

**University of Wisconsin-Stevens Point
English 202 – Spring 2017**

**Sec. 1 – CCC 238
M/W: 8-9:15 a.m.**

**Lynn M. Kordus
Office: 210A CCC
715.346.2317 (Office)
lkordus@uwsp.edu
Office Hours: M/W: 9:15-9:45 a.m.**

OBJECTIVE/AIM AND SCOPE

The work of English 202 will be primarily writing that presents information and ideas effectively, with attention to the essay and techniques of research and documentation. Some goals we will work toward this semester include the following:

- To analyze, synthesize, evaluate, and interpret information and ideas.
- To develop the ability to write effective expository and argumentative prose.
- To construct hypotheses and arguments.
- To integrate knowledge, research, and experience to support hypotheses and arguments.
- To continue to develop critical thinking and reading skills.
- To write and construct essays clearly, coherently, and in a well-organized manner.
- To gather and use information from printed sources, electronic sources, observation, and interaction.

Some points to remember about writing courses: developing skill in writing is an ongoing project, one developed through practice, patience, and time. Through group work, discussions, readings, and lots and lots of writing, we will work hard to attain greater proficiency and fluency in writing.

All UWSP students must check/use their campus e-mail on a regular basis as I will use this means to communicate with you regarding announcements and any changes in class schedule/assignments not announced in class.

MATERIALS

***Practical Argument*, 2nd ed.**, Laurie G. Kirszner & Stephen R. Mandell (PA)
Rules for Writers*, 8th ed. *MLA2016 + Digital Research, Diana Hacker, Nancy Sommers (RW)
\$10-12 set aside for copies throughout the semester for peer workshops
Two-pocket folders for your paper portfolios
Flash drive
Various handouts to be provided

Online writing resources:

UW-Waukesha Online Writing Lab: <http://waukesha.uwc.edu/academics/owl/index.html>

Purdue University Online Writing Lab:

http://owl.english.purdue.edu/handouts/research/r_mla.html

Website of Diana Hacker (author of numerous writing texts):

<http://www.dianahacker.com/resdoc/humanities/english.html>

Recommended: Unabridged dictionary, thesaurus

REQUIREMENTS

Four Formal Essays – Total points: 600 (150 for each essay)

The four essays include three Individual Essays (I-Search, Defending a Belief, Devil's Advocate) and one Collaborative/Group Solution Essay

For all papers, submit prewriting, rough drafts, peer review comments, revised draft, editing work, and final draft. Final drafts alone are unacceptable. Each individual essay should be 1,000-1,250 words (this does not include any cover page, which is not necessary, nor any Works Cited page). The Collaborative Essay length will range from 3,000-3,750 or 4,000-5,000 words, depending upon whether there are three or four students in the group.

This class is operated in a workshop format. What this means is the majority of our time will be spent reading, listening to, and critiquing the work of others in small-group (three-four students each) and large-group formats. Therefore, it is imperative that you come prepared with copies of your draft essays on small group workshop days.

Each student will sign up for one Large Group Workshop Peer Review. What this means is on Large Group Peer Review days, those who have signed up will read their essays, then collect Peer Review critiques from their classmates. 48 hours before you read your essay, you must post it to the appropriate D2L Forum so your classmates may review it and prepare their critiques. Classmates will bring these critiques to class on the day essays are read and give them to the appropriate authors to use in their revision process. You are expected to provide meaningful, constructive comments regarding each essay, answering each of the 20 questions listed for the Peer Critique review.

(See guidelines for proper Peer Review work later in this Syllabus, before the Class Schedule.)

Students failing to post their draft essays 48 hours in advance of the Large Group Workshop day or who are otherwise unprepared will receive a deduction of one letter grade on their essays. Students who do not attend class when they are scheduled to present in Large Group Workshop, and who have not contacted me prior to that class meeting, will receive an F for that assignment and will not be able to make it up.

The rest of the class must complete and print out answers to the Peer Review Critique questions for each essay being read in Large Group Workshop. Bring these to class on Large Group day to give to those reading their essays. You must provide substantive, meaningful comments, not just "I like it," "good job," or similarly superficial comments.

