

ENGL 1030 – 57/58: Composition and Rhetoric

T/TH, 8-9:15am //9:30-10:45am , Room: Accademic Success Center 300, Spring 2018

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What Should I Expect from This Course?

Composition and Rhetoric is a course that will redefine how you view composition and the world around us. Composition is much more than black words on a white page such as word documents, websites, videos, podcasts, and graphic design. Over the course of the semester, we will analyze and discuss the way texts communicate messages to audiences using different modalities such as alphabetic text, image, and sound. We will use design and composition methods to communicate to audiences through genres, learning the way texts abide to and even break or hack specific conventions. We will approach situations and solve problems in and outside of the classroom where we will begin to understand how to interpret, plan, compose, revise, and circulate new media texts in a more efficient manner. ENGL 1030 will focus on building digital literacy and creativity while utilizing the professional software Clemson University supplies its students—the Adobe Creative Cloud, Camtasia, and others—in addition to other popular and niche software that employ skills in coding, spatial reasoning, and design aesthetics. By learning about rhetoric, we will become more effective writers paying special attention to persona, audience, medium, genre, design, and persuasive appeals (such as pathos, logos, ethos, and kairos). We will learn about and engage in visual, written, oral/sonic, and digital rhetorics by using, analyzing, and/or producing images, video, audio, web texts, print, and other technologies that embody the evolutionary processes of writing. Our projects and assignments will build on this knowledge, providing us with the scaffolding and tools needed to engage in digital creativity and literacy.

What Are the Official Course Outcomes?

The following course outcomes have been adapted from the [Council of Writing Program Administrators](#) Outcomes Statement:

Rhetorical Knowledge

- Understand how purpose and audience shape medium, design, and genre
- Recognize and analyze rhetorical situations
- Adopt appropriate voice, tone, and level of formality
- Understand how genres shape reading and writing
- Write in several genres

Critical Thinking, Reading, and Writing

- Use writing and reading for inquiry, learning, thinking, and communicating
- Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources
- Integrate their own ideas with those of others
- Understand the relationships among language, knowledge, and power



- ✓ Rhetorical Knowledge
- ✓ Critical Thinking, Reading And Writing
- ✓ Processes of Composing
- ✓ Knowledge of Conventions

 Composing in Electronic Environments

Processes of Composing

- Be aware that it usually takes multiple drafts to create and complete a successful text
- Develop flexible strategies for generating, revising, editing, and proofreading
- Understand writing as a dynamic process that requires writers to use invention and re-thinking to revise their work
- Understand the collaborative and social aspects of writing processes.
- Locate, evaluate, organize, and use research material collected from electronic sources, including scholarly library databases; other official databases; and informal electronic networks and Internet sources
- Learn to critique their own and others' works
- Learn project management in group settings

Knowledge of Conventions

- Learn common formats for different genres, modes, and mediums.
- Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics
- Practice appropriate means of documenting their work
- Control such surface features as syntax, grammar, punctuation, and spelling.

Composing in Electronic Environments

- Use electronic environments for drafting, reviewing, revising, editing, and sharing texts
- Learn how to manipulate images, edit video, compose using text and images, and choose the best online media for a rhetorical situation
- Learn to problem solve through user interfaces, user input, coding, and creative thinking.
- Understand and exploit the differences in the rhetorical strategies and in the affordances available for both print and electronic composing processes and texts.
- Understand the difference between literacy and electracry

How Will We Meet the Course Outcomes?

To meet these outcomes, we—both students and instructor—will learn, enact, and invest in the eight habits of mind as outlined in the [*Framework for Success in Postsecondary Writing*](#):

- **Curiosity** – the desire to know more about the world.
- **Openness** – the willingness to consider new ways of being and thinking in the world.
- **Engagement** – a sense of investment and involvement in learning.
- **Creativity** – the ability to use novel approaches for generating, investigating, and representing ideas.
- **Persistence** – the ability to sustain interest in and attention to short- and long-term projects.
- **Responsibility** – the ability to take ownership of one's actions and understand the consequences of those actions for oneself and others.
- **Flexibility** – the ability to adapt to situations, expectations, or demands.
- **Metacognition** – the ability to reflect on one's own thinking as well as on the individual and cultural processes used to structure knowledge.

