

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 <i>The Academic Writer</i> , pp. 262-86	<ul style="list-style-type: none"> Review College Writing I. Explore Chapter 9 of <i>The Academic Writer</i>, 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	<ul style="list-style-type: none"> 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. <p>Launch Essay #1: Primary Research ~1,000 words, with primary research and secondary research. (Possible topics: personal manifesto, autoethnography, IMRaD).</p>
T	January 26 Via Zoom	📖 Read Jean M. Twenge's <i>Generation Me</i> (excerpt), "Generation Me on Trial," "Generational Differences in Young Adults' Life Goals, Concern for Others, and Civic Orientation," pp. 67-79.	<ul style="list-style-type: none"> 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 <i>Generation Me</i> (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).	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Share Canvas Assignments #1. Explore "Strategies for Revising, Editing, and Proofreading," pp. 287-306, including "Identity, Rebooted," including drafts, pp. 296-301.

		<ul style="list-style-type: none"> 📁 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. 	<ul style="list-style-type: none"> Practice peer review.
R	<p>February 4</p> <p>Group 1: 8-8:35</p> <p>Group 2: 8:45-9:20</p>	<ul style="list-style-type: none"> 📁 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). 	<ul style="list-style-type: none"> Share Canvas Assignments #2. Introduce Purdue OWL for grammar and mechanics. Explore and practice “Practical Strategies for Editing,” pp. 306-318.
T	<p>February 9</p> <p>Via Zoom</p>	<ul style="list-style-type: none"> ✍️ Have a digital copy of revised Essay #1 draft. <p>★ Essay #1 due by 11:55pm on 2/10</p>	<ul style="list-style-type: none"> Participate in local issues peer review workshop.
UNIT #2: VISUAL RHETORIC			
R	<p>February 11</p> <p>Group 1: 8-8:35</p> <p>Group 2: 8:45-9:20</p>	<ul style="list-style-type: none"> 📖 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 	<ul style="list-style-type: none"> 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 <i>Ethos</i>, <i>Pathos</i>, and <i>Logos</i> and “The All-Purpose Answer,” pp. 62-67. <p>Launch Essay #2: Rhetorical Analysis of a visual (possible topics: rhetorically analyze an ad from the 1950s or earlier—go to <u>advertisements</u> for a source; rhetorically analyze a website with an eye toward improving it, etc.)</p>
T	<p>February 16</p> <p>Via Zoom</p>	<ul style="list-style-type: none"> 📖 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. 	<ul style="list-style-type: none"> 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	<p>February 18</p> <p>Group 1: 8-8:35</p> <p>Group 2: 8:45-9:20</p>	<p>📖 Read Daniel Stiepleman’s “Annotation of the Public Service Announcement,” pp. 167-182.</p> <p>📎 Canvas Assignments #5 due 2/17 at 11:55pm: Submit a working thesis and summaries of your sources.</p>	<ul style="list-style-type: none"> • 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	<p>February 23</p> <p>Via Zoom</p>	<p>✍️ Bring to class digital copy of Essay #2 draft</p>	<ul style="list-style-type: none"> • Discuss “Analyzing and Synthesizing Texts,” pp. 120-136 • “For thought, discussion, and writing,” pp. 83-87 • Participate in global peer review
R	<p>February 25</p> <p>Group 1: 8-8:35</p> <p>Group 2: 8:45-9:20</p>	<p>✍️ Bring to class digital copy of Essay #2 draft</p> <p>★ Essay #2 due by 11:55pm on 2/28</p>	<ul style="list-style-type: none"> • Review MLA, pp. 349-375.
UNIT #3: ANNOTATED BIBLIOGRAPHY & RESEARCH PAPER			
T	<p>March 2</p> <p>Via Zoom</p>	<p>📖 Elizabeth Ridlington’s “Lincoln’s Presidency and Public Opinions,” pp. 238-240; Tara Gupta’s “Field Measurements of Photosynthesis and Transpiration Rates in Dwarf Snapdragons,” pp. 242-247; and Michelle Rosowsky and Carina Abernathy’s “Taylor Nursery Bid,” p. 260.</p> <p>📎 Canvas Assignments #6 due 3/01 at 11:55pm: Essay #2 Writing Process Debriefing.</p>	<ul style="list-style-type: none"> • 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 Snapdragons,” pp. 242-247; and “Taylor Nursery Bid,” p. 260 • Practice formulating research questions. <p>Launch Essay #3: Annotated Bibliography and Essay #4: Research Paper/Classical Argument (possible topics: grant proposal; exposé on a topic à la John Oliver; DO NOT allow them to write on abortion, legalizing marijuana, etc.))</p>
R	<p>March 4</p> <p>Group 1: 8-8:35</p>	<p>✍️ Bring to class your tentative research question(s).</p> <p>📖 Elizabeth Hurley’s “The Role of Technology in the</p>	<ul style="list-style-type: none"> • Share Canvas Assignments #7. • Explore “Putting Theory into Practice II,” pp. 136-150, including “The Role of Technology in the Classroom,” pp. 138-143

