



## English 1301: English Composition

**Meeting Days/Times for 140:** TR 8:00 AM-9:15 AM  
**Location:** A027  
**Meeting Days/Times for 150:** TR 9:30 AM-10:45 AM  
**Location:** A027  
**Meeting Days/Times for 170:** TR 12:30 PM-1:45 PM  
**Location:** A027

**Instructor:** Ms. Judith Gonzalez  
**E-mail:** [jgonzalez41@angelo.edu](mailto:jgonzalez41@angelo.edu)  
**Phone:** 325-486-6157

**Office:** Academic Building, Room 002  
**Office Hours:** MW: 10 AM- 12 PM;  
**TR:** 11 AM- 12 PM or by appointment (virtual or in person—mask required)

### 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.

<b>Core Objective</b>	<b>Course Student Learning Outcome</b>
<b><i>Critical Thinking</i></b>	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
<b><i>Communication</i></b>	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.
<b><i>Teamwork</i></b>	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.
<b><i>Personal Responsibility</i></b>	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.

### Required Texts and Materials:

- No textbook will be required for this class. Instead
- 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>. To log in, you'll need your Rampart 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/>

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

## **Attendance Policy/Tardiness Policy**

This class adheres to an attendance policy that allows for 4 unexcused absences. After a student has accumulated more than 4 unexcused absences, the student's grade will be lowered by one letter grade for each absence. If a student accumulates 8 unexcused absences, the student cannot pass the course. For an absence to be excused students must provide documentation in a timely fashion testifying to their legitimate absence such as a doctor's note or notice from ASU Student Affairs.

In addition to attending class, please make sure to make it to class on time. Tardies, like absences, will be recorded. Once a student accumulates 3 tardies, they will receive an absence—3 tardies = 1 absences.

## **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. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](#) for more information.

## **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

For information regarding COVID-19, please reference the university COVID-19 page: <https://www.angelo.edu/covid-19/>. Because of the uncertainty surrounding the virus, policies and protocols are subject to change as the semester progresses. Therefore, students are encouraged to keep updated on the policies and protocols surrounding COVID-19. Each class period, I will verify you have completed your daily Wellness screening. Please have that information visible as you enter the classroom.

Should any change to the syllabus and course become necessary, I will make sure to inform you as soon as possible either through Blackboard and/or e-mail. Please make sure to check Blackboard and your e-mails daily and frequently. It is your responsibility to keep up with any updates regarding this course.

## General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook](#)
- [Angelo State University Catalog](#)

## Classroom Decorum

### 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

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:

- **Headphones/Pods:** Using your phone 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. 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 [course-related files downloaded from Blackboard, and/or to take class notes] only.

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## 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.***

As mentioned, you will be turning in all work online through Blackboard. I will provide an assignment submission link for each assignment. Be advised that **submission links will disappear** some time after the assignment due date and time. Once the submission links disappear you will be unable to turn in your assignment unless you contact me and arrange an alternate way to turn in your assignment. Again, it is up to me whether I allow you to submit your assignment late or not-- it will all depend on the circumstances that rendered you unable to turn in your work on time.

**\*\*\*YOU MAY NOT E-MAIL ME ANY ASSIGNMENTS WITHOUT MY PERMISSION. If you do, I will NOT grade them. All assignments must be submitted through Blackboard.**

**\*\*\*If you submit an assignment more than 3 days late and you fail to contact me about it, you will receive an automatic zero.**

## **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.

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## Grade Determination:

Your semester grade will be determined as follows:

### Percentage Allocation

Assignment	Percentage
Final	15%
Sequence 1	15%
Sequence 2	20%
Sequence 3	30%
Participation	15%
Peer Review	5%

### Grade Determination

Course Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Grading standards for individual writing assignments will be distributed as separate handouts.

## Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 [Grading Procedures](#) for more information.

## Student Disability Services

ASU 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 of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at [ADA@angelo.edu](mailto:ADA@angelo.edu). For more information about the application process and requirements, visit the Student Disability Services website at [www.angelo.edu/ADA](http://www.angelo.edu/ADA). The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dr. Dallas Swafford, Director of Student Disability Services

**Phone:** 325-942-2047

**Email:** [dallas.swafford@angelo.edu](mailto:dallas.swafford@angelo.edu)

**Office:** Houston Harte University Center, 112

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## **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/>.

