



Dept. of Literature, Journalism, Writing, and Languages
WRI 110 (4 units)
Spring 2019, Section 11

Meeting days: M/W/F	Instructor: Breeann Kirby
Meeting times: 2:45pm – 3:55pm	E-mail: bkirby@pointloma.edu
Meeting location: BAC 102	Office location: BAC 122
Final Exam: M 29April 7:30am – 10am	Office hours: By Appointment

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 becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

What am I going to learn in this class?

WRI110 is an undergraduate course designed to grow your ability to think critically about various texts, do effective research, and synthesize that research into compelling written work. This class is a writing class; thus, you will write often and diversely, learning how to go from brainstorming a nascent idea to a final product that has academic, social, personal, or professional relevance, addressing rhetorical context. As such, you will spend time in the library both in and out of class to gather research so that you can enter the learned conversation. Further, you will spend time workshoping each other's drafts which is teach you to not only respond and give outside critique but also to look at yours and others works with an eye for grammar, rigor in researched support, rhetoric, and aesthetic. Finally, good writers are good readers; though we have a set handbook that will cover the mechanics of writing researched papers, we will also read various essays meant for a popular audience to see how researched writing can inform, persuade, entertain, and/or be beautiful.

The **Course Learning Outcomes (CLO)** for this class are as follows:

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.

Why do I have to take this class?

The short answer is that you need this class or one like it to graduate. The better answer is that this class will make you a better critical thinker and writer—skills you can take from the classroom into many areas of your life. Being able to read, analyze, synthesize, and write effectively gives you agency¹ in whatever field you may enter.

The longer and more official answer is that

this course is one of the components of the General Education Program (GELO) at Point Loma Nazarene University, under the category of Developing Cognitive Abilities. By including this course in a common educational experience for undergraduates, the faculty supports the pursuit of personal awareness and skill development, focusing on the analytical, communicative, and quantitative skills necessary for successfully living in society.

Are there any resources I can use online and/or on campus to help me?

Yes. The following are a few of my favorites.

The Writers' Studio is located in Bond Academic, room 159

<http://www.pointloma.edu/experience/academics/schools-departments/department-literature-journalism-modern-languages/writers-studio>.

The Library has not only many books but also databases that allow you to do specific searches for any topic you want. Further, it also contains very helpful librarians who can assist you.

Canvas will contain this syllabus, the assignments, some readings, and other fun sundries throughout the semester. Sometimes you might have to print them for class. Please check Canvas regularly.

OneLook is an online database of dictionaries www.onelook.com.

Wikipedia is an online encyclopedia www.wikipedia.org. Though this site can have errors from time to time, it is a wonderful place to look up any person, place, or event you encounter in your reading that you do not know. While I love Wikipedia for its ability to quickly provide information, DO NOT use this as a source for your papers.

Me I am available to answer any questions you may have. You can schedule appointments to see me in class or email me—**please include “WRI 110” in the subject line of your emails to me.**

What if I turn in a late assignment?

If you turn in a late assignment, you risk negating your contract. We will talk about this further as a class. Here is a space for you to make notes on what we decide:

¹ The ability to act with power and authority.

What if you don't accept an assignment?

If your assignment does not meet the standard of our contract, I will hand it back to you. You will then have until the next class period to revise it to meet contract.

What if I don't turn in an assignment at all?

I will still like you. However, failing to do assignments (or adequately revising any ones I request) will result in a voided contract and a letter grade of D or F for the course.

What if I have to miss a class?

You must attend class to pass the class. However, I do understand that emergencies do come up. If you do choose to miss class, you are responsible for the material covered and assignments given. You must get this information from another *student* (not your instructor). Class work is a privilege for those students who choose to come to class. They may decide to share what we did with you if you ask nicely. Also, you must be prepared for the next class you attend. "I didn't know what to do because I missed last class" is not an acceptable excuse.

As PLNU notes,

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation.

See [Academic Policies](#) in the Undergraduate Academic Catalog.

You may be absent **three class sessions without question**. Wise students will not use up allowable absences early-on for fickle purposes, however. A total of four **absences** may result in a letter's reduction in the course grade. A total of eight absences may result in failure of the course. Three times of arriving late or exiting class early will equal one absence. You should not depend on doctors' or deans' excuses to bail you out. The built-in allowances are there to cover such needs, so plan carefully and do not use up your allowed absences early in the semester.

