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# Getting Started

This course guide was written to get you acquainted with the structure of the course, namely the syllabus, BlackBoard, and the pacing for classroom/online instruction. It is **not** meant to prescribe a certain manner or specific activities that you must teach through; rather, it is intended to help you as an instructor achieve the goals set out for this course.

## The Syllabus

* The syllabus has not changed drastically – the course content, textbooks, and assignments are still the same. The difference is the addition of weekly objectives.
* The syllabus has been redesigned to frontload a lot of the work so that students are doing a lot of reading and preparing for homework. Face-to-face or online discussions and activities are meant to help them explore and work on what they’ve prepared. We have an [Activities Bank](#_Activities_Bank_(Ongoing) for that.
* Text highlighted in green is meant for you to customize.
* In the course policies section, most of the policies are set by the university and the department and should not be changed. Please note the areas in green. This is where you’ll add policies for your particular course.   
  If you are teaching remotely/online, you should also include:
  + a modified attendance policy, which should stipulate how attendance might be counted in lieu of classroom attendance
  + a modified emergency procedures/inclement weather policy, which should address expectations on course obligations with regard to such occurrences
  + a communication policy, which can outline office hours and expectations for email etiquette and response times; and
  + a feedback policy, which can detail an expected timeline for shorter and longer assignments.

You can find examples of such statements in [Appendix A: Syllabus Statements](#_Appendix_A:_Syllabus).

* In the course schedule, you’ll find that each week contains learning objectives, activities, and assessments. You should not change the learning objectives. You can make some slight modifications to the activities. You are able to modify the weekly assessments as you wish so long as the task you create sufficiently assesses whether or not students have met those learning objectives. These are explained more in depth in the section entitled [Weekly Instruction](#_Weekly_Instruction).

## BlackBoard

**If teaching ENGL 1013, you have a pre-loaded BlackBoard. If not, contact the RCO – don’t build one yourself.**

* Weekly Lessons: Like the syllabus, the course is divided by week, with each week’s lesson objectives loaded on to the shell. It is up to you how you might want to include the homework and activities and what assessments to post if you don’t want to use the assessment ideas in the syllabus.
* Grading & Rubrics: Please note that we are now following a labor-based grading contract, so we will no longer be using rubrics. However, please continue to provide feedback and comments on BlackBoard.
* Remote/Online Teaching: You will notice that the first set of links on the black column in the left-hand side of BlackBoard are called Course Information. Even if you are not teaching remotely/online, you can still use these links. Each link on BlackBoard has more information on what information you should include.

## Weekly Instruction

### *Objectives*

You will find weekly learning objectives in the syllabus and in the Weekly Lessons on BlackBoard. **These objectives should not be altered.** They are designed to let your students know what they can expect to learn during the week. These objectives are also directly connected to the course goals as outlined in p.1 of the syllabus and are tied to the weekly assessments (writing activities, quizzes, etc.)

The weekly objectives are currently tied to chapters in the Norton Field Guide. If you want to move around the order of the chapters in your syllabus, you can do so. Just move the objectives along with it.

### *Homework/Activities*

The weekly activities and homework have been a core part of the syllabus for the past few semesters. It advises you on what to cover and to ensure an even pace. However, if you feel that your class needs some more time to cover the material, you are welcome to slow the pace down a bit by replacing certain activities with others from the [Activity Bank](#_Activities_Bank_(Ongoing). You are also welcome, where highlighted in green, to find alternative methods of covering the material. For example, if it says “Video Lecture: Demo of Rhetorical Analysis” but you would rather do a PowerPoint presentation, that’s fine as well, so long as the week’s learning objectives are met and assessed in weekly writing assessments.

### *In-Class Assessments*

There are assessments provided, but you do not have to use them. If you feel that another type of weekly writing assignment would be a better assessment of the week’s learning objectives, you should feel free to try that out.

# Teaching Tips & Teachable Moments

## Managing the Grading Load

It can be tough grading all these assignments while keeping up with lesson planning, classroom management, and not to mention your own coursework! Here are some tips for managing the grading load so that your students receive timely feedback and that will hopefully help you feel less burdened!

1. Prioritize the skills by focusing on the learning objectives and course goals.

Time and time again, studies have shown that students often do not read our feedback as thoroughly as we’d like them to. Often, the feedback that we give is so comprehensive, but if students are already overwhelmed and see writing as a one-and-done process, it might not be the most effective use of our time!

Instead, consider isolating a couple of skills that the assignment and the unit ask the student to focus on. For example, if students are working on a summary paper, you may want to comment on things only related to the relevant skills. Don’t forget to praise what they’ve done well, too!

The downside is that sometimes, minor things get missed, but that’s fine. What research has found is that feedback points tend to stick with students more if:

1. the feedback is grounded in something that has already been covered in class,
2. there is a pattern to the errors in the writing, and
3. students can engage with concrete suggestions that refer to prior coursework.

Prioritizing a couple of skills at a time does indeed have its limits, but it’ll also make your feedback purposeful and more effective.

(By the way, if you really want the research, just let me know! I’m happy to forward it along.)

