

ENGLISH 1301.030: English Composition

1301.030: MWF 11-11:50AM • Room: Academic Building 013

Instructor: Ashlee M. Havlak



Email: ahavlak1@angelo.edu

Phone: (325) 486-6154

Office Location: Academic Building 021D

Office Hours: MW: 12:00pm-1:30pm

You will need to wear a mask if you choose to visit me in my office during office hours. Virtual options for meeting with me include calling me on the phone or meeting with me through Blackboard Collaborate.

If these times do not work with your schedule, we can schedule an appointment on a day and at time convenient for both of us.



English 1301 Learning Goals and Outcomes

The official description of this class is as follows: “Emphasizing the writing process, the course offers abundant practice in producing effective prose essays as well as in analyzing and discussing selected readings.” More specifically, though, we’ll focus on learning to analyze a variety of writing scenarios and respond to them appropriately. Why? 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. This semester you’ll work on becoming a flexible writer who can transfer what you’ve learned in 1301 to new writing contexts.

The table below lists specific core objectives and student learning outcomes for this course.

Core Objective

Course Student Learning Outcome

Critical Thinking

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.

Communication

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

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.

*Personal
Responsibility*

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.

Prerequisites: Completion of English Texas Success Initiative (TSI) requirements.



Required Textbook

Johnson-Sheehan, Richard and Charles Paine. *Writing Today*, 4th edition. New York: Pearson, 2018.



Digital Technology Requirements

Blackboard Access

I rely heavily on [Blackboard](#) tools to teach this class. To log in, you will need your Banner log-in credentials.

Resource Repository

I will post the syllabus, writing assignment prompts and rubrics, daily homework instructions, in-class materials and instructions, and additional resources (videos, handouts, etc.) in our course Blackboard page. Be sure you routinely check our Blackboard course page for detailed homework instruction, some learning materials that were used/discussed in class, and assignment deadlines.

Assignment Submissions

You will submit all homework and writing assignment responses through Blackboard.

Microsoft Word

All assignments must be submitted in Microsoft Word format. You cannot upload links to Google Docs within Blackboard.

As an ASU student, you have **free access** to [Office 365](#), which includes MS Word. Visit the Office 365 website and log in with your ASU email and password. You can download the software onto your computer or compose and save writing within the site's cloud-based storage.

Adobe Acrobat Reader

You will need Adobe Acrobat Reader to download some reading assignments and other course materials.



Technical Support

If you are having technical issues with Blackboard, contact technical support one of the following ways:

Phone: 325-942-2911 or toll free at 1-866-942-2911

Web: www.angelo.edu/services/technology/

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



Email Communication Protocol

If I need to contact you, I will email your Angelo State email address. Get in the habit of checking your email regularly.

If you need to contact me, email me at ahavlak1@angelo.edu. I will check email periodically between 9:00am and 5:00pm Monday-Friday. I will not respond to email messages after 5:00pm or on weekends, so if you email me at 2AM on a Saturday, I will not get the message until Monday morning at 9:00am.

When you send an email, remember to use professional email etiquette:

- send the email from your ASU student account,
- include an appropriate subject in the subject line,
- include a formal greeting (Dear Ms/Mr.),
- state your name and the class you are enrolled in,
- include a clear description of the question or problem, and
- avoid using “textspeak” (e.g., all lower-case letters, acronyms, lack of punctuation among sentences) within this professional exchange --doing so not only establishes an informal tone, inappropriate for this writing situation, but it also makes it difficult to read and therefore understand your message.



Grade Determination

Your semester grade will be determined as follows:

Percentage Allocation

<i>Assignment</i>	<i>Percentage</i>
Final Portfolio	30%
Sequence 1	10%
Sequence 2	15%
Sequence 3	25%
Participation	10%
Reflections	5%
Peer Workshops	5%

Final Grade

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

Specific assignment prompts and rubrics will be distributed as separate handouts.

