

ENG 1013.24: Composition I

Tues. & Thurs. 1.00-2.20 PM (ASB 211)

Contact Information

Instructor: **Dr. Cole**
Phone: 940-898-2125
Email: ccole8@twu.edu

Office: CFO 807A
Hours: Tues & Thurs: 2.30-4.00pm

Course description

Theory and practice of written and oral exposition and research in traditional and electronic environments; rhetorical principles and organization in practice. Prerequisites: ENG 1003 or a passing score on, or exemption from, placement exam. Three lecture hours a week. Credit: Three hours.

TABLE OF CONTENTS

Student Learning Outcomes	2
Required Course Materials	2
Assignments	3
Syllabus Changes	4
Grading	4
Late Assignments	4
Attendance	4
Communication Guidelines	5
Participation Requirements	5
Professional Etiquette	5
Revision Memos	6
Revising Assignments	6
Student Conferences	6
Houses	6
Submission Guidelines	6
Word Requirements	6
Sharing Writing/Ideas	6
Intellectual Property	7
Saving and Printing Assignments	7
The Write Site	7
Academic Dishonesty Statement	7
TurnItIn Statement	7
Disability Support Policy	8
Dropping the Course	8
Campus Carry Law and TWU	8
SEMESTER SCHEDULE	9
Syllabus Agreement Form	13

STUDENT LEARNING OUTCOMES

ENGLISH 1013	
STATE CORE OBJECTIVES	English 1013 Student Learning Outcomes
<p>Courses in the Communication category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively.</p> <p>Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.</p> <p>COMMUNICATION: Includes effective development, interpretation and expression of ideas through written, oral and visual communication</p> <p>CRITICAL THINKING: Includes creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information</p> <p>TEAMWORK: Includes the ability to consider different points of view and to work effectively with others to support a shared purpose or goal</p> <p>PERSONAL RESPONSIBILITY: Includes the ability to connect choices, actions and consequences to ethical decision-making</p>	<p>By the end of the term, students will ...</p> <ol style="list-style-type: none"> 1. Develop active reading and critical thinking strategies through rhetorical analysis of texts and genres, using those strategies to develop effective positions in composed work. (Communication & Critical Thinking) 2. Effectively use genre, style, and other conventions to shape discourse for purpose, occasion, and audience in papers and an expository exam. (Communication) 3. Develop an effective process of invention, drafting, revising, and editing, to be reflected in the quality of composed work and/or pre-writing materials. (Communication) 4. Effectively develop claims in papers and an expository exam by applying modes of expression (i.e., description, exposition, narration) as part of the rhetorical event. (Critical Thinking) 5. Develop broader perspectives through peer reviews and class discussion, effectively drawing on those perspectives in expository papers. (Teamwork) 6. Write clear, coherent prose in papers and an expository exam, with appropriate attention to conventions of academic writing. (Communication & Personal Responsibility)

REQUIRED COURSE MATERIALS

The following textbooks are required components of this class and ENG 1023. Please use the correct ISBN below when ordering online.

- *Everyone's an Author* with 2016 MLA Update, second edition, and Andrea Lunsford, Michal Brody, Lisa Ede, Beverly Moss, Carole Clark Papper, Keith Walters. ISBN: 978-0-393-61745-0
- Texas Woman's University. *First-Year Composition Essay Reader*. (Your instructor will tell you how and where to download this ebook. It will cost \$1.99.)

You will also need access to the following:

- flash drive, Pioneer network storage, or internet cloud service (i.e. Dropbox.com, Google Docs, Icloud.com) for keeping copies of drafts
- Internet access outside of class (for accessing Blackboard and other links I provide for the class)
- Pioneer Portal (for email purposes)
- Blackboard (for supplemental handouts and materials)

CHECK your TWU e-mail and Blackboard DAILY to stay on top of information!

ASSIGNMENTS

This class offers ways to experiment with the writing process and with genres featured in *EA*. You will complete four major writing assignments as well as a revision/portfolio assignment. Students should complete one major assignment as either a presentation, a multimodal project, or a group project using appropriate *EA* chapter. Failure to turn in all of the major assignments will result in course failure. There will also be a series of minor assignments, including participation, daily reading and writing activities, in-class quizzes, peer review, and other assignments related to preparing for the major assignments.

