

WRI 1010 College Composition: Writing and Research

Fall 2022

Sections 12 and 13

4 Units

Section 13 MWF 1:30 – 2:35 pm, BAC 105

Section 12 MWF 2:45-3:55 pm, BAC 156

Final Exam: Monday, 12/12, 1:30 – 4:00 pm

Instructor	Dr. Pam Fox Kuhlken
E-mail	pkuhlken@pointloma.edu
Office Hours	Email Mon-Sat or an office visit MWF before 1:30p or after 4:00p. Message me through Canvas' Inbox and we'll set up a time. I'm available and happy to help!
Office Location	Bond Academic Center TBA and/or Zoom

PLNU Mission ~ To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Foundational Explorations Mission

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

Course Description

WRI 1010 is a comprehensive first-year composition experience in reading, writing, and critical thinking, centered on essay and research writing. The course emphasizes the processes of writing thesis-based manuscripts as an evolving product, with attention to sentence-level conventions and coherence among well-developed paragraphs. Library research and writing the source-based essay are major components of the course. A diagnostic exam given at the beginning of the semester will determine if students need to co-enroll in WRI 0097 Writing Skills Tutorial.

In this course, we will focus on developing transferable writing, research, and analytical skills that you will continue to strengthen and build upon throughout your time at PLNU and in your academic, vocational, and personal lives. You will develop these skills through a series of writing and research assignments and activities that expose you to the different stages of the composing process, with an emphasis on revision. We'll focus those assignments and activities around our course theme—the craft of writing.

Course Learning Outcomes

By the end of WRI 1010, you should be able to:

1. Apply the conventions of the English language and creative skills in various forms of academic writing genres.
2. Demonstrate knowledge of the stages of the writing process in academic writing: planning, drafting, organizing, composing, revising, and editing.
3. Evaluate and utilize rhetorical modes of organization in written compositions: narrative, cause/effect, compare/contrast, persuasion, process analysis, and others.
4. Demonstrate knowledge of and apply documentation formats to properly cite research in written compositions.
5. Critically analyze writing to determine point-of-view, tone, purpose, audience, and theme to enable reflection and response in written compositions.
6. Evaluate and examine differing perspectives; evaluate and locate the points of agreement and disagreement and the strengths and weaknesses of the argument.

Foundational Explorations Learning Outcomes

As a Foundational Explorations course, WRI 1010 helps to equip you with a broad range of knowledge and skills that will enrich not only your academic studies but also your lifelong learning and vocational service as a Christ-like participant in the world's diverse societies and cultures. The table below highlights the specific Foundational Explorations Learning Outcomes (FELOs) that WRI 1010 serves alongside their corresponding course assignments and activities.

FELO	Assessment Measure(s)
1a. Written: Students will be able to effectively express ideas and information to others through written communication.	Major essay assignments, in-class writing activities
1c. Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources.	Research Paper, homework assignments, and in-class writing activities
1d. Critical Thinking: Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions.	Major essay assignments, Research paper

One Required Text

Lunsford, Andrea A. *The St. Martin's Handbook*. 9th ed. Bedford/St. Martin's, 2021.

Free Online Materials

Ball, Cheryl E. and Drew M. Loewe. [Bad Ideas About Writing](#). West Virginia University Libraries Digital Publishing Institute, 2017.

Additional readings will be posted on Canvas. You'll also need access to the Internet, a PLNU e-mail account, and Canvas. Plan to bring your laptop or some other device that is capable of accessing and submitting work via Canvas to every class.

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 4-unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 150 total hours meeting the course learning outcomes.

WRI 0097 | Writers' Studio

Everyone benefits from receiving extra feedback and help with their writing, and WRI 0097 is a writing tutorial designed to help students succeed in this course. Students qualify for WRI 0097 based on their SAT/ACT scores and/or the results of a diagnostic exam I will give you at the beginning of the semester. If you qualify, you will co-enroll in the WRI 0097 writing tutorial while you are taking this course. Students enrolled in WRI 0097 will meet with a trained tutor in the Writers' Studio once per week for 10 weeks. Each tutorial session will last one hour, and you will work with your tutor on your assignments for this course. You will be required to attend an introductory session to the Writers' Studio the second week of classes, and during that session you will sign-up for a time to work with a writing consultant one hour a week throughout the semester.

