

**3/31**  
**Class**

# Agenda

01

Attendance/Icebreaker

02

Freewrite + Discussion

03

Project 4 Review

04

Problem Statements,  
Research, and Public  
Awareness Campaigns

05

Project 5 Brainstorming

06

Writing Group

# Icebreaker

- If you had a walkout song, what would it be?

# Freewrite

- Write down any questions/concerns you have about Project 5 or 6.

# Project 4 Discussion

- Sources
  - Incorporating
    - Synthesizing
    - Distinguishing
- Intro
  - Not explaining ethos → Project 5 & 6
  - Not explaining what ChatGPT is → Project 5 & 6
- Prompt and Output
- Evaluation
- Eli Review

# Problem Statements & Research

- You can give a problem presence (or importance) through
  - Gathering concrete, sensory evidence of the problem
    - Effects on humans, environment, society, education, etc.
  - Considering who or what's affected
  - Thinking about when and where the problem occurs
  - Thinking through the short- and long-term effects
  - Imagining what the world would look like if the problem didn't exist
  - Considering why it's important that the problem be fixed and what would happen if the problem wasn't fixed
  - Figuring out why for the stakeholders of your problem, why does it require immediate attention and action from them

# Problem Statements & Research

- Problem Statements
  - Provide clarification and analysis on the problem – not providing a solution
  - Think through the five Ws
    - Who, what, when, where, why
  - After doing research, boil down the problem into one or two sentences
    - X typically is not thought of as a problem. But here's why it is...
    - X is generally considered to be a problem that affects this group of people (or this material thing). However, it affects (this other group of people or thing) far more interestingly...
    - Everyone knows that X is a problem for this reason. But more interestingly, it's a problem for these reasons as well...
- Organize it

# Public Awareness Campaigns

- Public Awareness Campaigns
  - Aim to teach the public about an issue that's unknown or misunderstood, but important
  - Also aim to address rhetorical problems without advocating for a specific policy
- For your public awareness campaign, think through
  - The campaign brief
    - spells out the problem, audience, goals, message, and methods for evaluating your campaign
      - Target audience, measurable objectives, specific message(s), your credibility, how you'll evaluate your campaign's success
  - The campaign kit
    - describes in detail the specific campaign materials (typically 4–6 different types) and rhetorical actions that will be a part of your campaign
  - The campaign materials
    - Fact sheets, infographics, brochures, social media, stickers, etc.

# Project 5 & 6 Groups

- Group 1: Linnie, Jassie, Beatrix, Aubrey
- Group 2: Gavin, Caroline, Margot, Ryan
- Group 3: Calvin, Cody, Juliana, Stella
- Group 4: Ellie, Alleigh, Taten
- Group 5: Alexander, Blair, Simone
- Group 6: Parker, Julian, Sophia

# Project 5

# Brainstorming



- Work on identifying a problem for Project 5 and 6. Think through communities you're a part of, things you do, places you go, media you regularly engage with, and other topics you're an expert in.

# Project 5

# Brainstorming



- After this, choose three items you think could be most fruitful, and write down the following for each: tensions you feel, questions you have, or concerns you have.

# Project 5 Brainstorming

- Select one problem to focus on. For this problem, identify 3-4 stakeholders and create a 4-6 sentence ethos statement explaining why you're qualified to focus on this problem. After this, solicit feedback from your group members about your problem, stakeholders, and ethos statement. Give them feedback as well. You can also come to me or ask me to come look at your work.

# Writing Group

**4/2**

**Class**

# Agenda

**01**

Attendance/Icebreaker

**02**

Freewrite

**03**

Project 5 Concerns

**04**

Arguments

**05**

Scholarly Sources

**06**

Peer Review

# Icebreaker

- What's your favorite place you've traveled to?

# Freewrite

- What can I do to ease some stress with Project 5 & 6?

