English 380: Rhetorics of Social Media
University of Illinois at Urbana-Champaign

Course Information
Course: ENGL 280, Section D
Semester: Spring 2020
Time: MWF 12:00-12:50pm
Location: EB 149
Website: learn.illinois.edu (Moodle)

Instructor Information
Dr. Kristi McDuffie
kmcduff@illinois.edu
Office: 294 English
Office hours: Mon 10-11am & by appt
Phone: 217-300-1478

Course Overview
Catalog description:
Advanced-level work in the field of Writing Studies. Building upon a traditional disciplinary understanding of writing as rhetoric, this course invites students to call upon sociological, anthropological, and/or ideological approaches to the study of writing in order to understand the myriad ways that writing makes meaning(s). May be repeated in separate terms to a maximum of 6 hours. Prerequisite: Completion of the Composition I requirement. Credit: 3 hours.

Individualized course description:
In this course, students will explore the rhetoric and writing practices of social media users, with a particular focus on social justice activism. The class will draw upon rhetorical theory, cultural studies, and digital writing studies to analyze a variety of social networking platforms and interrogate effective and problematic texts for their implications for access and equity. Issues under examination will range from the hashtagging practices of social justice movements to the interface restrictions of social networks and more. The work in this course will include active engagement in assigned readings, class discussion, individual assignments, and group work demonstrating application of the course material to current social media texts.

Course Objectives (Student Learning Outcomes)
Upon completing this course, students will be able to:
1. Demonstrate an understanding of exigent theoretical and applied issues related to writing in social media and social networks.
2. Apply rhetorical concepts to writing in social media, including audience, genre, and purpose.
3. Perform critical analysis of social media texts and their effects on audiences.
4. Compose in multimodal genres that utilize rhetorically effective communication across media and genres.
5. Identify the ways that writing varies across social media for different purposes, such as writing for social justice, education, advertising, and more.
6. Conduct research related to social media writing, including locating, evaluating, and integrating primary and secondary sources.
7. Demonstrate an understanding of ethical user and research practices in social media.

Course Texts and Purchasing Information

Our primary textbook is as follows:

Walls, Douglas M., & Vie, Stephanie (Eds.). (2017). *Social Writing/Social Media: Publics,*
Presentations, and Pedagogies. Perspectives on Writing. The WAC Clearinghouse;
University Press of Colorado. https://wac.colostate.edu/books/perspectives/social/

You can purchase this textbook through an online retailer or access it online for free at the above URL. If you do not purchase the textbook, make sure you have access to the readings for the day either by printing them or through a laptop or tablet.

Additional course readings will be made available through our course Moodle site. Again, you must have access to these readings during class.

You will also need access to Microsoft Word for this class, so please download the free Microsoft Office 365 package from https://webstore.illinois.edu/shop/product.aspx?zpid=2816 if you do not have it already. Make sure to back up your files on a regular basis (jump drive, email, box.com, another computer, etc.) and check your UIUC email AND our course Moodle site every day for course announcements and updates.

Course Components

The work for this class is comprised of in-class work, out-of-class work, major projects, and a final course portfolio.

Requirement	% of Final Course Grade
Daily work and participation (readings, in-class discussion, forum posts, in-class writing, etc.)	10%
Process Documents (prewriting, drafts, peer review, etc.)	10%
Listicle Assignment (a brief composition in a well-established social media genre)	5%
Digital Writing Debate (a project portraying opposing approaches to a topical issue related to writing and social media)	10%
Hashtag Campaign Analysis (analysis of a social justice campaign utilizing a hashtag for the effectiveness of its rhetorical strategies)	20%
Blogazine Argument Essay (longform article utilizing primary and secondary research to make an argument related to writing practices in social media)	20%
Portfolio and Critical Reflection (portfolio demonstrating revision of all major projects, led by a critical reflection explaining what scholarship and writing strategies impacted the work included in the portfolio and its revisions)	25%

Instructor Response Time

Please allow 24 hours for me to respond to emails and inquiries during regular business hours (8a-5p, M-F) and longer during evenings and weekends. Responses may take longer in the event that I am traveling, and I will post an announcement in advance of any such dates.

