

**English 102 Syllabus—Spring 2012**  
**Argument and Research Writing**

<b>Instructor:</b> Mary Angel Blount	<b>Class times:</b> Section (6) 9:30-10:20 MWF 240 Stansbury (11225) (Wright) Section (17) 11:30-12:20 MWF 403 Armstrong (11195) (Diamond)
<b>Office hours:</b> Mondays & Wednesdays: 1:30-3:30, Tuesdays & Thursdays 2:00-4:00 & by appointment	<b>Office:</b> 346 Colson Hall <b>Mailbox:</b> 120 Colson Hall
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**Course Description:** English 102 is an introductory course designed to prepare you for responding to a number of demands within the academic curriculum. All of you have already completed English 101 (or the equivalent) and should already possess some experience in generating ideas, stating your opinion clearly, developing and organizing cogent essays, considering audience, and developing 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.

**NOTE:** This course will utilize *eCampus* in a number of ways (including online workshops, the distribution of readings and assignments, and discussion boards). You can access *eCampus* using your personal computer or any campus computer. I will not accept any excuses regarding *eCampus* (not being able to access the site, etc.) unless the site is down for everyone. You can log on to *eCampus* at <https://eCampus.wvu.edu>. Also, you will be required to have access to Microsoft Word and Adobe Acrobat Reader.

**Course Goals**

Please see *Joining Academic Conversations (JAC)*—especially pages x-xii—for an overview of the aims and practices that shape English 102 at West Virginia University.

**Policies and Procedures**

Please see your guide (*JAC*)—especially pages xii-xiv—for course policies and procedures. This section includes important information about why your regular attendance and participation are important; why late work (or lateness in general) disrupts our working environment; how a commitment to social justice promotes a positive learning environment; and why academic integrity is essential to our community.

**Texts and Materials.**

- Lunsford, Andrea. *Easy Writer*, 4<sup>th</sup> edition. Boston: Bedford/St. Martin’s, 2006 (abbreviated *EZ* on syllabus).
- Undergraduate Writing Committee, eds. *Joining Academic Conversations: English 102* (Fifth Edition). Plymouth, MI: Hayden-McNeil Press, 2012 (abbreviated *JAC* on syllabus).
- Graff, Gerald, Cathy Birkenstein, and Russel Durst. *They Say/I Say with Readings*. New York: Norton, 2009 (abbreviated *TS/IS* on syllabus).

**In place of purchasing an expensive textbook, you will be required to print out supplemental readings which will be available via *eCampus*. You will also be required to print out assignment sheets and your own essays (sometimes multiple copies of your essay). Make**

sure that you either have access to a printer through one of the labs on campus or that your personal printer is stocked with ink and paper. You will be required to turn in hard (paper) copies of all assignments.

**Attendance:** The attendance policy set by the WVU English Department holds that for a Monday/Wednesday/Friday class, each absence after the third will affect your grade and **six will result in failing the class.** (See *Joining Academic Conversations* for additional information.) **We do not distinguish between excused and unexcused absences.**

**Late Work:** All assignments are due at the beginning of class on the due date. **I generally do not accept late work.** If you are unable to come to class, you must email me your assignment **before** class time in order for it not to be considered late. **I will not print an emailed essay; you must present me with a paper copy the next class period in order for it to be accepted and graded. Otherwise, it will be a zero.** Remember, missing class does not mean that the assignment is not still due; you are still responsible for missed class and homework. However, **if circumstances force you to turn in late work, you have one week after the due date to turn it in, and you will receive a penalty of 10 points.** After that, it will be a zero.

**English 102's Portfolio Approach.** Writing is an ongoing process. The portfolio emphasizes this process of writing and revision and encourages you to reflect on your work as a writer, reader and thinker in first year composition. **What this means is that although your essays will be commented on in very specific ways, they will not in fact be given hard grades until your final portfolio receives one.** This can cause some grade anxiety for students, so please know that, at any time, you can come to my office to discuss the direction your work is taking in this course. Choice is important to the portfolio, so you will be allowed to choose which assignments to revise for your portfolios.

