

ENGLISH 250: INTERMEDIATE COMPOSITION SYLLABUS®
DR. DAVID ROLOFF
SPRING 2020

Section 1: Asynchronously Online via Canvas
General Tuesday & Thursday Due Dates

INSTRUCTOR: Dr. David Roloff	OFFICE: 436 CCC
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PHONE: 346-4341	Mondays, 3:30 – 4:30p.m. Tuesdays/Thursdays, 9-10:00 a.m. Arranged when you need support (generally 9-5 unless observing a student teacher)

****Keep this syllabus – Syllabi are considered legal documents.**
You are responsible for ALL MATERIALS outlined here-in.

The beautiful part of writing is that you don't have to get it right the first time – unlike, say, brain surgery.

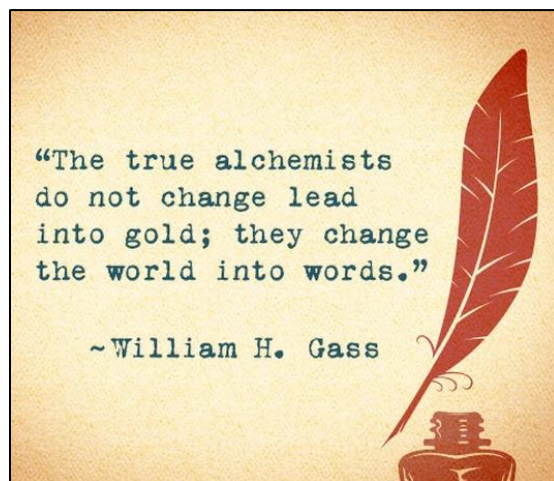
– Robert Cormier

Sitting around waiting for inspiration is for amateurs.

– Tom Robbins

Writing is the act of saying *I*, of imposing yourself upon other people, of saying *listen to me, see it my way, change your mind.*

– Joan Didion



COURSE PURPOSES

The UWSP catalog describes English 250:Intermediate Composition as “practice in exploratory, expository, and persuasive discourse” beyond what you have accomplished in first-year composition courses. That is exactly the purpose of this course: to help you take next steps in your development as a writer. For all writers, both professionals and novices, this *practice* is key, and is the only real way to grow as an author. Given that you’ve signed up for the course I’m assuming that you’re interested in improving as a writer; I’m also assuming you have at least some ideas of where you might need to improve and what you might like to write.

Here, then, you will have daily opportunities to play with words, experimenting with language in ways that help you figure out who you are and who you would like to become as a writer; writing is, after all, about putting into words the constant dialogue that you are having with yourself and the world around you across time. Sometimes this play and practice will take the form of informal noodling in your personal writer’s notebooks. At other times you will take some of these seed ideas and grow them into something more, nurturing them into larger and more complete pieces. Mature writers regularly wrestle with what it is they are actually trying to say, who it is they think most needs to hear it, and what genre they feel will best help them communicate their intent; as authors you will be faced with these same decisions and will be able to write in genres *almost* exclusively of your own choosing.

You will organize your writing around an essential question of your choice, something you care passionately about, probably already know something about, likely are somehow personally connected to, and yet... it's something that you also want to learn more about as well. What does the world need to hear *about* you or *from* you? What question about your own life or the world do you want to investigate?

By the end of the course you will come to understand that your energies are best spent focusing on the stages of pre-writing and revision, not drafting and editing. You will figure out who you are as a writer and learn what works for you and what you sound like. You will develop the writing processes of generating ideas, analyzing and evaluating your own work, looking at models for ideas and structures, cutting it all apart and putting it back together again, asking for feedback and critique from others, and then polishing and proofreading your work for final publication. In essence, you will learn to think, to analyze, to reflect, and to live as a writer.

GENERAL EDUCATION INVESTIGATION LEVEL LEARNING OUTCOMES

- Read closely, think critically, and write effectively about texts or cultural artifacts that reflect on perennial questions concerning the human condition (such as the search for truth and meaning, the confrontation with suffering and mortality, or the struggle for justice, equality, and human dignity).
- Investigate and thoughtfully respond to a variety of ideas, beliefs or values held by persons in situations other than one's own.

OUR INTENDED LEARNING OUTCOMES FOR THE COURSE

- **Writing Process:** Develop and apply a recursive and individual writing process that allows you to experiment with your own writing.
 - Generate and organize ideas by applying the varied writing strategies practiced in class.
 - Analyze professional and peer writing samples from various genres to better understand their structure, content, language, audience, purpose, and context and use this knowledge to inform your choices as a writer.
 - Apply the recursive process of writing when composing the major writings in the course
 - Critically critique the writing of others, both professionals and peers, verbally and in writing.
 - Produce finished pieces which utilize constructive feedback.
 - Produce pieces which eliminate problems of usage, mechanics, diction, punctuation, spelling and grammar that undermine your ability to communicate effectively.
 - Apply an authentic research process which asks important questions, organizes and synthesizes relevant information from reliable resources, and properly cites information using MLA guidelines.
- **Compose Professional and Polished Pieces:** Compose thoughtful, effective, and complete pieces of writing organized around your essential question that achieve individual and collective purposes.
 - Specifically determine the audience, purpose, message and context for major pieces of writing; craft effective responses.
 - Develop thorough, thoughtful, and insightful content that engages a reader.
 - Apply skills in rhetoric, word choice, and sentence structure in order to effectively and engagingly communicate your ideas.
 - Apply writing structures that meet reader's needs and expectations, adhering to the major elements of form, layout, language, and style common to selected genres.
- **Reflection:** Develop skills in metacognition (thinking about your thinking) and reflection in order to objectively evaluate your own writing and ensure that you are communicating in effective ways; consciously track what you are learning and how you are improving as a writer.
 - Differentiate between beneficial and detrimental feedback to your written work and decide which best suits your purpose.
 - 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.

