

## DRAFT SCHEDULE Teaching Unit #3

Unit 2: Analyzing Strategies		
Week 11	Tues 11/8	<p>Introduction to Unit #3 and Boyd Digital Literacy and Digital Natives</p> <p style="text-align: center;"><i>New Teams assigned!</i></p> <p style="text-align: center;">Mapping exercise assigned</p>
	Thurs 11/10	<p style="text-align: center;">The language of rhetoric (illustrates, clarifies, complicates, qualifies)</p> <p style="text-align: center;"><i>Using strong rhetorical language</i> Discussing Boyd &amp; charting sections of the text</p> <p style="text-align: center;"><b>6 Genre Assigned</b></p>
Week 12	Tues 11/15	<p style="text-align: center;">Putting Boyd in conversation w. Thompson and Carr &amp; mapping connections</p> <p style="text-align: center;">Team Mapping Exercise using wiki or Hypothesis</p>
	Thurs 11/17	<p style="text-align: center;">The “politics of search” and (re)search literacy</p> <p style="text-align: center;">Building claims, finding support, creating a space for your contribution</p> <p style="text-align: center;"><b>7 Genre Assigned</b></p>
Week 13	Tues 11/22	<p style="text-align: center;">Drafting your Final Paper</p> <p style="text-align: center;">Building your argument and entering the conversation</p> <p style="text-align: center;">Review of Graff/Birkenstein templates</p> <p style="text-align: center;"><b>8 Genre Assigned</b></p>
	Thurs 11/24	<b>Thanksgiving – NO CLASS!</b>

Week 14	Tues 11/29	Refining and strengthening your argument, Using rhetorical strategies  Final paper organization review  MLA Format Review (explanation of grammar as analog vs. digital)  9 Genre Assigned
	Thurs 12/1	Instructor Conferences
Week 15	Tues 12/6	Instructor Conferences
	Thurs 12/8	FINAL Rhetorical Thunderdome! FINAL PAPER DUE

**Note:** This final section is the one section where I am 83.4% certain that the schedule above will match what actually happens in the classroom.

We will continue with the exercises that we have been doing throughout the semester: teams charting the main text as a group (and competing against other teams), completing rhetorical analysis blogs of interesting/alternate texts (they'll get pretty funky in this unit), while we continue to incorporate new analysis methods, especially with a focus on their writing, and the construction/organization of their own arguments.

I am actually really looking forward to this unit, because it's their first taste of some true freedom; I have taught the first two papers as almost math assignments (analyze these things, in order, where you are expected to) and I want to begin slowly allowing them freedom to find what works for them in this unit as they craft their own arguments.

Although I still want them evaluating the class texts, I will likely be a little more lenient on analysis, and focus more on how they need to build their own arguments – within the context of using the same tools/mechanics that Carr, Thompson, Boyd use.

Good times.

