

# Rhetoric 105: Academic & Rhetorical Thinking

Spring 2020 | Section C7 (#51854)

MWF 10:00-10:50 a.m. | 309 English Building

## Instructor Information

Ms. Lesley Owens

Graduate Teaching Assistant

Email: [LAOWENS2@illinois.edu](mailto:LAOWENS2@illinois.edu)

Pronouns: she / her / hers

## Conference Hours & Office Location

Regular Conference Hours: Wednesdays 1:00-3:00 p.m.

Additional meeting times available by appointment.

411 English Building

*(Accessibility Note: The fourth floor of the English Building is only accessible via the stairs or elevator located on the west side of the building, which faces Wright Street. If you need to use the elevator to access the fourth floor, you can either request a key from the English Department office in 208 EB or let me know in advance so I can meet you with the elevator access key. I'm also happy to meet in a different, more accessible on-campus location by appointment.)*

## Course Description

Rhetoric 105: Writing and Research offers instruction in research-based writing and the construction of academic, argumentative essays that use primary and secondary sources as evidence. This course fulfills the Campus Composition I general education requirement.

## Course Theme: The Purpose and Practices of Education

As students in the early stages of your college experience, it's vital to reflect on what education means to you, how it will shape your future, and how you hope to be changed by it. To engage in this reflection, students in this course are encouraged to develop semester-long research projects related to education and to choose individual paper topics that will help them gain expertise in the culture, philosophy, and/or policy of education. Readings assigned outside of *I Write* will often be centered around this theme. While students are welcome to propose major assignments on topics outside of this theme, the theme is meant to a) provide a productive, generative limit on the possible topics you can choose and b) allow you to build on the sources you've found and the thinking you've done over the course of the semester.

Examples of possible themes/topics include higher education funding, K-12 curricula and testing, education for employability, the value of arts in education, the role of the liberal arts or the sciences in education, language ideologies in education, education's role in developing citizens, education for equity and cultural competence, the role of athletics in higher education, alternative education movements, the possibilities of online learning environments or gamification, international comparative models of education, and much more.

## Student Learning Outcomes for Rhetoric 105

After completing Rhetoric 105, students will be able to:

1. Identify and explain the role rhetorical appeals and the rhetorical triangle can play in non-fiction print and/or multimodal texts.
2. Create and sustain across one or more pieces of writing a focused research question that responds to an exigent issue, problem, or debate.
3. Compose cogent, research-based arguments, in print-based and/or multimodal texts, for specialist and/or non-specialist audiences.
4. Locate, accurately cite (through summary, paraphrasing, and quoting), and critically evaluate primary and secondary sources.
5. Demonstrate knowledge of writing as a process, including consideration of peer and/or instructor feedback, in one or more pieces of writing from initial draft to final revision.

## Disability Statement

Every human being learns, thinks, works, writes, and moves through the world differently.

Consequently, I am committed to making this course flexible and accommodating to account for both difference and disability in this classroom, including in instances of physical disability, mental illness, and/or learning disability.

As part of this commitment, I try to present all course materials in multiple modes whenever possible, giving you the opportunity to participate and engage with different materials as you see fit. However, if any class materials, practices, or policies are in any way keeping you from being successful, please let me know by email or in person. I am more than happy to work with you!

Additionally, if you have a disability, I strongly encourage you to work with UIUC's Division of Disability Resources and Educational Services (DRES) to document your needs and request accommodations. They are an invaluable resource, and they can help us both better understand commonly helpful types of accommodations. You can contact DRES at 1207 S. Oak St., Champaign, (217) 333-1970, or via email at [disability@illinois.edu](mailto:disability@illinois.edu).

