

Unit 1: Exterior

Week 1: 8/29 , 9/1

Introduction

Show / read syllabus

Introduce syntax “Key quotes from Micciche’s rhetorical grammar.”

Key concepts of Network / Complexity and Writing/Info Literacy

DUE:

Your 20 pages of S Street Annotations in the class Google Map

Activate your edspace.american.edu space

Read the syllabus

Getting ahead:

Read Intro to City of Rhetoric.

Read and use hypothes.is (h.) to annotate: SCHINDLER, SARAH. “Architectural Exclusion: Discrimination And Segregation Through Physical Design Of The Built Environment.” Yale Law Journal 124.6 (2015): 1934-2024, read parts I and II only, pp. 1934-1972. Academic Search Complete. Web. 20 Nov. 2015.

Read and annotate with h. NERSESSOVA, IRINA. “Tapestry Of Space: Domestic Architecture And Underground Communities In Margaret Morton’s Photography Of A Forgotten New York.” Disclosure 23 (2014): 26. Advanced Placement Source. Web. 20 Nov. 2015.

*Sign up for a Zotero account and submit a link to your user profile before first class meeting next week for extra points (+10)

*Review project descriptions for Annotated Bibliography and Built Environment Descriptions

Week 2

Looking Ahead

Complete Reading Summaries 1 & 2 (Due Sept 15th)

Sign up for a Zotero account and submit a link to your user profile.

Review project descriptions for Annotated Bibliography and Built Environment Descriptions

M 9/5 no classes

Class 4. Th 9/8

What are we doing in class?

****What is a “built environment”?**

Go over Intro City of Rhetoric

Grammar / Syntax (Major problems, comma patterns)

Website

Commonplace book

Map

Assignment:

Unit I Reading (For Mon 9/12):

- 1) [SCHINDLER, SARAH. read parts I and II only, pp. 1934-1972. Academic Search Complete. Web. 20 Nov. 2015.](#)
- 2) (Only if you want to get ahead; we won't discuss till Thursday) Jenny Rice's conclusion in her [Distant Publics. Development Rhetoric, and the Subject of Crisis.](#)

3) **Part 1, Two**, *City of Rhetoric*, 19-36)

4) Go ahead and register for hypothes.is. Add the bookmark to your browser. You'll need to drag it to your menu/bookmark bar. If you're using safari, you'll need to go to view > show menubar (or bookmarks). Maybe the same for firefox. I recommend Chrome because it's easiest with hypothes.is. Once you've registered, click the links in the google doc. As you read these essays, make at least one annotation and tag it with either wrtg100f16 or wrtg106f16. You may add other tags, if you wish.

You might want to use this "quick start" guide: <https://hypothes.is/quick-start-guide-for-students/>

You might also benefit from this: <https://hypothes.is/annotation-tips-for-students/>

As you annotate, think about what would be helpful or interesting for the rest of us. Link to a definition or to another example or ask a question (and if you can answer someone else's, do so) or put in a .gif that explains something . . . in essence, be helpful, be additive, be strategic. If you don't understand something in the text, ask a question about it. Keep in mind our own writing projects as you read this. Annotate sentences and ideas that might be helpful. Heck, go ahead and annotate spots where you see a semi-colon or comma fanboys.

You will all lead the discussion next class. So come with questions and things you want to discuss.

5) Commonplace book (**due for next Thursday**): **two examples of periods (IC. IC.) and two examples of IC; IC.** Post them to your commonplace book (**a word doc for now**) and discuss what the effect would be if you replaced one with other. There is no correct answer. I just want you to think about it and play around with it.

Week 3

Class 5. M 9/12

In Class:

Discussion: Tie the readings to our own work

*Primary and Secondary Research (BEAM)

*Summaries

*Digital Literacy

*Working collaboratively (peer review)

Assignment For Thursday:

- 1) **Read:** City of Rhetoric Part 3
- 2) **Read:** Graff & Birkenstein (G&B): Intro & Chapter 1
- 3) **Read built environment project description** (on syllabus). Choose an external built environment in D. C. to study, and begin Built Environment Description 1 (you don't have to do this by class time, though you're welcome to give it a try; we will talk about how to do this in class so that you can post something before Week 4's class meeting)
- 4) (Getting ahead): 2 Reading Analyses from chosen from our reading (**Due by Mon 19th**)

[**Helpful hints:** 1) chunk up the reading. Read like 5 pages a day in each text. 2) Keep thinking about why we are reading this about this topic in a writing class. 3) Keep thinking about how these essays help us better understand our projects. 4) Try to go visit your chosen site. Go with a friend. I'd avoid going alone, personally. 4) Read over our Doc we created today with notes on our readings. I think it will be helpful. If you have anything to add to them, by all means, please do so. 5) Email or Slack me with any questions.]

Class 6. Th 9/15

In class:

Discuss G&B

Discuss City of Rhetoric, and Jenny Rice:

What are Annotated Bibs? What's a Reading Analysis?

