

CURRICULUM DESIGN PORTFOLIO

IME ATAKPA

PRWR 6500 / SPRING 2019

LAURA MCGRATH

COVER LETTER

Having never designed a class before, I was floundering somewhat at the beginning of this process. I have a strong background in creative writing and wanted my class to reflect that. This is the only jumping off point I had when I took my first small stab in the dark, not knowing how well my ideas would conform to expectations of the course. A lot of that uncertainty is evident in my first lesson plan, unfocused and inchoate. The thread of purpose in that initial attempt is light. In my final lesson plans and assignment sheets, the thread of purpose is much clearer.

As a creative writer, process pedagogy always stood out most to me in that it's functionally non-linear. As a student, I always struggled with the kind of linearity that underlies writing assignments, and for that reason have always appreciated opportunities to revise previous works. This shines through in how I've chosen to sequence activities in the class and assess students. The class unfolds in cyclical fashion, with each writing assignment building off the lessons learned from the last. Initially, I planned on assigning a unit project for every unit. The goal was to have three or four unit projects, each of which would have been 1-2 pages double spaced. While I don't necessarily believe this was a lot of writing, it eventually became clear to me that it would be impossible for students to produce high-level work with that quantity of assignments as well as think reflectively on each one. In order to be able to have a summative assessment of students on their ability to reflect on and improve on their writing, I needed to give them enough space between assignments to breath and collect themselves before returning to their writing. Naturally, then, those plans fell away until I was sitting comfortably at only two unit projects and one semester-long writing assignment. In changing the number of assignments I expected students to complete, I was also able to create a better balance in the class. Whereas the initial plan had been to assign one unit project per unit (hence the name), several considerations outside of the workload pushed me away from that. Firstly, I needed to reduce the amount of work done in the initial weeks that was critical to the remainder of the class. This meant that it would be a rush to push out the first unit project at the end of the third week. Quizzes will keep the class invested until the end of the second unit when the first major writing assignment is completed. Afterward, there is one major, new writing assignment per unit, leading into the last unit during which students revise what they've written. I believe this structure gives students ample time to prepare for and compose their pieces while also clearing up space for me to instruct them on the critical rhetorical concepts that I'll be gauging their work by.

On the note of assessing student writing, I don't believe that heavy formative assessment melds well with a philosophy that respects writing as a process; therefore, I don't intend on attaching a significant portion of students' grades to their performance on individual assignments. When I first conceived the class, I didn't intend on having quizzes at all, but it is crucial to know that the students understand the concepts they're being graded on for their papers. Most of their formative assessments will include quizzes on vocabulary and conceptual

information. Likewise, their papers will largely be graded on how well they are able to apply rhetorical skills (their knowledge of which will be evidenced through their quiz grades) to their writing. This assessment will be tough so as to motivate the level of improvement I'd like to see throughout the semester. Thirty percent of students' grades will depend on their final portfolio—a good portion of that grade will be based on their self-reflective essays—meaning that they can still technically pass the class without turning in the final portfolio if they score perfectly on every assignment beforehand. When considering how I wanted to assess students, it was important to me that no one assignment determines whether they pass or fail the course; I don't want them to conceptualize the course on a pass/fail binary, and the grading criteria for the final portfolio, once I'm able to make critical changes to it, will reflect that. That's not to say that I'm handing out participation grades. Rather, I'd like students who have showed effort and a capacity for growth to be rewarded for both demonstrating and understanding that growth.

Part of my teaching philosophy involves separating students from the mitigation induced by deadlines. This was another factor in my decision to reduce the total number of assignments and provide them more time for self-reflection, a change that not only allowed more space for me to align course objectives with class activities but provided me a better framework to assess students' development throughout the semester. Fewer assignments with more revisions each created more "raw data" as it were for me to provide an accurate assessment of student progress. More so than that, it allows me to better sequence lectures and class time to exploring the various facets of rhetoric that I expect students to respond to and with in their own work. In a model that relied too heavy on composition, not only would I have not had the time to instruct students on those rhetorical devices, but they'd be too absorbed in attempting to complete their written assignments to be able to properly absorb the information I was teaching them. They'd overload with information and responsibility and provide subpar work as a result. This is contrary to what I believe should happen in the context of this class, which is to provide students with the space they need to meaningfully engage with their own writing.

While the sequencing is one of the strongest aspects of my course design, the scaffolding admittedly still falls short for me. Because my class is structured cyclically, the scaffolds are largely parallel rather than stacked. This is a potential shortcoming of the course that I'm willing to stand by in order to maintain the format that best aligns my interests with mandated learning objectives. I struggled in creating my course given its structure and after failing to conceive assignments that would follow a natural progression in terms of expectations for writing quality as well as integration of new material, I realized that I would not be able to straddle the fence on the issue. Ultimately, I believe the best way to give students an unflinching understanding of writing as a process is to allow them to experience that process on a course-level. Therefore, the scaffolding must occur in direct relationship to students' understanding and increased familiarity with each aspect of the process.

As mentioned earlier, in my initial iteration of the course, the unit project was the first writing assignment. However, this is a higher-stakes assignment than the first draft of their semester project (they have more opportunities to revise it), so I needed to move it to the first project. This gives them some low-stakes writing experience that gives them a good foothold when they are finally asked to write their first unit project. By the time the first unit project arrives, they've already completed a "sequence cycle" of invention, research, drafting, peer review, revision. In this sense, their work on the first unit project acts as the next scaffold. Each "cycle" they complete offers them more perspective in intuitively understanding the learning objectives and applying those tentpoles with increasing proficiency to each successive assignment. It isn't conventional by any stretch, but it does still do the job of building upon prior knowledge. It also gives students the opportunity to take newer lessons on rhetoric as sequenced into the course and apply them to new layers of the scaffold. This is incredibly important to my design because it tests the ways in which students are actively engaging with new material, placing it in the context of previous work, and making critical decisions about how that new information may benefit works they've already completed. For a course that is intended for students to think reflectively on their work and strive always for improvement, it is absolutely critical for me to continue to refine the sequence of lectures and topics of rhetoric that I address throughout the course. This partially helps the issue of having students who may be capable of providing a highly sophisticated first paper and erroneously believing that there's nothing else they can do to improve it.

