**ENGLISH 202: SOPHOMORE ENGLISH**

**Theme: The Impossible Future**

Syllabus - Spring 2019

**Section 15:** T, R 9:30 – 10:45 CCC 323

**INSTRUCTOR:** Dr. David Roloff **OFFICE:** 436 CCC

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\*\*Keep This Syllabus – You’re Responsible for ALL Materials Outlined Here-In

**COURSE PURPOSE**

***General Education Program Reasoning:*** The purpose of the “Written Communication” requirement is to develop students’ skills in analyzing audience, structuring written documents, and understanding and applying the conventions of effective writing [and to] build upon these skills by helping students learn to locate sources, critically analyze information, and synthesize their ideas with those of others to write well-supported academic arguments. Upon completing this requirement, students will be able to:

* 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.

***Course and Section Purposes:*** This course has many objectives. As already indicated, it is primarily a writing course, and therefore throughout the semester much of our time will be spent focused on honing your writing skills; the only way to improve as a writer, after all, is to practice writing on a consistent basis. Good writing, however, does not happen in isolation. A substantial amount of time, therefore, will be spent in the generation of ideas and critical examination of your own and others’ opinions; this will increase your understanding of rhetorical strategies and assist you in integrating your own opinions and experiences into various forms of writing. Although I’m certain you are at least *generally* familiar with some of the skills addressed in this class we will recap important concepts, hone and build upon these skills, and continually push your capabilities as our semester progresses.

Furthermore, as the Gen Ed. description above suggests, English 202 focuses much of its energies on argumentation and research. We’ll work, therefore, to build our understanding of the ways in which a variety of multimodal arguments can be effectively constructed. Additionally, understanding how to create effective search strategies, evaluate the appropriateness of research materials, properly integrate them into a piece of original writing, and appropriately document sources using MLA style format will be a central aspect of the course.

Finally, while I *could* dictate all of the content and structure over the next 16 weeks, I prefer to meet you as active and engaged student-learners (to borrow a phrase from Paulo Friere) and to thus instead help facilitate an exploration of your own interests, those areas and aspects of your own life and those causes in our larger society which motivate *you*. Therefore, while our early work together will necessarily help you understand the argumentative and research skills outlined above, they will ultimately be used to help you explore, write and argue about (in our academic sense) a topic or cause of *your own choosing*. My goal is to help you clarify what matters most to you, critically explore and understand your selected cause/topic, and empower you to share your findings and call upon others to act in meaningful ways. It’s important, as citizens in a democracy, that we look at those things which speak to us and/or trouble us, work to truly understand their complexities, and argue for change, all the while acknowledge each other’s humanity and appreciating that lives, actions and progress do not take place in isolation. One person’s efforts, their call for action, can make a difference. By the conclusion of this class it is my sincere hope that you agree with Margaret Mead, who calls us to our central purpose: “**Never doubt that a small group of thoughtful citizens can change the world. Indeed, it is the only thing that ever has**.” I hope you feel empowered to act for those things that you care most about, whatever they might be.

**INTENDED LEARNING OUTCOMES FOR THE COURSE**

By the time you complete this course you should be able to…

1. Generate, engage with, synthesize and expand upon a variety of ideas from varied sources by utilizing writing strategies practiced in class and through personal response *> writer’s notebook, D2L postings, literature circles/presentation**& professional responsibility*
2. Assimilate information, express ideas, evaluate arguments, and analyze through an expanded set of critical thinking and reading skills which you apply to reading, writing and conversation > *professional responsibility & writer’s notebook*
3. Understand various rhetorical strategies commonly used in argumentative writing, be able to analyze and evaluate their effectiveness and skillfully employ them in your own writing through a clear attention to audience, purpose, message and context *> writing process & multigenre portfolio pieces*
4. Identify the stages of the research process and successfully apply them to produce authentic research which clearly demonstrates an ability to locate, evaluate and properly cited print and electronic sources using both MLA and mixed Chicago-style guidelines *> research materials & multigenre portfolio pieces*
5. Demonstrate the recursive process of writing and apply it to major course writings *> writing process/engagement*
6. Critically critique the writing of others, both professionals and peers, verbally and in writing > *professional responsibility, writing process/engagement & literature circles/presentation*
7. Differentiate between beneficial and detrimental feedback to your written work and produce finished pieces which utilize constructive feedback *> writing process/engagement, professional responsibility & multigenre portfolio pieces*
8. Produce pieces which effectively consider elements of form, layout and style to enhance the message of your writing and produce pieces “authentic” to the genre *> writing process/engagement & multigenre portfolio pieces*
9. Produce pieces which eliminate problems of usage, mechanics, diction, punctuation, spelling and grammar that undermine your ability to communicate effectively *> writing process/engagement & multigenre portfolio pieces*
10. Improve upon your understanding of your writing past, the ways in which you’ve grown as a writer and the ways in which this growth will impact future writings *> final exam*
11. Come to understand those topics and causes which matter most to you and developed meaningful ways to relate and advocate for them in appropriate and effective ways *> multigenre portfolio pieces, final exam, literature circles/presentation*

