

ENG 100E/101E: Composition I - Expanded

The University of Southern Mississippi

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Semester: Fall 2013

ENG 100E H01E MWF 8-8:50; JGH 113
ENG 100E H15E MWF 9-9:50; JGH 113
ENG 100E H06E MWF 11-11:50; CH 102
Office Hours: Mon & Wed, 1:30 - 3:30
& available by appointment

Course Overview

The Expanded Composition Program

English 100E/101E a two-semester sequence of classes referred to as Comp I-Expanded. These two courses together serve as the equivalent of English 101, a required course that introduces students to some of the strategies, tools, and resources necessary to becoming successful communicators in a range of academic, professional, and public settings. Comp I - Expanded students learn not only to think carefully *through* writing but also to reflect critically *about* writing by engaging a variety of discursive forms.

Course Description

The two semesters of composition classes are linked; thus, for both semesters, Comp I – Expanded students will usually have the same teacher, work with the same group of students, and when possible, have the same classroom. The Expanded Composition Program is designed to help build a *writing community*, as everyone has an entire year to work together to develop and enhance critical writing and reading strategies and skills. Throughout the program, students will conference with their instructors, and to emphasize the continuity between the two semesters, the spring semester begins with student-teacher conferences to discuss fall semester grades as well as the role that previous essays might play in the spring section of the course. Each semester, students' final portfolios will include revisions of their major work from the semesters and include a self-reflection, analyzing their own writing processes and development. Upon completion of each semester of ENG 100E/ENG 101E, students will receive traditional letter grades.

Required Materials


The following are required:

- Lunsford, Andrea, et al. *Everyone's an Author with Readings*. New York: Norton, 2012.
- Blackboard Supplemental Readings (and a means and funds to print these out)
- 3-ring binder and loose leaf paper for in-class notes, informal writing assignments, etc.
- Two-pocket Folders (with brackets) to turn in class projects and writing drafts
- Section dividers for your binder (to help organize projects, response logs, etc.)
- A mindful presence – with the material, with yourself, and with all course participants ☺
- A positive attitude, open mind, attentive ears, and respectful tongue ☺
- A willingness to grow as a reader, writer, critical thinker ☺

Bring texts and/or supplemental materials to class. We will refer to the materials during our discussions, or you may need materials for in-class writing assignments and in-class activities. If you do not have materials with you, then you will have a difficult time in class and are unprepared for that day. Please come prepared.

Online Access

To access the online components of this course, you must first go to <https://usm.blackboard.com>, then follow the log-in instructions. You will need to have your EMPLID and password (the same information you use to access SOAR and register for classes). If you have any questions or run into difficulty accessing the Blackboard material for this



course, please call the iTech Help Desk at 601-266-4357 or helpdesk@usm.edu. You can also get specific instructions on how to use components of Blackboard by visiting www.usm.edu/elo.

Student Learning Outcomes

ENG 101 is a GEC-required course at USM, and students taking this course and its equivalent through the Expanded Composition Program are expected to meet the following GEC learning outcomes:

1. the student is able to develop a topic and present ideas through writing in an organized, logical, and coherent form and in a style that is appropriate for the discipline and the situation.
2. the student can observe conventions of Standard English grammar, punctuation, spelling, and usage.
3. the student can write a coherent analytical essay [considering the] rhetorical situation or through written communication effectively analyze the components of an argument.
4. the student can find, use, and cite relevant information.

In order assist students in meeting these GEC learning outcomes, the Composition Program at Southern Miss has identified specific learning outcomes for each of its first-year writing courses that are meant to complement the GEC outcomes. At the completion of ENG 101 and its equivalent, students will be able to:

- See that writing is a form of social interaction;
- Analyze rhetorical situations and make effective choices based on audience and context;
- Responsibly synthesize material from a variety of sources;
- Make claims and support them with appropriate evidence;
- Use writing to critically explore, explain, evaluate, and reflect on their experiences and on those of others;
- Understand and effectively use a range of genres/forms;
- Use conventions of expression appropriate to situation and audience;
- Effectively revise and provide substantive feedback to others on their writing;
- Articulate a revision strategy based on an understanding of their own writing processes;
- Recognize the importance of technology in research, writing, and other forms of social interaction.


