**Composition and Rhetoric II English 2015**

**English 2015:** This class is a second semester Bridge program course. This class builds on the skills and lessons from English 1010 to fulfill University COM 2 requirements. While fulfilling the written, oral, and digital communication goals of COM 2, our goal will be to explore Rhetoric as it pertains to your chosen or prospective majors/disciplines.

**Course Objectives:** ENGL 2015 satisfies the COM2 (formerly WB) University Studies Program general education requirement.  By the end of the term, students who successfully complete the course will demonstrate the ability to:

1. Develop and communicate written, oral, and digital messages through a variety of assignments that include discipline-based or interdisciplinary purposes, forms, and audiences.
2. Find, analyze, evaluate, and document information appropriately using a variety of sources.
3. Understand the different purposes of written, oral, and digital messages and employ appropriate organizational strategies, including developing thesis statements and main ideas.
4. Make effective use of multiple drafts, revisions, progressive assignments, computer technology, peer and instructor comments, and collaboration in the achievement of a final work of communication.
5. Observe the accepted conventions including spelling, grammar, organizational structure, punctuation, delivery and documentation in oral, written, and digital messages.
6. Deliver prepared presentations in a natural, confident, and conversational manner, and display nonverbal communication that is consistent with and supportive of the oral message.
7. Interact effectively with audience members, engage opposing viewpoints constructively, and demonstrate active listening skills.

**Required Texts:**

* *Thank You for Arguing* by Jay Heinrichs (fourth edition)
  + You will need access to this book by Jan. 30th, 2022
  + *Note: This text exists as an audio book. I highly encourage you to access this book in audio form if it will support your learning.*
* *Becoming Rhetorical* by Jody Nicotra
  + You will need access to this book by Jan. 30th, 2022
* All other reading material will be provided by me. We will read other articles and essays that you will be able to access electronically through WyoCourses.

**Required Materials**:

* You will be given a variety of readings on our course shell, as well as links to articles, blogs, websites, etc. We will familiarize ourselves with our course shell in class in the first week to make sure you stay up to date with the readings. You’ll need to access the course shell nearly daily.

**Technology Expectations**

* A functioning UW Student Account
* Access to email and WyoWeb/WyoCourses **on a daily basis**
* For student assistance regarding use of WyoCourses:

Go to HELP (upper right of screen), then SEARCH THE CANVAS GUIDES, then CANVAS STUDENT QUICKSTART GUIDE OR…Email [wyocourses@uwyo.edu](mailto:wyocourses@uwyo.edu) and be sure to include your name, course with section number, and a clear explanation of the problem.

**Disability Statement:** If you have a physical, learning, or psychological disability and need accommodations, please let me know as soon as possible.  You must register with (and provide documentation to) University Disability Support Services (UDSS) in SEO, Knight Hall Room 330.

**Attendance:** Much of what you will take from this class will happen in class. Your engaged participation is essential to critical and creative thinking, active reading, and advanced research skills. If you miss class, you are still responsible for **ALL** information covered on that day and any assignments due upon your return.  I encourage you to exchange phone numbers and/or email addresses with at least two other members of our class.  Please connect with your classmates before emailing me to find out “what I missed.” While you need to attend every class, you are allowed excused absences in case of documented sickness, documented emergencies and/or religious observations. Your attendance grade will affect your grade throughout the semester and will be worth 10 percent of your total grade at the end of the semester. University sponsored, or excused, absences can be cleared through the Office of Student Life in Knight Hall.

If you are anticipating an absence, please email me *and* turn in your homework in advance.

