



## Writing Argument: Implicit Arguments

English 20803, Sections 017 and 035

Fall 2019

TR 9:30-10:50 am, TR 11:00-12:20 pm

Neeley 3402, Win Scott 148

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### OVERVIEW AND OUTCOMES

Welcome to English 20803! 20803 is a writing workshop that builds on ENGL 10803 by focusing on the analysis and production of arguments in a variety of media. Students will work individually and collaboratively to read, research, and compose effective arguments on issues of local and national importance. This course satisfies Written Communication 2 (WCO) requirement in the TCU Core Curriculum. Prerequisite: ENGL 10803 or equivalent and sophomore standing (24 hours).

This particular section of 20803 will focus on exposing, analyzing, critiquing, and composing implicit arguments. Implicit arguments are not the familiar arguments found in most academic writing, opinion pieces, or debates. Rather, implicit arguments are deeply embedded arguments that are nonetheless persuasive and, oftentimes, highly persuasive because they appear "natural" or "neutral," rather than obviously argumentative or persuasive. For example, a classroom with desks facing a single lecture station makes it an implicit argument that teachers generate knowledge and students are receivers of that knowledge. Over the course of three units, we will move from text-based arguments to visual arguments to spatial arguments. That is, we will move from forms of argumentation that are potentially familiar to you to arguments that are increasingly implicit, normalized, and often overlooked.

This course, like all courses at TCU, has outcomes explaining what students should achieve in the course. The outcomes listed here are the goals we are working toward, and the course was created to best help you meet those ends. By the end of ENGL 20803, students should demonstrate:

- facility with the language and analysis of argument by
  - studying the terminology of historical and current-day rhetorical theory
  - analyzing a variety of arguments in different media
  - analyzing and assessing genre, discourse conventions, rhetorical situation, and argument strategy in complex texts
- the ability to write an argument for a specific rhetorical situation by
  - producing a variety of arguments in different media
  - producing arguments with a situation-appropriate focus, thesis, or controlling idea
- competency in using sources, (primary, secondary, electronic) in argument construction by
  - connecting their personal experiences, values, and beliefs with larger social conversations and contexts
  - finding, evaluating, and analyzing primary and secondary sources for timeliness, validity, and appropriateness

- incorporating and synthesizing source material appropriate to their argumentative writing
- the ability to critically engage with digital environments by
  - corresponding using e-mail or other digital technologies, as appropriate
  - finding, evaluating, and synthesizing online sources in academic assignments
  - producing and formatting texts digitally
  - producing and incorporating non-text information (charts, images, websites, blogs, video, etc.) as a part of or in addition to their academic texts

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## COURSE TEXTS AND DIGITAL PLATFORMS

*Course Textbook and Online Readings* The main textbook for this course is *Becoming Rhetorical: Analyzing and Composing in a Multimodal World* by Jodie Nicotra. The book is available at the [TCU Bookstore as a new or used hardcopy](#) or as an ebook using any other textbook provider's site. Additional readings will be available through the course management system, D2L, or generated and shared by your peers.

*Course Management System: D2L* All relevant course materials as well as all assignment submissions will be posted on D2L, accessible through [my.tcu.edu](#) or by visiting [d2l.tcu.edu/](#). This will be homebase for this course and you should check regularly for assignments, some required course readings, in-class activities, and student drafts for peer response.

*Course Website: [whitneylewjames.com/implicit-arguments-course](#)* While D2L is an internal-facing site for our class to use for the duration of the semester, we will also be contributing to an external-facing website using Wordpress. Because this is a public site, all content posted here will be open to the public, unless pages are password protected. Over the course of the semester, you will contribute to this site through blogging and posting selected writing projects. You will receive an email with login instructions, including a username that you can change, and I will discuss posting to the site in class.

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## COURSE CONTENT

*Units, Invention Writing, and Writing Projects* In this course, we will move through three major units, each of which includes an Invention Writing assignment, which is focused on rhetorical analysis, and a Writing Project, which will go through multiple drafts and revisions. These units are designed to move from text-based arguments to visual arguments to spatial arguments. That is, we will move from forms of argumentation that are potentially familiar to you to arguments that are increasingly implicit, normalized, and often overlooked. At the beginning of each unit, you will receive detailed assignment sheets for both the Invention Writing (IW) and Writing Project (WP).

