Resources for writing conventions:

- The Colorado State University Writing Center: [http://writing.colostate.edu](http://writing.colostate.edu)
- The Purdue University OWL (on-line writing lab): [http://owl.english.purdue.edu/owl/](http://owl.english.purdue.edu/owl/)
- The Oregon State Resource Center: [http://cwl.oregonstate.edu/Webresourcespage.html](http://cwl.oregonstate.edu/Webresourcespage.html)
- *Silva Rhetoricae* [http://humanities.byu.edu/rhetoric/Silva.htm](http://humanities.byu.edu/rhetoric/Silva.htm)

Resources for STEM-related readings and topics:

- TED Talks, Science: [https://www.ted.com/topics/science](https://www.ted.com/topics/science)
- TED Talks, Technology: [https://www.ted.com/topics/technology](https://www.ted.com/topics/technology)
- TED Talks, Engineering: [https://www.ted.com/topics/engineering](https://www.ted.com/topics/engineering)
- TED Talks, Math: [https://www.ted.com/topics/math](https://www.ted.com/topics/math)

About Readings:
• All readings will be accessible online, for free. Links to online readings can be found in both the class schedule and in the content section of CU Learn.

• You will need regular, daily access to a computer with Internet to function in this class. Norlin Library has laptops available for students to borrow:
  http://www.colorado.edu/oit/laptop-checkout

Objectives:

As a future scientist, engineer, or researcher, you will be expected to write and speak clearly to people outside your field. The purpose of this course is to teach you techniques for writing analytical and argumentative essays, to develop critical thinking skills, and to examine ethical issues in science and to conduct oral presentations. To this end, the final project for this course is to create a document related to your field that can stand on its own in the real world. Students will pick a Research Topic to pursue throughout the semester. All assignments will relate back to the Research Topic.

Understanding the genre characteristics of your discipline’s discourse community will help you to communicate on a deeper level within your field of study, allowing for more productive critical and creative/divergent thought—and potentially providing access to the spontaneous bursts of sudden insight that lead to innovation within a discourse community.

Communication and Science

• Writing and communication do not occur after the science has been done. Communication is not just a matter of writing up the results of experiments.

• Writing and communication consist of far more than finished, published documents or formal conference presentations. A variety of literate activities and behaviors (e.g. drafts, revisions, classroom discussions) accompany and make possible your scientific activities.

• Writing and communication are the means by which science occurs; they are the means by which scientific communities establish, maintain, and regulate themselves.

The course includes interactive workshops and analysis of visual rhetorics, including websites, podcasts, video clips, cartoons, and other visual media. The classroom allows students to form both large and small groups to workshop their papers using the laptop carts and screen projector to instantly critique and evaluate each other’s papers. Students will post comments on each other’s papers; I will assign groups with different roles for each student; these roles will shift each day.
In addition, the technology allows us to analyze the visual rhetoric components of the course. In both large and small group settings, we will critique video streams, isolate individual frames for analysis, and integrate text within the visual media.

**Why is this class a “Core Course”?**

This 3000-level writing and rhetoric seminar satisfies upper-division core requirements in various CU-Boulder schools and colleges because it extends rhetorical knowledge and writing skills in ways that draw on theoretical perspectives and address specialized disciplinary communities.

More broadly, this upper-division seminar is part of the statewide “Guaranteed Transfer” pathway of courses. In the context of statewide courses, this course meets the goals of an Advanced Writing Course (GT-CO3):

* Rhetorical Knowledge. The course takes a rhetorical perspective on the process of inquiry and research leading to a major piece of scholarship, often an aspect of the student’s honors thesis. Key rhetorical texts that will guide our discussions include Richard Grinnell's *Science and Society*, a rhetoric/reader that focuses on the role of writing and rhetoric in inquiry, and on the conventions that frame academic conversations that science students are joining. Because that text discusses academic discourse conventions and their application and adjustment to other discursive spheres, the book fosters metacognitive awareness and skills about writing and rhetoric.

* Writing Process. The course offers an opportunity to understand writing from the audience or reader perspective by focusing on the peer review of work in progress. Through this approach, you’ll discover how revision is central to writing as a tool for civic analysis and engagement. You will also have opportunities to integrate various technologies (e.g. PowerPoint, on-line course website) into your writing projects, and to develop advanced information literacy skills pertinent to your research area.

