# English 105: Writing and Rhetoric

Fall 2020

\*\*\*Instructor name\*\*\*\*

Class meeting time: Office:

Class meeting place: Email:

Zoom/Webex/UBLearns Office hours:

## Course Description

This is a course in rhetoric and writing. To develop these skills, you will practice writing in different genres for a variety of readers, supporting arguments with outside research, and developing your credibility. Overall, the course is meant to provide a set of tools for you to use in the very wide range of formal and informal writing situations you will encounter throughout your academic and professional career. The aim of this course is to help you become more confident in your ability to respond to situations that require communication—which is to say, most situations in life.

The content of this class is your own writing. You will be writing a lot, often in response to an assigned reading or paper prompt. Because it is impossible to be a good writer without also being a good reader, you will also be reading a lot, including especially the work of your classmates. In fact, you will be reading and writing something for almost every class meeting, before class and sometimes in class. You will write for situations with high stakes (such as grades on assignments) and in situations with low stakes (such as brainstorming exercises). You will be asked to write formally and informally, for yourself and for others. Also, you will offer feedback to others on their writing, consider their feedback to you, and strategize how you can revise what you wrote in order to make it more effective. Just as good performances in sports and art are the result of practice in response to coaching, instruction, and peer support, effective writing is the result of revision based on feedback from a variety of sources. All of your formal writing will be revised based on your classmates’ feedback before you turn it in for a grade. We will talk about what it means to give good feedback and what it means to use feedback in a revision plan. You will also get feedback on your feedback!

## How This Course Works

Think of this class as a weekly progression of assignments and discussions rather than simply a class that “happens” on the days of the week listed in your schedule. While you will have mandatory class meeting times (just like in a face-to-face class), you will also have out-of-class writing assignments and discussions that happen on days that you don’t have class meetings. To reduce confusion and to support a consistent routine of reading and writing, this course will proceed according to a set pattern. Each week, you will read, draft, post discussion boards, provide feedback, and revise according to this pattern:

* Monday: (1) Write a discussion board based on course reading material. (2) Post a plan for revision of a major assignment
* Tuesday: Respond to 2 or 3 of your peers’ discussion board posts
* Wednesday: Write a draft of a major assignment
* Thursday: Read and begin to respond to your peers’ work on Eli Review
* Friday: Respond to your peers’ work on Eli Review

According to your course schedule, you will meet online multiple times per week with your instructor and classmates through the video conference platform ZOOM. These meetings are a required component of the class. Instructors you can put course meeting times in here

This course works a bit differently than other courses in which you receive information during class, study it outside of class, and then get tested on how well you understand that information. By contrast, this classroom is “flipped,” which means that you get or produce the content *outside* of class time (the assigned reading, the discussion board “conversations,” and your own writing in response to formal assignments) and practice and discuss that content *during* class time (in discussion and writing in class). This means if you don’t do the assigned reading and writing, you won’t know what is going on, have examples to work from, or material to practice with before you get graded on it. Keeping up with course assignments will allow you to engage productively with the required synchronous class meetings.

Your success depends on your effort and engagement. How well you do depends on how well you are able to keep up with the schedule, follow instructions, manage your time, understand the readings, use the advice and examples provided to you, and respond with your own best quality work.

## Course Objectives (from the UB Curriculum)

As a result of passing this class, students will be able to:

* Compose persuasive arguments in varied media (oral, visual, digital, written) for diverse audiences that reflect common standards of academic, professional, and civic genres
* Find, comprehend, evaluate and document sources in a constantly evolving information environment
* Support arguments ethically with credible and relevant source
* Improve their writing through a productive writing process that includes drafting, giving and receiving peer feedback and significant revision
* Vary written genre conventions appropriately for structure, paragraphing, tone and mechanics
* Develop proficiency in evaluating and analyzing written, visual, digital and oral arguments representative of diverse perspectives and voices

## Course Requirements

“Requirement” obviously means that these resources are “not optional.” If you foresee any issues being able to obtain your textbook or your subscription to Eli Review, let your instructor know immediately.

### Textbook

This is a UB-specific, custom e-book. You will need it right away, and continually throughout the semester. The textbook can be purchased through the [UB Bookstore website](https://www.bkstr.com/buffalo-northcampusstore/) or the [Norton website](https://wwnorton.com/).

* Views: A Rhetoric and Reader for the University at Buffalo, SUNY. New York: W.W. Norton, 2019.

