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Fall 2021

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Fall 8-15-2021

### ENG 1001G-021: College Composition I

Shelly Spear

*Eastern Illinois University*

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# English 1001-021: College Composition 1

Fall 2021  
3 Credit Hours

**Course Location:** Martin Luther King Jr. Union—Charleston/Mattoon Room (3<sup>rd</sup> Floor)

**Course Meeting Times:** MWF 12:00 PM-12:50 PM

**Instructor:** Shelly Spear (she/her) | **Office:** Coleman 3745

**Office Hours:** MW 10:15 -11:15; 2-3; F 10:15 -11:15

## Required Texts:

*WA*     *Writing Analytically* Rosenwasser & Stephen  
*WS*     *Who Says?: The Writer's Research* Holdstein & Aquiline  
*LS*     *The Little Seagull Handbook* Bullock, Brody, & Weinberg  
*AC*     *Acting Out Culture* Miller

*D2L*     Handouts/readings available to you on D2L

*TBA*     Some readings have yet to be determined, but I will make the necessary materials available to you before those readings are due.

## Course Description

College Composition I focuses on informative, analytical, evaluative, and persuasive writing and introduces students to college-level research. Students will develop sound writing processes, produce cogent writing, strengthen analytical reading skills, and work with sources.

## Learning Objectives

Students will demonstrate the ability to:

- Develop effective writing processes for producing documents
- Produce informative, analytical, evaluative, and persuasive prose
- Implement reading processes to evaluate sources
- Adapt written texts to suit the text's purpose, audience, genre, rhetorical situation, and discourse community
- Recognize how to transfer their writing processes, understanding of rhetorical principles, and genre awareness to other writing situations
- Find appropriate sources through secondary research, including the use of academic databases
- Integrate sources ethically and appropriately using at least one recognized citation style
- Use effective language and delivery skills through speaking opportunities
- Present work in edited American English

## Course Overview

### 1. Major Writing Projects

- a. You will complete five major writing projects of various genres in composition and sometimes in diverse media for this course.
- b. You will conference with me over approximately three of your major writing project essays. I typically provide a sign-up sheet for conferences a week ahead of conference days to offer you ample time to sign up for a convenient time.

- c. At the end of the semester, for your final major writing project, you will complete a reflective professional portfolio that demonstrates how you have integrated the course objectives into your own composition practices.
- d. You must submit major writing project essays in designated Dropbox folders in *D2L* before the class meeting on which they are due and **also** bring a hard copy of project essays to submit to me by their due dates (at the beginning of class). If you have not submitted a project essay in *D2L* on its due date *before* you arrive in class, the assignment will be considered late.
- e. You must complete and submit ALL of the major writing projects assigned in this class in order to pass the course.

## 2. Process Journal Entries

- a. You will complete approximately 10 graded process journal entries throughout this semester, which I will assign as we work through the course.
- b. You will complete these process-oriented responses based on provided prompts meant to guide you through the writing process as you work through course materials and writing projects.
- c. Though these process journal entries allow you to pre-write, brainstorm, and work through portions of essay projects in an informal space, you should always pay careful attention to journal entry prompt guidelines (the questions, the length, the format, etc.). In other words, though **I won't be grading for surface errors or content, you must follow instructions for each journal or risk losing half or all points for a journal assignment. If you are instructed to write a full page, for instance, but you only submit half a page of writing, you risk losing all 10 points for that week's process journal entry.**
- d. In a week wherein a journal entry is assigned, you will submit your entry via D2L in the designated Dropbox folder no later than 11:59 PM on Friday of that week.