	Group 2: 8:45-9:20	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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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).	<ul style="list-style-type: none"> • Peer Review.
R	March 25 Via Zoom	✍ Bring to class a digital copy of your Essay #4 Arguments and Counterarguments.	<ul style="list-style-type: none"> • Peer Review.
T	March 30	✍ Bring a digital copy of your Essay #4 draft to your 1:1 conference with me.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 1:1 Conferences. (Class does not meet.)
T	April 6 Via Zoom	✍ Bring to class a digital copy of Essay #4. ★ Essay #4 due by 11:55pm on 4/07	<ul style="list-style-type: none"> • Peer Review. • Revision work day.
UNIT #5: MULTIMODAL COMMUNICATION			

R	<p>April 8</p> <p>Group 1: 8-8:35</p> <p>Group 2: 8:45-9:20</p>	<p>📖 Read Mirlandra Neuneker's "Who I Am as a Writer," p. 90; Neuneker's rhetorical analysis of her blog, pp. 322-326.</p> <p>📎 Canvas Assignments #8 due 4/08: Essay #4 Writing Process Debriefing.</p>	<ul style="list-style-type: none"> • 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. <p>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.</p>
T	<p>April 13</p> <p>Via Zoom</p>	<p>📖 Read "Multimodal Composing: Three Student Examples," pp. 332-335</p> <p>1) An Overview of Christopher Buttacavoli's Prezi presentation</p> <p>2) Gap Years for Americans</p> <p>3) Ben Myers' "The Disability Conversation" TED Talk</p> <p>📎 Canvas Assignments #9 due by 11:55pm on 4/12: Submit your thesis and a description of the multimodal text you will be analyzing.</p>	<ul style="list-style-type: none"> • 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	<p>April 15</p> <p>Group 1: 8-8:35</p> <p>Group 2: 8:45-9:20</p>	<p>📎 Canvas Assignments #10 due by 11:55pm on 4/14: Submit annotated bibliography entries for two sources for Essay #5.</p>	<ul style="list-style-type: none"> • Discuss Canvas Assignments #10. • Explore "Multimedia Composition and the Importance of Design," pp. 326-327. • Discuss incorporating research into Essay #5.
T	<p>April 20</p> <p>Via Zoom</p>	<p>✍️ Bring digital copy of Essay #5 draft to class, as well as a way to access the multimodal text you are analyzing.</p>	<ul style="list-style-type: none"> • Explore "Understanding the Impact of Communication Technologies on Writing," pp. 3-5 • Drafting workshop
R	<p>April 22</p> <p>Group 1: 8-8:35</p> <p>Group 2: 8:45-9:20</p>	<p>✍️ Bring digital copy of Essay #5 draft to class.</p> <p>★ Essay #5 due by 11:55pm on 4/29</p>	<ul style="list-style-type: none"> • Peer Review • Launch Essay #6 (Final): Presentation of Essay #5. Begin translating Essay #5 into a multimodal presentation.
T	<p>April 27</p>	<p>📎 Canvas Assignments #11 due by 11:55pm on</p>	<ul style="list-style-type: none"> • Discuss Canvas Assignments #11 • Prepare for final exam presentations.

	Via Zoom	4/26: Essay #5 Writing Process Debriefing.	
R	April 29 Group 1: 8-8:35 Group 2: 8:45-9:20	 Bring digital copy of Essay #6 draft to class.	<ul style="list-style-type: none"> • 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 <i>The Academic Writer</i> , pp. 262-86	<ul style="list-style-type: none"> Review College Writing I. Explore Chapter 9 of <i>The Academic Writer</i>, 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	<ul style="list-style-type: none"> 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. <p>Launch Essay #1: Primary Research ~1,000 words, with primary research and secondary research. (Possible topics: personal manifesto, autoethnography, IMRaD).</p>
W	January 27 Via Zoom	📖 Read Jean M. Twenge's <i>Generation Me</i> (excerpt), "Generation Me on Trial," "Generational Differences in Young Adults' Life Goals, Concern for Others, and Civic Orientation," pp. 67-79.	<ul style="list-style-type: none"> 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 <i>Generation Me</i> (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).	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Share Canvas Assignments #1. Explore "Strategies for Revising, Editing, and Proofreading," pp. 287-

