FIRST-YEAR COMPOSITION ONLINE
Spring 2023 · ENGL 10600-Y11 DIS
DIGITAL RHETORICS

CRN20008 · Section Y11 DIS · Spring 2023 (full 16 weeks online)
Digital Rhetorics Syllabus Theme
Instructor Debbie Runshe · drunshe@purdue.edu
Online office hours Wednesdays from 2:00 p.m. - 3:00 p.m. ET via Zoom, and by appointment
Brightspace course site: Spring 2023 ENGL 10600-Y11 DIS

INTRODUCTION TO DIGITAL RHETORICS ONLINE

Welcome to ENGL 10600 DIS, Purdue's online first-year composition course! This section of ENGL 10600 DIS focuses on *digital rhetorics*, or, *the ways that we communicate **with and about** technology*. Because of our focus on new media, we will not only read from fully online digital textbooks, but also a variety of other online articles, videos, podcasts, reports, data visualizations, blog posts, tweets, news, and memes. You will also have the opportunity to practice composing with a variety of media in this course such as text, pictures, charts, graphs, video, audio, web design, infographics, and more.

In this course, we will explore:

- What it means to *write* in a digital, multimedia age
- The development of electronic technologies (computers, the internet, smartphones, email, social media, file sharing, artificial intelligence, etc.)
- How these different technologies and their attendant media and formats change the way we write, communicate, and relate to each other
- The ways in which groups, communities, and cultures leverage the internet to communicate, organize, and work through digital spaces
- The benefits and drawbacks of 24/7 media saturation in our everyday lives
- How to search for and evaluate digital information
- What it means to be a savvy student, professional, consumer, citizen, advocate, etc. in a technologically connected world
- How you will incorporate writing and media into your future career

COURSE DESCRIPTION - EXPECTED OUTCOMES

English 10600 DIS is the standard 4-credit hour composition course for students at Purdue. The course provides students with the opportunity to interpret and compose in both digital and print media across a variety of forms. Students engage in active learning, which includes class discussion, learning in small groups, problem solving, peer review, and digital interaction. English 10600 DIS is grounded in the idea that writing provides an outlet for sharing and developing ideas; facilitates understanding across different conventions, genres, groups, societies, and cultures; and allows for expression in multiple academic, civic, and non-academic situations. In short, writing is a way of learning that spans all fields and disciplines.

By the end of the course, students will:
1. Demonstrate rhetorical awareness of diverse audiences, situations, and contexts.
2. Compose a variety of texts in a range of forms, equaling at least 7,500-11,500 words of polished writing (or 15,000-22,000 words, including drafts).
3. Critically think about writing and rhetoric through reading, analysis, and reflection.
4. Provide constructive feedback to others and incorporate feedback into their writing.
5. Perform research and evaluate sources to support claims.
6. Engage multiple digital technologies to compose for different purposes.

In your Digital Portfolio due for this course during finals week, you will compose a final reflection that synthesizes all that you have learned specifically related to these learning goals. For more information see the First-Year Composition at Purdue (ICaP) Outcomes.

TEXTS AND MATERIALS

This course has been developed to avoid the need for any traditional textbooks, instead relying upon Open Educational Resources (OER). By using these online textbooks, the readings are better curated to enhance your learning experience while ensuring that all required course materials are available **at no additional cost to you.** These textbooks are available digitally at the websites listed below, and links have also been included with the Brightspace site.

Ball, Cheryl E., & Lowe, Drew M. (Eds.). (n.d.). *Bad Ideas about Writing*. West Virginia University Libraries and Digital Publishing Institute. ISBN-10: 0-9988820-0-3; ISBN-13: 978-0-9988820-0-0
https://textbooks.lib.wvu.edu/badideas/badideasaboutwriting-book.pdf

Guptill, Amy. (2021). *Writing in College: From Competence to Excellence*. The College at Brockport, SUNY. LibreTexts Libraries.
https://human.libretexts.org/Bookshelves/Composition/Introductory_Composition/Book%3A_Writing_in_College_-_From_Competence_to_Excellence_(Guptill)

Last, Suzan. (n.d.). *Technical Writing Essentials: Introduction to Professional Communications in the Technical Fields*. BCcampus Open Education. https://pressbooks.bccampus.ca/technicalwriting/

