

WRITING FOR OUR TIME: ENGLISH 110 SECTION P

CITY COLLEGE FALL 2019

PROF. KAYLE NOCHOMOVITZ

EMAIL: knochomovitz@ccny.cuny.edu

TUESDAY/THURSDAY – 2:00PM – 3:15 PM

OFFICE HOURS: TUESDAY/THURSDAY 12:30-1:30 PM, NAC 6/339

Course Website: <https://eng110sectionp.commonsc.cuny.edu>

Course Description

This first-year writing course asks students to engage with written texts of our time which they deem socially, politically and culturally important, and to respond to these texts by creating texts of their own.

Students will learn to recognize and use rhetorical conventions such as author, audience, tone, purpose, stance, language, genre, and medium when both reading and writing about social, political or cultural issues of relevance to them.

The course will emphasize collaboration between peers throughout the writing process, which includes invention, drafting and revising. The workshop format of the course will familiarize students with academic writing at a college level and help them develop a writing process that they will be able to use in subsequent courses across genres and disciplines and in their future careers.

Course Learning Outcomes

- Explore and analyze, in writing and reading, a variety of genres and rhetorical situations.
- Develop strategies for reading, drafting, collaborating, revising, and editing.
- Recognize and practice key rhetorical terms and strategies when engaged in writing situations.
- Engage in the collaborative and social aspects of writing processes.
- Understand and use print and digital technologies to address a range of audiences.
- Locate research sources (including academic journal articles, magazine and newspaper articles) in the library's databases or archives and on the Internet and evaluate them for credibility, accuracy, timeliness, and bias.
- Compose texts that integrate your stance with appropriate sources using strategies such as summary, critical analysis, interpretation, synthesis, and argumentation.
- Practice systematic application of citation conventions.

Required Texts

This is a Zero Textbook Cost Course. The syllabus contains links to reading assignments that can be found online.

Course Requirements

Discussion Board Posts: (5%)

- Summaries and/or Response to readings: During the semester I will be asking you to post summaries and/or responses to reading assignments on Blackboard. The purpose of these posts is to facilitate our in-class discussion of the reading material.
- Reflections: I'll periodically ask you to reflect both on what you know about writing and how you applied that knowledge to complete assignments in this class, your other classes, and your non-academic life. The purpose of these reflections is to help you develop your ability to describe what you know about writing. The better you are able to name what you know, the better able you are to apply that knowledge in a wide array of situations. These assignments will also help you to compose a Theory of Writing at the end of the semester.

Writing Assignment #1 - Source-Based Essay (20%)

Assignment Resources:

- retorical situation
- author and audience
- tone and purpose
- genre and medium
- stance and language

Goals for this Assignment:

With this assignment, we want you (our audience) to get some practice with the rhetorical terms that we list above (our purpose). We will use these rhetorical terms throughout the semester; they form the basis of the course. Throughout the course, we want to develop your understanding of how rhetoric and writing function in social contexts. You'll be able to use what you learn about rhetoric in this course and apply it in any other course that requires writing. We also want to familiarize you with CCNY's academic databases. You already know how to search for material on the open web; a better understanding of how to make use of academic databases will expand the range of materials to which you have access. (Notice our tone and language here: professional, but not too academic. Accessible, but not casual.)

Technical Details:

For this assignment, you will write a source-based article (that is, you'll do some research in CCNY's academic databases) in which you will describe the rhetorical elements—author and audience, tone and purpose, genre and medium, and stance and language—of four sources that you have found in CCNY's academic databases and on the open web on the subject of your choice. You need to have at least four sources, and they must include a web site (including social media posts), a magazine article, a newspaper article, and a scholarly source (we'll discuss "scholarly sources" in detail during the class). With the exception of the website, you must locate your sources within CCNY's academic databases. We recommend that you use Academic One

File, Opposing Viewpoints in Context, and the National Newspaper Index, but the choice is up to you.

