Course Syllabus

Course Prefix / Number: ENC 1102

Course Title: Composition II - Introduction to Public Writing

Course Credit Hours: 3

Instructor Name and Contact Information: Ms. Pamela Meyers

850-474-3018

pmeyers1@uwf.edu

Office: Building 50 / 206

Office Hours:

Tue. and Thur. - 11:00-12:00 and Wed. 9:30-11:30. I will be online during those time periods, and you can contact me via the pager or e-mail. I will be working from my office on campus during that time period, so you can drop by the office as well. I am also available by appointment.

Prerequisites or Co-Requisites: None

This syllabus is your guide to success in this class. If anything about this syllabus remains unclear after you read it, be sure to contact me as soon as possible.

Course Description

According to the Catalog, English Composition II provides “Guided practice in critical thinking and the writing process for various rhetorical situations. Documented paper is included. Requires additional work in the Writing Center. (Gordon Rule Course: Wrtg) and (General Studies Course: COM/C1).”

This course is completely online.

If you have technical issues or concerns, you can visit the ITS HelpDesk to find an answer for your UWF technology questions.
ITS HELP DESK HOURS
Monday - Thursday: 8:00 AM - 10:00 PM
Friday: 8:00 AM - 5:00 PM
Saturday - Sunday: Closed

Email: helpdesk@uwf.edu
Phone (850) 474-2075

Course Goals

Upon completion of the course, students will have developed skills in academic writing. They will also have analyzed texts rhetorically. Regardless of one's career path or major, the ability to write clearly and to analyze arguments fully are beneficial skills for students, and these skills will help them both in their academic and professional careers.

Program Goals

ENC 1102 is a Gordon Rule Writing course, meaning you can expect to write a minimum of 6000 words. ENC 1102 is designated as a General Studies course. The General Studies curriculum at the University of West Florida is designed to provide a cohesive program of study that promotes the development of a broadly educated person and provides the knowledge and skills needed to succeed in university studies. This course has been approved as meeting your requirement in Communication and Project Management. The major General Studies learning outcomes for this course are Writing and Team Work.

If you are interested in a major in English you should contact the English Department at 850-474-2923. If you are undecided about you major you should contact your academic advisor or the Career Center at 850-474-2254.

Topics

- Week 1 - Welcome to the Course
- Week 2 - What is Rhetorical Analysis?
- Week 3 - Pathos / Ethos / Logos, Definitions
- Week 4 - Developing Your Own Rhetorical Analysis: Paper 1
- Week 5 - Rhetorical Argument: Visual analysis
- Week 6 - Developing Your Own Visual Rhetorical Analysis: Paper 2
- Week 7 - Introduction to the Report
- Week 8 - Incorporating Research; Re-visioning and Editing; Paper 3
- Week 9 - Understanding Readers and Rhetorical Situations
- Week 10 - Logical Fallacies
- Week 11 – Citations
- Week 12 - Working as a Team; Peer Review and Response
- Week 13 - Visual Aids: Paper 4
- Week 14 - Design and Layout
- Week 15 – Educating the Public; Paper 5
Student Learning Outcomes (SLOs)

English Composition II shifts from writing for academic purposes (writing the academic research paper) to writing for public purposes. By the end of the course, Composition II students should be able to do the following:

- Demonstrate understanding of different rhetorical strategies that are used in differing public genres;
- Recognize the limitations on, opportunities for, and discipline-related approaches to civic engagement in American and global venues;
- Build reading and writing skills established in ENC1101 Composition I, but now aimed at the production of writing projects in public genres appropriate to particular writing situations and the democratic tradition;
- Build on research skills developed in ENC1101 Composition I by using the university library and library’s website

Texts / Materials

Required texts:

Writing Today, 2/e- UWF Custom Edition ISBN: 978-1-256-85891-1. You are welcomed to use older editions of the book, but the page numbers will not align. You'll need to get with a friend to figure out what sections correspond in each version.

Required Materials:

- Internet Access (broadband is recommended)
- Activated UWF ArgoNet E-mail Account

Grading / Evaluation

If you are like most students, you have two goals in taking this course: you want to improve your writing skills, and you want to get a high grade. My response to your writing assignments is critical to both of these goals. For you to improve your skills, you must write frequently, seek feedback from readers, and reflect on readers' responses, questions, and suggestions.

