

English 250--Intermediate Writing

Spring 2017

Class: Monday/Wednesday 3:35-4:50 CCC 207

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Office hours: 12:00 to 3:00 Tuesday and Thursday, or by appointment, frequently, and whenever the lights are on ☺



Course Description:

In English 250, we'll practice and play with writing and with words. In essence, this is a time to experiment and to grow as much as you can, to figure out who you are as a writer, to learn what works for you and what you sound like, and to develop writing processes of generating ideas, analyzing and evaluating your own work, looking at models for ideas and structures, cut it all apart and putting it back together again, asking for feedback and critique from outside and fresh eyes, and then polishing and proofreading. Really, this playful practice is the only way to grow as a writer.

Since you're here, I assume you want to grow as a writer and so you'll have lots of control over the forms and structures you compose in. Struggling with what to compose and for whom, how to get people to listen to what you have to say, and then actually figuring out what you have to say, is the work of being an adult writer.

You'll organize your writing around an essential of your choice, something you care passionately about, something you probably already know something about, but something that you also want to learn more about. Something that you have opinions about that the world needs to hear. What question about the world do you want to investigate?

By the end of the course, I hope that you've learned that your energies are best spent in the prewriting and revision stages of writing rather than the revision and editing stages. I hope that you'll look forward to getting

feedback on your work because that will help you see it differently and therefore make it better. I hope that you'll find new appreciation and joy in writing that will buoy you through tough times and come in handy in your career. By the end of the course, I know you'll be a writer.

General Education Investigation Level Learning Outcomes:

- Read closely, think critically, and write effectively about texts or cultural artifacts that reflect on perennial questions concerning the human condition (such as the search for truth and meaning, the confrontation with suffering and mortality, or the struggle for justice, equality, and human dignity).
- Investigate and thoughtfully respond to a variety of ideas, beliefs or values held by persons in situations other than one's own

Major Learning Outcomes:

About Writing Skills:

- Specifically determine the audience, purpose, and message for your piece, and then craft content and structures to most effectively fit
- Analyze and use various structures and genres of writing
- Develop appropriate and effective tone and voice that are both individual to you and manipulated to achieve your purpose in each piece
- Apply an authentic research process which asks important questions and synthesizes information from various reliable print and electronic sources and which properly cites sources using MLA guidelines
- Produce finished and polished pieces that you are proud of

About Writing Process:

- Develop strategies to generate and organize ideas
- Develop and apply a recursive and individual writing process that allows you to play with your own writing
- Differentiate between beneficial and detrimental feedback to your written work and decide which best suits your purpose
- Analyze the application of specific revision and proofreading strategies for use in your own writing
- Produce pieces with eliminate problems of written language conventions that undermine your ability to communicate effectively with your audience.

Course Materials:

1. Purchase Textbook: Jack Rawlins and Stephen Metzger. *The Writer's Way*, Eighth Edition.
2. Rental Textbook: John Trimbur. *The Call to Write*, Sixth Edition.
3. A physical notebook and folder dedicated to this course.
4. A Google Drive account

Major Assessments:

1	Writer's Notebook		10%
2	Writing Process Brainstorming and Planning Outlining or Organizing Revising and Reflecting Editing and Proofreading		10%
3	Multi-Genre Portfolio - investigating, exploring, or trying to answer one unifying essential question	Memoir	60%
4		Self-Selected Genre	
5		Self-Selected Research Genre	
6		Self-Selected Genre	
7	Research and Analysis Complication of materials for research piece Genre-study Analysis of professional and peer pieces		10%
8	Mid-Term and Final Reflection		10%

Grading:

Writer's Notebook (10%): Your writer's notebook is a place to synthesize your understanding of the readings for application into your own writing, organize your thoughts before discussion, practice writing and revision skills, analyze sample essays and paragraphs for how they work, brainstorm, and generate impromptu writings as well as a place to begin more detailed writing assignments and generally record your thoughts. More importantly, your writer's notebook is your place, whether the topic be assigned or person, to store, plant, grow, and harvest your "seed ideas" for writing, something mature writers do religiously.

