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ENG 5011-600: Studies in Composition and Rhetoric

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English 5011: Studies in Composition & Rhetoric
From Fandom to Activism: Rhetorical Strategies in/and Digital Writing
Course Policy & Syllabus

Instructor: Dr. Melissa Ames [she/her]

Course Number: ENG 5011

Course Format: Asynchronous Online

Office: 3821 Coleman Hall / Zoom

Office Hours: M 10:00pm-12:00pm

W 12:00pm-2:00pm; 7-8pm

Or by Appointment (See D2L for Video Conferencing & Sign-Up Links; additional office hours available upon request & through [Calendly](#) Scheduling System)

Email: mames@online.eiu.edu (the email system housed in D2L)

Course Description: This course focuses on the ever-evolving forms of 21st century digital writing. Students will engage with contemporary scholarship from various fields (e.g. computers and writing, composition and rhetoric, internet studies, new media studies) to understand theories and practices of digital writing. By studying what might at first glance seem like trivial online activity (e.g. digital fandom sites) against more high stakes digital work (e.g. hashtag activism campaigns), students will come to see the rhetorical strategies, writing practices, and genre conventions that transcend topic and platforms. Students will also be introduced to best practices, ethical debates, and methodological approaches to studying digital writing.

Course Objectives:

1. Demonstrate an understanding of exigent theoretical and applied issues related to writing in social media and social networks.
2. Perform critical analysis of social media texts and their rhetorical effects on users and audiences.
3. Identify rhetorical strategies prominent in digital writing across social media platforms and genres.
4. Analyze how communication genres and modes impact social/political utility.
5. Engage with and contribute to scholarship and/or pedagogical interventions in the fields of Composition & Rhetoric, Computers & Writing, and/or Internet Studies.
6. Showcase an understanding of ethical practices involved in Internet research.
7. Defend these contributions/interventions and/or through academic writing, multimodal composition and audio-video presentations.

Required Texts and Materials:

Booth, Paul. *Digital Fandom 2.0: New Media Studies*, 2nd edition. NY: Peter Lang, 2017.

[Textbook Rental]

Click, Melissa, ed. *Anti-Fandom: Dislike and Hate in the Digital Age*. NY: New York UP, 2019.

[Excerpts Available on D2L]

Losh, Elizabeth. *#Hashtag: Object Lessons*. NY: Bloomsburg, 2020.

[Textbook Rental]

Walls, Douglas, and Stephanie Vie, eds. *Social Writing/Social Media: Publics, Presentations, and Pedagogies*. Perspectives on Writing. The WAC Clearinghouse/University Press of Colorado, 2017.

[Available online: <https://wac.colostate.edu/books/perspectives/social/>].

Additional Readings Available through Course Management System (D2L)

Discussion Board Leadership/Participation/Collaboration (275pts):

Discussion Board Leadership – during assigned week, engaging peers with assigned scholarly readings and overseeing a productive class dialogue linking readings to one another and overarching course topics. (100pts)

Participation & Collaboration – regular, on-time engagement with module resources and participation in class activity and peer dialogue (e.g. discussion board posts, peer engagement, activity completion, peer editing). While the instructor will assess this category independently as well (based on records & observations), please note that D2L provides a detailed report on student activity that includes engagement and time spent with class resources and on course management site, number of posts and responses made to discussion board threads, and whether/when activities, reading, resources, and feedback are accessed. Keep in mind that online classes aim to simulate the experience you would get in a face-to-face course, but this can only happen if you take advantage of all of the material and activities. For example, if you only log on to post a single response that is required to a discussion board thread and then log off without ever checking back to see the dialogue unfold that would be the equivalent of answering a question in class and then immediately popping in your earbuds or exiting the room without hearing how others respond to it. (175pts)

Major Assignments/Projects (500pts):

Analysis of Social Media Campaign – This collaborative group project evaluates a particular digital activism campaign, weighing in on the effectiveness/implications of #HashtagActivism. The final format for this project is a multimodal blog post. (200pts)

Applied Seminar Project – This final project provides an opportunity for students to direct the course content to their interests and professional development goals. Options for final projects include a study of a particular online writing community/site; an educational unit culminating in an authentic assessment wherein students study an online writing community/site; or an application project wherein students work with a local organization or online community to develop an digital writing site or social media campaign. At the completion of this project, the student’s final product will be presented to the class in a showcase forum. This project accounts for one third of the student’s course grade and it should be regarded as very serious scholarly endeavor – one that will require much time, effort, and research. Preparation for this assignment will require an approved proposal. Students (300pts)

