

## ENGLISH 5B: ACADEMIC LITERACY II

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## COURSE OVERVIEW

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English 5B is the second semester writing course in a two-semester sequence, part of a stretch program that meets university writing requirements for General Education. This course is designed to build on the reading and writing strategies you have learned in English 5A. It will help you further develop your critical thinking skills; introduce you to more complex research and writing strategies; continue to introduce you to concepts of genre, audience, purpose; and generally improve your ability to read and write at the college level. This course emphasizes writing as communication, inquiry, analysis, and research. In other words, we'll write to discover, analyze, argue, and communicate with others. In this class we will attempt more complex academic writing tasks and consider more complex reading and perspectives. We will also do research in order to demonstrate our participation in the conversation to academic audiences.

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## FIRST-YEAR WRITING PROGRAM GOALS AND OUTCOMES

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At the end of English 5A/B students should be able to:

- 1) Understand and practice effective, academic reading strategies, processes, and assessment of written work, including participating meaningfully in a community of readers and writers.
  - a) **READING/WRITING STRATEGIES:** Demonstrate or articulate an understanding of reading strategies and assumptions that guide effective reading, and how to read actively, purposefully, and rhetorically
  - b) **REFLECTION:** Make meaningful generalizations/reflections about reading and writing practices and processes
  - c) **COMMUNITY PARTICIPATION:** Articulate or demonstrate meaningful participation in a community of readers/writers, and ethical and self-conscious practices that address the concerns of that community of reader/writers (e.g. using and giving feedback on drafts in peer response groups)
  
- 2) Understand and practice effective, academic summary, demonstrate rhetorical awareness and purpose, enter academic conversations, and make analyses and connections from/with research.
  - a) **SUMMARY/CONVERSATION:** Demonstrate summarizing purposefully, integrate “they say” into writing effectively or self-consciously, appropriately incorporate quotes into writing (punctuation, attributions, relevance), and discuss and use texts as “conversations” (writing, then, demonstrates entering a conversation)
  - b) **RHETORICALITY:** Articulate or demonstrate an awareness of the rhetorical features of texts, such as purpose, audience, context, rhetorical appeals, and elements, and write rhetorically, discussing similar features in texts

- c) INTEGRATING RESEARCH: Demonstrate analyzing research to develop an argument, incorporating others' ideas (through quotations, summary or paraphrase) into writing effectively or self-consciously, and appropriately integrating citations into text (punctuation, attributions, relevance)
- 3) Practice appropriate language use, clarity, proficiency in writing, and citation mechanics.
- a) LANGUAGE COHERENCE: Have developed, unified, and coherent paragraphs and sentences that have clarity and some variety

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## GENERAL EDUCATION OUTCOMES AND EPORTFOLIO

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English 5B meets the General Education area A-2 Written Communication requirement, which include these outcomes:

1. Demonstrate appropriate language use, clarity, proficiency in writing, and citation mechanics.
2. Demonstrate effective academic reading strategies and processes, as well as critical evaluation of written work.
3. Demonstrate effective academic summary, rhetorical awareness and perception, and analysis and synthesis of information.

You must submit one formal writing project to your GE portfolio in Canvas. Both writing projects #1 and #2 (more information forthcoming) meet all three of these GE area A-2 outcomes. Please submit one of these writing projects (preferably from your final portfolio – or whichever one you consider your best work according to the outcomes above) to your Canvas General Education Organization by the last day of the semester.

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## REQUIRED TEXTS, MATERIALS AND EXPENSES

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**Please note:** these are the same texts as were required for English 5A, so you should not have to purchase new texts.

- Hacker, Diana and Nancy Sommers. *A Writer's Reference*, 9<sup>th</sup> ed. (Custom edition for CSU Fresno) New York: Bedford/St. Martin's, 2018.
- A package of these books below. Use the ISBN: [9780393626322](#)
  - Graff, Gerald and Cathy Birkenstein. *THEY SAY, I SAY*. 3<sup>rd</sup> edition. New York: W.W. Norton, 2010.
  - Bullock, Richard and Maureen Daly Goggin. *THE NORTON FIELD GUIDE TO WRITING, WITH READINGS*. Custom Edition for Fresno State with ebook. **Please note:** This is a custom edition for Fresno State, so you can only purchase it at our bookstore.

