TR EN 101 Standard Syllabus

fall 2022

Use of this standard syllabus is required for those in EN 533 in fall 2022. Other teachers may use, adapt, or ignore as they wish. This standard syllabus uses [*Wavelength*](https://wavelength.as.ua.edu/) and open-source online resources instead of a standard textbook.

For people in EN 533, 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.

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Memoir or Literacy Narrative

## **Due by -- on --**

## **Worth 15% of total class grade**

## **Approx. 800-1200 words**

# Assignment:

Write a memoir essay that tells a focused story with some kind of significance. The memoir should focus on a specific, limited time period so that you are only telling one story and not your whole autobiography.

Your memoir should do the following:

* Focus on one specific story with a limited time period
* Organize your story effectively
* Convey the significance of the story: a main idea or insight
* Include vivid detail and scenes
* Use first person point of view
* Use the style and tone best suited to your particular story and purpose
* Be sensitive and ethical when using personal details about other people (discuss with your teacher if you have questions about this aspect)
* Optional: You may include images as part of your literacy narrative/memoir.

# Audience and Purpose:

Your classmates and I will be the initial audience for this essay.

We all have different backgrounds and experiences. This memoir is your chance to expand the world of your audience. Let them see and understand a new perspective on the world.

# Format:

Follow MLA format -- paper should be typed, double-spaced, 12-pt Times New Roman font or other similar font**,** standard 1” or 1.25” margins. You should include in-text citations and a work cited page if you find the need to reference any outside ideas or language. For a personal narrative, you might need to cite an interview with someone involved in your story, or you might need to give your audience background information on a hobby or activity you reference. Any borrowed language or information that isn’t coming from your knowledge or experience should be cited.

Profile

## **Due by -- on --**

## **Worth 15% of total class grade**

## **Approx. 800-1200 words**

# Assignment:

In the previous memoir assignment, you wrote your own story. In this unit, you will turn those storytelling skills outward and use firsthand experience to write a profile of your chosen subject.

Make sure your essay includes the following:

* An interesting subject. You can make any topic interesting by making sure your readers know why this subject is important, intriguing, or newsworthy.
* An angle that allows you to approach the profile subject with a specific focus. What do you want your readers to take away from this essay? What is the most important thing they should know about your subject?
* A current, firsthand account (you have actually engaged with your subject this semester, specifically for this assignment).
* Any necessary background. What do your readers need to know in order to understand your essay?
* Vivid descriptions, dialogue, sensory details, anecdotes, and other narrative elements that will help the story come alive.
* Thoughtful organization that helps your readers navigate this essay.
* Tone and style appropriate for your subject and purpose.

# Audience and Purpose:

Your classmates and I will be the initial audience for this essay.

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

# Format:

Follow MLA format -- paper should be typed, double-spaced, 12-pt Times New Roman font or other similar font**,** standard 1” or 1.25” margins. You should include in-text citations and a works cited page to reference any outside ideas or language including interviews.

Evaluation

## **Due by -- on --**

## **Worth 15% of total class grade**

## **Approx. 800-1200 words**

# Assignment:

For this unit, you will choose a subject that you are somehow invested in, determine appropriate criteria for judging that subject, and write an evaluation. In the previous unit, firsthand experience, vivid descriptions, and clear organization helped you craft an effective profile of your chosen subject. As you move through the evaluation unit, you will call upon those skills again to help your readers visualize your subject and understand your evaluation.

Make sure your essay includes the following:

* A subject that you have some personal investment in and can use personal experience, research, or both to help you evaluate.
* Clear and appropriate criteria that will allow you to meaningfully judge your subject.
* Evidence related to each criterion.
* Background information if needed to help readers understand your subject.
* A thesis that provides a balanced and fair assessment. Remember that few things are either all bad or all good.
* Thoughtful organization that helps your readers navigate this essay.
* Tone and style appropriate for your subject and purpose.

# Audience and Purpose:

Your classmates and I will be the initial audience for this essay.

