

**English 101  
Academic Reading and Writing  
Fall 2023**

Prof. Bowman (she/her)  
Office: CCC 433  
E-mail: mbowman@uwsp.edu

Office hours: Mondays 1:30-3; Wednesdays 1-2; Thursdays 2:30-3:30  
Tuesdays and Fridays by appointment  
– in CCC 433, with Zoom option available on request

“Office hours” might also be called “drop-in hours” or “student hours.” You don’t need an appointment to come in during office hours; just stop by. You can make an appointment for other times if my office hours don’t fit with your schedule.

You are also welcome to email at any time, but be aware that I may not receive evening/weekend messages until the next weekday morning. You can also contact me using the “Inbox” in Canvas.

**Texts**

Rental: Laurie G. Kirszner and Stephen R. Mandell, *Patterns for College Writing: A Rhetorical Reader and Guide* (15<sup>th</sup> edition)

Purchase: Diana Hacker and Nancy Sommers, *Rules for Writers*, 10<sup>th</sup> edition (ISBN 9781319244255): \$73.16 new, \$54.87 used.

Supplies: I recommend locating (or acquiring) these tools soon:

- Download a dictionary app or bookmark a good dictionary website.
- Become familiar with computing resources provided by the University, including printing. (Links to this information are posted in Canvas.)
- Find out where you can borrow, or invest in buying, a stapler or paper clips.

**Description and Goals**

English 101 and 202 are part of the Foundational Skills and Dispositions in UWSP’s General Education Program, providing a foundation for all the reading and writing students will do in college—and beyond. Because it is impossible to prepare specifically for every kind of task that may lie in each person’s future, our emphasis is on expanding your “toolkit” of skills and strategies that can be used in a variety of situations. I hope this course will give you a better sense of what may be expected of you in college writing assignments and help you develop the flexibility and confidence to adapt to the varied writing tasks you will undertake in the future.

Both 101 and 202 seek to develop students' ability to read and think, carefully, critically, and clearly. English 101 focuses primarily on writing that communicates ideas or information. (English 202 will emphasize argument and working with sources.) By the time you have finished the two-course composition sequence, you should be able to

- Compose an articulate, thoughtful, grammatically correct, and logically organized piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, genre, and audience.
- Apply your understanding of elements that shape successful writing to critique and improve your own and others' writing through effective and useful feedback.

There's a lot packed into those two sentences! Below is a more detailed set of goals established by the English Department, and we'll be discussing these as we go.

### Learning Outcomes for English 101

	By the end of the course, students will be able to:
<b>Reading</b>	<ul style="list-style-type: none"><li>• Critically read, analyze, and discuss a variety of texts for meanings stated and implied, purpose, patterns of organization, and effectiveness of supporting evidence</li><li>• Describe the rhetorical situation/context of a piece of writing, and evaluate author's choices within that situation and genre</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>• Apply critical reading skills in order to compose coherent, thesis-based texts</li><li>• Adapt content, form, and style to various audiences, purposes, and situations</li><li>• Use techniques to edit writing and make conscious choices about mechanics, grammar, and usage to meet the needs of audience, purpose, and genre</li></ul>
<b>Process</b>	<ul style="list-style-type: none"><li>• Use recursive composing processes as tools to discover, rethink, and reflect on ideas and develop personal writing strategies.</li><li>• Self-assess individual writing strengths and weaknesses to develop effective strategies that can be transferred</li><li>• Learn the difference between higher-order and lower-order problems and use that knowledge both to offer constructive feedback and to guide their own revisions</li></ul>
<b>Information Literacy/Research</b>	<ul style="list-style-type: none"><li>• Understand that sources have different levels of credibility that should inform how students use those sources in their writing</li><li>• Select and use information from sources using paraphrase, quotation, and/or summary in a manner that avoids plagiarism</li></ul>

## Course Assignments

**Process Work:** The skills this course is intended to help you develop require regular, consistent practice. While the quality of your finished papers makes up the largest percentage of your course grade, about 30% of your grade will reflect your diligent effort to engage in this process of learning. This work includes