Final Portfolio

The portfolio is the culmination of all you've learned over the course of the semester, and it is graded accordingly. Worth 30% of your grade, it consists of two previously submitted major writing assignments that have been extensively revised during the last few weeks of class. **Be sure to retain copies of all graded Major Writing Assignments (MWAs) because you will need these drafts to complete the final portfolio submission.** You will also compose a reflective piece in which you will articulate what you have

learned throughout the semester and how you went about revising and editing portions of the portfolio. I will distribute a separate prompt for the portfolio later in the semester.

Participation

Participation will constitute 10 percent of your final grade. I factor in the following when determining your participation grade: graded homework assignments, any reading quizzes, and graded in-class work. You must be present to receive credit for graded in-class participation activities.

Peer Workshops

All students will participate in writing workshops for each of their major writing assignments. Your grade for these workshops will constitute 5% of your course grade.

Think about your favorite piece of writing; this may be a magazine article, a book, a poem, a comic, a song, anything. What seems like a perfect, polished piece was at one time a rough draft, and through a series of big and small changes the author molded it into the memorable text that you know. The author most likely asked a few trusted colleagues to read and give them feedback about what was working well and what could be improved.

Peer feedback can help you decide how you should spend your time and energy revising and editing your work. Your peers can often identify unclear or inaccurate information you may not be aware of and then offer strategies for better achieving your purpose and more clearly communicating this to a reader. Plus, your peers are writing the same assignment and thus may be able to offer tips for better conceptualizing and responding to the assignment prompt.

However, not all writers bring the same experiences with and knowledge of how to give and use peer feedback. Plus, you may have even had negative experiences with peer review throughout your educational career. In this class, you and your peers will receive instruction in how to give and incorporate useful feedback, and you'll get several opportunities to practice doing so. In fact, learning to give and use peer feedback fulfills one of this course's learning goals: teamwork. As with any routine, we will experiment and make changes to determine what most effectively serves the needs of the group and the individual.

Writing Assignment Submission

- You will submit all writing assignments through designated Blackboard links. All assignments must be submitted in MS Word format or PDF.
- Prompts for all major and minor writing assignments will specify the format you should use (font style/size, margins, page number placement, etc.).
- If you fail to submit any of the major writing assignments (MWAs), you will not pass the course.

Late Work

I *do not* accept late work. If you have an emergency of some sort that prevents you from submitting 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 juggling various aspects of your life throughout the semester poses a challenge. Once a semester I will give you an additional **48 hours** to submit a major writing assignment late without penalty. You will need to inform me through email that you are using your late pass before the initial due date. Upon applying your "late pass," I'll note it on the assignment and in my records. I will not accept any subsequent late assignments.



Attendance Policies

Unexcused Absences

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, so do your best to attend every class period.

- You can miss **six** classes (two weeks) without penalty to your final grade.
- Being absent does not exempt you from assigned readings, homework responses, in-class workshops, peer workshops, or major writing assignment deadlines. It is still your responsibility to check Blackboard for and ask me about due dates and any missed course material.
- If you accumulate **more than six** unexcused absences, your final grade will be lowered by five points for each absence.
- If you accumulate more than **nine unexcused absences**, you cannot pass the course.

Excused Absences

- *Student Athlete*: If you are a student athlete and need to miss class for a competition, you must provide documentation from your coach or Academic Affairs noting the date(s) you will be absent. Before you leave town for a competition, be sure to chat with me about what you need to do or submit to keep up with course work.
- *Illness*: If you test positive for COVID-19, you need to contact the [Office of Student Affairs](#) immediately so your professors may be informed. If you come into contact with someone who has tested positive for COVID-19 or are experiencing symptoms and therefore need to quarantine, register this through the wellness screening ASU app.

To be excused from attending class for COVID-related illness, one of the following types of documentation must be provided:

- Doctor's note stating not to attend class on the day(s) missed,
- Official University document stating not to attend class on the day(s) missed, or
- Screenshot of a failed submitted daily wellness check for the day(s) missed.

