

M/W 220pm—335pm  
Williams Brice Building 124

Dr. Hannah Rule  
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**Course Description** | ENGL 102 builds upon the what you've accomplished and learned in ENGL 101 and will help you become a more rhetorically savvy writer, reader, researcher and critical thinker. ENGL 102 focuses primarily on research processes, including finding and rhetorically evaluating sources, synthesizing and thinking through multiple viewpoints, and persuading varied audiences for specific purposes.

In this section of Honors ENGL 102, we'll focus on information and inquiry. The course will begin by considering how information circulates in our hyper-digital world and establishing how it impacts and persuades us. We'll apply rhetorical reading frameworks as we establish methods for considering source material from a writerly perspective.

We'll explore forms and structures of researched arguments as *inquiry*, stretching our assumptions about argument beyond simple for/against or thesis driven models. Instead we'll conduct researched inquiry—in the major assignment of the course, you will develop a researched inquiry paper where you identify a provoking question and, drawing upon a ranges of sources, provide a conditional and reasoned argument persuasive to an academic audience. Applying what you've learned about public persuasion and information, you'll then recast the inquiry essay into a public text that you circulate to real-world audiences.

Throughout the course, you'll also practice and improve your writing processes and skills. We'll practice approaches for writing with sources, revising your writing on the global and sentence-level, paragraphing and essay structure, and citing and documenting sources. Overall, this course will not only hone your academic writing and researching skills, but will also make you a sharper, savvy reader and writer in the world.

**Course Goals and Outcomes** | Through this course, you will:

- Think about and practice writing, reading, and research from a *rhetorical perspective*
- Conduct research to find, assess, and use appropriate source material from the university library, the internet, and print sources
- Effectively integrate source material into academic and public genres in varied and effective ways
- Document sources effectively and ethically using MLA style and understand principles of academic integrity
- Develop robust writing process and revision practices applicable to writing in any context—including deep revision to structure, paragraphing, transitions, and sentence structures.
- Critically think about the circulation of information in contemporary culture toward becoming a discerning reader and persuasive writer

**Required Texts** | 1) *Rewriting: How to do Things With Texts*, Joe Harris. Utah State UP, 2006.  
2) *Scott Foresman Express Handbook* + Pearson Writer App (bundled at the Bookstore)

## Course Policies and Expectations

**Classroom Expectations** | Please be courteous and respectful of everyone, particularly when we are sharing ideas, both written and verbal. Please keep cell phones, laptops, newspapers, work for other courses, and other distractions stowed away during class. Please be on time as habitual tardiness is disruptive. Habitual tardiness will result in marked absences. Be prepared every day to be an active participant as it is your activity—writing, thinking, and speaking—that is the real content of this course. Be sure to bring printed or digital copies of the readings on the day there are due so that you may reference them during discussion and other activities.

**Attendance** | Attendance in this course is mandatory. Based on USC's "10 Percent Rule," you'll be allowed three absences (either unexcused or excused) in the course without penalty. Inevitable illnesses will not be considered "excused"—they count toward your allotted three. In the case of a university-approved absence (observation of a religious holiday, participation in a university-approved sporting or other event) you be able to make up any missed work, if you present proper and prior notification and/or documentation. Absences beyond the allotted three will result in a deduction of points from the final grade (deduction TBD by the instructor; minimum deduction is 1% (5 pts.) for each absence beyond three).

**Late and/or Missing Work Policy** | Late work is not accepted. If you miss the deadline for a major assignment and too much time has passed, I may request that you drop the course. If it's late, it doesn't earn credit. For daily in-class writing or activities, there are no make-ups. For larger assignments though, because inevitably "things happen," I'm willing to consider accepting something after its due date, if you notify me prior to the assignment's deadline of the circumstances. We will then negotiate an alternate due date. It's your responsibility to contact me to make these arrangements.

**Conferences** | I urge you to take advantage of my regular office hours to discuss your work in the course. In addition to in-person meetings, I am always willing to answer questions/respond to concerns via email.