The evaluation essay is a chance to model for readers how to think critically about the products we buy and experiences we choose.

# 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 to reference any outside ideas or language.

Final Reflection Essay

## **Due by -- on --**

## **worth 15% of the total class grade**

## **Approx. 800-1200 words**

# Assignment:

Following the prompts and guidance given in class, reflect on your experience of the entire EN 101 semester. Reread your reflections and submitted drafts. How has your writing changed over the course of the semester? In what aspects of your writing are you the most confident? What areas do you want to continue to improve? What class activities or personal writing habits were most helpful to you this semester?

Make sure your essay includes the following:

* The story of your writing this semester.
* Examples from your writing to support your points.
* Thoughtful organization that helps your readers navigate this essay (thesis, introduction and conclusion paragraphs, topic sentences, effective paragraphing).
* Tone and style appropriate for your subject and purpose.
* In-text citations and a works cited page (you’ll need to cite your essays from this semester).

# Audience and Purpose:

Your classmates and I 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. You should include in-text citations and a works cited page to reference any outside ideas or language. Since your previous essays are “outside” of this assignment, you’ll need to cite them even though you are the author. You also may want to quote and cite instructor or peer comments.

EN 101-000

TR 00:00am-00:00pm

English Building 000

Ms. Teacher Teacher

# Office Hours, Office Location, and Contact Information

# Course Description

English 101, the first in a two-course sequence, introduces students to the rhetorical strategies, critical reading and thinking skills, composing processes, sentence-level conventions, and reflection skills needed to participate successfully in The University of Alabama discourse community.

# Student Learning Outcomes

By the end of the semester, you will

* Develop a repertoire of diverse rhetorical strategies that will enable you to assess and appropriately respond to each assignment’s genre, audience, and purpose.
* Demonstrate in writing a strong command of critical thinking skills such as analysis, synthesis, interpretation, and evaluation.
* Compose essays by working through multiple drafts; by participating in opportunities for peer and instructor feedback; by applying that feedback in revisions; and, in general, you will treat the composition of any written text as a deliberate and recursive process.
* Employ grammar, punctuation, mechanics, usage, and basic citation and paper formatting in a manner appropriate to the genre and assignment being composed.
* Reflect, in writing, on your own development as a writer.

# Required Texts

* [*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

One of the University of Alabama’s greatest strengths is our diverse student body. Together we represent regional, international, racial, gender, physical, cognitive, socio-economic, cultural, and religious diversity. Bringing these diverse perspectives together in the classroom is a valuable resource and opportunity for us to understand and learn from our campus community. To ensure that all perspectives/identities/worldviews are respected and valued in class, please note the following:

* 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.
* Please let me know if something said or done in the classroom, by either myself or others, causes offense or discomfort. Likewise, please let me know if something outside of class is preventing you from fully engaging with the course. Please offer your viewpoints!
* If you have a question or concern, chances are another student in the class is having a similar experience. By speaking up (either in class, privately via email or office hours, or anonymously) you are potentially helping your classmates. If you do not feel comfortable discussing the issue with me, please notify your advisor, a trusted faculty member, or a peer.

# Attendance Policy

The First-year Writing Program makes reasonable allowances for absences. Please see the “Grading Policy” section of this syllabus and review the following information carefully:

* You should not miss more than six class meetings for Fall and Spring classes meeting three times a week, four class meetings for Fall and Spring classes meeting twice a week, and three class meetings for Summer classes.
* 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**

* + 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.

