

# introduction to academic writing - fall 2016

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## course description

Introduction to Academic Writing has been designed to provide college students with an introduction to academic writing—the kind of writing students are asked to do throughout college and often beyond. To this end, this course has been designed to assist students in making the transition from high school writing to college-level writing.

This is a highly interactive “workshop” class in which you, your classmates, and I will read, write, and discuss together. You will encounter a wide variety of activities in this class: among them, you will be introduced to various invention strategies that have been designed to generate and deepen your ideas; you will be provided with ample feedback on your drafts by your classmates and me; you will be helped to critically evaluate your own writing in order to revise effectively; you will gain experience with analyzing the audience and purpose of your papers in order to write your papers persuasively; and you will be given assistance with presenting your ideas clearly and supporting them with academically credible sources.

To achieve these various goals, you will write five well-developed essays, the majority of which will be documented with sources. Throughout the course, you will assemble all of the drafts you write for each essay in a portfolio in order to demonstrate your progress as a writer over the semester.

## required course texts and materials

- *The St. Martin's Guide to Writing*. Short 10<sup>th</sup> edition. Rise B. Axelrod and Charles R. Cooper. Bedford/St. Martin, 2013.
- Kirschner & Mandell: *The Brief Wadsworth Handbook*. 7<sup>th</sup> edition. Laurie G. Kirschner and Stephen R. Mandell. Wadsworth Cengage Learning, 2013.
- Common Read Text.
- Portfolio of Academic Writing materials (available at the bookstore).
- A means of backing up your work and bringing it to class (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.

## **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 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*

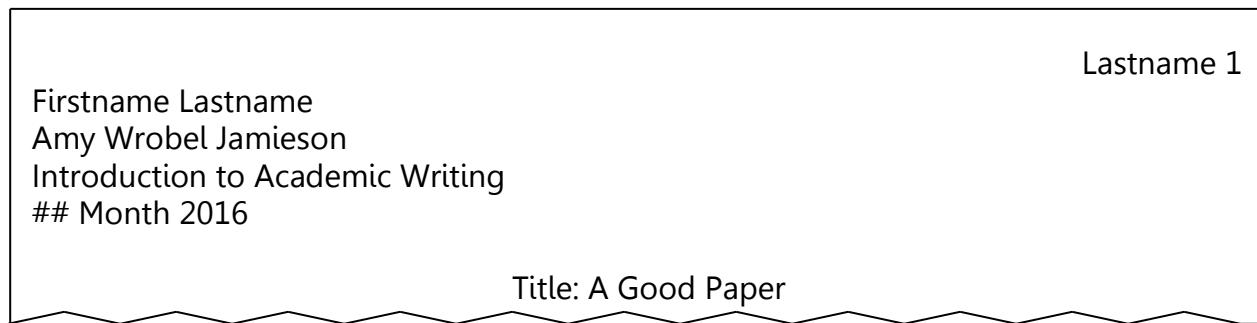
### **Essays**

Each of the five major essays you will write will be based on chapters from *The St. Martin's Guide to Writing*, 10<sup>th</sup> ed. You will also work with Kirschner & Mandell: *The Brief Wadsworth Handbook*, 7<sup>th</sup> ed. for assistance with writing and revising the multiple drafts you will be required to write for each essay. At the end of the semester your entire writing portfolio will be evaluated by other members of the department (following my evaluation of your work). Ultimately, this portfolio evaluation will determine whether or not you will pass Introduction to Academic Writing. **Incomplete portfolios will not be evaluated; students without portfolios will not pass the course.**

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:

- An Academic Writing Rubric (goldenrod color) should be on top.
- The assignment sheet should be included next.
- 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 that contain substantial revisions or that 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 with a large paper clip. Individual drafts should each be stapled.

## 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 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 multiple conferences. I am always happy to meet with you and discuss the course and your writing.

## **Late Work**

All work must be handed in when I request it in class. I will not accept late work unless you have made previous arrangements with me. Similarly, I will not accept late work in my department mailbox or via email 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 (unless we have made prior arrangements for you to do so).

