

Eastern Illinois University

The Keep

Spring 2021

2021

Spring 1-15-2021

ENG 1002G-611: College Composition II

Rashelle Spear

Eastern Illinois University

Follow this and additional works at: https://thekeep.eiu.edu/english_syllabi_spring2021



Part of the [English Language and Literature Commons](#)

Recommended Citation

Spear, Rashelle, "ENG 1002G-611: College Composition II" (2021). *Spring 2021*. 40.
https://thekeep.eiu.edu/english_syllabi_spring2021/40

This Article is brought to you for free and open access by the 2021 at The Keep. It has been accepted for inclusion in Spring 2021 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

English 1002G: College Composition II, Section 611
Spring 2021
Online Course, 3 Credit Hours

Rashelle Spear
Office: Coleman 3055
Office Hours: Virtual (See Details Below)

Required Texts:

- *Elements of Argument: A Text & Reader* (Thirteenth Edition) Rottenberg & Winchell (EA)
- *Rereading America* Colombo, Cullen, & Lisle (RA)
- *Who Says?: The Writer's Research* (WS) Holdstein & Aquiline (WS)
- *The Little Seagull Handbook* (LS) Bullock, Brody, & Weinberg (LS)
- Some handouts/readings will be available to you on D2L, but you will need to ensure that you have all of these textbooks for the course.

Course Description for College Composition II: Argument & Critical Inquiry

College Composition II focuses on argumentation and the critical inquiry and use of sources and arguments. Course work entails analyzing others' arguments and writing a variety of well-researched and ethically responsible arguments. Students gain further practice finding relevant information from a variety of sources and evaluating, synthesizing, and presenting that information.

Learning Objectives

Students will demonstrate the ability to:

- Apply the principles of argument—claims, reasons, evidence, assumptions, counter-arguments, and counter-argumentation—in written documents
- Produce cogent written arguments that consider ideas, issues, problems, and evidence from multiple perspectives
- Evaluate primary and secondary source evidence, including quantitative data, to determine its credibility, appropriateness, and relevance
- Integrate sources ethically, appropriately, and consistently in written documents
- Use data and create graphical elements in their writing
- Recognize how to transfer their writing processes, understanding of rhetorical principles, genre awareness, understanding of argumentative principles, and the research process to other writing situations
- Present work in Edited American English

Course Overview

You will complete six large writing projects for this course, but there will also be several assigned readings, journal entries, course discussions via D2L, at least one presentation, and

videos with embedded quizzes. These weekly assignments are meant to guide you through each larger essay assignment and will help you to remain thoughtful about your writing experiences and processes.

Important Notices about this Online Asynchronous Course

Since this is an asynchronous course taken on D2L, we do not meet as a group in a specific location or at any specific time. However, there are weekly assignment due dates (throughout each week); as such, you will want to carefully view the syllabus schedule and pay close attention to the due dates for each week before each week begins. I expect you to be attentive to assignments, vigorous in your work ethic, and active in participating in this course as a whole. Though we do not meet synchronously, you will be required to meet with me on Teams (or your preferred virtual meeting software) so that we can hold conferences concerning your assignments and discuss other course-related matters. When these meetings take place, you will be responsible for scheduling your own times to meet with me; this means you will be able to plan these meetings into your own schedule.

Technology Needs

Because this is an online asynchronous course, you will need easy and consistent access to D2L through a computer (laptop or otherwise). If you don't have a computer, there are resources on campus through which you can access D2L and our course information:

- 1) If you have headphones, you can go to Gregg Triad and use the computers there; I can also arrange for terminals to be reserved for you if you will need to do this on a regular basis, but do let me know now if you think this is something you would like to do.
- 2) There are computer labs on campus, but these have been adjusted to incorporate social-distancing guidelines; as a result, you will want to familiarize yourself with these resources and restrictions that are currently in place.
- 3) There are other options we can discuss if you feel you will not have adequate access to technology; if you think that will be the case, let me know as soon as possible so that I can begin making the appropriate arrangements.

PARTICIPATION GRADE

The participation grade is 15% of your final grade in this course. This is a large chunk of your grade, so it is essential that you complete these activities. This and the Process Journal Grade add up to 25% of the course grade, so you (and I) will notice quickly if you are not participating in weekly activities and writing your process journal entries because your grade will begin to drop. It's important to note that in an online class, these weekly activities are essential for us to create a successful learning community and for you to work with the course material in preparation for larger writing assignments.

