

**ENGL 103—33**  
**ACCELERATED COMPOSITION:**  
**Culture, Media, and Society**  
**CLEMSON UNIVERSITY**

**Patricia Fancher**

**OFFICE: Strode 205 – My desk is in the very back of the office.**

**HOURS: Thursday 11-1pm in my office, Thursday 5-7pm in the coffee shop in the library.**

**EMAIL: [fancher@clemson.edu](mailto:fancher@clemson.edu)**

**FALL 2011**

**DAYS/TIME: TTH, 8-9:15am**

**LOCATION: DANL 308**

**COURSE DESCRIPTION**

This course focuses on writing and critical thinking by using an integrated approach to writing that teaches various rhetorical strategies for reading and constructing arguments (written and visual) in both print and digital environments. You will learn to read texts critically according to key components in argumentative discourse (i.e., claims, grounds, explicit and implicit assumptions, fallacies, etc.) and to recognize the different purposes of argument. You will write and revise four composition projects based on issues and research raised in the various texts read during the semester. The assignments will give you extensive practice in reading critically and writing according to the rhetorical conventions of an argumentative essay using the full range of writing processes— invention, arrangement, drafting, revising, editing, and proofreading—for multiple assignments. During this course, there will be four course strands that guide your learning:

*Rhetoric and Argumentation* - Rhetoric, where we will explore the uses of rhetoric as a tool of persuasion in written, visual, and multimodal texts. We'll learn how rhetoric works through attention to persona, audience, and persuasive appeals (such as pathos, logos, ethos, kairos). Rhetoric teaches us how we might persuade others, and whether to be persuaded ourselves. In addition, we will examine strategies of argument and critical thinking about the world we live in. To these ends, we will pay particular attention to cultural and individual assumptions, to evidence and other types of support, to arguments and fallacies, and to rhetoric and language. This strand also encompasses the entire writing process (abstracts, outlines, multiple drafts, edited final products), as well as formal attention to arrangement, style, grammar, punctuation, and document design conventions.

*Information Design and Technology* – Information design and technology, where we will explore recently developed technologies for research, composing, and communication. We will also learn to design multimodal compositions (involving combinations of text, graphics, and in some cases, sound) that form dynamic visual arguments.

*Research* – Research, where we will use a wide variety of conventional and online search strategies to gather information about a topic and learn to integrate these sources into writing while producing an original text. Most important to this strand is the promotion of academic integrity and establishing our *ethos* as writers. Our credibility as writers is the foundation of learning how to research effectively and appropriately, and how to integrate our sources into our writing *honestly*. To that end, we'll explore effective strategies for note-taking, integrating quotations, and learning to hold a scholarly conversation with our sources.

*Collaboration* – Collaboration, where we will gain experience working with others to achieve a common goal and learn the social aspects of writing processes. We will learn the value of multicultural differences and the value of persuasive discourse in cultural contexts. Collaboration also means helping hold each other accountable for academic integrity. We'll learn about our texts, our topics, and our own methods as writers by engaging in many collaborative activities during class.

## **REQUIRED TEXTS & SUPPLIES**

*Envision in Depth: Reading, Writing, and Researching Arguments Second Edition.* By Christine L. Alfano and Alyssa O'Brien. Pearson Longman, 2011.

*The DK Handbook.* By Anne Frances Wysocki and Dennis A. Lynch. Pearson Longman, 2011.\*

Laptop computer as per classroom teacher's instructions

Access to Envision Companion Website at [http://wps.ablongman.com/long\\_alfano\\_envision\\_2/](http://wps.ablongman.com/long_alfano_envision_2/)

Access to MyWritingLab at [http://www.pearsoncustom.com/sc/cu\\_english/](http://www.pearsoncustom.com/sc/cu_english/)

\*Must buy new textbook bundle through on campus or off campus bookstore in order to get technology portal access

