EN 102 Standard Syllabus

MWF

SPRING 2019

Use of this standard syllabus is required for those in EN 534 in spring 2019. Other teachers may use, adapt, or ignore as they wish. This standard syllabus uses the UA custom edition of *The Norton Field Guide*.

For GTAs in EN 534, 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, a class calendar, and appendices that are referenced within the class calendar. Notes to teachers are included in the margins of the document. Explanations of generative writing, 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 you to talk about my experience teaching last semester, introduce myself, and let you know my goals for this class. Please write me back with a letter that tells me about your previous writing experiences, 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, what pronouns you use, and anything else about you that you want me to know.

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 revisit 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.

Reflection

## Due by --pm on --

## Worth 20% of total class grade

## Approx. 1000 words

# Assignment:

Non-themed class: ‘For this essay, please choose a topic of significant personal interest to you, and reflect on why you are interested in it.’

Themed class: ‘For this essay, please choose a topic corresponding to our class theme. What aspect of our theme most interests you, and why?’

See Norton chapter 21 for more guidance on writing this assignment.

A successful reflection essay will provide the following:

* A clear topic that is explored throughout the entire essay
* Specific details, descriptions, and anecdotes that support your topic and help your readers understand why the topic interests you
* Organization that helps the reader move easily through your ideas
* A thoughtful reflection on the chosen topic

# Possible Points to Cover:

* Why this topic is important to you
* Why you believe this topic would be of interest to others
* Examples/descriptions of this topic in action
* Examples of how this topic has affected you or how you have experienced this topic
* How you first developed an interest in this topic
* Background on this topic (could involve some research)
* Aspects of this topic you would like to research
* Questions you have about this topic

\*\*Remember that each point should be accompanied by specific details or anecdotes to bring your ideas to life.

# Audience and Purpose:

You, your teacher, and your classmates will be the audience for this essay. As we move into the research part of this class, this essay will also help guide your research.

Think about your reflection as a chance to help your readers understand your point of view; this kind of work can expand readers’ empathy and understanding of the world.

# 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.

Research Portfolio

## Due by -- on --

## Worth 20% of total class grade

## Approx. 1000-1500 words for the annotated biblography portion, other word counts will vary

# Assignment:

In the reflection essay, you identified a topic that interests you, and you explored your thoughts about and investment in that topic. This portfolio will document how you follow the inquiry-based research process. You will draft potential research questions, find and read sources to help answer your questions, and revise your research questions to guide the argument you will write in the next unit.

Your portfolio should include the following:

* A research schedule (Norton pp. 435-436)
* Your initial research questions (Norton pp. 439-440)
* Generative writing and focused generative writing as assigned in class
* Research memos as assigned in class
* Annotated bibliography with 5 entries (5 sources evaluated for reliability and relevancy to research topic). (Norton chapter 15 and pp. 486-490; 469-472)

Each entry should include:

* + bibliographic information in MLA style,
  + a short original (written by you) 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.)
* Revised research questions (Norton pp.439-440)
* A list of direct quotations from your sources that could be used in your argumentative essay (Norton pp. 480-483 and P-4 in the handbook section)
* An inquiry email to someone who has special knowledge of your topic (Norton pp. 616-617)

All of these elements will be explained in detail in class and many will be begun during class time as part of your daily grades. The major assignment grade will come from the portfolio compiled and submitted in its entirety.

# 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:

You and your teacher are the primary audience for this portfolio; it will be a resource that will help you write the next assignment for this class.

This portfolio 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:

In the previous unit, you wrote and revised research questions and found sources to help explore those questions. Now, use that research and reflection to write a researched argument essay that seeks to answer one of your research questions. In this essay, you are synthesizing ideas from your sources with your own original ideas. The claim-support-explanation pattern will help you develop your argument. See Norton chapters 13 and 36 for guidance on writing an argument. Norton chapters 48-52 will guide you through synthesizing research with your ideas.

