

## Introductory Composition: Writing as Inquiry

English 10803.005

Spring 2018

TR 8:00-9:20 am

Reed 120



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### OVERVIEW AND OUTCOMES

Welcome to English 10803. This course is a writing workshop focused on writing as a kind of inquiry and the critical thinking that occurs *while* we write—not *before* we write. We'll engage in processes of invention, critical reading, drafting, revision, and editing as we complete a range of writing tasks—from personal essays to argument essays—that include primary and secondary research. As we write, we will discuss everything from getting a first sentence on the page to revising a last draft. If we all do our part, together as a class we will learn about ourselves as writers, readers, and thinkers as well as learn how to write effectively in college and beyond.

This course, like all courses at TCU, has outcomes explaining what students should achieve in the course. The outcomes listed here are the goals we are working toward, and the course was created to best help you meet those ends. By the end of ENGL 10803, students should demonstrate:

- ✓ the ability to write in a range of genres, using appropriate rhetorical conventions, such as:
  - Write multiple assignments in several genres, expanding their repertoire beyond predictable forms (e.g. the 5-paragraph essay)
  - Create a text with a focus, thesis, or controlling idea, provide appropriate support for claims, use conventions of format and structure appropriate to the rhetorical situation, and recognize such in others' texts
- ✓ competency in reading, quoting and citing sources, as well as competency in balancing their own voices with secondary sources, such as:
  - Find, evaluate, analyze, and synthesize appropriate primary and secondary sources to inform and situate one's own claims.
  - Critically read texts for main ideas and claims, for use of genre conventions, for rhetorical strategy, and for the position of the author.
- ✓ the ability to employ flexible strategies for generating and revising their writing, such as:
  - Write multiple revisions that might include substantive changes in ideas, structure, and supporting evidence, enabling students to experience writing as a recursive process.
  - Practice writing assignments as a series of tasks (invention, drafting, revising, editing).

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### KEYS TO SUCCESS IN THIS COURSE

- Carefully read assigned readings and bring them to class
- Participate meaningfully in discussions
- Ask questions in or out of class
- Attend class regularly and punctually
- Complete process work
- Turn in work on time
- Plan and work proactively (don't start assignments at the last minute)
- Stay off unnecessary devices during class (no texting or browsing online)

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## REQUIRED TEXTS AND MATERIALS

- ✓ Ballenger, Bruce. *The Curious Writer* Brief 5<sup>th</sup> Ed. (with MLA Update) Revel ebook with the *The Curious Writer* Brief 5<sup>th</sup> Ed. (with MLA Update) Loose Leaf edition (optional)
- ✓ Regular access to D2L (readings and assignments will be here, and you'll upload assignments here as well)
- ✓ TCU email account (important class announcements will go here)

### ***The Curious Writer* Ebook**

This course uses an interactive ebook from Pearson Revel. To access your materials, follow the link address (unique to this course) below. This information has also be emailed to your TCU email account.

1. Go to: <https://console.pearson.com/enrollment/ledzva>
2. Sign in or create a Pearson Account. (Pro tip: Using your TCU email and password may be helpful.)
3. Click "View" access options to redeem your access code or buy instant access.

You may also access *The Curious Writer* via the Pearson Revel app (available on iTunes and Google Play). This will allow you to access the text and take reading quizzes without internet access.

### **D2L Class Website**

All relevant course materials as well as all assignment submissions will be posted on our course website, accessible through [my.tcu.edu](http://my.tcu.edu) or by visiting [d2l.tcu.edu/](http://d2l.tcu.edu/). This will be homebase for this course and you should check regularly for assignments, some required course readings, in-class activities, student drafts for peer response, as well as grades.

\*\*\*A note on browsers: **Chrome is the preferred browser** for both Pearson and D2L!!

