

ENG 259B: Writing in the Real World

Fall 2019 | Wednesday & Friday, 11:00-12:15| Room # HC 105

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Student Hours: Tuesday-Friday 1pm-3pm, and by appointment.

Course Description

What do you think of when you think about “writing”? Is it what you’re asked to do in classes (like this one)? Or do you think of great works of literature? These are definitely writing, but they’re really only a pretty small subset of the writing that happens in the “real world.” This course is designed to help you understand these *other* kinds of writing that we engage in and encounter every day: like tweets, shopping lists, emails, and workplace memos. Although these documents might seem so ordinary that they’re unimportant, they can have real effects on how we live and interact with the world. Additionally, this writing involves many of the same processes that the more “serious” writing does, though these everyday processes might be a bit more abbreviated.

The course is based around some of major questions, which we’ll address over the course of the semester. These include:

- What *is* writing? And what does it mean to *be* a writer?
- What kinds of writing do we engage in and interact with?
- How does context affect writing (and writers)? And how does writing affect us?
- How can we better understand writing as a process that shapes, and is shaped by, contexts? And how can this understanding help us in other situations?

To help answer these questions, and to introduce you to the study of “real world” writing, you will be asked to analyze and produce writing for the real world—and writing for the academic classroom. Throughout the semester, we’ll look at many different kinds of writing: analog, digital, everyday, work-related, non-alphabetic, etc. And we’ll look at this writing through different lenses, all of which can help us better understand what this writing is and what it’s doing.

By the end of the course, you should be able to demonstrate a critical understanding of:

- What writing is and how it is used by different people and in different contexts;
- How writing fits in different genres and is shaped by different rhetorical situations;
- How writing has affordances and constraints in a variety of media;
- How writing is connected to identity, ideology, and power;
- How writing, including your own, can be assessed based on its appropriateness in a variety of situations and contexts.

Assignments

Below you can find short descriptions of the assignments you’ll be asked to complete this semester. As we get closer to the assignment, I will provide detailed assignment sheets which will be provided. These assignment sheets will explain what you need to do in order to receive a “P.” All of the major assignments will be accompanied by a reflection and/or State of Goals and Choices (SGC). The reflection helps to illustrate what you learned from the assignment and

how it connects to our readings and discussions. The SGC helps to explain what your goals were for your composition and what choices you made to meet those goals.

- **QQCs (250+ words, each)**

Under most of the readings on the course schedule, you'll see QQC, which stands for Question, Question, Connection. On these days, you will be required to provide two questions and a connection based on the readings for that class. These QQCs will be used in our class discussions about the readings. The questions should be questions you have about the readings, but they should be more thought out than "What is this person talking about?" And your connections should attempt to draw connections between the readings and your own lives, interests, and experiences. These are relatively informal, but your QQCs should point to specific parts of the readings (and utilize citations). I'll provide an example of what these might look like for our first couple of readings.

- **Discussion Responses (500 words, each)**

Under some of the readings on the course schedule, you'll see a discussion question. For these, you'll post a 500 word response on our Blackboard page. These are opportunities for you to more thoroughly grapple with some ideas or questions, but they are still relatively informal. Again, though, you should point to specific parts of the readings (or other readings from class, or texts from outside the class) to make your arguments.

- **Theory of Writing and Key Term Map (Question Responses, ~1.5 pgs, each; Maps, ?; Reflective Overlay, 3 pgs).**

At multiple points during the semester, you will be asked to respond to questions about what writing is and how it is used. It is possible, and likely, that your responses will change as you are introduced concepts about rhetoric and writing over the course of the semester. As we go through the semester, you will curate key terms that are integral to your understanding of writing and present them in a visual map that you will revise throughout the semester. This map should be informed by our assigned readings, class projects, and group discussions. These maps will be due (for credit) three times throughout the semester, and substantial changes to your map are expected as you become more informed throughout the term. These maps should be digitized and should function within digital spaces. The final map will be presented on your ePortfolio alongside a Reflective Overlay—a 3 page reflection that address how you see these key terms emerging within the course, how they have complicated, or augmented, your theory of writing, and how they can be seen within your projects.

