

**English 101
Academic Reading and Writing
Fall 2022**

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Office hours: Monday, 1:30-3:00, Tuesday/Thursday, 12:45-1:45, and Friday 1:30-2:00
– 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.

PLEASE NOTE: Due to construction work that will happen during the fall semester, my office location and possibly hours will change at some point. Updates will be posted in Canvas.

Texts

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

Purchase: Diana Hacker and Nancy Sommers, *Rules for Writers*, 10th edition (ISBN 9781319244255): \$67.75 new, \$50.81 used, \$43.99 e-book.

I also recommend getting a dictionary app or bookmarking a good dictionary website.

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

Course Assignments

Process work: The skills this course is intended to help you develop require ongoing, consistent practice. While the quality of your finished papers makes up the largest percentage of your course grade, 20% 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, giving each other feedback, 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. There will be opportunities to revise your papers, as described below (portfolio grading).

Grading

To emphasize the holistic nature of the work we will be doing, to encourage consistent effort, and to recognize growth, most of your assignments will not carry individual grades. Instead, the cumulative work in each category will be given a grade at the end of the semester to determine your course grade, using the rubrics on the following pages, and these will be weighted this way:

- Workshop grade: 20%
- Writing portfolio: 70%
- Final “exam”: 10%

Grading Rubric for Process Work

	A	B	C	D
Participation in class	Attends class, prepared, and engages in class activities (attentive, mentally engaged even if not speaking), at least 95% of the time. Treats other students and classroom community with respect.	Attends class, prepared, and engages in class activities (attentive, mentally engaged even if not speaking), at least 90% of the time. Treats other students and classroom community with respect.	Attends class, prepared, and engages in class activities (attentive, mentally engaged even if not speaking), at least 80% of the time.	Attends class, prepared, and engages in class activities (attentive, mentally engaged even if not speaking), at least 70% of the time.
Reading responses and paper development	All submitted as scheduled, responding thoughtfully to the prompt or assignment.	At least 90% submitted as scheduled, responding thoughtfully to the prompt or assignment.	At least 80% submitted as scheduled, showing evidence of thought about the reading or assignment.	At least 70% submitted as scheduled, showing evidence of thought about the reading or assignment.
Peer feedback	All submitted as scheduled; all questions on guidelines handout are responded to, with enough explanation to help the author understand the effectiveness of the paper and revise.	All submitted as scheduled; all questions on guidelines handout are responded to, with enough explanation to help the author understand the effectiveness of the paper and revise.	At least one submitted as scheduled, with some specific comments, possibly not explained well enough to provide guidance for revision, or some questions not addressed	At least one submitted as scheduled. Comments are offered, but they are typically too vague or general to be useful, or show a lack of careful, thoughtful reading of the paper
Reflections	All submitted as scheduled, showing ability to identify strengths and weaknesses of process and product or development as a writer	All but one submitted, showing ability to identify strengths and weaknesses of process and product or development as a writer	At least half submitted, responding to the prompt and showing some reflection on the project	Some submitted, responding to the prompt and showing some reflection on the project.
<p>Other: There are a number of ways that students can go beyond the expectations in this rubric. Outstanding work in one or more areas will nudge this grade upward if it is mixed/borderline.</p> <ul style="list-style-type: none"> • Student makes an extra effort to contribute or to hold back occasionally to make space for others, or encourage other students to contribute. • Contributions to discussions show careful listening, thoughtfulness, or effort to connect to others' ideas. • Reading responses show above-average level of the relevant skills. • Peer feedback is more than usually helpful, exceptionally thorough or insightful • Reflections are exceptionally thoughtful or insightful 				

Note: Expectations for attendance can be “fudged” to reflect valid reasons for absence. Examples of valid reasons include illness that makes meaningful participation impossible, unsafe, or disruptive; family or personal emergencies; field experiences for other classes; religious holidays; and travel for athletic competition. It is the student’s responsibility to notify the instructor to have these circumstances taken into account.

Portfolio Grading

For each paper, there is an assigned date for your first submission.

Throughout the semester, there are four dates when you can turn in a revised version of **any one** previously submitted paper. You can use these revision opportunities however you choose: For example, you could revise each paper once, or you could revise one paper multiple times. You are not required to use of all of the revision opportunities. NOTE: Only one revised paper can be submitted at a time.

Each time you submit a draft, I will give you feedback and assign the paper a **status**: Developing, Successful, or Superior.

At the end of the semester, your portfolio grade will reflect how far you have taken each paper, using these criteria:

- D: Submit all three papers at least once.
 Reach “Successful” status with at least one paper.

- C: Submit all three papers at least once.
 Reach “Successful” status with at least two papers.

- B: Reach “Successful” status with all three papers, or “Successful” for one and
 “Superior” for one.

- A: Reach at least “Successful” status with all three papers, and “Superior” for at
 least one.

