**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; you are not required to select a theme]**

**[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, draft, and revise essays and arguments. To do this effectively, we will discuss topics and strategies, including understanding your audience, knowing the purpose of your writing, and using a variety of rhetorical stances and strategies. You will also refine your writing skills by developing your knowledge of writing approaches 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 discussion of a topic (with a thesis that makes an argument about the topic) 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 your work – research, notes, drafts, revisions, etc. to create a **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: 9780393543773***

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

**Assignment List**

Assignment #1: Summarize 15%

Assignment #2: Analyze 20%

Assignment #3: Synthesize 25%

Assignment #4: Curate and Reflect 20%

Weekly Assignments 25%

**Total: 100%**

Assignment 1: Summarize (15% of final grade)

The purpose of this assignment is to demonstrate how well you can correctly identify and summarize a writer’s argument (or arguments) in a text. In addition, you will need to identify and discuss 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 of the same text: a long one (500-600 words) and a short one (no more than 150 words).

Assignment 2: Analyze (20% of final grade)

The purpose of this assignment is to demonstrate how well you can analyze the way a writer communicates their argument(s) to their audience given their context and purpose. Specifically, you’ll want to identify and discuss 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. The final draft of this assignment should be 1000-1200 words.

Assignment 3: Synthesize (25% of final grade)

The purpose of this assignment is to demonstrate how well you can capture patterns and trends in your research topic. 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 on this topic. For this paper, you will essentially synthesize multiple perspectives on one issue so that you can offer your audience a thorough and nuanced view of well-informed conversation about the topic. For your final draft, you won’t be composing a summary assignment (that was Assignment #1) nor will you be doing an analysis of individual sources (that was Assignment #2). However, during the research portion of this assignment, you may wind up summarizing and analyzing your articles – this will help you identify patterns and connections among your sources.

Assignment 4: Portfolio (20% of final grade)

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 and reflect on the work you’ve done in a 1,000-word reflective essay that discusses your growth as a writer over the course of the semester.

Weekly Writing Assignments (25% of final grade)

Each week, you’ll have a weekly writing assignment that will help you make progress on the major assignment, or project, you’re working through at that point in the semester. These major writing assignments are the significantly revised drafts that you’ll submit at the end of each unit.

There is a lot of writing in this course. The weekly assignments represent a significant portion 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.

**Course Grading Scale**

For an in-depth explanation of the course grading scale, please see the Grading Contract. This course uses a grading contract. If you complete your major assignments, including the portfolio, and the majority of your minor assignments (as discussed in the grading contract on the following page), you will receive an “A” in the course. Grades below a “B” are a result of not completing all minor assignments or failing to properly complete a major assignment. Absences may also affect your grade; please see below.

**Course Grading Contract**

(This contract was inspired by work from Asao B. Inoue, Peter Elbow, and Kristen Figgins.)

This course emphasizes that writing is a process. We practice cycles of thinking, reading, composing, reviewing, soliciting feedback, revising, and then rethinking and rewriting. No project in this course is ever truly finished; there is always more you *could* do, so the goals of this course have less to do with finished products than with the work you do to read, write, rethink, and revise. Being successful in this course means engaging in the process and working to build the skills, approaches, and literacies that will serve you well in a variety of communication situations.

In order to support the work described above, 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 process, revision, and reflection rather than on a subjective measurement of the quality of your writing. I 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.

All students in this class, regardless of writing comfort or ability, can become better writers by completing the work of this class. The default grade in this class, then, is an A. If you do what is asked of you, in a timely and thorough manner, come to class, engage with your peers, reflect on and revise your work, and improve your work over the course of the semester, you will earn an A. If you miss class, are late or disengage, or fail to reflect upon and revise your work in response to feedback, you will earn a grade lower than an A.

