TR EN 101 Standard Syllabus

fall 2018

Use of this standard syllabus is required for those in EN 533 in fall 2018. Other teachers may use, adapt, or ignore as they wish. This standard syllabus uses the UA custom edition of *The Norton Field Guide*.

For people in EN 533, please keep the major assignments, assignment sequence, and general timing the same as shown in this syllabus. Readings, in-class activities, etc. can be adjusted according to teacher preference.

This document presents sample assignments first, followed by course policies, and lastly a course calendar. Notes to teachers are included in the margins of the document. Explanations of claim/support/explanation, sentence drafts, MLA containers, conferencing, workshopping, peer review, and dialogic assessment are provided at the end of the document.

Always consult the course policies preloaded into OSM for the most up-to-date policies for the FWP.

In-Class Writing Sample

## Written in class on ---

## Worth -- daily grades

# Assignment:

I’ve written a letter to the class to introduce myself and let you know my goals for this class. Please write me back with a letter that introduces yourself and sets your own goals for this class and this semester. This letter would also be a great place to let me know what name you prefer and what pronouns you use.

Before you start writing, plan out what you want to say and make some notes. This is a relatively informal assignment intended to start our semester long conversation about writing, but I’d still like to see your organization skills at work. Let me get a glimpse of what kind of writer you are.

# Audience and Purpose:

Your teacher is the audience for this letter, but you may also go back to this letter at the end of the semester to help you reflect on where you started and the work you’ve accomplished.

Think about this letter as a chance to start a conversation about writing with your teacher, 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.

Summary and Response Essay

## Due by --pm on --

## Worth 20% of total class grade

## Approx. 1000 words

# Assignment:

In a summary and reponse essay, you write a concise summary of a chosen text and then respond to that text either by making an argument in support of or against that text’s argument, analyzing how the text works, or reflecting on your reaction to the text. This type of essay requires you to practice your academic reading and summary skills. It also requires writing well-supported paragraphs.

At the end of your essay, include a separate one-paragraph reflection that does the following: explains how this paper changed from the initial brainstorming stages to the final draft, mentions what kind of activities or feedback were most helpful in composing this assignment, and discusses the biggest challenge and biggest success you had in this assignment.

Choose a text from the options provided to the class (see BBL). Follow the instructions in Norton chapter 3 and in class to write a summary and response essay.

Make sure your essay includes the following:

* A thesis statement
* A concise yet comprehensive summary of the source text, understood by readers both familiar and unfamiliar with the text
* A response to the text (argumentative, analytical, or reflective)
* Evidence from the text (summary, paraphrase, or quotations) to back up this response
* Clear topic sentences that relate back to the thesis and transition sentences to link paragraphs
* A one-paragraph reflection in a separate section at the end of the paper

# Audience and Purpose:

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

Think about your summary and response as a chance to help your readers think more deeply and critically about the texts we encounter in all facets of our lives. This assignment also gets us ready to write our own narratives/memoirs and read memoirs written by our classmates.

# 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 work cited page that cites your source text.

Memoir

## Due by -- on --

## Worth 20% of total class grade

## Approx. 1000 words

# Assignment:

Write a memoir essay that tells a focused story with some kind of significance. The memoir should focus on a specific, limited time period so that you are only telling one story and not your whole autobiography.

At the end of your essay, include a separate one-paragraph reflection that does the following: explains how this paper changed from the initial brainstorming stages to the final draft, mentions what kind of activities or feedback were most helpful in composing this assignment, and discusses the biggest challenge and biggest success you had in this assignment.

Your narrative should do the following:

* Organize your story effectively
* Convey the significance of the story
* Include vivid detail and scenes
* Use the style and tone best suited to your particular story and point
* Include a one-paragraph reflection in a separate section at the end of the paper

# Audience and Purpose:

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

This narrative is your chance to expand the world of your audience. Let them see your perspective.