1. Use a “quick-check” rubric for drafts.

You can establish with your students a set of criteria based on the course goals and assignment purposes that you will check for when reading their drafts. This list doesn’t have to be comprehensive, but again should focus on a specific set of skills that you have been working on in class.

For example, if you are working on a rhetorical analysis, your “quick-check” rubric can include a likert scale on how well students have discussed the rhetorical appeals or connected the context and the text. And to lessen your workload, you might consider having students come up with those criteria for homework to post in a discussion board or to discuss in class.

If you’d like a sample “quick-check” rubric, just ask the Rhet Comp Office!

1. Five-at-a-Time  
   Like the title suggests, grade 5 papers at a time. This technique can still work even if you’re a batch grader! Your batch, instead of being 18 papers, is just smaller.

More tips like this will be made available on our wiki (aer.uark.edu). Feel free to contribute your own if you’d like. And if you need any help, please reach out to us at the Rhet Comp Office!

# Activities Bank (A Dynamic, Running List)

The activities listed here are suggestions for increasing student engagement. They are divided by purpose and identify whether they’re for in-class or distance learning.

The activities are only a sample of what we can come up with. For a more dynamic list, consult our wiki (aer.uark.edu), which is linked through the ENGL 2003 BlackBoard. You can also feel free to contribute your own ideas – let’s make this a running list!

Note: Online can refer to both asynchronous and synchronous learning.

## Lecture Activities

### *Short Video Clip (Online & Face-to-Face Learning)*

Use a short video clip that you’ve found online to introduce a new idea or topic. Generally speaking, students find video clips with animation to be more engaging and stimulating. Of course, clips on YouTube are fine, but here are two general sources for clips. (Please feel free to grow this list!)

* [NBC Learn: Higher Ed](https://www.nbclearn.com/portal/site/HigherEd) for clips on current events
* [American Rhetoric](https://www.americanrhetoric.com/) for audio and video clips taken from American speeches

### *Skeleton Notes (Online & Face-to-Face Learning)*

(Adapted from Belinda Richardson & Debi Griffin, Bellarmine University)

Upload/distribute a handout of the key points in a recorded or live lecture. Instruct students to fill in the blanks with details from the lecture.

Can be helpful for students who struggle to take notes. Can be combined with *“One Minute Paper” or “Support a Statement”* activities.

### *One Minute Paper (Online & Face-to-Face Learning)*

(Adapted from Belinda Richardson & Debi Griffin, Bellarmine University)

At the end of the lecture, have students write for one minute on 1-2 main points of the lecture. They can summarize the points, analyze them, ask questions about them, refute them, etc.

Can be submitted as part of the Weekly Assessment or as part of the week’s discussion board, journal, blog, etc. Can be done individually or in pairs/groups.

### *Support a Statement (Online & Face-to-Face Learning)*

(Adapted from Belinda Richardson & Debi Griffin, Bellarmine University)

After the lecture, provide a statement or a scenario that students must either support or refute using notes from the lecture or their readings.

Can be submitted as part of the Weekly Assessment or as part of the week’s discussion board, journal, blog, etc. Can be done individually or in pairs/groups.

### *Guided Analysis (Online & Face-to-Face Learning)*

(Adapted from the University of Waterloo)

Select a document to upload/distribute/share with students for analysis in class. Perform the analysis of your document with the class, specifying your procedures, and showing students how you reach your conclusions. Allow students time to conduct their own analysis following your example.

Can be helpful for analysis, synthesis, and reflection exercises. Can be submitted as part of the Weekly Assessment or as part of the week’s discussion board, journal, blog, etc. Can be done individually or in pairs/groups.

## Discussion (Large Group/Whole Class) Activities

### *VoiceThread on BlackBoard (Online & Face-to-Face Learnng)*

This online tool is integrated into BlackBoard and allows students to type or record an audio or video response to a topic that you choose. Students can create their own thread or respond to another peer’s comment in that thread.

Can be helpful as an alternative to the discussion board, as a way for students to generate questions on homework readings, or simply as a way for remote/online students to engage with each other. Threads can be reviewed in remote/online settings via a future recorded lecture or in an upcoming face-to-face class.

Visit this [University of Arkansas TIPS post on VoiceThread](https://tips.uark.edu/using-voicethread/) to see how you can set up VoiceThread for your course. Includes a video for how students would engage with it.

### *Backchannel Discussions (Synchronous Online & Face-to-Face Learning)*

(From “[The Big List of Class Discussion Strategies](https://www.cultofpedagogy.com/speaking-listening-techniques/)” from [The Cult of Pedagogy](https://www.cultofpedagogy.com/))

This is a digital discussion that students can engage in while another activity is happening. During a lecture or some other activity, allow students in groups to comment on what is happening in a collaborative document or chatroom. Students can respond by highlighting key points, connecting them to previous lectures, raising questions, asking their peers what they think, etc.

Can be a bit confusing at first but a quick demo should solve this. Can be beneficial for students who are reluctant participants in the traditional class discussion. Conversations can be collected for informal assessment.

