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| **COURSE CALENDAR (TUESDAY/THURSDAY)**  This calendar is tentative. I will distribute written revisions as I adapt instructions and materials to your needs. You should come to class *already having completed* the assignments/readings for that date.  All readings come from the required textbook: **Lisa Ede’s *The Academic Writer,* 4th edition**   |  |  |  |  | | --- | --- | --- | --- | | **Day** | **Date** | **Reading/Assignments Due** | **In Class** | | **UNIT #1: PRIMARY RESEARCH** | | | | | T | **January 19**  Via Zoom | **** Read Chapter 9 of *The Academic Writer*, pp. 262-86 | * Review College Writing I. * Explore Chapter 9 of *The Academic Writer*, pp. 262-86. * Discuss Syllabus. | | R | **January 21**  Group 1: 8-8:35  Group 2:  8:45-9:20 | **** Read Frank Rose’s “The Selfish Meme,” pp. 33-34; Tawnya Redding’s “Mood Music: Music Preference and the Risk for Depression and Suicide in Adolescents,” pp. 249-58 | * Explore “Developing the Habits of Mind Needed for Academic Reading,” pp. 27-40, including “The Selfish Meme,” pp. 33-34. * Discuss “Mood Music,” pp. 249-58 **.** * Practice reading actively and critically.   **Launch Essay #1: Primary Research**  ~1,000 words, with primary research and secondary research. (Possible topics: personal manifesto, autoethnography, IMRaD). | | T | **January**  **26**  Via Zoom | **** Read Jean M. Twenge’s *Generation Me* (excerpt), “Generation Me on Trial,” “Generational Differences in Young Adults’ Life Goals, Concern for Others, and Civic Orientation,” pp. 67-79. | * Learn about “Hands-on Research,” “Finding a Focus,” and “Managing Uncertainty,” pp. 187-191. * Explore “Observing a Professional Writer at Work,” pp. 67-77, including “*Generation Me* (excerpt), “Generation Me on Trial,” “Generational Differences in Young Adults’ Life Goals, Concern for Others, and Civic Orientation,” pp. 72-79. | | R | **January 28**  Group 1: 8-8:35  Group 2:  8:45-9:20 | **** Read Alia Sands’ “A Separate Education,” pp. 58-61; Richard Rodriguez’s “Aria: A Bilingual Memoir” (online). | * Explore “Analyzing Rhetorical Situations,” 51-61, including “A Separate Education,” pp. 58-61 and “Aria: A Bilingual Memoir” (online). | | T | **February 2**  Via Zoom | **** Read Stevon Roberts’ “Identity, Rebooted,” including drafts, pp. 296-301.  ** Canvas Assignments #1 due 2/01 at 11:55pm:** Answer the flowchart questions on pp. 54 and 55 about your tentative plan for Essay #1. Be prepared to share on 2/02. | * Share Canvas Assignments #1. * Explore “Strategies for Revising, Editing, and Proofreading,” pp. 287-306, including “Identity, Rebooted,” including drafts, pp. 296-301. * Practice peer review. | | R | **February 4**  Group 1: 8-8:35  Group 2:  8:45-9:20 | ** Canvas Assignments #2 due 2/03 at 11:55pm:** Edit a sample paper (in Sharepoint “Sample Papers” file is a sample paper with errors and the paper with the errors marked and explained). | * Share Canvas Assignments #2. * Introduce Purdue OWL for grammar and mechanics. * Explore and practice “Practical Strategies for Editing,” pp. 306-318. | | T | **February 9**  Via Zoom | **** Have a digital copy of revised Essay #1 draft.   * **Essay #1 due by 11:55pm on 2/10** | * Participate in local issues peer review workshop. | | **UNIT #2: VISUAL RHETORIC** | | | | | R | **February 11**  Group 1: 8-8:35  Group 2:  8:45-9:20 | **** Read Brandon Barrett’s “The All-Purpose Answer,” pp. 66-67  ** Canvas Assignments #3 due 2/10 at 11:55pm:**  Essay #1 Writing Process Debriefing using “Academic Writing: Committing to the Process,” pp. 88-100 | * Share Canvas Assignments #3. * Explore “Rhetorical Sensitivity and Kairos,” pp. 12-15; “Reading Rhetorically,” pp. 16-27; “Reading Visual Texts,” pp. 41-50 (also p. 25). * Discuss *Ethos*, *Pathos*, and *Logos* and “The All-Purpose Answer,” pp. 62-67.   **Launch Essay #2:** Rhetorical Analysis of a visual (possible topics: rhetorically analyze an ad from the 1950s or earlier—go to [advertisements](https://guides.library.duke.edu/c.php?g=289820&p=5489202) for a source; rhetorically analyze a website with an eye toward improving it, etc.) | | T | **February 16**  Via Zoom | **** Aletta Brenner’s “Sweatshop U.S.A.: Human Trafficking in the American Garment-Manufacturing Industry,” pp. 223-32.  ** Canvas Assignments #4 due 2/15 at 11:55pm:** Locate your ad for Essay #2 and do a cursory rhetorical analysis. Have a copy of the ad to class on 2/16 for discussion. | * Share Canvas Assignments #4. * Explore “Gathering Information and Staying Organized,” pp. 191-205; “Choosing Evidence,” pp. 209-233, including “Sweatshop U.S.A.,” pp. 223-32. * Practice conducting research and incorporating secondary sources. | | R | **February 18**  Group 1: 8-8:35  Group 2:  8:45-9:20 | **** Read Daniel Stiepleman’s “Annotation of the Public Service Announcement,” pp. 167-182.    **Canvas Assignments #5 due 2/17 at 11:55pm:** Submit a working thesis and summaries of your sources. | * Share Canvas Assignments Post #5 * Explore “Mastering the Essential Moves in Academic Writing,” including “Annotation of the PSA,” pp. 151-182. * Participate in drafting workshop. | | T | **February 23**  Via Zoom |  Bring to class digital copy of Essay #2 draft | * Discuss “Analyzing and Synthesizing Texts,” pp. 120-136 * “For thought, discussion, and writing,” pp. 83-87 * Participate in global peer review | | R | **February 25**  Group 1: 8-8:35  Group 2:  8:45-9:20 |  Bring to class digital copy of Essay #2 draft   * **Essay #2 due by 11:55pm on 2/28** | * Review MLA*,* pp. 349-375. | | **UNIT #3: ANNOTATED BIBLIOGRAPHY & RESEARCH PAPER** | | | | | T | **March 2**  Via Zoom | **** Elizabeth Ridlington’s “Lincoln’s Presidency and Public Opinions,” pp. 238-240; Tara Gupta’s “Field Measurements of Photosynthesis and Transpiration Rates in Dwarf Snapgdragons,” pp. 242-247; and Michelle Rosowsky and Carina Abernathy’s “Taylor Nursery Bid,” p. 260.  ** Canvas Assignments #6 due 3/01 at 11:55pm:**  Essay #2 Writing Process Debriefing. | * Discuss Canvas Assignments #6. * Explore “Writing in the Disciplines,” pp. 234-248, including “Lincoln’s Presidency and Public Opinions,” pp. 238-240; “Field Measurements of Photosynthesis and Transpiration Rates in Dwarf Snapgdragons,” pp. 242-247; and “Taylor Nursery Bid,” p. 260 * Practice formulating research questions.   **Launch Essay #3:** Annotated Bibliography and Essay #4: Research Paper/Classical Argument (possible topics: grant proposal; exposé on a topic á la John Oliver; DO NOT allow them to write on abortion, legalizing marijuana, etc.) | | R | **March 4**  Group 1: 8-8:35  Group 2:  8:45-9:20 |  Bring to class your tentative research question(s).  **** Elizabeth Hurley’s “The Role of Technology in the Classroom: Two Views,” pp. 138-143; Hope Leman’s “The Role of Journalists,” pp. 108-110; Amitai Etzioni’s “Less Privacy Is Good for Us (and You),” pp. 117-120  ** Canvas Assignments #7 due 3/03 at 11:55pm:** Cite your four Annotated Bibliography sources. | * Share Canvas Assignments #7. * Explore “Putting Theory into Practice II,” pp. 136-150, including “The Role of Technology in the Classroom,” pp. 138-143 * Explore “Analyzing and Synthesizing Texts,” pp. 105-120, including “The Role of Journalists,” pp. 108-110, and “Less Privacy Is Good for Us (and You), pp. 117-120 * Practice crafting annotated bibliography summaries. | | T | **March 9**  Via Zoom | Bring to class a digital copy of your Essay #3: Annotated Bibliography   * **Essay #3 due by 11:55pm on 3/10.