Accommodations

To obtain disability-related academic adjustments and/or auxiliary aids, students should contact both the instructor and the Disability Resources and Educational Services (DRES) as soon as possible. You can contact DRES at 1207 S. Oak Street, Champaign, (217) 333-1970, or via email at disability@illinois.edu.

Grading

Major assignments will be graded on a 100-point scale corresponding to letter grades based on the scale below. Most daily activities (including process work) will be graded on a credit/no-credit basis, if all required components are completed. Occasional assignments will be graded on a points scale (i.e. 5, 10 points) and will be noted accordingly. All assignments will be weighted together for the final course grade according to the weights listed under Course Components and calculated using the scale below.

Percentage	Letter Grade
98-100	A+
93-97	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
Below 59	F

Assignment Submission Policy

All assignments should be submitted electronically through Moodle where indicated. Occasionally, I will also ask you to bring in hard copies to class.

Please be conscientious about file type and file names. You must submit files in Word format (.doc, .docx, or .rtf); .pages, .wps, and .pdfs are NOT accepted. In addition, name your files using your last name and the project name (McDuffieProject2.docx). This makes it easy for all of us to find the correct file.

Deadlines & Late Work

If you are unable to meet a deadline, it is your responsibility to make prior arrangements with me for an extension. Otherwise, major assignments will incur 1/3 letter grade deduction per each calendar day late. Daily assignments will not be accepted late. I understand that life happens and am willing to work with you, but communication is vital in order for me to support you.

Attendance Policy

Our class functions as a community, and your presence and active participation in required in order for all of us to be successful. Therefore, attendance at all (or most) class sessions is required. After you are absent for more than 3 class sessions, your overall final grade for the

course will be deducted one-third of a letter grade (e.g. a B will become a B-) for each additional absence. If you are absent for the equivalent of three weeks (9 class meetings), you will fail the course for the semester.

In adherence to the student code (https://studentcode.illinois.edu/), excused absences not counted against these totals include religious holidays, University sponsored events documented with an official letter, and serious illness or family emergency excused with a letter from the Student Assistance Center. The Student Assistance Center does not provide absence letters for minor illnesses, job interviews, weddings, reunions, or emergencies outside the immediate family. Please see https://odos.illinois.edu/community-of-care/resources/students/absence-letters/ for the Office of the Dean of Students absence letter policy and to seek help. Notes obtained from McKinley Health Center do not excuse absences.

Additionally, please come to class on time. If you are late more than 5 minutes late 3 times, it will count as one absence.

If you do miss a class, whether excused or unexcused, you are still responsible for the work covered that day. Please contact me in advance for any absence, if possible, so that you do not get behind.

Please note that in addition to these formal absence issues, the ODOS is a great resource for student support for any number of issues, as is your college office!

Academic Integrity
Giving credit to the sources—including words, phrases, information, and ideas—that appear in or otherwise inform your work is standard practice in academic writing. Therefore, you must use a documentation style, such as MLA or APA (see our textbook or The Purdue Online Writing Lab http://owl.english.purdue.edu/ for guidance) to avoid plagiarism. Plagiarism is misrepresenting another person's work as your own, whether intentionally or unintentionally, and it is a serious violation of academic integrity at UIUC.

In addition to insufficient or missing documentation, academic integrity violations in this course also include: submitting work created by someone else (a friend or relative or purchased online), copying material or ideas from sources, including the Internet, without sufficient citation, submitting something you wrote for another class or purpose for this class, and giving away or selling your own academic work to another person. Violations of academic integrity carry penalties from reduced or failing grades on assignments, to failing the class and even, in severe cases, suspension from the University.

