01-15-2027 - 05-28-2027 Professor Ramser

Grading Completed on the Weekend

Table of Contents

Welcome Letter	Syllabus
Weekly Schedule Checklist with lined pages	Instructions, Essay Tips, and Samples
Weekly grading with grades usually posted by Monday and graded work returned by Friday. CANVAS material is embedded.	Final Exam Proctor Form and lined answer sheet with REFLECTION

Hello, English, C1001 Students,

First off, welcome to English C1001!
Although I have scheduled weekly assignments, I realize that a Incarcerated Online course will have many challenges, and I know that there are obstacles beyond your control.
Submit completed assignments weekly to receive credit. What I am looking for in your writing is thoughtful, careful, and analytical analysis of what you have read and how you are responding. Your unique perspective is valuable.
However, an opinion without integrated sources to support a claim or claims is just an opinion. An essay is a careful reflection on what your thoughts are based on what you have read: include integrated citations in each paragraph, include a Works Cited page.
So, enjoy the reading assignments and the writing process.
Best,
Professor Ramser
GED2EdD

SPRING 2027 IMPORTANT DATES

CLASSES BEGIN	JAN 15
Learning Contract Due	JAN 22
Last Day to Drop and receive a refund is	JAN 29
Last Day to Drop without a "W" is	FEB 2
Last Day to Drop with a "W" is	APR 23
Proctored SPRING FINAL range:	MAY 17-21
Finals must be received by	MAY 28
SEMESTER ENDS	MAY 28
Spring Break/NO CLASSES/Campus Open	MAR 29-31

Lassen Community College Course Outline

ENGL C1001 Critical Thinking and Writing 3.0 Units

I. Catalog Description

In this course, students receive instruction in critical thinking for purposes of constructing, evaluating, and composing arguments in a variety of rhetorical forms, using primarily non-fiction texts, refining writing skills and research strategies developed in ENGL C1000 College Reading and Writing (C-ID ENGL 100) or similar first-year college writing course.

This course will focus on the development of logical reasoning and argumentative writing skills in conjunction with predominantly nonfiction prose and discussion of readings. Students will be expected to write a minimum of 6,000 words comprised of essays and homework assignments.

This course has been approved for correspondence, online and hybrid delivery.

This course uses an OER resource.

Diversity Statement

Our commitment to diversity requires that we strive to eliminate barriers to equity and that we act deliberately to create a safe and inclusive environment where individual and group differences are valued and leveraged for the growth and understanding as an educational community.

Prerequisite(s):

College-level composition (ENGL C1000/ ENGL C1000H/ ENGL C1000E/C-ID ENGL 100) or equivalent.

Additional Course Information

Transfer Status:

- Transfers to CSU/UC
- Local GE Area: 1B
- Cal-GETC Area: 1B
- C-ID: ENGL-105

Total Number of Hours by Instructional Method:

- 51 Hours Lecture, 102 Outside Class hours, 153 Total Student Learnings Hours
- Scheduled: *Fall, Spring, Summer*

II. Coding Information

- Repeatability: Not repeatable, take one time
- Grading Option: Graded only **or** Pass/No Pass
- Credit Type: Credit - Degree Applicable
- TOP Code: 1501.00
- CIP Code: 23.0101
- SAM Code:
  ☐ A-Apprenticeship

☐ B-Advanced Occupational
☐ C-Clearly Occupational
☐ D-Possibly Occupational
☒ E-Non-Occupational

III. Course Objectives

CCN Objectives/Outcomes

At the conclusion of this course, the student should be able to:

1. Define, recognize, and utilize forms of critical reasoning, including deductive and inductive reasoning, in a variety of rhetorical contexts.
2. Reflect critically on one's own thought processes to identify and avoid cognitive biases and common fallacies of language and thought.
3. Employ critical reading and research strategies to locate and evaluate complex texts representative of diverse experiences, perspectives, and forms of authority.
4. Evaluate and document evidence to construct arguments in a variety of rhetorical situations, distinguishing knowledge from belief and fact from judgment
5. Draft written arguments to respond appropriately to texts, with attention to intended audience, purpose, and social context, and revise for clarity, cogency, persuasiveness, and soundness.

Other Objectives

Upon completion of this course the student will be able to:

1. Read and critically evaluate a variety of written material, including modern and classical arguments.
2. Identify and analyze the structure of arguments underlying various written material.
3. Evaluate the validity and soundness of arguments.
4. Identify common fallacies of language and thought.
5. Recognize and use inductive and deductive reasoning.
6. Distinguish between factual and judgmental statements.
7. Differentiate between knowledge and opinion.
8. Recognize and draw sound inferences from data given in a variety of forms.
9. Identify and effectively use denotative and connotative language.
10. Locate and evaluate outside sources for use in argumentative essays.
11. Write a sequence of essays that effectively use analysis, synthesis, and summary that use the modes of causal analysis, comparison, definition, refutation, interpretation, and the advocacy of ideas.
12. Demonstrate the continued development in writing correct, sophisticated, college- level prose.
13. Recognize some of the deliberate abuses and manipulations of rhetoric in common usage in order to avoid them in academic essays.
14. Recognize some of the classical concepts of rhetoric, such as ethos, pathos, and logos.
15. Locate primary sources using the library and other research sources.

LCC Course Student Learning Outcomes

1. Given a written or verbal argument, the student will be able to critically evaluate the presentation, identifying the structure, validity, and soundness of the argument, recognizing common fallacies of language, and thought, and identifying any deliberate abuses and manipulations.

2. In sequence of well-organized, grammatically correct essays, the student will demonstrate the effective use of analysis, synthesis, definition, refutation, interpretation, and advocacy of ideas.

IV. Course Content

A. Required Topics

1. Develop writing and reading skills for logical reasoning and argumentation using primarily non-fiction texts.
2. Minimum–6,000 words of writing which may include a combination of drafts, written peer response, and other forms of writing that inform students' inquiry-driven research and writing process.
3. Students should revise and receive feedback from their instructor on at least one extended argument.

B. Other Topics

1. Scope
    a. Write various essays using analysis, synthesis, and summary utilizing the modes of causal analysis, persuasion, refutation, interpretation, definition, and the advocacy of ideas. (Focus is on development of logical reasoning and analytical and argumentative writing skills.)
    b. Write substantial argumentative and persuasive essays designed to address positions and problems reflecting concerns of the modern world and integrating the rhetorical forms
    c. Defending claims of fact, value, or policy.
2. Essay Style & Logic (Critical Thinking)
    a. Develop critical writing: construction of sound arguments avoiding fallacies, providing a variety of support types, the use of induction & deduction, refutation, advocacy, and persuasiveness.
    b. Differentiation between knowledge and opinion, facts and judgments.
    c. Recognition of classical concepts of rhetoric, such as ethos, pathos, logos, etc.
    d. Identification of common abuses and manipulations of rhetoric in order to avoid their use.
3. Thesis & Organization
    a. Advanced development of focused thesis statements.
4. Support
    a. Matching the support type with the nature of the argument (fact, value, & policy claims).
    b. Coordination of the support with the type of claim: fact, value, or policy.
5. Topic Sentences & Transitions
    a. Write advanced argumentation.
    b. Advanced use of punctuation to affect the reader's understanding of the material and reflect voice.
6. Advanced Library and Research Skills
    a. Use of academic, primary sources.
    b. Interview skills.
    c. Active pursuit of information beyond libraries.
7. Purpose, Style, Language, Audience, Tone

a. Combination of essay types for strategic reasons.
b. Recognize hostile, supportive, & undecided audiences.
c. Refinement of an effective personal style.
d. Identification of common fallacies of thought and language.
e. Exploration of rhetorical devices: satire, irony, over and understatement, paradox.
f. Identification and effective use of denotative and connotative language.

8. Writing Cycle
   a. Written and/or other creative responses will go through the full writing cycle
   b. The writing cycle includes prewrite, drafts, revision, and final draft.
9. Reading Skills
   a. Identify stated & unstated premises and conclusions.
   b. Identify inductive & deductive arguments
   c. Evaluate arguments for validity & soundness.
   d. Analyze claims of fact, value, & policy.
   e. Recognize denotative & connotative language.
   f. Evaluate diction.
   g. Analysis of critical thinking processes as modeled in readings.
   h. Identification & analysis of the structure of arguments underlying various written material.

V. Assignments

A. Appropriate Readings

The student will read, discuss, and respond to arguments germane to the objectives of the course.

B. Writing Assignments

1. *The student will write a variety of compositions and/or extended essays that reflect the stylistics and rhetorical techniques associated with persuasive/argumentative writing as well as critical analysis.*
2. *The word count minimum for the entire semester will be 6,000 words. The 6,000-word minimum will include both modalities: in-class and out-of-class (take home) writing.*

C. Expected Outside Assignments

Students will be required to complete two hours of outside-of-class homework for each hour of lecture.

1. *Analysis or presentations in the media for fallacies.*
2. *Research and analysis of controversial issues, e.g., political speeches, publications from organizations, news in the media.*
3. *Conduct original, written projects that demonstrate analytical and logical skills.*
4. *Use of the library, electronic media, and interview and other communication skills to develop sources for supporting material.*

D. Specific Assignments that Demonstrate Critical Thinking

Responses, exercises, quizzes, essays, in-class discussions which address critical, rhetorical, logical or linguistic concerns.

VI. Universal Design for Learning Principles

☒ Multiple Means of Engagement

☒ Multiple Means of Representation
☒ Multiple Means of Action and Expression

VII. Representative Texts and Supplies

CCN Representative Texts:

Materials shall be primarily non-fiction, are expected to represent culturally diverse perspectives, and will vary by individual institutions and sections. A writing handbook must be included. Open Educational Resources (OER) materials are encouraged.

LCC Representative Texts:

Representative Texts (LCC)

Mills, Anna. *How Arguments Work: A Guide to Writing and Analyzing Texts in College*. LibreTexts, 2025, https://commons.libretexts.org/book/human-27104.

Licensed under a Creative Commons CC BY-NC-ND 4.0 license.

☒Zero Textbook Cost/Open Educational Resource
☐Textbook Cost is $0.01 to $30.00
☐Textbook Cost is $30.01 to $40.00
☐Textbook Cost is over $40.00

Writing Handbook (LCC)

Browning, Elizabeth, et al. *Let's Get Writing!*. Virginia Western Community College Educational Foundation, Inc., 2018, https://human.libretexts.org/Bookshelves/Composition/Introductory_Composition/Let%27s_Get_Writing_(Browning_DeVries_Boylan_Kurtz_and_Burton).

Licensed under a Creative Commons **CC BY-NC-SA 4.0** license.

☒Zero Textbook Cost/Open Educational Resource
☐Textbook Cost is $0.01 to $30.00
☒Textbook Cost is $30.01 to $40.00
☐Textbook Cost is over $40.00

Logan, Shawn, and Heather Thompson-Gillis. *Off the Shelf: A Digital Anthology of Classic and Contemporary Short Stories*. Columbus State Community College, 2019. *OER Commons*, https://library.oercommons.org/oh-cr/engl_2261_reader/00_00.html

Licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA).

☒Zero Textbook Cost/Open Educational Resource
☐Textbook Cost is $0.01 to $30.00

Lumen Learning. Thematic Reading Anthology. Lumen Learning, 2018. Identified as a recommended Open Educational Resource by ASCCC OERI, https://courses.lumenlearning.com/readinganthology/

Thematic Reading Anthology by Lumen Learning is licensed under a Creative Commons Attribution 4.0 International License, except where otherwise noted

VIII. Disciplines

English

IX. Course Statu

1. Current Status: Active
2. Original Approval Date: 11/5/1991
3. Course Originator: Rotlisberger, Laura
4. Board Approval Date: 10/8/2024
5. Chancellor's Office Approval Date: 12/11/2024
6. Revised By: Laura Rotlisberger
7. Curriculum/Academic Standards Committee Revision Date: 12/16/2024

X. Methods of Evaluation

Methods of evaluation used to observe or measure students' achievement of course outcomes are at the discretion of local faculty but must include at least one extended argument through draft and revision. Additional assessments could include, but are not limited to, peer evaluations, discussions, metacognitive reflections, presentations, quizzes, exams, projects, etc.

☒ Traditional Evaluation
☒ Correspondence Evaluation
☒ Hybrid Evaluation
☒ Online Evaluation
☐ Other (Please List):

XI. Methods of Delivery

☒ Traditional Classroom Delivery
☒ Correspondence Delivery
☒ Hybrid Delivery
☐ Hybrid With Lab Delivery
☒ Online Delivery

DEIA: With DEIA we are seeking to ensure fair treatment and to have a greater understanding and appreciation for one another and to build and maintain a culture that ensures everyone is treated with dignity and respect.

Our commitment to diversity requires that we strive to eliminate barriers to equity and that we act deliberately to create a safe and inclusive environment where individual and group differences are valued and leveraged for the growth and understanding as an educational community.
DSPS: (Disabled Students Programs and Services) If you need accommodations for a disability, injury, or other condition, please speak to your Lassen College Counselor, Correctional Institution Educational Coordinator, or contact Lassen College Disabled Students Programs and Services, PO Box 3000, Susanville, CA 96130 or call DSPS at 530.257.6181 ext. 8914, or Fax: 530.251.8863

LCC - Student Rules of Conduct and the LCC Honor Code
Lassen Community College students are expected to conduct themselves according to the Student Rules of Conduct and the LCC Honor Code. Academic honesty is essential! All students are expected to complete their own work. Copying others, not doing your own work, giving insufficient credit for the ideas or words of others, or presenting another's words, ideas or language as your own is considered plagiarism. In cases of suspected cheating or plagiarism, the student will receive a zero (0) grade for the assignment in question with no opportunity for makeup. If cheating or plagiarism persists or is suspected from the same student on multiple assignments, this instructor has the right to give a student a failing grade for failure to complete their own work as well as failure to adhere to the standards expected of students in the Rules of Conduct and/or drop them from the course.

The use of ChatGPT or other AI resources to write your assignments is considered academic dishonesty. If you have a questions about using or citing someone else's material, please contact me before there is an accusation of plagiarism. Strive to be academically and intellectually honest. Assignments scoring above a 15% on Turnitin.com or above a 15% AI similarity score will receive a zero. Students who submit an assignment scoring above a 45% on Turnitin.com or above a 45% AI similarity score, may be referred to the Dean for a student code of conduct violation.

WEEKLY SCHEDULE

WEEK ONE	JAN 15/18-22
WEEK TWO	JAN 25-29
WEEK THREE	FEB 1-5
WEEK FOUR	FEB 8-12
WEEK FIVE	FEB 15-19
WEEK SIX	FEB 22-26
WEEK SEVEN	MAR 1-5
WEEK EIGHT	MAR 8-12
WEEK NINE	MAR 15-19
WEEK TEN	MAR 22-26
WEEK ELEVEN	MAR 29- APR 2
WEEK TWELVE	APR 5-9
WEEK THIRTEEN	APR 12-16
WEEK FOURTEEN	APR 19-23
WEEK FIFTEEN	APR 26-30
WEEK SIXTEN	MAY 3-7
WEEK SEVENTEEN	MAY 10-14
WEEK EIGHTEEN	MAY 17-21
WEEK NINETEEN	MAY 24-28

Major Writing Assignments

- **Letter of Introduction**
- **Two Analysis Papers**
- **Annotated Bibliography**
- **Research Paper**

Journal - Weekly writing assignment
300 words or two pages reflecting on current research project
MLA format
Notes
Work Cited page

HOW ARGUMENTS WORK

1: Introduction
2: Reading to Figure out the Argument
3: Writing a Summary of Another Writer's Argument
4: Assessing the Strength of an Argument (Logos)
5: Responding to an Argument
6: The Research Process
7: Forming a Research-Based Argument
8: How Arguments Appeal to Emotion (Pathos)
9: How Arguments Establish Trust and Connection (Ethos)
10: Writing Argument Analysis
11: The Writing Process
12: Essay Organization
13: Correcting Grammar and Punctuation
14: Style- Shaping Our Sentences
15: Teacher's Guide
16: Artificial Intelligence and College Writing

LETS GET TO WRITING

+ 1: Critical Reading
+ 2: Rhetorical Analysis
+ 3: Argument
+ 4: The Writing Process
+ 5: Rhetorical Modes
+ 6: Finding and Using Outside Sources
+ 7: How and Why to Cite
+ 8: Writing Basics - What Makes a Good Sentence?
+ 9: Punctuation
+ 10: Working With Words - Which Word is Right?

Name_____ Class_____
Date_____

ENGL C1001 Correspondence Course: IMPORTANT NOTE - Each weekly assignment must have this cover sheet checked off by the student, or the instructor may deduct points from the total points for that week.
ENGL-C1001-D4665 – SPRING 2027 Incarcerated CDCR Online, January 15–May 28, 2027
Correspondence Instructor RAMSER dramser@lassencollege.edu (530) 251-8819 /18-WEEK SCHEDULE OF ASSIGNMENTS

LCC Weekly Checklist	Name_____		
Week 1	Assignments	Included Check X	Received by Instructor
Week One Day 1 JAN15/18-22	READ *HOW ARGUMENTS WORK- Chapters* 1: Introduction and 2: Reading to Figure out the Argument **Write a Rhetorical Precis (use the template) of Chapters 1 and 2** READ *LET'S GET WRITING- Chapters 1: Critical Reading* **Write a Rhetorical Precis (use the template) of Chapters 1** READ *LUMEN LEARNING. THEMATIC READING ANTHOLOGY -Literacy Narrative* "The Inspired Writer vs. the Real Writer" by Sarah Allen..... **Write a Rhetorical Precis (use the template) of each essay** READ Review syllabus and schedule. Review policies and procedures. Make comments.	30 15 15 5	
Week One Day 2 JAN 15/18-22	READ *CRITICAL THINKING AND READING* **Identify a Key Issue for your first analysis paper (will be used in your final research project)** **Essay One-** Introduce yourself – 300 words, include your Rhetorical Context (5 Ws: When, Where, Who, What, and Why). Use specific descriptive adjectives Examine the importance of multiple perspectives, obstacles to critical thinking, and responses to homework questions, and introduce counterarguments (see notes, including **Rhetorical Précis** as a method for introducing an essay). Assignment JOURNAL- weekly writing assignment (300 words or two pages) reflecting on current research assignment. MLA format quotes and Work Cited page required. **TOTAL POINTS**	**30** 30 **125**	

Name_____ Class_____
Date_____

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Correspondence Instructor RAMSER dramser@lassencollege.edu (530) 251-8819 /18-WEEK SCHEDULE OF ASSIGNMENTS

Weekly Checklist	Name_____		
Week 2	Assignments	Included Check X	Received by Instructor
Week Two Day 3 JAN 25-29	READ *HOW ARGUMENTS WORK- Chapters* 3 and 4- *3: Writing a Summary of Another Writer's Argument* *4: Assessing the Strength of an Argument (Logos)* **Write a Rhetorical Precis (use the template) of Chapters 3 and 4** READ *LET'S GET WRITING- Chapters 2:* Rhetorical Analysis **Write a Rhetorical Precis (use the template) of Chapters 2** READ *LUMEN LEARNING. THEMATIC READING ANTHOLOGY -Literacy Narrative "Be an Inspiration, Not an Impostor" by Ben Cotton.....* **Write a Rhetorical Precis (use the template) of the essay** Assign Paper 1 (**"Thinking Through a Key Issue" for your first analysis paper (will be used in your final research project) Answer Proposal Questions in Complete Sentences:** **DUE** 1. What Key Issue do you plan to write about? Why have you chosen this key issue? 2. What do you need to research this key issue? 3. What do you want the reader to learn from your essay? 4. What obstacles or challenges might you face as you write? How will you overcome those? 5. When and where will you write the essay?	30 15 15 40	
Week Two Day 4 JAN 25-29	REVIEW - Did your **Rhetorical Précis** Introduce, Explain, Exemplify, Problematic, and Extend? Read aloud your writing to hear the language, detect any sentence-level errors, and to visualize the syntax. REVIEW - Handouts on writing **TOTAL POINTS**	**100**	

Name_____ Class_____
Date_____

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Weekly Checklist	Name_____		
Week 3	Assignments	Included Check X	Received by Instructor
Week Three Day 5 FEB 1-5	READ *HOW ARGUMENTS WORK- Chapters 5* and 6- *5: Responding to an Argument* *6: The Research Process* **Write a Rhetorical Precis of Chapters 5 and 6** READ *LET'S GET WRITING- Chapters 3:* **Argument** **Write a Rhetorical Precis (use the template)of Chapters 3** READ *LUMEN LEARNING. THEMATIC READING ANTHOLOGY -Literacy Narrative "Multiple Intelligences" by Fred Mednick.....* **Write a Rhetorical Precis (use the template) of the essay** Assign Paper 1 (**"Thinking Through a Key Issue" for your first analysis paper (will be used in your final research project) Write a Rough Draft (1,000 words) and an Outline (use template)** **DUE** REVIEW - Examine the reading and assignments, thesis statements, and definitions. - See Toulmin, Rogerian, and Classica arguments. See Logical Fallacies.	30 15 15 60	
Week Three Day 6 FEB 1-5	REVIEW - Examine arguments, persuasion, appeals, induction and deduction, and syllogisms. REVIEW - Did your **Rhetorical Précis** Introduce, Explain, Exemplify, Problematic, and Extend? Read aloud your writing to hear the language, detect any sentence-level errors, and to visualize the syntax. Did your **Rhetorical Précis** include well-integrated quotes to support your critical analysis? REVIEW - Handouts on writing **TOTAL POINTS**	**120**	