COURSE WORK/ASSESSMENT

The “Intended Learning Outcomes” will be assessed in the following manner; individual handouts, descriptions, and rubrics will be provided as the semester unfolds.

<p><u>Writing Process</u> Develop and apply a recursive and individual writing process that allows you to experiment with your own writing.</p>	<p>Personal Class Writer’s Notebook: Gather and keep ideas and inspiration for future writing.</p>	<p>100 points</p>	<p>28%</p>
	<p>Canvas Writer’s Notebook Postings about Readings: Reflect on course readings before class (as indicated).</p>	<p>40 points</p>	
	<p>Revision: Make significant and purposeful revisions throughout the drafting process.</p>	<p>40 points</p>	
	<p>Genre Study: Analyze how specific genres work, using concrete examples to form and support your conclusions and inform your writing.</p>	<p>20 points</p>	
	<p>Peer Revision Group: Come prepared to peer revision groups with the necessary drafts of your own writing; stay involved and give others useful constructive feedback to help them move their writing forward.</p>	<p>40 points</p>	
	<p>Research Process: Ask important questions, collect valid sources, determine helpful information, and synthesize notes in order to determine new conclusions or develop useful insights.</p>	<p>40 points</p>	
<p><u>Compose Professional and Polished Pieces</u> Compose thoughtful, effective, and complete pieces of writing organized around your essential question that achieve individual and collective purposes.</p>	<p>Narrative Memoir: Write a memoir that reflects on a story or cohesive set of stories that reflects on your essential question.</p>	<p>150 points</p>	<p>60%</p>
	<p>Self-Selected Genre: Write in one or more genres of your choosing about a topic that reflects on your essential question.</p>	<p>150 points</p>	
	<p>Self-Selected genre, with Research: Write a piece in a self-selected genre using research to support your reflection on your essential question.</p>	<p>150 points</p>	
	<p>Self-Selected Genre: Write in one or more genres of your choosing about a topic that reflects on your essential question.</p>	<p>150 points</p>	
<p><u>Reflection</u> Develop skills in metacognition (thinking about your thinking) and reflection in order to objectively evaluate your own writing, ensure that you are communicating in effective ways; consciously track what you are learning and how you are improving as a writer.</p>	<p>Beginning of Semester Reflection and Introduction Screencast: Analyze your current writing strengths and areas for growth, then set goals for the course.</p>	<p>20 points</p>	<p>12%</p>
	<p>Mid-Term Reflection Screencast: Analyze your progress and process as a writer to date.</p>	<p>20 points</p>	
	<p>End-of-Semester Reflection Screencast/Reflection Paper: Analyze your progress and process as a writer at the conclusion of the course.</p>	<p>40 points</p>	
	<p>End-of-Semester Introduction to the Multigenre Narrative: Order and sequence your multigenre narrative and write an introduction to your topic and the purpose of each piece.</p>	<p>40 points</p>	
<p>COURSE TOTALS</p>		<p>1000 Points</p>	<p>100%</p>

ASSESSMENTS: WRITING PROCESS

Personal Writer's Notebooks – WN (100 points)

We will use the writer's notebook for a number of purposes, though it's primarily about giving you a personal place for **15+ minutes each and every week** to practice getting words on paper and playing with language. The goal of the personal writer's notebook is really just to develop the habit of writing regularly, of discovering what you notice and what you think about, to discover your own writing style, and to collect and potentially develop "seed ideas" so that you can turn them into something larger in the future. You can write whatever you'd like in your personal writer's notebook, and you can also keep anything you'd like private. You can complete your 15+ minutes of writing in one fell swoop or split it up into multiple entries throughout the week. We'll practice a number of different techniques, but beyond making sure that there's at least *some* variety, what it is you're writing, and how, is completely up to you... As long as you're writing regularly!

- **While I would encourage you to use a physical WN** this adds an additional step when it comes time to submit your work this semester. Therefore you may choose to complete your WN assignments by selecting one of the following approaches:
 1. Handwrite entries in a physical notebook and upload clear images to the WN Assignment space in Canvas *every two weeks*
 2. **Or** If you have access to a device that allows you to write in "digital ink" you may post a **shareable link to that file (first week of semester) or upload the most recent version every two weeks** using the WN Assignment space in Canvas
 3. **Or** Create a **shareable Office 365/Google file (first week of semester)** and share the link in the WN Assignment space in Canvas at the beginning of the semester; in this way I'll be able to stay current with your weekly writing
- **Note:** entries written in **red ink or with obvious indicators will be considered "private"** and I'll simply see you're writing and keep moving; use post-it notes to mark handwritten pages private and I'll do the same.

Course Writer's Notebook Postings about Readings – C-WN (40 points)

You will often read sections from our textbooks or other course readings in order to build foundational skills, get background about how writing works, and look carefully at examples of the kinds of pieces we'll be writing. *Almost every time* there is an assigned reading for class you have an accompanying *course* writer's notebook (C-WN) assignment due so that you can bring a considered understanding of the day's reading to the next steps of our work together. Your C-WN should be a **single running document of all postings to date**; add to this document each time an assignment is due, putting the **most recent** posting at the **top** of the file. You should **resubmit this ever-expanding file** to the Canvas Assignment space **each time** we have a reading where a C-WN response is assigned. Please back up this document periodically!

