



College Composition: WRI 1010, Sec. 5
Dept. of Literature, Journalism, Writing, and Languages
Fall, 2020
4 units

Meeting days: M/W/F	Instructor: Prof. Karen Seehaus
Meeting times: 10:55am–12:10pm	E-mail: kseehaus@pointloma.edu
Meeting location: Zoom/Canvas and Liberty Station 204A	Office location: Zoom/BAC 122
Final Exam: Wednesday, 2 December 1:30pm-4:00pm	Office hours: Mondays, 1-2pm or by appointment
	Zoom: https://pointloma.zoom.us/j/2812041711

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.

FAQ

COURSE DESCRIPTION

What are the *Required Texts* for this course?

1. Bullock, Richard, Michal Brody, and Francine Weinberg. *The Little Seagull Handbook*. Norton, 2017.
2. Canvas Reader (readings posted on Canvas)**

** 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.

What kind of technology do I need?

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers compatible with their computer

available to use. If a student is in need of technological resources please contact student-tech-request@pointloma.edu.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

What am I going to learn in this class?

WRI 1010 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. As such, you will spend time conducting library research both in and out of class to gather research so that you can enter the conversation. Further, you will spend time workshoping each other's drafts, which is teaching you to not only respond and give outside critique but also to look at your 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 researched essays meant for a popular audience to see how researched writing can inform, persuade, entertain, and/or be beautiful.

The PLNU catalog states that WRI 1010 is
 a comprehensive first-year composition experience in reading, writing, and critical thinking, centered on essay and research writing. [T]he 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. The course emphasizes the process of writing as well as the manuscript as an evolving product.

Caveat for some of you: "A diagnostic exam given in the beginning of the semester will determine **if** the student needs to co-enroll in Writing 0097." If deemed necessary, this dual enrollment is mandatory to pass my class. Most students (once they get over their initial disappointment) find that WRI 0097 is VERY helpful.

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 agency in whatever field you may enter.

The more official answer is that this course is one of the components of the Foundational Explorations Program (FELO) at Point Loma Nazarene University. 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.

How much time should I plan to spend on this course?

According to PLNU's 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. The time estimations are provided in the Canvas modules.

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

Yes. Here's a brief list!

Tutorial Services (i.e. tutoring, paper editing, review sessions & Academic Coaching) will be offered virtually during the 2020/21 academic year via *Brainfuse* and select Review Sessions will be conducted in Canvas. *Brainfuse* allows students to be tutored by faculty-recommended PLNU tutors and non-PLNU tutors. Tutorial services via *Brainfuse* include live tutoring, writing labs, and language labs for foreign languages. Tutoring in *Brainfuse* has the capabilities of screen sharing, smartboards, and audio/video capabilities. You can contact tutorial services at TutorialServices@pointloma.edu.

The Writers' Studio is located in Bond Academic Center, Room 159.

<https://www.pointloma.edu/opportunities/writers-studio>

The Library has a tremendous amount of information available to you for your research. In addition to traditional books, the library has many databases (which provide electronic articles and source material) that allow you to do specific searches on nearly any topic. Further, Ryan Library is home to many very helpful librarians who can assist you, even virtually. <https://libguides.pointloma.edu/RyanLibrary>

Canvas will become your very close friend, as it will provide you access to the syllabus, course materials, Zoom, etc.

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.

ASSESSMENT AND GRADING

This class has a total of 1,000 possible points. Your total points earned at the end of the semester will be evaluated on the following scale:

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

What do I have to do to pass this class (1000 points)?

1. Participate in this course.
2. Do all the assignments.
3. Turn them in on time.
4. Make sure your writing and your work is:
 - a. Thoughtful and considered
 - b. Typed (unless completed face-to-face)
 - c. Formatted correctly (MLA is the default expectation, unless otherwise specified)
 - d. Free of typos and other proofreading errors

What are the assignments?

Reading and Annotation (100 points): I expect you to carefully read and annotate the two course readings that I upload to Canvas. In addition, for the purpose of this assignment, you will be identifying six texts that you will use in your Annotated Bibliography. Your meticulous reading of your own chosen texts will also count for a portion of your reading and annotation grade. Finally, the library assignment will count as a double reading assignment. How will these be graded? You will complete a graphic organizer for each of the two Canvas readings and for each of your six chosen source texts. The library assignment will count as two graphic organizer assignments.

Skill-building Essays (240 points): You will be assigned 6 short papers throughout the course of the class. These papers must be 2 pages each and will cover specific writing skills you will be learning at that time.

#1 Audience Evaluation Paper: In this paper, you will evaluate the target audience of a specific image. You will answer questions about the image and determine the target audience. You will also evaluate whether the image is effective in reaching this target audience.