Name_____ Class_____
Date_____

Weekly Checklist	Name_____		
Week 4	Assignments	Included Check X	Received by Instructor
Week Four Day 7 FEB 8-11	READ *HOW ARGUMENTS WORK- Chapters 7* and 8- *7: Forming a Research-Based Argument* *8: How Arguments Appeal to Emotion (Pathos)* **Write a Rhetorical (use the template) of Chapters 7 and 8** READ *LET'S GET WRITING- Chapters 4:* **The Writing Process** **Write a Rhetorical Precis (use the template) of Chapters 4** READ *LUMEN LEARNING. THEMATIC READING ANTHOLOGY -Culture* *"A South African Storm" by Allison Howard.....* **Write a Rhetorical Precis (use the template) of each essay** Assign Paper 1 due ("**Thinking Through a Key Issue**" **for your first analysis paper (will be used in your final research project). 1,000 words, two sources, two well-integrated quotes in each paragraph, and Work Cited page** REVIEW - Examine the reading and assignments, thesis statements, and definitions. - See Toulmin, Rogerian, and Classica arguments. See Logical Fallacies. - Examine evidence, examples, support for arguments, and nonrational appeals.	30 15 15 100	
Week Four Day 8 FEB 8-11	REVIEW - Did your **Rhetorical Précis** Introduce, Explain, Exemplify, Problematic, and Extend? Read aloud your writing to hear the language, detect any sentence-level errors, and to visualize the syntax. Did your **Rhetorical Précis** include well-integrated quotes to support your critical analysis? REVIEW - Handouts on writing **TOTAL POINTS**	**160**	

Name_____ Class_____
Date_____

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Weekly Checklist	Name_____		
Week 5	Assignments	Included Check X	Received by Instructor
Week Five Day 9 FEB 15-19	READ *HOW ARGUMENTS WORK- Chapters 9* and 10- *9: How Arguments Establish Trust and Connection (Ethos) 10: Writing Argument Analysis* **Write a Rhetorical Precis (use the template)of Chapters 9 and 10** READ *LET'S GET WRITING- Chapters 5:* **Rhetorical Modes** **Write a Rhetorical Precis (use the template) of Chapters 5** READ *LUMEN LEARNING. THEMATIC READING ANTHOLOGY -Culture* *"Body Ritual among the Nacirema" by Horace Miner .....* **Write a Rhetorical Precis (use the template) of the essay** Assign Paper 2 (“**Thinking Through the 2nd Key Issue” related to Paper One for your Second analysis paper (will be used in your final research project). 1,000 words, two sources, two well-integrated quotes in each paragraph, and Work Cited page** **Answer Proposal Questions in Complete Sentences:** 1. What is the 2nd Key Issue that you plan to write about? Why have you chosen this key issue? How does this Key Issue relate to the 1st Key Issue? 2. What do you need to research this key issue? 3. What do you want the reader to learn from your essay? 4. What obstacles or challenges might you face as you write? How will you overcome those? 5. When and where will you write the essay? REVIEW - Examine the reading and assignments on visual rhetoric, appeals, and interpretation.	30 15 15 40	
Week Five Day 10 FEB 15-19	REVIEW - Did your **Rhetorical Précis** Introduce, Explain, Exemplify, Problematic, and Extend? Read aloud your writing to hear the language, detect any sentence-level errors, and to visualize the syntax. Did your **Rhetorical Précis** include well-integrated quotes to support your critical analysis? REVIEW - Handouts on writing **TOTAL POINTS**	**100**	

Name_____ Class_____
Date_____

Weekly Checklist	Name_____		
Week 6	Assignments	Included Check X	Received by Instructor
Week Six Day 11 FEB 22-26	READ *HOW ARGUMENTS WORK- Chapters 11* and 12- *11: The Writing Process* *12: Essay Organization* **Write a Rhetorical Precis (use the template) of Chapters 11 and 12** READ *LET'S GET WRITING- Chapters 6:* **Finding and Using Outside Sources** **Write a Rhetorical Precis (use the template) of Chapters 6** READ *LUMEN LEARNING. THEMATIC READING ANTHOLOGY -Culture* *" Demanding Equal Political Voice...And Accepting Nothing Less: The Quest for Latino Political Inclusion" by Louis DeSipio.....* **Write a Rhetorical Precis (use the template) of the essay** Assign Paper 2 ("**Thinking Through the 2nd Key Issue" related to Paper One for your Second analysis paper (will be used in your final research project). 1,000 words, two sources, two well-integrated quotes in each paragraph, and Work Cited page** **Write a Rough Draft (1,000 words) and an Outline (use template)** **DUE** REVIEW - Examine the reading and assignments on visual rhetoric, appeals, and interpretation.	30 15 15 60	
Week Six Day 12 FEB 22-26	REVIEW - Did your **Rhetorical Précis** Introduce, Explain, Exemplify, Problematic, and Extend? Read aloud your writing to hear the language, detect any sentence-level errors, and to visualize the syntax. Did your **Rhetorical Précis** include well-integrated quotes to support your critical analysis? REVIEW - Handouts on writing **TOTAL POINTS**	**120**	

Name_____ Class_____
Date_____

Weekly Checklist	Name_____		
Week 7	Assignments	Included Check X	Received by Instructor
Week Seven Day 13 MAR 1-5	READ *HOW ARGUMENTS WORK- Chapters 13* and *14-* *13: Correcting Grammar and Punctuation* *14: Style- Shaping Our Sentences* **Write a Rhetorical Precis (use the template) of Chapters 13 and 14** READ *LET'S GET WRITING- Chapters 7:* **How and Why to Cite** **Write a Rhetorical Precis (use the template) of Chapters 7** READ *LUMEN LEARNING. THEMATIC READING ANTHOLOGY -Consumer Debt* *"The 182 Percent Loan: How Installment Lenders Put Borrowers in a World of Hurt" by Paul Kiel* **Write a Rhetorical Precis (use the template) of the essay** Assign Paper 2 (“**Thinking Through the 2nd Key Issue” related to Paper One for your Second analysis paper (will be used in your final research project). 1,000 words, two sources, two well-integrated quotes in each paragraph, and Work Cited page** **Revise the Rough Draft (1,000 words)** **DUE** **Revise the Outline (use template)** **DUE**	30 15 15 40 15	
Week Seven Day 14 MAR 1-5	REVIEW - Did your **Rhetorical Précis** Introduce, Explain, Exemplify, Problematic, and Extend? Read aloud your writing to hear the language, detect any sentence-level errors, and to visualize the syntax. Did your **Rhetorical Précis** include well-integrated quotes to support your critical analysis? REVIEW - Examine the reading and assignments on writing and revision **TOTAL POINTS**	**115**	

Name_____ Class_____
Date_____

Weekly Checklist	Name_____		
Week 8	Assignments		
Week Eight Day 15 **MAR 8-12**	READ *LET'S GET WRITING* - *Chapters 8:* **Writing Basics - What Makes a Good Sentence?** - **Write a Rhetorical Precis of Chapters 8** - *Chapters 9:* **Writing Basics – Punctuation** - **Write a Rhetorical Precis of Chapters 9** - *Chapters 10:* **Writing Basics - Working With Words - Which Word is Right?** - **Write a Rhetorical Precis of Chapters 10** READ *LUMEN LEARNING. THEMATIC READING ANTHOLOGY - Consumer Debt. "On Victory Drive, Soldiers Defeated by Debt" by Paul Kiel and Mitchell Hartman* **Write a Rhetorical Precis (use the template) of the essay** Assign Paper 2 due ("**Thinking Through the 2nd Key Issue" related to Paper One for your Second analysis paper (will be used in your final research project). 1,000 words, two sources, two well-integrated quotes in each paragraph, and Work Cited page**	_____ _____ 15 _____ 100	
Week Eight Day 16 **MAR 8-12**	REVIEW - Did your **Rhetorical Précis** Introduce, Explain, Exemplify, Problematic, and Extend? Read aloud your writing to hear the language, detect any sentence-level errors, and to visualize the syntax. Did your **Rhetorical Précis** include well-integrated quotes to support your critical analysis? REVIEW - Examine discourse, types of sources, finding sources, and evaluating sources. See Assignments for Using Sources. **TOTAL POINTS**	_____ 115	

Name_____ Class_____
Date_____

Weekly Checklist	Name_____		
Week 9	Assignments	Included Check X	Received by Instructor
Week Nine Day 17 **MAR 15-19**	Assign Paper 3 (**Annotated Bibliography**)**- REVIEW all of the sources you have read and used up to this date. Examine the Key Issues your paper #1 and #2 focused on. Then write an Annotated Bibliography of at least 10 sources. This assignment is worth 50 points.** **DUE Week Ten 10/23** ○ **Each proper citation is worth 2 points** ○ **Each annotation is worth 3 points** ○ **You should have a total of ten entries selected from your resources** **REVIEW** **Writing an Annotated Bibliography - ENGL C1001 Arrizon - LibGuides at Cañada College; Library Orientation 15: Annotated Bibliography | OER Commons** READ *LUMEN LEARNING. THEMATIC READING ANTHOLOGY - Consumer Debt.* *"The Payday Playbook: How High Cost Lenders Fight to Stay Legal" by Paul Kiel* **Write a Rhetorical Precis (use the template) of the essay**	15	
Week Nine Day 18 **MAR 15-19**	REVIEW - Did your **Rhetorical Précis** Introduce, Explain, Exemplify, Problematic, and Extend? Read aloud your writing to hear the language, detect any sentence-level errors, and to visualize the syntax. Did your **Rhetorical Précis** include well-integrated quotes to support your critical analysis? REVIEW - Examine discourse, types of sources, finding sources, and evaluating sources. See Assignments for Using Sources. **TOTAL POINTS**	15	

Name_____ Class_____
Date_____

Weekly Checklist	Name_____		
Week 10	Assignments	Included Check X	Received by Instructor
Week Ten Day 20 MAR 22-26	Assign Paper 4 (**Final Research Project essay on Key Issues in paper #1 and paper #2)- 2,000 words, three well-integrated quotes in each paragraph, several sources, and a Work Cited page. REVIEW Papers #1, #2, and #3. Answer Proposal Questions in Complete Sentences:** 1. What Key Issues do you plan to write about? Why have you chosen these key issues? 2. What do you need to research these key issues? 3. What do you want the reader to learn from your essay about these key issues? 4. What obstacles or challenges might you face as you write? How will you overcome those? 5. When and where will you write the essay? READ *LUMEN LEARNING. THEMATIC READING ANTHOLOGY - Consumer Debt. "Whack-a-Mole: How Payday Lenders Bounce……* **Write a Rhetorical Precis (use the template) of the essay**	50 15	
Week Ten Day 21 MAR 22-26	REVIEW - Did your **Rhetorical Précis** Introduce, Explain, Exemplify, Problematic, and Extend? Read aloud your writing to hear the language, detect any sentence-level errors, and to visualize the syntax. Did your **Rhetorical Précis** include well-integrated quotes to support your critical analysis? REVIEW - Examine research methods. **TOTAL POINTS**	65	

Name_____ Class_____
Date_____

Weekly Checklist	Name_____		
Week 11	Assignments	Included Check X	Received by Instructor
Week Eleven Day 22 **MAR 29 - APR 2**	Assign Paper 4 (**Final Research Project essay on Key Issues in paper #1 and paper #2)- 2,000 words, three well-integrated quotes in each paragraph, several sources, and a Work Cited page. REVIEW Papers #1, #2, and #3.** **Rough Draft (1,500 words) and Outline (use template)** READ *LUMEN LEARNING. THEMATIC READING ANTHOLOGY - Literature.* *"Eve's Diary" by Mark Twain.....* **"Write a Rhetorical Precis (use the template) of the essay**	100 15	
Week Eleven Day 23 **MAR 29- APR 2**	REVIEW - Did your **Rhetorical Précis** Introduce, Explain, Exemplify, Problematic, and Extend? Read aloud your writing to hear the language, detect any sentence-level errors, and to visualize the syntax. Did your **Rhetorical Précis** include well-integrated quotes to support your critical analysis? REVIEW - Examine research methods. **TOTAL POINTS**	115	

Name_____ Class_____
Date_____

ENGL C1001 Correspondence Course: IMPORTANT NOTE - Each weekly assignment must have this cover sheet checked off by the student, or the instructor may deduct points from the total points for that week.
ENGL-C1001-D4665 – SPRING 2027 Incarcerated CDCR Online, January 15–May 28, 2027
Correspondence Instructor RAMSER dramser@lassencollege.edu (530) 251-8819 /18-WEEK SCHEDULE OF ASSIGNMENTS

Weekly Checklist	Name_____		
Week 12	Assignments	Included Check X	Received by Instructor
Week Twelve Day 24 **APR 5-9**	Assign Paper 4 (**Final Research Project essay on Key Issues in paper #1 and paper #2)- 2,000 words, three well-integrated quotes in each paragraph, several sources, and a Work Cited page. REVIEW Papers #1, #2, and #3.** **REVISED Rough Draft (1,500 words) and Outline (use template)** READ *LUMEN LEARNING. THEMATIC READING ANTHOLOGY - Literature.* *"On the Gull's Road" by Willa Cather....* **Write a Rhetorical (use the template) Precis of the essay**	100 15	
Week Twelve Day 25 **APR 5-9**	REVIEW - Did your **Rhetorical Précis** Introduce, Explain, Exemplify, Problematic, and Extend? Read aloud your writing to hear the language, detect any sentence-level errors, and to visualize the syntax. Did your **Rhetorical Précis** include well-integrated quotes to support your critical analysis? REVIEW - Examine research methods. **TOTAL POINTS**	115	

Name_____ Class_____
Date_____

Weekly Checklist	Name_____		
Week 13	Assignments	Included Check X	Received by Instructor
Week Thirteen Day 26 **APR 12-16**	Assign Paper 4 (**Final Research Project essay on Key Issues in paper #1 and paper #2)- 2,000 words, three well-integrated quotes in each paragraph, several sources, and a Work Cited page. REVIEW Papers #1, #2, and #3.** **2nd REVISION Rough Draft (1,500 words) and Outline (use template) ZERO POINTS if not revised** READ *LUMEN LEARNING. THEMATIC READING ANTHOLOGY - Literature.* *"The Lockless Door" by Robert Frost ..* **Write a Rhetorical Precis (use the template) of the essay**	100 15	
Week Thirteen Day 27 **APR 12-16**	REVIEW - Did your **Rhetorical Précis** Introduce, Explain, Exemplify, Problematic, and Extend? Read aloud your writing to hear the language, detect any sentence-level errors, and to visualize the syntax. Did your **Rhetorical Précis** include well-integrated quotes to support your critical analysis? REVIEW - Examine research methods. **TOTAL POINTS**	115	

Name_____ Class_____
Date_____

Weekly Checklist	Name_____		
Week 14	Assignments	Included Check X	Received by Instructor
Week Fourteen Day 28 **APR 19-23**	Assign Paper 4 (**Final Research Project essay on Key Issues in paper #1 and paper #2)- 2,000 words, three well-integrated quotes in each paragraph, several sources, and a Work Cited page. REVIEW Papers #1, #2, and #3.** **REVISED Work Cited page** **ZERO POINTS if not revised** READ *LUMEN LEARNING. THEMATIC READING ANTHOLOGY - Literature.* *"The School Days of an Indian Girl" by Zitkala-Sa ……..* **Write a Rhetorical Precis (use the template) of the essay**	50 15	
Week Fourteen Day 29 **APR 19-23**	REVIEW - Did your **Rhetorical Précis** Introduce, Explain, Exemplify, Problematic, and Extend? Read aloud your writing to hear the language, detect any sentence-level errors, and to visualize the syntax. Did your **Rhetorical Précis** include well-integrated quotes to support your critical analysis? REVIEW - Examine research methods. **TOTAL POINTS**	65	

Name_____ Class_____
Date_____

ENGL C1001 Correspondence Course: IMPORTANT NOTE - Each weekly assignment must have this cover sheet checked off by the student, or the instructor may deduct points from the total points for that week.
ENGL-C1001-D4665 – SPRING 2027 Incarcerated CDCR Online, January 15–May 28, 2027
Correspondence Instructor RAMSER dramser@lassencollege.edu (530) 251-8819 /18-WEEK SCHEDULE OF ASSIGNMENTS

Weekly Checklist	Name_____		
Week 15	Assignments	Included Check X	Received by Instructor
Week Fifteen Day 30 **APR 26-30**	Assign Paper 4 (**Final Research Project essay on Key Issues in paper #1 and paper #2)- 2,000 words, three well-integrated quotes in each paragraph, several sources, and Work Cited page. REVIEW Papers #1, #2, and #3.** READ *OFF THE SHELF: A Digital Anthology of Class and Contemporary Short Stories Chapter 6* 6- Literary Terms 6.0- Introduction Page 6.1-Literary Terms 6.2-The Basics 6.3-Types of Prose Texts 6.4-Terms for Interpreting Authorial Voice 6.5-Terms for Interpreting Characters 6.6-Terms for Interpreting Word Choice, Dialogue, and Speech 6.7-Terms for Interpreting Plot 6.8-Terms for Interpreting Layers of Meaning **Write your own two Questions and Answers for each section** *Off the Shelf: A Digital Anthology of Classic and Contemporary Short Stories*. Columbus State Community College, 2019. *OER Commons*, https://library.oercommons.org/oh-cr/engl_2261_reader/00_00.html	80	
Week Fifteen Day 31 **APR 26-30**	REVIEW - Did your **Rhetorical Précis** Introduce, Explain, Exemplify, Problematic, and Extend? Read aloud your writing to hear the language, detect any sentence-level errors, and to visualize the syntax. Did your **Rhetorical Précis** include well-integrated quotes to support your critical analysis? REVIEW - Examine research methods. **TOTAL POINTS**	80	

Name_____ Class_____
Date_____

ENGL C1001 Correspondence Course: IMPORTANT NOTE - Each weekly assignment must have this cover sheet checked off by the student, or the instructor may deduct points from the total points for that week.
ENGL-C1001-D4665 – SPRING 2027 Incarcerated CDCR Online, January 15–May 28, 2027
Correspondence Instructor RAMSER dramser@lassencollege.edu (530) 251-8819 /18-WEEK SCHEDULE OF ASSIGNMENTS

Weekly Checklist	Name_____		
Week 16	Assignments	Included Check X	Received by Instructor
Week Sixteen Day 32 **MAY 3-7**	Assign Paper 4 (**Final Research Project essay on Key Issues in paper #1 and paper #2)- 2,000 words, three well-integrated quotes in each paragraph, several sources, and Work Cited page. REVIEW Papers #1, #2, and #3.** READ *OFF THE SHELF: A Digital Anthology of Class and Contemporary Short Stories* *Chapter 7* 7-Literary Theories 7.0-Introduction Page 7.1-Introduction to Literary Theory 7.2-Moral Criticism/Dramatic Construction 7.3-Formalism 7.4-Psychoanalytic Criticism 7.5-Marxist Criticism 7.6-Reader-Response Criticism 7.7-Structuralism and Semiotics 7.8-Postmodern Criticism 7.9-New Historicism / Cultural Studies 7.10-Post-Colonial Criticism 7.11-Feminist Criticism 7.12-Gender Studies and Queer Theory 7.13-Ecocriticism 7.14-Critical Race Theory 7.15-Critical Disability Studies **Write your own two Questions and Answers for each section** *Off the Shelf: A Digital Anthology of Classic and Contemporary Short Stories*. Columbus State Community College, 2019. *OER Commons*, https://library.oercommons.org/oh-cr/engl_2261_reader/00_00.html	150	
Week Sixteen Day 33 **MAY 3-7**	*Essay #4- NO FLOATING QUOTES* *ALWAYS USE ACTIVE VERB SIGNAL PHRASE* *INTRODUCTIONS OF A QUOTE AND/OR A SOURCE* **(see Proctor to schedule your final writing during MAY 17-21 –** **your completed final must be received by May 28th)** **TOTAL POINTS** **PROCTOR YOUR FINAL MAY 17-21**	150	

ENGL C1001 Correspondence Course: IMPORTANT NOTE - Each weekly assignment must have this cover sheet checked off by the student, or the instructor may deduct points from the total points for that week.
ENGL-C1001-D4665 – SPRING 2027 Incarcerated CDCR Online, January 15–May 28, 2027
Correspondence Instructor RAMSER dramser@lassencollege.edu (530) 251-8819 /18-WEEK SCHEDULE OF ASSIGNMENTS

Weekly Checklist	Name_____		
Week 17	Assignments	Included Check X	Received by Instructor
Week Seventeen Day 34 MAY 10-14	Final draft Paper 4 due with CHECKLIST and due by MAY 28th (**Final Research Project essay on Key Issues**, 2,000 words, with several sources, worth 200 points). CHECKLIST: _____final draft _____revised drafts with integrated several sources _____MLA format Work Cited page _____Outline (s) _____proposal _____Drafting Notes _____Reading Notes _____one-page reflection on writing this essay **CHECKLIST items (50 points)** **PROCTOR YOUR FINAL MAY 17-21** **TOTAL POINTS**	200 50 250	
Week Seventeen Day 35 MAY 10-14	**FINAL WRITING EXAM- worth 75 points** **(see Proctor to schedule your final writing exam MAY 17-21 – your completed final must be received by MAY 28th)** **TOTAL POINTS**	75	
Week Eighteen Day 36 MAY 17-21	**Work received after MAY 28th, regardless of when it was sent, will NOT be graded.**		
WEEK NINETEEN May 24-28	**Work received after MAY 28th, regardless of when it was sent, will NOT be graded.**		

Name_____ Class_____
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Date_____

The Cornell Method

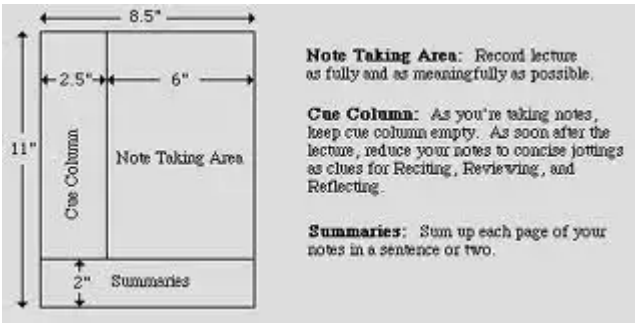
The Cornell method provides a systematic format for condensing and organizing notes without laborious recopying. After writing the notes in the main space, use the left-hand space to label each idea and detail with a key word or "cue."