For each article you choose, you will provide a brief summary, describe its author and audience, tone and purpose, genre and medium, and stance. In your analysis, you'll not only identify, for example, the writer's purpose—to inform, to persuade, to argue, or something else—but also what in the text tells you what the purpose is. If, for example, I think the article's purpose is to argue, I'd point out phrases like "In this article I argue," or point out where the author makes specific claims about their subject. You'll also need to look at both the articles you choose and the publication in which they appear. Looking at the publication's web site will give you a lot of information about your article's purpose and audience.

Finally, you'll make connections between the various articles that you analyze. In what ways are your various sources similar or different?

Format:

In this essay, you're describing a series of articles. Instead of making an argument, as school essays often do, you're exploring your sources from a rhetorical perspective. The essay should include:

- A general introduction, that tells the reader what your subject is
- Rhetorical analyses of four sources
- Your thoughts about the relationships between the rhetorical elements of your sources.

With the exception of the general introduction, your essay doesn't have to be in this exact order. You might, for example, want to talk about author and audience across all of your sources at the same time instead of separately presenting the audience analysis for each article.

Length: 6-7 pages, including citations (1,500-1,750 words)

Submission: Through Blackboard (we'll go through the process in class)

Evaluation Rubric:

Have you...

- Used four different genres for your sources?
- Identified and made comparisons between the various rhetorical aspects of your sources, including rhetorical situation, purpose, audience, genre, and stance?
- Uploaded your assignment to Bb?

Writing Assignment #2 - Inquiry-Based Research Essay (30%)

Assignment Description:

For this assignment, you will write a 8-10 page (2,000-2,500 words) research essay. The objective in developing this inquiry-based research essay is probably not like other research essays with which you may be familiar. In an inquiry-based essay, the development of a research question is the cornerstone of the essay, providing a guideline for you to follow your research wherever the information takes you. The careful formulation of a solid research question about your topic is crucial to ensure your inquiry will be effective. Once you have developed a question—and that question has been approved by your instructor—you'll conduct research that will help you answer it.

In order to answer that question, we ask you to identify an article to serve as a model for the essay you are writing. Your essay will take on the general shape and contours of that model essay. You'll perform a rhetorical analysis of your source article—its rhetorical situation, author, audience, tone, purpose, genre, medium, stance and language—as a way to mimic these aspects in the essay that you'll write. Since each student's model essay is unique, the essays each of you write will be different. Although all of the essays will be some version of a research essay, some will argue for particular positions, some will be explanatory or investigative in nature, and some will be intended to inform. Your sub-genre's conventions—where the thesis goes and how it's worded, how the claim/support structure is arranged, its visual presentation, and how it concludes—will determine, but not dictate, the arrangement of your own essay. Genres are socially agreed up methods of arrangement, but they're flexible.

Once your research question is finalized, you will look for information that will help you explore and, perhaps, answer your question. Your aim here will be to make use of the research that you discover to help you to shape your essay. To do that, you'll need to find a variety of sources that are relevant to your topic and read them carefully enough that you'll be able to summarize their main points for use in your essay. You'll want to be sure that you've included at least one opposing point of view.

The following types of research must be incorporated into your essay:

- An interview with a member of a non-profit organization, or an observation of an event organized by a non-profit organization
- At least 4 academic sources
- At least 3 popular media sources

Throughout the research process, you will write several short assignments in various genres. These genre assignments are designed to keep your research focused, to have you reflect on the research process and your sources so that you might better analyze them, and to help you present strong ideas in your essay. Each genre assignment is designed to help you through various stages of your research.

Evaluation Rubric:

Have you...

- included four scholarly and three popular sources in your essay?
- modeled my essay on an existing publication, adopting its genre conventions for your own essay?
- completed the preliminary reflection, the research proposal, the report on research in process, and the final reflection?
- applied citation style conventions in both in-text and end of text references?

Parts of this assignment:

Writing Genre #1: Research Topic Reflection

This reflection will be based on your topic exploration and initial research. You'll reflect on what may have inspired the desire for further inquiry, including how you came up with the question, why it might be important, and how you plan to explore the question in your research. If you can't decide on a single question at this point, write about the top three you have in mind. We'll work together on narrowing your focus into one final research question, and we'll evaluate examples of strong research questions.

