

# ENGLISH 202: SOPHOMORE ENGLISH

## Theme: The Impossible Future

Syllabus - Spring 2022

Section 18: Tu, Th 8:00 – 9:15AM CCC 323

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\* A note on UWSP work-related travel

\*\*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 reliability and appropriateness of research materials, properly integrate them into a piece of original writing, and appropriately document sources using MLA style format will all be a central to 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 and/or trouble us, work to truly and deeply 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 and do make a difference; one person's decisions ripple in ways large and small throughout their communities and the world. 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.

## OUR 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, literature circles/presentation, and 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 > *genre study, writer's notebook, and professional responsibility*
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 clear attention to audience, purpose, message, context, and language > *writing process, genre study, and multigenre portfolio*
4. Identify the stages of the research process and successfully apply them to produce authentic academic 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*
5. Demonstrate the recursive process of writing and apply it to course writings > *writing process, peer revision group, and genre study*
6. Critically critique the writing of others, both professionals and peers, verbally and in writing > *professional responsibility, genre study, peer revision groups, and literature circles/presentation*
7. Differentiate between beneficial and detrimental feedback to your written work and produce finished pieces which utilize constructive feedback > *writing process, peer revision groups, professional responsibility and multigenre portfolio*
8. Produce pieces which effectively consider elements of language, form, layout and style to enhance the message of your writing and produce pieces authentic to the genre > *writing process, genre study, and multigenre portfolio*
9. Produce pieces that use culturally sustaining language while simultaneously eliminating problems of usage, mechanics, diction, punctuation, spelling and grammar used in standardized English that undermine your ability to communicate effectively > *writing process, genre study, peer revision groups, and multigenre portfolio*
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, thoroughly researched, and effective ways > *multigenre portfolio, final exam, literature circles/presentation*

## COURSE MATERIALS:

### TEXTS

- **Rental:**
  - Kirsznner, Laurie G., and Stephanie Mandell. *CP Practical Argument, 3e*, UWSP. 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:**
  - A shared text related to chosen research areas – **titles to be determined**
  - Hacker, Diana. *CP Rules for Writers, 9e*. Bedford/St. Martin's, 2019.

## 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 single 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 ordered to produce an effective, cohesive, unified, 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:** Clearly you will be conducting thorough and thoughtful academic research as the bedrock of your writing. You will 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 will use MLA formatting, Works Cited/Consulted pages, and endnotes in order to organize your research and convey the quality and validity of resources used to substantiate your claims. These materials, each key to an authentic research process, will be assessed separately from the accompanying writing.
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 and is the focus of the *first half* of our semester.
3. **Multigenre Writings:** During the *second half* of the semester you will compose arguments in genres of your choosing; pieces will continue to focus on the same research topic as you continue to learn how to make arguments to diverse audiences through unique pieces of writing. 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 2500-3000 words (roughly 5-7 double-spaced pages of writing).

### Final Exam (5%)

Having considered how to best sequence the final drafts of your pieces into an effective, cohesive, unified, 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 argumentative purpose of each piece; and 3) justify the overall structure of your completed argument and how it calls others to action.

### Writing Process (10%)

Each piece of writing for the Multigenre Portfolio will come in the form of multiple drafts and revisions. You will often first start a draft, receive peer and instructor feedback, and make a plan for revision; this happens as we also regularly practice a revision strategy together in class which you then apply to your draft as you improve your writing and skill. I will expect you to use peer feedback, my feedback, and the skills we are practicing in class to improve your work and make final drafts as effective as is possible. Looking at the progress made in each draft, as evidenced by “Track Changes” features, 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 will 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 are *struggling* and would like specific feedback to help your writing improve.
2. I will return *first* drafts (only) with constructive comments. You will then be asked to reflect and will have plenty of opportunities to conference (in class and/or by appointment) as you revise.
3. You will use **Track Changes** as we 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 repeatedly uploaded** to the Canvas Assignment space as evidence of your continued work.
4. After you have 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 in addition to Track Changes if they are to be considered.**

### Genre Study (3% @ 1% each)

As we move into the *second half* of the semester and begin writing in multiple genres we will discuss the concept of genre study using a format I will provide to you. Here you will first find two professional examples of *each* specific genre you are working with, looking for examples that are closely aligned to your current work. Then, you will analyze those examples, looking at their content, structure, language, and format, and synthesizing what you have learned. This work helps you better understand how to more effectively meet the aims of your current writing, and you will therefore be expected to use what you have learned as you revise your drafts to make them as authentic and true to form as is possible. Both the *examples* and the *genre study analysis* will be uploaded to the provided Canvas Assignment space.

