

**RHETORIC**  
**RHET:1030:0003**  
**TTh, 8:00 – 9:50 AM, 9 EPB**  
**Spring 2016**

The University of Iowa  
The College of Liberal Arts and Sciences  
**Department of Rhetoric**  
clas.uiowa.edu/rhetoric

Instructor: Anna Williams  
Office Hours: TTh, 9:50 – 11:20 AM and by appointment.  
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Department Chair: Steve Duck, 164 EPB. Call 319-335-0186 or email steve-duck@uiowa.edu  
Dept Main Office: 170 EPB. Call 319-335-0178 or email rhetoric@uiowa.edu  
Course Supervisor: Megan Knight, 158 EPB. Call 319-335-0182 or email megan-knight@uiowa.edu.  
Office hours 11:00-11:30 & 1:30-2:30 MW & by appointment.

### **COURSE TEXTS**

Required texts, available at Prairie Lights (15 S Dubuque Street):

- 1) *We Should All Be Feminists* – Chimamanda Ngozi Adichie (ISBN: 978-1101911761)
- 2) *Maus I* – Art Spiegelman (ISBN: 978-0-394-74723-1)
- 3) *Thank You for Arguing, Revised & Updated* – Jay Heinrichs (ISBN: 978-0-385-34775-4)

### **RHETORIC COURSE GOALS**

Rhetoric is a foundational course in the General Education curriculum. The course prepares you for engaged participation in University life through practice in critical thinking, reading, writing, listening, speaking, and research skills that future courses will build upon, regardless of major. Sound academic literacy skills are broad in scope and promote academic and professional success, as well as responsible citizenship in a democracy.

Sound academic literacy skills are broad in scope and promote responsible citizenship in a democracy. Because of the prominence and power of print literacy in academic and professional spheres, the Writing and Reading course emphasizes the development of verbal literacy skills. As literacy extends beyond print to digital and other media forms, Rhetoric courses emphasize the roles, purposes, and impacts of multiple media on audience and social context.

The curriculum is grounded in the premise that consequential questions of public import generate diverse responses. The sequence of assignments begins with description and rhetorical analysis of those responses, taking into consideration purpose, medium, occasion, and audience. The sequence ends with students crafting informed and well-considered presentations/compositions that take into account the interests and concerns of intended audiences.

### **SECTION AIMS AND POLICIES**

The first aim of this class is to help you develop skills to recognize the extent to which rhetoric, or the art of persuasion, is influencing you every day in both obvious and subtle ways. No matter the type of media –

television, art, internet videos, news articles, advertisements, other people – we are constantly being made susceptible to others’ messages whether we realize it or not.

Our rhetoric class is designed to help you face this barrage of persuasion. First, we will learn to identify, describe, and analyze the rhetoric we face each day on and around our own campus. We will hone our analytical skills by dismantling arguments to see how they work, asking what rhetorical methods they employ, what they leave out, what is successful, what is not, and why.

Once we have assembled the tools to analyze individual arguments, we will turn our attention to the ways differing arguments interact with one another. An important point to remember is that arguments have no reason to exist if there are no counter-arguments to oppose them. Being a successful college student and informed citizen requires us to see past one-sidedness and seek out conflicting viewpoints that we then analyze, evaluate, and use to triangulate our own stances. Such research skills are the key to future success both in college and beyond.

Finally, we will learn how to put all of these rhetorical skills to work in our own writing and speaking, understanding the need to tweak our methods and approaches to fit different situations and audiences and how best to do so. We will become, in short, effective rhetoricians.

As a member of our rhetoric community, you will be responsible for conducting yourself in a manner that optimizes your own and your peers’ learning and development. This means regular, engaged attendance, full preparation for each class meeting, respectful, active listening and discussion, responsibility in keeping yourself up to date when attendance is impossible, and an attitude of enthusiasm and curiosity. It is also my sincere hope that you *enjoy* our time together – and maybe even surprise yourself along the way.

