| **Introduction Module** |  |
| --- | --- |
| Read and watch the material assigned in the module | 01:28 minute video provides an overview of the concepts students will learn in EN 102, including identifying and joining a research conversation. All videos are created in Powtoons, with narrations by professional voice actors. Reading material includes welcome letter, Syllabus, Course Schedule, FWP website, Habits of Mind handout UA Academic Misconduct Policy website, UA library resources, 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. |
| Introduction Reading Checklist | Guides students through some of the major points they should note as they complete the module readings. |
| Post to the Introduction Discussion | Students post a 250-300 word introduction/biography. They can upload a picture if they want. |
| Complete the Course Introduction 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** | **Analyzing Texts** |  |
| --- | --- | --- |
| Module 1 | Watch “What is a Text?” video and preview module content | 02:01 minute video defines “text” and provides an overview of the rhetorical situation; introduces how students should analyze texts |
|  | Complete the Survey on Text Analysis | 2 question survey asks students to think about the “What is a Text” video, identify 3 things they need to learn most about, and 3 topics they are interested in learning about. |
|  | Complete the Text Analysis Reading Checklist | Checklist contains all readings from the unit and what students should pay attention to as they read. |
| Part 1: Research and Writing Begins with Source Evaluation | Read the material assigned in Part 1 | No textbook reading |
|  | Complete the UA Libraries: Evaluating Sources Interactive Activity | Created by UA librarians in partnership with FWP staff, this module introduces students to scholarly research; research questions; source reliability, accuracy, and validity; logical fallacies; and source timeliness. The tutorial walks students through evaluating different types of articles for reliability and relevance. It discusses how to use and cite sources ethically, as well as quoting, paraphrasing, and summarizing. Knowledge checks are built in throughout. |
| Part 2: Prepare for College-Level Text Analysis | Watch “How to Analyze a Text” and “MLA Style, 8th Edition” videos and read the material assigned in Part 2 | 02:26 minute text analysis video explains the process of writing a text analysis essay, including questions students should ask. Includes examples and the process students should go through to write the essay. 04:20 minute MLA video created by Marquette University provides an overview of MLA 8th edition. Reading comes from *A Writer’s Reference*.  |
|  | Submit the Text Analysis Essay: Prewriting assignment | Students locate two possible texts to analyze for this essay. For each, they create an MLA-style entry followed by a summary and analysis about pros and cons of using that text. |
| Part 3: Prepare for Academic Writing | Read the material assigned in Part 3 | Readings are from *A Writer’s Reference*. |
|  | Write the Goals Journal Text Analysis Essay | In a 75-100 word entry, students respond to specific prompts about the text analysis and set goals for the unit. |
|  | Post to the Discussion of *A Writer’s Reference* Tips for Text Analysis Essay | Students write a 100-300 word post with things they have learned from the course readings and how they can apply that knowledge to the essay. |
|  | Respond to the Discussion of *A Writer’s Reference* Tips for Text Analysis Essay | In 75-150 words, students respond to at least one classmate. |
| Part 4: Draft, Review, and Revise Your Text Analysis Essay | Read the material assigned in Part 4 | Reading includes assignment instructions and rubrics. |
|  | Submit the Draft Submission of Text Analysis Essay | Students write an 800-1250 word full draft of their essay 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 Peer Review of Text Analysis Essay | Students peer review two classmates’ papers using PeerMark in Turnitin and do a self-review of their own essays. |
|  | Write the Reflection and Revision Plan Journal for Text Analysis Essay | Students reflect on the feedback they received on their essays and write a revision plan. |
|  | Submit the Revision Submission of Text Analysis Essay | Students upload the revised essay to Turnitin. |

| **Module 2** | **Annotated Bibliography** |  |
| --- | --- | --- |
| Module 2 | Watch the “Why and how do you Research?” video and preview module content | 02:42 minute video provides an overview of research, which starts with questions. Includes interviews with FWP instructors about memorable research papers that focused on students’ genuine interests. |
