



## **WRITING PROJECT ONE (WP1): RHETORICAL CRITIQUE OF *DAMNATION* FILM**

**25% of course grade | 6 pgs. (5.5 - 7 pgs.) | Double spaced, 1-inch margins, Times New Roman font**

### **Timeline:**

Writing Fellow Draft Due: Tuesday, February 27

Writing Fellow Conferences: Tuesday, March 6 through Friday, March 9

Final Draft Due: Tuesday, March 13 – Submit both drafts, plus writing fellow feedback, plus a reflective cover letter describing the changes you made during the drafting process

### **Description:**

This argumentative paper will build from our class screening of the feature length documentary *DamNation* and our growing rhetorical vocabulary to sustain an evidence-based argument about some aspect of the film. This project is a chance to practice “rhetorical analysis” rather than explicitly “literary analysis.” It is meant to focus on the explicit and implicit arguments contained in the film, the strategies used to persuade viewers of these arguments, the success of its arguments for who you see as its intended audiences, and your assessment of the voices that are privileged and silenced in the film and the consequences of that silencing.

### **An “A” paper will...**

- ✓ Employ an identifiable thesis statement that takes a specific position about some aspect of the film
- ✓ Build and sustain a focused argument about the film
- ✓ Use specific examples from the film as evidence to support the focused argument
- ✓ Offer specific examples that are warranted as evidence for the main argument
- ✓ Offer keen insight into rhetorical workings of the film:
  - What is being argued and how?
  - Who is the film’s presumed audience?
  - What are the intended and unintended consequences of the film?
  - What types of framing are employed in the film?
  - What are the dominant voices and narratives and how are they subverted (if at all)?
  - How does the film make use of logos, pathos, and ethos?
  - How do producer/director, film, and audience connect and interrelate?
  - What is the wider context of the film? What larger conversation does it mean to intervene in?
- ✓ Make use of the class’ growing rhetorical terminology: exigence, audience, consequence, ethos, pathos, logos, dominant discourse, power, etc.
- ✓ Connect fine-grained analysis (a.k.a. “close reading”) with big picture critique
- ✓ Employ cohesive, themed paragraphs
- ✓ Offer strong transitions between paragraphs
- ✓ Make use of lively, engaged writing
- ✓ Employ flawless grammar and syntax