

English 101 - First Year Composition

Your Theme Here

Fall 2020

<p>Section 7C: Tuesday, Thursday, Friday 9:00-9:50 Section 8C: Tuesday, Thursday, Friday 10:00-10:50 Section 22C: Monday, Wednesday 9:30-10:45</p>	<p>Instructor: Erica J. Ringelspaugh Email: eringels@uwsp.edu Office Hours: Monday, Wednesday, Thursday and Friday, 11:00-12:00 am and by appointment</p>
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Course Purpose:

No matter what you're majoring in, or what career you hope to have after college, you will want to effectively, clearly, passionately, and concisely communicate your ideas, to tell people what you're thinking, to convince them that you're right, and to show why what you're doing is important. Really, at the end of First Year Composition, I hope that you can look at your own writing and know that your first draft is not your best draft, that it takes days and sometimes weeks to hone a piece that effectively communicates your ideas. Throughout First Year Composition, we're going to build a process to help you find the right structures and the right words in order to help other people see what you're thinking.

General Education Foundation Level Learning Outcomes:

- Compose an articulate, thoughtful, grammatically correct, and logically organized piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, genre, and audience.
- Apply your understanding of elements that shape successful writing to critique and improve your own and others' writing through effective and useful feedback

Major Learning Outcomes:

- **Writing process:** Develop an individual writing process which you can rely on throughout your college career
 - a. Consult professional advice about structure, discourse, and syntax
 - b. Analyze professional and peer writing samples from various genres for structure, content, language, audience, purpose, and context in order to inform your choices as a writer
 - c. Utilize prewriting, drafting, revising, and editing strategies strategies that work for you
 - d. Get and give feedback and determine what to implement and how to implement it
- **Writing Product:** Compose thoughtful, effective, and complete pieces of writing that clearly tell a story and/or persuade an argument
 - Apply effective structure that matches a reader's needs and expectations for the piece and genre
 - Develop thorough, concise, and insightful content that engages a reader
 - Develop and apply skills in rhetoric, word choice, and sentence structure in order to most effectively and engagingly communicate your ideas.
- **Critical Thinking:** Recognize critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw (argumentation) or actions to take (decision-making and problem-solving)
 - Analyzing reasoning as it is applied to discipline specific questions or issues
 - Evaluating reasoning as it is applied to discipline specific questions or issues
 - Constructing reasoning as it is applied to discipline specific questions or issues

Course Structure:

Online and Blended Structure:

- Blended Learning means that you have control over the time, place, pace, and often content of your learning.
- We are a fully online course, with one synchronous meeting per week on Zoom during our scheduled class time(s)
 - Synchronous meetings on Zoom will be whole-class for the first two weeks.
 - Synchronous meetings on Zoom will be half-class starting the third week.
- You'll sign up for which day you want to meet on Zoom.
 - If there is a conflict for an individual day's Zoom meeting, you can ask to attend a different day's (or different classes') Zoom meeting to still get the learning. Please do clear this with me first.
- Synchronous Zoom meetings stop after Thanksgiving. All work becomes asynchronous after Thanksgiving.

Learning Structure:

- We'll use Canvas as our course management software and online classroom space. You'll access your teachers, peers, and resources through Canvas.
- Expect the learning and work for each week to take you between 6 and 9 hours. Some weeks will be more. Some weeks will be less.
- Each week's learning is divided into six parts.
 - One Welcome to the Week overview video from me.
 - One activity sequence that includes a synchronous meeting on Zoom (turning to another asynchronous activity sequence after Thanksgiving)
 - Three asynchronous activity sequences
 - One major writing assignment
- The Zoom meeting and asynchronous activity sequences can be completed in any order. All of that learning gets applied into the writing assignment for the week.
- Assignments and Activity Sequences:
 - Will always come available on Friday morning, technically the Friday before the week
 - Will always be due on Sunday evening 9 days later, at the end of the week
 - Except Peer Feedback, which is due on Wednesday of the week, to allow for revision
- Alternative asynchronous Activity Sequences for the Synchronous Zoom meetings will come available on Friday afternoons after all the Zoom meetings are complete.
- You'll frequently have the option to collaborate on activities with a partner of your choice.
- Assignment Comments:
 - I'll often expect you to add notes to your assignments in the assignment comments space on Canvas. I won't score or give feedback on your submission until you add those notes.
 - And, I'll often expect you to respond to my feedback in the assignment comments space.