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## COURSE REQUIREMENTS

[Note: Except for in-class writings, everything you turn in should be typed and in MLA 8 format. All files should be named as follows: LastNameFirstName\_AssignmentName.docx]

**Writing Projects** We'll be producing four writing projects in the course that build on one another. The course is organized to move from personal inquiry to inquiring about communities and current issues to intervening in complex rhetorical situations. Each piece will go through multiple drafts and revisions. Every version must be accompanied by an author's note—always (see information about the author's note under "Evaluation"). Before each assignment is due, you'll receive a detailed assignment sheet.

**Project 1: This I Believe Audio Essay** For this project, you will compose your own "This I Believe" essay and audio recording based on the popular series on NPR. This will be a short (500 word) inquiry into one of your own beliefs, how that belief has formed, and its connection with your everyday life and the lives of others.

**Project 2: Profile of a Place** For this project, you will work in pairs to conduct primary (observations and interviews) and secondary research about a place of cultural significance.

Together, you will analyze a location you are unfamiliar with and provide a controlling idea about the culture and cultural consequences of that location. To develop your perspective, you will also include images. The final profile will be a 1,600-word text with at least four images.

*Project 3: Discovery Research Essay* For this project, you will inquire about a topic that you know little about and is part of the local, national, or global conversation by gathering secondary research to help develop your understanding. The discovery essay requires that you craft a thoughtful and engaging research question, incorporate multiple perspectives on the issue, and identify an exigence for this work. In addition to a 1,600 word text, you will give a brief (5-7 minute) presentation with visuals for the class. This will not only provide you with an audience for your research, but will help prepare the class to aid you in the next project. Please note that the discovery and public intervention projects (see below) are linked.

*Project 4: Public Intervention* For this project, you will take a position on the issue discussed in your discovery essay and suggest an intervention for a community that is concerned with or affected by the issue. This could take a variety of forms (op-ed for a paper, infographic that provides information to a specific group, short video, TedTalk-like presentation, proposal for an advocacy campaign), but should include a call to action and visual components. The length of this assignment will vary based on form, audience, purpose, etc.

*Process Work* One of the assumptions of this course is that writing is an ongoing process that includes multiple drafts, collaboration with peers, and substantial revision. In order to complete the writing process, you must also complete readings on time, participate in class discussions and group work, and engage with the course content. While many of these components are ungraded, failure to be prepared for class, participate, and engage in substantive revision will be reflected in writing projects and will most likely result in a lower evaluation.

*Peer Review* Peer review is part of the writing process, both in terms of receiving feedback from one another and providing feedback. Many students note that they learn most from reading each other's work, which not only allows them to see other models for writing, but also trains them to read their own work critically. Peer reviews will be evaluated both by your peers and myself and will contribute to the final grade in this course. See evaluation details below.

*Conferences* Throughout the semester, we'll meet one-on-one to discuss your goals and work for the course. When we meet, please come prepared—you will plan the agenda for our time together. Attendance is required for these conferences—if you need to reschedule, *contact me ahead of time*. Conferences will not be rescheduled due to lateness or unexcused absences.

*Rhetorical Analysis Papers (RAPs)* Once for each writing project, you'll produce Rhetorical Analysis Papers (RAPs). The purpose of RAPs is to (1) generate ideas for your own essays through analyzing readings and (2) practice writing brief analysis papers common in academic writing you'll do in college. **Late RAPs will not be accepted.** (I will gladly take them early via D2L if you know you will be gone. If you have special circumstances impacting submitting your RAP, please contact me ahead of time.) Individual RAPs will focus on analysis of key features of the genre and connect with the learning outcomes for each writing project.

## COURSE EVALUATION

For each writing project of the semester, you'll complete several drafts, engage in peer review, and complete substantive revisions. When you submit writing projects, each will be accompanied by an author's note that provides the context for my evaluation of your project. Each author's note should appear at the beginning of your project and is used during the evaluation (1) as one of the criterion and (2) as a point of reference for how you approached this assignment. Your author's note is an explanation of your learning in the unit *and the choices you made as a writer*. Be as specific as possible

All author's notes should include:

- What you learned in the unit during research, drafting, peer review, and revision
- How the project demonstrates this learning
- The choices you made in revision
  - Make specific references to places in the text that you revised and describe your choice for making such a revision
  - It may help to reference feedback from peer reviewers and myself
  - If you chose not to make changes based on feedback, you must indicate why

For each project, you will also need to address specific questions pertaining to the learning outcomes of that unit.

