MWF EN 101 Standard Syllabus

fall 2019

Use of this standard syllabus is required for those in EN 533 in fall 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 people in EN 533, please keep the ePortfolio components, 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 and student need.

This document presents sample assignments first, followed by course policies, a course calendar, and lastly an appendix with teaching resources. Notes to teachers are included in the margins of the document. The appendix includes explanations of claim/support/explain, sentence drafts, MLA containers, conferencing, workshopping, peer review, and dialogic assessment.

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

ePortfolio Semester-Long Assignment

## Final version of ePortfolio due by x on Dec x, 2019.

## Drafts, website check-ins, etc. due throughout the semester.

## Worth 20% of total class grade.

## Approx. 750-1250 words for the reflection essay; word counts for other assignments given throughout the semester.

# Assignment:

You will use the designated class platform to create your own website for this semester. This website will showcase the 3 major assignments for this class (intro letter, memoir, profile) along with multimodal elements that enhance your readers’ experiences with your text (clear menu and captions, visuals that support and extend text, overall readable and usable design). Note that captions are important for visually impaired users with text-reading technologies. It will feature a homepage/welcome page and a final reflection essay that serves as a guide for and explanation of the website as a whole.

You should understand how the design elements in your chosen template create coherence in the overall website. Use this coherence to understand thematic and stylistic connections/patterns within your own writing. The habits of mind and process approach we practice in this course may be understood and expressed through the multimodal elements of the website.

Your 3 major assignments from this class should be revised versions of the drafts on which you received teacher and peer feedback.

# Important features of this ePortfolio:

## Overall ePortfolio

Shows attention to design elements

Uses a clear organizational scheme

Is complete

Includes the Final Reflection Essay on its own, easily identifiable page

## 3 Major Assignments

Are revised from original versions

Are enhanced with multimodal elements (use of color, layout, images, audio, video, and links) that help the compositions reach their audiences and achieve their purposes

## Final Reflection Essay

Addresses how and why each major assignment changed from draft stage to the version presented in this ePortfolio and uses specific examples from the three major assignments.

Addresses rationale behind multimodal elements used throughout the ePortfolio.

Discusses how the writer sees their evolution from the beginning of the semester to the end.

Fulfills the requirements outlined in the Final Reflection Essay assignment sheet.

# Audience and purpose:

The ePortfolio gives you a chance to revise your work for audiences beyond our classroom. It encourages you to be creative and to engage parts of your brain that you might not use otherwise in a writing class.

This ePortfolio will be used as part of the grading of this course. You will present and discuss your ePortfolio with students from other classes at the ePortfolio showcase on [dates].

Your ePortfolio will also be used for First-Year Writing Program assessment and teacher training. These outside readers will have no impact on your grade at all. They will be looking at how well the First-Year Writing Program achieves its course outcomes. If would prefer to keep your ePortfolio private, please let your teacher know.

Because of this program assessment, you will need to maintain your website in its final exam form until July 1, 2020.

ePortfolio Checklist

* Title of website is something that pertains to you or this class (not just the template title)
* Your menu is easy to find and includes the following pages: Home (or Welcome or About Me), EN 101 Intro Letter, EN 101 Memoir, EN 101 Profile, EN 101 Final Reflection
* Your website uses clear visual cues to help users see and understand text (color, font size, and font style). It uses text to explain visual elements (captions) and links to extend your writing. It is easy see what is important on each page and move between the pages.
* Your website has a clear organizational scheme.

Home Page (can be the About Me or Welcome page)

* Look at the tone of your home page. Will it draw in readers? Is it positive about you and your writing?
* You’ve gotten rid of the stock titles, icons, buttons, etc. that were in your website template that you don’t need.
* Images are your own or you found open-source images that fit with the overall theme of your class website. Images accentuate the thought and style of your writing.
* Page design uses clear visual cues to help users see and understand text (color, font size, and font style). It uses text to explain visual elements (captions) and links to extend your writing. It is easy see what is important on the page.