### Peer Revision Groups (4% points @ 1% each)

As we work through the writing process we will have one or more **peer review group** meetings per piece; after all, the only way to find out if your writing is working out as you intend, the only way to know if others are effectively persuaded by the arguments you are making, 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 in person and/or online, will result in a reduction of peer revision group points.

### 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. Seeing as I want you to find value in this reading and for you to appreciate how a detailed expert look at a topic can significantly enhance your understanding of 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 provides 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 will of course test out a number of WN strategies in class and I *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 are regularly writing about something that matters to you!

**While I would encourage you to use a physical WN** (for reasons that I'll explain), I appreciate that everyone works in different ways. Therefore you may choose to complete your WN assignments by selecting one of the following approaches:

1. **Handwrite entries** in a *physical* notebook to be collected at mid-term and near the end of the semester
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”** meaning that I will see that you are writing and keep moving; use **post-it notes** to mark handwritten pages private and I'll do the same.

### **Professional Responsibility – Formative Work, Discussion, & Canvas Postings (3%)**

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 CANVAS 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)

<b>Professional Responsibility</b> (Formative Work, Discussion, & Canvas Postings) .....	30 points
<b>Writer’s Notebook</b>	
Mid-Term.....	50 points
End of Term.....	50 points
<b>Literature Circle Project</b> (Reading, Presentation & Reflection) .....	150 points
<b>Writing Process</b> .....	100 points
<b>Genre Studies (3)</b> .....	30 points
<b>Peer Revision Groups</b> .....	40 points
<b>Multigenre Portfolio</b>	
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
<b>Final Exam</b> .....	50 points

### **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

# CLASS POLICIES & OTHER IMPORTANT RESOURCES

## Canvas & Announcements

Canvas is the web-based course management software used by UWSP; you can access it by selecting LOGINS > CANVAS on the top menu bar found on the UWSP homepage. Everything that you need, outside of course texts, will be made available through Canvas.

- **While you will find a *detailed* calendar at the end of this syllabus, you should otherwise consider the Canvas Announcements stream our primary means of communication; daily reminders of the work due for our next meeting, along with videos and copies of necessary handouts, will appear there throughout the semester.**
- Any materials necessary beyond our print texts will be *duplicated* in the Modules; in this course I will use Modules as *basic clearinghouses/storage spaces* for those readings and support materials used in class.
- 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.

## Classroom and On-Line Discussion

Some of the issues that we discuss in this class may challenge your accepted beliefs or understanding of the world, so passionate exchanges of ideas should be expected and welcomed; such exchanges, especially when grounded in the argumentative values we are studying and supported by verifiable information from credible sources, can help us think critically about issues and our written and spoken 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 supported by reliable facts, as long as we remember that individual perceptions are shaped by individual backgrounds and experiences, and that differences should be approached with *respectful, tolerant, and inquisitive 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

Please come to class and participate fully; I hope you quickly find that frequent attendance is necessary for effective learning and come to appreciate the ways in which we rely on each other to learn and grow as researchers and writers. Please do contact me *ahead of time* if you know you are going to be absent; I *do* notice and *do* wonder where you are. Being physically present but *unprepared* for the period, or engaging in activities not conducive to learning (e.g. texting, sleeping, being distracting to other students, etc.), will result in being considered absent for the day; being repeatedly and/or excessively tardy may also result in being counted absent. If you are tardy, please see me after class; it is only polite. If you miss a class, please check the class presentation on Canvas, email me (see separate policy on responses), visit my office hours, or make an appointment to discuss what you've missed.