Students who work in the Writers' Studio benefit greatly from the time spent working alongside a pedagogically trained fellow writer. The lab fee for the Writers' Studio, WRI 0097, is \$150.00. Should you qualify for WRI 0097, know that the \$150.00 lab fee replaces a 3-unit, not-for-college credit course your scores would have previously required you to take. Failure to complete all 10 tutoring sessions for WRI 0097 will result in a failing grade *in this course* and re-entry into the Writers' Studio the following semester to complete 10 sessions.

Major Assignments, Grade Distributions, & Due Dates

Assignment	Length (approx.)	Weight	Due
Writing Literacies Narrative In a 750-word letter addressed to me, you will explore the role that writing has played in your past and will play in your future.	750 words	10%	September 16
Comparative Rhetorical Analysis Essay In this essay, you will compare and evaluate the rhetorical strategies used by two authors.	750 words	20%	October 17
Research Paper For this project, you will formulate a research question and then write a research paper that responds to your question and enters an academic conversation taking place through published scholarship.	2000 words	30%	November 21
Public Argument For this project, you will “re-genre” the argument you made in your research paper to reach a public audience.	Varies	10%	December 9
Final Exam During the final exam period, you’ll write a 500-750 word essay in response to a prompt.	750 words	5%	December 12
Homework Unless otherwise specified, all homework assignments will be submitted via the course Canvas site.	Varies	15%	Most Days
Reading Quizzes & In-Class Activities Be sure you are on time to class each day and have completed the assigned reading.	Varies	10%	Most Days

Assessment and Grading

The grading scale for this course is as follows:

A	93-100	B-	80-82.9	D+	67-69.9
A-	90-92.9	C+	77-79.9	D	63-66.9
B+	87-89.9	C	73-76.9	D-	60-62.9
B	83-86.9	C-	70-72.9	F	0-59.9

I grade all coursework not listed as a major assignment using the Canvas complete/incomplete grading system.

- A “complete” indicates that you successfully completed the assignment in a timely, thoughtful, and thorough manner.
- An “incomplete” suggests that either your work was too brief or superficial to demonstrate learning, indicated confusion or an incomplete understanding of the course concepts, failed to respond fully to the prompt, demonstrated evidence of not reading, or was missing altogether.

Attendance and Participation Policy

Students are expected to attend and participate in class every day. Success in WRI 1010 is highly dependent upon interaction with your peers and the instructor. That means arriving to class on time, having completed all assigned readings and homework, and participating actively and respectfully in all class activities. Sleeping, talking, texting, being uninvolved with group work, or outright disruptive behavior can negatively impact your grade. If you are experiencing difficulty with attendance or participation, please talk with me so that we can work out an appropriate arrangement.

If you are absent for more than 10% of class sessions, I will issue a written warning of deenrollment. If your absences exceed more than 20%, you may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for your work and participation to that point.

Students who are absent due to illness or other emergencies do not need to submit documentation for that absence, but you should email me as soon as you are able to let me know about your absence. Should you miss a class (for any reason), it is your responsibility to reach out to a classmate to get notes and any other material you may have missed. Some inclass work, such as peer review workshops, cannot be made up later if they are missed.

Classroom Hospitality

I try to maintain a friendly atmosphere in class, and I encourage you to debate and voice disagreement when we discuss readings; however, I expect this to be done respectfully. This includes not talking while others have the floor and never turning discussion into a personal attack. You should also, of course, show up on time, be alert, and ensure that your behavior with technology, food, or drink is not a distraction to the students around you. As stated above, if your classroom behavior becomes an issue, your grade will suffer. I will let you know if your behavior is becoming an issue, and if problems persist further action may be taken, such as asking you to leave class.

Inclusive Language

Because the Literature, Journalism, Writing, and Language department recognizes the power of language, all public language used in this course, including written and spoken discourse, should be inclusive. This standard is outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work.

Spiritual Care

PLNU strives to be a place where students grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain, or if you have prayer requests, you can contact the [Office of Student Life and Formation](#).

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another

state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

Revision

I allow revisions for all of your major writing assignments except the public argument project (due to time constraints at the end of the semester). Revisions should be *substantial* (not just fixing mechanical errors), and any revisions are due within two weeks of the date I hand back graded assignments. If you choose to submit a revision for any assignment, the new grade will completely replace the original grade, but the highest of the two grades will be recorded.

If you wish to revise, you must:

1. Schedule an appointment with me to discuss your plans for revision.
2. Upload your revision as a re-submission to the original assignment prompt in Canvas.

Note: If you plagiarize and receive a zero as the penalty, you will not be allowed to revise the paper. (For more information about plagiarism, see "Academic Honesty" section).

