



## Course Syllabus: Rhetoric & Writing Studies

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*Department of Language Studies & the Arts • College of Arts & Sciences • Saint Leo University*

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### Overview

**Instructor:** To be specified by the Instructor of Record

**Preferred Contact Method:** To be specified by the Instructor of Record

**Office Hours & Location:** To be specified by the Instructor of Record

**Course:** WRI 121—Rhetoric & Writing Studies (3 credit hours)

**Term:** To be specified by the Instructor of Record

**Prerequisite:** Passing grade in WRI 120 or satisfactory score on the English Placement Test

**Required Textbook:**

Saint Leo University. (2020). *WRI @ LEO*. Pressbooks. ISBN TBD

**Core Values:** Toward the goal of Personal Development, “Saint Leo University stresses the development of every person’s mind.” This course helps you see how writing works in your life and in real-world situations. What you’ll learn here helps “strengthen the character of our community” by establishing the common language we use to discuss writing activities across our institution. And finally, to help you achieve Excellence in your academic pursuits, this course helps you “learn the skills and assimilate the knowledge essential to become morally responsible leaders” by examining how groups of people use writing to achieve their goals.

**Attendance Policy:** To be specified by the Instructor of Record

**Late/Make-Up Work Policy:** To be specified by the Instructor of Record

**Grading Policy:**

**Suggested Option 1** — Cumulative writing portfolio: 60%  
Participation/Discussions: 40%

**Suggested Option 2** — Module 1 assignment: 5%  
Module 2 assignment: 10%  
Module 3 assignment: 10%  
Module 4 assignment: 10%  
Module 5 assignment: 10%  
Module 6 assignment: 10%

Module 7 assignment: 10%  
Module 8 assignments: 25%  
Participation/Discussions: 10%

**Additional Information:** Please refer to the Syllabus Addendum, available through Courses, for details on the Saint Leo University grading scale, ADA compliance, available library services, and policies regarding academic honesty, classroom disruption, and academic excellence.

## Course Description

The way we write and the things we write change every time we use writing. Learning to write means better understanding those changes. This course teaches students how to analyze and study writing, their writing processes, and the ways different groups of people use writing to get things done. Students will learn how to use language persuasively in various specific situations and in several ways, preparing them to use writing and rhetoric in college, in their careers, and their lives. This course is offered every semester.

## Course Outcomes

By fully participating in this course and successfully completing each of its assignments, you will be able to do many new things related to writing. We'll talk a lot about rhetoric, which is the use of language to manipulate, influence, or persuade people. Some aspects of rhetoric will be familiar to you already—like the way people use professional language around instructors or managers but comfortably use memes online with friends. But after this class, you'll better understand *why* we change our language to suit various situations and how you can strategically use that technique to improve your reading and writing. Other concepts will probably be new to you—like the idea that an audience often exerts more control over a text than its author. You'll discover how ideas like that one fit (or don't) with your understanding of writing, and you'll learn when to use (or avoid) various strategies we learn about.

Specifically, through successful engagement in and completion of each of the activities in this course, you will achieve these learning outcomes:

1. **Describe the situations surrounding various kinds of writing** (WPA CT2), showing that you understand how authors write to meet a variety of goals at once. Along the way, you will **interpret** that writing **for intended and unintended meaning** (UE CT1).
2. **Write multiple drafts of a document** (WPA P1) that incorporate feedback from peers, illustrate the creation of new ideas, and show re-thinking of your existing ideas.
3. **Analyze the language and documents used by groups** of people to come together, establish their identity as a group, and achieve their combined goals (WPA RK2).
4. **Characterize various document types** (WPA KC2 & KC3), known as genres, and identify trends and expectations in how those document types do the work—and reflect the thinking—of a writing community. This will help you **assess different points of view, assumptions, and/or arguments** (UE CT2).

5. Use rhetoric to create artifacts that **meet specific goals and address specific audiences** (WPA RK4) based on a variety of situations that call for writing. This will show your ability to **communicate effectively for a determined purpose** (UE CC2).
6. Create documents that incorporate the collaborative, socialized aspects of writing yet avoid plagiarism by appropriately **employing paraphrasing, summarizing, and quoting** (WPA CT4) of credible sources. You will **decide** how to make those incorporations **using rigorous arguments based on criteria and evidence** (UE CT3).
7. Competently employ writing to **build expertise, navigate roles, and motivate others toward action** (WPA CT2).

## Methods of Assessment

*Descriptions of each assignment can be found in its respective Module within the Course Outline, below.*

Note to students: Writing assignment options for this course intentionally do not specify length requirements, document formatting conventions, citation styles, etc. for two specific reasons. First, identifying those requirements demands analysis of the rhetorical situation you're writing for—one of the key skills you're learning in this class. You need to practice that skill, rather than relying on your teacher to define the parameters for you. Second, your requirements may differ from your peers'. Your audience will determine the expectations and specifics of your writing; for instance, psychology majors should practice using APA style, while English majors should practice MLA style. Because this course teaches that writing is never "one size fits all," there is no way to specify the size of each assignment until you start working on it.

## Outcome Mapping (per Curriculum Committee checklist requirements)

Outcome	Practiced	Demonstrated*	Core Value
1	Module 1	Module 2	Excellence
2	Module 3	Module 8	Personal Development
3	Module 1	Module 4	Community
4	Module 4	Module 5	Community
5	Module 5	Module 6	Community
6	Module 6	Module 7	Respect
7	Module 7	Module 8	Personal Development

\*Note that this table identifies where each Outcome is demonstrated *through procedural knowledge*. All outcomes are explicitly addressed *through declarative knowledge* via the Course Audit in Module 8, which supports the Core Value of Personal Development.

## UE SLO Rubric (per UE Committee checklist requirements)

UE SLO	Assignment Assessed*	Deficient Evidence	Satisfactory Evidence	Exemplary Evidence
CT1	Rhetorical Analysis (Module 2)	Views texts as a source of information only, not as the action of an author	Identifies the author's intention and alternative consequences	Positions source text within a network of possible audiences and outcomes
CT2	Genre Analysis (Module 5)	Acknowledges that the audience of a genre may hold views different from their own	Identifies characteristics of the genre that reflect discourse community goals	Explains how genre characteristics reflect values of the discourse community
CT3	One More Voice (Module 7)	Cites outside sources, but inappropriately for the selected genre	Follows textual models to cite sources appropriately	Integrates perspectives, not just words, of outside sources
CC2	The Same Coin (Module 6)	Identifies differences in content or POV of sources, not authors	Characterizes differences in authors' goals	Links author goals to rhetorical efforts to influence audiences

\*Note that the assignment variety has been provided to demonstrate how multiple assignments can be used to assess student learning. However, declarative knowledge of all four UE SLOs can be assessed on a single assignment, the Module 8 Course Audit.

## Course Outline

### Module 1 – Rhetorical Reading Strategies

#### Readings

- Required: Falciglia, D., Kroh, C., Bialkowski, P., and Gomez, N. (2020). *Rhetorical reading*. In Christopher R. Friend (Ed.), *WRI @ LEO*. Pressbooks.
- Optional:
  - Bunn, Mike. (2011). *How to read like a writer*. In *Writing Spaces: Readings on Writing, Vol. 2*. Ed. Charles Lowe and Pavel Zemliansky.
  - Irvin, L. Lennie (2010). *What is “academic writing”?* In *Writing Spaces: Readings on Writing, Vol. 1* Ed. Charles Lowe and Pavel Zemliansky.
  - Reid, S. (2011). *Ten ways to think about writing: metaphoric musings for college writing students*. In *Writing Spaces: Readings on Writing, Vol. 2*. Ed. Charles Lowe and Pavel Zemliansky. Parlor Press.

## Writing Assignment Options

### Informational Text Interpretation (Recommended)

Create a flyer, insert, bookmark, etc. that could be placed inside the text you're analyzing. Your document would be designed to help future readers view the "informational" text more critically and be aware of how the text's author is trying to manipulate them. Use your document to help future readers effectively use rhetorical reading strategies to better understand how the informational text functions.

### Reading Instruction Guide (Advanced; Requires optional readings)

Design a document for other students at your institution to help them understand and implement the recommendations of an optional reading from this module. Your document should be appropriate for the Saint Leo students you know—on-campus students should consider a brochure appropriate for placement in the CAVE; students at a center might create a flyer that advisors could distribute to incoming students; online students might design a PDF that could be added to LionSHARE in the future. Make your document helpful and approachable for the students you wish to reach.

## Module 2 – Rhetorical Situations

### Readings

- Required: Kitterman, J., Grant, T., Adamas, Z., Salvadeo, R. and Howell, G. (2020). *Rhetorical situations*. In Christopher R. Friend (Ed.), *WRI @ LEO*. Pressbooks.
- Optional:
  - Selzer, Jack (2004). *Rhetorical Analysis: Understanding How Texts Persuade Readers*. In Bazerman, Charles & Prior, Paul A. *What writing does and how it does it: an introduction to analyzing texts and textual practices*. Mahwah, NJ: Routledge.
  - Sproat, Ethan, Driscoll, Dana L., and Brizee, Allen (1995). *Rhetorical situations*. *Purdue OWL*. Purdue University. Retrieved from <https://owl.english.purdue.edu>
  - Carroll, Laura Bolin (2010). *Backpacks vs. briefcases: steps toward rhetorical analysis*. In *Writing Spaces: Readings on Writing*. Vol. 1 Ed. Charles Lowe and Pavel Zemliansky.

## Writing Assignment Options

### Rhetorical Analysis (Recommended)

Choose an online article and characterize (don't just name) its author. Then, using the sample texts in the Module as a model, tell the story about the text you chose: What made the author write it? How was the author involved in the situation? What did the author want to achieve? What did the author have to do to make the text "fit" where it appeared? In other words, identify the text's rhetor(s), audiences, exigences, purposes, affordances, and constraints and show how they work together to make the text necessary or appropriate.