For Essays 1 (This I Believe) and 2 (the Profile), **you may choose to *substantially* revise the essay again.** However revising the essay does not guarantee the grade will be improved; we'll talk in-depth about making the decision whether or not to revise. If you want to revise your essay, **you must first submit a detailed revision plan and schedule a conference with me within a week of receiving your grade. Revisions must be submitted within three weeks of receiving your graded project.** If you submitted your original writing project late, the late penalty will still apply to the revised essay. (Note: if you turn in a revision plan and then decide not to revise, there is no penalty.)

### Grading Breakdown and Explanations

Writing Project 1: This I Believe Essay	15%
Writing Project 2: Profile of a Place	15%
Writing Project 3: Discovery Research Essay	20% (15% essay, 5% presentation)
Writing Project 4: Public Intervention	20%
RAPs (Rhetorical Analysis Papers)	10%
Peer Review	10%
Reading Quizzes	5%
Participation	5%

**Overall Course Evaluation** Fulfilling the minimum requirements of the course warrants an average grade (*i.e.*, C). Coming to class every day and completing assignments is not something that earns extra credit or an outstanding grade; it is a basic expectation for coursework. A higher than average grade will be based on: 1) the distinctive quality and development of your work; 2) consistently demonstrating critical and creative thinking in your writing; 3) your ability to guide a piece of writing through the various stages of revision; and 4) a willingness to take risks by exploring new subjects, genres, and techniques.

**Writing Project Evaluation** Major writing projects will receive percentage grades out of 100 and are **due at the beginning of class**, unless otherwise noted. Projects will be evaluated through specific rubrics, which are provided at the start of each unit. Assessment will focus on how the writer works within the genre, responded to peer and teacher feedback, and made choices as they revised. Please see information about author's notes above for more about writing project evaluation.

A=93-100%	B+=87-89%	C+=77-79%	D+=66-69%	F=0-60
A-=90-92%	B=83-86%	C=73-76%	D=64-68%	
	B-=80-82%	C-=70-72%	D-=60-63%	

**RAP and Peer Review Evaluation** RAPs and peer reviews will be evaluated as a  $\sqrt{+}$  (excellent),  $\sqrt{\phantom{x}}$  (solid to good),  $\sqrt{-}$  (lean or less than satisfactory), or 0 (not submitted). The peer review evaluations will be determined by both the feedback you receive from your peers and myself and will be released along with the writing project evaluations. That means that you will have a RAP and peer review for each unit.

All  $\sqrt{+}$  will be 100%. Any  $\sqrt{\phantom{x}}$  will reduce the overall percentage by one-half letter grade.  $\sqrt{-}$  will reduce the overall percentage by one letter grade. Failure to submit either a RAP or a peer review will result in a reduction of two letter grades.

Because peer reviews are conducted in class, missing that class day will adversely affect this portion of your grade. However, since all peer reviews are conducted online, you can participate while not physically being in the class by completing the following steps: (1) alert me to your upcoming absences *beforehand*, (2) submit your own draft before class begins so that your peers can provide feedback, and (3) provide *timely* (this may mean before the next class period or sooner depending on the schedule, but will always be made clear to you ahead of time) feedback to the peers you are assigned.

**Reading Quizzes** For each reading assignment in *The Curious Writer*, you will be assigned one or more reading quizzes within the Pearson REVEL system. These quizzes must be completed before class on the day that they are due. These quizzes help ensure that the whole class is prepared to discuss readings.

**Participation Evaluation** At the end of this course, you will be asked to evaluate your participation and give yourself a grade. More details about the evaluation will come, but you will need to provide support for your evaluation. In general, participation consists of preparing for individual classes, contributing to class, group, and paired discussion and work; adhering to class climate and diversity/inclusion course requirements; and engaging with the overall course content.

