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ENG 1010 College Composition: Writing and Research

Fall 2024	Section 8	4 Units

Meeting days/times (e.g., MWF 10:55am -12:05pm)

Meeting location: Latter Hall Rm 11

Final Exam: Friday, 12/13, 10:55-am – 12:05pm

Instructor	**Professor Ell Huang**
E-mail	ehuang@pointloma.edu
Office Hours	Thursdays 3:00pm—4:00pm / Fridays 2:00pm –3:00pm / by appointment
Office Location	BAC123

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

General Education Mission

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

Course Description

From the PLNU 2024-2025 Catalog:

> ENG 1010 is a comprehensive first-year composition experience in reading, writing, and critical thinking, centered on essay and research writing. The course emphasizes the processes of writing thesis-based manuscripts as an evolving product, with attention to sentence-level conventions and coherence among well-developed paragraphs. Library research and writing the source-based essay are major components of the course. Students are encouraged to co-enroll in ENG 1000L while taking ENG 1010.

In this course, we will develop skills in writing, analyzing, research, and joining larger conversations with our unique angles and experiences. These skills will be foundational and important throughout your time as a student at PLNU, and beyond into your vocational and personal lives. You will develop and practice these skills through a combination of imaginative and critical thinking writing exercises, analytical assignments, and ultimately an overarching research project writing an argument about a topic that matters to you. In this class I will show you different stages of the composing process, from analyzing larger conversations to gaining the courage to begin first drafts, to strengthening our writing in the revision process that comes after.

Course Learning Outcomes

By the end of ENG 1010, you should be able to:

1. Apply the conventions of the English language and creative skills in various forms of academic writing genres.
2. Demonstrate knowledge of the stages of the writing process in academic writing: planning, drafting, organizing, composing, revising, and editing.
3. Evaluate and utilize rhetorical modes of organization in written compositions: narrative, cause/effect, compare/contrast, persuasion, process analysis, and others.
4. Demonstrate knowledge of and apply documentation formats to properly cite research in written compositions.

5. Critically analyze writing to determine point-of-view, tone, purpose, audience, and theme to enable reflection and response in written compositions.
6. Evaluate and examine differing perspectives; evaluate and locate the points of agreement and disagreement and the strengths and weaknesses of the argument.

General Education Learning Outcomes

As a General Education (GE) course, ENG 1010 helps to equip you with a broad range of knowledge and skills that will enrich not only your academic studies but also your lifelong learning and vocational service as a Christ-like participant in the world's diverse societies and cultures. The table below highlights the specific GE Learning Outcomes (GELOs) that ENG 1010 serves alongside their corresponding course assignments and activities.

GELO	Assessment Measure
1a. Written: Students will be able to effectively express ideas and information to others through written communication.	Final Portfolio
1c. Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources.	Library research assignment

Required Texts and Materials

- Lunsford, Andrea A. *The St. Martin's Handbook*. 9th ed. Bedford/St. Martin's, 2021.
- Ball & Loewe. *Bad Ideas About Writing*. (Open access, free online)
- Clary-Lemon, Mueller, & Pantelides. *Try This: Research Methods for Writers*. (Free online via the WAC Clearinghouse)
- Gibson & Beitler. *Charitable Writing: Cultivating Virtue Through Our Words*.
- Additional readings will be posted on Canvas.

You'll also need access to the Internet, a PLNU e-mail account, and Canvas. Plan to bring your laptop or some other device that can access and submit work via Canvas to every class. A handwritten journal and writing utensil is recommended for this writing class.

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 4-unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on

their coursework. For this course, students will spend an estimated 150 total hours meeting the course learning outcomes.

ENG 1000L Writing Lab

I **strongly recommend** that you enroll in [ENG 1000L Writing Lab](#), a self-paced writing center elective course that will provide you with additional support for the writing you'll do in this course. Benefits of enrolling in ENG 1000L:

- You'll meet regularly during the term with a Loma Writing Center consultant to receive personalized instruction and feedback on your writing assignments.
- You'll have access to a series of learning modules on a variety of writing topics to help guide you through your writing assignments.
- You can choose to enroll for either 1-unit or 0-units, depending on your needs, and the course operates on a pass/no credit grading system.
- You can schedule your writing consultation sessions to suit your needs.

Register for the course in Workday or contact the Records Office to ask that ENG 1000L be added to your schedule.