### **Student Conduct Policies:**

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU. The College of Science and Engineering adheres to the Statement of [Academic Integrity](#)

#### **Plagiarism**

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#) in the Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality via Turnitin. Resources to help you understand this policy better are available at the [ASU Writing Center](#).

\*\*\*In this class we will discuss how to ethically incorporate other's writing and ideas into your writing as well.

#### ***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/>.

### **COPYRIGHT POLICY**

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers

### **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.

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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 sessions 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/](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](http://www.angelo.edu/incident-form)
- Face to Face: Mayer Administration Building, Room 210
- Phone: 325-942-2022
- Email: [michelle.miller@angelo.edu](mailto:michelle.miller@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](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 or where you fail to follow proper e-mail etiquette, 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/>

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*Course Calendar*

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**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-Textbook I will provide many readings from in PDF form.



|        | <i>Date</i>      | <i>In-Class</i>                                                                                                                                                                                                                         | <i>Homework</i>                                                                                                                                                                                                                                                                                           | <i>Assignment Due</i> |
|--------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Week 1 | Tuesday<br>8/24  | Discuss:<br><ul style="list-style-type: none"> <li>• Course focus and Syllabus</li> <li>• using Blackboard (Bb)</li> <li>• ice breaker activity-discussion board</li> </ul>                                                             | <b>Read:</b><br><ul style="list-style-type: none"> <li>• the syllabus;</li> <li>• Gee's notions of "Discourses" excerpt in Blackboard (Bb)</li> </ul><br><ul style="list-style-type: none"> <li>• Complete icebreaker activity</li> </ul> <b>Respond to questions posted in Bb and submit them to Bb.</b> |                       |
|        | Thursday<br>8/26 | Discuss:<br><ul style="list-style-type: none"> <li>• Literacy, James Paul Gee's notions of "Discourses," and "Discourse Communities"</li> </ul><br><ul style="list-style-type: none"> <li>•the literacy narrative assignment</li> </ul> | <b>Read:</b> Excerpts from Deborah Brandt's "Sponsors of Literacy" (pp. 165-top of 173);<br><br><b>PDF available in Bb Respond to questions posted in Blackboard and upload response.</b>                                                                                                                 |                       |
| Week 2 | Tuesday<br>8/31  | Discuss: The terms "literacy," "literacy sponsor," "literacy narrative," and "discourse community" continued                                                                                                                            | <b>Read:</b><br><ul style="list-style-type: none"> <li>• "Key Features of a Literacy Narrative," (42- top of 43)</li> <li>• Read sample literacy Narratives</li> </ul><br><b>PDF available in Bb Blackboard. Respond to questions on Bb and upload your responses.</b>                                    |                       |
|        | Thursday<br>9/2  | <ul style="list-style-type: none"> <li>• Key features of literacy narrative, sample literacy Narratives, and use of narrative strategies</li> </ul>                                                                                     | <b>Read:</b><br>"A Guide to Writing Literacy Narratives" "Narrating," and "Dialogue"                                                                                                                                                                                                                      |                       |
| Week 3 | Tuesday<br>9/7   | Discuss:<br><ul style="list-style-type: none"> <li>• Guide to Writing Literacy Narratives, narrating, dialogue;</li> <li>• selecting the topic and focus of the literacy narrative</li> </ul>                                           | <b>Read:</b> • WT: "Inventing Ideas and prewriting" (pp. 297-307), and<br><ul style="list-style-type: none"> <li>• "Organizing and Drafting" (pp. 310-318)</li> </ul>                                                                                                                                     |                       |

