

ENG 1020 FAULK Assignment Two: Rhetorical Analysis (15%)

Peer Review (*First Draft 2-3 pages w/ working thesis statement*) Feb 16th

Peer Review (part two) (*Second Draft 4-6 pages*) Feb 21

Final Essay due Feb 23 by 9pm

Brief Description

A rhetorical analysis is an essay that breaks a text into parts and then explains how the parts work together to create a certain goal—whether to persuade, entertain or inform (*University Writing Center at Texas A&M*). A rhetorical analysis (close reading) of any text demands that we as readers see the text as having been produced for a particular purpose. Thus, understanding the rhetorical situation is central to actively engaging and creating texts. This writing assignment will give you an opportunity to express your critical reading ability and your knowledge of the ways in which rhetoric and constructs are put to use by other writers.

In this assignment, apply what you have learned about rhetoric and constructs in our reading of Jesymn Ward's *Salvage the Bones*. Consider audience, rhetorical situation, purpose, and ethos, logos and pathos?—or use one or two of the constructs you've explored in assignment 1 when considering the following questions as you brainstorm: Where do the characters within the novel use mushfake, code-switching, and/or vernacular Englishes? Why? What issues does the author address? How does the author address particular issues? What do we know about the author; how might understanding the author help us better understand the text? What is the structure of the story? What is the author trying to accomplish? What writing techniques does the author use? What might we infer about the writer's definition of "good writing"? What occasion(s) gives rise to the need to persuade?

In class you'll build your analysis of the text through observations, group discussions, writing workshops, and group presentations. After brainstorming, prewriting and discussing the text in class your final essay should show readers how particular rhetorical techniques are used in *Salvage the Bones* to persuade, entertain and/or inform.

Essay Formatting Requirements

Times New Roman, 12 point font, double spaced with (normal) 1 inch margins. Essays must be between 4-6 pages. This page length requirement does not include a required Works Cited page in MLA format.

No cover page is required for this essay, and this paper **MUST** follow strict MLA formatting. Please review MLA guidelines in your handbook. Sample essays in MLA format can be found throughout your WAW textbook and on pages 431---of *A Commonsense Guide to Grammar and Usage*. Final papers are due by 9:00pm **on Thursday, Feb 23, 2012**.

Illness or emergencies do occur and it is recommended that students prepare in advance for the above listed deadline. Contact me immediately regarding severe documented emergencies.

ASSIGNMENT TWO PRESENTATION GROUPS

In groups you'll choose a popular or scholarly text that speaks to some issue or rhetorical technique addressed in *Salvage the Bones* (Example: The usage of the "N word" as a rhetorical strategy, rural poverty, or teen pregnancy). The text you choose must help us as readers gain a better understanding of the author's goal or purpose. Identify and organize three key elements in the article(s) you locate and compare your observations to some aspect of *Salvage the Bones*. List your article (in MLA format) to the course blog: <http://introtocollegewriting.wordpress.com/> (Additional instructions will be given in class)

	Section 017	Section 011
Group 1	Brittany Jacqueline Ashley	Alex Lareesha Heather
Group 2	Lawrence Gwen Lamia	Chemere Sean Tianna
Group 3	Bianca Christian Mehdi	Mary Ryan Robert
Group 4	Bryan Shay Kimberly	Tarik Caserine Greg
Group 5	Precious Elise	TK Michelle Ebony
Group 6	Kala Evan Aliana	Takyra Carlaseea
Group 7	Mica Clara	Jameshia Sharde Dijon

Assignment 2 Calendar Jan 30– February 23 M TU TH

Day

Reading & Assignments Due

Week 4

M 01.30

Introduce Assignment 2: Rhetorical Analysis
HW#: Library Tutorial (view via blackboard)
Announce Groups (Presentations)
Revisit Bi-Weekly Reflection Two

TU 01.31

In-Class Round Table Discussion
Reading Due: Day 1 & 2 Salvage the Bone

TH 02.02

Group 1 & 2 (*Present on Popular/Scholarly Text*)
Reading Due: Day 3 & 4 Salvage the Bone
Bi-Weekly Reflection Two Due

Week 5

M 02.06

Group 3 (*Present on Popular/Scholarly Text*)
Reading Due: Day 5 & 6 Salvage the Bone

TU 02.07

Group 4 (*Present on Popular/Scholarly Text*)
Reading Due: Day 7 & 8 Salvage the Bone
Introduce Bi-Weekly Reflection Three

TH 02.09

Group 5 (*Present on Popular/Scholarly Text*)
Reading Due: Day 9 & 10 Salvage the Bone

Week 6

M 02.13

Group 6 (*Present on Popular/Scholarly Text*)
Reading Due: Day 11 Salvage the Bone

TU 02.14

Group 7 (*Present on Popular/Scholarly Text*)
Reading Due: Day 12 Salvage the Bone
(Revisit Bi-Weekly Reflection Three)

TH 02.16

In-class peer review (part one)
Bring to class TWO hard copies of your first draft (A2)

Week 7

M 02.20

In-Class Revising Workshop Activity
Instructor Returns: Student Drafts w/Feedback
Bi-Weekly Reflection Three Due

TU 02.21

Revising: Peer Review (part two)
Bring to class ONE hard copy of your second draft (A2)

TH 02.23

Final Essay Assignment Two Due by 9pm
Introduce Bi-Weekly Reflection Four

*Please note Feb 29-Mar 2 AWP Conference-Chicago (Instructor will be away @ Conference)