Welcome to English 102

Instructor:  
Ms. Brenta Blevins

Email:  
sbbevin@uncg.edu

Class Time:  
Tu/Th 9:30-10:45 am

Class Location:  
MHRA 1209

Office:  
MHRA 3313

Office Hours:  
Tu/Th 11am-noon; by appt

Mailbox:  
MHRA 3317

English 102 is “[a] course in research-based writing, focused on analysis, argument, and critical reflection using the tenets of rhetoric. Instruction in research methodologies as relevant to college writing projects” (http://uncg.smartcatalogiq.com/en/2015-2016/Undergraduate-Bulletin/Academic-Departments-Programs-Courses/English-Department/ENG-English/100/ENG-102).

English 102: College Writing II

English 102 satisfies three of the six hours of the Reasoning and Discourse (GRD) requirement at UNCG, which states that students “gain skills in intellectual discourse, including

- constructing cogent arguments,
- locating, synthesizing and analyzing documents, and
- writing and speaking clearly, coherently, and effectively”


In addition, English 102 is designed to meet Learning Goal #1 (LG1) in the UNCG General Education Program. This is the ability to

- “think critically,
- communicate effectively, and
- develop appropriate fundamental skills in quantitative and information literacies.”


English 102 Student Learning Outcomes

The following are English 102 student learning outcomes (SLOs), each of which corresponds to both the GRD goals and to LG1. At the completion of this course, students will be able to:

1. Locate and evaluate primary and/or secondary sources;
2. Employ sources to advance an informed, cogent argument;
3. Construct research-based writing projects that demonstrate focused, independent inquiry.

English 102 also carries a speaking-intensive (SI) designation:

1. Students will be able to speak effectively in genres appropriate to the discipline(s) of the primary subject matter of the course.
**Section Description: Communicating in the Digital Era**

This College Writing II course examines the role of writing in the digital era.

Over the last several generations, communication has significantly changed via new technology. We constantly face new forms of communication at a pace never before seen in the history of humanity. In this class, we will explore written and oral communication by examining the role of writers and writing and speakers and speaking in the internet age, consider such questions as:

- **What is the role of writing in our increasingly technological era? Of speech?**
- **How is research presented in digital communication?**
- **How does technology impact communication? Does technology bring people together, does it hinder communication, or is it somewhere in between?**
- **How do the theories and practices of the past relate to current communication?**
- **How do we prepare for future communication?**

**Required Texts/Materials:**

- Additional course readings are posted on Canvas as PDFs.
- Sufficient printing funds or printer for printing any required in-class workshop or in-class readings.
COURSE POLICIES:

Attendance: I adhere to the departmental attendance policy: Students in TR classes are allowed two absences without a grade penalty. **Missing a third class** drops your final grade by a half-letter grade. **Students who miss four classes on a TR schedule will fail the course.** This attendance policy does not differentiate between "excused" and "unexcused" absences; thus, it is the student's responsibility to plan for absences within the policy concerning program fieldtrips, athletic events, work-related absences, advising sessions, minor illnesses, family and/or friend events, etc. For this English course, the College Writing Program’s attendance policy supersedes any other.

Students are by state law allowed two excused absences due to religious holidays. These absences do not count toward the total maximums allowed above. If a student plans to miss class due to a religious holiday, he or she must notify the instructor in writing at least 48 hours prior to the absence.

NOTE: I expect students who are adults to monitor their own absences. If you miss, keep a record of your absence in your own records and its impact upon your grade.

Extemporizing Circumstances: If you have extemporizing circumstances such as a death in the family, chronic illness/injury requiring prolonged medical treatment, prolonged psychological issues, etc., then you should immediately contact the Dean of Students Office for advocacy (http://sa.uncg.edu/dean/). You can use that department email, (deanofstudents@uncg.edu) and provide your name, your UNCG ID number, a telephone number that you can be reached, and a general description of why you would like to meet with a staff member. If your situation is urgent, you may opt for a walk-in appointment (Monday – Friday from 9:00 am to 4:00 pm), and the staff will connect you with the appropriate person as soon as possible. The Dean of Students office is located on the second floor of the Elliott University Center (EUC).

If you must miss class,

- check the course Canvas and with another student about what you missed in class.
- As a rule, I will not respond to questions about content or assignments from missed classes.

If you come late,

- I take attendance at the beginning of class; if you come in after, see me so I can make sure you are marked present/tardy
- Every three tardies is equal to an absence
- If you leave class early or if you frequently depart class and come back in you will be marked tardy.

