

Composition and the Rhetorical Situation
English 2070 / Section 1002
Fall 2017

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Office Hours:	1:00-2:00 p.m. Monday 1:00 p.m. -2:00 p.m. (and by appointment)
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Class Time:	MWF: 2:30 p.m.-3:20 p.m.

REQUIRED COURSE TEXTS AND MATERIALS

- Arola, K. L., Sheppard, J., & Ball, C. E. (2014). *Writer-designer: a guide to making multimodal projects*. Boston: Bedford/St. Martins.
- A research/field notebook (composition book works best)
- A USB drive (specifically for this course)
- Pens/Pencils, paper, sticky notes
- Digital Articles: Provided through Canvas

Course Design and Goals

Whether it be the workplace, the classroom, or our personal lives, rhetorical situations present themselves every time we begin the process of writing/composing. Our goal in this course is to critically examine writing in the contemporary college environment and then develop a series of projects that works towards creating a space conducive to these examinations. The following questions may serve as an entry point into such a rhetorical situation: What constitutes a 21st century writing space at Bowling Green State University? How can our writing spaces better serve students and how can students' writing serve the space? What is the design of a living text? What communities can and do interact in such spaces? The overall goal of these projects will be to present a new space, one which speaks to a specific rhetorical situation. Additionally, we will Work on developing mastery of the rhetorical principles of planning, executing and revising prose. Emphasis on strengthening analytical writing, both expository and argumentative; valuable for writing on the job.

Student as Writer/Designer

This course asks the class community to explore the many rhetorical situations involved in the process of writing/composing from the perspective of a designer and active participant. Students in this course actively approach these rhetorical situations by observing, engaging, and working through a number of modalities to create a prototype writing space that serves as a guide, living text, depository, and possibility space. In many ways, we will be explorers and consultants.

How is this accomplished?

As a community, this course focuses on collaboration with an emphasis on peers as team members and stakeholders. We will explore scholarship that forms a foundation designing and composing multimodal

work. Then, we will use criteria from a rhetorical situation to lay out a framework for writing projects that will scaffold into various sections of a digital container. You might think of us as hands on consultants and developers who will use this rhetorical situation to make a digital space.

What do you mean by “class community?”

This may be a very different class than what you are traditionally used to attending. A class community is a safe space where we learn and share together, often working on highly collaborative and hands-on projects. Everyone will have the opportunity to present ideas and learn from one another (including me). Our identity is important and our overall success will very much depend on our ability to support each other in building confidence, knowledge, and experience-much as any good community would strive toward.

LEARNING OUTCOMES

During this course, we will be tasked to explore and engage in a writing, developing, and designing an intuitive space that will help facilitate a wide range of writers and writing communities. These will present a number of challenges to us as active participants. As we work through this course, you should develop confidence and achieve the following goals

- **Formulate** effective written/multimodal arguments which are based upon appropriate, credible research.
- **Construct** materials which respond effectively to the needs of a variety of audiences, with an emphasis upon academic audiences.
- **Analyze** how the principles of rhetoric work together to promote effective communication
- **Utilize** rhetorical strategies that are well-suited to the rhetorical situation, including appropriate voice, tone, and levels or formality.
- **Demonstrate** critical thinking, reading, and writing strategies when crafting arguments that synthesize multiple points of view.

COURSE REQUIREMENTS AND POLICIES

Classroom Etiquette

As aspiring professionals, please bring enthusiasm and a positive attitude to our class. The classroom is a safe place for learning, growing, and sharing. In order to accomplish this goal, we want to make sure everyone is respectful and understanding of one another. We should all expect to adhere to the following rules:

- Come to class prepared and focused on course work.
- Technological devices can be wonderful tools for classwork, and we will use many of them, but they can also be distracting when they deviate from our class goals. With this in mind, please help us all keep on track by putting these devices away during class. If an emergency arises and you

need to keep your phone on vibrate during class, please let the instructor know before class begins.

