

English 101C: Academic Writing

Fall 2015/Section 0209

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Course Description

Welcome to English 101 at the University of Maryland. “Academic writing” may sound like a course that introduces you to the kinds of writing expected of you throughout college, and in many ways, it is. However, as this course prepares you for the scholarly work necessary for your history, psychology, and biology courses, it also introduces you to a kind of writing and thinking that will enable you to become a thoughtful, reflective, and critical thinker who can enter intellectual conversations inside and outside the academy.

To achieve these ends, this course is grounded in inquiry and rhetoric. Our goal is first to inquire, to determine what is known—and credible—about a topic or issue. Then, we ask questions about what is known: How do we understand and define this issue? How might we evaluate it? What can we do about it? Engaging in this inquiry and responding to these questions, in turn, leads to rhetorical practice. Here we use our rhetorical skills to construct knowledge by creating arguments that are built on the foundations of what has already been thought and done. Thus inquiry and rhetorical practice rely on the thoughts and ideas of others. When we participate in academic discourse, we join in a conversation respectfully and ethically, giving credit where credit is due. As part of this attitude of inquiry, academic writing is based in evidence. Also, because academic writing is part of a larger conversation within and often across disciplines, one of its conventions is rigorous review by peers.

In English 101, you will hone the skills of clarifying issues, asking questions, leveraging rhetorical strategies, entering into conversations, researching topics, using evidence, and engaging in peer review. Thus, your work in English 101 will be oriented by several concepts:

Rhetoric, defined by Aristotle as “the art of observing the available means of persuasion,” is the study of effective language use. Rhetoric provides a method for successful and persuasive academic argumentation. Through rhetoric, we are attentive to issues of the rhetorical situation of any writing (its audience, purpose, writer, context, and genre) as well as the role of rhetorical appeals in any persuasive discourse.

Inquiry is understood as a seeking for information through questioning. One tool we use to teach inquiry is *stasis theory*, a rhetorical concept with its roots in legal theory. Stasis theory offers a way of inventing, analyzing, and categorizing what is at issue in a situation with a series of questions: whether something exists, how it is defined, what its causes are, what its effects or consequences are, how we value it, what we should do about it, and who has the right to act on these questions.

Writing Process. Writing is a process, and while that process varies for each writer, drafts, feedback, and revision are essential elements for any effective process. By reflecting on your writing and your writing process, you learn more about who you are as a writer and what

academic writing is. Here, you gain the insights that enable you to assess your work and make productive changes toward improvement.

Research and critical reading of academic sources invites students into the conversations of various disciplines. You will learn the types of sources that are acceptable for academic papers and the ethics and methods appropriate for integrating and documenting sources.

Learning Outcomes

Upon completion of an Academic Writing course, students will be able to:

- Demonstrate understanding of writing as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate sources, and as a process that involves composing, editing, and revising.
- Demonstrate critical reading and analytical skills, including understanding an argument's major assertions and assumptions, and how to evaluate its supporting evidence.
- Demonstrate facility with the fundamentals of persuasion as these are adapted to a variety of special situations and audiences in academic writing.
- Demonstrate research skills, integrate their own ideas with those of others, and apply the conventions of attribution and citation correctly.
- Use Standard Written English and edit and revise their own writing for appropriateness. Students should take responsibility for such features as format, syntax, grammar, punctuation, and spelling.
- Demonstrate an understanding of the connection between writing and thinking and use writing and reading for inquiry, learning, thinking, and communicating in an academic setting.

Required Books

Bonanos, Christopher. *Instant: The Story of Polaroid*. New York: Princeton Architectural Press, 2012. (This is UMD's First-Year Book; it's available for free in 2110 Marie Mount Hall)

Bullock, Richard, Michael Brody, and Francine Weinberg. *The Little Seagull Handbook*. 2nd edition. New York: Norton, 2014.

Graff, Gerald, and Cathy Birkenstein. *They Say/I Say: The Moves that Matter in Academic Writing*. 3rd edition. New York: Norton, 2014.

Inventing Arguments: Rhetoric and Reader for the University of Maryland's Academic Writing Program. Boston: Pearson, 2014.