## **COURSE POLICIES & GRADING PROCEDURES**

### ***Attendance***

Students are allowed up to **TWO (2)** absences (excused or unexcused) without penalty. If students reach the limit of absences by the Sept. 6 drop date, the instructor may drop them from the class for excessive absences. The instructor also reserves the right to drop any student who has missed half or more of the total number of classes before the last day to drop a class or withdraw from the University without final grades (Nov. 1). The instructor will determine what to do in case of extended illness or personal crisis on a case-by-case basis. *However, excessive absences are an adequate reason for being failed in first-year composition, even if students have turned in all the required papers on time.* If a student uses all excused absences, she will not receive unexcused absences above and beyond those excused absences. For example, if a student misses **ONE (1)** class for athletics, she will have one additional absence to use at her discretion. Also note that an excused absence only earns students the right to make up missed course work. *An excused absence does not grant additional absences.*

Arriving late to class or leaving early is unprofessional and will be factored into the attendance policy. Each recorded instance will count as **ONE (1)** Tardy. **Two tardies** equals **one absence**. Any student will be marked absent if he or she arrives more 15 minutes after the start of class.

**Note:** after two permitted absences, 10 points for each additional absence will be taken off of your participation grade for the course. In case of personal or family emergency or extended illness, please contact your instructor to make arrangements.

**Note:** If I see your cell phone or the use of any electronic device for non-classroom related purposes (e.g. Facebook, IM or gchat), I reserve the right to mark you as absent **without direct notification** regardless of how much time is left in the class period.

### ***Students with Disabilities***

It is university policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities. Students are encouraged to contact Student Disability Services to discuss their individualized needs for accommodation. For more information visit [http://www.clemson.edu/sds/student\\_guide/index.html](http://www.clemson.edu/sds/student_guide/index.html)

### ***Technology Requirements***

This course requires the use of computer technologies in and out of class. Students are expected to bring their laptops to class with batteries fully charged. While some class time is provided for computer literacy instruction, the instructor on an individual basis will either provide additional help or recommend other support for advanced applications. **Cellular phones must be both turned off and stored away during class.**

### ***Office Hours***

Please note my regular office hours above. You also can arrange to see me at other times that are mutually convenient. Office hours belong to you just as much as our class time. Don't hesitate to take advantage of my availability and the help I am ready to offer. If you need to contact me outside of class time or office hours, it is best

to communicate with me by email. I will seldom be available via email from Friday afternoon until Monday evening. If you email me over the weekend, do not expect a quick reply.

### **Grading Policy**

Your major assignments will receive individual grades, as well as individual attention from your classmates and me. These various assignments will be assigned a separate grade. These assignments help to track your progress as we move through the semester. They indicate your willingness to be a part of the course, and to collaborate with others in the class. As with any course, you will get out of it what you put into it. Your goal is to demonstrate your development toward mastery of four course strands (rhetoric/critical thinking, research, technology, and collaboration). These goals will be discussed throughout the course.

While each writing situation may call for some adjustment in the overall criteria based on the rhetorical situation, the following descriptive rubric is consistent with the values of first-year composition at Clemson and describe very general indicators that both you and your instructor may take into consideration when assessing your work and progress in the course. While the final interpretation and assessment of your grade remains the responsibility of your teacher, the work that earns the grade falls entirely to you the student.

**A:** Represents *excellent* participation in all course activities (including attendance and promptness); all assigned work completed *on time*, with very high quality in *all* work produced for the course. Evidence of *significant* and *sustained* development across the four course strands.

- Responds fully to topic and thoroughly addresses issues.
- Shows unusual or substantial depth and complexity of thought, including strong analysis.
- Demonstrates clarity, focus, organization, and unity throughout.
- Thoroughly investigates the topic; shows full development with supporting detail.
- Documents ideas, information, and questions according to convention.
- Demonstrates superior control of diction, shows appropriate variety of sentences, and incorporates smooth, well-integrated transitions.
- Evidences mastery of mechanical and technical aspects of writing.

**B:** Represents *good* participation in all course activities (including attendance and promptness); all assigned work completed *on time*, with consistently high quality in course work. Evidence of *marked* and *above average* development across the four course strands.

