EN 102 Standard Syllabus

spring 2020

Use of this standard syllabus is required for those in EN 534 in spring 2020. 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 weekly 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.

Delete all notes, assignment sheets, and appendices before distributing your customized syllabus to students.

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

## The Semester Sequence (all assignments published to the student’s eportfolio)

* Exploratory essay – teachers curate a selection of publications (online or print) for their students; students read a variety of texts and identify a text that will be the springboard for their semester-long inquiry. The exploratory essay has students explore their reasons for interest in the topic and various angles for approaching the topic.
* Annotated Bibliography – students use a research question generated in the exploratory essay and start collecting and evaluating sources that will help them investigate that question.
* Researched Essay – students synthesize their sources into either a researched argument or researched informative essay (depending on their topic).
* Reflection – students narrate their process of learning about their topic, writing and revising their work, and publishing that work to their ePortfolios.

ePortfolio Semester-Long Assignment

## Final version of ePortfolio due by x on --

## 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 (exploratory essay, annotated bibliography, researched essay) along with multimodal elements that enhance your readers’ experiences with your text (clear menu and captions, alt text for all images, visuals that support and extend text, overall readable and usable design). Note that alt text is 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 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 for 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 102 Exploratory Essay, EN 102 Annotated Bibliography, EN 102 Researched Essay, EN 102 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 make visual elements accessible (alt-text) 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 (alt-text) and links to extend your writing. It is easy see what is important on the page.

Exploratory Essay 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 exploratory 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 (alt-text) and links to extend your writing. It is easy see what is important on the page.

Annotated Bibliography 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 annotated bibliography.
* 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 (alt-text) and links to extend your writing. It is easy see what is important on the page.

Researched Essay 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 researched 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 (alt-text) 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 (alt-text) and links to extend your writing. It is easy see what is important on the page.

**Showcase Event:**

**Portfolio Final Exam**

**Due:**

Exploratory Essay

Due by -- on --

Worth 20% of total class grade

Approx. 750-1000 words

# Assignment:

Choose one of the texts you found during our class reading sessions and write an essay that analyzes what the text is saying and how it presents its information. Then, the essay should explore your interest in the text’s topic and the research possibilities of that topic.

Your exploratory essay should do the following:

* Clearly establish which text is being considered and identify the text’s topic.
* Analyze the content and design of the text.
* Explain your personal interest in the topic with specific examples/details.
* Explore different research options and questions that the text inspires.
* Conclude by letting readers know you are going to continue to pursue this project.

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
* Aspects of this topic you would like to research
* Questions you have about this topic

\*\*Remember that specific details or anecdotes bring your ideas to life.

# Audience and Purpose:

This exploratory essay will help your ePortfolio audience understand how and why you started your research journey. It will be an introduction of sorts when it is published on your ePortfolio website.

# 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 a works cited page that cites your text and any other sources you feel you need to consult while writing this paper. The initial text is the only required source for this assignment.

Annotated Bibliography

## Due by -- on --

## Worth 20% of total class grade

## Approx. 1250-1500 words

# Assignment:

In the exploratory essay, you examined a text that interested you in some way, and you explored your investment in that text’s topic and possible questions that text raised. Now, you should develop a research question and start finding sources that will help you gain a deeper understanding of your chosen topic.

We are still in inquiry mode. You shouldn’t be looking for a definitive answer to anything yet. Instead, think about this assignment as a chance to find out what research has been done related to your topic/question and what different angles there are to your topic.

The annotated bibliography should include the following:

* 6 entries (6 sources evaluated for reliability and relevancy to research topic). (Norton chapters 15, 48-50)

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.)
* 2-3 ending paragraphs that synthesize your sources. Discuss the patterns you are seeing between sources, what gaps you see in your research, and how you intend to move forward from the annotated bibliography into your researched essay (see Norton p. 735 for a good model of this type of synthesis).
* A writing style and grammatical choices that effectively communicate your ideas to readers.

# 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 first audience for this annotated bibliography; it will be a resource that will help you write the next assignment for this class.

