English 098: Introduction to College Writing
University of Wisconsin Stevens Point at Wausau
Fall 2018

Instructor: Danielle Hale
Section: G002 (PRISM 2201)
Class Time: Mon/Wed/Fri 9:00-9:50 am
Room: 255

General Course Information

Instructor Contact Information

Instructor Office: 0-85E (in the TRIO office)
Office Hours: Wed 10:00 am-12:00 pm
Email: danielle.hale@uwc.edu
Office Phone: (715)261-6214 (do not leave a voicemail)
Course website: https://sites.google.com/view/daniellehaleenglish098/home

Contacting Me

Feel free to contact me whenever you have questions or concerns about class, the policies, or any of the assignments for ENG 101. You'll probably find it most helpful to meet with me in-person. The best time to do this is during office hours because that time is set aside specifically for my students. If you can't make it to office hours but you still want a face-to-face meeting, talk to me about scheduling an appointment. For minor questions, you can always email me and I'll get back to you as quickly as I can.

Course Overview

Course Description

Welcome to English 098: Introduction to College Writing. This is a composition course focusing on the conventions of academic writing, the composing process, critical thinking, and critical reading. Emphasis will be on reading and writing activities designed to prepare students for successful transition to college-level writing. (3 non-degree credits)

The purpose of English 098 is to focus on helping students develop college-level critical reading and writing skills. In this course, you will complete reading assignments, writing projects, discussions, and in-class activities that will help you become a successful college student and prepare you to take more advanced courses. English 098 is very different from a high school English class; expect to do college-level assignments and activities in this course.

English 098 Placement

The English department places students into a writing class through a multiple measures placement process, which includes a writing sample, test scores, a student questionnaire, and high school GPA. Students receive an English 098 placement when their admission and placement information shows that they would benefit from taking a class that focuses on critical reading and academic writing before enrolling in English 101. See your instructor if you have questions about course placement.

Course Objectives

After taking English 098, students should achieve proficiency in these seven areas:

1. *Rhetorical Knowledge*: Make choices as a writer that are appropriate for the stated demands of a specific writing task and situation,
2. *Critical Reading*: Identify, analyze, and evaluate the main point(s), key supporting points, and supporting evidence in an assigned nonfiction academic text,
3. *Academic Writing*: Organize a cohesive academic essay that develops and supports a thesis with specific, relevant evidence from nonfiction course readings,
4. *Research Skills*: Begin to understand the features that characterize particular kinds of sources and that demonstrate a text's credibility,
5. *Process*: Generate multiple drafts of an academic text by adapting the writing process according to the requirements of a specific assignment
6. *Composing in Electronic Environments*: Demonstrate a basic competency with the technology and tools needed for college-level learning, and composing an academic text,
7. *Knowledge of Conventions*: Make progress toward following academic writing conventions based on the context, purpose, and level of formality of a college writing assignment.

Learning Outcomes

Classroom learning activities and assignments for this course will focus on the following college-level learning skills and strategies. Students who successfully complete English 098 and demonstrate readiness for English 101 will achieve most of these learning outcomes:

Rhetorical Knowledge: Reading Texts

- Read and understand different kinds of nonfiction academic texts
- Analyze and evaluate the basic rhetorical features of an academic text

Rhetorical Knowledge: Writing (Audience, Purpose, and Form)

- Adapt content, form, and style to the audience, purpose, and requirements of a formal academic essay
- Make choices as a writer that are appropriate for the stated demands specific to the writing task and situation

Critical Thinking, Reading, Writing, and Research: Reading

- Identify and analyze the main point, key supporting points, and supporting evidence in an assigned nonfiction academic text
- Identify tone in a nonfiction academic text
- Understand, analyze, and evaluate the effectiveness of a text's thesis, claims, and evidence
- Synthesize ideas from at least two assigned nonfiction academic texts
- Engage with others in discussion about key ideas from assigned course readings

Critical Thinking, Reading, Writing, and Research: Writing

- Narrow a broad topic to a focused issue appropriate for an academic writing situation

