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OFFICE OF THE  
SENATE COUNCIL

## Course Information

Date Submitted: 4/22/2013

Current Prefix and Number: ENG - English , ENG 205 - INTERMEDIATE WRITING

Other Course:

Proposed Prefix and Number: WRD 205

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? No

## 1. General Information

a. Submitted by the College of: College of Arts & Sciences

b. Department/Division: English

c. Is there a change in 'ownership' of the course? Yes

If YES, what college/department will offer the course instead: Arts and Sciences

e. Contact Person

Name: Diane Robertson

Email: georgia.robertson@uky.edu

Phone: 257-7002

Responsible Faculty ID (if different from Contact)

Name: Beth Connors-Manke

Email: b.connors-manke@uky.edu

Phone: 257-8046

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

## 2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: INTERMEDIATE WRITING

Proposed Title: WRITING AND RHETORIC (SR)

c. Current Transcript Title: INTERMEDIATE WRITING

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: PropGradingSys

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 6

If Yes: Will this course allow multiple registrations during the same semester? Yes

2i. Current Course Description for Bulletin: Instruction and experience in nonfictional writing. The emphasis is on clarity, conciseness, and effective form in abstracts, in case studies, and in literature reviews for special audiences. Assignments include research and oral presentations. Note: ENG 205 fulfills no requirements of the English major.

Proposed Course Description for Bulletin: An open topics writing course focused on rhetorical analysis of issues of academic, political, social, or cultural significance. Students will interpret, analyze, and evaluate rhetorical strategies employed in print and digital texts.

2j. Current Prerequisites, if any: Prereq: Completion of the University Writing requirement.

Proposed Prerequisites, if any: Prereq: Completion of Composition and Communication requirement or consent of instructor.

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? Yes

If YES, identify the depts. and/or pgms: Department of English (this course does not count for the BA in English)

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

**Instructor Name:**

SIGNATURE|RDMO222|Roxanne D Mountford|Dept approval for ZCOURSE\_CHANGE ENG 205|20120308

SIGNATURE|RHANSON|Roxanna D Hanson|College approval for ZCOURSE\_CHANGE ENG 205|20120308

SIGNATURE|RDMO222|Roxanne D Mountford|Approval resent to department for ZCOURSE\_CHANGE ENG 205|20120403

SIGNATURE|RHANSON|Roxanna D Hanson|College approval for ZCOURSE\_CHANGE ENG 205|20120404

SIGNATURE|JMETT2|Joanle Eit-Mims|Undergrad Council approval for ZCOURSE\_CHANGE ENG 205|20120619

Courses	Request Tracking
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### Course Change Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Generate F

[Open in full window to print or save](#)

Attachments:

Upload File

ID	Attachment
Delete 1620	WRD 205 Writing and Rhetoric.doc

First 1 Last

Select saved project to retrieve...

Get  New

NOTE: Start form entry by choosing the Current Prefix and Number  
(\*denotes required fields)

<b>Current Prefix and Number:</b>	ENG - English ENG 205 - INTERMEDIATE WRITING	<b>Proposed Prefix &amp; Number:</b>	WRD 205
<b>What type of change is being proposed?</b>		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning Minor - change in number within the same hundred series. (799 is the same 'hundred series" Minor - editorial change in course title or description which change in content or emphasis Minor - a change in prerequisite(s) which does not imply a content or emphasis, or which is made necessary by the elimination of a prerequisite(s) Minor - a cross listing of a course as described above	
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No If YES, check the areas that apply: <input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics			
<b>1. General Information</b>			
a. Submitted by the College of:		College of Arts & Sciences	
b. Department/Division:		English	
c.* Is there a change in "ownership" of the course?			
<input checked="" type="radio"/> Yes <input type="radio"/> No    If YES, what college/department will offer the course instead?    Arts and Sciences			
e.*			
* Contact Person Name:		Diane Robertson    Email: georgia.robertson@uky.e    Phone: 257-7002	
* Responsible Faculty ID (if different from Contact)		Beth Connors-Manke    Email: b.connors-manke@uky.e    Phone: 257-8046	
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval    OR <input type="checkbox"/> Specific Term: 2	
<b>2. Designation and Description of Proposed Course.</b>			
a. Current Distance Learning (DL) Status:		<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed change is not a DL delivery.			
b. Full Title:		INTERMEDIATE WRITING <b>Proposed Title: *</b> WRITING AND RHETORIC	
c. Current Transcript Title (if full title is more than 40 characters):		INTERMEDIATE WRITING	
c. Proposed Transcript Title (if full title is more than 40 characters):			

