English 1113, Composition I: Syllabus

Instructor: Christina Lane

Email: christina.lane@okstate.edu
*You can expect a response within 24 hours. Typically, I check my email at 8am, noon, and 8pm.*

Office: Morrill 409

Office Hours:
M: 4-5pm
T: 8:30am-9:30am
W: 1:15pm-2:15pm
*Email if you need to meet me during another time.*

Required Materials:
- Lunsford, A. et al. Everyone’s An Author. E-book. (You already have access if you enrolled in this class. A link is provided in the Essential Course Documents & Links folder.)
- Additional readings will be provided via PDFs in the unit folders
- A laptop or tablet (Check out the Library Lending Policy if you don’t have either.)

Course Overview
The goal of this course is to help you develop the writing skills you need in order to succeed in the university setting. This course might feel fast-paced in terms of the amount of genres we will write (literacy narrative, profile, rhetorical analysis, and evaluating controversies essay), as well as the underpinning skills that will be cultivated along the way (intentional revision & reflection, design of documents, incorporation of different modalities, collaboration, etc.), but I will be right there with you along the way. Please don’t hesitate to ask questions in class, during my office hours, or through email. I’m here to learn right along with you!

Course Objective
You will recognize composing as a process and demonstrate that recognition by adapting your compositions for each individual rhetorical situation through inventing, drafting, revising, and editing writing in a variety of styles and genres.

First Year Composition Program/Learning Outcomes:

By the end of English 1113, you will be able to:
- Recall and describe vivid details through a narrative that shapes and expresses those details for a general/public audience (Unit 1).
- Interpret and explain vivid details through inquiry and observation, and then characterize those details in the form of a profile constructed for a general/public audience (Unit 2).
- Break down and analyze the rhetorical moves made in a primary text, and then arrange and assemble those details in an essay explaining their overall purpose/effect for a specialized/academic audience (Unit 3).
- Research a selected topic through guided inquiry and develop an evidence-based argument that evaluates sources through analysis that is attentive to rhetorical considerations including--but not limited to--audience, purpose, situation, and exigence. (Unit 4).
- Read, summarize, analyze, synthesize, and evaluate texts in a variety of styles, genres, and mediums, demonstrating the ability to do so in forms that may include - but are not limited to – discussion board posts, Twitter posts, annotations, and writing about writing (All Units).
- Revise and edit multiple drafts to produce writing that is well organized, mechanically and grammatically sound, and mostly error free (All Units).
Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition 1 – Literacy Narrative</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Composition 2 – Profile</td>
<td>150 pts.</td>
</tr>
<tr>
<td>Composition 3 – Rhetorical Analysis</td>
<td>200 pts.</td>
</tr>
<tr>
<td>Composition 4 – Evaluating Controversies Essay</td>
<td>200 pts.</td>
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<tr>
<td>Twitter</td>
<td>80 pts.</td>
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<tr>
<td>Journals</td>
<td>80 pts.</td>
</tr>
<tr>
<td>Ongoing Notebook</td>
<td>40 pts</td>
</tr>
<tr>
<td>Other Individual Activities</td>
<td>40 pts</td>
</tr>
<tr>
<td>Class Attendance/Participation (Group Work)</td>
<td>60 pts</td>
</tr>
<tr>
<td>Final</td>
<td>50 pts.</td>
</tr>
</tbody>
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Points Scale:

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>895 – 1000</td>
<td>A</td>
</tr>
<tr>
<td>795 – 894</td>
<td>B</td>
</tr>
<tr>
<td>695 – 794</td>
<td>C</td>
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<tr>
<td>595 – 694</td>
<td>D</td>
</tr>
<tr>
<td>0 – 594</td>
<td>F</td>
</tr>
</tbody>
</table>

Composition Due Dates:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition #1: Literacy Narrative</td>
<td>September 12, 2018</td>
</tr>
<tr>
<td>Composition #2: Profile</td>
<td>October 8, 2018</td>
</tr>
<tr>
<td>Composition #3: Rhetorical Analysis</td>
<td>November 5, 2018</td>
</tr>
<tr>
<td>Composition #4: Evaluative Essay</td>
<td>December 3, 2018</td>
</tr>
<tr>
<td>Final</td>
<td>December 10 from 2-3:50pm</td>
</tr>
</tbody>
</table>