Course Policies and Procedures

1. Attendance

Regular and punctual attendance. The writing you do in English 101 will be based on skills you will develop and hone in class; for that reason, your attendance and participation will have a direct effect on your work and, ultimately, your grades. If you miss class for any reason, it will be your responsibility to find out what you missed and how you can make up the work. Your participation grade and the quality of your work will suffer if you miss class. You are also expected to arrive on time. If you are late, you will disrupt class, and your participation grade will again suffer the consequences.

Unexcused or "discretionary" absences. Discretionary absences should be viewed not as "free days" but as days you may need to deal with emergencies, such as taking a family member to the doctor, dealing with a flat tire, picking up friends from the airport, etc. You may miss two full weeks of class without substantial penalty—you will, however, lose participation points for those missed classes. For *each* unexcused absence after two weeks, your final grade will be lowered

by a partial letter grade. This means that if you have an A average but have seven unexcused absences, you will earn an A- in the course.

Excused absences. The University excuses absences for certain reasons (illness, representing the University at certain events, religious observance, and the death of an immediate family member), provided the cause of absence is appropriately documented (see below).

Religious observances. The University's policy "Assignments and Attendance on Dates of Religious Observance" provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed because of individual participation in religious observances. Students are responsible for obtaining material missed during their absences. Furthermore, students have the responsibility to inform the instructor of any intended absences for religious observances in advance. The student should provide written notification to the professor within the first two weeks of the semester. The notification must identify the religious holiday(s) and the date(s).

Documentation Requirements to Justify an Excused Absence for Illness. The University's policy is to excuse class absences that result from a student's own illness. The procedure and documentation required for an illness to be an excused absence differs depending on the frequency of the absence.

For a single class meeting missed: If you miss only one class meeting for illness, you may submit a self-signed note to the instructor (that is, a note from a health care provider is not required for a single class missed, and the Health Center will not provide written excuses for a single absence). Each note must also contain an acknowledgment by the student that the information provided is true and correct; in this way, it must follow the Code of Student Conduct or may result in disciplinary action. Such documentation will NOT be honored as an excused absence if the absence coincides with a Major Scheduled Grading Event, which for ENGL 101 is a paper due date. If you know you will miss class, make an effort to alert your instructor and make arrangements in advance. Also, your documentation must be presented to the instructor *upon returning to class*.

For Multiple but Non-Consecutive Meetings Missed: If you will miss more than one class meeting for a medical concern, but these will not be consecutive, you should provide documentation from a health care provider upon returning to class after the first of these absences that details future dates to be missed OR provide a note from a doctor that states specific dates missed (the note must state specific dates, rather than broadly name a time frame; that is, for example, documentation must say the student missed class on 9/12, 9/16 and 9/20 for a medical concern, rather than saying the student may have missed class repeatedly between 9/11-9/21).

For Multiple Consecutive (more than one in a row) Meetings Missed OR an Absence Involving a major Grading Event. If you will have a prolonged absence (meaning more than one absence for the same illness) you are required to provide written documentation of the illness from the Health Center or from an outside health care provider *upon returning to class*. In cases where written verification is provided, the Health Center or outside health care provider shall verify dates of treatment and indicate the time frame that the student was unable to meet academic responsibilities. No diagnostic information need be provided on this note.

Absence due to participation in a University Event: If your absence is not due to an illness but is, rather, due to your participation in an official University event, you must provide documentation for this absence prior to the absence; the documentation should be an official form from the University.

2. Participation

You are expected to be prepared for class, which means doing all homework readings and bringing a copy of the reading to class with you. You must also participate in class discussions and draft workshops, respond to questions posed to you, have drafts when they are due, and do in-class writing. Your active participation will contribute to your final grade.

3. Late Papers

Papers are to be submitted to Canvas before the class period on the date designated on the course syllabus. Late papers will be marked down a partial letter grade per day late. If you must submit a late paper, you must also contact the instructor the day the paper is due, so that the instructor knows when to expect your paper and how you will submit it.

4. Draft Workshops

Draft workshops enable you to develop two major writing skills that are integral to this course: 1) learning to be a critic of your own writing and the writing of others, and 2) learning how to revise your work given comments and questions from your peers. Furthermore, draft workshops underscore and make tangible a major tenet of this course, which is that writing is a social act. Your writing will improve by having others read and respond to it.