		<ul style="list-style-type: none"> 📁 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. 	<p>306, including “Identity, Rebooted,” including drafts, pp. 296-301.</p> <ul style="list-style-type: none"> • Practice peer review.
M	<p>February 8</p> <p>Group 1: 8-8:35</p> <p>Group 2: 8:45-9:20</p>	<ul style="list-style-type: none"> 📁 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). 	<ul style="list-style-type: none"> • Share Canvas Assignments #2. • Introduce Purdue OWL for grammar and mechanics. • Explore and practice “Practical Strategies for Editing,” pp. 306-318.
W	<p>February 10</p> <p>Via Zoom</p>	<ul style="list-style-type: none"> ✍️ Have a digital copy of revised Essay #1 draft. ★ Essay #1 due by 11:55pm on 2/13 	<ul style="list-style-type: none"> • Participate in local issues peer review workshop.
UNIT #2: VISUAL RHETORIC			
M	<p>February 15</p> <p>Group 1: 8-8:35</p> <p>Group 2: 8:45-9:20</p>	<ul style="list-style-type: none"> 📖 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 	<ul style="list-style-type: none"> • 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 <i>Ethos</i>, <i>Pathos</i>, and <i>Logos</i> and “The All-Purpose Answer,” pp. 62-67. <p>Launch Essay #2: Rhetorical Analysis of a visual (possible topics: rhetorically analyze an ad from the 1950s or earlier—go to advertisements for a source; rhetorically analyze a website with an eye toward improving it, etc.)</p>
W	<p>February 17</p> <p>Via Zoom</p>	<ul style="list-style-type: none"> 📖 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. 	<ul style="list-style-type: none"> • 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	<p>February 22</p> <p>Group 1: 8-8:35</p> <p>Group 2: 8:45-9:20</p>	<p>📖 Read Daniel Stiepleman’s “Annotation of the Public Service Announcement,” pp. 167-182.</p> <p>📎 Canvas Assignments #5 due 2/21 at 11:55pm: Submit a working thesis and summaries of your sources.</p>	<ul style="list-style-type: none"> • 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	<p>February 24</p> <p>Via Zoom</p>	<p>✍️ Bring to class digital copy of Essay #2 draft</p>	<ul style="list-style-type: none"> • Discuss “Analyzing and Synthesizing Texts,” pp. 120-136 • “For thought, discussion, and writing,” pp. 83-87 • Participate in global peer review
M	<p>March 1</p> <p>Group 1: 8-8:35</p> <p>Group 2: 8:45-9:20</p>	<p>✍️ Bring to class digital copy of Essay #2 draft</p> <p>★ Essay #2 due by 11:55pm on 3/01</p>	<ul style="list-style-type: none"> • Review MLA, pp. 349-375.
UNIT #3: ANNOTATED BIBLIOGRAPHY & RESEARCH PAPER			
W	<p>March 3</p> <p>Via Zoom</p>	<p>📖 Elizabeth Ridlington’s “Lincoln’s Presidency and Public Opinions,” pp. 238-240; Tara Gupta’s “Field Measurements of Photosynthesis and Transpiration Rates in Dwarf Snapdragons,” pp. 242-247; and Michelle Rosowsky and Carina Abernathy’s “Taylor Nursery Bid,” p. 260.</p> <p>📎 Canvas Assignments #6 due 3/02 at 11:55pm: Essay #2 Writing Process Debriefing.</p>	<ul style="list-style-type: none"> • 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 Snapdragons,” pp. 242-247; and “Taylor Nursery Bid,” p. 260 • Practice formulating research questions. <p>Launch Essay #3: Annotated Bibliography and Essay #4: Research Paper/Classical Argument (possible topics: grant proposal; exposé on a topic à la John Oliver; DO NOT allow them to write on abortion, legalizing marijuana, etc.))</p>
M	<p>March 8</p> <p>Group 1: 8-8:35</p>	<p>✍️ Bring to class your tentative research question(s).</p> <p>📖 Elizabeth Hurley’s “The Role of Technology in the Classroom: Two Views,” pp.</p>	<ul style="list-style-type: none"> • Share Canvas Assignments #7. • Explore “Putting Theory into Practice II,” pp. 136-150, including “The Role of Technology in the Classroom,” pp. 138-143

	Group 2: 8:45-9:20	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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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).	<ul style="list-style-type: none"> • Peer Review.
M	March 29 Via Zoom	✍️ Bring to class a digital copy of your Essay #4 Arguments and Counterarguments.	<ul style="list-style-type: none"> • Peer Review.
W	March 31	✍️ Bring a digital copy of your Essay #4 draft to your 1:1 conference with me.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 1:1 Conferences. (Class does not meet.)
W	April 7 Via Zoom	✍️ Bring to class a digital copy of Essay #4. ★ Essay #4 due by 11:55pm on 4/06	<ul style="list-style-type: none"> • Peer Review. • Revision work day.
UNIT #5: MULTIMODAL COMMUNICATION			
M	April 12 Group 1: 8-8:35	📖 Read Mirlandra Neuneker's "Who I Am as a Writer," p. 90; Neuneker's rhetorical analysis of her blog, pp. 322-326.	<ul style="list-style-type: none"> • 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.