If you are absent more than 10% of the time (3 periods or more), I may **lower your overall final course letter grade** a half of a grade (B to a B-). If you are absent more than 20% (6 periods or more) of the time, I may lower your overall letter grade a full grade (B to a C). Should you be absent 30% of the time (9 periods), you will **not be able to pass the class**.

## Timeliness/Late Work

Please turn work in on time. All work is due *before* class on the due date. In-class activities are carefully scaffolded and sequenced in order to ensure your learning. When you do not come to class with a draft of an essay or when you do not turn a final essay in on time, you are really cheating yourself out of the learning sequence. If you have trouble turning in an assessment on time, *if you are proactive in arranging alternate due dates when complications arise*, I am very 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

*Rules for Writers* describes plagiarism in the Citing Sources section. 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 in an early Canvas post. 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 families, 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; I am not, after all, a trained psychologist, counselor, or medical professional. 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](#) as well as in the Syllabus and first Module sections of our Canvas site.

## Cell Phones, Electronic Devices and Video

When we are together *physically* in space I would encourage you to similarly be *intellectually* present. While it is easy and relatively harmless to succumb to electronic distractions in our personal lives and on our own time, paying attention to electronics when working together and while others are speaking is both distracting and impolite. Unless you are asked to use them for a class activity, please silence cell phones and put them out of sight; be with *us* for these 2.5 hours each week. Laptops are allowed *only* when we are working together on writing, or if you have an Accommodations Request requiring use for a disability. Violating the device policy will result in being *considered absent for the day* (see aforementioned Attendance Policy).

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 **express 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.

### **Policy Note: Special Statement on COVID-19**

*At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the [Disability and Assistive Technology Center](#) to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course. As we know the COVID situation has changed rapidly over the last year, so protocols may change over the semester; we will continue to remain flexible, adapting to keep everyone as safe as is possible.*



# COURSE SCHEDULE

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

- **WN** – an assignment in your Writer’s Notebook
- **Argument** – *Practical Argument*
