

## Course

WRTG121 Composition II (CRN 23607):  
Researching the Public Experience  
Eastern Michigan University

## Instructor

Dr. Rachel Gramer  
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734-487-0405

Winter 2018  
Meeting times: TTh 11 a.m.-12:15 p.m.  
Classroom: Pray-Harrold 415

Office: Pray-Harrold 613D  
Office hours: T 12:30-2:30 p.m.,  
Th 10-11 a.m. and 12:30-1:30 p.m.,  
by appointment

## The Course

### Description

WRTG121 focuses on academic writing and inquiry. You will use multiple modes of research to develop literacy used in academic and other public contexts. Through extended reading and writing, you will engage in the process of writing researched pieces that reflect the conventions of standard written English and standard documentation styles.

This semester, you will gain grounded, practical experience with researched academic writing. The primary *subject* of the course is research writing: how effective research writers write across a variety of situations, what effective research writing looks like, and how specific practices, strategies, and concepts will aid you in becoming a more flexible, adaptive, and skillful research-based communicator throughout your college career and in the workplace.

The primary *task* of this course is also writing: writing as thinking, writing as practice, writing as reflection, and research writing as a way to revise thinking. WRTG121 is a small, studio-based course, which means you will spend considerable time writing, both in and out of class, in a variety of genres using appropriate media for the occasion. You will also workshop your drafts, respond to others' writing, and discuss research writing and revision with your peers and your instructor. In some of our shared digital spaces, the acts of writing, reading, and responding to each other's works in progress are intended to highlight that research writing is a social activity and a way of sharing and learning from each other.

WRTG121 progresses through a series of projects, each of which involves a gradual build-up among many different components that are designed to support you in research writing success. You can expect to write approximately 50 pages of draft work and approximately 20 pages (or equivalent) of more polished revised work during the course of the semester.

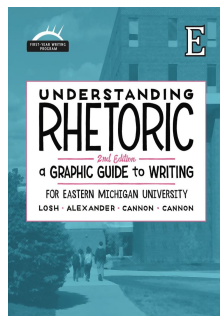
## General Education Requirement

This course is part of EMU's General Education Program: Area I: Effective Communication

## Outcomes

Rhetorical performance	You will have <b>enacted</b> rhetoric by consciously constructing persuasive texts.
Research process	You will have <b>practiced</b> different research methods, which includes analyzing and using sources and developing primary research.
Style conventions	You will have <b>developed</b> awareness of conventions of academic research processes, including documentation systems and their purposes.
Multimodal design	You will have <b>composed</b> using digital technologies, gaining awareness of the possibilities and constraints of electronic environments.
Reflective interaction	You will have <b>shared</b> your work with your instructor, peers, and the university community and accounted for the impact of such interaction on composition.

## Required Texts and Materials



Losh, Alexander, Cannon, and Cannon. *Understanding Rhetoric (2nd Edition, EMU Custom Edition)*. Boston: Bedford St. Martin's, 2017.



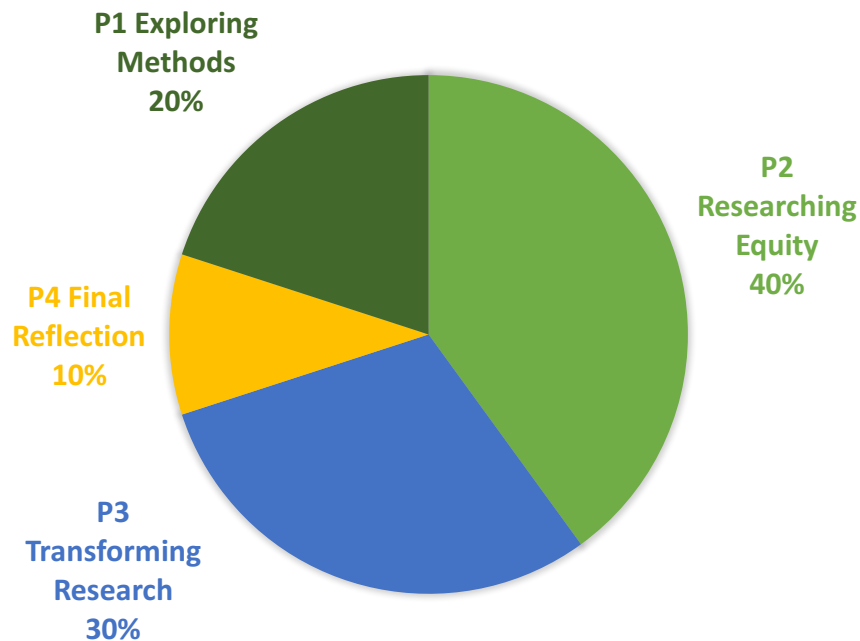
Lunsford, Andrea A. *EasyWriter for Eastern Michigan University*. Boston: Bedford St. Martin's, 2017. ISBN 978-1-319-13090-9.

