

American Law & Justice
The Rhetoric of Drug & Alcohol Laws
—SYLLABUS—

Sue Webb, Instructor

WRA 115-007

M 5-6:50, 107 Bessey :: W 5-6:50, 12 Olds

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Course Description, Purpose, & Objectives

WRA115 is a course designed to help you develop your knowledge of writing through examining the complex relationship of reading, writing, and speaking intertwined with the overarching topic of the American Drug & Alcohol laws. This class will help you succeed at MSU as it prepares you for other University courses, professional settings, and everyday life by enhancing your communication skills in reading, writing, working in groups, and honing computer skills.

The main goal of a Tier-1 course is to introduce you to and increase your awareness of general strategies for interpreting, assessing, and composing within particular rhetorical situations. This knowledge is both conceptual and technical. That is to say, it entails

- understanding how writing is *rhetorical*: how writing makes meaning and matters in specific situations; how writing makes knowledge, persuades, and moves (people) to action.
- learning of how writers invent and organize ideas, what it means and entails to write for different purposes and audiences, how to develop ideas and language through revision, and how to gain control over forms of standard edited English.

In *The Rhetoric of Drug & Alcohol Laws* (WRA115), *we will learn writing the way writers actually learn writing—through reading, problem solving, research, collaborating with others, and lots of practice.* Expect to spend very little time in class receiving lectures—learning writing calls for engagement, action, and production. Instructional formats will at times include much discussion, small

group work, student presentations, and one-on-one conferencing. We will give much attention to the process of developing and revising drafts-in-progress.

MSU Tier I Requirements

“Tier I writing courses are designed to improve students’ ability to read carefully and critically; to collect, analyze, and share information; and to develop arguments and present ideas to others in clear, effective, and persuasive prose in a variety of genres. Analysis of verbal and visual texts helps students develop their knowledge of the cultural heritages of the United States, of public issues, and of principles of writing.

Students in Tier I courses will receive specific instructions in the following skills in connection with their writing in and out of class:

- reading, discussing, and analyzing cultural texts of various kinds
- brainstorming and generating ideas for essays
- defining an audience
- creating a thesis and argument
- organizing information and weighing evidence
- drafting and revising through multiple drafts
- using handbooks and editing for standard usage and grammar
- researching library and other sources of information
- writing from sources and learning how to incorporate them into a text and how to document them
- writing essay examinations ” (msu.edu).

I will require a writing text/handbook to focus and complement classroom instruction, and students will be expected to produce a minimum of 6,000 finished words of instructor-evaluated and commented upon writing during the semester. This requirement will be distributed over a minimum of five separate assignments. These may take the form of in-class essays, out-of-class essays, research or documented source papers, essays, or some combination thereof. The 6,000 word requirement does not include journals, revisions, or drafts. 6,000 words is approximately 24 pages of text @250 words per page (a standard rule of thumb).

This semester includes drafting, revising, and editing compositions derived from readings on American law and justice to develop skills in narration, persuasion, analysis and documentation.

Resource for these MSU Tier I requirements:
http://www.msu.edu/unit/wrac/t1/t1_courses.html

My Goals for Each of You:

- To help you become more confident in your writing
- To improve your ability to write effective college papers that engage thoughtfully with materials, offer a clear and interesting thesis statement, develop adequate support and analysis, and have an effective, efficient structure
- To prepare you for college-level research, including methods for locating appropriate sources, methods for documentation and citation, and the means to avoid plagiarism
- To practice all stages of the writing process, from brainstorming to revision
- To improve your ability to evaluate your own writing and the writing of others constructively
- To demonstrate how purpose, audience, and form affect voice, tone, diction, and structure
- To improve in your sentence and paragraph skills, your grammar and punctuation, and your style.
- To be able to use various strategies of reasoning: details, examples, facts, etc.
- To be able to read critically, think critically, and write critically
- To be able to understand various perspectives and show that understanding through your writing
- To be able to recognize and respond to rhetorical situations through writing; figuring out *what writing is doing* and making *writing that does something*.

