



KENNESAW STATE
UNIVERSITY

SYLLABUS

COLLEGES OF HUMANITIES AND SOCIAL SCIENCES

ENGLISH DEPARTMENT

ENGL 1101: COMPOSITION I

FALL 2020

Course Information

Class meeting time: MWF 8:00-8:50 am (Section 163) and MWF 9:05-9:55 am (Section 28)

Modality and Location: Live, synchronous class meetings on Collaborate Ultra every Monday and Wednesday; Asynchronous D2L assignments due on Friday

Instructor Information

Name: Prof. Peyton Sibert

Pronouns: She/They

Email: psibert@kennesaw.edu

Office Location: Virtually on Collaborate Ultra – You can find the office hours in the “Start Here” module in our Content Section

Office Hours: [Friday 8:00-10:00 am and by appointment](#)

Preferred method of communication: Email (Please send any emails directly to me, rather than sending them through D2L.)

Course Description

English 1101 Course Description

English 1101 focuses on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation. Also includes introductory use of a variety of research skills. English 1101 is 3 credit hours.

Students must earn a grade of C or higher in English 1101 in order to enroll in English 1102 in a subsequent semester.

Course Materials

Required Texts: *Becoming Rhetorical: Analyzing and Composing in a Multimedia World* by Jodie Nicotra (ISBN: 978-1-305-95677-3) and *A Writer's Reference*, 9th ed. by Diana Hacker and Nancy Sommers. You can acquire either the e-book (ISBN: 978-1-319-12284-3) or physical copy (ISBN: 978-1-319-05744-2) of *A Writer's Reference*.

Technology Requirements: Access to a computer, D2L, Word (or something similar), internet access, and audio/visual capabilities

Throughout the syllabus, I will refer to *Becoming Rhetorical* as *BR* and *A Writer's Reference* as *WR*

Learning Outcomes

English 1101 satisfies one of Kennesaw State University's general education program requirements. It addresses the Written Communication general education learning outcome(s). The learning outcome states: Students will write & communicate at a college level in various modes, media, and/or rhetorical contexts. For more information about KSU's General Education program requirements and associated learning outcomes, please visit http://catalog.kennesaw.edu/preview_program.php?catoid=44&poid=5249.

Written Communication: *Students will write & communicate at a college level in various modes, media, and/or rhetorical contexts.*

English 1101 Course Outcomes

Upon completion of English 1101, students will be able to...

- 1. Practice writing in situations where print and/or electronic texts are used, examining why and how people choose to write using different technologies.*
- 2. Interpret the explicit and implicit arguments of multiple styles of writing from diverse perspectives.*
- 3. Practice the social aspects of the writing process by critiquing your own work and the work of your colleagues.*
- 4. Analyze how style, audience, social context, and purpose shape your writing in electronic and print spaces.*
- 5. Craft diverse types of texts to extend your thinking and writerly voice across styles, audiences, and purposes.*

Course Requirements and Assignments

You will have four major assignments, a group project, and various low-stakes assignments throughout the semester. You will also be graded on attendance and participation. You can find more explanation on attendance and participation in the next section. Students will have the opportunity to revise one major essay throughout the semester. The criteria will be explained later in the syllabus. All assignments in this course should be completed in MLA style, unless otherwise stated. This includes Times New Roman, 12-size font, and double-spaced. Please submit all major assignments as a Word document. If you do not have word, please convert your document to a pdf.

Major Assignments (400 pts.) (60%):

Personal Narrative (100 pts.)

The personal narrative essay will allow you to examine the connection between writing and communication. You will discuss a time when an assumption was made in your life. You will then use your story to explain how assumptions affect communication. On a separate page, you will write a brief one paragraph reflection on this assignment. Brief reflections will be completed throughout the semester to assist you with your final.

Rhetorical Analysis Essay (100 pts.)

You will choose a currently relevant topic, then find two sources that cover this topic. Each source must be different (i.e. a scholarly article and a blog). You will then analyze the rhetorical appeals used in each of the pieces, discuss the ways in which the medium affects how/what appeals are used, and why you think the author may have chosen to present the information that way. Do not tell me whether you agree or disagree with the source, just evaluate it for how it appealed to the audience. To do this, you will need to explain who the intended audience for the source is. Then, you will write a brief reflection.

Same Topic, Different Audiences (100 pts.)

