

## ENC3416 WEPO--Weekly Calendar: Readings, Activities, Homework, Due Dates...Now You Know.

Unit 1, Weeks 1-5, Assignment 1: Key Word (20% of total grade)

| <b>Week 1 (January 6 &amp; 8): Welcome to WEPO...So what is Rhetoric? Composition?</b>   |   |
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| <p><b>Monday—Before Class:</b><br/>1) You signed up, good job :)</p> <p><b>In-Class:</b><br/>1) Introductions<br/>2) Syllabus<br/>3) So what do we know?</p>   | <p><b>Wednesday—Before Class:</b><br/>1) Read: “What is Rhetoric” Covino &amp; Jolliffe<br/>2) QQC #1, Submit on BB &amp; Bring Hard Copy<br/>3) Create Professional Twitter Accounts, Follow classmates<br/>4) Sign-up for Live Tweet Schedule on BB</p> <p><b>In-Class:</b><br/>1) Discussion re: What is Rhetoric<br/>2) Group work with Key Concepts from Rhetoric &amp; Composition (PDFs on BB)<br/>3) Discuss Key Word Project</p> |
| <b>Week 2 (January 13 &amp; 15): What Makes a Rhetorical Situation? How do we know?</b>  |   |
| <p><b>Monday—Before Class:</b><br/>1) Read “Rhetorical Situation” Bitzer<br/>2) Read “The Myth of the Rhetorical Situation” Vatz<br/>3) Do QQC #2, Submit to BB</p> <p><b>In-Class:</b><br/>1) So, what’s a Rhetorical Situation?<br/>2) Freewrite: Your own Rhetorical situation. What is it? Why is it rhetorical? How do you know?<br/>3) Twitter, a rhetorical situation? Activity</p> | <p><b>Wednesday—Before Class:</b><br/>1) Read <a href="#">Twitter Article</a><br/>2) Tweet, Tweet...Let’s do this.<br/>3) Journal #1: Twitter...What is your previous understanding of Twitter? Why does it matter?</p> <p><b>In-Class:</b><br/>1) <b>“Proposals” due for Key Word Project on BB</b><br/>2) Why Twitter again?<br/>3) Tweeting Activity</p>   |

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**Week 3 (January 20 & 22): Genre? New approaches, beyond “categorization”**

***Happy Martin Luther King Day!***

***No class***

***Wednesday—Before Class:***

- 1) Work on Rhetorical Rationale
- 2) Tweet drafts of KeyWords
- 3) Read “Generalizing About Genre” Devitt
- 4) Journal #2: What do you know about Genre? How? Why is genre important to your work in this course? How does Devitt’s article expand your notions? Submit to BB

***In-Class:***

- 1) Project Update, Where are we in the process? Where are we going? **Rhetorical Rationale draft due on BB**
- 2) Why the Public is important? Social interactions, Social Media activity
- 3) Genre? What is Multi-genre?

**Week 4 (January 27 & 29): Literacy, Design, Multimodality...What does it mean for our texts?**

***Monday—Before Class:***

- 1) Read [“Material Literacy and Visual Design”](#) Faigley
- 2) Read “Where Meaning is the issue” (from *Multimodality*)
- 3) Do QQC #3, address both readings

***In-Class:***

- 1) Expectations of Space, Design Activity
- 2) Discussions on Meaning
- 3) Generate “Grammar” Questions
- 4) Here’s your chance: GUMP?
- 5) What do you want out of workshop?

***Wednesday—Before Class:***

- 1) Journal #3: what type of response do you typically receive on your written work? How do you make use of that response? What type of response do you want? What’s missing, if anything, between what you want and what you receive?
- 2) Tweets re: Assignment 1? Get on that.