### **Objectives and Goals of the Course**

After completion of this course, you should be able to:

- identify and employ rhetorical concepts and persuasive strategies;
- read and listen to comprehend and consider arguments;
- analyze what makes an argument work (or not)
- write and speak to summarize and challenge others’ arguments and advocate our own;
- collaborate as a productive member of a team;
- identify, evaluate and integrate research as a means of responsible inquiry;
- constructively critique your own and others’ written and oral works.

### **OTHER POLICIES**

- Please arrive to class on time or early each day. Tardiness is an unwelcome disruption to classroom activity that also puts you at a disadvantage. Repeated tardiness will result in a reduced participation grade.
- Unless specifically called for, the use of electronic devices (cell phones, tablets, laptops, iPads) is **strictly prohibited** during class time.
- If you are unable to make it to class, it is your responsibility to speak with your classmates and refer to the syllabus to keep yourself caught up.
- In addition to the formal skills of Rhetoric, in this class I also expect you to also learn the virtue of **resourcefulness**. This means trying to find the answers to your own questions by using the resources provided to you: this syllabus, the course calendar, assignment sheets, and even your classmates. If none of these options help you find the information that you need, then I am happy to answer questions through e-mail. However, you should only pursue this option after you have exhausted all other possible means of finding the help you seek, and you should expect a 24-hour turnaround period on week days. I do not answer e-mails over the weekend.

## GRADING

Final grades will be determined on the University's A-F grade scale, with A as the highest possible grade. There is no final examination in this course. Course grades depend mainly on a series of major writing and speaking assignments. The rest of your grade depends on other activities: informal speeches, responses to reading, peer response workshops, focused exercises, and participation.

**All Major Assignments for your GER Rhetoric course MUST be completed satisfactorily for you to receive a passing grade in the course.** Your instructor determines what constitutes satisfactory completion of the Major Assignments. If you have any questions or concerns about what "satisfactory completion" means in this context, please discuss this with your instructor well in advance of the assignment due date. Satisfactory completion of all Major Assignments is necessary, but it is not the only requirement you must meet to receive a passing grade.

Major Assignments	Weight	Due Date
Reading Discussion Leadership	10%	various
Blog Posts	10%	various
Rhetorical Analysis Essay	15%	2/11
Archives Alive! Presentation	15%	3/8 or 3/10
Rhetoric of a Public Space	15%	4/12
Iowa Narratives Project	15%	5/3 or 5/5
Participation*	20%	various

**\*A Note on Participation:** You are expected to participate fully in daily class activities such as discussions, workshops, exercises, and group work. Your daily participation will be graded not based on volume but on quality. In other words, speaking more won't make your participation grade higher, but speaking appropriately in order to add your perspective when it is needed will be reflected in your grade. Similarly, dominating in small group work might negatively affect your grade, while helping your group members each contribute will show that you're thinking carefully about appropriate participation. When homework is assigned, you must fulfill the expectations of the assignments. Similarly, when in-class writing or speaking is assigned, you are expected to work diligently to meet the criteria of the activity. Your performance on homework and in-class work will be scored according to how well you meet the expectations stated in the assignment.

**RHETORIC DEPARTMENT  
COMMON POLICIES AND PRACTICES 2015-16  
FOR ALL GE RHETORIC COURSES:  
RHET:1030    RHET:1040    RHET:1060**

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**Department of Rhetoric**  
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Department Chair: Steve Duck, 164 EPB. Call 319-335-0186 or email [steve-duck@uiowa.edu](mailto:steve-duck@uiowa.edu)  
Department Main Office: 170 EPB. Call 319-335-0178 or email [rhetoric@uiowa.edu](mailto:rhetoric@uiowa.edu)

**ADDITIONAL INSTRUCTION**

To help your transition to university-level scholarship, The Rhetoric Department provides free, individualized instruction and assistance with both writing and public speaking.

