

	<p>Literature, Journalism, Writing, and Languages</p> <p>WRI 1010-11: College Composition</p> <p>Writing & Research</p> <p>4 Units</p>
<p>Spring 2022</p>	



Course Title: College Composition: Writing & Research	Course Number & Units: WRI 1010-11 (4 Units)
Meeting days: Monday/Wednesday/Friday	Instructor title/Name: Prof. Lisa Balderston
Meeting times: 1:30 PM - 2:35 PM	Phone:
Class Meeting location: Bond Academic Center 105B (BAC 105B)	E-mail: lbalders@pointloma.edu
Office: Bond Academic Center 125 (BAC 125)	Office hours: Office hour sessions are scheduled via Zoom
Final Exam: May 6--1:30-4:00	Additional info:

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.

PURPOSE:

The purpose of this course is to enable the student to develop critical thinking skills, analytic reading skills, varying rhetorical writing skills, effective and correct use of English language conventions, effective research methods, effective and ethical strategies in working with text, and effective skills in communicating written and spoken word essential for successful completion of university level work.

COURSE LEARNING OUTCOMES:

Students will learn to:

- 1) To apply the conventions of the English language in various forms of academic writing genres.
- 2) To demonstrate knowledge of the stages of the writing process in academic writing: planning, drafting, organizing, composing, revising, and editing.
- 3) To evaluate and utilize rhetorical modes of organization to create written compositions.
- 4) To apply documentation formats to properly cite research in written compositions.
- 5) To analyze written compositions to determine point-of-view, differing perspectives, tone, purpose, audience, and theme.

UNIVERSITY POLICIES

Attendance: Attendance is required. Missing class can affect a course grade since in-class assignments cannot be made up and late papers are not accepted. Absences that exceed the PLNU absence policy of 20% will result in a letter to the Vice President for Academic Affairs requesting de-enrollment from the course. Note that arriving late or exiting class early three times will equal one absence as per the PLNU attendance policy.

Zoom Attendance Policy

- Show up to Zoom on time.
- Turn on camera and make sure your camera is turned on for the entire length of the class.
- If you need to have camera turned off an email **MUST** be sent to me prior to class otherwise I will consider this an unexcused absence.
- Excused reasons for intermittent camera being off: need to use the restroom, may need to protect roommate
- Participate with professor and peers by unmuting **OR** using the chat.
- Make sure you are in a quiet space, free of distractions.
- Reserve this class time just like you would if you were face to face.
- Students will not get participation points if they are driving in a car, at work etc.
- Once PLNU returns to face-to-face learning, unless you have an EAC accommodation (i.e., Isolation/Quarantine, Concussion, Remote Accommodation), you may not participate via remote learning.
- Please keep in mind that PLNU's absence policy states that you may not surpass 20% of our class sessions.

COURSE REQUIREMENTS AND POLICIES:

Canvas:

The Canvas site for this class can be reached through taking the following steps:

1. Open **Chrome** only.
2. Type canvas.pointloma.edu.
3. Use your PLNU username and password to log in.
4. Find WRI 1010-11 on the course menu. If you do not see it, check "All Courses" to find the course.

Canvas contains the course syllabus, course content including assignments, and grades. Always look at the **Modules** before going to Assignments.

Class Preparation: All homework assignments must be completed prior to class, typed, and submitted online unless specified differently. Some reading assignments will be discussed in class while others might be read individually but not discussed.

Class Participation: *Regular* contributions to class discussions are expected of all students since learning occurs in an environment of active participation and since the course is enriched when students share their thoughts during discussions. We learn and grow from each other, and the classroom experience is enriched by not just hearing from each other but also by getting to know one another. This also reduces the level of anxiety in the classroom and makes it an enjoyable place to be.

Late Paper Policy: Assignments are to be submitted at the beginning of class or by the assigned time on the days they are due. The Canvas window closes just **before** the time stated for the assignment, so be sure to submit each assignment at least a minute or two early. Assignments attached to and sent via e-mail after the Canvas submission window has closed are not accepted. No make-ups to “in-class” work will be offered or accepted unless the absence is approved by the University. Arrangements must be made **prior to the due date** to submit and earn credit for an assignment submitted at a time other than stated in the syllabus and on Canvas since late assignments are not accepted.