- **Reading and preparation** for class: For most class meetings, there will be assigned reading with specific suggestions of things to look for or to think about as you read. Doing the reading, thoughtfully, *before class* is necessary preparation for you to be able to fully participate in, and benefit from, the class meeting. You should also take some notes on your observations and reactions. I may call on individual students orally or have you write briefly about the reading early in class as a way to check preparation as well as to begin discussion.
- **Attendance and participation:** You should plan to attend class regularly and participate to the best of your ability. Class activities will include discussion, editing workshops, and group and individual conferences.
- **Informal writing assignments.** These are low-stakes opportunities for reflecting on readings, exploring ideas, generating material for papers, drafting, giving each other feedback, revising, and reflecting on what you have learned. Prompts or directions for these will be included in the class schedule (below) or provided in class and on Canvas.

**Writing Projects:** You will write three major papers during the semester and a final essay exam. These will give you practice writing a range of different types of essays with specific audiences and purposes. Details about these assignments, including grading criteria, will be provided in handouts and discussed in class.

## Grading

This is how each type of assignment contributes to your final course grade:

- Attendance, preparation, and participation: 100 points
- Reflections or commentaries on readings and work toward papers (generating ideas, etc.): 10 of these, varying in point value, total of 125 possible points.
- Reflections on your own work and peer feedback: 5 assignments, 15 points each, total of 75 points
- Papers: 200 points each, for 600 total
- Revisions: Recorded as bonus points
- Final: 100 points

Grading criteria and scales will be provided with each informal assignment.

Grading criteria for the papers and final will be distributed and discussed in class, and posted separately in Canvas.

Points for attendance, preparation, and participation will be based on this rubric:

A	<ul style="list-style-type: none"><li>- Attends class, prepared, and engages in class activities (attentive, mentally engaged even if not speaking), at least 95% of the time.</li><li>- Treats other students and classroom community with respect.</li><li>- Contributions to discussions show careful listening, thoughtfulness, or effort to connect to others' ideas. May make an extra effort to contribute or to hold back occasionally to make space for others, or encourage other students to contribute.</li></ul>
B	<ul style="list-style-type: none"><li>- Attends class, prepared, and engages in class activities (attentive, mentally engaged even if not speaking), at least 90% of the time.</li><li>- Treats other students and classroom community with respect.</li></ul>
C	Attends class, prepared, and engages in class activities (attentive, mentally engaged even if not speaking), at least 75% of the time.
D	Attends class, prepared, and engages in class activities (attentive, mentally engaged even if not speaking), at least 60% of the time.

Grades are qualitative, not quantitative. You will see them as points in Canvas (because that's how Canvas works, and this allows Canvas to calculate your overall grade), but that can be misleading. This is the scale for converting letter grades to points, and points back to a letter grade for the course: D, 60-66.99%; D+, 67-69.99%; C- 70-72.99%; C, 73-76.99%; C+, 77-79.99%; B-, 80-82.99%; B, 83-86.99%; B+, 87-89.99%; A-, 90-92.99%; A, 93-100%. An assignment not turned in or test essay not attempted is a 0, but an F paper/essay will earn points in the F range.

## Policies

**Absences.** Attendance is included in your course grade (as described above) because discussion and hands-on activities are a large part of the course; getting notes from someone is not the same as hearing the whole conversation or participating in an activity yourself. If you ever do miss class,

- Let me know the reason, if you believe it is valid and want credit for that.
- Make sure to turn in any assignments that may be due that day, either electronically or as soon as possible after you return to campus.
- See the Canvas page called "What You Missed" (link from the Course Information module) for a brief summary of what you missed and links to any handouts or powerpoints. Contacting a classmate to get their notes on what was discussed may also be useful. If you have any questions after that, feel free to ask me.
- Come back as soon as you can! You're always welcome in class even if you've been away for a while.