When you publish this annotated bibliography to your website, it will be a resource for other people who are potentially interested in your topic. If you end up using your website as a professional or student portfolio, the annotated bibliography becomes a chance to show off your research and critical thinking skills.

# Format:

For submission to Turnitin for grading, follow MLA format -- typed, double-spaced, 12-pt Times New Roman font or other similar font**,** standard 1” or 1.25” margins.

For publication to your ePortfolio website, you’ll need to make decisions about how to best present your information on the webpage. You’ll use links, visuals, white space, headings, etc.

Researched Essay

## Due by -- on --

## Worth 20% of total class grade

## Approx. 1500 words

# Assignment:

In the previous unit, you researched and compiled sources that explored your research question. Now, use that research to write an essay that seeks to answer your research question. You may choose to write your essay as an argument that presents a specific viewpoint or you may write a more informative essay that educates readers about the complex conversation surrounding your topic. In either case, 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 38 for guidance on writing an argument. Norton chapter 12 provides guidance for a non-argumentative essay. Norton chapters 48-52 will guide you through synthesizing research with your ideas.

Make sure your essay includes the following:

* A qualified thesis (see Norton pages 176 and 399)
* Research from five or more reliable sources (see library resources and Norton chapters 48 and 49)
* A clear organization with transitions to link paragraphs (Purdue Owl transitions material handout or link on BBL, Norton pages 391)
* A consideration of counterargument or other perspectives (Norton pages 178 and 411-413)
* An introduction and conclusion written to appeal to your audience (Norton chapter 35)

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 49.

# Audience and Purpose:

Your classmates and your teacher are the first audience for this portfolio. When you publish to your website, it will be a resource for other people who are potentially interested in your topic. If you end up using your website as a professional or student portfolio, this essay becomes a chance to show off your research and critical thinking skills.

# 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.

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

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 how you became an expert on 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. This reflection will act as a guide for your website readers.

Address the following points in your reflection:

* Your process of learning about your chosen topic and how your topic evolved over the course of the semester – 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 assignment 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

# 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.

This is an ePortfolio section, which means each student will create a personal website that showcases their work for the semester.

# 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

* 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

* Treat others the way you want to be treated. 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 |
| Exploratory essay | 750-1000 words | 20% |  |
| Annotated bibliography | Approx. 1250-1500 words | 20% |  |
| Researched essay | Approx. 1500 words | 20% |  |
| ePortfolio, including Reflection essay and participation in showcase event | Reflection essay approx. 1250 words; other word counts as given throughout semester | 20% | Showcase:  Wednesday, April 22; eportfolio [final exam day/time] |
| Daily Grades |  | 20% | Throughout semester |

# Policy on Missed Exams and Coursework

Please see attendance policy. Late essays 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. The final ePortfolio cannot be accepted late. Daily work cannot be accepted late.

# 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.

In general, I’ll announce in class when it is appropriate to use laptops or tablets. Phones should stay put away during classtime.

# 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. Readings and homework are due by the date listed on the syllabus.)

# Week 1 (Jan. 8-10)

Introduction week and get students started reading from your selected sources (magazines, online magazines, etc.). The goal is to have students read and take notes on a number of texts so that they don’t just pick the first idea they have.

### Potential In-Class Topics/Activities:

* Syllabus and introduction to class and ePortfolio.
* Start reading and creating a reading log.

# Week 2 (Jan. 13-17)

Depending on your schedule, have students continue their reading at the beginning of the week, and then introduce the exploratory essay assignment. Toward the end of the week, students should pick their reading and start brainstorming toward their essay.

### Potential Readings:

Norton ch. 2 “Reading in Academic Contexts” and ch. 27 “Writing as Inquiry”

### Potential In-Class Topics/Activities:

* Introduction to exploratory essay assignment and model essay.
* Continue reading / reading log.
* Share findings with class.
* Chose an article and start the brainstorming process.

# Week 3 (Jan. 20-24; no class Jan. 20)

This week could be a conference week or a peer review/work with drafts week. If you are working with drafts, this might also be a good week to have students set up their weebly accounts and add the pages for this semester.