*All due dates subject to change by the instructor*

Assignment Descriptions:

- **All assignment due dates and times are listed in the Semester Schedule at the end of the syllabus. Clear deadlines are set.**
- You will complete **4 Compositions** over the course of the 4 units in the semester. A **separate assignment sheet with a rubric for each unit will be posted on the online classroom.** You must turn in all four compositions to pass the class. Per First Year Composition Program policy, failure to turn in the conference, peer, or final drafts of just one of these compositions will result in an “F” for the semester.
- **Online Discussions via Twitter** – The purpose of online discussion via #okie1113 on Twitter is primarily to interact with the **readings** assigned for class and converse about them with your classmates. The 280 character limit requires us to be succinct while encapsulating the depth and breadth of concepts. The following list provides the basic list of the 6 types of responses I expect to see at least once throughout each unit:
  1) summarizing, rewording, paraphrasing;
  2) connections to life;
  3) frustrations or enthusiasm with a claim being made;
  4) use of concept in writing and/or reading;
  5) a question;
  6) response to an instructor comment or question.
- The amount of tweets required each day is listed on the Semester Schedule; you will receive a Twitter grade for each unit. Respectful and insightful responses to your classmates’ tweets are encouraged. (*My recommendation is that you use the annotation feature in the ebook in order to take notes as you read the first time, then glance back over your notes to find the ideas that you’ll use to tweet the 6 functions.*)
➢ **Journals** – In each unit, you will complete 3 separate journal entries. The journals are primarily intended as reflection and a way to reinforce the idea that writing is a process, so after completing your first response to the journal, a revision & reflection exercise will follow. The prompts usually center on: the applicability of what you are learning in each unit to the real world or other concepts from class; the details of the specific genre for each unit; and other writing and/or composing concepts. Make sure to submit the journals from each unit in one continuous Word document to Dropbox.

➢ **Ongoing Notebook** – In order to improve your writing, you will choose to consistently maintain one of the following notebook options throughout the semester: commonplace or proofreading. Each of these notebook options has a more detailed description in the Essential Documents & Links folder online.

   o **Commonplace Notebook:** A reflection and imitation/parody of writing passages.
   o **Proofreading Notebook:** A reflection and enactment of mechanics & conventions mistakes.

You will have a total of 12 entries for the semester, 1 entry each week through Week 12. Your notebook’s progress will be briefly assessed during each unit conference, but the final notebook & a reflective memo will be due the week before Thanksgiving.

➢ **Other Individual Activities** – Individual activities will vary by unit and are meant to reinforce needed critical thinking and writing skills; see the Semester Schedule for specifics. But, you will at least complete 1 brainstorming type activity toward the beginning of each unit in order to gain early feedback on your writing.

➢ **Group Work** – Each unit you will complete multiple assignments that involves direct collaboration with classmates. Two of these assignments remain consistent throughout the semester: 1) analysis over sample papers from each of the 4 genres; 2) the peer review of two of your classmates’ composition drafts. The other group work assignments vary by unit.

➢ **Class Participation** – determined by my and your assessment of your involvement in all class tasks. You will fill out a self-assessment, then your self-assessed grade will be averaged with my assessed grade of you.

➢ **Class Attendance** – Due to the First Year Composition attendance policy, I will take roll for each class. See Attendance policy below for more details.

➢ **Final Presentation** – You will reformat your final composition into a different medium with an accompanying script. Description & rubric provided in Final folder.

**Conferences:**
Over the course of the semester, we will have four required individual conferences (one each unit). During the conference day, you have two options for conferencing with me: meet with me in person in my office; use Google Hang-out simultaneously with your draft as a Google Doc. Each time we have a scheduled conference, our regular class will be canceled for the day. Therefore, if you miss a required conference, it will count as an absence. Conferences give you an opportunity to discuss your writing and your specific concerns with me in a one-on-one environment. In order to get the most out of our time, come to me with questions and concerns about your current draft. Then, please take into consideration the feedback you have received from me and revise accordingly.