Intro Letter Page

* You’ve gotten rid of the stock titles, icons, buttons, etc. that were in your weebly template that you don’t need.
* Images are your own or you found open-source images that fit with the overall theme of your class website. Images accentuate the thought and style of your writing.
* You’ve posted a revised Intro Letter
* Your paragraphs are left justified and you have space between your paragraphs.
* Page design uses clear visual cues to help users see and understand text (color, font size, and font style). It uses text to explain visual elements (captions) and links to extend your writing. It is easy see what is important on the page.

Memoir Page

* You’ve gotten rid of the stock titles, icons, buttons, etc. that were in your weebly template that you don’t need.
* Images are your own or you found open-source images that fit with the overall theme of your class website. Images accentuate the thought and style of your writing.
* You’ve posted a revised Memoir
* Your paragraphs are left justified and you have space between your paragraphs.
* Page design uses clear visual cues to help users see and understand text (color, font size, and font style). It uses text to explain visual elements (captions) and links to extend your writing. It is easy see what is important on the page.

Profile Page

* You’ve gotten rid of the stock titles, icons, buttons, etc. that were in your weebly template that you don’t need.
* Images are your own or you found open-source images that fit with the overall theme of your class website. Images accentuate the thought and style of your writing.
* You’ve posted a revised profile essay
* Your paragraphs are left justified and you have space between your paragraphs.
* Page design uses clear visual cues to help users see and understand text (color, font size, and font style). It uses text to explain visual elements (captions) and links to extend your writing. It is easy see what is important on the page.

Reflection

* You’ve gotten rid of the stock titles, icons, buttons, etc. that were in your weebly template that you don’t need.
* Images are your own or you found open-source images that fit with the overall theme of your class website. Images accentuate the thought and style of your writing.
* Your final reflection essay creates a guide for the ePortfolio as a whole and helps readers understand how your work ties together, how you revised over the course of the semester, and why you made the multimodal and stylistic decisions for this ePortfolio (see the assignment sheet for the Final Reflection essay for more details).
* Page design uses clear visual cues to help users see and understand text (color, font size, and font style). It uses text to explain visual elements (captions) and links to extend your writing. It is easy see what is important on the page.

**Showcase Event:**

**Portfolio Final Exam**

**Due:**

Introduction and Goal-Setting Letter

## Due by --pm on --

## Worth 10% of total class grade

## Approx. 500-750 words

# 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.

Make sure your letter includes the following:

* A discussion of which habits of mind are most important to you and which you want to focus on this semester
* Specific goals you want to set for yourself
* Specific details about you and your education experience to help readers understand why you are setting your goals
* Sentences written in a style that will appeal to readers
* Paragraphs that are divided in a way that leads the reader through your ideas
* Clear topic sentences for each paragraph
* Transition sentences to link paragraphs

# Audience and Purpose:

As your teacher, I am one of the first audiences for this letter, but there will be additional readers as well. You will 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. Your peers will read this letter during class exercises, and when you publish the letter to your website, you’ll have the chance to reach a wider audience of UA students at the end of semester showcase event.

Think about this letter as a chance to start a conversation about writing with me, yourself, and your peers; and as a place to set goals for this semester.

# 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 if you find the need to reference any outside ideas or language.

Memoir

## Due by -- on --

## Worth 20% of total class grade

## Approx. 750-1250 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.

Your memoir should do the following:

* Organize your story effectively
* Focus on one specific story with a limited time period
* Convey the significance of the story
* Include vivid detail and scenes
* Use the style and tone best suited to your particular story and purpose
* Be sensitive and ethical when using personal details about other people (discuss with your teacher if you have questions about this aspect)

# Audience and Purpose:

Your teacher and classmates will be the initial audience for this essay. Then, you’ll be revising this essay for publication on your ePortfolio website with the potential for a larger audience outside your class.

We all have different backgrounds and experiences. This memoir is your chance to expand the world of your audience. Let them see and understand a new perspective on 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 work cited page if you find the need to reference any outside ideas or language.