- Collaboration and communication are essential components for the course; however, we have a lot to do during class so let's keep the communication on our projects.
- Please show up to class on time and ready to work. We have a lot to cover during class and it can be easy to fall behind if you arrive late or accumulate too many absences. For these reasons, we must maintain an explicit **attendance policy**.
- Please take note our class starting and ending time. We have limited class time so please stay until class is dismissed Arriving late or leaving early may result in you being counted absent.
- Class discussion must be respectful. That is, whenever we speak, we should be considerate, use appropriate language, and make points without being combative or confrontational. As well, we should not use discriminatory language regarding gender, sexual orientation, race, color, religion, national origin, age, or anything else. Sometimes there may be a disagreement or alternative idea. Some of the best thinkers, leaders, and team members use these moments to listen to one another, ask questions, and explain disagreements without attacking one another. As a result, they grow and expand their perspectives. We encourage this model.

Please follow these format requirements when submitting text-based essay projects:

- We will use APA 6th edition format when engaging in written assignments and when citing.
- Alphabetic text must be word processed, double-spaced, and have standard 1" margins on the right and left sides, top, and bottom of the page.
- Multimodal projects have various formatting needs which the instructor will provide in advance.

Participation Requirements

In preparation for the full-developed projects, I will assign activities and exercises to supplement drafting, revising, and editing the graded projects, which, like the graded projects, need to be fulfilled as part of your requirements for passing this course. As with the graded assignments, the additional writing assignments are designed to improve your critical thinking and writing skills and will help you better address the more complicated writing tasks I am asking you to conduct.

You will also be given reading assignments that we will discuss as a way to improve your critical thinking and reading skills. You should be prepared throughout the semester to discuss all reading assignments in class on the dates they are assigned. You can keep up with the reading pace of this class if you read on a regular basis and follow your syllabus closely.

One other important requirement is your active participation in collaborative activities, because collaboration is a valuable way to get and give useful feedback. Peer revision and small group activities can assist in your development as a thinker and writer. Your contributions to the work of classmates are considered a part of the course's Achievement Requirements.

Writing Conferences

Because college-level writing can be frustrating at times, it is important to get encouraging and specific feedback from not only other members of the class, but also from me. To ensure that you are getting the encouragement and feedback you need in your writing, it is required that you attend at least two scheduled conferences in my office so that I can give you personalized help and assistance. **Please note that each missed conference will result in an absence.**

Attendance

Attendance is mandatory. Class time will be devoted to actively building writing skills through writing and revising, as well as discussing and critiquing students' own writing and the writing of others. Several

of the projects in this course involve simulations and visits to multiple locations on campus. These activities cannot be “made up” satisfactorily by getting the notes from a peer or by meeting with the instructor. Sickness or emergencies can occur; however, and should students need to miss class they must contact the instructor, preferably beforehand, to discuss a plan. NOTE: There are no “excused” and “unexcused” absences. This means you should not consider the four allowed absences “freebies” or skip days. Showing up to class late or leaving early without express permission from the instructor can result in the student being counted absent. Students must contact their instructor any time they miss class, regardless of the reason. This is your job – treat it as such. **Students with excessive absences (more than four) will not be able to pass this course.**

University Closure Due to Bad Weather

In most cases, the University will not close for winter conditions unless the Wood County Sheriff’s Department declares a Level 3 emergency. Closing information will be communicated through BGSU’s [AlertBG text system](#), BGSU e- mail notification, BGSU’s website, and Toledo’s Television stations. (Note: You can sign up for AlertBG, by signing into [MyBGSU](#) and clicking on the AlertBG tab at the top of the page.)

Religious Holidays

It is the policy of the University to make every reasonable effort to allow students to observe their religious holidays without academic penalty. In such cases, it is the obligation of the student to provide the instructor with reasonable notice of the dates of religious holidays on which he or she will be absent. Should you need to miss a class due to a religious holiday, you should understand that absence from classes for religious reasons does not relieve you of responsibility for completing required work. In such an event, you should consult with me well before you leave for the holiday to find out what assignments will be due while you are absent—and you subsequently should have the assignments completed and turned in to me prior to missing class.