These two texts available as a bundle at the EMU Student Center Bookstore.

- Additional readings posted on Canvas or Google Drive.
- Funds for printing out any course materials as needed or requested.

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## Project Overview



You will complete four major projects that make up 100% of your grade for this course:

- Project 1: Exploring Research Methods (20%)
- Project 2: Researching Equity (40%)
- Project 3: Transforming Research (30%)
- Project 4: Final Reflection (10%)

You must complete all four major projects and participate in the Celebration of Student Writing on Thursday, April 12, which will be held from 3:30 to 5:30 p.m., in order to be eligible for a passing grade in WRTG121.

Each project includes evaluation of three discrete components: (1) your attendance and individual and (relevant) group participation, (2) your drafting, revising, and peer review of research writing that meets each individual project criteria, and (3) your informal writing and research process memos. All of these components (and their rationales) are defined in brief for you below.

### *Attendance and participation*

*Premise: Writing is a social act that helps us to revise our own thinking based on the presence and participation of others.*

- Daily class attendance
- Being on time and prepared for class

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- Active listening and attention
- Contributions to class activities in speech and in writing
- Respectful, thoughtful responses to peers
- Participate in the Celebration of Student Writing on Thursday, April 12

*Informal writing and research process memos*

*Premise: Writing is a process of discovery and invention.*

- In-class written responses shared to group document or turned in as requested
- Written responses for homework shared to group document or turned in as assigned

*Research writing in progress*

*Premise: Writing is a work in progress and an act of responding to the writing and feedback of others.*

- Completed drafts and revised drafts by requested due dates
- Active participation in giving and receiving feedback from peers
- Active participation in drafting and revising ideas and texts-in-progress
- Participate in the Celebration of Student Writing on Thursday, April 12

**Writing Project Routines**

- All projects will be described in full detail in separate assignment sheets
- Each project will have accompanying informal writing and research process memos that count as part of your project grade
- You should keep everything you write for this class because you will likely need it for future projects and your final reflection
- You do not need to print your drafts (unless you prefer paper)
- All drafts are due as Google Docs by the time class begins on the day the draft is due
- Each draft should be saved as a separate document
- Each draft should be saved with your first name, project number, and draft number
- Drafts will be shared with your peers at least once for each project
- I expect substantive revisions by the final draft, based on peer and my feedback
- All drafts and revisions are counted as part of your grade for each project
- I reserve the right to give you zero credit for minimal to no changes from one draft to the next

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- Late drafts are not accepted for credit, but I am absolutely available to give you feedback for revision, given adequate notice before the next revision is due

## Class Policies

### Struggling in Class

If for any reason you feel you are struggling this term, I hope that you will feel comfortable letting me know as soon as possible. This includes anything that might affect whether or not you can participate to the best of your ability—including physical injury, medical illness, mental health, depression or anxiety, relationship abuse or violence, grief or unmanageable stress. I am not a trained counselor but can put you in touch with resources on campus to support you in whatever ways you wish.

If you know, think, or are concerned that you have a disability (temporary or permanent) that will affect your active participation in this course, I hope that you will feel comfortable letting me know privately as soon as possible so that we may arrange accommodations or get resources from the Disability Resource Center.

### Attendance

WRTG121 is a course in language learning, which typically occurs through social interactions in communities, so it is essential that you attend class and actively participate in a manner respectful of differing learning styles and worldviews. All those enrolled in English Department classes are expected to participate in daily activities: discussing readings, writing in class, and collaborating during peer reviews. If you miss these activities regularly, you cannot reasonably make them up, and your absences affect your classmates' writing as well as your own.