Course Materials:

1. Textbooks:
 - a. Purchase: *Rules for Writers* (9th Edition for UWSP), Diana Hacker and Nancy Sommers
 - b. Text Rental: *The Norton Field Guide to Writing with Readings* (4th Edition), Richard Bullock and Maureen Daly Goggin
2. Digital device on which to
 - a. Write
 - b. Engage in activity sequences
 - c. Access Zoom
 - d. Access Canvas, our course management software and online classroom
3. Physical Supplies
 - a. Post it notes, note cards or small scraps of paper
 - b. A printer to print out perhaps 10ish pieces of paper for activities, including one essay draft
 - c. Scissors
 - d. Highlighter(s)

Major Assessments:

1	<p>Writing process: Develop an individual writing process which you can rely on throughout your college career</p>	<p>Digital Writer's Notebook and Discussions: Brainstorm, pre-write, consult professional advice, analyze professional and student examples, and reflect on your progress</p>		30%
<p>Draft Completion and Revision: Make significant and purposeful revisions throughout the drafting process</p>				
2	<p>Writing Product: Compose thoughtful, effective, and complete pieces of writing that clearly tell a story and/or persuade an argument</p> <ul style="list-style-type: none"> ○ Apply effective structure that matches a reader's needs and expectations for the piece and genre ○ Develop thorough, concise, and insightful content that engages a reader ○ Develop and apply skills in rhetoric, word choice, and sentence structure in order to most effectively and engagingly communicate your ideas 	<p>Memoir: What's one of your experiences with your theme? How did that experience affect you?</p>	<p>Finding the Right Words Introduction to Critical Thinking Describing and Narrating Active Voice Dialogue Order and Structure Exploring, Planning, and Drafting MLA Formatting Editing and Proofreading</p>	50%
<p>Profile: Interview someone else involved in your theme. What are their experiences and perceptions around your theme?</p>		<p>Interviewing Tighten Wordy Sentences Flashback Sentence Types Cause and Effect Order and Structure Manipulating Tone Provide some Variety</p>		
<p>Choose your own genre 1, with evidence: What arguments are inherent in your theme? What genre works best to argue those arguments?</p>		<p>Arguing, Phrases Ethos, Logos, and Pathos Using Specific Evidence Acknowledging Sources and Avoiding Plagiarism Summary, Quotes, and Paraphrase Guiding Your Reader</p>		
<p>Choose your own genre: What else do you have to say about your theme? What genre works best to say it?</p>		<p>Balance Parallel Ideas Semi-Colons Dashes Classifying and Dividing Explaining Processes Comparing and Contrasting Defining</p>		
3	<p>Critical Thinking: Analyze, evaluate, and construct reasoning</p>	<p>Critical Thinking Reflections: Analyze professional examples and defend your writing choices</p>		20%
<p>Final Essay Revision and Reflection: Revise two essays you've already turned in. Analyze how you have improved or changed as a writer since the beginning of the course.</p>				

Digital Writer's Notebook Reflections and Discussions

Learning Goals:

- **Writing process:** Develop an individual writing process which you can rely on throughout your college career, including, gathering background information and research, prewriting, drafting, revising and editing
 - Consult professional advice about structure, discourse, and syntax
 - Analyze professional and peer writing samples from various genres for structure, content, language, audience, purpose, and context in order to inform your choices as a writer
- **Critical Thinking:** Recognize critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw (argumentation) or actions to take (decision-making and problem-solving)
 - Analyzing reasoning as it is applied to discipline specific questions or issues
 - Evaluating reasoning as it is applied to discipline specific questions or issues

You'll use your Digital Writer's Notebook to:

- Begin prewriting and drafting for your major writing pieces
- Reflect on readings from the textbook or other sources of professional advice about writing
- Analyze and evaluate professional examples of writing
- Practice applying writing skills
- Reflect on your habits, skills, and growth

During the semester, the activity sequences will lead you through thinking, analysis, and practice work. Your Digital Writer's Notebook is where you keep all of those notes, scribbles, attempts, reflections, documentation, and false starts. At least once in each activity sequence, I'll ask you to record your thinking in your Digital Writer's Notebook.