Minor Writing Assignments/Products (225pts, 75pts each):

Exploration Activity #1 – Analysis of, creative writing within, or pedagogical activity related to fanfiction

Exploration Activity #2 – Analysis of recent example of online activity showcasing “Cancel Culture”

Exploration Activity #3 – Analysis of recent example of counterprotest/movement or anti-activism online

Course Grade: Your grade in this course will be calculated using a straight point system and standard grading scale. Your final grade will be determined by the following breakdown and grading scale:

Major Assignments/Projects:	500pts
Minor Assignments/Projects:	225pts
Class Work/Participation:	275pts
<hr/> Total Points Possible:	1000pts

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = Below 60%

Instructor Class Policies:

Mission to Support Student Learning: Please always feel free to reach out to me for additional support, to request an extension, etc. The policies listed below are the defaults. They are in place because we want

to train you as professionals to foster the dispositions, skills, and behaviors needed to succeed in your career and professional development. That said, the most important thing is to make sure that you have the skills necessary for success and I will always do my best to work with you. I encourage you to always take ownership and agency over your learning and growth.

Assignment Due Dates: Course work progresses through conceptually themed units, organized through weekly learning modules. Assignments, including drafts, are due by 11:59pm on the date listed on the syllabus unless otherwise stated in a module or assignment sheet. Based on feedback from past online graduate students, this class is designed in a way that allows students to complete work throughout the week at a pace that align with students' individual availabilities, but includes regular Sunday evening deadlines for assignments and activities to be completed by each week's closure. There are a few deviations, most notably when peer editing, discussion board leadership, or end-of-semester presentations are involved. *Assignments and activities not submitted received by the stated deadline receive a zero. However, extensions may be granted if students reach out in advance.* Students are welcome to work ahead as desired, however, if they do so they should continue to monitor and contribute to ongoing course dialogue in the current weekly modules. Feedback typically will not be given until deadlines for activity/assignment completion has passed.

Class Attendance/Engagement: Because this course emphasizes collaborative activity, active participation is essential. During the projects, your classmates will rely on your feedback. Class exercises, peer responses, and group work are designed for particular modules and *their lack of completion will negatively affect your in-class work/participation grade.* Being "present" and regularly engaged in our course management system and ongoing dialogue helps build positive peer and peer-instructor relationships and fosters a productive professional learning community.

Class Work: Weekly activities must be completed within the week/module they are assigned. No make-ups will be given on any of these activities unless arrangements have been made with the instructor.

Inactivity/Absence: Once a student fails to complete two learning modules for each additional learning module missed their grade may be reduced by one-letter. *A student who misses six or more learning modules (the equivalent of 4 weeks or 25% of the course) may not be eligible to pass the course.* These penalties can be waived for extenuating circumstances. *Students are encouraged to be proactive and reach out to the instructor when issues are impacting their ability to attend class sessions and/or complete module work.*

Presentations: Please make sure to meet deadlines when you are scheduled to give a presentation. If you miss a deadline for a scheduled presentation you will receive a zero and will not be able to make up the presentation.

Plagiarism: In accordance with English Department and University policies, "Any teacher who discovers an act of plagiarism – the appropriation or imitation of the language, ideas, and/or thoughts of another author represented as one's original work – has the right and responsibility to impose upon the guilty student an appropriate penalty up to an including immediate assignment of the grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office." The best argument against plagiarism is that you cheat yourself out of the education you are here to obtain when you copy someone else's work. If you believe that a specific instance in your writing might constitute plagiarism, please consult me prior to turning in the final draft. In short, students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

Instructor Access and Response Time: One-on-one video meetings are available. These virtual “office hours” are intended for support and mentorship and students are encouraged at these meetings to discuss anything about their professional development, their coursework, etc. Communication via D2L email is also welcome. Although I have a reputation for being a super speedy email responder, please allow up to **24 hours** for me to respond during normal business hours (M-F 9-5) and longer on nights, weekends, and holidays. Please note that you can expect feedback and assessment (i.e., comments and grades) to be returned within approximately one week. [In most cases I aim to provide feedback within 24-72 hours]. I will always send an email and possibly post a News Bulletin Update in the event of any emergency that might impact the course schedule.

Preferred Pronouns/Names: My preferred pronouns are she/her and my preferred academic title is Dr. (Studies have proven that students will often call male professors Dr. but not female professors so I like to help correct that imbalance 😊). Please feel free to share your preferred pronoun and/or name and titles.

