

## English 301: Writing Theory and Practice Spring 2009

Class meeting time: Tuesday and Thursday, 10 a.m. – 11:15 a.m., 106 Woodburn

Professor Scott Wible

E-mail: [swible@mix.wvu.edu](mailto:swible@mix.wvu.edu)

NOTE: Please follow these two instructions when writing emails to me:

(1) Begin the subject line with “ENGL 301”; and

(2) Complete the subject line with a concise phrase describing your question or concern.

Office: 329 Colson Hall

Office Hours: Tuesday, 1 p.m. — 2:30p.m.; Thursday, 11:30 a.m. — 1 p.m.; and by appointment

Writing Theory and Practice is a course designed specifically for Professional Writing and Editing students with two specific goals in mind. First, by the end of this course, you should possess a deeper understanding of what rhetoric is (“the power of finding the available arguments suited to a given situation”) and be able to apply key rhetorical concepts to your own writing practices. Second, you will learn about how rhetoric intersects with the field of Professional Writing and Editing as you plan, design, conduct, and write an ethnographic study of a practicing professional writer. Ethnography (from the Greek for “writing about people”) is a genre of writing that draws on primary, field-based research in order to present a detailed description and analysis of a person working in his or her everyday environment. Your ethnographic report will explore how a local professional writer employs rhetoric in his or her writing process and written texts. Through your pursuit of these two interrelated course goals, then, you will learn both how to analyze a variety of writing situations that arise in your own professional career and how to compose rhetorically effective documents that meet each situation’s unique demands.

### Required Texts and Tools

Crowley, Sharon and Debra Hawhee. *Ancient Rhetorics for Contemporary Students*. 4th ed. New York: Longman, 2009. ISBN: 0-205-57443-2.

Bazerman, Charles and Paul Prior, eds. *What Writing Does and How It Does It: An Introduction to Analyzing Texts and Textual Practices*. Mahwah, NJ: Lawrence Erlbaum, 2004. ISBN: 0-8058-3806-6.

You will need to set up a personal blog; you will use this blog as a space for posting your major writing assignments and for composing your responses to writing prompts throughout the semester. Free blog accounts are available from [blogger.com](http://blogger.com). Once you have set up your blog, send me an email with the web address for your site.

## Assignments

In this course, I will hold you to the professional standards that prevail both throughout the university and within the field of professional writing and editing.

*Promptness.* In this course, as in the working world, you must turn in your work on time. All major writing projects must be uploaded to eCampus by 10 a.m. on their respective due dates. Blog entries, meanwhile, must be posted to your blog by 9 a.m. on the respective due dates listed on the syllabus. Assignments turned in late will be lowered one full letter grade (e.g., A becomes an B, B becomes a C, and so on) for each class period late unless you have made arrangements with me in advance.

*Development.* In all the writing you do for this course, from formal projects to the textbook activities, strive to compose “substantive” writing. You should make your argument and your purpose clear to readers and, where appropriate, provide convincing evidence, concrete details, and relevant examples.

*Rhetorical Strategy.* Throughout this course, you will be learning various rhetorical theories and techniques for persuading your audiences, from creating effective *logos*, *ethos*, and *pathos* appeals to creating a specific sentence-level style and tone. Your formal writing projects should reflect your efforts to apply these theories through your planning, drafting, and revising process.

*Appearance.* All work should be neatly prepared on a computer, using 1” margins as well as spacing and design techniques that are conventional for the genre. Whether it is an essay, a letter, a progress report, or a proposal, your communication should exhibit appropriate format.

*Grammar, Spelling, Proofreading.* At work, even a single error in spelling, grammar, or proofreading can jeopardize the effectiveness of some communications. Grading will reflect the great seriousness with which these matters are frequently viewed in the working world. If you would like special assistance with any of these skills, I can recommend sources for extra help.

## Expectations

In addition to the requirements outlined above, you are expected to work until the class period has ended; to complete all reading and writing assignments on time; to help your classmates learn by your participation in class discussions and group activities; to spend at least six hours per week out of class for research, writing, and class preparation; and to be courteous and considerate.