**COURSE MATERIALS**:

**TEXTS**

* **Rental:**
  + Kirszner, Laurie G., and Stephanie Mandell. *Practical Argument, 3e.* Bedford/St. Martin’s, 2017.
  + Rogat Loeb, Paul. *The Impossible Will Take a Little While: Perseverance and Hope in Troubled Times.*  Basic Books, 2014.
* **Purchase:**
  + Zakaria, Fareed. *In Defense of a Liberal Education.* W.W. Norton and Company, Inc., 2015. **(ASAP)**
  + A shared text related to chosen research areas – **titles to be determined**
  + Hacker, Diana. *Rules for Writers, 8e*.Bedford/St. Martin’s, 2015.
    - **Purchase text with** “Research Pack”: *Research and Documentation in the Electronic Age, 6e* (book), *i-cite* (CD), and MLA and APA Quick Reference cards.

**COURSE WORK**

**Multigenre Portfolio (50% = 20% mid-term and 30% final)**

Throughout the semester you will conduct research and compose various pieces focused around a central topic/cause of your choosing; while each writing will have its own purpose, you will ultimately also plan how pieces tie together and can best be arranged to produce an effective, cohesive and collective argument. As our semester together unfolds you will include the following items in your multigenre portfolio as evidence of this work:

1. **Research Process Materials:** Throughout the semester as you gather information you will evaluate sources, take notes and generate works cited/consulted pages.
2. **Traditional Research Paper:** There will be a required piece of writing which will take the form of a traditional research paper; it will become a part of your multigenre portfolio.
3. **Multigenre Writings:** During the second half of the semester you will also complete various multigenre writings of your choosing based off of your research. By the end of the semester these varied writings should come in **at least** **three *different* genres** (at least one “informational” and one “creative”) and total 2250-3000 words (roughly 5-7 double-spaced pages of writing).

**Final Exam (5%)**

Having consider how to best sequence the final drafts of your pieces into an effective, cohesive and collective argument, the final exam will require you to **write an introduction to the completed multigenre narrative**. As such, you will need to: 1) help the reader understand your topic/cause; 2) overview the various writings you have included and the purpose of each piece; and 3) justify the overall structure of your completed argument and how it calls others to action.

**Writing Process/Engagement (15% @ 5% each)**

It is important to recognize that our best writing happens when we employ a purposeful and extended process. Throughout the semester, therefore, we will regularly spend class time generating ideas for writing, practicing and applying revision strategies, integrating the feedback of peers, and seeking out professional examples which help us clarify the content and quality of our writing. Evidence of your engagement in the writing process will come in the following forms:

* **Drafting/Revision Work**: Posting of draft-0s with strengths/struggles focal comments; **handwritten revisions** integrating mini-lessons, peer and instructor feedback; individual attention to enhance the overall focus and quality of each piece.
* **Peer Revision Groups:** Posting complete drafts to Peer Revision Group D2L space prior to meetings; providing thoughtful and constructive feedback to peers (in both face-to-face and online formats).
* **Genre Studies (3):** During the *second half* of the semester, locating and analyzing professional examples in selected informational/creative genres; synthesizing paragraph and **handwritten revisions** integrating what has been learned into multigenre pieces.

