Course overview

In this course, we will come together as a learning community of people who self-identify as nonnative speakers of English and who share an interest in knowing about or practicing writing and speaking in the artistic, scientific and business fields. Together, we will engage with the ways in which disciplinary communication is approached, constructed and represented in both disciplinary and nondisciplinary media. Our shared inquiry will explore the many approaches successful communicators take to get their points across, using rhetorical theory and conscious, critical analysis of existing arguments as our main tools of discovery. Our attention will be drawn to the ethical and social implications of disciplinary decision-making and its artifacts. We will not just look at the issues we pursue as the topics of our arguments; we will also conduct critical examinations of the rhetorical strategies employed in those presentations. We will seek actively to extend our rhetorical knowledge, focusing on the exigencies of audience, situation and purpose for each argument we evaluate and, in turn, generate. We will be thorough in our critiques of the works we read, seeking sophisticated strategies for analyzing critically the disciplinary utterances we encounter and building upon the basic strategies mastered in our earlier first-year-writing classes. Our experiences will comply with the recommendations of the CCHE for Advanced Writing (CO3) articulation courses.

Using a multi-draft approach to creating and sharing arguments, we will hone our strategies for generating effective, resonant and syntactically consistent disciplinary discourse, and we will become practiced at speaking and writing effectively for disciplinary and other real-world audiences. We will work with multiple technologies, expanding our facility with and developing innovative applications of audio- and video-recording equipment, online argument-information resources, computer programs like Microsoft’s Word and PowerPoint, and the machines that allow us to project images to large audiences. We will turn our attention to crafting effective visual presentations, and we will heed the effects of our sentence-level choices, mastering the conventions of English grammar, vocabulary, format and documentation modeled in the best examples of disciplinary discourse.

Our inquiry will take us through multiple examples of theoretical and technical texts as we seek out those characteristics that mark words as “disciplinary.” We will strengthen our abilities to analyze those texts, seeking methods that allow us to identify and criticize what we see and hear as emergent members of our fields. We will produce effective disciplinary arguments ourselves, practicing writing papers and making spoken presentations that are aligned with the formats commonly expected by native-English-speaker audiences in each of our chosen fields. We will highlight the importance of thoughtful critique in all the reading, writing, listening and speaking we do. We will develop strategies for communicating complex material as well to others, adapting our content and style to respond to the needs of different audiences and rhetorical situations and exercising advanced skills of working with a variety of technologies for researching and producing our arguments. In short, we will explore disciplinary communication as we establish our own mastery of its many forms.

required materials detailed on the next page
Required Materials

Textbooks
A current, paper-based copy of a citation-style handbook appropriate for research writing in your chosen field (Check with your major-department colleagues and professors to identify which format would be the most usual starting point in your field, or select an MLA or APA handbook.)

Several different English-language, general-interest magazines aligned with your field of study, published within the last two years (Examples might include Nature, The Economist, How Magazine and Mechanical Engineering.)

Several different English-language, scholarly journals aligned with your field of study, published within the last four years (Examples might include The Journal of Applied Ecology, The Journal of Financial Planning, Art Journal and Computers & Industrial Engineering.)

Specific articles and speeches distributed in class, linked online or presented through the library’s E-reserve list, including but not limited to selections from the following publications:

- Purdue Online Writing Lab. Purdue U. <http://owl.english.purdue.edu/>.

Paper, pens and transparencies
Adequate supplies of paper and writing instruments will be needed for in-class quizzes and writing. Transparencies may be required for presenting visual arguments on overhead projectors.

Recording equipment and media
Audio or visual recording equipment and media will be needed for students’ major speeches. Students are strongly encouraged to work cooperatively to share resources like cameras (whether privately owned or secured from university services such as ITS or the library), microphones and recording media with other students. Reasonable requests for same-day speech scheduling will be entertained from groups of students sharing recording equipment.

Two-pocket folders
Several two-pocket folders labeled with the student-author’s name on the front are required for portfolios.