Mosley, Joseph M. (Ed.). (n.d). *Writing Commons* (4th ed.). https://writingcommons.org/

Writing Spaces: Readings on Writing. (n.d.). http://writingspaces.org/

In addition to our main course texts, we will also be looking at addition readings, reports, videos, images, etc. that will be available within Brightspace. All course materials are indicated on the course schedule, and I will let you know if any additions or substitutions are needed. **All course readings, podcasts and videos are required unless otherwise noted.**

ONLINE COURSE EXPECTATIONS

A virtual course is likely very different from other courses you have taken at Purdue. In an online course, your only contact with your instructor and classmates is through email, discussion boards, and web conferencing. This requires that you check your email regularly, maintain open channels of communication, and ask questions when necessary. You cannot fade into the background in this course; you must participate in all discussion boards and web conferences in order to pass.

This course will be intensive and fast-paced and require strong time management skills, as well as a commitment of several hours of work per week for reading, researching, writing, revising, and engaging in collaborative activities. Do not let yourself fall behind on course material, as it will become difficult to catch up very quickly. I recommend that you maintain a calendar and to-do list for the class, and schedule time each week to complete assignments and projects.

TECHNOLOGIES

In order to participate in course activities, the following technologies are required:
- Access to a computer (PC or Mac; some functions in Brightspace are not reliable on a mobile device)
- A reliable Internet connection (ability to stream video)
- An updated browser (two browsers are preferable, e.g., Chrome and Firefox or Safari for Mac)
- A microphone and/or webcam, for video conferencing
- A program that can open PDFs (such as Acrobat or Preview)
- Microsoft Office or Apple's Office suite (save documents in .doc, .docx - no PAGES files; Office 365 is available for free).

ASSIGNMENTS & GRADING

Note that these are just brief descriptions; each project has several required components, and full assignments will be posted on Brightspace. See the Class Schedule for due dates.

Grading Policy: I will do my best to post grades for all course assignments within one week (7 calendar days) of their due dates.

Please note that I cannot discuss grades with you through email. Please schedule an online appointment through Zoom, if you would like to discuss your grade(s) with me.

Late Work: I do not accept late work unless arrangements have been made at least 48 hours prior to the due date. All assignments must be uploaded to Brightspace by 11:59 p.m. on the assignment due date.

Assignments and Format Guidelines:
When you submit files digitally, specifically in Brightspace, use the following filename convention: <LastnameProjectname>. Please submit your written assignments in .doc or .docx formats to ensure ease of access for grading purposes. Please use APA 7 Student Paper format for submissions. See the Purdue OWL APA Formatting and Style Guide (7th Edition) for details. You will be asked to resubmit any files not submitted according to these formatting guidelines.

Interface Design Report …………………………………………………………………………………………………..20%

You will analyze the design of a digital space or artifact, breaking the interface down into its component parts and answering broader questions about its significance. Through examining the rhetorical significance behind a digital artifact, you will experiment with technical writing and with audience consideration and analysis. (1500–2000 words)

Researched Argument …..……………………………………………………………………………………………..20%

You will use scholarly and popular sources to construct a researched argument about a technological tool, application, or phenomenon. Conducting scholarly research using Purdue Library databases and open source digital tools like Google Scholar, you will assess, summarize, and synthesize sources to make a case to a community of peers in your chosen major or field of interest. (1500–2000 words)

Advocacy Infographic …………………………………………………………………………………………………..20%

You will remediate your researched argument for a different, more public-facing audience. After identifying a specific audience to direct your persuasion towards, you will create an infographic for circulation in a digital space of your choosing (Facebook, Pinterest, Tumblr, etc.) aimed at mobilizing that audience to action on your technological issue. (approximately the equivalent information based upon your researched argument of 1500-2000 words)

Short Writings and Discussions ……………………………………………………………………………………..15%

Over the course of the semester, you will be engaging in several short writing activities, followed by class discussions to further your understanding of the course concepts. Additional information on these short assignments and discussions will be given on [Brightspace](). The one lowest grade in this category for the semester will be dropped. (250-750 words, depending upon the activity)

**Reading Quizzes** ………………………………………………………………………………………………………...15%

As you work through our Open Educational Resource (OER) textbooks, you will complete reading quizzes on assigned material. The two lowest grades in this category for the semester will be dropped.