**The Writing Center** (110 EPB; phone: 319-335-0188) offers suggestions and feedback on all sorts of writing, including course papers, articles intended for publication, theses and dissertations, creative writing, and multimedia projects. (<http://writingcenter.uiowa.edu>)

**The Speaking Center** (412 EPB; phone: 319-335-0205) offers one-on-one and small group tutoring and consultation to students and instructors on campus who would like to work on any aspect of oral communication. (<http://clas.uiowa.edu/rhetoric/speaking-center>)

Both Centers provide instruction and assistance to all University of Iowa students, staff and faculty to improve and practice these important academic and career skills.

**GRADING**

Final grades will be determined on the University's A-F grade scale, with A as the highest possible grade. There is no final examination in this course. The majority of your grade depends on a series of four major assignments. The rest of your grade depends on other activities: informal speeches, responses to reading, peer response workshops, and other class participation.

*Earning a C* in this class signifies an average performance. You are producing competent **college-level work**, completing all projects satisfactorily and on time, contributing positively to the classroom environment, giving basic attention to revision, and showing improvement across the semester. (Note: you cannot earn higher than a C without giving consistent, effective attention to the revision process.)

*To earn a B*, you must exceed the aforementioned requirements. You do this by producing proficient work that shows good evidence of revision and attention to audience considerations, by being an active, constructive participant in the classroom, by completing all activities thoroughly and with care, and by showing preparation, organization, and improvement in every area.

To earn an A, you must excel consistently. This will include producing polished, well-crafted work that demonstrates mastery of new techniques and skills, using the revision process strategically to shape your work for your audience, and taking an active, thoughtful leadership role in the classroom.

Earning a grade of D or lower means that you have not shown consistent effort, have not met minimum class standards in some way, and/or have hurt your grade by plagiarizing, not turning in work, or failing to participate. Students most often get D and F grades because they are not talking in class or not completing the steps of the major assignments on time.

Grades are calculated according the following scale:

The top grade is A	B+: 87-89	C+: 77-79	D+: 67-69	F: 59 and below
A: 93-100	B: 83-86	C: 73-76	D: 63-66	
A-: 90-92	B-: 80-82	C-: 70-72	D-: 60-62	

NOTE: All four Major Assignments for Rhetoric courses must be completed satisfactorily (>C-) for a student to receive a passing grade overall.

### **ATTENDANCE, PARTICIPATION, EFFORT, & ACADEMIC EXCELLENCE**

This course is performance-based, emphasizing learning through daily class activities and homework. You are expected to attend every class meeting and to actively participate in discussions, exercises, and other class work. Each assignment prepares you for the next; thus to miss class or skip an assignment will lower the quality of your overall performance, limiting your learning and your grade in the course.

For a 4 credit hour course, you are expected to work on average at least 8 hours outside of class per week (i.e. 2 hours per each credit hour per week). If you are taking four courses for 13 credit hours then you are expected to be spending 26 hours per week, outside of class, preparing, reading, writing and researching. The link at <http://clas.uiowa.edu/faculty/teaching-policies-resources-student-workload-guidelines> explains this more fully. Many students, especially first-year students, believe that studying "a lot" can be defined as around 12 hours a week, but being a student at UI involves much more than that.

Rhetoric is not an "easy A". To demonstrate "excellence" in the Rhetoric class, you must attend regularly and excel consistently. This will include producing polished, well-crafted work that demonstrates mastery of new techniques and skills, using the revision process strategically to shape your work for your audience, providing useful feedback to your peers, carefully and energetically preparing in advance for each class, and taking an active, thoughtful leadership role in the classroom.

### **EXCUSED ABSENCES & LATE WORK**

According to University policy (please refer to <http://clas.uiowa.edu/faculty/teaching-policies-resources-student-absences-for-a-detailed-explanation-of-this-policy>), absences from class are excused in the following circumstances:

- Illness or injury.
- Family emergencies.
- Mandatory religious obligations—must be documented and arranged **in advance**.
- Authorized University activities—must be documented and arranged **in advance**.

