

Detailed Schedule

*This schedule will be fleshed out as needed with notes (in color) on how you should prepare for each class. This is also where any major changes to the schedule will be posted. Refer to this schedule any time you do work for this class so that you can make sure you are up to date with the most current instructions.

WEEK 1: INTRODUCTIONS AND BLOG PREPARATION

Monday, Aug. 31: Syllabus and first project instructions.

Please read the [syllabus](#), [Blog Instructions](#), [Commonplace Log Instructions](#) (CPL) and the [Self-Curation Study](#) prompt and let me know if you have any questions. After class on Monday I'll invite you to the blog and to contribute to the appropriate folders in our shared Box folder. Please keep an eye out in your Pitt email inbox for these invitations so that you can accept them promptly and get to work!

Wednesday, Sept. 2: Self-curation project brainstorming/cont. introductions.

As a way to get us started getting to know each other (and to start your brainstorming for your first composition projects), we'll talk about our existing public personas in class Wednesday and Friday. To prepare, try to discover what public persona you already have. Google yourself. Mine your social media posts, memories of interactions with any kind of public (volunteer work, speeches, extra-curricular activities, sports statistics, etc.), and any public writing you've already done. Consider what public issues (local to your hometown, your communities at Pitt, or Pittsburgh more broadly, or national or global issues) you have been engaged in somehow, either personally or by association (via friends, community members, family, etc.). Create a Boxnote document that will be your Commonplace Log (CPL) and record especially meaningful media and artifacts as your first entries and reflect on each artifact in a sentence or two.

As a way of introducing yourself to the class you'll each offer one poignant realization on what you discovered during this process. If there is a piece of public writing already somehow attached to you, bring in an excerpt to share with the class. Do, however, be brief. Introductions will likely have to spill into Friday.

Friday, Sept. 4: Introductions cont., contributor bios

We'll spend part of class finishing introductions, and will then talk more about the blog and make some initial preparations. Make sure you've read the Blog Instructions sheet in our Box folder and come prepared with questions. To prepare for our discussion and our work next week:

- 1) Make sure that you have accepted the invitation to author and edit the blog, and look around Wordpress to familiarize yourself with its mechanics and options. Look around at other blogs and get a feel for the range of ways authors use blogging platforms. Wordpress's own blog offers some helpful advice for bloggers, so check that out as well: <https://dailypost.wordpress.com/>. Contribute any ideas to your group's Boxnote document that you think might be valuable for your group's blogging responsibilities.
- 2) While you're looking around, pay attention to blogger bios and how authors describe themselves on their blogs. Draft a version of your own personal bio, as you would like it to appear on

the contributor's page on the blog, and post it with a photo (it need not be of your face, but should represent you in some way) to Group 2's Boxnote. **DO NOT POST IT TO THE BLOG YET**, as you may want to make changes, and it will be group 2's responsibility to post them to the blog. Make sure that you have set up a Twitter account so that we can include your Twitter handle with your contributor bio. Your Twitter handle can be a pseudonym but the blog will use your real name.

Group 1: Shaquille, Tim, Eric, Tyler, Hannah, Rachel, Kelli, and Stephen

Group 2: Sarah, Olivia, Allen, Samuel, Kristina, Alexandra

Group 3: Jacob, Shannon, Amanda, Jon, Lucas, Lauren, James, Mohamed

WEEK 2: RHETORICAL CONCEPTS AND MORE BLOG PREPARATIONS

Look ahead: Fridays are workshop days, and your first blog workshop is coming up. Plan with your group accordingly so that drafts of content can be posted by Thursday evening (by 11:59pm) to your group's Boxnote. The commenting and circulation group should be keeping an eye on the other groups' Boxnote documents to see how the content is developing, and in their own Boxnote should be thinking about audience and coming up with other bloggers and Twitter users who might find our content interesting. A reminder of your assignments: Group 1 Blogging, Group 2 Other Content, Group 3 Commenting & Circulation

Note: Last day to add/drop is Sept. 11th. If you have questions about how valuable this course will be toward your personal goals please talk to me!