# Project 5 Concerns

- Your problem
  - What is a rhetorical problem? How does it differ from a rhetorical situation?
  - Doesn't have to be revolutionary
    - Choose something you're passionate about
- You don't have to make any materials for Project 5
- When it comes to your problem statement in Project 5, 2-3 sources is fine
  - Try to find at least one scholarly source for your problem
    - This will depend on your problem
- You don't have to present this project
- What's the most effective way to spread awareness on something important?

# Project 5 Concerns

- How specific does my rhetorical problem need to be in order to be effective?
  - You need to be able to find sources
  - You need to be able to determine and target a specific audience
  - You need to be able to make materials for it
- Expertise
  - You don't have to be an expert in your rhetorical problem
- Workload
  - Class time
    - Activities like we did on Tuesday (if that's helpful)

# Arguments

- What is an argument?
  - Using a process of inquiry to develop a response to a rhetorical problem
    - Less about winning or persuasion, but more about informing an audience more deeply about an issue
  - Writing a position statement
    - Ask yourself
      - What do you already know about the issue?
      - What personal experiences have shaped how you feel about the issue?
      - Based on the above two questions, what opinions do you have about the issue?
      - Why is this issue important to you?
      - What else would you like to find out about this issue?

# Arguments

- What is an argument?
  - Stasis theory
    - a strategy for determining which questions are most important for a rhetorical problem
      - Four basic types of questions
        - Questions of fact (what happened?)
        - Questions of definition (how can we classify it?)
        - Questions of quality (how do we judge it?)
        - Questions of procedure (what should be done about it?)

# Arguments

- What is an argument?
  - Once you've clarified the question most relevant to your conversation around your problem, consider the audience and purpose of your argument
    - Why is it necessary or relevant to engage in dialogue about this issue right now?
    - What is at stake for you in making an argument about this issue? What has led you to care about this issue?
    - What do you hope to accomplish in making this argument? What is your goal?
      - To address people's faulty beliefs about the situation
      - To convince them of the limitations of the status quo, or what everyone thinks
      - To state positions that haven't been thought of (or at least that haven't been widely circulated) about the problem
      - To redefine the problem, or change how it's typically seen or understood

# Arguments

- What is an argument?
  - Once you've clarified the question most relevant to your conversation around your problem, consider the purpose of your argument
    - To make a judgment about some aspect of the problem and encourage others to accept your way of seeing it
    - To prompt people to take some sort of action on the problem
  - Who do you hope will respond to your argument?
    - What might the audience already know, think, and feel about the rhetorical problem?
    - How would the achievement of your purpose for arguing affect them? What do they have to gain or lose? What beliefs, experiences, and narratives might they have that might make them resist your understanding of the situation?
    - What common ground do you already have?

# Arguments

- What is an argument?
  - Once you've clarified the question most relevant to your conversation around your problem, consider the audience and purpose of your argument
    - What are the most appropriate means of communication (modality, medium, genre, circulation) for your argument?
    - What sorts of actions would or could follow from your position? Are those actions possible? Are they desirable?
    - What reasonable counterarguments might there be to your position?
      - Why are counterarguments important?
        - Shows you've done your research and shows confidence in your position

# Arguments

- Structuring an argument
  - Claim
    - a condensed version of your overall argument
      - Claims can follow the stasis theory (ex. Claim of fact, definition, quality, and procedure)
  - Reasons
    - explain why an audience should believe this assertion
  - Evidence
    - Primary
      - refers to information gathered directly about the topic through observation, interview, experiment, and questionnaires/surveys
    - Secondary
      - provides interpretations of primary evidence through scholarly articles, newspaper analyses, and op-ed columns, all of which analyze and provide particular points of views about the event or topic

# Arguments

- Structuring an argument
  - Evidence
    - Evidence should be sufficient, relevant, and accurate

# Scholarly Sources

- To determine if your article is scholarly, see if the following is true
  - Is it from an academic journal (look for words like "Journal of" and "Review")
  - Is it peer reviewed?
  - Are the authors affiliated with a university, etc.?
  - Is there a bibliography?
  - Does the article use neutral/unbiased language?

# Project 5

## Example

# Project 5 & 6 Groups

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# Peer Review