

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

From the PLNU 2023-2024 Catalog:

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. Students are encouraged to co-enroll in WRI 1000 while taking WRI 1010.

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.

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 (FELO) that WRI 1010 serves alongside their corresponding course assignments and activities.

FELO	Assessment Measure
1a. Written: Students will be able to effectively express ideas and information to others through written communication.	Final Portfolio
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.	Library research assignment

Required Texts and Materials

- Lunsford, Andrea A. *The St. Martin's Handbook*. 9th ed. Bedford/St. Martin's, 2021.
- Ball & Loewe. [Bad Ideas About Writing](#). (Open access, free online)
- Lowe, Charles and Pavel Zemlianky, eds. [Writing Spaces](#). (Open access, free online)
- Additional readings will be posted on Canvas or distributed in class.

You'll also need access to the Internet, a PLNU e-mail account and Canvas. Plan to bring your laptop or some other device, with word processing software, that is capable of accessing and submitting work via Canvas to every class.

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 1000 Writing Lab

I strongly recommend that you enroll in [WRI 1000 Writing Lab](#), a self-paced writing center elective course that will provide you with additional support for the writing you'll do in this course. Benefits of enrolling in WRI 1000:

- You'll meet regularly during the term with a Loma Writing Center consultant to receive personalized instruction and feedback on your writing assignments.
- You'll have access to a series of learning modules on a variety of writing topics to help guide you through your writing assignments.
- You can choose to enroll for either 1-unit or 0-units, depending on your needs, and the course operates on a pass/no credit grading system.
- You can schedule your writing consultation sessions to suit your needs.

Register for the course in Workday or contact the Records Office to ask that WRI 1000 be added to your schedule.

Major Assignments, Grade Distributions and Due Dates

Assignment Category	Length (approx.)	Weight	Due
Evaluation Argument You will write an argument in which you offer an evaluation, a judgment, on a topic of your choosing. Specific instructions given in the prompt and in class. Draft required for credit/grade on final essay.	750 words	15%	September 15
Rhetorical Analysis Essay For this essay, you will analyze a text's rhetorical strategies. Specific instructions given in the prompt and in class. Draft required for credit/grade on final essay.	750 words	15%	October 6
Research Paper For this project, you will formulate a research question and then write a research paper that responds to your question and enters into the academic conversation taking place through published scholarship. Specific instructions given in the prompt and in class. Draft required for credit/grade on final essay.	2000 words	30%	November 20
Short Writing You will compose ten (10) short writing assignments that may include a rhetorical precis, outline, reading reflection, discussion questions or visual analysis assigned as homework or written in class. Specific instructions given in prompts and in class.	Varies	20%	Varies
In-Class Work/Activities Classroom activities may include group and individual projects such as writing exercises and peer reviews. Specific instructions given in prompts and in class.	Varies	10%	Varies
Final Portfolio	750 words	10%	December 13

At the end of the course, you'll compile a portfolio of the work you've completed and write a reflective essay discussing your growth as a writer.			
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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

The Evaluation Argument final, Rhetorical Analysis essay final and Research Paper final are evaluated using assignment-specific rubrics, according to the PLNU institutional grading scale, and will be checked for plagiarism in Turnitin.

Evaluation Argument draft; Rhetorical Analysis draft; Research Project assignments and draft; In-Class Work/Activities; Short Writing; and Final Portfolio are assessed using the Canvas complete/incomplete grading system.

- A "complete" indicates that you successfully completed the assignment on time, in a thoughtful and thorough manner that meets the assignment criterion, appropriate for college-level work.
- An "incomplete" suggests that your work was too brief or superficial to demonstrate learning; indicates confusion or an incomplete understanding of the course concepts; fails to respond fully to the prompt or does not meet assignment criterion; demonstrates evidence of not reading; or is late or missing.

Revision

Clear, concise writing is writing that has been revised and edited and proofread, often multiple times. This is true for professional writers as well as for student writers. I encourage you to approach writing projects in WRI 1010 with this in mind. Specifically, consider writing multiple drafts and ask for feedback on each draft.

I will permit *one* revision of a graded assignment for *one* of the following: Evaluation Argument final, Rhetorical Analysis final or Research paper final once graded. Revisions should be *substantial* (not just fixing mechanical errors), and any revisions are due within two weeks from the date the assignment is graded. If you choose to submit a revision, the new grade will

completely replace the original grade. A revision will not lower your grade, except in cases of plagiarism.

