

ENG-W 131: Reading, Writing, & Inquiry I
Canvas site: <https://iu.instructure.com/courses/1754806>

Instructor: Dr. Paul Cook Class Meeting Time: TR 10 to 11:15am Location/classroom: KO 113 Fall 2018	Email: paulcook@iuk.edu Office Phone: 765/455.9229 Office Hours: Tuesdays, 1 to 3pm and virtually anytime via Canvas or Zoom
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Figure 1: Abraham Rattner, American (1893–1978) Place of Darkness, 1943, Oil on canvas. Sidney and Lois Eskenazi Museum of Art, Gift of Dr. and Mrs. Henry R. Hope, 58.42.

Course Description

ENG-W 131 teaches skills of critical reading, thinking, and writing to help students meaningfully engage artifacts, events, and issues in our world. The course builds students' abilities to read written and cultural texts critically; to analyze those texts in ways that engage both students' own experiences and the perspectives of others; and to write about those texts for a range of readers and purposes as a means of participating in broader conversations. Assignments emphasize the analysis and synthesis of sources in the process of making and developing claims and building arguments.

In this particular section of ENG-W 131, we will explore how digital communication technologies like smartphones and social media have reshaped not only how we go about our daily lives, but also how we learn, communicate, and think. So, as we learn about the writing process, rhetorical situations, the “moves” of academic writing, how to workshop drafts, and effective strategies for revision, all of our readings, discussions, and writing projects will be centered around this guiding theme.

This course also fulfills the following general education or “GenEd” requirements: **Information Literacy:** Access, evaluate, and use information/sources; **Communication:** Write and speak English clearly, grammatically, and effectively; and read and listen effectively to comprehend and interpret written and oral texts. Click [here](#) to learn more about general education requirements at IU Kokomo or visit the following link: <http://iuk.edu/academic-affairs/resources/general-education.php>.

Learning Outcomes

<i>By the end of the semester, you will be able to</i>	<i>Your proficiency in these skills will be assessed through</i>
• Demonstrate an understanding of the writing process, especially invention (pre-writing) and revision	Mini-lectures on invention strategies, in-class writing, rhetorical exercises, group work, WPs, Final Portfolio.
• Exhibit control over your audience and purpose given the nature of the assignment	Mini-lectures on rhetoric and rhetorical analysis, in-class writing, rhetorical exercises, group work, WPs, Final Portfolio.
• Demonstrate responsible use of borrowing while avoiding plagiarism	Several mini-lectures and activities on information literacy and the responsible use of sources; activities on quoting responsibly and a special module on digital information literacy.
• Demonstrate an understanding of the expectations for the following types of writing: summary, analysis, and argument	Loads of practice making and honing the “moves” and skills that academic writing demands: summarizing, paraphrasing, using direct quotations in WP drafts, freewrites, in-class writing exercises, and so forth.
• Employ the techniques of critical reading and rhetorical analysis	Mini-lectures on engaged reading and rhetorical analysis, in-class writing, rhetorical exercises, group work, WPs, Final Portfolio.
• Demonstrate satisfactory knowledge of writing conventions and genres	Mini-lectures, drafting, revision, exposure to and discussion of multiple genres and the stylistic/organizational qualities associated with them.
• Demonstrate an ability to utilize IUCAT and Academic Search Premier for the purpose of identifying and locating scholarly and popular sources	Several sessions and mini-lectures on Information Literacy and the responsible use of sources, including a special module on digital information literacy. Plus, students will spend time practicing and honing these essential skills throughout the semester as they invent, draft, and revise WPs.

Required Texts

ENG-W 131 at IU Kokomo uses a textbook bundle containing the following three texts:

- Lunsford, Andrea, et al., eds. *Everyone’s an Author: with Readings*. **2nd. ed.** Norton, 2017. ISBN: 978-0-393-61746-7

- Graff, Gerald and Cathy Birkenstein. *They Say, I Say: The Moves that Matter in Academic Writing*. **4th. ed.** Norton, 2014. ISBN: 978-0-393-63167-8
- Bullock, Richard, Michael Brody, and Francine Weinberg. *The Little Seagull Handbook*. **3rd. ed.** Norton, 2017. ISBN: 978-0-393-60264-7

These three texts are required for students in all sections of ENG-W 131; you can find copies at the IU Kokomo Barnes and Noble Bookstore. You may find some used copies online, but they need to be the same editions as above. We will begin using the textbooks in Week 2, so please purchase them as soon as possible. (**Please note that you will use these textbooks again in ENG-W 132.*)

Attendance and Participation in a Writing Course

While there will be a few mini-lectures in this course, ENG-W 131 is anything but a lecture course. Every time we meet we will be freewriting, workshopping drafts, discussing readings, and engaging in group work and other activities. It is vital to the overall success of this course that you come to class, complete the readings, make time to reflect on what you've read, take notes on the readings, and participate in class discussions.

