

WRI 1010 College Composition: Writing and Research

Spring 2024 Section 7 4 Units

*MWF 10:55 am – 12:05 pm*

*Cabrillo Hall (C) 104*

*Final Exam: Friday, 5/3, 10:30am – 1:00 pm*

<b>Instructor</b>	<b>Dr Paul Minifee</b>
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<b>Office Hours</b>	Tuesday 9:30 – 11:00am and by appointment
<b>Office Location</b>	BAC 123

**PLNU Mission**

*To Teach ~ To Shape ~ To Send*

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**Foundational Explorations Mission**

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range

of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

## Course Description

From the PLNU 2023-2024 Catalog:

WRI 1010 is a comprehensive first-year composition experience in reading, writing, and critical thinking, centered on essay and research writing. The course emphasizes the processes of writing thesis-based manuscripts as an evolving product, with attention to sentence-level conventions and coherence among well-developed paragraphs. Library research and writing the source-based essay are major components of the course. Students are encouraged to co-enroll in WRI 1000 while taking WRI 1010.

In this course, we will focus on developing transferable writing, research, and analytical skills that you will continue to strengthen and build upon throughout your time at PLNU and in your academic, vocational, and personal lives. You will develop these skills through a series of writing and research assignments and activities that expose you to the different stages of the composing process, with an emphasis on revision. This course will also introduce you to the field of Rhetoric. We will study the foundational frameworks of rhetorical theory and you will learn how to both rhetorically analyze texts and apply rhetorical strategies in your own writing. Our course has a theme: we will focus on the most fundamental human characteristic that connects us all, every day—our **emotions**. We will conduct research on the psychology, sociology, theology, and neuroscience of emotions and learn the benefits of strengthening our emotional intelligence and being mindful of our emotional health.

## Course Learning Outcomes

By the end of WRI 1010, you should be able to:

1. Apply the conventions of the English language and creative skills in various forms of academic writing genres.
2. Demonstrate knowledge of the stages of the writing process in academic writing: planning, drafting, organizing, composing, revising, and editing.
3. Evaluate and utilize rhetorical modes of organization in written compositions: narrative, cause/effect, compare/contrast, persuasion, process analysis, and others.
4. Demonstrate knowledge of and apply documentation formats to properly cite research in written compositions.
5. Critically analyze writing to determine point-of-view, tone, purpose, audience, and theme to enable reflection and response in written compositions.
6. Evaluate and examine differing perspectives; evaluate and locate the points of agreement and disagreement and the strengths and weaknesses of the argument.

## Foundational Explorations Learning Outcomes

As a Foundational Explorations course, WRI 1010 helps to equip you with a broad range of knowledge and skills that will enrich not only your academic studies but also your lifelong learning and vocational service as a Christ-like participant in the world's diverse societies and cultures. The table below highlights the specific Foundational Explorations Learning Outcomes (FELO) that WRI 1010 serves alongside their corresponding course assignments and activities.

FELO	Assessment Measure
1a. Written: Students will be able to effectively express ideas and information to others through written communication.	Final Portfolio
1c. Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources.	Library research assignment

## Required Texts and Materials

- Lunsford, Andrea A. *The St. Martin's Handbook*. 9th ed. Bedford/St. Martin's, 2021.
- Trimble, John. *Writing with Style: Conversations on the Art of Writing*
- Ball & Loewe. [Bad Ideas About Writing](#). (Open access, free online)
- Additional readings will be posted on Canvas.

You'll also need access to the Internet, a PLNU e-mail account, and Canvas. Plan to bring your laptop or some other device that is capable of accessing and submitting work via Canvas to every class.

## Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 4-unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 150 total hours meeting the course learning outcomes.

## WRI 1000L Writing Lab

I **strongly recommend** that you enroll in [WRI 1000L Writing Lab](#), a self-paced writing center elective course that will provide you with additional support for the writing you'll do in this course. Benefits of enrolling in WRI 1000L:

- You'll meet regularly during the term with a Loma Writing Center consultant to receive personalized instruction and feedback on your writing assignments.
- You'll have access to a series of learning modules on a variety of writing topics to help guide you through your writing assignments.
- You can choose to enroll for either 1-unit or 0-units, depending on your needs, and the course operates on a pass/no credit grading system.
- You can schedule your writing consultation sessions to suit your needs.

Register for the course in Workday or contact the Records Office to ask that WRI 1000L be added to your schedule.

### Major Assignments, Grade Distributions, & Due Dates

Assignment Category	Length (approx.)	Weight	Due
Writing Letter In a 750-word letter addressed to me, you will explore the role that writing has played in your past and will play in your future.	750 words	5%	January 19
Pathos and Piety in Poetry Analysis In this essay, you will rhetorically analyze “Little Girls in Church” and reflect on how it appeals to you, personally. #deepinthe feels	750 words	5%	February 5
Comparative Rhetorical Analysis Essay In this essay, you will compare and evaluate the rhetorical strategies used by two authors.	1000 words	20%	February 19
Research Conversation Project For this project, you will formulate a research question, conduct academic research, and then use that research to craft 3 assignments: <ul style="list-style-type: none"> <li>• an <b>Annotated Bibliography</b> that maps the conversation on your topic taking place through published scholarship,</li> <li>• an <b>Academic Argument Essay</b> that enters that conversation, and</li> <li>• a <b>Public Argument</b> that transforms and “re-genes” the argument you made in your essay for a public audience.</li> </ul>	3000 words	30%	Annotated Bibliography: March 11 Academic Argument Essay: March 25 Public Argument: April 10
Final Portfolio	750-1500 words	10%	May 1

At the end of the course, you'll compile a portfolio that discusses and demonstrates your growth as a writer. This portfolio will include a <b>Critical Reflection Essay</b> , a <b>Writing Exhibit</b> , a <b>Revision Exhibit</b> , and a <b>Wildcard Exhibit</b> .			
Homework Unless otherwise specified, all homework assignments will be submitted via the course Canvas site.	Varies	15%	Most Days
In-Class Work & Activities Be sure you are on time to class each day and have completed the assigned reading.	Varies	15%	Most Days

### Assessment and Grading

The grading scale for this course is as follows:

A	93-100	B-	80-82.9	D+	67-69.9
A-	90-92.9	C+	77-79.9	D	63-66.9
B+	87-89.9	C	73-76.9	D-	60-62.9
B	83-86.9	C-	70-72.9	F	0-59.9

I grade all coursework not listed as a major assignment using the Canvas complete/incomplete grading system.

- A “complete” indicates that you successfully completed the assignment in a timely, thoughtful, and thorough manner.
- An “incomplete” suggests that either your work was too brief or superficial to demonstrate learning, indicated confusion or an incomplete understanding of the course concepts, failed to respond fully to the prompt, demonstrated evidence of not reading, or was missing altogether.

Finally, I do not discuss grades over email. I will be happy to talk about your grades with you at any point in the semester, and if you want to discuss your grade, email me to make an appointment.

### Revision

I allow revisions for all of your major unit writing assignments except the public argument project (due to time constraints at the end of the semester). Revisions should be *substantial* (not just fixing mechanical errors), and any revisions are due within two weeks of the date I hand back graded assignments. If you choose to submit a revision for any assignment, the new grade will completely replace the original grade. (It's really rare to make your project worse by revising it, but if for some reason it happens to you, your grade will remain the same; a revision will never lower your grade, except in cases of plagiarism.)

If you wish to revise, you must:

1. Schedule an appointment with me to discuss your plans for revision.
2. Upload your revision as a re-submission to the original assignment prompt in Canvas.

*Note:* If you plagiarize and receive a zero as the penalty, you will not be allowed to revise the paper. (For more information about plagiarism, see “Academic Honesty” section).

### **Late Work**

This course requires extensive reading and writing on a regular basis, and due dates are to help us all work at a manageable pace. Work is due on Canvas by the start of class on its due date, and you must complete all assignments on time to keep up with the course. But I will grant most extensions when they are needed, so please come talk to me if you're concerned or falling behind.

### **Attendance and Participation**

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement, which means students are expected to attend and participate in class every day. Success in WRI 1010 is highly dependent upon interaction with your peers and the instructor. That means arriving to class on time, having completed all assigned readings and homework, and participating actively and respectfully in all class activities. Sleeping, talking, texting, being uninvolved with group work, or outright disruptive behavior can negatively impact your grade. If you are experiencing difficulty with attendance or participation, please talk with me so that we can work out an appropriate arrangement.

If you are absent for more than 10% of class sessions (4 classes for a MWF course), I will issue a written warning of de-enrollment. If your absences exceed more than 20% (8 classes for a MWF course), you may be de-enrolled without notice until the university drop date or, after that date, receive an “F” grade.

Students who are absent due to illness or other emergencies do not need to submit documentation for that absence, but you should email me as soon as you are able to let me know about your absence. Should you miss a class (for any reason), it is your responsibility to reach out to a classmate to get notes and any other material you may have missed. Some in-class work, such as peer review workshops, cannot be made up later if they are missed.

### **Final Examination Policy**

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

## **Classroom Hospitality**

I try to maintain a friendly atmosphere in class, and I encourage you to debate and voice disagreement when we discuss readings; however, I expect this to be done respectfully. This includes not talking while others have the floor and never turning discussion into a personal attack. You should also, of course, show up on time, be alert, and ensure that your behavior with technology, food, or drink is not a distraction to the students around you. As stated above, if your classroom behavior becomes an issue, your grade will suffer. I will let you know if your behavior is becoming an issue, and if problems persist further action may be taken, such as asking you to leave class.

## **Language & Belonging**

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

## **Spiritual Care**

PLNU strives to be a place where students grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain, or if you have prayer requests, you can contact the [Office of Student Life and Formation](#).

## **State Authorization**

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene

University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

### **PLNU Academic Accommodations Policy**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

### **PLNU Copyright Policy**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

### **PLNU Academic Honesty Policy**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

### **Artificial Intelligence (AI) Policy**

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

### **Use of Technology**

Most of the readings and assignments for this course will be accessed and submitted via Canvas. As such, you will need to bring a device capable of accessing Canvas with you when you are in class. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

### **Content Warning**

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In WRI 1010, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in rhetoric and writing, and I will support you throughout your learning in this course.

### **Trigger Warning**

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In WRI1010, we will cover a variety of topics, some of which you may find triggering. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in rhetoric and writing, and I will support you throughout your learning in this course.

### **Sexual Misconduct & Discrimination**

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

## Resources

There are a lot of resources available to you as a student in this course and at PLNU. I will highlight three here that I believe are particularly useful: the Loma Writing Center, the Ryan Library, and the Wellness Counseling Center.

### *Loma Writing Center*

Getting feedback while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You're encouraged to talk with one of the Loma Writing Center's trained consultants about getting started on an assignment, organizing your ideas, writing with sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see <https://www.pointloma.edu/centers-institutes/loma-writing-center> or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: [writingcenter@pointloma.edu](mailto:writingcenter@pointloma.edu)

### *Ryan Library*

The Ryan Library is staffed by knowledgeable and helpful professionals and should be one of your first research resources throughout your time at PLNU. The easiest way to get help is to connect with a reference librarian in the "Ask a Librarian" chat window on the Ryan Library homepage at <https://libguides.pointloma.edu/ryanlibrary>. You can also stop by the "Research Help" desk inside the Ryan Library.

### *Wellness Counseling Center*

The Wellness Counseling Center helps students maintain and develop emotional well-being to achieve their educational and personal goals and promotes a healthy and inclusive community through relationship building, education, crisis intervention, and support. They provide short-term therapy to all undergraduate

students registered for classes on the main campus, and they can recommend and refer to other resources for more long-term care and support. If you could benefit from their assistance, contact them anytime:

- Website: <https://www.pointloma.edu/offices/wellness-counseling-center>
- Email: [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu)
- Phone: (619) 849-3020

If you need emergency assistance, please call 911 or the Access and Crisis Line at (888) 724-7240.

### Class Schedule (MWF)

**I reserve the right to change the course schedule this semester, and I will always notify you in advance of any changes. Unless otherwise noted, all readings and assignments are due at the beginning of class on the day they appear on the schedule.** Details for all assignments can be found on Canvas.

*BIAW = Bad Ideas About Writing*

*SMH = St. Martin's Handbook*

*WWS = Writing with Style*

#### Week 1: Course Introduction

Date	Class Description	Reading	Assignments Due
M 1/8	Welcome & Course Introduction		
W 1/10	Rhetoric & Writing	“Argument & The Rhetorical Tradition” on Canvas “Thinking Well” in <i>WWS</i>	Personal Introduction
F 1/12	Pathos of Nike/Kobe ad	“Rhetorical Situations” (Chapter 3 pp 26-36 in <i>SMH</i> )	

#### Week 2: Writing Letter

Date	Class Description	Reading	Assignments Due
M 1/15	<i>Martin Luther King, Jr. Day – no class</i>		
W 1/17	Peer-Review Workshop Your Voice(s)		Draft of Writing Letter

F 1/19	Pathos: Getting in the Feels	Podcast: “Brene Brown Says You’re Doing Feelings Wrong” ( <a href="https://www.youtube.com/watch?v=vJAD4QXwLhQ">https://www.youtube.com/watch?v=vJAD4QXwLhQ</a> )  List of Core Emotions (on Canvas)	<b>Writing Letter</b>
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*Week 3: Pathos and Piety*

Date	Class Description	Reading	Assignments Due
M 1/22	Rhetoric and Emotions	“Teaching and (Re)Learning the Rhetoric of Emotion” (in Canvas)	
W 1/24	Pathos and Piety in Poetry	“Little Girls in Church” “Reading Critically” in <i>St Martin’s Handbook</i>	
F 1/26	Norris’s poem: Reactions, Responses, & Reflections	“Getting Launched” and “Openers” in <i>WWS</i>	

*Week 4: Pleas and Apologies*

Date	Class Description	Reading	Assignments Due
M 1/29	<b>Zoom class session.</b> Peer Review Workshop Whacking Wordiness Exercise	“Diction” and “Closers” in <i>WWS</i>	Rough draft of Pathos/Piety Essay
W 1/31	<b>Zoom class session.</b> Rhetoric in the Real World: 19 <sup>th</sup> -Century Women’s Rights Conference Testimonial Logos and Pathos	<b>Introduce Comparative Analysis Essay</b> Sojourner Truth’s “Ain’t I a Woman?” speech (in Canvas) “Analyzing Arguments” in <i>St Martin’s Handbook</i>	<b>Pathos/Piety Essay</b>
F 2/2	<b>Zoom class session.</b> Rhetoric in the Real World: Presidential Repentance Exigence and Pathos	Bill Clinton’s “I Have Sinned” speech (in Canvas)	Rhetorical Situation Analysis Report #1

*Week 5: Theses*

Date	Class Description	Reading	Assignments Due
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M 2/5	Discuss Clinton's speech Rhetoric of Apologies	Read "Heart of Apologizing" handout in Canvas	Rhetorical Situation Analysis Report #2
W 2/7	Thesis Statements	<ul style="list-style-type: none"> <li>• <i>SMH</i> section 4c, "Drafting a Working Thesis Statement," pp. 44-46</li> <li>• <i>SMH</i> sections 4e-4g (Organizing, Planning, and Drafting), pp. 47-59</li> <li><i>SMH</i> section 11d, "Making a claim &amp; drafting a working thesis statement," pp. 147-148</li> </ul>	CRA Thesis Statement & Outline
F 2/9	Conferences – Rather than meeting together as a class, you will bring a complete draft of your CRA paper to your scheduled writing conference.		Draft of Comparative Rhetorical Analysis Essay

*Week 6: Pathos of Inside Out*

Date	Class Description	Reading	Assignments Due
M 2/12	Conferences – Rather than meeting together as a class, you will bring a complete draft of your CRA paper to your scheduled writing conference.		Draft of Comparative Rhetorical Analysis Essay
W 2/14	Watch and Discuss <i>Inside Out</i>		<b>Comparative Rhetorical Analysis</b>
F 2/16	Discuss <i>Inside Out</i> Ideation: How Responses Inspire Research	"The Science of Inside Out" (In Canvas)	

*Week 7: Researching Emotions*

Date	Class Description	Reading	Assignments Due

M 2/19	Reading Resources: Informed Sources of “Truth”	“Inside Out: Emotional Truths by Way of Pixar”  <a href="https://www.psychologytoday.com/intl/blog/beyond-heroes-and-villains/201506/inside-out-emotional-truths-way-pixar">https://www.psychologytoday.com/intl/blog/beyond-heroes-and-villains/201506/inside-out-emotional-truths-way-pixar</a>	
W 2/21	“Topoi”  “The Feels” of Your Field	“Suffering and Soul-Making in Disney/Pixar’s <i>Inside Out</i> ”	Prompt: Topic Brainstorm
F 2/23	Exigence and Excitement: Are you passionate about your project?	“Preparing for a Research Project” (In <i>St Martin’s Handbook</i> pp 172-179)	Prompt: Preliminary Research Question