- Clearly and directly responds to topic and to issues.
- Shows depth and complexity of thought; investigates issues and addresses basic counterarguments.
- Demonstrates effective organization and adequate development.
- Incorporates a wide range of sources; uses plenty of detail to support ideas and conclusions.
- Documents sources correctly, with occasional minor errors.
- Contains only minor mechanical errors and exhibits no pattern of errors.

**C:** Represents *average* participation in all course activities; all assigned work completed, with generally good quality overall in course work. Evidence of *some* development across the four course strands.

- Addresses question or topic and explores issues but draws no clear conclusion.
- Shows clarity of thought and organization but fails to show sufficient complexity or depth of thought.
- Uses only a few basic sources.
- Attempts to include adequate detail and development but may leave out obvious counterarguments.
- Attempts to document correctly.
- Demonstrates competence in mechanics; avoids major errors.

**D:** Represents *weak and uneven* participation in course activities; some gaps in assigned work completed, with inconsistent quality in course work. Evidence of development across the four course strands is partial or unclear.

- Consistently strays from topic; is oblique or irrelevant.
- Reflects simplistic, reductive, or stereotypical thinking; relies heavily on generalization; shows little evidence of research.
- Shows poor or confusing organization; is too short.

- Contains garbled paraphrases; words or passages are nearly plagiarized.
- Documentation is careless, incorrect, or missing in some cases.
- Exhibits consistent flaws in language, syntax, or mechanics.
- Exhibits inadequate research or reading.

**F:** Represents minimal participation in course activities; serious gaps in assigned work completed, or very low quality in course work. Evidence of development is not available.

- Distorts topic or assignment; fails to address assignment; fails to establish topic.
- Provides no development.
- Contains obvious or deliberate plagiarism; lacks documentation of some or all sources.
- Displays gross technical or mechanical incompetence and repetitive errors.
- Exhibits inadequate research or reading.

### ***Due Dates***

All assignments are due by midnight on the due date, unless otherwise specified. Any extensions need to be documented in writing. Any and all late work will be penalized 5 points per day late. The instructor determines the validity of excuses for late work, **NOT** the student.

All work may be turned in early for evaluation and/or pre-planned absences. Periodically, the instructor might revise the tentative course schedule; students are responsible for documenting any formally announced changes in the schedule. All changes will be communicated via blackboard and email. .

### ***Plagiarism and Academic Dishonesty***

The following is Clemson’s official statement on “Academic Integrity”: “As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a ‘high seminary of learning.’ Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.”

A simple definition of plagiarism—one that we will expand upon this semester—is when someone presents another person’s words, visuals, or ideas as his/her own. The instructor will deal with plagiarism on a case-by-case basis. The most serious offense within this category occurs when a student copies text from the Internet or from a collective file. *This type of academic dishonesty is a serious offense that will result in a failing grade for the course as well as the filing of a formal report to the university.*

See the Clemson site below for information about Academic Integrity and procedures regarding the violation of Clemson policies on scholastic dishonesty:

[http://www.cs.clemson.edu/html/academics/academic\\_integrity\\_2002.html](http://www.cs.clemson.edu/html/academics/academic_integrity_2002.html)

### ***The Writing Center***

The Writing Center is a free tutoring service available to the entire student body, regardless of major or academic standing. It provides students opportunities to discuss questions or problems related to academic writing—from generating a topic and thesis to organizing a draft and integrating appropriate citations. The Writing Center’s goal is to help Clemson students become confident and effective writers. As an English 103 student, you should feel free to utilize the Writing Center to receive additional help or feedback on any course assignments or projects. The Writing Center is located in 305 Daniel Hall. You can make an appointment with a tutor by visiting the Writing Center’s website

([http://www.clemson.edu/caah/english/about/resources/writing\\_center/](http://www.clemson.edu/caah/english/about/resources/writing_center/)), calling them at 864-656-3280, or simply stopping by 305 Daniel.