If you wish to revise, you must:

1. Schedule an appointment with me to discuss your plans for revision.
2. Schedule an appointment with a Loma Writing Center consultant.
3. Upload your revision as a re-submission to the original assignment prompt in Canvas. Include written validation of the tutoring appointment (the assignment will not be graded without it).

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. Due dates for assignments are listed on the course schedule, Canvas, prompts and noted in class. I reserve the right to make adjustments or changes if the need arises. *No late assignments. All work must be turned in on the day and time it is due.* I reserve the right to reject late work. Extensions may be granted on a case-by-case basis for extenuating circumstances, so if you are concerned about missing due dates or falling behind, please contact me so we can discuss. Extended time for assignments will be granted to students as stipulated by individual federal student learning accommodations.

Attendance and Participation

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement, which means 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. Please, no texting, social media posts, games or web surfing during lectures, group work, writing workshops or class assignments. *Please note: audio and/or visual recording of the instructor, students, class discussions or class material is prohibited, with the exception of individual federal student learning accommodations approved by PLNU that include recording classroom learning activities.*

If you are absent for more than 10% of class sessions (4 classes for a MWF course), I will issue a written warning of de-enrollment. If your absences exceed more than 20% (8 classes for a

MWF course), you may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Students who are absent due to illness or other emergencies do not need to submit documentation for that absence, but you should send me an e-mail 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 in-class assignments cannot be made up later if they are missed.

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Classroom Hospitality

Respect is essential in a classroom to create an atmosphere in which all participants enjoy constructive dialogue. Students are expected to maintain a high level of respect for the thoughts, feelings and opinions of others.

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. Students who are disrespectful may be asked to leave class.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/bias-free language is the standard outlined by all major academic style guides, including MLA, APA and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that

demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

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.

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.

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.

Artificial Intelligence (AI) Policy

The use of Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) is not permitted, and use of these tools will be treated as plagiarism.

Use of Technology

Most of the readings and assignments for this course will be accessed and submitted 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.

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In WRI 1010, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such

material is not taken lightly. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in rhetoric and writing, and I will support you throughout your learning in this course.

Sexual Misconduct and Discrimination

In support of a safe learning environment, 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.

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 Loma Writing Center, the Ryan Library, and the Wellness Counseling Center.

Loma Writing 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 Loma Writing Center's trained consultants about getting started on an assignment, organizing your ideas, writing with 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/centers-institutes/loma-writing-center> or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

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.

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) 724-7240.

Class Schedule (MWF)

Please note that the following schedule is approximate, as dates, assignments, readings and topics may shift or change throughout the semester as needed. Please check Canvas, your PLNU e-mail and announcements for current or updated information regarding readings, assignments, due dates, materials, etc. All readings noted on a particular date should be complete prior to class meeting. Bring laptop, textbook and readings to every class meeting. *Note: This schedule will be revised at the discretion of the instructor.* SMH = Saint Martin's Handbook; BIAW = Bad Ideas About Writing; SW = Short Writing; WW = Writing Workshop; CA = class activity

Week 1: Ground Floor: Course Introduction

Date	Class Description	Reading	Assignments Due
M 8/28	Welcome and introduction to WRI 1010; syllabus; Day 1 Writing Assignment		Day 1 Writing Assignment/SW 1 Due: 8-28

W 8/30	Intro to evaluation arguments; prompt; Purdue Owl website and video MLA formatting; introduction to Cornell note-taking; Top Twenty; Writer's Inventory/CA	SMH Part I: Top Twenty pp. 1-11	Writer's Inventory/CA 1 Due: 8-30
F 9/1	Discuss Chapter 2: Expectations for College Writing; discuss sample evaluation essay; Recognizing Evaluation Arguments/CA	SMH Chapter 2 pp. 14-25	Recognizing Evaluation Arguments/CA 2 Due: 9-1

Week 2: Inner Critic: Evaluation Arguments

Date	Class Description	Reading	Assignments Due
M 9/4	Labor Day - no class		
W 9/6	Discuss rhetoric, rhetorical triangle, rhetorical situation; brainstorming; thesis statements; planning and drafting; POV; Create an Evaluation Argument/CA	SMH Chapter 3 pp. 26-36; Chapter 4 pp. 37-46; 51-53; 55	Create an Evaluation Argument/CA 3 Due: 9-6
F 9/8	Writing Tutors; Writing workshop/CA		Evaluation Argument Draft WW Report/CA 4 Due: 9-8