How is this Course Designed?

This class is designed as a multiplayer game. You are the **players**. I am the **game master**. Every player will create an **avatar** that will represent them in the game. I will serve as your guide through the **Rhetorical Inn**. You will journey through **three chapters** (units), completing both **quests and adventures** (assignments), deal with **random encounters** (impromptu presentations), update your **journey log** (reflections), **build**

(*Minecraft* and multimodal compositions), conduct **strategy sessions** for raids (peer review), and engage in **six raids** (projects) alone, as well as with **guilds** (groups).

With the class being designed as a game, the player has agency to forge his/her own path to success. **Adventures/quests, builds, logs, and raids** will all have variations based on what **specialization** the player chooses during character development; However, if the player wishes to **respect** during any chapter, they may do so for a small **fee** (200 word rational). The specializations are as follows: **Warrior, Mage, Bard, Builder, and Ranger** (view website for details).

Each chapter will close at a specified time (see schedule). Chapters are structured to engage players with content that will help them complete the assigned raids that close the chapters. The three chapters are structured as follows:

Chapter	Chapter Description	Potential Raid XP
Through the Looking Glass	Player will engage in concepts of metacognition, curiosity, and failure in an introductory chapter to composition concluding with a reflective Mystery.	100XP
Master of Scribes	Players will learn the arts of argumentation, persuasion, and analysis through rhetoric. Three raids spilt the chapter, concluding with a Konsult project.	350XP
Building a New Age	Players will engage in a sustained guild raid engaging in visual rhetorics, multimodal transformations, and presentations with the use of <i>Minecraft: Education Edition</i> .	350XP

Throughout the chapters, there were will adventures, journey logs, and in-session tasks that will also give the player opportunity to earn experience points. It is up to the player to decide how he/she wants to participate.

What Type of Equipment is Required for this Course?



- A laptop computer (external mouse recommended).
- [Minecraft: Education Edition](#) (Downloadable game \$5)
- Graph paper (can be printed)
- [The Adobe Creative Cloud](#) and other programs (at no cost)
- All texts will be provided via the course website in the form of PDF's, downloadable files, or links.

Students will be expected to download several programs free of charge with a Clemson ID. However, all students *must* purchase *Minecraft: Education Edition* (\$5) to complete adventures and raids for the last third of this class. (For more information on technology, see the below technology statement).

How are Players Assessed?

Players will begin on the first day of class as a Level One player with zero **experience points (XP)**. Level Twenty is the highest level that can be achieved. XP will be earned by completing quests/adventures, strategy sessions, raids, random encounters, and other objectives. The class letter grade will be based on the player's final level, as well as classroom etiquette, participation, and **initiative**. The player must be at least Level Fourteen to pass this course. The player must create an avatar, complete all chapters, raids, and attend most sessions to achieve at least Level Fourteen. Since each chapter builds on the next, the player will not be allowed to progress further without completing all associated raids.



Leveling Chart

<i>Level One</i>	<i>0 xp</i>	<i>Level Eleven</i>	<i>380 xp</i>
<i>Level Two</i>	<i>10 xp</i>	<i>Level Twelve</i>	<i>470 xp</i>
<i>Level Three</i>	<i>20 xp</i>	<i>Level Thirteen</i>	<i>560 xp</i>
<i>Level Four</i>	<i>35 xp</i>	<i>Level Fourteen</i>	<i>600 xp</i>
<i>Level Five</i>	<i>55 xp</i>	<i>Level Fifteen</i>	<i>640 xp</i>
<i>Level Six</i>	<i>80 xp</i>	<i>Level Sixteen</i>	<i>700 xp</i>
<i>Level Seven</i>	<i>120 xp</i>	<i>Level Seventeen</i>	<i>740 xp</i>
<i>Level Eight</i>	<i>170 xp</i>	<i>Level Eighteen</i>	<i>800 xp</i>
<i>Level Nine</i>	<i>230 xp</i>	<i>Level Nineteen</i>	<i>900 xp</i>
<i>Level Ten</i>	<i>300 xp</i>	<i>Level Twenty</i>	<i>1000 xp</i>

How do you Succeed in this Course?