Postings Basic Requirements:

After each assigned reading, complete a posting following the **directions/prompts outlined in the Canvas Assignment directions**; they will be updated regularly in a similar *running list* fashion.

1. Add new responses to the beginning of the document (i.e. reverse chronological order)
2. Submit your response by the beginning of each class.

Postings for your *course* writer's notebook will be graded entirely on completion. If your posts are complete, on time, and thoroughly respond to the provided prompts your postings will receive full credit; late or incomplete postings may have points deducted or may not count at all.

Revision (40 points)

Each piece of writing for the multigenre portfolio will come in the form of multiple drafts and revisions. You'll often first start a draft, complete peer feedback and make a plan for revision, and practice a revision strategy which you then apply to your draft as you improve your writing and skill. I'll expect you to use peer feedback, my feedback, and the skills we're practicing in class to improve your work and make the final draft as effective as is possible. Looking at the progress made in each draft is one of the key ways I assess your writing process.

As you draft and revise you will become familiar with our process. Generally, for each submission:

1. You'll complete the initial draft of your writing. Prior to uploading it to the Canvas Assignment space you will include **your comments** noting areas of strength as well as areas where you're struggling and would like specific feedback to help your writing improve.
2. I will return draft first drafts with constructive comments. You'll then be asked to reflect and will have plenty of opportunities to conference as you revise.
3. We'll practice revision strategies, structure peer revision groups with peers, and continue to conference as you revise and edit your pieces; as you revise each piece the newest version is uploaded to the Canvas Assignment space.
4. After you've turned in the final version of each piece I will provide you with additional feedback; pieces do not receive *official* scores until they are submitted for the midterm and end-of-semester portfolios.
5. You may *continue to revise your pieces for improved scores* up until the end of the semester; these revisions **must be clearly indicated using the Review/Comment function if they are to be considered.**

Genre Study (20 points)

As you begin the first two major pieces of writing this semester we'll discuss the concept of genre study using a format I'll provide to you. Here you'll first find two professional examples of the specific genre or kind of writing you're doing, looking for examples that are closely aligned to your current work. Then, you'll analyze those examples, looking at their content, structure, language, and format, and synthesizing what you've learned. This work helps you better understand how to more effectively meet the aims of your current writing, and you'll therefore be expected to use what you've learned as you revise your draft to make it as authentic and true to form as is possible. Both the *examples* and the *genre study* will be uploaded to the provided Canvas Assignment spaces so that I can provide you with further feedback.

Peer Revision Group (40 points)

As we work through the writing process, we will have one or more **peer review group** meeting; after all, the only way to find out if your writing is working out as you intend is to get feedback from a real audience. I expect you to have completed the most recent revisions to your draft(s) prior to each group meeting and to have made them available to your peers in the Canvas Discussion spaces provided. As you work, I expect you to stay involved, to participate and encourage others to participate, and to offer useful constructive feedback that helps others move their writing forward. Not having updated or shared your draft, or not actively contributing to these conversations, will result in a reduction of peer revision group points.

Research Process (40 points)

For your third self-selected piece in class, you'll conduct some research in order to inform your writing. You'll first ask important questions to drive your research, then consult a variety of sources, organize your notes and ideas in a structured way, and synthesize your notes into new findings as you integrate these ideas into your writing. You'll use MLA formatting and endnotes in order to organize your research in your finished piece. This additional research process will be assessed separately from the accompanying writing.

ASSESSMENTS: COMPOSES PROFESSIONAL AND POLISHED PIECES

Multigenre Portfolio (600 points)

You will compose various pieces over the semester, one a narrative memoir, and three others in genres of your choosing; you should choose to write in one or more different genres for each of these self-selected pieces. The topics of each piece contained in your portfolio will be your choice; the one central requirement is that all pieces tie together to investigate, explore, or try to answer one *unifying essential question* so that your combined writing develops around this *unifying theme*.

Mid-Term Portfolio

- Narrative Memoir
- Self-Selected Genre(s) #1 -One **or more** genres totaling at least 1000 words
- *Plus* Midterm Portfolio Reflection Screencast

Final Portfolio

- Narrative Memoir (optional revision)
- Self-Selected Genre(s) #1 (optional revisions)
- *Research Informed* Self-Selected Genre #2 - One **or more** genres totaling at least 1000 words, informed by research, with citation
- Self-Selected Genre(s) #3 -One **or more** genres totaling at least 1000 words
- *Plus* Introduction to Portfolio
- *Plus* End-of-Semester Portfolio Reflection Screencast/Reflection Paper

ASSESSMENTS: REFLECTION

Reflection Screencasts (80 combined points)

Research shows that the only way we truly learn (i.e. understand and retain in the long term vs. memorize and immediately forget) anything is to consider the new information and purposefully surface, reflect on, and connect these ideas to other ideas and concepts that we've already internalized. To help you learn to be a better writer, therefore, I will ask you to analyze and reflect on your progress and process as a writer at various points throughout the semester.

1. Beginning of Semester Reflection and Introduction Screencast (20 points)

Right away as the semester begins, you'll make a screencast of yourself analyzing or reflecting on two previous pieces of writing you've composed for other courses, professionally, on your own time, or for work. You'll look at what you feel you do well, what you feel you need to work on, and what you want to learn in our semester together. This Beginning of Semester Reflection is completed in the provided Canvas Assignment space and is graded entirely on completion.

