

# WRD 110: Composition and Communication I

Fall 2014

Instructor: Joshua Abboud  
Office Location: 1319 POT

Section	Time	Location
007	MWF 9-9:50am	Blazer
015	MWF 10-10:50am	Blazer

Office Hours: MWF 1-2pm and by appointment  
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## OVERVIEW AND GOALS

Composition and Communication I is a course in speaking and writing emphasizing critical inquiry and research. We will be investigating ideas of community—how we define community, what our place is in community, the culture and practices associated with different communities, how community changes and how we can respond to or affect that change. Throughout the course, I will encourage you to explore your place in the broader community and take a stance on issues of public concern—that is, to begin to view yourself as an engaged citizen. You will engage in reflective thinking and analysis, conduct primary research in the community and secondary research using Library resources, and learn how to write and speak effectively as we answer questions focusing on our place in different communities and spaces. A significant component of the class will be learning to use visuals and online resources to enhance writing and oral presentations. Over the course of the semester, class members can expect to work independently, with a partner, or with a small group of classmates to investigate, share findings, and compose presentations of their research, as well as to practice and evaluate interpersonal and team dynamics in action.

## STUDENT LEARNING OUTCOMES

By the end of the semester, students will be able to

- compose written texts in many different modes and media and deliver oral presentations that represent a relevant and informed point of view appropriate for its audience, purpose, and occasion in an environment that reinforces the recursive and generative nature of the composition and delivery rehearsal processes.
- demonstrate an awareness of strategies that speakers and writers use in different communicative situations and media, and in large and small groups; learn to analyze and use visuals effectively to augment their oral presentations; to employ invention techniques for analyzing and developing arguments; to recognize and address differing genre and discourse conventions; and to document their sources appropriately.
- find, analyze, evaluate, and properly cite pertinent primary and secondary sources, using relevant discovery tools, as part of the process of speech preparation and writing process.
- develop flexible and effective strategies for organizing, revising, editing, proofreading, and practicing/rehearsing to improve the development of their ideas and the appropriateness of their expression.
- collaborate with peers, the instructor, and librarians to define revision strategies for their essays and speeches, to set goals for improving them, and to devise effective plans for achieving those goals.

- engage in a range of small group activities that allow them to explore and express their experiences and perspectives on issues under discussion.

## REQUIRED MATERIALS

We are fortunate this semester to participate in a pilot run of a new textbook that is being produced in-house by WRD faculty. The textbook content is finished and it is in the final stages before it gets rolled out to the larger WRD student population. I will make the textbook available to you through blackboard. This will be at no cost to you; this comes, however, with a responsibility. We ask that you take notes as you read and use the textbook; note down any issues you may have technically or otherwise, typos or incorrect information, and any impressions about the text itself, the examples used, the images, colors, etc. (negative or positive).

You will also make extensive use of your iPad and several apps that we will explore together.

**Always bring your iPad to class!** Even if you prefer your laptop you need to leave it in your room. We are not only using the technology as a tool, but also as a subject of critique. It is important you get to know the benefits and drawbacks to using it.

## COURSE POLICIES

### On-Time Attendance and Participation

Since discussion will be an integral part of the course, you must be prepared for class, on time, and offer productive comments based on the assigned readings. Preparation involves not only reading but also making notes about the reading so that you are prepared to discuss issues in depth. I reserve the right to add quizzes to the class agenda if too many class members appear to be unprepared.

You can accrue three unexcused absences without penalty but your final course grade will be reduced by a half letter grade for each unexcused absence thereafter. This will also negatively impact your participation grade as you will not be in class to contribute. To receive an excused absence, you must provide official documentation; if for a sponsored University activity (such as intercollegiate athletics), documentation must be provided in advance. The University Senate and the Division of Writing, Rhetoric, and Digital Media set a limit on total absences—*both excused and unexcused*—at 1/5<sup>th</sup> of the total class meetings. **Please note: This means that, according to university and class policy you will receive an E for the course on your 9<sup>th</sup> absence. NO EXCEPTIONS!**

Students who are 10 minutes late on a MWF will be marked absent for the day, unless otherwise decided on by the instructor and student. If you will have a consistent problem making it to class on time you will need to discuss this matter with the instructor as soon as possible to decide alternatives. Being marked absent for a tardy will become an unexcused absence, weighing against your total number of unexcused absences, if you cannot provide proper documentation. If a quiz occurs, you can only make it up if you have a valid, documented excuse for your tardiness. So be prepared and on time!

