**ENGL 108  
ACCLERATED INTRODUCTORY COMPOSITION**

**crn 19070 | section 071 | fall 2020 (full 16 weeks: REMOTE)  
academic rhetorics syllabus theme**Amanda Smith **|** smit3637@purdue.edu  
virtual office hours Monday/Thursday 3-5:30PM, or by appointment

WebEx Virtual Office Room: <https://purdue.webex.com/meet/smit3637>

Google Voice phone: (756)268-0369

course website: https://purdue.brightspace.com

**GOALS & ICaP REQUIREMENTS**Welcome to English 108! English 108 is an accelerated composition course that, like English 106, satisfies the Written Communication and Information Literacy requirements of the university core. As in English 106, students should expect to produce approximately 7,500-11,500 words of polished writing (or 15,000-22,000 words, including drafts). Some of this text production may be done using multimedia, and some of it may be composed in short assignments. The course emphasizes a rigorous approach with high expectations on students’ abilities to work quickly and independently. This course is fully remote, meaning we will not meet in-person, on campus, but rather, we will hold virtual lectures via Zoom and use Brightspace for course work and materials. For more information on virtual lectures, see “Attendance.” I will use WebEx to hold virtual office hours and the link to my personal room is available on Brightspace. Student success in English 108 requires (a)more self-efficacy and self-regulation; (b) strong writing skills and/or prior writing experiences, and/or (c) the focused content provided by learning communities.

By the end of the course, students will:

1. Demonstrate rhetorical awareness of diverse audiences, situations, and contexts.
2. Compose a variety of texts in a range of forms, equaling at least 7,500-11,500 words of polished writing (or 15,000-22,000 words, including drafts).
3. Critically think about writing and rhetoric through reading, analysis, and reflection.
4. Provide constructive feedback to others and incorporate feedback into their writing.
5. Perform research and evaluate sources to support claims.
6. Engage multiple digital technologies to compose for different purposes.

**ACADEMIC RHETORICS: OUR SYLLABUS APPROACH**The goal of the Academic Rhetorics theme is to situate students within the writing of the academy. Students will be expected to conduct primary and/or secondary research and summarize, analyze, and synthesize this research into cohesive prose. It is recognized, however, that writings in the academy are diverse, context, and discipline specific; therefore, the goal is to familiarize students with academic research and writing processes while also asking students to write in genres typically associated with the academy. Additionally, the goal of the Academic Rhetorics theme is to prepare students to adapt their knowledge to broader audiences, including digital and public spaces. Students are expected to showcase their growth in Academic Rhetorics through the compilation of a final portfolio.

# **TEXTS AND MATERIALS**

A screenshot of a cell phone

Description automatically generated

*The Norton Field Guide to Writing with Handbook*, 5th edition, by Bullock & Weinberg (ISBN 978-0393655797), ~ $55.

You must purchase or rent this edition of the textbook for the course.

Other course texts (readings, reports, videos, images, etc.) will be available as PDFs or links from our class Brightspace site and are indicated on the course schedule. All other class materials (slideshows, videos, handouts, etc.) will also be available on Brightspace. **All course readings and videos are required, unless otherwise noted.**

**INSTRUCTOR SPECIFICS**

As an instructor, my goal is to help students participate in the academic community. My classroom environment welcomes students from diverse backgrounds, ethnicities, genders, and sexualities. Through a pedagogy of inclusivity, I strive to bridge the gap between instructor and student sharing in the process of constructing knowledge and teach modes of thinking that will help students critically examine the world around them. I believe students learn best in an inquiry-centered, active learning environment. As such, I will often ask you and your colleagues to engage with the material in various ways that go beyond answering instructor questions or taking notes. Students will be asked to follow their own lines of inquiry and to construct knowledge in a collaborative effort. Active learning also helps to build a community within the classroom, which is an important component of engagement and success for students.