When you miss class, you miss important information and mandatory in-class activities and ICWs (*which cannot be made-up*), and your classmates miss your input and ideas. If you are absent, you are responsible for finding out what we covered in class and for submitting in advance any assignments due on that day. You can easily use Canvas to message and stay in contact with me and your classmates about what you might have missed.

Your course grade will drop by one letter grade (10%) if you miss *more than 10%* of our classes (or **4 class periods**; the penalty is exacted on the **fourth** absence); you will automatically fail the course if you miss *more than 20%* of our classes (or **8 class periods**). If an emergency or some other significant, unplanned life event forces you to miss several class periods, please contact me as soon as possible so we can discuss your options for the course. Just to simplify: you can miss up to **3 class meetings for any reason** without receiving a penalty. Beyond that you will receive a penalty for another absence *for any reason*. Please don't miss any more than 3 class meetings. If you are a student athlete, please let me know as soon as possible so we can discuss your schedule for the term.

Engaged Reading in a Writing Course

Have you ever wondered why there's so much reading in a writing course? Reading and writing are like two sides of the same coin. Developing skills in one spurs and supports the development of skills in the other. (In other words, it's hard to be an effective writer if you aren't a proficient, engaged reader.) Unfortunately, for reasons that we will explore in our very first reading of the semester (i.e., Nicholas Carr's essay "World and Screen" in *Everyone's an*

Author), the kinds of reading we tend to do online—skimming, clicking around from one site to another, speed-reading, etc.—can actually be detrimental to the engaged, deep reading that teachers want you to practice in writing courses like this one. In short, part of what you will (re)learn and practice this semester is how to enact a mode of patient, careful, *attentive* reading to which you may not yet be accustomed.

Here are some basic pointers to get you started: first, everything you read from now on should be read with a pen or pencil firmly in hand. Why? So you can take notes as you read, mark up the book, ask questions of the text, underline passages that seem relevant or puzzling, and circle words you don't understand, and so forth. Second, when you come across a word you don't understand, look it up in an online dictionary (the *Oxford English Dictionary* is best and free for IU students at www.iuk.edu/library). Third, when you find a concept or reference with which you're unfamiliar, look it up on Wikipedia.org and read the entry until the passage you're wrestling with starts to make sense. (*Pro Tip: Wikipedia can be a useful active reading resource, but it is not [yet] considered a fully-credible research resource and is in no way a scholarly source—for reasons that we will discuss in much more detail as we explore our course theme.) Mark any and all passages in your books that you would like to discuss in class, that you think are particularly noteworthy, or that don't make sense to you. We will discuss these passages in class. In short, you will need to read closely, carefully, and *slowly*.

You should expect to *read*—in the manner I've just briefly described—between *10 and 20 pages* for each class meeting. And a few times the reading load will be heavier. Please get into a weekly if not daily reading habit that works for you and stick to it. This will be key to your success and learning in this course. If ever you have any questions or concerns about our readings, please don't hesitate to let me know.

Smartphones and other distractions

There are important, practical advantages to be gained by “unplugging” from your smartphones, laptops, and other devices during our class meetings for the entirety of our class meetings. Experiencing the passage of time as well as conversation and interaction the way previous generations did—that is, face-to-face and in real-time—holds some distinct advantages for learning, especially in a writing classroom. [Research suggests](#) that students who leave their mobile devices and laptops in their bags actually perform better academically. Opportunities to unplug from the “matrix” are increasingly rare; let's pledge to use our time together this semester for discussion, reflection, and exploration.

Getting in touch with me

You will have several avenues of communication for this course:

- If you have **general questions about the course** (assignments, due dates, etc.), post your questions on the “Class Questions” discussion in the Discussions tab. I will check

this site regularly and answer any questions you may have. If you have a question that likely concerns the entire class, please use this site.

- If you have questions of an individual or personal nature that you do not wish to share with the entire class, **please contact me via Canvas message. *This is the best way to get in touch with me.***
- I want to discuss your work with you, and visiting me during **office hours** is an excellent way for us to talk about your drafts-in-progress and your ideas for writing projects. We can also use office hours to address any concerns you have about the class, your progress or performance, and/or any other questions you might have.