Specifically, to earn an A in this course, you will

* Attend class regularly and arrive to class and to conferences on time.
* Read and carefully respond to assigned course reading.
* Meet writing criteria for all assignments in the course.
* Work to stay on pace with the work of the class by meeting due dates\*.
* Participate in in-class activities, including class discussion.
* Complete all weekly writing assignments (including our daily reflection).
* Give thoughtful, substantive feedback to your peers.
* Offer robust drafts at each stage of the process and for each of our projects.
* Make significant, substantive, and responsive revisions based on the feedback you receive from me and from your peers.
* Attend individual and/or small group conferences with me during the semester.
* Submit your final portfolio to me at the end of the term.

\*NOTE: I accept late work, and I grant extensions. Due dates are to help us all work at a manageable pace. But again: I accept late work, and I grant extensions. Please come talk to me if you're falling behind.

By default, this course is structured around students who do all the assigned work getting an “A” 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 an “A” grade for the course.

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 an “A”. I 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. I 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. I’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.

This is not a course that has shortcuts. If you fail to complete major assignments or weekly assignments, you’ll find yourself getting a grade lower than an “A”. See the table further down the contract for more information on how your completion rate aligns with different grades.

*Criteria for Grades*

This section outlines the specifics on how you can earn your grades.

**You will earn an “A” in this class if you**

* attend class regularly, not having more than 6 unexcused absences for a MWF section in a semester or 4 absences for a TR section;
* meet due dates (this could include, however, up to 5 late assignments as described below);
* have no more than 3 incomplete weekly assignments;
* meet writing criteria for all major projects/assignments;
* attempt clear, substantial revision on each draft of all major assignments;
* give thoughtful peer feedback during class workshops;
* write a cover letter to accompany the final portfolio version of your major assignments;
* attend mandatory conferences with the instructor to discuss drafts; and
* submit a complete, cohesive, and organized final writing portfolio.

**Your grade will drop to a “B,” though, if one of the following are true for you:**

* You have 7 unexcused absences for a MWF section or 5 absences for a TR section;
* You have 4 or more incomplete weekly assignments;
* You have 6 late assignments

**Your grade will drop to a “C,” though, if one of the following are true for you:**

* You have 8 unexcused absences for a MWF section or 6 absences for a TR section;
* You have 5 or more incomplete weekly assignments;
* You have 7 late assignments;
* You fail to turn in one of the major writing projects

**Your grade will drop to a “D,” though, if one of the following are true for you:**

* You have 9 or more unexcused absences for a MWF section or 7 absences for a TR section;
* You have 6 or more incomplete weekly assignments;
* You have 8 late assignments;
* You fail to turn in one of the major writing projects;

**Your grade will drop to an “F,” though, if one of the following are true for you:**

* You have 10 or more unexcused absences for a MWF sections or 8 or more absences for a TR section;
* You have 7 or more incomplete weekly assignments (8 weekly assignment points or fewer);
* You have 9 or more late assignments;
* You fail to turn in two or more major writing projects.

*Assignment Submission Categories*

Assignments that are submitted after the deadline will count towards your total allowable late assignment total. You may have 5 assignments that are late and still get an “A.” I recognize that everyone has the occasional scheduling nightmare or a bad week, so you have these 5 default late submissions as a cushion.

If you have 6 or more late assignments, your grade will drop to a “B” as the ceiling. This course requires timely submissions to give you the time and space you need to revise. If you fail to complete even one major assignment, you will only make a maximum of a “C” in 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. An assignment is also on time if you request and receive an extension before the deadline has passed.
2. **Late Assignments**: Assignment is submitted after the deadline without a request for an extension. Assignments are not considered late if you request and receive an extension on the assignment before the submission deadline. Remember, I grant extensions; please come talk to me if you need additional time to complete something.
3. **Incomplete Assignments**: Assignment that is submitted but is missing one or more significant components. (Please see assignment instructions for each major project for the list of the project’s completion requirements.) I will reach out if you submit an incomplete assignment. Incomplete assignments that are not completed in a timely manner will not receive full credit.
4. **Missing Major Assignments**: This is an assignment that was never submitted.