Reflection on Memoir Experience

## Due by -- on --

## Worth 5% of total class grade

## Approx. 300-500 words

# Assignment:

Following the prompts and guidance given in class, reflect on your experience writing the memoir essay. You are basically writing the story of how you decided on your memoir topic, and then how you brainstormed, drafted, peer reviewed, and revised the essay.

Your reflection should do the following:

* Be organized with topic sentences and effective paragraphing.
* Be written with an effective style.
* Address significant points about how you composed and revised your memoir.
* Use specific examples from the writing process and finished essay to support your points (you may need to quote, summarize, or paraphrase your memoir work).
* Examine how your memoir writing process relates to the habits of mind you addressed in your Intro Letter.
* Conclude by looking ahead to future writing and what you will continue to practice in your writing process. You may also wish to discuss an aspect of your process that you want to change when you write the next essay.

# Audience and Purpose:

Your teacher will be the initial audience for this essay. Then, you’ll be consulting this reflection to help you write the final reflection for the ePortfolio.

This reflection essay should help you learn to think more deeply about the decisions you made and processes you used to write the memoir. This reflection activity is designed to help you better achieve the goals you laid out for yourself in the Intro Letter.

# 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 if you find the need to reference any outside ideas or language.

Profile

## Due by -- on --

## Worth 20% of total class grade

## Approx. 750-1250 words

# Assignment:

In the previous memoir 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.

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
* In-text citations and a works cited page

# Audience and Purpose:

Your teacher and classmates will be the initial audience for this essay. Then, you’ll be revising this essay for publication on your ePortfolio website with the potential for a larger audience outside your class.

Just as the memoir was a chance to expand the world of your audience by telling your story, the profile essay is a chance to do something similar with the story of someone or something else.

# 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 if you find the need to reference any outside ideas or language.

Reflection on Profile Experience

## Due by -- on --

## Worth 5% of total class grade

## Approx. 300-500 words

# Assignment:

Following the prompts and guidance given in class, reflect on your experience writing the profile essay. You are basically writing the story of how you decided on your profile topic, and then how you brainstormed, gathered information, drafted, peer reviewed, and revised the essay.

Your reflection should do the following:

* Be organized with topic sentences and effective paragraphing.
* Be written with an effective style.
* Address significant points about how you composed and revised your profile.
* Use specific examples from the writing process and finished essay to support your points (you may need to quote, summarize, or paraphrase your profile work).
* Examine how your profile writing process relates to the habits of mind you addressed in your Intro Letter.
* Conclude by looking ahead to future writing and what you will continue to practice in your writing process. You may also wish to discuss an aspect of your process that you want to change when you write the next essay.

# Audience and Purpose:

Your teacher will be the initial audience for this essay. Then, you’ll be consulting this reflection to help you write the final reflection for the ePortfolio.

This reflection essay should help you learn to think more deeply about the decisions you made and processes you used to write the profile. This reflection activity is designed to help you better achieve the goals you laid out for yourself in the Intro Letter.

# 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 if you find the need to reference any outside ideas or language.

Final Reflection Essay

## Entire ePortfolio Due by -- on --

## The entire ePortfolio is worth 20% of the total class grade

## Approx. 750-1250 words for the final reflection essay

# Assignment:

Following the prompts and guidance given in class, reflect on your experience of the entire EN 101 semester. Reread your intro letter, memoir, profile, and the memoir and profile reflections. Create the story of this semester and provide readers of your ePortfolio a guide to your website. How do the different examples of your writing connect? What multimodal and stylistic decisions did you make to appeal to readers? How did you craft and revise each essay? How well did you address the habits of mind you identified in the Intro Letter?

Your reflection should do the following:

* Examine how your semester writing process relates to the habits of mind you addressed in your Intro Letter. To do this, consider the following:

how and why each major assignment changed from draft stage to the version presented in this ePortfolio and what specific examples from the three major assignments show these changes in action;

how the multimodal elements used throughout the ePortfolio follow a pattern and highlight your writing;

how you evolved as a writer from the beginning of the semester to the end.

* Conclude by looking ahead to future writing and what habits of mind you will carry forward.
* Be organized with topic sentences and effective paragraphing.
* Be written with an effective style.

