

ENC 1102: Composition II

Situated Inquiry of Writing and Rhetoric

Department of Writing and Rhetoric
College of Arts and Humanities, University of Central Florida

ENC1102.0109 · Fall 2020 · MWF 12:30pm 1:20 pm · BHC 126 · 3 Credit Hours

Instructor: Adam Byko
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Office Location: TCH 171B
Office Hours: MW 3:45-5:00pm
Prerequisites: ENC1101 or equivalent.

REQUIRED TEXTS:

Easy Writer, Seventh Edition with UCF update, Andrea Lunsford ISBN: 9781319313128
Writing about Writing: A College Reader. 3rd ed. ISBN: 9781319032760 or 9781319150105

COURSE DESCRIPTION

Building on the key concepts of writing and rhetoric emphasized in ENC 1101, ENC 1102 further strengthens students' understanding of the work that writing and research do in the world. The primary and secondary research at the heart of ENC 1102's semester-long inquiry projects invites students to identify, analyze, and contribute effectively to the complex, real-world rhetorical situations that animate their academic, professional, civic, and personal lives.

Through a sequence of writing and research tasks, students learn to continually revisit earlier ideas, refine emergent findings and questions, and trace the development of ideas and arguments across multiple sources and genres. In addition to generating new knowledge, the research process also occasions opportunities for students to interrogate and revise their own conceptions of writing and research.

Required and Supplemental Materials

For this course, you'll be required to have both course textbooks (*Writing About Writing* and *Easy Writer*, both available through the UCF bookstore site). You will also need either a laptop or a notebook and a writing utensil for notetaking and to complete in class writing activities.

Course Policies

Attendance

This is a cumulative class -- meaning that every week we will be building upon what we learned the week before. This means that without regular attendance, you may find it hard to keep up with the material. Every college professor is going to prefer you come to class, but physically attending our class sessions will be essential for you to get the most out of this course.

Also, keep in mind also that we'll also be doing a lot of discussion and collaborative learning in this course. Losing any voice from the mix (whether through lack of attendance or lack of participation) makes our learning environment a little less rich and makes it a little harder for your peers to get the most out of this class. Your presence isn't just necessary for your own learning experience; it's also essential for helping your peers have the strongest learning environment possible in this course.

As absences will affect your ability to participate, accumulating more than three absences over the course of the semester will result in a deduction in your participation score — the same as if you spent three classes without participating in group work or discussions. In the event of extenuating circumstances please see me during my office hours and we can discuss your specific situation.

Also note that students participating in official University functions are required to provide the instructor with a "Program Verification" form. This verification is to be provided prior to the class period whenever possible and no later than the first class following the event.

Participation

Of course, just being here isn't enough. Throughout this semester, we will be working in a collaborative learning environment, leaning heavily on discussion, small group work, and peer review. For this course to be at its most effective, you will have to be an active citizen in the classroom. Don't be afraid to contribute your unique ideas and experiences! We have access to so much more knowledge together than we do individually, and not accessing that knowledge unnecessarily puts a constraint on our learning experiences.

For this to work, we all need to be respectful participants in this classroom community. Try and be active, responsive listeners, especially when one of your peers is speaking. If you don't understand where your peer is coming from, try to meet them halfway instead of outright rejecting their input. Feel free to disagree, but do so with respect.

You'll receive your final participation grade at the end of the course, but I will provide you with quarterly updates of where you would stand if the course ended that day. If it's a lower grade, I will also note what you can do to change it, so you will always know both where you stand and what you need to do to succeed as a participant in the classroom.

Code of Conduct

In line with your participation guidelines, exhibit respect to your fellow students. Listen to what they have to say, engage mindfully with their input. We'll be doing a lot of small group work in this class, and it's imperative that we all are able to feel comfortable and heard in discussions.

This respect should also extend during lecture time. Remember, we've all invested time and resources to be here. Be engaged and thoughtful citizens of the classroom, and make sure your peers have the opportunity to learn without distraction or impediments. By working together with respect and empathy, we can really construct a productive learning environment.

