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ENG 3001-001: Advanced Composition

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Eastern Illinois University

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English 3001, Advanced Composition
“Writing for Educational and Community Justice”
Course Policy and Syllabus Fall 2021
T/Th: 11-12:15, Coleman 3130

Instructor: Dr. Elizabeth Tacke
Email: etacke@eiu.edu (do NOT use D2L email)

Office: Coleman Hall 3325
Office Hours: Mon 12-1; Wed 10-12; Thurs 2-3

Course Description:

This course will build on and refine research and argumentation skills introduced in Composition II. Effective writers understand the importance of critical inquiry as a tool for entering academic conversations. As such, in this composition-based course we will begin with critical questions about ourselves, one another, and the society in which we live. Specifically, we will grapple with tensions and contradictions at the heart of educational practice and theory. As Paulo Freire contends, there is no such thing as “neutral education”; rather, education functions to reinforce conformity or create pathways to freedom. While we will share a number of course readings to begin our inquiry process, your own interests will drive your research and writing. Possible topics and themes to explore include community-based organizing and education, the role of standardized testing and standards in equitable education, disability and accessibility in the classroom, the school-to-prison pipeline, race and restorative justice, etc.

The course will also equip you with the tools needed to question how issues of race, class, ethnicity, gender, and language shape our experiences in the contexts of conducting research, analyzing data, and writing up the research project. Throughout the semester, we will work cooperatively as a community to explore the writing and research process and come to understand the importance of promoting issues of diversity and social justice in our lives as agents of change.

Learning Goals for English 3001:

- To hone mechanics, attention to language and audience, style, and craft in students’ academic writing.
- To develop a critical understanding of some key practices and examples of academic argumentation.
- To develop an awareness of different rhetorical approaches in academic writing and to practice these approaches.
- To develop a working set of skills and resources for academic research projects, including the distinction between primary and secondary sources, and an understanding of how to begin, carry out, and complete a (short) writing assignment incorporating research.
- To develop an awareness of the rigors and potential pleasures entailed in reading about, discussing, researching, and writing about pertinent issues in academic contexts.
- To examine issues of educational justice and diversity issues as they relate to your major field of study and/or related interests.

Required Texts:

Bullock, Richard et al. *The Little Seagull Handbook with Exercises*. 3rd Ed. New York: W.W. Norton & Company, 2017.

Holdstein, Deborah H. and Danielle Aquiline. *Who Says? The Writer’s Research*. 2nd Ed. New York: Oxford University Press, 2017.

D2L: Graff, Gerald and Cathy Birkenstein. *They Say, I Say: The Moves that Matter in Academic Writing*, 3rd Ed. New York: W.W. Norton & Company, 2014.

The majority of your required readings will be available on D2L; class readings must be annotated prior to class. You can *either* print and bring in hard copies each day OR download them from D2L to your computers and annotate in your PDF viewer.

Recommended Texts for Additional Research Interests:

Mullen, Carol A. *Handbook of Social Justice Interventions in Education*. Springer International Publishing, 2020. (Full text available online at library.eiu.edu)

Materials

Course texts, laptop for D2L readings (or printed articles), a notebook, reliable Internet service, D2L, Microsoft Office software (Word, PowerPoint, etc.), electronic devices & cloud back-up space storing written work.

COVID-19 Practices and 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 or 217-581-6583) to determine what options may be available based on current CDC guidance. If you are unable to follow EIU's COVID-19 guidelines, you will be asked to leave class or office hours as compliance with public health guidance is essential. 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>]. To view the latest EIU COVID-19 related information and any policy updates, please visit <https://www.eiu.edu/covid/>.

Course Requirements:

Overall Grade Breakdown

Your grade will be based on your work in the following categories:

1. Writing Projects: Five assignments worth varying points (60% of overall grade)

- 1) **"What is Educational Justice?" Reflective Narrative** (3-5 pages)
- 2) **Close Reading Essay** (3-5 pages) + 1.5-page reflective letter
- 3) **Annotated Bibliography** (10-12 sources) + 1.5-page reflective letter
- 4) **Research Paper** (10-15 pages) + 1.5-page reflective letter
- 5) **Conference Presentation + Multimodal Re-Vision of Research Paper** + 2-3 page analytic letter

2. Peer Review and Writing Conferences (15% of overall grade)

You will be responsible for workshopping the majority of your major projects. You will receive points for each review session and its attending parts (peer letters or attending peer review graphic organizers, workshop participation, etc.).

3. Class Preparation and Participation (25% of overall grade)

The success of our course depends on each of you being prepared to participate. Please make sure to bring copies of all reading materials to class on the day that we'll be discussing them (either on your laptop or, preferably, in hard copy). Being prepared for class and discussion entails arriving on time with access to the reading materials and/or assignments. You will be graded for the following:

- ***Dialectical Journals:*** Weekly reading response journals that include: 1) required reading annotations, 2) essential ideas or quotes + responses, and 3) responses to any required reading questions. In addition, you will be required to key an ongoing glossary of central terms. These will be checked periodically.
- ***Discussion Posts or Short Response Papers:*** You will have a number of required D2L responses and some short response papers due throughout the semester. Using MLA, cite all sources that you reference. ALL discussion posts require an initial post AND responses to 1-2 peers (depending on the prompt).
- ***Participation and Attendance:*** Points will be given on attendance, participation in class activities, and course preparation. Points may be deducted due to lack of participation, failure to be prepared with readings or other needed materials, and/or behavior that distracts from classroom activities.
- ***Daily Work:*** Daily work includes in-class writing, peer responses, informal group work, oral presentations, and individual activities.
- ***Quizzes:*** Potential short assessments to determine understanding of key concepts from assigned readings and class discussion.