Quizzes: In-class quizzes evaluate skills at analyzing, identifying, and correcting editorial issues in texts as well as identifying and creating various phrase and sentence structures. Quizzes will also evaluate comprehension of course content.

Quizzes are to be taken in class only unless an absence is due to an illness or an excused absence by the University, in which case notification of the absence must be made **before** the class begins and an arrangement must be made **prior to** class to make-up the quiz.

Cell phones: Cell phones must be turned off during class and put away throughout the entire class session unless they are used to complete an in-class assignment. Students will be asked to put phones away if they are out and used for other than class use.

Inclusive Language: Because the Literature, Journalism, Writing, and Languages Department recognizes the power of language, all public language used in this course, including written and spoken discourse will be inclusive. This standard is outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work.

Information from the MLA Handbook: “Because good scholarship requires objectivity, careful writers of research papers avoid language that implies unsubstantiated or irrelevant generalizations about such personal qualities as age, economic class, ethnicity, sexual orientation, political or religious beliefs, race, or sex” (MLA Handbook, pp. 32-33 and Ch. 28 in the 8th ed.).

LJWL Department Policy on Plagiarism: The Department of Literature, Writing, and Languages deems intellectual and academic integrity to be critical to academic success and personal development; therefore, any unethical practice will be detrimental to the student's academic record and moral character. **Students who present the work of others, which includes but is not limited to borrowing another student's work, buying a paper, or using the thoughts or ideas of others as if their own (using information in a paper without citation), commit plagiarism. Students will be held accountable for plagiarized material whether the material was plagiarized intentionally or unintentionally.** Plagiarized work will result in a failing grade for the assignment and possibly for the course. In either event, a written report will be filed with the department chair and area dean. The dean will review the report and submit it to the provost and the vice president for student development. It will then be placed in the student's academic file.

The Diagnostic Essay - Purposes of Exam: The exam provides me with a sense of the skill level of each individual student in the class and is used for assessment and diagnostic purposes. Take this exam seriously because it **may** determine or confirm whether or not you will be required to enroll in WRI 097 (the Writers' Studio). I'll will notify you at the end of the second week of class regarding your opportunity to participate in 10 weeks of one-on-one tutorial in the Writers' Studio, once a week, based upon a qualifying score on this essay. If your score qualifies you to enroll in WRI 0097, you will fulfill the requirements by working on your writing skills with a trained tutor in the Writers' Studio for one hour 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 one hour a week throughout the semester. The writing assignments you work on with the consultant will be assignments assigned in this writing course. It is not a study hall and the tutors do not assign work. Students who work in the Studio benefit greatly from their time spent working alongside a pedagogically trained fellow writer.

The cost of the tutorial, WRI 097, is \$150.00, but it replaces a three day a week, three unit, not-for-college-credit-course that would cost over \$4,110.00. Please make sure the following information about the Writers' Studio in your syllabus.

Text Book: *The St. Martin's Handbook* is a resource, reference book used as a writing guide for this course. It will provide foundational and content information needed to complete course assignments, engage in course discussions, and develop your writing skills.

Quick Write Assignments: Quick write assignments are written in class. If it is in response to a reading, do not merely summarize the text. I do **not** expect formal, finished essays to be written in the 5-10 minute writing sessions, although I do expect good editing skills to be used to the degree possible within the time limit.

Curriculum Requirements: To complete this course each student needs to:

- 1) Write 2 in-class 3 out-of-class formal essays (4-5 pages)
- 2) Write one research paper (10-12 pages) with at least 12 sources cited, discussions, analyses of readings
- 3) Write in-class *quick writes*, read the assigned texts, participate in discussions in varying forms, and take administered quizzes.

ASSIGNMENT DESCRIPTIONS:

Paper Format: The paper format for all papers is MLA Style. Submit assignments in Canvas or hard copy, typed and printed in black ink on 8.5x11 white paper. Use 12-point Times New Roman font and 1” margins all around the page. Do not include title pages but do include page numbers. Use *The St. Martin’s Handbook*, 9th ed. as your MLA style guide for style, grammar, format and citation questions. Be sure to keep a hard copy or an electronic backup of everything you submit to a professor. Always **staple** together the pages of your hard copy **before** you come to class.