Requirements

In order to receive *at least* a “C” grade in this course, you must satisfactorily complete *all* of the following:

- complete all **major writing projects**, each to be submitted in a two-pocket folder with any rough drafts, workshop notes and/or supporting research materials relevant to that particular project;
- complete the **final portfolio project**, which includes essay revisions and a self-reflection, to be submitted at the end of the semester (in lieu of a final exam);
- submit all **sketches and informal writing assignments** required throughout the year;
- maintain a **response log** on course readings and class discussions, based on directed prompts and/or homework assignments;
- complete all reading assignments and homework, actively participate in class discussions and workshops, and maintain regular classroom attendance;
- meet with the instructor for all required conferences; and
- utilize the Writing Center and Speaking Center as directed by instructor.

Grades and Assignments

Writing and thinking are complex processes that take time to develop. Thus, your overall grade for each semester of English 100E/101E is as dependent on how much your writing improves over the course of the semester(s), your demonstrated commitment to learning, the sophisticated and constructive support you offer your peers, the careful completion of homework and class assignments, and your own assessment of your strengths and progress, as any strict calculation of paper grades. Indeed, a portion of your final grade for this course will be determined by your Final Portfolio Project, which you will submit at the end of the semester, as well as your participation in the writing community that we are creating. Also, because this writing class practices sustained writing (which means you will



brainstorm, draft, revise) with each essay, your projects will often require you to turn in documents that demonstrate your sustained writing throughout the development of each essay; thus, it is vital that you keep all drafts of your essays (hard copy and electronic). Do not save over your drafts; rather, establish an electronic method for saving your documents. Also, please note that the papers you write for the fall semester of the course will be revisited in the spring semester; thus, do not throw away your essays (or drafts) between semesters.

The below briefly outlines course assignments and serves only as a guide for expectations and grading:

General Expectations and Format of Formal Projects:

All formal written papers should be typed, double-spaced, using 12-font, Times New Roman. In the upper left corner, you should include your name, the course (and section), the date, and (at least) the Project number. All essays should have a title, be stapled, and use documentation when appropriate, following MLA format. Please do not email assignments (unless you have prior approval), and in these extreme situations, you should keep a receipt of your email for your records. While exact project assignments will be elaborated in detail throughout the course, the following offers a general explanation of these major projects:

Project One: Literacy Narrative (15%)

A brief paper (3-5 pages) in which you will analyze and reflect on a moment in your life that involves your literacy development and make it relevant to an outside audience.

Project Two: Proposal and Progress Report (15%)

A multimodal presentation (6-8 minutes) that lays the groundwork for Project Three. In Project Two, you will be required to begin your research, analysis, and synthesis; this should include an interview of one or more members of a specific community that interests you, offer a proposal of your focus for Project Three, and serve as a progress report of the extensive research you have performed.

Project Three: Analytical Report (20%)

A longer paper (4-6 pages), building on Project Two, in which you will report on and analyze a person, place, or community for an audience outside of that community.

Final Portfolio Project (20%)

One of the three projects, systematically and thoroughly revised, as well as completion of the reflective essay assignment, which will ask you to reflect critically on and discuss nearly every aspect of your work for this course.

General Expectations and Format of Informal Writing:

Informal writing assignments can take many forms – from homework to in-class activities to brainstorming prompts to journal writing. Because of this, informal writing assignments should be typed when possible and unless otherwise noted. This form of writing is vital to the development of your writing process and to your growth as a writer; it serves as a means for you to work with and through your thought process, developing your ideas and critical thinking skills. This class will have two distinct forms of informal writing:

Response Log (10%)

Response logs encourage you to reflect on writing and the course material, including but not limited to readings and class discussions. This in-depth exploration will help you and your peers unpack the material while developing your analytical skills. Your response logs (200-400 words) should respond to our readings by analyzing, comparing, and contrasting how authors understand and respond to some aspect of the larger conversation and class discussions. These logs will be assigned throughout the course, kept in your binder, and collected at the instructor's discretion.

Sketches and Additional Informal Writing Assignments (10%)

These assignments may occur in or out of class and hold the purpose of offering spaces for you to engage critically with the readings, to develop your writing skills, and to assist with your writing stages. When collected, these assignments will often be evaluated on a 10-point scale, either numerically or using a $\sqrt{+}$, $\sqrt{}$, $\sqrt{-}$ system (which you may want to equate to a 10, 8, 6). Missed assignments (due to being absent or to coming in late or unprepared) cannot be made up and will be recorded as a zero. This category may include

reading quizzes and sketches. Sketches are brief (350-500 words) developing drafts and most promising project ideas that will be submitted for feedback.

