English 301: Writing Theory & Practice

PRINT THIS DOCUMENT FOR YOUR RECORDS.

There is a great deal of important information here, so read it all very carefully. The material here is (like an onsite course syllabus) subject to change upon notification by your instructor. In the event that something changes, your instructor will post a note to the "Announcements" thread on the Discussion Board.

It is your responsibility to stay current with Discussion Board announcements.

Course Goals

Writing Theory and Practice is a course designed specifically for Professional Writing and Editing (PWE) students with two specific goals in mind. By the end of this course, you should possess a deeper understanding of: (1) What rhetoric is ("an ability, in each particular case, to see the available means of persuasion" [Aristotle]); and (2) How rhetoric intersects with the field of professional writing.

While much of your professional writing and editing curriculum emphasizes the practice and products of organizational communication, this course invites you to the theoretical discussion addressing why we practice and produce what we do and how we can improve upon these practices and products in a deliberate, systematic way. To these ends, you will engage in rhetorical analysis of professional documents; review quantitative and qualitative research methods commonly used by writing professionals; and "invent" a *reflection-in-action* research proposal that allows you to unify both theory and application.

By the end of this semester, you will be able to:
- Describe and discuss what rhetoric is, including concepts such as kairos, rhetorical pisteis, stasis, techne, and praxis.
- Identify key rhetorical concepts in your own and others' writing.
- Recognize and evaluate how rhetorical concepts inform professional writing practices.
- Identify various research methods relevant to organizational communication.
- Analyze a current issue in organizational communication and identify a relevant research topic.
- Prepare a professional research proposal to improve upon the communication practices of a particular business.

Email

You should use WVU eCampus email to contact me unless the WVU eCampus server should crash or become otherwise unavailable to you during the term. To use WVU eCampus email, simply click on the "Mail" icon on the course homepage, locate the intended addressee from the "Select Recipients" tab, and compose and send your message as you would with any other email service. Consider posting questions about course content to the Discussion Board so that others may respond and benefit from the discussion.

When communicating via email (at school, at work, etc.) it is important to practice professional, courteous writing. Do so by honoring the conventions of the genre. Emails (in all communication other than that with a casual correspondent) should have an address (i.e. hello, dear, etc. and the addressee's name) and a signature (i.e. thank you, regards, etc. and your name), and be written using full sentences and proper grammar (not text-speak). Communicating with your professor via email is professional correspondence; please treat it as such.

You can expect that I will respond to your emails within 48 hours of receiving them.

Office Hours

You may make an appointment with me via email to speak on the phone, meet in my office, or chat in the WVU eCampus course chatroom. Please contact me via WVU eCampus email to schedule such an appointment.

Interacting With Your Professor

The email conferencing and available office hours mean that this course is based on tutorial-style learning in which you can contact me anytime for help. I will generally respond within 48 hours. It is very important that you take a personal, vigorous initiative for your own learning in this course. I will act as your mentor, not as a lecturer or a day-to-day monitor of your learning. This style of learning represents an enormous change from the "in school" instruction you may be used to. All the materials are here—but you have to have the self-direction to keep track of the calendar, to keep up a pace of continuous learning, to contact me, and to keep a record of what you've done. When you have questions, never hesitate to ask!

Required Texts

There are two required texts for this class in addition to our eCampus page:

- Longaker, Mark Garrett, and Jeffrey Walker. *Rhetorical Analysis: A Brief Guide for Writers.* New York: Pearson Longman, 2011. ISBN-13: 978-0-205-56570-2
- Hughes, Michael A. and George F. Hayhoe. *A Research Primer for Technical Communication: Methods, Exemplars, and Analyses.* New York: Routledge, 2007. ISBN-13: 978-0-8058-6335-2

This WVU eCampus course site has additional readings in the "Additional Readings" folder on the course homepage, and for some assignments, you are required to identify your own reading sources. It is absolutely essential that you familiarize yourself with the materials on our eCampus page and carefully read relevant portions as the term progresses. While I realize some of you may not be used to navigating online texts, actively fostering familiarity and comfort with this format will make your experience in this online course much more rewarding.

Look at the Weekly Assignments (located under the "Coursework" link on the course Homepage) to see what you will need to read from the textbook or supplemental reading materials.

You can purchase these books at the WVU Bookstore, either in person, by phone at 304-293-7461, or via the Internet at http://wvu.bkstore.com.