Digital Writer's Notebook Formatting:

1. Follow the prompts in the activity sequence to add your text or images to your digital writer's notebook.
2. Add new responses to the beginning of the document (i.e. reverse chronological order)

Digital Writer's Notebook will be graded entirely on completion. If your entries are complete, on time and thoroughly respond to the provided prompts your postings will receive full credit.

While I strongly recommend preparing for writing assignments by completing each activity sequence and turning in each Digital Writer's Notebook entry on time, you may turn them in late. Entries due between the beginning of the semester and mid-term may be turned in late until mid-term. Entries due between mid-term and the end of the semester may be turned in until the last day of scheduled class before finals week.

Draft Completion and Revision

Learning Goals:

- **Writing process:** Develop an individual writing process which you can rely on throughout your college career, including, gathering background information and research, prewriting, drafting, revising and editing
 - Utilize prewriting, drafting, revising, and editing strategies strategies that work for you to develop your best pieces

Each piece of writing we compose for class will require multiple drafts and revisions. You'll often start a draft, complete peer feedback and make a revision plan, or practice a skill or strategy in class, and then take that work back to your draft to improve your writing product and skill. I'll be looking for you to implement your peers' feedback, my feedback, and the work we do in class to make your final product as effective as it can be. When you turn in a final draft of any work, you'll also turn in all of your printed intermediate drafts with your revision notes on them. Looking at your draft progression is one way that I assess your writing process.

Exemplary (10)	Effective (9)	Evident (8)	Developing (7)	Unacceptable (6)
Two major revisions <ul style="list-style-type: none"> ● Add more content to the vomit first draft, and/or deletes unnecessary bits ● Examines multiple ways to structure ideas ● Responses to peer and teaching feedback ● Change sentence structures for effect ● Takes risks 	Two major revisions <ul style="list-style-type: none"> ● Add more content to the vomit first draft, and/or deletes unnecessary bits ● Examines multiple ways to structure ideas ● Responses to peer and teaching feedback ● Change sentence structures for effect 	One major revision: <ul style="list-style-type: none"> ● Adds some more content to the vomit first draft, and/or deletes unnecessary bits ● Moves pieces around, and ● Responds to peer and teacher feedback. 	Adds some more content to the vomit first draft to get to a final draft.	The vomit first draft is also the final draft.

Major Writing Pieces

Learning Goals:

- **Write:** Compose thoughtful, effective, and complete pieces of writing that clearly tell a story and/or persuade an argument
 - Apply effective structure that matches a reader's needs and expectations for the piece and genre
 - Develop thorough, concise, and insightful content that engages a reader
 - Develop and apply skills in rhetoric, word choice, and sentence structure in order to most effectively and engagingly communicate your ideas.

You'll choose your own theme to write around for the whole semester. Then, you'll write four completed 3-5 page pieces in the genres listed above that all explore your theme from different angles.. The essays we write and the skills we learn have been carefully scaffolded and sequenced to build on each other and help you become better writers. You will revise each piece multiple times in order to polish and perfect it, and add comments to reflect about what you did to improve and where you're still struggling at the end of each draft.

Please use MLA formatting guidelines outlined in your Rules for Writers text.

Expect an individual rubric for each piece when we are working with it.

For each draft of each essay, I'll ask you to submit a copy in Canvas as a record of your progress. For the final draft of each piece, I'll enable TurnItIn.com, which will show where you have writing that is not original to you.

