**English 102 Hybrid**

**Syllabus and Course Guidelines**

**Fall 2014**

Line # 71241 – Thursdays 12:00-1:15pm and online

**Instructor:** Jennifer Russum

**Office:** LL 320, Tempe Campus

**Email:** [jennifer.russum@asu.edu](mailto:jennifer.kaminske@asu.edu)

**Office Hours:** Tuesdays 10:00am-12:00pm (in office), Thursdays 10:00-12:00 (online), and by appt.

**Writing Programs:** <http://english.clas.asu.edu/writingprograms>

**Required textbook:**

Ramage, J. D., Bean, J. C., & Johnson, J. *Writing arguments: A Rhetoric with Readings*. New York: Longman, 2011. 9th ed.

**Course description:**

Most people write to enter into the “conversations” of a variety of communities, and to share ideas and perspectives that may shape or change what is already known. Recently, people write more and more often in digital spaces in order to communicate across broad networks, to create and store information, and to build identities online for a variety of purposes. In English 102, students will develop sophisticated critical reading and writing strategies, with special attention given to how people build identities and make arguments in digital spaces. Students will craft their own arguments and analyze the arguments of others.

**Course Goals:**

Through this course, students will:

* identify and evaluate key rhetorical strategies, with an emphasis on ethos, logos, pathos, and kairos
* engage in a variety of research methods to study and explore the rhetorics of online spaces
* synthesize and analyze multiple points of view
* articulate and support one's own position regarding a contested issue
* adjust writing to multiple audiences, purposes, and conventions
* write and revise drafts and integrate feedback from peers, teachers, and other readers
* use structure, language, documentation, and format appropriate for audience and purpose

**Attendance:**

You are allowed to miss our in-person class meetings **two (2) times**. If you miss more than two times, you will automatically fail the course according to Writing Programs policy. There are no “excused” absences in Writing Programs classes, so please don’t ask me if an absence is excused or try to bring me a doctor’s note. I expect you to be on time to class and if late arrivals become a problem, I reserve the right to implement a tardy policy at any point during the semester. However, if you are more than 15 minutes late to class or if you leave early, it will count as an absence. We only meet in the classroom once a week, so it’s very important that you are there for the full class period.

**Homework:**

Homework includes: reading assignments and responses, recording and tracking online data, blog posts, drafting, peer responses, and any other activities done at home or online.

**Participation:**

Participation includes: class discussion, group work, attendance and anything else we do in class that requires your attention and engagement. If you are absent, you will lose participation points for the day.

I do not accept ANY late work, so you need to attend class consistently to keep work and grades up-to-date. **Computer and printer problems are not valid excuses for late work.**  I also **do not accept e-mailed assignments** unless prior arrangements have been made due to extenuating circumstances. This means that being absent is not an excuse to turn work in late. I will not take it, unless you have made arrangements with me *before* your absence. If you are absent, you should still be prepared for the next class that you attend. Homework and participation will account for 40% of the course grade, so make every effort to come to class and keep up with all assignments.

**Writing Projects:**

There are three writing projects and a final portfolio in English 102. You must submit all writing projects to pass the course. For each calendar day that a project is late, I reserve the right to deduct one letter grade from the final grade on the project. All drafts of the writing projects should be typed, double-spaced and stapled.

*Project One:* A rhetorical analysis. You will evaluate the values of the group you are studying based on the rhetoric and the appeals used in the space.

*Project Two:*  Choosing a side. You will determine a conflict or contested definition amongst the members of the community you are studying. You will then research the topic or the word and take a clear stance on the issue.

*Project Three:* Creating knowledge. After you have studied and interacted with your group for a significant amount of time, you will create a product or text to teach, tutor or aid the members in your group on a topic or task that pertains to your community’s interests.