Technology in the classroom

Phones and laptops are permitted in my classroom -- in fact, if you find you take better notes typing than handwritten, then laptops are even encouraged. However, try to keep your usage either within the realm of the course or to a minimum. Constantly looking at a phone makes it more difficult to carry on a conversation -- if you really are listening, the person speaking probably isn't going to feel heard.

If I feel your use of technology is becoming a distraction, I will discretely let you know after the class in question. After that first warning, I will begin deducting points from your participation grade. Just try to be mindful of how your technology use is affecting your ability to participate in the classroom, and we should be able to avoid any trouble.

Late Work

I know, hard deadlines are the worst. But they are necessary for us to have enough time to dedicate to each major project in this course. As a consequence, you will have 10% deducted for each day late for any submission. That 10% will also apply to any revisions of your work (ie: a perfect paper becomes a 90% instead of 100%). Given your ability to revise any major assignment, I highly encourage you to make sure you submit your work on time.

CITI Training

You will be conducting primary research as a component of this course; any research involving human subjects (ie: surveys, interviews, etc.) will require you to complete CITI training. I don't want the prospect of extra work to dictate your research methodology, so, as a consequence, all students will be required to complete the CITI models as part of your participation grade. You will be required to certify that you have passed this training before being able to conduct any human-subject research.

UCF's Financial Aid and Accountability Requirement

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this

course, please complete the “first week academic activity” during the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

For this course, your financial aid assignment will be **Discussion Post 1 due January 10th, 11:59pm.**

Grading

70% of your grade will come from your six major assignments. These assignments are all components or reflections on your major research project. Keep in mind that revision is a necessary part of the writing process, and I will incorporate that into your grading. With the exception of the ePortfolio, each of these major projects is available to be revised twice, and through the *shadow grading* process, your revised version’s grade will fully replace what you received for your initial submission.

To take advantage of your revision opportunities, you will need to submit a new version within *one week of the day you received feedback*. After that week has expired, you will no longer have the opportunity to revise to improve your initial grade.

Initial Research Proposal: 5%

This will be where you propose a rough area of study. You’ll be asked to determine which writing framework you will be using, and how you’ll be applying that framework to answer a genuine question (likely relating to how you encounter writing in your own life). This will dictate the parameters of your research as you accumulate secondary sources.

Annotated Bibliography: 10%

This will be where you list your secondary sources and extract how they pertain to your chosen area of research. You will also be asked to identify the larger conversation you see materializing in your sources. More than just summarizing, you should have an eye out for what gaps you can find in the existing research as you complete this assignment.

Revised Research Proposal: 10%

Having found the gap in the existing research with the annotated bibliography, you will now have the opportunity to revisit your initial

research proposal. Here you can tweak your question based upon what you have found from listening in on the relevant conversations, and also put forth a detailed research plan for how you accumulate primary source data to try and answer this question.

Final Research Paper: 20%

A synthesis of your classwork up until this point, the final research paper will record what new knowledge you have added to the existing conversation. This will mean establishing the context for your work in the relevant literature, recording your primary research results, discussing what those results may mean in relation to the existing research, and looking forward to what gaps still exist that could be addressed in future research.

ePortfolio: 25%

The ePortfolio will give you a chance to display all of the work you have completed over the course of this class and reflect on what higher order skills this work has given you. In this project, you will be constructing a digital portfolio using google sites, including final revisions of every major piece of coursework, and writing a reflection letter contextualizing how this coursework has helped you realize the course objectives. You will be presenting these portfolios during the time of our final (which will be **Wed Dec. 11th, 1:00pm - 3:50pm**).

30% of your grade will come from course participation and discussion posts. You will have eight discussion posts (hosted through webcourses) required throughout the semester. For each discussion post to have its requirements fulfilled, you will have to post both your own response to the week's given prompt (200+ words) and at least two replies to responses from your peers (50+ words).

Some of these discussions will give you an opportunity to reflect on how course material applies to your own lives, some of them will offer brainstorming opportunities for how to overcome challenges with your major projects. As long as you make a sincere effort to engage with the prompt and to offer genuine responses to your peers, you will fulfill your requirements for this portion of your grade.

For details of my expectations for **class participation**, please refer to its own titled section above.