- Physical Writer's Notebooks: We'll use these in class to brainstorm, gather ideas, and practice writing and revisions strategies. In addition to the in class work, please write in your physical writer's notebook for at least 15 minutes a week in addition to what we do in class.
- Digital Writer's Notebooks: You'll keep a Google Doc writer's notebook, too, to respond to class readings and prompts, so that I can see it and give you real-time feedback and comments.

Exemplary	Proficient	Acceptable	Unacceptable
Consistent, in-depth, and insightful entries.	Consistent, thorough and thoughtful entries.	Consistent, logical entries.	Inconsistent or sporadic entries.
Analyzes what strengths and difficulties they anticipate with each topic.	Analyzes what strengths and difficulties they anticipate with each topic.	Analyzes what strengths and difficulties they anticipate with each topic.	Summarizes the reading(s).
Begins to play with application of the reading	Considers how they will apply each topic of the		

into their own writing process and performance.	readings into their own writing process and performance.		
Entries take multiple forms or practice a variety of strategies. Shows a consistent attempt to “grow” seed ideas, play with language, and experiment with writing.		Entries come primarily in a single form. Shows a hesitancy or insecurity to “grow” seed ideas or experiment with writing.	

Writing Process (10%): Each piece of writing we compose for class will require multiple drafts and revisions. You’ll often start a draft, complete peer feedback and make a revision plan, or practice a skill or strategy in class, and then take that work back to your draft to improve your writing product and skill. You’ll write in Google Docs and share the document with me, so I can see your work as you go along. I’ll be looking for you to implement your peers’ feedback, my feedback, and the work we do in class to make your final product as effective as it can be. When you turn in your portfolios, you will submit all of these “working drafts” as well as the finished and highly polished “Final Draft” of your writing so I can see your revision process and procedures.

Exemplary	Proficient	Acceptable	Unacceptable
Writer engages fully and finds ownership in the entire writing process, including brainstorming, outlining various options, and multiple revisions based on class activities and peer or teacher feedback, where he/she moves pieces, deletes, adds, changes sentence structures for purposeful effect, applies the convention skills discussed in class, etc.	Writer engages in the writing process, including brainstorming and multiple revisions based on class activities and peer/teacher feedback where he/she moves pieces, deletes, adds, changes sentence structures for purposeful effect, applies the convention skills discussed in class, etc.	Writer completes most of the writing process, including at least one overall revision, where he/she moves pieces, deletes, adds, applies the convention skills discussed in class, etc.	Writer seems to think his/her first idea is his best idea and her first draft is her best draft. Revisions are limited to simple editing.

Multi-Genre Portfolio (60%): You will compose four complete pieces over the semester, one memoir and then three in self-selected genres. Choose different genres for each piece. You can choose the topics of each piece, with the caveat that all the pieces must tie together to investigate, explore, or trying to answer one unifying essential question. What do you wonder about the world or what issues do you want to examine?

I will assess your portfolio on writing effectiveness in categories around ideas/content, organization/structure, voice, word choice, sentence fluency, conventions, and audience at Mid-Term and End-of-Semester. Until that official assessment, you are welcome to keep revising as many times as you want until you feel each piece is as effective as it can be.

- Mid-Term Portfolio:
 - Memoir
 - Self-Selected Genre(s) - One or more genres totaling at least 1000 words.
- Final Portfolio:
 - Self-Selected Research Genre(s) - One or more genres totaling at least 1000 words.
 - Self-Selected Genre(s) - One or more genres totaling at least 1000 words.

Research and Analysis (10%):

We'll do a lot of looking at our own and other's writing, both professional and peer writing, in order to learn how to make our own writing better. Here, I'll be looking at the quality of your analysis and evaluation of those other writing samples and the helpfulness of your contributions to the discussion of writing in class in general.

- 1) For each self-selected genre, you'll look carefully at two or three professional examples of that genre in a Genre Study, where you analyze what structure, tone, or strategies that genre uses, what audience it plays, to and generally how it works.
- 2) As you work on your "Informational" piece(s) in your portfolio you will be conducting authentic research. The materials that you generate during the research *process* (notes) as well as the citation documentation (end notes and works cited/consulted pages) will be assessed separately from the finished piece(s) of writing.
- 3) And, of course, we'll engaged in peer feedback in class where you'll closely examine your own and other's writing.