## 3. Participation

The participation grade for this course is 15% of your final grade. This grade includes all of the in-class activities assigned throughout the semester *and* any work in D2L that is additional to work completed in class. These activities will range in point value TBD dependent on the assignment/task. Participation is also graded based on your ability to consistently do the following:

- a. Arrive in class having already read assigned texts
- b. Be prepared for pop quizzes covering reading content
- c. Be prepared to complete short in-class writing assignments
- d. Contribute to in-class group work
- e. Engage thoughtfully in class discussions
- f. Prepare and give presentations in class
- g. Learn how to use new software, technology, applications, etc. as needed
- h. Ensure that you are using technology in class (laptops, cell phones, etc.) only to work on class-related materials
- i. Write all correspondence for this course (emails, text messages, etc.) in a professional manner
- j. Be respectful of your peers and your instructor—we are all learning together and will do so courteously

## Academic Integrity

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

Remember that kindness, courtesy, respect, and critical thinking are essential for successful discussions in any class; additionally, be mindful of your tone and how your words might be read by your audience (your peers and me). **Bottom Line**—if I notice any individual acting in any way that deviates from appropriate academic conduct and integrity, I will ask them to leave the classroom immediately and I will ensure that the individual encounters the consequences of those actions via the Office of Student Standards.

## Attendance & Absences

Because your participation grade will reflect how well you are attending (or not attending) class, I do not technically have an attendance policy. However, keep in mind that 0's on participation assignments will quickly add up; moreover, missing several classes will very likely result in your inability to complete major writing projects, especially those that are group writing projects. Remember, in order to pass this course, you must complete and submit every major writing project.

If you have an excused absence (accommodations for instruction and make-up work will be made for students with documented medical absences according to IGP #43: <https://castle.eiu.edu/auditing/043.php>), it is your responsibility to contact me and to provide the proper documentation of your absence for me; moreover, it is your responsibility to contact me so that we can plan how you can reasonably make up missing work. If you are absent without an acceptable excuse/reason, you will likely receive 0's for the work that you missed (participation assignments, journal assignments, major writing assignments, group work, etc.).

If I notice that you are having difficulty submitting course work, that you are not engaging in the course, and/or that you are having difficulty attending class, I will contact the Early Alert System and other relevant parties to determine the best course of action for you. This report will result in someone contacting you to provide necessary support to help you get back on track in this course (most often, this is your RA).

## Late Work Policy

I do not allow learners to make up in-class work unless they have a university-approved absence or other extenuating circumstances arise. Extenuating circumstances are those events that may not be covered by the university but may be considered an approved absence (determinations of these kinds of absences as excused are at my discretion). If you have a university-excused absence, it is your responsibility to contact me and to provide the proper documentation of your absence for me (as soon as possible). If you have any excused absence (either university-approved or instructor-approved), you are still responsible for contacting me so that we can discuss how you will reasonably make up any missing work. If you are absent without an acceptable excuse/reason and without contacting me, you risk earning 0's for ALL work that you miss.

**Weekly participation assignments will earn a grade of 0 if they are not submitted on time (or if you miss class for an unexcused reason and thus do not complete in-class participation assignments).**

**Late major writing projects (the final components of these projects) will lose 10 points each day they are late. These projects will begin to lose points after the due date and time have passed. This means, for instance, that if an essay is due at the beginning of class on Monday (9AM), your essay will automatically lose 10 points if it is turned in after 9 AM on that same Monday. Every day thereafter that the essay is late, you will lose another 10 points.**

Whenever possible, if something happens that you fear might impede your ability to submit a major writing project assignment before it is due, **communicate this issue to me *before* the assignment due date so that we are in communication and can formulate a plan together for you to complete your work by the designated due date.**

## Contacting Your Instructor

Because I expect you to be actively engaged in this course, I am readily available to help with any course-related questions or concerns that may arise this semester. I can be reached via email during business hours (9AM-5PM, Monday-Friday) either via the D2L email interface or Panthermail ([rlspear@eiu.edu](mailto:rlspear@eiu.edu)). If you abide by the email etiquette established in class on Wednesday, September 1<sup>st</sup>, 2021, I will provide timely responses to your emails (within 24-48 hours during normal business hours/9-5 on M-F). If you do not abide

by established email etiquette, I may require you to revise and resend the email before I respond to your question/concern.