Late Assignments

Late work will not be accepted in most circumstances and the highest grade that a late assignment can receive is a 70% or the equivalent value in points. If a *bona fide* emergency forces you to miss a deadline, please let me know as soon as is reasonable so that we can discuss your options. ICWs, Writing Circle activities, and other in-class activities cannot be made-up if missed.

Assignments and Grading

All of the graded assignments for ENG-W 131 fall into three main categories: Discussions, Class Participation/In-Class Writing (ICWs), and Writing Projects (WPs). **Discussions** take place in Canvas via the Discussions tab. These are shorter responses that give you a chance to hone your writing skills as you experiment with addressing different audiences on different topics and in different genres throughout the semester. Discussions are also a terrific way for us to communicate, share ideas, and get to know each other better outside of the classroom. (Note: all discussions are worth 10 points and are graded on a 10-point scale.)

Second, **Class Participation** refers to your preparedness for class meetings, your attendance, and your level of participation in class activities and discussions. **ICWs** are the briefest and most informal writing assignments in ENG-W 131: they include freewrites, quickwrites, and pretty much anything else you write on the spur of the moment in class.

Third, **WPs** are writing projects written in academic style that are completed in more than one sitting, with continued feedback from myself and your Writing Circle, over an extended period of time. WPs are fully revisable over the course of the semester, and we will spend time in and outside of class workshopping and discussing the drafts of your WPs. Each of you will write and revise *at least* three drafts of each WP—some of you will produce many more drafts than this.

See below for full details on each of these three categories of assignments:

Discussions = 350 points total

Discussion posts will vary widely based on what we're covering at the moment. Sometimes they will be responses to the readings or to one of the prompts in our textbook(s); sometimes they might be your reactions to something relevant that's happening in the news or I might ask you

to complete a freewrite that may become a rough draft of one of your WPs. Sometimes they will be the first or second draft of a WP (see below for details). Generally speaking, each Discussion post should be thoughtful, revised, edited and proofread prior to posting. Remember that you are posting material to the rest of our class, so you should take care to think about your online *ethos*: or, how you consciously present yourself to others in an online environment. ***For much more detailed information on what is expected of you in Discussions, check out the handout “Guidelines for Discussions and Blog Posts” in Files tab in Canvas.***

Most weeks before **11:59pm¹**, usually on **Sunday or Monday nights**, you will post your **primary** post to the Discussions tab. Primary posts represent your “official” response to that week’s prompt. These are more involved, longer posts that will typically be around 300 words. Then, throughout the rest of the week, you will respond to at least two of your classmates’ posts with a paragraph or two: you can ask questions, raise issues, agree/disagree, share ideas and stories, and debate points. You will be graded on both your primary responses and any secondary responses you post throughout the week.

*****Remember! First and second drafts of each of our WPs also count as a Discussion grade.*****

Class Participation/ICWs = 350 points total

You will receive two class participation grades in this course: one at around midterm and the other at the end of the semester (each is worth 75 points total); this way, if necessary, you can work to bring up your midterm participation grade by actively participating in the second half of the semester. *Baseline (“C”-level) participation requirements are that you come to class every time we meet, complete ICWs, take notes, and complete all assigned readings and in-class activities.* Contributing thoughtful comments and asking questions will raise your participation grade to a “B” (60-65 points). Consistently contributing interesting and insightful comments and ideas and providing leadership in class discussions will earn an “A” (70-75 points) in this category.

ICWs are short, in-class assignments like freewrites, workshop drafts, and group activities that cannot be made up. You will receive full credit for these assignments if you are present and participate in them. We will likely have 15-20 of these over the course of the semester, with each worth approximately 10 points.

Writing Projects (WPs) = 500 points total

WPs (Writing Projects) are longer academic essays that you will revise and workshop over the course the semester both in and outside of class. There are four WPs total ranging from a short summary of an essay to a mini-research paper (see below for brief descriptions of each WP).

¹ **Due dates are deadlines.** That is, you are always welcome to complete a discussion post early, but you must post them before they are due. All deadlines for assignments that can be submitted online—discussion posts, quizzes, and even drafts of WPs—are due before **11:59pm** on the due date. This is to give those who might need it a bit of extra time at night to submit assignments. Late posts will be penalized (see “Late Assignments” for more details on late work in general).

