INSTRUCTORS:

PLEASE MAKE SURE ALL GREEN HIGHLIGHTED AREAS ARE MODIFIED AND THE HIGHLIGHTS ARE REMOVED BEFORE PASSING THIS SYLLABUS TO YOUR STUDENTS

ENGL 1013: Composition I – [section number]

[Theme Subtitle]

[meeting time and place]

Term:

**Instructor:** XXXXXXXXXX

**Office:** [Please List Your Assigned Office Here]

**Office Hours:** [ALL INSTRUCTORS MUST LIST THREE HOURS PER WEEK]

**Telephone:** XXXXXX

**E-mail:** XXXXXXX

Course Overview and Required Texts

Course Description

In this course, you will learn to research and write arguments. The tools we’ll use to do this work will include skills such as understanding your audience, knowing the purpose of your writing, and using a variety of rhetorical appeals. You will also refine your writing skills by developing your knowledge of writing strategies and processes through exercises that work on invention, drafting, revision, and reflection.

You will complete four major assignments to develop your skills. First, in the summary assignment, you will learn to critically read, identify, and capture another writer’s arguments. Following that, by performing a rhetorical analysis, you will learn to break down how a writer uses different rhetorical tools to effectively communicate an argument to their intended audience. Lastly, you will create your own researched argument in a synthesis paper, where you will conduct research on a topic of your choice that explores what other writers have already argued. Finally, you will curate all of your work – research, notes, drafts, revisions, etc. to create an edited and proofread portfolio.

Course Goals

By the end of this course, you will learn to:

1. Identify arguments in composition;
2. Analyze the rhetorical strategies a writer uses to communicate their argument;
3. Evaluate different arguments on a researched topic to compare similarities and differences in perspectives;
4. Compose your own argument through careful research and annotation;
5. Write a thesis statement that captures the focus of your paper;
6. Develop a sense of critical and charitable feedback through peer review;
7. Revise your paper so that your sentences and paragraphs follow logical punctuation and style; and
8. Use a consistent citation style to format the layout of your papers, document in-text citations, and organize references.

Centering Diverse Perspectives

In this course, we’re going to open ourselves up to new ways of seeing the world and its people. Each unit will open up with a reading that we will use as an example or practice space for the skill that we will practice (summarizing, analyzing, synthesizing, and proposing/advocating). We want to encourage you to think outside of your normal approach to problems, issues, and culture, and to help us all understand the value that diversity and diverse perspectives bring to our work and lives. By starting with new perspectives, we change the conversations we will have in the course and broaden our understanding of the world around us.

Course Textbooks

*The Norton Field Guide to Writing with Readings and Handbook* ***ISBN: 039365580***

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This is available as inclusive access textbooks via BlackBoard. If you do not want inclusive access, please remember to “opt out’.

Assignment List

Portfolio: Major Assignments

In-Class Assignments: Minor Assignments

**Total Course Points: 1000pts (100%)**

Course Grading Scale

For an in-depth explanation of the course grading scale, please see the Grading Contract. This course uses a portfolio model. If you complete your portfolio as required and meet the target requirements for each major assignment while completing all minor assignments, you should receive a “B” in the course. If you wish to aim for an “A” grade, you’ll complete additional steps during your major assignments. Grades below a “B” are a result of not completing all minor assignments or failing to properly complete a major assignment.

Course Policies

Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Moreover, the University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104 or visit [http://cea.uark.edu](http://cea.uark.edu/) for more information on registration procedures).

Discrimination and Sexual Harassment

Anyone experiencing discrimination and/or sexual harassment while at the university may report it to a complaint officer appointed by the Chancellor. The complaint officer will discuss any situation or event that the complainant considers discriminatory or constitutive of sexual harassment. Reports may be made by the person experiencing the harassment or by a third party, such as a witness to the harassment or someone who is told of the harassment. For more information and to report allegations of discrimination and/or sexual harassment, contact the Office of Equal Opportunity and Compliance, 346 N. West Avenue (West Avenue Annex), 479-575-4019 (voice) or 479-575-3646 (tdd).

**Course Recording Policy**

Tape-recording and/or any other form of electronic capturing of lectures is expressly forbidden. Transcripts of lectures will be made available on Blackboard or through the ECHO 360 system. Be aware that this is a legal matter involving intellectual property rights as described below:

State common law and federal copyright law protect my syllabus and lectures. They are my own original expression and I record my lectures while I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use. **You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without expressed, prior permission from me.**

Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, you are permitted to reproduce notes for a student in this class who has missed class due to authorized travel, absence due to illness, etc.