Email access
Reliable access to CU email is needed for communication and online class discussions.

Printing and/or uploading access system
Printing or uploading troubles are never an acceptable reason to excuse late assignments, so everyone should have both primary and backup electronic-access and printing systems available and should use them well ahead of each deadline.

Portable digital storage device
A digital storage device may be required in campus computer labs to store and print papers.

major assignments detailed on the next page
Major assignments

To help everyone become familiar with the real-world, individual significance of disciplinary argument, there will be an early introductory assignment (the discipline-literacy narrative) which will explore how students have come to have an interest in their chosen disciplines. After that, students will present multiple drafts each of an analysis of an article from a disciplinary journal detailing the rhetorical features that indicate the ways in which it is distinct from general-interest-magazine articles and a scholarly state-of-the-art review argument exploring the topic of the disciplinary article, highlighting the resources and approaches which are used by disciplinary participants to enter into disciplinary conversations. Students will make several spoken presentations in support and extension of these major assignments. Each assignment during the semester will build on the ones before it, with portions being submitted separately to insure adequate opportunities for development, feedback and reflection.

All assignments will require formal written support to establish personal mastery of the presentation form, submitted as a portfolio for evaluation. For written arguments, the portfolio will consist of early drafts of the assignment, any supporting daily assignments, peer review responses, any significant notes from empirical explorations and a formal cover letter alongside the final draft. For spoken arguments, the portfolio will consist of formal, paragraph-form objectives statements, copies of presentation aids, outlines and note cards.

Please note that every paper-form early draft must be presented in duplicate; all final drafts of major assignments are due in portfolio format. The lengths suggested for the papers are guidelines for how deeply writers should delve into the subject. Writers will be held responsible for the typographical and grammatical errors in their papers. College-writing handbooks and the Merriam Webster’s Collegiate Dictionary <www.m w.com> are helpful in most situations. It is the student’s responsibility to ensure that all sources used have been appropriately cited in every draft submitted or speech given. Plagiarism, copying and cheating will not be tolerated. See more information under the academic integrity policy in the “Course and Classroom Policies” section.

Daily assignments, cover letters and speech self-assessments

Daily assignments are offered for in-class or at-home completion to facilitate thoughtful reflection on the modes of disciplinary argument presentation. The assignments may take the form of short essays, short speeches, peer responses to the presentations of others, feedback about specific class activities or experiences, critical summaries of information from texts or other responses to the course materials.

Cover letters are part of the final-draft portfolios for all written arguments. They are a formal, typed-up, 2-page, reflective self-analysis of what writers accomplished and learned in creating the written document. They address what the authors thought the assignment prompt asked them to do, how they pursued their argumentative goals, what changes they made to the argument as they revised their drafts and why they made those changes rather than others. Cover letters set the stage for readers to understand the final-draft document and should give readers thoughtful insight into the process and outcomes of the writing for the author.

Speech self-assessments require students to view or listen to a video or audio recording of their speeches-as-given-in-class and compose a formal, typed-up, 2-page review of the strengths and weaknesses of their presentations. They address what speakers had intended to accomplish and the extent to which they were successful in achieving their goals. Speech self-assessments require careful review of the speech and the thoughtful expression of future speechmaking goals. Students are responsible for providing video or audio equipment (including recording media like tapes or digital memory chips) to record their speeches as they are given in class so that they have data with which to work in crafting their speech self-assessments.

Assignment-length requirements and grade-distribution categories detailed on the next page
Assignment-length requirements and grade-distribution categories

<table>
<thead>
<tr>
<th>assignment</th>
<th>required length</th>
<th>percentage of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline-literacy narrative</td>
<td>2-3 pages</td>
<td>6</td>
</tr>
<tr>
<td>Analysis argument</td>
<td>3-4 pages</td>
<td>10</td>
</tr>
<tr>
<td>Analysis-argument speech</td>
<td>4 minutes</td>
<td>10</td>
</tr>
<tr>
<td>Review argument</td>
<td>5-7 pages</td>
<td>30</td>
</tr>
<tr>
<td>Review-argument speech</td>
<td>8 minutes</td>
<td>15</td>
</tr>
<tr>
<td>Daily assignments, cover letters and self-assessments</td>
<td>lengths vary</td>
<td>14</td>
</tr>
<tr>
<td>Quizzes</td>
<td>lengths vary</td>
<td>5</td>
</tr>
<tr>
<td>Engagement and participation</td>
<td>length does not apply</td>
<td>10</td>
</tr>
</tbody>
</table>

