

English 102: Composition and Rhetoric II
Fall 2011: Section 401 (CRN: 80396)

Location: Evansdale Campus **Percival Hall:** Room 315
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Overview. Those of us who teach in the writing program at West Virginia University recognize that effective writing skills are essential to success in *every* field of study and work. All of you have already completed English 101 (or the equivalent) and should already possess some—perhaps considerable—experience in generating ideas, stating your opinion clearly, developing and organizing cogent essays, thinking about who will read your writing and why, and controlling your writing style and mechanics. English 102 builds on these writing abilities and then expands them by emphasizing *research and argument* and giving even greater attention to *revision and organization strategies* to meet the specific needs of an audience and purpose. This course will provide you opportunities to write:

- as a way to explore, understand, and evaluate ideas;
- as a way to analyze and resolve questions or problems;
- as a way to argue effectively and persuasively in a variety of contexts.

Course Goals/Outcomes. As you begin to read your textbook *Joining Academic Conversations*, you will see that the book designed for this course at WVU should help you meet five important goals. Some of them will seem familiar from English 101 (a prerequisite) while others will be new. All of the assignments and activities you complete in English 102 will help you master these course goals:

- 1) Understanding writing as a process
- 2) Argue effectively and persuasively in a variety of contexts
- 3) Explore and evaluate ideas
- 4) Integrate research effectively
- 5) Know the rules of genre conventions, editing, and source documentation.

These five major goals will produce important outcomes that are measurable and applicable to work you will be asked to complete for other courses, too. By the end of English 102, you should be able to:

- Find and assess information
- Think critically
- Choose and distinguish between reliable and unreliable sources
- Organize and develop an argument
- Persuade people in different circumstances by being aware of rhetorical contexts
- Revise, edit, and proofread your own and others' work
- Work collaboratively
- Use technology for research and text production

- Feel comfortable with standardized written English (the English of school and business) and know how to use it in writing.
- Understand the need for and logic of documentation systems to give credit to the work and ideas of others.

Course Policies and Procedures. Please read the preface to your *Joining Academic Conversations* carefully, especially the sections that address **attendance**, participation, late work, intellectual integrity, classroom etiquette, course concerns, social justice, and special needs. We will discuss course policies and procedures during the first week of class, so come prepared with questions about attendance, intellectual integrity, and any other concerns you may have.

Attendance. Because this is a workshop class, attendance is **mandatory** and rarely open to negotiation. On a Tuesday/Thursday schedule, each student is allowed up to two absences. Each subsequent absence will result in the further loss of up to one letter grade (i.e., an “A” will become a “B”). Thus, students who miss five or more Tuesday/Thursday classes will fail the course with a “D.” *All absences (excused or unexcused) will count towards the total number, and this policy is in effect from your date of registration.* You are responsible for making up any work you may miss by failing to attend class, even if the absence is necessitated by illness or personal emergency.

If you know you must miss more than two or three classes during the semester, I strongly advise you to take the class during another term, since multiple absences will necessarily limit your academic success in this class. If you have a contagious illness, such as the flu, a severe injury, or a critical personal problem, you must, of course, take care of yourself. However, you are obligated to notify me immediately (within twenty four hours) and you must arrange to complete your missed work in a timely fashion. I will provide you with detailed instructions regarding how you can make up the work you have missed. In case of university activities or religious observance, please notify me of your absence at least two weeks in advance. Excused absences are not erased from your total attendance record.

Excessive Lateness: I mark late students every day. If you are late four times, those marks for tardiness will count as one absence, and eight days late will count as two days absent, etc. Please keep track of your own attendance, and if you notice it is becoming a problem, please visit me during my office hours, or send me an email.

Conference Attendance: As part of this workshop course, you will be required to set up conferences for some units (i.e. two conferences per semester). Each conference will only last between ten and fifteen minutes in my office, but it will count as a full class day for attendance purposes. I will hand out a schedule for conferences during the conference week and you will get to sign up for a time slot.