Exceptions to the illness policy will be made on a case-by-case basis. I realize your personal circumstances may cause you to have to miss class for reasons other than those listed above. For prolonged absences due to serious illness, emergency, or other crisis, please contact me as soon as possible so we can discuss protocol for attending class remotely, gaining access to class lecture materials, and making up missed work. I'm here to help.

For prolonged absences due to serious illness, emergency, or other crisis, please contact me as soon as you are able so we can discuss protocol for attending class remotely, gaining access to class lecture materials, and making up missed work.

Tardiness

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. If you have a chronic issue that makes you late for class, please discuss it with me.

Leaving Early

If you leave class early, you will be counted absent, unless you have extenuating circumstances and have discussed them with me beforehand.

Writing 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 about your work. 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. Conferences will take place in my office, over Blackboard Collaborate, or over the phone. If you prefer to meet with me in person, you will have to wear a mask while in my office. If you prefer not to mask, we can meet via Blackboard Collaborate or over the phone. Set a reminder for your conference appointment and show up on time because **missing a conference counts as two class absences**. If you cannot make the date/time you scheduled, notify me at least 24 hours prior to your appointment so we can reschedule.



Other Class Policies

Classroom Decorum

ASU students and instructors are bound by the terms of the *Code of Student Conduct*, which is published in the [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 and the instructor with respect.
- **Food and Drink:** Per English and Modern Languages Departmental policy, students are not allowed to bring food and drink into classrooms. At least three good reasons for this department policy are the following: Respect for the focus and attention necessary for classroom learning, respect for the cleanliness of classrooms and classroom equipment, and respect for our housekeeping staff and their work in cleaning and maintaining our common workspaces.
- **Sleeping in Class:** You are also not allowed to sleep in class. This does not frequently happen because much of the instruction includes discussion and hands-on learning methods such as group activities or in-class writing of some sort. However, the first time I catch you sleeping, I will wake you up. If it happens subsequently, I will ask you to leave class and count you absent for the day. If you have a personal situation that causes you to fall asleep in class, please discuss this with me.

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:

<p><i>Headphones</i></p> <p>i</p>  <p>Please remove your headphones or earbuds and put them away before class begins.</p>	<p><i>Cell Phones</i></p> <p>ii</p>  <p>During class, you are unavailable to answer calls or send/receive text messages. However, 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.</p>	<p><i>Laptops/Tablets</i></p> <p>iv</p>  <p>iii</p> <p>You may use a tablet or laptop to access an electronic version of the textbook or course-related files downloaded from Blackboard or to take class notes only.</p>
--	--	--

Penalties for Violating the Electronic Device Policy: If I notice you are using your cell phone, tablet, or laptop in class for purposes other than those outlined above (e.g., for texting, checking social media, surfing the Internet for irrelevant content) or listening to music in class, the first time it occurs, I will call you out in class and ask you to put your device away. The second time it occurs, I will ask you to leave class and count you absence.



Using Student Writing in the Classroom

I often bring student writing into the classroom for discussion or workshops because you can learn things from your peers' writing that are hard to learn from any other source. However, I will only use your writing as a model if I get permission from you beforehand.

University Policies

COVID-19 Safety Standards

Students are expected to be familiar with ASU's COVID-19 safety standards and protocol, which can be located here: <https://www.angelo.edu/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.

Title IX

The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating

violence), and stalking. As a faculty member, I am a Responsible Employee, meaning I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance.

Students are encouraged to report any incidents of sexual misconduct directly to ASU's Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator:

Michelle Miller, J.D.
Director of Title IX Compliance/Title IX Coordinator
Mayer Administration Building, Room 210
325-486-6357
michelle.miller@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you wish to speak to someone about an incident in confidence, you may contact the University Health Clinic and Counseling Center at 325-942-2173 or the ASU Crisis Helpline at 325-486-6345.