|        |                  |                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                     |                                                      |
|--------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
|        | Thursday<br>9/9  | <ul style="list-style-type: none"> <li>• Selecting the topic and focus of the literacy narrative;</li> <li>• incorporating narrative Strategies</li> <li>• Developing and organizing the literacy narrative.</li> </ul> --Sign up for one-on-one conferences with the instructor | <b>Read:</b> <ul style="list-style-type: none"> <li>• “Revising and Editing” (pp. 346-358)</li> <li>• Straub’s “Responding—Really Responding—to Other Students’ Writing” PDF available in Bb</li> </ul>                             |                                                      |
| Week 4 | Tuesday<br>9/14  | Learning how to peer review/edit classmates’ drafts<br>*Peer Review Video                                                                                                                                                                                                        | Upload first draft of literacy narrative to Bb for the first peer feedback session.<br><i><b>If you fail to upload your draft for the peer review session, your participation grade and peer review grade will be affected.</b></i> |                                                      |
|        | Thursday<br>9/16 | Peer Review Session<br>Signing up for conferences                                                                                                                                                                                                                                | Revise your draft and attend your conference                                                                                                                                                                                        |                                                      |
| Week 5 | Tuesday<br>9/21  | Class canceled for individual student conferences                                                                                                                                                                                                                                | Revise/Edit literacy narrative.                                                                                                                                                                                                     |                                                      |
|        | Thursday<br>9/23 | Discuss:<br>-Sequence 2<br>-what is a Rhetorical Analysis?<br>-"Reading Critically and Thinking Analytically"                                                                                                                                                                    | <b>Read:</b> WT: “Citing, Quoting, Paraphrasing, and Summarizing Sources” (pp. 432-443).<br>Respond to questions on Bb                                                                                                              | <b>Literacy narrative due at midnight through Bb</b> |
| Week 6 | Tuesday<br>9/28  | -Discuss “Quoting, Paraphrasing, and Summarizing”<br>-Go over sample summary<br>-introduce LSA1                                                                                                                                                                                  | Relevant reading. PDF in Bb.<br><br><b>Respond to questions on Bb and upload responses.</b>                                                                                                                                         |                                                      |
|        | Thursday<br>9/30 | Discuss relevant reading                                                                                                                                                                                                                                                         | Relevant readings.<br><b>Respond to questions on Bb</b>                                                                                                                                                                             |                                                      |
|        | Tuesday<br>10/5  | Discussion of relevant readings and LSA1                                                                                                                                                                                                                                         | <b>Read:</b> <ul style="list-style-type: none"> <li>• WT: “Arguments” (pp. 186-191, and pp. 195)</li> <li>• “Using Argumentative Strategies” (pp. 382394)</li> </ul> Respond to questions on Bb.<br>Continue working on LSA1        |                                                      |

|         |                   |                                                                                                                                                |                                                                                                                                                                                                                                                                                      |                                         |
|---------|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| Week 7  |                   |                                                                                                                                                |                                                                                                                                                                                                                                                                                      |                                         |
|         | Thursday<br>10/7  | Discussion of “Arguments” chapter and “Using Argumentative Strategies.”<br>-Application of argumentative strategies.<br>-LSA2.                 | Begin working LSA2                                                                                                                                                                                                                                                                   | <b>LSA1 due by midnight through Bb</b>  |
| Week 8  | Tuesday<br>10/12  | -Discussion of LSA2 and MWA2<br>--writing LSA2                                                                                                 | Continue working on LSA2                                                                                                                                                                                                                                                             |                                         |
|         | Thursday<br>10/14 | --role of LSA2<br>--putting together MWA2                                                                                                      | Begin drafting and complete first draft of MWA2.<br><br>Upload first draft of your rhetorical analysis to Bb for peer feedback session.<br><br><i>If you fail to upload your draft for the peer review session, your participation grade and peer review grade will be affected.</i> | <b>LSA2 due by midnight through Bb</b>  |
| Week 9  | Tuesday<br>10/19  | Peer feedback session<br><br>Sign up for conferences                                                                                           | Revise and edit MWA2<br><br>Attend Conferences                                                                                                                                                                                                                                       |                                         |
|         | Thursday<br>10/21 | Class cancelled for student conferences                                                                                                        | Continue Revising and Editing MWA2                                                                                                                                                                                                                                                   |                                         |
| Week 10 | Tuesday<br>10/26  | -Introduction to Sequence 3.<br><br>-Discuss genres<br>-Argument<br>-research introductions and annotated bibliographies<br><br>-Introduce LSA | -Relevant readings. <b>PDF in Bb. Respond to questions in Bb and upload responses</b><br><br><b>Write:</b> Begin working on LSA                                                                                                                                                      | <b>MWA2 due by midnight through Bb.</b> |
|         | Thursday<br>10/28 | Discuss:<br>-LSA components<br>- relevant readings<br><br>- Swales CARS model<br>-Research Introductions                                       | <b>Read:</b><br>-WT: Re-visit “Citing, Quoting, Paraphrasing, and Summarizing Sources” (pp. 432-443)<br><br>-Relevant readings. <b>PDF in Bb. Respond to questions in Bb and upload responses</b><br><br><b>Write:</b> Continue working on LSA                                       |                                         |

