

	<p>Professor Tom Peele English 11000 Section R T/Th, 3:30-4:45 NAC 1/340 Fall 2015</p> <p>Office Hours: T/Th, 5:00-6:00 Office: NAC 6/333C (212) 650-6328 tpeelee@ccny.cuny.edu</p>
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Course Description

The purpose of this course is to provide further practice with a variety of genres that you'll use throughout your college career and in your professional life. These genres include **reflection, analysis, reporting, arguing, and self-assessment**. While you likely had experience with these genres in your primary and secondary education, this class will provide you with an opportunity to expand and develop your range. In addition to exploring these genres, we will also develop our research practices to make use of City College's virtual library. We will consider the value of the digital platform to deliver these essays.

This is a hybrid section of English 11000, which means that we'll be doing a significant amount of coursework online. Although it's possible to complete all of the work using a campus computer, I strongly recommend that you take this class only if you have access to a reasonably new computer and Internet access from your home. I will also ask you over the course of the semester to open online accounts at various sites such as WordPress. If you are concerned about your online privacy, consider creating an email address for exclusive use in this class. If you would like to opt out of creating a WordPress site, please let me know and we will arrange for you to make a portfolio in Blackboard.

This class is also a part of a cohort that is testing a new set of course learning outcomes. These outcomes, listed below, are not the standard outcomes for this course. In addition, this semester researchers at CCNY will be collecting first and second drafts of major essays to assess students' revision practices. Because of this study, you will be asked to submit your essays following specific formatting conventions. Once collected, your work will be stripped of identifying metadata.

This syllabus presents a plan for the semester, but that plan will be changed if the need arises. Since this is a hybrid course, approximately 50% of the course meeting times are replaced by online posts. We can only continue with this format if we have a high success rate. If we, collectively, are unable to keep up with the online posting, we will revert to a traditional class. **Changes to the syllabus will be posted in the Announcements section of the Blackboard site; they will also be made in the Course Schedule section of the Blackboard site. If you**

rely on a printed copy of the syllabus, it will be up to you to make revisions to it based on the posted changes.

Course Text

Bullock, Richard, and Francine Weinberg. *The Norton Field Guide to Writing*. 3rd Ed. Norton.

Course Learning Outcomes

Students will:

- Develop flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing.
- Engage in the collaborative and social aspects of writing processes.
- Understand and use a variety of technologies to address a range of audiences.
- Respond to a variety of audiences that call for shifts in rhetorical strategies, voice, tone, level of formality, design, medium, and/or structure.
- Locate and evaluate research materials for credibility, accuracy, timeliness, and bias, including journal articles and essays, books, the library's databases or archives, and Internet sources.
- Compose texts that integrate your ideas with appropriate sources using strategies such as interpretation, synthesis, response, and critique.
- Practice systematic application of citation conventions.
- Reflect upon and describe the development of your composing practices.

Course Policies

Plagiarism and Academic Integrity

Plagiarism is copying and using other people's words without proper acknowledgment or citation as it is indicated in the CUNY Policy on Academic Integrity. All writing submitted for this course is understood to be your original work. Plagiarism is unacceptable and has serious consequences that can include a failing grade. In cases where I detect academic dishonesty (the fraudulent submission of another's work, in whole or part, as your own), you may be subject to a failing grade for the project or the course, and, in the worst case, to academic probation or expulsion. You are expected to read, understand, and adhere to CCNY's Policy on Academic Integrity, which is available here: <http://www1.cuny.cuny.edu/current/upload/Academic-Integrity-Policy.pdf> .

Attendance

Students are expected to attend every class session of this course and to be on time. If you miss five classes, your final grade will be dropped by one-half of one letter (a 90 to an 85, for example). If you miss six classes, your final grade will be dropped one full letter. If you miss seven classes, you will not be able to pass the course. Consistent late arrivals and early departures will have a negative impact on your grade. I will notify you by email if course absences (for full or partial classes) are having an impact on your grade. If you have special circumstances, please see me. I'm happy to work with you to help you complete this course.