If you have a conscientious objection to course material covered on a given day, you may choose not to come, and may be asked to complete an alternative assignment or activity. See UI Operations Manual III.15.2f). Your instructor may require you to complete the Registrar's "Explanatory Statement for Absence from Class" form, which is available at <http://www.registrar.uiowa.edu/Student/FormsforStudents/tabid/79/Default.aspx>.

Late work will be credited only by arrangement with the instructor, and it may not always be possible to make up an oral presentation even if an absence is excused.

Falsifying excused absences, including on Student Health self-reports, is a violation of the Code of Student Life and as such will be reported to the Associate Dean for Undergraduate Programs & Curriculum, who can impose University sanctions.

### **ADDS/DROPS & TRANSFERS**

All section changes are handled on-line, unless your advisor requires a signed add/drop slip. Add/drop slips are valid only if signed by the DEO of the Rhetoric Department—your instructor does not sign add/drop slips. No Adds are permitted after the first Friday of the Fall semester and after the first Monday of the Spring semester. Transfer students are placed in this course based on transcripts. Contact the Rhetoric Office with any questions.

## **UI POLICIES & PROCEDURES**

### **ADMINISTRATIVE HOME**

The College of Liberal Arts and Sciences is the administrative home for Rhetoric. Different colleges may have different policies. Please refer to the [CLAS Academic Handbook](http://clas.uiowa.edu/students/handbook) at <http://clas.uiowa.edu/students/handbook> and <http://clas.uiowa.edu/faculty/teaching-policies-resources-syllabus-insert> for the CLAS Teaching Policies and Resources insert.

### **DIVERSITY & INCLUSION**

The University of Iowa prohibits discrimination in employment or in its educational programs and activities on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or associational preference. No acts of discrimination will be tolerated in this class. Formal policies around diversity are built into the syllabus template, and more information is at <http://diversity.uiowa.edu/eod/>.

### **UNDERSTANDING SEXUAL HARASSMENT**

Sexual harassment subverts the mission of the University and threatens the wellbeing of students, faculty, and staff. We share a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See [Part II.4 of the Operations Manual](http://www.uiowa.edu/~our/opmanual/ii/04.htm) at <http://www.uiowa.edu/~our/opmanual/ii/04.htm> for assistance, definitions, and the full University policy or contact the Office of the Sexual Misconduct Response Coordinator at <http://osmrc.uiowa.edu/>

### **ACCOMMODATIONS FOR DISABILITIES**

A student seeking academic accommodations must register with [Student Disability Services](http://sds.studentlife.uiowa.edu/) (please refer to <http://sds.studentlife.uiowa.edu/>) and meet with the instructor privately to make particular arrangements.

## **ELECTRONIC COMMUNICATION**

You are responsible for all official correspondences sent to your standard University of Iowa e-mail address (@uiowa.edu). Check your account frequently.

## **ACADEMIC FRAUD**

Any instance of a student falsely presenting work that is not their own (e.g. plagiarism, cheating) is academic fraud and is taken seriously by the College. The instructor reports any suspicion of fraud to the department and follows procedures outlined <http://clas.uiowa.edu/faculty/teaching-policies-resources-academic-fraud>. Consequences may include failure of the assignment or course, suspension, or expulsion.

Resubmitting work for which academic credit has already been given is fraud. It does not matter where or when the work was previously submitted. Any student who has previously submitted work for grading in Rhetoric and who resubmits that work in another class is committing academic fraud. For that reason, if you are repeating Rhetoric for a second grade option or for any other reason, you must submit work that is new or that has been substantially revised in terms of effort and extension of thought and quality.