Reflective Statements (350-500 words, the closer to 500 the better): Each of your three individual formal writing assignments must include a reflective statement, which is a means of exploring how you went about writing your papers. Its focus is your writing itself, both your draft and the processes that produced it, and its aim is critical understanding, usually for the purpose of revision. It gives you the opportunity to think about what's working or not working in the draft, what thinking and writing processes went into producing it, and what possibilities you saw for revising it. However, it isn't the place to be too general. **You do not receive additional credit for submitting Reflective Statements, but if you fail to submit one for EACH of the three MAJOR ESSAYS, you will automatically lose 25 points for each one not submitted.** (See guidelines for writing a Reflective Statement at the end of the Syllabus, before the Class Schedule.)

In-depth Peer Reviews (250-375 words, the closer to 375 the better): 25 points each - In addition, you will do an in-depth peer review for each of the three individual formal essays for one member of your Small Peer Review/Collaborative Group. Each of these peer reviews is worth 25 points. These peer reviews are due the class meeting following Large Group Workshop week. No late submissions!

Annotated Bibliography: 25 points

Take-home Final Essay Exam: 100 points

Writing Assignments: All papers should be typed in 11 point Times New Roman or Arial, double-spaced with standard one-inch margins. Put your name, my name, English 102, assignment, and date at the top left of the paper. If you create a title for your essay, center and capitalize it. Keep your last name and page number in the upper left of each page. Staple pages of each draft together. Please don't paperclip—the clips invariably come off. Put all materials in a folder.

SAVE YOUR WORK ON A FLASH/THUMB DRIVE/OR OTHER MEDIA!!!

Grammar, Punctuation, and Usage: You are expected to follow the dictates of correct grammar, punctuation, and usage for all your work. You are expected to demonstrate your ability to follow standard punctuation, spelling, word choice, usage, grammar, and mechanics. In addition to class activities, I will help you pinpoint areas for improvement individually through my comments on your papers. Use these suggestions to improve your writing. Use the *Bedford text* to review. You should use the *Bedford text* as a reference tool; I do not plan to lecture or assign exercises from it.

D2L: This Syllabus, information on all major assignments, as well as other materials relating to aspects we will discuss in class, are posted on D2L for you to print out. I will also post all grades in the D2L Gradebook for your convenience.

QUIZZES: 10 quizzes @ 20 points each = 200 points. These are open-book reading quizzes based on your readings in *Rules for Writers*.

Conferences: You are required to meet with me once during the semester individually. Conferences will be held in our classroom and will be scheduled the week prior. This will be an opportunity to get individual feedback from me on the work you've done over the semester, to ask questions, and to get suggestions for revisions on current work.

We will not meet as a class during this time; however, you are expected to meet with members of your Collaborative Group to work on your group essay and to file an email report on the progress your group made at this meeting. Details and sign-up will follow.

Citizenship: Citizenship is something like participation but entails a bit more; it means being a good student: arriving to class on time and prepared, participating in large and small group discussions actively, attentively, and effectively, refraining from distracting or obnoxious behavior in class, keeping cell phones turned off, bringing copies on workshop days, and consistently engaging and investing in the work of the course and in one's own development as a writer, reader, and thinker. Citizenship is measured based on how active you have been in class (active meaning making an informed comment during discussions, being consistently prepared for the day's activities, etc.). While no specific grade is assessed for Citizenship, Citizenship will be taken into account when determining final grades. (As a guide, A-level Citizenship will indicate almost constant involvement, B level will indicate solid, frequent involvement, and C level will indicate minimal involvement.) I expect an active commitment toward learning from each and every student in the course; we will be working hard this semester, but it will be worth it!

Assistance: In the basement of the library is the Tutoring Learning Center. You can visit this center, Mon.-Thurs. 9 a.m.-4 p.m. and Fri. 9 a.m.-Noon, with or without an appointment, and get help with your papers. This is an excellent resource, and I encourage all students to give it a try. Even good writers can benefit from having someone else read their papers before they turn them in.

If you have a disability that may affect your ability to complete work in this class, please visit the Office of Disability Services on campus and fill out a Request for Accommodation form.

POLICIES AND PROCEDURES

Attendance: Since many of the activities in this class are interactive and occur during class, attendance is crucial. I do not differentiate between excused and unexcused absences. Students should plan to attend every weekly class meeting. Students missing 20% of the course meetings, or six class meetings over the semester, will receive a failing grade.