## Course Texts and Materials

1. ***I Write***
  - The in-house textbook ***I Write: A Writing Guide for the Rhetoric Program at the University of Illinois*** is our primary course text and is required for this course.
  - Citation: Undergraduate Rhetoric Program. (2020) *I Write: A Writing Guide for the Rhetoric Program at the University of Illinois* (2<sup>nd</sup> ed). Urbana, IL: The University of Illinois.
  - You must purchase this text through the University of Illinois Webstore. Your purchase includes access to the eText version AND a print version of *I Write*. You may purchase *I Write* via <http://go.illinois.edu/RHET>.
  - After purchasing the eText, you may pick up your print copy from the Illini Union Bookstore, located at 809 S. Wright St. in Champaign, IL.
2. **Other Readings:** Additional readings will be available on our course Moodle site.

3. **In-Class Writing Materials:** Please bring writing materials with you to every class. We will use these materials to do regular in-class writing. These materials may include a pen and notebook, a pencil and a binder of loose-leaf paper, a tablet with a designated section in Microsoft OneNote, a laptop with a designated folder in OneDrive, etc. Be sure to choose a format that will be easy for you to bring with you to every class and to refer back to later.
4. **Office 365:** As a UIUC student, you have free access to Microsoft Office software. This can be downloaded at <https://webstore.illinois.edu/shop/category.aspx?zcid=133>. Microsoft Office offers more formatting and citation options than Google Docs, and OneDrive gives you file storage and version histories very similar to Google Drive. **I strongly recommend using Office 365 for the work you do in this class.**
5. **Printing:** Be sure that you have regular access to a reliable printer. While Major Assignments and drafts of Major Assignments will be submitted through Moodle in digital format, homework and some draft materials will need to be printed and brought to class in hard copy form.

## Grading

In Rhetoric 105, you will complete at least 25 pages of writing that undergo the drafting and revision process by completing the following assignments.

Major Assignment	Page Length	Percent of Grade	Student Learning Outcomes (SLOs)	Due Date
MA 1: Exploratory Essay	3-4 pages	10%	2, 5	<i>Draft: February 10</i> Final-for-Now: February 19
MA 2: Literature Report & Annotated Bibliography <i>Reflection &amp; Analysis Cover Page</i>	7-8 pages <i>1-2 pages</i>	20%	2, 4, 5	<i>Draft: March 9 &amp; 11</i> Final-for-Now: March 23
MA 3: Research-Based Proposal <i>Reflection &amp; Analysis Cover Page</i>	6-8 pages <i>1-2 pages</i>	25%	1, 2, 3, 4, 5	<i>Draft: April 8</i> Final-for-Now: April 17
MA 4: Persuasive Research Artifact Revision <i>Reflection &amp; Analysis Cover Page</i>	6-8 pages (or multimodal equivalent) <i>1-2 pages</i>	25%	1, 2, 3, 4, 5	<i>Draft: April 27</i> Final-for-Now: May 11
MA Drafts	---	10%	5	---
Participation & Homework	---	10%	1, 2, 3, 4, 5	---
<i>Total</i>	<i>25-33 pages</i>	<i>100%</i>	---	---

This is the scale I will use to convert numerical grades to letter grades, both for individual assignments and your final course grade:

A+ = 98–100	B+ = 87–89	C+ = 77–79	D+ = 67–69	F = 0–59
A = 93–97	B = 83–86	C = 73–76	D = 63–66	
A– = 90–92	B– = 80–82	C– = 70–72	D– = 60–62	

## Major Assignment Overview

### **MA 1: Exploratory Essay** (SLOs 2, 5)

In this major assignment, you will informally explore your thoughts and questions about one aspect of education to begin your research process. While your topic should be in some way related to education, this can be interpreted broadly. You could write about pre-K funding, K-12 curricula, college sports, the cost of UIUC tuition, the recent teachers strike in Chicago, the benefits of bilingual elementary school classrooms, and many other topics. You are welcome to include personal experiences or narratives that have informed your thinking on this/these issue(s).

### **MA 2: Literature Report & Annotated Bibliography** (SLOs 2, 4, 5)

#### ***Reflection & Analysis Cover Page***

In this major assignment, you will practice the research process by finding credible and scholarly sources, reading them analytically, writing about them, and beginning to bring these sources together in conversation.