Writers' Conferences …………………………………………….…………………….…………………………..5%

Writers' Conferences are required for all sections of ENGL 10600 DIS. There will be four (4) small group synchronous writing conferences over the semester. [Zoom](), Purdue's web conferencing tool, will be used for these conferences. You will need a microphone and webcam for these sessions. Your active participation in these conferences will contribute to your success in this class.

Final Portfolio and Cover Letter ………………………………………………………………………………..5%

You will compile the first and last drafts of each project with a reflective cover letter that explains how your writing has evolved during the semester. The cover letter will explain how your work meets the outcomes of the course. The portfolio is also as an opportunity for you to showcase your written communication skills, how they have developed, and how you can adapt and negotiate your skills based on context. (cover letter 1000-1200 words)
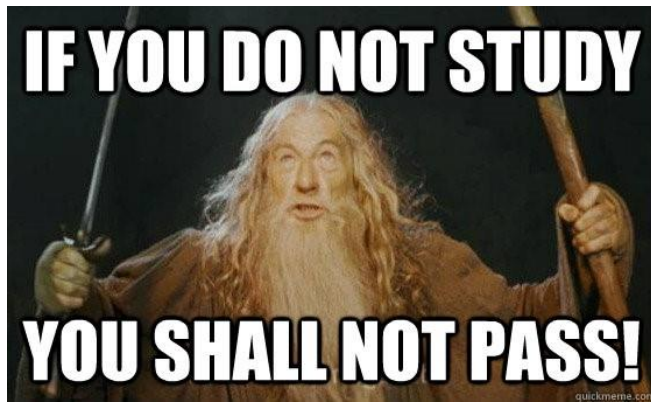
Percentage	Letter Grade
100–97 = A+	4.0 = A
96–94 = A	3.7 = A-
93–90 = A-	3.3 = B+
89–87 = B+	3.0 = B
86–84 = B	2.7 = B-
83–80 = B-	2.3 = C+
79–77 = C+	2.0 = C
76–74 = C	1.7 = C-
73–70 = C-	1.3 = D+
69–67 = D+	1.0 = D
66–64 = D	0.7 = D-
63–60 = D-	0.0 = F
59% or below = F	

WRITER'S CONFERENCES

Writers' Conferences are an important requirement of ENGL 10600 at Purdue. In this online section of Writers' Conferences are conducted through Zoom, Purdue's web conferencing tool, where you will call in with your computer's webcam and microphone. During the first few days of the course, you will sign up for conference dates and times.

For most conferences, you will be required to provide feedback to your peers on major projects beforehand and to have read the feedback you have received. It is especially important that you come prepared with specific questions or concerns, since we will typically only have 20-30 minutes for discussion. If you are not prepared for your conference appointment, or you are late, half the points for that conference will be deducted from your grade.

If you are unable to web conference for this course during the required times through the Zoom system you must notify your instructor within the first week of the term to discuss alternative arrangements to fulfill the conferencing requirement.

PURDUE WRITING LAB

Want input on your writing for this class or any others? Did you know working with a tutor, whether for English or any other discipline, leads to better course grades, high GPAs, greater academic success? Sign up to share any writing from this 10600 course or any other at https://cla.purdue.edu/wlschedule/. They also have evening hours, and you can get feedback virtually without leaving your dorm or apartment. The Writing Lab will work with you where you are, support your writing in your major, and help you learn what you need to become more effective whatever the context. You may also access the Online Writing Lab (OWL)

STUDENT GUIDE

All Purdue Policies apply to this course. Learn more in the Student Guide to ICAP.

ONLINE ETIQUETTE – NETIQUETTE

Online courses provide an excellent opportunity for students to freely share ideas with each other—in fact, many students who are uncomfortable speaking up in a traditional face-to-face classroom find that they prefer the online experience, because they can ask questions without feeling intimidated. However, sometimes this sense of freedom can be abused, and lead to rudeness or disrespect in digital interactions. Online courses do afford us relative anonymity, which sometimes emboldens us to write things that we would not say to someone in person. I expect that you all will respect your classmates and their opinions. It is important to be concise, informative, and polite when communicating with your colleagues in this course, as well as your instructor.