Please talk to me and e-mail me about extended illness, emergencies and absence for official university business. Students in traveling groups that **represent the university** should meet with me during the first week of classes to review the group's travel schedule and its impact in WRI 110. Students who are absent from six class sessions within the first five weeks (without legitimate reasons communicated promptly to the professor via e-mail) should expect to be **automatically and officially de-enrolled** from the course. I warn students via e-mail of impending de-enrollment after five absences.

Distracting and disruptive behavior will be considered an absence.

What if I want to use other people's writing in my writing?

As Solomon wisely noted, "There is nothing new under the sun." Thus, it is perfectly okay to reference other texts (written or visual) in your own writing. However, you must give credit to any ideas or sentences that are not originally yours or aren't common knowledge. To omit doing this action is an act of plagiarism. Writing is often collaborative, and writers share and borrow

from each other all the time (just as I did from other PLNU faculty when I wrote this syllabus). There are ways to do this that are acceptable (such as taking suggestions from a professor or a peer), but there are also ways to use other people's ideas or words in a way that is considered plagiarism (such as passing off somebody else's work—even just a sentence—as your own). We will discuss this further in class.

Plagiarism of any kind will not be tolerated. Any word or idea that is not your own must be cited correctly. As explained in the University Catalog,

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. Violations of academic honesty include cheating, plagiarism, falsification, aiding academic dishonesty, and malicious interference. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. A student remains responsible for the academic honesty of work submitted in PLNU courses and the consequences of academic dishonesty beyond receipt of the final grade in the class and beyond the awarding of the diploma. Ignorance of these catalog policies will not be considered a valid excuse or defense. Students may not withdraw from a course as a response to a consequence. Students may appeal using the procedure in the university catalog.

See [Academic Policies](#) for further information.

If you aren't sure if you are plagiarizing (you sweet, naïve thing), check out the information on the university cheating and plagiarism policy at

<http://catalog.pointloma.edu/content.php?catoid=8&navoid=864>

Or you can visit PLNU's library which also has an excellent tutorial on how to avoid plagiarism.

Finally, you can always talk to me.

Will you assign extra credit?

During a given semester, opportunities for extra credit may arise. These assignments are often difficult. These tasks give you a chance to make up elements of our contract; therefore, they require *extra* effort.

How do I contact you?

At the top of the syllabus, all of my contact information is listed. In the subject line of your email, please indicate WRI 110.

What if I need some extra help in your class?

While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may request academic accommodations. At Point Loma Nazarene University, students must request that academic accommodations by filing documentation within the first two weeks of class with the [Disability](#)

Resource Center (DRC) (<http://www.pointloma.edu/experience/offices/administrative-offices/academic-advising-office/disability-resource-center>), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. This policy assists the university in its commitment to full compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities (ADA) Act of 1990, and ADA Amendments Act of 2008, all of which prohibit discrimination against students with special needs and guarantees all qualified students equal access to the benefits of PLNU programs and activities.

Students have the right to appeal decisions regarding academic accommodations. In order to provide prompt and equitable resolution, the student must submit a written or verbal statement to the Director of Academic Advising who will conduct the appeal process in consultation with the Vice President for Student Development.

You can contact the DRC by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu.

What do I have to buy for this class?

1. Bullock, Richard, Michal Brody, and Francine Weinberg. *The Little Seagull Handbook*. Norton, 2017.
ISBN: 978-0-393-60264-7
2. Booth, Wayne, et al. *The Craft of Research, 4th Edition*. University of Chicago Press, 2016.
ISBN: 978-0-226-23973-6
3. Printouts from Canvas as well as your essays— plan accordingly
 - a. You will make copies of your Researched Final Essay for the class to workshop
 - b. Part of your grade will be printing out some essays on Canvas, annotating them, and turning them in to me.
3. Pocket folder (not a three-ring binder) to turn in your work.
4. Various office supplies (highlighters, pens, stapler, Scotch tape, paper for notes)

***In the interest of lightening the financial burden of college education, I have placed our additional readings on Canvas rather than constructing a course reader. It is your responsibility to PRINT these texts out for annotation purposes and bring them to class. 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. However, any use of those materials outside the class may violate the law. ***

How do I pass this class?

1. Come to class
2. Do all the assignments
3. Turn them in on time

What specifically does that look like?

PLNU requires each of you to perform a minimum of work in order to be granted proficiency in this course. To gain that proficiency, the university requires that you write a minimum number of

pages over the course of the semester, culminating in a research paper that makes an original argument. The university also cares a lot about your grammar and sentence-level proficiency.