With each First Draft and Final Draft, I'll leave video feedback for you. On Second Drafts, I'll structure peer feedback for you and your peers to give each other.

If you are unhappy with your score on an essay, you may:

1. Make sure all of your weekly activities and Digital Writer's Notebook entries are done. Complete any that are undone.)
2. Ask me if you can do another draft to raise your score. (I'll say yes if all of your weekly activities and Digital Writer's Notebook entries are done.)
3. You'll then have a week from when I gave you feedback and a score on the final draft to turn in your newly revised draft.
4. With the newly revised draft, submit a brief note narrating what you revised and why you revised that.

Note: If you simply turn in another draft without completing all of your weekly activities and Digital Writer's Notebook entries or without checking with me first, then I will not score your new draft. If you turn in the revised draft without the revision note, I will not score your new draft.

Second note: You will likely not get feedback on your new draft, just an updated score on the rubric.

Critical Thinking Reflection

Learning Goal:

- **Critical Thinking:** Analyze, evaluate, and construct reasoning

As you turn in the final draft of each essay, you'll review the feedback you got on your essay, feedback from yourself, peers, and myself. Then, you'll explain why you took some of that feedback and why you didn't take some of that feedback and what difference those choices made in your final essay.

You can submit this reflection as a written document or as a video of you talking. Either way is great as long as I can see your A) evaluation of the feedback that you got, and B) construction of your own reasoning about your essay.

	Exemplary (10)	Evident (8)	Unacceptable (6)
Evaluate reasoning	<p>Clear, specific opinions about the strength and impact of the feedback they took and didn't take</p> <p>References model essays, their own essay, and their purpose in writing</p>	<p>Clear opinions about the strength or impact of the feedback they took and didn't take.</p> <p>References their own essay.</p>	<p>Unclear which piece of feedback the author took or didn't take</p>
Construct reasoning	<p>Clear, specific reasons why the author took or didn't take the feedback</p> <p>References model essays, their own essay, and their purpose in writing</p>	<p>Clear reasons why the author took or didn't take the feedback.</p> <p>References their own essay.</p>	<p>Unclear why the author took or didn't take the feedback.</p>

Final Exam

Learning Goals:

- **Reflection:** Develop skills in metacognition and reflection in order to objectively evaluate your own writing to ensure that you are most effectively communicating your ideas

For your final exam, you'll take any two of your already submitted and assessed essays and revise them again, including work time during the final exam period. You'll apply what you've learned throughout the course and implement teacher feedback from the final drafts. I'll rescore the essays and enter the new, updated scores into the gradebook. This could absolutely improve your overall letter grade in the course.

In addition, you'll compose a narrative section where you examine and evaluate your own writing, detailing what challenges you had while writing the original essay(s), what skills you learned, what choices you made in revision to perfect and polish the essay(s), where you still are feeling insecure or unsure, and what your writing process looks like now at the end of the course. For this narrative section, you may take evidence from your new final drafts, earlier drafts, teacher and peer feedback, and/or your digital writer's notebook.

Exemplary (10)	Developing (8)	Unacceptable (6)
Narrative section tells the story(s) of the essays and gives that story context <ul style="list-style-type: none"> ● What content or strategies the author started with ● What content or strategies the author rejected and why ● What activities or learning experiences helped the author build skills, or helped the author look at the piece in a new way ● What content or strategies the author implemented and why ● What risks the author took and why ● What epiphanies the author had while writing 	Narrative section tells the story(s) of the essays <ul style="list-style-type: none"> ● What content or strategies the author started with ● What content or strategies the author rejected ● What content or strategies the author implemented 	Lists topics from the syllabus or textbook.
Evaluates the author's skills <ul style="list-style-type: none"> ● What skills the author was good at before the class and how those skills show up in the essay(s) ● What skills the author is good at, or better at, now at the end of the class and how those show up in the essay(s) ● What skills the author still needs to work on and how those show up in the essay 	Evaluates the author's skills <ul style="list-style-type: none"> ● What skills the author is good at, or better at, now at the end of the class and how those show up in the essay(s) 	Lists the author's strengths or weaknesses as a whole.
Discusses their personalization of the writing process and their goals for their writing growth in the future.	Mentions their application of the writing process in these specific essays.	Does not consider their writing process.