**Formatting** | Each assignment may require a different format for submission. You may need to bring a hard copy to class; you may need to submit through Blackboard. I will always make this clear in class and on assignment sheets. For all assignments, please use MLA style documentation and formatting: e.g. 1-inch margins, reasonable font like Times New Roman, Garamond, Didot, etc., double-spaced, with proper MLA heading, formatting, and documentation.

**Academic Integrity and Plagiarism** | In accordance with USC's Honor Code, it is your responsibility to avoid dishonesty, fraud, or deceit in your work in this course (and all your courses). As writing is the course's main activity, it is especially your responsibility to avoid plagiarism. Violations of the University's Honor Code include, but are not limited to, presenting another's ideas as your own, improperly citing sources, using another's work as your own, allowing someone to write an assignment or part of an assignment for you, and any other form of academic misrepresentation. Any instances of plagiarism or other forms of academic dishonesty will result in a minimum academic penalty of your failing the assignment, as well as additional disciplinary measures including referring you to the Office of Academic Integrity. For more information, please see the Honor Code from the Office of Academic Integrity, found here: <http://www.sc.edu/policies/ppm/staf625.pdf>

**Accessibility** | The University of South Carolina provides high-quality services to students with disabilities, and you are encouraged to take advantage of them. Students with disabilities needing academic accommodations should: 1) Register with and provide documentation to the Office of Student Disability Services in LeConte College Room 112A (777-6142), and 2) Discuss with me the type of academic or physical accommodations you need as soon as possible.

**Revisions to the Course Schedule** | I've planned out our term in detail, but will make changes to the daily work in the course (major assignments and percentages are *not* subject to change), including changes or additions to readings, homework, in-class writings, etc. to better suit our needs as the course progresses.

## Assignments

### Informal Writing and Participation | 15% | 75 points

- **Active participation** in class is expected, which means that you should 1) come to class having thoroughly read the assigned material (and, as applicable, prepared the homework assignment), 2) actively listen to and respond to your classmates' comments in discussion, 3) **thoughtfully and regularly contribute your ideas to discussion**, 4) actively participate in in-class activities.
- You'll have the chance to evaluate your oral participation at the end of the term (out of 35 points).
- This grade will also account for **in-class and out-of-class (homework) writing activities**, including workshops, peer reviews, responses to reading assignments, etc. You may also be quizzed on reading assignments. More often, I will ask you to do some writing along with our reading assignments as "homework."

### Source Analysis Paper | 15% | 75 points

- A 3-5 page analysis essay in which you use concepts from Harris' *Rewriting* to explain what a writer (of one of the texts from the course, or a text you find on your own) is doing with source material and how those specific strategies with sources contribute to the effectiveness of the text.
- You'll be asked to bring in a draft of this essay for a workshop or peer review (participation will count toward your in-class writing/participation grade).

### Research Steps | 20% total

- **Proposal** | 5% | 25 points | A short (1 page) proposal for the topic and founding question(s) you'll explore in your researched inquiry essay. Proposals will be evaluated for thoroughness primarily and must be approved by the professor. Any changes to the proposal also need approval.
- **Coming to Terms—Annotated Bibliography** | 10 % | 50 points | Use a "coming to terms" model from Harris' *Rewriting* to unpack 5 sources that you'll use in the Researched Inquiry paper. Includes proper MLA citations.
- **Peer Review Letters** | 5% | 25 points | Groups of three will exchange their Research Inquiry drafts and prepare detailed review letters for each other.

### Researched Inquiry Paper | 30% total

- **Draft** | 5% | 25 points | A full draft (at least 9 pages) of the researched inquiry essay for peer review letters and instructor comments. Graded for quality completion.
- **Final** | 25% | 125 points | A 10-12 page researched inquiry essay in which you establish a provoking question and draw upon to source material to craft a persuasive, well-reasoned, and capacious argument.

