TR EN 102 Standard Syllabus

fall 2021

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Annotated Bibliography

## Due by -- on --

## Worth 15% of total class grade

## Approx. 1250-2000 words

# Assignment:

In the mini-memoir exercise, you explored your connection to a topic that interests you. 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 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 has been written on your topic and to understand some of the different angles and perspectives.

The annotated bibliography should include the following:

* An introcution paragraph that says what your topic/research question is and why you chose it.
* 4 entries (4 sources evaluated for reliability and relevancy to research topic).

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 ending paragraphs that synthesize your sources. Discuss the patterns you are seeing between sources (refer to specific sources/authors and describe how they overlap), what gaps you see in your research (what your sources don’t cover, or things you still need to find out), and how you intend to move forward from the annotated bibliography into your researched essay. In other words, this is where you describe the big picture of your research so far and where you plan to go next.

# 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.

# Format:

Put your summary at the top, followed by your four entries in alphabetical order. Each entry should include the MLA-style citation at the beginning, with your summary and analysis underneath. After your four entries, create a section called Synthesis and write your synthesis paragraphs under that.

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.

Researched Essay

## Due by -- on --

## Worth 15% 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. Consider your target audience and what you hope to accomplish with this essay. For example, you might propose a solution, persuade, bring attention to an important issue, or put forth an original idea about your topic.

You will make claims, use evidence from your sources to support those claims, and explain how they relate to your thesis and/or major point you’re making in each sentence.

Make sure your essay includes the following:

* A qualified thesis
* Research from four or more reliable sources
* A clear organization with transitions to link paragraphs
* A consideration of counterargument or other perspectives
* An introduction and conclusion written to appeal to your audience

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.

# Audience and Purpose:

Your classmates and your teacher are your audience. This essay gives you the opportunity to share your viewpoint about your topic or inform your audience about a topic that you find interesting and important.

# 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.

Remix + Analysis

## Due by -- on --

## Worth 15% of total class grade

## Remix word count varies; 500-750 words for analysis

# Assignment:

Take your researched essay and remix it into another genre designed for a specific audience.

Then, write a brief analysis essay that explains all of the rhetorical decisions you made in creating your remix.

Your remix could be one of the following (or get your idea approved by your teacher):

* A social media campaign
* An infographic for a specific purpose and audience (a poster to put in a specific location, for example)
* A fiction short story that weaves in your research info to inform its audience
* A brochure
* A presentation designed for a specific audience (a community or school group, for example)

Your analysis should do the following:

* Address the so-what factor – why would you choose to remix your research into this particular genre?
* Tell who your intended audience and purpose is
* Explain why you made particular choices to create your remix
	+ Why this vocabulary or sentence structure
	+ Why this use of color or white space
	+ Why these examples, this data, etc.
	+ Why this arrangement, organization, or timing of the remix
* Be well organized into paragraphs with clear topics

# Audience and Purpose:

You should determine an audience and purpose for your remix. Think of a real-world situation in which it would be helpful to get the content of your research essay out into the world.

# Format:

For the analysis essay, 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 (if appropriate).

The format for the remix will vary according to the genre you choose.

Reflection Letter (Final Exam)

## Due by -- on –

## Worth 15% 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/composing evolved over the course of the semester. Cite examples from your work this semester to provide evidence for your assertions about your writing.

Address the following points in your reflection:

* Your process of learning about your chosen topic 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, classmates, and you will be the initial audience for this essay.

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 should help you wrap up the semester with a newfound appreciation for what you’ve accomplished. It can also serve as inspiration for other writers.

# 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

TR 9:30am-10:45am

Bidgood 123

Ms. Jessica Kidd

# Office Hours, Office Location, and Contact Information

# Prerequisites

* Score of 3 on either AP English Exam (allows students to get placement credit for 101 and move directly into 102); OR,
* Successful completion of 101 with a grade of C- or higher

# Course Description

English 102, the second course in UA’s first-year sequence, continues students’ practice in rhetorical strategies, critical reading and thinking skills, composing processes, sentence-level conventions, and reflection skills. The course also emphasizes university-level research and source usage techniques. Intended for native speakers of English. Grades are reported as A, B, C, or NC (No Credit). A grade of C- or higher is required as a prerequisite for advancing to another English course at The University of Alabama. Offered each semester and in summer school. EN 102 does not apply as credit to the English major or minor. This course satisfies 3 hours of the FC (freshman composition) core requirement.

