Rhetoric & Composition (Spring 2018)

Course number/section: ENG 131.012  
Meeting place: Ferguson 183  
Meeting time: 9-9:50 MWF  
Email: allenan2@sfasu.edu  
Instructor: Ms. Ashton Nicole Allen  
Office: Ferguson 281  
Office hours: MW 10AM-12PM, F 10AM-11AM, or appointment

COURSE DESCRIPTION

Study and application of the writing process and the skills of writing with a focus on analytical reading and writing. Essay assignments address rhetorical analysis and evaluation and critical responses to close readings of texts. Required of all students who do not qualify for English 133H. Prerequisite: acceptable THEA score or at least a C in English 099. Must earn a grade of C or higher to be admitted to English 132.

For this section of ENG 131, we will explore the idea of beliefs. Beliefs are things we hold to be true that are not necessarily supported with evidence; they are also things that we often base many of our decisions on, decisions which impact ourselves as well as others who may or may not share the same beliefs that we have. Throughout this course, we will read, analyze, and write about our own beliefs as well as those that others hold, working to consider what beliefs are, how they are formed, and how they are communicated.

ENGLISH 131 LEARNING OUTCOMES

Upon successful completion of English 131, the student should have:

- Identify and analyze texts with the goal of examining the rhetorical structure, veracity of claims, sufficient use of accurate and credible evidence, as well as possible use in creative, analytical, and persuasive components (Critical Thinking);
- Participate in productive class and group discussion and examination of texts, in order to analyze and synthesize a variety of texts, via a multi-step drafting process (Critical Thinking);
- Understand the role of personal responsibility in the inevitable choices involved in the composition process, in the evaluation of one’s own writing and the writing of other students, in the ethical use of ideas and information, and in the critical evaluation of all assigned texts (Personal Responsibility);
- Recognize the collaborative and social aspects of the writing process by producing collaborative work and/or feedback for peers and selectively using peer feedback in their own work (Teamwork);
- Demonstrate knowledge of organizational and linguistic structures – including grammar, punctuation, and spelling – through practice in composing and revising (Communication);
- Compose texts in response to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure (Communication).
REQUIRED TEXTS

*Lumberjacks Write.* Provided by the English department.

Texts on D2L. These must be read and brought to class on days they are assigned.

COURSE REQUIREMENTS

1. “This I Believe” Essay (10%):
   This essay asks you to write your own “This I Believe” essay of between 1-2 pages. It should tell a short story that clearly conveys a belief that you hold *without* saying what you don’t believe in and without preaching your belief to others.

2. Analysis of An Author’s Beliefs (15%):
   For this essay, you will read and analyze one article from a selection I provide to you on D2L (or one of your own choosing that I approve). Keep in mind that you will also include this particular essay in the synthesis paper. This analysis should be 3-4 pages.

3. Synthesis of Beliefs (20%):
   Building on the analysis essay, this essay asks you to synthesize two people’s beliefs or opinions about the same subject, one of which should be expressed in the article you analyzed in the analysis paper. This essay should be 5-6 pages.

4. Analysis of a Fairy Tale (15%):
   This paper will focus on a fairy tale of your choosing. You will have three options for how you will execute the essay (as listed on the coming assignment sheet). This essay should be 3-5 pages.

5. Multimodal Group Project and Presentation (15%):
   This project entails reimagining a fairy tale and translating it into a new form of presentation including visuals, audio, etc. as appropriate. Because there is no set genre, there is no set word count. During our final exam period, your group will give a *three-minute* presentation displaying the remix, then turn in a binder with a copy of the reimagined story, a description of why you chose to alter the story the way you did, and an explanation of why you made the choices you did as you transformed your fairy tale into a new genre. Binder will be 5-8 pages.

6. Discussion Posts (15%):
   Throughout the semester, you will write weekly posts about the writing you are doing in class, the readings we discuss, and/or your thoughts/beliefs in relation to our class discussions. Prompts are available on the discussion assignment sheet posted on D2L. If you need help submitting, please see me. Each post should be 200-400 words.

