1. General Information

1a. Submitted by the College of: ARTS &SCIENCES

   Date Submitted: 4/22/2013

1b. Department/Division: Arts and Sciences

1c. Contact Person

   Name: Diane Robertson

   Email: diane.robertson@uky.edu

   Phone: 257-7002

   Responsible Faculty ID (if different from Contact)

   Name: Roxanne Mountford

   Email: mountford@uky.edu

   Phone: 257-6985

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: WRD 300

2c. Full Title: INTRODUCTION TO WRITING, RHETORIC, AND DIGITAL STUDIES

2d. Transcript Title: INTRO TO WRIT, RHET, &DIGITAL STUDIES

2e. Cross-listing:

2f. Meeting Patterns

   LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

   If Yes: Maximum number of credit hours:

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

2j. Course Description for Bulletin: This course introduces students to the theory of rhetoric and composition. Students may examine the theoretical, ethical, and stylistic issues connected to writing in various rhetorical situations, including digital environments. The course forms a theoretical foundation for all other WRD courses and is required for all WRD majors.

2k. Prerequisites, if any: Prereq: Completion of Composition and Communication requirement or consent of instructor.

2l. Supplementary Teaching Component:

3. Will this course taught off campus?   No

   If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

   Will the course be offered every year?:   Yes

   If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?:   Yes

   If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 30

7. Anticipated Student Demand

   Will this course serve students primarily within the degree program?:   Yes

   Will it be of interest to a significant number of students outside the degree pgm?:   No

   If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Not Yet Found in Many (or Any) Other Universities ,

   If No, explain:

9. Course Relationship to Program(s).

   a. Is this course part of a proposed new program?:   Yes

   If YES, name the proposed new program: BA/BS in Writing, Rhetoric, and Digital Studies

   b. Will this course be a new requirement for ANY program?:   Yes

   If YES, list affected programs: Writing, Rhetoric, and Digital Studies

10. Information to be Placed on Syllabus.

   a. Is the course 400G or 500?:   No

   b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

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_NEW WRD 300|20120301

SIGNATURE|RHANSON|Roxanna D Hanson|College approval for ZCOURSE_NEW WRD 300|20120308

SIGNATURE|RDMO222|Roxanne D Mountford|Approval resent to department for ZCOURSE_NEW WRD 300|20120403

SIGNATURE|RHANSON|Roxanna D Hanson|College approval for ZCOURSE_NEW WRD 300|20120404

SIGNATURE|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE_NEW WRD 300|20120925

e

Courses	Request Tracking

New Course Form

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

Open in full window to print or save

Attachments:

[Browse...] Upload File

	ID	Attachment
Delete	1561	WRD 300 Intro to WRD.docx

First 1 Last

Select saved project to retrieve...   [ ] Get   New

(*denotes required fields)

1. **General Information**

   a. * Submitted by the College of: ARTS & SCIENCES   Today's Date: 4/22/2013

   b. * Department/Division: Arts and Sciences

   c.
   * Contact Person Name: Diane Robertson   Email: diane.robertson@uky.ed(Phone: 257-7002
   * Responsible Faculty ID (if different from Contact) Roxanne Mountford   Email: mountford@uky.edu   Phone: 257-6985

   d. * Requested Effective Date: ⊙ Semester following approval OR ○ Specific Term/Year [L]

   e.
   Should this course be a UK Core Course?   ○ Yes ⊙ No
   If YES, check the areas that apply:

   □ Inquiry - Arts & Creativity   □ Composition & Communications - II

   □ Inquiry - Humanities   □ Quantitative Foundations

   □ Inquiry - Nat/Math/Phys Sci   □ Statistical Inferential Reasoning

   □ Inquiry - Social Sciences   □ U.S. Citizenship, Community, Diversity

   □ Composition & Communications - I   □ Global Dynamics

2. **Designation and Description of Proposed Course.**

   a. * Will this course also be offered through Distance Learning?   ○ Yes [4] ⊙ No

   b. * Prefix and Number: WRD 300

   c. * Full Title: INTRODUCTION TO WRITING, RHETORIC, AND DIGITAL STUDIES

   d. Transcript Title (if full title is more than 40 characters): INTRO TO WRIT, RHET, & DIGITAL STUDIES

   e. To be Cross-Listed [2] with (Prefix and Number): |

   f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours[3] for each meeting pattern type.