- Organize a cohesive academic essay around a controlling idea
- Develop and support a thesis with specific, relevant evidence from course readings

Critical Thinking, Reading, Writing, and Research: Research

- Begin to understand the features that characterize particular kinds of published print and electronic sources
- Begin to understand the textual and linguistic features that demonstrate an academic text's credibility

Writing Process

- Use the recursive writing process to generate multiple drafts
- Use appropriate language to assess the writer's own writing process and final products in relation to the department learning outcomes for English 098
- Develop a basic ability to work collaboratively by identifying and using appropriate resources for feedback, using reader feedback to shape revision, and learning to provide feedback as a reader to other writers

Composing in Electronic Environments

- Demonstrate a basic competency with the tools needed for college-level learning and composing an academic text, including composing for/in electronic environments

Knowledge of Conventions

- Make appropriate usage choices based on the context, purpose, and level of formality of an academic assignment
- In a revised and edited essay, write structurally sound sentences that adhere to the conventions of standard written English
- Make progress toward understanding and following academic writing conventions
- Understand and avoid plagiarism, especially distinguishing between the writer's own thinking and ideas from course texts
- Use in-text and bibliographic conventions of a recognized documentation system to incorporate material from an assigned course text (including summary, paraphrase, and quotation)

Required Texts and Course Materials

There are no textbooks required for this class, however, short online readings will be required throughout the semester. Links for these readings will be posted on the course website. Any course handouts will also be posted online.

Required Materials and Technology for Homework

- Access to a computer or electronic device with a word processing application (see the computer lab, library, and other campus locations)
- Email account (college email)
- A notebook or binder with lined paper for taking reading and class discussion notes
- A folder or binder for portfolio submissions

- Paper and ink (or money) for printing workshop materials and some readings
- Access to Microsoft Office (available on all campus computers), Google Drive, or another word processor that permits students to save files in Word format (.docx) **Save all versions of all drafts separately, and keep all graded work returned to you for inclusion in portfolios**
- Adobe Acrobat Reader (free at http://get.adobe.com/reader/otherversions/)

Additional Recommended Course Materials

- USB drive for saving homework (also called a flash drive, thumb drive, jump drive, or memory key)

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Course Requirements and Assignments

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This is a non-degree credit course, and your final grade will not be included in your college grade point average (GPA). However, you will receive a course grade in PRISM. Your grade for this class will be used to determine whether you are making satisfactory academic progress, and your eligibility for financial aid. Your grade could also potentially influence the outcome of any appeals that you might make to the campus if you are suspended. Under certain circumstances, a failing grade in the developmental courses can also affect your ability to enroll in degree-credit classes.

Grading Scale

A A-	93-100 90-92	Excellent achievement of course learning outcomes
B+ B B-	87-89 83-86 80-82	Achievement of course learning outcomes
C+ C	77-79 73-76	Satisfactory progress toward achieving course learning outcomes
C- D+ D D-	70-72 67-69 63-66 60-62	Developing progress toward achieving course learning outcomes or insufficient completion of required coursework; repeat the course
F	0-59	Failure to complete required assignments or unofficial withdrawal from the course; repeat the course
R	70 or below	Improving academic skills, satisfactory preparation and participation, and completion of required coursework without sufficient progress toward meeting course learning outcomes; repeat the course

Repeat (R) Grade

Sometimes students complete coursework in a skills class with satisfactory effort but still have difficulty reading and writing at a college level. They will receive an R (repeat) grade instead of a failing grade. *An R grade is reserved for students who are making progress but need to enroll in the class again to develop the skills necessary for taking degree-credit courses*. To receive an R grade instead of an F, a student must a) complete most coursework requirements; b) submit most homework assignments; c) attend class regularly; and d) actively participate during in-class activities. An R grade does not affect a

student's college GPA but can affect the number of courses a student needs to successfully complete to maintain good academic standing.

