Instructor, Lynda Davis
ENG 20803.035
Composition II
Group Assignment: Wiki Webpage. Due: April 21ˢᵗ (firm)

Advocacy Webpage

Proposal arguments call an audience to action. They make a claim that some action *should* or *ought* to be taken. In your Rhetorical Case Study assignment, you analyzed how arguments can persuade public attitudes and call people to action through a variety of genres, such as speeches, cartoons, *youtube* videos, and webpages. In your film analyses paper, you worked to persuade your audience, which was me, to accept your specific argument about the film's rhetoric. In this next assignment, you will organize an argument that seeks to persuade your audience, will not only include me, but it will also include the public sphere, to embrace an advocacy you believe in. One way to effectively reach a broader audience is via the Internet. Therefore, in order to promote your cause and call a broader audience to action, you and your group will create an Advocacy Webpage.

The goal of your Advocacy Webpage is to have a memorable impact on your readers in order to promote the action you advocate. Your webpage needs to effectively meet the following criteria: authority, clear disclosure of advocacy, coverage, accuracy, and currency. Also, in a group presentation, you and your group will explain to your classmates the construction of your page in relation to the criteria. In other words, your group will do a rhetorical case study of itself for your presentation.

In the process of creating the webpage, each group member should select one aspect of the advocacy topic, investigate that area, and write an Informative & Argumentative Essay (900 to 1000-word minimum, roughly 3 double-spaced pages). As a group, students should create an attractive home page that, using images, hyperlinks, and text, introduces the subject and

reflects the sites overall purpose—much like a thesis statement. In other words, the home page acts like the introduction to each of your individual pages. Moreover, each student will link his or her own individual page from the group's home page. The linked page should contain the student's essay, images that compliment the essay, and at least four hyper-linked online sources within that essay. All online sources cited in the Works Cited should be hyperlinked as well. Finally, each student's individual page should go at least two levels deep. Students are welcome to section off their arguments into these two levels, use *youtube* videos, post informative charts, etc. (I'll explain this more in class).

Remember to keep the following in mind as you create your webpage:

- Your specific audience needs to be identified by you.
- Your webpage(s) must include images and text.
- Your webpage(s) should have a "created by" section, which includes the date.
- Your individual essay must include in-text links to at least four references.
- Individual pages should contain two webpage levels
- All individual pages and the group home page must be cohesive and reflect clarity of purpose. For instance, a webpage advocating a national healthcare program should, as a whole, represent the same purposed outcome. It should not advocate both a left and a right position. It is argumentative after all.
- It is easiest if you go ahead and knock out your individual argument paper first. Don't try to create it on the web. Do a word document first and then transfer it.
- Most importantly, you can rely on me for guidance. If confused, please come to my office hours early on so that we can get you on the right track.

Annotated Bibliographies
- You need to have at least five sources, 3 of which must be cited in your paper/ individual web page, one of which must be scholarly.
- Your group is welcome to submit a group annotated bibliography, but be aware that the whole group will receive the same credit for the grade.
- Cross over sources from group member to group member are welcomed

---

Important Dates

- Tuesday, March 31st—class (as groups) meets in the library
- Thursday, April 2nd –Begin working on web page (Might be best to start writing your paper 1st)
- Thursday, April 9th —Annotated Bibliography (five sources) due in drop box
- Tuesday, April 14th –Hand in a hard copy of you essay in class; include the group introduction
- Tuesday, April 14th –Meet in New Media Writing Center (Have all your files on jump drive)
- Thursday, April 16th –Peer Review Web pages
- Tuesday, April 21st —Presentation of Web page to class (Hard deadline—be ready!)
- Tuesday, April 21^{std}—Website finished and links posted on eCollege

Grading

Annotated Bibliography –   05%
The Advocacy Webpage –   20%
- Professor's evaluation of group home page – 33%
- Professor's evaluation of individual webpage(s) – 66%

Group presentation –   05%.

Overall value: 30%

	Not Present	Weak	Acceptable	Good	Strong	Excellent
Authority: author is clearly identified	0	1	2	3	4	5
Clear Disclosure of Advocacy: claim is clearly stated (slogan or condensed thesis statement), identifies the intended audience	0	1	2	3	4	5
Includes effective description of problem	0	1	2	3	4	5
Justification and Coverage: the topics are clearly covered and sufficient, persuasive evidence is provided to support the claim	0	1	2	3	4	5
Includes a direct call for action	0	1	2	3	4	5
Document Design: images support claim, viewer-friendly layout, writing characterized by appropriate word choice, effective wording and sentence structure, clarity, and coherence and is free from grammatical errors, spelling errors, and punctuation errors.	0	1	2	3	4	5
Accuracy and Currency: links are included to at least four references and webpage dates are included	0	1	2	3	4	5
Grade: Totals:						