

# ENG 102.04: COLLEGE WRITING II (SI)

## “WRITING AND THE PERFORMING ARTS”



Marianne von Werefkin. *In the Theatre*. 1906.

Fall 2016 | University of North Carolina at Greensboro

**Class Location:** MHRA 2204

**Class Day/Time:** T/Th 11:00-12:15 PM

**Instructor:** Jessica D. Ward

**Office:** MHRA 3112G

**Mailbox:** MHRA 3117

### Course Description

**English 102** is a course in critical reading, academic research, writing, and thinking via the principles of rhetoric. This specific section is themed “Writing and the Performing Arts,” so most of our course readings will focus on issues and arguments relevant to the fields of Theater, Dance, and Music, and all assignments will attempt to mimic the types of written and oral communication used within these disciplines. As a speaking-intensive course, we will also focus on multimodal forms of rhetoric, with an oral presentation accompanying each major essay. Lectures will be rare in this course, with the majority of sessions being student-led discussions and workshops. Through primary and secondary research, we will explore the ways that written and oral communication are necessary to the Performing Arts, and we will discuss how we can best utilize rhetoric to successfully initiate change in our local communities.

**English 102** satisfies three of the six hours of the Reasoning and Discourse (GRD) requirement at UNCG, which asserts that students “gain skills in intellectual discourse, including constructing cogent arguments, locating, synthesizing and analyzing documents, and writing and speaking clearly, coherently, and effectively” (<http://uncg.smartcatalogiq.com/en/2016-2017/Undergraduate-Bulletin/University-Requirements/General-Education-Program/General-Education-Core-CategoryMarker-Descriptions>).

In addition, **English 102** is designed to meet Learning Goal #1 (LG1) in the UNCG General Education Program. This is the ability to “think *critically*, communicate effectively, and develop appropriate fundamental skills in quantitative and information literacies” (<http://uncg.smartcatalogiq.com/en/2016-2017/Undergraduate-Bulletin/University-Requirements/General-Education-Program>).

**E-mail:** [jdward2@uncg.edu](mailto:jdward2@uncg.edu)

**Office Hours:** T/Th 10:00-11:00a

### Course Texts:



#### **Rhetorical Approaches to College Writing**

Editors: Blevins, Berbery, and Johnson  
ISBN: 978-0738082493  
Available at the University Bookstore

**Recommended:** Strunk & White, *The Elements of Style* (any edition)

**Additional course readings** are posted on Canvas as PDFs. Please print these, read and annotate them, and bring them to class on discussion days. If the “reading” assignment for the day includes an oral speech or performance, please take detailed notes on the speech and/or performance and bring those with you to class. (*Failure to bring texts to class may result in an absence and/or a zero on a textbook quiz*)

#### **Additional Materials:**

Plan to have a notebook to organize your work. Please come to class with paper and a pen or pencil every day.

The following are English 102 student learning outcomes, each of which correspond to both the GRD goals and to LG1:

#### A. English 102 Student Learning Outcomes:

At the completion of this course, students will be able to:

1. Locate and evaluate primary and/or secondary sources;
2. Employ sources to advance an informed, cogent argument;
3. Construct research-based writing projects that demonstrate focused, independent inquiry.

#### B. English 102 Speaking Intensive Learning Outcome:

At the completion of this course, students will be able to:

1. Speak in genres appropriate to the disciplines(s) of the primary subject matter of the course.

## ATTENDANCE POLICIES

### Departmental Absence Policy

Regular and punctual class attendance is required of all students. Being present and prepared in class is crucial to your success in this course, especially because this course is discussion and workshop based. Ten (10) minutes after class begins each day, I will take attendance. Any student who enters after I have taken attendance will be counted absent for the day. If you are late to class and miss this deadline, I encourage you to come in and learn, but you will be counted absent. If you arrive late to a quiz/in class assignment, you will not be given any extra time or a make-up opportunity, but the lowest quiz score of the semester will be dropped. Likewise, if you leave class more than 10 minutes early, you will be counted absent.