- **The Impossible** – *The Impossible Will Take a Little While: Perseverance and Hope in Troubled Times*
- **Rules** – *Rules for Writers*
- Other **handouts** will be noted when applicable

While our work will closely follow the schedule below it may be changed at my discretion; advanced notice will be given when possible. As previously stated, **the Canvas Announcements stream is our primary means of communication**; daily reminders of work and reading due (aligned with the calendar below) as well as copies of any handouts will appear there throughout the semester. If you miss a class refer to our calendar, review Canvas, ask a classmate, and **contact me** as necessary.

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

Week	Tuesday	Thursday
<p><b>1</b></p> <p><b>1/24</b> Focus: Course Intro &amp; Goals</p>	<p style="text-align: center;"><b>DUE:</b></p> <p>1. <b>Have watched</b> “Course Introduction &amp; Syllabus Overview” video in CANVAS</p> <p style="text-align: center;"><b>In-Class:</b> Brief Syllabus recap and Q&amp;A Getting to know ourselves/others + Distribute Opening Questionnaire</p> <p style="text-align: center;">Writer’s Notebook: Intro &amp; Options</p> <p style="text-align: center;"><b>Diagnostic Essay Set-up</b> MLA Paper Set-up &amp; Canvas Assignment Space</p>	<p style="text-align: center;"><b>Bring your own laptop or plan to use CCC 307 after set-up</b></p> <p style="text-align: center;"><b>DUE:</b></p> <p>1. <i>Take</i> Personality Test 2. <i>Write or Record</i> Personal Intro &amp; Personality Test Reflection <b>Discussion Post</b> 3. <i>Complete/Return</i> Questionnaire 4. <i>Prepare for</i> Impromptu Diagnostic Essay</p> <p style="text-align: center;"><b>In-Class:</b> Impromptu Diagnostic Essay <b>8:00 – 9:00</b> (submitted to Canvas Assignment Space <b>by 9:00</b>)</p> <p style="text-align: center;">Concluding Discussion &amp; Week 2 Preview</p>
<p><b>2</b></p> <p><b>1/31</b> Focus: Thinking Critically</p>	<p style="text-align: center;"><b>DUE:</b></p> <p>1. <b>Argument:</b> <i>Skim</i> Chapter 2 for “Becoming an Active Reader” tools, apply as you read &gt;&gt; 2. <b>Handout Readings:</b> Tugend, Edmundson, and Selingo</p> <p style="text-align: center;"><b>In-Class:</b> WN Strategy: Odd Lines &amp; Insights</p> <p style="text-align: center;">Discussion: Personal &amp; Professional Purpose, Active Reading</p>	<p style="text-align: center;"><b>DUE:</b></p> <p>1. <b>WN</b> –Collect <i>five</i> Odd Lines &amp; Insights 2. <b>Argument:</b> Pgs. 3-21</p> <p style="text-align: center;"><b>In-Class:</b> Continued Discussion: Personal &amp; Professional Purpose, Arguments in Readings, and Revision</p> <p style="text-align: center;">Continued WN Work, Previewing <i>The Impossible Will Take a Little While</i>, and selection/post requirements</p> <p style="text-align: center;"><b>Friendly Reminder:</b> Writer’s Notebook 15+ minutes weekly &gt; <b>Link/Uploads for electronic WNs due today</b></p>