### *TQE (Online & Face-to-Face Learning)*

(From “[The Big List of Class Discussion Strategies](https://www.cultofpedagogy.com/speaking-listening-techniques/)” from [The Cult of Pedagogy](https://www.cultofpedagogy.com/))

Thoughts, Questions, and Epiphanies is an activity that you can use to bolster flipped learning. Invite students to post their thoughts, questions, and epiphanies on an assigned reading on a discussion board/VoiceThread. If meeting in-person, invite students to share their thoughts at the start of the class. Allow students the opportunity to address each other. For more information, check out “[Deeper Class Discussions with the TQE Method](https://www.cultofpedagogy.com/tqe-method/)”.

## Small Group Activities

### *Breakout Groups on BlackBoard (Synchronous Online Learning)*

Collaborate Ultra is BlackBoard’s tool for synchronous conferencing. Using Breakout Groups, you can break your class into smaller groups for deeper discussion, engagement, etc.

Many of the suggestions can be adapted to online learning with the use of the Breakout Groups function.

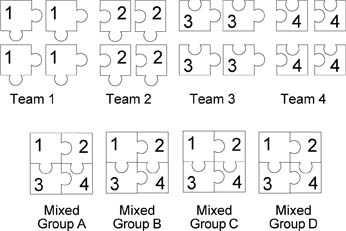
Visit this BlackBoard Tutorial on [BreakOut Groups in Collaborate Ultra](https://help.blackboard.com/Collaborate/Ultra/Moderator/Moderate_Sessions/Breakout_groups) to see how you can manage your synchronous sessions.

*Fish Bowl (Sychronous Online & Face-to-Face Learning)*(Adapted from The New York City Writing Project)

Select a small group of 2-4 students and have them sit facing each other or in a circle. The rest of the class sit in a circle around them. The small group of students will engage in a discussion on a topic, e.g., structured peer review, etc. while the larger group of students on the outside observes what is happening and takes notes. Regroup and ask the larger group of students what went on.

This technique is great for demonstrating what you want your students to during a class activity. It is best to select the students who will be doing the demo beforehand and practice with them (or give them some sort of emailed/face-to-face guidance).

### *Jigsaw (Sychronous Online & Face-to-Face Learning)*

Create and label one grouping of students that will discuss a section of an assigned reading. Give students an allotted time for this discussion. You can provide them with a set of guided questions to discuss, or they can freely discuss what happened, generate questions to ask about what they didn’t understand, react to what did happen, etc. This group is going to become the expert on this section.

When the allotted time is up, mix up the groups so that each new group contains one member from each original team. Students will have to share their expertise with their new group. Come back together as a whole class for students to share what they have learned.

1 A diagram of a sample jigsaw group. A class of 16 students is divided into 4 teams. These teams discuss and become experts on their topic. Then, these teams are mixed into new groups, so that each new mixed group has 1 person from each team.

Note from Katherine: This task requires a ton of preparation but is very effective as a method of flipped learning if done well. Students need to have done the reading beforehand in order to discuss it with their first group, but before that, instructors need to assess that students have indeed a decent grasp of their assigned reading. You may want to give a brief quiz or so to see if students have actually understood the reading.

Video Description of the Jigsaw Learning Technique

* <https://www.youtube.com/watch?v=Dvi0ZvOhZs0>

Step-by-Step Preparation (and Video) of the Jigsaw Learning Technique

* <https://www.theteachertoolkit.com/index.php/tool/jigsaw>

## Peer Review

### *Response-Centered Reviews (Synchronous Online & Face-to-Face Learning)*

(From John C. Bean’s *Engaging Ideas*, 2nd edition)

Divide the class into groups of four. The writer reads the draft aloud or provides digital or hard copies for group members to read silently. Group members are given several minutes to take notes on their responses – they can note areas that worked well, any negative reactions (disagreements, etc.), as well as any questions that occurred while listening or reading (areas needing clarification, better evidence).

Each group member then explains what the writer they found effective/ineffective about the writing, what was clear/confusing, etc. No advice is given, only responses. During this time, the writer is not allowed to respond or make any clarifications – they are only allowed to take notes.

Repeat until everyone in the group goes. It may be best to allot a certain amount of time for each writer.

This activity is best paired with the Fishbowl activity. When the Fishbowl demo is done first, students will have an idea of what is expected of them.

### *The Supportive Friend (Online & Face-to-Face Learning)*

Divide the class into pairs and have each pair exchange drafts with another pair. For classes with an odd number of students, one will be a group of three.

Prepare in advance a set of guidelines and/or criteria you want your writers to have focused on in their drafts. These criteria can come from the rubric, lessons, the textbook, etc. The writer will identify areas in which they think they did well as well as areas in which they struggled or need help.

The reader will ask the writer what they think they did well. The reader will also ask the writer to share with them a couple of places where they struggled or are stuck. Reverse roles. Having taken notes on what their writers are proud of/concerned with, the readers will read the writers’ papers, affirming what the writer did well (if they did, in fact do it well) and offering advice/encouragement with regard to the writer’s struggles.

## Tech Resources: A Short List

Please feel free to help grow this list!

