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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**

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| **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: 8-8:35Group 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: 8-8:35Group 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: 8-8:35Group 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: 8-8:35Group 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: 8-8:35Group 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: 8-8:35Group 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: 8-8:35Group 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: 8-8:35Group 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: 8-8:35Group 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. 332-3351) [An Overview of Christopher Buttacavoli’s Prezi presentation](https://prezi.com/j7n7xfncdyys/public-health-and-prevention/)2) Gap Years for Americans3) [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: 8-8:35Group 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: 8-8:35Group 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: 8-8:35Group 2:8:45-9:20 | **** Bring digital copy of Essay #6 draft to class. | * Prepare for final exam presentations.
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| 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 the required textbook: **Lisa Ede’s *The Academic Writer,* 4th edition**

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| **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: 8-8:35Group 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: 8-8:35Group 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: 8-8:35Group 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: 8-8:35Group 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: 8-8:35Group 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: 8-8:35Group 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: 8-8:35Group 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: 8-8:35Group 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. 332-3351) [An Overview of Christopher Buttacavoli’s Prezi presentation](https://prezi.com/j7n7xfncdyys/public-health-and-prevention/)2) Gap Years for Americans3) [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: 8-8:35Group 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: 8-8:35Group 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: 8-8:35Group 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**

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| **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: 8-8:25Group 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: 8-8:25Group 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: 8-8:25Group 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: 8-8:25Group 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: 8-8:25Group 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: 8-8:25Group 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: 8-8:25Group 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: 8-8:25Group 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. 332-3351) [An Overview of Christopher Buttacavoli’s Prezi presentation](https://prezi.com/j7n7xfncdyys/public-health-and-prevention/)2) Gap Years for Americans3) [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: 8-8:25Group 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: 8-8:25Group 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: 8-8:25Group 2:8:25-8:50 | * Wrap up the course.
 | * Discuss logistics of final exam presentations.
* Work day.
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| 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

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| **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. 332-3351) [An Overview of Christopher Buttacavoli’s Prezi presentation](https://prezi.com/j7n7xfncdyys/public-health-and-prevention/)2) Gap Years for Americans3) [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. 332-3351) [An Overview of Christopher Buttacavoli’s Prezi presentation](https://prezi.com/j7n7xfncdyys/public-health-and-prevention/)2) Gap Years for Americans3) [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:** |  |  |  |  |
|  |  |  |  |  |

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