**As per the English department's attendance policy**, you can miss two (2) class periods with no penalty; if you miss a third (3), your final grade will be lowered by half a letter grade; **if you miss four (4) classes you will automatically fail the course**. This attendance policy does not differentiate between "excused" and "unexcused" absences; thus, it is the student's responsibility to plan for absences within the policy concerning program fieldtrips, athletic events, work-related absences, advising sessions, minor illnesses, family and/or friend events, etc. For this English course, the College Writing Program's attendance policy supersedes any other.

State law allows students to have two (2) excused absences due to religious holidays. These absences do not count toward the total maximums allowed above. If a student plans to miss class due to a religious holiday, he or she must notify the instructor by email at least 48 hours prior to the absence.

### Please note the following regarding course attendance:

- Absences due to causes other than university-sanctioned or religious events, such as illness, emergency, death in the family, car trouble, etc., are not excusable absences. In addition, absences for reasons other than official university holidays, inclement weather days, or religious holidays will count against students' permitted absences for the semester and may also result in missed grades for quizzes, assignments, exams, or writing deadlines.
- Sleeping in class does not count as attendance. If I see you sleeping, I will mark you absent.
- If I see you texting in class, or using any technology inappropriately, I will mark you absent.
- If you miss a class, I suggest you contact a friend to find out what we covered. **I will not go over in-class material with someone who misses class who has not been proactive about getting the notes from a classmate.** This includes in email correspondence.
- You are responsible for keeping track of your own number of absences.

If at some point you think you will have a problem meeting this requirement due to a death in the family, chronic illness/injury requiring prolonged medical treatment, etc., then you should immediately contact the Dean of Students

Office for advocacy (<http://sa.uncg.edu/dean/>). You can use their department email, (deanofstudents@uncg.edu) and provide your name, your UNCG ID number, a telephone number that you can be reached, and a general description of why you would like to meet with a staff member. If your situation is urgent, you may opt for a walk-in appointment (Monday – Friday from 9:00 am to 4:00 pm), and the staff will connect you with the appropriate person as soon as possible. The Dean of Students office is located on the second floor of the Elliott University Center (EUC).

## COURSE INTEGRITY

### Electronics Etiquette

**Please turn off all cell phones, pagers, iPods, etc. before entering class.** The first time a phone rings during class or a student is caught text messaging the student will be given a warning. The second and subsequent times, the student will be asked to leave the class and will be counted absent for the day.

As a speaking intensive class that is also a themed course, focusing on Writing and the Performing Arts, we will watch a number of speeches and short performances. Because of this, laptops, tablets, or other internet-enabled devices may be used in class to take notes pertaining to our class, to view documents on our Canvas website, or to engage in class related activities as approved by the instructor. Any student who uses a laptop for any activity not relevant to this course during class time will not be allowed to use a laptop in class again. To be perfectly clear: one violation means no laptop use.

### E-mail Etiquette

I will check my email at least once a day. During the week, if you do not receive a response to an email within 24 hours, you should assume I did not receive the message. On the weekends (Friday-Sunday), please allow me 48 hours to respond. Please recognize that I may not read the panic stricken e-mail you send at 2 am in time to answer your question or concern before class the next day.

Your emails to me must be professional. I am your English professor; consequently, you should not send me emails with no capitalization or strange Facebook grammar. Your emails must have the following:

- A specific subject line that lets me know what the email is about. “Question” is vague. “ENG 102 Question about MLA Citation” is specific.
- Your first and last name in the body of the email.