* VoiceThread   
  *See first activity under* [*Discussion Activities*](#_VoiceThread_on_BlackBoard)
* [Kaltura for BlackBoard](https://tips.uark.edu/about-kaltura/)   
  *U of A TIPS tutorial for creating video lectures, etc.*
* [Moderating Syncrhonous Sessions in BlackBoard’s Collaborate Ultra](https://help.blackboard.com/Collaborate/Ultra/Moderator/Moderate_Sessions)  
  *BlackBoard tutorial for moderating synchronous sessions.*
* [ScreenCastify](https://www.screencastify.com/) for Chrome browsers
* [ScreenCast-o-Matic](https://screencast-o-matic.com/)

# Sample Syllabus Statements

Feel free to copy and paste these sample policies into your syllabus.

### *Attendance Policy for Online Instruction*

From Katie Powell, doctoral candidate

“Student absences resulting from illness, family crisis, University-sponsored activities involving scholarship or leadership/participation responsibilities, jury duty or subpoena for court appearance, military duty, and religious observances are excusable according to university rules. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused. Moreover, during the first week of the semester, students must give to the instructor a list of the religious observances that will affect their attendance.”

—Academic Regulations University of Arkansas Catalog of Studies

Participation is a critical element of this course. Since I cannot take "attendance," our discussion board will serve in place of attendance. For this reason, no more than three (3) "absences" are allowed in this course before you will lose a letter grade, with a consequent letter grade lost for every 3 absences following. Our definition of absence here, of course, means your lack of participation in our weekly discussion posts. There will be one discussion post a week, and you will all be in charge of coming up with discussion questions. Full participation means one response of at least 150 words by THURSDAY of each week, and a response to at least 2 of your peers by the typical Sunday deadline. Depending on the circumstances of your absence, 2 of these 3 "absences" may be “made up” by scheduling a 1:1 appointment with your instructor.

### *Feedback Policy for Online Instruction*

From Nicole Rikard, doctoral student

I will typically try to grade all assignments within 2 weeks of the submission dates. Students have a week after each grade is posted to discuss any issues or concerns with me. After the week has passed, no grading changes will be made.

### *Communications Policy for Online Instruction*

Because we do not have built-in time in which we can see each other in person, I am committed to responding to you as quickly as possible. If you email me during the week, please expect a response within 24 hours. If you don't hear from me by then, feel free to "nudge" me to remind me to respond. Though I do check my email on the weekends, I will not respond after 8 pm, and please expect about 48 hours before you will hear back. With that and your Sunday deadline in mind, it might be important to consider questions you have about assignments before the weekend begins.

### *Inclement Weather & Emergency Procedure Policies for Online Instruction*

If you are affected by inclement weather or a natural disaster, please inform me as soon as you can. Your safety is the priority, and I’d like to know that you and your welfare are secure. If there’s anything that you need, please let me know as well. We can also communicate further on any missing assignments or work.

Addendum, from Nicole Rikard, doctoral student

For our remote setting: If inclement weather causes widespread internet/connectivity issues or if it becomes unsafe for students to access internet-providing locations due to weather, class will be moved to an asynchronous meeting—likely a discussion board or another outside assignment.

### *Face Covering Policy for Face-to-Face Instruction*

On July 15, 2020, the university Board of Trustees passed a resolution directing us to implement a face covering policy that, at a minimum, requires masks in buildings where physical distancing of more than six feet can't be assured. On our campus, that’s virtually every building. Everyone – students, faculty, staff and visitors — should plan on wearing a mask inside university facilities. The use of appropriate face coverings — face mask or shield, if a mask cannot be worn for medical reasons — is important for the health and well-being of our campus community. Not complying with the use of face coverings may mean instituting Code of Student Conduct violations.

It’s pretty simple: I protect you. You protect me. We protect each other.

### *Peer Review Policy for Courses of All Formats*

Writing is rarely the straightforward process we wish it to be, and quality writing often involves drafts and peer reviews. Therefore, with every major assignment, you are required to turn in a draft for peer review on BlackBoard and to complete a review of another classmate’s draft through [Microsoft Office online or Google Docs]. Your instructor will provide a peer review sheet with instructions and assign you your partner a week prior, and you will have one week to complete the peer review.

After your peer has evaluated your paper, you can download a version that shows the comments and turn it into me with a brief paragraph highlighting if you found the peer feedback helpful. If you rate the feedback as unhelpful, I will then review the feedback you received to determine if points need to be taken off from your peer’s assignment.

### *Late Assignment Submission Policy for Courses of All Formats*

Adapted from Kristen Figgins, doctoral candidate

You should aim to submit your assignment at least 30 minutes before the deadline to avoid the inevitable doom that is BlackBoard being slow when everyone submits their assignment at the same time. Note that I do not accept papers via email.

There is a 3-day grace period after the due date where you can *still* submit your assignment without it being counted late. After the third day, your assignment will not be accepted, and you will get a zero (0). If you have an incomplete assignment, you should still turn that in to get partial credit.

This timeline does not apply to drafts or peer review.