My job as an instructor is to give you clear and informed commentary on your writing. I will not mark or comment on every problem in your writing, because part of the learning process is for you to learn to identify and correct problems yourself. But I will comment in detail on portions of each assignment.

I will also have a rubric for each graded writing assignment. The rubric will clearly show what elements are expected in each paper and the value of each particular section. Please let me know if you have any questions about this rubric before you submit your papers.

Letter grades will be assigned as follows:
94.0-100.0 = A
90.0-93.9 = A-
87.0-89.9 = B+
84.0-86.9 = B
80.0-83.9 = B-
77.0-79.9 = C+
74.0-76.9 = C
70.0-73.9 = C-
67.0-69.9 = D+
60.0-66.7 = D
0-59.9 = F

The grade distribution is as follows:

Paper 1 = 10%
Paper 2 = 10%
Paper 3 = 10%
Draft Paper 4 = 5%
Peer Review Paper 4 = 5%
Paper 4 = 15%
Paper 5 = 10%
Participation/Attendance = 15%
Quizzes = 15%
Meeting = 5%

**Paper Policies**

Your papers must be prepared using word processing software. Please use a standard font (such as Times New Roman or Arial) in 12 point type. All papers must adhere to the standards set by the Modern Language Association (MLA). All papers must be uploaded to the appropriate dropbox in eLearning. Unless otherwise noted, your papers are due by 11:59 pm on their
appropriate due date. We will practice how to upload a paper before your first one is due. I strongly encourage you to have your papers read by the UWF Writing Lab.

Unless otherwise noted, all papers must include the following heading:

<table>
<thead>
<tr>
<th>Firstname Lastname</th>
<th>Lastname 1</th>
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<tbody>
<tr>
<td>Ms. Meyers</td>
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<td>ENC 1102</td>
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<td>05 July 2014</td>
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<td>Word Count: 757</td>
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</table>

Creative Title – Centered

Late Paper Policy

We all make mistakes. Therefore, you have one late pass. You may use this pass with any paper EXCEPT Paper 5. You may not use this pass for draft submissions, quizzes, or discussion board postings. You may use this pass only once. When using this pass, you are required to turn in your paper by 11:59 PM the day after your paper is due (if your paper is due by 11:59 pm on Sat., Jan. 31, you have until 11:59 pm on Sun., Feb. 1 to turn in your paper). **You must upload submit your paper to the Late Assignments dropbox in eLearning by 11:59 PM.** If for some reason you cannot access eLearning, you need to e-mail me your paper by 11:59 pm. Any attempt to abuse this pass will result in a failing grade. Otherwise, I will NOT accept late papers or assignments, and any assignment submitted after the late paper deadline has passed will receive a grade of a zero. Any attempt to abuse this pass will result in a failing grade.

TurnItIn

UWF maintains a university license agreement for an online text matching service called TurnItIn. At my discretion, I will use the TurnItIn service to determine the originality of student papers.

Attendance Policy

Students who do not participate in the course at least twice in the first seven days will be marked as "not attending" and your financial aid will be withheld. Participation for that week is defined as posting at least 2 times to the discussion board; completing Quiz 1; uploading your practice submission paper assignment; or e-mailing me via eLearning with 2 content related questions. Completing of the aforementioned items counts as "attending" the first week.

The University expects students to take full responsibility for their academic work and academic progress. To progress satisfactorily, students must meet the requirements of each course for which they are registered. Successful work depends to a large extent on regular class attendance.
Class attendance is regarded as an academic matter. Each faculty member will provide a written attendance policy to each class within the first week of classes. The use of attendance records in grading and handling of any excuses for absences is left to the discretion of the faculty member responsible for the course, subject to the guidelines given below:

A. Students will be excused from class to observe religious holidays of their faith. No major test, major class event, or major University activity will be scheduled on a major religious holiday.
B. Absences for imposed legal responsibilities (e.g., jury duty, court appearance) will be recognized as excused absences.
C. Absences resulting from participation in extracurricular activities in which students are official representatives of the University will be recognized as excused absences.
D. Absences for serious illness, death or serious illness within the student’s immediate family, military obligations, or other sound reasons offered by the student may be accepted as excused absences.