Essays & Research Paper Assignment Due Dates:

Essay 1: Diagnostic (1000-1600 words written during class) – **DUE: Jan. 14th**

Essay 2: Narrative/ Essay 2 & Author’s Reflection (no outside sources) – **DUE: Jan. 31st**

Essay 3: Compare/Contrast Essay & Author’s Reflection (no outside sources) – **DUE: Feb. 9th**

Essay 4: Cause/Effect Essay & Author’s Reflection (Works Cited) – **DUE: Feb. 21st**

Research Paper Author’s Reflection (10-12 pages of text) – **DUE: April 13th**

Final Essay Exam, Friday, May 6, 1:30-4:00

EVALUATION OF PAPERS:

The following questions will be considered when papers are evaluated and graded. All questions may not be relevant to each assignment.

- Does the paper respond to the prompt?
- Does the paper make an argument?
- Is the claim clear and plausible? Is it stated and contextualized effectively?
- Is there sufficient and relevant evidence to ground, support, and to prove the truth of the claim?
- Does the paper effectively select and use material from the course readings to support and validate the analysis? Does it summarize, paraphrase, and quote ethically and effectively?
- Does the paper use all relevant details from the readings both to support the claim and to provide a context for the case being made? Does it ignore material that should be taken into account?
- Does the paper demonstrate an awareness of how the argument being proposed fits into the larger set of claims made about the topic in our course readings?
- Does the paper work through the complexities of the material (as opposed to oversimplifying or over-generalizing)?
- Is the paper well organized and maintain a clear focus throughout?
- Does it cite material from the sources using proper documentation style?
- Are there sentence structure problems or grammatical errors that interfere with the meaning?

Peer Reviews/Peer Edits: This part of the writing process gives readers opportunities to analyze and respond to writing by providing a reader’s response that speaks to what the reader does or does not see in the draft that enables the reader to follow the content, the logic, and derive the meaning. It develops critical thinking, cognitive skills, and writing skills when completed thoughtfully and thoroughly.

It is in the peer review process that the reader looks for examples needed to support the claims, for commentary to develop the logic, for transitions to make connections among ideas, for support to clearly and fully develop a meaningful main claim to clearly express the meaning of

the draft. This peer feedback provides invaluable guidance for the writer as the writer returns to the draft to revise and rewrite following the peer's analysis.

Author's Reflection: The purpose of the Author's Reflection is for you to think through your writing process and learn more about yourself as a writer so that you can see what worked effectively for you, what didn't work so well, and what you want to change as a result and apply to your next writing assignment. This gives you a chance, then, to grow as a writer. Answer ALL the following questions thoughtfully and submit your response with your final draft of each essay.

1. What is the strongest aspect of your final draft and why?
2. What is your favorite part of your draft or of the subject about which you chose to write?
3. What aspect of writing the draft did you struggle with the most?
4. What part of your writing process did you find to be most helpful? (readings, in-class write, outline, audience response, other)
5. Describe what you did to rewrite and revise your paper after the audience response.
6. What would you like to change about your process of revising to make it more effective, and how might you go about doing that.
7. What new insight came to you about writing or about yourself as a writer as you were writing and revising?
8. What did your audience (the person who read and responded to your draft in class) help you see in your paper that you hadn't seen before? Please explain.
9. How did your responding to another writer's draft help you think about your own draft in a way you hadn't thought about it before the session? Please explain.

Research Paper Overview: The intention for the research paper is to write an engaging, lively, persuasive text that tests theoretical boundaries, takes a calculated risk, and makes an argument based on substantiated evidence. In order to accomplish these writing goals, you must make warranted and qualified statements based on appropriate grounding, include backing by valid authorities on both sides of your argument and link your assertions logically and coherently. A Research Paper Checklist will be distributed that will list the items required to be handed in with the final research manuscript.

Conference Session: These sessions are a required component of the course. In order to participate, you will sign up for the conferences date/time during class. Show up on time for your 15-20 minute conference sessions.