**Literature Circle Project – Reading, Presentation and Reflection (15%)**

As we move into the second half of the semester you will work with a *group of peers* to select, discuss, and present on a **non-fiction text** related to your chosen topic/cause. Wanting you to find value in this reading and for what you learn to enhance your chosen research topic, I am happy to be flexible in which texts are selected and how groups are formed. Regardless of how we collectively choose to organize this work, in the end you and your group will develop a **15-20 minute presentation** that: 1) succinctly outlines the central/overlapping ideas of your chosen text(s); 2) uses textual evidence to highlight how the ideas/causes personally impact your classmates and/or our democracy; and 3) argues for and/or provide actionable first steps that anyone can take to have an impact. An *individual* written reflection will also accompany this assignment.

**Writer’s Notebooks** **(10% = 5% mid-term and 5% end of semester)**

As with most things, practice makes perfect (or at least improved). It should come as no surprise, then, that engaging in the act of regular writing is one of the best tools to enhance our ability to think clearly and fluidly through language. Enter writer’s notebooks, a place for you to: 1) react to the world around you (whether the topic is personal or academic); 2) store, plant, grow and harvest “seed ideas” for writing; and 3) simply capture your experience and what it means to be you.

* Be sure to write for **15+ minutes** each week; always **date entries.**
* We’ll test out a number of WN strategies in class and *will require* that there is some **variety** in how you write, however you are ultimately encouraged to write in whatever ways work best for you.
* You can and should write ANYTHING in your writer’s notebook; you will ALWAYS have the option of keeping writings private. I simply care that you’re regularly writing about something that matters to you!
* Notebooks will be spot-checked at random and will be collected at mid-term and at the end of the semester.

**Professional Responsibility – Reading Postings & Discussion (5%)**

As adult learners who will, upon graduation, be among the only 28% of Americans who have a baccalaureate degree (12% masters, 3% doctorate) you will, of course, assume your professional responsibilities as a student in this course. As active, engaged and respected members of a democracy and our classroom you are expected to be present and to regularly share your ideas during class meetings; at times you will also be directed to articulate your thoughts in D2L Discussion postings and to review and respond to the ideas of your peers. This work demonstrates your dedication to being both physically and intellectually present and available to your peers *and* to participating in thoughtful and respectful ways.

**GRADES** (summarizing the above percentages and descriptions)

**Professional Responsibility** (Reading Postings & Discussion) 50 points

**Writer’s Notebook**

Mid-Term 50 points

End of Term 50 points

**Literature Circle Project** (Reading, Presentation & Reflection) 150 points

**Writing Process/Engagement**

Drafting/Revision Work 50 points

Peer Revision Groups 50 points

Genre Studies (3) 50 points

**Multigenre Portfolio**

Mid-Term Portfolio Submissions 200 points

* Research Materials 50 points
* Research Paper 150 points

Final Portfolio Submissions 300 points

* Research Materials (updated) 75 points
* Research Paper (possibly revised/improved score) 75 points
* Multigenre Writings 150 points

**Final Exam** 50 points

**GRADING SCALE**

93-100% А 87-89% В+ 77-79% С+ 66-69% D+

90 - 92% А- 83-86% В 73-76% С 60-65% D

80-82% В- 70-72% С- 0-59% F

**CLASS POLICIES**

**Discussion**

Some of the issues that we discuss in this class may be controversial and may challenge your accepted beliefs or understanding of the world, so charged exchanges should therefore be expected and welcomed; such exchanges, especially when they are grounded in the argumentative values we are studying and are supported by verifiable information from credible sources, can help us think critically about issues and our written responses to them. It is a requirement of this course, however, that though comments may at times become heated our conversations remain ***respectful.*** It is acceptable to disagree on an issue, to voice opposition, as long as we remember that individual perceptions are shaped by individual backgrounds and experiences, and that differences should be approached with respectful and tolerant attitudes; disrespectful actions or the use of language inappropriate for the college classroom will not be acceptable at any time and will be reported to the Dean of Students.

**Attendance/Tardiness**

Naturally, you are expected to attend all scheduled class sessions/meetings. Each absence *after the first* will result in the lowering of your **semester score** by half of a grade (B to B-). If you are late, I expect you to see me after class as a matter of courtesy and honesty; I will not stop class for tardy students because I place high value on the learning time we spend together, especially for students who have chosen to act as professional students. **You** are responsible for contacting/seeing me if you miss class.

