RHET 100.01
Academic Writing for the American Classroom
Fall 2016
MWF 1:30-2:20, King 339

Instructor: Denise Guidry
Email: dguidry@oberlin.edu
Email is the best way to contact me. I check email daily except for some Saturdays. (More on this in the “Communication” section below.)
Office hours: King 139C: MWF after class, appointments available

Writing Associate: Carley Stein
Email: cstein@oberlin.edu
Appointments available via email, Google Calendar, or after class-discussion.

REQUIRED MATERIALS
Textbook:
The print and ebook versions are fine; you just need to be able to bring your version of the book to class on some class days.

Other:
• Blackboard: Check Blackboard after every class session; it contains the most updated information. Homework, schedule changes, and readings will be available at 2:30 PM after each class.
• At least two methods of document storage. (Don’t just save to your hard drive or to cloud storage!)
• As the semester progresses you will need to be able to use your Google Docs account (which is part of your campus Gmail account) for exchanging drafts. We’ll cover it in class if you don’t know how to use it yet.

PURPOSE AND OBJECTIVES OF RHET 100
RHET 100 is designed for multilingual and international students interested in exploring the writing process in English, with particular focus on American academic conventions and expectations of inquiry, argument, and attribution of sources. The class will serve as a writing community in which students read and discuss the work of classmates. Students will write often, reflect on their individual writing process, and meet regularly with the instructor to discuss progress. This course is designed for Arts and Sciences students in their first year.

Part of the purpose of RHET 100 is to demystify the American college classroom by talking about and evaluating its practices and expectations. To that end, then, I want to start a semester-long conversation about your own expectations and discoveries regarding college culture and, more generally, American culture. (After all, while American college traditions overlap and share a heritage with European and other North American traditions, there is also a great deal of difference between countries. There is certainly a lot of diversity within American higher education traditions.) As an Oberlin student you are not only a member of a college community, but the Oberlin town community as well. Ideally our course will present you with some opportunities to expand your participation in both communities.
COURSE APPROACHES: PROCESS

What I mean when I say we focus a lot on “process”:

Simply put, this means that we break down large assignments and processes into smaller steps. (The class schedule at the end of the course policy gives an idea of how we break things down.) This is useful in many ways, from making a project less daunting; to giving us an idea of how to schedule our time for components like drafting, research, revising, going to the Writing Center; to reminding us that writing isn’t just something we do when we sit down and type. If we keep in mind that all of these things are part of the larger process of writing, we may tend to focus in on the components we need help with instead of fretting that we are “bad writers.” Everyone has writing strengths, and everyone has room for improvement.

Writing is not a skill, but rather a complex of skills that we use together. In this course, moreover, you will rely on interdependent skill sets such as comprehension, reading, speaking, as well as more writing-focused skill sets like research and revision. Part of the purpose of this course is to give us the language we need in order to talk and think about our writing in ways that help us to produce clearer, more focused writing. What resources do you have available to you as a writer? What resources do you have as a member of the Oberlin community?

In order to work with our individual writing processes and build our understanding of the language we use when we talk about writing, we do a number of learning moves.

