How effective are the choices about sentence punctuation, subject position, parallelism & transitions?
- Are there any spots where sentence shape (length, punctuation, wording . . . ) interferes with meaning?
- How effective are the academic citation practices: i.e., MLA parenthetical citation and Works Cited page?

**Due Dates:**

D2L: See Calendar

10/11 Tu works Cited Page; Style Workshop

10/13 Th Peer Review Session: draft of Essay 2 due, along with author sheet & 2 peer review sheets

10/18 Tu Unit Two Portfolio due: SW's 1, 2, 3, 4, 5; Essay 2; PR sheets; author sheet; 5pgs. of copied sources

### **III. SHORT WRITING ASSIGNMENTS (SW):**

#### ***Writer's Task and Due Dates:***

These sequenced writings are intended to help you think about your essay topic so that you can revise your ideas as we proceed through the unit. If appropriate for your paper, your SW's *may be incorporated into your final essay*.

**SW1:** 9/22 Th After identifying rhetorical differences between two "News Report" sources--each describing the assassination of Malcolm X--what new insights into the life/death of Malcolm X does an audience member gain?

*Discourse Conventions:* • 1 page; Point to Particular; bring 1 copy to class

**SW2:** 9/27 Tu Bring a list of 5 possible research topics; for each topic, write a sentence or two on why you are interested in the topic.

*Discourse Conventions:* • write 1 page; bring 1 copy to class

**SW3:** 10/4 Tu Write a 1 paragraph (200 word) summary of either Crowder or Steele (use general point to particular strategy); then write a 1 paragraph (200 word) strong response to the selected reading.

*Discourse Conventions:* • write 400 words minimum; bring 1 copy to class

**SW4:** 10/4 Tu In-Class

*Discourse Conventions:* • TBA

**SW5:** 10/11 Tu Revised Source SRAS

*Discourse Conventions:* • 400 words, typed; bring 2 copies to class

#### ***Audience:***

Teacher & classmates who are less informed than you

#### ***Format***

Use same paper heading as for your essay. All double spaced.

#### ***SW Credit Criteria:***

1. Completed and brought to class on assigned dates for use on in-class work
2. Evidence of having employed the stated discourse conventions for each

### **IV. UNIT 2 D2L DISCUSSION BOARD: (1 point) 1% of final course grade**

Your discussion board posting will not be reflected in your unit portfolio grade. Instead, each posting will contribute to your final course grade. See D2L for specific topic instructions.

### **V. UNIT 2 GRADE: (25 points) 25% of final course grade**

Your unit grade will be awarded to the final essay; *however*, short writings must be completed on due dates AND turned in with Portfolio One in order for you to receive full credit for the unit; otherwise, you may lose 1/2 (percentage) point for each SW not completed on time or included in your portfolio. (See English 001 Policy Statement for other grading policies).