**Late work.** Similarly, the course is designed with the expectation that you do the work according to the assigned schedule; this allows you to receive feedback with adequate time to benefit from it. There are natural consequences of getting behind. The later you turn a paper in, the less time there is to get feedback and use it effectively to revise or learn lessons to apply to the next paper. Lateness can snowball over the course of the semester, making it impossible to complete the work. In practice,

- Work that is building toward a major paper is worth doing as long as you have not written that paper yet—at which point it becomes pointless busy work. Therefore, you can get partial credit for these assignments as long as the related project is not completed yet. These should be done in order, allowing time for feedback. No credit will be given for preliminary steps toward a paper that you submit after completing the next step.
- For other **informal assignments**, the points earned will be reduced at the rate of 10% per week.
- The grade on a **paper** will be lowered at the rate of one letter grade per week (which is pro-rated for partial weeks). For example, a 'B' paper turned in two class meetings late will be recorded as a C+. It is always better to turn in a paper late than not do it at all.
- All work must be turned in by the day of our final exam.
- I can make exceptions to these rules if your specific circumstances warrant. Please let me know if you are dealing with out-of-the-ordinary challenges in getting your work done, and we can discuss appropriate alternate deadlines.

**Academic honesty.** Building the skills this course is intended to foster requires effort and practice. The point of assignments is to help you develop your skills, which can only happen if you do the work yourself. Except where an assignment indicates otherwise, all work should be done without collaboration with other students or anyone else, and without any assistance except for peer feedback, support from the Tutoring-Learning Center, and any accommodation appropriate to a documented disability. These principles don't change just because technology changes, so in case it needs to be said, having AI write for you constitutes plagiarism.

The assignments in this course generally do not require the use of sources other than our textbook. If you choose to use other sources in a paper, you must cite them; use any format for this that you are familiar with or follow any of the formats described in *Rules for Writers*. Please ask if you need help with citing sources.

Any unacknowledged source use, inappropriate/excessive use of a source, or unauthorized assistance in any written assignment will result at the minimum in your being required to redo the assignment in order to receive credit. Depending on the nature and extent of misuse, such behavior may result in a zero for the paper or an automatic F for the course. When in doubt, ask first.

For more information about UWSP's policies regarding Academic Misconduct, see <http://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf>

**Classroom Etiquette:**

- Tablets and other devices can be used for taking or referring to notes, if you can resist their temptations. However,
  - Students may not make audio, video, or photographic recordings of lectures or other class activities without written permission from the instructor. Anyone violating this policy will be asked to turn off the device being used. Refusal to comply with the policy will result in the student being asked to leave the classroom, and possibly being reported to the Dean of Students. (English Department Policy)
- If you can't resist using devices inappropriately, I may ask you to put them away.
- Diverse perspectives are an asset to class discussions. Please treat those whose ideas or experiences are different from yours with the same respect you want for yourself.

**Email:** Your UWSP email account is the university's standard method of communication with you, and you should check it regularly. I may at times use email to contact the class as a whole or individual students; I will routinely use Canvas for reminders and announcements.

**Other Useful Information**

In addition to copies of the syllabus, assignments, and other course information, **Canvas** contains a number of resources to support your work in this course and your success as a student at UWSP more generally.

**Accommodations for Students with Disabilities:** If you have a condition requiring accommodations for this course, please contact the Disability Resource Center. Call 715 346-3365 or email [DRC@uwsp.edu](mailto:DRC@uwsp.edu) to make an appointment or get more information, or visit them in Room 108 of the Collins Classroom Center. Visit their website at <https://www.uwsp.edu/disability-resource-center/>

**Microsoft Office products available:** Word-processing software is a necessary tool for writing and revision. Be sure to save your papers (and back them up) so that you can revise without having to retype your work. As a UWSP student, you have access to Microsoft's OneDrive (cloud storage) and Office 365 (online versions of Word, Excel, etc.), and can download Office 2016 to your own devices. Get started here: <https://portal.office.com/Home>

The **Tutoring-Learning Center** is located in Room 234 of the Collins Classroom Center. They provide a variety of services to support your learning, including a Writing Center. The Writing Center consultants are successful UWSP students who can discuss any type of writing at any stage of the drafting process, including brainstorming, outlining, and research or citations. They work with experienced writers as well as struggling writers; we believe that everyone benefits from discussions about their writing. In addition to the Writing Center, the TLC provides help with study skills, time management, and technology.