As I understand it, the learning objectives are changing in the coming semesters, so I can only speak to the objectives currently listed on the FYC website. The crux of my course aligns most specifically with engaging with the writing process, editing and proofreading, basic research, developing a thesis and outline, and identifying audience in writing. These are the primary compositional skills that I believe students will need to be successful, although there is room to work in a heavier emphasis on research, which is also highly transferable, in future iterations of my course design. While I don't take a heavy slant on multimedia rhetoric in practice, I do introduce students to the concept of it and ultimately believe that firmly understanding rhetoric as it applies to written works will be more than enough to prepare them for other applications of it.

My pedagogical imperative is to train students to understand intuitively where their work could use improvement, a goal that's strongly reflected in my teaching philosophy. While this has essentially always been an aspect of my course design, I'd never thought of it as a philosophy specific to me as an instructor until I began to compose that philosophy. This has allowed me to tap into a newfound self-awareness that will further guide my development of this course.

TEACHING STATEMENT

The Call to Education

To be an educator is an honor, a responsibility that often goes without the accolades it deserves. Teaching is a formative process through which we impart a little bit of ourselves onto those we instruct in the hopes that our instruction will improve the learner in some way. Beyond that, I believe that the most effective teachers provide their students with tools that they can apply to other aspects of their lives. As an educator, I was to empower students not just with academic knowledge but with the know-how to act as agents of their own *self-improvement*.

Conflating the English classroom and self-improvement was not always a clear tenant of my ambitions as a future educator. In fact, it hadn't been clear to me until I began writing college papers that my professors casually returned to me with Bs and, to my utter shame, Cs. Before then, I never knew what it was like to be told my writing wasn't exemplary. I phoned in assignments knowing that I'd excel and never challenged myself to do better. I didn't understand that those As I received throughout my secondary education didn't mean my work was perfect. Nothing ever is. There are lessons to be gleaned even from our best work.

To Learn, To Grow

To learn is to explore possibilities and to accept that there is always more to be learned, and that's my goal as an educator: to open students to the reflective process of their academic work and force them to contend with the reality that perfection does not exist, that learning is the continual and impossible journey towards that perfection. I don't expect perfection from students, but I do expect growth. I fully anticipate my course design to reveal to students their own growth through the work they complete.

This philosophy is deeply rooted *process pedagogy* at work on a macro scale, applied to a series of works as opposed to a singular paper. Students in my class will learn to shorten the macro process through activities that encourage active self-reflection and refinement of singular works. Providing students with revision opportunities built directly into my course design mitigates the rush inherent to pushing towards deadlines and will hopefully allow students room to breath and commit to that reflection. The worth of a good writer is their ability to identify and rectify areas in their writing where the *rhetorical impact* of their composition may be improved, and in my experience, much of that impact is lost when we attempt to satisfy content requirements under time restraints.

Teacher As The Learner

As much as my design is rooted in my students discovering their own *personal process* and identifying their strengths and weaknesses as writers, it is also a meter of my own growth. As a beginning instructor, I hope to learn as much from my students as they learn from me. I hope to apply that knowledge to future courses and work diligently to improve the courses I teach. My expectations for my students to continually improve is a philosophy I adhere to as well.

My classes are designed around giving students the time and freedom to explore their processes, reflect on the strengths and weaknesses of their writing, and use that knowledge to increase their *baseline rhetorical efficacy*. Through guided revisions, they'll learn to become cognizant of their rhetorical voice

and the nuances of language. Guiding students through this process and observing the ways in which they manifest instruction into their revised work provides me a framework for how students value rhetorical devices as the writing process as a whole. It provides me with data that makes me a better teacher by empowering me to instruct them better. This is all part of the process, a continual exchange by which they and I can produce our best work.

COURSE SYLLABUS
ENGLISH 1101 – Fall 2020
MWF 9:00 – 9:50 | EB 235
Office Hours: TBD

Instructor: Ime Atakpa
E-Mail: iatakpa@kennesaw.edu
Phone: 770-789-9155

Course Description

In this course, you will take a deep dive into composition, learning the skills necessary to compose a top-notch essay. Through engaging with your own writing as it pertains to purpose, audience, you will build the fundamental skills required to excel in all your future classes here and Kennesaw State University as well as outside of your academic career.

You will be investigating the various rhetorical tools that serve as the backbone of persuasive arguments as well as the verbal and physical cues you can use in communication to present underlying feelings or ideas. Through this course, you will learn to be a more powerful communicator.

Required Texts

Becoming Rhetorical: Analyzing and Composing in a Multimedia World First Edition
[Placeholder for secondary text]

Learning Outcomes

By the end of this course, you should be able to:

- employ writing process strategies for invention, arrangement, and revision.
- identify the audience, purpose, and context for their writing.
- develop a thesis and construct an argument.
- quote, paraphrase and summarize.
- practice multiple types of writing, e.g., journal, free writes, responses, reflections.
- develop analytical reading and writing skills.
- compose print and non-print texts.
- understand plagiarism and copyright issues.
- employ editing and proofreading strategies.
- demonstrate basic research skills.

Attendance Policy

You are expected to adhere to the university standard attendance policy for this course.

[ATTENDANCE POLICY GOES HERE]

Additionally, I expect that you will not miss class except in the event of an emergency. If you do need to miss class for any reason, please contact me. You will be responsible for seeking out whatever information or handouts you may have missed.

You will not be removed from the class for excessive tardiness, but it WILL have an impact on your final grade.

Grading Policies

You will be graded primarily on satisfactorily completing your written assignments, peer responses, and final portfolio. A rubric is provided with each assignment to help you understand expectations.

Research and Revision 1st Draft – 10%

Unit Project I – 10%

Research and Revision 2nd Draft – 15%

Unit Project II – 15%

Peer Responses – 10%

Quizzes – 10%

Revision Portfolio – 30%

Excessive absence or tardiness will result in deductions from your grade, up to one letter grade. If you have extenuating circumstances that prevent you from arriving to class on time, please let me know.