Student Veteran-Friendly Campus

BGSU educators recognize student veterans’ rights when entering and exiting the university system. If you are a student veteran, please let me know if accommodations need to be made for absences due to drilling or being called to active duty.

Late Work

All work must be submitted by the due date. **I will not accept late work** unless you have made previous arrangements with me at least 24 hours in advance. Please note: missing class on a day an assignment is due does not excuse you from turning in that assignment (unless we have made prior arrangements for you to do so).

Lost Projects

You are responsible for maintaining a copy of each draft of your projects, including copies of all pre-writing and drafting materials, peer response feedback, Writing Center feedback when applicable, and my comments. I recommend saving copies of these materials in at least two different locations (e.g., a flash drive and your OneDrive account). **There is no partial credit given for incomplete projects.**

Revision Policy

Knowing how to revise your work is an important aspect of being a successful writer; therefore, you will be required to create multiple drafts of your projects, and we will work hard on the development of your personal revision and editing skills. One goal of this class is for you to learn to determine when a project

has been revised to the point where you can submit it as a “final draft” that will earn a “passing” evaluation. Taking advantage of our class time, your own homework time, my office hours, the Writing Center, and other available services and tools will provide you with the support you need for submitting final drafts that are at the “passing” level.

Academic Honesty

Please refer to BGSU’s current *Student Handbook* (available online) regarding BGSU’s academic honesty policies. These policies and penalties apply to our class, as well as to all other classes at BGSU. We will discuss plagiarism and academic honesty in depth this semester.

(Dis)Abilities Statement

If you have a documented disability which requires accommodations in order to obtain equal access for your learning, please make your needs known to me, preferably during the first week of the semester. Please note that students who request accommodations need to verify their eligibility through the Office of Disability Services, 38 College Park (phone: 419-372-8495; TTY: 419-372-9455).

ADDITIONAL ASSISTANCE WITH WRITING PROJECTS

In addition to the work you will do in class sessions and in conferences with me, there are a variety of services and tools that you can use to obtain additional assistance with this course. I suggest that you make use of the following:

Writing Support at the Learning Commons

Located on the first floor of Jerome Library, the Learning Commons is a valuable resource which provides students with individual tutoring assistance in writing, reading and study skills, math and stats, and content courses – free of charge. Within the Learning Commons, Writing Support works to create a space where writers feel comfortable discussing and developing their ideas and communication skills. Writing consultants work with writers collaboratively, rather than serving as a proofreading or editing service. Because the Commons will be very busy, you should call ahead to make an appointment well in advance of when you would like to meet with a writing consultant: 419-372-2823.

You may also submit your writing to an online writing consultant by following this link:

<http://www.bgsu.edu/offices/writingctr/page76151.html> There, you will be given directions for submitting your questions or your entire draft. Once again, though, plan ahead. An email response may take up to 72 hours, and writing consultants are not available on weekends or evenings to give immediate feedback.

Online Assistance with BGSU’s Library Resources

The Welcome New Students LibGuide explains the ins and outs of using the Jerome Library. You should use this site for basic information regarding the library, including how to check out materials and how to renew materials online. This URL will take you there:

<http://libguides.bgsu.edu/content.php?pid=94029&sid=702141>

The library site also offers a virtual tour of Jerome Library: <http://ul2.bgsu.edu/vt/>

and a detailed map of its first floor: <http://www.bgsu.edu/library/about/virtual-tour/first-floor.html>

Finally, since library personnel are always ready to help, you should stop by the Research & Information Desk with questions or concerns. Or, you may contact librarians virtually by using the services described here: <http://www.bgsu.edu/library/services/services.html>