If you are unable to participate regularly or if you miss more than 4 classes (the equivalent of two weeks of class), you should expect to receive lower grades in this course. If you miss more than 6 classes for any reason (the equivalent of three weeks of class), you will not be able to pass WRTG121 with a passing grade; you should then consider withdrawing and taking the class in a future semester.

My attendance policy is as follows and is in line with First-Year Writing Program instruction:

- I do not differentiate between excused and unexcused absences or tardies.
- It is possible to miss up to four classes without having your grade adversely affected (as long as all due dates are met).
- If you miss more than four classes, your final grade for the course will be affected.
- If you miss more than six classes, you will not be able to pass and should consider withdrawing and taking the class in a future semester.

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- Three tardies equal one absence. If you are late or leave early and are not present for at least 60 minutes of class, you will be marked absent.
- I also reserve the right to mark you as absent if you are not actively “present” in class, which may be indicated not actively participating in class activities or discussion, or zoning out of class by zoning into your phone or other devices.

If you have extenuating circumstances or a serious issue that occurs during the semester that will have an impact on your ability to attend class, please email me to set up a time to meet early in the term, well in advance of the withdrawal deadline.

### Completing Work

My course policies for completing work are as follows:

- I do not accept late work for partial or full credit.
- All work must be submitted via your Google My Drive or our Team Drive, in the appropriate place, by the date and time indicated for the draft to receive credit. This policy applies whether or not you are present in class on a given day.
- If you have to miss class for any reason, you are responsible for staying on schedule to complete all work required.
- In the event of an emergency that prevents you from attending class, you must still submit work to me via Google Drive or via our authorized EMU e-mail accounts by the due date indicated for the assignment.

If you have any concerns or issues about being able to complete an assignment on time, contact me as soon as possible—well in advance of the due date.

If you have any questions or concerns about privacy online, or about sharing your in-class writing with others, please let me know privately, as soon as possible.

### Grading Scale

		B+	87-89%	C+	77-79%	D+	67-69%
A	93-100%	B	83-86%	C	73-76%	D	63-66%
A-	90-92%	B-	80-82%	C-	70-72%	D-	60-62%
						F	59% or below

### Tech-Friendly Reminders

I am an advocate for using digital tools that help you learn, communicate, and collaborate. My tech-friendly reminders are as follows:

- Though we are not in a computer lab, I highly encourage you to bring a laptop or other device to participate fully in digital/online class activities.

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- All tech use during class time should be course-related and not a distraction to yourself or others.
- You are responsible for backing up all of your digital work. Save your work frequently, make backup copies, and plan your projects with extra time allowed for unexpected challenges.
- I used to teach high school and have excellent hearing. Please silence your phones, or place them on vibrate if you have a specific need to do so.
- If you think you might have a situation that requires you to take calls during our class time, please let me know at the beginning of class that day.
- When typing documents, please use an easily readable typeface, such as Times New Roman 12-point, with one-inch margins. If you have any questions about style, consult your *EasyWriter* for the conventions for MLA style.
- Plan ahead when using digital documents and unfamiliar formats. Approach me with questions about file formats and the submission process, well in advance of the due dates.

### **Communication**

To communicate with me via email, you should use your EMU account, accessible via mail.emich.edu. You will likely receive a reply back from me within 48 hours. I do not always check email regularly on the weekends or after 9 p.m. You may call my office phone number and leave a voicemail, but email is usually quicker and more effective. If you have individual questions about your work or progress in the course, I highly encourage you to visit my office during my regular office hours each week. You can also email me to set up an appointment to meet on campus outside of regularly scheduled office hours.

While a fair amount of leadership and direction come from me, I strongly encourage you to identify at least two peers with whom you can confirm course details, discuss your questions or concerns, and catch up on anything you may miss during an absence. You can also send email to me or to classmates via Canvas.

