Engl 106: First Year Composition with Conferences (ONLINE)

academic writing & research

ENGL10600- 001/002 merge DIS |CRN: 20096/29145| Fall 2025
Brightspace Page:
https://purdue.brightspace.com/d2l/home/1362839

Instructor: Dr. Heather Wicks

Office Hours: M/W 12:30-1:30pm in WebEx and by appointment

Email: hwicks@purdue.edu

WebEx Office Link: https://purdue.webex.com/meet/hwicks

COURSE DESCRIPTION

Welcome to ENGL 106, Purdue's first-year composition course designed for vet nurses in the Veterinary Technology program. **This class is online and completely asynchronous**. Our section focuses on **academic** writing and research within your scholarly community and discipline. Our goal in this class is not only to become better writers and readers but also become familiar with how research is conducted and presented in your field. Knowing how to conduct thorough research and engage with scholarly arguments will make you better and more knowledgeable medical workers. Because of our focus on academic writing, we will not only read from a textbook, but we will also engage with a variety of other texts: peer-reviewed journal articles, online news articles, research posters, podcasts, YouTube videos, reports, etc. We will explore the meaning of information literacy and how to assess texts for accuracy and reliability. You'll also practice composing with a variety of media. In this course, we'll explore...

- What it means to compose as a scholar (not just "writing," but researching, designing, drafting, revising, presenting, creating content, etc.)
- How to search for and evaluate information, and how to conduct secondary research using library resources and databases as well as popular search engines and media
- How to be an ethical researcher and writer
- The conventions for communicating with a variety of audiences, including scholarly peers and laypersons
- How different technologies and media change the way that we write, communicate, and share information with each other
- How to incorporate writing and media into your future career

LEARNING GOALS

English 106 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 boards, critical thinking, peer review, and digital interaction. English 106 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.

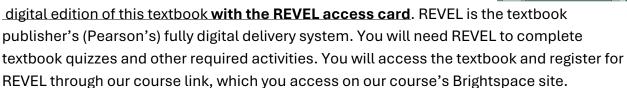By the end of the course, students will:

1. Demonstrate rhetorical awareness of diverse audiences, situations, and contexts.
2. Compose a variety of texts in a range of forms, equaling at least 6,000 words of polished writing.
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.
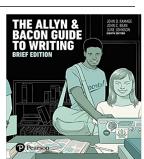
COURSE MATERIALS

For this course, you will purchase one **digital** book:
Ramage, J., Bean, J. C., & Johnson, J. (2018). *The Allyn & Bacon Guide to Writing (Brief Edition)*. 8th ed. Pearson. ISBN-13: 978-0134407678.

You will **not** purchase/receive a print textbook. You must purchase the digital edition of this textbook **with the REVEL access card**. REVEL is the textbook publisher's (Pearson's) fully digital delivery system. You will need REVEL to complete textbook quizzes and other required activities. You will access the textbook and register for REVEL through our course link, which you access on our course's Brightspace site.

Other course texts will be available as PDFs or links in our class Brightspace site and are indicated on the course schedule and in the weekly modules. All other class materials (slideshows, videos, handouts, etc.) will also be available on Brightspace. **All course readings and videos are required, unless otherwise noted.**

INSTRUCTIONAL MODALITIES

This section of 106 is an **entirely asynchronous** virtual course—we do not have set class meetings. Your only contact with me and your classmates is through email, discussion boards, and web conferencing. You will get to know me through my video lectures as well as any web conferences we schedule. The course therefore requires that you check your email regularly, maintain open channels of communication, and ask questions quickly and often. Never hesitate to me email about questions, schedule a conference, or drop into my office hours.

While this course is asynchronous, and you can work through the week at your own pace, we will follow a weekly schedule with major due dates every Sunday. You cannot skip weeks expecting to catch up on the course later. It will require time management skills, as well as a commitment of several hours of work per week for reading, researching, writing, revising, and peer activities. Do not let yourself fall behind, as it will become difficult to catch up. I recommend that you maintain a calendar and schedule time each week to complete assignments and projects.

