

**San José State University – Spring 2022**  
**Department of English & Comparative Literature**  
**English 2 Sections 05, 28, 33, and 41**

<b>Instructor:</b>	Dr. Lee Patterson
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<b>Office Hours:</b>	Mondays and Wednesdays 12:30 – 1:30 PM and by appointment via Zoom
<b>Zoom link:</b>	<a href="https://sjsu.zoom.us/j/9380544021">https://sjsu.zoom.us/j/9380544021</a>
<b>Class Days/Time:</b>	<p>NOTE: Our first two weeks of meetings will be via Zoom. <b>After February 14<sup>th</sup>, our classes will go back to meeting in person in our assigned classroom.</b> You may find the Zoom link and individual class meeting links on our Canvas page. Our class meeting time is:</p> <p>Section 05: Tu/Th 10:30 AM – 11:45 AM</p> <p>Section 33: Tu/Th 12:00 PM – 1:15 PM</p> <p>Section 41: Tu/Th 1:30 PM – 2:45 PM</p> <p>Section 28: Tu/Th 3:00 PM – 4:15 PM</p>
<b>Classroom:</b>	( <b>After February 14<sup>th</sup></b> ) Clark Building 225A
<b>Prerequisites:</b>	GE Areas A1 (Oral Communication) and A2 (Written Communication I) with grades of C- or better
<b>GE/SJSU Studies Category:</b>	GE A3 / Critical Thinking and Writing
<b>Required Materials:</b>	Andrea Lunsford's <i>Everyone's An Author</i> , 4 <sup>th</sup> Edition with Readings (ISBN Info forthcoming from the Bookstore)

**Zoom Lectures, Canvas, and Class Structure**

All sessions of this class until February 14<sup>th</sup> will meet for live, synchronous Zoom sessions, according to the Class Days/Times described above

Because of the extraordinary circumstances during this time, all of us are teaching and learning from a distance. As you have no doubt come to realize over the past year of instruction, online classes present a challenge. I assure you that I will be sympathetic and patient. And I ask the same in return. We are all in this boat together,

and together we will do our best to get through it.

I am aware that many of you have had to take on extra work or various responsibilities during the pandemic. My hope is that this flexibility maximizes our ability to connect and conduct classes, regardless of various schedules or living in different locations. I will set up recurring meetings with Zoom invitations. Please do your best to keep track of the invitations with links and passwords, and check your emails often to make sure you are getting notifications from me. For Zoom lectures, I encourage to keep your camera on. Active participation is an essential requirement for this class.

All assignments will be submitted through your Canvas portal. If you are late, have technical difficulties, or other unforeseen circumstances, please **DO NOT EMAIL YOUR ASSIGNMENTS** to me. I always leave a window of availability to turn your assignments into Canvas to make sure you receive full credit. However, please note that the time for submissions is **NOT** the same as the assignment due date that is officially communicated and is clearly marked on Canvas.

## **ENGL 2 Course Description**

### General Course Description

In English 2 you will explore the relationship between language and logic in composing arguments. With such course themes as Digital Literacies, Gaming, Pop Culture, Sports, Gender, and Sustainability, our goal is to challenge you academically and creatively. Through a series of integrated reading, writing, and oral assignments, you will engage complex issues that require critical thinking and argumentation. Building on English 1A, you will extend your study of stylistic and grammatical conventions in formal writing.

Upon successful completion of the course, you will be able to:

1. locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation;
2. present effective arguments that use a full range of legitimate rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view;
3. locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of your ideas;
4. identify and critically evaluate the assumptions in and the context of an argument;
5. distinguish and convey inductive and deductive patterns as appropriate, sequencing arguments and evidence logically to draw valid conclusions and articulate related outcomes (implications and consequences).

### **Learning Outcomes (GELO)**

Upon successful completion of the course, you will be able to

1. locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation;
2. present effective arguments that use a full range of legitimate rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view;

3. locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of one's ideas;
4. identify and critically evaluate the assumptions in and the context of an argument;
5. distinguish and convey inductive and deductive patterns as appropriate, sequencing arguments and evidence logically to draw valid conclusions and articulate related outcomes (implications and consequences).