We will have a draft workshop the class before each paper is due. You will swap essays with your workshopping partner on Canvas the night before the workshop. This will entail uploading your draft to a discussion board thread on Canvas and viewing your partner's draft while filling out a worksheet that guides your response to your partner's work. The goal of swapping papers before the workshop is to read, thoughtfully consider, and respond in writing to your partner's work **before** coming to class. During the in-class workshop, you will discuss your impressions of your partner's draft and verbally elaborate on the revision suggestions you noted on the worksheet. You will pair up with your workshop partner at the beginning of the semester, and the pairs will remain consistent throughout the semester. Draft workshops will be part of your participation grade. On the day of a draft workshop, you will be required to have a hard copy of your own paper, along with worksheets completed in response to your partner's draft. Failing to bring a draft to class on the day of a workshop will negatively affect your grade.

5. Paper Format

Standard format for formal assignments is double-spaced throughout (with no extra spaces between paragraphs), readable font (12 point, no italics except for titles or emphasis), one-inch margins on all sides, left justified, with your name, my name/the section number, and a descriptive title on the first page. When you have cited information, you should follow the MLA style guidelines appropriate for the topic or situation. Number all pages in the upper right-hand corner. Do not use subtitles or headers to divide the text of the paper into sections. Papers that do not follow these formatting guidelines will be penalized.

6. Paper Submission

Formal assignments should be uploaded to the Canvas "Assignments" section on or before the due date listed on the syllabus. To submit, click on the Assignments tab in the far left column of the opening page, then click on the assignment you wish to submit. On the resulting page, at the top of the right-hand column, you will see a button labeled "Submit Assignment;" clicking on

this button will open a file upload area at the bottom of the page. Browse for the file you wish to submit on your desktop, then click the blue “Submit Assignment” button at the bottom of the page. Please note that Canvas will only accept submissions in the doc or docx file formats.

I will grade and provide extensive feedback on your papers through Canvas. My feedback will be helpful to you in completing your Revision Assignments throughout the course, and as you look to submit your revised essays to the AWP’s journal of first-year student writing, *Interpolations*. It behooves you to print and save graded work from the class with my comments.

7. Office Hours

Think of my office as an extension of the classroom and use my office hours to discuss any aspect of your writing or reading, as well as any questions you may have about class procedures or requirements. Come to office hours with questions about class discussions, writing techniques or strategies, writing projects you’re working on, ideas you wish to develop, and so on. During my open office hours, you may stop in my office whenever you like. I am also happy to schedule another time to meet if the office hours conflict with your schedule.

We will have one scheduled one-on-one conference at the midpoint of the course. This meeting is *mandatory*. If you cannot attend our scheduled conference, please email me at least 2 hours before our planned time. If you miss our conference without emailing, I will count it as a class absence.

8. Writing Center

All students should consider visiting the tutors at the university writing center as a way to improve the overall quality of their writing. The writing center is for *all* student writers—including those who see themselves as strong writers. It is an excellent resource for you; please take advantage of it.

Website: <<http://english.umd.edu/academics/writingcenter>>

Address:

1205 Tawes Hall
(301) 405-3785
writadmin@umd.edu

9. Cell Phone and Laptop Policy

Please remember to keep your cell phone on silent during class and keep it out of sight. Texting during class is distracting and will not be tolerated. You are welcome to use your laptop or tablet for class-related writing and activities. Checking Facebook or email during class will not be tolerated.

Grading and Revision

Grades

The percentages of contribution to your final grade are as follows:

Discussion board posts, class participation, draft workshops	10%
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Summary Assignments #1	5%
Summary Assignment #2	5%
Annotated Bibliography Phase #1 and #2	10%
Rhetorical Analysis	15%
Experience and Other Evidence	15%
Considering Another Side	15%
Position Paper	15%
Revision Assignment and Reflective Memo	10%

We will discuss specific grading criteria for each assignment.