** | * Share Canvas Assignments #7. * Peer Review. | | R | **March 11**  Group 1: 8-8:35  Group 2:  8:45-9:20 | **** Bring to class your working thesis for Essay #4: Classical Argument | * Review the Classical Argument structure. * Workshop Background sections of Classical Argument. * Work on arguments and counterarguments. | | T | **March 16** | **Spring Break** | **No Class** | | R | **March 18** | **Spring Break** | **No Class** | | T | **March 23**  Via Zoom | **** Bring to class a digital copy of your Essay #4 Background paragraph(s). | * Peer Review. | | R | **March 25**  Via Zoom | **** Bring to class a digital copy of your Essay #4 Arguments and Counterarguments. | * Peer Review. | | T | **March 30** | **** Bring a digital copy of your Essay #4 draft to your 1:1 conference with me. | * 1:1 Conferences. (Class does not meet.) | | R | **April 1** | **** Bring a digital copy of your Essay #4 draft to your 1:1 conference with me. | * 1:1 Conferences. (Class does not meet.) | | T | **April 6**  Via Zoom | **** Bring to classa digital copy of Essay #4.   * **Essay #4 due by 11:55pm on 4/07** | * Peer Review. * Revision work day. | | **UNIT #5: MULTIMODAL COMMUNICATION** | | | | | R | **April 8**  Group 1: 8-8:35  Group 2:  8:45-9:20 | **** Read Mirlandra Neuneker’s “Who I Am as a Writer,” p. 90; Neuneker’s rhetorical analysis of her blog, pp. 322-326.  ** Canvas Assignments #8 due 4/08:**  Essay #4 Writing Process Debriefing. | * Explore “Understanding Multimodal Composing,” pp. 319-326. * Discuss “Who I am as a Writer,” p. 90, and Neneker’s rhetorical analysis of her blog, pp. 322-326.   **Launch Essay #5:** Analysis of a Multimodal Text (possible topics: read a film as a multimodal text; critique a TED Talk, etc.) and **Final Exam: Multimodal Presentation of Essay #5**. | | T | **April 13**  Via Zoom | **** Read “Multimodal Composing: Three Student Examples,” pp. 332-335  1) [An Overview of Christopher Buttacavoli’s Prezi presentation](https://prezi.com/j7n7xfncdyys/public-health-and-prevention/)  2) Gap Years for Americans  3) [Ben Myers’ “The Disability Conversation” TED Talk](http://www.ddrinc.org/the-disability-conversation/)  ** Canvas Assignments #9 due by 11:55pm on 4/12:** Submit your thesis and a description of the multimodal text you will be analyzing. | * Discuss Canvas Assignments #9. * Explore “Managing the Demands of Multimodal Composition,” pp. 329-335, including “Multimodal Composing: Three Student Examples,” pp. 332-335. * Discuss strategies for Essay #5. | | R | **April 15**  Group 1: 8-8:35  Group 2:  8:45-9:20 | ** Canvas Assignments #10 due by 11:55pm on 4/14:** Submit annotated bibliography entries for two sources for Essay #5. | * Discuss Canvas Assignments #10. * Explore “Multimedia Composition and the Importance of Design,” pp. 326-327. * Discuss incorporating research into Essay #5. | | T | **April 20**  Via Zoom | **** Bring digital copy of Essay #5 draft to class, as well as a way to access the multimodal text you are analyzing. | * Explore “Understanding the Impact of Communication Technologies on Writing,” pp. 3-5 * Drafting workshop | | R | **April 22**  Group 1: 8-8:35  Group 2:  8:45-9:20 | **** Bring digital copy of Essay #5 draft to class.   * **Essay #5 due by 11:55pm on 4/29** | * Peer Review * **Launch Essay #6 (Final):** Presentation of Essay #5. Begin translating Essay #5 into a multimodal presentation. | | T | **April 27**  Via Zoom | ** Canvas Assignments #11 due by 11:55pm on 4/26:**  Essay #5 Writing Process Debriefing. | * Discuss Canvas Assignments #11 * Prepare for final exam presentations. | | R | **April 29**  Group 1: 8-8:35  Group 2:  8:45-9:20 | **** Bring digital copy of Essay #6 draft to class. | * Prepare for final exam presentations. | |  |  | |  | | Final Exam: | | | | |  |  | |  | |
| **COURSE CALENDAR (MONDAY/WEDNESDAY)**  This calendar is tentative. I will distribute written revisions as I adapt instructions and materials to your needs. You should come to class *already having completed* the assignments/readings for that date.  All readings come from the required textbook: **Lisa Ede’s *The Academic Writer,* 4th edition**   |  |  |  |  | | --- | --- | --- | --- | | **Day** | **Date** | **Reading/Assignments Due** | **In Class** | | **UNIT #1: PRIMARY RESEARCH** | | | | | W | **January 20**  Via Zoom | **** Read Chapter 9 of *The Academic Writer*, pp. 262-86 | * Review College Writing I. * Explore Chapter 9 of *The Academic Writer*, pp. 262-86. * Discuss Syllabus. | | M | **January 25**  Group 1: 8-8:35  Group 2:  8:45-9:20 | **** Read Frank Rose’s “The Selfish Meme,” pp. 33-34; Tawnya Redding’s “Mood Music: Music Preference and the Risk for Depression and Suicide in Adolescents,” pp. 249-58 | * Explore “Developing the Habits of Mind Needed for Academic Reading,” pp. 27-40, including “The Selfish Meme,” pp. 33-34. * Discuss “Mood Music,” pp. 249-58 **.** * Practice reading actively and critically.   **Launch Essay #1: Primary Research**  ~1,000 words, with primary research and secondary research. (Possible topics: personal manifesto, autoethnography, IMRaD). | | W | **January**  **27**  Via Zoom | **** Read Jean M. Twenge’s *Generation Me* (excerpt), “Generation Me on Trial,” “Generational Differences in Young Adults’ Life Goals, Concern for Others, and Civic Orientation,” pp. 67-79. | * Learn about “Hands-on Research,” “Finding a Focus,” and “Managing Uncertainty,” pp. 187-191. * Explore “Observing a Professional Writer at Work,” pp. 67-77, including “*Generation Me* (excerpt), “Generation Me on Trial,” “Generational Differences in Young Adults’ Life Goals, Concern for Others, and Civic Orientation,” pp. 72-79. | | M | **February 1**  Group 1: 8-8:35  Group 2:  8:45-9:20 | **** Read Alia Sands’ “A Separate Education,” pp. 58-61; Richard Rodriguez’s “Aria: A Bilingual Memoir” (online). | * Explore “Analyzing Rhetorical Situations,” 51-61, including “A Separate Education,” pp. 58-61 and “Aria: A Bilingual Memoir” (online). | | W | **February 3**  Via Zoom | **** Read Stevon Roberts’ “Identity, Rebooted,” including drafts, pp. 296-301.  ** Canvas Assignments #1 due 2/02 at 11:55pm:** Answer the flowchart questions on pp. 54 and 55 about your tentative plan for Essay #1. Be prepared to share on 2/03. | * Share Canvas Assignments #1. * Explore “Strategies for Revising, Editing, and Proofreading,” pp. 287-306, including “Identity, Rebooted,” including drafts, pp. 296-301. * Practice peer review. | | M | **February 8**  Group 1: 8-8:35  Group 2:  8:45-9:20 | ** Canvas Assignments #2 due 2/07 at 11:55pm:** Edit a sample paper (in Sharepoint “Sample Papers” file is a sample paper with errors and the paper with the errors marked and explained). | * Share Canvas Assignments #2. * Introduce Purdue OWL for grammar and mechanics. * Explore and practice “Practical Strategies for Editing,” pp. 306-318. | | W | **February 10**  Via Zoom | **** Have a digital copy of revised Essay #1 draft.   * **Essay #1 due by 11:55pm on 2/13** | * Participate in local issues peer review workshop. | | **UNIT #2: VISUAL RHETORIC** | | | | | M | **February 15**  Group 1: 8-8:35  Group 2:  8:45-9:20 | **** Read Brandon Barrett’s “The All-Purpose Answer,” pp. 66-67  ** Canvas Assignments #3 due 2/14 at 11:55pm:**  Essay #1 Writing Process Debriefing using “Academic Writing: Committing to the Process,” pp. 88-100 | * Share Canvas Assignments #3. * Explore “Rhetorical Sensitivity and Kairos,” pp. 12-15; “Reading Rhetorically,” pp. 16-27; “Reading Visual Texts,” pp. 41-50 (also p. 25). * Discuss *Ethos*, *Pathos*, and *Logos* and “The All-Purpose Answer,” pp. 62-67.   **Launch Essay #2:** Rhetorical Analysis of a visual (possible topics: rhetorically analyze an ad from the 1950s or earlier—go to [advertisements](https://guides.library.duke.edu/c.php?g=289820&p=5489202) for a source; rhetorically analyze a website with an eye toward improving it, etc.) | | W | **February 17**  Via Zoom | **** Aletta Brenner’s “Sweatshop U.S.A.: Human Trafficking in the American Garment-Manufacturing Industry,” pp. 223-32.  ** Canvas Assignments #4 due 2/16 at 11:55pm:** Locate your ad for Essay #2 and do a cursory rhetorical analysis. Have a copy of the ad to class on 2/17 for discussion. | * Share Canvas Assignments #4. * Explore “Gathering Information and Staying Organized,” pp. 191-205; “Choosing Evidence,” pp. 209-233, including “Sweatshop U.S.A.,” pp. 223-32. * Practice conducting research and incorporating secondary sources. | | M | **February 22**  Group 1: 8-8:35  Group 2:  8:45-9:20 | **** Read Daniel Stiepleman’s “Annotation of the Public Service Announcement,” pp. 167-182.    **Canvas Assignments #5 due 2/21 at 11:55pm:** Submit a working thesis and summaries of your sources. | * Share Canvas Assignments Post #5 * Explore “Mastering the Essential Moves in Academic Writing,” including “Annotation of the PSA,” pp. 151-182. * Participate in drafting workshop. | | W | **February 24**  Via Zoom |  Bring to class digital copy of Essay #2 draft | * Discuss “Analyzing and Synthesizing Texts,” pp. 120-136 * “For thought, discussion, and writing,” pp. 83-87 * Participate in global peer review | | M | **March 1**  Group 1: 8-8:35  Group 2:  8:45-9:20 |  Bring to class digital copy of Essay #2 draft   * **Essay #2 due by 11:55pm on 3/01** | * Review MLA*,* pp. 349-375. | | **UNIT #3: ANNOTATED BIBLIOGRAPHY & RESEARCH PAPER** | | | | | W | **March 3**  Via Zoom | **** Elizabeth Ridlington’s “Lincoln’s Presidency and Public Opinions,” pp. 238-240; Tara Gupta’s “Field Measurements of Photosynthesis and Transpiration Rates in Dwarf Snapgdragons,” pp. 242-247; and Michelle Rosowsky and Carina Abernathy’s “Taylor Nursery Bid,” p. 260.  ** Canvas Assignments #6 due 3/02 at 11:55pm:**  Essay #2 Writing Process Debriefing. | * Discuss Canvas Assignments #6. * Explore “Writing in the Disciplines,” pp. 234-248, including “Lincoln’s Presidency and Public Opinions,” pp. 238-240; “Field Measurements of Photosynthesis and Transpiration Rates in Dwarf Snapgdragons,” pp. 242-247; and “Taylor Nursery Bid,” p. 260 * Practice formulating research questions.   **Launch Essay #3:** Annotated Bibliography and Essay #4: Research Paper/Classical Argument (possible topics: grant proposal; exposé on a topic á la John Oliver; DO NOT allow them to write on abortion, legalizing marijuana, etc.) | | M | **March 8**  Group 1: 8-8:35  Group 2:  8:45-9:20 |  Bring to class your tentative research question(s).  **** Elizabeth Hurley’s “The Role of Technology in the Classroom: Two Views,” pp. 138-143; Hope Leman’s “The Role of Journalists,” pp. 108-110; Amitai Etzioni’s “Less Privacy Is Good for Us (and You),” pp. 117-120  ** Canvas Assignments #7 due 3/07 at 11:55pm:** Cite your four Annotated Bibliography sources. | * Share Canvas Assignments #7. * Explore “Putting Theory into Practice II,” pp. 136-150, including “The Role of Technology in the Classroom,” pp. 138-143 * Explore “Analyzing and Synthesizing Texts,” pp. 105-120, including “The Role of Journalists,” pp. 108-110, and “Less Privacy Is Good for Us (and You), pp. 117-120 * Practice crafting annotated bibliography summaries. | | W | **March 10**  Via Zoom | Bring to class a digital copy of your Essay #3: Annotated Bibliography   * **Essay #3 due by 11:55pm on 3/12.** | * Share Canvas Assignments #7. * Peer Review. * Review the Classical Argument structure | | M | **March 15** | **Spring Break** | **No Class** | | W | **March 17** | **Spring Break** | **No Class** | | M | **March 22**  **Via Zoom** | **** Bring to class your working thesis for Essay #4: Classical Argument | * Workshop Background sections of Classical Argument. * Work on arguments and counterargument | | W | **March 24**  Via Zoom | **** Bring to class a digital copy of your Essay #4 Background paragraph(s). | * Peer Review. | | M | **March 29**  Via Zoom | **** Bring to class a digital copy of your Essay #4 Arguments and Counterarguments. | * Peer Review. | | W | **March 31** | **** Bring a digital copy of your Essay #4 draft to your 1:1 conference with me. | * 1:1 Conferences. (Class does not meet.) | | M | **April 5** | **** Bring a digital copy of your Essay #4 draft to your 1:1 conference with me. | * 1:1 Conferences. (Class does not meet.) | | W | **April 7**  Via Zoom | **** Bring to classa digital copy of Essay #4.   * **Essay #4 due by 11:55pm on 4/06** | * Peer Review. * Revision work day. | | **UNIT #5: MULTIMODAL COMMUNICATION** | | | | | M | **April 12**  Group 1: 8-8:35  Group 2:  8:45-9:20 | **** Read Mirlandra Neuneker’s “Who I Am as a Writer,” p. 90; Neuneker’s rhetorical analysis of her blog, pp. 322-326.  ** Canvas Assignments #8 due 4/12:**  Essay #4 Writing Process Debriefing. | * Explore “Understanding Multimodal Composing,” pp. 319-326. * Discuss “Who I am as a Writer,” p. 90, and Neneker’s rhetorical analysis of her blog, pp. 322-326.   **Launch Essay #5:** Analysis of a Multimodal Text (possible topics: read a film as a multimodal text; critique a TED Talk, etc.) and **Final Exam: Multimodal Presentation of Essay #5**. | | W | **April 14**  Via Zoom | **** Read “Multimodal Composing: Three Student Examples,” pp. 332-335  1) [An Overview of Christopher Buttacavoli’s Prezi presentation](https://prezi.com/j7n7xfncdyys/public-health-and-prevention/)  2) Gap Years for Americans  3) [Ben Myers’ “The Disability Conversation” TED Talk](http://www.ddrinc.org/the-disability-conversation/)  ** Canvas Assignments #9 due by 11:55pm on 4/13:** Submit your thesis and a description of the multimodal text you will be analyzing. | * Discuss Canvas Assignments #9. * Explore “Managing the Demands of Multimodal Composition,” pp. 329-335, including “Multimodal Composing: Three Student Examples,” pp. 332-335. * Discuss strategies for Essay #5. | | M | **April 19**  Group 1: 8-8:35  Group 2:  8:45-9:20 | ** Canvas Assignments #10 due by 11:55pm on 4/18:** Submit annotated bibliography entries for two sources for Essay #5. | * Discuss Canvas Assignments #10. * Explore “Multimedia Composition and the Importance of Design,” pp. 326-327. * Discuss incorporating research into Essay #5. | | W | **April 21**  Via Zoom | **** Bring digital copy of Essay #5 draft to class, as well as a way to access the multimodal text you are analyzing. | * Explore “Understanding the Impact of Communication Technologies on Writing,” pp. 3-5 * Drafting workshop | | M | **April 26**  Group 1: 8-8:35  Group 2:  8:45-9:20 | **** Bring digital copy of Essay #5 draft to class.   * **Essay #5 due by 11:55pm on 4/27** | * Peer Review * **Launch Essay #6 (Final):** Presentation of Essay #5. Begin translating Essay #5 into a multimodal presentation. | | W | **April 28**  Via Zoom | ** Canvas Assignments #11 due by class time on 4/28.**  Essay #5 Writing Process Debriefing. | * Discuss Canvas Assignments #11 * Prepare for final exam presentations. | | M | **May 3**  Group 1: 8-8:35  Group 2:  8:45-9:20 | **** Bring digital copy of Essay #6 draft to class. | * Prepare for final exam presentations. | |  |  | |  | | Final Exam: | | | |   **COURSE CALENDAR (MONDAY/WEDNESDAY/FRIDAY)**  This calendar is tentative. I will distribute written revisions as I adapt instructions and materials to your needs. You should come to class *already having completed* the assignments/readings for that date.  All readings come from the required textbook: **Lisa Ede’s *The Academic Writer,* 4th edition**   |  |  |  |  | | --- | --- | --- | --- | | **Day** | **Date** | **Reading/Assignments Due** | **In Class** | | **UNIT #1: PRIMARY RESEARCH** | | | | | W | **January 20**  Via Zoom |  | * Review College Writing I. * Discuss Syllabus. | | F | **January 22**  Via Zoom | **** Read Chapter 9 of *The Academic Writer*, pp. 262-86 | * Explore Chapter 9 of *The Academic Writer*, pp. 262-86 | | M | **January 25**  Group 1:  8-8:25  Group 2:  8:25-8:50 | **** Read Frank Rose’s “The Selfish Meme,” pp. 33-34; Tawnya Redding’s “Mood Music: Music Preference and the Risk for Depression and Suicide in Adolescents,” pp. 249-58 | * Explore “Developing the Habits of Mind Needed for Academic Reading,” pp. 27-40, including “The Selfish Meme,” pp. 33-34. * Discuss “Mood Music,” pp. 249-58 **.** * Practice reading actively and critically.   **Launch Essay #1: Primary Research**  ~1,000 words, with primary research and secondary research. (Possible topics: personal manifesto, autoethnography, IMRaD). | | W | **January**  **27**  Via Zoom |  Bring to class ideas for Essay #1 | * Learn about “Hands-on Research,” “Finding a Focus,” and “Managing Uncertainty,” pp. 187-191. | | F | **January 29**  **Via Zoom** | **** Read Jean M. Twenge’s *Generation Me* (excerpt), “Generation Me on Trial,” “Generational Differences in Young Adults’ Life Goals, Concern for Others, and Civic Orientation,” pp. 67-79. | * Explore “Observing a Professional Writer at Work,” pp. 67-77, including “*Generation Me* (excerpt), “Generation Me on Trial,” “Generational Differences in Young Adults’ Life Goals, Concern for Others, and Civic Orientation,” pp. 72-79. | | M | **February 1**  Group 1:  8-8:25  Group 2:  8:25-8:50 | **** Read Alia Sands’ “A Separate Education,” pp. 58-61. | * Explore “Analyzing Rhetorical Situations,” 51-61, including “A Separate Education,” pp. 58-61. | | W | **February 3**  Via Zoom | **** Read Richard Rodriguez’s “Aria: A Bilingual Memoir”  (online).  ** Canvas Assignments #1 due 2/02 at 11:55pm:** Answer the flowchart questions on pp. 54 and 55 about your tentative plan for Essay #1. Be prepared to share on 2/03. | * Discuss “Aria: A Bilingual Memoir” (online) as an autoethnography. * Share Canvas Assignments #1. | | F | **February 5**  Via Zoom | **** Read Stevon Roberts’ “Identity, Rebooted,” including drafts, pp. 296-301 | * Explore “Strategies for Revising, Editing, and Proofreading,” pp. 287-306, including “Identity, Rebooted,” including drafts, pp. 296-301. * Practice peer review | | M | **February 8**  Group 1:  8-8:25  Group 2:  8:25-8:50 | ** Canvas Assignments #2 due 2/07 at 11:55pm:** Edit a sample paper (in Sharepoint “Sample Papers” file is a sample paper with errors and the paper with the errors marked and  explained). | * Share Canvas Assignments #2. * Introduce Purdue OWL for grammar and mechanics. * Explore and practice “Practical Strategies for Editing,” pp. 306-318. | | W | **February 10**  Via Zoom | **** Have a digital copy of revised Essay #1 draft. | * Participate in global issues peer review workshop. | | F | **February 12**  Via Zoom | **** Have a digital copy of revised Essay #1 draft.   * **Essay #1 due by 11:55pm on 2/13.** | * Participate in local issues peer review workshop. | | **UNIT #2: VISUAL RHETORIC** | | | | | M | **February 15**  Group 1:  8-8:25  Group 2:  8:25-8:50 | **** Read Brandon Barrett’s “The All-Purpose Answer,” pp. 66-67  ** Canvas Assignments #3 due 2/14 at 11:55pm:**  Essay #1 Writing Process Debriefing using “Academic Writing: Committing to the Process,” pp. 88-100 | * Share Canvas Assignments #3. * Explore “Rhetorical Sensitivity and Kairos,” pp. 12-15; “Reading Rhetorically,” pp. 16-27; “Reading Visual Texts,” pp. 41-50 (also p. 25). * Discuss *Ethos*, *Pathos*, and *Logos* and “The All-Purpose Answer,” pp. 62-67.   **Launch Essay #2:** Rhetorical Analysis of a visual (possible topics: rhetorically analyze an ad from the 1950s or earlier—go to [advertisements](https://guides.library.duke.edu/c.php?g=289820&p=5489202) for a source; rhetorically analyze a website with an eye toward improving it, etc.) | | W | **February 17**  Via Zoom | **** Read Aletta Brenner’s “Sweatshop U.S.A.: Human Trafficking in the American Garment-Manufacturing Industry,” pp. 223-32. | * Share Canvas Assignments #4. * Explore “Gathering Information and Staying Organized,” pp. 191-205; “Choosing Evidence,” pp. 209-233, including “Sweatshop U.S.A.,” pp. 223-32. | | F | **February 19**  Via Zoom | ** Canvas Assignments #4 due 2/18 at 11:55pm:** Locate your ad for Essay #2 and do a cursory rhetorical analysis. Have a copy of the ad to class on 2/19 for discussion. | * Review MLA, pp. 349-375 * Practice conducting research and incorporating secondary sources. | | M | **February 22**  Group 1:  8-8:25  Group 2:  8:25-8:50 | **Canvas Assignments #5 due 2/21 at 11:55pm:** Submit a working thesis and summaries of your sources. | * Share Canvas Assignments #5. * Discuss “Analyzing and Synthesizing Texts,” pp. 120-136. * “For thought, discussion, and writing,” pp. 83-87. * Participate in drafting workshop. | | W | **February 24**  Via Zoom | **** Read Daniel Stiepleman’s “Annotation of the Public Service Announcement,” pp. 167-182. | * Explore “Mastering the Essential Moves in Academic Writing,” including “Annotation of the PSA,” pp. 151-182. * Participate in drafting workshop | | F | **February 26**  Via Zoom |  Bring to class digital copy of Essay #2 draft.   * **Essay #2 due by 11:55pm on 2/27.