Quote and Question, Question and Quote Prompt
English 4320: Sladky

The ancient rhetorician Cato said "*Rem tene, verba sequuntur*," or, "Hold the thing, the words will follow." The writer Flannery O'Connor wrote: "I write to discover what I know." In other words, the best way to prepare for class discussions is to read the assigned readings and write something about them. Each class (mostly) there will be a quote/question reading response discussion post where you will write a reflection about the reading.

You have two options for formatting this post. You may follow a quote and then question format or answer a peer's question and then identify an interesting quote.

1. Identify a **quote** that you found interesting, explain why it is interesting to you, what it means to you, how it connects to something else we've read about in this class, how it connects to something that you've read about in another class. Identify a **question** that you have about the reading.
   - Construct open ended questions. How? Why? What? Open ended questions foster discussion more readily than yes/no questions.
   - Ask a question that ties rhetoric and rhetorical history to one of your interests.
   - Ask a question comparing/contrasting rhetoric and rhetorical history to the present moment, or between two time periods.
   - Ask a question that examines a personal experience: what do you think about ___? How would you respond to_____? What would you do in ___ situation?

2. **Answer** a peer's **question** or speculate as to what the answer might be. Show your thinking or reasoning as to why you think what you think. Then identify a **quote** that you found interesting from the reading, explain why it's interesting, what it means to you, how it connects to something we've read in class or that you've read elsewhere.
   - This option is meant to create a way to respond to one another and create a conversation in the discussion board posts.

The purpose of this is to help you figure out what you find interesting about the course material, what you want/need to know more about, what annoys you, what you don't like, and how you feel about what you're reading. It is also meant to help you make connections between the history of rhetoric and the world as we know it now. Everything we know about writing and rhetoric today, started thousands of years ago.

N.B. This will also help you figure out what you might want to explore for your final project in this class.

English 4320: Project Progressions Discussion Posts

This assignment acts as a weekly check-in for you to share how you are progressing with your capstone project. There is a large amount of time to complete this project, and in the hope of not leaving the bulk of the project until the very last minute, use the discussion board to tell me and your peers a little bit about where you are in your project. These discussion posts serve as checkpoints throughout the life of the project and intend to help keep you on track. These posts welcome your thoughts about your works in progress and encourage you to articulate whatever you are thinking about at the time of the post. You should be specific in your descriptions so that readers know exactly what you've accomplished.

You might consider:

- A post about what steps in your proposal you have completed,
- A post about something you've read that you will use in your project,
- A post about research you've done,
- A post about revisions you've made to your project,
- A post about what you've completed,
- A post about questions that you have related to your project,
- An outline of what you have accomplished over the week and what you plan to accomplish next week, or
- A post about something else related to your capstone project.

Basically, we want to know what you're thinking about, what you've accomplished, and even the places where you are stuck. We all feel stuck with writing projects at one point or another, and sometimes seeing that other people feel the same way helps us move forward.

Career Odyssey: A Journey from College to Career
English 4320: Dr. Sladky
Due Date:
What adventure are you going to choose when you graduate from college? What does the journey look like? What kinds of skills do you need to get where you want to go? What kinds of skills do you already posses?
When people ask what can you do with an English Major? Usually, the answer is an enthusiastic "Anything!" Identify a possible career goal, the skills that you have that are evidence of your competency toward that goal, and the skills that you still need to gain. This assignment helps you figure out what kinds of positions you can/should apply for when you graduate from this program, what is required for the position, and what

strengths/weaknesses you possess. Unlike Odysseus, you will give you a clear path forward on your journey.

Deliver this project as an infographic. Bring a copy of the infographic to class. Present this project briefly to the class in the form of a gallery walk.

You infographic/map should have the following components:

Identify a career goal: This should be a specific job position that you can realistically apply for when you graduate. This section should contain the position title as well as a short description of the typical job responsibilities. Specific examples include: copy writer (for a public relations firm; Facebook ads specialist; grant writer (for non-profit organization); freelance newspaper columnist; copyeditor for a magazine.

Required competency/skills set: Do some research to find out what skills/competency are required for such a position. This section should contain a list of the typical skills required for this type of position.

Your Competency/Skills Set: What skills do you currently possess that meet the required skills for the position? For each skill you list, include your relevant credentials. For example, if you list "project management" as one of your skills, then you might want to list one or two projects where you had substantial management responsibilities.

Skills you still need: Check the "Required Competency" list against "Your Competency" list to see what areas you're lacking in. List these areas and specify how you plan to address this in front of your interviewers/potential employer and how you plan to make up for such deficiencies.

Personal Odyssey Bio

English 4320: Dr. Sladky

Write your personal bio that reflects your own odyssey through college. Explore your academic, personal, and intellectual development as a rhetorical journey – complete with trials, transformations, mentors, monsters, and revelations.

What is a bio? A bio is a blurb that tells readers who you are. It varies in length, from a few sentences to a few paragraphs. Like all communication, it has a purpose and you, as the writer, must remember who your audience is. In our digital age, the bio may appear in online spaces such as Instagram, LinkedIn, and professional websites. A bio, once created, can always be revised and repurposed based on your audience and the kinds of things that you want to share about yourself.

Brainstorming: develop a bio that you can use in your graduation portfolio, and consider ways that you can continue to revise your bio for different purposes.

Make a list of information you think you should include in your bio...	List jobs, volunteer work, internships, memberships, clubs/orgs, fraternity/sorority, skills, etc.	What words come to mind that you would use to describe yourself?

