

Please read this entire syllabus closely; it contains important course policy information & coursework overviews. Remaining enrolled in this class means that you have read & understood all of the content in this syllabus & that you agree to abide by the guidelines & policies outlined herein, just as you can expect me to uphold these policies & teach according to these guidelines.

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# WRD 110-000

## Composition & Communication I

### Summer 2013, Online

**Instructor:** TBA  
**Office Hours:** available by appointment in *Adobe Connect / Skype / Google Plus* (instructor choice)  
**Email:** TBA  
**Classroom:** *Blackboard* at <http://elearning.uky.edu>; login with your LinkBlue username and password.  
**Class Time:** This course & all deadlines are based on the Eastern Time Zone.

## PREPARING FOR WRD 110

### Required Texts

- *Compose, Design, Advocate*. Wysocki & Lynch.
- *A Pocket Style Manual*. Hacker & Sommers. 6<sup>th</sup> ed.

### Required Materials

- Active library account & UK email address
- Reliable computer & internet access
- Flash drive or cloud access to back up work
- 3x5 in. index cards
- Digital video camera
- Voice recording device

### Minimum Technology Requirements for *Blackboard* (Bb)

You will not be able to access course material or complete assignments if you do not have the software listed.

- *Firefox internet browser*
- *Java*
- *Flash*
- *Adobe Acrobat Reader*
- *Adobe Connect*
- *QuickTime movie player*
- *Windows Media Player*
- At least *Microsoft Word & PowerPoint*

To find out if your computer meets the hardware and software requirements for Bb, click on the link, then click BbGo! <http://wiki.uky.edu/blackboard/Wiki%20Pages/Browser%20Check.aspx> You can also access links to access free downloads of *Firefox*, *Adobe Reader*, *Flash*, & *QuickTime*.

Download *Java* at <http://java.com>. Click the Free *Java* Download button; run the installer to get the latest version.

Download *Windows Media Player* at <http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx>

Download *Microsoft Office Suite* (including *Word* and *PowerPoint*) from this site: <https://download.uky.edu/>. You will need to login with your UK LinkBlue username and password first.

## Taking WRD 110 Online

An online class has unique requirements and circumstances. There is a “Help” button on the main menu in your WRD111 course that will take you to useful wikis and Bb FAQ areas. Here is some additional information.

**Technical Issues:** Having trouble submitting a file, downloading a PDF, accessing a link, etc.? The UK helpdesk is available for technical support 24 hours a day 7 days a week. When you experience technical difficulties, contact the Customer Service Center before contacting your instructor. Call **859-218-HELP (4357)** or email (slower response) [helpdesk@uky.edu](mailto:helpdesk@uky.edu) . After you contact the helpdesk, then inform your instructor (be sure to include the helpdesk ticket number in your email for verification)

**Bb 101 for First-Time Online Students:** This is a brief introduction for students who are new to Bb.

- Go to <http://elearning.uky.edu> and log in with your **Link Blue ID**.
- Click on the Courses link near the top left of the page (to the right of My Bb and under Library tab).
- In the Course Search line, type **Bb9-101** (exactly as you see it there, including the hyphen).
- Find Course ID (first column) **Bb9-101-OnLine-Stu**; click the down arrow next to the Course ID.
- Click **Enroll** then **Submit**.

### Contact Distance Learning Library Services

- **Main website:** <http://www.uky.edu/Libraries/DLLS>
- **Carla Cantagallo**, DL Librarian, Email: [dlservice@email.uky.edu](mailto:dlservice@email.uky.edu)
- **Local phone number:** 859. 257.0500, ext. 2171;
- **Long-distance phone number:** (800) 828-0439 (option #6)

**Group Work & Technology:** To foster collaboration skills, you may be assigned groups and at times you may be asked to view/read and respond to a classmate’s work that has been posted to Bb. Know that using video and audio technologies well will be absolutely vital to this course, as this course focuses on written, verbal, and visual composition and communication skills (see the course description and student learning outcomes). You may also use *Adobe Connect Pro* or Skype or Google Circles for peer feedback or presentations. Directions for these assignments and technologies will be posted on Bb.

