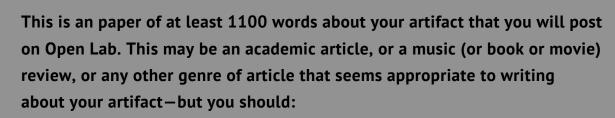




OPTION ONE:

THE ARTICLE

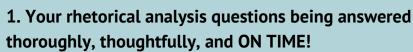




- 1. Include at least two outside sources
- 2. Find a "mentor article," as we've discussed in class. By this I mean, you will find a published article (about something else) that you admire that you would like to emulate in a publication that you would like to be published in. This way, you can turn to the article for help in writing—what are they doing that you would like to do? You do not have to copy the style of writing—but you can turn to it for tips in tone, structure and so on.
- 3. Include some of the work you did on your rhetorical analysis worksheet—you did good thinking about your artifact there!! So don't let it go to waste.

SO WHAT WILL
I BE GRADED
ON?





- 2. The strength and clarity of your "so what?" Remember, you are talking about important social issues. "This is America" being a wild video is not interesting enough to write about for 1100 words. What is Gambino trying to say-- and WHO CARES???? Remember to frame yourself in conversation with others (your outside sources) who have written about the same artifact.
- 3. Your own rhetorical awareness. Who is YOUR audience—and what are you doing to reach them—with tone, with subject, with images (if appropriate to your genre)?



DUE MARCH 21! REMEMBER: FOR EACH DAY LATE, YOU LOSE 1/3 A LETTER GRADE FOR THE FIRST THREE DAYS. AFTER THAT, YOU LOSE A FULL LETTER. SO BY DAY 6, YOU FAIL THIS UNIT. DON'T PLAY, SLAY!