My preferred method of contact is via email ([smit3637@purdue.edu](mailto:smit3637@purdue.edu)) and I strive to respond to students within 48 hours during the work week. I am also available to you my virtual office hours, or over the phone (apart from grade concerns) via my Google Voice phone number. All emails should maintain professional ethos, including appropriate greetings, complete sentences, subject lines, and a signature. I will send you emails via Brightspace Announcements and it is your responsibility to check your email, as well as Brightspace, daily. Failure to review the Announcements page and your email will not excuse missed assignments, attendance, etc. Please be sure to only email me via your Purdue email account.

**ONLINE COURSE EXPECTATIONS**A virtual course is likely very different from other courses you’ve taken at Purdue. In an online course, your only contact with your instructor and classmates is through email, discussion boards, chat rooms, and web conferencing, and you will get to know me, your instructor, through my video lectures. The course requires that you check your email regularly, maintain open channels of communication, and ask questions when necessary. This course will be intensive and fast-paced. It will require time management skills, as well as a commitment of several hours of work per week for reading, researching, writing, revising, and engaging in collaborative activities. Do not let yourself fall behind on course material, as it will become difficult to catch up very quickly. I recommend that you maintain a calendar and to-do list for the class, and schedule time each week to complete assignments and projects.

**TECHNOLOGIES & ONLINE ETIQUETTE**In order to participate in course activities, the following technologies are required:

* A high-speed internet connection, which you will access daily for course communication through email, as well as Brightspace use
* A laptop or desktop computer with Windows Vista or higher, or Mac OS 10.6 Snow Leopard or higher
* A microphone and/or webcam, for video conferencing
* A program that can open PDFs (such as Acrobat or Preview)

Microsoft Office, Apple’s Office suite, or open source equivalents (please save documents in .doc, .docx, or .pdf formats—no PAGES files, please!)

Online courses provide an excellent opportunity for students to freely share ideas with each other. Many students who are uncomfortable speaking up in a traditional face-to-face classroom find that they prefer the online experience. However, sometimes this sense of freedom can be abused, and lead to rudeness or disrespect in digital interactions. Online courses do afford us a relative amount of anonymity, and that can sometimes embolden us to write things that we wouldn’t say to someone in the physical space of a classroom or just in person, generally. I expect that you all will respect your classmates and their opinions. **Flaming** (hostile or insulting interaction) and/or **trolling** (offering interaction that is irrelevant or inflammatory in order to make people upset or uncomfortable) will not be tolerated in this course; if you engage disrespectfully with your classmates or your instructor, it will negatively affect your grade.

**ASSIGNMENTS & GRADING**  
Grades will be posted for all course assignments within 10 days of their due dates. I do not accept late work unless arrangements have been made at least 48 hours prior to the due date. Final drafts of projects 1–4 must be uploaded to their corresponding Brightspace drop boxes by 11:59pm on the assignment due date, unless otherwise specified on the syllabus. Your overall course grade (not individual grades) will be rounded up to nearest whole number at the end of the semester, meaning that if you earn a 96.5 or higher, your overall grade will be rounded to a 97, bumping you up from an A to an A+.

**GRADING SCALE:**

100–97= A+  
96–94 = A  
93–90 = A-  
89–87 = B+  
86–84 = B  
83–80 = B-  
79–77 = C+  
76–74 = C  
73–70 = C-  
69–67 = D+  
66–64 = D  
63–60 = D

59 or below = F

**ASSIGNMENT DESCRIPTIONS**

*Note that these are just brief descriptions; each project has several required components, and full assignments will be posted on Brightspace. See the Class Schedule for due dates*. *You will submit all assignments online in our course Brightspace site.*

**PROJECT ONE: SCHOLARLY ARTICLE ANALYSIS**………………………………...25%  
You will analyze and evaluate an author’s argument in a piece of writing related to your major while assessing the research that they use. Identifying the different rhetorical strategies that the author uses will help you to better understand how scholarly arguments are made in their discipline. You will make an overall judgement about the piece’s effectiveness for the author’s intended audience. (approximately 1750–2750 words with reflective chart)

