

English 10: Accelerated Academic Literacy

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Table of Contents

<i>Course Description</i>	2
<i>Course Materials</i>	2
Required Texts (Available at Kennel Bookstore):	2
<i>Directed Self-Placement and Course Expectations</i>	3
<i>First-Year Writing Program Goals and Outcomes</i>	3
<i>General Education Outcomes</i>	<i>Error! Bookmark not defined.</i>
<i>Course Requirements and Policies</i>	4
Class Participation	4
Collaboration:	5
Disruptive Behavior:	5
Plagiarism:	5
Canvas & Computer Technology	5
Contacting Me:	5
<i>Course Assignments</i>	5
Major Writing Projects:	6
Short Writing Assignments	6
Writing Workshops	6
Individual Oral Presentation	6
Midterm and Final Portfolio	6
<i>Grading Contract</i>	6
“B” Grades	7
“A” Grades and Final Portfolio	9

Knowing Where You Stand	10
Grades Lower Than B	10
Break-Down of the Main Components	10
University Policies	11
Academic Resources	11
The Writing Center	11
Library Research	11
The Learning Center	12
SupportNet	12
Tentative Weekly Schedule	12

Course Description

English 10: Accelerated Academic Literacy is a first-year course created to extend your opportunities for reading, writing, thinking, and inquiry. This course is designed to develop your abilities as a reader and writer—a literacy user—to join academic and public conversations as citizens in our society. This course will teach you to use reading and writing to make meaning, to analyze, to join a conversation, and to address an audience. We will focus on reading and writing as rhetorical practice and participation in both academic and civic life. We will read book chapters/essays and editorial/opinion pieces about a number of current social and political issues. We will learn how to read and analyze arguments and how to write clearly and persuasively. This course will, in some ways, prepare you for the future writing tasks you will perform both in and beyond the university.

Please keep in mind that learning is recursive and it takes time and effort to learn how to read and write effectively at the college level. Don't hesitate to ask questions when anything we do seems unclear to you.

Course Materials

Required Texts (Available at Kennel Bookstore):

Miller-Cochran, Susan, Roy Stamper, and Stacey Cochran. *An Insider's Guide to Academic Writing (A Rhetoric and Reader)*. 2nd Edition New York: Bedford/St. Martin's, 2019.
Sommers, Nancy and Diana Hacker. *A Writer's Reference, (with Writing in the Disciplines) Custom Edition for Fresno State*. 9th Edition. Bedford / St Martins. 2018.

Please note: Our campus uses immediate access for these textbooks. You can find them in Canvas.

Some course materials are under "Course Document" on the course Canvas. Much of this class will be paperless, so a computer, some kind of word processing program, and online access are required (students can check out laptops in the library and can access Fresno State's internet all over campus).

Other Required Materials

A CSU Fresno e-mail account
Two pocket folders for turning in portfolios
Copies of your work as needed for class and group discussion.

Directed Self-Placement and Course Expectations

Taking English 10 is one option out of three to fulfill the first-year writing requirement. At most universities students are placed into first-year writing based only on test scores. At this university, students get to choose which course they will take to fulfill the first-year writing requirement. Our first-year writing program believes that students are the best people to make choices about their learning so we foster that through our program practices. That said, there is a responsibility that comes with making choices for your education. I want to be sure that you are making the best choice for your future as a student and that you are not choosing a course because it seems easier or you can get done faster. Below are the indicators for student ability that I have used to design this class. If you feel these indicators do not represent where you are as a literacy learner right now, you should talk to me immediately about changing classes.

Students who take this class should be

- strong readers and writers
- comfortable with reading complex essays and taking notes as they read
- able to make connections to other things they have read or experienced as a means of understanding a reading
- comfortable identifying the structure and organization of the things they read
- able to find topics to write about and can relate their ideas to the ideas of others
- able to find effective strategies for outlining and organizing their writing
- comfortable doing research, know how to locate and evaluate sources and know how to relate them to their own writing
- confident about the conventions of grammar, punctuation, and spelling
- ready to work at a quick pace with the instructor as their guide.