Letter grades are assigned at the end of the course using a statistical-mapping model unique to the community of each semester. Frequently, scores above 90 percent correlate with As, while scores of 80-89 percent typically correlate with Bs, 70-79 percent with Cs and 60-69 percent with Ds. Typically, scores below 60 percent correlate with failing grades. This letter-grade correlation statement is intended as a general guideline only; the actual letter grades correlated with specific scores will be determined by the instructor at the end of the course.

Resources

Revision/development and research skills

- The Writing Center, Norlin Library, room M250
  <http://www.colorado.edu/pwr/writingcenter.html>
  Writing Center tutors are available to help communicators work through any and every stage of the argument process, from brainstorming to fine-tuning a final draft. Please book appointments online.
- The Research Center, Norlin Library, room E160
  <http://ucbibraries.colorado.edu/pwr/index.htm>
  The Research Center in Norlin Library may be changing location and hours this semester due to construction. Updated information will be available on the library web site. The center offers assistance with researching academic topics.

Tutoring and supplementary training

- Student Academic Services Center, <http://www.colorado.edu/sasc/>
  The Student Academic Services Center is a multicultural advocacy and academic program designed to help students perform successfully at the university level. Consultants assist students in locating tutors for their academic needs.
- Academic Support Assistance Program of the Department of Housing, <http://housing.colorado.edu/housing/a_asap.cfm>
  The Academic Support Assistance Program is available to students currently living in CU residence halls.
- International English Center,
  <http://conted.colorado.edu/programs/iec/>
  The International English Center provides not-for-credit training in English for speakers of English as a non-native language.

Computer use

Information Technology Services,
<http://www.colorado.edu/its/students/>
Computer labs and campus technology support are offered by Information Technology Services.

Course and classroom policies detailed on the next page
Course and classroom policies

Attendance
Attendance at and participation in all class meetings, peer groups and conferences is important in this peer-response- and learning-community-based course. Sign-in sheets will be circulated at the start of each class period; it is the responsibility of students to insure they have signed in to receive recognition for being there each day. Students are allowed up to six absences (for any reason) without penalty; every absence past the sixth reduces the final score by a percentage point. Excessive tardy appearances will count as absences. Students who choose to come to class unprepared may be asked to leave the classroom and thus will forfeit recognition for attending that day. Students who will miss class because of military obligations or established religious observances shall be allowed to make arrangements to avoid losing points from work that will be missed, as long as they communicate their plans to the instructor at least two weeks ahead of their planned absences. Absences due specifically to the observance of established religious holidays are the one and only exception to the six-absence limit. Further clarification of the university policy on accommodation of religious observances is available at <http://www.colorado.edu/policies/fac_relig.html>.

Late assignments, preparation and completion
Students are expected to turn in assignments at the beginning of class on the due date and to be prepared to give speeches on the first day of class speech time. Late assignments will be accepted for participation credit only, unless arrangements have been made with the instructor well ahead of the due date. Printing or uploading troubles are never an acceptable reason to excuse lateness, so everyone should have a backup electronic access and printing system available and should use it well ahead of each deadline. All major speeches, papers, projects and exams must be completed to pass the course.