Monday, Sept. 7: LABOR DAY (no class)

Wednesday, Sept. 9: Read: Bowdon & Scott's "A Rhetorical Toolbox for Technical and Professional Communication".

Take notes and include striking passages/terms/ideas in your CPL. Attend especially to the rhetorical tools directed at writers/authors and think about your tasks for the blog and how you intend to respond to the rhetorical situations of first entries and introductory material.

Friday, Sept. 11: Blog workshop. Post drafts of blog content to your group's Boxnote documents by 11:59pm Thursday evening.

Post your plans and drafts for the blog on your group Boxnote pages by 11:59pm on Thursday evening, including selecting a representative who will describe your plans in class on Friday. At the beginning of class we'll hear from those representatives and briefly discuss that plan together as a large group. For workshop, I'll select some sample excerpts for discussion (this is why posting by Thursday evening is super important!). I'll call on the members of the commenting group to start off the discussion. We'll be thinking through some of the terminology from the Bowdon & Scott chapter, so you may wish to revisit it.

Update: I'd like to select some content from both groups 1 and 2, so we can discuss as a large group the concept for the first posts as well as the early informational material. Those responsible for design and theme feel free to do the work on the blog itself so we can all look at it together (that kind of thing is tough to draft).

WEEK 3: SELF-CURATION AND PUBLIC PERSONAS

Blog entries and other content should be posted to the blog by Sunday at noon. Commenting &

Circulating should be completed by class time on Monday. If you did not post your bio and photo to Group 2's Boxnote document please do so ASAP so they can get the bios and photos up on the blog by Sunday!!

Monday, Sept. 14: Read Mehreen Kasana's "Feminisms and the Social Media Sphere" and Reyman's "User Data and the Social Web."

Record at least four passages in your CPLs that help you to better understand what you are doing with your self-curation project (either thinking of Kasana's piece as a model, or passages you might cite and refer to) and/or that you want to bring to the group for discussion.

Wednesday, Sept. 16: Case Study: The Thirst Project.

Look ahead: Continue to be working on your self-curation projects! Drafts due Thursday evening!

Some of you may already know about the Thirst Project, a clean water initiative and well building non-profit with a clear target audience: high school and college-aged people (Pitt has a group, <https://www.facebook.com/thirstprojectpitt>). Look into The Thirst Project and its likeable founder, Seth Maxwell. As you read/watch the following texts, try to make sense of what you're experiencing in terms of Bowdon & Scott's rhetorical terms. What is Maxwell *doing* to shape his public persona? How is it propelling his argument for clean water fund-raising? What are you learning from him as you consider your own existing public persona, and your plans for it moving forward?

As always, post to your CPL any excerpts and examples that you feel might be relevant to hang onto for discussion or later work. Come to class prepared to discuss your findings and feelings regarding Maxwell's public persona.

Thirst Project's "About" page, "Our Story" <https://www.thirstproject.org/about/our-story/>,

"Mission Statement" <https://www.thirstproject.org/about/our-mission/>

VH1 Do Something Awards Video (also on the "About" Page): <https://youtu.be/4GNLRGmR-54>

His bio: <https://www.thirstproject.org/about/our-team/>

Twitter: <https://twitter.com/sethmaxwell1>

TedXYouth@Hollywood talk: https://www.youtube.com/watch?v=lp4ST_b8TiM

His LinkedIn profile: <https://www.linkedin.com/pub/seth-maxwell/a/437/670>

From the Thirst Project YouTube channel: <https://www.youtube.com/watch?v=yx9DWvm1FtQ>

Friday, Sept. 18: Self-Curation Study workshop. Submit drafts to the "Assignment Dropbox" folder by Thursday evening at 11:59pm.

WEEK 4: DOING RHETORIC AND INQUIRY

Blog assignments: Group 2 Blogging, Group 3 Other Content, Group 1 Commenting & Circulation.

Monday, Sept. 21: Self-curation Studies due. Read Grabill, "The Work of Rhetoric in the Common Places: An Essay on Rhetorical Methodology"

As you read Grabill, record several passages in your CPL that you find helpful as we think toward actually doing some work in civic engagement for your future projects. Proposals will be drafted next week, so you should be refining your ideas.