Week	Tuesday	Thursday
<p><b>3</b></p> <p><b>2/7</b></p> <p>Focus: Topic Exploration &amp; Finding What Drives Us</p>	<p style="text-align: center;"><u><b>DUE:</b></u></p> <ol style="list-style-type: none"> <li><b>The Impossible</b> <ul style="list-style-type: none"> <li><b>ALL:</b> Pgs. 1-17, 22-28;</li> <li><b>Individually:</b> Select <u>two</u> from Chapters 1-5</li> </ul> </li> <li><b>Canvas Discussion Post</b> <ul style="list-style-type: none"> <li>Based on Chapter 1-5 selections</li> </ul> </li> </ol> <p>Discussion Activity: Jigsawing Selections</p> <p>WN Strategy: Points of Divergence</p> <p>Topics/Causes that Motivate: Brainstorming Session</p>	<p style="text-align: center;"><u><b>DUE:</b></u></p> <ol style="list-style-type: none"> <li><b>Handouts:</b> “Willing to be Disturbed” &amp; “The Cave”</li> <li><b>The Impossible</b> <ul style="list-style-type: none"> <li><b>ALL:</b> Pgs. 70-77;</li> <li><b>Individually:</b> Select <u>two</u> from Chapters 6-10</li> </ul> </li> <li><b>Canvas Discussion Post</b> <ul style="list-style-type: none"> <li>Based on Chapter 6-10 selections</li> </ul> </li> </ol> <p>Discussion of Readings: What speaks to you? How will you speak to others?</p> <p>Continued Brainstorming &amp; Topic Wanderings/Selection Overview</p> <p style="text-align: center;"><b>Reminder: 15+ WN</b></p> <p style="text-align: center;"><b>DUE Sunday 2/13/22 by Noon:</b></p> <p style="text-align: center;"><b>Topic Wanderings &amp; Canvas Discussion Post</b></p>
<p><b>4</b></p> <p><b>2/14</b></p> <p>Focus: Sharpening our Intentions &amp; Conducting <i>Real</i> Research</p>	<p style="text-align: center;"><u><b>DUE:</b></u></p> <ol style="list-style-type: none"> <li><b>WN:</b> Review of Posts, Synthesis with Personal Wanderings</li> <li><b>Tentative Topic Selection Sheet</b></li> <li><b>View:</b> “Research—Key Points &amp; Essential Skills” &gt;&gt; video in Announcements</li> </ol> <p>WN Strategy: Questioning</p> <p>Establishing Research Goals, Generating Essential Questions, Electronic Note-taking and Review of MLA Citation Basics</p>	<p style="text-align: center;"><b>Bring your own laptop or plan to use CCC 307 during work time</b></p> <p style="text-align: center;"><u><b>DUE:</b></u></p> <ol style="list-style-type: none"> <li>20+ Essential Questions</li> <li><b>Argument:</b> Pgs. 253-262, 288-307 <ul style="list-style-type: none"> <li>Read text, skim examples</li> </ul> </li> <li><b>View:</b> “Evaluating Information Sources” ** Bring <b>Rules for Writers</b> **</li> </ol> <p>Clarifying &amp; Entering Essential Questions, Evaluating Sources, and Research Resources</p> <p style="text-align: center;"><b>Reminder: 15+ WN</b></p>
<p><b>5</b></p> <p><b>2/21</b></p> <p>Focus: Assessing Learning to Date &amp; Considering Possible Arguments</p>	<p style="text-align: center;"><b>Bring your own laptop or plan to use CPS 107 after set-up</b></p> <p style="text-align: center;"><i>Continue Researching/E-Notes...</i> ** Bring <b>Rules for Writers</b> **</p> <p style="text-align: center;">Final Research Workday</p> <p style="text-align: center;">Introduction: Argument Organizer</p>	<p style="text-align: center;"><i>Continue Researching/E-Notes on your own...</i></p> <p style="text-align: center;"><u><b>DUE:</b></u></p> <ol style="list-style-type: none"> <li><b>Argument Organizer Worksheet</b></li> <li><b>Opening E-Notes 20+</b> <ul style="list-style-type: none"> <li><b>Uploaded to Assignment space</b></li> </ul> </li> <li><b>Argument:</b> Pgs. 264-273</li> </ol> <p style="text-align: center;">Thesis Statement Review Setting Opening Research/Writing Goals &amp; Claims</p> <p style="text-align: center;">Research Paper: Draft-0 Requirements</p> <p style="text-align: center;"><b>Reminder: 15+ WN</b></p>