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 write minimum of 3 drafts for each essay. At mid-semester, you will be asked to write a reflective memo about your reading and writing processes. At the end of the semester, you will be asked to submit a final portfolio of your collected work over the semester.

### **Assignment Overview**

You will write (and rewrite) four major projects: **Annotated Bibliography, Vetting a Documentary, Research Proposal, and Researched Argument.** Expect to write and revise about 20+ pages over the course of the semester, in addition to other informal writing both in and out of class. Please see *JAC*—especially pages xiv-xv—for more information. I will also give you detailed assignment sheets as we begin each of the formal assignments.

Credo (2-3 pages). A Credo is a statement of beliefs. This is an introductory assignment due at the end of Week 2.

Annotated Bibliography (4-5 pages). In this class you'll be doing research to investigate a claim made by Michael Moore in his documentary *Sicko*. The Annotated Bib is an important step in creating your **Vetting a Documentary**. It is an alphabetical list of citations of books, articles and electronic sources. The annotation which follows each citation, is a brief summary & evaluation of a source that helps identify the content, quality and relevance of the source cited. You'll need 4 print or electronic sources in addition to the film.

Midterm Memo (2-4 pages). This refers to your midterm reflection. It is a chance for you to reflect on your work midway into the semester. This is a graded assignment (10%).

Vetting a Documentary (4-5 pages + Works Cited). In this essay you will analyze claims made by Michael Moore in his documentary, *Sicko*. You will research the subject matter, incorporating at least 4 sources in addition to the film. Methods of evidence: major databases such as MountainLynx, EBSCO host, Lexis-Nexis.

Research Proposal (3+ pages). In this essay you'll create a research-driven question, immerse yourself in resources that explore that question, and develop a plan of action for your **Researched Argument**. The proposal helps you to articulate the direction and purpose for your research. Methods of evidence: major databases, visits to the term paper clinic or reference library, field research.

Researched Argument (5+ pages + Works Cited). In this essay, you will construct an argument around the research gathered in the Research Proposal. Your research allows you to have authority on a topic so that you can present a clear, well-supported argument. The challenge in this paper is to coordinate several sources with your own arguments to develop in an original essay you will present to a diverse audience. Methods of evidence: major databases such as MountainLynx, EBSCOhost, Lexis-Nexis, field research.

Oral Presentation. You are required to make an oral presentation to the class. You will present an overview of the findings of your **Researched Argument**. In this you should NOT read to the class, but present your ideas clearly and thoughtfully. If you choose to, you can make this a multi-genre presentation. The Oral Presentation will come during the last 3 days of class. You may use a powerpoint presentation if you choose, but you will be required to give the same depth of analysis you put into your final researched arguments.

Final Portfolio. At the end of the semester, you will be required to put together a final portfolio which will include 20 or more pages of polished writing. It will consist of:

- Introductory Reflective Memo (2-4 pages)
- **Credo** (revised)
- **Vetting a Documentary** (revised)
- **Researched Argument** (revised)
- your choice of either the **Annotated Bibliography** or the **Research Proposal** (revised).

Homework/Informal Writing. These include your blogs regarding your book club books, your Writer's Notebooks and other classwork/informal writing.

Attendance/Class Participation. These two are assessed not only on attendance and quality of your classwork, but also on your good citizenship, your investment in class activities and discussion, and your ability to respect and work well with others. You are welcome to talk with me if you have questions about your progress in class.

### Final Grade Distribution

Type of essay/ assignment	Value	Due Date
Credo	FPF	Monday, 1/23
Annotated Bibliography	FPF	Friday, 2/10
Midterm Memo	10%	Friday, 2/24
Vetting a Documentary	FPF	Friday, 3/2
Research Proposal	FPF	Friday, 3/16

Researched Argument	FPF	Friday, 4/13
Oral Presentation	10%	4/23-27
Final Portfolio	50%	Friday, 4/27
Homework including 6 Writer's Notebooks (18%) + Peer crits (2%)	20%	Various
Attendance/Class Participation	10%	Ongoing

