**ENG 101**

Section 8

Course Title: ***In My White Tee: The Freshman Review***

Instructor: Lauren V. Highsmith

Meeting Time and Place: MWF 1-1:50 @ Callaway N204

Office Hours: MW 4:30-5:30 and by appointment @ TBA

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Course Website: Canvas; TBA

**Course Description**

Welcome to Emory! Orientation has come and gone, but the adjustment has just begun. Who will you rely on to adapt to your new surroundings and learn what it means to be an Emory Eagle? Upperclassmen who adopt you as their littles? Professors who have been here for decades? …Why not you? Yes, you! Maybe you, the freshman with fresh eyes, should give an outsider-becomes-insider account of Emory and greater Atlanta area cultures.  
The purpose of this course is to help you become actively engaged in campus life and explore Atlanta in order to become the go-to news source for the freshman class while also practicing writing and thinking skills that will be useful to you in other classes and throughout life. First-year students, from any field, interested in having regular social media activity as a key component in class activities, attending extra-curricular events, and improving rhetorical and composition skills are invited to join in the efforts of a freshman class news blog. While administrators and upperclassmen run the Dooley Report and The Emory Wheel, the students in this class will create their own bridges to understanding Emory by attending events and writing reviews from their fresh perspectives. Students will work alone or in groups to create posts for the class blog (in which students will summarize, critically analyze, and reflect upon their adventures). Students will learn more about their writing processes as well as how other students write and think through journaling, peer editing, and revisions. Students will also have the opportunity to practice dynamic multimodal expression via blog posts beyond the essay (it’s 2017 – videos, podcasts, and social media are our friends).  Essays and multimodal components will be posted to the class blog (which will be available to the public and marketed to the freshman class via social media).  [Clickbait, anyone?]

**Keywords**

Audience, Constraints, Exigence, Genre, Performance, Performativity, Persuasion, Rhetor, Rhetoric, Rhetorical situation, Spectacle

**Course Learning Outcomes**

By the end of this course, you will be able to

* Compose texts in multiple genres, using multiple modes with attention to rhetorical situations.
* Summarize, analyze, synthesize, and evaluate the ideas of others as you undertake scholarly inquiry in order produce your own arguments.
* Practice writing as a process, recursively implementing strategies of research, drafting, revision, editing, and reflection.
* Perform close and distant reading.
* Learn to read performance and environment as text.

These outcomes have been adapted for Emory first-year writing courses from [a set developed by the Council of Writing Program Administrators](http://wpacouncil.org/positions/outcomes.html) (http://wpacouncil.org/positions/outcomes.html).

**Required Texts**

Must purchase:

* Lunsford, Brody, Ede, Moss, Papper, Walters. *Everyone’s an Author.* Second ed. <http://ebookcentral.proquest.com/lib/emory/reader.action?docID=2039423&ppg=8>

Online resources:

*Technical Skills Tools*

* Lynda.com skills courses <https://www.lynda.com/>
* Purdue Owl <https://owl.english.purdue.edu/owl/>

*Theory*

* Conquergood. “Of Caravans and Carnivals: Performance Studies in Motion.” <http://www.jstor.org/stable/1146488>
* Katz and Odell. “Something Old, Something New: Integrating Presentation Software into the “Writing” Course.” <https://muse.jhu.edu/books/9780822978046>
* Ouellette, Jennifer. “Personal Identity Is (Mostly) Performance.” <https://www.theatlantic.com/health/archive/2014/01/personal-identity-is-mostly-performance/283043/>
* Schechner. *Performance Studies: An Introduction.* Third ed. (course reserves)
* “Spectacle.” <http://csmt.uchicago.edu/glossary2004/spectacle.htm>

*Rihanna Study*

* Angel. <http://clclt.com/vibes/archives/2016/03/21/live-review-rihanna-time-warner-cable-arena-3-20-2016>
* Beck. “Last Night Rihanna Kicked Off Her "ANTI" Tour and It was the Most Beautiful, Bonkers Thing Ever.” <http://www.cosmopolitan.com/entertainment/music/news/a55170/rihanna-anti-tour-opening-night/>
* Caramanica. “Review: Rihanna on Tour, Part Preacher, Part Dominatrix, All Human.” <http://www.nytimes.com/2016/03/29/arts/music/rihanna-anti-tour.html?ref=topics>
* Chris & Aaron. “RIHANNA ANTI WORLD TOUR REVIEW.” <https://youtu.be/Oev0axGWNpk>
* Duboff. “Rihanna’s Anti Tour: Subdued, but Still Ready to Party.” <http://www.vanityfair.com/culture/2016/03/rihanna-anti-tour-concert-review>
* Wikipedia. <https://en.wikipedia.org/wiki/Anti_World_Tour>

Most of these materials are/will be available via course reserves (<https://reserves.library.emory.edu/shib/ares.dll?Action=6&Type=60&Form=60&Value=57924)>.