Late Work

This course requires extensive reading and writing on a regular basis, and due dates are to help us all work at a manageable pace. Work is due on Canvas by the start of class on the due date, and you must complete all assignments on time to keep up with the course. I will grant most extensions when they are needed, so please come talk to me if you're concerned or falling behind.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the

Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester. PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

Sexual Misconduct and Discrimination

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix

Technology

Most of the readings and assignments for this course will be accessed and submitted via Canvas. You will also access your tutee records and submit your tutoring reports via Canvas. As such, you will need to bring a device capable of accessing Canvas with you when you are in class. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

Resources

There are a lot of resources available to you as a student in this course and at PLNU. I will highlight three here that I believe are particularly useful: the Tutorial Center, the Ryan Library, and the Wellness Counseling Center.

The Tutorial Center

Getting feedback while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You're encouraged to talk with one of the Tutorial Center's trained tutors about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see <https://www.pointloma.edu/offices/tutorial-services> or visit the Tutorial Center inside the Ryan Library.

The Ryan Library

The Ryan Library is staffed by knowledgeable and helpful professionals and should be one of your first research resources throughout your time at PLNU. The easiest way to get help is to connect with a reference librarian in the “Ask a Librarian” chat window on the Ryan Library homepage at <https://libguides.pointloma.edu/ryanlibrary>. You can also stop by the “Research Help” desk inside the Ryan Library.

The Wellness Counseling Center

The Wellness Counseling Center helps students maintain and develop emotional well-being to achieve their educational and personal goals and promotes a healthy and inclusive community through relationship building, education, crisis intervention, and support. They provide short-term therapy to all undergraduate students registered for classes on the main campus, and they can recommend and refer to other resources for more long-term care and support. If you could benefit from their assistance, contact them anytime:

- Website: <https://www.pointloma.edu/offices/wellness-counseling-center>
- Email: counselingservices@pointloma.edu
- Phone: (619) 849-3020

If you need emergency assistance, please call 911 or the Access and Crisis Line at (888) 7247240.

Class Schedule (MWF)

I reserve the right to change the course schedule this semester, and I will always notify you in advance of any changes. Unless otherwise noted, all readings and assignments are due at the beginning of class on the day they appear on the schedule. Details for all assignments can be found on Canvas.

BIAW = *Bad Ideas About Writing* || **SMH** = *St. Martin's Handbook*

Week 1: Course Introduction

Date	Class Description	Reading	Assignments Due
T 8/30	Welcome!	Introductions and name etymologies	
W 8/31	Course Introduction and Syllabus Review		
F 9/2	In-Class Essay – bring your laptops!	Read three short essays in BIAW: <ul style="list-style-type: none"> • “Writers Must Develop a Strong, Original Voice” by Thomas (126-130); • “Leave Yourself Out of Your Writing” by Rodriguez (131-133); and • “Never Use ‘I’” by Parker (134-138) 	Personal Intro (write and post on Canvas with an image) In-class Diagnostic Essay

Writing Literacies Unit

Week 2: Assumptions About Writing

Date	Class Description	Reading and Viewing (complete in advance before that day's class)	Assignments Due
M 9/5	<i>Labor Day – no class</i>		
W 9/7	What is “Writing”? Discuss Writing Literacies Narrative Assignment	Four short ASU Crash Course videos (10 min. each): <ul style="list-style-type: none"> • “The Writing Process” https://www.youtube.com/watch?v=AXa22Csh7oE • “Invention” https://www.youtube.com/watch?v=4BCr4hXdrUw • “Drafting” https://www.youtube.com/watch?v=GH5bvGLmb_M • “Revision” https://www.youtube.com/watch?v=b3v9UKKStqk 	Prompt: Bring in a hardcopy in response to “Your Voice” (based on 9/2 essays)
F 9/9	Writing Situations	<ul style="list-style-type: none"> • <i>BIAW</i>, “Reading and Writing are not Connected” by Carillo (34-37) • ASU Crash Course video, “When and Where?” https://www.youtube.com/watch?v=tsCIN-jfwQ8 	Prompt: Writing in Your Field

Week 3: Writing in Particular

Date	Class Description	Reading	Assignments Due
M 9/12	Writing in Your Major/Field	<ul style="list-style-type: none"> • BIAW, “You Need My Credentials to be a Writer” by Brooks (60-63) • BIAW, “Strunk and White Set the Standard” by Lisabeth (117-120) • BIAW, “Good Writers Always Follow My Rules” by Ahern-Dodson (121-125) 	
W 9/14	Peer Review Workshop		Draft of Writing Literacies Narrative
F 9/16	Metacognition & Writing	<ul style="list-style-type: none"> • BIAW, “Some People are Just Born Good Writers” by Parrott (71-75) 	Writing Literacies Narrative

Comparative Rhetorical Analysis Unit

Week 4: What is a Rhetorical Situation?