One more note about attendance and participation: In this section of the class policies I also like to include what I expect from you in terms of our interactions as students and instructors. I take this **very** seriously. This is NOT a class you can miss and expect to pass. This is not a course that you can come unprepared and expect to pass. Attendance/Participation is not only about your own well-being and

learning, but also a matter of ethos and being a citizen of the university and class community. It shows mutual respect to the instructor and your colleagues, not to mention yourself. The policies above outline a basic and practical guide to what these mean to the functioning of the classroom, however, it means much more than simply attending and raising your hand once in a while. It means taking an active part in your learning. The instructor guides the class and assesses progress; the students earn their grades by making it their class

### **Office Hours and Other Communiqué**

I am here to help you succeed, not fail. Sometimes failure is part of this process, but most of the time I find that students rise to the challenges they face and overcome them in novel ways. I cannot help you all in the same way; you all have individual situations. I will hold regular office hours for you every week. These hours are not for me; they are for you. If you have any issues, or questions that need special attention, or if you just feel the need to make sure you are on track and we are both on the same page, please come see me at office hours.

I will NOT discuss grades in any way through email. Do not even try. This is not only a policy of mine, but a very serious university privacy issue. We can discuss grades and performance in person during office hours. I will not respond to any request to discuss grades electronically except to setup an appointment to meet face to face.

I will also refuse to tell you what happened in a particular class you missed, but most especially through email. Most of the time I am asked in an email "Did I miss anything?" Please put yourself in my position: how would you feel about being asked this question? We are learning all about rhetoric and audience, and this is the worst possible question to ask an educator. Of course you missed EVERYTHING!!! And there is no possible way to recreate the events of the class. You missed it and it cannot be recovered; ask another student and move on. You have the syllabus; you know what is going on and when things are due. I also will not respond to emails telling me you will not be in class. I will know when you don't show up, and then I will either await your excuse note or it will go down as an unexcused absence.

Email is my preferred method of getting in touch with me. However, I am not waiting by my computer 24 hours a day for your emails, so please be considerate of my time when you decide to email me. Make sure it isn't a question about what you missed, nor letting me know you will miss class. I will respond to special requests or important concerns, of course.

We may also be using various social media platforms to communicate with one another. Some of you will embrace this and find it a wonderful way to communicate in everyday situations. None of them, however, are efficient ways to contact me when you expect a quick response. For anything important regarding the class I will use Twitter as only one way to alert you to something. Email will be the official way for me to relay something important to you. Please check your email at least once per day.

Lastly, I will be inputting scores into Blackboard as you receive them for your projects and assignments. There will be a column that claims to give you a grade "total," perhaps in a percentage. This is not your final grade. Final grades are calculated with your assignments as well as attendance and participation scores. These will be included once the semester is over. I am including this part here because your grade should never be a surprise. If you have any concerns we can speak about them in office hours. You should know where you stand; this is up to you. Keep track on Blackboard and with me individually

and you should have a perfect idea of your final grade. This will prevent gaps between what you "believe" your final grade "should" be and what it actually "is" once everything has been calculated.

**Please note:** if you have turned in any assignments late or have missed more than the three unexcused absences for the semester, you can be certain you will not receive an "A" for this class regardless of the quality of the work you have turned in. That should give you a good estimation of where you stand as the semester comes to a close. We will talk more about this (hopefully outside of class as well) as the semester goes on. In summary: It is your job to monitor your grades, know your attendance and how much you feel you're engaging the class, and make this class your own. **There is no extra credit in this course**, but you will have ample time and opportunity for peer review, make multiple drafts, and revise your work. This should be a learning experience, and I will assume that this is a process that will continue even after you graduate.

### **Late Assignments**

Your assignments for this course, including speeches, essays, journals, informal assignments, and anything else we may do are due on the dates indicated in the class outline below or as indicated in class. Late assignments are NOT accepted. You may request (in advance) one two-day extension of the due date on the final draft of a major written assignment (not drafts). Late assignments are not accepted unless a two-day extension has been requested and approved in advance of the deadline. If you are absent on a day when an assignment is due, your speech is scheduled, or an exam is given, you will be allowed to hand in or make-up that work only if the absence is officially excused.

### **Plagiarism**

Part II of Student Rights and Responsibilities states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. See section 6.3.1; online at

<http://www.uky.edu/StudentAffairs/Code/Section%20VI.pdf>

In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or another source, including the Internet. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Plagiarism also includes using someone else's work during an oral presentation without properly citing that work in the form of an oral footnote.