## **MAJOR ASSIGNMENTS**

**NOTE: ALL assignments must be in an ELECTRONIC format via Blackboard and must be turned in via hard copy to my office in 205 Strode.**

**Visual Rhetoric Assignment:** This assignment requires students develop proficiency in rhetorical analysis and argument by developing a writing piece that examines a visual text, specifically you will analyze the home page of a website of your choosing. The aim of this assignment is to develop an in-depth analysis of a piece of visual rhetoric. You will also be expected to develop an original thesis from your analysis and support a thesis—using the tools of persuasion—concerning how your chosen visual text itself offers a persuasive argument. Using the assigned readings in *Envision in Depth* and the models available on Envision Online (the Companion Website), make an argument that persuades readers of your thesis. The form of this assignment is an integrated *textual and visual* essay that utilizes visual images and the rhetorical elements of composition, presentation, intended audience, and effect. (See EID, Ch 7) This assignment should include a Works Cited page, be formatted according to MLA standards, and be 2 full - 3 pages.

**15% of Final Grade**

**First draft due: Thursday, Sept. 8**

**Final draft due: Thursday, Sept. 15**

**Opinion-Editorial Argument Assignment:** This assignment builds on your skills of analysis and argumentation by developing a well-research opinion editorial for Clemson student newspaper. Students will develop an argument that address how digital media and/or social media should/should not or could be integrated into the Clemson student experience. This essay must meet the conventions of the op-ed form and target the audience of one of Clemson’s student run papers, the *Tiger Town Observer* or *The Tiger News*. Students will develop an original argument and support the thesis with evidence from research. I must approve the topic in advance. The essay must be in MLA format, be 4 full - 5 pages double-spaced, one 1 inch margins, 12point font, Times New Roman.

**20% of Final Grade**

**First draft due: Thursday, Oct. 13**

**Final draft due: Thursday, Oct. 20**

**Writing in Wikipedia:** Most scholars, journalist, and employers will readily reject Wikipedia as a source for serious research. However, almost every American occasionally turns to Wikipedia as a source of information, especially when we need to quickly ‘brush up’ on a topic. Most likely, each student in this class often goes to Wikipedia to find the answer to a random question or to read a short summary of an unfamiliar term. This semester each student will go from passive readers of Wikipedia to active contributors to the world’s largest encyclopedia, which is also world’s largest volunteer project. This assignment will not end at the end of the semester. Rather, each student will be writing an article that will continue to be read and improved for years to come by hundreds, even thousands, of people. Minimum word count: 1500

For this assignment, students will hone their writing and researching skills by entering the digital community of practice in Wikipedia. Each student will select a topic, research it exhaustively, and compose an article in Wikipedia that meets the standards and expectations of the Wikipedia community and audience. Throughout the semester we will be learning about the Wikipedia project and about the community of practice that volunteered to create and refine this ever-expanding source of information.

**30% of Final Grade**

**First draft due: Thursday, Nov. 3**

**Final draft due: Thursday, Nov 10**

**Multimedia Argument Assignment:** Thus far this semester, we have discussed the different rhetorical devices used in a wide variety of media (Web-based media, news media, and Wikipedia). With this assignment, you are required to use images (and/or other media) to persuade your audience. You will demonstrate that you know how to construct a strong argument using a combination of words, images, and sounds. Though this assignment, you will demonstrate that you have mastered all of the 4 course strands: rhetoric and argumentation, research, technology and information design, and collaboration. This assignment requires students to work as a group to develop an extended argument using multimodal composition in video format. The project will be showcased during the class exam period. Each video must be 3-4 minutes long.

**20% of Final Grade**

**First draft due: Thursday, Dec. 1**

**Final draft due: Exam period**

**Participation:** Within this portion of the class, you will be asked **to come to class prepared** (readings need to be done, your work must follow the instructor’s guidelines, *have your computer with you* when asked, bring drafts of your work when asked) **engage in class discussions**, be involved in **contribute to your Learning Community**, be active in peer reviews (on your own assignments and with others’ assignments), write **Weekly Writing Assignment** on time, monitor the daily schedule for assignments, readings, and **daily quizzes**. Your instructor may also amend this participation grade during the semester to indicate any other integral parts of the course, including, but not limited to, attending group meetings on any collaborative work, taking notes on videos/films, audio recordings, or supplemental readings assigned, visiting the writing center, and/or individual conferences.