The final drafts of the WPs are due at the end of the semester in Canvas—see the information below on the revision process for the WPs. Part of what you are learning in ENG-W 131 is how to revise longer essays over the course of the semester, not just to earn a higher grade—which is certainly a tangible benefit of revision—but also to become a more skilled writer, editor, and reader.

Here are *brief* descriptions of our WPs—for complete assignment sheets and rubrics, please see the Files tab in Canvas:

WP#1 = 50 points: Summary (1 source/article, 350 to 500 words)

For your first WP, you will write a summary of the essay “World and Screen” by media critic and writer Nicholas Carr, which can be found on pages 889-898 in *Everyone’s an Author*. Carr’s essay will set the stage for our semester-long exploration of how digital technologies have changed how we perceive the world around us (even the older ones like GPS, which is Carr’s primary focus).

WP#2 = 100 points: Rhetorical Analysis (1 source/article, 500 to 750 words)

This WP asks you to approach Carr’s essay “World and Screen” from a different perspective: that of a rhetorical analysis. This pivot between summary and analysis will introduce you to the idea that texts can be approached and analyzed from several different angles. Using the same audience as WP#1 (i.e., your social media feed), you will now write a rhetorical analysis that focuses on the logic, evidence, underlying assumptions, and reasons provided for the position(s) advanced in the article.

WP#3 = 150 points: Comparative Rhetorical Analysis (2-3 sources/articles, 1,000 to 1,500 words)

Having completed both a summary (WP#1) and a rhetorical analysis (WP#2) of the same essay, WP#3 gives you the opportunity to read and write beyond a single argument or perspective. By this point in the semester, you will have already read and discussed several other essays in *Everyone’s an Author* and elsewhere that deal with the same kinds of ideas, concepts, and themes that Carr explores in “World and Screen.” Since our class theme is an exploration of digital communication technologies and how they have changed our perceptions, nearly everything we read will have something to do with this overarching idea. With my guidance and that of your classmates, you will find two articles or essays (one **popular** and one **scholarly**) that you will read, summarize, **evaluate**, and **synthesize** with Carr’s argument(s) in “World and Screen” and/or the other essays we’ve been reading from *Everyone’s an Author*. This assignment asks you to review, analyze, and evaluate the arguments that each essay presents and think about the “larger conversation” in which these writers are engaged. (For more on how to “enter the conversation,” see the Introduction, Chapter 1, and Chapter 14 of *They Say, I Say*.)

WP#4 = 200 points: Mini-Research Project (Multiple sources/articles = 4-6 sources, 1,250 to 2,000 words)

Building on the work completed and the skills learned in WP#3, this WP asks you to continue researching some aspect of the course theme in order to deepen your understanding of the issue and expand your perspective on it. By synthesizing and applying the most useful sources and ideas from WP#3 with more research and further inquiry, you will support and extend your analysis of the course theme beyond summary, rhetorical analysis, synthesis, and evaluation of other articles and essays. You will also gain valuable experience developing a research question and a working thesis.

Extra Credit (“Outstanding Classroom Citizenship”) = +30 points

Over the course of the semester, I will give several opportunities for extra credit. However, you may also earn a whopping **+30 points** extra credit added to your overall course grade for providing what I determine is an *extraordinary* level of class leadership in terms of leading and facilitating thoughtful, considerate discussions (both online and in the classroom), submitting all work on time, carefully completing all of the assigned readings, and generally being a good citizen of our classroom. *This extra credit is applied solely at my discretion* at the end of the semester.

Grades

This course uses a 1,200-point grading scale: 1,075-1,200 points = A, 970-1,074 = B, 840-969 = C, 720-839 = D, 720 and below = F. If you have a question about a grade you receive on an assignment, please feel free to discuss it with me via Canvas message or assignment comment, office hours, or by appointment.

Writing Circles and Revision Policies for WPs

Writing Circles are small groups of students with whom you will share and workshop drafts of your WPs-in-progress over the course of the semester. You will produce, revise, and workshop at least three drafts of each of our four WPs:

The *first draft* you will share only with your Writing Circle (WC) and me, and you will receive feedback primarily from the folks in your WC. Your Writing Circle is a group of students you will work with over the course of the semester to workshop and critique each other’s work. We will discuss WCs much more in class. (I will give *some* preliminary feedback at this point in the form of “big-picture,” global revision suggestions, but the majority of the feedback on this draft will come from the folks in your Writing Circle.) ***This draft is graded on a simple “pass/fail” basis (10/0), and the grade is recorded as a Discussion grade. First drafts are worth 10 points total.***

The *second draft* will receive much more detailed feedback from me in Canvas in the form of both global revision suggestions and specific issues related to syntax, editing, and proofreading. (We will learn the difference between revision, editing, and proofreading in the first few weeks of class.) This is the draft that you will revise using the feedback you receive from your WC and the ongoing conversations you have with these folks, and ***this draft will receive a grade that***

will also be recorded as a Discussion grade. This draft will also be graded on a 10-point scale (8 = 80, 9 = 90, 6 = 60, and so forth).