*Unit 1: Report as Argument* We will begin the course by looking at the ways "reports," which seem neutral and fact-based, are arguments based on particular interpretations of facts designed to appeal to particular audiences. For the Invention Writing exercise, you will find two reports on the same issue, incident, or individual that provide differing interpretations and conduct an analysis of the implicit argument presented in the report as well as the author's

motivations to reach a particular audience. Following this analysis, for the unit's Writing Project, you will write two different reports of a single issue, incident, or individual that develop differing interpretations and address different audiences. These will be text-based compositions, but your given topic and audience will somewhat dictate the tone, length, and multimodal content of the two reports.

*Unit 2: Image as Argument* This middle unit will focus on how images and visuals, including single and multiple images, infographics, and videos, can develop arguments about a subject and prompt viewers to action or emotion. For this unit's Invention Writing exercise, you will find a visual argument of a particular medium/genre that you are interested in composing in for the Writing Project and conduct a rhetorical analysis. This IW will help you think about how to compose a persuasive visual argument. For the Writing Project, you will develop a visual argument that includes both image and text in a medium of your choosing. The genre and audience you choose to compose for will determine the length, medium, and content of your project.

*Unit 3: Space as Argument* For our final unit, we will turn to the ways that space, particularly digital spaces, make implicit arguments about the participants and types of participation allowed in that space. We'll begin exploring the implicit arguments made in digital spaces through an IW in which you analyze how you construct an online persona. For your final Writing Project in the course, you will analyze a digital space, such as Facebook, Reddit, or *Counter-Strike*, and make a multimodal argument either evaluating that space or proposing changes to the space. First, you will study the "Terms of Service" and interface of a virtual space to determine the explicit and implicit rules of the platform. Then, you will either evaluate how well the space functions for its intended users or propose changes to the space that invite new users and, therefore, make a new spatial argument. The final composition should include image, video, and/or audio as well as text and be directed at the developers, coders, or decisions-makers who developed the space you are writing about.

*Maker's Memos* For all drafts of the Writing Projects, you will include Maker's Memos that document your choices as a writer and make an argument about what you tried to accomplish in your project. For first drafts, Maker's Memos will document what your goals for the draft are, what you feel is working well, and what you are concerned about. These will provide direction for peer and instructor feedback in the drafting process. For revised drafts, Maker's Memos should address the following:

- What you learned in the unit during research, drafting, peer review, and revision
- What you tried to accomplish in your project including what you want to communicate to your chosen audience(s) (that is, the audience beyond this classroom)
- The specific rhetorical, material/technological, and methodological choices that you made in service of accomplishing your project goals, including the choices that were made for you when you opted for certain topics, materials, and/or technologies
- The choices you made in revision
  - Make specific references to places in the text that you revised and describe your choice for making such a revision
  - It may help to reference feedback from peer reviewers and myself
  - If you chose not to make changes based on feedback, you must indicate why

*Blogging* Over the course of the semester, you will track your thoughts on writing arguments and your responses to course readings by blogging on the communal, public course website. Blog posts serve

two main functions: (1) helping you to reflect on readings and (2) preparing you for Writing Projects. Blog post prompts will be available on D2L and on the course website at the start of each unit. Most blog posts will be assigned on Thursdays and due to the Wordpress site by the following Tuesday.

Don't think of this blog as busy work! This is a place to express yourself and track your growth as a writer and intellectual as well as start work in a new medium and genre. Many students say this is their favorite part of the course.

*Drafting and Workshops* One of the assumptions of this course is that writing is an ongoing process that includes multiple drafts, collaboration with peers, and substantial revision. In order to complete the writing process, you must also complete readings on time, participate in class discussions and group work, and engage with the course content. Draft workshops are a critical part of the writing process, both in terms of receiving feedback from one another and providing feedback. Many students note that they learn most from reading each other's work, which not only allows them to see other models for writing, but also trains them to read their own work critically. If you anticipate an absence on a peer review day, then you must make arrangements with me *24 hours prior to your absence* and submit a draft on time in order to participate virtually.

*Conferences* Throughout the semester, we will meet one-on-one to discuss your goals and work for the course. When we meet, please come prepared—you will plan the agenda for our time together. Attendance is required for these conferences; if you need to reschedule, *contact me ahead of time*. Conferences will not be rescheduled due to lateness or unexcused absences.