Required Work

To achieve the course goals outlined above, you will be writing reflective and analytical texts, participating in class discussions on the eCampus Discussion Board, and otherwise demonstrating your knowledge of rhetorical concepts and how they are, could, or should be used in professional communication practice. You will be evaluated on the following course assignments:

Quizzes & Exam – 30%
Regular Writing Exercises – 30%
Literature Review – 15%
Research Proposal – 15%
Class Participation – 10%

Quizzes: & Exam: The five quizzes and midterm exam ensure that you are reading the required material, help you remember what you read, and help you prepare for analytical writing assignments. If you read *carefully*, you should pass these tests. Quiz and exam due dates are indicated in the "Weekly Assignments" and cannot be made up; while the quiz will be available to you for several days, once you start the quiz, you must complete it.

Regular Writing Exercises: These writing exercises (WEs) include reflective writing, assignments from your textbooks, or alternative writing assignments as explained in the "Weekly Assignments" and "Coursework" folders. You will submit all of these assignments to our eCampus Discussion Board unless otherwise directed by me. All writing assignments are due by 10 a.m. on the due date specified in the Schedule of Work Due.

Literature Review & Research Proposal: These are related assignments. The literature review allows you to investigate an area of interest in your field and zero in on a primary research study you would like to conduct. You will propose conducting this primary research in your final research proposal. Instructions for these assignments will be available in the "Coursework" folder.

Participation: Participation includes your interaction with other students and your instructor on the course Discussion Board, via email, and in the chat room and well as doing each of the assigned reading and writing activities.

Submitting Required Work

You must submit work in the correct way (via eCampus email attachment or Discussion Board post) and on-time in order for it to be accepted. This means that you will need to find out how you are expected to submit work by reading the instructions in the weekly schedule of work due very carefully for each assignment. Work submitted either incorrectly (via the wrong format—email instead of attachment) or late will not be graded. Some of the work detailed above may ask that you work in collaboration with other students, but you should only do so if the instructions explicitly require that as a part of completing the work.

Assignment Preparation: All assignments submitted as WVU eCampus email attachments should be submitted as attached document files (.doc, .docx, or .rtf) and should adhere to the style guide (either APA or Chicago) most appropriate for your subject matter. Style information is available in the "Additional Readings" folder.

You should develop naming conventions for your Word file names and the subject lines for your emails and Discussion Board posts. For instance, for formal writing assignments, you can briefly identify the assignment you are submitting and yourself in both in the file title and in the subject line of the email (e.g., LiteratureReview_JWoods.doc). If you use numbers at the end of the file name for your previous drafts (e.g., the first draft of the previous example would have been: LiteratureReview_JWoods1.doc, and the second draft would have been: LiteratureReview_JWoods2.doc), you can easily keep track of your multiple drafts and save the "clean" name without numbers for the final draft.

You should also print and save everything for your records. Save all assignments with comments, planning materials, drafts, peer reviews, as well as your posts and responses in the order in which you did them.

Discussion Board Post Preparation: I recommend writing Discussion Board posts, etc. within Microsoft Word (or equivalent) and then copying and pasting it onto the Discussion Board. You cannot save

posts as you write them; if eCampus automatically logs you off of the course page all of your work will be lost.

Course Policies

Attendance: This online course has an attendance requirement. You are expected to "attend" (or visit and interact with) this course site at least four days a week. You may pick the times and days, but you must stay current with the course site. I suggest checking in on Monday, Tuesday, Wednesday, and Thursday each week. The WVU eCampus technology makes it possible for me to track where and how often you visit portions of this course site.

Participation: Your participation grade will be calculated based on how often you visit the course site, whether or not you complete weekly informal postings, how frequently you respond to my and your classmates' postings to the Discussion Board (especially for non-graded postings), how consistently and effectively you engage with the demands of the course, and the overall quality and thoughtfulness of all aspects of your interaction with the course, your instructor, and your classmates.

Deadlines: This course has two weekly deadlines every Thursday and Sunday at 10 p.m.

Remember that even though the deadlines in this course occur biweekly, the online learning environment offers you the freedom to complete work ahead of the deadline. Plan ahead and prepare assignments in advance; this will help you avoid turning in a rushed post or paper that you began only hours before the deadline.

Late Work: **This is a very fast-paced course and late work will not be accepted. There will be no "Incompletes" given for this online writing class.** It is especially important in an online class that you look ahead and make sure that you keep yourself current with upcoming projects and weekly assignments. I will not remind you of work that is due; that is your responsibility. If you have a technical or mechanical breakdown that will prevent you from completing your work, contact me immediately (Jill.Woods@mail.wvu.edu or 304-293-9727). Otherwise, if I don't hear from you by the time your work is due, I will not accept it.