Make sure your essay includes the following:

* A qualified thesis (Norton pages 175 and 357-358)
* Research from 5 or more reliable sources (library resources and Norton chapters 46 and 47)
* A clear organization with transitions to link paragraphs (Purdue Owl transitions material handout or link on BBL, Norton pages 177-178 and 349)
* A consideration of counterargument (Norton pages 170 and 368-369)
* An introduction and conclusion written to appeal to your audience (Norton chapter 33)

Depending on what you discovered in the previous unit, you may need to do additional research to help you answer your research question and fulfill your goals for this essay. Again, make sure that your sources are reliable and relevant. Guidance about evaluating sources is in Norton chapter 47.

# 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.

Reflection Letter (Final Exam)

## Due by -- on –

## Worth 20% of total class grade

## Approx. 1000 words

# Assignment:

For this final essay, you should reflect on your experience and writing this semester and write about how you became an expert in your chosen research topic and how your writing evolved over the course of the semester. Cite examples from your work this semester to provide evidence for your assertions about your writing.

Address the following points in your reflection:

* Your process of learning about your chosen topic – what you knew to begin with, how your ideas changed, where you found the most useful sources, and any setbacks or difficulties researching your topic.
* Your process of revising your writing in each unit – the types of activities or feedback that helped you most, the types of revision work you found yourself doing, specific things you changed in each unit, and why you decided to make those changes.
* An overall view of yourself as a writer – how you motivated yourself to write, what positive habits you developed over the semester, how your writing has changed over the course of the semester, how your attitude toward writing has changed over the course of the semester, and any other important lessons you will apply in other classes or elsewhere.
* Your writing goals going forward as a UA student.

# Audience and Purpose:

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

This reflection 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. Cite your work from this semester and perhaps even comments from your teacher or peers using in-text citations, signal phrases, and a works cited page.

EN 102-000

MWF 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. Intended for native speakers of English. Grades are reported as A, B, C, or NC (No Credit). A grade of C- or higher is required as a prerequisite for advancing to another English course at The University of Alabama. Offered each semester and in summer school. EN 102 does not apply as credit to the English major or minor. This course satisfies 3 hours of the FC (freshman composition) core requirement.

# 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:

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

# 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 |
| Reflection Draft | 750 words | Daily Grades |  |
| Reflection Essay | 1000 words | 20% |  |
| Research Portfolio | 1000-1500 words for annotated bib part of portfolio | 20% |  |
| Argument Draft | 1000 words | Daily Grades |  |
| Researched Argument | 1500 words | 20% |  |
| Reflection Draft | 750 words | Daily Grades |  |
| Reflection Final Exam | 1000 words | 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](mailto: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

## Wed 1/9

* Syllabus and introduction to class
* Generative writing asking students to engage with syllabus or brainstorm ways that the class theme intersects with their interests (if there is a class theme)

# Week 2

## Mon 1/14

### In-Class:

* Writing Sample

## Wed 1/16

### Homework due:

* Bring three possible topics for your reflection essay

### Read before class:

* Norton ch. 27 “Generating Ideas and Text”
* Sample reflections

### In-Class:

* Generative writing for the reflection essay using one of the techniques discussed in chapter 27.
* Introduction to the Reflection Essay and rubric
* Examine sample texts and come up with genre conventions

# Week 3 (Class will visit library between weeks 3-5)

## Mon 1/21

### No Class – Martin Luther King Jr. Day

## Wed 1/23

### Homework due:

* Bring to class a reliable web source that relates to your reflection topic

### Read before class:

* Norton ch. 21 “Reflections”

### In-Class:

* Generative writing that responds to the web source
* Discuss organization of the reflection essay; examine sample texts again
* Outlining for the reflection essay (submit finished version to BBL)

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

## Mon 1/28

### Homework Due:

* Library preparation (details to be given in class)

### In-Class:

* Meet in ---------- for library instruction session

## Wed 1/30

### Homework due:

* Draft or part of reflection essay draft

### In-Class:

* Generative writing
* 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.”
* Norton handbook pages HB4-HB11 on sentences, fragments, and comma splices. Norton pages 347-349 on topic sentences and transitions.

# Week 5 (This week or the week before could be a conference week) (Class will visit library between weeks 3-5)

## Mon 2/4

### Homework due:

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

### In-Class:

* Generative writing
* 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.”
* Consult Norton Handbook section as needed for assistance with issues of sentence-level usage.
* Norton pages 347-349 on topic sentences and transitions.