\**Note: after ten absences, I will discontinue grading your assignments until you and I have made arrangements for you to be successful in this course. In other words, you are at risk of failing this class after ten unexcused absences.*

**Zoom Expectations and Attendance*:*** Due to the ongoing pandemic, there is a possibility that individuals or the entire class may meet on Zoom. If you are feeling ill or if you have tested positive for Covid-19, please email me, and I will Zoom you into class. *Note: Zoom will not automatically be open and available every day—you must let me know that you are ill and that you will be on Zoom.* In order to receive attendance credit, you will need to be fully present on Zoom. What this means: you will have your cameras on, microphones at the ready, and you will not be completing any other task while in class (getting your oil changed, driving, or working a job). Your attendance for the day will be tied to clearly participating and being present in class; again, this means cameras on. Additionally, please present yourself professionally in all Zoom meetings (fully clothed, sitting up, out of bed, and without distractions). If any of these expectations are an issue for you, then I’d encourage you to reach out to me ASAP, as it may be best for you to find a different course. Otherwise, we will proceed based on these expectations.

Know that I do not ask any of this of you arbitrarily. Rather, because I see this course and your academic career as a key component of your professionalization, I ask these things of you because I believe they will help to better prepare you for your future careers and vocations.

**Tardiness***:* It is better to be tardy than not to attend class. However, tardies are disruptive and inconsiderate to both your instructor and your classmates. Tardiness beyond ten minutes will be considered an absence.

**Mask Policy:** Per university policy, I ask that you always wear your masks appropriately in class. This means that your mask covers both your mouth and nose before entering the room and is not removed until you have fully exited the room. If you need to be reminded to wear your mask, I will remind you once, and then you will be asked to leave the class for the day.

**Late Work:**  Assignments will only be accepted up to 7 days past the due date. Late assignments will lose 5% of the assignment credit each day beyond the due date (unless you have received an extension beforehand). It’s easy to fall into a spiral of missing assignments—be sure to set aside time every day for this class.

*This semester, I’m allowing everyone to take up to* ***one homework freebie****. In order to take your freebie, please simply write “freebie” in the homework comments. I would suggest you take your freebie at a time in the semester when you anticipate needing a break.*

**Plagiarism:**  Plagiarism is an offense that can get you dismissed from school. Please review and abide by the University’s code on plagiarism. For more information on your rights and responsibilities as a student, go to [http://www.uwyo.edu/as/student-appeals/academic-dishonesty.html (Links to an external site.)](http://www.uwyo.edu/as/student-appeals/academic-dishonesty.html)   If you are unsure what is legitimate citing of others’ ideas and what is illegitimate plagiarism, be sure to ask!

**Class Conduct**: Above all else, all class conduct will center around *respect*. In our classroom we respect everyone, and we do not disrespect anyone because of their race, gender, ethnicity, sexual orientation, political ideology, or religion. We will be having discussions that may be difficult and make some of us feel vulnerable; while we have these discussions, I ask that you remain cognizant of two things: 1) we are all human beings and 2) we all have a past that those around us are not privy to. In order for us all to feel comfortable fully growing and learning from one another this semester, it is paramount that we treat everyone as we would like to be treated in the classroom. Anyone who is consistently disrespectful to their classmates may be asked to leave class momentarily or permanently.

I define respect as:

* 1. allowing others to speak.
  2. genuinely listening to understand another person.
  3. not assuming your perspective is the only perspective; not mocking or othering our classmates when we disagree or have different perspectives.
  4. providing everyone space to learn and grow comfortably.
  5. being kind and courteous.

**Grading: Evaluation of Student Performance**   
We will evaluate work according to an A-F scale based on adherence to the prompt for each assignment. As stated above, successful completion of the course also depends on your attendance, participation in class discussions, and completion of all assignments. Attendance and participation help you develop learner confidence and the success that comes from being prepared and assured.

**Course Grading Scale:**

A exceptional work 90 - 100%

B excellent work 80 - 89%

C satisfactory work 70 - 79%

D/F unsatisfactory work < 70%

**Grade Breakdown:**

* + **Attendance 10% of total grade**
* **Participation/Homework 30% of total grade**
  + Summary and responses, short writings, reading annotations, in-class writings, reflections, conferences, panel discussion attendance, and other daily work
* **Group Presentations 10 % of total grade**
* **Scholarly Article Rhetorical Analysis 10% of total grade**
* **Discipline Problem Investigation and Public Awareness Poster 10% of total grade**
* **Final Project, Interdisciplinary Visual Podcast 30% of your total grade**
  + Research Project Proposal (research question, initial sources, previous knowledge, etc.): 25 points
  + Full Draft final research project & in-class peer review: 75 points
  + Final Research Presentation and Audience Participation: 25 points.