Creating and Maintaining the Dialectical Journal:

You will be required to create and maintain a weekly dialectical journal that includes responses to course readings and class notes. We will set up the journal together, and you will be required to do the following:

- Keep an ongoing glossary of key terms (particularly in the early portion of the course);
- develop two annotations *per* reading;
- identify and respond to at least one quote *per* reading;
- respond to any required weekly discussion questions, using MLA citation;
- prepare one substantive discussion question that synthesizes central concepts/themes from the weekly readings; and
- take notes during class discussion.

Your Dialectical Journal must be kept in a college-ruled notebook. We will set these up together in class in Week #1. These will be checked periodically during class throughout the semester. You will need to follow the template and engage substantively and completely each week in order to get full credit. This is part of your participation grade, which weighs in at 25% of the course points.

Effective participation entails being an engaged reader. As you're reading materials for class, please adopt whatever strategies will enable you to stay alert and active as a reader, such as:

- underlining or flagging important passages and key phrases
- writing key words at the top of various pages
- writing notes in the margins of pages or in a reading journal
- jotting down questions that you want to raise about the reading
- listing pages or specific passages that contain especially confusing or intriguing material.

Effective participation entails being an engaged listener and balanced contributor. If you tend to talk a lot in class, please try to leave room for other students to speak. If you tend to be quiet in class, please make an effort to add to our conversation. Participation can take many forms, including:

- offering a comment or reflection about the readings during class
- posing a question or responding to others' questions
- identifying a passage or section that you find difficult to understand
- sharing an insight from your writing assignment
- posting an observation or question on our online course site

- making links between our discussions and events in the wider world
- listening carefully and respectfully to other students' contributions.

Sequence of Major Essays:

Over the course of the semester, I will ask you to produce five formal texts, each of which will involve a process of drafting, peer review, revision, and self-assessment. Here is a brief description of each major assignment. We'll discuss each of these assignments in much greater detail as the semester proceeds:

GENRE	LENGTH	AUDIENCE	TARGETED WRITING SKILLS	POINTS
<p>“What is Educational Justice?” Reflective Essay</p> <p>(a reflective, narrative-based, thesis-driven essay that incorporates some outside evidence to support your definition of “educational justice”)</p>	3-5 pages	<ul style="list-style-type: none"> • readers with interests in the text or phenomena that you’re discussing 	<ul style="list-style-type: none"> • critical reflexivity • synthesizing outside sources and reflective narrative • creating a nuanced, debatable thesis statement • defining key concepts supported by synthesis and analysis • articulating the “so what?” or broader significance of your argument • incorporating and citing evidence 	100
<p>Close Reading Essay</p> <p>(a thesis-driven argument that is based on close reading of evidence)</p>	3-5 pages + 1.5 page reflective letter	<ul style="list-style-type: none"> • readers with interests in the text or phenomena that you’re discussing 	<ul style="list-style-type: none"> • reading like a writer • close reading (i.e., carefully unpacking and analyzing evidence) • incorporating and citing evidence • building an argument from careful analysis of a text, object, or phenomenon • creating a nuanced, debatable thesis statement • articulating the “so what?” or broader significance of your argument • assessing how you’ve grown as a thinker, reader, writer, and member of a scholarly community 	100
<p>Annotated Bibliography</p> <p>(a works cited of possible sources for your final paper, each</p>	8-10 sources (at least 6 which need to be scholarly)	<ul style="list-style-type: none"> • readers with interests in the question that you’re addressing 	<ul style="list-style-type: none"> • identifying your interlocutors; participating in a broader conversation or debate • formulating a driving question • effectively summarizing complex arguments • articulating the “so what?” or broader significance of your argument 	100

with a thorough summary of the text's argument and its use in your research)				
<p>Research Paper</p> <p>(a research-driven paper that incorporates and synthesizes a number of outside sources; presents an original argument; and builds that argumentation via a sustained and engaged close reading of evidence)</p>	10-12 pages + 1.5 page reflective letter	<ul style="list-style-type: none"> • readers with interests in the question that you're addressing 	<ul style="list-style-type: none"> • identifying your interlocutors; participating in a broader conversation or debate • considering your positionality • formulating a driving question • creating a nuanced, debatable thesis statement • close reading (i.e., carefully unpacking and analyzing evidence) • incorporating and citing evidence • engaging with resistance to your argument; empathizing with counter-arguments • articulating the "so what?" or broader significance of your argument • using rhetorical appeals (ethos, logos, pathos) to support your argument • engaging with possible resistance to your argument • assessing how you've grown as a thinker, reader, writer, and member of a scholarly community 	100
<p>Conference Presentation and Multimodal Re-vision of your Research Paper</p> <p>(a conference presentation and multimodal "re-vision" of your research paper accompanied by an analytic reflection)</p>	+ 2-3 page analytic reflection	<ul style="list-style-type: none"> • readers and/or viewers with interests in the question that you're addressing 	<ul style="list-style-type: none"> • identifying your interlocutors; participating in a broader conversation or debate • presenting a nuanced argument • considering the rhetorical situation • using rhetorical appeals (ethos, logos, pathos) to support your argument • articulating the "so what?" or broader significance of your argument • incorporating and citing evidence • translating your research essay into a multimodal format (video, audio, gestural, spatial, linguistic) • analyzing your own project for its rhetorical effects and activist potential 	50

Late Submission of Formal Essays:

Unless you notify me in advance (**note "advance" is at least 48 hours before the due date**) about extenuating circumstances that will prevent you from submitting your essay on time, I'll lower your grade for the

assignment by one letter for each day that it is late. For instance, if you submit a “B” paper two days late, your grade will become a “D.”

