

Academic Writing English 101: Section

Instructor
Pronoun Preference
Email
Office Location

Class Time
Class Location
Office Hours

Course Description

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

To achieve these ends, this course is grounded in inquiry and rhetoric. Our goal is first to inquire, to determine what is known—and credible—about a topic or issue. Then, we ask questions about what is known: How do we understand and define this issue? How might we evaluate it? What can we do about it? Engaging in this inquiry and responding to these questions leads to rhetorical practice. We use rhetorical skills to construct knowledge by creating arguments that are built on the foundations of what has already been thought and said. Thus inquiry and rhetoric rely on investigating, listening to, and reflecting upon the diverse thoughts and ideas of others. In other words, through questioning and research we gain the knowledge to join existing scholarly conversations ethically and critically. Also, because academic writing is part of a larger conversation within and often across disciplines, one of its conventions is rigorous review by peers.

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

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

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

Writing Process and Reflection. Writing is a process, and while that process varies for each writer, drafts, feedback, and revision are essential elements for any effective composition. In addition, by stepping back to reflect on your writing and your writing process, you learn more

about who you are as a writer and what academic writing is. In reflection, you gain the insights that enable you to assess your work and make productive changes towards improvement.

Research and Critical Reading. The work of researching and reading of academic sources critically allows you to enter the conversations of various disciplines. You will also learn the types of sources that are acceptable for academic papers and the methods appropriate for integrating them into your writing and documenting them.

Learning Outcomes

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

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

Required Books

University of Maryland Academic Writing Program. *Fearless Writing: Rhetoric, Inquiry, Argument*. Bedford, 2018.

Nguyen, Viet Thanh. *The Refugees*. Grove, 2017.

*This book is UMD's First-Year book; it is free to all students, and you can pick yours up in 2110 Marie Mount Hall.

Course Policies and Procedures

1. Participation and Attendance

You are expected to be prepared for class and to participate in class discussions, to be able to respond to questions posed to you, to have drafts when they are due, and to complete in-class writing activities. Your active participation will contribute to your final grade. We will discuss the definition of active participation in the first few class meetings.

The work that you submit in English 101, including but not limited to rough drafts and formal writing assignments, will be based on skills that you develop and hone in class. For this reason, your attendance and active participation are essential to your success in this course. If you miss class for any reason, it will be your responsibility to find out what you missed and what is needed to make up the work.

Whether or not you are allowed to make up that work will depend on two factors:

- 1) whether your absence is excused or unexcused (please see the University's statement on excused and unexcused absences at https://www.faculty.umd.edu/teach/attend_student.html);
- 2) whether the work you handed in or the activity you missed during class constitutes a "major course event." Rough draft workshops and final due dates of formal assignments constitute major course events. Any work connected to a major course event is due on the date stipulated unless an alternative arrangement has been worked out ahead of time.

There is a limit to the number of *unexcused absences* that you may accrue over the course of the semester. For TTH courses, you have four unexcused absences; for MWF classes, you have six. While you are allowed these absences, missing class sessions still means that you will lose participation points for that day and for any in-class exercises that your peers complete. For *each additional unexcused absence beyond 4/6*, your final grade for the course will be lowered by one full letter grade. This means that if you have earned an A average but exceed the allowed number of unexcused absences by one, you will earn a B in the course; if you have earned an A but exceed the allowed number of unexcused absences by two, you will earn a C in the course.

2. Late Papers

Papers are due on the date and time designated on the course syllabus. That deadline holds true whether you can make it to class or not and whether your absence is excused or not. Late papers will be marked down one letter grade per day late, including weekends. If you must submit a late paper, you should contact me the day the paper is due, so that I know when to expect your paper and how you will submit it.

3. Draft Workshops

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

We will have a draft workshop before each paper is due. During these sessions, you will exchange your paper with a peer (or peers) and offer revision suggestions. Your participation in the workshop will be part of your grade.