Final Essay Exam: The published time for the final examination is one of the considerations when enrolling for a course. Students are expected to arrange their personal affairs to fit the examination schedule: **Friday, May 6, 1:30-4:00**

STANDARD GRADE SCALE BASED ON PERCENTAGES

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

GRADE APPROXIMATIONS:

<u>Approximate Points</u>	<u>Description</u>
No points	Essay 1 -Diagnostic Essay (<i>In-Class Essay</i>)
100	Discussions/In-Class Writing Assignments (1-2 pages) (5 ICWA – 20 points each)
100	Quizzes (5 Quizzes – 20 points each)
100	Essay 2 (4-5 pages)
100	Essay 3 (4-5 pages)
100	Essay 4 (4-5 pages)
100	Research Process - Research Proposal, Outline, Library Days, Draft Annotated Bibliography, Peer Review (5 Items - 20 points each)
300	Research Paper (250 pts) & Presentation (50 points)
<u>100</u>	<u>Final Essay Exam</u> (<i>In-Class Essay</i>)
=1,000	Approx. Total Points:

ESSAY EVALUATION MARKS:**An Excellent Essay - (Grades of A to B+)**

- Fully meets all the criteria and follows directions for the assignment in regard to topic, form, and format.
- Commands attention because of its insightful development, mature style, originality, and creativity toward the topic.
- Contains many well-chosen, relevant, and concrete examples to support claims.
- Clearly establishes coherence by appropriately used transitional words and phrases.
- Shows abundant evidence of thinking, reasoning, and insight.
- Shows careful organization with fully developed, unified, and controlled paragraphs, which strongly support its focus and purpose.
- Has consistently well-chosen and appropriate words used in precise, effective sentences.
- Is almost entirely free from errors in structure, punctuation, mechanics, and spelling.

A Satisfactory Essay - (Grades of B TO C-)

- Generally, it meets all the criteria and follows directions for the assignment in regard to topic, form, and format, answers the question asked. Contains sufficient, relevant, and concrete examples to support claims.
- Shows evidence of a good to fair attempt at thinking, reasoning, and insight.
- Uses transitional words and phrases appropriately to create coherence.
- Shows planning and organization with generally well-developed, unified, and controlled paragraphs.
- Rarely loses sight of its focus and purpose.
- Uses well-chosen and appropriate words in effective and varied sentences, making the paper reasonably precise and clear.
- May have a creative approach or concept, but may lack one or more of the main qualities of the excellent paper.
- Is generally free from errors in structure, punctuation, mechanics, and spelling, and it does not contain enough major or minor errors to seriously affect the clarity of the ideas presented.

An Unsatisfactory Essay - (Grades of D+ to F)

- May not meet the criteria or clearly follow directions for the assignment in regard to topic, form, and format. Often this paper is too short.
- May not contain enough relevant, concrete examples to support generalizations.
- May not show evidence of a good to fair attempt at thinking, reasoning, and insight.
- May not use sufficient or appropriate transitional words and phrases create a sense of coherence.
- May not show readily apparent planning and organization, and paragraphs are generally not well developed, unified, and controlled. It may not establish its purpose well.
- May have poorly chosen or inappropriate words, and/or ineffective sentences with little variety, which make the paper unclear, causing the reader to lose attention.
- May show little creativity or originality of concept, making the paper appear the writer did not care.
- May contain numerous errors in structure, punctuation, mechanics, and spelling, (more than four serious errors per typewritten page) which distract from the clarity of the ideas presented.

INCOMPLETES AND LATE ASSIGNMENTS:

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

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.

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.

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.

CELL PHONES AND OTHER ELECTRONICS:

If you prefer to use a laptop to take notes or complete the readings, please inform me of this in advance. If the device becomes a distraction in the classroom, I reserve the right to ask you to turn it off and complete your work without the use of electronic.

RESOURCES:

The Writers' Studio (located in Bond Academic Center) is an excellent resource for your use. If you make use of this service, please have the tutor document your visit by placing her/his signature, date and time of session on your draft.