- **Auto-Ethnographic Writing Study (Time Use Diary, ?; Essay, 3 pgs; Reflection, 1.5 pgs)**

An ethnography is a systematic study of a cultural phenomenon, and auto- means of the self. This assignment is designed to help you understand how you use writing in your daily life. To do so, you'll keep a time use diary that catalogs the writing you do over the course of a week. You'll then write a short essay that discusses what your writing habits look like and what you learned about your writing from the time use diary. You'll also write a reflection explaining what you learned from this assignment. There will 2 total drafts of this essay assignment, a time use diary, and a reflection.

- **Everyday Writing Case Study (Case Study 4 pgs, Reflection 1.5 pgs)**

A case study is a focused examination, analysis, and interpretation of a single artifact that we would categorize as everyday, mundane, ordinary, or vernacular writing. For this project, you will take a term/concept that we have discussed in class, define that term/concept using the reading(s) we've discussed, and then apply that term/concept to your artifact. Your analysis should culminate in an explanation of what this artifact tells us about everyday writing (e.g., about definitions, genre, materiality). I'll provide an example of what

this means in class. You'll also write a reflection that makes connections between this assignment and your overall understanding of the course.

- **Writer Interview and Artifact Case Study (Interview and Case study, ~5 pgs, SGC 2 pgs, Reflection 1.5 pgs)**

For this project, you will look at the way that a person in the real world uses writing and then analyze at least one artifact of their writing. You can choose someone who is a professional writer, someone who does not consider themselves a writer, or really anyone else. That being said, I do not want you to pick a fellow undergraduate student (if you want to pick a graduate student, talk to me first). You'll craft an interview designed to find out about the types of writing they engage in, in their personal and/or professional lives, and then report out that data. You'll also examine at least one example of their writing using one of the frameworks we've discussed in class (and like you did for the case study project above). You can present this project as a traditional essay, podcast, webtext, or something else. You'll explain your choice in a Statement of Goals and Choices. You'll also write a reflection that makes connections between this assignment and your overall understanding of the course.

- **Writing For The Real World (Writing, ?; SGC 2-3 pgs; Reflection 1.5pgs)**

For this project, you will attempt to operationalize what we've learned about writing over the course of the semester. You can work on your own or in a group, and you'll develop a plan to create writing that actually goes in the real world. You will identify a purpose, an audience, a context, and so on, and then design text(s) that work towards, and within, that frame. You can also choose to work with an organization on campus or in the community to identify a goal/audience/purpose. You'll explain your choice in a Statement of Goals and Choices. You'll also write a reflection that makes connections between this assignment and your overall understanding of the course.

- **ePortfolio (portfolio, includes all of your major assignments and revisions; SGC, 3 pgs)**

Throughout the semester, you will be constructing an online portfolio that compiles the work you've done for this class. The portfolio should be a (re)presentation of your growth as a scholar of writing, and it should make connections between the different texts you've studied and created for class. You'll also write an SGC that explains the goals of your portfolio and the choices you made to enact those goals.

Grading

Your grade for this course will be determined by a grading contract. Unlike a point system, which is based on the "quality" of your paper (which can be somewhat nebulously defined) a grading contract looks at your overall labor and progress throughout a semester evaluating your attendance, engagement, and commitment to creating and revising effective texts. In other words, your grade in this course will be based on the work, and effort, you put into it.

Normally, your final grade for a course is based on the points you're given for each assignment, and these points are usually based on the "quality" of the assignment you've turned in. You might receive feedback that accompanies the points on your assignment, but that feedback doesn't always help you understand why you received, or lost, points, and that feedback is often overshadowed by the points it accompanies. Sometimes, we worry more about the points than we do about the ideas we're grappling with, or its rhetorical effectiveness of the text, or the things we're learning in the process of writing. In the end, we might believe that these points define us and our abilities, and we might overlook the labor we put into polishing our texts and learning about writing.