Major assignments (85% of course grade)

- **Narrative** (10% of course grade) 500-800 words. Write a narrative telling a story with a focused purpose. (*EA* Chapter 12)
- **Reporting Information** (15% of course grade) 600-900 words: Write a summary of information geared toward an audience of your choosing. (*EA* Chapter 14).
- **Writing Analytically** (25% of the course grade) 800-1,100 words: Take a text and write an analysis of what arguments the text makes. (*EA* Chapter 13).
- **Writing a Review** (25% of course grade) 900-1,250 words: Choose a piece of media and write a two-page review of that media. (*EA* Chapter 15).
- **Remix/portfolio project** (10% of course grade): Take a paper from one of the above genres and remix it considering a new rhetorical situation. For example, you could take the source material for reporting information and complete an analysis on it. Or you could take a written assignment and turn it into a multimodal assignment. This is a remix of the work you did before. The remix will be part of a class portfolio that will include a cover page, invention materials, drafts, a revision plan, and the final revised draft.

Minor Assignments (15%)

- Attendance, Participation, and Professionalism
- Conferences (twice during the semester)
- Daily work (journals, homework, exercises, etc.)

The point breakdown is as follows:

Attendance, Participation, and Professionalism	30
Daily work (journals, homework, exercises, etc.)	100
Conferences	20
Narrative	100
Reporting Information	150
Writing Analytically	250
Writing a Review	250
Remix/Portfolio Project	100
Total Points Possible	1000

Remember:

EVERY act of writing in this class is the opportunity to practice good writing skills. This includes discussion board posts, e-mails, homework assignments, and journals AS WELL AS the major writing assignments.

SYLLABUS CHANGES

This document is subject to change. I may modify portions of this syllabus (particularly the calendar of assignments) to adjust to issues in the classroom, learning needs, availability of resources, changes in university or department policy, or other pedagogical reasons. When changes occur they will be announced on the class Blackboard site and an amended version of the syllabus will be made available on Blackboard for upload. Handouts and assignment prompts distributed during the term, physically or virtually, are considered extensions of this syllabus.

GRADING

Essay and final grades will follow an A-F grading system. To receive credit on a completed paper, you must have completed and submitted on time (or with excused delays) all of the pre-writing, planning, and draft work associated with that assignment.

Keep in mind that “basic” responses and using the minimum word count will result in “basic” grades. *Doing the bare minimum means getting minimal grades.*

THERE WILL BE NO ‘PARTIAL CREDIT’ IN THIS CLASS. You must follow all of the instructions in order to receive any credit on the assignment.

LATE ASSIGNMENTS

As a rule, I do *not* accept late assignments. **If you know you will be out of town or without Internet access on the day an assignment is due, it is your responsibility to turn that assignment in on or before the due date.** If you need an extension for your major assignment, you must ask *at least* 72 hours *before* the assignment is due. I *may* accept a late assignment, but only in extremely extraordinary circumstances and with prior approval.

Absence is not an excuse for late work.

ATTENDANCE

The Official TWU Attendance Policy

TWU Attendance Policy: Consistent attendance is vital to academic success and is expected of all students. Grades are determined by academic performance, and instructors may give students written notice that attendance related to specific classroom activities is required. Absences do not exempt students from academic requirements. Excessive absences, even if documented, may result in a student’s failing the course. Excused absences are within the purview of the instructor. Students must consult with instructors regarding make-up work.

My attendance policy

Being a college student is like having a job. It is your job (or one of them). If you don’t show up for work, you will lose your job. If you always show up late for work, you will lose your job. If this class is like a “shift” on a job, then you must be present and on time to receive credit for the class.

Success in this program depends a great deal on whether you show up and participate: Missing a writing class isn’t like missing a lecture, where a friend who takes good notes can help you get caught up. Missing a writing class is more like missing team practice or a workout: Someone can tell you that everyone ran laps or practiced batting or did drills, but that isn’t going to help you get caught up on the workout that you missed. For the most part, what happens in writing classes benefits only the people who fully participate in them: the act of giving an effective peer review sharpens your own ideas of how to write better; the act of analyzing and discussing a text in class teaches you a process you can use on other texts; the pre-writing, researching, and sentence strategy exercises in a writing class help students write better papers.