## Instructor Contact

While we do not meet face-to-face, my purpose as your instructor is to offer assistance whenever you have questions or concerns, so please let me know whenever you are unsure, are struggling, or would like feedback. I can help with anything from testing topic ideas to answering requests for assignment clarifications. I can also help explain anything that is unclear or confusing in your syllabus or assignment instructions; however, emailing me should not replace your careful reading of the instructions. If something doesn’t make sense or you have questions, please let me know specifically what confuses you. For example, saying that the assignment is unclear doesn’t help me help you. Give me an example of what specifically you need help with, so I can respond with more helpful guidance (you might even want to quote the part of the instructions that seem perplexing). When you email me for assistance, please keep these points in mind.

- **Use proper correspondence etiquette** when you email me or any other professional. This includes using a descriptive subject heading, a greeting, using capitals and punctuation, and a signature from you at the end.
- **Contact me far enough in advance that I can respond** and you can make adjustments or corrections. While I am often able to respond the same afternoon for emails I receive in the morning, I may not get back to you until the next weekday (excluding holidays). Contacting me an hour or two before an assignment is due will be a waste of time for both of us. This means you need to get assignments done as far advance of deadlines as possible to avoid any problems or to give you time to contact me with questions that might arise. You never know when you might need clarification before an assignment is due. This is also a good way to avoid any issues with technology that can and will happen.

# WRD110 OVERVIEW

## Overview and Goals

Composition and Communication I is a course in speaking and writing emphasizing *critical inquiry* and *research*. Throughout the course, I will encourage you to explore your place in the broader community and take a stance on issues of public concern—that is, to begin to view yourself as an engaged citizen.

You will engage in reflective thinking and analysis, conduct primary research in the community and secondary research using Library resources, and learn how to write and speak effectively about a local issue not only for your classmates but also for audiences beyond the classroom. A significant component of the class will be learning to use visuals and online resources to enhance writing and oral presentations.

Over the course of the semester, class members can expect to work independently, with a partner, or with a small group of classmates to investigate, share findings, and compose presentations of their research, as well as to practice and evaluate interpersonal and team dynamics in action.

## Student Learning Outcomes

By the end of the semester, students will be able to:

- Compose written texts and deliver oral presentations that represent a relevant and informed point of view appropriate for its audience, purpose, and occasion in an environment that reinforces the recursive and generative nature of the composition and delivery rehearsal processes.
- demonstrate an awareness of strategies that speakers and writers use in different communicative situations and media, and in large and small groups; learn to analyze and use visuals effectively to augment their oral presentations; to employ invention techniques for analyzing and developing arguments; to recognize and address differing genre and discourse conventions; and to document their sources appropriately.
- find, analyze, evaluate, and properly cite pertinent primary and secondary sources, using relevant discovery tools, as part of the process of speech preparation and writing process.
- develop flexible and effective strategies for organizing, revising, editing, proofreading, and practicing/rehearsing to improve the development of their ideas and the appropriateness of their expression.
- collaborate with peers, the instructor, and librarians to define revision strategies for their essays and speeches, to set goals for improving them, and to devise effective plans for achieving those goals.
- engage in a range of small group activities that allow them to explore and express their experiences and perspectives on issues under discussion.

## Course Policies

### Attendance

Online classes require excellent time management and self-motivation. Attendance means participating in assigned activities, submitting work according to course schedule deadlines, and checking *Blackboard* daily for messages or assignment information. My expectation is that you will treat this course as you do a face-to-face class: you reserve time for it in your schedule; this will prevent procrastination and unforeseen delays. Failure to submit assignments on time or missing feedback or formal speech sessions will affect your grade because it will affect your performance. For further information on UK policies regarding attendance, see (Part II, section V, Academic Standards, parts 5.2.4.1, and 5.2.4.2) <http://www.uky.edu/StudentAffairs/Code/part2.html#>

**Excused Absences:** Even though I will not take attendance, there may be times during the semester when you are unable to meet an assignment or feedback deadline due to circumstances beyond your control. Excused absences will be given at my discretion only with proof as defined by the UK *Student Code of Conduct* 5.2.4.2. Students missing work due to an excused absence must inform me about their excused absence within one week following the period of the excused absence (except where prior notification is required), so we can determine a new deadline. Students will not be penalized for excused absences, and only for excused absences will students be given an opportunity to turn in work after the deadline.

