**English 101S: Composition Embedded Support**

**33303 ENG\* K101S T12**

**Three Rivers Community College**

**Fall 2019 Syllabus**

**Instructor:** Sarah Shea

**Class Meets:** MW 9:30 a.m. – 12:15 p.m. in E116

**Office hours:** MW 12:45 p.m. – 2:00 p.m. (location TBD)

**Mailbox:** D207

**Email:** sshea@threerivers.edu

**Course Description:** 6 CREDIT HOURS

ENG\* K101S is a Composition course with embedded support for students in need of additional reading and writing practice. It engages students in critical observation, reading, and writing. The course prepares the student for the exposition, analysis, and argument required in college writing, and for meeting the conventions of college English. Writing assignments require that students develop their own points of view and demonstrate understanding of complex ideas and issues. Methods for research, including use of the library, appropriate documentation, and incorporation of sources in original papers will be taught through assigned writings. Recommended placement∞ in ENG\* K101S may be based on multiple criteria including standardized test scores, entrance essays, high school transcripts or instructor/advisor suggestion. Students may also self-place into ENG\* K101S. A grade of “C” or higher must be achieved to successfully complete ENG\* K101S.

**Required Texts:** Graff, Gerald, Cathy Birkenstein, and Russel Durst, eds. *“They Say / I Say” with Readings*. 4th ed., Norton, 2018.

Please bring the textbook to **every class** unless instructed otherwise.

**Learning Outcomes:**

Upon successful completion of this course, students should be able to:

**Respond to Rhetorical Situations**

* Adapt writing as audience and purpose requires
* Develop and apply an independent writing process that includes generating, revising, editing, and proofreading
* Reflect on and explain writing choices regarding audience and purpose

**Engage with and Use Authoritative Sources**

* Use the reading process to differentiate between supporting points, evidence, and reasoning in complex texts (texts that engage with multiple perspectives and use a variety of rhetorical strategies and evidence)
* Employ effective annotation skills to the reading of complex texts
* Locate and evaluate sources appropriate to the rhetorical situation
* Interpret and analyze argument, evidence, and rhetorical strategies in complex texts
* Evaluate information in complex texts for accuracy, validity, and relevance, with particular attention to the type and purpose of source material
* Demonstrate critical and evaluative reading comprehension
* Write accurate summaries and paraphrases of complex texts and differentiate these from student’s own writing
* Respond to an argument in a complex text and synthesize perspectives in multiple texts
* Integrate complex texts to fulfill the rhetorical purpose

**Craft Logical Arguments**

* Produce essays with clear thesis statements (or controlling ideas) and logical support for assertions
* Compose unified, coherent, and fully developed paragraphs with attention to transitions and signal phrasing for source material
* By the end of the semester, write at least one thesis-driven, text-based essay of 1500 words demonstrating competent argumentation using complex texts

**Apply Language Conventions**

* Apply Standard English language conventions (diction, tone, or level of formality) consistently, with particular attention to college-level writing situations
* Cite varied sources in MLA citation style

**Required Assignments:**

**Informal Writing Assignments**

Responses to Readings:

In addition to the assigned readings (as outlined in the course calendar), you will often be asked to complete responses to the readings. These responses are included in the course calendar and are either written out by myself or refer to Exercises listed in the textbook. Due to the Embedded Support structure of this course, you will often be allowed time in class to work on these responses. If you do not finish the assignment in class, you will be expected to complete it outside of class. The notes/annotations you write for the Netflix episodes count towards these responses. These responses may either be submitted on the appropriate discussion thread in Blackboard or turned in as a hard copy on the due date.

Peer Reviews:

On the dates that major assignment drafts are due, you will be separated into small groups of two or three classmates to exchange papers and provide feedback. You will be provided with a handout with questions to complete regarding your peer’s draft, which you will then turn in to your partners.

**Formal Writing Assignments**

As part of the College requirements, you must submit 20 pages of complete and polished writing. The Formal Writing Assignments listed below will count towards the 20-page requirement (excluding drafts, proposals, and presentation notes).

Each formal assignment will be outlined in greater depth on assignment sheets handed out in class prior to due dates of first drafts, and you will often have a choice between multiple prompts. You will have opportunities to discuss potential topics with me before and between drafts. All formal assignments must be handed in as hard copies and completed using MLA format (including works cited pages). **In order to pass the course, students must submit ALL formal assignments.**

**Essay 1: Close Reading/Critical Analysis (3-4 pages or 7-8 paragraphs)**

For your first paper, you will choose one of the nonfiction essays we have read in class. You will then write an essay that engages in a close reading and rhetorical analysis of the essay. You must include a brief summary of the essay (the author’s thesis, main ideas, purpose, and audience) and an analytical argument about their sources and/or use of language.