0-3 tardies and/or unexcused absences: 10 points

4-5 tardies and/or unexcused absences: 8 points

6-7 tardies and/or unexcused absences: 4 points

8+ tardies and/or unexcused absences: 0 points

Class Policies

You will be expected to adhere to Kennesaw's [code of conduct](#). All students are expected to address each other respectfully, refrain from plagiarizing the work of fellow students or any other person, and maintain proper conduct with other students and the professor outside of scheduled class time.

Student Resources

[KSU Writing Center](#)

[Disability Resources](#)

COURSE SCHEDULE (MOSTLY COMPLETE)

WEEK ONE: BECOMING RHETORICAL (AUGUST 19-23)
MONDAY (how to email your professor w/o being annoying af)
In Class: Go over syllabus HW: Read <i>Becoming Rhetorical</i> 8-11, 14, 18-21
WEDNESDAY
In Class: Freewrite activity HW: Read <i>Becoming Rhetorical</i> pages 26-46 (skip “for discussion” sections)
FRIDAY
In Class: Freewrite activity HW: Find a written advertisement, review, or endorsement of a brand you love August 25th is the last day to drop
WEEK TWO: BECOMING MORE RHETORICAL (AUGUST 26-30)
MONDAY
*Bring your advert/review to class In Class: Discuss rhetorical appeals HW: Read <i>Becoming Rhetorical</i> 50-66 (skip “for discussion” sections)
WEDNESDAY
In Class: Discuss adverts/reviews HW: Read <i>Becoming Rhetorical</i> pages 67-71, 73-81 (skip “for discussion” sections)
FRIDAY
In Class: Discuss response and revision project
WEEK THREE: RESEARCH PRACTICES (SEPTEMBER 2-6)
MONDAY
In Class: Quiz: Rhetorical Vocabulary HW: Read <i>Becoming Rhetorical</i> 291-214 [creating written compositions]
WEDNESDAY
In Class: Composition strategies handout HW:
FRIDAY
In Class: Research strategies handout HW:
WEEK FOUR: R&R PREWRITING (SEPTEMBER 9-13)
MONDAY
In Class: Discuss Response and Revision project HW: List off your writing process; decide on a RRP topic
WEDNESDAY
In Class: Discuss personal writing processes HW: Decide on a RRP topic
FRIDAY
*RRP topic must be decided by today In Class: Sorted into peer revision groups HW: Brainstorm ideas based on your chosen topic

WEEK FIVE: REVISION PROJECT COMPOSITION I (SEPTEMBER 16-20)
MONDAY
In Class: Independent research day HW: Begin drafting Response and Revision Project
WEDNESDAY
In Class: Independent research and writing HW: Read <i>Becoming Rhetorical</i> pages ???-???
FRIDAY
In Class: Discussion on organizing ideas; independent writing HW: Finish Response and Revision first draft
WEEK SIX: PEER RESPONSE I (SEPTEMBER 23-27)
MONDAY
Due: Two copies of Response and Revision first draft In Class: Structure vs surface edits activity HW:
WEDNESDAY
In Class: Markup sample essay HW:
FRIDAY
In Class: Markup peer papers HW: Optional: Finish markups over weekend
WEEK SEVEN: REVISITING RRETORIC (SEPTEMBER 30 - OCTOBER 4)
MONDAY
Due: RRP peer responses In Class: Quiz: editing and peer response HW: Read article on audience
WEDNESDAY
In Class: Audience roleplaying activity HW: Read article on rhetorical intent
FRIDAY
In Class: Rhetorical intent improv game HW: Decide on topic for unit project
WEEK EIGHT: BREAK WEEK (OCTOBER 7-11)
MONDAY
In Class: Research and begin writing unit project HW: Continue working on unit project
WEDNESDAY
In Class: Finish unit project HW: *Today is the last day to withdraw without penalty
FRIDAY
In Class: Peer responses for Unit Project I HW: Optional: Finish peer responses over weekend
WEEK NINE: MULTIMODALITY (OCTOBER 14-18)
MONDAY

Due: Peer responses
In Class:
HW: Twitter rhetorical analysis
WEDNESDAY
In Class: Present twitter analyses
HW:
FRIDAY
In Class: Finish twitter analyses presentation; Quiz: Multimodal Rhetoric
HW: (if not enough class time) Take Home Quiz: Multimodal Rhetoric
WEEK TEN: RRP REVISIONS (OCTOBER 21-25)
MONDAY
In Class: How to use feedback
HW: Begin revising revision project
WEDNESDAY
In Class: Ask questions about and continue revisions
HW: Continue revising
FRIDAY
In Class: Complete RRP revisions
HW: Think about how this class has benefitted you
WEEK ELEVEN: INTERMISSION (OCTOBER 28 - NOVEMBER 1)
MONDAY
In Class: Transferable skills discussion
HW: Cross-disciplinary self-reflection
WEDNESDAY (no class)
In Class:
HW:
FRIDAY
Due: Self-reflection
In Class: Discuss self-reflections
HW: Begin Unit Project II idea generation, and drafting
WEEK TWELVE: UNIT PROJECT II (NOVEMBER 4-8)
MONDAY
In Class: Begin second unit project
HW: Finish second unit project
WEDNESDAY
Due: Unit Project II
In Class: Discuss fallacies in argument
HW: Read ??? pages ???-??? [fallacies]
FRIDAY
In Class: Fallacies in practice
HW: Complete peer response for Unit Project II
WEEK THIRTEEN: REVISION PORTFOLIO (NOVEMBER 11-15)
MONDAY
Due: Unit Project II Peer Response
In Class: Complete peer response for Unit Project II
HW: Finish peer response if needed
WEDNESDAY

