

ENGL 10803 Course Schedule

Online Spring 2021

How to Read this Schedule:

- All readings are on our TCU course site in a link or PDF; online articles are also linked here. *If you are unable to access online articles via this link or the D2L link, you are expected to search for and find the text using your internet skills. Email me only as a last resort.*
- The work listed in the Preparation/Reading Assignment column should be completed BEFORE 9:30 AM on that day. Work listed in the Learning Activity column is either due during or AFTER our class session (usually at 11:59pm). Due dates and times are noted in **YELLOW**. **Major Projects are due on Fridays at 11:59 PM.**
- Whole class Zoom sessions are noted in **PURPLE**, and they are primarily on Tuesdays. Some Thursdays we will have conferences or small group check-ins instead, so make sure you know when to show up on Zoom!
- All writing and projects will be submitted to TCU Online in a Word or PDF format. Work should not be emailed to me unless you have discussed your situation with me.
- I will do my best to update the TCU Online assignment calendar, but ultimately, it is your responsibility to keep track of due dates.
- **Check D2L & your TCU email as assignments are subject to change.**

Week	Date	Topic	Preparation / Reading Assignment (All reading is located within the module)	Learning Activity Synchronous Sessions
1	Tuesday 1/19	Introduction to Course		Zoom session, 9:30 AM <i>Introduction to course, syllabus, TCU Online; Talk about food memories and experiences; Go over discussion forums and rubrics</i>
	Thursday 1/21	Introduction to Each Other	Post Introduction video to Week 1 Introductions <u>discussion forum</u> by 9:30 AM Complete access survey by 9:30 AM	Zoom session, 9:30 AM <i>Syllabus activity; Discuss writing process and inquiry, Start introduction letter</i> In-class work: Upload introduction letter to <u>Assignment box</u> by 11:59pm Respond (in writing) to three classmates' videos on Week 1 Introductions <u>discussion forum</u> by 11:59pm
2	Tuesday 1/26	Unit 1: Process Narrative	Watch: Gourmet Makes video Pop Tarts or Starburst Think about what Claire's video shows us about inquiry. What question is she trying to answer, and how does she do it? What steps does she go through in the video? Read: Torres, "How 'Gourmet Makes' Host Claire Saffitz Teaches the Valuable Lessons of Failing"	Zoom session, 9:30 AM <i>Discussion of inquiry process, connections between food and inquiry; Go over Project 1 and rubric</i>

	Thursday 1/28	Unit 1: Process Narrative	<p>Listen: The Daily podcast episode "Tea and Toast" Think about how this podcast describes the process of making these foods, and what the process tells us about the people making the food.</p> <p>Post to Week 2 Favorite Meal discussion forum by 9:30 AM: 1) What did you eat? Describe it and how it tasted. 2) Where and when did you eat it? Why did you go there? 3) Who did you eat it with? Tell us about your relationship with them. 4) What made the meal so good and memorable? Why do you remember it so well? 5) What is one thing (idea, question, concept) about food or the eating of it that you took away from that experience?</p>	<p>Zoom session, 9:30 AM <i>Discuss process narratives, controlling ideas, brainstorming; Invention activity</i></p> <p>In-class work: Upload Project 1 pre-writing to Assignment box by 11:59pm</p> <p>Respond to three classmates' Week 2 Favorite Meal discussion forum posts by 11:59pm</p>
	Tuesday 2/2	Unit 1: Process Narrative	<p>Re-Listen: The Daily podcast episode "Tea and Toast" Read: Gay, "I'll Never Be Able to Cook the Bad News Away. But I Try Anyway." Onwuachi, selection from <i>Notes from a Young Black Chef</i> (PDF on TCU Online) Think about the positionalities of these two chefs/cooks. How does who they are, where they are, and what they are doing interact? How does their particular experiences/situations affect how they approach food and cooking?</p>	<p>Zoom session, 9:30 AM <i>Discuss articles, positionality, Project 1 rubric, free-writing for first assignment</i></p>
3	Thursday 2/4	Unit 1: Process Narrative	<p>Read: Ballenger, "The Writer's Workshop" from <i>The Curious Writer</i> (PDF on TCU Online) "Writing Workshops Description" page on TCU Online Review Severson, "Toast" podcast transcript (Word doc on TCU Online)</p>	<p>Zoom session, 9:30 AM <i>Talk about writing workshops and the process, author's notes, answer questions about Project 1</i></p> <p>In-class work: Post practice feedback to Week 3 Workshop Practice discussion forum by 11:59 PM</p> <p>Post/upload Project 1 draft and author's note to Project 1 Workshop discussion forum AND Project 1 Draft Assignment box by Friday, 2/5 at 11:59 PM</p>
4	Tuesday 2/9	Unit 1: Process Narrative Peer Workshop	<p>Read: Workshop group essay drafts posted to Project 1 Workshop discussion forum</p> <p>Upload feedback to Project 1 Workshop discussion forum by 9:30 AM</p>	<p>Zoom session, 9:30 AM <i>Peer workshop small group discussion, large group question/answer</i></p>