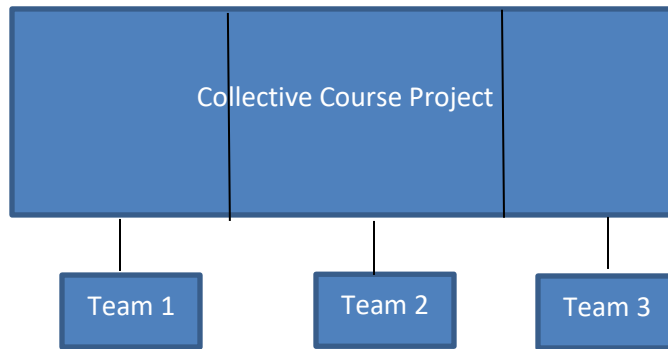
Contacting Me by Email

Email is the best way to contact me. Please note, however, that email can be unreliable. Servers may be down, computers may malfunction, senders may use an incorrect email address, etc. As a result, I cannot be responsible for any email messages that I do not receive. If you email me something, I will email you back ordinarily within 24 hours. If I do not respond back to you within 48 hours, send a follow up email. **Please note that I will not check emails before 8:00am or after 5:00pm on weekdays and I will not always check emails during weekends.** Similarly, if you email me right before class, I probably will not be able to read your message until sometime after class.

ENG 2070 PROJECTS AND GRADING SYSTEM

Project Nodes

Projects in this course contain several nodes with project lines. Several teams will work to create a class-wide project with each individual team and its members working on sections (nodes) of that project. Each node carries with it a rhetorical situation pertinent to the course and draws upon each design project.



*Example of node structure

Spatial Design Project (100 points)

The spatial design project requires you to build upon your understanding of the rhetorical situation to develop a layout that considers rhetorical cannon, considering arrangement, organization, and proximity issues. This project will serve as the initial container for the other components of the final design, so it is important to carefully consider your design choices; likewise, the spatial design should consider accessibility, ease of use, intuitiveness. The completed project contains a proposal, mock-up (sketch), and 2-3 page (500-750 word) justification for your section.

Linguistic/Textual Project (150 points)

Drawing from our work with word choice, delivery, development, and coherency, you will develop the initial textual components for your section of the container. The linguistic mode is important because it gives concise information about the material in the section and supplies the visitor with cues for how to navigate the space. As an writer/designer, this project draws upon your ability to use appropriate point of view, tone, purpose, tone, and grammar. The completed project contains a proposal, mock-up (design outline), and 3-4 page (750-1000 word) justification for your section.

Aural Design Project (150 points)

Outside of music the aural mode is often overlooked as a rhetorical mode; however, sound, sound elements, and even silence have been used for centuries as ways to communicate meaning. For this

project, you compose a short aural project for incorporation into your section. Some examples might include rhetorical analysis of music, verbal instruction sets, podcasts, and other forms of audio. The completed project contains a proposal, mock-up (time line analysis), and 3-4 page (750-1000 word) justification for your section.

Visual Design Project (150 points)

The visual mode offers robust possibilities for approaching rhetorical situation, and the visual has been used in both direct and subtle ways deliver messages and make meaning. In this project, you will develop a visual project for your section. This might include picture, animations, graphics, or videos aimed at directing the audience to gain a better understanding of the section you work within. The visual mode can be time consuming and challenging, but it can also deliver a great deal of content within a relatively small space-and as media continues to expand, the visual has been steadily working its way into more and more schools, businesses, and homes. The completed project contains a proposal, mock-up (storyboard analysis), and 3-4 page (750-1000 word) justification for your section.

Gestural /Presentation Project (250 points)

Whether it be speeches, board meetings, conference presentations, interviews, or class presentations, the gestural mode has always been a paramount mode in rhetorical situations. For this project, you will complete and make final touches to your section and prepare a short presentation about your semester long design work. This project will give you the opportunity to show others how your work has progressed through the semester and engage in embodies rhetorical acts. The completed project contains a proposal, presentation, a 10-12 page critical analysis/reflection of your project.

Misc. homework/quizzes (100 points)

Throughout the semester we will have homework assignments that include readings, writing/composing, and meetings. These are designed to help reinforce your understanding of the major projects we will explore. I will sometimes give unannounced quizzes during the semester to ensure that information in reading and class discussions are being retained. The good news is that I don't assign a lot of reading and the text is very easy to navigate. Please take advantage of these opportunities to grab easy points.

- Resume.....25 pts.
- Team Profile.....25 pts.
- Quizzes (5).....10 pts. Each

Total.....100 pts.

