MWF EN 102 Standard Syllabus

Spring 2024

Use of this standard syllabus is required for those in EN 534 in spring 2024 and for new PTTIs and AV teachers. 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.

Asynchronous online teachers teach a set curriculum that is copied into their Blackboard courses.

Other teachers may use, adapt, or ignore as they wish, as long as you teach four major papers/projects that total 6500 words and meet the FWP course outcomes. This standard syllabus uses [*Wavelength*](https://wavelength.as.ua.edu/) and open-source online resources instead of a standard textbook.

For additional resources, ideas, and the theories that underlie this standard syllabus, see Pedagogy, Practices, Principles and the other instructor-focused areas of [*Wavelength*](https://wavelength.as.ua.edu/pedagogy-practices-principles/).

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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 introduction 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. Do not rely on AI, such as ChatGPT, to locate information for you or to write summaries. Read your sources completely and carefully and then write your summaries and evaluative material for each entry. Improperly borrowing language, copying prewritten summaries, or relying on AI are all forms of academic misconduct. This assignment is designed to teach you college-level research skills, so taking shortcuts can hinder your ability to practice these skills in a supportive environment.

# 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
* 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)
* A podcast episode
* A video

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. What are the affordances of this genre for this particular audience and purpose (e.g. distributatility, accessibility, embodiment, etc.)?
* Explain why and how you made particular choices to create your remix:
  + Why these examples, this data, etc.
  + Why this arrangement, organization, or timing of the remix
  + Why this use of color or white space
  + Why this vocabulary or sentence structure
  + How you used specific technology in creating your remix.
* Be well organized into paragraphs with clear topics.

# Audience and Purpose:

This assignment has a twofold purpose: Communication and reflection. You'll *communicate,*or 'remix,' your original research findings in a manner than can be understood by an audience outside this classroom, and you'll *reflect*on your remix by identifying and justifying the changes you made to your original research findings. 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.

**Remix Presentation Assignment and Rubric**

**About the Assignment:** You have spent the semester researching and writing about your topic. In Unit 3, you are remixing your project for a new audience, genre, or purpose. The presentation is your chance to share your topic with the class and discuss your plans or draft for the remix.

**Guidelines:** Everyone will be asked to do a **3- to 6-minute** presentation. Your presentation should meet the following criteria, not necessarily in this order:

* Tell us about your research project, the argument you made about it, and your intended audience.
* Provide some background information on your topic, as well as why you chose it and why it matters.
* Describe your remix draft: which option are you doing? Why did you choose that option? What do you want your target audience to know about your topic?
* **Remix draft:** You will show us a draft of your remix. It should include some type of visuals (images, video clips, sounds, poster, etc.) that will help your chosen audience understand your topic. If using the classroom’s computer/projector, you will need to have everything ready before class.

**Dates of presentations:** Presentations will be during class, [DATE] through [DATE]. See google doc sign-up for days. Presentations may not be made up, so you must be in class and ready on the day of your presentation. Let me know if you have any questions.

**EN 102 Presentation, Remix, and Analysis Rubric Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

The presentation:

-Describes the research project, the argument/topic, and the intended audience \_\_\_\_\_ out of 10

-Provides background information, why the student chose the topic, and why it matters \_\_\_\_\_ out of 10

-Describes/shows the remix draft (see assignment in BBL for specifics) \_\_\_\_\_ out of 10

-Meets length requirement and makes use of the presenter’s talents (research or technical skills, creative ideas, interpretive techniques, etc.) \_\_\_\_\_ out of 5

The remix (see assignment guidelines in BBL):

-Follows the assignment: remixes the argument essay for a new audience, in a new genre, and/or for a new purpose and includes citations where appropriate \_\_\_\_\_ out of 10

-Provides the most important information about the topic \_\_\_\_\_ out of 10

-Demonstrates the student’s time, talent, effort, and/or creative vision \_\_\_\_\_ out of 10

-Design and/or other multimodal elements are legible and accessible to audience \_\_\_\_\_ out of 5

The remix analysis (see assignment guidelines in BBL):

-Addresses why student chose to remix the research into this genre \_\_\_\_\_ out of 5

-Describes the intended audience and purpose \_\_\_\_\_ out of 5

-Explains why the student made particular creative choices \_\_\_\_\_ out of 10

-Is well organized, proofread, and follows formatting guidelines. \_\_\_\_\_ out of 10

**Total points (out of 100) and Comments** **\_\_\_\_\_\_\_\_\_\_\_\_\_**

Final Reflection

## 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

MWF 00:00am-00:00pm

English Building 000

Ms. Teacher Teacher

# Office Hours, Office Location, and Contact Information

* Office: Where you will hold your office hours/conferences
* Office Hours: X days/times and by appointment
* Email: xxx@ua.edu. Emails will be answered within 24 hours on weekdays and 72 hours on weekends. If I do not respond to your email within this time frame, please send a gentle reminder.