## **Services for You**

### **Counseling and Psychological Services (CAPS)**

Counseling and Psychological Services (CAPS) is dedicated to addressing EMU students' personal and academic issues, including adjusting to college life, dealing with stress, anxiety, or depression, or coping with substance abuse, sexual assault, or relationship violence. Free face-to-face counseling is available from Monday to Friday, from 8 a.m. to 5 p.m. Call 734-487-1118

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to schedule an appointment. After hours, if you need help, call the National Suicide Prevention Lifeline at 1-800-273-8255; or text the word HELLO to 741-741 to be connected to the Crisis Text Line.

### **University Writing Center (UWC)**

The University Writing Center (115 Halle Library; 734-487-0694) offers one-on-one consultations for all EMU students. The UWC can help at any point in the writing process—from getting started with a draft to completing major revisions. They are not an editing service but offer valuable help in talking and thinking about writing as a continual practice that requires effort and can be improved. You can make appointments or drop in Mondays through Thursdays from 10 a.m. to 6 p.m. and Fridays from 11 a.m. to 4 p.m. The UWC opens for Winter 2018 on Monday, January 8, and will close on Thursday, April 19.

The UWC also has several satellite locations across campus (in Owen, Sill, Marshall, Pray-Harrold, and Mark Jefferson). These satellites provide drop-in writing support to students in various colleges and programs. The Pray-Harrold UWC satellite (211 Pray-Harrold) is open Mondays through Thursdays from 11 a.m. to 4 p.m.

If you'd like to work on a specific draft or project, bring a draft of what you're working on and the assignment from your instructor. For more information and the locations/hours of other satellites, visit <https://www.emich.edu/uwc/>.

### **Academic Projects Center (APC)**

The Academic Projects Center (116 Halle Library; 734-487-0020, extension 2154) is open Monday through Thursday from 10 a.m. to 5 p.m. and is staffed by UWC consultants, Halle Librarians, and Information and Communications Technology staff who can help with writing, research, or technology needs. No appointment is necessary. When you visit the APC, be sure to bring a draft of what you're working on and the assignment from your instructor. Visit <http://www.emich.edu/apc> for more information.

### **Disability Resource Center (DRC)**

If you have a documented disability that affects your work in this (or any other) class, the Disability Resource Center can provide support for you. I hope that this class will be an accessible, welcoming experience for all students, including those with disabilities that may impact learning. If you believe you may have trouble participating or effectively demonstrating learning in this course, I hope that you will feel comfortable meeting with me (with or without a Disability Resource Center accommodation letter) to discuss options for adjustments, and contacting the DRC (240 Student Center; 734-487-2470; [swd\\_office@emich.edu](mailto:swd_office@emich.edu)) to talk about

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academic accommodations. I welcome this discussion at any point in the semester; it is best if we can talk at least one week prior to your need for any modifications.

### **LGBT Resource Center**

The LGBT Resource Center (354 EMU Student Center; 734-487-4149) works to strengthen and sustain an open, supportive campus community at Eastern Michigan University. It offers a space where LGBT and all students can come together to work across our differences via education, information, and advocacy. All students are welcome in this space where you can be yourself and support diversity, equity, and inclusion.

### **Military and Veteran Services Resource Center**

Veteran Student Support Services (202 Pierce Hall; 734-487-3119) provides dedicated academic and personal support, tailored to address the unique needs of EMU veterans, including building a resume, navigating through the VA Healthcare system, and identifying education benefits. The staff in the Lt. Col. Charles S. Kettles Military and Veteran Services Resource Center are committed to helping military and veteran students, their spouses, and their dependents achieve their educational goals.

### **Halle Library**

If you need help with finding, searching for, or sorting through the avalanche of resources that is available to you online and on our campus, visit Halle Library and ask for help. In addition to electronic resources available online on their website, Halle Library also houses archival collections, provides quiet study space and not-so-quiet group work areas, and has knowledgeable staff who can support you in your research and writing practices. Visit them on campus, online at <http://www.emich.edu/library/>, or call 734-487-0020.

Halle Library houses course reserves and also offers access to laptop and equipment borrowing. Visit <http://www.emich.edu/library/services/laptops.php> for a list of available equipment.

