

### **Imitation Assignment #4 (25 points)**

Over the course of the semester, we have written or spoken within a number of discourse communities in order to better understand how rhetoric functions within language and to engage with different ways of employing and critiquing rhetorical strategies.

So far, we have engaged with short readings, most of them non-academic, as a way of exploring research and community engagement. We've worked with specific methods of engaging with ideas and then expanded them by imitating longer passages that employ multiple methods. Now, you will apply what you have learned to a longer, scholarly text in preparation for your final research project for the class.

There are several steps to this project, each one building on the last, so please do not skip any steps and be attentive in each task assigned.

1. For Wednesday, week 10, I have assigned a short scholarly article on a topic that has come up in discussion multiple times throughout the semester. Please annotate it just as you have annotated other texts throughout the semester according to the following guidelines:
  - a. List and define key terms, especially if they are new to you.
  - b. Who or what is the subject of the text? In other words, who or what is the writer writing about? What is the writer's relationship to that subject?
  - c. What is the main question or argument that the writer is exploring? Explain it in two sentences or less.
  - d. What are key points of evidence that the writer uses to explore that question or argument?
  - e. Pick one interesting passage that you do not understand and bring it to class for discussion.
  
2. For Friday, week 10, you will need to do some research.
  - a. Using library or other approved resources, find one scholarly source in your field, one that you might use for your final research project. This source should fit the criteria we have already discussed for what constitutes reliable evidence. That said, it should be of interest to you and should contribute substantially to your understanding of the field and of your own research question. I would recommend that you choose a shorter article as you will be asked to read it more than once. If you have questions about a source, please email me.  
\*Note: For those of you who would like to engage with discourses other than Standard English, please meet with me after class to discuss the research resources available to you.
  - b. Once you have selected the source, annotate it according to the above criteria and bring it to class on Friday.
  
3. In class, you will discuss your article with a partner using the model for class discussion we have used throughout the semester.
  - a. Using a key passage, explore the main questions and conclusions of the article, its subject, and methods of engagement that the writer uses to make the argument.

How are these methods different or the same as the methods used in other articles we've read through the semester?

- b. During class, I will meet with each of you for five minutes to choose a passage (approximately 2 pages) for you to use for the rest of the assignment.
4. For Friday, week 11, imitate the section we agreed on in class, using the methods of engagement that the writer of your article is using. Based on your research question, develop a question or argument in the style of the article that links the article to your topic. As you are structuring your writing, think about what question the writer is exploring and how s/he is doing so. Because this is a topic that is of interest to you and an article written within a field that you intend to pursue academically or professionally, use this as an opportunity to engage with the ideas and methods of your field. Digest the ideas in the article so that they become part of your own, personal understanding of your topic.
5. Peer review. On Friday, week 11, in groups of three, critique one another essays as if they are already published works of scholarship. What conventions do they use? Are these conventions effective? Which strategies used in the essay work? What are some of the pitfalls?
6. By Monday, week 12, at 11:59 pm, turn in a final draft of your paper: 1 page, 1-inch margins, 12-point font, Times New Roman, 1.5 spacing. Also turn in the original article.

A note on plagiarism: Through imitation, you can learn the forms, methods, and conventions utilized by writers and their discourse communities. The words and phrases used by the writer, however, are their own. Any copied wording or phrasing or any repeated passages that are not properly quoted and cited will be considered plagiarism, resulting in a 0 on the paper in question.

## **Grading Checklist**

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

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

**1 Unsatisfactory**-Attempt/Little Understanding

### Argument or Question (Thesis)

\_\_\_ Clarity: Makes a clear argument or asks a clear question

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

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

### Rhetorical Strategies and Methods of Engagement

\_\_\_ Relevance: Identifies and utilizes strategies from the source to expand on the question or argument

\_\_\_ Grasp of concepts: Shows clear understanding of the ways in which strategies are used by the source's writer

\_\_\_ Imitation: Utilizes the same methods of engagement as the source (e.g. if the source uses personal narrative, so do you)

\_\_\_ Coherence: Clarity of ideas and careful meshing of strategies reflect an awareness of the relationship between text and reader

### Evidence and Analysis

\_\_\_ Citations: Follows MLA or APA citation rules (unless specific citation format is used by source)

\_\_\_ Direct Quotes: Should be integrated smoothly and with purpose

\_\_\_ Paraphrases/Summaries: Should be in your own words and cited

\_\_\_ Analysis of Evidence: Demonstrates a clear link between evidence from the article and your research question

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

### Revision

\_\_\_ Repeated mistakes: Identifies and corrects repeated mistakes

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

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

### Peer Review

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

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