Whenever you use outside sources or information, you must carefully acknowledge exactly what, where and how you have employed them. If the words of someone else are used, you must put quotation marks around the passage in question and add an appropriate indication of its origin. Plagiarism also includes making simple changes while leaving the organization, content and phrasing intact. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of

the public domain.

You may discuss assignments among yourselves or with me or a tutor, but when the actual work is done, it must be done by you, and you alone unless the assignment has been designed to be conducted with a partner or small group of classmates. All work submitted must be new, original work; you may not submit work you have produced for another purpose or class, including a previous CIS or WRD 110 course.

### **Class Conduct**

We will have fun and work hard this semester, and there will be a great deal of give and take in our discussions. But we will only have fun if you conduct yourself with respect for yourself and others. In general, I am asking you to attend to the following issues:

- 1) come to class prepared (do all reading and come prepared to discuss it; do all homework) and take pride in the work you do
- 2) offer support and encouragement to your classmates
- 3) listen to others carefully before offering your opinion
- 4) talk to me outside of class if anything that happens during class bothers you.

I say this with a heavy heart as I acknowledged the place of technology and social media in learning environments. But after years of trying these things have always been more of a distraction than a help. In order to maintain a productive work environment, I expect you to turn off your cell phone before each class period and stay off of social media sites such as Facebook unless otherwise requested by the instructor. We will have times in class when we do things with these technologies, but as a general rule give your respect to the instructor, your classmates, and yourself by staying on task. Also, refrain from eating, sleeping, reading irrelevant materials, talking once class is in session unless asked to do so, and entering the classroom late or leaving early without permission. Engaging in such activities will have an adverse effect on your participation grade and, eventually, your final grade. But more than that these guidelines will help you to take ownership of the class, which is my goal as your learning facilitator.

Students who engage in behavior so disruptive that it is impossible to conduct class may be directed to leave for the remainder of the class period. See the UKY's Code of Student Conduct for further information on prohibited conduct: <http://www.uky.edu/StudentAffairs/Code/part1.html>

### **Peer Review Workshops and Instructor Conferences**

Because most writers, educators, and other professionals must learn to work collaboratively, you will collaborate extensively with your peers both in and out of class. You will be working throughout the semester with other students in workshops, peer reviews, and assignments. Treat everyone in this class as a valued colleague, and you will have few problems. *That means that you will honor all deadlines agreed to by your classmates as though I were the one who set them and in general be respectful.* Consequences for "slacking" may result in anything ranging from a full letter grade deduction for the assignment to a zero (determined on a case-by-case basis).

We will have weeks dedicated to both peer and instructor review for most of your major assignments. These weeks will focus on sharing your work with other students or conferencing individually with me to gain greater insight into possible revisions. I expect you to take these days seriously and listen carefully to the feedback. This means taking notes and then following through with what will make your work

better. We will discuss how these workshops and conferences when they occur on the schedule.

### **Blackboard**

The daily schedule may change during the semester. You will be responsible for being present in class to be informed of these changes. All of the major assignments will have documents that will outline the guidelines for that particular project, which will be posted to Blackboard. Please refer to these documents for details about the assignments. If you lose an assignment page or handout, you are expected to get a copy from Blackboard or another student rather than from me.

In general, all assignments will require a creative title, your name, my name, and the date, but this is particularly important for items posted to Blackboard or other online space. You are responsible for keeping back-up (I recommend several) copies of all your work since electronic texts can be lost. Copies of work can be saved in the "Content Collection" area of your Blackboard account. You are also responsible for checking to make sure that your assignments are posted to the correct resource, whether it is Blackboard or not, on time, in the right location, and in the right format.

### **Writing Center**

The Writing Center is located in W. T. Young Library in the Hub (phone: 257-1368). You can walk in or make an appointment online (<http://web.as.uky.edu/oxford>). The staff can assist you at any stage of the writing process and can help you learn to identify issues with all aspects of your writing as well as work with you on visual design.