**Weekly writing assignments due every Friday**

**Prepared and participate in class**

**Quizzes**

**15% of Final Grade**

<p><b>Tuesday 8/24</b></p> <p><b>Notes:</b> Aug. 24: Classes Begin   Aug. 30: Last day to register or add a class   <b>Sept. 6: Last day to drop or withdraw from the University without a W (withdraw) grade.</b></p>	<p><b>Thursday 8/26</b></p> <p><b>First day of Class:</b> Intro to the course, assignments and Wikipedia. Intro to rhetoric and visual rhetoric.</p> <p><b>Reading/homework:</b> Just come as you are, with books and laptop in hand.</p> <p><b>Quiz:</b> Personal interests, major, and skill set.</p>	<p><b>Friday assignment due:</b></p> <p><b>First Weekly Writing Assignment (WWA1):</b> One page double-spaced. Complete Creative Practice (EID p. 4) - record your observations about the rhetoric you encounter in one day Photograph and scan examples to upload into BB.</p>
<p><b>Tuesday 8/30</b></p> <p><b>In Class: What is rhetoric?</b> Discussion of logos ethos and pathos. In class activity. Assign Learning Community.</p> <p><b>Homework:</b> EID chapter 1.</p>	<p><b>Thursday 9/1</b></p> <p><b>In Class: What is visual rhetoric?</b> Discussion of new terms. Analyzing websites. In class work on selecting page for VRA.</p> <p><b>Homework:</b> EID chapter 2. Select 3</p>	<p><b>Friday assignment due:</b></p> <p><b>WWA2:</b> Propose the image you will work on for the VRA. Write 150-200 word ‘free-write’ on your</p>

<p><b>Quiz:</b> Syllabus</p>	<p>pages you may want to write about.</p> <p><b>Quiz:</b> Terms/Rhetoric</p>	<p>initial analysis of the page.</p>
<p><b>Tuesday 9/6: last day to drop without a W grade.</b></p> <p><b>In Class: How to use rhetoric?</b> Discuss chapter 3. Building an argument in different media. Thesis workshop. Sign up for meeting times.</p> <p><b>Homework:</b> EID 3. Selections from DK handbook. Prepare to discuss a draft thesis.</p> <p><b>Quiz:</b> Terms</p>	<p><b>Thursday 9/8</b></p> <p><b>Meetings with instructor and with your learning community.</b></p> <p><b>Homework:</b> Have a rough draft of VRA complete and ready to discuss with instructor. <b>First draft of VRA due by midnight 9/8.</b></p>	<p><b>Friday assignment due:</b></p> <p><b>WWA3:</b> Each learning community will meet for peer-review/workshop. Each student will review 2 of their classmate's papers. As a group, each learning community must turn in all of the peer reviews (a total of 8).</p>
<p><b>Tuesday 9/13</b></p> <p><b>In Class: Representing Reality and Using Evidence.</b> Discuss chapter and photojournalism. In class activity listing visual rhetoric evidence.</p> <p><b>Homework:</b> Selections from EID chap. 14</p> <p><b>Quiz:</b> Critical response.</p>	<p><b>Thursday 9/15</b></p> <p><b>In Class: Intro to next 2 assignments and Wikipedia.</b> Video conference, wiki workshop and group work.</p> <p><b>Homework: Complete VRA. Due at midnight 9/15</b></p>	<p><b>Friday assignment due:</b></p> <p><b>Take it easy! Enjoy the weekend.</b></p>
<p><b>Tuesday 9/20</b></p> <p><b>In Class: Finding a topic.</b> Narrowing a research interest and selecting articles in Wikipedia.</p> <p><b>Homework:</b> EID chapter 5 and DK handbook. <a href="#">Review WP advice for selecting articles.</a></p> <p><b>Quiz:</b> Wikipedia quiz.</p>	<p><b>Thursday 9/22</b></p> <p><b>In Class: Evaluating an audience and form.</b> In class workshop.</p> <p><b>Homework:</b> Brainstorm topics for both assignments. Be prepared to brainstorm in class.</p> <p><b>Quiz:</b> Suggest and evaluate topics.</p>	<p><b>Friday assignment due:</b></p> <p><b>WWA4:</b> Complete an audience analysis for both assignments and write approx. 100-word brainstorm on how you will strategically use rhetoric to target audience.</p>
<p><b>Tuesday 9/27</b></p> <p><b>In Class: Integrating and citing sources.</b> Citation contest. Instructions on Annotated Bibliography.</p> <p><b>Homework:</b> Selections from DK handbook, <a href="#">Citing sources tutorial video, part 1</a>, <a href="#">Citing sources tutorial video, part 2</a></p>	<p><b>Thursday 9/29</b></p> <p><b>In Class: Evaluating sources.</b> Discuss reading and do source contest. Learning community with best score wins prize!</p> <p><b>Homework:</b> Selections from EID chapter 5. Prepare a list of 10 sources</p>	<p><b>Friday assignment due:</b></p> <p><b>WWA5 (worth 3x):</b> Annotated bibliography for both assignments.</p>