Special Needs: If you have a learning disability or any other special need that might affect your participation in the course, please speak with me privately at the start of the term so that we can discuss potential accommodations.

Academic Honesty: I expect that all of the work you will do for this class will be your own and will be done specifically to meet the requirements for this course. You can not use work from previous courses in this course; doing so is considered plagiarism. Buying papers, downloading papers or portions of them from the Internet, and stealing papers are all instances of cheating and fraud. This kind of plagiarism will result in a failing grade for the course. Unless otherwise noted you should assume that all work is to be done individually. That said, you may discuss ideas with someone, ask someone to read a draft to help you evaluate its effectiveness, work with a tutor, or ask me for help. In the end, however, you are responsible for evaluating the suggestions and ideas you get and you alone are responsible for deciding whether or not the feedback you get will ultimately help or hinder your work's final copy.

If you are not sure what constitutes plagiarism, visit the WVU Library tutorial http://www.libraries.wvu.edu/instruction/plagiarism that provides detailed explanations and quizzes.

Grading

When evaluating each of your writing assignments, I will ask one overriding question: "Does this document do its job successfully?" The "job," or purpose, of each document – particularly the formal writing assignments including the literature review and research proposal – will be explained in

assignment instructions (in the "Schedule of Work Due" or "Assignments" folder) and will be assessed on this scale:

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 and accurate ; the information is well-organized and designed so that it is accessible and attractive; the mechanics and grammar are correct. It is assured of success and of winning praise.

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. It is likely to succeed.

C – Competent: The document needs significant improvement in concept, details, development, organization, grammar, or format. It may be formally correct but superficial in content. It stands a chance of succeeding.

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. It is not likely to succeed without major revision.

F – Unacceptable: The document does not have enough information, does something other than the assignment required, or it contains major errors or excessive errors. It fails to do its "job."

Even the reflective and less formal writing exercises (WEs) have a "job" to do; while mechanics becomes less important in accomplishing writing goals in eCampus Discussion Board posts and prewriting activities, standards of content, detail, development, and clarity still weigh heavily. Keeping this in mind, your Discussion Board posts and participation will be assessed using the following criteria:

Criteria	A (90-100) superior	B (80-89) proficient	C (70-79) competent	D/F* (60-69) marginally acceptable or unacceptable
Critical Thinking	Rich in content, insight and analysis	Contains substantial information, thought, insight, and analysis has clearly taken place	Generally competent, yet information is thin and commonplace	Rudimentary and superficial, displaying no analysis or insight
Connections	Clear connection to previous or current content, course readings, and to real-life situations	Contains new connections that lack depth or detail	Limited, if any connections or vague generalities	No connections are made or are off topic
Uniqueness	New ideas and new connections made with depth and detail	Contains new ideas that lack depth or detail	Few, if any, new ideas; rehashes or summarizes other postings	No new ideas or "I agree/disagree with…" statement without explanation
Timeliness	All required postings appear early and throughout the discussion	All required postings with some not in time for others to respond	All required postings with most at the last minute without allowing time for others to respond	Some or all required postings missing
Stylistics	Few grammatical or stylistic errors	Several grammatical or stylistic errors	Obvious grammatical or stylistic errors that interfere with the readability of content	Obvious grammatical or stylistic errors that make understanding nearly impossible
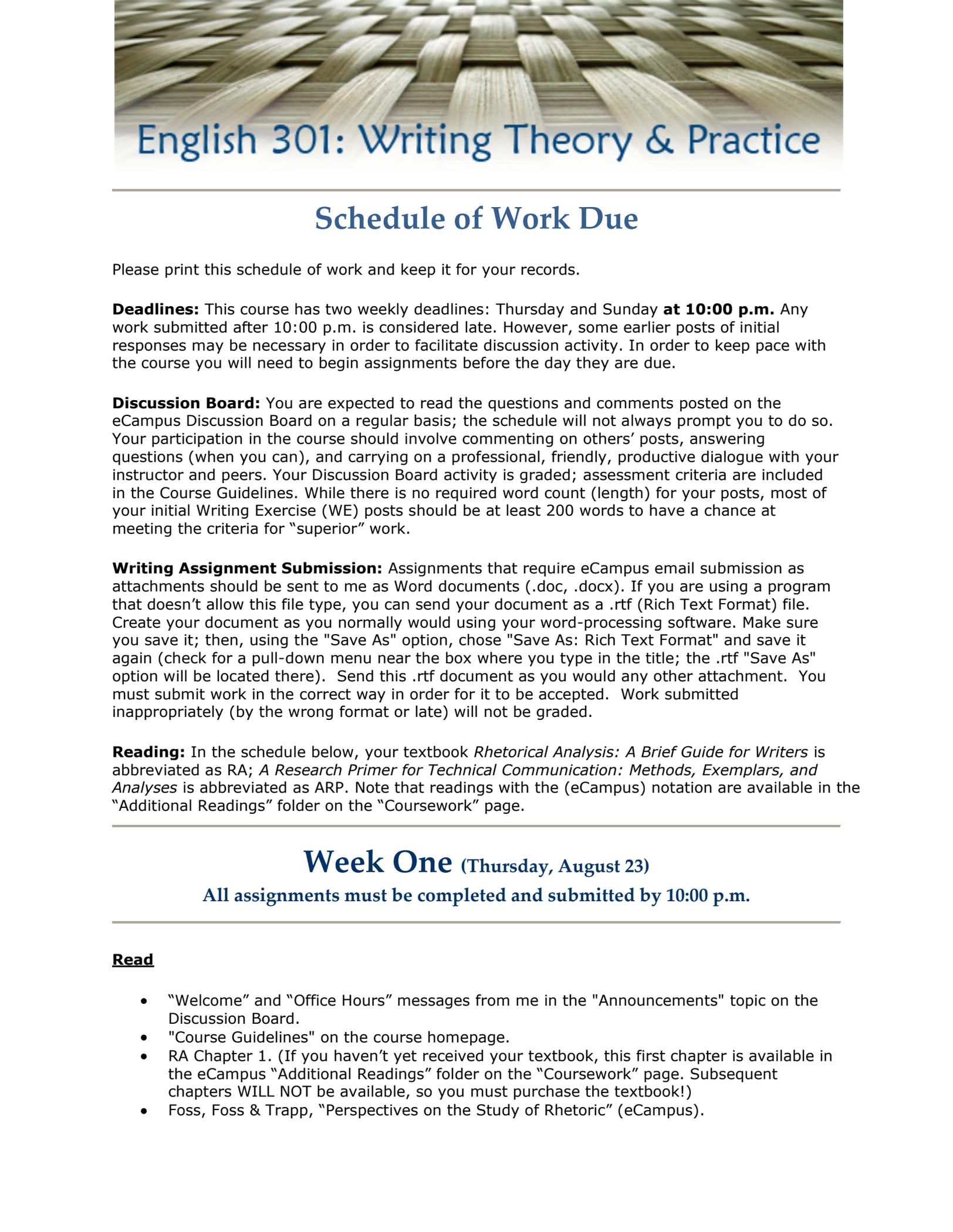
Schedule of Work Due

Please print this schedule of work and keep it for your records.

Deadlines: This course has two weekly deadlines: Thursday and Sunday **at 10:00 p.m.** Any work submitted after 10:00 p.m. is considered late. However, some earlier posts of initial responses may be necessary in order to facilitate discussion activity. In order to keep pace with the course you will need to begin assignments before the day they are due.

Discussion Board: You are expected to read the questions and comments posted on the eCampus Discussion Board on a regular basis; the schedule will not always prompt you to do so. Your participation in the course should involve commenting on others' posts, answering questions (when you can), and carrying on a professional, friendly, productive dialogue with your instructor and peers. Your Discussion Board activity is graded; assessment criteria are included in the Course Guidelines. While there is no required word count (length) for your posts, most of your initial Writing Exercise (WE) posts should be at least 200 words to have a chance at meeting the criteria for "superior" work.

Writing Assignment Submission: Assignments that require eCampus email submission as attachments should be sent to me as Word documents (.doc, .docx). If you are using a program that doesn't allow this file type, you can send your document as a .rtf (Rich Text Format) file. Create your document as you normally would using your word-processing software. Make sure you save it; then, using the "Save As" option, chose "Save As: Rich Text Format" and save it again (check for a pull-down menu near the box where you type in the title; the .rtf "Save As" option will be located there). Send this .rtf document as you would any other attachment. You must submit work in the correct way in order for it to be accepted. Work submitted inappropriately (by the wrong format or late) will not be graded.