I am also available throughout the semester during my scheduled office hours. I am also willing, **upon request**, to meet with you during these office hours via Teams or Zoom.

### **A Note on D2L in This Course**

We will use D2L for many things (assignment submissions, readings unavailable in your assigned textbooks, communication of various forms, etc.), but for now the layout is fairly minimalistic—you will see a module for syllabus information, for essay prompts (none are listed yet), and a module for this week. As we move forward, I will adjust the amount of information that is available in D2L as needed.

### **Technology Needs**

Because this is a writing-intensive course with a heavy focus on various genres in composition, academic research, and sometimes working in diverse media, there are technology needs to consider for the course. Without access to these, it will be very difficult to pass the course:

- 1) You will need easy and consistent access to a computer or laptop that has a reliable internet connection (among many other things, this will allow you to access D2L regularly, to work on assignments outside of class, to more fully access word processing software, and submit assignments online).
- 2) You will need Microsoft 365—you have access to this software via your Panthermail account.
- 3) Software to open and view PDF's (Adobe, Preview, etc.).
- 4) Your EIU email address
- 5) One location in which to save all your files for this course. EIU offers OneDrive, which is an excellent place to keep your course-related files. Dropbox is another convenient app for storing documents if you prefer a location other than OneDrive.
- 6) Other technology needs beyond the aforementioned may arise.

**If you are struggling to meet any of these technology needs, the following resources on campus may help you to meet them:**

- ◆ If you have headphones, you can go to Gregg Triad and use the computers there; terminals may also be reserved on a regular basis (please let me know if you are interested in this arrangement)
- ◆ The Center for Student Innovation (CSI) (located in Booth Library) also provides technology rentals and may be able to help you meet the technology requirements for this course

### **Group Work & Covid-19 Practices**

There will be group work assigned in this class, but if group work extends beyond our class meetings, your primary form of collaboration should likely be via virtual conference software (Zoom, Teams, etc.). If you choose to meet in person, you should carefully follow the university's social distancing guidelines **to minimize the risk of spreading the Covid virus.**

### **COVID-19 Practices & Expectations on EIU's Campus**

The University is asking all of us to take precautions to prevent the spread of COVID-19. EIU's policy is intended to protect all of us on campus, as well as the community, your roommates, and loved ones at home. All students, regardless of vaccination status, are required to wear face coverings during class. Students may sit in any classroom seat where they are most comfortable. All reasonable efforts will be made to provide modifications to classroom seating arrangements if needed; however, this may not be possible in all

situations. Students should not attend class if they are ill and should consult the student health clinic if they have any COVID-19-like symptoms. EIU's COVID-19 campus practices including face coverings, when and where required, avoiding campus if sick, sanitizing surfaces, social distancing, and hand washing all of which are based on the best available public health guidance. Everyone in the campus community is responsible for following practices that reduce risk. If you have a health condition that may require a potential classroom accommodation or variation from current EIU COVID-19 policy, please contact Student Disability Services ([studentdisability@eiu.edu](mailto:studentdisability@eiu.edu) or 581-6583) to determine what options may be available based on current CDC guidance. If you are unable to follow EIU's COVID-19 guidelines, you may be asked to leave class or office hours as compliance with public health guidance is essential.

