

English 1100: Composition I
Sections 049, 054 | 2222 Haley Center | Online

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Additional Meetings by Appointment

Course Overview

Words – so innocent and powerless as they are, as standing in a dictionary, how potent for good and evil they become, in the hands of one who knows how to combine them!
– Nathaniel Hawthorne

Course Description (English 1100)

ENGL 1100: English Composition I is designed as a broad yet focused introduction to the fundamentals of college-level writing, research, and argumentation. Toward that end, students enrolled in the course can expect to participate in a range of activities that will assist them in developing their craft as writers throughout the semester. These include learning strategies for rhetorical invention and inquiry; engaging critically with written texts and other modes of communication; learning and applying techniques of rhetorical analysis and argumentation; constructing arguments that are responsive to audience, genre, and context; using multiple media resources to engage in processes of reading, writing, research, and collaboration; and developing intellectual habits that ultimately contribute to their success as writers both in school and across the diverse contexts of work and community life.

At the conclusion of the course, students enrolled in English 1100 should be able to:

- Recognize conventions associated with college-level writing;
- Compose essays that are responsive to audience, genre, and context;
- Use reading and writing to engage in critical thinking and rhetorical inquiry;
- Deploy flexible strategies for planning, drafting, revising, and editing their work;
- Employ a voice, tone, and level of formality appropriate to audience expectations;
- Demonstrate proficiency in grammar, mechanics, and conventions of academic citation;
- Utilize a range of technologies for reading, writing, and research (which may include the production and analysis of verbal, visual, and multimodal texts).

This course also meets Auburn University's SLO D: In order to become lifelong learners and use their education to solve practical problems, by the time of graduation students will be able to effectively write and revise for a variety of purposes.

Please Note: The points listed above indicate just some of the objectives that will guide your learning in this course. Students should also identify and set their own goals as students and as citizens who will write in and for various communities throughout their lives.

Required Texts

- Palmquist, Mike and Barbara Wallraff. *Joining the Conversation: A Guide and Handbook for Writers A Guide and Handbook for Writers with 2020 APA Update*. 4th ed. Boston: Bedford/St. Martin's, 2020. ISBN: 978- 1319361488 ***Also available digitally***

- In addition to the textbook available from the University bookstore and other vendors, primary and supplementary readings will be made available online and through Canvas, and possibly through library e-reserves.

Required Materials

1. Auburn University email and Canvas account. I also recommend downloading the Canvas application available for smart phones, tablets, and such
2. Digital storage space (cloud storage, USB flash drive, or hard drive)
3. Daily access to a networked computer – either your personal computer or a campus computer

Email and Canvas

As this is an online class, the Auburn email and Canvas systems are required and will be used extensively. We will use Canvas to host class documents and materials such as the syllabus (and any updates), assignments, etc. Canvas will also be where you submit all work assignments and interact with each other through online discussions.

I send emails with important updates on a regular basis, so you will be expected to check your email daily, although I would recommend checking it more frequently.

Communicating with Me

While email is the most effective way to communicate with me, there are a variety of ways in which you can contact me:

- Email: pwd0002@auburn.edu
- Text/Call: (334) 521-2019 (please contact me to set an appointment time if you would like to talk on the phone outside office hours)
- Canvas Messaging
- Virtual Office Hours via Zoom: <https://auburn.zoom.us/j/96845782147>

I aim to respond to any message within 12-24 hours when possible. I will generally only check my email/Canvas/Texts during reasonable business hours (so please do not expect an immediate response to a question you send me at 2am). I may also be slower to respond over the weekend. If you have not heard from me within a reasonable timeframe, please send a polite follow-up message to remind me.

Virtual Office Hours

Although I will be available via email or text every day, I have set aside 2-4pm on Mondays and Wednesdays for Virtual Office Hours. You can talk to me via Zoom (<https://auburn.zoom.us/j/96845782147>) or phone call (334-521-2019) during these hours. If my regular office hours do not work for you or you need to talk more urgently, email/text me to set up an appointment for another time.

Use my office hours and/or email to discuss any aspect of the course: problems, questions, projects you're working on, ideas you wish to develop, strategies you'd like to try, and so on. I expect you to confer with me about any problems, questions, writing concerns, or essay ideas on a regular basis.