### Electronic resources

* UB Learns: You will use this course management tool to access all class materials, instructions, and links to class meetings. It is the place where you will upload all of your final assignments and have access to your course grades.
* Eli Review: You will use this platform throughout the semester for drafting, giving feedback to your peers, and revising. Your work on Eli Review (the quality of your feedback to peers and your revision strategy) is an integral part of this class and worth 25% of your overall grade. Your instructor will coach you on these processes. See:
	+ “[Feedback and Improvement](http://elireview.com/content/students/feedback/)”
	+ “[Student Introduction to Eli Review](https://elireview.com/learn/tutorials/students/)”

## Graded Assignments

### Formal Writing assignments:

* Summary and Reflection (1,000 words): 10%
* Rhetorical Analysis (1300 words): 15%
* Annotated Bibliography (8 sources, 1200 words): 10%
* Multimodal Literature Review (8 sources, various modes) 10%
* Position Paper (1,500 words) 15%

### Additional graded portions of the class:

* Discussion Board Posts: 15%
* Eli Review, i.e., feedback to peers and quality of revisions: 25%

\***Note** that **you must complete all formal assignments in order to pass the class**. All final written assignments must be submitted to UBLearns (in addition to Eli Review) for entry into the online gradebook.

### More about grades and assignments

*Formal writing assignments*: All formal assignments should be submitted on UB Learns. Each formal assignment will come with an instruction sheet and grading rubric. The assignment instructions, class discussions, the associated textbook chapters and feedback from your peers on drafts are all resources you should draw on to prepare assignments, and will provide me with a basis on which to grade. With all these resources, and with the answers to any additional questions you may have, there should never be a moment when you do not know what I am looking for in a paper.

All papers will require some research, some more than others. Finding credible sources, using them effectively, and documenting them correctly are all skills that require practice, and they are points on which you will be graded. I will help you develop those skills, as will the librarians. Your textbook also has useful advice and models for reference.

Note that each formal assignment has at least one draft workshop associated with it, conducted on Eli Review, during class time or outside of it. Since feedback and revision are crucial parts of the writing process, **the draft workshops are as important as the final due dates for the paper**. Therefore, papers turned in without the required drafting, feedback and revision history, or papers turned in by students who have not participated in creating that history with a partner will be docked 10 points, or one full letter grade (i.e., from a B+ to a C+). This is on top of your Eli Review grade suffering for non-participation. Once again, this is because effective writing is the product of revision.

*Eli Review:* Since 25% of your grade is based on how well you give feedback to other student writers and how well you process and incorporate feedback from others, a good portion of our class at the beginning will be devoted to working on giving fulsome, productive feedback and to making feasible and effective revision plans. Each of your comments on your classmates’ work should describe, evaluate, and suggest. We will talk more about what this means, and of course you can ask me or anyone working in the writing program about it any time.

In addition to informal writing, participation is demonstrated engagement with course material. Besides being thoughtful and thorough in your in class writing, other ways to show your engagement in the class include participating energetically in small group activities and discussions; paying attention to what is going on during synchronous class time; sending emails to me outside of class time to clarify something you didn’t understand; visiting my office hours with questions or problems; helping class discussion move forward by offering your point of view; interacting politely and productively with me and with fellow students during class discussion.

Ways to do poorly in participation include, but are not limited to: using class time to work on something other than our class (such as another course); failing to respond to in-class activities, prompts, and polls; sleeping or appearing to sleep; regularly being uninvolved with class discussion. Our class is a team effort—please do your part.

### Grading rubric and policy:

All papers will be graded according to the following rubric, which covers several areas of effective written communication. You can always ask me how the rubric applies to each individual paper. Note that although the rubric has separate elements, the elements work together and support each other.

***Organization***: The paper has an overall point to make, and the individual sections of the paper contribute to making that point. Sentences stay on topic. Paragraphs stay on topic. The sentences within each paragraph build toward a common purpose. It would be easy to make an outline from the paper because points are developed in large coherent sections, rather than scattered throughout the paper. The paper is focused.

***Elegance****:* The paper shows creativity of expression. Sentence structure varies within paragraphs and within the paper, and is used to achieve various effects. Elevated, overly “academic” prose is not used unless it is required. The style of the prose contributes to the persuasive appeals of the essay. The writing seems natural, and thoughts appear to flow into each other. There are few to zero grammatical, sentence, or spelling errors that get in the way of the author’s purpose or the reader’s understanding.

