

**English 101  
Freshman English  
Spring 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

You don't need an appointment to come in during office hours; just drop in. 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.

**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 persuasive writing 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.

Beyond these basic goals, I hope that you will also grow in other ways: in your appreciation of the complexity of writing and of the pleasure that comes from rising to its challenges, in your ability to think creatively and independently, and in your awareness of your own thinking and writing processes. These are a large part of what you stand to gain from your college experience, and I encourage you to pursue them throughout your college career.

## Texts

Rental: Laurie G. Kirszner and Stephen R. Mandell, *Patterns for College Writing: A Rhetorical Reader and Guide* (14<sup>th</sup> edition)

Purchase: Diana Hacker and Nancy Sommers, *Rules for Writers*, 9<sup>th</sup> edition, UWSP special printing. (ISBN 978-1-319-30464-5): \$66.86 new, \$50.15 used.

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

## 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, 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.

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| <b>Grading</b> |
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This is how each type of assignment will be weighted in your final course grade:

- Attendance, preparation, and participation: 10%
- Reading responses, generating ideas, drafting: 10%
  - 13 assignments, lowest three dropped from average
- Feedback, Revision, and Reflection: 10%
  - 8 assignments, lowest 1 dropped from average
- Papers: 60% (3, weighted equally)
- Final: 10%

How I calculate grades: Letter grades are converted to points, and points back to a letter grade for the course, using the following scale: 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.

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

These are the grading scales for the Process work:

Attendance, preparation, and participation:

- Committed (90-100%): Attends class, prepared, and engages in class activities (attentive, mentally engaged even if not speaking), at least 95% of the time. Contributions to discussions show careful listening, thoughtfulness, or effort to connect to others' ideas. Treats other students and classroom community with respect. May make an extra effort to contribute or to hold back occasionally to make space for others, or encourage other students to contribute.
- Meets expectations (80-90%): 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.
- Partially meets expectations (60-80%): Attends class, prepared, and engages in class activities (attentive, mentally engaged even if not speaking), at least 70% of the time.
- Unsatisfactory (0-60%): Below the standards above due to excessive absence, lack of preparation, inattentiveness, disruptiveness, or lack of respect for others.

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; and travel for athletic competition. It is the student's responsibility to notify the instructor to have these circumstances taken into account.

Responses, ideas, and drafting:

- Outstanding (especially thoughtful response): 100%
- Satisfactory (responds appropriately to the assignment, meaningful feedback is possible): 90%
- Unsatisfactory (submitted, but not showing thoughtful response to a prompt or sufficient progress on the paper to allow for meaningful feedback): 50%

Peer feedback:

- Outstanding (More than usually helpful; exceptionally thorough or insightful): 100%
- Meets expectations (All questions on guidelines handout are responded to, with enough explanation to help the author understand the effectiveness of the paper and revise): 90%
- Developing (Some specific comments are made, but these may not be explained well enough to provide guidance for revision, or some questions may not be addressed): 70%
- Unsatisfactory (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): 50%

Revision:

- Outstanding (Makes significant changes, including applying feedback to parts of the paper not specifically commented on, further applying concepts discussed in class, or making independent changes that improve the paper): 100%
- Meets expectations (Makes thoughtful changes in response to feedback): 90%
- Developing (Some changes made, generally only in response to specific suggestions, or superficial changes where more significant changes are suggested): 70%
- Unsatisfactory (No change from previous draft): 0%

Reflection:

- Outstanding (Exceptionally thoughtful or insightful): 100%
- Meets expectations (Shows ability to identify strengths and weaknesses of process and product or development as a writer): 90%
- Developing (Responds to the prompt, showing some reflection on the project): 70%
- Unsatisfactory (Reflection is turned in, but doesn't respond to the prompt or is too vague to show thoughtful reflection on the project): 40-60%.

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| <b>Policies</b> |
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**Attendance.** 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 assign a grade for attendance and participation. Documentation is helpful, especially for repeated or extended absences or if you will be asking to make up any in-class work or turn in a major assignment late.
- 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.
- Check Canvas for any announcements and handouts you may have missed. 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 will bring drafts and turn in papers according to the assigned schedule; this allows you to receive feedback with adequate time to benefit from it. In practice,

- Informal writing can be done late for partial credit, but not after the related project is completed.
- Completed papers will incur a grade penalty of 1/3 letter grade for each class meeting late. This penalty may be waived if circumstances warrant; if you believe the lateness was truly unavoidable and no fault of your own, talk to me about the reason. (The earlier you talk to me, the better.) It is always better to turn in a formal paper late rather than not do it at all.

