ENGL 1711-61 — Saint Paul College Composition 1
2022-23 Syllabus

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Office Hours:
- Purple Days: 1:40pm-3:00pm, Rm. 3270
- After School: Upon request
- Google Meet: Upon request, code: Stepan8

If there is a question about the class requirements, remember this syllabus is the ruling document. The instructor reserves the right to make changes to this syllabus throughout the school year. Any changes will be posted within Schoology.

Course Information

Total Credits: 4
Course Start Date: Thursday, September 9, 2022
Course End Date: Friday, June 10, 2023
Last Day to Withdraw: Apr 17, 2022
Meeting Times: ENGL 1711-61 meets Purple (2)

Course Description

This course emphasizes the process of writing expository and persuasive essays using effective writing skills and a variety of research techniques. The course includes an analysis of primary and/or secondary sources with a focus on critical reading, logical reasoning and academic research writing. Prerequisites: Grade of "C" or better in READ 0722 Reading 2, ENGL 0922 Fundamentals of Writing 2 with a grade of "C" or better, or appropriate assessment score.

Course Learning Outcomes

1. Demonstrate awareness of writing and speaking process through invention, organization, drafting, revision, editing and presentation. (1a)
2. Collaborate in groups with emphasis on listening, critical and reflective thinking, and responding. (1a, 1b, 1d)
3. Evaluate and synthesize material from diverse sources and points of view. (1c)
4. Use appropriate academic research techniques, including internet research and MLA citation methods. (1c)
5. Create logical and coherent arguments. (1e)
6. Identify and utilize effective rhetorical choices including syntax, usage, point of view, voice, and style of appropriate to academic and professional writing. (1d, 1f, 1g)
7. Evaluate the credibility of secondary sources for validity and bias. (1c)

Required Texts and Materials

- iPad and charger
- Notebook
- Folder

"Insider" Information

In addition to academic gifts and work ethic, another important skill of successful college students is trying to determine the instructor's quirks, hidden agendas, and classroom systems. In order to save you time and energy in "reading" me correctly, I will tell you things about myself that could influence grading and relating to others in the classroom.

- Open and honest communication is important to me. If you are having difficulty with something, let me know. If you are really enjoying an aspect of an essay, let me know. If you have questions that weren't addressed through the curriculum, let me know. When you want to reach me:
  - Email is the best way to start. I will generally check-in with my email throughout the school day (7:00 - 2:00) and try to respond quickly.
  - Want to have a conversation? Great! Send me an email to arrange a time, and I will send you a link to a Google meet or be at the appropriate location at the appropriate time.
  - Office hour are listed above.
- I like it when students take risks in their writing. In fact, I prefer students who try out new ideas (even when they spectacularly fail) to students who stick with the safe path.

These next few bullet points are specific to a classroom setting.

- I enjoy working with students who understand that a good discussion is more than just getting their ideas out there. Discussions take off when the interaction is more student-to-student, and I would encourage you to think of all the different ways you can contribute by listening, asking questions, summarizing other's ideas, building on other's ideas, and drawing other students into the discussion.
- I value respectful use of electronics in class. What does this mean?
  - Phones should never be out during class time. Students who are on their personal devices during class are not engaged with the rest of the class, and it is important that we respectfully engage one another to increase learning.
  - Additionally, when I say "tech off" I expect all iPads and laptops to be closed. I find the iPads to be incredible learning tools in the classroom, but we must also make sure that they are not things that distract us from our learning.

Course Assignments

- Essays (50% of your total grade)

Students will write four formal essays of 3-5 pages in length and two research papers that are 5-8 pages long. The research essay assignment is a required capstone project for this course. Students must complete it in order to pass the course. Students who fail to complete the research essay by the established deadline, or who submit a plagiarized research paper will, unequivocally, fail the course.

- Drafts (30% of your total grade)

  Composition 1 focuses on writing as a *process*, from invention, prewriting, drafting, revising, editing, to publishing the final product. The quality of your final pieces are dependent on your conscientious engagement in each stage in this process.