**Grading:**

The course grade is composed of the following:

Participation 10%

Homework: 30%

Project 1: 20%

Project 2: 20%

Project 3: 20%

**Peer Workshops:**

Reading and responding to each other’s papers is one of the most important things we will do in this course. For each writing project you will respond to your group members’ papers via Google Drive. The comments you write to the author of each paper will be worth double a regular homework grade, so make sure you respond in a thorough and timely manner each time your group trades drafts. Directions for giving comments can be found in the weekly schedule below.

**Extra Credit:**

I will never offer “special” extra credit to one person and not to the rest of the class, so please don’t ask if there is anything you can do for extra credit at the end of the class when your grade is not as high as you would like. If you find yourself in this position, chances are you did not take advantage of extra credit earlier in the semester and did not make an effort to get one-on-one help on writing assignments. That being said, there are two opportunities everyone has for extra credit in my class:

1) *Volunteer a draft.* For every writing project, I will ask for a volunteer to submit his or her work-in-progress paper. We will put the draft up on the overhead in class and talk about what that writer has done well and also offer feedback on what could be changed, improved, or clarified. Basically, you get extra credit AND lots of helpful advice from your classmates (and me), which often results in a stronger final draft.

2) *Attend office hours.* You can visit me as often as you like to receive help, but I will give you extra credit for one (1) office visit per writing project (mandatory conferences don’t count).

\*Because I offer extra credit during the semester, I will never round up grades at the end of the semester as your grade might already include some bonus points.

**STANDARD WRITING PROGRAMS POLICIES:**

**1. Policy on class attendance**

Students are expected to attend all class sessions. Because Writing Programs courses incorporate frequent small- and large-group activities into lessons, students who are absent affect not only their own learning, but that of their fellow students. Therefore, only two weeks’ worth of absences (see below) will be allowed for the semester, regardless of reason, including documented illness or emergency. Students who exceed two weeks’ worth of classes will fail the course, unless they withdraw (see http://students.asu.edu/withdrawal).

* Hybrid classes: In the case of hybrid course that meets once a week, a student who misses more than two (2) face-to-face classes - will fail the course with a grade of E. Definition of attendance for hybrid class days: A student who fails to post an acceptable assignment to the class website during the assigned "window" of time will be counted absent for that class day.
* Technical problems online: While these do occur either at home or from an on-campus connection, they are usually not valid reasons for failing to fulfill the requirements for attendance on that day. Students are responsible for allocating enough time to complete online assignments, and they should include the possibility of technical "glitches." Thus students need to allow enough time to try again later or to travel to a campus computer lab or alternative location to complete the assignment and therefore avoid an absence for the missed deadline. Exceptions may be made by the instructor in the event of widespread computer viruses or some other large-scale event affecting ASU's computer network, but exceptions will not be made for routine computer problems.
* Note: Students who participate in university-sanctioned activities and/or who will be unable to meet the attendance requirements for a particular section should move to another section where their activity schedules will not interfere with their classroom obligations (students can freely switch sections during the first week of the semester). To accommodate students who participate in university-sanctioned activities, ASU Writing Programs offers sections of many courses online and at various times of the day and week. We have asked advisors across campus to help students enroll in appropriate sections. If you think that this course may conflict with a university-sanctioned activity in which you are involved—athletics or the debate team or another—please see me immediately.
* Note: Writing Programs is sensitive to the religious practices of the various religious faiths represented in the student body of the university community. Writing Programs’ standard attendance policy listed here provides reasonable accommodation for individual religious practices. Students who anticipate absences due to religious reasons should plan their absences in the course accordingly. To accommodate students’ religious practices, ASU Writing Programs offers sections of many courses online and at various times of the day and week. We have asked advisors across campus to help students enroll in appropriate sections. If you think this course may conflict with your religious practices, please see me immediately.

**2. Attendance: first week of classes**

According to university policy, students who are registered but do not attend any of the first week of classes may be dropped. Students enrolled in hybrid/online courses must make every reasonable attempt to attend class or contact the instructor during the first week. After the first week those who do not show up either in person or by calling or e-mailing the instructor may be dropped.