Please also get started with the blog planning (see roles above)! By Wednesday it'll be best for your groups if there is a secure plan and delegated roles in place, so that you're drafting in preparation for Friday rather than still planning.

Wednesday, Sept. 23: Read "Inquiry as Social Action" by Jenny Rice.

Record passages and reflections in your CPL and continue to think toward your independent projects. Continue to plan for your blogging responsibilities.

UPDATE: Guys, here's your pep talk re: the blog. Please plan for your blogging responsibilities ASAP!!! Drafts are due Thursday evening and at this point (Wednesday morning) I see that *nothing* has been planned. I shouldn't have to make planning an assignment, since you know that you have to be prepared for workshop on Friday. Ideally by Monday you should be throwing around ideas and by Wednesday the plan for who is doing what should be solidified and made clear in your documents. The commenting group also needs to be eavesdropping on those plans to get a sense of what to respond to in workshop. Collaboration takes time and (I hope) you want the blog to be great, so please give it the attention it needs.

Friday, Sept. 25: Blog workshop. Post drafts of blog content to your group's Box blog planning folder by 11:59pm Thursday evening.

WEEK 5: PROJECT PROPOSALS

Blog entries and other content should be posted to the blog by Sunday at noon. Commenting & Circulating should be completed by class time on Monday.

Monday, Sept. 28: Read "Rhetorical Community: The Cultural Basis of Genre," by Carolyn Miller. Option: "Genre as Social Action," also by Miller.

As usual, record significant passages in your CPL and be thinking, especially, about the genre of the proposal and what its social purposes are. Think also back to Rice, whose "Inquiry as Social Action" mirrors Miller's original article.

Update: I've been receiving questions from many of you about interests that you are concerned are too big, that you do not have proximity to. I'd say as you think about your proposals, consider issues of highly local interest. For example, say you're interested in something like LGBT rights issues. That is a HUGE issue to inquire into in only a couple months. What is possible, however, is thinking about LGBT issues in Pittsburgh, or even more locally in terms of the University, or in Oakland, or your hometown. If you are not even sure what issue to take up, consider first the communities you have contact with and do some research or talking to people, and see if a clear rhetorical problem arises from the situations that community regularly encounters. Do research from the bottom/local/micro rather than starting with the top/global/macro! The "issue" does not have to be big stakes (e.g. with human rights or legal ramifications), it could be something much more personal, like gathering up an archive of narratives, or educating the Pitt community about experiences in the city worth experiencing that are community-building somehow.

Wednesday, Sept. 30: Proposal case studies in memo format.

- "Not-So-Equal Protection—Reforming the Regulation of Student Internships"
- <http://www.epi.org/publication/pm160/>
- "College Compact: Costs Won't Be a Barrier"
- <https://www.hillaryclinton.com/p/briefing/factsheets/2015/08/10/college-compact-costs/>
- "Fact Sheet: Protecting Students from Abusive Career Colleges"
- <http://www.ed.gov/news/press-releases/fact-sheet-protecting-students-abusive-career-colleges>

While these memos are not always proposals, some have aspects of proposals in them. Clearly the authors of these documents are farther along in their research than you will be, but what conventions of the memo seem clearly applicable to our purposes with the workshop? Consider powerful moments and record any particularly persuasive passages you might want to imitate into your CPLs.

Update: I've uploaded the examples we worked from on Monday to our Readings > In-Class folder in Box. It might be worth taking a look so you can see the examples the other groups were working from.

Friday, Oct. 2: Proposal workshop. Post drafts to the "Assignment Dropbox" by Thursday evening at 11:59pm.

FOR YOUR DRAFTS: I want to focus specifically on the "Proposed Interventions" and the "Research Plan" sections, as I imagine this is where your individual investments, angles, strengths will best come across, and since the opening section is largely information/fact-driven. As usual I'll choose a couple examples to discuss as a large group, as a way to think about how everyone might want to revise/refine their drafts.