Using a grading contract is designed to make grading more transparent, and it is designed to give more a more understandable way of assessing your work (and labor). Ideally, this method of grading allows you to focus more on what actually matters: engaging with the class, developing your ideas and understandings, learning about and practicing writing, and contributing to our classroom community.

Below, you will find a checklist that explains what you need to do in order to earn each letter grade. You are free to choose whatever grade you hope to earn. However, this goal is preliminary, and only your subsequent performance in the course will allow you to earn the grade you choose. It also helps me to know what your goal for this class is. I know this grading process may be unfamiliar to you, and I'm happy to answer any questions that you have or help you understand this process.

AMENDING A CONTRACT: If extenuating circumstances arise wherein you cannot meet one of the terms of the contract but feel you still have shown the labor, level of engagement, and produced the quality of the work necessary to earn your goal grade, please meet with me immediately to file for an individual amendment. This cannot be done the last week of class nor after grades have been entered. This should be done once you realize you have breached your contract.

To be considered passing for this class, you must meet the core requirements:

To earn a C, you must meet the Core Requirements:

- Miss no more than 4 classes (2 weeks of classes).
- Complete all of the required QQCs and discussion board posts by the end of the semester.
- Complete daily activities such as free-writes, peer reviews, in-class activities
- Engage in meaningful class discussion by actively reading and coming to class prepared to discuss.
- Work with your peers to help them develop as thinkers and composers, contributing to our classroom community.
- Complete all assignments on time (unless an extension is granted in advance of due date).
- Complete all assignments according to the requirements expressed on the assignment sheet including all parts of the assignment (drafts, statements of goals and choices, etc.) earning "P"s on all major assignments.
- Revise any assignments that receive "P-"s understanding that you must write a revision memo explaining what you have changed in this new draft and why you have made those changes.

To earn a "B," in addition to the core requirements, you must...

- Complete most ($\geq 80\%$) of the required QQCs and discussion board posts on-time.
- Meet with me to discuss your plans for revising one of your assignments (a pre-revision meeting) and meet with me to receive your new feedback (a post-revision meeting).
- Meet with me two times throughout the semester to talk about progress, get feedback, answer questions. Any pre-revision meetings count towards these two.

To earn an "A," you must...

- Complete most ($\geq 80\%$) of the required QOCs and discussion board posts on-time.
- Revise your “P” major assignments to further polish the effectiveness of these texts understanding that you must write a revision memo explaining what you have changed in this new draft and why you have made those changes.
- Meet with me to discuss your plans for revising two or more of your assignments (a pre-revision meeting) and meet with me to receive your new feedback (a post-revision meeting).
- Meet with me at least three times throughout the semester to talk about progress, get feedback, answer questions. Any pre-revision meetings count towards these three.

Course Requirements

Materials

- Access to a computer- everything we read this semester will be provided through our course site on Blackboard, so you’ll need some device that can access that material. You are expected to engage with these digital texts (whether that means printing these out and writing on them or annotating digitally). I would also like you to bring the readings with you to class (either on your device or printed out), and I would like you to have access to the internet during class. You will also need access to a computer since most of what we create for class will also be composed digitally.
- Attention to Blackboard- I send announcements and updates through Blackboard, so please make sure you have those notifications enabled.

Participation and Civility

Participate in class by attending and being actively engaged, complete readings regularly and on time, completion of major projects by their due dates (including these projects’ drafts and in-class peer review activities), respect both your teacher and your peers.

