

ENG 1010 College Composition: Writing and Research

Fall 2024	Section 10 & 11	4 Units
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Section 10: MWF | 12:15 PM - 1:20 PM, Bond Academic Center (BAC) 105b

Section 11: MWF | 1:30 PM - 2:35 PM, Bond Academic Center (BAC) 105a

Section 10 Final exam time: Wednesday, December 18th 10:30*

Section 11 Final exam time: Wednesday, December 18th 1:30*

Instructor	Alex Wirth (he/his)
E-mail	awirth@pointloma.edu
Office Hours	Drop-in Wednesdays 2:45-3:45pm or by appointment.
Office Location	Bond Academic Center (BAC) 127

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.

General Education 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 2024-2025 Catalog:

ENG 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 ENG 1000L while taking ENG 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.

Course Learning Outcomes

By the end of ENG 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.

General Education Learning Outcomes

As a General Education (GE) course, ENG 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 GE Learning Outcomes (GELOs) that ENG 1010 serves alongside their corresponding course assignments and activities.

GELO	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

- Ball, Cheryl E. and Drew M. Loewe. [Bad Ideas About Writing](#). West Virginia University Libraries Digital Publishing Institute, 2017.
- Lunsford, Andrea A. *The St. Martin's Handbook*. 9th ed. Bedford/St. Martin's, 2021.
- 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 tablet (preferably not a phone) 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.

ENG 1000L Writing Lab

I **strongly recommend** that you enroll in [ENG 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 ENG 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 ENG 1000L be added to your schedule.

Major Assignments, Grade Distributions, & Due Dates

Assignment Category	Length (approx.)	Weight	Due
Writing Narrative 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%	September 16
Comparative Rhetorical Analysis Essay In this essay, you will compare and evaluate the rhetorical strategies used by two authors.	1000 words	20%	October 14
Research Paper 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%	November 25
Public Argument For this project, you will “re-genre” the argument you made in your research paper to reach a public audience.	Varies	5%	December 13
Final Portfolio At the end of the course, you’ll compile a portfolio of the work you’ve completed and write a memo discussing your growth as a writer.	750 words	10%	December 20
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. I will also automatically drop your 2 lowest scores in the Homework and In-Class Work & Activities categories, so keep that in mind.

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 ENG 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.

Classroom Conversation and Hospitality

There will be full class conversations about readings and concepts most days. These will be informal conversations to engage you in the class material and help cement your learning. Please come prepared with a thought or question to contribute. These conversations are an essential part of our time together and your learning. My hope is that these conversations can be free flowing, insightful and ungraded. I want you all to talk about what you are learning in class but I don’t want to assign you another thing. However, I reserve the right to begin grading participation in these conversations if it becomes clear that students are unprepared or aren’t participating.

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.

Final Exam Policy

Successful completion of this class requires taking the final examination on its scheduled day. 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. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

*The final exam for this course is adding an extra round of revision for your final portfolio project. This is a self-administered, at-home “exam” although I will announce special office hours during the exam period for one on one conferences.

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.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

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 in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

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. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

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. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

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 Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

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. For all student appeals, faculty and students should follow the procedures outlined 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, Gemini Pro 1.5, GrammarlyGo, Perplexity) 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 integrated AI tools into your writing process and aren't sure how that fits with what is appropriate for this course, make an appointment to discuss that with me.

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 (preferably not a phone) 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 ENG 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.

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. 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 or find a list of campus pastors at pointloma.edu/title-ix.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias.

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

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

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

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
- 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.

Week 1: Course Introduction

Date	Class Description	Reading	Assignments Due
W 9/4	Welcome & Course Introduction		
F 9/6	What is "Writing"?	<ul style="list-style-type: none"> • <i>BIAW</i> Wardle, pp. 30-33 	Personal Introduction

Week 2: Writing Narrative Essay

Date	Class Description	Reading	Assignments Due
M 9/9	Writing as Conversation	<ul style="list-style-type: none"> • Lunsford, "Writing is Informed by Prior Experience" (on Canvas) • <i>BIAW</i> Parrott, pp. 71-75 	Prompt: Writing in Your Field
W 9/11	A Genre Approach to Writing	<ul style="list-style-type: none"> • <i>BIAW</i> Carillo, pp. 34-37 • <i>BIAW</i> Brooks, pp. 60-63 	
F 9/13	Peer Review Workshop		Draft of Writing Narrative

Comparative Rhetorical Analysis Unit

Week 3: What is a Rhetorical Situation?

Date	Class Description	Reading	Assignments Due
M 9/16	Introduction to Rhetorical Situations	<ul style="list-style-type: none"> • <i>BIAW</i> Roberts-Miller, pp. 7-12 	Writing Narrative
W 9/18	Comparative Rhetorical Analysis	<ul style="list-style-type: none"> • <i>SMH</i> chapter 3, "Rhetorical Situations," pp. 26-36 	Prompt: Rhetorical Situations
F 9/20	Audience, Audience, Audience	<ul style="list-style-type: none"> • 2 CRA texts 	Prompt: CRA Text Selections

Week 4: Analyzing Rhetorical Situations

Date	Class Description	Reading	Assignments Due
M 9/23	Rhetorical Appeals	<ul style="list-style-type: none"> • <i>SMH</i> chapter 10, "Analyzing Arguments," pp. 125-143 	Prompt: Identifying the Target Audience
W 9/25	Rhetorical Analysis in Action	<ul style="list-style-type: none"> • CRA text 	Rhetorical Situation Analysis Report #1
F 9/27	Comparing Rhetorical Situations	<ul style="list-style-type: none"> • CRA text • <i>SMH</i> chapter 9, "Reading Critically," pp. 108-124 	Rhetorical Situation Analysis Report #2

