

HOW TO GET PEOPLE INVESTED IN YOUR RESEARCH

Building rhetorical efficacy by attending to genre

WHERE WE'RE STARTING



STUDENTS HAVE COMPLETED
SOME RESEARCH FOR AN
ANNOTATED BIBLIOGRAPHY.



STUDENTS HAVE BEEN GIVEN AN
ASSIGNMENT FOR A RESEARCHED
MAGAZINE ARGUMENT.



STUDENTS HAVE BEGUN
DRAFTING THESES FROM THEIR
RESEARCH.



WHERE WE'RE
GOING:
COURSE
GOALS

- Honing your ability to produce clear, well-organized writing that meets the demands of the rhetorical situation.
- Analyzing and responding to genre convention.

STUDENT LEARNING OUTCOMES

- By the end of this lesson, students will be able to
 - Use rhetorical reading strategies to identify formal elements of a genre, and
 - Recognize and reproduce methods of integrating sources for the purpose of persuasive, insightful argument.



STUDENT LEARNING OUTCOMES

How we will achieve these:

- We'll look at a researched magazine article,



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STUDENT LEARNING OUTCOMES

How we will achieve these:

- We'll look at a researched magazine article,
- We'll complete a student-centered activity,



STUDENT LEARNING OUTCOMES

How we will achieve these:

- We'll look at a researched magazine article,
- We'll complete a student-centered activity,
- We'll compare the magazine article to a paragraph from a peer-reviewed article,



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STUDENT LEARNING OUTCOMES

How we will achieve these:

- We'll look at a researched magazine article,
- We'll complete a student-centered activity,
- We'll compare the magazine article to a paragraph from a peer-reviewed article,
- We'll look at some templates for integrating sources.



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PLEASE MEET ME AT THE GOOGLE DOC LINKED IN
THE CHAT FOR OUR STUDENT-CENTERED ACTIVITY.

YE OLDE QUOTATION SANDWICH

Top slice of bread: it introduces the quote

Lettuce, tomato, protein: the quotation itself

Bottom slice of bread: your analysis of the quotation.

Plate: The link to the next step in developing your argument.





PLEASE NOTE THE SIGNAL
PHRASES IN THE NEXT SLIDE

SOME EXAMPLES

According to [Tananarive Due](#), “The great thing about horror is that it's just an emotion.” Anything can be horror if the reader finds it scary, but I would add that it becomes another thing if it isn't fiction.

As the prominent poet [Michael Ondaatje](#) puts it, “one of the things about being a writer... is that you are always stepping into dangerous territory.” He meant that it makes us confront our fears.

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TEMPLATES FOR THE “LEAD-IN”