On the day of a draft workshop, you will be required to have a complete draft of your paper. *If you do not have a draft in class that day (this includes not having it in class because you are absent), your final grade for that paper will be reduced by a letter grade – that is, an A paper will be a B paper if you did not have your draft.*

4. Paper Format

The format for papers will vary, but unless otherwise indicated, the standard format is as follows:

- double-spaced throughout (with no extra spaces between paragraphs)
- readable font (12 point, no italics except for titles or emphasis)
- one-inch margins on all sides, left justified

- your name, my name, the section number for the course, and an indication of the draft number (first, second, final) in upper left corner
- title of the paper center justified
- numbered pages

When you cite information, you should follow the MLA style guidelines appropriate for the topic or situation.

5. Office Hours

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

We will have two scheduled one-on-one conferences in my office (see the course schedule for conference days). These meetings are *mandatory*. If you cannot attend our scheduled conference, please email me at least 2 hours before our planned time. If you miss our conference without emailing, I will count it as a class absence.

6. Writing Center

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

The Writing Center offers both daytime and evening hours. Online tutoring is also available. You can make an appointment through the website below.

Website: <<http://english.umd.edu/academics/writingcenter>>
 Address: 1205 Tawes Hall
 (301) 405-3785
writadmin@umd.edu

7. Cell Phone and Laptop Policy

Please turn off your cell phone during class and put it in below your desktop. Texting during class will not be tolerated. You are welcome to use your laptop or tablet for class-related writing and activities. Checking Facebook or email during class will not be tolerated.

10. Academic Integrity

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

11. Accommodations for Students with Disabilities

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

In order to receive official university accommodations, you will need to register and request accommodations through the Office of Disability Support Services. DSS provides services for students with physical and emotional disabilities and is located in 0106 Shoemaker on the University of Maryland campus. Information about Learning Assistance Services or Disability Support Services can be found at www.counseling.umd.edu/LAS or www.counseling.umd.edu/DSS. You can also reach DSS by phone at 301-314-7682.

12. Statement on Classroom Environment and Mutual Respect

Our classroom environment will be built on mutual respect, which includes behaviors such as listening to others before responding, critiquing our peers' ideas rather than our peers themselves, and framing disagreement as an opportunity to develop and nuance our own views. Early on in the class, we will define mutual respect and civility and discuss how we can each do our part to ensure that everyone feels encouraged to contribute. Please come and talk to me if you feel like I can better facilitate a respectful and productive learning space.

13. Statement on Diversity and Inclusion

UMD English considers the diversity of its students, faculty, and staff to be critical to its educational mission and expects every member of the community to contribute to an inclusive and respectful culture in the classroom, work environment, and at campus events. It is my intent that students from diverse backgrounds, perspectives, and learning needs be well served by this course and that the diversity students bring to class be viewed as a resource and strength. Dimensions of diversity include intersections of sex, race, age, national origin, ethnicity, gender identity or expression, sexual orientation, intellectual and physical ability, primary language, faith and non-faith perspectives, income, political affiliation, marital or family status, education, and any other legally protected class. I endeavor to present materials and activities that foster a positive learning environment based on open communication, mutual respect, and non-discrimination. Please let me know of ways to improve the effectiveness of the course for you personally or other students or student groups.

If you experience issues related to diversity and inclusion in your English courses or as part of the English department community—or if you have suggestions for improving diversity, inclusion, equity, and access in the department—please contact our Diversity, Inclusion, Equity, and Accessibility (IDEA) Committee at: englishidea@umd.edu.