|         |                   |                                                                                                              |                                                                                                                                                                                                                                                                                      |                                                                             |
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| Week 11 | Tuesday<br>11/2   | Discuss: LSA and relevant readings in context<br><br>-parts of argument<br><br>-Thesis + Outline             | <b>Write:</b> Continue working on LSA—Draft Research Introduction                                                                                                                                                                                                                    |                                                                             |
|         | Thursday<br>11/4  | Discuss: LSA components<br><br>-Continue discussion over research introductions and outline                  | <b>Write:</b> Continue working on LSA—begin drafting outline<br><br><b>Read:</b> “Using MLA Style” (pp. 446-459) and documenting/citing sources                                                                                                                                      |                                                                             |
| Week 12 | Tuesday<br>11/9   | Discuss: LSA<br>- Annotated Bibliographies<br>-Supporting an argument<br><br>-MLA Citations                  | <b>Write:</b> complete LSA<br><br>-- Begin drafting MWA3: begin by working on MLA Citations                                                                                                                                                                                          | <b>LSA due by midnight through Blackboard</b>                               |
|         | Thursday<br>11/11 | --Continue Discussion of MLA Citations<br><br>-Going from outline to annotated bib.                          | <b>Write:</b> continue working on MWA3                                                                                                                                                                                                                                               |                                                                             |
| Week 13 | Tuesday<br>11/16  | -Discuss drafting and composing MWA3                                                                         | Continue working on MWA3                                                                                                                                                                                                                                                             |                                                                             |
|         | Thursday<br>11/18 | -Continue discussion over research introductions + annotated bib<br><br>-Discuss drafting and composing MWA3 | Begin drafting MWA3 and complete first draft.<br><br>Upload first draft to Bb before class on Tuesday for peer feedback session.<br><br><i><b>If you fail to upload your draft for the peer review session, your participation grade and peer review grade will be affected.</b></i> |                                                                             |
| Week 14 | Tuesday<br>11/23  | Peer Review Session<br><br>Sign up for conferences                                                           | Apply Revisions to MWA3 and attend conferences                                                                                                                                                                                                                                       | <b>*Nov. 22<sup>nd</sup> ***Last day to drop from regular term semester</b> |
|         | Thursday          | <b>Thanksgiving Holiday</b>                                                                                  |                                                                                                                                                                                                                                                                                      |                                                                             |

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|                                                                | 11/25            | Nov. 24 <sup>th</sup> -26 <sup>th</sup>                                                                                                                                                                                                                                                                       |                         |                             |
| Week 15                                                        | Tuesday<br>11/30 | Class Cancelled for Student Conferences                                                                                                                                                                                                                                                                       | Apply Revisions to MWA3 |                             |
|                                                                | Thursday<br>12/2 | Review for Final                                                                                                                                                                                                                                                                                              | -Begin working on Final | <b>MWA3 due at midnight</b> |
| Week 16<br>Finals<br>(Dec. 6 <sup>th</sup> -10 <sup>th</sup> ) |                  | <p style="text-align: center;"><b>Final Due</b><br/> <u>Tuesday, Dec. 7<sup>th</sup></u><br/> <b>8 AM:</b> between 8 AM and 10 AM</p> <p style="text-align: center;"><u>Thursday, Dec. 9<sup>th</sup></u><br/> <b>9:30 AM:</b> between 8 AM and 10 AM<br/> <b>12:30 PM:</b> between 10:30 AM and 12:30 PM</p> |                         |                             |