\* Each major assignment will be accompanied by an assignment prompt with clear expectations for above satisfactory, satisfactory, and below satisfactory performance. The prompts will answer many of your questions about how assignments are evaluated and what should be included.

**Assignment Expectations:**

* **Daily Work:**
  + Readings:
    - All readings will be completed prior to class on the day that they are due.
    - Active and focused participation in discussion about the reading is required.
  + Summary and Response:
    - All summaries and responses must:
      * be no less than 300 words to receive credit.
      * Please refer to pages 58-59 in Nicotra to learn more about writing a sound summary.
      * include a proper MLA in-text citation from the reading.
      * evidence an individual understanding of the text.
* **Unit 1 Major Assignment:** 
  + Scholarly Article Rhetorical Analysis
    - The goal of this assignment is to begin practicing our rhetorical analysis skills. The intention of this assignment is twofold: 1) to better familiarize yourself with communication in an academic discipline and 2) to practice our rhetorical analysis skills.
    - You will analyze your article utilizing our tools of rhetoric that we will acquire throughout this unit and the conclusions you make around your analysis will be evidenced by pointing to portions of the article itself. We will practice this together. You can think of this assignment as an extended summary and response. Summarize your article in your own words and then analyze the article based on the criteria of analysis as outlined in Chapter 3 of *Becoming Rhetorical.*
    - Consider: What is the purpose of the article? How is the article organized? Who is the article’s audience? Who is the author? What is their ethos? Etc.
    - Explicit instructions and guidelines for this assignment will be addressed in class and housed on WyoCourses.
* **Unit 2 Major Assignment:**
  + Discipline Problem Investigation and Public Awareness Poster
    - This assignment will be multi-facetted and will begin to give you insight into the problems that people in your field of interest or major are trying to solve every day.
    - You will interview an upperclassman student or professor who is in your chosen major/discipline/field of interest. The goal of the interview is to hear first-hand what your interviewee believes are the major problems professionals in your field are trying to solve. If you have already decided what problem to pursue, your interview can center around how your interviewee thinks this problem should be solved. With your interviewees consent, I would recommend audio recording the interview.
    - You will choose at least two scholarly articles from your field of interest/discipline that clearly discuss/outline the problem you are investigating.
    - Your task will be to 1) relay what was discussed in your interview/articles and 2) to analyze the rhetoric that is used to discuss the problem you are pursuing.
    - Explicit instructions and guidelines for this assignment will be addressed in class and housed on WyoCourses.
* **Unit 3 Final Project:**
  + Group Research/Interdisciplinary Visual Podcast
    - In a small group with two-three of your classmates, you all will research/investigate how to solve a problem that exists within your chosen major/discipline. *Note: you all will ideally not have the exact same major/discipline, but we will* *attempt to make groups that are closely related. Our goal is to consider how problems can be solved from an interdisciplinary* *approach.*
    - You will be expected to perform research together. This research will both discuss a problem and will address how to resolve said problem.
    - Before pursuing your final project, you and your groupmates will be required to turn in and present a proposal that has been approved by me.
    - Your final project will include no less than 8 scholarly sources.
    - Your final project will take shape as a podcast/presentation. Additionally, each member of the group will submit their own memo that evidences their research and understanding of the problem/solution.
    - The group contribution sheet, which will be filled out by all group members, can alter your grade if it is clear that you did not equally contribute to your group.
    - Explicit instructions and guidelines for this assignment will be addressed in class and housed on WyoCourses.

**Important Dates:**

* January 21st: Last day to add, late register, change sections, change grading options for semester courses - strictly enforced.
* January 27th: Last day to drop for semester courses (and receive full refund) – strictly enforced.
* April 15th: Last day to withdraw from individual semester courses.
* April 27th: Last day to work with Dean of Students office to leave all UW classes in spring 2020.