|  | Complete the Survey on Researching and Learning | 2 question survey asks students to identify what they most need to learn in this module and how they typically learn. |
|  | Complete the Annotated Bibliography Reading Checklist | Checklist contains all readings from the unit and what students should pay attention to as they read. |
| Part 1: Begin Research | Read the material assigned in Part 1 | Reading is from *A Writer’s Reference*. |
|  | Complete the UA Libraries: Conducting Research﻿ Interactive Activity | Created by UA librarians in partnership with FWP staff, this module provides instruction on conducting research. Students learn how to “presearch,” narrow a topic, and use keywords and databases. Video tutorials cover database skills, basic searching in Scout, plus using the JSTOR, Artstor, and Statista databases. Knowledge checks are built in throughout. |
|  | Submit the Searching at the Library Worksheet Assignment | Students download a document, fill it in, and upload it to Blackboard. The worksheet asks students to identify a research question, list 3+ keywords, find sources using a general web search, identify 3 more keywords, and then find additional sources using a variety of library searches. The assignment ends with a short reflection.  |
| Part 2: Plan Your Annotated Bibliography | Watch “How to Begin Your Annotated Bibliography” video (move to part 1 before library module?) | 03:24 minute video asks students to reflect on past experience with research and then walks students through the process of researching and writing the annotated bibliography for this course. |
|  | Write the Goals Journal for Annotated Bibliography | In a 150-300 word entry, students reflect on what they have learned so far and set goals for this unit. |
|  | Submit the Research Proposal Assignment for Annotated Bibliography and Argument Essay | Students read the assignment guidelines for the annotated bibliography and argument essay and write a 250-500 word topic proposal. |
| Part 3: Create Your Annotated Bibliography | Read the material assigned in Part 3 | Readings are from *A Writer’s Reference*. |
|  | Post to the Research Question and Strategies Discussion for Annotated Bibliography | In a 100-300 word post, students list their research question, describe the research conversation as they currently understand it, and provide research tips to classmates. |
|  | Respond to the Annotated Bibliography: Research Question and Strategies Discussion | In 75-150 words, students respond to at least one classmate. |
|  | Submit the Annotations of 2 Sources Assignment for Annotated Bibliography | Students locate two sources and write annotations for them, including MLA-style entries and notes on each source. |
|  | Submit Annotations of 5 Sources Assignment for Annotated Bibliography | Students locate an additional three sources and add them to the previous assignment. Each entry includes an MLA-style citation and notes for the source. |
| Part 4: Draft, Review, and Revise Your Annotated Bibliography | Read the material assigned in Part 4 | Readings include assignment guidelines and rubrics. |
|  | Submit the Draft Submission of Annotated Bibliography | Students write a 1000-1250 word full draft of their essay 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 Peer Review of Annotated Bibliography  | Students peer review two classmates’ papers using PeerMark in Turnitin and do a self-review of their own essays. |
|  | Write the Reflection and Revision Plan Journal for Annotated Bibliography | Students reflect on the feedback they received on their essays and write a revision plan. |
|  | Submit the Annotated Bibliography: Revision Submission | Students upload the revised essay to Turnitin. |

| **Module 3** | **Academic Argument** |  |
| --- | --- | --- |
| Module 3 | Watch the “What is an Academic Argument?” video and preview module content | 01:57 minute video defines types of arguments, explains how to listen to and summarize academic arguments, and how to enter a research conversation. |
|  | Complete the Survey on Academic Argument | 2 question survey asks students to identify how they tend to approach confrontation and to write about their experience or thoughts on writing an argument. |
|  | Complete the Argument Essay Reading Checklist | Checklist contains all readings from the unit and what students should pay attention to as they read. |
| Part 1: How do you Write an Argument? | Read the material assigned in Part 1 | Reading is from *A Writer’s Reference*. |
|  | Post to the Discussion of Resources for Argument Essay | In a 150-300 word analysis, students identify challenges they anticipate with the argument essay and resources they have found helpful, describe their argument style, and respond to other potential prompts. |