In Class: Revision Portfolio syllabus HW: Work on revision portfolio
FRIDAY
In Class: UNDECIDED HW: Work on revision portfolio
WEEK FOURTEEN: EVERYDAY RHETORIC (NOVEMBER 18-22)
MONDAY
In Class: Deciphering implicit meanings HW: Work on revision portfolio
WEDNESDAY
In Class: Gestures and meaning HW: Work on revision portfolio
FRIDAY
In Class: Rhetoric in current events HW: Work on revision portfolio
FALL BREAK / NO CLASS (NOVEMBER 25-29)
MONDAY
Suggested HW: Work on final portfolio
WEDNESDAY
Suggested HW: Work on final portfolio
FRIDAY
Suggested HW: Work on final portfolio
WEEK FIFTEEN: PORTFOLIO PRESENTATIONS (DECEMBER 2-9)
MONDAY
Due: Final Portfolios In Class: Present self-reflections HW:
WEDNESDAY
In Class: Present self-reflections HW:
FRIDAY
In Class: Present self-reflections; class feedback HW:
MONDAY
In Class: NO CLASS HW: N/A

LESSON PLANS AND ASSIGNMENTS

Unit One: Introduction to Rhetoric

In this unit, students will be introduced to basic concepts of rhetoric and learn the various ways in which they are engaged with rhetorical situations.

Topics Covered: The rhetorical triangle and rhetorical situation. Introduction to conducting research.

Week 1: Becoming Rhetorical (Drop/Add Week)

MONDAY AUGUST 19	
Focus	Syllabus and course expectations.
Lecture	Discuss why we need to understand rhetoric; pose rhetoric as a transferrable skill to give students a sense of the class's value throughout undergrad.
In-Class Assignments	Survey of intended careers.
Homework	Read <i>Becoming Rhetorical</i> pages 8-11, 14, 18-21
Writing Project	N/A
WEDNESDAY AUGUST 21	
Focus	Practical applications of rhetoric.
Lecture	Discuss ethos, pathos, and logos.
In-Class Assignments	Your friend thinks learning rhetoric is useless. In a paragraph or two, explain to them how it will be useful in your intended career field.
Homework	Read <i>Becoming Rhetorical</i> pages 26-46 (skip "for discussion" sections)
Writing Project	N/A
FRIDAY AUGUST 23	
Focus	Practical applications of rhetoric, cont.
Lecture	In depth discussion of the rhetorical situation.
In-Class Assignments	Your employer wants to know how your rhetorical skills will benefit you in the workplace. In a paragraph or two, provide them an explanation. Drop/Add ends on Sunday
Homework	Find an advertisement, review, or endorsement for a brand you love. Must be text-based.
Writing Project	N/A

Learning Objectives: Students should have a grasp on underlying vocabulary: rhetorical analysis, rhetorical action, transfer of knowledge (transferable skills), rhetorical triangle, and the rhetorical situation.

Week 2: Becoming More Rhetorical

MONDAY AUGUST 26	
Focus	Cementing the rhetorical frameworks.
Lecture	Review the rhetorical situation, drawing from student examples. Discuss appeals.
In-Class Assignments	Advertisements Due
Homework	Read <i>Becoming Rhetorical</i> pages 50-66 (skip “for discussion” sections) Extract rhetorical situation from historical documents (docs pending)
Writing Project	N/A
WEDNESDAY AUGUST 28	
Focus	Practice rhetorical analysis skills.
Lecture	Begin class with brief lecture on the hints we can take from texts to inform our analysis of them. End class with a brief lecture on the overlap between analyzing text and analyzing images or video.
In-Class Assignments	Use examples from 8/23 homework to practice and teach analysis. I will pre-determine which examples I’ll use in class to make sure there’s variety in the selections.
Homework	Read <i>Becoming Rhetorical</i> pages 67-71, 73-81 (skip “for discussion” sections)
Writing Project	N/A
FRIDAY AUGUST 30	
Focus	Using knowledge of rhetorical tools and analysis to begin thinking about the composition of students’ own work.
Lecture	Discuss how understanding the writing of others will benefit students’ writing.
In-Class Assignments	Quiz: Rhetorical Vocabulary Go over requirements for Response and Revision Project; low stakes. You will be placed into your peer group for the semester.
Homework	Read <i>Becoming Rhetorical</i> pages 291-214 [creating written compositions]
Writing Project	N/A

Learning Objectives: Students should be able to identify audience and intent in documents. They should also be familiarizing themselves with rhetorical structures.

Week 3: Research Practices

MONDAY SEPTEMBER 2 (LABOR DAY; NO CLASS)	
Focus	
Lecture	
In-Class Assignments	
Homework	
Writing Project	
WEDNESDAY SEPTEMBER 4	
Focus	The writing process: dismantling the one-shot process
Lecture	Familiarize students with the idea of writing as a process
In-Class Assignments	<i>Composition Strategies Handout</i>
Homework	N/A
Writing Project	N/A
FRIDAY SEPTEMBER 6	
Focus	The writing process: prewriting and research
Lecture	Introduce students to resources available to them through the university. Purdue Owl tour; citations guide.
In-Class Assignments	Meeting in library; <i>Research Strategies Handout</i>
Homework	N/A
Writing Project	N/A

Learning Objectives: Students should have a firm understanding of the processes involved in writing as well as practices to help simplify or streamline them. They should be comfortable with resources for conducting research.

Unit Two: Research and Composition

In this unit, students will practically apply what they've learned in the previous unit in researching and composing the first draft of their response and revision project.

Topics Covered: Writing as a process (idea generation, research, drafting) and how to effectively peer review.

Week 4: RRP Prewriting I

MONDAY SEPTEMBER 9	
Focus	Introducing the response and revision project
Lecture	Go over expectations and requirements for the RRP
In-Class Assignments	N/A
Homework	Decide on a topic
Writing Project	Revision Project
WEDNESDAY SEPTEMBER 11	
Focus	The prewriting process: purpose of drafts
Lecture	The purpose of first drafts. Dismantle the assumption that the first draft needs to or should be perfect. Encourage "failure."
In-Class Assignments	Have each of the students describe their personal writing process; discuss pros and cons of each
Homework	Decide on a topic
Writing Project	Revision Project
FRIDAY SEPTEMBER 13	
Focus	The prewriting process: generating ideas
Lecture	Discuss the correlation between nature of ideas and how research is conducted
In-Class Assignments	*RRP topic must be decided before class Assign response groups and do <i>idea generation activity</i>
Homework	Based on your topic, decide on two ideas for what you could write
Writing Project	Revision Project

Learning Objectives: Students should be increasingly comfortable with delegating the time they spend on individual aspects of the writing process. They should be able to generate multiple ideas for any given topic and understand how subsequent research is affected by those decisions.