End of Semester Letter Grades:

Each assessment will be evaluated on a rubric or points scale. I will always give you the rubric way ahead of time--you'll see some here in the syllabus and you'll get rubrics for the major assessments when we start working on those projects. I'll enter each assessment out of ten points. Then, end of semester letter grades will be determined based on a percentage scale.

However, if, in your end of semester reflection, you make a successful and convincing argument for a letter grade other than the one mathematically averaged from your overall scores, I may change your letter grade to match your argument.

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100-94	93-91	90-88	87-84	83-81	80-78	77-74	73-71	70-68	67-64	63-60	59-0

My Teaching Philosophy:

Philosophy:	How you'll see this in action in class:
We have to be a community and trust each other to grow together.	<ul style="list-style-type: none"> ● Opening and continuous community building ● Options for partner and group collaboration
We learn best through play.	<ul style="list-style-type: none"> ● Activities will frequently be a bit silly ● You'll practice A LOT before applying into your writing ● You'll apply the writing process to "play" with words, language, organization, etc.
Process is just as important a skill as product.	<ul style="list-style-type: none"> ● You'll prewrite and brainstorm and do multiple drafts of each major writing piece ● You'll do lots of practice work before you are graded on skills in the major writing pieces ● You'll articulate what you learned, what feedback you got, and how you implemented it ● Writing Process and Critical Thinking are half your grade
We learn by noticing what other people are doing and then, ahem, copying them.	<ul style="list-style-type: none"> ● Activities and assignments that ask you to analyze how professional writers do the skills we're learning in class ● Activities that ask you to notice what peers are doing well
You learn best when you're in control.	<ul style="list-style-type: none"> ● Blended learning structure allows you to control the time, place, place, and often the content of your learning.
I care more about your learning than your grade.	<ul style="list-style-type: none"> ● Ability to reassess ● Focus on process ● Need to complete all of learning activities in order to reassess ● Reassess includes critical thinking about the reassessment

Class Policies and Procedures:

Participation Expectations:

On Zoom:	Outside of Zoom:
<ul style="list-style-type: none"> You show up on time, dressed appropriately, and prepared for the Zoom meetings. Have the prep work done. Do not wear something on the video call that you would not wear to in-person class. 	<ul style="list-style-type: none"> Take each step of practice work intentionally and purposefully, looking for what you can learn. You don't have to write a lot. Do write enough so I can see your thinking or enough to follow the directions and engage fully with the activity.
<ul style="list-style-type: none"> You unmute your microphone to contribute to discussion or the activity in some way at least once or twice during each Zoom session. 	<ul style="list-style-type: none"> Turn work in on time. If you cannot turn work in on time, ask for an extension at least 24 hours before the work is due.
<ul style="list-style-type: none"> You participate in the activities in real time, sharing and editing documents, chatting with your partner or small group via the chat window, or completing the digital activity. 	<ul style="list-style-type: none"> You often have the option of working collaboratively with a partner on activity sequences. Working collaboratively means that you're looking at the same problem at the same time, discussing the concepts, inquiries, and coming to a consensus about the answers. You are not delegating, with person A doing half the work individually and person B doing half the work individually.
<ul style="list-style-type: none"> Please silence and put away all other electronic devices, like your cell phone. Close other browsers or windows that could be distracting. 	<ul style="list-style-type: none"> Do your best to find a time and place where you can concentrate and give learning your full focus (I know that's hard right now!)
<ul style="list-style-type: none"> Know that I can see your Zoom chat, even if you are messaging peers privately. 	<ul style="list-style-type: none"> Do the activity sequences in whatever order works for you.
<ul style="list-style-type: none"> I want to talk to you individually or with a small group! Use this form to find a time that works for both of us 	

Canvas: Canvas is the course management software program UWSP uses to create online classrooms. You'll find our online classroom for the semester on Canvas. You can access Canvas by going to the UWSP homepage, finding the "Log-ins" drop-down menu in the top right corner of the screen and hovering over it. When the menu appears, click on Canvas. You'll turn in your intermediate drafts, final drafts, and postings to me via Assignments, I'll post supplementary materials for you to read and view, we'll occasionally have electronic discussions, and you'll find updated scores and grades there.