Tentative Course Schedule

English 5011: Studies in Composition and Rhetoric

Notes: (1) All work is due by 11:59pm on Sundays unless otherwise noted in the syllabus/modules. The only variation occurs during peer editing (with rough drafts due to peers on Saturday by 11:59pm and peer reviews due on Sunday by 11:59pm); when serving as a discussion board leader on assigned week (Discussion Board Leadership posts are always due by 11:59pm on Tuesdays with peer posts due by 11:59pm Sunday and responses to peer posts due by 11:59pm on Monday); and during Week Fifteen during the class presentations (which finds viewing & discussion staggered throughout the week in three “panel” groupings). **(2) A typical week consists of multiple reading assignments and 2-3 tasks** (usually a set of discussion board posts and/or assignment/activity). During the second half of the semester the reading and activity load decreases substantially to allow students to spend more time engaging in self-selected reading and research for their seminar projects.

Unit I. Digital Writing & Online Communities

WEEK ONE (1/11-1/17)

Module 1: Social Media Writing Practices

- **Read** Assigned Material:
 - *#Hashtag: Object Lessons*, Elizabeth Losh
 - [Availability Matters \(And so Does this Book\): A Foreword](#), William Hart-Davidson, *Social Writing/Social Media*
 - [Social Writing and Social Media: An Introduction](#), Douglas M. Walls and Stephanie Vie, *Social Writing/Social Media*
 - [Chapter 7. Having a Feel for What Works: Polymedia, Emotion, and Literacy Practices with Mobile Technologies](#), Bronwyn T. Williams, *Social Writing/Social Media*
- **Review** all of the following:
 - Course Syllabus
 - Instructor Welcome Video
 - Structure of Course Management System
 - Assignment Sheet/Expectations for Discussion Board Participation/Professional Learning Community Engagement
 - Seminar Project Assignment Sheet
- **Post** the following (by Sunday, 1/17):
 - Student Introduction Videos (Posted to Discussion Board Thread by Sunday, 1/17)
 - Response on Introduction to Digital Writing Studies Readings: Losh, Hart-Davidson, Walls/Vie, Williams (Discussion Board Thread)
- **Complete** the following (by Sunday, 1/17)
 - Google Document Sign-Up for Discussion Board Leadership (by Sunday, 1/17)

WEEK TWO (1/18-1/24)

Module 2: Digital Fandom, I

- **Read** Assigned Material:
 - *Digital Fandom 2.0*, Paul Booth, Chapters 2 & 3
 - [“From Slut Shaming to Cultural Commentary: What Live Tweeting Practices of Viewers of ABC’s The Bachelorette Reveal about Gender Policing and Digital Activism on Twitter.”](#) Melissa Ames (also available on D2L)

- “#Stelena vs. #Delena: *The Vampire Diaries* Fan Commentary on Gender, Sexuality, & Toxic Relationships,” Melissa Ames, (D2L)
- **Review** all of the following:
 - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
 - Google Document Sign-Up for Discussion Board Leadership Finalized Assignments
 - Review Fanfiction Assignment Sheet
- **Post** the following (by Sunday, 1/24)
 - Response to Booth, *Digital Fandom 2.0*, Chapters 2 & 3 (Discussion Board Thread, by Sunday, 1/24)
 - Response to Ames, Studying Fans of *The Bachelorette* & *The Vampire Diaries* (Discussion Board Thread, by Sunday, 1/24)
- **Complete** the following:
 - Fanfiction Assignment (post to D2L Dropbox Folder & appropriate DB Thread by Sunday, 1/24)

WEEK THREE (1/25-1/31)

Module 3: Digital Fandom, II

- **Read** Assigned Material:
 - *Digital Fandom 2.0*, Paul Booth, Chapters 4 & 6
 - “Tweeting about TV: Sharing Television Experiences via Social Media Message Streams,” D. Yvette Wohn & Eun-Kyung Na, <https://firstmonday.org/ojs/index.php/fm/article/view/3368/2779>
 - “Media Criticism & Morality Policing on Twitter: Fan Responses to *How to Get Away with Murder*,” Melissa Ames (D2L)
- **Review** all of the following:
 - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
 - Preference Ranking Sheet for Hashtag Activism Campaign Assignment
- **Post** the following:
 - Response to Booth, *Digital Fandom 2.0*, Chapters 4 & 6 (Discussion Board Thread due by Sunday, 1/31)
 - Response to Tweeting about Television Shows – Wohn, Na, and Ames (Discussion Board Thread due by Sunday, 1/31)
- **Complete** the following:
 - Preferences for Hashtag Activism Campaign Assignment (D2L Folder by Sunday, 1/31)