## Grades

When grading each of your assignments, I will ask one overriding question: “Does this document do its job successfully?” The “job,” or purpose, of each document is explained in more detail below, and we will spend ample time in class discussing how you can create a rhetorically successful text for each assignment. I will, of course, recognize the difference between a competent performance (a “C”) and good and excellent performances (“B” and “A”). A competent performance is one that stands a chance of succeeding; an excellent performance is one that seems assured not only of success but also of winning praise:

**A** superior; the work is of near professional quality. The document meets or exceeds all the objectives of the assignment. The content is mature, thorough, and well-suited for the audience; the style is clear, accurate, and forceful; the information is well-organized and designed so that it is accessible and attractive; the mechanics and grammar are correct.

**B** good; the document meets the objectives of the assignment, but it needs improvement in style, or it contains easily correctable errors in grammar, format, or content, or its content is superficial.

**C** competent; the document needs significant improvement in concept, details, development, organization, grammar, or format. It may be formally correct but superficial in content.

**D** marginally acceptable; the document meets some of the objectives but ignores others; the content is inadequately developed; or it contains numerous or major errors.

**F** unacceptable; the document does not have enough information, does something other than the assignment required, or it contains major errors or excessive errors.

Your final grade will be determined by the grades you receive on written and in-class assignments, according to the following weighting:

- |  |     |
|--|-----|
| • Blogging / Regular Writing Activities      | 15% |
| • Exploratory Essay                          | 10% |
| • Letter of Inquiry                          | 5%  |
| • Proposal for Ethnographic Research Project | 20% |
| • Progress Report                            | 5%  |
| • Ethnographic Report                        | 40% |
| • Class Participation                        | 5%  |

Instructions for each assignment are explained in detail elsewhere in this packet.

### **Attendance**

You are expected to attend class every day. You should also have the appropriate textbook and all of your current work with you. An occasional absence is perhaps understandable, but habitual absence is inexcusable. *For each unexcused absence after three, you will receive an F for “Class Participation” and I also will lower your **final grade** by a full letter grade (e.g., A becomes a B, B becomes a C, and so on).*

I will follow the WVU Faculty Senate’s policy on “excused absences” such that legitimate reasons for missing a class include regularly scheduled, University-approved curricular and extracurricular activities (such as field trips, debate trips, and athletic contests); medical illness; and religious observances.

### **Conferences**

Meet with me when you have questions about an assignment, when you would like to try out some ideas before a document is due, when you have questions about a comment, or when you want to know where you stand in the course. You should also see me to get help with particular writing-related problems or to resolve differences about grades. Finally, I am open to your suggestions for improving the course, so please discuss with me your ideas about how the course is going. If you cannot make my scheduled office hours and would like to meet with me, we can work together to find a convenient time for conferencing.

**Undergraduate Writing Center**

Please consider taking your ideas and your written work to the WVU Writing Center, where trained peer tutors will consult with writers about any piece of writing at any stage of the writing process. The Writing Center is located in G-02 Colson Hall, and its Spring 2009 tutoring hours are as follows:

Monday—Thursday, 10 a.m. – 5 p.m.

Friday, 10 a.m. – 3 p.m.

To schedule appointments or to ask questions, call 293-5788. For more information about Writing Center programs as well as for materials to help you negotiate various stages of the writing process, visit [http://www.as.wvu.edu/english/writing\\_center/index.html](http://www.as.wvu.edu/english/writing_center/index.html).

**Plagiarism (Cheating)**

West Virginia University defines academic integrity as the pursuit of scholarly activity in an open, honest and responsible manner. All students should act with personal integrity; respect other students' dignity, rights, and property; and help to create and maintain an environment in which all can succeed through the fruits of their efforts.

Dishonesty of any kind will not be tolerated in this course. Dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. For university procedures that I intend to follow when addressing academic dishonesty cases, please consult the current Student Code of Conduct at <http://www.arc.wvu.edu/rightsa.html>.

