

English 103: Advanced Academic Writing

Section 009
CRN 13278
MWF 8:30-9:20am
Building: Woodburn Room: 110
Google Classroom Code: n4rfx5b

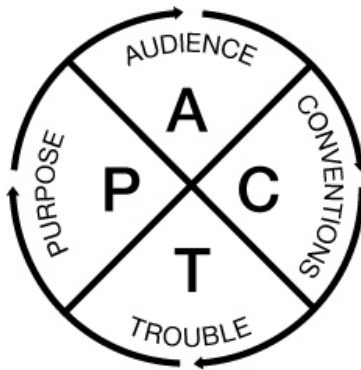
Section 011
CRN 13280
MWF 10:30-11:20am
Building: Woodburn Room: 110
Google Classroom Code: 356gavu

Section 012
CRN 14067
MWF 11:30am-12:20pm
Building: Woodburn Room: 101
Google Classroom Code: am4qlry

Instructor: Dr. Amanda Berardi Tennant
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Phone: 304-293-9712

Office: Colson 112

Office Hours: Mondays, Wednesdays, and Fridays 1:30-2:30pm



Purpose: What exactly do I want to happen?

Audience: Who is reading, listening, or viewing?

Conventions: What is expected in this context?

Trouble: What could get in the way of my goals?

REQUIRED TEXTS

Please Purchase:

English 103 Faculty. *An Entry to Inquiry: A Guide to English 103 at West Virginia University*. Macmillan Learning, 2022.

Lunsford, Andrea. *Easy Writer for the Undergraduate Writing Program at West Virginia University (EW)*. 7th ed. Boston: Bedford, 2020.

You do not need to purchase both print and digital copies of either text; choose whichever option is most convenient for you.

Open Source (in addition to other texts posted in Classroom):

Lowe, Charles and Zemliansky, Pavel, editors. *Writing Spaces: Readings on Writing (WS1)*. Vol. 1, Parlor Press, 2010, available online:

<https://writingspaces.org/wp-content/uploads/2021/07/writing-spaces-readings-on-writing-vol-1.pdf>.

Lowe, Charles and Zemliansky, Pavel, editors. *Writing Spaces: Readings on Writing (WS2)*. Vol. 2, Parlor Press, 2011, available online:

<https://writingspaces.org/wp-content/uploads/2021/07/writing-spaces-readings-on-writing-vol-2.pdf>.

Driscoll, Dana, Stewart, Mary, and Vetter, Matthew, editors. *Writing Spaces: Readings on Writing (WS3)*. Vol. 3, Parlor Press, 2019, available online:

<https://writingspaces.org/wp-content/uploads/2021/07/writingspaces3.pdf>.

All texts can be purchased through the WVU Bookstore

INTRODUCTION

Welcome to English 103! The purpose of English 103 is to help you hone your skills as a researcher, writer, and critical thinker. You will learn about rhetoric, research and writing processes, crafting texts for diverse audiences, adapting content for genre, and writing in digital environments. Finally, we will develop a richer sense of how your own research can give your writing power and purpose so that you can confidently apply what you know in your personal, professional, academic, and civic lives. English 103 combines the goals and objectives of English 101 and 102 and fulfills GEF I.

ENGLISH 103 AND WVU'S GENERAL EDUCATION FOUNDATIONS

The [General Education Foundations \(GEF\)](#) provide students with academic and intellectual breadth to appreciate the broad context of their actions, their choices, and their world, beyond their major field(s) of study. The GEF strives to help students be thoughtful participants in a democratic society, and to achieve the intellectual integration and awareness they will need to adapt to changes and meet challenges in their personal, social, and professional lives.