d.	Current Cross-listing:	<input checked="" type="checkbox"/> N/A	OR	Currently <sup>3</sup> Cross-listed with (Prefix & Number):	none
Proposed – ADD <sup>3</sup> Cross-listing (Prefix & Number):					
Proposed – REMOVE <sup>2,4</sup> Cross-listing (Prefix & Number):					
e.	Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours <sup>5</sup> for each meeting pattern				
Current:	Lecture 3	Laboratory <sup>2</sup>	Recitation	Discussion	Indep.
	Clinical	Colloquium	Practicum	Research	Resid
	Seminar	Studio	Other	Please explain:	
Proposed: *	Lecture 3	Laboratory <sup>2</sup>	Recitation	Discussion	Indep.
	Clinical	Colloquium	Practicum	Research	Resid
	Seminar	Studio	Other	Please explain:	
f.	Current Grading System:	ABC Letter Grade Scale			
	Proposed Grading System:*	<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade)			
g.	Current number of credit hours:	3	Proposed number of credit hours:*	3	
h.*	Currently, is this course repeatable for additional credit?				<input type="radio"/> Ye
*	Proposed to be repeatable for additional credit?				<input checked="" type="radio"/> Ye
	If YES:	Maximum number of credit hours:	6		
	If YES:	Will this course allow multiple registrations during the same semester?			<input checked="" type="radio"/> Ye
i.	Current Course Description for Bulletin:				
	Instruction and experience in nonfictional writing. The emphasis is on clarity, conciseness, and effective form in abstracts, in case studies, and in literature reviews for special audiences. Assignments include research and oral presentations. Note: ENG 205 fulfills no requirements of the English major.				
*	Proposed Course Description for Bulletin:				
	An open topics writing course focused on rhetorical analysis of issues of academic, political, social, or cultural significance. Students will interpret, analyze, and evaluate rhetorical strategies employed in print and digital text.				
j.	Current Prerequisites, if any:				
	Prereq: Completion of the University Writing requirement.				
*	Proposed Prerequisites, if any:				
	Prereq: Completion of Composition and Communication requirement or consent of instructor.				
k.	Current Supplementary Teaching Component, if any:				<input type="radio"/> Community-Based Experien- <input type="radio"/> Service Learning

	<input type="radio"/> Both
Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experien <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change
3. Currently, is this course taught off campus?	<input type="radio"/> Ye
* Proposed to be taught off campus?	<input type="radio"/> Ye
If YES, enter the off campus address:	
4.* Are significant changes in content/student learning outcomes of the course being proposed?	<input type="radio"/> Ye
If YES, explain and offer brief rationale:	
<b>5. Course Relationship to Program(s).</b>	
a.* Are there other depts and/or pgms that could be affected by the proposed change?	<input checked="" type="radio"/> Ye
If YES, identify the depts. and/or pgms:	
Department of English (this course does not count for the BA in English)	
b.* Will modifying this course result in a new requirement <sup>2</sup> for ANY program?	<input type="radio"/> Ye
If YES <sup>2</sup> , list the program(s) here:	
<b>6. Information to be Placed on Syllabus.</b>	
a. <input type="checkbox"/> Check box if <u>changed to 400G or 500.</u>	If <u>changed to 400G- or 500-level course</u> you must send in a syllabus and you <i>must include the differentiation</i> between and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing differ in the course for graduate students. (See SR 3.1.4.)