COMMUNICATING WITH ME

Although this is an online class, I encourage you to reach out to me with your questions and concerns that are not addressed by the syllabus or your course materials. Should you wish to further discuss a project, your progress in the course, or if there is anything else you think I should know, please visit me in virtual office hours or contact me via email. I am reachable via email Monday-Friday from 9 a.m. - 6 p.m. Emails sent outside of these hours may not be answered until the next work day. Further, during busy points in the semester, it may take me up to 24-hours to respond to your email. Please plan accordingly and refrain from sending last-minute emails regarding deadlines or project requirements. In addition to office hours, I am available for video conference appointments M-F, though I ask that you request an appointment for a given day 48-hours in advance so that we are able to work out an appointment time that works for both of us.

ACADEMIC HONESTY

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breeches of this value by either emailing mailto:integrity@purdue.edu or by calling [765-494-8778](tel:765-494-8778). While information may be submitted anonymously, the more information that is submitted provides the greatest opportunity for the university to investigate the concern.

Incidents of academic misconduct in this course will be addressed by the course instructor and referred to the Office of Student Rights and Responsibilities (OSRR) for review at the university level. Any violation of course policies as it relates to academic integrity will result minimally in a failing or zero grade for that particular assignment and, at the instructor's discretion, may result in a failing grade for the course. In addition, all incidents of academic misconduct will be forwarded to OSRR, where university penalties, including removal from the university may be considered. For more information on academic honesty and integrity at Purdue, see the [Office of Student Rights and Responsibilities](#).

When writers use material from other sources, they must acknowledge this source. Not doing so is called plagiarism, which means using without credit the ideas or expression of another. You are therefore cautioned (1) against using, word for word, without acknowledgment, phrases, sentences, paragraphs, etc. from the printed or manuscript material of others; (2) against using with only slight changes the materials of another; (3) against using the general plan, the main headings, or a rewritten form of someone else's material. These cautions apply to the work of other students as well as to the published work of professional writers. Penalties for plagiarism vary from failure of the plagiarized assignment to expulsion from the university and may include failure for the course and notification of the Dean of Students' Office.

THE PURDUE HONOR PLEDGE

In 2016, a group of Purdue students, with the support of several campus governance groups, developed the Purdue Honor Pledge: "As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together—we are Purdue".

DIVERSITY AND INCLUSION

Purdue University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue's Nondiscrimination Policy.

ACCESSIBILITY AND ACCOMMODATIONS

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.

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CAPS AND MENTAL HEALTH RESOURCES

Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) or 765-494-6995 during and after hours, on weekends and holidays, or through its counselors physically located in the Purdue University Student Health Center (PUSH) during business hours.

STUDENT OF CONCERN REPORTING

The Office of the Dean of Students is committed to helping students succeed both in and out of the classroom. To This end, your instructor may contact ODOS by filing a "Student of Concern" Report, should they notice concerning behavior from you or your peers: missing classes, substance abuse, or other indicators of distress. This is not a disciplinary measure: reports are vetted by Purdue staff, and trained professionals contact students to offer help as needed. Anyone worried about friends, classmates, or co-workers is welcome to file reports. Learn more about the Student of Concern Report or talk to your instructor for help.

ABSENCES

Although this is an online course, you should contact me if something arises in your personal life that will impact your ability to complete your online coursework. [University regulations concerning absences](#) are updated on the Office of the Dean of Students website.

If you have a death in the family, you (or your representative) should contact the Office of the Dean of Students. That office will then notify your instructors. Check the Grief Absence Policy on Purdue's website.

If you are called up for active duty or mandatory military training, your commanding officer can provide the Dean of Students a copy of your orders. The Dean of Students may then contact your instructors; however, please let me know at the beginning of the semester if you expect to be absent for military duty.

If you need to adjust deadlines for a religious observance, you must let me know a week in advance, minimize the length of your absence, and be flexible in arranging alternative times to complete the assignments you may miss.

For all absences related to COVID-19 or other infectious diseases, please see the [Protect Purdue](#) website.

EMERGENCIES

To report an emergency, call 911. To obtain updates regarding an ongoing emergency, sign up for Purdue Alert text messages at [Purdue Emergency Alert page](#).

