First-Year Writing



Course Information

Semester: Fall 2023 Course: ENGL 110

Professor: Dr. Christine Grogan Credit: 3

Email: cgrogan@udel.edu

Website: http://christinegrogan.weebly.com/composition.html

Library Resource: https://library.udel.edu/associateinarts/

Student Appointment Hours: TWR 8:00-9:00 am and by appointment in Room 759

Course Description

This university-required, three-credit course introduces you to the process of academic writing that centers on the composition of analytical, research-based essays. English 110 challenges you to read and think more critically; trains you to conduct research in an increasingly global information market; and guides you to develop the rhetorical flexibility to address a range of audiences effectively. You will be guided through an iterative process that includes critical response to drafts and opportunities to revise extensively. Writing at least 3,000 words, you will engage in hands-on workshops to develop rhetorical competency and textual-design skills, which are crucial for your success both at the University of Delaware and well into your career.

Required Materials

No textbook is required for this course. Readings will be provided on Canvas.

A laptop that you take to all our classes is required.

You must regularly check Canvas and your UD email account; know where to go to

print your work and how to save a document as a PDF; and know how to use Word or Google Docs and PowerPoint or Google Slides.

Learning Outcomes

Goals: By the end of English 110, you will be able to:

* Write for different audiences, in different genres, and in different contexts
* Write to address rhetorical exigencies
* Read texts fairly and critically to determine their persuasiveness in different rhetorical situations
* Incorporate others’ texts ethically and rhetorically into your own writing
* Write in different modes (alphanumerically, visually, aurally, digitally)

Graded Assignments

During this course, you will complete three major projects, six peer review workshops, and

10 class/homework assignments. The following distribution of points will be used to determine final grades:

Literature Review 100 Peer Review Workshop 300

Research Paper 300 Class & Homework Assignments 200

Multimodal Presentation 100

\*If you take your papers for our class to the Writing Center and/or participate in the upcoming extra credit events, you will receive a token. Tokens may be “cashed in” to revise or turn in late the literature review or research essay and excuse a homework assignment.

Literature Review

To practice the skills of ***reading*** and ***researching***, this assignment asks you to analyze and synthesize arguments as you are introduced to the quickly changing world of academic research, which will undergird most of the work you do in college. After you read widely to discover what conversation has been taking place on your chosen topic, you will write a literature review, which is a comprehensive synthesis of previous research on a topic. This synthesis, which must cite at least 10 sources, two of which must be peer-reviewed, surveys scholarly articles, books, and other sources relevant to a particular area of research, and enumerates, describes, objectively evaluates, and clarifies previous research. It should help you gain an understanding of what has already been said and what hasn’t. The sources should support *and* complicate your own thinking. Outlining how the conversation has developed over time, the review must acknowledge the work of previous researchers, and in so doing, assure the reader that your future work will be well conceived. In this assignment, you should demonstrate your library and Internet research skills and careful, thorough documentation. This project should generate ideas for how you can enter into the conversation in your research paper. A condensed version is often included in your research paper after your introduction.

Research Paper

To practice the skills of ***writing*** and ***arguing***, our capstone project asks you to engage in the academic conversation about your topic. Academic researchers see argument as intellectual conversation—at times very *intense* conversation, but conversation, nonetheless. For this assignment, you will directly engage with one of the current sources you included in your literature review by responding, as modeled by Gerald Graff and Cathy Birkenstein in their book *They Say / I Say: The Moves that Matter in Academic Writing*, to that source’s ideas in one of three ways—*disagreeing and explaining why*, *agreeing and adding to the discussion*, or *agreeing and disagreeing simultaneously*. After choosing one of these three responses, you will develop an argument that skillfully articulates your position on the issue, using your research to support and sustain it. Anticipating your readers’ questions and concerns, you must defend your claims with good reasons that are supported by credible evidence. Your goal is to actively listen to your selected source’s position, civilly engage with that source’s supporters in the larger conversation surrounding the topic, advance your audience’s understanding of the issue, and change their attitude about how they should approach or understand the issue with new insights that build community and evoke change. There is no better place to practice these skills than the research paper—the most common product of university research and the culmination of your many hours of persistent hard work during the research process.

