In-Class Writing Sample

## Written in class on ---

## Worth -- daily grades

# Assignment:

Your homework reading (Norton ch. 4 pp. 45-52) covered academic habits of mind, and you may have discussed these habits of mind in your EN 101 class.

For this writing sample, compose a letter to your teacher that tells which habits of mind you feel you most developed in your EN 101 class (or a previous writing class). Give examples of specific writing assignments and activities that helped you develop those habits and tell why you think those assignments or activities were so helpful. Then, discuss which habits of mind you want to work on developing this semester. What specific strategies will you use to help yourself succeed?

Make sure your letter includes the following:

* Clearly stated habits of mind
* Examples of assignments/activities that have helped you in the past
* Specific strategies that you plan on using this semester
* Paragraphing that helps your teacher navigate your ideas

# Audience and Purpose:

You and your teacher are the audiences for this letter.

Think about this letter as a chance to reflect on your previous writing experience, set goals for this semester, and let your teacher get to know you better as a writer.

# Format:

Hand-written in class. Please write as neatly as possible.

Text Analysis

## Due by --pm on --

## Worth 20% of total class grade

## Approx. 1000 words

# Assignment:

Choose a text from the options provided to the class (see BBL). Write an analysis of that text that addresses what the text’s purpose and intended audience are and how the text works to achieve that purpose for that audience. See Norton chapter 11 for more guidance on writing this assignment.

Your analysis essay should include a thesis statement that tells readers how you think the text is trying to achieve its purpose for its intended audience. Then your analysis essay should build its argument by providing evidence from the text. You’ll use the claim-support-explanation pattern to develop this essay.

Make sure your essay includes the following:

* A thesis statement
* Evidence from the text being analyzed
* Clear topic sentences that relate back to the thesis and transition sentences to link paragraphs

# Audience and Purpose:

Your teacher and classmates will be the audience for this essay.

Think about your text analysis as a chance to help your readers think more deeply and critically about the texts we encounter in all facets of our lives.

# Format:

Follow MLA format -- paper should be typed, double-spaced, 12-pt Times New Roman font or other similar font**,** standard 1” or 1.25” margins. You should include in-text citations and a works cited page that cites your sources.

Annotated Bibliography

## Due by -- on --

## Worth 20% of total class grade

## Approx. 1500 words

# Assignment:

In the text analysis essay, you practiced critical reading skills and analysis to understand how a text operates to achieve a specific purpose. In the annotated bibliography, you will continue to hone those critical reading and analysis skills. For the annotated bibliography, you should identify a research question that you would like to pursue throughout the rest of the semester. Then, use your research skills to find sources that will help you address that research question. Read those sources carefully in order to understand the knowledge and any debates surrounding your research topic.

Your evaluative annotated bibliography should include the following:

* A statement of scope
* 5 entries (5 sources). Each entry should include
	+ bibliographic information in MLA style,
	+ a short original summary of the source,
	+ and an evaluation of the source (how it might help you answer your research question, how reliable the source is, what biases you see, how this source fits into a larger discussion of its topic, etc.)
* An ending paragraph or two (150-300 words) that summarizes the conversation about your topic and how you might enter the conversation. This synthesis section may answer the following questions:
	+ What are the different perspectives on the topic? What different points of view do your sources represent? (If you aren’t finding different perspectives, you may need to do more research.)
	+ Are there any gaps in your research or in the conversations that you have found? How might you fill these gaps, either through further research or by contributing your own views?
	+ Are you finding answers to your research question? Do you need to modify your question or your research as you move into writing your own argument essay? How so?
	+ At this point, how do you think you could enter a conversation about this topic? What is your argument or perspective?

You will do a combination of web and library/database research to find your sources, and all sources should be evaluated for trustworthiness and applicability to your research question. Guidance about evaluating sources is in Norton chapter 47 and *A Writer’s Reference* section R3, especially R3-d. Also use Norton chapters 48-50 and *A Writer’s Reference* MLA tab for information on how to integrate and cite your sources.

# Important Note about Avoiding Academic Misconduct:

Be sure that the summaries of your sources are completely original to you. Don’t borrow language from abstracts or prewritten summaries you may find as you do your research. Read your sources completely and carefully and then write your summaries and evaluative material for each entry. Improperly borrowing language or copying prewritten summaries is a form of academic misconduct.

