WEPO Spring 2018:MWF: 9:05-9:55 in WMS 317
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Updated 3/2

Week One: Introduction to Rhetoric and Professional Writing	
Class Day	Homework (to do after class day)
Monday, Jan 8th Syllabus-three-ways Link 1 Link 2 Link 3 Signup for LiveTweet	Read… Bitzer's "The Rhetorical Situation" and complete a QQC[1] using #fsu3416 William's "Popular Culture Is Killing Writing" (p 194-201 ONLY) and complete a QQC using #fsu3416 Email… Me (atc15c@my.fsu.edu) saying you understand the syllabus and agree to follow our douchebag clause. But, before you email me, read this.
Wednesday, Jan 10th What do maps do? Mapping activity (round 1) What main concepts should guide us when we approach a writing situation? Introducing project 1.	Read… Dirk's "Navigating Genres" and complete a QQC using #fsu3416 Bruce's "Cracking the Genre of the Resume" and complete a QQC using #fsu3416 "Writing a Cover Letter" Submit Map Rd 1 to Canvas First Day Freewrite Discussion Board as a reply to your freewrite response by midnight Friday Find… One job ad you would like to respond to and bring a copy/link to class. (add/drop ends Jan 11th)

| Friday, Jan 12th
Job ads rhetorical situations

General introduction to resumes and resume critique workshop.

Resume examples:
● **http://jamiemcclintock.weebly.com/uploads/3/2/1/7/32171563/eportfolio_senior_resume.pdf**
● **http://www.wrhart.com/images/Will%20Hart%20Resume.pdf**
● **https://static1.squarespace.com/static/5470f6e0e4b04bcdd4883816/t/57147f9bc6fc08d846f8ccba/1460961180957/Luke+Hatakeda+Resume+Mariners.pdf**
● **https://johnjay.digication.com/mov/Professional_Experiences**

MAYBE NOT RELEVANT TO YOU...
Law school: Yale cover letter and resume samples
https://law.yale.edu/system/files/area/department/cdo/document/cdo_student_sample_resumes_cover_letters_and_thank_you.pdf

Super creative resume examples:
http://www.webdesignerhub.com/22-creative-unusual-resume-designs/ | Read…
"7 Things…", "How Not to Suck…", and "Typography…" &
watch "Using Gestalt Theory to Guide Layout"
tweet a QQC about your understanding of design using #fsu3416

Create…
A draft of your cover letter and a resume draft (it's okay if you already have one started). Submit both to Canvas discussion board by Sunday at midnight. |

Week Two: Seeing Genre, Audience, Purpose in Professional Application Materials	
Class Day	Homework (to do after class day)
Monday, Jan 15th ***MLK Jr Day (no formal class)***	Not homework, but do you want to read about how MLK Jr rhetorically designed his texts to appeal to a wide audience? Check out this article.

<u>Wednesday, Jan 17th</u> Cover letter and resume peer workshop. Explaining the remediation project.	Read… Kalantzis , Cope & Harvey's "Assessing Multiliteracies and the New Basics" (Canvas) Polish and revise resume and cover letter.
<u>Friday, Jan 19th</u> Digital Studio—Learning iMovie Mac users, have iMovie ready to go; PC computers to take notes with (there will also be some studio computers to use) https://drive.google.com/open?id=1oYEIMu8eHdVGhzS8AdmNNiSblUaQs9qr	Watch… "14 Brilliant Video CVs" and "7 Steps to a Killer Video Application" and complete a QQC using #fsu3416 Work on filming for vlog. Need help editing those clips? Head to our Digital Studio or come see me during office hours! Submit… final resumes and cover letters for Mrs. C feedback by Sunday at midnight.

Week Three: Remediating across Genre and Medium	
Class Day	Homework (to do after class day)
<u>Monday, Jan 22nd</u> How to create a vlog introduction (the rhetorical and technical aspects of this work). Talking iMovie and EasyMovieMaker platforms	Work on filming for vlog. Need help editing those clips? Head to our Digital Studio or come see me during office hours!
<u>Wednesday, Jan 24th</u> Introduction to ePortfolio and ePortfolio critique. Choosing an ePortfolio shell. http://www.wrhart.com/index.html http://jamiemcclintock.weebly.com/ http://www.one-to-one.education/ http://www.lukehatakeda.com/ https://johnjay.digication.com/mov/Home/edit	Polish/Revise vlog Upload draft of vlog to Canvas by Thursday at midnight.