Method: Rule your paper with a 2 _ inch margin on the left leaving a six-inch area on the right in which to make notes. During class, take down information in the six-inch area. When the instructor moves to a new point, skip a few lines. After class, complete phrases and sentences as much as possible. For every significant bit of information, write a cue in the left margin. To review, cover your notes with a card, leaving the cues exposed. Say the cue out loud, then say as much as you can of the material underneath the card. When you have said as much as you can, move the card and see if what you said matches what is written. If you can say it, you know it.

Advantages: Organized and systematic for recording and reviewing notes. Easy format for pulling outmajor concept and ideas. Simple and efficient. Saves time and effort. "Do-it-right-in-the-first-place system."

Disadvantages: None

When to Use: In any lecture situation.

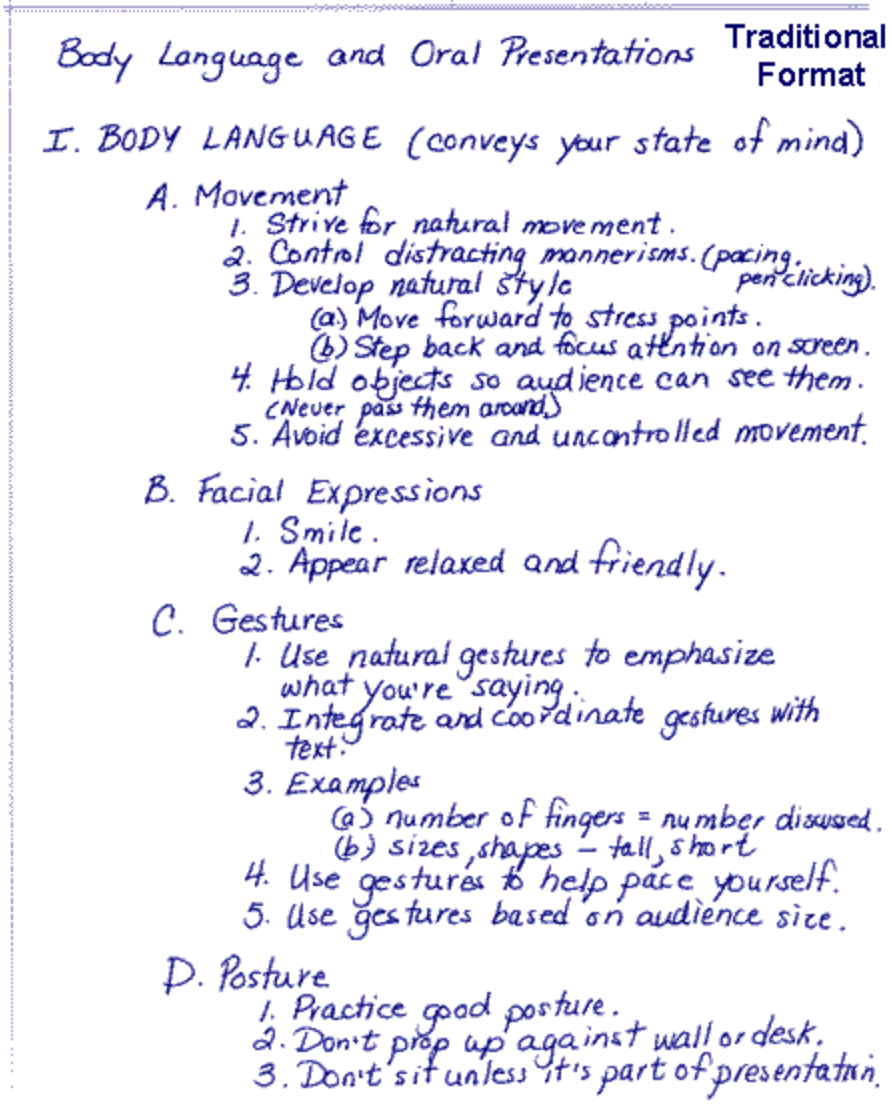


The Outlining Method

Dash or indented outlining is usually best except for some science classes such as physics or math.

1. The information which is most general begins at the left with each more specific group of facts indented with spaces to the right.
2. The relationships between the different parts are carried out through indenting.
3. No numbers, letters, or Roman numerals are needed.

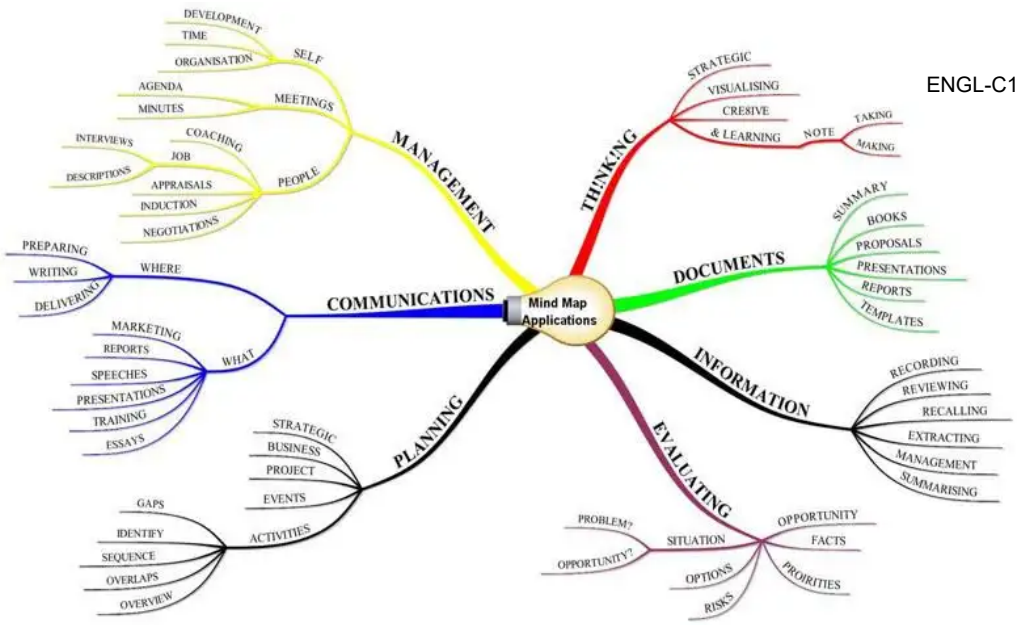
- **Method:** Listening and then write in points in an organized pattern based on space indention. Place major points farthest to the left. Indent each more specific point to the right. Levels of importance will be indicated by distance away from the major point. Indention can be as simple as or as complex as labeling the indentions with Roman numerals or decimals. Markings are not necessary as space relationships will indicate the major/minor points.
- **Advantages:** Well-organized system if done right. Outlining records content as well as relationships. It also reduces editing and is easy to review by turning main points into questions.
- **Disadvantages:** Requires more thought in class for accurate organization. This system may not show relationships by sequence when needed. It doesn't lend to diversity of a review attach for maximum learning and question application. This system cannot be used if the lecture is too fast.
- **When to Use:** The outline format can be used if the lecture is presented in outline organization. This may be either deductive (regular outline) or inductive (reverse outline where minor points start building to a major point). Use this format when there is enough time in the lecture to think about and make organization decisions when they are needed. This format can be most effective when your note-taking skills are super and sharp and you can handle the outlining regardless of the note-taking situation.



The Mapping Method

Mapping is a method that uses comprehension/concentration skills and evolves in a note-taking form which relates each fact or idea to every other fact or idea. Mapping is a graphic representation of the content of a lecture. It is a method that maximizes active participation, affords immediate knowledge as to its understanding, and emphasizes critical thinking.

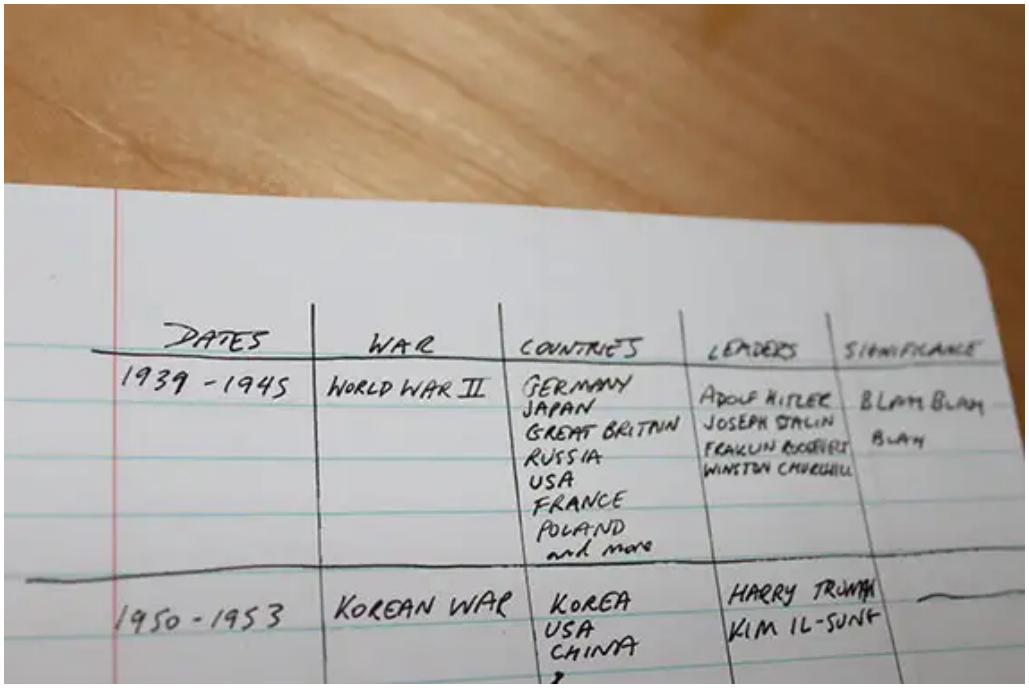
- **Advantages:** This format helps you to visually track your lecture regardless of conditions. Little thinking is needed and relationships can easily be seen. It is also easy to edit your notes by adding numbers, marks, and color coding. Review will call for you to restructure thought processes which will force you to check understanding. Review by covering lines for memory drill and relationships. Main points can be written on flash or note cards and pieced together into a table or larger structure at a later date.
- **Disadvantages:** You may not hear changes in content from major points to facts.
- **When to Use:** Use when the lecture content is heavy and well-organized. May also be used effectively when you have a guest lecturer and have no idea how the lecture is going to be presented.



The Charting Method

If the lecture format is distinct (such as chronological), you may set up your paper by drawing columns and labeling appropriate headings in a table.

- **Method:** Determine the categories to be covered in lecture. Set up your paper in advance by columns headed by these categories. As you listen to the lecture, record information (words, phrases, main ideas, etc.) into the appropriate category.
- **Advantages:** Helps you track conversation and dialogues where you would normally be confused and lose out on relevant content. Reduces amount of writing necessary. Provides easy review mechanism for both memorization of facts and study of comparisons and relationships.
- **Disadvantages:** Few disadvantages except learning how to use the system and locating the appropriate categories. You must be able to understand what's happening in the lecture.
- **When to Use:** Test will focus on both facts and relationships. Contents is heavy and presented fast. You want to reduce the amount of time you spend editing and reviewing at test time. You want to get an overview of the whole course on one big paper sequence.



The Sentence Method

- **Method:** Write every new thought, fact or topic on a separate line, numbering as you progress.
- **Advantages:** Slightly more organized than the paragraph. Gets more or all of the information. Thinking to tract content is still limited.
- **Disadvantages:** Can't determine major/minor points from the numbered sequence. Difficult to edit without having to rewrite by clustering points which are related. Difficult to review unless editing cleans up relationship.
- **When to Use:** Use when the lecture is somewhat organized, but heavy with content which comes fast. You can hear the different points, but you don't know how they fit together. The instructor tends to present in point fashion, but not in grouping such as "three related points."

Example 1: A revolution is any occurrence that affects other aspects of life, such as economic life, social life, and so forth. Therefore revolutions cause change. (see page 29 to 30 in your text about this.)

Sample Notes: Revolution – occurrence that affects other aspects of life: e.g., econ., socl. Etc. C.f. text, pp. 29-30

Example 2: At first, Freud tried conventional, physical methods of treatment such as giving baths, massages, rest cures, and similar aids. But when these failed he tried techniques of hypnosis that he had seen used by Jean-Martin Charcot. Finally, he borrowed an idea from Jean Breuer and used direct verbal communication to get an unhypnotized patient to reveal unconscious thoughts.

Sample Notes: Freud 1st– used phys. trtment; e.g., baths, etc. This fld. 2nd – used hypnosis (fr. Charcot). Finally – used vrb. commun. (fr. Breuer) – got unhpynop, patnt to reveal uncons. thoughts.

Retrieved from Harvard Law School.

Name_____ Class_____
Date_____

Writing Assignments TIP Sheet

1) **Paper 1- Letter of Introduction**

2) **Paper 2- Analysis Paper- Thinking Through A Key Issue (an issue that you think deserves more attention)**

3) **Paper 3 - Analysis Paper - Thinking Through A Second Key Issue (an issue that you think deserves more attention)**

4) **Paper 3 - Annotated Bibliography - Review the sources used for Papers 2 and 3.**

5) **Paper 4 - Research Paper - research the Key Issues in Papers 2 and 3, with an emphasis on arguing for a better method of manging the Key Issues.**

6) **Paper 5 - Timed Writing Exam- Written response to a prepared writing CSU prompt**

ENGL-C1001-D4665 Essay Grading Rubric

A (90- 100%) – An essay grade of A is reserved for papers that exceed the essay requirements to craft and argument that is interesting, original, compelling, and elegant. An essay in this category: addresses the assignment thoughtfully and analytically, setting a challenging task; has a thesis that is clearly-focused, original, and insightful; demonstrates coherent and rhetorically-sophisticated organization and makes effective connections between ideas; cites and analyzes relevant sources and evaluates their validity, effectively integrating them into text when appropriate; provides specific detail and compelling support; demonstrates superior control of grammar, sentence variety, word choice and conventions of standard written English.

B (80-89%) – An essay will receive a grade of B if it somehow moves beyond the basic expectations of the assignment, offering some thoughtful insights and observations that draw from but do not merely parrot our class discussions. An essay in this category: addresses the assignment clearly and analytically, setting a meaningful task; has a thesis that is clearly-focused; demonstrates a clear and coherent organization and makes connections between ideas; cites and analyzes relevant sources, effectively integrating them into text when appropriate; provides effective supporting detail and reasoning; displays consistent control of grammar, sentence variety, word choice, and conventions of standard written English.

C (70 - 79%) – An essay will receive a grade of C if it meets but does not exceed the minimum requirements of the assignment – it will address the prompt; it will be complete, with an introduction, body, and conclusion, organized well enough that the essay is always speaking to the main argument. An essay in this category: addresses the assignment in an adequate and satisfactory manner; has a thesis that governs the essay, but it may be vaguely stated and merely implied throughout the essay; demonstrates adequate organization, though connections between ideas may not be consistent; cites sources, adequately integrating them into text; provides support and examples that may not show a clear connection to the thesis; demonstrates adequate control of grammar, sentence variety, word choice, and conventions of standard written English (there may be errors, but not enough to continually distract the reader from the argument of the essay).

D (60 - 69%) – An essay will receive a grade of D if it fails to meet the minimum requirements of the assignment; it may be missing the required number of sources, a required Works Cited page, a discernable thesis, a clear connection to the assignment prompt and/or an overall plan. An essay in this category: may not address the assignment directly or clearly; may distort or wander from the assignment or set a trivial task; does not have a discernable thesis, nor a controlling idea that governs the content of the essay; displays random or confusing organization; displays a lack of understanding of appropriate texts; fails to cite, integrate, or analyze material from the texts; replaces analysis with narration, summary, or description; fails to provide supporting detail and instead relies on unsupported generalizations; show inadequate control of standard written English, with many errors that distract or impede understanding.

F (0 - 59%) – An essay will receive a grade of F if it does not reflect any of the basic components of composition that we have discussed (and will continue to discuss) throughout the semester. An essay in this category: may fail to address the assignment; lacks a thesis or an understanding of a thesis; lacks organization or displays illogical organization such that the thesis or logic of the paper remains unknowable; fails to use sources or misuses the texts of others; displays an inability to understand texts, analyze sources, or support ideas; shows substantially inadequate control of standard written English, with errors that prevent communication. Essays that are late, not turned in, or do not meet the minimum word count will earn a “0.”

*I often write letter grades only on essays. Here is a key to determine percentage points:

A+ = 98-100 / A = 95 / A- = 92	B+ = 88 / B = 85 / B- = 82
C+ = 78 / C = 75 / C- = 72	D = 65
F = 50-55 or 0	

What is a Text?

The word “text” is probably the most fluid term in a rhetorical situation. Usually, the word “text” refers to a written or typed document. In terms of a rhetorical situation, however, “text” means any form of communication that humans create. Whenever humans engage in any act of communication, a text serves as the vehicle for communication. Three basic factors affect the nature of each text: the medium of the text, the tools used to create the text, and the tools used to decipher the text.

Medium of a Text

Texts can appear in any kind of medium, or mechanism for communicating. The plural of medium in this sense is media. Various media affect the ways that authors and audiences communicate. Consider how these different types of media can affect how and what authors communicate to audiences in various rhetorical situations: hand-written, typed, computer-generated, audio, visual, spoken, verbal, non-verbal, graphic, pictorial, tactile, with words, or without words (there are many others, of course). Some varied specific examples of media could include a paper, a speech, a letter, an advertisement, a billboard, a presentation, a poster-board, a cartoon, a movie, a painting, a sculpture, an email, a Twitter tweet, a Facebook post, graffiti, a conversation (face-to-face, on a cell phone, via text messages) . . . this list is nearly endless.

Tools to Make a Text

Every text is made with tools that affect the structure and content of a text. Such tools could be physical tools that range from very basic (such as the larynx, throat, teeth, lips, and tongue necessary for verbal communication) to very complex (such as a laptop computer with graphic-manipulating software). These tools could also be more conceptual tools that range from simple (such as implementing feedback from an instructor) to more complicated (such as implementing different kinds of library and primary research). The tools of communication often determine the kinds of communication that can happen in any given rhetorical situation.

Tools to Decipher a Text

Likewise, audiences have varied tools for reading, viewing, hearing, or otherwise appreciating various texts. These could be actual physical tools that would likewise range from very basic (like the eyes and reading glasses necessary to read) to very complex (like a digital projector and screen to view a PowerPoint presentation). Or they could be conceptual tools that could range from simple (childhood principles learned from parents) to more complicated (a master’s degree in art). The tools that audiences have at their disposal affect the ways that they appreciate different texts.

Welcome to the Purdue OWL

https://owl.purdue.edu/owl/general_writing/academic_writing/establishing_arguments/index.html

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Developing Strong Thesis Statements

The thesis statement or main claim must be debatable

An argumentative or persuasive piece of writing must begin with a debatable thesis or claim. In other words, the thesis must be something that people could reasonably have differing opinions on. If your thesis is something that is generally agreed upon or accepted as fact then there is no reason to try to persuade people.

Example of a non-debatable thesis statement:

PARTNER CONTENT

Upload your paper & get a free Expert Check

Get a real writing expert to proofread your paper before you turn it in

Paste your paper here!

Check my paper

Using paper checkers responsibly
(https://owl.purdue.edu/owl/research_and_citation/using_paper_checkers_responsibly.html)

Citation Machi
a Chegg service

> Pollution is bad for the environment.

This thesis statement is not debatable. First, the word *pollution* implies that something is bad or negative in some way. Furthermore, all studies agree that pollution is a problem; they simply disagree on the impact it will have or the scope of the problem. No one could reasonably argue that pollution is unambiguously good.

Example of a debatable thesis statement:

> At least 25 percent of the federal budget should be spent on limiting pollution.

This is an example of a debatable thesis because reasonable people could disagree with it. Some people might think that this is how we should spend the nation's money. Others might feel that we should be spending more money on education. Still others could argue that corporations, not the government, should be paying to limit pollution.

Another example of a debatable thesis statement:

> America's anti-pollution efforts should focus on privately owned cars.

In this example there is also room for disagreement between rational individuals. Some citizens might think focusing on recycling programs rather than private automobiles is the most effective strategy.

The thesis needs to be narrow

Although the scope of your paper might seem overwhelming at the start, generally the narrower the thesis the more effective your argument will be. Your thesis or claim must be supported by evidence. The broader your claim is, the more evidence you will need to convince readers that your position is right.

Example of a thesis that is too broad:

> Drug use is detrimental to society.

There are several reasons this statement is too broad to argue. First, what is included in the category "drugs"? Is the author talking about illegal drug use, recreational drug use (which might include alcohol and cigarettes), or all uses of medication in general? Second, in what ways are drugs detrimental? Is drug use causing deaths (and is the author equating deaths from overdoses and deaths from drug related violence)? Is drug use changing the moral climate or causing the economy to decline? Finally, what does the author mean by "society"? Is the author referring only to America or to the global population? Does the author make any distinction between the effects on children and adults? There are just too many questions that the claim leaves open. The author could not cover all of the topics listed above, yet the generality of the claim leaves all of these possibilities open to debate.

Example of a narrow or focused thesis:

> Illegal drug use is detrimental because it encourages gang violence.

In this example the topic of drugs has been narrowed down to illegal drugs and the detriment has been narrowed down to gang violence. This is a much more manageable topic.

We could narrow each debatable thesis from the previous examples in the following way:

Narrowed debatable thesis 1:

> At least 25 percent of the federal budget should be spent on helping upgrade business to clean technologies, researching renewable energy sources, and planting more trees in order to control or eliminate pollution.

This thesis narrows the scope of the argument by specifying not just the amount of money used but also how the money could actually help to control pollution.