For more information about Title IX in general, you may visit <https://www.angelo.edu/current-students/title-ix/>.

Accommodation Statement

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.

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 properly acknowledging the source.

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** (even if it was for a 1301 course you took and dropped), and
- Submitting writing that was substantially edited by another person.

Procedures for Handling Plagiarism Cases

If an instructor thinks a student may have plagiarized, they will follow these steps:

- Meet privately with the student to discuss the assignment in question and the evidence of plagiarism,
- Identify the appropriate consequence, and
- 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 ASU's Academic Integrity policy.

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.



Student Support Services

College students often experience issues that may interfere with academic success such as academic stress, sleep problems, juggling responsibilities, life events, relationship concerns, or feelings of anxiety, hopelessness, or depression. If you or a friend is struggling, I strongly encourage you to seek support. Helpful, effective academic resources as well as confidential mental health services are available on campus.¹

- If you are struggling with this class, please visit during office hours or contact me by email at ahavlak1@angelo.edu
- Check in with your academic advisor if you are struggling in multiple classes, unsure whether you are making the most of your time at ASU, or unsure what academic resources are available at ASU.
- If you or are experiencing a mental health crisis, please avail yourself of ASU's no-charge counseling services. Visit ASU's [Counseling Services](#) in person or call the ASU Crisis Line at 325-486-6345.

ASU's Writing Center

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: locating an angle, writing a thesis, organizing ideas, developing paragraphs, locating grammar and punctuation errors, documenting sources, etc.; however, tutors **do not edit or proofread papers**. To learn more about their services, visit the Writing Center's [website](#).

¹ Verbiage borrowed from Counseling and Psychiatric Services, "Syllabus Language," *Michigan State University*, n.d., caps.msu.edu/faculty-staff/Syllabus-Language.html

Course Calendar

Note: This schedule provides the topics, readings, due dates, and holidays throughout the semester. I reserve the right to alter content and due dates based on class needs. These changes will be announced in class and through the Blackboard course site.

Bb=Blackboard

WT=*Writing Today*

	<i>Date</i>	<i>In-class Topic</i>	<i>Homework Before Next Class</i>	<i>Assignments Due</i>
Week 1	Wednesday 1/19	Course focus and syllabus; using Blackboard (Bb); the introductory letter assignment; ice breaker activity—an introduction	<p>Read:</p> <ul style="list-style-type: none"> • “Discourse Communities and the Rhetorical Situation” on pp. 25-26 of <i>Writing Today</i> • “Understanding Discourse Communities” by Dan Melzer (pp. 100-105) • Defining “Discourse Community” handout <p>Write:</p> <ul style="list-style-type: none"> • Reading response questions • Begin drafting the “What is Good Writing?” letter. It is due through Blackboard link on Sunday, January 21, before 11:59pm. <p>Bring your textbook and the printed versions of the “Discourse Community” handout.</p>	

	Friday 1/21	Discuss the concept of “discourse community”; begin ice breaker activity; introductory letter reminder	Write: Complete the “What is Good Writing?” introductory letter	“What is Good Writing?” introductory letter due Sunday, 1/21 before 11:59pm
	Date	In-class Topic	Homework Before Next Class	Assignments Due
Week 2	Monday 1/24	Finish ice breaker activity; introductory letter responses; discourse communities, rhetorical situations, and ENGL 1301	Read: <ul style="list-style-type: none"> • Sequence 1 prompts (PDF in Bb) • Chapter 1: Writing and Genres—in <i>Writing Today (WT)</i> • Chapter 2: Topic, Angle, Purpose in <i>WT</i> • Chapter 3: Readers, Contexts, and Rhetorical Situations in <i>WT</i> Bring your textbook to class!	
	Wednesday 1/26	Introduction of the literacy narrative assignment; logic of “sequences”; the literacy narrative’s rhetorical situation	Read: <ul style="list-style-type: none"> • Chapter 6: Memoirs in <i>WT</i> • “Se Habla Español” (PDF in Bb) Bring your textbook to class!	
	Friday 1/28	Writing narratives and the example literacy narrative	Read: <ul style="list-style-type: none"> • “Literacy Behind Bars” (PDF available in Bb) • “52 Cards and A Loaded Gun”(PDF in Bb) • “Bike Life, My Life” (PDF in Bb) 	