*This assignment meets ICaP Learning Outcomes 1.a, 1.d, 1.e, 2.a, 2.c, 2.d, 3.b, 4.b, 4.c, 5.e, 6.a, 6.b, 6.c, 6.d, 6.e, 6.g; for more details, see* [*https://cla.purdue.edu/academic/english/icap/courses/outcomes.html*](https://cla.purdue.edu/academic/english/icap/courses/outcomes.html)

**PROJECT TWO: RESEARCHED ARGUMENT**…………………………………...…..25%  
You will use scholarly and popular sources to construct a researched argument related to your field of study, making a suggestion for a continuation or change in conjecture, definition, quality, or policy. Conducting scholarly research using Purdue Library databases and open source digital tools (like Google Scholar), you will assess, summarize, and synthesize sources to present an argument to a community of scholarly peers. (approximately 2250–2750 words with reflective chart)

*This assignment meets ICaP Learning Outcomes 1.a, 1.b, 1.c, 1.d, 2.a, 2.b, 2.c, 2.d, 2.e, 3.a, 3.b, 3.c, 4.b, 4.c, 5.a, 5.b, 5.d, 5.e, 6.a; for more details, see* [*https://cla.purdue.edu/academic/english/icap/courses/outcomes.html*](https://cla.purdue.edu/academic/english/icap/courses/outcomes.html)

**PROJECT THREE: TED TALK**………………………………………………………..……...25%  
You will *remediate* your work from your last project—that is, you will re-present your research in another medium, for another audience. Using the rhetorical and information design skills that you have been learning and practicing during this course, you will create a script and stage directions for a TED Talk of 5–8 minutes that conveys your researched argument to a broader, more public audience. (approximately the equivalent of 2000 typewritten words with reflective chart)

*WP3 meets ICaP Learning Outcomes 1.a, 1.b, 1.c, 1.d, 1.e, 2.a, 2.b, 2.d, 3.a, 3.b, 4.b, 4.c, 5.a, 5.d, 5.e, 6.a, 6.b, 6.c, 6.d, 6.e, 6.f, 6.g; for more details, see* [*http://icap.rhetorike.org/outcomes*](http://icap.rhetorike.org/outcomes)*.*

**PROJECT FOUR: PORTFOLIO**……….……...................................................10%

You will collect all of the documents from your previous units and compile them into one PDF or .docx document. The core assignment to this unit is the reflective essay where you synthesize your learning throughout the semester and how well your writing meets the six ICaP learning outcomes. (approximately the equivalent of 1000 typewritten words)

*The portfolio meets ICaP Learning Outcomes 1.a, 1.b, 1.e, 2.a, 2.b, 2.d, 2.e, 3.b, 4.b, 4.c, 5.a, 5.d, 6.c, 6.d, 6.f; for more details, see:* [*https://cla.purdue.edu/academic/english/icap/courses/outcomes.html*](https://cla.purdue.edu/academic/english/icap/courses/outcomes.html)

**SHORT WRITINGS AND DISCUSSIONS**………........……………………………..…15%  
Over the course of the semester, ­you will be asked to submit discussion board posts (500 word minimum) to reflect on course readings and to share early, generative writing goals designed to contribute to your understanding of course concepts and meet benchmarks toward your major writing projects. These will be averaged to form your short writing grade. Additional information on these short assignments will be given on Brightspace.

**ATTENDANCE**We cover a lot of material in this class, so your regular participation in discussion boards and other online assignments are vital to your success in this class. You will be expected to meet deadlines and keep up with the course content from week to week. With the uncertainties of COVID, attendance will be based on participation rather than physical presence; COVID is also the reason our course in now remote, as opposed to face-to-face. If you are feeling sick, have been exposed to someone who is sick, or if you cannot engage with our course work due to COVID, you need to let me know when possible. Some additional, University regulated absence information is listed below.