2. Mid-Term Reflection Screencast (20 points)

- **Part 1:** At mid-term, you'll turn in a mini-portfolio, with your first two pieces completed. You have the opportunity to go back and revise the first piece again, if you choose, for the portfolio. If you make changes to your first piece, the memoir, please indicate those changes using the *Review/Comment* function in the uploaded version of your document so that I can easily see them.
- **Part 2:** Then, you will make another screencast where you examine and evaluate your own writing, detailing what you learned so far in the course, what skills you found particularly challenging and how you overcame them, what you still need to work on to improve your writing, what the writing process looks like for you, how you are now a better writer, how you've found meaning in this process to better

understand your writing and it's power, and how you might apply all of that in the future, with specific evidence from your course writings to date.

3. End of Semester Revision and Final Reflection Screencast/Reflection Paper (40 points)

- **Part 1:** At end of term, you will do a final revision to every piece to prepare it for your final portfolio. You'll apply what you've learned throughout the course and implement teacher, peer, and self-feedback from the previous final draft to make this/these piece(s) true reflections of your skill as a writer. In addition, perhaps you'll tweak some pieces so as to enhance their cohesiveness as a collection; such work helps you more fully tell a story, leads your reader through an experience, and helps them consider your essential question/unifying theme in a more comprehensive and engaging way. Please indicate all changes you make to previous pieces using the *Review/Comment* function in the uploaded version of your document.
- **Part 2:** Now, again, you'll make a screencast of your portfolio, talking through and reflecting on at least two pieces in detail, determining your strengths, discussing areas for continued growth, and deciding if you met your goals for the semester. *If you would prefer*, you may choose to instead address this final paper through a written **2-3 page** reflection.

End-of-Semester Introduction to the Multigenre Narrative (40 points)

Finally, you will decide upon the best final order for all of your multigenre pieces. Having thoroughly reviewed and ordered each piece, you will compose an introduction to the overall narrative exploring your essential question. The introduction first reflects on your development as a writer over the semester, then introduces and reflects upon your essential question/unifying theme, introduces each piece, and makes explicit the reasons for the choices you've made in each writing this semester. Expect more detailed prompts as we get closer. You'll put these parts together as your final portfolio.

GRADING SCALE

93-100% A	87-89% B+	77-79% C+	66-69% D+
90 - 92% A-	83-86% B	73-76% C	60-65% D
	80-82% B-	70-72% C-	0-59% F

COURSE MATERIALS

Textbooks

- **Rental:**
 - John Trimbur. *The Call to Write*, Sixth Edition.
 - Jack Rawlins and Stephen Metzger. *The Writer's Way*, Eighth Edition.
- **To Locate/Suggested:**
 - Diana Hacker, *Rules for Writers*, various editions.
 - **You may have *already purchased this text*** in English 101/150/202; it's a helpful reference. If you know you have it, please locate it; if not, you do NOT need to buy it just for this course

Other Requirements

- A computer with webcam
- Frequent access to Canvas

CLASS POLICIES & OTHER IMPORTANT RESOURCES

Canvas & Announcements

Canvas is the web-based course management software used by UWSP; you can access it by going to your MyPoint page, clicking the “Academic” tab and selecting “Canvas” on the right of the page. Everything that you need, outside of course texts, will be made available through Canvas.

- **Consider the Canvas Announcements stream our primary means of communication.**
- Assignments and next steps in our course progression will appear in the **Announcements stream on Wednesdays and Fridays**; Wednesday’s work will normally be due Thursday by the end of the day, and Friday’s work due the following Tuesday.
- Wednesday/ Thursday Announcements will be the primary way of relaying key information, next steps in the learning process, and assignments; instructional videos embedded in the Announcements stream will regularly accompany lessons and outline key concepts and work.
- Any materials necessary beyond our print texts will be posted in the same Announcements stream and will be *duplicated* in the Modules.
- Work submitted to Canvas Discussion and Assignment spaces will be graded semi-regularly; you can check the Grades section of Canvas to help you track your progress.

Canvas Discussions

Some of the issues that we discuss in the course may be controversial and may challenge your accepted beliefs or understanding of the world, so highly charged exchanges should therefore be expected and welcomed; such exchanges can help us think critically about issues and our written responses to them. 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 acceptable for us to disagree on an issue and 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.

Attendance/Presence in Asynchronous Learning

While our work this semester happens asynchronously online you will quickly realize that we operate as a *community of writers*; as such, we rely heavily on each other to share and build ideas, critically examine and reflect on model texts, and read and respond to the writing of our peers. Throughout the semester we will use **Tuesday and Thursday due dates** for the majority of our work; on these days we will regularly depend on each other to have completed and made our *own* work available to others and/or to have responded to classmates so that *they* can take next steps and keep making progress toward key learning goals. When students are not present in discussions or activities I *do* notice and *do* wonder where you are; so do your peers. While we may not be *physically* present this semester, being *electronically and intellectually* present is important; “checking out” has negative consequences for you and for others.

Clearly this semester and the continued pandemic have the potential to complicate our learning situations; if you have concerns or need accommodations/modifications please do let me know. Similarly, “life happens” to us all, and the unexpected occurs. When life happens to you please **simply communicate with me and those peers potentially impacted**; we promise to be understanding and to help you stay connected and get back up to speed as best as we are able.