**Essay 2: Synthesis Essay (5-6 pages)**

For your second paper, you will select and synthesize two or three of the nonfiction essays (which, if you wish, may include the episode of *Black Mirror* you watched for class). For this paper, you are putting two or three texts in conversation with each other beyond a simple compare-contrast analysis. You will add your own voice to the conversation by making insightful analyses of the connections between these pieces.

**Essay 3: Research Project (7-9 pages)**

For your final paper, you will develop a research question about a specific problem, issue, or topic that is in reference to or introduced to you by a nonfiction essay, Netflix episode, or other primary text of your choice. You will then conduct research that explores this topic in great depth and write an essay that synthesizes your research in connection to your research question. Consider what others have already written about your topic and add to the conversation by complicating their arguments or conclusions.

Proposal (1-2 pages): You will submit a Proposal for your Research Paper that will outline your topic, your potential thesis, who your audience is, what scholarly conversation you are joining, and why your audience should be interested in this topic. Also required is a list of potential sources you will use to support (or complicate) your argument. This will give you an opportunity to test out your topic on me and receive feedback before you move forward with writing your Research Paper. You will also have the opportunity to revise. This assignment does not count towards the required 20 pages.

Annotated Bibliography (5-7 pages): You will submit an Annotated Bibliography in which you cite and evaluate 5-7 external sources that could potentially be used towards your final research paper. One class session will be dedicated to a Library Orientation, in which you will learn how to conduct research using the online databases and library resources. During this class session, you will have the opportunity to research your topic for your research paper, and then find, read, annotate, and evaluate your sources. You can then use those sources towards your Annotated Bibliography. This assignment counts towards the required 20 pages.

Research Paper (7-9 pages): See the above description and the assignment handed out in class for details. You will complete multiple drafts of this paper and receive abundant feedback from your classmates and myself. This assignment counts towards the required 20 pages.

Presentation: During the second-to-last class of the semester, you will present your research paper to the class, outlining your research question, thesis, a summary of the scholarly conversation you are joining, main ideas, and the conclusions you draw from your research. There will be time for Q&A after you present. You will have time in class to write notes and practice speaking with a partner or small group. Notes for your own use and visual aids (such as images, graphs, PowerPoint, etc.) are encouraged. The notes you write for this assignment will not count towards the required 20 pages. If you require a reasonable accommodation or wish to explore other options for presenting your research, we may have a discussion about alternatives.

**Classroom Policies**

**Attendance Policy:**

I expect regular attendance and that **everyone bring their textbook each class period**; since this course is structured with embedded support, I also expect students to stay for the entire class period. Due to the length of the class meeting time, I will leave time for breaks.

Two hours and forty-five minutes may seem long, but you will have abundant time in class to complete readings and written responses due the next class. You will also have time to work on formal writing assignments. A tutor will also be available at least once a week to assist you with issues and concerns you may have about the readings or your writing. I will also regularly conduct individual conferences between drafts of formal assignments, so it is for your own benefit that you come to each class and stay the whole time.

That being said, I am well aware that life gets in the way and that emergencies come up, so if you believe that you will have to miss a class, please email me and let me know. Any informal assignments or readings due the day that you are absent will instead be due the following class. If a major assignment (whether it be draft or final revision) is due the day you are absent, I will discuss alternative due dates with you. If attendance becomes a regular issue, I will ask to have a conversation with you.

**Grading Policy:**

The breakdown of grades is as follows:

|  |  |
| --- | --- |
| **Assignment** | **Point Value** |
| Reading Responses | 14 (1 point each) |
| Peer Reviews | 5 (1 point each) |
| Essay Drafts | 10 (2 points each) |
| Essay 1 Final Revision | 13  |
| Essay 2 Final Revision | 17 |
| Proposal for Essay 3 | 2 |
| Revised Proposal for Essay 3 | 4 |
| Annotated Bibliography | 5 |
| Essay 3 Final Revision | 20 |
| Presentation | 10 |

All assignments combined amount to 100 points total. The number of points you earn determines your final grade.

|  |  |  |
| --- | --- | --- |
| **Number of Points** | **Letter Grade** | **GPA** |
| 93-100 | A | 4.0 |
| 90-92 | A- | 3.7 |
| 87-89 | B+ | 3.3 |
| 83-86 | B | 3.0 |
| 80-82 | B- | 2.7 |
| 77-79 | C+ | 2.3 |
| 73-76 | C | 2.0 |
| 70-72 | C- | 1.7 |
| 67-69 | D+ | 1.3 |
| 63-66 | D | 1.0 |
| 60-62 | D- | 0.7 |
| 0-59 | F | 0 |

Since the reading responses, peer reviews, essay drafts, proposals, and annotated bibliography are each worth a small number of points, they will not be graded. You will earn the full number of points only if the assignment is completed. Incomplete assignments will receive partial credit and no assignment at all will receive a zero.