Class Participation: 15%

Discussion Posts 15%

Grading Scale:

This course will use a plus/minus grading scale. Please note that you must earn a grade of C or better to pass this course. There will be no "D" grades offered for this course.

A 94-100

A- 90-93

B+ 87-89

B 84-86

B 80-83

C+ 77-79

C 74-76

C 70-73

F 0-69

NC/Incomplete Grades:

The NC (No Credit) can be given only at the teacher's discretion to students who complete ***all*** assignments for this course with a good faith effort, but whose final work in the course does not meet program standards for a grade of "C." **There will be no "incomplete" grades offered in this course.**

COURSE OUTCOMES

Below, you can see the outcomes this course has been designed to achieve. Feel free to refer back to this page as we progress through the course, to

keep an eye on whether you feel as though these objectives are being achieved.

Outcome 1: Students will be able to analyze and synthesize complex texts in ways that demonstrate an understanding of the situated and intertextual nature of writing and research.

The writer using complex texts in strategic, focused ways to both enter into and respond to ongoing inquiry. This might include summarizing, citing, applying, challenging, recontextualizing, and/or synthesizing relevant background texts.

The writing is intertextual, meaning that a "conversation" between texts and ideas is created in support of the writer's goals. The writer assessing the inquiry and writing choices of other writers to inform their own inquiry and writing decisions. The writer responsibly using community appropriate conventions for citation (e.g. MLA or APA).

Outcome 2: Students will engage in a recursive, inquiry based writing and research process that is meaningful for a specific community.

The writer developing and framing a research question or problem that matters to a specific community. The writer researching, developing, and employing community appropriate research and analytical methods. The writer working flexibly and iteratively with primary and secondary research, including designing, adapting, and where necessary revising research questions and methods given emergent discoveries.

The writer using and synthesizing multiple kinds of evidence gathered from various sources and genres (e.g. library research, interviews, surveys, observations, textual analysis, cultural artifacts) in order to support writing goals. The writer demonstrating substantial and successful revision by creating successive drafts that show global improvement and/or respond to substantive issues raised by instructor and peer feedback.

Outcome 3: Students will be able to interpret their research findings in order to produce arguments that matter to specific communities by addressing real world exigencies.

The writer producing at least one argument that involves analysis, which is the close scrutiny and examination of evidence, assumptions, and counter

arguments in support of a larger set of ideas. The writer persuasively articulating the stakes of at least one argument (why what is being argued matters).

The writer demonstrating a clear understanding of their audience and why their argument matters to that audience, with various aspects of the writing (mode of inquiry, content, structure, appeals, tone, sentences, and word choice) being addressed and strategically oriented to that audience.

Outcome 4: Students will examine their own conceptions of writing and research in response to their inquiry, reading, and writing throughout the course.

The writer employing acquired vocabulary for discussing the roles that writing and research play in a given community. The writer considering the technologies and research methods that mediate writing, research, and the construction of knowledge.

The writer using acquired vocabulary for discussing their writing and research practices, including reflecting on their own writing situations using terms such as genre, discourse conventions, and rhetorical situation. The writer demonstrating a meta-awareness of their growth as a writer and researcher over time by reflecting on their writing and research practices and products and making claims about their learning.

Plagiarism & Academic Dishonesty

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at [Office Of Student Conduct: Rules of Conduct](#)

According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material

- also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
 3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
 4. Falsifying or misrepresenting the student's own academic work.
 5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
 6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
 7. Helping another violate academic behavior standards.

Plagiarism

The Department of Writing & Rhetoric has adopted the definition of *plagiarism* from the Council of Writing Program Administrators (WPA): "*In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its source.* This definition applies to texts published in print or online, to manuscripts, and to the work of other student writers."

Misuse of Sources

The WPA (and the Department of Writing & Rhetoric) distinguish *plagiarism* from *misuse of sources*: "A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying

material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.”

Consequences of Academic Dishonesty

The Department of Writing & Rhetoric takes plagiarism and other forms of academic dishonesty seriously and responds in accordance with UCF policy. Plagiarism and other forms of cheating—or assisting another student who plagiarizes or cheats—will result in a failing grade on an assignment or for the entire course; a report to the Office of Student Conduct; and/or a “Z” grade, which denotes academic dishonesty on your transcript.