- Notebook (20% of your total grade)

  I use the term "notebook" as a general catch-all for other assignments you will complete for class. These include: pre-writing informal journals and reflections, responses to class readings, sentence building and fluency work, online discussions, and draft memos.

Late Work

Due dates will be given for all major assignments (see final page of the syllabus). Any late work will receive a one-letter grade deduction for every day that it is turned in after the due date.

Coursework Completion

Students will not be penalized for absence during the term due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Whenever possible, please communicate in advance with the instructor about absences. You will need to be selective when considering activities that will take you outside of the classroom on days that we meet — please review the late work policy above.

Withdrawals

If, for any reason, you decide not to complete the course, please officially withdraw as soon as you have made your decision. If you do not withdraw officially (and I cannot do it for you), you will receive a failing (F) grade for the course.

As per school policy, if it is before the withdraw deadline and a student has not attended class for two weeks in a row that student will be assigned a grade of FW (failure to withdraw). A student can still withdraw before the deadline if an FW is assigned. If you have a medical, family or other situation please contact your instructor immediately!

Assessment and Evaluation

You may check your grade through Schoology at any point during the term. If you have any questions or notice discrepancies, please contact me immediately. Students must achieve at least a 60% as a final grade to pass this course. Keep in mind, however, that a "C" grade or better is necessary for the grade to be transferable; also, many programs require a "C" or better.

As mentioned above, Composition 1 is a challenging class. The credits that you receive are transferable; therefore, the course has universal standards for quality. You will need to work hard to succeed, but be aware that hard work alone will not guarantee success. A "C" is a grade given to students who do work that is considered average by college standards everywhere. Students who take college composition have already demonstrated above average academic abilities; therefore, the bar for "average" work in college composition is set high. Effort is extremely important, but your grade is not based on effort.

Grade	% Range	Please Note
A	90 — 100%	• Saint Paul College uses whole letter grades (there are no +/-).
B	80 — 89%	• The percentage range represents a significant shift from the traditional Washington point system. Because of this, I will not be scoring assignments on a 1 — 4 scale. Most assignments will be scored out of 10 points, with final drafts scored out of 50 points.
C	70 — 79%	
D	60 — 69%	
F	0 — 59%	

Draft Structure

You will generally turn in a first, second, and final draft of each essay. Below is a description of each draft along with the rubric I will use for assessment. Please see the schedule on the last page of the syllabus for draft deadlines.

First Draft
- What I'm looking for…
    - A properly formatted pdf file uploaded to Schoology. Do not cut and paste a link to a Google document or to Dropbox, please. The draft should be complete with a beginning, middle, and end. It should have a clear purpose, an attempt to achieve that purpose, and an intentional organizational structure.
- What my comments will look like…
    - Comments will identify areas for improvement and suggest possible ways forward, but they will not be prescriptive. Huh? Basically, I'm not going to directly tell you what to write — you will combine my feedback with your own expertise and voice to create your piece.
    - I may identify one persistent grammar issue for you to address. You will need to identify the rule and make the corrections. I will not correct every single grammar mistake; the first draft is for content and structure, so you should not worry about the details of grammar.

- First Draft Rubric (50 points total):
    - Formatting (5 points): Correct heading, double spaced, Times New Roman font, 12 point, 3 pages long.

- - Introduction/Thesis (10 points): Introduction has a hook that grabs the reader's attention and is clearly related to the topic, mentions appropriate background information, history, and/or context of the topic which connects the reader to the topic. Thesis statement is clear and complete, explains the topic of the essay and provides supporting points which create a roadmap for body paragraphs.
    - Body Paragraphs (25 points): Paragraphs have a clear topic sentence that connects with a transition word and tells the topic. All evidence and examples are specific and relevant to the topic sentence of the paragraph. All explanations of evidence show how each piece of evidence supports the main idea. The topic is thoroughly discussed, presented, and argued in all paragraphs. Logical relationships in the essay are strong and cause no confusion. Ideas are clearly related and easy to follow.
    - Conclusion (10 points): The conclusion restates the thesis and summarizes the main ideas of the essay in a new way. No new ideas are presented that would fit better in the body. Good final comment that relates well to the topic (suggestion, opinion, or prediction).