### Public Recast Project | 20% | 100 points

- A recast of your academic inquiry essay into a public genre suitable to reach a relevant audience (e.g. an infographic, website, Facebook post(s), blog post, comment section post, pamphlet, etc.) and a Rationale and Reception report in which you outline the rhetorical choices you made in the recast text and the reception the text received. You'll present your recast and discuss its reception in the last days of class.

## Grades

A=90-100      C=70-74.99  
B+=85-89.99    D+=65-69.99  
B=80-84.99    D=60-64.99  
C+=75-79.99    F=59.99 and below

More detailed essay requirements are described in separate documents. If you have a question about a grade you receive on an assignment, please feel free to discuss it with me.

Informal Writing/ Participation	15%	75 pts.
Source Analysis	15%	75
Proposal	5%	25
Coming to Terms	10%	50
Peer Review Letters	5%	25
RI Draft	5%	25
RI Final	25%	125
Recast Project	20%	100
Total:	100%	500 pts.

\*\*\* Schedule is subject to change; please make sure you're referencing the most recent schedule

\*\*\* Readings are due ON the day they are listed

\*\*\* RW = Harris' *Rewriting*; SF = Scott Foresman Handbook; PW = Pearson Writer App

\*\*\* **HOMEWORK ASSIGNMENTS ARE NOT LISTED HERE:** All out-of-class assignments will be announced in class and posted on Blackboard Announcements. If you miss a class, be sure to check Bb for assignments

***Week 1: Jan 12, 14***

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12: Introductions

14: Read Lopate, "The Essay"; read Wamsley, "The Psychology"

*(remember to check Bb Announcements for HW that accompanies this reading assignment—out-of-class assignments may or may not accompany assigned readings)*

***Week 2: Jan 19, 21***

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19: *No Class Meeting—MLK Day*

21: Read Biss (from *On Immunity*); Read RW 1-12 (Introduction)

***Week 3: Jan 26, 28***

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26: Read RW 13-33 (Coming to Terms)

28: Library Instruction—meet in TCL, lower level

***Week 4: Feb 2, 4***

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2: Read Rosenberger

4: Proposal for Researched Inquiry Essay due—submit to Bb Assignments by class time

***Week 5: Feb 9, 11***

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9: Read Thompson

11: Read RW 34-52 (Forwarding)

***Week 6: Feb 16, 18***

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16: First Two Sources—Coming to Terms due today, hard copy, in class

18: RW 54-71 (Countering). Also, bring 1-2 pages of writing toward the source analysis essay to class for a short peer review activity, hard copy.

***Week 7: Feb 23, 25***

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23:

25: Source Analysis due today—submit to Bb Assignments

***Week 8: Mar 2, 4***

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2: Last Two Sources—Coming to Terms due today, hard copy, in class

4: Bring 1-2 pages of writing toward the Researched Inquiry essay for a short peer review activity, hard copy

***Week 9: Mar 9, 11***

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9, 11: *No Class Meetings—Spring Break*

**REMAINING COURSE SCHEDULE WILL BE UPDATED TO INCLUDE READINGS after this date...**

ENGL 102-H01 Spring 2015 | Course Schedule, Part II, to be updated around Spring Break  
(only tentative due dates are listed for the rest of the schedule)

Week 10: Mar 16, 18

16:

18: Draft of Researched Inquiry due—electronically to Bb (submission details to follow)

Week 11: Mar 23, 25

23:

25: Peer Review Letters due—electronically to Bb (submission details to follow)

Week 12: Mar 30, Apr 1

30: Comic strip and infographic....

1:

Week 13: Apr 6, 8

6:

8:

Week 14: Apr 13, 15

13:

15: Public Recast Text should be done and circulating today—you'll write about its status in class

Week 15: Apr 20, 22

20:

22:

Week 16: Apr 27

27: FINAL Researched Inquiry Essay due today—hard copy, in-class

Exam time = Saturday, May 2<sup>nd</sup> at 1230pm

Public Recast Text Presentations

Turn in your text, reception and rationale report today—hard copy, in-class

## Source Analysis Paper

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3-5 pages, double-spaced

MLA formatting and citation style (no Works Cited page is necessary)

75 points | 15%

**Assignment-in-Brief:** a 3-5 page thesis-driven analysis essay in which you apply Harris' concepts from *Rewriting* to explain how a writer uses source material to achieve their aims.