### **Course Grading Policy & Point Summaries for Coursework**

Major Writing Project 1: Rhetorical Analysis of a Print Advertisement (4)	10%
Major Writing Project 2A: Informative Essay (3)	15%
Major Writing Project 2B: MWP 2B: Compare and Contrast Essay (5)	20%
Major Writing Project 3: I-Search Research Prelude Project (7)	20%
Major Writing Project 4: Reflective Writing Portfolio & Reflective Memo (2)	10%
Reflective Process Journals	10%
Participation Grade	15%
<b>Total</b>	<b>100%</b>

#### **Grading Scale:**

A	90-100
B	80-89
C	70-79
NC	0-69

**Be aware that a passing grade for English 1002 is a C or higher. If you receive a grade lower than a C, you will receive a No-Credit (NC) for the course. While NC does not affect your GPA, you will have to retake this course if you fail to earn a C or higher this semester.**

#### **Revision Policy**

I strongly encourage you to revise any major writing project essays if you are unsatisfied with the grade you earn on the final draft of an essay. **After you have received your final grade for a major writing project essay**, you will have a week to submit revisions of said essay to me. I will expect **deep revision** (more than just editing surface issues). I will also require a revision memo (one full page of single-spaced writing, 12-point Times New Roman font) in which you discuss the changes you made in your essay (I will talk further about the details of each revision memo as the semester progresses).

**If you submit a deeply and meticulously revised essay within a week of receiving it, and if you include all documentation I request alongside this revision**, there is a possibility that you might earn a higher grade on the essay which will replace your original grade.

## Free Passes

**I very rarely provide opportunities for extra credit.** Occasionally, I offer a Free Pass to learners. A Free Pass allows you to miss either ONE journal entry or ONE participation assignment. The participation assignment cannot be a collaborative assignment (peer reviews and other group work) or a major project process assignment (topic proposal memos, rough drafts, etc.). If you are ever unclear about whether you can use an earned Free Pass on an assignment, ask me.

**Your first opportunity to earn a Free Pass is available only for the next two weeks (offer ends on Wednesday, September 8<sup>th</sup>, 2021). To earn this Free Pass, simply stop by my office during my designated office hours. The purpose of this task is to familiarize you with my office location so that when you meet with me for conferences (or if you schedule a meeting with me), you will know where to find my office.**

## Electronic Writing Portfolio (EWP)

English 1001 is a writing intensive course, so you can submit an assignment from this course that meets the general requirements for an EWP submission (it is 750+ words, it is written solely by you, and it is a cohesive essay). **Should you decide to submit an assignment from this course to your EWP, please speak to me before you do so.** The current Fall '21 due date for EWP submissions is December 17<sup>th</sup>.

If you have further questions about the EWP, the following website contains detailed information about the portfolio: <https://www.eiu.edu/assess/ewpmain.php>

## The Writing Center

The Writing Center will be offering face-to-face consulting sessions on weekdays and online sessions evenings and Sundays. Learners are able to book either a face-to-face or online appointment through the Writing Center website ([www.eiu.edu/writing](http://www.eiu.edu/writing)).

3110 Coleman Hall  
Eastern Illinois University  
600 Lincoln Avenue  
Charleston, IL 61920

At The Writing Center, excellent writing consultants will meet with you, one-on-one, and help you with any part of the writing process (brainstorming, prewriting, introductions, conclusions, organizing a paper that has already been written—seriously, they can help with ANY part of the writing process). Please use this resource! It is not a requirement for this course that you visit The Writing Center, but I cannot stress enough how helpful this service can be for you.

## Academic Integrity and Plagiarism

The EIU Code of Conduct (<https://www.eiu.edu/judicial/studentconductcode.php>) defines plagiarism as follows:

the use, without adequate attribution, of another person's words or thoughts as if they were ones' own, failing to cite outside sources used in completion of the work, improperly citing sources, and submitting work that was previously completed for another class without prior approval from the instructor

Moreover, the English Department clearly defines plagiarism and the consequences of plagiarizing:

Any teacher who discovers an act of plagiarism—"The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's own original work" (Random House Dictionary of the English Language)—has the right and responsibility to impose

upon the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

In other words, plagiarism (**even unintentional plagiarism**) is a serious offense that will be met with serious consequences. There will be class assignments geared toward guiding you in the best practices for quoting, citing, and interacting with sources in your work; additionally, there will be exercises and opportunities for you to work with sources appropriately. Keep in mind that plagiarism does include actions such as neglecting to give proper attribution to a source and plagiaphrasing (presenting a source's words as your own paraphrase, even when you give proper attribution to an author). If you are not sure how to work with a source, I can be reached via email and during office hours to discuss how to properly and ethically use sources in college writing.

