English 101-30, Spring 2015
College Writing I
Tuesday and Thursday 3:30-4:45pm, MHRA 1210

Instructor: Zach Laminack
Office: MHRA 3210A
Office Hours: TR, 2:30-3:30 PM and by appointment.
Email: zslamina@uncg.edu

Required Texts
Additional readings will be supplied as PDFs on Blackboard

Required Software/Materials
Audacity, opensource sound recording/editing software available for Mac, Windows, Linux, and other platforms, online as a free download at audacity.sourceforge.net
iTunes, available as a free download at apple.com/itunes

Recommended Materials
A USB microphone
Headphones (earbuds will be fine, please don’t go to any extra expense)

Course Description: This course is designed to introduce you to and involve you in a variety of rhetorical situations, and to engage you in modes of composition across a variety of genres and with a variety of purposes. The course is split into two halves. The first half involves guided research and analysis aimed at introducing you to rhetorical concepts and involving you in rhetorical analysis and argumentative composition. The second half of this course is designed to facilitate your intellectual, critical, and analytical independence as a rhetor and writer in an academic and public context. We will accomplish these goals through a series of interconnected, multi-phase, and multi-modal composition projects.

Catalog Description and Student Learning Outcomes


In addition, English 101 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/2014-2015/Undergraduate-Bulletin/University-Requirements/General-Education-Program](http://uncg.smartcatalogiq.com/en/2014-2015/Undergraduate-Bulletin/University-Requirements/General-Education-Program))

The following are English 101 Student Learning Outcomes (SLOs), each of which correspond to both the GRD goals and to LG1:

A. English 101 Student Learning Outcomes (SLOs):

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

1. Analyze the content and structure of complex texts (written, oral, and/or visual in nature);
2. Compose cogent, evidence-based, argumentative texts;
3. Identify and employ the rhetorical triangle, the canons, and the appeals in both formal and informal discourse;
4. Summarize, quote, paraphrase, and synthesize source material in support of an argument;
5. Employ drafting, peer review, and revision techniques in order to improve content, style, and structure of their own writing;
6. Appraise their own composing abilities and composing processes through critical reflection.
Course Requirements and Grades

Grading Scale: I utilize the full range of grades, from A to F (including plusses and minuses) in keeping with UNCG grading policies (http://reg.uncg.edu/grades/gpa/#sys). Your final course grade will be based on your individual grades for the following components that make up your 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. I will exclusively assign letter grades. Letter grades equate to numerical grades as follows:

A = 94-100   B+ = 87-89   C+ = 77-79   D+ = 67-69   F = 0-59
A- = 90-93    B = 84-86   C = 74-76   D = 64-66
B- = 80-83    C- = 70-73   D- = 60-63

Note that no A+'s will be assigned. In the event that you turn in work that earns a grade of "F," you can expect to receive 59 points. Failure to turn in work will earn an "F" worth 0 points (no credit). Otherwise, grades fall in the middle of the scale unless otherwise noted. Your final course grade will be based on your individual grades for the following components that make up your work for the semester.

Final Portfolio (SLOs 1-6): 40% of final course grade

Your portfolio, due on April 28, will be the representative final product of your work in this course. Your portfolio will include a critical rationale essay of 4-6 pages and revisions of two to three major writing assignments completed across the semester, totaling 12-15 pages of revised, polished prose. Include in it your best work, along with evidence of the revisions you have made that led to your best work. Keep all drafts: At minimum, your portfolio should include all drafts/process documents (including notes, outlines, pre-writing, marked revisions, peer-review documents, and instructor feedback) for at least one of the final, revised essays your choose to include.

When you have all of the components prepared and printed, you will have them bound as a booklet at UNCG Graphics and Printing for a small fee. Note: I will not accept unbound portfolios.

The Critical Rationale Essay (SLOs 5, 6) will be a 4-6 page document that:
- Analyzes your writing process and learning in relation to the student learning outcomes (SLOs) of English 101.
- Articulates, for your reader(s), the reasoning behind the choices made/selections included in your portfolio that demonstrate both processes of learning and polished writing.