There are three primary parts to this assignment:

- 1) An annotated bibliography (5-6 pages), which should include a works cited entry, summaries, and an interpretive note for 7-8 sources. All of these sources should be credible, and at least 5-6 of them should be scholarly.
- 2) A literature report (roughly 2 pages), which will describe some of the main takeaways and key trends you saw in the research you read. You should use this brief report to start grouping your sources in some way.
- 3) A reflection and analysis cover page (1-2 pages). This should explain what you were hoping to do in this assignment, how successful you feel you have been, what your research and writing process was like, and anything else you want me to know as you read. (Please write this last to better reflect on your experience.)

### **MA 3: Research-Based Proposal** (SLOs 1, 2, 3, 4, 5)

#### ***Reflection & Analysis Cover Page***

In this persuasive research proposal, you will practice analyzing, interpreting, synthesizing, and drawing on sources to make a cohesive argument. This proposal should incorporate at least 8-10 sources, 7-8 of which should be scholarly.

To turn your research into a persuasive argument, you will need to choose a problem related to education and propose a solution to that problem, addressing an audience who has the power to act on your proposal. You might propose a policy change to the Illinois State Board of Education. You might propose a research project to a UIUC research center to improve our understanding of a local issue. You might propose that a non-profit provide a grant to a local school or organization to solve a local educational problem. Whether you choose to address administrators, politicians, scholars, or non-profit leaders, your goal is to build a persuasive document that effectively addresses a clear exigence.

Along with your Persuasive Research Proposal, you should submit a brief reflection and analysis cover page (1-2 pages). This should explain what you were hoping to do in this assignment, how successful you feel you have been, what your research and writing process was like, and anything else you want me to know as you read. (Please write this last to better reflect on your experience.)

<p><b>MA 4: Persuasive Research Artifact Revision</b> (SLOs 1, 2, 3, 4, 5)  <b>Reflection &amp; Analysis Cover Page</b></p> <p>In this final assignment of the semester, you will take the content that you wrote about in your Persuasive Research Proposal and revise it for a completely different audience. This will give you a chance to practice deploying rhetorical appeals and addressing a specific audience and exigence through your choice of genre, medium/media, and language style.</p> <p>While you'll be drawing on the same sources to support your claims, other parts of your artifact will be substantially different, such as your exigence, the way you use your sources, your use of rhetorical appeals (ethos, logos, and pathos), and the body of your artifact. This artifact should incorporate at least 8-10 sources, 7-8 of which should be scholarly.</p> <p>Along with your Revised Persuasive Research Document, you should submit a brief reflection and analysis cover page (1-2 pages). This should explain what you were hoping to do in this assignment, how successful you feel you have been, what your research and writing process was like, and anything else you want me to know as you read. (Please write this last to better reflect on your experience.)</p>
<p><b>Major Assignment Drafts</b> (SLO 5)</p> <p>You will be required to submit drafts for both instructor and peer review. These drafts will not be graded, but you will receive completion credit for submitting your drafts. You will also receive both instructor and peer feedback in response to these materials.</p> <p>Draft materials can look different for everyone, but a draft that receives full completion credit should be about 2/3 complete. Drafts can include outlines, flow charts, notes and freewriting, and more. However, the closer your draft is to looking like your final assignment, the more helpful the feedback you receive will be.</p>
<p><b>Participation &amp; Homework</b> (SLOs 1, 2, 3, 4, 5)</p> <p>Homework and readings will be assigned throughout the semester; coming to class having completed these readings and your homework assignments is expected. Participation also includes contributing to class discussion in small and/or large groups.</p>

## Assignment Submission Policy

**Formatting Documents & Citation:** All assignments should be submitted in APA format as described at [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/in\\_text\\_citations\\_the\\_basics.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html). (However, if you will regularly be writing in a different style such as MLA or Chicago as part of your major coursework, you are welcome to contact me for special permission to continue writing in that format for this class.)