**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 and Assistive Technologies Center. Call 715 346-3365 or email [DATC@uwsp.edu](mailto:DATC@uwsp.edu) to make an appointment or get more information, or visit them on the 6th floor of Albertson Hall (a.k.a. Library). Visit their website at <http://www.uwsp.edu/disability/Pages/default.aspx>

**Face Coverings:** At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the [Disability and Assistive Technology Center](#) to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

**Other Guidance for COVID-19:**

- Please monitor your own health each day using [this screening tool](#). (Students who have been vaccinated are exempt from screening). If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; contact Student Health Service (715-346-4646).
  - As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside the classroom.
- If you [test positive for COVID, please fill out this form](#). If you tell me that you have tested positive and have not reported, I am required to report.
- If another student in the class is infected, and you are considered at risk, you will be contacted by health officials. You are not necessarily at risk, depending on how close you sit to the infected student. If you are required to quarantine due to exposure to COVID, contact me to discuss the resources available to help you keep up with the class. You may have to quarantine longer than the student who was infected, due to the incubation period of the virus.

**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 the basement of Albertson Hall. 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
- You are able to send your paper for review:  
<https://www.uwsp.edu/tlc/Pages/online-writing-lab-request.aspx>
- 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](mailto: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 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

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PCW = *Patterns for College Writing*. Bring this book when there is assigned reading.

| Date    | Preparation  |
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| Jan. 26 | <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. <b>Be ready to share</b> some of your thoughts.</p>  |
| Jan. 28 | <p><b>Read</b> “Madman, Architect, Carpenter, Judge: Roles and the Writing Process” (photocopy, also posted in Canvas).</p> <p><b>Informal writing:</b> 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 <b>informal writing</b> and does not need to be edited for grammar, etc. <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> |
| Jan. 31 | <p><b>Read</b> “<i>Poltergeist</i>. It Knows What Scares You” (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 31-40 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>   |
| Feb. 2  | <p><b>Read</b> “Fun and Frustration: The Paradox That Is <i>Destiny</i>” (posted in Canvas).</p> <p><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>  |
| Feb. 4  | <p><b>Read</b> “<i>Born this Way</i>: Lady Gaga’s New Album Is a Pop Rapture” (posted in Canvas).</p> <p><b>Think about:</b> Continue to notice the criteria used, and also keep an eye out for a thesis statement. Note: You may find these harder to see in this reading, which is OK; just do what you can. Also notice any details used that give you a clue as to who the author is writing for, their intended <u>audience</u>.</p> <p><b>Informal writing:</b> What topic(s) are you thinking of writing about? What are some of the criteria you are thinking of? <i>Due by the end of the day on Feb. 4:</i> Bring a hard copy to class or submit in Canvas.</p>  |



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| Feb. 7     | No new reading, but have the previous readings with you in class. Be working on discovering ideas for your paper.   |
| Feb. 9     | 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> .<br>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> . This is <b>informal writing</b> and does not need to be edited for grammar, etc.  |
| Feb. 11    | <b>Read</b> sample student papers (posted in Canvas).<br><b>Informal 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. 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 Feb. 11</i> : Have a hard copy with you ready to turn in, or upload to Canvas before class.   |
| Feb. 14    | <b>Have your current draft with you</b> , either in hard copy or in electronic form. <b>Also submit this draft to Canvas</b> for informal writing credit and feedback.  |
| Feb. 16    | <b>Read</b> "Speaking Out" (a first draft) and "The Price of Silence" (revision of the same paper), <i>PCW</i> 73-74 and 76-77<br><b>Think about:</b> What is different about these two drafts? Notice as many changes as you can, and consider the effect they have on the paper.<br>Also have the previous readings with you in class.  |
| Feb. 18    | No preparation – be working on revising your paper. (Class will meet.)  |
| Feb. 21    | <b>Evaluation paper due.</b> 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.<br>You will write a <b>reflection</b> 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.<br>During class we will also schedule individual conferences for the rest of the 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. |
| Feb. 23-25 | No full class meeting – individual conferences in 433 CCC   |
| Feb. 28    | <b>Read</b> "My Mother Never Worked," <i>PCW</i> pages 121-24.<br><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?  |