WEEK FOUR (2/1-2/7)

Module 4: Anti-Fandom & Cancel Culture

- **Read** Assigned Material:
 - *Anti-Fandom*, Chapters 1, 4, 7, 8, 12 (D2L)
 - “Chapter 10: ‘I’m (Not) with Her’: How the Political Commentary Surrounding the 2016 US Presidential Election Reflects Anxieties Concerning Gender Equality, Melissa Ames, *Small Screen, Big Feels* (D2L)
- **Review** all of the following:
 - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
 - Student Video on Cancel Culture

- Assignment Sheet on Cancel Culture
- **Post** the following:
 - Response on Theorizing Anti-Fandom, *Anti-Fandom* Ch 1 & 4 (Discussion Board Thread due by Sunday, 2/7)
 - Response on Anti-Fandom & Identities, *Anti-Fandom* Ch 7 & 8 (Discussion Board Thread due by Sunday, 2/7)
 - Response on Anti-Fandom & Ideology, *Anti-Fandom* Ch 12 & Ames (Discussion Board Thread due by Sunday, 2/7)

Unit II. Rhetorical Strategies in/and Digital Activism

WEEK FIVE (2/8-2/14)

Module 5: Hashtag Activism, I

- **Read** Assigned Material:
 - [“Small Change: Why the Revolution will not be Tweeted,”](#) Malcom Gladwell
 - [Chapter 1. Hashtag Activism: The Promise and Risk of "Attention",](#) Caroline Dadas, *Social Writing/Social Media*
 - [Chapter 10. Writing to Have No Face: The Orientation of Anonymity in Twitter,](#) Les Hutchinson, *Social Writing/Social Media*
 - “#Not BuyingIt: Hashtag Feminists Expand the Commercial Media Conversation,” Rosemary Clark (D2L)
 - “Wake Up Mr. West: Kanye West, the Sunken Place, and the Rhetoric of Black Twitter,” Kyesha Jennings (D2L)
- **Review** all of the following:
 - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
 - Hashtag Activism Campaign Analysis Assignment Sheet & Group Member List
- **Post** the following:
 - Response to Debates Concerning Hashtag Activism, Gladwell, Dadas & Hutchinson (Discussion Board Thread due by Sunday, 2/14)
 - Response to Studies of #NotBuyingIt & #IfSlaveryWasAChoice, Clark & Jennings (Discussion Board Thread due by Sunday, 2/14)
- **Complete** the following:
 - Cancel Culture Assignment (due by Sunday, 2/14, due to Dropbox Folder & DB Thread)

WEEK SIX (2/15-2/21)

Module 6: Hashtag Activism, II

- **Read** Assigned Material:
 - “‘Hope in a Hashtag’: The Discursive Activism of #WhyIStayed,” Rosemary Clark (D2L)
 - [“How Social Media Supports Hashtag Activism through Multivocality: A Case Study of #ILookLikeAnEngineer,”](#) Malik, Johri, Handa, Karbasian, & Purohit
 - “Bury Your Gays and Social Media Fan Response: Television, LGBTQ Representation, and Communitarian Ethics,” Erin Waggoner (D2L)
 - [Chapter 12. The Intimate Screen: Revisualizing Understandings of Down Syndrome through Digital Activism on Instagram,](#) Kara Poe-Alexander & Leslie A. Hahner, *SM/SW*

- **Review** all of the following:
 - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
- **Post** the following:
 - Response to Hashtag Feminism Studies, Clark & Malik et al. (Discussion Board Thread due by Sunday, 2/21)
 - Response to Social Media Activism Studies, Wagonner & Poe-Alexander/Hahner (Discussion Board Thread due by Sunday, 2/21)

WEEK SEVEN (2/22-2/28)

Module 7: Intersections Between Online Activism & In-Person Events

- **Read** Assigned Material:
 - [“#BlackLivesMatter: Tweeting a Movement in *Chronos* and *Kairos*.”](#) Miriam Williams
 - “Affecting Digital Activism: Comparative Study of Tweets from the March For Our Lives Rallies & Women’s Marches,” Melissa Ames & Kristi McDuffie (D2L)
 - “Networked Intervention and the Emergence of #BostonHelp,” Megan McIntyre (D2L)
 - [“Occupy Oakland and #oo: Uses of Twitter within the Occupy Movement.”](#) Sky Croeser and Tim Highfield
- **Review** the following:
 - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
- **Post** the following:
 - Response to Digital Activism Studies, Williams & Ames/McDuffie (Discussion Board Thread due by Sunday, 2/28)
 - Response to Place-Based Activism Studies, McIntyre & Croeser/Highfield (Discussion Board Thread due by Sunday, 2/28)

