

First Year Writing Section 38

ENGL 1A

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/20/2023

Meeting Time	Fridays 9:30 - 12:15
Meeting Place	BBC 123

Contact Information

Instructor: Prof. Rachel Turner

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Office: FOB 118

Office Location:	https://sjsu.zoom.us/my/engl1atexttools (https://sjsu.zoom.us/my/engl1atexttools) Make an appointment HERE (https://calendar.google.com/calendar/u/0/selfsched?sstoken=UUVtRWsweWpSbU5PfGRIZmF1bHR8MzgqZDZIMWVvMDU1MmExYWMwYzBiMDVvNmUyYWUxYzM)
Email:	rachel.turner@sjsu.edu (mailto:rachel.turner@sjsu.edu)
Office Hours:	Fridays, 2 p.m. - 4:00 p.m., by appointment (https://calendar.google.com/calendar/u/0/selfsched?sstoken=UUVtRWsweWpSbU5PfGRIZmF1bHR8MzgqZDZIMWVvMDU1MmExYWMwYzBiMDVvNmUyYWUxYzM); alternative times available by request Email checks at 9:00 a.m. weekdays

Course Description and Requisites

English 1A is an introductory course that prepares students to join scholarly conversations across the university. Students develop reading skills, rhetorical sophistication, and writing styles that give form and coherence to complex ideas for various audiences, using a variety of genres. GE Area: A2

Prerequisite: Completion of Reflection on College Writing

Letter Graded

* Classroom Protocols

ENGL 1A Course Content

Diversity: SJSU is a diverse campus. As such, our course is designed to include an emphasis on a diverse range of voices and viewpoints. We will engage in integrated reading and writing assignments to construct our own arguments on complex issues that generate meaningful public discussions.

Writing: Writing is at the heart of our class. Our exploration of writing will allow us to prepare ourselves and each other for academic

and real-world writing scenarios. Assignments give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. Our class requires a minimum of 8000 words, at least 4000 of which must be in revised final draft form. More specific descriptions and instructions will be distributed for all major assignments in class.

Reading: There will be a substantial amount of reading for our class, some of which will come from texts I select (listed below) and some of which will be from sources you locate.

Critical Thinking: In addition to focusing on how to write arguments, the course also teaches you how to analyze and evaluate texts critically. More specifically, you will practice evaluating arguments for purpose, audience, rhetorical strategies, conclusions; evaluating ideas by contextualizing your assumptions and values (historical, cultural, socio-economic, political) and presenting your claims as objectively as possible; and evaluating and re-evaluating your own understanding of ideas by identifying your own interpretive lens.

Final Experience: We will compile a portfolio at the end of the semester that includes selected examples of your writing produced for our class, as well as materials from your RCW Canvas course. We will talk more about the portfolio later in the semester.

Time Commitment

Success in ENGL 1A is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Final Examination or Evaluation

In ENGL 1A, our learning culminates in a digital Reflection and Portfolio Assignment. In this assignment, we will gather samples of our writing that demonstrate our learning; we will write a reflection essay that explains what we have learned, how we learned it, and how we will use it in future learning; and we will submit our portfolio for consideration to other people in the first-year writing program. This is our chance to identify and articulate what we've learned and what we'll take forward with us into future learning/writing experiences.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course login website. You're responsible for regularly checking with the messaging system through MySJSU to learn of any updates. For help with using Canvas see Canvas Student Resources page.

Program Policies

First-Year Writing policies are listed at the following website: <https://www.sjsu.edu/english/frosh/program-policies.php> (<https://www.sjsu.edu/english/frosh/program-policies.php>)

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website](https://www.sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php) (<https://www.sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php>).

