

Learning Guide for Folio One: An Introduction Reading and Writing in College
(August 19th to September 9th, 2013)

<i>A Writer's Reference</i>	WR
<i>They Say, I Say (With Readings)</i>	TS
Oncourse	OC
Writing Circle	WC
Documents	docs

NOTE: REGULARLY READ IMPORTANT ADDITIONAL FOLIO 1 SUPPORTING INFORMATION, EXPLANATIONS OF EXERCISES, AND LINKS TO RESOURCES AND ASSIGNMENTS IN THE RESOURCES TAB IN ONCOURSE. *Be sure to always look 2 or even 3 columns ahead in this FLG so that you don't miss any deadlines!*

<i>What do I do?</i>	<i>What are the specific instructions? Where do I find the work or the assignment?</i>	<i>When is it due? (All times Eastern)</i>
Read	Read the following: <ul style="list-style-type: none"> ▪ entire Syllabus <i>carefully</i> and print a copy of the Learning Guides (under Syllabus) for Folios 1-4 (also print out the syllabus and put it in a safe place). ▪ Getting Started with Your IU Box Account link in Folio 1 in the Resources Tab 	ASAP! You can even complete these tasks before the official start of the semester, if you like.
Complete an Assignment (and Post)	Forum01: Send e-mail to instructor, post an introduction on Oncourse Forum (Forum01), and access features of Oncourse (for more information, see the Personal Information Assignment on Oncourse in the Assignments tab) <ul style="list-style-type: none"> ▪ Go ahead and log on to your IU Box account using your IUK username and passphrase (go to https://box.iu.edu/). 	You'll want to get this completed on or before W, 8/21.

Read and Write	<p>Read the following:</p> <ul style="list-style-type: none"> ▪ TS, pp. 1-15 (“Introduction: Entering the Conversation”) ▪ WR, pp. 67-77 (A1-a through A1-e) ▪ OC, Forum Posting Guidelines and Rubric in Folio 1 folder in Resources ▪ OC, E-mail Etiquette for Students (Purdue OWL) in Folio 1 folder in Resources (web link) 	Before W, 8/21.
Post	<p>Forum02: “What is College-Level Writing?” (Diagnostic Essay) For this forum post you’ll write a brief essay (150 to 250 words) on your expectations of college-level writing. You should write one paragraph for each of the following bullet points:</p> <ul style="list-style-type: none"> ▪ Do you think writing in college will be difficult? Why? Why not? ▪ What have you been told about writing for college classes? Who told you? Do you believe them? Why or why not? ▪ Think of something you’ve learned in the past or been told about writing that you find doubtful, odd, bizarre, incredible, or just plain unbelievable. This might be something you’ve learned in high school or college, something you picked up from a friend or relative, or just something you’ve heard through the grapevine. (No “I couldn’t think of anything”-answers!) For each paragraph, be sure to use lots of specific details and examples to catch and hold our attention. 	<p>Primary: Submit Forum post no later than 11:30pm (EDT) on W, 8/21.</p> <p>Secondary: Respond to 2 classmates’ posts no later than 11:30pm (EDT) on F, 8/23. Be sure to ask questions and address specific details in their posts. Do you see similarities between your post and their posts? Differences? What might be the significance of these similarities and differences? Did someone’s post surprise you? Why?</p>

Read and Write

Read the following essay once all the way through:
▪ TS, pp. 529-36 (Rogers, “How I Learned to Love Football”)

Try to get this done over the weekend.

Then, read the essay a second time and force yourself to “read actively” (refer back to WR, pp. 67-77 and the handout as you do this) with a pen or pencil (not a highlighter!) in hand and ready to go. Make note of the following items (circle, underline, margin notes, etc.)

- How does Rogers “present herself” in the essay? That is, where in the essay do you get the sense that Rogers is helping you (the reader) get to know her better, maybe even like her? Circle or underline a few spots where you see Rogers doing this work. Be sure to follow this up with margin notes to yourself or you’ll forget why you circled or underlined!
- Find **6 terms, names, places, or concepts** that are unfamiliar to you and circle/underline them. Go to Wikipedia.org and search for each of these six terms, names, places, etc. Jot down in your notebook what each of them means.
- Then, go back to the essay and read the passage with the unfamiliar term once more—what does knowing the reference add to your understanding or comprehension of the essay?

Read the following:

- TS, pp. 141-44 (Ch. 11, “I Take Your Point: Entering Class Discussions”)
- OC, “Strategies for Active Reading” in the Folio 1 folder in the Resources tab
- OC, “How (and where) to look up things you don’t know” in the Folio 1 folder in the Resources tab

Blog (set-up)

Go to the Blogs tab in OC and set up your blog account. Be sure to also add a picture: this doesn’t have to be a picture of you, however, it can be a picture of anything (a sunset, a beach, your favorite food, your team, etc.).

You’ll want to get this done over the weekend so you can complete your first blog post on M, 8/26.

Detailed instructions on how to set up your blog and add a picture can be found in the Resources tab in the **Forum and Blog Resources** folder. (Getting your picture to post properly can be tricky because you have to upload it from your “My Workspace” area in OC, so be sure to read the instructions carefully. Also, don’t forget about the **Technical Questions and Frustrations** Forum in OC!)

Blog (your first post!)

Blog01: “Actively Reading Your Life”

For your first blog post, you’re going to get some more practice with active reading, except this time you get to choose the text (sort of). Choose one of the following options:

1. Take notes during your favorite one-hour **TV drama** or **reality show**;
2. Take notes on a recent **e-mail** you received from a friend or family member.

For each option, take as many notes as you can in a notebook or on your laptop. Be sure to spend time drawing conclusions, making connections, uncovering themes, looking up words and phrases that are unfamiliar to you. Then, type up your notes in your blog and post a one or two paragraph (**100-125 words**) explanation of

- a brief explanation of the text (an e-mail from Aunt Joan, last week’s episode of *Real Housewives*, what?) and why you chose to read it actively for this blog post;
- what themes, connections, or conclusions did you reach after looking back through your notes?;
- what can you take from this exercise and apply to other written texts? How do you think this exercise might be different than actively reading texts for class?

Post your blog no later than 11:30pm (EDT) on M, 8/26.

*****Important Note:** Be sure to click “Publish Entry” when you’re ready to post your blog (you can also save your work by clicking “Save Draft,” but this won’t publish the blog for the rest of us to see). Finally, make sure you put the dot in the bubble next to “All members of this site can see this entry.”

Post

Forum03: “Personal Narrative or Argument?”

Using your notes and active reading of the essay, go to Forum03 and take a position on whether you think Rogers’ essay is *primarily* a personal narrative about her marriage or *primarily* an argument about something else entirely (fandom, football, etc.—you pick). That is, what you’re

Primary: Submit Forum post no later than **11:30pm (EDT) on W, 8/28.**

Secondary: Respond to 2 classmates’ posts no later than **11:30pm (EDT) on F, 8/30.**