Multimodal Presentation

To practice the skills of ***persuading*** and ***presenting***, you will use a multimodal form to present the claim, reasons, and evidence of your research paper to the class. Specifically, you record a PowerPoint (or PowerPoint-like) presentation with voiceover narration in order to persuade the class to think the way you do about your chosen research paper topic. You need to design a presentation in which you use both words and images. The recorded presentation will be accompanied by a reflection paper in which you explain your rhetorical choices.

Peer-Review Workshops

Knowing how to revise your writing is an important aspect of being a successful writer; therefore, you will develop revision skills in this course. During our peer-review workshops, you will offer feedback to your classmates on how to revise. You will be tasked with reading a classmate’s draft and then offering constructive feedback on how to improve the project. In order to be partnered, you must have a complete draft of your own project. To get credit for this assignment, you must attend class the day of the reviews, have a complete draft (with two hard copies), and provide sufficient feedback to your partner by answering the questions provided in each workshop’s instructions.

When you revise your papers, you should carefully consider the feedback from your partner. Writing is a process; all papers and work need to be revised, revised again, and revised again. Your papers will become better with each draft. Revision ends when you turn in your final draft even if there is more work to do; and there is always more work to do.

Class & Homework Assignments

To break down larger tasks into smaller, more manageable chunks, you will be assigned work, which is specifically targeted towards moving you to complete one of the major assignments. Each assignment is a part of the larger whole, as maintaining steady progress on your daily work will improve the final product.

Additionally, some of the classwork and homework are designed to have us work together as a community of writers, which sometimes involves reading each other’s work and having your work read by others. Workshops in this class are intended to be *conversations* that foster a deeper engagement with the ideas we are learning about in our course materials.

Grades

This course uses the following grading scale. There are a total of 1,000 points to be earned in the course. At the end of the semester, your point total will be divided by 1,000 to determine your final grade. To receive credit for this class, you must earn a final grade of at least a C-.

**A** 940-1000 points (or 94% - 100%)

**A-** 900-939 points (or 90% - 93.9%)

**B+** 870-899 points (or 87% - 89.9%)

**B** 840-869 points (or 84% - 86.9%)

**B-** 800-839 points (or 80% - 83.9%)

**C+** 770-799 points (or 77% - 79.9%)

**C** 740-769 points (or 74% - 76.9%)

**C-** 700-739 points (or 70% - 73.9%)

**D+** 670-699 points (or 67% - 69.9%)

**D** 640-669 points (or 64% - 66.9%)

**D-** 600-639 points (or 60% - 63.9%)

**F** 0-599 points (or 59.9% or lower)

Assignment Submissions

Assignments should be typed (in 12-point, Times New Roman, black font), double-spaced, and have one-inch margins and follow MLA formatting conventions. All of the pages should be numbered (your last name and page number in the upper right-hand corner). A works cited page should be included if you are citing external sources. A title should be provided, which is centered. Please see the MLA document posted on Canvas for further requirements.

For electronic submissions, you should ensure the file is in PDF and should always check that your submitted file successfully uploaded to Canvas. I may have additional instructions, and requirements may change depending on the assignment medium. You should check with me well in advance of a deadline if you are unsure.

Attendance Policy

English 110 aims to teach you not only skills of writing but habits of mind and work—to show you how writers go about the actual work of drafting, revising, and refining their work. Along with being present and on time, you should have all readings completed and in-hand, ideas to share in discussion, and any assignments finished and submitted by the start of class time. Thus, you need to be here—ready to learn, participate, and write.

I will take attendance at the start of each class for purposes of financial aid eligibility. It is your responsibility to notify me that you are present if you are late to class. If absent, it is your responsibility to check Canvas Modules for missed work and to check with a classmate for class notes.