<sup>1</sup> See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will appropriate academic Council for normal processing and contact person is informed.  
<sup>2</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.  
<sup>3</sup> Signature of the chair of the cross-listing department is required on the Signature Routing Log.  
<sup>4</sup> Removing a cross-listing does not drop the other course – it merely unlinks the two courses.  
<sup>5</sup> Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting gene least two hrs per wk for a semester for 1 credit hour. (See SR 6.2.1.)  
<sup>6</sup> You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.  
<sup>7</sup> In order to change a program, a program change form must also be submitted.

[Submit as New Proposal](#)   
 [Save Current Changes](#)   
 [Delete Form Data and Attachments](#)

# WRD 205: Writing and Rhetoric (subt req): The Rhetoric and Politics of Food

WRD 205

Location: Lucille Caudill Little Library 301

Schedule: MWF 9-9:50 p.m.

English Dept Mailbox: POT 1314 / 257-7008

Writing Center: 257-1368

Instructor: Dr. Beth Connors-Manke

Office: POT 1301

Office Hours: MWF 2-2:50p.m. & by appointment

Office Phone: 257.8046

Email: b.connors-manke@uky.edu

## Description:

This course is grounded in the rhetorical analysis of “controversies,” broadly defined. “Controversies,” for our purposes, need neither be huge nor particularly public: whether or not to put a family pet to sleep could work as well as whether or not same-sex partners should get insurance benefits in Texas—though the former would require a different approach to research.

We will brainstorm controversies from a variety of films about the politics of food and students will select a controversy from that list. Controversy topics must be substantial, not trivial.

The course is divided into three units, each one requiring some sort of outside research. The first two units are devoted to rhetorical analysis and so are mostly descriptive analyses. In these units, the students’ own positions are beside the point, which is difficult concept for some to grasp—some might feel compelled to argue rather than analyze, or to argue while analyzing. But, the primary purpose during these first two units is analysis. The third unit is devoted to advocacy and so requires, for the first time, that you take a position within the controversy and produce an informed argument for that position.

## Student Learning Outcomes:

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

- interpret, analyze, and evaluate rhetorical strategies in print and digital texts.
- research and evaluate social, cultural, and political contexts of controversies and the various rhetorics alive in public arguments.
- compose and edit prose based on rhetorical strategies appropriate to genre and purpose.
- employ refined strategies for organizing, revising, editing, and proofreading.
- provide rhetorical critique for others’ writing.

## Unit 1: Describing a controversy and mapping the various positions within it

In this unit, students detail the history of their controversy, map out the central positions held in regard to it, examine the stakes of each position, and explore the ways in which the positions are interrelated (dependent on one another). Students are to discern

- what “events” turned this issue into a controversy in the first place
- who this controversy affects
- how the outcome of the controversy might affect that population
- why it’s important to others (why should anyone else care?)

You will need to read broadly enough to determine the greatest concerns for each position, what if anything the various positions hold in common, and how the arguments made by one position influence those made by another. The major assignment for this unit requires analysis and description, not evaluation or argumentation.



## Unit 2: Analyzing a position within a controversy

In this unit, you will analyze a specific position within their chosen controversy. After summarizing what the writer says, noting the central claims and key evidence, students will analyze how the argument is put together as well as why the writer has made specific rhetorical choices. Students will discern and describe, for example,

- the reasons offered in support of this position
- any persuasive maneuvers not directly linked to “logical reasons” (appeals to emotion or the author’s credibility, etc.)
- common rhetorical figures (metaphors, metonymies, analogies, etc.) utilized in making the persuasive case
- what’s at stake in upholding this position (who are the winners and losers—including any secret beneficiaries? What will be won or lost? etc.)

Students may also discover and describe significant disagreements among others who advocate this same position. The major assignment for this unit requires analysis and description, not evaluation or argumentation.