7. Participation (10%): Because class time will be largely spent in large and small group discussions, class participation is vital for you to succeed in this course. This portion of your grade will be based on your contributions to class discussions; your level of preparation for each class period (completed reading and writing assignments particularly); your turning in of
essay drafts for instructor and peer feedback; and your involvement in group activities. See the rubric below for a better understanding of how your participation will be assessed.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Superior communicative skills; excellent preparation for class discussion; always volunteers; student exemplifies mastery, rigor, and intellectual curiosity regarding course readings and concepts while also introducing relevant independent insights to the discussion; always submits complete drafts for instructor and peer feedback; student demonstrates enthusiasm and takes initiative, particularly during group activities.</td>
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<tr>
<td>B</td>
<td>Good communicative skills; solid preparation for class discussion; consistently volunteers; student exemplifies interest and engagement regarding course readings and concepts; submits drafts of all papers for instructor and peer feedback, but these may sometimes be incomplete; student demonstrates positive attitude; makes meaningful contributions during group activities.</td>
</tr>
<tr>
<td>C</td>
<td>Adequate communicative skills; fair preparation for class discussion; occasionally volunteers; student exemplifies competence regarding course readings and concepts; submits drafts of three or more papers for instructor and peer feedback, which may sometimes be incomplete; student demonstrates an inoffensive, but noncommittal attitude; sporadic contributions during group activities.</td>
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<tr>
<td>D</td>
<td>Limited communicative skills; uneven preparation for class; rarely volunteers; demonstrates indifference or irritation when prompted; submits drafts of one or two papers, which may sometimes or always be incomplete; inattentive during class; rare contributions during group activities. [Performance may be marked by other flaws: consistent tardiness; disruptive; etc.]</td>
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<tr>
<td>F</td>
<td>Weak communicative skills; little to no preparation for class; little evidence of reading assignments (this can include not buying or printing the course texts or not making up missed material); never volunteers, or doesn’t respond when prompted; never or very infrequently submits drafts for instructor and peer feedback, which are always incomplete; demonstrates potential hostility to discussion; irrelevant, distracting, or no contributions to group activities.</td>
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**Grading Standard:**
A (excellent performance): 90-100.
B (above average performance): 80-89.
C (average performance): 70-79.
F (failure): 0-59.
COURSE POLICIES

Attendance: ADULTS MAKE ARRANGEMENTS. Successful students attend regularly, arrive on time, and stay for the duration of class. Please schedule all other appointments without being late or leaving early. Entering the classroom late is disruptive; three tardies is considered one absence. If you are more than 5 minutes late, you will be counted absent. Because you pay for this course, you are still more than welcome to come to class if you are more than 5 minutes late; I would rather have you come late and get part of the lecture than miss an entire day’s worth of information because you were late. However, if you come to class late, please do not ask me what you missed. You will be responsible for getting this information from a peer. If a handout was given that contains important information and has not been put on D2L, feel free to swing by my office to receive said handout.

1. I will allow 3 unexcused absences.
2. Your final course grade will be lowered by 5 points per absence starting with the 4th.
3. Students with more than 9 absences (excused or unexcused) who fail to drop the course will receive an F for the semester.
4. The absences that count as excused will be documented family emergencies, university-sanctioned events, and medical issues.
5. All excused absences must have proper documentation (i.e. a doctor’s excuse, documentation from coach on SFA letterhead, etc.). DO NOT have your coach, roommate, significant other, parent/guardian, counselor, etc. e-mail me an excuse for your absence unless you are physically unable to contact me.
6. Regardless of the reason for your absence, you are responsible for all information and work covered in class. If you missed deadlines or in-class work during an excused absence, it is your responsibility to find out what you’ve missed and arrange with me to make it up.
7. In-class assignments cannot be made up unless you have a documented, excused absence. So, if you miss activities due to an unexcused absence, DO NOT ask to make up the work.
8. An excused absence does not also excuse the homework that is due for that day. You are responsible for all the work that is due for the class missed and the next. In the case of an excused absence, homework must be turned in the next day you are in class.
9. Do not expect me to notify you once you have reached an alarming amount of absences or tardies. It is your responsibility to keep track of when you are late or when you miss class.

