



**Note on this Syllabus Example from CETL at OU:** This syllabus is shared as an example for instructors exploring engaging and student-friendly syllabus design. This course is a required, foundational writing course taught asynchronously online. While it follows the same structure and intent as the [recommended syllabus template](#), it presents the content in a more interactive, navigable, and personable format. The goal is to demonstrate how required information can be communicated clearly while also building connection and curiosity from the start. See a [more visual example](#) with deeper focus on learning outcomes. For more templates, tips, and inspiration, visit the [Syllabus Guides webpage](#).

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# WRT 1060: Composition II

Oakland University, College of Arts and Sciences, Department of Writing and Rhetoric

## Welcome, Writers!

Composition II is meant to prepare you for the type of research and writing you will likely conduct in your majors whether you are in the sciences or humanities. If you commit yourself to the learning challenges each week in this course, you will meet each research paper in your future courses with a set of tools and practices that will reduce anxiety and allow you to focus on the great work ahead of you--you are adding knowledge to the field, and your professor (a discipline pro) wants to read what you have to say. That's powerful stuff!

This syllabus provides the basic information you need to plan for a successful semester. Get set up with [a low-cost textbook](#) and [class tech](#). Review the [course schedule](#), and prepare for when life happens ([submitting late work](#), [tech mishaps](#), etc.). Our course structure is an asynchronous online format, meaning there are no set class meetings, but I still hope to set up a couple of meetings with you individually or in groups. Our course format is highly engaging and participatory, which will keep up your energy and best ensure your learning work sticks. That being said, we will also keep the format flexible so that you can work with your schedule and needs.

As with every syllabus, there is “fine print” to not only set the ground rules for class community-- such as [inclusivity](#), and [academic conduct](#)--but also to make you aware of support available to you relating to [accommodations](#), [health and well-being](#), [early intervention](#), and [extra writing support](#), among others. Get to know well this roadmap to success!

## Course Information

WRT 1060, CRN: 45180

Fall 2024, online on Moodle, 4 credits

September 4-December 14

Asynchronous Online Course Format: No set class session meetings

**Course (catalog) description:** WRT 1060 focuses on methods of research and writing including the use of rhetorical strategies and synthesis of scholarly sources to create academic arguments. The course emphasizes processes of writing and revision with a focus on information literacy, critical thinking, and effective communication in diverse rhetorical contexts. This class satisfies General Education requirements for *Writing Knowledge Foundations*. **A grade of C or higher must be achieved to satisfy the university general education requirement in the writing knowledge foundation area.** Course Prerequisite: WRT 1050 with a grade of C or higher, or placement.

## Asynchronous Course Format

**To be successful in this fully online class, plan to check your Moodle class several times per week and your Oakland University email at least once a day during the week.**

This class will incorporate a number of different formats, including

- reading assignments,
- quizzes for checking what you know and have learned before and after lessons,
- online discussion forums,
- individual writing activities and assignments,
- short video presentations,
- two required virtual conferences,
- optional weekly student (office) hours, and more.

The course is designed to be interactive and participatory.

**The course format will be asynchronous: That means you will never have to all log on at the same time** to participate in a lecture, discussion, or activity. Instead, the work will have due dates each week, but you can log in at any time to complete the work by the due dates. Generally, the work for each week will become available to students Tuesday mornings at 8:00 am. All work for each week will be due by Monday evenings at 11:59 pm. OR There are two days each week when

assignments could be due: Saturdays and Mondays by 11:59 pm. This describes a general pattern: there may be weeks we will need to adjust these due dates.

## Professor Information



**Name:** Christina Moore, Ph.D ([she/her](#))

(Please call me Professor Moore or Dr. Moore.)

**Office Location:** 430M Kresge Library, or online with Zoom

**My student hours** (a.k.a. office hours) are by appointment. [Sign up to meet on-campus or online.](#)

**You can reach me** at 248-370-2499 or at [cmamoore@oakland.edu](mailto:cmamoore@oakland.edu)

I am Dr. Moore, an alum from OU who has worked in educational publishing and taught writing for six years before working in the Center for Excellence in Teaching and Learning. My research and scholarly writing focuses on educational technology, online learning, and higher education. For fun I write flash fiction and read science fiction. I'm excited for the learning community we will develop throughout this course. Please talk with me if you anticipate challenges in the course, or just want to talk about your learning goals.