Exemplary	Proficient	Acceptable	Unacceptable
<p>Thoroughly examined at least two examples of the specific genre in which the author intends to write.</p> <p>Examples are clearly tied to both the genre and the topic the author has chosen.</p> <p>Study insightfully covers ideas, organization, voice, word choices or jargon, sentence structures or Lexile of the genre, and format and how these things informs the author's choices.</p> <p>The synthesizing comment clearly articulates the major features of the studied genre as well as how the author will apply the info gained into their own writing.</p>	<p>Completely examines at least two examples of the specific genre in which the author intends to write.</p> <p>Examples are tied to both the genre and the topic(s) the author has chosen.</p> <p>Written study thoroughly covers ideas, organization, voice, word choices or jargon, sentence structures or Lexile of the genre, and format and how these things informs the author's choices.</p> <p>The synthesizing comment describes the major features of the genre and how the author will apply the info gained into their own writing.</p>	<p>Partially examines at least two examples of the specific genre in which the author intends to write.</p> <p>Examples tie to the genre OR the topics the author has chosen.</p> <p>Written study generally covers ideas, organization, voice, word choices or jargon, sentence structures or Lexile of the genre, and format and how these things informs the author's choices.</p> <p>The synthesizing comment vaguely describes the genre's features and/or how the author will apply the info gained.</p>	<p>Minimally examines examples of the specific genre in which the author intends to write or the study is missing.</p> <p>Examples do not accurately tie to author choices.</p> <p>Written study is missing either ideas, organization, voice, word choices or jargon, sentence structures or Lexile of the genre, and format and how these things informs the author's choices.</p> <p>The synthesizing comment does not describe the major features of the genre and/or spends little time developing how the author will apply the info gained.</p>
<p>Electronic notes, endnotes in text and notes page demonstrate the ability to sort and organize <i>complete and</i></p>	<p>Electronic notes, endnotes in text and notes page demonstrate the ability to sort information appropriate</p>	<p>Electronic notes, endnotes in text and notes page reflect too few details and incomplete descriptions.</p>	<p>Electronic notes, endnotes in text and notes page reflect minimal or incomplete details.</p>

accurate information appropriate to research.

E-Notes

***The **quality/quantity** of the notes demonstrates a **thorough** and **insightful understanding** of the topic being researched

- Essential questions clearly define info on each card
- Questions are asked of multiple sources to help ensure accuracy of info.
- Summary and paraphrase notes are in "own words"
- Material quoted only when essential/author says it better than notetaker could
- Page numbers are indicated when applicable
- The author has used a variety of highly credible sources and meets all print/electronic requirements
- MLA citations are thorough and accurate in "source" box

Endnotes & Notes Page

- Endnoting is used flawlessly throughout the writing to source all outside information
- Notes page is free of formatting errors
- Citation info for individual notes is thorough + accurate

to the research.

E-Notes

***The **quality/quantity** of the notes demonstrates a **complete** and **logical understanding** of the topic being researched

- Organization generally good
- Questions generally asked of multiple sources to help ensure accuracy of info.
- Summary/Paraphrase notes are generally in "own words"
- Quoted material is used appropriately, though some quoted material might have been better paraphrased
- Page numbers are indicated when applicable
- Author used a variety of credible sources and meets all print/electronic assignment requirements
- MLA citations are thorough/accurate, though minor errors may be present

Endnotes & Notes Page

- Endnoting is used correctly with minimal errors and indicates all outside information
- Notes page contains minimal errors in formatting.
- Citation info for individual notes is thorough + accurate

E-Notes

***The **quality/quantity** of the notes demonstrates a **cursory** and **logical understanding** of the topic being researched

- Organization sometimes haphazard
- Questions sometimes over-reliant on a single source
- Summary notes contain some "own words" and some of the source's words
- Quoted material would probably be better summarized/paraphrased
- Page numbers may be missing for print sources
- Author used a variety of sources, though credibility may be questionable; some print/electronic assignment requirements
- MLA citations contain repeated error patterns

Endnotes & Notes Page

- Endnoting contains errors and/or sometimes neglects necessary citation
- Notes page contains errors in formatting
- Citation info for individual notes is incomplete and/or contains errors