Second Draft
- What I'm looking for…
  - A properly formatted pdf file uploaded to Schoology. Do not cut and paste a link to a Google document or to Dropbox, please. This should be as close to a final draft as you can get at this point. Your second draft should address my comments from the first draft and show significant changes, if necessary.
- What my comments will look like…
  - While the first draft is all about the "forest" (content and overall organization), the second draft takes a look at the individual "trees" (grammar, mechanics, sentence variety, vocabulary use, and transitions).
  - I will seek to identify areas of concern so you can make corrections. As much as possible, I will not *tell* you what to write. For example, I may identify verb tense as something that needs to be corrected, but I will not correct the text for you. Strong writers are continually learning about language and applying those lessons to their writing.
- Second Draft Rubric (50 points total):
  - Grammar/Mechanics (10 points): Errors in grammar, mechanics, and spelling are few. Grammar and mechanical errors do not impede meaning.
  - Sentence Variety/Vocabulary (10 points): Sentences begin and proceed in a variety of ways to avoid repetition and enhance style and effect. Vocabulary is sophisticated and precise.
  - Transitional Language (10 points): Language used between and within paragraphs to connect ideas.
  - Lingering Concerns (20 points): Draft thoroughly addresses issues raised in the comments in the first draft.

Final Draft
- What I'm looking for…

- - A properly formatted pdf file uploaded to Schoology. Do not cut and paste a link to a Google document or to Dropbox, please.
  - What my comments will look like…
    - You will notice that my final draft comments are concise and for assessment of your work only.
  - Final Draft Rubric (50 points total):
    - Organization/Cohesion (10 points): The text follows a logical structure, utilizes transitions within and between paragraphs to create cohesion.
    - Development (20 points): Central idea is well developed and clarity of purpose is exhibited throughout the paper. Abundance of evidence of critical, careful thought, analysis, and/or insight. Evidence and examples are vivid and specific, while focus remains tight.
    - Language/Style (10 points): Vocabulary is sophisticated and accurate. Sentences vary in structure and length. Uses and manipulates subject specific vocabulary for effect. Writer's tone is clear, consistent, and appropriate for the intended audience.
    - Grammar/Mechanics/Formatting (10 points): Text is carefully edited and contains few grammar and/or mechanical errors. Follows the expectations of MLA style.

Research Paper

- Specific requirements and rubrics for the Research Paper will be given in class and posted on Schoology.

Paper Formatting

All drafts must follow MLA style. To set up your papers on your iPad:

- Text style: Times New Roman font, 12 pt.
- Paragraph style: 2.0 line spacing.
- Heading in the upper left corner (hit return once after each element): your name, my name, course title, due date.
- Title of the essay should be centered and use a 12 pt font without bold or italics.
- No extra spaces between paragraphs or after the title.
- One-inch margins

Mandated Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an educator. As a mandated reporter I am legally required to share information regarding neglect or abuse to a responsible agency. In short, if you share information that raises concerns about your health and safety, or the health and safety of another person, I cannot keep this confidential.

Student Conduct

Students are responsible for conducting themselves in a manner that does not interfere with the educational process. Behavior that is threatening to the safety or welfare of yourself or

others, or that is harassing or discriminatory in nature, will be reviewed promptly by the College and appropriate action will be taken.

Additionally, students are urged to report to the instructor immediately any harassment by a classmate, whether in person, by email or through any online discussions and to forward the offending messages (if applicable).

Visit the [Code of Student Conduct](http://saintpaul.edu/studentservices/code-of-student-conduct) web page for more information (http://saintpaul.edu/studentservices/code-of-student-conduct).

Internet Etiquette (**Netiquette**)

Netiquette refers to internet etiquette, or the basic rules of courtesy that apply to all who use the internet. Follow these guidelines to maintain a positive learning environment for everyone.