### Literary Context Analysis

Select any poem or short story of interest and discuss how the author's experiences and contemporary culture influenced the content and form of the text. How does the author's background (and historical backdrop) shape the story? Why does the chosen publication venue help the author achieve the intended goal of the piece? Consider things like the level of expression inherent in the selected form.

### Identifying Rhetorical Elements (Low-stakes option)

Select an online article you have read recently with which you strongly disagree—political arguments or speeches can work very well. Find a source that you disagree with but still respect. Create a memo to your classmates in which you describe (not just name) each of the following rhetorical elements in the text you selected: rhetor, audience, exigence, purpose, genre, affordances, and constraints. Your memo should give your classmates enough information to understand the existence of the text you chose. If done well, they won't be able to tell you disagree with the source.

## Module 3 – Re-Visioning Rhetorical Situations

### Required Readings

- Bain, B., Hawkins, A., Nashman, Z., and Zeitsiff, A. (2020). *First drafts*. In Christopher R. Friend (Ed.), *WRI @ LEO*. Pressbooks.
- Bosca, B., Fontana, A., Perrotta, J. and Villacres, S. (2020). *Editing and revision*. In Christopher R. Friend (Ed.), *WRI @ LEO*. Pressbooks.

### Writing Assignment Options

#### Take Another Look, Through Someone Else's Eyes (Recommended)

Help two of your colleagues improve their writing by peer-reviewing their Module 2 papers. Using the assignment sheet and sample papers as guides, show your peers how well (or not) they achieved the goals of the assignment. What did you notice that could be improved? What did they do well that will help them on the final draft? Be sure to look for opportunities for *revision*, not just *line-editing* corrections

#### Textual Rhetorical Analysis (Builds on “Identifying Elements” option from Module 2)

Create an analytical, research-driven essay that examines the rhetorical situation surrounding the article you selected to study in Module 2. Using what you know about how the various constituents of a rhetorical situation influence one another, write an analysis that presents the complexities of those interactions to your audience (likely your classmates or your teacher, but maybe citizens interested or engaged in the issue you've selected).

## Module 4 – Writing Within Groups: Discourse Communities

### Reading

Barry, P., Flood, L., and Lawlor, N. (2020). *Discourse communities*. In Christopher R. Friend (Ed.), *WRI @ LEO*. Pressbooks.

### Writing Assignment Options

#### Discourse Community Analysis (Recommended)

Choose any club or group you have been a part of in which that group works to achieve a specific goal—social groups of friends don't work. Then, using the sample texts in Courses as a model, identify how the six characteristics of discourse communities apply to that group. Were you a member of a discourse community or a speech community?

## Aspiring Authors / Professional Writers Clubs

Are you a member of a writers' club, a book club, the English Honor Society, or some similar group? Examine how that group functions. What texts do you use within the group in order to achieve your goals? How does writing help group members do the work of the group? Using the sample texts in the Module as a model, identify how the six characteristics of discourse communities apply to that group. Were you a member of a discourse community?

## Module 5 – The Shape Writing Takes: Genres

### Readings

- Required: Silva, C., Kizewski, M., Klein, A., and O'Clair, D. (2020). **Genre & lexis**. In Christopher R. Friend (Ed.), *WRI @ LEO*. Pressbooks.
- Optional:
  - Miller, C. R. and Shepherd, D. (2004). **Blogging as social action: A genre analysis of the weblog**. *Into the blogosphere: Rhetoric, community, and culture of weblogs*, 18(1):1–24.
  - Twilley, N. and Graber, C. (24 Nov 2019). **The behavioral economics of restaurant menus**. *The Atlantic*.
  - Graber, C. and Twilley, N. (18 Nov 2019). **Menu mind control**. *Gastropod*.
  - Gray, R. (20 Nov 2017). **The Secret Tricks Hidden Inside Restaurant Menus**. *BBC Future*.

### Writing Assignment Options

#### Genre Analysis (Recommended)

Choose a type of text used at school, in your workplace, or at a location you frequent. Collect at least three examples of that same kind of text (three store receipts, three report cards, three financial-aid forms, three sit-down chain restaurant menus, etc.). Then, using the student samples in the module as a model, analyze the genre you have selected. How does it reflect the thinking and goals of a specific discourse community? What does that kind of document assume about its readers, and who is excluded from using it?

#### Literary Review Analysis

Find three or more examples of book reviews, abstracts, or proposals published in the same venue. What are the unwritten assumptions the authors of those texts make about their audience, and how are those assumptions evident in the form and character of the texts? Using the student samples in the module as models, analyze the texts you gathered. How do they collectively reflect the thinking and goals of literary studies? What does that kind of text assume about its readers, and who is excluded from using it?

## Module 6 – Audience Awareness

### Reading

Courtney, F. and Grant, S. (2020). **Authority and belonging**. In Christopher R. Friend (Ed.), *WRI @ LEO*. Pressbooks.

## Writing Assignment

### The Same Coin (Recommended)

Find two online articles that express different perspectives on a single issue. Perform a rhetorical analysis on the documents to determine what each author wanted to accomplish. Then, in a short document intended for your colleagues, explain how the language used by each author indicates the authors' purposes. Explain your analysis sufficiently so your colleagues understand why each article was created.

### Literary Foes

Using two literary reviews as source material, look at the authors' word choice, their assumptions, their arguments, and their negotiation of authority. Your job for this assignment is to draw conclusions about the differences you observe in the discourses and explain those differences to your colleagues, who have selected different texts.

## Module 7 – Joining the Conversation

### Readings

Required:

- Bain, B., Hawkins, A., and Nashman, Z. (2020). *First drafts*. In Christopher R. Friend (Ed.), *WRI @ LEO*. Pressbooks.

Optional:

- Sedaris, David (2007). *Me talk pretty one day*. *Esquire*. Jan 29, 2007. Retrieved from <http://www.esquire.com>
- Dila, George. (2015). *Rethinking the shitty first draft*. *Clever Magazine*.
- Contreras, I. R. (2016). *On Not Writing: An Illustrated Guide to My Anxieties*. *Electric Literature*: Features.

### Writing Assignment Options

#### One More Voice (Recommended)

Using the texts you analyzed in Module 6 as a starting point, add your voice to the conversation you found by creating a document appropriate for one of the articles' publication venues. What you write needs to fit that publication venue's expectations, for everything from appropriate language, perspective, argumentation, references, etc. Be sure to cite your sources in a manner appropriate for the document type. Make note of the changes and frustrations you experience when writing this document because you'll be able to use this for your portfolio cover letter in the next module.

#### Authorship in Context

Choose a discourse community, study their use of writing, and design a document that could be given to people as they join the discourse community you've chosen. For instance, it could be distributed by an HR department or in a welcome packet. The needs of the discourse community will constrain your document design and selected genre. Whatever genre you choose, create a document that provides new members the information they need to successfully navigate writing in their new discourse community.

## Module 8 – Your Writing & Revising Processes

### Writing Assignments (You'll do both)

#### Final Portfolio

Make any necessary final revisions to your documents based on the feedback provided by your peers and instructor. Create final drafts of each document you have created this semester. Compile them together into a single folder — a digital collection of files you can link together from a starting point (which may be your Cover Letter—see below). The contents of your portfolio exist to document your learning, growth, and effort throughout the semester. This portfolio represents your complete work for the term. Take pride in it.

#### Portfolio Cover Letter (to be created after assembling the portfolio)

Write a letter to your instructor asserting how well you achieved the course outcomes. Your letter should convincingly argue, with documented evidence, that you have met the expectations of this course. Use all rhetorical strategies at your disposal, and take advantage of the affordances provided by all the textual artifacts you have created this semester.



## Assignment Sheet: Reading Instruction Guide

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*Module 1 • Rhetoric & Writing Studies • WRI 121 • Saint Leo University*

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### Background & Purpose

You've been learning new strategies for reading complex texts, and you've seen how much your approach to reading can affect the success of your reading. Keeping those strategies in mind as you progress through school could make a big difference in your understanding of course material and success in college. But after completing this module, it might be helpful to have a simple, easy-to-use document that reminds you and other students how to employ the strategies you learn about.

Your job for this assignment is to help make the process of rhetorical reading (and its benefits) clear for students at Saint Leo University. **Design a document for other students at your institution to help them understand and implement the reading strategies of the author(s) you have read.** Your document should be appropriate for the Saint Leo students you know—on-campus students should consider a brochure appropriate for placement in the CAVE; students at a center might create a flyer that advisors could distribute to incoming students; online students might design a PDF that could be added to LionSHARE. Make your document helpful and approachable for the students you wish to reach.

### Objectives

- Differentiate real-world document writing from in-class essay writing.
- Pay attention to the presentation of your words, as well as their meaning.
- Find ways to simplify and clarify complex ideas and present them to a new audience.
- Figure out what software tools at your disposal can best help you design a visual document.

### Readings

For this assignment, you will need to read the “Reading Rhetorically” chapter in the textbook. You will also need to select at least one other text from the Module 1 optional readings listed in the course syllabus.

## Procedure

Note: Because this assignment is not a traditional essay, expect to spend more time than usual on planning, strategy, and layout/design.

1. List the reading strategies identified (implicitly or explicitly) in the texts you read for this module. Identify the concepts or theories you had to figure out before making sense of their suggestions.
2. Decide the look, design, and platform for your document.
  - What app works best for designing the kind of document you're making? Is there a template available that can save you the trouble of designing the layout of the page? (Hint: Windows users might consider MS Publisher, and Mac users might consider Apple's Pages. Each of those apps has plenty of available, creative templates to get you started.)
  - What color scheme makes sense for what you're trying to do?
  - How can you share things you make in that app? (Hint: most apps can export or print to PDF.)
3. Decide what content goes where.
  - What do the students you're writing to need to know to be able to read rhetorically?
  - In what order do they need to learn those things, and how will they navigate the document?
  - What *legal* graphics would help them understand the concepts you're trying to teach them?
4. Write your content and build your document.

## Evaluation

Your task for this assignment is to design a document for other students at your institution to help them understand and implement the reading strategies of the author(s) you have read. Your work will be assessed using the evaluation criteria presented below.