**3. If I am absent**

If I need to cancel class for any reason, I will contact you via e-mail. If possible, I will also try to get someone to post a sign. However, if you come to class and I have not arrived by the time 15 minutes have elapsed (from when class is to start), please assume that class is cancelled, and check e-mail frequently afterwards for further instructions.

**4. Grading**

Grading is based on specific assignment criteria, and will follow English Department standards for content, organization, expression, and mechanics. To compute final course grades, the following values are assigned to the standard letter grades of A through E:

A+ = 4.3 (100+%)

A = 4.0 (93-99%)

A- = 3.7 (90-92%)

B+ = 3.3 (87-89%)

B = 3.0 (83-86%)

B- = 2.7 (80-82%)

C+ = 2.3 (77-79%)

C = 2.0 (70-76%)

D = 1.0 (60-69%)

E = 0.3 (1-59%)

No paper = 0.0

**5. The public nature of writing and discussions**

Please consider every piece of writing you do for this class to be "public property." Remember that you will often be expected to share your writing with others, so avoid writing about things that you may not be prepared to subject to public scrutiny, or things you feel so strongly about that you are unwilling to listen to other perspectives. This does not mean that you are not entitled to an opinion but that you adopt positions responsibly; please be considerate of others’ contributions and viewpoints. This course may contain content (assigned readings, in-class discussions, etc.) deemed offensive by some students. If you have concerns about any course content, please bring these concerns to the attention of your instructor.

**6. Technological Distractions**

Refrain from any unauthorized usages of technology during our class sessions. Please put all hand-held electronic devices away. I will expect computers and laptops to be used for classroom activities only. If I sense you are distracted by technology in class, you will lose participation credit for that day and I reserve the right to ask you to leave the room.

**7. Late Writing Projects**

For each calendar day that a project is late, I reserve the right to deduct one letter grade from the final grade on the project.

**8. All writing for this class must be written for this class**

To pass this class all major writing assignments must be submitted, and note that all writing for this class must be written for this class. Resubmitting a paper from another class or elsewhere constitutes academic dishonesty. If you wish to further pursue a project begun in another class or develop ideas you have written about in another class, please discuss your plans with me first.

**9. Academic Dishonesty**

Students are expected to write and submit original work in Writing Programs classes, and to incorporate others’ words, images, or ideas into their writing using standard citation practices. Academic dishonesty in any form (see http://provost.asu.edu/academicintegrity/policy/StudentObligations) will not be tolerated, and students are expected to be familiar with all relevant university policies. The Academic Integrity Policy is located at http://provost.asu.edu/academicintegrity.

**10. Disruptive, Threatening, or Violent Behavior**

Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime. A disruptive student may be withdrawn from a course with a mark of “W” or “E” when the student’s behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor. Disruptive behavior in any form (see www.asu.edu/studentaffairs/safety/definitions.html) will not be tolerated, and students are expected to be familiar with all relevant university policies. ASU Student Rights and Responsibilities are located at https://students.asu.edu/srr/code.

**11. Accommodations for Students with Disabilities**

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. If students wish to request accommodation for a disability, they must be registered with the Disability Resource Center (DRC) and submit appropriate documentation from the DRC in advance of the request. Additional information can be found at the DRC website: http://www.asu.edu/studentaffairs/ed/drc/.

**12. End-of-Semester Portfolio Collection**

All students will submit a portfolio of their work to the Writing Programs Portfolio Archive at the end the semester. This portfolio will consist of the final drafts of all major writing projects. This portfolio will be submitted digitally as a single PDF containing the major project final drafts in chronological order. Additional information and instructions for submission will be provided before the end of the semester.

**Writing Project One: A Rhetorical Analysis**

Often certain norms for specific websites will develop as members in an online space adopt shared values and beliefs. Based on James Paul Gee’s work on passionate affinity spaces and Henry Jenkin’s work on participatory cultures, your job is to determine what the values are in the site you are studying based on how people write and interact in the space.