First-Year Writing Program Goals and Outcomes

At the end of English 10 students should be able to:

- 1) Understand and practice effective, academic reading strategies, processes, and assessment of written work, including participating meaningfully in a community of readers and writers.
 - a) **READING/WRITING STRATEGIES:** Demonstrate or articulate an understanding of reading strategies and assumptions that guide effective reading, and how to read actively, purposefully, and rhetorically
 - b) **REFLECTION:** Make meaningful generalizations/reflections about reading and writing practices and processes
 - c) **COMMUNITY PARTICIPATION:** Articulate or demonstrate meaningful participation in a community of readers/writers, and ethical and self-conscious practices that address the concerns of that community of reader/writers (e.g. using and giving feedback on drafts in peer response groups)

- 2) Understand and practice effective, academic summary, demonstrate rhetorical awareness and purpose, enter academic conversations, and make analyses and connections from/with research.
 - a) SUMMARY/CONVERSATION: Demonstrate summarizing purposefully, integrate “they say” into writing effectively or self-consciously, appropriately incorporate quotes into writing (punctuation, attributions, relevance), and discuss and use texts as “conversations” (writing, then, demonstrates entering a conversation)
 - b) RHETORICALITY: Articulate or demonstrate an awareness of the rhetorical features of texts, such as purpose, audience, context, rhetorical appeals, and elements, and write rhetorically, discussing similar features in texts
 - c) INTEGRATING RESEARCH: Demonstrate analyzing research to develop an argument, incorporating others’ ideas (through quotations, summary or paraphrase) into writing effectively or self-consciously, and appropriately integrating citations into text (punctuation, attributions, relevance)
- 3) Practice appropriate language use, clarity, proficiency in writing, and citation mechanics.
 - a) LANGUAGE COHERENCE: Have developed, unified, and coherent paragraphs and sentences that have clarity and some variety

General Education Outcomes and EPortfolio

English 5B meets the General Education area A-2 Written Communication requirement, which include these outcomes:

1. Demonstrate appropriate language use, clarity, proficiency in writing, and citation mechanics.
2. Demonstrate effective academic reading strategies and processes, as well as critical evaluation of written work.
3. Demonstrate effective academic summary, rhetorical awareness and perception, and analysis and synthesis of information.

You must submit one formal writing project to your GE portfolio in Canvas. Both writing projects #1 and #2 (more information forthcoming) meet all three of these GE area A-2 outcomes. Please submit one of these writing projects (preferably from your final portfolio – or whichever one you consider your best work according to the outcomes above) to you Canvas General Education Organization by the last day of the semester.

Course Requirements and Policies

Class Participation: Since discussion will be an integral part of the course, you must be prepared for class, on time, offer productive discussion of the course readings, and show basic respect for others’ views. *Preparation involves not only reading but also making notes on the reading so that you are prepared to discuss issues.* I believe that students learn best when participating actively in class discussions and other activities. *You must bring textbooks to class when a chapter in the book is to be discussed according to the class schedule. Ignoring this requirement will affect your participation grade.*

The Discussion Board on the course Canvas website (see below) is another venue in which you can participate in class discussion. I will create various forums within which you and your classmates can discuss the literature we are reading. As part of your participation grade, you must post your short writing assignments (reading responses and other short writings) on a weekly basis. *Please post your short assignment on CVS by 8 am on the day when it is due so that your classmates and I have enough time to read them before class.* We may use some of your short writings to start our class discussion. I encourage you to respond to your classmates' responses as much as you can.

Collaboration: Because most writers, educators, and other professionals must learn to work collaboratively, you are expected to collaborate with your peers both in and out of class. Consider everyone in this class as a colleague. You will often work with classmates in groups to discuss course readings and provide feedback to each other's writings. All peer reviews and class discussions should be honest, courteous, and respectful in tone. In this context, respect means we are kind and truthful. Treat others as you believe they want to be treated.