Academic misconduct not only hurts your learning but also harms the educational community as a whole by undermining the hard work of your peers and your instructor. You are expected to complete assignments through your own honest efforts and to give credit when you use the words and ideas of others. Keep in mind that plagiarism in particular can be intentional or unintentional, and it is often a result of procrastination, disorganized writing and research practices, difficulty understanding the material, and/or not understanding how to work with and attribute sources appropriately. While we will discuss academic integrity and citation in class throughout the semester, please contact me if you have questions about how to maintain academic integrity while completing your course work, or about any of the issues listed above.

Writers Workshop
The Writers Workshop provides free, one-to-one help to all UIUC writers. The Workshop's tutors can help with any kind of paper, in any class, at any stage of the writing process. While the Writers Workshop is not an editing service, the tutors will help students with anything related to their writing, including grammar, brainstorming, organizing, polishing final drafts, citing sources, and more. Sessions are also available online.

Information: http://www.cws.illinois.edu/workshop/appointments/
Schedule an appointment: https://illinois.mywconline.com/

Sexual Misconduct Policy and Reporting
The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX and Disability Office. In turn, an individual with the Title IX and Disability Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found in the Confidential Resources section. Other information about resources and reporting is available at wecare.illinois.edu.

Course Schedule

Key: SW/SM = Social Writing/Social Media, available at
https://wac.colostate.edu/books/perspectives/social/
Key: M = Find on our course Moodle site

SCHEDULE	BEFORE CLASS	DURING CLASS	DUE
Week 1: Introduction			
Wed., Jan. 22	Locate Textbook	Course Introductions; Take Social Media Survey	
Fri., Jan. 24	Read Walls & Vie, "Social Writing and Social Media: An Introduction" in SW/SM	Discuss Reading; Investigate what sites are relevant	
Week 2: Who writes in social media?			
Mon., Jan. 27	Read Buck, "Examining Digital Literacy Practices on Social Network Sites" on M	Review Pew Research Center Data on Social Media Users; Discuss Reading	
Wed., Jan. 29	Rosenberg, "Strategies for Reading Scholarly Sources"	Discuss How to Read Academic Research Articles; revisit Buck's article and write an annotation	
Fri., Jan. 31		Discuss Literacy Practices on Social Media	

Week 3: How do users write in social media genres?

Mon., Feb. 3	Dirk, "Navigating Genres"; Braziller & Kleinfeld, "Understanding Genre" on M	Discuss Genre Theory and Genre Analysis; Introduce Listicle Assignment; Review Model Texts	
Wed., Feb. 5	Carlson, "Online Petitions and Inventing for Circulation" on M	Discuss Particular Genres in Social Media; Discuss Author's Notes	
Fri., Feb. 7	Read Debate: Are Emojis Making Us Lazy	Introduce Debate Assignment; Review Model Texts; Review Summarizing, Paraphrasing, and Quoting	**Listicle Due (for peer review)**

Week 4: How do users write for audiences in social media?

Mon., Feb. 10	Marwick & boyd, "Twitter Users, Context Collapse, and the Imagined Audience" on M	Discuss How Audience Works Online	**Listicle Due (final with author's note)**
Wed., Feb. 12	Gallagher, "Considering the Comments" on M	Continue Discussion of Audience Online	
Fri., Feb. 14	Skim McDuffie Process Chapter on M	Invention and Drafting Activities for Debate Assignment	

Week 5: How do users construct identities in social media?

Mon., Feb. 17	Read Arola, "Indigenous Interfaces," Ch 11 in SW/SM	Discuss Theories of Identity Online	
Wed., Feb. 19	Amicucci, "Rhetorical Choices in Facebook Discourse" on M	Continue Discussion of Identity Theories Online	
Fri., Feb. 21		Peer Review Debate Assignment	**Debate Assignment (for peer review)**

Week 6: How do users write with visual rhetoric?