Sample Submission Timeline

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Thurs | Fri | Sat | Sun | Mon | Tues | Wed | Thurs |
| You can turn in the assignment early. | You can turn in the assignment early. | You can turn in the assignment early. | ASSIGNMENT  DUE DATE | Grace Period Day 1 | Grace Period Day 2 | Grace Period Day 3 | Assignment is late and not accepted. |

*Learning Environment for Courses of All Formats*(Possible Alternative / Add-Ons to the Classroom Disruption Policy)From Katie Powell, doctoral candidate

Participation is a critical element of this course because your growth as a learner and a writer requires you being open and willing to embrace the work of Composition I. The writing process can be messy and often unpleasant, but students are encouraged to approach all writing assignments, course discussions, major assignments and peer feedback with respect and compassion. Part of this vulnerability includes being fully present. Even though we will not physically meet as a class, our classroom space should be a space of learning, vulnerability, and growth. Students are to create not only a safe, but a brave space to connect and grow as learners, writers, and students.

As a faculty member, I am committed to using your preferred name and pronouns. We will take time in our first discussion board to do introductions, at which point you can share with all members of our learning community what name and pronouns you use, as you are comfortable. Additionally, if these change at any point during the semester, please let me know and we can develop a plan to share this information with others in a way that is safe for you.

# Sample Weekly Course Schedule

[I realize this is an extremely detailed syllabus. This was done in the event that you want to just pick up the syllabus and teach. If you’d like to make modifications, please feel free to do that for the Lesson Focuses and In-Class Writings. But do **not** change the learning objectives.

If you want to swap the order of the lessons covered, just move the objectives and the lessons to the week you want to cover them. But do **not** change the objectives themselves.

You can (should) also reformat this in a way that makes visual sense to you and your students.]

Course Schedule

Course Schedule - Draft

* NFG = *The Norton Field Guide*

Week 1: Introduction to Composition [Month DD-DD]

Weekly Objectives:

By the end of the week, students will be able to:

* Identify where to find important information in the syllabus.
* Explain the expectations of academic writing.
* Annotate a text using a variety of codes, keywords, etc. to identify an argument or arguments in a text that you are reading.

Homework due before class:

* Read the syllabus. Come prepared with questions.
* Read NFG, Ch. 1, pp. 3-9 & Ch. 2, pp. 10-32.

Weekly Agenda & Activities:

* Welcome to the class! Review course syllabus, policies, goals, weekly objectives, and (briefly) in-class vs. major assignments.
* Write a diagnostic “essay”.
* Talk about what you think writing in college will require of you. Discuss writing in academic contexts, reading for writing, reading and writing habits.
* Lecture on how to annotate a text.

In-Class Writing Assignments: [**Suggested,** ormake your own; should complete one a week]

* Diagnostic Writing Sample: Introduce yourself to your instructor and tell them what you think they need to know about you. This can be anything from who you are, where you’re from, what your major is/will be, what your favorite music/movies/shows are, or anything like that. Tell them what you think you might learn from this course and how you might improve on what you already know about writing, now that you know what’s on the syllabus. If you wish, tell them what you’re nervous about and what you’d like extra help on!

Week 2: Annotating & Summarizing [Month DD-DD]

Weekly Objectives:

By the end of the week, students will be able to:

* Annotate a composition in preparation for writing a summary.
* Write an effective summary of a text using their notes and/or annotations.
* Choose an appropriate text for their summary assignment (Assignment #1).
* Explain how overusing and underusing the period affects writing style.

Homework due before class:

* Read NFG, Ch. 3, pp. 33-44. *Annotate the sample essay on pp. 40-41, focusing on where the writer summarizes and where he responds.*
* Read NFG, Ch. 4, pp. 45-52. *Which of the suggestions made in Ch. 4 are you willing to adopt for this course? Do you think they’ll be helpful for your other courses as well? What might be some difficulties that come up with following these academic habits of mind?*
* Read NFG, Ch. 61, pp. 693-696 [or complete the reading of your instructor’s choice]. Find an article that you want to summarize for Assignment #1.
* Read NFG, Ch. 30, pp. 340-342. *How do you deal with writer’s block?*
* *Complete [instructor’s choice of exercises] on Inquizitive.*

Weekly Agenda & Activities:

* Introduce Assignment #1
* Discuss the purpose of a summary. Lecture on annotating a composition for summary.
* Write a sample summary of the instructor’s choice of reading.
* Draft a summary of your article.

In-Class Writing Assignments: [**Suggested,** ormake your own; should complete one a week]

* Summary Practice: Write a summary of the instructor’s choice of reading.

Week 3:  Proofreading, Quoting/Paraphrasing/Summarizing [Month DD-DD]

Weekly Objectives:

By the end of the week, students will be able to:

* Differentiate between the use of quotations, paraphrases, and summaries in their writing.
* Include quotations, paraphrases, and summaries in their writing.
* Format their papers and in-text citations based on a citation style of their choosing.