Computer Classrooms and Cell Phones. Percival 315 is a computer classroom, and we will be using technology at intermittent points in the semester to enhance our workshops and informal writing activities. However, if I find that students are spending the class time on un-academic websites, or checking their email, I will count that student as absent for the day. Since peer reviewing papers and workshops depend mostly on oral participation, the

constant ringing and beeping of cell phones is not only unprofessional, it is also highly disrespectful towards your fellow students. Please turn off your cell phone before coming into the classroom. Notify me before class if you must leave your phone on for any reason.

Cheating/Plagiarism: The ENGL102 community assumes your honesty. The following definitions of terms are from the West Virginia University Undergraduate Catalogue. Please see the section on Academic Integrity/Dishonesty for the full definition and discussion of procedures.

Plagiarism: material that has been knowingly obtained or copied in a whole or in part, from the work of others... including (but not limited to) another individual's academic composition.

Cheating: doing academic work for another student, or providing one's own work for another student to copy or submit as his/her own.

Academic dishonesty involves representing as your own work any part of work done by another; submitting the same paper or substantially similar papers to meet the requirements of more than one course without the written approval and consent of all instructors concerned; depriving another student of necessary course materials; interfering with another's work. Plagiarism and cheating are serious offences. Clear cases will result in an "F" for the course and appropriate academic discipline. Students are expected to be familiar with the sections on Academic Honesty in the **University Student Conduct Code, Policy Bulletin 31**, which is online at: <http://studentlife.wvu.edu/studentconductcode.html>. If you have any questions about when and how to document sources, or any other question that will help you avoid unintentional plagiarism, please come and talk to me. Your textbook *Joining Academic Conversations* has a more detailed description of the University's policies concerning academic integrity, so be sure to double-check there, and ask me if you find any of the jargon confusing.

Special Needs. If you have a learning disability or other special need that may impact your performance in this class, please talk with me about your concerns at the start of the semester. WVU's Disability Services is a support system designed to assist you make the most of your educational experience. I will work with those from this resource and you personally, should you require assistance.

Office of Student Life. This office can assist students who encounter difficulties during the semester. The office specializes in troubleshooting and problem solving. Located in 116 Elizabeth Moore Hall on the Downtown campus. Their main telephone number is 293-5611.

Social Justice. I take my responsibilities as an English 102 instructor very seriously and am committed to providing a classroom space dedicated to open communication and mutual respect. In this class and in our discussions, readings, and writing throughout the semester, we will be examining ideas from diverse perspectives. At this university, students and faculty are afforded an academic environment that allows for intellectual expression; challenging issues and ideas may arise, but none of these should be expressed in an inappropriate manner either verbally or in writing. Racism, sexism, heterosexism, and other forms of

discrimination (spoken or written) are unacceptable and will not be tolerated. I welcome suggestions to help meet this commitment.

Texts and Materials. Please purchase the following three required texts, all of which are available at the WVU Bookstore:

- Dadisman, Jo Ann, ed. *Joining Academic Conversations: English 102* (5th ed.). Plymouth, MI: Hayden-McNeil Publishing, 2012. (*JAC*)
- Faigley, Lester and Jack Selzer. *A Little Argument*. Boston: Pearson, 2010. (*ALA*)
- Lunsford, Andrea A. *Easy Writer*, 3rd Ed. Bedford: Boston, 2006. (*EW*)
- In addition to these three required texts, you will also need to access your MIX account and the class WVU eCampus page regularly. You will use the English 102 Libguide to begin your research process. **The URL is <http://libguides.wvu.edu/english102>**. A second library guide is the Editorial Analysis Libguide (For Essay #2).
- You will need a soft-cover binder or large envelope in which to submit your writing when major assignments are due, as well as twice during the semester for portfolio review. A re-cycled folder is fine.

English 102's Portfolio Approach. Writing is an ongoing process. To keep track of your process and progress over the course of the semester, you will collect all of your written work to create two portfolios of your writing—one submitted at the midterm point and the other submitted at the end of the semester. The portfolio emphasizes the ongoing process of writing and revision and encourages you to reflect on your work as a writer, reader, and thinker in first year composition. On the schedule of work due, you will see several “draft” deadlines. You will get feedback from peers and your instructor on each draft to encourage you to continue to revise and polish your writing. You will also see Portfolio deadlines at Week 7 and Week 15. On those days, you must submit a completed portfolio for credit.