Conferences: We will meet for a required conference in my office to discuss your writing. **If you do not attend the scheduled conference time, you will receive an absence.** Come to conferences prepared to discuss your work and ask questions about the course.

In Class Behavior: Any student behaving in a disruptive or distracting manner will be asked to leave and will receive an absence. Any remarks that show a lack of respect for the feelings and remarks of others, as well as any which demean others by virtue of race, ethnicity, gender, religion, sexual orientation, physical appearance, political affiliation, and the like will not be acceptable in this class. Of course, you are welcome (indeed, expected) to have different perspectives and points of view and therefore to disagree with one another, but different views can be discussed in a manner which is not a personal attack or power-based. If, after a verbal warning, the disruptive behavior persists, your case will be referred to the appropriate university authorities.

Electronic Devices: All cell phones, smart phones, and iPods should be turned completely off and put away in your bag during exams or any other selected in-class assignments as determined by the instructor. If you foresee an emergency that will require you to access your cell phone, you must notify me at the beginning of class and I will use my discretion. The first time the electronics policy is violated (such as a phone ringing during class or a student is caught text messaging or surfing the web), that student will be given a warning. The second and subsequent times, the student will be asked to leave the class and will be counted absent for the day.

Laptops, tablets, or other internet-enabled devices may be used in class to take notes pertaining to our class, to view documents on our Canvas website, or to engage in class-related activities as approved by the instructor. **Any student who uses a laptop for any activity not relevant to this course during class time will not be allowed to use a laptop in class again.** To be perfectly clear: one violation means no laptop use.

Accommodations: Students with documentation of special needs should arrange to see me about accommodations as soon as possible. If you believe you could benefit from such accommodations, you must first register with the Office of Accessibility Resources & Services on campus before such accommodations can be made. The office is located on the second floor of the Elliott University Center (EUC) in Suite 215, and the office is open 8am to 5pm, Monday - Friday. Telephone: 336-334-5440; e-mail: oars@uncg.edu.
**Academic Integrity**

UNCG’s Academic Integrity Policy states: “Academic integrity is founded upon and encompasses the following five values: honesty, trust, fairness, respect, and responsibility. Violations include, for example, cheating, plagiarism, misuse of academic resources, falsification, and facilitating academic dishonesty. If knowledge is to be gained and properly evaluated, it must be pursued under conditions free from dishonesty. Deceit and misrepresentations are incompatible with the fundamental activity of this academic institution and shall not be tolerated” (http://sa.uncg.edu/handbook/academic-integrity-policy/). To ensure that you understand the university’s policy on academic integrity, review the guidelines and list of violations at http://academicintegrity.uncg.edu. I expect you to abide by the Academic Integrity Policy (http://academicintegrity.uncg.edu). Depending on the severity of the violation and the significance of the assignment to the final grade, penalties for plagiarism, among other forms of academic dishonesty or unethical intellectual property appropriation, may range from an automatic zero on the assignment, to the student being dropped from the class or receiving expulsion from the university. All work will be evaluated against electronic sources and must be your work. The first time the Academic Integrity Policy is violated, the student will fail the assignment; the second violation will result in automatic failure of the course. Incidents of cheating and plagiarism are reported to the Dean of Students and sanctions are aligned with the policies at http://sa.uncg.edu/dean/academic-integrity/violation/plagiarism/

**Use of Canvas and Email**: You are required to check and to use Canvas on a regular basis in this course. Our Canvas course site holds our class syllabus, resources and readings, as well as assignments. Please familiarize yourself with the system and ask me for help if needed. This means you will need:

- Regular internet access.
- To check your **UNCG email account** on a daily basis.
- To check your **Canvas notifications**/announcements.

**Email Communication**: Outside of office hours, email is the best way to reach me.

**Note**: I do not discuss via email weighty issues such as grades, grade appeals, or conflicts with other students or with me. These are important discussions best addressed face-to-face, so if you wish to discuss these, please schedule an appointment or come by during office hours.

**Assignment Submission**: All assignments will be submitted electronically to Canvas. I will return feedback to you on Canvas. **Do not email assignment submissions to me**.