Major Assignments, Grade Distributions, & Due Dates

Note: Adjust the categories/assignments/percentages/due dates as needed to fit your course, but do give your students an informed breakdown showing how their course grade will be determined. The table below shows a sample course breakdown.

Assignment Category	Length (approx.)	Weight	Due
Writing Letter In a 750-word letter addressed to me, you will explore the role that writing has played in your past and will play in your future.	750 words	5%	September 13
AI & Writing Reflection Following class-wide explorations of the benefits and challenges generative AI platforms pose for writing, you'll write a reflection that examines the ethical use of AI in your own written work.	750 words	5%	September 18
Comparative Rhetorical Analysis Essay In this essay, you will compare and evaluate the rhetorical strategies used by two authors.	1000 words	20%	October 14

Assignment	Length	Weight	Due
Research Conversation Project For this project, you will formulate a research question, conduct academic research, and then use that research to craft 3 assignments: • an **Annotated Bibliography** that maps the conversation on your topic taking place through published scholarship, • an **Academic Argument Essay** that enters that conversation, and • a **Public Argument** that transforms and "re-genres" the argument you made in your essay for a public audience.	3000 words	30%	Annotated Bibliography: October 30 Academic Argument Essay: November 20 Public Argument: December 4
Final Portfolio At the end of the course, you'll compile a portfolio that discusses and demonstrates your growth as a writer. This portfolio will include a **Critical Reflection Essay**, a **Writing Exhibit**, and a **Revision Exhibit**.	750-1500 words	10%	December 13
Homework Unless otherwise specified, all homework assignments will be submitted via the course Canvas site.	Varies	15%	Most Days
In-Class Work & Activities Be sure you are on time to class each day and have completed the assigned reading.	Varies	15%	Most Days

Assessment and Grading

The grading scale for this course is as follows:

A	93-100	B-	80-82.9	D+	67-69.9
A-	90-92.9	C+	77-79.9	D	63-66.9
B+	87-89.9	C	73-76.9	D-	60-62.9
B	83-86.9	C-	70-72.9	F	0-59.9

I grade all coursework not listed as a major assignment using the Canvas complete/incomplete grading system.

- A "complete" indicates that you successfully completed the assignment in a timely, thoughtful, and thorough manner.
- An "incomplete" suggests that either your work was too brief or superficial to demonstrate learning, indicated confusion or an incomplete understanding of the course concepts, failed to respond fully to the prompt, demonstrated evidence of not reading, or was missing altogether.

Finally, I do not discuss grades over email. I will be happy to talk about your grades with you at any point in the semester, and if you want to discuss your grade, email me to make an appointment.

Revision

I allow revisions for all of your major unit writing assignments except the public argument project (due to time constraints at the end of the semester). Revisions should be *substantial* (not just fixing mechanical errors), and any revisions are due within two weeks of the date I hand back graded assignments. If you choose to submit a revision for any assignment, the new grade will completely replace the original grade. (It's really rare to make your project worse by revising it, but if for some reason it happens to you, your grade will remain the same; a revision will never lower your grade, except in cases of plagiarism.)

If you wish to revise, you must:

1. Schedule an appointment with me to discuss your plans for revision.
2. Upload your revision as a re-submission to the original assignment prompt in Canvas.

Note: If you plagiarize and receive a zero as the penalty, you will not be allowed to revise the paper. (For more information about plagiarism, see "Academic Honesty" section).

Late Work

This course requires extensive reading and writing on a regular basis, and due dates are to help us all work at a manageable pace. Work is due on Canvas by the start of class on its due date, and you must complete all assignments on time to keep up with the course. But I will grant most extensions when they are needed, so please come talk to me if you're concerned or falling behind. I will also automatically drop your 2 lowest scores in the Homework and In-Class Work & Activities categories, so keep that in mind.

Attendance and Participation

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement, which means students are expected to attend and participate in class every day. I recognize that expressions of participation, active listening, and interaction may vary from person to person. I do not require everyone to express joining the conversation in the same extraverted manner. However, ground rules for everyone to succeed together still means a certain agreement of respectful, shared focus. I expect everyone to arrive to class on time, completed all assigned readings and homework, and participate respectfully towards peers and

your instructor in all class activities. Talking over your instructor or others, and/or outright disruptive behavior is disrespectful and will negatively impact your grade. If you are experiencing genuine struggle to stay focused or participate in any way, please talk with me so that we can work out an appropriate arrangement.

