

# WRI 1016 College Composition: Research

Spring 2024

Section 1

2 Units

*Section 1, 2:55-3:50p, W/F*

*Final Exam: Friday 5/3, 1:30 – 4:00 pm*

<b>Instructor</b>	Dr. Pam Fox Kuhlken
<b>E-mail</b>	<a href="mailto:pkuhlken@pointloma.edu">pkuhlken@pointloma.edu</a>
<b>Office Hours</b>	Send an Inbox message through Canvas Mon-Sat or an office visit MWF 1:00-1:30 in Bond 126. Message me through Canvas' Inbox and we can also set up a time to Zoom. I'm here to serve you and help you succeed and welcome the chance to meet one-on-one at your convenience!
<b>Office Location</b>	Bond Academic Center 126 and/or Zoom

## **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**

This course focuses on developing transferable writing, research, and analytical skills that you will continue to strengthen and build upon throughout your time at PLNU and beyond--in your academic, vocational, and personal lives. You will develop these skills through a series of reading, writing, critical thinking, and research activities. Centered on the research essay, this course emphasizes the writing process. Note, writing is a "process" since "writing is revising." As such, I can't transfer reading/writing/thinking/research skills to you; they have to be experienced in the trenches through first-hand practice. Library research and writing the source-based essay (on a topic you're curious and passionate about) are the foci of the course. The counterpart to writing is reading, so we will read a variety of arguments that provoke engaged verbal and written responses to relevant, meaningful issues and topics as we refine our own thinking and communication skills.

Research projects should be primarily exploratory, sometimes conclusive, but always open up new unknowns, new spaces, and new questions. Of course, we share hypotheses and even theories, but research is almost always in progress, incomplete. Composition is not just writing about knowledge, but about knowledge-making, with your growth-mindset that is open and willing to being wrong and discovering something new and exciting. (Paraphrased from our text, *Try This: Research Methods for Writers*, by Jennifer Clary-Lemon, Derek Mueller, and Kate Pantelides)

### Course Learning Outcomes

By the end of WRI 1016, 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

## Two Required Texts

Lunsford, Andrea A. *The St. Martin's Handbook*. 9th ed. Bedford/St. Martin's, 2021.

Kuhlken, Ken. *Writing and the Spirit*.

## Free Online Text

Ball, Cheryl E. and Drew M. Loewe. [Bad Ideas About Writing](https://textbooks.lib.wvu.edu/badideas/badideasaboutwriting-book.pdf). West Virginia University Libraries Digital Publishing Institute, 2017. <https://textbooks.lib.wvu.edu/badideas/badideasaboutwriting-book.pdf>

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 3-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 112.5 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	Length (approx.)	Weight	Due
<b>Writing Literacies Narrative</b> 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	10%	TBA
<b>Annotated Bibliography</b> Six sources for your research paper.	Six sources	10%	TBA
<b>Research Paper</b> For this project, you will formulate a research question and then write a research paper that responds to your question and enters an academic conversation taking place through published scholarship.	2000 words	30%	TBA
<b>Public Argument (TED talk)</b> For this project, you will “re-genre” the argument you made in your research paper to reach a public audience.	Varies	10%	5/3/24
<b>Final Portfolio</b> During the final exam period, you’ll write a 500-750 word essay in response to a prompt and include three papers.	750 words	5%	5/3/24
<b>Homework</b> Unless otherwise specified, all homework assignments will be submitted via the course Canvas site.	Varies	20%	Most Days
<b>Reading Quizzes &amp; In-Class Activities</b> 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.

## **Attendance and Participation Policy**

Students are expected to attend and participate in class every day. Success in WRI 1016 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, I will issue a written warning of deenrollment. If your absences exceed more than 20%, you may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for your work and participation to that point.

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 inclass work, such as peer review workshops, cannot be made up later if they are missed.

## **Final Exam Policy**

Successful completion of this class requires taking the final examination on its scheduled day (May 3<sup>rd</sup>). The final examination schedule is posted on the Traditional Undergraduate Records: Final Exam 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; otherwise, 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.

## **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 the due date, and you must complete all assignments on time to keep up with the course. I will grant most extensions when they are needed, so please come talk to me if you're concerned or falling behind.