Narrowed debatable thesis 2:

> America's anti-pollution efforts should focus on privately owned cars because it would allow most citizens to contribute to national efforts and care about the outcome.

This thesis narrows the scope of the argument by specifying not just what the focus of a national anti-pollution campaign should be but also why this is the appropriate focus.

Qualifiers such as "*typically*," "*generally*," "*usually*," or "*on average*" also help to limit the scope of your claim by allowing for the almost inevitable exception to the rule.

Types of claims

Claims typically fall into one of four categories. Thinking about how you want to approach your topic, or, in other words, what type of claim you want to make, is one way to focus your thesis on one particular aspect of your broader topic.

Claims of fact or definition: These claims argue about what the definition of something is or whether something is a settled fact. Example:

> While some pundits have framed a four-year college education as something necessary for adult success, this notion should not be treated as a given.

Claims of cause and effect: These claims argue that one person, thing, or event caused another thing or event to occur. Example:

> Federal student loan policies have contributed to widespread growth in college tuition.

Claims about value: These are claims made of what something is worth, whether we value it or not, how we would rate or categorize something. Example:

> The student debt crisis is one of the most serious problems facing the country today.

Claims about solutions or policies: These are claims that argue for or against a certain solution or policy approach to a problem. Example:

> Rather than encouraging all students to attend four-year colleges, we should instead emphasize the validity of two-year colleges, technical schools, and trade schools as well.

Which type of claim is right for your argument? Which type of thesis or claim you use for your argument will depend on your position and knowledge of the topic, your audience, and the context of your paper. You might want to think about where you imagine your audience to be on this topic and pinpoint where you think the biggest difference in viewpoints might be. Even if you start with one type of claim you probably will be using several within the paper. Regardless of the type of claim you choose to utilize it is key to identify the controversy or debate you are addressing and to define your position early on in the paper.

Introduction Paragraphs ..



It is true that the first impression—whether it's a first meeting with a person or the first sentence of a paper—sets the stage for a lasting impression. The introductory paragraph of any paper, long or short, should start with a sentence that peaks the interest of readers. In a typical essay, that first sentence leads into two or three other statements that provide details about the writer's subject or process. All of these sentences build up to the essay's thesis statement.

The introduction paragraph typically has:

- Attention-Getter (Lead-in)
- Set Up for the Thesis
- Thesis/Essay Map

Attention Getters & Lead-ins

To get a paper off to a great start, writers should try to have a first sentence that **engages** their reader. This first sentence should be **broadly related** to the topic of the essay.

Ways writers can begin:
Paradoxical or Intriguing Statement
Shocking Statement or Statistic
Rhetorical Question
Anecdote
Statement of the Problem
Proverb, Maxim, or Strong Statement

Set Up for a Thesis

After the attention getter or lead-in, writers need to gradually narrow the broad subject towards the thesis.

Gradually narrowing can:
provide **background** information,
explain underlying information,

describe the **complexity** of the issue,
introduce various **layers** of the subject, and
help **transition** from these more broad ideas to the narrow thesis.

Thesis Statements

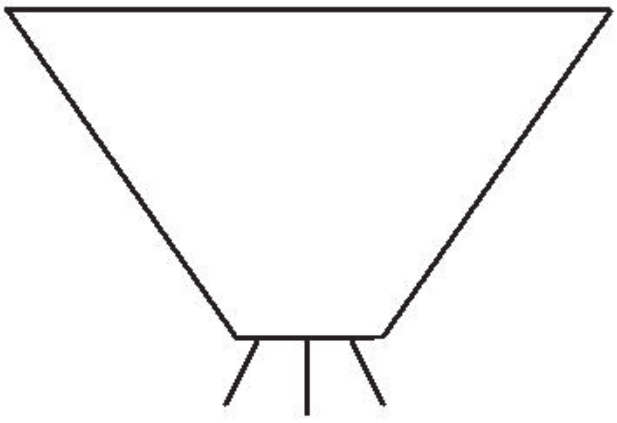
A thesis statement manages to encapsulate an essay's main argument in a succinct, one-sentence comment. Beginner writers often times find it useful to create an *essay map thesis,* where the thesis briefly lists the areas that will be discussed in the essay.

A Thesis Statement:
has a clearly stated **opinion**,
but does **not bluntly announce** the opinion ("In this essay I will..."),
is **narrow** enough to write a focused essay,
but is also **broad** enough to write at least 3 body paragraphs,
is clearly stated in **specific** terms,
is **easily recognized** as the main idea,
is forceful and **direct**,
is **not softened** with token phrases ("in my opinion" or "I think"), and
can list the 3 main points that will be made.

In the Introduction Paragraph NEVER EVER EVER. . .

bluntly **announce** the essay's intent ("In this essay I will..."),
make **unreasonable** statements,
apologize for the material that is being written ("In my humble opinion..."),
go into a **detailed account** of the writing,
include **random information** that has nothing to do with the essay,
use an encyclopedia or **dictionary definition** ("According to Webster's..."), and
dilly-dally. Get to it. Move confidently into the essay.

Question: How is this a graphical representation of an introduction Paragraph?



Answer: Because it starts broad, and gradually narrows towards a focused, but not overly specific thesis. The thesis is specific enough to fully explore the essay, but it's not so specific that there is nothing more to write about.

Sample Introduction Paragraph

.....**[Attention-Getter]** After the September 11, 2001 terrorist attacks on New York's World Trade Towers and the Pentagon, the debate surrounding racial profiling in airports intensified. Many people believed that profiling was the best way to identify possible terrorists, but many others worried about violations of civil liberties. While some airports began to target passengers based solely on their Middle Eastern origins, others instituted random searches instead. **[Begin setting-up the thesis]** Neither of these techniques seems likely to eliminate terrorism. Now many experts in the government and in airport security are recommending the use of a national ID card or Safe Traveler Card. **[Thesis]** If every US citizen had such a card, airlines could screen for terrorists more effectively than they do now and avoid procedures that single out individuals solely on the basis of race.

Thesis Statements

A thesis statement manages to encapsulate an essay's main argument in a succinct, one-sentence comment. Beginner writers often times find it useful to create an *essay map thesis,* where the thesis briefly lists the areas that will be discussed in the essay.

A Thesis Statement:
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is **not softened** with token phrases ("in my opinion" or "I think"), and
can list the 3 main points that will be made.

Writing an Effective Thesis

DRAFT THESIS

The first polygraph was developed by Dr. John A. Larson in 1921.

PROBLEM The thesis is *too factual*. A reader could not disagree with it or debate it; no further development of this idea is required.

STRATEGY *Enter a debate* by posing a question about your topic that has more than one possible answer. For example: Should the polygraph be used by private employers? Your thesis should be your answer to the question.

REVISED THESIS

Because the polygraph has not been proved reliable, even under controlled conditions, its use by employers should be banned.

Writing an Effective Thesis

A thesis should be an answer to a question, not a question itself.

DRAFT THESIS Would John F. Kennedy have continued to escalate the war in Vietnam if he had lived?

PROBLEM The thesis is a *question*, not an answer to a question.

STRATEGY *Take a position* on your topic by answering the question you have posed. Your thesis should be your answer to the question.

REVISED THESIS Although John F. Kennedy sent the first American troops to Vietnam before he died, an analysis of his foreign policy suggests that he would not have escalated the war had he lived.

Writing an Effective Thesis

A thesis should be of sufficient scope for your assignment; it should not be too broad.

DRAFT THESIS Mapping the human genome has many implications for health and science.

PROBLEM The thesis is *too broad.* Even in a very long research paper, you would not be able to discuss all the implications of mapping the human genome.

STRATEGY *Consider subtopics of your original topic.* Once you have chosen a subtopic, take a position in an ongoing debate and pose a question that has more than one answer. For example: Should people be tested for genetic diseases? Your thesis should be your answer to the question.

REVISED THESIS Although scientists can now detect genetic predisposition for specific diseases, policymakers should establish guidelines about whom to test and under what circumstances.

Writing an Effective Thesis

A thesis also should not be too narrow.

DRAFT THESIS A person who carries a genetic mutation linked to a particular disease might or might not develop that disease.

PROBLEM The thesis is *too narrow.* It does not suggest any argument or debate about the topic.

STRATEGY *Identify challenging questions* that readers might have about your topic. Then pose a question that has more than one answer. For example: Do the risks of genetic testing outweigh its usefulness? Your thesis should be your answer to this question.

REVISED THESIS Though positive results in a genetic test do not guarantee that the disease will develop, such results can cause psychological trauma; genetic testing should therefore be avoided in most cases.

Writing an Effective Thesis

A thesis should be sharply focused, not too vague. Avoid fuzzy, hard-to-define words such as *interesting, good,* or *disgusting*.

DRAFT THESIS The Vietnam Veterans Memorial is an interesting structure.

PROBLEM This thesis is *too fuzzy and unfocused*. It's difficult to define *interesting*, and the sentence doesn't give the reader any cues about where the essay is going.

STRATEGY *Focus your thesis with concrete language and a clear plan.* Pose a question about the topic that has more than one answer. For example: How does the physical structure of the Vietnam Veterans Memorial shape the experience of visitors? Your thesis—your answer to the question—should use specific language that engages readers to follow your argument.

REVISED THESIS By inviting visitors to see their own reflections in the wall, the Vietnam Veterans Memorial creates a link between the present and the past.

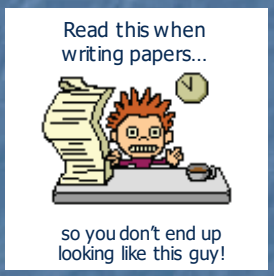
Testing a Working Thesis

Once you have come up with a working thesis, you can use the following questions to evaluate it.

- Does your thesis answer a question, propose a solution to a problem, or take a position in a debate?
- Does the thesis require an essay's worth of development? Or will you run out of points too quickly?
- Is the thesis too obvious? If you cannot come up with interpretations that oppose your own, consider revising your thesis.
- Can you support your thesis with the evidence available?
- Can you explain why readers will want to read an essay with this thesis? Can you respond when a reader asks "So what?"

Hacker/Sommers, *A Writer's Reference*, 7th ed. (Boston: Bedford, 2011)

Moving from Topic to Thesis



What will I learn in this presentation?

- This presentation was created to help you understand how to organize all of the notes, journal entries, and discussion postings you've written so that you can develop a THESIS for your essay or research paper.

What is the Difference Between Topic and Thesis?

In a nutshell, your topic is general and your thesis is specific.

Topic

Once you have decided on a topic to write about, there are still many steps to take before you can really write about it. A topic is general. It is a category, frequently expressed in a single word, such as “alcoholism" or “teenage mothers." Whole books have been written on these topics or even on subtopics of these topics, such as "the causes of alcoholism." Even these subtopics are too general for the purpose of writing a short essay, so as the writer, you need to narrow your topic further, making it more specific.

It's Like Math…

Thesis = Assertion + Pattern of Organization

You need to come up with an idea you want to express or a point you want to make. This point or idea is called your assertion. Your assertion will express a point, idea, opinion, or a view about your topic. Your thesis will contain a topic and an assertion about that topic. Your thesis will also imply the way you will organize your ideas.

How do I come up with a topic?

To come up with a topic, look over your journals and worksheets about the book. As you skim and scan, make a list of words that come to mind about the book.

Now, list some ideas about the "text."

How do I narrow my topic?

One way to get from the very general terms shown in the previous slide to more specific thesis-type phrases and statements is to brainstorm questions related to these words. In order to brainstorm questions in a productive manner, I suggest you use the following heuristic, or guiding structure, to help you. Think of the following general interrogative words and use them when you try to formulate your questions:

who...what...when...where...why...how...could...should...

Also think of the following interrogative phrases which will help you develop a pattern of organization in your thesis:

in what ways...what kinds...what causes....what effects...what reasons...

what steps...what influences...what similarities...what differences...

Combining to Create Questions

- Now simply choose a topic word and match it with an interrogative word or phrase and make a list of questions about your topic. Obviously, also be sure to set your question in the context of the book you are writing about.

Now you try it.

Create your own question now by matching interrogative words and phrases with some ideas from the book. Write these down now.

Interrogative Words and Phrases	Ideas about the book
interrogative words when where why how could should interrogative phrases in what ways what kinds what causes what effects what reasons what steps what influences what similarities what differences	

Combining to Create Questions

- What kind
- What kind of
- How does
- How does
- In what ways
- In what ways
- What effects
- When
- Why
- Where
- What happens
- With whom
- What are similarities between
- What are differences between
- What led to

Ok, I have some questions prepared. Now, how do I construct a thesis statement?

By simply changing the questions into statements you can invent possible thesis statements for an essay. However, you have to be sure that your thesis has two very important components:

- A thesis statement must make an assertion.
- A thesis statement must imply a pattern of organization.

Repeat the process.

This questioning and statement-forming process can be repeated for different topics that you have brainstormed. Or, if you are sure of your topic, work with more of the questions and statements. Students have found this simple process easy and useful if they take the time to experiment with more than one topic and with more questions.

Take your time.

Don't just go through the process to arrive at one statement. Work through until you find several thesis statements and write the essay that you think allows you the opportunity to make the strongest case. The act of brainstorming and thinking of questions will help you come up with more ideas to write about as you refine your thinking about this book.

As with all writing, be patient, take time and care, and try to enjoy it!

Testing a Working Thesis

Once you have come up with a working thesis, you can use the following questions to evaluate it.

- Does your thesis answer a question, propose a solution to a problem, or take a position in a debate?

  _____
  _____

- Does the thesis require an essay's worth of development? Or will you run out of points too quickly?

  _____
  _____

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  _____
  _____

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  _____
  _____

- Can you explain why readers will want to read an essay with this thesis? Can you respond when a reader asks "So what?"

  _____
  _____

Welcome to the Purdue OWL

https://owl.purdue.edu/owl/general_writing/academic_writing/establishing_arguments/index.html

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Developing Strong Thesis Statements

The thesis statement or main claim must be debatable

An argumentative or persuasive piece of writing must begin with a debatable thesis or claim. In other words, the thesis must be something that people could reasonably have differing opinions on. If your thesis is something that is generally agreed upon or accepted as fact then there is no reason to try to persuade people.

Example of a non-debatable thesis statement:

PARTNER CONTENT

Upload your paper & get a free Expert Check

Get a real writing expert to proofread your paper before you turn it in

Paste your paper here!

Check my paper

Using paper checkers responsibly
(https://owl.purdue.edu/owl/research_and_citation/using_paper_checkers_responsibly.html)

Citation Machi
a Chegg service

> Pollution is bad for the environment.

This thesis statement is not debatable. First, the word *pollution* implies that something is bad or negative in some way. Furthermore, all studies agree that pollution is a problem; they simply disagree on the impact it will have or the scope of the problem. No one could reasonably argue that pollution is unambiguously good.

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> At least 25 percent of the federal budget should be spent on limiting pollution.

This is an example of a debatable thesis because reasonable people could disagree with it. Some people might think that this is how we should spend the nation's money. Others might feel that we should be spending more money on education. Still others could argue that corporations, not the government, should be paying to limit pollution.

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> America's anti-pollution efforts should focus on privately owned cars because it would allow most citizens to contribute to national efforts and care about the outcome.

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Which type of claim is right for your argument? Which type of thesis or claim you use for your argument will depend on your position and knowledge of the topic, your audience, and the context of your paper. You might want to think about where you imagine your audience to be on this topic and pinpoint where you think the biggest difference in viewpoints might be. Even if you start with one type of claim you probably will be using several within the paper. Regardless of the type of claim you choose to utilize it is key to identify the controversy or debate you are addressing and to define your position early on in the paper.

Aristotle's Rhetorical Situation

Rhetorical Concepts

Many people have heard of the rhetorical concepts of *logos*, *ethos*, and *pathos* even if they do not necessarily know what they fully mean. These three terms, along with *kairos* and *telos*, were used by Aristotle to help explain how rhetoric functions. In ancient Greece, these terms corresponded with basic components that all rhetorical situations have.

Logos

Logos is frequently translated as some variation of “logic or reasoning,” but it originally referred to the actual content of a speech and how it was organized. Today, many people may discuss the *logos* qualities of a text to refer to how strong the logic or reasoning of the text is. But *logos* more closely refers to the structure and content of the text itself. In this resource, *logos* means “text.”

Ethos

Ethos is frequently translated as some variation of “credibility or trustworthiness,” but it originally referred to the elements of a speech that reflected on the particular character of the speaker or the speech’s author. Today, many people may discuss *ethos* qualities of a text to refer to how well authors portray themselves. But *ethos*more closely refers to an author’s perspective more generally. In this resource, *ethos* means “author.”

Pathos

Pathos is frequently translated as some variation of “emotional appeal,” but it originally referred to the elements of a speech that appealed to any of an audience’s sensibilities. Today, many people may discuss the *pathos*qualities of a text to refer to how well an author appeals to an audience’s emotions. *Pathos* as “emotion” is often contrasted with *logos* as “reason.” But this is a limited understanding of both *pathos* and *logos*; *pathos* more closely refers to an audience’s perspective more generally. In this resource, *pathos* means “audience.”

Telos

Telos is a term Aristotle used to explain the particular purpose or attitude of a speech. Not many people use this term today in reference to rhetorical situations; nonetheless, it is instructive to know that early rhetorical thinkers like Aristotle actually placed much

emphasis on speakers having a clear *telos*. But audiences can also have purposes of thei own that differ from a speaker's purpose. In this resource, *telos* means "purpose."

Kairos

Kairos is a term that refers to the elements of a speech that acknowledge and draw support from the particular setting, time, and place that a speech occurs. Though not as commonly known as *logos*, *ethos*, and *pathos*, the term *kairos* has been receiving wider renewed attention among teachers of composition since the mid-1980s.
Although *kairos* may be well known among writing instructors, the term "setting" more succinctly and clearly identifies this concept for contemporary readers. In this resource, *kairos* means "setting."

Current Elements of Rhetorical Situations

All of these terms (text, author, audience, purpose, and setting) are fairly loose in their definitions and all of them affect each other. Also, all of these terms have specific qualities that affect the ways that they interact with the other terms. Below, you'll find basic definitions of each term, a brief discussion of the qualities of each term, and then finally, a series of examples illustrating various rhetorical situations.

Elements of Rhetorical Situations

There is no singular rhetorical situation that applies to all instances of communication. Rather, all human efforts to communicate occur within *innumerable* individual rhetorical situations that are particular to those specific moments of communication.

An awareness of rhetorical situations can help in both composition and analysis. In the textbook *Writing Today*, Johnson-Sheehan and Paine recommend, “Before you start writing any text, you should first gain an understanding of your rhetorical situation” (12). The rest of this resource will focus on understanding the rhetorical situation. Once you know how to identify and analyze the elements of rhetorical situations, you will be better able to produce writing that meets your audience’s needs, fits the specific setting you write in, and conveys your intended message and purpose.

Each individual rhetorical situation shares five basic elements with all other rhetorical situations:

1. A text (i.e., an actual instance or piece of communication)
2. An author (i.e., someone who uses communication)
3. An audience (i.e., a recipient of communication)
4. Purposes (i.e., the varied reasons both authors and audiences communicate)
5. A setting (i.e., the time, place, and environment surrounding a moment of communication)

These five terms are updated versions of similar terms that the ancient Greek thinker Aristotle articulated over two thousand years ago. While Aristotle’s terms may be familiar to many people, his terminology more directly applied to the specific needs and concerns of his day. This resource uses more current terminology to more accurately identify the kinds of rhetorical situations we may encounter today. But since Aristotle’s work in rhetoric has been so influential, below is a brief discussion of Aristotle’s terms and how they relate to the terms in this resource (text, author, audience, purposes, and setting).

Name _____
Date _____

RHETORICAL PRÉCIS

Purpose: Upon completion of this activity, students will first **consider** the précis through the precise description of each sentence's content, then **comprehend** the précis through the included example, and lastly students will **construct** a précis of their own using either the attached essay or an essay that they are currently reading. **This should take approximately 1 hour to complete.**

A rhetorical précis differs from a summary in that it is a less neutral, more analytical condensation of both the content and method of the original text. If you think of a summary as primarily a brief representation of what a text says, then you might think of the rhetorical précis as a brief representation of what a text both says and does. Although less common than a summary, a rhetorical précis is a particularly useful way to sum up your understanding of how a text works rhetorically (*Reading Rhetorically* 62).

THE STRUCTURE OF A RHETORICAL PRÉCIS

Sentence One: Name of author (and a brief fact to establish credibility), type and title of work, date in parentheses; a rhetorically active verb, and a **THAT** clause containing the major assertion (thesis statement) in the text.

Sentence Two: An explanation of **how** the author develops and supports the thesis. What mode(s) and kinds of evidence does the author use? (Your explanation is usually presented in the same chronological order that the items of support are presented in the work.) Avoid merely summarizing what the author **says**.

Sentence Three: A statement of the author's apparent purpose, followed by an "in order to" or "so that" phrase in which you explain what the author wants the audience to do or feel as a result of reading (or hearing) the work.

Sentence Four: A description of the author's tone and the intended audience and/or the relationship the author establishes with the audience.

THE FINISHED PRODUCT

> In her article "Who Cares if Johnny Can't Read?" (1997) Larissa MacFarquhar, a staff writer for the *New Yorker*, asserts **that** Americans are reading more than ever despite claims to the contrary and that it is time to reconsider why we value reading so much, especially certain kinds of "high culture" reading. (2) MacFarquhar supports her claims about American reading habits with facts and statistics that compare past and present reading practices, and she challenges common assumptions **by** raising questions about reading's intrinsic value. (3) Her **purpose** is to dispel certain myths about reading **in order to** raise new and more important questions about the value of reading and other media in our culture. (4) She seems to have a young, hip, somewhat irreverent audience in mind because her tone is sarcastic, and she suggests that the ideas she opposes are old-fashioned positions.
>
> *from* Bean, John C., Virginia A. Chappell, and Alice M. Gillam. *Reading Rhetorically*, Brief Edition. New York: Pearson/Longman, 2004. P. 63

Name _____

Date _____

Now create a rhetorical précis of your own using an essay you are currently reading for your English class. Use the sentence starters and word banks below to help you.