Classroom discussions and decorum
This should be an exciting term in which everyone can come together to form a true community of learners. In that spirit, all class colleagues must be afforded respect and appropriate space for expressing views contrary to one’s own. Class interactions must remain free of racial, color-based, national-origin-based, sexual, age-based, disability-based, religious, sexual-orientation-based, gender-variance-based or veteran-status-based harassment. Class members should make their preferred names and pronouns of address known to the instructor and the classroom community early on. In the classroom, students must avoid holding disruptive private conversations. Food and drink, if permitted, should be consumed quietly and neatly and must not have offensive odors. All students must remain attentive, refraining from shuffling books, bags and papers, until the instructor has dismissed the class formally. All personal electronic devices, such as cell phones and music players, must be switched off during the class period. Further clarification of university behavior and harassment policies is available at <http://www.colorado.edu/odh/> , <http://www.colorado.edu/policies/classbehavior.html> and <http://www.colorado.edu/studentaffairs/judicialaffairs/>.

Academic integrity
Students who submit assignments which in whole or part have been written by someone else or which contain passages quoted or paraphrased from another’s work without proper acknowledgment (quotation marks, in-text citation plus works-cited reference, etc.) have plagiarized. It is the responsibility of students to ensure that they have appropriately cited all sources used in every draft submitted or speech given. Students who are unsure about what constitutes plagiarism should ask questions of their instructors.

All students must maintain their integrity when completing assignments and should be overzealous to give credit where credit is due. Students who cheat, help someone else cheat, plagiarize, fabricate, lie, bribe, threaten others or otherwise violate the university’s code of academic integrity will be subject to disciplinary actions including but not limited to receiving a failing grade on a particular assignment, failing the entire course and being expelled from the university. The Honor Code Office web site has more information about the violation of academic integrity and its consequences at <http://www.colorado.edu/honorcode/>.
Peer reviews
Carefully reading others’ drafts and listening to others’ presentations and offering thoughtful, constructive criticism to fellow communicators helps arguers become stronger evaluators and editors of their own works. The quality of comments given to others is part of the final grade.

Conferences
Out-of-class conferences will be held at different points in the semester. In addition, students are encouraged to talk to the instructor about their concerns for the class at any time during the semester; they may make appointments outside of regular office hours if necessary.

Grade points
Points are assigned for completing well each part of the assignment.
- Categories for written and spoken presentations include, among others, expressing a thesis well, demonstrating thoughtful analysis, using evidence effectively and presenting arguments effectively through organization and sentence-level choices. Areas such as meeting the goal of the assignment, following format directions and meeting the required length specifications are also often point categories.
- Each subsection of an assignment or quiz may be assigned a fraction of a point to allow for partial credit.

Disability services
Students with disabilities who require accommodations for access and participation in this course should make their requirements known to the instructor at the earliest opportunity. All students requesting accommodations must be registered with Disability Services, Willard Hall 322, 303.492.8671 (V/TTY), <http://www.colorado.edu/disabilityservices/>.

Required assignment format detailed on the next page
Required assignment format

All written materials (except handwritten materials produced in class and speech note cards) must display the following characteristics:

- typed or computer-printed
- margins of exactly 1 inch on all sides
- font of 12-point Times New Roman
- line spacing value of exactly 2, with no extra line spaces before or after paragraphs
- left-justified paragraphs with ragged right margins
- widow/orphan protection evinced
- information block on the first page that states the student’s name, the class (with section number), the assignment title and the date the assignment is being turned in
- labels detailing the student’s last name and the page number in the upper right-hand corner of every page after the first
- pages stapled together in the upper left-hand corner (not folded at the corner)
- correct use of citations including complete works-cited or references list for every draft
- new-paragraph indentation of ½ inch (except outline-format materials)

Here is a brief, visual example of the format expected for written-assignment submissions.

Firstname Lastname
WRTG 3040-813

Analysis argument—An Example of a Neat Paper Title

12 November 2010

Remember that all outside-of-class written arguments should be presented in a typed, double-spaced format, using standard 12-point Times New Roman font. They should use 1-inch margins on all sides.

New paragraphs should be indented half an inch. Right-side margins should remain ragged and widow/orphan protection should be enabled.