Writer's Notebooks	Value	Due
WN #1: <b>Read</b> Ch. 1, "They Say"; do exercise #1 p. 26-27	3%	1/27
WN #2: <b>Read</b> Ch. 2 "Her Point Is"; choose exercise #1 or 2, p. 38	3%	2/1 or 2/3
WN #3: <b>Read</b> Ch. 3, "The Art of Quoting"; do exercise #1, p. 47	3%	2/27
WN #4: <b>Read</b> Ch. 5 "And Yet"; do exercise #1, p. 71	3%	3/9
WN #5: <b>Read</b> Ch. 6, "Planting a Naysayer in Your Text"; do exercise #1, p. 86	3%	3/21
WN #6: <b>Read</b> Ch. 10, "The Art of Metacommentary"; do exercise #1, p. 131	3%	4/4

### Evaluation Criteria and Grade Descriptions

Please see pages xvi-xvii of *JAC* for the criteria for participation, informal writing, and polished and revised writing grades.

Success in this course depends on completing all formal assignments, the quality of your written and verbal work, and your willingness to try new perspectives. Your participation grade is dependent upon attentive and constructive commentary during class, the quality and consistency of various informal assignments, active participation in group work, and being prepared for class and conferences. All of the course components are designed to contribute to your final grade in the class.

The WVU Writing Center is located at G02 Colson, and you can make an appointment at the Writing Center via phone (293-5788) or website: [http://english.wvu.edu/centers\\_and\\_projects/wcenter](http://english.wvu.edu/centers_and_projects/wcenter). Its hours are Monday –Thursday 10:00-5:00 and Friday 10:00-3:00. There are also other resources available to you throughout the semester (see inside cover of *JAC*). I encourage every English 102 student to use these resources to support various aspects of the writing process.

**SCHEDULE OF WORK DUE** (This schedule is tentative & subject to change. Please check for updates via emails from me on MIX and announcements on eCampus). Every underlined item represents a handout you should download from eCampus before the day it is assigned as a class activity. *Italicized items represent those I will provide for the class.* To get to eCampus, go to **ecampus.wvu.edu** & click on English 102.

	Day	Topics for Class	Homework
<b>Wk. 1</b>	1	Intro to course + <i>Syllabus</i> . What	Purchase books. Visit our eCampus page.

M 1/9		<p>is rhetoric? What is research? What is portfolio grading? What is creative nonfiction? Prewriting?</p> <p>Define Rhetorical Situation (<i>EZ</i> 14), OREO. Poll for laptops. Assign <i>Grammar Gremlins</i>.</p> <p><b>Class Activity:</b> True Lies; <i>Fact Opinion, Belief</i>.</p>	<p>Review syllabus. <b>Bring all your texts to class on Wednesday:</b> <i>JAC</i>, <i>EZ</i>, and <i>They Say/I Say</i>.</p> <p><b>Read:</b> ix-xviii in <i>JAC</i> (pay special attention to essay formatting).</p> <p><b>Write:</b> Use “Find It, Fix It” (pp. 2-10 <i>EZ</i>) to complete <u>Grammar Gremlins</u> (found under “Getting Started” tab on ecampus). <i>On eCampus, print out underlined materials in classwork for 1/11</i>(under the Credo icon on our ecampus page): <u>Credo Prompt, Using Showing Writing, and “Be Cool to the Pizza Dude.”</u></p>
W 1/11	2	<p><b>Due: Grammar Gremlins.</b> I will go around &amp; check texts. Assign “Me” bags. <u>Credo Prompt</u>. Review: essay formatting (xviii)</p> <p><b>Class Activity:</b> <u>Using Showing Writing</u>.</p> <p><b>Discussion:</b> “Be Cool to the Pizza Dude.”</p>	<p><b>Write:</b> Begin pre-writing for Credo. <b>Read:</b> <i>EZ</i> 17-18 “Prewriting” Review sample credos on our ecampus page: “I Am Still the Greatest” by Muhammad Ali, John Updike’s Credo, “Life is an Act of Literary Creation” and “The Art of Being a Neighbor”; choose one of these 3 &amp; print it out for class.</p> <p><b>Activity:</b> “Me” Bags. Gather 4-6 items (no I-pods, phones, or other electronics please) that reveal something about your identity and place them in a bag. Bring them to class and be prepared to discuss them aloud in class on Friday.</p>
F 1/13	3	<p>Review sample credos.</p> <p>Students do “me” bags.</p>	<p><b>Write:</b> Complete Draft #1 of your Credo for class activity.</p> <p><b>Read:</b> <i>EZ</i> ch. 2 “Exploring, Planning, and Drafting” (19-25).</p>
Wk. 2 M 1/16		<p><b>No School—Martin Luther King, Jr. Day</b></p>	<p><b>Read:</b> <i>EZ</i> ch. 1 “A Writer’s Choices” (12-17)</p>
W 1/18	4	<p><b>Class Activity:</b> Rewrite a scene from your Credo using showing writing. <u>Generating Interest</u>.</p>	<p><b>Read:</b> “Intros &amp; Conclusions” <i>JAC</i> 14-16 &amp; “Titles” <i>JAC</i> 29.</p> <p><b>Read:</b> <i>EZ</i> ch. 3 “Critical Thinking &amp; Argument.”</p> <p><b>Write:</b> Finish Credo. Include your previous draft and your <u>Credo Grid &amp; Credo Postwrite</u> when you turn it in on</p>