RHETORICAL PRÉCIS SENTENCE STARTERS

Sentence One (Who/What?) _____, _____,
(author's full name) (credibility)

in the _____,
(A) (title)

_____ that _____
(B)

_____.

Sentence Two (How?) _____ supports his/her _____
(author's last name) (B)

by (see C) _____

_____.

Sentence Three (Why?) The author's purpose is to _____
(D)

_____ in order to / so that _____

_____.

Sentence Four (To Whom?) The author writes in/uses a (an) _____ tone for
(E)

_____

(audience)

Name _____

Date _____

Word Bank *– some possibilities*

A	B	C	D	E
article blog book book review column essay editorial	analyzes, analysis, argues, argument, asserts, assertion, claims, defines, definition, explains, explanation, interprets, interpretation, questions, suggests, suggestion, theorizes, theory	**Modes:** comparing, contrasting, telling, explaining, illustrating, demonstrating, defining, describing, listing **Types of Evidence:** analogy, hypothetical situations, factual examples, expert testimony, statistics, personal/anecdotal experience	challenge clarify complicate convince deconstruct extend illustrate inform persuade point out show suggest	angry blunt casual discouraged formal humorous neutral provocative sarcastic

*Adapted by Sarah L. Martin from an earlier version created by Micah Jendian.

I know what it says…but what does it *do*?

*The following verbs will be helpful when analyzing what an author is *doing* (the rhetorical moves he/she is making), rather than what he/she is *saying*.

Acknowledges
Amplifies
Analyzes
Argues
Articulates
Asserts
Blends
Challenges
Clarifies
Compares
Compiles
Concludes
Constructs
Contrasts
Debates
Deconstructs
Defends
Defines
Differentiates
Discusses
Dissects
Distinguishes
Establishes
Evaluates
Exemplifies
Explains
Forecasts
Gathers
Generalizes
Identifies
Illustrates
Incorporates
Inspects
Integrates
Interprets
Introduces
Justifies
Models
Navigates
Organizes
Outlines
Persuades
Predicts
Presents
Proposes
Proves
Qualifies
Questions
Substantiates
Suggests
Summarizes
Theorizes
Traces
Uses

Name _____

Date _____

An Author's Tone

*Here are some examples of the kinds of tone an author can take and the different ways that readers can interpret them. Note that by using the negative connotation as opposed to the neutral connotation, a reader can get across his/her opinions of the author in a rhetorically subtle way.

Tone	Neutral Connotation	Negative Connotation
Angry	Irritated, vexed, indignant	Worked up, offended, furious
Biased	One-sided, partial	Warped, twisted, myopic
Blunt	Frank, candid, direct, plain-spoken	Brutal, cruel, tactless, caustic
Casual	Informal, easy-going	Slick, careless, unprofessional
Challenging	Provocative, defiant, questioning	Argumentative, insulting
Humorous	Amusing, funny, jovial, joking	Absurd, ridiculous, ludicrous, silly
Intellectual	Intelligent, knowledgeable	Egghead, pedantic, know-it-all
Neutral	Impartial, unbiased, open-minded, objective	Disengaged, unengaged, amoral, apathetic
Personable	Friendly, good-natured, affable	Chummy, overly-familiar
Sad	Dispirited, discouraged, unhappy	Pitiful, pathetic, bitter
Sarcastic	Satirical, disparaging, scornful, contemptuous	Insulting, offensive, ill-tempered
Thoughtful vs. Thoughtless	Profound, careful, well-reasoned	Imprudent, rash, tactless

Rhetorical Analysis -- Notes and Questions

1. Andrea Lunsford, John Rusczkiewicz, and Keith Walters titled their writing textbook *Everything's An Argument*. And they're right: even something as seemingly objective as the phone book is an argument [extra credit: for what?]. So you can assume that any reading, any advertisement, webpage, movie, etc. that you're exposed to is an argument -- that the creator's purpose is to convince you of something.

2. So: the fundamental question you need to ask: *What's the writer's* ***purpose****?* (From this point on, I'll use writing as an example to keep from cutting & pasting "advertisement, webpage, movie, etc." in here over and over again.) What does the writer want the readers to do, think, feel, or decide after reading the text?

3. What does the text enable readers to do *while* reading: compare facts, apply information, empathize with a character in a story, implement an action, etc.?

4. Who is the ***audience*** that the writer is trying to convince? Is the writer addressing one particular group of readers or more than one? How do you know? What does the text imply about readers' knowledge or feelings about the subject? Is the audience composed of insiders about the topic, or outsiders? Why, according to the writer, should the audience be interested in this topic?

5. What is the ***context*** for the writing? Where and when was it published, and what was going on then that the writing is responding to? What other important things have been said before about the topic of the writing?

6. Writing also a relationship that, like any other, develops and changes over the course of time. (I'm sure you can come up with a book, story, movie, etc., that didn't thrill you at first, but that ended up growing on you.) What sort of relationship does the writer establish with the readers? Does she, for instance, assume at the beginning of the text that the audience will think favorably of her and her text, or resist her and what she has to say? How does this relationship change over the course of time? (See the questions in #19 below regarding structure, and #24 regarding tone.)

Given what you've figured out about the writer's overall argument and audience, the one essential question you will ask is: ***Why does the writer make this particular choice? Why does she think it will be effective to do this?*** All of the questions below -- except for #34 -- are just variations on this question.

Logos (with what techniques does the writer present the argument as reasonable and logical?)

7. How does the writer know what she's saying is true? What types of evidence does the writer provide: quotes (from experts, from people directly involved in the situation)? primary research (which can include actual experiments, interviews, asking around, etc.)? personal reflection and observation? Does she use

statistics, description? Does she use examples, stories? Are these examples and/or stories appropriate (that is, are they directly to the situation the writer's talking about)? Why do you think she chose these particular pieces of evidence? 7a. Are these information sources likely to be familiar to the audience, or new? How does the writer introduce these sources? Whom does the writer quote approvingly? Disapprovingly? What does she let us know about these people?

8. What other previous knowledge does the audience have about the topic? What attitude does the writer assume the audience takes toward that knowledge? Is the topic a particularly difficult one to deal with (like funeral arrangements or sexual harassment)? What constraints does the writer face based on what's been said about the topic before?

9. What are the major claims (or "main points") that the writer is trying to make? Are there any unstated assumptions behind these claims? (For example, if I am arguing that you should vote for Jones because he is a good family man, the definition of exactly what "a good family man" *is* might be simply assumed.) Are these assumptions valid, or are they problematic?

10. What kind of evidence or support does the writer give for her major claims? Is there any claim that appears to be weak or unsupported? Which one and why?

11. Are there any flaws in the writer's logic that you can detect? One means of detecting these flaws that you may have already worked with is the logical fallacies – a relatively painless review of which can be found at bookofbadarguments.com. More likely than gaping holes in logic are errors regarding relevance -- that is, including evidence that simply doesn't belong, or evidence that the writer doesn't really connect to her point. How does the writer establish that her evidence actually supports her argument (i.e., what is her **warrant**?) -- or does she assume that you, the reader, automatically agree that this evidence is valid and sufficient?

12. Where does the writer use a lot of detail, and where does she stay relatively general? Why?

13. Two very common logical/rhetorical moves are: a. asserting that phenomenon x is like or unlike phenomenon y; b. asserting that phenomenon x is important, or is not important. Does the writer use either of these very common moves? Why?

14. Many analysts divide up possible arguments into those about questions of *fact* (whether x is true or whether x exists), questions of *value* (whether x is good, bad, or indifferent or whether it is better than y), and questions of *policy* (whether or not we should do x). In practice, most rhetors layer these arguments within each other (ex.: Since Iran is producing weaponry-grade plutonium [question of fact], we should impose an international boycott [question of policy]). What arguments of fact, value, and policy does the rhetor you are analyzing include? What evidence does she give to back up these sub-arguments?

15. Does the writer acknowledge counterarguments? "Counterarguments" can be alternative interpretations or points of view; it can be the writer's own doubts about her argument; or it can be evidence that would seem to contradict or undermine her argument. If she does acknowledge counterarguments, does she deal with them fairly and thoroughly, or does she use any of them as a "straw man"?

16. Can you think of counterarguments that the writer doesn't deal with?

17. A s*tasis,* in rhetorical terms, is the point at issue in a particular argument – that is, what the argument is really about. *Stasis shifting* is more commonly known as "changing the subject" ("Why are you asking me about Gov. Christie's so-called 'bridge scandal' when you still haven't explained Benghazi?"). Does the writer attempt a stasis shift? Why?

18. Does the writer anticipate readers' objections or questions? Does it seem like she is putting forward something that she anticipates a lot of resistance to?

19. How does the order of the writer's points and evidence, or the plot of the story that she is telling us, strengthen her case? Why does the writer start where she does? Why does she finish where she does? Keep in mind that most writers know intuitively that the most powerful positions in a text are the beginning and the end -- why does the writer think the material she's put in these places is the most powerful? OR does the writer not realize this, and have trouble gaining traction at the beginning, or end sort of mumblingly? Also remember what we've learned about the usual functions of introductions and conclusions: Intros often try to establish two things -- the importance of the topic, and the ethos of the rhetor. Conclusions often "open the topic up" and frame it in terms of larger issues (another way of indicating the importance of the topic). Or a conclusion might consist of an emotional appeal (see **pathos**, below). Does the writer do this, or does she do something else with her introduction and conclusion?

20. All things considered, are you persuaded by this writer's thesis and arguments? Why or why not?

Ethos (with what techniques does the writer invite readers' trust?)

21. Who is this writer? What can you tell about him or her from the information in the text? Does he or she have the background to speak with autoriity on this subject? In considering this question, remember that Aristotle said rhetors need to establish three things regarding their ethos: that they are knowledgeable, of good character, and have the audience's best interests in mind. How does the writer try to establish these things?

22. Exigency: What has happened so that the writer needs to address this particular issue at this particular time? Is there some sense of urgency behind

the text? How does the writer describe the significance of the issue? How does the writer tie the issue to more general issues that are important to us?

23. Why has the writer created this text? Why does she *say* she has? What is her motivation? Is there a difference between what she says about her purpose and motivation, and what the context or circumstances might indicate?

24. Style and tone: How would you characterize the writer's tone of "voice"? Friendly? Serious? Threatening? Does she use "our," "we," "us," and "you"? Who's included in the "we" and the "they" (note that these pronouns to not need to be explicitly supplied for the writer to divide the world into *us* and *them*)? What evidence does the writer show that she and the audience are "us" – that is, belong to the same group? How do these choices help the writer?

25. Does she use specialized terms, slang, or any other sort of "in-group" language? What do the writer's word choices imply about her assumptions about readers? Is she careful to define certain key terms?

26. Does the writer present anything as being normal, "what people do," human nature, etc.? What does this idea about "how people really are" combine with other elements of the writer's persuasion?

27. What's *not* there? What does the writer assume everybody knows? That is, what information does the writer feel she has to supply, and what does she feel she doesn't (because the audience already has it)? And what does the writer assume everybody *believes*? Are there any values or ideas that the writer feels she doesn't have to argue for? Are these assumptions correct?

28. Do you trust this writer? Do you think this writer is deceptive? Why or why not?

Pathos (with what techniques does the writer engage the readers= emotions?)

29. Are there any characters in the text whom the writer encourages you to feel sympathy for? Or sympathy *against*? Or any other emotion? Why?

30. What things or ideas does the writer present as being particularly good or bad?

31. Are there any "God terms" and/or "Devil terms" in the writer's text? Does she use any emotionally charged language, slanted language, or language with strong connotations -- that is, language that evokes strong emotional associations in the reader's mind? Why?

32. How do you react emotionally to the text? What are the particular parts of the text that provoke these emotions? Do you think the writer is trying to manipulate your emotions? How?

33. How does the writer motivate her audience? How does she heighten the audience's perception of its own needs and values?

FINALLY:

34. About each of the questions outlined above, ask yourself: does this choice WORK? Is it effective? If not, what do you think was the writer's mistake? Was the strategy a bad one to have used in the first place, or did she just not execute it well?

Example 3: Grocery List

Finally, consider a simple (and fictional) grocery list. Identifying the basic components of text, author, audience, purposes, and setting reveals that even a simple text like a grocery list has its own specific rhetorical situation. This list was written by an elderly retired woman who sends her husband on an errand to the grocery store.

Text

The text is the grocery list itself. The grocery list is a handwritten list of five items. The list reads, “1% milk, whole wheat bread, non-fat grated mozzarella cheese, cookies for the grandkids (you decide), 8 bananas.” Notice how the varying specificity reflects the author’s varying attitudes of seriousness about what her husband buys. She is specific about everything except the cookies, which she is fine with letting her husband decide.

The grocery list is written on the back of an old receipt in black ballpoint pen ink. The author writes small to get the whole list on the back of the receipt. She relies on her years with her husband to know other specifics that are otherwise omitted from the list (e.g., whether he should get a quart or gallon of milk or whether he should get one or two loaves of bread).

The husband carries along his reading glasses, but even still has difficulty reading the small handwriting on the grocery list. The husband also relies on the conceptual tools he’s developed over decades of marriage to his wife. For instance, he knows that there is no more milk in the refrigerator at home, so he should buy a whole gallon of milk.

Author

Let’s say that this particular list is written by an elderly retired woman who sends her husband on an errand to the grocery store. She gives him a list of things to buy. Her background includes a few decades of marriage to her husband and all the experience (from her perspective) that suggests to her that she needs to give him a list to make sure he doesn’t forget anything.

Audience

The audience for this grocery list is the author’s husband who is an elderly retired man. He runs errands for his wife on occasion. Similar to his wife’s background, this husband has a few decades married to his wife and all the experience (from his perspective) that tells him he doesn’t really need the list his wife wrote him.

Purposes

The author's purposes in writing the list are straightforward. She wants to make sure that her husband does not forget anything that she sends him to the grocery store to buy. Her attitude while writing the list is direct and serious. She doesn't want him to forget anything!

The man who is the audience of the grocery list wants to buy the groceries quickly. While he does not mind running errands for his wife (and wants to be the kind of man who does nice things for his wife), he wants to hurry back and watch a ball game on television. This man's attitude is slightly annoyed because he might miss the start of his game.

Setting

Let's say this grocery list was written a year or so ago. It was written in the small home of the retired couple in Seattle, Washington, USA. It was thrown away in a garbage can outside the grocery store while the husband carried the few groceries back to the car. The community and conversation is narrow and intimate including only the elderly retired woman and her husband . . . that is unless someone different finds the list and discusses it with someone else. At that point, a different community and conversation has begun discussing the text.

Other Analysis

As should be evident from this example, even something as simple as a grocery list has its own rhetorical situation with an author and audience trying to identify their perspectives with each other.

Example 2: Research Paper for a High School or College Class

One of the most common rhetorical situations that people reading this will face or have faced is a research paper for some sort of class. Consider the following fictional example of the rhetorical situation surrounding a research paper written by a 19-year-old female university student from China who is attending her first year of classes at Purdue University in Indiana, USA.

Text

The text in this example is a 12-page research paper that argues for more efficient ways of harnessing hydroelectric power. The paper uses the Xiaolangdi Dam on the Yellow River in China as an example of what could be done better. Alternately, when the student prepares her paper to present at a conference, the text at the future conference would be her actual verbal presentation and any presentation aids she chooses to use (such as a PowerPoint or a handout).

As a paper for class, the medium is a stack of twelve computer-typed white sheets of paper. As a conference presentation, the medium is the author's spoken voice accompanied with a digital PowerPoint display.

As a paper for class, the student uses a computer with a word processing program to actually type the paper. Using a computer not only makes the paper neat and readable, but it is also required. The actual physical tool used to write the text greatly affects how the text is received. She also uses the conceptual tool of research that she's learned in class to help her find the material she needs. As a conference presentation, the student uses a computer and a digital projector to display the necessary images at her presentation. She also uses the conceptual tools of public speaking that she learned in her first-year communication and speech course at Purdue University.

Author

The author for this research paper is a 19-year-old female university student from China who is attending her first year of classes at Purdue University in Indiana, USA. She struggles at times with the mechanics of written English. She is an only child. She is studying agricultural engineering. All this has affected how and what she writes.

Audience

There are two audiences for this paper. The primary and most immediate audience for this paper is the student's instructor. Her instructor is a 25-year-old female PhD student from New Mexico, USA, studying in English at Purdue University. This instructor teaches the first-year writing course that the student is writing the research paper for. The student also hopes that she can eventually develop her paper into a conference presentation, so she writes her paper with both her instructor and a future conference audience in mind.

The instructor has previous experience working with students whose first language is not English. The future conference audience will have had immediate background in the other presentations at the conference.

Purposes

The author has a few different purposes for writing this paper. First and foremost, writing this paper is a class requirement and she must do well on it to get a good grade in the class. Secondly, she has chosen to write her paper about a hydroelectric dam near her home in China because she feels strongly about clean, hydroelectric power. Thirdly, she feels she needs continued practice writing in English (which is not her first language), so she looks forward to the feedback she'll get from her instructor in hopes she can improve the way she writes. Her attitude is hopeful and earnest as she writes the paper. But she is also worried because she fears she may not have enough mastery of the English language to write the paper well.

The instructor wants the student to master certain writing processes and principles and will be reading the paper with these concerns in mind. The future conference audience will likely want to hear more about the impact of different energy sources on the environment. The instructor retains a helpful but expert attitude toward the student's paper. The future conference audience fosters an interested and egalitarian attitude toward the student's presentation. Notice how each of these attitudes can affect the way that the student's research is received.

Setting

Because of the split nature of the student's purposes, the settings for the paper are split as well.

As a research paper, the text is situated within the fifteen-week structure of a typical American university semester. Also, the student's research about hydroelectric dams and the Xiaolangdi Dam in particular reflect the most current information she can locate. When she presents her research at a conference a year or two later, she will need to make sure her research is still up-to-date.

As a research paper, the text occurs within the confines of the curriculum of the student's first-year writing class. As a conference presentation, the text occurs within the specific confines of a presentation room at an academic conference.

As a research paper, the student's text is part of a small conversation between her and her instructor in the small community of a first-year writing class. As a conference presentation, the community and conversation of her text got substantially larger: the community and conversation possibly involve a worldwide community of engineering and agricultural experts, researchers, and professionals.

Other Analysis

Research papers are common texts for students to prepare. It is important for students to be able to see their own writing projects in their own rhetorical situations. When they do so, students will be better able to communicate within the constraints of the rhetorical situations they find themselves in. The last example of a rhetorical situation is about a very common sort of text that many people may not have considered in rhetorical terms.

Example 1: “I Have a Dream” Speech

A lot of what was covered above may still seem abstract and complicated. To illustrate how diverse kinds of texts have their own rhetorical situations, consider the following examples.

First, consider Dr. Martin Luther King’s famous “I Have a Dream” speech. Because this speech is famous, it should be very easy to identify the basic elements of its particular rhetorical situation.

Text

The text in question is a 17-minute speech written and delivered by Dr. King. The basic medium of the text was an oral speech that was broadcast by both loudspeakers at the event and over radio and television. Dr. King drew on years of training as a minister and public speaker to deliver the speech. He also drew on his extensive education and the tumultuous history of racial prejudices and civil rights in the US. Audiences at the time either heard his speech in person or over radio or television broadcasts. Part of the speech near the end was improvised around the repeated phrase “I have a dream.”

Author

Dr. Martin Luther King, Jr. was the most iconic leader of the American Civil Rights Movement in the 1950s and 1960s. He was an African-American Baptist minister and prominent civil rights activist who campaigned to end segregation and racial discrimination. He gained inspiration from Howard Thurman and Mahatma Gandhi, and he drew extensively from a deep, rich cultural tradition of African-American Christian spiritualism.

Audience

The audiences for “I Have a Dream” are extraordinarily varied. In one sense, the audience consisted of the 200,000 or so people who listened to Dr. King in person. But Dr. King also overtly appealed to lawmakers and citizens everywhere in America at the time of his speech. There were also millions of people who heard his speech over radio and television at the time. And many more millions people since 1963 have heard recordings of the speech in video, audio, or digital form.

Purposes

Dr. King’s immediate purposes appear to have been to convince Americans across the country to embrace racial equality and to further strengthen the resolve of those already involved in the Civil Rights Movement. Audiences’ purposes are not as easily summarized. Some at the time may have sought to be inspired by Dr. King. Opponents to racial equality who heard his speech may have listened for the purpose of seeking to find ways to further argue against racial equality. Audiences since then may have used the speech to educate or to advocate for other social justice issues.

Setting

The initial setting for the speech was on the steps of the Lincoln Memorial in Washington, DC on August 28, 1963. The immediate community and conversation for the speech was the ongoing Civil Rights Movement that had gained particular momentum with the 1955 Montgomery Bus Boycott, which Dr. King helped direct. But the enduring nature of Dr. King's speech has broadened the setting to include many countries and many people who have since read or listened to his speech. Certainly, people listening to his speech for the first time today in America are experiencing a different mix of cultural attitudes toward race than as present in America in 1963.

Other Analysis

Dr. King's speech is an example of a rhetorical situation that is much bigger than its initial text and audience. Not many rhetorical situations are as far reaching in scope as Dr. King's "I Have a Dream" speech. The following example of a research paper may be more identifiable to students reading this resource.

ENGL-C1001- RAMSER 118

OUTLINE

title _____

I. Introduction

A. hook / opening

INTRODUCE THE ISSUE IN PROMPT

-

B. context / background / tie-in to thesis **5 Ws**

-
-

C. rough thesis _____

REFERENCE and RESPOND to PROMPT

Although…..

however….

so,……

II. Supporting Paragraph 1

A. rough topic sentence

As we try to understand the ….