3	Lecture		Laboratory[1]		Recitation		Discussion
	Indep. Study		Clinical		Colloquium		Practicum
	Research		Residency		Seminar		Studio
	Other		If Other, Please explain:				

   g. * Identify a grading system: ⊙ Letter (A, B, C, etc.) ○ Pass/Fail

   h. * Number of credits: 3

   i. * Is this course repeatable for additional credit?   ○ Yes ⊙ No
   If YES: Maximum number of credit hours: ____
   If YES: Will this course allow multiple registrations during the same semester? ○ Yes ○ No

j. * Course Description for Bulletin:

This course introduces students to the theory of rhetoric and composition. Students may examine the theoretical, ethical, and stylistic issues connected to writing in various rhetorical situations, including digital environments. The course forms a theoretical foundation for all other WRD courses and is required for all WRD majors.

k. Prerequisites, if any:

Prereq: Completion of Composition and Communication requirement or consent of instructor.

l. Supplementary teaching component, if any: ○ Community-Based Experience ○ Service Learning ○ Both

3. * Will this course be taught off campus? ○ Yes ◉ No

If YES, enter the off campus address:

4. Frequency of Course Offering.

   a. * Course will be offered (check all that apply): ☑ Fall ☑ Spring ☐ Summer ☐ Winter

   b. * Will the course be offered every year? ◉ Yes ○ No

   If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? ◉ Yes ○ No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 30

7. Anticipated Student Demand.

   a. * Will this course serve students primarily within the degree program? ◉ Yes ○ No

   b. * Will it be of interest to a significant number of students outside the degree pgm? ○ Yes ◉ No

   If YES, explain:

8. * Check the category most applicable to this course:

   ☐ Traditional -- Offered in Corresponding Departments at Universities Elsewhere
   ☐ Relatively New -- Now Being Widely Established
   ☑ Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

   a. * Is this course part of a proposed new program? ◉ Yes ○ No

   If YES, name the proposed new program:
   BA/BS in Writing, Rhetoric, and Digital Studies

   b. * Will this course be a new requirement $^\pounds$ for ANY program? ◉ Yes ○ No

   If YES $^\pounds$, list affected programs::
   Writing, Rhetoric, and Digital Studies

10. Information to be Placed on Syllabus.

   a. * Is the course 400G or 500? ○ Yes ◉ No
   If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) ident additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

   b. ☑ * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl

   10.a above) are attached.

[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
[2] The chair of the cross-listing department must sign off on the Signature Routing Log
[3] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, re
two hours per week for a semester for one credit hour. (from SR 5.2.1)
[4] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
[5] In order to change a program, a program change form must also be submitted

Rev 8/09

Submit as New Proposal   Save Current Changes   Delete Form Data and Attachments

WRD 300: Introduction to Writing, Rhetoric, and Digital Studies (3 credits)

Instructor: Roxanne Mountford
Office Location: 1355 POT
Office Hours: TR 2:00-3:15 and by appointment
Phone: 859.257.6985
Email: mountford@uky.edu

Semester	Time	Location
Fall 2012	2:00-3:15 pm TTh	TBA

Description

This course introduces students to the theory of rhetoric and composition. Students may examine the theoretical, ethical, and stylistic issues connected to writing in various rhetorical situations, including digital environments. The course forms a theoretical foundation for all other WRD courses and is required for all WRD majors.

Prereq: Completion of Composition and Communication requirement or consent of instructor.

Overview and Goals

Introduction to Writing, Rhetoric, and Digital Studies introduces the *rhetorical nature* of all composing, from flat print media to complex multimedia production. Students will read rhetorical theory and analyze a variety of rhetorical situations that require the composition of words and images into effective messages. They will interact with guest speakers who are faculty in the Division of Writing, Rhetoric, and Digital Studies to learn more about study in this area. In the first half of the semester, students will be expected to gather data throughout the semester on a particular community engaged in writing and/or digital production for the public. In the second half of the semester, students will participate in the production of messages for the public, either in the group they have already studied or for another group, and present their observations about their activities to the class.