# Audience and Purpose:

Your ePortfolio readers will use this essay to understand what your ePortfolio is all about. This reflection will tell them how the essays connect and display your talents and progress as a writer and UA student.

This reflection essay should help you learn to think more deeply about the decisions you made and processes you used to successfully complete this semester. This reflection activity is designed to help you better achieve the goals you laid out for yourself in the Intro Letter.

# Format:

Published on ePortfolio in a readable, audience-friendly design.

EN 101-000

MWF 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. 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 101 does not apply as credit to the English major or minor. This course satisfies 3 hours of the FC (freshman composition) core requirement.

This particular section is an ePortfolio class which means each student will be working toward the creation of a personal website to showcase their semester work.

# 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

* Laptop for use in class (you can check out laptops from Gorgas library https://www.lib.ua.edu/using-the-library/equipment/)
* A Weebly account and website (free; instructions will be provided in class)
* Access to a printer
* Pen or pencil
* Notebook with paper
* Folder or binder to store class notes, process writing, etc.

# Classroom Environment

* Remember the Golden Rule—treat others the way you want to be treated. When responding to a classmate, be sure to state an opposing opinion in a diplomatic way. Disagree with ideas, but do not make personal attacks. Recognize and value the diverse experiences, abilities, and knowledge each person brings to class.
* 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  | Due |
| Intro Letter | 500-750 words | 10% |  |
| Memoir |  Approx. 1250 words | 20% |  |
| Reflection on memoir  | Approx. 300 words | 5% |  |
| Profile | Approx 1250 words | 20% |  |
| Reflection on profile | Approx 300 words | 5% |  |
| ePortfolio including reflection essay and participation in showcase event | Reflection essay approx. 1250 words; other word counts as given throughout semester | 20% |  |
| Daily Grades |  | 20% | Throughout semester  |

# Policy on Missed Exams and Coursework

Please see attendance policy. You are allowed a one-week grace period for one essay or reflection (except the final ePortfolio). After that one late essay or if that essay is more than a week late, the work is 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

We’ll make frequent use of technology in this class, but please stay focused on class work and don’t have material on your screen that could distract you or your classmates. There will also be times that I may ask the class to put away laptops/tablets and work on paper. If you have a specific need to use technology more regularly, please speak to me 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. Readings and homework are due by the date listed on the syllabus.)

# Week 1

## Wed 8/21

### In-Class:

* Syllabus and introduction to class.
* Teachers give their introduction letter; students start brainstorming for their letters.

## Fri 8/23

### Read before class:

Norton ch. 4 “Developing Academic Habits of Mind”

### In-Class:

* Discuss habits of mind and have students do goal setting that will be part of their letters.
* Do some generative writing for students’ letters.

# Week 2

## Mon 8/26

### Read before class:

A creativity reading

### In-Class:

* Discuss habits of mind and creativity.
* Continue drafting letter.
* Practice paragraphing and topic sentences.

## Wed 8/28

### Read before class:

Norton part 2 on Rhetorical Situations (ch. 5-ch. 9 pp. 55-71)

### In-Class:

* Practice rewriting small samples of text for different rhetorical situations.
* Discuss rhetorical situation, style/rhetorical decisions for students’ letters.
* Students do more drafting for their letters, applying this information about style and rhetorical situation.

## Fri 8/30

### Read before class:

Norton ch. 36 “Guiding Your Reader”; selections from Norton handbook section on sentences and/or language

### In-Class:

* Practice style issues that students are interested in
* Work on letter. Students should leave class with complete draft of letter.

# Week 3

## Mon 9/2

### No Class: Labor Day

## Wed 9/4

### Homework due:

Bring complete draft of letter to class.

### In-Class:

* Submit draft of letter to Turnitin and review originality report. Instruction on submitting to Turnitin and reading an originality report.
* Peer review letters.