**Assignment:**

You will analyze all parts of your digital community: the visual/design aspects of the website, the writing style(s) used there, the relationships of the people who interact there, common phrases or words, expectations in the way members behave, etc. To adequately complete this project, you will need to be consistently recording data from your site, writing down observations, taking screen shots, and recording your interactions within and reactions to your space before you begin writing your paper. After you collect and analyze your data, you will write an argument stating what you believe the values of your group to be and why, with data from your website to support your claims.

**Questions for consideration:**

These are just ideas to help you think about your space. You DO NOT need to address all of these questions in your paper, but you will probably want to cover at least some of them depending on the features of your space.

* How are appeals to logos, pathos, ethos, and kairos used in this space?
* Who is “in charge” here?
* How do you build a strong reputation or become a leader in this space?
* What did you need to learn about the site in order to navigate it or interact within it?
* What graphic/visual elements are important here?
* How did you set up your profile? What elements are considered important to a member’s profile?
* What type of language do people use in this space? What is the tone of the writing?
* Do you need to act or write a certain way to be accepted by other members?

**Grading Criteria:**

* discusses the various aspects of the community: the design, writing, and interactions of the members
* examines what values or beliefs are held by group members based on rhetorical evidence
* gives a clear argument for what these values/beliefs are
* uses quotes or pictures from the site as evidence
* uses at least two outside sources (choose Gee or Jenkins plus one other text, either a reading from class or one you find on your own)
* is organized in a sophisticated and logical manner and uses transitions between paragraphs/ideas
* has been thoroughly edited so that it is readable and appropriate for an academic audience; this includes grammar and formatting

**Requirements:**

* Typed, double spaced, Times New Roman or Arial font, size 12
* 3-4 pages {approximately}
* MLA or APA format (whichever you prefer, but be consistent)
* Includes a works cited/bibliography and in-text citations

**Due Dates:** First draft – Sept. 23rd //Peer workshop – Sept. 25th- 30th // Final draft – Oct. 5th

**Writing Project #2: Taking a Stance**

You have probably begun to notice that not everyone in your space agrees on every issue. While most of your group members probably hold many of the same general values (a love of football, a desire to make crafts out of recycled elements, the support of a particular presidential candidate, etc.), you have probably noticed that there are also topics or definitions that group members like to argue about (For example: what qualifications should a player have to win the Heisman trophy?}.

Or perhaps you’ve run into a problem in your space. Maybe you haven’t felt welcomed by other members or their values seem to contradict the purpose of the site. Perhaps the moderators limit the conversation taking place too much or maybe the site is overrun by spam and ads and there is no moderator to clean it up. Whatever it may be, you have identified a problem on the site that needs a solution.

**Summary:** You have two ways to address this prompt. 1)You can identify one of the contested issues or definitions in your digital space and take a stance. Write a clear argument for your opinion on the topic or your definition for the ambiguous term. 2) You can identify a problem in the way your site functions and suggest a solution or a change that should be made to improve your space.

**Assignment:**

You will make a rhetorically sound argument, with solid evidence and acknowledgment of opposing viewpoints. You should research the issue you are examining (for example, the history of the Heisman Trophy or the role of website moderators), citing at least two outside sources relating to your topic. If you are arguing for the definition of a word or phrase, your research should examine the origins, uses, alterations, contexts, and cultural reception of the term. Secondly, you should make observations about how this issue or word is addressed on your website. What are members saying about this topic? How is this problem surfacing on your site? Finally, you should combine your research and your observations to write a clear argument on your position, using appropriate appeals, evidence, and tone. Ultimately, you should craft a clear stance on your issue or argue for a solution or change within your online space.

**Grading Criteria:**

* has a clear claim that argues for a specific stance on an issue, solution for a problem, or a definition of a word/phrase.
* offers appropriate background on the issue; you must cite at least two (2) outside sources.
* uses the appropriate rhetorical appeals to make its argument.
* anticipates rebuttals and addresses opposing points of view in a respectful manner.
* effectively persuades the reader to consider the writer’s argument.
* is organized in a logical manner and uses appropriate transitions between paragraphs/ideas.
* demonstrates the writer’s dedication to thoughtful revision.
* thoroughly edited and formatted for an academic audience.