## Wed 2/6

### In-Class:

* Generative writing
* 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.”
* Consult Norton Handbook section as needed for assistance with issues of sentence-level usage.
* Norton pages 347-349 on topic sentences and transitions.

## Sunday 2/10

### Reflection Due to Turnitin by 11pm

# Week 6 (Librarian classroom between weeks 6-8)

## Mon 2/11

### Read before class:

* Norton Ch. 45 “Developing a Research Plan” (Establishing a Schedule, Getting Started, and Coming Up with a Topic, pp. 435-436, 439-440).

### In-Class:

* Generative writing about the reflection essay process
* Introduction to Research Portfolio assignment
* Draft research schedule
* Using reflection essay to create research questions

## Wed 2/13

### Homework due:

* Research questions
* Bring one research source to class

### Read before class:

* Norton ch. 15 “Annotated Bibliograhies”(pp. 188-196)

### In-Class:

* Generative writing for student’s research topic
* Examine model annotated bibliographies
* Practice summary skills

# Week 7 (Librarian classroom visit between weeks 6-8)

## Mon 2/18

### Homework due:

* Bring 3 of your sources to class (can include the source from last class)
* Bring 3 questions for visiting librarian (details will be announced in class)

### Read before class:

* Norton ch. 46 & 47 “Finding Sources” & “Evaluating Sources” (pp. 445-472)

### In-Class:

* Librarian visit to help students advance their research

## Wed 2/20

### Homework due:

* Bring 1 additional source to class along with the previously found sources (total of 4 sources)
* Research memo (details will be announced in class)

### Read before class:

* Norton Ch. 49 “Quoting, Paraphrasing, and Summarizing” (pp. 478-490), Ch. 57 “Writing Online: Email” (pp. 616-617), and Handbook “Quotation Marks” (HB86-HB90)

### In-Class:

* Generative writing to process research done so far
* Work on direct quotations
* Draft inquiry email
* Consult Norton Handbook section as needed for assistance with issues of sentence-level usage.

# Week 8 – Midterm Grading (This week or the next could be a conference week) (Librarian classroom visit between weeks 6-8)

## Mon 2/25

### Homework due:

* Research memo (details will be announced in class)
* Part of annotated bibliography draft
* Bring sources back to class

### In-Class:

* Generative writing
* 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, quotations, checking for accuracy in annotations, finding additional sources.
* Revising the research questions.

## Wed 2/27

### Homework due:

* Part of annotated bibliography draft
* Bring sources back to class

### In-Class:

* Generative writing
* 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, quotations, checking for accuracy in annotations, finding additional sources.
* Consult Norton Handbook section as needed for assistance with issues of sentence-level usage.
* Revising the research questions.

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

## Mon 3/4

### Homework due:

* Submit draft of annotated bibliography to Turnitin. Consult with teacher about any source usage issues.

### In-Class:

* Generative writing
* 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, quotations, checking for accuracy in annotations, finding additional sources.
* Consult Norton Handbook section as needed for assistance with issues of sentence-level usage.
* Revising the research questions.

## Wed 3/6

### Homework due:

* Submit draft of annotated bibliography to Turnitin. Consult with teacher about any source usage issues.

### In-Class:

* Generative writing
* 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, quotations, checking for accuracy in annotations, finding additional sources.
* Consult Norton Handbook section as needed for assistance with issues of sentence-level usage.
* Revising the research questions.

## Sunday 3/10

### Research Portfolio Due to Turnitin by 11pm

# Week 10 – Spring Break

## Mon 3/11

### No Class – Spring Break

## Wed 3/13

### No Class – Spring Break

# Week 11

## Mon 3/18

### Read before class:

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

* Model texts

### In-Class:

* Generative writing on the research portfolio unit and research process so far
* Introduction to Researched Argument assignment
* Examine model texts

## Wed 3/20

### Homework Due:

* Bring research sources to class

### Read before class:

* Norton chapter 36 “Arguing” (pp. 355-373) and Ch. 48 “Synthesizing Ideas” (pp. 473-477)

### In-Class:

* Generative writing to find patterns in sources
* Paragraph pattern: claim/support/explanation
* Practice synthesizing sources and integrating sources
* Consult Norton Handbook section as needed for assistance with issues of sentence-level usage.
* Drafting a qualified thesis

# Week 12

## Mon 3/25

### Homework Due:

* Draft thesis statement

### Read before class:

* Norton ch. 34 “Guiding Your Reader” (pp. 344-349) and chapters 49-52 (pp. 478-548) on using sources correctly

### In-Class:

* Generative writing on counterargument
* Balancing sources with your ideas,
* Practice integrating sources effectively and citing correctly
* Consult Norton Handbook section as needed for assistance with issues of sentence-level usage.