Assignment Overview. The purpose of English 102 is to help you develop your abilities as a researcher and writer of persuasive texts in academic and non-academic contexts. You'll learn about the research process, argumentation, and critical inquiry. I will provide you with detailed assignment sheets or refer you to your text for the 20+ pages of polished and revised writing that you will complete during English 102. Most of the writing will ask you to integrate research and to practice strategies of analysis and argument. Here's an overview:

Midterm Portfolio (for evaluation and revision)

- Advertisement analysis (4+ pages): Write an essay in which you examine the rhetoric and effectiveness of two or three CURRENT print ads on the same type of product (car insurance, cleaning products, jeans, anti-aging creams, etc.) Goals: a clear, well-established thesis statement and abundant, specific evidence to support your thesis statement. Mode of evidence: periodical sources.
- Researched analysis (4-5+ pages): Select a CURRENT editorial or an in-depth news column on a controversial issue that interests you as found in a regional publication. Identify the major parts of the argument--claim, support, warrant--as they have been defined in the pages that discuss Toulmin-style arguments. Evaluate whether the author

makes a successful or unsuccessful argument. Find at least one other source to support your claims. Methods of evidence: periodical sources.

- Reflective Writing (1-2 pages). English 102 will encourage you to reflect periodically on your learning and discovery processes as a reader and writer. Your mid-semester assignment will be to compose a 1–2 page memo about your work so far in the class.

Final Portfolio (worth 70% of your final grade).

- Research proposal (3+ pages). Create a research-driven question, immerse yourself in resources that explore that question, and develop a plan of action for your work. That is, what do you intend to contribute to the academic conversations on your topic? The proposal helps you to articulate the direction of and purpose for your research. Methods of evidence: major databases; visits to the Term Paper Clinic or reference library; interviews, etc. Be sure to access the Libguide for 102 on our WVU eCampus webpage. *This assignment is not available for revision.*
- Annotated bibliography (5+ pages). The Annotated Bibliography is an important step in creating your final paper, the culmination of your work in English 102. An Annotated Bibliography is an alphabetical list of citations to books, articles, interviews, and other texts. An annotation, which follows each citation, is a brief summary and evaluation of the source that helps identify the content, quality, and relevance of the source cited. Methods of evidence: major databases such as MountainLynx, EBSCOhost, Lexis-Nexis. Use the Libguide for 102. *This assignment is not available for revision.*
- Argumentative essay (6+ pages). This is the culmination of work begun with your research proposal and extended in the annotated bibliography. Your research allows you to have authority on a topic so that you can present a cogent, well-supported argument. The challenge in this paper is to coordinate several sources with your own arguments to develop an original essay you will present to a diverse audience. Methods of evidence: major databases such as MountainLynx, EBSCOhost, Lexis-Nexis.
- Reflective Writing (3+ pages). Your end-of-semester reflection will introduce your final portfolio. It is a chance for you to reflect on your work as a writer to provide context for a reading and evaluation of the portfolio. In other words, the reflective introduction is the argument for what you've learned and achieved as a writer and reader in English 102 while the portfolio is the evidence of that argument.

Informal Writing (worth 20% of your final grade). Informal writing might include reading responses, short analyses, or other brief assignments that let you try out genres and style, think through responses to readings, and prepare for discussions or longer assignments. They may also be assignments that are actually part of the major assignment (such as submitting an introduction, conclusion, works cited page with a partial listing of sources, etc.) This writing is typically no more than 2 pages in length and may be assigned either as in-class work or as a brief entry to be done at home. Over the course of the semester, you can expect about 8-10 such informal writing assignments for a total of 20 pages. You will receive a midterm informal writing grade and a final semester grade. These grades are “frozen” and based upon short writes that cannot be revised. Please see *Informal Writing Grade Descriptors* for more information.

Participation (worth 10% of your final grade). Participation is assessed based not only on attendance, but also on your good citizenship, your investment in class activities and discussion, and your ability to respect and work well with others. You will receive a midterm participation grade, which will describe your work at that point and a final one at the end of the semester. You are welcome to talk to me if you have questions about your progress in the class.