			Friday.
F 1/20	5	<p><b>Due: Credo.</b>  <u>Credo Grid.</u>  <u>Credo Postwrite.</u>  Assign Vetting a Documentary &amp; Annotated Bibliography. Print out <u>AB Prompt.</u> <u>V-Doc Prompt.</u></p> <p>Show sample clip from Michael Moore's <i>Sicko</i>.  <b>Class Discussion:</b> What is <i>argument?</i> (EZ 29-30)</p>	<p><b>Read:</b> "What is rhetoric?" (JAC 39-40).</p> <p><b>View:</b> <i>Sicko</i>; it's on reserve at the Downtown Library. Choose 3 possible claims you would like to vet from <i>MichaelMoore.com</i> or the film itself.</p> <p><i>Print out underlined materials for next class on eCampus.</i></p>
Wk. 3 M1/23	6	<p><i>Assign WN #1.</i>  Types of sources. <i>I take in some sample sources (ad v. editorial v. news-story v. electronic source v. PDF).</i> I do a rhetorical analysis of the DA.  <b>Class Discussion:</b> What is rhetoric? (JAC 39-40).  <b>Class Activity:</b> <i>Walter Annenberg.</i></p>	<p>Choose your claim from the film &amp; be ready to research it in the Info Lit Instructional Session on Wed.</p>
W 1/25	7	<p><b>Research Day with Library instruction. Both classes meet</b> in Room 136 Downtown Library (basement). A librarian will show you how to gather appropriate sources for your ABs.</p>	<p><b>Read:</b> "Toulmin Model" JAC 44-46, "Reading Critically" JAC 54.  <b>Write:</b> <i>TS/IS</i> ch. 1 "They Say" (17-27); Do ex. 1. <i>This will be your Writer's Notebook #1.</i>  <i>Start gathering research on your claim.</i></p>
F 1/27	8	<p><b>Due: Writer's Notebook #1.</b>  <i>Assign WN #2.</i> Workshop topics. Assign &amp; work on in class <u>AB Worksheet for Draft #1, Track Changes.</u>  <b>Discussion:</b> Toulmin argument (JAC 44).</p>	<p>Continue working on your AB, gathering sources, summarizing and evaluating them.  <b>Read:</b> <i>EW</i> ch. 42, "MLA," esp. student sample essay (246-252).</p>
Wk. 4 M 1/30	9	<p>Review MLA: (JAC 123-24).  <b>Class Activity:</b> <i>MLA Practice Sheet (JAC 143).</i>  <i>Conference signup sheet.</i></p>	<p><b>Write:</b> Complete <u>AB Worksheet for Draft #1</u> and WN#2 for your conference with me.</p>
W 2/1	10	<p><b>Due: WN #2.</b>  <b>Classes cancelled for conferences.</b> Instead you will come to my office in 346 Colson for a group conference with at least 2 sources for your AB.</p>	<p><b>Write:</b> After your conference, convert <u>AB Worksheet for Draft #1</u> into Draft #2. For Monday, print out 3 copies of <u>AB peer crit</u>, and bring in a copy of one of your sources.</p>
F 2/3	11	<p><b>Due: WN #2.</b>  <b>Classes cancelled for conferences.</b> Instead you will come to my office in 346 Colson for a group</p>	<p><b>Write:</b> After your conference, convert <u>AB Worksheet for Draft #1</u> into Draft #2. Print out 3 copies of <u>AB peer crit</u> for</p>