Although the paper drafts are only worth two points each, it would be of the most benefit to you to submit complete drafts in order to receive adequate feedback towards your final revision. However, so long as you submit something substantial (such as an introduction, a body paragraph, or an outline with a thesis and selected quotes), you will receive half credit.

Major assignments will be graded according to a rubric that will be handed out and discussed in depth during the third week of classes (one week before the due date of the first draft of Essay 1).

If you are struggling to complete assignments, please speak with me about it and we can discuss your options.

**Withdrawal Policy:**

After the last drop date, as specified on the Academic Calendar, students may withdraw from courses online or by completing the appropriate form.  Forms are available online or at the Registrar’s Office.  If you are unable to withdraw online or by submitting the withdrawal form, you may withdraw over the phone by calling the Registrar’s Office.  Withdrawals are accepted up until one week before classes end.  Please be sure to check the specific date on the Academic Calendar.  A grade of “W” will be entered for each course from which a student withdraws.  The course(s) and grade of “W” will appear on the student’s transcript, but will not affect GPA calculations.

**Note:** Failure to attend class is not an acceptable method of dropping or withdrawing.  This will result in an “F” on the student’s permanent transcript.  This can seriously affect future reinstatement, transfer to another college, and/or financial aid.  Non-attendance does not cancel the financial obligation of the student to pay the fees and tuition incurred at the time of registration for classes.  Students will remain liable for any outstanding payments of tuition and fees due the College.

**Students with Disabilities:**

Students with a documented disability are provided supportive service and accommodations to assist them with their academic objectives. Services are strictly confidential. Disability services may include individualized accommodations, advising, advocacy, counseling, technical assistant and referral information.

Elizabeth Willcox (Students with Physical, Medical or Sensory Disabilities)

860-215-9289

ewillcox@threerivers.edu

Matt Liscum (Students with Learning Disabilities, Autism, Attention Deficit Disorder, and Psychiatric Disabilities)

(860) 215-9265

mliscum@threerivers.edu

**Academic Honesty:**

Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person’s ability to succeed in the classroom and beyond. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. In this class and in the course of your academic career, present only your own best work; clearly document the sources of the material you use from others; and act at all times with honor.

Non-discrimination policy/statement: Three Rivers Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, sexual orientation, gender identity and expression, or genetic information in its programs and activities. In addition, the College does not discriminate in employment on the basis of veteran status or criminal records. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Kenneth Saad

Three Rivers Community College

574 New London Turnpike

Norwich, CT 06360

(860) 215-9319

**Sexual misconduct policy/statement:**

Three Rivers Community College strongly encourages all students to report any incidents of sexual misconduct, which includes, but is not limited to, sexual harassment, intimate partner violence, and sexual assault. Students have the right to the prompt and fair resolution of all claims, and the College will preserve the confidentiality of all who report to the fullest extent possible and allowed by law. College employees will explain the limits of confidentially before information about the incident is revealed. To report sexual misconduct, or to learn more about your options, please contact the Title IX Coordinator. If you need immediate, confidential assistance, please call the Sexual Assault Crisis Center of Eastern Connecticut hotline at 860-437-7766.

Sexual Assault Crisis Center of Eastern Connecticut

Hotline: (860) 437-7766

Office: (860) 442-0604

78 Howard Street, 2nd Floor

New London, CT 06320

Maria Krug, Title IX Coordinator

Three Rivers Community College, (860) 215-9208

574 New London Turnpike

Norwich, CT 6360

**Digication statement:**

As a student you will maintain an online learning portfolio using a college-designed template in Digication. Through this electronic tool you will have the opportunity to monitor your own growth in college-wide learning. It may even help you determine a major that is best suited to you. You will be able to keep and maintain your learning portfolio after graduation. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. If your work is selected and reviewed for assessment purposes, it will remain anonymous and private. Digication provides a “place” where you will connect your learning from the classroom, college, and life in general. Sometimes when you review all of the work you have done and think about it, you end up learning something different and perhaps unexpected. Please review your course outlines to determine what assignments to upload into the TRCC Digication template and please post your own choices, as well. Have fun in learning!

