First Year Writing I:
Identity, Meaning, and Film

Dr. Andrew Joseph Pegoda

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Office Hours: M/W 12:00-12:40, 4:00-5:15; Tu/Th 12:00-2:15; by appt.
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Course Description:
Through the examination of various movies and personal, public/cultural, and academic responses
to those movies, students in the interdisciplinary survey-seminar First Year Writing I: Identity, Meaning,
and Film will develop their reading skills, written and oral communication skills, and research skills,
as well as their critical thinking abilities and multicultural awareness. We will focus on a number of
topics related to rhetoric: audience, style, process, thesis, focus, evidence, global revision, local
revision, point-of-view, response, exposition, synthesis, analysis, and plagiarism. As needed, we will
also discuss the basics of linguistics (e.g., grammar, mechanics, spelling). Additional topics will be
included according to the professor’s and students’ interests and needs.

Prerequisites: A score of at least 240 on the THEA Writing Test (or its equivalent[s]). Students
who score below the minimum must concurrently enroll in ENGL 1300. Credit for both ENGL
1303 and 1309 is prohibited.

1 This syllabus is tentative. Dr. Pegoda reserves the right to change any part of the course requirements, policies,
deadlines, topics, etc. Students are responsible for keeping track of changes.

I go by “Dr. Pegoda,” “Professor Pegoda,” or “Professor.” “Mr. Pegoda” is always unacceptable. Please read the
following link, if interested, for information on why professors use such titles: https://DrAJP.com/2017/03/04/11-
Course Objectives:
This course is CORE approved for Communication requirements and, therefore, must meet certain objectives and requirements per University of Houston and per State of Texas guidelines. Specifically, English 1303 satisfies three of the six hours of the Communication Component Area of the Texas Core Curriculum. The UH catalog describes this course as a detailed study of the principles of rhetoric as applied in reading and writing expository essays. Therefore, Communication classes are reading, writing, and thinking intensive and emphasize 1) critical thinking skills—to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information; 2) communication skills—to include effective development, interpretation and expression of ideas through written, oral, and visual communication; 3) personal responsibility—to include the ability to connect choices, actions, and consequences to ethical decision-making; and 4) team work—to include the ability to consider different points of view and to work effectively with others to support a shared goal or purpose.

Students will attain—through lectures, discussions, regular exercises, workshops, and primary and secondary texts (e.g., fiction and nonfiction, alphabetic and non-alphabetic)—and demonstrate—through a variety of written, creative, and oral assessments—across-the-curriculum knowledge about effective rhetoric through the lens of filmic representations of present-day life.

More specifically, in this university class:

- Students will understand and demonstrate writing processes including invention, organization, drafting, revision, editing, and presentation, developing teamwork through such classroom techniques as peer review and class discussion.
- Students will understand the importance of specifying audience and purpose, and make appropriate written, oral, and visual communication choices in such areas as voice, tone, level of formality, etc.
- Students will use critical thinking, writing, and reading skills to recognize, understand, and apply the conventions of format, structure, and style appropriate to a variety of rhetorical modes, situations, and genres.
- Students will write papers with appropriate grammar and a consistent documentation style.
- Students will watch Hollywood films (i.e., cultural artifacts) and learn how to appropriately enjoy and analyze said texts from a variety of rhetorical perspectives/frameworks.
- Students will think about questions related to identity and the multifaceted, varied answers as to the “meaning” of life.
- Students will explore issues of personal responsibility in class and in their writing.
- Students will recognize the importance of supporting/making statements (whether fact, opinion/subjective, or relative) backed by evidence; how time, place, and point-of-view result in numerous (and valid) perspectives; and the skill of asking complex, yet thoughtful—even unanswerable—questions and the value of “it depends” responses.
- Students will appreciate, “the learning worth crying about” (Dr. Wesch); the role of failure in learning (Professor Tuttle); the decision of “becom[ing] an active owner of your education” (Dr. Diaz de Sabates); and the “the emotional demands of college” (Dr. Pegoda).  