It is the responsibility of students to know the attendance policy of each course they are taking. Students must inform their instructor(s) of absences from classes prior to or as soon as possible after the absence. Instructors have the right to request verification for all excused absences. Students are held accountable for all assignments in each course, whether or not the assignments were announced during an absence. Faculty are encouraged to provide opportunities for students to make up examinations and other work missed because of an excused absence.

You are expected to log in regularly to this course in eLearning, to participate fully in all activities, and do all class-related work and assignments. All work must be submitted via eLearning. Since all work may be completed ahead of time and submitted electronically, absences due to B and C listed above should have no effect on this course.

For ENC 1102, student attendance is determined through your participation in the discussion board. Topics will be initiated on the discussion board, and you will be required to post to the discussion board at least 3 times during that week. The discussion board for each week will be open until 11:59 PM on Wednesday of that week. To have a posting count, it must be at least 5 sentences long (no saying “Me too” and having that count) and it must relate to the topic at hand. You will be required to post at least 3 times every week. You may respond to the prompt at hand; you may respond to another classmate’s comment; or you may initiate your own discussion. Any of these would count as a posting, as long as you meet the previously stated requirements. Posting to the discussion board counts as 15% of your grade.

Meeting with Me

One of the challenges of online classes is ensuring that everyone truly understand the material, and the lack of face-to-face interaction can make it difficult to "see" how well everyone is learning. To help address that issue, I am requiring everyone to meet with me once during the semester. These meetings can take place a number of different ways. You can make an appointment and physically come to my office during office hours. We can do this virtually - we can look at a paper together via Google Docs, with both of us online at the same time, commenting on the paper. We can also meet using videos (such as Google Hangouts). These
meetings should take no more than 15 minutes, and I plan to focus the meeting on helping you with any concerns about your paper or questions about the class content.

At the end of Week 1, I will share with the class a document via the Google Drive. This document will contain a list of available appointments throughout the semester. Please choose one appointment that would work well with your schedule. Note that I will not be adding on a flux of appointments at the end of the semester to help you reach this requirement since you can schedule a meeting at any point during the semester. This meeting will be worth 5% of your final grade.

Minimum Technical Skills and Special Technology Utilized by Students

This course is totally online. All instructional content and interaction takes place over the WWW. In addition to baseline word processing skills and sending/receiving email with attachments, students will be expected to search the internet and upload / download files. In addition, students may need one or more of the following plug-ins:

- Real Player: [http://www.real.com/realplayer/search](http://www.real.com/realplayer/search)
- Configure your computer for Online Room (Collaborate) sessions: [http://support.blackboardcollaborate.com/ics/support/default.asp?deptID=8336&task=knowledge&questionID=1279](http://support.blackboardcollaborate.com/ics/support/default.asp?deptID=8336&task=knowledge&questionID=1279)

E-mail

When you send e-mails to me, please include your name somewhere in the e-mail – in subject line, in the first line of the e-mail, in the last line. Nothing is more frustrating than receiving an e-mail from jms13@uwf.edu that asks, “Can we meet to discuss the project on Wednesday?” and never gives me his or her name.

Get in the habit now of making your subject lines as specific as possible. “Question” as a subject line means nothing to mean – I have 100 students this semester; obviously, there will be questions! However, typing “Question regarding The Undercover Parent – Comp II – Missing Page Numbers” tells me a great deal.

E-mail and Internet problems do occur. For this reason, I highly recommend that you save every e-mail that you send me and every e-mail that you receive from me. That way, if there is a discrepancy, we’ll have a paper trail to examine.
I will typically respond to an e-mail sent during the week within 24 hours and an e-mail sent during the weekend within 48 hours, even just to say, “I will have to get back to you on this.” If it has been longer than the times listed above and you have not heard from me, please do not hesitate to send a follow-up e-mail.

While I am on the computer quite a bit, I do not have it hooked up to an IV in my arm. Please do not ask for or expect an immediate reply to any e-mail.

**Expectations for Academic Conduct / Plagiarism Policy**


**UWF Plagiarism Policy**

The UWF Student Handbook, Code of Student Conduct, Academic Misconduct, states: "Plagiarism. The act of representing the ideas, words, creations or work of another as one's own."