If you are absent for more than 10% of class sessions (4 classes for a MWF course), I will issue a written warning of de-enrollment. If your absences exceed more than 20% (8 classes for a MWF course), you may be de-enrolled without notice until the university drop date or, after that date, receive an "F" grade.

Students who are absent due to illness or other emergencies do not need to submit documentation for that absence, but you should email me as soon as you are able to let me know about your absence. I am aware illness is not always physically obvious and will not scrutinize/interrogate whether you are unwell enough to miss class. However, stay accountable. It is still your responsibility to briefly inform me and ensure you keep up in class. Should you miss a class (for any reason), it is your responsibility to reach out to a classmate to get notes and any other material you may have missed. Some in-class work, such as peer review workshops, are particularly timely cannot be made up later if they are missed. Facetiming/recording is NOT allowed unfortunately, only pictures of slides/notes in class without people in them.

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Language & Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual

orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

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

Spiritual Care

PLNU strives to be a place where students grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain, or if you have prayer requests, you can contact the Office of Student Life and Formation.

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on State Authorization to view which states allow online (distance education) outside of California.

PLNU Academic Accommodations Policy

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

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification

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

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

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

Artificial Intelligence (AI) Policy

9

- Very limited use of AI is permitted.
  - Generate ideas, not content.
    - You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, or help organize in the brainstorming stage, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. Sources and citations are checked in this class, and I expect you to keep a record of your drafts as we go through different steps of the writing process. I will frequently ask you about the thought process behind your written work, especially as we revise our drafts over time.
    - If AI has been used as a *tool* for brainstorming or organizing your work, I expect full disclaimers on your written work.
    - If you make AI generate your essays and letters for you, that is considered plagiarism rather than your own work. AI does not generate out of nothing. It scraps and meshes together other writers' and artists' existing published work without giving them any credit; whereas the ethical way to look to others as inspiration and a resource (as you should!) is to give proper attribution and cite sources. If you have any doubts about using AI, please gain permission from the instructor of each class.
    - We will have one assignment, largely done in class, in which we may demonstrate what brainstorming with AI (but writing on our own) looks like.
    - Throughout the semester, we will keep up conversation on the ethical use, if at all, of AI.
    - As once as said about AI-written books: "Why should I be bothered to read what someone wasn't even bothered to write?"

Use of Technology

I understand our evolving world where phones and iPads are used to take notes and important pictures of notes, and encourage use of internet in class so long as we are focused and on-task.

Most of the readings and assignments for this course will be accessed and submitted via Canvas. As such, you will need to bring a device capable of accessing Canvas with you when you are in class. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In ENG 1010, all of the class

content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in rhetoric and writing, and I will support you throughout your learning in this course.

Potential Trigger Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In ENG 1010, we will cover a variety of topics, some of which you may find triggering. **To be clear, the experience of being triggered versus newly intellectually challenged are different.** The main difference is that an individual would have experienced trauma to experience being triggered, whereas an intellectual challenge is often when one encounters a new idea outside of your experience. If you are a trauma survivor and encounter a topic in this class that is triggering for you, I understand you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take **the necessary steps for your emotional safety**, including **communicating your needs with me as soon as possible.** We may work out a solution such as an excuse to leave class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in rhetoric and writing, and I will support you throughout your learning in this course.

Sexual Misconduct & Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

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

Resources

There are a lot of resources available to you as a student in this course and at PLNU. I will highlight three here that I believe are particularly useful: the Loma Writing Center, the Ryan Library, and the Wellness Counseling Center.

Loma Writing Center

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

Getting feedback while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You're encouraged to talk with one of the Loma Writing Center's trained consultants about getting started on an assignment, organizing your ideas, writing with sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see https://www.pointloma.edu/centers-institutes/loma-writing-center or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: https://plnu.mywconline.com/
- Website: https://www.pointloma.edu/centers-institutes/loma-writing-center
- Email: writingcenter@pointloma.edu

Ryan Library

The Ryan Library is staffed by knowledgeable and helpful professionals and should be one of your first research resources throughout your time at PLNU. The easiest way to get help is to connect with a reference librarian in the "Ask a Librarian" chat window on the Ryan Library homepage at https://libguides.pointloma.edu/ryanlibrary. You can also stop by the "Research Help" desk inside the Ryan Library.

