

Assignment Ideas for ENG104 Objectives

Michael Charlton: Context and Purpose. Have students write a basic argument paragraph. Then have them revise to create visual rhetoric of it. In class you can have students read the paragraph (put it up on the overhead) and attempt to match the visual rhetoric to the paragraph. Have them analyze who the audience would be for the rhetoric and what choices the author made when creating the visual rhetoric.

Meredith Katchen: Audience Analysis and Ethos, Pathos, Logos. Show 12-15 youtube.com versions of Star Spangled Banner and then have students write about differences between them and what the creator was trying to persuade the audience of (were they patriotic or not; military or not; who was the intended audience for each; how was ethos, pathos, logos used)

Kaye Adkins: Writing Analytically. Analyze a public space to answer the question “form v. function.” (Supreme Court Building = Greek influence; New Mexico State Capitol, from above looks like a sun symbol; where are the skateboarder spaces in town? Were they built for that? What is the response to them being used that way?). Begin by analyzing the lobby of Eder Hall, the “gateway to the campus”. What does it say? Why? How? Analyze department or professors’ doors. Assignment: Go to public space. Take notes. Write an analysis of form v. function. Is it functioning in ways the designers didn’t plan? Focus on detail (five senses).

Dana Andrews: Teaching the structure of an essay. First day, talk about the intro paragraph v. the structure of a body paragraph. Use the analogy of film. Analyze narrative: beginning, rising action, resolution. Make an analogy between the narrative of a film or book to the body/support paragraph: point, illustration, explanation (another way to talk about these three elements of a supporting paragraph is: introduce idea, provide evidence in quote, paraphrase, personal story, analyze/explain the evidence and how it relates to the claim of the argument). Assignment: create your own scene (as wild as possible; get creative). Act out the scene in front of the class. Class analyzes their argument/logic/explanation of their evidence. Is the argument (point) clear?

Mike Cadden: Playing with Style. Taking a model they know (five paragraph essay) and then have them invert their 5-paragraph essay as a model of

discovery. Flip the conclusion (discovery) to the top (so the point of discovery is first). Invert the thesis/report model to the discovery model.

Meredith Katchen: Rebuttals. Teaching the Rogerian model of argumentation. Focus on rebuttals and making sure they are paying attention to counter arguments.

Joe Marmaud: Audience Analysis and Integration of Sources. Take a book that is on the ALA “controversial” list. Read the book. Argue why the book should be designated as controversial (or why not) and for which audience. They have to find at least two sources on the internet to support their argument.

Susan Garrison: Establishing Ethos and Audience Awareness. Write a letter to a company or a store that has “done you wrong” or a letter praising a store of company for good service. Mail the letters for them. Bring in the response the company sends back. Present what they send back and analyze. Can also do it through email (appropriate email correspondence). Great audience analysis.

Tom Pankwicz: Cooperative Argument. Students pair up and write a side of an argument of something they have already read about in the textbook (so they have one source already). They write two different angles of the same argument. They share research (they find one or two other sources) and create different arguments from the same sources.

Dana Andrews: Standard Written English. What does the green line mean in your word processor (or red underlines)? Type in paragraphs from books or student papers. Have the students figure out what the red and green lines are all about. Then have them use their own papers and pretend to be Microsoft and articulate WHY something is underlined with red or green.

Dawn Terrick: Integrating Sources. They have to find two articles on the same topic (*different* points of view). They analyze each and write an argument on which is the most effective argument on the topic. They need to analyze the rhetoric (effectiveness of argument for the intended audience), not whether they agree or not with the argument. Then you can have them present to the class and the class can vote on which is the best argument and why.

Kay Siebler: Ethos, Pathos, Logos. Bring in one scene from a movie. Have the class look for *one* element in the scene (ethos OR pathos OR logos). Make a list on the board of what they noticed. Show the scene again. Ask them to look deeper. Write what they note on the board. Show the scene a third and fourth time. Look at things like camera angles, music, color, lighting, framing. Tell them that when they do an analysis they need to look more than once. Don't write about the most obvious things. Look beyond the obvious. Assignment: They choose a text (an advertisement, an article, a film scene, a web page, a blog, a music video). Analyze ONE element of that text (ethos or pathos or logos). Look beyond the obvious to get to insightful analysis.

Kay Siebler: Context and Audience. Have students research a public policy issue they care about. Have them create a text that is anything *but* an academic paper for a specific audience. (The audience has to care about the issue and they have to ask the audience to do something: city council, concerned parents, sexually active teens, people who don't have health care). They have to find at least five credible/scholarly sources to inform their argument. They have to integrate at least three sources into their text. Once the students create their text, they present it to the class with an analysis of why/how they created it the way they did to appeal to the audience. Then have the students swap their project with someone else in class. Have the students rewrite/revise the *same argument* for a different audience. They have to add two more sources. They can change the format, but not the argument.