E-Notes

***The **quality/quantity** of the notes **are weakly developed** and **do not demonstrate a clear understanding** of the topic being researched

- Information is disorganized
- Questions are asked of only single sources raising doubts as to the accuracy of info.
- Notes rely mainly on wording from the original source vs. summarizing and/or paraphrasing
- Quotes are factual details the notetaker could easily have put in his/her own words
- Needed pg. numbers missing
- Author has relied on only a few sources of questionable credibility and/or has not met print/electronic requirements of the assignment
- MLA citations contain numerous errors/ divergent from form

Endnotes & Notes Page

- Endnoting contains numerous errors/is divergent from format/is missing
- Notes page contains numerous formatting errors
- Citation info for individual notes is so divergent from form it's difficult to follow and/or

			contains numerous errors
<p>Fully and specifically completes all the peer feedback steps about all the creative writing elements, including scoring the author on the rubric.</p> <p>Able to evaluate how pieces work in the essay. Gives detailed, helpful, constructive feedback including suggestions for specific improvement, addition, deletions, and rearrangement to more clearly demonstrate theme or engage readers.</p>	<p>Vaguely completes all the peer feedback steps about all the creative writing elements, including scoring the author on the rubric.</p> <p>Able to evaluate the essay as a whole. Gives relevant, detailed, helpful, constructive criticism and praise about the work as a whole.</p>	<p>Completes most of the peer feedback steps, including scoring the author on the rubric.</p> <p>Able to analyze essay as a whole. Gives specific praise for the work, singling out effective words, phrases, paragraphs that help develop the work.</p>	<p>Does not complete the current peer feedback step or score the author on the rubric.</p> <p>Able to understand the essay. Simply says, "It was good," or "I liked it," with no specifics to help the author understand why.</p>

Mid-Term Reflection and Final Exam/Introduction to Your Multi-Genre Narrative (10%): At mid-term, you will compose a short narrative reflection where you examine and evaluate your own writing, detailing what you learned so far in the course, what skills you found particularly challenging and how you overcame them, what you still need to work on to improve your writing, what the writing process looks like for you, how you are now a better writer, and how you've found meaning in this process to better understand your writing and its power, and how you might apply all of that in the future, with specific evidence from your drafts, your final pieces and your writer's notebook.

Mid-Term:

Exemplary	Proficient	Acceptable	Unacceptable
<p>Narrative uses specific and insightful details from the revised essay, other essays, and their writer's notebook to examine and evaluate the writer's performance, growth, strengths, and weaknesses in the course. Discusses their personalization of the writing process and their goals for their writing growth in the future.</p>	<p>Narrative uses details from the revised essay, other essays, and their writer's notebook to examine and evaluate the writer's performance, growth, strengths, and weaknesses in the course. Mentions their application of the writing process.</p>	<p>Narrative provides a broad overview of the strengths or weaknesses of the writer as a whole in the course.</p>	<p>Lists topics from the syllabus or textbook. Makes broad statements of learning with no specifics or insight.</p>

At end of term, you will first decide upon the best final order for your multigenre pieces. Having thoroughly reviewed and ordered each piece, your exam will require you to compose an introduction to the narrative. The introduction first reflects on your development as a writer over the semester, then introduces and reflects upon your theme, introduces each piece and makes explicit the reasons for the choices you've made in each writing this semester.

End of Semester:

<p>The writer has clearly improved his or her writing by trying new possibilities and ideas throughout the process. <u>Each draft reveals significant effort</u> to work on particular areas using both the revision strategies practiced in class as well as individual attention to improve the focus, purpose, audience, tone and clarity of each piece.</p>	<p>The writer has made improvements in his or her writing from the first to the last draft. The writer's drafts show evidence of trying different revision techniques from class, but work may tend to focus more on small details or on grammar than on improving the focus, purpose, audience, tone and clarity of each piece.</p>	<p>The writer has made some improvements in his or her writing, but <u>handwritten evidence is sparse or missing</u>. It's unclear what specifically the writer may have worked on and how he or she viewed the changes. Revisions may have focused more on editing errors than on improving focus, purpose, audience, tone and clarity.</p>	<p>The writer has made only <u>minimalist attempts</u> the revision strategies discussed and assigned in class. <u>Handwritten evidence of growth and revision is weak/ absent/ missing</u>.</p>
<p>The writer has clearly written around a unified theme for the duration of the semester. Pieces are clearly connected through both the thematic treatments of each piece/ genre as well as through the organizational arrangement the author has chosen. The author has revised appropriately to help improve the cohesion of the compiled writing and has edited as appropriate to maximize the effectiveness of the writing.</p> <p style="text-align: center;">Advisory grade for compiled narrative: A-B+</p>	<p>The writer has written around a unified theme for the duration of the semester. Pieces are connected through both the thematic treatments of each piece/genre as well as through the organizational arrangement the author has chosen. The author has revised to help improve the cohesion of the compiled writing and has edited as appropriate to maximize the effectiveness of the writing.</p> <p style="text-align: center;">Advisory grade for compiled narrative: B-C</p>	<p>The writer has written around a theme for the duration of the semester, though additional attention might help strengthen its concentration. Pieces may be connected through thematic treatments of each piece/genre and/or the organization the author has chosen, though changes might improve connections further. The author has made minimal revisions to improve cohesion; additional revision and/or editing would improve the piece.</p> <p style="text-align: center;">Advisory grade for compiled narrative: C- - D</p>	<p>The writer has only written loosely around a theme or may have pieces that seem disconnected from the rest of the narrative. The treatment of pieces may seem confusing or the organization haphazard. The author may have attempted minimal revision or editing, but issues of clarity or problems with spelling, usage and mechanics interfere with understanding the completed narrative.</p> <p style="text-align: center;">Advisory grade for compiled narrative: F</p>

Letter Grades:

A	93-100
A-	90-93.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-73.9
D+	67-69.9
D	60-66.9
F	0-59.9

Class Policies:

Attendance: Please come to class and participate fully. I do hope that you'll find that frequent attendance is necessary for effective learning. Please do contact me ahead of time when you are going to be absent; I worry about you. Physically coming to class but being unprepared or engaging in activities not conducive to learning (such as texting, sleeping, being disruptive to other students, etc) may result in a absence for the day. If you miss a class, please email me, visit my office hours, or make an appointment to discuss what you've missed.

If you are absent more than 10% of the time (4 periods or more), I may lower your overall letter grade a half of a grade (B to a B-). If you are absent more than 25% (8 periods or more) of the time, you will not be able to pass the class.

Classroom and D2L Discussion: Some of the issues we will discuss in class may be controversial, so intense and highly charged exchanges may occur and should be expected and welcomed since they help us anticipate and respond to others' views in our writing. However, I trust that you will not let disagreement become disrespect and that you will remain respectful in your language, behavior, and actions at all times. It is perfectly okay to disagree on issues and to voice disagreement as long as you remember that individual perceptions are shaped by individual experiences and backgrounds and the differences must be approached with respected and tolerant attitudes.

Peer Feedback: Peer Feedback has two purposes: 1) You will learn to evaluate others' writing, giving helpful and detailed suggestions for revision, and 2) You'll apply that skill to your own writing, being able to see your writing from outside and metacognate about your own challenges, needs, and growth. To that end, you'll review your peers' work, as they will review yours, in each unit, often multiple times. Groups and partnerships will change frequently. Learn to rely on each other for suggestions, tweaks, and questions. All good writers show their work to multiple people before print or publication.

Timeliness: Please turn work in on time. All work is due before class on the due date. The work we do in class is carefully scaffolded and sequenced in order to ensure your learning. When you do not come to class with a draft of an essay or when you do not turn a final essay in on time, you are really cheating yourself out of the learning sequence. If you have trouble turning in an assessment on time, please come talk to me and we'll work something out together.

Plagiarism: Whenever you borrow ideas and materials from outside sources, it is necessary to acknowledge the source of your borrowing. Failure to do this constitutes plagiarism--a very serious offense. Writers generally borrow from others in two ways:

- 1) Paraphrasing, quoting directly, or using a combination of paraphrasing and direct quotation. Please use the MLA citation guidelines to properly cite the types of borrowing outlined above. We'll discuss the MLA guidelines in class.
- 2) Deliberately placing your name on someone else's written work--using file papers, copying and pasting from the internet without citation, letting friends or hired professionals write your papers, etc. This type of "borrowing" will be treated in accordance with the University policy on Academic Misconduct. See the UWSP Handbook, Chapter 14 available at <http://www.uwsp.edu/admin/stuaffairs/rightsandresponsibilities.aspx>.