• Working in small groups, with and without the textbook, will help us to explore writing options. How can we develop and expand paragraphs? What are our options for writing introductions and conclusions? Working together can make our learning so much more effective.
• Peer feedback helps us to see where our fellow writers are in their own work, and it helps us to see our writing from other people’s points of view.
• We have writing conferences for similar reasons. Writing conferences with the instructor, class Writing Associate, and tutors at the Writing Center are teaching and learning opportunities.
  o Much of my teaching of individual students happens in writing conferences. This is why it is important for you to be an active participant in your conferences; instead of coming in with the expectation that I will tell you all about your writing, you should also come in with questions. What do I mean by comments I make on your papers? What do I think of parts of your paper that you are stumped on? What do I mean when I use an idiom with which you are unfamiliar? (I’ll try to avoid idioms and other unfamiliar sayings, but please don’t hesitate to request translations and explanations.) You can ask Carley the same questions about her feedback on your work.
  o Conferences with Carley and/or Prof. Guidry serve additional purposes:
    ▪ Answering questions you have about your work, our comments on your drafts, specific grammar and other issues (e.g. punctuation, syntax, word usage, articles)
    ▪ Strategizing ways to revise a draft, build on your strengths and work on areas that could use improvement, and work most effectively with your unique process.
    ▪ Strategizing how to conduct your research so that you access the most relevant databases and find the best sources for your needs.
  o The Writing Center is an excellent resource, staffed by experienced writers who go through the same training Carley did, and it is available to you almost all semester long. You can go in to work on smaller issues, or you can seek help for major, overwhelming problems. Some students assume that the Writing Center is where faculty send ‘bad writers’ to get help. That’s not the purpose of the Writing Center. Simply put, smart writers seek feedback from other writers, and at different stages in their writing process. If you go to the Writing Center with a specific plan in mind—that you want to talk about your structure, for example—then you are more likely to get the feedback that you actually need. If a session with one tutor doesn’t work for you, try again until you find the right match.
o At Mudd Library, you can have individual conferences with our class liaison librarian Rosie Linares, who will be holding office hours on Monday and Tuesday afternoons. You are free to work with any library reference staff members you choose.

- Feedback from all of these people (as well as friends you ask to read your work) helps you to figure out how to revise your papers. People often assume that editing and proofreading are the same thing as revision. They’re not! Proofreading is looking for smaller errors, and editing is ‘fixing’ those errors. Revision is a much bigger process because it focuses on paragraphs, sections, and the entire paper. Some describe revision as re-envisioning a paper, re-conceiving its purpose, structure, and so on. Revision is one of the reasons why I don’t have you turn in an essay and then just move on from it. If you’re going to revise, you need to have the time to do it, and that requires more than just a few minutes or an all-night speedwriting session.

- Writer’s notes—which are simply a few sentences or paragraphs you write at the end of a draft—help me to understand where you are in your process concerning the most current draft. Writing these notes can help you as a writer to articulate your thoughts on your draft’s strengths and weaknesses, your writing tendencies, what you want to accomplish as you move on to the next draft or paper, and any questions you have for Carley and me. Notes are simply another way for us to communicate about your writing.

- Citation is an important part of being part of a writing and research community. It, simply put, is the method by which we acknowledge the work of other writers and researchers. Citation is one way that we establish our participation in writing conversations and communities.

Ideally this process-based approach will help you to develop skills that you can carry over into other classes.

Students often stress out about their grades, but those who have had the most dramatic improvement and happiest results are those who set aside worrying about their grades and focused on their work. Think about it this way: if you expend most of your energy fretting about your grade, you’re not investing that energy and time in improving your writing, when improving your writing is the only way you can improve your grade. Grades on the first major paper (and even the second) are often unreliable predictors of where a student will be by the end of the term. Investment in the process is crucial. Over many years of teaching I have noted repeatedly the correlation between the quality of a student’s preparatory process (in the form of homework and drafting) and a paper’s final grade.

Objectives: In addition to departmental and College goals, I have several goals for each student’s learning and development over the semester. Critical reading and mindful writing are central to meeting these goals. If you feel you have already mastered an aspect of your writing, focus on crafting that element. By the end of the semester, I want each student to be able, confidently, to:

- build and support an argument in papers and class discussions
- establish a thesis statement and use it to sustain the argument throughout the paper; support the thesis with evidence and reasoning
- write comfortably, knowing that while there is always room for improvement, the fundamental tools and skills of college writing can be built on
- try new forms and methods of writing
- provide constructive, straightforward feedback on classmates’ writing and presentations; use individual writing strengths to enhance classmates’ learning—students often learn best from other students
- evaluate and incorporate feedback from peers, Carley, Writing Center tutors, and Prof. Guidry into revisions
- distinguish between revision, editing, and proofreading
• select and incorporate the best available research sources, based on the specifics of the project, into an original argument; develop and carry out research plan; incorporate help from research librarians. **Wikipedia is not an acceptable source.** (We’ll talk about why.)
• use interests and passions as starting points for topic choices—if you’re interested in your topic, your readers probably will be, too!
• use critical thinking skills in composing, revising/editing/proofreading, conducting research, participating in class discussions.