	Thursday 2/11	Unit 1: Process Narrative	<p>Read: Revising Strategies handout (PDF) Read through feedback (both professor and peer)</p> <p>Upload revision plan to Project 1 Revision Assignment box by 9:30 AM</p>	<p>Zoom session, 9:30 AM <i>Work day</i></p> <p>In-class work: Upload work report to same Project 1 Revision Assignment box by 10:50 AM</p> <p>Project 1 due by Friday, 2/12 at 11:59 PM</p>
5	Tuesday 2/16	Unit 2: Academic Inquiry	<p>Read: "Developing a Research Question" handout (PDF on TCU Online) Inamine, "What is a BA Restaurant?" Lohman, "History has a Flavor" from <i>Eight Flavors</i> (PDF on TCU Online)</p> <p>Think about the Inamine and Lohman pieces: what are their main question(s)? Who are their authors, and why does that matter? Who might their audiences be (based on the place each piece was published)?</p>	<p>Zoom session, 9:30 AM <i>Discussion of academic inquiry, food inquiry; asking good questions Go over Project 2 and proposal</i></p>
	Weds/ Thurs 2/17 & 2/18	Unit 2: Academic Inquiry	<p>Draft your proposal in preparation for your conference (<i>you will not have to turn it in until after your conference</i>)</p>	<p>Zoom conferences Wednesday 11 AM - 12 PM Thursday 9 AM - 12 PM (NO ZOOM CLASS) <i>Come to your scheduled conference prepared to talk over your proposal</i></p> <p>Upload your final proposal to Project 2 Proposal Assignment box by Thursday at 11:59 PM</p>
6	Tuesday 2/23	Unit 2: Academic Inquiry	<p>Read: Jory, "The Rhetorical Situation" Watch: "The Cooking Gene: Michael Twitty" "Burritos at the Border" of <i>Taste the Nation</i> (Hulu) - see TCU Online for which episode</p> <p>Think about the elements of the rhetorical situation that prompted these two pieces. Research Twitty and Lakshmi -- who are they as "writers"? What are their positionalities? How does that impact what questions they ask? What questions *do* they ask in their work? And how did they go about answering those questions?</p>	<p>Zoom session, 9:30 AM <i>Rhetorical situation, how positionality affects how people inquire</i></p>
	Thursday 2/25	Unit 2: Academic Inquiry	<p>Read: Sugar, "How We Stopped Counting Calories and Learned to Love Spindrift"</p> <p>Post to discussion forum by 9:30 AM:</p> <ol style="list-style-type: none"> 1) What is the author's main question? What is she trying to find out? 2) What is the rhetorical situation of this essay? (Think through each of the different components of the rhetorical situation, especially exigence.) How do you think this affected how and why she wrote this article? 3) What do you know, or what can you find out 	<p>Zoom session, 9:30 AM</p> <p>Respond to three classmates' <u>discussion forum</u> posts by 11:59 PM</p>