Self-Plagiarizing

Plagiarizing can also occur when reusing material that you wrote for another class or situation. I allow and encourage you to reuse work from within this class, such as copying quotes and explanations of course concepts from your Reading Response to use in a major paper. However, using material from outside of this ENC1102 class in any of your submissions will result in a failing grade on the assignment.

Resources & Additional Policies

Gordon Rule

All sections of ENC 1101 and 1102 are Gordon Rule courses, and UCF currently interprets this legislation as requiring students to write at least four, formal graded writing assignments in each Gordon Rule designated class. To satisfy the Gordon Rule requirement, students must receive a C or better in the class. Ds cannot be given in ENC 1101 or 1102.

Accessibility and Title IX

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and

physical ability, sexual orientation, income, faith and nonfaith perspectives, socioeconomic class, political ideology, education, primary language, family status, military experience, political beliefs, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

Statement of Commitment:

We at the Department of Writing and Rhetoric are committed to valuing the lived experiences, embodied knowledges, and scholarship produced by people of color and Indigenous peoples; queer, trans, and disabled people; immigrants and refugees, and other targeted identities who have historically been excluded from sites of knowledge production; denied access to wealth, resources and power; and forced to negotiate multiple interlocking forms of structural and institutional oppression and violence. This commitment emerges from and reflects our shared vision for a just and equitable world that actively affirms and values the humanity of every individual and group. It is this vision that informs our pedagogical practices.

Diversity and Inclusion Policy

Given the above Statement of Commitment, I do not tolerate any discriminatory behavior in class or through Webcourses. Any discriminatory comments made in class or online regarding sex, race, ethnicity, age, national origin, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and nonfaith perspectives, socioeconomic class, education, primary language, family status, military experience, cognitive style, and/or communication style will not be tolerated or accepted, regardless of the severity of the comments. If you are found using this kind of language in any assignments, or in class, you will receive a

failing grade for that assignment and you may be reported to the Office of Student Conduct.

Student Accessibility Services

The University of Central Florida is committed to being a fully accessible campus and inclusive environment for people with disabilities. UCF considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and nonfaith perspectives, socio economic class, political ideology, education, primary language, family status, military experience, political beliefs, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Student Accessibility Services (SAS) accomplishes this through the following means:

Acknowledging disability as an aspect of human diversity; Cultivating awareness of the environment's disabling barriers; Collaborating on and proactively facilitating accessible environments and experiences; Educating faculty and staff to create and maintain access in their spheres of influence; Shifting to an inclusive minded attitude; Supplementing with reasonable accommodations as a last resort measure to ensure access.

SAS provides reasonable accommodations for all persons with disabilities. Students with disabilities who need accommodations must be registered with Student Accessibility Services, Ferrell Commons 7F room 185, phone (407) 8232371, TTY/TDD only phone (407) 8232116, or students can complete the request

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

In case of an emergency, dial 911 for assistance. Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at

http://emergency.ucf.edu/emergency_guide.html.

Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see

<http://www.ehs.ucf.edu/AEDlocationsUCF>

To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu (<http://my.ucf.edu>) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your email address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK." Students with special needs related to emergency situations should speak with their instructors outside of class. To learn about how to manage an active shooter situation on campus or elsewhere, consider viewing this video. [You CAN Survive an Active Shooter \(https://youtu.be/NIKYajEx4pk\)](https://youtu.be/NIKYajEx4pk)

Deployed Active Duty Military Students

A deployed active duty military student who feels the need for a special accommodation due to that unique status should contact their instructor to discuss the circumstances.

Academic Resources

University Writing Center: (<http://uwc.cah.ucf.edu/>)

Main Location: Trevor Colbourn Hall 109, UCF Main Campus

Satellite Locations: Main Library, Rosen Library, Online

Phone: 4078232197

The University Writing Center (UWC) offers writing support to students from first year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45minute appointment by clicking the Success Resources tab on Webcourses, calling the UWC at 407 8232197, or through the UWC website.