Grade Calculation:

These grades are qualitative, not quantitative. They are entered as points in Canvas, which allows Canvas to calculate the overall grade. You will see them as points in Canvas (because that’s how Canvas works), 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: F, 0-59.99%; 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%.

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 it is something that you want me to take into account when I determine your workshop grade.
- 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.
- Look at the page in Canvas 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.

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. In practice,

- Work that is building toward a major paper is worth doing and will contribute something toward your workshop grade even if it’s late. These should be done in order, allowing time for feedback. There is less value in doing them after you have written the paper, and work this late will not improve your workshop grade.
- If you miss a deadline for a first submission, you can turn that paper in later, but I can’t guarantee getting it back to you before the next revision opportunity, so you may lose out on the chance to revise.
- If you miss a revision opportunity, you missed it. Aim for the next one.
- 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.

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)
- 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.

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 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/>

COVID-19 Guidelines:

Face coverings are no longer required in most locations on UWSP campuses. However, bear in mind that some students may be in high-risk populations or have close contact with people who are. If a classmate asks you to wear a mask, I hope you will give that serious consideration.

If you have symptoms consistent with COVID, it's best not to come to class (or any other place where you have close contact with others) until you get tested.

You can find more information and guidelines, as well as the latest communications from the university here: <https://www3.uwsp.edu/coronavirus/Pages/default.aspx>

Academic honesty. 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*. Any unacknowledged source use or inappropriate/excessive use of a source 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>

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.

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 Lab. The Writing Lab 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.

- By appointment or short notice times available
- All services in the Writing Lab are free

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). 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 this (or any) 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.

Date	Preparation
Sept. 9	<p>Read “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, think about <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. Be ready to share some of your thoughts.</p>
Sept. 12	<p>Read “Madman, Architect, Carpenter, Judge: Roles and the Writing Process” (photocopy, also posted in Canvas).</p> <p>Informal writing: After we discuss this reading in class, 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 informal writing and does not need to be edited for grammar, etc. <i>Due at the beginning of class on Wednesday:</i> Bring yours to class on paper, email it to me, or upload it to Canvas.</p>
Sept. 14	<p>Read “<i>Poltergeist: It Knows What Scares You</i>” (posted in Canvas). Think about: 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 read or skim 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>. Think about: 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? Be ready to share.</p>
Sept. 16	<p>Read “Fun and Frustration: The Paradox That Is <i>Destiny</i>” (posted in Canvas).</p> <p>Think about: Focus again on the criteria used in this writer’s evaluation.</p> <p>Begin generating and exploring possible topics for your evaluation paper, perhaps experimenting with some new techniques.</p>
Sept. 19	<p>Read “Album Review: JID’s <i>The Forever Story</i>” (posted in Canvas).</p> <p>Think about: Continue to notice the criteria used, and also keep an eye out for a thesis statement.</p>
Sept. 21	<p>Settle on your topic (if you haven’t yet) and explore it to the point where you can bring to class 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, also upload to Canvas or email me a copy. This is informal writing and does not need to be edited for grammar, etc.</p>

Sept. 23	<p>Class will NOT meet due to the Chancellor's inauguration. Use this time to be exploring your ideas or drafting your paper, or consider attending the inauguration: https://www.uwsp.edu/chancellor-inauguration/.</p>
Sept. 26	<p>Read sample student papers (posted in Canvas). Informal writing: 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. If it's helpful, think about how you would rank them in order of overall quality, and then explain why. This is due <i>at the beginning of class on Sept. 26</i>: Have a hard copy with you ready to turn in, or upload to Canvas before class.</p>
Sept. 28	<p>Have your current draft with you, either in hard copy or in electronic form.</p>
Sept. 30	<p>No preparation – be working on completing your paper. (Class will meet.) Also have the previous readings with you in class.</p>
Oct. 3	<p>Evaluation paper due. Remember to print your paper and have it with you in class, and have the previous draft as well if that was not submitted in Canvas. You will write a reflection on this writing project during class. If you are not in class for any reason, you will be able to do this assignment in Canvas. During class we will also schedule individual conferences for the rest of the week and introduce the next unit. Have your schedule with you. If you are not in class Monday to sign up for a time, check Canvas for directions.</p>
Oct. 5-7	<p>No full class meeting – individual conferences (location TBD) If you were not in class Monday, check Canvas for directions on how to sign up for a time.</p>
Oct. 10	<p>Read “My Mother Never Worked,” <i>PCW</i> pages 122-25. Think about: 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>
Oct. 12	<p>Read “Being an Introvert in an Extrovert World,” posted in Canvas. Informal writing: If the intended audience for this essay is extroverts, what ideas about introverts does it intend to communicate? What does it do to accomplish this? What is effective or ineffective? Also, what can you observe about the style or structure of this essay? This is due <i>at the beginning of class on Oct. 12</i>: Have a hard copy with you ready to turn in, or upload to Canvas before class.</p>