General Rules of Conduct:

- Treat people with the same respect you would like to receive and help keep the online classroom a safe place for sharing. Respect the privacy of your classmates and what they share in class.
- Ask classmates for clarification if you find a discussion posting offensive or difficult to understand rather than jumping to conclusions about what the person has said.
- Remember that your work and behavior reflects on you as a person. What impression do you want to make?
- BE AWARE THE TYPING IN ALL CAPITAL LETTERS INDICATES SHOUTING.
- Be careful with humor and sarcasm. Both can be misunderstood with the absence of vocal or visual cues.
- Check your writing for errors by reviewing what you've written before submitting it.
- If you wouldn't say it to someone's face, don't say it in an online discussion.

Discussion Forums:

- Make a habit of reading your peers' discussion postings before your own to prevent repeating information.
- Avoid sweeping generalizations and knee-jerk reactions. Back up your arguments with facts and reliable sources, not unsubstantiated opinions or personal biases.
- Understand that your classmates may disagree with you and that's okay! Exposure to other people's opinions is part of the learning experience.
- Be understanding of others. Remember, electronic communication provides only a screen of words…no body language or expression. If there is a misunderstanding, be prepared to accept responsibility for failure to clearly state or understand the intended message.

Email:

- When emailing your instructors, include your full name, class with section number, and the name of the assignment (if applicable). Instructors often teach several sections of the same course, and they won't be able to answer your questions without some contextual information.

- Email messages should be polite and as short as possible while still getting your point across. Subject lines should be descriptive of the message's content.
- Know your audience! It may be acceptable to use acronyms and abbreviated text when emailing your friends, but use a casual business tone when writing your instructors. Remember, your writing reflects on you as a person.

Academic Integrity

Saint Paul College fosters the highest standards of academic integrity and the highest regard for truth and honesty. The attempt by students to present as their own any work not actually performed by them; collusion, fabrication and cheating on examinations, papers and other course-related work; stealing, duplicating or selling examinations; substituting for others in class discussions or examinations; producing other students' papers or projects; knowingly furnishing false or misleading academic information on official College records are considered violations of academic integrity and destructive to the central mission of the College.

The primary academic mission of Saint Paul College is the exploration and dissemination of knowledge. Academic integrity and honesty are integral to the academic process. Academic dishonesty is a serious offense which undermines the educational process and the learning experience for the entire College community.

It is expected that Saint Paul College students will understand and adhere to the concept of academic integrity and to the standards of conduct prescribed by the College's Academic Integrity Policy. It is expected that each student will assume responsibility for his/her work and that materials submitted in fulfillment of course, program, and College academic requirements must represent the student's own efforts. Any act of academic dishonesty attempted by a student at Saint Paul College is unacceptable and will not be tolerated.

Visit Saint Paul College's [Academic Integrity Policy](https://www.saintpaul.edu/studentservices/academic-integrity-policy) web page for more information (https://www.saintpaul.edu/studentservices/academic-integrity-policy).

Attendance and Participation

Students are expected to attend and participate in all classes the first week of the session. Students not attending during the first five business days of the term are subject to being assigned a grade of FN (Failure for Non-attendance). In case of absence, it is the responsibility of the student to contact the faculty member.

Students who stop attending prior to the withdraw deadline for the course but who do not officially withdraw from the course, are subject to begin assigned a grade of FW (Failure due to Unofficial Withdraw).

A student's course grade cannot be determined directly by attendance. However, attendance may be considered in the evaluation of performance only as it is identified in the course content goals/performance objectives. When required by the relevant certification body, attendance will be reported.

Absenteeism may affect a student's grade because of missed instruction. Course material and/or tests missed as a result of the student's absence may be made up at the discretion of the

instructor. However, the instructor is under no obligation to allow work and/or tests missed as a result of a student's absence to be made up.