Assignment

Assignment

- 1) Use hypothesis to find Jenny Rice's "They Say" in [Distant Publics, Development Rhetoric, and the Subject of Crisis](#).

(You can do this by switching from "Public" to "Only me" in the drop-down box at the bottom.)

- 2) We know the following Comma Patterns: 1) DC, IC and DC, IC. 2) IC, fanboys IC.

We have a total 5 patterns we most commonly use in writing: 3) Subj, . . . , Verb, i.e. Jane, my best friend, likes cake.

4) Intro element, IC, i.e. however, Jane, whom I still like, likes cake. And 5) x, y, and z (MLA).

For practice, you all should take a sentence that hasn't been marked and mark it as I have done below:

*"As I walked down the street, I believed thing, and I ate the sky; however, I, whom everyone
gyres and gymbles about, loathe to walk tin cans as pet. Yesterday, though, I talked, walked, and chewed stuff."*

- 3) Read G & B, chapt 2.

Everyone of you should annotate 1 and only "Signal phrase" (Graff 39). If those have all been taken, then annotate a section where she uses the personal pronoun "I." Comment on why she uses the personal pronoun in a professional, academic essay, when we've probably been taught to NEVER use "I." If all the signal phrases are gone and all the "I's" are gone, then annotate a "topic sentence": comment on 1) how does it connect to the previous paragraph? What kind of words does she use to connect it the previous paragraph? 2) Does the topic sentence stake a claim?

4) Practice Reading Analysis: Take the Reading Analysis template that Graff uses on 34, and we used in class the other day: "In his or her "Title," X argues that _____." See if you can do that for Schindler or for Fleming. This will be the basis for your own Reading Analysis. You needn't post it or anything. It's just a suggestion. We can work with them on Monday, if you want and discuss where to go from there.

Week 4

In class:

Writing Workshop

Discuss Chapter 3, Rhetoric

*from summary to ABs

*Introduction to Zotero

*Types of research methods

*Observation and Note taking

*Plagiarism

Assignment:

Read: Jenny Rice's conclusion in her [*Distant Publics, Development Rhetoric, and the Subject of Crisis*](#).

In hypothesis (h.), take your paragraph you're responsible for and mark the comma patterns (tag each one in the following three ways: (wrtg100f16, "comma patterns," "ic, dc" or "dc, ic" or "fanboys" or "s, , v" or "intro element" or "x, y, and z")

Read chapt 3, G&B

Do: Draft of 1 Reading Analysis.

Use the template (G&B 34). You should not look to agree or disagree with the author. Your conclusion should, however, explain why the author finds her (or his) point relevant.

Commonplace Book: Look and post two different introductions from anything you've read: Post each in your book. Discuss the "They Say / I say" in each. Do they mirror Graff's forms? And so on. Use the tags *wrtg100f16* and *commonplace* and *entry2*. Use the title: "Commonplace Book: Entry 2: The conversation".

Class 8.

Th 9/22 (Reading Analysis 1 draft)

Assignment:

Reading Analysis 1 & 2.

Read: Chapt 4, G&B (this means I expect you to be familiar with what that chapter discusses. We won't specifically "discuss" it in class.

Week 5

Looking ahead:

Reading Summaries 3 & 4 coming up after Fall Break.

***“Recognizing Campus Landscapes as Learning Spaces” by Kathleen G. Scholl and Gowri Betrabet Gulwad

<http://libjournal.uncg.edu/jls/article/view/972>

***“His & Hers: Designing for a Post-Gender Society” by Suzanne Tick

<http://www.metropolismag.com/March-2015/His-or-Hers-Designing-for-a-Post-Gender-Society/>

***BAZELON, EMILY. “Making Bathrooms More Accommodating.” New York Times Magazine. 17 November 2015. Web. 2

January 2016. http://www.nytimes.com/2015/11/22/magazine/making-bathrooms-more-accommodating.html?_r=0

***“Space and Consequences: The Impact of Different Formal Learning Spaces on Instructor and Student Behavior” by D.

Christopher Brooks

9. M 9/26

In class:

Discuss Rhetoric and Built Environment Description. Edit Reading Analysis 1&2 for final upload.

Assignment for Thurs:

- A) [Nersessova, Irina. “Tapestry Of Space: Domestic Architecture And Underground Communities In Margaret Morton’s Photography Of A Forgotten New York.” Disclosure 23 \(2014\): 26. Advanced Placement Source. Web. 20 Nov. 2015.](#)
- B) Read *City of Rhetoric*: “The Ghetto” (65-90).
- C) **Read G&B**: Next chapter
- D) **Commonplace Book**: Take a favorite sentence of yours from anywhere in the world: it could whatever means something to you or something you find interesting or whatever. Find an image to accompany it. You should then take the sentence apart: find its root sentence. Then explain what all the other words are doing. What are their jobs? Then you should use the *exact same* form but change the words to make your own sentence.