**Late Assignments:** To maintain academic integrity and keep the class on track, I assign deadlines and expect students meet those deadlines, so I do not accept late work except for excused absences with documentation. Late means any time after the time listed in the course schedule. This policy allows me to keep equitable expectations for all students, and it prevents delays that keep me from grading and responding to student work in a timely manner. As I mentioned earlier, get assignments done as far advance of deadlines as possible to avoid any problems or to give you time to contact me with questions that might arise.

**Excuses:** Personal obligations, including work and travel, and mechanical failures are not acceptable excuses for late work, though I will accept work submitted early. Additionally, emailing me at the last minute with a problem that you could have addressed earlier is also unacceptable. Organize your time, back up ALL work, and schedule around your other responsibilities. ***Due to problems with virus transmission, I do not accept email attachments of essays or homework—all work must be submitted through Blackboard.***

**Feedback Sessions:** This semester, you get to participate in peer feedback sessions for your project work. Peer feedback groups include three to four students and may require synchronous meeting through Adobe Connect. Specific requirements for each session will be provided in advance on *Blackboard*. ***Students who do not submit a draft and provide peer comments on a feedback session for an essay or speech project receive a full letter grade deduction from the final grade for that project.***

### Backing up Assignment Work

In addition to all the flashdrive and cloud technology of late, Bb has a handy feature under the *eContent Collection* to store all of your work on the network server; thus, there is no reason not to back up your work. Backing up work includes not only essay and speech drafts but also your discussion board and blog posts, which you should compose on *Word* documents that you can save as you go, rather than composing directly in the message box. Then, when the assignment is complete, copy and paste the content into the discussion board or blog message box. This way, if you encounter any technical problems while submitting, you have a backup saved.

**Please Note:** *Microsoft Office Suite*, which includes *Word*, is one of the free downloads you receive as a UK student. Review links above under the “Minimum Technology Requirements” for more information.

## Assignment Requirements

The Writing Division sets assignment length requirements, so students must meet minimum word counts and minimum speech lengths for project work to be eligible for a passing grade. You are expected to produce a minimum amount of formal composition in this course as an indicator of your facility with the skills you learn. ***Assignments that don't meet minimum length requirements earn a failing grade, in accordance with WRD policies. This policy allows instructors to be fair to students who follow directions and make sincere efforts in their work.***

## Student Conduct

Education requires a safe, positive environment, and we are all responsible for protecting our class community. As a member of this community, you deserve respect and courtesy, and I expect you will return that respect to others. Our community provides a forum for creating and exploring ideas. I encourage intellectual freedom and welcome open expression, so you can benefit from new ideas and even controversial points of view during debates and discussions. Students have a right to share their own opinions in an appropriate manner, but I will not allow anyone in class to subject you to aggressive language founded in ignorance or hate. Thus, I protect our community by not tolerating negative student conduct that might infringe on your learning experience. Although there is some face-to-face communication in this class, we will get to know each other primarily through writing, so think carefully about your tone when posting to *Blackboard*, emailing me or your classmates, etc. ***Students who violate conduct policies or contribute to a hostile or negative environment will receive a warning, possible assignment deductions, and, if necessary, be referred to the Writing Division for further action.***

## UK Guidelines for Appropriate Online Behavior

Students are expected to maintain decorum that includes respect for other students and the instructor, to regularly log in to the course, and to display an attitude that seeks to take full advantage of the educational opportunity. All students are expected to be prepared to work and actively participate in class activities. Consult Part I of the UK *Student Code of Conduct* regarding the steps for more information on student conduct and addressing unresolved academic issues: <http://www.uky.edu/StudentAffairs/Code/part1.html#>

- Normal rules of social interaction apply to virtual communication and discussion “in cyberspace.” Communicating online is no excuse to behave in an anti-social manner and post unacceptable messages.
- Unacceptable messages include those that harass, intimidate, threaten, belittle, ridicule, expressed hatred for, or aggression toward others. Let us be mindful to avoid words that imply that some groups of people are less worthy than others (e.g., avoid racist, sexist, anti-Semitic, age-ist, and homophobic language).
- Discussion board and other electronic communication for this course should relate only to the course subject matter, generally respond to the instructor threads, and always seek to further the aims of that particular discussion forum or chat session (e.g., stay on topic).
- Contributions to discussion boards and synchronous chat are the intellectual property of the authors. Students who quote another person in class projects, publications or even in remarks made on the discussion board should always acknowledge the source of that quote (e.g., do not plagiarize your classmates).
- Personal comments about other users or their views should be shared only in your private communications.
- Do not copy private messages to another person without the author's explicit permission.