Grading and Revision

Grades

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

Discussion board posts, class participation, draft workshops, reflective writing assignments	10%
Assignment #1: Academic Summary	5%
Assignment #2: Rhetorical Analysis	15%
Assignment #3: Annotated Bibliography	5%
Assignment #4: Inquiry Essay	15%
Assignment #5: Digital Forum	15%
Assignment #6: Position Paper	20%
Assignment #7: Revision and Reflection Assignment	15%

**Please note that you cannot pass English 101 if you do not complete and submit each of the seven major assignments.

Revision Policy

Revision Policy for Assignment #1: So that you are able to gain a sense of the rigor of this course, for the first assignment, no essays will fail on the first attempt (except of course for lateness or plagiarism). If the essay *would have received a grade of D or F*, I will give it a W for “grade withheld” and ask you to revise the assignment. If the essay is not revised acceptably within a specified time, it will be recorded as an F. If the essay is revised in an acceptable manner, it will be granted as high as a C, but no higher.

Revision is a major part of this course and a major element of strong writing practice. You will revise each of your papers after the scheduled draft workshop. I am also happy to meet with you before your paper is due to discuss your essay ideas and your drafts. In addition, your final assignment for this course asks you to revise substantially an assignment you’ve submitted and to which I’ve responded. Since I stress revision throughout the course and since there are so many opportunities for you to revise your work, there will not be possibilities for additional revisions to essays after they have been returned. Given this policy, please use me and your classmates as resources for essay revision and improvement before the submission deadlines.

Course Assignments

Academic Summary. Summary is an element of good critical reading, which is, in turn, the cornerstone of academic writing. With this assignment, you take the first step in learning many skills crucial to successful academic writing, including clarity and concision, effective and ethical use of sources, and the interconnection of reading and writing.

Rhetorical Analysis: For this assignment, you will analyze a persuasive text by taking into consideration rhetorical appeals, rhetorical situation, intended audience, exigence, style, and

organization. Your goal is to make an argument about the effectiveness of the text for the given audience. 4-5 pages.

Inquiry Essay: This assignment initiates your semester-long exploration of an issue. Here, you will enter an academic conversation by identifying a topic for research that connects in some way to your academic, extracurricular, personal, or civic interests and/or experiences. You will use the heuristic of stasis theory to investigate your topic and to learn the issues and debates within it. A major part of this project is to explore how scholarly research and listening to the ideas of others can inform, expand, and complicate your understandings of and experiences with the topic. The goal of this essay is three-fold: 1) to argue for the exigence and importance of this issue, 2) to raise important questions about the issue, and 3) to investigate possible responses to these questions. A research session at McKeldin library will introduce you to the skills of finding and evaluating worthy sources. 4-5 pages.

Annotated Bibliography: This assignment will support your work in the Inquiry assignment, as it will enable you to identify sources that will propel your inquiry. In particular, you will identify five sources that will aid in your exploration, and you will annotate them. Each annotation should (1) cite the text of your choice in perfect MLA format; (2) summarize the text; (3) evaluate the validity and fairness of the source (4) discuss how the text will help you gain a deeper sense of the issue and how the source will contribute your investigation. Approx. 150 words per annotation.

Digital Forum: You will shift gears in this assignment, moving from writing to academic audiences in analog form to writing to popular audiences in digital form. More specifically, you will compose a website that offers an audience of your choice a digital forum. This forum will display three distinct arguments leveraged by different stakeholders invested in your issue. Extending the work of your Inquiry essay, you will identify a *new* conversation within your issue and three different ways stakeholders engage it. You will create three “stakeholder pages” that describe these positions as well as an “About” page and a “Required Reading List.” This list of annotated sources should 1) offer your audience additional information about your issue, and 2) extend your research base by annotating five new peer-reviewed sources (i.e. that you did not consult for previous assignments) that take up your issue. Approx. 1800 words.

Position Paper: This paper is the culmination of the inquiry and exploration you have conducted throughout the semester. Your goal is to compose an essay that offers the argument you find most persuasive within the issue you’ve been examining. Your job is to take a position within this debate, refute competing positions and alternatives, and organize your ideas effectively and efficiently. This paper is directed to a specific, academic audience, and it should include a bibliography of approximately 20 sources. 8-10 pages.