Texts & Materials

NOTE: Don't let this list scare you. The reading materials are packaged together at the books store with a substantial discount, and these texts are all short & sweet.

- 1. *Drugs & Alcohol Laws***
See in-class assignment #1. Average price \$5.00.
- 2. *From Critical Thinking to Argument: A Portable Guide***
Sylvan Barnet and Hugo Bedau
Bedford St. Martins. Boston. 2005. 274 pages.
- 3. *The Easy Writer: A Pocket Reference*, Third Edition**
Andrea A. Lunsford
Bedford St. Martins. Boston. 2006. 325 pages.
- 4. *Designing Writing: A Practical Guide***
Mike Palmquist
Bedford St. Martin's. New York. 2005. 125 pages.
- 5. *Oral Presentations in the Composition Course: A Brief Guide***
Matthew Duncan & Fustav W. Friedrich
Bedford St. Martins. Boston. 2006. 86 pages.

6. And, miscellaneous readings posted to our ANGEL space in either .html, .doc or .pdf formats.
7. A planner (these can be electronic or paper).
8. A stapler (or a good friend with one).
9. OPTIONAL**
Pocket Guide to APA Style
Robert Perrin
Houghton Mifflin, Boston, 149 pages.
10. OPTIONAL**
A Guide to MLA Documentation, 7th Edition
Joseph F., Trimmer, Houghton Mifflin, Boston. 2006. 51 pages.

**what style guide does your discipline use? We can discuss this and if you provide me with a copy of that style guide, you may use it in my class instead of MLA.

Writing Projects

There will be five graded major projects, which speak to the Tier 1 requirements in writing narration, analysis, documentation, and persuasion.

PROJECT 1 :: NARRATION

This paper is to help you gather your thoughts and your feelings about YOUR experience/expertise in the world of American Law & Justice/The Rhetoric of Drug & Alcohol Laws in America. Write to your own experience as demonstrated in the readings listed below on “Experience” and “Memoirs.” You may write to the experience of “a friend” – changing names to protect both the innocent and the not-so-innocent. If you can talk about experiences with the law, I’d like you to write to that, but you do not have to. We are doing this assignment so that you can position yourself in relation to other experiences we will be reading about as we progress through the semester. (4 pages) ...see assignment sheet for full explanation.

PROJECT 2 :: ANALYSIS

The 2nd project will ask you to research, analyze, and document the movie “The History of Marijuana.” You might question drug and alcohol laws in our society – these may be situated in relation to your own experiences, plans, and observations of others. You might address the rhetoric of the movie and the moves it makes to make its statements. You may conduct your analysis on another rhetorical piece we agree on regarding drug or alcohol laws or perhaps an analysis of existing public service announcements over the last several decades. (4 pages) ...see assignment sheet for full explanation.

PROJECT 3 :: DOCUMENTATION

Project 3 requires creating an annotated bibliography based on no more than 10 relevant sources in advance of your persuasive paper. The annotated bib should fit together as the beginnings of your research papers, contain an appropriate introduction and an overview of where you feel the bib will take you and your research question (5-6 page). ...see assignment sheet for full explanation.

PROJECT 4 :: PERSUASION

The fourth project will combine and synthesize the information and resources you located during your analysis and your annotated bibliography (documentation) as you construct a well-developed 6-8 page persuasive paper based on your newfound knowledge of the drug and alcohol laws in America and on the process of writing using rhetorical strategies. (6-8 pages) ...see assignment sheet for full explanation.

PROJECT 5 :: VISUAL RHETORIC

Project 5: Creating your own "VISUAL ARGUMENT" as in a multimedia PSA, or other approved visual argument, and thus designing writing. Your visual argument will consist of a combination of two (2) of the following: *possibly** a PowerPoint slide show, a web page, a flash movie, etc. You are required to produce 1 electronic and 1 print prop. For print you can consider a posterboard, a handout for your classmates, or a brochure of your own creation, or you may suggest another appropriate print piece. (counts as 5 pages)
...see assignment sheet for full explanation.