Disruptive Behavior: Cell phones and pagers must be turned off at the beginning of each class and remain off during class. Do not use your computer during class time to browse internet for things irrelevant to the course readings and writings. Do not use class time to prepare for or complete assignments for your other classes. Do not talk about things irrelevant to the subject matter of this course when you are assigned for group activities in class.

Plagiarism: *Plagiarism occurs whenever you borrow another author's words or ideas without giving the author credit for his or her work.* If you are not sure about how to cite a source in your writing, please ask me or consult with someone at the Writing Center. You may receive an F for an assignment in question; serious cases may result in an F for the entire course. CSU Fresno takes academic dishonesty very seriously. Refer to the Schedule of Course (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Canvas & Computer Technology: I use Canvas as a means of providing you with information (about assignments, changes to the schedule...) and as a way to enhance your learning experience (through the online discussion board, e-mail, and links to useful websites). You should familiarize yourself with Canvas's features and be prepared to use them. The staff members at Digital Campus will help you if you face problems. Visit them at McKee Fisk 111, call them at 278-6892, or e-mail them at dcfeedback@csufresno.edu.

Contacting Me: If you would like to discuss your work-in-progress, or you have questions or concerns about the class, the best way to contact me is in person, during office hours. If my hours conflict with your class schedule, we can schedule an appointment (with a few days advance notice, of course.). If you have a brief question or message for me, you may send it by e-mail; I am happy to help you when I can. Please be courteous and reasonable in your use of e-mail. I may not respond quickly to email, so don't rely on this as a way of getting missed notes or assignments. Exchange phone numbers with a classmate for this purpose and check Canvas.

Course Assignments

Major Writing Projects: This semester you will write *three major writing projects*—a rhetorical analysis, a research paper, and a reflective cover letter. The assignments are designed to build on each other, so that you can apply what you have learned in each assignment to your final project. The major papers will involve multiple drafts and writing workshops. I will give you assignment sheets at the beginning of each unit so that you have a clear idea about what you are required to do in these papers. You are required to submit both an electronic copy (on the course Canvas) and a hard copy of your draft and final version of all major essays. You will have opportunities to revise your projects.

Short Writing Assignments: Short assignments consist of short analyses, written responses to readings (on the course Canvas) and in-class writing. These assignments will help you brainstorm for the in-class discussion topics and prepare you for the major essays. *All short assignments (except those written in class) must be at least 300 words, typed, and double-spaced.* I will expect that your writing shows you are thinking critically about the subject matter. You will also keep a dialectical reading journal to record your thoughts about the course readings and make meaning of those texts. I will look at your journal frequently and unannounced.

Writing Workshops: A key component to this class is peer response to drafts of formal and informal writing. Students will be expected to share their writing with their peers in order to get feedback about how to revise the writing to better address an audience's questions, challenges, and responses. This means that everyone will need to share their writing with others AND strive to be a good reader to peer drafts. We will workshop your essays in small groups and as a large group. You will get more specific instructions later, and keep in mind that I will expect you to share your texts with your peers and be open to their response. I also expect that you will read your peer's texts actively and work hard to give them quality feedback about how they can improve their writing.

Individual Oral Presentation: As you prepare your research paper, you will organize and present your findings to your classmates. We will discuss how to prepare for your presentation in detail later.

Midterm and Final Portfolio: At the midterm and end of the semester, you will create a representation of your work as a writer in this class. For the midterm portfolio, you will need to choose at least 5 pages of formal writing from our class and write a 2-3 page reflection that discusses your learning up to this point. For the final portfolio, you will choose at least 10 pages of formal writing to represent who you have become as a writer and write a 3-4 page reflective cover letter that discusses your learning over the entire semester. Your portfolio will be evaluated according to the five portfolio dimensions, which are also listed above under the goals and outcomes. **Your final portfolio must pass in order for you to pass the class.**

Grading Contract

A grading contract is a method of assessment that refocuses the class and the students onto the work of the course rather than the hoops needed to jump through to get a particular grade. Conventional grading often leads students to think more about grades than about learning. Sometimes grades even lead to the feeling that you are working *against* the teacher or having to hide a part of yourself from him or her. For these reasons, I am using a contract for grading in our class.