## **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.

**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.

### **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. A PLNU degree is a respected honor you earn on your own merits, and defaulting to AI requires no critical learning on your part. AI is a generative bot, and not an expert source with ethos, like a sentient scholar. If you have any doubts about using AI, please gain permission from the instructor, and when you use AI as a resource, it must be included in Works Cited or it is plagiarism and consequently will receive a "0" and be reported to the department and dean.

### **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 WRI1016, we will cover a variety of topics, some of which you may find triggering. 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 Tutorial 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)

## *The 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.

## The 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) 7247240.*

### Class Schedule (W/F)

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 || **TT** = Try This

#### Week 1: Course Introduction

Date	Class Description	Reading	Assignments Due
W 1/10	Welcome!	Introductions and name etymologies. Your Growth-Minded, SMART goal for class ("name as destiny").	
F 1/12	Course Introduction and Syllabus Review	Read four short essays in BIAW (just 12 pages total): <ul style="list-style-type: none"> <li>• "Writers Must Develop a Strong, Original Voice" by Thomas (126-130);</li> <li>• "Leave Yourself Out of Your Writing" by Rodriguez (131-133); and</li> <li>• "Never Use 'I'" by Parker (134-138)</li> <li>• "You Can Learn to Write in General" by Wardle (30-33)</li> </ul>	Personal Intro (post on Canvas' Discussion Board with an image)

### Writing Literacies Unit

#### Week 2: Assumptions About Writing

Date	Class Description	Reading and Viewing (complete in advance before that day's class)	Assignments Due

W 1/17	What is "Writing"?  My Writing Voice	Review last week's four essays in BIAW	
F 1/19	Discuss Writing Literacies Narrative Assignment	<p>Four short ASU Crash Course videos (10 min. each):</p> <ul style="list-style-type: none"> <li>• "The Writing Process" <a href="https://www.youtube.com/watch?v=AXa22Csh7oE">https://www.youtube.com/watch?v=AXa22Csh7oE</a></li> <li>• "Invention" <a href="https://www.youtube.com/watch?v=4BCr4hXdrUw">https://www.youtube.com/watch?v=4BCr4hXdrUw</a></li> <li>• "Drafting" <a href="https://www.youtube.com/watch?v=GH5bvGLmb_M">https://www.youtube.com/watch?v=GH5bvGLmb_M</a></li> <li>• "Revision" <a href="https://www.youtube.com/watch?v=b3v9UKKStgk">https://www.youtube.com/watch?v=b3v9UKKStgk</a></li> </ul> <ul style="list-style-type: none"> <li>• <i>BIAW</i>, "Reading and Writing are not Connected" by Carillo (34-37)</li> <li>• ASU Crash Course video, "When and Where?" <a href="https://www.youtube.com/watch?v=tsCIN-jfwQ8">https://www.youtube.com/watch?v=tsCIN-jfwQ8</a></li> </ul>	Prompt: Bring in a hardcopy in response to "Your Voice" (based on last week's essays)

### Week 3: Writing in Particular

Date	Class Description	Reading	Assignments Due
W 1/24	Writing in Your Major/Field	<ul style="list-style-type: none"> <li>• <i>BIAW</i>, "You Need My Credentials to be a Writer" by Brooks (60-63)</li> <li>• <i>BIAW</i>, "Strunk and White Set the Standard" by Lisabeth (117-120)</li> <li>• <i>BIAW</i>, "Good Writers Always Follow My Rules" by Ahern-Dodson (121-125)</li> <li>• <i>BIAW</i>, "Some People are Just Born Good Writers" by Parrott (71-75)</li> </ul>	Draft of Writing Literacies Narrative
F 1/26	Peer Review Workshop		<b>Writing Literacies Narrative</b>

### Comparative Rhetorical Analysis Unit

#### Week 4: What is a Rhetorical Situation?

Date	Class Description	Reading	Assignments Due
W 1/31	Introduction to	<ul style="list-style-type: none"> <li>• ASU Crash Course video, "What is Rhetoric?" <a href="https://www.youtube.com/watch?v=xpooxL-i5UI">https://www.youtube.com/watch?v=xpooxL-i5UI</a></li> </ul>	