* All official university regulations concerning absences can be found at this website: [www.purdue.edu/studentregulations/regulations\_procedures/classes.html](http://www.purdue.edu/studentregulations/regulations_procedures/classes.html)
* If you have a death in the family, you (or your representative) should contact the Office of the Dean of Students. That office will then notify your instructors. Check the Grief Absence Policy on Purdue’s website.
* If you are called up for active duty or mandatory military training, your commanding officer can provide the Dean of Students a copy of your orders. The Dean of Students may then contact your instructors; however, please let me know at the beginning of the semester if you expect to be absent for military duty.
* If you need to miss class for a religious observance, you must let me know a week in advance, minimize the length of your absence, and be flexible in arranging alternative times to complete the assignments you may miss.

**ATTENDANCE, continued**

You have been divided into three groups—two groups of seven, and one group of six students—that will meet remotely via Zoom once a week. Our meetings will take place at the same time as your course schedule, so 8:30-9:20AM, on either Monday, Wednesday, or Friday. You will not attend all three meetings, just once per week, and your assigned meeting day will not change throughout the semester. These meetings will be intensive and active learning sessions where you will be given supplemental resources and information to help you succeed in the work and course content for each week. You do not need to create a Zoom account in order to access your required weekly lecture, but I do recommend it. You can find information about which day you are required to attend the Zoom lecture, as well as gain access to your required lecture meeting, on Brightspace.

While the nature of remote instruction empowers independent learning, and we are focusing on participation rather than “physical” presence, I will keep a record of students who do not attend required Zoom lectures and show a pattern of reduced engagement for my records, just in case a Student of Concern report is necessary.

Some expectations for the required Zoom lectures include:

* Entering with your microphone turned off so there is as little background noise as possible
* Video for students is optional; we don’t all have the necessary bandwidth to accommodate full video at all times
* Use the active chat to ask questions or contribute, not to carry on erroneous conversations
* If you choose to use video, please make sure others in your working space are first, aware, and second, appropriately dressed—this includes yourself. You don’t have to be in a tux or a ballgown, but clothing ain’t optional!
* All pets are welcome at all times. My cat will likely be very intrigued, and I’m sure you’ll all get to know him well throughout the course

**ACADEMIC GUIDANCE IN EVENT STUDENT IS QUARANTINED/ISOLATED**

If you become quarantined or isolated at any point in time during the semester, in addition to support from the Protect Purdue Health Center, you will also have access to an Academic Case Manager who can provide you academic support during this time. Your Academic Case Manager can be reached at [acmq@purdue.edu](mailto:acmq@purdue.edu) and will provide you with general guidelines/resources around communicating with your instructors, be available for academic support, and offer suggestions for how to be successful when learning remotely. Importantly, if you find yourself too sick to progress in the course, notify your academic case manager and notify me via email or Brightspace. We will make arrangements based on your particular situation. The Office of the Dean of Students (odos@purdue.edu) is also available to support you should this situation occur.

**CLASSROOM GUIDANCE REGARDING PROTECT PURDUE**

The [Protect Purdue Plan](https://protect.purdue.edu/plan/), which includes the [Protect Purdue Pledge](https://protect.purdue.edu/pledge/?_ga=2.210401429.1213937682.1590527202-1814553957.1589408073), is campus policy and as such all members of the Purdue community must comply with the required health and safety guidelines. Required behaviors in this class include: staying home and contacting the Protect Purdue Health Center (496-INFO) if you feel ill or know you have been exposed to the virus, wearing a mask [in classrooms and campus building](https://protect.purdue.edu/updates/face-covering-protocols/), at all times (e.g., no eating/drinking in the classroom), disinfecting desk/workspace prior to and after use, maintaining proper social distancing with peers and instructors (including when entering/exiting classrooms), refraining from moving furniture, avoiding shared use of personal items, maintaining robust hygiene (e.g., handwashing, disposal of tissues) prior to, during and after class, and following all safety directions from the instructor.

Students who are not engaging in these behaviors (e.g., wearing a mask) will be offered the opportunity to comply. If non-compliance continues, possible results include instructors asking the student to leave class and instructors dismissing the whole class. Students who do not comply with the required health behaviors are violating the University Code of Conduct and will be reported to the Dean of Students Office with sanctions ranging from educational requirements to dismissal from the university.