TECHNOLOGIES

In order to participate in course activities, the following technologies are required:

- A high-speed internet connection, which you will access daily for course communication through email, as well as Brightspace
- A laptop or desktop computer with Windows Vista or higher, or Mac OS 10.6 Snow Leopard or higher
- A microphone and/or webcam, for video conferencing
- A program that can open PDFs (such as Acrobat or Preview)
- Microsoft Office or open source equivalents, like google docs (**please save documents in .doc, .docx, or .pdf formats**—Brightspace does not support .pages)

CONFERENCING

Conferences are an important part of ENGL 106 at Purdue. In ENGL 106 online, we will have written asynchronous conferences. For these, you will submit a written response to journal prompts; the guidelines and submission links are on Brightspace. If you would like to meet directly with me instead, some of these can be replaced with virtual conferences. You will need to schedule a call with me via email and access my WebEx room through our course's Brightspace page.

These written conferences are informal and designed so that you can discuss questions or concerns you have about your writing and/or reading for the class, as well as to receive more individualized attention and feedback on your learning. These assignments serve as a personal check-in with me so I can keep track of your project development.

ASSIGNMENTS AND GRADING

Grade	Assigned Percentage	Percentage Range	Grade Points
A+	100	100–97	4.0
A	95	96–94	4.0
A-	92	93–90	3.7
B+	88	89–87	3.3
B	85	86–84	3.0
B-	82	83–80	2.7
C+	78	79–77	2.3
C	75	76–74	2.0
C-	72	73–70	1.7
D+	68	69–67	1.3
D	65	66–64	1.0
D-	62	63–60	0.7
F	50	59–0	0

Grading Policy: Grading follows the table above. "Assigned Percentage" is the percentage you earn for a given letter grade. "Percentage Range" is used to calculate final grades. Grades will be posted for all major course assignments within 2 weeks.

Late Work: All due dates are posted in Brightspace within the weekly modules. Only some due dates show up in the Brightspace calendar, so do not rely solely on that. Check the weekly modules as well as the course calendar. I accept late work as long as you arrange it with me. Please email me as soon as you expect you won't meet a deadline.

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

Project 1: Scholarly Article Analysis...20%
You will analyze and evaluate an author's argument in a peer reviewed scholarly article related to your major or area of interest while assessing the research and rhetorical strategies that they use. Practicing rhetorical analysis will help you to better understand how scholarly arguments are made in your discipline. You will make an overall judgment about the piece's effectiveness for the author's intended audience. (approximately 1750–2750 words with reflective memo)

Project 2: Researched Argument Essay..25%
You will use scholarly and popular sources to construct a researched argument related to your field of study, making a suggestion for a continuation or change in conjecture, definition, quality, or policy. Conducting scholarly research using Purdue Library databases and open source digital tools (like Google Scholar), you will assess, summarize, and synthesize sources to present an argument to a community of scholarly peers. (approximately 2250–2750 words)

Project 2: Annotated Bibliography 5%
To assist in your composition of the researched argument, you will submit an annotated bibliography that summarizes and evaluates the sources you will be synthesizing in your project.

Project 3: Research Poster..15%
You will remediate your researched argument into a poster like those presented at research conferences, such as Purdue's Undergraduate Research Conference. You will create a research poster (using PowerPoint, InDesign, Google Slides, or another page design tool) aimed at educating an audience on the issue you chose for your researched argument essay. (approximately the equivalent of 2000 typewritten words with reflective memo)

Short Writing Assignments 20%
Over the course of the semester, you will complete weekly discussion assignments designed to contribute to your understanding of course concepts. You will also participate in five (5) required conferences as well as peer reviews for each major project. In addition to these, any prewriting activities or project statements will contribute to this grade. Completion of lecture videos will also count towards this grade. Additional information on these short assignments will be given on Brightspace.

REVEL Reading Quizzes...10%
As you work through our digital textbook, you are required to complete reading quizzes on assigned material. See the REVEL guide in the REVEL content area on our course Brightspace page for more detailed instructions.

Digital Portfolio...5%
The portfolio is a compilation of the first and final drafts of the semester's major projects. You will also submit a final course reflection (approximately 1000 words) that synthesizes all that you have learned. The portfolio is 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.

All assignments should be formatted according to MLA, APA, or Chicago, unless noted otherwise.

STUDENT GUIDE

All Purdue policies apply to this course. Learn more in the Student Guide to ICaP. All relevant policies will also be linked in our course Brightspace page under content.