That's a lot to pack into a semester course that meets for about an hour a few days a week. But we're going to give it the clichéd good college try. How we will meet PLNU's standards is by writing often. Writing skill is like a human muscle, if you exercise it regularly, it gets strong and doing the work gets easier. So we will chip away at that page requirement week by week by writing smaller essays (some 1 paragraph, others 3 pages) that will build your writing muscle towards the final research paper.

Some of the writing will be your thinking about how to do research and evaluate whether or not a source is credible, some will be thinking about how you put your ideas down on paper. That last one is the hard part: getting good ideas on paper. I emphasize revision and process because most of us need to produce what Anne Lamott calls "shitty first drafts" before we can see where our ideas need work. You will write a lot of "shitty first drafts" in this class. And you will help each other find the good ideas, the clever sentences within those drafts, and solid descriptions, turning those first drafts into coherent and engaging final products. In those initial versions of a paper, you may not have perfect grammar, that's okay—no writer ever does. In the process of revision, the grammar gets cleaned up.

Writing is less like chipping away at a marble sculpture to reveal a finished piece and more like a caterpillar transforming into a butterfly: the end product may look nothing like your first draft. But the first draft carried all the source ideas (the DNA if you will) that lets you break your essay down to goo and rebuild it as a butterfly.

If you look through the schedule, you'll see a lot of **DUE** dates. This isn't to scare you but to let you know the pacing of the writing. Some assignments have more than one due date. The first date is for you to turn in something that you think is the best you could do while the second date is for a final submission after you've worked with your peers on it.

So does this mean that my first drafts can be some stream of consciousness string of text I wrote during chapel right before class?

Nope. That is not a first draft. That is what my writer friend calls "draft 0" and I call "spew." That in-chapel, quick putting down of your ideas is a **NECESSARY** part of writing, but not the "shitty first draft" that others can work with. Going back to our caterpillar/butterfly analogy: a caterpillar may look nothing like a butterfly, but it's still a viable organism—it can live and breathe on its own. Your first draft needs to look like a caterpillar.

Okay that's all fancy words and images but what does that practically look like in my busy life as a college student? What's the bare minimum I can get away with in a draft?

Unless done in class, your first draft needs to be

- a. Typed and double spaced in MLA format (we'll discuss MLA in class);
- b. Demonstrate you have been thinking about the problem/topic you are writing about;
- c. Be free of typos.

Ha! So I do have to have perfect grammar in my first draft!

No. Typos are not grammar mistakes. Typos are ignoring the things that you already do proficiently in your writing on social media, email, and texting. Things like not putting a period at the end of a sentence Or not capitalizing my name, which is breeann Kirby. Or when you are writing.² You need to have complete thoughts. Typos are one of my HUGE pet peeves. They are not just mistakes for me but a sign of disrespect to me and your peers who will be working with your writing. Most typos can be easily caught if you read through your paper at least once before you turn it in (pro tip: read your paper out loud. You'll catch a lot of stuff that way.) Because no one is a perfect proofreader, I will allow one typo every page (meaning if you have a five-page paper, you may have up to five typos total on any of the pages in that work).

What are the specific assignments?³

***Interesting Things (5%):** You will bring me something you think is interesting each week.

You will describe (summarize) what the thing is and why it is interesting. You will then use this skill and possibly some of the sources to create a more formal annotated bibliography containing 10 or more interesting things.

Skill-Building Essays (50%): You will be assigned various short papers throughout the course of the class. These papers will range from one paragraph to 3 pages each and will cover specific writing and thinking skills you will be practicing at that time.

Skill Stories (7) You will write seven short (about 100 words each) true stories about how you solved a specific problem in your life.

PBJ You will describe how to make a PBJ sandwich.

Contract You will write a contract for your grade in WRI110.

How Do I You will describe how to do something.

Citation Scavenger Hunt You will write a short analysis of the sources used in an essay.

WebQuest You will write a short essay about a topic using supplied sources as support, evaluating the quality of those sources.

Hot Dog/Sandwich You will convince me whether a hotdog is a sandwich or not.

Stereotypical Jesus You will defend whether or not you want to stay in stereotypical heaven with stereotypical Jesus.

Get Angry You will explain a situation that makes you angry and posit a solution.

***Tear Gas** You will defend whether or not tear gas was a necessary action by the border patrol last fall when migrants attempted to cross the border.