A plagiarized paper (**either intentional or unintentional**) in this course risks earning a 0 for the writing project and may result in your failure of this course (No Credit). I report all incidents of plagiarism to the Office of Student Standards.

### **Students with Disabilities**

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by McAfee Gym, Room 1210, or call 217-581-6583 to make an appointment.

### **The Student Success Center**

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ([www.eiu.edu/~success](http://www.eiu.edu/~success)) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to McAfee Gym, Room 1301.

### **Syllabus Adjustment Disclaimer**

I reserve the right to make changes to the syllabus policies, assignments, and schedule if I see fit to do so at any point in the semester. In other words, all portions of this syllabus are tentative and subject to change at any point in the semester.

# English 1001-021 Course Schedule

## || Unit 1: Rhetorical Analysis & The College Essay ||

### Week 1: August 23<sup>rd</sup>-27<sup>th</sup>

**Topics:** Introductions; The Syllabus as a Contract; Building Our Learning Community; What is College Composition?; Success in English 1001 and Beyond

#### Monday 8-23

Greetings & Introduction, Complete First-Day Survey, Begin Syllabus Overview

#### Wednesday 8-25

Continue Syllabus Overview, Genres in Composition  
Define “Learning Community,” Syllabus Signatures

#### Friday 8-27

**Readings:** *D2L* “Aristotle's Rhetorical Situation” by *Purdue Owl*  
(links will be available in *D2L* Week 1 Module)  
*Diagnostic Essay Assignment*

**Journal 1 Due in the designated Dropbox folder in *D2L* by 11:59 PM on Friday, August 27<sup>th</sup>**

### Week 2: August 30<sup>th</sup>-September 3<sup>rd</sup>

**Topics:** Rhetorical Appeals; Understanding the Process of Analysis; Introduction to MWP 1; Writing as a Process; The Rhetorical Situation

#### Monday 8-30

**Readings:** *WA* Chapter 1 “The Five Analytical Moves” 1-9  
*LS* “Writing Contexts” 2-16

#### Wednesday 9-1

**Readings:** *D2L* MWP 1 Prompt and Ad Selections  
*WA* “Counterproductive Habits of Mind” 10-16  
**Top Five Ads List Due**

#### Friday 9-3

**Readings** *WA* “The Five Analytical Moves” 16-37  
**MWP 1 TPM Due**

**Journal 2 Due in the designated Dropbox folder in *D2L* by 11:59 PM on Friday, September 3<sup>rd</sup>**

### **Week 3: September 6<sup>th</sup>-10<sup>th</sup>**

**Topics:** Writing as a Process; Interpreting and Analyzing Visuals; Types of Reasoning; Observation Statements

**Monday, September 6<sup>th</sup> is Labor Day (No Classes)**

**Wednesday 9-8**

**Readings:** *WA* “Reading Analytically” 38-53  
“Inductive vs Deductive Reasoning” 160-167

*LS* “Developing Paragraphs” 17-28

**Rhetorical Situation Paragraph Due**

**Friday 9-10**

**Readings:** *WA* “Interpretation: Moving from Observation to Implication” 70-89  
“Reasoning from Evidence to Claims” 148-155

**Text/Language Paragraph Due**

**Journal 3 Due in the designated Dropbox folder in D2L by 11:59 PM on Friday, September 10<sup>th</sup>**

### **Week 4: September 13<sup>th</sup>-17<sup>th</sup>**

**Topics:** College-Level Composition: Pulling the Essay Together; Introductions and Conclusions; Drafting an Essay;

**Monday 9-13**

**Readings:** *WA* Chapter 3 “A Brief Glossary of Common Logical Fallacies” 93-96;  
**Visuals Paragraph Due**

**Wednesday 9-15**

**Readings:** *WA* “What Conclusions Do: The Final So-What” 278-281  
**MWP 1 Outline Due (with Logical Fallacy Component)**