Unlike the course assignments, I will not grade the rationale essay separately. Instead, because it serves as an introduction to and analysis of your work this semester, it will be assessed as a component of the Final Portfolio. Rationale essays do not evaluate the quality or validity of individual assignments or course texts, nor do they assess my capabilities as an instructor. Rather, rationale essays should illustrate how you have met the Student Learning Outcomes (SLOs) in English 101, as well as your assessment of your individual growth as a writer. You will submit a draft of the rationale essay for peer review before submitting the revised essay in the Final Portfolio.

Note: In keeping with department policy, your final portfolio must include both a critical rationale essay and evidence of drafting and revision of at least one of your final, revised essays to receive a passing grade (D- or above). Additionally, students who do not turn in a portfolio will receive an “F” for English 101, regardless of the quality of the work submitted prior to the portfolio.

Major Writing Projects (SLOs 1-5): 45% of final course grade

Below are brief descriptions of the major writing assignments you’ll be asked to complete in this course. Detailed assignment sheets for each major writing assignment, along with their assessment rubrics, are posted on Blackboard.

Project One: A Beginner’s Guide to Genre (15%)

This assignment involves you in three crucial skills for critical thinkers and writers: analysis, research, and targeted communication. You will use a variety of evidence (primary and secondary sources drawn from a variety of media) to construct a guided introduction for a known audience about an unfamiliar subject. In consultation with your audience, you’ll develop content that fits their needs while matching that content and your delivery of it to the conventions of a beginner’s guide. Through this process, you’ll be involved in the foundations of rhetorical communication that writers in academic and professional contexts rely on to create successful communication: learning to understand and practice the interaction between audience, content, and conventions.

This assignment is split into three parts: a rhetorical analysis of the beginner’s guide as a genre due on Blackboard on 1/27; your completed beginner’s guide due on 2/10; and a rhetorical evaluation of your own composition, due on 2/17.

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Project Two: Investigative Reports (15%)

This multi-phase assignment sequence builds on the skills you’ve practiced in the previous assignment. You will select a focus problem and compose a set of research questions that guide your investigation of that focus problem, and then to delve into archives around that problem for evidence to support your interpretation of the sets of relationships and connections that led to the problem as we think of it today. This assignment sequence also involves significant secondary research distributed over two parts:

- You will be asked to compose a proposal outlining what you intend to investigate, the questions you hope to find answers through your investigations, and your sense of the contribution you hope to make to your reader’s understanding of the problem. Your proposal will be weighted at 5%, and is due on BlackBoard for evaluation by 2/19.
- Your final composition for Project Two will present your findings as an argumentative narrative that reports on the evidence you found through your investigation, narrates the connections between those pieces of evidence and how we think about the problem today, and explains how your findings ought to push us to reconsider our view of the problem you’ve been investigating. This final component of project three will be weighted at 10%. Your narrative report is due in class for peer-review on 3/3, on Blackboard for preliminary evaluation on 3/5, and for final evaluation on 3/24.

Project Three: This UNCG Life (15%)

This assignment is designed to pull together all of the skills you’ve been developing and practicing in the previous two projects: summarizing and evaluating information; synthesizing information and presenting it as evidence; researching, investigating, and discussing problems or points of contention that result from your research; and presenting those ideas in a clear, well-developed argument. This assignment also asks you to stretch those skills into a new and potentially unfamiliar format/media, with the hope that as a result you’ll learn more about the writing and composing process and the process of making savvy rhetorical decisions across different media. You’ll also collaborate with your peers to determine the general shape of your project, and work creatively within those conventions to develop your own unique contribution.

- You will collaborate with your group to decide on a theme for your production, and propose that theme and your individual contribution to it by 3/26.
- You will conduct field research and record interviews for collaborative review with your peers by 4/7.
- You will write a script for your final production by 4/9 and produce a preliminary audio production by 4/14.
- Your group will produce the final, complete production for grading by 4/21.
- Your individual contribution will be weighted at 10%; your group’s production as a whole will be weighted at 5%.