The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact them.

Stylus

The Department of Writing and Rhetoric publishes a journal for outstanding writing produced by composition students called Stylus. We'll be referring to this magazine throughout the semester, where you will see examples of successful work in this writing studies research paper genre.

Also, you should consider submitting your own work for publication. Students published in Stylus become eligible for the President John C. Hitt Prize for Excellence in FirstYear Writing, a \$500 book scholarship awarded annually. To submit your work, simply email your essay to me as a Microsoft Wordfriendly attachment and I'll send it to the editors. To see previous issues and learn more information, visit the Stylus website at

<http://writingandrhetoric.cah.ucf.edu/stylus/>

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SCHEDULE

Course Schedule may be subject to change at instructor's discretion

| Date | Topic discussed in class | To read and do before coming to class | Deadlines |
|-------------------------------------|--|---|--|
| Part 1 – Asking the Question | | | |
| WEEK 1 | | | |
| Mon, Jan. 6 | Introduction to ENC1102 "What is Good Writing" | | |
| Wed. Jan. 8 | What does inquiry-based research mean? | WAW 853-856: Stuart Greene, "Argument as Conversation: The Role of Inquiry in Writing a Researched Argument" | <i>Thursday, Jan 8th 11:59pm Drop/Swap Deadline</i> |
| Fri. Jan. 10 | Outcomes Rewrite | Pick one Stylus article for class discussion | Discussion Post 1: Due Jan 10, 11:59pm (Financial Aid Assignment) <i>Friday, Jan 10th Add Deadline</i> |
| WEEK 2 | | | |
| Mon. Jan. 13 | Rhetorical Frameworks <i>Initial Research Proposal Assigned</i> | WAW 458-480: Doug Downs, "Rhetoric: Making Sense of Human Interaction and Meaning-Making" | |
| Wed. Jan. 15 | Community/ Identity Frameworks | WAW 323-333 Ann M. Johns, "Discourse Communities and Communities of Practice" | |

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| Fri. Jan. 17 | Genre Frameworks | Webcourses: Kerry Dirk, "Navigating Genres" | Discussion Post 2 Due Jan 16th by 11:59pm Initial Research Proposal Due Jan 26th by 11:59pm |
| Week 3 | | | |
| Mon. Jan. 20 | MLK Day: No Class | | |
| Wed. Jan 22 | First round of individual conferences: No Class | | |
| Fri. Jan 24 | | | |
| Part 2 - Learning the Conversation | | | |
| Week 4 | | | |
| Mon. Jan 27 | Library Day | Meet in Library for research resources tutorial | |
| Wed. Jan 29 | The Role of Secondary Sources in the Research Process <i>CITI training introduction</i> | | |
| Fri. Jan 31 | Rhetorical Reading <i>Annotated Bibliography Sample handout</i> | WAW 561-576 Christina Haas and Linda Flower, "Rhetorical Reading Strategies and the Construction of Meaning" | Discussion Post 3 Due Jan 31 by 11:59pm |
| Week 5 | | | |

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| Mon. Feb 3 | Extracting meaning from sources | WAW 581-595 Margaret Kants, "Helping Students Use Textual Resources Persuasively" | |
| Wed. Feb 5 | Peer Review Prep | WAW 45-55 Richard Straub, "Responding-Really Responding-to Other Students Writing" | |
| Fri. Feb 7 | Peer Review Draft Due | Rough draft of Annotated Bibliography due on Webcourses before class | Finish peer review before class on Monday Discussion Post 4 Due Feb 7 by 11:59 |
| Week 6 | | | |
| Mon. Feb 10 | Peer review (Cont.) CARS Model | Submit peer review online before class and bring marked up paper copy with you to class WAW 21-24: John Swales, "Create a Research Space' (CARS) Model of Research Introductions" | |
| Part 3 - Revising the Question | | | |
| Wed. Feb 12 | Exploring Evidence Use Stylus to review what constitutes acceptable primary research evidence | Bring laptops to class | |
| Fri. Feb 14 | Matching Methodology to | Methodology overview handout | Annotated Bibliography Due |