**Late Work**: I do not accept late work.

- **I do accept early work**

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<thead>
<tr>
<th>Emailing Your Instructor: The Dos and Don’ts</th>
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<tbody>
<tr>
<td><strong>Do</strong></td>
<td><strong>Don’t</strong></td>
</tr>
<tr>
<td>☑ Expect email responses from me within 48 hours (excluding weekends and university holidays)</td>
<td>✗ Email at 1 am or 1 minute before class and expect a prompt reply</td>
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<tr>
<td>☑ Treat the email as a rhetorical interaction that affects your ethos; use appropriate language</td>
<td>✗ Mistake emailing a professor with emailing a friend</td>
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<td>☑ Address instructor by name (Ms. Blevins)</td>
<td>✗ Begin an email to an instructor with “Hey”</td>
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<tr>
<td>☑ Include sufficient detail (your name, your class, detailed specifics about any question) in your email</td>
<td>✗ Worry the email has to be overly long and elaborate</td>
</tr>
<tr>
<td>☑ Use your UNCG iSpartan email account</td>
<td>✗ Email from non-UNCG accounts</td>
</tr>
<tr>
<td>☑ If you miss class, email a classmate (and check syllabus/Canvas)</td>
<td>✗ If you miss class, email instructor and ask, “Did I miss anything?”</td>
</tr>
<tr>
<td>☑ Sign your email with your name</td>
<td>✗ Email assignment submissions to me (this class uses Canvas for)</td>
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<tr>
<td>☑ Understand email is best for short conversation</td>
<td>✗ Send a follow-up email a few hours after the first asking for a response</td>
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Grade Scale

I utilize the range of grades from A to F, in keeping with university grading policies. **UNCG defines an A as excellent; a B as good; a C as average; a D as lowest passing grade; and an F as failure** (http://uncg.smartcatalogiq.com/en/2015-2016/Undergraduate-Bulletin/Academic-Regulations-Policies/Grading/Grading-System-for-Undergraduates). In adherence to this scale, you should understand that a C means you successfully met the requirements of the course, not that the requirements were unsuccessfully met, which would be indicated by either a D or an F. Likewise, an A or B indicate that you met and exceeded course requirements.

Also, I do not discuss grades in email, nor do I discuss grades of a particular assignment until 24 hours after the grade has been given.

Course Requirements

Your final course grade will be based on the following components that make up our work for the semester. Brief outlines of these assignments are located below; see Canvas for more detailed assignment information and the course calendar for due dates.

- **Podcast Analysis**: 5%
- **Annotated Bibliography**: 5%
- **Argument Essay**: 10%
- **Podcast**: 10%
- **Persuasive Video Presentation (w/Speaking Center visit)**: 15%
- **Technology-Enhanced, In Person Presentation**: 15%
- **Documentary/Portfolio Video**: 20%
- **Class Participation**: 20%
### Podcast Analysis 5% SLO 1
You will research one podcast episode that could serve as a resource for your later presentations and write a rhetorical analysis of that podcast’s rhetorical successes and opportunities for improvement, particularly paying attaching to how this podcast presents research. DUE: 9/15/15

### Annotated Bibliography 5% SLO 1
You will need to write a short summary of resources you plan to use in your work throughout the semester, as well as one or two sentences that demonstrate why this source is relevant to your project. See the example in RACW. DUE 9/24/15

### Informative Podcast 10% SLO1, 2, 3, SI SLO 1
You will perform primary and secondary research on your chosen topic related to the theme of our course and record an oral podcast presenting your research. DUE: 10/1/15

### Argument Essay 10% SLO1, 2, 3,
You will identify a point you want to make related to the theme of our course, develop a thesis, then write a researched argument using evidence from the sources from your annotated bibliography, as well as any others you wish to include. DUE 10/8/15

### Persuasive Video Presentation 15% SLO 1, 2, 3, SI SLO 1
You will write a speech on your chosen topic related to the theme of our course and record it. You will need to visit the UNCG Speaking Center to receive feedback. You will also need to record this presentation and submit it online for feedback from your group. DUE: 10/15/15

### Technology-Enhanced, In Person Presentation 15% SLO 1, 2, 3, SI SLO 1
You will enhance the persuasive presentation you made on video with technology (PowerPoint, Prezi, or other options we will discuss), revise material based on feedback of the video presentation, and deliver the presentation in person during class time. You will also be required to provide feedback to other classmates. DUE: 11/12/15, 11/14/15, 11/19/15; 11/24/15