Course Goals

Upon completion of this course, students will be able to:

1. Summarize, explain, critique, and question the primary content of reading sources objectively in multiple formats
2. Analyze textual sources of information encountered online for relevance, accuracy, authority, perspective, and purpose.
3. Analyze the information presented in a variety of texts and formats for their component parts and arguments
4. Argue their point of view and justify it with supporting outside sources in debate, presentation, and written papers
5. Organize supporting arguments and evidence in structures appropriate to specific audiences and purposes
6. Apply information from required sources and sources they have found in academic writing with appropriate citations
7. Control conventions of written English for an academic audience
8. Reflect on their own learning processes and demonstrate metacognitive practices in their reflections

More reading and writing occur online than ever before, but how does the platform we use to receive our information affect the way we understand that information? How does the place where we write affect the way we present ourselves when we write? How can we identify our audience when anyone in the world may be able to access our written words? How can we determine which opinions are actually our own and which are simply generated preferences from an algorithm? The information age has given us immeasurable data online, but understanding needs to come from us. In this writing course, we will explore how the tools we use to access information affect our reading strategies to critically interpret that information, and how the technology we implement to express ourselves shapes the way we construct our written texts. As we read opinions and perspectives across technological development of text from the past decade to the present, we will record both our understanding of the content, our reactions, and the connections we make in reading responses, and also our process for reading and annotating in short, recorded sessions with follow-up reflections. All of our writing will build from one transcription tool to the next, from hand-written work, to word processed documents, to edited and interactive digital media. As we build our understanding from our readings and developmental essays, we will explore present our documentation of our understanding in our portfolios to each other and reflect on the dynamic and changing process of text and how we work with it.

Course Learning Outcomes (CLOs)

GE Area A2: Written Communication

Written Communication I courses cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing at the university. A grade of C- or better designates that a student has successfully oriented reading and writing practice in English to support college level research and learning and to share learning with C- or better is a CSU graduation requirement.

GE Area A2 Learning Outcomes

Upon successful completion of an Area A2 course, students should be able to:

1. demonstrate knowledge and understanding of the content, context, effectiveness, and forms of written communication;
2. perform essential steps in the writing process (prewriting, organizing, composing, revising, and editing);
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
4. integrate their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres; and
5. demonstrate college-level language use, clarity, and grammatical abilities in writing.

Writing Practice: Students will write a minimum of 8000 words, at least 4000 of which must be in revised final draft form.

Course Materials

Required Texts/Readings

There will be no required textbook in this class. However, that does not mean we will not be reading. All course reading materials will be available through Canvas resource links, or presented in class. Students will also be responsible for locating other reading materials throughout the course in support of their writing projects.

Other Technology Requirements / Equipment / Material

Students will be expected to bring note-taking material (writing implements and paper) and relevant previous notes and assignments to class as indicated by the syllabus assignment schedule. Some material can be provided (bluebook paper, for example) but with limited supply. This is a writing class, so it is expected students will have the material to do some writing during the class.

Students are required to have access to an internet-connected device with access to Canvas assignments and SJSU Google docs. While a laptop is not always required during class sessions, there will be opportunities to edit, format, and collaborate on documents during some class sessions. These "LAPTOP RECOMMENDED" days will be marked on Canvas and included in the semester schedule.

If you have difficulty accessing a suitable laptop, there are free resources available to you through [SJSU's IT IMS Equipment Loaning \(https://sjsuequipment.getconnect2.com/\)](https://sjsuequipment.getconnect2.com/) (semester-long loans) or [MLK Library's Student Computing Services \(https://library.sjsu.edu/student-computing-services\)](https://library.sjsu.edu/student-computing-services) (24-hour, 7-day, or semester-long loans).

☰ Course Requirements and Assignments

This course has 5 required projects: the culmination of your writing process toward a final draft of a different style of paper.

All readings, homework, and in-class assignments are designed to develop your ideas and expression through the steps of the writing process, from invention and idea and evidence-gathering to prewriting, organizing, composing, revising, and editing your work before you submit your final draft. All projects have guided in-class time to develop over a period of 3-4 weeks, and an additional period of 2-3 weeks outside of class to polish the finished product to be submitted in a CALL FOR PAPERS: FINAL DRAFT.

Combined, these papers account for 20% of your grade overall, and are assessed not just on their individual completion, but the steps you develop to achieve them, as identified in their outcome-based rubrics.

Paper 1—Researched Argumentative Paper: 5-Paragraph Expanded Structure, Open Research, Scholarly Peer Reviewed Source Required

Over the course of 4 weeks, students will develop their information literacy to explain the online textual landscape for a particularly fraught subject and examine how misinformation may be mitigated for a particular subject group. The final draft of this paper is expected to be at least 800 words.