Score	Document Design	Information
<b>Exceptional</b>	Document looks like other documents designed for the same space (CAVE, Advising, LionSHARE, etc.).	Content makes rhetorical reading easy to understand.
<b>Strong</b>	Document looks good; shows effort to fit in.	Content makes an effort to simplify rhetorical reading.
<b>Successful</b>	Document looks professional.	Content accurately explains rhetorical reading.
<b>Attempted</b>	Document design looks amateur or sloppy.	Content is about rhetorical reading strategies but is confusing.
<b>Incomplete</b>	Document does not function like the appropriate document type.	Content does not identify rhetorical reading strategies.



# Assignment Sheet: Informational Text Interpretation

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*Module 1 • Rhetoric & Writing Studies • WRI 121 • Saint Leo University*

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## Background & Purpose

You've been learning new strategies for reading complex texts, and you've seen how much your approach to reading can affect the success of your reading. You might have noticed that these same strategies apply to simpler texts, as well, and that the strategies can be harder to apply to more-familiar texts. This assignment challenges you to show how rhetorical-reading strategies apply even when they are least expected and to show that even informational/reference texts have rhetorical purposes.

Your job for this assignment is to create a flyer, insert, bookmark, etc. that could accompany the text you're analyzing. Your document will be designed to help future readers view the "informational" text more critically and be aware of how the text's author is trying to manipulate them. Use your document to **help future readers effectively use rhetorical reading strategies to better understand how the informational text functions.**

## Objectives

- Differentiate real-world document writing from in-class essay writing.
- Pay attention to the presentation of your words, as well as their meaning.
- Find ways to simplify and clarify complex ideas and present them to a new audience.
- Figure out what software tools at your disposal can best help you design a visual document.

## Readings

For this assignment, you will need to read the "Reading Rhetorically" chapter in the textbook.

## Procedure

Note: Because this assignment is not a traditional essay, expect to spend more time than usual on planning, strategy, and layout/design.

1. Find a text often seen as "informational" rather than motivated by rhetoric. Textbooks, instruction manuals, and other reference materials are often expected to be objective.

2. Take the text you selected and read it rhetorically. Try to determine the author’s purpose and the audience’s needs. What aspects of that text defy the “informational” impression we commonly have?
3. Determine how you can explain the difference between informational and rhetorical readings of the text. What do you need to tell future readers to get them to see the text in a new light?
4. Decide the look, design, and platform for your document.
  - What app works best for designing the kind of document you’re making? Is there a template available that can save you the trouble of designing the layout of the page? (Hint: Windows users might consider MS Publisher, and Mac users might consider Apple’s Pages. Each of those apps has plenty of available, creative templates to get you started.)
  - What color scheme makes sense for what you’re trying to do?
  - How can you share things you make in that app? (Hint: most apps can export or print to PDF.)
5. Decide what content goes where.
  - What do the students you’re writing to need to know to be able to see the text’s rhetorical purpose?
  - In what order do they need to learn those things, and how will they navigate your document?
  - What *legal* graphics would help them understand the concepts you’re trying to teach them?
6. Write your content and build your document.

## Evaluation

Your task for this assignment is to create a document that will help future readers effectively use rhetorical reading strategies to better understand how your the informational text you chose functions. Your work will be assessed using the evaluation criteria presented below.

Score	Document Design	Information
<b>Exceptional</b>	Document looks like other documents designed for the same purpose (flier, bookmark, etc.).	Document makes the selected text’s rhetorical purpose easy to understand.
<b>Strong</b>	Document looks good; shows effort to fit in.	Document makes an effort to complicate readers’ understanding of the chosen text.
<b>Successful</b>	Document looks professional.	Content accurately explains the rhetorical purpose(s) of the selected text.
<b>Attempted</b>	Document design looks amateur or sloppy.	Document lists rhetorical purpose(s) of the text but not how rhetoric is used in the text.
<b>Incomplete</b>	Document does not function like the appropriate document type.	Document does not identify the rhetorical purpose(s) of the selected text.

**Author** (this is your paper):

**Reviewer** (return to author when finished):



# Peer-Review Guide: Rhetorical Reading

Module 1 • Rhetoric & Writing Studies • WRI 121 • Saint Leo University

## Intro

How effectively does the document make you want to take it to learn more? What should the author(s) do to make it more enticing?

Does the physical layout make sense, including size, shape, and any folds? What rearrangement should the author(s) do to take advantage of the format?

## Guideline

*How well does the author convince you that each objective below has been met?*

## Commentary

*Provide feedback on what you see (what's in the document already) and what you want to see (what should be added in revision).*

## Document Goals

How well does this document fit in with similar documents at Saint Leo? What should the author(s) do to improve the aesthetics?

How professional does the document look? What should the author(s) do to clean it up?

How accurate is the information? What details about rhetorical reading do the author(s) need to add or remove?

How helpful is the information? What parts of the document work to teach students about rhetorical reading, and which parts confuse or don't make sense?

## Summary

What impresses you most about this brochure?

What needs the author's attention most urgently?



# Assignment Sheet: Identifying Rhetorical Elements

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*Module 2 • Rhetoric & Writing Studies • WRI 121 • Saint Leo University*

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## Background and Purpose

By now, you have seen the benefits of reading rhetorically. Being able to read rhetorically helps you make decisions about what to do with things you read and how to interpret an author's ideas. For this assignment, your job is to explore the rhetorical situation surrounding a text you disagree with. To clarify, you are *not* arguing with the source. (If you start arguing with the author or writing a traditional persuasive essay, you're doing it wrong.) Instead, you are explaining the scene in which the text functions, identifying how and why the text came to be. You'll show your ability to look beyond the content of the text into the intentions of the author and the expectations of the audience.

**Create a memo to your classmates in which you describe (not just name) each of the following rhetorical elements in the text you selected: rhetor, audience, exigence, purpose, genre, affordances, and constraints.** Because this assignment is designed to check whether you understand the elements of rhetorical situations and can identify them in a text, keep your response brief and clear. Include enough information to show that you see how the elements of the rhetorical situation interact. Your memo should give your classmates enough information to understand how the text you chose fits into an existing conversation about its topic. If done well, they won't be able to tell you disagree with the source.

## Objectives

- Read a text on multiple levels
- Consider the effect intended by an author
- Separate rhetoric from content
- Demonstrate understanding of the vocabulary of rhetoric

## Readings

For this assignment, you will need to read the "Rhetorical Situations" chapter in the textbook.

## Procedure

You're more likely to be successful with this assignment if you choose a text you are familiar with—specifically one where you know why the text was written and what it does in the world.

1. Select an online article you have read recently with which you strongly disagree—political arguments or speeches can work very well. Find a source that you disagree with but still respect.
2. Make a list, identifying each of these elements of the rhetorical situation in which this text was created: exigence, purpose, rhetor, audience, genre, affordances, constraints
3. Get more specific. For each item on your list, include a description that is more like a large sentence or two and less like a short phrase. For instance, a rhetor could be, “Walt Mossberg.” But a more relevant and helpful entry in this list would be, “Walt Mossberg, former principal technology columnist for The Wall Street Journal for twenty-two years and creator of the modern technology-product review. His decades of experience writing about consumer products makes him an authority when evaluating this latest product launch.”
4. Consider what you discovered about the article you selected by doing this brief analysis. What do you now understand that you didn’t catch the first time you read the text? Add a brief concluding summary to your memo that explains the value of doing this kind of analysis.

## Evaluation

Your task for this assignment is to create a memo to your classmates in which you describe each of the rhetorical elements in the text you selected. Your work will be assessed based on the accuracy of your identifications and your demonstrated understanding of the rhetorical elements from this module.



# Assignment Sheet: Literary Context Analysis

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*Module 2 • Rhetoric & Writing Studies • WRI 121 • Saint Leo University*

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## Background and Purpose

By now, you have seen the benefits of reading rhetorically. Being able to read rhetorically helps you make decisions about what to do with things you read and how to interpret an author's ideas. With this assignment, you will demonstrate how well you can use rhetorical reading to understand *the situation surrounding* the writing other people do. It's important to note that this assignment is *not* a close reading of a piece of literature. Instead, you'll show your ability to look beyond the content of a text into the intentions of the author(s) and the expectations of the audience. **In a document written to your colleagues in class, detail the rhetorical situation of a poem or short story of your choosing.** Be sure to identify the exigence and constraints of the situation in which the rhetor worked, the affordances of the genre, the characteristics of the intended audience, and the qualifications and purpose of the rhetor.

## Objectives

- Read a text on multiple levels
- Consider the effect intended by an author
- Separate rhetoric from content
- Demonstrate understanding of the vocabulary of rhetoric

## Readings

For this assignment, you will need to read the "Rhetorical Situations" chapter in the textbook. You may also want to review "[Rhetorical Situations and Their Constituents](#)" by Keith Grant-Davie, pages 264–79 of *Rhetoric Review* (1997). Grant-Davie provides a sample rhetorical analysis on pages 275–77.

## Procedure

You're more likely to be successful with this assignment if you choose a text you are familiar with—specifically one where you know why the text was written and what it does in the world.

1. Select any poem, short story, or other similar short-form literary text of interest and obtain a copy of it (digital or physical)

2. Determine how the author’s experiences and contemporary culture influenced the content and form of the text. How does the author’s background (and historical backdrop) shape the story? Why does the chosen publication venue help the author achieve the intended goal of the piece? Consider things like the level of expression inherent in the selected form.
3. Make a list, identifying each of these elements of the rhetorical situation in which this text was created: exigence, purpose, rhetor, audience, genre, affordances, constraints
4. Get more specific. For each item on your list, include a description that is more like a sentence and less like a name. For instance, a rhetor could be, “Keith Grant-Davie.” But a more relevant and helpful entry in this list would be, “Keith Grant-Davie, assistant professor at Utah State University who teaches classes, and routinely publishes articles, on rhetoric.”
5. Think about how the items in your list influence each other and interact with the culture in which they exist. These ideas are hard, and your explanations will be complex. That complexity will give you plenty to write about! Example questions to consider:
  - How does the intended audience influence the rhetor’s choice of genre and publication venue?
  - How does the rhetor use the affordances of the genre to successfully influence the audience?
  - Why is the rhetor you identified qualified to respond to the exigence you listed?
  - Where do the constraints you listed come from? Are they the product of the genre, the audience, both, or something else in the situation?
6. Now that you have a sophisticated, detailed understanding of the rhetorical situation surrounding the text you selected, explain that situation to your classmates. Create a document you could hand to a colleague that would help them understand what the text you picked does in the world.

