

Reading Responses

You can expect anywhere

from 20-40 pages of reading each week with an accompanying writing/ responding assignment. This is a writing-intensive class so each week there will be some kind of writing/ designing homework rather than an end-of-the-term “paper.” Because this is a writing-intensive course, there are no exams or quizzes. Just write, compose, and design!

This syllabus zine explains each weekly response that you must submit. These are called reading responses (RRs). Each assignment should be at least 500 words of prose (unless otherwise noted) and is worth two points. Think blog post here and experiment with your prose in this class.

**Read.
Write.
Resist.**

How You Get Two Points for an RR

<p>1 point</p>	<p>I followed through with the mechanics of this assignment. This means that:</p> <ol style="list-style-type: none"> I wrote at least 500 words pf prose (single-space with double returns for new paragraphs to aid in later uploads). I included a bibliography and in-text citations (where needed). I made sure to address an author’s or rhetor’s name as well as the title of a speech, performance, or essay [in other words, I didn’t write things like: “the video I watched for today’s class was so good.” <i>NOTE TO SELF: Whatchu talkin bout Willis? No one knows what video I am talking about</i>].
<p>1 point</p>	<p>Sometimes, the spirit moves me and my RR is pure FIRE. At other times, my work feels flat. That’s okay, because that’s what being a writer maker, and/or designer means. Sometimes, it flows; sometimes not. Nevertheless:</p> <ol style="list-style-type: none"> I communicated my ideas here about race, culture, and African American rhetoric as fully and intently as I could. I also gave my RR an interesting title that relates to race, culture, and African American rhetoric (<i>NOTE TO SELF: I won’t even try to go there and title this RR: “My Life.” That was the name of Mary J. Blige’s sophomore album so that’s BEEN DONE.</i>) Like C in the box above, I am writing as if for a public, not just someone in this class.

TCU POLICY ISSUES: RRs fulfill this CA Learning Outcome: *Students will demonstrate knowledge of one or more disciplinary approaches to issues of cultural differences.*

- ❖ Students will analyze and synthesize information and arguments related to cultural differences from a range of sources specific to a disciplinary tradition.
- ❖ Students will examine theoretical and methodological approaches to cultural differences specific to a disciplinary tradition.