**I will consider other electronic and print props on an individual basis. For instance, should you have Flash or Photoshop or web design experience, we may modify this assignment accordingly.*

FINAL EXAMS :: ORAL PRESENTATIONS

The semester culminates in an oral presentation of your feelings and findings over the course of the semester's research. Presentations will be from 5-10 minutes in length and be accompanied with two (2) "props" (above). This presentation w/ props is your final exam. ...see assignment sheet for full explanation.

*Research, Research, Research,
Reading, Revising, Rewriting*

Research as Inquiry: This class consists of intensive research; not all research will be documented—some will be quite informal, but the skills you learn in research you will carry with you throughout your years at MSU and on into your careers.

Reading Assignments: To enable your own learning, as well as to contribute to the learning community of the classroom—come to class having done the assigned reading. Note that reading assignments are due on the day they appear on the syllabus.

Revision and Development Workshops: Since this course assumes that good writing develops with revision, we will spend time in class working on drafts of essays and on revising. We will utilize the peer editing process in which you help one another to attain the best grades you can. You will be allowed to re-write essays, but you will first submit to me a REVISION CONTRACT in which you explain to me how you understand the work that still needs to be done, and in which you describe a plan for how you'll go about revising it.

Guidelines for Success

Start asking questions! In this course we will continually ask three questions: 1) *Why?* 2) *Says Who?* And 3) *Who Wants to Know?* These three questions will serve as our mantra for achieving communicative nirvana in the university.

Expect a response! Think of composing and writing as your end of a conversation. Expect that the people who encounter your compositions, your audience, will want to respond to your ideas, and that you will, in turn, want to respond to their responses. Think of composing as an ongoing act of communication.

This is not a test! Do not think of writing or composing as a test. In test situations, we respond to a question and expect to be told whether we are right or wrong—we usually don't expect a response; once we have taken a test—it is over. That is not the case with communicating in the university.

Expect to learn! Your ideas are the most important things in the universe. You should care enough about your ideas to make other people want to consider them. Learning to communicate your ideas in new ways will enable you to consider your ideas from new perspectives. In this way, we learn as we compose.

Attendance

Attendance is MANDATORY! Your fellow classmates are counting on you to be a thinker, a facilitator, and an advisor. If you aren't here, you not only let yourself down, you let them down. That said, you may miss two (2) classes this semester without penalty, no questions asked—that's a full week of class meetings (!) After you use your allowance, however, I'll dock you 15 points for each class you miss. Know that I'll take attendance shortly after class starts, so that if you're not here when I take attendance, I'll mark you absent. If you're LATE, you should see me after class to ask me to make sure I mark you LATE instead of ABSENT. (If you're chronically late – for every 3 tardies – I'll count you absent for missed

class time.) Keep in mind that you're responsible for completing all assignments on time, even if you're away—so if you plan to be gone the day something is due, remember to turn it in before you leave as *I do not accept late assignments*.

Turning in Assignments

Sometimes I will announce whether a project can either be submitted electronically to ANGEL (in the Drop Box) before class time on the day the project is due OR whether you will bring a print copy to class and hand it to me at the beginning of class. Chances are we will hand in our projects in class, on paper.

Revising graded work. You can submit revisions to projects after they've been returned with grades—within certain constraints: I will announce the revision policy on each of the assignments as we progress through the semester. The idea that writing is a process insists on our re-working and revising our writings, and that you know the particulars of both processes. I encourage you to re-write whenever possible -- and as much as possible, but you will first submit to me a REVISION CONTRACT in which you explain to me how you understand the work that still needs to be done, and in which you describe a plan for how you'll go about revising it.

NOTE: I do not accept late papers.

Wiki Work & Cross-Class Collaboration

WIKIs: We will learn about and utilize [a class wiki](#) to store some of our data so that it is accessible to all. This also allows us to become accustomed to another form of communication on the Internet and yet another interface beyond our emails and our ANGEL.

CROSS-CLASS COLLABORATION: I am planning for us to work on our collaborative annotated bibliography in conjunction with another WRA class this semester, thereby having 2x the resources we alone could compile. We may all try to gather outside of the classroom once or twice for a town-hall style meeting (Q&As and discussions regarding our research topics). The ability to collaborate with other students and teachers will only enhance our views, making us more aware of issues as well as stronger writers.