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**Course Structure:**
Class time will generally be devoted to discussing assigned student writings, readings or viewings, and related topics, to viewing various video clips and discussing them, to listening to interactive lectures, to completing small group assignments, and to having conversations about the rhetoric of filmic representations, identity, meaning, and about effective writing. The priority will always be focused on truly learning (which requires actively reading, discussing, debating, listening, and asking questions) important topics related to analyzing and exercising effective rhetoric. Therefore, students must come to class prepared. **Students must always be taking notes of some kind (preferably in a notebook, especially during discussions) and must have the assigned readings out on their desks.**

**Assigned Texts:**
- Articles in Blackboard

Students are expected to ‘read’ texts before the class for which they are assigned, and they are expected to bring a hard copy of readings to class, if at all possible. Films and episodes are available on Amazon, Netflix, and/or at various online retailers, often for free with various “free trials.” **All required texts are on reserve at the UH M.D. Anderson Library, too.**

The following readings are not required but are strongly recommended according to needs/interests:
- The Purdue Online Writing Lab ([https://owl.english.purdue.edu](https://owl.english.purdue.edu))
- UNC’s The Writing Center ([http://writingcenter.unc.edu/tips-and-tools/](http://writingcenter.unc.edu/tips-and-tools/))
- E.B. White, et al., *The Elements of Style* (any recent edition)
- Joseph H. Williams, *Style: Lessons in Clarity and Grace* (any recent edition)
- Official stylebook appropriate to student’s major (most recent edition)
- As needed, additional chapters or sample essays from *The Allyn & Bacon Guide to Writing*.

**Required Supplies:**
Students are also required to bring the following to each class: regular-sized white notebook paper; a spiral notebook; blue or black pens; a folder or binder for hard copies of important course material; and a laptop computer or iPad with keyboard (students can check one out at the UH M.D. Anderson Library, if needed). Finally, students must make use of Dropbox, GoogleDrive, or other similar free service that constantly backup files—students who use such a service will never have to worry about computers dying. Please remember that in college students may need additional supplies as the semester progresses.
Course Requirements:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Due Date</th>
<th>Weighted Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>See Calendar</td>
<td>35%</td>
</tr>
<tr>
<td>Strong Response Essay</td>
<td>September 21</td>
<td>15%</td>
</tr>
<tr>
<td>Synthesis Essay</td>
<td>October 19</td>
<td>15%</td>
</tr>
<tr>
<td>In-class Essay</td>
<td>November 13</td>
<td></td>
</tr>
<tr>
<td>Group Presentation</td>
<td>November 20</td>
<td>Pass/Fail Requirement</td>
</tr>
<tr>
<td>Rhetorical Analysis Essay</td>
<td>November 29</td>
<td>15%</td>
</tr>
<tr>
<td>Reflection Essay</td>
<td>December 1</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td>10%</td>
</tr>
</tbody>
</table>

Students are required to read all assigned material before coming to class and to complete all assessments. Given this is a 16-week semester, students should be prepared to devote an average of 6-9 hours outside-of-class per week (only one hour per day!) to reading, writing, researching, and thinking. Specifically, a student’s grade is based on their academic performance on a variety of (mostly low-stakes) assessments, as well as participation. This course utilizes a guessing penalty when a response clearly indicates guessing alone or a paraphrase of the question alone. Any writing students complete in this class is fair game for later class discussions or examples, this semester or in another semester—student anonymity will, of course, be maintained.

Some specifics: “Small assessments” include assignments, both in-class and out-of-class quizzes and short writing assignments, and a reflection essay. Students write three major essays—these are longer, more thought-out, researched, and documented essays. Students are welcome to revise the major essays as many times as they would like prior to December 1, 2018, 11:59 PM. Revisions after the due date must follow a specific process, as stated in Blackboard. Pass/Fail assessments include an in-class essay and an in-class presentation. Students must complete the essay and presentation with passing marks in order to pass this class. Such pass/fail requirements are designed to ensure students have the necessary skills to succeed in other classes here at the University of Houston. Separate handouts in Blackboard provide important specifics.

Due Dates and Submissions: Assessments are due as specified in Blackboard or as announced. All due dates are always Central Standard Time. All out-of-class work is only considered “submitted” when submitted online to Blackboard in the appropriate dropbox and in the appropriate format.

Late Work: Please note that late work/makeup work is not allowed for any assessments, whether in-class or out-of-class. No exceptions. No excuses. Start early. Be on time. Students who miss just a few small assignments, will be fine. However, exceptions will, of course, be considered prior to deadlines, especially for documented, extended emergencies. Always communicate.