You will get lots of assessments on your work during the semester from your classmates and myself so that you may improve your understanding of writing. *These assessments do not affect your overall grade in the course;* however, you should read them closely as they will tell you what you need to do to pass this class. Everything in

this class is about response, and responding should be formative rather than a simple expression that you have “completed” an assignment. All of this really boils down to rethinking old assumptions about grading and learning. I think traditional grading done by a teacher alone actually keeps students from having much responsibility for learning. Grades create systems of accountability, instead of providing environments for personal and social responsibility.

Since this class attempts to encourage exploration, speculation, evaluation and generalization as a means of producing learning, our contract asks you to have a responsibility to yourself and to the class to do the work required of you. This means you should attend class and participate during class time, ask questions of me or your classmates if you do not understand or want more information, and know what assignments you have turned in and where you stand in relation to our contract.

I have the responsibilities of preparing every class so it moves you forward in your learning, answering any questions you have about course content or your progress, and providing --in a timely manner-- helpful and honest suggestions about the effectiveness of your work in the class. I also promise to make myself available to you for questions and concerns outside of class.

Therefore, if you do everything asked for in the class – in the spirit and letter that it is asked of you – then the default grade for the course will be a “B.” If you miss class, turn in assignments late, don’t accomplish assignments in the ways we discuss or agree on, or forget to do assignments, etc., your grade will be lower.

Please Note: You need to earn a C in this class for it to count toward the GE Area A-2 requirement.

“B” Grades

You are guaranteed a course grade of “B” if you meet all of the following conditions:

1) **Attendance/Participation:** You’ll attend and fully participate in at least 87% of our scheduled class sessions and their activities and assignments (that’s at least 27 of our 31 scheduled sessions). You may miss (for whatever reason) 4 class sessions, with the exception of the last day of class and final day. *Leaving class 10 minutes or more before class ends or coming to class 10 minutes or more after class starts constitutes an absence.* For our class, attendance equates to participation, which means that you need to come to class with the homework done, and be prepared to participate in the activities of the class. *This means if you come to class, but your homework is not done, it can count as an absence.* Using cell phones, texting, or using computers for things unrelated to the class focus is unacceptable and, if it becomes a problem, will count as an absence on each day there is a problem.

- **Please Note:** sometimes there are emergency situations when folks need to use or check their phone or have their phone on in class. If you have a situation where this is the case, please contact me before class to let me know the situation.
- **Please Note:** Assignments not turned in because of an absence, either ones assigned on the schedule or ones assigned on earlier days in class, will be late or missed (depending on when you turn it in finally, see the guidelines #4 and #5 below).

Religious Observances: *Students who will be absent from class due to religious observance must provide notice of the date(s) to me, in writing, by the end of the second week of classes.*

University Sponsored Events: For those students who will need to take time off for university sponsored

events, I will need to know the date of those absences by the second week of classes in order to excuse those absences. This will need to be on letterhead from the person in charge of your organization. Having excused absences does not mean that you get an additional 4 absences on top of the excused one. It means that you and I will need to work out what is fair in relation to the number of classes you have to miss for university sponsored events and create an attendance contract that both you and I sign. If you need to be excused for an excessive number of classes (7 or more), I may request that you take this class another semester.