Transgender Statement

If you identify as Transgender/Transsexual or Gender Queer and you have a preferred pronoun, gender specific identity, and or name that you wish to go by please contact your instructor. There are resources for LGBT students on campus. If you need future assistance you can also contact: Stephanie Hazen, Faculty Advisor of PRISM Campus Alliance at stephanie.hazen@stpaul.edu.

Religious Observances Statement

Saint Paul College fully supports the principles of free expression and respect for the diversity of beliefs, including religious observances, among our academic community. It is the policy of the College to provide reasonable academic accommodations for students when sincerely held religious beliefs conflict with classroom activities or course requirements that were not disclosed in the course description. It is the responsibility of the student to inform the instructor in a timely fashion of such possible conflicts. If a mutually agreed upon academic accommodation is not possible, the student may initiate an appeal.

Technology and D2L Brightspace Resources

The IT Helpdesk can directly help students with email accounts and access, Saint Paul College wireless access, IT related issues and problems, D2L, and many other technology-related issues. The IT Helpdesk is located in room 1470. You can also call (651) 846-1440 or email at helpdesk@saintpaul.edu.

IT Helpdesk Hours
- M — F: 7:00am — 6:30pm
- S & S: Closed
- [Online Self-Help](https://www.saintpaul.edu/studentservices/studenthelp) link (https://www.saintpaul.edu/studentservices/studenthelp)

After hours technical support is found through mnscuonline@custhelp.com / phone 1 (800) 456 - 8519. If the College's website is down, you can access D2L directly through the [login page](https://saintpaul.ims.mnscu.edu/index.asp) (https://saintpaul.ims.mnscu.edu/index.asp). Computer labs are open to all students at convenient times. These labs offer flash drive accessible computer access to a variety of business-related and academic computer applications, internet access, and programming languages. Student workers are available in each of the labs to answer questions and to help solve computer software and hardware problems.

Access and Disability Resources

Saint Paul College is committed to providing equal access to education for all students. Students who have a disability, or believe they may have a disability, are invited to contact the Office of Access & Disability Resources as soon as possible to determine eligibility and/or request accommodations. Accommodations are determined on a case-by-case basis. Please contact the Director of Access & Disability Resources at AccessResources@saintpaul.edu or (651) 846-1547, or in the Advising and Counseling Office Suite to request reasonable

accommodations. For additional information, visit the [Access and Disability Resources](https://www.saintpaul.edu/studentservices/access-and-disability-resources) web page (https://www.saintpaul.edu/studentservices/access-and-disability-resources).

The accommodations authorized on your forms should be discussed with your instructor. All discussions will remain confidential. Accommodations are not provided retroactively, so it is essential to discuss your needs at the beginning of the semester. Additionally, only accommodations approved by the Office of Access & Disability Resources will be provided.

Academic Planning

[Academic advising](https://www.saintpaul.edu/studentservices/academic-advising) (https://www.saintpaul.edu/studentservices/academic-advising) is available to students through Pathway Advisors and Program Faculty Advisors.

Tutoring

Free [tutoring](https://www.saintpaul.edu/studentservices/tutoring) (https://www.saintpaul.edu/studentservices/tutoring) is provided for all Saint Paul College students at three centers, each focusing on different subjects. The tutoring centers provide academic resources and support to help students become more successful and achieve their academic goals.

Free tutoring is offered in the following subject areas: Accounting, American Sign Language (ASL, Computer Basics, English as a Second Language, History, Math, Microsoft Office, Psychology, Speech, Study Skills, Spanish, and Writing.

Counseling

[Counseling](https://www.saintpaul.edu/studentservices/counseling) (https://www.saintpaul.edu/studentservices/counseling) is available to assist you with personal, educational, social and developmental concerns as well as general life planning and goal-setting. The on-staff counselor also provides crisis intervention services, career counseling, mediation, referrals to community agencies, and consultations when necessary.