WEEK 6: EXPLORATORY RESEARCH

Blog assignments: Group 3 Blogging, Group 1 Other Content, Group 2 Commenting & Circulation

Look ahead: After this set of blog work I'll offer mid-term comments on your contributions thus far, with a provisional grade and some sense of what you should work on in the second half of the semester. At this point I will also respond to your Commonplace Logs, which means that by next Monday (Oct. 7) you should also have an organizational scheme in place for your logs and a way for me to read them (a brief introductory paragraph somewhere obvious in your CPL folder is fine). Of course you will make adjustments to this scheme, but it should help you to have some organizing principles in place as you move further into your own research. Recall also that from now on your contributions to your CPL should include both excerpts from our readings for class as well as passages from your research you expect to use/employ in your independent projects. If this seems confusing, review the [Commonplace Log Instructions](#) and, as always, let me know if you have questions.

Monday, Oct. 5: Project Proposals due.

Get further into your research and organize your Commonplace Logs. I'll bring in the prompt for the Whitepaper assignment, and we'll do some other related activity. Get some planning done for the blog!

Wednesday, Oct. 7: Update: I've decided to have you guys read BOTH White Papers. The White House

document is clearly much longer, but you're not reading for detail here, you're reading for the rhetorical moves and for the conventions we talked about in class. As you think toward your own White Papers consider the differences between these two documents on college tuition costs, and consider how they address their respective versions of the problem. Consider, especially, affordances and limitations of either approach, and how the organization leading up the authorship of these documents impact what is said. Record significant passages in your CPL as usual. Start to gather research for your own projects, and record passages in your CPL. Don't forget! By mid-week it should be made clear in your group Blog Preparation folders who is doing what. Drafts, as usual, are due Thursday evening.

"Increasing College Opportunity for Low Income Students"

https://www.whitehouse.gov/sites/default/files/docs/white_house_report_on_increasing_college_opportunity_for_low-income_students_1-16-2014_final.pdf

"Does Federal Financial Aid Drive Up College Prices?"

<https://www.acenet.edu/news-room/Documents/Heller-Monograph.pdf>

Friday, Oct. 9: Blog workshop. Post drafts of blog content to your group's Boxnote documents by 11:59pm Thursday evening.

WEEK 7: RESEARCH, CONT.

Blog entries and other content should be posted to the blog by Sunday at noon. Commenting & Circulating should be completed by class time on Monday.

Back-to-back blogging weeks! Group 1 Blogging, Group 2 Other Content, Group 3 Commenting & Circulation

Monday, Oct. 12: Read "Composing for Recomposition: Rhetorical Velocity and Delivery," by Ridolfo & Devoss

Record meaningful passages in your CPL as usual. By now you should also be adding passages from your independent research to your CPL. Remember that you should feel free to gather PDFs of articles and a list of hyperlinks for research resources in your Research Folder.

By class time please also write me a 1-page letter detailing your contributions and responsibilities toward the blog so far this semester, and describing your organizational scheme for your Commonplace Log. Reflect briefly on how these assignments have impacted your thinking/work/plans and your goals for this work in the second half of the semester. Save this in the Assignment Dropbox folder.

Wednesday, Oct. 14: Case Study and Guest Speaker, Peggy Paul Casella, freelance writer and cookbook editor, and author of the blog [Thursday Night Pizza](#). She also works as a produce peddler and writer for Fair Food in Philadelphia, a local and organic non-profit organization "Dedicated to bringing locally grown food to the marketplace and to promoting a humane, sustainable agriculture system for the Greater Philadelphia region."