			<i>Write:</i> Begin drafting LSA1	
	<i>Date</i>	<i>In-class Topic</i>	<i>Homework Before Next Class</i>	<i>Assignments Due</i>
Week 3	Monday 1/31	The sample literacy narratives' uses of narrative strategies continued	<i>Read:</i> <ul style="list-style-type: none"> • “Coloring Outside the Lines” (PDF in Bb) • “Drawing a Blank” (PDF in Bb) 	
	Wednesday 2/2	The sample literacy narratives' uses of narrative strategies continued; writing LSA1	<i>Write:</i> Continue drafting LSA1	
	Friday 2/4	Writing LSA1 Mini lesson: Using quotation marks versus underlining titles; <i>integrating quotes</i> into LSA1	<i>Read:</i> <ul style="list-style-type: none"> • Chapter 16: Inventing Ideas and Prewriting in <i>WT</i> • Chapter 22: Using Basic Rhetorical Patterns (pp. 370-372) in <i>WT</i> Bring your textbook to class!	
	<i>Date</i>	<i>In-class Topic</i>	<i>Homework Before Next Class</i>	<i>Assignments Due</i>
Week 4	Monday 2/7	Selecting the topic and focus of the literacy narrative; incorporating narrative strategies	<i>Review:</i> <ul style="list-style-type: none"> • Chapter 3: Readers, Contexts, and Rhetorical Situations in <i>WT</i> <i>Read:</i>	LSA1 due by midnight. Submit through Blackboard.

		<i>Sign up for one-on-one conferences with the instructor</i>	<ul style="list-style-type: none"> • Chapter 17: Organizing and Drafting in <i>WT</i> • Chapter 21: Developing Paragraphs and Sections in <i>WT</i> • Anne Lamott’s “Shitty First Drafts” (PDF in Bb) 	
	Wednesday 2/9	Profiling readers; developing and organizing the literacy narrative Mini lesson: Punctuating and integrating dialogue/quotes; writing titles	Read: Richard Straub’s “Responding—Really Responding—To Other Students’ Writing” (PDF in Bb)	
	Friday 2/11	Learning how to peer review/edit classmates’ drafts.	Write: Post the first draft of your literacy narrative before 2/14’s class for the first peer feedback session. Reply to the Peer Review forum on Blackboard by 11:59 pm of 2/14. <i>If you fail to participate for the Blackboard peer review session, you will receive an absence and will need to make up the session outside of class.</i>	Post your first draft before Sunday, 11:59pm
	<i>Date</i>	<i>In-class Topic</i>	<i>Homework Before Next Class</i>	<i>Assignments Due</i>
	Monday 2/14	Online Peer review session	Write: <ul style="list-style-type: none"> • Submit Revise Plan • Revise your draft and attend your conference. 	Peer review posts due in Blackboard forum by 11:59pm.

Week 5	Wednesday 2/16	Class cancelled for conferences. Attend your conference at the day/time you selected. <i>If you fail to attend your conference, you will receive an absence for 2/16 and 2/18.</i>		
	Friday 2/18	Class cancelled for conferences. Attend your conference at the day/time you selected. <i>If you fail to attend your conference, you will receive an absence for 2/16 and 2/18.</i>	<i>Write:</i> Revise/Edit literacy narrative. The literacy narrative is due Monday, 2/21.	