Week 5: Prewriting

MONDAY SEPTEMBER 16	
Focus	The prewriting process: researching ideas
Lecture	N/A
In-Class Assignments	Meeting in library; independent research day
Homework	Begin drafting RRP
Writing Project	Revision Project
WEDNESDAY SEPTEMBER 18	
Focus	The prewriting process: researching ideas
Lecture	N/A
In-Class Assignments	Meeting in library; independent research and writing
Homework	Continue drafting RRP
Writing Project	Revision Project
FRIDAY SEPTEMBER 20	
Focus	The writing process: first drafts
Lecture	Organizing ideas
In-Class Assignments	Meeting in library; independent writing
Homework	Finish RRP first draft
Writing Project	Revision Project

Learning Objectives: Students should be familiarizing themselves with research resources available to them through the university and conducting said research.

Week 6: Revision Project Composition

MONDAY SEPTEMBER 23	
Focus	The revision process: types of editing
Lecture	Difference between content/structure and surface editing
In-Class Assignments	Response and Revision First Draft Due (2 COPIES, ONE WITHOUT NAME) Distinguishing structure and surface edits activity
Homework	N/A
Writing Project	N/A
WEDNESDAY SEPTEMBER 25	
Focus	The revision process: peer response
Lecture	Purpose of peer responses
In-Class Assignments	Trial markup sample essay and discuss rationales
Homework	N/A
Writing Project	N/A
FRIDAY SEPTEMBER 27	
Focus	The revision process: peer response
Lecture	N/A
In-Class Assignments	Read and markup peers' Response and Revision Projects
Homework	Optional: finish markups over weekend
Writing Project	N/A

Learning Objectives: Students will have learned elementary response and revision skills.

Assignment One: Response and Revision Project

One of the primary goals of this course is to teach you valuable composition and revision skills. In order to help you practice, you will be engaging in a semester-long assignment that will test your research, composition, and revision skills. For the first draft of this assignment, you are to write a **3-5 page**, double spaced paper on one of three topics. Your topic will be chosen at random and you **cannot** write on a different topic unless another student is willing to trade topics with you. Below is the list of potential topics.

- Topic 1: You have just learned that all K-12 schools will be required to have security personnel guarding the main entrances and metal detectors will be installed at every door into the buildings. Research and compose an essay that advocates for the benefits of this security measure and is targeted to parents from school administration or admonishes the decision and is targeted to the school administration from parents.
- Topic 2: Recent legislation has made it mandatory for twenty percent of teachers in K-12 schools to be trained to carry a gun on school grounds. Research and compose an essay that either advocates for the benefits of arming teachers and is targeted to parents from lawmakers or admonishes the legislation and is targeted to lawmakers from parents.
- Topic 3: Your state has recently passed an ordinance that lowers the legal drinking age to sixteen. Research and compose an essay that supports the new decision and is targeted to parents from teens or decries the ordinance and is written from parents to state officials.

When conducting your research, consider both direct and indirect outcomes of the above scenarios. **You may draw from no more than three sources.** Also take note of and consider the writer and recipient of the message when leveraging rhetorical devices. Remember: your first draft does not have to be a perfect argument as long as it takes advantage of the appeals we've learned in class.

Response and Revision Project Grading Criteria

You will be graded based on your success in demonstrating your understanding of a rhetorical situation and your ability to make appeals based on it. You should be focusing on not only who your audience is but how you, as the communicator are in a relationship with that audience. Remember that every bit of writing has a purpose or message. That message should inform the decisions you make as you write. Consider the following guidelines as you construct your paper.

	1	2	3
Research	<i>Your sources are few and do not provide strong support for your argument</i>	<i>You have enough sources but they do not provide strong support for your argument</i>	<i>You have sufficient sources that provide strong support for your argument</i>
Audience	<i>Your choices in language and persuasive devices do not align with the audience</i>	<i>Your choices in language and persuasive devices mostly align with the audience</i>	<i>Your choices in language and persuasive devices strongly align with the audience</i>
Pathos	<i>Paper draws lightly upon the audience's emotions to lend weight to your argument</i>	<i>Paper draws moderately upon the audience's emotions to lend weight to your argument</i>	<i>Paper draws heavily upon the audience's emotions to lend weight to your argument</i>
Ethos	<i>Paper draws lightly upon your experiences and credibility to lend weight to your argument</i>	<i>Paper draws moderately upon your experiences and credibility to lend weight to your argument</i>	<i>Paper draws heavily upon your experiences and credibility to lend weight to your argument</i>
Logos	<i>Paper draws lightly on researched claims to support your argument</i>	<i>Paper draws moderately on researched claims to support your argument</i>	<i>Paper draws heavily on researched claims to support your argument</i>

**You will be graded separately for your participation in the peer response process.

You will add this graded assignment to your Draft Portfolio and use peer responses to later revise it for your second draft.

Unit Three: Modes and Methods

In this unit, students will continue to explore and execute rhetorical skills and learn rhetoric presents itself in multimedia forms.

Topics Covered: Continued investigation of audience and intent in rhetoric, multimodal rhetoric.

Week 7: Revisiting Rhetoric

MONDAY SEPTEMBER 30	
Focus	Introducing the unit project
Lecture	Go over expectations and requirements for unit projects
In-Class Assignments	RRP Peer Response Due Quiz: Editing and Peer Response
Homework	Read article on audience
Writing Project	N/A
WEDNESDAY OCTOBER 2	
Focus	Role of the audience
Lecture	Expand on readings
In-Class Assignments	Roleplaying activity; acting out interactions with various audiences
Homework	Read article on rhetorical intent
Writing Project	N/A
FRIDAY OCTOBER 4	
Focus	Role of context/intent
Lecture	Explore the interconnectivity of audience and rhetorical purpose in affecting the kind of language used and the ways in which that language is employed
In-Class Assignments	Class discussion of how contexts affect conversation Improv game: participants act out a rhetorical situation and remaining students must guess the context and audience
Homework	Decide on a topic for Unit Project I
Writing Project	N/A

Learning Objectives: Students will become better prepared to compose their unit projects through deeper examinations of context in writing.