If you miss a class, you need to understand that you probably will not be able to make up the missed experience, and there may be consequences in terms of your understanding or performance.

I do not excuse absences. You may miss five class periods for any reason, without providing any documentation or explanation. On the sixth absence you will be failed in this course.

Disruptive behavior that makes teaching or learning difficult or a pattern of non-participation or lack of preparation can lead to you being marked absent even if you are here physically.

I don't want you to fail, though. I want you to succeed. **If you know in advance you have to miss a class, talk to me ahead of time and we can try to minimize the side effects.** I can be reached by email at ccole8@twu.edu or by phone at 940-898-2125.

COMMUNICATION POLICY

Communication is essential! **It is better for you to let me know you are having difficulties BEFORE an assignment is due.** Please feel free to contact me with questions about the course. You can e-mail me at any time, but please keep the following in mind:

- My office hours are Tuesdays and Thursdays at 2.30-4.00 PM. I am guaranteed to be at the computer during these times (unless noted otherwise).
- **EVERY E-MAIL** should include your NAME *and* course number.
- As a rule, I try to respond to e-mails within 48 hours. If I haven't responded by that time, you may e-mail me again with a reminder e-mail. **If your question or request is time sensitive, then please note this in the subject line.**
- Please practice professionalism in your e-mails. This means including a greeting and sign-off, referring to me as Dr. Cole, and including your name and course number.

Note: I will not reply to e-mails after 7.00 PM during the week or on weekends.

PARTICIPATION REQUIREMENTS

This is a reading AND writing intensive course, but we don't learn much by working in isolation. It is just as important to **discuss** what we are reading and writing with your peers and with me and to **practice writing** as it is for you to keep up with the readings.

You do not participate merely by showing up to class. Participation means engaging with the class and contributing to discussion: this can be done by making a comment, asking a question, or otherwise just speaking up in class. **Shyness is not an excuse for lack of participation.**

What are the participation requirements, then?

- To stay on top of the reading for each week;
- To speak up regularly in class;
- To keep up with your assignments.

PROFESSIONAL ETIQUETTE

You and your classmates are paying to be here and most of you are trying to get things right the first time, which can demand concentration. I am trying to help all of you. For these reasons, please be professional in all activities associated with this class. Often, the same rules you follow in a movie theater work for the classroom: Turning off or silencing cell phones, using the class printer *before* class begins (instead of while someone is talking!), putting away ear-buds, saving your text messaging until after class, and keeping your computer screen focused on class-related activities help everyone stay focused, too. If I see such activities, I will politely ask you to stop; if you continue, I may ask you to leave the classroom so that

other students can focus on the lessons. Disruptive behavior that makes teaching or learning difficult or a pattern of non-participation or lack of preparation can lead to you being marked absent even if you are here physically.

REVISION MEMOS AND REVISING MAJOR ASSIGNMENTS

A revision memo is a letter from you to me about the feedback I've given you about your essay. This helps us to be on the same page about your essay and what you can do to improve as a writer. The revision should include a detailed plan with specific goals to revise your essay. Your revision memo needs to be submitted to me one week after receiving your graded essay.

*You may then choose to revise ONE essay to improve your essay grade by one letter grade, **provided that you have submitted a revision memo AND resubmit the essay within one week of turning in your revision memo. If the essay is resubmitted without significant revisions, I reserve the right to deny the resubmission.***

STUDENT CONFERENCES

Each student is required to have **two 10-minute conferences** with me during the semester. The first conference must sometime during Weeks 3-8 and the second conference must be during Weeks 9-15. The sign-up sheet is a Google Calendar available on Blackboard. Students are welcome to come to my office hours outside of their scheduled conference time.

HOUSES (GROUPS)

During the first week of the semester you will be sorted into four Houses (yes, like in *Harry Potter*). All group work during the semester will be done within your House. The first four weeks will be a "trial period" for each group; if we need to shuffle some groups due to personality clashes, we can do that at the beginning of Week 5. The Houses are also used for periodic "House Tutorials" during the semester when I can give each group more personalized instruction.