**Course Policies**

* We abide by the Golden Rule: Treat others the way you want to be treated.
* We can all sing together, but talking is a different thing; give space for others to talk and be conscientious of how much space you fill.
* Be respectful of the learning environment: come prepared; come on time; come open-hearted and open-minded.
* Food is okay as long as it is not loud, messy, or powerfully odorous. Remember to clean up after yourself.
* You do not have to ask permission to use the restroom. But please… If you do not have a medical condition regarding your bladder, do not waste your time or your precious tuition dollars by escaping to the restroom. I will not repeat what you miss.
* Technology is allowed in my classroom (laptops, cellphones, tablets, etc.). However, if you are off task, it will be reflected in your participation grade.
* Please bring suggestions for events. I am always open to discovering new things about our environment as well, so feel free to share.

**Attendance**

Attendance is essential. Aside from documented absences for school-related activities, you may miss **3** classes without incident. For every class you miss after the 3 free absences, I’ll lower your grade by one-third of a letter. Also note that **2** recorded tardy attendances equals **1** absence. There is a ten-minute grace period, but remember: to be early is to be on time, to be on time is to be late, and to be late is unacceptable. Eleven to twenty-five minutes after the hour is considered tardy. I will mark you absent if you miss over half of the class. Meet with me if you feel your situation warrants an exception to this rule. Bring appropriate documentation to our meeting.

**Late work**

All assignments are due by the time and date specified. I will not accept late work without granting advance permission via email, and permission is not guaranteed. Even with advance arrangement, late work will cause your grade for the assignment to decrease by one letter for each class period the assignment is late. Meet with me if you feel your situation warrants an exception to this rule. Bring appropriate documentation to this meeting.

**Contact/Communication**

Email is the best way to contact me if you have questions or concerns. Generally, I will respond to all student email within 24 hours (although on weekends and holidays, it may take a little longer). Likewise, there may be instances when I will need to contact you by email. It is your responsibility to check your Emory-based email account at least once every 24 hours.

**Academic Integrity**

The Honor Code (<http://catalog.college.emory.edu/academic/policy/honor_code.html>) is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher's instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the instructor is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council.

I take plagiarism and other forms of academic dishonesty seriously. Should I suspect that you engage in academic dishonesty in this course, I will refer the case to Emory’s Honor Council. You may also receive an F on the assignment(s) in question.

**Course Assessment**

*Participation 10%*

While writing is the most important mode of communication in this class, in-class interaction is still valuable and graded as such. Reading, providing commentary to presentations, answering questions, offering feedback and opinions, and making connections across texts all count towards one’s participation in class. Everyone will have a chance to participate by presenting and responding to video blog posts as well as discussing their journals regarding the reading material for the week.

*Personal/Diagnostic Essay 5%*

What does college mean to you? How do you understand Emory? We will work in this class/on this blog from the inside out in order to provide direction for your future blog writing. The first draft of this essay will be written without the guidance of lessons or practice in order for me to see where we are individually and as a whole, how I can help you/guide us, and what themes/interests appear in your writing. This essay also sets the tone of practicing rhetorical (and generally critical) analysis in your writing. You will revise this review once you develop a stronger foundation in rhetorical analysis and understanding of style and voice.

*Blog Posts 50%*

You will create **ten** video blog posts throughout the semester, **two for each beat** of the blog (two for Lecture Spotlight, two for On-Campus culture, two for Dooley Special, two for Grad Life, and two for Out on the Town). For podcasts and videos that supplement the post, a (preferably pre-written) script must be submitted with each blog post. You will rotate in your assignments to different beats and will be given the option of working in groups of twos and threes and/or working individually on your blog posts. Blog posts must provide a summary of the event and a rhetorical analysis. Videos and podcasts must be between five and ten minutes.

