Goals and Outcomes of English 1301

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. Therefore, we'll focus on learning to analyze new situations and respond to them appropriately. Instead of learning one right way of writing, you'll work on becoming flexible writers who can transfer what you've learned in 1301 to new contexts and new genres. The table below lists specific core objectives and student learning outcomes for this course.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Course Student Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>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. 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. This will be demonstrated through students writing analyses and evaluative pieces.</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>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. This will be demonstrated through students composing a variety of genres for different contexts.</td>
</tr>
<tr>
<td><strong>Teamwork</strong></td>
<td>Student 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. This will be demonstrated through peer review.</td>
</tr>
<tr>
<td><strong>Personal Responsibility</strong></td>
<td>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. This will be demonstrated through a series of reflective essays.</td>
</tr>
</tbody>
</table>

Required Texts and Materials:
• A notebook for notes/group work/in-class writing and something to write with
• A zip drive or storage device for course materials (highly recommended)
• A two-pocket folder (optional)

**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 all reading and all 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 and grade your file. If you submit your draft in a format that is not compatible with MS Word, you will receive a zero.

**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/Tardiness Policy**
I will not be considering attendance, and I will disregard tardiness this semester. *However, you are still responsible for attending class promptly in person and remotely.* As long you keep track of all course material and turn in all the work that you need to turn in, you will pass the course, but keep in mind that missing class (in-person or remotely) will decrease your chances of successfully completing this course.

**Class Cohorts**
Social distancing requirements stipulate no more than a certain number of students can be physically present in classrooms. The number of students able to be present depends on the size of the room where classes will take place. This semester, I am teaching 3 sections of English 1301, and there are 20 to 22 students enrolled in each, so to comply with social distancing protocol, the class will be divided into two cohorts of 10 to 11 students that will take turns attending class IN-PERSON. The cohorts are Tuesday Cohort and Thursday Cohort.

**8 AM Class (English 1301.140)**
• Tuesday Cohort: Last name beginning with A-F.  
• Thursday Cohort: Last name beginning with G-S.

**12:30 PM Class (English 1301.210)**
• Tuesday Cohort: Last name beginning with B-Gui.  
• Thursday Cohort: Last name beginning with Gut-W.
**2 PM Class (English 1301.230)**
- Tuesday Cohort: Last name beginning with M-W.
- Thursday Cohort: Last name beginning with A-K.

**Tuesday Cohorts** will attend class on Tuesdays IN-PERSON and access course content remotely on Thursdays.

**Thursday Cohorts** will attend class on Thursdays IN-PERSON and access course content remotely on Tuesdays.

**Remote Learning**
On the days you are not attending class IN-PERSON, you will attend remotely through Blackboard Collaborate. The class will be live streamed through this application, recorded, and stored within our Blackboard course page.

For remote class periods, you will need to click on a link specific to your course in our Blackboard course site. All IN-PERSON class periods will be recorded and uploaded in Blackboard, so if you miss an in class or remote session, attend late, or have to leave a session early, you can locate the video for that class period and watch it. **I will post instructions on how to access this link prior to Monday on Blackboard**—I will send out an announcement once I have done so.

***Blackboard Collaborate will be able to access the camera and microphone on your device. If you wish to appear on camera when attending class remotely you may, but you are not required to.***

Be sure to disable your microphone when you enter the Blackboard Collaborate session, that way any background noise will not come through. If you have a question or wish to contribute to class discussion, just enable your microphone, and once you have finished speaking, disable the microphone once again.

If your device does not have a camera or microphone, you may still ask questions or contribute to class discussion through the chat option in Blackboard Collaborate.

If you have an in-person class right before or after this class and therefore may need to log in to Blackboard late for the live stream or need to log out early to make your next class, please let me know (you can do so through e-mail). **Should you miss class or part of class (in-person or remotely), you are responsible for the material you missed.** You must watch any missed content through the recordings that will be posted to Blackboard prior to the next class (even if you will be attending the next class remotely).