Structure:

Your bio should include the following elements:
- Beginning: Where did your journey start? What were your expectations, fears, or goals?
- Middle: What challenges, turning points, or discoveries shaped your path?
- End (for now): Where are you now, and how do you understand your journey in retrospect?

Reflection:

- What does it mean to frame your college experience as an odyssey?

- What elements of your journey did you decide to leave out? What made you decide to leave them out?
- Did you look at examples of other peoples' bios? Where did you find them? What did you find helpful about the examples?
- Who was the audience you were considering as you wrote your bio? What moves did you make that were specifically for that audience?

Two Routes...

There are a couple options for using generative AI that will give you some very different results. Notebook LM, from Google, designs AI podcasts based on the information that you put in. Copilot, from Microsoft, is similar to Chat GPT in its conversational approach. Choose one to help you develop your own bio.

N.B. Keep track of what prompts you used for these activities. Turn in the prompts with your assignment.

Notebook LM
Notebook LM is a generative AI from Google.
1. Input the above information into Notebook LM. You may also use a resume if you have one. You could input a resume in addition to the information from the chart above.
2. Define the kind of information you want to receive: Focus on a specific topic; focus on explaining what makes me stand out as a graduate; focus on summarizing my skills and abilities; focus on describing me; use this information to create a bio for me; etc.
3. Consider what you want the AI hosts to focus on: use personable and approachable language; don't drag the conversation out, keep it brief; make sure there is a clear beginning, middle, and end; etc.
4. Ask Notebook LM to create a podcast.
5. Listen to the podcast: Deep Dive

Reflection
1. What did you learn about yourself from listening to this podcast?
2. Write down words and phrases that you would like to repurpose for your own bio.
3. Compose your own bio.

Copilot
Copilot is available to you through your GSU Outlook account. In your email, click on the square of 9 dots in the upper left hand corner. Then, click on Microsoft 365. Click on Copilot from the menu on the left hand side of the screen.

1. Write me a bio for a graduation portfolio that includes [information from table above].
2. Write me a bio for a graduation portfolio that includes the information from [my resume/CV].

3. Can you give me examples of other graduation portfolios by students who are getting ready to graduate from college?
4. What makes this bio appropriate for an audience of [college professors]?
5. What is the purpose of my bio for my graduation portfolio?
6. What contextual factors are important to my bio for my graduation portfolio?
7. Who is the main audience for my graduation portfolio bio? What concerns might this audience have about my bio?

Reflections on Using AI in Composing Your Bio
We will consider these questions together.
1. How did AI help you identify or articulate information to include in your bio?
2. How did AI help you refine or generate your bio?
3. How effectively did AI provide context or background for your bio?
4. How effectively did AI provide you with examples of bios?
5. What gaps or missing elements do you see in AI's output?
6. Did you ask additional questions of AI? If so, make a list of these questions. What made you decide to ask them?
7. How does AI's response to the purpose of the bio for your portfolio align with your own?
8. What new contextual factors did AI suggest that might influence the way you revise your bio?
9. How does AI's understanding of audience influence the way that you think about your audience?

Mapping Your Journey Through *You Are Odysseus*: Reading Log Assignment
English 4320: Dr. Sladky
Due Date:
Because *You Are Odysseus* allows readers to shape the narrative through their choices, each of you will experience a different version of the story. This reading log will help you document your path – your own odyssey – reflect on your interpretative decisions, prepare for discussion, and prepare for your capstone project!
Log Your Path:
For each reading session, record the following:
- Date of reading
- Sections
- Choices made
- Brief summary of what happened

Fill in the following chart (or create your own).

You Are Odysseus Reading Log: English 4320

Date of Reading	Sections	Choices Made	Brief Summary

Rhetorical Journeys in *You Are Odysseus*: Capstone Project Assignment
English 4320: Dr. Sladky
Due Date: Varies according to presentation date; Final draft due date TBD.
Create a final project that explores a key rhetorical or thematic aspect of your experience reading *You Are Odysseus*. This choose-your-own adventure text invites readers to engage with myth through agency, perspective, and interpretation. Your project should analyze, reflect on, or creatively respond to this experience in a way that demonstrates your growth as a scholar of rhetoric and composition.
Project Focus Options: Choose one of the following areas to explore in depth, or propose your own topic with instructor approval.
- **Agency and choice:** How does the structure of the book shape your sense of agency as a reader? What rhetorical implications arise from choosing your own path through myth?
- **Identity and perspective:** How does the book invite you to inhabit Odysseus' identity – or resist it? What does this say about narrative voice, gender, or cultural authority?
- **Narrative and storytelling:** How does the book challenge traditional storytelling structures? What rhetorical strategies are used to reframe or reimagine the Odyssey?
- **Reading and Rereading:** How does your experience of reading *You Are Odysseus* compare to reading another version or other retellings? What does rereading reveal about myth and interpretation?
- **Myth and Meaning:** What makes this story a myth? How does the interactive format affect its mythic qualities or cultural resonance?

Project Format:
This is a multimodal project. Deliver the project in the form of a website, video essay, podcast episode, infographic, or powerpoint.
Critical Reflection Essay

Alongside your multimodal project, turn in a critical reflection essay that addresses your topic and why you chose it, how you would evaluate it (what was easiest, most challenging, what do you like the most, why? Etc.), what kinds of things changed because you were the one telling the story, rhetorical strategies that you included. Include an MLA works cited page and screenshots of any AI prompts you used with this project.

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