

**Providence Extension Program | Core E Rhetoric I**  
**Q3 W7 Weekly Assignment Guide (2/21, 2/23)**

*WOW: Word(s) Of the Week*

*WOW words this semester are drawn from the Argument Builder text.*

**Review for a Quiz on all Common Topics and Fallacies**

*Due Tuesday 2/21:*

- **Common Topics, Fallacies Quiz**
- **Bring *Argument Builder* book to class**
- **Draft of your Argument Response paragraph, according to the guidelines below, printed and in MLA format.**
- **If you are assigned the Rebuttal section, write a paragraph summarizing possible counterarguments, including evidence.**

**Note: there is a chance that not everyone on a team will have an argument response paragraph. Those of you with intro or conclusion sections will have a different type of paragraph, due in week 8.**

**Debate: Response Expectations**

For this response, you must provide a well-developed paragraphs presenting research that affirms or negates (depending on which side you are on) your claim. Format your paragraph as follows:

- **T = TOPIC:** *Always* begin with a strong topic sentence. This sentence indicates what the paragraph will be about and indicates your argument, either affirming or negating the resolution.
- **R1 = RESTRICT (aka assertion):** Use this sentence to make a claim about your topic sentence, leading to the evidence you will present. This sentence asserts something about the research question. It is less broad than the topic (restricted) and makes a specific point.  
*Key Terms for Restrict Sentence: In fact, In other words, In addition . . .*
- **I1 = ILLUSTRATE (aka evidence):** This is where you provide a quote, a paraphrase, or a summary from the research you have investigated to prove the claim made in the “restrict” sentence. Your evidence must be properly cited, with quotes seamlessly integrated into your own writing.
- **A1 = ANALYZE (aka commentary):** In **more than one sentence**, explain how the example or quote proves the point made in the “restrict” sentence.  
*Key Terms for Analyze sentence: This is important because \_\_\_\_\_, The significance of this is \_\_\_\_\_ . . .*
- **R2 = RESTRICT (aka assertion):** A second restrict sentence appears next, providing a second claim about your topic sentence and leading to your second provision of evidence.
- **I2 = ILLUSTRATE (aka evidence):** Your evidence for your second assertion follows, again properly cited and integrated.
- **A2 = ANALYZE (aka commentary):** In **more than one sentence**, explain how the example or quote proves the point made in the “restrict” sentence.  
*Key Terms for Analyze sentence: This is important because \_\_\_\_\_, The significance of this is \_\_\_\_\_ . . .*
- **C = CLINCHER:** Finish with a sentence that concludes your paragraph, making connections to the larger topic

**Your response should be on an MLA-formatted document, typed and double spaced. It must follow the format above. See below for an example of a short TRIAC paragraph with just one round of [RIA] sentences. Your paragraph should follow the same pattern, with an additional [RIA] sequence following the first.**

*[T]Many critics worry that the way we use the Internet is reshaping our minds. [R] Their biggest concern is that our shallow-reading habits are fostering inattention and undermining literacy. [I] For example, in “Is Google Making us Stupid,” journalist Nicholas Carr worries that the connection-making state of mind promoted by slow, deep reading is giving way to an information-seeking state of mind best adapted to finding separate bits of information. In his view, instead of diving deep into the ocean of ideas, we merely “zip along the surface like a guy on a Jet Ski” (75). [A] Carr rightly points out that our reading habits are certainly changing. It is true that much of our everyday reading feeds our information-seeking appetites. It is also true that it takes work to learn how to read and think slowly and deeply. But his insistence that we are losing our ability to think in a complex way is countered by the slow patient thinking that takes place in activities such as prayer, meditation, and scholarship. [C] While it may indeed take conscious and disciplined effort to learn how to read and think well, today’s students are capable of making that effort, provided that we recognize that, like previous generations, some may need guided practice in the habit.*

---

*Due Thursday 2/23:*

- **Read *Pride & Prejudice* chapters 28– 34; be prepared for a quiz and discussion participation**