**If at any point you feel overwhelmed,** seek help, ask questions, or just say “I’m frustrated/confused/confusing out/etc.” There’s no shame in asking for help, and no one gets through college (including your professors!) without the help of a lot of faculty and staff members.

**If ANY problems arise, or if you suspect a problem is developing, let’s discuss it as soon as possible.**
If you reach a point where things get to be too much, please don’t disappear. **You cannot pass the course if you stop attending, even if you turn in the work.** In most cases it is possible to fix a problem, and it tends to be easier if we start earlier. It is not unusual for students to get overwhelmed at some point in their college careers, regardless of their ability and preparation or how hard they work. Starting college is a massive adjustment! Whatever problems may arise, **don’t struggle alone.**

If you turn in a rough or final draft a week late (or a total of two weeks if you have a paper extension), I will plan to talk to your adviser and/or class dean; I’ll consult you first about your preferences regarding whom I talk. This is not designed to punish or embarrass you. Quite to the contrary, the point is to **prevent** you from getting facing unnecessary difficulty. When students need help, it’s our job to do the best we can to help you.

**COMMUNICATION WITH INSTRUCTOR**
I respond to email as quickly as possible before 9 PM. You are welcome to email me, come to office hours, and schedule appointments to discuss questions, paper topic ideas, ideas for class, your progress, and so on. I’m happy to help you in any way I can. I’d rather you asked a question that you worry might be foolish than have you be confused or stressed out unnecessarily. How can we work together to meet your learning needs?

It’s best that we discuss certain issues, especially class performance and disability accommodation, **privately, outside of the classroom.** The Family Educational Rights and Privacy Act (FERPA) protects your academic privacy, which means that I can’t legally discuss your academic progress in front of other students. Additionally, the time between classes is when the next group using the room will set up and take care of learning needs, which is difficult to do if the departing class takes excessive time to clear out.

**DISABILITY ACCOMMODATION**
If you require disability accommodation/s, please meet with me as soon as possible to discuss your learning needs. You can’t be required to use all of your accommodations, but it is often a good idea to keep your options open, just in case.

If you haven’t done so already, you will need to provide documentation of your disability to the Office of Disability Services in Peters G-27/G-28; ODS will help you secure the paperwork you need for your accommodations to be put in place. For more information: http://new.oberlin.edu/office/disability-services/index.dot.
PARTICIPATION
In order for our class community to help each member’s learning to the fullest, each member must contribute actively. We can do this by preparing reading and other homework assignments, commenting and asking questions during class discussions, and offering our best feedback on each other’s writing and presentations.

Some material we encounter in this course may be offensive to, or uncomfortable for, some members of the class. If this becomes a problem, please talk to me as soon as possible. I try to provide trigger warnings for potentially traumatic material—in the unusual case that anything we read might be potentially triggering—but please talk to me if this is a concern for you.

Students may not, on pain of failing the course, upload any course material or recordings of the course to any third-party site.

Technology: best practices
Screens: If you need your computer for taking notes, please meet with me as soon as possible to discuss acceptable use practices, ideally before you start using your device during class time. Otherwise, unless we are drafting, accessing Blackboard, doing research online, consulting the PDF version of your textbook, or in some other way incorporating computers into a class session, please keep screens put away.

Except in cases of emergency, ringers and vibrate settings should be turned off. (A vibrating phone can be just as distracting as a ringing one.) Absolutely no texting, Internet surfing unrelated to class, or unauthorized photography or recording during class is acceptable. Devices may be confiscated and not returned. If you need to access or answer your device in case of emergency or because of disability accommodation, please let me know ahead of time.

HONOR CODE
Plagiarism is cheating, whether in the form of buying a paper, turning in work done for another course, turning in work done by someone else, copying pieces of or whole assignments from the Internet, or any other form. Oberlin College’s Honor Code, whose primary goal is educating students about acceptable academic practices, states: Oberlin College students are on their honor to uphold a high degree of academic integrity. All work that students submit is expected to be of their own creation and must give proper credit to the ideas and work of others. When students write and sign the Honor Pledge, they are affirming that they have not cheated, plagiarized, fabricated, or falsified information, nor assisted others in these actions. The default assumption covering all academic exercises is that students are required to do their own work only utilizing the help and resources considered appropriate for each academic exercise, including sources of assistance routinely offered by the college to students, such as reference librarians and writing tutors.