Writing Conferences

We will have required writing conferences—either one-on-one or with our writing groups—for every Essay to discuss your work, offer feedback, consider next steps, assess your progress, etc. You will be expected to take notes in these conferences and bring a printed copy of your paper to mark up/write on. Conference times/dates will be announced in advance and you will have the opportunity to schedule a time that works for both of us.

Student Writing

All works written in this course are generally public between you and your classmates. You will be asked to share them with peers, me, and perhaps others outside the class. If you have concerns about this, please come see me to discuss.

“Classroom” Behavior

Our online “classroom” discussion and behavior should be civil and respectful to all. Everyone is entitled to their opinion and class discussion is meant to allow us to hear a variety of viewpoints. Meaningful and constructive dialogue requires a degree of mutual respect, willingness to listen, and tolerance of reasonable opposing points of view. Respect for individual differences and alternative viewpoints will be maintained at all times. Viewpoints, however, that express hate, discrimination, or exclusion—such as racism, sexism, classism, homophobia, etc.—are by definition disrespectful and will not be tolerated. Abuse and discrimination in any form is unacceptable.

In addition to any specific guidelines contained within this syllabus, the AU Classroom Behavior Policy applies in this course. Please refer to the Student Policy eHandbook for details of this policy:

http://www.auburn.edu/student_info/student_policies/

Zoom Etiquette

As many of our interactions and collaborations will be conducted over video-conferencing services like Zoom, it might be helpful to address some appropriate etiquette. When we meet on Zoom, your attendance, attention, and participation are expected.

- Be respectful and kind and reserve judgment of others. When we video conference from our homes we are put in the awkward position of having to invite everyone in the class into that home. Even though we may get a “peek” into each other’s lives, we must remain non-judgmental and respectful of everyone’s privacy.
- Feel free to take advantage of the “Zoom background” feature so that you do not feel like you need to show everyone your home
- Unless you are currently speaking, it is helpful to keep your microphone muted when you are not
- While some professors may require you to keep your video on at all times, I think it is reasonable to turn off your camera when you are not actively participating. The only exception is when we are working in small groups or in conferences, in which case your camera should be on
- Consider muting your video (also on the lower left of the screen) if you are eating, scratching, talking with someone else in the room, or anything else that might be distracting to others
- Consider using headphones and/or an external mic for best audio quality. Collaborating in Zoom doesn’t really work if you are having trouble hearing and being heard
- Just like in the classroom, it can be helpful to show you want to speak by either physically raising your hand or use the “raise hand” feature that is available at the bottom center of your screen
- When speaking, let us know that you are finished with you point or comment by saying using a sign-off, such as “That’s all.” “I’m done.” “Thank you.”
- Use the “Chat” feature (also on the bottom and center of your screen) to ask/answer questions and make comments silently if you don’t want to speak or don’t want to interrupt someone
- Limit distractions. In order to be fully engaged, avoid multi-tasking and focus your attention on the class. You might want to minimize/close other apps and windows and silence/put away your phone, so you aren’t distracted
- Try not to talk over people and give everyone a chance to speak
- To maximize the quality of your video/stream:

- Be mindful of your lighting. Keep a light source (lamp, window, etc.) in front of you so that your face is well lit and you are not just a shadowy figure
- Try to keep your camera stationary so that your video doesn't get wobbly and disorienting
- Close unneeded applications on your computer to keep the video/stream optimized
- Make sure your internet connection is strong and that you aren't
- Do not forget that clothing is not optional!

If you have any issues or concerns with sharing your video feed, or anything else related to our use of Zoom please reach out to me via email in the first week of class. I'm happy to work with you.

COVID-19 Considerations

Students should follow Auburn University guidelines on conducting daily health checks. If you do fall ill, contact me so we can make instructional and learning arrangements. Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes.

In the event of an illness or COVID-related absence:

- Notify me in advance of your absence if possible
- Keep up with coursework as much as possible
- Participate in class activities and submit assignments electronically as much as possible
- Notify me if you require a modification to the deadline of an assignment or exam

If the campus closes due to COVID-19, our course will remain fully online, but we will make whatever adjustments necessary.

Should I become ill or unable to lead the class, a backup instructor will be identified and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

A Note on Learning in Unprecedented Times

Despite the reopening of the University, the COVID-19 pandemic is far from over and so we cannot expect this course to be a "return to normal." People from many parts of our city, state, country, and the world are still suffering from the public health crisis with minimal support and resources. In this unusual situation, while we are fortunate to be able to meet as a class (albeit remotely), we must understand that we are pursuing our learning in an extreme and unusual situation. It will be vital that we all remain flexible, empathetic, and prepared for changes.