Student Learning Outcomes

By the end of the semester, students will be able to
- demonstrate a foundational understanding of writing, rhetoric, and digital studies
- analyze rhetorical principles in written, visual, and digital artifacts
- employ methods of participant observation to study composing practices in a community
- collaborate with peers, the instructor, and librarians to set goals for their research and the revision of their assignments.

Required Materials

- Hauser, Gerald A. *Introduction to Rhetorical Theory*, 2d ed. New York: Waveland, 2002. (ISBN: 978-1577662211)
- A Handbook on writing (must include MLA citation guidelines and rules for usage)
- Other content for reading and/or viewing on Blackboard.

Course Policies

ON-TIME ATTENDANCE AND PARTICIPATION

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

You can accrue two unexcused absences, but your final course grade will be reduced by a half letter grade for each unexcused absence thereafter. To receive an excused absence, you must provide official documentation; if for a sponsored University activity (such as intercollegiate athletics), documentation must be provided in advance. The University Senate and the Division of Writing, Rhetoric, and Digital Studies set a limit on total absences—*both excused and unexcused*—at 1/5th of the total class meetings, or 5 class meetings.

Students anticipating an absence for a major religious holiday are responsible for notifying me 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).

Students missing any graded work due to an excused absence are responsible for informing me 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. I 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.

Students who are 15 minutes late will be marked absent for the day. That absence will become an unexcused absence, weighing against your total number of unexcused absences, if you cannot provide proper documentation. If a quiz occurs, you can only make it up if you have a valid, documented excuse for your tardiness. So be prepared and on time!

LATE ASSIGNMENTS

Your assignments for this course, including formal and informal assignments, are due on the dates indicated in the class outline below or as indicated in class. Late assignments are not accepted. All assignments must be posted on Blackboard, which applies a date/time stamp to them. They must be posted BEFORE class in order to be marked as "on time." You may request (in advance) one two-day extension of the due date on the *final draft* of a major written assignment (not drafts). Late assignments are not accepted unless a two-day extension has been requested and approved in advance of the deadline. If you are absent on a day when an assignment is due, your speech is scheduled, or an exam is given, you will be allowed to hand in or make-up that work *only* if the absence is officially excused.

PLAGIARISM

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

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

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

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or another source, including the Internet. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own,

whoever that other person may be. Plagiarism also includes using someone else's work during an oral presentation without properly citing that work in the form of an oral footnote.

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

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

CLASS CONDUCT
We will have fun 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
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 turn off your cell phone or pager before each class period and refrain from eating, sleeping, reading irrelevant materials, talking once class is in session unless asked to do so, and entering the classroom late or leaving early without permission. *Students who engage in behavior so disruptive that it is impossible to conduct class may be directed to leave for the remainder of the class period. See the UKY's Code of Student Conduct for further information on prohibited conduct:* http://www.uky.edu/StudentAffairs/Code/part1.html

GENDER AND PRONOUN REFERENCE
It is no longer customary to use the masculine pronoun for cases of indefinite pronoun reference, e.g., "When a professor grades papers, *he* is often swayed by a student's degree of effort." Instead, style books recommend changing pronouns to the plural form, e.g., "When professors grade papers, *they* are often swayed by a student's degree of effort." Some call this practice "gender-fair language." Others just call it good sense. Regardless of the reason, it is standard procedure in professional settings and this class, so bring your gender-bender sentences to class so we can figure them out together.

BLACKBOARD
The daily schedule may change during the semester. You will be responsible for checking the online syllabus and schedule before beginning your homework for each of our class meetings for any changes or updates. I will post all major assignments here and on Blackboard. If you lose an assignment page or handout, you are expected to get a copy from the website or Blackboard rather than from me. In general, all assignments will require a title, your name, my name, and the date, but this is particularly important for items posted to Blackboard. You are responsible for keeping back-up (I recommend several) copies of all your work since electronic texts can be lost. Copies of work can be saved in the "Content Collection" area of your Blackboard account. You are also responsible for checking to make sure that your assignments are posted to Blackboard on time, in the right location, and in the right format.