- Developmental texts and readings will introduce the topic and provide background perspectives for the subject group.
- An in-class quiz will confirm understanding of the subjects of information literacy, perspective, authority, expertise, and evaluation of online information. An in-class essay from this quiz will serve as the prewrite for the paper.
- Techniques of reverse-outlining will be introduced to adjust body structure and topic sentence clarity.
- Identification of peer-reviewed scholarly sources will be practiced in class, followed by an assigned annotated bibliography to provide a required source of evidence for the paper.
- Enhancing outlines with quoted and cited textual evidence will be practiced in class, followed by techniques for paraphrasing and developing composition for a first draft.
- Peer reviews will be conducted to examine content and structural requirements.
- Feedback from peer reviews and instructor will guide the revising process as in-class works develops integration of outside source evidence in accurate paraphrasing and quote attribution.
- College-level syntax will be introduced for sentence structure, and collaboratively developed with peers before a grammatical review.
- APA formatting will be introduced, collaboratively examined, and reviewed before submitting the final draft of this paper.

Paper 2—Researched Argumentative Paper: Classical/Rogerian Issue & Stance, Contextual Definition & Counterargument

Over the course of 4 weeks, students will develop their argumentative flexibility to take a stance on a debated subject in technology design and examine how they may establish criteria to apply or dismiss claims of ethical adherence or violations. The final draft of this paper is expected to be at least 1000 words.

- Developmental texts and readings will introduce the topic and provide background perspectives for the subject group.
- An in-class quiz will confirm understanding of the subjects of behavioral design, habits, addictions, and environmental and structural influences on consumer behavior and consent. An in-class essay from this quiz will serve as the prewrite for the paper.
- Techniques of reverse-outlining will be reviewed and applied to a choice of two models: Classical or Rogerian, to be determined by the stance of the intended audience.
- Identification of contextual definitions of ethics will be practiced in class, followed by an assigned annotated bibliography to provide a required source of evidence for the paper.
- Enhancing outlines with quoted and cited textual evidence will be practiced in class, followed by techniques for paraphrasing and developing composition for a first draft.
- Effective use of counterarguments will be introduced in class as well as methods for avoiding argumentative fallacies when presenting opposing views.
- Peer reviews will be conducted to examine content and structural requirements.
- Feedback from peer reviews and instructor will guide the revising process as in-class work develops integration of outside source evidence in accurate paraphrasing and quote attribution.
- College-level syntax will be introduced for presenting contrast and concession, and collaboratively developed with peers before a grammatical review.
- Key aspects of academic style will be introduced, collaboratively examined, and reviewed before submitting the final draft of this paper.

Paper 3—Rhetorical Analysis Essay: Identification of Context, Specific Audience, and Purpose for Efficacy of Rhetorical Appeals

Over the course of 3 weeks, students will develop their analytical application to examine a text they have previously encountered and analyze how the specific rhetorical techniques used in the text might have varying degrees of appeal given the specific audience in the text's rhetorical situation. The final draft of this paper is expected to be at least 1000 words.

- Developmental texts and readings will introduce the topic and provide background perspectives for the subject group.
- An in-class quiz will confirm understanding of the subjects of technology's influence on focus and attention, as well as the influence of intellectual tools on their users. An in-class example essay from this quiz will serve as a model to be analyzed.
- An independent prewrite will be developed based on the student's selected text to examine context, purpose, audience, and rhetorical strategies.
- Techniques of reverse-outlining will be reviewed and applied to a choice of three models: chronological, by appeal, or by technique, to be determined by the style of the text being analyzed and which most appropriately and effectively break it down.
- Identification of rhetorical techniques and their ability to successfully or unsuccessfully appeal to different audiences.
- Enhancing outlines with quoted and cited textual evidence will be practiced in class, followed by techniques for when to appropriately block quote, and developing composition for a first draft.
- Peer reviews will be conducted to examine content and structural requirements.
- Feedback from peer reviews and instructor will guide the revising process as in-class work develops examination of how to report purpose and ideas of others grammatically, as well as how to explain rhetorical weaknesses or flaws in a text for specific audiences.
- Key aspects of Rhetorical Analysis structure will be reviewed with an example and collaboratively examined before submitting the final draft of this paper.

