

academic writing - spring 2017

Instructor: Amy Wrobel Jamieson

Email: awrobel@bgsu.edu

Office: 417 East Hall • Phone: xxx.xxx.xxxx

Office Hours: xx-xx or by appointment

course description

Academic Writing is the last in the series of writing courses offered at the university. Although there are probably hundreds of varieties of academic writing that occur in various contexts (some of which you may have explored in other courses), in this class we concentrate on three varieties of writing that are especially prominent in academic settings: the critique, the multiple source synthesis essay, and the synthesized, researched essay.

The emphasis in Academic Writing is on developing your critical and analytical skills in reading, thinking, and writing. Specifically, Academic Writing is designed to give you instruction and extensive practice in reading scholarly articles, writing critiques of what you read, making logical connections among several sources, and writing about those connections. As part of your Academic Writing research requirement, you also will learn to use the library effectively and to utilize a variety of academic sources in your writing.

Along with further developing your critical, analytical and rhetorical skills, Academic Writing will provide further opportunities for you to consider, critique, and confirm your own and others' values and the importance these values play in communication in all academic disciplines and professions.

course texts and materials

- *Writing and Reading Across the Curriculum*. 12th edition. Laurence Behrens and Leonard J. Rosen. Pearson Longman, 2012.
- Kirschner & Mandell: *The Brief Wadsworth Handbook*. 7th edition. Laurie G. Kirschner and Stephen R. Mandell. Wadsworth Cengage Learning, 2013.
- Portfolio of Academic Writing materials (available at the bookstore).
- Access to a word processing program that is compatible with Microsoft Word.
- A means of backing up your work (for example—flash drive, Google Docs, etc.).

learning outcomes

- Demonstrate rhetorical knowledge through writing in a variety of academic genres and to a variety of academic audiences.
- Develop critical thinking, reading, and writing skills through approaching academic writing assignments as a series of cognitive tasks, engaging in multiple modes of inquiry, synthesizing

multiple points of view, critiquing student and professional writing, and assessing source materials.

- Understand the processes entailed in academic writing including recursive processes for drafting texts, collaborative activities, the development of personalized strategies, and strategies for identifying and locating source materials.
- Demonstrate knowledge of the conventions of academic writing including format and documentation systems, coherence devices, conventional syntax, and control over surface features such as grammar, punctuation, mechanics, and spelling.
- Engage in the electronic research and composing processes by locating, evaluating, disseminating, using and acknowledging research, both textual and visual, from popular and scholarly electronic databases.
- Understand the importance of values systems in academic writing including the abilities to write effectively to audiences with opposing viewpoints, to participate in an active learning community which values academic honesty, and to value the place of writing within learning processes.

course requirements and policies

Classroom Etiquette

The classroom is a place for learning, and learning requires a respectful and appropriate environment. Therefore, students are expected to adhere to the following rules:

- As soon as class begins, students must log off—and stay logged off—Facebook, Twitter, email, chat, and any other part of the Internet that is not part of a required class activity.
- Students must silence their phones.
- Likewise, iPods, MP3 players, and similar devices may not be used during class unless the instructor has specifically incorporated them into a class activity.
- Students should not talk with their neighbors while another person is talking. Ample time for discussion will be allotted in this class, but when the instructor or a fellow student has the floor, that person should be given everyone's undivided attention.
- Students may not come to class habitually late. Work and other activities should be scheduled around courses, not the other way around.
- Students may not leave before the instructor has dismissed class, and they should not start packing up early.
- Class discussion must be respectful. That is, whenever students speak, they should be considerate of other students' feelings, use appropriate language, and make their points without being combative or confrontational. As well, students should not use discriminatory language regarding their fellow students' gender, sexual orientation, race, color, religion, national origin, age, or anything else. Students should listen to one another, ask questions, and explain their disagreements without attacking others.

Ultimately, I am trusting that you are responsible and mature enough to use your time in class productively.

wrobel jamieson 2

Computer Lab Sections

All students enrolled in this section will sit at a computer station. Because computers affect how scholars write, research, and communicate, this course will use the computers extensively to introduce student writers to the basics of academic writing. Outside of class, you must have a word processing program that is *compatible with Microsoft Word* (that is, you should be able to save your file as a .doc or .docx, which are generally the most compatible file extensions).

While we will use the Internet periodically throughout the semester, you will be expected to remain on task during class time. (See the previous Classroom Etiquette section.) Because we only meet for a few hours a week, it is required that you stay focused on the tasks at hand rather than doing other coursework, surfing the Internet, or checking your email.

If you ever have technical issues, you may visit the Technology Support Center for assistance.