## Questions? Ask in Three Ways

### For Course Content Questions

1. First, use the **Q & A Forum** in Moodle above Week 1. This is a shared space for questions to prevent emailing the same question multiple times. Check here before posting to make sure someone hasn't already asked and answered your question. I receive an email when anyone posts to this forum, so I will attend to it as well.
2. Email or visit me for more individualized questions.
3. **For Tech Questions**, please call Moodle Help (248) 805-1625, as they can provide immediate assistance for tech-specific questions. See the Get Help link on Moodle's top bar for more ways to get Moodle help. For general tech assistance, reach out to the [OU Help Desk](#).

## Learning Outcomes

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

- make connections with the broader community through activities related to civic and community engagement on and/or off campus
- demonstrate familiarity with basic rhetorical, ethical, and methodological conventions of academic disciplines (such as humanities, sciences, social sciences) to prepare them for further study in their chosen discipline
- demonstrate the ability to locate and analyze scholarly sources critically and synthesize them to produce various academic genres which include print, visual, digital, or oral elements

## Course Objectives

In addition to reinforcing the outcomes from WRT 1050, WRT 1060 will instill in students a basic understanding of:

- primary research methods (quantitative and qualitative) appropriate for academic scholarship
- secondary research strategies for locating and evaluating sources both through library databases and through external online databases appropriate for academic scholarship
- ethical considerations in academic scholarship, including responsibility to human subjects, non-biased use of language, fair and accurate use of sources, appropriate documentation, and larger rhetorical purposes of civic engagement
- stylistic conventions for integrating secondary and primary research to arrive at new knowledge in academic disciplines, including familiarity with APA format

## General Education University Learning Outcomes

The writing knowledge foundation area prepares students to demonstrate

- knowledge of the elements, writing processes, and organizing strategies for creating analytical and expository prose.
- effective rhetorical strategies appropriate to the topic, audience, context, and purpose.
- effective communication
- critical thinking
- information literacy

## Required Text and Supporting Course Materials

- Textbooks: [Grizz Writes: A Guide to First-Year Writing at Oakland University](#) (e-book). See link for directions on how to purchase and access the book.
- Additional Materials: Additional PDFs, slides, and videos posted to our course Moodle.

If you use financial aid or scholarship funds to purchase the e-textbook, you will need to order it through the Oakland University [bookstore](#).

[Microsoft Office 365 Free for OU Students](#). Enables access to a suite of Office 365 cloud products as well as download and install of the full Office Productivity Suite, including Word, Excel, PowerPoint, OneNote, and more. The software can be made available on up to 5 personal devices.

## Adding Mobile Apps, Engaging in Mobile Learning

No mobile apps are required for this course, but I recommend planning some that may help you attend to small tasks and frequent practice throughout the course, which can increase the likelihood of remembering and applying what you learn in your course. Writing ideas occur whether you are in front of a computer or not, so it is convenient to be able to use the phone in front of you. All of these apps are free and show minimal to no ads.

- **Moodle:** While Moodle works well on a mobile browser as well (Chrome, for example), the mobile app allows you to get notifications when I send messages, when you have received feedback on activities,

and other timely notifications. You can also participate in some activities and check grades, although longer, more complex activities should be saved for a computer.

- **YouTube:** Save our class YouTube playlist (on Moodle), which will list any instructional videos I have for the course. I may also add helpful videos created by others.
  - Note: the audio files for my videos are curated in a Google Drive folder (link on Moodle)
- **Google Drive and Docs:** Since many of our files are Google Docs and are saved in Google Drive, I recommend having these apps to quickly check docs and take notes. Otherwise, use your favorite note-taking app.
- **Task manager.** Google Tasks works well with your Google-powered email and other accounts, but any task app will work to manage work for this course and other courses. Others include Todoist (all operating systems) or Reminders (Apple only).
- **Otter, for Voice Notes:** If you want to capture ideas via speaking, this app can transcribe your voice notes so that you can use them for writing later. Then, you can access these notes on your computer through your Otter.ai account. If you conduct interviews as a research form, this will be a very useful tool as well. Otherwise, use your favorite voice recording app.