Revision and Reflection Assignment: Reflection and revision are keys to one’s success as a writer. Through reflection and revision you are able to think critically about your identity as a writer, your writing process, and the feedback you’ve received. You can then leverage these reflections as you continue to write and thus improve upon your work. For the final assignment of the semester, you will substantively revise an assignment of your choice—taking into consideration the rhetorical concepts and strategies you have learned, the ideas you have raised in your reflective writings, and the feedback you have received from me and from your peers. Your goal in this revision is to rethink important aspects of the assignment such as the rhetorical appeals, supporting arguments, arrangement, introductions and conclusions,

integration of research, and so on. In an accompanying two page, single-spaced memo, you will identify the aims of your revisions, how you have attempted to reach those goals, and your rationale for those specific choices. Reflective Memo 2 pages, single-spaced; Revision 4-5 pages.

****Note:** The Inquiry, Digital Forum, and Position assignments are sequenced so that each one builds on the next. The writing for each assignment, however, should be original to that project. That is, you should not reuse writing from one assignment by simply copying into the next.

Spring 2019 Course Schedule

FW: Fearless Writing: Rhetoric, Inquiry, Argument

TR: The Refugees (FYB)

INTP: Interpolations

Day	Session Objectives	Reading Due	Writing Due
<i>Week 1</i> Day 1 M 1-28	Introductions & course introduction; Discuss Syllabus; What is rhetoric and the academic writing course?		
Day 2 W 1-30	Introduce Summary; Discuss academic writing	<i>FW</i> : "Introduction," 3-4; <i>FW</i> "What is Academic Writing?," 5-15	DB #1
Day 3 F 2-1	Discuss Summary; Practice summarizing for Assignment #1; Discuss selected reading for Summary assignment	<i>FW</i> : "From Writing Summaries and Paraphrases to Writing Yourself into Academic Conversations," 36-46; Reading for Summary Assignment (Fleming, Nguyen, or Anzaldúa)	
<i>Week 2</i> Day 4 M 2-4	Academic Writing & Language Diversity; Summary	<i>FW</i> : "Should Writers Use Their Own English?," 19-24; <i>FW</i> : "Comparing Summaries of Vershawn Ashanti Young's 'Should Writers,'" 52-54; <i>FW</i> : "Style and Standards," 25-27	DB #2
Day 5 W 2-6	Source Integration and Flow; Draft Workshop Assignment #1	<i>FW</i> : "Integrating Sources," 47-51; "Rethinking 'Flow' in Your Writing," 55-56; <i>FW</i> : "Revising, Editing, and Reflecting," 349-353	Draft Assignment #1: Summary
Day 6 F 2-8	Summary Due; Introduce Assignment #2: Rhetorical Analysis END OF SCHEDULE ADJUSTMENT (last day to add or drop classes without a W)	<i>FW</i> : "Rhetorical Analysis," 59-78	Assignment #1 (Summary) Due; Reflective Writing Due
<i>Week 3</i> Day 7 M 2-11	Rhetorical Analysis; Exigence and Ethos	<i>FW</i> : "Call for Unity"; "Letter from Birmingham Jail," 425-434; <i>FW</i> : "Exigence," 101-103	
Day 8 W 2-13	Choose essay for Rhetorical Analysis; Pathos and Style in King's Letter	<i>FW</i> : "Letter from Birmingham Jail," 425-434	DB #3
Day 9 F 2-15	Logical Appeals	<i>FW</i> : "Arguments Based on Facts and Reason: Logos," 82-94;	