Homework due before class:

* Read NFG, Ch. 51, pp. 526-538. *What did you learn about quoting, paraphrasing, and summarizing? How does it differ from what you learned about this in previous English classes? What did you not know about these skills before you read this chapter, and do you currently use any of these tactics?*
* *Complete [instructor’s choice of exercises] on Inquizitive.*

Weekly Agenda & Activities:

* Generate questions on the NFG’s explanations of quotations, paraphrases, and summaries.
* Lecture on the difference between quotations, paraphrases, and summaries, as well as how/why they are used.
* Workshop on including accurate quotations, paraphrases, and summaries in writing.
* Workshop on the usage of quotation marks.

In-Class Writing Assignments: [**Suggested,** ormake your own; should complete one a week]

* Draft of Summary for Assignment #1: Complete a draft of the summary of the article you chose for Assignment #1. Have this ready for peer review next week.

Week 4: Peer Review & Revising [Month DD-DD]

Weekly Objectives:

By the end of the week, students will be able to:

* Provide useful feedback for their peers’ drafts.
* Revise their first draft for organization and structure.

Homework due before class:

* Draft of Summary for Assignment #1 (from Week 2 In-Class Writing Assignment)
* Read NFG, Ch. 32, pp. 348-355, Ch. 35, pp. 373-385 & Ch. 36, pp. 386-391. *Look through your draft. Make a list of ways you've guide your reader in the draft, as suggested in Ch. 35 & 36. If you have not, identify areas where you think readers might need guidance.*

Weekly Agenda & Activities:

* Discuss the purpose of peer review. Introduce models of peer reviewing.
* Complete a peer review of a classmate’s summary draft.
* Lecture on structuring the beginning and ending of a text (and organizing, paragraphing, signposting, etc. for cohesion and coherence).
* Revise your summary for organization and structure based on the lecture.

In-Class Writing Assignments: [**Suggested,** ormake your own; should complete one a week]

* Peer Review: Conduct a review of your peer’s work and submit a reflection of the process. (Provide a reflection questionnaire for students, or have them reflect freely.)

Week 5: The Rhetorical Situation of Texts [Month DD-DD]

Weekly Objectives:

By the end of the week, students will be able to:

* Explain how the rhetorical situation (purpose and audience) influences the way writers compose their messages and arguments.

Homework due before class:

* Read NFG, Ch. 5, pp. 55-57 & Ch. 6, pp. 57-60.
* Read NFG, Ch. 70, pp.983-986. or complete the reading(s) of your instructor’s choice]. *Answer the questions on p. 56 (Thinking About Purpose) and p. 57 (Thinking About Audience) about those readings. Prepare these answers in advance of the week’s discussion.*
* *Complete [instructor’s choice of exercises] on Inquizitive.*
* **Assignment #1 (Summary) due [date]!!!**

Weekly Agenda & Activities:

* Introduce Assignment #2.
* Lecture and discussion on the rhetorical situation, specifically on purpose and audience.
* Analyze and practice breaking down a composition’s rhetorical situation.
* Workshop on the usage of commas.

In-Class Writing Assignments: [**Suggested,** ormake your own; should complete one a week]

* Practice analysis of the rhetorical situation: Choose a brief composition - your own, or a brief article - and analyze the rhetorical situation of that composition.

Week 6: Rhetorical Analysis [Month DD-DD]

Weekly Objectives:

By the end of the week, students will be able to:

* Annotate a text in preparation for a rhetorical analysis.
* Organize their approach to composing a rhetorical analysis.
* Draft a thesis statement that addresses the focus of their rhetorical analysis.

Homework due before class:

* Read NFG, Ch. 11, pp. 98-114. *Using the guide on p. 114, annotate the sample analyses by Allen (pp. 102-107) and Clark (pp. 107-113) to show how each writer organizes their analysis. Annotate also for evidence.*
* Read NFG, Ch. 11, pp. 115-130. *Prepare a brief guide on how to approach writing a rhetorical analysis, as if you were explaining it to someone else (like your roommate or parent). You can create a flowchart, a step-by-step manual, etc. for this brief guide.*
* Read NFG, Ch. 36, pp. 387-390 on “Thesis Statements” and “Topic Sentences”. [And/or insert your choice of reading on thesis statements and topic sentences.]
* Find an article that you want to analyze for Assignment #2.

Weekly Agenda & Activities:

* Share and discuss the annotations that you did for the sample analyses by Allen and Clark.
* Share and discuss the brief guides you created on approaching a rhetorical analysis. Lecture/demo on the process of writing a rhetorical analysis, from invention (generating ideas from a text) and organizing the essay.
* Workshop on drafting a thesis statement.
* Reflect on week’s learning objectives – how well do you think you’ve done?

In-Class Writing Assignments: [**Suggested,** ormake your own; should complete one a week]

* Thesis Statement Worksheet: Submit a draft of your thesis statement.
* Article Annotation and Plan for Assignment #2:  Submit an annotation of the article for Assignment #2 and include a plan for how you will approach writing a rhetorical analysis for this article. Have this ready for conferences next week.

Week 7: Conferences

Individual conferences – no class meetings. Attend the conference at your chosen time with a your writing plan for Assignment #2/ a complete draft of Assignment #2. [Conference can be face-to-face or online using Collaborate, Zoom, etc.]