Plagiarism combines theft with fraud, and the penalty is correspondingly severe: failure for the assignment and, in some cases, for the entire course. At the instructor's discretion, she/he may recommend that the student be suspended from the university. Plagiarism cases will be handled according to the Office of Academic Affairs Academic Misconduct Procedure.

Ignorance of the rules about plagiarism is no excuse for it, and carelessness is just as bad as purposeful violation. Students who have plagiarized have cheated themselves out of the experience of being responsible members of the academic community and have cheated their classmates by pretending to contribute original ideas.

For complete information regarding Academic Misconduct, refer to the UWF Student Handbook or contact Student Affairs in Building 21, 474-2384.

**What is Plagiarism?**

A major misconception some students have is believing that rewriting something is not plagiarism because they are "putting it in their own words." However, if the source is not acknowledged, such rewriting IS PLAGIARISM. Copying and pasting actually accounts for only a small percentage of plagiarism. Most plagiarism is a result of text manipulation. The accessibility of the Internet makes plagiarism very tempting, and unintentional plagiarism often springs from this source as well.

Simply stated, plagiarism is using someone else's work without giving appropriate credit. This improper usage can include the following:

- Copying and pasting text from on-line media, such as encyclopedias.
- Copying and pasting text from any Web site.
• Transcribing text from any printed material, such as books, magazines, encyclopedias or newspapers.
• Simply modifying text from any of the above sources. For example, replacing a few select words with one's own does not constitute original work and thus is plagiarism.
• Using photographs, video or audio without permission or acknowledgment is plagiarism. You may use photographic, video or audio sources with or in a paper or multimedia presentation that you create, as long as you do not profit from it or use it for any purpose other than the original assignment. You should include the source in your bibliography.
• Using another student's work and claiming it as your own, even with permission, is academically unethical and is plagiarism. Known as "collusion," this misrepresentation is unacceptable.
• Purchasing course papers or other work from commercial sources is academically unethical and is treated as plagiarism.
• Translation from one language to another is not using your own words and ideas and is treated as plagiarism. Translations fall under the guidelines for quotations, summaries and paraphrasing.
• Using an essay that you wrote for another course or purpose without getting permission from the instructor of both the current course and the course in which the original work was submitted is SELF-PLAGIARISM. You may use your previous work as a basis for new research if the original work is included in your bibliography.

Assistance for Students with Disabilities

The University of West Florida supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, such as time-limited exams, inaccessible web content, or the use of non-captioned videos and podcasts, reasonable accommodations can be arranged. Prior to receiving accommodations, you must register with the Student Disability Resource Center (SDRC) at [http://uwf.edu/sdrc/internal/](http://uwf.edu/sdrc/internal/). Appropriate academic accommodations will be determined based on the documented needs of the individual. For information regarding the registration process, e-mail sdrc@uwf.edu or call 850.474.2387.

Accessibility Resources

• Follow this link for information on accessibility features in eLearning.
• Follow this link for information on accessibility features in UWF's Learning Management System (LMS), Desire2Learn.

Assistance for Military and Veterans

The University of West Florida (UWF) is excited to have a center dedicated to supporting our military and veteran students. With the growing number of veterans returning to school, UWF will continue to grow support through additions such as this Military & Veteran Resource Center. The goal of this center is to provide a “one-stop” location for all military and veteran
students to simplify the transition process from the military to an academic environment. You may contact the MVRC at 850.474.2550 or visit uwf.edu/mvrc.

Resources

Link to 2014-2015 Academic Calendar:

Academic Calendar 2014-2015

UWF John C. Pace Library

Britt McGowan, bmcgowan@uwf.edu, English and Foreign Language specialist.

Weather Emergency Information

In the case of severe weather or other emergency, the campus might be closed and classes cancelled. Official closures and delays are announced on the UWF website and broadcast on WUWF-FM.

- WUWF-FM (88.1MHz) is the official information source for the university. Any pertinent information regarding closings, cancellations, and the re-opening of campus will be broadcast.
- In the event that hurricane preparation procedures are initiated, the UWF Home Web Page and Argus will both provide current information regarding hurricane preparation procedures, the status of classes and the closing of the university.