Technology Statement

This course relies heavily on the use of technology, including but not limited to computers, printers, word processors, Internet services, and electronic document transfer. It is your responsibility to submit your assignments by the given due dates. Problems or difficulties associated with technology—such as a printer running out of ink or the Internet not working—are not always considered valid excuses for late work. You should plan for contingencies. Should major issues arise, such as a campus-wide Internet outage, they will be considered on a case-by-case basis.

Attendance

Attendance in this class is mandatory. Class time will be devoted to actively building writing skills by writing and revising, discussing, and critiquing your own writing and the writing of others. Such activities simply cannot be “made up” satisfactorily by getting the notes from a peer or by meeting with me. I realize, however, that sickness or emergencies can occur; should you need to miss class, please be sure to contact me, preferably beforehand, to discuss what might be done to assist you with getting on track.

However, I would hope that such absences would not occur more than a couple of times this semester. At the discretion of the instructor, students with excessive absences—*more than four*—will not have their portfolio submitted and therefore will not pass this course.

Student Veteran-Friendly Campus

This institution recognizes student veterans’ rights when entering and exiting the university system. If you are a student veteran, please let me know if accommodations need to be made for absences due to drilling or being called to active duty.

Religious Holidays

It is the policy of the university to make every reasonable effort to allow students to observe their religious holidays without academic penalty. In such cases, it is the obligation of the student to

wrobel jamieson 3

provide the instructor with reasonable notice of the dates of religious holidays on which he or she will be absent. Should you need to miss a class due to a religious holiday, you should understand that absence from classes for religious reasons does not relieve you of responsibility for completing required work. In such an event, you should consult with me *well before* you leave for the holiday to find out what assignments will be due while you are absent—and you subsequently should have the assignments completed and turned in to me prior to missing class.

(Dis)Abilities Statement

If you have a documented disability which requires accommodations in order to obtain equal access for your learning, please make your needs known to me, preferably during the first week of the semester. Please note that students who request accommodations need to verify their eligibility through the Office of Disability Services.

course assignments

Essays

You will be graded on four fully-revised essays this term: a critique, a multiple source essay, a pre-search essay, and a researched essay.

Critique: The critique is written as a systematic evaluation of an academic article. An effective critique provides your reader (and yourself) with a full understanding of the article being critiqued, its intended meaning, and its merits and faults. The critique will be graded on how fairly, accurately, and efficiently the text is summarized, how thoroughly and sensibly it is evaluated, and how clearly the criteria used to evaluate the essay are presented.

Multiple Source Essay: You will write a synthesized multiple source essay, in which you will offer your own argument supported by various sources. You will be expected to present your view on the subject matter of several readings while synthesizing ideas from the authors you have read. While a proficient multiple source essay clearly expresses your own thoughts on a particular issue, it also exhibits your thorough familiarity with differing views on that issue. Your success in writing a proficient multiple source essay will be determined, in part, by how well you understand and synthesize information from the various sources you have read as well as your ability to incorporate sources found through independent research.

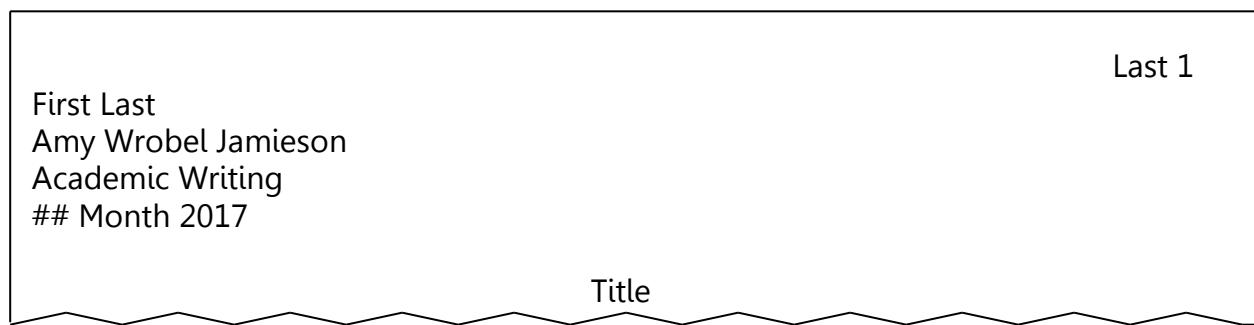
Pre-Search Essay: The Pre-Search Essay is designed to help you conduct preliminary, exploratory research on an issue of interest to you and to help you develop and hone a focused research question that you will answer in your formal Researched Essay. In this assignment, you will familiarize yourself with multiple sides of one specific topic by finding four to five articles that show both similar and differing viewpoints on the issue. Like the multiple source essay, you will synthesize these sources to exhibit your familiarity with the complex views on the issue. However, this essay does not present and support your argument; rather, it presents information about the multiple perspectives on the issue. Once you understand the multiple sides of an issue, you will consider your stance and develop a research question that you will use as the basis for your argument in the Researched Essay.