## Plagiarism

Part II of the UK *Student Code of Conduct* states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. See section VI, 6.3.1 online at <http://www.uky.edu/StudentAffairs/Code/part2.html#>

In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or another source, including the Internet. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Plagiarism also includes using someone else's work during an oral presentation without properly citing that work in the form of an oral footnote.

Whenever you use outside sources or information, you must carefully acknowledge exactly what, where and how you have employed them. If the words of someone else are used, you must put quotation marks around the passage in question and add an appropriate indication of its origin. Plagiarism also includes making simple changes while leaving the organization, content and phrasing intact. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

You may discuss assignments among yourselves or with me or a tutor, but when the actual work is done, it must be done by you, and you alone unless the assignment has been designed to be conducted with a partner or small group of classmates. All work submitted must be new, original work; you may not submit work you have produced for another purpose or class, including a previous CIS or WRD 110 course.

Students who cheat disrespect themselves and our writing community. To protect our community and the standards of UK's education, I teach prevention strategies and immediately address any academic integrity violations. Should plagiarism or cheating occur, I will directly refer the violating student to the Writing Division's office to begin official plagiarism proceedings. *As plagiarism and cheating are serious offenses with equally serious consequences, the minimum penalty for either offense is a zero on the assignment.*

## MLA Documentation

To reduce instances of plagiarism, pay attention to discussions and readings about MLA documentation and keep track of your sources as you draft. Any time you use and refer to sources in your assignment work, you must use MLA in-text documentation and include a properly formatted Works Cited page to avoid plagiarism or misrepresentation. For all typed major and minor assignment work in this class, students should follow the MLA formatting guidelines in your handbooks.

## Students with Special Needs

If you are registered with the Disability Resource Center (DRC) and require special accommodations to complete the work for this course, you must produce a letter from the DRC that details what you need *before* I can grant you these accommodations. Special accommodations cannot be granted retroactively. This is a non-negotiable class policy. Please contact the DRC at 257-2754 if you have questions about your eligibility for special accommodations.

## Writing Center/Multimodal Communications Lab

The Writing Center is located in W. T. Young Library, Thomas D. Clark Study, 5th Floor, West Wing. You can walk in or make an appointment by phone (859-257-1368) or online (<http://web.as.uky.edu/oxford/>). The staff can help you identify and correct problems with all aspects of your writing as well as work with you on visual design. If you have additional problems with speaking, you may go to the Multimodal Communication Lab in 106 Grehan (859-257-8370). Consider going to either location if you feel stuck at any stage of the communication process. Take advantage of tutoring assistance early, so you have time to get feedback and make changes.

**Please Note:** these labs do not offer editing services; rather, they offer helpful feedback to guide you as you revise your own compositions.



## Coursework



	Assignment (due dates on course schedule below and Bb)	Worth	Grade Scale
Project 1	P1 component 1: position shift podcast	10%	A=90-100% B=80-89% C=70-79% D=60-69% E=0-59%
	P1 component 2: position shift PowerPoint	10%	
	P1 component 3: position shift essay	15%	
Project 2	P2 component 1: analysis essay	25%	
	P2 component 2: analysis speech	20%	
Major Assignments	individual blog; proposals; transcripts; outlines; peer feedback; & final reflection podcast	10%	
Homework	includes process work, Db posts & comments, research, exercises, activities, & pop quizzes	10%	

### General Coursework Information

- Instructions for all projects, major assignments, & homework are listed by due date on Bb, corresponding to the appropriate due date folder listed on the course schedule.
- Coursework that does not follow instructions or meet project and assignment requirements (beyond minimum length requirements) will receive grade deductions that could lead to a failing grade on the work.

### Verifying Assignment Submissions

Since the only way I can verify that you have completed an assignment on time is to note the time stamp when you submit the work online, it's important that you verify submissions you make to Bb when you post document files. To check document uploads: After you submit an assignment, click the "My Grades" button. If you see an exclamation point (!) next to that assignment, it worked. If you don't see it, resubmit the file and re-verify. To verify discussion board and other posts, simply click on the link to your thread and review the submission.