In preparation for our Skype chat with Peggy I want you to read some of her work, learn about the non-profit she participates in, and come up with some questions you'd like to ask her when you meet

her this week. I linked a few things below, though please also search around and find out about her work, as your interest guides you. Take notes in your CPL for passages/examples that might help you with your own independent projects, and come up with questions you'd like to ask her about her work as a professional writer/editor. Think carefully about the ways in which this real life public writer can help you with your own projects. Here are the links:

Peggy's Pizza Blog: <http://www.thursdaynightpizza.com/>, and the related Facebook Page: <https://www.facebook.com/thursdaynightpizza?fref=ts>

Peggy's Professional Website: <http://www.peggy-paul.com/>

Twitters: <https://twitter.com/thursnightpizza>

An example article: <http://ediblephilly.com/magazine/winter-2013-14/foodshed-a-grass-fed-feast/>
and another: <http://www.gridphilly.com/grid-magazine/2015/9/1/as-cooler-weather-sets-in-look-out-these-treats-of-early-fall>

A local Philadelphia food podcast (Peg's part is about 2/3 of the way through), "Local Mouthful:" <http://www.podcastchart.com/podcasts/local-mouthful/episodes/episode-101-turkey-burgers-dry-july-and-peggy-paul-casella-on-homemade-pizza>

Update: There are also two newsletters Peg drafted in our Reading folder from Fair Food. Take a look at those if you have time!

Friday, Oct. 16: Virtual Blog workshop. **No class (I'll be at a conference).** Post drafts of blog content to your group's Boxnote documents by 11:59pm Thursday evening.

For workshop I'll ask that that everyone read and give feedback on drafts and other content via the comment feature in the Boxnote. You're really on your own this time around, so do yourselves proud!

WEEK 8: WHITE PAPERS

Blog entries and other content should be posted to the blog by MONDAY at noon. Commenting & Circulating should be completed by class time on Tuesday.

TUESDAY, Oct. 20 (due to Fall Break, Monday Classes meet Tuesday). Skype Q & A with Jessica Farris, policy and advocacy council at the ACLU of Southern California.

Recruitment to a cause writing:

- <https://www.laprogressive.com/yes-on-prop-47/>
- <https://innocencemattersblog.wordpress.com/2012/02/24/truly-grateful-a-students-journey/>
- Haiti piece from school newsletter (in our Reading folder)

Rile up writing:

- <https://www.aclusocal.org/my-so-called-privacy/>
- <https://www.aclunc.org/blog/california-shouldnt-lag-police-reform>

White paper writing:

- http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2581232
- <https://www.youtube.com/watch?v=80LvLiKEEqE>

In-person/ in-district legislative advocacy

- AB 953 leg script (in our Reading Folder)

As with our last Skype visit, read/watch/listen in advance and develop questions for Jessica to ask when we speak to her. With Jess we have the benefit of her practice writing and delivering White Papers, so we can ask her questions about the genre. I'll ask her to say a few words to the group about her public writing work, and then open it up to discussions and questions. Please be prepared.

Wednesday, Oct. 21: Read “Diagrammatic Writing” by Johanna Drucker.

Drucker's work is both poetic and critical, considering the typographical affordances and limitations of the page. Although there's only a certain amount of flexibility with the graphical nature of your White Papers, consider what you can do to make graphical and typographical choices in the assembly of your White Paper (and as you might want to employ in your own final websites).

Record significant passages in your CPL as usual. By now I should also see regular contributions to your CPL from your own research... if you have not yet been recording your research in your CPL, please get in the habit of doing so!

Friday, Oct. 23: White Paper workshop. Submit drafts to the “Assignment Dropbox” folder by Thursday evening at 11:59pm.

WEEK 9: DISTILLING RESEARCH THROUGH INFOGRAPHICS

Blog assignments: Group 2 Blogging, Group 3 Other Content, Group 1 Commenting & Circulation

Monday, Oct. 26: White Papers due. Explore/Read: The Prison Population Forecaster <http://webapp.urban.org/reducing-mass-incarceration/index.html#>, and examples from <http://www.dailyinfographic.com/> and <http://magazine.good.is/infographics> and Read “Ending the Infographic Plague” by Megan McCardle

Cite compelling examples in your CPL as usual. Begin planning for this week's blog contributions.

Wednesday, Oct. 28: Play with some infographic-maker apps/programs:

<https://infogr.am/>, <https://www.canva.com/create/infographics/>, and <https://venngage.com/> as well as textual visualization tools from <http://voyant-tools.org/>. Read also

<http://www.columnfivemedia.com/infographic>, which shows graphical representations that are beyond the level of sophistication you'll be able to accomplish, but shows the flexibility of the genre.