# 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

Continuation of 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.

Core Attributes: Freshmen Composition

Prerequisite(s): EN 101

# 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

* This section is automatically populated by the SUPE store.

# Other Required Course Materials

* [*Wavelength*,](https://wavelength.as.ua.edu/) the free e-text from UA’s First-Year Writing Program. No book purchase is required.
* 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.
* When using a laptop or tablet in class, 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, we will work with pen/pencil and paper regularly. If you have a specific need to use technology during these times, please speak to me outside of class.

# 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 may 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, or three class meetings for summer classes.
* The First-Year Writing Program does not distinguish between excused and unexcused absences. To succeed in this class, you must show up and complete the work as assigned.
* 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.
* If you have attendance-related accommodations through ODS, or if you miss class due to legitimate circumstances beyond your control (i.e., documented illness, a medical emergency, or a family funeral; activities at which you officially represent the University of Alabama), you should promptly communicate them to and document them for your instructor.
* You may appeal an attendance-related NC grade to the Director of First-year Writing after grades have been submitted.

# Outline of Topics

* Annotated Bibliography
* Researched Essay
* Remix + Analysis
* Final Reflection

# Exams and Assignments

|  |  |  |  |
| --- | --- | --- | --- |
|  | Approx. Word Count | % of Final Grade | Due |
| Annotated Bibliography final draft | 1250-2000 words | 15% |  |
| Researched Essay final draft | 1000-1500 words | 15% |  |
| Remix + Analysis final draft | 500-750 words for analysis; remix varies | 15% |  |
| Final Reflection | 800-1200 words | 15% |  |
| Daily/Process work: includes in-class writing, drafts, peer review, reflections | -- | 40% | Throughout semester |

# Policy on Missed Exams and Coursework

* + Class discussions, group work, in-class writing, peer review, or other daily class work in a writing class cannot be reconstructed. Therefore, in-class work missed due to absence or tardiness cannot be made up.
  + Process work, drafts, journals, and other work submitted electronically must be turned in by the deadline. Talk to me before the due date if you have extenuating circumstances and need to request a possible extension.
  + One major paper (not including the final reflection) will be accepted up to a week late with no point deductions. Please let me know in advance of the deadline if you plan to take this one-time extension. Beyond that, late papers are penalized 5 points per day late, including weekends and non-class days.

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

* 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.
* Your final course grade will be based on your work (daily work, process work, and final papers) and your attendance. Per the attendance policy, you cannot miss more than two weeks’ worth of class (six periods for MWF, four periods for MW or TR) 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 you can fully engage with the course.
* 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

# Statement on Academic Misconduct

Students are expected to be familiar with and adhere to the official [Academic Misconduct Policy](https://catalog.ua.edu/undergraduate/about/academic-regulations/student-expectations/academic-misconduct-policy/).

UA’s Academic Misconduct policy, shown below, includes the unauthorized use of text-generating artificial intelligence in this class as well as reusing essays originally written for other classes.

### Types of Academic Misconduct

Academic misconduct by students includes all acts of dishonesty in any academic-related matter and any knowing or intentional help, attempt to help, or conspiracy to help another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, each of the following acts when performed in any type of academic or academic-related matter, exercise, or activity:

* 1. Cheating: using, attempting to use or assisting in the use of unauthorized materials, information, study aids, or computer-related information.
  2. Plagiarism: representing words, data, pictures, figures, works, ideas, computer programs or outputs, or any other work generated by someone else, as one's own. Self-Plagiarism: resubmitting your own previously submitted work without proper citation and permission from the current instructor to whom the original work is subsequently submitted.
  3. Fabrication: presenting as genuine any invented or falsified citation, data or material.
  4. Misrepresentation: falsifying, altering, or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites, and transcripts.

For the complete policy, visit <https://catalog.ua.edu/undergraduate/about/academic-regulations/student-expectations/academic-misconduct-policy/>

# Generative AI Tools

* + The use of text-generating AI should always be openly discussed with your instructor prior to the submission of any work.

# 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

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

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 by reviewing the [Campus Resource List for Students](https://alabama.app.box.com/s/nz3gs827kx538255typ9hm5owd7x0yj8).

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.

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

* Online Proctoring and Room Scan
* Controversial Topics
* Notification of Changes
* Statement On Disability Accommodations
* Turnitin
* Severe Weather Protocol
* Pregnant Student Accommodations
* Religious Observances
* UAct Statement

Class Calendar

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

# Week 1

## **Wed 1/10**

### in-class:

* Syllabus and introduction to class.