Any student who has substantial reason to believe that another person in a campus room (e.g., classroom) is threatening the safety of others by not complying (e.g., not wearing a mask) may leave the room without consequence. The student is encouraged to report the behavior to and discuss next steps with their instructor. Students also have the option of reporting the behavior to the [Office of the Student Rights and Responsibilities](https://www.purdue.edu/odos/osrr/). See also [Purdue University Bill of Student Rights](https://catalog.purdue.edu/content.php?catoid=7&navoid=2852#purdue-university-bill-of-student-rights).

*Related Considerations:*

1. *A listing of recommended safe practices for the specific class or laboratory setting (other PPE or safety behavior) can be found at the links below.*

* [Overarching SOP for Classrooms, Instructional Laboratories, and Experiential Courses](https://www.purdue.edu/innovativelearning/teaching-remotely/files/resources/SOP_Class_Lab_Experiential_Course_200723.pdf)

1. *References Supporting Protect Purdue Compliance:*

* Office of the Dean of Students [Protect Purdue Compliance Plan: Ask, Offer, Leave, Report](https://www.purdue.edu/odos/protect/compliance-plan.html)
* Office of the Dean of Students [Managing Classroom Behavior and Expectations](https://www.purdue.edu/odos/osrr/resources/documents/managing_classroom_behavior.html)

**STUDENT GUIDE**

All Purdue policies apply to this course. Learn more in the [Student Guide to ICaP.](https://cla.purdue.edu/academic/english/icap/studentguide/index.html) You are expected to read your @purdue.edu e-mail on a frequent basis. Not only will you receive important information from the university via e-mail, you will also receive a great number of reminders and updates from me.

**ACADEMIC HONESTY**Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breeches of this value by either emailing [integrity@purdue.edu](mailto:integrity@purdue.edu) or by calling 765-494-8778. While information may be submitted anonymously, the more information that is submitted provides the greatest opportunity for the university to investigate the concern. Incidents of academic misconduct in this course will be addressed by the course instructor and referred to the Office of Student Rights and Responsibilities (OSRR) for review at the university level. Any violation of course policies as it relates to academic integrity will result minimally in a failing or zero grade for that particular assignment, and at the instructor’s discretion may result in a failing grade for the course. In addition, all incidents of academic misconduct will be forwarded to OSRR, where university penalties, including removal from the university may be considered. When writers use material from other sources, they must acknowledge this source. Not doing so is called plagiarism, which means using without credit the ideas or expression of another. You are therefore cautioned (1) against using, word for word, without acknowledgment, phrases, sentences, paragraphs, etc. from the printed or manuscript material of others; (2) against using with only slight changes the materials of another; (3) against using the general plan, the main headings, or a rewritten form of someone else's material. These cautions apply to the work of other students as well as to the published work of professional writers. If you have questions about what is and is not plagiarism, do not hesitate to ask me during office hours or via e-mail.

**DISABILITIES & ACCOMMODATION**Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. Alternate assignments can be provided for students who may face difficulties or be otherwise unable to complete them due to disability (for example, a different remediation assignment than designing an infographic may be provided to a student with visual impairments for Writing Project 3). It is best to send an email or stop by my office hours early in the semester. You are also encouraged to contact the [Disability Resource Center](https://www.purdue.edu/drc/) at: [drc@purdue.edu](mailto:drc@purdue.edu) or by phone: 765-494-1247.

**CAPS & MENTAL HEALTH RESOURCES**

Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765) 494-6995 and http://www.purdue.edu/caps/ during and after hours, on weekends and holidays, or through its counselors physically located in the Purdue University Student Health Center (PUSH) during business hours.

**PURDUE WRITING LAB**

Want input on your writing for this class or any others? Did you know working with a tutor, whether for English or any other discipline, leads to better course grades, high GPAs, greater academic success? Sign up to share any writing from this 106 course or any other at https://cla.purdue.edu/wlschedule/. They also have evening hours, and you can get feedback virtually without leaving your dorm or apartment. The Writing Lab will work with you where you are, support your writing in your major, and help you learn what you need to become more effective whatever the context.