Friday, Jan 26th Vlog workshop	Finish vlog and post to your homepage of your started ePortfolio by Sunday at midnight. Email me (atc15c@my.fsu.edu) the ePortfolio link, but keep in mind professional email protocol. Read… Wysocki "The Multiple Media of Texts" tweet a QQC using #fsu3416

Week Four: Networks (Intertextual, Circulatory, and Professional)	
Class Day	Homework (to do after class day)
Monday, Jan 29th Playing with design and genre to help texts engage audiences and move through networks. 1. Naming the elements: 2. Naming relationships among elements 3. Contextualizing the elements https://www.cdc.gov/tobacco/data_statistics/index.htm Activity: Rewriting information to appeal to specific audiences (young children, teens, young college adults, middle-aged adults, elderly) using Canva. Ask class about 2/9 digital option!	Watch… "Where Good Ideas Come From" and tweet a QQC using #fsu3416 Read… Jenkin's blog "If it doesn't spread, it's dead" and tweet a QQC using #fsu3416

<u>Wednesday, Jan 31st</u> What networks do our texts and ourselves exist within? What makes something spreadable across those networks?	Read… Swales' "The Concept of a Discourse Community" and tweet a QQC using #fsu3416 Write… A brief response to each of Swales 6 discourse community requirements—how do you see those things in your own future professional community? Add first artifact to your ePortfolio with supporting text (in the text, explain briefly the context for this artifact, and how the skills/experiences illustrated by that artifact have the potential to transfer into your new professional community). Email me the link to this updated ePortfolio—minding email etiquette.
<u>Friday, Feb 2nd</u> How are professional communities networks of their own? Introduce Project 2	Choose... What option you want to take on for Project 2? DM me your choice by Sunday at midnight. Read… Bunn's "Read like a Writer" and tweet a QQC using #fsu3416

Week Five: Working within Professional Genres	
Class Day	Homework (to do after class day)
<u>Monday, Feb 5th</u> In groups, start researching the genres you are working in. Compile a Google doc that lists conventions, audiences, tips, and resources. Close-reading product reviews: https://www.amazon.com/Maybelline-New-York-Washable-Blackest/dp/B00AQ9S93A/ref=sr_1_13_s_it?s=beauty&ie=UTF8&qid=1517584320&sr=1-13&keywords=mascara&th=1	Read… Mackiewicz's "The Co-Construction of Credibility…" and tweet a QQC using #fsu3416 Buzzfeed's "Hilarious Reviews…"

https://www.amazon.com/Lenovo-ideapad-320-LED-backlit-Dual-Core/dp/B077Z55R9Z/ref=sr_1_24?s=electronics&ie=UTF8&qid=1517584432&sr=1-24&keywords=computer https://www.amazon.com/PlanAhead-Bigger-Month-Planner-July/dp/B01BD6DJXE/ref=sr_1_14?s=electronics&ie=UTF8&qid=1517584476&sr=1-14&keywords=planner	
<u>Wednesday, Feb 7th</u> Seeing the dynamics of genre through the <u>NYT</u>. Write product reviews. Think about product reviews as a genre. 1. Write a post a product review and then respond to the following reflection questions on the discussion board: a. Link us to your review (either on the site or in a Google doc) b. Who is your audience and what is the intent? c. Talk about how you organized your review. Did you follow the conventions of the genre? d. What strategies did you use for developing trustworthiness/expertise with your readers? e. Were you trying to earnestly review the product or did you subvert that convention and write with a different purpose in mind? f. Did Mackiewicz change your understanding of writing in any way? If so, how? If not, did you already agree and if so with what points?	Find and read… Three examples of the genre you are working with. Read these by Friday and complete the discussion board activity. As you read these, remember to read like a writer and keep a list of observations. Start drafting genre proposal.
<u>Friday, Feb 9th</u> Digital Class Reporting out—what has reading like writers shown you about the genre you are working within?	Post draft of genre proposal to Canvas discussion board (labeled 2/9 for digital class) by Sunday at midnight

Take time to look across the readings you did to work on your genre proposal. In the discussion board, explain your genre, its purpose, its audience, its conventions, and its uses within your specific professional community. What questions do you have about this genre that have not been answered through your research? (750-1000 words). Want more direction? This isn't so much about the specific rhetorical situation you are entering as much as it is about the genre more broadly. You might consider how this genre is typically formatted, what the tone of the language is, whether it includes different modes/media or not, how long it is, what makes for a good/bad text based on the genre, etc.	Find text to work with for Project 2 and begin creating (if choosing fiction assessments, edits, email me for your copy; if re-designing a site, screenshot existing site; if writing a grant proposal, find a grant application; etc).

