Courses Description

There is no such thing as universally “good writing.” What counts as “good writing” in one situation may be completely inappropriate and ineffective in others. So, if you want to succeed in college and beyond, you’ll need to become an agile writer who can adapt your writing to a wide variety of audiences, contexts, purposes, and media. A common assumption is that once students learn to write in their English courses, they should be prepared to write effectively in all other situations. This class will challenge that assumption. Additionally, this class will emphasize on the research process.

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

- Demonstrate knowledge of individual and collaborative writing processes.
- Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
- Analyze, interpret, and evaluate a variety of texts for the ethical and logical use of evidence.
- Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
- Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.).

Core Objectives and Course Student Learning Outcomes

Critical Thinking
Critical thinking will be demonstrated through students writing analyses and evaluative pieces. Students will learn to employ problem-solving strategies (such as inquiring about an issue, comprehending consequences, and analyzing and synthesizing information) to generate positions and arguments and to examine basic principles of information to support a thesis. Additionally, students will learn to comprehend, analyze, synthesize, and evaluate their own communication and that of others to raise questions, make assertions, and generate discussion about a topic or question.

Communication
Communication will be demonstrated through students composing a variety of genres for different contexts. Students will learn to take into consideration audience, context, purpose, conventions, and circumstances relevant to written communication; use relevant and appropriate content for the specific rhetorical situation in order to express their position(s) effectively in writing.

Teamwork
Teamwork will be demonstrated through peer review. Students will learn to work individually and collectively toward a shared purpose or goal with the members of a team, creating and evaluating their peers’ drafts.

Personal Responsibility
Personal responsibility will be demonstrated through a series of reflective essays. Students will learn to
identify their own core beliefs and the sources of those beliefs in order to connect their choices and actions to decision-making, as well as recognize and evaluate possible consequences of their decisions.

**Required Texts and Materials:**

- A zip drive or storage device for course materials
- A notebook for notes/group work/in-class writing and something to write with

**Computer Requirements**

**Access to Blackboard**
I will use several Blackboard tools to teach this class throughout the semester. You can access Blackboard at [https://blackboard.angelo.edu](https://blackboard.angelo.edu). To log in, you’ll need your Ramport ID and password. In addition to participating in some online discussions via this site, I will post the syllabus, writing assignments, grading standards, and additional readings. Moreover, you will submit some reading and some writing assignments through Blackboard. In order to make sure everyone is familiar with using Blackboard tools, I will provide a brief tutorial illustrating how to use them the first day or week of class.

**Microsoft Word**
For all electronic submissions, you must save drafts in MS Word or an MS Word-compatible format. If you submit your draft in a different format, I will be unable to open your file and therefore cannot grade your draft.

**Adobe Acrobat Reader**
You will need to obtain Adobe Acrobat Reader (which can be downloaded free from the internet), as you will use Acrobat Reader to access some documents on Blackboard.

**Technical Support**
If you are having technical problems with Blackboard, you can contact free technical support one of the following ways:

**Phone:** 325-942-2911  
**Web Address:** [http://www.angelo.edu/services/technology/](http://www.angelo.edu/services/technology/)

Any course content-related questions should be directed toward me.

**Attendance Policy**
Students who miss more than two weeks of class typically have difficulty keeping up with class work and miss opportunities to contribute to and learn from class discussion and in-class group activities. If you miss more than two weeks of class (six classes), you will not pass the course. In addition, if you come to class unprepared (e.g., without a draft on a peer-review day, without your textbook, etc.) or behave disruptively or disrespectfully, I will ask you to leave class and mark you absent.

**Tardiness Policy**
Class begins promptly. Arriving on time prevents you from missing important class information and from disrupting class discussion and activities. You are considered tardy after I have taken roll or collected the attendance sign-in sheet. Three tardies will constitute one class absence. Additionally, if you step out of class for more than 5 minutes, you will be counted tardy. If you are considerably late or miss more than 1/3 of the class (about 15 minutes), you will be counted absent.