* Conventions. The documents you will write for this course will call upon key genres for academic analysis and professional communication, culminating in a major piece of scholarship. In the process you will learn about genre conventions appropriate to your field and/or to your audience, about how to draw on specialized vocabularies in ways that still make your work accessible to secondary audiences, and about the role of textual features and document design as persuasive tools.

* Effective application. Many of the assignments in the course are geared to real-world audiences—including members of your discipline or profession. In the process, you will become familiar with writing in a disciplinary or specialized rhetorical situation, even as you make your work accessible to secondary audiences in other related fields.
Course Policies

Attendance
Attendance is required. This is a workshopping class; participation and preparation are crucial to your success as a writer and to the success of this class. You will be an active part of the learning process – not just your own, but your classmates’ as well. If you are absent, it is your responsibility to find out what you missed from a classmate.

- If you have more than 5 absences your grade will drop one third a grade for each subsequent absence (from B- to C+, for example).
- If you have more than 8 absences total, you will fail the course.

Be aware that there is no difference between an excused and unexcused absence (so, missing a class because you are sick one day counts the same as missing a class to go skiing). However, in extreme circumstances (i.e., serious ongoing illness, military service, an official University sport event, religious observance or bereavement, etc.) if you contact me ASAP and submit adequate documentation detailing your situation, I may make accommodations and excuse your absence(s). Talk to me privately about your individual circumstance. Also, please arrive to class on time. Three late arrivals (more than 5 minutes after the start of class) count as one absence.

Classwork: Participation, Preparation, Workshopping
In this class we work as a community of writers seeking to understand one another's perspectives and explore new ideas. Being counted as PRESENT in class requires participation. Participation includes, among other things, providing quality written and oral feedback during workshops; thoughtfully completing all in-class writing activities and being willing to share some of them with the class; actively and intelligently participating in class discussions and activities; and acting professionally and respectfully when interacting with me and your classmates. You are expected to come to class prepared, with readings completed and drafts of your work available digitally on days when drafts are due.

Homework
Homework includes bringing digital drafts of your work with you to class on workshop days. You must have all readings assigned for that day available to you in class, either on paper or digitally. I do not accept late HW assignments. If you don't have your work turned in by the specified time, you will not get credit for it, period. *Students will have one grace--meaning one, single assignment that is forgiven for being late. Make it a good one.

General Document Guidelines
Unless otherwise noted in class, all written assignments are due at 11:59 PM on the assigned
dates. All work will be turned in digitally, through CU Learn, and may also ask you to utilize Internet sites such as Wordpress.com and/or Google Docs. All written assignments (with the exception of short homework assignments and blog posts) should be typed, double-spaced, and include page numbers (which can be at the top or bottom of the page), a properly formatted header, and a title. Use a standard font (i.e., Times New Roman, Arial, Verdana, Calibri), 12-point type, and standard (1-inch) margins.

**Example of a header:**
Linda Cheng
WRTG 1100/Eisert
Cultural Epiphany, Final Draft
February 22, 2014

**CU Policies**

**Disability Accommodations**
If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Center for Community N200, and [www.colorado.edu/disabilityservices](http://www.colorado.edu/disabilityservices). If you have a temporary medical condition or injury, see guidelines on the Disability Services website and discuss your needs with me.

**Religious Observances**
Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please e-mail me or visit me in office hours to notify me of such a situation at least 2 weeks before the event. For more information about CU religious observance policies: [www.colorado.edu/policies/fac_relig.html](http://www.colorado.edu/policies/fac_relig.html).

**Classroom Behavior**
Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference.
early in the semester so that I may make appropriate changes to my records. See polices at
www.colorado.edu/policies/classbehavior.html and www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code.

**Discrimination and Harassment**
The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive
learning, working, and living environment. The University of Colorado does not discriminate
on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual
orientation, or veteran status in admission and access to, and treatment and employment in,
its educational programs and activities. Individuals who believe they have been discriminated
against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127
or the Office of Student Conduct (OSC) at 303-492-5550. For more information:
http://www.colorado.edu/odh

**Honor Code**
All students of the University of Colorado at Boulder are responsible for knowing and adhering
to the academic integrity policy of this institution. Violations of this policy may include:
cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening
behavior. All incidents of academic misconduct shall be reported to the Honor Code Council.
Students who are found to be in violation of the academic integrity policy will be subject to
both academic sanctions from the faculty member and non-academic sanctions (including but
not limited to university probation, suspension, or expulsion). More information on the Honor
Code: www.colorado.edu/policies/honor.html & www.colorado.edu/academics/honorcode.