SUBMISSION GUIDELINES

All assigned written work must be submitted online via Blackboard or TurnItIn. The formatting must be:

- Times New Roman font
- Font size 12.
- 1-inch margins all around.
- MLA Citation Style

NOTE ON WORD REQUIREMENTS

If the essay is *below the required word count*, the essay grade will be reduced by a letter grade for every 10% by which the essay is too short: e.g., if the minimum required word limit is 1250 words and the submitted essay is 1000 words, the grade will be reduced by two letter grades because the essay is 20% short of the minimum required word limit.

If you submit an essay with fewer than 750 words, it will be impossible to earn a passing grade even if those 750 words are somehow "perfect."

If the essay is more than 10% *longer than the maximum word limit* (1750 words), I may also reduce the grade by one letter grade for every 20% the essay is over the maximum word limit.

SHARING WRITING/IDEAS

Writing is public. Even when writing is in draft form, professional writers circulate copies of what they are working on for feedback. Even when writing is meant to be private, it leaks into the public realm with startling regularity. For this reason, writers need to become comfortable sharing their writing with others and hearing, seeing, or reading reactions to it. In this class, you can expect to share your work with your peers, either face-to-face and one-on-one or, at times, with the entire class at once. This sharing is intended to provide you with models of effective writing, feedback to improve your writing, and give you

experience offering feedback. It is imperative we all respect this process and come to class prepared to share writing and comment constructively.

INTELLECTUAL PROPERTY

All course materials and course content are the intellectual property of me, your classmates, and/or their respective authors. As a result, recording audio or video of the class, as well as the duplication of or forwarding of e-mail and Blackboard postings is prohibited without written permission. This means, for example, that you may not post materials from the class, audio of lectures/discussions, or video of the class to personal web pages, Facebook, YouTube or any other electronic medium without the written consent of the instructor, and if appropriate, all relevant class members. Students may, however, request permission from the instructor to record course lectures/discussions for personal academic use.

SAVING AND PRINTING ASSIGNMENTS

Print a hard copy of your work before closing the program you're using. *Always* save your work on your hard drive *and* email it to yourself. You should also save your work on a separate flash drive. (Computer labs are located in the following areas: MCL Mega Lab (218), Technology Resource Center (MCL 221), Blagg-Huey Library (Lab), Student Center (Rm. 112), and University Housing (Guinn Commons).

THE WRITE SITE

You can get help with your writing process by visiting The Write Site. Students who visit The Write Site tend to improve significantly over the course of the semester. The Write Site is open Monday through Thursday from 9-5 p.m. and from 9-1 p.m. on Fridays. There are evening hours in Pioneer Center for Student Success, located on the second floor of the Blagg-Huey Library Sunday through Wednesday from 6-9 p.m. Write Site services are **free** to TWU students. As you meet with a consultant, you'll discover ways not only to improve the assignment you're currently working on, but also realize how to improve as a writer. Meetings are by appointment only. To make an appointment, go online to www.twu.edu/writesite, call 940-898-2341 or visit CFO 131.

ACADEMIC DISHONESTY STATEMENT

Honesty in completing assignments is essential to the mission of the University and to the development of the personal integrity of students. In submitting graded assignments, students affirm that they have neither given nor received unauthorized assistance, and that they have abided by all other provisions of the Code of Conduct in the *TWU Student Handbook*. Cheating, plagiarism, fabrication or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. Suspected cases in this course may be reported to Student Life. The specific disciplinary process for academic dishonesty is found in the *TWU Student Handbook*. The TWU library link, "Avoiding Plagiarism," will aid students in completing their assignments with integrity.

In submitting graded assignments, you are affirming that you have neither given nor received unauthorized assistance and that you are submitting **original work**, that is, brand-new writing that you have produced for this class **only** (thus avoiding self-plagiarism).

TURNITIN STATEMENT

In an effort to ensure the integrity of the academic process, Texas Woman's University vigorously affirms the importance of academic honesty as defined by the *Student Handbook*. Therefore, in an effort to detect and prevent plagiarism, faculty members at Texas Woman's University may use a tool called Turnitin to compare a student's work with multiple sources. It then reports a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether a paper has been plagiarized. Instead, that judgment must be made by the individual faculty member.