Wellness Counseling Center

The Wellness Counseling Center helps students maintain and develop emotional well-being to achieve their educational and personal goals and promotes a healthy and inclusive community

through relationship building, education, crisis intervention, and support. They provide short-term therapy to all undergraduate students registered for classes on the main campus, and they can recommend and refer to other resources for more long-term care and support. If you could benefit from their assistance, contact them anytime:

- Website: https://www.pointloma.edu/offices/wellness-counseling-center
- Email: counselingservices@pointloma.edu
- Phone: (619) 849-3020

If you need emergency assistance, please call 911 or the Access and Crisis Line at (888) 724-7240.

Class Schedule (MWF)

I reserve the right to change the course schedule this semester, and I will always notify you in advance of any changes. Unless otherwise noted, all readings and assignments are due at the beginning of class on the day they appear on the schedule. Details for all assignments can be found on Canvas. **Check Canvas for all assignments, updated regularly week to week.**

Week 1: Course Introduction

Date	Class Description	Reading	Assignments Due
W 9/4	Welcome & Course Introduction	Syllabus	
F 9/6	What is "Writing"?	*Bad Ideas About Writing,* pp. 30-33 -Lunsford, "Writing is Informed by Prior Experience"	Personal Introduction

Week 2: Writing Letters

Date	Class Description	Reading	Assignments Due
M 9/9	Writing as Conversation	*Bad Ideas About Writing* Parrott, pp. 71-75	Writing in Your Field
W 9/11	Peer Review Workshop		First Draft of Writing Letter
F 9/13	Metacognition & Writing	Forsa, "Making Effective Writerly Decisions"	Final Draft Writing Letter

Week 3: Making Artificial Intelligence Work for Us (ongoing conversation) & Intro to Rhetoric

Date	Class Description	Reading	Assignments Due

Date	Class Description	Reading	Assignments Due
M 9/16	Writing Ethically with Generative AI Class Discussion Writing Charitably as Christians	-Dobrin, "Writing with GenAI" (on Canvas) -PLNU Catalog: "Academic Honesty" -Syllabus AI Policy -*Charitable Writing* (PAGES TBD)	Prepare 2-3 brief pieces of your original writing you are comfortable with putting through AI. If you are not comfortable with uploading your work to AI, that is valid. I still expect participation in discussion. We may practice using AI as an organizational tool in class. We will also discuss an introduction to the Christian concept of *Charitable Writing.*
W 9/18	Introduction to Rhetorical Situations	-*Bad Ideas About Writing* Robert-Miller, pp. 7-12 -SMH chapter 3, "Rhetorical Situations" pp. 26-36	AI as Brainstorming Tool Assignment & Written Reflection
F 9/20	Audience, Audience, Audience	2 CRA Texts	CRA Text Selections

Week 4: Analyzing Rhetorical Situations

Date	Class Description	Reading	Assignments Due
M 9/23	Rhetorical Appeals	-SMH chapter 10, "Analyzing Arguments," pp. 125-143	Identifying & Analyzing the Target Audience
W 9/25	Genre	-*BIA* Brooks, pp. 60-63	Rhetorical Situation Analysis Report #1: Report on Audience. Logos, Appeals
F 9/27	Comparing Rhetorical Situations	SMH chapter 9, "Reading Critically," pp. 108-124	Rhetorical Situation Analysis Report #2: COMPARING the Audiences, Logos, Appeals

Week 5: Analyzing Rhetorical Situations

Date	Class Description	Reading	Assignments Due
M 9/30	Comparing Rhetorical Situations (continued)	**[Reading TBD]**	Short Narrative Essay: Perspective Taking

		-SMH section 4c, "Drafting a Working Thesis Statement," pp. 44-46	CRA Thesis Statement
W 10/2	Thesis Statements		
		-SMH sections 4e-4g (Organizing, Planning, and Drafting) pp. 47-59	
F 10/4	Thesis Statements + in-class work day	-SMH section 11d, "Making a claim & drafting a working thesis statement," pp. 147-148	CRA Thesis Statement & Outline
		[*Charitable Writing*, chapter TBD]	

Week 6: Make an Individual Conference with Me!

Date	Class Description	Reading	Assignments Due
M 10/7	No class!		
W 10/9	No class!		
F 10/11	No class!		

