

ESSAY 3:

ANALYZING THE CONTEXT IN WHICH A SET OF ARGUMENTS ARE MADE

Points Breakdown: Outline=20; Peer Review=20; Writing Meditation=20; Final Draft=160.

Outline Due: Thursday, 3/23 (refer to “Guide to Formal Outlining” on BB for instructions).

First Rough Draft Due: Tuesday, 4/4 (must reach at least 4 pages).

Second Rough Draft Due: Thursday, 4/6 (must be revised and reach at least 4 pages).

Final Draft Due: Thursday, 4/13 (submit entire writing process portfolio).

Learning Outcome #3:

Given the common concerns of two or more arguments, discuss how the claims of these arguments modify, complicate, or qualify one another; consider how positions advanced in these texts relate to each other and evaluate the persuasiveness of these positions.

Prompt:

“...as real news recedes, fake news will grow. We’ve seen the terrifying results this has had in the past—and our biggest challenge will be to find a new way to combat the rising tide.”

In “The Long and Brutal History of Fake News,” Jacob Soll concludes with this resounding call. Other authors—such as Amanda Gutterman, Nicholas Lemann, and Kalev Leetaru—present differing positions within the conversation of “fake news,” arguing for various approaches that take on Soll’s challenge.

For this assignment, you will contextualize, synthesize, and evaluate the aforementioned texts by:

- Establishing the larger conversation of “fake news” and making a case for its significance, introducing the particular texts you will be discussing, and using metadiscourse to reveal *your* project.
- Describing how each of the 3 authors’ positions approach the problem of “fake news” and evaluating the relative strengths and weaknesses of each approach.
- Examining how each of the 3 authors’ positions may reinforce Soll’s historical account of “fake news.”
- Analyzing the ways in which each position’s claims respond to the claims of another position, explaining how the 3 authors extend, complicate, challenge, or illustrate one another’s claims.
- Concluding by entering the conversation, identifying what you see as the most significant issue concerning “fake news” and which texts have informed your own position.

Expectations:

- **7 pages**, printed and stapled.
- Follow MLA guidelines—double-spaced, standard (1-inch) margins, 12 point Times New Roman font—and include a Works Cited page.
- Use specific quotes and lines of evidence. When doing so, be sure to give credit where credit is due, following MLA in-text citation formatting. *Example: In her article, Pincock asserts, “_____” (5).*
- Develop an effective structure that carefully guides your reader from one idea to the next, thoroughly editing your writing so it is comprehensible and appropriate for an academic audience.

Writing Help:

If you have any questions, you are welcome to send me an email or stop by my office during my designated hours. Additionally, you will have the opportunity to attend an optional 15-minute conference with me to go over your rough draft (I will pass around a sign-up sheet). Furthermore, you may make appointments at the SDSU Writing Center for additional assistance, and Purdue OWL is an excellent reference for MLA formatting and academic writing.

UNIT 3 SCHEDULE

Please note that the following schedule is approximate, since dates and topics may shift as the semester continues. I will always inform you ahead of time of any changes. Please check Blackboard often for updated schedule information.

All reading and writing assignments are due on the date under which they are listed. **Always bring a hard copy of the texts up for discussion**, and remember **all writing assignments must be typed**.

WEEK 9

T, 3/14:

BEGIN UNIT 3; Review Essay 3 prompt; Introduction to “fake news”; Describing relationships between texts.

TH, 3/16:

Due: Read Jacob Soll’s “The Long and Brutal History of Fake News”; Discuss Soll’s text.

WEEK 10

T, 3/21:

Due: Read Amanda Gutterman’s “A Low Hanging Solution to Facebook’s Fake News Problem,” Nicholas Lemann’s “Solving the Problem of Fake News,” & Kalev Leetaru’s “Why Stopping ‘Fake’ News Is So Hard”; Discuss “fake news” texts; Putting texts in conversation.

TH, 3/23:

Due: Essay 3 outline; Outline workshop; Rhetorical connections activity.

WEEK 11

T, 3/28:

NO CLASS: Spring Break!

TH, 3/30:

NO CLASS: Spring Break!

WEEK 12

T, 4/4:

Due: Essay 3 first rough draft; Peer review workshop.

TH, 4/6:

Due: Essay 3 second rough draft; Writing meditation workshop.

WEEK 13

T, 4/11:

NO CLASS: Conferences on 4/11 & 4/12 (these are optional but highly beneficial; a sign-up sheet will be passed around in class).

TH, 4/13:

Due: Essay 3 final portfolio; BEGIN UNIT 4.