Homework due for Week 8:

* Complete a draft of Assignment #2. Have a completed version ready for peer review.

Week 8: Rhetorical Analysis [Month DD-DD]

Weekly Objectives:

By the end of the week, students will be able to:

* Identify appropriate types of evidence that can be used in their rhetorical analysis.
* Incorporate evidence that supports their thesis statements into their rhetorical analysis.
* Critically offer feedback on the effectiveness of a peer’s rhetorical analysis.

Homework due before class:

* Read NFG, Ch. 38, pp. 398-408, on “Arguing Logically: Claims, Reasons, and Evidence”. *After reading the chapter, identify the claims and evidence you will include in your rhetorical analysis to support your thesis statement.*
* Read NFG, Ch. 32, pp. 348-355 & Ch. 33, pp. 356-360. *How will you change your approach to peer review? Based on the readings, will you revise or rewrite your draft following peer review?*

Weekly Agenda & Activities:

* Workshop on using different types of evidence in writing a rhetorical analysis. Review quotations, paraphrasing, and summarizing as needed.
* Revise draft of Rhetorical Analysis to incorporate (more/different types of) evidence.
* Complete a peer review of a classmate’s rhetorical analysis draft.

In-Class Writing Assignments: [**Suggested,** ormake your own; should complete one a week]

* Peer Review: Conduct a review of your peer’s work and submit a reflection of the process. (Provide a reflection questionnaire for students, or have them reflect freely.)

Week 9: Synthesizing Information [Month DD-DD]

Weekly Objectives:

By the end of the week, students will be able to:

* Explain why arguments in a report require multiple sources of information to support an argument.
* Identify patterns and connections for organizing a synthesis.
* Describe how a writer responds to a situation with an argument
* Narrow down a topic to research for their synthesis and advocacy papers.

Homework due before class:

* Read NFG, Ch. 12, pp. 131-147. *Using the guide on p. 146-147, annotate the sample reports by Schembri (pp. 139-143) and Marcus (pp. 143-146) to show how each writer presents their argument(s) for readers. Annotate also for evidence: consider the types of evidence used, how they are incorporated into the writing (quotations, paraphrasing, summarizing).*
* Read NFG, Ch. 12, pp. 148-156. *Where do you think you might encounter the most difficulty in the report writing process? (Invention? Research? Drafting? Something else?)*Read NFG, Ch. 63, pp. 764-769. Annotate the text to show how Bader presents her argument and the types of evidence she used. Answer questions #1-4 on p. 769.
* Read NFG, Ch. 50, pp. 519-525. *Read the writing sample by Stewart (pp. 520-521). How many pieces of research are included in a paragraph? How are they categorized, and why does Stewart use so many sources? Use the questions on the top part of p. 522. Prepare a guide on how to identify patterns and connections. You can prepare a visual (like a flowchart) or a step-by-step guide. Use the questions on pp. 522-523 to assess Stewart’s sources.*
* **Assignment #2 (Rhetorical Analysis) due [date]!!!**

Weekly Agenda & Activities:

* Introduce Assignment #3.
* Share student answers on sample reports and lecture on reports and synthesis.
* Demo/Analyze methods for organizing sources and strategies for identifying patterns and connections in sources.
* Discussion on narrowing down and choosing a research topic and how to look for sources.

In-Class Writing Assignments: [**Suggested,** ormake your own; should complete one a week]

* Patterns & Connections: What have you noticed about the way synthesis papers are organized? I what ways is it similar or different to any writing you’ve done in the past? What do you think will challenge you for the next paper?
* Research Topic & Plan: Make a list of several topics that you want to research. What is your plan for finding and evaluating sources?

Week 10: Finding & Evaluating Sources and Plagiarism [Month DD-DD]

Weekly Objectives:

By the end of the week, students will be able to:

* Identify reputable publications and databases they can use to find sources for research.
* Evaluate articles sources to determine how logical, truthful, and accurate they are.
* Assess different sources to see which ones best fit their research needs.
* Use Microsoft Word’s references function to curate sources and correctly format in-text citations and a works cited/reference list.
* Use Microsoft Word’s references function to curate sources and correctly format in-text citations and a works cited/reference list.
* Create a working bibliography of scholarly and popular sources for research.

Homework due before class:

* Read NFG, Ch. 47, pp. 479-488 & Ch. 48, pp. 489-510. *Where do you think you will find sources for your last two assignments? What resources do the university’s library and website provide? Give some examples of popular sources. Why should you avoid using only popular sources? How do you plan to keep track of your sources for these last two assignments? What will you do to make sure you remember what each source discusses?*
* Read NFG, Ch. 49, pp. 511-518. *Using the guides on pp. 514, 516, and 517-518, evaluate the list of sources you have found for your research.*

Weekly Agenda & Activities:

* Lecture/demo on finding and evaluating sources. [Instructor can cover using the library’s databases to locate sources, evaluating sources for logic, truth, accuracy, and fit.]
* Workshop on generating a working bibliography. [Instructor can demo methods, strategies, and technology to that can help you track your work.]
* Generate a working bibliography of scholarly and popular sources for research that is formatted correctly according to your preferred citation style.