More information on Digication is located at <https://www.trcc.commnet.edu/learningresources/eportfolio-digication/digication-add-and-edit-courses-listed-in-digication/>

**Writing Center:**

The Tutoring Center provides one-to-one tutoring for most coursers taught at Three Rivers. Group tutoring sessions can be arranged as well. The Tutoring Center also coordinates in-class tutoring programs, which supply supplemental instructional support to a variety of career programs. In addition, the Tutoring Center also offers a variety of Adaptive Technology services and equipment for special needs students, for example, spellcheckers, text-scanners, tape recorders, and specialized tutorial support.

The Writing Center staff provides writing support for all students at all levels of writing ability. The staff also works in subjects across the curriculum, ranging from English to history to nursing. The Writing Center staff members can help students with research paper development in ways such as exploring topics, finding a thesis, drafting, revising, MLA or APA documenting, etc. Walk-in appointments are available, and students can also reserve appointment times up to a month in advance to get feedback on their papers. In addition to the face-to-face services, papers are also accepted via e-mail. Students can take advantage of computer workstations that are fully networked with the rest of the campus, a local printer, copies of the most recent writing handbooks, and up-to-date references on citation and documentation for research.

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http://www.threerivers.edu/student-life/support-services/tutoring-and-academic-successcenters-tasc/

**Library:**

The library provides resources and services to students, staff, faculty & the general public. The library provides a variety of services included but not limited to Orientation/Instruction on how to use online resources at the library, interlibrary loans and reserves. Books may be checked out for thirty days and can be renewed in person or by telephone. CDs/DVDs can be checked out for seven days; the library will send overdue notices for materials that are not returned on the due date. The library web page provides a directory, links to databases and web resources, and on- line request forms. Library hours are posted at the beginning of each semester.

**Computer Labs:**

In addition to the Writing Center’s Tutoring Lab and the library, an open computer lab can be found in E112. Its hours of operation for Fall 2019 are Monday-Thursday 8:00 a.m. – 9:30 p.m., Friday 8:00 a.m. – 8:30 p.m., and Saturday 8:00 a.m. – 1:30 p.m. It is closed on Sundays.

**English 101S: Composition Embedded Support**

**33303 ENG\* K101S T12**

**Three Rivers Community College**

**Fall 2019 Course Calendar**

Module 1 – Close Reading, Critical Analysis, and Entering the Conversation

Week 1:

M: **No School**

W: Aug. 28

Discuss: Syllabus, learning outcomes, course overview, texts, online resources/requirements (Blackboard, Digication), introductions, polls, time management, how to email professor, how to format papers

Reading Due: “Entering Class Discussions” (Chapter 12) – in class

“Are We in a Race Against the Machine” (421-423) – in class

Writing Due: Diagnostic essay – in class

How do you define intelligence? And What preconceptions/assumptions do you have about technology and how it impacts our world? – in class

Week 2:

M: Sept. 2 Labor Day (**No school**)

W: Sept. 4

 Discuss: Close reading and annotating sources, summarizing, reading discussion

 Reading Due: “Starting with What Others Are Saying” (Chapter 1)

 “The Art of Summarizing” (Chapter 2)

 “Is Google Making Us Stupid?” by Nicholas Carr (page 424-440)

 Writing Due: Complete Exercise #1 on pages 28-29

Summarize “Is Google Making Us Stupid?” by using the templates in Chapter 2

Write a one-paragraph response to Carr’s essay: What parts do you agree with and what parts do you disagree with?

Week 3:

M: Sept. 9

Discuss: Essay Assignment 1, brainstorming, quoting, introductions, MLA and citations, grading rubric and examples of writing at multiple levels of quality, reading discussion

 Reading Due: “The Art of Quoting” (Chapter 3)

“Smarter Than You Think: How Technology Is Changing Our Minds for the Better” by Clive Thompson (page 441-461)

Writing Due: Write a response to Thompson’s essay and use one quote to support why you agree or disagree with parts of his argument (make sure to introduce, summarize, and analyze the quote using the templates in Chapter 3)

W: Sept. 11

Discuss: Author’s purpose, thesis development, preview Chapter 4 in class, reading discussion, individual conferences (Essay 1 topics)

 Reading Due: “Reading for the Conversation” (Chapter 14)

 “Does Texting Affect Writing?” by Michaela Cullington (page 462-473)

Writing Due: Write a paragraph summarizing what is motivating Cullington to write her essay (“Does Texting Affect Writing?”). Respond by explaining why you agree or disagree (or both) with Cullington. Then, draw on your own experiences to support your argument: Do you believe texting or technology affect your own writing? If so, in what ways?