Reading: In the schedule below, your textbook *Rhetorical Analysis: A Brief Guide for Writers* is abbreviated as RA; *A Research Primer for Technical Communication: Methods, Exemplars, and Analyses* is abbreviated as ARP. Note that readings with the (eCampus) notation are available in the "Additional Readings" folder on the "Coursework" page.

Week One (Thursday, August 23)
All assignments must be completed and submitted by 10:00 p.m.

Read

- "Welcome" and "Office Hours" messages from me in the "Announcements" topic on the Discussion Board.
- "Course Guidelines" on the course homepage.
- RA Chapter 1. (If you haven't yet received your textbook, this first chapter is available in the eCampus "Additional Readings" folder on the "Coursework" page. Subsequent chapters WILL NOT be available, so you must purchase the textbook!)
- Foss, Foss & Trapp, "Perspectives on the Study of Rhetoric" (eCampus).

Quiz

- No quiz scheduled.

Write/Discuss

- Complete the **"English 301 Start-of-Term Survey"** located in the "Surveys and Evaluations" folder on the "Coursework" page.
- **WE#1 (1/2):** Post a brief introduction (150-300 words) to the "WE#1" thread on the Discussion Board. Talk about yourself, your writing background, and ideas about your future career. Have you got one or several ideas about what you want to do post graduation? What do you know about this field/job? What do you know about rhetoric? How would you define it? Why/how are you concentrating in PWE or taking PWE classes, and which ones have you taken so far?
- Post any questions concerning the course or the assigned readings to the "Questions" thread on the Discussion Board.

Submit

- WE#1 (1/2)
- Start-of-Term Survey

Week One (Sunday, August 26)
All assignments must be completed and submitted by 10:00 p.m.

Read

- Your peers' introduction posts (WE#1) and any announcements or questions on the Discussion Board.

Write/Discuss

- **WE#1 (2/2):** Respond to at least 5 of your peers' introduction posts.
- Post any questions concerning the course or readings to the "Questions" thread on the Discussion Board.

Submit

- WE#1 (2/2)

Week Two (Thursday, August 30)
All assignments must be completed and submitted by 10:00 p.m.

Read

- RA Ch. 2, Appendixes A, B & C.

Quiz

- Quiz #1 (on RA Ch. 2) available.

Write/Discuss

- **WE#2 (1/2):** Locate a professional document. (This can be a letter, piece of direct mail, a report, an advertisement, etc.) If you can provide a link to this document online OR an attachment (e.g., PDF file, graphic (.jpg) file, or Word file), that would be very helpful for discussion! Then, using the "Questions for Analysis" on RA p. 35 as a guide, write an outline for a kairos analysis of that professional document. Your outline should identify the occasion, exigence, historical and cultural context, forum, genre, kairos constraints and opportunities, rhetor, and audience for the piece of discourse. *While there is no required word count for these types of Discussion Board posts, your initial post should be at least 200 words.*

Submit

- WE#2 (1/2)

Week Two (Sunday, September 2)
All assignments must be completed and submitted by 10:00 p.m.

Read

- Review RA Ch. 2, Appendixes A, B & C.

Quiz

- **Quiz #1** (on RA Ch. 2) due.

Write/Discuss

- **WE#2 (2/2):** Respond to at least 3 of your peers' WE#2 posts. (Review the assessment criteria for Discussion Board posts in the course Guidelines.)

Submit

- WE#2 (2/2)
- Quiz #1

Week Three (Thursday, September 6)

All assignments must be completed and submitted by 10:00 p.m.

Read

- RA Ch. 3.

Quiz

- Quiz #2 available.

Write/Discuss

- **WE#3 (1/2):** Locate a professional document. (This can be the same or a different document than the one you used for WE#2.) Isolate one component in a visual or textual argument made in that document, and identify the ethical, pathetic, and logical proofs in this same element. Address how the appeals work together. (Adapted from RA, p. 49)
- Feel free to post questions about the readings or assignment to the "Questions" thread on the Discussion Board.

Submit

- WE#3 (1/2)

Week Three (Sunday, September 9)

All assignments must be completed and submitted by 10:00 p.m.

Read

- Review RA Ch. 3

Quiz

- **Quiz #2** (on RA Ch. 3) due.

Write/Discuss

- **WE#3 (2/2):** Respond to at least 3 of your peers' WE#3 posts.

Submit

- Quiz #2
- WE#3 (2/2)

Week Four (Thursday, September 13)

All assignments must be completed and submitted by 10:00 p.m.

Read

- RA Ch. 4.

