

Unit Reviews: In Terms of Unit 5 Reflective Introduction

Unit 1: Literacy Narrative

1. What was the goal of this Unit?

To write a literacy narrative—telling the story of a particular “literate moment” in your life in regards to **sustainability**, which establishes a subtle thesis and is mindful of a particular audience.

2. Skills that we learned

a. Open vs closed form

- Open/closed spectrum; talking to friend vs. talking to judge (form dependent on audience)

b. Audience and voice

- Audience dictates voice: friend = casual voice (maybe some slang); academic paper = formal voice (ex. Describing what you did last weekend to your best friend, describing it to your grandmother.)

c. Figurative language – metaphors

- A metaphor is a word or group of words that represents something else (we focused on thoughts and feelings).

d. Subtle thesis vs explicit thesis

- A subtle thesis implies the thesis (not directly stated); an explicit thesis is clearly stated, usually in one sentence.

e. Narrative vs Narrative summary

- A narrative is a story; it *shows* action, rather than telling it. It may be non-linear (jumps back and forth during time); uses story-telling elements (dialogue, figurative language, tension, etc). A narrative summary just summarizes action. It is usually in chronological order (which is not always effective)

3. Rhetorical choices you made during initial composition:

- a. What was your literate event? Why did you pick it?
- b. What details did you include to tell you story? Why?
- c. How did you tell your story? Why?

4. Revisions you made:

5. Reasons for including Unit 1 in portfolio

Unit 2: Ad Analysis & Evaluation

1. What was the goal of this Unit?

To write a report that 1) analyzes the visual and verbal rhetoric of a “sustainability” ad from a magazine and 2) evaluates how well the ad connects to the magazine’s intended readership.

2. Skills that we learned

a. Analysis

- Breaking a whole into parts, examining those parts individually to better understand the whole

b. Appeals

- Visual (images)
- Linguistic (words)
- Rhetorical
 1. Logos (logic, stats, numbers)
 2. Ethos (ethics, morals, credibility)
 3. Pathos (emotion)
- 15 Basic Ad Appeals

c. Evaluation

- Deciding the “goal” of a particular text (an ad’s goal is to sell a product to an audience), establishing a set of criteria that would deem the goal a success (does the ad effectively sell to the audience?)
 1. First, you have to determine the specific audience, then decide if the ad is using the right appeals to reach that audience

d. Using a very structured form

- How was writing this essay different from writing the Literacy Narrative?

3. Rhetorical choices you made during initial composition:

- a. What was your ad? Why did you pick it?
- b. How did you characterize your audience? Why? Which appeals did you discuss? Why? Did you decide the ad was effective in selling to the target audience? Why?
- c. How did you write your analysis and evaluation? Why?

4. Revisions you made:

5. Reasons for including Unit 2 in portfolio (besides that it is mandatory)

Unit 3: Summary & Rhetorical Analysis

1. What was the goal of this Unit?

To write an essay that 1) summarizes a text regarding sustainability and 2) analyzes the rhetorical strategies used by the author to support her argument.

2. Skills that we learned

a. Annotation

- Marking up a physical copy of the text. This may include writing notes, questions, and definitions in the margins, which helps you better understand the text and retain the information.

b. Summary

- Boiling a text down to only its key points

c. Key Points vs. Particulars

- Key points are the main ideas of a text, the generalizations which support the author's argument/thesis
- Particulars are the details, all the specifics the author uses to support the key points

d. Textual Evidence vs. Experiential Evidence

1. Textual evidence is support to derive directly from the text
2. Experiential evidence is support that you glean from your own personal experience

e. Citation

- In-text citation
 1. Direct quotes (restates word for word what the author says in the text, using quotation marks; requires proper citation)
 2. Indirect quotes (restates the author's idea in your own words [paraphrasing]; still needs proper citation because it is not your idea)
 3. Attributive tags/page numbers

3. Rhetorical choices you made during initial composition:
 - a. What was your article? Why did you pick it?
 - b. What elements of the author's essay did you focus on? Why?
 - c. How did you write your summary and analysis? Why?
4. Revisions you made:
5. Reasons for including Unit 3 in portfolio

Unit 4: Literature Review (Synthesis)

1. What was the goal of this Unit?

To write a literature review that explores 4 scholarly articles by 1) informing your audience of their content and 2) synthesizing that content to forward their ideas.

2. Skills that we learned

a. Organization

- Organizing topically
 1. Each paragraph is a subtopic of your synthesis question. Two or more sources discuss the same topic

b. Synthesis

- A step beyond analysis
- Taking the ideas presented in two or more texts and presenting your own, educated take on the topic at hand

c. Synthesis question

- A question based on key ideas that will guide your research

d. Scholarly Research

- Using library databases to find scholarly articles

e. Citation

- In-text citation
 1. Direct quotes (restates word for word what the author says in the text, using quotation marks; requires proper citation)
 2. Indirect quotes (restates the author's idea in your own words [paraphrasing]; still needs proper citation because it is not your idea)
 3. Attributive tags/page numbers
- How did citation in this paper compare to citation in your Unit 3 paper?

3. Rhetorical choices you made during initial composition:

- a. Which articles did you choose? Why?
- b. What was your synthesis question? Why?
- c. How did you support your ideas? Why?
- d. How did you organize your paper? Why?

4. Revisions you made:

5. Reasons for including Unit 4 in portfolio