Week	Tuesday	Thursday
<p><b>6</b></p> <p><b>2/28</b></p> <p>Focus: Deepening Our Understanding &amp; Beginning to Synthesize Our Findings</p>	<p><b>DUE:</b></p> <p><i>All prior to composing draft-0 &gt;&gt;</i></p> <ol style="list-style-type: none"> <li><b>Argument</b> <ul style="list-style-type: none"> <li><i>Read:</i> Pgs. 191-202</li> <li><i>Skim:</i> Pgs. 147-160</li> </ul> </li> <li><b>View:</b> Logical Fallacies Videos (Announcements)</li> <li><b>Research Paper - Draft 0</b> w/focus comments <ul style="list-style-type: none"> <li><b>Uploaded to both the Assignment space and group PRG Discussion space</b></li> <li><b>Bring laptop for in-class PRG work</b></li> </ul> </li> </ol> <p>Peer Revision Group Protocol</p> <p>Peer Revision Groups</p>	<p><b>DUE:</b></p> <ol style="list-style-type: none"> <li><b>Argument:</b> Pgs. 329-343 <ul style="list-style-type: none"> <li>Skip essay, pgs. 336-338</li> </ul> </li> <li><b>Handout:</b> <i>The Writer's Way</i> – Chapter 5: Thesis, Purpose, Audience, Tone and Style</li> </ol> <p><i>Real Revision: Process Expectations &amp; Examples</i></p> <p>Revision Workshop: Incorporating Text &amp; Citation Work</p> <p><b>Reminder: 15+ WN</b></p>
<p><b>7</b></p> <p><b>3/7</b></p> <p>Focus: Strengthening, Expanding on and Humanizing Arguments</p>	<p><b>DUE:</b></p> <ol style="list-style-type: none"> <li><b>Research Paper- First Revision (1)</b> <ul style="list-style-type: none"> <li><b>Uploaded to Assignment space</b></li> <li><b>Bring laptop for in-class work</b></li> </ul> </li> </ol> <p>* Bring <b>Rules for Writers</b></p> <p>Revision Workshop: Advanced In-text Citation Methods</p> <p>Recap Works Cited &amp; Consulted</p>	<p><b>DUE:</b></p> <ol style="list-style-type: none"> <li><b>Research Paper- Second Revision (2)</b> <ul style="list-style-type: none"> <li><b>Focus:</b> Ideas, Advanced Citation, Works C/C Update</li> <li><b>Uploaded to both the Assignment space and group PRG Discussion space</b></li> <li><b>Bring laptop for in-class work</b></li> </ul> </li> <li><b>The Impossible</b> <ul style="list-style-type: none"> <li><b>ALL:</b> Pgs. 124-132</li> <li><b>Individually:</b> Select <u>one</u> from Chapters 12-16</li> </ul> </li> <li><b>Canvas Discussion Post</b> <ul style="list-style-type: none"> <li>Based on Chapter 11-16 selections</li> </ul> </li> </ol> <p>Literature Circle Overview &amp; Logistics</p> <p>Mid-term Portfolio Recap &amp; Online Peer Revision Group Expectations</p> <p><b>Reminder: 15+ WN – COLLECTED next week!</b></p> <p><b>DUE Sunday 3/10/19 by Noon:</b></p> <p>Have provided all PRG group members with thorough feedback in PRG Discussion space</p>
<p><b>8</b></p> <p><b>3/14</b></p> <p>Focus: Final Mid-Term Polish</p>	<p><b>DUE:</b></p> <ol style="list-style-type: none"> <li><b>Research Paper- Third Revision (3)</b> <ul style="list-style-type: none"> <li><b>Focus:</b> Based on PRG suggestions/final needs</li> <li><b>Uploaded to Assignment space</b></li> <li><b>Bring laptop for in-class work</b></li> </ul> </li> </ol> <p>Final Revision Workshop: Introductions, Conclusions, Titling and Editing</p> <p>Final Literature Circle Logistics &amp; Planning</p>	<p><b>Bring your own laptop or plan to use CCC 307 after set-up</b></p> <p><b>Workshop</b></p> <p><b>Mid-Term Portfolio</b></p> <p><b>DUE BY 9:30 a.m.</b></p> <ol style="list-style-type: none"> <li>All E-Notes electronically submitted in Canvas <b>Assignment</b> Space</li> <li>Research Paper – Final Revision (4) <ul style="list-style-type: none"> <li><b>ALL drafts/revisions and</b> the “Final” uploaded to <b>Canvas Assignment Space</b></li> </ul> </li> <li>Writer’s Notebooks <ul style="list-style-type: none"> <li><b>Reminder:</b> Mark “private” entries</li> <li>Turn in <b>physical notebooks or ensure recent upload/working link</b> in <b>Assignment</b> space</li> </ul> </li> </ol>