## **University Policies**

### **Sexual Misconduct and Interpersonal Violence Policy**

Eastern Michigan University is committed to supporting students and upholding the University's Sexual Misconduct and Interpersonal Violence policy. Under Title IX, discrimination on the basis of sex is prohibited. If you experience an incident of sex discrimination (such as sexual assault, sex- or gender-based harassment, intimate-partner violence or stalking), we encourage you to report it. You may obtain confidential support from the Title IX Coordinator Melody Werner (100B Boone Hall; 734-487-3617). As an EMU faculty member, I serve as a Title IX Responsible

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Employee and thus must report any incidents of sexual misconduct and interpersonal violence involving EMU students, faculty and staff to the Title IX Coordinator regardless of whether the incident occurs on or off campus.

If you wish to discuss an incident confidentially without notifying the Title IX Coordinator, you may contact Counseling and Psychological Services (CAPS) at 734.487.1118. For more information, see the Sexual Misconduct and Interpersonal Violence Policy at <https://www.emich.edu/policies/policy.php?id=238>, or visit the Title IX Coordinator site to report an incident at <https://www.emich.edu/title-nine/>.

### **Academic Integrity/Plagiarism**

Plagiarism occurs when a writer passes off another's words or ideas without acknowledging their source, whether intentionally or not. Because of the design and nature of this course, it will take as much (or more) work for you to plagiarize than it will to actually complete the projects for this class. I assume that you are here to improve and gain confidence as a writer, so it is vital that all writing you do for this course be your own. You should also pay special attention to the quotations, paraphrases, and citation practices you use in every project.

If you plagiarize in this class, I reserve the right to assign you a failing grade for the entire project, and your case may be passed to the university for additional disciplinary action. If you have any questions about plagiarism, please ask me in advance of a due date. For a more detailed explanation of EMU's stance on academic integrity, refer to Section V. A. of the Student Conduct Code at <https://www.emich.edu/policies/policy.php?id=124>.

### **Grievances**

If you have questions or concerns about your progress in this course, please see me during office hours or email me to set up an appointment at another time. If you are not satisfied with our discussion, you may see the Director of First-Year Writing or the English Department Chair in the English Department in Pray Harrold 612, or call to schedule a meeting at 734-483-9744.

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## Course Schedule

### Week 1 – Introductions

Thurs. 1/4	<p><b>Introductions</b></p> <p>Read: the syllabus and Project 1 calendar before you come to class</p> <p>Do: bring questions you have about attendance, turning in work, and participating in the Celebration of Student Writing</p> <p>In-class: introducing yourselves, the course, and technology set-ups; you'll bring questions, and I'll go over "dealbreaker" policies clearly spelled out in the syllabus</p>
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### Week 2 – Project 1: Exploring Methods

Tues. 1/9	<p><b>What is research? And why do we do it?</b></p> <p>Read: <i>Understanding Rhetoric</i> Issue 6: Research (pp. 219-258)</p> <p>Do: (RESPONSE #1) write a paragraph about what research is and why we do it; be prepared to write and talk about key takeaways from UR Issue 6; review the course Outcomes on your syllabus (p. 2)</p> <p>In-class: we'll talk about research, what it is, why we do it; in small groups, you'll be responsible for teaching individual sections of the textbook chapter (so read carefully); and we'll connect the textbook chapter to our WRTG121 course outcomes</p>
Thurs. 1/11	<p><b>Research methods overview + practice</b></p> <p>Read: Rebecca Hersher, "<a href="#">Researchers Look For Gun Violence Clues In Google Searches And Background Checks</a>", and the 6 research methods overview page</p> <p>Do: (RESPONSE #2) <del>find one article that relies on research to make an argument and</del> After reading Hersher's article, write a paragraph about what methods are used, why, and how those methods are effective in the contexts of the article; review the assignment details for Project 1 and bring questions</p> <p>In-class: Project 1 overview and questions; 6 research methods overview and some practice in small groups</p>

January 12, 2018 Last date for 100% tuition refund (individual or total withdraw from term)