**Revision Policy:**
Students who receive below a B on the Compositions may revise and resubmit their papers once per assignment. These revisions must be completed no later than one week after the assignments are returned. (Remember, anything turned in to Dropbox has a time stamp on it.) If you wish to take advantage of the revision option, you MUST address the comments made on your draft. Leave my comments on the revised draft, so I can assess how you have altered your paper.

**Attendance and Tardiness:**
OSU’s Composition Program has a strict attendance policy to which you must adhere in order for you to be successful in this course. You will find it clearly stated in this document under “Composition Program Policies Fall 2018.” Should you arrive late within 10 minutes of class beginning, it is your responsibility to make sure I have you marked “tardy” instead of “absent,” as I send around the attendance sheet at the very beginning of each class period. Note: being tardy 3 times results in an absence.
Respect:
Keep in mind some of the material covered in the readings this semester may deal with controversial issues. Out of respect for each class member, students are expected to conduct themselves in a courteous and civilized manner when discussing or critiquing these readings or other issues. Our classroom both in-person and on social media will be a safe place! We come to class with a diversity of life experiences, and thus, a diversity of perspectives. Although our differences make interactions difficult to navigate sometimes, I expect that we will all do our best to respect one another.

Student Advocacy Statement
I am committed and passionate about helping students like you achieve their fullest potential during their time at OSU! Should you ever encounter anything that you feel inhibits your academic progress, emotional well-being, etc. (i.e. discrimination of any sort), please feel free to consult me. OSU has multiple services designed to assist students; I am happy to provide you with information about how you can contact any of those you feel will benefit you the most.

Please continue reading the Composition Program Policy Sheet seen below for important information.

Composition Program Policies
FALL 2018

Contact Information
Composition Website Address: http://comp.okstate.edu.
Director of First-Year Composition: Dr. Lynn C. Lewis (Morrill 309c)
Associate Director of First-Year Composition: Dr. Joshua Daniel-Wariya (Morrill 302a)
Graduate Assistant Directors (Morrill 409): Jacqueline Alnes, Jake Eutener, Alex Hughes, Christina Lane

Dates from the Registrar:
Classes begin August 20. The nonrestrictive drop/add deadline is August 27. The restrictive drop/add deadline is August 31. The instructor must sign your add card, so give yourself sufficient time to find the instructor prior to the deadline; however, the instructor is not required to allow you late entry into the course, nor does his or her signature guarantee you a seat. Composition courses are never over-enrolled, nor are seats held for individuals. The W drop/withdraw deadline is November 9. The W/F withdraw deadline is November 30. Class work ends December 7. For more information, http://registrar.okstate.edu/Academic-Calendar.

Students with Disabilities
If you think you have a qualified disability and need special accommodations for this course, you should notify your instructor and request verification of eligibility for accommodations from the Office of Student Disability Services (315 Student Union) as soon as possible. Accommodations for disabilities cannot be made until the instructor receives a verification letter from the SDS office, and accommodations cannot be made retroactively for assignments already completed or absences already accrued. For more information, call 405-744-7116 or go to http://sds.okstate.edu.

Attendance
You are expected to be present every day your class meets, but we do allow a specific number of absences without penalty for unavoidable circumstances that may occur. Absences beyond the limit are considered excessive and result in grade reductions. Students are excused without penalty in the case of jury duty, mandatory military service, university-sanctioned activities, and activities required for classes or scholarships. University-sanctioned activities include a student athlete's participation in official athletic events for Oklahoma State University. (Greek life activities, on the other hand, would not be included.) However, student athletes are still expected to turn in all assignments on time and to make up work as needed within a timeframe agreed on by instructor and student. No other absences will be considered excused, including absences due to illnesses, doctor's appointments, and emergencies. Reductions will be taken on a percentage basis from the total number of points possible in the course. Students are expected to arrive in class on time in order to be counted present. Requests for exemption from this
policy must be made in writing to the Program Director. However, exemptions are extremely rare and have been
granted only for the most extraordinary circumstances.

**Tues/ Thurs or Mon/ Wed classes:** 4 absences without automatic grade reduction, 5 absences = a final grade reduction of 7.5% of the total points possible for the course, 6 absences = a final grade reduction of 15%, and 7 or more absences = failure of the course.