## **MAKING A SUGGESTION OR A COMPLAINT**

You and your Rhetoric instructor may not always see eye to eye. If there is a problem, please speak to your instructor first. Often you and your instructor can resolve the issue without need for further action. Your instructor may consult with the course supervisor for advice. If matters are still unresolved, feel free to speak with Carol Severino ([carol-severino@uiowa.edu](mailto:carol-severino@uiowa.edu)), the department officer charged with dealing with student concerns. If she cannot resolve the issue, then it goes to Steve Duck, the Rhetoric DEO. Complaints must be made within six months of the incident. Please refer to the [CLAS Academic Policies Handbook](http://clas.uiowa.edu/students/handbook) at <http://clas.uiowa.edu/students/handbook>.

## **REACTING SAFELY TO SEVERE STORMS**

In severe weather, you should seek shelter in the lowest, innermost part of the building, away from windows. The class will continue if possible when the event is over. Please refer to [Operations Manual, II.22](#) or <http://emergency.uiowa.edu/content/severe-weather> and be sure to sign up for <http://hawkalert.uiowa.edu/>. You may also view information at the Department of Public Safety at <http://police.uiowa.edu/emergency-communications>.

## **CLARIFYING STUDENT COLLABORATION**

Some of your work may be collaborative. Each student on a research team is expected to complete a similar amount of work and to contribute equally to the project. Each student will complete a self-evaluation and a group evaluation, describing this equality or the lack of it during the group's work. For more information, see the assignment sheet, the grading rubric, and the self-evaluation form for the project. Students who misrepresent themselves as equal partners in this collaborative project but who are actually letting others do the bulk of the work will be reported to the College for academic dishonesty. If you have questions, it is your responsibility to ask them.

## CALENDAR OF COURSE ASSIGNMENTS AND EXAMS

This is a tentative calendar and is **subject to change**. Updates will be posted to ICON and/or shared in class. Students are responsible for tracking course activities, readings, and assignments as the semester progresses.

### Spring 2016 COURSE SCHEDULE

Week 1: Jan 18-22	Fri, Aug 28—last day to add or drop courses without a \$12 charge
<b>Tuesday, Jan 19</b> – Intro to course, Peer Interviews	<b>Homework (due 1/21):</b> Read syllabus, bring in at least one written question; read Heinrichs Preface, Ch. 1-2
<b>Thursday, Jan 21</b> – Introduce <a href="#">Show What You Know</a> , Discuss Heinrichs Ch. 1-2 and sign up for <a href="#">presentation</a> dates, Sign in to course blog and create profiles	<b>Homework (due 1/26):</b> Be ready to workshop full “Show What You Know” presentation (including visual aid)
Week 2: Jan 25-29	Mon, Jan 25—last day to add or drop courses without a \$12 charge. Tues, Jan 26--\$60 late registration charge in effect.
<b>Tuesday, Jan 26</b> – Workshop Show What You Know; Public Image Activity; Introduce <a href="#">Rhetorical Analysis Essay</a>	<b>Homework (due 1/28):</b> Finalize “Show What You Know” presentation and post Powerpoint or Prezi to blog; Browse <a href="http://csil.uiowa.edu/pickone">http://csil.uiowa.edu/pickone</a> and complete “Local Communities and You” writing prompt in Rhetorical Analysis tab of blog (prompt in <a href="#">assignment sheet</a> )
<b>Thursday, Jan 28</b> – Perform Show What You Know ( <b>meet in Group Area D of Library Learning Commons</b> ); Discuss Thesis and Topic Sentences for Rhetorical Analysis Essay	<b>Homework (due 2/2):</b> Read Heinrichs Ch. 3-5; Add Rhetorical Analysis outline (thesis and <a href="#">topic sentences</a> ) to blog post
Week 3: Feb 1-5	Last day for Undergrads to add or drop courses without a W.
<b>Tuesday, Feb 2</b> – Workshop Rhetorical Analysis outlines, Heinrichs Presentation Ch. 3-5, Critique past examples	<b>Homework (due 2/4):</b> Complete <b>full draft</b> of Rhetorical Analysis essay; turn in to drop-box on ICON <b>as Microsoft Word doc</b> and <b>bring 2 printed copies to class</b>