\*\*\*A note on discussing grades: If you would like to discuss evaluations for individual assignments, please wait 24 hours after receiving the evaluation. I will not discuss evaluations during, before, or after class, but am happy to talk during office hours or by appointment.

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## COURSE POLICIES AND EXPECTATIONS

*Attendance* Improvement in writing is a complex process that requires lots of practice and feedback from readers. Regular attendance is necessary to your success in this course. In accord with Composition Program policy, only official university absences are excused (and you are responsible for bringing me notification of university absences *before* the event). Students representing TCU in a university-mandated activity that requires missing class should provide official documentation of schedules and turn in work *in advance*.

**Three weeks of unexcused absences constitute grounds for failure of the course.** Absences due to sleeping in, long weekends, and illness are NOT excused—they all count toward the three weeks' absences limit. Since illness is likely at some point during the semester, students are urged to save their unexcused absences for times when you are too sick to come to class. Students whose absences are due to circumstances beyond their control should contact me right away, and students may appeal this policy by scheduling a meeting with the Director of Composition. To do well in this course, you must come to class.

Absences under the three-week maximum can still affect your grade adversely. After a week of unexcused absences (two in a TR/MW class, three in a MWF class), half a letter grade may be subtracted from your final grade for each additional absence (i.e.: in a TR/MW class, if you are at a B and miss three classes, your grade could drop to a B-, with four, a C+, with 5, a C, etc.).

*Tardies* Please be on time for class. Classes will be held at the appointed time (seriously, 8:00 am—you are late if you are walking in *at* the stroke of the clock). Three tardies equal one absence.

*Late Work* Don't be late! Turning in late work hinders my and your peers' abilities to give you feedback and it compromises your ability to complete the next assignment. **Work will be due at the beginning of class and will be considered late thereafter.** If you know you will be missing a class, you must submit the assignment ahead of time to receive credit. Late papers will be penalized one letter grade for each calendar day beyond the due date unless a) the student has an official university absence and b) the instructor has agreed to late submission in advance of the due date. (This applies to major assignments, not RAPs, which will not be accepted late.) A late working draft may exclude you from participating in workshops or peer review.

\*\*\*Note on online submissions: This course relies heavily on technology, so you will need to have reliable access to the internet, which is always available in several places (including the library) on campus. **Problems with technology (i.e.: computer crash, internet connectivity issues, etc.) are not acceptable excuses for submitting late work.** Plan ahead to avoid last minute crises related to submitting assignments. If you are concerned that online submissions have not gone through, please feel free to email me a back-up before the due date.

*Class Climate* Our classroom is a place for the free exchange of ideas in an environment of mutual respect, so whether or not you accept your classmates' beliefs, you need to listen respectfully and respond in a constructive manner that supports the goals of the class. The success of the class as a whole depends on each one of us supporting, encouraging, and respecting other people in the class.

A diversity of opinions contributes to an environment for intellectual expression and exploration. However, I will challenge opinions that discriminate or work in opposition to diversity and inclusivity and will encourage you to explore and develop your understandings of power-and-privilege dynamics in the classroom and within larger society. Students whose behavior distracts or disrespects others will be asked to leave and will be counted absent.

*Diversity and Inclusion* Every student in this class will be honored and respected as an individual with distinct experiences, talents, and backgrounds. Students will be treated fairly regardless of race, religion, sexual orientation, gender identification, disability, socioeconomic status, or national identity. Issues of diversity will be a part of class discussion, assigned material, and projects. The instructor will make every effort to ensure that an inclusive environment exists for all students.

*Technologies* Please turn cell phones and other devices to silent or airplane mode during class unless instructed otherwise. Texting or using devices for anything other than designated class work means you're not engaging in the daily activities of our course, and succeeding in the course will be difficult as a result.