			about the author and her positionality? How do you think the author's positionality affected how she approached her subject? What might she have missed or included, given her positionality? 4) How will your perspective affect how you approach your academic inquiry essay?	
7	Tuesday 3/2	Unit 2: Academic Inquiry	Read: OWL at Purdue, " Types of Sources " and " Primary Research " Lohman, "Chili Powder" from <i>Eight Flavors</i> (PDF on TCU Online) Schlosser, "Why the Fries Taste Good" from <i>Fast Food Nation</i> (PDF on TCU Online) Think about the following: For each of the readings, what was each chapter's main question? What types of inquiry are used to answer the chapter's main question? What sources are used? Why do you think the author used these sources?	Zoom session, 9:30 AM <i>Different types of inquiry/sources and how to find/evaluate them</i>
	Thursday 3/4	Unit 2: Academic Inquiry	Read: OWL at Purdue, "Evaluating Sources of Information" (Introduction , Where to Begin , General Guidelines , Evaluating Bibliographic Citations , Evaluating Digital Sources) Review: Lohman and Schlosser readings from <i>Tuesday</i> Post to discussion forum by 9:30 AM: Evaluate a source you're considering using for Project 2 according to the OWL at Purdue General Guidelines . Once you've assessed the source using the guidelines, tell us why and how this source will be helpful for your project -- or why you've decided the source WON'T be helpful, given the assessment you just did.	Zoom session, 9:30 AM Upload your potential bibliography with at least 3 sources to Project 2 Potential Bibliography Assignment box by 11:59 PM
8	Tuesday 3/9 – Thursday 3/11	SPRING REFRESH (No Class)		
9	Tuesday 3/16	Unit 2: Academic Inquiry	Read: They Say, I Say selection (PDF on TCU Online) Tandoh, "Sugartime" Review: <i>Sugar</i> article about <i>Spindrift</i> from 2/25	Zoom session, 9:30 AM <i>Organization, using sources well/effectively, MLA citation</i> At least ONE Delicious Inquiry post due at 11:59 PM Complete midterm evaluation (Google form link on TCU Online) by 11:59 PM
	Thursday 3/18	Unit 2: Academic Inquiry	Come to class prepared to report on your first Delicious Inquiry post, as well as the status of Project 2.	Zoom session, 9:30 AM Post/upload Project 2 draft and author's note to Project 2 Workshop

				discussion forum AND Project 2 Draft Assignment box by Friday, 3/19 at 11:59 PM
10	Tuesday 3/23	Unit 2: Academic Inquiry	<p>Read: Workshop group essay drafts posted to discussion forum</p> <p>Upload feedback to Project 2 Workshop discussion forum by 9:30 AM</p>	<p>Zoom session, 9:30 AM</p> <p>Peer workshop small group discussion, large group question/answer, revision activity</p>
	Thursday 3/25	Unit 2: Academic Inquiry	<p>Re-read: Revising Strategies (PDF) Read through feedback</p> <p>Upload revision plan to Project 2 Revision Assignment box by 9:30 AM</p>	<p>Zoom session, 9:30 AM</p> <p>Work day</p> <p>In-class work: Upload work report to same Project 2 Revision Assignment box by end of class (10:50 AM)</p> <p>Project 2 due by Friday, 3/26 at 11:59pm</p>
11	Tuesday 3/30	Unit 3: Rhetorical Remediation	<p>Read: Nosrat, "Salt" from <i>Salt, Fat, Acid, Heat</i> (PDF on TCU Online)</p> <p>Watch: "Salt" episode of Netflix show <i>Salt, Fat, Acid, Heat</i></p> <p>Think about the questions and ideas Nosrat inquires into through each of these compositions. What is her main question in each? Her purpose? Her audience? How are they similar and different in each genre? How do they change from one genre to another?</p>	<p>Zoom session, 9:30 AM</p> <p>Discuss rhetorical remediation: why and how. Explore genres and genre conventions. Go over Project 3.</p>
	Thursday 4/1	Unit 3: Rhetorical Remediation	<p>Read CDEx pages on Infographics: <u>Introduction and Process</u> CDEx pages on Audio: <u>Introduction and Process</u> <u>Byrne, 27 Diagrams that Make Cooking So Much Easier</u> (no need to read each infographic thoroughly, but look through them to see what they have in common and how they work)</p> <p>Listen to Home Cooking podcast episode "Episode 8: Kohlrabi: Turnip for What?" (at least listen to the first 32ish minutes, until they finish talking about steak – you are welcome to listen to the whole thing!)</p> <p>Post to discussion forum by 9:30 AM:</p> <ol style="list-style-type: none"> 1) What is the purpose of an infographic, particularly one about food? Who might be its audience? What is the purpose of a podcast, particularly about food? Who might be its audience? 2) What are some genre conventions of infographics, from the examples you looked at 	<p>Zoom session, 9:30 AM</p> <p>Discuss infographics and podcasts, technologies, proposal</p> <p>Respond to three classmates' discussion forum posts by 11:59pm</p>