Classroom Participation

While classroom participation is exceedingly important, I realize that some folks are simply not comfortable speaking out. While I encourage you to feel safe, and I want you to know you can contribute at any time, you will not be penalized for

your convictions. However, I reserve the right to raise a student's grade by .5 (equivalent to ½ letter grade) at my discretion, at the end of the semester, for consistent and congenial productive class participation.

You all will still be expected to work in small groups, and you will need to discuss the day's topics & concepts within the smaller group situations.

Classroom Citizenship

--how should we talk to each other?
--how should we be?
--how do we respect differences?
--how should we encourage everyone to speak?
--we all must feel comfortable, and we all must have respect for one another even though our viewpoints may (can and *will*) differ, we still need to grant another's right to their beliefs, even if something they are saying seems "wrong" to you. Because of this, I ask that we give one another the utmost respect. Who knows, maybe we'll learn a little something new about each other, our different cultures, and our different lives.

- Policy on IM-ing: NO!
- Cell phones: OFF!
- Do NOT FaceBook, UTube, MySpace, etc in my class. Also, E-work can publicly accessed—therefore, beware of what you post to FaceBook, UTube, MySpace, and anywhere else; potential employers and grad schools are looking in these spaces now before hiring or admitting folks into their programs.

Plagiarism

We'll talk a lot about plagiarism in class—what it is generally, what forms it can take, how teachers know it when we see it, why it's a big deal; what you can do to avoid it. For your information, the MSU Ombudsman's Website explains the university penalty for plagiarism as follows:

An instructor who believes a student has committed an act of plagiarism should take appropriate action, which includes the issuing of a "penalty grade" for academic dishonesty. Article 8.1.15 of the Academic Freedom Report for Students at Michigan State University, or the "AFR," defines a penalty grade as "a grade assigned by an instructor who believes a student to have committed academic dishonesty . . .". A penalty grade can include, but is not limited to, a failing grade on the assignment or in the course.

<http://www.msu.edu/unit/ombud/plagiarism.html>

Evaluation & Grades

Assignment/Audience: completed all requirements of the writing assignment; your essay is sensitive to your audience.

Thought: Your essay shows that you have thought deeply about your topic; You point out things that many people may not have noticed before.

Organization/Unity: Your essay is organized around a thesis; your body paragraphs are unified and related to the thesis; you use transitions to connect ideas between sentences and between paragraphs.

Support/Development: You support your ideas with specific reasons, details, and examples, which add “spice” to your essay; in developing your ideas, you integrate paraphrase and quotation from reading material.

Language/Grammar: Your essay demonstrates control of sentence structure, punctuation, spelling, and other grammatical elements. Your sentences vary in structure and style. You use a wide range of vocabulary correctly.

Revision Effort: Your essay reflects effort in revision in the areas listed above.

Other: Paraphrase and quote from the class readings? Use new vocabulary from the readings correctly? You have a Works Cited page that follows MLA?

Evaluation Scale:

Excellent	Good	Fair in Some Parts	Weak
4	3	2	1

We’ll be using a point system to determine grades. Here’s how things will break down:

1 Narrative	100		
2 Analysis	100		
3 Documentation	100		
4 Persuasion	200		
5 Visual Rhetoric			
Print piece	50	90-100%	4.0
Electronic piece	50	85-89%	3.5
6 “Final Exam”	100	80-84%	3.0
		75-79%	2.5
Homework totaling	100	70-74%	2.0
Mini presentations	50	65-69%	1.5
	50	60-64%	1.0
Attendance	100		
Total points =	1000		

Extra Credit

Very little is available as extra credit in this class as you must be present on a daily basis to learn these many concepts and to work with your classmates to discover new things and new methods. That said, emergencies do come up and I offer the ability to regain 10 points by attending one of the many career fairs on campus and then writing a 1-page synopsis essay of what you found interesting and helpful at the fair. I occasionally offer 1-point "quizzes" in my classes. These I usually pop on the days when very few students arrive on time. This should never be an issue at 5:00 pm, but those on time are rewarded throughout the semester with an extra point every now and then.