### Checking Grades

All assignment grades will be posted regularly under the "My Grades" button on the main menu. This allows you to track your progress throughout the class. I grade assignments within two weeks of the due date, so please do not contact me before the end of these two weeks to ask about your grades.

My assessments for project work and major assignments usually include both general and specific comments and a grading rubric gauging your skill levels. When you receive these with my feedback, please read them carefully. My critiques are meant to help you improve on future assignments. If you need clarification on my comments, please email me once you have read all of my feedback.

### A Note on Readings

Readings cover the skills and content lessons that will allow you to become a more effective communicator. Some readings have PPT and video supplements—use them in conjunction with the reading, not in place of it because the readings are more detailed. While there may not be an activity or assignment directly following each reading, you are responsible for all assigned content—both for understanding it and applying it to your assignment and project compositions.

## General Coursework Guidelines

Follow the instructions to prepare and submit different types of coursework for this class. Content instructions for homework and major assignments are either on Bb under the menu buttons according to due date or at the end of PPT viewings. The abbreviations in parentheses below identify the type of assignment in the course schedule.

### *For Project Work (P1 & P2) and Major Assignments (MA):*

Specific instructions for the project work, including submission requirements, is listed under the “Projects” menu button on Bb. Save Word and PPT files for different component work as you compose, and title the work: Your Last Name-Component (example: Palumbo-Anlaysis Essay).

**Note:** All proposals (which are MA) should be written in essay format, meaning full sentences and paragraph form, without bullet points or numbering. They also need to include the specific points noted in the instructions. You will turn these in on Bb.

### *For Responses & Writing Activities (R):*

Assignment title and word limit will be noted in the detailed instructions. Compose your responses and writing activities on a Word document. Save the document and title it: Your Last Name-Assignment Title (example: Palumbo-Intro Video). Upload the file into the appropriate assignment under the appropriate week.

### *For Worksheets/Templates (W):*

Download the worksheet/template from Bb to complete with the proper information. Save the file and title it: Your Last Name-Worksheet Title. Upload the completed worksheet into the appropriate assignment under the appropriate week.

### *For Discussion Board Posts (Db):*

Assignment title and word limit will be noted in the detailed instructions. Compose the Db post content on a Word document to save for your files. Post activity to the Db thread with the same title as the assignment, beginning your post title with your last name (you can write whatever you want for the rest of the title). Don’t upload the file; just copy and paste the content into the Db message box.

### *For Discussion Board Comments (C):*

Unless otherwise instructed, consider your peer’s ideas or examples and respond to them as you would in a conversation about issue. There is generally no word limit, but your comment needs to show thoughtful consideration and an attempt to engage your peer’s post (evaluation, as in “great post” does not count).

### *For Emails (E):*

Use proper email etiquette (informative subject heading, proper greeting, a professional body using punctuation and standard grammar, and a signature) and include the content directed by the instructions. Emails that do not exhibit proper etiquette will not receive points.

## Tentative Coursework Schedule

(Subject to Change with Notice)

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### Reading This Schedule

- All coursework submission deadlines are noon, ET on the due dates below.
- Our schedule runs Monday through Sunday, though due dates are generally Tuesday and Friday
- Videos, weblinks, PowerPoints, & PDF attachments are on Bb under folder links according to due date.
- Abbreviations used in the schedule are as follows:
 

○ <b>Bb:</b> Blackboard	○ <b>CDA:</b> Compose, Design, Advocate
○ <b>Db:</b> Discussion board	○ <b>PDF:</b> Supplementary handout (posted on Bb)
○ <b>HB:</b> Handbook	○ <b>PPT:</b> PowerPoint viewing (posted on Bb)



**Please Note:** The compressed nature of summer courses means that what you would normally do over two weeks, you will now do over one week. This means that every due date covers one week of material. Thus, the reading and composing work will seem heavier than normal, even though you will cover the same amount as you would in a traditional WRD 110 class. Also, the readings and assignments are a bit heavier at the beginning of the semester to ensure you grasp the basics before you move on to the project work. The load lightens as the semester progresses. If you manage your time well, you will be fine.