Electronic Devices and Video: Electronic devices are distracting and their use while others are speaking is impolite; unless you are asked to use them for a class activity, turn off cell phones and put them out of sight. Laptops are not allowed unless you have an Accommodations Request requiring use for a disability; if you use a tablet for note taking, please sit in the front row. Violating the device policy will result in an absence for the day.

To respect the privacy of those in class, 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 learn the classroom and possibly being reported to the Dean of Students.

Email: I will do my best to respond to emails within 24 hours (or within 48 hours on the weekends) except in the following circumstances: you are asking for information that can be found on the syllabus, you are asking me to cover an entire class period via email because you have missed a class, or the tone of your email is rude or disrespectful.

D2L: Desire2Learn (D2L) is the web-based software program UWSP uses to create class homepages. You can access D2L by going to your MyPoint page, clicking the "Academic" tab and selecting "Desire2Learn" on the right of the page. You'll turn in your final drafts to me via D2L, I'll post class materials in the content section, we'll occasionally have electronic discussions, and you'll find updated scores and grades there.

Google: Get thyself a Google Drive account. We're going to use that, too. You'll draft all of your essays in Google Docs and share the documents with me, so that I can see your updates in real time and give you real time feedback that you can apply right away. Please use one single Google Document for all of your drafting, revision, and proofreading. Just keep modifying that one document. I'll use the revision history function to help me see your changes. In addition, you'll keep your electronic writer's notebook in a separate Google Doc, so that all of your ideas are in one place for easy reference and synthesis.

If you're struggling: Hey, I care about you. Come talk to me. We'll work together to find a solution.

Available University Resources :

- **Tutoring Learning Center (TLC):** In addition to meeting with me and engaging in peer feedback in class, you can also get help on your papers from the in the basement of the University Library, room 018, x3568.
- **UWSP's Office of Disability Services:** Students with learning differences can visit the Office of Disability Services on the 6th floor of the University Library, room 609, x 3365 to work with that office to develop a Request for Accommodation Form or a referral to Assistive Technology.

Emergency Procedures:

- In the event of a medical emergency call 9-1-1 or use Red Emergency Phone outside room 227]. Offer assistance if trained and willing to do so. Guide emergency responders to victim.
- In the event of a tornado warning, stay in place]. See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools or large classrooms).
- In the event of a fire alarm, evacuate the building in a calm manner. Meet in the parking lot F-W across the street. Notify instructor or emergency command personnel of any missing individuals.
- Active Shooter/Code React – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders. See UW-Stevens Point Emergency Procedures at www.uwsp.edu/rmgt/Pages/em/procedures for details on all emergency response at UW-Stevens Point.

Course Schedule:

Please complete all writing, reading, and other assignments before you come to class on the due date.

Week	Monday	Wednesday
1	January 23 First Day of Class!	January 25 Writing Due: Google Forms Questionnaire Reading Due: Learning to Write, <i>Writer's Way</i>, pages 3-18 and WN Reading Due: "Why I Write" and "On Keeping a Notebook," D2L and WN Reminder: Physical Writer's Notebook for 15+ minutes per week
2	January 30 Reading Due: Finding Something to Write About, <i>Writer's Way</i>, page 45-56 and WN Reading Due: What is Writing, <i>Call</i> , pages 3-18 and WN Reading Due: Mastercraft Reading 1 and WN	February 1 Reading Due: Personal Writing, <i>Writer's Way</i>, pages 211-223 Reading Due: Memoirs, <i>Call</i> , pages 125-160 Reminder: Physical Writer's Notebook for 15+ minutes per week
3	February 6 Writing Due: Personal Memoir Draft 1 Reading Due: What makes Writing Effective, <i>Writer's Way</i>, pages 19-27 and WN Reading Due: Mastercraft Reading 2 and WN	February 8 Reading Due: From First Thoughts to Drafts, <i>Writer's Way</i> , pages 58-69 Reminder: Physical Writer's Notebook for 15+ minutes per week
4	February 13 Writing Due: Personal Memoir Draft 2 Reading Due: Organization, <i>Writer's Way</i>, pages 106-115 Reading Due: Mastercraft Reading 3 and WN	February 14 Reading Due: Thesis, Purpose, Audience, Tone, Style, <i>Writer's Way</i> , pages 74-98 Reminder: Physical Writer's Notebook for 15+ minutes per week
5	February 20 Writing Due: Personal Memoir Draft 3 Reading Due: Examine two memoir/personal essay examples and WN	February 22 Writing Due: Memoir Final Draft Due Reminder: Physical Writer's Notebook for 15+ minutes per week
6	February 27 Reading Due: The Shape of an Essay: How Form Embodies Purpose, <i>Call</i> pages 103-110 Reading Due: Mastercraft Reading 4 and WN	March 1 Writing Due: Self-Selected Genre #1 First Draft Due