# 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.

Profile

## Due by -- on --

## Worth 20% of total class grade

## Approx. 1000 words

# Assignment:

In the previous narrative assignment, you wrote your own story. In the profile unit, you’ll combine those storytelling skills with research and firsthand experience to write a profile of your chosen subject.

At the end of your essay, include a separate one-paragraph reflection that does the following: explains how this paper changed from the initial brainstorming stages to the final draft, mentions what kind of activities or feedback were most helpful in composing this assignment, and discusses the biggest challenge and biggest success you had in this assignment.

Make sure your essay includes the following:

* An angle that allows you to approach the profile subject with a specific focus
* A current, firsthand account (you’ve actually engaged with your subject this semester, specifically for this assignment)
* Research to help you establish context or provide necessary background. This should include at least one interview (with the person being profiled and/or other people who can provide additional details and perspectives on the subject)
* Thoughtful organization that helps your readers navigate this essay
* Tone and style appropriate for your subject and purpose
* A one-paragraph reflection in a separate section at the end of the paper

# Audience and Purpose:

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

Again, this essay is your chance to expand the world of your audience.

# 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:

Review all of your work from this semester, including comments you have received from your instructor and peers on drafts and graded essays. Consider how well you achieved your goals and how you can revise two of your essays to showcase what you have learned this semester. Compile a portfolio that includes the following:

* The original final draft versions of two of your previous essays
* Your two major revisions
* A portfolio letter that addresses specifically how your work progressed over the course of the semester and specifically how you chose to revise your two essays.

Your revisions could do some of the following:

* add new multimodal elements,
* 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 101-000

TR 00:00am-00:00pm

Morgan 000

Ms. Teacher Teacher

# Office Hours, Office Location, and Contact Information

# Course Description

English 101, the first in a two-course sequence, introduces students to the rhetorical strategies, critical reading and thinking skills, composing processes, sentence-level conventions, and reflection skills needed to participate successfully in The University of Alabama discourse community.

# 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.
* Demonstrate in writing a strong command of critical thinking skills such as analysis, synthesis, interpretation, and evaluation.
* Compose essays by working through multiple drafts; by participating in opportunities for peer and instructor feedback; by applying that feedback in revisions; and, in general, you will treat the composition of any written text as a deliberate and recursive process.
* Employ grammar, punctuation, mechanics, usage, and basic citation and paper formatting in a manner appropriate to the genre and assignment being composed.
* Reflect, in writing, on your own development as a writer.

# Required Texts

Required Texts from UA Supply Store:

* UA Custom Edition of BULLOCK / NORTON FIELD GUIDE TO WRITING

# Other Required Course Materials

* Access to a computer and printer
* 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 |
| Summary and Response Essay Draft | 750-1250 words | Daily grades |  |
| Summary and Response Essay Final Draft | 1000-1500 words | 20% |  |
| Memoir Draft | 750-1250 words | Daily grades |  |
| Memoir Final Draft | 1000-1500 words | 20% |  |
| Profile Draft | 750-1250 words | Daily Grades |  |
| Profile Final Draft | 1000-1500 words | 20% |  |
| Portfolio | 500-1000 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 8/23

Syllabus and introduction to class.

# Week 2

## Tues 8/28

### In-Class:

Writing Sample

## Thurs 8/30

### Read before class:

Selection of memoirs

### In-Class:

Discuss the readings, talk about critical reading/annotating techniques, discuss rhetorical situation and writing techniques of the readings. Practice summary skills.

# Week 3

## Tues 9/4

### Read before class:

Norton ch. 3 “Summarizing and Responding”

### In-Class:

Introduction to summary and response essay assignment and rubric. Continue practicing summary skills. Model a response to one of the readings from 8/30.

## Thurs 9/6

### Read before class:

The essay you will be writing the summary and response essay on.

### Homework due:

A one paragraph summary of your chosen essay.

### In-Class:

Workshop summaries. Thesis statements and outlining. Claim-support-explanation pattern of building paragraphs that are supported by the source text.

# Week 4

## Tues 9/11

### Homework due:

Bring a revised/completed outline to class.