For groups: Those who work in groups must each have a significant role in the production of the blog post. All members must be featured in the video/podcast as well as have at least one particular role in production and/or editing. (Duties for individual a/v roles include script writing [this could also be a group effort], annotation of the video for captions, and video/sound editing. Students will be individually assessed for their particular role in production and editing.)

Beats for Blogs:

*Lecture Spotlight 10%*

You will work in groups or individually to compose blog posts related to talks by special guests to Emory’s main campus and faculty lectures. Each student will have a role in two out of ten lecture spotlight blog posts (5% each).

*On-Campus Culture 10%*

You will work in groups or individually to compose blog posts about student-run events/events, sports events, arts events, and important people and places on campus. Each student will have a role in two on-campus culture blog posts (5% each).

*Dooley Special 10%*

You will work in groups or individually to compose blog posts related to your perspective on school spirit, controversial happenings, life at Emory-specific, adapting to college, etc. Each student will have a role in two Dooley special blog posts (5% each).

*Grad Life 10%*

You will work in groups or individually to compose blog posts related to Emory’s graduate schools (Laney, Candler, Rollins, Law, Medicine...) including events hosted by the graduate schools and graduate student organizations. Each student will have a role in two grad life blog posts (5% each).

*Out on the Town 10%*

You will work in groups to compose blog posts about places and events in the greater Atlanta area. Each student will have a role in two Out on the Town blog posts (5% each).

*Analytical Writing Pieces 20%*

All journals, blog post reflections, and final proposal submissions will be graded based on accuracy of grammar and syntax, content (strength of analysis and/or argument and depth of reflection), and improvement (all drafts and revisions included). Completion grades will be given throughout the semester with feedback for revision and/or comments as well as a potential final grade for the assignment. Final grades for writing assignments will be given with the grading of the submitted portfolio. Take feedback seriously and make revisions for improvement. Also, do not be afraid to make appointments with tutors at the Writing Center (see chapter 9 of *Everyone’s an Author*).

Writing Pieces:

*Journals 5%*

You will have journal writing to work through the key terms and concepts from class and reading material from homework assignments. We will have opportunities during class to discuss the journals about the reading. Five to ten minutes will be allotted during certain class periods for in-class writing as well with a period of time for sharing and reflection on one another’s journals. These journals will be collected and graded as part of your portfolio. You must complete and submit a total of **at least five** journal entries **outside of class journaling** for full credit; these journal entries must be **200-500 words** in length.

*Blog Post Reflections 5%*

You will write **at least one page** (double spaced, Times New Roman 12 font, one-inch margins) reflecting on your blog post. What did you learn in your process of rhetorical analysis? What did you learn from your peers’ critiques? What connections are you making to the reading material in terms of framing and rhetorical situation? Did you find your presentations to be effective and balanced? You must complete a total of **ten** blog reflections (**one per blog post**). To be accepted for full credit, blog reflections may be submitted **up to one week after the presentation** of the blog post.

*Proposal 10%*

Think about what issue(s) or societal problem(s) you were exposed to during your explorations. At the end of the semester, you will draw up a proposal to address these issues and plan a way to alleviate them on the blog.

*Portfolio and Reflection Letter 15%*

All work done this semester will be presented in a professional online portfolio style. Included in this portfolio should be a letter that details what you have learned from this class and how you have achieved the learning outcomes for this class in fewer than 2,000 words (a handout with guidelines will be provided). **The portfolio acts as your final exam.**

**More about Portfolio and Key Terms**

Throughout the semester, you will assemble a portfolio of your work. The portfolio will include short writing assignments, drafts, reflections about writing in progress, and final drafts. Toward the end of the semester, you will use this collection as evidence to argue in a reflective essay that you have achieved the learning outcomes for the course.

An important part of this reflection process is learning how to think, talk, and write about writing in ways that will enable you to apply (or transfer) your learning from this course to other contexts in which you communicate. To facilitate this “metacognition,” you will learn and use a set of rhetorical key terms throughout the semester as you reflect on the assignments you complete in this course.

**Explanation of Letter Grades**

A: An excellent response to the assignment. Demonstrates a sophisticated use of rhetorical knowledge, writing, and design techniques.

B: A good response to the assignment. Demonstrates an effective use of rhetorical knowledge, writing, and design techniques. May have minor problems that distract reader.