Failing (F) Grade

You will not fail the course if you complete assignments on time, participate in classroom workshop activities, and complete all course requirements (see the above explanation for the R grade). You will, however receive a failing grade if you don't attend class regularly, don't complete homework, or put minimal effort into assignments. See the "Course Requirements" section of the syllabus for a description of the tasks that each student must complete to pass the course.

Students who drop out of a course without officially withdrawing will receive an F grade that indicates the amount of course work or number of weeks that they completed (F1 to F15). Students who complete the course without submitting required assignments will receive an F16 grade to show that they finished the semester. If you need to drop this course, please make sure that you visit the campus Student Affairs office to officially withdraw from the course. F1 to F15 grades can have serious financial consequences for students who receive financial aid.

Fulfilling the Prerequisite for English 101

Your grade in English 098 will determine whether you are able to enroll in degree-credit writing classes and other courses that have composition prerequisites. *You must receive a C or better in Introduction to College Writing to enroll in English 101*. According to University of Wisconsin policy, students who are placed into non-degree credit composition courses must fulfill the basic writing requirement before completing 30 credits. Therefore, if you receive a grade of C- or lower in this class, you should immediately enroll in English 098 for next semester instead of waiting to retake it later.

Overview of Course Requirements

Requirement	Points	Percentage of Final Course Grade
Participation: attendance, preparation, in-class activities, workshops (ongoing)	300	30%
Midterm portfolio (due 10/26)	300	30%
Final portfolio (due 12/19)	400	40%

Class Participation (30% of the final course grade)

Learning in this course depends heavily on student engagement in the classroom. Therefore, 30% of your course grade will come from attendance, preparation for class, and in-class work including workshops. You can use the attendance feature in our course D2L page to monitor your grade for in-class work and keep track of absences. Your class participation grade will be based on

- Preparation
- Attendance
- Participation in class discussions
- In-class writing activities
- Participation in peer review workshops
- Other class activities

In-Class Writing on Reading

Throughout the semester, you will complete short in-class responses to course readings to demonstrate your understanding of texts, prepare for reading discussions, work on analyzing academic texts, and generate ideas for related essay assignments. These timed writing assignments will also help you practice effective learning strategies for completing academic writing in a timed situation. You will include a selection of short in-class writing in your midterm and final course portfolios, and you will have the option to revise any in-class writing you select for the portfolio.

Workshop Activities

This is a writing workshop course. Expect to participate actively during each class session. You will receive credit for preparation and participation during in-class writing workshops and peer review. You will also receive credit for preparation and participation in conferences with the instructor, which will take place throughout the semester. A handout with workshop grading criteria is available on the course website. 10% of your grade will come from participating in the following activities:

- Participating in peer review sessions and other small group workshop activities
- Engaging in whole-class peer review sessions for essay planning, revision, and editing
- Completing take-home writing process activities to prepare for in-class workshops
- Participating in small and large group reading discussions and other critical reading activities
- Attending conferences with the instructor for which you have prepared essays and questions

Major Assignments and Projects

Project 1: Thesis-Based Interview Essay Read articles and conduct an interview. This assignment will introduce students to inquiry, using primary and secondary sources, and thesis-based writing basics. The result will be a formal 500-750 word essay using an assigned reading and interview responses to support an argument. Feedback will be provided for revisions to include in the midterm portfolio, where the final essay will be graded.

Project 2: Argumentative Essay on College Success Practice using multiple sources as evidence. The assignment will introduce students to compiling research, and creating an argument. Sources will be used to make a clear argument about a college issue. The result will be a formal 750-1000 word essay using multiple sources to support an argument. Feedback will be provided for revisions to include in the midterm portfolio, where the final essay will be graded.

Midterm Portfolio (30% of course grade) The midterm portfolio should be the culmination of your best work for the first half of the semester. It will include a cover letter, selection of in-class work, self-assessment writing, and all drafts of the first two major paper assignments.

Project 3: Analysis Essay Learn critical reading skills to identify evidence and writing techniques. Use analysis and evaluation to critique the use of evidence and writing techniques in an article. The results will be a formal 750-1000 word essay that analyzes and evaluates a single article. Feedback will be provided for revision to include in the final portfolio, where the final essay is graded.