As we pursue learning together, we must strive to keep the following guiding principles:

- Put people first. We should practice empathy and be cognizant that our own reality (day-to-day life) and experiences may differ drastically from others.
- Stay informed. We will keep ourselves educated about the development of the public health situation and make informed decisions about our personal, social, and professional lives.
- Communicate early and often. Even when we are physically and socially distancing to help stop the spread of virus, we can remain connected through various communication platforms. Always reach out if you need anything necessary to support your learning and own well-being.
- Take care of yourself. Get enough rest, food, exercise, and anything you need to keep you in a positive mood and good health. If you don't feel well, do not force yourself through the course work. Let me know so we can work out alternatives together.

- Be flexible. As the situation changes and evolves, our course may need to respond accordingly. We will make adjustments to the calendar, assignments, among other actions should we need to.

Don't hesitate to reach out to me if you need help or just need to talk. Remember that you are not alone and that we are all in this together!

Grading Policies

Course Grading Policy

This course will focus on qualitative not quantitative assessment. In other words, your grade in this class will not be based on “objective” measurements so much as by a subjective and holistic self-evaluation. The purpose of this class is to develop critical thinking and writing skills and practices, not to “get a good grade.” While you will ultimately earn a final grade at the end of the term, I will not be grading individual assignments, but rather asking questions and providing feedback that engage your work rather than simply evaluate it.

For the most part, therefore, you will be assessing/grading your own work and your own progress in the course. This makes explicit that which has always been true: While I, and your other instructors, are responsible for *teaching* you, you are responsible for your own *learning*. I will help you to succeed and develop as a writer and student in any and every way I can, but you will assess that success and learning for yourself. While as the instructor, the “official” final grade at the end of the semester is at my discretion, this grade will be based on your self-assessment and open, honest dialogue between us.

While on its face this might seem like the course will be an “easy A,” it will require a significant amount of effort and self-reflection. You will be reflecting carefully on your own work and the work of your peers. The intention here is to help you focus on working in a more organic and realistic way, as opposed to working as you think you're expected to—to *focus on learning rather than grades*.

That being said, you cannot expect to pass the class if you do not complete all of the major assignments or attend class, just as you would not expect to keep a job if you didn't do all your work or show up.

If this process causes more anxiety than it alleviates, see me at any point to talk about your progress in the course to date. If you are worried about your grade, your best strategy should be to do the reading, join the discussions, and complete the assignments.

Submitting Class Work

Unless otherwise noted, all assignments are due on Canvas at the specified time/date. Assignments should generally be formatted with 12-point Times New Roman font, one-inch margins on all sides, no extra space between paragraphs, and double-spacing between lines.

For every Essay assignment you will have to submit a polished draft on Canvas to be reviewed by your peers and possibly by me. You will then have to revise the assignment for the final draft. You should keep all of your assignments and any feedback as they are handed back to you.

Late Work Policy

As individual assignments will not be graded in a traditional sense, there is no explicit grade penalty for late major assignments (i.e., essay/exercise assignments, outlines, and drafts). However, I will not accept subsequent major assignments until the preceding assignment has been submitted. Also, I cannot guarantee timely feedback on your work if it is not turned in on time, putting at risk your own growth as a writer and your success on each assignment.

You will also be expected to complete exercises, outlines, and or drafts for each essay during the weeks leading up to submission of the final draft. Each step will need to be completed before I will accept and provide feedback on the next step.

If you are struggling to complete an assignment or feel overwhelmed, please come talk to me about it so that we can work something out rather than just not turning in assignments. It's very difficult for me help you succeed if I don't know that you need/want help.

Assignment Length and Completion Policy

For all writing assignments, page length requirements will be provided. The English Department, Auburn University, and the State of Alabama have requirements of the number of “graded” written pages expected of students in “writing intensive” classes.

I have aimed to distribute these pages over multiple assignments and I have designed each assignment with the expectation that you'll need the assigned number of pages to successfully complete the assignment. For example, if the assignment is four to five pages, your essay is expected be at least four full pages (meaning that the *entire* fourth page is filled).