## **Lost Essays**

You are responsible for maintaining a copy of each draft of your essays. Your essays will be returned to you within a reasonable timeframe 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. I recommend assembling your essay packets after each final draft has been graded and returned; then you can place them in your portfolio for safekeeping until the end of the semester when it is time to submit the completed portfolio. Since occasionally essays, backpacks, or computers are stolen, lost, or destroyed, you should back up all of your papers. Ultimately, it is your responsibility to submit a complete portfolio. **Incomplete portfolios will not be evaluated; students without portfolios will not pass the course.**

## **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 encounter this situation you may revise *two* of your essays (you may choose from essays #2, #3, or

#4) once more after their original final evaluation—but only if you first schedule a conference with me to discuss your revision strategy. Note that a revised essay is due within one week after I return the original essay, and it should be turned in with the original graded essay and rubric, as well as with a new rubric.

## 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.

## *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. As well, I will fill out an evaluation sheet (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 a week's time. The grade for each essay will be a Pass, Almost-Pass, or No-Pass.

- A **Passing (P)** essay shows good control in all of the categories of the rubric. Although there may be a few minor problems, the entire essay is generally well-written and clearly and effectively communicates its ideas. In order to successfully complete this class, you must write at least two **Passing (P)** essays.
- An **Almost-Passing (AP)** essay shows a combination of strengths and weaknesses on the rubric. There is room for improvement in some rubric categories of the essay and the essay does not consistently communicate its ideas clearly and effectively. An Almost-Pass means the essay is **not passing**, but it is getting close to being a passing essay.
- A **No-Passing (NP)** essay shows a serious weakness in at least one category of the rubric, and other categories may need attention, too. The overall quality of the essay is significantly hindered because of these weaknesses.

### Course Grades

If your work passes the portfolio assessment at the end of the term, you will receive an **S (Satisfactory)** grade for the course. An **S** will appear on your transcript, but it will not be calculated into your grade point average.

Because the next course in our writing sequence, Academic Writing, is a challenging course that focuses exclusively upon research-supported, argumentative academic writing, it is extremely necessary for students to enter into that course with a solid grasp of the writing skills taught in this

course, Introduction to Academic Writing. However, the Academic Writing Program acknowledges that writing is a skill that takes some people longer than others to master. For both of these reasons, 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 this course. An **NC** allows a student to repeat Introduction to Academic Writing without any negative effect upon his/her grade point average.

It is possible to receive an **F** in this course, however. 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. For this reason, if you can no longer attend the course, it is very important that you officially withdraw from the course by the official deadline.

## **Portfolio Assessment Process**

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

If I make the judgment that your portfolio is eligible for portfolio assessment, during finals week your essays will be evaluated by one or more Academic Writing instructors in addition to me. These portfolio evaluators will determine whether or not your writing has reached proficiency at the introductory level. 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 at the introductory level by the end of the term, you can pass the course.

If your portfolio is passed by a first evaluator, you will receive the grade of "S" (Satisfactory) and will be eligible to take Academic Writing. However, if the first evaluator determines that your writing, overall, does not demonstrate proficiency at the introductory level, he/she will not pass your portfolio. Subsequently, 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 to enroll in Academic Writing or whether you will need to take Introduction to Academic Writing 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 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 INTRODUCTION TO ACADEMIC WRITING

In summary, to pass Introduction to Academic Writing and go on to Academic Writing, you must meet the following requirements:

- Write at least two clearly **Passing** (not **Almost Passing**) essays which present and develop an academic argument.
- Turn in all five fully-developed and revised essays, including all drafts and prewriting, on time.
- Turn in all other written assignments (e.g., homework, Audience and Values Exploration/Student Process Analysis sheets) on time.
- Attend classes. (Excessive absences – specifically, more than four – will result in your portfolio's ineligibility for the assessment process.)
- Actively participate in class discussion and group work.
- Attend a minimum of two required conferences.
- Pass the portfolio assessment at the introductory level.