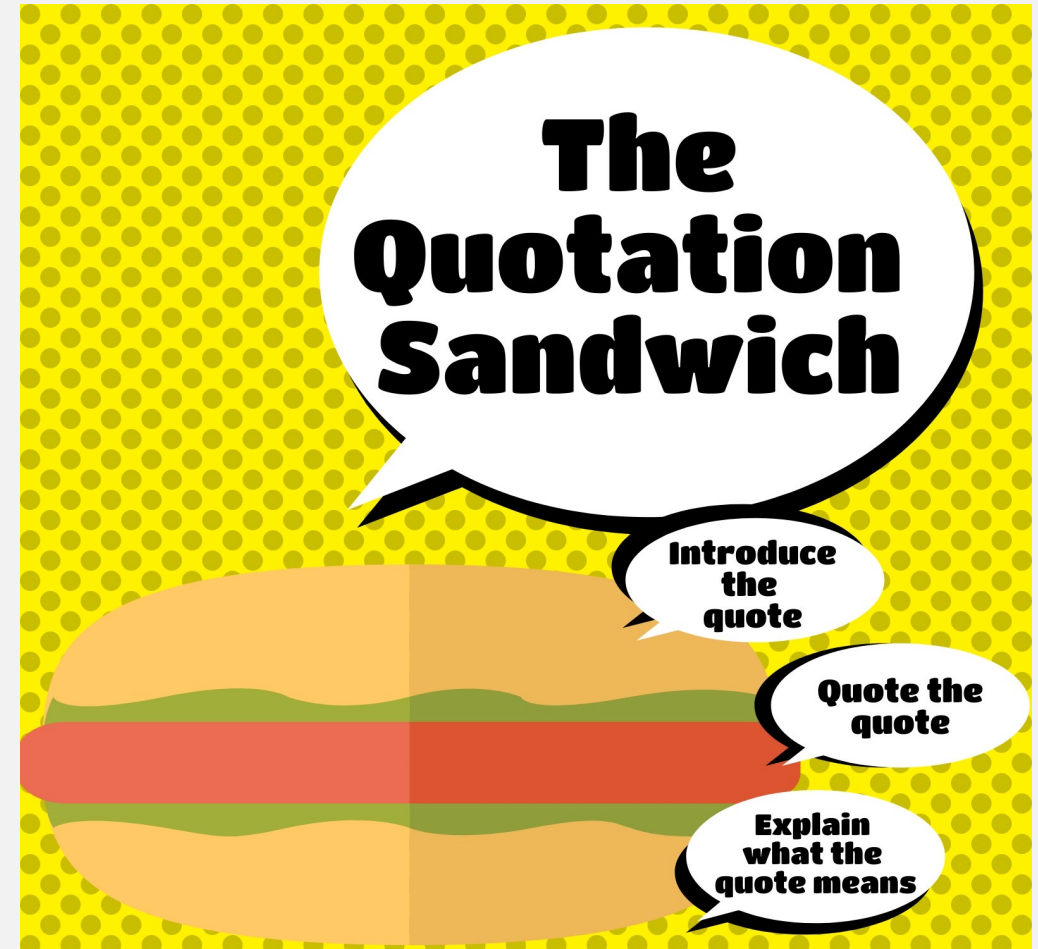
- On page 5, X argues, “_____.”
- As the prominent philosopher X puts it, “_____” (5).
- According to X, “_____.”
- X herself asserts/implies, “_____.”
- In his book, _____, X maintains that “_____.”
- Writing in the journal *Commentary*, X complains that “_____.”
- In X’s view, “_____.”
- X confirms this notion when she writes, “_____.”
- X counters this idea when he claims, “_____.”
- X complicates matters further when she argues that “_____.”

Adapted from Graff and Birkenstein’s *They Say, I Say*, Chapter 3 (39-47)

TEMPLATES FOR THE “LEAD-OUT”

- Basically, X is implying/asserting that _____.
- In other words, X believes _____.
- In making this comment, X argues that _____.
- X is insisting that _____.
- X’s point is that _____.
- The essence of X’s argument is that _____.
- X’s concept about _____ can be applied to _____.

Pros	Cons
<p>It can get you started using signal phrases</p>	<p>There is not one way to quote for all situations</p>
<p>It gets you in the habit of thinking about how you are using the quotation</p>	<p>It does not encourage writers to build rhetorical awareness</p>
<p>It cautions against “hit and run” quotations</p>	<p>We do not all eat sandwiches, and those of us who do rarely eat or build one starting with the top slice.</p>





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BUT WHAT ABOUT SUMMARY?

Can I fit it in a sandwich?




THE NOODLE SOUP OF SUMMARY

....because I don't eat sandwiches.

Kimchi
Noodle Soup

SOUP BASE
BASE DE SOUPE
BASE PARA SOPA

 NONGSHIM

Kimchi
Noodle Soup

SOUP BASE
BASE DE SOUPE
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THE BASIC
FORMAT
“[The author]
[signal verb] +
[idea].”


MAIN IDEA
CONDENSED
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FRESH
ADDITION:
WRITER'S
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“[The author]
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Luker demonstrated that, contrary to the racist depictions of teenage mothers as Black girls, most were actually white and, at 18 and 19 years old, were legal adults. Luker’s data also suggested that early childbearing was an indicator of poverty and social ills rather than a cause, and that postponing childbearing did not magically change those conditions. So, instead of stigmatizing and punishing young people for having children before they are economically independent, Americans should demand programs that expand education and job opportunities for impoverished youth.

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MOST
IMPORTANT
THING.

NEXT STEPS

Next week, we will talk about how to **paraphrase** sources in **synthesis paragraphs**.