English 103 addresses several of the learning outcomes described in WVU's GEF program; however, this course focuses most explicitly on the outcomes for written communication and information literacy. By the end of English 103, students should be able to do the following:

- Use a variety of writing, reflection, revision, and research processes to address context, audience, genre, style, and purpose in communication situations.
- Explain an issue, text, or problem through description of key terms, analysis, reflection, perspectives, and points of tension.
- Determine appropriate, relevant, and compelling content to persuade audiences, analyze and evaluate sources, and test ideas.
- Use appropriate genre and grammatical conventions for varying communication situations, including citation conventions for a variety of sources.
- Identify, evaluate, and integrate credible online, print, and primary sources into writing to support ideas and arguments.
- Compose and revise in a variety of forms and genres (conventional print forms; visuals; digital media)

OFFICE HOURS & E-MAIL

Office hours are an excellent opportunity to talk one-on-one about your writing, ask questions, and get feedback on your work. You can also use the email address on this syllabus to ask quick questions or notify me of any urgent matters that need attention. I will typically respond within 24 hours. I will not review papers via email beyond the regular feedback cycle. You must schedule an appointment for that.

MODALITY:

This is a face-to-face course, so we meet at regularly scheduled times each week. In undergraduate writing courses (English 101, 102, and 103), instructors carefully prepare lessons for participation in the classroom environment. *You may not choose to "go online." You must complete this course as a face-to-face class.*

ATTENDANCE AND ENGAGEMENT

English 103 is an interactive writing course. You need to attend English 103 to participate in discussions, peer review sessions, small group conversations, conferences, and other engagement activities. If you are not present in class, you cannot do your best work.

Sometimes, personal situations or required university events may make it impossible for you to be in class. We recommend that you attend class every session. Generally speaking:

- We recommend that students in all sections miss no more than 2-3 scheduled class sessions over the course of the semester (the equivalent of one week of class). Students who are absent from class for any reason are responsible for contacting their instructor promptly.
- Students who miss more than three weeks of class will normally be assigned a failing grade for the course. If the absence qualifies as an Emergency Leave as defined in the WVU catalog, instructors will follow the official WVU process: <http://catalog.wvu.edu/undergraduate/enrollmentandregistration/#Attendance>.

You are responsible for making up any work you may miss when you are not in class, even if the absence is necessary due to illness or emergency.

Please note these important factors related to your engagement:

- Your responsibility to engage with the class work begins when you register for the course.
- Missing activities, exercises, and project deadlines will be reflected in the corresponding component of your grade for the course.
- *Neglecting to submit a major project on time will hinder your instructor's ability to provide feedback in a timely manner as well as factor into your final portfolio grade.*
- If you are struggling with an assignment, if you are unexpectedly ill, or if you have some other personal emergency, contact your instructor immediately.
- *Falling more than two weeks behind the posted schedule of work without a documented special arrangement with your instructor may result in failing the course.*
- Special arrangements require a formal, written request (prior to an assignment deadline when applicable) that includes an explanation of the circumstances, documentation (if relevant), and a detailed plan for completing any late or missed work.
- Submitting a formal request for a special arrangement does not automatically guarantee that your instructor will be able to grant your request.

All English 103 courses will adhere to [WVU's attendance policy](#).

Extended Absences

It is much better for you as a writer and as a student to take the course during a semester when your schedule allows you to be fully engaged, present, and able to do your best work. If you know in advance that you will need to miss more than three consecutive class meetings, you should take the course in another term. If you are a military service person with possible drill events or deployments, or if you have other commitments that are likely to disrupt your full engagement with this course for an extended period (1 week of class meetings or more), please speak to me about a plan for successfully completing all required coursework.

Conferences

As part of our regular class meetings, the English 103 curriculum uses small group and individual conferences to provide you with more direct instruction on your specific writing projects. During the semester, you can expect to meet for conferences with me or with small groups of peers about three or four times. You can also expect that during a conference week, one regular class meeting will be canceled in order to make room in our schedule for the conferences.