That said, being repeatedly *electronically and intellectually absent* from course work and failing to communicate has negative repercussions for everyone involved. If you are **inexplicably absent more than 10% of the time (3 collaborative activities/assignments)**, I may lower your overall course grade a half of a grade (B to a B-). If you are **absent more than 25% (7 collaborative assignments/activities)**, I may lower your overall course grade a full grade (B to a C). If you are absent more than half the time (15 collaborative assignments/activities), you will **not be able to pass the class.**

Timeliness/Late Work

Please turn work in on time. All work is due on the assigned due date by the assigned time. If you have trouble turning in an assessment on time, *if you are proactive in arranging alternate due dates when complications arise*, I am likely to help you work through these situations without penalty. Absent these conversations, late assignments are subject to being downgraded, having points taken off, or not being accepted for credit. Speak to me when needed, but please don't make late work a habit; it hurts us all.

Plagiarism and other Academic Misconduct

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 serious offense that, legally, is a felony. 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 such information. We will 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 Academic Misconduct Policies and Process link at <https://www.uwsp.edu/dos/Pages/stu-conduct.aspx>

Email

I will do my best to respond to emails within 24 hours (or within 48 hours on weekends), except in the following situations: 1) you are asking for information that can be found on the syllabus or in our Canvas class site; or 2) the tone of your email is rude or disrespectful.

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 they use for themselves. A student's chosen name and pronouns are to be respected at all times.

Available University Resources

- **Tutoring Learning Center (TLC):** In addition to meeting with me and engaging in peer feedback through class activities, you can also get help in the basement of the University Library, room 018, x3568.
- **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.

Campus and Community Resources – Support for Long-Term Challenges and Short-Term Struggles

I understand fully that life outside of the classroom can impact our ability to function effectively or focus on the learning tasks at hand; I understand that "life happens" and that we sometimes have to face challenges that seem insurmountable or that are simply beyond our control. **COVID and other issues associated with living and working through a global pandemic have further exacerbated these challenges and highlighted the complex needs for many of us, our family, and our friends.** It is *important to me* that each and every one of you feel safe and cared for in your personal life; it is the only way you can get the most out of our learning experiences together. I repeatedly tell my pre-service teachers to never forget that we teach *people* first and *content* second. That said, while I *genuinely* want to support you in every way possible, I also know that my training and resources are limited. So, 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 which you're suddenly facing, please talk to me ASAP; I will do all that I can to accommodate you or get you any help you might need. When I reach my limit, I will do my best to refer you to the **extensive campus and community resources** available to you; you will find a list of these resources [HERE](#) and in the first Canvas Module.


COURSE SCHEDULE


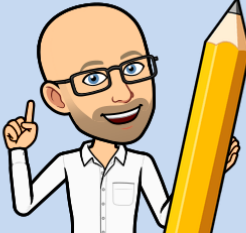
All reading and writing assignments indicated on the syllabus are to be completed **BEFORE** you come to class on the date indicated. The course schedule uses the following abbreviations:

- **WN** – an assignment in your **personal** Writer’s Notebook
- **C-WN** - an assignment that should be submitted to your **course** writer’s notebook in Canvas; based off of prompts found in the Announcements stream
- **WW** – reading from *The Writer’s Way*
- **Call** – reading from *The Call to Write*
- **Rules** – resources available in the ENGL 101/150/202 text *Rules for Writers* (optional text; if you’ve found it); other resources will also be available to address these topics


Any other readings or resources referenced will be available as handouts and can be found in our Canvas site in the Module for that week/day.

The schedule may be modified, though advanced notice will, of course, be given. If “life happens” and you need to discuss modifications to due dates please let me know; in these situations it is your responsibility to **contact the instructor** so as to not incur any potential electronic absence penalty.

Week (Monday Dates)	Completed Tuesday By 11:59 p.m.	Completed Thursday By 11:59 p.m.
1 1/25	WELCOME TO ENGLISH 250: INTERMEDIATE COMPOSITION!	<p>Reading Due: “On Keeping a Notebook” (handout) WW: Pgs. 3-18 <u>and/or</u> WW: Pgs. 59-69</p> <p>Other Due:</p> <ul style="list-style-type: none"> • C-WN Post on readings (prompt in Announcement; upload Canvas Assign. space) • View & Replies: 3+ Replies to peers on their Personal Introduction Discussion Posts • View and WN Practice: Breaking Writer’s Block <i>video</i> • Locate two writings for potential use in Beginning of Sem. Reflection and Introduction Screencast assignment <p>*Reminder: <i>WN</i> 15+ min. <u>weekly</u> in physical <i>WN</i></p>
<p>As we begin the semester I’ll remind you that I’m available during office hours via Zoom > LINK</p> <div style="text-align: center;">  <p style="font-size: 1.5em; font-weight: bold; color: #0070c0;">I’M HERE TO HELP</p> <p style="font-weight: bold; color: #0070c0;">Mondays, 3:30 – 4:30p.m. Tuesdays/Thursdays, 9-10:00 a.m.</p> <p>I’m happy to answer any questions that you have, to lend additional support if you need it, or simply to chat and say hello as we begin our work together!</p> </div>		