- Much of this class will be paperless, so a computer, some kind of word processing program, and online access are required (students can check out laptops in the library and can access Fresno State's internet all over campus).

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## PROJECTS AND ASSIGNMENTS

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### CLASS PARTICIPATION

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You must be prepared and willing to participate in the class discussions and group activities. For full class participation credit, I expect that you will 1) have the homework done for the day, 2) have thought about the homework, will come with questions, experiences, thoughts, challenges, etc, 3) be willing to take risks by discussing things you don't understand or by bringing topics to our discussions.

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### SMALL GROUP WORKSHOPS

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A key component to this class – and to the practice of real writers – is peer response to drafts of formal and informal writing. Students will be expected to share their writing with their peers in order to get feedback about how to revise the writing to better address an audience's questions, challenges, and responses. This means that everyone will need to share their writing with others AND strive to be a good reader to peer drafts. Workshoping will happen both online and in the class, in small groups and as a large group. You will get more specific instructions for how we will workshop in the class, but know that I will expect you will share your texts with your peers and be open to their response. I also expect that you will read your peer's texts actively and work hard to give them quality feedback about how they can improve their writing.

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### WRITING ONLINE

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In this class, you will have several opportunities to try out different genres of online writing for most of the writing you will do for this class. This class will use Canvas to support your learning, thinking, and conversations as a writer. Reading Journals will be the primary assignment you will post online and you will post these on a group discussion board so that your peers and I can read your writing. I also reserve the right to bring reading journals in to class, to use as discussion starters or models for thinking about various aspects of writing or reading. These reading journals need to be at least 200 words and posted by 8AM the day they are due.

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### FORMAL WRITING PROJECTS

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In this class, you will have three formal writing projects of various lengths. These writing projects are meant to get you to read, write, and respond as both a student in the university and a public intellectual. More information about these writing projects will be given to you during the semester. Generally, these projects require outside research using both academic and nonacademic sources; they require you to write multiple drafts before a project is complete, and they must be written toward an audience, which means you will need to contextualize and explain your claims and examples, give readers a clear sense of why your responses and ideas matter, and be edited and proofread in the final product.

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## MIDTERM AND FINAL PORTFOLIO

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At the midterm and end of the semester, you will create a representation of your work as a writer in this class. For the midterm portfolio, you will need to choose at least 5 pages of formal writing from our class and write a 2-3 page reflective cover letter that discusses your learning up to this point. For the final portfolio, you will choose at least 10 pages of formal writing to represent who you have become as a writer and write a 5 page reflective cover letter that discusses your learning over the entire semester. Your portfolio will be assessed according to the five portfolio dimensions, which are also listed above under the goals and outcomes: 1.a, 1.b, 2.a, 2.b, and 3.a. In addition to my assessments, your classmates will read and assess your portfolios as well. **Your final portfolio must pass in order for you to pass the class.**

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## MIDTERM AND FINAL PORTFOLIO ASSESSMENTS

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Being able to assess writing is key to being a good writer, which is why the first-year writing program believes that students should have an opportunity to assess their peers' portfolios. Assessment means that you will make a judgment about the quality of your peers' portfolios based on the five portfolio dimensions introduced to you in 5A. **Participation in these assessments is required for passing the class.** The midterm assessments will be conducted online and the final assessments will be on the last two days of class.

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## GRADING CONTRACT

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Unlike many of your classes that break your grade into percentages or points, I am going to use a grading contract that focuses primarily on the work you complete in this class.

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## HERE IS AN OVERVIEW

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Conventional grading and teacher-centered evaluation often lead students to think more about grades than about learning; their attention tends to focus more on the products a teacher wants rather than on the process of learning and applying that knowledge to their own purposes and goals. I want you to focus your energies on learning, exploring, figuring out, making sense of, and, finally, assessing what you've learned about academic reading and writing. I am using a contract that emphasizes your performance in the class based on what you do and how well you meet the responsibilities of this class as I guide you through readings, experiences, writing, discussions, and projects.