Emergency plans for the University of West Florida related to weather or other emergencies are available on the following UWF web pages:

- Information about hurricane preparedness plans is available on the UWF web site: http://uwfemergency.org/hurricaneprep.cfm
- Information about other emergency procedures is available on the UWF web site: http://uwfemergency.org/

Attitudes and Pet Peeves

Many students like to know what gets under a teacher’s skin (in hopes of avoiding doing those actions). Here are a few of mine:

Please don’t say to me:

“I worked really really hard on that paper and deserve an A.” Sometimes, working really really hard on something leads to a high grade; sometimes it doesn’t. Effort does not always equate to a better grade. Fair? Not necessarily. Welcome to life.
“But I NEED an A!” Well, not to split hairs, but no, you don’t. You NEED water. You NEED shelter. Needs and wants are two very different things. Your parents probably reviewed this lesson with you when you were 5, but if you need a reminder, I’m sure they’d be happy to oblige.

“But my boyfriend / mother / high school English teacher said this was a great paper!” That’s wonderful, and I respect that opinion, but that does not change mine. In this class, for the next 16 weeks, I am your supervisor. When you’re working a job, are you really going to tell your supervisor that your mother doesn’t agree with his or her view of your performance? Word to the wise – that would be a very bad idea.

“Thanks for giving me an A” or “Why did you give me a D?” – One gives gifts, but one earns grades. Besides sarcastic remarks, I do not give anything in this class.

As far as attitude goes, please remember that while many things in life are beyond our control, we choose how to respond to these situations. You may hate the fact that you are forced to take a composition class. You can therefore spend the next 16 weeks sulking, complaining, and being miserable. Or, you can say to yourself, “You know, this may not be the ideal way for me to spend my time, but maybe I’ll meet some new friends…learn some techniques to improve my writing…actually enjoy some of the assignments.” You will never get back this time in your life. What will be your attitude towards it? The choice is yours.

Please see the Course Schedule and Assignments for the list of assignments for this semester.

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**Course Schedule and Assignments**

I suggest that you print off a copy of this table to use as a handy reference throughout the semester. This is a tentative schedule that is subject to change. Not all classes progress at the same rate thus course requirements might have to be modified as circumstances dictate. You will receive written notification of any changes made in the syllabus; after which time, you are responsible for the material.

Unless otherwise noted, each week will have the following deadlines:
- **Discussion questions** – due Wed. that week by 11:59 pm
- **Quizzes** – due Thur. that week by 11:59 pm
- **Papers** – due Sat. that week by 11:59 pm (please note that your Peer Review of Paper 4 will be due by 11:59 pm on WEDNESDAY, April 1 and your final Paper - Paper 5 - will be due by 11:59 pm on FRI., April 24 - the last day of class). Late pass may not be used for Paper 5