Student Code of Conduct

All student members of the College community are expected to conduct themselves in a manner that demonstrates mutual respect for the rights and personal/academic well-being of others, preserves the integrity of the social and academic environment, and supports the mission of the College. The College has an inherent right to address behavior that impedes, obstructs, or threatens the maintenance of order and attainment of the aforementioned goals by violating the standards of conduct set forth in the University student conduct policies noted below as well as other policies that may be established by the respective Schools, Global Sites, and administrative offices of the University. The goals of the CCNY Community Standards are:

- To promote a campus environment that supports the overall educational mission of the University
- To protect the University community from disruption and harm
- To encourage appropriate standards of individual and group behavior
- To foster ethical values and civic virtues
- To foster personal learning and growth while at the same time holding individuals and groups accountable to the standards of expectations established by the Code of Conduct:
<http://www.ccnycuny.edu/studentaffairs/community-standards.cfm>

Food and Drinks

Please! No eating in the classroom. Your snack could be a real distraction for other students. Drinks are fine.

Resources

Everyone here at City College is committed to making your academic experience an enriching one, and should you find yourself in need of help, please make use of these resources.

The Writing Center

<http://www.ccnycuny.edu/writing/>

The CCNY Writing Center offers a supportive learning environment where students can have one-on-one tutoring sessions with writing consultants. It is a great resource for you to obtain extra help as you write and revise your papers. They DO NOT proofread your papers, but offer assistance on improving certain aspects of them. They also offer ESL tutoring. To set up an appointment or semester-long sessions, contact them in person at the Writing Center, which is located in the NAC, 3rd floor plaza or call (212) 650-8104.

Gateway Advising Center, NAC 1/220

<http://www.ccnycuny.edu/gateway/>

Students without a declared major can receive academic advising, especially if you have questions about your course of study, core requirements, etc.

AccessAbility Center Tutoring Services, NAC 1/218

<http://www.ccnycuny.edu/accessability/>

Provides one-on-one tutoring and workshops to all registered students with learning or physical disabilities.

SEEK Peer Academic Learning Center, NAC 4/224

Phone: 212-650-5786; email: seekpals@ccny.cuny.edu

Offers counseling and peer tutoring for students in need of academic and financial support who have registered for the SEEK Program.

Grade Weights and Values

Essay Assignments	Grade Weight	Due Date
Essay 1 Sequence: Reflections	16%	
Discussion Board	2.5%	8/31; 9/1
First Draft		9/8
Peer Review	2.5%	9/10
Final Draft	7.5%	9/15
Self-Assessment	2.5%	9/15
Portfolio Management	1%	9/3
Essay 2 Sequence: Analyzing Texts	15%	
Discussion Board	2.5%	9/16; 9/17
Frist Draft		9/22
Peer Review	2.5%	9/24
Final Draft	7.5%	9/29
Self-Assessment	2.5%	9/29
Essay 3: Reporting Information	17%	
Discussion Board	2.5%	9/30; 10/1
First Draft		10/13
Peer Review	2.5%	10/15
Final Draft	7.5%	10/20
Self-Assessment	2.5%	10/20
Portfolio Management	2%	10/20
Essay 4: Arguing a Position	15%	
Discussion Board	2.5%	10/28; 10/29
First Draft		11/10
Peer Review	2.5%	11/12
Final Draft	7.5%	11/17
Self-Assessment	2.5%	11/17
Annotated Bibliography	10%	
Final Draft of Bibliography	10%	11/24
Portfolio and Self-Assessment	27%	
Revised Portfolio	15%	12/14
Self-Assessment	12%	12/14

Grade Schema

Grades Scored Between	Will Equal
97 % and 100 %	A+
94 % and Less Than 97%	A
90 % and Less Than 94%	A-
87 % and Less Than 90%	B+
84 % and Less Than 87%	B
80 % and Less Than 84%	B-
77 % and Less Than 80%	C+
74 % and Less Than 77%	C
70 % and Less Than 74%	C-
67 % and Less Than 70%	D+
64 % and Less Than 67%	D
60 % and Less Than 64%	D-
0 % and Less Than 60%	F

Essay Assignments

All of your assignments will be submitted to our Blackboard (Bb) course site.