## **Assignments and Assessment (Grading)**

All graded items are put on Moodle. Grades are tracked in Moodle's Grades feature, which you can access at any time. This empowers you to know how you are doing in the course and review your progress accordingly. Before the halfway point of this course, you will be asked to report your course grade so far and whether it is meeting the goal you have for yourself.

### **Weekly Assignments: 20%**

Main class activities for practicing and reinforcing skills: forums, journals, quizzes, document submissions. 1-2 per week, typically through the week with final weekly activities due on Mondays. These are either complete or incomplete, but since all lead toward your projects, put as much into them as you can.

### **Class Mini-inquiry Paper: 10%**

**Due Monday, October 7.** To practice research and writing skills we will use for the Research Project, the whole class will research a solution to a single, real-life issue based on our personal and local context. With limited scholarly research applied to this problem, the paper will be 5-6 pages long.

### **Research Project: 50%**

**Due Wednesday, December 4.** Inquiry-driven research project based on a local issue will involve identifying and solving a problem. You can build on the work you did in the mini-inquiry or work with a new inquiry. This will involve academic research (scholarly studies in academic journals found through Kresge Library's database) and your own research following credible research standards cited in APA format. While this paper will be written individually, you will have the option to pool research efforts with 2-3 others who have inquiries related by topic. Each individual student will write 10-12 pages.

## **Practical Application of Research Project: 15%**

**Due Wednesday, December 4.** Writing in the professional world is done with an action-based goal in mind: receive a grant, build a product, construct an online support system, present a new idea to student congress, etc. Rather than doing a traditional research presentation, students will turn their Research Project research into a real-life participatory product (or product development plan) that people can use to move toward a solution and “pitch” that solution to the class.

## **Metacognitive Reflection: 5%**

**Due Monday, December 9-December 16.** While we will reflect on our course content and learning throughout the semester, we will conclude the semester by reviewing the whole course. This brief writing piece (700-word essay, 2-minute video, 3-minute audio piece, etc.) will not only articulate what you’ve learned, but analyze how learning has happened. (Metacognition=thinking about your thinking, the way you construct knowledge)

## **Late Submission of Work**

Backup all of your work on Moodle, your computer, a cloud service like Google Drive, and a flash drive. Much of our work will rely on all students turning in their work on time in order to discuss and collaborate. Assignments will close 2-3 days after the due date to allow time for revisions and late submissions as needed. The closer to the due date students submit work, the more time allowed to catch errors and submit revisions accordingly. Close date is most often 3 days after the due date, and that date will be shown on Moodle.

## **Grade Scale**

- A – Comprehensive, thorough coverage of all objectives, required content, critical and higher level thinking, original and creative, sound use of communication skills, both written and multimodal
- B – Competent, mastery of basic content and concept, adequate use of communication
- C – Slightly below average work, has met minimum requirements but with difficulty
- D – Has not met requirements of assignment/course, has significant difficulties in many areas
- E – Has not completed requirements; has not officially withdrawn from course before drop date

**Oakland University Grading Scale**

Letter Grades	Our WRT Scale
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76



Letter Grades	Our WRT Scale
C-	70-72
D+	67-60
D	60-66
F	59 and below

## Grading Process

Since most are familiar with percents and this scale works well in Moodle's Grades feature, we will grade items in percents, which I will convert to a letter grade at the end of the semester. While I understand grades are important for things like scholarships, we will be doing minimal grading in order to focus on the learning. Weekly assignments will contribute to your larger projects, and those assignments basically earn full points if you do the work.

We will be working on your projects enough that you shouldn't be surprised at your final grades, and you will have many opportunities for revision. You can always see your grades in progress on Moodle. If you ever have questions about how you are doing in this course or want to make sure you are on track to reach your goals, [let's meet during student hours](#).