Revision Policy

To give you a chance to get used to academic writing at the college level, your first summary assignment will be graded for completion only. If you meet the target length (300 words) and properly format your essay, you can expect full credit (five points). I will, however, mark the grade the summary would have gotten were I grading it for real to help you gauge where your writing stands going into the second summary assignment.

Revision is a major part of this course and a major element of strong writing practice. You will revise each of your papers after the scheduled draft workshop (before the final draft is due). I am also happy to meet with you before your paper is due to discuss your essay ideas and your drafts. You will have the opportunity to revise one of your essays after it has been graded by me, in order to receive a better grade. This formal revision will occur at the end of the course. You will choose which essay you would like to revise based on the initial grade you received and my feedback. Please use me and your classmates as resources for essay revision and improvement before the submission deadlines of the various assignments, and as you look toward revising one of the major assignments for a better grade.

Academic Integrity and Honor Pledge

Plagiarism, whether it is submitting someone else's work as your own, submitting your own work completed for another class without my permission, or otherwise violating the University's code of Academic Integrity, will not be tolerated. You are expected to understand the University's policies regarding academic integrity. These can be found at the website of the Office of Student Conduct, www.shc.umd.edu. Please visit this website, click on the "students" link, and read the information carefully.

Student Learning

Your success in this class is important to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course.

In order to receive official university accommodations, you will need to register and request accommodations through Disability Support Services. This office provides services for students with physical and emotional disabilities and is located in 0106 Shoemaker Building. Their website is <http://www.counseling.umd.edu/DSS/> and you can contact them by email at dissup@umd.edu or phone at 301.314.7682.

Sustainability

This course is committed to sustainability, defined as “[m]eeting the needs of the present without compromising the ability of future generations to meet their own needs” (Source: Brundtland Commission Report, “Our Common Future,” 1987). During the semester, we will periodically visit themes of economic, environmental and social justice in our coursework and readings. We will be visited by representatives of the Campus Sustainability Office, and you will be offered the chance to join me in taking part in a service experience that partnering CIVICUS students with the National Center for Smart Growth’s [Partnership for Action Learning in Sustainability \(PALS\)](#). I encourage each of you to visit the University of Maryland’s [Campus Sustainability](#) website, or speak with me, to learn more about the exciting work being done across campus to preserve our collective future through sustainable practices.

Course Assignments

The major work in the course consists of six formal paper assignments outlined below. We will have a draft workshop before each formal paper is due.

Summary: Early in the semester, you will write two summaries that will count as separate assignments, each of approximately 250-300 words. Summary is an element of good critical reading, which is, in turn, the cornerstone of academic writing. Class preparation for this assignment will include an introduction to stasis theory as a way to inquire into what is at issue in a topic. With this assignment, we take the first step in learning many skills crucial to good academic writing, including inquiry, clarity and concision, effective and ethical use of sources, and the interconnection of reading and writing.

Rhetorical Analysis: For this assignment, you will analyze a text by taking into consideration rhetorical appeals, style, organization, exigence, rhetorical situation, and intended audience. Your goal is to make an argument about the effectiveness of the text for the given audience. 4-5 pages.

Experience and Other Evidence: In this first step of the extended research project, you will enter an academic conversation, but you will do so by identifying a topic for research that in some way connects to your own experience, very broadly defined. You will consider what is at issue with the topic and use the heuristic of stasis theory to inquire into your topic. Your goal is to explore how scholarly research and listening to the ideas of others can inform, expand, and complicate your experiential understanding of the topic. A library session will introduce you to the skills of finding and evaluating good sources. Your essay should include a bibliography of at least five sources, of which at least two should be specifically engaged in the paper. 4-5 pages.

Annotated Bibliography Phases I and II: Over the course of the semester, you will compose two annotated bibliographies (phases I and II) that will enrich your thinking about your issue. Each annotation should include the following (1) cite the text of your choice in perfect MLA format; (2) summarize the text or article; and (3) discuss how the text will help you gain a deeper sense of the issue and how the source will contribute your work on the essay in progress.

Considering Another Side: You will identify a position that is different from the one you plan to take in your final paper (it need not be an opposing position, but should be a distinctly different position) and argue from a position of support of that argument. You should aim to use positive support, that is, you should confirm why this position is ethical or effective and avoid refutation of other positions. The essay should include a bibliography of 5 sources. 4-5 pages.