All drafts must present complete, accurate works-cited or bibliography lists to complement their MLA, APA or other formats.

visual grade organizer presented on next page
### WRTG 3020-3030-3040 Grades

**Exploring Disciplinary Communication** | Spring 2009

#### Daily assignments, cover letters, speech self-assessments

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic or type</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 Jan</td>
<td>article summary</td>
<td>1</td>
</tr>
<tr>
<td>13 Feb</td>
<td>peer rev. analysis argument</td>
<td>1</td>
</tr>
<tr>
<td>13 Feb</td>
<td>analysis-argument cover letter</td>
<td>1</td>
</tr>
<tr>
<td>6 Mar</td>
<td>analysis-argument SSA</td>
<td>1</td>
</tr>
<tr>
<td>8 Apr</td>
<td>peer rev. review argument</td>
<td>1</td>
</tr>
<tr>
<td>8 Apr</td>
<td>review-argument cover letter</td>
<td>2</td>
</tr>
<tr>
<td>27 Apr</td>
<td>resume or CV</td>
<td>2</td>
</tr>
<tr>
<td>29 Apr</td>
<td>review-argument SSA</td>
<td>2</td>
</tr>
<tr>
<td>1 May</td>
<td>reflective argument</td>
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**Raw total normalized to 5**

#### Analysis argument

<table>
<thead>
<tr>
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<th>Grade</th>
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<tbody>
<tr>
<td>first draft</td>
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<tr>
<td>final draft</td>
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**Raw total normalized to 14**

#### Review argument

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<th>Grade</th>
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<tr>
<td>literature review</td>
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<tr>
<td>first draft</td>
<td>1</td>
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<tr>
<td>final draft</td>
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**Raw total normalized to 30**

#### Engagement & participation

<table>
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<th>Topic or type</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Conferences</td>
<td></td>
</tr>
<tr>
<td>Speech responses</td>
<td>10</td>
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</tbody>
</table>

**Raw total normalized to 10**

#### Absences & Tardies

Accumulating more than six absences for any reason other than observance of established religious holidays lowers the final earned grade. Excessive tardies count as absences.

<table>
<thead>
<tr>
<th>date</th>
<th>min</th>
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#### Quizzes

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic or type</th>
<th>Grade</th>
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</thead>
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**Raw total normalized to 6**

#### Discipline-literacy narrative


#### Analysis-argument speech

<table>
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<th>written support</th>
<th>presentation</th>
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<tbody>
<tr>
<td>3</td>
<td>7</td>
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</tbody>
</table>

**Raw total normalized to 10**

#### Review-argument speech

<table>
<thead>
<tr>
<th>written support</th>
<th>presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>10</td>
</tr>
</tbody>
</table>

**Raw total normalized to 15**

#### Extra-credit assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic or type</th>
<th>Grade</th>
</tr>
</thead>
</table>

**Raw total normalized to 0**

#### Midterm Grade

All major assignments and exams must be completed to pass the course.

<table>
<thead>
<tr>
<th>Final Grade</th>
<th>100</th>
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</thead>
</table>

#### Totals
## WRTG 3020-3030-3040 Spring 2009 Schedule

All assignments and due dates are subject to change by the instructor.
Because our readings will depend on which publications interest our community, some specific reading assignments are not listed here but will be announced as the semester progresses.

*Gray boxes indicate due dates for major assignments.*

### Week 1
**12-16 January**

**Class goals:** personal contexts

**Reading:** Introduction; defining learning community and class plans

**Topic:** [in class]: written response on how we identify "disciplinary writing"

**Assignment Due:**

**Mondays**

**Class plans; literacy narratives**

**Wednesdays**

**Discipline-literacy narratives**

**Fridays**

**[in class]: sketch some ideas to include in the discipline-literacy narrative**

### Week 2
**19-23 January**

**Critical analysis & summary**

**Reading:** XXXX

**Topic:** MARTIN LUTHER KING, JR. DAY — no class

**Assignment Due:**

**Mondays**

**Discipline-literacy narratives; preparation of formal, written submissions discipline-literacy narrative class drafts (groups)**