## Course Content

Diversity: SJSU studies include an emphasis on diversity. You will engage in integrated reading, writing, and oral assignments to construct your own arguments on complex issues (such as diversity and ethnicity, class and social equity) that generate meaningful public debate. Readings for the course will include writers from different ethnicities, gender, and class.

Writing: You will write a series of essays informed by research and articulating fully developed arguments about complex issues. Assignments emphasize those skills and activities in writing and thinking that produce the persuasive argument and the critical essay, each of which demands analysis, interpretation, and evaluation. Writing assignments give you repeated practice in prewriting, organizing, writing, revising, and editing. This class requires a minimum of 6000 words, at least 4000 of which must be in revised final draft form.

Logic: You will learn methods of argument analysis, both rhetorical and logical, that will allow you to identify logical structures (such as warrants, evidence, qualification, rebuttal; enthymemes and syllogisms) and distinguish common logical fallacies.

Reading: In addition to being writing intensive, ENGL 2 also is a reading course. You will read a variety of critical and argumentative texts to help develop your skills for understanding the logical structure of argumentative writing.

Multimodal: You will be presenting your arguments orally to class both as an individual and as part of a group.

## ENGL 2 Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, you are expected to spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

### Assignment Word Count and Learning Goals

Assignment	Word Count	GELO
In-class Writings	1500	2,3,4,5
Revision of In-Class Writings	1500	2,3,4,5
Group Projects/Revisions	1000	2,4,5
Project #1: Investigative Field Essay	2000-2500	1-5
Project #2: Rhetorical Analysis of Field Artifacts	1500-2000	1-5
Project #3/#4: Multigenre Persuasive Campaign	1500	1-5
Oral Presentation	10-15 min	2,3,5

## Required Texts/Readings

Course Reader available from the bookstore (If you are not physically on campus, you can make arrangements to have the course reader mailed to you.) All other texts will be provided either in class handouts or via Canvas.

## Grading Policy

Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which I have broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments, quizzes, and exams are graded on a traditional A-F scale.

An "A" essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student's ability to use language effectively with a solid command of grammar, mechanics, and usage.

A "B" essay demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.

A "C" essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.

A "D" essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.

An "F" essay does not fulfill the requirements of the assignment.

At the end of the semester, your overall course grade will be calculated as follows:

<u>Individual Assignment Point Value</u>	<u>Percentage</u>
Annotated Bibliography	10%
Group Writing Tasks/Peer Editing	10%
Research Paper First Draft	10%
Research Paper Final	15%
Analytical Essay First Draft (Project 2)	10%
Analytical Essay Final (Project 2)	10%
Multigenre Campaign & ePortfolio	10%
In-Class Presentation	10%
Participation	20%

Late Papers:

**No late papers will be accepted.** If you must miss class, even due to illness or last-minute emergency, it is your responsibility to get your paper to the instructor on time. A late paper will automatically receive a grade of 0. When the assignment is turned in, the zero will be factored into the overall grade as an F.

**NO PAPERS WILL BE ACCEPTED AS EMAIL ATTACHMENTS.**

**Participation:**

A healthy percentage of your grade relies on your classroom participation. Participation, as graded in my classroom, involves actively engaging in all classroom discussions in a thoughtful way. Being able to articulate your understanding of arguments as well as formulating your own opinions is an important way to demonstrate internalization of course material. The percentages above may, at the instructor's discretion, be adjusted to reflect real-time changes in the classroom. Assignments and participation may be increased or decreased in importance and will be explained in class.

### **Special Exceptions:**

We all are dealing as best we can with the circumstances around the pandemic. I realize that attendance and completion of assignments may be impacted by these special circumstances. I ask that you communicate with me regarding any issues you have regarding participation or assignment completion.

Essay Format: All essays must be typed and double-spaced (1 inch margins, TimesNewRoman, 12 pt font). **Handwritten essays are not acceptable.** All essays require a cover page with the title in bold, 22-point font, centered halfway down the page. Your name will appear in 18-point font two returns below your title. Course information including my name, course day and time, and date of essay centered at the bottom of the page. All pages of the essay will include a header of student's last name and a footer of a centered page number. Do not number cover page.