If a quiz, project/exercise, or paper assignment is not listed under that week’s module, you will not have one due. However, you will always have discussion questions due!
<table>
<thead>
<tr>
<th>Dates</th>
<th>Module Title/Topic</th>
<th>Course Material</th>
<th>Assignments and Due Dates</th>
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</table>
| Jan. 6 - Jan. 10 | Week 1 - Welcome to the Course     | 1. Read the Overview
2. Read material in Important Course Information, Online Course Orientation, and Student Support Resources (I know it sounds like a lot. These modules contain a lot of resources; know they are there, but don't worry about memorizing the material) | 1. After you have reviewed the material in Important Course Information, Online Course Orientation, and Student Support Resources modules, complete the [Day 1 Checklist](#). You must complete this checklist to see the rest of the course!
2. After you have reviewed the material in the Week 1 module, complete the [Week 1 Checklist](#)
3. If you haven't already watched the brief [eLearning demo](#)
4. Complete your profile in the Classlist - click the drop-down menu next to your name and select "Edit my User Profile." You do not have to upload a personal picture, but please upload some |
<table>
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<tr>
<th>Jan. 11 - Jan. 17</th>
<th>Week 2 - What is Rhetorical Analysis</th>
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<tr>
<td>1. Read Chapter 22 – Using Argumentative Strategies – 439-443 (I recommend reading this before reading Ch. 8)</td>
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<tr>
<td>2. Read Chapter 8 – Rhetorical Analysis - 143, 147-150</td>
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<td>3. Read &quot;Just Take Away Their Guns&quot; (HO)</td>
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<td>4. Review the notes for the readings</td>
<td>5. Complete Discussion questions for Week 1 and 2. You will have until 11:59 pm on Wed., Jan 14 to complete these, but I recommend you get ahead start!</td>
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<td>6. Upload your Practice Submission by 11:59 pm on Sat., Jan. 10</td>
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1. Complete Discussion board questions for Week 1 and 2 by 11:59 pm on Wed., Jan. 14 |
2. Quiz 1 is due by 11:59 pm on Thur., Jan. 15. This quiz will focus on the requirements of the course, and you may take this quiz as many times as you want before the deadline. |
3. Remember to complete the Week 2 Checklist!
| Jan. 18 - Jan. 24 | 1. Read "Yes, Virginia, There is a Santa Claus" and review the corresponding notes  
2. Read "The Undercover Parent." While I reference this article in my notes for the week, I do not complete an analysis of it for you. Instead, YOU'LL be completing an analysis of it via the discussion board. | 1. Complete Discussion Boarding postings for Week 3 by 11:59 pm on Wed., Jan. 21  
2. Quiz 2 is due by 11:59 pm on Thur., Jan. 22. This quiz will cover notes from Weeks 2 and 3. You may use your book and notes, but you will have only 20 minutes to complete the quiz.  
3. Week 3 Checklist |
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<tr>
<td><strong>Week 3</strong> - Pathos / Ethos / Logos, Definitions</td>
<td><strong>Week 4</strong> - Developing Your Own Rhetorical Analysis; Paper 1</td>
<td><strong>Week 4</strong> - Developing Your Own Rhetorical Analysis; Paper 1</td>
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| Jan. 25 - Jan. 31 | 1. Read Chapter 8 – Rhetorical Analysis – Inventing Your Rhetorical Analysis Content:147-150 and Organizing and Drafting Your Rhetorical Analysis:150-154 (your notes will be split up into these sections as well – Inventing Your Rhetorical Analysis Content and Organizing and Drafting your Rhetorical Analysis) | 1. Complete Discussion Boarding postings for Week 4 by 11:59 pm on Wed., Jan. 28  
2. Quiz 3 is due by 11:59 pm on Thur., Jan. 29.  
3. Paper 1 is due by 11:59 pm on Sat., Jan. 31  
4. Week 4 Checklist |
<table>
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<tr>
<th>Date Range</th>
<th>Week Details</th>
<th>Tasks</th>
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<tbody>
<tr>
<td>Feb. 1 - 7</td>
<td>Week 5 - Rhetorical Argument - Visual analysis;</td>
<td>1. Read Ch 14 - Inventing Ideas and Prewriting</td>
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<td>2. Read Ch. 15 - Organizing and Drafting</td>
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<td>3. Review my notes on Visual Analysis</td>
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<td>4. Review the notes for the readings</td>
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<td>1. Complete Discussion Boarding postings for <a href="#">Week 5</a> by 11:59 pm on Wed., Feb. 4</td>
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<td>2. <a href="#">Week 5 Checklist</a></td>
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<td>Feb. 8 - 14</td>
<td>Week 6 - Visual analysis and Paper 2</td>
<td>1. Read Ch 19 - Drafting Introductions and Conclusions – 406-407, 410-411</td>
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<td>2. Read Chapter 20 – Developing Paragraphs and Sections – 414-418</td>
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<td>3. Review the notes for the readings</td>
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<td>1. Complete Discussion Boarding postings for <a href="#">Week 6</a> by 11:59 pm on Wed., Feb. 11</td>
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<td>2. <a href="#">Paper 2</a> due by 11:59 pm on Sat., Feb. 14</td>
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<td>3. <a href="#">Week 6 Checklist</a></td>
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<td>Feb. 15 - 21</td>
<td>Week 7 - Introduction to the Report</td>
<td>1. Read Ch. 12 - Reports</td>
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<td>2. Review the notes for the readings</td>
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<td>1. Complete Discussion Boarding postings for <a href="#">Week 7</a> by 11:59 pm on SAT., Feb. 21</td>
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<tr>
<td>Date</td>
<td>Week/Checklist</td>
<td>Readings and Notes</td>
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<td>Feb. 22 -</td>
<td>Week 8 - Incorporating Research;</td>
<td>1. Read Chapter 18 – Revising and</td>
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<td>Feb. 28</td>
<td>Revisioning and editing</td>
<td>Editing</td>
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<td>2. Read Chapter 24 – Starting</td>
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<td>Research</td>
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<td>3. Read Chapter 25 – Finding</td>
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<td>Sources and Collecting Information</td>
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<td>4. Review the notes for the readings</td>
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<td>March 1 -</td>
<td>Week 9 - Understanding our</td>
<td>1. Read Chapter 3 – Readers, Contexts, and Rhetorical Situ-</td>
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<td>March 7</td>
<td>Readers</td>
<td>2. Review the notes for the readings</td>
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<tr>
<td>March 8 -</td>
<td>Spring Break</td>
<td>Try to avoid getting arrested</td>
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<tr>
<td>March 14</td>
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<tr>
<td>March 15 -</td>
<td>Week 10 - Logical Fallacies</td>
<td>1. Read Ch. 22 - Avoiding Logical Fallacies - 447-449</td>
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<td>March 21</td>
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<td>2. Read notes on Logical Fallacies</td>
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<tr>
<td>Date</td>
<td>Week</td>
<td>Tasks</td>
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</table>
| March 22 - March 28 | Week 11 - Citations | 1. Read Chapter 27 – Using MLA Style  
2. Review the notes for the readings  
3. Read all of the material in the MLA Format folder. The readings in the folder are found as Web links and as PDFs. I do not have specific notes for this information, but Quiz 4 will be based on this material. Don't try to memorize it! Just familiarize yourself with how the pages are set up; you'll be able to use your notes for the quiz |
| March 29 - April 4 | Week 12 - Working as a Team; Peer Review and Response | 1. Read Ch. 23 - Working Collaboratively with Others - 455-461  
2. Review the notes for the readings  
2. Quiz 5 due by 11:59 pm on Thur., March 26  
3. Draft Paper 4 due to the discussion board and dropbox by 11:59 pm on Sat., March 28  
4. Week 11 Checklist |
pm on Wed., April 1
2. Peer review due to the discussion board and dropbox by 11:59 pm on Wed., April 1
3. Quiz 6 due by 11:59 pm on Thur., April 2. This quiz will ask you to reflect upon the role of teamwork in this class. It is NOT based off of your readings.
4. Week 12 Checklist