When we are meeting for conferences, you should plan to bring the following:

- any questions you have about the current project
- your exploratory writing you have completed for the current project
- any drafting you have completed for the current project

FEEDBACK AND GRADES

This is a portfolio-based class, which means you will not receive a letter grade on each individual assignment, but you will receive substantial feedback along with an overall letter grade at the midterm point and again at the end of the semester. Your midterm and final grades are based on the following percentages:

Formal Writing (i.e. Portfolio) = 70%

Formal writing assignments are the five major projects we will pursue this semester: narrative, annotated bibliography, and research argument paper, and public rhetoric writing. You will have the opportunity to revise these assignments before the midterm and final portfolio. For more about the formal writing grade, see the rubric [here](#). To be eligible for full credit, each writer must meet all major deadlines throughout the semester. The final portfolio must show evidence of the writer's process by including the required reflective writing and at least one draft version of each and every major assignment in addition to the final portfolio versions.

Writing Exercises = 20%

Writing Exercises may take many forms such as summarizing a text, responding to a peer's writing, or composing a portion of a larger project. These writing assignments are typically shorter activities and homework that are about 1 page in length. For more about the WE grade, see the rubric [here](#).

Participation = 10%

Participation includes things like attending class, being prepared for class, making thoughtful contributions to class and meeting all deadlines for homework, drafts, and peer review. For more on the participation grade, see the rubric [here](#).

If you have any questions regarding your progress in the course, please let me know and we can set up an appointment to discuss your work.

SOCIAL JUSTICE

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (293-6700), which is part of [West Virginia University's Division of Diversity, Equity, and Inclusion](#).

ACADEMIC INTEGRITY

You are responsible for the integrity of your work. This means that all your work must be your own and must be created specifically for this course. Review the [WVU Policy on Student Academic Standards](#) and consider taking this [tutorial](#) on plagiarism avoidance. If you have questions about using proper documentation and avoiding unintentional plagiarism, talk with your instructor, a librarian, or a consultant in the Eberly Writing Studio (room G02 of Colson Hall).

Failing to maintain the integrity of your work will have serious consequences. We will continue to discuss academic integrity, but here are a few things you need to know right away:

Submitting someone else's paper, including papers you obtain online, as your own writing is fraud. It will result in a failing grade for the course and may result in additional action by the Office of Student Conduct.

Copying paragraphs or other passages of someone else's writing without properly citing them is plagiarism. It may result in a grade reduction or failing the course. It, too, may result in additional action by the Office of Student Conduct.

RESOURCES

[The Eberly Writing Studio](#)

The Eberly Writing Studio is a resource that can support you in all aspects of the writing process. It is located in G02 Colson Hall, and you can sign up for one-on-one consultations in person or online.

[English 101/102/103 Online Research Guide](#)

This online research guide can help you begin and advance your progress through critical tasks like starting research, developing a research question, finding sources, and documenting your work.

[Mental Health](#)

Mental health concerns or stressful events can adversely affect your academic performance and social relationships. WVU's [Carruth Center for Psychological and Psychiatric Services \(CCPPS\)](#) offers a broad range of confidential mental health services to assist you in addressing these and other concerns that you may be experiencing. If you are in need of crisis services, call the CCPPS main number 24/7: (304) 293-4431.

[WellWVU: The Students' Center of Health](#)

Well WVU: The Students' Center for Health provides resources to help manage stress, improve relationships, make healthy lifestyle choices, and face new challenges and transitions.

SCHEDULE OF WORK

This course will meet regularly in Woodburn Hall. Sections 009 and 011 will meet in room 110. Section 012 will meet in room 101. Please pay attention to the schedule of work and regularly check your email so that you arrive at the correct location on the correct day. The schedule of work below is subject to minor changes based on our progress.

Please note: we will be working in Google Classroom instead of eCampus. To join: Sign into MIX (and out of other Gmail accounts). Go to classroom.google.com. Click "Join Class" and enter the code listed on the first page of this syllabus for your section. Please also note that I have marked due dates on the schedule in green.