Paper 4—Email to a Researcher: Applying Specific Audience, Adjusting Voice for Specific Purpose

Over the course of 3 weeks, students will develop their rhetorical reading and integration of others' ideas to their own to present themselves to a researcher they have previously encountered through texts in this class and compose an email to enact a specific type of reply from their precise audience. The final draft of this paper is expected to be at maximum 300 words.

- Developmental texts and readings will introduce the topic and provide background perspectives for the subject group.
- An in-class quiz will confirm understanding of the subjects of differences in digital and print-based reading and literacy, as well as the importance of empathy and background knowledge for the reading brain's ability to perform critical thinking. An in-class example email from this quiz will serve as a model to be analyzed.
- An independent prewrite will be developed based on the student's selected author to examine research content, stance, perspective, reputation, and authority in the field.
- Amplification structure for cold-call emails will be introduced and examined as a method of enacting rhetorical purpose.
- Identification of how to present scholarly agreement and disagreement to enact collegiate purpose will be practiced in class, as well as techniques for appropriately paraphrasing research ideas into questions that further develop the research (rather than check for understanding) to work toward a first draft.
- Peer reviews will be conducted to examine content and structural requirements.
- Feedback from peer reviews and instructor will guide the revising process as in-class work develops examination of how use precise terms, clarify the relationship between sentences, and write concisely for specific genres, purposes, and audiences.
- Key aspects of the amplification structure, precise language, and tone will be reviewed with an example and collaboratively examined before submitting the final draft of this paper.

Paper 5—Reflective Essay: Self Reflection on Course Learning Outcomes Based on Written work

Over the course of 16 weeks, students will reflect on the development of their skills in the 5 areas covered by the GE Area A2: Written Communication. The final draft of this paper is expected to be at least 500 words.

- Developmental reflection paragraphs will examine student work toward specific GELOs.
- A portfolio of written work based on submissions to the RCW course, major assignments in ENGL-1A (final drafts), and an annotated bibliography of said work.
- A written reflection essay based on the principles of descriptive, interpretive, evaluative and planning-based reflection will be presented, disclosed and prepared for before the final examination time.
- The reflection essay prompt will be disclosed by the last day of class, giving students opportunity to develop a draft and check over their composition with others.
- During the allotted time for a final examination, further opportunity to compose, revise, and check the reflection essay will be granted. The submission of the essay and the complete portfolio will be expected by the end of the final examination period.

Submission Requirements

Online Submission:

Submissions are due online **9:00 a.m. before class** (to enable adjustments for printing by instructor, upload times, etc).

Online submissions must be in the form of an SJSU Google Doc with comments enabled to receive feedback on the digital document. Other files (Docx, PDF) will receive feedback in printed form. Submitted documents that are unable to be accessed for viewing or printing will receive an automatic 50% grade and receive no feedback.

If printed submissions or readings are preferred, printing is available to all SJSU students [through Spartan Print Stations with Wepa \(https://www.sjsu.edu/it/services/collaboration/print/index.php\)](https://www.sjsu.edu/it/services/collaboration/print/index.php).

Peer Replies and Feedback Submissions:

In cases where a submission is required earlier to facilitate peer interactions (like replies to comments and peer feedback), an earlier time will be marked for submissions (**Tuesdays at 9 a.m.**) so that classmates will have the time and opportunity to reply and engage with the work in a timely manner.

Late Policy

All submissions to the course may automatically receive a late penalty of -5% per day. There is a 24-hour grace period on large file submissions (specifically Study with Me Videos) before this penalty takes effect to account for difficulty submitting files, internet connectivity issues, or difficulty signing into campus resources. After 10 days, any late submissions will automatically receive a

grade of 50% and will not receive comments for assessment. Submissions that are missing during the grading period (roughly 1-2 weeks from submission) will receive a grade of 0 until a submission is sent in and assessed. Any submission, regardless of tardiness, quality, visibility or legibility, will receive a minimum of 50%.

Extensions

Extensions for assignments may be granted in the case of an emergency, such as extreme illness, personal injury, natural disaster, or the death of a family member provided adequate notice has been given. Barring extreme mitigating circumstances, extensions will not be granted unless a request has been approved at least 24 hours prior to the listed due date.