If you never attend class or you stop attending class after the drop/add period (September 13), you will receive a grade of Z at the end of the term. It is your responsibility to drop each course that you do not plan to attend, even if your registration is canceled for non-payment of fees.

Students with extended absences are encouraged to contact Dr. Trembanis (sltrem@udel.edu) to coordinate communication with faculty and with Mr. Mendoza (melvin@udel.edu) to work through program progress issues.

For further information about the university’s attendance policies, please visit <https://catalog.udel.edu/content.php?catoid=63&navoid=16103#seat-claim-policy>.

Late Work Policy

An assignment is late if it is not turned in by the due date on Canvas. See page 2 for what work can be turned in late with a token.

Class and Online Etiquette

Professionalism is expected at all times. While a free exchange of ideas and expressions is very much encouraged, strive for civility and respect in all of your comments—whether in the classroom or online. Please keep in mind that we come to the class conversation from different walks of life and with different personal experiences. Whatever our values, commitments, or stories might be, I trust that diversity will prove to be an asset as we explore these topics together. If at any point you feel concerned about or uncomfortable with a dynamic in our conversation, I encourage you to reach out to me to share your observations.

Student learning can only occur when students and their instructors feel safe, respected, and supported by each other. To ensure that our learning environment is as safe as possible, you are expected to abide by the most up to date [University of Delaware’s COVID-19 Guidelines](https://www.udel.edu/home/coronavirus/).

One-on-One Conference

Individual conferences are an invaluable way for you to learn more about writing as a process, rather than just a product. You are required to meet with me for a one-on-one conference this semester to discuss your research paper. I encourage you to also come to my student appointment hours throughout the semester and to take your work to the Writing Center.

Writing Center

AAP writing specialists [**Michael Aronovitz**](https://www.aap.udel.edu/people/marono) and [**Dr. Brandy Yates**](https://www.aap.udel.edu/people/byates) offer writing tu​t​oring sessions through which all members of the UD AAP community can meet to talk and learn about writing. They can assist students with each step in the writing process: selecting a topic, developing a thesis statement, organizing ideas, and using APA and MLA format effectively.

Wilmington: Michael Aronovitz (marono@udel.edu)

Sign up here through Blue Hen Success for virtual appointments Fridays starting at 8am and finishing at 6pm (so the last appointment for the given day would be 5pm). [UDEL Student Scheduling Link](https://udel.campus.eab.com/capabilities#/my/appointment-results?care_unit_id=2&service_id=17197&begin_date=2022-02-22&staff_ids=6420478)

When you sign up, it sends Professor Aronovitz an alert so he can email you the link for the meeting on Zoom.

Meetings are virtual by default, but if you need a face-to-face meeting, it could certainly be arranged. Also, if you need to go over a paper and you are not available on the given Friday, please send Professor Aronovitz an email. He will set up a meeting on Zoom off schedule, even the weekend if need be!

Dover and Georgetown: Brandy Yates (byates@udel.edu)

Sign up for virtual appointments through Blue Hen Success at <https://udel.campus.eab.com/pal/hC7tCT7lUa>.

In person hours: Mondays and Wednesdays, 12-2

Virtual Hours: Tuesdays and Thursdays, 1-6

I always took my papers to the Writing Center, even as a graduate student. As writing expert William Germano says, “Revision makes writing better. Always.”

Remember: You can gain a token by taking your papers for our class to the Writing Center.

Course Feedback

You are expected to complete the online student feedback form for this course. This form will be available during the last two weeks of the semester at <http://www.udel.edu/udsis-students/courseevaluations.html>. Apart from being an expectation of the course, your feedback provides valuable information to the First-Year Writing Program and to the English Department. Please note that constructive feedback is welcome at any point in the course, so if you have a concern or suggestion that you would like me to consider, please feel free to share it with me.

Interest in the English Major and Minors

The English major has been carefully designed as one of the most flexible and collaborative programs at UD. In addition, it is a perfect double major for students interested in (1) making themselves more attractive on the job market, and (2) taking challenging and intellectually rewarding coursework. For an overview of the possibilities for designing your own English major, visit <https://www.english.udel.edu/undergraduate/english-major>.

The English Department also offers a range of minors to suit a variety of interests, all designed to be flexible in fitting in with the rigorous requirements of other majors. Most of our minors are interdisciplinary, encouraging students to engage in coursework across curricula. We currently offer minors in English, Writing, and Environmental Humanities. For more information about the minor, visit <https://www.english.udel.edu/undergraduate/minors>.

If you’d like to speak with an advisor about the major or minors, feel free to contact Mr. Jordan Moses, Academic Advisor in the English Department. His contact information is:

jsmoses@udel.edu**,** 206 Memorial Hall, Phone: 302.831.2187.

Academic Honesty

Please familiarize yourself with UD policies regarding academic dishonesty. The [Academic Honesty Policy](https://www.udel.edu/content/dam/udelImages/student-life/StudentGuide.pdf) states: “Students must be honest and forthright in their academic studies. Students are expected to do their own work and must give proper credit for any work not their own. Students may neither give nor receive unauthorized assistance. Engaging in academic dishonesty, or allowing other students to do the same, corrupts the educational process and diminishes the quality of a University of Delaware degree.” View the [university’s procedures](https://www.udel.edu/students/community-standards/conduct-process/) for resolving academic dishonesty concerns. Contact Community Standards & Conflict Resolution at communitystandards@udel.edu or (302) 831-2117.

AI or Machine Learning Tools

Unless given permission to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2), each student is expected to complete each assignment without substantive assistance from others, including automated tools.

Harassment, Discrimination, and Sexual Misconduct

The University of Delaware works to promote an academic and work environment that is free from all forms of discrimination, including harassment and sexual misconduct. As a member of the community, your rights, resources, and responsibilities are reflected in the Non-Discrimination, Sexual Misconduct, and Title IX policy. Please familiarize yourself with this policy at the [University’s Office of Equity & Inclusion’s website](https://sites.udel.edu/oei/). You can report any concerns to the University’s Office of Equity & Inclusion at 302.831.8063 or at titleixcoordinator@udel.edu. You can report anonymously through UD Police at 302.831.2222 or the [EthicsPoint Compliance Hotline](https://sites.udel.edu/intaudit/compliance-hotline/).

* Read the [full policy](https://sites.udel.edu/sexualmisconduct/files/2020/09/20200902-NDSM-Policy-final.pdf)
* [File a report](https://sites.udel.edu/oei/)

If, at any time during this course, I happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), I am a responsible employee, which means I am directed to report any incident of sexual harassment or misconduct to the University’s Title IX Coordinator. The Title IX Coordinator will then meet with the student to discuss how the University will respond to the report and the student’s rights and options, to offer resources, and to ensure that the student and the campus community are safe. If such a situation is disclosed to me in class, in a paper assignment, or in office hours, I promise to protect your privacy—I will not disclose the incident to anyone but the Title IX Coordinator in a confidential manner.

For more information on Sexual Misconduct policies, where to get help, and reporting information, please refer to [www.udel.edu/sexualmisconduct](http://www.udel.edu/sexualmisconduct). You can also send an email to the Title IX Coordinator at titleixcoordinator@udel.edu. At UD, we provide 24/7/365 crisis assistance and victim advocacy and counseling. Contact 302.831.1001 to get in touch with a sexual offense support advocate, as well as confidential and anonymous counseling services for other concerns.

Accommodations for Students with Disabilities

Students who think they may need an accommodation based on a disability should contact one of the AAP liaisons to the [Office of Disability Support Services](https://sites.udel.edu/dss/) (DSS) as soon as possible. In Dover: Amy Shupard, ashupard@udel.edu. If you will be using accommodations in this course (or if you are in the process of registering for accommodations), please contact me 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.