**EMERGENCIES**To report an emergency, call 911. To obtain updates regarding an ongoing emergency, sign up for Purdue Alert text messages at [www.purdue.edu/ea](http://www.purdue.edu/ea). There are nearly 300 emergency telephones that connect directly to the PUPD, both outdoors across campus and in parking garages. If you feel threatened or need help, push the button and you will be connected immediately. Please review the Emergency Preparedness website for additional information: <http://www.purdue.edu/emergency/>. In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond my control.

# **COURSE CALENDAR**

This schedule is tentative. If additional readings are posted or anything is changed, a revised class schedule will be posted and you will be notified via Brightspace Announcements. *NFG*=*The Norton Field Guide to Writing with Handbook*. All due dates are Eastern Standard Time.

# **UNIT ONE: RHETORICAL THINKING AND ANALYSIS**

Learning Goals:

* Outcome 1: Demonstrate rhetorical awareness of diverse audiences, situations, and contexts.
* Outcome 3: Critically think about writing and rhetoric through reading, analysis, and reflection.

|  |  |
| --- | --- |
| Weekly Dates, Topic, Readings, Resources | Assignment Due Dates |
| Week One: Getting Started and Academic Situations (8/24-8/30)  Read:   * *NFG:* “Writing and Reading in Academic Contexts” (pgs. 3-31) * *NFG*: “Getting Started on Research, Finding and Evaluating Sources” (pgs. 479-505) * *NFG*: “Rhetorical Situations” (pgs. 53-68)   Resources:   * Course Introduction Video * Week One Readings PowerPoint * WP1 Scholarly Article Analysis Assignment Sheet + Rubric | **Sun., 8/30, by 11:59PM:** Introduction Discussion Board Post and One Reply to a Classmate due on Brightspace |
| Week Two: Engaging with Scholarship and Entering the Conversation (8/31-9/6)  Read:   * *NFG*: “Summarizing and Responding: Where Reading Meets Writing” (pgs. 33-45) * *NFG*: “Evaluating Sources” (pgs. 511-518)   Resources:   * Week Two Readings PowerPoint * Karen Rosenberg, “Reading Games: Strategies for Reading Scholarly Sources” | **Wed., 9/2, by 11:59PM:** Week Two Discussion Board Post and Two Replies due on Brightspace  **Sun., 9/6, by 11:59PM:** Article Selection and Summary due on Brightspace (25 points possible) |
| Week Three: Giving and Receiving Feedback (9/7-9/13)  Read/Watch:   * *NFG*: “Analyzing Texts” (pgs. 98-131) * *NFG*: “Drafting, Assessing, and Revising” (pgs. 340-355) * Peer Review Guidelines and 2 Peer Drafts * Bill Hart-Davidson, “Describe, Evaluate, Suggest: Giving Helpful Feedback”   Resources:   * Week Three Readings PowerPoint * WP1 Reflective Chart Guidelines | **Wed., 9/9, by 11:59PM:** Week Three Discussion Board Post and Two Replies due on Brightspace  **Sun., 9/13, by 11:59PM:** WP1 Scholarly Article Analysis Rough Draft (20 points possible) and Peer Review of Two Classmates’ Drafts due on Brightspace (30 points possible) |
| Week Four: Keeping the Reader in Mind and MLA Format (9/14-9/20)  Read:   * *NFG*: “Beginning and Ending, Guiding Your Reader” (pgs. 373-391) * *NFG*: “MLA Style” (pgs. 548-596)   Resources:   * Week Four Readings PowerPoint * Peer Review Feedback * MLA Resources on Brightspace | **Wed., 9/16, by 11:59PM:** Week Four Discussion Board Post and Two Replies due on Brightspace  **Sun., 9/20, by 11:59PM:** WP1 Scholarly Article Analysis Final Draft and Reflection Chart due on Brightspace (100 points possible) |

# **UNIT TWO: RESEARCH AND ARGUMENT**

Learning Goals:

* Outcome 5: Perform research and evaluate sources to support claims.
* Outcome 4: Provide constructive feedback to others and incorporate feedback into their writing.

|  |  |
| --- | --- |
| Weekly Dates, Topic, Readings, Resources | Assignment Due Dates |
| Week Five: Strategies for Argumentative Writing (9/21-9/27)  Read:   * *NFG*: “Analyzing Causes and Effects; Arguing” (pgs. 392-417) * *NFG*: “Classifying and Dividing; Comparing and Contrasting” (pgs. 418-431)   Resources:   * Week Five Readings PowerPoint * WP2 Researched Argument Assignment Sheet + Rubric | **Wed., 9/23, by 11:59PM:** Week Five Discussion Board Post and Two Replies due on Brightspace  **Sun., 9/27, by 11:59PM:** Topic/Argumentative Research Stance/Research Questions due on Brightspace (15 points possible) |
| Week Six: Evaluating and Annotating Sources (9/28-10/4)  Read:   * *NFG*: “Annotated Bibliographies and Reviews of Scholarly Literature” (pgs. 190-201) * *NFG*: “Evaluations” (pgs. 202-210)   Resources:   * Week Six Readings PowerPoint * Annotated Bibliography Assignment Sheet + Rubric | **Wed., 9/30, by 11:59PM:** Week Six Discussion Board Post and Two Replies due on Brightspace  **Sun., 10/4, by 11:59PM:** 4 Scholarly Source list, Justification/Updated Research Question(s) due on Brightspace (25 points possible) |
| Week Seven: Argumentative Position and Utilizing Sources (10/5-10/11)  Read:   * *NFG*: “Arguing a Position” (pgs. 157-184) * *NFG*: “Synthesizing Ideas; Quoting, Paraphrasing, and Summarizing” (pgs. 519-538) * Graff & Birkenstein, “They Say, I Say Templates for Argument” * *NFG*: “APA Style” (pgs. 597-636)   Resources:   * Week Seven Readings PowerPoint * Additional APA Resources on Brightspace | **Wed., 10/7, by 11:59PM:** Week Seven Discussion Board Post and Two Replies due on Brightspace  **Sun., 10/11, by 11:59PM:** WP2 Researched Argument Annotated Bibliography due on Brightspace (30 points possible) |
| Week Eight: Remembering the Rhetorical Situation and Abstracts (10/12-10/18)  Read:   * *NFG*: “Rhetorical Situations” (pgs. 53-68) * *NFG*: “Abstracts” (pgs. 185-189) * Peer Review Guidelines and 2 Peer Drafts   Resources:   * Week Eight Readings PowerPoint * WP2 Reflective Chart Guidelines | **Wed., 10/14, by 11:59PM:** Week Eight Discussion Board Post and Two Replies due on Brightspace  **Sun., 10/18, by 11:59PM:** WP2 Researched Argument Rough Draft (20 points possible)and Peer Review of Two Classmates’ Drafts due on Brightspace (30 points possible) |
| Week Nine: Revision Strategies and Processes (10/19-10/25)  Read:   * Review *NFG*: “Assessing Your Own Writing; Getting Response and Revising; Editing and Proofreading” (pgs. 340-360)   Resources:   * Week Nine Readings PowerPoint * Peer Review Feedback | **Wed., 10/21, by 11:59PM:** Week Nine Discussion Board Post and Two Replies due on Brightspace  **Sun., 10/25, by 11:59PM:** WP2 Researched Argument Final Draft and Reflection Chart due on Brightspace (100 points possible) |

# **UNIT THREE: MULTIMODALITY AND REMEDIATION**

Learning Goals:

* Outcome 2: Compose a variety of texts in a range of forms, equaling at least 7,500-11,500 words of polished writing (or 15,000-22,000 words, including drafts).
* Outcome 6: Engage multiple digital technologies to compose for different purposes.