If you have questions or would like to make an appointment, please contact the TLC via email (tlctutor@uwsp.edu) or phone (715-346-3568). You can also schedule appointments through the Navigate app. Visit the TLC website for more information: <https://www.uwsp.edu/tlc/Pages/default.aspx>

**Navigate student app:** For those of you looking to connect with other students in the course for study groups, the Navigate student app has a feature called Study Buddies. Here, you can find a list of other students who have indicated they are interested in forming a study group. If you are the first, you will be sent notifications when other students join. You can select who you want to connect with and can leave the group at any time. For students who have already downloaded the Navigate smart phone app, choose the Study Buddies icon, and a full list of your courses will appear. Each section shows how many buddies are in the group.

Additionally, the Navigate student app can help you in many ways at UWSP, including removing Holds from your account, finding important resources, and viewing your class schedule with walking instructions to each building. The free Navigate app is available to download from any mobile operating system. For students without a smart device, a desktop version of the app is available here: <https://uwsp.navigate.eab.com/app>

## Schedule

---

*PCW = Patterns for College Writing.* Bring this book when there is assigned reading. For readings posted in Canvas, bring a device to class or print a copy. You don't need to bring *Rules for Writers* to class except when it is on the schedule.

Date	Preparation
Sept. 8	<p><b>Read</b> "My Five-Paragraph-Theme Theme" (photocopy, also posted in Canvas). This essay was written by an English professor. He's joking somewhat, but trying to make some serious points about the value, and limitations, of how writing is often taught in high school.</p> <p>As you read, <b>think about</b> <u>how similar or different</u> this essay is from ones you wrote in high school and, if you can, identify the <u>points he is making</u> about this type of essay.</p> <p><b>Be ready to share</b> some of your thoughts.</p>

<p>Sept. 11</p>	<p><b>Read</b> “Madman, Architect, Carpenter, Judge: Roles and the Writing Process” (photocopy, also posted in Canvas).</p> <p><b>Reflective writing:</b> Write about 250 words connecting the reading to your own experience as a writer. Which of these “roles” are you are most comfortable with or most successful at? Which ones do you have difficulties with? Describe some of the strengths and challenges you have as a writer that come to mind as you make these connections. This is <b>informal writing</b> and does not need to be edited for grammar, etc.</p> <p><b><i>Due at the beginning of class on Monday:</i></b> Bring yours to class on paper, email it to me, or upload it to Canvas. See the assignment in Canvas for more details, including the grading scale.</p>
<p>Sept. 13</p>	<p><b>Read</b> “<i>Poltergeist: It Knows What Scares You</i>” (posted in Canvas). <b>Think about:</b> Notice the <u>criteria</u> this writer is using to evaluate the film: the things that contribute to, or detract from, its overall quality.</p> <p>Also <b>read or skim</b> pages 33-40 of <i>PCW</i> (“Moving from Subject to Topic” and “Finding Something to Say”) and pages 6-7 of <i>Rules for Writers</i>. <b>Think about:</b> which of the ideas and strategies described here have you used before? Which have you found useful and why? Which have you not found useful? Are there any you have not used, but might want to try? <b>Be ready to share.</b></p>
<p>Sept. 15</p>	<p><b>Read</b> “Fun and Frustration: The Paradox That Is <i>Destiny</i>” (posted in Canvas). <b>Think about:</b> Focus again on the criteria used in this writer’s evaluation.</p> <p><b>Begin</b> generating and exploring possible topics for your evaluation paper, perhaps experimenting with some new techniques.</p>
<p>Sept. 18</p>	<p><b>Read</b> “What Does It Take to Be Great? <i>All We Have Left</i>” (posted in Canvas). <b>Think about:</b> Continue to notice the criteria used, and also keep an eye out for a thesis statement.</p> <p><b>Paper process writing:</b> What topic(s) are you thinking of writing about? What are some of the criteria you are thinking of? <b><i>Due by the end of the day on Sept. 18:</i></b> Bring a hard copy to class or submit in Canvas. See the assignment in Canvas for more details, including the grading scale.</p>
<p>Sept. 20</p>	<p>No new reading, but have the previous readings with you in class. Be working on discovering ideas for your paper.</p>
<p>Sept. 22</p>	<p><b>Paper process writing:</b> Settle on your topic (if you haven’t yet) and explore it to the point where you can <b>bring to class</b> 1) a tentative list of your <u>criteria</u> and 2) a draft <u>thesis statement</u>.</p> <p>This can be on paper (typed or handwritten) or in electronic form. If it is in electronic form, <b>also upload to Canvas or email me a copy</b>. See the assignment in Canvas for more details, including an example and the grading scale.</p>
<p>Sept. 25</p>	<p><b>Read</b> sample student papers (posted in Canvas).</p> <p><b>Critical/responsive writing:</b> Write a brief paragraph (maybe 100 words) on each sample paper. What strengths and weaknesses can you see in each paper? Particularly pay attention to content (clear criteria, development) and thesis statements. This is <b><i>due at the beginning of class on Monday:</i></b> Have a hard copy with you ready to turn in, or upload to Canvas before class. See the assignment in Canvas for more details, including the grading scale.</p>



