

WRT 205 Unit 2 Project: Syllabus



This unit, we discussed genre and syllabi, particularly how different genres act rhetorically in the world. You will craft a syllabus to show your familiarity with a topic.

Project Description and Requirements

For this project, you should pick a topic and provide a syllabus on it, based off the examples on the Blackboard, those we discuss in class, and any other models that you have in mind—or wish to build on. This is meant to take the place of a lit review or annotated bibliography with a focus around presenting and organizing information as part of a larger conversation that you will then take up in your unit 3 project.

The form and style of the syllabus can vary greatly, ranging from a word document, to a website, to something less traditional. It may be structured more like a class, like the activist syllabi, like a structured reading guide—or again, like something else. Mainly I want you to constrain your project around the goal of either teaching a topic or providing a guide for it.

My more detailed constraints are as followed. First, it should have an overview section, like an introduction or “course goals,” that gives the purpose and structure of the topic, how you are engaging it, and why it matters. Second, it must have a series of “required texts” that you may annotate or explain. Try to be realistic in terms of the number: imagine that you have limited time and resources, and choose the most valuable texts given the time and resources. Third, it must have an outline. You may make this outline in terms of a loose calendar or as topics. The goal is to give cohesion to the conversations, showing how you will guide your audience. Fourth, you should have a section on activities. This may either be a more constrained description of an assignment or recommended activities. Fifth and final, you should have a 2+ page reflection outlining your rationale for each decision this takes the place of the usual portfolio reflection, though I still expect invention work.

What I’m Looking For

	Positive	Negative
Length/Effort	The project exhibits the required effort, which we will discuss at an ongoing basis, but should provide a reasonable amount of depth and engagement. Should represent class goals on what a syllabus does.	Project seems thrown together last-minute or does not otherwise exhibit the appropriate level of effort.
Readings	Readings represent a	Readings are not

	thoughtful, productive representation with the topic. Shows that the student has evaluated sources and curated them in a deliberate way. Shows student familiarity with the topic and awareness over audience and purpose.	trustworthy; they seem born out of convenience, not deliberation.
Outline	Goes beyond mere summary and looks for patterns to form a larger structure. Like readings, shows deliberate and thoughtful understanding on material and audience.	Feels messy, random, like a laundry list, etc.
Assignments/Activies	Should speak to the purpose and goal of the “course.” Properly represents goals and readings.	Feel generic and derivative. Do not connect to the “course” or context.
Reflection	Includes relevant invention work and cover letter. Describes the thinking that went into the project.	Reflection is incomplete, lacks sufficient engagement or detail and does not help explain the project or process.
Style and delivery	Project is cleanly executed with few errors based on the medium.	Shows lack of care for the presentation of the project.