Participation and Peer-Review (SLOs 1, 3-6), 15% of your final course grade

Participation in class discussion is expected of you daily. Additionally, because the nature and sequence of our semester assignments requires detailed scheduling and personal discipline, participation in in-class writing assignments and activities is crucial to your success in this course. Your participation during in-class work throughout the semester will be weighted at 10% of your final grade. The class participation grade is determined by evidence of in-class oral communication skills, as well as by taking into consideration your overall preparedness during the semester. I define preparedness with the following guidelines: 1) reading all materials for the designated class period prior to coming to class; 2) having your course text open and following along with class discussion; 3) listening to your fellow classmates and instructor and taking notes accordingly; 4) presenting your own ideas or asking questions in class; 5) being prepared to speak competently about the material if called upon.

Finally, do not study or do homework for other classes during our class. If I see this behavior, you will earn an absence for the day’s class meeting and a zero for your daily participation grade.

Your participation will be assessed according to the following criteria:

- **Superior** communicative skills; excellent preparation for class discussion; always volunteers; student exemplifies mastery, rigor, and intellectual curiosity regarding course readings and concepts while also introducing relevant, independent insights to the discussion; student demonstrates enthusiasm and takes initiative, particularly during group activities.

- **Good** communicative skills; solid preparation for class discussion; consistently volunteers; student exemplifies interest and engagement regarding course readings and concepts; student demonstrates positive attitude; makes meaningful contributions during group activities.

- **Adequate** communicative skills; fair preparation for class discussion; occasionally volunteers; student exemplifies competence regarding course readings and concepts; student demonstrates an inoffensive, but noncommital attitude; sporadic contributions during group activities.

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D  **Limited** communicative skills; uneven preparation for class; rarely volunteers; demonstrates indifference or irritation when prompted; inattentive during class; rare contributions during group activities. (Performance may be marked by other flaws: consistent tardiness; disruptive; etc.)

F  **Weak** communicative skills; little or no preparation for class; little evidence of reading assignments (this can include not buying the course texts; or not making up missed material); never volunteers, or doesn't respond when prompted; demonstrates potential hostility to discussion; irrelevant, distracting, or no contributions to group activities.

The remaining 5% of your participation average is comprised of your participation and preparedness for peer-review sessions scheduled throughout the semester and your preparedness for conferences including posting your conference draft to Blackboard on time. Missing peer-review or scheduled in-class writing activities, or coming to peer-review unprepared to participate (i.e. without your draft) will negatively impact your final course grade.

**COURSE TOTAL: 100%**
Course Policies

General Guidelines:
- You are solely responsible for your work and personal conduct in this class.
- Respect others at all times. This includes respecting others’ comments and contributions to class discussion, and maintaining whatever critical or interpretive disagreements you might have in a professional and civil manner.
- Participation in discussion is expected of you daily.
- You are required to come to class prepared, having completed all assigned reading and written work, having the proper materials for class, and being ready to engage in critical discussions.

Conduct: Students are expected to conduct themselves in a professional manner, and to maintain high standards of ethics and respect for themselves and their classmates. Disruptive behavior is prohibited. Disruptive behavior means conduct that materially and substantially interferes with or obstructs the teaching or learning process in the context of the classroom setting. Behavior that can be considered disruptive includes, but is not limited to: arriving late or leaving early, talking/texting on a cell phone, listening to an iPod or music player during class, disrespecting peers or the instructor, talking out of turn, not bringing the necessary materials to class, coming to class unprepared to participate, completing work for another class in this class, and eating in class. (Note: though eating in class is prohibited, students may bring drinks to class). The first time a student acts disruptively, the student will be warned. The second and subsequent times, the student will be asked to leave class and will be counted absent for the day.

Electronic Devices: All cell phones, smart phones, and iPods should be silenced and off your desk before class begins. In the event of a personal emergency, you may take a phone call out of the classroom. If you anticipate an urgent call, try to let me know by the beginning of class so that your exit will cause the least amount of disturbance. You are encouraged to read assigned PDFs on a tablet/e-reader or on your laptop, and to annotate them electronically. You may not, however, read assigned PDF documents on your iPhone or smartphone. Also, you may not use tablets/laptops in class for purposes other than those related to classroom activity/instruction. The first time this policy is violated (e.g. a student is caught text messaging or surfing the web), that 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. Exceptions to this policy will only be made in cases where there is documented evidence of a learning disability or other situation where a computer is necessary. In these cases, you must consult with the instructor and provide appropriate documentation.