Student Life

The [Office of Student Life](https://www.saintpaul.edu/campuslife/student-life) (https://www.saintpaul.edu/campuslife/student-life) is committed to providing students extracurricular programs, services, and involvement opportunities that enhance their education, personal, and professional development outside of the classroom setting. Student Life supports students through three objectives and is committed to:
- Building Community through Interaction and Involvement
- Helping Students Navigate the College Experience
- Providing Opportunities for Leadership Exploration and Development

Career Services

[Career Services](https://www.saintpaul.edu/studentservices/career-services) (https://www.saintpaul.edu/studentservices/career-services) provides free assistance to our students and Saint Paul College graduates in their search for part-time and full-time employment, including:
- Access to free online job postings via CAPS
- Listings of part-time and full-time job openings
- Cover letter, resume writing and interviewing assistance
- Career exploration and interest assessments
- On-campus job fairs and career related workshops

2021 - 2022 Essay Deadlines

This calendar only includes deadlines for rough and final drafts. Additional assignments, including periodic notebook checks, do not appear on here. Notebooks can be collected at any time, so always be ready to turn in your notebook!

Drafts must be uploaded to Schoology (or emailed to bryce.stepan@stpaul.k12.mn.us) by 11:59 p.m. on the due date. Late work will receive a one-letter grade deduction for every calendar day that it is turned in after the due date.

Quarter 1

Literacy Narrative (3-5 pages)	1st	Mon., Sept. 20	Rhetorical Analysis (3-5 pages)	1st	Mon., Oct. 18
	2nd	Mon., Sept. 27		2nd	Mon., Nov. 1
	Final	Mon., Oct. 11		Final	Sun., Nov. 7

*Please note: Sunday deadline.

Quarter 2

Portrait of a Writer (Recursive*) (3-5 pages)	1st	Mon., Nov. 22	Discourse Community Ethnography Bibliography and Data Collection (3-5 pages)	Bib. 1st	Mon., Dec. 20
	2nd	Mon., Nov. 29		Bib. 2nd	Mon., Jan. 10
	Final	Mon., Dec. 6		Bib. Final	Mon., Jan. 24

Quarter 3

Discourse Community Ethnography (5-8 pages)	1st	Mon., Jan. 31	Research / Argument Annotated Bibliography (3-5 pages)	1st	Mon., Feb. 28
	2nd	Mon., Feb. 14		2nd	Mon., March 14
	Final	Sun., Feb. 20		Final	Mon., March 28

*Please note: Sunday deadline.

Quarter 4

Research / Argument Paper (5-8 pages)	1st	Mon., April 19	Reflection and Revision / Writing Theory / Definition (Recursive*) (2-3 pages)	1st	Mon., May 23
	2nd	Mon., May 2		2nd	Mon., May 31
	Final	Mon., May 16		Final	Mon., June 6

*Please note recursive assignments will be started at the beginning of the school year and worked on until the final due date.

Schedule

<u>Quarter One (9/9/21-11/12/21)</u>

Weeks 1 and 2

(9/9/21-9/24/21)

Vocabulary: Funds of Knowledge, Discourse Community, Rhetoric

Readings: student examples of literacy narratives; Wardle and Downs, Why Study Writing?

Activities: Writing Opportunities, Discussion, and Lecture

Assignments: **Literacy Narrative, Draft 1 Due 9/20/21**

Weeks 3 and 4

(9/27/21-10/8/21)

Vocabulary: Discourse Community, Rhetoric

Readings: Wardle and Downs, Threshold Concepts of Writing; Wardle and Downs, Transfer: Applying Learning To New Writing Situations

Activities: Writing Opportunities, Discussion, Peer and Instructor Review

Assignments: **Literacy Narrative, Draft 2 Due 9/27/21**

Weeks 5 and 6

(10/11/21-10/20/21)

Vocabulary: Discourse Community, Rhetoric, Rhetorical Situation, Purpose, Audience

Readings: Malcolm X, Learning to Read; Wardle and Downs, Rhetorical Reading: The Reader's Role in Conversational Inquiry; Downs, Rhetoric: Making Sense of Human Interaction and Meaning Making