Researched Essay. You will write one researched essay making use of a variety of sources (e.g., journal and newspaper articles, books, online sources, interviews, surveys, etc.). Like the multiple source essays, the researched essay will present your view on a particular issue while synthesizing ideas from a number of sources. The researched essay will be graded on the quality of the research, the clarity and accuracy with which the information is presented, the effectiveness and logic with which sources are used to support your own original and relevant argument, and your use of appropriate documentation of your sources. Because proficiency in argumentative synthesis is a key goal of Academic Writing, *all students must pass the researched essay with a grade of C or higher* in order for their work to be submitted for Portfolio Assessment, which is necessary for passing Academic Writing.

To ensure that you are ready for the portfolio evaluation process at the end of the semester, you will need to keep your prewriting, various drafts, peer review comments, and accompanying rubrics for every paper you write. Though evaluators will primarily examine your final drafts, they will also assess the steps that you took to reach those final drafts, looking for improvement and progress in your writing.

Please follow these format requirements for submitting your work:

- Papers should follow MLA format. Examples and information on MLA can be found in Kirschner & Mandell: *The Brief Wadsworth Handbook*. We will discuss MLA format in greater detail during class.
- Essays must be word processed, double-spaced, and have standard 1" margins on the right and left sides, top, and bottom of the page.
- The font used for your final drafts should be 12-point Times New Roman.
- Pages must be numbered with your last name and page number in the upper right-hand corner, according to MLA specifications.
- Your essays must have an engaging title, but please don't include a separate title page with your papers.



Final Drafts

When you submit a final draft of an essay to me for evaluation, you will need to include a number of other materials (some of which are found in your Academic Writing Portfolio) along with it, arranged in the following order:

- A rubric (goldenrod color) should be on top.
- The assignment sheet should be included next.

wrobel jamieson 5

- The final (or most recent) draft of your essay should be included next.
- The various drafts of your paper should be included next, in reverse chronological order. Only drafts which contain substantial revisions or which peers or I have commented upon should be included, however.
- On the bottom of the stack should be a completed Audience and Values Exploration/Student Process Analysis Sheet (purple color) and all other prewriting you have done for the assignment.

Please be sure to secure these various documents together large paper clip. Individual drafts should each be stapled. Please note that if you do not submit these materials on the date that the final draft is due to Canvas, I reserve the right to withhold your grade until you do so.

Revision Policy

Knowing how to revise your writing is an important aspect of being a successful writer; therefore, you will be required to write multiple drafts of your papers, and we will work hard on the development of your personal revision and editing skills. One goal of this class is for you to learn to determine when a paper has been revised to the point where you can submit it as a final draft that will earn a passing evaluation. Taking advantage of our class time, your own homework time, my office hours, the Writing Center, and other available services and tools will provide you with the support you need for submitting final drafts that are at the passing level.

Sometimes, though, even with hard work, students submit final drafts that are not passing. If you receive NP grades, you may revise the multiple source essay and the researched essay once after their original evaluation but only if you first schedule a conference with me to discuss your revision strategy. A revised essay is due within a week of our conference and should be submitted with the original graded essay and a new rubric. Please note that the grade for a revised essay can be no higher than a C, and that the critique may not be revised after it has been submitted as a final draft. As you consider whether or not to revise a researched essay that has earned an NP grade, please remember that *students must pass the Researched Essay with a grade of C or higher in order to pass this course.*

Late Work

All work must be handed in when I request it in class. I will not accept late work in any capacity (my department mailbox, via email, etc.) unless you have made previous arrangements with me. Please note: missing class on a day an assignment is due does not excuse you from turning in that assignment on time (again, unless we have made prior arrangements).

If you do not submit a first draft on time, you must visit the writing center for commentary and for that draft to be eligible for inclusion in your portfolio.

If you do not submit a final draft on time, it will be considered an automatic NP and it will be ineligible for revision.

wrobel jamieson b

Writing Conferences

Because college-level writing can be frustrating at times, it is important to get encouraging and specific feedback from not only other members of the class, but also from me. To ensure that you are getting the encouragement and feedback you need in your writing, it is required that you attend at least two scheduled conferences in my office so that I can give you personalized help and assistance. The first will be scheduled for a specific week; the second conference will be self-scheduled at some point over the course of the semester. This is to allow you to schedule a conference that will most benefit you and your work.

Please note that I will need at least 72 hours' notice that you would like to schedule a conference, and you should have a few available time slots in mind. If there is a large influx of scheduled conferences at a particular time (for instance, prior to an essay due date or at the end of the semester), conferences will be granted on a first come, first served basis; please plan accordingly so that you are able to attend two conferences.

You are more than welcome to schedule as many conferences as you would like over the course of the semester; in fact, I encourage it. I am always happy to meet with you and discuss the course and your writing.