Weekly Assignments (Attributed to your Participation Grade)

The weekly activities that make up the participation grade include but are not limited to the following: and video-embedded quizzes, weekly discussion forums, peer review, and

collaborative assignments (group work). These activities will range in point value depending on the amount of work I imagine will go into completing each assignment. I will let you know, in advance, the point values for each assignment.

Videos with Quizzes Embedded: I will provide several videos each week throughout the semester that will address weekly topics, assignment prompts, activity instructions, etc. These will be recorded by me and provided on our course section on D2L. In several of these videos, there will be quizzes embedded that you will need to take as part of your participation grade (worth 10 points apiece). These quizzes will cover reading material, assignments, and other elements of weekly work that are important for you to know. These videos and quizzes are due to be completed by Friday of each week, but I recommend watching them as early in each week as you can; this will help you with the week's assignments and tasks.

There will be times when video quizzes will be due on other days of the week than Friday; when this occurs, I will let you know in advance. Typically, though, Fridays of each week will be the days when these quizzes are due.

Discussion Forums: Each week, you will have around 2-3 discussion posts due. I will have forums in place with specific instructions for completing your posts. For each post, you will need to also respond to a peer's post (general guidelines will be given for these responses). Each post will be worth 10 points; each response to a peer will also be worth 10 points. So, if three discussion posts are assigned for a given week, these would constitute 60 points of your participation grade for that week. I reserve the right to assign more than three discussion posts in any given week (but this is unlikely); I also reserve the right to remove any discussion post if necessary.

Remember that kindness, courtesy, respect, and critical thinking are essential for successful discussions in any class; additionally, it is especially important in an online course that you be mindful of your tone and how your words might be read by your audience (your classmates and me). If I notice that anyone is being disrespectful in any way in a discussion forum, I will delete the discussion post and speak with said person about the range of severe consequences (up to failing the course) for failing to respect classmates, the course, and me.

Group Work

There will be group work required of you throughout this course. Most of this group work is related to peer review for each larger essay assignment, but there will likely be other times when I ask you to complete a group assignment that is not based on peer-review work. For all group work, I will assign you to a group and give you detailed instructions about how to contact each other and how you should plan to meet (**virtually, not in person**). I will always expect you to plan the most convenient meeting place (Teams, Zoom, or Collaborate) and time for you and your team members; I will also expect materials and feedback from all team members so that I can assess everyone's engagement in group work.

Essay Conferences

You will take part in three conferences with me for the following essays: We will plan to videoconference on Teams, but other arrangements for audio/visual conference calls can be made if necessary.

PROCESS JOURNAL

The Process Journal makes up 10% of your grade. You will submit a total of 10 process journal entries in response to prompts I will give you; these entries will typically be due by 11:59 PM on Friday of each week, but you can submit them at any point in the week. These entries, worth 10 points apiece, will be process-oriented responses; they will serve to guide you through the writing process as you work through course materials and larger essay assignments. In these journals, you will have chances to pre-write, brainstorm, work through portions of essays, and sometimes even talk about a reading. Most importantly, these journals are informal and are meant to be a “safe space” for you to work out your ideas about the materials and assignments we work on every week. However, you should always pay careful attention to the guidelines for each journal (the prompt, the length, the format). **Even though this is an informal writing space in the sense that I won’t be grading for surface errors, 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 will likely lose all 10 points for that week’s process journal entry.**

Synchronous Learning Opportunities

I will attempt to provide, at times, synchronous learning opportunities; this means that I will set up a virtual classroom for us on Teams, Zoom, or Collaborate where we can work together as a group on course material. **These synchronous Teams meetings are not a requirement; you will not lose points or be in any way held accountable for attending these meetings at any point in the semester. These should be viewed as a resource for you, a great opportunity for you to interact with your classmates and instructor, and I will provide recordings of these sessions after they occur so that you can view them and benefit from them if you are unable to attend when we have these meetings. If you want to attend these meetings but need help technology-wise, please contact me and we can talk about your options (Gregg Triad, if you have headphones, or otherwise).**

must let me know via email so that we are in communication and can make a plan together for you to complete your work.

Late major essay assignments will begin to lose points after the due date and time have passed. This means, for instance, that if an essay is due at noon on a Monday, your essay will automatically lose 10 points if it is turned in at 12:01 PM. Every day thereafter that the essay is late, you will lose another 10 points. Weekly participation assignments will earn a grade of 0 if they are not submitted on time.