## Using Moodle and Other Technologies

### Required Technology and Back-up Plan

- In the event that your computer crashes or internet goes down, it is essential to have a "backup plan" in place where you are able to log in using a different computer or travel another location that has working internet.
- Any files you intend to use for your course should be saved to a cloud solution (Google Drive, OneDrive, Dropbox, etc.) and not only to a local hard drive, USB stick or external disk. Saving files this way guarantees your files are not dependent on computer hardware that could fail.
- Adobe Reader (for reading PDF files)
- Google Meet (available in the Google suite through your Oakland Gmail account)
- Computer sound and speakers (Headsets with microphone optional)
- Familiarize yourself with the tools available on the Moodle course site

### Technology Help

- For help using Moodle, use the Get Help link at the top of the [Moodle](#) page. More resources and tips are available in the [Online Student Help Library](#).
- For access to technology and in-person assistance, call or visit the [Student Technology Center](#).
- For general technology assistance, consult the [OU Help Desk](#).
- For help purchasing or using your *Grizz Writes* digital textbook, contact Top Hat support at 1-888-663-5491 or email support@tophat.com.

## Classroom and University Policies

### Peer Review and Sharing Your Work

The grades you earn in your Writing and Rhetoric classes are confidential. However, the texts you produce in our classes may be shared with your classmates as a part of our regular peer review process. Our classes will prepare you to meet the needs of a variety of readers in college and beyond, and to do so, we provide ample opportunity for your compositions to be read and responded to by classmates and by the course instructor. You should, therefore, always assume that the work you compose in our classes is public, not private.

### Academic Conduct

OU upholds high standards for academic integrity. The academic conduct policy defines key terms and expectations regarding how students produce their work for courses, including cheating, plagiarism, false records, and unauthorized collaboration. Read the full [academic conduct policy](#) along with Academic Conduct Regulations.

#### What happens if academic misconduct occurs?

If the academic conduct policy has been violated (meaning a student cheats, plagiarizes, etc.), I may submit a report to the Dean of Students, who will determine the process for verifying whether misconduct has occurred. If a committee determines that misconduct has occurred, specific [sanctions and remedies](#) may be used.

### AI Use in Class Work

*AI-powered large language models (LLMs) through tools such as ChatGPT, Copilot, Claude, and countless others have become free and widely available, which has and will significantly affect learning and writing. The policy below is adapted from Teaching with AI (Bowen & Watson, 2024, pp. 141-42), and we will continue to discuss appropriate AI use throughout the semester:*

One of the course goals is to help you learn to write and communicate effectively: that will require practice. While you will likely be expected to use AI to increase your productivity in future courses and work, you still need to be able to create, edit, and recognize high-quality writing yourself. If AI can do the work without you, you will not have employable skills

1. To that end, all and any assistance of AI in your writing is prohibited in the first half of the course unless express instructor permission is granted otherwise. Think of the discomfort and struggle of this process like fitness or any other training: the person who does the work gets the benefit.
2. In the second half of the course, you may be allowed to use AI under specific circumstances as we transition to learning to write with AI. You will need to acknowledge your use of AI. You may be asked to submit the prompts you use along with the resulting responses.



3. AI literacy is an important new skill. Be aware that AI can create things that sound like facts that are actually totally made up, often called "hallucinations." You will need to reflect on both the advantages and potential dangers of this new technology, which we will engage in as a class.
4. You will still be responsible for the final product and for any limitations or potential biases from AI. I reserve the right to modify this policy as necessary.

### **Behavioral Code of Conduct**

Appropriate behavior is required in class and on campus. Disrespectful, disruptive and dangerous behavior are not conducive to a positive learning environment and may result in consequences. Core Standards for Student Conduct at OU includes treatment of fellow students, faculty, and the OU community in general. More information in the [Student Code of Conduct](#).

### **Accommodation and Accessibility Considerations**

Oakland University is committed to providing everyone the support and services needed to participate in their courses. Students with disabilities who may require accommodations should make an appointment with campus [Disability Support Services](#) (DSS) right away, even for an asynchronous online course like this one. If you qualify for accommodations because of a disability, please send me a letter from Disability Support Services as soon as possible so that I can prepare accordingly. DSS determines accommodations based on documented disabilities.