Writing Genre #2: Research Proposal (1-2 typed, single-spaced pages)

The proposal should identify the specific, final research question that you determine based on your initial exploration/research. Your proposal should discuss the same ideas as the topic reflection, but should be a more finely tuned presentation of the question your research will explore. You will need to include:

- Your research question with some context. What is it about this question that interests you? Why is it relevant to social justice or social action?
- A timeline; by what point will you have completed research for secondary sources?
- A description of your audience and the name of a publication and a model essay (with a URL, if relevant) for which your essay might be appropriate.
- A bibliography of the work you have so far completed.

NOTE: This assignment is the last chance to change your research question. Once your proposal has been approved, the question you propose is final.

Writing Genre #3: Report on Research in Progress (1-2 typed, single-spaced pages)

In this report you will provide an update on your research in progress. You should provide the following information:

- Discuss the sources you have found so far and analyze their credibility
- Provide details about each source: how was each found, what makes it viable, and how you imagine each one effectively supporting your ideas

- Identify a source you found while conducting your research but have discarded, and explain why you are excluding it
- Discuss a source you are considering using, but about which you are still unsure, and explain your uncertainty
- Identify what's missing in your research, and speculate about information you are still seeking from additional sources

Writing Genre #4: Post-Essay Reflection

Your purpose in this assignment is to reflect on your most recent essay to demonstrate what you know about writing. If you can, you should also describe what you have learned about writing—what do you know about writing that you didn't know in August?

Before you begin your essay, write a brief paragraph in which you identify your audience and the impact your audience has on your genre, language, and tone. Some possible audiences include next year's entering students, a human resources department at an agency that hires communication specialists in your field, or the US Secretary of Education.

Address the various aspects of writing that we have practiced—generating thoughts, peer review (both in and out of class), research (finding sources and generating your own material through interviews and observations), synthesis (making connections between your ideas and the ideas in your research sources), your drafting process, and anything else that seems important to you.

Submission: Through Blackboard

Writing Assignment #3 - Composition in Two Genres (20%)

For this assignment, you will move from researching and analyzing your topic, as you did in the Research Essay, to creating a composition that uses two different genres to communicate to a targeted audience about that same topic. You will use your previous research to inform your creative strategy and help you make the rhetorical choices necessary to create an effective composition. These two genres are up to you to decide upon, based on your analysis of the rhetorical situation and the way in which you respond to it.

In this assignment, you will strategically target a specific audience(s), then develop key messages to communicate to that audience—based on knowledge of your topic gained from developing the research essay—and finally create two genres designed to communicate those messages to your audience(s). You will also write a rationale to communicate the connections between genres and your strategies for choosing them, and you will write a reflection that will consider the effect of these choices on your audience.

This assignment requires you to engage your critical thinking, rhetorical awareness, and reflection capabilities in order to most effectively communicate with your specified audience.

Your strategy will determine the choices you make in communicating to your audience, how you present the research, and what you create to convey your message. The composition will include:

- Two genres of communication created for your audience(s)
- A rationale for your composition (1-2 pages) that orients your reader to the purpose of your work and its significance to your audience
- A reflection (1-2 pages) that outlines the process from audience strategy to final composition, exploring the rhetorical choices—genre, stance, and rhetorical situation—you made in creating this project

Potential Genres:

You may use any genres you feel are appropriate to your audience. The strategy you develop will guide you in choosing the genres you want to create. Communicating effectively to your audience by choosing genres best suited to conveying your message will determine the potential effect of your composition. The genres that you choose must be approved by your instructors.

Just as you did for the research essay, for this composition project you will engage in a series of short writing assignments designed to help you focus your thinking about audience, message, and outcome before you begin the composition.

Parts of this assignment:

Short Assignment #1: Potential Genres Proposal

For this assignment, you will explore various genres that might be appropriate to your project, and write a proposal outlining the ones you're thinking about using in your composition. This proposal is designed to help you explore several possible genres and then narrow in on a strategy for the two specific genres you will ultimately use in your project. You should also consider your audience strategy as you write this.