Mon., Feb. 24	Huntington, "Pepper Spray Cop and the American Dream" on M	Discuss the Role of Visual Rhetoric in Social Media; Discuss Memes Online	**Debate Assignment (final with author's note)**
Wed., Feb. 26	Serafinelli, "Analysis of Photo Sharing," on M	Discuss the Role of Images in Social Media; Discuss Selfie Culture	

Fri., Feb. 28	Skim Rhetoric Chapter in I Write; Carroll, "Backpacks vs. Briefcases: Steps Toward Rhetorical Analysis" on M	Introduce Hashtag Campaign Analysis; Review Model Texts; Discuss Rhetorical Analysis	

Week 7: How do users write for social change?

Mon., Mar. 2	McDuffie, "From Selfies to Celebrities: Feminists are Ugly as Cultural Critique or Cultural Confusion?" on M	Discuss Digital Activism; Invention Activities in Class	
Wed., Mar. 4	Dadas, "Hashtag Activism: The Promise and Risk of "Attention" Ch 1 in SW/SM	Continue Discussion of Hashtag Activism; Drafting Activities in Class	
Fri., Mar. 6	Williams, "#BlackLivesMatter: Tweeting a Movement in Chronos and Kairos" on M	Discuss #BLM Movement; Organization Activities in Class	

Week 8: How do users write for social change?

Mon., Mar. 9	Poe-Alexander and Hahner, "Revisualizing Understandings of Down Syndrome through Digital Activism on Instagram," Ch 12 in SW/SM	Discuss Disability Activism Online; Revision Activities In Class	
Wed., Mar. 11		Peer Review Hashtag Campaign Analysis	**Hashtag Campaign Analysis (for peer review)**
Fri., Mar. 13	We will do the reading in class - work on your analysis!	Debate Slacktivism	**Hashtag Campaign Analysis (final with author's note)**

Week 9: No Class - Spring Break

Mon., Mar. 16		No class	
Wed., Mar. 18		No class	
Fri., Mar. 20		No class	

Week 10: How do users interrupt social justice?

Mon., Mar. 23	Sparby, "Digital Social Media and Aggression" on M	Discuss Trolls Writing on Social Media	

Wed., Mar. 25	Boyd, "White Flight in Networked Publics?"	Discuss Segregation on Social Media	
Fri., Mar. 27	Eler, There's a Lot More to A Selfie Than Meets the Eye"; Mull, "Social Media Made America Tired of Rich People"	Introduce Blogazine Argument Essay; Conduct Genre Analysis	

Week 11: How do educators write with social media?

Mon., Mar. 30	Daer & Potts, "Teaching and Learning with Social Media" on M; Kist et al, "Social Media and "Kids Today": A CounterNarrative from a US High School"	Discuss Teaching with Social Media; Review NCTE Resolution and Resources; Review Textbooks	
Wed., Apr. 1	Portanova, "The Rhetoric of Distraction: Media Use and the Student Writing Process," in SW/SM	Continue Discussion of Teaching with Social Media; Look at Teaching Pinterest Boards	
Fri., Apr. 3	Skim Research and Source chapters in I Write	Discuss Secondary Source Research and Source Evaluation	

Week 12: How do we research social media?

Mon., Apr. 6	Adkins, "Social Spill," in SW/SM	Discuss Researching Social Media	
Wed., Apr. 8	Skim Stewart, "Twitter as Method" OR Laestadius, "Instagram"; Skim McDuffie, "The Hispanic Race Debate" on M	Continue Discussion of Researching Social Media	
Fri., Apr. 10	Skim Georgakopoulou, "Small Stories Research"	Discuss Primary Source Research and Informed Consent	

Week 13: How do we research social media?

Mon., Apr. 13	Fiesler and Proferes, "'Participant' Perceptions of Twitter Research Ethics" on M	Discuss Ethical Research Practices Online	
Wed., Apr. 15		Source Integration, Organization, and other Writing Topics As Needed	
Fri., Apr. 17		Peer Review Blogazaine Essay	**Blogazine Essay (for peer review)**

Week 14: How do fans write in social media?