Brief Writing Assignments:

We read and write in order to become better writers. Occasionally, I’ll ask you to complete a brief writing assignment or submit reading questions that will deepen your engagement with the readings and facilitate our class discussion. You may want to focus on a specific question, an especially interesting passage or character, or a particular strategy that the author uses to produce a certain effect.

You’ll receive credit for every assignment that you complete, but I’ll provide feedback for only a portion of these assignments.

- If you miss class, please refer to the syllabus, but also our D2L site for information about weekly writing assignments (as the syllabus may change a bit during the semester).
- If you cannot make it to class due to illness or an emergency, you can receive credit for the assignment if you e-mail it to me by 8pm on the day it is due.
- Otherwise, you will receive no credit for an assignment submitted after the class period or posting time when it is due.

Peer Review Workshops:

Writing is a social process; both giving and receiving feedback about writing enables us to develop our abilities as writers. In this spirit, peer review workshops will play a central role in our course. By identifying what is working and not working in each other’s drafts, you will help each other to clarify and strengthen your arguments. Commenting on others’ work is also one of the best ways to improve your own writing; identifying strengths and weaknesses in your peers’ drafts will heighten your awareness of strengths and weaknesses in your own work.

We’ll have a range of different kinds of workshops throughout the semester. Some will be informal and will require you to read a shorter piece of writing in class (a paragraph, driving questions, thesis statement, etc.) and provide feedback.

For workshops that focus on the formal writing assignments, I’ll assign you to a particular peer review group and ask you to do the following:

- Submit (via Dropbox *and* email) a complete draft of your assignment to me and to your group members by the date and time specified on the syllabus.
- Before the workshop, read your group members’ drafts and offer each group member substantive feedback in the form of a typed letter and shorter feedback on the draft itself. We’ll practice providing useful feedback during class, and I’ll distribute guidelines for writing each set of peer review letters.
- On the day of the workshop, send an electronic version of your peer’s essay with tracked-changes feedback and your peer review letter (CC’d to me). In addition, you’ll need to submit to Dropbox peer review letters.

It is crucial that you attend class on days when peer review workshops are scheduled.

- Missing workshop warrants a loss of points.
- If you miss a peer review workshop, you must arrange to receive feedback on your draft. You can meet with a tutor at the Writing Center or arrange for another student to read your draft. You must then write a response to the feedback that you receive and submit your response with your final essay. If you do not arrange to receive feedback on your draft, you will not receive credit for completing the draft.

Please send a complete draft of your essay for peer review workshops and submit those drafts by the designated time.

- A draft is a work-in-progress, and you’ll be substantially revising your drafts based on the feedback that you receive. However, your peers can only offer you helpful feedback if you give them a full-length draft in

which you have done your best to meet the requirements of the assignment. Furthermore, your peers will need adequate time for carefully reading and responding to your work.

- Except in cases of extenuating circumstances, if you submit your draft after the required submission time, you will not receive credit for completing the draft.

Self-Reflection Assignments:

Deepening your self-awareness as a writer is one of the best ways to strengthen your writing skills. For each major writing assignment, you will submit reflective cover letters that will help you to think about your writing process and your development as a writer. You will submit a final reflective letter at the end of the term that considers your writing growth as a whole.

University, Course, and Instructor Policies

Grading Standard:

Please note that I will hold your work to high standards because I believe it is crucial that you learn to communicate your ideas clearly in writing. Developing your abilities as a writer will enable you to succeed in your remaining classes, in graduate or professional school, and in the workplace. Writing clearly and effectively is difficult, and always a work-in-progress. (Writing is never done, it's just due!) Despite this reality, I will evaluate your written work on the basis of how well the words on the page communicate your ideas. Be prepared to challenge yourself and engage in large-scale revisions. Receiving honest feedback will enable you to improve your writing and achieve greater success in your college and post-college career. You will need to perform work that is consistently above average in order to receive a grade of "B" or "A" in your major writing assignments.

Course Grade: Your grade in this course will be calculated using a straight point system and standard grading scale. Your final grade will be determined by the following breakdown and grading scale:

A = 90%-100%
B = 80%-89%
C = 70%-79%

D = 60%-69%
F = 0%-59%

Rounding Final Grades: Because this university does not utilize a +/- system in grading, I will *only* consider rounding a letter grade up if it falls in a 1-point range, and I have seen the following from the student:

- All work has been turned in on time throughout the semester and demonstrates solid effort;
- The student has actively participated in in-class and online sessions;
- The student has frequently attended office hours and has maintained open communication with the professor and their peers.

Attendance:

Because our course foregrounds discussion, close engagement with the readings, and close engagement with each other's writing, attending class is crucial for your own success and for the success of the course. You may miss two class sessions without penalty. I will excuse your absence if you bring me a note from a doctor or health professional, a signed letter from a University team or program, or documentation of a family emergency.¹ Your attendance will be taken daily and graded every few weeks. Once you have reached your limit of two unexcused absences, you will begin losing points for every class missed. If you miss class, please ask another student to share his/her notes and tell you about what you missed. Please make sure to arrive on

¹ Please note that due to increased precautions with COVID-19, there will be some flexibility with the attendance policy. However, you should reach out to me if you worry about illness or if you have an emergency, and we will work together to make sure you receive necessary content instruction and support. Please stay home if you are sick!

time for class. Arriving late causes you to miss important material and is disruptive to others, therefore tardies will be detracted some daily attendance points as well.

Office Hours:

I look forward to meeting with you individually during office hours. I cannot say it enough: Office hours give you one-on-one time with me to talk about your work and ideas. I am here for you! You should plan on signing up for one required office hours appointment over the term. I also encourage you to come to my office hours throughout the term (whether online or in person). We can talk about your assignments, issues that we've been discussing in class, any difficulties that you're having, and/or your future plans. If your schedule conflicts with my weekly office hours, please let me know so that we can arrange to meet at another time.