Consultations: Getting Connected for this Course

Consultations are highly recommended as part of the metacognitive process for this class and its portfolio. There are multiple ways to consult with others from a variety of college resources: [office hour appointments](#) (<https://calendar.google.com/calendar/u/0/selfsched?sstoken=UUVtRWsweWpSbU5PfGRIZmF1bHR8MzgzZDZIMWVkdMU1MmExYWMwYzBiMDVKNmUyYWUxYzZM>), [Writing Workshop sessions](#) (<https://www.sjsu.edu/writingcenter/workshops-events/workshop-calendar.php>), [Peer Connections sessions](#) (<https://www.sjsu.edu/peerconnections/about/appointment.php>), a meeting at the [Writing Center](#) (<https://sjsu.mywconline.com/>) or [Communications Center](#) (<https://sjsu.mywconline.net/>), or forming an [Independent Class Study Group](#) (<https://success.tulane.edu/blog/virtual-study-groups>). Consultations are designed to ensure student success and preparation for tasks as well as to assist with questions or concerns the student may have regarding standing in the class, ability or resources to complete assignments, or alternative assignments to be issued in the event that equipment or circumstances prevent the student from completing the necessary assignments. Consultations are recommended to all students, not just those who are struggling, so as to make the most of the resources available to students, provide networking opportunities, and to ensure a connected and productive experience during the semester.

✓ Grading Information

Criteria

Type	Weight	Topic	Notes
Readings & Textual Analysis	20%	(GELO 1) demonstrate understanding of content, context, efficacy, and forms of written communication (GELO 4) Integrate your ideas and those of others	Summary-Responses to readings, Text Evaluations, Annotated Bibliographies, Study with Me Videos, Chapter Annotations, Text Review Quizzes
Writing Process	20%	(GELO 2) Perform steps of the writing process	Prewrites, In-Class Essay Quizzes, Example Paper Analysis Quizzes, Outlines and Organizational Models, First Drafts, Revisions
Mechanics & Style Development	20%	(GELO 3) Write according to rhetorical features of text (GELO 5) Demonstrate college-level language use, clarity, and grammatical proficiency	Grammar & Mechanics Exercises, Collaborative Paragraph Exercises, Academic Style Reviews, Collaborative Formatting Exercises
Class Contributions	10%	(GELO 4) Integrate your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres	Class Engagement Responses, Peer Reviews, Collaborative In-Class Assignments
Reflection & Metacognition	10%	(GE PLO 9) Evaluate and reflect on one's own learning while building on prior knowledge and life experiences	Lead-In Preparation, Reflections, and Portfolio
Outcome Assessments	20%	(GELO 1) (GELO 2) (GELO 3) (GELO 4) (GELO 5)	Development toward and presentation of Final Drafts

Breakdown

Grade	Range	Notes
A+	96 to 100	

Grade	Range	Notes
A	93 to 95	An "A" range essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in an effective and compelling voice. It will show the student's ability to use language effectively with a solid command of grammar, mechanics, and usage.
A-	90 to 92	
B+	86 to 89	
B	83 to 85	A "B" range essay demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.
B-	80 to 82	
C+	76 to 79	
C	73 to 75	A "C" range essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.
C-	70 to 72	
D+	66 to 69	
D	63 to 65	A "D" range essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.
D-	60 to 62	
F	Below 60	An "F" essay does not fulfill the requirements of the assignment.
Requirement	There is no rounding, curving, or estimation of grade percentages for this course.	This course must be passed with a C- or better as a CSU graduation requirement.