Conferences: We may schedule individual and/or group conferences throughout the semester. The group conference is a small-group meeting in which we discuss your writing. You should come to your conference prepared to discuss your classmates' papers and your own. *A missed conference counts as an absence.*

2) **Lateness and Leaving Class:** You'll each agree to come on time or early to class, and you'll agree to stay in class once you are here. Walking in to class late 2 or 3 times in a semester or needing to step out to use the restroom once or twice is understandable, but coming habitually late every week, stepping out of class regularly to answer your phone, send a text message, get a drink, or leaving class habitually early is not. This is disruptive and it disrespects the community of learning of the class. If you are late to class, you are still responsible to find out what assignments or instructions were made. *Leaving class ten minutes or more before class ends or coming to class ten minutes or more after class starts constitutes an absence.*

3) **Sharing and Collaboration:** You'll work cooperatively in groups. Be willing to share your writing (in class and on Canvas), to listen supportively to the writing of others, and, when called for, give full and thoughtful assessments that consistently help your colleagues consider ways to revise according to our class-defined rubrics.

4) **Late Assignments:** You will agree to turn in properly and on time the midterm and final portfolio, all writing project drafts, wikis, blogs, and other assignments. Because your colleagues in class depend on you to get your work done on time so that they can do theirs on time, late assignments will not be accepted*.

- ***Exception: You may turn in a late assignment THREE TIMES OR LESS during the semester. All "late assignments" are due 1 week after their initial due date** (e.g. if the assignment was due on Tuesday, at noon, a late assignment must be turned in by noon the next Tuesday). The exceptions are the Midterm and Final Portfolios and the Midterm and Final Portfolio Assessments, which must be turned in on time.
- **Please Note:** If you have more than three late assignments, each late assignment after the third is considered a "missed" assignment (see #5 below). These will affect your overall grade in the course.

5) **Missed Assignments:** Missed assignments are assignments that are not completed or are turned in after the late assignment deadline. After you have used your three "late assignment" passes, all additional assignments turned in incomplete, not on time, or otherwise not according to our guidelines are considered "missed assignments." **In order to meet our contract for a "B" grade, you cannot have any "missed assignment."** One of these in the gradebook means an automatic "C." Two missed assignments gives you a "D," and three or more missed assignments means an "F" course grade. (If the pace of the course is too fast, or if our reading gets too heavy, then let me know and we can make an adjustment to our work. But don't wait to inform me of these issues until after the fall. Keep me posted on the class' pace).

6) **Incomplete Assignments:** Incomplete assignments are those assignments that were completed on time but did not match the “spirit and letter” of the assignment in some way. When an assignment is incomplete, you will have 48 hours from the time you receive notice from me that the assignment is incomplete to revise and resubmit the assignment for no penalty. If you take longer than 48 hours it will be a late assignment until one week has passed from the original notification at which time it becomes a “missed” assignment. The midterm and final portfolio do not fall under this category (they have to be complete and on time).

7) **Short Writing Assignments and Formal Writing Projects** need to meet the following conditions:

- *Complete and On Time:* You’ll turn in on time and in the appropriate manner complete products that meet individual assignment guidelines, which will be listed in the syllabus or assignment prompt or will be worked out together in class.
- *Revisions:* When the assignment is to revise, you will work to reshape, extend, complicate, or substantially clarify your ideas – or relate your ideas to comments from me, your classmates, or the information generated in a class workshop. I expect you to do more than just correct or touch up; revisions should respond substantially to your colleagues’ assessments.
- *Copy Editing:* Your writing must be well copy edited – that is, free from virtually all mistakes in spelling and grammar. It’s fine to get help in copy-editing, but be sure that you are doing the editing and that the final product reflects your words and abilities with language. I will not be so concerned with editing issues in drafts or in your blogs or assessments. But please be sure to proofread these at least once before submitting them.
- *Mindfulness:* In each of these projects, you are being asked to go beyond summarizing and reporting what you found in the reading and in your research. I encourage you to push your thinking in this class by questioning your own assumptions as well as ours (me and your classmates), and connecting and analyzing the readings in the class in relation to your work.