Week 8: Unit Project I

MONDAY OCTOBER 7	
Focus	The prewriting process: idea generation and research
Lecture	N/A
In-Class Assignments	Begin researching and writing unit projects
Homework	Continue working on unit project
Writing Project	Unit Project
WEDNESDAY OCTOBER 9 (LAST DAY TO WITHDRAW)	
Focus	The composition process
Lecture	N/A
In-Class Assignments	Finish unit project
Homework	N/A
Writing Project	Unit Project
FRIDAY OCTOBER 11	
Focus	Peer response
Lecture	N/A
In-Class Assignments	Peer responses to Unit Project I
Homework	Optional: finish peer responses over weekend
Writing Project	Unit Project

Learning Objectives: Application of learning from previous week.

Week 9: Multimodality

MONDAY OCTOBER 14	
Focus	Multimodal rhetoric
Lecture	Considerations when engaging multimedia mediums
In-Class Assignments	Unit Project I Peer Response Due
Homework	Twitter rhetorical analysis
Writing Project	N/A
WEDNESDAY OCTOBER 16	
Focus	Multimodal rhetoric
Lecture	Social media's impact on rhetoric
In-Class Assignments	Present twitter rhetorical analyses
Homework	N/A
Writing Project	N/A
FRIDAY OCTOBER 18	
Focus	Multimodal rhetoric
Lecture	N/A
In-Class Assignments	Activity: Draw random target audiences and work in groups to design an advertisement that caters to that audience using color, font, language, etc.
Homework	Take-Home Quiz: Multimodal Rhetoric
Writing Project	N/A

Learning Objectives: Students should have an understanding of multimodal rhetoric and the transferability of skills in written rhetoric to other mediums.

Assignment Two: Unit Project I

Your unit assignment will be used to assess how well you can apply your writing to varied rhetorical situations. Remember that based on your audience and intent, a certain amount of independent research on the topic may be necessary. However, this is not intended to be a research-heavy assignment. If you do need research to write your essay, be sure to **cite all sources** in a bibliography.

Your unit project will be a **single page and single-spaced** essay over a topic of your choosing. If your essay needs to be longer, I encourage you to use however much space you need to effectively convey your ideas, within reason. If you'd like to use one of the topics you didn't choose for the Response and Revision Project, that is acceptable. All other ideas must be approved by the instructor.

For your first Unit Project your intended audience must be one of the following:

Audience 1: personal contact

Audience 2: professional contact

Your essay **does not** have to speak to your own personal experience. You are encouraged to invent for yourselves ideal situations in which your understanding of rhetoric and composition can be effectively implemented. If you would like to base your project off a real-life experience, please discuss it with me beforehand.

You will be graded on the rhetorical strengths of your essays. Keep rhetorical appears in mind as you compose.

Unit Project I Grading Criteria

You will be graded based on your success in demonstrating your understanding of a rhetorical situation and your ability to make appeals based on it. You should be focusing on not only who your audience is but how you, as the communicator are in a relationship with that audience. Remember that every bit of writing has a purpose or message. That message should inform the decisions you make as you write. Consider the following guidelines as you construct your paper.

	1	2	3
Message	<i>The intent of your essay is vague, unclear, or not well supported</i>	<i>The intent of your essay is clear but not well supported</i>	<i>The intent of your essay is both clear and well supported</i>
Audience	<i>Your choices in language and persuasive devices do not align with the audience and/or message</i>	<i>Your choices in language and persuasive devices mostly align with the audience and/or message</i>	<i>Your choices in language and persuasive devices strongly align with the audience and/or message</i>
Pathos	<i>Paper draws lightly upon the audience's emotions to lend weight to your argument</i>	<i>Paper draws moderately upon the audience's emotions to lend weight to your argument</i>	<i>Paper draws heavily upon the audience's emotions to lend weight to your argument</i>
Ethos	<i>Paper draws lightly upon your experiences and credibility to lend weight to your argument</i>	<i>Paper draws moderately upon your experiences and credibility to lend weight to your argument</i>	<i>Paper draws heavily upon your experiences and credibility to lend weight to your argument</i>
Logos	<i>Paper draws lightly on researched claims to support your argument</i>	<i>Paper draws moderately on researched claims to support your argument</i>	<i>Paper draws heavily on researched claims to support your argument</i>
Surface	<i>There are many issues in spelling, grammar, or readability</i>	<i>There are several issues in spelling, grammar, or readability</i>	<i>There are few issues in spelling, grammar, or readability</i>

For this first assignment, you will only be graded out of 15 points. You can lose up to three points from the rubric and still achieve a 100%. Keep in mind that this doesn't mean that your paper was perfect but is rather a reflection that I do not expect you to show perfect mastery over thinking rhetorically about your compositions on the first assignment.

You will add this graded assignment to your Draft Portfolio and use my response as well as peer responses to later revise it for your Final Portfolio.

Unit Four: Research and Composition II

In this unit, students will further their ability to apply concepts learned throughout this course to the revision of their current projects and begin to consider how those concepts might be applied not only to other classes but their lives as well.

Topics Covered: Peer revision, transferring skills across disciplines, adjusting texts to address audience, and fallacies of persuasion.

Week 10: RRP Revisions

MONDAY OCTOBER 21	
Focus	Using peer feedback
Lecture	Revisit examples of good vs bad feedback
In-Class Assignments	Take-Home Quiz Due
Homework	Begin revising RRP
Writing Project	Revision Project
WEDNESDAY OCTOBER 23	
Focus	N/A
Lecture	N/A
In-Class Assignments	Field questions about RRP revisions
Homework	Continue revising RRP
Writing Project	Revision Project
FRIDAY OCTOBER 25	
Focus	Using peer feedback
Lecture	N/A
In-Class Assignments	Meeting in library; RRP Revisions Due
Homework	N/A
Writing Project	Revision Project

Learning Objectives: Students should have a stronger grasp of the shortfalls to look for in their work and how to implement changes when revising.

