This assignment corresponds primarily to the first of the five learning outcomes for the course:

1. **Rhetorical Knowledge**
   By the end of first year composition, students should
   - Focus on a purpose
   - Respond to the needs of different audiences
   - Respond appropriately to different kinds of rhetorical situations
   - Use conventions of format and structure appropriate to the rhetorical situation
   - Adopt appropriate voice, tone, and level of formality
   - Understand how genres shape reading and writing
   - Write in several genres

Your research group (from informal assignment #1) will write a two-to-three page single-spaced analysis of Rose’s *Mind at Work* addressing the following questions:

1. What is the purpose of *The Mind at Work*?
2. Who is the audience for *The Mind at Work*?
3. What genre of book is it?
4. What is the rhetorical (i.e., societal) situation that Rose is responding to?
5. What kind of “voice” does Rose employ? What is his tone and level of formality? Why does he make these particular choices? Are these choices appropriate to Rose’s purpose and audience? How do these choices affect your reading of the book? How might they affect other kinds of readers?
6. What choices with regard to structure and format have Rose and his editors made in publishing this book? How do those choices conform to the genre? What might they have done differently?

**Your primary audience** is other undergraduate students taking an introductory course in Education who will read this book for their class. **Your secondary audience** is Dr. Marty, who will evaluate your work. **Your primary purpose** is to enable undergraduate Education students to understand the book or to help them to understand it better. **Your secondary (and deeper) purpose** is to “internalize” rhetorical analysis (which is a way of thinking) so that you begin to apply it automatically to all texts that you read, in college for professional purposes, as well as those you read for pleasure.

**Keep in mind:**
- You are not being asked for your personal opinion about the book or the author. (Your evaluation—which is more than personal opinion—will come in Assignment #3.) And, this is not a book review.
- You are secondarily (and simultaneously) practicing the other learning outcomes for this course, too: critical thinking, reading, and writing; processes; conventions; and technology.
- Use examples from *Mind at Work* to illustrate your points; no other sources are needed for this assignment.
- Use Times font, size 12.
- Use block format (a single, blank line between paragraphs) with 1” margins; do not indent paragraphs.
- Title your analysis appropriately in some way that makes your audience want to read the book themselves.

**Background on rhetorical analysis:** Thursday, Feb 19
**In-class peer review:** Tuesday, Feb 17
**In-class instructor-led workshop:** Thursday, Feb 19; optional one-on-one conferences w/Dr. Marty
**Optional one-on-one conferences:** contact the Writing Center for an appointment (don’t wait!)
**Final draft due for grading:** Tuesday, Feb 24

**In general, your individual and group grades (split in %) will be based on (more detailed rubric to follow):**
- how well you respond to questions 1 through 6 above. i.e., how well you demonstrate your ability to perform a rhetorical analysis of a text
- how well you address your audience (this includes college-level conventions for writing)
- whether you follow formatting instructions