In addition, communication via my etacke@eiu.edu email is also welcome. However, discussion about grades and more in-depth questions about writing or content are better suited to in-person or web-based meetings.

When using email, please follow professional etiquette, including:

- A subject that contains the central question/purpose of email
- An email address and signature (i.e., Dear Professor X, This is Y from [course name]...)

Technological Response Time and D2L:

Although I am known to be active on email throughout each day, I have set up the following response time expectations and boundaries:

- I will respond to emails within 36 hours, not including weekends or holidays.
- I will be active on D2L discussion boards and our course site generally, but I will not respond to every single assignment or discussion you post.
- Grade response time varies, but you can expect major essays to be turned around in 2-3 weeks and smaller assignments to be turned around in a week's time.

Plagiarism:

Building on others' words and ideas is an essential element of effective scholarship. However, using someone else's words, ideas, or work without proper attribution is plagiarism, and such an act is considered a serious ethical violation within the university community. In accordance with English Department and University policies, "Any teacher who discovers an act of plagiarism—'The appropriation or imitation of the language, ideas, and/or thoughts of another author, represented as one's original work' (*Random House Dictionary of the English Language*)—has the right and responsibility to impose upon the [—] student an appropriate penalty up to an including immediate assignment of the grade of F for the assigned essay, a grade of NC for the course, and file a report with the Judicial Affairs Office." If you complete an assignment for one course and then submit that same assignment as original work for a different course, you are also committing plagiarism.

The best argument against plagiarism is that you cheat yourself out of the education you are here to obtain when you copy someone else's work. If you believe that a specific instance in your writing/design might constitute plagiarism, please consult me prior to turning in the final draft. In short, 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.

Cell Phones, Electronic Devices, and Laptops:

Please be sure to turn your cell phone on silent and put it away for the entirety of class. If you expect a call during class (i.e., for a family emergency), please let me know in advance. Because our course revolves around dialogue and careful engagement with materials, it is important that you use laptops ethically in our course for taking notes and engaging in readings (if you are accessing them online). Use of laptop/phone for things unrelated to class may warrant a loss of participation points.

Accommodations for Disability and Chronic Illness:

Eastern Illinois University is committed to ensuring the full participation of all students, and I am committed to making learning as accessible as possible for all of my students. 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. If you have accommodations through OSDS, please share this documentation with me as soon as possible, preferably within the first few weeks of class. But I also want you to know that you should feel free to come and talk about any particular needs that you have, and we can collaborate on a plan for your success. I will treat as private and confidential any information that you share.

- Office of Student Disability Services (SDS): McAfee Gym, Room 1210, 217-581-6583, <https://www.eiu.edu/disability/>

Technology Support:

EIU has various support systems in place to help students with technology-based concerns. Please utilize the below resources as needed throughout the semester.

- ITS Help Desk
Location: 1014 Student Services Building Phone: 217-581-HELP (4357)
Email: itshelp@eiu.edu
Web: <http://its.eiu.edu/userservices.php>
- Booth Library Services
Phone: 217-581-6072
Toll Free: 1-866-862-6684 Web: <http://www.library.eiu.edu>

Student Success Center & Writing Center:

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (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.

- **Student Success Center**
Location: McAfee Gym, Room 1310
Phone: 217-581-6696
Web: www.eiu.edu/~success

The Writing Center is also a resource that students can utilize to improve their performance in this course. The Writing Center may be holding online/virtual writing consultations or face-to-face consultations, depending on access and availability.

- **The Writing Center**
Location: Coleman Hall, Room 3110
Phone: 217-581-5929
Web: <http://castle.eiu.edu/writing>

Tentative Course Calendar

Note: This calendar is subject to change. Additional readings to support writing may be included depending on student need.

DISCUSSION TOPICS/ACTIVITIES:	DUE:
<p>Week 1 T Aug 24: Introductions to Questions in Educational Justice and Course Overview</p> <ul style="list-style-type: none"> ▪ What is Educational Justice? 	<p>Note these are due PRIOR to the first class:</p> <p>Readings:</p> <ul style="list-style-type: none"> ▪ Asher, Nina, "Made in the (Multicultural) USA: Unpacking Tensions of Race, Culture, Gender, and Sexuality in Education" <ul style="list-style-type: none"> ▪ Come prepared with two questions/terms/ideas to share about the Asher reading ▪ Read through the entire syllabus and come prepared with questions about policies, assignments, and/or content
<p>Week 1 TH Aug 26: Identity, Social Justice, and Argumentation</p> <ul style="list-style-type: none"> ▪ Social Justice and Identity ▪ Setting up the Dialectical Journal ▪ Assignment #1: "What is Educational Justice?" Reflective Essay Prompt (DUE 9/10 @ 11:59pm) 	<p>Readings:</p> <ul style="list-style-type: none"> ▪ Bell, Lee Ann, "Theoretical Foundations for Social Justice" AND Adams and Zúñiga "Core Concepts for Social Justice" from <i>Readings for Diversity and Social Justice</i> (pp. 34-49) ▪ Lorde, Audre, "Age, Race, Class, and Sex: Women Redefining Difference" (pp. 114-123) <p>Written Assignments:</p> <ul style="list-style-type: none"> ▪ Group #1: Post one discussion question from either article AND one interesting quote + response to D2L by 9pm Wed. Aug 25. ▪ Due AFTER class: Dialectical Journal Entry #1 on Bell, Adams & Zúñiga, and Lorde. Make sure to respond to the Reading Questions (and Glossary!) <p>Reading Questions (Glossary!):</p> <ul style="list-style-type: none"> ▪ Take your assigned glossary terms (from class; see also D2L) and prepare a definition and example for a "Jigsaw Shareout" in class. You will be adding other terms to your notes at that time.
<p>Week 2 T Aug 31: Critical Reflexivity: Examining Privilege and Positionality</p> <ul style="list-style-type: none"> ▪ Importance of engaging in critical reflexivity ▪ Considering intersectionality and privilege ▪ Considering the rhetorical situation ▪ What is the role of educational justice? 	<p>Readings:</p> <ul style="list-style-type: none"> ▪ Takacs, David, "Positionality, Epistemology, and Social Justice in the Classroom" (pp. 168-180) <p>Written Assignments:</p> <ul style="list-style-type: none"> ▪ Group #2: Post one discussion question from either article AND one interesting quote + response to D2L by 9pm Mon. Aug 30. ▪ Dialectical Journal Entry #2 on Takacs. Make sure to respond to the Reading Questions! <p>Reading Questions:</p> <ol style="list-style-type: none"> 1. What is epistemology and positionality? How are the two interrelated? (Add both to your glossary terms!)