Academic Dishonesty: Academic dishonesty is also known as plagiarism. Plagiarism is the use of another person's language/words or ideas without proper citation. If you use more than four or five words in a row from another source, you should put quotation marks around them. If

you borrow an idea from a published source, you need to use parenthetical documentation to give proper credit to that source. Any quote, paraphrase, or indirect quote must be cited appropriately.

Please be aware that I will not hesitate to check on sources that seem incorrectly documented. The consequences of plagiarism are a failing grade on the paper/assignment, possibly a failing grade for the course, and reporting of the incident to the appropriate university office for further action. We will talk in class about how to properly quote, paraphrase and cite your sources. If I discover you have plagiarized in this class, you will be treated in accordance with the University Policy on Academic Misconduct (see pages 5 and 6 at <http://www.uwsp.edu/centers/rights/RRBOOKLET8-2005-06.pdf>).

Policy on Late Work: I ask that out of consideration you contact me via email 24 hours prior to the due date of the work to let me know the mitigating circumstances preventing the work from being in on time and to make arrangements and agreements for when the work will be turned in. Late work may be downgraded.

Policy Policy:

Ideally, this syllabus would cover every contingency of every possibility that might arise in the course of the semester. Of course, reality dictates that will not be the case. Thus, I reserve the right to make changes to this syllabus as the need arises.

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.

Grades:

You may earn a total of 1,000 points for the semester:

600 – Four essays (150 points each)

25 – Annotated Bibliography

75 – In-depth Peer Reviews (3 @ 25 points each)

200 – Quizzes (10 @ 20 points each)

100 – Final Take-Home Essay Exam

Each writing assignment will be graded on **both** content and mechanics, so how you say something is just as important as what you say. Each essay grade will be comprised of the average of a content and a mechanics grade, i.e., if the content merited an A and the mechanics merited a C, the essay grade would be a B.

In addition, while individual grades will not be given for the in-class writing/discussion we will do, if you are not prepared on those days or do not bring required material to discuss, you will be charged with a class absence.

Semester grades are equal to the following percentages/points:

A 93-100% (930-1000 points)

A- 90-92 (900-929 points)

B+ 87-89 (870-899 points)

B 83-86 (830-869 points)

B- 80-82 (800-829 points)

| | |
|----|-------------------------------------|
| C+ | 77-79 (770-799 points) |
| C | 73-76 (730-769 points) |
| C- | 70-72 (700-729 points) |
| D+ | 67-69 (670-699 points) |
| D | 63-66 (630-669 points) |
| D- | 60-62 (600-629 points) |
| F | 59 and below (599 points and below) |

POINT EQUIVALENTS

20-point assignment

| | |
|----|----------------|
| A | 18.6-20 |
| A- | 18-18.5 |
| B+ | 17.4-17.9 |
| B | 16.6-17.3 |
| B- | 16-16.5 |
| C+ | 15.4-15.9 |
| C | 14.6-15.3 |
| C- | 14-14.5 |
| D+ | 13.4-13.9 |
| D | 12.6-13.3 |
| D- | 12-12.5 |
| F | 11.9 and below |

25-point assignment

| | |
|----|---------------|
| A | 23.25-25 |
| A- | 22.5-23 |
| B+ | 21.75-22.4 |
| B | 20.75-21.74 |
| B- | 20.20-20.74 |
| C+ | 19.25-20.19 |
| C | 18.25-19.24 |
| C- | 17.5-18.24 |
| D+ | 16.75-17.4 |
| D | 15.76-16.74 |
| D- | 15-15.75 |
| F | 14.99 & below |

100-point assignment

| | |
|----|--------------|
| A | 93-100 |
| A- | 90-92.9 |
| B+ | 87-89.9 |
| B | 83-86.9 |
| B- | 80-82.9 |
| C+ | 77-79.9 |
| C | 73-76.9 |
| C- | 70-72.9 |
| D+ | 67-69.9 |
| D | 63-66.9 |
| D- | 60-62.9 |
| F | 59.9 & below |

150-point assignment

| | |
|----|-----------------------|
| A | 140-150 points |
| A- | 135-139.9 |
| B+ | 130-134.9 |
| B | 125-129.9 |
| B- | 121-124.9 |
| C+ | 115-120.9 |
| C | 110-114.9 |
| C- | 105-109.9 |
| D+ | 101-104.9 |
| D | 95-100.9 |
| D- | 90-94.9 |
| F | 89.9 points and below |

I reserve the right to assign borderline grades as I deem appropriate.