Seeking Help

Do not wait to ask for assistance. I am here for you. Take advantage of my office hours or make an appointment to see me at another time. Use the writing center. Use the librarians. Everyone is here to help you...use us.

Services & Resources

MSU Writing Center: <http://writing.msu.edu> 432-3610. 300 Bessey Hall. The primary writing resource on campus; has satellite Centers in several campus locations.

MSU ESL Lab: http://elc.msu.edu/ESL_lab.html 353-0800. 714 Wells Hall. Specifically designed to assist international students with writing in a second language.

MSU Learning Resource Center: <http://www.msu.edu/user/lrc/> 202 Bessey Hall. Offers individualized assistance to help students develop successful learning strategies and study habits.

MSU Libraries: <http://www.lib.msu.edu/>

MSU Microlabs: <http://microlabs.msu.edu/>

A link to other resources to help you thrive and survive and MSU. www.msu.edu/current/services.html

Schedule for Spring 2007

Week	Dates	MONDAY	WEDNESDAY
Week 1 Key to abbreviations OP	January 8 & 10	Introductions to one another and to Tier 1, MSU, and other stuff like that. Syllabus & ANGEL, the wiki, del.icio.us, etc.	HAND OUT ASSIGNMENT 1: narrative paper DUE WEDNESDAY 1-15. 3-4 pages.

<p>ORAL PRESENTATION</p> <p>CT CRITICAL THINKING TEXT</p> <p>EW EASY WRITER</p> <p>DW DESIGNING WRITING</p>		<p>Discussion Board Sign Ups</p> <p>THEME: Audience: who reads your stuff? Me? Your Peers? Who else might read it? What about “future audiences?”</p> <p>class wiki del.icio.us WRAC links</p> <p>online citation tools</p>	<p>Readings: “How to Say Nothing in 500 Words” “Experience into Words: Narrative” “Memoirs: Recalling Personal Experience”</p> <p>Post Introduction to commonANGEL by Friday. (week 1 Introductions)</p>
<p>Week 2</p>	<p>January 15 & 17</p>	<p style="text-align: center;">NO SCHOOL</p>	<p>In class research. Searching Amazon.com or BigWords.com and locating and purchasing our drug & alcohol texts</p> <p>READINGS: FOR MONDAY: CT ch 1, 2, 3 EW p 12-20 OP ch 1 & 2 DW ch 2</p> <p>ASSIGNMENT 1: narrative paper DUE</p> <p>HAND OUT ANALYSIS (PROJECT 2) ASSIGNMENT SHEET</p> <p>Me: frame WORKING WITH WORD (RECAP MAIL.MSU.EDU AND ANGEL) (20 min)</p>
<p>Week 3</p>	<p>January 22 & 24</p>	<p>THEME: Audience: who reads your stuff? Me? Your Peers? Who else might read it? What about “future audiences?”</p> <p>Students: DISCUSS READINGS: Split up the readings by groups get 4 most important ideas. 20</p> <p>Movie: The History of Marijuana</p> <p>What's Rhetoric?</p> <p>How do ya analyze?</p> <p>Where are some sources?</p> <p>What are assumptions? Bias? Where are they?</p>	<p>READINGS: CT ch 8 & 9 OP 3, 5, 6. DW ch 3, 4, 12</p> <p>MOVIE: “The History of Marijuana”</p> <p>Discussions: Rhetoric Rhetoric of the movie Critical Reading & Thinking Signing up for presentations</p>
<p>Week 4</p>	<p>Jan 29 & 31</p>	<p>THEME: Audience: who reads your stuff? Me? Your Peers? Who else might read it? What about “future audiences?”</p> <p>Of copyright, plagiarism, and citing sources DUKE U ON FAIR USE</p>	<p>Doing online research. How do ya know if a source is credible?</p> <p>FILE TYPES .doc .pdf .html .psd</p>

