

Note how the assignment sheet begins with key information such as title, due dates, assignment value, length, and formatting/style expectations.

Assignment instructions are different than an assignment description. Instructions help the instructor show how the student should go about the writing assignment. This is a good place to include any procedure you want students to follow (first, then, then, lastly...). The assignment instructions also helps faculty articulate questions or ways of thinking that they want the assignment to encourage.

WRH310 Written Rhetoric: Power, Politics, and Environmental Writing Prof. Sample – WCUPA – Spring XXXX

Assignment: Midterm Seminar Paper
Due Date: Peer Review 3/20; Due March 3/22 (upload to D2L)
Value: 25% of Course Grade
Length: 4-6 pages 12 pt. Double-Spaced, MLA style

Assignment Description: Throughout this course we have been studying the way that language reflects and influences our ways of thinking about the ecological environment. The words we use to describe the environment reflect our own and others' deeply seeded perspectives on the human's relationship and place within the natural world. The language that others use to describe the environment can be examined as a window into their own conception of the human's relation to the natural world. The scholarly fields of environmental rhetoric and ecocriticism are concerned with crafting and analyzing our own and others' language about the environment. This midterm essay asks you to focus to craft a formal scholarly analysis of environmental rhetoric in the genre of an argumentative rhetorical analysis.

An assignment description helps students gauge what they're supposed to be doing and why by addressing the purpose, audience, genre, and voice/formality of the assignment.

Assignment Instructions: Choose a rhetorical text (written, spoken, or multimodal) that portrays a particular environmental rhetoric that we have read about in class. Argue what that environmental rhetoric is as you address some of the following questions in the rhetorical case you are analyzing:

- How is this author thinking about the ecological environment?
- What might be some benefits of thinking about the environment in the way this author does?
- What might be some disadvantages of the author's way of thinking about the environment?
- What language can you point to in this text that reflects the author's environmental rhetoric?

This essay should cite the rhetorical text you have chosen for rhetorical analysis, at least one critique presented by an author in *Green Culture*, and at least one external source that you found on your own, for a minimum of three cited sources.

As we'll discuss in class a rhetorical analysis often utilizes this arrangement for essays:

- An introduction that presents the case to be examined and makes a compelling case that a rhetorical examination of the selected case is a worthy endeavor.
- A brief summary of the case text under scrutiny
- A multi-paragraph body section of the essay that analyzes the environmental rhetoric at work in the case text by pointing to revealing uses of language and argues the advantages and disadvantages of this way of thinking about the environment.
- A conclusion that clarifies what noteworthy implications for environmental rhetoric were revealed by the analysis.

A faculty member can decide how much control they want over the arrangement of the writing a student produced. If there is a particular arrangement or order to be followed that should be articulated, but a suggested arrangement can also be helpful to students who may not have written in this genre previously.

An assignment should always detail how assessments about the writing will take place. For this assignment the instructor is using narrative grading instead of rubric grading and it taking a holistic approach (assessments of whole essay) rather than an analytic approach (assessments of individual pieces of essay).

- **Assignment Assessment:** In advanced writing courses such as this, expectations for written essays are high. In general I take the following into consideration when assigning letter grades:

An “A” Essay: Is exemplary work that meets and exceeds the expectations of the assignment including the expression and elaboration of thoughtful and provoking ideas, clear adherence to the assignment prompt, and obvious attention to organization and grammar throughout the text. The writer introduces a compelling case text, summarizes the case text thoroughly without allowing the summary to dominate the essay, and the analysis points to abundant instances of language use to argue for the kind of environmental rhetoric that is a work in the case, Finally, the conclusion of such essay make clear that there are noteworthy implications for environmental rhetoric from this analysis. Minimal revision of such essays would be needed for the work to be considered for publication.

A “B” Essay: Is a very strong work that meets the expectations of the assignment by providing a meaningful contribution to the assignment prompt. Deviations from formal academic standards and organizational requirements are minimal. Some moderate revision (such as a better summary, a clearer elaboration of the environmental rhetoric being described, or conclusion that provides clearer implications of the analysis) might be needed before the work could be considered for publication. You might consider revising this work and resubmitting it to the instructor for an improved grade.

A “C” Essay: Is an essay that meets all of the assignment requirements with a clear attempt to adhere to the assignment prompt. Use of an academic formal voice and grammar and organizational errors may be substantial enough to distract readers, and some significant revisions would be required before the work could be considered for publication. Such essays may not clearly summarizes the case text, may not provide enough evidence from the language of the case text to convince readers of the environmental rhetoric at work in the essay, or may not conclude with any clear implications of the analysis for the field of environmental rhetoric. A revision and resubmission to the instructor is highly recommended.

A “D” Essay: Is an essay that does not meet the assignment requirements, may not address any assignment prompt, and has substantial grammar and organizational issues. A consultation with the instructor is required and revision of the essay should begin with a complete reconceptualization of the essay.

An “F” Essay or lower: Is an essay that was not submitted or cannot be considered by the instructor as a serious attempt to complete the assignment. Such essays may be rewritten based on the outcome of a consultation with the instructor.

For help with this assignment please visit me during office hours, email me with questions, or visit the university writing center.

It can be helpful to provide “step down” language for students which helps show how one grade level differentiates from another. In this case, “some moderate” to key pieces like “a better summary, and a clearer elaboration of the environmental rhetoric being described” differentiates an “A” from a “B”

Below the “C” level there is typically a fundamental flaw in the assignment and explanations of these grades needn’t be as specific about what can improve since it is likely that a totally new approach to the assignment is necessary. It can be helpful to require one-on-one meetings in the event of a “D” or “F” grade.