# Papers/Projects, Word Counts, & Grade Distribution

|  |  |  |  |
| --- | --- | --- | --- |
|  | Approx. Word Count | % of Final Grade | Due |
| Memoir draft #1 (for conference) | 800-1200 words | 3% |  |
| Memoir draft #2 (for peer review) | 800-1200  words | 3% |  |
| Memoir peer review | -- | 3% |  |
| Memoir Final Draft | 800-1200  words | 15% |  |
| Profile draft #1 (for conference) | 800-1200 words | 3% |  |
| Profile draft #2 (for peer review) | 800-1200 words | 3% |  |
| Profile peer review | -- | 3% |  |
| Profile Final Draft | 800-1200 words | 15% |  |
| Evaluation draft #1 (for conference) | 800-1200 words | 3% |  |
| Evaluation draft #2 (for peer review) | 800-1200 words | 3% |  |
| Evaluation peer review | -- | 3% |  |
| Evaluation Final Draft | 800-1200 words | 15% |  |
| Reflection draft | 800-1200 words | 3% |  |
| 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 me 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

* Your final grade is based on your attendance and your work. By attendance, I mean that we are building a classroom community of working writers. To be part of that community, you need to show up. When you show up, you bring yourself, your circumstances, your experiences, your background, your knowledge, your attitudes, and your skills to the classroom. Your presence makes your learning possible, and I look forward to seeing you, hearing you, and working with you.
* Your presence also contributes to the unique identity of our classroom community. No two students are the same, and it is through your differences that you will learn from and with each other. Finally, your presence also signals that you are interested in learning and intend to learn. According to author and writing teacher Felicia Rose Chavez, “To be a writer is to choose to write, to show up every day to do the work. There’s always an excuse not to.” Don’t make excuses.
* In addition to showing up, you need to do the work. Work is both process and product. Process is the labor you perform as you complete your writing assignments, and product is what you create as a result of the labor you perform. Process is the messy stuff—notes, daily in-class writing activities, rough drafts, peer reviews, and reflections. It’s evidence of a writer at work. Product, on the other hand, is when “time” is called or a deadline arrives. It’s what you turn in for evaluation. Product marks the end of one process and the beginning of a new one. You can’t have a strong product without a strong commitment to process. And you can’t have a strong process without presence—your regular presence in this classroom.
* I will therefore take your processes and products into account when I grade your work. If you submit a paper (product) without having performed all required processes (rough drafts, reflections, in-class writing), you’ll receive a lower grade than a writer who submits a paper and has performed all of the required processes.
* Your papers will be graded A through F with pluses and minuses as necessary. “A” work is generally regarded as exemplary in terms of the outcomes shown on the first page of this syllabus. “B” work is considered advanced; “C” work is considered proficient; “D” work is developing; and “F” is unsatisfactory. 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. I will provide more specific grading criteria on assignment sheets and/or rubrics as needed. 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.
* Again, your final course grade will be based on your work (processes + products) and your attendance. Per the attendance policy shown elsewhere in this syllabus, you cannot miss more than two weeks’ worth of class (six periods for MWF, four periods for MW or TR) for whatever reason and pass. 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, at a time when youcan fully engage with the course. 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](mailto: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.

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 8/18**

### in-class:

* Syllabus and introduction to class.

# Week 2

## **Tues 8/23**

### prep before class:

* Read [The Rhetorical Situation](https://openenglishatslcc.pressbooks.com/chapter/the-rhetorical-situation/)
* Read giraffe articles

### in-class:

* Introduction to rhetorical situation
* Practice summary and critical reading skills if time allows

## **Thurs 8/25**

### prep before class:

* Read ---

### in-class:

* Introduction to the memoir assignment
* Practice summary and critical reading skills (or continue from Tuesday)
* Brainstorm memoir ideas / find a topic with significance

# Week 3

## **Tues 8/30**

### prep before class:

* Topic proposal submitted to BBL before the beginning of class

### in-class:

* Share topic proposals
* Continue discussing significance
* Work on organization options for memoir

## **Thurs 9/1**

### prep before class:

* 2 paragraphs of your memoir submitted to BBL before the beginning of class

### in-class:

* Paragraphing and sentence variety
* Descriptive writing

# Week 4

## **Tues 9/6**

### in-class:

* How to use dialogue
* Process writing for the memoir essay

## **Thurs 9/8**

### in-class:

* Process writing for the memoir essay
* How to use Turnitin
* How to prevent academic misconduct

# Week 5 (conference week)

## **Tues 9/13**

## **Thurs 9/15**

### prep before class:

* Submit a complete rough draft (draft #1) to BBL before your conference day/time.

