



English 1301 Composition I: Introduction to Writing Studies as Scholarly Inquiry

Semester: Fall 2021: 8/23/2021 – 12/10/2021, 16-week semester
English 1301.108/148CL: T/TH 9:30-10:50am, LRC 247

Associate Professor Dale Serda, MFA

Campus Email: dserda@com.edu

Communication Policy: Email me at dserda@com.edu using your COM email, please. I do not check Blackboard messages with much frequency. I only use that function to message your major project comments. You may of course also call me during office hours and/or leave me a voicemail. Lastly, I highly recommend you message me via COM's Office 365 Microsoft TEAMS as it is convenient, and we can often dialogue quickly through it.

Communicating with your instructor: ALL electronic communication with course instructors must be through your COM email and COM's Microsoft Office 365 TEAMS. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means.

Office Phone: (409) 933-8497

College of the Mainland Office:

Learning Resource Center (LRC), Building #8, Suite B Rm #240
Humanities Department

Student Hours/Conference/Office Hours: LRC Suite B Rm. #240 Humanities Dept.

Monday through Thursday: 8:30am-9:30am

Tuesday: 1:20-2:20pm

Friday: 8:30-11am

*If these office hours do not work with your schedule, email, or message me via Office 365 Microsoft TEAMS, and we'll arrange a different time to do a video conference. I can also answer questions quickly throughout most of the day via TEAMS. At the latest, I will answer the next morning.

NOTE: Regarding Microsoft Teams, access it through the COM homepage. Access it through the "Office 365 & Email" button next to the "Blackboard" button. "Teams" is one of the apps available through Office 365. There is no cost as a result.

Suggested Resources/Reference Texts:

Consider PURCHASING: *A Pocket Style Manual* handbook by Diana Hacker and Nancy Sommers (either 7th or 8th editions should be fine; there is a 9th edition, but it's not required that you buy the newest version of this handbook) NOTE: The page numbers in this syllabus correspond with the 8th edition. Purchasing a used and/or older copy should work fine provided you are resourceful and can locate the most current MLA guidelines if your used copy is lacking them.

FREE: The OWL Website (the Purdue University's Online Writing Lab): <http://owl.english.purdue.edu/>

FREE: You should also have a college level dictionary to use every time you read an article, etc. Keep a list of new terms and notes that help you understand them. I recommend free online dictionaries/apps.

*****Core Semester Readings:** These are available for downloading and reading on **Blackboard** (BB) as PDFs under the “Content” link on the left-side menu. There are free printers on campus if you prefer to read off paper. This is my recommendation if it’s possible although these articles are long, so I do not recommend you print them at home. You are always responsible for keeping up with the syllabus course calendar. It begins on page eleven of this syllabus. Stay on top of it, please.

Framing Texts: We’ll use these texts to frame our discussion about writing all semester:

1. Stuart Greene: “Argument as Conversation: The Role of Inquiry in Writing a Researched Argument”
2. Deborah Brandt: “Sponsors of Literacy”
3. Christina Haas and Linda Flower: “Rhetorical Reading Strategies and the Construction of Meaning”
4. Nancy Sommers: “Revision Strategies of Student Writers and Experienced Adult Writers”
5. Ronald T. Kellogg and Alison P. Whiteford: “Training Advanced Writing Skills: The Case for Deliberate Practice”
6. Christy Teranishi Martinez, Ned Kock, and Jeffrey Cass: "Pain and Pleasure in Short Essay Writing: Factors Predicting University Students' Writing Anxiety and Writing Self-Efficacy"
7. Margaret Kantz: “Helping Students Use Textual Sources Persuasively”
8. Linda Flower and John R. Hayes: “The Cognition of Discovery: Defining a Rhetorical Problem”

Recommended Items for Class:

- Flash drive for your own storage needs (you don’t need a new one if you have one). Get into the habit of saving your work (backing it up) *many* times during a single writing session. I also recommend using Office 365 since it’s free with your COM tuition, and it provides free cloud-based storage.
- Two-pocket folder or binder for your handouts and paper drafts
- **Notebook for in class writing/notetaking; pens, pencils, etc.**
- Near **DAILY access to the Internet (there are labs and free WiFi on campus).**
- Access to Microsoft Word or Macintosh Pages software. (Turn in all work as **.doc/.docx** files.) You may of course use Office 365 for all your word processing needs since it’s free with your COM tuition. Access it through the COM Homepage. The button for it is next to the Blackboard button.

Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer such as Amazon, Half Price Books, etc. You can also elect to not purchase the handbook for this class. Using the OWL at Purdue site is a good alternative.

General Course Description:

ENGL 1301 Composition I: The course is an intensive study of and practice in college-level academic reading and writing processes. We will practice moving from invention and researching to drafting, revising, and editing, both individually and collaboratively and for the purpose of making all writing public. We will emphasize effective rhetorical choices, including audience, purpose, arrangement, and style. Finally, we’ll focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

Note: ENGL 1301 is a pre-requisite for all 2000-level literature courses. This change was a result of recommendations by the English faculty group for the 2011 Learning Objectives project.

Course Prerequisites: TSI Reading 351 and TSI Writing 340 and Essay of 4 OR TSI Writing less than 340, and ABE at least 4, and Essay of 5.

IMPORTANT: The Daily Grade Work in the First Half of Class:

For the daily assignments for the first part of the semester, you will be responsible for downloading, printing, annotating, and responding to all daily readings. I will have paper copies in class, but if you misplace anything, all documents are available for viewing and printing on Blackboard.

In your end of the week written responses to the assigned texts, you might, *for example*, interpret the week's scholars' (the authors') arguments *then* assert *your own claim* about an implicit insight in the text or about an element the scholar might have overlooked or under-discussed that you might have experienced personally. You will then support your position with direct and/or indirect evidence from the text and your own anecdotal experiences/evidence as a reader and writer. Doing this helps you connect your understanding of the text to your personal experience as a student while contributing to our academic conversation. The idea for the daily posts is to practice developing thesis-driven writing. Concentrate on developing the argument in support of the major claim spelled out in your thesis. In these short writing assignments for the first half of the course, narrowing our scope and deepening and expanding our thinking and corresponding writing is the objective.

The goal of academic writing is to develop a worthwhile thesis and evidence-based conversations with peers that help foster new ideas by the process of asking and attempting to answer good questions. Generating new ideas is difficult but working toward that end is productive and can become habitual, which is the overall goal of this course (and every course I teach).