You are not meeting the requirements of the course (and the University/State) if you are not meeting the page minimums. Remember, you cannot expect to pass the class if the major assignments are incomplete.

Attendance and Engagement

Given the unpredictability of the semester in an ongoing pandemic and the myriad of personal circumstances, it is inequitable to maintain a conventional attendance policy. I will note who's present during any synchronous activities, but attendance in a traditional sense will not be graded. Instead, we will be more concerned with your overall engagement in the course. Engagement comes in many forms, not just attendance. Taken holistically, engagement includes (but is not limited to) the following:

- Preparation (reviewing readings and material before class)
- Focus (avoiding distractions during synchronous and asynchronous activities)
- Asking questions (in both synchronous and asynchronous forms, and in virtual office hours)
- Specificity (referring to specific ideas from readings and discussions)
- Synchronous presence (verbally and nonverbally engaged during synchronous activities, including written chat)
- Asynchronous presence

Academic Honesty

Academic honesty can be a complicated issue, and we will discuss plagiarism in particular—what it is, how to avoid it—as a class. All portions of the Auburn University Student Academic Honesty code (Title XII) found in the Student Policy eHandbook will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Auburn Services and Policies

Accessibility

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to make an individual appointment with the instructor during the first week of classes – or as soon as possible if accommodations are needed immediately.

If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Miller Writing Center

The Auburn University Miller Writing Center is free and available for students who desire feedback on their writing. (We can *all* use extra feedback on our writing.) Keep in mind, however, that while the tutors are there to help you with your assignments, they are not there to complete your assignments for you. Thus, when you schedule a meeting, make sure to have a list of questions, your essay, and documents like writing prompts with you when you actually meet. Taking these simple steps will help you and the tutors make the most of your time working together. Visit <http://auburn.edu/writingcenter> to schedule an appointment.

Early Alert Grade System

You will receive an Early Alert Grade one week prior to mid semester (31st class day). The Early Alert Grade represents your current performance on class work graded at that point in the semester. Check the grading scale for this course so that you are aware of what percentage of the total points is represented by your Early Alert Grade. If your Early Alert Grade is a "D", "F", or "FA" you will receive an email from the Retention Coordinator. Early Alert Grades can be viewed by logging into AU Access and opening the *tiger i* tab. Select "Student Records" and open the "Midterm Grades" window from the drop down box. If the grade seems inaccurate, please contact the instructor.

Withdrawal from the Course

Following University guidelines, students who wish to withdraw from a course with a grade of "W" can do so, without penalty, before mid-term. After mid-term, students cannot drop a course unless exceptional circumstances exist, with the approval of the Dean and a signature from the instructor indicating whether the student was passing ("WP") or failing ("WF") the course. **November 2 is the last day to withdraw from university courses with no grade penalty, but a W instead.**

Important Dates

Aug 17	Classes Begin	Mon
Aug 17 - Sep 4	Resignation Fee - Dropping all courses during this period will result in a \$100 resignation fee.	Mon - Fri
Aug 21	Last Day to Add Course	Fri
Aug 24 - Sep 4	Drop Course Penalty Days - Dropping a course during these days will result in a \$100 Drop Fee per course dropped.	Mon - Fri
Aug 28	10th Class Day - Last day to request a meal plan change.	Fri
Sep 4	15th Class Day - Last day to drop from course with no grade assignment. - Last day for potential tuition refund for dropped classes.	Fri
Sep 7	Labor Day	Mon
Oct 13	41st Class Day - Student deadline for request to move finals to Associate Deans	Tue
Nov 24	Last Day to Withdraw - Last day to withdraw from course with no grade penalty. "W" assigned.	Tue

Nov 24	Classes End	Tue
Nov 25-27	Thanksgiving Break	Wed - Fri
Nov 30 - Dec 1	Study/Reading Days	Mon - Tue
Dec 2-8	Final Exam Period	Wed - Tue
Dec 12	Commencement	Sat

Course Assignments Overview

Major Assignments

We will discuss the requirements and expectations for each assignment as it comes up. While no assignment has any specific quantitative value in your final grade, you may find it useful to think about the various assignments in the course in terms of how much labor you should expect to put into each. The percentages for each assignment below are to give you an *approximate* sense of what the labor investment of each assignment is anticipated to be. Keep in mind, however, that each of you will struggle and excel in different ways and at different points in the process and so your personal investment of labor may differ. In other words, these are not precise figures, but guesses at how you *might* divide your time and labor this semester (you may have noticed the percentages add up to 114%).