C: An average response to the assignment. Demonstrates acceptable use of rhetorical knowledge, writing, and design technique. May have problems that distract reader.

D: A poor response to the assignment. Demonstrates a lack of rhetorical knowledge and writing and design technique. May have significant problems that distract reader.

F: A failure to respond to the assignment appropriately.

**Grading Scale**

|  |  |  |
| --- | --- | --- |
| Percentage | Letter | Emory Quality Points |
| 93.00-100 | A | 4.0 |
| 90.00-92.99 | A- | 3.7 |
| 86.00-89.99 | B+ | 3.3 |
| 83.00-85.99 | B | 3.0 |
| 80.00-82.99 | B- | 2.7 |
| 76.00-79.99 | C+ | 2.3 |
| 73.00-75.99 | C | 2.0 |
| 70.00-72.99 | C- | 1.7 |
| 66.00-69.99 | D+ | 1.3 |
| 60.00-65.99 | D | 1.0 |
| 00.00-59.99 | F | 0.0 |

Student Success Resources

**Access and Disability Resources**

I strive to create an inclusive learning environment for all. I am invested in your success in this class and at Emory, so please let me know if anything is standing in the way of your doing your best work. This can include your own learning strengths, any classroom dynamics that you find uncomfortable, ESL issues, disability or chronic illness, and/or personal issues that impact your work. I will hold such conversations in strict confidence.

The Office of Accessibility Services (OAS) works with students who have disabilities to provide reasonable accommodations. In order to receive consideration for reasonable accommodations, you must contact OAS. It is the responsibility of the student to register with OAS. Please note that accommodations are not retroactive and that disability accommodations are not provided until an accommodation letter has been processed. Students registered with OAS who have a letter outlining their academic accommodations, are strongly encouraged to coordinate a meeting time with your professor that will be best for both to discuss a protocol to implement the accommodations as needed throughout the semester. This meeting should occur as early in the semester as possible. Contact the Office of Accessibility Services for more information at (404) 727-9877 or accessibility@emory.edu.  Additional information is available at the OAS website at <http://equityandinclusion.emory.edu/access/students/index.html>.

**Writing Center and ESL Program**

Tutors in the Emory Writing Center (http://writingcenter.emory.edu/) and the ESL Program (http://college.emory.edu/oue/student-support/esl-program/) are available to support Emory College students as they work on any type of writing assignment, at any stage of the composing process. Tutors can assist with a range of projects, from traditional papers and presentations to websites and other multimedia projects. Writing Center and ESL tutors take a similar approach as they work with students on concerns including idea development, structure, use of sources, grammar, and word choice. They do not proofread for students. Instead, they discuss strategies and resources students can use as they write, revise, and edit their own work. Students who are non-native speakers of English are welcome to visit either the Writing Center tutors or the ESL tutors. All other students in the college should see Writing Center tutors. Learn more and make an appointment by visiting the websites of the ESL Program and the Writing Center. Please review tutoring policies before your visit.

**Do not go the day before…**

Fill out a worksheet that says what you did/what you worked on… get the tutor’s signature… attach it to your assignment. This helps me.

**Emory Counseling Services**

Free and confidential counseling services and support are available from the Emory

Counseling Center (404) 727-7450. This can be an invaluable resource when stress makes your work more challenging than it ought to be. <http://studenthealth.emory.edu/cs/>

**Course Schedule/Logistics**

***Final Exam***

The final exam is your portfolio. The due date will be given when the exam schedule is provided.

***Tentative 16-week schedule***

(begins on the next page)

**16-week schedule**

**Week 1**

Wednesday 8/23: Welcome! We will begin by reviewing one-another in groups and presenting our partners in class as our way of making introductions. Then we will go through the syllabus. If time permits, we will define the keywords and the role of rhetoric in texts.

Homework**: Go to the Arts at Emory Box Office in the Schwartz Center for Performing Arts and get your FREE Arts Passport (do not lose this, as this Arts Passport will grant you FREE admission to certain ticketed events on campus).** Then, read chapter 1 of *Everyone’s an Author.*

Journal opportunity: Watch the ad from page 12 and reflect on the rhetorical thinking done by the ad writers.