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| Mar. 2                     | <p><b>Read</b> “Caring for Your Introvert,” posted in Canvas.</p> <p><b>Informal writing:</b> 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? Note: You may find this reading annoying; many people do. We’ll talk about why, but work to see past that and notice the effective aspects of the writing as well. This is due <i>at the beginning of class on Mar. 2</i>: Have a hard copy with you ready to turn in, or upload to Canvas before class.</p> |
| Mar. 4                     | <p><b>Read</b> “Sex, Lies, and Conversation,” <i>PCW</i> 415-419</p> <p><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>   |
| Mar. 7                     | <p><b>Read</b> “Brains versus Brawn,” <i>PCW</i> pages 378-80.</p> <p><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?</p>   |
| Mar. 9                     | <p><b>Read:</b> “Why the Post Office Makes America Great,” <i>PCW</i> pages 220-222</p> <p><b>Informal 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? <i>Due by the end of the day on Mar. 9</i>: Bring a hard copy to class or submit in Canvas.</p>   |
| Mar. 11                    | <p><b>Read</b> “The Myth of the Latin Woman: I Just Met a Girl Named Maria,” <i>PCW</i> pages 225-29.</p> <p><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?</p>  |
| Mar. 14                    | <p><b>Informal writing:</b> Comment on <i>at least two of the readings</i> from the last two weeks (Feb. 28 – Mar. 11), 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 Mar. 14</i>: Bring a hard copy to class or submit in Canvas.</p>   |
| Mar. 16                    | <p><b>Read</b> the sample student papers posted in Canvas.</p> <p><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).</p>   |
| Mar. 18                    | <p>No preparation; be working on your draft. (Class will meet.)</p>   |
| <p><b>SPRING BREAK</b></p> |   |
| Mar. 28                    | <p><b>Draft</b> of paper due, to share with groups (details TBA)</p>  |

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| Mar. 30,<br>Apr. 1 | <p><b>No full class meeting: small groups meet (schedule TBA)</b></p> <p><b>Informal writing:</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 Mar. 28.)</p>  |
| Apr. 4             | <p><b>Review</b> "Sex, Lies, and Conversation," PCW 415-419</p> <p><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.</p>   |
| Apr. 6             | <p><b>"Walk in My Shoes" paper due.</b></p> <p>You will write a <b>reflection</b> 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> <p><b>Also read</b> "The Three Types of Happiness," PCW pages 448-49</p>   |
| Apr. 8             | <p><b>Read</b> "Ten Ways We Get the Odds Wrong," PCW pages 245-50.</p> <p><b>Informal writing:</b> 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>  |
| Apr. 11            | <p><b>Read</b> "The Ways of Meeting Oppression" (posted in Canvas) and "What's in a Name?" PCW 2-4</p>   |
| Apr. 13            | <p><b>Read</b> "Just Walk on By: A Black Man Ponders His Power to Alter Public Space," and "Brains versus Brawn," PCW 233-36 and 378-80.</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> |
| Apr. 15            | <p><b>Read</b> the sample papers posted in Canvas.</p> <p><b>Informal 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? <i>Due by the end of the day on Apr. 15:</i> Bring a hard copy to class or submit in Canvas.</p>  |
| Apr. 18            | No preparation – be working on your paper. Class will meet.  |
| Apr. 20            | <b>No class meeting.</b> Use this time to work on your paper. I will be in the classroom available as needed for help.   |
| Apr. 22            | <b>Draft</b> of paper due, to share with groups (details TBA)  |

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| Apr. 25-27            | <p><b>No full class meeting: small groups meet (schedule TBA)</b></p> <p><b>Informal writing:</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>   |
| Apr. 29               | <p><b>Read</b> "Cutting and Pasting: A Senior Thesis by (Insert Name)," <i>PCW</i> 17-19, and <b>review</b> "The Price of Silence," 76-77</p> <p><b>To think about:</b> How does this essay compare to "The Price of Silence" as a piece of writing (style, purpose, etc.)? How do the two writers' views of plagiarism and cheating compare?</p>   |
| May 2                 | <p><b>Applying Concepts Paper due:</b> remember to include your reflection as well</p> <p>You will write a <b>reflection</b> 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> <p><b>Review</b> "Brains versus Brawn" and <b>read</b> "A Comparison of Two Websites on Attention Deficit Disorder," <i>PCW</i> 378-80 and 383-86.</p> |
| May 4                 | <p><b>Read</b> sample student papers (posted in Canvas)</p>   |
| May 6                 | <p><b>Read</b> "Surrendering" and "Mother Tongue," <i>PCW</i> 116-18 and 458-62</p> <p><b>To think about:</b> Notice similarities and differences in the two writers' experiences and how they write about them.</p>  |
| May 9                 | <p><b>Review</b> these readings in preparation to plan an essay during class: "Mother Tongue" (458-62), "The Myth of the Latin Woman" (225-29), "Why the Post Office Makes America Great" (220-22), "Surrendering" (116-18), "Just Walk on By" (233-36), 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>                                  |
| May 11                | <p>No preparation, but class will meet.</p>   |
| May 13                | <p><b>Informal writing:</b> 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>  |
| May 16, 8-10 am       | <p><b>Final exam for section 4</b> (11:00 class)</p>  |
| May 17, 12:30-2:30 pm | <p><b>Final exam for section 7</b> (12:00 class)</p>  |