The Tutorial Center (located in Bond Academic Center) is available for tutorial assistance on your arguments and your grammar, usage and mechanics preparation.

FINAL EXAMINATION POLICY:

The final examination schedule is noted on the Class Schedules site. Requests for early examinations or alternative days will not be approved, unless under the rare circumstance that a student is scheduled for three final exams on the same day. In this case, the student is encouraged to contact the professor in order to arrange an alternative date/time for the examination.

COURSE SCHEDULE

Subject to change with notice

DATE	ASSIGNMENTS	HOMEWORK
Week 1 (Tues) 1/11 (Zoom)	Introduction & Review Syllabus Discuss the Importance of Writing "As a Writer" Writing Assignment: (in Canvas) 1) What are your strengths as a writer? 2) What are your challenges as a writer? 3) What do you hope to accomplish in this course and why?	Review Syllabus Submit the "As a Writer" Writing Assignment"
Week 1 (Wed) 1/12 (Zoom)	Discussion/In-Class Writing Assignment #1: Description Paper "I am a person who..." (in Canvas) Review for Essay #1	Review for Essay #1 Submit "I am a person who..." paper in Canvas
Week 1 (Fri) 1/14 (Zoom)	Diagnostic Essay #1 (1000-1600 words)	No Homework
Week 2 (Mon) 1/17	MARTIN LUTHER KING DAY (Holiday/No Class)	SMH Read Ch. 2 "Expectations for College Writing"
Week 2 (Wed) 1/19	Discuss: SMH Read Ch. 2 "Expectations for College Writing" Lecture: The Basics of the Writing Process & Types of Writing	Review notes on The Basics of the Writing Process

Week 2 (Fri) 1/21	What is a Narrative Essay & How to Write One (Slides) Review sample of Narrative Essay Discuss Brainstorming & Developing an Outline (worksheet)	Read another Narrative Essay (in Canvas) Read SMH: Chapter 4 “Exploring, Planning and Drafting” (for Quiz) Start draft of Narrative Essay
Week 3 (Mon) 1/24	QUIZ #1: “Exploring, Planning and Drafting” Building an Essay Review Writing a Thesis Statement Review MLA Format	Read SMH: Ch. 1 “The Top Twenty” (Review) Continue working on Narrative Essay Draft & Author’s Reflection
Week 3 (Wed) 1/26	Briefly Review Most Common Errors from “The Top Twenty” (Part 1) Review Sample Narrative Essay (all components) Discuss Author’s Reflection	Continue working on Narrative Essay Draft & Author’s Reflection Bring to class ONE printed copy of Narrative Essay Draft for Peer Review Session
Week 3 (Fri) 1/28	How to Write Effective Peer Review Comments (video) https://www.youtube.com/watch?v=kMWZBDUIHUA Peer Review Session (worksheet)	Work on Narrative Essay #2 & Author’s Reflection to submit Final Version on 1/31
Week 4 (Mon) 1/31	NARRATIVE ESSAY #2 & Author’s Reflection DUE (Submit to Canvas BEFORE class) What is a Compare & Contrast Essay & How to Write One (Slides) Review sample of Compare & Contrast Essay Discuss Brainstorming & Developing an Outline (worksheet)	Read: SMH Ch. 6 “Reviewing, Revising and Editing” (for Quiz) Review Sample Compare & Contrast Essay #3 (in Canvas)
Week 4 (Wed) 2/2	QUIZ #2 “Reviewing, Revising and Editing” Writing a Good Hook/Clincher Lecture: How to Create Concise Writing for any Essay (Modifying the word count/Trimming the fat)	No Homework
Week 4 (Fri) 2/4	Review of Thesis Statement: (The Scarlett Letter) https://www.youtube.com/watch?v=9R0ivCaLtnY&t=39s Review Sample Thesis Statements Discussion/In-Class Writing Assignment #2: Textual Evidence Paper- We will read a short story by Toni Morison and using textual evidence, shape an argument about the text. There is no right or wrong answer this assignment.	Submit In-Class “Textual Evidence Paper” in Canvas Bring to class ONE printed copy of the Compare & Contrast Essay #3 for Peer Review session on 2//27.