# Audience and Purpose:

Your teacher and classmates will be the audience for this essay. You are another audience for this bibliography; it will be a resource that will help you write the next assignment for this class.

This annotated bibliography is a chance to evaluate sources and look for patterns in the research before you actually have to synthesize the sources and your ideas into an argumentative essay. It may also serve as a resource for other writers who may be researching topics/questions that intersect with yours.

# Format:

Follow MLA format -- paper should be typed, double-spaced, 12-pt Times New Roman font or other similar font**,** standard 1” or 1.25” margins.

Researched Argument

## Due by -- on --

## Worth 20% of total class grade

## Approx. 1500 words

# Assignment:

Use the research you gathered for the annotated bibliography to write a researched argument essay. In this essay, you are synthesizing ideas from your sources with your own original ideas. Like the text analysis essay, the claim-support-explanation pattern will help you develop your argument.

Make sure your essay includes the following:

* A qualified thesis (see Norton pages 175 and 357)
* Research from 5 or more reliable sources (use Writer’s Ref R and MLA tabs)
* Transitions to link paragraphs (see Purdue Owl transitions material handout or link on BBL)
* A consideration of counterargument (see Norton page 170 and Writer’s Ref page 105)

You are welcome to do additional research beyond what you found for the annotated bibliography, but make sure that your sources are trustworthy. Guidance about evaluating sources is in Norton chapter 47 and *A Writer’s Reference* section R3, especially R3-d. Also use *A Writer’s Reference* MLA tab for information on how to integrate and cite your sources.

# Audience and Purpose:

Your teacher and classmates will be the audience for this essay. You may also choose to write to a particular audience outside of this classroom in order to advocate for some kind of change or increased awareness of an issue.

# Format:

Follow MLA format -- paper should be typed, double-spaced, 12-pt Times New Roman font or other similar font**,** standard 1” or 1.25” margins. You should include in-text citations and a works cited page that cites your sources.

Portfolio (Final Exam)

## Due by -- on –

## Worth 20% of total class grade

## Approx. 500 words (for the letter) plus original and revised essays

# Assignment:

Significantly revise your text analysis and researched argument and compile a portfolio that includes the following:

* The original final draft versions of your text analysis and researched argument
* Your two major revisions
* A portfolio letter that addresses how your work progressed over the course of the semester, how you chose to revise those two essays, and how successful you were at developing the habits of mind you wrote about in the beginning of the semester.

Your revisions could experiment with a different writing style or tone, use a different strategy for introductions and conclusions, add new material, replace a section of the paper with content you believe would be more effective, or address a new audience or purpose. Editing or correcting surface-level issues will not count as significant revision.

# Audience and Purpose:

Your teacher and classmates will be the audience for this essay.

This portfolio is your chance to reflect on the hard work you’ve done this semester and challenge yourself to take your writing to an even higher level of success.

# Format:

Follow MLA format -- paper should be typed, double-spaced, 12-pt Times New Roman font or other similar font**,** standard 1” or 1.25” margins. For the revised essays, you should include in-text citations and works cited pages that cite your sources.

EN 102-000

TR 00:00am-00:00pm

Morgan 000

Ms. Teacher Teacher

# Office Hours, Office Location, and Contact Information

# Prerequisites

* Score of 3 on either AP English Exam (allows students to get placement credit for 101 and move directly into 102); OR,
* Successful completion of 101 with a grade of C- or higher

# Course Description

English 102, the second course in UA’s first-year sequence, continues students’ practice in rhetorical strategies, critical reading and thinking skills, composing processes, sentence-level conventions, and reflection skills. The course also emphasizes university-level research and source usage techniques.

# Student Learning Outcomes

By the end of the semester, you will

• Develop a repertoire of diverse rhetorical strategies that will enable you to assess and appropriately respond to each assignment’s genre, audience, and purpose, as begun in EN 101.

• Demonstrate in writing a strong command of critical thinking skills such as analysis, synthesis, interpretation, and evaluation, as begun in EN 101.

• Locate assignment-appropriate sources in the library and online.