	<p>2. Consider your own intersecting identities; how do these overlapping and shifting identities inform how you see the world?</p>
<p>Week 2 TH Sept 2: Identity and Writing</p> <ul style="list-style-type: none"> Nuanced argumentation Social justice essay writing support Mini peer review 	<p>Readings:</p> <ul style="list-style-type: none"> Cioffi, Frank, "Argumentation in a Culture of Discord" (pp. 1-10) <p>Written Assignments:</p> <ul style="list-style-type: none"> Dialectical Journal Entry #3 on Cioffi. Make sure to respond to the Reading Questions! Bring in a working draft of your "What is Educational Justice?" Essay <p>Reading Questions:</p> <ul style="list-style-type: none"> Based off of the Cioffi reading, what might you suggest is required of "nuanced" argumentation? How might you engage nuance in your ongoing essay?
<p>Week 3 T Sept 7: Working with Revision</p> <ul style="list-style-type: none"> Engaging practices for substantive revision Differentiating proofreading from revision 	<p>Readings:</p> <ul style="list-style-type: none"> None <p>Written Assignments:</p> <ul style="list-style-type: none"> Bring in a full 3-5 page draft of your "What is Educational Justice?" Essay and submit to Dropbox <i>before</i> class
<p>Week 3 TH Sept 9: Introduction to Close Reading</p> <ul style="list-style-type: none"> Introduction to close reading Assignment #2: Close Reading Essay Prompt (DUE 10/3 @ 11:59pm) Developing a strong argument from a sustained close reading 	<p>Readings:</p> <ul style="list-style-type: none"> Bunn, Mike, "How to Read like a Writer" (pp. 71-86) Sweeney, Megan, "The Art of Close Reading" (pp. 1-3) Moss, Thylias, "Wings" (pp. 1-7) <p>Written Assignments:</p> <ul style="list-style-type: none"> Dialectical Journal Entry #4 on Bunn, Sweeney, and Moss. Make sure to respond to the Reading Questions! Assignment #1: "What is Educational Justice?" Reflective Essay due Friday 9/10 by 11:59pm + pasted in rubric <p>Reading Questions:</p> <ul style="list-style-type: none"> What do Bunn's argument and Sweeney's close reading guide have in common? How are these reading moves similar or different from your past experiences with academic reading?
<p>Week 4 T Sept 14: Close Reading and Argumentation</p> <ul style="list-style-type: none"> Close reading with fiction Developing a strong argument from a sustained close reading Paying attention to symbolism, word choice, and other figurative language Strong reading and writing habits 	<p>Readings:</p> <ul style="list-style-type: none"> Coates, Ta-Nehisi, Selections from <i>Between the World and Me</i> (pp. 25-39) Jordan, June, "Nobody Mean More to me than You and the Future Life of Willie Jordan" (pp. 363-374) <p>Written Assignments:</p> <ul style="list-style-type: none"> Dialectical Journal Entry #5 on Coates and Jordan. Make sure to respond to the Reading Questions! Due Wednesday 9/15 @9pm to Dropbox: Close Reading Practice: Select no more than one page from one of the assigned texts (Moss, Coates, or Jordan). Then using Bunn and Sweeney as

	<p>guides, complete a close reading of your chosen text. In 2-3 paragraphs, present a claim about a larger theme/concept present in the text that is developed and supported via a close reading analysis of your selected passage. Consider: how your claim is developed from your close reading; how your argument is presented and analyzed; and how focusing in with close reading can be used to elucidate larger themes and arguments within the text.</p> <p>Reading Questions:</p> <ul style="list-style-type: none"> ▪ Hint: In your dialectical journal entry quote responses: identify specific “sticky moments” as quotes to respond to for further close reading practice. ▪ What do Coates and Jordan argue about educational justice? How do both authors draw various figurative language, genre elements, or other rhetorical devices to support their claims about educational justice?
<p>Week 4 TH Sept 16: Writing Identity</p> <ul style="list-style-type: none"> ▪ Close reading with nonfiction texts ▪ Considering audience: identifying interlocutors; imagining yourself as a participant in a broader conversation or debate ▪ Exigency and authorial intent ▪ Paying attention to symbolism, word choice, and other figurative language ▪ Developing a strong argument from a sustained close reading 	<p>Readings:</p> <ul style="list-style-type: none"> ▪ Review brief comments on your close reading practice. Have access to a copy in class! ▪ In Class: Choosing and Incorporating Evidence <p>Written Assignments:</p> <ul style="list-style-type: none"> ▪ None, work on your essay!
<p>Week 5 T Sept 21: Writing Close-Read Analysis</p> <ul style="list-style-type: none"> ▪ Close reading with nonfiction texts ▪ Considering audience: identifying interlocutors; imagining yourself as a participant in a broader conversation or debate ▪ Exigency and authorial intent ▪ Paying attention to symbolism, word choice, and other figurative devices 	<p>Readings:</p> <ul style="list-style-type: none"> ▪ Staples, Brent “Black Men and Public Space” (pp. 1-3) ▪ In Class: Beginning, Better, Best Body Paragraph Samples <p>Written Assignments:</p> <ul style="list-style-type: none"> ▪ Dialectical Journal Entry #6 on Staples. ▪ Bring in at least two pages of your Close Reading Essay draft