Project Proposal Paper Drawing from your interesting things, you will choose at least three of your sources to explain how your argument fits into their conversation about your topic. Finally, you will propose a thesis based on your preliminary research. This thesis can be revised later.

***Description Essay** You will write a creative description of yourself that starts with the five words "I am a person who."

Reflection Essay You will reflect in a short essay about your growth as a writer and thinker this semester.

Draft of Academic Research Paper (5%) This paper is the exception to short essays. For best success on your Research Paper, having more writing on this draft is better.

² Note the three typos here.

³ * denotes an A-grade assignment.

Portfolio of Work (5%) You will save EVERY bit of writing and revision you've done in this class, organize it by date and submit it at the final as a portfolio of your work and progress as a writer. If you want to know what you need to put in the portfolio, look at the assignments listed on this page.

Annotated Bibliography (5%): You will formally present 10 interesting things that are connected to your research ideas.

Research Paper (10%): Your 12- to 14-page research paper will be modeled on a style of essay you've encountered in the real world, making an argument and presenting the reasoning behind your thoughts about whatever interesting issue you have chosen. For this essay, you will continue to use MLA format, incorporating sources with both quotations and paraphrases. Although the number and type of sources you use will vary, I will expect you to cite at least 12 sources for the paper (10 of which must be peer-reviewed), or roughly one source per page. You will use the sources you will have gathered in your interesting things and bibliography as well as thoughts generated throughout the class. Further instructions are on Canvas.

Final Exam (10%): PLNU requires that you demonstrate your skills in essay crafting and grammar mastery in an in-class, timed, final exam. Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted at the top of this syllabus. No requests for early examinations or alternative days will be approved. I will inform you where we will be taking the exam as we get closer to the end of the semester.

Class Participation (10%): Because writing is a process, you must engage in that process to get anything out of it; meaning, you must interact with the instructor and the other students every class session. You must talk and offer considered feedback in workshops to participate. If you wish to earn your participation grade, you must have a good attitude; you must read all of the readings; and you must speak out. Make it your goal to come up with one good thought for every class and to share it. By doing so, you will be prepared for any reading quizzes I will give. **Also, you must turn off your electronics when you enter the classroom; use of electronics will not be permitted unless you have an academic accommodation.**

Further, sometimes I may SPEAK information in class that is important. It is your responsibility as an active class participant to take notes. I often will use class discussion as a place to clarify how to do a certain writing assignment. This discussion may not appear on Canvas or a PowerPoint presentation. Thus, your taking good notes is important for your success in the class.

Much of the work we will do in this class is cooperative. You should think of all your writing and speaking for and in class as public, not private, discourse. **By continuing in this class, you acknowledge that your work will be viewed by others in the class.**

Respect in class is a must. This classroom is a safe space. As we discuss and analyze works that may address potentially emotional topics, we will encounter many different viewpoints within the class. In order to be a good participant in this class, you must be sensitive to your fellow learners. As we share ideas, personal insults and comments will

not be tolerated. I will ask you to leave if you cannot be kind. If you aren't sure how to phrase your opinion, please ask me. The best rule to follow: **be kind.**

For all of these assignments, further instructions will be given on Canvas and/or in class

How will I know my grade in the class?

Because writing is a process, I want you to be able to engage in your work, taking the tools you learn from each piece you produce into the next without worrying about how many points you might lose on an individual piece of prose. To eliminate grade anxiety, I've set this course up on a contract grading model. This model means that you can choose which grade you would like to earn right now at the beginning of the semester and then allocate your time wisely to earning that grade. Though you will not get an individual score on your papers, I will give you one opportunity to redo the work if it does not meet contract standards.

Everyone defaults to a B-contract which is earned entirely on the basis of what you do—on your conscientious effort and participation. **This grade does not come from my judgment about the quality of your writing; but rather, your engagement with the process and whether or not you demonstrate that you are attempting to use the tools focused on in the specific essay** (I will have detailed instructions for each essay on CANVAS). However, grades higher than B are predicated on my judgment of your writing. A work is determined on your effort and engagement as well as the stellar quality of your writing.

If you are interested in a grade lower than a B, please meet with me to discuss your options.