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 Introduction to 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: *SMG: St. Martin's Guide to Writing* (Short 10<sup>th</sup> edition)

*KM: Kirschner & Mandell: The Brief Wadsworth Handbook* (7<sup>th</sup> edition)

*CR: Common Read Text*

Date	Class Time	Homework Assignment for Next Class
<b>Week 1</b>		
Monday	• Introduction to Course	<ul style="list-style-type: none"><li>• Purchase all texts and supplies and bring them to the next class.</li><li>• Review the syllabus.</li><li>• <b>Upload draft of Essay #1 (as assigned over the summer) to the assignment link on Canvas before the start of class on Wednesday.</b></li></ul>

Wednesday	<ul style="list-style-type: none"> <li>• Individual Conference Sign-Up</li> <li>• Distribution of Assignment Sheet for Essay #1: Common Reading Essay</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter 1, "Introduction" (pp. 1–6), in <i>SMG</i>.</li> <li>• Read "Identifying Your Audience" (pp. 5–7) and "Reading Texts" (pp. 8–14) in <i>KM</i>.</li> <li>• Bring your texts and Academic Writing portfolio to the next class.</li> <li>• Bring a revised electronic copy of Essay #1 to the next class.</li> </ul>
Friday <i>Conferences</i>	<ul style="list-style-type: none"> <li>• Discussion: Readings</li> <li>• Introduction to Peer Review</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Audience &amp; Values Exploration sheet for Essay #1.</li> <li>• Review your peer feedback and make adjustments to Essay #1 as you see fit.</li> <li>• Prepare for your individual conference—compose questions, identify areas of concern in Essay #1, etc.</li> </ul>
<b>Week 2</b>		
Monday	<ul style="list-style-type: none"> <li>• <b>No Class: Labor Day</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Prepare to submit final draft of Essay #1 at the beginning of next class.</b> You will need to submit: <b>a final electronic draft in Canvas before the start of class on Wednesday, 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.</b></li> </ul>
Wednesday	<ul style="list-style-type: none"> <li>• <b>Essay #1 Submission—Portfolio</b></li> <li>• Introduction to Finding Academic Sources</li> <li>• Distribution of Assignment Sheet for Essay #2: Arguing a Position with Sources</li> </ul>	<ul style="list-style-type: none"> <li>• Read the introduction of Chapter 6, "Arguing a Position" (pp. 242–249), and the "Guide to Writing" (pp. 274–286) in <i>SMG</i>.</li> <li>• Use Academic Search Complete and/or other academic search engines to locate at least three academic sources with specific information related to the points you plan to raise in your essay.</li> </ul>
Friday	<ul style="list-style-type: none"> <li>• Discussion: Thesis Statements and the Toulmin Method</li> <li>• Introduction to Close Reading and Annotation</li> </ul>	<ul style="list-style-type: none"> <li>• Read and annotate "Getting More from Success: Standard Raising as Esteem Maintenance" by Scott Eidelman and Monica Biernat (link on Canvas).</li> <li>• Read Part 5, "Documenting Sources: MLA Style" in <i>KM</i> (pp. 221–268).</li> <li>• Complete Audience &amp; Values Exploration sheet for Essay #2.</li> <li>• Begin drafting Essay #2.</li> </ul>
<b>Week 3</b>		
Monday	<ul style="list-style-type: none"> <li>• Submission of Annotated Article</li> <li>• In-Class Activity: MLA Documentation</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter 26, "Using Sources to Support Your Ideas," in <i>SMG</i> (pp. 697–708).</li> <li>• <b>Upload the first draft of Essay #2 to the assignment link on Canvas before class on Wednesday.</b></li> </ul>