**Mon/Wed/Fri classes:** 6 absences without automatic grade reduction, 7 absences = a final grade reduction of 5% of the total points possible for the course, 8 absences = a final grade reduction of 10%, 9 absences = a final grade reduction of 15%, and 10 or more absences = failure of the course.

**Missed in-class work**
Students absent for university-sponsored activities (which do not include social or Greek-sponsored activities, clubs, or intramural athletics) or mandatory military service may make up work missed due to such absence. Other policies regarding missed in-class work are at the discretion of the instructor.

**Late work**
Grades of work defined as "late" (coming in after established due date and time) will be reduced by 5% of the total points possible for the assignment each day it is late. Instructors may determine if this policy includes drafts and how weekends will be counted toward the grade reduction. Instructors may reduce the grade on a paper by up to 5% if a conference or peer editing session is missed.

**Missing work**
You must complete all required drafts and all final copies of the four major assignments in order to receive credit for the course.

**Plagiarism**
According to University Policy, plagiarism is “presenting the written, published or creative work of another as the student's own work. Whenever the student uses wording, arguments, data, design, etc., belonging to someone else in a paper, report, oral presentation, or other assignment, the student must make this fact explicitly clear by correctly citing the appropriate references or sources. The student must fully indicate the extent to which any part or parts of the project are attributed to others. The student must also provide citations for paraphrased materials.” Plagiarism can result in failure of the course or suspension from the University. For more information, see the policies listed at [http://academicintegrity.okstate.edu](http://academicintegrity.okstate.edu).

**Writing Center**
The Writing Center is a resource for all students, staff, and faculty, not just those who feel that they struggle with writing. Clients are encouraged to make appointments with consultants for any paper for additional feedback. Clients can come with questions about existing drafts or come for brainstorming help when they have difficulty starting a paper. At times throughout the semester, I may suggest you visit the Writing Center for additional assistance.

When visiting the Writing Center, it is best to make an appointment in advance, especially during midterms or finals week. For example, if a draft of a paper is due on Friday, you should call on Monday to set up an appointment for Wednesday or Thursday. Basically - plan ahead.

The Writing Center is a useful resource, but it is not a proofreading/editing service and it cannot guarantee any specific grade on a completed paper. Instead of simply proofreading or editing, the goal of the Writing Center is to provide tools that enable you to revise, edit, and proofread your own work. This can be extremely beneficial if you are properly prepared and know what to expect.

You will need to bring the following items to their scheduled consultations: the assignment sheet provided by the instructor; any rough drafts, prewriting, or process materials; any pertinent instructor comments; specific questions for the consultant.
Please visit the Writing Center’s website for information on locations & hours.

Overview of Semester Schedule

*Schedule is subject to change at instructor’s discretion. If changes are made, a new schedule will be uploaded at the beginning of the new unit.*