Project 4: Synthesis Essay Learn to compare and contrast ideas from a variety of sources. Use knowledge of audience and purpose from research to make an argument based on your own thinking about key issues form course readings. The results will be a 1000-1250 word essay that brings together ideas from

different sources to support an argument. Feedback will be provided for revision to include in the final portfolio, where the final essay is graded.

Final Portfolio (50% of the final course grade) The final portfolio should be the culmination of your best work for the semester. It will include a cover letter, selection of in-class work, self-assessment writing, and all drafts of all four major paper assignments.

Course Portfolios

A college portfolio is a collection of writing or other work that documents a student's learning in a course or field of study. Most of your grade for this course will come from a midterm and final course portfolio that will each include essays and reflective writing. Part of your portfolio grade will also come from writing process work, including essay drafts, and revisions based on peer review, workshops, and conferences with the instructor.

You will organize a portfolio and submit it to for a midterm grade and feedback. At the end of the course, you will prepare another portfolio for grading. This will replace a traditional final exam, *unless I feel a final exam would benefit the class*. Detailed portfolio instructions will be available in class and online through the course website.

Your portfolio grade will be based on your ability to demonstrate that you have achieved the learning outcomes that are necessary for successfully enrolling in English 101. Course learning outcomes and portfolio grading criteria are available on the course website.

Course Policies

Changes to the Syllabus

I reserve the right to change the schedule, assignments, course policies, or any part of the syllabus. Most changes happen when I need to adapt the course to meet the needs of students in a class section. Students will receive notification in class of any changes to the syllabus or schedule. Changes will also be available through the course website.

Attendance

Attendance is a required part of reading and writing courses. This is an active learning course that requires participation in in-class activities, including large and small group discussions, reading activities, writing workshops, in-class writing and reflection, and collaborative group activities. During class, you will also receive help with your homework assignments. Your ability to understand course readings, complete writing assignments and do the learning required for succeeding in this course will depend heavily on regular class attendance.

A significant portion of your overall course grade comes from weekly preparation, attendance, and participation during in-class activities. If you miss class for any reason, you can do make up work for the learning that you missed in class. Please keep in mind that make up work is usually much more time consuming than attending class. Please contact me if you have an extended absence of more than one or two class periods because of a significant illness or life situation that prevents you from attending class. It is in your best interest to contact me *before* an absence, whether extended or not, whenever possible.

Make up Work

Students who miss class for any reason may complete a take-home make up assignment that covers the learning for the missed class period. For example, if you miss a reading discussion, you will do a writing assignment that responds to the discussion questions or prompts. If you miss an in-class writing assignment, you will complete it as take-home journal writing. The purpose of make up work is to help students work on the learning that they missed and avoid falling behind the rest of the class. Students who do not complete make up work will lose course credit for an absence.

Makeup work is due within one week of a missed class period unless you have received instructor permission to submit your work by a different deadline. It is important to do make up assignments as soon as possible after a missed class period so that you can keep up with the course. Students may submit make up work during class or turn it in through the course website. Students will not receive written feedback on most make up assignments but may receive oral feedback during class or through instructor conference.

Students who miss group project work are responsible for contacting other members of the group for a take-home project assignment.

Late Work

Homework is due on the date listed in the course schedule. Late homework will affect your course grade because you won't be able to participate fully in discussions and class activities without first doing the required reading and writing assignments. The exact percentage of the grade deduction will depend on the assignment and how it affects your ability to complete in-class learning activities and homework.

Students with illnesses, problems with technology, and personal issues may receive permission to submit an assignment after the due date if they have communicated with me before the due date. The best way to reach me is through email (danielle.hale@uwc.edu) or by coming to my office. Otherwise, late work is not counted and affects your participation grade. If an essay is submitted late for instructor feedback, it will receive feedback from me last. Late midterm portfolios will receive a 10% grade reduction for every class period they are late. No late final portfolios will be accepted.

Missing class is not a valid excuse for late work. If you need to miss class, please submit assigned homework to me before the start of class on the date it is due.