This assignment will allow you to use multiple writing styles to appeal to different audiences. You will create two separate deliverables discussing the same topic; however, each of the products will be intended for a different audience. Using the same topic as your rhetorical analysis (unless you have spoken with me about a topic change), you will create two different products covering this issue. At least one product must be some sort of written component; however, you can choose whether you want to create a multimodal, visual, or a different written component for the second product. If they are two written products, they must be extremely different (i.e. a news article and a thread of tweets). You are the creator of these products and will need to have your two chosen mediums approved by me before you begin your project. Once you have created the two products, write a minimum one-page

analysis on your choices. What products did you choose to create? Who were your audiences? Why did you create your products the way you did? What specific rhetorical appeals did you use? Explain your choices.

Reflective Letter (100 pts.)

In this assignment, you will analyze your own writing and writing process. The reflective paragraphs that you completed throughout the semester should help you in completing this assignment. You will have the option of writing a letter to me, writing a letter to yourself at the beginning of the semester, or writing a letter to a hypothetical future student. In this letter, you will reflect upon your time in the course and how your writing improved. Of course, how you go about presenting this information will depend on who you are addressing in the letter. Some examples of things you can write about are what you have learned through the assignments in this class, if you achieved the goals you set for yourself, what you would do differently if you could, your participation in the class, what your goals are for your next composition course, or how the journals helped you. You do not need to cover all these topics by any means, but these are certainly subjects that you can discuss.

Revisions

You will have the opportunity to revise one of your major assignments if you received a B or lower *and* you turned in an initial essay. Final revisions are **not** a requirement. If you are happy with your grades, you do not have to make any revisions. For the revisions, you must make substantial change to one major assignment that you completed during this course. A substantial revision includes more than just fixing grammatical errors. I want to see revisions with your content. I highly suggest you make an appointment to speak with me about your revisions; however, that is not mandatory. I want a brief write-up defending and explaining the changes. I will be grading your essay using the same criteria as the original. I will, however, take your brief write-up into consideration when grading. Revisions can be turned in throughout the semester; however, the last possible day that I will accept them will be Wednesday, December 2nd at 11:59 pm. **Just because you complete a revision, does not mean you will receive a higher grade. You must earn the higher grade.**

Participation (240 pts.) (20%):

D2L Discussion Board Posts (90 pts.)

The topics will vary and can be found within the course schedule. These will be graded for completion and will either be completed as homework or as your Friday class work, which will be indicated in the schedule. Each discussion post will be worth 10 points, unless it requires you to comment on other people's posts; those posts will be worth 20 points.

Journal Posts (100 pts.)

These are meant to allow you to work through your thoughts. I will be the only person that reads these. These will take place either on Friday during class time or as a homework assignment. The due date will be indicated. There will be 10 journal entries throughout the year, and they will each be worth 10 points. You can format your journals any way that you want. They can be paragraphs, bullet points, an outline, a mind-map, etc. Any format will count, as long as you answer the prompt completely. Although they will be graded for completion, you will lose partial credit—or may even earn a zero—if the post does not completely answer or relate to the prompt.

Other (Questionnaire, a Quiz, and Peer Review) (50 pts.)

There will be a few other assignments that will be considered participation points. These will be a “Getting-to-Know-You” Questionnaire, an MLA quiz, a draft of your personal narrative, and participation in two peer reviews. These will each be graded for completion; however, the MLA quiz offers a chance at extra credit points. More information on that can be found in the course schedule. Completing each of these tasks will be worth 10 points.

Group Project (50 pts.) (10%):

Group Rhetorical Analysis Project (50 pts.)

You will work in groups of approximately four to examine either ethos, logos, or pathos in an article that is assigned to you. You must create a presentation that explains the rhetorical appeal, as well as demonstrate how the article presents this appeal. This assignment will also include an individualized reflective paragraph.

Evaluation and Grading Policies

GRADING SCALE:

90% - 100 %	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
0% - 59%	F

I will round up grades if they are $>$ or $= .5$ or above, for example, an 89.6 is an A, but 79.2 is a C.

I will do my very best to reply to emails within 24 hours on weekdays and 48 hours on weekends and provide you with feedback on final assignments within a week. You will receive feedback on all final assignments and some of the drafts, as stated throughout the course schedule. I am also always happy to look at any other writing that I am not requiring to be turned in for a grade.

The following guide will roughly be used for grading throughout the semester.