		conference with at least 2 sources for your AB.	Monday. Bring in a copy of one of your sources.
<b>Wk. 5</b> M 2/6	12	<b>Draft #2 of your AB due for Peer Crit.</b> <u>MLA Checklist (144-145 JAC)</u> . <u>AB Peer Crit (3 copies)</u> . We will do a rhetorical analysis of one of your sources.	<b>Write:</b> Continue revising your AB.
W 2/8	13	<b>Draft #2 of your AB due for Peer Crit.</b> <u>MLA Checklist</u> . <u>AB Peer Crit (3 copies)</u> . We will do a rhetorical analysis of one of your sources.	<b>Write:</b> Complete Annotated Bib. Print out <u>AB Postwrite, AB Grid, Midterm Memo &amp; V-Doc Worksheet for Draft #1</u> . Include all research articles, previous drafts & peer crits in a 2-pocket folder.
F 2/10	14	<b>“Final for now” draft of Annotated Bib due.</b> Do <u>AB Postwrite, AB Grid</u> . Assign <u>Midterm Memo, V-Doc Worksheet for Draft #1</u> .	Review <u>V-Doc Prompt</u> . Using your Annotated Bib, determine focus for V-Doc, draft a working thesis. <b>Read:</b> Toulmin ( <i>EZ 29 &amp; JAC 44-46</i> ).
<b>Wk. 6</b> M 2/13	15	Assign <i>WN #3</i> . Review Toulmin argument ( <i>EZ 29, JAC 44-46</i> ). <b>Class Activity:</b> <u>How do you know?: A Warrant-Finding Worksheet</u> .	<b>Write:</b> Have completed pages 1 and 2 of your <u>V-Doc Worksheet for Draft #1</u> . <b>Read:</b> “How Not to Plagiarize” 133-140 <i>JAC</i> , David Martin’s Review of <i>Why We Fight</i> (under readings for V-Doc on our ecampus page).
W 2/15	16	Assign <i>Midterm Memo</i> . Review <u>David Martin’s Review of <i>Why We Fight</i></u> Discuss: “How not to plagiarize” <b>Class Activity:</b> <u>3-Step Quotation Analysis</u> .	<b>Read:</b> “Working in Quotes” ( <i>JAC 141-42</i> ). <b>Read:</b> “Midterm Memo” ( <i>JAC 31-34</i> ).
F 2/17	17	<u>Strategies for Rebutting Evidence</u> . Review “Working in Quotes” ( <i>JAC 141-42</i> ). <b>Class Activity:</b> Outline your essay ( <i>JAC 20</i> ).	<b>Write:</b> Complete Draft #1 of Midterm Memo. Print out 3 copies <u>Midterm Memo Peer Crit</u> from ecampus.
<b>Wk. 7</b> M 2/20	18	<b>Due: Draft #1 of Midterm Memo</b> for peer crit. <u>Midterm Memo Peer Crit</u> . We will workshop your V-Doc’s TS. <u>Conference Signup Sheet</u> .	<b>Write:</b> Complete <u>V-Doc Worksheet for Draft #1</u> & bring to your conference. Complete Midterm Memo with <u>Midterm Participation Self-Evaluation (JAC 35)</u> .
W 2/22	19	<b>Class Cancelled for Conferences.</b> Instead of meeting in our classroom, you will meet me in my office in 346 Colson for an individual	<b>Write:</b> Complete Midterm Memo. Fill in <u>Midterm Participation Self-Evaluation</u> form on ecampus & turn it in with Midterm Memo.