Talking over your ideas and getting comments on your writing from friends are NOT acts of plagiarism. Taking someone else's published or unpublished words and calling them your own IS plagiarism: a synonym is academic dishonesty. When plagiarism amounts to an attempt to deceive, it has dire consequences, as spelled out in the university's regulations (WVU Academic Integrity/Dishonesty Policy, available at <http://www.arc.wvu.edu/admissions/integrity.html>).

**Please note:** West Virginia University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Disability Services (293-6700).

## Assignment Descriptions

Your major research project for this semester will involve your detailed, “in-the-field” study of a professional writer in the WVU or surrounding Morgantown community. The writing assignments described below are designed and sequenced to move you through the process of deepening your understanding of rhetorical concepts and practices; exploring possible research topics; contacting a research subject; defining your research questions and data collection methods; setting and maintaining a research and writing schedule; and delivering an ethnographic report that describes and analyzes this Professional Writer at work.

### Assignment #1: Blogging / Regular Writing Activities (15%)

As you will see in the course schedule, you will be composing responses to prompts from the texts we read this semester. You will be delivering these responses to me and your classmates through the medium of a weblog, or blog. You will need to set up a personal blog; you will use this blog as a space for composing your responses to writing prompts throughout the semester. Free blog accounts are available from blogger.com. Once you have set up your blog, send me an email with the web address for your site.

Your blog entries should be posted by 9 a.m. on the assigned due date. These regular writing activities will be evaluated according to this scale:

√+ the entry presents a fully developed response, one that clearly responds to the question or prompt with insightful analysis as well as significant details to support this analysis.

√ the entry presents an adequate response, one that does address the question or prompt but could be developed more fully with thoughtful analysis or supporting details.

√— the entry presents only a superficial response to the question or prompt or do not address the prompt in its entirety.

L the entry was submitted after but within one week of the due date; the L will be listed alongside the grade.

X the entry was not submitted within one week of the due date.

I will post brief responses and grades to each of your blog entries, and I will let you know your blogging grade at both mid-semester and semester’s end. You will earn your grade for the Blogging component of the course (15% of the final course grade) based on whether or not you post the required number of entries, how often you post your blog entries by the due date, and where a majority of your entries fall within the “√+” to “√—” grade range.

### Assignment #2: Exploratory Essay (10%)

In this short essay (3-4 pages), please explore an issue related to professional writing and editing that interests you and that you might want to examine more closely in your ethnographic research project. You may want to write about a particular rhetorical concept (e.g., How does an editor construct *ethos* appeals in his or her correspondence with authors?), research site (e.g., What kind of writing activities take place in a non-profit organization?), practical concern (e.g., How do professional writers employ technology when collaborating on writing projects?), or ethical dilemma (e.g., How does a technical writer working for a corporation still serve as an advocate for customers and product users?). The idea here is for you to

take up an issue we've addressed thus far or that we will address in the coming weeks and push your investigation further than we are able to do in class discussion or in course readings. You are not required to draw on secondary sources for this assignment, but I certainly encourage you to do so if you find it to be helpful in exploring your topic in greater depth.

**Assignment #3: Letter of Inquiry (5%)**

Once you have identified a writer(s) whom you would like to study for your ethnographic research project, you will compose a *letter of inquiry* that you send to this person in order to express your interest in studying the writer and to provide details about the exact nature of your research project. The purpose of this letter of inquiry is to persuade the individual to respond to your inquiry (that is, to get in touch with you) and to allow you to study him or her writing in the workplace. The most persuasive case will be one that convinces the reader that you have an explicit purpose for your research and a clearly defined, well-reasoned method for conducting your study. You will want to explain exactly what the writer would be asked to do if participating in the research project; this explanation might include the extent to which you would be observing the writer at work, interviewing him or her, or asking the writer to do activities that fall outside of his or her job description (e.g., recording activities and thoughts in a writing log, duplicating materials). Your letter should inform the writer about your desire to share your data and your analysis with him or her through the course of conducting your research and writing up your ethnographic project. You also will want to use your letter to describe what you hope to learn from this study and convey how your research project might benefit the writer her or himself.