|  | Respond to the Discussion of Resources for Argument Essay | In 75-150 words, students respond to at least one classmate. |
|  | Write the Goals Journal for Argument Essay | In a 150-300 word entry, students reflect on what they have learned so far and set goals for this unit. |
| Part 2: Develop a Framework for Your Argument Essay | Watch the “Enter the Conversation” video and read the material assigned in Part 2 | 02:09 minute video explains how students will “enter the conversation” in their argument essay by taking a position on the topic they have been researching.Readings are from *A Writer’s Reference*. |
|  | Submit the Research Reflection Worksheet for Argument Essay | Students answer 7 questions about their research topic and complete a prewriting activity. |
|  | Post to the Argumentative Thesis Draft Discussion | Students post 2 or 3 versions of their thesis statement and explain any struggles they are having with their thesis. Prompt includes qualities of a good thesis. |
|  | Respond to the Argumentative Thesis Draft Discussion | Students respond to at least one classmate’s thesis and offer suggestions for revision. |
| Move this to part 3? | Submit the Outline Assignment for Argument Essay | Students upload a 250-500 word outline for their essay. Prompt indicates what must be included. |
| Part 3: Become an Effective Writer | Watch the “Compose Your Argument” video and read the material assigned in Part 3 | 02:03 minute video begins by suggesting that students read, watch, and listen to arguments and pay attention to what persuades and convinces them. Explains what students should think about while writing their essay, including audience awareness and rhetorical techniques.Readings are from *A Writer’s Reference*.  |
|  | Post to the Grammatical Guidelines Discussion | Students post 75-150 words recommending one rule from A Writer’s Reference about sentence style, word choice, grammatical sentences, or punctuation that will help improve their writing. They identify and summarize the rule then write an example that uses it. |
|  | Respond to the Argument Essay: Grammatical Guidelines Discussion | In 75-150 words, students respond to at least one classmate. |
| Part 4: Draft, Review, and Revise Your Argument Essay | Read the material assigned in Part 4 | Readings are from *A Writer’s Reference* and also include assignment instructions and rubrics. |
|  | Submit the Draft Submission for Argument Essay | Students write a 1000-1500 word full draft of their essay 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 Peer Review for Argument Essay | Students peer review two classmates’ papers using PeerMark in Turnitin and do a self-review of their own essays. |
|  | Write the Reflection and Revision Plan Journal for Argument Essay | Students reflect on the feedback they received on their essays and write a revision plan. |
|  | Submit the Revision Submission for Argument Essay | Students upload the revised essay to Turnitin. |

|  |  |  |
| --- | --- | --- |
| **Module 4** | **Revision and Portfolio** |  |
| 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.Videos are the same as in online EN 101. |
|  | Complete the Survey for Planning and Revision | 2 question survey asks students how they typically approach the writing and revision process, as well as how they respond to feedback. |
|  | 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 and read the material assigned in Part 1 | 01:46 minute video describes how students should put together their portfolio.Reading is from *A Writer’s Reference*. |
|  | Write the Goals Journal for Portfolio | In a 250-500 word entry, students reflect on their work habits and set goals for the unit. |
|  | Post to the Revision Discussion for Portfolio | Students post revision tips, anxieties or successes, or questions about the assignment.  |
|  | Respond to the Revision Discussion for Portfolio | In 50-100 words, students respond to at least one classmate. |
| Part 2: Draft, Review, and Revise Your Portfolio | Read the material assigned in Part 2 | Readings come from *A Writer’s Reference*, the Academic Habits of Mind handout, assignment sheets, and rubrics. |
|  | Submit the Draft Submission for Essay Revision and Portfolio Collation | Students upload a draft of their final reflection letter, revised versions of two essays, and a dear reader letter to Turnitin. |
|  | Submit the Peer Review for Portfolio | Students review two classmates’ portfolios and do a self review in Turnitin PeerMark. |
|  | Write the Reflection and Revision Plan Journal for Portfolio | Students reflect on the feedback they have received and write a revision plan. |
|  | Submit the Revision Submission for Portfolio | Students upload completed portfolio to Turnitin. |