		“Letter from Birmingham Jail,” 429-430	
Week 4 Day 10 M 2-18	Composing Thesis Statements; Rhetorical Analysis	FW: “Drafting and Revising a Working Thesis,” 79-81; Watch: Adiche’s “The Danger of a Single Story” https://www.ted.com/talks/chim_amanda_adichie_the_danger_of_a_single_story); INTP: Hannan, “Rhetorical Strategies in ‘The Danger of a Single Story’”	
Day 11 W 2-20	Building Effective Paragraphs; Draft Workshop for Assignment #2; Set up conferences for 2-27	FW: Building Effective Paragraphs, 373-379	Draft Assignment #2: Rhetorical Analysis
Day 12 F 2-22	Submit Assignment #2; Introduce Inquiry; Set up Conference Schedule for 2-27	TR: “On Being a Refugee, An American—and a Human Being,” 211-218; FW: “The Inquiry Essay: What is It and Why It Matters,” 205-211	Assignment #2 (Rhetorical Analysis) Due
Week 5 Day 13 M 2-25	Inquiry; Choosing an Issue	FW: “From Identifying Issues to Forming Questions,” 115-126; FW: “Personal Experience as a Step Towards Inquiry,” 203-204	DB #4
Day 14 W 2-27	Conference Day for Assignment #4 Inquiry and Research Session		
Day 15 F 3-1	Research Session at McKeldin Library		
Week 6 Day 16 M 3-4	Annotated Bibliography; Revisit Summary; Evaluating Sources and MLA Citation **Bring to class your sources for the Annotated Bibliography**	FW: “Evaluating Sources” 163-168; Purdue OWL, MLA Citation: https://owl.english.purdue.edu/owl/resource/747/01/	Reflective Writing for Assignment #2 (Rhetorical Analysis) Due
Day 17 W 3-6	Stasis and Source Use/Academic Integrity	FW: “From Synthesis to Researched Argument,” 149-154; FW: “Invention: Generating Ideas with Stasis Theory,” 201-202	DB #5
Day 18 F 3-8	The Inquiry Essay; Strengthening and Weakening Claims	INTP: Quereshi, “Urdu Kis Ki Zaban Hai? or Whose Language is Urdu?”; FW: “Strengthening and Weakening Claims as a Rhetorical Strategy,” 394-395	Assignment #3: Annotated Bibliography due
Week 7 Day 19 M 3-11	Inquiry; Draft Workshop #1; Sign up for Weebly site	FW: “Strengthening and Weakening Claims as a Rhetorical Strategy,” 394-395	Draft Assignment #4 Inquiry Essay
Day 20 W 3-13	Draft Workshop #2; Tightening Sentences; Sign up for Weebly site	FW: “Meditations on Revision: Re-Seeing your Inquiry after	Revise Assignment #4: Inquiry

		Draft 1,” 212-213; <i>FW</i> : “Tighten Wordy Sentences,” 380-382	
Day 21 F 3-15	Introduce Digital Forum; Bring laptops to class	<i>New York Times</i> ’ “Room for Debate”: “Women and Their March on Washington” https://www.nytimes.com/roomfordebate/2017/01/09/women-and-their-march-on-washington “Should Foreign Languages be Mandatory in College” https://www.nytimes.com/roomfordebate/2016/12/28/should-foreign-language-classes-be-mandatory-in-college <i>INTP</i> : Jin, “Click Bait vs. Journalism”	Assignment #4: Inquiry Due; Reflective Writing for Assignment #4 Due
M 3-18 through F 3-22	Spring Break (No Classes)		
<i>Week 8</i> Day 22 M 3-25	“About” pages; Rhetoric and Multimodality; Required Reading List	<i>FW</i> : “How Does Rhetoric Work in Multimodal Projects?,” 219-235; <i>INTP</i> : Dang, “Gender Roles in Online Dating”	Draft “About” page
Day 23 W 3-27	Digital Forum; Stakeholder Position Page #1 & #2	<i>FW</i> : “Arguments of Definition,” 183-194	Draft Stakeholder Position Pages #1 & 2
Day 24 F 3-29	Digital Forum; Stakeholder Position Page #3; Causal Arguments	<i>FW</i> : “Causal Arguments,” 236-248	Draft Stakeholder Position Page #3
<i>Week 9</i> Day 25 M 4-1	Research and Required Reading list; Bring five new scholarly sources for Required Reading List; Citation Practices	<i>INTP</i> : Jin, “Click Bait vs. Journalism”	Draft Required Reading List
Day 26 W 4-3	Draft Workshop #1	<i>FW</i> : “Meditations on Revision: Experiments with Digital Composing,” 261-263	Complete Revised Draft of Digital Forum
Day 27 F 4-5	Draft Workshop #2	<i>INTP</i> : Dang, “Gender Roles in Online Dating”	Complete Draft of Digital Forum
<i>Week 10</i> Day 28 M 4-8	Introduce Position Paper	<i>INTP</i> : Tsoi, “Discriminatory and Unconstitutional: English Only in U.S.” <i>FW</i> : “Parts of a Full Argument,” 330-332	Assignment #5: Digital Forum Due; Reflective Writing Due
Day 29	Evaluation Arguments	<i>FW</i> : “Evaluations,” 249-260	