Quiz

- Quiz #3 (on RA Ch. 4) available.

Write/Discuss

- **WE#4 (1/2):** You have been assigned to a discussion group. In your group, discuss the structure and form of the professional document (i.e. discourse) posted for your group. Does it adhere to the classical template? Does it employ varieties of form? Which ones? Whether it is a textual document or visual document, how does the reader experience it (i.e. spatial form and information architecture). Explain. (You can use the "Questions for Analysis" on p. 128 as a starting point.)

  While you are not required to post responses to the other Discussion Board groups for the second half of this assignment, you should at least read them, because each group is discussing a different type of discourse.

Submit

- WE#4 (1/2)

Week Four (Sunday, September 16)

All assignments must be completed and submitted by 10:00 p.m.

Read

- ALL of your peers' WE#4 posts.
- Review RA Ch. 4.

Quiz

- **Quiz #3** (on RA Ch. 4) due.

Write/Discuss

- **WE#4 (2/2):** Respond to your peers' posts in your own WE#4 discussion group. You may also respond to the posts in other groups, but this is not required. (You should at least read them, however.)

Submit

- Quiz #3
- WE#4 (2/2)

Week Five (Thursday, September 20)

All assignments must be completed and submitted by 10:00 p.m.

Read

- RA Ch. 5.

Quiz

- Quiz #4 (on RA Ch. 5) available.

Write/Discuss

- **WE#5 (1/2):** Using the "Write an Analysis" instructions on RA p. 142 as a guide, select a nonprint text from an organization (e.g., a website, FB page) and analyze how it applies (or doesn't apply) stylistic virtues (i.e. clarity, correctness, appropriateness, and distinction).

Submit

- WE#5 (1/2)

Week Five (Sunday, September 23)

All assignments must be completed and submitted by 10:00 p.m.

Read

- Your peers' WE#5 posts.
- Review RA Ch. 5.

Quiz

- **Quiz #4** (on RA Ch. 5) due

Write/Discuss

- **WE#5 (2/2):** Respond to at least 3 of your peers' WE#5 posts.

Submit

- Quiz #4 (on RA Ch. 5)
- WE#5 (2/2)

Week Six (Thursday, September 27)

All assignments must be completed and submitted by 10:00 p.m.

Read

- Review RA Ch. 1-5 and quizzes.

Write/Discuss

- **WE#6 (1/2):** Post at least two discussion comments or questions about the rhetorical concepts we've read about and discussed up to this point in the course. This discussion will act as a review of this material for the upcoming Midterm Exam. This is your chance to clear up confusion about terms and concepts! *Tip:* Referring your peers to particular chapters and page numbers in the textbook or quoting from discussions or discourse on the Discussion Board will promote clarity in your posts and increase the likelihood of getting your questions and/or comments addressed!

Submit

- WE#6 (1/2)

Week Six (Sunday, September 30)

All assignments must be completed and submitted by 10:00 p.m.

Read

- Review RA Ch. 1-5 and quizzes.
- Read ALL of your peers' WE#6 posts.

Write/Discuss

- **WE#6 (2/2):** Respond to at least 5 of your peers' WE#6 posts. Everyone is asking questions and making comments about rhetorical concepts and terms, so try to answer those questions you feel you understand well. You can even try to elaborate upon or work through questions you are also having trouble with by asking more questions or adding input that might help direct you and your peers to the answers. Collaboration is a big part of organizational communication, so take advantage of this opportunity to benefit from the expanded brainpower of multiple writer/rhetors!

Submit

- WE#6 (2/2)

Week Seven (Thursday, October 4)
All assignments must be completed and submitted by 10:00 p.m.

Read

- Review RA Ch. 1-5, quizzes, and your WE#6 review discussion.

Quiz

- Midterm Exam available.

Write/Discuss

- **WE#6 (Extra):** Continue to respond to any leftover questions or unresolved discussions of WE#6. Additions of substance through Thursday, October 4, will be considered toward your participation grade!

Submit

- WE#6 (Extra)

Week Seven (Sunday, October 7)
All assignments must be completed and submitted by 10:00 p.m.

Read

- Review RA Ch. 1-5, quizzes, and your WE#6 review discussion.

Quiz

- **Midterm Exam** due.

<u>**Submit**</u>

- Midterm Exam

Week Eight (Thursday, October 11)

All assignments must be completed and submitted by 10:00 p.m.