Short Essays and In-Class Writings: You will be writing during some of our class periods. In-class writings will be checked prior to leaving the classroom on the day of the assignment. These assignments and their revisions cannot be made up. If you miss a class, you will not receive credit for the writing assignment. This zero will be factored into the grading percentages listed above.

100% Completion: To receive a passing grade, all writing assignments must be completed for this class. Even though you will not receive a grade for missed writing assignments, the work still must be done. In the event assignments are missed, it is the student's responsibility to obtain the prompt and complete the assignment. The grade will still be factored as a zero, but the work will be credited. Each semester, students have trouble with this part of the syllabus. An otherwise "A" paper will be factored as a zero if it is turned in late. However, the paper must be completed and turned in to receive a passing course grade. If, at the end of the semester, a student has not turned in all assignments, that student will receive a course grade of "F." This policy applies to all writing assignments.

Lateness: Grade point deductions for late work are applied. Each day an assignment is late, a half-letter grade will be deducted.

Portfolio: All written work must be retained for the duration of the semester, including rough drafts and any graded/returned assignments.

Extra Credit: There are no opportunities for extra credit in this course. All assignments must be completed to receive a passing grade for the course.

## University Policies

“University Policies: the link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.”

[http://www.sjsu.edu/english/frosh/program\\_policies/index.html](http://www.sjsu.edu/english/frosh/program_policies/index.html)

## English 2, Spring 2022 Assignment Calendar

### Course Schedule

Week	Starting Date	Topics, Readings, Assignments, Deadlines
1	Jan 27	Introduction Syllabus
2	Feb 1	Introduction to gathering research Preparation for the annotated bibliography  Selections from Purdue OWL
3	Feb 8	Discussion on Rhetorical Strategies  Discussion on Essay Writing and Revision  Library Information Session General Databases and Field-Specific Databases (EBSCO, CQ Researcher, others)
4	Feb 15	<b>DUE: Full Annotated Bibliography</b>
5	Feb 22	Refuting Opposing Views  Selections from Joe Keohane//Jonathan Haidt  <b>Begin In-Class Presentations</b>
6	Mar 1	Continue In-Class Presentations  <b>DUE: Presentation Script and Materials</b>

7	Mar 8	Selections from Alterity texts Visual Rhetoric <b>DUE: First Draft of Investigative Field Essay</b>
8	Mar 15	<b>Peer editing and Text Selections</b> <b>Revision Strategies – adding sources</b> <b>RESEARCH PAPER: Final Draft of Investigative Field Essay</b>
9	Mar 22  Spring Break	<b>Preparation for Project 2 (Analysis of Field Artifacts)</b>
10	Apr 5	<b>Text Selections – Poroehista Khakpour</b>

		<b>Text Selections – W.E.B. DuBois, others</b> <b>DUE: Analysis of Field Artifacts First draft</b>
11	Apr 12	Peer Editing  <b>DUE: Analysis of Field Artifacts Final draft</b>
12	Apr 19	Introduction to Multigenre Remediation Text Selections – “The Moves” by Elisa Gabbert, Allegory of the Cave
13	Apr 26	Virginia Postrel and other essays
14	May 3	Selections from Walter Benjamin, Susan Sontag, related texts  <b>DUE: Multigenre Persuasive Campaign and ePortfolio</b>
15	May 10	Current Events and Semester Wrap up

## **PROJECT 1: INVESTIGATIVE FIELD ESSAY**

*(Minimum of 2,000 typed, polished words)*

You will first identify a contemporary topic or issue within your field of study, prospective academic major, or professional community and then form a research question that helps you better understand the topic/issue you have chosen. You will work to better understand the complexity of the issue through research and write a researched essay that highlights, for example, elements of the issue that are misunderstood or should be understood in a new way. This topic and research question should guide you throughout Project 1.