WEEK	P1 LESSON OVERVIEW & ASSIGNMENT DEADLINES	
Project 1  Week 1	<p><b>LESSONS</b></p> <p>Read syllabus            Read CDA:              Introduction, Designing compositions rhetorically              Ch. 1, A rhetorical process for designing compositions              Ch. 2, Laying out a design plan</p> <p>View PPT:              Rhetorical Situations              Critical Reading</p> <p>Read PDF:              P1 instructions              Individual Blog instructions</p>	<p><b>HOMEWORK DUE SUN 6/10</b></p> <p><u>Instructions on Bb</u>            R: Syllabus quiz            Db: Post personal introduction            C: 1 personal intro peer comment</p> <p><u>Instructions on Rhetorical Situations PPT</u>            Db: Communication Reflection</p> <p><u>Instructions on Critical Reading PPT</u>            Db: P1 Critical Reading.            C: 1 P1 Critical Reading peer comment</p>
Week 2	<p style="text-align: center;"><b>TUESDAY 6/12</b></p> <p><b>LESSONS</b></p> <p>Read CDA: Ch. 9, About visual modes of communication            Review OWL weblink sections:              Starting the Writing Process              Prewriting (Invention), 3 sections              Essay writing, 3 sections              Visual Rhetoric, 2 sections</p> <p>Read PDF:              Lamott “Shitty First Drafts”              Walker “Beauty, When the Other Dancer”</p> <p>View PPT:              Composing Process              Web Design Principles              Narration &amp; Description</p> <p><b>HOMEWORK DUE</b></p> <p><u>Instructions on Web Design PPT</u>            Db: Design Assessment</p> <p><u>Instructions on Composing Process PPT</u>            R: Lamott Response.            W: P1 Exploration Worksheet            Db: P1 Exploration            C: 2 P1 Exploration peer comments</p> <p><u>Instructions on Narration &amp; Description PPT</u>            R: Walker Response.            W: Figurative Language Worksheet</p>	<p style="text-align: center;"><b>FRIDAY 6/15</b></p> <p><b>LESSONS</b></p> <p>Review OWL weblink sections:              Thesis              Paragraphs</p> <p>View PPT: Intros &amp; Conclusions            Read PDF:              Haynsworth “My Volvo, My Self”              Oral Presentation Skills</p> <p>View PPT: Oral Presentations            Watch 2 student speech videos</p> <p><b>HOMEWORK DUE</b></p> <p><u>Instructions on Bb</u>            MA: <b>Position Shift Topic Proposal</b>            E: Email instructor your blog / Make blog available            R: Haynsworth Response            R: Paragraph Practice</p> <p><u>Instructions on Oral Presentations PPT</u>            Db: Learning by Watching.            C: 1 Learning by Watching peer comment</p>

<b>Week 3</b>	<b>TUESDAY 6/19</b>	<b>FRIDAY 6/22</b>
	<p><b>LESSONS</b>            Read CDA:                Ch. 8, About oral modes of communication                Ch. 3, developing (a more complex) statement of purpose            Review OWL weblink: Developing an Outline (3 sections)            Watch Videos:                Explode the Moment                Outlining            Read PDF: P1 Podcast Rubric</p> <p><b>HOMEWORK DUE</b>  <u>Instructions on Bb</u>            MA: <b>Podcast Draft (minimum 500 words)</b>            R: Introduction Practice</p>	<p><b>LESSONS</b>            Read HB:                Ch. 30, Avoiding plagiarism                Ch. 33, MLA documentation style            Review OWL weblink: Designing Effective PPT (3 sections)            View PPT: Using PPT</p> <p><b>HOMEWORK DUE</b>            P1: <b>Position Shift Podcast</b>—post on blog            P1: <b>Podcast Transcript</b> —submit to Bb</p>
<b>Week 4</b>	<b>TUESDAY 6/26</b>	<b>FRIDAY 6/29</b>
	<p><b>LESSONS</b>            Read CDA: Ch. 4, Producing a (more complex) composition            Review OWL weblinks:                Proofreading (all 5 sections)                Revision Outlining            Review HB: Ch. 1-9, Sentence clarity sections            Read PDF:                P1 Essay Rubric                P1 PPT Rubric</p> <p><b>HOMEWORK DUE</b>  <u>Instructions on Bb</u>            R: Exploding a Moment            MA: PPT draft</p>	<p><b>HOMEWORK DUE</b>            P1: <b>Position Shift PPT</b>—post on blog            P1: <b>Position Shift Essay</b>—post on blog, submit to Bb</p>
<b>Project 2</b>	<b>TUESDAY 7/3</b>	<b>FRIDAY 7/6</b>
	<p><b>LESSONS</b>            Read CDA: Ch. 7 &amp; review Ch. 9            Read HB: Ch. 25-28, sections on research            View PPT: Understanding Analysis            Read PDF:                Analysis Overview                Project 2 (P2) Instructions                Gladwell, “The Science of Shopping”</p> <p><b>HOMEWORK DUE</b>  <u>Instructions on Bb</u>            MA: One P1 podcast &amp; PPT peer critique            MA: Your P1 podcast &amp; PPT self-critique            R: Plagiarism Reflection            Db: P2 Exploration            C: 2 P2 Brainstorm peer comments            R: Gladwell Response</p>	<p><b>LESSONS</b>            View PPT: Conducting an Interview            Read HB:                Ch. 33, MLA documentation style (review)                Ch. 34, MLA manuscript format</p> <p><b>HOMEWORK DUE</b>  <u>Instructions on Bb</u>            MA: <b>Analysis Topic Proposal</b>            R: Research Plan  <u>Instructions on Conducting an Interview PPT</u>            R: Interview Reflection            R: Interview Questions</p>
<b>Week 5</b>		