Sequence 2

	<i>Date</i>	<i>In-class Topic</i>	<i>Homework Before Next Class</i>	<i>Assignments Due</i>
Week 6	Monday 2/21	Reflecting on your writing process; Introduce Sequence 2 prompt	<i>Write:</i> Your reflection for the Literacy Narrative assignment. It is due through Bb by midnight on 2/25. <i>Review:</i> Chapter 2: Topic, Angle, Purpose and Chapter 3: Readers, Contexts, and Rhetorical Situations in <i>WT</i>	Literacy narrative due 2/21 before 11:59pm pm Bb.
	Wednesday 2/23	Analyzing Sequence 2's rhetorical situation/audience	<i>Read:</i> Selected reading for Sequence 2 and "Chapter 4: Reading Critically, Thinking Analytically" in <i>WT</i>	
	Friday 2/25	Reading strategies and one reading for Sequence 2 ; reading critically, choosing a topic	<i>Read:</i> Sequence 2 readings	Literacy Narrative Reflection due by midnight. Submit through Blackboard.

	<i>Date</i>	<i>In-class Topic</i>	<i>Homework Before Next Class</i>	<i>Assignments Due</i>
Week 7	Monday 2/28	Summary Beginning	Read: read ch. 27 in WT	
	Wednesday 3/2	Summary vs. Analysis	Read: Summary Vs. Analysis in Bb	
	Friday 3/4	Summary Assignment discussion; identifying key points	Write: Summary Assn. Review: Chapter 16: Inventing Ideas and Prewriting in <i>WT</i>	

	<i>Date</i>	<i>In-class Topic</i>	<i>Homework Before Next Class</i>	<i>Assignments Due</i>
Week 8	Monday 3/7	Invention strategies for MWA2; Introduce Sequence 2 LSA prompt	Write: Complete Summary Read: Ch. 23 in <i>WT</i> on argumentative strategies Watch: How to analyze a speech (rhetorical devices) in 3 steps	Summary Assignment due via Blackboard by midnight.
	Wednesday 3/9	Ethos Pathos Logos	Read: Ch. 10 of <i>WT</i> on rhetorical analysis Read Ch. 22 on “using basic rhetorical patterns”	complete “Reading 2” activity in <i>WT</i> found on pages 158-162, due Thursday, 3/10 before midnight
	Friday 3/11	Ethos Pathos Logos Cont’d	Read: TBA Write: Complete LSA2	Work on Sequence 2 LSA1

SPRING BREAK 3/14 - 3/18

	<i>Date</i>	<i>In-class Topic</i>	<i>Homework Before Next Class</i>	<i>Assignments Due</i>
Week 9	Monday 3/21	Drafting MWA2; Establishing Credibility; Memo format	<i>Read:</i> TBA	Seq. 2 LSA due Monday, 3/21 before 11:59pm.
	Wednesday 3/23	Drafting MWA2; Introductions and Conclusions	<i>Review:</i> Chapter 17: Organizing and Drafting in <i>WT</i>	
	Friday 3/25	Drafting/editing MWA2; review of effective peer review strategies	<p><i>Write:</i> Draft MWA2 and post to Blackboard forum before 3/28 class for peer feedback.</p> <p><i>If you fail to post a draft into the Blackboard forum and participate in peer review, you will be counted absent for 3/28.</i></p>	

	<i>Date</i>	<i>In-class Topic</i>	<i>Homework Before Next Class</i>	<i>Assignments Due</i>
Week 10	Monday 3/28	Online Peer feedback session for MWA2	<i>Write:</i> Revise/edit MWA2 draft	
	Wednesday 3/30	Class cancelled for conferences. Attend your conference at the day/time you selected. <i>If you fail to attend your conference, you will receive absences for 3/30 and 4/1.</i>	<i>Write:</i> Revise/edit MWA2 draft. Due in Blackboard before 11:59pm on 4/4.	