**Observances of Religious Holidays**
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy
day shall be allowed to take an examination or complete an assignment scheduled for that day within what the instructor deems a reasonable time after the absence. A student who is excused may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

Conferences
One to two times this semester, I will require you to conference with me about major writing assignments. This meeting gives us the opportunity to have focused, one-on-one discussions in my office regarding your writing. I will announce the conference schedule at least a week prior to the conferencing period, and you will sign up for a day/time you are available to meet. Be sure to record your conference appointment and show up on time because missing a conference counts as a class absence. If you cannot make your time, notify me at least 24 hours prior to your appointment so that you can reschedule.

Classroom Decorum
ASU students and instructors are bound by the terms of the Code of Student Conduct, which is published in the Student Handbook at https://www.angelo.edu/student-handbook/.

- Show Respect: You will be expected to be courteous and behave appropriately at all times in the class including treating your fellow classmates with respect.

- Food and Drink: No food or drinks are allowed in the classroom.

Analog and Digital Modes
Class instruction will consist of both analog modes (turning away from and turning off computer screens and participating in class discussion, listening to lecture, taking written notes, and/or engaging in group activities with peers) and digital modes (using desktop computers to access materials and engage in course-related activities only). I will make it clear which modes we will be operating in within each class period.

Electronic Device Policy:
In my class, you are only allowed to use certain electronic devices under specific circumstances. The policy for various devices is outlined below:

- Ipods/MP3: Using your phone or Ipods/MP3 players to listen to music during class is never allowed. Please remove your headphones and put them away before class begins.

- Cellphones: During class, you are not available to answer calls or send/receive text messages. You may not use your cell phone unless instructed. However, occasionally I will instruct students to locate information using their phones or record conference times in their phones. Furthermore, if you are expecting an important call that you must take, inform me before class, and I will allow you to step out into the hallway and take the call.

- You may use a tablet or laptop to access an electronic version of the textbook or course-related files downloaded from Blackboard, to take class notes, and, in some cases, bring drafts for peer review.

Penalties for Violating the Electronic Device Policy: If I catch you using your cell phone, tablet, or laptop in class for purposes other than those outlined above (e.g., for texting, checking social media, surfing for irrelevant content) or listening to music in class, the first time it occurs, I ask you to put your device away. The second time it occurs, I will not say anything; I will just charge you with an absence.

Writing Assignments
This course is divided into 3 sequences. For each sequence, you will complete a Major Writing Assignment (MWA): an analysis of secondary sources, an annotated bibliography, and a research project. In addition to the MWA, you might also have to complete one or more Low Stakes Assignment/s (LSA/s) throughout each
sequence, which are assignments that will help you complete the MWA. The LSAs, along with the MWAs, will make up a percentage of the sequence grades.

Mandatory Homeworks
Instead of the LSAs, you might be asked to complete what are called Mandatory Homeworks (MHWs), which are assignments similar to the LSAs, but that are counted towards your participation grade not the corresponding sequence grades. Though these are more low stakes than the LSAs, not completing the MHWs will greatly affect your participation grade, and further your attendance. Often, on the day a MHW is due, there will be an in-class workshop that will allow you to receive feedback from peers prior to peer review sessions. Not completing a MHW will render you unable to participate in these workshops, which will take up most of the class. Therefore, similar to coming unprepared on peer review day, you will be counted absent.

Writing Assignment Submission
- Major writing assignments require you to submit multiple items along with the final draft. Before you submit the final draft, I will distribute a checklist detailing the items you must include in the folder. If any required materials are missing, your folder will be returned and you will receive a 10 point deduction for each class day the packet is incomplete.

- Additionally, within the prompt for all major and minor writing assignments, I will specify the format you should use (font style/size, margins, page number placement, etc.). Please staple together multiple-paged documents.

- YOU MAY NOT TURN IN MATERIAL THAT YOU HAVE WRITTEN FOR OTHER CLASSES (even if you have taken this same class before).

- If you fail to submit any of the major writing assignments, you will not pass the course.