**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**
Two to four 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 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. All conferences will be held virtually through Blackboard Collaborate. Be sure to record your conference appointment and attend on time. If you cannot make your time, notify me at least 24 hours prior to your appointment so that you can reschedule.
COVID-Related Policies and Protocol

Statement on Required Use of Masks/Facial Coverings by Students in Class At Angelo State University

As a member of the Texas Tech University System, Angelo State University has adopted the mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct. Please watch the video linked below about wearing facemasks and completing the daily wellness check:

Video: https://www.youtube.com/watch?v=4uecCBgaCGQ&feature=youtu.be

Social Distancing
You are also asked to maintain safe distancing practices to the best of your ability. Computer workstations in each classroom are spaced far enough apart to allow for social distancing.

Seating Chart
To assist with contact tracing, I will create a seating chart. The first day you attend class in-person you will select your workstation, and I will create the seating chart based on this arrangement. Please sit at your selected workstation each in-person class period.

Workstation Sanitation
Upon entering and before exiting the classroom, you will need to sanitize your workstation. Cleaning supplies will be provided, and I will end class early to allow time for this.

Restroom Usage
Only one student at a time will be allowed in the Academic Building restrooms; therefore, wait times for restroom usage will be longer than they typically are.

Disability Accommodations
Students requesting an exemption may need to wear a clear plastic face shield instead of a face mask. Students needing this accommodation should register with Student Disability Services and provide the appropriate documentation supporting this request.

No accommodation exists that would exempt a student from wearing a mask/facial covering at any university-sponsored activity or event.

Noncompliance
As stated above, for the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

Continue to next page.
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/.

Attending in Person:
- **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.

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

Analog and Digital Modes (*in person only*)
Class instruction will consist of both analog modes (turning away from and turning off computer screens and participating in class discussion, listening to lecture, and taking written notes) 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 course material [an electronic version of the textbook or course-related files downloaded from Blackboard, and/or to take class notes] only.

Writing Assignments
This course is divided into three sequences. For each sequence, you will complete a Major Writing Assignment (MWA): a literacy narrative, a rhetorical analysis, and a research introduction and annotated bibliography. 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.

Writing Assignment Submission
- You will be turning all major and minor assignments online through Blackboard.

- 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.).

- Once again, for online submissions, you must turn in your assignments in MS Word compatible files. Part of turning in an assignment is not just completing it—it is also submitting it in the required format. If you turn in an online assignment in a file not compatible with MS Word, it is up to my discretion to determine if I will allow you to turn in the assignment in the correct format.
• **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.**

• All assignments submitted online 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**

Typically, I do not accept late work. However, because of the circumstances, and possible issues of accessibility, I will be more flexible in terms of due dates. This does not mean that you can turn in work whenever you want. **You must still turn in all assignments by the designated due dates.** If you need more time because you have an emergency of some sort or have issues related to access you **MUST contact me as soon as possible,** and I will work with you. **Be advised, if you miss a deadline and fail to contact me prior, especially for a major assignment, it will be up to my description whether I allow you to submit your assignment.**

**Final**

Your final will be a culmination of all you’ve learned over the course of the semester. Worth 15% of your grade, it will consist of a reflective piece that will be due by midnight on the day of your final. I will distribute a separate prompt for the final later in the semester.

**Participation**

Participation will constitute 15 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.

**Peer Review**

Though classes are meeting face-to-face, peer review sessions will be held entirely online through blackboard. I will provide more specifics as we get closer to this the first peer review session of the semester.

**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.

**Class Cancellations**

In the event that I must cancel class and/or office hours, I will notify all classes through Blackboard and e-mail. Please make sure to check your Blackboard and E-mail consistently.
Grade Determination:
Your semester grade will be determined as follows:

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

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/.

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.

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.