• Synthesize ethically summarized, paraphrased, and quoted source material into academic arguments.

• Compose essays by working through multiple drafts; participating in opportunities for peer and instructor feedback; applying that feedback in revisions; and, in general, treating the composition of any written text as a deliberate and recursive process, as begun in EN 101.

• Employ grammar, punctuation, mechanics, usage, and citation and paper formatting in a manner appropriate to the genre and assignment being composed, as begun in EN 101.

• Reflect, in writing, on your own development as a writer, as begun in EN 101.

# Required Texts

Required Texts from UA Supply Store:

* BULLOCK / NORTON FIELD GUIDE TO WRITING W/RDGS 2016 MLA UPDATE (Required)
* HACKER / WRITER'S REFERENCE 2017 (Required)

# Other Required Course Materials

* Pen or pencil
* Notebook with paper
* Folder or binder to store class notes, process writing, etc.

# Classroom Environment

* I want everyone to have a good experience in this class. Be respectful of each other's differences, and help me foster a class environment where everyone feels empowered to learn.
* If something in this class makes you uncomfortable, please let me know. I will do my best to remedy the situation.

# Attendance Policy

Regular attendance in your writing class is vital to your growth as a writer. Regular attendance equals success. You should, therefore, strive to attend every class meeting. It is in class, after all, that you will learn the habits of good writers, as you will have ample opportunities for conversation, collaboration, questioning, revising, writing, etc.

Occasionally, however, you may have to miss class. The First-year Writing Program Attendance Policy makes reasonable allowances for such absences. Please review the following information carefully:

* You should not miss more than six class meetings for classes meeting three times a week, or four class meetings for classes meeting twice a week. You are considered absent any time you are not in class—no matter what the reason. The First-Year Writing Program does not distinguish between excused and unexcused absences.
* If you miss more classes, you will receive a course grade of NC (“No Credit”) for excessive absences. Your instructor is required to assign this grade, except in rare cases warranting a policy waiver. However, you may appeal an attendance-related NC grade to the Director of First-year Writing after grades have been submitted.

## What You Can Make Up

* Making up missed work does not erase absences. Again, you should strive to attend every class meeting.
* You may make up major-grade work (such as papers or tests) if class was missed due to legitimate circumstances beyond your control (i.e., documented illness or medical emergency; a family funeral; activities at which you officially represent the University of Alabama). If such circumstances should arise, please promptly communicate them to and document them for your instructor.
* You may make up major-grade work missed due to absences for other reasons only with the consent of your instructor.
* You may arrange to turn in major-grade work in advance or online only if allowed by your instructor.

## What You Can’t Make Up

* Class discussions, group work, in-class writing, or other daily class work in a writing class cannot be reconstructed. Therefore, daily work missed due to absence or tardiness cannot be made up. Missed daily class work will have a negative impact on your grade!

# Papers/Projects, Word Counts, & Grade Distribution

|  |  |  |  |
| --- | --- | --- | --- |
|  | Approx. Word Count | % of Final Grade (1000 pts) | Due |
| Text Analysis Essay | 1000 words | 20%  |  |
| Annotated Bibliography | 1500 words | 20% |  |
| Researched Argument  | 1500 words | 20% |  |
| Portfolio Final Exam | 500 words for letter | 20% |  |
| Daily Grades |  | 20% | Throughout semester  |

# Policy on Missed Exams and Coursework

Please see attendance policy. Late papers are penalized 5 points per day late (including weekends and non-class days). Talk to your teacher before the due date if you have extenuating circumstances and need to request a possible extension.

# Grading Policy with A, B, C, No-Credit Policy

Papers are graded A through F with pluses and minuses as necessary. “A” work is generally regarded as excellent; “B” work is good; “C” work is competent; “D” work is marginally below college standards; and “F” work is clearly below minimum college standards. Work that does not follow the assignment (though otherwise acceptable) will also receive an “F.” Work that is not done or not turned in is recorded as a zero. Your teacher will provide more specific grading criteria on assignment sheets and/or rubrics. All major papers will be graded and returned before the next major assignment is due. Freshman-level proficiency in writing is required for a passing grade.

