

Week 2 - Formal Writing Assignment 1: Rhetorical Précis

Due Oct 13, 2019 by 11:59pm **Points** 10 **Submitting** a file upload

Purpose



As part of this Writing Intensive Course, this assignment guides you through the process of creating a rhetorical précis.

Assignment Description

After reading Iftekhar & Pannel (2015), write a rhetorical précis on the article. Make sure you read the short instructional article on The Rhetorical Précis before starting Iftekhar & Pannel (2015). Notice that your précis should **follow the four-sentence formula** provided in the instructions, below.

- Here is the article, again: Iftekhar & Pannell (2015). **"Biases" in Adaptive Natural Resource Management.** (<https://rdcu.be/bOHtY>) *Conservation Letters*. 8(6): 388-396

Instructions

Here are some examples of what the rhetorical précis is, as well as instructions for how to write a rhetorical précis, from **"The Rhetorical Précis"** (<https://www-jstor-org.ezproxy.proxy.library.oregonstate.edu/stable/465541>) in *Rhetoric Review*, Vol. 7, No. 1 (Autumn, 1988) pp. 156-164 by Margaret K. Woodworth, who developed the rhetorical précis technique:

The Rhetorical Précis from Woodworth, Margaret K. "The Rhetorical Precis" *Rhetoric Review* (Fall 1988).

The purpose of the rhetorical précis is to offer a short account of an article that does more than summarize the content. The rhetorical précis, which is four sentences long, accounts for the author and his or her main assertion, the way the author develops or supports the thesis, the author's purpose in writing (how she wants to change her audience), and a description of the intended audience and relationship the author establishes with the audience.

How to Write the 4 Sentences of the Précis:

1. Name of author, [optional: a phrase describing the author], genre and title of work, date in parentheses; a rhetorically accurate verb (such as "assert," "argue," "suggest," "imply," "claim," etc.); and a THAT clause containing



the major assertion (thesis statement) of the work.

2. An explanation of how the author develops and/or supports the thesis, usually in chronological order (nature of evidence).
3. A statement of the author's apparent purpose, followed by an "in order" phrase.
4. A description of the intended audience and/or the relationship the author establishes with the audience.

Sample #1 of a Rhetorical Précis:

Douglas Park, in his essay "Audiences" (1994), suggests that teaching audience is an essential but elusive aspect of teaching writing. Park develops this idea by exploring different definitions of audience, looking at how a text itself can delineate audience, and then discussing specific strategies writers can use to create contexts for audience. His purpose is to help teachers of writing understand and teach the different aspects of audience in order that they can help students improve the sense of audience in their writing. Park establishes an informal relationship with teachers who are interested in strengthening their students' weak writing.

Sample #2 of a Rhetorical Précis: a rhetorical précis of a student's own master's thesis:

Vicki Wedell, in her master's thesis "Community-based fisheries management in Port Orford, Oregon: Partnering local and scientific knowledge through a geographic information system to support long-term planning on the South Coast" (2003), demonstrates that local knowledge interviews and GIS not only provide important ecological, economic and social information relevant to fisheries management, but also offer fishing communities a process for active participation in management discussions about a local area.

Wedell develops this idea by interviewing 30 individuals who utilize the Port Orford marine environment for their occupation or leisure activities, mapping their knowledge using a geographic information system, presenting a community inventory of the distribution of human activities and species, and laying the

Her purpose is to help fishing communities and fisheries management understand the potential benefits of and barriers to mapping local knowledge in a geographic information system in order that they may make an informed choice about whether to embark on this kind of project for local and regional fisheries planning.

Wedell establishes a scholarly relationship with academics interested in methods for mapping local experiential knowledge to support long-term planning for fisheries management; she also includes information and methods for non-specialists.

*Note- Follow APA guidelines when listing authors (see *The Little Seagull Handbook*, p. 175, points 4-5). For up to five authors, name each author the first time you introduce the article. Any time after that you can list the first author's last name followed by "et al." You do not have to include first names, but I sometimes find that first names make the authors seem more human. For six or more authors, name the first one followed by "et al."*

Submission Details

- Total Points 10
- Due date: Sunday at the end of Week 2, no later than 11:59pm
- Upload your assignment as a Word doc or pdf file.
- Resources:
 - Would you like Word and other Microsoft Office applications? You have free access as an OSU student: [Office 365 and Office Applications for Oregon State](https://is.oregonstate.edu/microsoft) (<https://is.oregonstate.edu/microsoft>)
 - Tutorial: [How do I upload a file as an assignment submission in Canvas?](https://community.canvaslms.com/docs/DOC-10663-421254353) (<https://community.canvaslms.com/docs/DOC-10663-421254353>)

Grading Criteria

See rubric, below, for grading criteria.

Rhetorical Précis Rubric (1)

Criteria	Ratings			Pts
<p>First sentence</p> <p>Includes author name, rhetorically accurate verb, and a that clause with the piece's thesis statement</p>	<p>2.0 pts Full Marks</p>	<p>1.0 pts Meets Partially</p> <p>One component missing</p>	<p>0.0 pts No Marks</p> <p>More than one component of first sentence missing.</p>	<p>2.0 pts</p>
<p>Second sentence</p> <p>Includes an explanation of how the author develops/supports thesis (chronological)</p>	<p>2.0 pts Full Marks</p>	<p>1.0 pts Meets Partially</p> <p>Partially explains how the thesis is developed or supported</p>	<p>0.0 pts No Marks</p> <p>Does not explain how the thesis is developed or supported</p>	<p>2.0 pts</p>
<p>Third sentence</p> <p>States author's apparent purpose and an "in order" phrase</p>	<p>2.0 pts Full Marks</p>	<p>1.0 pts Meets Partially</p> <p>Either state's purpose or "in order" phrase</p>	<p>0.0 pts No Marks</p> <p>Does not state author's purpose nor an "in order" phrase</p>	<p>2.0 pts</p>
<p>Fourth sentence</p> <p>Describes the intended audience and the type of relationship established with the audience</p>	<p>2.0 pts Full Marks</p>	<p>1.0 pts Meets Partially</p> <p>Describes the intended audience or the type of relationship established with the audience</p>	<p>0.0 pts No Marks</p> <p>Does not describe the intended audience nor the relationship</p>	<p>2.0 pts</p>
<p>Clearly written</p> <p>Writing is clear and easy to understand</p>	<p>2.0 pts Full Marks</p>	<p>1.0 pts Meets Partially</p> <p>A few errors and/or sentences make writing more difficult to understand in places.</p>	<p>0.0 pts No Marks</p> <p>Several errors and/or sentences make writing very difficult to understand.</p>	<p>2.0 pts</p>
<p>Total Points: 10.0</p>				