Extra Credit: It will be offered occasionally. Students can also receive extra credit for attending relevant events on campus or by watching additional (less well known/less popular) films and writing appropriate responses. Students should not ask for extra credit. Students are not eligible for extra credit if they skip a major assessment or more than 40% of smaller assessments.
Explanation of Grading Policy:
Students will not receive “number grades,” as is common in the Humanities/Liberal Arts. Major assessments will be assigned a letter grade based on the grading rubric. The “checks” system will be used for small assessments. Given that our system is based on grades, such have approximate numerical values. However, each student’s grades, overall performance, and improvement are manually reviewed before issuing final grades. Students are always encouraged to ask questions about grades but after 24 hours upon seeing any grade or feedback. Students who request/demand that they be “given” a higher grade, will have their semester grade lowered by five points.

Approximations are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Approximate Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>98%</td>
</tr>
<tr>
<td>A</td>
<td>95%</td>
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<tr>
<td>A-</td>
<td>92%</td>
</tr>
<tr>
<td>B+</td>
<td>88%</td>
</tr>
<tr>
<td>B</td>
<td>85%</td>
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<tr>
<td>B-</td>
<td>82%</td>
</tr>
<tr>
<td>C+</td>
<td>78%</td>
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<tr>
<td>C</td>
<td>75%</td>
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<tr>
<td>C-</td>
<td>70%</td>
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<tr>
<td>D+</td>
<td>68%</td>
</tr>
<tr>
<td>D</td>
<td>65%</td>
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<tr>
<td>D-</td>
<td>60%</td>
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<tr>
<td>F</td>
<td>50%</td>
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</tbody>
</table>

NHI (F) = Not Handed In = 0%

Final grades will be assigned according to the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B+</td>
<td>83 - 86</td>
</tr>
<tr>
<td>B</td>
<td>80 - 82</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79</td>
</tr>
<tr>
<td>C</td>
<td>73 - 76</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72</td>
</tr>
<tr>
<td>D+</td>
<td>67 - 69</td>
</tr>
<tr>
<td>D</td>
<td>63 - 66</td>
</tr>
<tr>
<td>D-</td>
<td>60 - 62</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
</tr>
</tbody>
</table>
| Incomplete | When students have extreme and documented emergencies at the end of the semester, have been passing, and are unable to complete the course for reasons beyond their control.

Withdrawals are possible prior to the published deadlines; however, students should always talk to Dr. Pegoda first. Please keep in mind: The Texas Legislature passed a ruling that limits the number of classes a student can drop during their years as an undergraduate student to six. This policy applies to any student who was a first-time college freshmen in the Fall 2007 or later and who attends a public college in Texas. Students with emergencies or on-going situations may also have the option of taking a Medical Withdrawal, which does not count toward withdrawal limits. For more information, contact provost@uh.edu.

Classroom Etiquette and Special Notes About Participation:
Enrollment in this course acknowledges the intent to learn, and the professor is committed to creating and maintaining an open and productive intellectually engaging learning environment. In college, we celebrate differences and diversity and intersectionalities. This class and my office will always be a safe place and judgment free zone. However, at the same time, we must create collective spaces together where we are challenged and uncomfortable at times. In humanities and liberal arts classes, there are not “exact” answers.
Professors—and students—have the academic freedom to discuss anything they desire within the bounds of common decency and good taste, as related broadly to course themes. Given the nature of college classes, readings, videos, and other course materials will sometimes address “taboo” or explicit content. Readings, videos, images, and discussions, etc., will provoke strong feelings, as they should. We will consistently discuss ableism, ageism, classism, colonialism, ethnocentrism, imperialism, racism, sexism, etc., as well as other forms of violence and trauma. “Trigger” warnings, per se, will not be provided, as they make assumptions about what will or will not “trigger” those for whom such disclaimers are intended to consider. Students who are triggered by certain types of content should discuss this with the professor and make use of free on-campus resources, if relevant. On this note, the class has the option of developing a “safe word” that can be used by anyone, at anytime when the conversation is legitimately getting entirely too intense and too much for them (“pineapple” has been used by a previous class). Our reactions will vary by age, experience, and interest and should provoke anger or disgust or curiosity or sadness and many other feelings. Discussing these feelings and reactions (and learning from them) in a respectful, open-minded way is vital. Students should also remember that they do not yet know enough to “disagree,” per se, with the methods and theories with which scholars study and share knowledge.