#2 Summary and Response Paper: You will write a summary and response to Rebecca Solnit's "The Monument Wars." Note that a response is not a paraphrase or summary (though it may contain paraphrases and quotes). You must engage

with the text and decide if it is effective, if you agree or disagree with the text, and/or how can you further interpret or reflect on the text.

#3 Textual Evidence Paper: For this paper, you will read the short essay “Some Thoughts on Mercy” by Ross Gay, and using textual evidence, shape an argument about the text. There is no right or wrong argument for this assignment. What I want to see is how well you can use the text to support your point.

#4 Identifying Source Material Paper: For this Skill-building essay, you will locate two relevant research sources for your Academic Research Paper topic and correctly cite both sources in MLA format. Then, for each source, you will write a paragraph-length summary that includes paraphrases of particularly significant portions in the text, along with a paragraph-length description of how these sources fit with your research topic. I will be specific in the types of sources I wish you to find.

#5 Project Proposal Paper: Using your Annotated Bibliography, you will choose at least three of your sources to explain the thesis and scope of your research project.

#6 Description Paper: You will write a description of yourself that starts with the five words “I am a person who.”

Annotated Bibliography (60 points): Over the semester, you will keep a running bibliography of sources that you have found pertinent to your topic of research. You will then use this information to create a more formal annotated bibliography (in MLA format) containing six (or more) sources, due prior to the submission of your Academic Research Paper. This ongoing project allows you to gather information for your Academic Research Paper and Creative Research Project and will require that you read and annotate sources as the semester progresses. The key to being successful in this assignment is to do a little each week.

Academic Research Paper (200 points): Your final academic paper will be 10 – 12 pages, presenting the reasoning behind your argument about whatever 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 10 sources for the paper, or roughly one source per page. You will use the sources you have gathered in your Annotated Bibliography as well as thoughts generated throughout the class.

Creative Research Project (100 points): This project allows you to take the topic you have chosen for your Academic Research Paper and have some fun with it. Since you are now an expert in this topic, you will have the opportunity to share your knowledge with the class. You can choose to (1) create a video that will be shared with the class; (2) present your information to the class via a Zoom presentation; or (3) write a creative paper based on your research topic, which you will share with the class.

Final Exam (100 points): PLNU requires that you demonstrate your skills in essay crafting and grammar mastery in an in-class (online), 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.

Class Participation (100 points): Class participation includes class discussion, coming

prepared for class, and participation in any in-person or online class event. For more information, see below.

Collaborative Work (100 points): Collaborative work includes your participation in your assigned groups in any in-person or online class event. Because we will be depending on our groups to facilitate deeper learning, this work is highly valued and is awarded points accordingly. You must be an active participant every group assignment to get the full award of these points.

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

Will I be required to attend and participate in class?

Yes! Part of your grade in this class is for class participation and collaborative work, meaning you must interact with me and the other students as outlined in the course schedule. To earn full marks in both class participation and collaborative work, you must have a good attitude; you must show good faith and consistent effort in group activities; you must read all of the readings; and you must speak out. I often will use class discussion as a place to clarify how to do a certain writing assignment. Thus, taking good notes is important for your success in the class. **Please talk to me and e-mail me about extended illness, emergencies, and/or absence for official university business.**

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 and all its extensions are safe spaces. 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 writers. As we share ideas, personal insults and comments will not be tolerated. The best rule to follow: be kind.

What if I have to miss a class or participation activities?

You must participate to pass the class. However, I do understand that emergencies do come up. If you do choose to skip a portion of the course, you are responsible for the material covered and assignments given/due. **You must get this information from another student (not your instructor).**

As PLNU notes,

Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of 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. In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

What if I turn in a late assignment?

If you miss the day an assignment is due, your grade on the assignment will drop a letter grade for every late day (not class days, actual days). For example, if an assignment is due on Wednesday and you submit that assignment on Thursday, the best grade you can receive will be a B. The notable exception to this is if you have made a prior arrangement with me to turn in an assignment on an alternative schedule. Extensions are decided on a case-by-case basis. If you are struggling with an assignment due to illness or another situation, please talk with me **before** that assignment is due.

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

It is perfectly okay (and expected!) to reference other texts (written or visual) in your own writing. However, you must give credit to any ideas, words, phrases, 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, check out the information on the university cheating and plagiarism policy at <http://catalog.pointloma.edu/content.php?catoid=8&navoid=864>

What do I need to know about 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 0097, which is the Writing Skills Tutorial held in the Writers' Studio. If your scores reveal that you need to enroll in WRI 0097, 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 0097, 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 0097 will result in a failing grade in WRI 1010 and a reentry into the Studio the following semester to complete 10 sessions.**

PLNU ACADEMIC ACCOMODATIONS POLICY

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

PLNU FACE MASK AND SOCIAL DISTANCE POLICY

If we return to face-to-face course meetings, please note PLNU's policy: Everyone in class will wear a face covering, unless there is a documented health related issue. If so, students should work with the Disability Resource Center to discuss their needs. The instructor can also use a face shield in place of a mask if at least 6ft distanced from everyone, if closer instruction is

needed, they must use a face covering, either by itself or under their face shield.