## Fri 9/6

### In-Class:

* Students get free Weebly account / website (make sure to choose the free option).
* Set up theme and pages for weebly website. Students should have Home, EN 101 Intro Letter, EN 101 Memoir, EN 101 Profile, and EN 101 Reflection pages in their website.
* Work on style/rhetorical decisions, paragraphing/topic sentences/organization of letter (follow-up to Monday’s peer review).

## Sunday 9/8

Intro Letter due to Turnitin in Blackboard

# Week 4

## Mon 9/9

### Read before class:

Norton ch. 18 “Memoirs.” One or two sample memoir essays.

### In-Class:

* Post Intro Letter to website (as a placeholder than can be revised).
* Self-assessment of Intro Letter.
* Use sample memoirs to extrapolate the features of a memoir essay (discuss time span and significance of each essay).
* Introduction to memoir assignment and rubric.

## Wed 9/11

### Read before class:

Norton ch. 45 “Narrating” and ch. 42 “Describing.”

### In-Class:

* Analyze how sample memoirs work – time span, significance, scenes, description.
* Start brainstorming possible topics for memoir essay.
* Practice with narration and description.

## Fri 9/13

### Homework due:

Bring list of five possible memoir topics – include time span, significance

### In-Class:

* Workshop memoir topics.
* Write a scene of memoir that practices descriptive writing. Try this exercise for two different topics to see what happens.

# Week 5

## Mon 9/16

### Homework due:

Bring outline of memoir to class

### In-Class:

* Refer back to Norton chapters on narration and describing.
* Discuss chronology and storytelling techniques of memoirs.
* Practice description and start drafting memoir.

## Wed 9/18

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

## Fri 9/20

### Homework Due:

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

# Week 6 (This week or the next could be a conference week)

## Mon 9/23

### Homework Due:

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

### In-Class:

* Discuss potential multimodal elements that would enhance the memoir when it is published to your website. Practice employing those elements on the website.
* 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

## Wed 9/25

### Homework Due:

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

### In-Class:

* Discuss potential multimodal elements that would enhance the memoir when it is published to your website. Practice employing those elements on the website.
* 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

## Fri 9/27

### Homework Due:

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

### In-Class:

* Discuss potential multimodal elements that would enhance the memoir when it is published to your website. Practice employing those elements on the website.
* 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 7 (This week or the week before could be a conference week)

## Mon 9/30

### Homework Due:

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

### In-Class:

* Discuss potential multimodal elements that would enhance the memoir when it is published to your website. Practice employing those elements on the website.
* 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

## Wed 10/2

### Homework Due:

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

### In-Class:

* Discuss potential multimodal elements that would enhance the memoir when it is published to your website. Practice employing those elements on the website.
* 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

## Fri 10/4

### Homework Due:

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

### In-Class:

* Discuss potential multimodal elements that would enhance the memoir when it is published to your website. Practice employing those elements on the website.
* 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

## Sunday 10/6

Memoir due

# Week 8 – Midterm Grading

## Mon 10/7

### In-Class:

* Students complete dialogic assessment of memoir essay.
* What is reflection?
* Answer prompts to start reflecting on memoir writing experience.
* Claim-support-explain pattern for well-supported reflection writing.

## Wed 10/9

### In-Class:

* Draft reflection of memoir experience.
* Work on ePortfolio if time allows; digital literacy lesson.

## Fri 10/11

### In-Class:

* Post memoir to website; work on multimodal elements of that page.
* ePortfolio work on homepage, intro letter, and memoir pages as needed.

## Sunday 10/13

Memoir Reflection due

# Week 9

## Mon 10/14

### Read before class:

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

### In-Class:

* Examine model texts to determine features of this genre.
* Introduction to Profile assignment and Rubric.
* Brainstorm topics for profile essay.

## Wed 10/16

### Homework Due:

Pitch for your profile

### In-Class:

* Workshop profile pitches
* Discuss research potential for profile topics
* Exercises to explore angle of a profile
* Role of research and/or interviews in profiles; review sample profiles to determine how writer uses personal interviews, quotes, observations, etc.
* Approaches to firsthand knowledge of subject.