A (90-100) The “A” essay is exceptional in every way. The essay is well organized, and all claims are supported. It begins with a solid introduction and thesis, is followed by body paragraphs that contain clear topic sentences with clear and detailed support, and ends with an effective conclusion. Content is thorough and lacking in no area. There are no (or few) errors in tone, format, mechanics, grammar, and content.

B (80-89) The “B” essay is above adequate in most areas. In the areas where it is not above adequate, it is still entirely acceptable. Most of the essay is clear, focused, and well detailed, but there may be a few areas requiring further development. While it may contain a few errors with tone, mechanics, grammar, and/or content, these errors are not egregious enough to detract from the overall point being made.

C (70-79) The “C” essay is adequate in most areas, but exceptional in none. The thesis is clear, although probably lacking in both control and command. Organization may be a slight problem but can be fixed. The paragraphs provide support but are generally underdeveloped. There may be multiple errors in tone, format, mechanics, grammar, and content, but these errors do not, for the most part, detract from the overall writing.

D (60-69) The “D” essay is lacking in most areas. It is generally unorganized and unfocused. The thesis is neither clear nor controls the entire essay. Most of the essay is underdeveloped. There are frequent errors in tone, format, mechanics, grammar, and/or content that distract from the content being provided. Its only saving grace is that, despite all the errors, there appears to be a legitimate effort put forth by the writer.

F (0-59) The “F” essay generally needs little explanation. There are significant problems throughout. The thesis is often lacking, and the argument, if there is one, wanders and is unorganized. The essay shows no understanding of basic essay structure, and there are significant errors in tone, format, mechanics, grammar, and/or content. The effort on the part of the writer is questionable, at best.

The following is the criteria and percentage in which will culminate your final grade (700 pts.):

Major Assignments: 60%

Participation: 20%

Group Project: 10%

Attendance: 10%

Extra Credit

You can earn up to 6 bonus points this semester. You can earn these points from the MLA quiz, two optional D2L discussion posts (which will be announced), and/or having 0 absences. These are the only extra credit opportunities that I will offer, so I hope you all take advantage of them.

Course Policies

My Attendance Policy (10 pts.) (10%)

Attendance will be worth 10 points. If you miss 0 days, you will earn 11 points. (Yes, you read that correctly. You will earn 1 bonus point.) If you miss 1-3 days, you will earn 10 points; if you miss 4-5 days, you will earn 5 points; if you miss 6 or more days, you will earn 0 points. Please do your best to arrive (log onto collaborate) on time. I understand technology issues happen, so plan accordingly. If you have a question about an absence, such as missing class for a funeral, an extended sickness, or another excused absence, please speak with me after class. I want to work with you. Please be aware that this attendance policy extends for our live meetings on Monday and Wednesday. Any work completed on Friday will count towards participation, rather than attendance.

English Department Attendance Policy for ENGL 1101

Because writing courses depend on class discussion, peer review, and practice in certain skills in addition to lecture and presentation, the English Department's policy is that students who miss six or more days of class—that is, 20% or more—should not receive credit for English 1101 or 1102. Students may miss three days of class—that is, 10% of class meetings—each semester with no added penalty other than missing the lesson.

Friday Writing Tips

Every Friday, I will be uploading a brief writing tip. These writing tips may be specific to an assignment or they could be general writing tips that you could apply to many assignments or other instances where you write. These can be found in their own module titled, “Friday Writing Tips!” On the discussion page, there will be a board where you can ask questions or suggest topics that you want to see covered in these Friday writing tips. You are not required to ask any questions or suggest topics, this is just a place to gain some quick writing knowledge.

Questions

On the discussion board, there will also be a place titled, “General Course Questions.” If you have a question that the whole class may find beneficial, feel free to ask it here, so I can address them either directly on the post or in the next class meeting. You are not required to ask any questions; this is just a spot where you can do so. If you have a question that is specific to you or a one of your grades, however, please email me privately.

Late Assignments and Extensions

I will accept assignments up to two days late; however, you will lose 5 points for each late day. I consider a day to be a 24-hour period. For example, if an assignment is due on Friday at 5:00 pm, and you turn it in on Saturday at 2:00 pm, you will lose 5 points because it is less than 24 hours late. If you turn in that assignment on Sunday at 8:00 am, you will lose 10 points total because it is more than 24 hours late but less than 48 hours late. If, for some reason, you cannot turn in the paper on time and need an extension, please speak with me, so we can work something out.