**Requirements:**

* Typed, double spaced, Times New Roman or Arial font, size 12
* 4-5 pages (approximately)
* MLA or APA format (whichever you prefer, but be consistent)
* Includes a works cited/bibliography and in-text citations

**Due Dates:** First draft – Oct.28th // Peer Workshop – Oct. 30th – Nov. 4th // Final draft – Nov. 9th

**Writing Project #3 – Creating Knowledge**

You have been studying your space for a few months now. You have analyzed the values of its group members and identified tensions and conflicts within this space. Now it is time to become a creator of knowledge within your space.

**Summary:** Your job is to create some type of project/text/visual that shares knowledge with the members of your group or teaches them something new. Did you perfect your cast in fly fishing? Create a video tutorial and post it on your website. Did you make up a new recipe or try a new art project that your digital community would be interested in learning? Share it with instructions and photos so others can recreate the recipe or project at home. If your site is more discussion based in nature, you can create various discussion posts and track the responses you receive or create a poll to survey members on important issues on your site. The goals is to interact with other site members and create something new for them to read, watch, or engage with in some way.

Regardless of how you choose to approach this project, your goal is to interact with other site members and create something new for them to read, watch, or engage with in some way. This is still an argument, but a more subtle one than in your last writing project, because you are trying to convince people to learn something new or engage in a new discussion. Your explanation/directions should be organized, detailed and appealing. You want people to be interested in the new knowledge you have to offer them, so your presentation must be convincing and attractive. While you will share these projects with me and your classmates, your primary audience is the members of your digital space. After you post your project, you will track the feedback you get or observe the way the members of your site receive your knowledge. Are they encouraging or resistant? Part of your goal is to make a project that will catch their attention, and if it’s a struggle to do so, you should analyze why your community ignores new knowledge in its space.

**Grading Criteria:**

* clearly articulates new knowledge, whether this is a tutorial, instructions, a piece of prose, etc.
* uses the most appropriate format: video, poster, recipe, survey (a variety of formats will be allowed, but the final result should be polished and suitable for the audience and the topic).
* uses appropriate rhetorical appeals and tone for the intended audience (your digital community).
* is clear, organized, and engaging; viewers should *want* to learn what you are teaching them.
* demonstrates the writer’s dedication to thoughtful creation and revision.
* is thoroughly edited and appropriate for your online audience; grammar and formatting are considered here, although the language should reflect the way members talk/write in your space.

**Requirements:**

* Long ENOUGH. Because of the creative nature of this assignment, there is no page limit, as the text you produce might be visual in nature {video, photographs, graphs, charts, music, etc.} However, your project should be clear and thorough. Your audience should feel enlightened or inspired to try a new project or activity when they get done viewing your text, or they should feel like they benefitted from engaging in a new and interesting conversation on their website. They should not feel confused or that they are still lacking crucial information related to your topic.
* Format is up to you. If you write a traditional piece of prose, please format according to MLA or APA if it applies. If you use outside sources in your project, please give appropriate credit {by linking to other sources on the web, listing outside sources at the end of the video, etc.).

**Due Dates:** First Draft – Nov. 20th // Final Draft – Dec. 4th

**WEEKLY SCHEDULE**

**Digital Research:** You are conducting an “ethnography,” which means you are studying a group of people by going into their culture and interacting with them. For this class, the culture you examine will be a digital one. Once you choose your digital space, you will be expected to **spend approximately five hours a week** there, observing, interacting, and participating with the members of your site. You should be meeting people in this space, talking about the things they talk about, using their language, and participating in their activities, etc. You will keep a log of your activity in your space (time spent and what you did to interact with your group) and you will turn it in with each writing project during the semester.

**Overview of schedule:** We meet in the classroom each Thursday. On Tuesdays, you will typically have one or two activities to complete online and they should be posted by 11:59pm on Tuesday night unless otherwise noted.