- **Major Assignments**

- **Submitting Online:** Major Assignments should be submitted online through Moodle as Word (.docx) documents with double-spaced, 12-point font, preferably in a commonly available font that renders well in both print and in digital form (Times New Roman, Calibri, Helvetica, etc.). Files should be named consistently with your last name, assignment name, and its point in the process. For example, "Owens\_AnnotatedBib\_PeerReviewDraft.docx" or "OwensPersonalEdNarrFinal.docx" would work.

- **Due Dates:** Unless otherwise noted, Major Assignments should be uploaded to Moodle by the start of class on the due date to be considered on time. Assignments will not be accepted by email (except in the case of difficulty uploading to Moodle).
- **Extensions:** Under normal circumstances, each student in my classes is automatically allowed **one three-day extension on a Major Assignment per semester.**
  - To take your extension, please email me 12 hours prior to the due date/time. (For example, if papers are due at 9:00 a.m. on Wednesday, please email me by 9:00 p.m. on Tuesday about your extension.) Offering an explanation is not necessary—just letting me know when you expect your essay will be submitted will be fine.
  - If you are struggling with an illness, an emergency, or a disability, please get in touch with me in regard to additional extensions as needed.
  - Please be aware that in a writing-heavy course such as this one, taking an extension will eat into the time allocated for the next assignment; if you choose to take an extension, please do so thoughtfully and with a plan for keeping up with future assignments.
- **Late Submissions:** Submitting a Major Assignment late without using one's extension will result in a 1/3 of a letter grade reduction per 24-hour period the paper is late. (For example, if your due date is 8:00 a.m. on Monday and your MA is submitted anytime between 8:01 a.m. on Monday and 8:00 a.m. on Tuesday, your final grade will be reduced from a B+ to a B, or from a B- to a C+.)
- **Draft Materials:** Draft materials of Major Assignments should be submitted online via Moodle for instructor review. Additionally, I will ask you to bring hard copies of your draft materials into class for peer review. Draft materials submitted late and short draft materials will be accepted for partial credit.
- **Homework:** Homework should be **printed and turned in during class in hard copy form.** These hard copies are necessary because we will typically be using homework in our class discussion in some way. Homework submitted by email or after class will not be accepted.

## Attendance Policy

Your presence and active participation in this course are essential to your success in Rhetoric 105. Attendance at all class sessions is expected.

## Absences

- **Allowed Absences:** You have 4 absences to “spend” over the course of the semester, as needed. For such absences, please let me know by email in advance of class, if possible, but you do not need to tell me why you will be absent. **If you are feeling ill, I encourage you to use one of your absences and not come to class;** your health is more important than your coursework, and it's also important not to spread contagious illnesses to others. Please do **NOT** send me doctor's notes.
- **Excessive Absences:** According to the Rhetoric Program's policy, if you are absent for more than 4 meetings, your overall final grade for the course will be reduced one-third of a letter grade (e.g. a B will become a B-) for each additional absence. If you are absent for ten class meetings, you will fail the course for the semester. **Please talk to me if you are having trouble attending class regularly;** in some cases, we may be able to arrange for make-up work.

- **Excused Absences** not counted against these totals include religious holidays, University-sponsored events documented with an official letter, or serious illness or family emergency excused with a letter from the Student Assistance Center. The Student Assistance Center does not provide absence letters for minor illnesses, job interviews, weddings, reunions, or emergencies outside the immediate family. More information is available at <http://www.odos.illinois.edu/studentassistance/>, and the Center can be contacted at 217-333-0050 or [helpdean@illinois.edu](mailto:helpdean@illinois.edu). Notes obtained from McKinley Health Center do not excuse absences.

### **Late Arrival**

Please come to class on time. If you expect that you may be consistently a few minutes late for class due to travel (getting across campus from a previous class, etc.), please let me know at the start of the semester. If you are late four times for MWF class meetings, it will count as one absence. Being late by more than 10 minutes will count as an absence.