Sept. 27	<b>Have your current draft with you</b> , either in hard copy or in electronic form. Also have the previous readings with you in class.
Sept. 29	<b>Have your current draft with you</b> , either in hard copy or in electronic form. Also have the previous readings with you in class.
Oct. 2	No preparation – be working on revising your paper. (Class will meet.) We'll be looking at the formatting guidelines for the finished paper, so have yours with you in electronic form if you want to work hands-on.
Oct. 4	<p><b>Evaluation paper due.</b> You should bring to class, ready to turn in, a printed copy of the finished paper.</p> <p>During class you will refer to your paper as you write a <b>reflection</b> on this writing project. If you are not in class for any reason, you will be able to do this assignment in Canvas.</p> <p>During class we will also schedule individual conferences during the coming week and introduce the next unit. <b>Have your schedule with you.</b> If you are not in class Monday to sign up for a time, check Canvas for directions on how to sign up for a time.</p> <p>Also have <i>Patterns for College Writing</i> with you in class.</p>
Oct. 6	No full class meeting – individual conferences in 433 CCC. If you were not in class Wednesday, check Canvas for directions on how to sign up for a time.
Oct. 9	No full class meeting – individual conferences in 433 CCC. If you were not in class Wednesday, check Canvas for directions on how to sign up for a time.
Oct. 11	<p><b>Read</b> “Caring for Your Introvert” posted in Canvas.</p> <p><b>Critical/responsive writing:</b> What ideas or attitudes about introverts does this piece intend to communicate? What sense do you have of its audience and purpose? What does it do to accomplish this? What is effective or ineffective in the content, structure, or style of this essay? This is <b>due at the beginning of class on Oct. 11</b>. Have a hard copy with you ready to turn in, or upload to Canvas before class. See the assignment in Canvas for more details, including the grading scale.</p>
Oct. 13	<p><b>Read</b> “My Mother Never Worked,” <i>PCW</i> pages 122-25. <b>Think about:</b> What point about her mother’s life and work (or non-work) does this writer want to make? What kinds of information, explanation, examples, or details does she use to communicate her ideas to readers? How effective is this? Also, how does the writing style, structure, etc. of this essay compare to the “five paragraph essay” form, or to the evaluation paper you wrote?</p> <p><b>Begin</b> generating and exploring possible topics for your paper.</p>
Oct. 16	<p><b>Read</b> “Sex, Lies, and Conversation,” <i>PCW</i> 408-412. <b>Think about:</b> How might this essay inform women about men or change women’s view of men, or vice versa? What aspects of the essay are effective (or ineffective) for achieving this purpose? Also, what can you observe about the style or structure of this essay?</p> <p><b>Revision of Evaluation Paper due.</b> Turn in the previous version, the grading/comment sheet, and a reflection on the revision along with the new version.</p>