A Note on Grades: An “A” grade is not a gift you get at the end of the semester for always coming to class and participating and completing your work on time. For that, you earn a “C.” Beyond that, your work must be more than average—it must be good to earn a “B” and excellent to earn an “A.” Please also remember that you are not your grades—you are a person, not a letter. Good people can get average grades and vice versa.

GRADING CLASS CITIZENSHIP AND ATTENDANCE

An “A” student.....

- Speaks up frequently with fresh and insightful comments
- Actively listens
- Takes a leadership role in group work and peer workshops
- Demonstrates exceptional speaking and/or writing in in-class and online assignments

A “B” student.....

- Speaks up frequently
- Actively listens
- Participates fully in group work and peer workshops
- Demonstrates above average speaking and/or writing in in-class and online assignments

A “C” student.....

- Speaks up occasionally
- Actively listens
- Contributes somewhat to group work and peer workshops
- Demonstrates average speaking and/or writing in in-class and online assignments

A “D” student.....

- Speaks up rarely or never
- Usually listens
- Takes a passive role in group work and peer workshops
- Demonstrates below average speaking and/or writing in in-class and online assignments

An “F” student.....

- Speaks up rarely or never, or speaks in a derogatory or disruptive manner
- Usually doesn't listen; may sleep, put head down, read or write material for another

class, text message on cell phone, IM on laptop
Usually doesn't participate in group work or peer workshops
Does not complete in-class and/or online speaking and/or writing assignments

Reflective Statements

Each of your four formal writing assignments must include a reflective statement, which is a means of exploring how you went about writing your papers. Its focus is your writing itself, both your draft and the processes that produced it, and its aim is critical understanding, usually for the purpose of revision. It gives you the opportunity to think about what's working or not working in the draft, what thinking and writing processes went into producing it, and what possibilities you saw for revising it. However, it isn't the place to be too general.

For example, don't tell me that you started with a catchy introduction because it's important to grab the reader's attention. We already know that. To write an effective reflective statement, pick out a question from each section of the list below, look at specific aspects of your paper, explore your past thinking against your present thinking, and support your analysis with adequate details:

1. Process questions, which address the specific writing strategies you used to complete this paper:
 - What was the biggest problem I faced in writing this paper, and how successful was I in solving that problem? Provide specific examples from your paper.
 - What were my favorite sentence or word-level revisions that added some fire or spark to my writing? Provide specific examples from your paper.
2. Subject-related questions, which address how the subject of your paper caused you to wallow in complexity:
 - What passages in the paper show my independent thinking about the subject, my unresolved problems or mixed feelings about it? Provide specific examples from your paper.
 - What were the major content problems I had with this paper, and how successful was I in solving them?
 - What did writing about this subject teach me?
3. Rhetoric-related questions, which discuss the audience you imagined and how it influenced your writing:
 - What do I want readers to take away from reading my paper?
 - What do readers expect from this kind of paper? Did I fulfill those expectations?
 - How would I describe my voice in this paper? Is this voice appropriate? Is it similar to my everyday voice or to the voices I have used in other kinds of writing?
4. Self-assessment questions, which address the most significant strengths and weaknesses in the essay:
 - What are my most significant strengths and weaknesses? Do I think others will also see these as important strengths or weaknesses? Why or why not?
 - If I had more time, what specific ideas and plans would I have for revision?
5. Peer Critique question, which addresses your responses to those exercises:
 - How did you revise your final paper based on your peer critique?
 - Did you find that your peers gave useful feedback? Did they provide feedback that you found useless?

This is a paper that is separate from the essay you are discussing, but which is submitted in the folder with the essay it relates to. The number of pages you write for this paper is not included in the page-length requirements for each major essay. Write in complete sentences and in paragraph form.