### Class Behavior and Disruptions

Respect for others and their ideas is expected in this course. Therefore, disruptive and disrespectful behavior will not be tolerated, and action to deter it will be taken. The UNCG Disruptive Behavior Policy describes words and deeds as follows:

“Disruptive is behavior which the UNCG regards as speech or action which 1) is disrespectful, offensive, and/or threatening, 2) impedes or interferes with the learning activities of other students, 3) impedes the delivery of university services, and/or 4) has a negative impact in any learning environment. Disruptive behavior includes physically, verbally or psychologically harassing, threatening, or acting abusively toward an instructor, staff member, or toward other students in any activity authorized by the University. Disruptive behavior also includes any other behavior covered by the Student Conduct Code.”

For the entire policy, go to [http://sa.uncg.edu/handbook/wp-content/uploads/disruptive\\_policy.pdf](http://sa.uncg.edu/handbook/wp-content/uploads/disruptive_policy.pdf)

### Plagiarism and Academic Dishonesty

“Academic integrity is founded upon and encompasses the following five values: honesty, trust, fairness, respect, and responsibility. Violations include, for example, cheating, plagiarism, misuse of academic resources, falsification, and

facilitating academic dishonesty. If knowledge is to be gained and properly evaluated, it must be pursued under conditions free from dishonesty. Deceit and misrepresentations are incompatible with the fundamental activity of this academic institution and shall not be tolerated” (from UNCG’s Academic Integrity Policy). To ensure that you understand the university’s policy on academic integrity, review the guidelines and list of violations at <http://academicintegrity.uncg.edu>. I expect you to abide by the Academic Integrity Policy. Incidents of cheating and plagiarism are reported to the Dean of Students and sanctions are aligned with the policies at <http://sa.uncg.edu/dean/academic-integrity/violation/plagiarism/>

In addition, you must always properly document any use of another’s words, ideas, images, or research both in the text and in a Works Cited/Bibliography. Failure to properly document is a form of plagiarism and may earn a zero on an assignment.

**If I find evidence of plagiarism, you will receive an automatic zero on the assignment. A second offense will result in a failing grade for the course and your actions will be reported to the Dean of Students Office.**

## COURSE WORK POLICIES

### Turning in your work

Please submit all your assignments in hard copy to me at the beginning of class on the day they are due.

Due dates for assignments are specified as “DUE TODAY.” Any additional requirements will be listed on the syllabus and/or in the assignment rubrics. **I do not accept any late work.** I do not accept any work via e-mail. Any quizzes or in-class exercises missed for any reason cannot be made up once missed.

### Format

All of your assignments must be submitted in hard copy in MLA format, which means Times New Roman 12 point font (please note: this is not the default font setting for Microsoft 2007), with 1” margins. Note: Microsoft Word is free to you via UNCG. You may also use Google Docs, which is available to you for free through Spartan Mail. Your assignments should be double-spaced, with no additional space in between paragraphs.

### Peer Review

On peer edit days you will need to bring **1 typed copy of your completed project** to class. Failure to bring 1 hard copy will result in you receiving an F for that day’s assignment as well as being marked absent.

### Written Work Review

I am happy to conference with you on your written work in advance of a deadline. You can come to my office hours or schedule an appointment with me. However, I will not read papers 48 hours before a deadline, nor will I review written work over e-mail.

### 24-Hour Rule

After you have been given back any graded work in this class, please allow 24 hours before you ask me about your grade. This will allow you to read the comments thoroughly, and then decide if there are any points you would like to discuss.

## Conferences

Mandatory individual conferences will be held during the term. We will meet for these brief conferences in my office (MHRA 3112G) to discuss your writing and class participation. Classes will be cancelled in order to accommodate the conference schedule. Even though we will not meet for two classes, this should not be viewed as “time off.” You should be drafting and editing your essays and working on oral presentations, and I encourage you to utilize the Writing Center, Speaking Center, and/or DACT Studio during this time. Conferences are mandatory; therefore, if you miss a conference, you will receive **two** absences! If you need to reschedule a conference due to an emergency, please contact me as soon as possible. Also, please come to the conference prepared to discuss your work and ask questions about the course. This is an opportunity for us to talk openly one-on-one about your work and progress, so use this time to your advantage.