Mon., Apr. 20	Potts, "Still Flying," Ch 6 in SW/SM	Discuss Fan Use of Social Media	**Blogazine Essay (final with author's note)**
Wed., Apr. 22	Waggoner, "Bury Your Gays and Social Media Fan Response" on M	Continue Discussion of Fan Use in Social Media	
Fri., Apr. 24	Giles, "Reflective Writing and the Revision Process"	Introduce Portfolio and Critical Reflection Assignment; Discuss Effective Reflective Practices	

Week 15: Who does not write in social media?

Mon., Apr. 27	Bullinger & Vie, "After a Decade of Social Media: Abstainers and Ex-Users," Ch 4 in SW/SM	Discuss Social Media Abstainers	
Wed., Apr. 29		Peer Review Critical Reflections	**Critical Reflection (for peer review)**
Fri., May. 1	Bring Materials to Work on Portfolios in Class; Come with Questions	In-Class Work Day	

Week 16: Wrap-Up

Mon., May. 4		Course Wrap-Up; Complete ICES Forms (Student Evaluations); Discuss Writing Topics As Needed	
Wed., May. 6		Social Media Fun Day	**Portfolio with Critical Reflection Due**

Listicle Assignment

Engl 380, Spring 2020, Dr. Kristi McDuffie
Word Count: 1,000 words minimum; 5% of course grade
Peer Review Draft Due: Fri, Feb. 7; Final Draft Due: Mon Feb. 10

Purpose and Task: The listicle is a tried and tested online genre. Whether in the form of a literal list, an informal post, or a formal article, listicles are popular because they allow for quick reading and multiple clicks (which appeal to marketers). In this assignment, students will 1) research this common social media genre, 2) compose in this genre, and 3) implement the rhetorical writing practices we are studying.

Process: First, choose a topic or an issue that interests you and that you feel comfortable sharing with an external audience. For example, you could write a listicle about the best cafeterias on campus, the quietest study rooms, or the hardest gen ed classes. The topics don't have to be local, but they do need to be relevant to the authors and contain original information. Take your own pictures (screenshots are ok) and write your own descriptions to ensure originality. Some research is inevitable, but in-depth and secondary research is not required.

To research the genre, find sample texts by searching for listicles on specific topics of interest to you. You should also look at current headlines to find listicles that do not contain numbers. We will do some genre analysis together in class. Also see our course Moodle site for examples.

Audience: Part of this assignment is determining your own audience and addressing the audience within your writing. Therefore, indicate on your submission who the audience is by indicating a publication venue, such as a particular area within BuzzFeed or another online venue.

Formatting Guidelines: This assignment should be submitted as a Word file (with a .docx ending), but otherwise, design as a listicle. Your engagement in the format is part of the task.

Citation Guidelines: Information that is not your own must be cited. Quotation marks should be used any time you are using language that is copied from your sources. Because a listicle is usually an informal online genre, you can cite your sources informally, such as through hyperlinks or footnotes. Just make sure that you are giving credit to others' words and ideas to honor academic integrity.

Evaluation Criteria: This essay will be assessed based on the following criteria:
- Topic choice is relevant and material is original to author (20%)
- Assignment demonstrates engagement in the listicle genre in form and content (20%)
- Listicle demonstrates rhetorical appeals to its audience (20%)
- Listicle contains visual and design elements appropriate for its genre, purpose, and audience (10%)
- Listicle is organized in a local fashion (10%)
- Assignment is well-edited and proofread (10%)
- Assignment documents and cites its sources as appropriate (10%)

Author's Notes Directions

Engl 380, Spring 2020, Dr. Kristi McDuffie

Length: Between ½ page and 1 page single-spaced
Due: With every final draft of every major assignment

Purpose: The author's note is written for both me (your teacher) and you (the author). It helps me understand your thinking and guides me in my feedback. It helps you reflect upon your writing and prepare for portfolio revisions.

Task: With the final version of every major assignment you turn in, you will also turn in several paragraphs of reflection (an author's note) that includes the following:

1. An explanation of your intended audience and your purpose for writing. (Examples: This is a letter to my representative asking her to vote no on a bill. This is an essay targeted to other students explaining how jogging relieves stress.)