Short Assignment #2: Audience Strategy

This strategy will be developed based on your research essay and your genres proposal. The audience strategy is the blueprint or foundation of your composition, so it is critical to develop a strategy with the end effect in mind. Planning in advance about how you will communicate your ideas to an audience will ensure its success; poor planning will result in a less-than-effective final project.

Short Assignment #3: Reflection on Your Composition

In this reflection, you will analyze the process of moving from your research essay to your composition project, as well as think through questions that involve the key terms. Think about what rhetorical choices you have made, and consider the following questions:

- 1) Audience—what barriers in communicating to your audience(s) did you encounter? How did you overcome these barriers?
- 2) Process—how was the composing process different from your research essay?

3) Genre—why did you choose the two genres that you did? How did the genre affect the audience choice?

4) Reflection—what rhetorical practices did you find yourself using? Were they effective in the way you presented them?

Evaluation Rubric:

Have you...

- completed all of the short assignments, responding to the questions in each assignment in sufficient detail?
- created two genres of your composition?

Writing Assignment #4 - Portfolio and Theory of Writing (25%)

This assignment gives you a chance to reflect on what you know about writing, and how what you know shapes your decisions about how you write. Reflection gives you a better understanding of what you know about your subject. This semester we have used reflection in this way on several occasions. For this final assignment, you'll use reflection to develop a theory of writing. Your theory of writing will serve as the introduction to your portfolio—it should be on the introductory page to your portfolio website. The digital portfolio should contain, at a minimum, all of the major writing assignments from this semester—the Inquiry Based essay, the Source Based Essay, the Composition in Two Genres, and the Theory of Writing—plus anything else (reflections, work from other classes or your non-academic life, or something else) that will support the claims you make in your theory of writing.

Through your application of key rhetorical terms—rhetorical situation, audience, author, tone, purpose, genre, medium, stance, and language—you have been developing your theory of writing and exploring how it informs your practice of writing. We have also engaged in several writing strategies—brainstorming, peer review, and revision. As a result of your work with these rhetorical concepts and writing strategies, you have had the opportunity to create a knowledge base of writing and its practices.

For this assignment, describe your theory of writing. Using the key terms and strategies, describe what you believe it is important to know about writing. Then, describing your writing process and your writing for this semester, describe how what you believe about writing shapes your writing. Use examples from your work for this class, for other classes, or, if useful, your non-academic life to demonstrate this relationship between theory and practice.

Frame your theory of writing as a narrative—what did you believe about writing coming into this class, and how has that theory changed with each assignment? If there were any significant events that had an impact on you—a certain assignment, comments from peers and instructors, or something else—use that event as a way to shape your narrative. What is different about how you

write now? Be sure to describing writing that took place outside this classroom—your theory of writing should be expansive enough to shape your writing across multiple contexts.

This final reflection is an opportunity for you to demonstrate your increased knowledge in writing—the practices of writing, the key terms, and any specific skills you’ve acquired.

Final Grade Breakdown

Discussion board posts 5%
Writing Assignment #1 20%
Writing Assignment #2 30%
Writing Assignment #3 20%
Writing Assignment #4/Portfolio 25%

Course Policies

Plagiarism and Academic Integrity:

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion. Read the full Academic Integrity Policy [here](#).

Attendance:

Students are expected to attend every class session of this course and to be on time. If you miss five classes, your final grade will be dropped by one-half of one letter (a 90 to an 85, for example). If you miss six classes, your final grade will be dropped one full letter. If you miss seven classes, you will not be able to pass the course. Consistent late arrivals and early departures will have a negative impact on your grade. I will notify you by email if course absences (for full or partial classes) are having an impact on your grade. If you have special circumstances, please see me. I’m happy to work with you to help you complete this course.