### **Adding the Course Late**

For students who add the course after the beginning of the semester: The days you miss before you add the class do not count toward your absences for the semester, but you are required to complete all assignments and work since the beginning of the semester, including work assigned before you added the course.

### **Electronics Policy**

I encourage you to bring your laptops/tablets to class and use them if you feel that they contribute to your learning. Laptops and tablets may be used for classroom-related purposes, but not for non-class-related activities such as checking your email or looking at social media. Please be thoughtful about how you use these materials and put them away if you notice them interfering with 1) your ability to participate in discussion or 2) the ability of your classmates to focus on our work together.

**Please keep cell phones put away** UNLESS you need to do coursework on your phone. (If there is an emergency, please step outside to handle any pressing phone calls or texts.)

### **Classroom Conduct**

[Section 1-201\(b\) of the UIUC Student Code](#) states that "It is expected that students enrolled in the university will conduct themselves at all times in accordance with accepted principles of responsible citizenship and with due regard for the rights of others." Additionally, my goal is to run an inclusive, safe, and accommodating classroom and to provide a supportive learning environment for all students.

I have a zero-tolerance policy for attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, linguistic background, ability or disability, physical appearance, or national/regional origin. Those who engage in such behaviors will be asked to leave the classroom and counted absent for the day.

I respect each student's right to respond to the name and pronoun of their choice and the right of all people to be treated with dignity and respect. If you see a way to make the class feel more inclusive, safe, and accommodating, I encourage you to share your ideas with me.

### **Academic Integrity and Documentation**

Giving credit to the sources—including words, phrases, information, and ideas—that appear in or inform your work is a valued practice in academic writing. Therefore, you must use a consistent documentation style in order to avoid plagiarism. Plagiarism is misrepresenting another person's work as your own, whether intentionally or unintentionally, and it is a serious violation of academic integrity at UIUC.

In addition to insufficient or missing documentation, academic integrity violations in this course also include submitting work created by someone else (a friend or relative or purchased online); copying material or ideas from sources, including the Internet, without sufficient citation; and giving away or selling your own academic work to another person. Violations of academic integrity carry penalties from reduced or failing grades on assignments to failing the class and even, in severe cases, suspension from the University.

### **Writers Workshop**

The Writers Workshop provides free, one-to-one help to all UIUC writers. The Workshop's tutors—some of whom are current or former RHET instructors—can help with any kind of paper, in any class, at any stage of the writing process. Tutors can help students with anything related to their writing, including brainstorming, organizing, grammar, citing sources, and more. Bring a draft to revise or just stop by for help with getting your ideas together. The Workshop has multiple locations and offers both face-to-face and online tutoring.

**Website:** [writersworkshop.illinois.edu](http://writersworkshop.illinois.edu)

**Schedule an appointment:** [illinois.mywconline.com](http://illinois.mywconline.com)

**Call:** 217.333.8796

### **Sexual Misconduct Policy and Reporting**

The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX and Disability Office. In turn, an individual with the Title IX and Disability Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality can be found in the Confidential Resources section of the We Care site ([wecare.illinois.edu](http://wecare.illinois.edu)). Other information about resources and reporting is also available at the We Care website.

## Course Schedule

*The dates listed on this calendar are tentative and subject to change. You will be notified in writing of any changes to this schedule. Please check Moodle and your email frequently for course schedule changes.*

### Week 1

Wednesday 1/22: Introductions, Syllabus Overview

Friday 1/24: Syllabus Overview Continued, Introduction to Course Theme

**Due:** Read the syllabus carefully and bring any questions you have to class.

Please write one page (double-spaced) about why you are attending college and what you think education is for. (Hard copy, due at the start of class.)

### Week 2

Monday 1/27: Purposes of Education, Walk to Ms. Owens's Office

**Due:** Labaree, "Public Goods, Private Goods: The American Struggle Over Educational Goals" (Moodle)

Labaree Worksheet (Moodle) (Hard copy, due at the start of class.)