Activities: Writing Opportunities, Discussion, Multimodal Composition, Peer and Instructor Review, Analytical Reading Skills, Lecture

Assignments: **Literacy Narrative, Final Draft Due 10/11/21; Rhetorical Analysis, Draft 1 Due 10/18/21**

Weeks 7 and 8

(10/25/21-11/5/21)

Vocabulary: Discourse Community, Rhetoric, Rhetorical Situation, Purpose, Audience

Readings: Porter, Intertextuality and the Discourse Community

Activities: Analytical Reading Skills, Discussion, Peer and Instructor Review

Assignments: **Rhetorical Analysis, Draft 2 Due 11/1/21**

Week 9

(11/8/21-11/12/21)

Vocabulary: Discourse Community, Rhetoric, Rhetorical Situation, Purpose, Audience

Readings: Haas and Flower, Rhetorical Reading Strategies and the Construction of Meaning; Arbutus, The Value of Rhetorical Analysis Outside Academia [student essay]

Activities: Analytical Reading Skills, Discussion, Peer and Instructor Review

Assignments: **Rhetorical Analysis, Final Draft Due 11/7/21**

Quarter Two (11/15/21-1/27/22)

Weeks 1 and 2

(11/15/21-11/24/21)

Vocabulary: Funds of Knowledge, Discourse Community, Reflection, Metacognition, Process

Readings: Lamott, Shitty First Drafts; Perl, The Composing Process of Unskilled College Writers; Sommers, Revision Strategies of Student Writers and Experienced Adult Writers

Activities: Discussion, Reflection, Peer and Instructor Review

Assignments: **Portrait of a Writer, Draft 1 Due 11/22/21**

Weeks 3 and 4

(11/29/21-12/10/21)

Vocabulary: Funds of Knowledge, Discourse Community, Reflection, Metacognition, Process

Readings: Straub, Responding--Really Responding--to Other Students Writing; Celestine, Did I Create the Process? Or Did the Process Create Me? [student essay]

Activities: Discussion, Reflection, Peer and Instructor Review

Assignments: **Portrait of a Writer, Draft 2 Due 11/29/21; Portrait of a Writer, Final Draft 12/6/21**

Weeks 5 and 6

(12/13/21-1/7/22)

Vocabulary: Discourse Community, Genre, Rhetorical Situation, Context, Audience, Purpose, Declarative and Procedural Knowledge

Readings: Gee, Literacy, Discourse, and Linguistics; Wardle, Identity, Authority, and Learning to Write in New Workplaces; Brandt, Sponsors of Literacy

Activities: Research, Data Collection, Lecture, Discussion, Peer and Instructor Review

Assignments: **Discourse Community Ethnography Bibliography and Data Collection, Draft 1 Due 12/20/21**

Weeks 7 and 8

(1/10/22-1/21/22)

Vocabulary: Discourse Community, Genre, Rhetorical Situation, Context, Audience, Purpose, Declarative and Procedural Knowledge

Readings: Cisneros, Only Daughter; Swales, Reflections on the Concepts of Discourse Community

Activities: Research, Data Collection, Lecture, Discussion, Peer and Instructor Review

Assignments:**Discourse Community Ethnography Bibliography and Data Collection, Draft 2 Due 1/10/22**

Week 9

(1/24/22-1/27/22)

Vocabulary: Discourse Community, Genre, Rhetorical Situation, Context, Audience, Purpose, Declarative and Procedural Knowledge

Readings: Klass, Learning the Language; McCarthy, A Stranger in Strange Lands

Activities: Research, Data Collection, Discussion, Peer and Instructor Review

Assignments: **Discourse Community Ethnography Bibliography and Data Collection, Final draft Due 1/24/22**

Quarter Three (1/31/22-4/1/22)

Weeks 1 and 2

(1/31/22-2/11/22)

Vocabulary: Discourse Community, Genre, Rhetorical Situation, Context, Audience, Purpose, Declarative and Procedural Knowledge