Weeks	Topics and Activities	Assignments and Readings Unless otherwise noted, all homework is to be completed before class begins. All working drafts must be available during class time for workshops.
Week 1 January 9–13 *January 13: General Registration *January 9: On-Campus First Day of Classes *January 13: Last Day to Register, Add New Courses, Make Section Changes, Change Pass/Fail, and Audit	Monday (1/9): - Introductions - Course Goals and Portfolios - How to use Google Drive and Classroom - Introduce Heart Map	Homework due 1/11 - Join Google Classroom - Read <i>Entry</i> Chapter 1 pp. 1-14 - Read Avashia - Review this syllabus and make notes of major deadlines in your calendar, make a list of any questions you have - Complete introductory questions and Heart Map. Post to Padlet
	Wednesday (1/11): - Discuss the portfolio approach, strategies for saving and organizing files - Share Heart Maps - Use PACT to analyze Avashia	Homework due 1/13 - Read Jacobs - Read Kerry Dirk's "Navigating Genres" - Browse example portfolio - Browse Eng 103 Padlet
	Friday (1/13): - Discuss Jacobs: What does it mean to re-place our writing? - Discuss Dirk: What is genre and how does it relate to Eng 103 course goals? - Discuss the relationship between inquiry and narrative - Introduce Exercise 1: Directions to a Meaningful Place	Homework due 1/16 - Complete Exercise 1: Directions to a Meaningful Place Homework due 1/18 - Read <i>EW</i> pp. 40-44 - Read Hunting While Black in West Virginia - Read <i>Entry</i> Chapter 2 pp. 15-20

<p>Week 2 January 16–20</p> <p>*January 16: Martin Luther King, Jr. Day (University Closed)</p>	<p>Monday (1/16): NO CLASS</p>	<p>See homework due 1/18 listed above</p>
	<p>Wednesday (1/18):</p> <ul style="list-style-type: none"> - Introduce Project 1 (Narrative) - Discuss narrative conventions in Hunting While Black in West Virginia - Complete reflection on course goals and inquiry 	<p>Homework due 1/20</p> <ul style="list-style-type: none"> - Read Narrative Exemplar (your choice) Read or listen to at least one narrative - Read Straub, "Responding–Really Responding–to Other Students' Writing" - Read <i>Entry</i> pp. 27-30 - Read PACT Handouts on Peer Review
	<p>Friday (1/20):</p> <ul style="list-style-type: none"> - Discuss narrative exemplars. What did you choose and why? Why does this story stand out to you as an example of a narrative centered in place? - Discuss how to give meaningful feedback on peer drafts. - Introduce Writing Exercise 2: Narrative Peer Review - Sign up for peer review conference times 	<p>Homework due 1/22 at 11:59pm</p> <ul style="list-style-type: none"> - Post your Narrative draft in the collaborative folder. <p>Homework due 1/23</p> <ul style="list-style-type: none"> - Complete Exercise 2: Narrative Peer Review
<p>Week 3 January 23–27</p>	<p>Monday (1/23):</p> <ul style="list-style-type: none"> - Small group conferences for Narrative peer review 	<p>Homework due 1/25</p> <ul style="list-style-type: none"> - Revise Narrative in response to peer feedback. - Draft Narrative cover memo (see <i>Entry</i>, p. 31) - Read "What is a Literature Review?" - Read "Establish Novelty with Four Rhetorical Moves"
	<p>Wednesday (1/25):</p> <ul style="list-style-type: none"> - Narrative workshop: final revisions and questions - Introduce Project 2: Literature Review <p>Due 1/25 at 11:59pm:</p> <ul style="list-style-type: none"> - Project 1 (Narrative) final for now draft 	<p>Homework due 1/27</p> <ul style="list-style-type: none"> - Read Strasser's The Secrets of Deviled Eggs - Read Phillips and Alvarez, "Depression and Socioeconomic Status in West Virginians," pay attention to how Phillips and Alvarez review relevant