Academic Integrity

“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is possible only when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with, and abide by, the University’s ‘Academic Integrity Policy,’ which may be found at <<https://honesty.uark.edu/policy/index.php>> Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”

— Office of the Provost and Vice-Chancellor for Academic Affairs

*Policy Regarding Reusing Classwork*

The University defines plagiarism as “offering as one’s own work, the words, ideas, or arguments of another person or using the work of another without appropriate attribution by quotation, reference, or footnote.” In addition, submitting work you have turned in to fulfill requirements for another course may still constitute plagiarism. Please obtain your instructor’s permission before turning in previously submitted work. Refer to the sanction rubric <<http://honesty.uark.edu/sanction-rubric/>> for a list of specific violations covered by the University’s Academic Integrity Policy.

[You will need to modify the following policies (Attendance, Classroom Disruption, Inclement Weather, and Emergency Procedures) if you are teaching remotely. You will also need to add a Communication/Office Hours & Feedback Policy. See the Course Guide for samples.]

**Absence Policy**

Absences that are recognized by university policy as excusable do not count towards your final absence total, so long as you inform your instructor of the absence and reason for the absence within a week. Students who will be missing class due to university events should provide a schedule of all planned absences at the start of the semester when possible. All other missed class meetings will count as an absence when tabulating your final grade. The following are considered excusable by the University of Arkansas’s official policy:

1. Illness of the student
2. Serious illness or death of a member of the student’s immediate family or other family crisis
3. University-sponsored activities for which the students’ attendance is require by virtue of scholarship or leadership/participation responsibilities
4. Religious observations as defined by the Students’ Religious Observances policy included below.
5. Jury duty or subpoena for court appearance
6. Military duty

*Students’ Religious Observances Policy*

“Although Christian religious holidays are reflected to some extent in the academic calendar of the university, holidays of other religious groups are not. When members of other religions seek to be excused from class for religious reasons, they are expected to provide their instructors with a schedule of religious holidays that they intend to observe, in writing, before the completion of the first week of classes. The Schedule of Classes should inform students of the university calendar of events, including class meeting and final examination dates, so that before they enroll they can take into account their calendar of religious observances. Scheduling should be done with recognition of religious observances where possible. However, faculty members are expected to allow students to make up work scheduled for dates during which the student’s religious observances are scheduled, to the extent possible.” (University of Arkansas Faculty Handbook, Section 2)

[Classroom Disruption: Modifications Needed for Remote Learning]

Class discussions are interactive and diverse opinions will be shared; please be thoughtful in sharing your perspectives and responses with one another. Abusive language directed towards others will not be tolerated in

the classroom. Other behaviors that can be disruptive are chatting and whispering during class, the use of electronic equipment, reading the paper during class, preparing to leave before class is over, and consistently arriving late to class. Please keep these disruptions to a minimum. Inappropriate behavior in the classroom may result in a request to leave the class and/or a referral to the Office of Academic Integrity and Student Conduct.

[Inclement Weather: Modifications Needed for Remote Learning]

When the university is closed, all classes are also cancelled. If a weather delay affects university operations, then class will be cancelled if it is scheduled before the university resumes operations.

[Emergency Procedures: Modifications Needed]

Many types of emergencies can occur on campus, so it is crucial that we be prepared to respond appropriately in the event of severe weather, armed assailants, or fire alarms. In keeping with the detailed instructions found at **emergency.uark.edu**, if a weather emergency occurs during our class:

* Always follow the directions of the instructor or emergency personnel.
* If told to evacuate, do so immediately.
* If told to shelter-in-place, find a room, in the center of the building with no windows, on the lower level of the building.
* If you cannot get to the lowest floor, pick a hallway in the center of the building.

In the event of an armed assailant or physical attack (CADD):

* **C**ALL—9-1-1
* **A**VOID—If possible, self-evacuate to a safe area outside of the building.
* **D**ENY—Barricade doors with desks, chairs, bookcases or similar objects. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet until police arrive.
* **D**EFEND- Use chairs, desks, cell phones or whatever is immediately available to distract

**[Insert Communications Policy: Consult Course Guide]**

**[Feedback Policy: Consult Course Guide]**

Your Well-Being

I respect the fullness of your lives and responsibilities outside of this class. If you experience something that impedes your ability to learn in this class, I invite you to discuss this with me. You absolutely **do not**have to disclose the details of your circumstances, but you are welcome to approach me so we might locate resources or other guidance for you.

Here is a list of campus resources that you might find useful in your time here:

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| --- |
| Jane B. Gearhart Full Circle Food Pantry324 Stadium Drive | WAHR C204 | Bud Walton HallM 11am-3pm, W 3pm-5pm, Th 10am-2pm | 479-575-7693Student-led food assistance program. They serve anyone with a U of A or a UAMS ID and their household, providing a three-day supply of groceries and personal care items, up to 2x/week.<https://service.uark.edu/services/pantry/index.php> |
| Center for Educational Access209 ARKU, University of Arkansas479-575-3104<https://cea.uark.edu/> |
| RESPECT (Rape Education by Peers Encouraging Conscious Thought)Pat Walker Health Center, University of Arkansas(479) 575-7252<https://respect.uark.edu/resources/>STAR Central Web Location: Pat Walker Health Center | Second Floor - Room 2129 | M-F 8am-5pm479-575-7252The office of STAR Central offers Support, Training, Advocacy, & Resources on Sexual Assault and Relationship Violence. STAR Central serves the university community through education programs, professional consultations and victim advocacy services. STAR Central is located on the second floor of the new addition of the health center in room 2129. All contacts and survivor services are confidential. |
| Center for Multicultural and Diversity EducationARKU 404479-575-8405<https://multicultural.uark.edu/about-us/index.php> |
| Veterans Resource and Information CenterGACS Suites 115-116 | 640 N. Garland Avenue | M-F 8am-5pm479-575-8742<https://veteranscenter.uark.edu> |
| Women’s Clinic (serving patients of all genders)Pat Walker Health Center525 N. Garland Ave.479-575-4478<https://health.uark.edu/medical-health/womensclinic.php> |
| Counseling and Psychological Services (CAPS)Pat Walker Health Center525 N. Garland Ave.479-575-5276<https://health.uark.edu/mental-health/index.php>CAPS also offers drop-in, informal consultations. For updated hours see: <https://health.uark.edu/mental-health/letstalk.php> |

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| Office of International Students and Scholars104 Holcombe Hall479-575-5003<https://international-students.uark.edu/index.php> |
| LGBTQIA+ Mentoring479-575-8405Contact: Adrain Smith atsmith@uark.edu <https://multicultural.uark.edu/diversity-and-inclusion/programs/lgbtqia.php>  |
| La Oficina LatinaContact: Magdalena Arroyo arroyo@uark.edu<https://multicultural.uark.edu/diversity-and-inclusion/programs/la-oficina-latina.php>  |
| Academic Enrichment Program (AEP)Designed to enhance the college experience of first-generation, low-income and other underrepresented students by providing a combination of effective advisement and mentorship, student development opportunities, academic coaching, and different learning experiences.(479) 575-5014Contact: Brande Flack: bmflack@uark.edu |
| Student Support Services Web Location: 008 Gregson Hall | 479-575-3546 | Monday-Friday 8am -5pmStudent Support Services provides a combination of programs and services to students who are first-generation, and/or modest-income, and/or individuals with disabilities.<https://sss.uark.edu/index.php> |
| College of Arts & Sciences ProgramsAfrican and African American Studies | 230 Memorial Hall [https://fulbright.uark.edu/area-studies/african-and-african-american-studies/](https://fulbright.uark.edu/area-studies/african-and-african-american-studies/about-the-program/index.php) Asian Studies | Old Main 428<https://fulbright.uark.edu/area-studies/asian-studies/>Indigenous Studies Program | Kimpel Hall 714<https://fulbright.uark.edu/area-studies/indigenous-studies/>Latin American Studies Program | Kimpel Hall 723<https://fulbright.uark.edu/area-studies/latin-american-and-latino-studies/> |

Compiled by Dr. Jo Hsu (vjohsu@austin.utexas.edu), Updated 8/24/2019

Course Grading Contract

(Adapted from Peter Elbow and Asao B. Inoue)

This course uses a grading contract, an approach to grading that attempts to give you a clear picture of what is required to get any particular grade. A grading contract puts the emphasis in the course on your writing output and revision rather than on a subjective measurement of the quality of your writing. Your instructor will primarily be giving you feedback on how to make your revisions and documents better instead of explaining to you how your paper is a “C” or “B” or “A” effort.

By default, this course is structured around students who do all the assigned work getting a “B” grade. This means that if you complete all assignments as requested, attend class as stipulated by your syllabus, and submit a final portfolio as instructed with all components of each document included, you are guaranteed to earn a “B” grade for the course.

Please note, that even a “B” in this course will be a lot of work. Since we’re focusing on the amount of writing you do and the amount of revision you do, you’re going to be writing more in this course than perhaps in any other writing course you’ve taken. However, if you do all the writing requested, you can safely assume you’ll get a “B”. We want you to focus on writing often, revising thoughtfully, and taking the long way to assignment completion. This is not a course you will succeed in by writing papers the night before they are due. That is simply not an option in this course. We want you to feel comfortable in your own writing process and build the ability to write and revise a major project over time, an essential skill you’ll need in any future workplace. We’d rather you write a good paper and know why it was a good paper than write an exceptional paper and have no idea why it was exceptional.

If you are looking to earn an “A” grade for the course, you will need to come in expecting to simply do more work on each assignment. An “A” will take more effort, and you can expect “A” requirements will represent up to 50% more work than the default expectations for a given assignment. Many times, “A” assignments will ask you to attempt more complicated analysis, to write more involved documents, and to simply do more work. Remember, we’re not grading the subjective quality of your paper. We’re grading to see if you’ve met the requirements in the assignment description. Write, revise, and do the extra work, and you can get an “A” in this course.

This is not a course that has shortcuts. If you fail to complete major assignments or minor assignments, you’ll find yourself getting a grade lower than a “B”. See the table further down the contract for more information on how your completion rate aligns with different grades. Do your work on time, generally speaking, and you’ll be safe with a “B”. Fail to do work in a timely manner or fail to submit major assignments, and your grade will be lower than a “B”.

*Course Portfolio*

All major assignments will be submitted in final format in an end-of-course portfolio. The portfolio should contain the following:

* **Final, edited drafts of your major assignments that are copyedited and free of any major grammatical or spelling errors**. Seeking copyediting assistance is fine in this course and working with the writing center for draft development is always recommended. Please see the copyediting section later in the document for more details.
* **First and second drafts of your major assignments.** These first and second drafts should demonstrate evidence of revision based on instructor and peer feedback. This means you shouldn’t simply make minor changes, but thoughtfully assess the full document based on feedback. If you don’t revise your final draft as suggested by your instructor’s feedback on your first submission to them, you should not expect to get full credit for the assignment. Good revision is often substantive, and you should expect to follow the suggestions your instructor provides. Follow them, and you will earn a “B” or “A” depending on the amount of work completed.

*Assignment Submission Categories*

In this course, we’ll keep a running tally of when/how you submit assignments. On-time assignments won’t affect your grade in any way. Assignments that are submitted after the deadline will count towards your total allowable tardy or late or incomplete assignment totals. You may have 5 assignments that are tardy and still get an “A” or “B.” We recognize that everyone has the occasional scheduling nightmare, so you have these 5 default late submissions as a cushion.

If you have 6 or more tardy assignments assignments that are late, your grade will drop to a “C” as the ceiling. This course requires timely submissions to give us the time and space we need to revise. If you fail to complete even one major assignment, you will only make a maximum of a “D” in the course. A portfolio course is about doing the work, and failing to submit a major assignment means that you’re failing to do the work for the course.

The degrees of lateness are defined below in greater detail and then aligned on a table for each possible course grade:

1. **On-Time Assignments:** This is an assignment that is submitted on time. Your paper is submitted before the deadline has passed.
2. **Tardy Assignments**: This is the equivalent of walking into class late. Your paper is late, but by no more than 48 hours.
3. **Late Assignments**: This is an assignment that is truly late. Your paper is more than 48 hours late, and not simply behind schedule.
4. **Incomplete Assignments**: This is an assignment that was not fully submitted or that was never submitted. Your paper is not finished or was never submitted.

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| --- | --- | --- | --- | --- |
| Course Grade | Tardy Assignments Allowed | Late Assignments Allowed | Incomplete Assignments Allowed | Absences Allowed |
| A | 5 | 0 | 0 | 4(6)\* or less |
| B | 5 | 0 | 0 | 4(6)\* or less |
| C | 6 | 1 | 0 | 5(7)\* |
| D | 7 | 2 | 1 | 6(8)\* |
| F | 8 or more | 2 | 2 or more | 7(9)\* |

\*If the course meets twice per week.

(Instructors, tailor this to your course meeting schedule. This should be the equivalent of two weeks of a 16 week semester).

*Major and Minor Writing Assignments*

In this course, your writing will be divided into major and minor writing assignments. Each week, you’ll have a weekly writing assignment that will help you progress on the particular unit and project you’re working through at that point in the semester. These short-term and small-scale writing prompts are considered minor assignments. The long-term and large-scale major writing projects that you’ll complete at the end of each unit are considered to be major writing assignments. Minor assignments are submitted during the semester. The major assignments are all submitted for final review at the end of the semester as part of your portfolio.

While major assignments and minor assignments differ greatly in scope, all assignments in this course count towards the “A” to “F” tally of Tardy, Late, and Incomplete assignments.

There is a lot of writing in this course. The minor assignments represent the bulk of that writing. As you’ll likely find in your future workplaces, great documents aren’t often the product of a single epic writing session, but instead the product of multiple passes, revisions, edits, and evolutions over what can be a great deal of time.

*Final Portfolio Review*

Final portfolios will be assessed in three major ways:

* Does the portfolio include all required content for each major assignment?
* Does the portfolio demonstrate a final, revised draft of each text that takes into account the suggestions from the instructor’s review?
* Has the portfolio been copyedited to remove major spelling errors and other proofreading issues?

**Policy on Copyediting and Dialect in Major and Minor Assignments**

*Minor Assignments*

Our weekly writing assignments are considered minor assignments. They are works in progress and they are rough drafts. You don’t have to edit them until they are perfect, but they do need to do what they’re asked. If you’re supposed to write a summary, don’t write a critique. If you’re asked to include five topics, don’t include three. With that said, don’t worry about perfection here. Editing is not a primary focus in these assignments. As you write, feel free to write in the dialect and style you find comfortable, though if you wish to practice a more formal and stylized version of English, you can. This course focuses on building your skills as a writer and your writing process. Style is a top-level concern best suited to advanced writing courses you’ll take after you understand the types of writing you’ll need to do in your future professional career.

*Major Assignments, Spelling, and Grammar*

Major assignments are expected to be generally free of misspellings and major grammatical errors, the types that show up on spellcheck or that a simple Word or Grammarly copyedit would catch. You can seek out assistance in copyediting your texts for grammatical and spelling correctness. We actively encourage you to make use of the campus writing lab, part of Student Success (<https://success.uark.edu>).

Any major professional document should be edited for correctness and to prevent any errors that will reflect poorly on the organization, such as basic spelling errors that any spellchecker will catch. We expect the same for your documents.

When it comes to grammatical errors, you should expect that any major errors flagged by instructor in previous drafts should be corrected. If you need help with this, please reach out to your instructor or the writing lab. If you have done the work for a “B” or an “A” on a major assignment, you should not expect to receive a lower grade because of an overlooked grammatical error. However, any errors in previous drafts should not be repeated without an attempt to correct them. New errors may well creep into your final draft, but they will not cause you make a “C” or lower if you’ve done all the required writing for the assignment.

*Style and Major Assignments*

In writing your major assignments, you are asked to write in a style and dialect you find comfortable while covering all the required sections and content guidelines. You can choose to write in a more formal style, or you can write as if you were writing to a friend or family member. Just be consistent in your approach!

This course isn’t designed to focus on the style you’ll need in your professional life, partially because we don’t know and you likely don’t know (even if you think you know) where/when/how you’ll be doing writing in the future. If you want to sound like a professional, get deep into your major and then revisit style in an advanced writing course like ENGL 3053 or 4003. You’ll likely be in a better place to see how/why you’d want to change your style to fit your future career goals.