Friday 8/25: Work through the Rihanna material in groups. Then, spend ten minutes journaling individually in class on the Rihanna material and relate it to the reading material from the homework assignment. For another ten minutes, we will discuss the different modes used, content of analysis, and strength of analysis.

Homework: Read “Something Old, Something New: Integrating Presentation Software into the ‘Writing’ Course*”* and chapter 2 of *Everyone’s an Author.*

Journal opportunity: Synthesize what you’ve gleaned from the reading and reflect on how you might apply that information in this class and outside of this class.

**Week 2**

Monday 8/28: We will discuss “Something Old, Something New” and chapter 2. The last ten minutes of class will be dedicated to beginning the development of the class blog (planning blog design and logistics).

Homework: Read “Personal Identity is Mostly Performance” and “Of Caravans and Carnivals: Performance Studies in Motion.”

Journal opportunity: Reflect on your own performativity.

Wednesday 8/30: We will begin with journaling in class about critically reading/analyzing environments and texts in order to share with one another and discuss the reading assignments. Then we will read and discuss finish logistical planning of the blog.

Homework: Write personal essay (diagnostic essay) and read pages 297-316 of chapter 10 of *Everyone’s an Author.*

Journal opportunity: Which genres do you think will be most useful to use for your blog posts? Which ones do you think would not be as effective? Why? How do/might you use these genres outside of class?

\*First draft of personal essay due Friday.

Friday 9/1: Personal essays will be collected at the beginning of class. Class will begin with visits from guest speakers. After that, we will go through chapter 8 together. You will then be put in categorical groups, choose your first extracurricular events to attend and review, and receive a handout to guide you through your analysis of the events.

Homework: Work on first blog posts. Read chapters 3 and 7 of *Everyone’s an Author.*

\*First draft of personal essay due today.

\* First blog reviews will be due on Wednesday.

**Week 3**

Monday 9/4: Labor Day

Homework: Work on first blog posts. Read chapter 15 of *Everyone’s an Author*. Begin revising personal essays.

\*Personal essays returned online.

\* First blog reviews due on Wednesday.

\*Revised personal essays due next Wednesday.

Wednesday 9/6: First blog posts due. “Lecture Spotlight” presentation today. “Lecture Spotlight” group will commentate and class will provide feedback. “On-Campus Culture” group will follow for commentary and the class’s feedback.

Groups for the next blog reviews will be selected and assigned a category. Groups will select their extracurricular events and brainstorm.

Homework: Work on second blog posts. Read chapter 12 of *Everyone’s an Author.*

Journal opportunity: In what ways do you already use the genre of narrative in your writing? How can you write better narratives for your blog posts?

Friday 9/8: “Dooley Special” group and “Grad Life” group will commentate and class will provide feedback. Then students will continue working in blog post groups. Second blog posts will be due on Monday.

Homework: Read chapter 13 of *Everyone’s an Author*. Work on second blog posts.

Journal opportunity: Complete the reflection assignment on page 230.

\*Remember that reflection papers for first blog posts are due a week after your presentation, which will be due next Friday.

\*Second blog posts due next Monday.

\*Revised personal essays due Wednesday.

**Week 4**

Monday 9/11: Second blog posts due. “Out on the Town” group from last week will present their first blog post today. The group will commentate and the class will provide feedback. “Lecture Spotlight” group will follow for commentary and the class’s feedback.

Groups for the next blog reviews will be selected and assigned a category. Groups will select their extracurricular events and brainstorm.

Homework: Work on third blog posts. Read chapter 2 of *Performance Studies.*

Journal opportunity: Reflect on how your extracurricular event is a performance using the sense of the word from the assigned reading.

\*Revised personal essays due Wednesday.

Wednesday 9/13: Revised personal essays due. Students will warm up with student-led discussion on chapter 2 of *Performance Studies*. “On-Campus Culture” group will commentate and class will provide feedback. “Dooley Special” group will follow for commentary and the class’s feedback.

Homework: Read chapter 24 of *Everyone’s an Author.* Work on third blog posts.

Journal opportunity: Have you been synthesizing ideas when you work in your groups? How? How have you utilized one another as sources? How can you improve?

Friday 9/15: “Grad Life” group and “Out on the Town” group will commentate and class will provide feedback. Then students will discuss their journals from homework. If there is extra time, students will work in groups on their third blog posts.

Homework: Read chapter 25 of *Everyone’s an Author*.