	Group 2: 8:45-9:20	📁 Canvas Assignments #8 due 4/12: Essay #4 Writing Process Debriefing.	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 2) Gap Years for Americans 3) Ben Myers’ “The Disability Conversation” TED Talk 📁 Canvas Assignments #9 due by 11:55pm on 4/13: Submit your thesis and a description of the multimodal text you will be analyzing.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Discuss Canvas Assignments #10. • Explore “Multimedia Composition and the Importance of Design,” pp. 326-327. • Discuss incorporating research into Essay #5.
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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	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Prepare for final exam presentations.

Final Exam:

COURSE CALENDAR (MONDAY/WEDNESDAY/FRIDAY)

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W	January 20 Via Zoom		<ul style="list-style-type: none"> • Review College Writing I. • Discuss Syllabus.
F	January 22 Via Zoom	 Read Chapter 9 of <i>The Academic Writer</i> , pp. 262-86	<ul style="list-style-type: none"> • Explore Chapter 9 of <i>The Academic Writer</i>, 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	<ul style="list-style-type: none"> • 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. <p>Launch Essay #1: Primary Research ~1,000 words, with primary research and secondary research. (Possible topics: personal manifesto, autoethnography, IMRaD).</p>
W	January 27 Via Zoom	 Bring to class ideas for Essay #1	<ul style="list-style-type: none"> • Learn about "Hands-on Research," "Finding a Focus," and "Managing Uncertainty," pp. 187-191.

F	<p>January 29</p> <p>Via Zoom</p>	<p>📖 Read Jean M. Twenge’s <i>Generation Me</i> (excerpt), “Generation Me on Trial,” “Generational Differences in Young Adults’ Life Goals, Concern for Others, and Civic Orientation,” pp. 67-79.</p>	<ul style="list-style-type: none"> • Explore “Observing a Professional Writer at Work,” pp. 67-77, including “<i>Generation Me</i> (excerpt), “Generation Me on Trial,” “Generational Differences in Young Adults’ Life Goals, Concern for Others, and Civic Orientation,” pp. 72-79.
M	<p>February 1</p> <p>Group 1: 8-8:25</p> <p>Group 2: 8:25-8:50</p>	<p>📖 Read Alia Sands’ “A Separate Education,” pp. 58-61.</p>	<ul style="list-style-type: none"> • Explore “Analyzing Rhetorical Situations,” 51-61, including “A Separate Education,” pp. 58-61.
W	<p>February 3</p> <p>Via Zoom</p>	<p>📖 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.</p>	<ul style="list-style-type: none"> • Discuss “Aria: A Bilingual Memoir” (online) as an autoethnography. • Share Canvas Assignments #1.
F	<p>February 5</p> <p>Via Zoom</p>	<p>📖 Read Stevon Roberts’ “Identity, Rebooted,” including drafts, pp. 296-301</p>	<ul style="list-style-type: none"> • Explore “Strategies for Revising, Editing, and Proofreading,” pp. 287-306, including “Identity, Rebooted,” including drafts, pp. 296-301. • Practice peer review
M	<p>February 8</p> <p>Group 1: 8-8:25</p> <p>Group 2: 8:25-8:50</p>	<p>🔗 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).</p>	<ul style="list-style-type: none"> • Share Canvas Assignments #2. • Introduce Purdue OWL for grammar and mechanics. • Explore and practice “Practical Strategies for Editing,” pp. 306-318.
W	<p>February 10</p> <p>Via Zoom</p>	<p>✍️ Have a digital copy of revised Essay #1 draft.</p>	<ul style="list-style-type: none"> • Participate in global issues peer review workshop.
F	<p>February 12</p> <p>Via Zoom</p>	<p>✍️ Have a digital copy of revised Essay #1 draft.</p> <p>★ Essay #1 due by 11:55pm on 2/13.</p>	<ul style="list-style-type: none"> • Participate in local issues peer review workshop.

UNIT #2: VISUAL RHETORIC

M	<p>February 15</p> <p>Group 1: 8-8:25</p> <p>Group 2: 8:25-8:50</p>	<p>📖 Read Brandon Barrett’s “The All-Purpose Answer,” pp. 66-67</p> <p>🔗 Canvas Assignments #3 due 2/14 at 11:55pm: Essay #1 Writing Process Debriefing using “Academic Writing: Committing to the Process,” pp. 88-100</p>	<ul style="list-style-type: none"> • 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 <i>Ethos</i>, <i>Pathos</i>, and <i>Logos</i> and “The All-Purpose Answer,” pp. 62-67. <p>Launch Essay #2: Rhetorical Analysis of a visual (possible topics: rhetorically analyze an ad from the 1950s or earlier—go to advertisements for a source; rhetorically analyze a website with an eye toward improving it, etc.))</p>
W	<p>February 17</p> <p>Via Zoom</p>	<p>📖 Read Aletta Brenner’s “Sweatshop U.S.A.: Human Trafficking in the American Garment-Manufacturing Industry,” pp. 223-32.</p>	<ul style="list-style-type: none"> • 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	<p>February 19</p> <p>Via Zoom</p>	<p>🔗 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.</p>	<ul style="list-style-type: none"> • Review MLA, pp. 349-375 • Practice conducting research and incorporating secondary sources.
M	<p>February 22</p> <p>Group 1: 8-8:25</p> <p>Group 2: 8:25-8:50</p>	<p>🔗 Canvas Assignments #5 due 2/21 at 11:55pm: Submit a working thesis and summaries of your sources.</p>	<ul style="list-style-type: none"> • 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	<p>February 24</p> <p>Via Zoom</p>	<p>📖 Read Daniel Stiepleman’s “Annotation of the Public Service Announcement,” pp. 167-182.</p>	<ul style="list-style-type: none"> • Explore “Mastering the Essential Moves in Academic Writing,” including “Annotation of the PSA,” pp. 151-182. • Participate in drafting workshop
F	<p>February 26</p> <p>Via Zoom</p>	<p>✍️ Bring to class digital copy of Essay #2 draft.</p> <p>★ Essay #2 due by 11:55pm on 2/27.</p>	<ul style="list-style-type: none"> • Participate in peer review workshop
ESSAY #3: ANNOTATED BIBLIOGRAPHY & RESEARCH PAPER			