**MWP 1 Rough Outline Due**

**Friday 9-17**

**Readings:** *WA* “What Introductions Do” 273-278  
**Conclusion Paragraph Due**

## Week 5: September 20<sup>th</sup>-24<sup>th</sup>

Topics: College-Level Essays—Pulling it All together

Monday 9-20

**MWP 1 Rough Draft Due** for Peer Review

Wednesday 9-22

WA “Alternative Models of Revision” 122-125  
“Knowing When to Stop” 198-199  
LA “Getting Response” 12-16

Friday-9-24

**Final Draft of MWP 1 Due** (Submit in D2L *BEFORE* our class meeting; also, bring a hard copy of your essay to class)  
In-Class Reflection

## || Unit 2A: Information Literacy & Research with a Purpose ||

## Week 6: September 27<sup>th</sup>-October 1<sup>st</sup>

Topics: What is Information Literacy?

Monday 9-27

Readings *D2L* MWP 2 Prompt  
*WS* Chapter 1 “What is Information” 1-6  
*TBA* Literacy Information Reading

Wednesday 9-29

Readings *WA* “Responding to Assignments More Analytically” 98-105  
*LS* “Reports” 54-57  
“Writing Processes” and “Developing a Tentative Thesis Statement” 9-11  
*WS* “Who Cares? Identifying the Problem” 32-52  
**Issues Freewrite Due**

Friday 10-1

Readings *WA* “Finding, Evaluating, and Citing Sources” 242-257  
*LS* “The Wikipedia Problem: Evaluating and Trusting Sources . . .” 53-69  
**Questions Freewrite Due**

**Journal 4 Due in the designated Dropbox folder in D2L by 11:59 PM on Friday, October 1<sup>st</sup>**

## Week 7: October 4<sup>th</sup>-8<sup>th</sup>

Monday 10-4

**Library Instruction Day**  
**Keywords and Phrases Due**

Wednesday 10-6

**Readings**     *LS*     “MLA Style” 119-134  
                  *WA*     “Integrating Quotations Into Your Paper” 231-234  
                  *WS*     “Yours, Mine, or Ours? Integrating Resources” 90-100  
                                  “*But You Said This Was Collaborative: Plagiarism*” 19-31  
**Pre-Search Exercise Due**

Friday 10-8

**Readings**     *WS* “What Counts and Why? Finding and Engaging Resources” 70-89  
**Source Integration Exercise Due**

**Journal 5 Due in the designated Dropbox folder in D2L by 11:59 PM on  
Friday, October 8<sup>th</sup>**

## Week 8: October 11<sup>th</sup>-15<sup>th</sup> (MIDTERM WEEK)

Topics:

Monday 10-11

**MWP 2A Rough Draft Due** for Peer Review

Wednesday 10-13

**MWP 2A Revised Rough Draft Essay Due** in Conferences

**Friday, October 15<sup>th</sup> is Fall Break (No Classes)**

## || Unit 2B: Information Literacy & Research with a Purpose ||

### Week 9: October 18<sup>th</sup>-22<sup>nd</sup>

Topics:

Monday 10-18

Readings: *D2L* MWP 2B Prompt  
*TBA* Media Bias

**Final Draft of MWP 2A Due** (Submit in *D2L BEFORE* our class meeting; also, bring a hard copy of your essay to class)  
**In-Class Reflection**

Wednesday 10-20

Readings: *WA* “Comparison/Contrast” 108-111; “Comparison/Contrast: Two Formats” 271-272  
*LS* “Comparing and Contrasting” 21-22  
**Pre-Search Exercise Due**