Final grades for the class below a C- are given a mark of No Credit (NC), which does not reflect on your GPA but will require you to take the course again. You may also receive an NC for excessive absences; please see the attendance policy.

Paper grades can be converted to percentages like this:

A+=98, A=95, A-=92, B+=88, B=85, B-=82, C+=78, C=75, C-=72, D+=68, D=65, D-=62, F=50.

Final numeric grades will be converted to letter grades like this:

100-98=A+; 97-93=A; 92-90=A-; 89-88=B+; 87-83=B; 82-80=B-; 79-78=C+; 77-73=C; 72-70=C-; 69 and below=NC

# Use of laptops & Other Technology in the Classroom

Please only use laptops or tablets when given the okay by the teacher. To enhance the learning and engagement of this class, we will be working with pen/pencil and paper for many class activities. When technology is used, please stay focused on class work and don’t have material on your screen that could distract you or your classmates. If you have a specific need to use technology more regularly, please speak to your teacher outside of class.

# Emergency Communications Policy

If I have to cancel class for any reason, please check your UA email or look on our Blackboard Learn page for instructions. You may need to submit work or complete tasks to keep us on track for the semester.

# Writing Center

The Writing Center, located in 322 Lloyd Hall, is a wonderful resource for students. They do not proofread papers or write papers for you, but they can help with overall structure, organization, development, and mechanics. Take a copy of the writing assignment sheet and any work you’ve completed toward the assignment if you go. Go to <http://writingcenter.ua.edu/> for more information or to set up an appointment.

# Interest in English Major or Minor

The English Department offers a major and four minors (English; Creative Writing; Linguistics; Comparative and World Literature).

If you are interested in becoming an  English major or minor, feel free to ask me for more information or drop by the Undergraduate Studies Office in Morgan 103.  You can also check out our website: [www.english.ua.edu](http://www.english.ua.edu/).

If you’re already a major or a minor, you can join EMMA, the English Majors & Minors Association. For more information, send an email to ua.emmassociation@gmail.com or connect through Facebook:  [www.facebook.com/groups/EMMAssociation/](http://www.facebook.com/groups/EMMAssociation/)

# Please see the official class syllabus link provided on BBL for the following policies:

* Late Instructor
* Statement On Disability Accommodations
* Statement on Academic Misconduct
* Turnitin
* Severe Weather Protocol
* Pregnant Student Accommodations
* Religious Observances
* UAct Statement

Class Calendar

 (Any necessary changes will be announced in class and posted to BBL.)

# Week 1

## Thurs 1/11

Syllabus and introduction to class

# Week 2 (Class will visit library between weeks 2-5)

## Tues 1/16

### Read before class:

Norton ch. 4 “Developing Academic Habits of Mind” pp. 45-52

### In-Class:

Writing Sample

## Thurs 1/18

### Read before class:

Norton ch. 11 “Analyzing Texts” pp. 94-128

### In-Class:

Introduction to Text Analysis Assignment and Rubric, examine model texts

# Week 3

## Tues 1/23

### Homework due:

Choose the text you want to analyze for this assignment (options provided on BBL), read and annotate the text, bring annotations to class.

### Read before class:

Norton ch. 2 “Reading in Academic Contexts” pp. 10-32

### In-Class:

Crafting nuanced thesis statements, outlining for the text analysis paper, identifying text elements that can be analyzed

## Thurs 1/25

### Read before class:

Norton ch. 49 “Quoting, Paraphrasing, Summarizing” pp. 478-490

### In-Class:

Using the claim, support, explanation pattern to write body paragraphs, creative introductions and conclusions

# Week 4 (This week or the next could be a conference week)

## Tues 1/30

### In-Class:

Feedback sessions – either conferences, peer review, or whole class workshops of student writing

Lesson on the following (according to class needs): Plagiarism prevention lesson, global revision techniques vs editing for lower order concerns, citation for this assignment, sentence drafts to examine sentence variety and sentence structure (have students bring a sentence draft to class as homework if doing this lesson). You may want to use Norton ch. 30 “Getting Response and Revising” and /or “Editing and Proofreading.”