A face shield is not an acceptable replacement for students, unless worn over a face covering. Faculty are being allowed this adjustment to aid students who may be hearing impaired and facial gestures or reading of lips is needed.

If a student arrives in class and is not wearing a face covering, the faculty will ask them to wear one. If the student refuses, the faculty will ask the student to excuse themselves from class. If the student refuses, the faculty member will call campus safety to escort the student. In either refusal case, a conversation should be scheduled between the chair of the department and student. Failure to follow communicated health guidelines will be considered a violation of the Student Handbook and can result in student conduct sanctions up to and including loss of housing privileges or suspension. These sanctions will be communicated by a Resident Director or the Dean of Students.

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.

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

WRI 1010 Schedule¹:

LS denotes *The Little Seagull Handbook 3rd Ed.*
(Canvas) denotes readings² that can be found on Canvas

WEEK 1: 8/17/2020 – 8/21/2020 (~8 hours)**Watch:**

Monday, 8/17 – Lecture during regular class session
(Live Zoom lecture will be recorded and published on Canvas)

Mandatory Synchronous Attendance:

Friday, 8/21 – **Diagnostic Exam** during regular class session (NO ALTERNATIVE DAYS GIVEN) – Exam opens on Canvas at the start of class time and is time-limited.

Check:

Canvas Announcements

Read:

Course Syllabus

Submit Friday by 11:59pm:

Comments on Getting to Know You Discussion Board

Prepare:

Purchase *The Little Seagull Handbook* (see text information on page 1 of this syllabus)
Obtain any other relevant supplies

¹ 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.

² 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.

WEEK 2: 8/24/2020 – 8/28/2020 (~10 hours)**Watch:**

Monday, 8/24 – Lecture during regular class session
 (Live Zoom lecture will be recorded and published on Canvas)

Check:

Canvas Announcements

Read:

The Little Seagull Handbook pages 1-42
 Solnit “The Monument Wars” (Canvas 1)
 Chosen text #1 for your Academic Research Paper

Submit Friday by 11:59pm:

Skill-building Essay #1 Audience Evaluation Paper
 Rebecca Solnit graphic organizer
 Chosen text #1 graphic organizer
 Collaborative Work

WEEK 3: 8/31/2020 – 9/4/2020 (~9 hours)**Watch:**

Monday, 8/31 – Lecture during regular class session
 (Live Zoom lecture will be recorded and published on Canvas)

Check:

Canvas Announcements

Read:

The Little Seagull Handbook pages 43-73
 Gay “Some Thoughts on Mercy” (Canvas 2)
 Chosen text #2 for your Academic Research Paper

Submit Friday by 11:59pm:

Skill-building Essay #2 Summary and Response Paper
 Ross Gay graphic organizer
 Chosen text #2 graphic organizer
 Collaborative Work

WEEK 4: 9/7/2020 – 9/11/2020 (~10 hours)**Mandatory Synchronous Attendance:**

Monday, 9/7 and Wednesday, 9/9 – **Library Research Sessions 1 and 2** during regular class session (Live Zoom lecture with Ryan Library Research Librarian will be recorded and published on Canvas)

Check:

Canvas Announcements

Read:

The Little Seagull Handbook pages 74-118

Chosen texts #3 and #4 for your Academic Research Paper

Submit Friday by 11:59pm:

Skill-building Essay #3 Textual Evidence Paper

Chosen texts #3 and #4 graphic organizers

Collaborative Work

WEEK 5: 9/14/2020 – 9/18/2020 (~10 hours)**Watch:**

Monday, 9/14 – Lecture during regular class session

(Live Zoom lecture will be recorded and published on Canvas)

Check:

Canvas Announcements

Read:

The Little Seagull Handbook pages 119-169

Chosen texts #5 and #6 for your Academic Research Paper

Submit Friday by 11:59pm:

Skill-building Essay #4 Identifying Source Paper

Chosen texts #5 and #6 graphic organizers

Library Research Assignment (Assigned during Ryan Library Research Sessions)

Collaborative Work

WEEK 6: 9/21/2020 – 9/25/2020 (~10 hours)**Watch:**

Monday, 9/21 – Lecture during regular class session
(Live Zoom lecture will be recorded and published on Canvas)

Check:

Canvas Announcements

Read:

The Little Seagull Handbook pages 268-281

Submit Friday by 11:59pm:

Annotated Bibliography
Collaborative Work

Develop:

Academic Research Paper – Draft 1 (Draft 1 is due 10/9)

WEEK 7: 9/28/2020 – 10/2/2020 (~10 hours)**Watch:**

Monday, 9/28 – Lecture during regular class session
(Live Zoom lecture will be recorded and published on Canvas)

Check:

Canvas Announcements

Read:

The Little Seagull Handbook pages 291-313

Submit Friday by 11:59pm:

Skill-building Essay #5 Project Proposal Paper
Collaborative Work

Develop:

Academic Research Paper – Draft 1 (Draft 1 is due next week!)

