

Cincinnati Christian University
Foster School of Biblical Studies, Arts & Sciences

ENGL 110 03 COLLEGE ENGLISH 1 (Section 03)

Professor: Brian Derico
Phone: 244.8147
3 Semester Credit Hours

Semester: Fall 2019
E-mail: brian.derico@ccuniversity.edu
Meeting Times: MW 11:00-12:15

Course Description

A general composition course enabling students to practice communicating in appropriate and effective forms for a variety of audiences and purposes. Emphasis is placed on writing from different patterns of development with supplemental material covering grammar and research.

Course Rationale

Rhetorical skills are important in every part of life. This course will help you make progress in your ability to use language to accomplish your goals.

CCU's Mission

CCU is committed to providing a Christ-centered, liberal arts education taught with a Christian worldview in students' chosen fields of study.

Arts & Sciences Outcomes

Courses belonging to the Arts & Sciences curriculum of Cincinnati Christian University promote the following outcomes:

- A&S 1: Students should be able to communicate effectively in both oral and written forms in a variety of rhetorical contexts, including Standard English
- A&S 2: Students should be able to adeptly utilize modern research and writing tools
- A&S 3: Students should be able to identify decisive events and ideas in the human experience and assess their influences on modern culture and thought
- A&S 4: Students should be able to employ critical and creative thinking and mathematic and scientific principles for problem solving, literary and socio-cultural analysis, intercultural understanding, and research in the sciences and humanities
- A&S 5: Students should be able to demonstrate the integration of academic insights and experiences by constructing and employing a personal framework in which ethical decisions can be made in light of societal values and a Christian worldview

Course Objectives

Students who satisfactorily complete this course will have made progress in their ability to do the following:

1. Choose, develop, and organize ideas with a strategic relationship to a specific audience and a specific goal (supports A&S 1)
2. Demonstrate thoughtfulness about their writing process, including rhetorical analysis, revision, and editing (supports A&S 1)
3. Meet audience expectations with reference to presentation, with particular reference to the requirements

- of MLA style (supports A&S 1)
4. Use modern research tools with a strategic relationship to a specific audience and a specific goal (supports A&S 1)
 5. Employ strategies of reading that have a strategic relationship to a specific goal (supports A&S 1 and A&S 4)

Course Texts

Course Notes (Canvas)

- “Finding Your Way In,” Steven Lessner and Collin Craig (Canvas)
- “Ten Ways to Think About Writing,” E. Shelley Reid (Canvas)
- “Wikipedia Is Good for You!?” James P. Purdy (Canvas)
- “How to Read Like a Writer,” Mike Bunn (Canvas)
- “Looking for Trouble,” Catherine Savini (Canvas)
- “Composition as a Write of Passage,” Nathalie Singh-Corcoran (Canvas)
- “The Inspired Writer vs. the Real Writer,” Sarah Allen (Canvas)

Assignment Values

- Narration 10%
- Description 10%
- Exemplification 10%
- Directional Process 10%
- Explanatory Process 10%
- Comparison & Contrast 10%
- Definition 10%
- Article Analyses 15%
- Class Participation 5%
- Exam 10%

Course Agenda

All dates are approximate and subject to change without notice. Reading assignments must be completed before class on the assigned date. Assignments must be submitted before class begins on the assigned due date.

August	20	Introduction to ENGL 110
	22	Assignment Introduction: Article Analysis Read: Article Analysis Assignment (Canvas <i>Article Analysis</i> Assignment Page) Read: Article Analysis Rubric (Canvas <i>Article Analysis</i> Assignment Page) Read: “Example Article Analysis” (Canvas Files)
	27	Canvas Site Introduction
	29	MLA Style Introduction Read: “MLA Style” (Course Notes) Read: “Style and Format Expectations” (Canvas Files)
September	03	Library Resources & Research

Read: "Library Resources/Research" (Course Notes)
Read: "Wikipedia Is Good for You!?", James P. Purdy (Canvas Files)
Due: Article Analysis ("Wikipedia Is Good for You!?")

