

Blog and Participation

Everyone will contribute to our course blog: Professional Writing and Rhetoric Fall 2017

<http://profwritingf17.blogspot.com/>

Requirements

When assigned on the syllabus, you are required to post blog entries as follows:

- One analysis entry (400-500 words, at least two solid paragraphs) by 11:59 p.m. Friday before class
- One response post (150-200 words) by the beginning of class time (7:20 on Monday)
- One reflective post (125-150 words) by midnight after class most weeks.

I will also post course announcements and messages, when applicable, to the blog by Friday night at 11:59 p.m. So, please check the blog periodically for those updates.

The ranges above are minimum guidelines for depth and breadth of your expected comments; you are always welcome to write more.

Expectations

Analysis posts. You will use the blog to post your own responses to our class readings, discuss concepts from the reading, and respond to and reflect on class discussions. Your analysis posts should reflect meaningfully on the reading, quoting or referring to direct passages or arguments from articles as appropriate. Include a Works Cited entry for anything you cite outside of the assigned reading for this class so that classmates know how to access the material.

Sometimes, I will give you questions to consider to guide your posts (I will post these on the blog and/or announce them in class); at other times, you will have an open response. For open weeks, your discussion should follow one of the suggested formats for analysis, outlined at the end of this assignment.

Response and Reflection. Your response posts should reflect a meaningful interaction with the reading and your colleague's discussion. Responses such as, "I completely agree!" without further elaboration will not receive credit.

Your reflection posts should briefly summarize questions, concerns, or "ah-ha!" moments as experienced in class. You may also identify components of the in-class discussion that you feel require further attention or that you would like to address the following week. This is not something to cause you stress—just to help us make connections from week to week.

Criteria for Evaluation

To receive full credit for the week's blog entries (worth roughly 20 points/week), your analysis, response, and reflection **must meet the minimum word counts outlined above**. They must also demonstrate **thoughtful engagement** with the assigned material, your colleagues' blog posts, or the class discussion. Thoughtful engagement is usually accomplished by doing things like bringing in specific concepts or quotations from the reading, connecting ideas to particular incidents or examples that are fully described and contextualized, or responding to distinct discussions from class. This could also be accomplished by demonstrating exceptional creativity in a creative post or research skills in a bibliographic entry.

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Suggested Formats for Analysis

Unless I have another prompt posted for that week's blog entries, you should use one of the following ways to respond to craft your blog response. Throughout the semester, you should try to sample from among these different options (challenging yourself to write a close reading one week and then tackle a bibliographic response the next, for example). Some readings will lend themselves to particular prompts more than others.

- 1. Close reading.** Conduct a very in-depth analysis of one article. Summarize the article's main points, identify the evidence and methods used to make those points and conclusions, and discuss the conclusions the author makes based on the arguments and data. Then, tell us what you think. Evaluate the efficacy, practicality, or validity of the article's conclusions or arguments based on other conversations occurring in the fields of Professional Writing and Rhetoric, class discussions, or your own experiences.
- 2. Intertextuality.** Broadly analyze how the readings are connected to each other or to a previous week's readings. What are the threads or themes you see running across the readings? How are the authors' positions similar or different, as they relate to a particular concept or theory? What is the significance of that difference or similarity? What do those positions reflect about the field of professional writing or the study of rhetoric? How do these perspectives connect to other concepts or discussions from class?
- 3. Bibliographic.** Follow the bibliography of an article, book, or chapter. Who/what does the author cite? What fields does the author primarily draw from? What range of dates does the bibliography cover? Then, evaluate the overall effect of this bibliography. Is the author citing enough new or old material to reflect an appropriate sense of the topic in that historic moment? Does the author properly account for interdisciplinary concerns that the topic raises? What gaps do you see, or what else have you read that you think the author should have cited or considered in the building of this bibliography?
- 4. Historical.** Connect the article to the history of Professional Writing as a discipline and field of study, considering its exigencies and implications in that particular historical moment.
- 5. Application.** Apply the concepts from an article or articles with something you have experienced in the workplace or to your own use of technology. Provide a complete synthesis of the article's main assertions and the bases for those arguments; then, argue how the article's observations differ from, are similar to, or shed new light on something you have experienced.
- 6. Creative or Performative.** Create something that enacts or critiques the concepts or principles discussed in the reading. Write a mock Twitter feed or conversation between authors via Facebook. Make a video. Revise or annotate a document from work. Be inventive.