8) **Peer Responses and Assessments:** we will make frequent use of this kind of writing/discussion in class. Your work needs to meet the following conditions:

- *Complete and On Time:* All peer responses should be complete and submitted on time and in the appropriate way so that your colleagues will get your assessments of their writing the way the class has predetermined.
- *Content:* All peer responses should focus their comments on rubrics we develop, following the directions established in class for peer response and our evolving class discussions about them.
- *Courtesy and Respect:* All peer response should be courteous and respectful in tone, but honest. It’s okay to say something doesn’t seem right in a draft, or that something doesn’t really work. Respect means we are kind and truthful.
- *Midterm and Final Portfolio Assessments:* **Participation in the Midterm and Final portfolio assessments is mandatory. These cannot be missed nor turned in late.**

9) **Midterm and Final Portfolios:** You’ll turn in complete and on time a midterm and final course portfolio according to the portfolio handout. **Late or missed portfolios constitute an automatic failing grade. The final portfolio must be passing in order for the student to get a B in the class.**

“A” Grades and Final Portfolio

To get an “A” your final portfolio must demonstrate reflection and writing that point to genuine, recognizable excellence. All portfolios will be graded based on a rubric that includes 1) Consideration of

the rhetorical situation, 2) demonstration of knowledge of course content, 3) fulfillment of writing assignment requirements, and 4) engagement in writing and peer review process.

Knowing Where You Stand

I use the gradebook on Canvas to keep track of completed, late, and missed assignments as well as attendance. At any time, you can go to Canvas and see where you stand. Below is a chart that lists the requirements for the class so you can easily reference what it takes to get a particular grade. Please also note that as our class is mostly paperless, I will respond to much of your submitted work over email. Please be sure to check your Fresno state email regularly, to be sure that you know about assignments that might need to be redone, and can thus manage revising them within the time period allotted.

Please note: A “C” in the grade book means “complete,” “L” means “late,” and “M” means “missed”.

Grades Lower Than B

I hope no one will aim for lower grades. The quickest way to slide to a “C,” “D,” or “F” is to miss classes, show up to class without the reading done, not turn in things on time – or in the spirit and letter of which it was asked – or not turn things in at all.

Break-Down of the Main Components

Below is a table that shows the main components that affect your successful compliance with our contract.

	# of Absences	# of Late Assigns.	# of Missed Assigns.	Midterm/ Final Assessments	Final Portfolio
A	3 or fewer	2 or fewer	0	Complete	Pass
B	4 or fewer	3 or fewer	0	Complete	Pass
C	4 or fewer	3	1	Complete	Pass
D	4 or more	3	2	2 or more	Pass or No Pass
F	4 or more	3	3 or more	0 or more	Pass or No Pass

Please Note: All assignments that are turned in as “late” (see above guidelines for assignments considered “late”) after the 3rd are considered “missed.”

* Each student may have one temporary exemption from the contract. This can be for any reason and, depending on the circumstance, cover more than one assignment / absence. In order to get this exemption, you must contact me as soon as possible to request the exemption. For any request that covers more than one assignment / activity, you will need to give me a serious and compelling reason (ie: I missed

class and forgot to turn in my writing project assignment because I had to take my child to the hospital and we were there all weekend).

* **Bonus:** Each student may earn an additional temporary exemption from the contract (see above) by enrolling in and passing the Writing Center weekly tutorials.

By staying in this course and attending class, you accept this contract and agree to abide by it, as do I.

University Policies

Please see university policies on Students with Disabilities, Cheating and Plagiarism, Computers, Disruptive Classroom Behavior, Copyright Policy, and Honor Code on our course Canvas site under “syllabus.”

Academic Resources

The Writing Center

The Writing Center offers a one-unit CR/NC tutorial that runs concurrently with the course and meets twice a week for 50 min. You will work in a small group of 2-3 students and a trained tutor discussing your writing and giving one another feedback and sharing strategies for revision. The tutorial will enhance your learning and help you succeed in this class. It will also help you prepare your writing for submission to the portfolio. The tutor will not give you any homework assignments; you will simply work with the writing you'll be doing in this and your other classes. I strongly encourage you to sign up for the group tutorial at the Writing Center.