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## HERE ARE THE REQUIREMENTS

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If you do all that is asked of you in the manner and spirit it is asked, if you work through the processes we establish with the level of intensity and commitment that our class calls for, and you put together complete projects and reflection essays, then you'll get a "B." If you miss classes, turn in assignments late, or forget to do assignments, etc., you will not meet your responsibilities for yourself and your classmates and you'll get a "C," or a lower grade.

## HERE'S HOW GRADING WORKS IN OUR CLASS

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In order to get credit for our course, you must meet or exceed the requirements in the shaded row below. All assignments --formal, informal, in-class or otherwise-- count toward your grade since they are all important to your learning and academic progress.

**Please Note:** You need to earn a C in this class for it to count toward the GE Area A-2 requirement.

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### "B" GRADES

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You are guaranteed a course grade of "B" **if you meet all of the following conditions:**

#### ATTENDANCE/PARTICIPATION

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You may miss (for whatever reason) 6 class sessions. Leaving class 15 minutes or more before class ends or coming to class 15 minutes or more after class starts constitutes an absence. For our class, attendance equates to participation, which means that you need to come to class with the homework done, and be prepared to participate in the activities of the class. This means if you come to class, but your homework is not done, it can count as an absence. Using cell phones, texting, or using computers for things unrelated to the class focus is unacceptable and, if it becomes a problem, will count as an absence on each day there is a problem.

- **Please Note:** sometimes there are emergency situations when folks need to use or check their phone or have their phone on in class. If you have a situation where this is the case, please contact me before class to let me know the situation.
- **Please Note:** Assignments not turned in because of an absence, either ones assigned on the schedule or ones assigned on earlier days in class, will be late or missed (depending on when you turn it in finally. See the guidelines for late and missed assignments below).

#### RELIGIOUS OBSERVANCES

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Students who will be absent from class due to religious observance must provide notice of the date(s) to me, in writing, by the end of the second week of classes.

#### UNIVERSITY SPONSORED EVENTS

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For those students who will need to take time off for university sponsored events, I will need to know the date of those absences by the second week of classes in order to excuse those absences. This will need to be on letterhead from the person in charge of your organization. Having excused absences does not mean that you get additional absences on top of the excused ones. It means that you and I will need to work out what is fair in relation to the number of classes you need to miss for university sponsored events and create an attendance contract that both you and I sign.

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## LATE ASSIGNMENTS

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You will agree to turn in properly and on time the final portfolio, all writing project drafts, and other assignments. Because your colleagues in class depend on you to get your work done on time so that they can do theirs on time, late assignments will not be accepted\*.

- **\*Exception: You may turn in a late assignment ONE TIME OR FEWER during the semester. All “late assignments” are due 2 days after their initial due date** (e.g. if the assignment was due on Tuesday, at 8am, a late assignment must be turned in by 8am on Thursday). The exceptions are the Final Portfolio and the Final Portfolio Assessments, which must be turned in on time.
- **Please Note:** If you have more than three late assignments, each late assignment after the third is considered a “missed” assignment (see #5 below). These will affect your overall grade in the course.

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## MISSED ASSIGNMENTS:

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Missed assignments are assignments that are not completed or are turned in after the late assignment deadline. After you have used your three “late assignment” passes, all additional assignments turned in incomplete, not on time, or otherwise not according to our guidelines are considered “missed assignments.” In order to meet our contract for a “B” grade, you cannot have any “missed assignment.”

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## INCOMPLETE ASSIGNMENTS:

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Incomplete assignments are ones that were completed on time but did not match the “spirit and letter” of the assignment in some way. When an assignment is incomplete, you will have 48 hours from the time you receive notice from me that the assignment is incomplete to revise and resubmit the assignment for no penalty. If you take longer than 48 hours it will be a late assignment until and additional 2 days has passed from the original notification at which time it becomes a “missed” assignment. The final portfolio and final assessments do not fall under this category (they have to be complete and on time).

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## FINAL PORTFOLIOS AND ASSESSMENTS:

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You’ll turn in complete and on time a final course portfolio and complete portfolio assessments according to the portfolio handout. Late or missed portfolios or assessments constitute an automatic failing grade. The final portfolio must be passing and assessments must be complete in order for the student to get a B in the class.

