
CLASS CALENDAR

(Any necessary changes will be announced in class and posted to BBL. Readings and homework are due by the date listed on the syllabus.)

All weekly readings should be completed by the start of class Monday unless otherwise specified.

WEEK 1 (JAN. 8-10)

Introduction week and get students started reading from selected sources (magazines, online magazines, etc.). Students will read and take notes on a number of texts.

WEDNESDAY

IN-CLASS TOPICS/ACTIVITIES:

- Syllabus and introduction to class and ePortfolio.
- Start reading and creating a reading log.

WEEK 2 (JAN. 13-17)

Introduction to the exploratory essay assignment. By the end of the week, students will pick their reading, submit their topic to Bb, and start brainstorming toward their essay.

READINGS:

Norton ch. 2 “Reading in Academic Contexts” and ch. 27 “Writing as Inquiry”

MONDAY

IN-CLASS TOPICS/ACTIVITIES:

- Introduction to exploratory essay assignment and model essay.
- Continue reading / reading log.

WEDNESDAY

- Share findings with class in small groups.
- Choose an article and start the brainstorming process.

WEEK 3 (JAN. 20-24; NO CLASS JAN. 20)

Conference Week: No class.

Students are required to sign-up for a conference slot and meet with me. **Failure to attend a scheduled conference will count as one (1) absence.**

WEEK 4 (JAN. 27-31)

Peer review and Weebly set-up week.

MONDAY

- Peer review: Bring a paper copy of your draft to class.

WEDNESDAY IN-CLASS TOPICS/ACTIVITIES:

- Students get free Weebly account / website (make sure to choose the free option).
- Set up theme and pages for weebly website.
- Discuss potential multimodal elements that would enhance the exploratory essay when it is published to your website. Practice employing those elements on the website.

EXPLORATORY ESSAY DUE END OF WEEK 4

Sunday, 2 February 2020 by 11:59 p.m.

WEEK 5 (FEB. 3-7)– INTRODUCTION TO RESEARCH

READINGS:

- Norton ch. 15 “Annotated Bibliographies and Reviews of Scholarly Literature”
- Norton pp. 730-735 “Annotated Bibliography: Seoul Meets Body”
- Norton Ch. 3 “Summarizing and Responding”

MONDAY:

- Reflection on and Dialogic self-assessment of exploratory essay.
- Post exploratory essay to Weebly. Use white space and headers as appropriate.

WEDNESDAY:

- Response to readings.
- Introduction to annotated bibliography assignment; work with model texts.

WEEK 6 (FEB. 10-14)– LIBRARY VISIT

READINGS:

- Doing Research section—Chs. 47-54.

MONDAY:

- Prewriting/Invention Activity

WEDNESDAY

- Meet in Library on Wednesday, February 12th in Gorgas 104

WEEK 7 (FEB. 17-21)

Conference week. No class.

Submit draft of annotated bibliography to turnitin and review originality report. Ask instructor if you have questions about the turnitin report.

Students are required to sign-up for a conference slot and meet with me. **Failure to attend a scheduled conference will count as one (1) absence.**

WEEK 8 (FEB. 24-28)– MIDTERM GRADING (FEB. 28);

MONDAY:

- Bring a paper copy of your draft to class.
- Complete a peer feedback session.

WEDNESDAY:

- Discuss potential multimodal elements that would enhance the annotated bibliography when it is published to your website. Practice employing those elements on the website.

END OF WEEK 8

Annotated Bibliography due Sunday, 1 March 2020 by 11:59 p.m.

WEEK 9 (MAR. 2-6)

Students will reflect on the annotated bibliography. Introduction to the researched essay assignment and discuss the differences between an argumentative and an informative approach to this assignment. Students should pick which approach is best after considering the research they found on their topic.

READINGS:

- Norton ch. 12 “Reporting Information”
- Ch. 13 “Arguing a Position”
- “Seoul Meets Body” Norton pp. 772-776
- Listen to a song

MONDAY:

- Introduction to researched essay assignment and work with model texts.

- Small group activity on readings.

WEDNESDAY:

- Pitch for your researched essay.
- Brainstorming, outlining, and subdivision of topics session for researched essay.

WEEK 10 (MAR. 9-13)

This week, students should practice integrating their source texts with their original ideas. Students will practice their summary, paraphrase, and quotation skills this week. You may be asked to bring in a paper copy this week (TBD).

READINGS:

- Norton Ch. 50 “Synthesizing Ideas”; Norton Ch. 51 “Quoting, Paraphrasing, and Summarizing”;
- Norton Ch. 35 “Beginning and Ending”

MONDAY:

IN-CLASS TOPICS/ACTIVITIES:

- Work on synthesizing material and integrating quotations.
- Claim/support/explanation pattern to build paragraphs.
- Building a compelling essay; thinking about intros and conclusions.

HOMEWORK:

- Collect your sources from the annotated bibliography and store them in a Drive/Box folder.
- Librarian visit prep homework

WEDNESDAY:

LIBRARIAN WILL VISIT CLASS ON WEDNESDAY 11 MARCH 2020. PLEASE BE ON TIME!

WEEK 11 (MAR. 16-20)

SPRING BREAK; NO CLASSES

WEEK 12 (MAR. 23-27)

Conference week. No class.

Bring an outline/proposal or rough draft of your researched essay to your conference. Printed, emailed, or on your personal device is okay.

Students are required to sign-up for a conference slot and meet with me. **Failure to attend a scheduled conference will count as one (1) absence.**

WEEK 13 (MAR. 30-APR. 3; NO CLASS APR. 3)

Draft and revision week.

Bring a paper copy of your draft to class Monday.

MONDAY:

- Feedback sessions – either conferences, peer review, or whole class workshops of student writing.

WEDNESDAY:

- Lesson on the following (according to class needs): Plagiarism prevention lesson, balancing sources and author voice, global revision vs. lower-order editing, sentence drafts to examine sentence variety and structure, use of multimodal elements.

END OF WEEK 13

Researched essay due Sunday, 5 April 2020 by 11:59 p.m.

WEEK 14 (APR. 6-10)

During this week, students will reflect on the researched essay and brain-storm their whole semester reflection.

MONDAY:

- Reflection on and dialogic self-assessment of researched essay
- Review ePortfolio assignment and final reflection instructions.

WEDNESDAY:

- Students start revising ePortfolio websites and getting ePortfolios ready for the showcase.
- Students start drafting the reflection essay for the ePortfolio.

WEEK 15 (APR.13-17)

Students will continue creating the final reflection and getting their ePortfolio ready for the showcase.

MONDAY:

- Share portfolio with classmates in small groups.

WEDNESDAY:

- Continue drafting the reflection essay for the ePortfolio.
- Continue work on ePortfolio.
- Continue sharing student examples and discussing digital literacy.

WEEK 16 (APR. 20-24) STUDY WEEK

MONDAY:

- Last day we'll meet in classroom.
- Receive Portfolio Interactive Assignment and discuss with classmates

EPORTFOLIO SHOWCASE: WEDNESDAY 22 APRIL 2020 FROM 9-2 P.M.:

SUBMIT YOUR INTERACTIVE ASSIGNMENT BY THE END OF THE DAY

****FINAL EXAM—PORTFOLIO DUE** (APR. 27-MAY 1)**

YOUR EPORTFOLIO SHOULD BE READY FOR GRADING BY: 9:30 PM. 30 APRIL 2020