## Unit 3: Advocating a position within a controversy

In this unit, students situate themselves within the “map” of the controversy that they have constructed and produce an argument that advocates a particular position using the persuasive strategies analyzed and studied throughout the semester.

### Required Texts

Pollan, Michael. *In Defense of Food*

Crowley, Sharon and Stancliff, Michael. *Critical Situations: A Rhetoric for Writing in Communities* (CS)

Lundsford, Andrea. *Easy Writer* (if you do not own a grammar/usage and citation handbook, this book is required)

### Grading Rubric

Paper 1 15%

Paper 2 20%

Paper 3.1 15%

Paper 3.2 20% (Mandatory, substantial revision of Paper 3.1)

Short assignments (Research Summaries and Posts) 15%

End-of-Term Oral Presentation 15%

### Grading Policy

90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; 59% and below = E

### Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

### Blackboard Posts

Posts to our Blackboard FORUM must be posted to the forum by 7PM the night before the day they will be discussed. If you are having trouble accessing the website, email your post to me at [amanda.moulder@gmail.com](mailto:amanda.moulder@gmail.com) by 8 PM.

### **Format of Final Papers**

All out-of-class papers, research summaries, and workshop responses must be typewritten. The first page of your paper must include the following information: your name, my name, course, date, and paper title. Subsequent pages should be numbered and labeled with your last name in the upper right-hand corner. Double space the lines and use 1-inch margins all the way around the text. Clip your pages of your PAPER together using a paperclip or staple and turn all of your peer review/drafts in with the paper in a folder. Use MLA format for citation.

### **Attendance and Participation**

You are expected to be in class and to participate fully every day so you can benefit as much as possible from this course. This means you are expected to (a) read and consider applications of the information before coming to class, (b) ask questions and/or make applications in small group and large group class discussion, and (c) work to facilitate classroom interaction.

In order to accomplish course goals, you need to be in class every day. If you are absent on a day when an assignment is due or an exam is given, you will be allowed to hand in or make-up that work only if the absence is officially excused. You may be asked to provide official written documentation for absences. Excuses for university-sponsored activities must be made prior to such absences. No make-up work is available for in-class exercises, workshops, or exams unless prior arrangements are approved by me.

Students who are frequently tardy or unprepared may be marked absent for the day. I reserve the right to add quizzes to the class agenda if too many class members appear to be unprepared. So be prepared and on time. Preparation involves not only reading but also making notes on the reading so that you are prepared to discuss issues in depth.

For any emergency situation that arises e-mail your instructor as soon as you know about the situation.

### **Excused Absences**

**Note:** Please refer to the definition of excused absence in current edition of Students Rights and Responsibilities or online: <http://www.uky.edu/StudentAffairs/Code/>.

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

### **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Students missing any graded work due to an excused absence are responsible for informing the instructor about their excused absence and providing documentation within one week following the period of the excused absence (except where prior notification is required), and are responsible for making up the missed work. The instructor will give you an opportunity to make up the work and/or the exams missed due to an excused absence, and will do so, if feasible, during the semester in which the absence occurred. Assignments missed due to an unexcused absence may not be made up for credit.

### **Late Assignments**

Your assignments for this course, including speeches, essays, journals, and informal assignments, are due on the dates indicated in the class outline below or as indicated in class. If you cannot attend class on the day an essay is due, you must post the assignment to Blackboard by the beginning of class. You may not miss class on the day of a peer review, workshop, or speaking day. You may not write your assignments during class unless you are directed to do so.

### **Class Conduct**

We will have fun this semester, and there will be a great deal of give and take in our discussions. But we will only have fun if you conduct yourself with respect for yourself and others. I expect you to 1) come to class prepared (do all reading and come prepared to discuss it; do all homework) and take pride in the work you do, 2) offer support and encouragement to your classmates, 3) listen to others carefully before offering your opinion, and 4) talk to me outside of class if anything that happens during class bothers you. In order to maintain a productive work environment, I expect you to silence your cell phone or pager before each class period and refrain from eating, sleeping, reading the newspaper or your personal email, talking once class is in session unless asked to do so, and entering the classroom late or leaving early without permission. Students who engage in disruptive behavior may be directed to leave the class for the remainder of the class period. See the UKY's Code of Student Conduct for further information on prohibited conduct.