## Evaluation

Your task for this assignment is to detail the rhetorical situation of a poem or short story of your choosing for a colleague. Your work will be assessed using the evaluation criteria presented below.

Score	Intention	Analysis	Insights
<b>Exceptional</b>	Author (of the essay) actively enhances colleagues’ understanding of rhetorical situations or writing more generally.	Document could serve as an example of sophisticated, integrated rhetorical analysis.	Skillful analysis holds greater value by helping interpret or understand the use of writing in a larger context.
<b>Successful</b>	Author fluidly expresses purpose of performing this rhetorical analysis.	Document successfully explains each component of the rhetorical situation to the intended audience.	Author ensures the reader “gets” the situation surrounding the chosen text.
<b>Inadequate</b>	No reason or context given for the analysis.	Situation analysis is incomplete or inaccurate; text focuses on content interpretation or meaning.	Text focuses more on listing characteristics than on ensuring audience understanding.



## Assignment Sheet: Rhetorical Analysis

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*Module 2 • Rhetoric & Writing Studies • WRI 121 • Saint Leo University*

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### Background and Purpose

By now, you have seen the benefits of reading rhetorically. Being able to read rhetorically helps you make decisions about what to do with things you read and how to interpret an author's ideas. With this assignment, you will demonstrate how well you understand the situation surrounding the writing other people do. You'll show your ability to look beyond the content of the text into the intentions of the author and the expectations of the audience. **In a document written to your colleagues in class, detail the rhetorical situation of a text you selected.** Be sure to identify the exigence and constraints of the situation, the affordances of the genre, the characteristics of the intended audience, and the qualifications and purpose of the rhetor.

### Objectives

- Read a text on multiple levels
- Consider the effect intended by an author
- Separate rhetoric from content
- Demonstrate understanding of the vocabulary of rhetoric

### Readings

For this assignment, you will need to read the “Rhetorical Situations” chapter in the textbook.

### Procedure

You're more likely to be successful with this assignment if you choose a text about a situation you are quite familiar with—specifically one where you know *why* the text was written and how it relates to other texts about the same topic. For instance, you might choose an online article about an issue you follow carefully, a cause you support, an activity you participate in, or a group you have joined.

1. Select a text to analyze and obtain a copy of it (digital or physical)

2. Make a list, identifying each of these elements of the rhetorical situation in which this text was created: exigence, purpose, rhetor, audience, genre, affordances, constraints
3. Get more specific. For each item on your list, include a description that is more like a sentence and less like a name. For instance, a rhetor could be, “Walt Mossberg.” But a more relevant and helpful entry in this list would be, “Walt Mossberg, former principal technology columnist for The Wall Street Journal for twenty-two years and creator of the modern technology-product review. His decades of experience writing about consumer products makes him an authority when evaluating this latest product launch.”
4. Think about how the items in your list influence each other. These questions are hard, and the answers will be complex. That complexity will give you plenty to write about! Example questions to consider:
  - How does the intended audience influence the rhetor’s choice of genre?
  - How does the rhetor use the affordances of the genre to successfully influence the audience?
  - Why is the rhetor you identified qualified to respond to the exigence you listed?
  - Where do the constraints you listed come from? Are they the product of the genre, the audience, both, or something else in the situation?
5. Now that you have a sophisticated, detailed understanding of the rhetorical situation surrounding the text you selected, explain that situation to your classmates. Create a document you could hand to a colleague that would help them understand what the text you picked does in the world.

## Evaluation

Your task for this assignment is to explain a selected text’s rhetorical situation to a colleague. Your work will be assessed using the evaluation criteria presented below.

Score	Intention	Analysis	Insights
<b>Exceptional</b>	Author (of the essay) actively enhances colleagues’ understanding of rhetorical situations or writing more generally.	Document could serve as an example of sophisticated, integrated rhetorical analysis.	Skillful analysis holds greater value by helping interpret or understand the use of writing in a larger context.
<b>Successful</b>	Author fluidly expresses the purpose of performing this rhetorical analysis.	Document successfully explains each component of the rhetorical situation to the intended audience.	Author ensures the reader “gets” the situation surrounding the chosen text.
<b>Inadequate</b>	No reason or context given for the analysis.	Situation analysis is incomplete or inaccurate; text focuses on content interpretation or meaning.	Text focuses more on listing characteristics than on ensuring audience understanding.



# Assignment Sheet: Identifying Rhetorical Elements

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*Module 3 • Rhetoric & Writing Studies • WRI 121 • Saint Leo University*

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## Background and Purpose

In Module 2, you created a memo to show your classmates that you can identify the elements of a rhetorical situation. In this module, you will expand that memo into a full, paragraph-based analysis. Our textbook explores the details, benefits, and implications of rhetorical analysis, and sample student work appears in this module in Courses—use them as models for your work in this assignment.

**Create an analytical, research-driven essay that examines the rhetorical situation surrounding the article you selected to study in Module 2.** Using what you know about how the various constituents of a rhetorical situation influence one another, write an analysis that presents the complexities of those interactions to your audience (likely your classmates, but maybe fellow citizens interested or engaged in the issue you've selected). In your analysis, keep your attention on how each constituent affects the audience involved. Conclude your analysis by identifying how the rhetorical situation you evaluate shapes the debate and sets the direction of the discussion.

## Objectives

- Situate an author's writing in context with other related texts
- Demonstrate your analytical skills, showing how understanding parts of a concept help make sense of the whole

## Readings

For this assignment, you will need to read the “Rhetorical Situations” chapter in the textbook.

## Procedure

1. Re-read the memo you wrote in Module 2 so it's fresh on your mind.
2. Think about how the items in your list (the elements of the text's rhetorical situation) influence each other. These ideas are challenging, and the explanations will be complex. That complexity will give you plenty to write about, though, making your analysis more substantive. Consider these questions:
  - How does the intended audience influence the rhetor's choice of genre?
  - How does the rhetor use the affordances of the genre to successfully influence the audience?

- Why is the rhetor you identified qualified to respond to the exigence you listed?
  - Where do the constraints you listed come from? Are they the product of the genre, the audience, both, or something else in the situation?
3. Now that you have a sophisticated, detailed understanding of the rhetorical situation surrounding the text you selected, explain that situation to your classmates. Write an essay you could hand to a colleague that would help them understand what the text you picked does in the world. You'll need to introduce each rhetorical element, but the important material is explaining how they relate.

## Evaluation

Your task for this assignment is to create an analytical, research-driven essay that examines the rhetorical situation surrounding the article you selected to study in Module 2. Your work will be assessed using the evaluation criteria presented below.

Score	Intention	Analysis	Insights
<b>Exceptional</b>	Document actively enhances colleagues' understanding of rhetorical situations or writing more generally.	Document could serve as an example of sophisticated, integrated rhetorical analysis.	Skillful analysis holds greater value by helping interpret or understand the use of writing in a larger context.
<b>Successful</b>	Document fluidly expresses purpose of performing this rhetorical analysis.	Document successfully explains each component of the rhetorical situation to the intended audience.	Author ensures the reader "gets" the situation surrounding the chosen text.
<b>Inadequate</b>	No reason or context given for the analysis.	Situation analysis is incomplete or inaccurate; text focuses on content interpretation or meaning.	Text focuses more on listing characteristics than on ensuring audience understanding.



# Peer-Review Guide: Rhetorical Analysis

Module 3 • Rhetoric & Writing Studies • WRI 121 • Saint Leo University

## Intro

How well/naturally/sensibly does the author introduce the source & the paper's purpose? Is the paper put in context with readings?

How well is the context/history around the source text described? Do you understand the basic conversation being analyzed?

## Guideline

## Commentary

*How well does the author convince you that each objective below has been met?*

*Provide feedback on what you see (what's in the document already) and what you want to see (what should be added in revision).*

## Rhetorical Constituents

How well does the author establish a purpose for the essay before diving in? Do you know what benefit/clarification to expect by reading, or are you just dropped into an assignment?

How thorough is the author's analysis of the rhetorical situation itself? You should, after reading, understand how the rhetor, audience, exigence, purpose, constraints, and affordances of the discourse all interact.

How insightfully is the rhetorical situation discussed? Do you better understand the entire situation surrounding the text? What was the conclusion of this analysis, and how convinced are you to agree with it?

## Other

Discuss the details: How compelling is the title? How appropriate is the grammar? How professional/readable is the formatting?

How convinced were you to accept the author's overall claims about this rhetorical situation? Where should the argument be strengthened?

## Overall

What impressed you most about this paper?

What needs the author's attention most urgently?



# Assignment Sheet: Analysis of Discourse Community Characteristics

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*Module 4 • Rhetoric & Writing Studies • WRI 121 • Saint Leo University*

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## Background and Purpose

After reading one author's conceptualization of what it takes to make a *discourse community*, your job is to select a group of people you believe meets John Swales' six defining characteristics and answer this question: **How does the group you chose exhibit the characteristics of a discourse community?** Present your conclusions in a document showing that you understand the six characteristics of discourse communities and know how to apply them to groups as defining criteria.

This assignment will help you understand what a discourse community is and how one of them functions. You will learn to think deeply about the use of written communication within a group, and you will examine how that group uses writing to achieve its goals.

## Objectives

- Understand how language practices mediate group activities
- Examine the discourses and texts of different communities
- Understand how language plays a role in discourse community enculturation
- Identify the relationship between language, identity, and authority
- Acquire tools for successfully responding to varied discourse conventions and genres in different classes

## Reading

For this assignment, you will need to read the “**Discourse Communities**” chapter in the textbook.