**Assignment #4: Proposal for the Ethnographic Research Project (20%)**

While your letter of inquiry presented the potential research subject with a general description of your project design, you will need to define the project in more specific terms before beginning the actual work of collecting and analyzing data. Your audience for this proposal will be me, who will teach and supervise you through the research and writing process, and yourself, as you likely will re-read this proposal several times as you conduct and refine your research project. Writing a formal proposal for your ethnographic project will prepare you for your research task because it helps you to clarify what specific questions you want to try to answer through your research project; how, when, and where you will collect your data; how these data collection methods will help you to answer your research questions; and how you will interact with the research subject during both the data collection and data analysis phases of the project.

*Introduction:* Provide a summary or overview of your proposed ethnographic research project.

*Research Question(s):* Here you should describe the question(s) about professional writing practice that pique your interest and that you want to try to answer through your ethnographic research. You can draw on the writing you did in your Exploratory Essay, although you will want to adapt it so that it reflects your current thinking and so that it fits the specific rhetorical purpose of this section. In short, the purpose of this section is to state, in clear terms, both the questions that you want to explore through your research project and the significance—for professional writers in general or yourself and your colleagues in particular—of discovering answers to these questions.

*Research Subject:* Describe the type of work that this professional writer does in his or her job and the type of organization in which the writer works. Also, explain why it makes sense for you to study this particular subject given your research questions.

*Data Collection Methods:* Being as specific as you can, list the sources of data you will gather as well as your plan for gathering them. For example, will you only collect documents that the writer

composed through the process of writing a specific genre (say, for instance, a grant proposal), or will you collect a wider range of texts? Will you rely primarily on comments the writer makes about her or his work in interviews and a writing log, or will you also observe the writer at work in order to compare what you learn from these different data sources? What types of interviews will you conduct (e.g., semi-structured, stimulated elicitation, discourse-based) and what specific kinds of information will you hope to gain from this interview? You will want to collect multiple sources of data, but you will also need to keep in mind the constraints you and your research subject face in terms of time, resources, access to technology, and the scope of your research question. Finally, you will want to use this section to explain why these particular data collection methods are ones that will help you to answer your research question.

*Data Analysis:* Explain what you will be doing with the data you collect in order to make sense of it and use it to answer your research question. Your discussion in this section, then, will depend in large part on the research questions you posed, the research subject you have chosen to study, and the data collection methods you have chosen to pursue. For example, if you want to know more about how a professional writer creates an *ethos* of technical expertise in a document written to engineers, you might examine the writer's email and letter correspondence with these engineers and look specifically at word choices this writer makes to create a confident tone or at passages where this writer incorporates factual data to support his or her argument. While the focus of your analysis might shift as you gather data through the research process, you still will benefit from specifying the analytical focus you want to bring to your research question and data collection methods.

*Schedule of Work*—Create a working calendar that sets deadlines for completing major steps of this research process. Obvious events to include on this calendar might be dates for conducting interviews, transcribing interviews, collecting writing samples, conducting field visits, and composing the progress report. You will also benefit from inserting into your schedule deadlines for “planning” types of events, such as setting a deadline for contacting the research subject to arrange an interview, as well as for ongoing types of activities, such as analyzing the data you collect through the course of the research process rather than waiting until all of the data has been gathered. Finally, be sure to include in this schedule your personal drafting and revising deadlines for composing the final ethnographic report.

#### **Assignment #5: Progress Report (5%)**

In a professional setting, a progress report updates a project supervisor on work accomplished and work remaining on a long-term project. The report helps an organization or supervisor coordinate related projects. The report should persuade the supervisor that you will achieve the intended goals by the specified deadline. The report also offers an opportunity to propose a slight change in focus or methods or to request additional support. If the progress is satisfactory, the supervisor will continue support of the project (and of you, the investigator). If progress is not satisfactory, we will need to work together to redefine your research plans and project goals.