That being said, the materials of this course exist predominantly online; therefore, you will be using your computer to access the textbook and course website. You will also use computers during peer review and writing days. It is your responsibility to thoughtfully navigate the use of computers in this course (aka stopping yourself from wandering on the internet).

*Office Hours and Email* During my office hours, I will be at my desk and available to talk with you about any questions, comments, or concerns you have about the course. Please stop by and see me during these hours—that time is yours. If the hours don't work for you, please make an appointment with me. But know that appointments must be made at least 24 hours in advance of your proposed meeting time.

Email is the best way to get in contact with me. I strive to respond to emails within 24 hours. However, I only check and respond to emails during normal business hours (weekdays from 8:00 am-5:00 pm). Emails received over the weekend or after business hours will be received the on Monday or the following morning.

*TCU Disability Statement* Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Student Disabilities Services in the Center for Academic Services located in Sadler Hall, 11. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Contact the [Center for Academic Services](#) at (817) 257-7486 for more information. Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. *Each eligible student is responsible for presenting relevant,*

*verifiable, professional documentation and/or assessment reports to the Coordinator.* Guidelines for documentation may be found at [http://www.acs.tcu.edu/disability\\_documentation.asp](http://www.acs.tcu.edu/disability_documentation.asp). Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

*Academic Misconduct (see [TCU Undergraduate Catalog](#)):* Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life. Specific examples include, but are not limited to:

- *Cheating:* 1) Copying from another student's test paper, laboratory report, other report, or computer files and listings; 2) Using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; 3) Collaborating with or seeking aid from another student during a test or laboratory without permission; 4) Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; 5) Substituting for another student or permitting another student to substitute for oneself;
- *Plagiarism:* The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.
- *Collusion:* The unauthorized collaboration with another in preparing work offered for credit.
- *Fabrication and falsification:* Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
- *Multiple submission:* The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.

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## TCU RESOURCES

- [Center for Digital Expression](#) | Scharbauer 2003 | 817-257-5194 | Available to assist students with audio, video, multimedia, and web design projects. See their website for more information and a schedule of open hours.
- [William L. Adams Center for Writing](#) | Reed 419 | 817-257-7221 | An instructional service with the mission of helping improve writing. Consultants offer feedback on writing projects to students, staff, and faculty from all academic disciplines. Consultants serve as a friendly audience and address any issue a writer would like to discuss, though consultations often focus on topic generation, organization of ideas, style, clarity, and documentation.
- [TCU Computer Help](#) | 817-257-5855 | IT provides support for TCU computing accounts and services.
- [Mary Coats Burnett Library](#) | [reference@tcu.edu](mailto:reference@tcu.edu) | 817-257-7117 | The Library provides resources and services for the research and information needs of the TCU community
- [TCU: Student Affairs | Counseling & Mental Health Center](#) | 817-257-7863 | Promoting psychological health, well-being, and resources for TCU students to cope with personal and academic challenges
- [TCU Sexual Assault Statement](#) | Procedures to follow if you witness or experience sexual assault



**SEMESTER SCHEDULE**

*Note:* It is your responsibility to keep track of due dates. Please use your planner, cell phone calendar, or notebook to write down important due dates, daily assignments, and coursework.

*How to find readings:* CW is short for *The Curious Writer* ebook; D2L for Desire2Learn, where the readings will be a .pdf; other readings will be linked via D2L or from the syllabus.