** | * Participate in peer review workshop | | **ESSAY #3: ANNOTATED BIBLIOGRAPHY & RESEARCH PAPER** | | | | | M | **March 1**  Group 1:  8-8:25  Group 2:  8:25-8:50 | ** Canvas Assignments #6 due 2/28 at 11:55pm:**  Essay #2 Writing Process Debriefing. | * Discuss Canvas Assignments #6. * **Launch Essay #3:** Annotated Bibliography and **Essay #4**: Research Paper/Classical Argument (possible topics: grant proposal; exposé on a topic á la John Oliver; DO NOT allow them to write on abortion, legalizing marijuana, etc.) | | W | **March 3**  Via Zoom | **** Read Elizabeth Ridlington’s “Lincoln’s Presidency and Public Opinions,” pp. 238-240; Tara Gupta’s “Field Measurements of Photosynthesis and Transpiration Rates in Dwarf Snapgdragons,” pp. 242-247; and Michelle Rosowsky and Carina Abernathy’s “Taylor Nursery Bid,” p. 260. | * Explore “Writing in the Disciplines,” pp. 234-248, including “Lincoln’s Presidency and Public Opinions,” pp. 238-240; “Field Measurements of Photosynthesis and Transpiration Rates in Dwarf Snapgdragons,” pp. 242-247; and “Taylor Nursery Bid,” p. 260 * Practice formulating research questions. | | F | **March 5**  Via Zoom |  Bring to class your tentative research question(s).  **** Read Elizabeth Hurley’s “The Role of Technology in the Classroom: Two Views,” pp. 138-143; Hope Leman’s “The Role of Journalists,” pp. 108-110; Amitai Etzioni’s “Less Privacy Is Good for Us (and You),” pp. 117-120 | * Explore “Putting Theory into Practice II,” pp. 136-150, including “The Role of Technology in the Classroom,” pp. 138-143 * Explore “Analyzing and Synthesizing Texts,” pp. 105-120, including “The Role of Journalists,” pp. 108-110, and “Less Privacy Is Good for Us (and You), pp. 117-120 * Researching workshop. [You miight schedule a library tour/activity.] | | M | **March 8**  Group 1:  8-8:25  Group 2:  8:25-8:50 | ** Canvas Assignments #7 due 3/07 at 11:55pm:** Cite your four Annotated Bibliography sources. | * Share Canvas Assignments #7. * Practice crafting annotated bibliography summaries. | | W | **March 10**  Via Zoom | Bring to class a digital copy of your Essay #3: Annotated Bibliography   * **Essay #3 due by 11:55pm on 3/12.** | * Peer Review. | | F | **March 12**  Via Zoom | * Bring to class your working thesis for Essay #4: Classical Argument | * Review the Classical Argument structure * **Launch** **Essay #4**: Research Paper/Classical Argument (possible topics: grant proposal; exposé on a topic á la John Oliver; DO NOT allow them to write on abortion, legalizing marijuana, etc.) | | M | **March 15** | **Spring Break** | **No Class** | | M | **March 17** | **Spring Break** | **No Class** | | F | **March 19** | **Spring Break** | **No Class** | | M | **March 22**  **Via Zoom** | **** Bring to class a digital copy of your Essay #4 Background paragraph(s). | * Workshop Background sections of Classical Argument. * Work on arguments. | | W | **March 24**  Via Zoom | **** Bring to class a digital copy of your Essay #4 Arguments | * Workshop Argument section of Classical Argument. * Work on counterarguments | | F | **March 26**  **Via Zoom** | Bring to class a digital copy of your Essay #3 Counterarguments | * Workshop Counterargument section of Classical Argument. * Work on Introductions and Conclusions | | M | **March 29**  Via Zoom | **** Bring to class a digital copy of your Essay #3 Introduction and Conclusion | * Workshop Introduction and Conclusion sections of Classical Argument. * Work on MLA citations. | | W | **March 31** | **** Bring a digital copy of your Essay #4 draft to your 1:1 conference with me. | * 1:1 Conferences. (Class does not meet.) | | F | **April 2** | **** Bring a digital copy of your Essay #4 draft to your 1:1 conference with me. | * 1:1 Conferences. (Class does not meet.) | | M | **April 5** | **** Bring a digital copy of your Essay #4 draft to your 1:1 conference with me. | * 1:1 Conferences. (Class does not meet.) | | W | **April 7**  Via Zoom | **** Bring to classa digital copy of Essay #4.   * **Essay #4 due by 11:55pm on 4/06** | * Peer Review. * Revision work day. | | **ESSAY #5: MULTIMODAL COMMUNICATION** | | | | | F | **April 9**  Via Zoom | ** Canvas Assignments #8 due 4/09:**  Essay #4 Writing Process Debriefing. | * Discuss Canvas Assignments #8. * Explore “Understanding Multimodal Composing,” pp. 319-326. * **Launch Essay #5:** Analysis of a Multimodal Text (possible topics: read a film as a multimodal text; critique a TED Talk, etc.) and **Final Exam: Multimodal Presentation of Essay #5**. | | M | **April 12**  Group 1:  8-8:25  Group 2:  8:25-8:50 | **** Read Mirlandra Neuneker’s “Who I Am as a Writer,” p. 90; Neuneker’s rhetorical analysis of her blog, pp. 322-326. | * Discuss “Who I Am as a Writer,” p. 90, and Neneker’s rhetorical analysis of her blog, pp. 322-326. | | W | **April 14**  Via Zoom | **** Read “Multimodal Composing: Three Student Examples,” pp. 332-335  1) [An Overview of Christopher Buttacavoli’s Prezi presentation](https://prezi.com/j7n7xfncdyys/public-health-and-prevention/)  2) Gap Years for Americans  3) [Ben Myers’ “The Disability Conversation” TED Talk](http://www.ddrinc.org/the-disability-conversation/) | * Explore “Managing the Demands of Multimodal Composition,” pp. 329-335, including “Multimodal Composing: Three Student Examples,” pp. 332-335. * Discuss strategies for Essay #5. | | F | **April 16**  Via Zoom | ** Canvas Assignments #9 due by 11:55pm on 4/15:** Submit your thesis and a description of the multimodal text you will be analyzing. | * Discuss Canvas Assignments #9. | | M | **April 19**  Group 1:  8-8:25  Group 2:  8:25-8:50 | ** Canvas Assignments #10 due by 11:55pm on 4/18:** Submit annotated bibliography entries for two sources for Essay #5. | * Discuss Canvas Assignments #10. * Explore “Multimedia Composition and the Importance of Design,” pp. 326-327. * Discuss incorporating research into Essay #5. | | W | **April 21**  Via Zoom | **** Bring digital copy of Essay #5 draft to class, as well as a way to access the multimodal text you are analyzing. | * Explore “Understanding the Impact of Communication Technologies on Writing,” pp. 3-5 * Drafting workshop | | F | **April 23**  Via Zoom | **** Bring digital copy of Essay #5 draft to class. | * Peer Review | | M | **April 26**  Group 1:  8-8:25  Group 2:  8:25-8:50 | **** Bring digital copy of Essay #5 draft to class.   * **Essay #5 due by 11:55pm on 4/27** | * **Launch Essay #6 (Final):** Presentation of Essay #5. Begin translating Essay #5 into a multimodal presentation. | | W | **April 28**  Via Zoom | ** Canvas Assignments #11 due by class time on 4/28.**  Essay #5 Writing Process Debriefing | * Discuss Canvas Assignments #11 * Prepare for final exam presentations. | | F | **April 30**  Via Zoom | **** Bring digital copy of Essay #6 draft to class. | * Peer review Essay #6 (final presentations) | | M | **May 3**  Group 1:  8-8:25  Group 2:  8:25-8:50 | * Wrap up the course. | * Discuss logistics of final exam presentations. * Work day. | |  |  | |  | | Final Exam: | | | | |