**Wednesdays**

**literacy narrative presentations and peer discussions; choosing articles for analysis**

**Fridays**

**DISCIPLINE-LITERACY NARRATIVE DUE**

### Week 3
**26-30 January**

**Critical analysis & summary**

**Reading:** Read an article from a scholarly journal in your discipline to a moderate depth of understanding

**Topic:** Portrayals of disciplinary topics

**Assignment Due:**

**Mondays**

**Lunsford & Ruszkiewicz selections**

**Wednesdays**

**Critical analysis of articles; effective summary**

**Fridays**

**Critical analysis of articles**

**Daily:** Summarize the main points of the article you chose and explain why you chose it (2 pages)

### Week 4
**2-6 February**

**Rhetorical awareness & Toulmin**

**Reading:** Read through one academic journal and one general-interest magazine to a moderate depth of understanding

**Topic:** Identifying audience, purpose and contexts for disciplinary writing; rhetorical strategies for analyzing disciplinary articles

**Assignment Due:**

**Mondays**

**Toulmin selections**

**Wednesdays**

**Toulminian argument analysis**

**Fridays**

**Strategies for productive peer review**

**ANALYSIS ARGUMENT FIRST DRAFT DUE (2 copies)**

### Week 5
**9-13 February**

**Toulminian argument analysis**

**Reading:** Read through one academic journal article and one general-interest magazine article to a fairly deep level of understanding