**Reading responses:** Typically, there will be two reading assignments per week – a short reading from the textbook and an additional reading about online research. Once you finish your reading assignment, you should post a reflection about **each** of the readings on the class discussion board. This reflection might relate to the paper you are currently writing, how one of the readings impacted you or challenged your perspective, whether or not you agreed or disagreed with a reading and why, etc. You should end each reflection with a question for your classmates to answer. You might ask class members to help clarify a part of the reading that confused you or you can pose a question for your classmates to consider about the text or your point of view. These responses can be brief, but they should be thoughtful and prove to me that you worked to understand the text(s) assigned. Once you post your own response, you need to respond to one other classmate. This is the routine every week, whenever the schedule below says “Reading and respond.” This assignment (both your own reflection and your response to a classmate) are always due Monday nights by 11:59pm unless otherwise noted.

**\*** I realize this is a rigorous schedule of reading and responding, so you are allowed to skip one reading response during the semester, and it will be marked as excused in the grade book. Use your skip wisely!

**Peer workshops:** You will be placed in peer workshop groups and these are the classmates you will exchange papers with each time a first draft is due. You will upload your own paper to Google Drive (you will be given a link to your group’s folder) by the deadline, and then over the next few days you will read through your group members’ papers and give them feedback to help them improve their paper before the final draft is due. You should leave at least six comments on each paper: two positive comments describing things the author has done well in his or her paper, three suggestions for revision (these should be big or “macro” issues such as needing more clarification, reordering their ideas, adding an example, deleting redundant sentences, etc.), and finally at least one editing/proofreading correction (these are small or “micro” issues such as misspellings, misuse of punctuation, incorrect citation style, etc.). You may leave additional comments if you like, but these six comments are required on every draft you read in your group. Peer workshop grades are worth double a normal homework grade, because the work is time consuming but very important.

**WEEK ONE**

**8/21 Thursday {classroom} –** Introductions. Overview of syllabus and semester project.Overview of Schoology website. Give instructions on choosing online space

* 1. Update your Schoology profile and write a brief bio for your profile to introduce yourself to the class by 11:59pm on Sunday, August 14th.
  2. During the semester each of you will be choosing an online community to research. On the discussion board titled “Blog Post #1 - Topic Choice,” please write about which of the following topics interests you most: music, television, film, sports, health, arts and crafts, food, video games, and politics. Choose your favorite TWO topics and explain WHY you are interested in them. Post by 11:59pm on Sunday, August 24th.

**WEEK TWO**

**8/26 Tuesday {online} –**

1. Read and respond (#1) by 11:59pm on Tuesday, August 26th: *Writing Arguments* {*WA*} pp. 2-15 and *Netnography* excerpt found in Class Readings folder on Schoology. Remember to post your own reflection and respond to one classmate’s post as well.

**8/28 Thursday {classroom}** –

Discuss Netnography. Introduce WP1. Explain data logs and read excerpt on field notes. Meet with research groups for the first time.

**WEEK THREE**

**9/2 Tuesday {online}** –

1. Choose the online space/community you plan to study this semester and write Blog Post #2 – Community Choices. Tell us the space you chose and why. Also, tell us briefly what you think it will be like in the space – How will the members interact? What is valued there? Will they accept you? Post by 11:59pm on Tuesday, September 2nd.
2. Read and respond (#2) by 11:59pm on Tuesday, September 2nd: *Writing Arguments* {*WA*} 58-61 and excerpt on “Passionate Affinity Spaces” by James Paul Gee found in Course Readings folder on Schoology.. Remember to post your own reflection and respond to one classmate’s post as well.
3. Write Blog Post #3 describing at least two of the features of Affinity Spaces you have witnessed on your site so far. Due by 11:59pm on Tuesday, September 2nd.

**9/4 Thursday {classroom} –** Discuss Passionate Affinity Spaces and the various rhetorical appeals witnessed so far on websites.