In addition, you can also work with a tutor in one-to-one tutorials by appointment or submit your writing for feedback on-line. The Writing Center can be contacted at 278-0334 or www.csufresno.edu/writingcenter

Library Research

For research help, start with the library! The Henry Madden Library at Fresno State offers articles, ebooks, databases, print books, music, movies, and much more. Start at the library website to gain access to millions of sources that you can't find with a Google search.

Librarians are also available 24/7 to help you develop research questions, figure out search strategies, locate relevant and reliable information, select the best sources for your paper or project, and get you started with citing your sources. You can also use the library's *Do It Yourself (DIY)* tool to find answers to your questions. For more information, check out the *Ask a Librarian* box on the library's home page at library.fresnostate.edu.

From research help to study rooms and technology, the library is here to help. Visit our website to learn more: library.fresnostate.edu.

The Learning Center

The Learning Center offers *free* drop-in tutoring in multiple subjects including writing, math, sciences, business, and languages. Visit the Collection Level of the Library from 8am-7pm Monday through Thursday, 8am-5pm on Fridays, and 10am-2pm on Saturdays. For information about the Academic Success Workshops or tutoring schedule go to <http://csufresno.edu/lc> or call 278-3052.

SupportNet

Our campus has developed SupportNet to connect students with specific campus resources promoting academic success. I have agreed to participate in this program and may refer you to it if I believe you need the services provided by SupportNet to succeed in this course.

Tentative Weekly Schedule:

(IG) refers to An Insider's Guide to Academic Writing

(WR) refers to *A Writer's Reference*

(SW) refers to Short Writing Assignments

(CVS) refers to Canvas

Note: This schedule is tentative. The due dates and topics of discussion may change later.

DATE	FOCUS OF CLASS	ASSIGNMENTS DUE
WK1 T 8.23	Introductions, Syllabus, Grading Contract, In-Class Writing (Draft of the Writing Sample)	
Th 8.25	Academic Writing as Joining a "Conversation" Visit Writing Center	IG: Ch. 5: "Reading and Writing in Academic Disciplines" 89-107 WR: Composing and Revising C1 "Planning" 3-7 Writing Sample due
WK2 T 8.30	Introduce Project #1 "Rhetorical Analysis" Close Reading; Annotating a Text	IG: Ch. 6: "Reading and Writing in the Humanities" 107-128
Th 9.1	Discussion: The Rhetorical Context; Kerby	IG: Ch. 2: "Reading and Writing Rhetorically" 20-36 Ch. 11: Kerby, "The Top 10 Most Startling Facts about People of Color and Criminal Justice in the United States" 385-388 Short Writing #1 due on CVS. Write a short response to Kerby's report.
WK3 T. 9.6	Rhetorical Proofs/Appeals— Establishing Ethos/Credibility and Using Emotions; Jones	IG: Ch. 3: "Developing Arguments" 37-39; Ch. 11: Jones, "Dining on Death Row" 396-416 SW #2 due on CVS. Write a response to Jones' article