Though I do not allow make-up work, I do allow and strongly encourage you to use the opportunity to revise your major essay assignments. After you have received your grade for an essay, you will have a week to submit revisions to me. What I will expect in this revision is that you revise deeply (more than just editing the surface issues of formatting and grammatical issues). I will also require a revision memo (one full page of writing, single spaced, Times New Roman 12-pt font) in which you discuss the changes you made in your essay (and I will talk further about the details of this memo later in the semester). If you submit a deeply and thoroughly revised essay within a week of receiving it, and if you include the documentation I request alongside this revision, there is a possibility that you can receive a higher grade on the essay which will replace your original grade.

I do not often provide opportunities for extra credit, so do not rely on the possibility of extra credit to boost your grade. Likewise, if the chance for extra credit appears, I strongly suggest you take it, because there is no guarantee that it will occur again.

Attendance & Make-Up Work

Since this is an online course, your attendance is based largely on three things: 1) your most recent login; 2) your most recent completion of coursework in D2L; and 3) your general engagement in the course as it appears to me based on the work you have completed in the course overall. If I notice that you are not completing the work or are not engaging in the course, I will contact the Early Alert System and other relevant parties to determine the best course of action for you.

If you have an excused absence, 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.).

CONTACTING MS. SPEAR

If you need to contact me, email me in D2L through our course page rather than Panthermail. Because I expect you to be actively engaged in this course, I am readily available to help with any questions or concerns that may arise in the course of this semester. I can be reached via email during business hours (9AM-5PM, Monday-Friday), and I will provide timely responses to your emails; this means that you can expect a response from me within 24-48 hours.

OFFICE HOURS

These are my scheduled office hours:

Monday 6:00-7:00 PM (email or requested video conference call)

Tuesday 3:00-4:00 PM (email or requested video conference call)

Wednesday 6:00-7:00 PM (Available Teams Meeting)

On Wednesdays from 6-7 PM, I will have a Teams Meeting Group prepared for our class. If you want to join and chat with me, that will be the best way to do so. When you join the meeting, join without video and audio first so as not to interrupt any potential current discussions.

Keep in mind that in an online course, office hours can be an especially helpful time for you to talk to me in person, brainstorm ideas, talk about assignments (small or large), or just to discuss the course in general. Please utilize these times and if, for whatever reason, my scheduled office hours are not convenient, please let me know and we can make other arrangements to meet virtually.

The Writing Center

I strongly recommend any student who would like some additional input or help with an assignment to make an appointment at the EIU Writing Center, which can be located at the following address:

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

You can also call The Writing Center at (217) 581-5929 to make an appointment.

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.

Electronic Writing Portfolio (EWP)

English 1002 is a writing intensive course, so you can submit an essay from this course for your EWP. The length requirement for an EWP is 750 pages, so you would definitely have an essay of this length completed for this course. **The due date for an EWP submission is December 8th, 2020 for the fall semester.**

This website has more information and frequently asked questions about the EWP, if you would like to know more: <https://www.eiu.edu/assess/ewpmain.php>

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 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 in this course will result in a 0 for the writing project, and I will report the incident to the Office of Student Standards.

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.

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 Ninth Street Hall, Room 2006, 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) for assistance with time management, text 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 9th Street Hall, Room 1302.

Syllabus Adjustment Disclaimer

I reserve the right to make changes to the syllabus schedule and assignments if I see fit, but I will rarely add readings (and if I do, they will be short or they will be presented concisely in video format so that they are not overly time consuming).

English 1002-611 Course Schedule

Unit 1: Are We Arguing Yet?: Learning the Importance of Argument through Essay Project 1, The Op-Eds

Week 1: January 11th-15th

Topics: Intro to Course (Syllabus Policies & Schedule); Reflecting and Transitioning; Building a Learning Community; Writing as a Process; Essay 1 Assignment Prompt

Readings:

EA 3-19 “What is Argument?”