**Grading**
The Program for Writing and Rhetoric assigns grades based on the evidence provided by the
final version of the essay that you submitted. The classroom workshop in which your drafts
are discussed encourages you to improve your work, and provides you with the tools to do so,
but grades on the final papers are not assigned based on effort, progress, or time spent on
the task. Pluses and minuses attached to grades reflect shades of difference, as do split
grades (e.g. A-/B+).

**A**
A paper that is excellent in content, form, and style: original, substantive, insightful,
persuasive, well-organized, and written in a clear, graceful, error-free style. Although
not necessarily “perfect,” an “A” paper rewards its reader with genuine insight,
gracefully expressed. Such a paper is an ambitious project that engages interesting,
complex ideas in a perceptive manner. It offers a nuanced, specific claim that
responds to a genuine question at issue, and it follows a compelling line of reasoning.
It engages and responds to questions and counterarguments in a thoughtful manner,
and explores well-chosen evidence in a detailed and revealing way. The paper does
not repeat, but rather enhances, what writer and reader already know. Offering a context for its ideas, the essay could be read and appreciated by someone outside of the class. The style is clear, precise, and graceful, and the author’s voice engaging.

**B** A clearly written, well-developed, interesting paper that shows above average thought and writing craft. The essay reaches high, and meets many, though not all, of its aims. The thinking and writing are general very solid, but the paper may have some unresolved problems in argument and style, some thin patches in content, or some tangents that don’t fit in. Despite these problems, the paper does not have major flaws that compromise the general effectiveness of the case it presents or the overall readability of its prose. **OR** A paper that is far less ambitious than an “A” paper, but reaches all of its aims. This is an essay that may be well organized and cleanly, even elegantly written, but whose reasoning and argument may nonetheless be somewhat routine or self-evident.

**C** A paper that represents a mixture of strengths and weaknesses. The paper may be somewhat readable, organized at the surface level, and have a claim, but it will have real unresolved problems in one or more key areas: conception, quality of the claim, line of reasoning, use of evidence, and language, style, or grammar. The paper may fulfill the basic requirements of the assignment, but, finally, say little of genuine importance or significance. **OR** A competently written essay that is largely descriptive. **OR** An essay that offers scant intellectual content and little more than personal opinion, even when well written.

**D** A paper that is seriously underdeveloped or seriously deficient in content, form, style, or mechanics. It may be disorganized, illogical, confusing, unfocused, or contain pervasive errors that impair readability. A paper that does not come close to meeting the basic expectations of the assignment.

**F** A paper that is incoherent, disastrously flawed, unacceptably late, plagiarized, or non-existent.
WRTG 3030 Science and Society

Daily Schedule, Including Readings and Assignments

Important Semester Dates:
- Semester Begins: Monday, January 12
- No Class, MLK Day: Monday, January 19
- Last day to add a course: January 21
- Last day to drop a course (with fee,) no tuition, no W: January 28
- Last day to drop, W recorded, with 40% tuition: February 11; with 60% tuition: February 25
- Last day to drop, w/o dean signature, W recorded, with 100% tuition: March 20
- No Class, Spring Break: March 21-27
- Semester Ends: Friday, May 1

*The professor reserves the right to make needed changes/updates at any time. Students are responsible for staying up-to-date with changes.