M	<p>March 1</p> <p>Group 1: 8-8:25</p> <p>Group 2: 8:25-8:50</p>	<p>📅 Canvas Assignments #6 due 2/28 at 11:55pm: Essay #2 Writing Process Debriefing.</p>	<ul style="list-style-type: none"> • Discuss Canvas Assignments #6. • Launch Essay #3: Annotated Bibliography and Essay #4: Research Paper/Classical Argument (possible topics: grant proposal; exposé on a topic à la John Oliver; DO NOT allow them to write on abortion, legalizing marijuana, etc.))
W	<p>March 3</p> <p>Via Zoom</p>	<p>📖 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 Snapdragons,” pp. 242-247; and Michelle Rosowsky and Carina Abernathy’s “Taylor Nursery Bid,” p. 260.</p>	<ul style="list-style-type: none"> • 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 Snapdragons,” pp. 242-247; and “Taylor Nursery Bid,” p. 260 • Practice formulating research questions.
F	<p>March 5</p> <p>Via Zoom</p>	<p>✍️ Bring to class your tentative research question(s).</p> <p>📖 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</p>	<ul style="list-style-type: none"> • 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 might schedule a library tour/activity.]
M	<p>March 8</p> <p>Group 1: 8-8:25</p> <p>Group 2: 8:25-8:50</p>	<p>📅 Canvas Assignments #7 due 3/07 at 11:55pm: Cite your four Annotated Bibliography sources.</p>	<ul style="list-style-type: none"> • Share Canvas Assignments #7. • Practice crafting annotated bibliography summaries.
W	<p>March 10</p> <p>Via Zoom</p>	<p>✍️ Bring to class a digital copy of your Essay #3: Annotated Bibliography</p> <p>★ Essay #3 due by 11:55pm on 3/12.</p>	<ul style="list-style-type: none"> • Peer Review.

F	March 12 Via Zoom	<ul style="list-style-type: none"> Bring to class your working thesis for Essay #4: Classical Argument 	<ul style="list-style-type: none"> Review the Classical Argument structure Launch Essay #4: Research Paper/Classical Argument (possible topics: grant proposal; exposé on a topic à 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).	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 1:1 Conferences. (Class does not meet.)
W	April 7 Via Zoom	✍ Bring to class a digital copy of Essay #4. ★ Essay #4 due by 11:55pm on 4/06	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Discuss Canvas Assignments #8. Explore “Understanding Multimodal Composing,” pp. 319-326.

			<ul style="list-style-type: none"> • 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	<p>April 12</p> <p>Group 1: 8-8:25</p> <p>Group 2: 8:25-8:50</p>	<p>📖 Read Mirlandra Neuneker's "Who I Am as a Writer," p. 90; Neuneker's rhetorical analysis of her blog, pp. 322-326.</p>	<ul style="list-style-type: none"> • Discuss "Who I Am as a Writer," p. 90, and Neuneker's rhetorical analysis of her blog, pp. 322-326.
W	<p>April 14</p> <p>Via Zoom</p>	<p>📖 Read "Multimodal Composing: Three Student Examples," pp. 332-335</p> <p>1) An Overview of Christopher Buttacavoli's Prezi presentation</p> <p>2) Gap Years for Americans</p> <p>3) Ben Myers' "The Disability Conversation" TED Talk</p>	<ul style="list-style-type: none"> • 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	<p>April 16</p> <p>Via Zoom</p>	<p>🔔 Canvas Assignments #9 due by 11:55pm on 4/15: Submit your thesis and a description of the multimodal text you will be analyzing.</p>	<ul style="list-style-type: none"> • Discuss Canvas Assignments #9.
M	<p>April 19</p> <p>Group 1: 8-8:25</p> <p>Group 2: 8:25-8:50</p>	<p>🔔 Canvas Assignments #10 due by 11:55pm on 4/18: Submit annotated bibliography entries for two sources for Essay #5.</p>	<ul style="list-style-type: none"> • Discuss Canvas Assignments #10. • Explore "Multimedia Composition and the Importance of Design," pp. 326-327. • Discuss incorporating research into Essay #5.
W	<p>April 21</p> <p>Via Zoom</p>	<p>✍️ Bring digital copy of Essay #5 draft to class, as well as a way to access the multimodal text you are analyzing.</p>	<ul style="list-style-type: none"> • Explore "Understanding the Impact of Communication Technologies on Writing," pp. 3-5 • Drafting workshop
F	<p>April 23</p> <p>Via Zoom</p>	<p>✍️ Bring digital copy of Essay #5 draft to class.</p>	<ul style="list-style-type: none"> • Peer Review
M	<p>April 26</p> <p>Group 1:</p>	<p>✍️ Bring digital copy of Essay #5 draft to class.</p>	<ul style="list-style-type: none"> • Launch Essay #6 (Final): Presentation of Essay #5. Begin translating Essay #5 into a multimodal presentation.