### **Media Depot**

The Media Depot is a student digital media space located in the Hub at W.T. Young. The Media Depot provides; access to recording equipment and space, editing stations with specialized multimedia software, and technical support for students' development of their academic media projects. The Media Depot is funded by the Student Technology Fee and is a collaboration between the University of Kentucky Analytics and Technologies (UKAT) and UK Libraries and is in support of the QEP, Presentation U. This is a relatively new resource from the University that I encourage you all to use. Please see their website at <http://www.uky.edu/ukit/mediadepot> for more information about their services and to schedule appointments. Also, their YouTube channel <http://www.youtube.com/user/UKMediaDepot> has video tutorials for many of the programs you may find yourself using over the course of the semester.

### **Students with Special Needs**

If you are registered with the Disability Resource Center (DRC) and require special accommodations to complete the work for this course, you must produce a letter from the DRC that details what you need *before* I can grant you these accommodations. Special accommodations cannot be granted retroactively. This is a non-negotiable class policy. Please contact the DRC at 257-2754 if you have questions about your eligibility for special accommodations.

## **ASSIGNMENTS AND MAJOR PROJECTS**

The assignments in this class are meant to guide you through an exploration of two things: 1) critical

inquiry and deployment of rhetorical discourses and media to examine issues such as ethos, community, modes of writing and communication, social media, etc. 2) the use of multiple modes of communication to examine and articulate ideas of identity related to a relationship to writing. The broad question we will be investigating throughout the term will be: what is your relationship to language? In this course we will be interrogating this in terms of writing and community.

**Note on Research:** Most of your research sources will come from books, newspapers, blogs, magazines, or websites, just to name a few. Regardless of the type of resource, you will select credible sources relevant to your project and contribute to rich development of your essay and speech. We will spend extensive time in class discussing what makes a good resource and how to best find and incorporate research. We will also cover how to properly cite a resources both in-text, on a works cited page, and as an oral citation. Remember that all resources **MUST** be properly cited. If they are not, you have committed plagiarism. If you have questions or concerns about how to cite a resource make sure to ask me about it during office hours, consult your pocket Style Manual, the online Purdue OWL, visit the Writing Center, or any combination of these things **BEFORE** you submit your final draft/give your speech.

### **Space Documentary Project**

For the most part, documentary films are meant to do what their name implies: create an archive about particular issues and subjects. They can make overt arguments about an issue, or they can assume more subtle approaches. The argument of a documentary forms in the editing/composing stages. Mostly, though, they are about exploring and archiving communities and cultures.

Throughout the semester you will be investigating the question of communities, cultures, and spaces around you and your place within them. The culmination of your inquiries will be to create a short documentary that visualizes the issues that your research raises about a particular local space and will include images, text, and audio that you will create yourself. This is a documentary rather than a narrative film because you will be exploring real places and people, and in so doing creating a new argument as you compose your statement around moving images. This also means more than simply speaking to a camera on a tripod. You will need to experiment with locations, camera effects, audio, and much more. The quality of the camera and the video does not matter; what matters is that you explore the possibilities of using moving images. This means that you can shoot on a camera phone or even a web cam if you have to, as long as you understand the rhetorical nature of these choices. We will discuss what these are in class together.

This documentary will be the final product of all your research, but along the way we will be working on other assignments that will help us in our work. All of these assignments will move your project forward and will make it possible for you to produce a rhetorically rich and ethical video. Please note that because of the craft and effort that goes into a project such as this it will be impossible for you to leave much of this work to the last minute. The assignments before the final video will help to set a pace and maintain a rhythm that will not overwhelm you. This will make for a much better and more informed final project that you can be proud to own.

### **Project Pitch**

No matter what kind of project a producer wants to make, be it written or otherwise, they must always

learn to be pitching their ideas to various folks who will be helping to fund and work on the project. This essay will give you an opportunity to pitch your documentary to the instructor to persuade them that it should be made. The documentary project will be a response to the question of what space means in terms of your selected location, architecture, historical context, etc. Your purpose here is to argue for the importance of your answer to the question and why your documentary should be produced. Give the basic version of your argument here, understanding that it will be refined throughout the project. You will be required to create a creative tentative title and slogan and explain how you foresee completing the project. The pitch should also include at least 3 citations from outside sources, formatted correctly in MLA style and have a total of 1500 words. The Project Pitch is worth 10% of the final grade.