<table>
<thead>
<tr>
<th>Week – Date</th>
<th>Pre-Class Tasks</th>
<th>In-Class Tasks</th>
</tr>
</thead>
</table>
| 1 – 8/20    | 1) Read over the Email Etiquette document in the Essential Course Documents & Links folder.  
           | 2) Email me (christina.lane@okstate.edu) the following information (name; pronoun—he/she/they/ze—used for you; classification—freshman, sophomore, etc.; major; favorite music; bday; learning disabilities; your experience with writing classes in the past; any other information I need to know) making sure to use proper email etiquette.  
           | 3) Bring a laptop/tablet to class. (Check out the Library Lending Policy if you don’t own a laptop/tablet.) | 1) Complete the Introduce Yourself doc in the Essential Course Documents & Links Folder.  
           |                                                                                                                        | 2) Syllabus Overview (Essential Course Documents & Links folder) |
|             |                                                              | 3) Access e-book (a link is in the Essential Course Documents & Links folder). Practice learning how to use the annotation and highlighting features. | 4) Go to #okie1113, our Twitter hashtag. |
|             |                                                              | 5) Rhetorical Situation Narrated Powerpoint. (Essential Course Documents & Links folder) | 6) Rhetorical Situation Activity (Unit 1 folder) |
|             |                                                              |                                                                                                                    | |
| 1 – 8/22    | 1) Read Ch. 1 (Thinking Rhetorically) & 2 (Rhetorical Situations) from the e-book.  
           | 2) Tweet 3x (1x from each chapter, 1x in response to a classmate). Remember to use #okie1113.  
           | 3) Sign up for an Individual Conference with Mrs. Lane via the Google Doc in the Unit 1 folder.  
           | 4) Select which type of Ongoing Notebook (Commonplace, Proofreading, Vocabulary) you will maintain this semester. Complete the Week 1 Entry. | 1) (Remember, your Journals for each unit should be saved in one continuous Word document.) Journal 1.1 – Explain your writing and reading processes. |
|             |                                                              | 2) Journal Reflection/Revision Exercise (Unit 1 Activity folder) | 3) Literacy Narrative Assignment Sheet (Unit 1 folder). |
|             |                                                              | 4) Overview of Genre – Literacy Narrative powerpoint (Unit 1 Folder). | 5) Complete Brainstorming Activity (Unit 1 Activity Folder). Submit to Dropbox for feedback. |
|             |                                                              |                                                                                                                    | |
| 2 – 8/27    | 1) Read Ch. 7 (Managing the Writing Process) & 12 (Writing a Narrative, including “Literacy: A Lineage” at the end), as well as “Mother Tongue” and “Learning the Grammar of Animacy,” pdfs in the Unit 1 Readings folder.  
           | 2) Tweet 3x – (1x over each selection, 1x in response to a classmate).  
           | 3) Create a free account at pixton.com. Get a jumpstart on Journal 1.2 if you want. | 1) Journal 1.2 – Use pixton.com to create a comic of your literacy journey. |
|             |                                                              |                                                                                                                    | |
|             |                                                              | 2) Journal Reflection/Revision Exercise (Unit 1 Activity Folder) | 3) Watch Digital Literacy Narratives to see another take on how to create literacy narratives. |
|             |                                                              | 4) Writer’s Toolbox Narrated Powerpoint: Imagery (Unit 1 Activity folder). | 5) Craft an image for your narrative based on the Imagery Activity slide in the powerpoint you just viewed (Unit 1 Activity folder). Submit to Dropbox for feedback. |
|             |                                                              |                                                                                                                    | |
| 2 – 8/29    | 1) Select 2 Sample Student Literacy Narratives to read (Unit 1 Readings folder), as well as reading “Shitty First | 1) Journal 1.3 - Reflect on the following quote taken from the excerpt you read for today from Anne Lamott: “For me and most of the |
Drafts” (a pdf in the Unit 1 Readings folder).

2) Tweet 4x (1x over each selection, 1x in response to a classmate).
3) Complete the Week 2 Ongoing Notebook entry.

other writers I know, writing is not rapturous. In fact, the only way I can get anything written at all is to write really, really shitty first drafts.”

2) Journal Revision/Reflection Exercise (Unit 1 Activity folder)
3) Group Activity centered on analyzing the sample student literacy narratives (forms in Unit 1 Activity folder)
4) View/listen to Writer’s Toolbox Narrated Powerpoint: Diction and Dialogue slides (Unit 1 Activity folder)
5) Individual Worktime w/ Diction & Dialogue exercises

| 3 – 9/3 | Labor Day |
| 1) Turn in Unit 1 Journals to Dropbox. |
| 2) Work on your draft! |

| 3 – 9/5 |
| 1) Complete your Week 3 Ongoing Notebook Entry. |
| 2) Prior to your scheduled time with Mrs. Lane, submit your draft (minimum 4 pages) to the Dropbox. |
| -If you are conferencing in-person, a Word doc is required. |
| -If you are conferencing online, a Google Doc that I can edit is required, along with the Word doc, as well as having Google Hangout ready to go. |
| 1) Conference with Mrs. Lane in-person or online via Google Hangout and Doc. |

| 4 – 9/10 |
| 1) Revise based on Mrs. Lane’s suggestions. |
| 2) Bring laptop/tablet that can access an electronic revised draft of your literacy narrative, so peers can review it. |
| 1) Type of Reviser Assessment (Unit 1 Activity folder) |
| 2) Importance of Peer Review |
| 3) Peer Review (forms in the Unit 1 Activity Folder). Submit your peer review forms and your draft to the Dropbox. Note: if you want me to give you feedback on what your peers said, insert a comment that says so. |