W 4-10			
Th 4-11	Last Day to Drop Classes with a W		
Day 30 F 4-12	Proposal Arguments	<i>FW</i> : "Proposals." 267-280	DB #6
<i>Week 11</i> Day 31 M 4-15	Crafting Counterarguments	<i>FW</i> : "Crafting Counterarguments," 333-337; <i>FW</i> : King, "Letter from Birmingham Jail," 425-434	
Day 32 W 4-17	Logical Fallacies; Incorporating Research and Causal Arguments	<i>FW</i> : "Fallacies of Argument," 281-290; <i>INTP</i> : Silvera, "Linking Eating Disorders, Stigma, and Media"	
Day 33 F 4-19	Arrangement; Forwarding	<i>FW</i> : "From Introductions to Conclusions," 291-309; <i>FW</i> : "Forwarding," 383-393	
<i>Week 12</i> Day 34 M 4-22	Structuring Arguments	<i>FW</i> : "Structuring Arguments," 310-329	DB #7
Day 35 W 4-24	Draft Workshop #1	<u><i>FW</i>: Meditations on Revision: Exercises to Revise and Forward Your Position Paper," 338-343</u>	
Day 36 F 4-26	Draft Workshop #2; Set up conferences for Revision and Reflection Assignment	<i>FW</i> : Meditations on Revision: Exercises to Revise and Forward Your Position Paper," 338-343	Draft Workshop #2; Set up conferences for Revision and Reflection Assignment
<i>Week 13</i> Day 37 M 4-29	Position Paper Due; Bring your Rhetorical Analysis and Inquiry essay to class as well as all of your reflective writing; Set up conferences for Revision and Reflection Assignment	<i>FW</i> : "Thirteen (Lucky!) Strategies for Revision" 367-369	Assignment #5: Position Paper Due; Reflective Writing Due
Day 38 W 5-1	Reflecting on the Semester; What is Substantive Revision?	Re-read Discussion Board #1; <i>FW</i> Sommers, "Revision Strategies of Student and Experienced Adult Writers," 104-111	DB #8
Day 39 F 5-3	Conference Day for the Revision and Reflection Assignment; Choose assignment for revision		
<i>Week 14</i> Day 40 M 5-6	Revision Plan and Revision; Bring to class the essay you will revise	<i>FW</i> : What Makes for a Substantive Revision?," 365-366; ELMS: "Substantive Revision:	DB #9

		The Effects of National Breast Cancer Awareness Month”	
Day 41 W 5-8	Merged Documents; Draft workshop on revisions		Revise Chosen Assignment; Bring in Merged Document
Day 42 F 5-10	Reflective Writing and Reflective Memo; Bring all reflective writing	<i>FW</i> : “Reflection and Reflective Writing,” 362-364	Draft Reflective Memo
<i>Week 15</i> Day 43 M 5-13	Last Day of Classes; Draft Workshop Revision and Reflective Memo		Complete Draft of Revision and Reflective Memo
T 5-14	Last Day of Classes		
W 5-15	READING DAY (No assignments may be required to be handed in)		
5-16 through 5-22	FINALS WEEK (Class deadlines for the final assignment/s should be no later than 5-16)		