The Writing Center is located in the Porter Henderson Library, third floor, Room C305. If you find yourself in need of help with anything writing related, I encourage you to make use of this resource. Virtual tutoring session options are offered, so you do not have to visit the Writing Center in person. Please consider using the virtual tutoring session option to ensure your safety and that of the tutors’. To learn more about their services, visit the Writing Center’s website at http://www.angelo.edu/dept/writing_center/

Writing Center hours are posted here: Monday-Thursday: 10 a.m.–5 p.m.
Wednesday and Sunday evening: 6–8 p.m.
Friday: 10 a.m.–noon
Saturday: Closed
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
  **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 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

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.

<table>
<thead>
<tr>
<th>Date</th>
<th>In-Class</th>
<th>Homework</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| Tuesday 8/18 | Discuss: Course focus and Syllabus • using Blackboard (Bb) • ice breaker activity-discussion board --discuss social distancing and Covid-19 protocol | Read: the syllabus; Gee’s notions of "Discourses" excerpt in Blackboard (Bb) • Complete icebreaker activity  
Respond to questions posted in Bb and submit them to Bb. |                                                |
| Thursday 8/20 | Discuss: Literacy, James Paul Gee’s notions of “Discourses,” and “Discourse Communities”  
• the literacy narrative assignment | Read: Excerpts from Deborah Brandt’s "Sponsors of Literacy" (pp. 165-top of 173);  
PDF available in Bb  
Respond to questions posted in Blackboard and upload response. |                                                |
| Tuesday 8/25 | Discuss: The terms "literacy," "literacy sponsor," "literacy narrative," and "discourse community" continued | Read: “Key Features of a Literacy Narrative,” (42- top of 43)  
• Read sample literacy Narratives  
PDF available in Bb |                                                |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Read:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday</td>
<td>• Key features of literacy narrative, sample literacy narratives, and use of narrative strategies</td>
<td><strong>A Guide to Writing Literacy Narratives</strong> “Narrating” and “Dialogue”</td>
</tr>
<tr>
<td>8/27</td>
<td><strong>Blackboard. Respond to questions on Bb and upload your responses.</strong></td>
<td><strong>Read:</strong></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Discuss:</td>
<td><strong>Read:</strong></td>
</tr>
<tr>
<td>9/1</td>
<td>• Guide to Writing Literacy Narratives, narrating, dialogue;</td>
<td>• WT: “Inventing Ideas and prewriting” (pp. 297-307), and</td>
</tr>
<tr>
<td></td>
<td>• selecting the topic and focus of the literacy narrative</td>
<td>• “Organizing and Drafting” (pp. 310-318)</td>
</tr>
<tr>
<td>Thursday</td>
<td>• Selecting the topic and focus of the literacy narrative;</td>
<td><strong>Read:</strong></td>
</tr>
<tr>
<td>9/3</td>
<td>• incorporating narrative Strategies</td>
<td>• “Revising and Editing” (pp. 346-358)</td>
</tr>
<tr>
<td></td>
<td>• Developing and organizing the literacy narrative.</td>
<td>• Straub’s “Responding—Really Responding—to Other Students’ Writing” PDF available in Bb</td>
</tr>
<tr>
<td>Thursday</td>
<td>Learning how to peer review/edit classmates’ drafts</td>
<td><strong>Upload first draft of literacy narrative to Bb for the first peer feedback session.</strong></td>
</tr>
<tr>
<td>9/8</td>
<td>*Peer Review Video</td>
<td><em>If you fail to upload your draft for the peer review session, your participation grade and peer review grade will be affected.</em></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Peer Review Session</td>
<td><strong>Revise your draft and attend your conference</strong></td>
</tr>
<tr>
<td>9/10</td>
<td>Signing up for conferences</td>
<td><strong>Revise/Edit literacy narrative.</strong></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Class canceled for individual student conferences</td>
<td><strong>Revise/Edit literacy narrative.</strong></td>
</tr>
<tr>
<td>9/15</td>
<td><strong>Week 3</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>Week 4</strong></td>
<td></td>
</tr>
</tbody>
</table>