Further, the appropriation of the work or ideas of another scholar—whether written or not—without acknowledgement, or the failure to correctly identify the source, constitutes plagiarism regardless of whether it is done consciously or inadvertently. A lack of knowledge of the standards of academic citation is not an excuse for inadequate or improper citation. Students should consult with a professor, librarian, or writing tutor if they are unsure about their citations or the proper format.

Finally, fabrication occurs when a student consciously manufactures or manipulates information to support curricular and co-curricular work. Some examples of fabrication are (1) Falsifying citations, for example by citing information from a nonexistent reference. (2) Manipulating or manufacturing data to support research.
Even in inadvertent cases of academic dishonesty, I have no choice but to encourage a student to self-report the infraction and/or report the infraction myself. Part of the purpose of this course is to teach you how to cite sources correctly, and we will start covering this important issue early in the semester. The Writing Center, the Department of Rhetoric and Composition, and I offer you multiple resources for learning about academic honesty and best practices; there is never an excuse for plagiarism. If you did not think something up yourself, you must cite the source. You must indicate directly quoted material with quotation marks. You must cite sources BOTH in the body of the paper (with parenthetical citations) and the Works Cited. Independent of the Honor Court’s findings, plagiarism most often results in an automatic 0 for the plagiarized assignment and a possible F or NP in the course. If you find yourself unclear about how to cite your research, or behind on your work, please ask for help! It’s far better to ask what you fear is a “stupid question” than to suffer the consequences of failing to ask.

Students are required to sign the Honor Pledge, “I have adhered to the Honor Code in this assignment,” when they submit each major writing assignment, and in a general statement submitted at the start of the semester. (Please see the final page.) If the Honor Pledge is not included and signed, the assignment will not be graded until the student turns in a revised version that meets the Honor Code requirement. If at any point you find yourself in a situation in which signing the Honor Pledge would comprise fraud, please speak to me as soon as possible.

If you have concerns about academic honesty issues, please feel free to talk about them any time they come up. The goal is not to intimidate you or stress you out, but to help you to adapt to academic honesty practices that are very much shaped by individual cultures.

**ATTENDANCE**

For unexcused and excused absences, students are encouraged to get in touch with me so we can be clear on what you’ve missed and what you need to do to catch up.

Unexcused absences and penalties: The fourth, fifth, and sixth unexcused absences may each result in reduction of a student’s final course grade by one letter; a student’s class dean and/or academic adviser may be contacted when letter-grade deductions occur. A student’s seventh unexcused absence may result in failure the course.

As mentioned above, you cannot pass this course if you do not attend it except in extreme cases in which proper arrangements have been made. You cannot decide unilaterally that you will miss class but make other arrangements.

Unexcused absences include failure to attend class sessions and conferences (whether required or optional); this includes scheduled conferences with Prof. Guidry. Inappropriate classroom behavior and chronic lateness may also be counted as absence; the student will be notified if in-class behavior is counted as absence. A student who is sleeping, texting, Web surfing, flirting, and so on is, effectively, not in class and may thus be considered absent.

Excused absences:

Excused absences are due to illness, family emergency (including deaths and illnesses), religious observance, and College-excused athletic or academic events. If you will miss class for religious reasons, please let me know as soon as possible so that we can make arrangements for you to turn in work at a more suitable time; once you have missed class for religious reasons, it is practically impossible to take care of this in a way that is fair to all students. If I have inadvertently scheduled due dates or heavy
workloads in a way that will have a negative impact on your religious observance, please tell me as soon as possible.

In other cases, absences can only be excused either by College documentation for athletic and academic events, or by instructor discretion after a post-absence conference. Students should contact me upon returning to class about scheduling a post-absence conference in the next few days. If you know ahead of time that you will not be in class, please let me know before you miss. School holiday and break travel are NOT reasons for an absence to be excused; proceed advisedly.