Journal opportunity: Have you been effectively using quoting, paraphrasing, and summarizing in your blog posts? Try to find one example of each in your writing thus far and analyze your use (or lack of use) of them.

\*Third blog reviews due on Monday.

**Week 5**

Monday 9/18: Third blog posts due. “Lecture Spotlight” and “On-Campus Culture” presentations today. Both groups will commentate and class will provide feedback.

Groups for the next blog reviews will be selected and assigned a category. Groups will select their extracurricular events and brainstorm.

Homework: Work on fourth blog posts.

Wednesday 9/20: “Dooley Special” group will commentate and class will provide feedback. “Grad Life” group will follow for commentary and the class’s feedback.

Homework: Read “Spectacle.” Work on fourth blog posts.

Journal opportunity: Reflect on the word spectacle. Write about one example from your own experience, whether it be news, popular culture, a memory, or something you’ve witnessed during one of your events.

Friday 9/22: Warm up with student-led discussion on “Spectacle.” “Out on the Town” group will commentate and class will provide feedback. Then we will go through chapter 29 of *Everyone’s an Author* together. If there is extra time, work in groups on their fourth blog reviews.

Homework: Work on fourth blog posts. Read chapter 31 of *Everyone’s an Author*.

\*Fourth blog reviews will be due on Monday.

**Week 6**

Monday 9/25: Fourth blog posts due. “Lecture Spotlight” and “On-Campus Culture” presentations today. “Lecture Spotlight” group will commentate and class will provide feedback. “On-Campus Culture” group will follow for commentary and the class’s feedback.

Groups for the next blog reviews will be selected and assigned a category. Groups will select their extracurricular events and brainstorm.

Homework: Work on fifth blog posts.

Wednesday 9/27: “Dooley Special” group will commentate and class will provide feedback. “Grad Life” group will follow for commentary and the class’s feedback.

Homework: Work on fifth blog posts. Read chapter 30 of *Everyone’s an Author*.

Journal opportunity: Complete the reflection assignment on page 653.

Friday 9/29: Warm up with student-led discussion on chapter 30. “Out on the Town” group will commentate and class will provide feedback. If there is extra time, students will work in groups on their fifth blog reviews.

Homework: Work on fifth blog posts. Read chapter 32 of *Everyone’s an Author*.

\*Fifth blog reviews will be due on Monday.

**Week 7**

Monday 10/2: Fifth blog posts due. “Lecture Spotlight” and “On-Campus Culture” presentations today. “Lecture Spotlight” group will commentate and class will provide feedback. “On-Campus Culture” group will follow for commentary and the class’s feedback.

Groups for the next blog reviews will be selected and assigned a category. Groups will select their extracurricular events and brainstorm.

Homework: Work on sixth blog posts.

Wednesday 10/4: “Dooley Special” group will commentate and class will provide feedback. “Grad Life” group will follow for commentary and the class’s feedback.

Homework: Work on sixth blog posts.

Friday 10/6: “Out on the Town” group will commentate and class will provide feedback. Then we will go through chapter 34 of *Everyone’s an Author* together. If there is extra time, students will work in groups on their sixth blog reviews.

Homework: Work on sixth blog posts.

\* Sixth blog posts will be due next Wednesday.

**Week 8**

Monday 10/9: Fall Break (10/9-10)

Homework: Work on sixth blog posts. Enjoy fall break.

\*Sixth blog posts due Wednesday.

Wednesday 10/11: Sixth blog posts due. “Lecture Spotlight” presentation today. “Lecture Spotlight” group will commentate and class will provide feedback. “On-Campus Culture” group will follow with commentary and the class will provide feedback.

Groups for the next blog reviews will be selected and assigned a category. Groups will select their extracurricular events and brainstorm.

Homework: Work on seventh blog posts.

Friday 10/13: “Dooley Special” group and “Grad Life” group will commentate and class will provide feedback.

Homework: Work on seventh blog posts.

\* Seventh blog posts will be due on Monday.

**Week 9**

Monday 10/16: Seventh blog posts due. “Out on the Town” group from last week will present their first blog post today. The group will commentate and the class will provide feedback. “Lecture Spotlight” group will follow for commentary and the class’s feedback.

Groups for the next blog reviews will be selected and assigned a category. Groups will select their extracurricular events and brainstorm.