	<p>- Narrative cover memo (see Entry, p. 31)</p>	<p>literature in their introduction section</p>
	<p>Friday (1/27):</p> <ul style="list-style-type: none"> - Moving from narrative to research: how do writers use stories to make arguments? How do they use place? - Continue to discuss conventions of the literature review genre. What are research trends? What are gaps? - Introduce Writing Exercise 3 	<p>Homework due 1/30</p> <ul style="list-style-type: none"> - Read <i>EW</i> pp. 89-91 - Read WVU Libraries research guide - Read Warrington, Kovalyova, and King, "Assessing Source Credibility" (WS3) - Complete Exercise #3: Developing research question
<p>Week 4 January 30–February 3</p>	<p>Monday (1/30):</p> <ul style="list-style-type: none"> - Meet in WVU Downtown Library for session on library research (room TBA) 	<p>Homework due 2/1</p> <ul style="list-style-type: none"> - Read example literature review: Peterson and Urban, "Socializing at the Shopping Mall" - Read <i>EW</i> pg. 106- 113 - If you are writing in MLA, in <i>EW</i>: Read pgs. 118-130 and 158-167, Skim pgs. 131-157 - If you are writing in APA, in <i>EW</i>: Read 168-176 and 195-203, skim 177-194 - Read CMU quote sandwich - Continue to read literature review sources closely and take notes on research trends and gaps
	<p>Wednesday (2/1):</p> <ul style="list-style-type: none"> - Discuss Peterson and Urban - Discuss how to "sandwich" quotations - Introduce Writing Exercise 4: Literature Review Peer Review 	<p>Homework due 2/3</p> <ul style="list-style-type: none"> - Complete Literature Review draft. Post draft in collaborative folder - Read Driscoll, "Introduction to Primary Research" (WS2)
	<p>Friday (2/3):</p> <ul style="list-style-type: none"> - Discuss original research, surveys, observations - Brainstorm ideas for interview, framed by research question - Narrative feedback - Introduce Writing Exercise 6 	<p>Homework due 2/6</p> <ul style="list-style-type: none"> - Complete Writing Exercise #4: Literature Review Peer Review
<p>Week 5</p>	<p>Monday (2/6):</p>	<p>Homework due 2/8</p>

February 6–10	- Small Group Conferences on Literature Reviews	- Read <i>Entry</i> pp. 53-61 - Read midterm portfolio assignment description - Continue to revise LR draft - Draft LR cover memo (adapted from <i>Entry</i> , p. 31)
	Wednesday (2/8): - LR workshop: final revisions and questions - Introduce Midterm Portfolio - Discuss portfolio as an argument with evidence Due at 11:59pm: - Project 2 (Literature Review) final-for-now draft - LR cover memo	Homework due 2/10 - Read <i>EW</i> Portfolio Keeping Excerpt (pp PK-1-10) - Read midterm portfolio assignment description - Organize and review your drafts and feedback - Review anything else you would like to include in your portfolio: notes, outlines, plans, etc.
	Friday (2/10): - Map course goals and activities (see <i>Entry</i> pp. 56-57) - Discuss what you will include in your portfolio and why - Sign up for midterm reflection peer review partners	Homework due 2/13 - Read <i>EW</i> pp. 23-38 - Review example midterm portfolio - Be prepared to share your preliminary thesis statement during your conference. Each person will be asked to share their thesis with the class.
Week 6 February 13–17 * Midterm portfolios due on Saturday, Feb. 18 at noon (11:59pm)	Monday (2/13): - Midterm portfolio workshop - Share preliminary thesis statements - Complete midterm participation survey - Literature Review feedback	Homework due 2/15 - Work on your Midterm Portfolio - Read <i>Entry</i> p. 59 - Read Giles, "Reflective Writing and the Revision Process" (W51)
	Wednesday (2/15): - Class canceled (Dr. Tennant at conference) - Complete Giles discussion activity on Google Classroom	Homework due 2/17 - Draft your Midterm Portfolio Reflection - Continue to revise projects 1 and 2
	Friday (2/17):	Homework due 2/18 at 11:59 am (noon):