I will use Canvas to communicate with you about all of your assignments. I'll often ask you to add a "submission comment" to assignments when you turn them in, a bit of extra reflection or extra information for me so that I can give you the most helpful feedback. And I'll write back to you with that feedback in that assignment comments spot, too. I strongly recommend turning on the Canvas option to have Canvas email

you whenever a professor makes a comment on an assignment. I will expect that you have seen those “submission comments” and will respond to them.

Classroom and Canvas Discussion: Some of the issues we will discuss in class may be controversial, so intense and highly charged exchanges may occur and should be expected and welcomed since they help us anticipate and respond to others’ views in our writing. However, I trust that you will not let disagreement become disrespect and that you will remain respectful in your language, behavior, and actions at all times. It is perfectly okay to disagree on issues and to voice disagreement as long as you remember that individual perceptions are shaped by individual experiences and backgrounds and the differences must be approached with respectful and tolerant attitudes.

Email: I am a compulsive email checker. Email me. I will do my best to respond to emails within 24 hours (or within 48 hours on the weekends) except in the following circumstances: You are asking for information that can be found on the syllabus or class presentations, you are asking me to cover an entire class period via email because you have missed a class, or the tone of your email is rude or disrespectful.

Office Hours: I’ll hold office hours on Zoom. Office hours means that you’re welcome to show up without an appointment. During office hours, you might stay for just a few minutes, or for a longer conference. You might use office hours to ask a question about a concept, ask for feedback on an assignment, ask for clarification on directions, tell me about stuff that’s going on in your life, or just check in and let me see your beautiful face.

Individual Conferences: I want to talk to you! If the open office hours don’t work for you, let’s find a time to Zoom that works for both of us. Fill out this form to let me know what I can do for you and to pitch some times that might work.

Attendance: Given the extraordinary nature of the COVID-19 pandemic, requiring students to be physically present in a face-to-face class is inappropriate. Requiring participation in a synchronous online class can also be problematic. Therefore, for the duration of this health crisis, instructors may not establish an attendance policy that directly connects class attendance to a student’s grade without providing online, asynchronous alternatives that can substitute for attendance. Grading policies that include attendance are acceptable provided that they define “attendance” to include participation in online asynchronous activities as an alternative.

Timeliness: Please turn work in on time. All work is due on Sunday evening of the week it is assigned. The work we do in class is carefully scaffolded and sequenced in order to ensure your learning. When you do not complete the activity sequences or major writing assignments on time, you are really cheating yourself out of the learning sequence.

If you have trouble turning in a major writing assessment on time, please come talk to me at least 24 hours before the due date/time and we’ll work something out together. If you do not turn in work on the due date/time and do not talk to me ahead of time, I will assume that you do not have work to turn in and mark a zero in the gradebook.

Electronic Devices and Video: Clearly, you’ll need to access the course using an electronic device.

To respect the privacy of those in class, students may not make audio, video, or photographic recordings of lectures or other class activities without written permission from the instructor. Anyone violating this policy will

be asked to turn off the device being used. Refusal to comply with the policy will result in the student being asked to learn the classroom and possibly being reported to the Dean of Students.

Plagiarism: Whenever you borrow ideas and materials from outside sources, it is necessary to acknowledge the source of your borrowing. Failure to do this constitutes plagiarism--a very serious offense. Writers generally borrow from others in two ways:

- 1) Paraphrasing, quoting directly, or using a combination of paraphrasing and direct quotation. Please use the MLA citation guidelines to properly cite the types of borrowing outlined above. We'll discuss the MLA guidelines in class.
- 2) Deliberately placing your name on someone else's written work--using file papers, copying and pasting from the internet without citation, letting friends or hired professionals write your papers, etc. This type of "borrowing" will be treated in accordance with the University policy on Academic Misconduct. See the UWSP Handbook, Chapter 14 available at <http://www.uwsp.edu/admin/stuaffairs/rightsandresponsibilities.aspx>.