Wednesday	<ul style="list-style-type: none"> <li>Discussion: Logos, Ethos, and Pathos</li> </ul>	<ul style="list-style-type: none"> <li>Peruse samples of first and final drafts of student essays on Canvas.</li> </ul>
Friday	<ul style="list-style-type: none"> <li>Introduction to the Revision Process</li> <li>Revision Workshop: Essay #2</li> </ul>	<ul style="list-style-type: none"> <li>Read the sections in your portfolio about academic honesty (pp. 19–21).</li> </ul>
<b>Week 4</b>		
Monday	<ul style="list-style-type: none"> <li>Discussion: Academic Honesty</li> </ul>	<ul style="list-style-type: none"> <li>Bring an electronic copy of Essay #2 to the next class.</li> </ul>
Wednesday	<ul style="list-style-type: none"> <li>In-Class Activity: Peer Review</li> </ul>	<ul style="list-style-type: none"> <li>Continue revising your draft.</li> <li>Read the introduction to "Chapter 7: Proposing a Solution" (pp. 296–304) and the "Guide to Writing" (pp. 296–304) in <i>SMG</i> (pp. 330–341).</li> </ul>
Friday	<ul style="list-style-type: none"> <li>Discussion: Choosing an Appropriate Research Topic</li> </ul>	<ul style="list-style-type: none"> <li><b>Prepare to submit final draft of Essay #2 at the beginning of next class.</b> You will need to submit: <i>a final electronic draft in Canvas before the start of class on Monday</i>, and bring all previous drafts, a completed <i>Student Process Analysis/Audience and Values Exploration sheet</i>, and a blank <i>Instructor Evaluation (rubric) sheet</i> to the next class.</li> </ul>
<b>Week 5</b>		
Monday	<ul style="list-style-type: none"> <li><b>Essay #2 Submission—Portfolio</b></li> <li>Group Activity: Finding Common Problems</li> <li>Distribution of Assignment Sheet for Essay #3: Proposing Solutions</li> </ul>	<ul style="list-style-type: none"> <li>Begin to narrow down a list of problems you might want to focus on for Essay #3.</li> <li>Read Patrick O’Malley’s “More Testing, More Learning” and commentary sections in <i>SMG</i> (pp. 304–310).</li> </ul>
Wednesday	<ul style="list-style-type: none"> <li>Discussion: “More Testing, More Learning”</li> <li>Introduction to the Research Proposal</li> </ul>	<ul style="list-style-type: none"> <li>Write and submit your Essay #3 research proposal to the assignment link on Canvas before class on Friday.</li> </ul>
Friday	<ul style="list-style-type: none"> <li>Complete Midterm Evaluations</li> <li>Group Activity: Reviewing Research Proposals</li> </ul>	<ul style="list-style-type: none"> <li>Peruse first and final drafts of student essays on Canvas.</li> <li>Complete Audience &amp; Values Exploration sheet for Essay #3.</li> </ul>
<b>Week 6</b>		
Monday	<ul style="list-style-type: none"> <li>Discussion: Effective Counterarguments</li> </ul>	<ul style="list-style-type: none"> <li>Begin drafting Essay #3.</li> </ul>
Wednesday	<ul style="list-style-type: none"> <li>Discussion: Introductions and Conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Continue drafting Essay #3.</li> </ul>