* Excessive tardiness will equal an absence (2 tardies =1 absence); dozing through a class will also be counted as being tardy.
* **I’m not an ogre,** but if you don’t talk to me, I can’t be understanding.
* **A student will not be able to pass the class if they are absent more than six times.**

**Late Work**

Any late assignment, no matter how small, is subject to being down-graded, having points taken off, or not being accepted for credit depending on the situation. Don’t make late work a habit.

**Plagiarism and other Academic Misconduct**

*Rules for Writers* describes plagiarism in the Citing Sources section. The most basic definition is using someone else’s work (words, ideas or other intellectual property belonging your roommates, a well-known author, or some unknown “scholar” on the web) and presenting it as your own—that is, without properly attributing summarized and paraphrased ideas or directly quoted language (all skills which we will work to develop). Plagiarism can be an extremely small part of someone else’s work, or a large section. Plagiarism is **THE cardinal academic sin** and something that I and this university take very seriously; suspected plagiarism will be treated in accordance with the University policies on Academic Misconduct (See the UWSP Handbook, Chapter 14 available at http://www.uwsp.edu/dos/Documents/CommunityRights.pdf) and may result in a zero score on an assignment, removal from the course and expulsion from the university.

**D2L Dropboxes**

As you compose various pieces throughout the semester you’ll do so using printed copies. However, we will also use various “dropboxes” in D2L for “Draft 0” copies (which I’ll read and provide feedback on) as well as for final copies (which will be checked against turnitin.com plagiarism standards). When the final copy of a paper is due you will turn in all of the printed working drafts in class **in addition to** the final polished paper. ***Furthermore,*** you must **also** upload your final to the D2L dropbox by the assignment due date; assignments not submitted on time will be considered late work.

**Cell Phones, Electronic Devices and Video**

Electronic devices are distracting and their use while others are speaking is impolite; unless you are asked to use them for a class activity, turn off cell phones and put them out of sight. Laptops are not allowed unless you have an Accommodations Request requiring use for a disability. Violating the device policy will result in an absence for the day.

Additionally, to respect the privacy of those in the 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 leave the classroom, and possibly being reported to the Dean of Students.

**VARIOUS NOTES**

**D2L**

Desire2Learn (D2L) is an electronic course delivery system used by UWSP to post information and structure course activities. You may access this page by clicking the *Logins* tab on the UWSP Homepage and selecting *D2L* from the drop-down menu.

I will use D2L to provide detailed reminders of class readings and assignments, to provide electronic copies of relevant handouts, and to post daily presentation slides. You will also access the site when creating assigned D2L Discussion posts, to turn in “Draft 0” and “Final” pieces of course writings in the designated dropboxes, and to post copies and provide feedback when indicated in your Peer Revision Group “Discussion” space.

**Email**

I will do my best to respond to emails within 24 hours (or within 48 hours on weekends), and between the hours of 8a.m. and 5p.m., except in the following situations: 1) you are asking for information that can be found on the syllabus or in our D2L class site; 2) you are asking me to cover an entire class period via email because you have missed a class (please visit during my office hours or make an appointment to discuss what you’ve missed).

**Students with Special Long-Term Concerns and Needs or Short-Term Struggles**

It is my goal to help each and every one of my students get the most out of their learning experiences. I understand that individual students have unique and individual needs. Likewise, I appreciate that “life happens” and some things are beyond our control. If there are any special needs, worries, concerns or accommodations that you need, whether they be long-term struggles you’ve experienced for years or an unexpected event over which you had no control but which has managed to temporarily disrupt your status quo, please talk to me regardless of their nature ASAP and I will do all that I can to accommodate you or get you any help you might need.

**COURSE SCHEDULE**

All reading and writing assignments indicated on the syllabus are to be completed **BEFORE** you come to class on the date indicated. The course schedule uses the following abbreviations:

* ***WN*** – an assignment in your Writer’s Notebook
* ***Argument*** *– Practical Argument*
* ***In Defense*** –*In Defense of a Liberal Education*
* ***The Impossible*** – *The Impossible Will Take a Little While: Perseverance and Hope in Troubled Times*
* ***Rules*** – *Rules for Writers* & associated research pack
* Other **handouts** will be noted when applicable

The schedule may be changed at my discretion; advanced notice will, of course, be given. If you miss a class it is your responsibility to complete the assignments and find the materials you missed while absent in addition to **contacting the instructor**; a friend in class and D2L would be a good location to start.