**GRADING**
Here is how your grade will break down:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>first major paper: working with sources (3-5 pp.)</td>
<td>20%</td>
</tr>
<tr>
<td>second major paper: writing and talking about popular culture (3-5 pp.)</td>
<td>20%</td>
</tr>
<tr>
<td>final project and presentation (including prospectus, abstract, preliminary and annotated bibliographies) (6-10 pp.)</td>
<td>40%</td>
</tr>
<tr>
<td>final exam and term portfolio (due Friday, December 16, 7-9 PM —no exceptions!)</td>
<td>10%</td>
</tr>
<tr>
<td>process work (homework, paper portfolios) and class participation</td>
<td>10%</td>
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</tbody>
</table>

(If a page requirement is “3-5 pages,” this means three full pages, not part of the third page.)

Grading scale: A 90-100; B 80-89; C 70-79; D 60-69; F 0-59.

In order for a student to receive credit for the course, all work must be submitted.

**Pass/No Pass grading option:** While the default for this course is traditional letter-grading, students also have the option of P/NP grading for this course. The deadline for declaring the P/NP option is **Tuesday, November 1** (which is also the last day to withdraw from a course). If you choose this option, advise me as soon as possible.

Each grading option presents potential advantages and disadvantages. Students who opt for P/NP grading will be held to as high standards as those who opt for letter grading. To earn a Pass, you must also receive a Pass in every aspect of the course, including all homework and participation.

The P/NP option can alleviate some of the stress some students feel about having their writing graded; instead it can enable experimentation and freer expression. I will be happy to discuss both grading options with you.

**TURNING IN ASSIGNMENTS**
Heading and formatting: Given the volume of writing you will be turning in, and which I will be reading and responding to, headings are essential for keeping track of your work. Everything you turn in, from homework to major graded assignments, should include the following heading in the upper left-hand corner of the first page:

[your name]
Prof. Guidry
RHET 100
[date of submission]
[description of the assignment (e.g. “paper #1 first draft,” “HW#1”) ]
It’s OK if you single-space your heading.

Assignments should have the following formatting; for a sample paper, consult Blackboard for a sample paper:

- Provide a heading (see above). A heading is not the same as a header; headings appear once, on the first page, whereas headers appear on every page.
- **Double-space.** Do not include extra spacing between paragraphs. Word 2010 and 2013 tend to add spacing between paragraphs; you can reverse this either by switching a document to “No Spacing” (which will require you to change font and size manually), or you can turn off the space between paragraphs by going to the line spacing button and scrolling to the bottom of the menu.
- **Use 12-point, Times New Roman font.**
- **STAPLE** your work. If you do not own a stapler, buy one! They’re not expensive, and you’re going to need one throughout your Oberlin career.
- **Number your pages;** page numbers should appear at the top right, next to your last name.
- There is no need to paginate the first page, although the sample on Blackboard does; that’s up to you.
- Each major paper will have a Works Cited page, which should be stapled to the rest of the paper, NOT placed separately in your folder. We’ll discuss this when it becomes relevant.
- All sources must be cited in the Works Cited page AND in parenthetical (also called in-text) citations. If you didn’t create a piece of information yourself, you probably need to cite it. Some students forget to do either the Works Cited or the in-text citations, but both are necessary. When in doubt, please check with me as soon as possible. With practice, citations will become a lot easier to deal with.

Additionally, do not bold, italicize, or underline your own title. We do underline or italicize titles of books, movies, television shows, and so on, but we will discuss when we cover citation.

Work, especially rough or final drafts, that does not satisfy these formatting requirements may be returned to the author and thus be counted as late. It’s OK if you don’t have it all figured out right away, but you should make sure that you take care of this requirement.

Email submission: When you turn in an assignment via email, be sure to include a description of the assignment in the subject line as you do in paper headings, e.g. “HW#1 turn-in,” “paper #1 rough draft turn-in.” (This will help to distinguish assignment submissions and other course-related emails.) If I don’t know what it is, I can’t grade it! Help me help you by giving me the information I need.