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<tr>
<th>Date and Unit:</th>
<th>In Class:</th>
<th>Readings:</th>
<th>Homework Due:</th>
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<tbody>
<tr>
<td><em>Class typically follows this weekly schedule, unless otherwise noted:</em></td>
<td><strong>Mon:</strong> Lecture</td>
<td><strong>Please Read:</strong></td>
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<td><strong>Wed:</strong> Discussion (based on readings and lecture)</td>
<td><strong>Sagan:</strong> <em>“Why We Need to Understand Science”</em></td>
<td><em>Homework will always be due the next Sunday, by 11:59 pm, unless otherwise noted.</em></td>
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<td><strong>Fri:</strong> Workshop</td>
<td><strong>“The Creativity Crisis”</strong></td>
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<tr>
<td><strong>Unit 1:</strong> Creativity and Innovation</td>
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<td><strong>On the Neuroscience of Creativity</strong></td>
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<tr>
<td><strong>Week 1, Unit 1:</strong></td>
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<td><strong>Readings DUE by FRI for Discussion:</strong></td>
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<tr>
<td><strong>Goals:</strong></td>
<td><strong>Mon:</strong> Lecture</td>
<td><strong>Readings DUE by WED for Discussion:</strong></td>
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<tr>
<td>To provide an overview of the course and the instructor’s pedagogy.</td>
<td><strong>Wed:</strong> Discussion</td>
<td><strong>Sagan: “Why We Need to Understand Science”</strong></td>
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<tr>
<td>To explore the connections between STEM education, creativity and innovation (“design”</td>
<td><strong>Fri:</strong> Workshop, Discussion</td>
<td><strong>“The Creativity Crisis”</strong></td>
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<td></td>
<td>Introduction to Writing for Science and Society</td>
<td><strong>On the Neuroscience of Creativity</strong></td>
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<tr>
<td></td>
<td>Introduction to Rhetorical Communication Strategies and Genre Theory</td>
<td><strong>Readings DUE by FRI for Discussion:</strong></td>
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<td></td>
<td>Explanation of [major] Course Assignments</td>
<td><strong>Noticing the Unexpected:</strong></td>
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<td>No written work this week</td>
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thinking,”) and critical rhetorical communication strategies.

To become familiar with the characteristics of various, common genres, especially as they are specific to your Discourse Community.

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<tr>
<th>Date and Unit:</th>
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<th>Readings Due:</th>
<th>Homework Due:</th>
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<tbody>
<tr>
<td>Unit 2:</td>
<td>Discourse Communities,</td>
<td>Fields of Study, and Department Contacts</td>
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<tr>
<td>Week 2, Unit 2:</td>
<td>Mon: NO SCHOOL Wed: Lecture, Workshop Fri: Workshop</td>
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<tr>
<td>*NO SCHOOL MON--MLK DAY</td>
<td>Your Discourse Community and it’s Characteristics</td>
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<tr>
<td>Goals:</td>
<td>Writing Genres Rhetorical Communication Strategies Establishing a Contact Person in your department</td>
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<tr>
<td>To understand the concept of a Discourse Community, and to be able to identify your own discourse community.</td>
<td>Semester Research Topics</td>
<td>Readings Due Wed: Rhetorical Genre Studies: “Guidelines for Analyzing Genres,” p.193-194, p.195-196 Silva Rhetoricae: [Persuasive Appeals] Ethos, Pathos, Logos The Rhetorical Situation, Purdue OWL What Are Logical Fallacies? [includes video] Logical Fallacies, Purdue OWL Your Logical Fallacy Is… Avoiding and Detecting Logical Fallacies</td>
<td>Homework DUE Friday, BY START OF CLASS in D2L DROPBOX: Rough Draft of email to a person you can contact in your department for advice on academic writing in your field of study. Homework DUE next Sunday, in D2L Dropbox: Final draft of email to your department contact.</td>
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</table>
To recognize how Rhetorical Communication Strategies are applied to various genres by your discourse community,

**Date and Unit:**

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<tr>
<th>In Class:</th>
<th>Readings Due:</th>
<th>Homework Due:</th>
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<tbody>
<tr>
<td><strong>Unit 3:</strong> The Art of Academia: How to Read</td>
<td><strong>Academic Writing</strong></td>
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</table>

**Week 3, Unit 3:**

- **Goals:**
  - To become familiar with locating, reading, interpreting, summarizing, quoting and citing peer-reviewed, academic articles.