Extensions

Students who need a day or two extra to complete an essay or midterm portfolio are encouraged to ask for an extension, but you must ask at least 24 hours in advance of the original due date. (Note that this doesn't work for rough drafts for peer review, or for the final portfolio.) There is no penalty for taking an extension, though your essay may receive feedback from the instructor later than other students' work.

Incomplete Grades

In the UW Colleges, an incomplete grade is available only if a student cannot complete a limited number of major course requirements at the end of a semester because of emergency circumstances (such as a serious illness). To qualify for an incomplete, a student must a) attend class regularly throughout the

semester, b) complete most assignments and all exams except for those directly affected by the emergency situation, c) receive a passing grade on competed work, and d) communicate with the instructor *before* the end of finals week to arrange a contract for completing missing assignments. A student taking an incomplete grade will have one semester to make up missing assignments. Students cannot receive an incomplete after final grades are submitted to PRISM.

If you think that you are eligible for an incomplete grade, please contact the instructor immediately. Students must sign a course completion contract that includes a list of required make up work and a deadline for submitting all coursework.

Use of Electronic Devices in the Classroom

While students are required to have access to a computer or other electronic device with a word processing program, it is not a requirement that students bring such a device to class. Instead, students are strongly encouraged to take all in-class notes by hand in a notebook or binder. However, some readings throughout the semester will be provided through D2L or the class website. Students may bring an electronic device, including a laptop, tablet, or cell phone, in order to view online and electronic readings if they do not wish to print them.

Students must use electronic devices in a way that a) contributes to their success in the course and b) does not interfere with other students' learning. Students who use laptops, cell phones, or other electronic devices for activities that are not directly related to the course may lose credit for in-class coursework. Additionally, if your use of a laptop, cell phone, or other electronic device distracts other students, you will be asked to leave class. This will result in an absence for the day. Repeat offenders will not be permitted to use laptops, cell phones, and other electronic devices in class.

Academic Misconduct (Cheating and Plagiarism)

Cheating is doing something dishonest to take a test or complete an assignment. *Plagiarizing* means taking someone else's work and submitting it to an instructor for course credit. Plagiarism includes (but isn't limited to): having someone else write all or a portion of an assignment; submitting a paper or other work from an online or print source; including someone else's written or spoken words in a paper without using quotation marks; taking an idea from an oral source (such as a lecture, television show, or radio interview) and using it without giving credit to the speaker; borrowing ideas or information from a text without properly citing the source; and asking another person to do writing in an online test, chat, or discussion for course credit.

The UW Colleges has a process that instructors follow when students cheat, intentionally plagiarize, or engage in other academic misconduct. Depending on the situation, potential penalties include receiving a failing grade for an assignment or for an entire course. **If you don't understand what plagiarism is, please contact me immediately**. For more information on academic dishonesty, refer to Student Rules and Regulations (http://www.uwc.edu/student_services/student_R&R.pdf).

Unintentional Plagiarism (Not Citing Sources Appropriately)

Unintentional plagiarism occurs when a writer borrows ideas from someone else but does not use proper documentation to give the source credit. In most college courses (including this one), you will not receive full credit for writing assignments if you unintentionally plagiarize. For example, this might

include not clearly distinguishing between your own thinking and the ideas of an author, not using quotation marks around direct quotes from a reading assignment, or not using appropriate wording to show readers that you are paraphrasing a text. It is important that you know how to cite sources and use quotations properly.

In this class, you will learn how to cite ideas from course readings; this course will also help you learn how to distinguish between your own thinking and the ideas of others when you write academic essays. I will not expect that you will be able to cite ideas from course readings until I teach you how to do this during class. You will receive instructor feedback on your use of course readings and other sources, and you will have the opportunity to revise your use of course readings and other sources before receiving a grade. If you need extra help with documentation, please contact me for individual instruction or meet with a Writing Center tutor.