11
| Week 5 | Thursday 9/17 | Discuss:  
- Sequence 2  
- What is a Rhetorical Analysis?  
- "Reading Critically and Thinking Analytically" | Read: WT: “Citing, Quoting, Paraphrasing, and Summarizing Sources” (pp. 432-443).  
Respond to questions on Bb | Literacy narrative due at midnight through Bb |
|---------|----------------|----------------------------------|----------------------------------|----------------------------------|
| Week 6 | Tuesday 9/22   | - Discuss "Quoting, Paraphrasing, and Summarizing"  
- Go over sample summary  
- Introduce LSA1 | Relevant reading, PDF in Bb.  
Respond to questions on Bb and upload responses. | |
|         | Thursday 9/24  | Discuss relevant reading | Relevant readings.  
Respond to questions on Bb | |
|         | Tuesday 9/29   | Discussion of relevant readings and LSA1 | Read:  
- WT: “Arguments” (pp. 186-191, and pp. 195)  
- “Using Argumentative Strategies” (pp. 382394)  
Respond to questions on Bb. Continue working on LSA1 | |
|         | Thursday 10/1  | Discussion of “Arguments” chapter and “Using Argumentative Strategies.”  
- Application of argumentative strategies.  
- LSA2. | Begin working LSA2 | LSA1 due Friday 10/2 by midnight through Bb |
| Week 7 | Tuesday 10/6   | - Discussion of LSA2 and MWA2  
- Writing LSA2 | Continue working on LSA2 | |
|         | Thursday 10/8  | - Role of LSA2  
- Putting together MWA2 | Begin drafting and complete first draft of MWA2.  
Upload first draft of your rhetorical analysis to Bb for peer feedback session.  
If you fail to upload your draft for the peer review session, your participation grade and peer review grade will be affected. | LSA2 due by midnight through Bb |
| Week 8 | Tuesday 10/13  | Peer feedback session  
Sign up for conferences | Revise and edit MWA2 | |
<p>|         |                  | | Attend Conferences | |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Read:</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday 10/15</td>
<td>Class cancelled for student conferences</td>
<td>Continue Revising and Editing MWA2</td>
<td></td>
</tr>
<tr>
<td>Tuesday 10/20</td>
<td>-Introduction to Sequence 3.</td>
<td><strong>Read:</strong> - Re-visit “Citing, Quoting, Paraphrasing, and Summarizing Sources” (pp. 432-443)</td>
<td>MWA2 due by midnight through Bb.</td>
</tr>
<tr>
<td></td>
<td>-Discuss genres</td>
<td>-Relevant readings. <strong>PDF in Bb. Respond to questions in Bb and upload responses</strong></td>
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<tr>
<td></td>
<td>-Argument</td>
<td><strong>Write:</strong> Begin working on LSA</td>
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</tr>
<tr>
<td></td>
<td>-research introductions and annotated bibliographies</td>
<td><strong>Read:</strong> “Using MLA Style” (pp. 446-459) and documenting/citing sources</td>
<td></td>
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<tr>
<td>Thursday 10/22</td>
<td>Discuss:</td>
<td><strong>Write:</strong> Continue working on LSA</td>
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<td></td>
<td>-LSA components</td>
<td><strong>Read:</strong> Relevant reading and Swales CARS model handout</td>
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<tr>
<td></td>
<td>- relevant readings</td>
<td><strong>Respond to questions on Bb and upload responses</strong></td>
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<tr>
<td>Tuesday 10/27</td>
<td>Discuss: LSA</td>
<td><strong>Write:</strong> Continue working on LSA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Thesis + Citations and Annotations</td>
<td><strong>Read:</strong> Relevant reading and Swales CARS model handout</td>
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<tr>
<td></td>
<td>-MLA style and documenting/citing sources</td>
<td><strong>Respond to questions on Bb and upload responses</strong></td>
<td></td>
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<tr>
<td>Thursday 10/29</td>
<td>Discuss:</td>
<td><strong>Write:</strong> Continue working on LSA</td>
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<td></td>
<td>- LSA components</td>
<td><strong>Read:</strong> Relevant reading and Swales CARS model handout</td>
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<td></td>
<td></td>
<td><strong>Respond to questions on Bb and upload responses</strong></td>
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<tr>
<td>Tuesday 11/3</td>
<td>Discuss:</td>
<td><strong>Write:</strong> Continue working on LSA</td>
<td>LSA due by midnight through Blackboard</td>
</tr>
<tr>
<td></td>
<td>-Overview of LSA</td>
<td><strong>Read:</strong> Relevant reading and Swales CARS model handout</td>
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<tr>
<td></td>
<td>-Components of an argument</td>
<td><strong>Respond to questions on Bb and upload responses</strong></td>
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<tr>
<td></td>
<td>-Relevant reading and Swales CARS model</td>
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<td></td>
<td>-Research Introductions</td>
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<td>Thursday 11/5</td>
<td>-Continue discussion over research introductions</td>
<td>Begin drafting MWA3 and complete first draft.</td>
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<td></td>
<td>-Discuss drafting and composing MWA3</td>
<td>Upload first draft to Bb before class on Tuesday for peer feedback session.</td>
<td>If you fail to upload your draft for the peer review session, your participation grade and peer review grade will be affected.</td>
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**Week 10**

