Research Question and Paragraph (10 points)
Based on the reading we did in class, spend some time brainstorming what rhetoric or language means to you. Don't feel like you have to summarize all of your experiences with rhetoric or language, as that would be quite impossible. Instead, think of a moment that had a particular impact on you or one particular way in which you engage with rhetoric or language. This engagement could be educational, social, cultural, political, or personal. Just be careful to think about your audience when developing your argument.

In class, you will come up with a research question that helps you think about your relationship to rhetoric or language. This question will act in place of your opening paragraph and thesis to introduce your argument. Then, you will write one paragraph answering your question.

In your paragraph, you will provide one piece of evidence (an experience or personal connection) and analyze that evidence to link it back to your research question. Remember, your reader is not inside your head. Make clear connections between your research question and your evidence so that the reader can follow along more easily.

Keep in mind that there is no way to tell the whole story within a single paragraph. Avoid the temptation to add everything. All you need is one piece of evidence that will help you answer your research question.

Your paragraph should be formatted using updated MLA guidelines and typed in 12-point, Times New Roman font, double-spaced.

Deadlines
- Monday, week 3: First draft due and peer review
- Friday, week 3: Final draft due in class

General Guidelines
- Include a research question
- Answer your research question in the paragraph
- Start your paragraph with a clear topic sentence
- Include one piece of evidence and careful analysis of that evidence
- Come up with a clever title
- Follow updated MLA format

Grading Checklist

5 Mastery-Exceptional Understanding/Without Error   **4 Above Average**-Thorough Understanding/Minimal Error

3 Average-Adequate Understanding   **2 Below Average**-Follows Expectations/Several Errors

1 Unsatisfactory-Attempt/Little Understanding

<u>Research Question</u>

_____ Clarity: Makes a clear argument or asks a clear question

_____ Depth: Engages with a topic that is under dispute or is worthy of clarification

_____ Originality: Is distinct from the source's argument or question

<u>Evidence and Analysis</u>

_____ Evidence: Provides clear and concise details to help answer your research question

_____ Analysis of Evidence: Demonstrates a clear link between evidence from the article and your

  research question

_____ Stakes: Addresses the importance of the argument or question to a given community

<u>Revision</u>

_____ Repeated mistakes: Identifies and corrects repeated mistakes

_____ Reverse outline: Shows a clear relationship between each convention and idea expressed

_____ Feedback: Clearly responds to feedback at both the sentence and content level

<u>Peer Review (+5 points)</u>

_____ Draft: Turned in at the start of class on assigned peer review day

_____ Discussion: Critical engagement with peer writing and discussion of imitative practices