

**ENGL 182 B:**  
**Multi-Modal Writing, Public Scholarship, and the Rhetorical Choices Involved**  
**in “Making”**

Winter 2017

T/Th 8:30am – 10:30am

Instructor name: Chelsea R. Grimmer

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Class location: T MGH 058/Th MGH 076

Office Location: Padelford B-35

Office Hours: T/Th 10:30am – 11:30am

### Course Description

This course explores what different rhetorical choices we use when making artifacts or other media not as traditionally considered "writing." In the process, the course asks how various "modes" of communication intersect with traditional ideas of writing, how they diverge, and where the productive intersections might be found and best utilized.

The course is organized around two parts: proposing a genre and its respective mode(s) for communicating a socially and politically salient idea and then creating a proto-type of the media. Along these two segments there are two primary components for your assignments: creating the artifact and reflecting on the process of creating the artifact. Assignments are thus a hybrid of traditional and non-traditional "writing" assignments.

What counts as writing and rhetoric?

What are rhetorical choices/tools?

When/how can we effectively use rhetorical tools to communicate ideas?

### Course Texts and Materials

- All readings will be posted on Canvas and must be annotated and brought to class the day that they are due.
- A working laptop and internet connection. Rent a laptop from Oodegaard/Kane for the quarter if you do not have one.
- Bring a notebook and pen/pencil to class each day.

# Course Goals

To demonstrate an awareness of the strategies that writers use in different writing contexts.

To read, analyze, and synthesize complex texts and incorporate multiple kinds of evidence purposefully in order to generate and support writing.

To produce complex, analytic, persuasive arguments relevant to their contexts.

To develop flexible strategies for revising, editing, and proofreading writing.

## Required Assignments

**Major Projects:** You will turn in one **MP** per segment of class (2 total). The first will be a proposal for your final project and will require a formal presentation and pitch with a short, written reflection piece and works cited page. The second will be the prototype that you will formally present with a final reflection and works cited page.

**Small Assignments:** You will turn in two **SA's** per MP (4 total). These will be smaller projects that are meant to help you produce your MP's. SA's will include annotated bibliographies, ethnographies, reflections on the readings and your writing process, responses to the readings, etc.

**Portfolio:** You will revise **2 or 3** of your SA's and **1 or 2** of your MP's, matching one SA or MP per outcome (4 assignments total), write or produce an additional reflection piece explaining their relationship to the outcomes, and turn them all in as your portfolio. This allows you to modify assignments based on feedback before receiving a grade (see below).

## Grading and Assessment



### Participation and Grading:

To receive full participation points, you need to complete in-class activities, short homework assignments, and contribute to class discussion. You also receive or lose out on participation for each of the essays due throughout the quarter. Simply put, if you turn in your complete assignments on time, you will receive full participation for those assignments/essays. You will not be directly penalized for your absences, but each day you are absent and fail to complete in-class work or contribute to discussion, you will miss out on earning participation points for the day. **We will offer preliminary grades on SA's and MP's, which will be revised and modified in the portfolios drafts, based on student-generated criteria.**

## Course Policies


**Complaints:** If you have any concerns about the course or your instructor, please see the instructor about these concerns as soon as possible. If you are not comfortable talking with the instructor or not satisfied with the response that you receive, you may contact the following Expository Writing Program staff in Padelford A-11: Director Candice Rai, (206) 543-2190 or [crai@uw.edu](mailto:crai@uw.edu) or Assistant Directors Jacki Fiscus ([jfiscus@uw.edu](mailto:jfiscus@uw.edu)), Bell Kim ([bbkim@uw.edu](mailto:bbkim@uw.edu)), or Denise Grollmus ([grolld@uw.edu](mailto:grolld@uw.edu)). If, after speaking with the Director or Assistant Directors of the EWP, you are still not satisfied with the response you receive, you may contact English Department Chair Brian Reed, (206) 543-2690.

**Food and Drink:** On CIC days, bottled, sealable water. On other days, feel free to bring whatever food/beverage you need.


**Late Papers:** Contact me in advance, not the day/night beforehand. Late assignments are disqualified from the portfolio.

**Academic Integrity:** Plagiarism, or academic dishonesty, is presenting someone else's ideas or writing as your own. In your writing for this class, you are encouraged to refer to other people's thoughts and writing--as long as you cite them. As a matter of policy, any student found to have plagiarized any piece of writing in this class will be immediately reported to the College of Arts and Sciences for review.

## Course Resources




**Accommodations Clause:** If you need accommodation of any sort, please let me know so that I can work with the UW Disability Resources for Students Office (DRS) to provide what you require. In addition to this, please feel free to set up a meeting with me to discuss our options. More information about accommodation may be found at <http://www.washington.edu/students/drs/>. This course will be experimenting with a lot of different technologies, from our course blog to films, so be prepared to take some intellectual and creative risks, and explore less traditionally academic avenues for reaching your optimal learning potential.



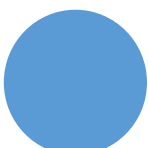
**Campus Safety Clause:** Preventing violence is everyone's responsibility. If you're concerned, tell someone.

- Always call 911 if you or others may be in danger.
- Call 206-685-SAFE (7233) to report non-urgent threats of violence and for referrals to UW counseling and/or safety resources. TTY or VP callers, please call through your preferred relay service.
- Don't walk alone. Campus safety guards can walk with you on campus after dark. Call Husky NightWalk 206-685-WALK (9255).
- Stay connected in an emergency with UW Alert. Register your mobile number to receive instant notification of campus emergencies via text and voice messaging. Sign up online at [www.washington.edu/alert](http://www.washington.edu/alert).