Participation (100 points)

As this is a very collaborative environment, your participation is not only welcome but also necessary in both our **physical** and **digital** spaces to achieve the desired outcomes presented in the course. You find yourself to be an asset to your team by becoming involved in the many hands on activities-and there will be a number of ways to participate. Do note that lack of participation may result in an absence even if you are physically present, but be encouraged by the fact that our class is a safe space where you can feel free to be open and share your ideas.

Project Evaluation

The projects will consist of four main parts: The pitch, the mock-up, design, and the justification. These will be created at different times but packaged together as a final product for submission. The pitch is essentially your brainstorming component. The mock-up will be a representation, or draft, of how you plan to create the final project. The design is the project itself. The justification will include a rhetorical analysis of the design. You will receive an assignment sheet with more details about each project. Each component must be submitted to receive credit for the project.

Below you will find a rubric which we will use to assess your work. What do you mean by *we*? Essentially, you will choose the type of project you wish to work on during your pitch and explain how it plans to meet the rubric's criteria and the assigned project type. Upon my approving your pitch, your mock up and project/justification will determine your grade for that project.

Project Rubric	Learning Outcomes
Formulate effective written, visual and/or oral arguments which are based upon appropriate, credible research.	Engage in the electronic research and composing processes, including locating, evaluating, disseminating, using and acknowledging research, both textual and visual, from popular and scholarly electronic databases.
Construct materials which respond effectively to the needs of a variety of audiences, with an emphasis upon academic audiences.	Demonstrate the importance of values systems in academic writing, including the abilities to write effectively to audiences with opposing viewpoints, to participate in an active learning community that values academic honesty, and to recognize the place of writing within learning processes.
Analyze how the principles of rhetoric work together to promote effective communication.	Practice the processes entailed in academic writing, including recursive processes for drafting texts, collaborative activities, the development of personalized strategies, and strategies for identifying and locating source materials.
Utilize rhetorical strategies that are well-suited to the rhetorical situation, including appropriate voice, tone, and levels or formality.	Demonstrate knowledge of the conventions of academic writing, including format and documentation systems, coherence devices, conventional syntax, and control over surface features such as grammar, punctuation, mechanics, and spelling.
Demonstrate critical thinking, reading, and writing strategies when crafting arguments that synthesize multiple points of view.	Demonstrate critical thinking, reading, and writing skills through approaching academic writing assignments as a series of cognitive tasks, including engaging in multiple modes of inquiry, synthesizing multiple points of view, critiquing student and professional writing, and assessing source materials.

For the final grade on each project, I will provide you with both written comments and a grade. I will supply you with a rubric for each project. The grade for each project will be a A, B, C, D, or F.

Final Exam Week

The Gestural critical analysis/reflection project will serve as the final for this course, due by 5 p.m. on **December 15, 2017**. We will discuss this project in more detail during class and on the assignment sheet.

2070 Course Grades

Grading System

900-1000.....A

800-899.....B

700-799.....C

600-699.....D

0-599.....F

English 2070 Program Grade Appeal Policy

A student who wishes to appeal a grade received in this course must follow the English Department's appeal procedures (detailed below). This policy mirrors the procedures outlined in the College of Arts and Sciences grade dispute policy: <https://www.bgsu.edu/arts-and-sciences/faculty/cdh/section-nine/section-9-9.html#grade>

As per the Arts and Sciences policy, "Grade dispute proceedings should be initiated by the end of the fifth (5th) week of the semester following the one in which the contested grade was given. For grades assigned during spring semester, proceedings should be initiated by the middle of the fall semester."

The English Department does not review appeals of individual essay assignment grades. Appeals of individual essay assignment grades should be made within the context of a formal appeal of a contested course grade.

