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## Composition & Rhetoric

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**Monday, Nov. 26, 2007**

- In *The Prose Reader*, read:
  - The opening pages of the section on division and classification; begin on page 265 and stop before the section entitled “Student Essay” on page 272. (This correlates to pages 245–252 in the 8<sup>th</sup> edition.)
  - “Calculated Risks,” by K.C. Cole (pages 283–292 in the 7<sup>th</sup> edition, pages 262–270 in the 8<sup>th</sup> edition)
  
- After you’ve completed the above readings, choose a topic for your next essay, the **Division/Classification Essay** due 12/3. This essay should be a longer essay than previous ones: at least four paragraphs (introduction, at least two body paragraphs, and a conclusion) and approximately 1½–3 pages long. You may choose one of the three topics below (taken from our textbook) or come up with your own. If you do come up with your own topic, please email me for approval.
  - Select a moral issue, such as stealing or cheating. Following Viorst’s model, classify and evaluate the varying degrees of morality associated with your issue. (Don’t choose lying since we’ve already spent so much time in class with that topic.)
  - Use division/classification to explain the types of risks you deal with in your life. Divide the risks you face into categories, and then discuss those categories in an essay. Make sure you decide on a purpose before you write.
  - Think about the ideal \_\_\_\_\_ (fill in the blank with one of the many roles we play every day [for example, father, daughter, brother, teacher, student, or friend]). List the qualities that person needs. What categories do these qualities fall into? Why are these categories ideal? Write an essay explaining the categories you have developed for the role you chose to discuss.

For 11/26, bring a detailed outline to class. This outline should consist of (1) a clear, detailed thesis statement that outlines the major points you will make and conveys the overall purpose of the essay; (2) topic sentences for each of your body paragraphs; and (3) an overview of the type of supporting evidence you will use to support each topic sentence. If you’re at all unclear about thesis statements/topic sentences, review the online material that was assigned a few weeks ago.

If you have any questions about the assignment, please email or call. Don’t just come to class on 11/26 confused about what you were to do.

- Bring *The Prose Reader* (not *A Rhetoric of Argument*) to class this week.

**Any questions**, contact Mrs. Swartz, [mswartz@cornerstonetutorial.org](mailto:mswartz@cornerstonetutorial.org)