January 22, 2016 Calendar English 1301(Hybrid) 89068 Spring 2016 First 8 weeks (January 19-March 10) Items in blue added; ~~strikethroughs deleted~~

Lane Fletcher

Class meets Tuesday and Thursday, 2-3:30 in Room 107

Online submissions of Write Backs should be done as soon as possible after class, so classmates will have a chance to respond to your writing. I have indicated in this weekly calendar the work we will do each class meeting (Tu and Th) and the work you will do online.

As the semester proceeds, I might find it necessary to change the calendar. Please be alert for updates announced in class.

Week One 1/19, 21

Tu: Introduction to the class. Syllabus, CONNECT, Learning Web, online posting; Predatory Reading; Preview Bloom

Online: Submit (to Turnitin) Write Back 1: Three questions about the syllabus, class, instructor, college in general, life in general

Comment on one other person’s post

Predatory Reading of Bloom (Learning Web)

Th: Review CONNECT, Learning Web; discuss Bloom; preview Bartholomae and practice Predatory Reading.

Online: Submit (to Turnitin) WB 2: Do you agree or disagree with Bloom about freshman composition? Why?

Comment on a different person’s post

Do Predatory Reading of Bartholomae (Learning Web) and write yourself some notes about how you would answer his “prompt”

Week Two 1/26, 28

Tu: Discuss Bartholomae. Discuss WB 3: How would you respond to Bartholomae’s prompt? Discuss “Entering the Conversation” essay (Hard copy due February 4)

Online: Submit (to Turnitin) WB 3. Read Lamott carefully (Learning Web).

Th: Discuss Bloom and Bartholomae. Handout White and discuss. Discuss Lamott. Make charts, talk about organizing the “Entering the Conversation” essay. Discuss rubric.

Online: Read McGraw-Hill Handbook and Study Guide (in CONNECT) about organization and using sources. *MHH* chapter 3, section C and *Study Guide* “Methods of Organization” 15, 16, also about “Intros and Conclusions, and “Rhetorical Modes” 43-47

Submit WB 4 How do you use other people’s (Bloom’s and Bartholomae’s) words and ideas in your writing?

“Entering the Conversation” Paper Due February 9, 2016.

The prompt: Explain how you think Bloom and Bartholomae represent freshman composition students and the course. Also, writing from your own viewpoint as an expert in freshman composition students and in the course, explain who you think students really are and what the course should “do.”

Week Three 2/2, 4

Tu: Discuss papers and rubric. Check CONNECT progress. Work on using sources and organizing the paper.

Online: ~~Submit your thoughts, concerns (very briefly) about the paper, the course, college, life in general.~~ Send me an email with any questions or concerns about the paper, due Tuesday.

Th: ~~Turn in~~ Bring a hard copy of “Entering the Conversation” so a partner can read and discuss it with you. Preview Grant-Davies; preview “Report Using Sources” due March 3. Start finding sources.

Online: Submit WB 5 On an issue you’re interested in, explain what you already know and what you need to learn. Comment on classmate’s WB: tell them what you know or believe about this topic.

Do Predatory Reading of Grant-Davies (LW), taking notes of definitions of rhetor, exigence, audience, and constraints

Week Four 2/9, 11

Tu: Turn in “Entering the Conversation” Paper. Discuss sources, Grant-Davies and Report Using Sources. Community of Inquiry.

Online: Find sources of information about different peoples’ opinions about your topic (news websites, candidates’ websites, etc.) Submit WB 6: List, informally, the sources you’ve found so far and describe them. Comment on classmate’s list of sources.

Th~~: Return “Entering the Conversation.”~~ Midterm exam, written in class. Rhetorical Situations.

Online: Read Stedman carefully (Learning Web) Continue finding sources online; bring a hardcopy or electronic copy of your sources to class Tuesday.

Week Five 2/16, 18

Tu: Return “Entering the Conversation.” Discuss Stedman, work on lifting and separating. Demonstrate MLA-style resources on Learning Web and MHH in CONNECT

Online: Submit WB 7: What point, made by Stedman, do you especially like, and why? Continue working on lifting and separating from your sources. Compare your answer with a classmate’s.

Th: Using They Say/ I Say templates handout and Table Talk charts, begin working on paragraphs. Make rubric for Report Using Sources

~~Online: submit a sample paragraph.~~

~~Comment on another persons’ paragraph~~

Bring a sample paragraph to class Tuesday.

Week Six 2/23, 25

Tu: Work on paragraphs and citations

Online: Submit WB 8 Are the lifting and separating and table talk exercises helpful to you or not?

Comment on a classmate’s submission. Keep working on CONNECT

Th: Work on organizing the Report Using Sources. Bring a clean draft Tuesday. Create rubric.

Online: Submit WB9 Explain how you’ll organize your Report and why this makes sense to you. Provide feedback to a classmate’s WB

Week Seven 3/1, 3

Tu: Read and remark on classmates’ drafts, ~~double check citations and last-minute issues~~.

Online: ~~Submit~~ Email me with last-minute comments, questions.

~~Reply to another persons’ submission.~~

Th: Turn in hard copy of Report Using Sources. ~~Work on oral reports.~~

Online: WB 10 reflecting on your writing of the Report Using Sources

Read MHH about oral reports and prepare to present on Tuesday.

Week Eight 3/8, 10

Tu ~~Oral Reports and Class Discussions.~~ Last Day of Instruction. Return graded Reports. Discuss final.

Th Final