**Resources—**

**Early Alert:**Early Alert gives students a chance to see a progress report of class grades within the first 4-5 weeks of the semester. In late February, you will be invited to view your Early Alert report in WYOWEB. When you click on the Students tab in WYOWEB, you will see Quick Links on the left side bar, go to EARLY ALERT grades. You will see either a P for pass, or a D or F grade for each of your courses. If you have withdrawn from the class you will see a W. Be sure to talk to your instructor if you have a D or F grade. Remember, this is a progress report—not a final grade. This is an ideal time to visit with your instructor and/or your advisor to talk about your options and avenues for support in the class (call 766-2398 for the Center for Advising & Career Services).

**STEP Tutor Center**: The STEP Tutor Center in Coe Library offers free evening tutoring for over 40 courses. Visit Coe Library between 6:00-10:00pm (Sun. – Thurs.) and see the STEP website for full details about tutoring opportunities and other UW resources: [www.uwyo.edu/STEP](http://www.uwyo.edu/STEP).

**Course Withdrawal**   
Students may not withdraw from the course without instructor approval and signature.

**Writing Center**: The Writing Center is a fabulous and free resource in Coe Library.  The Writing Center offers informal drop-in times, when first-year students will be able to get feedback on their writing from Writing Center consultants. This semester, scheduled appointments for the Writing Center are Monday-Friday from 8:00 a.m. to 6:00 p.m. You can call 766-5250 to set up a scheduled appointment. For more information on the services offered by the Writing Center, please go to h[ttp://uwacadweb.uwyo.edu/WRITINGCENTER/](http://uwacadweb.uwyo.edu/WRITINGCENTER/)

**Tentative Class Schedule**

This class will be made up of three major units:

The first section, *Unit One*, will be dedicated to looking at what it means to exist within a specific discipline as a student and professional. We will also begin to understand basic rhetorical concepts and the fundamentals of rhetorical analyses. This unit will wrap up with a rhetorical analysis of article from your field or discipline.

*In Unit Two,* we will dive deeper into examining your chosen disciplines through textual and multi-modal rhetorical analysis. In this Unit, you will read and discuss scholarly articles from your discipline; additionally, you’ll interview a professor or upperclassman in order to learn more about more about the specificities of effective communication in your field.

*Unit Three* is centered around and culminates in your final project. The final project requires that you find group members with a different discipline from your own. You all will work to solve a problem from an interdisciplinary approach. This unit will require more self-guided work and much of what you read will be determined by you and your groupmates. Finally, you will be required to turn in assignments that are scaffolded toward your final project.

**Rhetoric and Composition II ENGL 2015**

**Working\* Calendar**

\*A working calendar means that it’s a rough draft, depending on our progress and student needs. I anticipate updates and changes, especially after the first month of classes. We will talk through all updates and changes in class and well in advance of due dates. No surprises!