**Week 11**

**Week 12**
<table>
<thead>
<tr>
<th></th>
<th>Tuesday</th>
<th></th>
<th>Apply Revisions to MWA3 and attend conferences</th>
<th>***Last day to drop from regular term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 13</td>
<td>11/10</td>
<td>Peer Review Session</td>
<td>Apply Revisions to MWA3</td>
<td><strong>Peer Review Session</strong></td>
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<td>Sign up for conferences</td>
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<tr>
<td></td>
<td>Thursday 11/12</td>
<td>Class Cancelled for Student Conferences</td>
<td>Apply Revisions to MWA3</td>
<td><strong>Class Cancelled for Student Conferences</strong></td>
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<tr>
<td></td>
<td>Tuesday 10/17</td>
<td>Review for Final</td>
<td>-Begin working on Final</td>
<td><strong>Review for Final</strong></td>
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<td>Week 14</td>
<td></td>
<td>-TBA</td>
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<td><strong>-TBA</strong></td>
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<td></td>
<td>Thursday 11/19</td>
<td>-TBA</td>
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<td><strong>-TBA</strong></td>
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<td><strong>Final Due</strong></td>
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<td><strong>Final Due</strong></td>
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<td></td>
<td><strong>Finals</strong> (Nov. 20th- 24th)</td>
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<td><strong>Finals</strong> (Nov. 20th- 24th)</td>
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<tr>
<td></td>
<td><strong>Saturday, Nov. 21st</strong></td>
<td></td>
<td></td>
<td><strong>Saturday, Nov. 21st</strong></td>
</tr>
<tr>
<td></td>
<td><strong>8 AM:</strong> between 8 AM and 10 AM</td>
<td></td>
<td></td>
<td><strong>8 AM:</strong> between 8 AM and 10 AM</td>
</tr>
<tr>
<td></td>
<td><strong>2 PM:</strong> between 1 PM and 3 PM</td>
<td></td>
<td></td>
<td><strong>2 PM:</strong> between 1 PM and 3 PM</td>
</tr>
<tr>
<td></td>
<td><strong>Tuesday, Nov. 24th</strong></td>
<td></td>
<td></td>
<td><strong>Tuesday, Nov. 24th</strong></td>
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<tr>
<td></td>
<td><strong>12:30 PM:</strong> between 10:30 AM and 12:30 PM</td>
<td></td>
<td></td>
<td><strong>12:30 PM:</strong> between 10:30 AM and 12:30 PM</td>
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