- For some major writing assignments (MWAs) and low stakes assignments (LSAs), you will turn in two identical versions: an electronic copy and a hard copy. The electronic version goes to Turnitin; the hard copy to me. I will use the electronic copy to check against plagiarism but grade and comment upon the hard copy. The hard copy will be turned in at the beginning of class, and the electronic copy should be submitted through Turnitin on Blackboard by the end of the day. Failure to turn in an electronic copy to Turnitin will result in a failing grade on the assignment and will arise my suspicion of academic dishonesty.

- During the semester, you will be asked to submit assignments online. All assignments submitted online (this does not pertain to Turnitin) will be submitted through the Blackboard “Assignment Submissions” tab. These assignments MUST be submitted in a Microsoft Word compatible file. It is your responsibility to make sure I can access your work. If I cannot access your work, I cannot grade it, and therefore, you will receive a zero. It does not matter if you turned it in on time. If I cannot see your work, then I have no way of knowing whether you did in fact complete the assignment.

Late Work
I do not accept late work. If you have an emergency of some sort and were unable to submit an assignment by a due date, contact me as soon as possible, and depending on the circumstances, I will take your emergency into consideration. But unless you have a really good excuse, I do not accept late work. Please do not e-mail me assignments after the due date unless you have my approval. However…

The "Late Pass"
I understand that every semester students can get overwhelmed juggling school, work, and other activities, so I offer each of you one "late pass" per semester. This means, once a semester, I'll give you until the next class period to submit a late writing assignment (it could be either a low-stakes or major writing assignment) without penalty. For example, if you have a writing assignment due on Wednesday, I'll give you until Friday
(the next class period) to submit it. Upon applying your “late pass,” I'll note it on the assignment and in my records. I will not accept any other subsequent late assignments.

**Final**
There will not be a final for this class. Instead, you will just be responsible for submitting your research project and completing a final reflective piece that will be due by midnight on the day of your final. I will provide more specifics as we get closer to this point in the semester.

**Participation**
Participation will constitute 10 percent of your final grade. I factor in the following when determining your participation grade: reading quizzes, graded Blackboard discussion postings, graded in-class group work, and graded homework assignments. I do **not** offer make-ups for daily quizzes or exercises. A **student must be present to receive credit** for exercises graded as quizzes.

**Peer Review**
This class will teach you skills for effectively offering feedback to your peers about their writing and for incorporating peer feedback in your writing. Your grade for the peer review sessions will constitute 5% of your grade. All students will participate in writing workshops for each of their papers. As with any routine, we will experiment and make changes in order to determine what most effectively serves the needs of the group and the individual.

**Using Student Writing in the Classroom**
I often bring student writing or Blackboard postings into the classroom for discussion or workshops. I do this because you can learn things from your colleagues' writing that are hard to learn from any other source. This means that each student might have his or her writing (anonymously) discussed by the whole class at some point. If you turn something in to me that you do not want me to share with others, please let me know when you turn it in. If you have concerns about this, please let me know.

**Grade Determination:**
Your semester grade will be determined as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Final Reflection</td>
<td>5%</td>
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<tr>
<td>Sequence 1</td>
<td>15%</td>
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<tr>
<td>Sequence 2</td>
<td>20%</td>
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<tr>
<td>Sequence 3</td>
<td>30%</td>
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<tr>
<td>Oral Presentation</td>
<td>10%</td>
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<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Reflections</td>
<td>5%</td>
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<tr>
<td>Peer Review</td>
<td>5%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<td>C</td>
<td>70-79%</td>
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<td>D</td>
<td>60-69%</td>
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<td>F</td>
<td>59% and below</td>
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***Grading standards for individual writing assignments will be distributed as separate handouts.

**Accommodation Statement**
Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans
with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation. All students at Angelo State University must have the capacity and ambition to undertake, with reasonable accommodation from the faculty and administration, the academic challenges necessary to fulfill the academic requirements for the degree or certification programs which they are pursuing.

If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in this class or complete course requirements, contact the Student Affairs Office as soon as possible at 325-942-2047 or studentservices@angelo.edu. It is located in the Houston Harte University Center, Suite 112. To receive any academic accommodation, you must be appropriately registered with Student Affairs. Student Affairs works with students confidentially and does not disclose any disability-related information without their permission.