<u>**Read**</u>

- Carolyn Miller, "What's practical about technical writing?" (eCampus).
- Lester Faigley, "Nonacademic writing: The social perspective" (eCampus).
- Susan Harkness Regli, "Whose ideas: The technical writer's expertise in invention" (eCampus).
- Slack, James Miller, & Doak, "The technical communicator as author: Meaning, power, authority" (eCampus"

<u>**Write/Discuss**</u>

- **WE#7 (1/2):** Summarize and illustrate connections between this week's readings. What points do they make about the intersections of rhetoric and professional writing? How does this influence your definition of your field of work?

<u>**Submit**</u>

- WE#7 (1/2)

Week Eight (Sunday, October 14)

All assignments must be completed and submitted by 10:00 p.m.

<u>**Read**</u>

- Review the eCampus readings from Miller, Faigley, Harkness Regli, Slack, James Miller, & Doak.

<u>**Write/Discuss**</u>

- **WE#7 (2/2):** Respond to at least 5 of your peers' WE#7 posts.

<u>**Submit**</u>

- WE#7 (2/2)

Week Nine (Thursday, October 18)

All assignments must be completed and submitted by 10:00 p.m.

Read

- ARP Ch. 1-2.

Quiz

- Quiz #5 (on ARP Ch. 1-2) available.

Write/Discuss

- **WE#8 (1/2):** Identify at least three research goals and questions by completing Exercise 2.2 on ARP p. 34. Post your table to the WE#8 Discussion Board thread. (Review your WE#1 and ideas about your future career for guidance on narrowing your field of interest for research. Previous Discussion Board assignments that particularly interested you can provide ideas for research, too.)

Submit

- WE#8 (1/2)

Week Nine (Sunday, October 21)

All assignments must be completed and submitted by 10:00 p.m.

Read

- Review ARP Ch. 1-2.

Quiz

- **Quiz #5** (on ARP Chs. 1-2) due.

Write/Discuss

- **WE#8 (2/2):** Respond to at least 3 of your peers' WE#8 posts, providing them with feedback on their research goals/questions. Do you have suggestions for improvement?

Submit

- Quiz #5
- WE#8 (2/2)

Week Ten (Thursday, October 25)

All assignments must be completed and submitted by 10:00 p.m.

Read

- ARP Ch. 3 & 7.
- Literature Review Assignment Instructions (in the "Assignment Instructions" folder on the "Coursework" page).
- Secondary Research Tips (eCampus).

Write/Discuss

- **WE#9 (1/2):** See the Literature Review Assignment Instructions for details about your formal literature review assignment, and begin locating your sources. For WE#9, tell your peers about your research process. What tools (e.g., Google Scholar, WVU Library databases, professional organization websites, etc.) did you use to locate your sources? What search terms did you use? What's worked and what hasn't? Attach a draft of your comprehensive reading list to date, formatted using Chicago style. Be sure to include a variety of sources: periodicals, books, print and online sources. (You need a minimum 12 sources for your literature review, so the more time you spend researching now, the better off you'll be in the long run!)

Submit

- WE#9 (1/2)

Week Ten (Sunday, October 28)

All assignments must be completed and submitted by 10:00 p.m.

Read

- Review ARP Ch. 3 & 7.
- Read your peers' WE#9 posts.

Write/Discuss

- **WE#9 (2/2):** Respond to at least 5 of your peers' WE#9 posts.

- Begin writing your **Literature Review**.

<u>**Submit**</u>

- WE#9 (2/2)

Week Eleven (Thursday, November 1)

All assignments must be completed and submitted by 10:00 p.m.

<u>**Read**</u>

- Review ARP Ch. 3 & 7.
- Read your own sources for your Literature Review. (Remember you need a minimum 12 sources.)

<u>**Write/Discuss**</u>

- **WE#10 (1/2):** While you are not required to complete an entire annotated bibliography, annotations are an excellent way to keep track of your sources and begin making connections between texts and your area of interest. To that end, write an annotation for at least three of your literature review sources, post them to the Discussion Board, and tell your peers how you plan to synthesize them in your Literature Review. (This can ultimately be a portion of your draft literature review!)
- Continue drafting your **Literature Review**.

<u>**Submit**</u>

- WE#10 (1/2)

Week Eleven (Sunday, November 4)

All assignments must be completed and submitted by 10:00 p.m.

<u>**Read**</u>

- Review ARP Ch. 3 & 7.
- Read your own sources for your literature review. (Remember you need a minimum 12 sources.)

<u>**Write/Discuss**</u>

- **WE#10 (2/2):** Respond to at least 3 of your peers' WE#10 posts.