Non-Discrimination

The University of Delaware does not discriminate against any person on the basis of race, color, national origin, sex, gender identity or expression, sexual orientation, genetic information, marital status, disability, religion, age, veteran status, or any other characteristic protected by applicable law in its employment, educational programs and activities, admissions policies, and scholarship and loan programs as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. The University of Delaware also prohibits unlawful harassment including sexual harassment and sexual violence.

For inquiries or complaints related to non-discrimination policies, please contact the Office of Equity & Inclusion at oei@udel.edu, 302.831.8063.

For complaints related to Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act, please contact the Office of Disability Support Services at dssoffice@udel.edu, Alison Hall, Suite 130, Newark, DE 19716, 302.831.4643 OR contact the [U.S. Department of Education - Office for Civil Rights](https://www2.ed.gov/about/offices/list/ocr/docs/howto.html).

Black Lives Matter

The Associate in Arts Program (AAP) values and celebrates the humanity of each student, staff member, and educator in our community. There is a long tradition of calling for racial justice in American society. Black Lives Matter continues that tradition. We categorically maintain that we care about Black lives. We acknowledge the long history of racist policies and attitudes that persist in American culture, including at the University of Delaware. As part of the University, the AAP is committed to creating and maintaining an equitable and inclusive learning and working environment for each member of our community through both reflection and action.

Student Hardship Affecting Learning

Students who have difficulty affording groceries or accessing sufficient food to eat every day, or who lack a safe and stable place to live and believe this may affect their performance in the course, are urged to reach out for support. You may notify me and/or your other professors if you are comfortable doing so, and you are also encouraged to reach out to our Student Support and Engagement Coordinators. On the Dover campus this is Lindsey Massey (lrmassey@udel.edu). We will do our best to provide any resources that we may possess. Student and family resources include:

**The AAP Student Support Fund**

This AAP-only fund is here to help if you face an acute financial hardship that might disrupt your college education. The Student Support Fund can assist if you are experiencing food insecurity, difficulty maintaining access to housing, technology, or transportation, or financial strain that may threaten your ability to keep up with schoolwork or remain enrolled. Application is easy. Just fill out the application below and one of our Student Support and Engagement Coordinators will reach out to you as soon as possible. Please be aware that our fund is limited, and student demand may outstrip supply. However, we will do our best to assist you and connect you to alternative forms of financial assistance.Application link: <http://www.udel.edu/0010295>.

### **Student Crisis Fund**

### In addition to the AAP’s fund,the University of Delaware’s Office of the Dean of Students also provides emergency money to eligible UD students who face a serious financial hardship due to unanticipated expenses. AAP students can apply to this fund, too. To find out if you are eligible, please fill out the [Student Crisis Fund Application form](https://cm.maxient.com/reportingform.php?UnivofDelaware&layout_id=24) which you can find here: <http://www.udel.edu/0010296>.

The Office of the Dean of Students will then contact you to discuss further. Please note that it is ok to leave questions on this form blank if you do not know the answer; just fill it out to the best of your ability.

**Mental Health & Well-Being**

In addition to impacting your overall wellbeing, diminished mental health can interfere with optimal academic performance. If this course and/or others are causing or contributing significant mental or emotional stress for you, or if there are stressful issues with other parts of your life, please consider reaching out to someone. Asking for help is a smart and courageous thing to do—for yourself and for those who care about you.