I want you to participate in class and share your perspectives with your classmates, but I will tolerate neither disruptive language nor disruptive behavior. Disruptive language includes, but is not limited to, violent and/or belligerent and/or insulting remarks, including sexist, racist, homophobic or anti- ethnic slurs, bigotry, and disparaging commentary, either spoken or written (offensive slang is included in this category). While I agree that you each have a right to your own opinions, inflammatory language founded in ignorance or hate is unacceptable and will be dealt with immediately. Disruptive behavior also includes blatant texting, Facebooking, messaging, and working on assignments unrelated to class during our class. This classroom functions on the premise of respect and if you violate any part of the course civility and professionalism policy, you will be marked absent for the day and may be asked to leave if violations to this policy become excessive or oppressive.

Digital Technology, Privilege, and Potential Excuses:

In this class, computers are an integral part of the course, and you will be interacting with your laptops, tablets, etc. during our classes frequently. For this reason, you will need to bring your technology to each class meeting—including conferences. However, there is a difference between engaged, as in course-related, and disengaged computer usage, such as texting/ emailing, surfing social media or unrelated sites, etc. Disengaged computer usage will result in a warning, but repeated instances will result in you being asked to leave the class and take an absence.

Additionally, a reality of digital composition is that computers crash, files are lost, and platforms crash without automatically saving. As digital composers, you need to create precautions to ensure that when you experience technological problems, you have your files stored elsewhere

(you might backup files on Google Drive or OneDrive, or keep a copy of your writing in a Word doc before you move it to networked spaces like your eportfolio). When a catastrophe happens, please explain your situation to me **before the due date has passed** but do know extensions for this reason are unlikely.

Late Work

Unless a change is discussed in class, all work—including drafts—must be submitted by the due date specified on the syllabus. Turning things in late is an issue of professionalism, and, thus, will have consequences in this course. **A project will be marked down 1/3 letter grade (e.g., A to A-) for each calendar day that it is late.** In other words, be professional, responsible and punctual in completing your work.

That being said, if you think that you need an extension on an assignment, just ask me. **But you must ask me at least 24 hours before an assignment is due**, and I need you to provide an alternative due date. While I will always discuss the possibility of an extension with you, the discussion is not a guarantee that you will be granted one. I do not offer any makeup assignments or extra credit.

Attendance Policy

Because this course is based heavily on class readings and discussion, attendance and participation are an important part of the learning process. Our classroom community will function based on how much everyone contributes and participates, and if you are not here, you're not contributing or receiving the benefits of our classroom community. As such, I expect you to attend every class (and this is reflected in our grading contract), and I also expect you to actively participate while you are in class. Ultimately, you are responsible for managing your own attendance: if there is a day that you don't want to come to class then don't, but know that you only have four to work with for the entire semester. **If you miss six or more classes, you cannot pass this class.** You are considered late if you arrive after I have taken attendance; three tardies will equal one absence.

That being said, I do understand that there are some extenuating circumstances—like illnesses, religious holidays, and unforeseen events—that might cause you to miss class. These days are considered excused absences, as long as you provide official documentation (i.e. a doctor's note, consultation with the Dean of Students, etc.) that indicate the necessity of your absence. It is your responsibility to keep me informed and up-to-date in these cases. Even if you are granted an excused absence, you are still responsible for meeting assignment deadlines and completing your course work during your absence (unless otherwise negotiated, as per the extension policy mentioned above). Please see me if you have any questions. I will keep a record of your attendance, but, again, it is your responsibility to keep track of your absences and late arrivals.

Finally, please do not be late. Continued lateness (you are late after I mark attendance) will be counted against you. Three tardies equal one absence.

Course Resources

Student Hours

My main goal as an instructor is to help you learn about writing and become better writers. To that end, I will be in my office during student hours (listed at the top of the syllabus), and I am also happy to make an appointment to meet with you outside of those times too. I want to be able to make sure I can answer any questions you might have about the course, help you work

through your ideas for assignments, and help you navigate the semester. If you're having trouble with the technological aspects of our assignments, I am happy to try and help you work through that too.

I can also answer questions over email, though I may ask you to meet with in person depending on your questions. If you email during non-business hours, I may take a little longer to respond to you.