Friday	<ul style="list-style-type: none"> <li>Drafting Workshop: Essay #3</li> </ul>	<ul style="list-style-type: none"> <li>Read "Evaluating the Draft: Getting a Critical Reading" (pp. 341–343) in <i>SMG</i>.</li> <li>Bring an electronic copy of your draft to the next class.</li> <li><b>Upload the first draft of Essay #3 to the assignment link on Canvas before class on Monday.</b></li> </ul>
<b>Week 7</b>		
Monday	<ul style="list-style-type: none"> <li>In-Class Activity: Peer Review</li> </ul>	<ul style="list-style-type: none"> <li>Read sample student essays on Canvas.</li> </ul>
Wednesday	<ul style="list-style-type: none"> <li>Group Activity: Grading Sample Essays</li> </ul>	<ul style="list-style-type: none"> <li>Begin revising Essay #3.</li> </ul>
Friday	<ul style="list-style-type: none"> <li><b>No Class: Fall Break</b></li> </ul>	<ul style="list-style-type: none"> <li>Live your life.</li> </ul>
<b>Week 8</b>		
Monday	<ul style="list-style-type: none"> <li>Discussion: Proofreading and Editing</li> </ul>	<ul style="list-style-type: none"> <li>Carefully review your current draft of Essay #3, with the intent of improving its grammar and mechanics.</li> </ul>
Wednesday	<ul style="list-style-type: none"> <li>Review: MLA Documentation</li> </ul>	<ul style="list-style-type: none"> <li>Continue revising Essay #3.</li> </ul>
Friday	<ul style="list-style-type: none"> <li>Revision Workshop: Essay #3</li> </ul>	<ul style="list-style-type: none"> <li><b>Prepare to submit final draft of Essay #3 at the beginning of next class.</b> You will need to submit: <i>a final electronic draft in Canvas before the start of class on Wednesday, 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></li> </ul>
<b>Week 9</b>		
Monday	<ul style="list-style-type: none"> <li><b>Essay #3 Submission—Portfolio</b></li> <li>Introduction to Analyzing Visual Arguments</li> <li>Discussion: Types of Visual Arguments</li> <li>Distribution of Assignment Sheet for Essay #4: Evaluating a Visual Argument</li> </ul>	<ul style="list-style-type: none"> <li>Read Chapter 20, "Analyzing Visuals" (pp. 626–637), in <i>SMG</i>.</li> </ul>
Wednesday	<ul style="list-style-type: none"> <li>Discussion: "A Sample Analysis"</li> <li>In-Class Activity: Finding Visual Arguments</li> </ul>	<ul style="list-style-type: none"> <li>Start compiling a collection of visuals that you would consider for use in Essay #4.</li> <li>Read "Reading Visuals" (pp. 15–20) in <i>KM</i>.</li> </ul>
Friday	<ul style="list-style-type: none"> <li>Writing Workshop: Essay #4 Research Proposal</li> </ul>	<ul style="list-style-type: none"> <li>Read "Using Visuals" (pp. 347–350) in <i>KM</i>.</li> <li>Complete Audience &amp; Values Exploration sheet for Essay #4.</li> <li>Finish and submit your Essay #4 research proposal to the assignment link on Canvas by 11:59PM on Saturday.</li> </ul>

Week 10		
Monday	<ul style="list-style-type: none"> <li>Introduction to Citing Visuals</li> <li>Drafting Workshop: Essay #4</li> </ul>	<ul style="list-style-type: none"> <li>Bring an electronic copy of your draft to the next class.</li> <li><b>Upload the first draft of Essay #4 to the assignment link on Canvas before class on Wednesday.</b></li> </ul>
Wednesday	<ul style="list-style-type: none"> <li>In-Class Activity: Peer Review</li> </ul>	<ul style="list-style-type: none"> <li>Read first and final drafts of sample student essay on Canvas.</li> </ul>
Friday	<ul style="list-style-type: none"> <li>Discussion: Sample Student Essay and the Revision Process</li> </ul>	<ul style="list-style-type: none"> <li>Begin revising Essay #4.</li> <li>Read sample student essays on Canvas.</li> </ul>
Week 11		
Monday	<ul style="list-style-type: none"> <li>Group Activity: Grading Sample Essays</li> </ul>	<ul style="list-style-type: none"> <li>Continue revising Essay #4.</li> </ul>
Wednesday	<ul style="list-style-type: none"> <li>Revision Workshop: Essay #4</li> </ul>	<ul style="list-style-type: none"> <li><b>Prepare to submit final draft of Essay #4 at the beginning of next class.</b> You will need to submit: <i>a final electronic draft in Canvas before the start of class on Friday</i>, and bring <i>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>.</li> </ul>
Friday	<ul style="list-style-type: none"> <li><b>Essay #4 Submission—Portfolio</b></li> <li>Video: <i>The Office</i> "Prince Family Paper"</li> <li>Distribution of Assignment Sheet for Essay #5: Justifying an Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Read the introduction to Chapter 8, "Justifying an Evaluation" (pp. 350–357) and the "Guide to Writing" (pp. 383–392) in <i>SMG</i>.</li> <li>Watch your favorite movie.</li> </ul>
Week 12		
Monday	<ul style="list-style-type: none"> <li>Discussion: Writing a Film Review</li> <li>Workshop: Film Reviews</li> </ul>	<ul style="list-style-type: none"> <li>Upload your film review to Canvas before class on Wednesday.</li> <li>Read Peter Travers's review of <i>The Cabin in the Woods</i> in <i>Rolling Stone</i> (link on Canvas).</li> </ul>
Wednesday	<ul style="list-style-type: none"> <li>Discussion: Evaluating a Sample Review</li> </ul>	<ul style="list-style-type: none"> <li>Select a film review of your favorite movie that would be suitable for Essay 5.</li> <li>Complete Audience &amp; Values Exploration sheet for Essay 5.</li> </ul>
Friday	<ul style="list-style-type: none"> <li>Discussion: Criteria for Evaluating Film Reviews</li> </ul>	<ul style="list-style-type: none"> <li>Break down/evaluate your film review using the outline.</li> <li>Begin drafting Essay 5. <b>Upload an introduction of Essay 5 (with a thesis statement) to the assignment link on Canvas before class on Monday.</b></li> </ul>