This course is thematic, which means that every essay you write will address a new aspect of the same subject. Your main priority at the beginning of the semester is to settle on a topic that interests you. If you choose a topic carelessly, you're going to work harder than necessary all semester because you won't have any intrinsic motivation to study your subject.

An Example of How a Series of Assignments Might Work Together

In my neighborhood, there are a lot of feral cats. In my **reflection essay**, I might think about and research the phenomenon of feral animals in cities. Here, my purpose might be to speculate on the problem of feral domestic animals, and what I think this problem says about our culture (that is, what it *means* about our culture that we have so many feral cats).

The next essay, **analyzing texts**, will give me an opportunity to find some visual representations of my subject—either still images or videos—and to analyze them in a way that broadens my understanding of my subject.

In the next essay, **reporting information**, I'll work to gather information on my subject. For this essay, my goal is to get as much information as I can on some aspect of my subject. I am not, yet, taking a position on the subject. Instead, I'm trying to figure out what the consensus is. I could go in a number of different directions, depending on what my research reveals. Maybe I'd be interested in finding out more about how feral cat colonies can be controlled, or maybe I'd be interested in the pet industry. Although we'll work on ways of developing topics, the direction you take will be up to you.

After I gather and report information and analyze my texts, I'll use my next essay to **argue a position**. By this time, I should have a pretty good understanding of my subject. I might want to argue for a particular method of controlling feral cats or for controlling the pet industry.

My final essay of the semester, the **self-assessment**, will give me the opportunity to look back at all of the essays I've written over the semester and evaluate my progress toward my own personal writing goals as well as toward the course goals.

All of the assignments will address one or more of the Course Learning Outcomes. You should consider these Course Learning Outcomes when you write your Self-Assessment. This kind of reflection will help you to better understand your writing process and to transfer what you learn in this class to other writing contexts.

Essay 1: Reflection (Chapter 18)

Sample Reflection: "My Life as a Dog." Jonathan Safran Foer. 214-17.

Key Features of Reflections: 217-19.

A Brief Guide to Writing Reflections: 219-21.

Assignment Notes

For this assignment, you'll want to reflect on, or think about, a person, place, or event that you find **interesting or puzzling**. This reflection essay will serve as your entry point for a subject that you'll be writing about all semester, so you need to be sure that it's interesting to you. Your subject should also be **local**. By local, I mean that you should have some personal connection to it. A topic like gun control is generally too broad for you to address successfully in a composition class. On the other hand, maybe you *do* have a personal connection to this topic. You'd need to be willing to share that connection in your essay, though, so consider carefully what you're willing to discuss.

Word Count: 750-1000

Self- and Peer-Assessment

Use the following criteria for assessing your and your classmates' essays. I'll be using the same rubric when I grade the essays.

- Have you explored the **meaning** of the person, object, event or place has for you in a way that will interest others by making connections between your personal experience and more general experiences that your readers might share?
- Is there a recognizable **structure**? Are the various ideas in your essay brought together, or does the essay seem disjointed?
- Have you provided **specific details** that help the reader understand your subject? Have you described your person, place, or event with adequate detail? Would photographs, drawings, or other visuals help your reader get a better sense of your subject?
- Do you maintain a **speculative tone**? Have you investigated your subject with an open mind?

- Did you **edit** your essay, eliminate typos, and remove grammatical errors?

Essay 2: Analyzing Texts (Chapter 8)

Sample Analysis: "The Fashion Industry: Free to Be an Individual." Hannah Berry. 52-57.