Lost Essays

You are responsible for maintaining a copy of each draft of your essays. Your essays will be returned to you no later than a week after they have been submitted to me, and all essays—along with my written feedback—must be present in the portfolio at the end of the semester. It is your responsibility to compile these essays in your portfolio folder so that a portfolio assessor can further review them. Since occasionally essays, backpacks, or computers are stolen, lost, or destroyed, you should back up all of your papers (on a flash drive, in Google Docs, etc.). Ultimately, it is your responsibility to submit a complete portfolio. *Incomplete portfolios will not be evaluated; students without portfolios will not pass the course.*

Academic Honesty

Please refer to the university's student handbook (available online) for information regarding academic honesty policies. These policies and penalties apply to our class, as well as to all other classes at the university.

Additional Assignments

I will occasionally assign short writing activities to supplement drafting, revising, and editing the graded projects, which, like the four graded essays, need to be fulfilled as part of your requirements for passing Academic Writing. As with the graded assignments, the additional writing assignments are designed to improve your critical thinking and writing skills and will help you better address the more complicated writing tasks I am asking you to conduct.

The assignments should be completed on time and ready to use and access in class. I will read and respond to your assignments periodically to monitor your efforts.

You will also be given reading assignments that we will discuss as a way to improve your critical thinking and reading skills. You should be prepared throughout the semester to discuss all reading assignments in class on the dates they are assigned. You can keep up with the reading pace of this class if you read on a regular basis and follow your syllabus closely.

One other important requirement is your active participation in collaborative activities because collaboration is a valuable way to get and give useful feedback. Peer revision and small group activities can assist in your development as a thinker and writer. Your contributions to the work of classmates are considered a part of the course's Achievement Requirements.

Each of you has the opportunity to earn up to 100 participation points for fully investing and participating in this class. Your participation grade will be determined by a number of choices that you make about your scholarly activity in this class. If you bring the required materials to class each day, complete required written homework for each class, participate in class discussion on the readings each day, participate in assigned activities each day, participate in peer review, and complete various other assignments as they come up, you will likely learn a lot. As well, these activities may make a notable improvement in regards to your final grade. These points are non-negotiable. *Note that participation points are not given for attendance, but if you are not in attendance, you cannot earn participation points.*

grading system and the portfolio assessment process

Essay Grades

Throughout the term, I will collect and comment upon first drafts (and perhaps on some intermediate drafts) of every essay you write, and I will give them back to you within approximately a week's time so that you can use my comments as guidelines for revision. Your first drafts will not receive a grade.

However, when you submit final drafts of your essays, I will provide you with both written comments and a grade. I will also fill out an evaluation chart (called a rubric) for each final draft to indicate the paper's strengths and weaknesses; like commentary on early drafts, your evaluated final drafts will be returned to you within approximately a week's time. Each essay you write for Academic Writing will be graded A, B, C, or NP (Not Passing). An explanation of these grades is as follows:

- An **A** essay clearly passes all categories of the rubric. It demonstrates a superior command of the subject matter and presents that information so effectively that the reader enjoys reading the essay and learns from it. The **A** essay shows clear organization that captivates the audience and keeps readers involved through all stages of the essay. Moreover, the **A** essay reveals a sophistication in style and an original voice; sentences are appropriately varied in length and construction; transitions and metadiscourse are used to produce a smooth flow for the reader; connections between sentences and ideas are clear. In addition, individual sentences are concise, clear, and highly specific. The **A** essay demonstrates a high degree of selectivity in word choice and is free of all but a few minor errors in grammar and mechanics. The **A** essay is

the work of a writer who is able to deal comfortably with complex material and can present that material effectively for others. As a result of its careful organizational structure and development, all factors, both in content and style, combine to form a unified whole. For the multiple source and researched essays, effective synthesis must be demonstrated for a grade of **A**.

- A **B** essay clearly passes in all categories of the rubric. It contains few mechanical errors (none of which impede communication), and it effectively delivers a substantial amount of interesting information. The specific points are logically ordered, well-developed, and unified according to a clear organizing principle. The introduction and conclusion are effective, but not as engaging as in the **A** essay. The **B** essay exhibits an understanding of metadiscourse, and transitions are adequately smooth and logical. Sentence structure is sufficiently varied in both length and construction, and the choice of words has been made selectively, with few minor errors in grammar. The writing in a **B** essay is organized, clear, coherent, and correct. The essay is far more than competent and, again, must show effective synthesis.
- A **C** essay passes all categories of the rubric. It is generally competent and reasonably well-developed and organized. The **C** essay demonstrates an average knowledge of the subject matter, but the presentation of that information is often vaguely stated and superficially connected. The essay may lack adequate transitions and use of metadiscourse. The sentence structure is often not varied in either length or construction. It may contain some mechanical or grammatical errors, but they do not interfere significantly with meaning. Though the **C** essay fulfills the assignment, it is not especially engaging or enlightening. In the multiple source essays and researched essays, a **C** essay must show synthesis of source materials and an ability to construct and sustain an academic argument.
- An **NP (Not Passing)** essay does not pass in one or more categories of the rubric. It has serious flaws in audience awareness, organization, development, syntax, word choice, and/or mechanics and grammar.