D2L Syllabus Policies & Schedule

D2L Essay Project 1 Assignment Prompt

Activities (general task list with various due dates that will be specified in D2L):

- View Intro Video
- Read Syllabus and Schedule, view videos and take embedded quizzes
- Read Essay Project 1 Assignment Prompt, view videos and take embedded quizzes
- Complete any other assigned discussion posts as instructed on D2L
- Notification Settings Check & Email Practice Assignment
- Week 1 Process Journal Entry: Reflection

Week 2: January 18th-22nd

(January 18th is Martin Luther King Jr. Day; No Classes)

Topics: Topic Brainstorming; Understanding How to Read Arguments; Elements of an Op-Ed; Writing a Successful Op-Ed

Readings:

EA 20-40 “Critical Reading of Written Arguments”; 55-58 “Graphics”
(need not read “Audio and Audiovisual rhetoric” at this time)

RA 702-711 “How Immigrants Become ‘Other’”

LS 9-10 “Generating Ideas”; 86-88 “Reading Visual Texts”

D2L “Tips for Aspiring Op-Ed Writers” by Bret Stephens (reading available in Week 2)

Activities (general task list with various due dates that will be specified in D2L):

- View videos and take embedded quizzes by 11:59 PM on Friday, January 22nd
- Complete assigned discussion posts as instructed on D2L

- Textbook Check-In Email Assignment
- View ProCon.org to choose an issue
- Week 2 Process Journal Entry: brainstorming Essay 1A & Essay 1B (both parts)
- **Essay 1 Topic Proposal Memo due by 11:59 PM on Friday, January 22nd**

Week 3: January 25th-29th

Topics: Argumentative Tactics; Drafting & Your Voice; Editing; Graphical Elements

Readings:

EA 129-136 (need not read Long's essay on 136)
 151-160 (need not read "Reading Argument" at this time)
 248-255 from "Structuring the Argument"
 (need not read "Finding the Middle Ground" at this time)
 263-265 "Introductions and Conclusions"

WS 7-18 "Says Who? The Writer's Authority, the Writer's Voice"

Activities (general task list with various due dates that will be specified in D2L):

- View videos and take embedded quizzes by 11:59 PM on Friday, January 29th
- Complete assigned discussion posts as instructed on D2L
- Week 3 Process Journal Entry: Voice and Essay Project 1 Challenges
- **Group Work over Essay Project 1: materials due by 11:59 PM on Friday, January 29th**

Unit 2: Why Are We Arguing?: Learning the Importance of Argument through Essay 2, The Rhetorical Graphical Analysis

Week 4: February 1st-February 5th

(February 2nd is a Personal Wellness Day; No Classes)

Essay Project 1 due by noon on Monday, February 1st

Topics: Essay 2 Assignment; Analyzing Visual and Multi-Modal texts; Rhetorical Analysis (with a focus on analyzing graphical elements)

Readings:

EA 42-58 "Critical Reading of Multi-Modal Arguments" (need not read "Audio and Audiovisual Rhetoric" at this time)
 319-357 "Logic" (selections TBA)
 89-100 "Writing Argument Analysis"

LS 49-53 "Rhetorical Analyses"

Activities (general task list with various due dates that will be specified in D2L):

- View videos and take embedded quizzes by 11:59 PM on Friday, February 5th
- Complete assigned discussion posts as instructed on D2L (Including signing up for your chosen advertisement)
- Week 4 Process Journal Entry: Brainstorming for the Essay 2 Topic Proposal Memo

Week 5: February 8th-February 12th

(February 12th Abraham Lincoln's Birthday; No Classes)

Essay 2 Topic Proposal Memo due by noon on Monday, February 8th

Topics: Analyzing Visual and Multi-Modal texts; Rhetorical Analysis; Integrating Sources Purposefully and Ethically

Readings:

EA 58-77 "Critical Reading of Multi-Modal Arguments"
423-437 "Documenting Sources" (MLA section, reading the sample argumentative essay is optional but highly recommended)

LS 122-136 "In-Text Documentation" and "List of Works Cited"

WS 53-69 "The Wikipedia Problem: Evaluating & Trusting Sources in a Digital Age"

Activities (general task list with various due dates that will be specified in D2L):

- View videos and take embedded quizzes by 11:59 PM on Thursday, February 11th
- Complete assigned discussion posts as instructed on D2L (Sign up for a Week 6 conference)
- **Group Work over Essay 2; by 11:59 PM on Thursday, February 11th, submit peer review materials in the designated Dropbox folder**
- No Process Journal Entry

Week 6: February 15th-19th

Full rough draft of Essay 2 due by noon on Monday, February 15th (for conferences with Ms. Spear)