Week Six: Writing for Global Audiences	
Class Day	Homework (to do after class day)
Monday, Feb 12th Course survey Review grading contract Watch a "What Not to Say to…" video from BBC (choose a subpopulation you feel you don't know much about) ● What positive rhetorical effects potentially are possible through engaging with these texts? ● What are the potential negative rhetorical effects made possible through engaging with these texts? In composing for global audiences, what are the potential effects of our writing?	Continue working on P2 text Read… "Cross-Cultural Sensitivity and Communication" blog Thrush's "Multicultural Issues in Technical Communication"

What questions must guide our usage of other texts? What does it mean to create texts that are accessible to diverse audiences--how are we defining diversity?	
Wednesday, Feb 14th Watch "Outsourced" clip Rewriting Copy: http://english.fsu.edu/ Watch "Babbel Insights" and try to translate a concept—then, find an "untranslatable concept in English" and translate it to a low-context audience using Canva. How can we create for global audiences? How can multimodality help us do this work? Introduce concepts of remix and remediation	Continue working on P2 text Read… Arola and Arola's "An Ethics of Assemblage: Creative Repetition and the 'Electric Pow Wow'" (Canvas) and tweet a QQC using #fsu3416
Friday, Feb 16th Let's break down some texts, determine their parts, how meaning is made, and whether or not this is an example of an ethical assemblage: What is ethical assemblage? What constrains you as a composer in making ethical assemblages? What questions do we need to ask about our assemblages? ● https://www.youtube.com/watch?v=eAEmjW9J3_o ● https://www.youtube.com/watch?v=vEKO-tVH_So Tweet out (thread): Identify how the community you are writing to feels about the idea of remixing one another's work. Consider how composing is impacted by the idea of re-use across your audience base. What remixes, remediations, and assemblages are commonly found in that community (links are helpful to show examples of this)?	Read Johnson-Eilola and Selber's "Plagiarism, Originality, and Assemblage" (Canvas) and QQC using #fsu3416 and Jameson's "The Ethics of Plagiarism: How Genre Affects Writers' Use of Source Materials" (Canvas) and QQC using #fsu3416

Week Seven: Workshopping our Projects	
Class Day	Homework (to do after class day)
Monday, Feb 19th How does plagiarism operate within your professional community? In groups, discuss and tweet out: Is it ever appropriate to re-use writing within your professional community? If yes, do you have to document that re-use in any way? How does your community understand authorship, re-use, and originality? Assemblage/Re-Use activity https://docs.google.com/document/d/1WsKnjEbq MQIoK_QCxIgN2eSFfmu31h8j7gnidicbPaw/edit?us p=sharing And reflection (on discussion board)	Review Fair Use materials and complete a QQC · This basic definition from the Purdue OWL · This complicating Crash Course video on Intellectual Property (the second half is on Fair Use exclusively) · This infographic · This 3 minute video on Creative Commons · This sample Fair Use Statement: · http://www.criticalmediaproject.org/about/fair -use-statement/

<u>Wednesday, Feb 21st</u> Fair Use and Copyright Discussion: ● What is Fair Use based on the materials you viewed? ● What purpose does it serve? ● What are the "rules" of Fair Use? ● If your work is censored and you feel Fair Use protects it, what do you do? ● When (at what point in the process) should a composer create a Fair Use statement? Remember, it falls on the composer to *show and prove* Fair Use ● How does Creative Commons relate to Copyright and Fair Use? ● How might Fair Use impact your vlog? Practicing writing/critiquing Fair Use statements.	Work on Project 2
<u>Friday, Feb 23rd</u> Write practice Fair Use on Monday's assemblage activity, vlog, other assignment you might feature in your eportfolio, or annotated poster. Read out.	Upload a draft of your Project 2 (minus the Designer's Statement)to Canvas discussion board for workshop by Sunday at midnight. Add a second artifact to your ePortfolio with supporting text (in the text, explain briefly the context for this artifact, and how the skills/experiences illustrated by that artifact have the potential to transfer into your new professional community). Email me the link(atc15c@my.fsu.edu) to this updated ePortfolio—minding email etiquette.

