

Inquiry #5: Writer's Manifesto 2.0

Think back to the beginning of this course by revisiting your first inquiry. In it, you sought to answer the following questions: *What is writing? What does writing mean to you? What is argument, especially public argument? How do you interact with public arguments that are important to you?* This final inquiry invites you to finish that task by revising, developing, and complicating your initial manifesto with the rhetorical and experiential knowledge you have gained throughout this course.

You need to continue thinking about what writing and argument are, and how you might more skillfully and effectively articulate your beliefs on them. The challenge of this final project is using what you now know about rhetoric and the composing process in concert with your own invention, progymnasmata, drafts, essays, responses, in-class writing, and so forth to build a more substantive, supported, and rich statement of your beliefs about writing.

Like the first, this manifesto can take different forms; consider what you now know about using available means, medium, content, and genre. Feel free to turn to the initial questions to help you continue generating ideas:

- Is dialect important to writing and argument? What role does it have in academic spheres?
- How does technology affect writing and argument? What role does online communication have in your ideas about what writing and argument are?
- How do you use technology? How does this affect your process?
- How do the conventions of your various disciplines affect how you write and/or argue?
- What should a drafting process look like?

Additionally, you might want to reflect on these questions:

- What rhetorical concepts, including the appeals, might help you more clearly articulate the ideas you held about writing and argument when you entered this course?
- How have these ideas been challenged by what you have read and written this semester? How have they been supported?
- Given what you now know about audience, who do you think would care about a writing manifesto? How does this affect your approach?
- How do your developed understandings about your own and others' composition processes affect what you believe about writing, rhetoric, and argument?

You are still free to explore any other ideas that you think are important and relevant.

Papers must be at least 900 words, submitted in MLA-formatted documents of the file types listed on the syllabus. All papers must be accompanied by a reflective memo of at least 300 words.