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**Week 3**

Tues. 1/16	<p><b>Collaboration + Modeling “teaching research methods”</b></p> <p>Read: <i>Understanding Rhetoric</i> Issue 5 Composing Together (pp. 193-218)</p> <p>Do: (RESPONSE #3) write a paragraph about your current perspectives on collaboration (what’s worked for you in the past? What hasn’t? Pros and cons of working closely with others to create knowledge and get/give support?)</p> <p>In-class: we’ll talk briefly about your experiences with collaboration and Issue 5; and then I’ll model what it might look like to “teach a research method to the class”</p> <p><u>Before you go today: you should each have an assigned group and research method for the Project 1 teaching demo</u></p>
Thurs. 1/18	<p><b>Group workday for Project 1</b></p> <p>Do: be present and on time for your group work day, prepared with whatever device or materials you need</p> <p>In-class: you should work with your group to determine (1) what articles, videos, or images you need for your 20-minute teaching demo, (2) how you will present your info to the class, and (3) what activity you’ll make to engage people in actively learning your research method; (RESPONSE #4) compile all of the info above into one file and share it with your group members so you each have a copy</p>

**Week 4**

Tues. 1/23	<p><b>Group teaching demos</b></p> <p>Memory Work Interview</p> <p>Read: “<a href="#">Troubling History in Medical Research</a>” (memory) and “<a href="#">Surveys and Interviews</a>” section (Click “Download chapter” and read pp. 162-166) (interview)</p> <p>Do: be present and ready to discuss readings with your peers who are leading the Memory Work and Interview teaching demos</p> <p>In-class: two teaching demos, followed by a reflective research process memo (RESPONSE #5)</p>
Thurs.	<b>Group teaching demos</b>

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1/25	<p>Word Work Source Work</p> <p>Read: “<a href="#">Defining equity in health</a>” (read the intro and first two sections “Equity means social justice” and “Equity is not the same as equality”) (word work) and “<a href="#">The Role of Social and Intergenerational Equity</a>” (read the abstract and keywords)</p> <p>Do: be present and ready to discuss readings with your peers who are leading the Word Work and Source Work teaching demos</p> <p>In-class: two teaching demos, followed by a reflective research process memo (RESPONSE #6)</p>
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### Week 5

Tues. 1/30	<p><b>Group teaching demo + Writing for peer review</b> Data</p> <p>Read: reread and “<a href="#">Surveys and Interviews</a>” section (Click “Download chapter” and read pp. 162-166) (survey)</p> <p>Do: be present and ready to discuss readings with your peers who are leading the Data Work teaching demo; be ready to ask questions about Project 1 writing assignment due for peer review during next class</p> <p>In-class: one teaching demo, followed by a reflective overview of all 6 research methods (RESPONSE #7); we’ll then talk about writing up your formal research method summary, synthesis, and reflection for peer review during our next class</p>
Thurs. 2/1	<p><b>Project 1 peer review</b></p> <p>Do: <u>write up your Project 1 summary, synthesis, and reflection on the 6 research methods</u> we’ve learned, practiced, and experimented with; have your draft ready to be shared in class by 11 a.m.; have/bring a device on which you can read and comment on others’ Google docs; be present and on time for peer review</p> <p>In-class: peer review for Project 1; then we’ll talk about revisions needed for this Project and your final Project 1 grade</p> <p><u><b>For Tuesday, February 6: revise your Project 1 summary, synthesis, and reflection draft for your final Project 1 grade (along with your informal responses so far, your attendance, and your participation)</b></u></p>

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Tuesday, February 6 End of Project 1

### Week 6 – Project 2: Researching Equity

Tues. 2/6	<p><b>What is equity? How do people study it?</b></p> <p>Read: Project 2 details</p> <p>Do: look at Project 2 details and come with questions; no other writing homework since <u>your revisions of Project 1 are due today</u></p> <p>In-class: we'll introduce Project 2, define equity, and talk about why equity matters; we'll also watch Dan Ariely's TED Talk, "<a href="#">How equal do we want the world to be?</a>" and discuss "<a href="#">Defining equity in health</a>" from <i>Journal of Epidemiology and Community Health</i></p>
Thurs. 2/8	<p><b>Invention Day: How do people study equity across disciplines?</b></p> <p>Read/Watch: <i>Understanding Rhetoric</i> Issue 4: Argument beyond Pro and Con (pp. 153-192); Richard Wilkinson's TED Talk "<a href="#">How economic inequality harms societies</a>"</p> <p>Do: Project 2 Response #1</p> <p>In-class: we'll talk about how many research questions (across disciplines) are embedded in the TED Talk and how they relate to <i>Understanding Rhetoric</i> Issue 4; then you'll spend time developing keywords, searching for articles about equity in your major/field of study, and compiling a list of keywords and research questions</p>