### **Attendance policy**

**While attendance may look different in an asynchronous course with no required meetings times, we still need you to be active in the class and on Moodle multiple times a week. Please let me know as soon as possible if you anticipate attendance challenges.**

- **If you miss ONE WEEK of classes**, (meaning you do not log on to Moodle or participate in any course activities during that week) students may start to fall behind in a way that makes it difficult to pass the course. If this happens, please message me via Quickmail immediately with your plan for ensuring you fully re-engage in the course.
- **if you miss TWO WEEKS of classes**, you have missed the maximum amount of time permitted to earn a pass grade in the course. Message me via Quickmail and set up a time to meet with me so that we can ensure you can participate in the course enough to complete the course.
- **if you miss THREE WEEKS of classes you cannot pass the course.** In an asynchronous class like this that requires seeing the process of your writing and research, three weeks is too much of a gap of time to demonstrate the work key to the course learning outcomes.

All WRT classes follow the [OU Excused Absence Policy](#) for OU events and activities. If you have to miss more than two weeks of class, please reach out to me. Students who miss this much of the course tend to have a harder time passing the course, so it is important to be consistently attentive to the course.

## Policies on on Diversity and Inclusion

I am committed to facilitating an environment where students feel they belong and are valued. You are an important part of creating a welcoming, affirming environment, which means you should regard one another with respect and care, but also hold us accountable if you are experiencing discrimination, harassment, or other forms of exclusion.

The policies and offices listed below are important supports, but I am also willing to be an open ear if you have concerns or great ideas on how to make this course more inclusive and accessible.

- [Name Services](#) (related to Preferred Name Policy)
- [Accommodations](#): Religious, Disability, Pregnancy

These offices are available to provide additional support:

- [Center for Multicultural Initiatives](#) (CMI)
- [Gender and Sexuality Center](#) (GSC)
- [Disability Support Services](#) (DSS)
- [Veteran Support Services](#) (VSS)
- [Oakland University Counseling Center](#) (OUCC)
- [Graham Health Center](#) (GHC)

## Add/Drops

As you make crucial choices on courses to add and drop, consult the [university policy](#) and follow up with your academic adviser accordingly. As these decisions are ultimately up to each student, be aware of [deadline dates for dropping courses](#). If you decide to drop a course, do so through your MySAIL.

## Faculty Feedback: OU Early Alert System

You will regularly receive feedback on your progress in this course, including timely grading and detailed written feedback. Additionally, OU has a feedback system called “[Faculty Feedback](#).” This system sends an email if I identify areas of concern that may risk your success in the class. It will provide recommendations on how to succeed in the course, and I hope you will follow up with me directly if you receive this email.

## Mental Health and Well-Being

We can only learn when our basic needs are met. [OU Resources for Student Immediate Needs](#) lists support OU provides related to material and mental health needs. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact the [OU Counseling Center](#) located in the Graham Health Center and by phone at (248) 370-3465, or the [SEHS Counseling Center](#) at 250A Pawley Hall, (248) 370-2633. [Uwill](#), 24/7 online mental health support that is **free for OU students**. [Uwill](#) also offers app-based resources for yoga, meditation, relaxation.

Student resources can also be found at the [Dean of Students website](#). For immediate 24/7 services contact [Common Ground](#) via chat or call or text the word “hello” to 1-800-231-1127.

### *ON CAMPUS HEALTH SERVICES*

[Graham Health Center](#) provides on campus health care illness care and preventative services for all OU students. Same day or next day services are available, call (248) 370-2341 or visit the Graham Health Center building. Common over the counter medications are also available without an appointment.

### *WELL-BEING RESOURCES*

There are a variety of well-being resources in and around OU that help you maintain our health and wellbeing: in addition to all of the free physical health spaces and classes in the [Rec Center](#), we have many ways to support personal success, growth, and connection to the community. Learn more about OU [Healthy Campus](#).

### **Emergency Preparedness**

In the event of an emergency arising on campus, the [Oakland University Police Department \(OUPD\)](#) will notify the campus community via the emergency notification system. **Save the OUPD's phone number for emergencies: (248) 370-3331.**

### **Additional Writing Support**

#### **Writing Center**

The [Oakland University Writing Center](#) is open to OU students at any stage of the writing process, providing on-campus and online appointments. The center provides writers with an interested and supportive audience of well-trained consultants who help both novices and experts develop ideas and revise drafts into polished products. Students in WRT classes are strongly encouraged to visit the Writing Center.