There are nearly 300 emergency telephones that connect directly to the PUPD, both outdoors across campus and in parking garages. If you feel threatened or need help, push the button and you will be connected immediately.

Emergencies may necessitate changes to the curriculum.

Please review the Emergency Preparedness website for additional information: [Purdue Emergency Preparedness](#).

CLASS SCHEDULE

This schedule is tentative. If additional readings are posted or anything is changed, a revised schedule will be posted in Brightspace.

Week	Topic, Readings, Podcasts, & Videos	Assignments
MODULE 1 BUILDING YOUR DIGITAL RHETORIC [INTERFACE DESIGN REPORT (IDR)]		
Week 1	*Defining Literacy and Technology* Watch: • Course Introduction from Your Instructor Listen: • Week 1 Podcast Read: • Syllabus – ENGL 10600 DIS – First-Year Composition Online - Digital Rhetorics • Writing in College: From Competence to Excellence o Chapter 1: Really? Writing? Again? (pp. 1-8) o Chapter 2: What does the Professor want? Understanding the Assignment (pp. 9-18) • James Paul Gee, "What is Literacy?"	Complete: • Monday, 1/9 Introductions due by 11:59 p.m. ET • Monday, 1/9 Sign up for Writers' Conference groups due by 11:59 p.m. ET • Tuesday, 1/10 Reading quiz due by 11:59 p.m. ET • Tuesday, 1/10 Reply to Introductions by 11:59 p.m. ET • Wednesday, 1/11 Initial discussion post due by 11:59 p.m. ET • Wednesday, 1/11, Update your Writers' Conference choice, if necessary, by 11:59 p.m. ET (See Brightspace for details) • Friday, 1/13 Discussion responses to peers due by 11:59 p.m. ET
Week 2	*Investigating Design Choices; Analyzing Physical Spaces and Digital Interfaces* Listen: • Week 2 Podcast Read/Watch: • Digital resources on literacy (choose two, see Brightspace for options in the weekly overview) • Technical Writing Essentials o Introduction o What is Technical Communication (all parts) o Common Document Types ▪ 7.4 Technical Descriptions and Definitions • Purdue OWL, "Purposes" • Writing Commons o "Audience Analysis for Technical Documents o "Consider Your Context."	Complete: • Tuesday, 1/17 Reading quiz due by 11:59 p.m. ET • Wednesday, 1/18 Initial discussion post due by 11:59 p.m. ET • Thursday, 1/19 Statement of Purpose - IDR due by 11:59 p.m. ET • Friday, 1/20 Discussion responses to peers due by 11:59 p.m. ET
Week 3	*Rhetoric in Professional and Technical Communication; The Drafting Process and Providing Feedback* Listen: • Week 3 Podcast Read/Watch:	Complete: • Tuesday, 1/24 Reading quiz due by 11:59 p.m. ET • Wednesday, 1/25 Draft IDR for peer feedback (discussion forum) due by 11:59 p.m. ET

	• Bill Hart-Davidson, "Describe-Evaluate-Suggest: Giving Helpful Feedback" (YouTube) • Writing Commons ○ "Professional and Technical Communication: An Overview" with video • Technical Writing Essentials ○ Professional Style (all 4 parts)	• Thursday, 1/26 Draft IDR for instructor feedback (assignment submission) due by 11:59 p.m. ET • Friday, 1/27 Peer feedback (discussion forum) on Draft IDR due by 11:59 p.m. ET
Week 4	*Visual Rhetoric in Professional and Technical Communication* Listen: • Week 4 Podcast Read: • danah boyd, "Did Media Literacy Backfire?" • Technical Writing Essentials ○ Document Design (all parts) • Purdue OWL, "Visual Rhetoric: Overview" • Purdue OWL, "Visual Rhetoric: Images" • Writing in College: From Competence to Excellence ○ Chapter 6: Back to Basics: The Perfect Paragraph (pp. 48 - 56). ○ Chapter 9: Getting the Mechanics Right (pp. 75-85) • Writing Commons ○ "Breaking Down an Image"	Complete: • Tuesday, 1/31 Reading quiz due by 11:59 p.m. ET • Wednesday, 2/1 Initial discussion post due by 11:59 p.m. ET • Thursday, 2/2 Writers' Conferences: All students in small groups during designated time. • Friday, 2/3 Discussion responses to peers due by 11:59 p.m. ET
Week 5	*Audiences for Presenting Research* *No podcast, reading quiz or discussion this week!* • Writing in College: From Competence to Excellence ○ Chapter 8: Clarity and Concision (pp. 65 - 74).	Complete: • Thursday, 2/9 Final IDR and due by 11:59 p.m. ET • Friday, 2/10 Reflective Memo – IDR due by 11:59 p.m. ET
MODULE 2 DIGITAL RHETORIC IN YOUR DISCIPLINE [RESEARCHED ARGUMENT (RA)]		
Week 6	*Rhetorical Appeals* Listen: • Week 6 Podcast Read/Watch: • Conor Neill, "What Aristotle and Joshua Bell can teach us about persuasion" • Writing Commons ○ "What to Think about When Writing for a Particular Audience" ○ "Rhetorical Appeals: An Overview" ○ "Rhetorical Appeals" ○ "Ethos" ○ "Pathos" ○ "Logos"	Complete: • Tuesday, 2/14 Reading quiz due by 11:59 p.m. ET • Wednesday, 2/15 Initial discussion post due by 11:59 p.m. ET • Thursday, 2/16 Statement of Purpose - RA due by 11:59 p.m. ET • Friday, 2/17 Discussion responses to peers due by 11:59 p.m. ET