<p><b>Thursday, Feb 4 – Rhetorical Analysis Draft Workshop</b></p>	<p><b>Homework (due 2/9)</b> – Polish Rhetorical Analysis draft, read Heinrichs Ch. 6 - 8</p>
<p>Week 4: Feb 8-12</p>	
<p><b>Tuesday, Feb 9</b> – Heinrichs Presentation Ch. 6 – 8, Introduce Thank You For Advertising</p> <p><b>Thursday, Feb 11 – Rhetorical Analysis Essay Due</b>, In-class work on Thank You For Advertising</p>	<p><b>Homework (due 2/11):</b> Post final draft of Rhetorical Analysis to blog in new post with “final” in title (be sure to include pictures with captions)</p> <p><b>Homework (due 2/16):</b> Be ready to present Thank You For Advertising; read Heinrichs Chapters 9 - 10</p>
<p>Week 5: Feb 15-19</p>	
<p><b>Tuesday, Feb 16</b> – Thank You For Advertising presentations; Heinrichs Ch. 9 – 10 Discussion; Introduce Archives Alive! project</p> <p><b>Thursday, Feb 18</b> – In-class research workshop for Archives Alive! (meet in Library room 1140)</p>	<p><b>Homework (due 2/18):</b> Finish transcribing chosen document and post link in new blog post under Archives Alive tab, read Heinrichs Ch. 11-12; <b>meet in library room 1140 on Thursday</b></p> <p><b>Homework (due 2/23):</b> Add Library Book Selfie and rough draft of Historical Contextualization to Archives Alive blog post; Read Heinrichs Ch. 13</p>
<p>Week 6: Feb 22-26</p>	
<p><b>Tuesday, Feb 23</b> – Heinrichs Ch. 11, 12, 13 Discussion; Workshop Historical Contextualizations; Discuss Rhetorical Analysis of Archives Alive documents</p> <p><b>Thursday, Feb 25</b> – Heinrichs Ch. 14 Discussion; Watch/critique Archives Alive Screencasts</p>	<p><b>Homework (due 2/25):</b> Add rough draft of Rhetorical Analysis to Archives Alive blog post; read Heinrichs Ch. 14</p> <p><b>Homework (due 3/1):</b> Combine/polish Archives Alive Historical Contextualization and Rhetorical Analysis; Begin work on screencast</p>
<p>Week 7: Feb 29-Mar 4</p>	
<p><b>Tuesday, Mar 1</b> – Screencast Workshop Day; Discuss Presentations</p>	<p><b>Homework (due 3/3):</b> continue work on screencast</p>