In-Class Writing Assignments[**Suggested,** ormake your own; should complete one a week]

* Working bibliography: Submit a working bibliography of [# of sources].

Week 11: Strategies: Defining, Comparing/Contrasting, and Classifying/Dividing [Month DD-DD]

Weekly Objectives:

By the end of the week, students will be able to:

* Explain why writers might use different strategies to communicate their argument.
* Employ different writing strategies to complete their synthesis paper.

Homework due before class:

* Read NFG Ch. 39, pp. 419-423 & Ch. 40, pp. 424-431, Ch. 41, pp. 432-442 & Ch. 63, pp. 779-783 (Tugend – Multitasking Can Make You Lose... Um... Focus). *Answer questions #2-4 on p. 783. How does Tugend use sources to strengthen her argument? Look at the paragraphing in the article – we know, based on the short blurb about Tugend before the article that this was written for a newspaper. Would this type of paragraphing work for an academic paper? Why or why not?*
* Reread the tips and questions for writing a synthesis in NFG Ch. 50, p. 522-523. Prepare a thesis statement/draft/outline of your synthesis paper for workshop.

Weekly Agenda & Activities:

* Review answers from readings and generate/answer questions about synthesis writing and writing strategies. Discuss how different strategies are used in writing. Analyze different syntheses to show how different sources are used to bolster arguments.
* Workshop on using writing strategies to compose an outline/draft for synthesis.
* Complete a draft of Assignment #3.

In-Class Writing Assignments: [**Suggested,** ormake your own; should complete one a week]

* Assignment #3 Draft. Submit 2-3 paragraphs for a quick check to see if you’re on the right path. Be sure to have a full draft of Assignment #3 ready for the following week.

Week 12: Documenting Sources and Plagiarism [Month DD-DD]

Weekly Objectives:

By the end of the week, students will be able to:

* Correctly pinpoint the types of statements that need to be cited and those that do not, e.g., common knowledge statements.
* Critically offer feedback on the use of sources to establish a strong argument in a peer's synthesis paper.

Homework due before class:

* Read NFG Ch. 52, pp. 539-543 & Ch. 53, pp. 544-547.
* Format your in-text citations and works cited/reference list according to the citation style that you chose.

Weekly Agenda & Activities:

* Complete a peer review of a classmate’s synthesis draft.
* Revise draft of synthesis paper.

In-Class Writing Assignments: [**Suggested,** ormake your own; should complete one a week]

* Peer Review: Conduct a review of your peer’s work and submit a reflection of the process. (Provide a reflection questionnaire for students to fill out, or have them

Week 13: Portfolio [Month DD-DD]

Weekly Objectives:

By the end of the week, students will be able to:

* Identify a method for curating content for your final portfolio.
* Curate (select and clean up) material for your final portfolio.
* Identify a method for curating content for your final portfolio.
* Curate (select and clean up) material for your final portfolio.
* Draft a self-assessment of your work to include in your final portfolio.

Homework due before class:

* Read NFG Ch. 34, pp. 361-370. *Using the guides on p. 360-361, what will you include in your portfolio?*
* **Assignment #3 due [date]!!!**

Weekly Agenda & Activities:

* Lecture/demo on compiling a portfolio. [Instructor can provide samples of a variety of portfolios. Instructor can also demo how to use Microsoft Word’s functions to put together a neat and easy-to-navigate portfolio.]
* Analyze the sample portfolio self-assessment in NFG Ch. 34, pp. 366-368.
* Workshop on drafting a self-assessment of work to include in portfolio.

In-Class Writing Assignments: [**Suggested,** ormake your own; should complete one a week]

* Make a list of the items that you will include in your portfolio. How do you plan to organize them? Using Microsoft Word’s Headings functions, make a tentative Table of Contents for your portfolio.

Week 14: Conferences

Individual conferences – no class meetings. Attend the conference at your chosen time with a draft of the self-assessment for your portfolio. [Conference can be face-to-face or online using Collaborate, Zoom, etc.]

Homework due for Week 14:

* Complete a draft of the self-assessment statement you will include in your portfolio. Refer to the sample in NFG on pp. 366-368 for an idea of what you should be producing. Submit 2-3 paragraphs for a quick check to see if you’re on the right path.

Week 15: Writing Strategies & Some More Punctuation [Month DD-DD]

Weekly Objectives:

By the end of the week, students will be able to:

* Edit all works for clarity, precision, and efficiency, focusing on the checklists in NFG, Ch. 33, pp. 356-359.
* Select an automatic grammar and spelling checker to help with proofreading for the final week

Homework due before class:

* Read NFG Ch. 33, pp. 356-360.

Weekly Agenda & Activities:

* Editing Workshop
* Proofreading Workshop

In-Class Writing Assignments: [**Suggested,** ormake your own; should complete one a week]

* Course Reflection: What did you learn most from this course? What skills do you think will be applicable in your future courses? In what areas do you think you made the most progress, and in what areas do you need to continue to improve? (Instructors can vary the questions and should set a length requirement.

Week 16: [Month DD-DD]

**Portfolio due [date]!!!**