Assignment	Est. % of Total Labor	Week Due
HW/Content Summaries/Inquiry Group Reports	10%	-
Participation/Engagement	10%	-
Exercise 1: Three Potential “Big Question” Ideas	2%	Week 2
Exercise 2: The Big Question	3%	Week 3
Exercise 3: Evaluating a Text	4%	Week 4
Essay 1: The Explainer	10%	Week 7
Essay 2: Assessing the Conversation	15%	Week 11
Essay 3: Joining the Conversation	20%	Week 14
Presentation	5%	Week 15
Author’s Notes	5%	Weeks 7,11, 14
Self-Assessment of Learning 1	10%	Week 5
Self-Assessment of Learning 2	10%	Week 10
Final Assessment of Learning	10%	Week 18

Exercise 1: Three Potential “Big Question” Ideas, 1-2 pages. This assignment will have you identify three potential “Big Questions” (i.e., important but broad research topics) related to our theme of “identity and public policy” for Essay 1 (and the rest of the semester). For each potential Big Question idea, you will write a ~150-word statement briefly identifying the Big Question and explaining why you are interested in it and why it is worth researching/answering.

Exercise 2: The Big Question, 1-2 pages. This assignment will have you identify a topic related to our theme of “identity and public policy” and to pose a specific Big Question related to that topic. You will identify your Big Question, explain its exigence (i.e., why does it matter--to you and to the world), and develop a plan of how you will investigate the question.

Exercise 3: Evaluating a Text, 1-2 pages. This assignment requires you to analyze a source relevant to your topic and present an examination of what strategies the author deploys to achieve their rhetorical

objective and frame the conversation, as well as an evaluation of the source's credibility and relevance within the conversation.

Essay 1: The Explainer, 3-4 pages. This assignment requires you to become "the Explainer" (from the online magazine *Slate*) and write an informative article in which you report on/explain a public issue, supported by research.

Essay 2: Assessing the Conversation, 4-5 pages. This assignment requires you to write a "literature review" of your topic that analyzes a range of texts' argument, supporting evidence, and rhetorical context and strategies, and presents a clear picture of the conversation you are looking to take part in.

Essay 3: Joining the Conversation, 6-7 pages. This assignment requires you to come up with an argument/claim for a specific policy change to a local or familiar situation, organization, procedure, or statute related to your topic. This claim should be supported by relevant and credible research.

Presentation, 5 minutes, with visual aid. This assignment requires you to give a 5-minute presentation on your argument/claim from Essay 3, aimed at the audience who can make that change happen.

Author's Notes: For every Essay, you will be expected to write a brief "author's note" where you reflect on the work you have completed and anticipate how you will apply any feedback to guide future assignments. These notes will aid you in developing your Final Exam Reflection Letter.

Self-Assessment of Learning 1 & 2, 1-2 pages each. A reflective statement that assesses your success and progress in the course so far.

Final Assessment of Learning, 2 pages. This will be your final "exam." A reflective statement that assesses your learning, success, and progress throughout the course.

Homework/Content Summaries/Inquiry Group Reports: In addition to the assigned homework readings, you will need to find content each week for your research toward your Big Question. You will be expected to write a content summary for each piece of content you exam in your question cycle. Each summary should demonstrate serious attention to the text and include a brief summary of the content, a brief rhetorical analysis, and a list of questions the text inspired. You will share your findings with your Inquiry Group each week, and as a group you will post a report of your conversation.

Participation/Engagement: You will be expected to participate in class discussions and group work (both online and in person). I realize that not everyone is entirely comfortable speaking in class, so I will be looking at participation holistically (attentiveness, group participation, online participation, overall class contribution, etc.). Part of the purpose of this class, however, will be to push you outside of your comfort zone. You are also required to come see me in office hours at least once.

Weekly Schedule

Please Note: Schedule is tentative and subject to change. Sometimes we will move slower or faster than the schedule states. If normal class activities are disrupted due to illness, emergency, crisis, etc., the syllabus will be updated accordingly. Changes will be announced in class and via e-mail and the updated syllabus will be posted to Canvas.