Preferred/Chosen Name & Gender Pronouns: Everyone has the right to be addressed and referred to by the name and pronouns that correspond to their gender identity or expression. Students will be asked to indicate the name and gender pronouns that they use for themselves. A student's chosen name and pronouns are to be respected at all times in our course.

If you're struggling: Hey, I care about you. Come talk to me. We'll work together to find a solution.

Available University Resources :

- **The Writing Lab at the Tutoring Learning Center (TLC) ALB 018:** The Writing Lab consultants are successful UWSP students who can discuss any type of writing at any stage of the drafting process; including brainstorming, outlining, and research or citations. They work with experienced writers as well as struggling writers; we believe that everyone benefits from discussions about their writing. Writing Lab appointments are currently being held virtually via Zoom. By appointment or short notice times are available. You are able to send the Writing Lab your paper for revision via [an online form \(found here\)](#). All services in the Writing Lab are free. If you have questions or would like to make an appointment, please contact the TLC via email (tlctutor@uwsp.edu) or phone (715-346-3568).
- **UWSP's Office of Disability Services:** Students with learning differences can visit the Office of Disability Services on the 6th floor of the University Library, room 609, x 3365 to work with that office to develop a Request for Accommodation Form or a referral to Assistive Technology.

Course Schedule of Activities:

	Synchronous Instruction Via Zoom OR Activity Sequence 1	All work due on Sunday evening at the end of the week			
		Activity Sequence 2	Activity Sequence 3	Activity Sequence 4	Writing Due:
Week 1: September 2-4	Welcome to our Community of Writers! (whole class)	Memoir, <i>Guide</i> 216-223	Finding the Right Words, <i>Rules</i> 158-164 (partner optional)	Introduction to Critical Thinking	Theme Choice
Week 2: September 8-11	Describing, <i>Guide</i> 399-408 (whole class)	Prefer Active Voice, <i>Rules</i> 108-110 or video (partner optional)	Show, Not Tell (partner optional)	MLA Formatting, <i>Rules</i> 464-466 or video	Memoir First Draft (submit to both the Memoir First Draft Assignment and the Read Around Group assignment for next week)
Week 3: September 14-18	Dialogue, <i>Guide</i> 408-413 (begin small group)	Order and Structure (partner optional)	Read Around Groups	Adding Memoir Content	Memoir Second Draft
Week 4: September 21-25	Editing and Proofreading, <i>Guide</i> , 313-317	Analyze Two Professional Examples for Features of the Genre, <i>Guide</i> 848-883 or find your own	Peer Feedback (due Wednesday)	Revision Critical Thinking	Memoir Final Draft
Week 5: September 28 - October 2	Interviewing, Canvas Reading	Profile, <i>Guide</i> 224-234	Tighten Wordy Sentences, <i>Rules</i> 145-149 (partner optional)	Narrating, <i>Guide</i> 419-27 (partner optional)	Interview Notes

Week 6: October 5-9	Sentence Types, Canvas Video	Cause and Effect, <i>Guide</i> 350-354 (partner optional)	Guiding Your Reader, <i>Guide</i> 344-349	Adding Profile Content	Profile First Draft (submit to both the Profile First Draft Assignment and the Read Around Group assignment for next week)
Week 7: October 12-16	Tone, Canvas Reading	Order and Structure	Read Around Groups	Provide Some Variety, <i>Rules</i> , pages 142-144 (partner optional)	Profile Second Draft
Week 8: October 19-23	Analyze professional example(s) for sentence variety	Analyze Two Professional Examples for Features of the Genre, <i>Guide</i> 884-910 or find your own	Peer Feedback (due Wednesday)	Revision Critical Thinking	Profile Final Draft
Week 9: October 26-30	Using Specific Evidence, <i>Rules</i> pages 107-111	Choice Genre, with Evidence Choose One: <ul style="list-style-type: none"> • Analyzing Texts, <i>Guide</i> 94-128 • Arguing a Position, <i>Guide</i> 156-182 • Annotated Bibliography, <i>Guide</i> 188-196 • Evaluation, <i>Guide</i>, pages 197-205 	Arguing, <i>Guide</i> pages 355-373 (partner optional)	Phrase Types, Part 1, Canvas video (partner optional)	Choice Genre with Evidence First Draft (submit to both the Choice Genre First Draft Assignment and the Read Around Group assignment for next week)