  - Mon: Lecture
  - Wed: Discussion
  - Fri: Workshop

  - Understanding Scholarly, Peer-Reviewed, Academic Writing
  - Using Norlin Library’s Academic Databases
  - Academic Citations: How, When and Why to Cite; Citation Tracking

  - Readings due by Monday:
    - [On Evaluating Sources](#)
    - Norlin Library’s [Guide to Citation Management](#)
    - [Purdue OWL, Research and Citation Review](#)

  - Review:
    - [Purdue OWL, MLA In-Text Citations](#)
    - [Purdue OWL, MLA Works Cited Basics](#)

  - Easy Citation Builder: [Bibme.org](#)

  - If you plan on using a style other than MLA, also review that style in the Purdue OWL.

  - **Homework DUE Next Sunday:**
    1. [Three Academic Articles](#)
    1. [Databases Assignment](#)

    Resource to complete these assignments:
    - Norlin Library’s [Academic Databases Homepage](#)
### Week 4, Unit 3, continued

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<tr>
<th>Date and Unit:</th>
<th>In Class:</th>
<th>Readings Due:</th>
<th>Homework Due:</th>
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<tbody>
<tr>
<td><strong>Unit 4:</strong></td>
<td><strong>Blogs:</strong> and the Conversation</td>
<td><strong>Readings due by Monday:</strong></td>
<td><strong>Homework DUE Next Sunday:</strong></td>
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<td><strong>Week 5, Unit 4:</strong></td>
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<td><strong>Read the following sections of the Silva Rhetoricae:</strong></td>
<td><strong>Rhetorical Analysis Essay due in D2L DROPBOX</strong></td>
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<tr>
<td><strong>Goals:</strong></td>
<td></td>
<td>• What is Rhetoric?</td>
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<tr>
<td>To explore the connections between the STEM fields, genre and the Digital World.</td>
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<td>• Content / Form</td>
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<td>To become familiar with effectively utilizing and understanding Visual Rhetoric.</td>
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<td>• Rhetorical Pedagogy</td>
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<td>To explore how the Academic Conversation of Ideas is advanced on the Internet.</td>
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<td>• Rhetorical Analysis Persuasive Appeals</td>
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<td><strong>Homework DUE Next Sunday:</strong></td>
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<td>• Logos</td>
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<td><strong>due next Sunday, in Dropbox:</strong></td>
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<td>• Pathos</td>
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<tr>
<td><strong>Submit Three Blogs</strong> from within your discipline that relate to your Research Topic. Try to find interesting bloggers whom you enjoy reading (even if they are new to you.)</td>
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<td>• Ethos</td>
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</table>
hands-on digital curation techniques entered the conversation?

Rights and Responsibilities online:
- Fair Use
- Copyright
- Open Source
- Public Domain
- Intellectual Property
- Censorship, hate speech, slander and free expression.

*You certainly are not limited to bloggers from my list. Please, discover new and interesting blogs to share and explore!

**Homework DUE**
Friday BEFORE CLASS in D2L Dropbox:

Digital Resume Assignment (rough draft--see rubric)

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<tr>
<th>Date and Unit:</th>
<th>In Class:</th>
<th>Readings Due:</th>
<th>Homework Due:</th>
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</table>
| Week 6, Unit 4, continued | Mon: Lecture  
Wednesday: Discussion  
Friday: Workshop | Readings due by Monday:  
On Digital Resumes:  
- [What is a Digital Resume?](#)  
- [Dynamic Digital Resumes](#)  
- [Student Resume](#)  
Visual Rhetoric:  
- [On Visual Rhetoric (Stanford)](#)  
- [On Visual Rhetoric (Purdue OWL)](#) | **Homework DUE**  
Friday, as a [POST](#) on your Blog:  
[Blog post 1](#) (see rubric)  

**Homework DUE**  
Next Sunday:  
Post final draft of [Digital Resume](#) to your blog (*Make a [PAGE](#) to house your resume, then embed, or post as a link, etc.)*