### **Accommodations Due to Disability**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

### **Writing Center**

The Writing Center is located in W. T. Young Library, Thomas D. Clark Study, 5th Floor, West Wing (phone: 257-1368). The staff can help you identify and correct problems with all aspects of your writing. I will not require you to go to The Writing Center, but I recommend that all of you consider going if you feel stuck at any stage of the writing process.

### **Plagiarism**

Plagiarism is a serious academic offense. WRD 205 provides you with instruction and practice in finding, using, and documenting outside sources for your papers as needed. *It is the student's responsibility to check with the instructor about any questions regarding outside sources/material and documentation before the final unit/assignment is due.* Therefore, plagiarism will never be considered an error, but will be considered a violation of academic policy. In general, cheating is the wrongful submission or taking of any information or material by a student with the intent of aiding himself or herself to improve a final grade.

We further define cheating as any attempt to deceive or mislead the instructor. **Cheating specifically includes submitting work (written by the student or by someone other than the student) prepared for other courses at this or other institutions without the prior consent of your instructor.**

The minimum penalty for plagiarism or cheating is a zero on the assignment for a first, "minor offence"; more severe penalties may be recommended and are mandated by the faculty senate for "major" and subsequent offences. Part II of *Student Rights and Responsibilities* (6.3.1; online at <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Plagiarism also includes making simple changes while leaving the organization, content and phraseology intact. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade.

#### CALENDAR

Note: This calendar may change depending on class interests and needs. I will inform you of any changes in class. Also, be sure to visit the course homepage regularly for updates and announcements. Paper due dates will not change.

#### WEEK 1

##### TUESDAY

*IN CLASS:* Introductions. Course Policies and Structure.

Begin watching *King Korn* (Take notes on your Research Topic Invention Logs)

*HW:* **READ** *Critical Situations*, "Chapter 1: Context is Critical" (ONLY pp. 3-14)

**READ** *Critical Situations*, "Chapter 2: Choosing a Critical Situation"

**SIGN UP** for an account on [instructors.cwrl.utexas.edu/moulder](http://instructors.cwrl.utexas.edu/moulder)

**POST (by 8PM)** answers to questions 1-10 of *Critical Situations*, "Workshop 18: What Do You Want To Learn About Composition?" (post answers to "Step One" only)

#### THURSDAY

**IN CLASS:** Discuss Chapter 1 & 2 and the results of Workshop 18; Watch *King Korn*. What is a Research Summary? (RS Handouts)

**HW:** **READ** *Critical Situations*, "Chapter 3: Asking the Right Questions"

**POST (by 8PM)** responses to *Critical Situations*, "Workshop 13: Readers Responding" (pp. 258-259) questions 1-8 on p. 259 for "Food That Travels Well" (Handout)