- 05 Narration Assignment
Read: Narration Assignment Description (Canvas Assignment Page)
Read: Narration Assignment Rubric (Canvas Assignment Page)
Read: "Narration" (Course Notes)
Read: "Topoi" (Course Notes)
- 10 Read: "Finding Your Way In," Steven Lessner and Collin Craig (Canvas Files)
Due: Article Analysis ("Finding Your Way In")
Read: "Participating in Class Discussions" (Course Notes)
- 12 Narration Workshop/Peer Feedback
The Writing Process
Read: "Workshop/Peer Feedback" (Course Notes)
- 17 Description Assignment
Read: Description Assignment Description (Canvas Assignment Page)
Read: Description Assignment Rubric (Canvas Assignment Page)
Read: "Description" (Course Notes)
Due: Narration Assignment
- 19 Read: "Ten Ways to Think About Writing," E. Shelley Reid (Canvas Files)
Due: Article Analysis ("Ten Ways to Think About Writing")
Read: "The Writing Process"
- 24 Description Workshop/Peer Feedback
Read: "Rhetoric" (Course Notes)
- 26 Exemplification Assignment
Read: Exemplification Assignment Description (Canvas Assignment Page)
Read: Exemplification Assignment Rubric (Canvas Assignment Page)
Read: "Exemplification" (Course Notes)
Due: Description Assignment
- October 01 "How to Read Like a Writer," Mike Bunn (Canvas Files)
Due: Article Analysis ("How to Read Like a Writer")
Read: "Rhetorical Situation," "Rhetorical Analysis" (Course Notes)
- 03 Fall Break
- 08 Exemplification Workshop/Peer Feedback
Read: "Logos"
- 10 Directional Process Assignment
Read: Directional Process Assignment Description (Canvas Assignment Page)
Read: Directional Process Assignment Rubric (Canvas Assignment Page)
Read: "Directional Process" (Course Notes)

Due: Exemplification Assignment

15 “Looking for Trouble,” Catherine Savini (Canvas Files)

Due: Article Analysis (“Looking for Trouble”)

Read: “Pathos”

17 Directional Process Workshop/Peer Feedback

Due: Directional Process Draft

Read: “Ethos”

22 No Class Meeting

24 Explanatory Process Assignment

Read: Explanatory Process Assignment Description (Canvas Assignment Page)

Read: Explanatory Process Assignment Rubric (Canvas Assignment Page)

Read: “Explanatory Process” (Course Notes)

Due: Directional Process

28 “Composition as a Write of Passage,” Nathalie Singh-Corcoran (Canvas Files)

Due: Article Analysis (“Composition as a Write of Passage”)

Read: “Kairos”

31 Explanatory Process Workshop/Peer Feedback

Due: Explanatory Process Draft

Read: “Scholarship is a Conversation”

November

05 Comparison & Contrast Assignment

Read: Comparison & Contrast Assignment Description (Canvas Assignment Page)

Read: Comparison & Contrast Assignment Rubric (Canvas Assignment Page)

Read: “Comparison & Contrast” (Course Notes)

Due: Explanatory Process

07 “The Inspired Writer vs. the Real Writer,” Sarah Allen (Canvas Files)

Due: Article Analysis (“The Inspired Writer vs. the Real Writer”)

Read: “They Say, I Say” (Course Notes)

12 No Class Meeting

14 Comparison & Contrast Workshop/Peer Feedback

Due: Comparison & Contrast Draft

Exam Review

19 Definition Assignment

Read: Definition Assignment Description (Canvas Assignment Page)

Read: Definition Assignment Rubric (Canvas Assignment Page)

Read: “Definition” (Course Notes)

Due: Comparison & Contrast

21 Definition Workshop/Peer Feedback

Due: Definition Draft

		Exam Review
	26	Thanksgiving Recess (No Class)
	28	Thanksgiving Recess (No Class)
December	03	Due: Definition Exam Review
	05	Exam Review

Course Policies

Additional policies will be communicated in class meetings, via email, and in other course documents.

Accommodations:

Students who require academic accommodations due to a documented physical, psychological, or learning disability may request assistance from the Student Services Department. Students are encouraged to complete this process within the first two weeks of the semester. The Student Services Department is located on the upper level of Presidents Hall. You may also contact the office by phone at 244-8150.

Attendance

After a student has missed six hours of course meetings a grade of FA will be submitted to the Office of the Registrar.