General Expectations of Participation

Participation includes, but is not limited to, discussing the readings, listening to your peers' analyses and comments, and engaging with in-class and small group assignments. You are expected to come to class ready and willing to participate, being physically and mindfully present during class, orientations, conferences, and peer reviews. Failure to demonstrate such will negatively affect your participation grade.

Class Participation (10%)

Your contributions to class discussions, engagement in collaborative assignments, development of drafts, involvement in and preparation for peer reviews, and active dedication to the completion of assigned readings and class activities and writings all factor into class participation. You may be periodically asked to reflect on your participation and to self-assess. Your self-assessment is not your participation grade, but allows us to remain in dialogue about your course participation.

Below is a table to assist you in keeping track of your grades:

Assignments	Percentages	Space to Record Your Grades
Project One	15%	
Project Two	15%	
Project Three	20%	
Final Portfolio Project	20%	
Response Logs	10%	
Sketches & Informal Writing Assignments	10%	
Class Participation	10%	

Grading Scale:

A = 100-90; B = 89-80; C = 79-70; D = 69-60; F = 59 and below


Note: For program assessment purposes, some final portfolios may be randomly selected for institutional review at the conclusion of the semester. In such cases, portfolios will be collected anonymously from among all available sections of English 101 and the Expanded Composition program. This review is intended solely to improve the quality of the curriculum and will not affect your grade in any way.

Policies and Expectations

Preparation, Participation, and Protocol

You are expected to **arrive to class on time with all of the required materials** and to **be prepared to participate** intellectually, critically, and respectfully. In addition to completing all reading and writing assignments, preparing for class means being ready to discuss material and intelligently question issues raised by the material. This does not mean, however, that you must *master* the material. On the contrary, it is perfectly reasonable that you may be confused by some readings the first time we encounter them. But in such cases, you should be prepared to discuss what you specifically found puzzling, aggravating, thought-provoking, engaging, or difficult about the assignment. In other words, if you feel you have nothing to *state* about a piece of writing, you should actively develop a list of *questions about it*. Remember, much of your grade in this course will be determined by how much you improve over the course of the semester, so there is really no such thing as a stupid question, provided that you ask it in the spirit of honest inquiry. Learning is a process, and we will grow and learn as a community and as individuals.

As part of your preparation and participation, you should **be a proactive learner**. This means that you should pay attention to your strengths and weaknesses, learn how you learn, critique your skills, examine what needs improving, and works towards fostering strategies that will assist in enhancing your writing, reading, and critical thinking skills. **This course relies on class discussion, engaged attention, peer review, constructive feedback, self-reflection, and dedicated efforts** to develop and enhance your writing process and products. **Being physically present in class is not enough; you must also be mentally present.**



Please note that this course will become a community, and you are expected not only to participate and but also to **be respectful at all times**, to yourself and to others. In addition, **misuse of electronics will not be tolerated**. I refuse to ban these without a reason – as they are not the problem – but how, when, where, and why they are used can be disruptive and hinder learning. Thus, think of your role as a student. Also, **no food is allowed in class** (due to being considerate of others). Drinks (without an odor and with proper lids) are ok if you properly dispose of your waste. **Any form of inappropriate and/or distracting behavior will not be tolerated** (i.e., newspaper reading, sleeping, texting, playing on social media, holding private conversations, etc.), and refusal to participate in class activities and discussions is unacceptable. If necessary, I may ask you to leave, and/or you will be counted as absent.

Conferences

The Expanded Composition Program incorporates teacher-student conferences to offer students the chance to discuss writing processes, to foster instructive and supportive spaces for students throughout their semesters. This is a unique opportunity for students to share their successes, to ask for specific assistance, and to simply dialogue more with the instructor. These mandatory conferences will be held at least once a semester in lieu of class. If you miss your scheduled conference, you will receive two absences.

Portable Electronic Devices

Students may use portable electronic devices (such as tablets and laptops) for constructive and class purposes. Students who choose to use these devices for our electronic readings must show evidence of annotation and analysis via an annotation program (iAnnotate, Good Reader, etc.). Texting, checking email and social media sites, gaming, listening to music, doing work for other classes/purposes, and other distracting uses of technology are unacceptable. Your cell phone must be turned to silence and stored away (or off or left at home, if you are easily tempted). No texting. No facebooking. However, you may have your laptop, if needed and if used appropriately (i.e., to take notes, for group activities). Do not abuse this privilege. **If I notice that you are using technology in an inappropriate way, I will not (further) distract the class by pointing it out, but I will deduct a point from your final average for each infraction.** I also reserve the right to ban electronic devices at any point throughout the semester.

Attendance


The framework of this course – with its emphasis on class discussion and group work – demands that you attend class regularly. Failure to complete in-class work, such as peer reviews, in-class writing assignments, and group meetings will result in the lowering of your overall grade. Indeed, no in-class activities (including quizzes) may be made up due to tardiness or absence, and students who accumulate more than three absences over the course of the semester (or two courses in a class that meets two days a week) will automatically have their final grades lowered 10 points for each additional absence. There is no distinction between excused and unexcused absences. More than six absences (or four absences in courses that meet two days a week) in a semester will result in your failing the course. Three tardies and/or early departures will equate to one absence; please note that one very late arrival and/or very early departure will simply equate to an absence.

Late Work

Late work will only be accepted if you can demonstrate that you have encountered a valid obstacle before the deadline (i.e., that you've been working on the project in good faith, but have run into some problems). If you feel you may be unable to complete an assignment on time, you should contact me as soon as possible, but *no later than two days before the due date*. After reviewing all the work you've done on the assignment, we will set a new deadline together. In all other cases, late work will automatically be docked one letter grade (or 10 points) per day past the deadline, beginning on the day the assignment was due and including weekends. Please note that after ten days past the deadline, I will not accept any late work for that particular project, as you have earned a zero.

Plagiarism

All members of the academic community at the University of Southern Mississippi are expected to take responsibility for academic honesty and integrity: <http://www.usm.edu/institutional-policies/061701-academic-dishonesty>.



Plagiarism – the willful copying/presenting of another person’s work as if it were your own – and other forms of cheating are unacceptable in this studio course and in its counterpart. As a basic and ethical, do not plagiarize ANY assignment, written, visual, or oral – formal projects, drafts, journal posts, in-class writings, presentations, etc. **Give credit where credit is due** (with ideas, words, images, etc.), and do your own original thinking, writing, responding. Your courses care what YOU think.

All plagiarism cases will be reported and will be handled appropriately. The penalties for such behavior can include failure of the course and, in some cases, even expulsion from the university. Some examples of plagiarism may include, but are not limited to, the following: passing off others’ analyses as your own, neglecting to attribute to the original source, and auto-plagiarism (or *your* previous work). Your assignments for this course should be *your original work for this course*, and you want to cite sources correctly! You should even cite when you write your drafts and journal entries! **Improper documentation in any assignment may be considered plagiarism.** If you have any doubts about what constitutes plagiarism, please refer to your student handbook, to USM policies on Academic Honesty, or come talk to me.

Services and Resources

Yourself, your campus, and me!

First, **you are your own resource!** It sounds corny. But college is your job, *your* learning process. It will prepare you for *your* future goals, career, if you let it. Thus, you should work towards developing skills that will translate to other disciplines, other objectives while you also work towards becoming more self-aware. This may mean that you will have to learn how to study, how to manage your time better, how to plan ahead...in short, learn how you learn.

USM has a **Student Success Center (ULC)**, which is good to know! This free Center is to help you succeed and make at college. I encourage you to use it! Visit their website for details: <http://www.usm.edu/success/about-us>.

The **Writing Center** is a free program available to all student writers at the University of Southern Mississippi. It offers one-on-one help with any type of writing project and at any stage of the writing process. It is located in Cook Library 112. For more info and hours of operation, you may contact the Center at 601-266-4821 or visit the website: <http://www.usm.edu/writing-center>. You want to visit and utilize this resource. ☺

USM also offers a **Speaking Center**, with consultations at no cost to all students, faculty, and staff. The center is available for advice on all types of oral communication—formal individual presentations, group presentations, class discussion, class debates, interviews, campus speeches, etc. Tutors at the Speaking Center will work with you on brainstorming, organizing and outlining, editing and revising, and practicing delivery. The center has several practice rooms for recording presentations and practicing with delivery aids (such as PowerPoint and internet access available). It is located in Cook Library 117. For more information, call (601-266-4965) or visit the website at www.usm.edu/speakingcenter.

The **Cook Library**, in general, is a helpful resource for research, computers, and space for group activities: <http://lib.usm.edu/>. You can even rent out a laptop to write your essays! ☺

The **Student Counseling Services** is available to you. USM strives to ensure quality services for students, promoting sound mental health and skills for successful pursuit of educational and personal goals. Also, USM does not tolerate violence or harassment. If you experience an emergency, are feeling harassed, or need assistance of this nature, you should call 911 or contact the Student Counseling Services (601-266-4829): <http://www.usm.edu/student-counseling-services>. There are a number of available resources, including after hours mental health emergencies (601-606-4357) and campus police (601-266-4986).

ADA Notice (Accommodations for Students with Special Needs): USM is committed to equal educational opportunities and offers reasonable accommodations for students who have documented disabilities. If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies. Please

work with the **Office for Disability Accommodations** to make appropriate arrangements, providing me with documentation, within the first two weeks of the semester: <http://www.usm.edu/disability-accommodations>.

Address:

The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive # 8586
Hattiesburg, MS 39406-0001

Voice Telephone: 601.266.5024 or 228.214.3232 **Fax:** 601.266.6035

Individuals with hearing impairments can contact ODA using the *Mississippi Relay Service* at 1.800.582.2233 (TTY) or email Suzy Hebert at Suzanne.Hebert@usm.edu.

Lastly, **I am here to help!** I will look at drafts almost any time. (This does not mean I will pre-grade drafts, but we can discuss your writing process. However, I **will not** look at a major paper the day before it is due – as you should have managed your time more wisely and should have been engaged in an *extended and sustained* writing process.)

Notes: The best way to get in touch with me is **email**; I check it frequently. However, you should work on assignments in advance and plan accordingly – as I do not check email at all hours of the day ☺ To be specific, I will check email up until 6pm Sundays-Thursdays and up until 4pm on Fridays. Also, you are (of course) *always* welcome to visit my **office** during office hours, to make appointments within and outside these hours, or to take your chances and just drop by! ☺

**** If you have questions or suggestions throughout the course, please let me know. I invite any and all feedback. ****

Important Fall Dates

Aug. 21	Classes begin
Sept. 2	LABOR DAY HOLIDAY
Sept. 4	Last day to drop full-term classes and receive 100% financial credit
Oct. 2	Last day to drop full-semester classes without academic penalty
Oct. 17- 18	FALL BREAK
Nov. 26	Last day to process a form to add/drop or withdraw from the university for the term
Nov. 27- 29	THANKSGIVING HOLIDAYS
Dec. 6	Last day of classes
Dec. 9- 12	Fall Semester Exams for university

Course Schedule

A tentative schedule will be provided to you; this schedule is subject to change as the course progresses. You will be updated with changes, additions, deletions accordingly; it is your responsibility to be aware of these changes.

The following is a key for your course schedule:

- HW = Homework Assignment
- EAA = *Everyone's an Author*
- BB = Blackboard Supplemental Reading
- RL = Response Log

A Quote Just for You:

"I entered the classroom with the conviction that it was crucial for me and every other student to be an active participant, not a passive consumer... education as the practice of freedom.... education that connects the will to know with the will to become. Learning is a place where paradise can be created."

- bell hooks

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Week One

W	08/21	Introduction to the course; Student introductions; Review syllabus
F	08/23	In-class writing sample HW: Reading: <i>EAA</i> 1-35 Writing: RL 1: Write an introduction of yourself to our class and then discuss this introduction as a response to a specific rhetorical situation and analyze the choices you've made in how you selected to represent yourself.

Week Two

M	08/26	Discuss "Thinking Rhetorically"; "Rhetorical Situations"; "Writing Processes"; "The Need for Collaboration"; Introduce Project One HW: Reading: <i>EAA</i> 101-117; Melanie Luken's "Literacy a Lineage" (132-136); Visit the Digital Literacy Archives (link listed in margin of page 104 in textbook) Writing: RL 2: Thinking about the Text #1-3 p. 136
W	08/28	Discuss "Writing a Narrative" and "Literacy a Lineage"; In-class invention HW: Reading: <i>EAA</i> Lynda Barry "The Sanctuary of School" (p. 721-726); <i>EAA</i> Alison Bechdel "Compulsory Reading" (p. 727-732) Writing: RL 3: Thinking about the Text #1 (p. 725) and #1 (p. 732)
F	08/30	LIBRARY/Writing CENTER/SPEAKING CENTER ORIENTATION

Week Three

M	09/02	LABOR DAY HOLIDAY—NO CLASS
W	09/04	Discuss "The Sanctuary of School," "Compulsory Reading," and how to write a critical response; In-class invention exercises HW: Reading: <i>EAA</i> Lynne Truss "The Joy of Texting" (p. 939-942);

Writing: *EAA* Mike Rose “Blue-Collar Brilliance” (p. 905-914)
RL 4: Write a critical response to Mike Rose’s “Blue-Collar Brilliance.” You may use the questions after the reading to help guide you, but be sure to write your response based on the guidelines we discussed in class.

F 09/06 Discuss “The Joy of Texting” and “Blue-Collar Brilliance”
HW: Reading: BB Amy Tan “Mother Tongue” (excerpt); *EAA* pp.122-124
Writing: **RL 5:** Write a critical response to Amy Tan’s “Mother Tongue.” You may use the questions after the reading to help guide you, but be sure to write your response based on the guidelines we discussed in class.

Week Four

M 09/09 Discuss “Mother Tongue”; Writing Workshops
HW: Reading: *EAA* pp.122-126
Writing: **Sketch #1:** Describe your literacy moment in as much detail as you can. Recreate the scene with sensory details, and describe the text you were reading or writing in as much detail as you can.

W 09/11 Discuss organization and writing strategies; In-class invention
HW: Writing: **Sketch #2:** Draft introductory paragraphs for your Project One

F 09/13 Workshop Leads and Introductions
HW: Writing: **Draft #1:** At least two pages of Project One

Week Five

M 09/16 Draft workshop; Discuss development/organization
HW: Reading: *EAA* pp. 126-127
Writing: **Draft #2:** Full-length, complete draft; Upload your draft to BB by 11:59pm, Monday, 09/16; Read and review assigned drafts by our next class to aid in our workshop

W 09/18 **Literacy Narrative Draft DUE;** Style workshop
HW: Writing: Revise draft appropriately. Project 1 is due next class.

F 09/20 **Literacy Narrative DUE;** Decompression
HW: Reading: *EAA* “Reporting Information” (pp. 182-197)
EAA Penelope Green “The Year without Toilet Paper” (pp. 801-808)
Writing: **RL 6:** Thinking about the Text #1&3 (p. 808)

Week Six

M 09/23 Introduce Projects Two and Three; Discuss “Reporting Information”
Discuss “The Year without Toilet Paper”; Discuss critical responses
HW: Reading: BB David Remnick “We are Alive: Bruce Springsteen at 62”; *EAA* pp. 200
Writing: **RL 7:** Write a critical response to Remnick’s profile of Springsteen.

W 09/25 Discuss “We are Alive”; Discuss profiles, observation, and description
HW: Reading: *EAA* Barbara Ehrenreich “Serving in Florida” (pp. 759-

772)
Writing: **RL 8:** Write a critical response to Ehrenreich reading.

F 09/27

Discuss “Serving in Florida”; Discuss methodology and field notes

HW: Reading: BB Darcy Frey “The Last Shot”; BB reading
“Becoming Literate”; *EAA* pp. 205-209

Writing: **RL 9:** Write a critical response to Frey reading.

Week Seven

M 09/30

Discuss “Becoming Literate” and “The Last Shot”; In-class invention; In-class mock interviews and in-class observations

HW: Reading: *EAA* “Collecting Field Research” (pp. 354-361)

Writing: **Sketch #1:** Make a list of potential communities you could feature in your Analytical Report. Next to each community, list your connection(s) and access to that community (for interviews and observations).

Research reminder: *You need to have scheduled your initial interview by this Friday. You should conduct your interview before 10/08 to be able to submit your Sketch #3 when it is due, which is 10/10.*

W 10/02

Discuss “Collecting Field Research”; Discuss student sketches and begin to narrow down topics

Last day to drop without academic penalty

HW: Writing: **Sketch #2:** Choose a community to feature in your presentation and, ultimately, your Analytical Report. Explain why you chose the community and describe your relationship and access to the community. List everything you think you know about the community. End your sketch with a list of questions about the community or things you don’t know or understand about them.