Attendance: Students are expected to attend every scheduled class meeting or otherwise designated class activity. However, because none of us can foresee the unexpected, the attendance policy for this course allows for the following:
- Two (2) absences across the semester without a formal penalty.
- A student’s third absence will result in a 1-letter grade deduction from the student’s final course average (e.g. the student’s final grade will drop from an A to a B, or from a C to a D).
- In accordance with department and program policy, a student’s fourth (4) absence will result in the student’s immediate and nonnegotiable failure from this course.
- This attendance policy does not differentiate between excused and unexcused absences. 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.
- If, for whatever reason, something significant happens that requires a student to miss several class meetings, the student should contact me as soon as possible, before missing more than two class meetings. I will determine a course of action at my discretion, which may include my recommendation that the student withdraw from the course in order to avoid a failing grade.
- If you have extenuating circumstances such as a death in the family, chronic illness/injury requiring prolonged medical treatment, prolonged psychological issues, etc., then you should immediately contact the Dean of Students Office for advocacy (http://sa.uncg.edu/dean/). You can use that 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).
- Coming to class late is disruptive. Two late arrivals will equal one absence. Thus, it is possible to fail this course by being consistently late.
- Students will also be marked absent if they leave class early without arranging it with me first.

Note: Students are by state law allowed two excused absences due to religious holidays. These absences do not count toward the total maximums allows above. If a student plans to miss class due to a religious holiday, the student must notify me in writing at least 48 hours prior to the absence.

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Plagiarism and Academic Integrity:
“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. The penalty for failing to abide by the integrity policy depends on the kind and severity of the violation. Specifically for this class, the penalty for plagiarism, if detected, will range from requiring you to rewrite your paper to include accurate citations, to an F for the assignment, a failure from the course, or at worst expulsion from the university. I will judge these situations individually at my discretion, and if necessary alert appropriate members of the English Department and University Administration of your violation of the integrity policy.

Accessibility Accommodations: 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 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 is open 8am to 5pm, Monday - Friday. Telephone: 334-5440; e-mail: ods@uncg.edu.

Office Hours: My office hours are for you. If you have questions, or want to discuss an issue we raised in class, a problem you’re having with the class, or any other concerns you’d like to address with me, you are welcome to drop by during my office hours. If you’d like to schedule a meeting with me outside of my office hours, send me an email and propose some times that you could meet, and I’ll do my best to accommodate your schedule when possible.

Conferences: We will meet to discuss your writing in my office, or at a location on campus that I announce in class, twice during the semester. I will cancel one week of class meetings to accommodate student conferences; therefore if you miss a conference, you will incur two absences. Come to conferences prepared to discuss your work-in-progress and to ask questions about your assignment, or your work in the course.

E-mail: The best way to contact me is through my university e-mail account: zslamina@uncg.edu. Expect that I will check my e-mail once a day, and likely not after 6pm. I will get back to you usually within 24 hours. If you haven’t received a response from me within 48 hours (excluding university holidays), please send me a follow-up message.

Assignment Submissions: All writing assignments will be turned in electronically on Blackboard. I do not accept work via e-mail. All submitted assignments should follow appropriate MLA conventions (1" margins, double-spaced, 12pt Times New Roman), and where appropriate or required must include a works cited page with accurate citations for all primary and secondary sources consulted in preparing your assignment (i.e. anything you do not come up with on your own).

Late Work: I will not accept late work. It is your responsibility to ensure that your work has been received on time. No exceptions to this policy will be made. If you know you will miss a class or a due-date, arrange to send me your work before it is due. Technological problems, malfunctions, or misunderstandings are not grounds for excuse or exemption from this policy. Additionally, any late Final Portfolios will result in an immediate failure of the assignment, and thus a failure of the course.

Writing Center: The University Writing Center, located in MHRA 3211, is an invaluable resource for writers. If you need help with your draft, anything from brainstorming to final polishing, the tutors at the Writing Center are there to help. To help the tutors, be sure to bring your assignment, a printed copy of your paper, and a pencil. Remember, constructive criticism is key to writing more effectively.
## Course Schedule

I may alter this schedule if necessary. I will inform you of any changes in class and in writing.