Respect

This course will involve a lot of discussion and peer review over a variety of topics. Not everyone is going to agree with you. Please remember to listen to other people and be respectful and patient when presenting your ideas and engaging with other students, as well as with me. Respectful communication will be a key part of your lives. If you are having an issue with class or a grade, please speak with me. For example, if you have an issue with a grade, I will happily speak with you about your concerns during my office hours or a separate appointment that we schedule. While grades are not negotiable, I will be happy to discuss the assignment with you, so you can make improvements future assignments. As a reminder, you will have the opportunity to revise one major assignment throughout the semester so long as you earned a B or lower and you turned in an initial assignment. Even if you decide not to revise, asking questions can help you better understand concepts for future classes.

Department or College Policies

COVID-19

Though this class will be offered in a remote synchronous modality and you will not attend this class on campus, you should still be aware of the following COVID-19 policies.

Face Masks in the classroom

As mandated by the University System of Georgia, the university requires the use of face masks in the classroom and in KSU buildings to protect you, your classmates, and instructors. Per the University System of Georgia, anyone not using a face covering when required will be asked to wear one or must leave the area. Repeated refusal to comply with the requirement may result in discipline through the applicable conduct code.

Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. Please contact Student Disability Services at sds@kennesaw.edu for student accommodation requests.

Shifting Modalities

Please note that the university reserves the right to shift teaching modalities at any time during the semester if health and safety guidelines require it to do so. Some teaching modalities that may be used are F2F, Hyflex, Hybrid, or online, both synchronous and asynchronous instruction.

Staying Home When Sick

If you are ill, please stay home and contact your health professional. In that case, please email the instructor to say you are missing class due to illness. Signs of illness include, but are not limited to, the following:

- Cough
- Fever of 100.4 or higher
- Runny nose or new sinus congestion
- Shortness of breath or difficulty breathing
- Chills
- Sore Throat
- New loss of taste and/or smell

Seating Plans

Students will sit in the same seat for every F2F class so that the instructor can use a seating plan for contact tracing if a student contracts Covid-19.

Web Cameras

Instructors may require web cameras in their respective courses.

KSU Academic Integrity Statement

Every KSU student is responsible for upholding the provisions of the [Student Code of Conduct](#), as published in the Undergraduate and Graduate Catalogs. Section 5c of the Student Code of Conduct addresses the university's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement.

Plagiarism

No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays,

themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper, or other assignment for credit in more than one class without the prior permission of the current professor(s).

Do not plagiarize any part of an assignment. Plagiarizing causes you to lose an opportunity to understand a concept that will help you in the future and could possibly cause you to be disciplined by the university. If I suspect plagiarism, I will first contact you before going forth with any disciplinary action. If there is intended plagiarism, you will receive a 0 on the assignment. Please, do not plagiarize.

Disability Statement

Kennesaw State University provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Kennesaw State University does not deny admission or subject to discrimination in admission any qualified disabled student.

Disruption of Campus Life Statement

It is the purpose of the institution to provide a campus environment which encourages academic accomplishment, personal growth, and a spirit of understanding and cooperation. An important part of maintaining such an environment is the commitment to protect the health and safety of every member of the campus community. Belligerent, abusive, profane, threatening and/or inappropriate behavior on the part of students is a violation of the Kennesaw State University Student Conduct Regulations. Students who are found guilty of such misconduct may be subject to immediate dismissal from the institution. In addition, these violations of state law may also be subject to criminal action beyond the University disciplinary process. Should an issue as such arise during class, I will ask you to leave immediately.

Diversity Statement

The KSU population reflects differing backgrounds and experiences including but not limited to age, disability, ethnicity, family structure, gender, geographic region, language, race, religion, sexual orientation, and socioeconomic status. It is our goal to foster a community in which every human being is treated with dignity, respect, and justice. The KSU academic experience will provide the opportunity to gain knowledge and experiences necessary to thrive in a diverse, global environment.