	8-8:25 Group 2: 8:25-8:50	★ Essay #5 due by 11:55pm on 4/27	
W	April 28 Via Zoom	🔒 Canvas Assignments #11 due by class time on 4/28. Essay #5 Writing Process Debriefing	<ul style="list-style-type: none"> • Discuss Canvas Assignments #11 • Prepare for final exam presentations.
F	April 30 Via Zoom	✍️ Bring digital copy of Essay #6 draft to class.	<ul style="list-style-type: none"> • Peer review Essay #6 (final presentations)
M	May 3 Group 1: 8-8:25 Group 2: 8:25-8:50	<ul style="list-style-type: none"> • Wrap up the course. 	<ul style="list-style-type: none"> • Discuss logistics of final exam presentations. • Work day.

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 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 <i>The Academic Writer</i> to class.	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 <p>Launch Essay #1: Primary Research ~1,000 words, with primary research and secondary research. (Possible topics: personal manifesto, autoethnography, IMRaD)</p>
	W	1/29	 Jean M. Twenge's <i>Generation Me</i> (excerpt), "Generation Me on Trial," "Generational Differences in Young Adults' Life Goals, Concern for Others, and Civic Orientation," pp. 67-79	<ul style="list-style-type: none"> 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 "<i>Generation Me</i> (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' <i>A Separate Education</i> , pp. 58-61; Richard Rodriguez's " Aria: A Bilingual Memoir "	<ul style="list-style-type: none"> Explore "Analyzing Rhetorical Situations," 51-61, including "<i>A Separate Education</i>," pp. 58-61 and "Aria: A Bilingual Memoir" (online)

			📌 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.	
	W	2/05	📖 Stevon Roberts' "Identity, Rebooted," including drafts, pp. 296-301	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 <i>ethos/pathos/logos</i> analysis.	<ul style="list-style-type: none"> • Explore "Rhetorical Sensitivity and Kairos," pp. 12-15; "Reading Rhetorically," pp. 16-27; "Reading Visual Texts," pp. 41-50 (also p. 25) • Discuss <i>Ethos</i>, <i>Pathos</i>, and <i>Logos</i> and "The All-Purpose Answer," pp. 62-67 <p>Launch Essay #2: Rhetorical Analysis of a visual (possible topics: rhetorically analyze an ad from the 1950s or earlier—go to advertisements for a source; rhetorically analyze a website with an eye toward improving it, etc.))</p>

	W	2/19	<p>📖 Aletta Brenner’s “Sweatshop U.S.A.: Human Trafficking in the American Garment-Manufacturing Industry,” pp. 223-32</p> <p>🔗 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.</p>	<ul style="list-style-type: none"> • 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	<p>✍️ Bring your advertisement to class.</p> <p>🔗 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.</p>	<ul style="list-style-type: none"> • 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	<p>📖 Daniel Stiepleman’s “Annotation of the Public Service Announcement,” pp. 167-182</p> <p>✍️ Bring a working thesis and summaries of your secondary sources.</p>	<ul style="list-style-type: none"> • 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	<p>✍️ Bring to class four copies of Essay #2 draft</p> <p>★ Essay #2 due by 11:55pm</p>	<ul style="list-style-type: none"> • Participate in global and local peer review • Essay #2 Writing Process Debriefing
			UNIT #3: ANNOTATED BIBLIOGRAPHY & RESEARCH PAPER	
	W	3/04	<p>📖 Elizabeth Ridlington’s “Lincoln’s Presidency and Public Opinions,” pp. 238-240; Tara Gupta’s “Field Measurements of Photosynthesis and Transpiration Rates in Dwarf Snapdragons,” pp. 242-247; and Michelle Rosowsky and Carina</p>	<ul style="list-style-type: none"> • 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 Snapdragons,” pp. 242-247; and “Taylor Nursery Bid,” p. 260 • Practice formulating research questions.