Final Position Paper: This paper is the culmination of the research, thought, and revision about the topic selected earlier in the semester. Your goal is to compose an essay that offers the most persuasive arguments for this position, that refutes competing positions and alternatives, and that organizes your ideas effectively and efficiently. The final paper is directed to a specific, academic audience, and should include a bibliography of approximately 20 sources. 8 pages.

Reflective Writing Assignments, Reflective Memo, and Revision: After each writing assignment this semester there will be an opportunity for you to reflect in writing on your writing process in the foregoing assignment. These small assignments will help you track your improvement through the semester. You must complete three of the six reflective assignments for full credit. Each additional reflection beyond the minimum three will earn you extra credit. At the end of the term, you will revise an assignment of your choice based on the grade you received and your reflections. Here, you have the opportunity to demonstrate what you've learned over the course of the semester and to gain understanding of who you are as a writer. You will have the choice to revise the Rhetorical Analysis, Experience and Other Evidence, or Considering Another Side essay. Your reflective memo will discuss your *substantive* revisions to this essay, your understanding of academic writing, and your progress as a writer over the course of the semester. Reflective Writing Assignments: 300 words; Reflective Memo: 1 page single-spaced; Revision: 4-5 pages (same length as essay before the revision).

Course Schedule

IA: Inventing Arguments

TSIS: They Say/I Say

LS: Little Seagull Handbook

Day	Session Objectives	Reading Due	Writing Due
Week 1 Day 1 Mon., Jan. 26	Introductions; Discuss Syllabus; Course Objectives		
Day 2 Weds., Jan. 28	Rhetoric—Canons of Rhetoric; Audience; Academic Conversations; Paper Formatting; Summary Assignment	IA 374-379; Goldman, "Marriage and Love"; Greenwood, "Marriage and State Authority"	Discussion Board 1
Day 3 Fri., Jan. 30	Academic Conversations; Practice Summary with Daly (identifying criteria for summary assignment)	Daly, "Remarks on Receiving Lifetime Achievement Award"; Speth, "Off the Pedestal: Creating a New Vision of Economic Growth"	
Week 2 Day 4 Mon., Feb. 2	Exigence; Summarizing <i>Instant: The Story of Polaroid</i> ; Summary Strategies; Identify criteria for summary assignment; Review my summary of <i>IST</i> Chapter 3; Coordination/ Subordination	IA 370-373; <i>IST</i> 7-23, 23- 51	Discussion Board 2
Day 5 Weds., Feb. 4	Draft Workshop: What is Revision?; Discuss Peer Review and Grading Criteria; Parallelism	LS 12-16	Share draft of Summary 1 with peer reviewer by email; Bring hard copy to class
Day 6 Fri., Feb. 6	Reflections on Summary 1; Introduce Summary 2; Choosing an Essay for Rhetorical Analysis	Post, "Obama's Speech at Howard"	Final Draft of Summary 1 due on Canvas; Reflective Writing Assignment 1 due in class