While you do not receive any extra credit for this paper, failure to submit one for each essay will result in an automatic deduction of 25 points from that essay's grade. Also, failure to submit an adequate Reflective Statement (less than one full page) will result in a loss of 10 points from the essay grade. I know that this exercise may seem like "busy work," but it will honestly, at least subconsciously, help you think about the writing process for your essays.

Peer Review/Responding to Draft Essays

Before/while you read paper

- Find out what the writer is intending to do in the paper (purpose) and what the intended audience is.
- Find out what the writer wants from a reader at this stage.
- Read (or listen) to the entire draft before commenting.

What to include in your critique

- Praise what works well in the draft; point to specific passages.
- Comment on large issues first (Does the draft respond to the assignment? Are important and interesting ideas presented? Is the main point clear and interesting? Is there a clear focus? Is the draft effectively organized? Is the sequence of points logical? Are ideas adequately developed? If appropriate, is the draft convincing in its argument? Is evidence used properly?). Go on to smaller issues later (awkward or confusing sentences, style, grammar, word choice, proofreading).
- Time is limited (for your response and for the author's revision), so concentrate on the most important ways the draft could be improved.
- Comment on whether the introduction clearly announces the topic and suggests the approach that will be taken; on whether ideas are clear and understandable.
- Be specific in your response (explain where you get stuck, what you don't understand) and in your suggestions for revision. And as much as you can, explain why you're making particular suggestions.
- Try describing what you see (or hear) in the paper--what you see as the main point, what you see as the organizational pattern.
- Identify what's missing, what needs to be explained more fully. Also identify what can be cut.

How to criticize appropriately

- Be honest (but polite and constructive) in your response
- Don't argue with the author or with other respondents.

Peer Review Critique Questions

Reviewer's name: _____

Author being reviewed: _____

1. What is one thing the writer does well in this essay?
2. What is the one big thing the writer needs to work on with this essay?
3. What is the writer's main point? Phrase it briefly in your own words.
4. Is the main point an arguable assertion? Could someone argue an opposing or contrasting point of view? What would that contrasting point be?
5. Does the essay offer insights that go beyond the obvious and offer original observations? How so? Did you learn something new from reading the essay? What? Why not?
6. Does the introduction lead up to the thesis in a smooth, informative way? If not, what do you suggest the writer do?
7. Is the thesis placed in a clear manner in the introduction?
8. Does each paragraph begin with a topic sentence? Do the topic sentences correctly describe the main points of the paragraphs?
9. Does each of the topic sentences tie back to the thesis?
10. Are the paragraphs proportionately balanced? Are there any really short paragraphs that could be developed more? Long paragraphs that could be broken or shortened?
11. Does each paragraph develop one main idea? What are the main ideas of each of the paragraphs? Write them out briefly (5 words or less each). (Use a separate sheet of paper if necessary.) If any paragraph is particularly difficult to pin down, perhaps the focus is off.
12. Does the writer offer evidence for the points he or she makes in each paragraph? If so, is the evidence convincing?
13. Does the conclusion briefly summarize in a fresh way the writer's main argument and then end on a memorable note (such as a quotation, thought, image, or call to action)? What is that memorable impression that the conclusion leaves?
14. Are quotations integrated smoothly? Do they flow with the grammar of the sentence? Are authors named in signal phrases or source titles put in parentheses after the quotations?

15. Is there a Works Cited page reflecting each author quoted in the body of the essay?
16. Are the entries of the Works Cited page in correct MLA format? Are they alphabetized? Does each entry have all the necessary citation information? Does the Works Cited section appear on its own page?
17. Is the essay itself formatted correctly (one-inch margins, 11 font Times New Roman/Arial text, double-spacing, correct personal details on first page, header with last name and page number)?
18. Does the essay have a creative title that describes the purpose/point of the paper in a catchy, clear way?
19. Are there grammar and spelling errors in the essay?
20. If you were writing this essay, what would you do differently? Why?

Schedule

Work is due on the day it is listed (unless otherwise indicated)!