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## COURSE EXPECTATIONS

*Participation* The vibrancy, interest, and excitement of a classroom depend on your participation. As such, you are expected to actively contribute to whole class discussions and small group work. Thoroughly reading and reflecting on course readings before discussion and bringing in insightful questions and comments is expected. (See more about participation under "Course Evaluation")

*Diversity and Inclusion* Every student in this class will be honored and respected as an individual with distinct experiences, talents, and backgrounds. Students will be treated fairly regardless of race, religion, sexual orientation, gender identification, disability, socioeconomic status, or national identity. Issues of diversity will be a part of class discussion, assigned material, and projects. The instructor will make every effort to ensure that an inclusive environment exists for all students.

*Class Climate* Our classroom is a place for the free exchange of ideas in an environment of mutual respect, so whether or not you accept your classmates' beliefs, you need to listen respectfully and respond in a constructive manner that supports the goals of the class. The success of the class as a whole depends on each one of us supporting, encouraging, and respecting other people in the class.

A diversity of opinions contributes to an environment for intellectual expression and exploration. However, I will challenge opinions that discriminate or work in opposition to diversity and inclusivity and will encourage you to explore and develop your understandings of power-and-privilege dynamics in the

classroom and within larger society. Students whose behavior distracts or disrespects others will be asked to leave.

### *Ethically Responsible Arguments*

To uphold the class values of respectful intellectual inquiry and exchange in a diverse and inclusive environment, the types of arguments produced for assignments in this course must be ethically responsible. That is, arguments cannot be directed against individuals or communities based on race, religion, sexual orientation, gender identification, disability, socioeconomic status, or national identity. Rhetoric that has caused harm or violence—physical, psychological, or otherwise—to marginalized groups may be discussed and analyzed in this course, but should not be reproduced either in class discussions or in course assignments. Additionally, the rhetoric used to in course assignments must take into consideration all stakeholders, particularly those who have been silenced, regardless of the intended audience.

### *Disability and Learning Statements*

I assume that all of us learn in different ways and that the organization of any course will accommodate each student differently. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies for adapting assignments, in-class activities, and participation expectations to meet both your needs and the requirements of the course. If you do not have a documented disability, remember that other support services, including the [William L. Adams Writing Center](#) and the [Counseling and Mental Health Center](#), are available to all students.

Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Student Disabilities Services in the Center for Academic Services located in Sadler Hall, 11. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Contact the [Center for Academic Services](#) at (817) 257-7486 for more information.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. *Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator.* Guidelines for documentation may be found at [http://www.acs.tcu.edu/disability\\_documentation.asp](http://www.acs.tcu.edu/disability_documentation.asp). Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

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## **COURSE EVALUATION**

The grades for this course will be determined by a combination of completion grades and self-evaluations. The emphasis on self-evaluation in this course will be new for many of you and for myself. Throughout the course, we will talk about the politics of assessment, how assessment is rife with implicit arguments, and how self-evaluation requires you to make arguments. Self-evaluation does not mean that you will be assigning grades to your own work on a whim—you will receive ample feedback on your writing from both your peers and the instructor. You will have to situate your self-evaluations in relation to that feedback and the expectations for the assignments.

**Completion** Blog Posts (10 total) and Invention Writing assignments (3 total) will be assessed by the instructor based on completion. Completion grades will be posted to D2L within one week of assignment due dates.

Blog posts will be considered complete if posts (1) fully respond to the prompt, (2) are at least 500 words, and (3) are submitted on time. While interactive media are not necessary for completeness, I highly recommend taking advantage of the medium and including hyperlinks, images, video, audio, etc. In D2L, blogs will be graded on a pass/fail or complete/incomplete system.

Invention Writing prompts will be given at the beginning of each unit and include criteria for completion based on the specific prompt. Because Invention Writing assignments are more complex and will have several factors contributing to their “completeness,” D2L will show these as graded on a numerical system out of 100.

**Self-Evaluation** Course participation and unit Writing Projects will be assessed through self-evaluation. During each unit, you will be asked to evaluate your participation and give yourself a grade. More details about the evaluation will come, but you will need to provide support for your evaluation. In general, participation consists of preparing for individual classes, contributing to class, group, and paired discussion and work; adhering to class climate and diversity/inclusion course requirements; and engaging with the overall course content.