Oct. 18	<b>Read</b> “Brains versus Brawn,” <i>PCW</i> pages 376-78. <b>Think about:</b> What ideas about athletes and how they are viewed and treated by others does this writer address? What does he do in his essay to inform readers and possibly change their perspective?
Oct. 20	<b>Read</b> “The Myth of the Latin Woman: I Just Met a Girl Named Maria,” <i>PCW</i> pages 224-28. <b>Think about:</b> What does this essay have to say about Puerto Rican culture to people of different heritage? What misconceptions does the writer think her readers may have? How does she work to create a better understanding? What do you find effective or ineffective?  <b>Paper process writing:</b> Write a few sentences stating what your topic is and what your audience and purpose will be, and doing an audience analysis: What does your target audience not know about your subject? What misconceptions might they have? <b><i>Due by the end of the day on Oct. 20:</i></b> Bring a hard copy to class or submit in Canvas. See the assignment in Canvas for more details, including the grading scale.
Oct. 23	<b>Read</b> the sample student papers posted in Canvas. <b>Think about:</b> Imagine these are students in our class, and these are their drafts. Practice giving feedback (using guidelines that will be provided).
Oct. 25	<b>Paper process writing:</b> Comment on <i>at least two of the readings</i> from the last two weeks (Oct. 11-20), discussing any aspects of these essays that can give you ideas for writing your own paper (possible ways to structure your paper, possible ways to develop your ideas, etc.) <b><i>Due by the end of the day on Oct. 25:</i></b> Bring a hard copy to class or submit in Canvas. See the assignment in Canvas for more details, including the grading scale.
Oct. 27	No preparation; be working on your paper. (Class will meet.)
Oct. 30	<b>“Walk in My Shoes” paper due.</b> You should bring to class, ready to turn in, a printed copy of the finished paper.  During class you will refer to your paper as you write a <b>reflection</b> on this writing project. If you are not in class for any reason, you will be able to do this assignment in Canvas.  We’ll be sharing these papers with groups (details TBA).
Nov. 1 and 3	<b>No full class meeting: small groups meet (schedule TBA)</b> <b>Written peer review:</b> Before your group meets, read the others’ drafts and write out comments for them. (Guidelines for commenting will be provided and discussed in class on Oct. 30.)
Nov. 6	<b>Review</b> “Sex, Lies, and Conversation,” <i>PCW</i> 408-412. <b>Think about:</b> We’re now switching from looking at the readings for models of ways to approach content, structure, etc., and will be using them as sources of ideas and information. Try to get a good understanding of the information in this reading, and bring any questions you have.  <b>Also read</b> model student paper applying Tannen’s concepts (posted in Canvas).
Nov. 8	<b>Read</b> “The Ways We Lie,” <i>PCW</i> pages 463-470  <b>Also read</b> model student paper working with Ericsson’s essay as a source.