NONDISCRIMINATION POLICY

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 their potential. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. A hyperlink to Purdue's full Nondiscrimination Policy Statement is included in our course Brightspace under University Policies and Statements.

It is especially important to me, as your instructor, that you feel safe and recognized in our classroom. If you ever feel like our course is not upholding the above values, please reach out to me so that I can improve the materials or change my behavior to build a welcoming and respectful environment.

COURSE ETIQUETTE

Online courses provide an excellent opportunity for students to freely share ideas with each other. However, sometimes this sense of freedom can be abused, and lead to rudeness or disrespect in digital interactions. Online courses do afford us a relative amount of anonymity, and that can sometimes embolden us to write things that we wouldn't say to someone in the physical space of a classroom or just in person, generally.

While I encourage critique, and disagreements happen in open discussions, I expect that you all will respect your classmates. **Flaming** (hostile or insulting interaction) and/or **trolling** (offering interaction that is irrelevant or inflammatory in order to make people upset or uncomfortable) will not be tolerated in this course. Flaming and trolling close off discussions and discourage learning and open communication. In order for this course to be effective and productive, we must be able to speak comfortably and listen well. Throughout the semester, it is important that you be cognizant of your purpose, your tone, and your language, because we can all learn from one another.

If you engage disrespectfully with your classmates or your instructor, it will result in a 5% reduction to your final course grade. If you continue disrespectful behavior after receiving a warning, your behavior will be reported to the department.

ACADEMIC INTEGRITY

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.

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.

GENERATIVE ARTIFICIAL INTELLIGENCE

Large Language Models (LLMs) and generative AI technologies like ChatGPT are changing how writing works. We will discuss the affordances and limitations of generative AI, as well as the ethical issues it raises (particularly social and cultural biases). Generative AI can sometimes support writers' efforts to develop ideas and write clearly, but it cannot replace human creativity and attention to context. AI doesn't have fidelity and will often lie or make up sources. AI should not be a crutch but rather a carefully reviewed tool for development. Using AI for the majority of writing not only atrophies your brain, stunting your writing ability, but also produces robotic language that's often filled with "word salad" phrases, making compositions unenjoyable to engage with as an instructor. Students who submit writing produced largely by generative AI may be reported for violations of academic integrity guidelines.

COPYRIGHT

See the University Policies and Statements section of Brightspace for guidance on Use of Copyrighted Materials. Effective learning environments provide opportunities for students to reflect, explore new ideas, post opinions openly, and have the freedom to change those opinions over time. Students and instructors are the authors of the works they create in the learning environment. As authors, they own the copyright in their works subject only to the university's right to use those works for educational purposes Students may not copy, reproduce, or post to any other outlet (e.g., YouTube, Facebook, or other open media sources or websites) any work in which they are not the sole or joint author or have not obtained the permission of the author(s).

DISABILITY ACCOMMODATION

Purdue University strives to make learning experiences accessible to all participants. If you

anticipate or experience physical or academic barriers based on disability, please 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.

*Alternate assignments can be provided for students who may face difficulties or be otherwise unable to complete them due to disability (for example, a different remediation assignment than designing a research poster may be provided to a student with visual impairments for Writing Project 3). It is best to send an email or stop by my virtual office hours early in the semester, but you can receive accommodations at any point in the semester.

ACADEMIC SUPPORT

The Helen Bass Williams Academic Success Center, provides a variety of proactive, practical and approachable academic support services for you to strengthen your approaches and strategies for learning, including study skills consultations, peer coaching, workshops, and online handouts. Visit the ASC website for more information and to access resources.

The Purdue Libraries and School of Information Studies support faculty and students in West Lafayette and Indianapolis with many other resources. Check out the newly designed website. You may reach out via the Ask a Librarian virtual chat service, email or by scheduling a consultation with a librarian.

PURDUE WRITING LAB

The Purdue OWL is also available to help you with any writing project, at any stage of your process, and for any course. It has three locations on campus as well as its famous web site. You can meet with a Purdue OWL consultant face-to-face, through a video conference, or receive feedback asynchronously. West Lafayette students are the only people who get free consultations by appointment or just dropping in, so please take advantage! Students who seek out help at the Purdue OWL (or any support unit) tend to have better grades, GPAs, and greater success in college. To make an appointment, visit https://cla.purdue.edu/wlschedule or call 765-494-3723.