	• Purdue OWL, "Rhetorical Strategies" • Writing Spaces ○ L. Lennie Irvin, "What is Academic Writing?" (pp. 3-17)	

Week 7	*Organizing Researched Arguments*
	
	Listen:
	• Week 7 Podcast
	
	Read:
	• *Bad Ideas about Writing*
	  "The Traditional Research Paper is Best" (pp. 236-241)
	• Writing Commons
	    ○ "The Guiding Idea and Argumentative Thesis Statement"
	    ○ "Synthesis Notes: Working with Sources to Create a First Draft"
	• Writing in College: From Competence to Excellence
	    ○ Chapter 3: "Constructing the Thesis and Argument—From the Ground Up: Moving beyond the five-paragraph theme"
	    ○ Chapter 4: "Secondary Sources in Their Natural Habitats: Ah, the research paper"
	• Purdue OWL, "Annotated Bibliographies"
		Complete:
		• Tuesday, 2/21 Reading quiz due by 11:59 p.m. ET
		• Wednesday, 2/22 Draft RA for peer feedback (discussion forum) due by 11:59 p.m. ET
		• Thursday, 2/23 Draft RA for instructor feedback (assignment submission) due by 11:59 p.m. ET
		• Friday, 2/24 Peer feedback (discussion forum) on Draft RA due by 11:59 p.m. ET

8 Week	*Finding and Evaluating Sources*
	
	Listen:
	• Week 8 Podcast
	
	Read/Watch:
	• Writing Spaces
	    ○ Karen Rosenberg, "Reading Games: Strategies for Reading Scholarly Sources"
	• Purdue OWL, "Evaluating Sources of Information" (all 4 parts)
	• Writing in College: From Competence to Excellence
	    ○ Chapter 5: Listening to Sources, Talking to Sources: Theses and sources"
	• "Writing Commons
	    ○ "Incorporating Evidence into a Research Paper" with video
	    ○ "What Might be a More Credible, Reliable Source?"
	    ○ "Charts and Graphs"
	• Lea Gaslowitz, "How to Spot a Misleading Graph" (TEDxED video)
		Complete:
		• Tuesday, 2/28 Reading quiz due by 11:59 p.m. ET
		• Wednesday, 3/1 Initial discussion post due by 11:59 p.m. ET
		• Thursday, 3/2 Writers' Conferences: All students in small groups during designated time.
		• Friday, 3/3 Discussion responses to peers due by 11:59 p.m. ET

Week 9	*Revising for Clarity and Style* *No podcast, reading quiz or discussion this week!* Read:	Complete: • Thursday, 3/9 Final RA and due by 11:59 p.m. ET

	• Writing in College: From Competence to Excellence
	    ○ Chapter 7: "Intros and Outros"
	• Purdue OWL,
	    ○ Using Research, "Quoting, Paraphrasing, and Summarizing"
	    ○ Using Research, "Paraphrasing"
	    ○ "Best Practices to Avoid Plagiarism"
	    ○ Using Research, Writing with Statistics "Quick Tips"
	    ○ Using Research, Writing with Statistics "Statistics and Visuals"
		• Friday, 3/10 Reflective Memo - RA due by 11:59 p.m. ET