<p>Week 5 TH Sept 23: Thesis Workshop + Sample Writing Workshop</p> <ul style="list-style-type: none"> ▪ Thesis statement workshop ▪ Writing the peer response letter ▪ Purposes of writing workshop ▪ Sample peer review session 	<p>Readings:</p> <ul style="list-style-type: none"> ▪ “Developing a Thesis is More than Repeating an Idea” – Introducing Nuanced Argumentation (p. 24; pp. 43-48) ▪ Chamberlain, Jeremy, “Workshop is Not for You” (pp. 1-2) ▪ Student Sample Essay, “Broken Wings Don’t Fly” (pp. 1-4) ▪ Stedman, Kyle, “Annoying Ways People Use Sources” (pp. 242-256) <p>Written Assignments:</p> <ul style="list-style-type: none"> ▪ Dialectical Journal Entry #7 on Chamberlain, Student Sample Essay, and Stedman. ▪ Bring in at least three pages of your Close Reading Essay draft + a working thesis ▪ Submit full essay drafts to Dropbox and EMAIL them to workshop partners NO LATER than Sunday 9/26 @ 9pm. (You MUST CC me on that email!)
<p>Week 6 T Sept 28 Peer Review Close Reading Essay:</p> <ul style="list-style-type: none"> ▪ Workshop Close Reading Essay ▪ Writing as process ▪ Offering effective feedback for other writers 	<p>Readings:</p> <ul style="list-style-type: none"> ▪ Your assigned peers’ close reading essays <p>Written Assignments:</p> <ul style="list-style-type: none"> ▪ Peer Review Letters due to Dropbox <i>before</i> class AND emailed to peer review partners (CC’d to me)
<p>Week 6 TH Sept 30: Reflecting on our Writing and Identifying Research Interests</p> <ul style="list-style-type: none"> ▪ Writing Reflectively with Metacognition ▪ Identifying Educational Justice Research Interests ▪ Creating Research Interest Groups ▪ Assignment #3: Annotated Bibliography Prompt ▪ Assignment #4: Research Essay Prompt 	<p>Readings:</p> <ul style="list-style-type: none"> ▪ <i>Who Says? The Writer’s Research</i> Chapter 4: “Who Cares? Identifying the Problem” (pp. 32-53) ▪ Linton, Simi, “Disability Studies/Not Disability Studies” (pp. 525-540) <p>▪ In-Class: Introductions to the Reflective Cover Letter</p> <p>▪ In-Class: Research Interest Groups and Article Assignments</p> <p>Written Assignments:</p> <ul style="list-style-type: none"> ▪ Dialectical Journal Entry #8 on <i>Who Says?</i> Ch 4 and Linton. ▪ Final Draft of Assignment #2: Close Reading Essay due Sunday 10/3 @ 11:59pm to D2L <p>Reading Questions:</p> <ul style="list-style-type: none"> ▪ In Linton’s research, how is she identifying a problem? Who are her interlocutors (i.e., chosen audience)? What is the context in which she’s writing? What’s the “so what?” of her article? How does she develop nuance and bring in various perspectives?
<p>Week 7 T Oct 5: Introduction to Research</p> <ul style="list-style-type: none"> ▪ Entering a scholarly conversation ▪ Developing driving questions 	<p>Readings:</p> <ul style="list-style-type: none"> ▪ Gaipa, Mark, “Breaking into the Conversation: How Students can Acquire Authority for their Writing” (pp. 419-437) ▪ In Class: Guide to Research with EIU’s Library

	<ul style="list-style-type: none"> ▪ Assigned Article from Interest Group <hr/> <p>Written Assignments:</p> <ul style="list-style-type: none"> ▪ Dialectical Journal Entry #9 on Gaipa. Make sure to respond to the Reading Questions! ▪ Groups 1&2: Discussion Post “Keywords for Research”: Due Tuesday 10/5 @ 11:59pm): After our discussion on research, take a moment to: <ul style="list-style-type: none"> ○ Briefly introduce your research ideas ○ List 4-6 keywords you’ll use in your research. ○ Respond to at least two of your peers’ posts and offer some feedback or insight by Wednesday 10/6 @ 5pm. <p>Reading Questions:</p> <ul style="list-style-type: none"> ▪ How have you approached research projects in the past? How does Gaipa’s text change your thinking about research, if at all?
<p>Week 7 Th Oct 7: Introduction to Research</p> <ul style="list-style-type: none"> ▪ Entering a scholarly conversation ▪ Developing driving questions 	<p>Readings:</p> <ul style="list-style-type: none"> ▪ <i>Who Says? The Writer’s Research</i> Chapter 6: “What Counts and Why? Finding and Engaging Sources” ▪ <i>The Little Seagull Handbook</i> R-1: “Doing Research” (pp 90-107) ▪ Additional reading on developing driving questions (TBD) <p>Written Assignments:</p> <ul style="list-style-type: none"> ▪ Dialectical Journal Entry #10 on <i>Who Says?</i> Ch 10 and “Doing Research” ▪ GROUPS 1 & 2: Discussion Post “Driving Questions”: Post at least two initial driving questions for your research paper online by Thursday 10/7 at 9pm. For each driving question, provide 2-3 sentences of additional context or explanation. <ul style="list-style-type: none"> ○ Respond to at least two of your peer’s responses with feedback/commentary by Friday 10/8 @9pm. ▪ Research proposal due by Sunday Oct 10 at 7pm on D2L
<p>Week 8 T Oct 12: Mapping Research and Introductions to the Annotated Bibliography + Conferencing</p> <ul style="list-style-type: none"> ▪ Maintaining a critical stance ▪ Exploring structural inequities ▪ Entering the Conversation 	<p>Readings:</p> <ul style="list-style-type: none"> ▪ Researched Articles #1-3 ▪ <i>Who Says? The Writer’s Research</i> Chapter 8: “Now I Have Evidence: Writing and Crafting Your Research” (pp. 101-117) <p>Written Assignments:</p> <ul style="list-style-type: none"> ▪ Dialectical Journal Entry #11 on <i>Who Says?</i> Ch 18 AND one entry per researched article. Make sure to respond to the Reading Questions! <p>Reading Questions:</p> <ul style="list-style-type: none"> ▪ For each one of your individually researched articles, identify the “basic” rhetorical situation: author/positionality, audience, argument, larger context.
<p>Week 8 Th Oct 14: Analyzing Effective Annotated Bibliographies + Conferencing</p>	<p>Readings:</p> <ul style="list-style-type: none"> ▪ Researched Articles #4-7