#### WEEK 2

##### TUESDAY

**IN CLASS:** Discuss Chapter 3 and Workshop 13; Watch excerpt from *The Future of Food*

**HW:** **COMPLETE** Controversy Paper

**READ** *Critical Situations* "Workshop 16: Summarizing Arguments, Ideas, and Texts" (pp. 267-272)

##### THURSDAY

**IN CLASS:** Controversy Paper Presentations.

**HW:** **COMPLETE** Research Summary 1 on Pollan's "Introduction: An Eater's Manifesto" (handout)

#### WEEK 3

##### TUESDAY

**IN CLASS:** Research strategies. Meet in the library. Find at least one article for

**HW:** **COMPLETE** Research Summary 2 on an article you have found in your research

##### THURSDAY

**IN CLASS:** Discuss "Chapter 3" and Exercise: Summarizing What the Experts Say

**HW:** **COMPLETE** Research Summary 3 on another article you have found in your research

#### WEEK 4

##### TUESDAY

**IN CLASS:** "Workshop 8: Following Pathways—A Metaphor for Critical Reading and Research"

**HW:** **READ** Pollan, Chapter 2

##### THURSDAY

**IN CLASS:** Discuss Pollan, Watch excerpt *The Real Dirt on Farmer John*

**HW:** **READ** Pollan, Chapter 3

#### WEEK 5

##### TUESDAY

**IN CLASS:** Discuss Pollan

**HW:** Pollan, Chapter 4

##### THURSDAY

**IN CLASS:** Discuss Pollan

**HW:** Pollan, Chapter 5

## WEEK 6

TUESDAY

IN CLASS: Discuss Pollan

HW: Draft Paper 1

THURSDAY

IN CLASS: Discuss Pollan

HW: Draft Paper 1

## WEEK 7

TUESDAY

IN CLASS: Peer Review of Paper 1

HW: **POST (by 8PM)** response to questions in *Critical Situations*, "Workshop 15: Revising for Clarity"

THURSDAY

IN CLASS: Revision strategies

HW: **COMPLETE** Paper 1

## WEEK 8

TUESDAY

IN CLASS: PAPER 1 DUE. Begin discussing rhetorical analysis

HW: **READ** *Critical Situations*, "Chapter 4: Navigating Rhetorical Time"

THURSDAY

IN CLASS: Kairos

HW: **READ** *Critical Situations*, "Chapter 5: Exploring the Common Sense of the Community"

## WEEK 9

TUESDAY

IN CLASS: Commonplaces and Ideology

HW: **READ** *Critical Situations*, "Chapter 6: Establishing Character and Credibility"

THURSDAY

IN CLASS: Discuss Ethos

HW: **READ** *Critical Situations*, "Chapter 7: Reasoning With Audiences: Logic on the Ground of a Critical Situation"

## WEEK 10

TUESDAY

IN CLASS: Discuss Logos

HW: **READ** *Critical Situations*, "Chapter 8: Argument and Emotion"

THURSDAY

IN CLASS: Discuss Pathos

HW: **READ** *Critical Situations*, "Chapter 9: Critical Information"

## WEEK 11

TUESDAY

IN CLASS: Discuss Evidence

HW: Find articles for Paper 2

THURSDAY

IN CLASS: Discuss Research and Sign-up for MANDATORY writing conference with Amanda.

HW: **POST (by 8PM)** Answers to Workshop Exercise #2 (p. 272) for the article you will use in Paper 2

## WEEK 12

TUESDAY

IN CLASS: PAPER 2 DUEHW: **POST (by 8PM)** *Critical Situations*, "Workshop 4: Ethics in Writing and Speaking Inventory" (answers to Exercise One only)**READ** *Critical Situations*, "Workshop 6: Ethics and the Use of Evidence"

THURSDAY

IN CLASS: Drafting 3.1 workshop

HW: **READ** *Critical Situations*, "Workshop 2: Arranging Your Composition"**READ** *Critical Situations*, "Workshop 10: Inventing Persuasive Voice" AND Begin Drafting 3.1

## WEEK 13

TUESDAY

IN CLASS: Peer Review day

HW: **COMPLETE** Paper 3.1

THURSDAY

IN CLASS: PAPER 3.1 DUEHW: **COMPLETE** your presentation materials

## WEEK 14

TUESDAY

IN CLASS: Return paper 3.1; Begin presentations

HW: **WORK** on revising 3.1 into 3.2

THURSDAY

IN CLASS: Presentations

HW: **WORK** on revising 3.1 into 3.2

## WEEK 15

TUESDAY

IN CLASS: Presentations

HW: **COMPLETE** Paper 3.2

THURSDAY

IN CLASS: PAPER 3.2 DUE; Presentations