## ASSIGNMENT DESCRIPTIONS AND GRADING

### Grading Scale

In order to adhere to university grading policies, I utilize the full range of grades from A to F (including pluses and minuses). Your final course grade will be based on the following components that make up our work for the semester. UNCG defines an A as excellent; a B as good; a C as average; a D as lowest passing grade; and an F as failure.

97-100 = A+	87-89 = B+	77-79 = C+	67-69 = D+
94-96 = A	84-86 = B	74-76 = C	64-66 = D
90-93 = A-	80-83 = B-	70-73 = C-	60-63 = D-
	59 OR LOWER = F		

### Grading

Profile of an Artist Essay and Presentation	20%
Performance Reviews and Presentation	20%
Performing Arts Project	45%
Assignments & Quizzes	10%
Discussion, In-Class Work, & Participation	5%

### Formal Writing Assignments and Presentations (SLOs 1-3 and SI 1)

Although you will frequently write in and outside of the classroom, often responding to readings or previous discussions, you will have four major writing assignments and two oral presentations. A brief description of each assignment is provided below, and a full prompt and rubric for each assignment will be available through Canvas.

#### Profile of an Artist Essay and Presentation (20%)

- **Profile of an Artist (SLOs 1-3) 4-6 pgs.: (10%)** In this first essay, you will begin to explore research and the use of primary and secondary source material to support an argument. You will select and research an artist in your field and explain why that artist deserves our recognition. You may include relevant biography and performance history, but your essay should focus specifically on how that artist has contributed to their respective field of study and why that contribution is important.

- **Oral Presentation (SLOs 1-3 and SI 1) 4-6 min: (10%)** In this brief oral presentation, you will summarize your Profile of an Artist essay and explain to your audience why this particular individual deserves recognition. Each presentation must include some form of visual aid (which counts as 2 pages of polished prose), though this does not need to occur in the form of a PowerPoint or Prezi presentation. Feel free to be creative in your approach.

### Performance Reviews and Presentation (20%)

- **Performance Review #1 and #2 (SLOs 1-3) 3-5 pgs. each: (10% each):** For these two essays, you will be required to attend two live performances—one in your specific field of study and one outside of your field of study. (If you are not a Performing Arts major, you will need to attend performances in two of the three different genres.) For each performance, you will write a professional, analytical performance review that includes at least two primary source interviews. You may include an interview from another audience member, or you might choose to interview a performer, choreographer, or director, for example. Although these reviews will need to evaluate the quality of the performance, you should also consider how the context (location, time, price, lighting, etc) and the audience impacted your experience of the performance.
- **Oral Presentation of Performance Review (SLOs 1-3 and SI 1):** For this informal presentation, you will choose one of your two Performance Reviews to condense into a very brief (less than 2 minutes) presentation to share with the class. Though short, this presentation will need to provide a clear analysis of the performance and engage the audience with specific details and useful description. **This assignment will count as two quiz grades.**

### The Performing Arts Project (45%)

- **Research Essay (SLOs 1-3) 6-8 pgs.: (20%)** For this essay, you will need to find a topic specific to the Performing Arts and argue for some form of change. You are encouraged to focus specifically on the performing arts at UNCG or the local Greensboro community, but you are also welcome to explore broader issues within these disciplines. For example, you may choose to argue for more studio space for the Dance department, more instruments for the Music School, or you might petition for a specific artist or performer to come to campus. Regardless of your focus, this essay will be argumentative in nature and will include both primary and secondary sources.
- **Oral Presentation (SLOs 1-3 and SI 1) 8-10 minutes (15%)** This final presentation will present a version of your Research Essay to the class, but it should be presented as a persuasive and dynamic argument to a specific intended audience. For example, if your argument is asking for funding for a particular project at UNCG, then your presentation might be a pitch to the administration and/or donors. You may not be able to cover the entirety of your argument in this short presentation, so you will need to consider which points will be most effective for a live listening audience. Visual aids will be required for this presentation (which count as 4 pages of polished prose), but again, you are not limited to a PowerPoint or Prezi. Be creative and think about your imagined audience. What will motivate them, convince them, and excite them? How can you effectively use the rhetorical appeals in this presentation to accomplish your goal?
- **Annotated Bibliography (SLO 1): (5%)** In addition to the formal essay and presentation, you will also create an Annotated Bibliography that will help you catalog and evaluate your sources.
- **Reflective Response Paper (SLOs 1-3): (5%)** You will also write a brief Reflective Response paper (3-5 pgs.) that will discuss how you developed your oral presentation from your formal essay. This response should highlight and explain your rhetorical choices, focusing specifically on the shift from a reading to a listening audience.