Week (Monday Dates)	Tuesday By 11:59 p.m.	Thursday By 11:59 p.m.
2 2/1	<p>Reading Due: “The Ideal English Major” (handout) <i>WW</i>: Pgs. 19-27</p> <p>Other Due:</p> <ul style="list-style-type: none"> • Beginning Reflection & Intro Screencast (Assignment space) • C-WN Post on readings (prompt in Announcement; upload to Assignment space) • View and WN Practice: Living as Writers: Being, Becoming and Points of Divergence 	<p>Reading Due: “A Place to Start” Multigenre Background w/”Cosmetic Clips” example (handout) + one of Dr. Roloff’s MG examples (Canvas Mod.)</p> <p>Other Due:</p> <ul style="list-style-type: none"> • C-WN Post on readings (prompt in Announcement; upload to Assignment space) • View: What is Multigenre? – Understanding & Exploration <i>video</i> • Group Discussion Posts: Exploring Examples and Essential Questions (Initial Post 2/4 & Multiple Replies through next Tues. 2/9) <p>Friendly Reminder: <i>Personal Writer’s Notebook</i> 15+ minutes weekly > First upload or link due today</p>
3 2/8	<p>Reading Due: <i>WW</i>: Pgs. 45-59 <i>Call</i>: Pgs. 3-19 2+ ENGL 250 student MG examples (Canvas Mod.)</p> <p>Other Due:</p> <ul style="list-style-type: none"> • C-WN Post on readings • View and WN Practice: <i>Your Essential Question – Weighing Options & Making Decisions video</i> • Post: MG Essential Question – Check-In • Sign Up: One-on-One Conference w/Dr. Roloff (all steps above completed prior) 	<p>Reading Due: <i>WW</i>: 211-223 <i>Call</i>: 125-127, 146-149 1+ Additional memoir examples (Canvas Mod.)</p> <p>Other Due:</p> <ul style="list-style-type: none"> • C-WN Post on readings • View & Replies: 3+ Replies to peers on their MG Essential Question – Check-in Discussion Posts • View: Introducing Memoir – Key Components & Crafting Considerations <p>Have Conferenced with Dr. Roloff by the end of the week</p>
<p>This week you make some big decisions that will frame your work for the rest of the semester <i>and</i> that will lead into writing your first major piece (Memoir) for the course. Please use the link in the Canvas Announcement and</p> <div style="text-align: center;">   </div> <p>for a one-on-one conference to discuss your plans. Conferences will last 5-10 minutes and should be completed by 5:00 Friday, February 12th</p>		

Week (Monday Dates)	Tuesday By 11:59 p.m.	Thursday By 11:59 p.m.
<p>4</p> <p>2/15</p> <p><i>Please note special posting & reply dates this week</i></p>	<p>Reading Due: <i>Call:</i> 150-157 <i>WW:</i> Pgs. 106-115, 19-28 (skim both readings)*</p> <p>Other Due:</p> <ul style="list-style-type: none"> • NO C-WN Post • Memoir – Draft 1 w/ embedded Strength & Struggle Comments <ol style="list-style-type: none"> 1. Posting to assigned Peer Revision Group Discussion space (based on <i>topic</i>) by 11:59 pm on Monday, February 15th 2. Also upload to Assignment space • View and Feedback: Peer Revision Group Protocol <i>video</i> & feedback <ol style="list-style-type: none"> 1. Replies to PRG members by the end of the day Tuesday, February 16th 2. Note feedback and create Plan for Revision in your Draft 2s 	<p>Reading Due: <i>WW:</i> Pgs. 131-148* (read content, skim examples)</p> <p>Other Due:</p> <ul style="list-style-type: none"> • NO C-WN Post • View and Practice: The Benefits & Work of Genre Study <i>video</i> (upload completed study w/examples to designated Canvas Discussion space) • Quick View: Revision & Expectations <p>Friendly Reminder: <i>Personal Writer’s Notebook</i> 15+ minutes weekly > Upload this week if needed</p>
<p>5</p> <p>2/22</p> <p><i>Please note special posting & reply dates this week</i></p>	<p>Reading Due: <i>WW:</i> Skim Pgs. 74-98 “One Hundred Miles Away” (handout)</p> <p>Other Due:</p> <ul style="list-style-type: none"> • View: Revision Considerations – Verbs, Nouns, Similes, Metaphors, Dialogue... And Editing • C-WN Post on readings <i>and</i> video • Memoir – Draft 2 <ol style="list-style-type: none"> 1. Posting to assigned Peer Revision Group Discussion space (based on <i>topic</i>) by 11:59 pm on Monday, February 22nd 2. Also upload to Assignment space • View and Feedback: Peer Revision Group Protocol <i>video</i> & feedback <ol style="list-style-type: none"> 1. Replies to PRG members by the end of the day Tuesday, February 23rd 2. Note feedback and create Plan for Revision in your Draft 2s 	<p>Reading Due: <i>WW:</i> Pgs. 152-162* (prior to final revisions)</p> <p>Other Due:</p> <ul style="list-style-type: none"> • NO C-WN Post • Memoir – Final Draft (Canvas Assignment upload) • Quick View and Notes: Building Metacognitive Awareness: Personal Reflections on Memoir • Quick View and Pre-Writing: SS#1 Brainstorming