### Week 7

Tues. 2/13	<p><b>Library Day: How do we look for equity in scholarly sources?</b></p> <p>Read: n/a</p> <p>Do: Project 2 Response #2; bring possible research questions that you are interested in pursuing</p> <p>In-class: we'll meet in <b>Halle Library (room 111)</b> where class will be guided by <u>Lisa Klopfer</u>, an EMU librarian who will help you in your source work/searching</p>
Thurs. 2/15	<p><b>Proposal Day: Peer Review #1</b></p> <p>Read: n/a</p>

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	<p>Do: write a draft of your research proposal, complete with research questions and a plan for your source work <b>AND</b> a plan for doing your own self-conducted research using a different method</p> <p>In-class: we'll do a peer review of your proposal drafts</p> <p><u>Homework for 2/16: complete, revise, and edit your research proposals for my review by end of day on Friday, 2/16</u></p>
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### Week 8 – Winter Recess – No classes from February 19-25

### Week 9

Tues. 2/27	<p><b>Analyzing and Evaluating Sources</b></p> <p>Read: Taysum and Gunter's "<a href="#">A critical approach to researching social justice and school leadership in England</a>"</p> <p>Do: Response #3; <u>have your 4 sources selected for Project 2 by the time you come to class today</u></p> <p>In-class: we'll practice analyzing and evaluating source work using the Taysum and Gunter article for group practice; and you can sign up for individual conferences next week</p>
Thurs. 3/1	<p><b>Synthesizing Sources</b></p> <p>Read: Johnson's "<a href="#">Social Equity in the New 21st America</a>" from <i>Journal of Public Affairs Education</i></p> <p>Do: annotate Johnson's article and bring it to class along with your Response #4; bring any questions about individual conferences next week</p> <p>In-class: we'll analyze Johnson's article as a model of good synthesis writing; we'll talk about your research results, too; and then you'll reflect on your research process and progress in class (Response #5)</p> <p><u>Two Notes:</u></p> <ol style="list-style-type: none"> <li>(1) <u>your individual conference appointment for next week must be scheduled before leaving class today</u></li> <li>(2) <u>your source analysis should be completed by Monday 3/5 before I begin individual conference meetings on 3/6</u></li> </ol>

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**Week 10**

Tues. 3/6	<b>Individual Conferences – No large group meeting</b>  Conference prep: sign up for an individual meeting time; come to your conference, on time, prepared with three things: (1) your source work analysis, (2) an update on your self-conducted research (using another method), and (3) questions about Project 2; we'll also talk about your progress in the course overall.  This week: you should be doing your self-conducted research using a method that's not source work, while you're drafting your synthesis results sections of Project 2
Thurs. 3/8	<b>Individual Conferences – No large group meeting</b>

**Week 11**

Tues. 3/13	<b>Project 2 Peer Review: Synthesis</b>  Read: read over your own draft of your synthesis  Do: be ready to share your draft of your synthesis; leave notes on your draft of places you know you need to complete or work on  In-class: we'll peer review your Project 2 Synthesis section and talk about writing up your self-designed research (using your 2 <sup>nd</sup> method) in a Results section
Thurs. 3/15	<b>Project 2 Peer Review: Results</b>  Read: <i>Understanding Rhetoric</i> Issue 7 Rethinking Revision (pp. 259-288)  Do: be ready to share your draft of your Results; leave notes on your draft of places you know you need to complete or work on  In-class: we'll peer review your Project 2 Results section; and you'll do Response #6 based on the reading for today and what revisions you need to make to your Synthesis section  <u>Homework: your revisions of Project 2 should be complete by the time you come to class on Tuesday 3/20</u>

End of Project 2

March 21, 2018 Last date for individual class withdrawal (with W grades) - No Refund

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**Week 12 – Project 3: Transforming Research**