### Assignments and Quizzes (SLOs 1-3 and SI 1): 10% of the final course grade

In addition to your formal essays, you are also responsible for outside writing assignments and quizzes. Most of the quizzes are already posted on the course schedule. If a quiz is added, you will be notified at least one class period in advance. Unannounced quizzes will only be given when it is obvious that students are not reading or are coming to class unprepared to discuss the texts. Unannounced “text quizzes” may also occur. These quizzes are very simple. If you have

your text with you, then you receive an automatic 100; if you do not have your text in class, then you receive an automatic zero. Keeping up with the readings and course work is absolutely essential if you plan to succeed in this course.

At the end of the semester, these graded assignments will be averaged and that average will comprise your “Assignment & Quizzes” score and percentage.

### **Discussion and Participation (SLO 2 and SI 1): 5% of the final course grade**

Since this is a workshop and discussion based course, participation in class activities/workshops and regular participation in class discussion is essential. Students should come to class prepared and ready to share ideas. (This includes bringing your books to class and your drafts to peer revision.) This is also a Speaking Intensive course, so regular participation in class discussion is required in order to meet that Student Learning Objective.

At the last class meeting you will submit an evaluation of your participation in this course, indicating the appropriate letter grade for your overall participation in the course and, specifically, where your grade falls along the range of a given letter’s distribution. You will also account briefly for why you feel you deserve this grade, supplying an alternative perspective to mine on the semester’s progress.

# RESOURCES

## Office of Accessibility Resources

Students with documentation of special needs should arrange to see me about accommodations as soon as possible. If you believe you could benefit from such accommodations, you must first register with the Office of Accessibility Resources and Services (<http://ods.uncg.edu/>) on campus before such accommodations can be made. The office is located on the second floor of the Elliott University Center (EUC) in Suite 215, and the office is open 8am to 5pm, Monday - Friday. Telephone: 334-5440; e-mail: [oars@uncg.edu](mailto:oars@uncg.edu)

## Writing Center

The purpose of the Writing Center (<https://writingcenter.uncg.edu>) is to enhance the confidence and competence of student writers by providing free, individual assistance at any stage of any writing project. Staff consultants are experienced writers and alert readers, prepared to offer feedback and suggestions on drafts of papers, help students find answers to their questions about writing, and provide one-on-one instruction as needed. Located in the Moore Humanities and Research Building, room 3211.

## Speaking Center

The University Speaking Center provides students with consultation support and instructional workshop services. Their support is designed to help speakers further develop their own oral communication confidence and competence. They provide peer-to-peer feedback, guidance, and other support in the areas of public speaking preparation and delivery, interpersonal communication, and group or team communication. This resource is located in the Moore Humanities and Research Building, room 3211. Hours and online resources can be found here:

<http://speakingcenter.uncg.edu/resources/index.php#students>.

## Digital ACT Studio

The Digital ACT Studio supports students, faculty, and staff in their effective creation or incorporation of digital media into projects. Digital ACT Studio consultants (the “Digiteers”) are a trained, engaged audience, providing feedback on slide presentations, video projects, podcast, digital photography, websites, and blogs by offering collaborative, dialog-based consultations. Schedule an appointment here: <https://digitalactstudio.uncg.edu>.