### **Annotated Bibliography**

To begin, you will identify a contemporary topic or issue within your field of study that you wish to learn more about. Then, you will form a research question that will serve as the cornerstone of your investigative essay. To explore your research question, you

will engage in a variety of research methods. Research is finding information—and there are many ways to go about finding information. You will discover, however, that some research methods are favored within your academic discourse community. For instance, while the humanities tend to prefer secondary research (consulting scholarly, popular, and professional publications), the sciences tend to prefer primary research (collecting data through interviews, surveys, first-hand observations, and experiments). To that end, it is up to you to identify what research methods are most appropriate for your project. Some options to consider include:

- Primary Research
  - Observations
  - Interviews
  - Surveys
  - Data/Text analysis
- Secondary Research
  - Scholarly
    - Peer-Reviewed Articles
    - Books (Published by an Academic or Scholarly Press)
    - Academic Lectures/Presentations
  - Popular
    - Websites
    - Blog Posts
    - Magazine Articles
    - Newspaper Articles
    - Documentaries

For this assignment, **you will summarize and analyze your data by annotating 6 potential secondary sources, 3 of which must be scholarly ones (namely, peer-reviewed articles)**. You should properly cite each of the six sources in accordance with the documentations style for your field. Below each citation, you will include an annotation that includes a combination of these elements:

- briefly summarize the source and its main ideas,
- explain how you would use the source in your essay,
- offer an evaluation of the source’s credibility, and
- tell how the source relates/does not relate to the other sources.

Documentation Style: Use the documentation style of your field (for in-text citations and list of sources).

Formatting: Times New Roman, 12 pt. font, double-spaced (which is common across major citation styles).

**Annotated Bibliography due date: February 17<sup>th</sup>**

Evaluation criteria for Annotated Bibliography:

Grade	Characteristics
<b>A</b>	Overall, the project can be characterized as exceeding the assignment criteria. All the sources chosen reliable and on-topic. The author paraphrases and summarizes in fair and insightful ways. The project cites correctly and is relatively free of usage and mechanical errors.
<b>B</b>	Overall, the project can be characterized as meeting the assignment criteria. Most of the sources chosen are reliable and on-topic. The author paraphrases and summarizes fairly. The project cites sources mostly correctly and is relatively free of usage and mechanical errors.
<b>C</b>	Overall, the project can be characterized as missing the assignment criteria through brevity and/or missing sources. Some of the sources chosen are reliable and on-topic. The author does not paraphrase or summarize fairly and/or well. The project has many problems with correct citation and/or may have significant usage and mechanical errors.
<b>D &amp; Below</b>	Overall, the project can be characterized as ignoring the assignment criteria through brevity and missing sources. Few or no sources are reliable or on-topic. The author does not paraphrase or

summarize well does not fairly represent the sources. The project is full of problems with citation as well as usage and mechanical errors.

### Investigative Field Essay

You will compose a researched essay about the topic/issue you have chosen to pursue for Project 1. This research essay should help readers understand the complexity of the issue you've chosen, perhaps by highlighting things about your topic that are misunderstood (and misunderstood by whom) or should be understood in a new/different way. That said, this is not a compare/contrast essay, nor is it a chance for you to demonstrate your bias(es). This essay should tell your readers what is important to notice in the research you conducted.

For the essay, you must include a **minimum of six (6) sources. Three (3) of those sources must be scholarly, peer-reviewed (that is, vetted by authorities in the field) sources** of any type. The other three (3) are your choice of primary, popular, and/or additional scholarly sources.

Documentation Style: Use the documentation style of your field (for in-text citations and list of sources).

Formatting: Times New Roman, 12 pt. font, double-spaced (which is common across major citation styles).

Evaluation Criteria for Project 1b:

Grade	Characteristics
<b>A</b>	The essay meets or exceeds the assignment criteria. It asks and investigates the right kind of questions. The essay uses reliable sources intelligently, including unpacking quotes, paraphrasing, and summarizing in fair and insightful ways. The voice of the author is present—evaluating, critiquing, affirming or contextualizing the sources to make meaning. The essay stays on task, operates logically, and moves the reader toward understanding. The essay builds ethos by making good use of the appropriate documentation style; sources are cited correctly and a well-constructed list of sources is present. The assignment is relatively free of usage and mechanical errors. All drafts are submitted and reasonably complete. There is evidence of revision.
<b>B</b>	The essay mostly meets the assignment criteria. It may lack a particular type of source or one of the minimum number expected; however, it asks and investigates the right kind of questions. The essay might have one or two sources that are unreliable or off-topic, though it mostly uses sources intelligently. The author might over quote or allow sources to dominate the discussion of the topic. Nonetheless, the voice of the author is present to some degree—evaluating, critiquing, affirming or contextualizing the sources to, for the most part, make meaning. The essay may stray off topic or speak too generally. Still, the author makes sense and mostly operates logically. The essay builds ethos by making pretty good use of the appropriate documentation style; most sources are cited correctly and a well-constructed list of sources is present. There may be recurring errors of usage and mechanics. All drafts are submitted and reasonably complete. There is some evidence of revision.
<b>C</b>	The essay neglects the assignment criteria; it is rather brief or missing more than one source. It is persuasive instead of investigative. The essay struggles to present supporting sources and use them intelligently. One source might dominate the essay by being over-quoted, even as it helps the essay retain focus. Although the voice of the author may be present, there are a lot of generalizations and unsubstantiated claims. The essay strays off topic and generalizes instead of examining sources closely. Rhetorical moves are somewhat confusing and might occlude understanding. Little attention is paid to documentation style. Several sources are cited incorrectly, and the list of sources has omissions or improper citation entries. There are several errors of usage, mechanics, and punctuation that undermine the author's ethos. All drafts are submitted and reasonably complete. Little revision is evident.
<b>D &amp; Below</b>	The essay largely ignores the assignment criteria. It is exceptionally brief and misses the point of the assignment. The essay fails to present sources and use them intelligently; as a result, the essay is not informative about the topic or demonstrates learning. The essay strays considerably off topic and relies on generalizations instead of the information from sources. Rhetorical moves are confusing and tend to occlude understanding. Appropriate documentation style is

almost entirely missing. Mechanical, usage, punctuation, and syntactic errors are pervasive. Drafts may be missing and little to no revision is evident.

## PROJECT 2: RHETORICAL ANALYSIS OF FIELD ARTIFACTS

(Minimum of 1,500 typed, polished words)

This assignment asks you to apply the knowledge you gained from conducting the investigative essay into your chosen topic or issue by closely analyzing two artifacts from your field: 1) a text-based artifact (e.g., a scholarly article, book chapter, or professional publication) and 2) a non-text-based artifact (e.g., an image, video, or podcast). However, rather than analyzing only the texts' explicit statements, you will be considering how any feature of the artifacts may function in a rhetorical manner. In other words, you will be looking at how each artifact constructs meaning by framing a multifaceted response to a particular rhetorical situation. By comparing and contrasting these two artifacts, your aim is to describe how each genre attempts to accomplish its respective purposes.

To begin, you will select two artifacts that address the issue you have identified in Project 1. The goal is to work with a single subject but two very different rhetorical approaches to that subject. Then, you will closely consider (read, examine, ponder) and analyze (identify features and explain their function) the artifacts. In order to perform a rhetorical analysis, you will need to have a strong grasp of the subject of the artifacts and a basic understanding of the genres. Only then can you turn your attention to analyzing the rhetorical strategies each employs, including *genre conventions, context, author, audience, purpose, rhetorical appeals, exigence, medium, constraints, metaphorical language, active and passive voice, use of visuals, organization, structure, tone, and formality*. Finally, you will write an essay that analyzes your two artifacts, paying particular attention to the rhetorical strategies each employs and, perhaps, the effectiveness of the texts. This is in large part a comparison/contrast essay built around rhetorical terminology and solid evidence to support your findings.

Documentation Style: Use the documentation style of your field, Times New Roman, 12 pt. font, double-spaced.

Evaluation Criteria for Project 2:

Grade	Characteristics
<b>A</b>	The assignment is thoroughly fulfilled. The analysis presented is characterized by the close examination of rhetorical features, reasonable claims, and a sustained focus. The writer offers a new perspective and insight with regard to the essay's topic. The essay may complicate the topic, experience, or issue at hand and may try to resolve the resulting complication, but the analysis of the artifacts considered centers on the significance of their rhetorical features. There are minor errors of usage and mechanics, but overall the essay demonstrates clarity of expression and precision of word choice. All drafts are submitted and reasonably complete. There is evidence of revision.
<b>B</b>	The assignment is fulfilled. The analysis centers on a few, but recognizable, rhetorical elements, providing relevant examples and a fairly sustained focus. There is an indication of insight, but the analysis is neither exceptional nor extensively developed. The content is relatively well organized, with a clear structure that is in keeping with the assignment. There are some errors of usage, mechanics and punctuation, but they do not impede the overall readability of the prose. All drafts are submitted and complete, and there is some evidence of revision, although more could be undertaken.
<b>C</b>	The assignment minimally fulfills expectations. The analysis is weak, focusing on one or two features of the texts examined and rendering their significance in vague terms. Considerable portions of the essay are devoted to common knowledge or commonplace observations. The content is poorly organized, with the essay exhibiting a lack of coherence across structural units. There are several errors of usage, mechanics and punctuation that impede the overall readability of the prose. All drafts are submitted and reasonably complete, but little revision is evident across drafts.

<b>D &amp; Below</b>	The essay does not adequately fulfill the assignment. It offers no sustained analysis of rhetorical elements. The essay does not attain minimal requirements in terms of length, focus, and/or goals. The purported analysis, which appears to be a series of general comments, lacks coherence and insight into the effects of rhetorical elements. There are numerous errors of usage, mechanics and punctuation that impede the overall readability of the prose. Drafts may be missing and little to no revision across them is evident.
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### PROJECT 3: MULTIGENRE PERSUASIVE CAMPAIGN AND RHETORICAL RATIONALE

*(Minimum of 500 words for the Multigenre Persuasive Campaign; Minimum of 1,000 typed, polished words for the Rhetorical Rationale)*

This assignment asks you to take a stance on the topic or issue that you have identified within your declared, or prospective, academic major. Drawing from your investigative field research and your analysis of the rhetorical strategies employed by your discourse community, you will compose three new genre compositions to convince your audiences to take action.

To begin, you will take a stance and develop your argument based on the information you have gleaned from the first and second projects. Then, you will identify your audiences; that is, you will decide what audiences would (or should) respond to your argument. For this project, you are required to address at least two unique audiences. Making your audience more concrete and specific will make your rhetorical task easier and will result in a more successful project. Once you have identified your audiences, you will want to consider which three genres will be most effective for reaching your chosen audiences. Your genres are your choice, but this choice should be informed by your analysis and assessment of your rhetorical situation. Finally, you will compose your three genres, developing a researched argument that will target the specific audience you identify.

In addition, you will write a rationale that explains the rhetorical choices you made when composing in each genre and how you see those choices as effective for your purpose, audience, and context. You should explain not only **what** you did but also **why** you did what you did. Finally, your rationale should **evaluate** the effectiveness of your choices (as indicated by feedback you received on drafts), acknowledging when something didn't work as you intended.

Documentation Style: The three compositions should use formatting and citation styles appropriate for the selected genres; the Rhetorical Rationale may be crafted using the documentation style of your field be formatted in Times New Roman, 12 pt. font, double-spaced.

#### Evaluation Criteria for Project 3:

Grade	Characteristics
<b>A</b>	The project clearly satisfies all of the assignment criteria. The project directs itself toward at least two clearly defined audiences with a definitive argument. The content presentation is appropriate for the genres selected and the rhetorical situation considered. Adherence to the genre conventions of each adaptation is apparent. The rationale demonstrates that the author made thoughtful, informed choices based on a sophisticated understanding of the rhetorical situation, offering evaluation of the effectiveness of the rhetorical choices made. The prose is relatively free of errors. All drafts are submitted and reasonably complete. There is evidence of revision.
<b>B</b>	The project satisfies most of the assignment criteria. The project directs itself toward at least two audiences, but either the intended audience or the argument advanced may be vaguely presented in some instances of the compositions. Not all of the genre conventions are observed for each of the adaptations. The rationale demonstrates that the author made informed rhetorical choices based on a reasonable understanding of the rhetorical situation, but the statement focuses too much on process or description instead of rhetorical insight. There are some errors of usage, mechanics, and/or punctuation, but they don't impede the overall readability of the prose. All drafts are submitted and reasonably complete. There is some evidence of revision.
<b>C</b>	The project satisfies only a few of the assignment criteria. It may satisfy the minimum length requirement but does so by relying too heavily on templates, examples, or generalizations. The project directs itself toward only one audience or the audiences are nebulous. The audience(s) or the argument may be poorly defined. The adaptations flout some of the genre conventions, rendering an inappropriate response for the rhetorical situation. The rationale lacks insight into