## **Fri 1/12**

### in-class:

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

# Week 2

## **Mon 1/15**

### No Class: MLK Jr. Day

## **Wed 1/17**

### in-class:

* Continue brainstorming.
* Write mini-memoir or work on research proposal.

## **Fri 1/19**

### in-class:

* Continue work on mini-memoir/research proposal or introduce annotated bibliography
* Mini memoir or research proposal due by the end of class (or by the beginning of next class)

# Week 3

## **Mon 1/22**

### prep before class:

* Mini-memoir or research proposal due to BBL before class time (if not turned in last class)

### in-class:

* Introduce the annotated bibliography
* Introduce MLA works cited entries

## **Wed 1/24**

* Practice summary skills
* How to prevent academic misconduct; importance of writing your own summaries
* How to use Turnitin
* Show the “Ask a Librarian” Feature on the Libraries Website

## **Fri 1/26**

### in-class:

* Practice evaluating sources
* Practice writing evaluation paragraphs for annotated bibliography

# Week 4

## **Mon 1/29**

### prep before class:

* Submit searching at the library worksheet

### in-class:

* Crafting effective research questions
* Generating key words
* Begin to locate and evaluate sources for annotated bibliography

## **Wed 1/31**

### in-class:

* Work on locating, evaluating, and reading sources
* Refine research question and search terms depending on what’s available
* Review summary skills

## **Fri 2/2**

### 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
* Read and annotate the two sources, then write a summary and an evaluation paragraph for the two sources.

# Week 5

## **Mon 2/5**

### prep before class:

* Submit a citation, summary paragraph, and evaluation paragraph for 1 new source to BBL before class starts (this means that you’ve now found 3 sources)

### in-class:

* Synthesizing sources

## **Wed 2/7**

### prep before class:

* Submit a citation, summary paragraph, and evaluation paragraph for 1 new source to BBL before class starts (this means that you’ve now found 4 sources)

### in-class:

* Continue synthesis and looking for patterns among sources

## **Fri 2/9**

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

### in-class:

* Peer review

# Week 6 (Conference Week)

## **Mon 2/12**

## **Wed 2/14**

## **Fri 2/16**

### 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 2/18**

### Annotated Bibliography Due to BBL by 11pm

# Week 7

## **Mon 2/19**

### prep before class:

* See BBL for reading assignment

### in-class:

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

## **Wed 2/21**

### in-class:

* Introduction to thesis statements
* Draft thesis statements and workshop those drafts

## **Fri 2/23**

### in-class:

* Synthesis and integrating sources
* Quotations and in-text citations
* Outlining for the researched argument

# Week 8 – Midterm Grading

## **Mon 2/26**

### prep before class:

* Outline due

### in-class:

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

## **Wed 2/28**

### in-class:

* Transition sentences
* Summaries and paraphrases (and using in-text citations with these)
* Balancing source usage and original ideas

## **Fri 3/1 Midterm Grades submitted by 11:59pm**

### in-class:

* Introduction and conclusion
* Continued work on quotations, summaries, paraphrases, and in-text citations

## **Sun 3/3**

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

# Week 9 (conference week)

## **Mon 3/4**

## **Wed 3/6**

## **Fri 3/8**

### in-class:

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

# Week 10 SPRING BREAK

## **Mon 3/11 No class**

## **Wed 3/13 No class**

## **Fri 3/15 No class**

# Week 11

## **Mon 3/18**

### in-class:

* Getting back to the essay after Spring Break
* Reflection and revision plan
* Work on revising based on conferences

## **Wed 3/20**

### prep before class:

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

### in-class:

* Peer review

## **Fri 3/22**

### in-class:

* Revision work or additional peer review

## **Sunday 3/24**

### Researched Essay Due to BBL by 11pm

# Week 12

## **Mon 3/25**

### in-class:

* Self-assessment of the researched essay
* Introduction to the remix + analysis assignment

## **Wed 3/27**

### prep before class:

* See BBL for reading assignment (sample remixes and analysis essays)

### in-class:

* Brainstorm potential remix approaches
* Look at sample remixes and analysis essays

## **Fri 3/29**

### prep before class:

* Submit a remix proposal to BBL before class begins

### in-class:

* Discuss 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

## **Mon 4/1**

### in-class:

* Look at additional examples
* Brainstorm approaches to remix projects

## **Wed 4/3**

### in-class:

* Remix draft presentations
* Work on remix projects

## **Fri 4/5 Honors Day – No class**

# Week 14

## **Mon 4/8**

### in-class:

* Remix draft presentations
* Continue work on remix

## **Wed 4/10**

### in-class:

* Remix draft presentations
* Continue work on remix
* Begin brainstorming for analysis essay