**Bonus**  
**Homework DUE**  
in D2L Dropbox:

Submit [Email Response](#) from Department Contact, for
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<th>Date and Unit:</th>
<th>In Class:</th>
<th>Readings Due:</th>
<th>Homework Due:</th>
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<tbody>
<tr>
<td><strong>Unit 5:</strong></td>
<td><strong>The Role of Ethics and Social Responsibility in STEM Fields</strong></td>
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<td><em>BONUS POINTS. You may submit this at any time this semester to earn credit.</em></td>
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<tr>
<td><strong>Week 7, Unit 5:</strong></td>
<td><strong>Mon: Lecture</strong>&lt;br&gt;<strong>Wed: Discussion</strong>&lt;br&gt;<strong>Fri: Workshop</strong></td>
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<td><strong>Goals:</strong></td>
<td>To develop an understanding of the Code of conduct in various STEM-related disciplines.</td>
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<td>To explore real-world and potential future ethical dilemmas in the STEM fields, including Academic Integrity.</td>
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<td>To consider the role of the STEM fields as method of delivering social progress and engaging in social responsibility.</td>
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<tr>
<td>Date and Unit:</td>
<td>In Class:</td>
<td>Readings Due:</td>
<td>Homework Due:</td>
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<tr>
<td><strong>Week 8, Unit 5, continued</strong></td>
<td><strong>Mon: Lecture</strong>&lt;br&gt;<strong>Wed: Discussion</strong></td>
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<td><em>Homework DUE Friday:</em></td>
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**Homework DUE in D2L Dropbox:**

Ethics Assignment [Rough Draft]

*Bring Ethics rough draft to class on Friday, for in-class workshopping*

*May provide the foundation for your White Paper or Magazine Article*
Fri: Workshop

Blog post 2--post to your website.

**Homework DUE**
Next Sunday in D2L Dropbox:
Ethics Assignment [Final Draft]

<table>
<thead>
<tr>
<th>Date and Unit:</th>
<th>In Class:</th>
<th>Readings Due:</th>
<th>Homework Due:</th>
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<tbody>
<tr>
<td><strong>Unit 6:</strong></td>
<td>White Paper OR Magazine Article</td>
<td>Readings due by Monday:</td>
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<tr>
<td>Week 9, Unit 6: Introduce White Paper OR Magazine Article assignment</td>
<td><strong>On White Papers (Purdue OWL)</strong></td>
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<td>Goals:</td>
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<td><strong>Creating Effective White Papers</strong></td>
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<td><strong>Essential Elements of an Effective White Paper</strong></td>
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<td><strong>How To Write a White Paper (A White Paper on White Papers)</strong></td>
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<td><strong>Examples of Academic White Papers</strong></td>
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<td><strong>From White Paper to Newspaper: Making Academia Accessible to Journalists</strong></td>
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<tr>
<td><strong>Homework DUE</strong></td>
<td>Friday in D2L Discussion Area, BEFORE CLASS:</td>
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<td>First Draft of your White Paper* OR Magazine Article* [Rough Draft]</td>
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<td>*This assignment generally builds off of your Ethics Assignment</td>
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<td><strong>Homework DUE</strong></td>
<td>Next Sunday in D2L Dropbox:</td>
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<td></td>
<td>*Submit Three Magazine Articles (Google Form) that relate to your Research Topic and that inform your White Paper/Magazine Article</td>
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</table>
Week 10, Unit 6, continued:

| Homework DUE Next Sunday** in D2L Dropbox: |
| White Paper [OR] Magazine Article [Final Draft] |

**Homework DUE Friday: |
Blog Post 3—post to your website. |
**If you would like to avoid having a homework assignment due the first weekend of Spring Break, feel free to turn Sunday’s assignment in a little early, on Friday. |

NO CLASS! (3/23 – 3/27)  SPRING BREAK!  HAVE FUN!  BE SAFE! |

<table>
<thead>
<tr>
<th>Date and Unit:</th>
<th>In Class:</th>
<th>Readings Due:</th>
<th>Homework Due:</th>
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<tbody>
<tr>
<td>Unit 7: Writing a Research Proposal</td>
<td>Review by Monday: <a href="#">Key Elements of a Research Proposal</a></td>
<td>Review by Monday: On formatting the Annotated Bibliography: • <a href="#">References</a></td>
<td>Homework DUE Friday, on your blog: Blog post 4</td>
</tr>
<tr>
<td>Week 11, Unit 7: Goals:</td>
<td>Components of a Research Proposal Developing the Proposal Dialogue Workshop Proposal, revision, read to the group, author questions Time to work on Lexicon</td>
<td>On formatting the Lexicon: • <a href="#">Definitions</a></td>
<td>*At least four Blog Posts should now be posted to your blog, and your Blog Project</td>
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</tbody>
</table>
should be completed.*