Week 11: Transference, Tranquility, Transgression

MONDAY OCTOBER 28	
Focus	Transferring skills across disciplines
Lecture	Nice little chat about how everyone's other classes are going; brief lecture on the aims of the class
In-Class Assignments	Undecided
Homework	Cross-disciplinary self-reflection
Writing Project	N/A
WEDNESDAY OCTOBER 30 (NO CLASS OR MAKE UP DAY)	
Focus	N/A
Lecture	N/A
In-Class Assignments	N/A
Homework	N/A
Writing Project	N/A
FRIDAY NOVEMBER 1	
Focus	Transferring skills across disciplines
Lecture	N/A
In-Class Assignments	Self-reflection Due Discuss self-reflections and how students' writing processes have changed by the end of the semester
Homework	Begin idea generation and research/drafting for Unit Project II
Writing Project	Unit Project

Learning Objectives: Students should be confident in utilizing the course material in composing whatever papers remain in their other classes as well as in future classes.

Week 12: Unit Project II

MONDAY NOVEMBER 4	
Focus	Composition
Lecture	N/A
In-Class Assignments	Work on unit projects
Homework	Finish unit projects
Writing Project	Unit Project
WEDNESDAY NOVEMBER 6	
Focus	Argumentative fallacies
Lecture	Discuss common fallacies in argumentation
In-Class Assignments	Unit Project II Due
Homework	Undecided fallacies reading
Writing Project	N/A
FRIDAY NOVEMBER 8	
Focus	Argumentative fallacies
Lecture	Continued discussion of fallacies
In-Class Assignments	Fallacies in practice worksheet
Homework	Complete peer response for Unit Project II
Writing Project	Unit Project

Learning Objectives: Students should have a working knowledge of fallacies, how to spot them, and how they are used.

Assignment Three: Response and Revision Second Draft

The second draft of your Response and Revision Project is intended to give you an opportunity to assess your own writing and address areas where you might improve. You do not have to rewrite your first draft entirely, but you will be required to **draw from up to three additional sources** to strengthen your argument.

Response and Revision Project Grading Criteria

You will be graded based on your success in discovering and addressing previous issues as well as your ability to build upon your original argument. Consider the following guidelines as you construct your paper.

	1	2	3
Research	<i>Your new sources are contradictory or weaken your original argument</i>	<i>Your new sources neither strengthen or weaken your original argument</i>	<i>Your new sources strengthen your rhetorical appeals</i>
Audience	<i>Your choices in language and persuasive devices do not align with the audience</i>	<i>Your choices in language and persuasive devices mostly align with the audience</i>	<i>Your choices in language and persuasive devices strongly align with the audience</i>
Pathos	<i>Paper draws lightly upon the audience's emotions to lend weight to your argument</i>	<i>Paper draws moderately upon the audience's emotions to lend weight to your argument</i>	<i>Paper draws heavily upon the audience's emotions to lend weight to your argument</i>
Ethos	<i>Paper draws lightly upon your experiences and credibility to lend weight to your argument</i>	<i>Paper draws moderately upon your experiences and credibility to lend weight to your argument</i>	<i>Paper draws heavily upon your experiences and credibility to lend weight to your argument</i>
Logos	<i>Paper draws lightly on researched claims to support your argument</i>	<i>Paper draws moderately on researched claims to support your argument</i>	<i>Paper draws heavily on researched claims to support your argument</i>
Revision	<i>The changes you've made have weakened the rhetorical strength</i>	<i>The changes you've made slightly improved the rhetorical strength</i>	<i>The changes you've made have greatly improved the rhetorical strength</i>

**You will be graded separately for your participation in the peer response process.

You will add this graded assignment to your Draft Portfolio and use peer responses as well as instructor feedback to later revise it for your final draft.

Assignment Four: Unit Project II

Your unit assignment will be used to assess how well you can apply your writing to varied rhetorical situations. Remember that based on your audience and intent, a certain amount of independent research on the topic may be necessary. However, this is not intended to be a research-heavy assignment. If you do need research to write your essay, be sure to **cite all sources** in a bibliography.

Your unit project will be a **single page and single-spaced** essay over a topic of your choosing. If your essay needs to be longer, I encourage you to use however much space you need to effectively convey your ideas, within reason.

Unit Project II Grading Criteria

	1	2	3
Message	<i>The intent of your essay is vague, unclear, or not well supported</i>	<i>The intent of your essay is clear but not well supported</i>	<i>The intent of your essay is both clear and well supported</i>
Audience	<i>Your choices in language and persuasive devices do not align with the audience and/or message</i>	<i>Your choices in language and persuasive devices mostly align with the audience and/or message</i>	<i>Your choices in language and persuasive devices strongly align with the audience and/or message</i>
Pathos	<i>Paper draws lightly upon the audience's emotions to lend weight to your argument</i>	<i>Paper draws moderately upon the audience's emotions to lend weight to your argument</i>	<i>Paper draws heavily upon the audience's emotions to lend weight to your argument</i>
Ethos	<i>Paper draws lightly upon your experiences and credibility to lend weight to your argument</i>	<i>Paper draws moderately upon your experiences and credibility to lend weight to your argument</i>	<i>Paper draws heavily upon your experiences and credibility to lend weight to your argument</i>
Logos	<i>Paper draws lightly on researched claims to support your argument</i>	<i>Paper draws moderately on researched claims to support your argument</i>	<i>Paper draws heavily on researched claims to support your argument</i>
Surface	<i>There are many issues in spelling, grammar, or readability</i>	<i>There are several issues in spelling, grammar, or readability</i>	<i>There are few issues in spelling, grammar, or readability</i>

For this first assignment, you will be graded out of 18 points. Keep my comments on your first unit project in mind as you compose your second.

Unit Five: Final Portfolio

In this unit, students will explore how concepts in rhetoric can be applied to everyday conversations.

Topics Covered: Oral rhetoric, revision practices.