***Engagement***: The paper follows the directions on the assignment sheet. The paper shows that the author has synthesized the lessons from the textbook and class discussion, and incorporated those lessons into the paper. The paper shows fluency and creativity as a result of reading and analyzing several examples of the genre. The paper shows consideration of feedback received during the draft workshop (you will be able to let me know if you decided not to take some feedback, and why). When sources are required, the paper uses them effectively, ethically and correctly. The paper shows development from the draft to the final stage.

***Rhetorical accommodation***: The paper uses strategies for achieving its purpose with its defined audience within a particular context. The paper shows that the writer has worked to be credible, ethical and purposeful. The paper is constructed for the context and audience, rather than simply for its author’s expression. The paper shows consideration of its imagined readers by addressing their knowledge, values, and interests in the topic, and by anticipating their questions. The paper incorporates consideration of other viewpoints.

## Final grades

Final grades will be determined using the relative weights of assignments listed above, and according to the following percentage scale.

|  |  |
| --- | --- |
| Grade | Percentage  |
| A | 93.0% -100.00% |
| A- | 90.0% - 92.9% |
| B+ | 87.0% - 89.9% |
| B | 83.0% - 86.9% |
| B- | 80.0% - 82.9% |
| C+ | 77.0% - 79.9% |
| C | 73.0% - 76.9% |
| C- | 70.0% - 72.9% |
| D+ | 67.0% - 69.9% |
| D | 60.0% - 66.9% |
| F | 59.9 or below |

## Resources

### Accessibility Resources

If you require classroom or testing accommodations due to a disability, please contact Accessibility Resources, located at 60 Capen Hall. AR can be reached by phone at 716-645-2608 or by email at stu-accessibility@buffalo.edu. You may also visit the [Accessibility Resources website](http://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html) for further information. Please inform me as soon as possible about your needs so that we can coordinate your accommodations.

### Tutoring in Writing

**The Center for Excellence in Writing (CEW)** provides individual consultations to support you at any stage of your writing process. The CEW appointments will be one-to-one via a virtual platform where you can see and talk to a friendly writing consultant and share your draft. The CEW can help with planning, brainstorming, revising, and help you to work through any obstacle you are encountering in the writing process. Go to [their website](http://www.buffalo.edu/writing.html) to make an appointment. Should you have any difficulty, email writing@buffalo.edu.

**Additional Tutoring**, especially for early stages of a major assignment, will be available in the Academic and Professional Writing Program’s offices. Ask your instructor for details or contact the APWP at engcomp@buffalo.edu.

### Student Support Services

Student Support Services (SSS) provides academic advisement, graduate school preparation, financial literacy assistance, and career preparedness training to participants. We assist students to overcome barriers in a small friendly environment. SSS is located in 127 Capen, may be reached at 716-645-2732, or at sssinfo@buffalo.edu. Please see [the SSS website](http://www.buffalo.edu/cpmc/sss.html) for eligibility and/or to apply. Students of all majors are welcome!

### Counseling Services (Mental Health)

As a student you may experience a range of issues that can cause barriers to learning or reduce your ability to participate in daily activities. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, health concerns, or unwanted sexual experiences. Counseling, Health Services, and Health Promotion are here to help with these or other concerns. You learn can more about these programs and services by contacting:

* **Counseling Services**: 120 Richmond Quad (North Campus), phone 716-645-2720
* 202 Michael Hall (South Campus), phone: 716-829-5800
* **Health Services**: Michael Hall (South Campus), phone: 716- 829-3316
* **Health Promotion**: 114 Student Union (North Campus), phone: 716- 645-2837

## Sexual Violence:

UB is committed to providing a safe learning environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and stalking. If you have experienced gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), UB has resources to help. This includes academic accommodations, health and counseling services, housing accommodations, helping with legal protective orders, and assistance with reporting the incident to police or other UB officials if you so choose. Please contact UB’s Title IX Coordinator at 716-645-2266 for more information. For confidential assistance, you may also contact a Crisis Services Campus Advocate at 716-796-4399.

## Expectations and Policies

### Attendance Policy

* Your attendance in the synchronous meetings of this class is required just as it would be in a face-to-face class. You are allowed one week of absences without penalty. (So, in a MWF class, this means 3 absences.) Each absence after the allowed week will result in a reduction of your final grade by 1/3 of a letter grade. You are responsible for viewing course content on your own and/or reaching out to me with questions for the synchronous class times you miss.
* University-approved absences are excepted. In the case of a University-approved absence, please provide your instructor with appropriate documentation.
* Due to the distinct nature of online classes, writing prompts, polls, and chat responses at the beginning and the end of class will be used to evaluate your engagement in the class. This is to help your instructor determine if you are present in the class or simply signed into the class Zoom meeting. Failure to respond to these prompts indicates you are not engaged that day and will result in your being marked absent.