This course is designed to help you be mindful of good learning habits, but also to promote success in academia, your careers, and life more broadly. Following the **habits of mind** will greatly increase the chance of success in this class, but, more importantly, in all situations that require learning and thinking. For this course specifically, in order to succeed, players must take the initiative to challenge themselves, take risks, and reflect on failures. You will be taken out of your comfort zone and be presented with challenges that you will have to come up with creative solutions which can result in failure, but that is okay. This is how we learn.

I want to promote a culture of experimentation and play that does not punish risks, but rewards effort. With this in mind, if you feel the desire to revise or modify work, talk to me about it. If you have an idea for a new project, course policy, or the game-based pedagogy, share your ideas. As I am demonstrating with the pedagogy of this course, I encourage you to lead with your interests and passions. We will be using a lot of technology this semester, but it isn't the mastery of the software that is important, it is your ability to think through creative solutions to problems in multiple modes. Remember, I am your ally; I want you to come out of this class with the grade you want, pride in completed projects, and the skills you need to continue writing and researching at the academic level.

Gamers deal with failure on a daily basis, but failure is only part of the journey to success. If a player approaches a difficult situation, they assess it, and take a risk on a strategy that may not succeed. If they fail, they reflect on their missed opportunity (*metanoia*) and reassess. If the opportunity (*Kairos*) is missed, they know they need to approach similar situations differently in the future. If they are given repeated opportunity to succeed, they do so without giving up (ultimate defeat).

What are the Expectations for an "A" in this Course?

Composition and Rhetoric will be a demanding course that requires you to be attentive, invested in your learning, and solve problems creatively based on the rhetorical situation surrounding your tasks. If you don't miss more than two sessions, turn in all your work with minimum requirements, and work well with your fellow classmates, you will earn a "B" in the course. To earn an "A," you must show initiative, command of the habits of mind, and take risks that go above and beyond what is asked of you for assignments. Being creative means to take risks and to try something new. If you make an effort in this course, you will do well.

How do I Turn in Work?

Most work will be turned in **electronically** via **GoogleDrive** and **Behance**, but you should make sure to check the quest, adventure, and raid details before turning them in. We will utilize several different platforms (i.e. *Minecraft: Education Edition*, the Adobe Creative Cloud, and others), so it is important to submit your work in the appropriate way. All assigned work is due **before** the class session starts unless otherwise stated. A missed gaming session or late attendance does not excuse the player from this rule.

Can I Turn Work in Late?

All assignments **must** be turned in on time. All work is due at the start of the class session. No late quests, adventures, or journey logs will be accepted late.

Raids, however, may be turned in late, but at great cost. If a raid is turned in late, the raid becomes **tarnished**. Once the raid is **tarnished** it is only worth ½ the XP, and it will decay within five (5) weekdays. Remember, once a raid is due to be turned in, no new quests/adventures may be taken on until the raid is submitted and cleared.

Deadlines for drafts and other aspects of raids will be dealt with in one of two ways: 1) If the game master requires a draft or a check-in from the player and he/she does not have the required materials, the player will receive a zero for that portion of the raid; 2) If the missed deadline is in association with the **guild contract**, then the **guild leader** is responsible for doling out the punishment and must inform the game master immediately.

What are the Session Policies and Expectations?

Player Conduct Overview:

- I expect all players to attend every session on time and to arrive prepared to engage in the session.
- I expect all players to be curious, active, engaged and enthusiastic learners, who take ownership of their education.
- I expect that if a player must miss a session, they will notify me via e-mail and will be responsible for getting notes from other players on the material they missed.
- Finally, I expect all players to come to me for help when needed, to raise your hand in session to ask questions, and to support one another – learning to navigate advanced academic reading and writing can be difficult and frustrating. It helps to know that we're all in this together.

How Many Sessions Can I Miss?