	*****WEEK 10***SPRING VACATION *** MONDAY, MARCH 13-SATUDAY, MARCH 18*****
	**MODULE 3 DIGITAL RHETORIC FOR ADVOCACY [ADVOCACY INFOGRAPHIC (AI)]**
Week 11	*Designing and Organizing Infographics* *No reading quiz this week!* Listen: • Week 11 Podcast Read: • Karl Gude, "Seven Design Tips for Making Great Infographics" Explore: • Example Infographics • **Piktochart (explore the website/tool)**	Complete: • Wednesday, 3/22 Initial discussion post due by 11:59 p.m. ET • Thursday, 3/23 Design Plan -AI due by 11:59 p.m. ET • Friday, 3/24 Discussion responses to peers due by 11:59 p.m. ET

Week 12	*Document Design and Visual Modes of Communication*
	
	Listen:
	• Week 12 Podcast
	
	Read:
	• Writing Commons
	    ○ "Data Visualizations"
	    ○ "Principles of Design"
	    ○ Page Design
	• Curtis Newbold, "The 50 Most Important Rules of Document Design"
		Complete:
		• Tuesday, 3/28 Reading quiz due by 11:59 p.m. ET
		• Wednesday, 3/29 Draft AI due by 11:59 p.m. ET for peer feedback
		• Thursday, 3/30 Draft AI due by 11:59 p.m. ET (assignment submission)
		• Friday, 3/31 Peer feedback on Draft AI due by 11:59 p.m. ET

Week 13	*Displaying Information and Making Arguments with Visuals* Listen: • Week 13 Podcast Read: • HackDesign, "Achieving Visual Hierarchy" (all 5 lessons) • Sam Dragga and Dan Voss, "Cruel Pies: The Inhumanity of Technical Illustrations" • Keith Collins, "The Most Misleading Charts of 2015, Fixed"	Complete: • Tuesday, 4/4 Reading quiz due by 11:59 p.m. ET • Wednesday, 4/5 Initial discussion post due by 11:59 p.m. ET • Thursday, 4/6 Writers' Conferences: All students in small groups during designated time. • Friday, 4/7 Discussion responses to peers due by 11:59 p.m. ET

Week 14	*Revision, Remediation, and Visual Communication* *No podcast, reading quiz or discussion this week!* Watch: • "Why Do Infographics Matter?" • "What Makes and Effective Infographic?" • "10 Types of Infographics and When to Use Them" • "How to Choose Colors for Your Infographic" • "Text vs. Visuals: Which Content Format is Effective?"	Complete: • Thursday, 4/13 Final AI and due by 11:59 p.m. ET • Friday, 4/14 Reflective Memo - AI due by 11:59 p.m. ET
REFLECTING ON YOUR WRITING (FINAL PORTFOLIO AND COVER LETTER)		

Week 15	*Reflective Writing and Your Portfolio*
	
	Listen:
	• Week 15 Podcast
	
	Read:
	• Portfolio and Cover Letter Assignment Instructions
	• Purdue OWL, "Writing the Basic Business Letter"
	• Writing Commons
	   o "Proofreading" with video
	• Purdue OWL
	   o "Revising for Cohesion"
	   o "Steps for Revising"
		Complete:
		• Tuesday, 4/18 Reading quiz due by 11:59 p.m. ET
		• Wednesday, 4/19 Initial discussion post due by 11:59 p.m. ET
		• Friday, 4/21 Discussion responses to peers due by 11:59 p.m. ET
		
		Begin creating your Cover Letter by synthesizing your Reflective Memos!

Week 16	Organizing and Presenting *No podcast, reading quiz or discussion this week!* Listen: • Week 16 Podcast	Complete: • Thursday, 4/27 Writers' Conferences: All students in small groups during designated time.
Finals Week	*Making Final Revisions for Cohesion* *No podcast, reading quiz or discussion this week!* • Virtual office hours as needed/requested	Complete: • Final Portfolio and Cover Letter due Tuesday, 5/2 by 11:59 p.m. ET