Key Features of Textual Analysis: 69-70

A Brief Guide to Writing Textual Analyses: 70-81

Assignment Notes

For this textual analysis assignment, I want you to find some *visual* texts to analyze. You can use either still images or video, depending on your interest. This essay should build on and explore a visual aspect of your subject.

Word Count: 1250-1500 (including the works cited page)

Self- and Peer-Assessment

Use the following criteria for assessing your and your classmates' essays. I'll be using the same rubric when I grade the essays.

- Have you provided a detailed **description** of your visual texts, including the arrangement, color, font, and other important features of the text?
- Have you described the **context** of your texts, including where they were found and why they are important?
- Have you **interpreted** the texts, telling your reader what they mean to you?
- Have you provided **adequate support** for your interpretations, telling your reader not just what the texts mean to you but why?
- Have you pulled the various threads of your essay together to draw it to a **conclusion**?
- Did you **design** your essay appropriately? Are there adequate visual elements? Have you considered the appropriateness of a Web text (for an essay that includes videos, for example)?
- Did you **edit** your essay, eliminate typos, and remove grammatical errors?
- Did you check your citations (both in-text citations and the works cited page) against the Purdue OWL?

Essay 3: Reporting Information (Chapter 9)

Sample Report: “Does Texting Affect Writing?” Michaela Cullington. 87-95.

Key Features of Reporting Information: 108-09.

A Brief Guide to Reporting Information: 110-18.

Assignment Notes

In this essay, we’ll turn toward external sources to help us to extend our thinking about our subject. Although the research you do in this essay will have an impact on your opinion, your goal will not be to persuade your reader of a particular point—we’ll do that in the next essay. Here, your goal is to gather information on a particular aspect of your topic so that you have a more informed opinion. You’ve already written about your personal interest in the subject and looked at some visual representations of it; now it’s time to find and evaluate some external sources.

For this essay, I want you to find at least **three sources** from magazines or newspapers on your subject. I want you to find them in CCNY’s virtual library. I’ll be able to tell, of course, because a correctly cited item will tell me the name of the database. I want you to use the database because the material you find in it has already been evaluated by experts, which isn’t usually the case on the open Web. You’ll also use the virtual library throughout your college career, so you should get an early start.

Word Count: 1250-1500

Self- and Peer-Assessment

Use the following criteria for assessing your and your classmates’ essays. I’ll be using the same rubric when I grade the essays.

- Do you have a **tightly focused topic**? Have you kept your opinions out of the essay?
- Did you **cite** at least three magazine or newspaper articles on your subject?
- What **strategies** did you use to **organize** your essay? Comparison? Cause and Effect? Classification?
- Did you **define** key terms or concepts?
- Did you **design** your essay appropriately? Are there adequate visual elements? Have you considered the appropriateness of a Web text (for an essay that includes videos, for example)?
- Did you **edit** your essay, eliminate typos, and remove grammatical errors?
- Did you check your citations (both in-text citations and the works cited page) against the Purdue OWL?

Essay 4: Arguing a Position (Chapter 10)

Sample Report: "Organ Sales Will Save Lives." Joanna MacKay. 119-24.

Key Features of Arguing a Position: 135-37.

A Brief Guide to Reporting Information: 138-49.

In this essay, you'll take all of the information that you've learned over the semester and use it to **argue a position**. Here, your purpose will be to try to persuade your reader to think or act differently as a result of your argument.

For this essay, you can rely on and even re-use the research that you did for Essay 2: Analyzing Texts, and Essay 3: Reporting Information. You'll also want to extend your research to include **at least three, peer-reviewed articles** from professional journals. As these will likely be difficult to read, you should try to find articles of fewer than ten pages. Remember, too, that you're being asked to consider opposing points of view, so keep in mind that you'll need to find at least one article (either peer-reviewed or from a magazine or newspaper) that represents an opposite viewpoint.

Word Count: 1750-2000

Self- and Peer-Assessment

Use the following criteria for assessing your and your classmates' essays. I'll be using the same rubric when I grade the essays.