This is a writing intensive course, so all players are expected to sign in on time and be prepared to work. Players are allotted two **health points** which will account for missed sessions. After both health points are gone, the player automatically purchases a single health point for **50 experience points**. As game master, I reserve the right to drop any players that exceed the two health points before the last “drop date.” I will also determine what to do in case of extended illness or personal crisis on a case-by-case basis. However, excessive absences are an adequate reason for being failed in Composition and Rhetoric, even if players submit all work on time.



Our session begins at either 8am or 9:30am. If the player attends a session late, up to **10 minutes** past the starting time, they will be designated as late. If a player signs in late twice, it will be counted as a loss of a health point. Players that sign in 10 minutes after the start will lose a health point.

If you will be late or miss a session, it is the player's responsibility to contact the game master **and** guild leader. If contact is not made, the player will be at a disadvantage and will not receive information about the session from the game master.

What are the Guidelines for Class Participation and Conduct?

I ask all players to be respectful. There will be times when players and guilds will be competing against one another, so trash talking in the spirit of the game is expected, but all players need to know the limits of their playful banter and when it becomes disrespectful. When a player is with her/his guild, s/he will be expected to fully participate and work as a team. Each player will be evaluated by her/his guild mates based on their active participation.

What if I Observe Religious Holidays?

I recognize the rights of students to observe religious holidays without penalty to the player. Students **must** provide **advance notice** to the game master in order to make up work, including examinations that they miss as a result of their absence from class due to observance of religious holidays.

Can I use Technology in the Classroom?



Players will be interacting with a variety of sites and programs during the semester. Please let me know if a player needs help using the Internet or any computer program. When using a computer, **save work frequently**, always make backup copies through a cloud service and/or using a thumb drive, and plan all projects with extra time allowed for unexpected technological difficulties. Most finished work will be uploaded to a cloud service or hosted on Behance, but it is important to save drafts of ALL compositions.

The use of computers, tablets, and e-readers are *strongly encouraged*, and at times *mandatory*, in the classroom. All in-session use of technology should be focused on the quest related activities, such as note-taking, research, and reading. As long as all players are respectfully attentive when another player is speaking, in-session technology use will not be a problem. That said, use of a cellphones in-session are discouraged, unless they are being used for session related activities. All phones are to be set to silent (not vibrate). I reserve the right to ask any player to put away their electronic device if it appears to be distracting other players. Abuse of this policy will result in XP penalization.

A full list of technologies used in the classroom is on the course website (and indicated in the graphic above). You are required by the university to have an updated laptop that can run most of the programs required for this course. The more demanding programs can be used in the library. Forgetting your computer is as

inexcusable as forgetting a writing utensil. Please make sure you always have a computer charger on you as well. Come to class prepared and ready to work.

Communication with the Game Master and Other Players

Communication out of session with the game master or other players should be conducted in a professional and respectful manner through your **Clemson Email**. Make arrangements with other players to get contact information, especially with your guild. If you ever have any questions or concerns, do not hesitate to contact one of your peers or your instructor. With rare exceptions, I will always respond to all email inquiries within 48 hours.

What is Clemson's Accessibility?

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the professor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling [864-656-6848](tel:864-656-6848), by emailing studentaccess@lists.clemson.edu, or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen if at all possible, but there could be a significant wait due to scheduled appointments. Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester. You can access further information here: <http://www.clemson.edu/campus-life/campus-services/sds/>.

Also, this course will be conducted in an atmosphere of mutual respect and affirms people of all gender expressions and identities. Please address me as Chris and my gender pronouns are he/him/his. I was provided with a class roster with your name as it appears in the iRoar system. However, if you prefer to be called a different name than what is on the roster, please let me know. You may also share your gender pronouns.

What is the Policy on Plagiarism and Academic Dishonesty?

The following is Clemson's official statement on "Academic Integrity": "As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a 'high seminary of learning.' Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form."