***Unit 1: Introduction to Disciplines and Rhetorical Analysis***

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| --- | --- | --- | --- | --- | --- | --- |
| **Mon.**  **Jan. 17** | | | **No Class: MLK Day** | | | |
| **Wed.**  **Jan 19th** | | | **In Class:**  Introduction to class.  Syllabus.  **HW**: Read Defining Disciplines pp. 4-25  Turn In: 150-word Summary and a 150-word Response | |
| **Fri.**  **January**  **21st** | | | **Due:** Read Defining Disciplines pp. 4-25  Turn In: 150-word Summary and a 150-word Response  **In Class:**  Discussion-  WyoCourses Review/Questions  Discussion: What is a discipline? What does it mean to be interdisciplinary?  Defining Disciplines. Pursuing a discipline.  **HW**: Read Heinrichs Chapters 1/2  Turn In: 150-word Summary and a 150-word Response | |
| **Mon.**  **Jan. 24th** | | | **Due:**  Read Heinrichs Chapters 1/2  Turn In: 150-word Summary and a 150-word Response  **In Class:**  History of Rhetoric Mini-Lecture.  Discuss Heinrichs Chapters 1/2- Everything is an Argument.  Sample Group Presentation. Public speaking expectations.  *Choosing semester groups!*  *This week you can schedule a conference with me for extra credit.*  **HW:** Read Defining Disciplines pp. 26-51.  Turn In: 150-word Summary and a 150-word Response |
| **Wed.**  **Jan. 26th** | | | **Due:**  Read Defining Disciplines pp. 26-51.  Turn In: 150-word Summary and a 150-word Response  **In Class:**  Discuss Defining Disciplines. 26-51.  Is a solution to solving the world’s greatest problems to be more interdisciplinary or to have more defined disciplines?  How do we choose our discipline of study and practice?  Interdisciplinary practice.  Do practice mini-group presentations.  **HW:** Read Nicotra Introduction and Chapter 1  Turn In: 150-word Summary and a 150-word Response. | |
| **Fri.**  **Jan. 28th** | | | **Due:** Read Nicotra Introduction and Chapter 1  Turn In: 150-word Summary and a 150-word Response.  **In Class:**  Discuss Nicotra Chapter 1.  Rhetorical Situation Lecture.  *Introduce Scholarly Article Rhetorical Analysis Essay (10% of final grade)*  *Draft Due: Wed. February 16th*  *Final Due: Mon. February 21st*  Rhetoric today.  Rule of threes in argumentation.  **HW:**  Read Heinrichs Chapter 3/4. Group 1 Presentation.  Turn In: 150-word Summary and a 150-word Response | | | |
| **Mon.**  **Jan. 31st** | | | **Due:**  Read Heinrichs Chapter 3/4. Group 1 Presentation.  Turn In: 150-word Summary and a 150-word Response  **In Class**:  Group 1 Presentation  Discussion    **HW:** Read Nicotra Chapter 2  Turn In: 150-word Summary and a 150-word Response  Find an article for Scholarly Article Rhetorical Analysis. | |
| **Wed.**  **Feb. 2nd** | | | **Due:**  Read Nicotra Chapter 2  Turn In: 150-word Summary and a 150-word Response  Find an article for Scholarly Article Rhetorical Analysis.  **In Class:** Discuss Nicotra Chapter 2  **HW:** Analyze a Social Media Platform of your choosing. Consider the rhetorical situation of your chosen social media platform. Also, please answer the questions:  What does the platform allow you to do? What limitations might this platform have?  Who are you communicating with on this platform? What are you communicating about?  How are you trying to persuade people on this platform? Of what are you trying to persuade them? *Be prepared to share in class.* | |
| **Fri.**  **Feb. 4th** | | | **Due:** Analyze a Social Media Platform of your choosing.  **In Class:**  Working on our analysis skills.  Social Media Activity.  **HW:**  Read Nicotra Chapter 3  Turn In: 150-word Summary and a 150-word Response | | |
| **Mon.**  **Feb. 7th** | **Due:** Read Nicotra Chapter 3  Turn In: 150-word Summary and a 150-word Response  **In Class:** Discuss Nicotra Chapter 3.  In class textual and visual analysis. Finalize article from your discipline that you will analyze.  **HW:** N/A | | | |