English 102 Evaluation Criteria and Grade Descriptions. Success in this class depends on meeting all the requirements, the quality of your written work, and your willingness to try new perspectives, to revise and rethink, to take risks. Your final grade will be based on the following percentages:

- Portfolio Writing: revised, written work from 5 major assignments 70%
- Short Writing Assignments and Homework 20%
- Participation 10%

Grade Descriptors for English 102. I will follow the descriptors provided in *JAC* on pages xvi-xvii. The following criteria let you know what is expected of you in terms of participation, informal writing, and your more formal, revised writing for English 102. Please note the course rubric on the inside back cover of *JAC*. It recognizes the course goals and degrees of mastery that I will use in reviewing and evaluating your final portfolio.

ENGL 102 SCHEDULE OF WORK DUE

Text Abbreviations: *JAC*=*Joining Academic Conversations* *EW*=*Easy Writer* *ALA*=*A Little Argument*

The Schedule of Work due includes Class Activities, Due Dates, and Homework. The Class Activities may explain what will be covered on any given day, but you should bring your textbooks to all class meetings. The Due Dates identify when something is to be submitted. The Homework information from the day before explains how you are to prepare for each class meeting.

Schedule of Work:

(I reserve the right to change the syllabus at any point in the semester to suit the needs of our class)

August	
Tuesday	Thursday
<p>Week 1: August 23 (<i>Late Registration Fee in effect after August 22</i>)</p> <p><u>Class Activities:</u> Introductions note cards, ice breaker; writing prompt* (letter of introduction in memo form) “Newspaper” Article</p> <p>DUE TODAY: SYLLABUS and BOOKS</p>	<p>August 25 <i>(Last day to register and add new courses is August 26)</i></p> <p><u>Class Activities:</u> Writing prompt from p.9, <i>ALA</i> (what will be your greatest challenges?) Discuss assigned readings; discussion of intellectual integrity (<i>JAC</i>, 131-133); activity (136-138); Discuss Mendelsohn</p>

<p>----- <u>Homework:</u> read <i>JAC</i>'s Introduction (ix-xviii) and highlight concerns, and <i>ALA</i>'s Chapter 1 (1-9); Matt Mendelsohn, "Getting the Picture" -----</p>	<p>DUE TODAY: <i>JAC/ALA</i> Reading, and Writing Prompt (Introduction Memo) ----- <u>Homework:</u> <i>ALA</i>'s Chapter 2 (10-34); bookmark 27-34 for Tuesday's class Read Anne Lamott: "Bird By Bird" Handout -----</p>
<p>Week 2: August 30 <u>Class Activities:</u> Anne Lamott, "Bird by Bird" Discussion of Process; Introduce Essay 1: Ad analysis; group analysis/activity of Super bowl commercials (<i>JAC</i>'s Invention, 4-6); Discussion of <i>ALA</i> Chapter 2 DUE TODAY: <i>ALA</i>'s Chapter 2, focusing on pages 27-34, Anne Lamott: "Bird by Bird" ----- <u>Homework:</u> Choose ads and begin journaling/outlining with <i>ALA</i>, 43-45; read <i>EW</i>, 14-19 and 51-58 -----</p>	<p>September 1 <u>Class Activities:</u> Introduce Toulmin Argument; Writing Prompt/Chart (action plan for Essay 1); activities (<i>JAC</i>, 20) with student examples; begin draft 1 DUE TODAY: <i>ALA</i>, 43-45; <i>EW</i>, 14-19 and 51-58 ----- <u>Homework:</u> Read <i>EW</i> 20-31 and <i>ALA</i>'s Chapter 3 (46-75); finish draft 1 for class, using <i>JAC</i>, 17; make 3 copies for peer review -----</p>
<p>September</p>	
<p>Tuesday</p>	<p>Thursday</p>
<p>Week 3: September 6 <u>Class Activities:</u> Writing prompt: Ad analysis memo); peer review of Draft 1 (<i>JAC</i> 21-22 and handout); introduce Essay 2: Editorial analysis and 102 Libguide. What is an editorial? Where is it published? How does an editorial promote a viewpoint? DUE TODAY: 3 copies of Essay 1, draft 1 ----- <u>Homework:</u> Revise draft 1; prepare "FFN" of Essay #1 -----</p>	<p>September 8 <u>Class Activities:</u> Collect homework; view segments of <i>Coal Country</i>/ discuss ethos, pathos, logos; activity on political cartoons; submit Essay 1: Ad analysis in folder with memo + peer review draft and comments; DUE TODAY: Submit FINAL FOR NOW OF ESSAY 1 PACKET ----- <u>Homework:</u> Read <i>ALA</i>'s Chapter 4 (76-106); bookmark 104-106 for Essay 2; brainstorm using <i>JAC</i>, 4-5; skim <i>JAC</i>, Goal 4, 79-128; read 129-158; locate two editorials of interest (be sure to use Ed Analysis Libguide to help you choose suitable article) and print both for Tuesday's class -----</p>
<p>Week 4: September 13 <u>Class Activities:</u> Writing prompt: Compose one paragraph on a <i>potential</i> fallacy in your selected editorial; small group activity: use <i>ALA</i>'s 104-106 to create outline for Essay 2; introduce MLA documentation in <i>Easy Writer</i>, beginning with editorials; The Rhetorical</p>	<p>September 15 <u>Class Activities:</u> Library Session (Finding/evaluating sources) How to create a Works Cited page, Discuss Scholarly versus Popular Sources DUE TODAY: Meet in Evansdale Library</p>