NETIQUETTE
When communicating online, consider the conversations as having the same boundaries as any real life interactions. No personal attacks. If you happen to be attacked by a member of the class, it is best to let me handle it. If you feel compelled to respond, I recommend a request for information, e.g., "What makes you say that?" Responding in kind feels good momentarily, but escalating the flame will only quash discussion for the rest of us. In addition, do not download material to the class listserv or send messages to members in private or on Blackboard that could make other members of the class uncomfortable. Think of the class as a

professional place, like an office, and your fellow classmates as fellow professionals. Within these guidelines, our online interactions should be an enjoyable and productive.

CLASS DISCUSSION BOARD
You may be required to post a message to the class discussion board on Blackboard. To try to make our messages to each other easy to recognize, try to place in the subject heading a meaningful phrase describing the content of your message. For instance, if you are discussing a chapter in Hauser, you could write in the subject line "Ch. 1 of Hauser." If you have a response to someone's comments, you might put in the subject line, "Re: Linda's Response to Hauser." If you have a question about a class policy, please post it to this list so others can benefit from my response. So, for instance, if you want to ask about the grading policy, write "Question about Grading."

WRITING CENTER
The Writing Center is located in W. T. Young Library, Thomas D. Clark Study, 5th Floor, West Wing (phone: 257-1368). You can walk in or make an appointment online (http://web.as.uky.edu/oxford/). The staff can help you identify and correct problems with all aspects of your writing as well as work with you on multimedia and visual design. I recommend that you consider going to either location if you feel stuck at any stage of the communication process.

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) for coordination of campus disability services available to students with disabilities.

Project 1

UNIT PROMPT
In this first unit you will explore the rhetorical strategies that an organization or group uses to reach the public using participant observation.

Essay
Your essay should seek to describe the rhetorical strategies used by your group, with the goal of developing one or two key observations. You will want to offer support for your observations by providing abundant evidence, including examples (stories, events), quotes, images, and/or statistics drawn from your research.

Parameters
The essay must be a minimum of 2100 words and conform to MLA formatting. Your essay will include at least 8 secondary resources; all research must be appropriately cited and incorporated into the text in significant, meaningful ways. Your portfolio will include multiple drafts and peer reviews. This project will be worth 25% of your final grade.

Presentation
You will share your research with the class in an Ignite presentation. Your presentation should have a clear structure including an interesting introduction, clear purpose statement, supporting evidence, and a strong conclusion.

Parameters
Your presentation must be 8 minutes; points will be deducted for going over or under the time limits. You will use 3 X 5 cards or go without notes—in no event may you read your presentation. Your slides will include images and text that contribute to your overall message/purpose. You will also incorporate at least three oral citations into your presentation. You may not use the lectern for this speech. This project will be worth 10% of your final grade.

A Note on Research:
You are required to conduct at least four interviews at your field site and to observe the group you are studying for at least four hours. You will be required to use consent forms for this fieldwork. The other research sources you use can be from books, newspapers, blogs, magazines, or websites, just to name a few. Regardless of the type of resource, you will select credible sources relevant to your project and contribute to rich development of your essay and speech. If you have questions or concerns about how to cite a resource make sure to ask me about it during office hours, consult your handbook, visit the Writing Center, or any combination of these things BEFORE you submit your final draft/give your speech.

Conducting community research requires special attention to the safety and comfort of both you and your participants. For this reason, please conduct fieldwork in a safe manner (i.e. safe settings, etc.) and with respect for your informants. To insure greater safety and communication, a topic proposal is required. If I receive an essay over a topic that has not been previously approved by me via a proposal, I will not accept it.

During this unit, we will be talking about the ethics of representing others. One absolute rule is that covert research is not permitted; you *must* have the written approval of the people you study for the research for this assignment. You should explain to the persons you interview what you are doing and get permission to record them. This written permission *must be submitted* if requested.

If you are investigating a setting where you have a prior role, or are interviewing people with whom you have a prior relationship, do not rely on your own memory to fill in gaps. We will talk about these issues in class. Issues discussed in class are absolutely confidential; *you may not discuss any aspect of others' research and/or research issues with anyone outside this class.* We need this confidentiality to ensure that everyone feels comfortable raising the often unusual and difficult questions that arise during field research

Project 2

UNIT PROMPT
In this unit, you will become a rhetor yourself, creating material either for the group you studied or for a group you are a member of. There are two parts to this assignment: 1) the artifact you will create for the group, and 2) a rhetorical analysis of this artifact, including the feedback that members of the group offer you. You will give an informal presentation to the class proposing the artifact, and you will turn in a project proposal.