			.ppt IN CLASS: Writing center to come give overview of the peer review process featuring MAPS
Week 5	Feb 5 & 7	PEER EDITING WORKSHOP ROUGH DRAFTS DUE STUDENT MINI-PRESENTATIONS: Each week (weeks 5-10) 2 students in each class will present an informal oral book report of sorts. You will sign up as your books arrive from amazon or from bigwords. You will review your books on your own time and then you will tell the class a bit about your chosen text (then you will post the bibliography entry to the class wiki as discussed in that assignment) You earn 50 points for sharing this possible research source with us in a 3-5 minute overview of the text.	ANALYSIS PAPER DUE HAND OUT annotated bibliography (PROJECT 3) ASSIGNMENT SHEET NOTE: PROJECT 3 IS THE BASIS FOR PROJECTS 4 AND 5. THEY ALL "PIGGY-BACK" OR scaffold onto one another. They all use the same sources. DISCUSSING TOPICS: WHAT ISSUE DO YOU WANT TO RESEARCH? READINGS: CT ch 5 AND 7 OP ch 4 DW ch 5 EW p 167-260 http://www.msu.edu/~webbsuza/115/alter_nativeDrugControl.pdf CHANGES MADE 2/7
Week 6	Feb 12 & 14	PEER EDITING WORKSHOP ROUGH DRAFTS DUE IN CLASS: compiling the shared annotated bib on the class wiki Students: Discussing the readings Split topics into groups. 5 most important topics of the readings / report to class (20-15) <u>Narrowing your topic (ANGEL: PROJECT 3 FOLDER)</u> <u>PROPOSAL TEMPLATE</u>	ANALYSIS PAPER DUE GO TO LIBRARY For <u>lib.msu.edu</u> INSTRUCTION
Week 7	Feb 19 & 21	ADVANCE TECHNIQUES IN WORD Bring <i>Designing Writing Texts!</i>	<u>FAKE OR FOTO?</u> <u>Stanford's Visual Rhetoric</u> Thinking visually. Analyzing visual arguments ADVANCE TECHNIQUES IN WORD Bring <i>Designing Writing Texts!</i> READINGS OP ch 7 CT ch 4 EW p 39-56 DW ch 1,6,7,9,14,16

			<p>For a Works Cited page: INSERT> BREAK> PAGE BREAK Moves you to the top of the next page!</p> <p>For your headers: VIEW> HEADER/FOOTER > Type your last name and a space>place it flush right>INSERT>PAGE #>OK. Puts last name and correct page # in upper right hand corner on every page.</p> <p>NOTE: WORK ON THE BIBLIOGRAPHIES – THEY ARE DUE – ROUGH DRAFTS -- ON MONDAY MARCH 12TH</p>
Week 8	Feb 26 & 28	<p>PEER EDITING WORKSHOP ROUGH DRAFTS DUE</p> <p>GUEST SPEAKER: KATHY KENNEDY FROM NORML</p> <p>BRING SNACKS!</p>	<p>BOOK PRESENTATIONS Week 7 Ashley Baldwin "Burning Rainbow Farm" Week 7 so yeon lee - Week 7 Joshua Tolbert "Under The Influence" Week 8 Daeik Kim "A brief History of drugs" Week 8 John Kamerman "Blow" Week 8 Leanna Harvey "Surviving Sex, Drugs, and Petty Crime"</p> <p>PEER EDITING WORKSHOP ROUGH DRAFTS DUE</p> <p>PROJECT 3 ANNOTATED BIBLIOGRAPHIES DUE BY midnight Sunday night</p> <p>HAND OUT PERSUASIVE (PROJECT 4) ASSIGNMENT SHEET</p> <p>HAND OUT PROJECT 5 VISUAL RHETORIC ASSIGNMENT SHEETS</p>
Week 9	Mar 5 & 7	SPRING BREAK!	<p>NO SCHOOL! YAY!</p> <p>READINGS OVER SPRING BREAK!(so sorry): OP—ch 7 CT—ch 4 EW—p 39-56 DW—ch 1,6,7,9,14,16</p>
Week 10	Mar 12 & 14	ANNOTATED BIBS RESEARCH DAY	<p>***Visitors: Quickstart team Introductions release forms</p> <p>1. BOOK PRESENTATIONS</p> <p>2. EXAMPLES OF CLASSMATES ANNOTATIONS INCLASS PEER REVIEWS –GROUPS OF 3 TRADE FILES / NOT PAPERS</p> <p>3. "THE REAGANS ON DRUGS"</p> <p>POST FINAL BIBS TO ANGEL DROPBOX BY MIDNIGHT SUNDAY (314)</p> <p>TBA? Facebookpalooza -or-</p>