Week 5 (Mon) 2/7	Peer Review Session (worksheet)	Modify draft of essay based on Peer Review comments Work on completing your Compare & Contrast Essay #3
Week 5 (Wed) 2/9	COMPARE & CONTRAST ESSAY #3 & Author's Reflection DUE (Submit to Canvas BEFORE class) What is a Cause & Effect Essay #4 & How to Write One (Slides) Review sample of Cause & Effect Essay Discuss Brainstorming & Developing an Outline (worksheet)	Start working on Cause & Effect Essay #4
Week 5 (Fri) 2/11	Discuss Exploring, Planning & Drafting (4) MLA Citations (In-Text & Works Cited) A. The Basics of MLA In-text Citations https://www.youtube.com/watch?v=ypWxhhpGeyM (Watch Video) Show the MLA Citation Worksheet on the Screen	Work on Cause & Effect Essay #4
Week 6 (Mon) 2/14	Discussion/In-Class Writing Assignment #3: "Stress Among College Students & Mental Health" In-Class Writing Assignment – Response Essay	SMH: Ch 9 "Reading Critically" (for Quiz) Submit In-Class "Stress Among College Students & Mental Health" in Canvas
Week 6 (Wed) 2/16	QUIZ # 3 "Reading Critically" (9) (in Canvas) Review of Thesis Statement: (The Scarlett Letter) https://www.youtube.com/watch?v=9R0ivCaLtnY&t=39s Practice Writing Thesis Statement	Work on Cause & Effect Essay #4 Bring to class ONE copy of the Cause & Effect Essay for the Peer Review Session
Week 6 (Fri) 2/18	MLA Citations (In-Text & Works Cited) The Basics of MLA In-text Citations https://www.youtube.com/watch?v=ypWxhhpGeyM (Watch Video) Peer Review Session (Worksheet)	Work on Cause & Effect Essay #4 considering comments from Peer Review Session
Week 7 (Mon) 2/21	CAUSE & EFFECT ESSAY #4 & Author's Reflection DUE What is a Research Paper & How to Write One (Slides) Review sample of Research Paper Discuss Brainstorming & Developing an Outline (worksheet) Putting together a Research Proposal	Read SMA\H Ch 5 "Developing Paragraphs" Create list of Research Proposal ideas

Week 7 (Wed) 2/23	Discuss SMH “Developing Paragraphs” (5) (Create sample paragraphs) Create 3-Points to Support Claim in Thesis Statement In-Class Writing Assignment: Practice Thesis Statements Q & A About Research Proposal Topics	Decide on your Research Proposal Topic
Week 7 (Fri) 2/25	RESEARCH PROPOSALS DUE (in Canvas) Getting Started with Your Research Paper Outline (<i>PowerPoint</i>) Multi-Point Essay (See Sample Research Essay Outline) Building Paragraphs from an Outline	No Homework
Week 8 (Mon) 2/28	Library Session	No Homework
Week 8 (Wed) 3/2	Library Sessions	Complete Library Session assignment Read SMH “Integrating Quotations & Paraphrasing Strategies” (for Quiz)
Week 8 (Fri) 3/4	QUIZ #4: Integrating Quotations & Paraphrasing Strategies Paraphrasing Strategies https://www.youtube.com/watch?v=LFd9PfghXWc (Paraphrasing Exercise/Worksheet) Review 1-2 Student Research Ideas (on the board)	No Homework
3/7-3/11	SPRING BREAK	
Week 9 (Mon) 3/14	Writing annotated bibliographies (Review Worksheet) https://www.youtube.com/watch?v=ZCHR6Nu3T18 How to write an Annotated Bibliography (PowerPoint) Review a Sample Annotated Bibliography (Handout) In-Class Assignment – Annotative Bibliography Practice (Handout)	Work on Annotated Bibliography Work on Research Paper Draft & Outline
Week 9 (Wed) 3/16	Review Student Research Topics: From Concept to Outline (1-2 Student Volunteers)	<u>Review:</u> “How to write an Annotated Bibliography” (PowerPoint & Video) Finalize your Annotated Bibliography to submit
Week 9 (Fri) 3/18	ANNOTATIVE BIBLIOGRAPHY DUE (in Canvas) <u>Review:</u> Getting Started with Your Research Paper Outline (<i>PowerPoint</i>) & Building Paragraphs from an Outline <u>Review:</u> Multi-Point Essay (See Sample Research Essay Outline) <u>Review</u> MLA Format (Research Paper)	Read SMH “Writing to Make Something Happen in the World” (32) & “How Writing Can Change the World (in Canvas) https://medium.com/the-brave-writer/how-writing-