Other Policies

Please be aware of these other important [Federal, BOR, and KSU Student Policies](#)

Institutional Policies

Federal, BOR, & KSU Course Syllabus Policies:

http://curriculum.kennesaw.edu/resources/federal_bor_ksu_student_policies.php

Student Resources:

http://curriculum.kennesaw.edu/resources/ksu_student_resources_for_course_syllabus.php

Academic Integrity Statement:

<http://scai.kennesaw.edu/codes.php>

KSU Student Resources

KSU Writing Center

The Writing Center, located in EB 242 (Kennesaw) and Johnson 121 (Marietta), is a free service available to all KSU students. Experienced, friendly writing assistants work with you on thesis development, organization, research documentation, grammar, and much more. They help you improve your paper AND teach you strategies to become a better writer on your own. They offer both in-person and online writing appointments. You can find more information on their website.

<https://writingcenter.kennesaw.edu/>

KSU Library

The KSU library is great for finding resources for your assignments.

<https://library.kennesaw.edu/>

Disability Resources

<https://sds.kennesaw.edu/>

Counseling Services

KSU provides counseling for students who are suffering stress, anxiety, and depression

<https://counseling.kennesaw.edu/>

KSU ITS Services

<https://uits.kennesaw.edu/>

COVID-19 Information

<https://coronavirus.kennesaw.edu/>

****I reserve the right to change this syllabus and schedule. If modifications need to be made, I will inform you through D2L immediately.****

Course Schedule

*****Remember, we will meet virtually EVERY Monday and Wednesday at our scheduled class time. You do not have to log on for a synchronous meeting on Friday; however, you will have assignments due on most Friday afternoons, so check the schedule! You can find the link to the classes under the Announcement titled, “Welcome to English 1101!” You can also find the link by going to our D2L page, then going to Other → Collaborate Ultra → Class. The same link will be used each week.**

UNIT 1

	What is due today? Readings & Assignments in this column are due by the <i>start of class</i> on the day they are located, <i>unless otherwise stated</i> .	Instruction & in-class activities Assignments posted on <i>Fridays</i> in this column are due <i>that Friday at 5 pm, unless otherwise stated</i> . For example, if there is a journal prompt listed on Friday, that journal entry is due that evening at 5 pm.
WEEK 1		
Monday Aug. 17		<ul style="list-style-type: none"> • First day of class! • Go over syllabus and class expectations
Wednesday Aug. 19	D2L discussion board: <ul style="list-style-type: none"> • What are some things that interest you? (Pop culture, current events, etc.) • Comment on at least two of your classmates’ posts. 	<ul style="list-style-type: none"> • In class discussion: How can we have effective classroom discussions this semester? How does being online affect class discussions? • Review the discussion board
Friday Aug. 21	Drop-Add Ends 11:45 pm	<ul style="list-style-type: none"> • Answer Week 1 Questionnaire on D2L and submit under assignments
WEEK 2		
Monday Aug. 24	Journal: What is an assumption? Are they good or bad? Obtain a copy of <i>Becoming Rhetorical (BR)</i>	<ul style="list-style-type: none"> • Introduce Major Assignment #1 • What is a personal narrative?
Wednesday Aug. 26	Read <i>BR</i> Introduction p. 2-7 Read <i>BR</i> p. 137-139.	<ul style="list-style-type: none"> • In class discussion: Communication, writing, and assumptions • How did the author from the example in <i>BR</i> convey their point?
Friday Aug. 28		<ul style="list-style-type: none"> • Journal: Brainstorm for your personal narrative D2L discussion board: <ul style="list-style-type: none"> • Post at least 2 things you learned or found interesting and at least 1 question based on our class discussions or readings
WEEK 3		
Monday Aug. 31	Read <i>BR</i> Chapter 13 “Creating Written Compositions” p. 291-299 Read <i>WR</i> p. 65-66	<ul style="list-style-type: none"> • What is a thesis statement? • Introduction to outlines • Review MLA formatting
Wednesday Sept. 2		<ul style="list-style-type: none"> • Thesis and outline practice (alone, then in groups)
Friday Sept. 4	Submit a draft of your paper (the first page, an entire draft, an outline, etc.) on D2L <i>by 5 pm</i>	<ul style="list-style-type: none"> • Journal: What have you found to be easy or difficult about this assignment? • Work on your personal narrative rough draft

Week 4		
Monday Sept. 7	Labor Day — No class	
Wednesday Sept. 9	Read <i>BR</i> Chapter 1 “The Basic Rhetorical Situation” (8-21)	<ul style="list-style-type: none"> • Review drafts • Ethos, pathos, logos • Discuss the reading and complete the activity on p. 21-22 as a class
Friday Sept. 11		D2L discussion board: <ul style="list-style-type: none"> • Respond to the exercise on p. 22-24 in <i>BR</i> • Work on your personal narrative
Sunday, Sept. 13	Personal Narrative Essay due on D2L at 11:59 pm	