| 4 – 9/12 |
| 1) Revise based on peers’ suggestions. |
| 2) Submit Final Draft to Dropbox before class begins TODAY. If you want more feedback than comments in the margins, upload the rubric with your final draft. |
| 3) Read Ch. 14 (Reporting Information) from e-book. |
| 4) Tweet 2x (1x about selection, 1x in response to classmate). |
| 5) Complete the Week 4 Ongoing Notebook Entry. |
| 1) Journal 2.1 - How could the skills you utilized in writing the Literacy Narrative be useful in your chosen field of study? Describe. |
| 2) Journal Reflection/Revision Exercise (Unit 2 Activity folder) |
| 3) Profile Assignment Sheet (Unit 2 folder). |
| 4) View/listen to the Overview of Profile Characteristics Narrated Powerpoint (Unit 2 folder). |
| 5) Profile Gateway Activity (Unit 2 Activity folder) |

| Unit 2: Profile |
| Week - Date | Pre-Class Tasks | Class Tasks |
| 5 – 9/17 | 1) Read “Heart and Sole” and “Selling the Farm” at the end of Ch. 14 in the e-book. Also, select at least one profile from The New York Times The Saturday Column. |
| 2) Tweet 3x (1x over each selection, 1x in response to classmate). | 1) Journal 2.2 - Describe why and how you do or don’t present yourself differently based on the means (particular social media platforms, via text, at work in-person, etc.) through which you are presenting yourself. |
| 5– 9/19 | 1) **Read 3 Sample Student Profiles** (in Unit 2 Readings folder).  
2) **Tweet 3x** (1x over each selection).  
3) **Complete the Week 5 Ongoing Notebook Entry.** | 1) **Group Activity** centered on analyzing the sample student profiles (Unit 2 Activity folder).  
2) **Journal 2.3** – Watch one of the following TED Talks: *Your Body Language Shapes Who You Are*, *10 Ways to Have a Better Conversation*, or *The Listening Bias*. Summarize it, then explain its relevance to you both for the profile, as well as in real-life situations.  
3) **Journal Reflection/Revision Exercise** (Unit 2 Activity folder). |
| --- | --- | --- |
| 6 – 9/24 | 1) **Turn in Unit 2 Journals to Dropbox.**  
2) **Read Ch. 6** (Writing and Rhetoric in the Workplace) & 8 (The Need for Collaboration) in the e-book.  
3) **Tweet 3x** (1x over each selection, 1x in response to classmate). | 1) **Complete Interview Activity** (Unit 2 Activity Folder). Submit to Dropbox for feedback. |
| 6– 9/26 | 1) **Read “The Barrio,”** a pdf in the Unit 2 Readings folder.  
2) **Tweet 1x.**  
3) **Complete the Week 6 Ongoing Notebook Entry.** | 1) **Watch/listen to the Writer’s Toolbox Narrated Powerpoint** (review the Imagery, Diction, & Dialogue slides from Unit 1 to remind yourself of their importance, then watch the Metaphor, Visual, and Hyperlink slides) in the Unit 2 folder.  
2) **Quotes Activity** (Unit 2 Activity folder)  
3) **Individual Worktime w/ Quote exercises.** |
| 7 – 10/1 | 1) Prior to your scheduled time with Mrs. Lane, **submit your draft (minimum 4 pages) to Dropbox.**  
-If you are conferencing in-person, a Word doc is required.  
-If you are conferencing online, a Google Doc that I can edit is required, along with the Word doc, as well as having Google Hangout ready to go. | 1) **Conference with Mrs. Lane in-person or via Google Doc (and Google Hang-out).** |
| 7– 10/3 | 1) **Revise based on Mrs. Lane’s suggestions.**  
2) **Bring laptop/tablet that can access an electronic revised draft of your profile, so peers can review it.**  
3) **Complete the Week 7 Ongoing Notebook Entry.** | 1) **Revision Plan**  
2) **Peer Review** (forms in Unit 2 Activity Folder). Submit your peer review form and your draft to the Dropbox. Note if you want me to give you feedback on what your peers said. |
| 8 – 10/8 | 1) **Revise based on peers’ suggestions.**  
2) **Submit Final Draft to Dropbox before class begins TODAY.** If you want more feedback than comments in the margins, upload the rubric with your final draft.  
3) **Read Ch. 2 (Rhetorical Situations) again,**  
4) **Tweet 1x.** | 1) **Journal 3.1 - How could the skills you utilized in writing the Profile be useful in your chosen field of study? Describe.**  
2) **Journal Reflection/Revision Exercise** (Unit 3 Activity folder)  
3) **Rhetorical Analysis Assignment Sheet** (Unit 3 folder).  
4) **View/listen to the Overview of Rhetorical Analysis Characteristics Narrated Powerpoint** (Unit 3 folder). |
### Unit 3: Rhetorical Analysis