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## “A” GRADES AND FINAL PORTFOLIO

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To get an “A” your final portfolio must demonstrate reflection and writing that point to genuine, recognizable excellence. All portfolios will be graded based on a rubric that includes 1) Consideration of

the rhetorical situation, 2) demonstration of knowledge of course content, 3) fulfillment of writing assignment requirements, and 4) engagement in writing and peer review process.

### KNOWING WHERE YOU STAND

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I use the gradebook on Canvas to keep track of completed, late, incomplete, and missed assignments as well as attendance. At any time, you can go to Canvas and see where you stand. Below is a chart that lists the requirements for the class so you can easily reference what it takes to get a particular grade. Please also note that as our class is mostly paperless, I will respond to much of your submitted work over email. **Please be sure to check your Fresno state email regularly, to be sure that you know about assignments that might need to be redone, and can thus manage revising them within the time period allotted.**

**Please note:** A “C” in the grade book means “complete,” “L” means “late,” “I” means “incomplete,” and “M” means “missed”.

	# of Absences	# of Late Assigns.	# of Missed Assigns.	Midterm/ Final Assessments	Final Portfolio
<b>A</b>	3(TTH) / 5 (MWF) or fewer	0	0	Complete	“A” Quality
<b>B</b>	4 (TTH) / 6 (MWF) or fewer	1 or fewer	0	Complete	Pass
<b>C</b>	5 (TTH)/ 7 (MWF) or fewer	2 or more	1	Complete	Pass
<b>D</b>	5 (TTH) / 7 (MWF) or more	2 or more	2	2 or more	Pass or No Pass
<b>F</b>	5 (TTH)/ 7 (MWF) or more	2 or more	3 or more	0 or more	Pass or No Pass



**Please Note:** All assignments that are turned in as “late” (see above guidelines for assignments considered “late”) after the 3rd are considered “missed.”

\* **Each student may have one temporary exemption from the contract.** This can be for any serious reason and, depending on the circumstance, cover more than one assignment / absence. In order to get this exemption, you must contact me as soon as possible to request the exemption. For any request that covers more than one assignment / activity, you will need to give me a serious and compelling reason.

\* **Bonus:** Each student may earn an additional temporary exemption from the contract (see above) by enrolling in and passing the Writing Center weekly tutorials.

By staying in this course and attending class, you accept this contract and agree to abide by it, as do I.

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## UNIVERSITY POLICIES

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Please see university policies on Students with Disabilities, Cheating and Plagiarism, Computers, Disruptive Classroom Behavior, Copyright Policy, and Honor Code on our course Canvas site under “syllabus.”

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## ACADEMIC RESOURCES

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### THE WRITING CENTER

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The Writing Center offers a one-unit CR/NC tutorial that runs concurrently with the course and meets twice a week for 50 min. You will work in a **small group of 2-3 students with** a trained tutor discussing your writing and giving one another feedback and sharing strategies for revision. The tutorial will enhance your learning and help you succeed in this class. It will also help you prepare your writing for submission to the portfolio. The tutor will not give you any homework assignments; you will simply work with the writing you'll be doing in this and your other classes. In addition, you can also work with a tutor in one-to-one tutorials by appointment or submit your writing for feedback on-line. The Writing Center can be contacted at 278-0334 or <http://www.fresnostate.edu/artshum/english/writingcenter/>

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### LIBRARY RESEARCH

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*For research help, start with the library!* The Henry Madden Library at Fresno State offers articles, ebooks, databases, print books, music, movies, and much more. Start at the library website to gain access to millions of sources that you can't find with a Google search.

Librarians are also available 24/7 to help you develop research questions, figure out search strategies, locate relevant and reliable information, select the best sources for your paper or project, and get you started with citing your sources. You can also use the library's *Do It Yourself (DIY)* tool to find answers to

your questions. For more information, check out the *Ask a Librarian* box on the library's home page at [library.fresnostate.edu](http://library.fresnostate.edu).

From research help to study rooms and technology, the library is here to help. Visit our website to learn more: [library.fresnostate.edu](http://library.fresnostate.edu).

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#### THE LEARNING CENTER

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The Learning Center offers *free* drop-in tutoring in multiple subjects including writing, math, sciences, business, and languages. Visit the Collection Level of the Library from 8am-7pm Monday through Thursday, 8am-5pm on Fridays, and 10am-2pm on Saturdays. For information about the Academic Success Workshops or tutoring schedule go to <http://www.fresnostate.edu/studentaffairs/lrc/> or call 278-8370.