UNIT 2

	Readings & other homework	Instruction & in-class activities
WEEK 5		
Monday Sept. 14		<ul style="list-style-type: none"> • Discuss the D2L assignment from Friday • Introduce group assignment • Practice ethos, pathos, and logos as a class
Wednesday Sept. 16	Read <i>WR</i> p. 336-346	<ul style="list-style-type: none"> • Groups and articles revealed today—brief introduction • Review how to find credible sources
Friday Sept. 18	Read the article for your group and be ready to discuss	<ul style="list-style-type: none"> • Work on group assignment
WEEK 6		
Monday Sept. 21	Read <i>BR</i> Chapter 3 “Analyzing Textual Rhetoric” p. 60-66 Read <i>BR</i> Chapter 13 “Creating Written Compositions” p. 302-311	<ul style="list-style-type: none"> • Introduce Major Assignment #2 • What is a Rhetorical Analysis?
Wednesday Sept. 23		<ul style="list-style-type: none"> • Work on group assignment
Friday Sept. 25	Read <i>BR</i> p. 312-314 for an example of a Rhetorical Analysis. Read <i>BR</i> Chapter 12 “Research: Composing with Multiple Sources” p. 260-270	<ul style="list-style-type: none"> • Work on group assignment D2L discussion board: <ul style="list-style-type: none"> • Attach your rhetorical analysis sources or post links for approval. If you have not yet found your sources, tell me what topic you are considering
Week 7		
Monday Sept. 28	Group PowerPoint due at the start of class	<ul style="list-style-type: none"> • Group Presentations • Intro to MEAL Plan
Wednesday Sept. 30		<ul style="list-style-type: none"> • Group Presentations • Review MEAL Plan
Friday Oct. 2	Reflective paragraph for the group project due at the start of class time (8:00 am or 9:05 am depending on your class section)	<ul style="list-style-type: none"> • Journal: What is the best advice anyone has ever given you? Why do you think you still remember it? D2L discussion board: <ul style="list-style-type: none"> • Attach your rhetorical analysis sources or post links for approval if you have not already done so. If you have already had your sources approved,

		post a question or observation about the assignment that may be useful for your peers
Week 8		
Monday Oct. 5	Read <i>BR</i> pages 271-281 on MLA Style Read <i>WR</i> p. 22-23	<ul style="list-style-type: none"> • More MEAL Plan review • MLA style • Lesson: Peer review
Wednesday Oct. 7		<ul style="list-style-type: none"> • Peer review practice • Use your <i>WR</i> to take the MLA quiz (by Friday at 5:00 pm)
Friday Oct. 9	Upload a copy of your draft for peer review <i>by the start of class time</i>	<ul style="list-style-type: none"> • Peer Review today
Sunday, Oct. 11	Post your comments for your peer review partner <i>by 5:00 pm</i>	
WEEK 9		
Monday Oct. 12	Journal: What did you gain from peer review? How do you plan on revising your paper?	<ul style="list-style-type: none"> • Review quiz and peer review
Wednesday Oct. 14		<ul style="list-style-type: none"> • Introduce Major Revisions criteria • In-class workday
Friday Oct. 16		<ul style="list-style-type: none"> • Journal: What are some things that attract you to an advertisement or article? What are some things that make you ignore or dismiss an article or advertisement? • Work on your rhetorical analysis
Sunday Oct. 18	Rhetorical Analysis due at 11:59 pm	

UNIT 3

	Readings & other homework	Instruction & in-class activities
WEEK 10		
Monday Oct. 19		<ul style="list-style-type: none"> • Introduce Major Assignment #3 • Review examples of sources and discuss intended audiences
Wednesday Oct. 21	Read <i>BR</i> Chapter 2 “The Expanded Rhetorical Situation” p. 26-47	<ul style="list-style-type: none"> • Discuss Chapter 2 • Where do most people gather their news? What is the importance of considering audience when writing? • Review examples of the assignment
Friday Oct. 23	Read <i>BR</i> Chapter 7 “Responding to Rhetorical Problems with Arguments” p. 155-161 (I encourage you to read further for more examples, but focus on these pages)	D2L discussion board: <ul style="list-style-type: none"> • List three demographics to describe yourself (male, Gen. Z, first-generation college student, vegetarian, etc.)
WEEK 11		
Monday Oct. 26	D2L discussion board: <ul style="list-style-type: none"> • Comment on another person’s post from Friday to say how you would appeal to them as an audience member 	<ul style="list-style-type: none"> • Mini writing activity within groups • Discuss the reading and D2L discussion board from Friday