**WEEK FOUR**

**9/9 Tuesday {online} –**

1. Read and respond (#3) by 11:59pm on Tuesday, September 9th: *WA* 89-96 and “Participatory Cultures” by Henry Jenkins et al. (found under “Course Readings” on Schoology).
2. Write Blog Post #4 describing at least two of the features of Participatory Cultures you have witnessed on your site so far. Due by 11:59pm on Tuesday, September 9th.

**9/11 Thursday {classroom} –** Discuss Participatory Cultures and values seen on websites. Write outlines for WP1.

**WEEK FIVE**

**9/16 Tuesday {online} –**

1. Spend some time making sure your data log is up to date and write some field notes.
2. Write an outline for your WP1 on Schoology by Tuesday, September 16th at 11:59pm. I will respond and give you feedback, so please check back.

**9/18 Thursday {online} – No class meeting!** Begin writing first draft for WP1. Upload at least two full pages of writing to Google Drive folder by 11:59pm on Tuesday, September 23rd.

**WEEK SIX**

**9/23 Tuesday {online} –**

1. Upload at least two full pages of your WP1 draft to Google Drive folder by 11:59pm on Tuesday, September 23rd.

**9/25 Thursday {classroom} –** Volunteer draft. Begin peer workshops in Google Drive.

**WEEK SEVEN**

**9/30 Tuesday {online}** –

1. Respond to your group members’ drafts through Google Drive. You should leave at least five comments on each paper: two positive comments describing things the author has done well in his or her paper, three suggestions for revision (these should be big or “macro” issues such as needing more clarification, reordering their ideas, adding an example, deleting redundant sentences, etc.), and finally at least one editing/proofreading correction (these are small or “micro” issues such as misspellings, misuse of punctuation, incorrect citation style, etc.). You may leave additional comments if you like, but these six comments are required on every draft you read. Peer workshop grades are worth double a normal homework grade, because the work is time consuming but a very important part of the course since you are helping each other improve your writing. All comments should be completed by 11:59pm on Tuesday, September 30th.
2. After you receive your peers’ comments on your paper, make revisions on your own draft as necessary. Bring one HARD (PRINTED) COPY of your REVISED WP1 draft to with you on Thursday, as well as your WP1 data log.

**10/2 Thursday {classroom}** – Volunteer draft. In-class editing. Q&A for WP1. Introduce WP2.

\*\*\***WP1 is due by 11:59pm Sunday, October 5th!** Your project should be uploaded to the assignment drop box on Schoology.

**WEEK EIGHT**

**10/7 Tuesday {online}** –

1. Read and respond (#4) by Tuesday, October 7th at 11:59pm: *WA* 109-119.

**10/9 Thursday {classroom**} – Tour of library website; explain student selected reading assignments and sign up for reading schedule; discuss contested issues with group members.

1. Student selected readings #1 and #2 should be posted by 11:59pm on Friday, Oct. 11th. The rest of the group should read and respond by Wednesday, October 15th, at 11:59pm. \*Wednesday deadline is due to Fall Break! ☺
2. Begin looking for sources for your WP2 topic on the library website. Go to lib.asu.edu. Click “Research Databases” tab at top of page. Click “Academic Search Premier (EBSCOhost)” in right-hand column. Click connect. Begin searching keywords relating to your topic. (Here is a [link](http://library.lib.asu.edu/record=e1000010) to Academic Search Premier.)

**WEEK NINE**

**10/14 Tuesday {online} –Fall break!**

1. Read and respond to student selected readings #1 and #2 by Wednesday, October 15th, at 11:59pm. \*Wednesday deadline is due to Fall Break! ☺

**10/16 Thursday {classroom}** – Discuss rhetorical appeals; discuss topic choices and outlines; grammar/formatting review based on WP1 feedback.

1. Student Selected Reading #3 and #4 articles should be posted by Thursday, Oct. 16th at 11:59pm.

**WEEK ELEVEN**

**10/21 Tuesday {online} –**

1. Read and Respond to Student Selected Readings #3 and #4 by Tuesday, October 21st at 11:59pm.
2. Write Blog Post #5 sharing your outline for WP2 by 11:59pm Tuesday. Also, share two sources that you’ve found for your paper so far and list their bibliographic information in APA or MLA format along with a three sentence summary of the book/article and how it relates to your paper. I will give you feedback on your post, so be sure to check back.