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| | Research Questions | | Sunday Feb 16 by 11:59pm |
| Week 7 | | | |
| Mon. Feb 16 | Intro to Textual Analysis <i>Research Calendar handout</i> | Methodology overview handout | |
| Wed. Feb 18 | Intro to Surveys and Interviews | | |
| Fri. Feb 20 | Peer Review | Rough draft of Revised Research Proposal due before class Peer Review | Discussion Post 5 Due Friday Oct 13 by 11:59pm CITI Training due Sunday Feb 22 for those completing primary research with human subjects |
| Week 8 | | | |
| Mon. Feb 23 | Peer Review (Cont.) Revision Discussion | Submit peer review online before class and bring marked up paper copy with you to class WAW "Shitty First Drafts" | |
| Wed. Feb 25 | Data Collection Workshop | Bring tentative calendar of your data collection plan for workshop | |
| Fri. Feb 27 | Synthesizing sources <i>Literature Review Handout</i> | WAW 581-595 Megan Kanz, "Helping Students Use Textual Sources Persuasively" | Revised Research Proposal Due Sunday Feb 29 by 11:59pm |

Part 4 - Situate Your Question Within the Conversation

| Week 9 | | | |
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| Mon. Mar. 2 | Awareness of Intertextuality (Both as a Writer and a Reader) | WAW 544-554 James Porter, "Intertextuality and the Discourse Community" | |
| Wed. Mar. 4 | Linking sources into a conversation workshop | Bring annotated bibliography, either digital or physical copy | |
| Fri. Mar. 6 | Intro to IMRaD | Read IMRaD handout, bring laptops to view Stylus articles | Discussion Post 6 Due Friday March 6th by 11:59pm |
| Week 10 | | | |
| Spring Break March 9th - 14th (No Class) | | | |
| Part 5 - Join the Conversation | | | |
| Week 11 | | | |
| Mon. Mar. 16 | Lit Review Peer Workshop | Bring rough copy of literature review to class | |
| Wed. Mar. 18 | Research Check-In | Be ready to discuss the progress you have made on your research plan, compare it to your proposed research schedule | |
| Fri. Mar. 20 | Research Paper Genre Analysis | Read one of four selected STYLUS articles for small group work | Discussion Post 7 (Literature Review) Due Friday Mar. 20 by 11:59pm <i>Withdrawal Deadline March 20th</i> |

| Week 12 | | | |
|-----------------|--|--|--|
| Mon. Mar. 23 | Connecting results to discussion Portfolio Shell construction | Bring laptops to class and all primary research to class | |
| Wed. Mar. 25 | Peer Review | Research Paper (Intro, Discussion, and Results) rough draft due before class | |
| Fri. Mar. 27 | Peer Review (Cont.) | Submit peer review online before class and bring marked up paper copy with you to class | Discussion Post 8 Due Friday March 27th by 11:59pm |
| Week 13 | | | |
| Mon. Mar. 30 | Second Round of Individual Conferences: No class | | |
| Wed. Apr. 1 | | | |
| Fri. Apr. 3 | Research Paper Genre Reflection ePortfolio Assigned | Bring current draft of Research Paper to class | Final Research Paper Due By Sunday, April 4th at 11:59 PM |
| Week 14 | | | |
| Mon. Apr. 6 | Revision Revisited | WAW (860-869) Nancy Sommers, "Revision Strategies of Student Writers and Experienced Adult Writers" | |
| Wed. Apr. 8 | Reflection: What have we learned, why have we learned it | Read EasyWriter (37, 54-58) "Reflecting on Your Own Work" "Creating Portfolios" | |
| Fri. Apr. 10 | Outcome Review | | |

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| | <i>Sample Outcome Letters distributed</i> | | |
| Week 15 | | | |
| Mon Apr. 13 | Connecting Claims and Evidence | | |
| Wed. Apr. 15 | ePortfolio peer review | Bring laptops to class and have navigable ePortfolio and cover letter rough draft ready for peer review | |
| Fri. Apr. 17 | Peer Review (continued) | Have completed peer review uploaded to webcourses before class | |
| Final Exam Period - Friday April 24th, 10:00am - 12:50pm | | | |