Week 7: Preparing to Research

Date	Class Description	Reading	Assignments Due
M 10/14	Discuss Research Conversation Project	-Pulver, "Active Reading to Understand a Problem"	Comparative Rhetorical Analysis Final Draft
W 10/16	Developing a Research Questions (Arts & Crafts + Walkabout Day!)	-SMH Chapter 12 "Preparing for a Research Project, pp. 172-179 -*Bad Ideas About Writing* Witte, pp. 226-230	Topic Brainstorming
F 10/18	Crafting a Research Plan	-McClure, "Googlepedia" (on Canvas)	Brainstorm Research Questions

Week 8: Locating Scholarly Sources

Date	Class Description	Reading	Assignments Due
M 10/21	Annotated Bibliographies	-SMH chapter 13, "Conducting Research," pp. 180-190	What is an Annotated Bibliography?
W 10/23	Reading Scholarly Sources	-*BIAW* Wierszewski pp 231-235 -SMH chapter 14, "Evaluating Sources & Taking Notes," pp. 191-208	3 Annotations

Date	Class Description	Reading	Assignments Due
F 10/25	*Fall Break – no class*		*Get rest! Stay spooky!*

Week 9: Analyzing & Synthesizing Sources

Date	Class Description	Reading	Assignments Due
M 10/28	Documenting Sources	SMH chapter 16, "Acknowledging Sources & Avoiding Plagarism," pp. 218-226	3 Annotations
W 10/30	Joining the Conversation	-SMH Chapter 15, "Integrating Sources," pp. 209--217	FULL ANNOTATED BIBLIOGRAPHY (7 annotations total!)
F 11/1	Writing for Academic Audiences	CHOOSE ONE: -SMH ch. 26, "Writing in the Humanities," pp. 402-407. -SMH ch. 27 "Writing in the Social Sciences," pp. 408-416. -SMH ch. 28 "Writing in the Natural and Applied Sciences," pp. 417-423.	Reading & Writing in Your Discipline Reflection

Week 10: Using Evidence Effectively

Date	Class Description	Reading	Assignments Due
M 11/4	LIBRARY DAY #1 – Meet in Ryan Library Computer Lab instead!		Preliminary Research Question
W 11/6	LIBRARY DAY #2 – Meet in Ryan Library Computer Lab instead!		Library Research Assignment (yes this is assessed and graded!)
F 11/8	Academic Genres	-SMH ch. 17. "Writing a Research Project," pp. 227-235 -SMH section 11d, "Making a claim & drafting a working thesis statement," pp. 147-148.	Thesis Statement & Reasons Expressed as "Because" Clauses

Week 11: Conferences – Instead of meeting together as a class this week, you will bring a complete draft of your Research Paper to your scheduled writing conference with me one-on-one

Date	Class Description	Reading	Assignments Due
M 11/11	No class!		
W 11/13	No class!		
F 11/15	No class!		Draft of Academic Argument Essay

Week 12: Revision, Proofreading, Public Audiences

Date	Class Description	Reading	Assignments Due
M 11/18	Revision Workshop	-BIAW Giovaneli, pp 104-108	Revised Draft of Academic Argument Essay
W 11/20	Proofreading Workshop		Academic Argument Essay
F 11/22	Writing for Public Audiences	-SMH chapter 35, "Writing to the World," pp. 465-470	Public Argument Plan

Week 13: Remediation

Date	Class Description	Reading	Assignments Due
M 11/25	Remediation	-SMH chapter 24, "Communicating in Other Media," pp. 387-391	Public Genre Examples
W 11/27	*Thanksgiving – no class*		*Feast!*
F 11/29	*Thanksgiving – no class*		*Feast!*

Week 14:

Date	Class Description	Reading	Assignments Due
M 12/2	Peer Review Workshop		Draft of Public Argument
W 12/4	Research Conversation Unit Reflection	-Charitable Writing (chapter TBD)	**Final Draft of Public Argument**
F 12/6	Writing in Your Future and Beyond	-SMH chapter 25, "Writing Well in Any Discipline or Profession," pp 394-402. -Charitable Writing (chapter TBD)	

Week 15: Final Portfolio Work Week – turn in on Canvas by end of class time on Friday

Date	Class Description	Reading	Assignments Due
M 12/9	Portfolio Work Day & In-Class Conferences		
W 12/11	Portfolio Work Day & In-Class Conferences		Draft of Critical Reflection Essay
F 12/13	Peer Review Workshop & Course Reflection		Final Portfolio

Final Exam: Friday, 12/13, 10:55-am – 12:05pm   *Final Portfolio Due*