	TUESDAY 7/10	FRIDAY 7/13
Week 6	<p><b>LESSONS</b> View PPT: Mapping an Analysis Read PDF: Questions for Analysis Mathieu “Rhetoric of Gourmet Coffee” Read HB: Ch. 29, Supporting a thesis Ch. 31, Integrating nonfiction sources View PPT: Using Quotes Integrating Sources Read PDF: Solnit “Detroit Arcadia”</p> <p><b>HOMEWORK DUE</b> <u>Instructions on Mapping an Analysis PPT</u> R: Mathieu Response R: Fieldwork Notes Db: Read this Space C: 1 Read this Space peer comment <u>Instructions on Integrating Sources PPT</u> R: Solnit Response R: Integrating Sources</p>	<p><b>LESSONS</b> Review OWL weblink: Peer Review Presentation Read PDF: Straub “Responding, Really Responding”</p> <p><b>HOMEWORK DUE Friday, 7/13</b> <u>Instructions on Bb</u> MA: <b>Analysis Essay Draft (minimum 1500 words)</b> Submit on Bb and email your draft to your assigned peer feedback group, being sure to copy the instructor on the email for verification.</p> <p><b>HOMEWORK DUE Sunday, 7/15</b> <u>Note extra due date:</u> MA: Email your comments (marginal and end note) on your assigned peers’ drafts <i>by midnight on Sunday, 7/15</i> in order to receive credit. Email your comments to your peers using proper email etiquette, being sure to copy the instructor on the email for verification.</p>
Week 7	<p><b>LESSONS</b> Watch Video: Delivering Effective Presentations</p> <p><b>HOMEWORK DUE</b> <u>Instructions on Bb</u> R: Peer Feedback Summary (of their comments) W: P2 Analysis Essay Self-Assessment Rubric R: Works Cited page draft</p>	<p><b>HOMEWORK DUE</b> P2: <b>Analysis Essay</b>—post on blog, submit to Bb P2: <b>Analysis Visuals</b>—post on blog P2: <b>Analysis Interview Transcript</b>—post on blog</p>
Week 8	<p><b>LESSONS</b> Review CDA: Ch. 8 Review weblink: Speech Preparation #3 View PPT: Organizing Presentations</p> <p><b>HOMEWORK DUE</b> <u>Instructions on Organizing Presentations PPT</u> Db: Activity, Oral Presentations C: peer comments</p>	<p><b>HOMEWORK DUE</b> <u>Instructions on Bb</u> MA: <b>Analysis Speech Video Rehearsal</b>—two different recordings of yourself practicing R: Revision plan</p>
Week 9	<p><b>LESSONS</b> Read PDF: Reflection Podcast Instructions</p> <p><b>HOMEWORK DUE</b> P2: <b>Analysis Speech Video</b>—post on blog P2: <b>Analysis Speech Outline</b>—submit to Bb P2: <b>Analysis Speech Works Cited</b>—submit to Bb</p>	<p><b>HOMEWORK DUE</b> MA: Final Reflection Podcast—post on blog</p>