2. A statement of where the text is in development, including what revisions you have made so far. (Examples: Based on peer review feedback, I revised the conclusion by doing abc and the supporting evidence by doing xyz. I still intend to revise x, y, and z for the portfolio.)

3. Your own assessment of the piece. (Examples: I am proud of my rhetorical appeals to ethos, but I think that the third point needs more evidence to support it. My thesis is strong, but my introduction needs work because of abc.)

4. The kind of feedback you are looking for now. (Examples: Have I fully addressed the evaluation criteria related to rhetoric? Do you have any ideas for more support in the fifth paragraph? I had trouble there. I could use some reassurance on my topic sentences because I struggled with paragraph cohesion.)

Debate Assignment

Engl 380, Spring 2020, Dr. Kristi McDuffie
Word Count: 1,500 words minimum; 10% of course grade
Peer Review Draft Due: Fri, Feb. 21; Final Draft Due: Mon, Feb. 24

Purpose and Task: This debate assignment gives you the chance to dig into an issue related to writing and social media. Inspired by the student debate titled "Are Emojis Making Us Lazy?" published in *Choices* in March 2017, this gives you a chance to choose a contemporary topic of interest to you (and also related to the course topic), research the issue, and compose a debate featuring two differing approaches to the issue. Your project will differ from the example (yours will be more sophisticated than the young authors and be composed by one author, rather than two), but otherwise feel free to use this example as inspiration.

Process: First, choose a topic or an issue that interests you, that is related to the course focus, and that is relatively complicated. That is, an overly simplistic topic will not result in an interesting or sophisticated project. Avoid simple binaries. For example, rather than arguing that writing on social media is and isn't effective for creating social change, argue that two different social media platforms are better for leveraging *pathos* when raising awareness about animal rights.

Research is required for this assignment (a minimum of two credible sources for each point of view). Draw from long-form journalism, opinion pieces, trade journals, scholarly research articles, and more. Avoid using short newspaper articles, blog posts, and other items that will not have enough substance to be helpful. Use the library databases to help search so that you can narrow your sources by type of publication, by date, and more. Don't limit yourself to web searches.

Audience: Like in our first assignment, it is part of the writing task to define your audience for this project. I suggest choosing a trade journal or trade magazine. The audience for our sample is a teacher's magazine published by Scholastic. Indicate your audience on your project.

Formatting Guidelines: This assignment should be submitted as a Word file (with a .docx ending) if possible (a PDF is ok if needed for design constraints).

Citation Guidelines: Use a style guide like MLA or APA to cite your sources for this project. Consult the Purdue Online Writing Lab for help at https://owl.purdue.edu/owl/purdue_owl.html

Evaluation Criteria: This project will be assessed based on the following criteria:
- Topic choice is relevant to writing and social media and features two different, relatively complex approaches to the issue in the form of a debate (20%)
- The audience for the project is defined and the author uses rhetorical strategies to appeal to that audience (20%)
- The debate is supported with credible research; research consists of at least two sources for each side and provide evidence for the debate (30%)
- The debate demonstrates strong rhetorical choices in style and visual design (10%)
- Debate is formatted and sources are appropriately cited with a style guide like MLA (10%)
- Debate is well-organized, contains strong paragraph unity, and is well-edited (10%)

Hashtag Campaign Analysis

Engl 380, Spring 2020, Dr. Kristi McDuffie
Word Count: 2,000 words minimum; 15% of course grade
Peer Review Draft Due: Wed, Mar. 11; Final Draft Due: Fri, Mar 13

Purpose and Task: This Hashtag Campaign Analysis asks you to apply the concepts we have been learning in class about social justice campaigns and social media by conducting a rhetorical analysis of a set of social media posts (collectible by their hashtags). Then, you will make an argument about the effectiveness of this campaign based on your analysis.

Process: First, find a social justice campaign that interests you and determine what social media site or network you are going to use. Find several posts related to that campaign (I suggest between 10-20 posts to make sure you have enough material to analyze) and copy the material into a Word file so that you don't lose it. You can use the print screen function on your computer or save the image files to your computer, for example.