Topics: Conferences; Careful Editing

Readings:

WS 134-140 "Revising" (need not read "Presenting Your Research" at this time)
145-146 "The Final Checkup" (need not read beyond the checklist on page 146)

LS 10-11 "Developing a Tentative Thesis"

Activities (general task list with various due dates that will be specified in D2L):

- View videos and take embedded quizzes by 11:59 PM on Friday, February 19th
- Complete assigned discussion posts as instructed on D2L

- **Conferences with Ms. Spear**
- Week 6 Process Journal Entry: Revision Strategies

Unit 3: What Are We Arguing About?: Learning the Importance of Argument through Essay 3, The Definitional Argument

Week 7: February 22nd-26th

(February 24th is a Personal Wellness Day; No Classes)

Essay 2 due by noon on Monday, February 22nd

Topics: Essay 3 Assignment Prompt; Definitions as a Means of Arguing; Best Research Practices (Videos by Steve Brantley, Booth Librarian); Source Integration; Plagiarizing

Readings:

EA 302-318 “Definition”

WS 90-100 “Yours, Mine, or Ours? Integrating Resources”

RA 477-479 “Girl” by Jamaica Kincaid

Activities (general task list with various due dates that will be specified in D2L):

- View videos and take embedded quizzes by 11:59 PM on Friday, February 26th
- Complete assigned discussion posts as instructed on D2L
- Week 7 Process Journal Entry: Defining Your Word
- **Essay 3 Topic Proposal Memo due by 11:59 PM on Thursday, February 25th: I will approve your topic by Friday so that you can work on a draft for peer review next week (at least three full pages of writing)**

Week 8: March 1st-5th

Rough draft of Essay 3 (three full pages of writing) due by noon on Monday, March 1st (for peer review)

Topics: Building and Supporting a Lengthy Argument; Claims in Argument; Supporting an Argument; Further Discussion about Citation Practices

Readings:

EA 167-182 “Claims” (need not read “Claims of Policy” at this time)

191-205 “Support”

214-222 “Appeals to Needs and Values”

WS 119-131 “What’s Appropriate? Citing Sources and Citation Formats”

Activities (general task list with various due dates that will be specified in D2L):

- View videos and take embedded quizzes by 11:59 PM on Friday, March 5th

- Complete assigned discussion posts as instructed on D2L (Sign up for a Week 9 conference)
- No Process Journal Entry
- **Peer Review of Essay 3: by 11:59 PM on Friday, March 5th, submit peer review materials in the designated Dropbox folder.**

Week 9: March 8th-12th

Full rough draft of Essay 3 due by noon on Monday, March 8th (for conferences with Ms. Spear)

Topics: Building and Supporting a Lengthy Argument; Assumptions; Argument Organization

Readings:

EA 227-240 “Assumptions”
248-255 revisit “Structuring the Argument”

RA 51-64 “When Should a Child Be Taken from His Parents?” by Larissa MacFarquhar

Activities (general task list with various due dates that will be specified in D2L):

- View videos and take embedded quizzes by 11:59 PM on Friday, March 12th
- Complete assigned discussion posts as instructed on D2L
- Week 9 Process Journal Entry: Definitions in MacFarquhar’s Essay
- **Conferences with Ms. Spear**

Unit 4: What Can Argument Accomplish?: Learning the Importance of Argument through Essay Project 4, The Problem-Solution Proposal Essay

Week 10: March 15th-19th

(March 18th is a Personal Wellness Day; No Classes)

Essay 3 due by noon on Monday, March 15th

Topics: Essay 4A & 4B Assignment Prompts; Elements of a Proposal; Elements of an Annotated Bibliography; Narrowing Down Topics

Readings:

EA 182-187 “Claims of Policy”
241 “Focusing a Research Topic”
363-399 “Planning and Research”

LS 66-69 “Proposals”
74-78 “Annotated Bibliographies”
9-10 revisit “Generating Ideas”

Activities (general task list with various due dates that will be specified in D2L):

- View videos and take embedded quizzes by 11:59 PM on Friday, March 19th
- Complete assigned discussion posts as instructed on D2L
- No Process Journal Entry.
- **Essay 4A Topic Proposal Memo due on Friday, March 19th: I will approve your topic as soon as possible so that you can work on a draft for peer review next week (a rough draft of your annotated bibliography containing at least three sources, properly documented and fully annotated); if you want to turn this assignment in earlier, feel free to do so**