<p>“Spin”; The New Yorker/Scientology; Obama/Katrina</p> <p>DUE TODAY: 2 copies of selected editorial</p> <p>-----</p> <p><u>Homework:</u> Read <i>JAC</i> 44-45 (fallacies); review <i>ALA</i> 57-59; complete <i>JAC</i> 87; Obama/Katrina completed</p>	<p>-----</p> <p><u>Homework:</u> Select a final editorial for analysis; find 2 additional (secondary) articles for Essay 2, read and complete <i>JAC</i>, 103-112; create Works Cited page for articles + editorial; begin drafting Essay 2</p>
<p>Week 5: September 20</p> <p><u>Class Activities:</u> Activities on documenting sources (<i>JAC</i>, 119-127 and <i>EW</i> 217-245); integrating sources using templates (Chapter 3, <i>They Say, I Say</i>); practice using <i>JAC</i>, 68-76- Synthesis Maps; Ethos, Pathos, Logos: Write it Out!; “The Trouble with College” Activity</p> <p>DUE TODAY: Works Cited page with 3 entries</p> <p>-----</p> <p><u>Homework:</u> Compose draft 1 (introduction) for exploring potential topics for argumentative essay and supporting assignments; Complete “The Trouble with College” Activity</p>	<p>September 22</p> <p><u>Class Activities:</u> Peer review activities using <i>JAC</i>, 140 + handout; brainstorming activities for issue topics using 102 Libguide; review <i>JAC</i>, 131-132</p> <p>DUE TODAY: 3 copies of Essay 2, draft 1 (1 ½-2 pp)</p> <p>-----</p> <p><u>Homework:</u> Revise draft and prepare 3 copies for conferences on Tuesday; visit Writing Center or schedule appointment with the Term Paper Clinic for help</p>
<p>Week 6: September 27</p> <p><u>Class Activities:</u> CONFERENCES</p> <p>DUE TODAY: 2 copies of Essay 2, draft 2 (4 pp) and list of questions about assignment that you still have, or that you think your paper could answer</p> <p>-----</p> <p><u>Homework:</u> Revise existing draft and add a conclusion; prepare packet for submission: FFN draft + peer review draft and comments (memo will be written in class)</p>	<p>September 29</p> <p><u>Class Activities:</u> Writing prompt: Essay 2 cover memo; preparing the midterm memo and checklist (handout); narrowing potential topics/brainstorming for Unit 3 (<i>JAC</i>, 59)</p> <p>DUE TODAY: FFN draft of Essay 2</p> <p>-----</p> <p><u>Homework:</u> Begin compiling materials for midterm portfolio; work on drafting midterm memo; bring all materials to next class</p>
<p>October</p>	
<p>Week 7: October 4</p> <p><u>Class Activities:</u> Writing prompt: Based upon feedback from your peers/instructor, what changes do you want to make with the ad and editorial analysis essays?; Activities: midterm portfolio checklist and looking ahead to next week (<i>JAC</i>, 82-83); Satire Activities Introduction</p>	<p>October 6 (<i>Mid-Semester is October 7</i>)</p> <p><u>Class Activities:</u> Submit midterm portfolio; intro to the researched analysis (Essay 3); designing a proposal for a research essay; begin drafting proposal (choose type of argument from <i>ALA</i>, Chapter 5); Satire Discussion; A “Good” Research Paper: Oliver Sacks</p>