Choose some of the rhetorical analysis concepts we have been reading about (rhetorical situation (audience, exigence, constraints), rhetorical appeals, synecdoche, metaphor, intertextuality, and more, to apply to your posts. Choose the most relevant concepts to apply; you need not cover them all. Make sure your analysis is detailed and not merely descriptive. Tell readers how you are assessing the effectiveness of the social media campaign based on your analysis and ultimately make an argument (a thesis statement) about that effectiveness.

Research is not required for this assignment. You will need to provide background for your issue, so be sure to cite your sources and where you obtained your social media posts. You may conduct research if it helps you, but spend most of your time on analysis.

Audience: Write this assignment as a blog post for Kristi's class blog (https://raceandsocialmedia.wordpress.com/). Posting it online is optional, but write this for a general online audience.

Formatting Guidelines: For submission to Moodle, save this as a Word file (with a .docx ending) (a PDF is ok if needed for design constraints).

Citation Guidelines: Given our blog genre, cite your sources using URLs or footnotes. Just make sure that other people's word is attributed. For direct quotes, use signal phrases.

Evaluation Criteria: This project will be assessed based on the following criteria:
- Topic choice is relevant to social justice and social media; compelling and exigent choice of social media/network site; posts chosen are appropriate and sufficient in number (20%)
- Analysis engages in the blog post genre by appealing to a general online audience and using blog style and design elements (i.e. use of visuals, URLs, paragraph length, etc.) (20%)
- Analysis engages in a number of sophisticated rhetorical concepts (see list above) and social media posts are discussed in detail according to those rhetorical concepts (30%)

- Clear argument (thesis statement) that develops out of the analysis and is supported by evidence (10%)
- Analysis is well-organized, contains strong paragraph unity, and is well-edited (10%)
- Analysis is well-formatted and sources are appropriately cited according to guidance above (10%)

Blogazine Assignment

Engl 380, Spring 2020, Dr. Kristi McDuffie
Word Count: 2,000-2,500 words; 25% of course grade
Complete Draft Due: Wed, Mar. 11; Final Draft Due: Fri, Mar 13

Purpose and Task: This is the final major assignment in our class! The task is to build on the knowledge we have developed so far in the class and conduct additional research in order to make an argument about writing and social media in the form of a blogazine (a long form online journalism article). This is a chance to make connections between the course content and your own interests.

Process: Choose something we have been investigating in this class that you would like to explore further. You may choose to expand on what you have covered in your Debate or Hashtag Campaign assignments. In this case, though, start with a research question to drive your research. You can conduct primary research (observations, limited data collection, limited interviews, surveys), as well as secondary research (non-scholarly sources like government research, corporations, opinion pieces, news sites, and scholarly sources like journal articles). The minimum research requirements are six sources; at least two must be scholarly journal articles, but the remaining can be a variety of the sources listed above. Addressing the reliability and credibility of sources in your argument is a part of how your argument is evaluated. Please use materials that we have read for this class; in addition to showing that you are engaging in the course content, they count as your research.

Audience: Identify a publication venue for your blogazine essay and identify your target audience accordingly. You can address this audience through the design of your blogazine and/or by explicitly stating your audience (both will help readers!). Identifying your audience (and publication venue) will help you write a more persuasive argument. It will also help you design your project.

Writing: Use the research you find to make an evidence-based argument. Here are some tips to write a persuasive argument:
- Use your rhetorical skills! Establish the exigency (the importance and timeliness) of your topic early on. Take care to establish your ethos as a writer and also address the ethos of the researchers you cite. Think about ways to integrate pathos as an appeal. Include different types of evidence so that you cover a range of logos in your project (statistics, stories, studies, etc.).
- Give some background on your topic, but of course don't let information take over your project (it should be mostly evidence-based persuasion).
- Pay attention to organization and paragraph unity. Use transitions and topic sentences so that readers know how the paragraphs tie together. Explicate your textual evidence and your quotes so that readers know how material from your sources connect back to your argument.