Unit III. Studying Digital Writing Spaces

WEEK EIGHT (3/1-3/7)

Module 8: Theoretical & Methodological Approaches for Studying Online Writing Practices

- **Read** Assigned Material:
 - [Guide to Understanding & Designing Case Studies in the field of Composition and Rhetoric](#)
 - [“The Hispanic Race Debate: Limitations of the Term in the Orlando School Board Controversy.”](#) Kristi McDuffie
 - [Chapter 9. Grad School 2.0: Performing Professionalism on Social Media](#), Amber Buck, *Social Writing/Social Media*
 - [Chapter 11. Indigenous Interfaces](#), Kristin L. Arola, *Social Writing/Social Media*
- **Review** all of the following:
 - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
 - Instructor Video on Understanding & Conceptualizing a Case Study
 - Seminar Project Assignment Sheet
 - Resources for Designing Studies & Academic Articles

- **Post** the following:
 - Brainstorming Ideas for Seminar Project (Discussion Board Thread due by Sunday, 3/7)
 - Response to Composition & Rhetoric Studies, Buck & Arola (Discussion Board Thread due by Sunday, 3/7)
 - Response/Feedback to Peer Blog Posts (through Blogger Comments, due Monday, 3/8)
- **Complete** the following:
 - Hashtag Activism Campaign Analysis Assignment (Group Blog Post, due Sunday, 3/7)
 - Hashtag Activism Project Group Participation Reflection Sheet (D2L Folder, by Sun 3/7)

WEEK NINE (3/8-3/14)

Module 9: Ethical Debates within Internet Research

- **Read** Assigned Material:
 - “Capturing a Moving Target: Ethical Practices for Hashtag Activism,” Buchanan, Clark-Parsons, Vie, Wolff & McDuffie (D2L)
 - Protecting Human Subjects in Research [Guide](#)
 - Self-Selected Potential Research for Seminar Project/Proposal
- **Review** all of the following:
 - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
 - Video on Issues Relating to Internet Research, Bill Wolf
 - Seminar Project Assignment Sheet
 - Sample Student/Professional Proposals
- **Post** the following:
 - Response on Ethics and/in Internet Research, Buchanan et al. & Wolff (Discussion Board Thread due by Sunday, 3/14)
- **Complete** the following:
 - Proposal for Seminar Project (D2L Dropbox Folder)

PERSONAL WELLNESS / CATCH-UP WEEK / OPTIONAL CONFERENCES (3/15-3/21)

- **Review** the Following:
 - Feedback from Seminar Project (Submit Revision if Requested)
- **Continue** working on the following:
 - Research on Seminar Project

WEEK TEN (3/22-3/28)

Module 10: Anti-Activism Across Social Media Platforms

- **Read** Assigned Material:
 - “Meme Warfare & Fake Hashtag Activism: 4chan’s Alt-Right Trolling Culture,” Jeffrey Hall (D2L)
 - “A Rhetoric of Zaniness: Trolling, the Alt-Right, and Pepe the Frog,” Sean Milligan (D2L)
 - Self-Selected Research for Seminar Project
- **Review** all of the following:

- News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
- Counter Movement/Anti-Activism Assignment Sheet & Google Document Sign-Up
- **Post** the following:
 - Response to Anti-Activism Studies, Hall & Milligan (Discussion Board Thread due by Sunday, 3/28)
- **Complete** the following:
 - Counter Movement/Anti-Activism Assignment (D2L Dropbox Folder & DB Thread by Sunday, 3/28)

WEEK ELEVEN (3/29-4/4)

Module 11: Framing & Using Social Media

- **Read** Assigned Material:
 - “Digital Matters: Twitter Reacts & Hashtivist Narratives,” Gabriel Green & Morgan Johnson (D2L)
 - [Chapter 13. The Rhetoric of Distraction: Media Use and the Student Writing Process](#), Patricia Portanova, *Social Writing/Social Media*
 - Self-Selected Research for Seminar Project
- **Review** all of the following:
 - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
- **Post** response to the following:
 - Response to Social Media Framing & Use, Green/Johnson & Portanova (Discussion Board Thread due by Sunday, 4/4)
- **Complete**
 - Seminar Project Progress Report (to D2L Dropbox Folder by Sunday 4/4)
 - Schedule One-on-One Instructor Video Conference for Week 12 through Calendly (by Sunday 4/4)