A simple definition of plagiarism—one that we will expand upon this semester—is when someone presents another person's words, visuals, or ideas as his/her own. The instructor will deal with plagiarism on a case-by-case basis. The most serious offense within this category occurs when a student copies text from the Internet or from a collective file. *This type of academic dishonesty is a serious offense that will result in a failing grade for the course as well as the filing of a formal report to the university.*

See the Clemson site below for information about Academic Integrity and procedures regarding the violation of Clemson policies on scholastic dishonesty: <http://www.clemson.edu/academics/academic-integrity/>

What is the Writing Center (307 Academic Success Center building)?

The Writing Center is a free tutoring service available to the entire student body, regardless of major or academic standing. It provides students opportunities to discuss questions or problems related to academic writing—from generating a topic and thesis to organizing a draft and integrating appropriate citations. The Writing Center's goal is to help Clemson students become confident and effective writers. As an English 1030 student, you should feel free to utilize the Writing Center to receive additional help or feedback on any course

assignments or projects. You can make an appointment with a tutor by visiting the Writing Center's website (<http://www.clemson.edu/centers-institutes/writing/>), by calling them at 864-656-3280, or by simply stopping in.

What is the Title IX (Sexual Harassment) Statement?

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Mr. Jerry Knighton is the Clemson University Title IX Coordinator and is also the Director of Access and Equity. His office is located at 111 Holtzendorrf Hall, [864.656.3181](tel:864.656.3181) (voice) or [864.565.0899](tel:864.565.0899) (TDD).

Chapters and Raids

Throughout the course, Document Design, Video Production, Podcast Recording, Image Creation and Manipulation, Webtext publishing, Special Reasoning through Gaming, HTML Coding, Media and File Organization, and Multimodal Group Presentation

Chapter One: Through the Looking Glass

Raid One: Mystory

This raid requires you to engage with the habits of mind and rhetorical terms discussed in class to perform a personal analysis using the following four heuristics: Family, Discipline, Community, and Entertainment. The raid will be digitally composed using Adobe Spark. Each section should be informal and narrative based. Players will aim for **1000 words** in total (~**250 words per section**) about their specific topic.

Potential Programs Used: GoogleDocs, Behance, Adobe Premiere, and Adobe Spark
~10% of Final Grade

Chapter Two: Master of Scribes

Raid Two: Konsult Proposal

This raid requires you to shift from rhetorical analysis of the individual to that of a social and cultural issue important to you. Before you start researching, you should provide a proposal for a sustained project that explores a problem that is affecting you and/or people around you. You will script and record a video that details the reasons for choosing this problem, planned method of research and writing, and the ultimate purpose for your Researched Argument (Raid Four). Be sure to cover your topic, your hypothesis, your potential sources and problems, and the significance of the proposed project. This video should include a preliminary Works Cited page, image credits, and a draft of the script being used for the video. The video itself should be between **two and five minutes** in length.

Potential Programs Used: GoogleDocs, Behance, Adobe Audition, Adobe Premiere, and Adobe Spark
~5% of Final Grade

Raid Three: Annotated Bibliography

After identifying potential sources for your Research Argument Essay (Raid Four), compile a list of **6 sources** into an Annotated Bibliography. List your sources in alphabetical order, provide complete bibliographic information for each source, and compose a concise annotation for each in GoogleDocs. These annotations should include summaries, quotations from your source, and/or supplementary information about the source (how helpful is it, what is the authors *ethos* and stance, does it provide background information, etc.). Format according to MLA, APA, or Chicago standards. **An Adobe Premiere video will accompany the annotated bibliography.**

Potential Programs Used: GoogleDocs, Behance, Adobe Audition, and Adobe Spark, and Adobe Premiere
~5% of Final Grade

Raid Four: Konsult (The Researched Argument Essay)

This raid requires you to practice your rhetorical knowledge and develop an extended researched argument using multimodal composition strategies. Your Konsult will engage in both primary and secondary research within the following heuristics: Family, Mythology, History, and Philosophy. The Konsult will be a large multimodal composition that will examine the full breadth of an issue and expands on the understanding of it through the use of rhetorical analysis. The target audience is a general and diverse audience, so to be persuasive and effective it is necessary to support your claims with evidence from a variety of sources. Remember to incorporate possible objections to your argument (i.e., rebuttals to those objections) with a goal of helping to mediate opposing sides of an issue (rather than offer mere opinions). The goal is not to achieve consensus, but to put forth a well-reasoned and well-supported argument that helps your audience move toward understanding, but also possible action. Your essay should be at between **2000 and 3000 words**, have a Works Cited of at least **10 sources** (formatted using MLA, Chicago, or APA guidelines), and supported by player created and manipulated images in a variety of programs. Players will submit several other documents to show process behind composing.