Spend at least two hours working with your data in these infographic and text visualization makers, and come to class ready to discuss some of the results of your experiments (e.g. to show each other!). I suspect now is a good time to have you begin to use the Solstice wireless projecting technology, so download the software or app here: <https://www.mersive.com/download/> (use the icons on the righthand side). Continue to build up research for your topic and record entries in your CPL and plan for the blog.

Friday, Oct. 30: Blog workshop. Post drafts of blog content to your group's Boxnote documents by 11:59pm Thursday evening.

WEEK 10: VISUAL ARGUMENTS, CONT.

Blog entries and other content should be posted to the blog by Sunday at noon. Commenting & Circulating should be completed by class time on Monday.

Monday, Nov. 2: Case examples, vlogs & video projects. “[Road Warriors 360](#)” by Jeff Read, “[Message to the World](#),” by Louis Cole, “[I Cycled 3500 Miles Across America!](#)” by JP Schultz, and “[Getting Close: A Conversation with Glenn Close](#),” by Hannah Hart

Continue to do your independent research (remembering to log research in the CPL) and plan for your alternative visual argument for the final website. Remember that next week we’re working on interviews and profile pieces, so you should be in contact with the person you want to profile so that you can plan a meeting within an appropriate time range to write your piece.

Wednesday, Nov. 4: Case example, Acts of Random Art <http://actsofrandomart.blogspot.com/>, and <https://www.facebook.com/actsofrandomart>, and <http://bloggreyhound.com/traveling-acts-of-random-art-with-sebastian-meade/> and <https://instagram.com/actsofrandomart/>.

Work on your visual arguments and independent research/final website projects.

Friday, Nov. 6: Visual arguments workshop. Post drafts to the “Assignment Dropbox” by Thursday evening at 11:59pm.

WEEK 11: INTERVIEWS

Blog assignments: Group 3 Blogging, Group 1 Other Content, Group 2 Commenting & Circulation

Monday, Nov. 9:

Update: I moved things around a little bit for this week, so take note! When you turn in your infographic, I'd like to have you write up a little bit of a reflection (around 200 words). Please reflect on the process of using the infographic maker(s) and how you ultimately made your decisions for what to include, what template(s) to use, and the other choices you worked through for this visual argument. Please also continue to think about what visual argument means to you. How is your infographic a visual argument? How does it help you with your purpose(s) for your independent project? How do you imagine using it in your final website, and beyond? Please submit this to the Assignment Dropbox along with your final infographic.

Visual arguments due. Read “[Tips for Interviewing](#),” and “[Interview Questions to Help You Write a Great Donor, Volunteer, and Client Profiles for your Newsletters](#)” and spend at least one hour looking around the web for interviews and profile pieces related to people involved in your issue.

Log passages that help you understand the genre in your CPL as usual, and begin to plan for the questions you want to ask in your interview. Perform some research on the person you will interview to prepare for the questions you will ask in your interview. Interviews should be completed by Sunday, at the latest. Make arrangements to meet and interview the person you would like to feature in your profile piece. Plan for the blog.

Wednesday, Nov. 11: Read, “[Instructors Who Seek a Voice from Academe's Margins](#)” and “[Humanizing Maps: An Interview with Johanna Drucker](#),” (*if you found interesting interview-related pieces in your web hunting and want to share them with the class, let me know and we can add it to our reading list*).

Log passages that help you understand interviewing and what you want to do for your profile piece.

Continue your independent research and planning your interview (if you haven't already executed it).

Finalize planning for the blog.

Friday, Nov. 13: Our final blog workshop! Post drafts of blog content to your group’s Boxnote documents by 11:59pm Thursday evening.

WEEK 12: PROFILE PIECES

Blog entries and other content should be posted to the blog by Sunday at noon. Commenting & Circulating should be completed by class time on Monday.