WEEK TWELVE (4/5-4/11)

Module 12: The Consequences of Living in the Social Media Era

- **Attend** the following:
 - At least one session of the English Department (Virtual) English Studies Conference on Thursday, 4/8 (see module for detailed instructions/schedule/login information)
- **Read** Assigned Material:
 - [Chapter 4. After a Decade of Social Media: Abstainers and Ex-Users](#), Cory Bullinger and Stephanie Vie, *Social Writing/Social Media*
 - Self-Selected Research for Seminar Project
- **Review**
 - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
 - *The Social Dilemma* (documentary available on Netflix)
- **Post** the following:
 - Response to *The Social Dilemma* & “Abstainers/Ex-Users” (Discussion Board Thread)
- **Complete** the following:
 - One-on-One Instructor Video Conference for Seminar Project (as scheduled in Calendly)

WEEK THIRTEEN (4/12-4/18)

Module 13: Engaging with Scholarship on Digital Writing

- **Read** Assigned Material:
 - Self-Selected Research for Seminar Project
- **Review** the following:
 - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
- **Complete** all of the following:
 - Draft for Seminar Paper (due by Saturday, 4/17, 11:59pm to assigned peer group via D2L Email chain)
 - Peer Review of Peer Papers (due by Sunday, 4/18, 11:59pm, rough drafts with tracked changes & marginal notes returned by Email Chain and Uploaded to D2L Dropbox Folder)

WEEK FOURTEEN (4/19-4/25)

Module 14: Revising, Finalizing Final Projects & Crafting Presentation Materials

- **Review** all of the following:
 - News Bulletin (D2L Class Homepage) & Instructor Feedback (in D2L Dropbox and/or Discussion Board)
- **Begin** working on the following:
 - Materials for Seminar Project Presentations Next Week
- **Complete** the Following:
 - Final Draft of Seminar Project (submit to D2L Folder along with RD with peer comments, due by Sunday 4/25)

WEEK FIFTEEN & FINALS WEEK (4/26-5/3)

Module 15: Seminar Project Showcase Panel Presentations

- **Complete** (by 4/26)
 - Official University Course Evaluation (through EIU link, check D2L email & homepage)
 - Optional Instructor-Created Course Evaluation (D2L Dropbox Folder)

Panel 1: Project Presentations & Discussion (4/27-4/29)

- **Complete** the following:
 - Post Presentation (Panel 1 Participants, by 11:59pm on Tuesday 4/27, DB Thread & to D2L Dropbox Folder)
- **View** the following:
 - Panel 1 Peer Presentations (by 11:59pm on Wednesday 4/28, DB Thread)
- **Post** the following:
 - Response to Panel 1 Presentations (by 11:59pm on Wednesday, 4/28, DB Thread)
- **Respond** to the Following:
 - Peer Discussion of Panel 1 Presentations (required from Panel 1 Presenters, due by 4/29)

Panel 2: Project Presentations & Discussion (4/29-5/1)

- **Complete** the following:
 - Post Presentation (Panel 2 Participants, by 11:59pm on Thursday 4/29 DB Thread & to D2L Dropbox Folder)
- **View** the following:
 - Panel 2 Peer Presentations (by 11:59pm on Friday 4/30, DB Thread)
- **Post** the following:
 - Response to Panel 2 Presentations (by 11:59pm on Friday, 4/30, DB Thread)
- **Respond** to the Following:
 - Peer Discussion of Panel 2 Presentations (required from Panel 2 Presenters, due by 11:59pm on Saturday, 5/1)

Panel 3: Project Presentations & Discussion (5/1-5/3)

- **Complete** the following:
 - Post Presentation (Panel 3 Participants, by 11:59pm on Saturday 5/1 DB Thread & to D2L Dropbox Folder)
- **View** the following:
 - Panel 3 Peer Presentations (by 11:59pm on Sunday 5/2, DB Thread)
- **Post** the following:
 - Response to Panel 3 Presentations (by 11:59pm on Sunday 5/2 DB Thread)
- **Respond** to the Following:
 - Peer Discussion of Panel 3 Presentations (required from Panel 3 Presenters, due by 11:59pm on Monday 5/3, DB Thread)

(Note: This Schedule is Subject to Change at the Instructor's Discretion)