Wednesday 1/29: Purposes of Education, Purposes of Writing

**Due:** Douglass, "Learning to Read and Write" (Moodle)

Other Readings TBD

Friday 1/31: Introduction to MA 1: Exploratory Essay, Writing as Thinking

**Due:** Fulwiler, "Writing: An Act of Cognition" (Moodle)

Other Readings TBD

### Week 3

Monday 2/3: Developing a Writing Process, Brainstorming Research Interests through Stories

**Due:** Drawing Your Writing Process (Moodle) (Hard copy, due at the start of class.)

Wednesday 2/5: Introduction to Rhetorical Context & Exigence, Brainstorming Research Interests

**Due:** Worksheet—Artifact Making a Claim about Education (Moodle) (Hard copy, due at the start of class.)

Friday 2/7: Determining Exigence, Narrowing Down Your Ideas

**Due:** *I Write* Chapter One: From Here to There and Back Again (p. 18-37)

Sign up for a conference time with Ms. Owens for next week.

### Week 4

Monday 2/10: *No Class—Individual Conferences*

**Due: MA 1: Exploratory Essay Draft Materials Due**

Wednesday 2/12: *No Class—Individual Conferences*

Friday 2/14: Meet in Undergraduate Library 291 for Library Introduction Session

**Due:** Library Session Prep Homework TBD (Moodle)

**Week 5**

Monday 2/17: Peer Discussion of Exploratory Essay

**Due:** Bring one hard copy of your Exploratory Essay Draft Materials to class.

Wednesday 2/19: Introduction to MA 2: Literature Report & Annotated Bibliography

**Due: MA 1: Final-for-Now Exploratory Essay**

Friday 2/21: Meet in Undergraduate Library 291 for Library Session

**Due:** Library Session Prep Homework TBD (Moodle)

**Week 6**

Monday 2/24: Developing a Research Question, Managing Source Documents for Large Research Project

**Due:** *I Write* Chapter Four: Beyond Google (p. 64-79)

Wednesday 2/26: Evaluating Sources for Credibility, Quick Evaluation of Sources for Relevance

**Due:** Source Credibility Analysis Worksheet (Moodle) (Hard copy, due at the start of class.)

Please have access to a PDF of the source you analyzed in your worksheet.

Friday 2/28: Introduction to Writing Annotated Bibliography Entries, Introduction to Methods

**Due:** Deep Reading Worksheet (Moodle) (Hard copy, due at the start of class.)

Please have access to a PDF of the source you analyzed in your worksheet.

**Week 7**

Monday 3/2: Drawing Our Information Landscapes, Introduction to Epistemology

**Due:** Write one robust paragraph (5-7 sentences) about one thing you believed when you started college that you no longer believe. Where did that belief originally come from? Why did that belief change, and where did your new information come from? (Hard copy, due at the start of class.)

Wednesday 3/4: Introduction to Literature Report, Grouping & Noticing Patterns in Research

**Due:** Please bring a list of your possible sources, preferably all 7-8 of them. (Hard copy, due at the start of class.)

Friday 3/6: Citation as Rhetoric, Name that Citation Style, In-Text Citation & Works Cited Entries

**Due:** *I Write* Chapter Seven: Citing and Documenting Like a Researcher (p. 120-137)

**Week 8**

Monday 3/9: Peer Review of Four Annotated Bibliography Entries

**Due: MA 2: Annotated Bibliography Draft Materials**

Bring hard copies of four annotated bibliography entries to class.

Wednesday 3/11: Peer Review of Literature Report

**Due: MA 2: Literature Report Draft Materials**

Bring a hard copy of your Literature Report Draft Materials to class.

Friday 3/13: Introduction to Pomodoro Method, Pomodoro Work Time for Revision, Mid-Term Course Evaluation Survey

**Due:** Please bring whatever materials you need to make progress on MA 2, including notes, access to your sources, and/or a laptop or tablet.