### In-Class:

Claim-support-explanation pattern of building paragraphs that are supported by the source text. Writing creative and engaging introductions and conclusions.

## Thurs 9/13

### Homework due:

Bring a 1-2 paragraph section of your summary and response essay to class.

### In-Class:

Rhetorical awareness – how the writing (tone, style, word choice, grammar, mechanics) appeals to a particular audience. Unique response – how the essay moves from summary into a argumentative, analytical, or reflective response to the source text. Review MLA style and punctuating quotations with Norton ch. P-4 and ch. 52.

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

## Tues 9/18

### Homework Due:

Submit draft of summary and response essay to turnitin and review originality report. Ask instructor if you have questions about the turnitin report.

### In-Class:

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

Lesson on how to upload a document to Turnitin and read an originality report.

Lesson on the following (according to class needs): Plagiarism prevention lesson, global revision techniques vs editing for lower order concerns, 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 9/20

### Homework Due:

Submit draft of summary and response essay to turnitin and review originality report. Ask instructor if you have questions about the turnitin report.

### In-Class:

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

Lesson on how to upload a document to Turnitin and read an originality report.

Lesson on the following (according to class needs): Plagiarism prevention lesson, global revision techniques vs editing for lower order concerns, 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 6 (This week or the week before could be a conference week)

## Tues 9/25

### Homework Due:

Submit draft of summary and response essay to turnitin and review originality report. Ask instructor if you have questions about the turnitin report.

### In-Class:

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

Lesson on how to upload a document to Turnitin and read an originality report.

Lesson on the following (according to class needs): Plagiarism prevention lesson, global revision techniques vs editing for lower order concerns, 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 9/27

### Homework Due:

Submit draft of summary and response essay to turnitin and review originality report. Ask instructor if you have questions about the turnitin report.

### In-Class:

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

Lesson on how to upload a document to Turnitin and read an originality report.

Lesson on the following (according to class needs): Plagiarism prevention lesson, global revision techniques vs editing for lower order concerns, 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 9/30

### Summary and Response Essay Due to Turnitin by 11pm

# Week 7

## Tues 10/2

### Read before class:

Norton ch. 18 “Memoirs”. Sample memoirs as assigned in class or on BBL.

### In-Class:

Reflect on summary and response essay. Introduction to memoir assignment and rubric. Students do invention work for their memoirs.

## Thurs 10/4

### Read before class:

Norton ch. 43 “Narrating” and ch. 40 “Describing.” Sample memoirs as assigned in class or on BBL.

### Homework due:

Bring outline of memoir to class (either paper copies or electronic)

### In-Class:

Exercises in descriptive writing and organizing the memoir. Thinking critically about organization, significance of story, and rhetorical situation.

# Week 8 – Midterm Grading

## Tues 10/9

### Read before class:

Sample memoirs as assigned in class or on BBL.

### Homework due:

Bring a 1-2 paragraph section (scene) of your memoir to class.

### In-Class:

Rhetorical awareness – how the writing (tone, style, word choice, grammar, mechanics) appeals to a particular audience. Significance – how the significance of the memoir is established and supported.

## Thurs 10/11

### Homework Due:

Bring another scene of the memoir to class.

### In-Class:

Descriptive writing, dialogue, etc. according to student needs. Whole class workshop of student writing or other feedback opportunities.

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

## Tues 10/16

### Homework Due:

Submit draft of memoir to turnitin and review originality report. Ask instructor if you have questions about the turnitin report.

### 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, use of multimodal elements

## Thurs 10/18

### Homework Due:

Submit draft of memoir to turnitin and review originality report. Ask instructor if you have questions about the turnitin report.

### 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, use of multimodal elements

# Week 10 (This week or the week before could be a conference week)

Tues 10/23

### Homework Due:

Submit draft of memoir to turnitin and review originality report. Ask instructor if you have questions about the turnitin report.

### 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, use of multimodal elements

## Thurs 10/25

### No Class – Mid-Semester Study Break

## Sunday 10/28

### Memoir Due to Turnitin by 11pm

# Week 11

## Tues 10/30

### Read before class:

Norton ch. 19 “Profiles.” Selection of sample profile texts as assigned in class or on BBL.