			<p>Abernathy's "Taylor Nursery Bid," p. 260</p> <p>📌 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.</p>	<p>Launch Essay #3: Annotated Bibliography and Essay #4: Research Paper/Classical Argument (possible topics: grant proposal; exposé on a topic à la John Oliver; DO NOT allow them to write on abortion, legalizing marijuana, etc.))</p>
8	M	3/09	<p>✍️ Bring to class your tentative research question(s).</p> <p>📖 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</p> <p>📌 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.</p>	<ul style="list-style-type: none"> • 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	<p>✍️ Bring to class four copies of your Essay #3: Annotated Bibliography</p> <p>★ Essay #3 due by 11:55pm on 3/15.</p>	<ul style="list-style-type: none"> • 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	<p>✍️ Bring to class your working thesis for Essay #4: Classical Argument</p>	<ul style="list-style-type: none"> • 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).	<ul style="list-style-type: none"> Peer Review
11	M	3/30	 Bring to class four copies of your Essay #4 Arguments and Counterarguments.	<ul style="list-style-type: none"> Peer Review
	W	4/01	 Bring three copies of Essay #4 draft to 1:1 conference	<ul style="list-style-type: none"> Conference
12	M	4/06	 Bring three copies of Essay #4 draft to 1:1 conference	<ul style="list-style-type: none"> Conference
	W	4/08	 Bring to class four copies of final draft of Essay #4 ★ Essay #4 due by 11:55pm	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. <p>Launch Essay #5: Analysis of a Multimodal Text (possible topics: read a film as a multimodal text; critique a TED Talk, etc.)</p>
	W	4/15	 "Multimodal Composing: Three Student Examples," pp. 332-335 1) An Overview of Christopher Buttacavoli's Prezi presentation 2) Gap Years for Americans 3) Ben Myers' "The Disability Conversation" TED Talk  TRACS Post #7 due by 11:55pm on 4/19: Submit your thesis and a description of the	<ul style="list-style-type: none"> Explore "Managing the Demands of Multimodal Composition," pp. 329-335, including "Multimodal Composing: Three Student Examples," pp. 332-335 Discuss strategies for Essay #5




			multimodal text you will be analyzing.	
14	M	4/20	<p>✍ Bring to class TRACS Post #7, as well as a way to access the multimodal text you are analyzing.</p> <p>📅 TRACS Post #8 due by 11:55pm on 4/21: Submit annotated bibliography entries for two sources for Essay #5.</p>	<ul style="list-style-type: none"> • Share TRACS Post #7 • Explore “Multimedia Composition and the Importance of Design,” pp. 326-327 • Discuss incorporating research into Essay #5
	W	4/22	<p>✍ Bring copy of TRACS Post #8, as well as a way to access the multimodal text you are analyzing.</p>	<ul style="list-style-type: none"> • Share TRACS Post #8 • Explore “Understanding the Impact of Communication Technologies on Writing,” pp. 3-5 • Drafting workshop
15	M	4/27	<p>✍ Bring four copies of Essay #5</p>	<ul style="list-style-type: none"> • Peer Review
	W	4/29	<p>✍ Bring Essay #5 draft to class.</p> <p>★ Essay #5 due by 11:55pm</p>	<ul style="list-style-type: none"> • Essay #5 Writing Process Debriefing <p>Launch Essay #6: Presentation of (Essay #5)</p> <ul style="list-style-type: none"> • Begin translating Essay #5 into a multimodal presentation.)
16	M	5/04	<p>✍ Bring draft of Essay #6 (bring laptops or other tools needed to work on presentation)</p>	<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> Review College Writing I Discuss Syllabus
	F	1/24	Bring <i>The Academic Writer</i> to class.	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 <p>Launch Essay #1: Primary Research ~1,000 words, with primary research and secondary research. (Possible topics: personal manifesto, autoethnography, IMRaD)</p>
	W	1/29	 Bring to class ideas for Essay #1	<ul style="list-style-type: none"> Learn about "Hands-on Research," "Finding a Focus," and "Managing Uncertainty," pp. 187-191
	F	1/31	 Jean M. Twenge's <i>Generation Me</i> (excerpt), "Generation Me on Trial," "Generational Differences in Young Adults' Life Goals, Concern for Others, and Civic Orientation," pp. 67-79	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Explore "Analyzing Rhetorical Situations," 51-61, including "A Separate Education," pp. 58-61
	W	2/05	 Richard Rodriguez's " Aria: A Bilingual Memoir "	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Explore "Rhetorical Sensitivity and Kairos," pp. 12-15; "Reading Rhetorically," pp. 16-27; "Reading Visual Texts," pp. 41-50 (also p. 25) Discuss <i>Ethos</i>, <i>Pathos</i>, and <i>Logos</i> and "The All-Purpose Answer," pp. 62-67