Late Work:

All assignments must be submitted at the specified time on the date they are due. If an assignment is late, your grade will be dropped by one-half of one letter (a 90 to an 85, for example) for each 24-hour period that passes after the time in which it was due. Technological malfunctions are not an excuse for late work.

Student Code of Conduct:

<http://www.ccnycuny.edu/studentaffairs/community-standards>

Food and Drink:

No eating allowed in the classroom. Drinks are welcome. Please be sure to clean up after yourself when class is over.

Phones, Devices, and Other Electronics:

Laptops and tablets are welcome and encouraged for in-class writing activities and peer review. The instructor reserves the right to revoke this privilege if laptops and tablets are used for purposes outside the realm of this course. Cell phones are strictly prohibited except when permission for use in class has been approved by the instructor.

Resources for CCNY Students:

Student Support Services Program, NAC 6/148:

<https://www.ccnycuny.edu/sssp>

SSSP invites new students, especially incoming freshmen and transfers at the start of fall, to join us up to our 500-student cap. SSSP students should be either first-generation college students OR have a family income below a certain threshold. SEEK students are not eligible to join as SSSP's services in many ways mirror SEEK's. To apply, complete the application at https://www.ccnycuny.edu/sssp/sssp_application. Accepted students have full access to SSSP's services, which include academic advising, personal counseling, and tutoring in the Academic Resource Center in Marshak 1104. Tutoring supports all disciplines, and offers SSSP students the only online, 24/7 writing review service currently offered at City. Students requesting in-person writing tutoring are assigned to the same tutor for a series of meetings which can be weekly or customized to the students' schedule of due dates.

Gateway Advising Center, NAC 1/220:

<http://www.ccnycuny.edu/gateway/>

Students without a declared major can receive academic advising, especially if you have questions about your course of study, core requirements, etc.

AccessAbility Center, NAC 1/218:

<http://www.ccnycuny.edu/accessability/>

The AccessAbility Center/Student Disability Services (AAC/SDS) ensures full participation and meaningful access to all of City College's services, programs, and activities.

The Writing Center, NACA Third Floor (entrance off the Amsterdam Avenue plaza):

<https://www.ccnycuny.edu/writing>

The City College Writing Center offers one-on-one assistance for students working on writing assignments and projects from any discipline.

SEEK Peer Academic Learning Center, NAC 4/224:

<https://www.ccnycuny.edu/seek>

Offers counseling and peer tutoring for students in need of academic and financial support who have registered for the SEEK Program.

Course Schedule

Week 1 (8/26-8/30)

8/27

In-class Activities

Introduction of Key Terms

Rhetorical Situation

Author and Audience

Tone and Purpose

Genre and Medium

Stance and Language

Homework for 8/29:

- Familiarize yourselves with course website and course schedule
- Read “Why Gay Rights is a Republican Value”_

<https://www.nytimes.com/2019/07/02/opinion/why-gay-rights-is-a-republican-value.html>

8/29

Course overview: schedule and assignments

Posting to the Blackboard (Bb) discussion forum

Group Discussion: Rhetorical Analysis of “Why Gay Rights is a Republican Issue”<https://www.nytimes.com/2019/07/02/opinion/why-gay-rights-is-a-republican-value.html>

Who is the author of this piece? Is this author credible? Why?

Who is the author’s audience, and how do you know?

What is the author’s tone, and how do you know?

What is the author’s purpose, and how do you know?

What is the genre? What are the features of this genre?

What is the author’s stance toward his subject? How do you know?

Homework for 9/3: Read “Reflective Writing and the Revision Process: What were you Thinking?” <http://parlorpress.com/pdf/giles--reflective-writing-and-the-revision-process.pdf> and Post a brief summary of the essay to Blackboard

Week 2 (9/2-9/6) - Please note that class meets only one time this week because Thursday classes follow a Monday Schedule.

9/3

Class Discussion: Reflective Writing and the Revision Process

Brainstorming: Developing a topic for the semester. During this activity, you'll start to develop a semester-long research project. It begins with this first assignment: identify an issue that you'd like to learn more about. Although you'll be able to change your topic before the next essay assignment, you'll be creating more work for yourself if you do.