		conference on your V-Doc. <b>Due: Midterm Memo with Midterm Participation Self-Evaluation.</b>	
F 2/24	20	<b>Class Cancelled for Conferences.</b> Instead of meeting in our classroom, you will meet me in my office in 346 Colson for an individual conference on your V-Doc. <b>Due: Midterm Memo with Midterm Participation Self-Evaluation.</b>	Print out 10 copies of <u>V-Doc Peer Crit for Read Aloud</u> .  Bring in your Intro only.
<b>Wk. 8</b> M 2/27	21	<b>Due: Writer's Notebook #3.</b> Peer crit of intro of V-Doc. Bring in 10 copies of <u>V-Doc Peer Crit for Read Aloud</u> .	<b>Write:</b> Revise Draft #1 of V-Doc into Draft #2. Print out 3 copies <u>V-Doc Peer Crit</u> from eCampus. <b>Read:</b> <i>TS/IS</i> ch. 7 "So What" (88-96).
W 2/29	22	<b>DUE: Draft #2 of V-Doc for peer crit / workshop.</b> <u>V-Doc Peer Crit. Emphasis Worksheet. Clarifications on Formatting V-Doc.</u>	<b>Write:</b> Revise V-Doc #2 according to peer & teacher comments.  <b>Read:</b> <i>TS/IS</i> ch. 8 "As a Result" (101-114)
F 3/2	23	<i>Assign WN #4.</i> Peer Crit on V-Doc #2. Bring in V-Doc Draft #2 & 3 <u>V-Doc Peer Crits</u> .  <b>Class Activity:</b> Transitions (AAW 155).	<b>Write:</b> Revise V-Doc #2 according to peer & teacher comments. Please turn in all previous drafts & peer crits in a 2-pocket folder. Print out <u>RP Prompt, RA Prompt, V-Doc Grading Grid &amp; V-Doc Postwrite</u> from eCampus.
<b>Wk. 9</b> M 3/5	24	<b>"Final for Now" Vetting a Documentary due.</b> <u>V-Doc Postwrite. V-Doc Grading Grid. RP Prompt; RA Prompt.</u>  <b>Discussion:</b> What current public issue intrigues you?  <b>Class Activity:</b> Generating a Research Topic/Focus ( <i>JAC</i> 83)	<b>Read:</b> RA prompt & begin brainstorming topics. Print out <u>RP Worksheet for Draft #1</u> .  <b>Read:</b> "Developing Strong Thesis Statements" <i>JAC</i> 13 & "Generating a Research Topic," <i>JAC</i> 83-87; complete ex. on p. 87 by Wed.  <i>Print out underlined materials for next class on eCampus.</i>
W 3/7	25	<b>Research Day with Library Instruction:</b> Both classes meet in Room 136 Downtown Library; Use <i>JAC</i> 83-84 to brainstorm topics.	<b>Read:</b> "Find Background Info" <i>JAC</i> 88-93 and do exercises.  <b>Write:</b> Complete WN #4.
F 3/9	26	<b>Due: Writer's Notebook #4.</b>	<b>Read:</b> <i>TS/IS</i> , Holly Sklar's "The Growing