			<i>ethos/pathos/logos</i> analysis.	Launch Essay #2: Rhetorical Analysis of a visual (possible topics: rhetorically analyze an ad from the 1950s or earlier—go to advertisements 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	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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 secondary sources.	<ul style="list-style-type: none"> • Share TRACS Post #4 • Participate in drafting workshop
7	M	3/02	✍️ Bring to class four copies of Essay #2 draft	<ul style="list-style-type: none"> • Participate in global and local peer review • Essay #2 Writing Process Debriefing

			★ Essay #2 due by 11:55pm on 3/03	
			UNIT #3: ANNOTATED BIBLIOGRAPHY & RESEARCH PAPER	
	W	3/04	<p>📖 Elizabeth Ridlington’s “Lincoln’s Presidency and Public Opinions,” pp. 238-240; Tara Gupta’s “Field Measurements of Photosynthesis and Transpiration Rates in Dwarf Snapdragons,” pp. 242-247; and Michelle Rosowsky and Carina Abernathy’s “Taylor Nursery Bid,” p. 260</p> <p>🗣️ 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.</p>	<ul style="list-style-type: none"> • 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 Snapdragons,” pp. 242-247; and “Taylor Nursery Bid,” p. 260 • Practice formulating research questions. <p>Launch Essay #3: Annotated Bibliography and Essay #4: Research Paper/Classical Argument (possible topics: grant proposal; exposé on a topic à la John Oliver; DO NOT allow them to write on abortion, legalizing marijuana, etc.))</p>
	F	3/06	<p>✍️ Bring to class your tentative research question(s).</p>	<ul style="list-style-type: none"> • Share TRACS Post #5 • Drafting workshop
8	M	3/09	<p>📖 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</p> <p>🗣️ 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.</p>	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Share TRACS Post #6 • Peer Review
	F	3/13	 Bring Essay #3 to class ★ Essay #3 due by 11:55pm on 3/15.	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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).	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Conference
	W	4/01	 Bring three copies of Essay #4 draft to 1:1 conference	<ul style="list-style-type: none"> • Conference
	F	4/03	 Bring three copies of Essay #4 draft to 1:1 conference	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

				<p>Launch Essay #5: Analysis of a Multimodal Text (possible topics: read a film as a multimodal text; critique a TED Talk, etc.)</p>
	F	4/10	<p>📖 “Multimodal Composing: Three Student Examples,” pp. 332-335</p> <p>1) An Overview of Christopher Buttacavoli’s Prezi presentation</p> <p>2) Gap Years for Americans</p> <p>3) Ben Myers’ “The Disability Conversation” TED Talk</p> <p>📌 TRACS Post #7 due by 11:55pm on 4/12: Submit your thesis and a description of the multimodal text you will be analyzing.</p>	<ul style="list-style-type: none"> • 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	<p>✍️ Bring to class TRACS Post #7, as well as a way to access the multimodal text you are analyzing.</p>	<ul style="list-style-type: none"> • Share TRACS Post #7 • Explore “Multimedia Composition and the Importance of Design,” pp. 326-327 • Discuss incorporating research into Essay #5
	W	4/15	<p>📌 TRACS Post #8 due by 11:55pm on 4/16: Submit annotated bibliography entries for two sources for Essay #5.</p>	<ul style="list-style-type: none"> • Explore “Understanding the Impact of Communication Technologies on Writing,” pp. 3-5 • Drafting workshop
	F	4/17	<p>✍️ Bring copy of TRACS Post #8, as well as a way to access the multimodal text you are analyzing.</p>	<ul style="list-style-type: none"> ★ Share TRACS Post #8 ★ Drafting workshop
14	M	4/20	<p>✍️ Bring four copies of Essay #5</p>	<ul style="list-style-type: none"> • Peer Review
	W	4/22	<p>✍️ Bring four copies of Essay #5 draft to class.</p> <p>★ Essay #5 due by 11:55pm on 4/23</p>	<ul style="list-style-type: none"> • Peer Review

	F	4/24	<ul style="list-style-type: none"> 🔒 TRACS Post #9 due by 11:55pm on 4/26: Brainstorm how you could use sound, still images, text, video to enrich Essay #? 	<ul style="list-style-type: none"> • Essay #5 Writing Process Debriefing • Launch Essay #6: Presentation of (Essay #x) • Begin transforming Essay #x into a multimodal presentation.)
15	M	4/27	<ul style="list-style-type: none"> ✍️ 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. 	<ul style="list-style-type: none"> • Share TRACS Post #9 • Work on transforming Essay #x into a multimodal presentation.
	W	4/29	✍️ Bring draft of Essay #6	<ul style="list-style-type: none"> • Share TRACS Post #10 • Drafting workshop
	F	5/01	✍️ Bring draft of Essay #6	<ul style="list-style-type: none"> • Peer Review
16	M	5/04		<ul style="list-style-type: none"> • Preparation for final exam presentations.

FINAL: