**Approximate Course Overview**

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| Week | Unit | | Weekly Objectives By the end of the week, you will be able to: | Chapters Covered &  Major Due Dates |
| 1  [MM-DD] | | Introduction & Reading for Writing | * 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/arguments in a text that you are reading. | * Norton Field Guide Ch. 1 & 2 |
| 2  [MM-DD] | | Summary: Annotating & Summarizing | * Annotate a composition in preparation for writing a summary. * Write an effective summary of a text using your notes. * Choose an appropriate text for your summary assignment. * Explain how using the period affects writing style. | * Norton Field Guide Ch. 3, 4, 30 * A Dash of Style, Ch. 1 * Draft of Summary |
| 3  [MM-DD] | | Summary: Peer Review & Revising | * Provide useful feedback for your peers’ drafts. * Revise your first draft for organization and structure. | * Norton Field Guide Ch. 32, 35, & 36 * Peer Review of Summary |
| 4  [MM-DD] | | Summary: Proofreading, Quoting, Paraphrasing, & Summarizing | * Differentiate between the use of quotations, paraphrases, and summaries in your writing. * Include quotations, paraphrases, and summaries in your writing. * Punctuate quotes correctly. * Format your papers and in-text citations based on a citation style of your choosing. | * Norton Field Guide Ch. 51 * A Dash of Style, Ch. 6 * Summary Due! |
| 5  [MM-DD] | | Analysis: Rhetorical Situation of Texts | * Explain how rhetorical situations influence the way writers compose messages and arguments. * Identify errors in comma usage. * Justify using commas for stylistic purposes. | * Norton Field Guide Ch. 5 & 6 * A Dash of Style, Ch. 2 |
| 6  [MM-DD] | | Analysis:  Rhetorical Analysis | * Annotate a text in preparation for a rhetorical analysis. * Organize your approach to composing a rhetorical analysis. * Draft a thesis statement that addresses the focus of your rhetorical analysis. | * Norton Field Guide Ch. 11 & 36 |
| 7  [MM-DD] | | Analysis: | **Conferences!** | * Draft of Rhetorical Analysis |
| 8  [MM-DD] | | Analysis:  Rhetorical Analysis & Peer Review | * Identify appropriate types of evidence that can be used in your rhetorical analysis. * Incorporate evidence that supports your thesis statements into your rhetorical analysis. * Critically offer feedback on the effectiveness of a peer’s analysis. | * Norton Field Guide Ch. 32 & 38 * A Dash of Style, Ch. 6 * Peer Review of Rhetorical Analysis * Rhetorical Analysis Due! |
| 9  [MM-DD] | | Synthesis:  Synthesizing Information | * Explain why arguments require multiple sources of support/evidence. * Identify patterns and connections for organizing a synthesis. * Describe how a writer responds to a situation with an argument. * Choose a topic to research for your synthesis and advocacy papers. | * Norton Field Guide Ch. 12 & 50 |
| 10  [MM-DD] | | Synthesis:  Plagiarism & Finding & Evaluating Sources | * Identify reputable publications and databases for research. * Evaluate sources to determine how logical, truthful, and accurate they are. * Assess sources to see which ones best fit your research needs. * Generate a working bibliography of scholarly and popular sources. | * Norton Field Guide Ch. 47 & 49 * Working Bibliography |
| 11  [MM-DD] | | Synthesis: Writing Strategies | * Explain why writers use different strategies to convey their argument. * Employ different writing strategies to complete your synthesis paper. | * Norton Field Guide Ch. 39, 40, 41, & 63 (pp. 779-783) * Synthesis Draft |
| 12  [MM-DD] | | Synthesis: Documenting Sources & Plagiarism | * Follow a citation style guide to correctly format in-text citations and a works cited/reference list. * Critically offer feedback on the use of sources to establish a strong argument in a peer's synthesis. | * Norton Field Guide Ch. 52, 53, & 54(MLA)/55(APA) * Peer Review of Synthesis * Synthesis Due! |
| 13  [MM-DD] | | Argumentation: Writing Argument | * Determine how much background information/context is needed in your argument to make your stance clear. * Identify strategies for using evidence that will best support their claims and reasons. * Evaluate what types of evidence appeal to readers’ values and trust. | * Norton Field Guide Ch. 13, 38, & 64 (pp. 789-804) |
| 14  [MM-DD] | | Argumentation | **Conferences!** | * Draft of Proposal/Advocacy |
| 15  [MM-DD] | | Argumentation: More Writing Strategies & More Punctuation | * Identify the components needed for a convincing proposal/advocacy. * Use a variety of writing strategies to effectively frame the problem for your audience. * Include evidence that advocates for a solution to the problem you’ve framed in your research. * Critically offer feedback on the framing of a problem and the persuasiveness of the solution in a peer's advocacy/proposal. * Accurately use semicolons when proofreading their drafts. | * Norton Field Guide Ch. 37 & 69 (pp. 959-968) * A Dash of Style, Ch. 3 * Peer Review of Proposal/Advocacy |
| 16  [MM-DD] | | Argumentation |  | * Proposal/Advocacy Due! |