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#### SUPPORTNET

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Our campus has developed SupportNet to connect students with specific campus resources promoting academic success. I have agreed to participate in this program and may refer you if I believe you need the services provided by SupportNet to succeed in this course.

## **English 5B MWF Sample Schedule**

(*TSIS*) refers to *They Say I Say*

(*NFGW*) refers to *Norton Field Guide to Writing*

(*AWR*) refers to *A Writer's Reference*

Date	In Class	Homework Due
	<p><b>Inquiry: what were the most important ideas we learned from English 5A? How will those ideas influence our learning and practice in English 5B?</b></p> <p><b>Key Terms: Rhetoric, Conversation, Genre, Reflection</b></p>	
<p><b>Week 1:</b> Friday, 1/17</p>	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Grading Contract</li> <li>• Review of Key terms: Rhetoric, Conversation, Genre</li> </ul>	
<p><b>Week 2</b> Monday, 1/20</p>	<p>No Class: Martin Luther King Jr. Holiday</p>	
<p>Wednesday, 1/22</p>	<ul style="list-style-type: none"> <li>• Writing Center Visit</li> </ul>	
<p>Friday, 1/24</p>	<ul style="list-style-type: none"> <li>• Review of Key Ideas and Plans for English 5B</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit your reading and annotations of NFGW Chs. 1, 2, 4, 5, 6, and 7 and TSIS “Preface” and “Introduction.” Post a 5 slide powerpoint to Canvas where you reflect on at least 2 of the key terms from 5A (Rhetoric, Inquiry, Conversation, Report, Genre, Audience, Purpose, Reflection, Self Assessment, Process, Textual Analysis) and discuss how your understanding of those terms has come to influence what you think about how, why, and for what purposes writing happens.</li> </ul>

	<p><b>Inquiry:</b> What are the conversations in my discipline and what is the quality of how writers enter these conversations?</p> <p><b>Key Terms:</b> Rhetorical Situation, Genre, Evaluation, Ethos, Audience</p>	<p>Evaluating an author's contribution to a disciplinary conversation.</p>
<p><b>Week 3:</b> Monday, 1/27</p>	<ul style="list-style-type: none"> <li>• What is the genre of evaluation?</li> </ul>	<ul style="list-style-type: none"> <li>• Read and annotate NFGW "Evaluations," pg 202-210</li> <li>• Revisit NFGW: "Wikipedia as a Site of Knowledge Production" pg 816-822</li> </ul>
<p>Wednesday, 1/29</p>	<ul style="list-style-type: none"> <li>• The use of comparison and contrast in evaluation genres</li> </ul>	<ul style="list-style-type: none"> <li>• Read NFGW: "The Tenacity of Hope" pg 828-831, "Polyvore.com" pg 832-836, and "Comparing and Contrasting" pg 424-431</li> </ul>