			<p>today and others you've seen? Why do you think these rhetorical choices are common, given the genre's purpose and audience?</p> <p>3) What are some genre conventions of podcasts, from the examples you looked at today and others you've experienced? Why do you think these rhetorical choices are common, given the genre's purpose and audience?</p> <p>4) Which genre do you enjoy more: infographics or podcasts? Why?</p>	
12	Tuesday 4/6	Unit 3: Rhetorical Remediation	<p>Read/Listen to Rao's article "Will Fish Sauce and Charred Oranges Return the World Covid Took From Me?" and associated podcast episode "A Food Critic Loses Her Sense of Smell"</p> <p>Think about the following: Why do you think there are two different versions of this article? What are the similarities/differences of each version? Why do you think the author made these rhetorical choices?</p>	<p>Zoom session, 9:30 AM <i>Rhetorical choices analysis, discuss Rao's rhetorical remediation, using sources.</i></p>
	Weds/ Thurs 2/17 & 2/18	Unit 3: Rhetorical Remediation	<p>Draft your proposal in preparation for your conference (<i>you will not have to turn it in until after your conference</i>)</p>	<p>Zoom conferences Wednesday 11 AM - 12 PM Thursday 9 AM - 12 PM (NO ZOOM CLASS) <i>Come to your scheduled conference prepared to talk over your proposal</i></p> <p>Upload your final proposal to Assignment box by Thursday at 11:59pm</p>
13	Tuesday 4/13	Unit 3: Rhetorical Remediation	<p>Read the remaining CDEx pages for your chosen Project 3 genre: Infographic or Audio (use the menu on the left side of the page)</p> <p>Bring to class paper and writing utensils (bring colored markers or pencils if you have them!)</p>	<p>Zoom session, 9:30 AM <i>Best practices for technology, organization</i></p>
	Thursday 4/15	Unit 3: Rhetorical Remediation	<p>Post to discussion forum by 9:30 AM:</p> <ol style="list-style-type: none"> 1) Tell us about Project 3. What is your topic/question? Who is your audience? What is your purpose? 2) Where are you in the composing process? What has gone well? What has been challenging? 3) What will you need to do to finish your draft by tomorrow at midnight? 4) What questions about the project have emerged that your classmates might be able to help you with? 	<p>Zoom session, 9:30 AM <i>Work day</i></p> <p>In-class work: Upload one-paragraph work report to Week 13 Work Report Assignment box by end of class (10:50 AM)</p> <p>Respond to three classmates' discussion forum posts by 11:59pm</p> <p>Post/upload Project 3 draft, rhetorical</p>

				choices analysis, and author's note to Project 3 Workshop discussion forum AND Project 3 Draft Assignment box by Friday, 4/16 at 11:59pm (for Kelm feedback) or Monday, 4/19 at 11:50pm
	Tuesday 4/20	Unit 3: Rhetorical Remediation	Read: Workshop group essay drafts posted to discussion forum	Zoom session, 9:30 AM <i>Peer workshop, large group question/answer</i> Upload feedback to Project 3 Workshop discussion forum by end of class (10:40 AM)
14	Thursday 4/22	Unit 3: Rhetorical Remediation	Re-read: Revising Strategies PDF Read through feedback (both professor and peer) Upload revision plan to Project 3 Revision Assignment box by 9:30 AM	Zoom session, 9:30 AM <i>Work day</i> In-class work: Upload work report to same Project 3 Revision Assignment box by end of class (10:50 AM) Optional revision memos for Project 1 or 2 must be emailed to Ms. Kelm by Thursday, 4/22 at 11:59pm Project 3 due by SUNDAY, 4/25 at 11:59pm
	Tuesday 4/27	Unit 4: Final Presentation	Read: <i>Everything is an Argument</i> "Style and Presentations" selection (PDF on TCU Online)	Zoom session, 9:30 AM <i>Discuss final presentations, presentation best practices, visuals</i>
15	Thursday 4/29	Unit 4: Final Presentation	Review Week 1 Introduction Letter Post farewell letter to Week 15 Farewell Letter Assignment box by 9:30 AM	Zoom session, 9:30 AM <i>Work day</i> In-class work: Upload one-paragraph work report to Week 15 Work Report Assignment box by end of class (10:50 AM) All THREE Delicious Inquiry posts due Friday, 4/30 at 11:59pm
FINAL	Tuesday 5/4, 8-10:30 AM	FINAL	Upload final video presentation to Final Presentations discussion forum by 8:00 AM Upload final script and visuals to FINAL Presentation assignment box by 8:00 AM	Final Zoom session, 8 - 10:30 AM <i>Evaluate classmates' videos</i> OPTIONAL REVISIONS due by Tuesday, 5/4 at 11:59pm