| **Introduction Module** | **Description** |
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| Watch the “English Composition: College-Level Writing” video and read all material assigned in the module | 02:15 minute video that welcomes students and describes the class and what students will do, including an overview of the three major essays and the portfolio. All videos are created in Powtoons, with narrations by professional voice actors.  Reading material includes Habits of Mind handout, Course Schedule, FWP website, UA Academic Misconduct Policy website, Syllabus, Turnitin tutorials, document formatting guidelines, netiquette statement, library services links, writing center statement and link, and chain of command. There’s also a Help Wanted discussion board. |
| Post to the Introduction Discussion | Students post a 250-300 word introduction/biography. They can upload a picture if they want. |
| Complete the Know Your Course Quiz | 10 question multiple-choice quiz that covers the syllabus and other materials found in the readings/links in module. |
| Respond to the Introduction Discussion | Students respond to at least one classmate in a 150-350 word response. |
| Write the Habits of Mind and Goal Setting Journal | Students read the Habits of Mind (HOM) handout and write a 200-400 word journal entry that identifies their strongest and weakest HOMs; they set goals for working on particular HOMs this semester. |

| **Module 1** | **Literacy Narrative** | **Description** |
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| Module 1 | Watch the “Literacy Narrative: The Beginning” video and preview module content | 03:27 minute video that provides an overview and possible ideas for literacy narratives. |
|  | Complete the Reading and Writing Experiences Survey | 2 question survey that asks students to check the types of things they have read and written in the past year. |
|  | Complete the Literacy Narrative Reading Checklist | Checklist contains all readings from the unit and what students should pay attention to as they read. |
| Part 1: What is a Literacy Narrative? | Read the material assigned in Part 1 | Readings include the Digital Archive of Literacy Narratives (DALN), the DALN blog, a document with basic literacy questions, and readings from *A* *Writer’s Reference* on writing a Literacy Narrative |
|  | Post to The Literacy Narrative Discussion | In a 150-300 word post, students discuss what literacy means to them, identify potential forms of literacy they could write about, and explain their writing process. |
|  | Respond to The Literacy Narrative Discussion | In 75-150 words, students respond to at least one classmate. |
| Part 2: Goals, Reflection, and Brainstorming | Watch the “Your Literacy Narrative: Telling Your Story” video and read the material assigned in Part 2 | 01:48 minute video explains 4 characteristics of a literacy narrative and the steps students should take to write their literacy narrative. |
|  | Complete the Literacy Narrative Goals Journal | Students write a 200-400 word journal entry that allows them to set goals for the essay, reflect on the assignment, and ask questions. |
|  | Submit the Literacy Narrative: Brainstorming Assignment | Students set a 45-minute timer and brainstorm for their essay; they should write approximately 300-500 words. They should read the essay instructions before starting. |
| Part 3: Writing and Revising a Literacy Narrative | Watch and read the Turnitin tutorials assigned in Part 3 | Students watch a 03:28 minute tutorial on Turnitin instructor feedback and a 04:29 minute tutorial on using PeerMark.  Readings link to Turnitin student guides |
|  | Submit the Literacy Narrative: Draft Submission | Students write an 800-1250 word full draft of their Literacy Narrative and upload it to Turnitin. They include a “Dear Reader” letter that identifies the draft’s strengths, weaknesses, and challenges and asks for specific feedback. |
|  | Submit the Literacy Narrative: Peer Review | Students peer review two classmates’ papers and do a self-review of their own essays. |
|  | Complete the Literacy Narrative: Reflection and Revision Plan Journal | Students reflect on the feedback they received on their essays and write a revision plan. |
|  | Submit the Literacy Narrative: Revision Submission | Students upload the revised essay to Turnitin. |

| **Module 2** | **Profile Essay** |  |
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| Module 2 | Watch the “What is a Profile?” video and preview module content | 02:27 minute video provides an overview of how curiosity about people can lead to writing a profile essay; describes characteristics of a good profile. |
|  | Complete the Profiles That Interest You Survey | 2 question survey asks the types of people the student likes learning about and where the student generally learns about people. |
|  | Complete the Profile Essay Reading Checklist | Checklist includes the three major readings for the unit and the areas students should focus on as they read. |
| Part 1: What is a Profile Essay? | Watch and read the material assigned in Part 1 | Students watch a CBS Sunday Morning video about the musical *Hamilton* and read a NYT Profile of *Hamilton* writer and star Lin-Manuel Miranda. |
|  | Post to the Profile Analysis Discussion | In a 250-500 word post, students analyze the video and article and relate them to the profile essay. |
|  | Respond to the Profile Analysis Discussion | Students respond to at least one classmate. |
| Part 2: How Do I Write a Profile Essay? | Watch the “Your Profile Essay: The Heroes Among Us” video and read the material assigned in Part 2 | 02:47 minute video describes the steps students should take to write their profile essay.  Readings include a NYT article on writing a feature profile essay (article has disappeared—edit this and checklist) and a journalism education piece on how to write a profile story. |
|  | Post to the Profile Essay Topic Discussion | Students list 1-3 possible people they could profile and analyze what would make them a good subject or challenges in writing about that person. |
|  | Respond to the Profile Essay Topic Discussion | Students offer feedback on at least one classmate’s topic. |
| Part 3: Preparing for the Profile Essay | Read the material assigned in Part 3 | Readings from *A Writer’s Reference* |
|  | Complete the Profile Essay Goals Journal | Students explain their research plan for their profile essay and set goals for the essay. |
|  | Submit the Profile Essay Outline Assignment | Students write a 250-500 word outline for their essay. Instructions list what should be included. |
| Part 4: Produce Your Profile Essay | Read the material assigned in Part 4 | No additional readings |
|  | Submit the Profile Essay: Draft Submission | Students upload an 800-1250 word draft of the essay and a Dear Reader letter to Turnitin. |
|  | Submit the Profile Essay: Peer Review | Students complete 2 peer reviews and self review in Turnitin PeerMark. |
|  | Complete the Profile Essay Reflection and Revision Plan Journal | Students reflect on the feedback they received on their draft and write a revision plan. |
|  | Submit the Profile Essay: Revision Submission | Students upload revised essay to Turnitin. |