## Procedure

For this assignment, you are determining whether a group “counts” as a discourse community by checking if the defining characteristics apply. Regardless of whether the group you choose is or isn't a discourse community, you'll be able to articulate why.

- Before you write,
  1. brainstorm several groups you are (or have been) in that you think might be considered discourse communities and
  2. consider how those groups use text and language, then choose one group to study.
- In your paper,
  3. show how the group you chose possesses each of the six defining characteristics from Swales and
  4. find connections between characteristics to show how they help the group function.
- To make your paper exceptional, also
  5. identify which characteristics have greater priority than others, perhaps for group function or for new members seeking membership and
  6. show how the combination of those six characteristics form the group's sense of identity.

## Evaluation

Your task for this assignment is to identify a specific group of people as being a discourse community. Your work will be assessed using the evaluation criteria presented below.

Score	Characteristics
<b>Exceptional</b>	<b>Evaluates</b> how the combination of characteristics creates a sense of group identity
<b>Strong</b>	<b>Illustrates</b> a hierarchy of characteristics within the group
<b>Successful</b>	<b>Explains</b> , using examples, how the chosen group meets the characteristics
<b>Attempted</b>	<b>States</b> that the chosen group is a discourse community in terms of the characteristics
<b>Incomplete</b>	<b>Omits</b> any claim that the chosen group qualifies as a discourse community



## Assignment Sheet: Aspiring Authors' / Professional Writers' Clubs

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*Module 4 • Rhetoric & Writing Studies • WRI 121 • Saint Leo University*

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### Background and Purpose

Are you a member of a writers club, a book club, the English Honor Society, or some similar group? Examine how that group functions. What texts do you use within the group in order to achieve your goals? How does writing help group members do the work of the group? Using the sample texts in Courses as a model, **identify how the six characteristics of discourse communities apply to that group**. Are writers' clubs discourse communities by default?

Present your conclusions in a document showing that you understand the six characteristics of discourse communities and know how to apply them to groups as defining criteria. This assignment will help you understand what a discourse community is and how one of them functions. You will learn to think deeply about the use of written communication within a group, and you will examine how that group uses writing to achieve its goals.

### Objectives

- Understand how language practices mediate group activities
- Examine the discourses and texts of different communities
- Understand how language plays a role in discourse community enculturation
- Identify the relationship between language, identity, and authority
- Acquire tools for successfully responding to varied discourse conventions and genres in different classes

### Reading

For this assignment, you will need to read the “**Discourse Communities**” chapter in the textbook.

## Procedure

For this assignment, you are determining whether a group “counts” as a discourse community by checking if the defining characteristics apply. Regardless of whether the group you choose is or isn’t a discourse community, you’ll be able to articulate why.

- Before you write,
  1. brainstorm several writers’ groups you are (or have been) in that you think might be considered discourse communities and
  2. consider how those groups use text and language, then choose one group to study.
- In your paper,
  3. show how the group you chose possesses each of Swales’ six defining characteristics and
  4. find connections between characteristics to show how they help the group function.
- To make your paper exceptional, also
  5. identify which characteristics have greater priority than others, perhaps for group function or for new members seeking membership and
  6. show how the combination of those six characteristics form the group’s sense of identity.

## Evaluation

Your task for this assignment is to identify a specific group of people as being a discourse community. Your work will be assessed using the evaluation criteria presented below.

Score	Characteristics
<b>Exceptional</b>	<b>Evaluates</b> how the combination of characteristics creates a sense of group identity
<b>Strong</b>	<b>Illustrates</b> a hierarchy of characteristics within the group
<b>Successful</b>	<b>Explains</b> , using examples, how the chosen group meets the characteristics
<b>Attempted</b>	<b>States</b> that the chosen group is a discourse community in terms of the characteristics
<b>Incomplete</b>	<b>Omits</b> any claim that the chosen group qualifies as a discourse community

Author (this is your paper):

Reviewer (return to author when finished):



# Peer-Review Guide: Writing Within Groups

Module 4 • Rhetoric & Writing Studies • WRI 121 • Saint Leo University

## Guideline

## Commentary

*How well does the author convince you that each objective below has been met?*

*Provide feedback on what you see (what's in the document already) and what you want to see (what should be added in revision).*

### Introduction

How well/naturally does the author introduce the source & the document's purpose?

How well is the context of the DC described? Does the document's author write to an audience of outsiders, or does the author speak only to those already inside the DC?

How well does the author establish a purpose before diving in? Do you know what benefit or clarification to expect by reading, or are you just dropped into an assignment?

Number each characteristic in the document where you see it named. You should find all six identified and discussed. Did the author miss any, or did any of the characteristics get too much or too little discussion compared to the others? (The author should aim for balance unless the purpose dictates otherwise.)

### Identification

How clear is the author's discussion of the DC overall? Does it help outsiders understand how the group works and what it does? In the sample student work available on Courses, many authors told a bit of an explanatory story about their chosen DC. How well does this author mimic that narrative approach?

How insightfully is the DC discussed? What was the most interesting observation the author made? How worthwhile did the conclusion feel to you?

### Style & Effect

Discuss the details: How compelling is the title? How proper is the grammar? How professional/readable is the formatting?

How convinced were you to accept the author's overall claims about this DC? Where should the description be strengthened?

What impressed you most about this document?

What needs the author's attention most urgently?



# Assignment Sheet: Literary Review Analysis

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*Module 5 • Rhetoric & Writing Studies • WRI 121 • Saint Leo University*

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## Background and Purpose

Find three or more examples of book reviews, abstracts, or proposals published in the same venue. What are the unwritten assumptions the authors of those texts make about their audience, and how are those assumptions evident in the form and character of the texts? Using the student samples in the module as models, analyze the texts you gathered. How do they collectively reflect the thinking and goals of literary studies? What does that kind of text assume about its readers, and who is excluded from using it? Write an analysis that shows your colleagues how the genre you selected reveals the values and operations of the discourse community that created it.

## Objectives

- Understand how genres function within a rhetorical situation
- Explain how literary reviews shape the interactions within (or between) literary scholars
- Make inferences about audiences (and audience expectations) based on genre features

## Reading

For this assignment, you will need to read the “**Genre & Lexis**” chapter of the textbook.

## Procedure

**Before you write your draft:**

1. Select a genre to study based on your class discussions. What intrigues you enough to study it in depth? Collect three separate samples of the same genre. These can be digital or physical.
2. Identify and describe the genre’s **functional features**. Refer to the Genre Analysis handout (available on Courses) for specific details to analyze.
3. Identify the **scene** and describe the **situation** in which the genre is used. Include discussions of the setting, subject, participants, and purpose of your genre. See the Genre Analysis handout for specific questions to help guide you through this analysis.

4. Hypothesize how the features of the genre reflect the goals of the discourse community and reveal their values.

**In your paper:**

1. Make a claim about what that genre reveals about the DC that uses it and how the genre is used.
2. Support your claim with evidence you found.

**To make your paper exceptional:**

1. Identify, based on your samples, the intertextual characteristics that connect the genre you analyzed with other genres used by the same discourse community. For instance, how are values evidenced by this genre also expressed through another?
2. Evaluate how well the genre you chose meets the needs you identified. Consideration of the affordances and constraints of the rhetorical situation will be helpful here.

## Evaluation

Your task for this assignment is to show your colleagues how the genre you selected reveals the values and operations of the discourse community that created it. Your work will be assessed using the evaluation criteria presented below.

Score	Characteristics
<b>Exceptional</b>	Evaluates how the relevant DC uses the genre to achieve its goals
<b>Strong</b>	Illustrates intertextuality within the genre
<b>Successful</b>	Explains, with evidence from genre samples, the scene of the genre's use
<b>Attempted</b>	States the situation of the genre's use but adds no insights
<b>Incomplete</b>	Fails to identify the genre, its situation, or its use



## Assignment Sheet: Genre Analysis

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*Module 5 • Rhetoric & Writing Studies • WRI 121 • Saint Leo University*

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### Background and Purpose

Choose a type of document used at school, in your workplace, or at a location you frequent. Collect at least three examples of that same kind of document (three store receipts, three report cards, three financial-aid forms, three sit-down chain restaurant menus, etc.). Then, using the sample texts in the module as a model, analyze the genre you have selected. How does it reflect the thinking and goals of a specific discourse community? What does that kind of document assume about its readers, and who is excluded from using it? Write an analysis that shows your colleagues how the genre you selected reveals the values and operations of the discourse community that created it.

### Objectives

- Understand how genres function within a rhetorical situation
- Explain how genres shape the interactions within (or between) discourse communities
- Make inferences about audiences (and audience expectations) based on genre features

### Reading

For this assignment, you will need to read the “[Genre & Lexis](#)” chapter of the textbook.

### Procedure

**Before you write your draft:**

1. Select a genre to study based on your class discussions. What intrigues you enough to study it in depth? Collect three separate samples of the same genre. These can be digital or physical.
2. Identify and describe the genre’s **functional features**. Refer to the Genre Analysis handout (available on Courses) for specific details to analyze.
3. Identify the **scene** and describe the **situation** in which the genre is used. Include discussions of the setting, subject, participants, and purpose of your genre. See the Genre Analysis handout for specific questions to help guide you through this analysis.

4. Hypothesize how the features of the genre reflect the goals of the discourse community and reveal their values.

**In your document:**

1. Make a claim about what that genre reveals about the DC that uses it and how the genre is used.
2. Support your claim with evidence you found.

**To make your document exceptional:**

1. Identify, based on your samples, the intertextual characteristics that connect the genre you analyzed with other genres used by the same discourse community. For instance, how are values evidenced by this genre also expressed through another?
2. Evaluate how well the genre you chose meets the needs you identified. Consideration of the affordances and constraints of the rhetorical situation will be helpful here.

## Evaluation

Your task for this assignment is to show your colleagues how the genre you selected reveals the values and operations of the discourse community that created it. Your work will be assessed using the evaluation criteria presented below.