ENGLISH 2070

Date	Class Time	Homework Assignment for Next Class
Week One Monday, 8/21	<ul style="list-style-type: none">Course Introduction/SyllabusActivity: Introductions	<ul style="list-style-type: none">Read <i>Writer/Designer</i> Chapter 2: Analyzing Multimodal Projects pp. 20-30
Wednesday, 8/23	<ul style="list-style-type: none">Rhetoric and Rhetorical SituationActivity: Identity as Writer DesignerAssignment: Resume and Cover Letter as Writer/Designer	<ul style="list-style-type: none">Read "21 Tips for that perfect resume" on BGSU's SELLING YOURSELF and review samples.Read "Letter of Introduction" on BGSU's SELLING YOURSELF
Friday, 8/25	<ul style="list-style-type: none">The Terrific Triangle: Activity as a writer/designerActivity: The Classroom Community	<ul style="list-style-type: none">Read <i>Writer/Designer</i> Chapter 5: Assembling Your Technologies and your Team pp. 82-92Chapter 3: Choosing a genre and pitching your projects. pp. 40-56

	<ul style="list-style-type: none"> ▪ Open forum 	<ul style="list-style-type: none"> ○ Assignment Due: Resume and Cover Letter as Writer/Designer
<p><u>Week Two</u></p> <p>Monday, 8/28</p>	<ul style="list-style-type: none"> ▪ Assignment: Spatial Design Project ▪ Design Teams ▪ Assignment structure and Folder Construction (pitch/proposal, project, justification) ▪ Pitches, Mock-ups, designs, and Justifications 	<ul style="list-style-type: none"> ○ Read <i>Writer/Designer</i> Chapter 6: Designing Your Project pp. 93-102
<p>Wednesday, 8/30</p>	<ul style="list-style-type: none"> ▪ Writing Center Visitor ▪ Activity: Dividing Labors and the Team Contract (p. 5) ▪ Team Profiles 	<ul style="list-style-type: none"> ○ Post your team profile along with your project sectors ○ Discussion Board: The Good, The Bad, and the Ugly
<p>Friday, 9/1</p>	<ul style="list-style-type: none"> ▪ Collab Lab Visitor ▪ Design Pitches and Mock-Ups ▪ Open forum 	<ul style="list-style-type: none"> ○ Work on Spatial Design Project ○ Team Profiles Due
<p><u>Week Three</u></p> <p>Monday, 9/4</p>	<ul style="list-style-type: none"> ▪ Labor Day-No Class 	<ul style="list-style-type: none"> ○ Submit Spatial Design Project
<p>Wednesday, 9/6</p>	<ul style="list-style-type: none"> ▪ Assignment: Linguistic/Textual Design Project ▪ Assignment Breakdown: Text and Space ▪ 6020 visitors (schedule permitting) 	<ul style="list-style-type: none"> ○ Discussion Board: Peer Q&A ○ Discussion Board: Writing-sharing skills and ills.
<p>Friday, 9/8</p>	<ul style="list-style-type: none"> ▪ Singling out Text ▪ Composing with Words (Selfe) ▪ Activity: The Ways We Write ▪ Open forum 	<ul style="list-style-type: none"> ○ Read <i>Writer/Designer</i> Chapter 4: pp. 57-76
<p><u>Week Four</u></p> <p>Monday, 9/11</p>	<ul style="list-style-type: none"> ▪ Copyright, Fair Use, Permissions ▪ Citation and Reference Folder ▪ Activity: Case Study on those who Caught Cases 	<ul style="list-style-type: none"> ○ Team Discussion: Arranging Citations-questions, concerns, and ideas.
<p>Wednesday, 9/13</p>	<ul style="list-style-type: none"> ▪ The Grammar Gorgon: Myths, Monsters, and Slaying the Beast ▪ Activity: Grammar Argonauts 	<ul style="list-style-type: none"> ○ Submission Project: Writing Maps