- Athletic Participation
 - University policy requires that faculty record absences regardless of the reason for the absence. If you are assigned an FA you may appeal that decision with the Academic Standards Committee. If you choose to appeal you should continue attending class while the appeal is in process. Your appeal will probably be successful if all of your absences were required for participation in your sport.
 - If a student misses a class meeting or a portion of a class meeting due to athletic participation, he or she must submit an additional Article Analysis to earn Class Participation credit. Article Analysis assignments are due within one week of the missed class meeting, after which credit will not be given. Article Analysis assignments must be of passing quality in order for credit to be conferred. These Article Analyses must be submitted to the Extra Article Analysis assignment page in Canvas.
 - If a student misses a class meeting or a portion of a class meeting due to athletic participation, he or she must submit required Discussion Board Posts before class begins on the day of the class meeting assigned to the relevant text. Late posts will not be permitted.

Assignment Descriptions

The following assignment descriptions will be supplemented by class discussion and assigned reading. The student is responsible for completing each assignment in a fashion that reflects familiarity with class discussion and assigned readings.

Class Participation and Class Decorum

From the Student Handbook: Faculty have complete authority to maintain proper decorum in their classrooms. Students must follow any reasonable direction from faculty or staff. Should discipline matters need to be taken beyond the classroom, the director of student services should be consulted in the matter. Any concerns regarding a student's academic honesty should be directed to the registrar. Faculty have the responsibility to create the best learning environment possible and thus may restrict the use of personal technology, food, etc., in the classroom, and the course syllabus must reflect the professor's preferences.

- A portion of the semester grade will be a grade given for class participation. Credit for class participation will be assigned during or after each meeting of the course. No partial credit for class participation will be given. Each student will receive either full credit or no credit for class participation. The following criterion will be taken into consideration:
- The attendance regulations listed in the CCU catalog apply to this course. Students must arrive on-time and remain for the entire meeting.
 - Students are not permitted to miss class, leave early, or arrive late to attend individual or team meetings.
 - Students are not permitted to miss class, leave early, or arrive late to visit the athletic trainer.
 - Students are not permitted to miss class, leave early, or arrive late to accommodate their work schedule.
 - Students are not permitted to miss class, leave early, or arrive late medical appointments.
 - Students may use the restroom as needed, but this should be a very rare occurrence.
- Absence from a meeting of the course will result in the loss of the day's class participation credit.
- Arriving late, leaving early, or missing a portion of a class meeting (for any reason, including using the restroom) will result in the loss of the day's class participation credit.
- Students who are absent, arrive late, leave early, or miss a portion of a class meeting may earn class participation credit through the submission of a supplemental assignment. Supplemental assignments must be of passing quality and must be submitted before the meeting of the class following the student's absence. There is no late submission period for this assignment. Late submissions will not receive credit.
- Students must arrive to class prepared to participate in class activities. They should complete writing assignments on time, read assigned texts, and plan ways to contribute to our production of knowledge during course meetings. Students who are not prepared to participate in class activities will lose the day's class participation credit.
- Students who arrive without a copy of the assigned reading (a printed copy of the assigned article, chapter of the textbook, or section from Course Notes) will lose the day's class participation credit.
- Students must actively participate in class activities. They should participate in class discussions. They should not use class meeting as opportunity to complete work unrelated to this course.
- Students should not sleep or otherwise adopt a posture of disengagement.
- Students may not use computers, phones, tablets, or other personal electronic devices during course meetings. Students may not have phones in view. Students may not wear headphones (external or in-ear). Any use of personal electronic devices during course meetings will result in the loss of the day's class participation credit.
- Students may not wear hoods.
- Students should take notes during every class meeting.

- Do not place bags on desks. Desk surfaces should only be used for notebooks and assigned texts.
- Students should properly dispose of trash after the end of the class meeting.
- Students should not ask if class will end early.
- Students should not make contributions designed to disrupt the proper functioning of a course meeting.
- Students should demonstrate compassion and respect for each other at all times.
- From the student handbook: Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they remain responsible for learning and being assessed according to the content as presented by the professor.
- Students should demonstrate respect for the classroom authority of the professor at all times.

Article Analyses

Purpose

Article Analyses give you a method for reading scholarly texts that emphasizes their rhetorical nature, a method for taking notes that facilitate contributions to class discussions, and potential material for integration into other writing assignments. The Article Analysis assignment is also an opportunity to develop your ability to paraphrase, summarize, quote, and conform to MLA style. Article Analyses should display thoughtful, meaningful, and complex interactions with the assigned readings.

Procedure

In order to develop usable insights into the assigned readings, you will need to strip away all unnecessary information and develop a sharp focus on four areas:

- Exigence Description
- Abstract
- Joining the Conversation
- Term/Concept Description

Please be careful not to work too closely with peers on Article Analysis assignments. There are limited ways to complete this assignment, and parallel patterns of sentence structure and word choice will lead to an inquiry by the CCU committee on Academic Integrity.