Score	Characteristics
<b>Exceptional</b>	Evaluates how the relevant DC uses the genre to achieve its goals
<b>Strong</b>	Illustrates intertextuality within the genre
<b>Successful</b>	Explains, with evidence from genre samples, the scene of the genre's use
<b>Attempted</b>	States the situation of the genre's use but adds no insights
<b>Incomplete</b>	Fails to identify the genre, its situation, or its use



# Genre Analysis Guide

Module 5 • Rhetoric & Writing Studies • WRI 121 • Saint Leo University

## 1. Collect Samples of the Genre

If you are studying a genre that is fairly public, such as the wedding announcement, you can look at samples from various newspapers. You can also locate samples of a genre in textbooks and manuals about the genre. If you are studying a less public genre, such as a Patient Medical History Form, you might have to visit different doctors' offices to collect samples. Try to gather samples from more than one place so that you get a more accurate picture of the complexity of the genre. The more samples of the genre you collect, the more you will be able to notice patterns within the genre.

## 2. Identify the Scene & Describe the Situation where the Genre is Used

Try to identify the larger scene in which the genre is used. Seek answers to questions about the genre's situation such as the ones below:

### Setting

Where does the genre appear? How and when is it transmitted and used? With what other genres does this genre interact?

### Subject

What topics, issues, ideas, questions, etc. does the genre address? When people use this genre, what is it that they are they interacting about?

### Participants

Who uses the genre?

*Writers:* Who writes the texts in this genre? Are multiple writers possible? What roles do they perform? What characteristics must writers of this genre possess? Under what circumstances do writers write the genre (e.g., in teams, on a computer, in a rush)?

*Readers:* Who reads the texts in this genre? Is there more than one type of reader for this genre? What roles do they perform? What characteristics must readers of this genre possess? Under what circumstances do readers read the genre (e.g., at their leisure, on the run, in waiting rooms)?

### Purposes

Why do writers write this genre and why do readers read it? What purposes does the genre fulfill for the people who use it?

## 3. Identify and Describe Patterns in the Genre's Features

What recurrent features do the samples share? For example:

- What **content** is typically included? What excluded? How is the content treated? What sorts of examples are used? What counts as evidence (personal testimony, facts, etc.)?
- What **rhetorical appeals** are used? What appeals to logos, pathos, and ethos appear?
- How are texts in the genres **structured**? What are their parts, and how are they organized?
- In what **format** are texts of this genre presented? What layout or appearance is common? How long is a typical text in this genre?
- What types of **sentences** do texts in the genre typically use? How long are they? Are they simple or complex, passive or active? Are the sentences varied? Do they share a certain style?
- What **diction** (types of words) is most common? Is a type of jargon used? Is slang used? How would you describe the writer's voice?

## 4. Analyze What These Patterns Reveal about the Situation & Scene

What do these rhetorical patterns reveal about the genre, its situation, and the scene in which it is used? Why are these patterns significant? What can you learn about the actions being performed through the genre by observing its language patterns? What arguments can you make about these patterns? As you consider these questions, focus on the following:

- What do participants have to know or believe to understand or appreciate the genre?
- Who is invited into the genre, and who is excluded?
- What roles for writers and readers does it encourage or discourage?
- What values, beliefs, goals, and assumptions are revealed through the genre's patterns?
- How is the subject of the genre treated? What content is considered most important? What content (topics or details) is ignored?
- What actions does the genre help make possible? What actions does the genre make difficult?
- What attitude toward readers is implied in the genre? What attitude toward the world is implied in it?



# Genre Analysis Worksheet

Module 5 • Rhetoric & Writing Studies • WRI 121 • Saint Leo University

## Language (the content)

- The discourse community's lexis
- Technical language
- Jargon
- Words that have different meanings for participants inside and outside the community

## Appearance (the whole text)

- Overall design
- Medium—print versus digital, for example. If print, what is the tactile appeal?
- Visual appeal and the implicit assumptions that might be made, such as serious/non-serious; expensive/cheap; focus on aesthetics/focus on content

## Claims (the argument)

The authority of the rhetor

### Claims of Fact

- Appeals based purely on opinion
- Quantitative data (charts, graphs, statistics)
- Dates (historical support)
- Location (situated information)

### Claims of Value

- Kinds of words used (superlatives or other words that indicate judgment)
- Emotion, conviction, passion about an issue

### Claims of Policy

- Suggests a situation could be different
- Addresses issues of trust, believability
- Asks for some kind of action

## Relationships (the environment)

- Genre set (other texts this genre works with)
- Genre's function within that set



# Peer-Review Guide: Genre Analysis

Module 5 • Rhetoric & Writing Studies • WRI 121 • Saint Leo University

## Context

How well/naturally/sensibly does the author introduce the genre & the document’s purpose? Is the document put in context with our readings?

How well is the genre described? If the genre is familiar, is the description too much? If unfamiliar, is the description sufficient to “picture” the genre?

### Guideline

*How well does the author convince you that each objective below has been met?*

### Commentary

*Provide feedback on what you see (what’s in the document already) and what you want to see (what should be added in revision).*

## Claims, Patterns, & Analysis

How well/thoroughly are the genre’s scene and situation described? This should include discussions of setting, subject, participants (writers & readers), and the genre’s purpose.

How thorough is the author’s analysis of patterns found within the genre? This should include discussions of content, rhetorical appeals, structure, format, sentences, and diction.

How insightfully are the genre’s situation and use patterns connected? This should include discussions of the genre’s function(s), participants’ beliefs, community’s connections, and group’s actions facilitated by the genre.

How convinced were you to accept the author’s overall claims about this genre? Where should the argument be strengthened?

## Context

Discuss the details: How compelling is the title? How proper is the grammar? How professional/readable is the formatting?

What impressed you most about this document?

What needs the author’s attention most urgently?



## Assignment Sheet: The Same Coin

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*Module 6 • Rhetoric & Writing Studies • WRI 121 • Saint Leo University*

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### Background and Purpose

For this assignment, you will explore how authors can create authority within a variety of writing environments. An awareness of authority in writing situations helps as you work to gain members in the discourse communities of your major. As a student, you may feel you don't have authority in your field, but that shouldn't stop you from writing as though you do.

Find two online articles, about the same subject/issue, written by/for two different discourse communities—for instance, reports of a scientific discovery written for scientists or for the general public, reports of a court trial written for interest groups that support or disagree with the decision, or announcements of the latest smartphone written for fans of Android or iOS devices.

Then, compare the decisions made by the authors that accommodate the expectations of their respective audiences. Look at their word choice, their assumptions, their arguments, and their negotiation of authority. Your job for this assignment is to draw conclusions about the differences you observe in the discourses and explain those differences to your colleagues, who have selected different texts. Your ultimate goal is to answer this: ***How and why do authors make adjustments for different discourse communities?***

### Objectives

- Analyze how writers navigate authority in various situations
- Identify textual signifiers of authority negotiation
- Explain authorial decisions in terms of audience awareness and accommodation

### Reading

For this assignment, you will need to read the “[Authority and Belonging](#)” chapter in the textbook.

### Procedure

1. Find two online articles that express different perspectives on a single issue, written for different audiences.

2. Perform a rhetorical analysis on the documents to determine what each author wanted to accomplish beyond just persuading the audience to agree with them.
3. In an essay intended for your colleagues, explain how the language used by each author indicates the authors' ability to respond to audience expectations. Explain your analysis sufficiently so your colleagues understand why each article was created.

## Evaluation

Your task for this assignment is to analyze how and why authors make adjustments for different discourse communities. Your work will be assessed using the evaluation criteria presented below.

Score	Claims	Authority	Language
<b>Excellent</b>	Evaluates the connections among the authors' claims, the audiences' expectations, and each discourse community	Evaluates why the authors' use of authority is appropriate for each discourse community	Evaluates how the lexis and tone used in each source is appropriate for each discourse community
<b>Acceptable</b>	Explains, with examples, each author's specific decisions for making claims	Explains, with examples, styles of citation, quoting, and establishing authority	Explains, with examples, differences in authors' tones and chosen lexis
<b>Insufficient</b>	Omits mention of, or inaccurately identifies, authors' claims	Omits reference to issues of authority or sources	Omits discussion of lexis/tone used in sources



## Assignment Sheet: Literary Foes

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*Module 6 • Rhetoric & Writing Studies • WRI 121 • Saint Leo University*

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### Background and Purpose

For this assignment, you will explore how authors can create authority within a variety of writing environments. An awareness of authority in writing situations helps as you work to gain members in the discourse communities of your major. As a student, you may feel you don't have authority in your field, but that shouldn't stop you from writing as though you do.

Using two literary reviews as source material, look at the authors' word choice, their assumptions, their arguments, and their negotiation of authority. Your job for this assignment is to draw conclusions about the differences you observe in the discourses and explain those differences to your colleagues, who have selected different texts.

In a short document intended for your colleagues, explain how the language used by each author indicates the authors' purposes, assumptions, and positions appropriately for each audience. How does each author indicate their stance while allowing for disagreement? Your ultimate goal is to answer this: ***How and why do authors make adjustments for different discourse communities?***

### Objectives

- Analyze how writers navigate authority in various situations
- Identify textual signifiers of authority negotiation
- Explain authorial decisions in terms of audience awareness and accommodation

### Reading

For this assignment, you will need to read the “**Authority and Belonging**” chapter in the textbook.

### Procedure

1. Find two literary critique pieces with differing interpretations of a single work.
2. Perform a rhetorical analysis on the documents to determine what each author wanted to accomplish beyond just persuading the audience to agree with them.

3. In an essay intended for your colleagues, explain how the language used by each author indicates the authors' ability to respond to audience expectations. Explain your analysis sufficiently so your colleagues understand why each article was created.

## Evaluation

Your task for this assignment is to analyze how and why authors make adjustments for different discourse communities. Your work will be assessed using the evaluation criteria presented below.