## Fri 10/18

### Homework Due:

Research/firsthand experience plan for profile

### In-Class:

* Role of research and/or interviews in profiles; review sample profiles to determine how writer uses personal interviews, quotes, observations, etc.
* Approaches to firsthand knowledge of subject.
* Crafting interview questions.

# Week 10

Mon 10/21

### Homework Due:

Interview questions or typed up notes from firsthand experience, interview, visit, etc.

### In-Class:

* Interview day.
* OR If subject is outside of the class, interview and firsthand experience should be completed.
* Work on synthesizing and organizing firsthand material.

## Wed 10/23

### Homework Due:

Part of profile draft

### In-Class:

* Descriptive writing for the profile
* Communicating the angle of the profile
* Organizing the profile, combining research/interview material with author’s own voice.

## Fri 10/25

### Homework Due:

Another part of profile draft

### In-Class:

* Descriptive writing for the profile
* Communicating the angle of the profile
* Organizing the profile, combining research/interview material with author’s own voice.
* Style lessons according to student interest/need

# Week 11 (Conference or Peer Review Week)

## Mon 10/28

### Read before class:

Norton ch. 35 “Beginning and Ending”

### In-Class:

* Writing the works cited page for this essay; how to cite an interview, email, etc.
* Crafting creative introductions and conclusions that address a “so-what” factor. Continue with organizing the profile, combining research/interview material with author’s own voice.
* Brainstorm multimodal elements that will enhance this essay when it is published to website.

## Wed 10/30

### Homework Due:

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

### In-Class:

* Discuss potential multimodal elements that would enhance the profile when it is published to your website.
* 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

## Fri 11/1

### No Class – Mid-Semester Study Break

# Week 12 (Conference or Peer Review Week)

## Mon 11/4

### Homework Due:

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

### In-Class:

* Discuss potential multimodal elements that would enhance the profile when it is published to your website.
* 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 11/6

### Homework Due:

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

### In-Class:

* Discuss potential multimodal elements that would enhance the profile when it is published to your website.
* 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

## Fri 11/8

### Homework Due:

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

### In-Class:

* Discuss potential multimodal elements that would enhance the profile when it is published to your website.
* 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 11/10

Profile due

# Week 13

## Mon 11/11

### In-Class:

* Students complete dialogic self-assessment of profile essay.
* Writing exercises to start reflecting on profile writing experience.
* Claim-support-explain pattern for well-supported reflection writing.
* Post profile to website; work on multimodal elements of that page.

## Wed 11/13

### In-Class:

* Draft reflection of profile experience.
* Work on ePortfolio if time allows; digital literacy lesson.

## Fri 11/15

### In-Class:

* Post profile to website; work on multimodal elements of that page.
* ePortfolio work wherever needed.

## Sunday 11/17

Profile Reflection due

# Week 14

## Mon 11/18

### In-Class:

* Review ePortfolio assignment and final reflection instructions.
* Revisit intro letter and habits of mind.
* Show-and-tell of student websites to discuss multimodal composing/digital literacy.
* Students strategize revisions to their website pages/essays.

## Wed 11/20

### Homework Due:

Reflection worksheet

### In-Class:

* Reflecting on the semester and the semester’s work as a whole.
* Start drafting the reflection essay for the ePortfolio.
* As time allows, students start revising ePortfolio websites and getting ePortfolios ready for the showcase.

## Fri 11/22

### In-Class:

* Continue drafting the reflection essay for the ePortfolio.
* Continue work on ePortfolio website.

# Week 15

## Mon 11/25

### In-Class:

* Continue drafting the reflection essay for the ePortfolio.
* Continue work on ePortfolio.

## Wed 11/27-Fri 11/29

### Class Dismissed -- Thanksgiving

# Week 16

## Mon 12/2

### In-Class:

* Working on ePortfolio in preparation for ePortfolio Showcase

## Wed 12/4

EPortfolio Showcase

Submit your Interactive Assignment by the end of the day

## Fri 12/6

### In-Class:

* Finishing the ePortfolio, incorporating ideas from showcase.

# \*\*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/Explain

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/explain 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 or during the class period following the due date 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 |  |  |  |  |