Monday, Nov. 16: Read “[Our Demand is Simple: Stop Killing Us,](#)” by Jay King Caspian, profile piece on Johnetta Elzie and DeRay Mckesson and read “[A Young Poet Offers Unblinking Look at his City’s Complexity](#)” by Noble Ingram, profile on poet Derick Ebert. *Note: These are journalistic profile pieces. You may choose a different genre.

Log passages that help you understand what you can do with material from an interview in your CPL.

Wednesday, Nov. 18: Read “[Ten Hurdles to Narrative Journalism](#)”

Record significant passages in your CPL as usual. Work on your profile pieces and your website. Try to get the opening paragraphs of your pieces drafted and bring them to class with you.

Friday, Nov. 20: Profile Piece workshop. Submit your website address to the “Assignment Dropbox” folder by Thursday evening at 11:59pm.

I would like to workshop the profile pieces in their context on your final website. You can save your page as a draft if you would rather not release an incomplete version, just tell me in the Boxnote in the Assignment Dropbox Boxnote where you tell us the link to your cite so I know where to find a draft.

WEEK 13: WRITING FOR THE WEB

Monday, Nov. 23: Profile pieces due. Read Tidwell, “[Making It Look Good,](#)” and “[Organizing the Page](#)” (in our Readings folder). Record significant passages in your CPL as usual. Work on your final website.

Update: We will not hold class as usual on Monday. Instead, I'll make myself available for extended office hours to help you think toward and work on your final websites. *I will be in my office in 617F of the Cathedral of Learning from 10am until 2pm. Feel free to stop by, but if you know for sure you'll want to meet please let me know in advance (if there's an influx of interest I'll extend the hours).*

Update 2: Please turn in to the Assignment Dropbox under “Final Blog and CPL Reflections” a reflective letter on the second half of your blog contributions and on your CPLs since midterms. Consider what happened, what you might have done differently, and how these two semester-long assignments contributed to your learning in this course. It's not imperative that I get this on Monday, but please submit it before you leave for Thanksgiving Break.

Enjoy your Thanksgiving Break!

WEEKS 14 & 15: WEBSITE PRESENTATIONS/WORKSHOPS

SIGN UP FOR THE DAY YOU WOULD LIKE TO PRESENT AND WORKSHOP YOUR FINAL WEBSITES. Obviously you will not be expected to have complete websites, but you should aim to get as much drafted as possible by the time of your workshop, including incorporating/revising/remediating genres you've already written, some of your new content, and the theme and design of your website. Each person will have roughly 12 minutes TOTAL to present their website and we will only be able to take one or two questions from your peers, so make sure to plan in advance for what you want to show us and where we might be able to help. I will provide everyone with a list of the websites so that some perusal of the sites can happen in advance of presentations. Otherwise, keep working on your own projects.

A note on presentations: At the time of your presentation you should have a sense of your rationale for what you want the final website and a start at fulfilling that purpose. You should also have a plan for how you're going to use your previous projects and what new material you are composing, and should have begun to implement that content into the site. You will present (verbally and by showing us your site) this

rationale, and should prepare for your the workshop portion of your presentation by having in mind some questions your peers can help you troubleshoot. Anticipate spending half of your time presenting and half of your time soliciting and responding to feedback. Plan accordingly.

Monday, November 30th:

- 1) Shaquille Brown
- 2) Sarah Smelko
- 3)

Wednesday, December 2:

- 1) Kelli Burgess
- 2) Allie Raia, Kristina Ioannou, Lauren Snyder

Friday, December 4:

- 1) Olivia Greendyk
- 2) Timothy Nerozzi
- 3) Shannon Connolly
- 4) Mo Kashkoush

Monday, December 7:

- 1) Hannah Tremel
- 2) Eric Schneider
- 3) Lucas Tucci
- 4) Jake Michalski

Wednesday, December 9:

- 1) Tyler Turner
- 2) Jonathan Dutton
- 3) Amanda Reed
- 4) Allen Potter

Friday, December 11:

- 1) Shaquille Brown
- 2) Sam Braxton
- 3) Jimmy Towle

FINALS WEEK: Final projects due, Friday, December 18th.