- Do you have a **clear and arguable position**?
- Have you **included background information** to provide a context for your argument?
- Have you provided **good reasons** in support your argument?
- Have you provided **evidence** in support of your reasons?
- To which of your **readers' values** have you appealed?
- Have you **demonstrated**, through your inclusion of facts and your tone, that you are a **reliable source**?
- Have you **considered others' positions**, and responded to them reasonably?
- Did you **design** your essay appropriately? Are there adequate visual elements? Have you considered the appropriateness of a Web text (for an essay that includes videos, for example)?
- Did you **edit** your essay, eliminate typos, and remove grammatical errors?
- Did you check your citations (both in-text citations and the works cited page) against the Purdue OWL?

Annotated Bibliography

The annotated bibliography is a collection of all of the secondary sources that you cited during the semester. You will have citations of visual texts from the Analyzing Texts assignment, citations of magazine or newspaper articles from the Reporting Information assignment, and peer-reviewed and possibly other texts from the Arguing a Position assignment. In this assignment, you'll list these citations in MLA format followed by a paragraph of summary. While you will have been working on formatting conventions all semester, this assignment provides you with an opportunity to really focus on this technical aspect of academic writing.

Word Count: Varies; the length of the bibliography will depend on the number of sources you use. The length of the annotation will depend on the length of the source.

Self-Assessment

Use the following criteria for assessing your bibliography. I'll be using the same rubric when I grade the bibliographies.

- Have you checked and corrected the citation format?
- Have you adequately summarized the text, drawing from the entire source text and not just the first page?
- Have you edited the text for typographical and grammatical errors?

Portfolio and Self-Assessment

The portfolio and self-assessment are in many ways the most important documents that you'll create for this class. Assembling the portfolio will help you to see your progress as a writer over the course of the semester; the self-assessment will give you the chance to evaluate that work based on your own criteria as well as the course learning outcomes.

In this case, the Self-Assessment will serve as an introduction to your portfolio. The contents of the portfolio itself, though, and its arrangement (other than the introduction) are up to you. The purpose of the Self-Assessment is to evaluate your work based not only on your own criteria but also on your learning outcomes. Here are the Course Learning Outcomes:

- Develop flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing.
- Engage in the collaborative and social aspects of writing processes.
- Understand and use a variety of technologies to address a range of audiences.
- Respond to a variety of audiences that call for shifts in rhetorical strategies, voice, tone, level of formality, design, medium, and/or structure.
- Locate and evaluate research materials for credibility, accuracy, timeliness, and bias, including journal articles and essays, books, the library's databases or archives, and Internet sources.
- Compose texts that integrate your ideas with appropriate sources using strategies such as interpretation, synthesis, response, and critique.
- Practice systematic application of citation conventions.
- Reflect upon and describe the development of your composing practices.

Your job, then, is to choose pieces of your work that will help you demonstrate, to me and to anyone else who looks at your portfolio, that you have (or have not) achieved these goals. The portfolio will not be evaluated on whether or not you have achieved the goals, but on how well you demonstrate the goals that you have achieved and your thoughts about the goals that you have not achieved.

To demonstrate that you have developed "flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing," you would want to include, perhaps, annotations from your bibliography or copies of the notes you took while reading to demonstrate that you have developed flexible strategies for reading. To demonstrate that your drafting process has changed, you might want to include (and refer to in your Self-Assessment) a draft from an early and a late assignment that demonstrate changes in your drafting process.

To demonstrate that you have engaged in the collaborative and social aspects of writing, you might include in your portfolio a peer review that you wrote and one that you received. You would then describe these reviews, and their significance, in your Self-Assessment. Use this same approach for all of the Course Learning Outcomes.

The Self-Assessment is a kind of research paper. Your development as a writer is the subject and the writing itself is your evidence. As you write your Self-Assessment, you'll be referring to the works you've included in your portfolio.