Friday, 9/15	<ul style="list-style-type: none"> ▪ Design Pitches and Mock-Ups ▪ Open forum 	<ul style="list-style-type: none"> ○ Writing Maps: Oh, the places you'll go.
<u>Week Five</u> Monday, 9/18	<ul style="list-style-type: none"> ▪ Writing for community and productivity 	<ul style="list-style-type: none"> ○ Exploring 1110 as a Team: Reaching out to Instructors
Wednesday, 9/20	<ul style="list-style-type: none"> ▪ Examining Writing Environments ▪ Activity: Writing Together 	<ul style="list-style-type: none"> ○ Team Discussion: syncing community
Friday, 9/22	<ul style="list-style-type: none"> ▪ Project Workshop Day ▪ Sign Up for conferences ▪ Open forum 	<ul style="list-style-type: none"> ○ Submit Linguistic/Textual Design Project
<u>Week Six</u> Monday, 9/25	<ul style="list-style-type: none"> ▪ Assignment: Aural Design Project ▪ Assignment Breakdown: Sound, Silence, and Foley ▪ Rules and Copyrights ▪ File Management 	<ul style="list-style-type: none"> ○ Audio Tools
Wednesday, 9/27	<ul style="list-style-type: none"> ▪ STAC visitor ▪ Composing with Audio (Selfe) ▪ Activity: Analyzing Aural Composition 	<ul style="list-style-type: none"> ○ Audio Sample and Analysis Archiving
Friday, 9/29	<ul style="list-style-type: none"> ▪ Activity: Mic Check-recording and editing ▪ Timelines and Rhetorical Situation ▪ Open forum 	<ul style="list-style-type: none"> ○ Team Podcasting
<u>Week Seven</u> Monday, 10/2	<ul style="list-style-type: none"> ▪ Team Workshop ▪ Designer Meetings 	<ul style="list-style-type: none"> ○ Podcast Rhetorical Analysis and Feedback
Wednesday, 10/4	<ul style="list-style-type: none"> ▪ Individual Workshop ▪ Designer Meetings 	<ul style="list-style-type: none"> ○ Audio Design Ideation Board ○ Team Meetings
Friday, 10/6	<ul style="list-style-type: none"> ▪ Pitches/Mock-Ups (Timelines) ▪ Designer Meetings (time permitting) ▪ Open forum 	<ul style="list-style-type: none"> ○ Team Meetings

<u>Week Eight</u>		
Monday, 10/9	<ul style="list-style-type: none"> ▪ No class: Fall Break 	<ul style="list-style-type: none"> ○ Enjoy your break!
Wednesday, 10/11	<ul style="list-style-type: none"> ▪ Musical Guest (schedule permitting) ▪ The foreground and the ambient: Rhetorical Situations of Sound ▪ Activity: Musical Mashup 	<ul style="list-style-type: none"> ○ Work on Aural Design
Friday, 10/13	<ul style="list-style-type: none"> ▪ Project Workshop Day ▪ Open forum 	<ul style="list-style-type: none"> ○ Submit Aural Design Project
<u>Week Nine</u>		
Monday, 10/16	<ul style="list-style-type: none"> ▪ Assignment: Visual Design Project ▪ Assignment Breakdown ▪ Contacting Sources 	<ul style="list-style-type: none"> ▪ <i>Writer/Designer</i> Chapter 6: Designing your Project pp. 96-105
Wednesday, 10/18	<ul style="list-style-type: none"> ▪ Composing with Visuals (Selfe) ▪ Types of Visuals ▪ Rhetorical situations and grammars in visual contexts ▪ The Frozen Example ▪ Open forum 	<ul style="list-style-type: none"> ○ Dropping Knowledge: Watch Dr. Ethan Jordan's Introduction to Visual analysis and comment
Friday, 10/20	<ul style="list-style-type: none"> ▪ Tools of the trade: Working with Images and Videos ▪ Pitch ▪ Open forum 	<ul style="list-style-type: none"> ○ Read <i>Writer/Designer</i> Chapter 7: Drafting and Revising pp. 106-118
<u>Week Ten</u>		
Monday, 10/23	<ul style="list-style-type: none"> ▪ Continue Tools of the Trade ▪ Guest Q&A (time permitting) 	<ul style="list-style-type: none"> ○ Exploring Tools and Resources
Wednesday, 10/25	<ul style="list-style-type: none"> ▪ Working Through Affordances and Limitations ▪ Activity: Remixing and Editing for rhetorical meaning 	<ul style="list-style-type: none"> ▪ Team Analysis of Affordances and Limitations
Friday, 10/27	<ul style="list-style-type: none"> ▪ Mock-Up (storyboard/cut/layout) ▪ Open forum 	<ul style="list-style-type: none"> ▪ Refine Mock-Up; Team meetings
<u>Week Eleven</u>		
Monday, 10/30	<ul style="list-style-type: none"> ▪ Field Work and Mixed Media 	<ul style="list-style-type: none"> ▪ Action Plan
	<ul style="list-style-type: none"> ▪ Activity: Putting your Project to Work ▪ Deciding on methods 	<ul style="list-style-type: none"> ▪ Team Meeting: WebEx