**IMPORTANT NOTE:** The date in the “Week” column is the **Monday** of the week, not the class date.

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| **Week** | **Tuesday** | **Thursday** |
| **1**  ***1/21***  Focus: Course Intro & Goals | **DUE:**  ***Have watched***  “Course Introduction & Syllabus Overview” video in D2L  Brief Syllabus recap and Q&A  Getting to know ourselves/others  + Distribute Opening Questionnaire  Writer’s Notebook:  Intro & Options  **Diagnostic Essay Set-up**  MLA Paper Set-up & D2L Dropboxes | **Bring your *own* laptop**  ***or* use one available in the classroom computer cart**  **DUE:**  Personality Test, D2L Post and Questionnaire  **Handout Readings:**  Tugend, Edmundson, and Selingo  **In-Class:**  Impromptu Diagnostic Essay  9:30 – 10:30  (submitted to **D2L Dropbox by 10:30)**  Concluding Discussion  & Preview of *In Defense of a Liberal Education* |
| **2**  ***1/28***  Focus: Thinking Critically | **DUE:**  ***Argument***  *Skim* Chapter 2 for  “Becoming an Active Reader” tools,  apply as you read **>>**  ***In Defense***  Chapters 1-3 (pgs. 15-105)  Discussion: *In Defense,* Active Reading  and Revising  WN Strategy:  Odd Lines & Insights | **DUE:**  ***WN*** – Have collected *five* Odd Lines & Insights  ***In Defense***  Chapters 4-6  (Ok to***skim***from bottom of *121-134;*  ***read***all of the rest of Chapters 4-6)  ***Argument***  Pgs. 3-21    Discussion: *In Defense*  Continued WN Work, Previewing  *The Impossible Will Take a Little While,*  and selection/post requirements  **Reminder: 15+ WN** |

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| **Week** | **Tuesday** | **Thursday** |
| **3**  ***2/4***  Focus: Topic Exploration & Finding What Drives Us | **DUE:**  ***The Impossible***  (**ALL:** Pgs. 1-17, 22-28;  **Individually:** Select *two* from Chapters 1-5)  ***D2L Discussion Post***  (Based on Chapter 1-5 selections)   Discussion Activity: Jigsawwing Selections    WN Strategy: Points of Divergence  Topics/Causes that Motivate: Brainstorming Session | **DUE:**  **Handouts:** “Willing to be Disturbed”  & “The Cave”  ***The Impossible***  (**ALL:** Pgs. 70-77;  **Individually:** Select *two* from Chapters 6-10)  ***D2L Discussion Post***  (Based on Chapter 6-10 selections)  Discussion of Readings: What speaks to you? How will you speak to others?    Continued Brainstorming &  Topic Wanderings/Selection Overview  **Reminder: 15+ WN** |
| **DUE Sunday 2/10/19 by Noon:**  **Topic Wanderings**  **& D2L Post** |
| **4**  ***2/11***  Focus: Sharpening our Intentions & Conducting *Real* Research | **DUE:**  **WN:** Review of Posts, Synthesis with Personal Wanderings  **Tentative Topic Selection Sheet**  WN Strategy: Questioning  Establishing Research Goals,  Generating Essential Questions,  Electronic Note-taking and Review of MLA Citation Basics | **Bring your *own* laptop**  ***or* use one available in the classroom computer cart**  **DUE:**  Essential Questions  \* Bring ***Rules* and research pack items**  Clarifying & Entering Essential Questions  Research Resources  Begin Researching  **Reminder: 15+ WN** |
| **5**  ***2/18***  Focus: Assessing Learning to Date & Considering Possible Arguments | **Bring your *own* laptop**  ***or* use one available in the classroom computer cart**  *Continue Researching/E-Notes…*  \* Bring ***Rules* and research pack items**  Final Research Workday  Introduction: Argument Organizer | *Continue Researching/E-Notes on your own…*  **DUE:**  **Handouts:** *Thank You For Arguing* -  Chapter 2: Set Your Goals  & Chapter 3: Control the Tense  **Argument Organizer Worksheet**  **Opening E-Notes 20+** (upload/checked)  Thesis Statement Review  Setting Opening Research/Writing Goals  & Claims  Research Paper: Draft-0 Requirements  **Reminder: 15+ WN** |