| **Wed.**  **Feb. 9th** | | **Due:**  N/A  **In Class:**  **-Pre-knowledge survey.**  **What is analysis? Reading in class from Aristotle.**  Reflect on writing from last semester.  Think about Scholarly Article Rhetorical Analysis.  Review Writing Process.  Review TEA.  Review MLA.  Review enthymeme and syllogism.  Review writing expectations.  **HW:** N/A | | | | |
| **Fri.**  **Feb.**  **11th** | | **Due:**  N/A  **In Class:**  Working on our analysis skills.  Meme/Ad analysis game in small groups.  **HW:** Read Heinrichs Chapters 11/12 Group 2 Presentation.  Turn in: 150-word Summary and a 150-word Response. | | | | |
| **Mon.**  **Feb 14th** | | **Due:** Read Heinrichs Chapters 11/12 Group 2 Presentation.  Turn In: 150-word Summary and a 150-word Response.  **In Class:**  Group 2 Presentation.  **HW:** Draft Scholarly Article Rhetorical Analysis Due Wed. February 16h  Be ready to share with your classmates on Google Docs. | | | | |
| **Wed.**  **Feb. 16th** | | **Due:**  Draft Scholarly Article Rhetorical Analysis Due Wed. February 16th  Be ready to share with your classmates on Google Docs.  **In Class:**  Peer Review  Draft Scholarly Article Rhetorical Analysis Due Wed. 16th  Be ready to share with your classmates on Google Docs.  **HW:** Continue working on your essay. | | | | |
| **Fri.**  **Feb. 18th** | | **Due:** Continue working on your essay  **In Class:**  *No class, University wide.*  **HW: Scholarly Article Rhetorical Analysis due Monday, February 21st** | | | | |
| **Mon.**  **Feb. 21st** | | **Unit 2: The Rhetoric of Public Problem Solving**  **Due:**  Scholarly Article Rhetorical Analysis due Monday, February 21st.  **In Class:**  Unit 1 Review  Introduction to Unit 2.  Introduction to the Discipline Problem Investigation and Public Awareness Poster.  *Draft due: Monday March 28th*  *Final due: Mon. April 4th*  -Interviews  -Discipline Readings  -Consider your problem in relation to your discipline group.  **HW**:Begin thinking about who you would like to interview.  Bring at least three names of who you would like to interview to class. | | | | |
| **Wed.**  **Feb. 23rd** | | **Due**: Begin thinking about who you would like to interview.  Bring at least three names of who you would like to interview to class.  **In Class:**  Mini lecture on intro. to interviewing.  Email/Begin to schedule interviews for *after Spring Break.*  *You must have your interview scheduled by 3/11/2022*  **HW:** Write three potential interview questions.  Reach out to interviewees. | | | | |
| **Fri.**  **Feb. 25th** | | **Due:** Write three potential interview questions.  Reach out to interviewees.  **In Class:** *Class is cancelled.*  Email/Begin to schedule interviews for on or *before 3/23/2022.*  **HW:** Read Heinrichs Chapters 13/14 Group 3 Presentation.  Turn In: 150-word Summary and a 150-word Response | | | | |
| **Mon**  **Feb. 28th** | | **Due:**  Read Heinrichs Chapters 13/14. Group 3 Presentation.  Turn In: 150-word Summary and a 150-word Response  **In Class:**  Group 3 Presentation.  **HW:** Read Nicotra Chapter 6  Turn In: 150-word Summary and a 150-word Response. | | | | |
| **Wed.**  **March 2nd** | | **Due:**  Read Nicotra Chapter 6  Turn In: 150-word Summary and a 150-word Response.  **In Class:**  Discuss Nicotra Chapter 6.  Rhetorical Analysis and how it relates to evaluating problems.  Finding problems that your field of interest/discipline is trying to solve.  **HW:** Read a scholarly article that discusses a problem from your discipline.  (Must be between 15-40 pages).  Turn in a 150-word summary and a 150-word response.  Create an MLA citation for your article. | | | | |
| **Fri.**  **March**  **4th** | | **Due:**  Read a scholarly article that discusses a problem from your discipline.  (Must be between 15-40 pages).  Turn in a 150-word summary and a 150-word response. Create an MLA citation for your article.  **In Class:**  Sharing what problem we are thinking about investigating.  Meeting with groups about problems.  Problem solving activities.  **HW:**  *Reminder: Your interview should take place in the next few weeks (no later than Friday, March 26th).*  Read Heinrichs Chapters 15/16. Group 4 Presentation.  Turn In: 150-word Summary and a 150-word Response. | | | | |
