

RHETORIC & COMPOSITION 002 ASSIGNMENT SHEET

Unit 1: Media Literacy

RHETCOMP 002-1076 (T/TH 12:35-1:50)
OFFICE: Coughlin 249
SPRING SEMESTER 2007
MR. GOGAN
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OFFICE HOURS:
T/TH 2:00-3:30
(& by appointment)
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I. ASSIGNMENTS

- 1 Thesis-Support Essay
- 1 D2L Posting
- 3 Short Writings (SWs)
- Oral Presentations (OPs)
- Paper Brief

II. THESIS-SUPPORT ESSAY ASSIGNMENT

Purpose:

- To enhance your media literacy and, hence, your critical thinking about the public sphere.
- To demonstrate that you understand rhetorical, narrative, and cultural conventions of media.
- To demonstrate that you can develop and sustain an argument (as a critical thinking skill).

Writer's Task

• Write a thesis-support essay, analyzing a media text (*e.g., an ad from a magazine, a TV show, a newspaper . . .*) in terms of a question generated by the readings about rhetorical, narrative, and/or cultural conventions. *You may choose a media topic that interests you; however, the paper should demonstrate (1) that you understand the rhetorical, narrative, and/or cultural conventions of media that we will discuss in class and (2) that you can develop and sustain an argument.*

Components

- (1) CL Reading
- (2) Original Media Text
- (3) Rhetorical, Narrative, and/or Cultural Conventions that determine topic and generate questions
- (4) Insightful Argument that suggests an answer to questions and moves beyond simple identification
- (5) Additional sources, OPTIONAL, but strongly encouraged

Audience:

Teacher & classmates who are part of our class conversation on media and who have read the same articles but who are less informed on your media topic than you are.

Format:

4-5 pp. double-spaced. Use the following heading in the upper left-hand corner of your essay:

Your Name
RhetComp 002-1076
Mr. Gogan
Spring 2007
Unit 1 Paper

Essay Grading Criteria:

1. Purpose/Audience Negotiation:
 - How well is the writer's purpose stated in the introduction and/or thesis statement?
 - How well does the writer address the class and the teacher as an audience who are part of our class conversation on media and who have read the same articles but who are less informed on your media topic than you are?
2. Organization:
 - How rhetorically effective is the organization of the ¶s in the paper?
 - How effectively is the paper introduced and concluded?
 - How well does the thesis statement organize the paper?

3. Development/Exposition:
 - How clearly are the writer's general points stated?
 - How well are particular details from class readings employed as textual evidence?
 - How well are particular details from the writer's own experiences/observations/reasoning employed as textual evidence?
 - How well are strategies of definition, classification, comparison/contrast, and/or cause/effect employed?
4. Writerly *ethos*:
 - How well does the essay employ a college student *ethos*?
5. Readability
 - How effective are the choices about sentence punctuation and subject position?
 - Are there any spots where sentence shape (length, punctuation, wording . . .) interferes with meaning?
 - How effective are citation practices: APA parenthetical citation & Works Cited/Reference page?

APA: Rose, M. (2002). I just want to be average. In K. Ratcliffe (Ed.), *Critical literacies* (235-48). Boston: Pearson.

III. D2L POSTING

Please see the D2L discussion board for instructions.

IV. SHORT WRITING ASSIGNMENTS (SW) AND ORAL PRESENTATIONS (OP):

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.*

1. **SW1 (1/23):** Select a magazine. Select one advertisement from that magazine.
Bring this magazine to class.
Use McCannon's piece in CL to write a 200-word deconstruction of your selected advertisement (Focus only on a few significant areas).
Write a 50 to 100-word description of a "Counter-Ad," as described by McCannon, for your selected advertisement.

Discourse Conventions:

 - Bring 1 Double-spaced copy to class
 - Provide an APA citation for the publication and name the advertised product
 - Use general point to particulars strategy to develop the paragraph
2. **OP1 (1/23):** **Informal**-Read your SW1 to a small group (a listening audience)
3. **SW2 (1/25):** Select a television advertisement that you can watch REPEATEDLY (Internet or VHS)
 - (A) View the ad WITHOUT sound and write a 150-word description of the ad's visuals.
 - (B) Turn on the sound and COVER the visual. Listen to your ad and transcribe the audio. Include description of sound effects.
 - (C) Write a 150-word response to the following question: How does the interplay of both visual and oral text convey **one** of Fowles's "Fifteen Appeals?"

Discourse Conventions:

 - Bring 3 copies to class
 - Use general-point-to-particulars ¶ development
5. **OP2 (1/25):** **Formal**-6 individuals present SW2 (A, B, & C) to entire class
4. **SW3 (1/30):**
 - (A) Write a tentative thesis for Essay #1.
 - (B) Identify the four mandatory components of Essay 1 and any supplementary sources.
 - (C) Write a 200 word proposal for your paper

Discourse Conventions:

 - Double Spaced; bring 2 copies to class

Audience:

Teacher & classmates who are part of a conversation on academic literacy and who have read the same articles

Format

Use same paper heading as for your essay.

SW & OP Credit Criteria:

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

V. PAPER BRIEF

[6 people for this unit; the rest of you will speak in other units]

1. **Purpose:**
 - *To help you become comfortable speaking in front of a group*
 - *To give you practice giving brief summaries*
 - *To demonstrate your visual literacy*
2. **Audience:**
 - A listening audience (See D2L handout).
3. **Format:**
 - Speak for 5-minutes. You may use notes/outline but do not simply read your paper.
[Hint: 5 min speech equals @ 2 double-spaced pages]
4. **Content:**
 - Brief the class on your topic for essay 1
5. **Organization:**
 - In a summary/brief, (1) define your topic, (2) state your thesis, (3) give main points (reasons) that support your thesis (Use particular details sparingly)
6. **Style:**
 - Formal Briefing
7. **Visual aids:**
 - Should show your grasp of visual literacy (For instance, an effective PowerPoint).

Due Dates:

T 1/30 D2L Posting

Th 2/1 Peer Review Session: Draft of essay 1 due, along with author sheet & peer review sheet

T 2/6 Unit One Portfolio due: Final Paper; Draft; SWs; Peer Review Sheet; Author Sheet

T 2/6 Paper Briefs (If you signed up for Unit 1)

VI. UNIT 1 GRADE: (15 points) 15% of final course grade

The 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.