Score	Claims	Authority	Language
<b>Excellent</b>	Evaluates the connections among the authors' claims, the audiences' expectations, and each discourse community	Evaluates why the authors' use of authority is appropriate for each discourse community	Evaluates how the lexis and tone used in each source is appropriate for each discourse community
<b>Acceptable</b>	Explains, with examples, each author's specific decisions for making claims	Explains, with examples, styles of citation, quoting, and establishing authority	Explains, with examples, differences in authors' tones and chosen lexis
<b>Insufficient</b>	Omits mention of, or inaccurately identifies, authors' claims	Omits reference to issues of authority or sources	Omits discussion of lexis/tone used in sources

Author (this is your paper):

Reviewer (return to author when finished):



# Peer-Review Guide: Audience Awareness

Module 6 • Rhetoric & Writing Studies • WRI 121 • Saint Leo University

Bird's-eye View

## Guideline

## Commentary

Can you easily tell what the sources are? Is there a works-cited list? Links to the source articles?

What discovery or topic are the sources about?

Look at the length of the analysis. Does it "feel" short, long, or just right? Good ¶ lengths, etc.?

How professional, serious, or polished does the text appear? How could the visual elements be improved?

Does the document function like a report or discussion (which is good), or is it more like a list of answers to questions from the assignment sheet?

## Guideline

## Commentary

How well did the author provide background by incorporating sufficient readings and positioning the goal of the document?

How clearly is the overall question of this assignment addressed? (Check the boldfaced question at the beginning of the assignment sheet.)

## Guideline

## Commentary

How effectively/clearly did the author write about differences between the sources based on authority? (Refer to rubric for suggested ratings/expectations.)

...on claims made in the sources?

(Refer to rubric for suggested ratings/expectations.)

...on the lexis used?

...on the tone of the sources?

How sensibly is the document organized? How easily can you tell what each ¶ discusses? How naturally do ideas progress from one ¶ to the next?

## Guideline

## Commentary

The author should have used the differences between the sources to draw conclusions. How well did the author make a point beyond, "They're different"?

How extensively does the author discuss the DCs for whom these texts were written? You should learn about the readers, not just the writers.

How interesting is the "story" told about the texts? Do the sources seem interesting? Purposeful?

How much of the author's observations about the sources seem insightful (rather than mundane)?

## Guideline

## Commentary

Who is the intended audience of this document? How can you tell, or why are you unsure?

What impressed you most about this analysis?

What needs the author's attention most urgently?

Argument & Evidence

Exceptional Papers

Intro

Overall



## Assignment Sheet: One More Voice

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*Module 7 • Rhetoric & Writing Studies • WRI 121 • Saint Leo University*

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### Background and Purpose

Now that you have spent almost an entire semester studying the situations surrounding writing—including the groups of people who use writing, the types of documents they use, and the kinds of work writing can do—it's time to try your hand at applying all the concepts we've discussed. Using the texts you analyzed in Module 6 as models, you are now going to join the conversation you recently analyzed. Your goal is to **create an original document that fits in with the generic and discursive expectations of one of the texts you studied in Module 6**. You're deliberately trying to blend in here.

### Objectives

- Apply the analytical skills you've built this semester to a unique writing situation
- Adapt your writing process and style to suit a specific and unfamiliar audience
- Set your own goals for writing based on real-world examples you have found
- Meaningfully contribute to an active online discussion

### Reading

For this assignment, you will need to read the “**First Drafts**” chapter in the textbook.

### Procedure

Because the nature of what you write depends entirely on the texts you analyzed in Module 6, this assignment sheet can guide your process, but it cannot define the specific requirements of your writing. In other words, things like word count, argument structure, and visual layout all depend on the texts you selected to analyze.

1. **Review the texts you analyzed in Module 6.** Note where they were published and how much your views align with those of the authors.
2. **Identify your position on the topic shared by the texts you read.** What perspective or conclusion can you meaningfully add to the existing discourse surrounding that topic?

3. Based on where you think your perspective would be most significant, **choose one of the publication venues from which you retrieved an article.** In other words, if your views mirror the thinking of one author, don't use that publication venue because you would have nothing significant to add. If your views differ (not necessarily oppose) those of one author, consider writing a response piece in that venue.
4. **Perform an informal genre analysis on the article you selected.** What audience uses that text? What sorts of arguments hold sway with them? How lengthy or detailed are the articles from that source? How much authority do their authors purport to hold, and how do they negotiate that authority with other sources and their audience? What level of discourse is used-how proper, professional, or jargon-rich is the language?
5. **Perform an informal rhetorical analysis on your own writing situation.** What is your exigence for writing? What purpose will your document serve? What discourse community are you addressing, and how can you show yourself as (or at least pretend to be) a member? What specialized lexis do you need to properly use to show you understand the discourse? What affordances are made available to you because of your selection of publication venue?
6. **Create an document that mimics the article you chose to respond to.** The more your work looks and sounds like the article you're emulating, the more successful you're likely to be. Use all the rhetorical strategies at your disposal to create a document that really belongs on that same publication venue.

## Evaluation

Your task for this assignment is to create an original document that fits in with the genre and discursive expectations of one of the texts you studied in Module 6. Your work will be assessed using the evaluation criteria presented below.

Score	Characteristics
<b>Exceptional</b>	Looks and feels exactly like a typical sample of the selected genre. The document is indistinguishable from any other example.
<b>Strong</b>	Clear effort is made to align with the relevant generic and discursive expectations specific to the rhetorical situation.
<b>Successful</b>	Text bears striking similarity to the example text being emulated and is reasonably aligned in its tone and argumentative approach.
<b>Attempted</b>	The document acknowledges the rhetorical situation at issue, but it resembles a traditional essay more than the relevant genre.
<b>Incomplete</b>	Despite identifying a specific publication venue as a target, the author produced a text that functions as a traditional argumentative essay, written with a teacher or classmates as the intended audience.



## Assignment Sheet: Authorship in Context

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*Module 7 • Rhetoric & Writing Studies • WRI 121 • Saint Leo University*

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### Background and Purpose

Now that you have spent almost an entire semester studying the situations surrounding writing—including the groups of people who use writing, the types of documents they use, and the kinds of work writing can do—it's time to try your hand at applying all the concepts we've discussed.

For this assignment, you'll choose a discourse community, study their use of writing, and design a document that could be given to people as they join the discourse community you've chosen. For instance, it could be distributed by an HR department or in a welcome packet. The needs of the discourse community will constrain your document design and selected genre. Whatever genre you choose, **create a document that provides new members the information they need to successfully navigate writing in their new discourse community.**

### Objectives

- Apply the analytical skills you've built this semester to a unique writing situation
- Adapt your writing process and style to suit a specific and unfamiliar audience
- Set your own goals for writing based on real-world examples you have found
- Meaningfully contribute to an active online discussion

### Reading

For this assignment, you will need to read the “[First Drafts](#)” chapter in the textbook.

### Procedure

Because the nature of what you write depends entirely on the discourse community you select, this assignment sheet can guide your process, but it cannot define the specific requirements of your writing. In other words, things like word count, argument structure, and visual layout all depend on the expectations of the audience for whom you are writing.

1. **Select a discourse community** you have interest in, and have access to, but are not necessarily yet a member of. This could be your major, your intended career, or anything else.

2. **Do an ethnographic study of that community** to learn how the community uses writing to function. What audience uses the texts you obtain? What sorts of arguments hold sway with them? How lengthy or detailed are the texts? How much authority do their authors purport to hold, and how do they negotiate that authority with other sources and their audience? What level of discourse is used—how proper, professional, or jargon-rich is the language?
3. **Perform an informal rhetorical analysis on your own writing situation.** What is your exigence for writing? What purpose will your document serve? What discourse community are you addressing, and how can you show yourself as (or at least pretend to be) a member? What specialized lexis do you need to properly use to show you understand the discourse? What affordances are made available to you because of your selection of publication venue?
4. Combine what you know about the writing process and the expectations of discourse communities to **develop a set of steps and/or guidelines** for beginning authors in the discourse community you studied. Pay special attention to the assumptions made in the community—the things left unsaid that show the common knowledge and shared experiences within the group.
5. **Create a document that suits the expectations of your intended audience.** The more your work looks and sounds like it comes from the organization represented by your chosen discourse community, the more successful you're likely to be. Use all the rhetorical strategies at your disposal to create a document that really belongs with that group.

## Evaluation

Your task for this assignment is to create a document that provides new members the information they need to successfully navigate writing in their new discourse community. Your work will be assessed using the evaluation criteria presented below.

Score	Characteristics
<b>Exceptional</b>	Looks and feels exactly like a typical sample text from the selected discourse community. The document is indistinguishable from any other example.
<b>Strong</b>	Clear effort is made to align with the relevant generic and discursive expectations specific to the rhetorical situation.
<b>Successful</b>	Text bears obvious similarity to the example text being emulated and is reasonably aligned in its tone and argumentative approach.
<b>Attempted</b>	The document acknowledges the rhetorical situation at issue, but it resembles a traditional essay more than the relevant genre.
<b>Incomplete</b>	Despite identifying a specific publication venue as a target, the author produced a text that functions as a traditional argumentative essay, written with a teacher or classmates as the intended audience.

Author (this is your paper):

Reviewer (return to author when finished):



# Peer-Review Guide: Joining the Conversation

Module 7 • Rhetoric & Writing Studies • WRI 121 • Saint Leo University

## Genre Feature Comparison

Guideline	Original Genre Sample	Student Author's Work
<b>Length:</b> What's the total word count? How many words per ¶? How many ¶s? How much do sentence/¶ lengths vary?		
<b>Argument:</b> What sorts of claims are made? How confident is the author, and how do they negotiate authority, with readers and outside sources?		
<b>Structure:</b> What is the logical organizational pattern of the text? Look for specific/general moves, topic shifts, claims and evidence, etc.		
<b>Tone:</b> Describe the language used. How casual or familiar is it? How professional or detached? Note prevalence of pronouns, jargon, and specialized lexis of the DC.		
<b>Audience:</b> What assumptions does the author make about the values held by the anticipated readers?		

## Overall Comments

Guideline	Commentary
Who is the intended audience of this document? How can you tell, or why are you unsure?	
Compare the documents' central claims or theses. Does the student author present a conclusion the same way the model author did? What differences stand out?	
What impressed you most about this article?	
What needs the author's attention most urgently?	