### Conventions:

- You can use a standard academic essay structure—introduction, body paragraphs, conclusion
- This essay is thesis-driven. Your thesis idea (which need not be a single sentence) should introduce the general gist of your analysis—what is your overall understanding of what the writer is doing with source material and to what ends?
- The process of analysis asks that you break down elements of the text and demonstrate how they work. Your body paragraphs should identify several ways that the writer uses sources, provide key examples of those uses, and posit some possible effects of the writer's methods.
- You should apply concepts we've discussed in Harris' *Rewriting*. Don't take understanding of the concepts for granted—assume you're speaking to an audience of your academic peers who are not in the class and who do not know Harris' book.
- We'll work in class on making a heuristic of concepts from Harris that you can use to apply to your text under discussion
- You can perform your analysis on the excerpt from Biss, or the articles by Thompson or Rosenberger.

### Skills/Moves Focus:

For this essay, we'll pay extra attention to the **thesis idea, paragraph development** (including incorporating quotations as evidence, introducing quotations, punctuating and parenthetically citing quotations, unpacking/explicating/analyzing the example), and **structure**.

### Peer Review/Draft Requirements:

You'll be asked to bring in a short draft of this essay for an in-class peer review. Participation will count toward your in-class writing/participation grade.

### Criteria for Evaluation:

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- ✓ **Content**—the essay makes an insightful and well-supported analysis of the text supported by a thorough understanding of Harris' concepts
- ✓ **Organization**—the essay makes clear and connected moves to guide the reader through claims and examples; the essay establishes a coherent structure
- ✓ **Skills Focus**—the essay has a well-considered and revised thesis idea that previews the purpose of the essay; body paragraphs are well-developed around key examples; structure is assertive and appropriate to desired content
- ✓ **Readability**—the essay is revised and carefully crafted at the sentence level for clarity and style

**Submission:** Electronically, to Bb Assignments (details on how to submit to follow). Due on the class date listed in the Course Schedule.

## Research Steps & Researched Inquiry Paper

Listed in order that you'll do them—see Course Schedule for due dates

### Proposal | 5% | 25 points

A single-spaced, one page declaration of your focus for the researched inquiry essay. You'll answer the following questions (you can bullet them and/or list the questions if you like—no need for “essay” structure or writing):

1. What is the general topic of your inquiry and what are your guiding questions? What do you want to know better and think through in this essay?
2. Why is this an important topic and inquiry? What are the stakes for you and for an audience of your academic peers?
3. Why does this inquiry matter to you personally?
4. Describe two sources you've found that may be useful to include in the project (include author, title, and URL if applicable). Summarize a bit of what the source does and explain how it might be made relevant to your inquiry.

Proposals must be approved by the instructor and may require a rewrite(s) and short conferences. Any changes to the direction of the essay's focus must be presented to the instructor and approved.

You'll earn the 25 points when the proposal completes the approval process in a timely manner.

### Coming to Terms—Annotated Bibliography | 10% | 50 points

**Assignment-in-Brief:** use Harris' process of “coming to terms” to create an annotated bibliography for four sources for the researched inquiry project. You'll turn in these reports in two stages (see Course Schedule for due dates).

Joe Harris describes “coming to terms” with a text as “a negotiation between reader and writer” (15). This idea suggests that since “all readings are interested” every time we talk about a text or try to summarize it we are in a sense rewriting it.

Coming to terms is a way of reading (and writing) invaluable to research processes. When locating and writing about source texts, it's important that you both “give a text its due and to show what uses you want to make of it” (Harris 15). You'll use Harris' model of coming to terms to create a kind of annotated bibliography of four sources you've found and intend to use in your researched inquiry essay.