**Topic:** Toulminian argument analysis; distinguishing between disciplinary and general-interest writing

**Assignment Due:**

**Mondays**

**Purdue OWL selections**

**Wednesdays**

**Crafting effective final-draft portfolios; creating effective cover letters**

**Fridays**

**Rhetorical strategies for analyzing disciplinary articles**

**ANALYSIS ARGUMENT FINAL DRAFT DUE (portfolio)**

### Week 6
**16-20 February**

**Understanding disciplinary contexts**

**Reading:** Tuft selections; Holmes selections

**Topic:** Crafting visual effective arguments

**Assignment Due:**

**Mondays**

**Preparing effective spoken presentations**

**Wednesdays**

**Preparing & Russoinkiez selections**

**Fridays**

**Preparing effective spoken presentations**

### Week 7
**23-27 February**

**Speaking to general audiences**

**Reading:** Spoken presentations and peer discussions

**Assignment Due:**

**ANALYSIS-ARGUMENT SPEECHES DUE (portfolio)**

**ANALYSIS-ARGUMENT SPEECHES DUE (portfolio)**

**ANALYSIS-ARGUMENT SPEECHES DUE (portfolio)**

**ANALYSIS-ARGUMENT SPEECHES DUE (portfolio)**

**Spoken presentations and peer discussions; reflection on this project**
<table>
<thead>
<tr>
<th>Week 8</th>
<th>Mondays</th>
<th>Wednesdays</th>
<th>Fridays</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-6 March</td>
<td><strong>Evaluating sources</strong></td>
<td>UCB Libraries website selections</td>
<td>Bring in an article which in some way responds to the one you analyzed; Lunsford &amp; Ruszkiewicz selections</td>
</tr>
<tr>
<td>Reading:</td>
<td><strong>Expanding single-article analysis into disciplinary discussions</strong></td>
<td>Evaluating sources for credibility and reliability</td>
<td><strong>Daily:</strong> SSA analysis-argument speeches DUE</td>
</tr>
<tr>
<td>Topic:</td>
<td>Assignment Due:</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Mondays</th>
<th>Wednesdays</th>
<th>Fridays</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-13 March</td>
<td><strong>Disciplinary research skills</strong></td>
<td>Submission guidelines for a scholarly journal in your field</td>
<td>Disciplinary research skills: small groups</td>
</tr>
<tr>
<td>Reading:</td>
<td><strong>Understanding publication standards for disciplinary writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic:</td>
<td>Assignment Due:</td>
<td>Disciplinary research skills: small groups</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Mondays</th>
<th>Wednesdays</th>
<th>Fridays</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-20 March</td>
<td><strong>Understanding rhetorical theory</strong></td>
<td><strong>Fitting a literature review into a larger review argument</strong></td>
<td>Burton selections</td>
</tr>
<tr>
<td>Reading:</td>
<td>Assignment Due:</td>
<td>Developing improved situational awareness; rhetorical appeals (logos, ethos, pathos)</td>
<td>Burton selections</td>
</tr>
<tr>
<td>Topic:</td>
<td>LITERATURE REVIEW DUE (10 sources)</td>
<td></td>
<td>Balancing appeals according to audience</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Mondays</th>
<th>Wednesdays</th>
<th>Fridays</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 March-3 April</td>
<td><strong>Understanding rhetorical theory</strong></td>
<td><strong>Identifying parties to collaborative dialogues; stakeholders in research</strong></td>
<td>Lunsford &amp; Ruszkiewicz selections</td>
</tr>
<tr>
<td>Reading:</td>
<td>Assignment Due:</td>
<td>Argumentative flashpoints</td>
<td>Kolon selections</td>
</tr>
<tr>
<td>Topic:</td>
<td>REVIEW ARGUMENT FIRST DRAFT DUE (2 copies)</td>
<td>Conferences: review arguments</td>
<td>Understanding rhetorical theory related to U.S.-American English grammatical conventions</td>
</tr>
<tr>
<td>Assignment Due:</td>
<td>Conferences: review arguments</td>
<td></td>
<td>Conferences: review arguments</td>
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<table>
<thead>
<tr>
<th>Week 12</th>
<th>Mondays</th>
<th>Wednesdays</th>
<th>Fridays</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-10 April</td>
<td><strong>Alternatives to writing</strong></td>
<td><strong>Revision strategies for review-argument projects</strong></td>
<td>Disciplinary spoken presentations</td>
</tr>
<tr>
<td>Reading:</td>
<td>Assignment Due:</td>
<td></td>
<td>Tufte selections</td>
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<tr>
<td>Topic:</td>
<td>review-argument class draft (groups)</td>
<td>Disciplinary spoken presentations</td>
<td>Disciplinary spoken presentations; advanced visual arguments</td>
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<tr>
<th>Week 13</th>
<th>Mondays</th>
<th>Wednesdays</th>
<th>Fridays</th>
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<tr>
<td>13-17 April</td>
<td><strong>Spoken presentations</strong></td>
<td><strong>Spoken presentations and peer discussions</strong></td>
<td>Spoken presentations and peer discussions</td>
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<td>Spoken presentations and peer discussions</td>
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<tr>
<td>Topic:</td>
<td>REVIEW-ARGUMENT SPEECHES DUE (PORTFOLIO)</td>
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<td>Spoken presentations and peer discussions</td>
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<tr>
<td>20-24 April</td>
<td><strong>Spoken presentations</strong></td>
<td><strong>Spoken presentations and peer discussions</strong></td>
<td>Spoken presentations and peer discussions; Reflection on this project; resumes and CVs</td>
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<tr>
<td>Reading:</td>
<td>Assignment Due:</td>
<td>REVIEW-ARGUMENT SPEECHES DUE (PORTFOLIO)</td>
<td>REVIEW-ARGUMENT SPEECHES DUE (PORTFOLIO)</td>
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<tbody>
<tr>
<td>27 April-1 May</td>
<td><strong>Real-world &amp; philosophical aspects</strong></td>
<td><strong>Resume and CV presentations; evaluations</strong></td>
<td>Final reflections on this class as a whole</td>
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<tr>
<td>Reading:</td>
<td>Assignment Due:</td>
<td>Daily: Submit your resume or CV</td>
<td>Daily: Reflect on your experience in this class, arguing for some interpretation of your encounter with disciplinary argument (3 pages)</td>
</tr>
<tr>
<td>Topic:</td>
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| Finals Week | | | |
|-------------|-------------|-----------------|
| Final-exam plans will be determined by our classroom community near the end of the semester | | |