If any of the links below do not work, notify me immediately so that I can find a solution. A non-working link does not excuse you from the homework if nobody has made me aware of the problem.

	Topic	Readings/Assignments (Due by Friday unless otherwise noted)
Week 1	Course Introductions	•
17-Aug — 21-Aug	<ul style="list-style-type: none"> • Get to know each other, introduce class, go over syllabus • Course Theme: Public Policy • Writing as a Process • Rhetorical Context • Inquiry • The BIG QUESTION 	READING: <ul style="list-style-type: none"> • <i>Joining the Conversation (JTC)</i> Ch. 1 • Lamott, “Shitty First Drafts” [PDF on Canvas] SUBMIT: SYNCHRONOUS CLASS FRIDAY
Week 2	Understanding Information	•
24-Aug — 28-Aug	<ul style="list-style-type: none"> • Reading to Write/Annotating • Reading Critically • Information literacy • Confirmation bias / Backfire effect • Question Cycle • Content Summaries 	READING: <ul style="list-style-type: none"> • <i>JTC</i> Ch. 3 (<i>carefully</i> skim sample texts) • McRaney, “Confirmation Bias” https://youarenotsmart.com/2010/06/23/confirmation-bias/ SUBMIT: <ul style="list-style-type: none"> • Exercise 1 • Content Summary 1 SYNCHRONOUS CLASS FRIDAY
Week 3	Finding a Conversation	•
31-Aug — 4-Sep	<ul style="list-style-type: none"> • Refining the Big Question • Finding a Conversation • Starting Research 	READING: <ul style="list-style-type: none"> • <i>JTC</i> Ch. 2 • Elizabeth Kolbert, "There’s No Scientific Basis for Race— It’s a Made-Up Label" https://www.nationalgeographic.com/magazine/2018/04/race-genetics-science-africa/ SUBMIT: <ul style="list-style-type: none"> • Exercise 2 • Content Summary 2 SYNCHRONOUS CLASS FRIDAY
Week 4	Writing to Inform	•
7-Sep — 11-Sep	<ul style="list-style-type: none"> • Finding Information • Presenting Information • 	READING: <ul style="list-style-type: none"> • <i>JTC</i> Ch. 4

		<ul style="list-style-type: none"> • Kevin M. Kruse, "What does a traffic jam in Atlanta have to do with segregation? Quite a lot." https://www.nytimes.com/interactive/2019/08/14/magazine/traffic-atlanta-segregation.html <p>SUBMIT:</p> <ul style="list-style-type: none"> • Exercise 3 • Content Summary 3
Week 5	Analysis and Rhetorical Strategies	•
14-Sep — 18-Sep	<ul style="list-style-type: none"> • Summary vs. Analysis • Rhetorical Strategies • Brainstorming • Outlining • Writing to Reflect 	<p>READING:</p> <ul style="list-style-type: none"> • <i>JTC</i> Ch. 7 (pp. 168-178, 193-212, <i>carefully</i> skim sample texts) • <i>JTC</i> Ch. 8 (pp. 225-227, 240-244, 248-274, <i>carefully</i> skim sample texts) <p>SUBMIT:</p> <ul style="list-style-type: none"> • Self-Assessment 1 • Essay 1 Outline • Content Summary 4 <p style="color: red; text-align: center;">SYNCHRONOUS CLASS FRIDAY</p>
Week 6	Paper Components	•
21-Sep — 25-Sep	<ul style="list-style-type: none"> • Introductions and Conclusion • Moving from Outline to Draft • Peer Review 	<p>READING:</p> <ul style="list-style-type: none"> • <i>JTC</i> Ch. 18 • Nikole Hannah-Jones, "Our democracy's founding ideals were false when they were written. Black Americans have fought to make them true." https://www.nytimes.com/interactive/2019/08/14/magazine/black-history-american-democracy.html <p>SUBMIT:</p> <ul style="list-style-type: none"> • Polished 1st Draft Essay 1 • Content Summary 5
Week 7		•
28-Sep — 2-Oct	<ul style="list-style-type: none"> • 	<p>READING:</p> <ul style="list-style-type: none"> • <i>JTC</i> Ch. 12 • Bertrand & Mullainathan, "Are Emily and Greg More Employable Than Lakisha and Jamal?" [PDF on Canvas] <p>SUBMIT:</p> <ul style="list-style-type: none"> • Final Draft Essay 1 • Author's Note 1 <p style="color: red; text-align: center;">SYNCHRONOUS CLASS FRIDAY</p>
Week 8	Organization	•
5-Oct — 9-Oct	<ul style="list-style-type: none"> • Organization 	<p>READING:</p> <ul style="list-style-type: none"> • <i>JTC</i> Ch. 13 • <i>JTC</i> Ch. 17