<b>Day of the Week and Major Due Dates</b>	<b>In-Class</b>	<b>Homework (listed on day assigned and due next class period, unless otherwise noted)</b>
Week 1: Project 1 Starts		
T 1/16	Introduction to Course and Writing History Letter	<ul style="list-style-type: none"> <li>• Complete Writing History Letter and submit to D2L</li> <li>• Read CW Chapter 1 (skip exercises) and complete quizzes</li> </ul>
TR 1/18 <b>Writing History Letter due</b>	Writing Practices and This I Believe Essay	<ul style="list-style-type: none"> <li>• Read CW Chapters 2 and 3 (through “Features of the Form”) and complete quizzes</li> <li>• RAP Readings: Waiba “<a href="#">The Magic of Letters</a>,” White, “<a href="#">Seeing Beyond Difference</a>,” and Farmer “<a href="#">Health is a Human Right</a>”</li> </ul>
Week 2		
T 1/23	Conducting Rhetorical Analysis	<ul style="list-style-type: none"> <li>• Write RAP and submit to D2L</li> <li>• Continue homing in on a belief that you want to write about</li> </ul>
TR 1/25 <b>RAP 1 Due</b>	Writing a This I Believe Essay	<ul style="list-style-type: none"> <li>• Read CW Appendix A and complete quizzes</li> <li>• Write first draft of This I Believe Essay with audio recording and post to D2L discussion board</li> <li>• Don’t forget to bring computer and headphones to class on Tuesday. If you need equipment, please let me know ahead of time.</li> </ul>
Week 3		
T 1/30 <b>First Draft of This I Believe and Author’s</b>	Peer Review	<ul style="list-style-type: none"> <li>• Complete writer’s responses, if necessary, and post to discussion board before next class</li> </ul>

<b>Note Due</b>		<ul style="list-style-type: none"> <li>● Prepare for conferences</li> <li>● Begin working on revisions</li> </ul>
TR 2/1	Conferences—Don't come to class. Come to your individual conference.	<ul style="list-style-type: none"> <li>● Either prepare for conferences or begin revisions</li> </ul>
Week 4		
T 2/6	Conferences—Don't come to class. Come to your individual conference.	<ul style="list-style-type: none"> <li>● Continue working on revisions</li> <li>● Read CW: Chapter 14 "Revision Strategies" and complete reading quizzes</li> </ul>
TR 2/8	Revision and Editing Day	<ul style="list-style-type: none"> <li>● Complete revisions to This I Believe Essay and submit to D2L</li> </ul>
Week 5: Project 2		
T 2/13 <b>This I Believe Essay and Author's Note Due</b>	Introduction to the Profile of a Place	<ul style="list-style-type: none"> <li>● Read CW Chapter 4 (skip profile 1 and 2, and student essay)</li> <li>● RAP readings: Adams, "<a href="#">The Greatest Little Karaoke Bar in Abu Dhabi</a>;" Dwyer, "<a href="#">The Brazilian Town Where the American Federacy Lives On</a>;" and Iran Unveiled, "<a href="#">The Street Photography Collective that Shows the Softer Side of Iran</a>"</li> </ul>
TR 2/15	Creating Profiles of a Place	<ul style="list-style-type: none"> <li>● Chapter 9 ("Field Notes" and "Writing the Sketch" only) and Chapter 11 ("Researching with Living Sources" only) and complete reading quizzes</li> <li>● Write RAP and submit to D2L</li> </ul>
Week 6		
T 2/20 <b>RAP 2 Due</b>	Discussion of Primary Research	<ul style="list-style-type: none"> <li>● Begin conducting observations, interviews, and secondary research</li> <li>● Post in the D2L discussion board what place you've decided to profile, any research you've already conducted (most likely secondary research), and two questions or concerns you have about this project</li> </ul>

		by 10:00 pm on Wednesday
TR 2/22	Conferences—Don't come to class. Come to your pair's conference	<ul style="list-style-type: none"> <li>• Continue conducting research</li> <li>• Post research report to D2L discussion board before class on Tuesday.</li> </ul>
Week 7		
T 2/27	Establishing a Dominant Impression	<ul style="list-style-type: none"> <li>• Conduct additional research as needed</li> <li>• Begin drafting profile</li> </ul>
TR 3/1	Drafting a Profile of a Place	<ul style="list-style-type: none"> <li>• Complete first draft of the profile of the place with collaborative author's note and post to D2L discussion board</li> </ul>
Week 8		
T 3/6 <b>First Draft of Profile of a Place and Author's Notes Due</b>	Peer Review	<ul style="list-style-type: none"> <li>• If you have not finished peer reviews, post by midnight tonight. Writer's responses due by next class period.</li> </ul>
TR 3/8	Revision and Editing Day	<ul style="list-style-type: none"> <li>• Complete revisions to Profile of a Place, write collaborative and individual author's notes, and submit to D2L before 10:00 pm on Friday.</li> <li>• CW: Chapter 10 (stop at "Sample Research Proposal") and complete reading quizzes.</li> </ul>
F 3/9 at 10:00 pm <b>Profile of a Place and Author's Note Due</b>	No Class—Just Submit the Profile of a Place and Author's Notes	
Week 9		
<b>Spring Break; Enjoy!</b>		
Week 10: Project 3		
T 3/20	Crafting a Research Question	<ul style="list-style-type: none"> <li>• RAP readings: TBA</li> <li>• Read CW: Chapter 12 (skip Exercise 9.1) and complete reading quizzes</li> </ul>