	<ul style="list-style-type: none"> - Class canceled (Dr. Tennant at conference) - Meet with your peer review partner in person or on Zoom to review your midterm portfolio reflections. Submit your reflection on Google Classroom describing what feedback you gave and received during your meeting with your partner. This reflection should be collaboratively authored with your partner. 	<ul style="list-style-type: none"> - Submit your midterm portfolio on Google Classroom <p>Homework due 2/20</p> <ul style="list-style-type: none"> - Read <i>Entry</i> pp. 63-80 - Read <i>EW</i> pp. 10-16, 91-104
<p>Week 7 February 20–24</p>	<p>Monday (2/20):</p> <ul style="list-style-type: none"> - Introduce Project 3: The Research Argument - Brainstorm ideas for Project 3 	<p>Homework due 2/22</p> <ul style="list-style-type: none"> - Read <i>They Say / I Say</i> "Entering the Conversation"
	<p>Wednesday (2/22):</p> <ul style="list-style-type: none"> - Discuss concepts of conversation and contribution in academic writing 	<p>Homework due 2/24</p> <ul style="list-style-type: none"> - Read <i>EW</i> pp. 48-60, 113-115 - Read Research Argument Example: Madeleine M. Thompson, Ellen Rodriguez, Sex Workers of West Virginia: Contrasting Experiences
	<p>Friday (2/24):</p> <ul style="list-style-type: none"> - Analyze research argument genre conventions 	<p>Homework due 2/27</p> <ul style="list-style-type: none"> - Read Wierszewski, "Research Starts with a Thesis Statement" - Browse undergraduate research journals and select one article that relates to your research interests. Read the article and take notes on how it uses the conventions of the research argument genre.
<p>Week 8 February 27–March 3</p> <p>*March 3: Mid-Check Grades Due</p>	<p>Monday (2/27):</p> <ul style="list-style-type: none"> - Discuss the role of thesis statements in research and writing processes - Introduce Exercise 5: Research Proposal (see <i>Entry</i> p. 72) - Discuss proposal conventions 	<p>Homework due 3/1</p> <ul style="list-style-type: none"> - Work on Writing Exercise 5: Research Proposal - Read <i>Entry</i> p. 73

	<p>Wednesday (3/1)</p> <ul style="list-style-type: none"> - Address questions about research proposals - Discuss BEAM heuristic (see <i>Entry</i> p. 73) <p>Due at 11:59pm:</p> <ul style="list-style-type: none"> - Exercise 5: Research Proposal 	<p>Homework due 3/3</p> <ul style="list-style-type: none"> - Read bibliotherapy research argument example - Read <i>Entry</i> pp. 67-69
	<p>Friday (3/3):</p> <ul style="list-style-type: none"> - Discuss research argument introductions - Draft introductions in class 	<p>Homework due 3/6</p> <ul style="list-style-type: none"> - Read handout on gaps and arguments - Read excerpt on how to make an argument new: ENG 102 book, pgs. 70-71
<p>Week 9 March 6–10</p>	<p>Monday (3/6):</p> <ul style="list-style-type: none"> - Discuss strategies for adding to the conversation: case studies: incorporating personal experience, primary research, case studies, etc. 	<p>Homework due 3/8</p> <ul style="list-style-type: none"> - Read "Agency in the Writing Center: Examining the Importance of Student Autonomy in Higher Education" by Ryan Rodriguez - Read "Weaving Personal Experience into Academic Writing" - Read <i>Entry</i> pp. 67-69
	<p>Wednesday (3/8):</p> <ul style="list-style-type: none"> - Discuss how Rodriguez uses personal experience to contribute a new perspective to the conversation 	<p>Homework due 3/10</p> <ul style="list-style-type: none"> - Read one of the following research argument essays. Take notes on how the author(s) use a case study to contribute a new perspective to the conversation: - Kelley: "The Closing Act: Jimi Hendrix's 'Star Spangled Banner' as a Non-Violent Protest" - Park: "Reframing Masculinity through Independent Cinema: Portrayals of Asian American Masculinity in Spa Night, The Tiger Hunter, and Gook" - Mei: "Youth-Led Social Identity and Movements: A Case Study of Youth Activism in Hong Kong" - Yashar and Wannan, "Future Flora as a Case Study for