*Week 8: Library Labs*

Date	Class Description	Reading	Assignments Due
M 2/26	Library Day–Meet in Ryan Library (Bresee Computer Lab)	TBD	
W 2/28	Library Day–Meet in Ryan Library (Bresee Computer Lab)	TBD	Prompt: What is an Annotated Bibliography
F 3/1	Crafting a Research Plan	McClure, “Googlepedia” (on Canvas)	Library Research Assignment

*Week 9: Spring Break, March 4-8, 2024*

*Be safe. Seek rest. Have fun!*

*Week 10: Backbones of Bibliographies*

Date	Class Description	Reading	Assignments Due
M 3/11	Research Proposal Workshop	SMH chapter 13, “Conducting Research,” pp. 180-190	<b>Research Proposal</b>
W 3/13	Reading Scholarly Sources: John Swales’ Moves	<ul style="list-style-type: none"> <li>• <i>BIAW</i> Wierszewski, pp. 231-235</li> <li>• <i>SMH</i> chapter 14, “Evaluating Sources &amp; Taking Notes,” pp. 191- 208</li> </ul>	3 Annotations
F 3/15	Documenting Sources	<i>SMH</i> chapter 16, “Acknowledging Sources &	3 Annotations

		Avoiding Plagiarism," pp. 218-226	
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*Week 11: Theses*

Date	Class Description	Reading	Assignments Due
M 3/18	Joining the Conversation	<i>SMH</i> chapter 15, "Integrating Sources," pp. 209-217	<b>Annotated Bibliography</b>
W 3/20	Writing for Academic Audiences	Choose one: <ul style="list-style-type: none"> <li>• <i>SMH</i> ch. 26, "Writing in the Humanities," pp. 403-407</li> <li>• <i>SMH</i> ch. 27, "Writing in the Social Sciences," pp. 408-416</li> </ul> <i>SMH</i> ch. 28, "Writing in the Natural and Applied Sciences," pp. 417-423	Reading & Writing in Your Discipline
F 3/22	Academic Genres	<ul style="list-style-type: none"> <li>• <i>SMH</i> ch. 17, "Writing a Research Project," pp. 227-235</li> </ul> <i>SMH</i> section 11d, "Making a claim & drafting a working thesis statement," pp. 147-148	Thesis Statement & Reasons Expressed as Because Clauses

*Week 12: Fast to the Finish*

Date	Class Description	Reading	Assignments Due
M 3/25	Conferences – Rather than meeting together as a class this week, you will bring a complete draft of your Research Paper to your scheduled writing conference.		Draft of Academic Argument Essay
W 3/27	Conferences – Rather than meeting together as a class this week, you will bring a complete draft of your Research Paper to your scheduled writing conference.		Draft of Academic Argument Essay

F 3/29	<i>Easter Recess – no class</i>
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*Week 13: Revise, revise, revise!*

Date	Class Description	Reading	Assignments Due
M 4/1	<i>Easter Recess – no class</i>		
W 4/3	Revision Workshop	<i>BIAW</i> Giovanelli, pp. 104-108	Revised Draft of Academic Argument Essay
F 4/5	Proofreading Workshop		<b>Academic Argument Essay</b>

*Week 14: Remediation*

Date	Class Description	Reading	Assignments Due
M 4/8	Writing for Public Audiences	<i>SMH</i> chapter 35, “Writing to the World,” pp. 465-470	Public Argument Plan
W 4/10	Remediation	<i>SMH</i> chapter 24, “Communicating in Other Media,” pp. 387-391	
F 4/12	Peer Review Workshop		Draft of Public Argument

*Week 15: The Meta Level*

Date	Class Description	Reading	Assignments Due
M 4/15	Research Conversation Unit Reflection		<b>Public Argument and Reflection Essay</b>
W 4/17	Metacognition & Writing	<ul style="list-style-type: none"> <li>• <i>BIAW</i> Wardle, pp. 30-33</li> <li><i>BIAW</i> Parrott, pp. 71-75</li> </ul>	
F 4/19	Watermark Project	Watermark Prompt	

*Week 16: The Finals*

Date	Class Description	Reading	Assignments Due
M 4/22	Portfolio Work Day & In-class Conferences		
W 4/24	Portfolio Work Day & In-class Conferences		

F 4/26	Peer Review Workshop & Course Reflection		Draft of Critical Reflection Essay
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*Final Exam: Friday, 5/3, 10:30am – 1:00 pm (Location TBA)*

***Final Portfolio Due***