

Unit 2: Source Analysis

Rhetoric matters because rhetoric—which demands engagement with the living—is the process through which texts are not only produced but also understood to matter.

– Rosa Eberly, “Rhetoric and the Anti-Logos Doughball” (296)

Like all writers, intellectuals need to say something new and say it well. But unlike many other writers, what intellectuals have to say is bound up inextricably with the books we are reading, the movies we are watching, the music we are listening to, and the ideas of the people we are talking with. Our creativity thus has its roots in the work of others—in response, reuse, and rewriting.

– Joseph Harris, *Rewriting: How to Do Things with Texts* (2)

Above, Harris claims that “intellectuals” are always checking in with other writers, thinkers, and texts. We do this because *our* projects necessarily involve using and rewriting the words, ideas, and perspectives of others. In unit 1, we practiced writing critical summaries and synthesizing the ideas of others in order to draw connections to our own interests and experiences.

In unit 2, you will begin to develop your own research project—searching for new sources and developing research questions. Be open to shifting and nuancing your questions as you research. Be prepared to review, refine, and narrow your research questions, ultimately choosing *one* specific and precise question. In this unit, we will work to...

- create a focused research question
- conduct secondary research that helps shape and develop your focus
- carefully choose three secondary sources that you deem the most interesting or worthwhile to your developing project
- analyze one source in relation to your developing research question
- **compose 2 products:** a source analysis essay and an annotated bibliography for the sources selected

Annotated
Bibliography
(3 sources): 5%

Source Analysis
Essay
(1 source): 15%

The Written Products.

You will compose a **4-page essay** in order to demonstrate the careful reading and analysis of *one* selected source and your growing awareness of the relationships between your sources and your research question. In the essay, you should make interpretive claims about your research question, source, and project. These claims should make evident your *new thinking* about the sources, about the research question, about your writing project.

You will also compose an **annotated bibliography** that states your research question and then briefly explains three sources you found, their arguments, and what they add to the conversation.

Note: Of your three chosen sources, one must be a [scholarly source](#).

Essay Guidelines.

30% of your analysis should focus on audience & exigence:

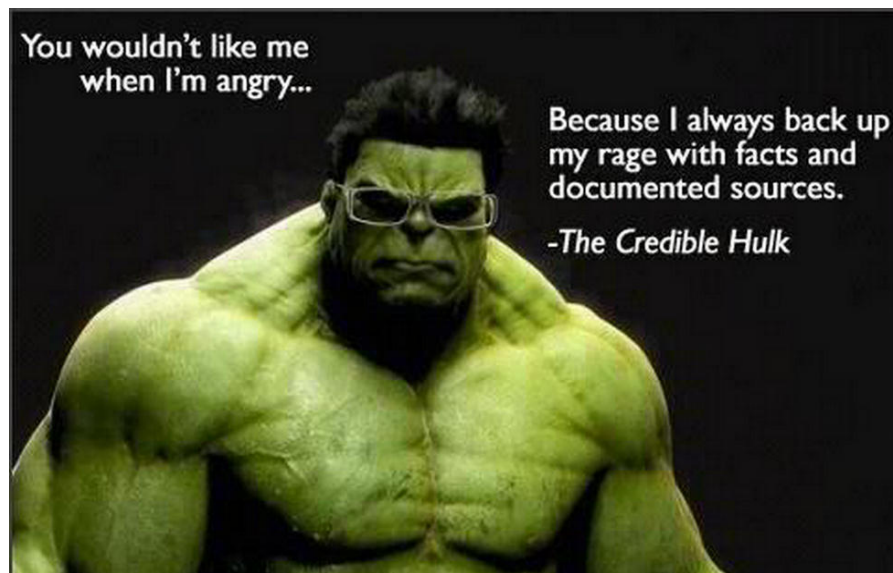
What is going on *right now* that makes this topic relevant? What assumptions about your topic currently circulate that you could effectively address? Who is affected by this topic? What are the implications for caring about (or not caring about) this issue?

20% of your analysis should focus on the relevancy of your source:

How do the source connect with your research question? Do they offer a range of perspectives on the topic? Are those perspectives and ideas sufficiently engaging, interesting, provocative for you and your (future) readers? Are the arguments timely?

50% of your analysis should focus on the credibility of your source:

What is the genre (eg. scholarly article? blog post? video?) of the sources? Who is the author? Are the arguments reasonable and thoughtful? What kinds of evidence (and rhetorical appeals) does the author use to support their arguments, and is it effective?



"The Credible Hulk" (weknowmemes.com)

The Nitty Gritty.

The Unit 2 source analysis essay should be 4 pages, 12 pt. font, double-spaced, and formatted according to MLA guidelines. Please include a Works Cited page and appropriate title. The annotated bibliography should have 3 1-paragraph annotations. All materials are due on **Thursday, June 13th.**