**Student Handbook Statement of Academic Integrity**

Academic integrity is taking responsibility for one’s own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers.

Students must understand the principles of academic integrity and abide by them in all classes and/or course work at the University. Academic Misconduct violations are outlined in Part I, section B.1 of the Code of Student Conduct. If there are questions of interpretation of academic integrity policies or about what might constitute an academic integrity violation, students are responsible for seeking guidance from the faculty member teaching the course in question. You may access the Student Handbook at https://www.angelo.edu/student-handbook/.

**Plagiarism Policy:**

Plagiarism is a type of academic dishonesty. It occurs when writers deliberately use another person’s language, ideas, or materials and present them as their own without acknowledging the source. This class will cover plagiarism in great detail, so there is little excuse for failing to understand what constitutes plagiarism or the consequences that will result.

**Types of Plagiarism**

Plagiarism can include any of the following:

- Failing to quote material taken from another source.
- Failing to cite material taken from another source.
- Submitting writing that was written by another person or for another class.
- Submitting writing that was substantially edited by another person.

**Procedures for Handling Plagiarism Cases**

If an instructor thinks a student may have plagiarized, he or she will follow these steps:

- Meet privately with the student to discuss the assignment in question and the evidence of plagiarism;
- Identify the appropriate consequence;
- File a report with the Office of Student Services;

**Possible Consequences**
The instructor and the English Department Chair decide the academic consequence to be imposed, depending on the seriousness of the violation. Sanctions include the following:

- Adequately redo or revise the assignment in question,
- Fail the assignment in question,
- Fail the class, or
- Be subject to more severe sanctions imposed by the Dean of Students.

All students suspected of plagiarism will be reported to the Office of Student Services, who maintains a file of past plagiarism cases. The ASU Student Handbook further elaborates the Academic Integrity policy at https://www.angelo.edu/student-handbook/.

**Turnitin**

Turnitin is plagiarism-checking software. By enrolling in this course, you grant the instructor the right to submit all course materials to Turnitin, which detects textual similarities. All major writing assignments (MWAs) and low stakes assignments (LSAs) must be submitted to Turnitin using the link provided on our Blackboard page. Furthermore, assignments submitted to Turnitin will be included as source documents in Turnitin’s database. Instructions for using Turnitin are available on our Blackboard page.

**Writing Center Information**

The Writing Center is an academic support service available to all ASU students. Peer tutors help experienced and inexperienced writers with all steps of the writing process. Tutors will help students review writing assignments in order to provide suggestions and recommendations about organization, paragraph development, grammar, documentation, etc.; however, tutors do not edit or proofread papers. To learn more about their services, visit the Writing Center’s website at http://www.angelo.edu/dept/writing_center/.

The Writing Center offers tutoring services through two methods:

- **Traditional face-to-face tutoring:** Face-to-face Writing Center sessions typically last approximately 15-20 minutes and focus on a section of a draft or a specified writing issue. Students who visit the Writing Center are assisted on a first come-first served basis. No appointment is necessary for face-to-face tutoring.

- **E-submission of papers:** Students can send writing questions via email to the Writing Center by completing and submitting the electronic draft submission cover sheet. In addition, they can e-mail papers as attachments to writingcenter@angelo.edu. A tutor will respond to their questions and comment on drafts within 48 hours.

**Location:** Porter Henderson Library, third floor, Room C305

**Fall and Spring Hours**

- Monday-Thursday: 10 a.m.–5 p.m.
- Wednesday evening: 6–8 p.m.
- Friday: 10 a.m.–noon
- Saturday: Closed
- Sunday: 1–4 p.m.

**Title IX at Angelo State University:**

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX.
Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. 