## Thurs 2/1

### In-Class:

Feedback sessions – either conferences, peer review, or whole class workshops of student writing

Lesson on the following (according to class needs): Plagiarism prevention lesson, global revision techniques vs editing for lower order concerns, citation for this assignment, sentence drafts to examine sentence variety and sentence structure (have students bring a sentence draft to class as homework if doing this lesson). You may want to use Norton ch. 30 “Getting Response and Revising” and /or “Editing and Proofreading.”

# Week 5 (This week or the week before could be a conference week)

## Tues 2/6

### Homework due:

Upload draft to turnitin and check originality report. Consult teacher if you have any questions.

### In-Class:

Feedback sessions – either conferences, peer review, or whole class workshops of student writing

Lesson on the following (according to class needs): Plagiarism prevention lesson, global revision techniques vs editing for lower order concerns, citation for this assignment, sentence drafts to examine sentence variety and sentence structure (have students bring a sentence draft to class as homework if doing this lesson). You may want to use Norton ch. 30 “Getting Response and Revising” and /or “Editing and Proofreading.”

## Thurs 2/8

### In-Class:

Feedback sessions – either conferences, peer review, or whole class workshops of student writing

Lesson on the following (according to class needs): Plagiarism prevention lesson, global revision techniques vs editing for lower order concerns, citation for this assignment, sentence drafts to examine sentence variety and sentence structure (have students bring a sentence draft to class as homework if doing this lesson). You may want to use Norton ch. 30 “Getting Response and Revising” and /or “Editing and Proofreading.”

## Sunday 2/11

### Text Analysis Due to Turnitin by 11pm

# Week 6 (Librarian classroom visit this week or next)

## Tues 2/13

### Read before class:

Norton ch. 15 “Annotated Bibliographies” pp. 188-196 and ch. 3 “Summarizing” pp. 33-35

### In-Class:

Reflect on text analysis essay. Introduction to annotated bibliography assignment and rubric. Practice creating model annotated bibliography entries. You may want to use Norton ch. 29 “Assessing Your Own Writing” to have students reflect on/assess their text analysis papers.

## Thurs 2/15

### Homework due:

Interest inventory, bubble map, or other exercise to help students identify a topic for their research

### In-Class:

Creating a research question and beginning research, using key terms for research. You may want to use Norton ch. 25 “Writing as Inquiry” and/or ch. 27 “Generating Ideas and Text.”

# Week 7 (Librarian classroom visit this week or the previous)

## Tues 2/20

### Homework due:

Bring 3 of your sources to class (either paper copies or electronic)

### Read before class:

Norton ch. 47 “Evaluating Sources” pp. 469-472

### In-Class:

Identifying patterns and disagreements between research sources, using MLA containers to create citations

## Thurs 2/22

### Homework due:

Bring 2 additional sources to class (either paper copies or electronic)

### In-Class:

Continue MLA practice, visually map out connections and disagreements between sources

# Week 8 – Midterm Grading (This week or the next could be a conference week)

## Tues 2/27

### In-Class:

Feedback sessions – either conferences, peer review, or whole class workshops of student writing

Lesson on the following (according to class needs): Plagiarism prevention lesson, summary/quotation, paraphrase, in-text citation, checking for accuracy in annotations, finding additional sources

## Thurs 3/1

### In-Class:

Feedback sessions – either conferences, peer review, or whole class workshops of student writing

Lesson on the following (according to class needs): Plagiarism prevention lesson, summary/quotation, paraphrase, in-text citation, checking for accuracy in annotations, finding additional sources

# Week 9 (This week or the week before could be a conference week)

## Tues 3/6

### In-Class:

Feedback sessions – either conferences, peer review, or whole class workshops of student writing

Lesson on the following (according to class needs): Plagiarism prevention lesson, summary/quotation, paraphrase, in-text citation, checking for accuracy in annotations, finding additional sources

## Thurs 3/8

### In-Class:

Feedback sessions – either conferences, peer review, or whole class workshops of student writing

Lesson on the following (according to class needs): Plagiarism prevention lesson, summary/quotation, paraphrase, in-text citation, checking for accuracy in annotations, finding additional sources