DISABILITY SUPPORT POLICY STATEMENT

If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the office of Disability Support Services (CFO 106, 940-898-3835, dss@twu.edu) in order to obtain the required official notification of your accommodation needs. Please plan to meet with me by appointment or during office hours to discuss approved accommodations and how my course requirements and activities may impact your ability to fully participate.

DROPPING THIS COURSE

Students may drop a course without penalty *before* the census day of each regular semester. However, *after the census date*, students enrolling fall 2007 or later (at TWU or any Texas public higher education institution), are allowed only 6 unexcused drops during their undergraduate academic careers. Drops after the census day will count toward the 6-drop limit unless they are supported by timely, appropriate documentation and excused by the university review process. Drop forms are available in the Registrar's Office and require the signature of the student, instructor, and academic advisor.

THE NEW CAMPUS CARRY LAW AND TEXAS WOMAN'S UNIVERSITY

Texas Woman's University is committed to providing a safe environment for students, faculty, staff, and visitors. Texas Woman's University respects the right of properly licensed individuals to carry concealed handguns where permitted by law. It is the policy of Texas Woman's University that individuals who are licensed to carry concealed handguns may do so on campus premises except in locations and at activities prohibited by law or by this policy. This policy establishes GUN FREE ZONES, pursuant to state and federal law.

Under the new Campus Carry law, effective August 1, 2016, TWU has established reasonable rules, regulations or other provisions regarding the carrying of concealed handguns by license holders on its campuses. Under the law, TWU may not create provisions that generally prohibit license holders from carrying concealed handguns on TWU campuses.

Any individual who holds a current and valid Texas License to Carry (LTC) may carry a concealed handgun where permitted on university property. If a License to Carry (LTC) holder is in compliance with the law, you should be unaware that the individual has a gun. The law prohibits licensed holders from carrying a handgun that is partially or wholly visible, or displaying the handgun intentionally and knowingly in plain view of another person.

Campus Carry is concealed carry only. Open Carry is not permitted on university property. Violators of the Campus Carry law will be subject to gun confiscation, legal action and possible revocation of their LTC by state authorities. Those who hold a LTC are expected to maintain a high level of responsibility for the care and control of their **concealed handgun** at all times. Any violation — even accidental — will have consequences and will be dealt with on a case-by-case basis.

For more information, please visit: <http://www.twu.edu/dps/campus-carry.asp>

COURSE SCHEDULE

What follows is a skeletal outline of reading and writing assignments for the semester. This calendar *does not* include all the many ways we'll think and write about writing; it's simply a guide. ***This calendar is subject to change.***

Day	In-Class Activities	Homework for NEXT Class*
Week 1		
Tuesday, Aug. 29	Introduction to Course and Rhetorical Situations	<ul style="list-style-type: none"> • Read: "Introduction" (pp. xxix-xxxiv) Part I intro (pp. 1-4), "Chapter 1: Thinking Rhetorically" (pp. 5-17), and "Chapter 2: Rhetorical Situations" (pp. 18-24) • Write a letter of introduction to me as your teacher. Submit your response in the "Homework" folder in the "Rhetorical Situations" are on Blackboard before class on Thursday, Aug. 31. <p>* Items in this column are assigned on this day. * These readings must be done before class on Thursday.</p>
Thursday, Aug. 31	Introduction to academic writing, discussion of rhetoric and the rhetorical situation, in class activities related to the rhetorical situation	<ul style="list-style-type: none"> • Read "Chapter 4: Meeting the Demands of Academic Writing" (pp. 40-52) and "Chapter 6: Writing and Rhetoric in the Workplace" (pp. 58-74) • Write a response to the "Reflect" prompt on p. 24. Submit your response in the "Homework" folder in the "Rhetorical Situations" are on Blackboard before class on Tuesday, Sept. 5.
Week 2		
Tuesday, Sept. 5	Discussion of difference between academic and other types of writing, audience exercises	<ul style="list-style-type: none"> • Read "Part II: Writing Processes" intro (pp. 75-78), "Chapter 7: Managing the Writing Process" (pp. 79-89)
Thursday, Sept. 7	Introduction to the writing process, practice the rhetorical situation exercise (pp. 20-24)	<ul style="list-style-type: none"> • Read "Chapter 9: Taking Advantage of the Writing Center" (pp. 98-103); "Chapter 29: What's Your Style" (pp. 641-651)
Week 3		
Tuesday, Sept. 12	Write Site information or class visit, collaboration activities, synthesis of rhetoric and writing processes	<ul style="list-style-type: none"> • "Part III: Genres of Writing intro" (pp. 105-107) and "Chapter 10: Choosing Genres" (pp. 109-115)
Thursday, Sept. 14	Discussion of what genre is, genre defining activities.	<ul style="list-style-type: none"> • "Chapter 12: "Here's What Happened": Writing a Narrative" (pp. 159-174, 179). • Read "Shitty First Drafts" by Anne Lamott (available on Blackboard).