### **Outline/Storyboard**

One of the most important parts of being a writer or other producer is to plan and develop your ideas. This way you can understand how your project will come together, as well as providing a blueprint to communicate to others working with you. This will be a preliminary sketch of the documentary, specific to the visual medium. In the course of the sketch, think about what you will need to do to get the final project done. What hurdles do you see ahead? How will you leap over them? This requires that each student turn in both a text based essay answering these questions and explaining your aim, as well as a visual storyboard that explains how the video will look and flow. The audience for this component will be different from the pitch: the producers are all on board, they want a plan, a structure, and some promises from you about how the project will be developed and finished. The outline essay should be at least 1000 words; the visual storyboard part will vary depending on the medium, but in general will be about 3-5 pages of images. The Outline/Storyboard is worth 10% of the final grade.

### **First Cut of Documentary**

All kinds of writing must be continually revised, and this is no less true of video projects. Most likely your first draft will be bulky, long, meandering, and lack focus. Audiences will have confused reactions. This is all part of the process. It is a good thing your producers are here to suggest ways to revise your work so that it reaches that audience better. With that said, this should not be a work in progress (AKA a two minute clip of you talking to the camera) but a finished work with the realization that it will be drastically altered by the critiques of your classmates, your instructor, and yourself. We will all give you feedback for this draft so that you can make it the best you can for the final. Make sure to pay attention and take notes to the feedback you receive from the instructor and your peers. The First Cut is worth 10% of the Documentary Project grade.

### **Final Cut**

The final project will be turned in at the beginning of the last week of class. It should take into account the critiques performed earlier and be drastically refined from the previous draft. You will present the project to the class (your adoring audience) and be ready to answer any questions. The finished documentary should be between 2-5 minutes, with a target time of 3 minutes. Anything over 5 minutes will have points taken off half a letter grade per 30 seconds. The Final Cut is worth 20% of the Documentary Project grade.

### **Formal Documentary Presentation**

As part of the final project each student will create a formal presentation that will be included as part of a course exhibition of class research. Each student should prepare a brief formal demonstration of

their subject as well as answer questions from an audience of their peers. Using the research that you completed you will present your documentary and explain your revisions. The purpose of this presentation is to explain your work and present your video, as well as answer questions. Each presentation should run about 5-7 minutes and is considered a formal speech assignment. The Formal Presentation is worth 10% of the Documentary Project grade.

### **Project Response Essay**

All work should be considered always under continual revision. It is a good idea to take a step back from any work you do to evaluate your successes and failures, and take inventory of how you would approach your work if you were to revise once again. A reflection paper will accompany the final cut. This 1500 word essay should outline the student's use of peer and self critiques to refine the artifact, explain and defend the choice of medium and how it supports the argument of the composition, and a note on further refinement (if you had another month with this project, what would you do). Also, the essay must reflect on how the student used various ideas, concepts, theories, and class discussions in the development of the video project. This means I expect you to cite at least three sources and refer to other readings and discussions as you think through your work. The Reflection Paper is worth 10% of the final grade.

### **Participation**

Our class is centered on inquiry and research. The goal is to make you curious, encourage you to ask questions, and make connections between things. In this class we are using concepts of communities to explore these kinds of questions and make these connections. In order for any genuine and significant inquiry to be accomplished in this way we will have to do our research in ethical ways. Ethical inquiry begins in the classroom between students and instructors developing an environment of learning for everyone in a way that students take ownership of the class. This doesn't mean that the instructor takes a backseat, in fact the instructor plays an important role in pushing for that learning to take place. The role of the student is to push back in constructive ways, not in resistance, but in mutually productive ways. This kind of learning can only be done when the student is not only present in the classroom, but prepared, engaged, and continually revising thoughts and ideas.

Participation understood in this manner means much more than attendance, and even more than making sure to ask a question in class every once in a while, or responding to a prompt in a discussion (although it means this as well). I will be asking you to continually take notes inside and outside the classroom. These will not necessarily be for quizzes, but for a record of your own learning; a learning journal of sorts that demonstrates the development of your thinking in class. I will periodically ask you to show me your notes as a way for me to help you forward in any way you may need. You can choose the format (blog, written, video, audio, etc.). While **regular** attendance will earn you points, so will **regular** discussion contributions. Significant contributions to workshops will also be required; this means not just saying something is "good" or "needs some work," but offering positive and constructive feedback. There will also be free writes and reading quizzes that will provide a way to help you practice and perform the skills and concepts we are learning in terms of critical inquiry. These will make you responsible for the material in the class, as well as move you toward taking ownership of the class.

There will be quizzes over the reading we do in class. They will be short and concise and be administered in order to make sure you do your work. Sometimes I will give you a free write opportunity

instead of a quiz. Be in class, do your work, and you should be fine. That is all I want to say about that.