To (reference author's name if included)…

[it means x, y, z….but to a, b, c, it means…]

B. supporting details / examples / analysis

-
-
-
-

C. concluding sentence / transition to next paragraph

III. Supporting Paragraph 2

A. rough topic sentence

At first,….

B. supporting details / examples / analysis

Does this sentence add information?
Use: moreover, furthermore, additionally, or another addition transition.

Does the sentence contrast or contradict?
Use: however, on the other hand, in contrast, or another contrasting transition.

Are you writing something that happens in order?
Use: next, then, or consider using time order like first, second, third, and finally.

Does this sentence add evidence?
Use: for example, consequently, for this reason, or another consequence transition.

Does the sentence emphasize an idea?
Use: obviously, especially, as a rule, particularly or another emphasizing transition.

Transition Word List

Words to Show Contrast	Words to Add to an Idea	Words That Show Consequence	Words That Add Emphasis
although	additionally	accordingly	admittedly
besides	also	as a result	above all
conversely	again	because	as a rule
however	as well as	consequently	as usual
in contrast	besides	due to	assuredly
in comparison	comparatively	for this reason	certainly
instead	consequently	for this purpose	chiefly
likewise	coupled with	hence	especially
nevertheless	correspondingly	otherwise	granted
on the one hand…on the other hand	furthermore	since	generally speaking
on the contrary	in addition	so then	for the most part
other than	indeed	subsequently	in this situation
outside of	in fact	therefore	no doubt (undoubtedly)
rather	identically	thereupon	obviously
similarly	likewise	this is why	of course
yet	moreover	thus	ordinarily
still	similarly	wherefore	particularly
whereas	whereas		singularly
			unquestionably
			usually

OUTLINE

-
-
-

C. concluding sentence / transition to next paragraph

IV. Supporting Paragraph 3

A. rough topic sentence

Second, …._____

B. supporting details / examples / analysis

-
-
-
-

C. concluding sentence / transition to next paragraph

Use a Variety of Words When Citing Exampl

especially	for one thing	in particular (particularly)	specifically
chiefly	as an illustration	markedly	this can be seen in
for/as an example	illustrated with/by	namely	such as
for instance	in this case	including	

V. Supporting Paragraph 4

A. rough topic sentence

Third, ….

B. supporting details / examples / analysis

-
-
-
-

C. concluding sentence / transition to next paragraph

Use Different Words to Order Events and Sequence Time

first... second... third...	currently	with this in mind	in turn
generally... furthermore... finally	during	for now	later on
in the first place... also... lastly	earlier	immediately	meanwhile
to be sure... additionally... lastly	eventually	in the meantime	next
first... just in the same way... finally	finally	for the time being	then
basically... similarly... as well as	first of all	the next step	simultaneously
afterward	to begin with	in conclusion	soon
at first	in the first place	in time	while

Does each paragraph have well-integrated quotes with proper MLA punctuations?

Supporting Paragraph _____ **[as many additional support paragraphs as needed]**

A. rough topic sentence

_____

B. supporting details / examples / analysis

-
-
-
-

C. concluding sentence / transition to next paragraph

_____

Conclusion

A. summarize main points

-
-
-

B. restate thesis statement

_____

C. closing lines

Use Interesting Words When Summarizing

after all	in any event	in other words	on balance
all in all	in brief	in short	that is (that is to say)
all things considered	in conclusion	in brief	therefore
briefly	in essence	in summary	to put it differently
by and large	indeed	in the final analysis	to sum up
hence	on the whole	in the long run	to summarize
in any case	overall	namely	finally

SUMMARIZE and PREDICT



The simple future with **will** is one of the ways that we can make predictions. We can use this form to make almost any prediction about the future, whether we are talking about tomorrow or a hundred years from now.

Predictions based on existing evidence
If we want to make a prediction based on a situation that we can see right now, we must use the future with **going to**.

OUTLINE

Testing a Working Thesis

Once you have come up with a working thesis, you can use the following questions to evaluate it.

- Does your thesis answer a question, propose a solution to a problem, or take a position in a debate?
- Does the thesis require an essay's worth of development? Or will you run out of points too quickly?
- Is the thesis too obvious? If you cannot come up with interpretations that oppose your own, consider revising your thesis.
- Can you support your thesis with the evidence available?
- Can you explain why readers will want to read an essay with this thesis? Can you respond when a reader asks "So what?"

Sentence Frames

Sentence frames provide an opportunity for students to use key vocabulary while providing a structure that may be higher than what they could produce on their own. For example, if students are to compare two ocean creatures, they might say something like "Whales have lungs, but fish have gills." In the preceding sentence, the simple frame is "_____ have _____, but _____ have _____. Note the sentence can be filled in with any content; this differs from closed sentences that often have only a few possibilities.

To increase the complexity of the sentence, we can change the frame to incorporate a different structure and higher-level academic terms. Note how the following examples increase the level of language used:

- _____ have _____, however _____ have _____.
- Whereas _____have _____, _____have _____.
- Despite the fact that _____ have _____, _____ have _____.

Sentence Starters

Similar to sentence frames, sentence starters provide a partial frame for students to begin their sentence or idea. However, sentence starters only begin the idea, and students must complete the idea from there. For example, students sequencing a series of events might use the following sentence starters in their oral or written summaries:

- The first thing that happened was ...
- After that ...
- The following important event was ...
- Earlier in the story ...
- Immediately following that ...

Sample signal words and phrases:

- **Cause and effect:** If ... then, for this reason, so, because, one reason for, thus, consequently, accordingly
- **Description and elaboration:** Includes, belongs, is called, explain, for example, in other words, described, such as

title _____

I. Introduction

A. hook / opening

NEEDS HOOK

- _____

NEEDS 5 Ws

- _____

B. context / background / tie-in to thesis

- _____
- _____

C. rough thesis _____

_____

NEEDSARGUABLE THESIS STATEMENT; SUPPORTED BY THE TOPICS IN THE FOLLOWING PARAGRAPHS

II. Supporting Paragraph 1

A. rough topic sentence _____

ONE TOPIC PER PARAGRAPH

B. supporting details / examples / analysis

- _____
- _____
- _____
- _____

SUPPORTING SENTENCES WITH WELL-INTEGRATED QUOTES, FACTS, EVIDNCE TO SUPPORT THE ONE TOPIC IN THIS PARAGRAPH

C. concluding sentence / transition to next paragraph _____

III. Supporting Paragraph 2

A. rough topic sentence _____

ONE TOPIC PER PARAGRAPH

B. supporting details / examples / analysis

- _____
- _____
- _____
- _____

SUPPORTING SENTENCES WITH WELL-INTEGRATED QUOTES, FACTS, EVIDNCE TO SUPPORT THE ONE TOPIC IN THIS PARAGRAPH

C. concluding sentence / transition to next paragraph _____

IV. Supporting Paragraph 3

A. rough topic sentence _____

ONE TOPIC PER PARAGRAPH

B. supporting details / examples / analysis

- _____
- _____
- _____
- _____

SUPPORTING SENTENCES WITH WELL-INTEGRATED QUOTES, FACTS, EVIDNCE TO SUPPORT THE ONE TOPIC IN THIS PARAGRAPH

C. concluding sentence / transition to next paragraph _____

V. Supporting Paragraph 4

ONE TOPIC PER PARAGRAPH

A. rough topic sentence _____

B. supporting details / examples / analysis

- _____
- _____
- _____
- _____

SUPPORTING SENTENCES WITH WELL-INTEGRATED QUOTES, FACTS, EVIDNCE TO SUPPORT THE ONE TOPIC IN THIS PARAGRAPH

C. concluding sentence / transition to next paragraph _____

_____ Supporting Paragraph _____ [as many additional support paragraphs as needed]

ONE TOPIC PER PARAGRAPH

A. rough topic sentence _____

B. supporting details / examples / analysis

- _____
- _____
- _____
- _____

SUPPORTING SENTENCES WITH WELL-INTEGRATED QUOTES, FACTS, EVIDNCE TO SUPPORT THE ONE TOPIC IN THIS PARAGRAPH

C. concluding sentence / transition to next paragraph _____

Conclusion

ONE TOPIC PER PARAGRAPH

A. summarize main points

- _____
- _____
- _____

SUPPORTING SENTENCES WITH WELL-INTEGRATED QUOTES, FACTS, EVIDNCE TO SUPPORT THE ONE TOPIC IN THIS PARAGRAPH

B. restate thesis statement_____

C. closing lines_____

Welcome to the Purdue OWL

https://owl.purdue.edu/owl/general_writing/the_writing_process/reverse_outlining.html

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Reverse Outlining: An Exercise for Taking Notes and Revising Your Work

Some assignments ask you to read and analyze complex information. In these cases, reverse outlining can help you distill the main ideas into short, clear statements. You may also use reverse outlining to revise your own work. Reverse outlining follows a two-step, repeatable process:

1. In the *left-hand* margin, write down the topic of each paragraph. Try to use as few words as possible.

   When reading, these notes should work as quick references for future study or in-class discussion.

   When revising your own work, these notes should tell you if each paragraph is focused and clear.

2. In the *right-hand* margin, write down how the paragraph topic advances the overall argument of the text. Again, be brief.

   When reading, these notes allow you to follow the logic of the essay, making it easier for you to analyze or discuss later.

   When revising your own work, these notes should tell you if each paragraph fits in the overall organization of your paper. You may also notice that paragraphs should be shifted after completing this step.

Be brief, particularly when rereading your own work. If you can't complete each step in 5-10 words, the paragraph may need to be altered. You should be able to summarize the topic and the manner of support quickly; if you can't, revise the paragraph until you can.

This exercise can be expanded into an actual outline by rewriting/typing your notes, but writing in the margin might be sufficient.

ENGL-C1001- RAMSER 125

Classic Model for an Argument

No one structure fits all written arguments. However, most college courses require arguments that consist of the following elements. Below is a basic outline for an argumentative or persuasive essay. This is only one possible outline or organization. Always refer to your handbook for specifics.

I. Introductory Paragraph

- Your introductory paragraph sets the stage or the context for the position you are arguing for.
- This introduction should end with a thesis statement that provides your claim (what you are arguing for) and the reasons for your position on an issue.

A. Your thesis:

- states what your position on an issue is
- usually appears at the end of the introduction in a short essay
- should be clearly stated and often contains emphatic language (should, ought, must)

B. Sample Argumentative Thesis

- The production, sale, and possession of assault weapons for private citizens should be banned in the U.S.

II. Body of your Argument

A. Background Information

- This section of your paper gives the reader the basic information he or she needs to understand your position. This could be part of the introduction, but may work as its own section.

B. Reasons or Evidence to Support your Claim

- All evidence you present in this section should support your position. This is the heart of your essay. Generally, you begin with a general statement that you back up with specific details or examples. Depending on how long your argument is, you will need to devote one to two well-developed paragraphs to each reason/claim or type of evidence.
- Types of evidence include:
  - first-hand examples and experiential knowledge on your topic (specific examples help your readers connect to your topic in a way they cannot with abstract ideas)
  - Opinions from recognized authorities
  - The tipsheet on the three logical appeals covers the types of evidence you can use in argumentation.

1. **Claim**: Keeping assault weapons out of private citizens' hands can lower the increasing occurrences of barbaric public slayings
   - **Evidence**:
     - Jul 93 Law firm murders
     - Columbine School Shootings
     - University of Virginia incident

- How did these individuals gain access to weapons?

2. **Claim**: The ban on assault weapons is backed heavily by public opinion, major organizations, and even law enforcement.

- **Evidence**:
  - 12% favor ban (Much 92 Timetable News)
  - Organizational endorsements
  - Nat'l Sherriff's Assoc./Intn'l Assoc. of Police Chiefs

3. **Claim**: The monetary and human costs incurred by crimes committed with assault weapons are too great to ignore.

- **Evidence**:
  - 10,561 murders in 1990 by handguns
  - Study of 131 injured patients' medical expenses paid by public funds

III. Addressing the Opposite Side

- Any well-written argument must anticipate and address positions in opposition to the one being argued.
- Pointing out what your opposition is likely to say in response to your argument shows that you have thought critically about your topic. Addressing the opposite side actually makes your argument stronger!
- Generally, this takes the form of a paragraph that can be placed either after the introduction or before the conclusion.

A. ***1st Opposing View****: Strict gun control laws won't affect crime rate*

- Refutation: Low murder rate in Britain, Australia (etc., where strict controls are in force.

B. ***2nd Opposing View****: Outlaws would still own guns*

- Refutation: Any effort to move trend in opposite direction would benefit future generations

IV. Conclusion

- The conclusion should bring the essay to a logical end. It should explain what the importance of your issue is in a larger context. Your conclusion should also reiterate why your topic is worth caring about.
- Some arguments propose solutions or make prediction on the future of the topic.
- Show your reader what would happen if your argument is or is not believed or acted upon as you believe it should be.

Adapted from:

Simon & Schuster Handbook for Writers. Ed. Lynn Quitman Troyka, 6th ed. Upper Saddle River, NJ: Prentice Hall, 2002.

The Writer's Workplace. Ed. Sandra Scarry and John Scarry. 6th ed. Boston: Thomson Wadsworth, 2008.

Welcome to the Purdue OWL

https://owl.purdue.edu/owl/general_writing/academic_writing/establishing_arguments/index.html

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Developing Strong Thesis Statements

The thesis statement or main claim must be debatable

An argumentative or persuasive piece of writing must begin with a debatable thesis or claim. In other words, the thesis must be something that people could reasonably have differing opinions on. If your thesis is something that is generally agreed upon or accepted as fact then there is no reason to try to persuade people.

Example of a non-debatable thesis statement:

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Upload your paper & get a free Expert Check

Get a real writing expert to proofread your paper before you turn it in

Paste your paper here!

Check my paper

Using paper checkers responsibly
(https://owl.purdue.edu/owl/research_and_citation/using_paper_checkers_responsibly.html)

Citation Machi
a Chegg service

> Pollution is bad for the environment.

This thesis statement is not debatable. First, the word *pollution* implies that something is bad or negative in some way. Furthermore, all studies agree that pollution is a problem; they simply disagree on the impact it will have or the scope of the problem. No one could reasonably argue that pollution is unambiguously good.

Example of a debatable thesis statement:

> At least 25 percent of the federal budget should be spent on limiting pollution.

This is an example of a debatable thesis because reasonable people could disagree with it. Some people might think that this is how we should spend the nation's money. Others might feel that we should be spending more money on education. Still others could argue that corporations, not the government, should be paying to limit pollution.

Another example of a debatable thesis statement:

> America's anti-pollution efforts should focus on privately owned cars.

In this example there is also room for disagreement between rational individuals. Some citizens might think focusing on recycling programs rather than private automobiles is the most effective strategy.

The thesis needs to be narrow

Although the scope of your paper might seem overwhelming at the start, generally the narrower the thesis the more effective your argument will be. Your thesis or claim must be supported by evidence. The broader your claim is, the more evidence you will need to convince readers that your position is right.

Example of a thesis that is too broad:

> Drug use is detrimental to society.

There are several reasons this statement is too broad to argue. First, what is included in the category "drugs"? Is the author talking about illegal drug use, recreational drug use (which might include alcohol and cigarettes), or all uses of medication in general? Second, in what ways are drugs detrimental? Is drug use causing deaths (and is the author equating deaths from overdoses and deaths from drug related violence)? Is drug use changing the moral climate or causing the economy to decline? Finally, what does the author mean by "society"? Is the author referring only to America or to the global population? Does the author make any distinction between the effects on children and adults? There are just too many questions that the claim leaves open. The author could not cover all of the topics listed above, yet the generality of the claim leaves all of these possibilities open to debate.

Example of a narrow or focused thesis:

> Illegal drug use is detrimental because it encourages gang violence.

In this example the topic of drugs has been narrowed down to illegal drugs and the detriment has been narrowed down to gang violence. This is a much more manageable topic.

We could narrow each debatable thesis from the previous examples in the following way:

Narrowed debatable thesis 1:

> At least 25 percent of the federal budget should be spent on helping upgrade business to clean technologies, researching renewable energy sources, and planting more trees in order to control or eliminate pollution.

This thesis narrows the scope of the argument by specifying not just the amount of money used but also how the money could actually help to control pollution.

Narrowed debatable thesis 2:

> America's anti-pollution efforts should focus on privately owned cars because it would allow most citizens to contribute to national efforts and care about the outcome.

This thesis narrows the scope of the argument by specifying not just what the focus of a national anti-pollution campaign should be but also why this is the appropriate focus.

Qualifiers such as "*typically*," "*generally*," "*usually*," or "*on average*" also help to limit the scope of your claim by allowing for the almost inevitable exception to the rule.

Types of claims

Claims typically fall into one of four categories. Thinking about how you want to approach your topic, or, in other words, what type of claim you want to make, is one way to focus your thesis on one particular aspect of your broader topic.

Claims of fact or definition: These claims argue about what the definition of something is or whether something is a settled fact. Example:

> While some pundits have framed a four-year college education as something necessary for adult success, this notion should not be treated as a given.

Claims of cause and effect: These claims argue that one person, thing, or event caused another thing or event to occur. Example:

> Federal student loan policies have contributed to widespread growth in college tuition.

Claims about value: These are claims made of what something is worth, whether we value it or not, how we would rate or categorize something. Example:

> The student debt crisis is one of the most serious problems facing the country today.

Claims about solutions or policies: These are claims that argue for or against a certain solution or policy approach to a problem. Example:

> Rather than encouraging all students to attend four-year colleges, we should instead emphasize the validity of two-year colleges, technical schools, and trade schools as well.

Which type of claim is right for your argument? Which type of thesis or claim you use for your argument will depend on your position and knowledge of the topic, your audience, and the context of your paper. You might want to think about where you imagine your audience to be on this topic and pinpoint where you think the biggest difference in viewpoints might be. Even if you start with one type of claim you probably will be using several within the paper. Regardless of the type of claim you choose to utilize it is key to identify the controversy or debate you are addressing and to define your position early on in the paper.

Testing a Working Thesis

Once you have come up with a working thesis, you can use the following questions to evaluate it.

- Does your thesis answer a question, propose a solution to a problem, or take a position in a debate?

  _____
  _____

- Does the thesis require an essay's worth of development? Or will you run out of points too quickly?

  _____
  _____

- Is the thesis too obvious? If you cannot come up with interpretations that oppose your own, consider revising your thesis.

  _____
  _____

- Can you support your thesis with the evidence available?

  _____
  _____

- Can you explain why readers will want to read an essay with this thesis? Can you respond when a reader asks "So what?"

  _____
  _____

Name_____Class_____

ENGL-C1001 Essay Checklist

(include with final draft of each essay essay):

check off what you have included with the final draft

_____final draft

_____final draft integrated four outside sources

_____final draft with MLA formatted Work Cited page

_____peer review comments (if possible)

_____outline (including the revised and updated)

_____proposal

_____outline Drafting Notes

_____Reading Notes

_____one-page reflection on writing this essay

Name_____Class_____

EDITING AN ESSAY: A BASIC CHECKLIST

Opening

- ☐ first paragraph includes a clear thesis statement
- ☐ opening discussion leaves the reader with a good idea of the subject and scope of my essay
- ☐ opening touches briefly on the major points that will be raised later

Body

- ☐ the body of the essay forms a structured line of argument supporting my thesis
- ☐ each paragraph has a topic sentence that indicates its overall main point
- ☐ each paragraph makes a single point, and all details in help to support or explain this point

Conclusion

- ☐ the reader is reminded of my thesis and main points
- ☐ there is a well developed closing discussion about what my essay has proved

Language

- ☐ the style of language is suitable (usually this means no slang, abbreviations, no contractions)
- ☐ phrasing is clear and concise, without repetitions or awkward passages
- ☐ spelling and word usage have been checked

Sentences and Punctuation

- ☐ all my sentences are complete (sentence fragments have been eliminated)
- ☐ run-on sentences (two or more sentences written as one) have been corrected
- ☐ punctuation has been checked, with special attention to commas

Grammar

- ☐ the essay has been read through with special attention to grammar
- ☐ pronoun agreement and subject-verb agreement have been checked
- ☐ all verbs are in the right tense, without any unnecessary tense shifts
- ☐ possessives are correctly formed, with apostrophes in place

Mechanics

- ☐ all proper nouns, titles, and headings are capitalized
- ☐ titles of brief works (essays, articles, short stories, etc.) are in quotation marks
- ☐ titles of books, plays, newspapers, magazines, etc. are in italics or underlined
- ☐ quotations are properly indicated (brief ones in quotation marks, long ones set off and indented)

See the other side of this sheet for a list of common errors

COMMON FAULTS AFFECTING STUDENT ESSAYS

Content

- Undeveloped opening paragraph: just a thesis without any discussion, without any overview of the essay's main points
- Paragraphs that open with a detail instead of a comprehensive topic sentence
- Paragraphs that drift off the topic, or that include several main ideas
- Quotations that are simply 'stuck in'—not smoothly integrated into the essay, and/or not properly discussed or explained
- Undeveloped conclusions: a sentence or two instead of an effective, interesting closing discussion

Writing Style

- Awkward phrasing: cases in which there is a clearer, more straightforward way to make your point or a better way to organize a sentence.
- Wordiness (too many words where fewer would be more effective), unnecessary words and phrases that should have been edited out, repetition and redundancies.
- Two or more sentences written as one (run-on sentences or comma splices). In many cases, the problem is a comma placed where a period or semicolon is needed.
- Tense shifts: e.g. switching back and forth from present to past for no reason
- Careless errors in word usage (e.g. *there* in place of *their*, *were* for *where*, *than* for *then*). These can be missed due to reliance on spell-check systems as a substitute for proofreading.
- Apostrophe errors, usually in forming possessives (*society's problems; two students' work*)
- Faults in agreement involving pronouns (e.g. *one student submitted ~~their~~ her paper early; someone lost ~~their~~ his wallet)*
- Errors in subject-verb agreement (e.g. neither of them ~~want~~ wants to do it; many newspapers including *The Gazette* ~~is~~ are published daily)
- Faults in parallelism: every item in a list should be in the same form (e.g. *She enjoys skating, skiing, and ~~her snowboard~~ snowboarding*)

Note: If you have difficulty understanding or recognizing any of these errors, ask for help.

