

## **COURSE ASSIGNMENT DESCRIPTIONS:**

### **1. WRITING ASSESSMENT I – RESPONDING TO A CONTROVERSIAL ISSUE**

For your first graded piece, I will provide you with two short articles on a controversial topic. You will read and annotate the articles. Then, you will write an in-class response regarding the controversial issue using a) readings from the course texts, b) the short articles you read and annotate on the day of the assessment, and c) (modified) templates that appear in *They Say, I Say*.

You will type your response in-class and email your finished piece to me. The time stamp on the email must fall within class time or the piece will not be graded.

Please consult the rubric for further guidance.

**DUE: Tuesday, September 27<sup>th</sup>**

### **2. WRITING ASSESSMENT II – PSA/OP-ED PIECE**

For your second graded piece, you will work with a partner to create a short Public Service Announcement/Op-Ed Piece on the topic of your choice. Your PSA/Op-Ed will be recorded/shot/presented on video, which you will play for the class. It **MUST** contain the following elements a) introduction to the topic (entwining personal experience and research) b) a central argument/contention/belief, c) evidence supporting the central argument/contention/belief (entwining personal experience and research), d) counterargument (summarizing and responding to opposing ideas), and e) a closing section addressing issues of relevance and urgency.

Please consult the rubric for further guidance.

**DUE: Tuesday, November 1<sup>st</sup>**

### **3. WRITING ASSESSMENT III – THE GREAT DEBATES**

For your third graded piece, you will engage with a classmate on a debate regarding a gender-linked issue. Your topic, position, and opponent will all be assigned in the days leading up to the debate. You will have time to research, write, and prepare your arguments and rebuttals independently before the in-class debate. Your preparation should include an in-depth investigation a) what others say and think about the issue, b) key contentions or beliefs held by those espousing your position, c) the views of the opposition, and d) thoughts about why people should care about and agree with your position.

The structure of the debate will be as follows – opening statements, discussion questions, rebuttals, and closing statements.

The winner of the debate will be determined by a blind peer vote.

Please consult the rubric for further guidance.

**Due: Tuesday, November 22<sup>nd</sup>**

#### **4. WRITING ASSESSMENT IV – ARGUMENTATIVE ESSAY**

For your fourth and final graded piece, you will review two short pieces from the class text. Using these pieces, you will create an argument (thesis) regarding the central theme or message of the two works. Then, you will select evidence from the texts that offers support to your thesis. Your argumentative essay is the culminating piece from the class, and should highlight your growing mastery of argumentation and rhetorical skills – specifically, your ability to engage in the recursive process of creating an effective argument by:

- actively reading and annotating course texts and materials thoughtfully and critically
- analyzing and synthesizing the thoughts, ideas, arguments, and opinions of others
- formulating and defending argumentative thesis statements through the use of textual evidence
- assessing and addressing potential counterarguments

You will write your argumentative essay during class time, but you may prepare as much as you would like. Additionally, you will have access to all your course texts, class notes, and any other materials that would be helpful for you as you write.

This essay IS NOT as a punitive assignment. INSTEAD, it is a chance for you to show off what you have learned about formulating, creating, and defending an argument.

Please consult the rubric for further guidance.

**Due: Thursday, December 1<sup>st</sup>**