Week	Tuesday	Thursday
9  3/21	<b>Spring Break</b> <b>Reminder: First ¼ of Literature Circle Book due Thursday, April 7th</b>	
10  3/28 Focus: Understanding Multigenre & Considering Additional Argumentative Needs and Approaches & Looking Ahead	<p style="text-align: center;"><b>DUE:</b></p> <ol style="list-style-type: none"> <li>1. <i>Terrible Things</i> &gt; read in Canvas</li> <li>2. <b>Handout:</b> “When Have I Experienced Good Listening?”</li> </ol> <p style="text-align: center;">Multigenre Introduction, Our Multigenre Portfolio + Informative/Creative Requirements</p> <p style="text-align: center;">Listening in Your Arguments &amp; Points of Divergence Work</p> <p style="text-align: center;"><b>Reminder:</b> Purchase, start reading Literature Circle Book</p>	<p style="text-align: center;"><b>DUE:</b></p> <ol style="list-style-type: none"> <li>1. <b>Handout:</b> Multigenre Examples</li> <li>2. <b>Handout:</b> “Decorum Is an Unfashionable Word...”</li> </ol> <p style="text-align: center;">Dissecting Previous MG Examples</p> <p style="text-align: center;">Your Multigenre Arguments (Argument Organizer Review)</p>
11  4/4 Focus: Considering Diverse Arguments & Brainstorming	<p style="text-align: center;"><b>DUE:</b></p> <ol style="list-style-type: none"> <li>1. <b>Argument:</b> Pgs. S-2 to S-24 <ul style="list-style-type: none"> <li>• Supplemental readings found in back of book</li> <li>• Read text, skim examples</li> </ul> </li> </ol> <p style="text-align: center;"><b>TED Video:</b> Derek Sivers: “How to Start a Movement”</p> <p style="text-align: center;">Quick MG &amp; Argument Recap</p> <p style="text-align: center;">Brainstorming &amp; Genre Switch Activity</p>	<p style="text-align: center;"><b>DUE:</b></p> <ol style="list-style-type: none"> <li>1. MG Ideas Planning</li> </ol> <p style="text-align: center;">Literature Circle: Project Reminders</p> <p style="text-align: center;"><b>Literature Circle Meeting #1</b> (30-45 min.)</p> <p style="text-align: center;">MG – Draft 0 Requirements &amp; Time for Drafting</p>
12  4/11 Focus: Drafting and Improving Upon Initial Arguments  Building Genre Awareness to Improve Writing	<p style="text-align: center;"><b>DUE:</b></p> <ol style="list-style-type: none"> <li>1. <b>MG - Draft 0s (~2000 words)</b> w/focus comments <ul style="list-style-type: none"> <li>• <b>Uploaded to both the Assignment space and group PRG Discussion space</b></li> <li>• <b>Bring laptop for PRG work</b></li> </ul> </li> </ol> <p style="text-align: center;">Peer Revision Groups</p> <p style="text-align: center;">Revision Workshop: Clarifying Arguments &amp; Citation Introduction</p>	<p style="text-align: center;"><b>DUE:</b></p> <ol style="list-style-type: none"> <li>1. <b>Begin MG – First Revisions (1)</b> <ul style="list-style-type: none"> <li>• Revision starts on 0s based on PRG feedback</li> </ul> </li> </ol> <p style="text-align: center;"><b>Literature Circle Meeting #2</b> (30-45 min.)</p> <p style="text-align: center;">Introducing Genre Study</p> <p style="text-align: center;"><b>Reminder: 15+ WN</b></p>
13  4/18 Focus: Building Genre Awareness to Improve Writing	<p style="text-align: center;"><b>DUE:</b></p> <ol style="list-style-type: none"> <li>1. <b>Finished MG – First Revisions (1)</b> <ul style="list-style-type: none"> <li>• <b>Uploaded to Assignment space; 2000+ words</b></li> </ul> </li> <li>2. <b>Genre Studies</b> <ul style="list-style-type: none"> <li>• Minimum 1 of 3 studies due</li> <li>• <b>Upload completed analysis and examples to Assignment space</b></li> </ul> </li> </ol> <p style="text-align: center;"><b>Genre Study Sharing &amp; Application</b></p>	<p style="text-align: center;"><b>DUE:</b></p> <ol style="list-style-type: none"> <li>1. <b>All (3/3) Genre Studies</b> <ul style="list-style-type: none"> <li>• <b>Upload completed analyses and examples to Assignment space</b></li> </ul> </li> <li>2. <b>Begin MG– Second Revisions (2)</b> <ul style="list-style-type: none"> <li>• <b>Focus:</b> Revision starts on 1s to language/visual updates</li> </ul> </li> </ol> <p style="text-align: center;"><b>Literature Circle Meeting #3</b> (30-45 min.)</p>

Week	Tuesday	Thursday
<b>14</b>  <b>4/25</b> Focus: Sharpening Our Written and Visual Arguments	<p style="text-align: center;"><b>DUE:</b></p> <ol style="list-style-type: none"> <li><b>MG</b>– Second Revisions (2)               <ul style="list-style-type: none"> <li><b>Focus:</b> Language &amp; visual updates based on genre study findings</li> <li><b>Uploaded to both the Assignment space and group PRG Discussion space</b></li> <li><b>Bring laptop for PRG work</b></li> </ul> </li> </ol> <p style="text-align: center;">Peer Revision Groups &amp; Revision Workshop: Utilizing Genre Studies</p> <p style="text-align: center;">Revision Workshop: Endnoting</p> <p style="text-align: center;"><b>Reminders:</b> Literature Circle Presentations</p>	<p style="text-align: center;"><b>DUE:</b></p> <ol style="list-style-type: none"> <li><b>Begin MG</b> – Third Revisions (3)               <ul style="list-style-type: none"> <li><b>Focus:</b> Revision starts on 2s based on PRG feedback</li> </ul> </li> </ol> <p style="text-align: center;"><b>Literature Circle Meeting #4</b> (30-45 min.)</p> <p style="text-align: center;">Presentation Workshop: Group Time for Final Preparations</p> <p style="text-align: center;"><b>Reminder: 15+ WN – COLLECTED next week!</b></p>
<b>15</b>  <b>5/2</b> Focus: Building Our Collective Knowledge and Sharing What We've Learned	<p style="text-align: center;"><b>DUE:</b></p> <ol style="list-style-type: none"> <li><b>MG</b> – Third Revisions (3)               <ul style="list-style-type: none"> <li><b>Focus:</b> Argument &amp; citation/endnoting updates using PRGs/class work</li> <li><b>Uploaded to Assignment space</b></li> </ul> </li> <li><b>The Impossible</b> <ul style="list-style-type: none"> <li><b>ALL:</b> Poem, page 324,</li> <li><b>Individually:</b> Select <u>one</u> from Chapters 38-39</li> </ul> </li> </ol> <p style="text-align: center;"><b>Literature Circle Presentations A/B</b> @ 15 min. each</p>	<p style="text-align: center;"><b>DUE:</b></p> <ol style="list-style-type: none"> <li><b>Writer's Notebooks</b> <ul style="list-style-type: none"> <li><b>Reminder:</b> Indicate "private" writes</li> <li><b>Turn in physical notebooks or ensure recent upload/working link in Assignment space</b></li> </ul> </li> <li><b>Handout:</b> "Can I be fearless?"</li> </ol> <p style="text-align: center;"><b>Literature Circle Presentations C/D</b> @ 15 min. each</p> <p style="text-align: center;">Revision and Editing Workshop: Final Considerations</p> <p style="text-align: center;">Final Exam: Introduction and Preparation</p>
<b>16</b>  <b>5/9</b> Focus: Reflection on a Semester of Critical Thinking & Our Role as Advocates for the Impossible Future	<p style="text-align: center;"><b>DUE:</b></p> <ol style="list-style-type: none"> <li><b>The Impossible</b></li> <li><b>ALL:</b> Chapter 32</li> </ol> <p style="text-align: center;"><b>Literature Circle Presentations E/F</b> @ 15 min. each</p> <p style="text-align: center;">Final Reflections</p>	<p style="text-align: center;"><b>Bring your own laptop or plan to use CCC 307 after set-up</b></p> <p style="text-align: center;"><b>DUE:</b></p> <ol style="list-style-type: none"> <li>Endnotes – <b>ALL FINAL</b> Notes               <ul style="list-style-type: none"> <li><b>Submit updated notes to Canvas Assignment space</b></li> </ul> </li> <li>Organization/Ordering of MG Pieces               <ul style="list-style-type: none"> <li>Combine and order into a <b>single document</b> to save yourself this time during our final period together</li> </ul> </li> </ol> <p style="text-align: center;"><b>Composing Final Exam</b> (Multigenre Introduction) &amp; submission of Final Multigenre Portfolio</p> <p style="text-align: center;"><b>Ensure:</b></p> <ol style="list-style-type: none"> <li>All <b>E-Notes</b> in Canvas <b>Assignment</b> space</li> <li>All <b>Final/Updated individual MG drafts</b> uploaded to Canvas <b>Assignment</b> space</li> <li>The <b>Final combined</b> multigenre narrative (<b>Single .pdf</b> document &gt; <b>exam intro</b> followed by <b>clean final copy of each MG piece</b> in desired order) uploaded to Canvas <b>Assignment</b> space</li> </ol>
<b>17</b>  <b>5/16</b> <b>Finals</b> <b>Week</b>	<p><b>EXAM CANCELLED – No need to report anywhere for English 202</b></p> <p>ALL entries must be submitted to the respective Canvas Assignment space if your final grades are to be posted.</p>	