		RP draft #1 Worksheet. Review MLA, rhetoric, Toulmin argument ( <i>JAC</i> 44-46). Review “Developing Strong Thesis Statements” 13 <i>JAC</i> .	Gulf...Us” (308-311) and Bruce Bartlett’s “The Truth about Wages” (312-315) and answer one question from the list following each essay. Bring these answers in for a debate on Monday.
<b>Wk.</b> <b>10 M</b> 3/12	27	<b>Class Activity:</b> Debate essays by Sklar and Bartlett.	<b>Write:</b> Revise RP #1 into RP #2. Print out 3 copies of <u>RP Peer Crit</u> from eCampus.
W 3/14	28	<i>Assign WN #5.</i> Draft #2 RP for <u>peer crit</u> . In-class conferences & do “Partnered Ways of Seeing” ( <i>JAC</i> 59).	<b>Write:</b> Complete your RP.  Don’t read; just print out Bethany Full’s “Food Stamps and Sodas” (under RA icon on eCampus). <i>Print out underlined materials for next class on eCampus.</i>
F 3/16	29	<b>“Final for Now” Research Proposal due. RP Postwrite. RA Prompt. RP Grading Grid.</b>  Review: <u>Bethany Full’s “Food Stamps and Sodas.”</u>	<b>Write:</b> Start a list of possible topics for your argument for workshop.
<b>Wk.</b> <b>11 M</b> 3/19	30	Assign Logical Fallacies ( <i>JAC</i> 49). <b>Class Activity:</b> Fallacy Mix-n-Match ( <i>JAC</i> 51).	<b>Write:</b> Research & prepare a report on your assigned Logical Fallacy. Restate its meaning in your own words and give 2 examples from your own experience. <i>Print out underlined materials for next class on eCampus.</i>
W 3/21	31	<b>Due: Writer’s Notebook #5.</b> <i>Assign WN #6.</i> <i>Assign <u>RA Worksheet for Draft #1.</u></i> Hear Logical Fallacy reports. Workshop topics.	
F 3/23	32	Hear Logical Fallacy reports.	*Bring in laptops* for Research Day.
<b><i>Spring Break March 26-30</i></b>			
<b>Wk.</b> <b>12 M</b> 4/2	33	<b>Work Day.</b> Begin drafting your RA. Bring in the outline for your RA that you wrote in the RP & your laptop for a workday/in-class conference.	<b>Write:</b> Complete WN #6. Complete <u>RA Worksheet for Draft #1.</u>
W 4/4	34	<b>Due: Writer’s Notebook #6.</b> <b>Due: <u>RA Worksheet for Draft #1.</u></b>	<b>Write:</b> Convert RA #1 to RA #2.
F 4/6		<b>No Class. Spring Holiday.</b>	
<b>Wk.</b>	35	Draft #2 RA due for peer crit. <u>RA</u>	<b>Write:</b> Continue revising your RA.

<b>13 M</b> 4/9		<u>Peer Crits. Citing Primary Sources.</u>	
W 4/11	36	Draft #2 RA due for peer crit. <u>RA Peer Crits. MLA Checklist.</u>	<b>Write:</b> Revise & complete RA. Print out & bring in <u>RA Grading Grid, RA Postwrite, What's due on Last Day &amp; Oral Presentations Prompt</u> on eCampus. Also print out <u>Revision Plan &amp; Revision Chart</u> on eCampus.
F 4/13	37	<b>"Final for now" draft of Researched Argument due; RA Postwrite. RA Grading Grid.</b> Assign <u>What's due on Last Day.</u> Assign <u>Oral Presentations.</u> Write <u>Revision Plan. Revision Chart.</u> <i>OP Signup Sheet.</i>	<b>Write:</b> Gather & read "final for now" drafts of all major essays. You'll only have one week to revise your RA, so be revising your other essays now.
<b>Wk.</b> <b>14 M</b> 4/16	38	Remind everyone of their OP. Review <u>Using Showing Writing</u> for Credo Revision.	<b>Write:</b> Portfolio Revision. Revise Credo & V-Doc for workshop
W 4/18	39	Peer Crit. <b>Due: new draft of Credo and V-Doc for workshop.</b>	<b>Write:</b> Portfolio Revision; revise AB <i>or</i> RP and RA for workshop
F 4/20	40	Return RAs. Peer Crit. Due: <b>new draft of AB OR RP and RA</b> for workshop; <u>Reflective Memo prompt.</u>	<b>Write:</b> Revise essays for Final Portfolio. Prep for Oral Presentations.
<b>Wk.</b> <b>15 M</b> 4/23	41	<b>Both classes meet in 136 Downtown Library.</b> Oral Presentations.	<b>Write:</b> Revise essays for Final Portfolio. Prep for Oral Presentations.
W 4/25	42	<b>Both classes meet in 136 Downtown Library.</b> Oral Presentations. <i>FPF Pickup signup sheet.</i>	<b>Write:</b> Complete Final Portfolio. Prep for Oral Presentations. Print out <u>Homegrown Evaluations</u> from eCampus & bring to class.
F 4/27	43	<b>Both classes meet in 136 Downtown Library.</b> <b>Due: Final Portfolio.</b> Oral Presentations. <u>Homegrown Evaluations &amp; SEI Class evaluations.</u>	Pick up portfolios next week.
<b>Final Exam Week April 30-May 5: I will be in my office on May 1-3 in order to return your final portfolios to you.</b>			