

Module 2 Weekly Schedule

Note that assignments appear on the day they are due

	Monday	Wednesday	Friday
Week 1 <i>Getting Started</i>	<p>Read: scan the module 2 assignment sheet and outcomes</p> <p>Write: Any questions related to module 2 assignments</p>	<p>Read: <i>Rhetorical Analysis in the Real World: A Useful Thinking Tool</i> (Available on Canvas)</p> <p>Write: Take notes on the reading and post them to the discussion board (can't see until they post themselves)</p>	<p>Read: lessons 3 & 4 from <i>Becoming a College Writer</i></p> <p>Write: Notes on the lesson to the discussion board.</p>
Week 2 <i>Learning to Summarize</i>	<p>Listen: Text 1: <i>Lost in translation: the power of language to change how we view the world</i></p> <p>Write: Prepare a summary of Text 1 of at least 250 words</p>	<p>Read: Text 2: <i>You are what you write: are google etc eroding our ability to think</i> & 3: <i>How words change minds: the science of storytelling</i></p> <p>Write: Prepare summaries of both Text 2 and 3, at least 250 words each</p>	<p>Read: Text 4: <i>It's Time for Miami to Embrace Bilingualism</i></p> <p>Write: Prepare a summary of Text 4 of at least 250 words</p>
Week 3 <i>Conferences</i>	<p>Read: Text 5: <i>How Twitter and Texting Saved Writing</i></p> <p>Write: Prepare a summary of Text 5 of at least 250 words</p>	<p>Read: Lesson 7 from <i>Becoming a College Writer</i></p> <p>Write: Pick a text and write it on the discussion board. Brainstorm 5 genres of everyday writing. Think about</p>	<p>Conferencing Thursday & Friday NO CLASS</p> <p>Write: Prepare a conference draft of at least 500 words DUE WEDNESDAY MIDNIGHT</p>

		the genres of writing you may use in a given week. For each genre make a note of the purpose and audience which may exist for each genre.	
Week 4 <i>Workshopping</i>	Read: lesson 13 in <i>Becoming a College Writer</i> Write: Any notes may find helpful	Write: Prepare a draft of at least 800 words for workshopping in class. Bring a copy to class	Write: Make revisions to your drafts after feedback and workshopping.
Week 5 <i>Final Touches & Reflection</i>	Read: "The Architect Method" Write: Revise draft for peer review in class In a discussion post and answer these questions: What is the difference between the architect's method and the critic's method of giving feedback? Briefly summarize the experience the narrator has with getting feedback on his design? How might this reading be helpful for our peer review?	Read: <i>Review Becoming a College Writer</i> pages 330 - 360 Write: Any questions or concerns about punctuation/ grammar.	Write: Revise final rhetorical listening piece according to peer feedback. Don't forget to proofread; Final draft due in class Reflective memo on their writing process

Schedule of Daily Learning Goals

Course Learning Outcomes

- Articulate and apply foundational concept of rhetoric and writing within different contexts
- Develop a nuanced personal definition of writing that reflects an understanding of rhetorical concepts of writing and writing processes;
- Produce writing that responds and adapts effectively to specific rhetorical situations;
- Engage with 21st century literacies;
- Read, question, and respond to text critically;
- Develop and use effective invention, composing, and revision processes;
- Demonstrate awareness and use of strategic rhetorical and stylistic techniques within multilingual and diverse linguistic contexts

Module outcomes

- The product of this module asks students to engage with multiple texts with the dual goal of first, grappling with the writer's rhetorical choices and the content of texts and second, deepening their knowledge related to writing, language, and rhetoric.
- In this module, students learn to listen closely to texts (read with the grain) and to focus in on key concepts of the course across multiple texts. Building on the foundational concepts from the first module, students will closely read a variety of texts and learn strategies for interacting with these texts and genres. By critically reading and listening, students will “assume a stance of openness” to understand the various nuances of texts without judgement.

Week 1 *Getting Started*

Monday *Introduce the Module*

- Learning goals
 - Students will paraphrase what the unit assignment for Module 2 requires, and the steps they will take towards this project through both individual and small group work
 - Students will strengthen their group collaboration skills by working in groups for in class assignments
- Plan
 - Students will be given time to look over the assignment sheet on their own and summarize their understanding of the requirements through free-write.
 - Students will get into small groups to compare and discuss their summaries, hopefully problem-solving some of their questions and misunderstandings about the assignment
 - Discussion will open up to the whole class where students will be encouraged to volunteer their own summaries and ask any questions they may have.
 - Teacher will give a lesson about basics of summarization
 - Whole-class discussion about criteria of effective summarization
 - Free write about personal definitions of writing. Who is a writer? What is considered to be writing/rhetoric? Is writing important?