# Student Learning Outcomes

By the end of the semester, you will

* Develop a repertoire of diverse rhetorical strategies that will enable you to assess and appropriately respond to each assignment’s genre, audience, and purpose, as begun in EN 101.
* Demonstrate in writing a strong command of critical thinking skills such as analysis, synthesis, interpretation, and evaluation, as begun in EN 101.
* Locate assignment-appropriate sources in the library and online.
* Synthesize ethically summarized, paraphrased, and quoted source material into academic arguments.
* Compose essays by working through multiple drafts; participating in opportunities for peer and instructor feedback; applying that feedback in revisions; and, in general, treating the composition of any written text as a deliberate and recursive process, as begun in EN 101.
* Employ grammar, punctuation, mechanics, usage, and citation and paper formatting in a manner appropriate to the genre and assignment being composed, as begun in EN 101.

# Required Texts

* [*Wavelength*,](https://wavelength.as.ua.edu/) the free e-text from UA’s First-Year Writing Program. No book purchase is required.

# Other Required Course Materials

* Access to a computer and printer and daily access to email and BBL
* Pen or pencil
* Notebook with paper
* Folder or binder to store class notes, process writing, etc.

# Classroom Environment

* I want everyone to have a good experience in this class. Be respectful of each other's differences, and help me foster a class environment where everyone feels empowered to learn.
* If something in this class makes you uncomfortable, please let me know. I will do my best to remedy the situation.

# Attendance Policy

Regular attendance in your writing class is vital to your growth as a writer. Regular attendance equals success. You should, therefore, strive to attend every class meeting. It is in class, after all, that you will learn the habits of good writers, as you will have ample opportunities for conversation, collaboration, questioning, revising, writing, etc.

Occasionally, however, you may have to miss class. The First-year Writing Program Attendance Policy makes reasonable allowances for such absences. Please review the following information carefully:

* You should not miss more than six class meetings for classes meeting three times a week, or four class meetings for classes meeting twice a week. You are considered absent any time you are not in class—no matter what the reason. The First-Year Writing Program does not distinguish between excused and unexcused absences.
* If you miss more classes, you will receive a course grade of NC (“No Credit”) for excessive absences. Your instructor is required to assign this grade, except in rare cases warranting a policy waiver. However, you may appeal an attendance-related NC grade to the Director of First-year Writing after grades have been submitted.

## What You Can Make Up

* Making up missed work does not erase absences. Again, you should strive to attend every class meeting.
* You may make up major-grade work (such as papers or tests) if class was missed due to legitimate circumstances beyond your control (i.e., documented illness or medical emergency; a family funeral; activities at which you officially represent the University of Alabama). If such circumstances should arise, please promptly communicate them to and document them for your instructor.
* You may make up major-grade work missed due to absences for other reasons only with the consent of your instructor.
* You may arrange to turn in major-grade work in advance or online only if allowed by your instructor.

## What You Can’t Make Up

* Class discussions, group work, in-class writing, or other daily class work in a writing class cannot be reconstructed. Therefore, daily work missed due to absence or tardiness cannot be made up. Missed daily class work will have a negative impact on your grade.

# Papers/Projects, Word Counts, & Grade Distribution

|  |  |  |  |
| --- | --- | --- | --- |
|  | Approx. Word Count | % of Final Grade  | Due |
| Annotated bibliography draft #1 (for conference)  | 1500 words | 3% |  |
| Annotated bibliography draft #2 (for peer review) | 1500 words | 3% |  |
| Annotated bibliography peer review | -- | 3% |  |
| Annotated bibliography Final Draft | 1500 words | 15% |  |
| Researched essay draft #1 (for conference)  | 1000-1500 words | 3% |  |
| Researched essay draft #2 (for peer review) | 1000-1500 words | 3% |  |
| Researched essay peer review | -- | 3% |  |
| Researched essay Final Draft | 1000-1500 words | 15% |  |
| Remix draft | varies | 3% |  |
| Remix peer review | -- | 3% |  |
| Analysis draft | 500-750 words | 3% |  |
| Analysis peer review | -- | 3% |  |
| Remix + Analysis final draft | 500-750 words for analysis; remix varies | 15% |  |
| Reflection Final | 800-1200 words | 15% |  |
| In-class work  | -- | 10% | Throughout semester  |

# Policy on Missed Exams and Coursework

Please see attendance policy. Late papers are penalized 5 points per day late (including weekends and non-class days). Talk to your teacher before the due date if you have extenuating circumstances and need to request a possible extension.