We will collaboratively develop rubrics for unit Writing Projects, which you will use to critically self-reflect on your work. The goals of the self-evaluation are threefold: to (1) give you agency in determining your grade for this course, (2) allow you to practice a different type of argumentation based on self-reflection and -assessment, and (3) prepare you for critical self-evaluations that you may encounter in the future within and beyond the academy.

#### *Grade Distribution by Type*

<b>Completion: 45% of total grade</b>	
Weekly Blogging	15%
Invention Writing 1: Report Argument Analysis	10%
Invention Writing 2: Visual Argument Analysis	10%
Invention Writing 3: Digital Persona Argument Analysis	10%
<b>Self-Evaluation: 55% of total grade</b>	
Participation	10%
Writing Project 1: Reporting from Multiple Perspectives	15%
Writing Project 2: Visual Argument Piece	15%
Writing Project 3: Multimodal Argument about a Digital Space	15%

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## COURSE POLICIES

*Technologies* Please turn cell phones and other devices to silent during class unless instructed otherwise. Texting or using devices for anything other than designated class work means you're not engaging in the daily activities of our course, and succeeding in the course will be difficult as a result.

That being said, the materials of this course exist predominantly online; therefore, you will be using your computer to access the course websites. You will also use computers during peer review and writing days. It is your responsibility to thoughtfully navigate the use of computers in this course (aka stopping yourself from wandering on the Internet).

*Attendance and Tardies* Writing, whether through text, image, or otherwise, is a complex process that requires lots of practice and feedback from readers. Regular attendance is necessary to your success in this course. In accord with Composition Program policy, only official university absences are excused and you are responsible for bringing me notification of university absences *before* the event.

While regular attendance is required for your success in this course, I understand that this is just one course amongst many others and that you have lives and responsibilities beyond academics. With that in mind, this course does not have a specific policy about grade reduction due to absences. Instead, I will ask that you meet with me individually to discuss your progress in the course after three (excused or unexcused) absences. During this time we will talk about the reasons for your absences and how you can make up any work. If you are absent during a peer review day and have not made prior plans with me about how to participate virtually, then you will miss out on peer review.

Additionally, please be on time for class. Classes will be held at the appointed time and important announcements and reminders will take place at the beginning of class. Consistent tardiness means that you will miss out on the logistics of this course and likely be confused during later discussions. Three tardies equal one absence.

*Late Work* Turning in late work hinders my and your peers' abilities to give you feedback and it compromises your ability to complete the assignments. A late working draft may exclude you from participating in workshops or peer review, unless you have made prior arrangements. All revised Writing Projects, Blog Posts, and Invention Writings will be considered late if they are not submitted by the due date and time. Late Blog Posts and Invention Writings will affect their completeness. As a class, we will determine the late policy on Writing Projects.

\*Note on online submissions: Because we will use D2L and Wordpress for all assignments and blog posts, you will need to have reliable access to the Internet, which is always available in several places (including the library) on campus. If you have concerns about having regular Internet access, please speak with me and we will determine the best course of action together. Plan ahead to avoid last minute crises related to submitting assignments. If you are concerned that online submissions have not gone through, please feel free to email me a back-up before assignments are due.

*Office Hours and Email* During my office hours, I will be at my desk and available to talk with you about any questions, comments, or concerns you have about the course. Please stop by and see me during these hours—that time is yours. If the hours don't work for you, please make an appointment with me. But know that appointments must be made at least 24 hours in advance of your proposed meeting time.

Email is the best way to contact me. I strive to respond to emails within 24 hours. However, I only check and respond to emails during normal business hours (weekdays from 8:00 am-5:00 pm). Emails received over the weekend or after business hours will be received on the following Monday or the following morning.

*Academic Misconduct (see [TCU Undergraduate Catalog](#)):* Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life. Specific examples include, but are not limited to:

- *Cheating:* 1) Copying from another student's test paper, laboratory report, other report, or computer files and listings; 2) Using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; 3) Collaborating with or seeking aid from another student during a test or laboratory without permission; 4) Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; 5) Substituting for another student or permitting another student to substitute for oneself;
- *Plagiarism:* The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.
- *Collusion:* The unauthorized collaboration with another in preparing work offered for credit.
- *Fabrication and falsification:* Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
- *Multiple submission:* The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.