Your progress report, then, should succinctly summarize your ethnographic research project (i.e., definition and purpose, research site and subject, data collection methods), describe your accomplishments to the present (e.g., background research, data collection—be specific); identify remaining work; and evaluate your overall progress. You may describe problems encountered (especially if the problems will shape the final outcome, such as a shift in purpose), but don't belabor the point. If possible, explain how the problems have or will be resolved. The report should be positive in tone without being inflated in its assessment. The best way to accomplish this goal is to be specific about accomplishments. The best way to be specific about accomplishments is to have some! Plan your research

and writing so that you will be able to describe your progress in a way that attracts the approval of me, your supervisor. In other words, work on the most important tasks first, and budget your time wisely.

### **Assignment #6: Ethnographic Report (40%)**

Your major research project for this semester will involve your close study of a Professional Writer in the WVU or surrounding Morgantown community. The purpose of this study will be to explore how the professional writer's work involves one or more of the rhetorical topics we have explored through the course of this semester. For example, you might explore how a business creates its "ethos" in its correspondence with clients and with the press; you might study how a grant writer experiments with the organization of proposals in order to create rhetorically effective documents; you might analyze the sentence-level style decisions that a writer makes to create different kinds of tones when writing to different audiences; or you might explore how and why a professional writer chooses to deliver a document in one medium rather than another. No matter how you end up focusing your ethnographic research and your final report, your general goal is to study how a particular Professional Writer writes within the context of his or her workplace, and to represent this writing process to readers who could not be there with you as you observed the writer in his or her normal workspace, interviewed the research subject about his or her writing practices, and read through various documents the professional writer composed.

As you identify potential research subjects, you can define the term "Professional Writer" broadly so that you might study someone whose work aligns with your particular academic interests or professional goals. For instance, a student majoring in PWE and Advertising might want to study a professional who works as a advertising copy writer, while someone interested in grant writing might look to study an employee at a local non-profit organization. While the person you study does not necessarily need to define his or her job as "professional writing," the activity of writing should be a major aspect of this person's daily work.

Through the course of the semester we will be reading about, discussing, and practicing different types of research methods you can employ in order to study your professional writing subject. These different methods include collecting and analyzing samples of writing, observing the writer on-site, and interviewing the writer, and they all fall under the broad heading of "ethnography," which is a genre of writing that employs these various fieldwork methods toward the ends of creating a description and analysis of a person within his or her own working environment. In the case of your research project, you will be describing the work that a particular individual does in his or her organization; taken together your ethnographies will help us, as a class, to better understand the practice of Professional Writing.

For your final project, then, you will draw upon all of the rhetorical concepts we studied through the course of the semester as you deliver your research findings to a specific set of audience members: to me, your instructor; to yourself; and possibly to your research subject. In general terms, the rhetorical purpose of your ethnographic report will be to present an answer to the initial research question that gave shape to your project. Writing ethnography is a different type of activity than writing a traditional academic essay, in large part because of the ethical demands posed by working with "real" research subjects and because of the unique nature of working with primary data that you collected rather than secondary sources you gathered from the library. Even as ethnographic writing poses unique challenges, however, it still requires you to apply rhetorical principles in order to compose an effective report, so you will be drawing on your deepening knowledge of rhetorical concepts as you decide how to construct *logos*, *ethos*, and *pathos* appeals within your text and how to create an effective arrangement and style for your report.



**ENGLISH 301: WRITING THEORY & PRACTICE**  
**SPRING 2009 SYLLABUS**

**WEEK 1**

		<b>Topic</b>	<b>Reading Due</b>	<b>Writing Due</b>
1/13	T	Review syllabus. Discuss course goals. Introduce first blog assignment.		
1/15	Th	Why study professional writers? What kinds of questions about professional writing and writers are important to explore?  Introduce the Exploratory Essay.	Various items posted on eCampus, filed under "Web Links→Surveying PWE."	Blog: Describe the types of job titles that professional writers hold, the kinds of writing they do in these jobs, and the types of skills and knowledge they need to perform well in these jobs. What aspects of professional writing most interest you? What aspects of it would you like to learn more about?