			<i>Research day</i>
Week 11	Mar 19 & 21	<p>“READING ASSIGNMENT”: This link takes you to our ASSIGNMENT 5: Visual Rhetoric...You should familiarize yourself with the materials (links) on this page. We will go over them in class starting Monday... Type, Color, and that kinda C.R.A.P.</p> <p>BOOK PRESENTATIONS</p> <p>TAKE HOME Design quiz! 25 points!</p> <p><i>Design quiz! 25 points!</i></p>	<p>WRITING CENTER TO COME TALK MAKING POWERPOINTS</p> <p>TAKE HOME Design quiz! 25 points! Due Monday</p> <p>SIGN UP FOR One-on-One Conferences</p>
Week 12	Mar 26 & 28	<p>SIGN UP FOR One-on-One Conference</p> <p>ONE-ON-ONE CONFERENCES</p> <p>BOOK PRESENTATIONS</p> <p>PEER EDITING WORKSHOP ROUGH DRAFTS DUE</p> <p>EDITING inclass, BY EMAIL, DROPBOX, OR YOUR OWN ARRANGMENTS</p>	<p><i>PROJECT 4 RESEARCH PAPERS DUE BY 5 PM FRIDAY :: VIA DROPBOX</i></p> <p>LAST OF THE BOOK PRESENTATIONS Kerry, Jeff, Luis, Ruba, Lavoughnda, Alonzo, Ben</p> <p>CAREER SERVICES TO VISIT AND DISUCUSS ALL THE SERVICES THEY OFFER YOU!</p>
Week 13	Apr 2 & 4	<p>PEER EDITING WORKSHOP 20 POINTS IN CLASS ROUGH DRAFTS DUE</p>	<p>***class is online this day***</p> <p>PROJECT 4 RESEARCH PAPERS DUE BY 5 PM FRIDAY APRIL 6 VIA ANGEL DROPBOX</p>
Week 14	Apr 9 & 11	<p>POWERPOINT & WORD WORKDAY FOR VISUAL AIDS.</p> <p><i>Bring a laptop!</i></p>	<p>SPECIALCLASS MEETING TONIGHT: HOWARD WOOLDRIDGE 5-7 PM LOCATION: ROOM 105 S. Kedsie. ATTENDANCE REQUIRED ESSAY MAKE UP OPPORTUNITY SEE ME IF INTERESTED</p> <p>online reading: OSU online guide to presenting research</p> <p><i>How will YOU be read?</i></p>
Week 15	Apr 16 & 18	<p>How will YOU be read?</p> <p>ETHOS & PATHOS for MEMORY</p>	<p>READINGS: OP ch 8</p>

		& DELIVERY	
Week 16	Apr 23 & 25	<p>LAUNCH PARTY!</p> <p>PRESENTATIONS** VISUAL ARGUMENTS DUE</p>	<p><u>CLASS MEETS IN BESSEY!</u> <u>(not olds)</u> <u>BESSEY room 112 5-7 PM</u></p> <p>PRESENTATIONS** VISUAL ARGUMENTS DUE</p>
FINALS WEEK	Apr 30 / May 2		<p>FINALS 5:45-7:45 p.m. **Your presentations are your final exams. But, you must submit your final research paper rewrites via ANGEL dropbox no later than 7:45 pm on May 2nd.</p>

**CHANGES TO THE SCHEDULE WILL APPEAR IN GREEN HIGHLIGHTS
CHANGES CAN & WILL OCCASIONALLY HAPPEN**

**changes: 1/24/2007, 1/25/2007, 2/21/2007, 3/14/07, 3/21/2007,
room change for 4/25 made on 4/9 2007**