Your *third draft* or “portfolio draft,” is the polished draft of the WP that you will submit *at the end of the semester*, so you have several opportunities to revise and produce a better draft (and receive a higher grade). ***This is the “final” draft, and it will be recorded as the WP grade. These drafts will be graded according to the rubric for each WP. You can find the rubrics for each WP in the Files tab in Canvas. WP#1 is worth 50 points, WP#2 = 100 points, WP#3 = 150 points, WP#4 = 200 points total).***

Writing Center (KA 128)

The mission of the IU Kokomo Writing Center is to enhance student academic success and, thereby, student retention. The staff of the Writing Center work to provide an assessment of and academic support for student writing skills in all disciplines through the creation of a caring and friendly environment conducive to learning. The Writing Center and its staff work in conjunction with the library staff to enhance students' understanding of writing and conducting research in an academic environment.

Additionally, the Writing Center provides the following services:

- ESL Tutoring
- Spanish Tutoring
- One-on-one tutoring sessions
- Workshops
- Reference Materials

Academic Honesty and Plagiarism

According to the [IU Code of Student Ethics](#), “A student must not adopt or reproduce idea, words, or statements of another person without an appropriate acknowledgement. A student must give due credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following: (a.) quotes another person’s actual words, either oral or written; (b) paraphrases another person’s words, either oral or written; (c) uses another person’s idea, theory, or material unless information is common knowledge.” (Note that “intent” is not a factor here.)

“Double dipping,” or submitting a writing project for two or more courses (whether they’re IU Kokomo courses or not), constitutes plagiarism and will result in a grade of zero and possible disciplinary action. If you have an idea for a writing project from another class that you would like to further develop in this class, please consult with me. I’m more than willing to help you develop your ideas and plan writing projects that will do work for you, but simply submitting the same essay for multiple classes is not acceptable under any circumstances. Knowing the boundaries between acceptable and unacceptable uses of other’s work, texts, or ideas can be tricky sometimes, especially in digital environments like the web and social media, so we will

spend significant time in class discussing the boundaries of acceptable use, the nature of research, and when, where, and how to appropriately document source materials.

Technical Requirements

This course requires that you have access to the IU Kokomo computer network, access to the Canvas course management system, and some familiarity with Canvas. The IU Kokomo Instructional Technology department (IT) provides guidelines for hardware and software for distance students. ENGL-W 131 requires primarily word processing (MS Word 2007, 2010, 2013, or 2016) and printing capabilities and access to Canvas. Click [here](#) for free downloads and discount prices on hardware and software for IU students or visit the following link: <https://iuware.iu.edu/>.

Students should contact the IU Kokomo Helpdesk with technical questions. The Helpdesk offers technical support to faculty, staff, and students for all IT-related requests. The Helpdesk assists users, as well as maintains a tracking system that places each user's request into a queue. You can send an email request to the Helpdesk at kohelp@iuk.edu or call 765/455.9315. Local phone and walk-up support at the Helpdesk in the Library is available Monday through Friday from 8:00am to 5:00pm. If you're having any technical difficulties, please contact the Helpdesk right away so you can get your problem solved.

Civility Statement

Indiana University Kokomo encourages a climate of respect and inclusiveness that welcomes and embraces community members with diverse backgrounds and life experiences; deliberately seeks multiple perspectives; and supports the free and open exchange of ideas and civil discourse. Our community encompasses the life of the classroom including but not limited to an engagement in student life, service learning, travel abroad, and social media reflections. This community will thrive when we approach each interaction and conversation with an open mind and when each member respects the inherent dignity and worth of all people. Respect and civility should therefore be afforded to all individuals regardless of age, disability, educational background, family status, gender, gender identity and expression, nationality, race/ ethnicity, religion, position, sex, sexual orientation, socioeconomic level, or veteran status at Indiana University Kokomo.