**WEEK 2**

		<b>Topic</b>	<b>Reading Due</b>	<b>Writing Due</b>
1/20	T	How do we study writers in the workplace?	Jack Selzer, "The Composing Processes of an Engineer" (eCampus).	Blog: How does Selzer convince you that his analysis about Nelson's writing practices are based on extensive, careful observation? Provide evidence to support your answer.
1/22	Th	Studying Professional Writing as a Social Activity.	Lester Faigley, "Nonacademic Writing: The Social Perspective" (eCampus).	Blog: Faigley argues that a document in the workplace is "a moment in the continuous process of

				communication.” Drawing on Faigley’s definition of the “social perspective” on writing, explain what a professional writer needs to be able to do in order to participate effectively in this “continuous process of communication.”
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**WEEK 3**

		<b>Topic</b>	<b>Reading Due</b>	<b>Writing Due</b>
1/27	T	Studying Professional Writing as a Social Activity (cont.).		<b>Exploratory Essay.</b>
1/29	Th	Strategies for Studying Writing: Tracing the Writing Process.	Paul Prior, “Tracing Process: How Texts Come Into Being” (WWD, pp. 167-197).	Blog: Using the packet of materials distributed during class on 1/27, explain how the writer developed a few passages from the final text.

**WEEK 4**

		<b>Topic</b>	<b>Reading Due</b>	<b>Writing Due</b>
2/3	T	Data Collection Methods: Gathering and Analyzing Textual Artifacts.  Strategies for Studying Writing: Intertextuality.	Charles Bazerman, “Intertextuality: How Texts Rely on Other Texts” (WWD, pp. 83-94).	Blog: Activity 1 (WWD, p. 94). Consider using Lester Faigley’s “Nonacademic Writing” or Jack Selzer’s “The Composing Processes of an Engineer” as the basis of your analysis.
2/5	Th	Strategies for Studying Writing: Rhetorical Analysis.	Jack Selzer, “Rhetorical Analysis: Understanding How Texts Persuade Readers” (WWD, pp. 279-307).	Blog: Activity 3 (WWD, p. 303).

**WEEK 5**

		<b>Topic</b>	<b>Reading Due</b>	<b>Writing Due</b>
2/10	T	Topics and Strategies for Studying Writing: Genres and Activity Systems.	Charles Bazerman, "Speech Acts, Genres, and Activity Systems: How Texts Organize Activity and People" (WWD, pp. 309-319).	Blog: Activity 1a (WWD, p. 337). Consider using <i>Ancient Rhetorics for Contemporary Students</i> as the basis of your analysis.
2/12	Th	Genres and Activity Systems (cont.).	Bazerman, "Speech Acts, Genres, and Activity Systems" (WWD, pp. 319-337).	<b>Letter of Inquiry.</b> Blog: Activity 2 (WWD, p. 337). Use the packet of materials distributed during class on 2/10 as the basis of your analysis.

**WEEK 6**

		<b>Topic</b>	<b>Reading Due</b>	<b>Writing Due</b>
2/17	T	Data Collection Methods: Observing and Making Field Notes.	Bonnie Stone Sunstein and Elizabeth Chiseri-Strater, "Researching Place: The Spatial Gaze" (eCampus, pp. 217-241).	Blog: Writing a Verbal Snapshot ("Researching Place," pp. 228-230).
2/19	Th	Observing and Making Field Notes (cont.).	Sunstein and Chiseri-Strater, "Researching Place" (eCampus, pp. 241-273).	Blog: Mapping Space: A Meal in the Making ("Researching Place," pp. 233-241).