University Policies

Per [University Policy S16-9 \(http://www.sjsu.edu/senate/docs/S16-9.pdf\)](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page \(https://www.sjsu.edu/curriculum/courses/syllabus-info.php\)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

When	Topic	Notes
Wk0	Pre-Class Prep	Check Canvas & Resources Module Lead-In Introductions: YourSongIntro.mp4 (Est. 20min)

When	Topic	Notes
Wk1 FRI 01/27	In Class A: Intros, Syllabus, Reading Popular Sources In Class B: Types of text, Examining Scholarly Sources	Homework: Syllabus and Expectations Review (Est. 30min) Portfolio Prep: RCW Document Collection (Est. 20min) Facts & Expertise Lead-In Discussion (Est. 45min)
Wk2 FRI 02/03	In Class A: Facts & Expertise Discussion, Approaching Annotation, In-Class Text 2 Annotation & Discussion In Class B: Text 3: Nichols Article Summary-Response, Approaching Timed Writing Prompts (Prewriting), Body Paragraph Tips	Homework: Mini Quiz Review Text 2: Jeff Jarvis "Lectures are Bullshit" (LIMITED 20min) FINISH Text 3: Nichols Article Summary-Response (Est. 40min) Text 4 START Reading (Document pp. 1-11) for Study with me Video (Est. 60min)
Wk3 FRI 02/10	In Class A: Quiz! In Class B: Project 1 - Paper 1 Overview, Prewrite Review, Reverse-Outlining, Finding Scholarly Sources	Homework: Text 4 Finish Study with Me Video (Document pp. 11-21) (Est. 60min) Mini Quiz: Review Texts 2, 3, 4 (LIMITED 20min), Outside Text Evaluation (Est. 30min) Outside Text Evaluation (Est. 30min) Annotated Bibliography: Peer Reviewed Scholarly Source (Est. 60min)
Wk4 FRI 02/17	LAPTOP RECOMMENDED In Class A: Collaborative APA Poster, Drafting from Outlines, Integrating quotes In Class B: Enhancing drafts, Supporting and Integrating Paraphrases	Homework A: DUE TUESDAY 9:00 A.M. Paper 1 First Draft (Est. 90min) Homework B: DUE FRIDAY 9:00 A.M. Peer Review: Content Check (Est. 20min)
Wk5 FRI 02/24	LAPTOP RECOMMENDED In Class A: Revising Drafts, Grammar for Sentence Structure, Grammatical Paraphrases In Class B: APA Format Overview, Collaborative Re-formatting Practice	Homework: Mechanics & Academic Style Review 1 (Est. 30min) Paper 1 Revision (Est. 60min) Reflection Paragraph #1 (Est. 30min) Habits & Addictions Lead-In Discussion (Est. 50min)

When	Topic	Notes
Wk6 FRI 03/03	In Class A: Habits & Addictions Discussion, Approaching Annotation, In-Class Text 5 Annotation & Discussion In Class B: Text 6 Alter Interview Summary-Response, Approaching Thesis Statements (Prewriting), In-Class Essay Tips	Homework: Mini Quiz Review Text 5: Nir Eyal "Americans Legalize Pot—And Then Panic Over Tech Addiction" (LIMITED 20min) FINISH Text 6: Alter Interview Summary-Response (Est. 40min) Text 7 Start Reading (Document pp. 1-12) for Collaborative Social Annotation (Est. 60min)
Wk7 FRI 03/10	In Class A: Quiz! In Class B: Project 2 - Paper 2 Overview, Prewrite Review, Classical/Rogerian Organizational Models, Contextual Definitions	Homework: Text 7 Finish and Reply to Group Members (Document pp. 12-24) (Est. 60min) Mini Quiz: Review Texts 5, 6, 7 (LIMITED 20min) Outside Text Evaluation (Est. 30min) Annotated Bibliography: Contextual Definition Source (Est. 60min)
Wk8 FRI 03/17	LAPTOP RECOMMENDED In Class A: Contextual Definition Review, Collaborative Contextual Definition Application In Class B: Evaluating and Incorporating Counterarguments, Collaborative Counter Argument Construction	Homework A: DUE TUESDAY 9:00 A.M. Paper 2 First Draft (Est. 90min) Homework B: DUE FRIDAY 9:00 A.M. Peer Review: Content Check (Est. 20min) Call for Papers: Paper 1 Final Draft Submission
Wk9 FRI 03/24	LAPTOP RECOMMENDED In Class A: Revising Drafts, Grammar for Contrast and Concession, Grammatical Quotations In Class B: Academic Style Overview, Collaborative Style Comparison	Homework: Mechanics & Academic Style Review 2 (Est. 30min) Paper 2 Revision (Est. 60min) Reflection Paragraph #2 (Est. 30min) Focus & Attention Lead-In Discussion (Est. 50min)
Spring Recess 03/27— 03/31	Take a Break!	