<p>Friday, 1/31</p>	<ul style="list-style-type: none"> <li>• Writing Project #1 Prompt</li> <li>• Demonstration: How to find trade publications through the library databases</li> </ul>	<ul style="list-style-type: none"> <li>• Library Blog #1: Introduction: Go to <a href="http://englishlibrarian.wordpress.com/">http://englishlibrarian.wordpress.com/</a> -- You'll find a blog entitled First Year Writing -- Library Research Skills. I recommend that you "follow" the blog so that you can easily find it again when you need help later on with research. I'd suggest a three-step approach to get the most out of the blog. First, watch the introductory video. Then read over the whole blog so you can see what's covered. Then go back and look at it all more deeply -- explore some of the red-lettered links and watch the second video. Remember that this is a learning experience. Don't rush or you'll miss valuable insights.</li> <li>• Canvas Post: In your post, I want you to describe  the steps in the research process as discussed in the blog (including the videos) and then consider how one of the steps will be useful in your first essay assignment.  what you found when you followed one or two of the links in the blog.  Your post should be about 250 words.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Then you need to read two classmates' posts and reply. Are there steps in the research process that your classmate discusses that you missed? Did your classmate find something that sounds like it would be useful as you're doing research for your essays? Each reply should be no less than 50 words.</li> </ul>
<b>Week 4:</b> Monday, 2/3	<ul style="list-style-type: none"> <li>• Rhetorical Situation: Discuss the values of different disciplines</li> <li>• What are people in different disciplines talking about?</li> </ul>	<ul style="list-style-type: none"> <li>• Read and annotate AWR "Writing in the Disciplines" section D. Read "Introduction: Writing in different disciplines". Then choose three disciplines you are interested in and read these sections for each discipline: a. Audience needs, b. Forms of Writing, c. Questions X asks, d. Kinds of Evidence, and e. Writing Conventions.</li> <li>• As you read, consider what conversations, questions, and conventions members of this discipline might expect or perform as a way of preparing you to evaluate a conversation in the discipline you choose for writing project #1.</li> </ul>
Wednesday, 2/4	<ul style="list-style-type: none"> <li>• Rhetorical Situation: Choosing articles to evaluate</li> </ul>	<ul style="list-style-type: none"> <li>• Library Blog #2: Go to <a href="http://englishlibrarian.wordpress.com/">http://englishlibrarian.wordpress.com/</a> - - You'll find a blog entitled First Year Writing -- Library Research Skills. Review that blog including any videos and links.</li> <li>• Find 3 articles in Trade publications that you can use for writing project #1. Read and annotate those articles and bring them to class.</li> </ul>

Friday, 2/7	<ul style="list-style-type: none"> <li>Building Ethos: NFGW Chapter 50: "Synthesizing Ideas"</li> </ul>	<ul style="list-style-type: none"> <li>Find one other article about the topic discussed in the Trade Publication article you chose. Read and annotate at least two of them in preparation for class.</li> </ul>
<b>Week 5:</b> Monday, 2/10	<ul style="list-style-type: none"> <li>Building Ethos: NFGW Ch 51: "Quoting, Paraphrasing, and Summarizing"</li> </ul>	<ul style="list-style-type: none"> <li>Library Blog #3: Go to <a href="http://englishlibrarian.wordpress.com/">http://englishlibrarian.wordpress.com/</a> - You'll find a blog entitled First Year Writing -- Library Research Skills. Review that blog including any videos and links.</li> <li>Find one scholarly source on your writing project #1 topic. Read and annotate that source and bring it to class.</li> </ul>
Wednesday, 2/12	<ul style="list-style-type: none"> <li>Building Ethos: NFGW, Ch 52: "Acknowledging Sources, Avoiding Plagiarism"</li> </ul>	<ul style="list-style-type: none"> <li>Writing Project 1, Draft 1 due with author's note on Canvas</li> <li>Bring your writing project to class (either a paper copy or on a laptop/ tablet)</li> </ul>
Friday, 2/14	<ul style="list-style-type: none"> <li>Audience Awareness: A Knowledgeable Discussion of the subject</li> </ul>	<ul style="list-style-type: none"> <li>Read NFGW part 4 "Fields" pgs 289-320. Skim over the examples from each discipline in the reading and writing chapters.</li> <li>Bring your writing project to class (either a paper copy or on a laptop/ tablet)</li> </ul>
<b>Week 6</b> Monday, 2/17	President's Day: No Class	
Wednesday, 2/19	<ul style="list-style-type: none"> <li>Audience Awareness: Creating purpose through evaluation criteria and assessment</li> </ul>	<ul style="list-style-type: none"> <li>TSIS "So What? Who Cares?" pgs 91-99</li> <li>Bring your writing project to class (either a paper copy or on a laptop/ tablet)</li> </ul>