Homework: Work on eighth blog posts.

Wednesday 10/18: “On-Campus Culture” group will commentate and class will provide feedback. “Dooley Special” group will follow for commentary and the class’s feedback.

Homework: Work on eighth blog posts.

Friday 10/20: Library day – work in your favorite spot in the library. Read and take notes on chapter 16 of *Everyone’s an Author.*

Homework: Work on eighth blog posts. **Begin brainstorming proposal.**

\* Eighth blog posts will be due on Monday.

**Week 10**

Monday 10/23: Eighth blog posts due. “Grad Life” group and “Out on the Town” group from last week will commentate and class will provide feedback.

Groups for the next blog reviews will be selected and assigned a category. Groups will select their extracurricular events and brainstorm.

Homework: Work on ninth blog posts. **Brainstorm proposal.**

\*Spring pre-registration begins.

Wednesday 10/25: “Lecture Spotlight” and “On-Campus Culture” groups will commentate and class will provide feedback.

Homework: Work on ninth blog posts. **Brainstorm proposal.**

Friday 10/27: “Dooley Special” group and “Grad Life” group will commentate and class will provide feedback.

Homework: Work on ninth blog posts. **Brainstorm proposal.**

\* Ninth blog posts will be due on Monday.

**Week 11**

Monday 10/30: Ninth blog posts due. “Out on the Town” group from last week will present their first blog post today. The group will commentate and the class will provide feedback. “Lecture Spotlight” group will follow for commentary and the class’s feedback.

Groups for the next blog reviews will be selected and assigned a category. Groups will select their extracurricular events and brainstorm.

Homework: Work on tenth blog posts. **Brainstorm proposal.**

Wednesday 11/1: “On-Campus Culture” and “Dooley Special” groups will commentate and class will provide feedback.

Homework: Work on tenth blog posts. **Brainstorm proposal.**

Friday 11/3: “Grad Life” and “Out on the Town” groups will commentate and class will provide feedback.

Homework: Work on tenth blog posts. **Brainstorm proposal.**

\* Tenth blog posts will be due on Monday.

\*Proposal topics due Monday by 11:59 pm.

**Week 12**

Monday 11/6: Tenth blog posts due. “Lecture Spotlight” presentation today. “Lecture Spotlight” group will commentate and class will provide feedback. Then I will provide an example of a proposal submission and allow you to continue working on your proposals in class.

Homework: Continue working on proposal.

\*Proposal topics due today by 11:59 pm.

Wednesday 11/8: “On-Campus Culture” group will commentate and class will provide feedback. “Dooley Special” group will follow for commentary and the class’s feedback.

Homework: Continue working on proposal.

Friday 11/10: “Grad Life” group and “Out on the Town” group will commentate and class will provide feedback. You will use the remaining time to work in groups on your proposals.

Homework: Continue working on proposal.

\*Proposal drafts due next Friday online by 11:59 pm.

**Week 13**

Monday – Friday 11/13-17: One-on-one meetings

Homework: Continue working on proposal.

\*Proposals drafts due Friday by 11:59 pm.

**Week 14**

Monday 11/20: Proposal drafts will be returned at the beginning of class. We will check social media for feedback on our posts from the public and discuss the blog experience. We will then go over the Portfolio assignment.

Homework: Revise proposals and prepare them for peer-review. Begin to work on portfolios.

\*Bring revised proposals to class on Wednesday

Wednesday 11/22: Peer review proposals. Then work individually on portfolios in class.

Homework: Continue revising proposals. Work on portfolios. Schedule your one-on- one meeting to discuss the proposal (and anything else regarding class).

\*Revised proposals due next Monday by 11:59 pm.

Friday 11/24: Thanksgiving Break (11/23-24)

Revised proposals due next Monday by 11:59 pm.

Homework: Continue working on portfolios.

**Week 15**

Monday – Friday 11/27-12/1: One-on-one meetings

Homework: Continue working on proposal.

\*Revised proposals due Monday by 11:59 pm.

\*Portfolios due on the day of “Final Exam” (TBA) by 11:59 pm. The portfolio stands in the place of an exam. Early submissions are always welcomed (and preferred)!

**Week 16**

Monday 12/4: End-of-semester cool down.

Classes end 12/5

Final Exam Period 12/6-16

Our “Final Exam” TBA

End of term 12/16