### Potential Homework:

For conferences: Submit draft of exploratory essay to turnitin and review originality report. Ask instructor if you have questions about the turnitin report.

For peer review or other draft work: Bring a paper copy of your draft to class.

### Potential In-Class Topics/Activities:

* Students get free Weebly account / website (make sure to choose the free option).
* Set up theme and pages for weebly website.
* Discuss potential multimodal elements that would enhance the exploratory essay 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 4 (Jan. 27-31)

This week could be a conference week or a peer review/work with drafts week. If you are working with drafts, this might also be a good week to have students set up their weebly accounts and add the pages for this semester.

### Potential Homework:

For conferences: Submit draft of exploratory essay to turnitin and review originality report. Ask instructor if you have questions about the turnitin report.

For peer review or other draft work: Bring a paper copy of your draft to class.

### Potential In-Class Topics/Activities:

* Students get free Weebly account / website (make sure to choose the free option).
* Set up theme and pages for weebly website.
* Discuss potential multimodal elements that would enhance the exploratory essay 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.

## End of Week 4

Exploratory essay due

# Week 5 (Feb. 3-7)– Library visit during weeks 5 or 6

### Potential Readings:

Norton ch. 15 “Annotated Bibliographies and Reviews of Scholarly Literature”

Norton pp. 730-735 “Annotated Bibliography: Seoul Meets Body”

any of the sample annotated bibliographies in Norton

Norton Ch. 3 “Summarizing and Responding”

any/all of the chapters from the Doing Research section—Chs. 47-54.

### Potential Homework:

* Response to readings.
* Post exploratory essay to Weebly. Use white space and headers as appropriate.

### Potential In-Class Topics/Activities:

* Reflection on and Dialogic self-assessment of exploratory essay
* Introduction to annotated bibliography assignment; work with model texts
* Possible library visit (depending on when you are scheduled)

# Week 6 (Feb. 10-14)– Library visit during weeks 5 or 6

### Potential Readings:

Norton ch. 15 “Annotated Bibliographies and Reviews of Scholarly Literature”

Norton pp. 730-735 “Annotated Bibliography: Seoul Meets Body”

any of the sample annotated bibliographies in Norton

Norton Ch. 3 “Summarizing and Responding”

any/all of the chapters from the Doing Research section—Chs. 47-54.

### Potential Homework:

Have students bring in their research sources to class.

Students might also begin summarizing and responding to their sources as homework.

### Potential In-Class Topics/Activities:

* Summary skills and writing annotations
* Creating the bibliographic entries
* Evaluating sources and looking for gaps in research
* Looking for connections between sources
* Digital literacy related to assignment
* Possible library visit (depending on when you are scheduled)

# Week 7 (Feb. 17-21)(conference week or peer review/working with draft)

This week could be a conference week or a peer review/work with drafts week. If you are working with drafts, this might also be a good week to have students work on ePortfolios.

### Potential Homework:

For conferences: Submit draft of annotated bibliography to turnitin and review originality report. Ask instructor if you have questions about the turnitin report.

For peer review or other draft work: Bring a paper copy of your draft to class.

### Potential In-Class Topics/Activities:

* Discuss potential multimodal elements that would enhance the annotated bibliography 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, introducing/integrating quotations, use of multimodal elements.

# Week 8 (Feb. 24-28)– Midterm Grading (Feb. 28); librarian classroom visit during weeks 8-10

This week could be a conference week or a peer review/work with drafts week. If you are working with drafts, this might also be a good week to have students work on ePortfolios.

### Potential Homework:

For conferences: Submit draft of annotated bibliography to turnitin and review originality report. Ask instructor if you have questions about the turnitin report.

For peer review or other draft work: Bring a paper copy of your draft to class.

### Potential In-Class Topics/Activities:

* Discuss potential multimodal elements that would enhance the annotated bibliography 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, introducing/integrating quotations, use of multimodal elements.

## End of week 8

Annotated Bibliography due

# Week 9 (Mar. 2-6) librarian classroom visit during weeks 8-10

This week has students reflect on the annotated bibliography. Then, teachers should introduce the researched essay assignment and talk about the differences between an argumentative and an informative approach to this assignment. Students should pick which approach is best after considering the research they found on their topic.