		Reminder: Physical Writer's Notebook for 15+ minutes per week
7	March 6 Reading Due: Designing Paragraphs, <i>Call</i> , pages 111-115 Reading Due: Genre Study Reading Due: Making the Draft Longer or Shorter, <i>Writer's Way</i> , pages 131-148	March 8 Writing Due: Self-Selected Genre #1 Second Draft Due Reading Due: Beginning, Ending, and Titling, <i>Writer's Way</i> , pages 146-157 Reminder: Physical Writer's Notebook for 15+ minutes per week
8	March 13 Writing Due: Self-Selected Genre #1 Third Draft Due Reading Due: Editing, <i>Writer's Way</i> , read pages 173-176, skim pages 176-197 Reading Due: Mastercraft Reading 5 and WN	March 15 Writing Due: Self-Selected Genre #1 Final Draft Due Mid-Term Portfolio Due Mid-Term Reflection Due Reminder: Physical Writer's Notebook for 15+ minutes per week
9	Spring Break	
10	March 27 Reading Due: Writing to Inform, <i>Writer's Way</i> pages 228-246 OR Writing and Argument, <i>Writer's Way</i> , 247-260ish Reading Due: Mastercraft Reading 6 and WN	March 29 Reading Due: Research, <i>Writer's Way</i> , pages 317-323 Reading Due: Reports, <i>Call</i> pages 241-282 Reminder: Physical Writer's Notebook for 15+ minutes per week
11	April 3 Reading Due: Using Sources, <i>Writer's Way</i> pages 291-300 Reading Due: Research Genre Study	April 5 Writing Due: Research Piece Draft #1 Reminder: Physical Writer's Notebook for 15+ minutes per week
12	April 10 Reading Due: Writing an Argument, Part 2, <i>Writer's Way</i> , Chapter 14, pages ???? Reading Due: Mastercraft Reading 7 and WN	April 12 Writing Due: Research Piece Draft #2 Reminder: Physical Writer's Notebook for 15+ minutes per week
13	April 17 Writing Due: Research Piece Draft #3 Reading Due: Mastercraft Reading 8 and WN	April 19 Writing Due: Research Piece Final Draft Reminder: Physical Writer's Notebook for 15+

		minutes per week
14	April 24 Reading Due: Whatever from the textbooks you feel is helpful for you for next genre study Reading Due: Mastercraft Reading 9 and WN	April 26 Writing Due: Self-Selected Genre #2 First Draft Reminder: Physical Writer's Notebook for 15+ minutes per week
15	May 1 Reading Due: Genre Study	May 3 Writing Due: Self-Selected Genre #2 Second Draft Reminder: Physical Writer's Notebook for 15+ minutes per week
16	May 8 Writing Due: Self-Selected Genre #2 Third Draft Reading Due: Visual Design, <i>Call</i> pages 499-524 Reading Due: Mastercraft Reading 10 and WN	May 10 Writing Due: Self-Selected Genre #2 Final Draft Final Portfolio Due Final Exam Due Reminder: Physical Writer's Notebook for 15+ minutes per week
Final Exam: English 250 Release Party and Thank You Notes Friday, May 19th, 12:30-14:30		