***Attendance, participation and informal writing***: You will be asked to engage in informal writing through out-of-class discussion boards and through a variety of in-class writing prompts. This informal writing gives you practice as well as an opportunity to show your engagement with the class. This writing will address a variety of topics, but it will always be related to the reading for the day or the assignment you are working on. (See “How This Course Works.”) Writing in class and on discussion boards will often provide a basis for synchronous class discussion and will sometimes be used to generate ideas for an upcoming assignment. Your discussion board posts will be evaluated on how well they engage with the course reading material and the discussion board prompt. Your informal writing during class will be evaluated on whether or not it engages with that day’s class topic.

Most of your informal writing will be graded according to the following rubric.

* Meets minimum length requirement

Your instructor has assigned a minimum length requirement for this assignment. This requirement is a signal to you about the level of detail you should include. To meet this length requirement, include detail and explanation, not repetition or needless empty filler.

* Demonstrates understanding of the reading/Engages directly with prompt question

The assigned reading is a required component of the course, and success on assignments is impossible without having completed the reading and incorporated it into your thinking. This is a chance to practice the concepts before you put them to work for a significant grade.

* Does not contain errors that interfere with understanding

The most important reason for using correct spelling, grammar and punctuation is for people to be able to understand you. Informal writing is more about generating ideas than about producing “perfect” writing; however, your writing must be clear enough for your peers and instructor to understand your ideas.

* Reads like a coherent thought process (rather than a series of unconnected sentences)

Although this writing is informal, it is still written for a reader. So, you'll want to make sure that your thoughts are expressed in a way that can be understood by someone who cannot read your mind. Make sure that sentences flow from one another, and create an understandable whole and that you clarify your ideas through evidence and/or example.

In addition to informal writing, participation is demonstrated engagement with course material. Besides being thoughtful and thorough in your in class writing, other ways to show your engagement in the class include participating energetically in small group activities and discussions; paying attention to what is going on during synchronous class time; sending emails to me outside of class time to clarify something you didn’t understand; visiting my office hours with questions or problems; helping class discussion move forward by offering your point of view; interacting politely and productively with me and with fellow students during class discussion.

Ways to do poorly in participation include, but are not limited to: using class time to work on something other than our class (such as another course); failing to respond to in-class activities, prompts, and polls; sleeping or appearing to sleep; regularly being uninvolved with class discussion. Our class is a team effort—please do your part.

## Digital Classroom Experience

If you have a webcam and a solid internet connection, you are encouraged to leave your camera on. Engaging with your peers in large and small group discussions is an essential part of this course. We will discuss Zoom etiquette and best practices early in the semester.

In order to create a positive environment for learning, students need to be present, prepared, and engaged, refraining from distractions, disruptions, and disrespectful behavior. Upon entering the classroom, students implicitly agree to abide by the [University’s policies on classroom decorum](https://catalog.buffalo.edu/policies/obstruction.html). Be mindful of others’ rights to and vested interest in a valuable learning experience, as well as your own.

You are expected to be fully engaged with the work of the class during synchronous sessions. Often, this will entail speaking, writing (in a shared document or in the chat), or watching and listening to class content. Dividing your attention by looking at other browser tabs, or using your phone, is discouraged and may result in being marked absent for the day.

### Academic Dishonesty

Please familiarize yourself with the [University’s Academic Integrity policy](https://catalog.buffalo.edu/policies/integrity.html). In a writing course, we are particularly concerned with plagiarism, which the catalog describes as “Copying or receiving material from any source and submitting that material as one’s own, without acknowledging and citing the particular debts to the source (quotations, paraphrases, basic ideas), or in any other manner representing the work of another as one’s own.” The writing program’s policy states that the first instance of plagiarism will result in an “F” on that assignment. Any additional instances of plagiarism will result in failure of the course.

### Late papers

Unless you make arrangements with me ahead of time, late papers will not be accepted. If, under extreme circumstances, you believe you will be unable to meet a due date, you must email me at least one day before assignment is due. In your email you should explain your situation and let me know the day you will turn in the assignment. I am usually able to grant one extension per student per semester. Assignments turned in late without prior arrangement will be reduced one full letter grade. Assignments later than one week may not be accepted.

