

COURSE SCHEDULE

Note: Homework is listed for *the day it is due*. Please plan accordingly.

This calendar is subject to change according to the progress of the course; students will be notified in writing of any changes.

(AS) Asynchronous: Readings and assignments will be listed in the week's module and are to be completed on the student's own time. Monday sessions will be Asynchronous.

Unless otherwise noted, Wednesday and Friday classes will be synchronous. Readings and assignments are due at the start of class, which will be held during regular class time via Zoom.

Unit 1: Active Reading and Genre

Week 1 (1/25 – 1/29):

- I. **(AS)** Course Introduction
Syllabus Analysis
Introduction Forum Post

- II. **HW:** Read *I Write* Introduction, "Why Are We Here and Where Are We Going?"
In-class reading: Excerpt from Krista Ratcliffe's "Defining Rhetorical Listening,"
Rhetorical Listening: Identification, Gender, Whiteness
How to read complex texts and respond to them in nuanced ways

- III. **HW:** Read *I Write* Chapter One, "From Here to There and Back Again: Writing as a Process" **and** Waite, "The Problem of Structure," from *Teaching Queer: Radical Possibilities for Writing and Knowing*; **take notes and bring to class**
Writing as a process
Introduce Short Writing Prompts and Reflection Memos

Week 2 (2/1 – 2/5):

- I. **(AS)** Read *I Write* Chapter Three, "Patterns that Persuade: The Rhetoric of Genre"
Post reading notes
Short Writing Prompt #1

- II. **HW:** Bring in a short or excerpted favorite piece of writing
Audience and Genre
Icebreaker

- III. **HW:** Bring in something you wrote recently (*not* for a class)
Genre activity

Unit 2: Rhetorical Analysis and Revision

Week 3 (2/8 – 2/12):

- I. **(AS)** Watch [“What Aristotle and Joshua Bell Can Teach Us about Persuasion”](#) (TedEd Talk linked on Moodle)
Review Rhetorical Analysis Prompt
Rhetorical Analysis Prompt Assignment Analysis
Post TedEd Talk notes
Reflection Memo #1
- II. **HW:** Read Carroll, “Backpacks vs. Briefcases: Steps Toward Rhetorical Analysis” (on Moodle) **and** Watch [“The Pixar Theory”](#); **take notes and bring to class**
Rhetorical Analysis
- III. Library Day

Week 4 (2/15 – 2/19):

- I. **(AS)** Watch Introducing the Revision Model (lecture on Moodle)
Watch Purdue Owl Tutorial (lecture on Moodle)
Post lecture notes
Short Writing Prompt #2
- II. **No class**
- III. **HW:** Rhetorical Analysis Draft due
How to annotate, or Engaging in discussion about revision
Practicing the Revision Model

Week 5 (2/22 – 2/26):

- I. **(AS)** Read [Miller, “We Don’t Want to Build That”](#)
Read [Fales, “Let Them Eat Cake”](#)
Post reading notes
Reflection Memo #2
- II. Rhetorical Analysis Examples
Peer Review
- III. How to Respond to Feedback
Introductions Workshop

Week 6 (3/1 – 3/5):

- I. **HW:** Short Writing Prompt #3
Individual Conferences
- II. Individual Conferences
- III. Individual Conferences

Unit 3: Research Questions Mini-Unit

Week 7 (3/8 – 3/12):

- I. **(AS)** Read Savini, “Looking for Trouble: Finding your Way into a Writing Assignment”
Read TallBear, “Standing With and Speaking as Faith: A Feminist-Indigenous Approach to Inquiry”
Post reading notes
Review Research Question and Thesis Statement Prompt
Reflection Memo #3
- II. **HW:** Rhetorical Analysis Final Submission due **by 11:59 pm CST**
Elements of an Effective Research Question
Draft Your Research Question
- III. **HW:** Research Question Draft due **by 11:59 pm CST**
A Path to Inquiry
Tallbear, “Standing With and Speaking as Faith: A Feminist-Indigenous Approach to Inquiry”

Unit 4: Research and Synthesis

Week 8 (3/15 – 3/19):

- I. **(AS)** Read Ngũgĩ “The Oral Native and the Writing Master: Orature, Orality, and Cyborality,” *Globalectics: Theory and the Politics of Knowing*
Post reading notes
Post “The Oral Native and the Writing Master” Worksheet
Review Synthesis Essay Prompt
Synthesis Essay Prompt Assignment Analysis
- II. Modeling Academic Writing and Conversation
Ngũgĩ “The Oral Native and the Writing Master: Orature, Orality, and Cyborality”
- III. Library Day

Week 9 (3/22 – 2/26):

- I. **(AS)** Turn in an Annotation Worksheet each for **two** of your sources
Read Graff and Birkenstein, *They Say I Say*, Part 2
Short Writing Prompt #4, Part 1
- II. **No class**
- III. **No class**
(AS) Turn in an Annotation Worksheet each for **two** of your sources

Week 10 (3/29 – 4/2):

- I. **(AS)** Listen to King, *The Truth about Stories*, Chapter 1
Post lecture notes
Short Writing Prompt #4, Part 2

II. **HW:** Synthesis Essay Draft due **Tuesday night by 11:59 pm CST**
Peer Review

III. Modeling Synthesis
King, *The Truth about Stories*, Chapter 1

Week 11 (4/5 – 4/9):

I. **(AS)** Read Kimmerer, “Asters and Goldenrods”
Read Nelson, *The Argonauts*
Post reading notes
Short Writing Prompt #5

II. **HW:** Research Question Revisions due **by 11:59 pm CST**
Kimmerer, “Asters and Goldenrod” & Nelson, *The Argonauts*
Research Question Workshop

III. Citation Assessment and Synthesis Activity

Synthesis Essay Final Submission due **Sunday by 11:59 pm CST**

Week 12 (4/12 – 4/16):

I. **(AS)** Read Hensley and Steer, *Ecological Form: System and Aesthetics in the Age of Empire*, Introduction
Read [“Organizing Your Argument”](#) from the Excelsior Writing Lab
Post reading notes
Review Literature Review Prompt
Review Position Essay Prompt
Position Essay Prompt Assignment Analysis
Reflection Memo #5

II. Converting Synthesis into Argument, Writing a Lit Review

III. What Is an Argument?

Literature Review due **Sunday by 11:59 pm CST**

Unit 5: Argument and the Research Essay

Week 13 (4/19 – 4/23):

- I. **(AS)** Read Maguire, “The Secret to Good Writing: It’s about Objects, Not Ideas”
Post reading notes
- II. **HW:** Research Question and Thesis Statement Final Submission due **by 11:59 pm CST**
The Stakes, Moving from Research Question to Argument
- III. **HW:** Position Essay Draft due **Thursday night by 11:59 pm CST**
Peer Review

Week 14 (4/26 – 4/30):

- I. Individual Conferences
- II. Individual Conferences
- III. Individual Conferences

Week 15 (5/3 – 5/7):

- I. **(AS)** Turn in Short Writing Prompt Revisions (optional)
Work on Position Essay
- II. Wrap-Up
Group Reflection Activity
Course Evaluations
- III. **No class**

Position Essay Final Submission due **Wednesday, May 12 by 11:59 pm CST**