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| **Week** | **Tuesday** | **Thursday** |
| **6**  ***2/25***  Focus: Deepening Our Understanding & Beginning to Synthesize Our Findings | **DUE:**  ***Prior to***composing draft-0 **>>**  ***Argument***  ***Skim:*** Pgs. 253-273  ***Read:*** Pgs. 191-205  ***Skim:*** Pgs. 147-160  (logical fallacies to avoid in your writing)  **Research Paper - Draft 0**  w/focus comments  ***Uploaded*** *to both D2L Dropbox*  *& PRG Discussion space*  Peer Revision Group Protocol  Peer Revision Groups  (bring laptop/necessary print copies) | **DUE:**  ***Argument***  Pgs. 329-343  (skip essay, pgs. 336-338)  **Handout**: *The Writer’s Way* – Chapter 5: Thesis, Purpose, Audience, Tone and Style  *Real* Revision: Process Expectations & Examples  Revision Workshop: Incorporating Text & Citation Work  **Reminder: 15+ WN** |
| **7**  ***3/4***  Focus:  Strengthening, Expanding on and Humanizing Arguments | **DUE:**  **Research Paper**- First Revision (**1**)  \* Bring ***Rules* and research pack items**  Revision Workshop: Advanced In-text Citation Methods  Recap Works Cited & Consulted | **DUE:**  **Research Paper**- Second Revision (**2**)  (Ideas, Advanced Citation, Works C/C Update)  ***Uploaded*** *to group PRG Discussion space; bring laptop/copies*  ***The Impossible***  (**ALL:** Pgs. 124-132; **Individually:** Select *one* from Chapters 12-16)  ***D2L Discussion Post***  (Based on Chapter 11-16 selections)  Literature Circle Overview & Logistics  Mid-term Portfolio Recap &  Online Peer Revision Group Expectations  **Reminder: 15+ WN – COLLECTED *next week*!** |
| **DUE Sunday 3/10/19 by Noon:**  Have provided all PRG group members with thorough feedback in PRG Discussion space |
| **8**  ***3/11***  *Focus: Final Mid-Term Polish* | **DUE:**  **Research Paper**- Third Revision (**3**)  (based on PRG suggestions/final needs)  Final Revision Workshop:  Introductions, Conclusions, Titling and Editing  Final Literature Circle Logistics & Planning | **Bring your *own* laptop**  ***or* use one available in the classroom computer cart**  Workshop  **Mid-Term Portfolio**  **DUE BY 10:45 a.m.**   1. All E-Notes printed or electronically submitted in D2L Dropbox 2. Research Paper – Final Revision (4)    * **ALL printed drafts/revisions** turned in **and** the “Final” uploaded to **D2L Dropbox** 3. Writer’s Notebooks  * **Reminder:** staple “private” writes |