### Draft workshops

As noted above in “Formal Writing Assignments”, papers turned in without the required drafting, feedback and revision history, or papers turned in by students who have not participated in creating that history with a partner will be docked 10 points, or one full letter grade (i.e., from a B+ to a C+). Once again, this is because effective writing is the product of revision. For example, a paper earning a 95 will receive an 85 (from an A to a B) if not accompanied by a draft with comments, and if your comments cannot be found on a classmate’s paper. So, you will need to post a full draft for all draft workshops.

### Paper rewrites

Our schedule is packed, and each paper has a long drafting, feedback and revision process built into it. For these reasons, and to keep everyone on track in the class, no rewrites of regular assignments will be accepted.

## ****UB Portfolio****

If you are completing this course as part of your UB Curriculum requirements, please select an ‘artifact’ from this course that is representative of your learning and save it in a safe location with a clear title. Your final UB Curriculum requirement, UBC 399: UB Curriculum Capstone, will require you to submit these ‘artifacts’ as you process and reflect on your achievement and growth through the UB Curriculum. Artifacts include homework assignments, exams, research papers, projects, lab reports, presentations, and other coursework. For more information, see the [UB Curriculum Capstone website](https://www.buffalo.edu/ubcurriculum/capstone.html).

### Repeat Policy (for ENG 105 only)

Enrollment in a controlled enrollment course (CEC) is restricted by the available student positions, and self-registration for a CEC in any fall or spring semesters is available only to students taking that course for the first time. Repeat enrollment may be difficult or impossible in a fall or spring semester; a student seeking to repeat a CEC should plan to register for and do this in a UB summer session. Open seats available just prior to the start of a fall or spring semester may be released with registration on a first come first served basis. Repeat enrollment is enrollment by a student who previously enrolled in the course at UB or transferred an equivalent course to UB and for which course the student has a grade of ‘A’, ‘B’, ‘C’, ‘D’, ‘F’ or qualified value thereof [e.g., ‘A-’, ‘D+’], or a grade of ‘P’, ‘S’, ‘U’, ‘I’, ‘J’, ‘N’, or ‘R’. A student may self-register to repeat a CEC in a fall or spring term only if the student’s grade of record for the previous enrollment is ‘W’, i.e., administrative withdrawal. Students may petition for enrollment in such a designated spring course by the third week of the preceding fall semester, and in a fall course by the third week of the preceding spring semester. Review information about the petition process and other facets at [UB’s Repeat Policy](https://catalog.buffalo.edu/policies/repeat.html).

### Incomplete Policy

An incomplete grade may *only* be given to students who have (1) fulfilled the attendance requirement for the course and (2) completed all but one of the written assignments.

### Weekly Schedule

Everything is due at 11:59 p.m.