	Rhetorical Situations	<ul style="list-style-type: none"> <li>• <i>SMH</i> Ch. 3, "Rhetorical Situations" (26-36)</li> <li>• TedEd, "Critical Thinking," (5 min.)</li> </ul> <a href="https://www.youtube.com/watch?v=vNDYUlxNIAA">https://www.youtube.com/watch?v=vNDYUlxNIAA</a>	
F 2/2	Comparative Rhetorical Analysis (CRA) Assignment	<p>Select two (2) articles from the following four headlining authors at PLNU's annual Writer's Symposium By The Sea (Feb. 20-24, 2023)!</p> <p>WILLIAM FINNEGAN: "Off Diamond Head," <i>The New Yorker</i>, 5/25/2015, PDF</p> <p>ANTHONY DOERR: "Am I Still Here?" in <i>Orion Magazine</i> Dec. 2008, <a href="https://orionmagazine.org/article/am-i-still-here/">https://orionmagazine.org/article/am-i-still-here/</a></p>	Prompt: TBA

### Week 5: Analyzing Rhetorical Situations

Date	Class Description	Reading	Assignments Due
W 2/7	Rhetorical Appeals	<ul style="list-style-type: none"> <li>• <i>SMH</i> Ch. 10, "Analyzing Arguments" (125-143)</li> <li>• ASU Crash Course video, "Critical Thinking and Argument," <a href="https://www.youtube.com/watch?v=LNkibDGjQq8">https://www.youtube.com/watch?v=LNkibDGjQq8</a></li> </ul>	Prompt: Identifying the Target Audience
F 2/9	Peer Review Workshop	<ul style="list-style-type: none"> <li>• CRA article</li> </ul>	Rhetorical Situation Analysis

### Week 6: Comparing Rhetorical Situations

Date	Class Description	Reading	Assignments Due
W 2/14	Reading Critically and Drafting	<ul style="list-style-type: none"> <li>• <i>SMH</i> Ch. 9, "Reading Critically" (108-124)</li> <li>• <i>SMH</i> Sec. 4c, "Drafting a Working Thesis Statement" (44-46)</li> <li>• <i>SMH</i> Sec. 11d, "Making a claim &amp; drafting a working thesis statement" (147-148)</li> <li>• <i>SMH</i> sections 4e-4g (Organizing, Planning, and Drafting), pp. 47-59</li> </ul>	
F 2/16	Researching Thesis Statements	<ul style="list-style-type: none"> <li>• "Googlepedia" by McClure, online pdf at <a href="https://wac.colostate.edu/books/writingspaces2/mcclure-googlepedia.pdf">https://wac.colostate.edu/books/writingspaces2/mcclure-googlepedia.pdf</a></li> <li>• BIAW, "Research Starts with Answers" by Witte (226-230)</li> <li>• BIAW, "Research Starts with a Thesis" by Wierszewski (231-235)</li> </ul>	CRA Thesis Statement

		<ul style="list-style-type: none"> <li>• <i>SMH</i> Ch. 13, “Conducting Research” (180-190)</li> <li>• “Critical Thinking and Reading,” (5 min.)</li> </ul> <a href="https://www.youtube.com/watch?v=iOGvwPmKOqQ">https://www.youtube.com/watch?v=iOGvwPmKOqQ</a>	
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*Week 7: Conferences*

Date	Class Description	Reading	Assignments Due
W 2/21 F 2/23	Discuss Research Paper & Brainstorming <ul style="list-style-type: none"> <li>• <i>SMH</i> Ch. 12, “Preparing for a Research Project” (172-179)</li> </ul> Conferences – Rather than meeting together as a class this week, you will bring a complete draft of your CRA paper to your scheduled writing conference. We will discuss three things: your essay draft; your research paper proposal; your growth-minded SMART goal.		Draft of Comparative Rhetorical Analysis Essay. Final essay due Sat. 2/25

**Research Paper Unit**

*Week 8: Meet in Library (Locating & Evaluating Sources)*

Date	Class Description	Reading	Assignments Due
W 2/28	Meet in Ryan Library with your research topic!		
F 3/1	Meet in Ryan Library with your research topic!		