| **Mon.**  **March 7th** | | **Due:** Read Heinrichs Chapters 15/16. Group 4 Presentation.  Turn In: 150-word Summary and a 150-word Response.  **In Class:**  Group 4 Presentation.  *.*  **HW:** Read Nicotra Chapter 4.  Turn In: 150-word Summary and a 150-word Response. | | | | |
| **Wed.**  **March**  **9th** | | **Due:** Read Nicotra Chapter 4.  Turn In: 150-word Summary and a 150-word Response.  **In Class:**  Discuss Nicotra Chapter 4.  **HW:**  Read Foss on WyoCourses. Please annotate for your own understanding—no summary and response. | | | | |
| **Fri.**  **March 11th** | | **Due:** Read Foss on WyoCourses. Please annotate for your own understanding—no summary and response.  **In Class:**  Discuss Foss and introduction to Academic Ableism.  Relate readings to our next major project. Poster sample.  **HW:** Read Heinrichs chapters 23/24. Group 5 Presentation.  Turn In: 150-word Summary and a 150-word Response. | | | | |
| **Mon.**  **March**  **14th** | | **Spring Break** | | | | |
| **Wed.**  **March**  **16th** | | **Spring Break** | | | | |
| **Fri.**  **March**  **18th** | | **Spring Break** | | | | |
| **Mon.**  **March**  **21st** | | **Due:**  Read Heinrichs chapters 23/24. Group 5 Presentation.  Turn In: 150-word Summary and a 150-word Response.  **In Class:**  Group 5 Presentation.  Discussion  **HW:**  Read Nicotra Chapter 5  Turn in a 150-word summary and a 150-word response. | | | | |
| **Wed.**  **March**  **23rd** | | **Due:** Read Nicotra Chapter 5  Turn in a 150-word summary and a 150-word response  **In Class:**  Discuss Nicotra Chapter 5. Relate to Unit 2 and 3 projects.  Poster discussion.  **HW:** Submit proof of your scheduled interview.  Consider what other fields might be trying to solve the problem you are investigating.  Read a scholarly article that discusses a problem from your discipline.  (Must be between 15-40 pages).  Turn in a 150-word summary and a 150-word response.  Create an MLA citation for your article. | | | | |
| **Fri.**  **March**  **25th** | | **Due:** Submit proof of your scheduled interview.  Consider what other fields might be trying to solve the problem you are investigating.  Read a scholarly article that discusses a problem from your discipline.  (Must be between 15-40 pages).  Turn in a 150-word summary and a 150-word response.  Create an MLA citation for your article.  **In Class:**  Discussion of what problems we are investigating.  Finalize interview questions.  Work on Draft.  **HW:**  Draft *Discipline Problem Investigation*  *Due Monday March 28th*  *Be ready to share with your peers over Google Docs.* | | | | |
| **Mon. March 28th** | | **Due:**  Draft *Discipline Problem Investigation*  *Due Monday March 28th*  *Be ready to share with your peers over Google Docs.*  **In Class:**  Discipline Problem Investigation Peer Review.  **HW:** Revisions onDiscipline Problem Investigation Peer Review | | | | |
| **Wed.**  **March**  **30th** | | **Due:** Revisions onDiscipline Problem Investigation Revisions  **In Class:**  Discipline Problem Investigation Revisions.  **HW:**  Continue working on Discipline Problem Investigation Revisions. | | | | |
| **Fri.**  **April 1st** | | **Due:**  *Discipline Problem Investigation*  *Due Monday April 4th*  **In Class:**  Conferences  **HW:** *Discipline Problem Investigation and Public Awareness Poster*  *Due after Spring Break.* | | | | |
| **Mon.**  **April 4th** | | ***Begin Unit 3- Researching and Solving a Problem in Your Discipline***  **Due:** *Discipline Problem Investigation and Public Awareness Poster*  **In Class:**  Introduce Unit 3  Introduce Final Project  -Group Podcast  -Group Presentation  -Formalize Groups/Roles (complete group role sheet)  Topic Proposal Due Friday (will be turned by your group leader)  **HW:** Begin to collaborate more with groups.  Exchange contact information and schedules for final project. | | | | |