To earn a B grade in this class, you will

1. attend class regularly, missing no more than 3 classes this semester;
2. come to class on time (being late to class 3 times counts as one absence);
3. contribute to class discussion and participate in all in-class activities;
4. read every essay/book chapter assigned;
5. give thoughtful peer feedback during class workshops and work faithfully with your groups on other collaborative tasks (e.g., sharing papers, commenting on drafts, peer editing, in-class activities, answering peer questions);
6. make substantive revisions when the assignment is to revise—extending or changing the thinking or organization—not just editing or touching up;
7. meet due dates and writing criteria for all the writing assignments (except those with * by them);
8. submit your final portfolio with all writing assignments in it;
9. attend an individual conference with me;
10. take the final;
11. attend the two library orientation days and do the library assignments.

**For a grade of B+, you will be an active and positive contributor to our classes, offering a respectful spirit and coming up with insightful ideas and worthwhile feedback.*

I will not accept work that does not meet with the quality expected of a B. If you do not do B-quality work, then I will not accept it. The fluctuation in the points scale allows that there can be variable effort and quality put in at the B level. Thus you can earn a B- or a B+.

Extra credit: attend a literary event at some point in the semester (can be on or off campus) and write a 500-word response—this assignment can replace one skill-building essay.

To earn an A grade, you will do all the B work to a high level of excellence as well as

1. turn in printed out annotations for all the essays found on Canvas;
2. complete the assignments with an * by them.

**For a grade of A, you will be an active and positive contributor to our classes, offering a respectful spirit and coming up with insightful ideas and worthwhile feedback.*

I will not accept work that does not meet with the quality expected of an A. If you do not do A-quality work, then I will not accept it. The fluctuation in the points scale allows that there can be variable effort and quality put in at the A level. Thus you can earn an A- or an A (sorry there are no A+s).

What is the Writers' Studio?

You will take a diagnostic essay that will reveal your strengths and weaknesses as a writer, thinker, and communicator on the college entry level. Your exam scores and your professor's discretion will determine whether or not you will benefit the most by enrolling in WRI 097, which is the Writing Skills Tutorial held in the Writers' Studio. If your scores reveal that you need to enroll in WRI 097, you will fulfill the requirements by working on your writing skills with trained tutors in the Writers' Studio once-a-week for 10 weeks beginning the third week of the semester. You will be required to attend an introductory session to the Studio the second week of classes. During that session you will sign-up for a time to work with a writing consultant throughout the semester. The writing assignments you work on in the consultant will be writing assignments assigned in this writing course. Students who work in the Studio benefit greatly from the time spent working alongside a pedagogically trained fellow writer. The fee for the Studio, WRI 097, is \$150.00. Should you discover you have the privilege of working in the Studio, know that the \$150.00 lab fee replaces a 3 unit, not-for-college credit, \$3,700.00 course your scores would have previously required you to take. **Failure to complete WRI 097 will result in a failing grade in WRI 110 and a reentry into the Studio the following semester to complete 10 sessions.**

This syllabus is a contract. If you continue in this course, then you agree to comply with the class policies as stated here.

A	93-100 Percent
A-	90-92
B+	89-88
B	87-83
B-	82-80
C+	79-78
C	77-73
C-	72-70
D+	69-68
D	67-63
D-	62-60
F	Below 60

Schedule⁴

Subject to Change as needed to facilitate course goals.

Readings and assignments are due on the date listed.

LS denotes readings from *The Little Seagull Handbook*.

****CR denotes readings from *The Craft of Research, 4th Edition*****

***** (Canvas) denotes readings can be found on Canvas in PAGES section.*****

Week 1

8 January	Syllabus/Getting to Know You
9 January	Diagnostic Exam
11 January	Steinbeck “Log from the Sea of Cortez” (Canvas) LS W-16 Reading Strategies (pp.83 – 88) LS MLA Style (pp.119 -169) DUE: Annotation Steinbeck *DUE: An Interesting Thing #1

Week 2

14 January	Warner “Why They Can’t Write” (Canvas) Bolles “What Color Is Your Parachute” (Canvas) DUE: Seven Stories
16 January	Pliny the Elder excerpts from “Natural History” (Canvas) CR I Prologue and 1 Thinking in Print (pp.1 – 15) *DUE: An Interesting Thing #2
18 January	LS W-1 Writing Contexts (pp.2 – 5) LS W-8 Rhetorical Analyses (pp.49 – 53) Eisner: Telling Stories (Canvas) DUE: Contract

Week 3

21 January	NO CLASS
23 January	LS W-4 Developing Paragraphs (pp.17 – 29) CR 2 Connecting With Your Reader (pp.16 – 27) DUE: PBJ *DUE: An Interesting Thing #3
25 January	LS W-3 Writing Processes (pp.9 – 16) CR 15 Communicating Evidence Visually (pp. 214 – 231) DUE: Contract Revised

⁴ Note: I reserve the right to change the syllabus as needed to facilitate our course goals. You will receive notification of these changes; after which time, you are responsible for required material.