Project Proposal/Presentation
You will turn in a two-page memo (600 words), proposing the artifact that you will work on, addressed to your organization as well as to me. You will describe the goal of the artifact, the strategies you will use to identify the best approach to your audience, and the form the artifact will take. You will also present a timeline for finishing each part of the project. You will pitch your idea to the class in a 4-5 minute presentation, using appropriate visual aids. The Proposal is worth 5% of your final grade.

Artifact/Rhetorical Analysis
You will create the message and present it both to me and to your organization. Based on our feedback, you will then write a rhetorical analysis of the project, explaining how this message will succeed with the intended audience, and drawing on rhetorical theory you have read in class. These assignments are worth 25% of your grade.

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

90 – 100%:	A	Major Project #1 Essay:	25%
80 – 89%:	B	Major Project #1 Speech:	10%
70 – 79%:	C	Major Project #2 Proposal:	5%

60 – 69%:	D	Major Project #2 Artifact/Analysis:	20%
59% and below:	E	Minor Assignments:	30%
		Participation:	10%

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

Daily Schedule

Week 1 & 2: Introduction to Rhetoric

Read: Hauser, Chapters 1 & 2; Bitzer, "The Rhetorical Event"
Looking at public events rhetorically

Week 3: Conducting Fieldwork

Read: Hauser, Ch. 4; Selections from Sunstein & Chiseri-Strater, Fieldworking
Identifying and approaching a field site; ethical observation practices
Guest Speaker: Steven Alvarez
Due: Proposal for field site

Week 4: Interviewing Techniques/Observing & Describing Community

Read: Hauser, Ch. 5; Weiss, "Interviewing"; "Iowa 80"
Techniques for interviewing
Guest Speaker: Jenny Rice, on her study of Austin environmental controversy
Due: Signed consent forms

Week 5: Composing Practices of Groups

Read: Hauser, Ch. 6; Perl, "Understanding Composing"; Lunsford & Ede, from Singular Texts/Plural Authors
Techniques for interviewing; collaborative writing
Guest Speaker: Jenny Rice
Due: Two pages of field notes

Week 6: Understanding Social Media

Read: Hauser, Ch. 7; selections from McLuhan, Banks
The rhetorical dimensions of social media
Guest Speaker: Adam Banks
Due: Two pages of transcribed interview data/feedback to peers on transcripts

Week 7: Rhetorical Dimensions of Video

Read: Hauser, Ch. 8; selections from YouTube for analysis
How short-format videos persuade
Guest Speaker: Joshua Abboud
Due: Draft of Project #1 Essay

Week 8: Project 1 Presentations

Week 9: Aural Dimensions of Composing

Read: Hauser, Ch. 9; Audacity tutorial (http://audacity.sourceforge.net/manual-1.2/tutorials.html)
Composing with the spoken word.
Due: Final Draft, Project #1 Essay

Week 10: Aural Dimension of Composing

Read: Hauser, Ch. 10; Selections from This American Life (http://www.thisamericanlife.org/radio-
archives/episode/456/reap-what-you-sow)
Introduction to Project #2.
Rhetoric and narrative in aural forms.
Guest speaker: Jeff Rice
Due: Proposal for Project #2

Week 11: Proposal Presentations

Read; Hauser, Ch. 11
Due: Comments on peers' proposals

Week 12: Writing for the Web

Read: Hauser, Ch. 12 & 13; from Brian Carroll, Writing for Digital Media
Rhetoric on/for the web.

Week 13: Visual Rhetoric

Read: Hauser, Ch. 14 & 15; comics, visual design
Guest speakers: Jason Helms & Rachel Elliot
Due: Draft of Project #2

Week 14: Rhetorical Analysis

Read: Hauser 16
Overview of Rhetorical Analysis
Workshop Project #2

Week 15: Workshopping
Due: Draft of Rhetorical Analysis
Workshop Rhetorical Analysis of Project #2

Week 16: Conclusions
Evaluations / Class celebration
Due: Final Project #2 & Rhetorical Analysis