<table>
<thead>
<tr>
<th>Week - Date</th>
<th>Pre-Class Tasks</th>
<th>Class Tasks</th>
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| 8 – 10/10   | 1) Read Ch. 13 (Writing Analytically, including “Advertisements R Us” at the end) in the e-book.  
2) Tweet 3x (1x over each selection, 1x in response to a classmate).  
3) Sign up for Individual Conference with Mrs. Lane via the Google Doc in the Unit 3 Folder.  
4) Complete the Week 8 Ongoing Notebook Entry. | 1) Journal 3.2 – Plato supposedly said that “rhetoric is the art of ruling people’s minds.” Describe the relevance of this quote to this unit. Then, describe whether or not you think you are easily persuaded and why.  
2) Journal Revision/Reflection Exercise (Unit 3 Activity Folder)  
3) Basic Visual Design Principles & Elements Activity (handout, as well as supplemental reading—H&G “Mini Art School” in Unit 3 Readings Folder).  
4) Group Activity: complete the Analyzing Visual Argument sheet about the ads from the powerpoint in Unit 3 Activity Folder. |
| 9 – 10/15   | 1) Read Ch. 3 (Reading Rhetorically) in e-book.  
2) Tweet 2x (1x over the selection, 1x in response to a classmate) | 1) Complete Analyzing Visual Argument with Sound sheet (Unit 3 Activity Folder). Submit to Dropbox for feedback.  
2) Brainstorming & Thesis Generation Sheet (Unit 3 Activity folder). |
| (Fall Break: 10/19) | 1) Read 3 Sample Student Rhetorical Analyses (Unit 3 Readings folder).  
2) Tweet 3x (1x over each selection).  
3) Complete the Week 9 Ongoing Notebook Entry. | 1) Group Activity centered on analyzing the sample student rhetorical analyses (forms in Unit 3 Activity Folder).  
2) Finding Academic Sources Activity (Unit 3 Activity folder) Submit to Dropbox for feedback. |
| 9 – 10/17   | 1) Read Ch. 4 (Meeting the Demands of Academic Writing) in the e-book.  
2) Tweet 2x (1x over selection, 1x in response to a classmate). | 1) Journal 3.3 - “Having respect for the principles, values, and beliefs of others means recognizing and being sensitive to differences among cultures. The best way to demonstrate cultural sensitivity is to use precise language that avoids negative words or stereotypes about gender, religion, race, ethnicity, etc.—in short, by carefully selecting the words that you use.” Describe a time that this excerpt taken from Ch. 13 of our textbook was particularly relevant to something that happened in your life.  
2) Journal Revision/Reflection Exercise (Unit 3 Activity Folder)  
3) Activities created and led by Ms. Kerutis, Our In-House Apprentice! |
| 10 – 10/22  | 1) Turn in Unit 3 Journals to Dropbox.  
2) Complete the Week 10 Ongoing Notebook Entry. | 1) Rhetorical Analysis Example: Confederate Statue Activity (Unit 3 Activity Folder) |
| (Homecoming Week) | 1) Prior to your scheduled conference time with Mrs. Lane, submit your draft (minimum 4 pages) to the Dropbox. | 1) Conference with Mrs. Lane in-person or via Google Doc (and Google Hang-out). |
| 11 – 10/31 | 1) Revise based on Mrs. Lane’s suggestions.  
2) Bring laptop/tablet that can access an electronic revised draft of your rhetorical analysis, so peers can review it.  
3) Complete the Week 11 Ongoing Notebook Entry. | 1) Revision Plan  
2) Peer Review (forms in Unit 3 Activity folder). Submit your peer review forms and your draft to the Dropbox. Note if you want me to give you feedback on what your peers said.  
3) Individual Worktime – Guiding Workshop Questions (Unit 3 Activity folder). |
| 12 – 11/5 | 1) Revise based on peers’ suggestions.  
2) Submit Final Draft to Dropbox by class TODAY. If you want more feedback than comments in the margins, upload the rubric with your final draft. | 1) Journal 4.1 - How could the skills you utilized in writing the Rhetorical Analysis be useful in your chosen field of study? Describe.  
2) Journal Revision/Reflection Exercise (Unit 4 Activity folder)  
3) Evaluating Controversies Essay Assignment Sheet (Unit 4 folder)  
4) View/listen to the CRAP Criteria Powerpoint (Unit 4 Activity folder).  
5) Complete Source Criteria Activity: CRAP (Unit 4 Activity folder). |