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| Course Grade | Late\* Assignments Allowed | Missing Major Assignments Allowed | Absences Allowed |
| A | 5 | 0 | 4(6) or fewer |
| B | 6 | 0 | 5(7) |
| C | 7 | 1 | 6(8) |
| D | 8 | 1 | 7(9) |
| F | 9 or more | 2 or more | 8(10) |

\*Assignments are not considered late if you request and receive an extension on the assignment.

*Extensions*

As I said above, everyone has scheduling challenges and bad weeks. For that reason, I also grant extensions on major assignments and drafts of major assignments. If you need an extension, on or before the assignment's original due date, please send me an email that includes your name, the name of the assignment, and your new proposed due date (try to keep it within 2-3 days of the original due date, if possible). I won’t grant extensions for peer review drafts, but all other drafts of major assignments are eligible for extensions.

**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 Pantry  324 Stadium Drive | WAHR C204 | Bud Walton Hall  M 11am-3pm, W 3pm-5pm, Th 10am-2pm | 479-575-7693  Student-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 Access  209 ARKU, University of Arkansas  479-575-3104  <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-5pm  479-575-7252  The 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 Education  ARKU 404  479-575-8405  <https://multicultural.uark.edu/about-us/index.php> |
| Veterans Resource and Information Center  GACS Suites 115-116 | 640 N. Garland Avenue | M-F 8am-5pm  479-575-8742  <https://veteranscenter.uark.edu> |
| Women’s Clinic (serving patients of all genders)  Pat Walker Health Center  525 N. Garland Ave.  479-575-4478  <https://health.uark.edu/medical-health/womensclinic.php> |
| Counseling and Psychological Services (CAPS)  Pat Walker Health Center  525 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 Scholars  104 Holcombe Hall  479-575-5003  <https://international-students.uark.edu/index.php> |
| LGBTQIA+ Mentoring  479-575-8405  Contact: Adrain Smith [atsmith@uark.edu](mailto:atsmith@uark.edu)  <https://multicultural.uark.edu/diversity-and-inclusion/programs/lgbtqia.php> |
| La Oficina Latina  Contact: Magdalena Arroyo [arroyo@uark.edu](mailto: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) 575-5014  Contact: Brande Flack: bmflack@uark.edu |
| Student Support Services Web  Location: 008 Gregson Hall | 479-575-3546 | Monday-Friday 8am -5pm  Student 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 Programs  African 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

**Approximate Course Overview**

* All due dates are highlighted. Major assignment due dates are highlighted and in bold.
* Weekly Assignments are not noted because they are due every week.

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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. | * Syllabus & Labor-Based Grading Contract * 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. 50 * 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. 29 * 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, 7 * **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 pgs. 123-139, Ch. 36 |
| 7  [MM-DD] | | Analysis:  Conferences | **Conferences -- No class sessions** | * 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 & 37 * Peer Review of Rhetorical Analysis |

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| 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 & 49 * Assignment 3 Proposal * **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. 46 & 48 * Annotated Bibliography |
| 11  [MM-DD] | Synthesis: Writing Strategies | **Conferences  - No class sessions**   * Explain why writers use different strategies to convey their argument. * Critically offer feedback on the use of sources to establish a strong argument in a peer's synthesis. | * Norton Field Guide Ch. 38, 39, 40 * Synthesis Draft |
| 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. * Employ different writing strategies to complete your synthesis paper. | * Norton Field Guide Ch. 51 & 52 * Peer Review of Synthesis |
| 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. | * Norton Field Guide Ch. 34 * **Synthesis Due!** |
| 14  [MM-DD] | Portfolio:  Conferences | * Draft a self-assessment of your work to include in your final portfolio. | * Norton Field Guide Ch. 35 |
| 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 * Portfolio Self-Assessment Draft |
| 16  [MM-DD] | Portfolio:  Proofreading & Final Touches | * Proofread all pieces in final portfolio. * Ensure that portfolio meets checklist of requirements | * **Portfolio Due!** |