| **Wed.**  **April 6th** | | **Due:** Begin to collaborate more with groups.  Exchange contact information and schedules for final project.  Begin working on topic proposal.  **In Class:**  Zoom lesson.  Research and Finalize Problem with groups.  Project Proposal due Friday  **HW:** Project Proposal  Mini-Group Presentations on Project Proposal | | | | |
| **Fri.**  **April 8th** | | **Due:** Project Proposal  Mini-Group Presentations on Project Proposal  **In Class:**  Mini-Group Presentations on Project Proposal  Student Sample  **HW:** ReadHeinrichs Chapters 25/26. Group Presentation 6.  Turn in a 150-word summary and a 150 response. | | | | |
| **Mon**  **April 11th** | | **Due:** ReadHeinrichs Chapters 25/26. Group Presentation 6.  Turn in a 150-word summary and a 150 response.  **In Class:**  Group Six presents on Chapters 25/26  Discussion.  Check in on final project progress/questions.  **HW:** Proof of research.  Turn in:150-word summary (with MLA in-text citations) and 150-word response of research article. | | | | |
| **Wed.**  **April 13th** | | **Due:** Proof of research.  Turn in:150-word summary (with MLA in-text citations) and 150-word response of research article.  **In Class:**  Final Project Sample/2015 Panel  **HW:** Proof of research.  Turn in:150-word summary (with MLA in-text citations) and 150-word response of research article. | | | | |
| **Fri.**  **April 15th** | | **Due:** Proof of research.  Turn in:150-word summary (with MLA in-text citations) and 150-word response of research article.  **In Class:**  Day to collaborate with your group. I will be available to you all during normal class time.  **HW:**  ReadHeinrichs Chapters 28/29.  Practice Zoom (Visual Podcast) due from each group (turned in by Recorder).  No summary and response. | | | | |
| **Mon.**  **April 18th** | | **Due:** ReadHeinrichs Chapters 28/29.  Practice Zoom (Visual Podcast) due from each group. (turned in by Recorder).  No summary and response.  **In Class:**  Discuss Heinrichs Chapters 28/29.  Writing a Memo!  **HW:**  Read Nicotra Chapter 7.  Turn in:150-word summary and 150-word response of research article. | | | | |
| **Wed.**  **April 20th** | | **Due:** Read Nicotra Chapter 7.  Turn in:150-word summary and 150-word response of research article.  **In Class:**  Discuss Nicotra Chapter 7 in relation to final project.  **HW:** Find a podcast that addresses an issue from the perspective of your field or discipline. Rhetorically analyze the podcast. Consider the how/what of the podcast.  Turn in: 150-word summary and a 150-word response of the podcast. | | | | |
| **Fri.**  **April 22nd** | | **Due:** Find a podcast from your field. Rhetorically analyze the podcast. Consider the how/what of the podcast.  Turn in: 150-word summary and a 150-word response of the podcast. Prepare to collaborate with group.  **In Class:**  Podcast Analysis Discussion. What do persuasive podcasts do?  Let’s listen to a podcast together!  **HW:** Read Nicotra Chp. 15.  No Summary and Response | | | | |
| **Mon.**  **April 25th** | | **Due:** Read Nicotra Chp. 15.  No Summary and Response  **In Class:**  Discuss Nicotra in relation to Davinci Resolve.  Work with Davinci Resolve  **HW:** Prepare for Peer Review with other groups. | | | | |
| **Wed.**  **April 27th** | | **Due:** Prepare for Peer Review problems with other groups.  **In Class:** Peer Review/Discussion.  **HW:**  Continued progress of final project. | | | | |
| **Fri.**  **April 29th** | | **Due:** Continued progress of final project.  **In Class:** Group Collaboration Day  **HW:** Final Projects | | | | |
| **Mon. May 2nd** | | **Due:** Final Projects  **In Class: Asynchronous workday: RECORD VISUAL PODCAST**  **HW:** | | | | |
| **Wed.**  **May 4th** | | **Due:**  **In Class: Asynchronous Group Presentations! Post your visual podcast in the discussion board.**  **HW:** | | | | |
| **Fri. May 6th** | | **Due:**  **In Class: Asynchronous Response to at least one other group’s presentation.**  **HW:** | | | | |

**\*\*\*Final Projects must be *shared with me or to* WyoCourses no later than May 4th by 11:59 p.m.\*\*\***

**Failure to upload your project will likely result in failure of the course!**