For each source, follow the below formatting. Use the bolding and underlining as indicated. Double space between sections, but single space within each section:

**1) MLA citation for the source, bolded—use Pearson Writer or SF Writer to ensure that your works cited entry is complete and correct. Often sources online will include button that will produce the MLA citation, but ensure that it's correct using the above resources.**

#### The Project of the Writer:

**AIMS:** see (Harris 16-19) for more information—overall, you're answering, “What is the writer trying to do in this text? What is his or her *project*?” (17) through these three areas, as listed on (Harris 19).

**METHODS:** See also aims, methods, materials questions listed on (19).

**MATERIALS:** We'll apply the questions to a shared text, so you'll have a chance to try this. For each section here, you should write a single paragraph at most. Keep in mind as far as audience that your potential reader has not read this source, so focus on clarity.

#### Keywords/Passages:

First answer the question “What aspects of this text stand out for me as a reader?” (Harris 20) especially as you think of its use in your researched inquiry [2-4 sentences should do it].

Then, though you might use more, choose and copy TWO quotations from the text that you find relevant. After the quote, write a couple of sentences about what you see as useful about the quote: e.g. “...when it is more contentious” (21). *This shows* the careful thinking of Harris, etc.”

#### **Uses and Limits:**

In one paragraph, answer the questions “What does this text do or see well? What does it stumble over or occlude?” (Harris 25). If possible, also think about how this text relates to others that you’ve read so far.

*The purpose of this assignment is to prepare texts for use as source material in your researched inquiry, but also to practice reading rhetorically, a practice you can use in virtually any reading situation.*

#### **Submission:**

You’ll turn these in in hard copy. Please print off or photocopy the FIRST page of the source and attach those prints to the back of your reports. I’ll be evaluating on the basis of completeness, clarity, and depth (demonstrates thoughtful and thorough reading of the text). You’ll save these and turn them in with the researched inquiry final at the end of the term.

#### **Draft | 5% | 25 points**

(see “Final Research Inquiry” section below for a full description of the RI essay)

The draft of this essay will undergo a lot of revision processes—your peers will write review letters, you’ll work on global revisions in concert with a chapter from Harris, we’ll work on sentence level revisions with some sections of the SF writer, and you’ll receive holistic feedback from the professor.

You’ll compose a **full draft of at least 8-9 pages**—you’ll surely cut, change, and add as you revise. The final version should be about 10-12 pages.

The draft should cite at least 5 sources. The final essay should cite 7-10 sources—you’ll add/cut sources as you revise.

Drafts will be graded for quality completion, which means that you should complete the above requirements, turn in the draft on time, and make your best first efforts.

You’ll have a chance, though it’s not required, to revise this draft *before* it’s submitted to the professor for comments near the end of the term.

#### **Peer Review Letters | 5% | 25 points**

Being productively critical about a piece of writing, thinking about how it’s put together and how it could be crafted differently to become more effective, is an important skill to develop and will help you to see your own writing more critically. This peer review process gives you a lot of time to carefully consider the work of two of your classmates toward helping them, and you, improve your researched inquiry essay.

You’ll receive electronic copies of your partners’ drafts (after having a short meeting during class to discuss your drafts). You’ll carefully read the drafts and prepare review letters for each of your partners, using the following as guidelines:

- You’re really writing a letter, so address it to the writer and sign it.
- Length: at least one-page single spaced, but you can write more if you want
- Find and describe some of the draft’s strengths in the first paragraph only. It’s helpful to let the writer know what the strengths of their work is, but too many compliments don’t help move the draft forward.
- In general you can avoid discussing specific small word concerns, grammar, spelling, etc. You might notice something about the syntax, style, tone, etc. *overall* that you can describe in general.