**Monday**: Discussion Board Post/Revision Plan

**Tuesday**: Discussion Board Response

**Wednesday**: Eli Review Writing (Post)

**Thursday**: Working on Peer Review Responses

**Friday**: Eli Review Peer Review Response Due

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| --- | --- | --- | --- | --- |
| Week | Date | Topic | Reading | Assignment Due |
| 1 | M 8/31 | Course Intro |  |  |
|  | W 9/2 | Introducing Rhetoric | *Views,* “Letter from the Director” & “Introduction to the Book” *(*UB-1-UB-5)“Preface” (xvii-xxvii)Syllabus & Schedule  | Post an introductory video (link from Zoom) to the discussion board titled “introductions” |
|  | F 9/4 | Summary & Reflection Paper Assigned | *Views,* “Entering the Conversation” (1-18) | Watch and comment on 3 of your peers’ introductions |
| 2 | M 9/7 | Starting with what They Say  | *Views,* “They Say” (19-29) | DB #1 WRITE(11:59 pm)DB #1 RESPOND (Tuesday 11:59 pm) Last Day to Drop/Add (9/8) |
|  | W 9/9 | Model Summary skills  | *Views,* “Blue Collar Brilliance” (377-389)Other examples for summarizing (Optional or for use as in class exercises) [Teachers](https://www.theatlantic.com/culture/archive/2020/07/dave-grohl-pandemic-reopening-schools-health-teachers/614422/)[Blue Collar nobility](https://www.theatlantic.com/national/archive/2009/06/are-blue-collar-jobs-more-noble/18608/)  | ER #1 WRITE: Write a 300 word summary of “Blue Collar Brilliance” (11:59 p.m.) |
|  | F 9/11 | Advancing Summary Skills  | *Views, “*Her Point is” & “As He Himself Puts it” (30-52) & your choice of readings for the Summary assignment.  | ER #1 RESPOND: comment on your peer’s summaries (11:59 p.m.) |
| 3 | M 9/14 | Peer FeedbackDescribe, Evaluate, and Suggest | Elireview.com, “Feedback and Improvement,” “Rethinking and Revising” Readings Folder (UB Learns), Annotated Summary + Reflection of “Blue Collar Brilliance” #1 | DB #2 WRITE (11:59) DB #2 RESPOND (due Tuesday 11:59 p.m.) |
|  | W 9/16 | Peer Feedback Reflection Skills: Connecting the reading(s) to your own experience  | Readings Folder (UB Learns), Annotated Summary + Reflection of “Blue Collar Brilliance” #2Reflective Student example: *Views* “Fancy Bullshit” (1058-1060) | ER #2: WRITE 500 words of summary & reflection assignment  |
|  | F 9/18 | Coaching feedback, providing helpful, substantive comments | Reflective Student example: *Views, “*Bang-lish*”* (1064-1068) | ER #2 RESPOND to peers’ summary assignment |
| 4 | M 9/21 | Conference: draft and feedback |  | ER #2 REVISION write a revision plan based on your peer’s comments on your summary assignment  |
|  | W 9/23 | Conferences: draft and feedback |  | ER #3 WRITE full draft (1,000 words) of summary and reflection assignment  |
|  | F 9/25 | Conferences: draft and feedback |  | ER #3 RESPOND to your peers’ full summary assignments |
| 5 | M 9/28 | Receive rhetorical Analysis Assignment | YouTube [“Summary vs. Analysis”](https://www.youtube.com/watch?v=4mRpavdlAeg) OWL: [“Rhetorical Situation”](https://owl.purdue.edu/owl/general_writing/academic_writing/rhetorical_situation/index.html) , [“Elements of Rhetorical Situation”](https://owl.purdue.edu/owl/general_writing/academic_writing/rhetorical_situation/elements_of_rhetorical_situations.html), and [“Aristotle’s Rhetorical Situation”](https://owl.purdue.edu/owl/general_writing/academic_writing/rhetorical_situation/elements_of_rhetorical_situations.html) *Views*, “Looking at Movies” (791-806)*Views*, “Formal Analysis” (807-826) | ER #3 REVISION write a revision plan based on your peers’ commentsDB # 3 WRITE (11:59pm)DB #3 RESPOND (Tue 11:59 p.m.)  |
|  | W 9/30 | Summary vs. analysis Model analysis skills  | [Gillette Ad](https://www.youtube.com/watch?v=koPmuEyP3a0)[Peta Brochure](https://www.peta.org.uk/wp-content/uploads/2015/03/leaflet-Fishing-page-001.jpg) [Politician’s Website](https://www.donaldjtrump.com/)*Views*, “Cultural Analysis” (827-872)(pick subsections if you think this is too much reading for your students) | ER #4 WRITEWrite a 300-400 word analysis of the Gillette Ad OR the Peta Brochure or the DJT website  |
|  | F 10/2 | Audience and Purpose | OWL: “[Text](https://owl.purdue.edu/owl/general_writing/academic_writing/rhetorical_situation/text.html),” “[Author and Audience](https://owl.purdue.edu/owl/general_writing/academic_writing/rhetorical_situation/author_and_audience.html),” [Purposes](https://owl.purdue.edu/owl/general_writing/academic_writing/rhetorical_situation/purposes.html),” “[Setting](https://owl.purdue.edu/owl/general_writing/academic_writing/rhetorical_situation/setting.html),” and “[Example 1](https://owl.purdue.edu/owl/general_writing/academic_writing/rhetorical_situation/example1.html)”  | ER #4: RESPOND to your peers’ analysis Assignment 1 Summary + Reflection DUE |