<ul style="list-style-type: none"> ▪ Synthesizing multiple sources ▪ Developing an argument through research ▪ Annotated Bibliography Support 	<ul style="list-style-type: none"> ▪ <i>The Little Seagull Handbook</i> W-14: “Annotated Bibliographies” pp 74-78. ▪ In Class: Sample Annotated Bibliography <p>Written Assignments:</p> <ul style="list-style-type: none"> ▪ Dialectical Journal Entry #12 on “Annotated Bibliographies” AND one entry per researched article. Make sure to respond to the Reading Questions! ▪ Full Annotated Bibliography Drafts due to Peer Review Groups by Monday 10/18 @ noon via email (CC’d to me!) AND Dropbox <p>Reading Questions:</p> <ul style="list-style-type: none"> ▪ For each one of your individually researched articles, identify the “basic” rhetorical situation: author/positionality, audience, argument, larger context.
<p>Week 9 T Oct 19: Peer Review Annotated Bibliographies + Moving from Research to Writing</p> <ul style="list-style-type: none"> ▪ Synthesizing multiple sources ▪ Developing an argument through research ▪ Annotated Bibliography Support ▪ Developing arguments from synthesis and analysis 	<p>Readings:</p> <ul style="list-style-type: none"> ▪ Remaining research articles to be read <i>thoroughly</i> ▪ Your peers’ annotated bibliographies <p>Written Assignments:</p> <ul style="list-style-type: none"> ▪ Dialectical Journal Entry #13 on remaining researched articles. Make sure to respond to the Reading Questions! ▪ Detailed Comments for Annotated Bib Peer Review due <i>before</i> class to peers via email (CC’d to me!) AND Dropbox ▪ Final Annotated Bibliography due 10/20 @ 11:59pm <p>Reading Questions:</p> <ul style="list-style-type: none"> ▪ For each one of your individually researched articles, identify the “basic” rhetorical situation: author/positionality, audience, argument, larger context.
<p>Week 9 Th Oct 21: Moving from Research to Writing</p> <ul style="list-style-type: none"> ▪ Developing arguments from synthesis and analysis 	<p>Readings:</p> <ul style="list-style-type: none"> ▪ Lessner, Steven, and Craig, Collin, “Finding your Way In: Invention as Inquiry Based Learning in First Year Writing” (pp. 126-145) <p>Written Assignments:</p> <ul style="list-style-type: none"> ▪ Dialectical Journal Entry #14 on Lessner and Craig. ▪ Revised Research Proposal due Friday, 10/22 @ 5pm to Dropbox.
<p>Week 10 T Oct 26: Mapping your Argument</p> <ul style="list-style-type: none"> ▪ Developing arguments from synthesis and analysis ▪ Integrating sources effectively ▪ Drafting Gaipa’s ballroom 	<p>Readings:</p> <ul style="list-style-type: none"> ▪ <i>Review:</i> Gaipa, Mark, “Breaking into the Conversation: How Students can Acquire Authority for their Writing” (pp. 419-437) ▪ Rosa, Alfred, and Eschholz, Paul, “Writing with Sources” (pp. 238-254) <p>Written Assignments:</p> <ul style="list-style-type: none"> ▪ Dialectical Journal Entry #15 on Rosa and Eschholz. Make sure to respond to the Reading Questions! ▪ Bring in two pages of the beginning of your research paper