|  |  |
| --- | --- |
| Weekly Dates, Topic, Readings, Resources | Assignment Due Dates |
| Week Ten: Engaging Genres and Designing Your Compositions (10/26-11/1)  Read:   * *NFG*: “Media/Design” (pgs. 69-72)   Resources:   * Week Ten Readings PowerPoint * WP3 TED Talk Assignment Guidelines + Rubric * Sample TED Talks | **Wed., 10/28, by 11:59PM:** Week Ten Discussion Board Post and Two Replies due on Brightspace  **Sun., 11/1, by 11:59PM:** TED Talk Genre Analysis due on Brightspace (25 points possible) |
| Week Eleven: Additional Modes of Communication and Sampling (11/2-11/8)  Read:   * *NFG*: “Designing Text; Using Visuals, Incorporating Sound” (pgs. 644-663) * *NFG*: “Defining; Describing” (pgs. 432-451)   Resources:   * Week Eleven Readings PowerPoint | **Wed., 11/4, by 11:59PM:** Week Eleven Discussion Board Post and Two Replies due on Brightspace  **Sun., 11/8, by 11:59PM:** TED Talk Design Strategies due on Brightspace (15 points possible) |
| Week Twelve: Narrating and Presenting Communication (11/9-11/15)  Read:   * *NFG*: “Explaining Processes; Narrating” (pgs. 457-470) * *NFG*: “Giving Presentations” (pgs. 673-683) * Peer Review Guidelines and 2 Peer Drafts   Resources:   * Week Twelve Readings PowerPoint * WP3 Reflective Chart Guidelines * Review MLA/APA Formatting Resources in *NFG* and on Brightspace | **Wed., 11/11, by 11:59PM:** Week Twelve Discussion Board Post and Two Replies due on Brightspace  **Sun., 11/15, by 11:59PM:** WP3 TED Talk Rough Draft (20 points possible) and Peer Review of Two Classmates’ Drafts due on Brightspace (30 points possible) |
| Week Thirteen: Revision Practice with Multimodal Compositions (11/16-11/22)  Read:   * Review *NFG*: “Assessing Your Own Writing; Getting Response and Revising; Editing and Proofreading” (pgs. 340-360)   Resources:   * Week Thirteen Readings PowerPoint * Peer Review Feedback | **Wed., 11/18, by 11:59PM:** Week Thirteen DiscussionBoard Post and Two Replies due on Brightspace  **Sun., 11/22, by 11:59PM:** WP3 TED Talk Final Draft and Reflection Chart due on Brightspace (100 points possible) |

# **UNIT FOUR: REFLECTION**

Learning Goal:

* Outcome 3: Critically think about writing and rhetoric through reading, analysis, and reflection.

|  |  |
| --- | --- |
| Weekly Dates, Topic, Readings, Resources | Assignment Due Dates |
| Week Fourteen: Reflecting and Outcome Evaluation (11/23-11/29)  Read:   * *NFG*: “Reflections” (pgs. 256-263) * *NFG*: “Compiling a Portfolio” (pgs. 361-370) * Sandra Giles, “Reflective Writing and the Revision Process: What Were You Thinking?”   Resources:   * Week Fourteen Readings PowerPoint * WP4 Portfolio Assignment Sheet + Rubric   \*\*\*All F2F instruction ends 11/24  \*\*\*Thanksgiving Vacation 11/25-11/28 | **Tues., 11/24, by 11:59PM**: Collected WP Examples due on Brightspace (30 points possible) |
| Week Fifteen: Compiling Documents and Portfolio Formats (11/30-12/5)  Read:   * Final Drafts of Semester Writing Projects * WP4 Portfolio Assignment Sheet + Rubric * ICaP Learning Outcomes   Resources:   * Optional WP4 Rough Draft Forum | **Sun., 12/5, by 11:59PM**: Optional WP4 Portfolio Rough Draft due on Brightspace  \*\*Complete Course Survey\*\* |
| Week Sixteen: Final Portfolio Submission and Course Wrap-up (12/6-12/12)  Read:   * WP4 Rough Draft Feedback | **Sat., 12/12, by 11:59PM**: WP4 Portfolio Final Draft due on Brightspace (75 points possible) |