**Blueprint Note:** The following assignment sheet language is provided to support instructors and GTAs implementing the Rhetorical Profile option for project two. The suggested language includes project overview, project specifics, formatting, and due dates. If you are attempting to customize this template for your section(s) of ENGL1105, please download an editable version or create a copy (i.e., make sure you are working with your own version before attempting to apply customizations).

*As you customize the document, please remove this blueprint note and header* so that all text appears with consistent, intentional design choices, such as common typeface size and color scheme. In customizing the blueprint assignment sheet language, ensure that any customizations work toward the program outcomes for ENGL 1105 and the goals for each unit. Finally, be sure to include a separate rubric or a section below that clearly outlines how students’ projects will be assessed based on your expectations and requirements.

**Project #2: Rhetorical Profile**

### **Overview**

Our second project this semester invites you to develop an account of an especially effective *everyday* rhetor—someone who, in speech or in writing, proved persuasive in a specific situation. Your account should examine the specific qualities or tactics the person put to use in changing the hearts, minds, or actions of others or in compelling assent (i.e., getting people to nod their heads in agreement). As you begin to write, remember that this is a *profile* piece. It should be focused on one person in a specific situation. Once you have a specific person, place, event, and rhetorical artifact (speech or document), you have what you need to make the case for your rhetorical profile. Your goal is to,

* tell readers about the person,
* provide a fully developed description of the situation,
* and use rhetorical terms such as *ethos*, *pathos*, *logos*, and *kairos* to account for the rhetor's effectiveness.

Evidence for this work might include memory (what you remember about the event), a text (a copy of the effective document or a transcript of a speech), a photograph or video, an interview with the rhetor, or second-hand accounts from others who witnessed the event (people at the event or comments on a YouTube video would work as evidence for this project).

**Selecting Your Rhetor**

Selecting a suitable figure or person, and locating the moment or text through which they were rhetorically effective are among the most important choices in this project. As a guiding premise, focus on real life individuals and avoid fictional characters. Also, stay away from public figures whose speeches and language have been analyzed prolifically, such as politicians and celebrities. Instead, identify someone with a lesser-known profile such that your work, your accounting for their rhetorical qualities, stands out as a distinctive perspective that is yours. Consider focusing on someone whom you find to be inspirational or interesting in the way that they make their points and use rhetoric. In identifying a rhetor, you might choose someone (such as a coach, family member, teacher, artist, pastor, athlete, etc.) who has personally impacted or affected you through their speech, writing, or composition (this could include art, music, family, religion, culture, sports, etc.).

**Generating Questions**

Here are some generating questions for you to consider as we begin thinking about what makes someone an effective rhetor.

* How does rhetoric work? What does a rhetorical situation involve?
* What do effective rhetors do? What counts as evidence of effective rhetoric? And, how do we recognize everyday rhetors/rhetoric in everyday situations?
* Who is one lesser-known everyday rhetor in a context or community that matters to you, whether face-to-face or online, past, present, or future?
* How was this person involved in a rhetorical situation? What was the exigence (or occasion), who was the audience, and what were the constraints (e.g., attitudes or values held by those involved) in this situation?
* In what genres did they write or speak to communicate with others?
* How did the everyday rhetor make a difference? For whom? When and where? Why? How do you know?
* What larger movements or communities—digital or material—is this rhetor a part of? How does that movement or community shape what they write, say, or do?

**Formatting**

* Be between **1250-1500 words.**
* Include **at least one visual** to complement your profile (e.g., image of rhetor, rhetorical situation, speech/document, etc.).
* Have a **creative and fitting title**.
* Use **purposeful** punctuation, grammar, and syntax to enhance your essay.

**Due Dates**

* A half-draft of at least 750 words is due by the start of class on [DATE]
* A final draft of 1250-1500 words is by the start of class on [DATE]