

## RWS 1301 Course Calendar: Readings and Assignments

\* These assignments will show up in your weekly folders as either a Journal Entry or a Self-Peer Assessment. All other assignments will show up in the “Assignment’s” folder in the “Home Page”

This is a tentative schedule, subject to change

Weekly Objectives	Readings	Assignments Due
<p><b>Week 1</b></p> <p>Introduction and E-Portfolio</p> <p>Expectations and Discourse Communities</p>	<p><b>Norton Field Guide:</b> Ch. 34 pp. 361-365</p> <p><b>Article:</b> John Swales “The Concept of Discourse Community” (<b>Found in Supplemental Readings</b>)</p> <p><b>Handbook:</b> Intro to 1301 and Assignment 1</p>	<p><b>Friday:</b> Introductory Podcast <b>Sunday:</b> Responses to Podcast</p>
<p><b>Week 2</b></p> <p>Genre and Rhetorical Devices</p>	<p><b>Norton Field Guide:</b> Ch. 5-7</p> <p><b>Article:</b> “Coaches can Read, too: An Ethnographic Study of a Football Coaching Discourse Community” (pp. 383-392)</p> <p><b>Handbook:</b> Assignment 2 &amp;3</p>	<p><b>Friday:</b> Bi-Weekly Discussion</p>
<p><b>Week 3</b></p> <p>Prewriting</p>	<p><b>Norton Field Guide:</b> Ch. 30-33</p> <p><b>Article:</b></p>	<p><b>Friday:</b> Choosing Your Topic</p> <p><b>Sunday:</b> Discourse Community Ethnography Final</p>

	Lamott, Anne. "Shitty First Drafts." <i>Bird by Bird: Some Instructions on Writing and Life</i> . New York: Anchor, 1994. 21–27. Print.	
<b>Weekly Objectives</b>	<b>Readings</b>	<b>Assignments Due</b>
<b>Week 4</b>  Rhetorical Analysis	<b>Norton Field Guide:</b> <i>Ch. 20</i>  <b>Handbook:</b> Assignment 4	<b>Friday:</b> (1) Bi-Weekly Discussion and (2) <b>Rhetorical Analysis Proposal</b>
<b>Week 5</b>	<b>Norton Field Guide:</b> <i>Ch. 32- Revisit</i>  <b>Articles:</b> Straub, R. (n.d.). "Responding—Really Responding—to Other Students' Writing." <i>Writing About Writing</i> , 3 <sup>rd</sup> Ed, pp. 44-54.	<b>Thursday:</b> Rhetorical Analysis Peer-Review Draft  <b>Friday:</b> Peer-Review Response
<b>Week 6</b>	<b>Articles:</b> Sommers, N. (1980). "Revision Strategies of Student Writers and Experienced Adult Writers." <i>College Writing and Communication</i> , 31(4), pp. 378-388.  <b>Recommended Readings:</b>  Murray, D. (1973). "The Maker's Eye: Revising your own Manuscript." <i>Writing About Writing</i> , 3 <sup>rd</sup> Ed, pp. 610-613. Print.  "Late Nights, Last Rites, and the Rain-Slick Road to Self-Destruction." <i>Writing About Writing</i> , 3 <sup>rd</sup> Ed, pp. 647-652. Print.	<b>Friday:</b> Bi-Weekly Discussion <b>Sunday: Rhetorical Analysis Final</b>

<p><b>Week 7</b></p>	<p><b>Norton Field Guide:</b> Ch. 11 &amp; 15</p> <p><b>Article:</b></p> <p>Cushman, E. (1996). The rhetorician as an agent of social change. <i>College Writing and Communication</i>, 47(1), 7-28.</p> <p><b>Handbook:</b> Assignment 5 &amp; 6</p>	<p><b>Friday: - Global Issues Report Proposal Due</b></p>
<p><b>Weekly Objectives</b></p>	<p><b>Readings</b></p>	<p><b>Assignments Due</b></p>
<p><b>Week 8</b></p>	<p><b>Norton Field Guide:</b> Ch. 47-49; <i>Wikipedia as a Site of Knowledge Production</i> (pp.816-822)</p>	<p><b>Thursday:</b> Ann. Bib Draft</p> <p><b>Friday: (1) Bi-Weekly Discussion and (2) Ann. Bib. Draft Response</b></p>
<p><b>Spring Break (March 18<sup>th</sup>)</b></p>		
<p><b>Week 9</b></p> <p>Plagiarism</p>	<p><b>Article:</b></p> <p>DeVoss, D., &amp; Rosati, A. C. (2002). "It wasn't me, was it?" Plagiarism and the web. <i>Computers &amp; Writing</i>, 19(2), 191-204. <b>(Found in Supplemental Readings)</b></p> <p>Blum, S. D. (2009). Academic integrity and student plagiarism: A question of education, not ethics. <i>Chronicle of Higher Education</i>, 55(24), A35- A35. <b>(Found in Supplemental Readings)</b></p> <p><b>Extra Credit Reading: Norton Field Guide</b> Is Google making us stupid? Pp. 789</p>	<p><b>Sunday: Annotated Bibliography Final</b></p>
<p><b>Week 10</b></p> <p>Argument and Fallacies</p>	<p><b>Norton Field Guide:</b> Ch. 13</p>	<p><b>Thursday:</b> Global Issue Self-Review Draft</p>

	<p><b>Article:</b> Greene, S. (2001). "Argument as Conversation: The Role of Inquiry in Writing a Researched Argument." <i>Writing About Writing</i>, 3<sup>rd</sup> Ed, pp. 31-43. Print.</p>	<p><b>Friday:</b> Bi-Weekly Discussion</p> <p><b>Saturday:</b> Global Issue Self-Review Response</p>
<p><b>Week 11</b></p> <p>Argument/Opinion</p>	<p><b>Article:</b> Behar, R. (1994). Dare we say "I"? The Chronicle of Higher Education. Retrieved from <a href="http://www.ruthbehar.com/RuthBehar-DareWeSayI.pdf">http://www.ruthbehar.com/RuthBehar-DareWeSayI.pdf</a></p> <p><b>(Found in Supplemental Readings)</b></p>	<p><b>Sunday: Global Issues Report Final</b></p>
<p><b>Week 12</b></p> <p>Visual Argument Introduction</p>	<p><b>Norton Field Guide:</b> <i>Ch. 57-58</i></p> <p><b>Handbook:</b> Assignment 7 &amp; 8</p>	<p><b>Friday: (1)Bi-Weekly Discussion and (2) Visual Argument Proposal and (3) Group Contract</b></p>
<p><b>Week 13</b></p> <p>Visual Rhetoric</p>	<p><b>Article:</b> Hocks, M. (2003). Understanding visual rhetoric in digital writing environments. <i>CCC</i> 54(4), 629- 56.</p> <p>Corrie van der Lelie. The value of storyboards in the product design process <b>(Found in Supplemental Readings)</b></p>	
<p><b>Week 14</b></p> <p>Visual Argument Work-Week</p>	<p><b>Norton Field Guide:</b> <i>Ch. 60</i></p>	<p><b>Sunday: Visual Argument and Presentation</b></p>
<p><b>Week 15</b></p> <p>Presentations</p>		

<b>Week 16</b>  Finals Week		<b>Friday (12:00 p.m.): E-Portfolios and Revisions Due (Dec. 13)</b>
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