10. Th 9/29

Discuss Readings and Projects

Assignment:

A) Please post your group notes here (wrtg100) and pin them.

B) To your group's notes, please add two or three main points from each section you are responsible for. Think about what would be helpful to the rest of the class. Each member of the group should post her or his own three things (30 minutes).

C) For BONUS points, use the Chicago map to pin any locations he mentions. If he doesn't mention an address, then google around and find it. You can find our Chicago map in #classmaps. Up to 5 points per pin drop, depending on its usefulness.

D) Go to your chosen Built Environment. Read the Instructions in "Projects" on my edspace site.

Week 6

11. M 10/3 Early warning notices due

Discuss readings

Next Class: Library: Bring Laptops and your bibliographies and ideas on what you need to research. The better prepared you are to ask questions, the more Alex can help.

12. Th 10/6

Library Day: Meet in the 3rd floor classroom.

In class: Bring Laptops and be ready to ask questions about your research. The better prepared you are, the more you'll get out of it.

In class:

3 x Annotated Bib Due

Assignment:

Continue reading G&B

WEEK 7

13. M 10/10

In class: Peer Review and Discuss our projects and other such issues:

Due: Built Environment Descriptions Draft 1

14. Th 10/13 Fall Break on 10/14

Due: Built Environment Description Final Draft

Assignment:

***“Recognizing Campus Landscapes as Learning Spaces” by Kathleen G. Scholl and Gowri Betrabet Gulwad

<http://via.hypothes.is/http://libjournal.uncg.edu/jls/article/view/972/777>

Here’s the WRTGf16 group, just in case: <https://hypothes.is/groups/kwbkeEd7/wrtgfi6>

***“His & Hers: Designing for a Post-Gender Society” by Suzanne Tick

<http://www.metropolismag.com/March-2015/His-or-Hers-Designing-for-a-Post-Gender-Society/>

***BAZELON, EMILY. “Making Bathrooms More Accommodating.” New York Times Magazine. 17 November 2015. Web. 2

January 2016. http://www.nytimes.com/2015/11/22/magazine/making-bathrooms-more-accommodating.html?_r=0

***“Space and Consequences: The Impact of Different Formal Learning Spaces on Instructor and Student Behavior” by D.

Christopher Brooks

Week 8 UNIT 2: Interior

15. M 10/17

Discuss Readings:

- 1) “Recognizing Campus Landscapes as Learning Spaces” by Kathleen G. Scholl and Gowri Betrabet Gulwad

<https://via.hypothes.is/http://libjournal.uncg.edu/jls/article/view/972/777>

- 2) His & Hers: Designing for a Post-Gender Society” by Suzanne Tick

<http://www.metropolismag.com/March-2015/His-or-Hers-Designing-for-a-Post-Gender-Society/>

Assignment: Read all essays. Use hypothes.is (group: wrtgf16) to annotate in the following ways:

- 1) Make one additive comment: link to a definition or to more information.
- 2) Ask at least one question and mark something you’d like to discuss.
- 3) Everyone mark one topic sentence and explain how it connects to the essay’s main aim.
- 4) Ideally, you will look at your peers comments and questions and respond. In other words, have conversations in writing with them.

BRING FIRST SENTENCES FOR EACH ESSAY:

16. Th 10/20

Discuss:

- 1) 2) BAZELON, EMILY. “Making Bathrooms More Accommodating.” New York Times Magazine. 17 November 2015. Web. 2 January 2016.

http://www.nytimes.com/2015/11/22/magazine/making-bathrooms-more-accommodating.html?_r=0

- 2) “Space and Consequences: The Impact of Different Formal Learning Spaces on Instructor and Student Behavior” by D. Christopher Brooks

<https://via.hypothes.is/http://libjournal.uncg.edu/jls/article/view/285/275>

- 3)

Week 9

17. M 10/24

Reading Summaries 3 & 4 due: Draft 1 Due:

18. Th 10/27

Due: Annotated Bib 3&4

Reading Summaries 3 & 4 due: Draft 1 Due:

WEEK 10

19. M 10/31 Halloween

Due:Interior Building Environment Description 2, Draft 1

20. Th 11/3 last day to drop on 11/4

Due: Interior Description Due Final

Week 11 (Unit 3: Digital Built Environment / Final Analysis)

21. M 11/7

22. Th 11/10

Due: Annotated Bib 5&6

23. M 11/14

24. Th 11/17

Digital Doc Draft 1 Due

Week 13

25. M 11/21

Digital Doc Due

Due: Annotated Bibliography 7-10

26. Th 11/24 Thanksgiving

NO CLASS

Week 14

27. M 11/28

City of Rhetoric presentations:

28. Th 12/01

Due: Introductory paragraph for Built Environment Analysis due by class time on the first day of class this week

Week 15

29. M 12/05

Due: Draft 1 for Built Environment Analysis

30. Th 12/08 Last class

Final Draft for BEA

Dec 9th: classes end (Final Essay)

