Introduction
To help you prepare for your work at Georgetown University and beyond, this assignment hopes to cultivate two distinct values:

1. The value of good questions
2. The value of rhetorical action

The second value I have introduced and advocated for previously. The first value needs a little more explanation. As our exploration of frames highlights, questions determine answers (in many regards, questions already contain their answers). Importantly, if we could not direct answers through questions, they would be infinite and without meaning. If leading questions are thus unavoidable and necessary, then we must be able to interrogate where our questions lead us and why (as Corder might suggest). We must also be open to other questions that will lead us other places. If we ask, “Is the war in Iraq a distraction?” what answers will and won’t we get, and what will those answers do? Good research is predicated, then, on the questions we ask, how we ask them, why we ask them, and what we do to go about answering them.

Prompt
With the question you ask of/for/from rhetoric, you continue to consider the work of rhetoric, its contexts, and its purposes. We have already posed basic questions such as “What is rhetoric?” and “What does rhetoric do?” Consider this assignment an opportunity to build on or augment these basic questions. For instance, “What is rhetoric?” can become “What will rhetoric be in the future as the result on Web 2.0 technologies?” “What does rhetoric do?” becomes “What does rhetoric do in a democracy versus a theocracy?” You are encourage to revisit Vitanza’s “What is Rhetoric?” handout as you brainstorm for this writing assignment. As you ask and answer your question, draw on the course readings as well as exercises, class discussions, and external sources.

Rationale
This assignment provides you with an opportunity to develop a working definition to take with you into the rest of the semester. An understanding of the various ways in which rhetoric operates should guide your study of the university we know and inhabit today.

Rubric
The following rubric will be used to assess your frame analysis.

A. Outstanding essays provide specifics from the readings in forwarding a coherent and well-developed answer to their question. The question itself invites a complicate answer (that is, a good question makes the answer better). Additionally, outstanding essays might incorporate outside sources (i.e., current events, film, television, music) to add depth and relevance to their answer. The prose is clear and organized and should reflect the sophistication of the argument. They also meet all other specifications for this assignment as described below.

B. Essays performing significantly above the basic requirements do all the required tasks but with a level of sophistication and specificity above the basic requirements. This means well chosen and specific passages linked together in a thoughtful manner. In many regards, they look like an outstanding essay but with less sophistication of prose and analysis.

C. These essays meet the basic requirements as described above. They draw specific passages from the assigned text and course readings in an attempt to forward a coherent answer to the question they have posed. They do not merely summarize the readings. The prose is clear and the essay logically organized.

D. Such essays merely summarize readings and define key terms with no attempts to integrate the two through thoughtful analysis. Essays earning this grade also lack focus in organization and clarity of prose.

F. Simply put, these essays fail to make even the most basic requirement. They fail to understand the prompt, discuss any assigned readings, or attempt to forward some thesis about the work of rhetoric.

Document Specifications
- 600 words, 1 inch margins, double spaced
- 10-12 point font, legible typeface
- Name, course and section number, date, and assignment name in top left corner, single-spaced
- Title centered above body text