Exigence Description

Exigence Descriptions should describe the problem or opportunity that motivated the author to write the article. Typically, an exigence motivating a scholarly article will be a problem or opportunity arising from the thinking, action, knowledge, or ability of some category of people. Do not describe your problems with the article or problems you think readers have when reading it. Do not quote directly, but do provide page numbers for paraphrases and summaries in parenthetical citations. Identify the title and the full name of the author of the article in the Exigence Description. Exigence Descriptions should comprise between 25 and 75 words.

Abstract

Abstracts should describe the work the article does in response to the exigence that appears to have motivated the author to write it. What is the goal of the article and how does the article attempt to achieve that goal? Your abstract should correspond in an obvious way to your Exigence Description. Your abstract should include summary and descriptions of key concepts. Again, do not quote directly, but do provide page numbers for

paraphrases and summaries in parenthetical citations. Your abstract should comprise between 50 and 200 words.

Joining the Conversation

This section should enter into dialog with the article. That is, you should respond to a clearly articulated idea in the article with a clearly articulated idea of your own. The idea to which you respond should be specific enough that you can introduce a page number in a parenthetical citation that directs me to the idea in the article. You must provide a clear, compelling, and generous presentation of the idea to which you are responding. Your response to this idea will be either an agreement with reasons, agreement with further development, agreement with qualification, or disagreement with reasons. Your response must be developed beyond simple agreement or disagreement. This section may include quotations from the article that is the subject of your Article Analysis. This section may also include ideas and language from additional sources. Provide page numbers for quotations, paraphrases, and summaries in parenthetical citations. This section should comprise between 50 and 100 words.

Term or Concept Description

Term or Concept Descriptions define the meaning and function of a term or concept that does substantial work in the article. Define the meaning of the term or concept as it functions in this article. Do not offer a dictionary definition. The term or concept you choose does not have to be the most important term or concept—simply one that is worthy of consideration during a class discussion of the article. This section must include an explanation of why we should discuss this term or concept in our class discussion. Choose a different term or concept if you cannot offer a compelling justification for a discussion of this term or concept. **You must integrate a quotation into this section.** Italicize a word when referring to that word. Provide page numbers for quotations, paraphrases, and summaries in parenthetical citations. Term/Concept Descriptions should comprise between 50 and 75 words.

Format

- Your Article Analysis must include a Work Cited entry. Provide corresponding entries in your list of Works Cited if you cite additional sources.
- Your Article Analysis must conform to MLA style.
 - Double-space all sections of your text.
 - Include a complete identification section on the first page.
 - Include your last name and the page number in a header that appears at the top right of each page.
 - Use headings preceded by Arabic numerals to divide the sections of your Article Analysis.
 - Mark the title of the article with quotation marks.
 - Use parenthetical citations to provide page numbers for quotations, paraphrases, and summaries.
 - Mark language integrated from the article that is the subject of your analysis with quotation marks.
- Identify the title and the full name of the author(s) of the article in the Exigence Description.
- Your Article Analysis should not be a cohesive essay with an introduction and conclusion.
- Your completed article analysis should be between 175-450 words.
- Review the “Style and Format Expectations” document in Canvas.
- Review the “Example Article Analysis” document in Canvas.
- To receive full credit for this assignment you must submit the Article Analysis to the designated assignment section of Canvas before class on the assignment’s due date.

Work Cited Entry

Entries for *Writing Spaces* articles should follow this pattern:

Last name, First name. "Title of Chapter." *Title of Collection*, edited by Editor's Name(s). Publisher, Year, Page range of entry.

For example,

Rosenberg, Karen. "Reading Games: Strategies for Reading Scholarly Sources." *Writing Spaces: Readings on Writings*. Vol. 1., edited by Charles Lowe and Pavel Zemliansky, Parlor Press, 2011. pp. 211-220.