Oct. 14	<p>Read “Sex, Lies, and Conversation,” <i>PCW</i> 408-412</p> <p>Think about: 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>Revision opportunity #1: If you choose, turn in a revision of the Evaluation Paper, attaching the previous version and a new reflection following the prompt in Canvas.</p>
Oct. 17	<p>Read “Brains versus Brawn,” <i>PCW</i> pages 376-78.</p> <p>Think about: 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?</p>
Oct. 19	<p>Read: “Call Me ‘They,’” <i>PCW</i> pages 237-240</p> <p>Informal writing: 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? <i>Due by the end of the day on Oct. 19:</i> Bring a hard copy to class or submit in Canvas.</p>
Oct. 21	<p>Read “The Myth of the Latin Woman: I Just Met a Girl Named Maria,” <i>PCW</i> pages 224-28.</p> <p>Think about: 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?</p>
Oct. 24	<p>Informal writing: Comment on <i>at least two of the readings</i> from the last two weeks (Oct. 10-21), 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.) <i>Due by the end of the day on Oct. 24:</i> Bring a hard copy to class or submit in Canvas.</p>
Oct. 26	<p>Read the sample student papers posted in Canvas.</p> <p>Think about: Imagine these are students in our class, and these are their drafts. Practice giving feedback (using guidelines that will be provided).</p>
Oct. 28	<p>No preparation; be working on your paper. (Class will meet.)</p>
Oct. 31	<p>“Walk in My Shoes” paper due.</p> <p>We’ll be sharing these with groups (details TBA). You will write a reflection on this writing project during class. If you are not in class for any reason, you will be able to do this assignment in Canvas.</p>
Nov. 2 - 4	<p>No full class meeting: small groups meet (schedule TBA)</p> <p>Informal writing: 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. 31.)</p>

Nov. 7	<p>Review “Sex, Lies, and Conversation,” <i>PCW</i> 408-12</p> <p>Think about: 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.</p>
Nov. 9	<p>Read “The Ways We Lie,” <i>PCW</i> pages 463-7-.</p>
Nov. 11	<p>Read “Ten Ways We Get the Odds Wrong,” <i>PCW</i> pages 245-50.</p> <p>Revision opportunity #2: If you choose, turn in a revision of the Evaluation paper OR the Walk in My Shoes paper, attaching the previous version and a new reflection following the prompt in Canvas.</p>
Nov. 14	<p>Read “The Ways of Meeting Oppression” (posted in Canvas) and “What’s in a Name?” <i>PCW</i> 2-4</p> <p>Informal writing: Brainstorm personal examples that you could possibly write about using the readings from this week. (We should have started that during class.) <i>Due at the beginning of class on Monday:</i> Bring yours to class on paper, email it to me, or upload it to Canvas.</p>
Nov. 16	<p>Read “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>Think about: 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. 18	<p>Read the sample papers posted in Canvas.</p> <p>Informal writing: 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? <i>Due by the end of the day on Nov. 18:</i> Bring a hard copy to class or submit in Canvas.</p>
Nov. 21	<p>No preparation – be working on your paper. Class will meet.</p>
Nov. 23	<p>No class meeting. Use this time to work on your paper. I will be in the classroom available as needed for help.</p>
Nov. 25	<p>Thanksgiving break!</p>
Nov. 28	<p>Applying Concepts Paper due: to share with groups (details TBA)</p>

Nov. 30 – Dec. 2	<p>No full class meeting: small groups meet (schedule TBA)</p> <p>Informal writing: 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. 5	<p>Read "Cutting and Pasting: A Senior Thesis by (Insert Name)," <i>PCW</i> 17-19, and "The Price of Silence," 78-80</p> <p>To think about: How do these essays compare as pieces of writing (style, purpose, etc.)? How do the two writers' views of plagiarism and cheating compare?</p> <p>Review "Brains versus Brawn" and skim "A Comparison of Two Websites on Attention Deficit Disorder," <i>PCW</i> 376-78 and 381-84.</p>
Dec. 7	<p>Read sample student papers (posted in Canvas)</p> <p>Revision opportunity #3: 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>
Dec. 9	<p>Read "Why Chinese Mothers Are Superior" and "Mother Tongue," <i>PCW</i> 396-400 and 456-460</p> <p>To think about: Notice similarities and differences in the two writers' subject matter and how they write about them.</p>
Dec. 12	<p>Review these readings in preparation to plan an essay during class: "Why Chinese Mothers Are Superior" (396-400), "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. 14	<p>Informal writing: Write 2-3 possible essay questions dealing with the readings on the schedule for Monday. <i>Due at the beginning of class:</i> Bring a hard copy to class or submit in Canvas.</p>
Dec. 16	<p>No class: Final exam period begins</p>
Dec. 19, 10:15 am- 12:15 pm	<p>Final exam for section 3 (11:00 class)</p> <p>Revision opportunity #4: 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>
Dec. 20, 2:45- 4:45 pm	<p>Final exam for section 6 (12:00 class)</p> <p>Revision opportunity #4: 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>