	addressing here is what you think her <i>purpose</i> in writing this essay is? Be sure to support your position with <i>at least three specific examples</i> from the text. Also, mention a few of the references (or “allusions,” as they’re often called) you looked up on Wikipedia.org, and write a paragraph explaining how these references contributed to how Rogers is trying to “present herself” to her readers. Tell us how you think she is trying to present herself or come across to the reader? Do you think she succeeds?	Be sure to ask questions and address specific details in their posts. Do you see similarities between your post and their posts? Differences? What might be the significance of these similarities and differences? Did someone’s post surprise you? Why?
Take a quiz	Quiz01: Go to the Tests and Surveys tab in OC and take a quiz on the Rogers essay.	Complete the quiz no later than 11:30pm (EDT) on S, 8/31 .
Blog	Blog02: “The Benefits of Fandom” For this blog post, you will respond to prompt #5 on p. 536 (TS). Be sure to address why your claim about being a fan matters to your audience/reader (the “so what?” question mentioned in the prompt). Essay should be between 250 and 450 words. (Refer to the “Guidelines for Forum and Blog Posts” handout in OC.)	Post your blog no later than 11:30pm (EDT) on T, 9/03. (**Note: Ordinarily, blog posts are due on Monday nights, but since M, 9/2 is Labor Day, I’m giving you an extra 24 hours. Enjoy!) Be sure to click “Publish Entry” when you’re ready to post your blog (you can also save your work by clicking “Save Draft,” but this won’t publish the blog for the rest of us to see. Finally, make sure you put the dot in the bubble next to “All members of this site can see this entry.”
Read	Read the following: <ul style="list-style-type: none"> ▪ TS, pp. 145-55 (Ch. 12, “What’s Motivating this Writer?”) ▪ “I don’t mean to bother u but...” handout on e-mail etiquette handout in the Netiquette folder in the Resources tab 	You should have these readings completed (twice!) no later than W, 9/04 .
Take a Quiz	Quiz02: Go to the Tests and Surveys tab in OC and take a quiz on the readings.	Complete the quiz no later than 11:30pm (EDT) on W, 9/04
Post	Forum04: The “Can you believe someone wrote that?”-forum Often, people write things they live to regret later. This is particularly true	Primary: Submit Forum post no later than 11:30pm (EDT) on W, 9/04 .

in our today's fast-paced, constantly plugged-in world. Reflect on a time you or someone you know wrote something embarrassing, intemperate, raunchy, or otherwise inappropriate in the *wrong place* at the *wrong time to the wrong person* (or people). These might be e-mails, but they don't have to be; they can also be Tweets, Facebook posts, status updates, text messages, etc., so long as they're *written* texts. Use your imagination, and while I don't want you to use real names or other identifying information, be sure to use lots of specific details and vivid descriptions!

***Pro tip:** Use **TS, Ch. 12** to help you determine what's motivating this writer—who or what are they responding to? Why do you think this? Where are the clues? Evidence?

Secondary: Respond to 3 classmates' posts no later than **11:30pm (EDT) on F, 9/06**. Do you see similarities between your post and their posts? Differences? What might be the significance of these similarities and differences? Did someone's post surprise you? Why? Keep the conversation going!

Read

Read the following:

- TS, pp. 537-44 (Maratta, "Move over Boys, Make Room in the Crease")
- TS, pp. 19-29 (Ch. 1, "They Say: Starting with What Others Are Saying")
- Read actively: As with the last essay, read it through all the way once to get the gist of the text and the author's voice; then go back and re-read with a pencil or pen in hand, marking anything that stands out to you. This time, practice jotting down questions and comments in the margins, not necessarily entire sentences, but substantive phrases.

You'll want to get this read (twice) by Sun evening, 9/8.

Blog

Blog03: "Compare and Contrast: Rogers vs. Maratta"

- Complete prompt #3 on p. 544 in TS in 2 or 3 paragraphs (150-250 words)
- **With an added twist:** once you've responded in full to prompt #3 in 2 or 3 paragraphs, also write another paragraph on which of these essays is the more compelling *personal narrative*. Use specific examples from the text to support your claim(s).
- Finally, in the same space in your blog post (skip down a couple of lines), I want you to complete exercise #1 on pp. 28-29 at the end of TS, Chapter 1. (If you have questions or difficulties, please don't forget to use the Forum for TS, Chapter 1 in the Forums tab

Post your blog no later than **11:30pm (EDT) on M, 9/09**.

in OC.)

Read

Read the following:

- The **assignment sheet for WP #1**. (You can find it in the Folio 1 folder in OC.)
- WR, pp. 3-7 (C1-a & C1-b)
- OC, **Quick Intro to MLA handout** (in the Folio 1 folder in OC).
- OC, “Invention: Starting the Writing Process”
- OC, “Introduction to Pre-writing: Invention” (all 3 pages)

You’ll want to read through these docs before M, 9/09. Be sure to visit the WP #1 Forum (in the Folio #2 Forum) for any questions and comments on WP #1.

CONGRATULATIONS! YOU’VE FINISHED FOLIO 1!