Week One
1/23

M: Syllabus
Introductions
W: Ungraded Diagnostic Writing
I-Search guidelines

Introduction to Argument, The Four Pillars of Argument,
Thinking and Reading Critically

Read: Chapters 1, 2, 3 in PA

Read: The Writing Process in RW

Week Two
1/30

M: Large Group Peer Review Sign-up
W: Small Group Workshop-Formal Essay #1/I-Search
Essay Draft Due (**2 pages minimum; copies for your
group members**)
Quiz #1 The Writing Process

What is argument?
Documenting Sources: MLA, Avoiding Plagiarism

Read: Chapters 10, 11 in PA

Read: Academic Reading, Writing, and Speaking in RW

Week Three
2/6

M/W: Large Group Peer Review
No later than Saturday, Feb. 4, by 11:59 p.m., those
participating in Large Group Peer Review Monday
MUST post their draft essays on D2L in the appropriate
Discussion Forum (I-Search Essay) for their
classmates to review and critique prior to class.

The rest of the class must complete and print out
answers to the Peer Review Critique questions (found
in this Syllabus) for each essay being read in Large
Group Workshop. Bring these to class on Large Group
day to give to those reading their essays. You must
provide substantive, meaningful comments, not just "I
like it," "good job," or similarly superficial comments.

No later than Monday, Feb. 6, by 11:59 p.m., those
participating in Large Group Peer Review Wednesday
MUST post their draft essays on D2L in the appropriate
Discussion Forum (I-Search Essay) for their
classmates to review and critique prior to class.

The rest of the class must complete and print out answers to the Peer Review Critique questions (found in this Syllabus) for each essay being read in Large Group Workshop. Bring these to class on Large Group day to give to those reading their essays. You must provide substantive, meaningful comments, not just “I like it,” “good job,” or similarly superficial comments.

Those who read in Large Group Peer Review Workshop will revise their papers for the next class meeting.

2/8

I-Search Essay due for those not participating in Large Group Peer Review.

Week Four
2/13

M: Annotated Bibliography
Defending a Belief Essay Guidelines
Quiz #2 Academic Reading, Writing, and Speaking

2/13

In-depth Peer Review Due

W: Small Group Workshop - Annotated Bibliography

Understanding Logic & Recognizing Logical Fallacies
Planning, Drafting, and Revising an Argumentative Essay

Read: Chapters 5, 7 in PA

Read: Clarity, RW

Week Five
2/20

M: Small Group Workshop-Formal Essay #2/Defending a Belief Essay

2/20

Annotated Bibliography Due

W: Evaluation of Internet Sources
Quiz #3 Clarity

Finding and Evaluating Sources, Evaluation Arguments, Ethical Arguments
Rogerian Argument, Toulmin Logic and Oral Arguments
Summarizing, Paraphrasing, Quoting, and Synthesizing Sources

Read: Chapters 6, 9 in PA

Read: Grammar in RW

Week Six
2/27

M: Evaluation of Internet Sources Due
**W: Small Group Workshop-Formal Essay #2-
Defending a Belief Essay Draft Due (2 pages
minimum; copies for your group members)**

Quiz #4 Grammar

Ethical Argument

Read: Chapters 8, 14, 17 in PA

Read: Punctuation in RW

Week Seven
3/6

M/W: Large Group Peer Review
**No later than Saturday, March 4, by 11:59 p.m.,
those participating in Large Group Peer Review**
Monday MUST post their draft essays on D2L
in the appropriate Discussion Forum
(Defending a Belief Essay) for their classmates
to review and critique prior to class.

**The rest of the class must complete and print
out answers to the Peer Review Critique
questions for each essay being read in Large Group
Workshop. Bring these to class on Large Group day to
give to those reading their essays. In order to receive
full points, you must provide substantive, meaningful
comments, not just “I like it,” “good job,” or similarly
superficial comments.**

**No later than Monday, March 6, by 11:59 p.m.,
those participating in Large Group Peer Review**
Wednesday MUST post their draft essays on D2L in
the appropriate Discussion Forum (Defending a Belief
Essay) for their classmates to review and critique prior
to class.

**The rest of the class must complete and print out
answers to the Peer Review Critique questions
for each essay being read in Large Group
Workshop. Bring these to class on Large Group
day to give to those reading their essays. In**

order to receive full points, you must provide substantive, meaningful comments, not just “I like it,” “good job,” or similarly superficial comments.

Those who read in Large Group Peer Review Workshop will revise their papers for the next class meeting.

3/8

Defending a Belief Paper Due for those not participating in Large Group Peer Review.