**WEEK 7**

		<b>Topic</b>	<b>Reading Due</b>	<b>Writing Due</b>
2/24	T	Data Collection Methods: Conducting Interviews.	Sunstein and Chiseri-Strater, "Researching People: The Collaborative Listener" (eCampus; pp. 345-346 and 368-391).	In-class activity: "Using a Cultural Artifact: An Interview" ("Researching People," pp. 370-373). <i>Post your writing (Action 5, p. 371) by day's end.</i>

2/26	Th	Conducting Interviews (cont.).  Writing the Research Proposal.	Sunstein and Chiseri-Strater, "Researching People" (eCampus, pp. 391-407).	Blog: Using a Cultural Artifact: Actions 6 and 7 ("Researching People," pp. 370-372).
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**WEEK 8**

		Topic	Reading Due	Writing Due
3/3	T	What is Rhetoric? Why study ancient rhetorics? What does rhetoric have to do with professional writing?	"Ancient Rhetorics: Their Differences and the Differences They Make," (ARCS, pp. 1-31).	Blog: Rhetorical Activity 1 (ARCS, p. 29).
3/5	Th	<i>Kairos</i> and Exigence as defining forces of the rhetorical situation.  Writing the Letter of Inquiry.	" <i>Kairos</i> and the Rhetorical Situation: Seizing the Moment" (ARCS, pp. 44-63).	<b>Ethnographic Research Project Proposal.</b>  Blog: Rhetorical Activity 1 (ARCS, p. 63).

**WEEK 9 (3/10 and 3/12): NO CLASS.****WEEK 10**

		Topic	Reading Due	Writing Due
3/24	T	<i>Logos</i> appeals.	"Logical Proof: Reasoning in Rhetoric" (ARCS, pp. 158-186).	Blog: Rhetorical Activity 1 (ARCS, p. 186).
3/26	Th	Conducting Research to Sharpen Your Ethnographic Analysis.  Writing the Progress Report.	"Extrinsic Proofs: Arguments Waiting to Be Used" (ARCS, pp. 267-283).	Blog: Generate a list of questions or topics you might need to explore to add depth to your ethnographic analysis, and explain how and why each question or topic could be important for your study (minimum 3 items).

**WEEK 11**

		<b>Topic</b>	<b>Reading Due</b>	<b>Writing Due</b>
3/31	T	<i>Ethos</i> appeals.	“Ethical Proofs: Arguments from Character,” (ARCS, pp. 195-231).	Blog: Rhetorical Activity 1 (ARCS, p. 230).
4/2	Th	<i>Pathos</i> appeals.	“Pathetic Proof: Passionate Appeals,” (ARCS, pp. 246-263).	<b>Progress Report.</b> Blog: Rhetorical Activity 3 (ARCS, p. 263).

**WEEK 12**

		<b>Topic</b>	<b>Reading Due</b>	<b>Writing Due</b>
4/7	T	Analyzing Data and Writing It Up.	Sunstein and Chiseri-Strater, “Field Writing: From Down Draft to Up Draft” (eCampus).	
4/9	Th	Rhetorical Arrangement.	“Arrangement: Getting It Together,” (ARCS, pp. 292-318).	Blog: Rhetorical Activity 2 (ARCS, p. 318).

**WEEK 13**

		<b>Topic</b>	<b>Reading Due</b>	<b>Writing Due</b>
4/14	T	Rhetorical Delivery.	“Delivery: Attending to Eyes and Ears” (ARCS, pp. 405-427).	Blog: Rhetorical Activity 7 (ARCS, p. 427).
4/16	Th	Small-group conferences—no formal class meeting.		

**WEEK 14**

		<b>Topic</b>	<b>Reading Due</b>	<b>Writing Due</b>
4/21	T	Draft workshop #1.	Sunstein and Chiseri-Strater, "Revising for a Reader" (eCampus).	Ethnographic Report Draft.
4/23	Th	Rhetorical Style.	"Style: Composition and Ornament" and "Imitation I: On the Usefulness of Copying" (ARCS, pp. 327-348 and 319-325).	Blog: Rhetorical Activity 3 (ARCS, pp. 364-365).

**WEEK 15**

		<b>Topic</b>	<b>Reading Due</b>	<b>Writing Due</b>
4/28	T	Rhetorical Style (cont.).	"Style: Figures of Thought" and "Inhabiting Through Practice" (ARCS, pp. 348-372).	Blog: Imitation Exercise 2 (ARCS, p. 372).
4/30	Th	Draft workshop #2.  Course wrap-up and evaluations.		

**Ethnographic Report due on Tuesday, May 5 at 10 a.m.**