**10/23 Thursday {classroom} –** Invention for WP2, in-class drafting and Q&A

1. Student Selected Reading #5 articles (if applicable to your group) should be posted by Thursday, October 23rd at 11:59pm.
2. Write a first draft for WP2. Upload to Google Drive folder by 11:59pm on Tuesday, October 28th.

**WEEK TWELVE**

**10/28 Tuesday {online} –**

1. Write a first draft for WP2. Upload to Google Drive folder by 11:59pm on Tuesday, October 28th.
2. Read and Respond to Student Selected Reading #5 articles (if applicable to your group) by Tuesday, October 28th at 11:59pm.

**10/30 Thursday {classroom}** – Review volunteer draft{s}, begin peer workshops in class

**WEEK THIRTEEN**

**11/4 Tuesday {online} –**

1. Finish responding to your group members’ drafts through Google Drive. You should leave at least five comments on each paper: two positive comments describing things the author has done well in his or her paper, three suggestions for revision (these should be big or “macro” issues such as needing more clarification, reordering their ideas, adding an example, deleting redundant sentences, etc.), and finally at least one editing/proofreading correction (these are small or “micro” issues such as misspellings, misuse of punctuation, incorrect citation style, etc.). You may leave additional comments if you like, but these six comments are required on every draft you read. Peer workshop grades are worth double a normal homework grade, because the work is time consuming but a very important part of the course since you are helping each other improve your writing. Comments on ALL papers should be completed by 11:59pm on Tuesday, Nov. 4th.
2. After you receive your peers’ comments on your paper, make revisions on your own draft as necessary. Bring one HARD (PRINTED) COPY of your REVISED WP2 draft to with you on Thursday, as well as your WP1 data log.

**11/6 Thursday {classroom} –** Bring a PRINTED copy of your REVISED paper to class as well as your data log. In-class editing. Introduce WP3.

\*\*\***WP2 is due by 11:59pm Sunday, November 9th!** Your project should be uploaded to the assignment drop box on Schoology.

**WEEK FOURTEEN**

**11/11 Tuesday {online}** –

1. Read and respond (#5) by 11:59pm on Tuesday, November 11th: *WA* 194-202 and *Design Literacies* excerpt found in Course Readings folder on Schoology.

**11/13 Thursday {classroom}** – Discuss genres of visual arguments; groups will discuss ideas and logistics for WP3

**WEEK FIFTEEN**

**11/18 Tuesday {online}** –

1. Write Blog Post #6 detailing your plan for WP3. Share as many details as you know at this point.
2. Read and respond (#6) by 11:59pm on Tuesday, November 18th: *WA* 175-181 and *Remix* excerpt found in Course Readings folder on Schoology.
3. Bring your current data collection or a working draft of your project to class on Thursday.

**11/20 Thursday {classroom}** – Review volunteer draft; discuss style components in visual arguments;get/give feedback on WP3 in groups.

**WEEK SIXTEEN**

**11/25 Tuesday {online} –**

1. Complete substantial work on WP3. If you are creating a video or some other multimedia project, you should begin scheduling or filming now. If you are tracking responses to a post you put up on your site, you should get that post up this week.

**11/27 Thursday {online} – Happy Thanksgiving! No class meeting.**

**WEEK SEVENTEEN**

**12/2 Tuesday {online} –**

1. Finish working on WP3.
2. Bring your data log to turn in during class on Thursday.

**12/4 Thursday {classroom}** – Turn in data log for WP3. Complete semester reflection and upload portfolio. WP3 help and feedback. REMEMBER TO COMPLETE YOUR TEACHER EVALUATIONS, PLEASE! ☺

\*\*\***Writing Project 3 should be uploaded to Schoology by 11:59pm tonight (Thursday, 12/4)!**

**Have a great break!**