The portfolio will be housed on a WordPress site. **Be sure to make your portfolio private, accessible only by password.** It will be read by me, some members of the class, and other CCNY faculty and administrators. You are, of course, free to share your portfolio with anyone else, but do not make it freely available. While the arrangement of the portfolio is up to you, it should be easy to navigate. As with any Web site, you want to be able to find what you're looking for without any interference. This might mean scanning handwritten notes, taking screenshots of annotated Web sites, and turning your essays into .PDFs or Web texts.

Assessment Rubric

While you won't be asked to assess your own Self-Assessment, you should be aware of the criteria that I'll use when I assess it.

- Have you addressed all of the course learning outcomes, even those that you feel you did not spend enough time working on?
- Have you provided evidence, in the form of your own writing, that you have developed as a writer? Are you able to identify areas in which you have not progressed, either because you didn't spend enough time with them or you feel that you had a strong start in those areas?
- Have you edited the Self-Assessment for typographical and grammatical errors?
- In your portfolio design, have you maintained consistency from one page to the next?
- Is your portfolio design simple and easy to navigate?
- Have you used color and contrast to make things simple for your reader?
- Have you considered font and page layout to create a neat, easy to read text?

Other Writing Assignments

Writing is a social act; it takes place in a community of peers. Every essay assignment in this sequence is drawn from a long history of essay writing. As writers, we both follow the format of the existing genre and, in writing, add our own spin to the genre. We're taking part in a cultural tradition, but we're doing so, usually, in isolation: sitting alone in front of a computer. For this reason, we need input. We need to learn from our fellow writers whether we've hit or missed the mark. And if we've missed it, how can we get closer?

While everyone would like genuine feedback, our primary goal is to create a positive, supportive learning environment. No one benefits from being made to feel bad about their writing. While suggestions to writers can sometimes be painful to hear, they should never be intentionally hurtful. They also shouldn't be overly rosy. No one benefits from being told that their essay is so good that it doesn't need any work at all.

Discussion Board Posts (DBP)

The DBP gives you a chance to think through and respond to the reading before class. For each DBP, I'll provide you with a prompt. Usually, the prompt will ask for a specific response; the DBPs will be evaluated based on how well you respond to the question. While these posts will ask for specific information, the DBPs are informal. You won't be evaluated for typographical and grammatical correctness as long as these issues don't interfere with your meaning.

Discussion Board Comments (DBC)

For each discussion board, you'll not only have to post a response but also engage your classmates in discussion. Your goal, here, is to further the discussion, to ask meaningful questions, and to extend your thinking on the subject. As with your primary posts, these responses are informal.

Peer Reviews and Self-Assessments

For each essay assignment, you'll be asked to use the criteria listed in the assignments to review your peers' essays as well as your own. As I note above, your goal here is to create a positive, supportive learning environment. While we are all learning to write (no matter how good we already are), we are also expert readers. The fact that you may struggle to produce a particular kind of essay doesn't mean that you can't evaluate another student's essay. On the contrary, reading someone else's work can not only assist that writer but it can also give you insight into your own writing.

Weekly Schedule

Sequence 1: Reflections (Chapter 18)