Friday, 2/21	<ul style="list-style-type: none"> <li>• Audience Awareness: Creating purpose through “well supported reasons” in an evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Read TSIS “As a Result” pgs 101-116</li> <li>• Bring your writing project to class (either a paper copy or on a laptop/ tablet)</li> </ul>
<b>Week 7</b> Monday, 2/24	<ul style="list-style-type: none"> <li>• Review: Thesis and Purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Read section C1-c: “Draft and Revise a Working Thesis Statement” in AWR pgs 7-10</li> <li>• Review: NFGW: Evaluations, “Organizing” pg 209</li> <li>• Using the NFGW reading to guide you, create a reverse outline of your paper – revising along the way -- with a revised title and thesis statement at the top.</li> </ul>
Wednesday, 2/26	<ul style="list-style-type: none"> <li>• Review: Introductions and Conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Read AWR C2-a: “Draft an Introduction” pg 13 and C2-b: “Draft a Conclusion” on pg 18</li> <li>• Revise your introduction and conclusion based on the readings. Bring the revised introduction and conclusion to class.</li> </ul>
Friday, 2/28	<ul style="list-style-type: none"> <li>• Workshop Writing Project #1, draft 2</li> </ul>	<ul style="list-style-type: none"> <li>• Bring 3 copies of Writing Project #1, Draft 2 with author’s note</li> </ul>
<b>Week 8</b> Monday, 3/2	<ul style="list-style-type: none"> <li>• Midterm Portfolio Checklist</li> <li>• MLA citation</li> </ul>	<ul style="list-style-type: none"> <li>• Bring a revised draft of Writing project #1</li> <li>• Bring AWR</li> </ul>
Wednesday, 3/4	<ul style="list-style-type: none"> <li>• Editing: coordination and subordination</li> </ul>	<ul style="list-style-type: none"> <li>• Read AWR B4-a: “Sentence Types” pg 324</li> <li>• Revise 10 of your simple sentences to 1) a compound sentence, 2) a complex sentence, or 3) a compound-complex sentence. Bring your revised sentences to class.</li> </ul>
Friday, 3/6	<ul style="list-style-type: none"> <li>• Midterm Portfolio Reading and Assessment Preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to revise your paper for the midterm portfolio.</li> </ul>
	<b>Midterm Portfolio Assessment</b>	
<b>Week 9</b> Monday, 3/9	<ul style="list-style-type: none"> <li>• No Class: Online Midterm Portfolio Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Midterm Portfolio Due</li> </ul>

Wednesday, 3/11	<ul style="list-style-type: none"> <li>• No Class: Online Midterm Portfolio Assessments</li> <li>• Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Midterm Assessments</li> </ul>
Friday, 3/13	<ul style="list-style-type: none"> <li>• Midterm Portfolio Reflection</li> <li>• Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Midterm Assessments</li> </ul>
	<p><b>Inquiry:</b> How do we present our position to others? How do we cultivate ethos, logos, and pathos through research?</p> <p><b>Key Terms:</b> Rhetorical Situation, Genre, Argument, Research, Conversation, Naysayer</p>	
<b>Week 10</b> Monday, 3/16	<ul style="list-style-type: none"> <li>• Arguing a Position</li> </ul>	<ul style="list-style-type: none"> <li>• Read NFGW chapter 13 “Arguing a Position” pg 157-162 and 170-184.</li> </ul>
Wednesday, 3/18	<ul style="list-style-type: none"> <li>• Features of arguments</li> </ul>	<ul style="list-style-type: none"> <li>• Read NFGW “Should Gamers Be Prosecuted. . .” and “Is Google Making Us Stupid” on pgs 785-803</li> </ul>
Friday, 3/20	<ul style="list-style-type: none"> <li>• Rhetorical Situation and use of sources</li> </ul>	<ul style="list-style-type: none"> <li>• Read NFGW “An Outbreak of the Irrational” pg 808-814 and “U Can’t Talk to Ur Professor Like This” pgs 165-169.</li> </ul>
<b>Week 11</b> Monday, 3/23	<ul style="list-style-type: none"> <li>• Writing Project #2</li> <li>• Discuss Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Read NFGW “Getting A Start on Research” pgs 479-488</li> </ul>
Wednesday, 3/25	<ul style="list-style-type: none"> <li>• How to read like a researcher.</li> <li>• Applying the CRAAP test to sources</li> </ul>	<ul style="list-style-type: none"> <li>• Read Library Blog #4: The CRAAP test</li> <li>• Bring at least two outside sources including one scholarly source.</li> </ul>
Friday, 3/27	<ul style="list-style-type: none"> <li>• Research project topic selection.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Project #2 Proposal Due on Canvas. Bring a copy to class.</li> </ul>
<b>Week 12</b> Monday, 3/30	Cesar Chavez Holiday: No Class	