You may submit reports in the following manner:

**Online:** [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)

**Face to Face:** Mayer Administration Building, Room 210

**Phone:** 325-942-2022

**E-Mail:** michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator.

Should you wish to speak to someone in confidence about an issue, you may contact the following:

- the University Counseling Center (325-942-2371),
- the 24-Hour Crisis Helpline (325-486-6345),
- or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix)

**Email Policy**

If ever you need to reach me, the best way to contact me would be through e-mail. I check my e-mail consistently throughout the day, however, after 5PM, the prospect of me reading and responding to e-mails might lessen. I also very rarely check my e-mail on weekends, so if you must get ahold of me, please do so during the week before 5PM.

If you do not hear back from me, please contact me again. It is likely that your e-mail might have been buried underneath other e-mails, or I might not have received your e-mail for a reason or another.

When you are composing an e-mail to me (or any of your instructors), please proceed as follows:

- Begin your e-mail with a greeting: “Hello, Ms. Gonzalez,” or “Dear Ms. Gonzalez,” “Good morning, Ms. Gonzalez,” or “Ms. Gonzalez:”
- The first line of your e-mail must state the following:
  - Your name
  - Class
  - Purpose (make sure that you are direct and concise)
- End your e-mail by thanking your instructor for his or her time and close with “Thank you” or "Regards" or another somewhat formal, but friendly, closing. Always sign with your full name.

**Other considerations:**

- If you have a question regarding an assignment that would require much explaining and/or multiple correspondences, please come see me in person.

- If you know you will be absent, especially for more than one day, please let me know beforehand so that I will know that you have not been mauled by a bear, or worse, eaten. 😐

- Please **do not** e-mail me an assignment after the due date (or at all) unless you have my approval.
• If you receive an e-mail from me regarding an issue related to class, or if I respond to an e-mail from you, please let me know that you have received my e-mail. Won’t take much, just a simple “thank you.” However, if the e-mail deals with a pressing matter (say an issue regarding excessive absences) please take the time to reply to me properly.

• If you send me an e-mail where you do not identify yourself, I will not respond.

If you would like to learn more about e-mail etiquette, the following link might be helpful.
https://owl.english.purdue.edu/owl/resource/694/01/

Course Calendar

Notes:
The schedule below provides the topics, readings, due dates, and holidays throughout the semester. I reserve the right to make changes to the calendar based on class needs.

Bb=Blackboard
WT=Writing Today
TBA=To be announced

<table>
<thead>
<tr>
<th>Date</th>
<th>Homework</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td></td>
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<tr>
<td>Monday 1/13</td>
<td>-Course Description and Syllabus&lt;br&gt;-Blackboard&lt;br&gt;-Icebreaker</td>
<td>Read:&lt;br&gt;-What is College Level Writing?&lt;br&gt;-WT: “Writing and Genres”&lt;br&gt;-Discourse Communities excerpt</td>
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<tr>
<td>Wednesday 1/15</td>
<td>-Finish Ice-breaker if need be&lt;br&gt;Discuss college writing, writing and genres, and Discourse Communities&lt;br&gt;-Discuss MWA1</td>
<td>Read:&lt;br&gt;-WT: “Finding Sources and Collecting Evidence” (pp. 418-426)&lt;br&gt;-Information Literacy Videos</td>
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<tr>
<td>Friday 1/17</td>
<td>-Discuss “Finding Sources and Collecting Evidence”&lt;br&gt;-Locating Sources: The Information Cycle and Popular vs. Scholarly Sources</td>
<td>Read:&lt;br&gt;WT: “Topic, Angle, Purpose”&lt;br&gt;“Readers, Contexts, and Rhetorical Situations”</td>
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<tr>
<td>Week 2</td>
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<tr>
<td>Monday 1/20</td>
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<tr>
<td>No class in observance of Martin Luther King Jr. Day</td>
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<tr>
<td>Wednesday 1/22</td>
<td>Discuss “Writing and Genres,” “Topic, Angle, Purpose,” “Readers, Contexts, and Rhetorical Situations”</td>
<td>Read: WT: “Reading Critically, Thinking Analytically”</td>
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<tr>
<td>Friday 1/24</td>
<td>-discuss &quot;Reading Critically and Thinking Analytically&quot;</td>
<td>read CARS model PDF&lt;br&gt;-TBA</td>
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<tr>
<td>Week 3</td>
<td>Monday 1/27</td>
<td>Discuss CARS Model - CARS Model activity</td>
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<tr>
<td>Wednesday 1/29</td>
<td>Freshman 15 Academic Sources in-class Activity</td>
<td>Complete in-class activity</td>
</tr>
</tbody>
</table>
| Friday 1/31 | Freshman 15 popular source activity | Complete in-class activity  
*bring academic and popular source activity to class on Monday |
| Week 4 | Monday 2/3 | -Discussion of activities  
-Introduction to Mandatory Homework #1  
-Begin discussion about locating Sources | -TBA |
| Wednesday 2/5 | -Continue discussion about Locating Sources | -Begin looking for Academic Source |
| Friday 2/7 | In-class writing day.  
Locating academic and popular sources for MWA1 | Read: WT: “Citing, Quoting, Paraphrasing, and Summarizing Sources”  
Write: Complete MHW #1  
-Bring Academic source with to next class |
| Monday 2/10 | -Further unpack MWA1  
-Introduce and discuss MHW #2  
-Discuss: “Citing, Quoting, Paraphrasing, and Summarizing Sources” | Mandatory HW #1 due through Bb |
| Wednesday 2/12 | In-Class Writing Day | |
| Friday 2/14 | -Discussion of MWA1  
-MHW #2 workshop | Revise MHW # according to peer feedback  
Mandatory HW #2 due at the beginning of class |
### Week 6
- **Monday 2/17**
  - Discuss incorporating popular source into MWA1
  - In-class writing. Bring popular source.
  - Complete first Draft of MWA1
    - *If you fail to come prepared for the peer review session, you will receive an absence and will have to make up the session outside of class*