**Homework DUE**
Next Sunday in D2L Dropbox:

1st (working) Annotated Bibliography and 1st (working) Lexicon

On formatting the Annotated Bibliography:
  - References

On formatting the Lexicon:
  - Definitions

(**Please keep a copy of your work for yourself**)

**Homework DUE**
Next Sunday in D2L Dropbox:

First Draft of your Research Proposal -- SKETCH, Title Page

<table>
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<tr>
<th>Date and Unit:</th>
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<tbody>
<tr>
<td>Week Twelve:</td>
<td>Methodology</td>
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</tbody>
</table>
| Genre in your Discourse Community-- | Writing Group Workshop-Proposal, editing in Discussion Area (con't) | | **Homework DUE**
Next Sunday in D2L Dropbox: |
|               | Writing Group | | 2nd (working) Annotated Bibliography and 2nd (working) |
Workshop-Ethics Assignment (con’t)

Lexicon

(***Please keep a copy of your work for yourself***)

**Homework DUE**
Next Sunday in D2L Dropbox:

First Draft of your Research Proposal -- OUTLINE and EVIDENCE, INTRODUCTION

**Introduction**
rough draft should include:

- **Clear Statement of the Problem**
- **Purpose of the Study**
- **Definitions**
- **Significance of the Investigation**
- **Literature Review**
- **Questions or Hypothesis**

(The “Definitions” section pertains to Lexicon you are building)

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<tbody>
<tr>
<td>Week Thirteen:</td>
<td>Writing Workshop</td>
<td>Continue to review last week’s readings.</td>
<td>Homework DUE Next Sunday in D2L Dropbox:</td>
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<td>Face-To-Face Workshop</td>
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<td>3rd (working) Annotated Bibliography and 3rd (working)</td>
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<td>Informal Presentations of Research Topic:</td>
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<td></td>
<td>What has changed?</td>
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</table>
Where is your research headed? Show off blog, so far.

Lexicon

(**Please keep a copy of your work for yourself**)

**Homework DUE**
Next Sunday in D2L Dropbox:

Rough Draft of Research Proposal -- **Procedure or Methodology**, including:
- [Design Approach](#)
- [Type of Design Used](#)
- [Role of the Researcher](#)
- [Data Collection and Analysis](#)
- [Ethics](#)
- [Reliability and Validity of Methods and Results](#)
- [Timetable](#)
- [Resources and Materials](#)
- [Budget](#)
- [Limitations](#)
- [Delimitations](#)
- [Final Product](#)

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<th>Homework Due:</th>
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<tbody>
<tr>
<td><strong>Unit 8:</strong></td>
<td>Presentations</td>
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<tr>
<td><strong>Week Fourteen:</strong></td>
<td>Workshop, Presentations</td>
<td></td>
<td>Be prepared to Present your Portfolio</td>
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<tr>
<td>Date and Unit</td>
<td>In Class:</td>
<td>Readings Due:</td>
<td>Homework Due:</td>
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<tr>
<td>Week Fifteen: Presentations</td>
<td></td>
<td>Be prepared to Present your Portfolio</td>
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<td>Homework DUE by Friday, 11:59 PM, in D2L Dropbox:</td>
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<td></td>
<td></td>
<td>Research Proposal [Final Draft]</td>
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<td>Homework DUE, posted to blog by 11:59 PM:</td>
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<td>FINAL PROJECT Wordpress Portfolio</td>
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**Homework (1) due:**

*Rough Draft of Research Proposal posted in Discussion Area, for in-class peer-editing*

*Rough Draft—this will include crafting a sketch of your Research Topic, a working outline, an introduction and a body of evidence, etc.*

*Do you have a link to your resume on your blog? Does the page have meaningful text that would compel a reader to click the link?*

**Homework (1) due in Dropbox:**

Updated Annotated Bibliography and Working Lexicon

(***Please keep a copy of your work for yourself.***)

**Homework DUE in Dropbox:**

Proposal Outline, Intro Rough Draft
Homework (2) due in Dropbox:

1st Working Bibliography and 1st Working Lexicon

(***Please keep a copy of your work for yourself.***)

*Your Lexicon and Source List will be included in your Final Project, in the form of a Reference List or Works Cited page--refer to your discipline’s citation style to create this.