| 6 | M 10/5 | Rhetorical Strategies and FallaciesSample Student Analysis Papers | OWL: “[Rhetorical Strategies and Fallacies](https://owl.purdue.edu/owl/general_writing/academic_writing/establishing_arguments/rhetorical_strategies.html)”*Views*, “Febreeze Ad Analysis” (1024-1028)Watch: <https://www.youtube.com/watch?v=fYjyz7Q8_zI> | ER #4 REVISION write a plan outlining how you will write a longer analysis based on the skills you learned from this first analysis assignment. DB #4 WRITEDB #4 RESPOND (Tues. 11:59 p.m.)  |
|  | W 10/7 | Sample Student Analysis Papers | *Views*, “Happy Meals are the New Healthy” (1033-1038), “Red Man Ad Analysis” (1038-1042) | ER #5: First draft of Rhetorical Analysis (500 words) |
|  | F 10/9 | Peer Response on Analysis PlansSample Student Analysis Papers | *Views*, “How It’s Made” (1048-1051)Watch: “How It’s Made” | ER #5 RESPOND to your peers’ draft for the Rhetorical Analysis |
| 7 | M 10/12 | Annotated Bibliography AssignedLibrary Module #1: Effective search strategies | *Views,* “Startingyour Research,” (875-884) “Finding Sources,” (885-914) “Annotating a Bibliography” (930-934)OWL: “[Research: Where to Begin](https://owl.purdue.edu/owl/research_and_citation/conducting_research/research_overview/index.html)” | ER #5 Write a Revision Plan for your Rhetorical Analysis based on your peers’ commentsDB #5 WRITEDB #5 RESPOND (Tues.) |
|  | W 10/14 | Evaluating SourcesLibrary Module #2: Citing Sources and Avoiding Plagiarism | *Views,* “Keeping Track,” (915-920) “Evaluating Sources” (921-929)OWL: “[Annotated Bibliographies](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html)” | ER #6 WRITE next draft of the Rhetorical Analysis (1000 words) |
|  | F 10/16 | Library Module #3: Search Techniques Paraphrasing Research | *Views, “*Giving Credit, Avoiding Plagiarism” (957-964) | ER #6 RESPOND Rhetorical Analysis Draft |
| 8 | M 10/19 | Synthesis, moving from summarizing to gathering togetherIncorporating sources into your own writing | *Views,* “Synthesizing Ideas” (935-941) OWL: “[Synthesizing Sources](https://owl.purdue.edu/owl/research_and_citation/conducting_research/research_overview/synthesizing_sources.html)”*Views,* “Quoting, Paraphrasing, Summarizing” (942-956) | ER #6 REVISION PLAN for Rhetorical AnalysisDB #6 WRITEDB #6 RESPOND (Tues 11:59 p.m.) |
| W 10/21 | Annotated Bibliography Breakdown and SampleWhat’s at stake in your research?  | *Views,* “So What? Who Cares?: Saying Why it Matters” (91-100)OWL: “[Annotated Bibliography Breakdown](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_example.html)” and “[Annotated Bibliography Samples](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_samples.html)” | ER #7 WRITE post 4 sources in MLA format with summaries |
| F 10/23 | Library Module #4: Narrowing Your Topic | OWL: “[Paraphrasing Research](https://owl.purdue.edu/owl/research_and_citation/using_research/paraphrase_exercises/index.html)” | ER #7 RESPOND to peers’ 4 sourcesRhetorical Analysis Due |
| 9 | M 10/26 | Multimodal Literature Review Assigned | YouTube: [“Multimodal Texts”](https://youtu.be/se3G8LV40gg)Read and click around: [Multimodal Guide (University of Mississippi)](https://rhetoric.olemiss.edu/student/multimodal/)YouTube: [“The Medium is the Message by Marshall McLuhan”](https://www.youtube.com/watch?v=gCr2binb4Fs) | ER #7 REVISION PLAN for ongoing research, finding additional sourcesDB #7 WRITEDB #7: RESPOND (Tues.)  |
| W 10/28 | Remediation, Remix, and Sampling | Watch: [*Everything is a Remix*](https://www.everythingisaremix.info/watch-the-series)[“What is Remediation?”](https://www.futurelearn.com/courses/reading-digital/0/steps/16851)[“The Art of Sampling”](https://www.amazon.com/Art-Sampling-Tradition-Music-Copyright/dp/0974970417) | ER #8 WRITE post an additional 4 sources in MLA format with summaries |
| F 10/30 | Working with Sources, Citations, and Fair Use | OWL: [“Strategies for Fair Use”](https://owl.purdue.edu/owl/research_and_citation/using_research/strategies_for_fair_use.html)OWL: [“Should I Cite This?”](https://owl.purdue.edu/owl/research_and_citation/using_research/documents/20200617ShouldICiteChart.jpg) | ER #8 RESPOND to peers’ sources and annotations |
