



**Advice for Using
Rhetoric, Composition, and Expression for a Digital Age
in a First-Year Composition Course**

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- The text, *RCEDA for short*, is designed to be assignment neutral in the sense that it does not pose actual writing assignments that an instructor might favor for his or her courses. Rather it builds a foundation for best composing those assignments. Instructors are free to design the assignments for courses that use *RCEDA*.
- Instructors are free to use *RCEDA* in any sequence, even to use parts of one lesson before or after any other part or lesson. Generally, Lesson #1 would be used first, and Lesson #4 used before Lessons #5 and #6.
- Assignments from *RCEDA* are meant to be completed before actual class time. Instructors can assume that students have completed an assignment and build on it immediately, or use part of the lesson for review before moving on to related concepts, discussions, or assignments.
- At this point, instructors only receive student answers to selected interactive activities in each lesson, though they do receive a daily account of online student activity. I use those accounts to identify students who are attempting daily assignments (or not), and I use those answers I do receive both for participation grades and to start discussions in class. I will also use from time-to-time those interactive activities for which I do not receive student answers to review concepts in class, asking students how they completed an assignment, to explain an answer, and to compare/contrast their answers with those of their peers.
- For those activities for which students do submit their answers, I have provided for faculty a sample response, an outline of a sample response, or where appropriate, suggestions as to what students might say and what that might indicate about their learning.
- Student examples in *RCEDA* are not perfect, nor sometimes are they even “A” level. They are at least good responses to the cues and assignments given. As final responses for an assignment, I have not edited them other than to clear up some distracting features that might prevent other students from focusing on elements that would enhance their own learning. I prefer that your students look at these examples and say, “I can compose a text better than this one.”
- Segments can be shown later in the course both to remind students how they have been building on a concept since they first encountered it and to serve as a starting point for a class exercise that will build on it in some way.
- Lessons are organized first by lesson number, then by segment number, and finally by “chunk” number. So, 4.3.1 refers to Lesson #4, Segment #3, and Chunk #1. If you look at the toolbar for each lesson you will see the second number printed and the third number can be found by counting the successive “dots” before the next segment.

*If you have questions or even possible additions to the advice or materials in this text, feel free to contact me (pranieri@bsu.edu) to pass those on for later editions and revisions of *RCEDA*.*