Participation

Participation Requirement	Description	Points Possible
Class Preparation	Students are expected to bring all required materials to class each day; to complete all assigned readings; to actively participate in discussion each class; and to complete and turn in all required homework.	____/50 points
Collaborative Work	Students will be required to participate in peer review and collaborative activities both during class and outside of class. Students are expected to follow guidelines for peer review/collaborative assignment and are expected to give prompt and thoughtful feedback to their peers.	____/20 points

Presentation(s)	Students will be required to present their research findings from their researched essay to the class. Students are expected to be thoroughly prepared by developing questions for discussion and by preparing a visual to enhance discussions and presentations.	____/20 points
Library and MLA Quizzes	Complete, print and turn in results of both quizzes. Must score at least 80% on both quizzes to earn total possible points for this category.	____/10 points

Course Grades

Each of the four essays in Academic Writing is graded on a 100-point scale, but they are weighted differently. Similarly, participation is worth 100 points, but accounts for only a percentage of your grade. The table below outlines exactly how your grade will be determined:

Assignment	Percentage of Course Grade
Participation	10%
Critique	10%
MSE	20%
Pre-Search Essay	20%
Researched Essay	40%

Your final course grade will be determined by your total weighted percentage, which will then be translated into a letter grade using the following scale:

A: 90-100% • **B:** 80-89% • **C:** 70-79% • **D/NC:** 0-69%

Remember that your researched essay must earn a C or higher and your final course grade must be a C or higher for your portfolio to be eligible for the portfolio assessment process.

If your work passes Portfolio Assessment, you will receive an **A**, **B**, or **C** for this course. Your Academic Writing grade will be calculated into your grade point average.

The Academic Writing Program acknowledges that writing is a skill that takes some people longer than others to master. For this reason, if your work is not eligible for the Portfolio Assessment or if you have met all of my requirements but your work does not pass the Portfolio Assessment, you will receive an **NC (No Credit)** for Academic Writing. An **NC** grade allows a student to repeat Academic Writing without any negative effect upon his or her grade point average.

However, it is possible to receive an **F** in this course. If you should stop attending this class for any reason without going through the University's official procedure for dropping the class, you will receive an **F**, the grade will appear on your grade report, and an **F** will be calculated into your grade point average.

Portfolio Assessment Process

During the last week or two of class, I will let you know whether your essays are eligible for a portfolio assessment. If your writing has not reached a minimal level of proficiency in Academic Writing or if you have not satisfied my achievement requirements for this class, your work will not be eligible for a portfolio assessment. This means that I will not be able to submit your portfolio and that you will be required to re-enroll in Academic Writing.

If I make the judgment that your portfolio is eligible for a portfolio assessment, during the last week of the semester your essays will be judged by one or more Academic Writing instructors in addition to me. These portfolio evaluators will determine whether or not your writing has reached proficiency. Please note that unlike other courses where one or two weak assignments can ensure failure, the portfolio assessment allows you to make improvements in your writing and to grow as a writer. Even if you struggle with an essay or two, as long as your portfolio shows that you can write proficiently by the end of the term, you can pass the class.

If your portfolio is passed by a first evaluator, you will receive the grade I assigned to your work. If the first evaluator determines that your writing, overall, does not demonstrate proficiency, however, then that evaluator will not pass your portfolio. At that point, a second evaluator will evaluate your work, again looking at your writing as a whole, and will make a final determination regarding whether your writing is proficient enough for you pass Academic Writing (and earn the grade I assigned to your work) or whether you will need to retake Academic again.

Policy for Portfolio Appeals: Students may appeal an instructor's decision not to submit their portfolios for evaluation if they have evidence that they have met their instructor's achievement requirements and that they have fulfilled the minimum criteria for passing the course. Likewise, students may appeal no-passing portfolio assessments if they have reason to believe that the two evaluators (both of whom are trained, experienced GSW instructors) have overlooked important evidence that their portfolio, in fact, successfully meets the established criteria for passing the course. Students should not, however, routinely appeal no-passing portfolios simply because they are unhappy with their instructor's or the portfolio evaluators' decisions.