Date and Time	Assignments Due Before Class	In-class Activities
Week 1		
Thursday, 8/27		<ul style="list-style-type: none"> ● Introduction to syllabus ● Review Course Learning Outcomes ● Introduction to Essay 1: Reflections (Chapter 18)
Week 2		
Monday, 8/31	<p>Before Monday, 8/31, at 11:59 p.m.:</p> <p>Read:</p> <ul style="list-style-type: none"> ● “My Life as a Dog” (214-17). <p>Post</p> <ul style="list-style-type: none"> ● Discussion Board Post: response to “My Life as a Dog.” 	NO CLASS; ONLINE ONLY
Tuesday, 9/1	<p>Read:</p> <ul style="list-style-type: none"> ● Generating ideas and text 259-65; ● Key Features of Reflections: 217-19. ● A Brief Guide to Writing Reflections: 219-21. <p>Post:</p> <ul style="list-style-type: none"> ● Two Discussion Board Comments to other students’ “My Life as a Dog” posts. ● Review the Plagiarism Tutorial and take the plagiarism quiz. 	<p>Discuss:</p> <ul style="list-style-type: none"> ● “My Life as a Dog” ● “Generating Ideas and Text” ● “Key Features of Reflections” ● Plagiarism
Thursday, 9/3		<p>Discuss:</p> <ul style="list-style-type: none"> ● Peer Review, Essay 1 ● diigo ● WordPress; Portfolio and Self-Assessment
Week 3		
Tuesday, 9/8	<p>Post:</p> <ul style="list-style-type: none"> ● Essay 1: Reflections, First Draft 	<p>Discuss:</p> <ul style="list-style-type: none"> ● Course Learning Outcomes ● Essay 1: Reflections, Peer Review ● Essay 1 Self-Assessment
Thursday, 9/10	<p>Post:</p> <ul style="list-style-type: none"> ● Essay 1: Reflections, Peer Review 	MONDAY SCHEDULE; NO CLASS MEETING

Sequence 2: Analyzing Texts (Chapter 8) Critical Analysis		
Week 4	Assignments Due Before Class	In-Class Activities
Tuesday, 9/15	Post: <ul style="list-style-type: none"> ● Essay 1: Reflections, Peer Review ● Essay 1: Reflections, Final Draft ● Essay 1: Reflections, Self-Assessment 	Introduction to Essay 2: Analyzing Texts (Chapter 8) Read: <ul style="list-style-type: none"> ● Key Features of Textual Analysis: 69-70. ● A Brief Guide to Writing Textual Analyses: 70-81
Wednesday, 9/16	Before Wednesday, 9/16, at 11:59 p.m.: Read: <ul style="list-style-type: none"> ● “The Fashion Industry: Free to Be an Individual” (52-57) Post: <ul style="list-style-type: none"> ● DBP: “The Fashion Industry.” ● Quiz: Citation Practices 	NO CLASS; ONLINE ONLY
Thursday, 9/17	Post: <ul style="list-style-type: none"> ● Two DBCs in response to other students’ “The Fashion Industry” posts 	Discuss: <ul style="list-style-type: none"> ● “The Fashion Industry” ● Analysis ● Summary ● Citing Sources ● Popcorn Maker
Week 5		
Tuesday, 9/22	Before Class Time: Post: <ul style="list-style-type: none"> ● Essay 2: Analyzing Texts, First Draft 	NO CLASSES
Thursday, 9/24	Before Class Time: Post: <ul style="list-style-type: none"> ● Essay 2: Analyzing Texts, Peer Review 	NO CLASS; ONLINE ONLY
Sequence 3: Reporting Information (Chapter 9) Expository Essay		
Week 6		
Tuesday, 9/29	Post: <ul style="list-style-type: none"> ● Essay 2: Analyzing Texts, Final Draft ● Essay 2: Analyzing Texts, Self-Assessment 	Introduction to Essay 3: Reporting Information (Chapter 9) Read: <ul style="list-style-type: none"> ● Key Features of Reporting Information: 108-09. ● A Brief Guide to Reporting Information: 110-18.
Wednesday, 9/30	Before Wednesday, 9/30, at 11:59 p.m.: Read: <ul style="list-style-type: none"> ● “Does Texting Affect Writing?” (87-95) Post: <ul style="list-style-type: none"> ● DBP: “Does Texting Affect Writing?” 	NO CLASS; ONLINE ONLY
Thursday, 10/1	Post: <ul style="list-style-type: none"> ● Two DBCs in response to other students’ “Does Texting Affect Writing?” posts 	NO CLASS; ONLINE ONLY