Week Eight
3/13

Conferences

Whenever your appointment is: In-depth Peer Review Due

Week Nine
3/20

Spring Break

Week Ten
3/27

M: Conferences

Whenever your appointment is: In-depth Peer Review Due

W: Devil's Advocate Essay Guidelines
Small Group Workshop-Brainstorm ideas for Devil's Advocate Essay
Quiz #5 Punctuation

Read: Mechanics in RW

Week Eleven
4/3

M: Research Day
W: Small Group Workshop-Formal Essay #3-Devil's Advocate Draft Due (2 pages minimum; copies for your group members)
Quiz #6 Mechanics

Read: Grammar Basics in RW

Week Twelve
4/10

M/W: Large Group Peer Review
No later than Saturday, April 8, by 11:59 p.m., those participating in Large Group Peer Review Monday MUST post their draft essays on D2L in the appropriate Discussion Forum (Devil's Advocate

Essay) for their classmates to review and critique prior to class.

The rest of the class must complete and print out answers to the Peer Review Critique questions for each essay being read in Large Group Workshop. Bring these to class on Large Group day to give to those reading their essays. In order to receive full points, you must provide substantive, meaningful comments, not just "I like it," "good job," or similarly superficial comments.

No later than Monday, April 10, by 11:59 p.m., those participating in Large Group Peer Review Wednesday MUST post their draft essays on D2L in the appropriate Discussion Forum (Devil's Advocate Essay) for their classmates to review and critique prior to class.

Those signed up for Large Group Peer Review Workshop will revise their papers for the next class meeting.

The rest of the class must complete and print out answers to the Peer Review Critique questions for each essay being read in Large Group Workshop. Bring these to class on Large Group day to give to those reading their essays. In order to receive full points, you must provide substantive, meaningful comments, not just "I like it," "good job," or similarly superficial comments.

4/12

Devil's Advocate Essay Due for those not participating in Large Group Peer Review.

Week Thirteen
4/17

M: Collaborative Essay Guidelines
Quiz #7 Grammar Basics

4/17

In-depth Peer Review Due

W: Small Group Workshop-Collaborative Essay

Definition Arguments, Proposal Arguments

Read: Chapters 12, 15 in PA

Read: Research in RW

Week Fourteen
4/24

M: Rhetorical Analysis/Review & Evaluation of Academic Journal Article
W: Writing a Rhetorical Analysis, Writing Literary Arguments
Quiz #8 Research

Read: Chapter 4, Appendix A in PA

Read: Writing Papers in MLA Style

Week Fifteen
5/1

M: Rhetorical Analysis/Review & Evaluation of Academic Journal Article
Small Group Workshop-Collaborative Essay Drafts Due
Quiz #9 Writing Papers in MLA Style

W: Group presentations

No later than Monday, May 1, by 11:59 p.m., all groups Presenting Wednesday MUST post their draft essays on D2L in the appropriate Discussion Forum (Collaborative Group Essay) for their classmates to review and critique prior to class.

The rest of the class must complete and print out answers to the Peer Review Critique questions for each essay being read in Large Group Workshop. Bring these to class on Large Group day to give to those reading their essays. In order to receive full points, you must provide substantive, meaningful comments, not just “I like it,” “good job,” or similarly superficial comments.

Read: Multilingual Writers and ESL Challenges AND Appendixes in RW

Week Sixteen
5/8

M: Group presentations

5/8

Wednesday Collaborative Group Essay Presentations--due

No later than Saturday, May 6, by 11:59 p.m., all groups presenting Monday MUST post their draft essays on D2L in the appropriate Discussion Forum

(Collaborative Group Essay) for their classmates to review and critique prior to class.

The rest of the class must complete and print out answers to the Peer Review Critique questions for each essay being read in Large Group Workshop. Bring these to class on Large Group day to give to those reading their essays. In order to receive full points, you must provide substantive, meaningful comments, not just “I like it,” “good job,” or similarly superficial comments.

**W: Distribute Take-Home Final Essay
Quiz #10 Multilingual Writers and ESL Challenges AND
Appendixes in RW**

5/10

**Monday Collaborative Group Essay Presentations--
due**

Last day of classes: Friday, May 12

FINAL EXAM: Thursday, May 18, 10:15 a.m.-12:15 p.m.