### Documentary Reflection Video 20% SLO 1, 2, 3, SI SLO 1
You will create a video documentary with your own narration commenting on your experience in our class. You will research your own work in this course and reflect upon the Student Learning Outcomes and what you learned about research, writing, and communication. We will discuss different technologies you can use in creating this presentation. DUE 12/6/15

### Active Class Participation 20% SLO 2, SI SLO 1
Class participation is not a spectator sport! While I provide instruction on research, critical thinking, and communication skills, much learning in this class results from student interaction. To receive credit, participate actively and regularly in all discussions and course activities, by:

- bringing readings/textbook/writing implements
- bringing your assigned work
- positive attitude/respectful to class
- being on time
- doing group work
- doing in class activities: writing, invention
- reading quizzes (announced & unannounced)
- question development
## Class Participation Rubric

<table>
<thead>
<tr>
<th>Communication Skills</th>
<th>Preparation</th>
<th>Volunteers Participation</th>
<th>Readings/Concepts Discussions</th>
<th>Attitude &amp; Group Contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> Superior</td>
<td>Excellent</td>
<td>Always</td>
<td>Exemplifies mastery, rigor, and intellectual curiosity regarding course readings and concepts while also introducing relevant independent insights to the discussion</td>
<td>Enthusiasm/Initiative</td>
</tr>
<tr>
<td><strong>B</strong> Good</td>
<td>Solid</td>
<td>Consistently</td>
<td>Interest and engagement regarding course readings and concepts</td>
<td>Meaningful; positive attitude.</td>
</tr>
<tr>
<td><strong>C</strong> Adequate</td>
<td>Adequate</td>
<td>Occasionally</td>
<td>Competence</td>
<td>Sporadic; inoffensive, but noncommittal attitude.</td>
</tr>
<tr>
<td><strong>D</strong> Limited</td>
<td>Uneven</td>
<td>Rarely</td>
<td>Inattentive.</td>
<td>Rare; may be tardy, disruptive.</td>
</tr>
<tr>
<td><strong>F</strong> Weak</td>
<td>Little to no</td>
<td>Never/Doesn’t Respond when Prompted</td>
<td>Little evidence, including not buying or printing course texts or not making up missed material</td>
<td>Hostility; irrelevant, distracting, or no contributions to group activities; disruptive and/or disrespectful to classmates, teacher, or course subject matter.</td>
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Resources

**Speaking Center**
The University Speaking Center (MHRA 3211) is designed to help speakers further develop their own oral communication confidence and competence. We provide peer-to-peer feedback, guidance, and other support in the areas of public speaking preparation and delivery, interpersonal communication, and group or team communication. Hours and online resources can be found here: [http://speakingcenter.uncg.edu/resources/index.php#students](http://speakingcenter.uncg.edu/resources/index.php#students).

**Digital Media Commons (DMC)**
The DMC, housed on the lower level of Jackson Library, provides the space and resources for UNCG’s students, faculty and staff to create and refine their multimedia projects, including web pages, digital images, digital video, digital audio, PowerPoint and more. Patrons can receive assistance with selecting, using, and citing media resources, as well as consult with experts on the technical aspects of developing and communicating their ideas through media. For more information, go here: [http://library.uncg.edu/spaces/dmc/](http://library.uncg.edu/spaces/dmc/)

**Digital ACT Studio (DACTS)**
The Digital ACT Studio supports students, faculty, and staff in their effective creation or incorporation of digital media into projects. Digital ACT Studio consultants (the “Digitree”) are a trained, engaged audience, providing feedback on slide presentations, video projects, podcast, digital photography, websites, and blogs by offering collaborative, dialog-based consultations. Schedule an appointment here: [http://digitalactstudio.uncg.edu/contact.php](http://digitalactstudio.uncg.edu/contact.php)

**Tutoring and Academic Skills Programs**
The Tutoring and Academic Skills Programs (TASP) offers free services to the entire UNCG undergraduate community and is located in McIver Hall. TASP is an academic support program that challenges students to become independent and successful learners. Services such as tutoring, academic skills instruction, and workshops help students:
- improve study skills,
- increase their understanding of course content,
- enhance self-confidence, and
- foster positive attitudes toward learning.

For help with study skills, go to [http://success.uncg.edu/lac/](http://success.uncg.edu/lac/).