	<p>you plan to use in assignments.</p> <p><b>Quiz:</b> Turn in list of 10 sources.</p>	
<p><b>Tuesday 10/4</b></p> <p><b>In class: Rhetoric of Digital Media.</b></p> <p><b>Homework:</b> Each Learning Community will be assigned a group of articles to read and teach to the class.</p> <p><b>Quiz:</b> Critical response.</p>	<p><b>Thursday 10/6</b></p> <p><b>In class: Stasis and organization.</b></p> <p><b>Homework:</b> Selections from EID chapter 6 and PDF on Stasis theory available on blackboard.</p> <p><b>Quiz:</b> Stasis terms.</p>	<p><b>Friday assignment due:</b></p> <p><b>WWA5:</b> Complete detailed outline for Op Ed and thesis statement.</p>
<p><b>Tuesday 10/11</b></p> <p><b>In Class: Using logos, ethos and pathos in writing.</b> Writing workshop.</p> <p><b>Homework:</b> Logical fallacies. Part 1: <a href="http://skeptoid.com/episodes/4073">http://skeptoid.com/episodes/4073</a> Part 2: <a href="http://skeptoid.com/episodes/4074">http://skeptoid.com/episodes/4074</a></p> <p>Quiz: Logical fallacies.</p>	<p><b>Thursday 10/13</b></p> <p><b>Meetings with instructor via chat and video-conference. Meetings with learning community.</b></p> <p><b>Homework: First draft of Op Ed due by midnight 10/13.</b></p>	<p><b>Friday assignment due: Midterms will be submitted via email</b></p> <p><b>WWA6:</b> Each learning community will meet for peer-review/workshop. Each student will review 2 of their classmate's papers. As a group, each learning community must turn in all of the peer reviews (a total of 8).</p>
<p><b>Tuesday 10/18</b></p> <p><b>Have a lovely break!</b></p>	<p><b>Thursday 10/20</b></p> <p><b>In class: Turn in complete Op-Ed by midnight 10/20.</b> Workshop on Wikipedia and student feedback on course mid-term.</p> <p><b>Homework:</b> Complete Op-Ed.</p>	<p><b>Friday assignment due: Last day to drop with a 'W'.</b></p> <p>Take a break! You're past the ½ way point!</p>
<p><b>Tuesday 10/25</b></p> <p><b>In class: Academic integrity.</b> Discuss Doris Kearns Goodwin article (<a href="#">CNN online</a>); talk about University Policy on Plagiarism. In class write of integrity statement.</p> <p><b>Homework:</b> Doris Kearns's article. Selections from EID chapter 7.</p> <p><b>Quiz:</b> Clemson's AI policy.</p>	<p><b>Thursday 10/27</b></p> <p><b>In class: Wikipedia Community of Practice.</b> Discuss the Wikipedia project and community. Style analysis of Wikipedia articles. Working in the sandbox.</p> <p><b>Homework:</b> Reading TBD. Find a WikiProject relating to your topic and 2 articles similar to your project. Video resource: <a href="#">Sandbox tutorial</a></p>	<p><b>Friday assignment due:</b></p> <p><b>WWA7:</b> Add outline and list of resources to your sandbox. Email instructor a link when complete.</p>