Disclaimer: This class is taught at the college level; therefore, reading materials may be adult and/or controversial in connotation and/or denotation. The purpose of presenting such material is to expose you to various viewpoints—viewpoints that will act as sources for discussions. For this reason, no alternate materials will be provided.

Final Disclaimer: You will write A LOT. Writing is a muscle that must be exercised. Every week, there will be a writing assignment of at least 1 to 3 pages.

Week 4

- 28 January** Microbes and Mood (Handout)
LS R-1 Doing Research (pp.90 – 102)
CR 6 Engaging Sources (pp.85 – 104)
DUE: Citation Scavenger Hunt
- 30 January** LS R-2 Evaluating Sources (pp.102 – 105)
CR 9 Assembling Reasons and Evidence (pp.132 – 140)
***DUE:** An Interesting Thing #4
DUE: How Do I?
- 1 February** CR 3 From Topics to Questions (pp.33 – 48)

Week 5

- 4 February** LIBRARY DAY
CR 4 From Questions to a Problem (pp.49 – 64)
- 6 February** LIBRARY DAY
CR 5 From Problems to Solutions (pp.65 – 84)
***DUE:** An Interesting Thing #5
- 8 February** LS R-3 Synthesizing Ideas (pp.105 – 107)
LS R-4 Integrating Sources and Avoiding Plagiarism (pp.107 – 118)
DUE: WebQuest)

Week 6

- 11 February** LS W-7 Arguments (pp.43 – 48)
LS W-9 Reports (pp.54 – 57)
DUE: Hotdog Sandwich
- 13 February** LS E-4 Editing Quotations (pp.298 – 304)
LS P-4 Quotation Marks (pp.395 – 399)
***DUE:** An Interesting Thing #6
- 15 February** **TBD**
DUE: Library Worksheet

Week 7

- 18 February** CR 7 Making Good Arguments (pp.105 – 121)
DUE: Revised Hotdog Sandwich
- 20 February** CR 8 Making Claims (pp.122 – 130)
***DUE:** An Interesting Thing #7
- 22 February** CR 11 Warrants (pp.155 – 172)
DUE: Stereotypical Jesus

Week 8

25 February	LS W-14 Annotated Bibliographies (pp.74 – 78) CR 14 Incorporating Sources (pp.200 – 213) DUE: Get Angry
27 February	CR IV Writing Your Argument CR 12 Planning and Drafting (pp.173 – 188) DUE: Revised Get Angry *DUE: An Interesting Thing #8
1 March	TBD *DUE: Tear Gas

Week 9

4 March – 8 March SPRING BREAK – NO CLASS

Week 10

11 March	CR 10 Acknowledgements and Responses (pp.141 – 154) CR 13 Organizing Your Argument (pp.189 – 199)
13 March	CR 16 Introductions and Conclusions (pp.232 – 247) DUE: Annotated Bibliography – 10 Related Interesting Things
15 March	LS W-12 Proposals (pp.66 – 69) Weisman “Monkey Koan” (excerpt from <i>The World Without Us</i> (Canvas))

Week 11

18 March – 22 March INDIVIDUAL CONFERENCES
DUE: Proposal

Week 12

25 March	CR 17 Revising Style (pp.248 – 268)
27 March	NO CLASS (Independent Work on Project)
29 March	NO CLASS (Independent Work on Project)

Week 13

1 April	TBD DUE: Draft Research Paper
3 April	TBD
5 April	LS W-10 Personal Narratives (pp.58 – 61) Root “Beyond Linearity” (Canvas) Dillard “Living Like Weasels” (Canvas)

Week 14

8 April - 12 April WORKSHOPS

Week 15

15 April TBD
17 April TBD
DUE: Research Essay
19 April NO CLASS

Week 16

22 April NO CLASS
24 April LS W-13 Reflections (pp.70 – 73)
***DUE:** Description Essay
26 April TBD

FINALS WEEK

29 April **FINAL 7:30am – 10am**
DUE: Reflection Essay
DUE: Portfolio of Work