Participation: Each student will receive a grade based on his or her participation in class. Participation involves more than simply showing up to class—it requires being actively engaged in the learning process. The list below outlines some (but not necessarily all) of the elements that will affect the participation grade.

1. Be on time for class.
2. Submit work on time. Work turned in after our class period is still late work, even if you are absent for the day.
3. **Put cell phones out of sight and on silent.** If I see you using your cell phone during class, I will ask you to leave and you will be counted absent for the day. Extreme or repeated incidents will result in an absence for the class period. During peer review, it’s acceptable to pull out your phone for research to double-check some facts, but please do not stay on them. Other than that one instance, keep them out of sight and out of mind. (Is it so hard to stay off for fifty minutes?) If you have an emergency and need to keep your phone available, let me know before class so I don’t count against your participation grade.

4. **Complete assignments as instructed.** Always read all instructions that I provide and ask for clarification whenever necessary before you submit an assignment. Not following instructions will result in lost points on assignments, and telling me after you have received your grade that you found something confusing or unclear will not result in a grade change.

5. **Engage fully in group work and peer-review.** At the college level, students participate regularly in both individual and group work. Don’t be the person who makes others dread group work. All students will participate in peer-editing. Do your best to contribute meaningful feedback to your peers and incorporate what you learn from the peer-review process into your own work.

6. **Respect fellow class members and the instructor at all times.** Everyone has an opinion, so before you get started just know that you might not always agree with your fellow peers, but it doesn’t necessarily make either one of you wrong. The beauty of the world is that there are a multitude of views and they deserve to be examined. Before you speak your mind, ask yourself three questions: A) Is it good? B) Is it helpful? C) Is it important? If the answer to all of these are no, then just don’t say it. *If at any time you disturb others or me during class time, I reserve the right to ask you to leave and mark you absent for the day.*

7. **Do not sleep during class.** Students who sleep in class will be marked absent for the class session without comment from me.

8. **Refrain from eating noisy and/or pungent foods in class.** You might get the munchies during class and I understand dietary needs, but try to be conscious of your fellow peers and don’t bring anything that poses as a distraction.

9. **Do not bring children or other guests to class.** Please understand that the presence of a child in the college classroom is not conducive to learning, and the college classroom is usually an inappropriate place for children.

10. **Attend all scheduled conferences.** Failure to attend scheduled conferences will affect your participation grade as well as the grade for the assignment about which we are meeting. Additionally, missing a scheduled conference will count against your absences.

11. **Send professional emails.** I don’t mind a quick “Dear Ms. A, Can you meet with me at 2 PM on Tuesday for a meeting? Sincerely, Sally Student from ENG 131.003?”, but don’t send something that you would text your best friend. **DO NOT EMAIL ME THROUGH D2L!**

12. **Never pack-up early.** It is perhaps the most annoying thing to hear zippers across the room while I’m still lecturing, so please sit tight and I’ll dismiss you when necessary.
NOTE: If your grade is borderline (within 1.5 points of another letter grade), class participation, professionalism, and punctuality can raise your final grade whereas lack of participation, disrespectfulness, and tardiness will keep the grade as is.

**D2L Readings:** I expect students to come to class having completed the assigned reading for that particular class meeting. For the D2L readings, you are expected to either bring a printout of that material or electronic copy on a laptop/tablet to class to follow and participate in class discussion, to EVERY CLASS MEETING. If you repeatedly come to class unprepared, you will automatically lose ten points from your final grade for the course.

**Late Assignments:** I understand that life happens and sometimes things that are beyond our control get in the way. For this reason, I will accept one late assignment with no penalty, with the exception of the final. To use it, write “Oops!” clearly at the top of the completed assignment and turn it in within one week of the assigned due date (and before the last day of class). However, this “Oops!” will only be allowed on major assignments (major essays). Other than this one “Oops!”, I will not accept late assignments.

NOTE: If you must turn in your paper late, please only give it to me in person. Don’t slip it under my door or leave it in the clear hanging basket by my door.