	Friday 4/1	Class cancelled for conferences. Attend your conference at the day/time you selected. <i>If you fail to attend your conference, you will receive absences for 3/30 and 4/1.</i>	Write: Revise/edit MWA2 draft. Due by 11:59pm on 4/4.	
--	----------------------	--	--	--

Sequence 3

	<i>Date</i>	<i>In-class Topic</i>	<i>Homework Before Next Class</i>	<i>Assignments Due</i>
Week 11	Monday 4/4	Reflecting on Sequence 2; Sequence 3 prompts <ul style="list-style-type: none"> • What is social media regulation? • What platforms do we use and subscribe to? Making an argument	Finish MWA2	MWA2 due through Blackboard link by 11:59pm.
	Wednesday 4/6	Analyze rhetorical situation for Sequence 3; content and structure of assigned reading(s) Introduction of secondary sources; how to read critically	Read: <ul style="list-style-type: none"> • “Are We Entering a New Era of Social Media Regulation?” • “Social media: How might it be regulated?” 	
	Friday 4/8	Reading critically	Read: <ul style="list-style-type: none"> • “The Economic Case for Regulating Social Media” and • “Should Countries Regulate Tech Giants?” 	Sequence 2 Reflection due by midnight through Blackboard

	<i>Date</i>	<i>In-class Topic</i>	<i>Homework Before Next Class</i>	<i>Assignments Due</i>
Week 12	Monday 4/11	Sequence 3 readings, Works Cited entries	<i>Read:</i> <ul style="list-style-type: none"> • “Moderating Online Content: Fighting Harm or Silencing Dissent?” • “Do Social Media Companies Have the Right to Silence the Masses – And Is This Censoring The Government?” 	
	Wednesday 4/13	Sequence 3 readings; Writing an Annotated Bibliography, mock annotated bib	<i>Read:</i> TBA	
	Friday 4/15	Breaking down sources, (Virtual Learning); BEAM paradigm	<i>Read:</i> TBA <i>Write:</i> Begin drafting LSA	

	<i>Date</i>	<i>In-class Topic</i>	<i>Homework Before Next Class</i>	<i>Assignments Due</i>
Week 13	Monday 4/18	Drafting MWA; Thesis workshop Incorporating secondary sources/ supporting an argument, quote integration, when to quote, when to paraphrase	Begin drafting MWA3	Seq. 3 LSA DUE before midnight via Blackboard

	Wednesday 4/20	Drafting/Revising MWA3; review of effective peer review strategies; Writing an email; parts of an email—resources in Blackboard	Draft MWA3 and post to Blackboard forum before class on 4/22 for peer feedback. <i>If you fail to post a draft into the Blackboard forum and participate in peer review, you will be counted absent for 4/22.</i>	
	Friday 4/22	Peer feedback session	Revise/edit MWA3. Due by 4/22 at 11:59pm through Blackboard.	

<i>Portfolio</i>				
	<i>Date</i>	<i>In-class Topic</i>	<i>Homework Before Next Class</i>	<i>Assignments Due</i>
Week 14	Monday 4/25	Addressing final MWA3 concerns; collaborative Q&A		MWA3 due by 11:59pm through Blackboard.
	Wednesday 4/27	Introduce Portfolio		
		April 28 Last Day to Drop/Withdraw		
	Friday 4/29	Discuss portfolio revision options Portfolio conference sign up		MWA3 Reflection due by 11:59pm through Bb.

	<i>Date</i>	<i>In-class Topic</i>	<i>Homework Before Next Class</i>	<i>Assignments Due</i>
Week 15	Monday 5/2	Portfolio conferences		
	Wednesday 5/4	Portfolio conferences		
	Friday 5/6	Portfolio conferences		

	<i>Date</i>	<i>In-class Topic</i>	<i>Homework Before Next Class</i>	<i>Assignments Due</i>
Week 16	Wednesday 5/11	Portfolio due by 11:59pm on Blackboard		