#### **WRT 1000, Supervised Study**

At the beginning of the semester I will ask you to provide a writing sample, which is used to determine if you would benefit from enrolling in WRT 1000, Supervised Study. But you do not need a referral from a WRT professor to enroll in this elective class: any student who wants additional help with their writing in any of our introductory writing courses or in any of the university's writing-intensive courses may elect to enroll in WRT 1000. This 1-2 credit course provides students with one-on-one tutorial instruction from a WRT faculty member based on the areas of writing the student wishes to work on.

18	19	20	21	22	23	24
25	26	27	28	29	30	31

## Tentative Course Schedule

Please put these dates on your calendar. Review OU's [important dates calendar](#) for additional important dates, such as add/drop dates, breaks, and financial aid deadlines, among others. Specific readings and activities will be on our Moodle page. While I will do so as little as possible, I may need to make minor adjustments to this schedule, of which I will inform you.

### **Week 1: Course Orientation**

**September 4-9.** During this shorter week we will take a broad look of the whole course, including all of the big goals of using all types of research to come up with new ideas and make positive impacts. This is a short week, so we will keep the activity simple:

1. Read the syllabus, and write a review with notes in the Week 1 activity.
2. Complete the [Prepare for the Semester form](#).
3. Make your own [WRT 1060 Base of Operations](#).
4. Get our one required book, *Grizz Writes*, which is an eBook (\$32). Actually open the book to make sure you can get access.
5. Develop your Moodle Profile.

## **Week 2: Starting Academic Research with Inquiry**

### **September 10-16**

September 17: Last day to drop for 100% tuition

During Week 2 we will start working on our first project: the Class Mini-Inquiry. This smaller project is meant to introduce you to forming an effective research question, reading scholarly publications to answer that question, and using this information to answer the question. You will

- engage in exploratory research by collecting data on your own learning environments and processes via observation notes
- brainstorm on what you would like to investigate more closely as it relates to college learning, and do an initial web search for related information
- share your ideas with one another in a discussion forum, and
- practice providing each other feedback.

## **Week 3: Reading as Prewriting, and Reading Scholarly Work**

### **September 17-23**

During Week 3 we will practice reading strategies specifically for scholarly publications, and begin writing through active reading. You will

- find and evaluate scholarly and other types of information sources,
- complete a library module on researching a question,
- complete a short library course on reading scholarly articles, and
- develop a note-taking template for reading research.

## **Week 4: Meet with the Professor: Structuring Inquiry, Research Notes, and Writing**

### **September 24-30**

During Week 4 you will review the research you have collected and read, the ideas you have developed, and start to fill out the paper template to match your work with a common research paper format called APA. You'll prepare this template, plus a few other planning questions, ahead of an individual meeting with me go talk through ideas and get immediate feedback.

## **Week 5: Putting It All Together in a Research Paper**

**October 1-7**

**Due: Class Mini-Inquiry Project (Monday, October 7)**

During Week 5 you will

- finish writing the Class Mini-Inquiry
- consider how to find answers to your specific inquiry rather than just relying on other people's writing. You will also
- develop other sections in an APA paper (e.g. Conclusion, References, Appendices) and their purpose. We'll also
- pause to reflect on the semester so far, which will include evaluating your work, providing feedback about the class, and posing any questions as we plan for the rest of the semester.

## **Week 6: Developing a Research Project Proposal**

**October 8-14**

After practicing academic research and writing with a "mini inquiry" you will now plan a larger research project in which everyone chooses their topics, finds their sources, conducts their own original research, and creates an application for that research. During Week 6 you will complete a guided proposal that helps you make a feasible plan for success, which will benefit from one other's peer review before ultimately getting my approval to start the project. As part of this proposal and planning process, you will also book an appointment to meet with me during Conferences Week (October 28-November 1).

## **Week 7: Primary Research Methods and Ethics**

**October 15-21**

Primary research, or collecting your own information rather than reading from others, is engaging and exciting, but requires careful planning and consideration, especially when involving people. During Week 7 we will delve more into different types of research, or methods, and what ethical considerations you as a research have to take.