		FemTech's Role in Science: Tackling the Taboo Head-On - Begin drafting your Research Argument - Complete your interview if you haven't done so already - Submit Exercise 6: Interview Transcript
	Friday (3/10): - Research argument workshop - Discuss how case studies can be used to contribute a new perspective to the conversation	Homework due 3/20 - Read Dasbender, "Critical Thinking in College Writing" (WS2)
Week 10 March 13–17 March 11–March 19: Spring Recess	Spring Recess: NO CLASSES	See homework due 3/20 listed above
Week 11 March 20–24	Monday (3/20): - Discuss Dasbender and critical thinking - Discuss how to analyze, synthesize, and integrate sources with commentary	Homework due 3/22 - Read Jones, " Finding the Good Argument or Why Bother with Logic " (WS1) - Continue to draft your Research Argument
	Wednesday (3/22): - Discuss Jones in relation to your research arguments - Discuss how to support your thesis statements with evidence	Homework due 3/24 - Read grandfamily research argument example - Read reverse outline of research argument example - Continue to draft your research argument
	Friday (3/24): - Create reverse outline of your research argument draft	Homework due 3/27 - Read <i>They Say / I Say</i> Chapters 9 and 10 - Continue to draft your Research Argument
Week 12 March 27–31	Monday (3/27): - Discuss how to use metacommentary - Workshop Research Argument drafts to support thesis statements and incorporate sources	Homework due 3/29 - Read <i>Entry</i> p. 74 - Work on your Research Argument drafts. Post in the collaborative folder for peer review. - Prepare any questions you may have on the Research Argument assignment for Wednesday.
	Wednesday (3/29): - Discuss how to give feedback on peer's Research Arguments	Homework due 3/31

	<p>examples (see <i>Entry</i> p. 85)</p> <ul style="list-style-type: none"> - Introduce Writing Exercise 7: Research Argument Peer Review 	<ul style="list-style-type: none"> - Complete Writing Exercise 7: Research Argument Peer Review
	<p>Friday (3/31):</p> <ul style="list-style-type: none"> - Small group conferences for Research Argument peer review 	<p>Homework due 4/3</p> <ul style="list-style-type: none"> - Revise Research Arguments based on peer feedback - Read <i>EW</i> pp. 61-66 and 72-75 - Read <i>Entry</i> pp. 81-94
<p>Week 13 April 3–7</p> <p>*April 7: Spring Holiday (University Closed)</p>	<p>Monday (4/3):</p> <ul style="list-style-type: none"> - Research Argument workshop - Introduce Project 4: Public Rhetoric - Introduce Gallery tour of public rhetoric examples (see <i>Entry</i> p. 85), Assign partners <p>Due at 11:59pm:</p> <ul style="list-style-type: none"> - Project 3: Research Argument Final for Now Draft - Research Argument Reflective Cover Memo (see p. 77 of <i>Entry</i>) 	<p>Homework due 4/5</p> <ul style="list-style-type: none"> - Skim Tennant, "Rhetorical (In)visibility" - Read "When Cultural Visibility is Not Enough" <p>*This blog post is an example of a piece of public rhetoric that adapts the findings of the research article for a less expert audience.</p> <ul style="list-style-type: none"> - Work with partner to select public rhetoric example for gallery tour (see <i>Entry</i> p. 85)
	<p>Wednesday (4/5):</p> <ul style="list-style-type: none"> - Discuss blog posts as an example public rhetoric genre - Gallery tour of public rhetoric examples (see <i>Entry</i> p. 85) - Introduce Writing Exercise 8: Public Rhetoric Planning Questions 	<p>Homework due 4/7 by 8am:</p> <ul style="list-style-type: none"> - Finish Exercise 8: Public Rhetoric Planning Questions <p>Homework due 4/10</p> <ul style="list-style-type: none"> - Read Cohn, Understanding Visual Rhetoric - Browse public rhetoric exemplars: <ul style="list-style-type: none"> - Rome Apple - Soul of Athens - Instagram Example
	<p>Friday (4/7): NO CLASS</p>	<p>See homework due 4/10 listed above</p>
<p>Week 14 April 10–14</p> <p>*April 14: Last Day to Drop a Class and Last Day to Withdraw from the University</p>	<p>Monday (4/10):</p> <ul style="list-style-type: none"> - Analyze public rhetoric exemplars - Discuss elements of visual rhetoric - Research argument feedback 	<p>Homework due 4/12</p> <ul style="list-style-type: none"> - Complete draft of your public rhetoric project and rationale. Submit in the collaborative folder.
	<p>Wednesday (4/12):</p>	<p>Homework due 4/14</p>