Text-messaging, surfing the Web, answering phones, talking out of turn, and other behaviors that impede learning are prohibited. Students are responsible for knowing and following common sense. Disruptive students will be instructed to leave class. Being “present” counts as: arriving on time and remaining the entire period; coming prepared with copies of assigned readings out on the desk; access to paper and blue or black pens, etc; actively taking notes; behaving appropriately; having informed contributions; and completing miscellaneous in-class work with satisfactory performance; etc. Students are, of course, welcome to bring drinks and snacks to class, as well as use technology to enhance the learning process. There are no “excused absences.” If you are contagious, please do not come to class or to office hours! Except for on-going situations, students do not need to email if they will miss one class.

**Students who have FIVE or more absences, as defined here, will receive a ZERO for participation. Students who have EIGHT or more absences, as defined here, will receive an “F” in the class.** Students who have perfect/near perfect attendance, who regularly volunteer with questions and answers, who help break the ice, who actively listen to others, and/or who are respectful toward all will typically receive an “A” in participation. Students with concerns should ask. Please note: If a student makes an appointment to meet outside of regular office hours and skips that appointment that will count as an absence. Any absences that occur when a guest speaker is scheduled and announced count double.
**Additional Specific Requirements for Assessments:**
For in-class hand written assessments, students must write clearly using complete sentences, using regular blue or black ink, and using regular-sized white paper. No pencil, no pink, no purple, no neon blue – any other work will not be graded. It is unprofessional and hurts the professor’s eyes. Work submitted without a (clearly written) full name will also not be graded. No white-out either, please – simply, scratch out mistakes. Write on every line, too.

Out-of-class and typed assessments must follow college conventions. Students are responsible for reviewing and following the guidelines in the document posted titled, “Guide to Writing in Dr. Pegoda’s Classes.”

All assessments must show understandings of course concepts as we cover them and as appropriate. Likewise, when reviewing graded work, students should apply any comment in any specific place to the entire assessment and to all future assessments, as relevant. All assessments must use complete sentences and normative capitalization, punctuation, grammar; although, spelling and grammar does not count on in-class assessments, provided the ideas can be understood.

**GroupMe Enrollment & Communication with Dr. Pegoda:**
Communication is important! Students are required to enroll in the course GroupMe chat account, which can be accessed through the app or through the website. Students can join by visiting the link in Blackboard. Students should use this group chat to ask general administrative questions, to seek clarification on a concept, to share something interesting related to course topics, or (if students wish) to let us know if they will miss class. Dr. Pegoda will use the Blackboard Announcements feature to distribute official announcements and updates—such will be emailed to whatever email address students have given the University and will be archived in Blackboard.

Students are more than welcome to visit with Dr. Pegoda during office hours or as time allows, before/after class sessions. Students are also welcome to send a private message in GroupMe or to email Dr. Pegoda to discuss more individual or private matters or to send a draft of minor or major assessments before due dates. As Dr. Pegoda receives a lot of email, students should include their full name, class, and class time in the body of messages when emailing. Students should not email to ask for extra credit, to explain one absence, or to ask a question that can quickly be answered by posting in GroupMe, by asking in class, by looking at the syllabus, or by looking at Blackboard Announcements, for example. Emails will generally be answered very quickly but always within 48 hours—if students have not received a reply within that amount of time, they should resend the email as it was not received. Keep in mind Dr. Pegoda receives 100-150 emails each day; therefore, replies will sometimes be very concise! Students are also welcome to follow Dr. Pegoda on Twitter, Facebook, Wordpress, etc.

If students receive a personal email from Dr. Pegoda, a prompt reply is expected.

**Blackboard Notice:**
Students must familiarize themselves with Blackboard and sign in several times each week, as it will be used to distribute announcements, assessments, reading assignments, handouts, grades, etc.
Students will complete some assessments within Blackboard, too. Students should always confirm that the grade listed under “My Grades” is correct. Technical problems with Blackboard should be reported to the appropriate HelpDesk, not to Dr. Pegoda. Technological issues at the last minute will not result in an exception to the aforementioned no late work/no makeup work policy.