Th 9.8	Using Logical Proof; Jones (continued)	Handout: “What Is Analysis?” IG: Ch.3 “Developing Arguments” 40-48; Reread Ch. 11: Jones, “Dining on Death Row” 396-416 and be ready to talk about his rhetorical appeals
WK4 T 9.13	Drafting and Revising a Working Thesis Statement; Hughes & Robinson	WR: Composing and Revising: C1 “Drafting and Revising a Working Thesis Statement” 9-15 IG: Ch. 11: Hughes & Robinson, “Perceptions of Law Enforcement Officers ...” 438-450 SW #3 due on CVS. Analyze the rhetorical context of your chosen text.
Th 9.15	Preparation for Project #1 Sample Student Essays	IG: Ch. 3: “Student Analysis of an Advertisement” 52-58 Sample Student Essays
WK5 T 9.20	Preparation for Project #1	WR: Composing and Revising: C2 “Drafting” 15-21; “Writing Paragraphs” 43-57 SW #4 due on CVS. Analyze the rhetorical strategies of your chosen text.
Th 9.22	First Draft of Project #1 Due Writing workshop	First Draft of Project #1 Due Post your draft on CVS by 8am
WK6 T 9.27	Writing Workshop	WR: Composing and Revising: C3 “Reviewing, Revising, and Editing” 22-31 SW #5 due on CVS. Draft a 2-3 page Reflection on Learning
Th 9.29	Mid-term Portfolio Prep	WR: Composing and Revising: C4 “Preparing a Portfolio; Reflecting on Your Writing” 38-42 Revising your draft
WK7 T 10.4	Mid-term Portfolio Assessment	Mid-term Portfolio Due
Th 10.6	Introduce Project 2: “Research Paper” Discussion: Developing a Research Question; Evaluating Sources	IG: Ch. 4: “Academic Research” 59-71 WR: Researching: R1 “Thinking Like a Researcher; Gathering Sources” 357-369; R3 “Evaluating Sources” 375-385
WK8 T 10.11	Integrating Sources -- Paraphrasing, Quoting, and Summarizing	IG: Ch. 4: “Academic Research” 71-76; Ch. 12: Arellano, “Taco USA: How Mexican Food Became More American Than Apple Pie” 452-457 SW #6 due on CVS. Write a summary of Arellano’s article
Th 10.13	Integrating Sources (Continued); Goodyear and Pollan	IG: Ch. 12: Goodyear, “Grub” 464-470; Pollan, “Why Cook?” 471-477 WR: Researching: R2 “Managing Information; Taking Notes Responsibly” 369-375
WK9 T 10.18	Developing a Researched Argument	IG: Ch. 4: “Academic Research” 77-79; WR: Researching: R2 “Managing Information; Taking Notes Responsibly” 375-387

		SW #7 due on CVS. Summarize a source on your chosen issue
Th 10.20	Synthesizing Sources Discussion: Gregorowius, Lindemann-Matthies, & Huppenbauer	IG: Ch. 12: Gregorowius, Lindemann-Matthies, & Huppenbauer, "Ethical Discourse on the Use of Genetically Modified Crops" 478-500 Handout: Synthesizing Sources
WK10 T 10.25	Research Proposal and Annotated Bibliography	WR: Composing and Revising: C6 "Document Design" 57-63 SW #8 due on CVS. Synthesize three sources on your chosen the issue.
Th 10.27	Prepare for Project #2 Sample Student Essays	IG: Ch. 4: "Student Argument on a Controversial Issue" 80-85 Sample Student Essays
WK11 T 11.1	Individual Presentation	SW #9 Research Proposal with an Annotated Bibliography due on CVS.
Th 11.3	Individual Presentation	
WK12 T 11.8	First Draft of Project #2 Due Revision Strategies	First Draft of Project #2 Due
Th 11.10	Writing Workshop: Refine your thesis	SW #10 Revision Plan due
WK13 T 11.15	Individual Conferences	Bring your revision plan to your scheduled conference
Th 11.17	Individual Conferences	Bring your revision plan to your scheduled conference
WK 14 T 11.22	Reflection on Learning Sample Reflective Cover Letters	Sample Student Reflective Cover Letters
Th 11.24	Thanksgiving Recess	
WK15 T 11.29	Draft of Project #3 "Reflective Cover Letter" Due Writing Workshop	Draft of Project #3 "Reflective Cover Letter" Due
Th 12.1	Final Portfolio Prep	Revising and editing your portfolio documents
WK16 T 12.6	Final Portfolio Assessment	Final Portfolio Due
Th 12.8	Final Portfolio Assessment	
WK 17 T 12. 13	Final	