**Essay Revision:** Students may revise and resubmit any ONE essay of their choice—except the final project—for a chance at a higher grade. Below is the procedure for revision and resubmission:

1. Reread your graded paper and the comments I have included. Make sure that you understand the original requirements of the prompt. In rare cases, you may need to completely reconceive the essay in order to satisfy the requirements. Rewriting is not just about “fixing the errors.”
2. Use a grammar handbook or other resources to help you understand the comments I have made. You must understand what you have done wrong before you can rewrite.
3. Contact an AARC tutor (on campus) and discuss the graded paper and assignment with your tutor OR schedule an appointment with me to go over your essay in more detail.
4. When you are sure that you understand what your problems were on the original assignment, rewrite the paper, proofread it, attach the AARC tutorial form (if applicable), and the original graded essay, and submit a digital copy of your revision to the Revisions dropbox on D2L and a printed copy to me.
5. These are due two weeks after I have returned graded essay that you would like to rewrite.
6. If the grade for the rewritten essay is higher, it will replace the grade of the original essay. Essays resubmitted without significant revisions will not receive a higher grade. The higher of the two grades will be the one recorded for the assignment.

**Academic Integrity:** Adhering to academic integrity standards at all times by producing your own work and successfully attributing others’ ideas to them is a necessary aspect of university communication. Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to: (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) falsification or invention of any information, including
citations, on an assignment; and/or (3) helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism include, but are not limited to: (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from the Internet or another source; and (3) incorporating the words or ideas of an author into one's paper or presentation without giving the author due credit.

Any appeals on academic integrity cases must be made within thirty days after the first class day of the next long semester. Students should appeal to the instructor first then to the chair if the situation is not resolved. Further appeals can be made to the dean and provost if necessary.

Please read the complete policies at: http://www.sfasu.edu/policies/academic_integrity.asp and http://www.sfasu.edu/policies/academic-appeals-by-students.pdf.

**Course Evaluations:** Course evaluations will be available online near the end of the semester. I highly encourage you to take advantage of the opportunity to give feedback about how effective this class and my teaching was, particularly because I read evaluations to help make decisions about future classes. In other words, your feedback can help my future students have a good class experience.

**The AARC:** Writing tutors are available in the Academic Assistance and Research Center on the first floor of the library. Students should follow the guidelines for optimal assistance:

1. Set up an appointment (they last thirty minutes), either by signing up on the appointment sheet located in the AARC or by setting up in appointment online. You can “drop-in” as well. However, if you wait until the last minute and do not schedule an appointment, you run the risk of waiting in a very long line.
2. Come in with a complete, TYPED, draft—a typed draft is easier for the writing consultant to read, and a complete draft gives them more to work with and respond to.
3. Come in with specific questions about your draft, or specific parts of the paper that you want the writing consultant to look at.
4. Always bring the assignment sheet with you so that tutors can reference it if they need more information about the assignment.
5. DO NOT expect the writing consultant to proofread the essay for you (that means fixing spelling and punctuation errors for you)—most of the time, they won’t. They will, however, point out grammatical/mechanical errors, but it is your responsibility to fix them. To make an appointment, call 936-468-4108. To schedule weekly appointments, visit sfasu.edu/aarc to sign up ASAP.

AARC also provides a program called Jumpstart Peer Mentoring. This service supports students having difficulties adjusting to the university setting by pairing them up with peer mentors (usually upper level students) who’ve learned the tips and tricks to flourishing in our program. These skills include: time management/setting goals, note taking/study skills, test preparation, motivation/self-
reliance, and balancing school and social life. For more information, visit sfasu.edu/aarc/jumpstart-peer-mentoring.

The AARC offer free writing tutoring, which is available on a walk-in and appointment basis. They also offer online writing tutoring services and workshops about writing-related topics. For more information, go to http://library.sfasu.edu/aarc/, visit them on the first floor of the Steen Library, or call them at 936-468-4108.