Wednesday Oct. 28	Read <i>BR</i> Chapter 4 “Analyzing Visual Rhetoric” p. 67-99	<ul style="list-style-type: none"> As a class, we will work through some of the discussion prompts in the texts Brainstorm as a class
Friday Oct. 30		<ul style="list-style-type: none"> Journal: What are you finding difficult about this assignment and why? D2L discussion board: <ul style="list-style-type: none"> Post your ideas for the assignment to a D2L discussion post for approval D2L *extra credit* discussion post: <ul style="list-style-type: none"> Write a 3-sentence horror story in honor of Halloween for 1 bonus point
WEEK 12		
Monday Nov. 2	Chapter 5 “Analyzing Multimodal Rhetoric” (100-111) in <i>BR</i> .	<ul style="list-style-type: none"> As a class, we will work through some of the discussion prompts in the texts Review examples of assignments
Tuesday Nov. 3	Voting Day!!	
Wednesday Nov. 4	Read <i>BR</i> Chapter 8 “Explaining” p. 189-204	<ul style="list-style-type: none"> Partner writing activity Review on peer review/discussion of last peer review (What was helpful/What was not, etc.)
Friday Nov. 6		<ul style="list-style-type: none"> Journal: Have you noticed a shift in the way you read news articles after working on this assignment? Work on rough draft
Week 13		
Monday Nov. 9	Upload a copy of your draft for peer review <i>by the start of class</i> and your comments for your partner <i>by 5 pm</i>	<ul style="list-style-type: none"> Peer review today
Wednesday Nov. 11		<ul style="list-style-type: none"> Review of common issues in assignment
Friday Nov. 13		<ul style="list-style-type: none"> Work on assignments
Sunday Nov. 15	One Topic, Two Audiences Assignment due at 11:59 pm	

UNIT 4

	Readings & other homework	Instruction & in-class activities
WEEK 14		
Monday Nov. 16		<ul style="list-style-type: none"> Review more revision strategies Introduce reflective writing assignment
Wednesday Nov. 18	Read <i>WR</i> p. 37-41 Journal: How did journaling affect your assignments and/or writing habits this semester?	<ul style="list-style-type: none"> Review in-depth reflective writing and how to incorporate mini reflections and journals
Friday Nov. 20	Last Day to Withdraw Without Academic Penalty (11:45 pm) Have a fantastic Thanksgiving break!!	<ul style="list-style-type: none"> Work on your assignments

Nov. 23-27	Thanksgiving Break	No Classes
Week 15		
Monday Nov. 30	<p>Last Day to Withdraw With a W D2L *extra credit* discussion post:</p> <p>Here are a few options for extra credit. Post these by 11:59 pm. You will get 1 bonus point for each prompt answered, so you could get up to 3 bonus points.</p> <ul style="list-style-type: none"> • 1.) Submit an idea for a writing prompt or activity. This can be a journal prompt, a creative writing prompt, or a prompt for academic writing. • 2.) Post your funniest/punniest/best/favorite holiday joke (any holiday, of course) • 3.) Post your favorite meme from 2020 (one that you made or one you found online) 	<ul style="list-style-type: none"> • Review reflective letter examples • Review questions on any of the past papers • In class workday
Wednesday Dec. 2	Journal: Do you feel that you accomplished your goals for the semester? What are some goals for the next semester?	<ul style="list-style-type: none"> • In-class workday
Friday Dec. 4	Last possible day to turn in Major Revisions (11:59 pm)	<ul style="list-style-type: none"> • Work on your assignments
Week 16	Finals Week!	
Monday Dec. 7	Reflective letters are due today at 11:59 pm	<ul style="list-style-type: none"> • Last day of class! • Review last minute questions on reflective letter
Wednesday Dec. 9		
Friday Dec. 11		
Week 17	Finals Week!	
Monday Dec. 14		Have a safe and relaxing winter break 😊