Citation Guidelines: Use a citation style like MLA or APA to cite your sources.

Submission Guidelines: For submission to Moodle, save this as a Word file (with a .docx ending) (a PDF is ok if needed for design constraints). Name your file with your last name and the title of the assignment (i.e. McDuffieBlogazine.docx).

Evaluation Criteria: This project will be assessed based on the following criteria:
- Topic choice is relevant to writing and social media; topic choice builds off of the course work and connects to your own interests (10%)
- Project engages in the blogazine genre through its style and design elements (10%)
- Publication venue and audience are clearly identified; argument appeals to audience (10%)
- Project makes a clear argument (thesis statement) that emerges from a research question and is supported by evidence; argument engages in a variety of rhetorical appeals (20%)
- Project utilizes at least six sources (a variety of primary and/or secondary sources), two of which are scholarly journal articles. Sources are appropriately cited according to MLA or APA citation style (10%)
- Project integrates sources as evidence throughout the project and to support the argument. Reliability and credibility of sources is addressed (20%)
- Analysis is well-organized, contains strong paragraph unity, and is well-edited (10%)

Critical Reflection

Engl 380, Spring 2020, Dr. Kristi McDuffie
Word Count: 500 words minimum, 10% of course grade
Complete Draft Due: Wed, Mar. 11; Final Draft Due: Fri, Mar 13

Purpose: I had a professor once who told my class to take five minutes every day to stop and think. Without spending five minutes to process our days, he said, life would pass us by. While I never did develop the daily habit, I have come to value the habit of spending time at the end of each class processing what we have learned. Without taking this time to process, it's difficult to assess and remember our learning, particularly in a class like this that focuses on "soft" skills more than "hard" skills like concept memorization and regurgitation.

The purpose of this memo, then, is to take some time and consider what you have learned over the course of the semester. Revisit your work throughout the semester and write a narrative of your learning and growth. Doing so will help you articulate what you have learned, remember it in the future, and carry it forward into other areas of your life.

Task: Review your work in this class, including small assignments like discussion posts and larger assignments like your major written assignments, and write at least a 500-word memo addressed to me (your teacher) explaining your experience in this class and what you have learned. **Use examples**, such as discussing readings from the class and your own work.

Audience: Your audience for this essay is me, your instructor, and also yourself. Help yourself understand your experience in this class. Also imagine yourself in ten years; I barely remember some of the classes I took in college (ok, fine, it's been fifteen years!). Tell your future what your experience has been like.

Note: Don't just tell me what you think I want to hear. Yes, I will be excited if you discuss concepts from the class. But think about what concepts have been meaningful for you and why. A laundry list just for the sake of making a list will not be helpful. It's ok to tell me what you already knew. It's ok to tell me what you hoped you'd learn and didn't. It's ok to tell me what was confusing and what questions you still have. While this isn't the place for class feedback (you WILL have the opportunity for that and I value that feedback!), I want this reflection to be just as meaningful for you as it is for me. What areas are you interested in learning more about the future? What things might stick with you in your future classes and careers and why?

Note: Many of you will find it best to write this as a narrative (when I came to the class this is what I knew, here is what I learned, here are examples, and now here is what I think). Another way you can organize this memo is by concept (the most meaningful concept from this class for me was xyz and here are examples, the next was abc, etc.). And feel free to come up with a different structure of your own!

Citation Guidelines: No formal citation are needed for this memo. When you mention readings used from the semester, please give the name and title of the reading.

Formatting Guidelines: Memo style (use a Word template), single-spaced

Evaluation Criteria: This reflection will be assessed based on the following criteria:
- Reflection demonstrates critical, in-depth assessment of semester-long progress (25%)
- Reflection engages in the course content from the semester and gives examples (25%)
- Reflection engages in work submitted from the semester, including major projects, and gives examples (25%)
- Reflection is well-organized, contains strong paragraph unity, and is well-edited (25%)