		<ul style="list-style-type: none"> • King, “Letter from Birmingham Jail” (with “A Call for Unity”) [PDF on Canvas] <p>SUBMIT:</p> <ul style="list-style-type: none"> • Content Summary 6
Week 9	Incorporating Evidence	•
12-Oct — 16-Oct	<ul style="list-style-type: none"> • Avoiding plagiarism • Quoting and paraphrasing; • Integrating evidence into essays 	<p>READING:</p> <ul style="list-style-type: none"> • <i>JTC</i> Ch. 15 • <i>JTC</i> Ch. 21 <p>SUBMIT:</p> <ul style="list-style-type: none"> • Outline Essay 2 • Content Summary 7 <p>SYNCHRONOUS CLASS FRIDAY</p>
Week 10	Texts in Conversation	•
19-Oct — 23-Oct	<ul style="list-style-type: none"> • Revision Techniques • Revision and Proofreading 	<p>READING:</p> <ul style="list-style-type: none"> • <i>JTC</i> Ch. 22 • Johnson, “What is a ‘System of Privilege?’” [PDF on Canvas] <p>SUBMIT:</p> <ul style="list-style-type: none"> • Polished 1st Draft Essay 2 • Self-Assessment 2 • Content Summary 8
Week 11	Persuasion	•
26-Oct — 30-Oct	<ul style="list-style-type: none"> • Forming arguments • Writing to Solve Problems • Logic and Logical Fallacies 	<p>READING:</p> <ul style="list-style-type: none"> • <i>JTC</i> Ch. 10 (<i>carefully</i> skim sample texts) • “Devolution: Why intelligent design isn’t” http://www.newyorker.com/archive/2005/05/30/050530fa_fact?currentPage=all <p>SUBMIT:</p> <ul style="list-style-type: none"> • Final Draft Essay 2 • Author’s Note 2 <p>SYNCHRONOUS CLASS FRIDAY</p>
Week 12	Argumentation	•
2-Nov — 6-Nov	<ul style="list-style-type: none"> • Thesis Statements Argumentation • Structuring Arguments • Taking a Stance • Reviewing Evidence 	<p>READING:</p> <ul style="list-style-type: none"> • <i>JTC</i> Ch. 11 (<i>carefully</i> skim sample texts) • McCarthy, “Don’t the Rich Deserve to Keep Their Money?” https://jacobinmag.com/2016/04/tax-the-rich-capitalism-marx-socialism <p>SUBMIT:</p> <ul style="list-style-type: none"> • Outline Essay 3 • Content Summary 9
Week 13	Taking a Stance	•
9-Nov — 13-Nov		<p>READING:</p> <ul style="list-style-type: none"> • <i>JTC</i> Ch. 16 (<i>carefully</i> skim sample texts)

		<ul style="list-style-type: none"> • Ta-Nehisi Coates, The Case for Reparations [PDF on Canvas] <p>SUBMIT:</p> <ul style="list-style-type: none"> • Polished 1st Draft Essay 3 • Content Summary 10 <p>SYNCHRONOUS CLASS FRIDAY</p>
Week 14	Preparing Presentations	•
16-Nov — 20-Nov	<ul style="list-style-type: none"> • How to present • PowerPoint • CRAP and Design basics 	<p>READING:</p> <ul style="list-style-type: none"> • <i>JTC</i> Ch. 20 <p>SUBMIT:</p> <ul style="list-style-type: none"> • Final Draft Essay 3 • Author's Note 3 <p>SYNCHRONOUS CLASS FRIDAY</p>
Week 15		•
23-Nov		DUE: PRESENTATION SUN. 12/2 @ MIDNIGHT
Week 16	THANKSGIVING BREAK	•
25-Nov — 27-Nov		
Week 17	STUDY/READING DAYS	•
30-Nov — 1-Dec		
Week 18	FINAL EXAM PERIOD	•
2-Dec — 8-Dec		DUE: FINAL ASSESSMENT OF LEARNING