**Writing Center**
The purpose of the Writing Center is to enhance the confidence and competence of student writers by providing free, individual assistance at any stage of any writing project. Staff consultants are experienced writers and alert readers, prepared to offer feedback and suggestions on drafts of essays, help students find answers to their questions about writing, and provide one-on-one instruction as needed. Sessions are available on a walk-in basis in MHRA 3211 or online; or you may schedule an in-person or online writing conference (either by email: askthewc@uncg.edu or phone: 336.334.3125). While you can always do an online “walk in,” the Writing Center online facilities are limited, so it is advisable to make online appointments in advance. For more information, see: [http://www.uncg.edu/eng/writingcenter/](http://www.uncg.edu/eng/writingcenter/).

**Technology Access: Computers, Printers, & More**
Computers and printers are available in the library and the Writing Center; because these computers and printers may be occupied, I strongly suggest you print out any work well ahead of class. — “My printer wasn’t working” or “I didn’t have printing money on my card” is not a valid excuse for not having work or printouts.

**MLA Citations and Format:** Your submissions must appropriately cite all outside sources used in your work. This course will use the Modern Language Association (MLA) documentation format, which requires in-text citations and a “Works Cited” page. Purdue University’s OWL is a great resource for MLA style: [https://owl.english.purdue.edu/owl/resource/747/01/](https://owl.english.purdue.edu/owl/resource/747/01/)

Additional resources for MLA style may be found on Canvas.
# Course Calendar

Reading Key: **RACW: Rhetorical Approaches to College Writing**; otherwise, documents are on Canvas.

* This calendar is subject to change. I will announce any changes in class / online.

**Readings/assignments are to be completed before class time on the day listed.**

* Bring your textbook/readings to class on the assigned days.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Writing DUE</th>
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<tbody>
<tr>
<td><strong>WEEK 1</strong></td>
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<tr>
<td>Tu, Aug. 18</td>
<td>Course Introductions</td>
<td>Syllabus</td>
<td>DUE by Class: Post to Canvas/Bring to class an image that evokes rhetorical appeal(s)</td>
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<tr>
<td>Th, Aug. 20</td>
<td>Introduction to Rhetoric</td>
<td><em>RACW</em>: An Introduction to Rhetoric and the Rhetorical Triangle: 3-12; Writing with the Rhetorical Appeals: 17-24; Reading Critically: 57-64; Sample Annotated Text: 236</td>
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<tr>
<td>Fri., Aug. 21</td>
<td>Reminder: Last day to change course(s) or course section(s) without special permission. Last day to withdraw from a course for tuition and fees refund; course withdrawal policy in effect after this date.</td>
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<td><strong>WEEK 2</strong></td>
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## WEEK 3

**Tu, Sept 1**  
Learning Audacity for Podcast Creation  
Listen to a Podcast for Your Analysis Assignment  
*Meet at 9:30 in Digital Media Commons, lower level in Jackson Library*

**Th, Sept 3**  
Rhetorical Canons: Invention & Delivery  
*RACW: The Canons of Rhetoric as Phases of Composition: 34-41; Invention, 65-68; Pre-Writing Strategies 69-76; How the Thesis Guides Effective Writing: 77-80*  
Rhetorical Canons:  
https://www.youtube.com/watch?v=gb9jy47l3Y  
Safire, “The Perfect Paragraph”  
*DUE: Print Annotated Bibliography Assignment Sheet*

## WEEK 4

**Tu, Sept 8**  
Academic Research  
*RACW: Conducting Academic Research: 123-133*  
From Norton Field Guide: Developing a Research Plan; Finding Sources; Evaluating Sources (421-56)  
*Meet at 9:30 in CITI Lab of Jackson Library to Work on Annotated Bibliography*

**Th, Sept 10**  
Working with Sources  
*RACW: Academic Integrity: 42-48; The Art of Summarizing, Paraphrasing, and Quoting: 134-40; Organizing Research 148-53; Rhetorical Elements of Academic Citations: 154-168; Sample Annotated Bibliography: 248-249*  
Purdue OWL Citation Table:  
https://owl.english.purdue.edu/media/pdf/20110928111055_949.pdf  
*DUE: Bring printout of Podcast Analysis to Class  
Bring a summary, paraphrase, and quote from your podcast  
Bring printout of one source from Tuesday to class*