# Grading Policy with A, B, C, No-Credit Policy

Papers are graded A through F with pluses and minuses as necessary. “A” work is generally regarded as excellent; “B” work is good; “C” work is competent; “D” work is marginally below college standards; and “F” work is clearly below minimum college standards. Work that does not follow the assignment (though otherwise acceptable) will also receive an “F.” Work that is not done or not turned in is recorded as a zero. Your teacher will provide more specific grading criteria on assignment sheets and/or rubrics. All major papers will be graded and returned before the next major assignment is due. Freshman-level proficiency in writing is required for a passing grade.

Final grades for the class below a C- are given a mark of No Credit (NC), which does not reflect on your GPA but will require you to take the course again. You may also receive an NC for excessive absences; please see the attendance policy.

Paper grades can be converted to percentages like this:

A+=98, A=95, A-=92, B+=88, B=85, B-=82, C+=78, C=75, C-=72, D+=68, D=65, D-=62, F=50.

Final numeric grades will be converted to letter grades like this:

100-98=A+; 97-93=A; 92-90=A-; 89-88=B+; 87-83=B; 82-80=B-; 79-78=C+; 77-73=C; 72-70=C-; 69 and below=NC

# Use of laptops & Other Technology in the Classroom

* When using a laptop or tablet, please stay focused on class work and don’t have material on your screen that could distract you or your classmates.
* As professional courtesy, please put cell phones away during classtime.
* To enhance the learning and engagement of this class, the class will also work with pen/pencil and paper regularly.
* If you have a specific need to use technology during these times, please speak to your teacher outside of class.

# Emergency Communications Policy

If I have to cancel class for any reason, please check your UA email or look on our Blackboard Learn page for instructions. You may need to submit work or complete tasks to keep us on track for the semester.

# Writing Center

The Writing Center, located in 322 Lloyd Hall, is a wonderful resource for students. They do not proofread papers or write papers for you, but they can help with overall structure, organization, development, and mechanics. Take a copy of the writing assignment sheet and any work you’ve completed toward the assignment if you go. Go to <http://writingcenter.ua.edu/> for more information or to set up an appointment.

# Interest in English Major or Minor

The English Department offers a major, three minors, and three interdisciplinary minors.

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 English Building 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/)

# Wellness Resources and Basic Needs

* Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live is urged to contact the Dean of Students (Ferguson Center 3rd floor; 205-348-3326) for support. Furthermore, please notify me if you are comfortable in doing so, and I will work with you to find appropriate resources.
* If you are struggling with unhealthy thoughts or behaviors, experiencing hazing/harassment, battling mental illness, and/or find yourself in financial hardship or facing food insecurity, or if you just want someone to listen, please know that there are people here to help and who will keep your information private via HIPAA guidelines.

College can be a stressful time

If you or someone you know is facing a challenging time or dealing with academic or personal stress, anxiety, depression, or other concerns, we strongly encourage and support you to seek assistance or to help friends find the care that they may need.

Also, If you are experiencing a personal crisis and need urgent assistance, you can also contact the following resources:

**Counseling Center**

* Monday-Friday during routine Center hours (205-348-3863).
* Weekends, holidays, after-hours (contact UAPD at 205-348-5454 and ask to speak with the on-call counselor).
* You may also text BAMA to 741-741 to text with a trained volunteer.

**Women and Gender Resource Center**

* Monday-Friday during routine Center hours (205-348-5040).
* Weekends, holidays, after-hours (contact UAPD at 205-348-5454 and ask to speak to the on-call advocate for the WGRC.

Here are some other resources that may be particularly useful:

* Suicide Prevention: <https://counseling.sa.ua.edu/tide-against-suicide/>
* Office of Student Care and Wellbeing (can provide emergency loans and food assistance): <https://bamacares.sa.ua.edu/>
* Student Health Center and Pharmacy: <https://shc.sa.ua.edu/>
* UAct: <https://www.ua.edu/campuslife/uact/>

# Please see the official class syllabus on OSM for all official policies including the following:

* Late Instructor
* Statement On Disability Accommodations
* Statement on Academic Misconduct
* Turnitin
* Severe Weather Protocol
* Pregnant Student Accommodations
* Religious Observances
* UAct Statement
* Statement on COVID-19

Class Calendar

 (Any necessary changes will be announced in class and posted to BBL.)

# Week 1

## **Thurs 1/13**

### in-class:

* Syllabus and introduction to class.
* Practice Zoom and go over emergency communication plans.