	<p>Reading Questions:</p> <ul style="list-style-type: none"> After reading the portion on integrating sources, focus carefully on the section on <i>synthesis</i>. Why might this be an important tool in a paper with research? Where and how might you integrate synthesis into your writing?
<p>Week 10 Th Oct 28: Considering Multiple Perspectives and Addressing the “So What?”</p> <ul style="list-style-type: none"> Using sources effectively Engaging with multiple perspectives 	<p>Readings:</p> <ul style="list-style-type: none"> D2L: <i>They Say, I Say</i> Chapter 7: “So What? Who Cares?” (pp. 92-101) <p>Written Assignments:</p> <ul style="list-style-type: none"> Dialectical Journal Entry #16 on Ch 7 “So What? Who Cares?” Bring in five pages of your research paper draft
<p>Week 11 T Nov 2: Exploring Effective Organization and Strong Analysis</p> <ul style="list-style-type: none"> Reverse outlining Writing strong paragraphs Effective analysis with metacommentary 	<p>Readings:</p> <ul style="list-style-type: none"> D2L: <i>They Say, I Say</i> Chapter 8: “Connecting the Parts” (pp. 105-120) D2L: <i>They Say, I Say</i> Chapter 10: “But Don’t Get Me Wrong: The Art of Metacommentary” (pp. 158-167) <p>Written Assignments:</p> <ul style="list-style-type: none"> Bring in at least eight pages of your research paper draft Dialectical Journal Entry #17 on Chs 8 & 10 “Connecting the Parts” and “But Don’t Get Me Wrong: The Art of Metacommentary”
<p>Week 11 Th Nov 4: On Reform and How to Get There</p> <ul style="list-style-type: none"> The role of writing in social justice reform Considering our own activist potential 	<p>Readings:</p> <ul style="list-style-type: none"> Johnson, Allan G, “What can We Do?” (pp. 612-618) <p>Written Assignments:</p> <ul style="list-style-type: none"> Dialectical Journal Entry #18 on Johnson. Make sure to respond to the Reading Questions! Bring in at least ten pages of your research paper draft Full Research Draft due to Peer Review Groups by Saturday 11/6 @ 11:59pm via email (CC’d to me!) AND Dropbox <p>Reading Questions:</p> <ul style="list-style-type: none"> What is your role in educational justice reforms? How might you bring in a “charge” or “call to action” in your research papers?
<p>Week 12 T Nov 9: Peer Review Research Essay</p> <ul style="list-style-type: none"> Peer Review Research Essay Writing as a process Offering effective feedback for other writers 	<p>Readings:</p> <ul style="list-style-type: none"> Drafts of your peers’ writing <p>Written Assignments:</p> <ul style="list-style-type: none"> Peer Review Letters due to Dropbox <i>before</i> class AND emailed to peer review partners (CC’d to me)
<p>Week 12 Th Nov 11: Engaging in Substantive Revision</p>	<p>Readings:</p> <ul style="list-style-type: none"> None

<ul style="list-style-type: none"> ▪ Synthesizing feedback ▪ Substantive revision 	<p>Written Assignments:</p> <ul style="list-style-type: none"> ▪ Bring revised research paper to class!
<p>Week 13 T Nov 16: Multimodality and Argument</p> <ul style="list-style-type: none"> ▪ Introduction to multimodal composition ▪ Rhetorical analysis of multimodal texts ▪ Developing multimodal arguments ▪ Assignment #5: Multimodal “Re-vision” Prompt + Conference Panel Presentations 	<p>Readings:</p> <ul style="list-style-type: none"> ▪ Banks-Kirkham, Erin, “Spotlight on Multimodal Writing” (pp. 99-109) ▪ Professional Multimodal Samples (TBD) <p>Written Assignments:</p> <ul style="list-style-type: none"> ▪ Dialectical Journal Entry #19 on Bank-Kirkham and multimodal samples. Make sure to respond to the Reading Questions! <p>Reading Questions:</p> <ul style="list-style-type: none"> ▪ Summarize and offer your own examples of each of the five modes presented by Banks-Kirkham. ▪ If you had to revise your research paper into a multimodal project, who would your audience be? What modes might you use to persuade them to act and/or see a perspective differently?
<p>Week 13 Th Nov 18: Writing as Social Justice</p> <ul style="list-style-type: none"> ▪ Exploring multiple social justice platforms ▪ The role of social media in social justice reforms 	<p>Readings:</p> <ul style="list-style-type: none"> ▪ Gay, Roxane, “When Twitter Does What Journalism Cannot” <p>Written Assignments:</p> <ul style="list-style-type: none"> ▪ Dialectical Journal Entry #20 on Gay. Make sure to respond to the Reading Questions! ▪ Both Groups: Discussion Post “Multimodal Project Proposal”: (DUE Th 11/18 @ 8pm): In 4-5 sentences: What is your research topic/argument? What argument do you want to present in your Multimodal Re-Vision and how? What modes will you use and why? Who is your intended audience? Sketch out your initial ideas. <ul style="list-style-type: none"> ○ Respond to at least two of your peers’ posts and offer some feedback or insight by Friday 11/19 at noon. ▪ Assignment #4: Research Essay due Thursday (11/18) by 11:59pm on D2L Dropbox <p>Reading Questions:</p> <ul style="list-style-type: none"> ▪ Do you agree with Gay’s argument about Twitter? How has social media taken a role that is similar or different to mainstream media?
<p>Thanksgiving Break Mon 11/22 – Fri 11/26</p>	
<p>Week 15 T Nov 30: Work Day</p>	<p>Readings:</p> <ul style="list-style-type: none"> ▪ In-Class: Informal panel group peer review <p>Written Assignments:</p> <ul style="list-style-type: none"> ▪ None, work on your final projects!
<p>Week 15</p>	<p>Readings:</p>

Th Dec 2: Conference Presentation Prep + Final Peer Review	<ul style="list-style-type: none"> ▪ None, work on final project <p>Written Assignments:</p> <ul style="list-style-type: none"> ▪ Full draft of presentation outline + draft of multimodal project due in class and posted to D2L <i>before</i> class.
Week 16 T Dec 7: Student Research Panels	<p>Readings:</p> <ul style="list-style-type: none"> ▪ None, work on final project <p>Written Assignments:</p> <ul style="list-style-type: none"> ▪ Panels A, B & C Present
Week 16 Th Dec 9: Student Research Panels	<p>Readings:</p> <ul style="list-style-type: none"> ▪ None, work on final project <p>Written Assignments:</p> <ul style="list-style-type: none"> ▪ Panels D, E & F Present
<p>Final Drafts of Multimodal Projects + Analytic Reflections due Sunday, December 12th @ 11:59pm to Dropbox!</p>	