<p>DUE TODAY: midterm portfolio in progress</p> <p>-----</p> <p><u>Homework:</u> Finalize portfolio for next class; Read Satire Handouts</p>	<p>DUE TODAY: MIDTERM PORTFOLIO</p> <p>-----</p> <p>Homework: Complete proposal for next class; identify 4-5 potential sources; Read “An Anthropologist on Mars” (244-258)</p>
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Tuesday	Thursday
<p>Week 8: October 11</p> <p><u>Class Activities:</u> Construction/Conceptions of Proposals; Share Proposals; Review Potential Sources; Review Oliver Sacks (244-258)</p> <p>DUE TODAY: 2 copies of completed proposal; Oliver Sacks (244-258)</p> <p>-----</p> <p><u>Homework:</u> Revise proposal for submission next class; complete <i>JAC</i>, 93; print 2 copies of one strongest source to date; “Anthropologist” (259-280)</p>	<p>October 13 (<i>Mid-Semester Grades Due Today</i>)</p> <p>Class Activities: Creating an annotated bibliography; writing prompt: create an annotated entry for source of choice; review 102 Libguide Online; Review Sacks (259-280)</p> <p>DUE TODAY: FINAL OF RESEARCH PROPOSAL</p> <p>-----</p> <p>Homework: Using Libguide, identify/evaluate 4 potential sources for major essay; read <i>ALA</i> Chapter 5, 131-146; print 4 sources for next class; Finish “Anthropologist” (281-296)</p>
<p>Week 9: October 18</p> <p><u>Class Activities:</u> Developing strong thesis statements (<i>JAC</i>, 13) and designing the structure of your essay (<i>JAC</i>, 14-15 and <i>EW</i>, 30-38); outlining the essay (<i>JAC</i>, 17-19); annotating sources for peer review</p> <p>DUE TODAY: 4 potential sources</p> <p>-----</p> <p><u>Homework:</u> Finish compiling the annotated bibliography for peer review; collect 3 different colored highlighters for peer review. Print 2 copies of annotated bibliography</p>	<p>October 20</p> <p><u>Class Activities:</u> Peer review of annotated bibliography; writing prompt: What is the most surprising evidence in support of your claim? Opposed to it? Wikipedia versus... and Online Sources</p> <p>DUE TODAY: Annotated bibliography for peer review</p> <p>-----</p> <p><u>Homework:</u> Complete the annotated bibliography for submission next class</p>
<p>Week 10: October 25</p> <p><u>Class Activities:</u> writing prompt: cover memo for annotated bibliography; activity: accessing individual needs for final essay/revisit Libguide</p> <p>DUE TODAY: FINAL PACKET FOR ANNOTATED BIBLIOGRAPHY</p> <p>-----</p> <p><u>Homework:</u> Continue drafting Essay 3; minimum of 3 pages due next class (review <i>ALA</i>, 72-73, and chapter 4 to confirm your</p>	<p>October 27 (<i>October 28 is the last day to drop a class with a “W” as opposed to an “F”</i>)</p> <p><u>Class Activities:</u> Circle activity for thesis statement; peer review of first pages; writing prompt: What is your plan of action to complete this major essay successfully? In other words, what do you still need to do? Individual activity: <i>JAC</i>, 68-69; The Truth About College Activity</p> <p>DUE TODAY: 3 pages of Essay 3</p>

style of argument	----- <u>Homework:</u> All Drafts, sources, and notes to date for paper 3
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November