Potential Programs Used: Google Docs, Behance, Adobe Spark, Adobe Audition, Adobe Lightroom/Photoshop, and Adobe Premiere
~25% of Final Grade

Chapter Three: A New Age

Raid Five: Build and Visual Rhetorical Analysis

This raid is designed to show proficiency in rhetorical analysis and argument by creating a visual and written component. Players within a guild will build a representation of a selected Konsult in *Minecraft: Education Edition* and compose a video guide of the build. Then, each guild will swap visual texts and write a visual rhetorical analysis of the builds and videos. The aim of your argument is to support a thesis—using the rhetorical tools of persuasion—concerning how the chosen visual text offers a persuasive argument. Make an argument that persuades readers of your thesis. The form of this assignment is an integrated *textual and visual* essay that utilizes visual images and the rhetorical elements of composition, presentation, intended audience, and argument. The video composition should be between **two and five minutes**, and the written component should be between **1000 and 2000 words**.

Potential Programs Used: Google Docs, Behance, Adobe Spark, Adobe Audition, Adobe Premiere, *Minecraft: Education Edition*, and Camtasia
~10% of Final Grade

Raid Six: Shark Tank Presentation and Game Build

Now that research has been conducted, Konsults have been written, and *Minecraft* structures have been build, players will work in guilds to develop a short roleplaying game within *Minecraft: Education Edition* that represents their selected Konsult. While some members program, the others will create a campaign to address the Konsult and come up with a cost analysis to carry out the campaign. The guild will compete against the other guilds to get their campaign “funded” to a four-person “Shark Tank.” Each player will have specific objectives in their guild to transform their research into a game, create a marketing campaign, and present all materials in a quick **two-minute pitch** to the executives. The guilds will then engage in a Q&A with the executives to further their chances of being selected as the best and most persuasive game/presentation combo. Players will be using all technologies and programs they have learned to demonstrate their digital literacy and creativity in an authentic presentation as a guild.

Potential Programs Used: Google Docs, Behance, Adobe Spark, Adobe Audition, Adobe Premiere, Adobe Lightroom/Photoshop, Adobe InDesign, *Minecraft: Education Edition*, and Camtasia
~25% of Final Grade

Journey Logs

Starting on **January 23**, every Tuesday a journey log will be due. Journey logs will be reflections on/inquiries into one of the habits of mind or course outcomes using newly acquired skills and knowledge from the week of course readings and varying quests, adventures, and raids. The requirements of the journey logs will change depending on what specialization is chosen by the player. View the course website for a detailed description of the log.

~10% of Final Grade

So, When Are Things Due?

Below is a **tentative** schedule of all readings, adventures, raids, and journey logs. This schedule will likely change due to cancelation of classes, class needs, or lottery winnings. For the most up to date schedule, please refer to the website.

Class Date	What are we doing in class?	What is due for this class?
Thursday, Jan 11, 2018	Introduction to Class Gamification/Game-Based Pedagogy Course Outcomes and Policies What is digital creativity?	Start with: What is the first thing you noticed when you walked in. Take 3 minutes to write about the situation you are in right now.
Tuesday, Jan 16, 2018	Habits of Mind Learning Identity (specializations)	Read: "Beginning" and "Paying Attention" PDFs Read: "Digital Writing" Compose: " My Identity " Adventure
Thursday, Jan 18, 2018	Electracy and Digital Identity (" Are You Living an Insta Lie ") (" Mindful Readers ") Adobe Spark	Read: "Introduction: Your (E)Identity" PDF Read: "Born Digital" PDF Read: "Exploring" and "Reflecting" PDFs
Tuesday, Jan 23, 2018	Discipline and Family Rhetorical Situations	Journey Log 1 (what are you passionate about?) Listen: "I am a Gamer" [10min] Read: "Finding Your Way In" PDF Read: "Backpacks vs. Briefcases" PDF Install Premiere Pro
Thursday, Jan 25, 2018	Entertainment and History Video Basics (import, edit, sound, export)	Read: <i>Yes Please</i> introduction PDF Read: " How to Write a Lives Story " website Do: " Starting MyStory " Adventure
Tuesday, Jan 29, 2018	The Konsult	Raid One: MyStory Due