WM 2003

Welcome to the Purdue OWL

https://owl.purdue.edu/owl/general_writing/academic_writing/historical_perspectives_on_argumentation/rogerian_argument.html

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Rogerian Argument

Introduction

The Rogerian argument (or Rogerian rhetoric) is a form of argumentative reasoning that aims to establish a middle ground between parties with opposing viewpoints or goals. Developed by psychotherapist Carl Rogers and adapted to rhetoric by writing scholars Young, Becker, and Pike, the speaker seeks compromise, acknowledging positive aspects of each party's argument to arrive at a mutually-beneficial solution to an issue.

You may already use Rogerian argument in your everyday life to negotiate with your friends, family, and/or romantic partners. For example, if you wanted to watch a comedy and your friend wanted to watch a romance, you might compromise by offering to watch a rom-com, as this offers each of you a bit of what you are looking for in that particular moment. Note, however, that this style of argument is decidedly less common in academic settings, where various empirical or theoretical notions of truth are often prized above the practical advantages of the Rogerian method.

While Aristotelian styles of argument are often seen as eristic (concerned primarily with winning), the Rogerian argument can be viewed as more dialectic in nature. In other words, it takes the form of a conversation between two or more parties with the goal of arriving at some mutually-satisfying solution. Thus, practicing the Rogerian argument will enhance your ability to understand the complex relations of opposing viewpoints and provide tools for addressing such discrepancies sympathetically. It's also great for day-to-day conflict resolution at home or in the workplace.

However, Rogerian argument does come with disadvantages. For example, because Rogerian argument relies on compromise between opposing parties, it may not work well when your opponents are unwilling or unable to compromise, or if they are arguing in bad faith (e.g., they care only about winning). It may also lead to sub-optimal solutions if your opponent's position is demonstrably wrong, since in this case you may nevertheless be forced to sacrifice some of your (ostensibly superior) goals order to accommodate your opponent's (inferior) ones.

Objectives

In "Rhetoric: Discovery and Change" (1970), Young, Becker, and Pike describe the primary aims of the Rogerian argument as follows:

1. to convey to the reader that he is understood,
2. to delineate the area within which he believes the reader's position to be valid, and
3. to induce him to believe that he and the writer share similar moral qualities (honesty, integrity, and good will) and aspirations (the desire to discover a mutually acceptable solution).

The first aim shows the reader that you understand the complexities of the argument and that you have listened sympathetically to what it is they have to say. This is important, because the success of the Rogerian arguments relies on cooperation and collaboration. The second aim puts this understanding into practice by seeking a symbiotic solution. The third aim builds ethos and rapport between the parties. If audiences believe they share a value system with a speaker or writer, they are more likely to agree to the terms of whatever solution is presented.

While each of these aims is important, Young, Becker, and Pike stress that they are just that: aims, not steps. You should not necessarily view these aims as occurring in a linear, step-by-step process. The authors present a synthesized discussion of what a successful Rogerian argument should contain, but they eschew any formalized structure. The structure of the argument should instead be determined by the speaker, and it should be modified and adapted according to the rhetorical situation at hand.

Structure

Again, there is no formalized structure for the Rogerian argument, though the following example provides a foundation for considering how you might structure your own argument.

A successful Rogerian argument will likely include the following:

1. Introduction (addressing the topic to be discussed and/or the problem to be solved)
2. Opposing position (showing that you understand your opposition's viewpoints/goals)
3. Context for opposing position (showing that you understand the situations in which their viewpoint is valid)
4. Your position (introducing/addressing your viewpoint as it differs from the reader's)
5. Context for your position (objectively showing the reader the context(s) under which your position is valid)
6. Benefits (appeal to the opposition by showing how they would benefit by adopting elements of your position)

Example

Below, we've provided an example Rogerian argument that follows the formula above. In this example, we will take the position that technology (e.g., laptops and tablets) should be allowed in writing classes while also considering the opinion of the opposition, who argue that such technology is more of a distraction than a helpful tool. In so doing, we should be able to arrive at a solution that considers both arguments and develops a solution that benefits both parties while still achieving our goal of allowing technology in the classroom.

1. **Introduction:** Here, we would introduce the topic and briefly discuss why it is a matter of contention. We would lay out the differing perspectives, briefly mention the merits of each argument, and discuss the implications closely considering all perspectives to arrive at a solution that works for everyone.
2. **Opposing position:** Here, we would introduce the opposing position that digital technology should not be allowed in the writing classroom. We would also list and discuss their objections to the proposition of technology in the classroom. These might include the notions that it's distracting for the individual, the class, and the instructor, and is often used to avoid the lesson and instead play games or go on social media.
3. **Context for opposing position:** Here we might provide specific details that lend merit to their argument. We want to show that we are fully considering their claims and not just giving lip service, in the hope that that they will give similar value to our opinions. We could include statistics, testimony from instructors and students, or even examples from media that support their theory that digital technology can indeed be a distraction during instruction.
4. **Your position:** Here, we would introduce our claim that digital technology should be allowed in the writing classroom. We would still want to speak as objectively as possible in order to establish our ethos as concerned but unbiased speaker. We might even qualify our position by acknowledging that there are, of course, situations in which technology should be put away, but reiterate that, generally speaking, the presence of digital technology is a positive.
5. **Context for your position:** Here, we can provide examples that run contrary to the ones we used for the context of our opposition's position. For example, we could gather testimony from students who claim that using these technologies in

class has been beneficial. We could include research and scholarship that supports our position and even quote instructors who have developed pedagogy around these technologies. We might even subtly demonstrate that our opposition has failed to account for all possibilities by choosing our examples carefully. For instance, we could easily include accounts of students with learning disabilities who might otherwise have a difficult time succeeding in class without the help of assistive technologies.

6. **Benefits:** Here, we would use the points we've established throughout the argument to appeal to our opposition and find some productive middle ground that benefits both parties. We would acknowledge that some instructors do not want digital technologies present in the classroom, as they believe they distract from paying attention during lectures. We would maintain, however, that these technologies can indeed be productive tools for learning—in some cases, they can even be a virtual requirement for learning. We could then offer a solution: that these digital technologies should be kept aside during lecture portions of a lesson except in the case of students with documented disabilities. This way, students will likely be paying attention, taking notes by hand which they can transcribe later if they so wish. However, once a class moves from lecture to activity (whether group or individual), students should be allowed to access these technologies to more effectively engage with the activity, organize their thoughts, and access information. Now that the instructor is no longer lecturing, it should be easier to monitor student progress and engagement and the use of technology for these activities will lead to more developed and better organized results from the students.

Welcome to the Purdue OWL

https://owl.purdue.edu/owl/general_writing/academic_writing/historical_perspectives_on_argumentation/toulmin_argument.html

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Toulmin Argument

What is the Toulmin Method?

Developed by philosopher Stephen E. Toulmin, the Toulmin method is a style of argumentation that breaks arguments down into six component parts: **claim, grounds, warrant, qualifier, rebuttal,** and **backing**. In Toulmin's method, every argument begins with three fundamental parts: the claim, the grounds, and the warrant.

A **claim** is the assertion that authors would like to prove to their audience. It is, in other words, the main argument.

The **grounds** of an argument are the evidence and facts that help support the claim.

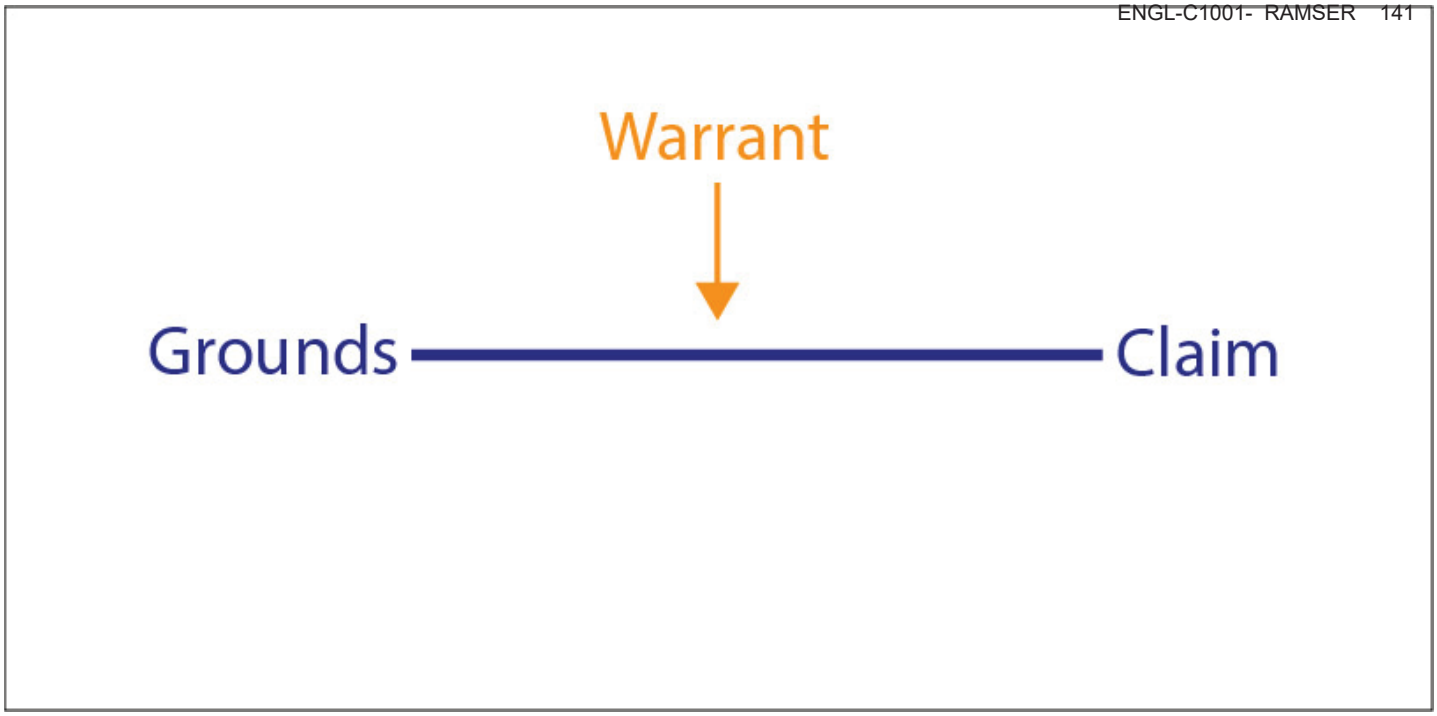
Finally, the **warrant**, which is either implied or stated explicitly, is the assumption that links the grounds to the claim.

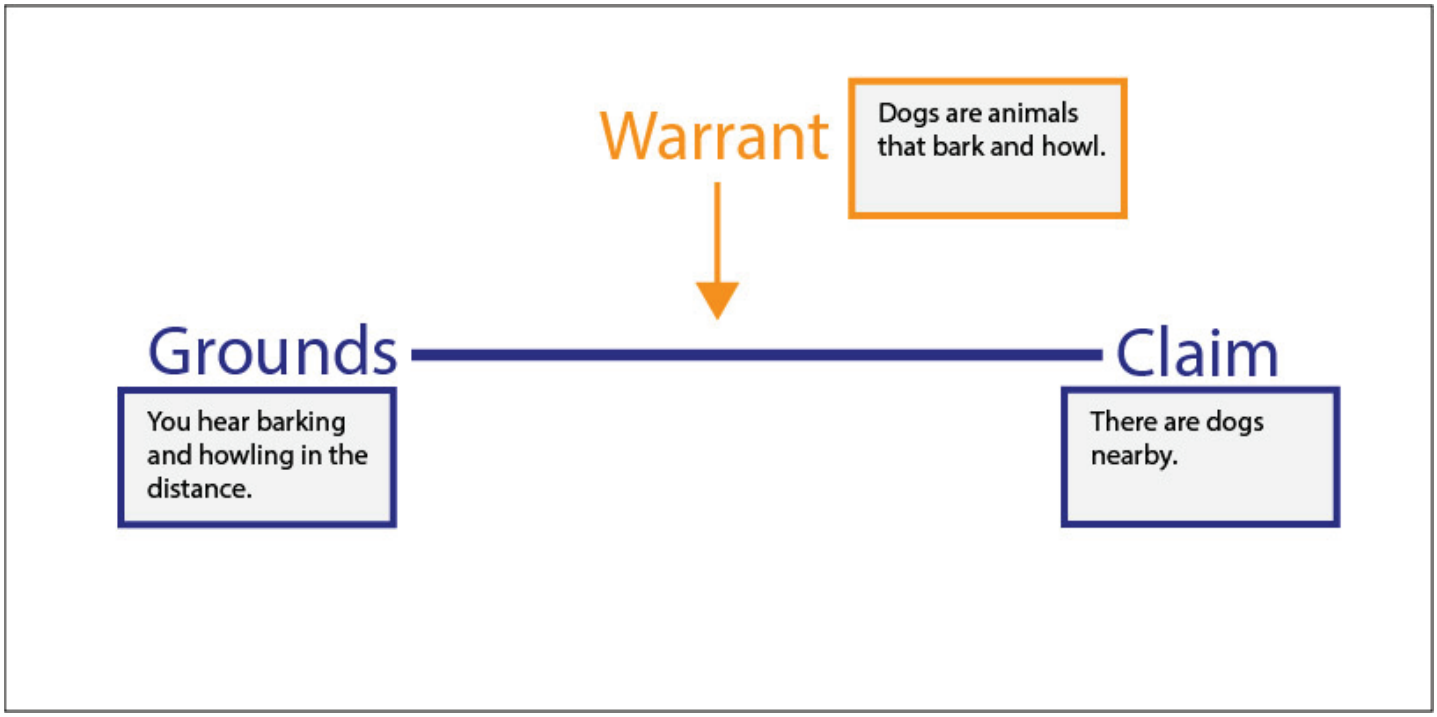
For example, if you argue that there are dogs nearby:

In this example, in order to assert the claim that a dog is nearby, we provide evidence and specific facts—or the grounds—by acknowledging that we hear barking and howling. Since we know that dogs bark and howl (i.e., since we have a warrant) we can assume that a dog is nearby.

Now, let's try a more academic approach. Let's say that you are writing a paper on how more research needs to be done on the way that computer-mediated communication influences online and offline relationships (a paper, in other words, very much **like the OWL's APA Sample paper (../../../research_and_citation/apa6_style/apa_formatting_and_style_guide/apa_sample_paper.html)**).

In this case, to assert the claim that additional research needs to be made on how online communication affects relationships, the author shows how the original article needs to account for technological, demographic, and modality limitations in the study. Since we know that when a study lacks a perspective, it would be beneficial to do more research (i.e., we have a warrant), it would be safe to assume that more research should be conducted (i.e. the claim).





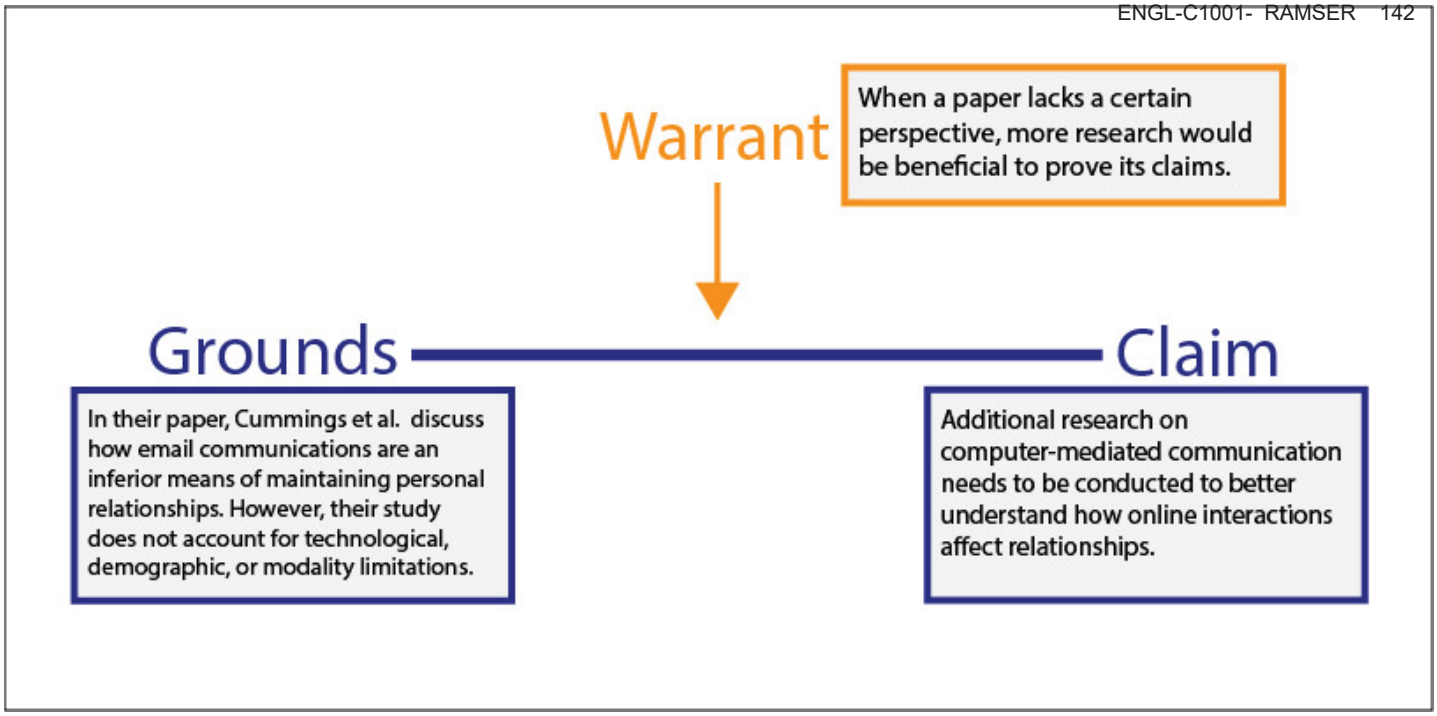
The other three elements—backing, qualifier, and rebuttal—are not fundamental to a Toulmin argument, but may be added as necessary. Using these elements wisely can help writers construct full, nuanced arguments.

Backing refers to any additional support of the warrant. In many cases, the warrant is implied, and therefore the backing provides support for the warrant by giving a specific example that justifies the warrant.

The **qualifier** shows that a claim may not be true in all circumstances. Words like “presumably,” “some,” and “many” help your audience understand that you know there are instances where your claim may not be correct.

The **rebuttal** is an acknowledgement of another valid view of the situation.

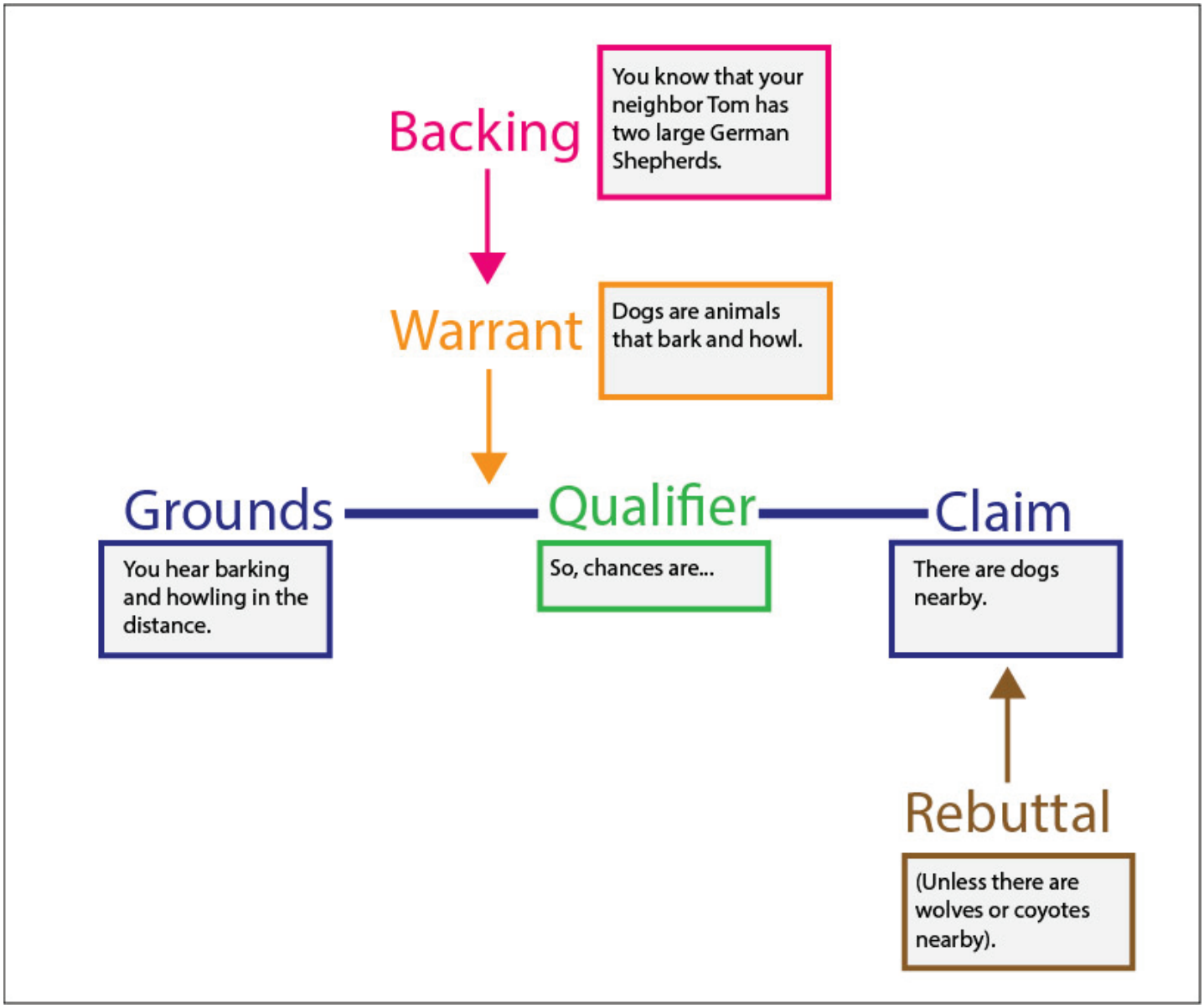
Including a qualifier or a rebuttal in an argument helps build your ethos, or credibility. When you acknowledge that your view isn’t always true or when you provide multiple views of a situation, you build an image of a careful, unbiased thinker, rather than of someone blindly pushing for a single interpretation of the situation.