Week 4		
Tuesday, Sept. 19	Introduction to Narrative. Introduce the portfolio assignment and the method for collecting items to include.	<ul style="list-style-type: none"> “Chapter 12” writing section (pp. 185-189). <p><i>Have you scheduled your Write Site appointment yet? Do it now!</i></p>
Thursday, Sept. 21	Narrative Workshop Day.	<ul style="list-style-type: none"> Read “Chapter 12” examples (TBA) and examples from the TWU FYC ereader and the EA Tumblr site
Week 5		
Tuesday, Sept. 26	Narrative Workshop Day. House tutorials.	<ul style="list-style-type: none"> Have a complete draft ready for class. Print FOUR (4) copies for peer reviews.
Thursday, Sept. 28	Narrative Workshop Day. Peer reviews.	<ul style="list-style-type: none"> Submit Narrative paper to TurnItIn by 11.59 PM, Sunday Oct. 1. Read “Chapter 14: ‘Just the Facts, Ma’am’: Reporting Information” (pp. 252-266, 270-272)
Week 6		
Tuesday, Oct. 3	Introduce Reporting Information. Discuss reporting information genre, activity about gathering information, practice the rhetorical situation exercise (pp. 20-24) as an invention activity for assignment	<ul style="list-style-type: none"> Read: “Chapter 25: Quoting, Paraphrasing, Summarizing” (pp. 512-526) and “Chapter 26: Giving Credit, Avoiding Plagiarism” (pp. 527-534)
Thursday, Oct. 5	Reporting Information Workshop Day. Discuss reliable sources, academic integrity, paraphrase activity, write a thesis statement.	<ul style="list-style-type: none"> “Chapter 14” writing section (pp. 280-286)
Week 7		
Tuesday, Oct. 10	Reporting Information Workshop Day. Write first draft of paper.	<ul style="list-style-type: none"> Complete these Library tutorials: <ul style="list-style-type: none"> “Writing a research question” “Researching your subject” “Types of publications” “Evaluating information” <i>Have you scheduled your Write Site appointment yet? Do it now!</i>
Thursday, Oct. 12	Reporting Information Workshop Day. Library workshop.	<ul style="list-style-type: none"> “Chapter 14” examples (TBA) and examples from the TWU ereader and the EA Tumblr site

Week 8		
Tuesday, Oct. 17	Reporting Information Workshop Day. House tutorials. In-class discussion and analysis of reading examples, students create a revision plan for their paper	<ul style="list-style-type: none"> • Have a complete draft ready for class. • Print FOUR (4) copies for peer reviews.
Thursday, Oct. 19	Reporting Information Workshop Day. Peer review.	<ul style="list-style-type: none"> • Submit Reporting Information paper to TurnItIn by 11.59 PM, Sunday Oct. 22. • Read “Chapter 13: ‘Let’s Take a Closer Look’: Writing Analytically” (pp. 201-220, 225-227)
Week 9		
Tuesday, Oct. 24	Introduction to Writing Analytically. Discussion of analysis as a genre, analysis activity, search for artifacts to analyze	<ul style="list-style-type: none"> • Read “Chapter 13” writing section (pp. 231-239)
Thursday, Oct. 26	Writing Analytically Workshop Day. Practice the rhetorical situation exercise (pp. 20-24) as an invention activity for assignment	<ul style="list-style-type: none"> • Read “Chapter 24: Synthesizing Ideas Moving from What Your Sources Say to What You Say” (pp. 505-511)
Week 10		
Tuesday, Oct. 31	Writing Analytically Workshop Day. Discuss writing strategies, work on first draft of Writing Analytically assignment	<ul style="list-style-type: none"> • “Chapter 13” examples (TBA) and examples from the TWU ereader and the EA Tumblr site
Thursday, Nov. 2	Writing Analytically Workshop Day. In-class discussion and analysis of reading examples, students create a revision plan for their paper	
Week 11		
Tuesday, Nov. 7	Writing Analytically Workshop Day. House tutorials.	<ul style="list-style-type: none"> • Have a complete draft ready for class. • Print FOUR (4) copies for peer reviews.
Thursday, Nov. 9	Writing Analytically Workshop Day. Peer reviews.	<ul style="list-style-type: none"> • Submit Writing Analytically paper to TurnItIn by 11.59 PM, Sunday Nov. 12. • “Chapter 15: ‘Two Thumbs Up’: Writing a Review” (pp. 297-313, 317-318)