		Read: "Lack of Agency" PDF Journey Log 2 (Day in the Life Of)
Thursday, Feb 01, 2018	Affinity Spaces and digital ecologies Research Strategies	Raid Two: Proposal Due Read: "Googlepedia" PDF Read: "Analyzing Texts" PDF
Tuesday, Feb 06, 2018	NO CLASS – SWPCA Library Meeting – Fair Use	Journey Log 3 Read: "Image Manipulation and Ethics" PDF Skim: Bound By Law (graphic novel) Do: " Stylized Reporting " adventure
Thursday, Feb 08, 2018	NO CLASS – SWPCA Worknets Exploration Reading/Research Strategies	Read: "Planning and Replanning" and "Arguing" PDFs Read: "Walk, Talk, Cook, Eat" PDF Or Play: "Secondary Research" Twine Game Read: "Murder! (Rhetorically Speaking)" PDF Do: " For Your Audience " Adventure
Tuesday, Feb 13, 2018	MLA, Chicago, APA Citations Citation Game (Go over citation generators and Purdue Owl) Plagiarism Discussion Infographic "What is Common Knowledge?"	Journey Log 4 (Refined Proposal and Comparison) Read: "Worknets Summary" PDF Read: "Diverging" PDF Do: " Olive Arguments " Adventure Do: " Casting Nets " Adventure
Thursday, Feb 15, 2018	Genres and Writing in Digital Environments Konsult Formatting	Raid Three: Annotated Bib Due
Tuesday, Feb 20, 2018	Advanced Video Editing (Make Movie Trailer)	Journey Log 5 (Specialization shift) Read: "Navigating Genres" PDF Install Camtasia
Thursday, Feb 22, 2018	Konsult/Interest Group analysis	Read: "Imagined Kin" and "Lonely Groups of One" from Gee PDF Do: " Interest Group Video " adventure
Tuesday, Feb 27, 2018	Using Quotes and proper	Journey Log 6 (Shitty

	citations Using Data	Experiences) Read: "Shitty First Drafts" PDF
Thursday, March 01, 2018	First Peer Review of one section	Peer Review One
Tuesday, March 06, 2018	Welcome to Minecraft	Journey Log 7 Install Minecraft
Thursday, March 08, 2018	Peer Review Two Touching up Digital Compositions	Peer Review Two Install Lightroom and Photoshop
Tuesday, March 13, 2018	NO CLASS – 4C's	Journey Log 8 (Minecraft Reflection) Do: "Electronic Monument" adventure
Thursday, March 15, 2018	NO CLASS – 4C's	Peer Review Three/Draft to Instructor
Tuesday, March 20, 2018	Spring Break	
Thursday, March 22, 2018		
Tuesday, March 27, 2018	Choose Shark Groups Basic Build Aesthetics	Raid Four: Konsult Due Video Reflection Due
Thursday, March 29, 2018	In-Class build	
Tuesday, April 03, 2018	Guild Contract	Raid Five: Build Due Journey Log 9
Thursday, April 05, 2018	"Shark Tank" Exploration InDesign Tutorial	Raid Five: Analysis Due Install InDesign
Tuesday, April 10, 2018	Poster Design	Journey Log 10 Do: "Source Code" adventure
Thursday, April 12, 2018	Minecraft Programming	
Tuesday, April 17, 2018	Persuasive Multimodal Presentations	Journey Log Final Reflection
Thursday, April 19, 2018	Work Day	
Tuesday, April 24, 2018	"Shark Tank" Presentation Prep	
Thursday, April 26, 2018	"Shark Tank" Presentations	Raid Six: Shark Presentation