Accessibility and Accommodations

The Office of Student Accessibility provides instructional accommodations and services for students with disabilities in compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. If you need assistance to access any materials related to this course or anything else related to your learning experience or time on campus, please contact me (in person or through email) and we can work together to make things more accessible for you. Alternatively, you can email access@sacredheart.edu to speak with the Office of Student Accessibility.

Academic Integrity

Please refer to the University's policy on academic honesty in the Undergraduate Catalog ([Click here for academic integrity policy.](#)). Understanding what plagiarism is and how it functions in different contexts is important, and we'll discuss this in class; as such, different assignments will have different expectations for citations and references.

That being said, any violations with regard to plagiarism, cheating, work handed in that is not your own, work handed in for a previous or another course, and other infractions against this policy will result in a failing grade for the assignment for the first infraction and a failing grade for this course and an official report to the office of Dean Cautin for the second infraction.

****This syllabus is subject to change, and any significant change that would affect course evaluation or would result in a project change will be discussed ahead of time with the class.****

Week#	Wednesday	Friday	Major Due Dates & Extracurricular Things
Week 1 8/25-8/31	<u>Before Class</u> 1) Look at the syllabus <u>In Class</u> 1) Course Introduction 2) What is Writing? Key Terms 3) Discussion	<u>Before Class</u> 1) Read Naming What We Know Excerpts (Bb) 2) Discussion Board: How does this complicate or add to your understanding of writing? What new key terms would you add to your list (define the terms and explain why?) <u>In Class</u> 1) What is Writing? discussion (mapping activity) 2) Intro to Auto-Ethnography Assignment and Time Use Diary	Start Filling out Time Use Diary
Week 2 9/1-9/7	<u>Before Class</u> 1) Continue Filling Out Time Use Diary 2) Read “Unframing Models of Public Distribution” (Bb) 3) QQC <u>In Class</u> 1) Discuss Reading 2) Writing Ecologies activity 3) Discuss your Writing Habits (so far)	<u>Before Class</u> 1) Continue Filling Out/ Finish Filling Out Time Use Diary. 2) Read “Writing as Everyday Practice” (Bb) 3) Read “Discussion of a Writer” (Bb) 4) QQC <u>In Class</u> 1)	Time Use Diary Due Friday (9/6) on Bb Start Drafting Auto-Ethnography Essay
Week 3 9/8-9/14	<u>Before Class</u> 1) Start/Continue Drafting Auto-Ethnography Essay. Bring Draft to Class 2) Read “Revising the Menu to Fit the Budget” (Bb) 3) QQC <u>In Class</u> 1) Discuss Readings 2) What are your rhetorical heirlooms? 3) Examining contexts 4) Looking for patterns in the data	<u>Before Class</u> 1) Continue Revising/ Drafting Auto-Ethnography Essay. Bring Draft to class 2) Read <i>Ordinary Writing Excerpt</i> (Bb) 3) QQC <u>In Class</u> 1) Discuss Reading 2) What “ordinary writing” do you engage in? How can we apply this framework?	Auto-Ethnography Essay and Reflection Due Sunday 9/15 on Bb.