CAPS INFORMATION

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) at (765) 494-6995 or https://www.purdue.edu/caps/ during and after hours, on weekends and holidays, or by going to the CAPS offices in West Lafayette or Indianapolis.

CARE INFORMATION

CARE provides free and confidential advocacy services to students who have experienced interpersonal violence (e.g., sexual violence, relationship violence, and stalking). Our goal is to

provide non-judgmental and survivor-focused services to empower survivors to make informed decisions that help them heal. Appointments can be scheduled by calling our office at 765-495-CARE (2273) or emailing us at care@purdue.edu. Walk-in appointments are also available on Monday-Friday from 8am-5pm.

BASIC NEEDS STATEMENT

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the [Office of the Dean of Students](#) for support. Furthermore, please notify the instructor if you are comfortable in doing so.

STUDENT OF CONCERN

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 at [purdue.edu/studentconcern](#) or talk to your instructor for help.

INSTRUCTOR RESPONSIVENESS

Purdue English Policy on Responsiveness: The Department of English expects instructors to respond to in-class questions, emails, Brightspace posts, and other communication within a reasonable amount of time (two business days). We also expect that instructors will return writing assignments with comments and grades before the next assignment is due. Please report any possible issues by using this web form: https://cla.purdue.edu/academic/english/query/.

GRADE REVIEWS AND APPEALS

Students unsatisfied with their final grades may seek a grade review from the Department of English. If that is unsatisfactory, they may proceed to Purdue's [university-level grade appeal](#). In either case, students must seek informal resolution with their instructors first.

EMERGENCY PREPAREDNESS

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructors or TAs via email. You are expected to read your @purdue.edu email on a frequent basis.

https://www.purdue.edu/emergency/

CLASS SCHEDULE: Fall 2025

1. <mark>Please note that the schedule is subject to change and modules (or weeks) are finalized 1-2 weeks in advance</mark>. Updated due dates and weekly topics can be found within the corresponding module/week.
2. 1 course module/week is considered Monday- Sunday
3. Major assignment submissions are due on Sundays, while peer replies to discussion posts are due on Mondays

week	topic, readings & videos	assignments
1	*defining professional literacy* (8/25-8/31) *read* • *Allyn & Bacon Guide* (ABG) Chapter 1: "Posing Problems" (pgs. 1–13) • Writing Project 1 Assignment Sheet • Course syllabus and calendar *watch* • Course Introduction and Course Tips • Week 1: Defining Professional Literacy • Writing Process Video	• Begin the course by visiting the "start here" section on our Brightspace page then move on to Unit 1, Week 1 for this week's assignments and content. • **Sunday, 8/31:** Introduction post due to discussion board by 11:59pm ET **[Note: discussion posts count towards your short writing assignments, which is 20% of your final grade**]** • **Sunday, 8/31:** REVEL reading quiz due by 11:59pm ET **[Note: quizzes are 10% of your final grade]** ****Completion of lecture videos will also count toward your discussion post grade**
2	*Information Literacy and Academic Writing* (9/1-9/7) *read* • ABG, Chapter 6: "Reading Rhetorically: The Writer as Strong Reader" • Carey et. al. "**Ten simple rules for reading a scientific paper**" • Review example scholarly articles posted on Brightspace *watch* • Module 2 Introduction	• **Mon, 9/1**: Peer replies to introductions due by 11:59pm EDT • **Sun, 9/7:** Library Quest assignment due by 11:59pm EDT • **Sun, 9/7:** Reflection on Library Quest due to discussion board by 11:59pm EDT • **Sun, 9/7:** Conference Journal 1 due by 11:59pm EDT

