

ENG 1010 College Composition: Writing and Research

Spring 2024

Section 4

4 Units

MWF 8:30 am – 9:25 am

Cabrillo Hall 104 (Cabrillo 104)

Final Exam: Friday, May 9th 7:30-10am

Instructor	Emma McCoy
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Office Hours	Mondays 10:30-12pm, and by appointment
Office Location	BAC (Bond Academic Center) 125

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.

In addition to learning how to write academically, and research and analyze other scholars' writing, you will also be exposed to a wide variety of writing—professional, personal, creative, and more. Through our conversations around what is “good writing,” and reading “good writing” (though you are free to disagree!), you will be encouraged to compose your own writing, academic and creative.

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 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 General Education Learning Outcomes (GELO) 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

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

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 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%	Jan. 24th
Casual Argument Following class-wide explorations argument, rhetoric, and rhetorical strategies, you will try to convince me to like, or engage, with something you're passionate about. This assignment will help develop understanding of rhetoric.	750 words	5%	Feb. 2nd

Comparative Rhetorical Analysis Essay In this essay, you will compare and evaluate the rhetorical strategies used by two authors.	1000 words	20%	Feb. 23rd
Research Conversation Project For this project, you will formulate a research question, conduct academic research, and then use that research to craft 2 assignments: <ul style="list-style-type: none"> an Annotated Bibliography that maps the conversation on your topic taking place through published scholarship, and an Academic Argument Essay that enters that conversation. 	2000 words	30%	Annotated Bibliography: Mar. 28th Academic Argument Essay: Apr. 13th
Final Portfolio 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 Critical Reflection Essay , a Writing Exhibit , and a Revision Exhibit .	750-1500 words	10%	May 9th
Homework Unless otherwise specified, all homework assignments will be submitted via the course Canvas site.	Varies	15%	Some 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’m 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 or catch me after class to set up a meeting.

Reading Responses

There will be plenty of readings that must be completed before class during the semester. Rather than handing out reading quizzes or test questions, you’ll have the opportunity to complete **five reading responses** instead. Every few weeks or so, one will be due, though you may choose when during that period you’d like to complete the RR. These reading responses will need to meet the following criteria on a complete/incomplete grading scale:

- Reach a minimum of 250 words.
- MLA Formatting
- Directly cite or refer to one part of the reading.
- Engage with any of the following questions:
 1. Who is the author writing for, and what is their main message?
 2. How is the writer successful/unsuccessful in their argument?
 3. What questions do you still have after the reading?
 4. What is a takeaway you have from the reading? Why did it stand out?

You can check on Canvas for when there is a reading response option. They must be turned in **before class** to receive credit. These assignments fall under the “homework” category.

Revision

I allow revisions for all of your major unit writing assignments. 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 a meeting with me to discuss your plans for revision.
2. Upload your revision as a re-submission to the original assignment prompt in Canvas, with a comment explaining what you changed.

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 miss a lot of class, you’ll miss in-class assignments that cannot be made up. 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 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 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. 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 (brainstorming, grammar checks, rewording), 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. Generating content looks like copy and pasting words that you have had no say in. I'm interested in what you have to say, not an algorithm. If you have any doubts about using AI, please come talk to 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 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. If you are having difficulty securing a device with which to access Canvas daily, please come speak with me.

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 ENG 1010, 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. 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.

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

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, 8:30-9:25am)

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 due before class	Assignments Due (before class, unless stated)
M 1/13	Welcome and course introduction	N/A	First Day check-in on Canvas
W 1/15	What is “writing”?	<i>BIAW</i> pp. 30-33 Lundsford, “Writing is informed by prior experience” (Canvas) and Wardle (Canvas)	RR option Personal introduction on Canvas
F 1/17	Writing as conversation	<i>BIAW</i> Parrott, pp. 70-75	“Writing in your field” on Canvas

Week 2: Writing Letter

Date	Class Description	Reading	Assignments Due
M 1/20	No Class	N/A	N/A
W 1/22	Peer review workshop	See Canvas	Draft of Writing Letter
F 1/24	Making writing decisions	Forsa, “Making Effective Writerly Decisions”	11:59pm Writing Letter

Week 3: Casual Argument

Date	Class Description	Reading	Assignments Due
M 1/27	What’s in an argument?	TBD	RR Option
W 1/29	What is rhetoric?	Read <i>St. Martin's Handbook</i> ch. 3, "Rhetorical Situations," pp. 26-36 and Read Roberts-Miller, "Rhetoric is Synonymous with Empty Speech"	RR option
F 1/31	Peer Review	N/A	Casual Argument Sunday, Feb. 2nd 11:59pm

Comparative Rhetorical Analysis Unit

Week 4: What is a Rhetorical Situation?