### in-class:

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

# Week 6

## **Tues 9/20**

### prep before class:

* Revised draft (draft #2) submitted to BBL before class begins

### in-class:

* Peer review or workshop

## **Thurs 9/22**

### in-class:

* Peer review or workshop and/or revision work

## **Sunday 9/25**

### Memoir Essay Due to BBL by 11pm

# Week 7

## **Tues 9/27**

### prep before class:

* Read ---

### in-class:

* Self-assessment of the memoir essay
* Introduction to the profile essay
* Discuss the role of an angle in a profile essay
* Brainstorm profile topics

## **Thurs 9/29**

### prep before class:

* Topic proposal submitted to BBL before class begins
* Read ---

### in-class:

* Examine beginnings and endings of profile essays
* Discuss topic proposals
* Discuss getting and incorporating first-hand experience

# Week 8 – Midterm Grading

## **Tues 10/4**

### in-class:

* Interview questions or invention work
* Examine tone in profile essays

## **Wed 10/5 – Midterm Grades due by 11:59pm**

## **Thurs 10/6**

### in-class:

* Interview day or continue invention work
* If doing invention work, consider covering topic sentences

### After class:

* Submit interview notes or first-hand experience notes to BBL by 5pm Friday 10/8

# Week 9 (This week or the next could be a conference week)

## **Tues 10/11**

## **Thurs 10/13**

### prep before class:

* Submit a complete rough draft (draft #1) to BBL before your conference day/time.

### in-class:

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

# Week 10

**Tues 10/18**

### in-class:

* Refining the draft and incorporating first-hand experience.
* Topic sentences

**Thurs 10/20**

### prep before class:

* Submit a revised draft (draft #2) to BBL before class begins

### in-class:

* Peer review

## **Sunday 10/23**

### Profile Due to BBL by 11pm

# Week 11

## **Tues 10/25**

### prep before class:

* Read ---

### in-class:

* Self-assessment of the profile essay
* Introduction to the evaluation essay including appropriate criteria
* Discuss parameters of topic proposal due next class
* Brainstorming for the evaluation essay

## **Thurs 10/27**

### prep before class:

* Read ---
* Topic Proposal due to BBL before class begins

### in-class:

* Thesis statements for the evaluation essay
* Work from topic proposals to generate criteria and evidence

# Week 12

## **Tues 11/1**

### in-class:

* Create and workshop students’ draft thesis statements
* Outlining for the evaluation essay

## **Thurs 11/3**

### in-class:

* Thesis reminders and supporting the thesis
* Transition sentences
* Introductions and conclusions

# Week 13 (conference week)

## **Tues 11/8**

## **Thurs 11/10**

### prep before class:

* Submit a complete rough draft (draft #1) to BBL before your conference day/time.

### in-class:

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

# Week 14

## **Tues 11/15**

### prep before class:

* Revised draft (draft #2) submitted to BBL before class begins

### in-class:

* Peer review or workshop

## **Thurs 11/17**

### in-class:

* Peer review or workshop and/or revision work

## **Sunday 10/20**

### Evaluation and Self-Assessment Due to BBL by 11pm

# Week 15 – Thanksgiving Week, No Classes

## **Tues 11/22**

## **Thurs 11/24**

No class – Thanksgiving Break

# Week 16

## **Tues 11/29**

### prep before class:

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

### in-class:

* Introduction to reflection final assignment
* Brainstorming for reflection final

## **Thurs 12/1**

### in-class:

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

# \*\*Final Exam—Portfolio Due\*\*

### List your class’s final exam day/time here – registrar.ua.edu has an academic calendar that outlines the official exam days/times

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.

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 2022

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 |  |  |  |  |