

## Writing Project Two: Difference and Identity: Defining What We Are Not

### PURPOSE:

This second writing project asks you to continue developing your writing process and requires you to keep practicing **prewriting, invention**, and **critical reasoning** skills. However, to build on your skills as a writer, we will begin talking more about the role that **structure** plays in crafting a rhetorically sound argument. During this project, we will discuss methods to arrange your ideas in response to audience needs.

### READINGS:

Stein, Joel. "Millennials: The Me, Me, Me Generation." *Time Magazine* (20 May 2013) (On Bb)  
Nichols, Tom, "Never-Trump Confidential" *The New York Times* (18 July 2016) (On Bb)  
Foran, Clare. "Will Bernie Sanders Voters Support Hillary Clinton" *The Atlantic* (23 June 2016) (On Bb)

### PREMISE:

During the presidential primary process, the nomination of each major party's candidate, and the ensuing presidential campaigns, social media have been major players in how the American people have learned about and discussed the potential leader of the country. In the Democratic primary race, a vocal group of Bernie Sanders supporters began declaring #BernieOrBust to express their sole preference for the Senator from Vermont as the Democratic Party nominee. As Donald Trump moved to secure the GOP nomination, many users from the Republican Party and elsewhere began voicing their opposition to his candidacy in the form of #NeverTrump.

Politics can be an extremely divisive area of public discourse, and when individuals and groups clash on issues that are important to them, the arguments can become immediately volatile. Anger, disgust, and even hatred, are prevalent in the attacks that are made. These hashtags have a great deal of critics. Additionally, these hashtags themselves base their arguments on issues of difference and disagreement.

In the first writing project, we considered the ways in which hashtags can be used to indicate the identit(ies) that an individual desires to project into the world. Because of the ease with which one can include hashtags or post content on social media, we considered the ways in which authenticity might be contended in relation to those hashtags; we considered what stakes are involved in declaring an identity that supports or joins with others.

The identities of difference, however, complicate the ways in which individuals or groups relate to each other and produce more difficult rhetorical situations for crafting a persuasive argument. As we continue to develop **critical reasoning** skills, giving greater consideration of audience helps provide inroads into speaking to a more diverse group of individuals. The rhetorician who builds bridges to groups who might place themselves in binary opposition to

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an argument wields a powerful tool for navigating a perilous field of public discourse, and bridging identities of difference is an essential skill for communicating with diverse publics.

### YOUR ASSIGNMENT:

Reflect on **identities of difference** on a public issue that is important to you; then consider the argument of someone taking the opposite position. Find a credible source in which someone argues a position in opposition to yours. In a thesis-driven essay of 4-6 pages, respond to the following prompt:

**What is an argument being made against your position, and how can you bridge the identities of difference to persuade those who feel differently from you?**

### THINGS TO CONSIDER:

- Keep in mind the thematic for this WRIT 150 course: Identity and Diversity. As you explore the arguments related to the issue that you select, give consideration to the ways in which the author(s) and yourself are positioning your identities. In what ways are those identities aiding or impairing the ability to persuade?
- While you should be engaging and analyzing the argument of your opposition, keep in mind that you are not writing directly to them. Instead, you are writing an analysis of the arguments being made by those people, and using this essay to explore the ways in which understanding the identities and values of opposing perspectives can assist in communicating across identities of difference.
- The purpose of this project is to write persuasively, not to argue without concern for audience. You should be engaging **rhetorically** with your readers. While it may be difficult to change the minds of others, you can still engage with them respectfully.
- This project asks you to engage with positions that differ from your own, so be considerate of the issue you select. If you are unable to engage with other viewpoints on that issue, you might want to select a different topic.
- For this assignment, please compose a draft following MLA style guidelines.
- As you consider the argument(s) of your opposition, you will want to engage with the statements they make directly; be sure to use proper citation and attribution when doing so. This helps build your *ethos* as a credible rhetor, but it also ensures that you avoid plagiarizing the work of others.
- You may want to consult the Purdue Online Writing Lab (OWL) if you need assistance with citation and/or attribution (<https://owl.english.purdue.edu/owl/>). There are many other online resources for help with citation, including resources from USC Libraries.

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## ASSIGNMENT CALENDAR

WEEK FOUR	
Wednesday, September 14	In class: Introduction to Writing Project 2 (WP2); Appropriating the Prompt; Introduce Ancillary Writing HOMEWORK FOR MONDAY: Read Nichols and Foran articles
Friday, September 16	READING DUE: Nichols "Never-Trump"; Foran "Will Bernie" In class: Reflective Writing; Reading Discussion HOMEWORK FOR MONDAY: Read WRIT 150 pg. 31-33 and Stein; write a response to Stein's argument on Bb
WEEK FIVE	
Monday, September 19	READING DUE: Stein "Millennials"; WRIT 150 Course Book pg. 31-33 HOMEWORK DUE: Write a response to Stein's argument on Bb Discussion Forum In class: Using Burke's Pentad to invent argument Homework for Wednesday: Read WRIT 150 pg. 46-57
Wednesday, September 21	READING DUE: WRIT 150 Course Book pg. 46-57 "Rough Plans and Outlines" In-class: Writing Rough Plans (Post complete rough plan on Bb by Fri, Sept. 3) HOMEWORK FOR FRIDAY: Read WRIT 150 pg. 79-82; Choose the article/argument you want to argue against for WP2; write a response to the argument you've chosen to respond to (Post in Bb by class time on Friday)
Friday, September 23	HOMEWORK DUE: Read WRIT 150 Course Book pg. 79-82 "Quotation Tactics" In class: Plagiarism Discussion; Sign up for conference times Homework for Monday: Post first draft of WP2 by 5 p.m.
WEEK SIX	
Monday, September 26	FIRST DRAFT DUE on Bb by 5 p.m. In class: Discussing Logical Fallacies (WRIT 150 pg. 10-12)
Wednesday, September 28	CONFERENCES: Meet with me in my office; no regular class meeting
Friday, September 30	CONFERENCES: Meet with me in my office; no regular class meeting
WEEK SEVEN	
Monday, October 3	Peer Review Workshop In Class (Bring printed copy of revised draft and submit on Bb)
Wednesday, October 5	In-class workshop: Documentation Conventions
Friday, October 7	WRITING PROJECT 2 DUE on Blackboard by 11:59 p.m. In class: Midterm Evaluation;