Week 5: Writing a Comparative Rhetorical Analysis

Date	Class Description	Reading	Assignments Due
M 9/30	Thesis Statements	<ul style="list-style-type: none"> • <i>SMH</i> section 4c, “Drafting a Working Thesis Statement,” pp. 44-46 • <i>SMH</i> section 11d, “Making a claim & drafting a working thesis statement,” pp. 147-148 	CRA Thesis Statement
W 10/2	Work Day – Get busy drafting	<ul style="list-style-type: none"> • <i>SMH</i> sections 4e-4g (Organizing, Planning, and Drafting), pp. 47-59 	CRA Outline
F 10/4	Peer Review Workshop		CRA Messy Draft

Week 6: Conferences

Date	Class Description	Reading	Assignments Due
M 10/7	Instead of our regular class meetings this week, you will be meeting with me individually to discuss your CRA drafts. You will sign up for a time for these conferences in week 5.		
W 10/9			
F 10/11			

Research Paper Unit

Week 7: Preparing to Research

Date	Class Description	Reading	Assignments Due
M 10/14	CRA Reflections Discuss Research Paper Assignment		Comparative Rhetorical Analysis
W 10/16	Developing a Research Question	<ul style="list-style-type: none"> • <i>SMH</i> chapter 12, “Preparing for a Research Project,” pp. 172-179 • <i>BIAW</i> Witte, pp. 226-230 • <i>BIAW</i> Wierszewski, pp. 231-235 	Prompt: Topic Brainstorming
F 10/18	Crafting a Research Plan	<ul style="list-style-type: none"> • McClure, “Googlepedia” (on Canvas) 	Prompt: Preliminary Research Question

Week 8: Locating & Evaluating Sources

Date	Class Description	Reading	Assignments Due
M 10/21	Library Day 1!- Meet in Ryan Library Bresee Computer Lab		
W 10/23	Library Day 2!- Meet in Ryan Library Bresee Computer Lab		Library Assignment
F 10/25	<i>Fall Break – no class</i>		

Week 9: Analyzing & Synthesizing Sources

Date	Class Description	Reading	Assignments Due
M 10/28	Annotated Bibliographies	<ul style="list-style-type: none"> SMH chapter 13, "Conducting Research," pp. 180-190 	Research Proposal
W 10/30	Reading Scholarly Sources	<ul style="list-style-type: none"> SMH chapter 14, "Evaluating Sources & Taking Notes," pp. 191-208 	Prompt: What is an Annotated Bibliography?
F 11/1	Documenting Sources	<ul style="list-style-type: none"> SMH chapter 9, "Reading Critically," pp. 108-124 	2 Annotations

Week 10: Using Evidence Effectively

Date	Class Description	Reading	Assignments Due
M 11/4	Joining the Conversation	<ul style="list-style-type: none"> SMH chapter 15, "Integrating Sources," pp. 209-217 	Annotated Bibliography
W 11/6	Academic Genres		Academic Genre Analysis
F 11/8	Writing for Academic Audiences	<ul style="list-style-type: none"> SMH ch. 17, "Writing a Research Project," pp. 227-235 SMH section 11d, "Making a claim & drafting a working thesis statement," pp. 147-148 	Thesis Statement & Reasons Expressed as Because Clauses

Week 11: Conferences

Date	Class Description	Reading	Assignments Due
M 11/11	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 as we did with your CRA papers. You'll sign up for this conference in week 10		Draft of Research Paper
W 11/13			
F 11/15			

Week 12: Polishing Your Argument

Date	Class Description	Reading	Assignments Due
M 11/18	Revision Workshop	<ul style="list-style-type: none"> • <i>BIAW</i> Giovanelli, pp. 104-108 	Revised Draft of Research Paper
W 11/20	Avoiding Plagiarism	<ul style="list-style-type: none"> • <i>SMH</i> chapter 16, "Acknowledging Sources & Avoiding Plagiarism," pp. 218-226 	
F 11/22	Proofreading Workshop		

Week 13: Research Project Reflection

Date	Class Description	Reading	Assignments Due
M 11/25	Research Project Reflection		Research Paper Due
W 11/27	<i>Thanksgiving – no class</i>		
F 11/29	<i>Thanksgiving – no class</i>		

Public Argument Unit

Week 14: Writing for Public Audiences

Date	Class Description	Reading	Assignments Due
M 12/2	Public Genres	<ul style="list-style-type: none"> • <i>SMH</i> chapter 24, "Communicating in Other Media," pp. 387-391 	Public Genre Examples
W 12/4	Remediation	<i>SMH</i> chapter 35, "Writing to the World," pp. 465-470	Public Argument Plan
F 12/6	Writing in Future Classes	<i>SMH</i> chapter 25, "Writing Well in Any Discipline or Profession," pp. 394-402	

Week 15: Writing Beyond ENG1010

Date	Class Description	Reading	Assignments Due
M 12/9	Writing Outside the Classroom	TBD	Prompt: Letter to Your Future Writing Self
W 12/11	Final Portfolio check-in and Public Argument Peer Review Workshop		Draft of public argument project
F 12/13	Final Portfolio Discussion and Revision Workshop		Public Argument Project + Reflective Essay

Final Portfolio Due Wednesday 12/20