Week 4:

M: Sept. 16

 Discuss: Peer review, reverse outline, discussion about online discussions

 Reading Due: “Entering Online Conversations” (Chapter 13)

 Writing Due: **First Draft Essay 1**

W: Sept. 18

Discuss: Revision versus editing, reading discussion (incorporating your own interests into discussions and writing assignments for this semester), individual conferences

 Reading Due: “Using the Templates to Revise” (Chapter 11)

 “Hidden Intellectualism” by Gerald Graff (page 369-376)

Writing Due: Go through the checklist in Chapter 11 with your own draft of Essay 1 and identify areas that could use improvement to prepare for individual conferences

 Complete Exercise #4 on page 376 for Graff’s essay

Module 2 – Establishing Your Writer’s Presence

Week 5:

M: Sept. 23

Discuss: Discussion on readings, guided group activity (responding to what others say)

 Reading Due: “Three Ways to Respond” (Chapter 4)

 “Distinguishing What You Say from What They Say” (Chapter 5)

 Writing Due: **Final Revision of Essay 1**

W: Sept. 25

 Discuss: Essay Assignment 2, brainstorming, reading discussion, thesis/synthesis

Reading Due: “Connecting the Parts” (Chapter 8)

“Google, Democracy, and the Truth about Internet Search” by Carole Cadwalladr (page 480-499)

Writing Due: Using the skills you learned in Chapter 8, look closely at paragraph 52 of Cadwalladr’s essay at the top of page 495. Underline places where the author uses pointing phrases (refer to pages 108-109 for a list of pointing phrases). Is it clear what those phrases are referring to? If not, revise them to make the paragraph clearer.

Week 6:

M: Sept. 30

Discuss: Peer review, introductions and conclusions, discussion of Netflix episode (its commentary on technology and connections to essays), pre-writing and brainstorming for Essay 3

 Reading Due: Netflix: “Black Museum” (*Black Mirror*)

 Writing Due: **First Draft Essay 2**

Take notes while you watch the Netflix episode (like annotating a reading assignment) and bring to class. Pay close attention to how it portrays technology (positive, negative, or both) and what scenes point to this reading.

W: Oct. 2

Discuss: Stating the implications of your argument (why it matters), free-write and group activity, reading discussions

 Reading Due: “Saying Why it Matters” (Chapter 7)

 “How I Learned to Love Snapchat” by Jenna Wortham (page 474-479)

 Writing Due: Using your first draft of Essay 2, complete Exercise #2 on page 100

Summarize Wortham’s argument in “How I Learned to Love Snapchat.” Does she say why her topic matters? If so, summarize it and respond to it: Do you agree/disagree/both and why? If not, write it for her.

Week 7:

M: Oct. 7

Discuss: Reading discussions (start with free-write and group discussions on connections between the two essays), individual conferences on topics for Essay 3

 Reading Due: “No Need to Call” by Sherry Turkle (page 505-524)

 “Go Ahead: Waste Time on the Internet” by Kenneth Goldsmith (page 500-504)

 Writing Due: **Final Revision of Essay 2**

W: Oct. 9

Discuss: Early discussion of Essay 3 Assignment, Annotated Bibliography Assignment, counterarguments, discussion of texts and formulating questions, intro to research and group activity on search terms, how to incorporate outside sources

 Reading Due: “Planting a Naysayer in Your Text” (Chapter 6)

 “From Identifying Issues to Forming Questions” (handout from *Inquiry*)

Writing Due: Think about the essays due last class (by Turkle and Goldsmith); pick one essay and write a paragraph identifying the issue at stake and including a naysayer. If one is already included, identify it and evaluate how effective it is.