For more information visit the SafeCampus website at [www.washington.edu/safecampus](http://www.washington.edu/safecampus).



**Odegaard Writing and Research Center:** You are strongly encouraged to visit the writing center for each of your assignments. They are located in the library and will also be visiting our class on peer review day.



**CLUE:** This is a great tutoring and writing center resource. They have unique hours – as late as midnight – and do drop-in sessions, making them ideal for those with a packed schedule. They will also visit our classroom once to introduce themselves.



**Q Center:** The University of Washington Q Center builds and facilitates queer (gay, lesbian, bisexual, two-spirit, trans, intersex, questioning, same-gender-loving, allies) academic and social community through education, advocacy, and support services to achieve a socially-just campus in which all people are valued. For more information, visit <http://depts.washington.edu/qcenter/>.

## FALL QUARTER 2016 COURSE CALENDAR

WEEK 1	IN-CLASS ACTIVITIES	HOMEWORK DUE
Tues 01/03	<b>First Day of Instruction</b>	☺
Thurs 01/04	Reading responses and introduction to assignment sequence	<b>Reading:</b> Introduction to Design Reading; Analysis of <i>Mad Men</i> ( <a href="http://www.avclub.com/article/seven-defining-pitches-mad-men-216671">http://www.avclub.com/article/seven-defining-pitches-mad-men-216671</a> ) <b>Doing:</b> Handout on reading and annotations on reading
<b>WEEK 2</b>		
Tues 01/10	Practice Film Analysis	<b>Reading:</b> One of the “7” episodes besides “The Wheel”/s 1. ep. 13.; Kushins on empathy <b>Doing:</b> Select one of the 7 besides s. 1 ep. 13 for SA 1.
Thurs 01/12	SA 1 D 1 due; read around	<b>Reading:</b> Your SA 1 episode <b>Doing:</b> Complete SA 1 and bring <b>two copies</b> printed/stapled in MLA to class.
<b>WEEK 3</b>		
Tues 01/17	SA 1 due; discuss SA 2 prep/make a “plan.”	<b>Reading:</b> <i>Lemonade!</i> First half of Haas. <b>Doing:</b> Complete and turn in on Canvas SA 1 by the start of class.
Thurs 01/19	Lemonade/Haas	<b>Reading:</b> Second half of Haas. <b>Doing:</b> Post your SA 2 “plan” to Canvas discussion board along with a 1 paragraph summary of your target demographic and your initial questions for the demographic.
<b>WEEK 4</b>		
Tues 01/24	Data collection share out day	<b>Reading:</b> Your data! Go over notes and bring to class annotations on Haas. <b>Doing:</b> Collect SA 2 data and draft a summary of findings.
Thurs 01/26	SA 2 Due; discuss readings and MP 1.	<b>Doing:</b> Post your SA 2 to Canvas by the start of class.
<b>WEEK 5</b>		

Tues 01/31	MP 1 Due/Conferences	<b>Reading:</b> First half of Suchman (stop at “Aspects of located accountability in tech. production”) <b>Doing:</b> Complete MP 1
Thurs 02/02	MP 1 Due/Conferences	<b>Reading:</b> Review first half of Suchman <b>Doing:</b> Complete MP 1
<b>WEEK 6</b>		
Tues 02/07	Suchman group discussions; go over second sequence; Suchman worksheet 1	<b>Reading:</b> Second half of Suchman; prompts for SA’s 3 + 4, as well as MP 2 <b>Doing:</b> one entry as group for Suchman paraphrasing group sheet;
Thurs 02/09	Go over SA 3, 4, and Suchman; Suchman worksheet 2	<b>Reading:</b> Review Suchman <b>Doing:</b> additional entry as group for Suchman paraphrasing group sheet
<b>WEEK 7</b>		
Tues 02/14	Discuss art exhibit, SA 3, SA 4; watch brains on communication video; workshop Suchman worksheets	<b>Reading:</b> <a href="#">Background</a> on the exhibit. <b>Doing:</b> Complete Suchman paraphrasing group sheet and submit Suchman worksheets by the start of class
Thurs 02/16	Henry Art Gallery instead of class (class cancelled since Henry hours are not during class hours; replace class with 2 hours in the gallery at the “Trans Hirstory in 99 Objects” exhibit)  SA 3 Due <b>Friday, 02/17, 6pm</b>	<b>Reading:</b> 2 hours in the Henry Art Gallery in the “ <a href="#">Trans Hirstory in 99 Objects</a> ” exhibit and SA 3 <b>Doing:</b> Art exhibit visit and SA 3
<b>WEEK 8</b>		
Tues 02/21	SA 4 Due watch YouTube video on Body Language	<b>Reading:</b> Re-watch brains on communication Ted Talk <b>Doing:</b> SA 4; look ahead and work on completing the “perform” portion of MP 2
Thurs 02/23	MP 2 workshops; research conference prep; portfolios overview	You should be done with the “perform” portion at this point and be moving on to documenting it and creating a polished presentation of it.

		Class time will be spent sharing out on how they went and workshopping the presentation portions.
<b>WEEK 9</b>		
Tues 02/28	Research Conference!	Portfolios!
Thurs 03/02	Research Conference!	Portfolios!
<b>WEEK 10</b>		
Tues 03/07	<b>Individual Conferences</b>	Portfolios!
Thurs 03/09	<b>Individual Conferences</b>	Portfolios!

**Portfolios Due no later than Friday, 03/17**  
**Last Day of Instruction for University: Fri 03/10**  
**Finals Week: Mon 03/13 – 03/17**