Week (Monday Dates)	Tuesday By 11:59 p.m.	Thursday By 11:59 p.m.
<p>6</p> <p>3/1</p> <p>Please note special posting & reply dates this week</p>	<p>Reading Due:</p> <p>Preview the “Multimodal Composition” pages outlined below, then pick 3+ to read in detail Call: 146-149, 185-190, 227-231, 271-272, 296-300, 361-365</p> <p>Other Due:</p> <ul style="list-style-type: none"> • C-WN Post • View and Practice: Exploring SS#1 Options & Draft 1 Requirements <i>video</i> • Post: My SS#1 Options • Quick View: Genre Study – Our Individual Approaches 	<p>Other Due:</p> <ul style="list-style-type: none"> • Self-Selected #1 Genre(s) – Draft 1 w/ embedded Strength & Struggle Comments <ol style="list-style-type: none"> 1. Posting to assigned Peer Revision Group Discussion space (based on <i>topic</i>) by 11:59 pm on Thursday, March 4th 2. Also upload to Assignment space • View and Feedback: Peer Revision Group Protocol <i>video</i> & feedback <ol style="list-style-type: none"> 1. Replies to PRG members by the end of the day Friday, March 5th 2. Note feedback and create Plan for Revision in your Draft 2s • Sign Up: Conference w/Dr. Roloff next week <p>Friendly Reminder: <i>Personal Writer’s Notebook</i> 15+ minutes weekly > Upload this week if needed</p>
<p>7</p> <p>3/8</p>	<p>Reading Due:</p> <p><i>Your Examples</i> for Self-Selected #1 Genre Study</p> <p>Other Due:</p> <ul style="list-style-type: none"> • Self-Selected #1 Genre Study (upload completed study w/examples to designated Canvas Discussion space) • Replies: 2+ Replies to peers on SS#1 Genre Study Posts • Quick View: Revision Considerations - Genre Study Integration & Take Ten • Have Conferenced with Dr. Roloff by the end of the day Thursday 	<p>Reading Due:</p> <p>Revisit WW: Pgs. 74-98*</p> <p>Other Due:</p> <ul style="list-style-type: none"> • NO C-WN Post • Self-Selected #1 Genre(s) – Draft 2(s) <ol style="list-style-type: none"> 1. Posting to assigned Peer Revision Group Discussion space (<i>new groups by genre</i>) by 11:59 pm on Thursday, March 11th 2. Also upload to Assignment space • View and Feedback: Peer Revision Group Protocol <i>video</i> & feedback <ol style="list-style-type: none"> 1. Replies to PRG members by the end of the day Friday, March 12th 2. Note feedback and create Plan for Revision in your Draft 2s • Quick View: Mid-Term Requirements
<p>8</p> <p>3/15</p>	<p>Reading Due:</p> <p>WW: Pgs. 291-300</p> <p>Other Due:</p> <ul style="list-style-type: none"> • C-WN Post • Quick View: Portfolio Considerations – Final Revisions & Editing • Quick View: Looking Ahead to Research <p><i>Take advantage of extra time to seek out additional support and conference if helpful</i></p> 	<p>Reading Due:</p> <p>None</p> <p>Other Due:</p> <p>- By Midnight on Thursday, March 18th -</p> <ul style="list-style-type: none"> • Mid-Term Portfolio (Canvas Assignment uploads for SS#1 piece(s) + <i>potential</i> Memoir Portfolio Update) • Mid-Term Reflection Screencast • Personal Writer’s Notebook (> upload final weeks if needed)

9 3/22	Spring Break	
Week	Tuesday By 11:59 p.m.	Thursday By 11:59 p.m.
10 3/29	<p style="text-align: center;">Reading Due: WW: Pgs. 228-246</p> <p>Read: Intro, Where Do We See, Three Challenges > Don't Feel Knowledgeable, Boring, COIK < and Eight Teaching Tips SKIM THE EXAMPLES</p> <p style="text-align: center;">Other Due:</p> <ul style="list-style-type: none"> • C-WN Post • View: Research - Key Points & Essential Skills <i>video</i> 	<p style="text-align: center;">Reading Due: WW: Pgs. 317-323 Call: Pgs. 243-272 (Intro & 2+ most appealing genres)</p> <p style="text-align: center;">Other Due:</p> <ul style="list-style-type: none"> • C-WN Post • View: Research Process Requirements: Note-taking, Source Eval, Citation, & Research Review <i>video</i> • Post: (after viewing video) > "Tentative Research Questions & Charting a Course"
11 4/5	<p style="text-align: center;">Reading Due: Reading for your Research</p> <p style="text-align: center;">Other Due:</p> <ul style="list-style-type: none"> • Replies & Review: 3+ replies to peers Tentative Research Questions posts; review responses you receive • Research Questions entered in <i>your</i> notetaking structure, start Research Notes • Begin gathering, reading, and adding to your Research Notes <p><i>Much of this week is time for you to first plan your research and then begin gathering sources and organizing information in your notes; I would highly recommend that you take advantage of the opportunity to get support during office hours if you're need help with your topic, with finding resources, with using the required note-taking templates, etc.</i></p>	<p style="text-align: center;">Reading Due: Reading for your Research</p> <p style="text-align: center;">Other Due:</p> <ul style="list-style-type: none"> • Continued research • Upload: Upload your notes to date to "Research Process" Assignment space in Canvas by the end of the day • View: Self-Selected #2 Genre(s), w/Research Draft 1 Considerations & Reminders <i>video</i> <p style="text-align: center;">Friendly Reminder: <i>Personal Writer's Notebook 15+ minutes weekly</i> > Upload to the WN @ End of Semester Assignment Space if needed</p>