Week Eight: Workshopping and Editing <mark>NO TWEETS THIS WEEK</mark>	
Class Day	Homework (to do after class day)
Monday, Feb 26th Explaining the expectations for the Designer's Statement. Individuals introduce their project and genre to the group. Explaining the rules for workshopping. There will be groups of three people. The three people will have the following roles: 1. First Editor: This editor will be the first person to make line-edits in the document. These edit suggestions should be tracked through track changes and content revisions should be made as inserted comments. 2. Second Editor: This editor will be the second person to make line-edits in the document. This editor will either accept or reject the changes the first editor (noted as in-text comments) has made as well as add or give different content advice than the first editor. 3. Final Editor: After the first and second editors have made line edits to the document, the Final Editor will decide which edits to keep and will make these rationalizations to the other two editors.	Read over your workshop materials as reader one. Have comments added by class time.
Wednesday, Feb 28th Time to read as readers two and three.	Post your second reader feedback on Canva discussion board by midnight Wednesday. Post your third reader feedback to the original draft on Canva discussion board by midnight Thursday. Read your feedback by Friday class time.

<u>Friday, Mar 2nd</u> Reflecting on workshop feedback. Mapping (round 2) Tweet out your map Tweet out a response to #composingis	Read… Lisa Shaver's "Using Key Messages to Explore Rhetoric in Professional Writing" (Canvas) and tweet a QQC using #fsu3416 "The Successful Cold Email…" Revise Project 2

Week Nine: Cold-Calling and Campaign Design	
Class Day	Homework (to do after class day)

<u>Monday, Mar 5th</u>
Finishing our mapping activity (reflection)
   1. 10 terms that define composing
     2. Define all 10 terms
  3. Map digitally (goals for readability and to show how things are related)
  4. Look at map#1 on discussion board (first day freewrite)
 	
Collect areas of interest for Service Learning Groups
 	
Introduce Project 3
 	
How to cold-call and learn brand identity.
Practicing using websites.
	Assign Service Learning Groups and begin cold-calling organizations
	
	Continue Revising Project 2
	
	Read…
	"Design for Audience Engagement" just sections "What Are Audiences For?" by Richard Coyne and "Engaging Audiences Through Social Media and Interactive Art" Leyla Nasibova and tweet a QQC using #fsu3416

<u>Wednesday, Mar 7th</u> Discussion: How do we do audience engagement in traditionally passive rhetorical spaces (such as advertising?). Fake Campaign Activity. Using an organization/brand aligning to your professional interests, complete the key messages chart and pitch texts to this organization	Project 2 due by midnight tonight. Read… "Cicero's Web…" blog and tweet a QQC using #fsu3416
<u>Friday, Mar 9th</u> Activity: Circulation of five different materials: tweet, magazine, online news article, facebook account, YouTube video, digital map, and poster to a specific audience. Reflect on relationship between design, message, materiality, audience engagement, and its ability to impact a network/audience. Create a circulation strategy and plan for tracking these texts' effectiveness.	Add a third artifact to your ePortfolio with supporting text (in the text, explain briefly the context for this artifact, and how the skills/experiences illustrated by that artifact have the potential to transfer into your new professional community). Email me (atc15c@my.fsu.edu) the link to this updated ePortfolio—minding email etiquette. **Over break: lock-in organization for Project 3 and start Campaign Proposal**

Week Ten: Break!	
Spring Break Mar 12th-17th	

Week Eleven: Digital Identity in ePortfolios and Social Network Spaces	
Class Day	Homework (to do after class day)

<u>Monday, Mar 19th</u> ePortfolio matrix activity: 1. [Practice](#) together analyzing ePort 2. [Analyze personal ePort](#)	Go through the artifacts you have added so far and work on re-contextualizing them for your audience. Also polish overall design. Do you have a P3 organization yet? **You should**
<u>Wednesday, Mar 21st</u> Campaign Proposal Workday	Read… Babb ["Writing in the Moment"](#) tweet a QQC using #fsu3416 Service Learning Project check-in on Canvas discussion board. Give an update of your progress on Project 3. What sponsor have you chosen to work with? How are you meeting/communicating with them? Who is your point person within the organization? What do they want/need? What expertise do each of your group members have, and how will they be utilized in the project? What texts are you creating and what is that process like so far? What questions do you have for me? What do you want me to know?
<u>Friday, Mar 23rd</u> Mapping our digital identity. Googling yourself. Who are you to an outside employer? Complete Digital Identity Mapping on Canvas (under files) Rewrite your Twitter profile for an audience of professionals within your field. Follow and RT potential networks within the field.	