# Week 2

## **Tues 1/18**

### prep before class:

### in-class:

* [The Rhetorical Situation](https://openenglishatslcc.pressbooks.com/chapter/the-rhetorical-situation/); review the rhetorical situation
* Interest inventory

## **Thurs 1/20**

### in-class:

* Mini-memoir

# Week 3

## **Tues 1/25**

### prep before class:

* Mini-memoir due to BBL before class time

### in-class:

* Introduction to the annotated bibliography
* Introduction to MLA works cited entries
* Practice summary skills
* Discuss how to avoid academic misconduct; importance of writing your own summaries

## **Thurs 1/27**

### in-class:

* Show the “Ask a Librarian” Feature on the Libraries Website
* UA Libraries Evaluating Sources Module (on BBL)
* Practice evaluating sources
* Practice writing evaluation paragraphs for annotated bibliography

# Week 4

## **Tues 2/1**

### in-class:

* Crafting effective research questions
* Generating key words
* UA Libraries Conducting Research Module (on BBL)
* Searching at the library worksheet

## **Thurs 2/3**

### prep before class:

* Submit two library sources to BBL before class begins (attach the pdf or other full-text file of the source)

### in-class:

* Create MLA work cited entries for the two sources submitted for homework
* Continue searching for sources
* Work on actively reading sources, summary, and/or evaluation
* How to use Turnitin
* How to prevent academic misconduct

# Week 5

## **Tues 2/8**

### prep before class:

* Submit a citation, summary paragraph, and evaluation paragraph for 2 new sources to BBL before class starts (this means that you’ve now found 4 sources)

### in-class:

* Synthesis and looking for patterns among sources

## **Thurs 2/10**

**Draft #1 of Annotated Bibliography Due to BBL before class begins**

### in-class:

* Peer review

# Week 6 (Conference Week)

## **Tues 2/15**

## **Thurs 2/17**

### prep before conference:

* **Submit a revised draft (draft #2) of the annotated bibliography to BBL before your conference day/time**

### in-class:

* Teacher-student conferences take the place of regular class meetings this week.

## **Sunday 2/20**

### Annotated Bibliography Due to BBL by 11pm

# Week 7

## **Tues 2/22**

### prep before class:

* See BBL for reading assignment

### in-class:

* Self-assessment of the annotated bibliography
* Introduction to the researched essay
* Introduction to thesis statements
* Reverse outline the sample research essays

## **Thurs 2/24**

### prep before class:

* Submit Draft Thesis to BBL before class begins

### in-class:

* Workshop draft thesis statements
* Synthesis and integrating sources
* Quotations and in-text citations
* Outlining for the researched argument

# Week 8 – Midterm Grading

## **Tues 3/1**

### prep before class:

* Outline and draft paragraphs

### in-class:

* Peer review outline and draft paragraphs
* Thesis reminders and supporting the thesis
* Transition sentences
* Topic sentences

## **Thurs 3/3**

### in-class:

* Summaries, paraphrases, and quotations (and using in-text citations with these)
* Balancing source usage and original ideas
* Introductions and conclusion

## **Fri 3/4 – Midterm Grades submitted by 11:59pm**

# Week 9 (conference week)

## **Mon 3/7**

**Draft #1 of Researched Essay Due to BBL by 11pm**

## **Tues 3/8**

## **Thurs 3/10**

### in-class:

* Teacher-student conferences take the place of regular class meetings this week.

# Week 10 SPRING BREAK

**Tues 3/15 No class**

**Thurs 3/17 No class**

# Week 11

## **Tues 3/22**

### prep before class:

* **Submit a revised draft (draft #2) of the researched essay to BBL before class begins**

### in-class:

* Peer review

## **Thurs 3/24**

### prep before class:

* Submit a reflection and revision plan to BBL before class begins.

### in-class:

* Revision work or additional peer review

## **Sunday 3/27**

### Researched Essay Due to BBL by 11pm

# Week 12

## **Tues 3/29**

### prep before class:

* See BBL for reading assignment

### in-class:

* Self-assessment of the researched essay
* Introduction to the remix + analysis assignment
* Have students brainstorm potential approaches to their remix

## **Thurs 3/31**

### prep before class:

* Submit a remix proposal to BBL before class begins.

### in-class:

* Discuss students’ remix ideas and talk through the rhetorical decisions that will go into the remix projects.
* Look at examples of texts like students’ remix projects
* In-class work on remix projects.