* Contact me: If you are struggling with this course, please come by during student hours or contact me by email.
* Check in with your academic advisor: If you are struggling in multiple classes, unsure whether you are making the most of your time at UD, or unsure what academic resources are available to support you, make an appointment with your advisor through BHSC.
* Connect with the Mental Health Care Coordinator (MHCC): Located on the AAP sites. They are available via email at rbrandt@udel.edu (Dover/Georgetown). The MHCCs can assist you right on your campus. They can also connect you to outside resources and services, if needed.
* TimelyCare: All students enrolled at the University of Delaware now have access to 24/7 virtual mental health care through [TimelyCare](https://sites.udel.edu/counseling/timelycare/). This service is completely free for students. Features include on demand Talk Now virtual support (unlimited); scheduled counseling (limitations apply); health coaching for support with healthy behavior changes (unlimited). All students should register so that when the service is needed, it will be ready to use. You can find the link to the short registration process here: <https://sites.udel.edu/counseling/timelycare/>
* Use the UD Helpline: The UD Helpline is a free service available 24 hours a day, 365 days a year for any UD student feeling anxious, overwhelmed, or otherwise in need of someone to talk to. The number is 302.831.1001.
* Use UD’s Crisis Text Line: Text “UDTEXT” (or “STEVE” for students of color) to 741741 to connect with confidential text message support.

### **Free Food:** For an up-to-date list of where to find free food in Delaware please see this doc: <http://www.udel.edu/0010297>.

### **WIFI:** For a list of free and affordable WIFI in Delaware please see this doc: <http://www.udel.edu/0010298>.

**Help with Technology:** UD Information Technology, in conjunction with the Office of the Dean of Students, makes loaner laptops available to students in need of a short-term loan (e.g., while their own laptop is being repaired). You may apply for one [here](https://sites.udel.edu/askit/loaner-laptops/).

**Free Virtual Tutoring Services**: The College of Arts and Science will cover up to 24 one-hour individual tutoring sessions per student. Special consideration will be given to first generation students or student​s of historically underrepresented populations: <https://www.cas.udel.edu/ssc/ccc/academic-support-resources>

Once you have applied, you can sign up for a tutoring session using this link: <https://www.ae.udel.edu/tutoring-services/individual/>

Once tutoring is secured, you are responsible for communicating with your tutor that your tutoring sessions will be covered by the College of Arts & Sciences.

Tentative Schedule

**Unit 1—Reading & Researching: Literature Review**

**1.1. Tuesday, August 29**

Lecture: Welcome & Course Introductions

Activity: Canvas; Syllabus Quiz; Introductions

Homework 1: How to Read Like a Writer (due 8.30.23)

**1.2. Thursday, August 31**

Lecture: Academic Arguments

Activity: Argument Clinic; 5-Paragraph Format; Example of Arguments

**1.3. Tuesday, September 5**

Lecture: Choosing a Topic & Writing a Research Question

Activity: Instructions for the Literature Review; “Opposing Viewpoints in Context”; Examples of Good Research Questions

Homework 2: Choosing a Topic, Preliminary Research, TQS (due 9.10.23)

**1.4. Thursday, September 7**

Lecture: Doing Your Research & Engaging Sources

Activity: Using the Library; Peer-Reviewed Sources; Citing; and Sample

Homework 3: Interactive Library Module (due 9.10.23)

**1.5. Tuesday, September 12**

Activity: Library Consultations

Peer Review 1: Submit your Literature Review Draft (due 9.13.23)

Reading: Richard Straub’s “Responding—Really Responding—to Other Students’ Writing”

**1.6. Thursday, September 14**

Peer Review 1: Give feedback on your assigned peer’s Literature Review Draft (due 9.14.23)

Project 1: Revise and submit your Literature Review final draft (due 9.17.23)

**Unit 2—Writing & Arguing: The Research Paper**

**2.1. Tuesday, September 19**

Lecture: Writing Your Introduction 1

Activity: Instructions for the Research Paper; Review Examples (NCAA & Bicklesticks)

Homework 4: Project 1 Reflection (due 9.20.23)

**2.2. Thursday, September 21**

Lecture: Writing Your Introduction 2

Activity: Intro 2 Examples (NCAA & Bicklesticks); Finding Other Examples

**2.3. Tuesday, September 26**

Lecture: Writing Your Introduction 3

Activity: Intro 3 Examples (NCAA & Bicklesticks); Alternative Intros; Revising Thesis Statements; Thesis Templates