WEEK 8: 10/5/2020 – 10/9/2020 (~8 hours)**Watch:**

Monday, 10/5 – Lecture during regular class session
(Live Zoom lecture will be recorded and published on Canvas)

Check:

Canvas Announcements

Read:

The Little Seagull Handbook pages 351-354

Submit Friday by 11:59pm:

Draft #1 of Academic Research Paper
Collaborative Work

WEEK 9: 10/12/2020 – 10/16/2020 (~12 hours)**Watch:**

Monday, 10/12 – Lecture during regular class session
(Live Zoom lecture will be recorded and published on Canvas)

Check:

Canvas Announcements

Submit Friday by 11:59pm:

Collaborative Work
Conference Reflection Part 1

Develop:

Academic Research Paper – Draft 2 (Draft 2 is due next week!)

WEEK 10: 10/19/2020 – 10/23/2020 (~11 hours)**Watch:**

Monday, 10/19 – Lecture during regular class session
(Live Zoom lecture will be recorded and published on Canvas)

Check:

Canvas Announcements

Submit Friday by 11:59pm:

Draft #2 of Academic Research Paper
Collaborative Work
Conference Reflection Part 2

WEEK 11: 10/26/2020 – 10/30/2020 (~10 hours)**Watch:**

Monday, 10/26 – Lecture during regular class session
(Live Zoom lecture will be recorded and published on Canvas)

Check:

Canvas Announcements

Submit Friday by 11:59pm:

Comments on Workshop Discussion Board

Develop:

Academic Research Paper – Final Draft (Final Draft is due next week!)

WEEK 12: 11/2/2020 – 11/6/2020 (~11 hours)**Watch:**

Monday, 11/2 – Lecture during regular class session
(Live Zoom lecture will be recorded and published on Canvas)

Check:

Canvas Announcements

Submit Friday by 11:59pm:

Final Academic Research Paper

WEEK 13: 11/9/2020 – 11/13/2020 (~12 hours)**Watch:**

Monday, 11/9 – Lecture during regular class session
(Live Zoom lecture will be recorded and published on Canvas)

Check:

Canvas Announcements

Submit Friday by 11:59pm:

Skill-building Essay #6 Description Paper
Collaborative Work

Develop:

Creative Research Project (Presentations are next week!)

WEEK 14: 11/16/2020 – 11/20/2020 (~10 hours)**Watch:**

Monday, 11/16 – Presentations of Creative Research Projects
 (Live Zoom lecture will be recorded and published on Canvas)
 Wednesday, 11/18 – Presentations of Creative Research Projects
 (Live Zoom lecture will be recorded and published on Canvas)
 Friday, 11/20 – Presentations of Creative Research Projects
 (Live Zoom lecture will be recorded and published on Canvas)

Check:

Canvas Announcements

Submit at the Time of Your Scheduled Presentation:

Copy of Creative Research Projects

WEEK 15: 11/23/2020 – LAST DAY OF CLASS (~8 hours)**Watch:**

Monday, 11/23 – Lecture during regular class session
 (Live Zoom lecture will be recorded and published on Canvas)

Check:

Canvas Announcements

Read:

Final Reading Packet

Prepare:

MLA formatted Works Cited page for Final Exam

*****11/25/2020 – 11/27/2020 – THANKSGIVING BREAK!*****

WEEK 16: 12/2/2020 – FINAL EXAM (~2.5 hours)**Mandatory Synchronous Attendance:**

Wednesday, 12/2 – **Final Exam** (NO ALTERNATIVE DAYS GIVEN)
 Exam opens on Canvas at 1:30pm and is time-limited. The exam ends at 4pm.

Points I Earned on Assignment:

Reading and Annotation Graphic Organizers (100 points):

There are 10 of these valued at 10 points each:



Skill-building Essays:

#1 Audience Evaluation Paper (40 points):

#2 Summary and Response Paper (40 points):

#3 Textual Evidence Paper (40 points):

#4 Identifying Source Material Paper (40 points):

#5 Project Proposal Paper (40 points):

#6 Description Paper (40 points):

Annotated Bibliography (60 points):

Academic Research Paper (200 points):

Creative Research Project (100 points):

Final Exam (100 points):

Class Participation (100 points):

Collaborative Work (100 points):

My final grade in class should be:

Total (1000 points):