**Accommodations:**
In compliance with the 1974 Rehabilitation Act and the Americans with Disabilities Act of 1990, the Center for Students with DisABILITIES (CSD) provides “reasonable and necessary” accommodations for qualified students with health impairments, physical limitations, psychiatric disorders, and learning disabilities. Students who want to know more about these services should consult the Student Handbook or should contact CSD in the Justin Dart, Jr. Center for Students with DisABILITIES (Building #568), 713.743.5400 (voice), 713.749.1527 (TTY), or www.uh.edu/csd.

Specifically, as a queer, crip, feminist educator, Dr. Pegoda is committed to creating equitable opportunities and will attempt to provide reasonable academic accommodations to students who request and require them. Students must first register with the CSD and then present documentation to the professor during the first week of class or as soon as a disability arises. Students are responsible for providing paperwork and handling communication between the professor and the CSD, as well as reminding the professor about accommodations. Students with service dogs or emotional support dogs must communicate their needs with the professor.

However, Dr. Pegoda encourages all students to communicate about any difficulties or needs. Granting extra time on an out-of-class assessment before the deadline is usually possible when students ask. Most “accommodations” can be made easily. Dr. Pegoda also understands that the Medical Industrial Complex and the flawed “Medical Model of Disability” do not make healthcare accessible or comfortable for all people and can frequently find ways to help any and all students and also understands that life—including major events—happens.

**Academic Honesty, AKA Cheating:**
Students are expected to abide by the highest standards of academic honesty. For all course assessments and discussions, students are also prohibited from any form of cheating or plagiarism or the appearance of any form of cheating or plagiarism. Violations will usually...
result in an automatic “F” for the class. NO EXCEPTIONS. Note that this course uses plagiarism detection software. Students who stay on top of their studying, ask good questions, work ahead, and complete assessments as instructed should have no problem. For this course, students must always do their own work and must always clearly acknowledge the origin of all information. Students are responsible for policies in the student handbook, as well as common sense.

Specifically, as per the Academic Honesty Pledge for this class, **STUDENTS AUTOMATICALLY AGREE TO THE FOLLOW CONDITIONS WHEN SUBMITTING ANY WORK:**

- I completed any required readings or viewings necessary for this assessment.
- I did my own research, using assistance only from librarians or Dr. Pegoda, if applicable. (It is acceptable to have a classmate, friend, or writing tutor read your completed paper and provide general feedback.)
- The ideas in this written work are mine and mine alone. When presenting others’ ideas, I have cited them properly.
- I did not seek nor provide any assistance to other students in this course (current or former students) while preparing or writing this assessment beyond having another student read my completed paper and provide general feedback for final revisions.
- I did not buy this paper or pay someone to write this paper.
- I did not use any kind of paraphrasing website or tool that generates sentences or paragraphs.
- I did not reuse any work written or otherwise by someone else or written by me for this class, a different class, or a class in a different semester or institution.
- I did not manipulate any fonts or margins in order to make my paper appear longer.
- I understand that if any part of this work is plagiarized or I violate any of the above points of the Academic Honesty Pledge, the penalties are potentially very severe, likely including a 0% on this assessment, an “F” for the semester, a report submitted to the university, and possible expulsion from the University of Houston.

**Gender and Violence:**
According to various University of Houston System and federal policies, employees at the University of Houston are considered “Responsible Employees.” Title IX requires that faculty who become aware of a student who has experienced any form of sexual harassment, sexual assault, or relationship violence—as defined by the person sharing the information—report such information to the Title IV Coordinator, Dr. Richard Anthony Baker. This includes any information shared with faculty, even information in an assessment or discussion. Given the nature of the university experience and of life, such examples might come up during a discussion. Students are welcome to discuss any such example in the third person: “My friend…” HOWEVER, the University of Houston System is especially concerned about any type of sexual violence—including harassment or stalking in-person or online, hazing, or rape, that might have occurred on campus and/or between students. Students with questions about this should speak with Dr. Pegoda. They may also speak with Dr. Baker at 713.743.8835 or at eos@uh.edu. The University’s Women and Gender Resource Center’s Ashely Griffin is a confidential resource for faculty, staff, and students. Ms. Griffin can be reached at 713.743.1076 or at agriffin3@uh.edu. This center also has free resources and information related to all aspects of sexual/personal health.
Counseling and Psychological Services & Basic Needs Statement:
CAPS can help students who are having difficulties managing stress, adjusting to college, or feeling sad and hopeless. Students may reach CAPS by visiting www.uh.edu/caps or by calling 713.743.5454 during and after business hours for routine appointments or if they or someone they know is in crisis. No appointment is necessary for the “Let’s Talk” program, a drop-in consultation service at convenient locations and hours around campus.