## TCU RESOURCES

- [Center for Digital Expression](#) | Scharbauer 2003 | 817-257-5194 | Available to assist students with audio, video, multimedia, and web design projects. See their website for more information and a schedule of open hours.
- [William L. Adams Center for Writing](#) | Reed 419 | 817-257-7221 | An instructional service with the mission of helping improve writing. Consultants offer feedback on writing projects to students, staff, and faculty from all academic disciplines. Consultants serve as a friendly audience and address any issue a writer would like to discuss, though consultations often focus on topic generation, organization of ideas, style, clarity, and documentation.
- [TCU Computer Help](#) | 817-257-5855 | IT provides support for TCU computing accounts and services.



- [Mary Couts Burnett Library](#) | reference@tcu.edu | 817-257-7117 | The Library provides resources and services for the research and information needs of the TCU community
- [TCU: Student Affairs | Counseling & Mental Health Center](#) | 817-257-7863 | Promoting psychological health, well-being, and resources for TCU students to cope with personal and academic challenges
- [TCU Sexual Assault Statement](#) | Procedures to follow if you witness or experience sexual assault

**SEMESTER SCHEDULE**

*Note:* It is your responsibility to keep track of due dates. Please use your planner, cell phone calendar, or notebook to write down important due dates, daily assignments, and coursework. This schedule is also subject to change based on the progression of the class.

<b>Day of the Week and Major Due Dates</b>	<b>In-Class</b>	<b>Homework (listed on day assigned and due next class period, unless otherwise noted)</b>
Week 1: Report as Argument		
T 8/27	Introduction to the Course	<ul style="list-style-type: none"> <li>• Read <i>BR</i>: "Introduction" and "Chapter 1: The Basic Rhetorical Situation"</li> <li>• Blog 1</li> </ul>
R 8/29	The Rhetorical Situation of Reports	<ul style="list-style-type: none"> <li>• Read <i>BR</i>: "Chapter 2: The Expanded Rhetorical Situation;" "Chapter 3: Analyzing Textual Arguments," sections 3a, 3c, and 3d</li> <li>• Read about reports (see D2L)</li> <li>• Blog 2</li> </ul>
Week 2		
T 9/3	Analyzing Reports for Implicit Arguments	<ul style="list-style-type: none"> <li>• Read <i>BR</i>: "Chapter 8: Explaining," sections 8b and 8c; "Chapter 9: Defining," sections 9a and 9b</li> <li>• Read about reports (see D2L)</li> </ul>
R 9/5	Explanations and Definitions as Arguments	<ul style="list-style-type: none"> <li>• Read <i>BR</i>: "Chapter 12: Research," section 12b (skim only); "Chapter 13," section 13a</li> <li>• IW 1: Complete IW 1 (see assignment sheet) and post to course website using "Report Argument Analyses"</li> </ul>
Week 3		
T 9/10 <b>IW 1 Due Today</b>	Defining Your Rhetorical Situations for WP 1 *Class held virtually due to Convocation	<ul style="list-style-type: none"> <li>• Begin writing first draft of your reports</li> </ul>

R 9/12	Developing WP 1 Rubric and In-Class Work Day	<ul style="list-style-type: none"> <li>• Complete first draft of your reports and post to D2L discussion board</li> <li>• Blog 3</li> </ul>
Week 4		
T 9/17	Peer Review	<ul style="list-style-type: none"> <li>• Begin revising WP 1</li> </ul>
R 9/19	Individual Conferences	<ul style="list-style-type: none"> <li>• Submit revised WP 1 to D2L</li> </ul>
Week 5: Image as Argument		
T 9/24 <b>WP 1 Due Today</b>	Introduction to Visuals as Argument	<ul style="list-style-type: none"> <li>• Read <i>BR</i>: "Chapter 4: Analyzing Visual Arguments"</li> <li>• Read visual arguments (see D2L)</li> </ul>
R 9/26	Analyzing Visual Arguments	<ul style="list-style-type: none"> <li>• Complete self-evaluation rubric and reflection before conferences</li> <li>• Blog 4</li> </ul>
Week 6		
T 10/1	Conferences on Self-Evaluations	<ul style="list-style-type: none"> <li>• Complete self-evaluation rubric and reflection before conferences</li> </ul>
R 10/3	Conferences on Self-Evaluations	<ul style="list-style-type: none"> <li>• "Chapter 6: Formulating Rhetorical Problems," sections 6a, 6b, and 6c</li> <li>• Complete IW 2 (see assignment sheet) and post to course website using "Visual Argument Analyses"</li> </ul>
Week 7		
T 10/8 <b>IW 2 Due Today</b>	Formulating a Rhetorical Problem	<ul style="list-style-type: none"> <li>• Read <i>BR</i>: "Chapter 7: Responding to Problems with Arguments," sections 7a and 7d; "Chapter 12: Research," section 12a</li> <li>• Read examples of visual arguments (see D2L)</li> </ul>
R 10/10	Responding with a Visual Argument	<ul style="list-style-type: none"> <li>• Begin choosing a topic, audience, and medium for Writing Project 2</li> <li>• Blog 5</li> </ul>
Week 8		