Accessibility Statement

Every attempt will be made to accommodate qualified students with disabilities (e.g., mental health, learning, chronic health, physical, hearing, vision neurological, etc.) You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place and are not retroactive; Captions and alternate media for print materials may take three or more weeks to get produced. Please contact your campus office as soon as possible if accommodations are needed. Click [here](#) or visit the following link for more information: <http://iuk.edu/academic-affairs/resources/Accessibility-Statement.php>.

Sexual Misconduct Statement

As your instructor, one of my responsibilities is to create a positive learning environment for all students. Title IX and IU's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:

Counseling & Psychological Services (CAPS) 765/455.9364 (counseling services)

It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct, with the campus Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. I encourage you to visit stopsexualviolence.iu.edu to learn more.

Web Literacy and Misinformation

In this class, we will learn about web literacy and misinformation. You will learn why misinformation matters and gain strategies, tactics, and tools to discover the truth about the content you see on the web. Some of the skills you will learn include how to assess the reputation of a scientific journal in less than five seconds and how to see if a tweet is from a celebrity or impostor; how to search the text of almost any printed book to verify a quote; how to avoid including confirmation bias into your search terms; how to search for the source of an image; and how to find out who is behind the website you are looking at, and what their agenda is.

We are also interested in the way you currently evaluate information on the web, and the impact of the skills we will teach you. In order to do this, we are asking you to complete a 4-question survey that looks at some information from the web, and gathers your perceptions of it. Then, you will have 2 weeks of instruction on online civic reasoning. After the instruction, you will complete a similar survey that gathers your perceptions. The survey questions will be answered online in Google forms. An anonymous code will be created to match the results of this survey to one that you will take later in the semester. While we will be able to match your survey responses to one another, we will not be able to match your responses to you in any way. We won't know how you responded as an individual, but we will be able to see how effective the instruction was overall. Your participation is voluntary.

Course Schedule

I reserve the right to make changes and alterations to our course schedule, but I will always let you know in advance both in class and in a Canvas announcement.

TS	<i>They Say, I Say</i>
EA	<i>Everyone's an Author</i>
LS	<i>The Little Seagull Handbook</i>

Unit 1: Introduction to Academic Writing and the Rhetorical Situation

- Week 1 (8/21, 8/23): TS, Preface, Introduction, and Ch. 12. EA, Ch. 1 and Ch. 2
- Week 2 (8/28, 8/30): TS, Ch. 1, Ch. 14, and EA, "World and Screen" (Carr) and Ch. 3
- Week 3 (9/04, 9/06): TS, Ch. 2, Ch. 9, and EA, Ch. 4. *Web Literacy/Misinformation activity Part 1 (*see above for details)*
- Week 4 (9/11, 9/13): EA, "Mind over Mass Media" (Pinker), "WP#1 Due (Summary) and Writing Circles (Reflection on WP#1)

Unit 2: Writing Process(es): Inventing, Drafting, Revising

- Week 5 (9/18, 9/20): TS, Ch. 3 and Ch. 4. EA, Ch. 7, Ch. 25, and EA, "To Siri, with Love" (Newman)
- Week 6 (9/25, 9/27): TS, Ch. 5 and Ch. 7, EA, "2b or Not 2b?" (Crystal). *Web Literacy/Misinformation activity Part 2 (*see above for details)*
- Week 7 (10/02, 10/04): Film screening and analysis: [Her, Dir. Spike Jonze, 2013](#)
- Week 8 (10/09, 10/11): EA, "Should Everybody Write?" (Baron), WP#2 Due (Rhetorical Analysis) and Writing Circles (Reflection on WP#2)

Unit 3: Style and Arrangement

- Week 9 (10/16, 10/18): Fall Break (no class on 10/16) and EA, Ch. 29
- Week 10 (10/23, 10/25): EA, Ch. 30 and Ch. 31
- Week 11 (10/30, 11/01): EA, Ch. 32 and MLA review (LS)
- Week 12 (11/06, 11/08): WP#3 Due (Comparative Analysis) and Writing Circles (Reflection on WP#3)

Unit 4: Research Basics and Constructing Arguments

- Week 13 (11/13, 11/15): EA, Ch. 19 and Ch. 20
- Week 14 (11/20, 11/22): Thanksgiving Holiday (no classes this week)
- Week 15 (11/27, 11/29): WP#4 Due (Mini-Research Project) and Writing Circles (Reflection on WP#4)
- Week 16 (12/04, 12/06): Final Portfolios due before 11:59pm EST in Canvas on 12/09