### Unit 4: Evaluating Controversies Essay

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<th>Week - Date</th>
<th>Pre-Class Tasks</th>
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| 12 – 11/7   | 1) Read Ch. 20 (Finding Sources) and 22 (Evaluating Sources) in the ebook.  
2) Tweet 3x (1x over each selection, 1x in response to a classmate).  
3) Sign up for Individual Conference with Mrs. Lane via the Google Doc in the Unit 4 folder.  
4) Complete the Week 12 Ongoing Notebook Entry & Reflective Memo for the Semester. | 1) Journal 4.2 - Identify what CRAP stands for. Then, explain why each of these concepts is important by applying them to a source.  
2) Journal Reflection/Revision Exercise (Unit 4 Activity folder)  
3) Complete the Source Criteria of Arguments: Option 1 in the Unit 4 Activity folder to complete. Submit to Dropbox for feedback. |
| 13– 11/12   | 1) Read Understanding Rhetoric: Issue 1 (a pdf in the Unit 4 Readings folder) and Chapter 15 (Writing a Review) in the ebook.  
2) Tweet 3x (1x over each selection, 1x in response to a classmate).  
3) Ongoing Notebook with Reflective Memo DUE | 1) Journal 4.3 – Identify what logos, pathos, and ethos are. Then, explain how each of these concepts factors into your selection and evaluation of sources in creating a research argument.  
2) Journal Reflection/Revision Exercise (Unit 4 Activity folder)  
3) Topic Generation Activity (Unit 4 Activity folder) Submit to Dropbox for feedback. |
<p>| 13– 11/14   | 1) Turn in Unit 4 Journals to Dropbox. | 1) Stasis Theory Powerpoint |</p>
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| 14 – 11/19 | 1) Finish up Stasis Theory Activity and Outlining Argument Structures Activity if not completed in class.  
2) Tweet 2x (1x about each activity). | 14 – 11/21 | 1) Write your draft!                                                       |
| 15 – 11/26 | 1) Prior to your scheduled conference time with Mrs. Lane, submit your draft (minimum 4 pages) to the Dropbox.  
- If you are conferencing in-person, a Word doc is required.  
- If you are conferencing online, a Google Doc that I can edit is required, along with the Word doc, as well as having Google Hangout ready to go. | 15 – 11/28 | 1) Revise based on Mrs. Lane’s suggestions.  
2) Bring laptop/tablet that can access an electronic revised draft of your evaluating controversies essay, so peers can review it. |
| 16 – 12/3  | 1) Revise based on peers’ suggestions.  
2) Submit Final Draft to Dropbox. If you want more feedback than comments in the margins, upload the rubric with your final draft.  
3) Read Ch. 35 from e-book for tips on giving presentations. | 16 – 12/5  | 1) Work on Final Presentation. |
| 17 – 12/10 | 1) Final Presentation with script must be submitted to Dropbox before the Final begins.  
2) Print the rubric to bring with you.  
3) Final deadline for revision of Unit 4 Paper | 17 – 12/10 | 1) Final Presentations – 3 volunteers to go early?  
2) Individual Worktime. *May consult individually with Mrs. Lane in 5 minute intervals.* |