Readings: Johns, Discourse Communities and Communities of Practice

Activities: Lecture, Discussion, Peer and Instructor Review

Assignments: **Discourse Community Ethnography, Draft 1 Due 1/31/22**

Weeks 3 and 4

(2/14/22-2/25/22)

Vocabulary: Discourse Community, Genre, Rhetorical Situation, Context, Audience, Purpose, Declarative and Procedural Knowledge

Readings:Branick, Coaches Can Read, Too; Feldman, Galaxy-Wide Writing Strategies Used by Official Star Wars Bloggers [student essay]

Activities: Discussion, Peer and Instructor Review

Assignments: **Discourse Community Ethnography, Draft 2 Due 2/14/22; Discourse Community Ethnography, Final Draft Due 2/20/22**

Weeks 5 and 6

(2/28/22-3/11/22)

Vocabulary: Rhetorical Situation, Audience, Purpose, Context

Readings: Swales, CARS (Creating a Research Space) Model

Activities: Research, Data Collection, Lecture, Discussion, Peer and Instructor Review

Assignments: **Research / Argument Annotated Bibliography, Draft 1 due 2/28/22**

Weeks 7 and 8

(3/14/22-3/25/22)

Vocabulary: Rhetorical Situation, Audience, Purpose, Context

Readings: Greene, Argument as Conversation: The Role of Inquiry in Writing a Researched Argument; Covino and Jolliffe, What is Rhetoric?

Activities: Research, Data Collection, Lecture, Discussion, Peer and Instructor Review

Assignments: **Research / Argument Annotated Bibliography, Draft 2 due 3/14/22**

Week 9

(3/28/22-4/1/22)

Vocabulary: Rhetorical Situation, Audience, Purpose, Context

Readings: Martin, Plagiarism: A misplaced Emphasis

Activities: Research, Data Collection, Discussion, Peer and Instructor Review

Assignments: **Research / Argument Annotated Bibliography, Final Draft due 3/28/22**

Quarter Four (4/11/22-6/10/22)

Weeks 1 and 2

(4/11/22-4/22/22)

Vocabulary: Rhetorical Situation, Audience, Purpose, Context

Readings: Lamott, Shitty First Drafts

Activities: Discussion, Lectures, Reflection, Peer and Instructor Review

Assignments: **Research / Argument Paper, Draft 1 due 4/19/22**

Weeks 3 and 4

(4/25/22-5/6/22)

Vocabulary: Rhetorical Situation, Audience, Purpose, Context

Readings: Prior, Tracing Process: How Texts Come into Being

Activities: Discussion; Self, Peer, and Instructor Review

Assignments: **Research / Argument Paper, Draft 2 due 5/2/22**

Weeks 5 and 6

(5/9/22-5/20/22)

Vocabulary: Rhetorical Situation, Audience, Purpose, Context

Readings: None

Activities: Self, Peer, and Instructor Review

Assignments: **Research / Argument Paper, Final Draft due 5/16/22**

Weeks 7 and 8

(5/23/22-6/3/22)

Vocabulary: Funds of Knowledge, Discourse Community, Reflection, Metacognition, Process, Audience, Genre, Rhetorical Situation, Purpose, Context, Declarative and Procedural Knowledge

Readings: Sommers, I Stand Here Writing

Activities: Metacognition, Reflection, Discussion

Assignments: **Reflection and Revision / Writing Theory / Definition, Draft 1 Due 5/23/22 ; Reflection and Revision / Writing Theory / Definition, Draft 2 Due 5/31/22**

Week 9

(6/6/22-6/10/22)

Vocabulary: Funds of Knowledge, Discourse Community, Reflection, Metacognition, Process, Audience, Genre, Rhetorical Situation, Purpose, Context, Declarative and Procedural Knowledge

Readings: Alexie, The Joy of Reading and Writing: Superman and Me

Activities: Metacognition, Reflection, Discussion

Assignments: **Reflection and Revision / Writing Theory / Definition, Final Draft Due 6/6/22**