Peer Review 2.1: Submit your paper’s Introduction (due 9.27.23)

**2.4. Thursday, September 28**

Peer Review 2.1: Give feedback on your assigned peer’s Introduction (due 9.28.23)

**2.5. Tuesday, October 3**

Lecture: The Core of Your Argument

Activity: Role Play; Parts of an Argument; Rhetorical Audience

Homework 5: “Shitty First Drafts” (due 10.4.23)

**2.6. Thursday, October 5**

Lecture: Organizing Your Argument: Storyboard and Elevator Pitch

Activity: Draft Sample Storyboard and Elevator Pitch

Homework 6: Creating Your Storyboard Elevator Pitch (due 10.8.23)

**2.7. Tuesday, October 10**

Lecture: Planning a First Draft

Activity: Lamott; Interim Deadlines

Homework 7: Commenting on Classmate’s Storyboard—Acknowledgements (due 10.11.23)

**2.8. Thursday, October 12**

Lecture: Writing Body Paragraphs

Activity: Ways to Organize; Sample Body Paragraph (NCAA)

Homework 8: Responding to Your Classmate’s Acknowledgements (due 10.15.23)

**2.9. Tuesday, October 17**

Lecture: Incorporating Sources

Activity: Paraphrase Practice; Direct Quotation Example; Verb List

Peer Review 2.2: Submit one of your Body Paragraphs (due 10.18.23)

**2.10. Thursday, October 19**

Peer Review 2.2: Give feedback on your assigned peer’s Body Paragraph (due 10.19.23)

**2.11. Tuesday, October 24**

Lecture: Writing Your Conclusion 1 and Your Title

Activity: Writing a Title; Finding Model Conclusions

**2.12. Thursday, October 26**

Lecture: Writing Your Conclusion 2

Activity: Conclusion Example (NCAA); Conclusion Variations; Emotional Appeal Practice

Peer Review 2.3: Submit your Conclusion and Title (due 10.30.23)

**2.13. Tuesday, October 31**

Peer Review 2.3: Give feedback on your assigned peer’s Conclusion and Title (due 10.31.23)

Peer Review 2.4: Submit your Research Paper Draft (due 11.1.23)

**2.14. Thursday, November 2**

Peer Review 2.4: Give feedback on your assigned peer’s Research Paper Draft (due 11.2.23)

Activity: Student Conference Sign-Up

Homework 9: Compose a Revision Plan (due 11.5.23)

**2.15. Tuesday, November 7**

Activity: Student Conferences

**2.16. Thursday, November 9**

Activity: Student Conferences

**2.17. Tuesday, November 14**

Lecture: Revising & Proofreading

Activity: Examples; Lewis; Parts of Speech; Commas; Tips

Project 2: Revise and submit your Research Paper final draft (due 11.15.23)

**Unit 3—Persuading & Presenting: The Multimodal Presentation**

**3.1. Thursday, November 16**

Lecture: The Rhetorical Situation

Activity: Instructions for the Multimodal Presentation; Persuasive Image Examples

Homework 10: Project 2 Reflection (due 11.16.23)

**3.2. Tuesday, November 28**

Lecture: Multimodal Composition 1

Activity: David Phillips’s “How to Avoid Death by PowerPoint” and Carl Kwan’s “How to Write a Presentation Script”

**3.3. Thursday, November 30**

Lecture: Multimodal Composition 2

Activity: Model Slides; Working with Blank Slides

Peer Review 3: Submit your Multimodal Presentation Draft (due 12.4.23)

**3.4. Tuesday, December 5**

Peer Review 3: Give feedback on assigned peer’s Multimodal Presentation Draft (due 12.5.23)

**3.5. Thursday, December 7**

Lecture: On the Spirit of Research

Project 3: Revise and submit Multimodal Presentation final draft (due 12.7.23)