<p>Week 10: November 2-6</p>	<p>Phrase Types, Part 2, Canvas Video</p>	<p>Choose One:</p> <ul style="list-style-type: none"> • Classifying and Dividing, <i>Guide</i>, 374-379 • Defining, <i>Guide</i>, 388-398 • Explaining Processes, <i>Guide</i>, 414-418 • Compare and Contrast, <i>Guide</i> 380-387 	<p>Read Around Groups</p>	<p>Acknowledging Sources and Avoiding Plagiarism, <i>Guide</i>, 491-495 and Summary, Quotes, and Paraphrase, <i>Guide</i>, 478-490</p>	<p>Choice Genre with Evidence Second Draft</p>
<p>Week 11: November 9-13</p>	<p>Analyze a Professional Example for Sentence Variety</p>	<p>Analyze Two Professional Examples for Features of the Genre</p> <ul style="list-style-type: none"> • Evaluation, <i>Guide</i>, 764-789 • Textual Analysis, <i>Guide</i>, 639-662 • Arguments, <i>Guide</i>, 730-763 • For Annotated Bib, read <i>Guide</i>, MLA style, pages 500-548 	<p>Peer Feedback (due Wednesday)</p>	<p>Revision Critical Thinking</p>	<p>Choice Genre with Evidence Final Draft</p>

Week 12: November 16-20	Ethos, Logos, and Pathos, Canvas Reading	Choice Genre, with or without evidence Choose One: <ul style="list-style-type: none"> • Analyzing Texts, <i>Guide</i> 94-128 • Arguing a Position, <i>Guide</i> 156-182 • Annotated Bibliography, <i>Guide</i> 188-196 • Evaluation, <i>Guide</i>, pages 197-205 • Reflection, <i>Guide</i> 245-252 	Choice Board, Choose Two	Balance Parallel Ideas, <i>Rules</i> 111-114 (partner optional)	Choice Genre First Draft (submit to both the Choice Genre First Draft Assignment and the Read Around Group assignment for next week)
Week 13: November 23-27 (move to asynchrono us only)	Read Around Groups	Semicolon, <i>Rules</i> 286-289 or video			Final Exam Pre-writing
Week 14: November 30 - December 4 (online only)	Choose One: <ul style="list-style-type: none"> • Classifying and Dividing, <i>Guide</i>, 374-379 • Defining, <i>Guide</i>, 388-398 • Explaining Processes, <i>Guide</i>, 414-418 • Compare and Contrast, <i>Guide</i> 380-387 	Beginnings and Endings, <i>Guide</i> 331- 343	Choice Board, Choose Two	Dashes (partner optional)	Choice Genre Second Draft

Week 15: December 7-11 (online only)	Analyze a Professional Example for Sentence Variety	Analyze Two Professional Examples for Features of the Genre <ul style="list-style-type: none"> ● Evaluation, <i>Guide</i>, 764-789 ● Textual Analysis, <i>Guide</i>, 639-662 ● Arguments, <i>Guide</i>, 730-763 ● For Annotated Bib, read <i>Guide</i>, MLA style, pages 500-548 ● Reflections, <i>Guide</i>, 939-963 	Peer Feedback (due Wednesday)	Choice Genre Revision Critical Thinking	Choice Genre Final Draft
Finals Week					