	the composing process or what the author was trying to accomplish with each adaptation. There are several errors of usage, mechanics and punctuation that impede the overall readability of the prose. All drafts are submitted and reasonably complete, but little revision is evident across drafts.
<b>D &amp; Below</b>	The project does not satisfy the assignment criteria. The audience is either undefined or assumed to be only the instructor. The position taken toward the issue or the audience is unclear or confusing. The adaptations don't adhere to the genre conventions, rendering an inappropriate response for the rhetorical situation. The rationale offers no reflection on the composing process or the goal of the assignment. There are several errors of usage, mechanics and punctuation that impede the overall readability of the prose. Drafts may be missing and little to no revision is evident across them.

#### PROJECT 4: ELECTRONIC PORTFOLIO

*(Minimum of 500 words for the Reflective Statement)*

An electronic writing portfolio, or e-Portfolio, is typically a collection of writing samples that showcases your best work. A writing portfolio is created by collecting, selecting, and reflecting on writing that is completed at the end of a given period of time—a unit, a course, a program, even a career. In this class, you will create an e-Portfolio that includes a globally revised version of one of the major writing projects, supporting documents reflecting your particular composing practices and writing skills, and a reflective statement that articulates what you have learned about writing by completing the major projects in the course.

It is important to note that “global revision” of a composition entails the “review of the entire composition, adding, deleting, and moving text as necessary” (*AWR* p. 65). In contrast, “local revision” refers to minor editing changes, usually at the level of the sentence. Refer to Chapter 7 (pp. 65-84) of *A Writer's Resource* for more specific revising guidelines.

The following items need to be included in your portfolio:

- A revised, edited, and polished version of either Project 1 or Project 2;
- At least 2 artifacts of your own design (in-class activity, homework assignment, or even notes explaining a concept) that reflect your composing practices or the development of a particular writing or communicative skill that was focused on in this class;
- A reflective statement (min. 500 words) of what was learned about genres, composing, and rhetorical strategies in the process of completing the course's three major projects.

Evaluation Criteria for Project 4:

Grade	Characteristics
<b>A</b>	The project meets all of the assignment criteria. The portfolio offers a variety of content that is well organized and accessible in virtual or print format. The portfolio is thoughtfully curated, with its selections offering a comprehensive overview of the student's work. The reflective statement demonstrates clear evidence of learning and understanding of course objectives. The portfolio exhibits elements of design discussed in class, such as the customizing of templates to create a particular aesthetic. The project is relatively free of errors. All drafts are submitted and reasonably complete. There is evidence of revision.
<b>B</b>	The project meets most of the assignment criteria. The portfolio presents appropriate content even if it lacks variety. The content is organized and accessible in virtual or print format. The portfolio is purposefully curated even if the items do not present a comprehensive overview of the student's work. The reflective statement suggests evidence of learning and awareness of course objectives. The portfolio exhibits elements of design discussed in class but may rely on templates. There are some writing errors that distract from the content but do not impede readability. All drafts are submitted and reasonably complete. There is some evidence of revision.
<b>C</b>	The project satisfies only a few of the assignment criteria. The portfolio lacks a key item or presents the same type of document throughout. The contents are not well organized or readily accessible in either virtual or print format. The reflection statement does not demonstrate a critical awareness of the assignment or course objectives. The portfolio doesn't exhibit effective

	elements of design or may over-rely on templates and resist originality. There are several errors of usage, mechanics and punctuation that impede the overall readability of the prose. All drafts are submitted and reasonably complete, but little revision is evident across drafts.
<b>D &amp; Below</b>	The project does not satisfy the assignment criteria. The portfolio lacks more than one key item. The items included are haphazardly arranged or inaccessible in either virtual or print format. The reflective statement does not reveal an understanding of the assignment or the course objectives, offering instead little more than a summary or paraphrase of the assignment prompt. The portfolio neglects elements of effective design, forcing content into a ready-made template. There are recurring errors of usage, mechanics and punctuation that impede the overall readability of the prose. Drafts may be missing and little to no revision is evident.