	<ul style="list-style-type: none"> - Reaching the public with audience focus groups (see <i>Entry</i> p. 87) - Discuss how to give feedback on the public rhetoric project - Introduce Exercise 9: Public Rhetoric Peer Review 	<ul style="list-style-type: none"> - Complete Exercise 9: Public Rhetoric Peer Review
	<p>Friday (4/14):</p> <ul style="list-style-type: none"> - Small group conferences for public rhetoric peer review 	<p>Homework due</p> <ul style="list-style-type: none"> - Read <i>Entry</i> pp. 95-104 - Read "Metacognition? Never Heard of Her" - Revise public rhetoric projects in response to peer feedback - Draft Public Rhetoric Reflective Cover Memo (see pp. 91-92 of <i>Entry</i>)
<p>Week 15 April 17–21</p>	<p>Monday (4/17):</p> <ul style="list-style-type: none"> - Public rhetoric workshop - Introduce Final Portfolio assignment - Read and discuss revision plan activity (<i>Entry</i> p. 100-101) <p>Due by 11:59pm:</p> <ul style="list-style-type: none"> - Project 4: Public Rhetoric Final for Now Draft - Public Rhetoric Reflective Cover Memo (see pp. 91-92 of <i>Entry</i>) 	<p>Homework due 4/19</p> <ul style="list-style-type: none"> - Read <i>EW</i> pp. 26-36 - Review your materials for each paper including all drafts, comments, and planning notes or activities. Refine your organization of files if necessary. - Complete the revision plan activity (<i>Entry</i> p. 100-101)
	<p>Wednesday 4/19</p> <ul style="list-style-type: none"> - Presentation from the Eberly Writing Studio on revision strategies - Complete Exercise 10: Revision Plan Summary <p>Due by 11:59pm: Exercise 10: Revision Plan Summary (in class)</p>	<p>Homework due 4/21</p> <ul style="list-style-type: none"> - Continue to revise portfolio materials - Reflect on how your revision choices relate to and reflect course goals - Review feedback on research argument essay.
	<p>Friday (4/21):</p> <ul style="list-style-type: none"> - Brainstorm for final reflection (see <i>Entry</i>, p. 101) - Introduce "thesis-tracking" as a revision strategy - Sign up for final portfolio conferences 	<p>Homework due 4/24</p> <ul style="list-style-type: none"> - Continue to revise portfolio materials - Complete a draft of your final portfolio reflection. For your conference, be prepared to share your thesis statement and describe one way that your revisions support your thesis.

		-Complete final participation reflection
<p>Week 16 April 24–28</p> <p>*April 28: Last Day of Classes</p>	<p>Monday (4/24):</p> <ul style="list-style-type: none"> - Small group conferences for portfolios 	<p>Homework due 4/26</p> <ul style="list-style-type: none"> - Compile your “complete” portfolio including your table of contents. Use placeholders for components that are incomplete - Prepare final questions on portfolios
	<p>Wednesday (4/26):</p> <ul style="list-style-type: none"> - Final portfolio workshop: What argument(s) are you making in your portfolio? How are you organizing materials? How are you using evidence to support these argument(s)? - Compare portfolios with a partner to make sure that your materials are complete and organized effectively - Public rhetoric feedback 	<p>Homework due 4/28</p> <ul style="list-style-type: none"> - Continue to revise portfolio materials - Prepare for final presentations
	<p>Friday (4/28):</p> <ul style="list-style-type: none"> - Final presentations - Final Course Evaluations - Final questions about portfolio revisions <p>Final Portfolios due on Google Classroom by 11:59pm</p>	

* May 11: Final Grades Due in STAR

*May 1–5: Final Exams

*May 12–14: Commencement