Homework for 9/10:

Write Reflection #1 (see description below) and Post on Bb.

Reflection #1: During the semester, I'll periodically ask you to reflect both on what you know about writing and how you applied that knowledge to complete assignments in this class, your other classes, and your non-academic life. The purpose of these reflections is to help you develop your ability to describe what you know about writing. The better you are able to name what you know, the better able you are to apply that knowledge in a wide array of situations. These assignments will also help you to compose a Theory of Writing at the end of the semester.

In this first reflection, tell me what you know about writing. Tell me about the kinds of writing assignments you have been given, what you did to go about answering them, and how you assess your abilities as a writer. Include descriptions of non-school writing, too: anything you do in your home life, for work, or for pleasure or professional advancement.

9/5

NO CLASS - Monday Schedule

.

Week 3 (9/9-9/13)

9/10

Introduction to Writing Assignment 1: A Source-Based Essay

Introduction to CCNY's Academic Databases: Academic OneFile, Opposing ViewPoints in Context, and the National Newspaper Index

In this activity, you'll be introduced to CCNY's Academic Databases. You'll use the databases to identify four sources, each a different genre, to use for your rhetorical analysis.

Homework for 9/12:

Post a first draft of Writing Assignment #1; Source-Based Essay to Bb. It should be a complete rhetorical analysis of one article. Bring a printed copy to class on 9/12 for peer review.

9/12

Peer review: first draft of Writing Assignment #1; Source-Based Essay, the rhetorical analysis of one article.

Class discussion: what similarities and differences did you notice?

Homework for 9/17:

Read “Navigating Genres” <http://writingspaces.org/essays/navigating-genres> and Post a Summary and Response to the article on Bb

Homework for 9/18:

Due on Bb Sept. 18th at 5pm on Bb: second draft of Writing Assignment #1. This should be a draft of your complete Source-Based Essay, using all four sources.

Week 4 (9/16-9/20)

9/17 - Lecture

Class Discussion: “Navigating Genres”

MLA citation workshop

Discussion and review of examples.

Homework for 9/18 (Due September 18th at 5pm on Bb):

Second draft of Writing Assignment #1: complete Source-Based Essay.

Sign up for conference time on Blackboard for either 9/19 or 9/24

9/19 - Conferences

Week 5 (9/23-9/27)

9/24

Conferences

Homework Assignment for 9/26:

Before class on 9/26, post the final draft of Writing Assignment #1, your source-based essay.

9/26

Introduction to Writing Assignment #2: An Inquiry-Based Research Essay (30 mins)

Genres: Review the concept and identify a genre that you might be interested in copying.

Addressing Domestic Violence Against Women: An Unfinished Agenda

More Research Could Help Prevent Gun Violence in America

Homework for 10/3:

Read Lloyd Bitzer's The Rhetorical Situation

Week 6 (9/30-10/4)

10/1

NO CLASS - Rosh Hashanah

10/3

Discussion: The Rhetorical Situation (45 mins)

In-class rhetorical analysis of Lloyd Bitzer's "The Rhetorical Situation"; discussion of reading strategies

- Read the introductory section quickly, without pausing
- Read it a second time more carefully, noting points of clarity and confusion; identify language that tells you the subject of the essay
- Summarize in a sentence or two the article's central idea
- What's the language in Bitzer's essay that tells you what the main point is?
- What questions do you have about the text? Does your lack of understanding of any aspect of the text prevent you from understanding the main idea?

Homework for 10/10:

1. Reflection #2: What you've learned about rhetoric so far

Open up the discussion board post in which you first wrote about the kinds of writing you are asked to do. Reread your notes. Then, consider and write a reflection to these questions:

How is what you have learned about writing so far this semester similar to what you learned before you came to this class? How is it different? Illustrate your example by describing your experiences.

How has your understanding of the rhetorical terms changed since the beginning of the semester? Illustrate this change, or lack of change, with examples from this or other classes or your non-academic life. What questions do you still have?