Week 3 Day 7 Mon., Feb. 9	Introduce Rhetorical Analysis; Discuss Rhetorical Appeals; Choosing an essay for Rhetorical Analysis	IA 33-39, 91-96, 111- 125; Allitt, "Should Undergraduates Specialize?"	Discussion Board 3
Day 8 Weds., Feb.11	Discuss Rhetorical Appeals; Contrasting British and American Higher Education	IA 158-171, 382-387; Select article for Summary 2/Rhetorical Analysis Assignment	Complete Rhetorical Analysis Worksheet
Day 9 Fri., Feb. 13	Visit to Writing Center; Finish Rhetorical Analysis of "Should Undergraduates Specialize"	LS 49-53, 62-65; (Reread) Allitt, "Should Undergraduates Specialize?"	
Week 4 Day 10 Mon., Feb. 16	Draft Workshop Summary 2		Share draft of Summary 2 with peer reviewer by email; Bring hard copy to class
Day 11 Weds., Feb. 18	Begin Analyzing "Letter from Birmingham Jail"	IA 643-656 (King, "Letter From Birmingham Jail")	Final Draft of Summary 2 due on Canvas ; Reflective Writing Assignment 2 due in class
Day 12 Fri., Feb. 20	Continue analyzing "Letter from Birmingham Jail"; <i>Kairos</i> , Figurative Language; Prepare Presentations on Rhetorical Strategies	IA 397-403	Finish Analysis Worksheet for King's "Letter from Birmingham Jail"; Bring text for Rhetorical Analysis to class
Week 5 Day 13 Mon., Feb. 23	Finish analyzing "Letter from Birmingham Jail"; Sentence Structure and Word Choice; Rhetorical Strategies Presentations		Draft Rhetorical Analysis
Day 14 Weds., Feb. 25	Draft Workshop Rhetorical Analysis Essay		Share draft of Rhetorical Analysis with peer reviewer by email; Bring hard copy to class
Day 15 Fri., Feb. 27	Introduce Experience and Other Evidence Essay; Finding a topic based in personal experience	IA 25-32; TS/S 241-243 (Zinczenko, "Don't Blame the Eater")	Final Draft of Rhetorical Analysis due on Canvas ; Reflective Writing Assignment 3 due in class
Week 6 Day 16 Mon., March 2	Library Day 1	IA 359-369; LS 80-94	Library Day homework module 1; Brainstorm 3 topic possibilities for Experience and Other Evidence essay
Day 17 Weds., March 4	Experience and Other Evidence; Finding a Topic; Introduce Annotated Bibliography; Distinguishing between academic and popular sources; Google Scholar	Flanagan, "The Dark Power of Fraternities" OR Reitman, "Confessions of an Ivy League Frat Boy"	Come to class with 3 topic possibilities for Experience and Other Evidence essay
Day 18 Fri., March 6	Experience and Other Evidence; Annotated Bibliography (Bring sources to class); Summarizing Sources Activity; Introduce <i>Interpolations</i>	LS 66-70; "Student T Annotated Bibliography"	Locate 2-5 potential sources for Phase I Annotated Bibliography; for one source, write a one-sentence gloss of each paragraph
Week 7 Day 19 Mon., March 9	Experience and Other Evidence; Summarizing Sources Activity; Narrative writing	TS/S 55-75; <i>Interpolations</i> essay : Patel, "To Assimilate or Acculturate?")	Closely read and annotate two more sources and write two more annotations
Day 20	Experience and Other Evidence;	LS 17-25; <i>Interpolations</i>	Phase I Annotated Bibliography

Weds., March 11	Integrating Sources; Synthesizing Ideas; “Working With Sources in the EOE Essay” worksheet	essay (Ma, “Why Should We Care About Education in Prison?”)	due on Canvas
Day 21 Fri., March 13	Mid-semester evaluation; Review “Working With Sources in the EOE Essay” worksheet	LS 95-108	Finish “Working with Sources in the EOE Essay” worksheet
March 15-22	Spring Break: No classes		Draft Experience and Other Evidence Essay
Week 8 Day 22 Mon., March 23	Finish reviewing questions on sample EOE essays from <i>Interpolations</i> ; Introduce Considering Another Side; Introduce Phase II Annotated Bibliography		Draft Experience and Other Evidence Essay
Day 23 Weds., March 25	Draft Workshop Experience and Other Evidence Essay; Stasis Theory; Stasis Mapping Activity	IA 380-381, 387-394	Share draft of Experience and Other Evidence Essay with peer reviewer by email; Bring hard copy to class
Day 24 Fri., March 27	Considering Another Side; Composing a Thesis Statement; Begin Preparing Thesis Statement Presentations	TSIS 173-183; LS 9-11;	Final Draft of Experience and Other Evidence Essay due on Canvas ; Reflective Writing Assignment 4 due in class
Week 9 Day 25 Mon., March 30	Library Day 2	LS 25-29; “Creating and Using a Thesis” handout	Library Day homework module 2
Day 26 Weds, April 1	No Class—Conferences		Compile sources for Phase II Annotated Bibliography; Develop working thesis for CAS essay
Day 27 Fri., April 3	No Class—Conferences		Compile sources for Phase II Annotated Bibliography; Develop working thesis for CAS essay
Week 10 Day 28 Mon., April 6	Considering Another Side; Thesis Statement Presentations; Thesis Gauntlet Activity; Integrating Research; Topic Sentences	TSIS 105-120; <i>Interpolations</i> essay (Gramzinski, “The Ineffectiveness of Foreign Aid”)	Phase II Annotated Bibliography Due on Canvas ; Post working thesis for Considering Another Side Essay to discussion board and bring to class
Day 29 Weds., April 8	Considering Another Side; Review CAS Sample Texts from <i>Interpolations</i>	<i>Interpolations</i> essay (Hoffman, “Direct-to-consumer Advertising of Prescription Drugs”)	Complete worksheets on “The Ineffectiveness of Foreign Aid” and “Direct-to-consumer Advertising of Prescription Drugs”
Day 30 Fri., April 10	Draft Workshop Considering Another Side Essay		Share draft of Considering Another Side Essay with peer reviewer by email; Bring hard copy to class
Week 11 Day 31 Mon. April 13	Introduce Final Position Paper; Bring copies of your Experience and Other Evidence Paper and Considering Another Side papers to class: How has your thinking changed on this issue? How did the previous assignments shape and change your thinking?	<i>Interpolations</i> essay (Chernow, “Pill Popping: America’s Lethal Habit”)	Final Draft of Considering Another Side Essay due on Canvas ; Reflective Writing Assignment 5 due in class
Day 32 Weds., April 15	Final Position Paper; Using Stasis Theory to Structure a Longer Argument; Arrangement Strategies; Outlining	(Reread) IA 380-381, 392-393	
Day 33	Final Position Paper; Using Stasis	IA 60-72	Discussion Board 4