- Continue drafting your **Literature Review**.

<u>Submit</u>

- WE#10 (2/2)

Week Twelve (Thursday, November 8)
All assignments must be completed and submitted by 10:00 p.m.

<u>Read</u>

- ARP Ch. 4 & 8.
- Supplementary "Quantitative" readings on eCampus in the "Additional Reading" folder.

<u>Write/Discuss</u>

- **Final Literature Review**
- **WE#11 (1/2):** Describe how you might use quantitative research to address one of your research questions. (This may require revising or creating a new research question, but it should still relate to your original research area identified in WE#8 and used for your Literature Review.)

<u>Submit</u>

- Final Literature Review
- WE#11 (1/2)

Week Twelve (Sunday, November 11)
All assignments must be completed and submitted by 10:00 p.m.

<u>Read</u>

- Research Proposal Assignment Instructions (in the "Assignment Instructions" folder on the "Coursework" page).
- MacKinnon, "Becoming a rhetor: Developing writing ability in a mature, writing-intensive organization" (eCampus).
- Review ARP Ch. 4 & 8 and supplementary "Quantitative" readings.

<u>Write/Discuss</u>

- **WE#11 (2/2):** Respond to at least 5 of your peers' WE#11 posts.

- Post any questions about the Research Proposal Assignment to the "Questions" thread on the Discussion Board.

Submit

- WE#11 (2/2)

Week Thirteen (Thursday, November 15)
All assignments must be completed and submitted by 10:00 p.m.

Read

- ARP Ch. 5 & 9.
- Supplementary "Qualitative" readings on eCampus in the "Additional Reading" folder.

Write/Discuss

- **WE#12 (1/2):** Describe how you might use qualitative research to address one of your research questions. (This may require revising or creating a new research question, but it should still relate to your original research area identified in WE#14.)

Submit

- WE#12 (1/2)

Week Thirteen (Sunday, November 18)
All assignments must be completed and submitted by 10:00 p.m.

Read

- Review ARP Ch. 5 & 9 and the supplementary "Qualitative" readings

Write/Discuss

- **WE#12 (2/2):** Respond to at least 5 of your peers' WE#12 posts.

Submit

- WE#12 (2/2)

Week Fourteen (Thursday & Sunday, November 22 & 25)
Thanksgiving Recess

Read

- ARP Ch. 6 & 10
- Review the Research Proposal Assignment Instructions (in the "Assignment Instructions" folder on the "Coursework" page).

Write/Discuss

- While there is nothing due this week, you should begin drafting your **Research Proposal**!

Week Fifteen (Thursday, November 29)
All assignments must be completed and submitted by 10:00 p.m.

Read

- Review ARP Ch. 2, 6 & 10.

Write/Discuss

- **WE#13 (1/2):** Now that you have explored several different types of research, draft the methodology (study design and research methods) you'd like to use in your primary research. You may use elements from the previous WEs on methods, or you may want to start with something new (e.g., you didn't write a WE about using a survey or conducting content analysis, though you may like to propose using one of these methods in your final proposal). Just remember that you want your study to be valid and reliable, so review Ch. 2 and make sure your methods actually measure the concept you want to study. Post your draft deign and methodology for your peers to review.

Submit

- WE#13 (1/2)

Week Fifteen (Sunday, December 2)
All assignments must be completed and submitted by 10:00 p.m.

Read

- Review ARP Ch. 2.
- Read supplementary texts on research proposals (eCampus)
- Read your peers' WE#13 posts.

Quiz

- No quiz scheduled.

Write/Discuss

- **WE#13 (2/2):** Respond to at least 3 of your peers' WE#13 posts with feedback on their draft research design.

Submit

- WE#13 (2/2)

Week Sixteen (Wednesday, December 5)
All assignments must be completed and submitted by 10:00 p.m.

Read

- Read and proof your own Research Proposal

Write/Discuss

- Post any final questions to the "Questions" thread on the Discussion Board.
- Combine and synthesize the sections of your **Research Proposal** (introduction, literature review, methodology, and conclusion).

Week Sixteen (Friday, December 7)
All assignments must be completed and submitted by 10:00 p.m.

Write/Discuss

- Finalize your Research Proposal and Reflection and submit them via eCampus email as an attachment
- Complete the final course evaluation (eSEI) available through the "Surveys and Evaluations" folder on the "Coursework" page.

Submit

- Final eSEI course evaluation
- Research Proposal & Reflection