### Approximate Course Overview

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| Week | Unit | Weekly Objectives By the end of the week, you will be able to: | Chapters Covered & Major Due Dates |
| 1[MM-DD] | Genre Analysis: Rhetorical Situations & Choices | * Identify the components of a rhetorical situation.
* Explain how the rhetorical situation affects the choices you make in writing.
* Use the rhetorical situation to deepen the way you read and annotate a text.
 | * Syllabus & Labor-Based Grading Contract
* Bedford Book of Genres Ch. 1
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| 2[MM-DD] | Genre Analysis: Rhetorical Genres | * Define genre(s).
* Identify the conventions used to categorize a genre.
* Explain how rhetorical situations and genres work together..
 | * Bedford Book of Genres Ch. 2 & 3
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| 3[MM-DD] | Genre Analysis: Reading Rhetoric in Genres | * Explain how the rhetorical situations affect the way genres are composed in academic, workplace, and public environments.
* Identify genre conventions and explain how they reflect contexts, audiences, and/or communities.
 | * Bedford Book of Genres Ch. 5
* Genre Analysis Draft 1
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| 4[MM-DD] | Genre Analysis: Peer ReviewRevision and Reflection | * Provide useful feedback for your peers’ drafts.
* Revise your first draft for organization and structure.
* Compose a reflection that considers the revisions you’ve made to your first draft
 | * Sandra Giles, “[Reflective Writing and the Revision Process: What Were You Thinking?](https://writingspaces.org/past-volumes/reflective-writing-and-the-revision-process-what-were-you-thinking/)
* Peer Review of Analysis
* **Genre Analysis Due!**
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| 5[MM-DD] | Genre Writing: [NAME OF GENRE THAT CORRESPONDS TO CHAPTER YOU CHOSE] | * Analyze additional genres for genre convention
* Practice using genre conventions to compose examples of a genre
 | Bedford Book of Genres Ch. 4 Bedford Book of Genres Ch. [SELECT A CHAPTER ON A GENRE YOU’LL USE AS A MODEL WITH STUDENTS] |
| 6[MM-DD] | Genre Writing: Conferences | * Draft Genre example
* Attend one-on-one conference
 | * Draft of Genre Writing
* Conferences
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| 7[MM-DD] | Genre Writing: Peer Review | * Compose your genre text explanation, as part of Assignment 2.
* Provide useful feedback for your peers’ drafts.
 | * Daniel Richards, “[In-Class Peer Review](https://writingcommons.org/article/in-class-peer-review-2/)”
* Peer Review of Genre Writing
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| 8[MM-DD] | Genre Writing:Revision | * Revise your first draft for organization and structure.
* Submit final draft.
 | * **Genre Writing Due!**
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| Week | Unit | Weekly Objectives By the end of the week, you will be able to: | Chapters Covered & Major Due Dates |
| 9[MM-DD] | Genre Advocacy: Research and Sources | * Analyze a sample research-based genre project.
* Explain the necessity of evaluating and annotating sources for research.
* Explain why and how to incorporate sources into a multi-genre project.
* Evaluate a sample multi-genre project to identify its effectiveness
 | * Bedford Book of Genres Ch.14 & 15
* Weekly Writing: Topic for Group Advocacy Campaign
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| 10[MM-DD] | Genre Advocacy: Conferences | Group Conferences. After your conference, you will be able to:* Select the most appropriate genres for the project’s rhetorical situation
* Coordinate the genres so that they present a cohesive campaign
* Collect and format sources from your research
 | * Raquel Corona, Kami Day, & Michele Eodice, “[Writing with Your Peers](https://writingspaces.org/past-volumes/writing-with-your-peers/)”
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| 11[MM-DD] | Genre Advocacy: Group Work | * Reflect on how genres reflect their specific contexts
* Research information and evidence for your campaign
* Work in small groups to compose your campaign
 | * Bedford Book of Genres Ch. 17 & 18
* Advocacy Draft
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| 12[MM-DD] | Genre Advocacy: Development | * Develop your draft for organization and structure.
* Work in small groups to maintain a cohesive campaign.
 | * Megan McIntyre, “[Working Through Revision: Rethink, Revise, Reflect](https://writingcommons.org/article/working-through-revision-rethink-revise-reflect/)”
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| 13[MM-DD] | Genre Advocacy:Revision | * Provide useful feedback for your peers’ drafts.
* Complete revisions on your first draft for organization and structure.
 | * Peer Review of Advocacy
* **Advocacy Due!**
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| 14[MM-DD] | Portfolio: Reflection  | * Curate (select and clean up) material for your final portfolio
* Draft a self-assessment of your work to include in your final portfolio
 | * Kristen Gay, “[Reflection Essay](https://writingcommons.org/article/writing-an-academic-reflection-essay/)”
* Portfolio Reflection Draft
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| 15[MM-DD] | Portfolio: Reflection revision | * Peer Review of self-assessment
* Revise self-assessment in response to feedback
 | * Feedback & revision of reflection draft
* **Portfolio Due!**
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