Week 12		
Tuesday, Nov. 14	<p>Introduction to Writing a Review</p> <p>Discussion of reviews as a genre, practice the rhetorical situation exercise (pp. 20-24) as an invention activity for assignment; Work on artifacts to evaluate</p>	<ul style="list-style-type: none"> • “Chapter 15” writing section (pp. 325-330) • “Chapter 15” examples (TBA) and examples from the TWU ereader and the <i>EA</i> Tumblr site
Thursday, Nov. 16	Write a draft of review paper	<ul style="list-style-type: none"> • Continue working on review paper
Week 13		
Tuesday, Nov. 21	Writing a Review Workshop Day.	<ul style="list-style-type: none"> • Continue working on your essay
Thursday, Nov. 23-27	<i>Thanksgiving Break</i>	<ul style="list-style-type: none"> • Have a good break!
Week 14		
Tuesday, Nov. 28	<p>Writing a Review Workshop Day.</p> <p>House Tutorials</p>	<ul style="list-style-type: none"> • Have a complete draft ready for class. • Print FOUR (4) copies for peer reviews.
Thursday, Nov. 30	<p>Writing a Review Workshop Day.</p> <p>Peer Reviews.</p>	<ul style="list-style-type: none"> • Submit Writing Analytically paper to TurnItIn by 11.59 PM on Sunday, Dec. 3. • “Chapter 36: Assembling a Portfolio” (pp. 793-801), review previous assignments
Week 15		
Tuesday, Dec. 5	<p>Introduction to Remix Portfolio</p> <p>Make a revision plan for one of the genre assignments, pick an assignment to revise</p>	<ul style="list-style-type: none"> • Work on revision project
Thursday, Dec. 7	Revision project peer review, prepping for 1023	<ul style="list-style-type: none"> • FINAL DRAFT OF REVISION PROJECT DUE DURING FINAL EXAM PERIOD
Week 16		
Thursday, Dec. 14	<p>Last Day of Class: 1.00-3.00 PM.</p> <p><i>Yes, you are still expected to come!</i></p> <p>Write cover letter and submit revision or remix project and portfolio.</p> <p>Submit Portfolio Project at end of session.</p>	



SYLLABUS AGREEMENT FORM

Your success in this program depends on your preparation for class and your understanding of TWU academic policies. This syllabus provides you with valuable information regarding course objectives, required materials, grading policies, as well as a course calendar for the semester. **It is important you are well acquainted with the information provided in this syllabus.**

For this reason, I ask you to read through the syllabus very carefully and sign this Syllabus Agreement form.

I acknowledge that I have received and reviewed the course syllabus for

ENG 1013, Section _____, Fall 2017.

My class meets on (days) _____ at (time) _____ in room _____.

By signing this document, I acknowledge that:

1. I have read the syllabus and I understand the classroom policies, the department's and instructor's expectations, and rules (for example, technology and text requirements, grading system, attendance policy, academic honesty policy, assignment responsibilities, late work, etc.) as stated in the syllabus for this course.
2. If I have any questions or concerns, I will contact the instructor for further explanation.
3. I understand that I am responsible to complete all homework assignments, quizzes/in-class assignments, and written projects by the due dates as outlined in the syllabus.
4. I agree to be prepared for and attend class each day and to participate in online discussions on Blackboard.

Student Name _____

Date _____

Student Signature _____