## WEEK 5

**Tu, Sept 15**  
Arrangement Memory  
*RACW: Arrangement as Rhetorical Composing: 81-85;  
“Outline + script” Ted.com:  
https://www.ted.com/participate/organize-a-local-tedx-event/tedx-organizer-guide/speakers-program/prepare-your-speaker/outline-script  
Joshua Foer: “Feats of Memory Anyone Can Do”  
http://www.youtube.com/watch?v=UGPoUg7jXsA  
Clive Thompson, “We the Memorious” from Smarter than You Think*  
*DUE on Canvas by 11:59 PM: Podcast Analysis*
<table>
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<tr>
<th>Date</th>
<th>Activity</th>
<th>Assignment</th>
<th>Notes</th>
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<tr>
<td>Th, Sept 17</td>
<td>Delivery</td>
<td>“Dance versus PowerPoint” by John Bohannon: <a href="http://www.ted.com/talks/john_bohannon_dance_vs_powerpoint_a_modest_proposal">http://www.ted.com/talks/john_bohannon_dance_vs_powerpoint_a_modest_proposal</a></td>
<td>DUE: Questions for Your Podcast Interview</td>
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<td>“Great Rock and Roll Pauses” – Jennifer Egan</td>
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<td>[RACW]: Understanding Tone and Voice: 92-98; It’s All—Well, a Lot—in the Delivery: 99-105</td>
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<tr>
<td>Th, Sept 24</td>
<td>Composing</td>
<td>[RACW]: How the Thesis Guides Effective Writing: 77-80</td>
<td>DUE on Canvas by 11:59 PM: Annotated Bibliography</td>
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<td>“We Need to Talk about TED” by Benjamin Bratton <a href="http://www.theguardian.com/commentisfree/2013/dec/30/we-need-to-talk-about-ted">http://www.theguardian.com/commentisfree/2013/dec/30/we-need-to-talk-about-ted</a></td>
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<td>DUE on Canvas by 11:59 PM: Podcast</td>
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**WEEK 7**

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<th>Date</th>
<th>Activity</th>
<th>Assignment</th>
<th>Notes</th>
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<tr>
<td>Tu, Sept 29</td>
<td>Composing Research</td>
<td>[RACW]: Organizing Research by Synthesizing Sources: 148-153</td>
<td>DUE in Class: Argument Essay Draft; Bring Your Research to Class</td>
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<td>DUE on Canvas by 11:59 PM: Podcast</td>
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<td>WEEK 8</td>
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<td><strong>Tu, Oct 6</strong></td>
<td>Conferences</td>
<td>Meet for Conference &amp; Bring Argument Essay; Visit Speaking Center for Recording Persuasive Video Presentation</td>
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<tr>
<td><strong>Th, Oct 8</strong></td>
<td>Conferences</td>
<td>Meet for Conference &amp; Bring Argument Essay; Visit Speaking Center for Recording Persuasive Video Presentation</td>
<td>DUE on Canvas by 11:59 PM: <em>Argument Essay</em></td>
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<tr>
<td><strong>Fr, Oct 9</strong></td>
<td>Reminder: Last day to drop course(s) without academic penalty.</td>
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<th>WEEK 9</th>
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<td><strong>Tu, Oct 13</strong></td>
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<td><strong>Tu, Oct 20</strong></td>
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<td><strong>Th, Oct 22</strong></td>
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<th>WEEK 11</th>
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<td><strong>Tu, Oct 27</strong></td>
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<td><strong>Th, Oct 29</strong></td>
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<th>WEEK 12</th>
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# WEEK 13

**Tu, Nov 10**  
Presenting Research  
Illustrated TEDx Speaker Guide:  
Your group will research and present one video that presents and/or cites research well. Each member of your group will then discuss this video briefly in class.  

(See Readings)

**Th, Nov 12**  
Presenting Research  
Technology-Enhanced Persuasive Presentation  
Presenter Group 1: _______________  
Response Group 1: _______________

# WEEK 14

**Tu, Nov 17**  
Presenting Research  
Technology-Enhanced Persuasive Presentation  
Presenter Group 2: _______________  
Response Group 2: _______________

**Th, Nov 19**  
Presenting Research  
Technology-Enhanced Persuasive Presentation  
Presenter Group 3: _______________  
Response Group 3: _______________

# WEEK 15

**Tu, Nov 24**  
Presenting Research  
Technology-Enhanced Persuasive Presentation  
Presenter Group 4: _______________  
Response Group 4: _______________

**Th, Nov 26**  
Happy Thanksgiving!

# WEEK 16

**Th, Dec 3**  
Exam Period  
8 A.M. to 11 A.M.  
DUE on Canvas by 11 AM: Documentary Reflection Video