Narration

- Write an essay of at least 1050 words that uses the topoi narration to support an assertion in response to a specific idea. The entire essay does not need to be organized using this topoi, but you have to make strategic use of narration in your text.
- Your essay should begin with an introduction that contextualizes your thesis as a response to a specific idea.
- I want you to have an essay in the CCU student newspaper in mind as part of your rhetorical context.
- Here is an example introduction for an essay that will use the topoi narration:

In order to do what is right we have to first be taught to recognize what is right. Sometimes, though, we have to follow the guidance of our private conscience when what we have been taught is right seems wrong. This is important not only for our own moral development, but also for the moral development of the communities to which we belong. I have almost always allowed others to guide my thinking about what is right and wrong, but recently I faced a situation in which what my family thought was right felt wrong to me. I had to decide what to do about my biological grandfather Helmut.

- First choose an exigence (a specific misconception) and a goal (correcting that misconception) and then use the topoi narration to support that goal rather than beginning with a narrative and then inventing an exigence that fits.
- Review the “Style and Format Expectations” document in Canvas.
- To receive full credit for this assignment you must submit the essay to the designated assignment section of Canvas before class on the assignment’s due date.

Description

- Write an essay of at least 1050 words that uses the topoi description to support an assertion in response to a specific idea. The entire essay does not need to be organized using this topoi, but you have to make strategic use of description in your text.
- Your essay should begin with an introduction that contextualizes your thesis as a response to a specific idea.
- I want you to have an essay in the CCU student newspaper in mind as part of your rhetorical context.
- Here is an example introduction for this assignment:

Religious services, rites, and ceremonies can seem very strange—even alarming—to those who have never before encountered them. The possibility that we might be asked to participate in some unexpected way or become the object of unwanted attention can cause particular concern. These anxieties are completed

justified, but they can be reduced considerably if beforehand we are given a careful depiction of what we will encounter. That is my hope for the following description of a chapel service at CCU. I hope this depiction of what you can expect to encounter will alleviate some of your anxiety about what you will see and be asked to do.

- First choose an exigence and a goal and then use the topoi description to discover things to say rather than beginning with a description and then finding an exigence that fits.
- Review the “Style and Format Expectations” document in Canvas.
- To receive full credit for this assignment you must submit the essay to the designated assignment section of Canvas before class on the assignment’s due date.

Exemplification

- Write an essay of at least 1050 words that uses exemplification to support an assertion in response to a specific idea. The entire essay does not need to be organized using this topoi, but you have to make strategic use of exemplification in your text.
- Your essay should begin with an introduction that contextualizes your thesis as a response to a specific idea.
- I want you to have an essay in the CCU student newspaper in mind as part of your rhetorical context.
- Here is an example introduction for this assignment:

Over-reliance on generalizations can cause well-intentioned caregivers to harm those in their care. There are many conditions that are essential to proper care, but a first-order condition is accurate knowledge of the person for whom care is being provided. While we often say that it’s the thought that counts, that is only true when it comes to assigning a value to someone’s intentions. The appropriateness of care to the needs of the individual receiving care also counts a great deal. I know from experience that misunderstanding can lead to well-intentioned harm. Many of my teachers along the way seemed to take for granted that kids like me—the ones who have trouble reading and writing—are lazy, careless, immature, or simply not very smart. I received messages like these so often that I even learned to think of myself as dumb and undisciplined. Everything changed, though, when in fifth grade I was diagnosed with dyslexia.

- First choose an exigence and a goal and then use the topoi exemplification to discover things to say rather than beginning with example and then finding an exigence that fits.
- Review the “Style and Format Expectations” document in Canvas.
- To receive full credit for this assignment you must submit the essay to the designated assignment section of Canvas before class on the assignment’s due date.

Directional Process

- Write an essay of at least 1050 words that uses the topoi directional process to support an assertion in response to a specific idea. The entire essay does not need to be organized using this topoi, but you have to make strategic use of directional process in your text.
- Your essay should begin with an introduction that contextualizes your thesis as a response to a specific idea.
- I want you to have an essay in the CCU student newspaper in mind as part of your rhetorical context.
- Here is an example introduction for this assignment:

Every new college student experiences some amount of anxiety as they learn who they are in this new setting. Human beings don't just carry their identities around inside of them. Instead, our identity is produced in relationship to features of context. We are who we are in relationship to specific people and places, and when we move we feel anxiety because we have to establish a new identity in relationship to this new context. Crafting this identity is made easier if we move to a place that looks familiar. It is also made easier if we can build relationships with people that seem familiar. In these cases we feel as though our new identity has strong continuity with our former identity. Sometimes, when we don't recognize anything or anyone familiar, we isolate ourselves. This strategy makes some sense, since if we avoid confronting new contexts we also avoid having to become something new. Hiding in your dorm after class or practice is tempting, but this strategy is deeply unhealthy. Among the greatest predictors of success in college is the student's ability to make connections to their university. With this in mind, in the essay that follows I promise to describe to you plan for crafting a new identity in your new college home.