Student Resources

Special Accommodations

If you have a UW Colleges accommodation plan for a disability, I strongly encourage you to meet with me during the first week of class to discuss how to use your plan effectively this semester. You have the right to keep all personal information private. You are also not required to tell instructors about disabilities or other personal issues affecting your ability to complete the course successfully. However, unless you inform me about your needs, I will assume that you will be able to meet course requirements on time without accommodations. I am available to help students who need assistance learning how to implement accommodations in other courses or those who want more information about receiving testing for a learning disability.

This class includes regular on-demand writing in timed situations; however, all students will have the option to revise in-class writing before submitting it for a grade. For this reason, some students choose not to use their university accommodations for in-class writing assignments. Other students benefit tremendously from using their approved accommodations for al on-demand writing assignments in composition courses. Please talk with me if your accommodation plan includes extra time for tests and on-demand assignments, use of a computer or assistive technology, or an alternate testing room. You will be able to use these accommodations for in-class writing assignments. I also strongly recommend that you receive a note taker for this course if that is specifically included in your accommodation plan.

For more information on accommodation plans and campus services for students with disabilities, contact Amy Seering in the Solution Center (Room 150).

Accessing Learning Support Resources

If you need assistance to complete this course successfully, let me know as soon as possible. I can help you find out how to use campus and online resources for college learning. We can also discuss strategies that you can use to successfully complete the work for this course. Below are listed some of the learning resources available to students.

Learning/Writing Center (Campus Library)

In the Wausau Homes Learning Center, peer tutors are available during the regular academic year to help students with writing, reading, research, and documentation. A professional writing center director

also provides individual support to students. Tutoring for reading and writing-intensive courses is also available.

Online Writing Lab

The UW-Colleges online writing lab based at UW-Waukesha offers students feedback on essays and other short writing assignments from student tutors. Although it can take several days to receive help, the online tutors are a good option for students who cannot visit the campus Learning Center during the day. See http://www.uwc.edu/students/academic-support/owl/online-writing-lab.

TRIO Program (Room 085)

The TRIO program provides federally funded tutoring, small group study courses, advising, and other learning resources to select groups of students. You may qualify for TRIO services if you 1) have a low income (i.e, you are eligible for federal financial aid), 2) have a documented learning or physical disability, or 3) are a first generation college student (i.e., both of your parents didn't graduate with a four-year degree). For more information about TRIO, contact Miranda Gentry-Siegel at miranda.gentryseigel@uwc.edu or (715) 261-6184. Enrollment is limited so eligible students should apply for the program as soon as possible during the fall semester.

Counseling Services

Professional counseling is available to UWMC students through a contract with Elmergreen Associates, Inc. Counselors are on campus during the week while school is in session. When school is not in session, off-campus services are still available. Both on- and off-campus services are confidential. If you have questions, or would like to set up an appointment, call (715)261-6235 or visit http://uwmc.uwc.edu/campus/resources/students/counseling.

English 098: Introduction to College Writing
Course Schedule
Fall 2018

Please note that all readings and homework assignments are due at the beginning of class on the day they appear unless otherwise indicated.

Date	In-class	Reading due	Homework due
Unit 1:			
Week 1			
W 9/5	Course introduction Ice breaker Self-assessment	None	None
F 9/7	Parts of an essay In-class reading Self-assessment revision	None	Self-assessment uploaded to D2L by 11:59 pm
Week 2			
M 9/10	Reading discussion Introduce free writing	"The Biggest Misconception About Today's College Students"	None
W 9/12	Reading discussion Annotating texts	"Preparing 'Emerging Adults' for College and Beyond"	None
F 9/14	Reading discussion Introduce Project 1	"Is College Worth It? That Depends"	Annotate reading
Week 3			
M 9/17	Reading discussion Interview question workshop	"What It's Like to Be the First Person in Your Family to Go to College", and "What First-Generation College Students Want"	Annotate reading
W 9/19	Reading discussion Word processor how-to Using evidence	"Taking My Parents to College"	Bring an electronic device with a word processor (If you have one) Interview questions
F 9/21	Reading discussion Introduce outlining	"How to Help College Students Graduate"	None
Week 4			
M 9/24	Practice peer review Outline workshop Avoiding writers block	Review project 1 materials	Project 1 outline
W 9/26	Practice peer review Peer review	Review project 1 materials	Project 1 discovery draft Complete interview
F 9/28	Revising workshop		Current Project 1 draft
Unit 2:			
Week 5			
M 10/1	Reflective writing Introduce Project 2		Project 1 instructor draft