Date	Class Description	Reading	Assignments Due
M 9/19	Introduction to Rhetorical Situations	<ul style="list-style-type: none"> ASU Crash Course video, "What is Rhetoric?" https://www.youtube.com/watch?v=xpooxL-i5UI SMH Ch. 3, "Rhetorical Situations" (26-36) 	
W 9/21	Comparative Rhetorical Analysis (CRA) Assignment	<ul style="list-style-type: none"> TedEd, "Critical Thinking," (5 min.) https://www.youtube.com/watch?v=vNDYUlxNIAA 	Prompt: Rhetorical Situations
F 9/23	Audience, Audience, Audience	<p>Select two (2) articles from the following four headlining authors at PLNU's annual Writing Symposium By The Sea (Spring 2023)!</p> <p>WILLIAM FINNEGAN: "Off Diamond Head," <i>The New Yorker</i>, 5/25/2015, PDF</p> <p>ANTHONY DOERR: "Am I Still Here?" in <i>Orion Magazine</i> Dec. 2008, https://orionmagazine.org/article/am-i-still-here/</p> <p>MARIA HINOJOSA: Any chapter from <i>Once I Was You</i>; suggested: "Chapter 16: Owning My Voice," file:///C:/Users/pamfo/Downloads/9781982128654.pdf</p> <p>N. SCOTT MOMADAY: <i>The Way to Rainy Mountain</i> (1969), excerpt (only five of the 11-page pdf) http://lcnenglish.weebly.com/uploads/2/3/5/7/23570176/the_way_to_rainy_mountain.pdf</p>	Prompt: Article Selections

Week 5: Analyzing Rhetorical Situations

Date	Class Description	Reading	Assignments Due
M 9/26	Rhetorical Appeals	<ul style="list-style-type: none"> SMH Ch. 10, "Analyzing Arguments" (125-143) ASU Crash Course video, "Critical Thinking and Argument," https://www.youtube.com/watch?v=LNkibDGjQq8 	Prompt: Identifying the Target Audience
W 9/28	Rhetorical Analysis in Action	<ul style="list-style-type: none"> CRA article 	Rhetorical Situation Analysis #1
F 9/30	Peer Review Workshop	<ul style="list-style-type: none"> CRA article 	Rhetorical Situation Analysis #2

Week 6: Comparing Rhetorical Situations

Date	Class Description	Reading	Assignments Due
M 10/3	Comparing Rhetorical Situations	<ul style="list-style-type: none"> • <i>SMH</i> Ch. 9, "Reading Critically" (108-124) 	
W 10/5	Thesis Statements	<ul style="list-style-type: none"> • <i>SMH</i> Sec. 4c, "Drafting a Working Thesis Statement" (44-46) • <i>SMH</i> Sec. 11d, "Making a claim & drafting a working thesis statement" (147-148) 	CRA Thesis Statement
F 10/7	Writing a Comparative Rhetorical Analysis	<ul style="list-style-type: none"> • <i>SMH</i> sections 4e-4g (Organizing, Planning, and Drafting), pp. 47-59 	CRA Outline

Week 7: Conferences

Date	Class Description	Reading	Assignments Due
M 10/10	Conferences – Rather than meeting together as a class this week, you will bring a complete draft of your CRA paper to your scheduled writing conference.		Draft of Comparative Rhetorical Analysis Essay
W 10/12			
F 10/14			

Research Paper Unit

Week 8: Writing in Academic Genres

Date	Class Description	Reading	Assignments Due
M 10/17	Academic Genre Analysis		Comparative Rhetorical Analysis
W 10/19	Discuss Research Paper Assignment & Topic Brainstorming	<ul style="list-style-type: none"> • <i>SMH</i> Ch. 12, "Preparing for a Research Project" (172-179) 	Academic Genre Analysis
F 10/21	<i>Fall Break – no class</i>		