- First choose an exigence and a goal and then use the topoi directional process to discover things to say rather than beginning with a directional process and then finding an exigence that fits.
- Review the "Style and Format Expectations" document in Canvas.
- To receive full credit for this assignment you must submit the essay to the designated assignment section of Canvas before class on the assignment's due date.

Explanatory Process

- Write an essay of at least 1050 words that uses the topoi explanatory process to support an assertion in response to a specific idea. The entire essay does not need to be organized using this topoi, but you have to make strategic use of explanatory process in your text.
- Your essay should begin with an introduction that contextualizes your thesis as a response to a specific idea.
- **This essay must integrate ideas and language from at least one contextually credible source.**
- I want you to have an essay in the CCU student newspaper in mind as part of your rhetorical context.
- Here is an example introduction for this assignment:

Many new college students are excited about having more freedom than ever before to make decisions for themselves. In this important stage in life students develop their ability to make strategic choices. In order to make strategic choices that support your goals as a student, you need to understand the relevant biological processes that are implicated in your physical and mental well-being. A proper understanding of these processes will equip you to make strategic decisions regarding sleep, nutrition, exercise, socializing, and studying.

- First choose an exigence and a goal and then use the topoi explanatory process to discover things to say rather than beginning with an explanatory process and then finding an exigence that fits.
- Review the "Style and Format Expectations" document in Canvas.
- To receive full credit for this assignment you must submit the essay to the designated assignment section of Canvas before class on the assignment's due date.

Comparison & Contrast

- Write an essay of at least 1050 words that uses the topoi comparison & contrast to support an assertion in response to a specific idea. The entire essay does not need to be organized using this topoi, but you have to make strategic use of comparison & contrast in your text.

- Your essay should begin with an introduction that contextualizes your thesis as a response to a specific idea.
- I want you to have an essay in the CCU student newspaper in mind as part of your rhetorical context.
- Here is an example introduction for this assignment:

Bureaucracy has negative connotations for good reasons. In the interest of efficiency and consistency, bureaucratic processes tend to be impersonal and inflexible. Individuals who play a role in the bureaucratic process tend to think of themselves as functionaries rather than as human beings in relationship to other human beings. Individuals who are subject to bureaucratic processes or who appeal to bureaucratic processes tend to feel as if their individual circumstances are given insufficient consideration. This is particularly true of bureaucracies associated with crime and punishment. In most settings, individuals in bureaucracies that respond to crime think of themselves as functionaries in a system designed to identify and punish an offender, offenders are treated as isolated actors in an adversarial relationship to the bureaucracy, and victims—a category that is defined very narrowly—play almost no role at all. This is not the only way bureaucracies that respond to offense and harm can be organized, though. An alternative to the system described above is often called restorative justice, and I think this concept can help us make CCU a healthier campus. Before I explore some possibilities for how this concept can be developed at CCU, I want to develop more fully the differences between traditional concepts of crime and punishment and the restorative justice model.

- First choose an exigence and a goal and then use the topoi comparison & contrast to discover things to say rather than beginning with a comparison or contrast and then finding an exigence that fits.
- Review the “Style and Format Expectations” document in Canvas.
- To receive full credit for this assignment you must submit the essay to the designated assignment section of Canvas before class on the assignment’s due date.

Definition

- Write an essay of at least 1050 words that uses the topoi definition to support an assertion in response to a specific idea. The entire essay does not need to be organized using this topoi, but you have to make strategic use of definition in your text.
- Your essay should begin with an introduction that contextualizes your thesis as a response to a specific idea.
- I want you to have an essay in the CCU student newspaper in mind as part of your rhetorical context.
- Here is an example introduction for this assignment:

Why do some people refuse to have any contact with individuals who have contracted HIV while others continue to support and encourage those who have contracted this disease? What makes these two groups react so differently? The answer is understanding and knowledge.

- First choose an exigence and a goal and then use the topoi definition to discover things to say rather than beginning with a definition and then finding an exigence that fits.
- Review the “Style and Format Expectations” document in Canvas.
- To receive full credit for this assignment you must submit the essay to the designated assignment section of Canvas before class on the assignment’s due date.