### Potential Readings:

Norton ch. 12 “Reporting Information” and ch. 13 “Arguing a Position” and “Seoul Meets Body” Norton pp. 772-776

### Potential Homework:

Response to reading.

Pitch for your researched essay (later in the week after assignment has been introduced).

### Potential In-Class Topics/Activities:

* Reflection on and dialogic self-assessment of annotated bibliography
* Introduction to researched essay assignment and work with model texts.
* Brainstorming, outlining, learning to subdivide topics in a researched paper.

# Week 10 (Mar. 9-13)

This week, students should practice integrating their source texts with their original ideas. Students will need to continue practicing their summary, paraphrase, and quotation skills this week. Teachers may want to have students bring in parts of their researched essay drafts to do short peer review or other feedback sessions.

### Potential Readings:

Norton Ch. 50 “Synthesizing Ideas”; Norton Ch. 51 “Quoting, Paraphrasing, and Summarizing”;

Norton Ch. 35 “Beginning and Ending”

### Potential Homework:

Have access to your sources from the annotated bibliography.

Submit parts of essay for feedback sessions.

### Potential In-Class Topics/Activities:

* Work on synthesizing material and integrating quotations.
* Claim/support/explanation pattern to build paragraphs.
* Building a compelling essay; thinking about intros and conclusions.

# Week 11 (Mar. 16-20)

### spring break; no classes

# Week 12 (Mar. 23-27)

This week could be a conference week or a peer review/work with drafts week. If you are working with drafts, this might also be a good week to have students work on ePortfolios.

### Potential Homework:

For conferences: Submit draft of researched essay to turnitin and review originality report. Ask instructor if you have questions about the turnitin report.

For peer review or other draft work: Bring a paper copy of your draft to class.

### Potential In-Class Topics/Activities:

* Discuss potential multimodal elements that would enhance the researched essay 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 13 (Mar. 30-Apr. 3; no class Apr. 3)

This week could be a conference week or a peer review/work with drafts week. If you are working with drafts, this might also be a good week to have students work on ePortfolios.

### Potential Homework:

For conferences: Submit draft of researched essay to turnitin and review originality report. Ask instructor if you have questions about the turnitin report.

For peer review or other draft work: Bring a paper copy of your draft to class.

### Potential In-Class Topics/Activities:

* Discuss potential multimodal elements that would enhance the researched essay 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.

## end of week 13

Researched essay due

# Week 14 (Apr. 6-10)

During this week, students should reflect on the researched essay and then start thinking about their reflection of the whole semester. This week and the next week should provide ample time for students to work on both their ePortfolio final reflection and the ePortfolio as a whole—multimodal components and revisions to the essays.

### Potential Homework:

Reflection worksheet

### Potential In-Class Topics/Activities:

* Reflection on and dialogic self-assessment of researched essay
* Review ePortfolio assignment and final reflection instructions.
* Show-and-tell of student websites to discuss multimodal composing/digital literacy.
* Students strategize revisions to their website pages/essays.
* Students start revising ePortfolio websites and getting ePortfolios ready for the showcase.
* Students start drafting the reflection essay for the ePortfolio.

# Week 15 (Apr.13-17)

During this week, students can continue their work creating the final reflection and getting their ePortfolio ready for the showcase. This week and the previous week should provide ample time for students to work on both their ePortfolio final reflection and the ePortfolio as a whole—multimodal components and revisions to the essays.

### Potential In-Class Topics/Activities:

* Continue drafting the reflection essay for the ePortfolio.
* Continue work on ePortfolio.
* Continue sharing student examples and discussing digital literacy.

# Week 16 (Apr. 20-24) Study Week

EPortfolio Showcase on April 22, 2020 from 9am-2pm (students will be asked to sign up for a time to display their work)

Submit your Interactive Assignment by the end of the day

### Potential In-Class Topics/Activities:

* Finishing the ePortfolio, incorporating ideas from showcase.

# \*\*Final Exam—Portfolio Due\*\* (Apr. 27-May 1)

### Your ePortfolio should be ready for grading by