

Writing project assignment

Summary: create and write three to five documents which form a cohesive group of persuasive writing intended for a public audience.

For the second major project, you need to create a cohesive group of persuasive documents, designed with a public audience in mind, using the rhetorical techniques and principles we have learned this semester. Because I want the writing you produce to be motivated, with the contextual backdrop of audience and rhetorical situation, you have two options for the assignment:

Option one: personal writing project

Many of you are English majors who, I presume, are interested in writing beyond the confines of Simpkins Hall. Take this opportunity to complete any non-fiction writing project you've always wanted to tackle.

Option two: service learning

Find a community or campus organization or charity which could benefit from the services of a professional writer. Working with one or two folks at the organization, develop a persuasive writing project which can be used for their promotion, operations, educational efforts, etc.

Requirements

Whichever option you choose, the following requirements and restrictions apply:

- ✓ One of the documents must include a high level of graphical content (design, images, etc).
- ✓ Your final project should include between 2,000 and 3,000 words (so one of the pieces will need to be quite text-intensive).
- ✓ Three documents are required. The form of the documents should be varied, and the content complementary. In the same way that repeating and argument does not make it more developed, repeating content from document to document will not suffice for this assignment. Caveat: I will accept similar documents targeted at differing audiences; see me if this makes sense for you.
- ✓ Sorry, but no materials related to a job search or graduate school admission (résumé, personal statement, etc) for this project. (Working on those anyway? See me; I can help.)
- ✓ Your rhetorical appeals should be varied in nature. You should attempt to use logical, ethical, pathetic, and extrinsic forms of reasoning (of course, the line between these isn't rigorous).
- ✓ Any "raw data" you include in your project needs to be reliable. Therefore, you should budget time to check your facts and carefully evaluate your sources. I will be happy to help you.
- ✓ Either option could build upon one of the items you developed for your portfolio. If you decide to build on one of your portfolio components, consider it a preliminary draft that must be *completely* rewritten.
- ✓ As with the first assignment, strive for a kairotic presentation which uses a variety of persuasive techniques, clearly meets the needs of the audience, and shows forethought, careful research and planning, and excellent development. Plan for an extremely high level of polish.
- ✓ I expect to meet with everyone regarding their projects, and will likely cancel class Friday, Dec 3 to allow extra time for appointments.

Stages

Prospectus: Nov 3 (50 points)

Write a complete and detailed description of your project and a list of the tasks that you will have to accomplish to complete it (research, interviews, meetings, etc). Include your plans for form, anticipated content, and audience(s). If you opt for service learning, name and describe the organization you are working with, and your contacts.

First draft: Nov 19 (75 points)

A draft of all components of the project, as complete as possible, and ready for peer review. Identify any trouble spots for me and your peer reviewer to comment on. Include any questions you have about the success of your writing as well.

I hope to name peer reviewers in advance. Whatever your travel arrangements for the break, plan to attend class on this day. You need to bring two copies of your draft, as with the portfolio.

Peer review: Nov 29 (25 points)

Deliver a copy of your peer review of your partner's draft to your partner and to me.

Workshop draft: Dec 6

An updated version of the first draft, or materials you are developing for its revision (rhetorical exercises, etc.) which can be discussed at length with me and your peer review partner. Again, plan to bring two copies to class. Requirements for this draft are not stringent, but I expect to see that you have advanced the content and form compared to the first draft.

Final draft: Dec 13 (150 points)

The complete project, delivered to me in a folder or binder of some kind. Include your first draft, the peer review your partner completed, and any other written commentary on the draft I've delivered to you.

Tidbits

- ✓ We will devote quite a bit of class time to the projects, especially during the last two weeks of the semester (Nov 29 to Dec 10).
- ✓ Please note that I've adjusted the course schedule a bit to accommodate late changes to the design of this project. See the course web site for updates.
- ✓ If you would like to engage a service-learning project but don't have any idea who to approach, see me; I can help you find worthwhile charities and organizations who need assistance.
- ✓ I will hold completed final projects in my office until March 13, 2005; please come see me if you would like me to return your project to you.
- ✓ If you have questions, please see the Project Questions and Answers handout on the course web site, or speak with me.