- **Wednesday 2/19**
  - Peer Feedback Day
  - Revise MWA1 according to peer feedback.

- **Friday 2/21**
  - Introduction to Research Project—with emphasis on MWA2.
    - Assign MWA1 reflection
    - What is an annotated bibliography?
    - Discuss annotated bib. and research abstract components
  - WT: “Doing Research”

### Week 7
- **Monday 2/24**
  - Selecting a topic
  - “Doing Research” Finding Library Resources
  - TBA

- **Wednesday 2/26**
  - Narrowing a topic
  - TBA

- **Friday 2/28**
  - Library Day
  - Revisit WT: “Citing, Quoting, Paraphrasing and Summarizing Sources” (pp. 432-443)
    - Article over Reading Academic Sources
    - Answer questions about sample article

### Week 8
- **Monday 3/2**
  - Discuss Reading Academic Sources
  - Summarizing sources/Plagiarism and properly attributing outside sources
  - Documentation readings from WT
  - TBA -finding bibliographic information homework activity

- **If times permits:**
  - Begin discussion about documenting sources
  - Introduction to S2 MHW
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity Details</th>
</tr>
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<tbody>
<tr>
<td>Wednesday</td>
<td>Documentation discussion&lt;br&gt;- Discuss S2 MHW&lt;br&gt;- Discuss finding bibliographic information homework activity</td>
</tr>
<tr>
<td>3/4</td>
<td>TBA</td>
</tr>
<tr>
<td>Friday</td>
<td>Documentation discussion continued&lt;br&gt;- Beam handout&lt;br&gt;- Sample excerpts from sources</td>
</tr>
<tr>
<td>3/6</td>
<td>Spring Break&lt;br&gt;No class on week of March 9th - 13th</td>
</tr>
<tr>
<td>Monday</td>
<td>Discussion of sample sources&lt;br&gt;- Beam handout&lt;br&gt;- Using sources</td>
</tr>
<tr>
<td>3/16</td>
<td>TBA</td>
</tr>
<tr>
<td>Wednesday</td>
<td>MHW Workshop&lt;br&gt;- Revise CARS Model and read over &quot;What is an abstract?&quot; information&lt;br&gt;- Read sample abstracts</td>
</tr>
<tr>
<td>3/18</td>
<td>S2 MHW due at the beginning of class</td>
</tr>
<tr>
<td>Friday</td>
<td>Discussion of Abstract component&lt;br&gt;- How can the CARS model help you&lt;br&gt;- Unpack sample abstracts</td>
</tr>
<tr>
<td>3/20</td>
<td>Begin working on Abstract component</td>
</tr>
<tr>
<td>Monday</td>
<td>In depth of Abstract component&lt;br&gt;- In-class writing Abstract/Annotations</td>
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<tr>
<td>3/23</td>
<td>Continue working on MWA2</td>
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<tr>
<td>Week 10</td>
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<tr>
<td>Wednesday</td>
<td>Discuss MWA2 in detail&lt;br&gt;- In class writing day</td>
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<tr>
<td>3/25</td>
<td>Continue working on MWA2</td>
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<tr>
<td>Friday</td>
<td>MWA2 Peer Feedback Session&lt;br&gt;- Complete First Draft of MWA2&lt;br&gt;* If you fail to come prepared for the peer review session, you will receive an absence and will have to make up the session outside of class</td>
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<tr>
<td>3/27</td>
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<tr>
<td>Monday</td>
<td>Discuss S3 reflection&lt;br&gt;- Introduction to MWA3</td>
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<tr>
<td>3/30</td>
<td>MWA2 due</td>
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<td>Week 11</td>
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<tr>
<td>Wednesday 4/1</td>
<td>- Discuss MWA3 LSA</td>