Week 7	Assignments Due Before Class	In-Class Activities
Tuesday, 10/6	Post: <ul style="list-style-type: none"> • Essay Topic 	Library Visit <ul style="list-style-type: none"> • Opposing Viewpoints in Context
Thursday, 10/8		NO CLASS; ONLINE ONLY
Week 8		
Tuesday, 10/13	Post: <ul style="list-style-type: none"> • Essay 3: Reporting Information, First Draft 	NO CLASS; ONLINE ONLY
Thursday, 10/15	Post: <ul style="list-style-type: none"> • Essay 3: Reporting Information, Peer Review 	Discuss: <ul style="list-style-type: none"> • Citations • Summaries • Synthesis • Organization
Week 9		
Tuesday, 10/20	Post: <ul style="list-style-type: none"> • Essay 3: Reporting Information, Final Draft • Essay 3: Reporting Information, Self-Assessment 	Workshop: <ul style="list-style-type: none"> • WordPress; Portfolio and Self-Assessment
Thursday, 10/22		Workshop: <ul style="list-style-type: none"> • WordPress; Portfolio and Self-Assessment
Sequence 4: Arguing a Position (Chapter 10)		
Week 10		
Tuesday, 10/27		Introduction: Essay 4: Arguing a Position (Chapter 10) Read: <ul style="list-style-type: none"> • "Key Features of Arguments" (135-137) • "A Guide to Writing Arguments" (138-149).
Wednesday, 10/28	Before Wednesday, 10/28, at 11:59 p.m.: Read: <ul style="list-style-type: none"> • "Organ Sales Will Save Lives" (119-24) Post: <ul style="list-style-type: none"> • DBP in response to "Organ Sales Will Save Lives" (119-24) 	NO CLASS; ONLINE ONLY
Thursday, 10/29	Post: <ul style="list-style-type: none"> • Two DBCs in response to other students' "Organ Sales Will Save Lives" posts 	NO CLASS; ONLINE ONLY
Week 11		
Tuesday, 11/3		Library Visit <ul style="list-style-type: none"> • Opposing Viewpoints in Context • Scholarly Articles • Summarizing Journal Articles
Thursday, 11/5		NO CLASS; ONLINE ONLY

Week 12	Assignments Due Before Class	In-Class Activities
Tuesday, 11/10	Post: <ul style="list-style-type: none"> Essay 4: Arguing a Position, First Draft 	Workshop: <ul style="list-style-type: none"> WordPress; Portfolio and Self-Assessment
Thursday, 11/12	Post: <ul style="list-style-type: none"> Essay 4: Arguing a Position, Peer Review 	NO CLASS; ONLINE ONLY
Sequence 5: Annotated Bibliography (Chapter 12)		
Week 13		
Tuesday, 11/17	Post: <ul style="list-style-type: none"> Essay 4: Arguing a Position, Final Draft Essay 4: Arguing a Position, Self-Assessment 	Introduction: Essay 5, Annotated Bibliography Read: <ul style="list-style-type: none"> "Key Features of Annotated Bibliographies" (158-159) "A Brief Guide to Writing Annotated Bibliographies" (159-163)
Thursday, 11/19		NO CLASS; ONLINE ONLY
Sequence 6: Portfolio and Self-Assessment (Chapter 29) and Media/Design (Chapters 52-54)		
Week 14		
Tuesday, 11/24	Post: <ul style="list-style-type: none"> Annotated Bibliography, Final Draft 	Introduction: Portfolio and Self-Assessment and Media/Design Read: <ul style="list-style-type: none"> "Compiling a Portfolio" (287-294) "Designing Text" (581-590)
Thursday, 11/26		THANKSGIVING
Week 15		
Tuesday, 12/1		Workshop: <ul style="list-style-type: none"> WordPress; Portfolio and Self-Assessment
Thursday, 12/3		Workshop: <ul style="list-style-type: none"> WordPress; Portfolio and Self-Assessment
Week 16		
Tuesday, 12/8		Workshop: <ul style="list-style-type: none"> WordPress; Portfolio and Self-Assessment
Thursday, 12/10		Workshop: <ul style="list-style-type: none"> WordPress; Portfolio and Self-Assessment
Week 17		
Monday, 12/14	Portfolio and Self-Assessment	NO CLASS; ONLINE ONLY