- Homework
 - Read *Rhetorical Analysis in the Real World: A Useful Thinking Tool* in preparation for next class

Wednesday *Rhetoric is Everywhere*

- Learning goals
 - Students will learn to listen rhetorically to texts through careful reading/viewing to be able to identify and summarize the author's main arguments
 - Students will identify real world examples of rhetorical concepts through free write
 - Students will continue to develop collaboration skills through group discussions on rhetoric
- Plan
 - Class will begin with a free write about the ubiquity of rhetoric. What are some real world examples of Rhetorical situations? Try to think of three exa
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 - mples and identify the audience, purpose, and genre in each example.
 - Next, there will be a class discussion of the text students read from class
 - This will lead into students sharing the examples they thought about during free-write
 - Whole-class conversation about what it means to listen closely/ listen rhetorically
- Homework
 - Read lessons 3 & 4 about audience and topic from *Becoming a College Writer*.

Friday

- Learning goals
 - Students will identify the main arguments as well as audience, purpose, genre in a given text.
 - Student will continue learning to listen rhetorically in various genres
- Plan
 - 5-10 minutes to read text independently
 - Get into groups of 3-4 for highlighting exercise where they will identify the main points of the text as well as begin to consider some of the author's choices
 - Highlighting activity
- Homework
 - Listen to the Text 1 podcast: *Lost in translation: the power of language to change how we view the world*
 - Write a summary of this text in at least 250 words

Week 2 *Learning to Summarize*

Monday *Text 1 Lost in translation: the power of language to change how we view the world*

- Learning goals

- Engage with multiple texts through careful reading/listening and summarization
- Students will practice writing with and against the grain.
- Students will demonstrate their understanding of rhetorical concepts through analysis of text 1
- Recognizing the author's rhetorical choices in consideration of their context including purpose and audience
- Students will support their claims with concrete textual evidence
- Students will be able to outline and explain, considering the rhetorical and scaffolding lessons, author/speaker's writing choices for Text 1 through group discussion.
- Plan
 - Students will get into groups to identify and assess the effectiveness of the author's/speaker's main arguments in text 1
 - Students will also identify the strategies the author/speaker uses to present these arguments
 - Students will then share these in a whole class discussion
- Homework
 - Reading and listening to texts 2 and 3
 - Writing 250 word summaries of each

Wednesday *Text 2 & 3: You are what you write: are google etc eroding our ability to think & How words change minds: the science of storytelling*

- Learning goals
 - Engage with multiple texts through careful reading/listening and summarization
 - Students will be able to outline and explain, considering the rhetorical and scaffolding lessons, author/speaker's writing choices for Text 2 & 3 through group discussion.
 - Recognizing the author's rhetorical choices in consideration of their context including purpose and audience
- Plan
 - Students will get into two groups to discuss the main arguments of the author/speaker a text (one group discusses text 2, the other group discusses text 3)
 - Students will also identify the strategies the author/speaker uses to present these arguments
 - Students will then move on the next text
 - discuss the main arguments of the author/speaker a text (one group discusses text 2, the other group discusses text 3)
 - Students will also identify the strategies the author/speaker uses to present these arguments
- Homework
 - Read Text 4: *It's Time for Miami to Embrace Bilingualism*
 - Write a summary of text 4 in at least 250 words

Friday *Text 4: It's Time for Miami to Embrace Bilingualism*

- Learning goals
 - Engage with multiple texts through careful reading/listening and summarization
 - Students will be able to outline and explain, considering the rhetorical and scaffolding lessons, author/speaker's writing choices for Text 4 through group discussion.
 - Recognizing the author's rhetorical choices in consideration of their context including purpose and audience
- Plan
 - Students will get into groups to identify and assess the effectiveness of the author's/speaker's main arguments in text 1
 - Students will also identify the strategies the author/speaker uses to present these arguments
 - Students will then share these in a whole class discussion
- Homework
 - Read text 5: *How Twitter and Texting Saved Writing*
 - Write a summary of text 5 in at least 250 words

Week 3 *Conferences*

Monday *Text 5: How Twitter and Texting Saved Writing*

- Learning goals
 - Engage with multiple texts through careful reading/listening and summarization
 - Students will be able to outline and explain, considering the rhetorical and scaffolding lessons, author/speaker's writing choices for Text 5 through group discussion.
 - Recognizing the author's rhetorical choices in consideration of their context including purpose and audience
- Plan
 - Students will get into groups to identify and assess the effectiveness of the author's/speaker's main arguments in text 1
 - Students will also identify the strategies the author/speaker uses to present these arguments
 - Students will then share these in a whole class discussion
- Homework
 - Read lesson 7 about genre in the textbook, *Becoming a College Writer*
 - Brainstorm 5 genres of everyday writing. Think about the genres of writing you may use in a given week. For each genre make a note of the purpose and audience which may exist for each genre.