What writing have you encountered in other classes this semester? Have you been able to apply what you've learned in this class to other class writing assignments? Have you encountered situations in which you needed to write but couldn't use what you've learned in this class?

Describe the process of writing your first essay. How did you go about incorporating the research and the rhetorical terms? How did this process affect your understanding of writing?

2. Write and Post Genre Work #1 - Research Topic Reflection: what do you want to study, and why?

Post this reflection to the discussion board on Bb.

Week 7 (10/7-10/11)

10/8

NO CLASS - Yom Kippur

10/10

Peer review Genre Work #1: Research Topic Reflection: what do you want to study, and why?

Examples of Research Essay Questions (30 mins)

What is the Gender Pay Gap, and Is It Real?

Introduce examples of and discuss good research questions; what makes a good research question? (30 mins)

Resources for Developing Research Questions

Explanation of Genre Work #2: Research Proposal

Homework for 10/15:

Before class time on Tuesday 10/15, Post Genre Work #2: Research Proposal, on the discussion board

Week 8 (10/14-10/18) No classes 10/14; Wednesday, 10/16 classes follow a Monday schedule.

10/15

Peer Review Genre Work #2: Research Proposal

Discussion of Genre and Design.

Explanation of Genre Work #3: Report on Research in Progress

Homework for 10/22:

Genre Work #3: Report on Research in Progress

10/17

Portfolio Workshop; create a site at the CAC; post source-based essay to this site.

Homework for 10/22:

Genre Work #3: Report on Research in Progress

Homework for 10/24:

Post first draft of Writing Assignment #2: Inquiry-Based Essay before class on Tuesday 10/24.

Week 9 (10/21-10/25)

10/22

Peer review, Genre Work #3: Report on Research in Progress

Homework Assignment for 10/24:

Post First Draft of Writing Assignment #2: Inquiry-Based Essay (on Bb)

Sign up for conference time on Blackboard for either 10/24 or 10/29

10/24

Conferences

Week 10 (10/28-11/1)

10/29

Conferences

10/31

Introduce Writing Assignment #3: Composition in Two Genres

Brainstorm Short Assignment #1: Potential Genres Proposal (30 mins)

Homework Assignment for 11/5:

Before class, post final draft of Writing Assignment #2: Inquiry-Based Essay and Genre Work #4: Post-Essay Reflection to the discussion board.

Week 11 (11/4-11/8)

11/5

Brainstorm Short Assignment #2: Audience Strategy (30 mins)

Website development; add Inquiry-based Essay to portfolio

Homework for 11/7:

Before class, post first drafts of Potential Genres and Audience Strategy Short Assignments

11/7

Peer review, Potential Genres and Audience Strategy Assignments

Homework: Begin work on final drafts of Potential Genres and Audience Strategy Assignments

Week 12 (11/11-11/15)

11/12

Class discussion about Composition in Two Genres Assignment; look at examples

Homework: Sign up for conference time on Blackboard for either 11/14 or 11/19

11/14

Conferences

Week 13 (11/18-11/22)

11/19

Conferences

Homework for 11/21:

Post final drafts of Potential Genres Proposal and Audience Strategy Assignments before class on 11/21.

11/21

Introduction to Theory of Writing assignment

Week 14 (11/25-11/29) Thanksgiving; No classes 11/28 and 11/29

11/26

Peer review/Conferences: Writing Assignment #3: Composition in Two Genres

Homework for 12/3: Before class on 12/3, post final draft of Writing Assignment #3:
Composition in Two Genres

Week 15 (12/2-12/6)

12/3
Theory of Writing assignment workshop

12/5
In class work on TOW

Homework for 12/10:
Post first draft of Theory of Writing, before class

Week 16 (12/9-12/13) Last day of Class December 12

12/10
Present Theory of Writing Examples

12/12
Theory of Writing peer review
Wrap-Up Discussion
Last Day of Class

Week 17 (12/16-12/20)

12/20: LAST DAY OF TERM
POST FINAL PORTFOLIO AND FINAL THEORY OF WRITING DUE BY TODAY, 12/20