week	topic, readings & videos	assignments
	• Information Literacy Video • How False News Can Spread • Library Tour	• **Sun, 9/7:** REVEL reading quizzes due by 11:59pm EDT
3	*analyzing rhetorical strategies* (9/8-9/14) *read* • ABG, Chapter 4: "How Messages Persuade" • USC Libraries' Writing Guide: CARS ("'Create a Research Space' (CARS) Model of Research Introductions" by John Swales) • Prewriting Statement Worksheet *watch* • Module 3 Introduction • Rhetorical Analysis • Example Rhetorical Analysis	• **Mon, 9/8:** Peer responses to library assignment due by 11:59pm EDT • **Sun, 9/14:** Discussion post due by 11:59 EDT • **Sun, 9/14:** WP1 Prewriting statement due by 11:59pm EDT • **Sun, 9/14**: Thesis activity due (in writing groups) by 11:59pm EDT • **Sun, 9/14:** REVEL reading quizzes due by 11:59pm EDT
4	*Writing your analysis* (9/15-9/21) *read* • ABG, Chapter 2: "Exploring Problems: Making Claims" and Chapter 3: "Thinking Critically about Rhetorical Problems" • "Reading for the Conversation" • "The Art of Quoting" • Review Student Example Essays *watch* • Module 4: Writing your Analysis • Writing a Cohesive Paragraph	• **Mon, 9/15:** Replies to discussion posts due by 11:59pm EDT • **Mon, 9/15:** Peer responses to thesis activity due by 11:59pm EDT • **Sun, 9/21:** WP1 draft due to me and your writing group by 11:59pm EDT • **Sun, 9/21:** REVEL reading quizzes due by 11:59pm EDT
5	*responding to peers and revising* (9/22-9/28) *read* • ABG, Chapter 17: "Writing as a Problem-Solving Process"; and Part VI, Chapter 1, "Improving your Editing Skills" • "Shitty First Drafts" By Anne Lamott • 10 principles of writing clearly handout • Peer Review Letter Instructions *watch* • Module 5: Reviewing and Rewriting	• **Mon, 9/22:** Replies to reading discussion post due by 11:59pm ET • **Sun, 9/28:** REVEL reading quizzes due by 11:59pm EDT • **Sun, 9/28:** Peer letters for WP1 due by 11:59pm EDT • **Sun, 9/28:** Conference Journal 2 due by 11:59pm EDT

week	topic, readings & videos	assignments
	• Bill Hart-Davidson, "Describe-Evaluate-Suggest: Giving Helpful Feedback"	
6	*introduction to Writing Project 2; generating research questions* (9/29-10/5) *read* • Reflective Memo Guidelines • Writing Project 2 Assignment Sheet • ABG, Chapter 21: "Asking Questions, Finding Sources" *watch* • Module 6: WP2 Introduction	• **Sun, 10/5:** Final WP1 with reflective memo due by 11:59pm EDT • **Sun, 10/5:** discussion post due by 11:59pm EDT • **Sun, 10/5:** REVEL reading quizzes due by 11:59pm EDT
7	*developing a research plan; finding relevant and reliable sources* (10/6- 10/12) *read* • Research Plan and Statement of Purpose assignment sheet • ABG chapter 22: "Evaluating Sources" *Listen* • "The Body Mass Index" by the Maintenance Phase Podcast (link on Brightspace) *watch* • Developing a Research Plan • Evaluating Popular Sources • TEDxED, "How to Spot a Misleading Graph"	• **Mon, 10/6**: Peer responses to module 6 discussion by 11:59 EDT • **Sun, 10/12:** Discussion post due by 11:59EDT • **Sun, 10/12:** WP2 Statement of Purpose and Research Plan due by 11:59pm EDT • **Sun, 10/12:** REVEL reading quizzes due by 11:59pm EDT
8	*evaluating academic arguments; annotating and summarizing* (10/13-10/19) *read* • ABG, Chapter 8: "Writing an Exploratory Essay or Annotated Bibliography" • Annotated Bibliography assignment sheet	• **Mon, 10/13:** Peer replies to module 7 discussion post due by 11:59pm EDT • **Sun, 10/19:** Research Progress Update Due by 11:59pm EDT • **Sun, 10/19:** REVEL reading quizzes due by 11:59pm EDT