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| **COURSE CALENDAR (MONDAY/WEDNESDAY)**  This calendar is tentative. I will distribute written revisions as I adapt instructions and materials to your needs. You should come to class *already having completed* the assignments/readings for that date.  All readings come from Lisa Ede’s *The Academic Writer,* 4th edition   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Week** | **Day** | **Date** | **Reading/Assignments Due** | **In Class** | | **1** | M | 1/20 | **MLK Holiday** | **No Class** | |  |  |  | UNIT #1: PRIMARY RESEARCH |  | |  | W | 1/22 | Bring *The Academic Writer* to class. | * Review College Writing I * Explore Chapter 9, pp. 262-86 * Discuss Syllabus | | **2** | M | 1/27 | **** Frank Rose’s “The Selfish Meme,” pp. 33-34; Tawnya Redding’s “Mood Music: Music Preference and the Risk for Depression and Suicide in Adolescents,” pp. 249-58 | * Explore “Developing the Habits of Mind Needed for Academic Reading,” pp. 27-40, including “The Selfish Meme,” pp. 33-34 * Discuss “Mood Music,” pp. 249-58 * Practice reading actively and critically   **Launch Essay #1: Primary Research**  ~1,000 words, with primary research and secondary research. (Possible topics: personal manifesto, autoethnography, IMRaD) | |  | W | 1/29 | **** Jean M. Twenge’s *Generation Me* (excerpt), “Generation Me on Trial,” “Generational Differences in Young Adults’ Life Goals, Concern for Others, and Civic Orientation,” pp. 67-79 | * Learn about “Hands-on Research,” “Finding a Focus,” and “Managing Uncertainty,” pp. 187-191 * Explore “Observing a Professional Writer at Work,” pp. 67-77, including “*Generation Me* (excerpt), “Generation Me on Trial,” “Generational Differences in Young Adults’ Life Goals, Concern for Others, and Civic Orientation,” pp. 72-79 | | **3** | M | 2/03 | **** Alia Sands’ A Separate Education,” pp. 58-61; Richard Rodriguez’s [“Aria: A Bilingual Memoir”](http://libproxy.txstate.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=31h&AN=5320106&site=eds-live&scope=site)****  ** TRACS Post #1 due 2/4 at 11:55pm:** Answer the flowchart questions on pp. 54 and 55 about your tentative plan for Essay #1. Submit your answers, and bring a copy to class on 2/10 for discussion. | * Explore “Analyzing Rhetorical Situations,” 51-61, including “A Separate Education,” pp. 58-61 and “Aria: A Bilingual Memoir” (online) | |  | W | 2/05 | **** Stevon Roberts’ “Identity, Rebooted,” including drafts, pp. 296-301 | * Share TRACS Post #1 * Explore “Strategies for Revising, Editing, and Proofreading,” pp. 287-306, including “Identity, Rebooted,” including drafts, pp. 296-301 * Practice peer review | | **4** | M | 2/10 | **** Bring to class four copies of Essay #1 draft | * Explore and practice “Practical Strategies for Editing,” pp. 306-318 * Participate in global Issues peer review workshop | |  | W | 2/12 | **** Bring to class four copies of revised Essay #1 draft   * **Essay #1 due by 11:55pm on 2/13** | * Introduce Purdue OWL for grammar and mechanics * Participate in local issues peer review workshop * Essay #1 Writing Process Debriefing using “Academic Writing: Committing to the Process,” pp. 88-100 | |  |  |  | UNIT #2: VISUAL RHETORIC |  | | **5** | M | 2/17 | **** Brandon Barrett’s “The All-Purpose Answer,” pp. 66-67  ** TRACS Post #2, due 2/18 at 11:55pm:** Select an image from p. 15, 42, or 45-48 and do a one-page *ethos*/*pathos*/*logos* analysis. | * Explore “Rhetorical Sensitivity and Kairos,” pp. 12-15; “Reading Rhetorically,” pp. 16-27; “Reading Visual Texts,” pp. 41-50 (also p. 25) * Discuss *Ethos*, *Pathos*, and *Logos* and “The All-Purpose Answer,” pp. 62-67   **Launch Essay #2:** Rhetorical Analysis of a visual (possible topics: rhetorically analyze an ad from the 1950s or earlier—go to [advertisements](https://guides.library.duke.edu/c.php?g=289820&p=5489202) for a source; rhetorically analyze a website with an eye toward improving it, etc.) | |  | W | 2/19 | **** Aletta Brenner’s “Sweatshop U.S.A.: Human Trafficking in the American Garment-Manufacturing Industry,” pp. 223-32  ** TRACS Post #3 due 2/23 at 11:55pm:**  Locate your ad and do a cursory rhetorical analysis. Bring a copy of the ad to class on 2/24 for discussion. | * Share TRACS Post #2 * Explore “Gathering Information and Staying Organized,” pp. 191-205; “Choosing Evidence,” pp. 209-233, including “Sweatshop U.S.A.,” pp. 223-32) * Review MLA*,* pp. 349-375 * Practice conducting research and incorporating secondary sources. | | **6** | M | 2/24 |  Bring your advertisement to class.  ** TRACS Post #4 due 2/25 at 11:55pm:** Submit a working thesis and summaries of your sources. Bring a copy to class on 2/26 for discussion. | * Share TRACS Post #3 * Discuss “Analyzing and Synthesizing Texts,” pp. 120-136 * “For thought, discussion, and writing,” pp. 83-87 * Participate in drafting workshop | |  | W | 2/26 | **** Daniel Stiepleman’s “Annotation of the Public Service Announcement,” pp. 167-182  Bring a working thesis and summaries of your secondarysources. | * Share TRACS Post #4 * Explore “Mastering the Essential Moves in Academic Writing,” including “Annotation of the PSA,” pp. 151-182 * Participate in drafting workshop | | **7** | M | 3/02 |  Bring to class four copies of Essay #2 draft   * **Essay #2 due by 11:55pm** | * Participate in global and local peer review * Essay #2 Writing Process Debriefing | |  |  |  | UNIT #3: ANNOTATED BIBLIOGRAPHY & RESEARCH PAPER |  | |  | W | 3/04 | **** Elizabeth Ridlington’s “Lincoln’s Presidency and Public Opinions,” pp. 238-240; Tara Gupta’s “Field Measurements of Photosynthesis and Transpiration Rates in Dwarf Snapgdragons,” pp. 242-247; and Michelle Rosowsky and Carina Abernathy’s “Taylor Nursery Bid,” p. 260  ** TRACS Post #5 due 3/08 at 11:55pm:** Tentative research question(s) for Essay #4. Bring a copy to class on 3/09 for discussion. | * Explore “Writing in the Disciplines,” pp. 234-248, including “Lincoln’s Presidency and Public Opinions,” pp. 238-240; “Field Measurements of Photosynthesis and Transpiration Rates in Dwarf Snapgdragons,” pp. 242-247; and “Taylor Nursery Bid,” p. 260 * Practice formulating research questions.   **Launch Essay #3:** Annotated Bibliography and Essay #4: Research Paper/Classical Argument (possible topics: grant proposal; exposé on a topic á la John Oliver; DO NOT allow them to write on abortion, legalizing marijuana, etc.) | | **8** | M | 3/09 |  Bring to class your tentative research question(s).  **** Elizabeth Hurley’s “The Role of Technology in the Classroom: Two Views,” pp. 138-143; Hope Leman’s “The Role of Journalists,” pp. 108-110; Amitai Etzioni’s “Less Privacy Is Good for Us (and You),” pp. 117-120  ** TRACS Post #6 due 3/10 at 11:55pm:** Cite your four Annotated Bibliography sources. Bring a copy of the citations + the original sources on 3/11 for class discussion. | * Share TRACS Post #5. * Explore “Putting Theory into Practice II,” pp. 136-150, including “The Role of Technology in the Classroom,” pp. 138-143 * Explore “Analyzing and Synthesizing Texts,” pp. 105-120, including “The Role of Journalists,” pp. 108-110, and “Less Privacy Is Good for Us (and You), pp. 117-120 * Practice crafting annotated bibliography summaries. | |  | W | 3/11 | Bring to class four copies of your Essay #3: Annotated Bibliography   * **Essay #3 due by 11:55pm on 3/15.