SUMMARY: REQUIREMENTS FOR PASSING ACADEMIC WRITING

In summary, to pass Academic Writing, you must meet the following requirements:

- Turn in all four fully-developed and revised essays, including all drafts and prewriting, on time.
- Turn in all additional assignments on time.
- Complete all reading assignments.
- Actively participate in class discussion and group work.
- Attend classes. (Excessive absences—specifically, more than four—will result in your portfolio's ineligibility for the assessment process.)
- Attend a minimum of two required conferences.
- Receive a grade of C or higher on the research essay.
- Receive a final grade of C or higher for the course.
- Pass the portfolio assessment.

If you have not satisfied the Achievement Requirements for this class, your work will not be eligible for a portfolio assessment. This means that I will not be able to submit your portfolio for assessment, and you will be required to re-enroll in Academic Writing.

course schedule

The course schedule may change due to cancellations, advanced or slowed progress through material, or my assessment of the class's needs.

Key: *WARAC* = *Writing and Reading Across the Curriculum* (12th edition)
KM = Kirschner & Mandell: *The Brief Wadsworth Handbook* (7th edition)

Date	Class Time	Homework Assignment for Next Class
Week 1		
Monday	<ul style="list-style-type: none">• Introduction to Course• Distribution of Assignment Sheet for Essay 1: Critique	<ul style="list-style-type: none">• Purchase all texts and supplies and bring them to the next class.• Review the syllabus.• Read about summaries in <i>WARAC</i> (pp. 3–7) and in <i>KM</i> (198–200).• In <i>WARAC</i>, read the introduction (pp. 619–621) of Chapter 15, "Obedience to Authority."
Wednesday	<ul style="list-style-type: none">• Introduction to Critical/Close Reading and Annotation• Introduction to Criteria, Evaluation, and Evidence• Individual Conference Sign-Up	<ul style="list-style-type: none">• Identify, read, and annotate the article you will use for Essay 1.• Draft a list of criteria for potential use in your critique. Upload the results to the assignment link on Canvas before class on Monday.

Friday	<ul style="list-style-type: none"> Review: Thesis Statements Review: Paragraph Structure 	<ul style="list-style-type: none"> In <i>WARAC</i>, read about critiques on pp. 48–74.
Week 2		
Monday <i>Conferences</i>	<ul style="list-style-type: none"> Review: Counterarguments and Refutations 	<ul style="list-style-type: none"> Complete Audience & Values Exploration Sheet for Essay 1. Begin drafting Essay 1.
Wednesday <i>Conferences</i>	<ul style="list-style-type: none"> Writing Workshop: Essay 1 	<ul style="list-style-type: none"> Upload the first draft of Essay 1 to the assignment link on Canvas before class on Friday.
Friday	<ul style="list-style-type: none"> Workshop: Peer Review 	<ul style="list-style-type: none"> Using your peer feedback, begin making revisions to your critique. Carefully read and annotate two additional articles of your choice from Chapter 15 of <i>WARAC</i>.
Week 3		
Monday	<ul style="list-style-type: none"> Introduction to Finding Common Themes Distribution of Assignment Sheet for Essay 2: Multiple Source Essay 	<ul style="list-style-type: none"> Continue revising your draft of Essay 1. Carefully read and annotate another two articles of your choice from Chapter 15 of <i>WARAC</i>.
Wednesday	<ul style="list-style-type: none"> Video: "Quiet Rage: The Stanford Prison Experiment" 	<ul style="list-style-type: none"> Carefully read and annotate another two articles of your choice from Chapter 15 of <i>WARAC</i>.
Friday	<ul style="list-style-type: none"> Group Discussion/Activity: Brainstorming Arguments about "Obedience to Authority" 	<ul style="list-style-type: none"> Carefully read and annotate the remaining two articles from Chapter 15 of <i>WARAC</i>.
Week 4		
Monday	<ul style="list-style-type: none"> Introduction to Synthesis 	<ul style="list-style-type: none"> Read about synthesis in <i>KM</i> (pp. 207–210) and <i>WARAC</i> (pp. 129–131).
Thursday	<ul style="list-style-type: none"> Group Activity: Lyrical Synthesis 	<ul style="list-style-type: none"> Brainstorm possible topics for Essay 2.
Friday	<ul style="list-style-type: none"> Writing Workshop: Essay 1 	<ul style="list-style-type: none"> Prepare to submit final draft of Essay 1 at the beginning of next class. You will need to submit: a final electronic draft in Canvas before the start of class on Monday, and bring all previous drafts, a completed Student Process Analysis/Audience and Values Exploration sheet, and a blank Instructor Evaluation (rubric) sheet to the next class.
Week 5		
Monday	<ul style="list-style-type: none"> Essay 1 Submission—Portfolio Speed-Dating Thesis Statements 	<ul style="list-style-type: none"> Complete Library and MLA Quizzes. Begin drafting Essay 2.