Nov. 10	<p><b>Read</b> “Ten Ways We Get the Odds Wrong,” <i>PCW</i> pages 242-47.</p> <p><b>Revision of Walk in My Shoes Paper due.</b> Turn in the previous version, the grading/comment sheet, and a reflection on the revision along with the new version.</p>
Nov. 13	<p><b>Read</b> “The Ways of Meeting Oppression” (posted in Canvas) and “What’s in a Name?” <i>PCW</i> 2-4</p> <p><b>Paper process writing:</b> Brainstorm personal examples that you could possibly write about using the readings from this week. (We should have started that during class.) You are not committed to using any of these ideas, but can take the final option that we look at next week. <b><i>Due at the beginning of class on Monday:</i></b> Bring yours to class on paper, email it to me, or upload it to Canvas. See the assignment in Canvas for more details, including the grading scale.</p>
Nov. 15	<p><b>Read</b> “Just Walk on By: A Black Man Ponders His Power to Alter Public Space,” and “Brains versus Brawn,” <i>PCW</i> 231-34 and 376-78.</p> <p><b>Think about:</b> What is “oppressive” about the experience each writer describes? How does he respond to it? Which of King’s categories does he fit into? (Note: These are quite different in nature and severity, and perhaps you wouldn’t call everything here “oppression.” Fair enough, but see how well King’s terms help describe the person’s response in each case.) Does each consistently fit into one category, or does the response vary?</p>
Nov. 17	<p><b>Read</b> the sample papers posted in Canvas.</p> <p><b>Paper process writing:</b> Which source essay are you planning to use for your Applying Concepts paper? What real-life examples are you planning to connect to these concepts? (This may be one of the ideas you turned in on April 10, but confirm which one you are doing.) <b><i>Due by the end of the day on Nov. 17:</i></b> Bring a hard copy to class or submit in Canvas. See the assignment in Canvas for more details, including the grading scale.</p>
Nov. 20	No preparation – be working on your paper. Class will meet.
Nov. 22	<b>No class meeting.</b> Use this time to work on your paper. I will be in the classroom available as needed for help.
Nov. 24	Happy Thanksgiving!
Nov. 27	No preparation – be working on your paper. Class will meet. <b>Have <i>Patterns for College Writing</i> with you in class.</b>
Nov. 29	<p><b>Applying Concepts Paper due.</b> You should bring to class, ready to turn in, a printed copy of the finished paper.</p> <p>During class you will refer to your paper as you write a <b>reflection</b> on this writing project. If you are not in class for any reason, you will be able to do this assignment in Canvas.</p> <p>We’ll be sharing these papers with groups (details TBA).</p>

Dec. 1	<p><b>No full class meeting: small groups meet (schedule TBA)</b></p> <p><b>Written peer review:</b> Before your group meets, read the others' drafts and write out comments for them. These can be handwritten or typed; if you do this by hand, make a copy, scan, or photo of them to turn in for credit. (Guidelines for commenting will be provided.)</p>
Dec. 4	<p><b>No full class meeting: small groups meet (schedule TBA)</b></p> <p><b>Written peer review:</b> Before your group meets, read the others' drafts and write out comments for them. These can be handwritten or typed; if you do this by hand, make a copy, scan, or photo of them to turn in for credit. (Guidelines for commenting will be provided.)</p>
Dec. 6	<p><b>Read</b> "Cutting and Pasting: A Senior Thesis by (Insert Name)," <i>PCW</i> 17-19, and "The Price of Silence," 78-80. <b>Think about:</b> How do these essays compare? Consider aspects of writing (style, purpose, etc.) as well as the information and ideas they include.</p>
Dec. 8	<p><b>Read</b> sample student papers (posted in Canvas)</p> <p>Also <b>review</b> "Brains versus Brawn" and <b>skim</b> "A Comparison of Two Websites on Attention Deficit Disorder," <i>PCW</i> 376-78 and 381-84.</p> <p><b>Revision of Applying Concepts Paper due.</b> Turn in the previous version, the grading/comment sheet, and a reflection on the revision along with the new version.</p>
Dec. 11	<p><b>Read</b> "Mother Tongue," <i>PCW</i> 456-60.</p>
Dec. 13	<p><b>Review</b> these readings in preparation to plan an essay during class: "Mother Tongue" (456-460), "The Myth of the Latin Woman" (224-28), "Just Walk on By" (231-34), and "What's in a Name?" (2-4). If you are not in class for any reason, see Canvas for directions for making up this work.</p>
Dec. 15	<p><b>Paper process writing:</b> Write 2-3 possible essay prompts dealing with the readings on the schedule for Monday. <b><i>Due at the beginning of class:</i></b> Bring a hard copy to class or submit in Canvas. See the assignment in Canvas for more details, including the grading scale.</p>
Dec. 18	<p><b>Final exam (Monday, 10:15 am-12:15 pm)</b></p> <p><b>Wild Card Revision opportunity:</b> If you choose, turn in a revision of any one of your papers, attaching the previous version and a new reflection following the prompt in Canvas.</p>