In addition, the following contact information might be useful: UHPD/Emergency Number 713.743.3333 (students are advised NOT to call 911 if they are on campus—instead call the UHPD—the response will be quicker); Student Health Center 713.743.5151; LGBTQ Resource Center 832.843.6191; Center for Diversity and Inclusion 713.743.6047; Cougars in Recovery 713.743.5862; UH Wellness 713.743.5430; Trevor Lifeline 866.488.7386 or http://www.thetrevorproject.org/pages/get-help-now. If students would like to “talk” with someone but would prefer to text, visit: https://www.crisistextline.org/texting-in.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, students are encouraged to please notify the professor, if comfortable doing so. Students who find themselves in an emergency financial situation might have the option of borrowing $500 from the Dean of Student’s office with interest at a rate of 1 percent per month. For more information, please visit http://www.uh.edu/dos/advocacy-support/emergency-loan/.

The Writing Center and Other Support Services:
The University of Houston Writing Center provides individual consultations for students working on all types of writing. Whether it is the first semester or the last, meeting with an expert student writer can provide another perspective on papers or projects and in navigating the writing process from brainstorming to perfecting a final draft and any state in between. You can make an appointment by visiting www.uh.edu/writingcenter or by calling 713.743.3016. For help on the mechanics of papers (grammar, punctuation, etc.), visit LAUNCH in CV N109.

Perseverance Matters:
Welcome! Students who attend class, start early and plan, who read the readings, who participate in discussions, who engage regularly with Dr. Pegoda, who study actively and deeply, who follow the instructions, who demonstrate critical thinking, for example, will have no problem earning high grades. Students who make good-faith efforts to complete the course are (almost) guaranteed to pass the class. This course, like all should be, is challenging, but manageable and rewarding, if students apply themselves. Students are welcomed to and are encouraged to form study groups.
Tentative Course Calendar:
Please complete the following in the specified order and before coming to class on the specified day.

8/21: Introductions.
8/23: Short Writing #1. A&b pg., 1-13

Module 1: SUMMARY and Strong Response
8/30: Coco. Blackboard Articles. Short Writing #3.
9/6: The Hours. Short Writing #4.
9/11: Short Writing #5.
9/18: 75 percent of Strong Response. A&b pg., 544-607 (as needed).
9/20: Work on Major Essay #1. (Strong Response Due 9/21 11:59 PM.)

Module 2: SYNTHESIS
9/27: A&b pg., 247-264 (required), 463-519 (as needed).
10/2: Gold Diggers of 1933. Short Writing #7.
10/4: Blackboard Articles. Mildred Pierce. Short Writing #8. (football game – online class today)
10/9: Blackboard Articles. Short Writing #9.
10/11: Prepare for In-class Workshop.
10/16: 75 percent of Synthesis Essay.
10/18: Work on Major Essay #2. (Synthesis Essay Due 10/19 11:59 PM.)

Module 3: RHETORICAL ANALYSIS
10/30: Shoulder Arms.
11/1: Prepare for In-class Workshop.
11/6: 75 percent of Analysis Essay.
11/13: Prepare for In-class Essay.
11/15: Orlando. Short Writing #11. (football game – online class today)
11/22: Thanksgiving Holiday.
11/27: Blackboard Articles. Short Writing #12.

Important University Dates:
7/9: Opening of Summer 2018, Session 4 semester; 7/10: Last day to add a class; 7/12: Official Reporting Day—last day to drop a class/withdraw without receiving a grade; 7/30: Last day to drop/withdraw with a “W”; 8/6: Last day of classes; 8/7-8/8: Final exam periods; 8/8: Closing of semester

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