F 10/04

Discuss student sketches; Discuss IMRAD; Discuss interviewing strategies; In-class writing: draft interview questions

HW: Reading: *EAA* pp 362-366; 367-371; 372-376

Writing: **Sketch #3:** Develop a preliminary research plan. This should include, at minimum: a) a finalized list of interview questions, b) ideas of what/when/whom to observe, c) an invention list of other ways to research

Research reminder: *conduct your interview and observation; your transcription and notes from your interview and observation are due on 10/10.*

Week Eight

M 10/07

Discuss student sketches; Discuss sources; Discuss proposals and progress reports

HW: Reading: *EAA* pp 381-400

Writing: **Sketch #4:** Type the transcript and notes from your initial interview and observation

W 10/09

Discuss “Synthesizing Ideas” and “Quoting, Paraphrasing, and Summarizing”; In-class writing using student sketch material

HW: Reading: *EAA* pp 570-584; *EAA* pp 401-406

Writing: Continue gathering data on your community via interviews, observations, and written artifacts; bring all notes to class

F 10/11 Discuss “Designing What You Write”; Discuss strategies for developing a presentation; Discuss Plagiarism
HW: Reading: *EAA* pp 584-590
Writing: **Presentation Draft #1:** Make a preliminary outline for your presentation, including your planned delivery medium/media and visuals

Week Nine

M 10/14 Workshop presentation drafts/plans
HW: Reading: *EAA* pp. 526-536
Writing: **Presentation Draft #2:** Create a detailed outline for your presentation and begin developing the project’s content, starting on your delivery medium/media. Bring this draft and any additional notes to our next class.

W 10/16 Discuss “Tweets to Reports”; Workshop presentations
HW: Writing: Revise and rehearse presentations

F 10/18 **Fall Break—No Class**

Week Ten

M 10/21 PRESENTATIONS

W 10/23 PRESENTATIONS

F 10/25 PRESENTATIONS

Week Eleven

M 10/28 PRESENTATIONS

W 10/30 PRESENTATIONS

F 11/01 In-class decompression and reflection of Project Two; Review Project Three assignment; In-class writing
HW: Writing: **RL 10:** Prepare a list of three questions or concerns about Project Three and/or your progress in collecting data and bring this with you, along with your collected data, to your conference.

Week Twelve

M 11/04 STUDENT CONFERENCES

W 11/06 STUDENT CONFERENCES
HW: Reading: Reread *EAA* pp 195-197; *EAA* pp 538-550
Writing: Compile your data and notes into a logical document. Bring presentation materials and all the data you have collected to class

F 11/08 Review IMRAD and other ways of organizing; In-class invention
HW: Reading: *EAA* pp 209-210
Writing: **Sketch #1:** Introductory paragraphs



Week Thirteen

- M 11/11 Writing Workshops/Introductions
HW: Writing: **Draft #1:** At least two pages
- W 11/13 Writing Workshops/Developing your analytical report
HW: Reading: *EAA* pp 210-212
Writing: **Draft #2:** Full-length draft; Upload your draft to BB by 11:59pm, Thursday, 11/14; Read and review assigned drafts by our next class to aid in our workshop
- F 11/15 Draft workshop; Style workshop
HW: Writing: Revise draft appropriately. Project 3 is due next class.

Week Fourteen

- M 11/18 **PROJECT 3 DUE;** Decompression; Introduce Final Portfolio Project
HW: Reading: *EAA* pp 645-652
- W 11/20 Discuss “Assembling a Portfolio”; Discuss revision strategies; Discuss self-assessment
HW: Writing: **RL 11:** Revision Plan. Be sure to bring this revision plan to your scheduled conference.
- F 11/22 STUDENT CONFERENCES

Week Fifteen

- M 11/25 STUDENT CONFERENCES
- W 11/27 **THANKSGIVING HOLIDAY—NO CLASS**
- F 11/29 **THANKSGIVING HOLIDAY—NO CLASS**

Week Sixteen

- M 12/02 Discuss revision strategies; Discuss self-assessment
HW: Writing: Bring a draft of your revised essay to class for workshop Wednesday
- W 12/04 Workshop Final Portfolios
HW: Writing: Bring a draft of your self-assessment to class for workshop Friday; Upload your draft to BB by 11:59pm, Thursday, 12/05; Read and review assigned drafts by our next class to aid in our workshop
- F 12/06 Workshop Final Portfolios
HW: Writing: Final Portfolios DUE Exam Week

Final Portfolios Due: TBA