<table>
<thead>
<tr>
<th>April 5 - April 11</th>
<th>Week 13 - Visual Aids</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read &quot;Using PowerPoint Effectively&quot; and &quot;Tips on Using PowerPoint&quot;</td>
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<tr>
<td>2. Read Prezi Advice</td>
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<tr>
<td>3. Read notes on PowerPoints and Prezi</td>
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</tbody>
</table>

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<thead>
<tr>
<th>April 12 - April 18</th>
<th>Week 14 - Design and Layout</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read Chapter 17 – Designing – 378-386</td>
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<tr>
<td>2. Read notes on Brochures</td>
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</tbody>
</table>

| April 15 |
| Complete Discussion Boarding postings for Week 13-14 by 11:59 pm on Wed., APRIL 15 |

| April 11 |
| Paper 4 due by 11:59 pm on Sat., April 11 |

| April 11 |
| Week 13 Checklist |

<p>| April 18 |
| Complete Discussion Boarding postings for |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>April 19-April 24</th>
<th>Week 15 - Educating the Public; Paper 4</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Read Chapter 32</td>
<td>1. Complete Discussion Boarding postings for Week 15 by 11:59 pm on Wed., April 22</td>
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<tr>
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<td>- Presenting your work (586-596)</td>
<td>2. Quiz 7 due by 11:59 pm on April 23. Do not stress about this quiz!</td>
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<td>2.</td>
<td>Review the notes</td>
<td>3. Paper 5 due by 11:59 pm on FRI., April 24. Late pass may NOT be used. This paper functions as your final exam.</td>
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<td>for the readings</td>
<td>4. Optional Grammar corrections due by 11:59 pm on FRI., April 24. Late pass may NOT be used.</td>
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<td>3.</td>
<td>Review notes on Ch. 3 - PSA Focus</td>
<td>5. Week 15 Checklist - For your benefit only.</td>
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<td>4.</td>
<td>by 11:59 pm on Wed., April 15</td>
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