Wednesday *Lesson on Genre & Audience*

- Learning goals

- Students will be able to demonstrate awareness and use of strategic rhetorical and stylistic techniques, such as genre, within multilingual and diverse linguistic contexts.
- Read, question, and respond to text critically
- Plan
 - Share what they chose as examples of genres for homework
 - Class discussion about similar and different genre examples. How are these genres expressed differently? How could one identify this genre (conventions)?
 - Share which text they want to go with for the final essay
 - Students will get into groups of 3-4, with people who have chosen the same text to work with and discuss the genre of their chosen text, and how that genre relates to the audience and purpose. What choices might the writer/speaker have made because of the genre of the text?
 - Each group present their main ideas discussed to the class, this will lead into a whole-class discussion about similarities and differences between texts and their genres.
- Homework
 - (Reminder) Prepare a conference draft of at least 500 words to share during your conference appointment, Due by midnight tonight

Friday *Conferences NO CLASS*

- Homework
 - Prepare a conference draft of at least 500 words to share during your conference appointment
 - For Monday, Read lesson 13 in *Becoming a college reader*
 - Take any notes which may be helpful for your own work in structuring your writing

Week 4 *Workshopping*

Monday

- Learning goals
 - Students will be able to identify and explain successful organization structures in two model papers through class discussion.
 - Students will be able to identify the writing process and revision practice through the use of practice models and class discussion.
 - Students will be able to draw connections between the rhetorical concepts and specific choices the author/speaker made in creating their text through group discussion.
- Plan
 - CAT free write about conferencing. What was helpful? What were your expectations, and were they met? Any main takeaways from the experience?
 - Group work discussing their chosen texts (groups of same text or different), and their plans so far and conference feedback. How are you moving forward

- Project two models of writing organization (one successful, one unsuccessful). Whole-class discussion about what makes up a well organized paper, and how can we fix the disorganized one
- Homework
 - Prepare a draft of at least 800 words for workshopping in class
 - Bring a printed copy of this draft to class

Wednesday

- Learning goals
 - Students will develop and use effective invention, composing, and revision processes;
 - Students will be able to read, question, and respond to texts and peer's work critically.
 - Students will be able to build and strengthening analytical skills through peer work.
- Plan
 - Highlighting exercise where peers read each other's drafts and try to highlight their main points
 - Project the rubric on the board for students. Students will be asked to identify the areas of the rubric that are not fully developed enough in their own drafts.
 - Time in class for students to work productively on their drafts
- Homework
 - Make revisions to your drafts after feedback and peer workshopping

Friday

- Learning goals
 - Students will continue working on effectively composing and revising their own work as well as reading aloud and workshopping with a partner.
 - Students will continue reading, questioning, and responding to texts and peer's work critically.
 - Students will also demonstrate awareness and use of strategic rhetorical and stylistic techniques within multilingual and diverse linguistic contexts
- Plan
 - Reading aloud workshop in pairs: Students will read their own drafts out to one peer at a time, who will take notes as they read. This activity will provide the reader with an opportunity to catch some of their own mistakes. Pairs will discuss their notes and feedback, and switch roles.
 - Students will do this activity with two different partners.
- Homework
 - Read article about The architect's method
 - Respond to comprehension questions
 - Revise drafts for peer review in next class

Week 5 *Final Touches & Reflection*

Monday *Peer Review*

- Learning goals
 - Students will be able to construct effective feedback on writing through peer review.
 - Students will be able to evaluate each other's ability maintain a stance of openness with the texts through the peer review process.
 - Produce writing that responds and adapts effectively to specific rhetorical situations
- Plan
 - Students will get into groups with printed their printed drafts. They will exchange among their group and start to peer review keeping in mind guiding questions and strategies as they revise.
- Homework
 - Students will review Becoming a College Writer (pgs. 330-360)
 - Write any questions or concerns about punctuation/grammar

Wednesday *Proofreading & Addressing Low Order Concerns*

- Learning goals
 - Students will be able to identify and apply tools for productive revision and proofreading to address lower order concerns in their writing process through a lecture.
 - Produce writing that responds and adapts effectively to specific rhetorical situations
- Plan
 - Students will come to class prepared with questions about grammar and spelling, and the professor will answer those questions to the best of their ability.
 - Students will be given time to look at their drafts and read as a proofreader.
- Homework
 - Turn in your Final Draft in class
 - Also due with the final draft is a reflective memo explaining your writing process for this assignment

Friday

- Learning goals
 - Assess understanding of rhetorical concepts and strategies learned in this module
 - Develop a nuanced personal definition of writing that reflects an understanding of rhetorical concepts of writing and writing processes
- Plan
 - Module reflections - CATs
 - Free write reflecting on module as a whole. What were your favorite moments? Your least favorite? How has your personal definition of writing changed over these 5 weeks?