*Week 9: SPRING BREAK*

Date	Class Description	Reading	Assignments Due
W 3/6	SPRING BREAK		
F 3/8	SPRING BREAK		

*Week 10: Annotated Bibliography*

Date	Class Description	Reading	Assignments Due
W 3/13	Annotated Bibliographies	<ul style="list-style-type: none"> <li>• <i>SMH</i>, Ch. 14, “Evaluating Sources &amp; Taking Notes” (191-208)</li> </ul>	Prompt: What is an Annotated Bibliography?
F 3/15	Reading Scholarly Sources	<ul style="list-style-type: none"> <li>• Try This selections</li> <li>• “Reading Critically,” Khan Academy, <a href="https://www.youtube.com/watch?v=v4HhzvSgUpU">https://www.youtube.com/watch?v=v4HhzvSgUpU</a></li> <li>• <i>SMH</i> Ch. 9, “Reading Critically” (108-124)</li> </ul>	Four (4) Annotations

*Week 11: Using Evidence Effectively*

Date	Class Description	Reading	Assignments Due
W 3/20	Writing With Evidence & Avoiding Plagiarism	<ul style="list-style-type: none"> <li>• SMH Ch. 15, "Integrating Sources" (209-217)</li> <li>• SMH Ch. 16, "Acknowledging Sources &amp; Avoiding Plagiarism" (218-226)</li> </ul>	Annotated Bibliography
F 3/22	Thesis Statement Workshop	<ul style="list-style-type: none"> <li>• SMH Sec. 4c, "Drafting a Working Thesis Statement" (44-46)</li> <li>• SMH Sec. 11d, "Making a Claim and Drafting a Working Thesis" (147-148)</li> <li>• "Ted's Secret to Great Public Speaking" (8 min.)  <a href="https://www.youtube.com/watch?v=-FOCpMAww28">https://www.youtube.com/watch?v=-FOCpMAww28</a></li> </ul>	Thesis Statement & Reasons Expressed as Because Clauses (They Say/I say because)

*Week 12: Organizing Thesis-Driven Arguments*

Date	Class Description	Reading	Assignments Due
W 3/27 ~ CLASS F 3/29 NO CLASS ~ EASTER		<ul style="list-style-type: none"> <li>• SMH Ch. 17, "Writing a Research Project" (227-235)</li> </ul>	Draft of Research Paper

*Week 13: Polishing Your Argument*

Date	Class Description	Reading	Assignments Due
W 4/3	Revision & Reflection	Try This selections	
F 4/5	Final Editing of Essay	Try This selections	<b>Research Paper Due</b>

**Public Argument Unit**

*Week 14: Writing for Public Audiences*

Date	Class Description	Reading	Assignments Due
W 4/10	Public Genres	<ul style="list-style-type: none"> <li>• In-Class: "How to Sound Smart in a TED Talk" by Will Stephen (6 min.)  <a href="https://www.youtube.com/watch?v=8S0FDjFBj8o">https://www.youtube.com/watch?v=8S0FDjFBj8o</a></li> <li>• "How Can You Change Someone's Mind" by TedEd  <a href="https://www.youtube.com/watch?v=58jHhNzUHm4">https://www.youtube.com/watch?v=58jHhNzUHm4</a></li> <li>• "How to Use Rhetoric to Get What You Want" by TedEd  <a href="https://www.youtube.com/watch?v=3klMM9BkW5o">https://www.youtube.com/watch?v=3klMM9BkW5o</a></li> </ul>	

F 4/12	Writing for Public Audiences	<ul style="list-style-type: none"> <li>• SMH Ch. 24, "Communicating in Other Media" (387-391)</li> <li>• ASU Crash Course Video, "Remediation" <a href="https://www.youtube.com/watch?v=T169ogVcN9Q">https://www.youtube.com/watch?v=T169ogVcN9Q</a></li> </ul>	Prompt: Planning Your Multimodal Text

*Week 15: Re-Genreing Your Work*

Date	Class Description	Reading	Assignments Due
W 4/17	Peer Review Workshop		Draft of Public Argument
F 4/19	Designing & Revising Multimodal Texts	<ul style="list-style-type: none"> <li>• SMH Ch. 35, "Writing to the World" (465-470)</li> <li>• SMH Ch. 25, "Writing Well in Any Discipline or Profession" (394-402)</li> </ul>	<b>Public Argument</b>

*Week 16: Final Portfolio*

Date	Class Description	Reading	Assignments Due
W 4/24	Portfolio: Three Papers as Evidence		
F 4/26	Portfolio: Reflection Essay thesis and outline		

*Final Exam: Fri. 5/3, 1:30 – 4:30 pm*