** | * Share TRACS Post #6 * Peer Review | | **9** | M | 3/16 | **Spring Break** | **No Class** | |  | W | 3/18 | **Spring Break** | **No Class** | | **10** | M | 3/23 | **** Bring to class your working thesis for Essay #4: Classical Argument | * Review the Classical Argument structure. * Workshop Background sections of Classical Argument. * Work on arguments and counterarguments. | |  | W | 3/25 | **** Bring to class four copies of your Essay #4 Background paragraph(s). | * Peer Review | | **11** | M | 3/30 | **** Bring to class four copies of your Essay #4 Arguments and Counterarguments. | * Peer Review | |  | W | 4/01 | **** Bring three copies of Essay #4 draft to 1:1 conference | * Conference | | **12** | M | 4/06 | **** Bring three copies of Essay #4 draft to 1:1 conference | * Conference | |  | W | 4/08 | **** Bring to class four copies of final draft of Essay #4   * **Essay #4 due by 11:55pm** | * Peer Review * Essay #4 Writing Process Debriefing | |  |  |  | UNIT #4: MULTIMODAL COMMUNICATION |  | | **13** | M | 4/13 | **** Mirlandra Neuneker’s “Who I Am as a Writer,” p. 90; Neuneker’s rhetorical analysis of her blog, pp. 322-326 | * Explore “Understanding Multimodal Composing,” pp. 319-326 * Discuss “Who I am as a Writer,” p. 90, and Neneker’s rhetorical analysis of her blog, pp. 322-326.   **Launch Essay #5:** Analysis of a Multimodal Text (possible topics: read a film as a multimodal text; critique a TED Talk, etc.) | |  | W | 4/15 | **** “Multimodal Composing: Three Student Examples,” pp. 332-335  1) [An Overview of Christopher Buttacavoli’s Prezi presentation](https://prezi.com/j7n7xfncdyys/public-health-and-prevention/)  2) Gap Years for Americans  3) [Ben Myers’ “The Disability Conversation” TED Talk](http://www.ddrinc.org/the-disability-conversation/)  ** TRACS Post #7 due by 11:55pm on 4/19:** Submit your thesis and a description of the multimodal text you will be analyzing. | * Explore “Managing the Demands of Multimodal Composition,” pp. 329-335, including “Multimodal Composing: Three Student Examples,” pp. 332-335 * Discuss strategies for Essay #5 | | **14** | M | 4/20 | **** Bring to class TRACS Post #7, as well as a way to access the multimodal text you are analyzing.  ** TRACS Post #8 due by 11:55pm on 4/21:** Submit annotated bibliography entries for two sources for Essay #5. | * Share TRACS Post #7 * Explore “Multimedia Composition and the Importance of Design,” pp. 326-327 * Discuss incorporating research into Essay #5 | |  | W | 4/22 | **** Bring copy of TRACS Post #8, as well as a way to access the multimodal text you are analyzing. | * Share TRACS Post #8 * Explore “Understanding the Impact of Communication Technologies on Writing,” pp. 3-5 * Drafting workshop | | **15** | M | 4/27 | **** Bring four copies of Essay #5 | * Peer Review | |  | W | 4/29 | **** Bring Essay #5 draft to class.   * **Essay #5 due by 11:55pm** | * Essay #5 Writing Process Debriefing   **Launch Essay #6:** Presentation of (Essay #5   * Begin translating Essay #5 into a multimodal presentation.) | | **16** | M | 5/04 | ****Bring draft of Essay #6  (bring laptops or other tools needed to work on presentation) | * Peer Review * Preparation for **final exam presentations**. | | **FINAL:** |  |  |  |  | |
| **COURSE CALENDAR (MONDAY/WEDNESDAY/FRIDAY)**  **This calendar is tentative. I will distribute written revisions as I adapt instructions and materials to your needs. You should come to class already having completed the assignments/readings for that date.**  **All readings come from Lisa Ede’s The Academic Writer, 4th edition**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Week** | **Day** | **Date** | **Reading/Assignments Due** | **In Class** | | **1** | M | 1/20 | **MLK Holiday** | **No Class** | |  |  |  | UNIT #1: PRIMARY RESEARCH |  | |  | W | 1/22 |  | * Review College Writing I * Discuss Syllabus | |  | F | 1/24 | Bring *The Academic Writer* to class. | * Explore Chapter 9, pp. 262-86 | | **2** | M | 1/27 | **** Frank Rose’s “The Selfish Meme,” pp. 33-34; Tawnya Redding’s “Mood Music: Music Preference and the Risk for Depression and Suicide in Adolescents,” pp. 249-58 | * Explore “Developing the Habits of Mind Needed for Academic Reading,” pp. 27-40, including “The Selfish Meme,” pp. 33-34 * Discuss “Mood Music,” pp. 249-58 * Practice reading actively and critically   **Launch Essay #1: Primary Research**  ~1,000 words, with primary research and secondary research. (Possible topics: personal manifesto, autoethnography, IMRaD) | |  | W | 1/29 | **** Bring to class ideas for Essay #1 | * Learn about “Hands-on Research,” “Finding a Focus,” and “Managing Uncertainty,” pp. 187-191 | |  | F | 1/31 | **** Jean M. Twenge’s *Generation Me* (excerpt), “Generation Me on Trial,” “Generational Differences in Young Adults’ Life Goals, Concern for Others, and Civic Orientation,” pp. 67-79 | * Explore “Observing a Professional Writer at Work,” pp. 67-77, including “*Generation Me* (excerpt), “Generation Me on Trial,” “Generational Differences in Young Adults’ Life Goals, Concern for Others, and Civic Orientation,” pp. 72-79 | | **3** | M | 2/03 | **** Alia Sands’ A Separate Education,” pp. 58-61 | * Explore “Analyzing Rhetorical Situations,” 51-61, including “A Separate Education,” pp. 58-61 | |  | W | 2/05 | **** Richard Rodriguez’s [“Aria: A Bilingual Memoir”](http://libproxy.txstate.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=31h&AN=5320106&site=eds-live&scope=site) | * Discuss “Aria: A Bilingual Memoir” (online) as an autoethnography | |  | F | 2/07 | **** Stevon Roberts’ “Identity. Rebooted,” including drafts, pp. 296-301  ** TRACS Post #1 due 2/9 at 11:55pm:** Answer the flowchart questions on pp. 54 and 55 about your tentative plan for Essay #1. Submit your answers, and bring a copy to class on 2/10 for discussion. | * Explore “Strategies for Revising, Editing, and Proofreading,” pp. 287-306, including “Identity. Rebooted,” including drafts, pp. 296-301 * Practice peer review | | **4** | M | 2/10 | **** Bring to class four copies of Essay #1 draft | * Share TRACS Post #1 * Explore and practice “Practical Strategies for Editing,” pp. 306-318 * Participate in global Issues peer review workshop | |  | W | 2/12 | **** Bring to class four copies of revised Essay #1 draft | * Participate in local issues peer review workshop | |  | F | 2/14 | **** Bring to class four copies of nearly-finished Essay #1 draft   * **Essay #1 due by 11:55pm on 2/15** | * Introduce Purdue OWL for grammar and mechanics * Essay #1 Writing Process Debriefing using “Academic Writing: Committing to the Process,” pp. 88-100 | |  |  |  | UNIT #2: VISUAL RHETORIC |  | | **5** | M | 2/17 | **** Brandon Barrett’s “The All-Purpose Answer,” pp. 66-67  ** TRACS Post #2, due 2/18 at 11:55pm:** Select an image from p. 15, 42, or 45-48 and do a one-page *ethos*/*pathos*/*logos* analysis. | * Explore “Rhetorical Sensitivity and Kairos,” pp. 12-15; “Reading Rhetorically,” pp. 16-27; “Reading Visual Texts,” pp. 41-50 (also p. 25) * Discuss *Ethos*, *Pathos*, and *Logos* and “The All-Purpose Answer,” pp. 62-67   **Launch Essay #2:** Rhetorical Analysis of a visual (possible topics: rhetorically analyze an ad from the 1950s or earlier—go to [advertisements](https://guides.library.duke.edu/c.php?g=289820&p=5489202) for a source; rhetorically analyze a website with an eye toward improving it, etc.) | |  | W | 2/19 | **** Aletta Brenner’s “Sweatshop U.S.A.: Human Trafficking in the American Garment-Manufacturing Industry,” pp. 223-32 | * Share TRACS Post #2 * Explore “Gathering Information and Staying Organized,” pp. 191-205; “Choosing Evidence,” pp. 209-233, including “Sweatshop U.S.A.,” pp. 223-32) | |  | F | 2/21 | ** TRACS Post #3 due 2/23 at 11:55pm:**  Locate your ad and do a cursory rhetorical analysis. Bring a copy of the ad to class on 2/24 for discussion. | * Review MLA*,* pp. 349-375 * Practice conducting research and incorporating secondary sources | | **6** | M | 2/24 |  Bring your advertisement and TRACS Post #3 to class. | * Share TRACS Post #3 * Discuss “Analyzing and Synthesizing Texts,” pp. 120-136 * “For thought, discussion, and writing,” pp. 83-87 * Participate in drafting workshop | |  | W | 2/26 | **** Daniel Stiepleman’s “Annotation of the Public Service Announcement,” pp. 167-182  ** TRACS Post #4 due 2/27 at 11:55pm:** Submit a working thesis and summaries of your sources. Bring a copy to class on 2/26 for discussion. | * Explore “Mastering the Essential Moves in Academic Writing,” including “Annotation of the PSA,” pp. 151-182 | |  | F | 2/28 | Bring a working thesis and summaries of your secondarysources. | * Share TRACS Post #4 * Participate in drafting workshop | | **7** | M | 3/02 |  Bring to class four copies of Essay #2 draft   * **Essay #2 due by 11:55pm on 3/03** | * Participate in global and local peer review * Essay #2 Writing Process Debriefing | |  |  |  | UNIT #3: ANNOTATED BIBLIOGRAPHY & RESEARCH PAPER |  | |  | W | 3/04 | **** Elizabeth Ridlington’s “Lincoln’s Presidency and Public Opinions,” pp. 238-240; Tara Gupta’s “Field Measurements of Photosynthesis and Transpiration Rates in Dwarf Snapgdragons,” pp. 242-247; and Michelle Rosowsky and Carina Abernathy’s “Taylor Nursery Bid,” p. 260  ** TRACS Post #5 due 3/05 at 11:55pm:** Tentative research question(s) for Essay #4. Bring a copy to class on 3/06 for discussion. | * Explore “Writing in the Disciplines,” pp. 234-248, including “Lincoln’s Presidency and Public Opinions,” pp. 238-240; “Field Measurements of Photosynthesis and Transpiration Rates in Dwarf Snapgdragons,” pp. 242-247; and “Taylor Nursery Bid,” p. 260 * Practice formulating research questions.   **Launch Essay #3:** Annotated Bibliography and Essay #4: Research Paper/Classical Argument (possible topics: grant proposal; exposé on a topic á la John Oliver; DO NOT allow them to write on abortion, legalizing marijuana, etc.) | |  | F | 3/06 |  Bring to class your tentative research question(s). | * Share TRACS Post #5 * Drafting workshop | | **8** | M | 3/09 | **** Elizabeth Hurley’s “The Role of Technology in the Classroom: Two Views,” pp. 138-143; Hope Leman’s “The Role of Journalists,” pp. 108-110; Amitai Etzioni’s “Less Privacy Is Good for Us (and You),” pp. 117-120  ** TRACS Post #6 due 3/10 at 11:55pm:** Cite your four Annotated Bibliography sources. Bring a copy of the citations + the original sources on 3/11 for class discussion. | * Explore “Putting Theory into Practice II,” pp. 136-150, including “The Role of Technology in the Classroom,” pp. 138-143 * Explore “Analyzing and Synthesizing Texts,” pp. 105-120, including “The Role of Journalists,” pp. 108-110, and “Less Privacy Is Good for Us (and You), pp. 117-120 * Practice crafting annotated bibliography summaries. | |  | W | 3/11 | **** Bring to class four copies of your Essay #3: Annotated Bibliography | * Share TRACS Post #6 * Peer Review | |  | F | 3/13 | **** Bring Essay #3 to class   * **Essay #3 due by 11:55pm on 3/15.** | * Peer Review * Review the Classical Argument structure. * Work on Essay #4 theses | | **9** | M | 3/16 | **Spring Break** | **No Class** | |  | W | 3/18 | **Spring Break** | **No Class** | |  | F | 3/20 | **Spring Break** | **No Class** | | **10** | M | 3/23 | **** Bring to class your working thesis for Essay #4: Classical Argument | * Workshop Background sections of Classical Argument. * Work on arguments and counterarguments. | |  | W | 3/25 | **** Bring to class four copies of your Essay #4 Background paragraph(s). | * Peer Review | |  | F | 3/27 | **** Bring to class four copies of your Essay #4 Arguments and Counterarguments. | * Peer Review | | **11** | M | 3/30 | **** Bring three copies of Essay #4 draft to 1:1 conference | * Conference | |  | W | 4/01 | **** Bring three copies of Essay #4 draft to 1:1 conference | * Conference | |  | F | 4/03 | **** Bring three copies of Essay #4 draft to 1:1 conference | * Conference | | **12** | M | 4/06 | **** Bring to class four copies of final draft of Essay #4  **Essay #4 due by 11:55pm on 4/07** | * Peer Review * Essay #4 Writing Process Debriefing | |  |  |  | UNIT #4: MULTIMODAL COMMUNICATION |  | |  | W | 4/08 | **** Mirlandra Neuneker’s “Who I Am as a Writer,” p. 90; Neuneker’s rhetorical analysis of her blog, pp. 322-326 | * Explore “Understanding Multimodal Composing,” pp. 319-326 * Discuss “Who I am as a Writer,” p. 90, and Neneker’s rhetorical analysis of her blog, pp. 322-326.   **Launch Essay #5:** Analysis of a Multimodal Text (possible topics: read a film as a multimodal text; critique a TED Talk, etc.) | |  | F | 4/10 | **** “Multimodal Composing: Three Student Examples,” pp. 332-335  1) [An Overview of Christopher Buttacavoli’s Prezi presentation](https://prezi.com/j7n7xfncdyys/public-health-and-prevention/)  2) Gap Years for Americans  3) [Ben Myers’ “The Disability Conversation” TED Talk](http://www.ddrinc.org/the-disability-conversation/)  ** TRACS Post #7 due by 11:55pm on 4/12:** Submit your thesis and a description of the multimodal text you will be analyzing. | * Explore “Managing the Demands of Multimodal Composition,” pp. 329-335, including “Multimodal Composing: Three Student Examples,” pp. 332-335 * Discuss strategies for Essay #5 | | **13** | M | 4/13 | **** Bring to class TRACS Post #7, as well as a way to access the multimodal text you are analyzing. | * Share TRACS Post #7 * Explore “Multimedia Composition and the Importance of Design,” pp. 326-327 * Discuss incorporating research into Essay #5 | |  | W | 4/15 | ** TRACS Post #8 due by 11:55pm on 4/16:** Submit annotated bibliography entries for two sources for Essay #5. | * Explore “Understanding the Impact of Communication Technologies on Writing,” pp. 3-5 * Drafting workshop | |  | F | 4/17 | **** Bring copy of TRACS Post #8, as well as a way to access the multimodal text you are analyzing. | * Share TRACS Post #8 * Drafting workshop | | **14** | M | 4/20 | **** Bring four copies of Essay #5 | * Peer Review | |  | W | 4/22 | **** Bring four copies of Essay #5 draft to class.   * **Essay #5 due by 11:55pm on 4/23** | * Peer Review | |  | F | 4/24 | ** TRACS Post #9 due by 11:55pm on 4/26:**  Brainstorm how you could use sound, still images, text, video to enrich Essay #? | * Essay #5 Writing Process Debriefing   **Launch Essay #6:** Presentation of (Essay #x)   * Begin transforming Essay #x into a multimodal presentation.) | | **15** | M | 4/27 | **** Bring TRACS Post #9 response and a laptop to class.  ** TRACS Post #10 due by 11:55pm on 4/28:**  Upload/link to Essay #6 draft. | * Share TRACS Post #9 * Work on transforming Essay #x into a multimodal presentation. | |  | W | 4/29 | ****Bring draft of Essay #6 | * Share TRACS Post #10 * Drafting workshop | |  | F | 5/01 | ****Bring draft of Essay #6 | * Peer Review | | **16** | M | 5/04 |  | * Preparation for **final exam presentations**. | | **FINAL:** |  |  |  |  | |  |  |  |  |  | |