## The Student Success Center

The Student Success Center (<http://success.uncg.edu/>) offers free services to the entire UNCG undergraduate community and is located in McIver Hall, room 104. For information and support, contact the Student Success Center by phone: [336-334-3878](tel:336-334-3878) or email: [tasp@uncg.edu](mailto:tasp@uncg.edu).

## Me

I am available to meet with you during my regularly scheduled office hours to discuss your papers, grades, and/or concerns about the class. That said, I will not, under any circumstance, discuss your grades with you in class or over email.

# COURSE SCHEDULE

\*Schedule subject to change by instructor

\*\*All readings and assignments are DUE at the beginning of class on the date indicated

Abbreviations:

RA=*Rhetorical Approaches to College Writing*

CV=Canvas

## Week One: Introducing the Course

- T—8/23** Course Introduction/ Bring a printed copy of the syllabus to class
- Th—8/25** Introductions/Reading and Writing Critically about a Performance  
Blades’s “Reading Critically” (RA 59-66) and Tedder’s “Academic Integrity” (RA 43-49)  
“Entering the Conversation” (CV)  
**Syllabus Quiz**

## Week Two: Reviewing and Expanding our Definition of Rhetoric

- T—8/30** Diagnostic Writing Sample  
Blevin’s “An Introduction to Rhetoric” (RA 3-17), and Dodson and Skelley’s “The Canons of Rhetoric as Phases of Composition” (RA 36-42),  
**Quiz #1**
- Th—9/1** Ben Cameron’s TED Talk “The True Power of the Performing Arts” (link on CV)  
Berrier’s “Writing with the Rhetorical Appeals: Opportunities to Persuade in Context” (18-26)  
and Shook’s “Reading for the Rhetorical Appeals” (RA 27-35)  
Introduce First Essay Prompt  
**Due: Analysis of Cameron’s Speech (1-2 pgs.)**

## Week Three: Viewing Writing and Research as a Process

- T—9/6** **Library Orientation (meet in Jackson Library)**  
Read: Dale’s “Conducting Academic Research” (RA 124-134) and Compton’s “Rhetorical Elements of Academic Citation” (RA 154-166)
- Th—9/8** Dolive’s “Staying on Track with Your Thesis: Considering Written, Visual, and Spoken Arguments” (RA 77-82), Skelley’s “Arrangement as Rhetorical Composing” (RA 83-87), and Johnson’s “Situating Evidence Through Contextualization” (RA 142-148)

### Week Four: Writing and Delivering Oral Presentations

- T—9/13** Oral Presentations—a different type of Rhetoric: “Oral Presentations” (CV) and Blevins’s “It’s All—Well, a lot—in the Delivery” (102-108)  
Neil Gaiman’s Commencement Speech, “Make Good Art” (link on CV)  
**Due: Analysis of Gaiman’s Speech (1-2 pgs.)**
- Th—9/15** Ensor’s “Viewing Peer Review as a Rhetorical Process” (RA 184-188)  
**Peer Revision: Bring one printed copy of your Profile of an Artist draft**

### Week Five: Practicing Peer Revision

- T—9/20** Practice Presentations/ Group Workshop  
Cuddy’s TED Talk “Your Body Language Shapes Who You Are” (link on CV)  
**Due: Essay #1 (Profile of an Artist)**
- Th—9/22** Discuss Performance Review Assignment: Read sample Dance, Theatre, and Music Reviews from the *NY Times* (see .PDFs on CV)  
Utilizing Primary Sources/ How to Conduct an Interview

### Week Six: Presenting the Profile of an Artist

- T—9/27** **Presentations** (Profile of an Artist)
- Th—9/29** **Presentations** (Profile of an Artist)