When you exchange drafts with classmates electronically, be sure using compatible formats. When we use Google Drive’s Share function, you will be able to choose in which format you download others’ work.

Homework: Our default for homework submission is by hard copy at the start of class and via email by 1:20 PM of class days. Due dates, as well as any changes to our default submission formats, will be stated in homework assignments; this is another reason why it is crucial for you to check Blackboard after every class.

Late work may be penalized 10% for each day it is late, and may not be accepted beyond 48 hours after the work is due if the student does not provide a suitable absence excuse. A missed homework assignment or two is not potentially disastrous, but chronically late work will not be accepted, per instructor discretion. Make-up/extra credit work will not be assigned. Missed mandatory writing conferences and class visits must be made up in a timely manner; it is the student’s responsibility to arrange for make-up sessions.
Papers: Rough and final drafts are due by email at 1:20 PM and in correctly formatted hard copy at the start of class. Give yourself enough time to print your paper and arrive on time. A paper is late if either the hard copy or email copy is late.

All rough drafts must have complete citations; otherwise they may be returned and counted as late. While many students prefer to draft without citing as they go, this is a problematic and dangerous habit. The citation we’re certain we’ll remember can easily be confused with other citations as we proceed with our work. As a result, many students wind up forgetting multiple citations or having to track down sources that could have been properly cited from the beginning. We’ll talk about ways to keep track of your sources and citations so that you can work efficiently.

Extension option: The first and second papers will have an extension option for the final draft. This means you may ask for a one-week extension without penalty, on ONE of these papers, but ONLY after meeting with me to discuss an alternative submission date. Otherwise, the paper faces late penalties of 10% for each day the first paper is late, and 20% for each day the second paper is late. If you experience a health or family emergency, get in touch with me as soon as possible, and we will make suitable arrangements for you to turn in your work.

You will keep an in-progress folder (also known as a paper portfolio) for each major paper (beginning after your diagnostic essays), which you will turn in with the final draft. Include everything you write for the unit—assignment prompts, hard copies of homework, and rough drafts with peer and instructor comments. As we work through each major paper I will expect you to have your current paper’s folder at each class session and conference. A crucial part of part of each paper’s final grade will be the quality of the folder’s contents; missing assignments will result in a reduction of the paper’s final grade.

Your term portfolio will include your diagnostic essays and rough drafts with feedback from classmates, Carley, and Prof. Guidry, and all of your graded final drafts. Your final exam is built around your term portfolio; if you do not have the portfolio, you will not be able to take the final. You should keep your portfolio up to date at all times, and bring it with you to all conferences with me. Your term portfolio can also be useful in conferences with Writing Center tutors, especially if you want to talk about specific issues that recur from paper to paper. The more information you can provide them, the better they can help you.

DISCRIMINATION AND HARASSMENT
Oberlin College does not discriminate on the basis of race, color, national origin, religion, creed, age, sex, sexual orientation, marital status, family relationship to an employee of Oberlin College, disability, veteran status, or gender expression or identity.

Harassment is unwelcome speech or conduct (e.g., physical, oral, graphic, or written) related to one or more of the above categories that is sufficiently severe, persistent, or pervasive so as to (a) interfere substantially with a person’s work or education or (b) create an environment that a reasonable person would find hostile, offensive, or intimidating. Discrimination is any decision, act, or failure to act that substantially interferes with a person’s work or education when such decision, act, or failure to act is based on the categories listed above. Discrimination includes retaliation.

Discriminatory and/or harassing behavior will not be tolerated. Should either arise, please speak to me as soon as possible so we can deal with the matter immediately. If you experience discriminatory and/or harassing treatment outside of class, you are welcome to discuss it with me; I am required to report mistreatment of students.
**TENTATIVE SCHEDULE**
This schedule gives you an idea of what to expect this semester. We’ll make changes as the need arises.