**Withheld Grades Policy (A-54):** At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Accommodations:** To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify your instructors and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations, and no accommodations can be made except through the ODS. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Tentative Course Schedule**

***This schedule is tentative. I reserve the right to change its contents and will post changes to D2L.***

<table>
<thead>
<tr>
<th>Dates</th>
<th>Readings and Assignments</th>
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<tbody>
<tr>
<td>January 17</td>
<td>W: Introduction to Class</td>
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| January 19  | F: Grammar and Mechanics continued, **In-class Quiz**, “This I Believe Essay Writing Guidelines,” and “Original Invitation for This I Believe”  
**D2L:** Jeanne-Marie Leprince de Beaumont, “Beauty and the Beast,” **Discussion Post Due (Saturday)** |
| January 22  | M: Grammar and Mechanics continued, The Writing Process                                    
**D2L:** Louis and François Briffault, “The Story of Grandmother” |
| January 24  | W: Methods of Development                                                                  
**D2L:** Brothers Grimm, “Cinderella,”  
**HW:** Complete a rough draft and bring on Friday. |
| January 26  | F: 1-Minute Paper Presentations, **In-class Quiz**, Readings Discussion, Switch essays/edit for peer review.  
**D2L:** Sommers, “Revision Strategies of Student Writers and Experienced |
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<tr>
<th>Date</th>
<th>Topic</th>
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</table>
| January 29 | M: Revision Techniques, Peer Review Discussions<br>  
**D2L:** Charles Perrault, “Bluebeard” |
| January 31 | W: Revision Workshop, Rubric Modifications<br>  
**D2L:** Brothers Grimm, “Hansel and Gretel” |
| February 2 | F: “This I Believe” Essay Due, **In-class Quiz.** Readings Discussion<br>  
**D2L:** Covino and Jolliffe, “What is Rhetoric?” pgs. 15-21, & Haas and Flower, “Rhetorical Reading Strategies and the Construction of Meaning,” **Discussion Post Due** |
| February 5 | M: Introduction to the Rhetorical Situation, Reading Discussion<br>  
**D2L:** Jaekle, “Who’s to Stop Them” |
| February 7 | W: Introduction to the Rhetorical Appeals<br>  
**D2L:** Widmark, “Sorry to Burst Your Bubble” |
| February 9 | F: **In-class Quiz.** Analyzing a Text, Assign Rhetorical Analysis Essay<br>  
**D2L:** Danish, “Influence of Fairy Tales on Children” & Orde, “Children Need Fairy Tales,” **Discussion Post Due** |
| February 12| M: Reading Discussion, Writing a Rhetorical Analysis<br>  
**D2L:** Krantz, “Helping Students Use Textual Sources Persuasively” |
| February 14| W: Reading Discussion, Integrating and citing sources. |
| February 16| F: ReConstructing Your Academic Voice, **In-class Quiz, Discussion Post Due** |
| February 19| M: Academic Integrity and Plagiarism<br>  
**HW:** Complete a rough draft and bring on Wednesday. |
| February 21| W: **1-Minute Paper Presentations,** Switch essays/edit for peer review.<br>  
**HW:** Edit peer’s essay and be ready to discuss on Friday. |
| February 23| F: **In-class Quiz.** Peer Review Discussions, Reading Discussion<br>  
**HW:** Begin to edit for a final draft. **Discussion Post Due** |
| February 26| M: Revision Workshop, Rubric Modifications<br>  
**HW:** Bring final analysis draft to class. |
| February 28| W: **Rhetorical Analysis Essay Due,** Intro to Synthesis<br>  
**D2L:** Spivey and King, “Readers as Writers Composing from Sources” |
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<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>March 2</td>
<td>M: In-class Quiz, Reading Discussion, Synthesizing Texts</td>
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<td></td>
<td><em>D2L:</em> Smith, “Great Minds Think Alike,” Discussion Post Due</td>
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<tr>
<td></td>
<td>F: In-class Quiz, Reading Discussion, Synthesizing Texts</td>
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<tr>
<td></td>
<td><em>D2L:</em> Smith, “Great Minds Think Alike,” Discussion Post Due</td>
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<tr>
<td>March 5</td>
<td>M: Reading Discussion, Writing a Synthesis, Assign Synthesis Essay</td>
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<td><em>D2L:</em> Patterson, “Time to Weigh In” and Stinson, “Stronger”</td>
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<td>March 7</td>
<td>W: Reading Discussion, Locating reliable sources</td>
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<td><em>D2L:</em> Stahl et al., “What Happens When”</td>