Week 8:

M: Oct. 14

Discuss: Library Research Orientation (**meet in the library**) – during this session, leave with at least 3-5 potential sources for Essay 3

 Reading Due: “From Finding to Evaluating Sources” (handout from *Inquiry*)

 Writing Due:

W: Oct. 16

Discuss: Writing in the social sciences and how it differs from the academic writing we’ve been doing thus far (and how it’s similar), discussion of reading (its content and format as a social sciences article/essay), group activity on evaluating the sources you found during library session (your own as well as your group members’)

Reading Due: “Writing in the Social Sciences” (Chapter 15)

“Beyonce and Social Media: Authenticity and the Presentation of Self” by Melissa Avdeeff (handout from *Inquiry*)

 Writing Due: **Proposal for Essay 3** with a *list of four potential sources*

Module 3 – Exploring the Conversation: Inquiry and Research

Week 9:

M: Oct. 21

Discuss: Discuss episode (and its commentary on technology and connections to essays), peer review, individual conferences on Essay 3 proposals

 Reading Due: Netflix: “Three Robots” (*Love, Death, and Robots*)

 Read and annotate your sources for Essay 3

Writing Due: Take notes while you watch the Netflix episode (like annotating a reading assignment) and bring to class. Pay close attention to how it portrays technology (positive, negative, or both) and what scenes point to this reading.

W: Oct. 23

Discuss: Discuss reading, check-in on Annotated Bibliography progress, prewriting for essay 3

Reading Due: “The Art of Metacommentary” (Chapter 10)

 Read and annotate your sources for Essay 3

Writing Due: **Revision of Proposal for Essay 3** with a *list of seven potential sources*

Week 10:

M: Oct. 28

 Discuss: Peer review, reverse outline, single paragraph revision

Reading Due: Read and annotate your sources for Essay 3

 Writing Due:

W: Oct. 30

Discuss: How to write annotated bibliographies (with samples), in-class work on annotating sources, group tutoring sessions on annotating sources

 Reading Due: Read and annotate sources for Essay 3

 Writing Due:

Week 11:

M: Nov. 4

Discuss: How to use annotated bibliographies to help write a research paper, discussion about Essay 3, individual check-ins, extra time for workshop (TBD)

 Reading Due:

 Writing Due: **Annotated Bibliography for Essay 3** (5-7 sources required)

W: Nov. 6

Discuss: Essay 3 Assignment, discuss new thoughts on Chapter 8 (specifically about connecting class readings with outside sources), free-write (what is the connection between the works you’re writing about for Essay 3 and why does it matter)

 Reading Due: revisit “Connecting the Parts” (Chapter 8)

 Writing Due:

Module 4 – Writing Towards Discovery: Research and the Power of Questions

Week 12:

M: Nov. 11

Discuss: How do you write in different contexts, how you can/do incorporate your own voice into your academic writing, free write or brainstorm anecdote for intro to Essay 3 (why you were interested in this topic or why it is relevant)

Reading Due: “Academic Writing Doesn’t Mean Setting Aside Your Own Voice” (Chapter 9)

Writing Due: At this point you should have a good chunk of Essay 3 already written (if you don’t, come speak to me about your options). Take a paragraph (like your introduction) and rewrite it in your own informal everyday language. How do they compare? Which one is more effective or more interesting?

W: Nov. 13

 Discuss: Workshop and peer review

 Reading Due:

 Writing Due: **First Draft Essay 3**

Week 13:

M: Nov. 18

 Discuss: Workshop, tutoring groups and individual conferences

 Reading Due:

Writing Due: Proposal for Workshop (think about how far you’ve come this semester and what you still want more guidance with to help you revise and improve Essay 3; I will either select the two most requested ones or put it to a vote which workshops we will do on Nov. 20 and 25)

W: Nov. 20

 Discuss: Workshop and peer review

 Reading Due:

 Writing Due: **Second Draft Essay 3**

Week 14:

M: Nov. 25

 Discuss: Catch-up day (TBD)

 Reading Due:

 Writing Due: TBD

W: Nov. 27

Discuss: Go over Research Presentations (how long, what each should include, etc.), reverse outline Essay 3 to help with revisions and presentation notes, tips on public speaking (notes and visual aids allowed and encouraged)

 Reading Due:

 Writing Due: **Third Draft Essay 3**

Week 15:

M: Dec. 2

Discuss: Partner up and practice your presentations with each other, provide feedback and revise as you go, individual conferences if needed

 Reading Due:

 Writing Due: **Presentation notes**

W: Dec. 4

Discuss: Partner up and practice your presentations with each other, provide feedback

 Reading Due:

 Writing Due: **Final Revision Essay 3**

 **Bring Presentation notes to class**

Week 16:

M: Dec. 9

 Discuss: **Research Presentations**

 Reading Due:

 Writing Due: Notes for your presentations

W: Dec. 11

 Discuss: Course evaluations, self-assessment

 Reading Due:

Writing Due: **Portfolio** (bring every version of all of your papers to reflect on your progress this semester)