*Check Blackboard every day for the most current information about assignments.*

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<tr>
<th>wk.</th>
<th>M</th>
<th>W</th>
<th>F</th>
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| 1   | M 8-29 intro to course | W 8-31 writing in/for the American classroom  
Graff and Birkenstein, ch. 9 (PDF, available on Blackboard) | F 9-2 discuss writing for the different prompts  
Bailey 1.5 (31-34) From Understanding Titles to Planning  
(We’ll cover outlining in in a few weeks.) |
| 2   | M 9-5 Labor Day—no classes | W 9-7 First diagnostic essay due; short presentations/class introductions  
Bailey 1.10 Organizing Paragraphs; Add/drop ends Thursday, 9-8 | F 9-9 working with introductions  
1.11 Introductions and Conclusions |
| 3   | M 9-12 assign first major paper; working with sources; second essays due  
breaking down the essay we’ll all use for the practice essay; paraphrasing; creating an argument  
Bailey ch. 1.3 Developing a Critical Approach, ch. 1.6 Finding Key Points and Note-making. | M 9-14 finding reliable sources: journal articles  
due: summary of newspaper article  
Bailey ch. 1.4 Avoiding Plagiarism; ch. 1.7 Summarising and Paragraphrasing | F 9-16 practice essays due (with citations); summary of journal article due; academic honesty  
Bailey ch. 1.2, ch. 1.8 References and Quotations |
| 4   | M 9-19 first library research session | W 9-21 incorporating sources; class time for drafting and research—bring your laptops  
Bailey ch. 1.9 (61-64) Combining Sources | F 9-23 outlines and outlining  
Bring your laptops/tablets!  
Bailey ch. 1.5, sec. 9 (p. 35) |
| 5   | M 9-26 first drafts due | W 9-28 peer feedback; how to revise  
Bailey 1.12 (78-81): Reading and Proofreading | F 9-30 conferences—no class  
(We can do individual and/or group conferences today and Monday.) |
| 6   | M 10-3 conferences | W 10-5 final drafts due; assign popular culture paper | F 10-7 topic development: thinking about topic options |
| 7   | M 10-10 turning analysis into an argument; topic development Bailey ch. 2.1 | W 10-12 Yom Kippur—no classes | F 10-14 drafts due; class canceled for paper conferences |
| 8   | FALL RECESS  
October 15-23 | | |
<p>| 9   | M 10-24 mid-semester check-in | W 10-26 peer feedback | F 10-28 conferences |</p>
<table>
<thead>
<tr>
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<th>conferences</th>
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<tr>
<td>10</td>
<td>M 10-31 revision discussion</td>
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<td></td>
<td>Tuesday, November 1 is the <strong>last day to withdraw or declare P/NP</strong></td>
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<td>W 11-2 brief presentations on pop culture papers</td>
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<td>F 11-4 assign final project; discuss topics; start preliminary research (for topics)</td>
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<td></td>
<td>Bring your laptops/tablets!</td>
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<td>11</td>
<td>M 11-7 topics discussion</td>
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<td></td>
<td>Send prospective topics to Rosie by email by 9 PM tonight.</td>
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<td></td>
<td>W 11-9 second/final library session with Rosie</td>
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<td>F 11-11 research follow-up</td>
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<td></td>
<td>Bailey ch. 4.5</td>
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<tr>
<td>12</td>
<td>M 11-14 putting it all together: working with multiple sources</td>
</tr>
<tr>
<td></td>
<td>W 11-16 in-class drafting</td>
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<tr>
<td></td>
<td>F 11-18 presenting your research</td>
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<td>13</td>
<td>M 11-21 drafts due; practice presentations</td>
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<td></td>
<td>W 11-23</td>
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<td>F 11-25 Thanksgiving—no classes</td>
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<tr>
<td>14</td>
<td>M 11-28 presentations</td>
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<td>W 11-30 presentations</td>
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<td>F 12-2 presentations</td>
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<tr>
<td>15</td>
<td>M 12-5 presentations conclude</td>
</tr>
<tr>
<td></td>
<td>W 12-7 revisions/conferences</td>
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<tr>
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<td>F 12-9 final drafts of final projects due</td>
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<tr>
<td>Reading period—Sat., Dec. 10-Tues., Dec. 13</td>
<td>Final exams due: Friday, December 16, 7-9 PM</td>
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