T 10/15	<b>Semester Break—NO CLASS</b>	
R 10/16	Choosing a Visual Genre and Audience	<ul style="list-style-type: none"> <li>• Read <i>BR</i>: “Chapter 14: Creating Visual Compositions,” sections 14b and 14c (skim and focus on a medium for your WP 2)</li> <li>• Blog 6</li> </ul>
Week 9		
T 10/22	Developing Your Visual Argument	<ul style="list-style-type: none"> <li>• Write up an outline/informal proposal of your project and post to D2L</li> </ul>
R 10/ 24	Developing WP 2 Rubric and In-Class Work Day	<ul style="list-style-type: none"> <li>• Complete first draft of your visual and post to D2L discussion board</li> <li>• Blog 7</li> </ul>
Week 10		
T 10/29	Peer Review	<ul style="list-style-type: none"> <li>• Begin revising WP 2</li> </ul>
R 10/31	In-Class Work Day	<ul style="list-style-type: none"> <li>• Complete revisions to WP 2 and submit to D2L</li> </ul>
Week 11: Space as Argument		
T 11/5 <b>WP 2 Due Today</b>	Introduction to Space as Argument	<ul style="list-style-type: none"> <li>• Read <i>BR</i>: “Chapter 6: Formulating Rhetorical Problems,” section 6d, “Chapter 7: Respondign to Rhetorical Problems with Arguments,” section 7e</li> <li>• Read examples of digital interface design (see D2L)</li> </ul>
R 11/7	The Design of Virtual Spaces	<ul style="list-style-type: none"> <li>• Read about digital personas in social media (see D2L)</li> <li>• Blog 8</li> </ul>
Week 12		
T 11/12	Digital Personas as Arguments	<ul style="list-style-type: none"> <li>• Read <i>BR</i>: “Chapter 10: Evaluating” (skim) and “Chapter 11: Proposing” (skim)</li> <li>• Read about programming of digital spaces (see D2L)</li> </ul>

R 11/14	"Terms of Service" and Code as Law	<ul style="list-style-type: none"> <li>• Complete self-evaluation rubric for WP2 and submit to D2L</li> <li>• Complete IW 3 (see assignment sheet) and post to course website using "Digital Persona Argument Analyses"</li> </ul>
Week 13		
T 11/19 <b>IW 3 Due Today</b>	Developing Your Spatial Analysis	<ul style="list-style-type: none"> <li>• Read <i>BR</i>: "Chapter 12: Research," section 12b "Informal Citation" only and "Chapter 15: Creating Multimodal Compositions" (skim)</li> </ul>
R 11/21	Developing WP 2 Rubric and In-Class Work Day	<ul style="list-style-type: none"> <li>• Blog 9</li> </ul>
Week 14		
T 11/29	In-Class Work Day and Individual Conferences	<ul style="list-style-type: none"> <li>• Prepare for WCW</li> </ul>
R 11/28	<b>Thanksgiving Day—NO CLASS</b>	
Week 15		
T 12/3	Whole Class Workshop	<ul style="list-style-type: none"> <li>• Prepare for WCW</li> </ul>
R 12/5	Whole Class Workshop	<ul style="list-style-type: none"> <li>• Prepare for WCW</li> </ul>
Week 16		
T 12/10	Whole Class Workshop	<ul style="list-style-type: none"> <li>• Begin revising WP3</li> <li>• Blog 10 posted by finals period</li> </ul>
W 12/11 <b>WP 3 Due at Midnight</b>	No class—just submit WP 3	<ul style="list-style-type: none"> <li>• Submit WP 3 by midnight tonight</li> </ul>
Finals Week		
Tuesday, December 17 Sec 17: 8:00-10:30 am Sec 35: 11:00-1:30 pm	Participation and Final Project Assessment	