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<tr>
<td>Friday 4/3</td>
<td>- Unpack MWA3 and LSA more in depth</td>
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<th>Week 12</th>
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<tr>
<td>Monday 4/6</td>
<td>- Continue Discussing LSA</td>
<td>- continue work on LSA</td>
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<td>- Discuss related readings</td>
<td>- related readings</td>
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<td>- Synthesizing sources</td>
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<tr>
<td>Wednesday 4/8</td>
<td>- Unpack related readings and make connection to MWA3</td>
<td>- TBA</td>
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<tr>
<th>Week 13</th>
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<tbody>
<tr>
<td>Monday 4/13</td>
<td>Discussion of MWA3 Components</td>
<td>- TBA</td>
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<tr>
<td>Wednesday 4/15</td>
<td>Discussion of MWA3 Components and peer review conferences</td>
<td>- TBA</td>
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<tr>
<td></td>
<td>- Sign up for peer review conferences</td>
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<tr>
<td>Friday 4/17</td>
<td>- Further discussion of MWA3 components</td>
<td>Complete First Draft of MWA3</td>
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<td>- Further discussion of peer review conferences</td>
<td>* If you fail to come prepared for the peer review conference, you will be asked to leave, receive an absence, and will be unable to make up the peer review session.</td>
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<td>- Sign up for peer review conferences</td>
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<tr>
<th>Week 14</th>
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<tbody>
<tr>
<td>Monday 4/20</td>
<td>Peer Review Conferences</td>
<td>Revise MWA3 draft</td>
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<tr>
<td>Wednesday 4/22</td>
<td>Peer Review Conferences</td>
<td>Revise MWA3 draft</td>
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<tr>
<td>Friday 4/24</td>
<td>Discussion of oral presentations and Final</td>
<td>Revise and Complete Final Draft of MWA3</td>
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<tr>
<td>Monday 4/27</td>
<td>Oral Presentations</td>
<td>Revise and Complete Final Draft of MWA3</td>
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<td>Week 15</td>
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<td><strong>Wednesday 4/29</strong></td>
<td>Oral Presentations</td>
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<td><strong>Friday 5/1</strong></td>
<td>Oral Presentations</td>
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<tr>
<th>Week 16</th>
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<th>Final (MWA3 due)</th>
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<td></td>
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<td><strong>Monday, May 4th</strong></td>
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<td><strong>10 AM</strong>: between 10:30 AM-12:30 AM</td>
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<td><strong>12 PM</strong>: between 1 PM-3PM</td>
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<td><strong>Wednesday, May 6th</strong></td>
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<td><strong>1 PM</strong>: between 1 PM-3PM</td>
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