Week 11: March 22nd-26th

Rough draft of Essay 4A (at least three sources, properly documented and fully annotated) due by noon on Monday, March 22nd (for peer review)

Topics: Considering the Problem; The Tentative Thesis (It's Important Even Now); Research Procedures (Review Library Research)

Readings:

EA 255-262 "Finding the Middle Ground"

WS 32-51 "Who Cares? Identifying the Problem"
70-88 "What Counts and Why? Finding and Engaging Sources"

LS 10-11 "Developing a Tentative Thesis"

Activities (general task list with various due dates that will be specified in D2L):

- View videos and take embedded quizzes by 11:59 PM on Friday, March 26th
- Complete assigned discussion posts as instructed on D2L (Sign up for a Week 12 conference)
- Week 11 Process Journal Entry: Essay 4A Process Reflection
- **Peer Review of substantial draft of Essay 4A (3-4 sources with annotations): by 11:59 PM on Friday, March 26th, submit peer review materials in the designated Dropbox folder**

Week 12: March 29th-April 2nd

Full rough draft of Essay 4A due by noon on Monday, March 29th (for conferences)

Topics: Reviewing Citation Practices; Preparing Essay 4A: The Annotated Bibliography for Final Submission

Readings:

WS 118-131 "What's Appropriate? Citing Sources and Citation Formats" (Review)

Activities (general task list with various due dates that will be specified in D2L):

- View videos and take embedded quizzes by 11:59 PM on Friday, April 2nd
- Complete assigned discussion posts as instructed on D2L
- [Week 12 Process Journal Entry: Drafting the Essay 4B Topic Proposal Memo](#)
- **Conferences with Ms. Spear**

Week 13: April 5th-9th

(April 7th is a Personal Wellness Day; No Classes)

Essay 4A due by noon on Monday, April 5th

Essay 4B Topic Proposal Memo due by noon on Monday, April 5th

Topics: Moving from Research to Writing; Organizing a Proposal

Readings:

- WS* 102-117 “Now I Have Evidence: Writing and Crafting Your Research”
- EA* 400-412 “Drafting, Revising, and Presenting Arguments”
- LS* 10-12 “Organizing and Drafting”

Activities (general task list with various due dates that will be specified in D2L):

- View videos and take embedded quizzes by 11:59 PM on Friday, April 9th
- Complete assigned discussion posts as instructed on D2L
- No Process Journal Entry

Week 14: April 12th-16th

Rough draft of Essay 4B due by noon on Monday, April 12th (for peer review)

Topics: Drafting & Revising; Presentation Assignment Prompt; Essay 5 Reflective Portfolio Assignment Prompt (Include these prompts sooner?)

Readings:

- EA* 413-414 “Presentation Aids”
508-511 “Economics and College Sports”
- LS* 37-42 “Giving Presentations”

Activities (general task list with various due dates that will be specified in D2L):

- View videos and take embedded quizzes by 11:59 PM on Friday, April 16th
- Complete assigned discussion posts as instructed on D2L (Sign up for a Week 15 conference)
- [Week 14 Process Journal Entry: Essay 4B Process Reflection](#)
- **Peer Review of substantial draft of Essay 4B: due by 11:59 PM on Friday, April 16th, submit peer review materials in the designated Dropbox folder**

Week 15: April 19th-23rd

Full rough draft of Essay 4B due by noon on Monday, April 19th (for conferences)

Topics: Preparing Essay 4B for Submission

Readings: no readings this week

Activities (general task list with various due dates that will be specified in D2L):

- No videos or quizzes this week
- Work on Essay 4B
- Complete assigned discussion posts as instructed on D2L
- No Process Journal Entry
- **Conferences with Ms. Spear**

Week 16: April 26th-30th

(April 22nd is a Personal Wellness Day; No Classes)

Essay 4B due by noon on Friday, April 30th

Topics: Presentations

Readings: no readings this week

Presentations due during your chosen time and date from April 26th-18th

Activities (general task list with various due dates that will be specified in D2L):

- No videos or quizzes this week
- Continue preparing Essay 4B to be submitted on Friday, April 30th
- View and comment on assigned peers' presentations in designated discussion post
- No journal entry this week

Week 17: May 3rd-7th (Final Exam Week)

Writing Portfolio Due by 8 AM on Thursday, May 6th