## Wed 3/27

### Homework Due:

* Outline for researched argument

### Read before class:

* Norton ch. 33 “Beginning and Ending” (pp. 331-343)

### In-Class:

* Generative writing for creative/engaging introduction
* Synthesis work
* Consult Norton Handbook section as needed for assistance with issues of sentence-level usage.

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

## Mon 4/1

### Homework due:

* Submit draft of annotated bibliography to Turnitin. Consult with teacher about any source usage issues.

### 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

## Wed 4/3

### Homework due:

* Submit draft of annotated bibliography to Turnitin. Consult with teacher about any source usage issues.

### 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)

## Mon 4/8

### Homework due:

* Submit draft of annotated bibliography to Turnitin. Consult with teacher about any source usage issues.

### 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

## Wed 4/10

### Homework due:

* Submit draft of annotated bibliography to Turnitin. Consult with teacher about any source usage issues.

### 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 4/14

### Researched Argument Due to Turnitin by 11pm

# Week 15

## Mon 4/15

### Homework Due:

* Elevator pitch for your researched argument

### In-Class:

* Have students give their elevator pitches for their researched argument (or somehow quickly present what they worked on in the last unit).
* Generative writing about the researched argument writing process.

## Wed 4/17

### In-Class:

* Introduction to the reflection final exam.
* Give back generative writing from throughout the semester.
* Outlining and/or generative writing for the reflection final exam.

# Week 16

## Mon 4/22

### Homework Due:

* Draft of reflection final exam

### In-Class:

* Feedback sessions
* Focus on meaningful reflection

## Wed 4/24

### In-Class:

* Feedback sessions

# \*\*Final Exam—Reflection Due\*\*

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

Generative Writing

The FWP encourages teachers to make writing a daily practice in the classroom. Some of this writing will be directly related to the upcoming essays/assignments or even be drafts of those upcoming assignments. Other times, this writing may be freewriting that gives students space to write about anything they want.

See Norton chapter 27 “Generating Ideas and Text” for ideas about the kind of generative writing your students might do throughout the semester.

You might also want to use questions inspired by Statis Theory. See <https://owl.purdue.edu/owl/general_writing/the_writing_process/stasis_theory/index.html>

## Potential focused generative writing prompts by unit

### Reflection Essay

* Think back on the letter you wrote to your teacher a few classes ago. Are there other interests you have that you didn’t have a chance to cover in that letter? Why are those things important to you?
* Write about a way that our class theme might relate to an interest of yours. (Students might repeat this particular prompt multiple times to come up with different ideas/options.)
* How could the class theme potentially impact your life?

### Research Portfolio

* What do you already know about your topic? What do you want to find out?
* How have you determined the reliability and relevancy of your sources?
* How have your sources changed your ideas about your topic?

### Researched Argument

* What do all your sources have in common, or is there something they all agree on?
* What are the major points of disagreement or divergence? Where is a gap in knowledge?

Research Memos

Periodically throughout the research portfolio unit (and anywhere else in the semester), students should write research memos that update you and themselves on their research process.

These memos should be pretty brief (1/2 page or shorter) and could be handwritten in class or submitted as homework. The memos will then be included in the research portfolio due at the end of that unit.

Research memos and generative writing topics may overlap somewhat. Research memos are to help you and your students focus on their research process. Generative writing helps students think through their ideas in writing.

Memo topics:

* What patterns, agreements, or disagreements are you seeing in your sources so far?
* What gaps in your research need to be filled with further exploration of your topic?
* What are your research questions at this stage of the process?
* Are you finding more research about certain aspects of your topic? What are you finding?
* Where are you in your research process? How well have you stayed with your research schedule?
* What questions do you have or what help do you need at this point in your research process?

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 |  |  |  |  |