All assigned reading is to be completed for the day it appears on the calendar unless otherwise noted.

**EA: Everyone’s an Author**  
**RACW: Rhetorical Approaches to College Writing**  
**BB: PDF on Blackboard**

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<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING DUE</th>
<th>ASSIGNMENT DUE</th>
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</table>
| **Week One**  
(T) 13 January | Introductions to the Course  
- Syllabus  
- Have laptops and textbooks (if possible) with you in class today | Lamott, "Shitty First Drafts," BB [in-class] |                |
| (R) 15 January | Rhetorical Situations  
**Last Day to Drop this Course** | EA 1-28 ("Thinking Rhetorically,"  
"Rhetorical Situations," and  
"Writing Process")  
Graff and Birkenstein, "What's Motivating this Writer?"  
Babb, "An Introduction to Rhetoric and the Rhetorical Triangle,"  
RACW 3-12  
"The Canons of Rhetoric as Phases of Composition," RACW 30-39 |                |
| **Week Two**  
(T) 20 January | Introduce Project 1 | EA 269-322 ("Analyzing Arguments" and "Strategies for Arguing")  
Jim Derogatis, "Emo (The Genre That Dare Not Speak Its Name)," |                |
"Beginner’s Guide to the Beach Boys," BB  
| **Week Three**  
(T) 27 January | Beginner's Guide, cont. | Project 1.1 Due on Blackboard |                |