Week#	Wednesday	Friday	Major Due Dates & Extracurricular Things
<p>Week 4 9/15-9/21</p>	<p><u>Before Class</u></p> <ol style="list-style-type: none"> 1) Look at ePortfolio Examples (Bb) 2) Read “Navigating Genres” 3) Discussion Board: What are the similarities and differences between these examples? What is the purpose of these ePortfolios? How do you know this/how are they accomplishing this purpose? What do you like/dislike and why? <p><u>In Class</u></p> <ol style="list-style-type: none"> 1) Discuss ePortfolios and Purpose (and readings) 2) Create a WordPress/Wix/Weebly/ etc. site 3) Begin Designing site in class and post TUD, Auto-Ethnography Essay, and Reflection 4) Introduce Case Study Assignment 	<p><u>Before Class</u></p> <ol style="list-style-type: none"> 1) Read “Letters and the Social Grounding of Differentiated Genres” (Bb) 2) Discussion Board: How did this first assignment (and these readings) complicate or add to your understanding of writing? What new key terms would you add to your list (define the terms and explain why?) <p><u>In Class</u></p> <ol style="list-style-type: none"> 1) Discuss Readings 2) mapping activity 3) Case Study Examples 4) Genre Mapping Activity 	<p>Start thinking about what you want your case study to focus on</p>
<p>Week 5 9/22-9/28</p>	<p><u>Before Class</u></p> <ol style="list-style-type: none"> 1) Start drafting your case study 2) Read “Vernacular Rhetorics” (Bb) 3) QQC <p><u>In Class</u></p> <ol style="list-style-type: none"> 1) Discuss Readings 2) What is vernacular writing? 3) Vernacular Writing Activity 4) Case Study mini conferences 	<p><u>Before Class</u></p> <ol style="list-style-type: none"> 1) Continue Drafting Case Study 2) Read “(Meta)Physical Graffiti” (Bb) 3) QQC <p><u>In Class</u></p> <ol style="list-style-type: none"> 1) Discuss Readings 2) Affective Writing Activity 	<p>Continue Drafting Case Study</p>
<p>Week 6 9/29-10/5</p>	<p><u>Before Class</u></p> <ol style="list-style-type: none"> 1) Read “Writing in Books” (Bb) 2) QQC 3) Bring in 3 examples of writing in the real world to class <p><u>In Class</u></p> <ol style="list-style-type: none"> 1) Discuss Readings 2) Materiality and Genre Analysis activity 	<p><u>Before Class</u></p> <ol style="list-style-type: none"> 1) Continue Drafting 2) “The Materiality of Letter Writing” (Bb) 3) QQC <p><u>In Class</u></p> <ol style="list-style-type: none"> 1) Discuss readings 2) Materiality Activity 	<p>Case Study Due Sunday 10/6</p>

Week#	Wednesday	Friday	Major Due Dates & Extracurricular Things
Week 7 10/6-10/12	<u>Before Class</u> 1) Read "Anthropology of Writing" (Bb) 2) Discussion Board: How did this assignment (and these readings) complicate or add to your understanding of writing? What new key terms would you add to your list (define the terms and explain why?) <u>In Class</u> 1) Discuss reading 2) Mapping activity 3) Introduce Writer Interview Assignment	<u>Before Class</u> 1) Start Drafting Interview Proposal 2) Read "Keeping a Notebook in Rural Mali" (Bb) 3) Read Interview PDFs (Bb) 4) QQC <u>In Class</u> 1) Discuss Reading 2) Mini Conferences for Interview Proposal 3) Interview Activity	Submit interview proposal by Sunday 10/13. Draft Interview Questions
Week 8 10/13-10/19	<u>Before Class</u> 1) Draft interview questions, bring to class 2) Read <i>Rise of Writing</i> excerpt (Bb) 3) QQC <u>In Class</u> 1) Discuss Reading 2) Interview Q Workshop	<u>Before Class</u> 1) Read "Scrapbooks as Cultural Texts: An American Art of Memory" 2) QQC <u>In Class</u> 1) Discuss Reading 2) Scrapbooking activity	Conduct Interviews this week and start drafting project.
Week 9 10/20-10/26	<u>Before Class</u> 1) Read <i>Local Literacies</i> excerpt 1 2) QQC <u>In Class</u> 1) Discuss Reading 2) How are writing practices shaped by location? 3) Interview Project workshop/workday	<u>Before Class</u> 1) Draft interview project, bring to class 2) Read <i>Local Literacies</i> excerpt 2 3) QQC <u>In Class</u> 1) Discuss Reading, continued. 2) Interview project workshop/workday	Continue working on Interview Project.