Tues. 3/20	<p><b>Multimodality + Design Gone Awry</b></p> <p>Read: n/a</p> <p>Do: Have all revisions on Project 2 documents (including Synthesis and Results) done by the time you come to class</p> <p>In-class: we'll revisit our course outcomes and the Celebration of Student Writing (CSW), transition from Project 2 to Project 3, and talk about (and practice) bad design</p>
Thurs. 3/22	<p><b>Multimodality + Transforming <u>Your</u> Research</b></p> <p>Read: Assignment details for Project 3 and <i>Understanding Rhetoric</i> Issue 8: Going Public (pp. 289-322)</p> <p>Do: Come to class prepared to start Project 3 today</p> <p>In-class: we'll discuss Issue 8: Going Public, do your Response #1 in class, and get some ideas going for Project 3 specifics; <u>before you leave today, you should have signed up for a time to share your work publicly at the CSW on Thursday, April 12</u></p>

**Week 13**

Tues. 3/27	<p><b>Multimodality: What's in an image?</b></p> <p>Read: n/a</p> <p>Do: Come to class prepared to work on our Class Slides on Equity for Project 3</p> <p>In-class: we'll do Response #2 in class and discuss <u>and draft</u> our Class Slides on Equity for the CSW</p>
Thurs. 3/29	<p><b>Multimodality: What's in an infographic?</b></p> <p>Read: n/a</p> <p>Do: Come to class prepared to start your Individual Digital-to-Print Artifact for Project 3</p> <p>In-class: we'll do Response #3 in class, do an infographic demo, and you'll start your infographic elements for your Individual Digital-to-Print Artifact for the CSW; <u>before you leave today, you should have signed up for a time to practice/perform your</u></p>

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	<u>elevator pitch for the class (on either Thurs. 4/5 or Tues. 4/10)</u>
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March 30—April 1: Spring Recess – No classes

#### Week 14

Tues. 4/3	<p><b>Artifact Options: Narrowing and Pinning Down</b></p> <p>Read: n/a</p> <p>Do: Come to class prepared to work on your Individual Digital-to-Print Artifact for Project 3</p> <p>In-class: we'll do Response #4 in class and you will make multiple choices about your Individual Digital-to-Print Artifact for the CSW</p>
Thurs. 4/5	<p><b>Peer Review, Polish, and Practice</b></p> <p>Read: n/a</p> <p>Do: Come to class prepared to peer review (and revise) your Individual Digital-to-Print Artifact for Project 3 and (for some of you) to share your Elevator Pitch for the CSW</p> <p>In-class: we'll do a peer review on your work for the CSW, talk about and do some polishing of your artifacts, and half of the class will practice their elevator pitches</p>

#### Week 15

Tues. 4/10	<p><b>Practicing, Polishing, and Printing</b></p> <p>Read: n/a</p> <p>Do: Come to class prepared to complete all of your work for the CSW and (for some of you) to share your Elevator Pitch for the CSW; <u>your contribution to the Class Slides on Equity must be done before you come to class today</u></p> <p>In-class: we'll talk about printing and any final proofreading and polishing of your artifacts, and the rest of the class will practice their elevator pitches</p> <p><u>Your Individual Digital-to-Print Artifact must be finalized and printed before class time on the day of CSW (Thurs. 4/12, by 11 a.m.); I will download your individual artifact for your grade beginning at 11 a.m. that day and will expect you to hand me a printed</u></p>
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	<u>artifact during your time at the CSW</u>
Thurs. 4/12	<p><b>No large group class today, in lieu of the CSW</b></p> <p><b>Celebration of Student Writing</b>  <b>EMU Student Center Grand Ballroom</b>  <b>3:30-5:30 p.m.</b></p> <p>Doors will open at 9 a.m. if you want to bring materials ahead of the event time.</p>

End of Project 3**Week 16 – Project 4: Final Reflection**

Tues. 4/17	<p><b>Last Day of WRTG121: Wrapping Up</b></p> <p>Read: Assignment details for your Final Reflection and review the course outcomes</p> <p>Do: Complete Response #1 (and only) for the Final Reflection before you come to class today</p> <p>In-class: We'll reflect on the CSW, review WRTG121 course outcomes, do formal and informal evaluations of the course and your learning, and walk through the requirements for the Final Reflection</p>
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Tuesday, April 17, 2018 Last Day of Classes

April 18—April 24 Final Exam Period

**No final for this class during Final Exam Period**

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