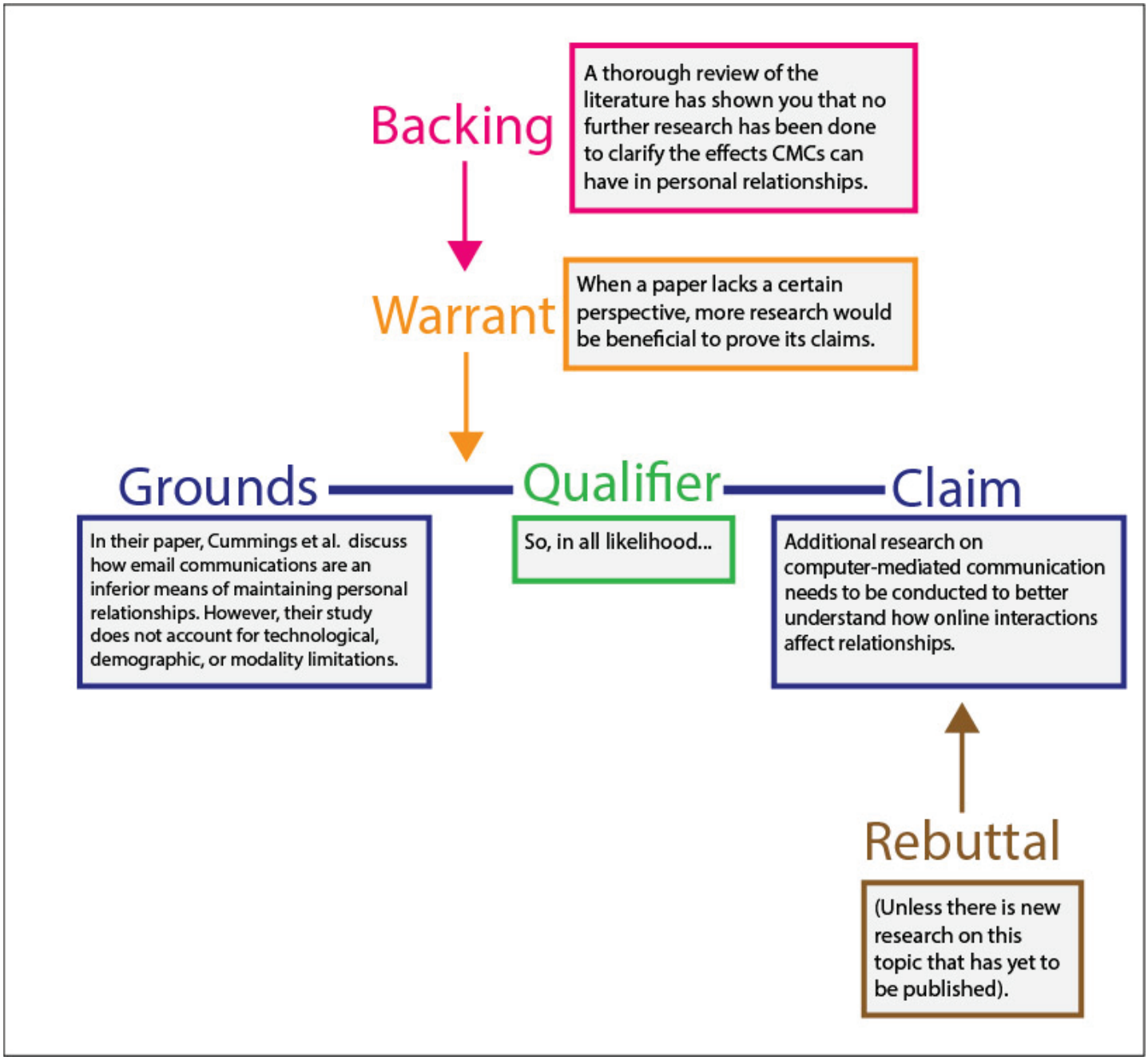


For example:

We can also add these components to our academic paper example:

Note that, in addition to Stephen Toulmin's *Uses of Argument*, students and instructors may find it useful to consult the article "Using Toulmin's Model of Argumentation" by Joan Karbach for more information.


Backing
You know that your neighbor Tom has two large German Shepherds.
Warrant
Dogs are animals that bark and howl.
Grounds
You hear barking and howling in the distance.
Qualifier
So, chances are...
Claim
There are dogs nearby.
Rebuttal
(Unless there are wolves or coyotes nearby).


Backing
A thorough review of the literature has shown you that no further research has been done to clarify the effects CMCs can have in personal relationships.
Warrant
When a paper lacks a certain perspective, more research would be beneficial to prove its claims.
Grounds
In their paper, Cummings et al. discuss how email communications are an inferior means of maintaining personal relationships. However, their study does not account for technological, demographic, or modality limitations.
Qualifier
So, in all likelihood...
Claim
Additional research on computer-mediated communication needs to be conducted to better understand how online interactions affect relationships.
Rebuttal
(Unless there is new research on this topic that has yet to be published).

Classical Argument

A (Very) Brief History of Rhetoric

The study of rhetoric has existed for thousands of years, predating even Socrates, Plato and the other ancient Greek philosophers that we often credit as the founders of Western philosophy. Although ancient rhetoric is most commonly associated with the ancient Greeks and Romans, early examples of rhetoric date all the way back to ancient Akkadian writings in Mesopotamia.

In ancient Greece and Rome, rhetoric was most often considered to be the art of persuasion and was primarily described as a spoken skill. In these societies, discourse occurred almost exclusively in the public sphere, so learning the art of effective, convincing speaking was essential for public orators, legal experts, politicians, philosophers, generals, and educators. To prepare for the speeches they would need to make in these roles, students engaged in written exercises called *progymnasmata*. Today, rhetorical scholars still use strategies from the classical era to conceptualize argument. However, whereas oral discourse was the main focus of the classical rhetoricians, modern scholars also study the peculiarities of written argument.

Aristotle provides a crucial point of reference for ancient and modern scholars alike. Over 2000 years ago, Aristotle literally wrote the book on rhetoric. His text *Rhētorikḗ*(*On Rhetoric*) explores the techniques and purposes of persuasion in ancient Greece, laying the foundation for the study and implementation of rhetoric in future generations. Though the ways we communicate and conceptualize rhetoric have changed, many of the principles in this book are still used today. And this is for good reason: Aristotle's strategies can provide a great guide for organizing your thoughts as well as writing effective arguments, essays, and speeches.

Below, you will find a brief guide to some of the most fundamental concepts in classical rhetoric, most of which originate in *On Rhetoric.*

The Rhetorical Appeals

To understand how argument works in *On Rhetoric*, you must first understand the major appeals associated with rhetoric. Aristotle identifies four major rhetorical appeals: ethos (credibility), logos (logic), pathos (emotion), and Kairos(time).

- **Ethos** – an appeal to credibility. This is the way a speaker (or writer) presents herself to the audience. You can build credibility by citing professional sources, using content-specific language, and by showing evidence of your ethical, knowledgeable background.

- **Logos** – an appeal to logic. This is the way a speaker appeals to the audience through practicality and hard evidence. You can develop logos by presenting data and statistics, and by crafting a clear claim with a logically-sequenced argument.
- **Pathos** – an appeal to emotion. This is the way a speaker appeals to the audience through emotion, pity, or passions. The idea is usually to evoke and strengthen feelings already present within the audience. This can be achieved through story-telling, vivid imagery, and an impassioned voice.
- **Kairos** – an appeal made through the adept use of time. This is the way a speaker appeals to the audience through notions of time. It is also considered to be the appropriate or opportune time for a speaker to insert herself into a conversation or discourse, using the three appeals listed above. A Kairotic appeal can be made through calls to immediate action, presenting an opportunity as temporary, and by describing a specific moment as propitious or ideal.

An easy way to conceptualize the rhetorical appeals is through advertisements, particularly infomercials or commercials. We are constantly being exposed to the types of rhetoric above, whether it be while watching television or movies, browsing the internet, or watching videos on YouTube.

Imagine a commercial for a new car. The commercial opens with images of a family driving a brand-new car through rugged, forested terrain, over large rocks, past waterfalls, and finally to a serene camping spot near a tranquil lake surrounded by giant redwood trees. The scene cuts to shots of the interior of the car, showing off its technological capacities and its impressive spaciousness. A voiceover announces that not only has this car won numerous awards over its competitors but that it is also priced considerably lower than comparable models, while getting better gas mileage. “But don’t wait,” the voiceover says excitedly, “current lessees pay 0% APR financing for 12 months.”

In just a few moments, this commercial has shown masterful use of all four appeals. The commercial utilizes pathos by appealing to our romantic notions of family, escape, and the great outdoors. The commercial develops ethos by listing its awards, and it appeals to our logical tendencies by pointing out we will save money immediately because the car is priced lower than its competitors, as well as in the long run because of its higher MPG rate. Finally, the commercial provides an opportune and propitious moment for its targeted audience to purchase a car immediately.

Depending on the nature of the text, argument, or conversation, one appeal will likely become most dominant, but rhetoric is generally most effective when the speaker or writer draws on multiple appeals to work in conjunction with one another. **To learn more about Aristotle's rhetorical appeals, click here.**

Components and Structure

The classical argument is made up of five components, which are most commonly composed in the following order:

- **Exordium –** The introduction, opening, or hook.
- **Narratio –** The context or background of the topic.
- **Proposito and Partitio –** The claim/stance and the argument.
- **Confirmatio and/or Refutatio –** positive proofs and negative proofs of support.
- **Peroratio –** The conclusion and call to action.

Exordium

Think of the exordium as your introduction or "hook." In your exordium, you have an opportunity to gain the interest of your reader, but you also have the responsibility of situating the argument and setting the tone of your writing. That is, you should find a way to appeal to the audience's interest while also introducing the topic and its importance in a professional and considerate manner. Something to include in this section is the significance of discussing the topic in this given moment (Kairos). This provides the issue a sense of urgency that can validate your argument.

This is also a good opportunity to consider who your intended audience is and to address their concerns within the context of the argument. For example, if you were writing an argument on the importance of technology in the English classroom and your intended audience was the board of a local high school, you might consider the following:

- New learning possibilities for students (General Audience Concerns)
- The necessity of modern technology in finding new, up-to-date information (Hook/Kairos)
- Detailed narrative of how technology in one school vastly improved student literacy (Hook/Pathos)
- Statistics showing a link between exposure to technology and rising trends in literacy (Hook/Logos)
- Quotes from education and technology professors expressing an urgency for technology in English classrooms (Hook/Ethos)

Of course, you probably should not include all of these types of appeals in the opening section of your argument—if you do, you may end up with a boring, overlong introduction that doesn't function well as a hook. Instead, consider using some of these points as evidence later on. Ask yourself: *What will be most important to my audience? What information will most likely result in the action I want to bring about?* Think about which appeal will work best to gain the attention of your intended audience and start there.

Narratio

The narratio provides relevant foundational information and describes the social context in which your topic exists. This might include information on the historical background, including recent changes or updates to the topic, social perception, important events, and

other academic research. This helps to establish the rhetorical situation for the argument: that is, the situation the argument is currently in, as impacted by events, people, opinion, and urgency of some kind. For your argument on technology in the English classroom, you might include:

- Advances in education-related technology over the centuries
- Recent trends in education technology
- A description of the importance of digital literacy
- Statistics documenting the lack of home technology for many students
- A selection of expert opinions on the usefulness of technology in all classrooms

Providing this type of information creates the setting for your argument. In other words, it provides the place and purpose for the argument to take place. By situating your argument within in a viable context, you create an opportunity to assert yourself into the discussion, as well as to give your reader a genuine understanding of your topic's importance.

Propositio and Partitio

These two concepts function together to help set up your argument. You can think of them functioning together to form a single thesis. The propositio informs your audience of your stance, and the partitio lays out your argument. In other words, the propositio tells your audience what you think about a topic, and the partitio briefly explains why you think that way and how you will prove your point.

Because this section helps to set up the rest of your argument, you should place it near the beginning of your paper. Keep in mind, however, that you should not give away all of your information or evidence in your partitio. This section should be fairly short: perhaps 3-4 sentences at most for most academic essays. You can think of this section of your argument like the trailer for a new film: it should be concise, should entice the audience, and should give them a good example of what they are going to experience, but it shouldn't include every detail. Just as a filmgoer must see an entire film to gain an understanding of its significance or quality, so too must your audience read the rest of your argument to truly understand its depth and scope.

In the case of your argument on implementing technology in the English classroom, it's important to think not only of your own motivations for pursuing this technology in the classroom, but also of what will motivate or persuade your respective audience(s). Some writing contexts call for an audience of one. Some require consideration of multiple audiences, in which case you must find ways to craft an argument which appeals to each member of your audience. For example, if your audience included a school board as well as parents andteachers, your propositio might look something like this:

"The introduction of newer digital technology in the English classroom would be beneficial for all parties involved. Students are already engaged in all kinds of technological spaces, and it is important to implement teaching practices that invest students' interests and prior

knowledge. Not only would the marriage of English studies and technology extend pedagogical opportunities, it would also create an ease of instruction for teachers, engage students in creative learning environments, and familiarize students with the creation and sharing technologies that they will be expected to use at their future colleges and careers. Plus, recent studies suggest a correlation between exposure to technology and higher literacy rates, a trend many education professionals say isn't going to change."

Note how the above paragraph considers the concerns and motivations of all three audience members, takes a stance, and provides support for the stance in a way that allows for the rest of the argument to grow from its ideas. Keep in mind that whatever you promise in your propositio and partitio (in this case the new teaching practices, literacy statistics, and professional opinion) must appear in the body of your argument. Don't make any claims here that you cannot prove later in your argument.

Confirmatio and Refutatio

These two represent different types of proofs that you will need to consider when crafting your argument. The confirmatio and refutatio work in opposite ways, but are both very effective in strengthening your claims. Luckily, both words are cognates—words that sound/look in similar in multiple languages—and are therefore are easy to keep straight. Confirmatio is a way to confirm your claims and is considered a positive proof; refutatio is a way to acknowledge and refute a counterclaim and is considered a negative proof.

The confirmatio is your argument's support: the evidence that helps to support your claims. For your argument on technology in the English classroom, you might include the following:

- Students grades drastically increase when technology is inserted into academics
- Teachers widely agree that students are more engaged in classroom activities that involve technology
- Students who accepted to elite colleges generally possess strong technological skills

The refutatio provides negative proofs. This is an opportunity for you to acknowledge that other opinions exist and have merit, while also showing why those claims do not warrant rejecting your argument.

If you feel strange including information that seems to undermine or weaken your own claims, ask yourself this: have you ever been in a debate with someone who entirely disregarded every point you tried to make without considering the credibility of what you said? Did this make their argument less convincing? That's what your paper can look like if you don't acknowledge that other opinions indeed exist and warrant attention.

After acknowledging an opposing viewpoint, you have two options. You can either concede the point (that is, admit that the point is valid and you can find no fault with their reasoning), or you can refute their claim by pointing out the flaws in your opponent's

argument. For example, if your opponent were to argue that technology is likely to distract students more than help them (an argument you'd be sure to include in your argument so as not to seem ignorant of opposing views) you'd have two options:

- Concession: You might concede this point by saying "Despite all of the potential for positive learning provided by technology, proponents of more traditional classroom materials point out the distractive possibilities that such technology would introduce into the classroom. They argue that distractions such as computer games, social media, and music-streaming services would only get in the way of learning."

In your concession of the argument, you acknowledge the merit of the opposing argument, but you should still try to flip the evidence in a positive way. Note how before conceding we include "despite all of the potential for positive learning." This reminds your reader that, although you are conceding a single point, there are still many reasons to side with you.

- Refutation: To refute this same point you might say something like, "While proponents of more traditional English classrooms express concerns about student distraction, it's important to realize that in modern times, students are already distracted by the technology they carry around in their pockets. By redirecting student attention to the technology administered by the school, this distraction is shifted to class content. Plus, with website and app blocking resources available to schools, it is simple for an institution to simply decide which websites and apps to ban and block, thereby ensuring students are on task."

Note how we acknowledged the opposing argument, but immediately pointed out its flaws using straightforward logic and a counterexample. In so doing, we effectively strengthen our argument and move forward with our proposal.

Peroratio

Your peroratio is your conclusion. This is your final opportunity to make an impact in your essay and leave an impression on your audience. In this section, you are expected to summarize and re-evaluate everything you have proven throughout your argument. However, there are multiple ways of doing this. Depending on the topic of your essay, you might employ one or more of the following in your closing:

- Call to action (encourage your audience to do something that will change the situation or topic you have been discussing).
- Discuss the implications for the future. What might happen if things continue the way they are going? Is this good or bad? Try to be impactful without being overly dramatic.
- Discuss other related topics that warrant further research and discussion.
- Make a historical parallel regarding a similar issue that can help to strengthen your argument.
- Urge a continued conversation of the topic for the future.

Remember that your peroratio is the last impression your audience will have of your argument. Be sure to consider carefully which rhetorical appeals to employ to gain a desirable effect. Make sure also to summarize your findings, including the most effective and emphatic pieces of evidence from your argument, reassert your major claim, and end on a compelling, memorable note. Good luck and happy arguing!

Lassen Community College
Exam Certification Cover Sheet

Proctor Certification (Required):

I affirm that I am an authorized proctor and that I am not a friend, relative, coworker, or subordinate of the person taking this exam. I certify that the enclosed exam has been administered in the manner described in the Exam Certification Cover Sheet and was completed and collected in the time period specified. I will return the exam directly to the instructor as stated below.

The exam was given on: Date (mm/dd/yy): _____ Start Time: _____ End Time: _____

Proctor Name (please print): _____ Proctor Signature: _____

Name of Institution:_____

I further certify that I have reviewed the student's ID and affirm that the person who took this exam is the enrolled student

Proctor Initials: _____

Student, Course and Exam Information

_____ ____ _____ _____
Student's Last Name MI First Name Student ID

ENGL-C1001- Critical Thinking and Composition D4665 RAMSER
Course Section Number Instructor

Deadline	Exam Date (date/range of dates when incarcerated students should take exam: Exam Return Date: ☒ Must be received by: **MAY 28, 2027** ☐ Must be mailed by: _____ Comments:
Format	Type: ☐ Midterm ☒ Final Format: ☒ Open book/notes ☐ Closed book/notes ☐ May use Calculator ☐ Scantrons: Time allotted for exam (hours/minutes): 2 hours
Return	Please return this certification and exam to the LCC Correspondence Office, attention to the appropriate instructor: ☒ USPS MAIL Lassen Community College Correspondence Office Atten: Instructor's Name PO Box 3000 Susanville, CA 96130 ☐ Special Delivery Address FedEx, DHL, etc… Lassen Community College Correspondence Office Atten: Instructor's Name 478-200 Hwy 139 Susanville, CA 96130

**See reverse side for guidelines

Proctoring Guidelines

Thank you for assisting Lassen Community College students in their quest for education. The following instructions will provide you with important information regarding Lassen Community College proctoring guidelines.

- Exams (midterms or finals) will be sent approximately four weeks prior to the exam due dates. Packets will be routed via each location's College Coordinator. Exams will include the exam cover sheet, exam, scantrons (if needed) and any additional information by the instructor. Exams will arrive by course, individually addressed to the students.

- Please inspect each exam envelope to ensure completeness immediately.

- Exams must be stored in a secured area until exams are administered.

- Students are responsible for scheduling exam appointments with the proctor. Acceptance of late exams will be determined by each instructor.

- Student should arrive for testing with:
    - proper identification
    - a suitable writing utensil
    - book and/or notes as approved by instructor

- Administering the exam:
    - Student must enter full name and use the LCC id number not a social security number.
    - Student should be supervised by the proctor at all times and should be in a quiet space where there is little to no distraction.
    - Use of only materials addressed in the exam envelope is permitted. If additional paper for Math or essays is needed please accommodate.

- Completion of exam:
    - The proctor should initial scantrons and all essay pages submitted.
    - Please do not forget to complete the proctor agreement portion of the Exam Certification Cover Sheet.
    - Please be sure that the entire exam and scantrons are returned and place back into the envelope the exam was received in.

Returning untimely exams or incomplete exam envelopes will result in adverse results. It is the proctor's responsibility to ensure all exams are returned to the LCC Correspondence Office, to the address on the cover sheet, on or before the instructor's deadline.

The LCC Correspondence Staff looks forward to working with you!

NAME_____

ENGL-C1001 Writing Prompt SPRING 2027

"The mission of higher education is to enhance society by teaching, research, and service. Colleges and universities have obligations, as well as opportunities, to strengthen the fabric of our society by stressing essential dimensions of life that are not commercial. Many colleges are abdicating their social responsibilities in favor of promoting narrow careerism and private self-interest. As a result, students and their families increasingly see the role of education solely in terms of getting a job."

Drawing from your own experiences, explain whether you agree or disagree that universities are abandoning their primary responsibilities by focusing on career preparation.

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