<p>12</p> <p>4/12</p> <p>Please note special posting & reply dates this week</p>	<p>Reading Due: Continued Reading & Notes for your Research</p> <p>Other Due:</p> <ul style="list-style-type: none"> Continued Updating of Research Notes Self-Selected #2 Genre(s), w/Research – Draft 1 + Strength/Struggle Comments (Canvas Assignment upload) View and Application: Citation & Endnotes-Guidelines & Tips for Continued Drafting <i>video</i> (incorporate into Draft 2s) 	<p>Reading Due: Continued Reading & Notes for your Research</p> <p>Other Due:</p> <ul style="list-style-type: none"> Self-Selected #2 Genre(s), w/Research – Draft 2 <ol style="list-style-type: none"> Posting to Peer Revision Group Discussion Space (based on <i>topic</i>) by 11:59 pm on Thursday, April 15th Peer Revision Groups <ol style="list-style-type: none"> Replies to Peer Revision Group members by the end of the day Friday, April 16th Note feedback and create Plan for Revision in your Draft 3s
<p>13</p> <p>4/19</p> <p>Please note special posting & reply dates this week</p>	<p>Reading Due: Continued Reading & Notes for your Research</p> <p>Other Due:</p> <ul style="list-style-type: none"> Continued Updating of Research Notes Integration of Peer Revision Group feedback Quick View & Considerations: The Genre Study that Could Have Been <i>video</i> <p><i>Early this week is another good time to check in and get support with your research, with properly integrating end-notes into your writing, etc. Seek out additional support as needed to maximize your learning, enhance your writing, and earn as many points as is possible on the research materials.</i></p>	<p>Reading Due: Continued Reading & Notes for your Research</p> <p>Other Due:</p> <ul style="list-style-type: none"> Self-Selected #2 Genre(s), w/Research – Draft 3 <ol style="list-style-type: none"> Posting to Peer Revision Group Discussion Space (based on <i>genre</i>) by 11:59 tonight, Thursday April 22nd Replies to Peer Revision Group members by 11:59pm on Friday, April 23rd <ol style="list-style-type: none"> Note feedback and consider for <i>Tuesday's final drafts</i> <p>Friendly Reminder: <i>Personal Writer's Notebook 15+ minutes weekly</i> > Upload to the WN @ End of Semester Assignment Space if needed</p>
<p>14</p> <p>4/26</p>	<p>Reading Due: WW: Pgs. 179 - 208</p> <p>Other Due:</p> <ul style="list-style-type: none"> Research Materials (Upload to "Research Process" Assignment space) Self-Selected #2(s), w/Research – Final(s) (Canvas Assignment upload) <p>After submitting research work</p> <ul style="list-style-type: none"> Out of Class WN Writing > "Metacognitive Awareness" entry 	<p>Reading Due: None</p> <p>Other Due:</p> <ul style="list-style-type: none"> View & Practice: Final Multigenre Considerations & Brainstorming <i>video</i> (respond to embedded WN prompts)

<p>15</p> <p>5/3 Please note special posting & reply dates this week</p>	<p>Reading Due: None</p> <p>Other Due:</p> <ul style="list-style-type: none"> • Self-Selected #3 Genre(s) – Draft 1 + Strength/Struggle Comments <ol style="list-style-type: none"> 1. Posting to Peer Revision Group Discussion Space (based on topic) by 11:59 pm on Monday, May 3rd • Peer Revision Groups <ol style="list-style-type: none"> 1. Replies to Peer Revision Group members by the end of the day Tuesday, May 4th 2. Note feedback and create Plan for Revision in your Draft 1s 	<p>Other Due:</p> <ul style="list-style-type: none"> • Self-Selected #3 Genre(s) – Draft 2(s) <ol style="list-style-type: none"> 1. Posting to Peer Revision Group Discussion Space (based on genre) by 11:59 tonight, Thursday May 6th • Replies to Peer Revision Group members by 11:59pm on Friday, May 7th <ol style="list-style-type: none"> 1. Note feedback and create Plan for Revision in your Draft 3s 2. Consider for <i>next week's final drafts</i> <p>After posting...</p> <ul style="list-style-type: none"> • View: Final Considerations & End-of-Semester Introduction to the Multigenre Narrative <p>FINAL Personal Writer's Notebook's due by midnight via link/uploads/e-mail to the WN @ End of Semester Assignment Space</p>
<p>16</p> <p>5/10</p>	<p>Other Due:</p> <ul style="list-style-type: none"> • Final Post: Multigenre Organization and Introduction to the MG Narrative Outlining <p>Independent time to work...</p> <ol style="list-style-type: none"> 1. Time to complete/edit Self-Selected #3 Genre(s) – Drafts > upload final reminder 2. Time to revise previous pieces to improve overall cohesiveness of final portfolio 3. Time to organize and compose End-of-Semester Introduction 4. Time to consider End-of-Semester Reflection Screencast / Essay >>> very last thing you do after portfolio is submitted <p><i>Please ask questions and let me be a resource to help you make your work the best that it can be as the end of our semester approaches!</i></p>	<p>- By Midnight -</p> <ul style="list-style-type: none"> • FINAL Multigenre Portfolio MG <i>Introduction</i> and all pieces properly numbered (file titles), organized, and uploaded to the “Final Multigenre Narrative” Canvas Assignment space • End of Semester Reflection Screencast / Essay* <p><i>*The End-of-Semester Reflection Screencast should be the very last thing that you finish.</i></p>
<p>17</p> <p>5/17 Finals Week</p>	<p align="center">EXAM CANCELLED</p> <p align="center">No need to report anywhere for an English 250 exam</p> <p align="center">THANK YOU FOR A WONDERFUL SEMESTER</p> <p align="center">I wish you all the best and remind you that I'm always here as a resource in the future. 😊</p>	