### Week Seven: Understanding and Experimenting with Style and Voice

- T—10/4** Sorenson’s “Personal Voice and Style in Academic Discourse” (RA 88-94) and Berberyan’s “Understanding Tone and Voice” (95-102)  
Patsy Rodenburg’s TED Talk “Why I do Theater” (link on CV) and Thompson’s “The Power of Relatability” (CV)  
**Quiz #2**
- Th—10/6** **CLASS CANCELLED**  
Work on your Performance Review

### Week Eight: Understanding and Experimenting with Style and Voice, Cont.

- T—10/11** **Peer Revision: Bring one printed copy of your Performance Review draft**
- Th—10/13** Ken Robinson’s TED Talk “Do Schools Kill Creativity?” (link on CV)  
**Due: Performance Review #1 (3-5 pgs.)**

**\*10/14 is the last day to drop the course without academic penalty**

### Week Nine: Fall Break

**T—10/18**      **Class Cancelled: Fall Break**

**Th—10/20**      Brainstorming Group Workshop: Wooten’s “Finding a Conversation to Find Research” (119-123), Leuschen’s “Invention, Asking Questions to Find a Starting Point” (67-70), and Lee’s “Pre-Writing Strategies” (71-76)

### Week Ten: Entering a Conversation about the Arts

**T—10/25**      Johnson’s “Genres Other than Essay Writing in Academic Discourse” (RA 198-207) and Sample Annotated Bibliography (RA 249-250)  
 Ehnes’s “The Value of Music” (CV) and Copland’s “How We Listen to Music” (CV)  
**Due: Response to Ehnes OR Copland (1-2 pgs.)**

**Th—10/27**      In-class Performance Review/ Group Workshop  
**Due: Performance Review #2 (3-5 pgs.)**

### Week Eleven: Presenting the Performance Reviews

**T—11/1**      **Brief Informal Presentations:** Performance Reviews

**Th—11/3**      Library Research Session (meet in Jackson Library)  
**Due: Submit working thesis and intended audience for final project via email to ([jdward@uncg.edu](mailto:jdward@uncg.edu)) by midnight**

### Week Twelve: Conferencing

**T—11/8**      **No Class**      **(Mandatory Individual Conferences)**  
 Read: Meriwether’s “Conferencing Rhetorically” (RA 195-197)

**Th—11/10**      **No Class**      **(Mandatory Individual Conferences)**  
 Read: Meriwether’s “Conferencing Rhetorically” (RA 195-197)

### Week Thirteen: Exploring Multimodal Rhetorics

**T—11/15**      Bryan’s “Organizing Research by Synthesizing Sources” (RA 149-153)  
 Presenting Abstracts/ Group Workshop  
**Due: 1-pg. Abstract of the Performing Arts Argumentative Essay**

- Th—11/17** Charlie Todd’s TED Talk “The Shared Experience of Absurdity” and John Bohannon’s TED Talk “Dance vs PowerPoint, a modest proposal” (links on CV)  
Multimodal Rhetoric/ Effective Presentations Review/ Brainstorming Workshop  
**Due: Annotated Bibliography**

**Week Fourteen: Workshopping the Final Essay**

- T—11/22** **Peer Revision Workshop: Bring one printed draft of your final paper**
- Th—11/24** **Class Cancelled: Thanksgiving!**

**Week Fifteen: Preparing For and Delivering Final Presentations**

- T—11/29** Ward’s “Writing about Your Composing Process,” (189-194)  
Final Presentation Prep  
**Due: The Performing Arts Argumentative Essay (6-8 pgs.)**
- Th—12/1** **Final Presentations**

**Week Sixteen: Delivering Final Presentations (Exam Day)**

- T—12/6** Discuss the semester/ Course Evaluations / Participation Rubric  
**Due: Reflective Response Paper (3-5 pgs.)**
- Tuesday—12/13** **Final Presentations**  
**12:00-3:00 Exam time**

**Have a lovely winter holiday!**