Here is a breakdown of the participation grade:

Regular Attendance (Less than 3 absences for full points): 10%

Discussion Contribution (Regular participation): 10%

Free Writes/Quizzes: 10%

### Grading Policy

Only students who have completed all components of the two major assignments are eligible for a passing grade in this course.

90 – 100%:	A	Video Documentary	40%
80 – 89%:	B	Project Pitch	10%
70 – 79%:	C	Outline/Storyboard	10%
60 – 69%:	D	Project Response Essay	10%
59% and below:	E	Attendance/Participation	30%

### General Course Grading Standards

- A** Work is complete, original, insightful, of a level and quality that significantly exceeds expectations for the student's current level of study. Products demonstrate in-depth understanding of course issues, a high level of analytical skills, are clearly and creatively presented with negligible errors in grammar, citation and source referencing, in proper and consistent style and drawn from an extensive and wide range of quality sources. Technology was explored and where appropriate, effectively utilized in research, analysis and presentations.
- B** Work is complete, of a level that meets expectations and is of a quality that is acceptable and appropriate given the student's current level of study. Products demonstrate a solid understanding of course issues, good analysis and are clearly and neatly presented with limited errors in grammar and citation and source referencing in generally consistent style (APA or other) drawn from a good range of sources. Technology was explored and where appropriate, utilized in research, analysis and/or presentations.
- C** Work is partially incomplete, late (with instructor permission/approval) and/or of a level that only partially meets expectations and/or that does not meet acceptable standards given the student's level of study. Products demonstrate inconsistent or superficial understanding of course issues with little analysis demonstrated and/or contains significant grammatical errors and incorrect/inconsistent use of citation and referencing drawn from limited and/or mixed quality sources. Technology was minimally or inappropriately used in research, analysis and/or presentations.
- D** Work is incomplete, late and/or of a level that only partially meets expectations and/or is largely unacceptable given the student's current level of study and standing. Products demonstrate limited understanding of course issues and exhibit little analysis and/or contains significant grammatical errors and insufficient/incorrect/inconsistent use of citation and referencing drawn from few (if any) low-quality sources. Technology was not used or inappropriately used in research, analysis and/or presentations.
- F** Major assignments are missing, incomplete or excessively late without permission of instructor and/or demonstrates lack of effort and/or lack of understanding of central course concepts.

## COURSE SCHEDULE

Town Branch Writer Collection (TBWC)

All reading should be completed on the first day of class each week. There will be quizzes on the reading as well as occasional small presentations and free writes relevant to the week's topics.

### **Week 1 Aug 27-29: Introduction to Composition and Communication**

Introductions; Syllabus; What Is Rhetoric?

### **Week 2 Sep 1-5: Rhetoric and The Rhetorical Situation**

Sep 1 NO CLASS (Labor Day); Read TBWC 11-70

### **Week 3 Sep 8-12: Argument**

**Assign Project Pitch;** Read TBWC 284-408

### **Week 4 Sep 15-19: Audience**

Read TBWC 115-166; Writer's Workshops for Pitches

### **Week 5 Sep 22-26: Rhetorical Analysis**

**Project Pitches Due;** Read TBWC 191-206

### **Week 6 Sep 29-Oct 3: Understanding Genres**

**Assign Outline/Storyboard;** TBWC 388-418

### **Week 7 Oct 6-10: Research**

**Read TBWC 71-114**

### **Week 8 Oct 13-17: Using Evidence**

**Outline/Storyboards Due; Assign Space Documentary;** Read TBWC 309-349

### **Week 9 Oct 20-24: Writing Process**

Read TBWC 207-259

### **Week 10 Oct 27-31: Style and Visual Design**

Read TBWC 347-387; 419-461

### **Week 11 Nov 3-7: Reading and Responding and Citation**

Read TBWC 167-190; 260-283

### **Week 12 Nov 10-14: First Cuts for Space Documentary**

**Space Documentaries due** (First Cuts); Presentations of First Cuts begin

### **Week 13 Nov 17-21: Presentations Week (First Cuts cont'd)**

Presentations of First Cuts

**Week 14 Nov 24-28: Workshopping & Rehearsing**

Nov 24-28 No Classes (Thanksgiving Break)

**Week 15 Dec 1-5: Workshopping & Rehearsing**

**Week 16 Dec 8-12: Final Cuts of Space Documentary Week (Final Cuts)**

Presentations of Final Cuts