		<ul style="list-style-type: none"> <li>Write a tentative research question and have it ready for the library tutorial.</li> </ul>
TR 3/22	Writing a Discovery Essay	<ul style="list-style-type: none"> <li>Write RAP 3 and submit to D2L</li> <li>Read CW: Chapter 11 (skip “Research with Living Subjects”) and complete reading quizzes</li> </ul>
Week 11		
T 3/27 <b>RAP 3 Due</b>	Library Tutorial (tentatively scheduled)	<ul style="list-style-type: none"> <li>Read <i>They Say, I Say</i> Chapters 2 and 7 (pdf).</li> </ul>
TR 3/29	Integrating Quotes and Drafting	<ul style="list-style-type: none"> <li>Complete first draft of Discovery Essay and author’s note and post to D2L discussion board.</li> </ul>
Week 12		
T 4/3 <b>First Draft of Discovery Essay and Author’s Note Due</b>	Peer Review	<ul style="list-style-type: none"> <li>Begin revising and thinking about how you will present your materials for the class.</li> <li>Make sure to bring your computer and headphones to class on Thursday.</li> </ul>
TR 4/5	Revision Day and Presentation Preparation	<ul style="list-style-type: none"> <li>Complete revisions to Discovery Essay and submit to D2L.</li> <li>Prepare for Dork Shorts next week. Send me your presentations at least one hour before the class on the day you present.</li> </ul>
Week 13		
T 4/10	Micro-Presentations	<ul style="list-style-type: none"> <li>Prepare for Dork Shorts</li> </ul>
TR 4/12 <b>Discovery Essay and Author’s Note Due</b>	Micro-Presentations	<ul style="list-style-type: none"> <li>Read CW: Chapter 6 (through “Features of the Form”) and Chapter 7 ( through “Avoiding Logical Fallacies”) and complete reading quizzes</li> </ul>
Week 14: Project 4		

T 4/17	Public Intervention Introduction	<ul style="list-style-type: none"> <li>• Complete and email Public Intervention Proposal</li> <li>• Read CW Chapter 13 (“Eight Multimodal Genres”) but no reading quiz</li> <li>• Find three examples of arguments and post to D2L</li> </ul>
TR 4/19	Making Public Interventions	<ul style="list-style-type: none"> <li>• Prepare for WCW</li> </ul>
Week 15		
T 4/24 <b>Public Intervention Proposal Due</b>	Whole Class Workshop	<ul style="list-style-type: none"> <li>• Prepare for WCW</li> </ul>
TR 4/26 <b>First Draft of Public Intervention and Author’s Note Due</b>	Whole Class Workshop	<ul style="list-style-type: none"> <li>• Prepare for WCW</li> </ul>
Week 16		
T 5/1	Whole Class Workshop	<ul style="list-style-type: none"> <li>• Complete revisions to the Public Intervention and write RAP 4 submit to D2L.</li> <li>• Review prompt for Participation Self-Evaluation and Reflection</li> </ul>
Finals Week		
Tuesday, May 8 8:00-10:30 AM <b>Public Intervention and RAP 4 Due</b>	Complete Participation Self-Evaluation and Reflection	