W 10/3	Reading discussion	"2 Things That All College Freshmen Should Know"	Annotate reading
F 10/5	Reading discussion	"Dropouts: College's 37-Million-Person Crisis—And How to Solve It"	Annotate reading
Week 6			
M 10/8	Reading discussion Taking notes from media	"The College Dropout Boom"	Annotate reading
W 10/10	Reading discussion Introduce midterm portfolio	"You Probably Believe Some Learning Myths: Take Our Quiz to Find Out" Listen to "The Myths that Persist about How We Learn"	Quiz and listening notes
F 10/12	Reading discussion Thesis writing	"Self-Directed Learning: A Four Step Process" and "Rethinking Education: Self-Directed Learning Fits the Digital Age"	Annotate reading
Week 7			
M 10/15	Outline workshop Writing author's notes	Review project 2 materials	Project 2 outline
W 10/17	Peer review Writing a cover letter	Review project 2 materials	Project 2 discovery draft
F 10/19	In-class conferences		Project 2 instructor draft
Week 8			
M 10/22	In-class conferences continued		Project 2 instructor draft
W 10/24	Revising drafts Citing sources		Midterm portfolio materials
F 10/26	Reflective writing Introduce Project 3		Midterm portfolio uploaded to D2L
Unit 3			
Week 9			
M 10/29	Reading discussion Argument and audience	"What Is College For" "What Is College For, Part 2"	Annotate readings
W 10/31	Reading discussion Evaluating evidence	"When Social and Emotional Learning is Key to College Success"	Annotate reading
F 11/2	Reading discussion Reverse outlining	"A Student in a Community College Basic Skills Program"	Annotate reading
Week 10			
M 11/5	Reading discussion Analyzing a source	"Colleges Need to Re-Mediate Remediation"	Annotate reading
W 11/7	Outline workshop Writing a conclusion	Review project 3 materials	Project 3 outline

F 11/9	Portfolio revision workshop Conference sign-up	Review portfolio materials	Bring all midterm portfolio materials
Week 11			
M 11/12	Peer review Conference sign-up continued	Review project 3 materials	Project 3 discovery draft
W 11/14	Portfolio revisions continued Conference sign-up continued	Review portfolio materials	Bring all midterm portfolio materials
F 11/16	NO CLASS (conferences)	None	Project 3 instructor draft
Unit 4:			
Week 12			
M 11/19	Reflective writing Introduce Project 4 Reading discussion	"Only Connect"	None
W 11/21	Reading discussion continued	Re-read "Only Connect"	Annotate reading
F 11/23	Reading discussion	"The Framework for Success in Postsecondary Writing"	Annotate reading
Week 13			
M 11/26	Reading discussion continued Synthesizing ideas	Review "Only Connect" and "The Framework for Success in Postsecondary Writing"	None
W 11/28	TBD	TBD	TBD
F 11/30	NO CLASS (Thanksgiving break)	None	None
Week 14			
M 12/3	Outline workshop Organizing by idea	Review Project 4 materials	Project 4 outline
W 12/5	Peer review Introduce final portfolio	Review Project 4 materials	Project 4 discovery draft
F 12/7	Project 3 revision workshop	Review Project 3 materials	Project 4 instructor draft
Week 15			
M 12/10	Self-assessment writing MLA citations	Review portfolio materials	Bring original self-assessment and all final portfolio sources
W 12/12	Updating author's notes and cover letters	Review portfolio materials	Bring all final portfolio materials
F 12/14	TBD	TBD	TBD
Finals Week			
W 12/19	None	None	Final Portfolio uploaded to D2L by 10:00 am 12/19