# Week 13

## **Tues 4/5**

### in-class:

* Look at additional text examples
* Brainstorm approaches to remix projects

## **Thurs 4/7**

### in-class:

* Work on remix projects

# Week 14

## **Tues 4/12**

### in-class:

* Continue work on remix
* Begin brainstorming for analysis essay

## **Thurs 4/14**

### prep before class:

* **Draft remix due to BBL before class begins**

### in-class:

* Peer review remix

# Week 15

## **Tues 4/19**

### in-class:

* Work on analysis essays –outline and begin drafting

## **Thur 4/21**

### prep before class:

* **Draft analysis essay due to BBL before class begins**

### in-class:

* Peer review analysis essay

## **Fri 4/22**

### Remix + Analysis Due to BBL by 11pm

# Week 16

## **Tues 4/26**

### prep before class:

* Be able to access to all your previous essays in class

### in-class:

* Self-assessment of remix + analysis
* Introduction to reflection final assignment
* Brainstorming for reflection final

## **Thurs 4/28**

### in-class:

* Process writing for reflection final
* Feedback sessions on process writing

# \*\*Final Exam Due\*\*

### --day, May x, 2021 by x am

Submit to Blackboard

Ways of Engaging with Readings

* Have students identify the significance, angle, thesis, and/or main idea.
* Discuss nuances of audience (who exactly is the intended audience) and rhetorical moves to appeal to this specific audience.
	+ Organization
	+ Design
	+ Punctuation
	+ Vocabulary
	+ Content
	+ Cultural references
	+ Sentence structure
	+ Tone
* Identify topic sentences and transition sentences
* Look for notable sentence constructions and uses of punctuation and discuss their rhetorical significance
	+ Semicolons, colons, dashes
	+ Quotations
	+ Citations
	+ Dialogue
* Find examples of logos, ethos, pathos
* Find effective description
* Examine how the opening and closing of an essay
* Examine how an essay builds its significance or main point
* Discuss where students are drawn in to the essay or where they feel skeptical, removed, or resistant

Ideas for Process Writing Days

Using class time to have students write or revise parts of their upcoming paper can be a very effective use of time. It gives students devoted time to work and allows you to check in on their progress.

* Draft a thesis statement or revise a draft thesis statement
* Create outlines
* Create reverse outlines (students take their draft and create an outline to help them see their topics and organization more clearly)
* Write introduction and/or conclusion paragraphs and practice different beginning and ending strategies
* Draft body paragraphs
* Write/revise transition sentences to be more effective links between paragraphs
* Work on integrating outside sources more effectively
* Craft or revise thesis reminders
* Have students share parts of this process writing in small groups or in a workshop session (a quick or informal feedback session)

Claim/Support/Explanation

This pattern helps students understand the following:

* How to focus paragraphs around a topic sentence
* How to support that topic sentence with evidence
* How to make clear the connection between topic sentence and evidence.

Claim:

*The Norton Field Guide* uses large margins around its text to make the text more user-friendly.

Support:

On p. 95, the open space around Hannah Berry’s essay allows the inclusion of an author photo and annotations of the essay.

Explanation:

The photograph breaks up the monotony of a text-heavy page and adds human interest. The annotations of the essay name the parts of the text analysis and show how these parts work together; this use of the margins makes the sample essay even more instructive to students.

By putting these parts together with transition phrases and additional explanation where needed, students can build focused and well-supported paragraphs that support a thesis statement.

Teachers should stress that the claim/support/explanation elements can appear in any order in the paragraph.

Sentence Drafts

Sentence drafts help students address the following:

* Sentence variety
	+ Sentence lengths
	+ Sentence beginnings
* Editing or grammatical issues (putting the essay in a new format makes these issues more evident)

Typical draft format:

*The Norton Field Guide* uses large margins around its text to make the text more user-friendly. On p. 95, the open space around Hannah Berry’s essay allows the inclusion of an author photo and annotations of the essay. The photograph breaks up the monotony of a text-heavy page and adds human interest. The annotations of the essay name the parts of the text analysis and show how these parts work together; this use of the margins makes the sample essay even more instructive to students.

Sentence draft

* *The Norton Field Guide* uses large margins around its text to make the text more user-friendly.
* On p. 95, the open space around Hannah Berry’s essay allows the inclusion of an author photo and annotations of the essay.
* The photograph breaks up the monotony of a text-heavy page and adds human interest.
* The annotations of the essay name the parts of the text analysis and show how these parts work together; this use of the margins makes the sample essay even more instructive to students.

MLA Containers

See <https://style.mla.org/works-cited-a-quick-guide/>

to educate yourself on MLA containers and to see if any of the tutorial material would be helpful to use in your classroom.