## Sunday 3/11

### Annotated Bibliography Due to Turnitin by 11pm

# Week 10 – Spring Break

Tues 3/13

### No Class – Spring Break

## Thurs 3/15

### No Class – Spring Break

# Week 11

## Tues 3/20

### Read before class:

Norton ch. 13 “Arguing a Position” pp. 156-182

### In-Class:

Reflect on annotated bibliography. Introduction to Research Paper assignment and Rubric, examine model texts

## Thurs 3/22

### Homework Due:

Pitch for your research project

### Read before class:

Norton ch. 5 “Purpose,” ch. 6 “Audience,” ch. 8 “Stance” pp. 55-60 and 64-67

### In-Class:

Using the annotated bibliography to create a research project, review of claim/support/explanation, peer groups give feedback on project pitches

# Week 12

## Tues 3/27

### Read before class:

Norton ch. 48 “Synthesizing Ideas” pp. 473-477

### In-Class:

Organizing the research project, balancing sources with your ideas, integrating sources effectively

## Thurs 3/29

### Homework Due:

Outline for research project

### In-Class:

Addressing counterarguments and thinking about audience, effective use of multimodal elements

# Week 13 (This week or the next could be a conference week)

## Tues 4/3

### In-Class:

Feedback sessions – either conferences, peer review, or whole class workshops of student writing

Lesson on the following (according to class needs): Plagiarism prevention lesson, balancing sources and author voice, global revision vs, lower-order editing, sentence drafts to examine sentence variety and structure, creative intros and conclusions, use of multimodal elements

## Thurs 4/5

### In-Class:

Feedback sessions – either conferences, peer review, or whole class workshops of student writing

Lesson on the following (according to class needs): Plagiarism prevention lesson, balancing sources and author voice, global revision vs, lower-order editing, sentence drafts to examine sentence variety and structure, creative intros and conclusions, use of multimodal elements

# Week 14 (This week or the week before could be a conference week)

## Tues 4/10

### In-Class:

Feedback sessions – either conferences, peer review, or whole class workshops of student writing

Lesson on the following (according to class needs): Plagiarism prevention lesson, balancing sources and author voice, global revision vs, lower-order editing, sentence drafts to examine sentence variety and structure, creative intros and conclusions, use of multimodal elements

## Thurs 4/12

### In-Class:

Feedback sessions – either conferences, peer review, or whole class workshops of student writing

Lesson on the following (according to class needs): Plagiarism prevention lesson, balancing sources and author voice, global revision vs, lower-order editing, sentence drafts to examine sentence variety and structure, creative intros and conclusions, use of multimodal elements

## Sunday 4/15

### Researched Argument Due to Turnitin by 11pm

# Week 15

## Tues 4/17

### Read before class:

Norton ch. 32 “Compiling a Portfolio” pp. 318-325

### Homework Due:

Bring copies of previous assignments to class

### In-Class:

Reflect on research project. Introduction to portfolio assignment. Reflect on work of the semester.

## Thurs 4/19

### Read before class:

Norton pp. 307-312 “Revising”

### In-Class:

Global revision techniques, ideas for the portfolio reflection letter.

# Week 16

## Tues 4/24

### In-Class:

Feedback sessions that focus on global revision and reflection

## Thurs 4/26

###  In-Class:

Feedback sessions that focus on global revision and reflection

# \*\*Final Exam—Portfolio Due\*\*

### List your class’s final exam day/time here – registrar.ua.edu has an academic calendar that outlines the official exam days/times

Claim/Support/Explanation

This pattern helps students understand the following:

* How to focus paragraphs around a topic sentence
* How to support that topic sentence with evidence
* How to make clear the connection between topic sentence and evidence.

Claim:

*The Norton Field Guide* uses large margins around its text to make the text more user-friendly.

Support:

On p. 95, the open space around Hannah Berry’s essay allows the inclusion of an author photo and annotations of the essay.

Explanation:

The photograph breaks up the monotony of a text-heavy page and adds human interest. The annotations of the essay name the parts of the text analysis and show how these parts work together; this use of the margins makes the sample essay even more instructive to students.

By putting these parts together with transition phrases and additional explanation where needed, students can build focused and well-supported paragraphs that support a thesis statement.

Teachers should stress that the claim/support/explanation elements can appear in any order in the paragraph.