	<b>Quiz:</b> WP policies.	
<p><b>Tuesday 11/1</b></p> <p><b>In Class: Rhetoric of Knowledge</b>  <b>Reading/Homework:</b> Video:  <a href="http://www.youtube.com/user/WikimediaFoundation#p/u/1/Fa0Nmv9qsd8">http://www.youtube.com/user/WikimediaFoundation#p/u/1/Fa0Nmv9qsd8</a>  Washington Post:  <a href="http://www.washingtonpost.com/wp-dyn/content/article/2010/12/28/AR2010122804332.html">http://www.washingtonpost.com/wp-dyn/content/article/2010/12/28/AR2010122804332.html</a>  NYtimes:  <a href="http://www.nytimes.com/2009/03/29/weekinreview/29cohen.html?_r=1">http://www.nytimes.com/2009/03/29/weekinreview/29cohen.html?_r=1</a></p> <p><b>Quiz:</b> Critical response.</p>	<p><b>Thursday 11/3</b></p> <p><b>In Class: Workshop on Wikipedia projects.</b></p> <p><b>Reading/Homework: 300-400 word start of article published live on WP before midnight on 11/3. Submit on blackboard before midnight with link to page.</b>  Handout: <a href="#">Moving into main space</a>, <a href="#">Submitting articles to Did You Know</a></p>	<p><b>Friday assignment due:</b></p> <p><b>WWA8:</b> Contact 2 wikipedians and ask for feedback on your article. Give feedback on 2 members of your learning community. Submit all correspondences on blackboard.</p>
<p><b>Tuesday 11/8</b></p> <p><b>Meetings with Instructor and optional Wikipedia workshop.</b></p>	<p><b>Thursday 11/10</b></p> <p><b>In class: Introduce Multimedia project.</b> Brainstorm possible projects.</p> <p><b>Reading/Homework: Complete draft live on Wikipedia!! Collect all materials needed to submit WP assignment in blackboard before midnight.</b></p>	<p><b>Friday assignment due:</b></p> <p><b>Relax and reward yourself! You've all worked very hard.</b></p>
<p><b>Tuesday 11/15</b></p> <p><b>In class: Rhetoric of Design/Video.</b></p> <p><b>Reading/Homework:</b> Watch: <a href="#">TED talk #1 on Happy Design</a>  Video 1 url:  <a href="http://www.ted.com/talks/don_norman_on_design_and_emotion.html">http://www.ted.com/talks/don_norman_on_design_and_emotion.html</a>  <a href="#">TED talk #2 on Why Design</a>  Video 2 url:  <a href="http://www.ted.com/talks/lang/eng/philippe_starck_thinks_deep_on_design.html">http://www.ted.com/talks/lang/eng/philippe_starck_thinks_deep_on_design.html</a>  Read EID Chap. 7 194-205</p> <p><b>Quiz:</b> Critical response.</p>	<p><b>Thursday 11/17</b></p> <p><b>In Class Storytelling: Propose your project in class.</b></p> <p><b>Homework:</b> 4 part video (5-ish minutes each) by Ira Glass on storytelling.  <a href="#">Ira Glass Act 1,2,3,4</a>:   TED Talk: <a href="#">David Griffin on how photography connects us</a>.</p>	<p><b>Friday assignment due:</b></p> <p><b>WWA9:</b> Submit project proposal and story board.</p>
<p><b>Tuesday 11/22</b></p> <p><b>Go home!</b></p>	<p><b>Thursday 11/24</b></p> <p><b>No Class. Happy Thanksgiving!</b></p>	<p><b>Friday assignment due:</b></p>

		<b>Eat turkey or non-meat turkey substitute!</b>
<b>Tuesday 11/29</b> <b>Open day for group work. Optional conferences with instructor.</b>	<b>Thursday 12/1</b> <b>Meeting with instructor. Present first draft of video project.</b>	<b>Friday assignment due:</b>  WWA10: Submit plan for rhetorical strategy.
<b>Exam period: Present multimedia projects!!!! Once you reach the end, there will be cake!</b>		