Wednesday	<ul style="list-style-type: none"> • Library and MLA Quiz Results Submission • In-Class Activity: Review of MLA Documentation 	<ul style="list-style-type: none"> • Continue drafting Essay 2.
Friday	<ul style="list-style-type: none"> • Writing Workshop: Essay 2 	<ul style="list-style-type: none"> • Upload the first draft of Essay 2 to the assignment link on Canvas before class on Monday.
Week 6		
Monday	<ul style="list-style-type: none"> • Workshop: Peer Review 	<ul style="list-style-type: none"> • Using your peer feedback, begin making revisions to your multiple source essay. • Group 1: Read "Academic Honesty/Plagiarism Guidelines" on pp. 19–21 in your portfolio. • Group 2: Read "Plagiarism, Copyright, and Intellectual Property" on pp. 211–219 in <i>KM</i>. • Group 3: Read "Paraphrase," "Quotation," and "Avoiding Plagiarism" on pp. 33–47 in <i>WARAC</i>. • Group 4: Read about "Summarizing, Paraphrasing, and Quoting Sources" on pp. 198–207 in <i>KM</i>.
Wednesday	<ul style="list-style-type: none"> • Group Activity: Presentation Preparation 	<ul style="list-style-type: none"> • Continue to revise your draft of Essay 2.
Friday	<ul style="list-style-type: none"> • Group Presentations: Academic Honesty 	<ul style="list-style-type: none"> • Read sample student essays on Canvas.
Week 7		
Monday	<ul style="list-style-type: none"> • Group Activity: Grading Sample Essays • Distribution of Assignment Sheet for Essay 3: Pre-Search Essay 	<ul style="list-style-type: none"> • Begin to brainstorm possible essay topics for Essay 3. Bring a list with at least three broad areas of interests to class on Wednesday.
Wednesday	<ul style="list-style-type: none"> • How-To: Choosing an Appropriate Research Topic • Distribution of Assignment Sheet for Essay 3 Proposal 	<ul style="list-style-type: none"> • Begin to work on your proposal for Essay 3.
Friday	<ul style="list-style-type: none"> • Writing Workshop: Essay 2 	<ul style="list-style-type: none"> • Prepare to submit final draft of Essay 2 at the beginning of next class. You will need to submit: <i>a final electronic draft in Canvas before the start of class on Monday, and bring all previous drafts, a completed Student Process Analysis/Audience and Values Exploration sheet, and a blank Instructor Evaluation (rubric) sheet to the next class.</i>
Week 8		
Monday	<ul style="list-style-type: none"> • Essay 2 Submission—Portfolio • How-To: Effective Search Strategies 	<ul style="list-style-type: none"> • Complete and submit your Essay 3 proposal to the assignment link on Canvas before class on Wednesday.

Wednesday	<ul style="list-style-type: none"> Workshop: Gathering Print and Web Resources 	<ul style="list-style-type: none"> Review my comments on your proposal and complete an Audience and Values Exploration Sheet for Essay 3. Continue searching for relevant outside sources. Begin reading and taking notes on the context and content of the sources, giving special consideration to how you might use the sources to explore your topic.
Friday	<ul style="list-style-type: none"> Introduction to Evaluating Source Material 	<ul style="list-style-type: none"> Apply what you have learned about source quality to the sources you have found so far and make the final selection for inclusion in Essay 3.
Week 9		
Monday–Friday	<ul style="list-style-type: none"> No Classes: Spring Break 	<ul style="list-style-type: none"> Enjoy your break!
Week 10		
Monday	<ul style="list-style-type: none"> Writing Workshop: Essay 3 	<ul style="list-style-type: none"> Continue drafting Essay 3.
Wednesday	<ul style="list-style-type: none"> Workshop: Peer Review 	<ul style="list-style-type: none"> Taking feedback from your peers into consideration, complete a polished first draft of Essay 3 and upload it to the assignment link on Canvas before class on Friday.
Friday	<ul style="list-style-type: none"> Review: Synthesis Distribution of Assignment Sheet for Essay 4: Researched Essay 	<ul style="list-style-type: none"> Read about strategies for "Planning an Essay" and "Using a Thesis to Shape Your Material" on pp. 21–33 in <i>KM</i>. Read sample research proposal (available on Canvas). Conduct some exploratory research to narrow your topic for Essay 4 and to get a sense of the controversy surrounding your topic area.
Week 11		
Monday	<ul style="list-style-type: none"> Discussion: Sample Research Proposal Distribution of Assignment Sheet for Essay 4 Proposal 	<ul style="list-style-type: none"> Freewrite on your topic area using inquiry-based methods. Consider how you might take an original stance on your topic. Post your explorations from class on the discussion board. Write a response to your partner's freewrite.
Wednesday	<ul style="list-style-type: none"> Discussion: Informal Research Proposals 	<ul style="list-style-type: none"> Complete an Audience Values and Exploration Sheet for Essay 4.
Friday	<ul style="list-style-type: none"> Workshop: Essay 4 Research Proposal 	<ul style="list-style-type: none"> Carefully review the graded Researched Essays posted on Canvas. Be prepared to discuss and distinguish features of <i>A</i>, <i>B</i>, <i>C</i> and <i>NP</i> essays. Complete your Essay 4 research proposal and submit it to the assignment link on Canvas before class on Friday.
Week 12		
Monday	<ul style="list-style-type: none"> Group Activity: Grading Sample Essays 	<ul style="list-style-type: none"> Review my comments on your Essay 4 research proposal and begin drafting.