- Give the writer several insights from the essay that you experience as a reader—consider, for example, where you’re confused, where you’re not persuaded, where you lose a little faith in the author, etc. Describe those moments and analyze what you think is happening—the following can help you do that:
  - Avoid generalities and reference specific moments in the essay to help describe what you experience as a reader. Avoid generalities, like, “You had some really great points,” or, “I had trouble understanding your arguments,” unless you follow them up with very specific examples.
  - Quote the essay itself: “For example, “When you wrote, ‘Most liberals consider themselves feminists,’ it seemed like too sweeping of a generality and as a reader I started to feel like you were hurried or taking something really important for granted.”
  - Link your experiences as a reader to suggestions for development: (example continued from above: “With claims like that I feel like you might want to add some qualifying language—this would help me feel like you aren’t trying to assert an absolute viewpoint”

Be sure that your letters are revised and clear. More information to follow about submission, but likely you will submit your draft and your letters to a Group on Blackboard.

### Final Researched Inquiry Paper | 25% | 125 points

Often we think of a research paper in a reduced way: we begin it with a claim we believe in and want to defend, then find sources that “support” us, and conclude having fortified what we already believed. This essay assignment (and this class) asks that you think about research, argumentation, and persuasion in a much more nuanced way. We can use source materials, for example, in much different ways than simply “proof” of what we think. Instead sources can help stretch open the issue at hand, challenge assumptions, serve as a point of critique, or provide examples that can be applied in a new situation.

#### Assignment-in-Brief:

Write a 10-12 page researched inquiry essay in which you explore a provoking question or issue (that resists simple “for/against” or taking sides models) and take a considered, well-reasoned, and complex position.

#### Conventions/Expectations:

- 10-12 pages, double-spaced
- MLA citation and formatting style, complete and correct Works Cited page
- Minimum of 7-10 sources cited in the essay
- Dispense with past structural models, like the 5 paragraph essay. Instead craft a coherent and effective structure/organization—the writer should effectively lead the reader through a series of points/counterpoints and considerations (supported with evidence)
- This essay should have some kind of thesis anchor in the introductory paragraph(s) that reveals what the essay will be doing and be about. You may or may not choose to have an asserted “thesis statement.” We’ll explore models of researched inquiries that will help you model your introduction/thesis idea.
- Similarly we’ll study the inquiry mode in model texts—inquiry doesn’t mean that you don’t have an opinion or overall position, but rather that you consider deeply (rather than merely acknowledge) a wide range of possibilities and tentative positions as you move through your exploration of sources. Through our study of model texts, we’ll consider how to **structure** and **transition** the reader through this manner of “thinking aloud.”
- Another one of the main **Skills/Moves** in focus in this essay is your work with source material. Through in-class activities, class readings including Harris’ *Rewriting*, and the Source Analysis paper, we’ll focus extensively on strategies for writing with sources. So relating to and unpacking sources in a complex and persuasive way is imperative in this essay.
- You’ll also apply more “technical skills” around incorporating source material: quotation marks, parenthetical citation format, block quoting, punctuation, etc.

#### Peer Review/Workshop Expectations:

You will be asked to bring a very short draft (one body paragraph, e.g.) for homework. But the main peer review is a separate assignment (peer review letters) described above.

In the last few weeks of the course, you'll work a lot with this draft (likely both as homework and on your own) on sentence level and style, paragraphing, transitions, etc. with the aid of the SF writer and Harris' *Rewriting*.

**Criteria for Evaluation:**

- ✓ ***Content***—the essay delivers an interesting and compelling investigation of an issue or question that has stakes
- ✓ ***Working with Source Material***—the writer has good command of source material, introduces and cites it appropriately, and puts sources to work in different and compelling ways. Demonstrates application of insights learned by studying model texts.
- ✓ ***Development***—the paragraphs and essay overall demonstrates refined and complex thinking
- ✓ ***Organization***—the essay the essay makes clear and connected moves to guide the reader through claims and examples; the essay establishes a coherent and effective structure
- ✓ ***Evidence of Revision Processes***—the writer demonstrates thoughtful and deep revisions to the draft, uses self, peer, and instructor feedback to improve the essay
- ✓ ***MLA citation style***—the essay enacts MLA formatting correctly and ethically
- ✓ ***Readability***—the essay is revised and carefully crafted at the sentence level for clarity and style

**Submission:**

Due on the last day of class (Apr 27), hard copy.