Week#	Wednesday	Friday	Major Due Dates & Extracurricular Things
Week 10 10/27-11/2	<p><u>Before Class</u></p> <ol style="list-style-type: none"> 1) Read <i>Spreadable Media</i> excerpt(Bb) 2) Discussion board (in class): How did this assignment (and these readings) complicate or add to your understanding of writing? What new key terms would you add to your list (define the terms and explain why?) <p><u>In Class</u></p> <ol style="list-style-type: none"> 1) Discuss Reading 2) Mapping Activity 3) Introduce Writing <i>For</i> the Real World 	<p><u>Before Class</u></p> <ol style="list-style-type: none"> 1) Read “Composing for Recomposition: Rhetorical Velocity and Delivery” (Bb) 2) QQC <p><u>In Class</u></p> <ol style="list-style-type: none"> 1) Discuss Reading 2) Rhetorical Velocity activity 3) Real World Project mini-conferences 	Interview Project and Analysis due Sunday (11/3)
Week 11 11/3-11/9	<p><u>Before Class</u></p> <ol style="list-style-type: none"> 1) Read “Ecological, Pedagogical, Public Rhetoric” (Bb) 2) QQC <p><u>In Class</u></p> <ol style="list-style-type: none"> 1) Discuss Reading 2) Mundane/Monumental Activity 	<p><u>Before Class</u></p> <ol style="list-style-type: none"> 1) Read “Writing Acts: When Writing is Doing.” (Bb) 2) QQC <p><u>In Class</u></p> <ol style="list-style-type: none"> 1) Discuss Reading 2) What is the relationship between space and meaning? 	Real World Proposal Due Sunday (11/10)
Week 12 11/10-11/16	<p><u>Before Class</u></p> <ol style="list-style-type: none"> 1) Start working on your Real World Writing Project 2) Read “The Space for Rhetoric” (Bb) 3) QQC <p><u>In class</u></p> <ol style="list-style-type: none"> 1) Discuss Reading 2) Rhetorical Space activity 	<p><u>Before Class</u></p> <ol style="list-style-type: none"> 1) Read “Reproducing Civil Rights Tactics” (Bb) 2) QQC <p><u>In class</u></p> <ol style="list-style-type: none"> 1) Discuss Reading 2) Rhetorical Space activity 	Continue drafting Real World Writing
Week 13 11/17-11/23	<p><u>Before Class</u></p> <ol style="list-style-type: none"> 1) Continue Drafting Real World Writing, bring draft to class 2) Read Kalmbach “Beyond the Object” 3) QQC <p><u>In Class</u></p> <ol style="list-style-type: none"> 1) Discuss Reading 2) Real World Writing Workshop/ Workday 	<p><u>Before Class</u></p> <ol style="list-style-type: none"> 1) Continue Drafting Real World Writing, bring draft to class 2) Reading TBD 3) QQC <p><u>In Class</u></p> <ol style="list-style-type: none"> 1) Discuss Reading 2) Spatial Analysis workshop/workday 	Continue drafting Real World Writing

Week#	Wednesday	Friday	Major Due Dates & Extracurricular Things
Week 14 11/24-11/30	<u>Before Class</u> 1) Read "Reflection" Bb 2) Discussion board: How did this assignment (and these readings) complicate or add to your understanding of writing? What new key terms would you add to your list (define the terms and explain why?) <u>In Class</u> 1) Discuss Readings 2) Mapping Activity 3) Discuss Final Reflection and ePortfolios	No Class, Thanksgiving	Real World Writing Project Due Sunday (12/1)
Week 15 12/1-12/7	<u>Before Class</u> 1) Continue working on your reflections and ePortfolios <u>In Class</u> 1) ePortfolio and reflections workday 2) Mini Conferences	<u>Before Class</u> 1) Continue working on your reflections and ePortfolios <u>In Class</u> 1) ePortfolio and reflection workday 2) Mini Conferences	Work on your reflections/ maps and ePortfolios
12/8-?	<u>Final Portfolio, Reflection, and Revisions due by TBD</u>		