week	topic, readings & videos	assignments
	watch • Module 8 Video • TedEx 3 Kinds of Biases that Shape your Worldview	
9	*synthesizing sources to form an argument* (10/20-10/26) *read* • ABG, Chapter 14: "Writing a Classical Argument" • Chapters 4 & 5 in They Say, I Say (PDF on Brightspace) • Gerald Graff and Cathy Birkenstein, *They Say, I Say* templates for argument • WP2 Student Examples *watch* • Module 9: Argumentation • Lecture Video: Addressing Counter Arguments	• **Sun, 10/26:** Discussion post due by 11:59pm EDT • **Sun, 10/26:** Annotated Bibliography due by 11:59pm EDT • **Sun, 10/26:** REVEL reading quizzes due by 11:59pm EDT
10	*intellectual property and citation* (10/27-11/2) *read* • ABG, Chapter 23: "Incorporating Sources Into Your Own Writing"; and, Chapter 24: "Citing and Documenting Sources" • WP2 Peer Review Letter Instructions *watch* • Module 10: Intellectual Property and Citation • Purdue OWL videos on MLA or APA citation	• **Mon, 10/27:** replies to week 9 discussion due by 11:59pm EDT • **Sun, 11/2:** WP2 draft due by 11:59pm EDT for peer review • **Sun, 11/2:** REVEL reading quizzes due by 11:59pm EDT
11	*revising for cohesion, clarity, and style* (11/3-11/9) *read* • ABG, Part VI, Chapter 5: Editing for Style; and Chapter 6: Editing for Punctuation and Mechanics • "Reverse Outlines" • Richard Lanham, "Where's the Action?" • Purdue OWL on Sentence Variety (all 5 pages)	• **Sun, 11/9:** Peer review letters due by 11:59pm EDT • **Sun, 11/9:** Post reverse outline and paramedic method activity to Brightspace with discussion due by 11:59pm EDT • **Sun, 11/9:** Conference Journal #3 due by 11:59pm EDT • **Sun, 11/9:** REVEL reading quizzes due by 11:59pm EDT

week	topic, readings & videos	assignments
	watch • Revising for Clarity and Style • Paramedic Method video	
12	*planning remediation* (11/10-11/16) *read* • ABG, Chapter 5: "Thinking Critically About Document Design, Visual Rhetoric, and Multimodal Messages" • Review templates on Brightspace • WP3 assignment sheet • WP2 Reflective Memo Guidelines *watch* • WP3 Introduction • Importance of Visual Literacy	• **Mon, 11/10:** Peer responses on reverse outline activity in writing groups due by 11:59pm EDT • **Sun, 11/16:** Final WP2 due with reflective memo due by 11:59pm EDT • **Sun, 11/16:** Discussion Post due by 11:59pm EDT • **Sun, 11/16:** REVEL reading quizzes due by 11:59pm EDT
13	*principles of visual communication* (11/17-11/23) *read* • Example research posters on Brightspace • Review helpful links to design your poster *watch* • Visual Rhetoric Video • Evaluating Poster Design	• **Mon, 11/17:** Replies to week 12 discussion post due by 11:59pm EDT • **Sun, 11/23:** Discussion Post due by 11:59pm EDT
14	*research poster strategies* (11/24-11/30) *Read* • Design Plan Instructions *Watch* • WP3 Strategies • PowerPoint or Google slides Tutorial	• **Mon, 11/24:** Replies to week 13 discussion post due by 11:59pm EDT • **Sun, 11/30:** WP3 design plan due by 11:59pm EDT **Thanksgiving Break (11/27-30)**
15	*making arguments with visuals* (12/1-11/7) *Read*	• **Sun, 12/7:** Rough draft WP3 due by 11:59pm EDT • **Sun, 12/7:** REVEL reading quizzes due by 11:59pm EDT

week	topic, readings & videos	assignments
	• ABG, Chapter 20: "Strategies for Composing Multimodal Texts" • WP3 Peer Letter Instructions • <mark>TBD</mark> *watch* • Multimodal Composition	
16	*presenting & reflecting* (12/8-12/14) *read* • Digital Portfolio Assignment Sheet • Giles, Sandra, "Reflective Writing and the Revision Process: What Were You Thinking?" • WP3 Reflective Memo Guidelines *watch* • Portfolios Project Introduction • Class wrap-up	• **Sun, 12/14**: Peer Letters due by 11:59pm EDT • **Sun, 12/14:** Conference #4 due by 11:59pm EDT **Please submit your course/instructor evaluations this week using MyCoursEval!**
	Finals week (12/15-12/20)	• **Thurs, 12/18:** Final WP3 with reflective memo • **Thurs, 12/18:** Digital Portfolio with final class reflection due by 11:59pm EDT **Grades will be submitted by 5pm PST on 12/22**