Week 9: Writing a Research Proposal

Date	Class Description	Reading	Assignments Due
M 10/24	Developing a Research Question	<ul style="list-style-type: none"> • "Googlepedia" by McClure, online pdf at https://wac.colostate.edu/books/writingspaces2/mcclure-googlepedia.pdf • BIAW, "Research Starts with Answers" by Witte (226-230) • BIAW, "Research Starts with a Thesis" by Wierszewski (231-235) 	Prompt: Topic Brainstorming
	Using the Library & Finding Sources	<ul style="list-style-type: none"> • <i>SMH</i> Ch. 13, "Conducting Research" (180-190) • "Critical Thinking and Reading," (5 min.) https://www.youtube.com/watch?v=iOGvwPmKOqQ 	Prompt: Preliminary Research Question
F 10/28	Research Proposal Workshop		Research Proposal

Week 10: Locating & Evaluating Sources

Date	Class Description	Reading	Assignments Due
M 10/31	Annotated Bibliographies	<ul style="list-style-type: none"> • <i>SMH</i>, Ch. 14, "Evaluating Sources & Taking Notes" (191-208) 	Prompt: What is an Annotated Bibliography?
W 11/2	Reading Scholarly Sources	<ul style="list-style-type: none"> • "Reading Critically," Khan Academy, https://www.youtube.com/watch?v=v4HhzvSgUpU • <i>SMH</i> Ch. 9, "Reading Critically" (108-124) 	Two (2) Annotations
F 11/4	Evaluating Sources		Two (2) Annotations

Week 11: Using Evidence Effectively

Date	Class Description	Reading	Assignments Due
M 11/7	Writing With Evidence	• <i>SMH</i> Ch. 15, “Integrating Sources” (209-217)	Annotated Bibliography
W 11/9	Avoiding Plagiarism	• <i>SMH</i> Ch. 16, “Acknowledging Sources & Avoiding Plagiarism” (218-226)	
F 11/11	Thesis Statement Workshop	<ul style="list-style-type: none"> • <i>SMH</i> Sec. 4c, “Drafting a Working Thesis Statement” (44-46) • <i>SMH</i> Sec. 11d, “Making a Claim and Drafting a Working Thesis” (147-148) • “Ted’s Secret to Great Public Speaking” (8 min.) https://www.youtube.com/watch?v=-FOCpMAww28 	Thesis Statement & Reasons Expressed as Because Clauses

Week 12: Organizing Thesis-Driven Arguments

Date	Class Description	Reading	Assignments Due
M 11/14	Conferences – Rather than meeting together as a class this week, you will bring a complete draft of your Research Paper to your scheduled writing conference.	• <i>SMH</i> Ch. 17, “Writing a Research Project” (227-235)	Draft of Research Paper
W 11/16			
F 11/18			

Week 13: Polishing Your Argument

Date	Class Description	Reading	Assignments Due
M 11/21	Revision & Reflection		Research Paper Due
W 11/23	<i>Thanksgiving Break – no class</i>		
F 11/25	<i>Thanksgiving Break – no class</i>		

Public Argument Unit

Week 14: Writing for Public Audiences

Date	Class Description	Reading	Assignments Due
M 11/28	Public Genres	<ul style="list-style-type: none"> In-Class: “How to Sound Smart in a TED Talk” by Will Stephen (6 min.) https://www.youtube.com/watch?v=8S0FDjFBj8o “How Can You Change Someone’s Mind” by TedEd https://www.youtube.com/watch?v=58jHhNzUHM4 “How to Use Rhetoric to Get What You Want” by TedEd https://www.youtube.com/watch?v=3klMM9BkW5o 	
W 11/30	Writing for Public Audiences	<ul style="list-style-type: none"> SMH Ch. 24, “Communicating in Other Media” (387-391) 	Public Genre Analysis
F 12/2	Remediation	<ul style="list-style-type: none"> ASU Crash Course Video, “Remediation” https://www.youtube.com/watch?v=T169ogVcN9Q 	Prompt: Planning Your Multimodal Text

Week 15: Re-Genreing Your Work

Date	Class Description	Reading	Assignments Due
M 12/5	Peer Review Workshop		Draft of Public Argument
W 12/7	Designing & Revising Multimodal Texts	<ul style="list-style-type: none"> SMH Ch. 35, “Writing to the World” (465-470) 	
F 12/9	Course Reflection	<ul style="list-style-type: none"> SMH Ch. 25, “Writing Well in Any Discipline or Profession” (394-402) 	Public Argument

Final Exam: Monday, 12/12, 1:30 – 4:30 pm