***In-Class:***

- 1) Watch [“The Impotence of Proofreading”](#)
- 2) Workshop Assignment 1
- 3) Assessment check list for Workshop

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### Week 5(February 3 & 5): RE-vision, It's not just for editing anymore...Workshop Styles

***Monday—Before Class:***

- 1) Read “Before you Begin” Sullivan and Eggleston
- 2) Read “Responding to Student Writing” Sommers

*In-Class*

- 1) Free Write re: readings
- 2) Discuss Readings & Frame assessment
- 3) **Key Word Projects Due, Presentations**

***Wednesday—Before Class:***

- 1) Final Revisions
- 2) How’s Twitter going? Don’t forget your tweets

*In-Class:*

- 1) Presentations?
- 2) Forecast, what’s coming next? Professional Portfolio
- 3) Introduce platforms (wix/weebly/dreamweaver)
- 4) StoryBoarding and create shell. **Submit preliminary plans by Friday with “shell” to BB**

Unit 2, Weeks 6-9, Assignment 2: Remix/Remediation Project (20% of total grade)

### Week 6 (February 10 & 12): New media and the digital...But, what does it mean to create a (digital) professional portfolio?

***Monday—Before Class:***

- 1) Read “Intro and Chapter 1” Bolter and Gruisin
- 2) Read “Chapter 2” Bolter and Gruisin
- 3) Do QQC #4

*In-Class:*

- 1) Discuss Assignment 2
- 2) Discuss readings
- 3) To Remediate? Group Activity

***Wednesday—Before Class:***

- 1) Read “Chapter 3” Bolter and Gruisin
- 2) More Portfolio Talk

*In-Class:*

- 1) Journal #4: Rooted in our discussions of Bolter and Gruisin, define remediation. How do you see it represented in popular culture? Find an example to support this claim.
- 2) Why remediate?
- 3) Examples
- 4) Brainstorming Activity: What Can we Remediate? Is anything “off-limits?”

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### Week 7 (February 17 & 19): What does it mean to “remediate” technologies and texts?

**Monday—Before Class:**

- 1) Read: “Convergence Culture” Jenkins
- 2) Do QQC #5

*In-Class:*

- 1) Participatory Culture, Examples & Discussion
- 2) Journal How are we Producers? How are we Consumers?
- 3) Assignment 2 Proposal Plan Due, BB**

**Wednesday—Before Class:**

- 1) Read Excerpts from Scott McCloud’s *Making Comics*
- 2) Access the Comic “generator” we discuss in class, create the “shell” for the remediation activity

*In-Class:*

- 1) Mini-Remediation: Keywords into Comics
- 2) Are we Tweeting? How does Twitter play into the conversation?

### Week 8 (February 24 & 26): What does it mean to “remix” and how does copyright and fair use affect this practice?

**Monday—Before Class:**

- 1) Watch [Rip! A Remix Manifesto](#)
- 2) Watch [Everything’s a Remix](#)
- 3) Do QQC #6

*In-Class:*

- 1) Watch [A Fair\(y\) Use Tale](#)
- 2) Remix Activity
- 3) Workshop Remediations

**Wednesday—Before Class:**

- 1) Journal #5: Where is your remediation project? What’s your plan? How have the readings helped you work toward your project?

*In-Class:*

- 1) Remix/Remediation... Whats the difference? Mapping Activity, points of divergence? Points of convergence?
- 2) Present Maps
- 3) Workshop Remediations second half of class

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**Week 9 (March 3 & 5): What are the implications of remediation and remix? Legal? Literacy? Knowledge?**

**Monday—Before Class:**

- 1) Watch [Lessig TED Talk](#)
- 2) Do QQC #7
- 3) Have you forgotten about your Professional Portfolio? Do some work on it.

**In-Class:**

- 1) Twitter Check-in
- 2) Professionalization through social media activity.
- 3) Notions of the Public
- 4) Workshop “Working Draft” of portfolios & update

**Wednesday—Before Class:**

- 1) Journal #6: Where do you draw the line regarding copyright/fairuse? How would you explain it in terms of our “sharing culture?” Why is awareness importance? What about notions of “prosumer?”

**In-Class:**

- 1) **Assignment 2 DUE Mini Presentations**
- 2) Discussion: Cramped Creativity?
- 3) Introduce Assignment 3
- 4) Creative Commons Activity (if time)

**SPRING BREAK March 10-14**

Unit 3, Weeks 10-15, Assignment 3: Viral Marketing Campaign (15% total grade)

**Week 10 (March 17 & 19): What are the criteria for new media/text-technologies & how are we shaping/being shaped?**

**Monday—Before Class:**

- 1) Make a game plan with your group
- 2) Read “Interface Culture” Johnson
- 3) Do QQC #8

**In-Class:**

- 1) Discuss Project 3/Get in groups and start planning
- 2) Viral Campaign Dos and Dents Through Examples
- 3) Group brainstorming--Viral Marketing Campaign
- 4) **Viral Plan DUE at the end of class**

**Wednesday—Before Class:**

- 1) Read “Reiterate Practice” Yancey on Portfolios
- 2) Journal #7: Why a digital portfolio again? What does your professional identity look like online? Your twitter? How can you “market you” successfully?