| **Module 3** | **Evaluation Essay** | **Description** |
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| Module 3 | Watch the “What is an Evaluation?” video and preview module content | 02:31 minute video that talks about where students encounter evaluations and introduces criteria |
|  | Complete the Evaluations and Opinions Survey | 2 question survey that asks students to think about places or things they have had an opinion about in the past week and what criteria convince them to use, see, or buy something |
|  | Complete the Evaluation Essay Reading Checklist | Checklist includes the four major readings for the unit and the areas students should focus on as they read. |
| Part 1: What is an Evaluation Essay? | Read the material assigned in Part 1 | Readings include a review of the original 2015 production of Hamilton and a humorous evaluation of the children’s book *Goodnight Moon* |
|  | Post to the Evaluation Analysis Discussion | Students analyze and evaluate one of the two articles listed above |
|  | Respond to the Evaluation Analysis Discussion | Students respond to at least one classmate |
| Part 2: How Do I Write an Evaluation Essay? | Watch the “Your Evaluation Essay: You’re the Expert” video and read the material assigned in Part 2 | 04:19 minute video goes through the steps students should take to write the evaluation essay, including sample topics and topics that are off-limits, criteria, thesis statement, organization, and writing process.  The reading is an online article about how to write an evaluation paper; includes topic ideas, and tips for organization, intro, and conclusion. |
|  | Post to the Evaluation Essay Topic Discussion | Students propose 1-3 possible topics, and then for each what would make it a good topic, criteria they would use, and any challenges they would face |
|  | Respond to the Evaluation Essay Topic Discussion | Students provide feedback on at least one classmate’s topic ideas |
| Part 3: Preparing for the Evaluation Essay | Read the material assigned in Part 3 | Readings are in *A Writer’s Reference* |
|  | Complete the Evaluation Essay Goals Journal | Students create a plan and set goals for the evaluation essay, reflect on feedback on past work, and ask questions if they have any. |
|  | Submit the Evaluation Essay Outline Assignment | Students read the essay assignment and write a 250-500 word outline. Assignment prompt includes what must be included. |
| Part 4: Produce Your Evaluation Essay | Read the material assigned in Part 4 | No additional reading |
|  | Submit the Evaluation Essay: Draft Submission | Students upload an 800-1250 word draft and Dear Reader letter to Turnitin. |
|  | Submit the Evaluation Essay: Peer Review | Students review two peers’ essays and complete a self review using Turnitin PeerMark. |
|  | Complete the Evaluation Essay Reflection and Revision Plan Journal | Students reflect on comments they have received and write a revision plan. |
|  | Submit the Evaluation Essay: Revision Submission | Students upload their revised essay to Turnitin. |

| **Module 4** | **Portfolio** | **Description** |
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| Module 4 | Watch the “Why do we revise?” video and preview module content | 02:13 minute video provides an overview of revision and why it’s important. |
|  | Complete the Portfolio Reading Checklist | Checklist includes the readings for the module, plus what to focus on as students review their semester’s work. |
| Part 1: Beginning Your Portfolio | Watch the “Putting Together a Portfolio” video assigned in the module and read the material assigned in Part 1 | 01:46 minute video describes how students should put together their portfolio.  Readings include a section from *A Writer’s Reference*, the reflection letter assignment, the Habits of Mind handout, and all work from the semester. |
|  | Complete the Portfolio Goals Journal | In a 250-500 word entry, students reflect on their work habits and set goals for the unit. |
|  | Post to the Portfolio Anxieties and Tips Discussion | Students read the portfolio assignment and post revision tips, anxieties or successes, or questions about the assignment. |
|  | Respond to the Portfolio Anxieties and Tips Discussion | Students respond to at least one classmate. |
|  | Plan Ahead: Revising Your Essays | Students should begin revising their essays. |
| Part 2: Draft, Review, and Revise Your Portfolio | Read the material assigned in Part 2 | Readings include assignment sheets and rubrics. |
|  | Submit the Portfolio: Draft Submission | Students upload a draft of their final reflection letter, revised versions of two essays, and a dear reader letter to Turnitin. |
|  | Submit the Portfolio: Peer Review | Students review two classmates’ portfolios and do a self review in Turnitin PeerMark. |
|  | Complete the Portfolio Reflection and Revision Plan Journal | Students reflect on the feedback they have received and write a revision plan. |
|  | Submit the Portfolio: Revision Submission | Students upload completed portfolio to Turnitin. |