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<td>March 9</td>
<td>F: Discussion Post Due, In-class Quiz</td>
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<td><em>D2L:</em> Wallace and Hayes, “Redefining Revision for Freshmen”</td>
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<td>March 12-16</td>
<td>MWF: SPRING BREAK!!</td>
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<td>March 19</td>
<td>M: Reading Discussion, Academic Reminders</td>
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<td><em>HW:</em> Complete a rough draft and bring on Wednesday.</td>
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<td>March 21</td>
<td>W: <strong>(Last day to withdraw from class without penalty), 1-Minute Presentations,</strong> Switch essays/edit for peer review.</td>
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<td><em>HW:</em> Edit peer’s essay and be ready to discuss on Friday.</td>
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<tr>
<td>March 23</td>
<td>F: In-class Quiz, Peer Review Discussions</td>
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<td></td>
<td><em>HW:</em> Begin to edit for final draft. Discussion Post Due</td>
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<tr>
<td>March 26</td>
<td>M: Revision Workshop, Rubric Modifications</td>
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<tr>
<td></td>
<td><em>HW:</em> Bring final draft to class.</td>
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<tr>
<td>March 28</td>
<td>W: <strong>Synthesis Essay Due, Discussion Post Due,</strong> Intro to Literary Analysis</td>
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<td><em>D2L:</em> Literary Analysis and Notes PDF, Literary Devices PDF</td>
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<tr>
<td>March 30</td>
<td>F: NO CLASS; EASTER HOLIDAY!!</td>
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<td>April 2</td>
<td>M: Developing a “What,” Literary Devices</td>
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<td><em>D2L:</em> Penrose and Geisler, “Reading and Writing Without Authority”</td>
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<td>April 4</td>
<td>W: Developing a “When/Where” and a “Why,” Reading Discussion</td>
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<td><em>D2L:</em> Ede and Lunsford, “Audience Addressed/Audience Invoked”</td>
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<td>April 6</td>
<td>F: Choosing an Audience, In-class Quiz, Discussion Post Due</td>
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<td><em>D2L:</em> Porter, “Intertextuality and the Discourse Community”</td>
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<td>April 9</td>
<td>M: Providing Evidence, Reading Discussion</td>
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<td><em>D2L:</em> Najarro, “Opening the Books on Stress,” and Jackle, “Small Advances Achieving Big Success”</td>
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<tr>
<td>Date</td>
<td>Activity Details</td>
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</table>
| April 11   | W: Developing Style, Reading Discussion  
D2L: Dawkins, “Teaching Punctuation as a Rhetorical Tool” |
| April 13   | F: In-class Quiz, Reading Discussion, Developing Style continued  
HW: Complete a rough draft and bring on Monday. Discussion Post Due |
D2L: Tomlinson, “Tuning, Tying, and Training Texts”  
HW: Edit peer’s essay and be ready to discuss on Wednesday. |
| April 18   | W: Peer Review Discussions, Reading Discussion  
HW: Begin to edit for final draft. |
| April 20   | F: Revision Workshop, Rubric Modifications  
HW: Bring final draft to class on Monday. |
| April 23   | M: Literary Analysis Essay Due, Intro to Multimodal Project; Choosing Genres  
D2L: Sheppard, “The Rhetorical Work of Multimedia Production Practices” |
| April 25   | W: Analyzing Genres, Sign up for group conferences next week.  
D2L: Wysocki, “awaywithwords” |
| April 27   | F: In-class Quiz, Working with/Against Genre Conventions  
HW: Bring draft of remix to your conference next week. Discussion Post Due |
| April 30   | M: Group Conferences |
| May 2      | W: Group Conferences |
| May 4      | F: Group Conferences  
HW: Be ready to present your fairy tale remix and bring all required material collected in a 3-ring binder or 3-brad folder. |
| Wednesday, May 9 | Presentations of Fairy Tale Remix {8AM-10AM} |

Class Contact Information:

Name: _______________________ Number:_______________ Email: __________________

Name: _______________________ Number:_______________ Email: __________________

Name: _______________________ Number:_______________ Email: __________________