Sentence Drafts

Sentence drafts help students address the following:

* Sentence variety
	+ Sentence lengths
	+ Sentence beginnings
* Editing or grammatical issues (putting the essay in a new format makes these issues more evident)

Typical draft format:

*The Norton Field Guide* uses large margins around its text to make the text more user-friendly. On p. 95, the open space around Hannah Berry’s essay allows the inclusion of an author photo and annotations of the essay. The photograph breaks up the monotony of a text-heavy page and adds human interest. The annotations of the essay name the parts of the text analysis and show how these parts work together; this use of the margins makes the sample essay even more instructive to students.

Sentence draft

* *The Norton Field Guide* uses large margins around its text to make the text more user-friendly.
* On p. 95, the open space around Hannah Berry’s essay allows the inclusion of an author photo and annotations of the essay.
* The photograph breaks up the monotony of a text-heavy page and adds human interest.
* The annotations of the essay name the parts of the text analysis and show how these parts work together; this use of the margins makes the sample essay even more instructive to students.

MLA Containers

See <https://style.mla.org/works-cited-a-quick-guide/>

to educate yourself on MLA containers and to see if any of the tutorial material would be helpful to use in your classroom.

See <https://www.youtube.com/watch?v=lSekgYAdQcU&feature=youtu.be> for a video introduction to MLA 8 that is used in the current online FWP classes.

Conferencing

# Timing

Consider the timing of conferences. Some teachers like to conference early in the unit so that they can discuss the writing project with students in the beginning drafting stages.

Other teachers like to conference once students have written a more complete draft and/or have been through some peer review or workshop sessions.

# Scheduling

You may substitute one week of class per unit to hold conferences with your students. Create a schedule that is manageable for you. Consider the number of students you need to conference with, and be sure to leave yourself time for lunch, bathroom breaks, etc.

10-15 minutes (or less) is plenty of time for a conference. Some teachers hold conferences with small groups of students as a way to further streamline the conference process and make it more collaborative.

# Student Preparation

Be clear about what students are required to bring to conference or do prior to the conference.

# Teacher Preparation

Think carefully about your time. You don’t have to read and comment on drafts to prepare for conferences; focus instead on having productive conversations during the conference and really listening to what students need and want to do with their writing.

Workshopping

# Definition

Workshops are sessions where larger groups (or the whole class) examine a selection of student writing and discuss how the writing is working and possible strategies for improvement. These are distinct from peer review in which smaller groups or pairs of students give each other detailed feedback and have more student-led conversations.

# Logistics

Teachers can set up a system in which students take turn volunteering to have parts of their drafts up for workshop. The workshop should become a regular part of class so that students see the benefit of having their work go up for review and no one feels singled out.

Teachers should start this activity with students who won’t be intimidated by having their materials workshopped, and then the teachers should use those first sessions to look at stronger examples and affirm student work. Basically, use the first few workshops to reassure students, model strategies, and reaffirm student writing. Make these first sessions less about constructive criticism and more about affirmation.

# Examples of Possible Workshops

A selection of draft thesis statements

A couple of student outlines to examine organizational strategies

Introductory paragraphs or other specific part of an essay

An entire draft

# Student Engagement

As you plan a workshop, consider how to keep students engaged. Will students need to write a reflection after the workshop about how they might apply the discussion to their own work? Will students be given daily grade credit for giving written feedback on the sample being workshopped?

Peer Review

# Forms of Peer Review – can be combined & adjusted as teacher desires

Round-robin reading sessions – students try to read as many of their peer’s papers as possible to get perspective on what other people are writing

Letters to the author – students read a small selection of peer papers and write those peers letters that explain specifically what they as readers found effective in the papers and what areas for improvement they saw.

Read aloud sessions – students in small groups take turns reading their papers to one another and then giving feedback. Alternative: students could read a peer’s paper aloud to give the author a chance to hear their work being read.

Teacher-generated peer review prompts – students read peers’ papers and answer questions about that paper.

# Technology

Google docs, Turnitin, and Blackboard discussion boards are all options for facilitating online peer review.

Teachers can also build into the syllabus that students should bring X paper copies of their papers to class on peer review days.

# Reminder

The primary value of peer review is not what the writer gets from the reader but instead the reader’s experience of reading and responding to a peer draft.