Fri., April 17	Theory to Structure Your Final Position Paper; Outlining		
<i>Week 12</i> Day 34 Mon., April 20	Final Position Paper; Review sample FPPs from <i>Interpolations</i> ; Building Strong Supporting Claims/Building Strong Paragraphs; Transitions and Topic Sentences	<i>Interpolations</i> essay (Baldrige, "Solutions for Deprived Users of Abandoned OSS")	Complete worksheets on "Pill Popping" and "Abandoned OSS"
Day 35 Weds., April 22	Final Position Paper; Outlining; Refutation, Conceding, Bridging	IA 126-134; Romas, "The Hookup Culture: Changing the Norm"	Outline/draft Final Position Paper
Day 36 Fri., April 24	Final Position Paper; Voice; <i>De Copia</i> exercise	IA 397-400; <i>TS/S</i> 121-128	Post Outline of Final Position Paper and Bibliography of 15 sources to discussion board
<i>Week 13</i> Day 37 Mon., April 27	Final Position Paper; Voice; Known-New Contract	<i>TS/S</i> 92-101	Draft Final Position Paper
Day 38 Weds., April 29	Final Position Paper; Continue drafting Final Position Paper in class; Ask me any questions you have	<i>LS</i> 289-298, 306-307, 314-316	Draft Final Position Paper
Day 39 Fri., May 1	Draft Workshop Final Position Paper		Share draft of Final Position Paper with peer reviewer by email; Bring hard copy to class
<i>Week 14</i> Day 40 Mon., May 4	Introduce Revision Assignment; Bring Rhetorical Analysis, Experience and Other Evidence, and Considering Another Side essays to class; Review essays and Reflective Writing Assignments; Identify the essay you plan to revise; Begin drafting Revision Proposal	Reread your Rhetorical Analysis, Experience and Other Evidence, and Considering Another Side essays, including my comments, and also your reflective writing assignments	Final Draft of Position Paper Due on Canvas ; Reflective Writing Assignment 6 due in class
Day 41 Weds., May 6	Revision Assignment & Reflective Memo; Bring copy of the essay you plan to revise to class; Partner summary and workshop of revision essay; What is a Reflective Memo?		
Day 42 Fri., May. 8	Revision Assignment; Small group discussions of reflection question; Whole class discussion reflecting on the semester		
<i>Week 15</i> Day 43 Mon., May 11	Last Day of Classes; <i>Interpolations</i> submissions; Wrap up		Revision of RA, EOE, or CAS, and Reflective Memo, due on ELMS by 1 p.m., Friday, May 15, 2015