Week 13		
Monday	<ul style="list-style-type: none"> <li>Drafting Workshop: Essay 5</li> </ul>	<ul style="list-style-type: none"> <li>Read sample student essays on Canvas.</li> <li>Bring an electronic copy of your draft to the next class.</li> <li><b>Upload the first criterion paragraph of Essay 5 to the assignment link on Canvas before class on Wednesday.</b></li> </ul>
Wednesday	<ul style="list-style-type: none"> <li>Group Activity: Grading Sample Essays</li> </ul>	<ul style="list-style-type: none"> <li>Read sample student essays on Canvas.</li> <li><b>Upload the remaining criterion paragraphs of Essay 5 to the assignment link on Canvas before class on Friday.</b></li> </ul>
Friday	<ul style="list-style-type: none"> <li>Student-Directed Workshop</li> </ul>	<ul style="list-style-type: none"> <li><b>Upload the counterargument and refutation paragraphs of Essay 5 to the assignment link on Canvas before class on Monday.</b></li> </ul>
Week 14		
Monday	<ul style="list-style-type: none"> <li>Student-Directed Workshop</li> </ul>	<ul style="list-style-type: none"> <li>Continue revising Essay 5.</li> <li><b>Upload a conclusion to Essay 5 to the assignment link on Canvas before class on Wednesday.</b></li> </ul>
Wednesday–Friday	<ul style="list-style-type: none"> <li><b>No Class: Thanksgiving Break</b></li> </ul>	<ul style="list-style-type: none"> <li>Live your life.</li> </ul>
Week 15		
Monday	<ul style="list-style-type: none"> <li>Activity: Peer Review</li> </ul>	<ul style="list-style-type: none"> <li>Continue revising Essay 5.</li> </ul>
Wednesday	<ul style="list-style-type: none"> <li>Revision Workshop: Essay 5</li> </ul>	<ul style="list-style-type: none"> <li>Read the section on portfolio submission (pp. 23–37) in your portfolio.</li> <li><b>Prepare to submit final draft of Essay #5 at the beginning of next class.</b> You will need to submit: <i>a final electronic draft in Canvas before the start of class on Friday</i>, and bring <i>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></li> </ul>
Friday	<ul style="list-style-type: none"> <li><b>Essay 5 Submission—Portfolio</b></li> <li>Submission of “Portfolio Assessment: Instructor” Form</li> <li>Introduction to the Narrative Self-Reflection</li> </ul>	<ul style="list-style-type: none"> <li>Begin writing your narrative self-reflection.</li> <li>Start gathering your portfolio materials.</li> </ul>

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

## *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 (which is a new kind of writing for most first-year students), 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!