**Week 9**

Monday 3/16: Spring Break—No Classes

Wednesday 3/18: Spring Break—No Classes

Friday 3/20: Spring Break—No Classes

**Week 10**

Monday 3/23: Introduction to MA 3: Research-Based Proposal, Problem as Exigence

**Due: MA 2: Final-for-Now Literature Report & Annotated Bibliography**

Wednesday 3/25: (Tentative) Return to Rhetoric, The Rhetorical Appeals: *Ethos, Logos, & Pathos*

**Due: I Write** Chapter Two: Not Mere Rhetoric (p. 38-49)

Friday 3/27: (Tentative) Developing a Thesis Based on Evidence

**Due:** TBD

**Week 11**

Monday 3/30: Introduction to Proposals, Proposals & Audience Needs

**Due:** Check-In Worksheet (Moodle) (Hard-copy, due at the start of class.)

Wednesday 4/1: Choosing an Audience, Imagining an Audience Exercise

**Due:** TBD

Friday 4/3: Argument & Making Claims, Exploding a Thesis Exercise

**Due: I Write** Chapter Five: Making Claims and Supporting Them with Evidence (p. 80-97)

**Week 12**

Monday 4/6: Using Sources Effectively, Summary and Paraphrasing

**Due:** Review *I Write* Chapter Seven: Citing and Documenting Like a Researcher (p. 120-134)

Wednesday 4/8: Peer Review of Research-Based Proposal Draft Materials

**Due: MA 3: Research-Based Proposal Draft Materials**

Please bring a hard copy of your Research-Based Proposal Draft Materials to class.

Friday 4/10: Making a Revision Plan, Incorporating Feedback

**Due:** Please look over your notes from Wednesday's peer review session and write one robust paragraph (5-7 sentences) about how you will revise your Research-Based Proposal based on your peer's feedback. (Hard copy, due at the start of class.)

**Week 13**

Monday 4/13: Organizing Arguments, Reverse Outlining, Signposting & Other Tools

**Due: I Write** Chapter Six: Structuring Argumentative Essays, Or, Cats on Mars (p. 98-119)

Wednesday 4/15: Organizing & Signposting Continued, Pomodoro Work Time

**Due:** Bring a thorough outline of your proposal that is at least one page long. Be prepared to share this with your research group. (Hard copy, due at the start of class.)

Friday 4/17: Introduction to MA 4: Persuasive Research Artifact Revision

**Due: Final-for-Now MA 3: Research-Based Proposal**

**Week 14**

Monday 4/20: Introduction to Genre & Medium, Identifying Generic Features

**Due:** TBD Reading on Genre & Medium

Wednesday 4/22: Matching Genre & Medium to an Audience, Affordances & Constraints

**Due:** TBD

Friday 4/24: Language Use & Language Ideology, Making a Revision Plan

**Due:** Check-In Worksheet on Intended Audience, Genre, & Medium (Moodle) (Hard copy, due at the start of class.)

Sign up for a conference time with Ms. Owens for next week.

**Week 15**

Monday 4/27: *No Class--Conferences*

**Due: Persuasive Research Artifact Revision Draft Materials Due**

Wednesday 4/29: *No Class--Conferences*

Friday 5/1: Peer Review of Research-Based Proposal Draft Materials

**Due:** Be prepared to share one section of your Persuasive Research Artifact Revision Draft Materials with your research group for feedback. Our time is limited, so aim to bring about 1/2 of your artifact (roughly 3-4 pages of material or the multimodal equivalent) for review.

If you have one, please bring a laptop or tablet class so you can access your peer's materials.

**Week 16**

Monday 5/4: Pomodoro Work Day, Course Evaluations

Wednesday 5/6: End-of-Semester Celebration, 60-Second Research Reports

Thursday, 5/7: *Reading Day—No Classes*

Friday 5/8: *Finals Week Begins—No Classes*

**Week 17**

**Monday 5/11: Final-for-Now Persuasive Research Artifact Revision Due**

*Monday 5/11-Friday 5/5: Finals Week—No Classes*