Wednesday, 11/1		
Friday, 11/3	<ul style="list-style-type: none"> ▪ Project Updates ▪ Sign Up for conferences ▪ Open forum 	<ul style="list-style-type: none"> ▪ Cross Platform Meeting
<u>Week Twelve</u>		
Monday, 11/6	<ul style="list-style-type: none"> ▪ Field Work ▪ Design Workshop 	<ul style="list-style-type: none"> ▪ Cross Platform Meeting
Wednesday, 11/8	<ul style="list-style-type: none"> ▪ Field Work ▪ Design Workshop 	<ul style="list-style-type: none"> ▪ Work on Project
Friday, 11/10	<ul style="list-style-type: none"> ▪ Veteran's Day-No Class 	<ul style="list-style-type: none"> ▪ Submit Visual Design Project
<u>Week Thirteen</u>		
Monday, 11/13	<ul style="list-style-type: none"> ▪ Assignment: Gestural Design Project ▪ Assignment Breakdown 	<ul style="list-style-type: none"> ▪ Watch Selected Videos and answer questions
Wednesday, 11/15	<ul style="list-style-type: none"> ▪ Rhetorical Gesturing as performance/composing ▪ Activity: Gesturing 	<ul style="list-style-type: none"> ▪ Board: Gesture style analysis
Friday, 11/17	<ul style="list-style-type: none"> ▪ Pitching Gesture Project ▪ Open forum 	<ul style="list-style-type: none"> ▪ Team Meeting: Gesture project
<u>Week Fourteen</u>		
Monday, 11/20	<ul style="list-style-type: none"> ▪ The Rhetorical Situation: Presenting, presenting styles, and working together 	<ul style="list-style-type: none"> ▪ Team meeting: synchronizing
Wednesday, 11/22	<ul style="list-style-type: none"> ▪ No Class: Thanksgiving Break 	<ul style="list-style-type: none"> ▪ Enjoy your Break!
Friday, 11/24	<ul style="list-style-type: none"> ▪ Activity: Multimodal Presentation Planning 	<ul style="list-style-type: none"> ▪ Work with Team on Planning section
<u>Week Fifteen</u>		
Monday, 11/27	<ul style="list-style-type: none"> ▪ Activity: Profiles, sections, and plugs. ▪ Gestural Mock-Ups 	<ul style="list-style-type: none"> ▪ Continue working on Planning section

Wednesday, 11/29	<ul style="list-style-type: none"> ▪ Piecing together projects ▪ Gestural run-through 	<ul style="list-style-type: none"> ▪ Team Meeting (optional but advised)
Friday, 12/1	<ul style="list-style-type: none"> ▪ Workshop Gestural Design Project ▪ Open forum 	<ul style="list-style-type: none"> ▪ Submit Gestural Design Project
<u>Week Sixteen</u>		
Monday, 12/4	<ul style="list-style-type: none"> ▪ Presentations 	<ul style="list-style-type: none"> ▪ Feedback
Wednesday, 12/6	<ul style="list-style-type: none"> ▪ Presentations 	<ul style="list-style-type: none"> ▪ Feedback
Friday, 12/8	<ul style="list-style-type: none"> ▪ Presentations ▪ Last Day of Class 	<ul style="list-style-type: none"> ▪ Remember Final; Thanks for a Great Semester!

*schedule subject to change based on weather or individual course needs.