When	Topic	Notes
Wk10 FRI 04/07	In Class A: Focus & Attention Discussion, Approaching Annotation, In-Class Text 8 Annotation & Discussion In Class B: Text 9: Carr Speech Summary-Response, Rhetorical Appeals (Prewriting), Analysis Tips	<p>Homework A: DUE TUESDAY 9:00 A.M.</p> <p>Mini Quiz Review Text 8: Kenneth Goldsmith "Go Ahead: Waste Time on the Internet" (LIMITED 20min)</p> <p>Take-Home Quiz (LIMITED 60min)</p> <p>Homework B: DUE FRIDAY 9:00 A.M.</p> <p>Paper 3 Prewrite (Est. 40min)</p> <p>Text 10 START Reading (Document pp. 1-11) for Study with me Video (Est. 60min)</p>
Wk11 FRI 04/14	LAPTOP RECOMMENDED In Class: Text 8 & 9 Discussion, Collaborative Summary-Response Check, Rhetorical Appeals (Prewriting), In-Class Analysis Tips In Class B: Reviewing Rhetorical Context, Drafting from Outlines, Intro to Block Quotes	<p>Homework:</p> <p>Text 10 Finish (Document pp.11-21) for Study with Me Video (Est. 60min)</p> <p>Mini Quiz: Review Texts 8, 9, 10 (LIMITED 20min)</p> <p>Paper 3 First Draft (Est. 90min)</p> <p>Call for Papers: Paper 2 Final Draft Submission</p>
Wk12 FRI 04/21	LAPTOP RECOMMENDED In Class A: Revising Drafts, Grammar for Purpose, Result, and Reporting, Examining Rhetorical Weaknesses In Class: Examining Rhetorical Technique Patterns & Efficacy, Collaborative Example Rhetorical Analysis Questions	<p>Homework:</p> <p>Peer Review: Content Check (Est. 20min)</p> <p>Mechanics & Academic Style Review 3 (Est. 30min)</p> <p>Paper 3 Revision (Est. 60min)</p> <p>Reflection Paragraph #3 (Est. 30min)</p> <p>Literacy & Empathy Lead-In Discussion (Est. 60min)</p>
Wk13 FRI 04/28	In Class A: Literacy & empathy Discussion, Approaching Annotation, In-Class Text 11 Annotation & Discussion In Class B: Text 12: Wolf Chapter Summary-Response Start, Email Correspondence & Amplification Structure (Prewriting)	<p>Homework:</p> <p>Text 12 Summary-Response Finish (Est. 40min)</p> <p>Paper 4 Prewrite (Est. 40min)</p> <p>Text 13 Start Reading (Document pp. 1-12) for Collaborative Social Annotation (Est. 60min)</p>

When	Topic	Notes
Wk14 FRI 05/05	LAPTOP RECOMMENDED In Class A: Quiz! In Class B: Project 4 - Paper 4 Overview, Amplification Structure Review, Drafting Correspondence Cold Emails	<p>Homework:</p> <p>Text 13 Finish (Document pp. 12-24) and Reply to Group Members (Est. 60min)</p> <p>Mini Quiz: Review Texts 11, 12, 13 (LIMITED 20min)</p> <p>Paper 4 First Draft (Est. 60min)</p> <p>Call for Papers: Paper 3 Final Draft Submission</p>
Wk15 FRI 05/12	LAPTOP RECOMMENDED In Class A: Revising Drafts, Language for Register and Precision In Class B: Examining Concise Sentence Structure, Collaborative Example Emails to Researchers Evaluations	<p>Homework:</p> <p>Peer Review: Content Check (Est. 20min)</p> <p>Mechanics & Academic Style Review 4 (Est. 40min)</p> <p>Call for Papers: Paper 4 Final Draft Submission</p> <p>Reflection Paragraph #4 (Est. 30min)</p>
Final Date: 05/18 7:15am– 9:30am	LAPTOP RECOMMENDED Reflective Writing Overview, Example Structure, Reflective Essay Submission and Department Portfolio Submission	Submit Portfolio with Final Reflection Essay (Paper 5)