| 10 | M 11/2 | Finding your voicePosition Paper Assigned | *Views,* “You Mean I can Just Say it That Way?: Academic Writing Doesn’t Mean Setting Aside Your Own voice” (117-130) | ER #8 REVISION PLAN for additional sourcesDB #8 WRITEDB #8 RESPOND (Tues.) |
| W 11/4 | Examples of Multimodal Lit Reviews | Watch: “[Practical Effects vs. Digital Effects](https://www.youtube.com/watch?v=6n6tHV3S1Nw)” | ER #9 Multimodal Project Draft Submission |
| F 11/6 | Using sources to make an original argument  | *Views,* “And Yet: Distinguishing What You Say from What They Say” (67-76) | ER #9 RESPOND to peers Multimodal ProjectAnnotated Bibliography Due |
| 11 | M 11/9 | Exploratory Work on Position PaperLocating and understanding a position | *Views,* “The New Jim Crow” (230-247)[Weekday Veg](https://www.ted.com/talks/graham_hill_why_i_m_a_weekday_vegetarian?language=en) | ER #9 REVISION PLAN for Multimodal ProjectDB # 9 WRITE: DB #9: RESPOND (Tue 11:59 p.m.) |
| W 11/11 | Sample Position PaperMaking choices in writing a position  | Sample Student Position Papers: *Views “Palace of Grain”* (1069-1076) and “60 to 94” (1084-1090)[Emotional Correctness](https://www.ted.com/talks/sally_kohn_let_s_try_emotional_correctness?referrer=playlist-short_talks_to_watch_during_yo) | ER #10 WRITE  full version of Multimodal Lit Review |
| F 11/13 | Answering the counterargument  | [“It’s not Obesity. Its Slavery”](https://www.nytimes.com/2020/05/25/opinion/coronavirus-race-obesity.html)[“Defunding the Police is not a Safe Solution”](https://thehill.com/opinion/criminal-justice/501901-defund-the-police-is-not-a-serious-or-a-safe-solution) | ER #10RESPOND to peers full draftsLast Day to Resign the Course (11/13) |
| 12 | M 11/16 | Developing your own claim around those of of othersCounterargument | *Views, “*Skeptics May Object: Planting a Naysayer in your Text” (77-90) | ER #10 REVISION PLAN for full draftDB #10 WRITEDB #10 RESPOND (Tue 11:59 p.m.) |
| W 11/18 | Working within a conversation | *Views,* “Yes/No/Okay, But: Three Ways to Respond” (53-66) | ER #11 First Draft of Position Paper (600 words) |
| F 11/20 | Thinking about the “yes… but” OR the “yes… and” argument  | [“Why is the Media so Worried about the Parents of Trans Kids?”](https://www.theatlantic.com/family/archive/2018/06/media-worried-parents-trans-kids/563492/) | ER #11: Peer reviews of first 600 words Position Paper DraftMultimodal Lit Review Due |
| 13 | M 11/23 | Position Paper Drafting/Samples | *Views,* Student sample “Doping…?” (1077-1083) & untitled position paper (1091-1096) | ER # 11 Revision plan-- post a revision plan explaining ideas you have for expanding your position paper  |
|  | W 11/25 | FALL BREAK NO CLASS  |
|  | F 11/27 |
| 14 | M 11/30 | Position Paper/ acknowledging multiple voice in the conversation  | 1(a) “[The Gaps Between White and Black America”](https://www.nytimes.com/interactive/2020/06/19/opinion/politics/opportunity-gaps-race-inequality.html) 1(b*)* [“Criminals, not Police, pose the problem”](https://search-proquest-com.gate.lib.buffalo.edu/docview/1865194247) [1(c) “Defund the Police”](https://www.theguardian.com/commentisfree/2020/jul/02/britain-defund-the-police-black-lives-matter) Instructors: the idea here is to have 2 or 3 articles that are somewhat in opposition… you could use any opposing articles.  | DB #11 WRITEDB # 11 RESPOND (Tues. 11:59pm) |
|  | W 12/2 | Developing metacommentary as part of your voice and revision plan | *Views,* “But Don’t Get me Wrong: The Art of Metacommentary” (131-140) | ER #12 WRITE post 1,000 words of your position paper |
|  | F 12/4 | Working with complexity in a position paper-- avoiding false dichotomies and oversimplification  | *Views,* “He Contends: Using the templates to revise” (141-161) | ER #12 RESPOND to your peers 1,000 words |
| 15 | M 12/7 | Conferences | Conferences | ER #12 REVISION PLAN of Position Paper Draft |
|  | W 12/9 | Conferences: draft and feedback | Conferences | ER #13 WRITE post full draft of position paper |
|  | F 12/11 | Conferences: draft and feedback  | Conferences  | ER #13 RESPOND to peers full draft of revision paper |
| Finals Week Monday: ER #13 REVISION PLANFINALS WEEK: -- instructors decide which day you want to ask for final papers seems fair to give student until Thurs or Fri |
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