Friday 10-22

Readings None  
**Research Expansion Due**

**Journal 6 Due in the designated Dropbox folder in *D2L* by 11:59 PM on Friday, October 22<sup>nd</sup>**

### Week 10: October 25<sup>th</sup>-29<sup>th</sup>

Monday 10-25

**MWP 2B Rough Draft Due** for Peer Review of Essay MWP 2A

Wednesday 10-27

**MWP 2B Revised Rough Draft Essay Due** in Conferences

Friday 10-29

**MWP 2B Revised Rough Draft Essay Due** in Conferences

**Journal 7 Due in the designated Dropbox folder in *D2L* by 11:59 PM on Friday, October 29<sup>th</sup>**

## **|| Unit 3: I-Search and Research ||**

### **Week 11: November 1<sup>st</sup>-5<sup>th</sup>**

**Topics:**

**Monday 11-1**

**Readings** *D2L* MWP 3 Prompt

**Final Draft of MWP 2B Due** (Submit in *D2L BEFORE* our class meeting; also, bring a hard copy of your essay to class)

**In-Class Reflection**

**In-Class Daydream Freewrite**

**Wednesday 11-3**

**Readings** *D2L* “A Successful I-Search Essay” (and a student example) 367-374

**Submit MWP 3 TPM**

**Friday 11-5**

**Readings** *LS* “Personal Narratives” 58-61

*WA* “Personal Response: The Reaction Paper” 105-108

“Writing from Life: The Personal Essay” 132-133

**Journal 8 Due in the designated Dropbox folder in *D2L* by 11:59 PM on Friday, November 5<sup>th</sup>**

### **Week 12: November 8<sup>th</sup>-12<sup>th</sup>**

**Topics:**

**Monday 11-8**

**Readings** *LS* “Doing Research” 90-102

**What I Know Freewrite & Topic Questions Due**

**Wednesday 11-10**

**Readings** *LS* “Evaluating Resources” 102-118

**Research Planning & Tentative Thesis Assignment Due**

**Friday 11-12**

**Readings** None

**Research & Source Prep Assignment Due**

**Journal 9 Due in the designated Dropbox folder in *D2L* by 11:59 PM on Friday, November 12<sup>th</sup>**

## Week 13: November 15<sup>th</sup>-19<sup>th</sup>

Topics:

Monday 11-15

Readings *WA* “Conversing with Sources: Writing the Researched Paper” 213-231

Wednesday 11-17

Readings *LS* “Arguments” 43-48

Information Synthesis Exercise Due for Collaborative Work

Friday 11-19

Readings *WA* “Preparing an Abstract” 234-235

**MWP 3 Rough Draft Due for Peer Review**

## Week 14:

**November 22<sup>nd</sup>-26<sup>th</sup> Thanksgiving Break**

## Week 15: November 29<sup>th</sup>-December 3<sup>rd</sup>

Topics:

Monday 11-29

**MWP 3 Rough Draft Due for Conferences**

Wednesday 12-1

**MWP 3 Rough Draft Due for Conferences**

Friday 12-3

Readings *LS* “Giving Presentations” 37-42

*WS* “Presenting Your Research” 140-145

*Final Chance to Inquire about MWP 4*

**Journal 10 Due in the designated Dropbox folder in D2L by 11:59 PM on Friday, December 3<sup>rd</sup>**

**Week 16: December 6<sup>th</sup>-10<sup>th</sup> (LAST WEEK OF CLASSES)**

Topics:

Monday 12-6

Presentations

Wednesday 12-8

Presentations

Friday 12-10

Presentations

**Final Draft of MWP 3 Due** (Submit in D2L *BEFORE* our class meeting; also, bring a hard copy of your essay to class)

**Week 17: December 13<sup>th</sup>-17<sup>th</sup> FINAL EXAM WEEK**

No final exam for this course. Instead, you will prepare and submit your Reflective Portfolio and Reflective Memo. This assignment will be due by 8 AM on Wednesday, December 15<sup>th</sup>.