**ONLINE CLASS (Molly @ CCCCs in Indianapolis):**

- 1) Portfolio Workshop..where are you? Where are you going? How? Group workshop on BB whole
- 2) Brainstorming/More Campaign Discussions

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### Week 11 (March 24 & 26): What is viral marketing?

***Monday—Before Class:***

- 1) Read “Introduction (Dumbest Generation)” Bauerlein
- 2) Read [“Is Google Making Us Stupid?”](#) Carr
- 3) Read “Here Comes Everybody” Shirky
- 4) QQC #9
- 5) Submit “Final” Viral Campaign Plan via BB

***In-Class:***

- 1) Discussion of readings
- 2) Group time

***Wednesday—Before Class:***

- 1) Read “Publish then Filter”, Shirky
- 2) Do QQC #10
- 3) Work on Professional Portfolios

***In-Class:***

- 1) Discussion of readings/QQC based
- 2) Group Time
- 3) Group Check-in Where are you? What is your plan? Run your ideas by the class

### Week 12 (March 31 & April 2): What are the consequences (+/-) of the democratization of media and text technologies?

***Monday—Before Class:***

- 1) Journal #8: Find two blogs that address media/technology. Analyze them through our readings from last week. What do they say about the public? Is that a component? How could you see their discussions aligning/challenging what we know?

***In-Class:***

- 1) Discussion based upon Journals
- 2) IN CLASS Campaign Workday

***Monday—Before Class:***

***In-Class:***

***NO CLASS OUT OF CLASS WORK DAY--Viral Campaign***

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| <b>Week 13 (April 7 &amp; 9): Advertising and Participation. Also: why are we (purportedly) so stupid?</b>   |   |
|--|---|
| <p><b>Monday—Before Class:</b><br/>1) Journal #9: How do stereotypes play into Advertisements? Include two advertisements (one print, one “TV”). Address what stereotypes are at play. Why? How do you know? Who is the audience? Assess the overall effectiveness.</p> <p><i>In-Class:</i><br/>1) Group WorkDay</p> | <p><b>Wednesday—Before Class: TBA</b><br/>1) Don’t forget that Professional Portfolio<br/>2) Meet with your group? Group work? Final touches?</p> <p><i>In-Class:</i><br/>1) Presentations of “Working Campaign” Group feedback</p> |
| <b>Week 14 (April 14 &amp; 16): Gone Viral? And... Professional Representations, the Portfolio (again).</b>  |   |
| <p><b>Monday—Before Class:</b><br/>1) Final Touches on Viral Campaign<br/>2) Journal #10 Reflection, how viral did you go? How did the readings work to help you “go viral”? What were potential mishaps?</p> <p><i>In-Class: TBA</i></p>  | <p><i>Before Class:</i><br/>1) Updated Portfolio submitted (<a href="mailto:med11g@my.fsu.edu">med11g@my.fsu.edu</a>)</p> <p><i>In-Class:</i><br/>1) Workshop Portfolios, content based workshop<br/>2) Evaluations</p>             |
| <b>Week 15 (April 21 &amp; 23): And it all Comes together</b>  |   |
| <p><i>Before Class</i><br/>1) Final Touches, plan presentations</p> <p><i>In-Class</i><br/>1) <b>Viral Campaigns DUE</b><br/>2) <b>PRESENTATIONS</b></p>   | <p><i>Before Class</i><br/>1) Tinker with Portfolios<br/>2) Fill out “Self Evaluations”</p> <p><i>In-Class</i><br/>1) Final questions on Portfolios workshop/Readability<br/>2) Course Evaluations</p>                              |
| <b>Week 16 (April 28 &amp; 30): Whats Left? End Scene—Portfolios DUE Monday April 28 at 11:59 PM</b>   |   |

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