You are responsible for posting 250+ word synthesized, weekly (minimum, not maximum) responses on Blackboard Discussion Board. These are **DUE Fridays at 8am**.

Your posts should synthesize the texts we read for the week and should help extend the thinking in them. You will need to cite evidence from all the week's assigned texts in your weekly posts. You can also include past readings that help you shape, support, or expand on your ideas.

Your objective is to build on conversations we construct on **Blackboard in the Discussion Board** in response to the readings. You will also consider the "Serda Discussion Questions" I provide for each reading because they help you think about the assigned texts. The weekly writing you'll do requires you forge connections between texts. Drawing from a variety of our assigned readings will enrich your understanding of their potential interconnectedness and help you practice writing about these connections. Our weekly writing will also help you learn to consistently document multiple texts in a single written response. These are skills you need to practice as you work toward preparing to write the higher stakes, multi-page, researched essays which are the major projects for this class.

Your daily grades will consider the following: the quality of your Blackboard response to the assigned reading and your comments on your peers' Blackboard posts (you're responsible for a minimum of one thought-provoking quality response for two different peers per post). Keep in mind, you must be *actively participating on Blackboard* to ensure a quality understanding of **the texts and how to analyze**

and write about them. **Also keep in mind your daily grades and participation account for 40% of your semester grade.** Long story short, this portion of your overall grade is key. Success is about work ethic, commitment, efficiency, and resourcefulness. ***Please note that because this is an English Composition course and thus, a reading and writing course, you will need to set aside AT LEAST between 2-4 hours of reading, thinking, and writing time TWICE a week to keep up with the work in this class. While I will expect you to keep up with reading and annotating (notetaking) for each class, you will be writing for a grade once a week for the first part of the semester.

YOUR ORIGINAL DISCUSSION QUESTION (DQ): You will also be responsible for including an original, thought-provoking, open-ended discussion question with each of your Blackboard Posts. These questions will help show me the way your brain works; they will also serve you as points of entry for developing longer writing and/or to help your peers respond to your post. Reiteration: *The purpose of the Blackboard posts and discussion question is to further push along our Discussion Board class discussions and to forge new, debatable (and thus, potentially thought-provoking and insightful) connections.* Aim to be original and divergent in your thinking.

MAJOR PROJECTS:

For the major projects in this course, I'll provide detailed assignment sheets well ahead of time as noted in your syllabus course calendar (see below). I will also provide student examples of most work in this course so that you can self-evaluate the quality of your work. Furthermore, I will provide you with marginal notes on your major projects in addition to end comments and a numerical grade. For the Daily Grade Blackboard Discussion Posts, I provide a rubric in this syllabus, student examples, and short content and mechanics comments for your benefit. Should all this fail to provide you with the kind of assistance you'd like or require, please contact me during office hours and consider visiting **The Tutoring Center in TVB 1306 (details on the Center below) or scheduling virtual time with a tutor to get more personalized attention.**

MECHANICS HOMEWORK (self-monitored):

The detailed course calendar includes Mechanics Homework assignments. These are self-monitored, study focus assignments that will ensure your Discussion Board posts and major projects are mechanically accurate. **I will expect for the mechanical accuracy (editorial accuracy) of your Discussion Board posts to improve each time you post because of the Mechanics Homework assignments and because of my editorial notes on each of your posts.** This will be the way I evaluate your progress, and you will see your grades reflect this progress as we proceed with the course. Note: I will grade more leniently at the beginning of the course and expect you to improve with each passing assignment and thus, will increase my expectations and will grade less leniently as the course progresses. NOTE: If I see recurring mechanical/grammatical issues, I'll make note of them in my responses to your posts. Eventually, I will ask you to seek tutoring if the issue doesn't resolve itself. Take advantage of the Tutoring Center. I did when I was in your place as a new college student, and the tutors helped me solve my writing issues very quickly. I hope the same for you.

Should you need more assistance than the feedback and resources I provide you, please see me in person or visit The Tutoring Center in TVB 1306.

Course Requirements/Grading Formula:

Project #1 Literacy Narrative and Analysis	10%
Project #2 Autoethnography: Subjective Experience as Evidence	10%
Project #3 Annotated Bibliography: Secondary Research for Pro. #3	10%
Project #4 Student Scholarship: The Researched Argument	20%
Project #5 Oral and Visual Presentation of Project #3 Research	10%
Daily Grades/Professionalism/Everything Else	40%

Total:	100%

Course Grade Determination: I will use both low-stakes (Daily Grades such as class participation on Blackboard posts) and high-stakes reading, writing, and speaking assessments (such as the major projects) to help you understand and practice the critical thinking and analytical strategies necessary to meet the course’s Student Learning Outcomes. You will receive grades along with written comments on all major assignments and grades and short comments on Blackboard posts **submitted on time**. All late work will receive a grade but likely no comments. Please speak to me during office hours if you feel this syllabus does not properly explain how you will be evaluated this semester.

Grading Rubric for Blackboard Daily Grade Posts (out of ten points):

10 – These posts are insightful, thought provoking, and mechanically strong. There is a well-developed, debatable, analytical thesis. They push the class conversation forward in surprising ways. The author successfully connected multiple class readings to generate and support complex ideas. All evidence is explained well and cited correctly.

9 – These posts are insightful, thought provoking, and for the most part, mechanically accurate. There is a well-developed, debatable, analytical thesis. They attempt to push the class conversation forward; these feel somewhat original and new to the class conversation. The author connected more than one of the class readings to attempt to generate complex ideas. All evidence is explained well and cited correctly.

8 – These posts are solid responses though not overly original or thought provoking; they have some mechanical errors. The author connected more than one of the class readings to attempt to generate interesting claims and ideas. The evidence may or may not be cited correctly.

7 – These posts are on time and meet minimum expectations. There is often no properly cited evidence in these posts. There may or may not be efforts to connect multiple texts. NOTE: Late posts can earn up to a 7 if they are very high quality.

6 – These posts show minimal effort; though on time, they are below average in content and mechanics. There is rarely properly cited evidence in these. NOTE: Late posts can earn up to a 6 if they are good quality.

5 – These posts are submitted late, and their content is at least average.

0-4 – These posts are submitted late, and their content is below average.

Grading Scale:

A 90-100% = Excellent work; superior in both style and content.

B 80-89% = Good work; solid content

C 70-79% = Average work; **meets the minimum requirements**

D 60-69% = Below average work; does not meet the requirements

F 50-59% = Failing work; deficient in mechanics, style, and content; all late work will lose half credit

FN Grading: The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor.

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook. https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf. *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.* https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

IMPORTANT: MLA and APA Formatting

All work should be typed, double-spaced, use a standard 12-point Times New Roman font, have 1-inch margins, and have page numbers with your last name preceding it for MLA. For major project APA-style papers include a title page plus the page number and the "Running Head," colon, and your title for APA as a header at the top of each page. Use the automatic Word function to insert page numbers and surnames for MLA and headings for APA. Do not plug these in manually. These are on the top right corner, etc. Use MLA or APA style guidelines for all writing in this class. **My default will be to operate with MLA to be consistent.** I will want you to familiarize yourself with both MLA and APA if your future profession prefers you to use APA (for example, nursing and science courses require APA knowledge). Be consistent throughout the document. Stick to either MLA or APA. If you are using APA for your writing, I ask you use the MLA style heading for all Daily Posts regardless. Contact me via Teams if you need further clarification. Reference the student examples to see what I mean. They are labeled "student examples" and are available with each Discussion Board forum.

As my personal preference, I ask students to put the word count below the date in the page heading for Daily Posts. Also, include a Works Cited (MLA) or References list (APA) always. All writing should include directly quoted and/or paraphrase and summarized evidence with related in-text/parenthetical citations.

NOTE: I will not read or score any work that doesn't meet the minimum requirements. All major projects will be submitted as Microsoft Word document attachments via Blackboard. All Daily Work posts should be simply copy/pasted from Word into the Discussion Board forum text boxes. This saves readers time since we don't have to download then open these very short assignments to read them and reply to

them. If when you copy/paste your work from Word into the Discussion Board forum threads, you lose spacing or formatting, don't fret too much; I care most that the elements exist, and you attempted to get the spacing and formatting right. It is easy to determine if you did from my end. **Note: It might be necessary for you to use these keyboard keystroke combinations when copying/pasting from Word to the Blackboard text boxes: Control A, Control C, and once you're on Blackboard, Control V.**

Make-Up /Late Work Submission Policy:

If you submit anything late but within twenty-four hours after the assignment is due, you will automatically lose *some* credit *up to* a letter grade. If you submit your work past twenty-four hours, I will accept it for half credit in most cases, though if the work is exceptional, I might credit the work up to 70%. What this means, is always aim for high quality writing even if the work is late. The last day I'll accept any work will be Wednesday night (11:59pm) of the last week of class.

Attendance, Participation, & Drop by Instructor Policy: Participation contributes to your Daily Grade average. This is a **participation-heavy** workshop course. The success of the course depends on the community we build; thus, your presence in class and on Blackboard is vital. I reserve the right to drop you after four **consecutive** missed assignments without notice from you. In sum, your active engagement is key.

IT'S BEST TO COMMUNICATE WITH ME IF YOU KNOW YOU'LL BE UNABLE TO FINISH ASSIGNMENTS ON TIME. Reference the Late Work Submission Policy above.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is October 6. The last date to withdraw from the 16-week session is November 19. The last date to withdraw for the 2nd 8-week session is December 2.

Student Computer Labs:

The Innovations Lab (409-933-8370 or 409-933-8153) in Technology Vocational Building #1324 is open to all COM students Monday through Thursday 7:30am to 7pm and Friday from 8am to 2pm. Printing is free there. The Library Computer Lab is open Monday through Thursday from 8am to 9pm, Friday from 8am to 5pm, and Saturday from 9am to 1pm; it's located on the first floor of the LRC. Printing is free there also. You may also print in The Speaking, Reading, Writing Center (see above for location details).

The Themes of Rhetorical and Critical Thinking, Writing Studies, and Scholarly Inquiry in This

Classroom: Welcome to this composition I class which I've titled, "Introduction to Writing Studies as Scholarly Inquiry." In this class, we will be reading about, writing in response to, and researching the theories and practices of scholarship in the field of reading and writing. Our class work will push you to be deeply reflective and deliberate about your own processes as readers, writers, and thinkers. As student scholars and communicators, you are at the beginning of a long and fruitful career as critical and rhetorical thinkers and contributors to the world around you; learning how to communicate effectively and with greater critical and rhetorical awareness will help you sift through your ideas and arrive at those that are fresh, unique, and worth exploring. This course will be a space to nurture your creativity and break through preconceived notions of writing, reading, thinking, listening, and speaking. We will learn writing and research are processes involving recursive steps and that a piece of writing is never quite finished, but rather, work in progress.

About Me: My Teaching Philosophy:

Learning is fluid. Learning takes place both inside and outside the classroom. It continues long after we leave school. In this course, we will think of ourselves as creators of meaning. We will also regard ourselves as active learners and contributors. I specify “active” because I want to foster a sense of inquiry, reflection, communication, and interaction. All these lead to *autonomy* which relates to self-reliance and self-realization. In other words, I hope to help you become selfishly aware of what the world offers you and in turn, what you can offer the world.

Additionally, we will work to think objectively while valuing our own subjectivity. We will acknowledge that to be good citizens, we must be able to be objective and subjective in tandem. Yet, before we go off on our unique paths toward self-actualization, I ask that we learn to work together to bring what we learn from the outside in and take what we learn here outside.

I am both a life-long teacher and student. Both identities allow me to be particularly sensitive to what works and does not work in the classroom. Additionally, I push myself to make connections between what I learn and teach in a course and the life that continues outside it. Bridging the two makes what I do in school, as both a teacher and student, much more relevant and meaningful for me. I hope to encourage you to seek those connections also.

Moreover, I recognize you have been a student a long time. You will join this course with a wealth of experience, wisdom, and knowledge, and because I understand your importance, this will be a student-centered course where we will push boundaries together.

Success Tips for Students: Mechanics and The Tutoring Center - TVB 1306:

I am interested foremost in the sharing of ideas through dialogue (that is, dialogue in form of reading, writing, research, discussion, etc.); because of this, I will not spend **too** much time working on mechanics, such as grammar, punctuation, MLA/APA style formatting rules, and citation conventions **during** most class meetings for English 1301. We **will** spend **SOME** time on this **DAILY** for the first half of the semester through the Mechanics Homework, and I expect you to self-monitor and guide your progress. That said, I encourage you to become well acquainted with The Tutoring Center (TVB 1306), **to use your A Pocket Style Manual handbook with greater regularity than the syllabus course calendar dictates**, and to actively use The OWL at Purdue Web site (<http://owl.english.purdue.edu/>) because I will hold you responsible for mastery of all of these related concepts. **In sum, be a true college student: Take initiative. Be resourceful.**

Master our English language conventions and reinforce them each time you speak, read, or write for this class and all other speaking or writing instances. *As a college student, have dictionary.com on your computer and phone to actively expand your vocabulary. Make this a private endeavor.

The Tutoring Center (TVB 1306) is staffed with tutors. Let them be a part of the team that helps you become the best communicator possible. Additionally, your peers and I will also be available to help you. I am specifically here to help you, so don't be shy; use the office hours I offer to your advantage. **Visit <https://com.mywconline.com/> to schedule a tutoring appointment with The Tutoring Center. Students come back raving about how helpful the center is. Take advantage.**

Stay on top of the course outline and calendar below. Look ahead and work ahead of deadlines.

A Note from The Tutoring Center: The Tutoring Center provides free tutoring services to students, staff and faculty seeking assistance for writing, reading and oral presentations for academic and non-academic assignments/projects. Located in the Technical Vocational Building, Room 1306, the center provides face-to-face and online tutoring sessions in a welcoming environment. Appointments can be made in person, or on the center scheduler at com.mywconline.com, or by clicking The Tutoring Center icon on the COM website. The center is open six days a week!

ADA Statement:

Any student with a documented disability needing academic accommodations is requested to contact Holly Bankston at 409-933-8520. The Office of Services for Students with Disabilities is in the Enrollment Center's Student Success Center: <http://www.com.edu/counseling/disability-services>

Counseling Statement: Any student needing counseling services is requested to please contact Holly Bankston in the student success center at 409-933-8520 or hbankston@com.edu. Counseling services are available on campus in the student center for free and students can also email counseling@com.edu to set up their appointment. Appointments are strongly encouraged; however, some concerns may be addressed on a walk-in basis.

Early Alert Program:

The Counseling Center at College of the Mainland has implemented an Early Warning Program. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Warning Program, you will be contacted by someone in the Counseling Department. As student success and retention is very important to us, someone from the Counseling Department will schedule a meeting with you to see what assistance they can offer for you to meet your academic goals.

COVID-19 Statement: All students, faculty, and staff are expected to familiarize themselves with materials and information contained on the College of the Mainland's Coronavirus Information site at www.com.edu/coronavirus. In compliance with Governor Abbott's May 18 Executive Order, face coverings/masks will no longer be required on COM campus. Protocols and college signage are being updated. We will no longer enforce any COM protocol that requires face coverings. We continue to encourage all members of the COM community to distance, when possible, use hygiene measures, and get vaccinated to protect against COVID-19. Please visit com.edu/coronavirus for future updates.

Classroom Conduct Policy:

College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the on-line Student Handbook. https://www.com.edu/student-services/Student_Handbook_2020-2021_v3.pdf

Students should always act in a professional manner. Disruptive students will be held accountable according to college policy. Any violations of the Code of Conduct will result in a referral to the Office for Student Conduct and may result in dismissal from this class.

Academic Dishonesty:

Any incident of academic policy will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty – such as cheating on exams – is an extremely serious offense and will result in a **grade of zero** on that exam, assignment, or project, and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action.

Plagiarism:

Plagiarism is using someone else’s words or ideas and claiming them as your own. Plagiarism is a very serious offense. **Plagiarism includes paraphrasing someone else’s words without proper citation and attribution, copying directly from a website, and pasting it into your paper, and using someone else’s words without quotation marks.** Any assignment containing any plagiarized material will receive a grade of zero, and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action.

Links on Avoiding Plagiarism: https://owl.purdue.edu/owl/avoiding_plagiarism/index.html

Concerns/Questions Statement

If you have any questions or concerns about any aspect of this course, please contact me using the contact information provided at the top of the first page of this syllabus. If, after discussing your concern with me, you continue to have questions, please contact the Humanities Department Chair, Brian Anderson at 409.933.8186 or banderson@com.edu.

Student Learning Outcomes for COM’s English department:

Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays (Formal Standard English).
6. Evaluate choices and actions of others or one’s own and relate consequences to decision-making.

Student Learner Secondary Outcomes:

1. Demonstrate knowledge of MLA bibliographic and citation systems.
2. Use technology in the writing process.

General Education Core Objectives:

- 1. Critical Thinking Skills:** Students will demonstrate creative thinking, innovation, and the ability to analyze, evaluate, and synthesize information.
- 2. Communication Skills:** Students will develop, interpret, and express ideas through written, oral, and visual communication.
- 3. Teamwork:** Students will consider different points of view and work effectively with others to support a shared purpose or goal.
- 4. Personal Responsibility:** Students will evaluate choices and actions of others or one’s own and relate consequences to ethical decision-making.

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment

1. Demonstrate knowledge of individual and collaborative writing processes.	Teamwork (TW)	Blackboard Discussions Peer Reviews
2. Develop ideas with appropriate support and attribution.	Unmapped	Blackboard Discussions Essays
3. Write in a style appropriate to audience and purpose.	Communication Skills (COM)	Blackboard Discussions Essays Peer Review Project (#3) Oral/Visual Presentation
4. Read, reflect and respond critically to a variety of texts.	Critical Thinking Skills (CT)	Blackboard Discussions Essays (#3) Peer Review
5. Use edited American English in academic essays.	Unmapped	Blackboard Discussions Essays Peer Review Class Discussions Mechanics HW Oral Presentation of Research
6. Evaluate choices and actions of others or one's own and relate consequences to decision-making.	Personal Responsibility (PR)	Peer Review Essays (#3) Oral Presentation of Research

College of the Mainland Technology Outage Policy

If College of the Mainland's technology (like Blackboard) experiences problems that impede you from submitting work on deadline, contact me as soon as possible. You will have twelve hours from the time you emailed or called me to submit your work provided the technology is restored. You will receive no penalty if I have evidence that you attempted to submit work but faced difficulties outside your control.

The GCIC Academic Symposium: COM's GCIC Academic Symposium is an opportunity for students to showcase their best academic and creative projects. I chair this event and am therefore especially

motivated to help you gain knowledge concerning it. Speak with me if you'd like to learn more and/or visit: <http://www.com.edu/symposium>. Participation in the symposium helps develop your professional skills, widens your professional networks, and should be noted on your resume. This year, the symposium is Friday, April 1, 2022. The abstract submission deadline is Friday, Feb. 25, 2022, at 11:59pm.

Course Outline/Calendar
English 1301 | Fall 2021 | 16-Week Calendar
8/23/2021 – 12/10/2021
(Tentative/Subject to change with notice)

MODULE 1: Learning to Join the Academic Conversation;
This is What it Means to Be a Scholar

As a class, we will ask and attempt to answer this set of questions from as many angles as possible:
What is “academic discourse”? What does it mean to read, write, think, discuss, and research at the college level? Is this what “academic discourse” means? And is this relevant to the world outside academics and college?

Week 1, Day 1: M-F, August 23-27

In class:

Introductions, nameplate with major and high school
Syllabus
Optional handbook and Mechanics Homework
Blackboard app
Outlook app
Teams app
Office 365 (Word, One Drive, Stream)

Homework:

Read Greene and annotate it. We will begin our course reading, thinking, and writing by considering what it means to engage in academic discourse at the college level. Stuart Greene, the author of the assigned essay, sets out to explain what academic discourse is. Essentially, it is learning to thoughtfully **argue** which means to offer audiences well thought out ideas and providing strong evidence and explanations in support of them. The purpose of this is an attempt to converse and share ideas with your peers/colleagues/community. The intent of these conversations is to push ideas forward, which is to say, to stimulate others intellectually and maybe even into ethical action. **Bring the annotated article to class. Bring a spiral notebook for in-class writing. Bring syllabus for reference.**

Week 1, Day 2: M-F, August 23-27

In class:

Working groups for the semester
Group work on Greene
Discuss Greene as a class
Notebook Reflections
Hands on Blackboard, MLA, Discussion Board, student examples
Office 365, Word

Mechanics Homework:

1. Review in-text citations (also called parenthetical citations) for directly quoted, summarized, and paraphrased textual evidence. Use *A Pocket Style Manual* p.110-121 or the OWL at Purdue.
2. Review “Understanding the Differences Between an Argument and a Thesis” link inside the “Syllabus Response” folder inside “Module 1” on the “Content” link on BB.

Homework:

Write Greene’s 250+ word post due Friday, August 27 at 8am. Write your thesis-driven, evidence-supported, and cited post on Microsoft Word first; once you are convinced it is ready, copy and paste it onto Blackboard’s Discussion Board. This post will be worth a Daily Grade. Use MLA style guidelines. Include an original Discussion Question.

Remember to comment for at least two of your peers’ Greene posts. Once you’re done, read through page 173 (stop right before “Sponsorship and the Rise in Literacy Standards”) on Brandt’s “Sponsors of Literacy.” Annotate as you read and come to class ready to discuss your understanding and ideas in response to Brandt.

Week 2, Day 1: M-F, August 30 - September 3

In class: Come to class ready to discuss the first half of the Brandt article. Bring your annotated article and your spiral notebook for in class journaling and notes.

Group work on Brandt
Discuss Brandt as a class
Notebook Reflections

Mechanics Homework:

1. All good argumentative writing has a clearly laid out thesis. Review this source again and be sure you understand the relationship between the thesis, claims, evidence, analysis, and explanation, and how these contribute to the overall argument. Review this source: <https://clas.uiowa.edu/history/teaching-and-writing-center/guides/argumentation> It’s available in the “Greene” folder inside Module 1 on the “Content” link on Blackboard. It’s the “Understanding the Differences Between a Thesis and an Argument” link.

Homework:

Read the rest of Brandt’s article. Annotate as you read and come to class ready to discuss your understanding and ideas in response to Brandt’s entire article. You’ll be writing in response to it for your weekly post.

Week 2, Day 2: M-F, August 30 - September 3

In class:

Group work on Brandt
Discuss Brandt as a class
Notebook Reflections
Introduce Project #1: Literacy Narrative and Analysis

Mechanics Homework:

1. Review in-text citations (also called parenthetical citations) for directly quoted, summarized, and paraphrased textual evidence. Use *A Pocket Style Manual* p.110-121 or the OWL at Purdue.
2. Review “Understanding the Differences Between an Argument and a Thesis” link inside the Brandt folder.

Homework:

Write Brandt’s 250+ word post due Friday, September 3 at 8am. If you can do so logically, incorporate Greene into your work. Write your thesis-driven, evidence supported and cited post on Microsoft Word first; once you are convinced it is ready, copy and paste it onto Blackboard’s Discussion Board. This post will be worth a Daily Grade. Use MLA style guidelines. Include an original Discussion Question.

Remember to comment for at least two of your peers’ Brandt’s posts. Once you’re done, read through the Project #1 handout and begin drafting. You may use your Brandt post as a place to begin the drafting process though that is not a requirement, and it may not necessarily be relevant to the way you want to handle Project #1. Bring your first draft to class by either saving it to Office 365’s One Drive and/or Office 365’s Word and/or a flash drive, etc.

Week 3, Day 1: M-F, Sept 6 - 10

Monday class: Today is the Labor Day holiday. Develop your first draft fully and bring three printed copies formatted according to MLA style guidelines for Wednesday’s class. Make sure you have your heading, a working title, your Works Cited, in-text citations, and that the document is double-spaced. We’ll have peer review on Wednesday. Make a Tutoring Center appointment (online or f2f) to get a professional opinion on your draft as you develop it. Make sure to provide the tutor with your Project #1 handout.

Tuesday class: Come to class ready to work on your draft for Project #1 in class. As soon as you get to class, turn on your computer and open your draft that you began at home this past weekend and continue working. Come to class with questions about the work. Make a Tutoring Center appointment (online or f2f) to get a professional opinion on your draft as you develop it. Make sure to provide the tutor with your Project #1 handout.

Mechanics Homework:

1. Ensure your Project #1 meets MLA formatting guidelines and that your analysis has correctly cited evidence from Brandt’s article. Your Work Cited should include the citation for Brandt. If you also referenced Greene’s article, please correctly cite his work too. Use your handbook or the OWL at Purdue site to monitor your MLA formatting usage.
2. Make sure you are using “signal phrases” to introduce all directly quoted material. Look up “signal phrases,” “lead-in phrases,” and/or “integrating sources” in the handbook’s index or use these terms to run a search on the OWL at Purdue site.

Homework: Finish writing your first full draft and bring three printed copies formatted according to MLA style guidelines for Wednesday/Thursday’s class. We’ll have peer review then. Be on time. You’ll be working with your group on peer review.

Week 3, Day 2: M-F, Sept 6 - 10

In class:

Peer review of Project #1 draft with group. Please be on time and bring three printed copies of your

draft.

Mechanics Homework:

1. Before you submit your revised and edited Project #1, ensure it meets MLA formatting guidelines and that your analysis has correctly cited evidence from Brandt's article. Your Work Cited list should include the citation for Brandt. If you also referenced Greene's article, please correctly cite his work too. Use your handbook or the OWL at Purdue site to monitor your MLA formatting usage.

Homework:

Submit Project #1 by Friday, September 10 at 8am. Make sure it meets all minimum requirements for Project #1. Submit it as a Word document attachment on a new thread you begin for the Project #1 Discussion Board forum.

After, please read the Haas and Flower article, annotate it fully, and bring it to class with you. Please be ready to discuss your ideas.

NOTE: This kind of article, the "peer-reviewed, scholarly article" is written by researcher-scholars. Brandt's article was also written for peer scholars while Greene's article was written specifically for readers like you, new college students. In this case, these researchers are studying first-year composition students like you to better understand what processes you use when you read and what processes more advanced students use when they read. The central research question Haas and Flower start with is something like **what are the reading processes of new and experienced students?** The purpose is always to learn more about how to help novices or beginner college students become more effective readers, writers, and researchers. As always, I suggest you use my Discussion Questions to help you think as you read and to serve as a model questions for the ones you might develop for yourself as you prepare your written response at the end of the week.

Week 4, Day 1: M-F, September 13 - 17

In class: Come to class ready to discuss the Haas and Flower article. Bring your annotated article and your spiral notebook for in class journaling and notes.

Group work on Haas and Flower
Discuss Haas and Flower as a class
Notebook Reflections

Mechanics Homework: Review common comma rules. Use the handbook's index in the back to look up "commas" or run a search on the OWL at Purdue site.

Homework:

Read Sommer's article. Annotate as you read and come to class ready to discuss your understanding and ideas. You'll be writing in response to it for your weekly post.

Week 4, Day 2: M-F, September 13 - 17

In class:

Group work on Sommers
Discuss Sommers as a class

Notebook Reflections

Mechanics Homework: Where do periods and commas go when you have in-text citations? Figure this out, please. Reference the handbook or the OWL at Purdue, please.

Homework:

Write a single response that incorporates evidence from both the Haas and Flower and Sommers articles. Please post your 250+ word response by Friday, September 17 at 8am. Write your thesis-driven, evidence supported and cited post on Microsoft Word first; once you are convinced it is ready, copy and paste it onto Blackboard's Discussion Board. This post will be worth a Daily Grade. Use MLA style guidelines. Include an original Discussion Question.

Remember to comment for at least two of your peers' posts. After, read and annotate the first part of Kellogg and Whiteford's article. Read up to page 256. Stop right before the "Working Memory Constrains Writing Development" section. Bring the annotated article with you to class. Please be ready to discuss your ideas.

Week 5, Day 1: M-F, September 20 - 24

In class: Come to class ready to discuss the Kellogg and Whiteford article. Bring your annotated article and your spiral notebook for in class journaling and notes.

Group work on Kellogg and Whiteford
Discuss Kellogg and Whiteford as a class
Notebook Reflections

Mechanics Homework: Review semi-colon usage, run-on sentences, and fragments. Reference the index for *A Pocket Style Manual* and/or run a search on The OWL at Purdue Website.

Homework:

Read the rest of the Kellogg and Whiteford article. Annotate as you read and come to class ready to discuss your understanding and ideas. You'll be writing in response to it for your weekly post.

Week 5, Day 2: M-F, September 20 - 24

In class:

Group work on Kellogg and Whiteford
Discuss Kellogg and Whiteford as a class
Notebook Reflections

Mechanics Homework: Where do periods and commas go when you have in-text citations? Figure this out, please. Reference the handbook or the OWL at Purdue, please.

Homework:

Write a response that incorporates evidence from the Kellogg and Whiteford article. Please post your 250+ word response by Friday, September 24 at 8am. Write your thesis-driven, evidence supported and cited post on Microsoft Word first; once you are convinced it is ready, copy and paste it onto Blackboard's Discussion Board. This post will be worth a Daily Grade. Use MLA style guidelines. Include an original Discussion Question.

Remember to comment for at least two of your peers' posts. After, read and annotate the Martinez, Kock, and Cass article. Bring the annotated article with you to class. Please be ready to discuss your ideas.

Week 6, Day 1: M-F, September 27 – October 1

In class: Come to class ready to discuss the Martinez, Kock, and Cass article. Bring your annotated article and your spiral notebook for in class journaling and notes.

Group work on Martinez, Kock, and Cass
Discuss Martinez, Kock, and Cass as a class
Notebook Reflections

Mechanics Homework:

1. Review apostrophe usage in contractions and when using apostrophes to indicate possession. Reference "apostrophe" in *A Pocket Style Manual* or in the OWL at Purdue.

Homework:

Read the Kantz article. Annotate as you read and come to class ready to discuss your understanding and ideas. You'll be writing in response to it for your weekly post.

Week 6, Day 2: M-F, September 27 – October 1

In class: Come to class ready to discuss the Kantz article. Bring your annotated article and your spiral notebook for in class journaling and notes.

Group work on Kantz
Discuss Kantz as a class
Notebook Reflections

Mechanics Homework:

1. What does "subject-verb agreement" mean? Reference the Grammar section in *A Pocket Style Manual* or run a search the OWL at Purdue.

Homework:

Write a response that incorporates evidence from the Martinez, Kock, and Cass and Kantz's articles. Please post your 250+ word response by Friday, October 1 at 8am. Write your thesis-driven, evidence supported and cited post on Microsoft Word first; once you are convinced it is ready, copy and paste it onto Blackboard's Discussion Board. This post will be worth a Daily Grade. Use MLA style guidelines. Include an original Discussion Question.

Remember to comment for at least two of your peers' posts. After, read and annotate the final assigned article from me by Flower and Hayes. Bring the annotated article with you to class. Please be ready to discuss your ideas.

Week 7, Day 1: M-F, October 4 - 8

In class: Come to class ready to discuss the Flower and Hayes article. Bring your annotated article and your spiral notebook for in class journaling and notes.

Group work on Flower and Hayes

Discuss Flower and Hayes as a class

Notebook Reflections

Introduce Project #2: Autoethnography: Subjective Experience as Evidence

Homework:

Reread the Project #2 handout and develop ideas for your draft. Begin drafting and come to class ready to work on your draft in class and chat with your group about the progress of your ideas. Come to class with questions for your group about where you might take your draft. Make a Tutoring Center appointment (online or f2f) to get a professional opinion on your draft as you develop it. Make sure to provide the tutor with your Project #2 handout.

Week 7, Day 2: M-F, October 4 - 8

Come to class ready to work on your draft for Project #2 in class. As soon as you get to class, turn on your computer and open your draft and continue working. Come to class with questions about the work. Consult with your peer group members while in class. That's an appropriate use of your time for at least some of the work today.

Mechanics Homework:

1. Ensure your Project #2 meets MLA formatting guidelines and that your analysis has correctly cited evidence from the assigned class articles. Use your handbook or the OWL at Purdue site to monitor your MLA formatting usage.
2. Make sure you are using "signal phrases" to introduce all directly quoted material. Look up "signal phrases," "lead-in phrases," and/or "integrating sources" in the handbook's index or use these terms to run a search on the OWL at Purdue site.

Homework: Finish writing your first full draft and bring three printed copies formatted according to MLA style guidelines for Monday/Tuesday's class. We'll have peer review then. Be on time. You'll be working with your group on peer review. **NOTHING DUE TO BLACKBOARD THIS FRIDAY.** Make a Tutoring Center appointment (online or f2f) to get a professional opinion on your draft as you develop it. Make sure to provide the tutor with your Project #2 handout.

Week 8, Day 1: M-F, October 11 - 15

In class:

Peer review of Project #2 draft with group. Please be on time and bring three printed copies of your draft.

Homework:

Use your peer review feedback to revise and edit your Project #2. **Submit Project #2 by Friday, October 15 at 8am.** Make sure it meets all minimum requirements for Project #2. Submit it as a Word document attachment on a new thread you begin for the Project #2 Discussion Board forum. If you haven't, make a Tutoring Center appointment (online or f2f) to get a professional opinion on your draft as you develop it. Make sure to provide the tutor with your Project #2 handout.

**MODULE 2: Adding to the Academic Conversation;
Practicing the Art and Science of Scholarship**

Week 8, Day 2: M-F, October 11 - 15

In class:

Though you are still working on revising and editing Project #2 for Friday submission, in class, I'll introduce Projects #3-4, and we'll spend time brainstorming for the next phase of our course.

Develop a list of variables and questions with peer groups
Choose a partner for Projects #3-4 (and #5)

Example questions that combine reading and writing as research variables with future professions. Make sure to identify the variables in each question so you can consider modifying any of them for questions that fit your needs. These questions are meant to help you. I do not require you select from them. You are free to develop your own.

What is reading/writing/reading/communication like in my future profession?
Does academic reading and writing prepare nursing/engineering/process technician (etc.) students for what it's like to read and write as professionals?
Is critically thinking and academic-level communication required of process technicians?
What kinds of problems with communication do doctors face?

Here are examples of questions that don't stem from future professions but rather, from past or current experiences:

Are good readers good writers?
Is writing in the sciences the same as writing in the humanities?
What kinds of problems do first-generation Latinas face in college?
How can first-generation college students achieve academic success?
Do social media participation help increase reading and writing literacy?
How does writing and other performative arts impact our identities?
Is visual rhetoric as persuasive as other forms of rhetoric (verbal? Text -based? Musical?)
Are traditional rhetorical elements present in modern day social media platforms?
How does public rhetoric (like news, pop culture, and politics) affect our personal rhetoric?
Can reading and writing affect our cognitive processing?
Does reading and writing affect our empathy?
How does gender and/or ethnicity affect *what* we read and write and *how* we read and write?
Does confidence affect our ability to academically achieve success?
What is the effect of notetaking (annotation) on reading, writing, and learning (retention, comprehension, memory, etc.)?

Mechanics Homework:

1. Before you submit your revised and edited Project #2, ensure it meets MLA formatting guidelines. Insert a "page break" before your Work Cited to ensure it has its own page at the end of your essay.

Homework:

Submit Project #2 by Friday, October 15 at 8am. Make sure it meets all minimum requirements for Project #2. Submit it as a Word document attachment on a new thread you begin for the Project #2 Discussion Board forum.

Communicate with your Project #3 partner and finalize your research question. Develop a list of related variables and be sure to be in class Monday/Tuesday because I will show you how to use the academic database and you will search and select scholarly articles. Consider using Microsoft Teams to virtually meet with your partner.

Week 9, Day 1: M-F, October 18 - 22

In class:

Get research question approved by me
Academic Database Orientation (by Prof. Serda) – DO NOT BE ABSENT, PLEASE
Create EBSCO account (and other database accounts as needed)
Work with your partner to select scholarly articles

Homework:

Each of you please complete the library tutorial and quiz. **Email me or bring me a hard copy of your completed tutorial quiz by Friday, Oct. 22 at 8am.** Go to <http://libguides.com.edu/research>

Finalize your article selection with your partner and save all articles to your EBSCO or ProQuest accounts. If I approved any of them, print them if possible and begin reading and annotating them.

Week 9, Day 2: M-F, October 18 - 22

In class: Today is a Project #3 Workday. You may continue locating and narrowing down final selections for research articles on the COM library databases for approval. Once all your articles are approved, begin reading and annotating them. Because I require each of you to read so few scholarly articles, I expect each article to be read as well as possible for the annotated bibliography summaries. I need to physically see each article. I want to ensure they are relevant and comprehensible.

Homework:

Submit your Library Tutorial Quiz via email by Friday, October 22 at 8am. Also, submit your first draft of your two summaries for your part of Project #3. I will skim to see that you are all heading in the right direction. Come to class next week ready to continue and finish your co-written Project #3 Annotated Bibliography. Consult with your partner to ensure you are both doing work that broadens and deepens your team's understanding of the relevant secondary research.

Week 10, Day 1: M-F, October 25 - 29

In class: Consult with your partner and begin revising and editing summaries and combine your separate Project #3 summaries into a single working document. Develop a system using Office 365's Word to have a single document. Make a Tutoring Center appointment to have a professional review the content of each of your summaries. Someone who has never read the articles should have a good understanding of the most relevant aspects of each of the researched articles because of reading your summaries.

Homework:

Continue reading, annotating, and writing for on Project #3. You will submit it this Friday.

Week 10, Day 2: M-F, October 25 - 29

In class:

Finish writing, revising, and editing Project #3. You and your partner are responsible for providing each other feedback and seeking additional feedback from the Tutoring Center.

Homework:

Submit Project #3 by Friday, October 29 at 8am. Make sure your co-written annotated bibliography meets all minimum requirements for Project #3. Submit it as a Word document attachment on a new thread you begin for the Project #3 Discussion Board forum. Submit your co-written Project #3 twice: once under your name and once more for your partner. Both names should appear in the heading. Please come to class ready to learn about the primary research phase: the case study.

Week 11, Day 1: M-F, November 1 – 5

In class:

You and your partner will develop a list of the major conclusions from the secondary research phase. You will also consider whether the secondary research question was suitably answered and reflect on what new questions emerged from the secondary research and/or what questions didn't get answers to your team's satisfaction.

For today, we'll work on the above while also discussing case studies and brainstorming good case studies frameworks and methodologies for your team. You and your partner will develop a primary research plan while in class for my approval. **I recommend three considerations for possible methodologies with one or more of these being appropriate: artifact analysis, qualitative questionnaires or interviews, and quantitative surveys.**

We will discuss the importance of protecting your participants' identity/anonymity.

Homework:

Begin developing your primary research instruments. Come to class ready to get my approval.

Week 11, Day 2: M-F, November 1 – 5

In class:

Today is a Workday for your primary research. I expect you to finalize details while in class and begin gather data for analysis this weekend.

Homework:

Collect data for your primary research. **Post your 100-word+ status report by Friday, November 5 at 8am.** Each student in class should post to earn a grade. If you co-write the post, please post it twice and use the subject line to clarify what you did. Aim to finish collecting your data before class next week. Come to class ready to analyze its patterns and trends.

Week 12, Day 1: M-F, November 8 – 12

In class:

You will analyze your primary research data, draw conclusions that aren't necessarily obvious, formulate an evidence-based argument, and think about implications. Consider the following questions: What patterns and trends did we see in the data? What conclusions did we draw from them? Which of your conclusions has the most interesting implications? The most relevant implications? The most surprising implications? How do your conclusions figure into the pre-existing "on-going" conversation the scholars in your secondary research articles had? Did you answer your team's primary research question?

I expect to see you and your partner co-write your written response to the above. This will become the beginning of your drafting phase.

Homework: Begin outlining your Project #4 with your partner. Decide how you will go about co-writing Project #4. Will you each write different sections, or will you draft separately and combine? Or will you swap the draft back and forth while each time adding specific word minimums and setting deadlines?

Week 12, Day 2: M-F, November 8 – 12

In class:

Use today as a Project #4 Workday. Begin working as soon as you get to class and be able to describe your co-writing process with me.

Homework:

Submit a co-written 400-word draft of Project #4 by Friday, November 12 at 8am. Please post the draft for each student. Clarify this in the subject line. I will skim to see whether your team is progressing. Please continue working through the weekend. I will expect to see at least an 800-word draft for class. Schedule a Tutoring Center visit to get a professional opinion on your progress.

Week 13, Day 1: M-F, November 15 – 19

In class:

Continue working on Project #4 with your partner. Aim for 1000+ words while in class. Decide if your team wants to set up a peer review for the next class session. This is your choice as peer review is optional for Project #4.

Homework:

Continue pushing the draft. If you are peer reviewing during the next class, please bring the necessary printed drafts for peer review. If you will be writing during class, bring the necessary materials to do that. There are two of you, so decide how you will divide and take advantage of your time.

Week 13, Day 2: M-F, November 15 – 19

In class:

Today is either a writing Workday or a Peer Review Day. Manage the time in productive ways. Project #4 is due Friday.

Homework:

Submit Project #4 by Friday, November 19 at 8am. Make sure your team's co-written researched essay meets all minimum requirements for Project #4. Submit it as a Word document attachment on a new thread you begin for the Project #4 Discussion Board forum. Submit your co-written Project #4 twice: once under your name and once more for your partner. Both names should appear in the heading.

**MODULE 3: Actively Participating in the Academic
Conversation; Presenting Scholarship**

Week 14, Day 1: M-F, November 22 – 26

In class:

I'll introduce your final responsibility for class: Project #5: The Oral and Visual Presentation of the Research Project. You'll have time to begin work on the visual aid.

Sign up for final Project #5: Oral and Visual Presentations.

Introduce Stream as an option

Homework:

Organize the work so that you and your partner are working productively. I suggest saving your work to OneDrive on Office 365.

Week 14, Day 2: M-F, November 22 – 26

No class. Thanksgiving Holiday.

Homework:

Work at home. Be ready to show me a near finalized Visual Aid at the end of class when we return from the holiday break. **NOTHING DUE THIS WEEK.**

Week 15, Day 1: M-F, November 29 – December 3

In class:

Project #5 Workday

Please complete the Course Evaluation.

Homework:

Finalize your presentation for Project #5.

Week 15, Day 2: M-F, November 29 – December 3

Oral and Visual Presentation Day #1 of 2 (up to six pairs)

Homework:

Please complete the Course Evaluation.

Finalize your presentation for Project #5 if you haven't presented.

Week 16, Day 1: M-F, December 6 – December 10

Oral and Visual Presentation Day #2 of 2 (up to six pairs)

Week 16, Day 2: M-F, December 6 – December 10

No class. Thank you for your hard work. I'll be in my office or available virtually on Teams if you need to speak with me.

* Grades will be available on WebAdvisor after Friday. THANK YOU for your hard work. Enjoy your break!