See <https://www.youtube.com/watch?v=lSekgYAdQcU&feature=youtu.be> for a video introduction to MLA 8 that is used in the current online FWP classes.

Conferencing

# Timing

Consider the timing of conferences. Some teachers like to conference early in the unit so that they can discuss the writing project with students in the beginning drafting stages.

Other teachers like to conference once students have written a more complete draft and/or have been through some peer review or workshop sessions.

# Scheduling

You may substitute one week of class per unit to hold conferences with your students. Create a schedule that is manageable for you. Consider the number of students you need to conference with, and be sure to leave yourself time for lunch, bathroom breaks, etc.

10-15 minutes (or less) is plenty of time for a conference. Some teachers hold conferences with small groups of students as a way to further streamline the conference process and make it more collaborative.

# Student Preparation

Be clear about what students are required to bring to conference or do prior to the conference.

# Teacher Preparation

Think carefully about your time. You don’t have to read and comment on drafts to prepare for conferences; focus instead on having productive conversations during the conference and really listening to what students need and want to do with their writing.

Workshopping

# Definition

Workshops are sessions where larger groups (or the whole class) examine a selection of student writing and discuss how the writing is working and possible strategies for improvement. These are distinct from peer review in which smaller groups or pairs of students give each other detailed feedback and have more student-led conversations.

# Logistics

Teachers can set up a system in which students take turn volunteering to have parts of their drafts up for workshop. The workshop should become a regular part of class so that students see the benefit of having their work go up for review and no one feels singled out.

Teachers should start this activity with students who won’t be intimidated by having their materials workshopped, and then the teachers should use those first sessions to look at stronger examples and affirm student work. Basically, use the first few workshops to reassure students, model strategies, and reaffirm student writing. Make these first sessions less about constructive criticism and more about affirmation.

# Examples of Possible Workshops

A selection of draft thesis statements

A couple of student outlines to examine organizational strategies

Introductory paragraphs or other specific part of an essay

An entire draft

# Student Engagement

As you plan a workshop, consider how to keep students engaged. Will students need to write a reflection after the workshop about how they might apply the discussion to their own work? Will students be given daily grade credit for giving written feedback on the sample being workshopped?

Peer Review

# Forms of Peer Review – can be combined & adjusted as teacher desires

Round-robin reading sessions – students try to read as many of their peer’s papers as possible to get perspective on what other people are writing

Letters to the author – students read a small selection of peer papers and write those peers letters that explain specifically what they as readers found effective in the papers and what areas for improvement they saw.

Read aloud sessions – students in small groups take turns reading their papers to one another and then giving feedback. Alternative: students could read a peer’s paper aloud to give the author a chance to hear their work being read.

Teacher-generated peer review prompts – students read peers’ papers and answer questions about that paper.

# Technology

Google docs, Turnitin, and Blackboard discussion boards are all options for facilitating online peer review.

Teachers can also build into the syllabus that students should bring X paper copies of their papers to class on peer review days.

# Reminder

The primary value of peer review is not what the writer gets from the reader but instead the reader’s experience of reading and responding to a peer draft.

Dialogic Assessment

# Explanation

Dialogic assessment sheets show assignment criteria in one column, students’ self-assessments in another column, and your responses to your students’ self-assessments in another column. Students have the option of suggesting a grade for their own work, and there is space for you to enter a grade. Percentages awarded to each criterion are negotiable.

Distribute dialogic assessment sheets to your students on the day their papers are due, and return them to your students with their graded papers.

Dialogic assessments have many advantages. They make grading criteria explicit and allow students to reflect on the extent to which their work meets each grading criterion. Accordingly, they develop students’ ability to self-assess, which will help them draft stronger end-of-semester portfolio reflections. In turn, such assessments allow you to understand how best to communicate your responses to student work. In addition, dialogic assessments make goal-setting for future drafts easier. They position evaluation/grading/assessment as another part of an ongoing, semester-long conversation about writing. And, perhaps most importantly, they are authentic; they mimic the exchanges writers have with editors, publishers, and other audiences.

# Sample Form

EN 101

Fall 2018

SAMPLE Dialogic Assessment for Paper #1: Memoir

Your name:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criterion | Your review | Your score | My review | My score |
| Focused story within a specific time period |  |  |  |  |
| Effective organization |  |  |  |  |
| Apparent significance of story |  |  |  |  |
| Vivid details and scenes |  |  |  |  |
| Appropriate style and tone |  |  |  |  |
| Additional comments and grade |  |  |  |  |