## **Week 8: Testing and Applying Research**

**October 22-28**

**Due: Secondary Research (Monday, October 28)**

During Week 8 we will

- plan a specific way to apply this inquiry in a way that helps people or improves conditions,
- create a primary research protocol and timeline, and
- finalize any secondary research you will use to inform your project, which means you will turn in a References list that you will use for your project, not adding any more after this week.

## **Week 9: Reviewing Work in Progress, Conferences Week**

**October 29-November 4**

Especially during an asynchronous course, it's important to pause and assess your work in progress individually, with others, and with the professor. During Week 9 you will meet with me during the time you booked at the beginning of the month, during which will use your original Research Project Proposal to share what work you have done so far, your plan for completing the rest, and requesting any feedback. During the week you should also be continuing to conduct your primary research, which will need to be completed next week.

## **Week 10: AI Literacy for Writing and Rhetoric**

**November 5-11**

November 5: Last Day to [Withdraw](#)

**Due: Primary Research (Monday, November 11)**

During Week 10, we will

- Establish an understanding of how large language models in generative AI tools work and how to use them ethically and effectively
- recall what “rhetoric” is and why it is important to make our scholarly research and writing meaningful,
- discuss ways to share ideas with a larger audience in creative, engaging ways, and
- brainstorm ways to present your ideas at the end of the semester.

To make sure you have plenty of time to communicate your ideas, you will finish conducting your primary research by Monday, November 7.

## **Week 11: Self-Evaluation and Metacognition**

### **November 12-18**

We are getting closer to completing our projects, which means you have a lot of information that you now have to figure out how to put together. During this week we will be prompted to evaluate our work, identify areas that are strong and clear and others that are challenging. We'll dig a little deeper by thinking about "metacognition," or thinking about your own thinking. This means rather than simply describing your work in progress, you will also consider why some aspects are challenging and others are not, and plan your actions accordingly. You will learn how to evaluate your work at multiple points of a project in order to advocate for your own feedback and improvement. Self-evaluation and metacognition will not only help you complete this project, but will be the focus of the final reflection project for this class.

## **Week 12: Crafting Feedback with Self, Peers and AI**

### **November 19-25**

#### **Due: Complete Draft (Monday, November 25)**

We will use the self-evaluation from last week to request feedback from one another on (nearly) complete drafts of the Research Project. In turn, reviewing one another's work will allow us to see how other research projects are unfolding and practice identifying research, writing, and rhetorical moves in other work. At the end of this week, we will complete a first full draft.

## **Week 13 (Short Week): Check-In and Optional Conferences**

### **November 26-December 2**

#### **November 28-29: Thanksgiving Recess**

During this short week before Thanksgiving, you will either do a brief check-in with me via a Moodle assignment or meet with me to review your projects before finishing the project next week. We will not only work toward finalizing your research papers, but also the product presentations. Use this week to finish the presentation aspect and make final edits to your papers.

## **Week 14: Presentations, Reflection**

**December 3-7.**

**Due: Final Research Project Paper and Practical Application Presentations (Wednesday, December 4)**

We will start the week by celebrating your work! You will get to share what you have been working on, and peers will identify the rhetorical strategies and opportunities for your work. As December 7 is the last day of classes, we will also strengthen metacognitive reflection strategies, which will culminate in a final, very short Metacognitive Reflection project. Strategies will include evaluating your work, input and output, experiences, and connecting your work to course outcomes and personal goals.

## **Week 15: Actively Concluding the Course**

*This is the during exam week, and the due date is Saturday as the end of the exam period. This will allow me time to finalize grades before submitting them on December 17.*

**Due: Reflection (Wednesday, December 10, closes after Saturday, December 14)**

After finishing a large project, it is tempting to simply drop everything and move onto the next thing, but intentional reflection on a process is key to making your work useful in the semesters and years ahead. You'll have the week to finish your Metacognitive Reflection project, but you'll also be prompted to actively curate course content, such as saving the class materials that will be most useful in future semesters, organizing your work for future use, and deleting or unlinking from course spaces and content.