Date	Class Description	Reading	Assignments Due
M 2/3	Audience, Audience, Audience	Read: St. Martin's Handbook ch. 9, "Reading Critically," pp. 108-124	Rhetorical situations on Canvas
W 2/5	Rhetorical appeals, pt. 2	<i>SMH</i> chapter 10, "Analyzing Arguments," pp. 125-143	Identifying target audience on Canvas
F 2/7	Comparing Rhetorical Situations	<i>BLAW</i> Brooks, pp. 60-63	Rhetorical Situation Analysis Report #1

Week 5: Analyzing Rhetorical Situations

Date	Class Description	Reading	Assignments Due
M 2/10	Thesis Statements (video, no class)	St. Martin's Handbook section 4c, "Drafting a Working Thesis Statement," pp. 44-46 and St. Martin's Handbook section 11d, "Making a claim & drafting a working thesis statement," pp. 147-148	RR Option and Rhetorical Situation Analysis Report #2 and Revise Weak Statements on Canvas
W 2/12	Guest Lecture: Citation	<i>SMH</i> Chapter 9, "Reading Critically," pp. 108-124	N/A
F 2/14	Peer Review, TBD	N/A	11:59pm CRA Thesis Statement and outline

Week 6: Conferences

Date	Class Description	Reading	Assignments Due
M 2/17	This week, instead of class, you'll bring a completed draft	N/A	By your conference time, please have a

W 2/19	of your CRA essay to your scheduled conference,	N/A	completed draft.
F 2/21	which you will sign up for in Week 5.	N/A	CRA Essay due 2/23

Research Conversation Unit

Week 7: Preparing to Research

Date	Class Description	Reading	Assignments Due
M 2/24	Argumentation	N/A	N/A
W 2/26	Developing a research question	<i>SMH</i> Chapter 12, "Preparing for a Research Project," pp. 172-179	Topic Brainstorming
F 2/28	Crafting a Research Plan	Read: Alison C. Witte, "Research Starts with Answers," from <i>Bad Ideas About Writing</i> , pp. 226-230	Prelim. research question

Week 8: Scholarly Sources

Date	Class Description	Reading	Assignments Due
M 3/3	Reading Scholarly sources	Read: St. Martin's Handbook ch. 14, "Evaluating Sources & Taking Notes," pp. 191-208	N/A
W 3/5	MLA citation	Read: St. Martin's Handbook ch. 16, "Acknowledging Sources & Avoiding Plagiarism," pp. 218-226	What is an annotated bib?
F 3/7	Annotated Bibliography	See Canvas	N/A

Week 9: Spring Break! No Class

Week 10: Analyzing and Synthesizing Scholarly Sources

Date	Class Description	Reading	Assignments Due
M 3/17	Writing for academic audiences	Emily A. Wierszewski, "Research Starts with a Thesis Statement," from <i>Bad Ideas About Writing</i> , pp. 231-235	Reading and Writing in your discipline
W 3/19	Library Day #1 (Meet in Ryan Library)	N/A	N/A
F 3/21	Library Day #2 (Meet in Ryan Library)	N/A	N/A

Week 11: Using Evidence Effectively

Date	Class Description	Reading	Assignments Due
M 3/24	Everything day!	See Canvas	2 annotations
W 3/26	Thesis, Revisited	Read: St. Martin's Handbook section 11d, "Making a claim & drafting a working thesis statement," pp. 147-148	3 annotations
F 3/28	No class (conference)	N/A	Annotated Bibliography due 11:59pm

Week 12: Conferences

Date	Class Description	Reading	Assignments Due
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	This week we'll repeat the conference model that we did	N/A	A complete rough draft
	during the CRA essay. You will be expected to bring a	N/A	
	complete rough draft to your scheduled conference time.	N/A	

Week 13: Polishing Your Argument

Date	Class Description	Reading	Assignments Due
M 4/7	Peer review workshop	<i>BLAW</i> , Giovanelli, pp. 104-108	N/A
W 4/9	Proofreading workshop	See Canvas	Revised draft of Academic Argument <i>before class</i>
F 4/11	Work day (attendance optional)	N/A	Academic Argument Essay due Sunday 11:59pm

Week 14: Genre Week

Date	Class Description	Reading	Assignments Due
M 4/14	Poetry as life	See Canvas	N/A
W 4/16	Fiction as Exploration	See Canvas	N/A
F 4/18	<i>Easter Break– No Class</i>		

Week 15: Writing Beyond 1010

Date	Class Description	Reading	Assignments Due
M 4/21	<i>Easter Break– No Class</i>		
W 4/23	Nonfiction as reflection	See Canvas	N/A

F 4/25	Writing in your life	See Canvas	N/A
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Week 16: Critical Reflection

Date	Class Description	Reading	Assignments Due
M 4/28	Portfolio work day	Allison Carr, "Failure is Not an Option," from <i>Bad Ideas About Writing</i> , pp. 76-81	N/A
W 4/30	Peer Review	N/A	Draft of Critical Reflection essay
F 5/2	Course reflection	"Your elusive, creative genius" by Elizabeth Gilbert	Final survey

Final Exam: 5/9 7:30-10am

Final Portfolio Due