## **Fri 4/12**

### prep before class:

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

### in-class:

* Remix draft presentations
* Peer review remix

# Week 15

## **Mon 4/15**

### prep before class:

* Complete the Library Skills Post Test

### in-class:

* Remix draft presentations
* Work on analysis essays –outline and begin drafting

## **Wed 4/17**

### prep before class:

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

### in-class:

* Remix draft presentations
* Peer review analysis essay

## **Fri 4/19**

### in-class:

* Revisions to Remix + Analysis or additional peer review

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

# Week 16

## **Mon 4/22**

### 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

## **Wed 4/24**

### in-class:

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

## **Fri 4/26**

### in-class:

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

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

### --day, April or May x, 2024 by x am

Submit to Turnitin in Blackboard

Calculating daily grades

How to calculate daily grades/in class work:

* You don’t need to know the total number of daily grades for the whole semester. Just keep track of how many possible daily grades you give during each unit and during the whole semester. Daily grades are usually just recorded as a check or a zero (done or not done).
* We highly recommend keeping a paper gradebook and/or spreadsheet outside of Blackboard for keeping track of attendance and daily grade activities. Occasionally the registrar drops students from Blackboard, and all records of their grades are lost. You will also be asked to submit a simple spreadsheet at the end of the semester that contains the major paper grades, daily grade average, and total number of absences. That form can be found [here](https://fwp.english.ua.edu/instructors/endsemester/).
* At the end of the semester (or at the end of a unit, if you need to give students a progress update), you calculate as follows:
  + (# of grades earned / # of grades possible) \* % of total grade
  + So, if you have a student who earns 36 daily grades and the total possible daily grades was 40, that’s (36 divided by 40) or 0.9. If daily grades are worth 10% of your final grade, you take that 0.9 and multiple by 10. That student earned 9% (or points) toward their final grade.
  + Some instructors choose to drop a few daily grades to build in a small moment of grace/ extra credit opportunity for students. If you'd like to do this, we recommend waiting to apply it until the end of the semester for final grades, at which point you can calculate # of grades earned / # minus 2 of grades possible).
* If you have a student who needs a progress update and they’ve earned 15 out of 20 possible daily grades, you can calculate (15/20). That’s 0.75 so you can tell the student that they have earned 75% of the daily grades up to that point in the semester.
* Blackboard assignments, essay drafts, peer reviews, journal assignments, and discussion boards can also count toward daily grades. These should be averaged in the same way:
  + (# of grades earned / # of grades possible) \* % of total grade
  + number of points earned divided by number of points possible, then multiply that number by the percentage of the total grade.

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.

6-15 minutes (depending on number of students and type of assignment) 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. They should come with questions or areas of the draft they would like you to focus on during the conference. They should also take notes during 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. Remember that you are not their editor. You are their teacher and writing guide whose job is to help them learn how to improve their own 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

Researched Essay Dialogic Assessment

**Your name:**

Before filling out the chart below, please reflect on your researched essay. How do you feel about it? What are you proud of? What do you wish you had done better? Is there anything else you want me to know before I grade this assignment?

**Your reflection:**

Then, fill out the following (leave the last two columns blank; I’ll fill them in when I grade the essay). When you are finished, upload the document to the Researched Essay Dialogic Self Assessment link in the Unit 2 folder.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criterion | Your review | Your score | My review | My score |
| **Thesis/argument**  Essay makes a strong claim (thesis) about the topic and enters into a conversation. Each paragraph supports the thesis and advances the author’s purpose. |  | (out of 20) |  | (out of 20) |
| **Organization**  Essay is well organized. Each paragraph focuses on one idea, and topic sentences are strong. Transitions between sentences and paragraphs connect ideas and make the paper flow smoothly. |  | (out of 20) |  | (out of 20) |
| **Research/evidence**  Essay cites four or more sources; some were used in annotated bibliography. Sources are reliable, relevant, and represent multiple perspectives on the topic. Essay balances research/evidence with the author’s personal voice, analysis, and perspective. |  | (out of 25) |  | (out of 25) |
| **Introduction and conclusion**  Essay answers So what? And Who cares?  Introduction draws readers in with an interesting hook. Thesis is easy to identify. Conclusion returns to the big picture and leaves the reader with something to think about. |  | (out of 15) |  | (out of 15) |
| **MLA format**  First page, headers, margins, font, and works cited format follow assignment and MLA format. Sources are cited correctly. In-text citations and signal phrases help readers easily identify sources on the works cited page. Citations include all required information. Works cited page follows all MLA requirements. |  | (out of 10) |  | (out of 10) |
| **Style**  Essay is clearly written. Grammar, mechanics, sentence structure, and tone all reflect awareness of this essay’s purpose and audience. Essay has been proofread carefully and revised from earlier versions. |  | (out of 10) |  | (out of 10) |
| Additional comments and grade |  | (out of 100) |  | (out of 100) |