Week 3: The Thinker: Read, Analyze, Construct

Date	Class Description	Reading	Assignments Due
M 9/11	Post assignment huddle; discuss reading strategies; analyzing arguments; rhetorical precis and summary; reflection/CA	SMH Chapter 9 pp. 108-117; SMH Chapter 10 pp. 125-31; "Reading and Writing Are Not Connected" BIAW pp. 38-42	"Reading and Writing Are Not Connected" Reflection/CA 5 Due: 9-11
W 9/13	Discuss constructing arguments; plagiarism; peer review	SMH Chapter 11 pp. 144-159	"Reading and Writing Are Not Connected" precis/SW 2 Due: 9-13
F 9/15	Writing workshop/CA		Evaluation Argument Final WW Report/CA 6 Due: 9-15

Week 4: Looking Under the Hood: Rhetorical Analysis

Date	Class Description	Reading	Assignments Due
M 9/18	Rhetorical analysis introduction; prompt; review rhetoric, rhetorical triangle, rhetorical situation; brainstorming; thesis statements;	SMH Chapter 3 pp. 26-36; Chapter 4 pp. 37-46; 51-53; 55; "Backpacks vs.	"Backpacks vs. Briefcases" Reflection/CA 7 Due 9-18

	planning and drafting; discuss "Backpacks vs. Briefcases"/CA	Briefcases" <i>Writing Spaces Vol. 1</i>	
W 9/20	Discuss audience/target audience; discuss RA texts; "Backpacks" con't.	"ChatGPT, Artificial Intelligence, and the Future of Writing"; "I'm a Student. You Have No Idea How Much We're Using ChatGPT." Canvas	
F 9/22	Discuss rhetorical appeals; discuss RA texts; select text for analysis; situation report	"How AI Could Save (Not Destroy) Education."; "MLA-CCCC Joint Task Force on Writing and AI Working Paper: Overview of the Issues, Statement of Principles, and Recommendations." Canvas	"Backpacks vs. Briefcases" precis/SW 3 Due: 9-22

Week 5: The Real Writer

Date	Class Description	Reading	Assignments Due
M 9/25	Discuss analysis reports; discuss "Inspired"; "Inspired" discussion questions/CA	SMH Chapter 5 pp. 60-77; "The Inspired Writer vs. the Real Writer" <i>Writing Spaces Vol. 1</i>	Rhetorical Analysis Situation Report/SW 4 "Inspired" discussion questions/CA 8

			Due 9-25
W 9/27	What real writers say about writing; revisit Day 1 Writing Assignment		"Inspired" precis/SW 5 Due: 9-27
F 9/29	Writing workshop/CA		Rhetorical Analysis Draft WW Report /CA 9 Due: 9-29

Week 6: Mind the Details

Date	Class Description	Reading	Assignments Due
M 10/2	Post assignment huddle; appropriate words; sentences; paragraphs/CA	SMH Chapter 38 pp. 490-93; Chapter 40 pp. 502-505; Chapter 5 pp. 60-76	Sentence Sense/CA 10 Due: 10-2
W 10/4	Punctuation and its history; mechanics; editing; revising; review peer review; Englishes	SMH Chapter 6 pp. 78-90	
F 10/6	Writing workshop/CA		Rhetorical Analysis Final WW Report/CA 11 Due: 10-6

Week 7: Bird by Bird: The Research Project

Date	Class Description	Reading	Assignments Due
M 10/9	Introduction to research project; research proposal prompt; brainstorming/CA	SMH chapter 12 pp.172-179	Brainstorming/CA 12
W 10/11	Crafting a research plan; research proposal; research question; discuss "Googlepedia"	"Googlepedia" <i>Writing Spaces</i> Vol. II	Research Question/ CA 13 "Googlepedia" precis/SW 6
F 10/13	Workshop/CA		Research Proposal WW Report/CA 14 Due: 10-13

Week 8: Library Bootcamp

Date	Class Description	Reading	Assignments Due
M 10/16	Library 1010-8 Main Computer Lab/Ryan Library 1010-10 Bresee Computer Lab/ Ryan Library		