Wednesday, 4/1	<ul style="list-style-type: none"> <li>Rhetorical situation of arguments</li> </ul>	<ul style="list-style-type: none"> <li>Read NFGW “Arguing” pg 397-417</li> </ul>
Friday, 4/3	<ul style="list-style-type: none"> <li>Using sources for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>Read Library Blog #5: Honing your Research Skills</li> <li>Read AWR R3: “Evaluating Sources” on pgs 348-357.</li> <li>Annotated Bibliography due on Canvas see AWR pg 357 for more information</li> </ul>
<b>Week 13</b> Monday, 4/6	Spring Break	
Wednesday, 4/8	Spring Break	
Friday, 4/10	Spring Break	
<b>Week 14</b> Monday, 4/13	<ul style="list-style-type: none"> <li>In class workshop</li> </ul>	<ul style="list-style-type: none"> <li>Writing Project #2, draft 1 due with Author’s note. Bring three copies for workshopping.</li> </ul>
Wednesday, 4/15	<ul style="list-style-type: none"> <li>The role of the naysayer</li> </ul>	<ul style="list-style-type: none"> <li>Read TSIS “Skeptics May Object” on pgs 77-90</li> <li>Bring a revised copy of your writing project to class.</li> </ul>
Friday, 4/17	<ul style="list-style-type: none"> <li>The culture of citation in the Academy</li> <li>Integrating outside sources; in text and end of text citation</li> </ul>	<ul style="list-style-type: none"> <li>Read Library Blog #6: Citing and Plagiarism</li> <li>Revise your writing for MLA style guidelines and bring the revised copy to class.</li> <li>Bring AWR</li> </ul>
<b>Week 15</b> Monday, 4/20	<ul style="list-style-type: none"> <li>Connecting your thesis and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Writing Project #2 draft 2 with author’s note.</li> <li>Bring a copy to class</li> <li>Bring NFGW</li> </ul>
Wednesday, 4/22	<ul style="list-style-type: none"> <li>Review: Introductions and conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Revise your introduction and conclusion based on the conversations and readings from 5A/B (revisit chs 35 and 36 in NFGW or AWR pgs 13-18). Bring the original and revised copy to class.</li> </ul>
Friday, 4/24	<ul style="list-style-type: none"> <li>Review: Paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Revise three paragraphs from anywhere in your essay (NOT you introduction or conclusion paragraphs) based on the conversations and</li> </ul>

	<ul style="list-style-type: none"> <li>Final Portfolio Requirements</li> </ul>	readings from 5A/B (Revisit AWR pgs 42-54). Bring the original paragraphs and the revised paragraphs to class.
	<b>Preparation for Final Portfolio</b>	
<b>Week 16</b> Monday, 4/27	<ul style="list-style-type: none"> <li>Writing Project #3: Reflective Cover letter</li> </ul>	<ul style="list-style-type: none"> <li>Look through your previous cover letters, author's notes, course notes, and Canvas posts. Search for 2-4 moments of learning in the course and reflect on that learning.</li> </ul>
Wednesday, 4/29	<ul style="list-style-type: none"> <li>Writing Project #3 workshop</li> </ul>	<ul style="list-style-type: none"> <li>Bring three copies of Writing Project #3, draft 1 with author's note to class. Post one copy on Canvas.</li> </ul>
Friday, 5/1	<ul style="list-style-type: none"> <li>Editing Strategies</li> <li>Periodic and cumulative sentences</li> </ul>	<ul style="list-style-type: none"> <li>Bring revised drafts all writing projects for the portfolio to class</li> </ul>
<b>Week 17</b> Monday, 5/4	<ul style="list-style-type: none"> <li>Titles</li> <li>MLA Citation</li> <li>Editing Table</li> </ul>	<ul style="list-style-type: none"> <li>Bring 2 copies of a fully editing writing project to class that you will use for your portfolio.</li> <li>Bring AWR</li> </ul>
Wednesday, 5/6	<ul style="list-style-type: none"> <li>Final Portfolio Assessments</li> </ul>	<ul style="list-style-type: none"> <li>Final Portfolio Due</li> </ul>
<b>Week 18</b> Final	<ul style="list-style-type: none"> <li>Final Portfolio Conferences</li> </ul>	