		can-change-the-world-f6ee493b75ac
Week 10 (Mon) 3/21	Discussion/In-Class Writing Assignment #4: “Writing to Make Something Happen in the World” (32) & “How Writing Can Change the World” In-Class Writing Assignment	Finalize Research Paper Outline Start working on Rough Draft Submit “Writing to Make Something Happen in the World” paper in Canvas
Week 10 (Wed) 3/23	RESEARCH PAPER OUTLINE DUE The TOP TWENTY Most Common Errors (Part 2) 1) Sentence Fragments/Wordiness 2) Incorrect punctuation of phrases and clauses (comma splices, misuse of semicolon)	Continue working on Research Paper.
Week 10 (Fri) 3/25	Building Paragraphs from an Outline (PowerPoint) Review student draft (2-3 Student Volunteers)	Bring to class ONE printed copy of your draft for the Peer Review Session
Week 11 (Mon) 3/28	Peer Review Session (Worksheet) Review criteria for Research Paper Packet (all components)	Continue working on Research Paper considering comments from Peer Review sessions
Week 11 (Wed) 3/30	RESEARCH DRAFT DUE (in Canvas)	
Week 11 (Fri) 4/1	Discussion/In-Class Writing Assignment #5: “Interview & Profile a (Significant) Historical, Famous or Fictional Character” – TBA	Submit “Interview & Profile a (Significant) Historical, Famous or Fictional Character” in Canvas
Week 12 (Mon) 4/4	Breakdown Sample Research Paper (PowerPoint) (Brainstorm, Outline, Draft, Peer Reviews, Final Version) Sign up for Conference date/time	Work on Research Paper & Author’s Reflection
Week 12 (Wed) 4/6	Conferences	Work on Research Paper & Author’s Reflection Discuss individual student’s research paper
Week 12 (Fri) 4/8	Conferences	Work on Research Paper & Author’s Reflection Discuss individual student’s research paper
Week 13 (Mon) 4/11	Conferences	Work on Research Paper & Author’s Reflection Discuss individual student’s research paper
Week 13 (Wed) 4/13	RESEARCH PAPER & AUTHOR’S REFLECTION DUE - Research Paper 10-12 pages of text, including Outline & Works Cited)	No Homework! Enjoy Easter Break 😊
Week 13	EASTER BREAK (No Class)	

(F) 4/15		
Week 14 (Mon) 4/18	Discuss “Preparing Your Presentations” Outline of the Gameplan: From Purpose to Practicing Examples of Good and Bad Presentations: https://www.youtube.com/watch?v=S5c1susCPAE Mock Presentations: “Two minutes about me” (applying techniques from the video – Extra credit for 3-4 volunteers)	SMH: “Presentations” (Ch 23) Work on Presentation
Week 14 (Wed) 4/20	QUIZ #5: “Presentations” (23) Preparing “Research Presentation Notes” (Lecture/PowerPoints) Sign-up Sheet for Presentations (Groups 1, 2 & 3)	Work on Research Presentations
Week 14 (Fri) 4/22	PRESENTATION NOTES DUE (Group 1) Research Presentations (Group 1)	Work on Research Presentations
Week 15 (Mon) 4/25	PRESENTATION NOTES DUE (Group 2) Research Presentations (Group 2)	Work on Research Presentations
Week 15 (W) 4/27	PRESENTATION NOTES DUE (Group 3) Research Presentations (Group 3)	Work on Research Presentation
Week 15 (F) 4/29	Discuss Final Exam: Q & A	Prepare for Final Exam
(F) 5/6	FINAL EXAM: 1:30-4:00 pm	FINAL EXAM 1:30-4:00 pm