Please staple the researched inquiry essay. Then, add with a paperclip your proposal, coming to terms bibliography, and peer review letters (the ones you received on your essay not the ones you wrote), and the draft with professor's comments. All of these can be the "originals"—don't reprint clean copies (if you wrote notes or edited on any of these documents, that's ok!)

You'll receive your final grade and some short comments during our exam time meeting.

## Public Recast Project

Recast Text, Rationale and Reception Report, Presentation

20% | 100 points *total*

**Assignment-in-Brief:** Recast the content of your researched inquiry essay into another genre geared toward a public audience. Circulate the public text to a real audience and observe its reception. Present your public text to the class, describe your process and rationale in making it, and share an interesting aspect of its production or reception.

### Conventions/Guidelines:

- **Public Text:** You can choose any kind of text you'd like so long as it's an identifiable kind of writing/text that you see in the everyday. Public texts may include things like an infographic, Facebook post/note, series of tweets, website, comic strip, letter to the editor, pamphlet, series of memes, personal essay, participation in the comments section of a related article, etc. Whatever genre you choose, you'll need to think of the way(s) you wish to make the text *public* (of course, many digital genres will have a built-in potential audience).
- **Rationale and Reception Report:** at the beginning of the report, include the public text you made (if electronic, please include screen shots). Then complete the following sections and include the headers as follows:
  - **Introduction**—describe the public text you made and why you chose the genre you did. Why did you find this particular genre suitable to your message/findings from your researched inquiry essay?
  - **Recast Process**—describe how you transformed your essay into your chosen public genre. What were some challenging and/or important decisions you made as you reshaped the content into another genre?
  - **Rationale**—describe some of the rhetorical choices you made the public text and the intended effects you hope those choices had.
  - **Reception**—describe how you circulated this text to an audience and any feedback you received (if your text didn't have an automatic audience—a pamphlet, for example—be sure to document how you circulated it). Describe anything you learned about rhetoric, your writing, or persuasion from circulating your text.
- Though you can feel free to write more, around 1-2 well-developed paragraphs for each section describe above should be sufficient (you will likely find that a section may require more or less!). Just be thorough, clear, and thoughtful!
- **Presentation:** you'll show us your recast public text and describe something you found interesting about it. If you had some interesting responses to it, for example, you could focus on that in your presentation or if you had some particular challenges in distilling the essay into your chosen genre. You can, but aren't required to, prepare a Powerpoint, Prezi or other visual aid to structure your presentation if that will help you make a clearly focused presentation. Everyone should plan out what they say. 3-5 minutes max; please abide by this! Time yourself as you practice.

### Peer Review/Workshop Expectations:

You won't have to prepare drafts for this project. But we will spend some class time discussing and brainstorming about the projects.

### Criteria for Evaluation:

- ✓ **Process**—fulfills all the requirements fully and on time

- ✓ *Effectiveness/Thoughtfulness of Recast Text*—writer thoughtfully translates their essay findings/content into a public text with audience and genre convention awareness
- ✓ *Rhetorical Awareness*—writer makes and describes conscious rhetorical choices in recast text
- ✓ *Development/Care*—writer demonstrates effort in developing the project and preparing the report/presentation
- ✓ *Presentation*—the writer executes a well-planned and clear presentation that's focused on a certain part of their project experience that's noteworthy

**Submission:**

Public Text will have a deadline for publication, which means that the text should be completed and in circulation. In-class, I'll ask you to verify and describe the status of your project on that due date (you won't need to prepare anything in advance for this).

You'll turn in the text (how you turn in your text will vary: if you've posted in social media, you should prepare screen shots; if you've prepared something that you circulated in hard copy, you'll turn in a hard copy of it) with the rationale and reception report at our exam time. You'll prepare your short presentation for exam time as well (3-5 minutes *max*). You'll turn in a hard copy of your text and rationale and reception report after your presentation.