## Assignment Sheet: Portfolio Cover Letter

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*Module 8 • Rhetoric & Writing Studies • WRI 121 • Saint Leo University*

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### Background and Purpose

Your portfolio combines, organizes, and presents content you created this semester, and it will **explain and demonstrate how well you achieved the objectives of this course**. Your portfolio will begin with a cover letter, which allows you to guide your instructor through your portfolio and draw attention to the elements you wish to emphasize.

This portfolio demonstrates the skills you've learned and the progress you've made in our class, and it uses the documents you created and other work as evidence to support your claims. Your job is to write a letter to your instructor asserting how well you achieved the expected outcomes for this course and explain how those achievements are evident in the portfolio. Your cover letter serves as a guide to the important parts of your portfolio by:

- making a claim about how your writing as a whole responds to the course outcomes (This claim is about your *accomplishments*, not your grade.);
- identifying, analyzing, and arguing how the work included in your portfolio demonstrates key course outcomes (do this by quoting from and analyzing your own work in direct relation to the outcomes); and
- using the language of the course outcomes and your own assignments in ways that support your portfolio's overall assertion. Remember: You are not stating *that* you accomplished the outcomes, but you are arguing *how well* your work shows you accomplished them.

Taking the form of an actual letter, this document will be somewhat different from a traditional composition paper. Whereas you typically work to maintain a separation between the writer and the subject of your papers, in this case, you *are* the subject. This letter uses a more personal tone and a more direct approach than most of your essays—first-person pronouns make sense here. Additionally, this letter has your instructor as its only intended audience member. Therefore, you should use second-person pronouns when you want to directly address your instructor.

It's important to note two things this cover letter does *not* do. First, it does not work to inflate your instructor's ego or score brownie points by discussing the instructor's role in the class. This is about you, your work, and the course outcomes. The instructor's role isn't involved. Second, this is not a narrative

walking readers through the semester. Your instructor was in class; your instructor read your papers and knows what assignments you did. However, your instructor likely doesn't yet know your thoughts on *how well* you achieved the outcomes, and this is your chance to convey those ideas.

## Procedure

Create your cover letter *before* you compile your portfolio but *after* you've reviewed and revised your documents. Your portfolio will be assessed using the rubric shown in Evaluation, below. To create a successful cover letter, you should:

1. Establish a purpose for writing, based on a context.
2. Using concepts and terms from this semester's readings, showing comfort with course content. Be sure to use key vocabulary you have learned, demonstrating your familiarity with the lexis of this discourse community.
3. Evaluate how your learning progressed through this semester. Consider each element of the course: reading, writing, researching, and thinking. What activities, assignments, etc. helped you reach the course outcomes?
4. Find evidence of that growth in the papers you have written. Cite the content you wrote, changes you made, or process you used, as needed.

## Reading

For this assignment, you will need to read the "Editing and Revision" chapter in the textbook.

## Student Learning Outcomes

According to the Course Syllabus, now that you have completed the semester, you should be able to:

1. Describe the situations surrounding various kinds of writing, showing that you understand how authors write to meet a variety of goals at once. Along the way, you will interpret that writing for intended and unintended meaning. [See Modules 1 & 2.]
2. Write multiple drafts of a document that incorporate feedback from peers, illustrate the creation of new ideas, and show re-thinking of your existing ideas. [See Module 3.]
3. Analyze the language and documents used by groups of people to come together, establish their identity as a group, and achieve their combined goals. [See Module 4.]
4. Characterize various document types, known as genres, and identify trends and expectations in how those document types do the work-and reflect the thinking-of a writing community. This will help you assess different points of view, assumptions, and/or arguments. [See Module 5.]

5. Use rhetoric to create artifacts that meet specific goals and address specific audiences based on a variety of situations that call for writing. This will show your ability to communicate effectively for a determined purpose. [See Module 6.]
6. Create documents that incorporate the collaborative, socialized aspects of writing yet avoid plagiarism by appropriately employing paraphrasing, summarizing, and quoting of credible sources. You will decide how to make those incorporations using rigorous arguments based on criteria and evidence. [See Module 7.]
7. Competently employ writing to build expertise, navigate roles, & motivate others toward action. [See Modules 7 & 8.]

Your course syllabus has additional details on each of these outcomes, including actions you may have taken that you can look for in your work, making it easier to find supporting examples.

## Questions to Consider

This semester, you learned new ways to think about writing, which you demonstrated in the documents you created. You can argue *how* your work demonstrates the course outcomes by comparing drafts and discussing revisions. This way, you can point to specific parts of your writing where you used feedback to revise your work. (If you need to access older versions of your work, remember that you can download anything you previously uploaded to Courses.)

While drafting your cover letter, you may wish to consider the questions below as idea starters. Avoid creating an interview-style Q&A list. Instead, use the questions below as a menu of suggestions for other ideas you could discuss in your paragraphs.

1. **Does the document satisfy the assignment requirements?** Look at your homework assignments, look over your draft and instructor and peer comments, and consider whether your document is on track. Satisfying the assignment also includes using assignment-appropriate formatting and mechanics.
2. **Does the document effectively demonstrate the course outcomes? Which ones?** Consider the course outcomes your writing employs and practices. Look at the course outcomes, assignment sheets, and instructor feedback to determine which paper supports which outcomes. What skills or concepts are used, for what purpose, and to what degree? How does your document demonstrate the outcomes, and how important are the outcomes in your writing?
3. **How much revision does the document require?** While the ease of revision should not be your sole reason for selecting assignments to highlight in your portfolio, be realistic. Don't choose a document that requires a monumental investment of time and energy to make it worth referring to. Go with the assignments that stir interest, have a number of positive aspects upon which to build, and already received positive feedback from your peers and other readers.
4. **Where did you struggle the most?** In this class, the most difficult tasks often provide the greatest opportunities for growth and learning. Think about what you struggled the hardest to figure out, and see whether that process works as a demonstration of one or more course outcomes.

## Evaluation

Your task for this assignment is to explain and demonstrate how well you achieved the objectives of this course. Your work will be assessed using the evaluation criteria presented below.

Score	Assignments	Outcomes	Rhetoric
<b>Exceptional</b>	Purposefully incorporates references to assignments from each unit	Connects course outcomes in a unified demonstration of progress	Writing takes strategic advantage of the rhetorical situation
<b>Strong</b>	Includes references to assignments from each unit and states their reason for inclusion	Shows how outcomes are related through assignments	Author demonstrates ability to write with maturity and appropriately for the situation
<b>Successful</b>	Refers to assignments from each unit; may obscure rationale	Provides evidence of all course outcomes	Text generally demonstrates rhetorical appropriateness, though it may seem amateur
<b>Attempted</b>	Assignments are mentioned, though the reason for their discussion lacks clarity	Outcomes are suggested, but author may not be clear what they are or what they mean	Author attempts rhetorical appropriateness but falls short of successful integration
<b>Incomplete</b>	Does not refer to assignments from all units	Outcomes not addressed	Writing is sloppy, lazy, or inappropriate for the situation



# Planning Sheet: Portfolio Cover Letter

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Outcome	Your Paraphrase	Sample Essay Quote	How Quote Shows Outcome
<p>Describe the situations surrounding various kinds of writing, showing that you understand how authors write to meet a variety of goals at once. Along the way, you will interpret that writing for intended and unintended meaning. [See Modules 1 &amp; 2.]</p>			
<p>Write multiple drafts of a document that incorporate feedback from peers, illustrate the creation of new ideas, and show re-thinking of your existing ideas. [See Module 3.]</p>			
<p>Analyze the language and documents used by groups of people to come together, establish their identity as a group, and achieve their combined goals. [See Module 4.]</p>			

Outcome	Your Paraphrase	Sample Essay Quote	How Quote Shows Outcome
<p>Characterize various document types, known as genres, and identify trends and expectations in how those document types do the work-and reflect the thinking-of a writing community. This will help you assess different points of view, assumptions, and/or arguments. [See Module 5.]</p>			
<p>Use rhetoric to create artifacts that meet specific goals and address specific audiences based on a variety of situations that call for writing. This will show your ability to communicate effectively for a determined purpose. [See Module 6.]</p>			
<p>Create documents that incorporate the collaborative, socialized aspects of writing yet avoid plagiarism by appropriately employing paraphrasing, summarizing, and quoting of credible sources. You will decide how to make those incorporations using rigorous arguments based on criteria and evidence. [See Module 7.]</p>			
<p>Competently employ writing to build expertise, navigate roles, &amp; motivate others toward action. [See Module 8.]</p>			

Author (this is your paper):

Reviewer (return to author when finished):



# Peer-Review Guide: Portfolio Cover Letter

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## Introduction

How audience-appropriate is the letter? Does it sound like this author is talking to your instructor? Does the author assume the audience has been in class the whole semester?

How well are the author's exigence and purpose described? You should understand what prompted the author to review the course outcomes and make a claim about their success achieving them.

## Examples

*How many examples of each outcome does the author provide? Sufficient to convince you the outcome was achieved?*

## Commentary

*For each outcome, provide feedback on how deliberately the outcome was addressed: How convinced are you that the author met the outcome? How strong, clear, and specific is the support/evidence?*

## Course Outcomes

Understand situations, goals, and meanings within texts

Generate, incorporate, and re-think through revision

Analyze language & documents of groups for cohesion, identity, goals

Characterize & analyze genres; see POV, assumption, arguments

Create texts based on goals & audiences; communicate effectively for purpose

Incorporate sources into collaborative writing; build arguments through criteria & evidence

Employ writing to build expertise, navigate roles, & motivate others

## Overall

Discuss the details: How appropriate is the grammar? How professional/readable is the formatting?

What impressed you most about this paper?

What needs the author's attention most urgently?

Bonus: Does the author use a metaphor to help explain their learning experience or progress through the course? If so, how well does it work? (Did it help you understand the experience, or was it taken too far or too silly/weak to be helpful?)