With all of this said, you’re welcome to focus on writing in what you consider a professional voice, and you’re welcome to set your own higher bar for style and grammar. We just ask that as you do this that you recognize that style and grammar are slippery subjects. The grammatical rules of one organization may be markedly different from another organization, simply because of the personal preference of the leaders of those organizations. The Associated Press Style Guide and the Chicago Manual of Style have markedly different takes on how you should use a comma in a list, but neither document is truly “right”. Each text is simply providing a set of standards for those who work under their system. In each text, choices are based on preference and context and history, like any good style guide should be. Grammar and style evolve over time, despite what some folks may tell you. If they didn’t, we’d still be writing and teaching in Old English in all of our courses. (With that said, if you really want to take courses in Old English, the Department of English has stellar faculty and courses in Medieval Studies).

Remember that as we build your skills as a writer, there is no better audience to write to than the one you know well. In Composition 1 and Composition 2 you are free to target a more familiar audience. In the more advanced writing courses, you may be asked to research and write to an audience outside of your immediate comfort zone, but that is part of becoming a more versatile and advanced writer.

Brief Major Assignment Descriptions

Consult your instructor’s Course Assignment Sheets for more information on preparing to write, what lessons to review, due dates, and checklists.

Assignment 1: Summarize

The purpose of this assignment is to demonstrate how well you can correctly identify and summarize a writer’s argument (or arguments) in a composition. In addition, you will need to also capture the rhetorical situation - this can include the stance the writer takes, the audience they may be writing for, and the purpose for writing. You will be writing two summaries on the same text: a long one and a short one.

Assignment 2: Analyze

The purpose of this assignment is to demonstrate how well you can analyze the way a writer communicates their argument (or arguments) to their audience given the rhetorical situation. Specifically, you’ll want to break down the strategies that the writer uses to persuade the audience and discuss how effective those strategies are by including evidence from the text. After you analyze the text, you will also connect the text to its context. For this paper, you will be analyzing the text and the context.

Assignment 3: Synthesize

The purpose of this assignment is to demonstrate how well you can capture patterns and trends in your research topic (problem). Specifically, you’ll want to connect (synthesize) what others have already said about this problem so that your readers will have an in-depth understanding of the different perspectives of this topic. With this background understanding, you can move to define a new term, refute someone’s point, further support a perspective, etc. All of these moves will help you with your advocacy/proposal paper. But we’re getting ahead of ourselves! For this paper, you will be synthesizing multiple perspectives on one issue so that you can support what you want to say.

Assignment 4: Portfolio

The purpose of this assignment is to demonstrate how much you’ve grown as a writer throughout the semester. With guidance from your instructor, you will curate the content in your portfolio as well as edit and proofread any final pieces for submission. You will also attach a self-assessment sheet that asks you to reflect on what you learn. You will be putting together an organized, edited, and proofread collection of the work you’ve done for this course.

**Approximate Course Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Unit | Weekly ObjectivesBy 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.
 | * Norton Field Guide Ch. 3, 4, 30
 |
| 3[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.
* Format papers and in-text citations based on a citation style of your choice.
 | * Norton Field Guide Ch. 51
* Draft of Summary
 |
| 4[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
 |
| 5[MM-DD] | Analysis: Rhetorical Situation of Texts | * Explain how rhetorical situations influence the way writers compose messages and arguments.
 | * Norton Field Guide Ch. 5 & 6
* Summary Due!
 |
| 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 | **Conferences!**  | * Draft of Rhetorical Analysis
 |
| 8[MM-DD] | Analysis:Peer Review & Revising | * 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
* Peer Review of Rhetorical Analysis
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| --- | --- | --- | --- |
| Week | Unit | Weekly ObjectivesBy the end of the week, you will be able to: | Chapters Covered & Major Due Dates |
| 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
* Rhetorical Analysis Due!
 |
| 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.
* 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.
 | * 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
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| 12[MM-DD] | Synthesis: Documenting Sources & Plagiarism | * 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.
 | * Norton Field Guide Ch. 52 & 53
* Peer Review of Synthesis
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| 13[MM-DD] | Portfolio: Compiling a 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.
 | * Norton Field Guide Ch. 34
* Synthesis Due!
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| 14[MM-DD] | Portfolio:Conferences | **Conferences!** | * Portfolio Self-Assessment Draft
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| 15[MM-DD] | Portfolio: Editing & Self-Assessment | * 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.
 | * Norton Field Guide Ch. 33
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| 16[MM-DD] | Portfolio:Proofreading & Final Touches | * Proofread all pieces in final portfolio.
* Ensure that portfolio meets checklist of requirements
 | * Portfolios due!
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