<p>Week 11: November 1 <u>Class Activities:</u> Review of schedule/deadlines; individual activities to complete Works Cited page, in progress (peer review) using <i>JAC</i> 143-144</p> <p>DUE TODAY: Drafts, sources, and notes to date</p> <p>-----</p> <p><u>Homework:</u> Continue drafting the support for the thesis, expanding essay to 5+ pages for next class + Works Cited page</p>	<p>November 3 <u>Class Activities:</u> Designing an effective conclusion <i>ALA</i> 74-75; final peer review of Works Cited page; prepare for conferences</p> <p>DUE TODAY: 5+ pages of draft + Works Cited</p> <p>-----</p> <p><u>Homework:</u> Finish draft 1, Essay 3</p>
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Tuesday	Thursday
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<p>Week 12: November 8 <u>Class Activities:</u> CONFERENCES</p> <p>DUE TODAY: Full draft of Essay 3</p> <p>-----</p> <p><u>Homework:</u> Revise Essay 3 for submission</p>	<p>November 10 <u>Class Activities:</u> Writing prompt: Essay 3 cover memo; revision of Essay 1: Ad Analysis</p> <p>DUE TODAY: Submit FINAL FOR NOW OF ESSAY 3 PACKET</p> <p>-----</p> <p><u>Homework:</u> finalize changes to Essay 1 using <i>JAC</i>, 155-156, 149 and Plan for Final Essay 1 sheet; Bring Essay 2 to Class Tuesday</p>
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<p>Week 13: November 15 <u>Class Activities:</u> Revision of Essay 2, using Plan for Final Essay 2 sheet and activities; Bonus: “Ubermensch” Reading</p> <p>DUE TODAY: Essay 2</p> <p>-----</p> <p><u>Homework:</u> finalize changes to Essay 2; “Ubermensch” Reading</p>	<p>November 17 <u>Class Activities:</u> “Baggage Overboard” revision workshop (Essays 1 and 2); “Ubermensch” discussion if needed</p> <p>DUE TODAY: Essays 1 and 2 to class</p> <p>-----</p> <p><u>Homework:</u> complete any additional research and begin revision of Essay 3; Bring Essay 3 and Subsequent Revisions to Class on the 29th</p>
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FALL BREAK: NO CLASS	FALL BREAK: NO CLASS
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December

Week 14: November 29	December 1
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<p><u>Class Activities:</u> Map a plan for revision of Essay 3; discuss final memo; Bonus: “Harry Potter” Readings</p> <p>DUE TODAY: FFN Essay 3 + new material, as needed</p> <p>-----</p> <p><u>Homework:</u> Finalize Essay 3 and begin final memo; collect all materials into single folder; “Harry Potter” Readings</p>	<p><u>Class Activities:</u> Workshop final memo with aid of course rubric and worksheet; final Q/A about next week; “Harry Potter” discussion if needed</p> <p>DUE TODAY: FINAL PORTFOLIO ARTIFACTS</p> <p>-----</p> <p><u>Homework:</u> Finalize portfolio for submission</p>
<p>Week 15: December 6</p> <p><u>Class Activities:</u> Final workshop on Works Cited pages, Essays 1, 2, and 3. Final checklist for portfolio; early submission for those who are ready</p> <p>DUE TODAY: Continue working on final portfolio as needed</p> <p><u>Homework:</u> As needed for final submission</p>	<p>December 8 (<i>December 9 is Last Day of Classes for fall semester</i>)</p> <p><u>Class Activities:</u> Read Around; course evaluations; celebration!</p> <p>DUE TODAY: FINAL PORTFOLIO</p> <p>-----</p> <p>HAPPY HOLIDAYS!</p> <p>*Portfolios Returned By Final Exam Time Slot: MONDAY DECEMBER 12, 2011 From 11:00AM-1:00PM in My Office: Colson G07</p>

*Students must attend to claim their portfolios

STUDENT AGREEMENT:

Please Read Carefully and Return the Following Agreement to Your Instructor:

I have read the syllabus and the introduction to *Joining Academic Conversations* and I understand the policies and expectations of this course, including the attendance policy, the academic integrity policy, the social justice policy, the late paper policy, grading criteria, and the instructor’s policy towards cell phone use in class.

Student Name (print): _____ Email: _____

Student Signature: _____ Date: _____