Week 13: Revision Portfolio

MONDAY NOVEMBER 11	
Focus	Unit projects
Lecture	N/A
In-Class Assignments	Undecided
Homework	Undecided
Writing Project	N/A
WEDNESDAY NOVEMBER 13	
Focus	Final portfolio syllabus
Lecture	Go over expectations and requirements for final portfolio
In-Class Assignments	Field questions about final portfolio *Students will receive instructor feedback on RRP's
Homework	Work on final portfolio
Writing Project	Portfolio
FRIDAY NOVEMBER 15 (POTENTIAL MAKE UP DAY)	
Focus	Undecided
Lecture	Undecided
In-Class Assignments	Undecided
Homework	Work on final portfolio
Writing Project	Portfolio

Learning Objectives: Students should have a firm understanding on the processes involved in writing as well as practices to help simplify or streamline them. They should be comfortable conducting research on a given topic.

Week 14: Everyday Rhetoric

MONDAY NOVEMBER 18	
Focus	Rhetoric in speech
Lecture	Illocutionary acts, inflections, and subtext
In-Class Assignments	Defining implicit meaning in various phrases
Homework	Work on revision portfolio
Writing Project	Portfolio
WEDNESDAY NOVEMBER 20	
Focus	Rhetoric in body language
Lecture	Eye movement, proximity, physical contact
In-Class Assignments	Attributing meaning to a variety of gestures
Homework	Work on final portfolio
Writing Project	Portfolio
FRIDAY NOVEMBER 22	
Focus	Rhetorical thinking
Lecture	N/A
In-Class Assignments	Discussion of current events and the rhetorical value of the materials, both text and multimodal, associated with them
Homework	Finish final portfolio
Writing Project	Portfolio

Learning Objectives: Students should be capable of identifying and engaging with rhetorical situations as they occur in their day-to-day lives.

Fall Break: Get Caught Up or Ahead

MONDAY NOVEMBER 25	
Focus	Preliminary grading for final portfolios
Lecture	
In-Class Assignments	
Homework	
Writing Project	
WEDNESDAY NOVEMBER 27	
Focus	Preliminary grading for final portfolios
Lecture	
In-Class Assignments	
Homework	
Writing Project	
FRIDAY NOVEMBER 29	
Focus	Preliminary grading for final portfolios
Lecture	
In-Class Assignments	
Homework	
Writing Project	

Learning Objectives: N/A

Week 15: Portfolio Presentations

MONDAY DECEMBER 2	
Focus	Portfolio presentations
Lecture	
In-Class Assignments	Final Portfolios Due Present self-reflections
Homework	
Writing Project	
WEDNESDAY DECEMBER 4	
Focus	Portfolio presentations
Lecture	
In-Class Assignments	Present self-reflections
Homework	
Writing Project	
FRIDAY DECEMBER 6 (FINAL DAY OF CLASS)	
Focus	Portfolio presentations
Lecture	
In-Class Assignments	Present self-reflections Anonymous class feedback
Homework	
Writing Project	

Learning Objectives: Students should have a firm understanding of the rhetorical effects and how to apply them across various mediums. Additionally, they should be able to objectively reflect upon and improve their own work.

Assignment Five: Response and Revision Final Draft

For your final draft, you will be leveraging your second round of peer response as well as instructor response to refine your paper. **Do not** incorporate any additional sources into your final draft. Your final draft is intended to assess once more how you respond to feedback but also serves to test your ability to proofread and correct surface-level mistakes in your writing. Refer to instructor comments on your unit projects to determine if you have made any recurring issues in grammar and punctuation, and use that feedback to refine your RRP as best as you can.

Additionally, you will be writing a **2-4 page self-reflective essay** no larger than **12pt font** that explores your motives behind implementing or rejecting suggested changes from both peer and instructor feedback. Remember, you do not have to use every suggestion. For this essay and grading purposes, it is more important that you can justify your rhetorical choices.

Response and Revision Final Draft Grading Criteria

You will be graded primarily on the strength of your final revisions, adherence to grammatical rules, and the content of your self-reflection.

	1	2	3
Revisions	<i>The intent of your essay is vague, unclear, or not well supported</i>	<i>The intent of your essay is clear but not well supported</i>	<i>The intent of your essay is both clear and well supported</i>
Ethos, Pathos, and Logos	<i>There is no way possible that you could attain this score short of deleting every meaningful effect</i>	<i>Your essay abandons some of its rhetorical impact from previous drafts</i>	<i>Your essay retains and/or strengthens the rhetorical impact of the previous drafts</i>
Spelling and Grammar	<i>There are many issues in spelling, grammar, or readability</i>	<i>There are several issues in spelling, grammar, or readability</i>	<i>There are several issues in spelling, grammar, or readability</i>
Reflection	<i>Few accepted or rejected changes were considered on the strength of their rhetorical impact</i>	<i>Most accepted or rejected changes were considered on the strength of their rhetorical impact</i>	<i>Every accepted or rejected change was considered on the strength of its rhetorical impact</i>

Assignment Six: Final Portfolio

Your final portfolio will consist of revised versions of your Unit Projects (UPs) as well as the final, self-revised version of your Response and Revision Project (RRP). Also to be included will be a reflective essay that detail why you implemented the changes your peers suggested; in the case that you ignored changes, you will be required to explain your rationale that those as well. This self-reflection should be between 1-2 pages double spaced and no larger than 12p font, excepting any titles or headings you may use.

The purpose of your final portfolio is to showcase your understanding of the rhetorical voices you used and which devices best compliment those voices. None of your papers thus far have been graded for grammar, spelling, etc., but for the final revisions for UPs and the RRP, those errors **will** count against your final grade.

Portfolio Grading Criteria

You will be graded on the completeness of your portfolio.

	1	2	3
Response and Revision	<i>Only one draft is present</i>	<i>Only two drafts are present</i>	<i>Both drafts and final copy are present</i>
Unit Project I		<i>Only original draft is present</i>	<i>Both original and final draft are present</i>
Unit Project II		<i>Only original draft is present</i>	<i>Both original and final draft are present</i>
Self-Reflection			<i>Self-reflection essay is present</i>