<p><b>Thursday, Mar 3 – Archives Alive! Presentation Workshop</b>, sign up for presentation dates</p>	<p><b>Homework (due 3/8 or 3/10):</b> Before your presentation day, create final Archives Alive blog post with multiple components (see handout); meet in Group Area D of Learning Commons next week!</p>
<p>Week 8: Mar 7-11</p>	<p>Midterm March 9</p>
<p><b>Tuesday, Mar 8 – Archives Alive! Presentations (Group Area D of LLC)</b></p> <p><b>Thursday, Mar 10 – Archives Alive! Presentations (Group Area D of LLC)</b></p>	<p><b>Homework: Read Heinrichs Ch. 15-17</b></p> <p><b>**Before Wed, 3/9 at 3 PM: complete steps 1 and 2 of <a href="#">Upload Instructions</a></b></p>
<p>Week 9: Mar 14-18</p>	<p>Spring Break</p>
<p><b>NO CLASS</b></p>	
<p>Week 10: Mar 21-25</p>	<p>Classes resume March 21<sup>st</sup>.</p>
<p><b>Tuesday, Mar 22 –</b> Discuss Heinrichs Ch. 15, Introduce Rhetoric of a Public Space project, work on Group Collaboration Agreements</p> <p><b>Thursday, Mar 24 –</b> Workshop Group Collaboration Agreements; Discuss Heinrichs Ch. 16-17; Post Process Plan and Proposal to blog</p>	<p><b>Homework (due 3/24):</b> Blog keeper create post for Rhetoric of a Public Space, post Steps 1 and 2 before class Thursday</p> <p><b>Homework (due 3/29):</b> Visit site as a group; begin working individually and collaboratively on Rhetoric of a Public Space; read Adichie pages 1-24</p>
<p>Week 11: Mar 28-Apr 1</p>	
<p><b>Tuesday, Mar 29 –</b> Discuss Adichie, in-class work on Rhetoric of a Public Space</p> <p><b>Thursday, Mar 31 – <i>Little Miss Sunshine</i> -- class on your own!</b></p>	<p><b>Homework (due 3/31):</b> Work individually and collaboratively on Rhetoric of a Public Space</p> <p><b>Homework (due 4/5):</b> Watch <i>Little Miss Sunshine</i> and create blog post response; Post full draft of RPS to ICON dropbox as <b><u>Microsoft Word doc</u></b>; bring 2 printed copies to class for workshop</p>
<p>Week 12: Apr 4-8</p>	
<p><b>Tuesday, Apr 5 – Rhetoric of a Public Space Draft Workshop</b></p>	<p><b>Homework (due 4/7):</b> Work individually and collaboratively on Rhetoric of a Public Space; Read <i>Maus</i> Preface and Chapter 1</p>

<p><b>Thursday, Apr 7</b> – Discuss <i>Maus</i>; Revision Activity</p>	<p><b>Homework (due 4/12):</b> Polish RPS Project; have blog keeper turn in final draft both as PDF and as new blog post with “final” in title</p>
<p>Week 13: Apr 11-15</p>	
<p><b>Tuesday, Apr 12</b> – <b>Rhetoric of a Public Space Due;</b> Introduce Iowa Narratives Project, “If By Chance We Meet Again” Activity</p> <p><b>Thursday, Apr 14</b> – Discuss <i>Maus</i>; INP Group Work</p>	<p><b>Homework (due 4/14):</b> Send blog keeper your INP story proposal so that s/he has time to post it before class on Thursday; Read Ch. 2-3 of <i>Maus</i></p> <p><b>Homework (due 4/19):</b> Read <i>Maus</i> Ch. 4-6 of <i>Maus</i> (finish) and post response to blog following provided prompt; Post detailed Work Plan to blog</p>
<p>Week 14: Apr18-22</p>	
<p><b>Tuesday, Apr 19</b> – Discuss <i>Maus</i>; Artifact Interview Activity; INP Group Work</p> <p><b>Thursday, Apr 21</b> – Share Artifact Write-Ups; INP Group Work – Composition Plans</p>	<p><b>Homework (due 4/21):</b> Finish Artifact Write-Up; Begin reading <a href="#">“The Gospel of Paul”</a></p> <p><b>Homework (due 4/26):</b> Finish reading <a href="#">“The Gospel of Paul”</a>; Work individually and collaboratively on INP</p>
<p>Week 15: April 25-29</p>	
<p><b>Tuesday, Apr 26</b> – Discuss <a href="#">“The Gospel of Paul”</a>; INP Group Work</p> <p><b>Thursday, Apr 28</b> – <b>Iowa Narratives Workshop;</b> sign up for presentation slots</p>	<p><b>Homework (due 4/28):</b> Bring in full draft of INP script and visual aids to workshop with peer groups</p> <p><b>Homework (due 5/3 or 5/5):</b> Prepare final version of Iowa Narratives Project; post to the blog or upload to ICON dropbox before presentation day</p>
<p>Week 16: May 2-6      Close of classes—May 6. Exam week: May 9-13.</p>	
<p><b>Tuesday, May 3</b> – <b>Iowa Narratives Presentations</b></p> <p><b>Thursday, May 5</b> – <b>Iowa Narratives Presentations</b></p>	