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| **Week** | **Tuesday** | **Thursday** |
| **9**  ***3/18*** | **Spring Break**  **Reminder: First ¼ of Literature Circle Book due April 4th** | |
| **10**  ***3/25***  Focus: Understanding Multigenre & Considering Additional Argumentative Needs and Approaches  *& Looking Ahead* | **DUE:**  *Terrible Things* (read in D2L)  **Handout:** “When Have I Experienced Good Listening?”  Multigenre Introduction,  Our Multigenre Portfolio  + Informative/Creative Requirements  Listening in Your Arguments &  Points of Divergence Work  **Reminder:**  **Purchase, start reading Literature Circle Book** | **DUE:**  **Handout:** Multigenre Examples  **Handout:** *Thank You For Arguing* -  Chapter 5: Get Them to Like You  Dissecting Previous MG Examples  Your Multigenre Arguments  (Argument Organizer Review) |
| **11**  ***4/1***  Focus: Considering Diverse Arguments & Brainstorming | **DUE:**  **Handout:** *Thank You For Arguing* - Chapter 9: “Control the Mood”  **TED Video:**  Derek Sivers: “How to Start a Movement”  Quick MG & Argument Recap  Brainstorming & Genre Switch Activity | **DUE:**  MG Ideas Planning  Literature Circle: Project Reminders  **Literature Circle #1**  (30-45 min.)  MG – Draft 0 Requirements  & On-line PRGs |
| **12**  ***4/8***  Focus: Drafting and Improving Upon Initial Arguments  Building Genre Awareness to Improve Writing | **DUE:**  **MG** - Draft 0s (**~2000 words)**  w/focus comments  ***Uploaded*** *to both D2L Dropbox*  *& PRG Discussion space; bring laptop/copies*  Peer Revision Groups  Revision Workshop: Clarifying Arguments  & Citation Introduction | **DUE:**  ***Begin* MG** – First Revisions (**1**)  (hand-written starts on 0s based on PRG feedback)  **Handout:** *Thank You For Arguing –*  Chapter 11: Gain High Ground  **Literature Circle #2**  (30-45 min.)  Introducing Genre Study  **Reminder: 15+ WN** |
| **13**  ***4/15***  Focus: Building Genre Awareness to Improve Writing | **DUE:**  ***Finished* MG** – First Revisions (**1**)  (**new** print copy with PRG & general updates, **2000+ words)**  **Genre Studies** (minimum 1 of 3)  **Genre Study Sharing & Application** | **DUE:**  **Genre Studies**  (any unfinished; 3/3 complete)  ***Begin* MG**– Second Revisions (**2**)  (hand-written starts on 1s to language/visual updates)  **Literature Circle #3**  (30-45 min.) |
| **Week** | **Tuesday** | **Thursday** |
| **14**  ***4/22***  Focus: Sharpening Our Written and Visual Arguments | **MG**– Second Revisions (**2**)  (**new** print copy **with language & visual updates**  based off of genre study findings)  ***Uploaded*** *to group PRG Discussion space; bring laptop/copies*  Peer Revision Groups & Revision Workshop: Utilizing Genre Studies  Revision Workshop: Endnoting  **Reminders:** Literature Circle Presentations | **DUE:**  ***Begin* MG** – Third Revisions (**3**)  (hand-written starts on 2s based on PRG feedback)  **Literature Circle #4**  (30-45 min.)  Presentation Workshop:  Group Time for Final Preparations  **Reminder: 15+ WN – COLLECTED *next week*!** |
| **15**  ***4/29***  Focus: Building Our Collective Knowledge and Sharing What We’ve Learned | **DUE:**  **MG** – Third Revisions (**3**)  (**new** print copy **with argument & citation/endnoting updates**  based off of PRG feedback and class work)  ***The Impossible***  **ALL:** Poem, page 324,  **Individually:** Select *one* from Chapters 38-39  **Literature Circle Presentations A/B**  **@ 15 min. each** | **DUE:**  Writer’s Notebooks  **\* Reminder:** staple “private” writes  **Handout:** “Can I be fearless?”  **Literature Circle Presentations C/D**  **@ 15 min. each**  Revision and Editing Workshop:  Final Considerations  Final Exam:  Introduction and Preparation |
| **16**  ***5/6***  Focus: Reflection on a Semester of Critical Thinking & Our Role as Advocates for the Impossible Future | **DUE:**  ***The Impossible***  **ALL:** Chapter 32  **Literature Circle Presentations E/F**  **@ 15 min. each**  Final Reflections | **Bring your *own* laptop**  ***or* use one available in the classroom computer cart**  **DUE:**  MG - **FINAL** Drafts  W/Endnotes  all drafts of MG pieces  **Bring ALL paper drafts to submit**  **Submit “Final” to D2L Dropbox**  **Composing** **Final Exam** (Multigenre Introduction)  **&** submission of Final Multigenre Portfolio  **Ensure:**   1. All **E-Notes** printed or electronically submitted in D2L Dropbox 2. All **Final/Updated drafts** have been uploaded to the appropriate D2L Dropbox    * Research Paper    * All multigenre pieces    * Final Exam (MG Intro) |
| **17**  **5/13**  **Finals**  **Week** | **EXAM CANCELLED – No need to report anywhere for English 202**  **ALL entries must be submitted to the respective D2L folders if final grades are to be posted** | |