### In-Class:

Reflect on literacy narrative. Introduction to Profile assignment and Rubric, examine model texts.

## Thurs 11/1

### Homework Due:

Pitch for your profile

### Read before class:

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

### In-Class:

Exercises to explore angle of a profile, role of research and/or interviews in profiles, approaches to firsthand knowledge of subject. Practice quoting, paraphrasing, summarizing. Practice in-text citations with source usage.

# Week 12 (This week or the next could be a conference week)

## Tues 11/6

### Homework Due:

Outline for profile

### Read before class:

Norton ch. 33 “Beginning and Ending”

### In-Class:

Crafting creative introductions and conclusions that address a “so-what” factor.

Organizing the profile, combining research/interview material with author’s own voice.

## Thurs 11/8

### Homework Due:

Part of profile draft.

### In-Class:

Descriptive writing for the profile, communicating the angle of the profile. Writing the works cited page for this essay.

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

## Tues 11/13

### Homework Due:

Submit draft of profile to turnitin and review originality report. Ask instructor if you have questions about the turnitin report.

### 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 11/15

### Homework Due:

Submit draft of profile to turnitin and review originality report. Ask instructor if you have questions about the turnitin report.

### 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 11/20

### Homework Due:

Submit draft of profile to turnitin and review originality report. Ask instructor if you have questions about the turnitin report.

### 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 11/22

### Class Dismissed -- Thanksgiving

## Sunday 11/25

### Profile Due to Turnitin by 11pm

# Week 15

## Tues 11/27

### Read before class:

Norton ch. 29 “Assessing Your Writing”

### Homework Due:

Bring copies of previous assignments to class

### In-Class:

Reflect on profile. Introduction to portfolio assignment and rubric. Reflect on work of the semester.

## Thurs 11/29

### Read before class:

Norton pp. 307-312 “Revising”

### In-Class:

Global revision techniques, ideas for the portfolio reflection letter.

# Week 16

## Tues 12/4

### Homework Due:

As assigned in class or on BBL

### In-Class:

Feedback sessions that focus on global revision and reflection

## Thurs 12/6

### Homework Due:

As assigned in class or on BBL

###  In-Class:

Feedback sessions that focus on global revision and reflection. Visit ePortfolio Showcase in A232 Gordon Palmer Hall.

# \*\*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.

Dialogic Assessment

# Explanation

Dialogic assessment sheets show assignment criteria in one column, students’ self-assessments in another column, and your responses to your students’ self-assessments in another column. Students have the option of suggesting a grade for their own work, and there is space for you to enter a grade. Percentages awarded to each criterion are negotiable.

Distribute dialogic assessment sheets to your students on the day their papers are due, and return them to your students with their graded papers.

Dialogic assessments have many advantages. They make grading criteria explicit and allow students to reflect on the extent to which their work meets each grading criterion. Accordingly, they develop students’ ability to self-assess, which will help them draft stronger end-of-semester portfolio reflections. In turn, such assessments allow you to understand how best to communicate your responses to student work. In addition, dialogic assessments make goal-setting for future drafts easier. They position evaluation/grading/assessment as another part of an ongoing, semester-long conversation about writing. And, perhaps most importantly, they are authentic; they mimic the exchanges writers have with editors, publishers, and other audiences.

# Sample Form

EN 101

Fall 2018

SAMPLE Dialogic Assessment for Paper #1: Summary + Response Essay

[Note: Percentages are negotiable]

Your name:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criterion | Your review | Your score | My review | My score |
| A strong thesis statement( 10 %) |  |  |  |  |
| Concise, comprehen-sive summary of source text( 25 %) |  |  |  |  |
| A response to the text( 25 %) |  |  |  |  |
| Evidence from the text( 20 %) |  |  |  |  |
| Clear topic sentences( 20 %) |  |  |  |  |
| Additional comments and grade |  |  |  |  |