Week Twelve: Editing, Editing, Editing	
Class Day	Homework (to do after class day)

Monday, Mar 26th Rewriting sentences for style, accuracy, and effectiveness. https://docs.google.com/document/d/1EVtQti-FNrPTWtaMSU9toVgefMMszZIbTRt4BtX6NZo/edit?usp=sharing	Read… Oxford Learning Institute's "Guide to Editing and Proofreading" and "25 Tips…" and "Punctuation Explained" Complete a QQC #fsu3416
Wednesday, Mar 28th What does effective editing do? What strategies help us to be effective editors? Begin rewriting activity (technical manual) Activities on Editing sheet if time.	Continue to work on Campaign Proposal with group. Read Arola's "Web 2.0: The Rise of the Template, The Fall of Design" Complete a QQC #fsu3416
Friday, Mar 30th Editing Designs—what makes a template our design? Redesigning bad designs	Campaign Proposals due Sunday at midnight to Canvas on discussion board.

Week Thirteen: As Professionals Working…	
Class Day	Homework (to do after class day)
Monday, Apr 2nd In lieu of formal classes, conference with Mrs. C over Campaign Proposal.	Add a fourth artifact to your ePortfolio with supporting text (in the text, explain briefly the context for this artifact, and how the skills/experiences illustrated by that artifact have the potential to transfer into your new professional community). Email me(atc15c@my.fsu.edu) the link to this updated ePortfolio—minding email etiquette. Read… JUST chapter "Strong Writing and Writers Don't Need Revision" by Laura Giovanelli (starts on p. 104).

<u>Wednesday, Apr 4th</u> Project work day: review Campaign Proposal feedback and start revising texts.	
<u>Friday, Apr 6th</u> ***Mrs. C is at CEA Conference. Complete digital workshop activity in lieu of formal class.***	Digital Workshop: ePortfolio mid-process. Have a reader engage with your eportfolio and answer the following questions: 1. What three words would you use to describe the homepage? 2. What did you like about the homepage? 3. What would you encourage the composer to reconsider about the homepage? 4. Did you know how to navigate the site or did you get lost? What aided/slowed your navigation experience? 5. What artifacts has the composer currently uploaded? What questions do you have after reading their supporting text? 6. Based on this ePortfolio so far, who is the audience for this text? What do they value? How is that reflected in the composer's work? 7. What's one area you'd advise the composer to work on in the last few weeks of the course? Start circulating your Service Learning Project texts and tracking their circulation.

Week Fourteen:	
Class Day	Homework (to do after class day)
<u>Monday, Apr 9th</u> Catch-up day.	**View** at least three process videos from <u>"On Multimodal Composing"</u> and complete **QQC using #fsu3416**

<u>Wednesday, Apr 11th</u> Talking about our theory of writing and theorizing some final take-aways from this course.	Add a fifth artifact to your ePortfolio with supporting text (in the text, explain briefly the context for this artifact, and how the skills/experiences illustrated by that artifact have the potential to transfer into your new professional community). Email me (atc15c@my.fsu.edu) the link to this updated ePortfolio—minding email etiquette. Read… Yancey "Looking for Sources of Coherence in a Fragmented World: Notes toward a New Assessment Design" (Canvas) and complete QQC using #fsu3416
<u>Friday, Apr 13th</u> Coherency in ePortfolios Discussion	Post link of semi-finished ePortfolio to Canvas discussion board by Sunday at midnight

Week Fifteen: Polishing our ePortfolios	
Class Day	Homework (to do after class day)
<u>Monday, Apr 16th</u> ePortfolio Speed-dating	Post draft of Designer's Statement to Canvas discussion board by Tuesday at midnight
<u>Wednesday, Apr 18th</u> Last mapping activity and Theory of Writing (translating our theory to take on meaning in a professional community) Comparing all three maps and making progress towards our final reflection.	

Friday, Apr 20th	Finalize map and post theory of writing (see assignment sheet under files) to Canvas discussion board by Sunday at midnight.
Designer's Statement peer review	

Week Sixteen: Sharing Our Work	
Class Day	Homework (to do after class day)
Monday, Apr 23rd

Project 3 Presentations | |
| Wednesday, Apr 25th

Project 3 Presentations | |
| Friday, Apr 27th

Last Day of Class!

WEPO End-of-Semester feedback
https://goo.gl/forms/d8HYWtAx6m5q0kD62

Final Grade Reflection: | ePortfolios due Sunday at midnight under Assignments |

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[1] A QQC is a series of tweets: the first asks a question about the text; the second features a quote you found to be especially important; the third makes a comment about the text—tag all with #fsu3416