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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Text</th>
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<tr>
<td>(R)</td>
<td>29 Jan</td>
<td>Rhetorical Situations, cont.</td>
<td><strong>EA 367-372 (&quot;Evaluating Sources&quot;)</strong></td>
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<td><strong>Arranging and Evaluating Sources (in-class)</strong></td>
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<td><strong>Citation/Documentation clinic (in-class)</strong></td>
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<td>(R)</td>
<td>5 Feb</td>
<td>Project 1 Conferences</td>
<td><strong>Partner Consult/Peer-Review 1:</strong> Preliminary draft of Beginner’s Guide due on Blackboard and in-class for peer review.</td>
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<td>Bring all sources with you to class, and have access to artists’/bands’ material.</td>
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<td><strong>Conference Draft of Project 1.2 Due on Blackboard Friday 1/30 at 5pm</strong></td>
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<tr>
<td>Week Four</td>
<td>(T) 3 Feb</td>
<td>Project 1 Conferences</td>
<td>Bring your conference drafts and questions with you to your conference.</td>
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<tr>
<td>(R)</td>
<td>5 Feb</td>
<td>Project 1 Conferences</td>
<td>Bring your conference drafts and questions with you to your conference.</td>
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<tr>
<td>Week Five</td>
<td>(T) 10 Feb</td>
<td>Introduce Project 2</td>
<td><strong>EA 101-126 (&quot;Writing a Narrative&quot;)</strong></td>
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<td><strong>EA 182-210 (&quot;Reporting Information&quot;)</strong></td>
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<tr>
<td>(R)</td>
<td>12 Feb</td>
<td>Investigative Reports, cont.</td>
<td><strong>Project 1.2 Due on Blackboard</strong></td>
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<td><strong>EA 137-168 (&quot;Writing Analytically&quot;)</strong></td>
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<td><strong>EA 329-374 (&quot;Starting Your Research,&quot; “Finding Sources,” “Keeping Track/Managing Information Overload,” “Evaluating Sources,” and “Writing a Project Proposal”)</strong></td>
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<td>Week Six</td>
<td>(T) 17 Feb</td>
<td>Investigative Reports, cont.</td>
<td><strong>Project 1.3 Due on Blackboard</strong></td>
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<tr>
<td>(R)</td>
<td>19 Feb</td>
<td>Investigative Reports, cont.</td>
<td><strong>Peer-Review 2:</strong> Proposals due in-class and on Blackboard for peer review.</td>
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<td><strong>Project 2 Proposals Due on Blackboard Friday, 2/20 by 5PM</strong></td>
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<tr>
<th>Week Seven</th>
<th>Project 2 Conferences</th>
<th>Bring your proposals and ideas with you to your conference.</th>
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<tbody>
<tr>
<td>(T) 24 February</td>
<td><strong>Project 2 Conferences</strong></td>
<td><strong>Bring your proposals and ideas with you to your conference.</strong></td>
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<tr>
<td>(R) 26 February</td>
<td>Project 2 Conferences</td>
<td>Bring your proposals and ideas with you to your conference.</td>
</tr>
<tr>
<td><strong>Week Eight</strong></td>
<td>Investigative Reports, cont.</td>
<td><strong>Peer-Review 3:</strong> Preliminary Draft of Investigative Report Due for Peer-Review</td>
</tr>
<tr>
<td>(T) 3 March</td>
<td><strong>EA 101-126 (&quot;Writing a Narrative&quot;)</strong> – Review before class</td>
<td>Putting it all together, organizing your ideas and plotting out your narrative</td>
</tr>
<tr>
<td>(R) 5 Thursday</td>
<td>Investigative Reports, cont.</td>
<td>Preliminary Draft of Project 2 Due on Blackboard.</td>
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<td><strong>Week Nine</strong></td>
<td><strong>Spring Break, Class Dismissed</strong></td>
<td><strong>Spring Break, Class Dismissed</strong></td>
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<td>(T) 10 March</td>
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<td>(R) 12 March</td>
<td>Spring Break, Class Dismissed</td>
<td>Spring Break, Class Dismissed</td>
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<tr>
<td><strong>Week Ten</strong></td>
<td>Investigative Reports, cont.</td>
<td><strong>Peer-Review 4:</strong> Revised Project 4 due for second peer-review.</td>
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<tr>
<td>(T) 17 March</td>
<td><strong>Conover, “The Way of All Flesh,” BB</strong></td>
<td>Peer-Review 4: Revised Project 4 due for second peer-review.</td>
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<tr>
<td>(R) 19 March</td>
<td>Investigative Reports, cont.</td>
<td>Peer-Review 4: Revised Project 4 due for second peer-review.</td>
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<tr>
<td><strong>Week Eleven</strong></td>
<td>Introduce Project 3</td>
<td><strong>Project 2 Due on Blackboard</strong></td>
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<tr>
<td>(T) 24 March</td>
<td>This UNCG Life <strong>This American Life [iTunes]</strong></td>
<td>Project 2 Due on Blackboard</td>
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<tr>
<td>(R) 26 March</td>
<td>This UNCG Life, cont.</td>
<td>Group Proposals Due on Blackboard</td>
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<tr>
<td><strong>Week Twelve</strong></td>
<td>Project 3 Group Conferences</td>
<td>Bring your proposals and ideas with you to your conference.</td>
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<td>(T) 31 March</td>
<td>Whitley 204</td>
<td>Bring your proposals and ideas with you to your conference.</td>
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<tr>
<td>(R) 2 April</td>
<td><strong>Project 3 Group Conferences Whitley 204</strong></td>
<td>Bring your proposals and ideas with you to your conference.</td>
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### Week Thirteen

(T) 7 April  
This UNCG Life, cont.  
- Introduce Final Portfolio Conventions  
*Serial, E1 and E2 [iTunes]*  
**Interviews Due in class and on Blackboard.**

(R) 9 April  
This UNCG Life, cont.  
**Peer-Review 5:**  
Preliminary Scripts due in-class for peer review. Drafts due on Blackboard for evaluation.

### Week Fourteen

(T) 14 April  
This UNCG Life, cont.  
Preliminary Productions Due in-class for peer review and on Blackboard for review.

(R) 16 April  
This UNCG Life, cont.  
Group Production Work, Class Meets in the DMC in Jackson Library

### Week Fifteen

(T) 21 April  
Final Portfolio Q&A  
**Project 3 Due on Blackboard**  
Bring questions about your final portfolio with you to class.

(R) 23 April  
Portfolio Workshop  
**Final Portfolio Due Tuesday, 4/28**  
Drop off Portfolios in MHRA 3210A

### Final Exam

(T) May 5  
Final Exam 3:30-6:30PM  
Final Portfolios Returned