W 10/18	Library 1010-8 Main Computer Lab/Ryan Library 1010-10 Bresee Computer Lab/Ryan Library		
F 10/20	Fall Break - no class		

Week 9: The Hunt: Locating and Evaluating Sources

Date	Class Description	Reading	Assignments Due
M 10/23	Annotated bibliography; reading scholarly sources; create an annotation/CA	SMH Chapter 14 pp. 191-208; "Reading Games: Strategies for Reading Scholarly Sources" <i>Writing Spaces</i> Vol. II	Library Research Assignment Create an annotation/CA 15 Due: 10-23
W 10/25	Reading scholarly sources, con't.; introduction to CARS; discuss "Swales Moves"	"Swales 'Moves' and the Research Paper Assignment" Canvas	"Reading Games" precis/SW 7 Due: 10-25
F 10/27	Evaluating sources; "Swales Moves" con't.	SMH Chapter 9 pp. 108-124	

Week 10: Synthesizing and Organizing Sources

Date	Class Description	Reading	Assignments Due
M 10/30	Writing with evidence; integrating sources; plagiarism	SMH Chapter 15 pp. 209-17 Chapter 16 pp. 218-226	Annotated Bibliography Due: 10-30
W 11/1	Writing the project; planning; genre; thesis statement	SMH Chapter 17 pp. 227-35 SMH Chapter 4c pp.44-46	
F 11/3	Writing workshop: thesis and plan/CA		WW Report/Thesis and Plan/CA 16 Due: 11-3

Week 11: Conferences

Date	Class Description	Reading	Assignments Due
M 11/6	No class. Individual conferences this week. Use time to work on your paper. Bring a complete draft of your research paper to your scheduled writing conference.		Research paper draft Conferences Report/CA 17 Due: 11-6

W 11/8	No class. Individual conferences.		Conferences Report /CA 17
F 11/10	No class. Individual conferences.		Conferences Report /CA 17

Week 12: The Editor

Date	Class Description	Reading	Assignments Due
M 11/13	Post assignment huddle; drafting and revising; revision; discuss "Annoying"	SMH Chapter 6 pp. 78-93; "Annoying Ways People Use Sources" <i>Writing Spaces Vol. II</i>	
W 11/15	Editing; "Annoying," con't.	SMH Chapter 6 pp. 78-93	
F 11/17	Proofreading; Top Twenty	SMH pp. 1-11; Chapter 6 pp. 78-93	

Week 13: Giving Thanks

Date	Class Description	Reading	Assignments Due
M 11/20	Writing workshop/CA		Research paper final WW Report/CA 18

			Due: 11-20/21
W 11/22	Thanksgiving Recess - no class		
F 11/24	Thanksgiving Recess - no class		

Week 14: Writing in the Academy—and Beyond!

Date	Class Description	Reading	Assignments Due
M 11/27	Academic writing and professional writing; research paper re-mix; portfolio	SMH Chapter 25 pp. 394-402; Chapter 29; pp. 394-402; Chapter 30 pp. 436-440; Chapter 31 pp. 442-46	
W 11/29	Academic writing and professional writing, con't./CA; portfolio	SMH Chapter 25; Chapter 29; pp. 394-402; Chapter 30 pp. 436-440; Chapter 31 pp. 442-46	Professional Practice/CA 19 Due: 11-29
F 12/1	Writing Workshop/CA		Research Re-Mix/SW 8 WW Report/CA 20 Due: 12-1

Week 15: *Sight for Sore Eyes: Visual Rhetoric*

Date	Class Description	Reading	Assignments Due
M 12/4	Introduction to visual rhetoric and visual analysis; discuss "Understanding Visual Rhetoric"; share Research Remix	"Understanding Visual Rhetoric" <i>Writing Spaces Vol. III</i>	
W 12/6	Visual rhetoric and analysis, con't.; discuss "Beyond Black on White: Document Design and Formatting in the Writing Classroom"; share Research Remix; portfolio	"Beyond Black on White: Document Design and Formatting in the Writing Classroom" <i>Writing Spaces Vol. II</i>	
F 12/8	Semester review; portfolio; Day 1 Writing Assignment update;		Visual Analysis/SW 9 Day 1 Writing Assignment update SW 10 Due: 12-8

Final Exam: Wednesday, 12/13, 1:30 - 4:00 pm (Location TBA)

Final Portfolio Due