Wednesday	<ul style="list-style-type: none"> Writing Workshop: Essay 3 	<ul style="list-style-type: none"> • Prepare to submit final draft of Essay 3 at the beginning of next class. You will need to submit: <i>a final electronic draft in Canvas before the start of class on Friday, and bring all previous drafts, a completed Student Process Analysis/Audience and Values Exploration sheet, and a blank Instructor Evaluation (rubric) sheet to the next class.</i>
Friday	<ul style="list-style-type: none"> • Essay 3 Submission—Portfolio • Writing Workshop: Essay 4 	<ul style="list-style-type: none"> • Complete a preliminary draft of Essay 4 (at least three full pages). Have access to your work for next class.
Week 13		
Monday	<ul style="list-style-type: none"> Writing Workshop: Essay 4 	<ul style="list-style-type: none"> • Continue drafting Essay 4.
Wednesday	<ul style="list-style-type: none"> Workshop: Peer Review 	<ul style="list-style-type: none"> • Considering your peers' comments and class discussion of effective development and synthesis strategies, complete a strong draft of Essay 4. Be prepared to submit your draft and works cited to the assignment link before class on Friday.
Friday	<ul style="list-style-type: none"> Introduction: Oral Presentations Presentation Sign-Up 	<ul style="list-style-type: none"> • Read "Making Oral Presentations" on pp. 386–395 in <i>KM</i> for ideas on how to create a meaningful oral presentation. • Begin working on oral presentation.
Week 14		
Monday	<ul style="list-style-type: none"> Introduction to the Narrative Self-Reflection Partner Draft Exchange 	<ul style="list-style-type: none"> • Begin writing narrative self-reflection. • Carefully read and evaluate your partner's draft. Be ready to conduct a class workshop during next class.
Wednesday	<ul style="list-style-type: none"> Group Activity: Peer Review – Guardian-Style Discussion 	<ul style="list-style-type: none"> • Considering class discussion of effective revision and rhetorical strategies for the research essay, continue revising Essay 4.
Friday	<ul style="list-style-type: none"> Writing Workshop: Essay 4 	<ul style="list-style-type: none"> • Considering my feedback, continue making revisions to the focus, organization and development of Essay 4.
Week 15		
Monday	<ul style="list-style-type: none"> Writing Workshop: Essay 4 	<ul style="list-style-type: none"> • Finish your oral presentation.
Wednesday	<ul style="list-style-type: none"> Oral Presentations 	<ul style="list-style-type: none"> • Prepare to submit final draft of Essay 5 at the beginning of next class. You will need to submit: <i>a final electronic draft in Canvas before the start of class on Friday, and bring all previous drafts, a completed Student Process Analysis/Audience and Values Exploration sheet, and a blank Instructor Evaluation (rubric) sheet to the next class.</i>
Friday	<ul style="list-style-type: none"> • Essay 5 Submission—Portfolio Oral Presentations 	<ul style="list-style-type: none"> • Please remember to attend your conference to pick up your graded research essay and discuss your status in the course.

wrobel jamieson 1b

Week 16		
Monday	<ul style="list-style-type: none"> • No Class: Conferences 	<ul style="list-style-type: none"> • Continue writing your narrative self-reflection. • Begin gathering your portfolio materials.
Wednesday	<ul style="list-style-type: none"> • Workshop: Compilation of Portfolio Materials 	<ul style="list-style-type: none"> • Prepare to submit your complete portfolio, with all drafts and forms.
Friday	<ul style="list-style-type: none"> • Complete Portfolio Submission • Arrange End-of-Semester Meetings • Reflection and Discussion 	<ul style="list-style-type: none"> • Good luck on your exams and have an absolutely wonderful summer! ☺

a final word

I hope that you will find our class to be a place where you can receive good help with developing your academic writing skills. Though many students are at first uncomfortable with academic writing, understanding how to go through various writing processes will help you achieve your writing goals. To make this course as successful as possible for yourself, I encourage you to take advantage of the resources around you and to keep in touch with me as we go through the semester.

Open dialogue is very important, so if you have any questions about these achievement requirements or other class matters, please be sure to let me know. I look forward to working with you. Best wishes for a terrific semester!