**Section D: MW 1:30-3:35 CP 103**

**TCORE 101 Introduction to Academic Writing**



**Professor Jacob Martens Email:** jacoma@uw.edu

**Cell:** **253-720-1768** calls or texts

**Office Hours:** in Birmingham Hay and Seed (BHS) 105 8:30-9:30 MWF, 12:30-1:00 on MW, and 3:45-4:15 MW by appointment.

**Specific Course Title: Habits of the Mind in a Knowledge Society**

Specific Course description: How do we know what we know? We’ll explore how ideas influence us in unconscious ways by reading, writing, and reflecting about these ideas in popular culture, education, social media, and current events.

**Required Course Materials:**

1. **Writing materials, which may include a laptop if desired**
2. **Traditional textbook:** Hacker, Diana. *A Writer’s Reference*. 8th eds. ISBN-9781319009137
3. **A ream of copy paper.** With free printing on campus, your primary text and papers should cost less than 5 dollars. Suggested: **3-hole punch** for organizing papers neatly.
4. **Links to online texts printed out on paper and annotated and saved for reading and writing portfolio to be submitted in a 3-ring binder;** a selection of randomly chosen portfolios will require online submission in addition to in-class submission for First Year Writing program assessment.
5. **A reliable computer and method to save files; regular access to a printer and Internet.**
6. **Access to Canvas uw.instructure.com which is an online classroom**
7. **Microsoft Word to type papers being submitted to Canvas. Download MS Office at no additional cost—it is part of your Technology Fee.**

[**https://itconnect.uw.edu/wares/uware/microsoft/microsoft-office-365-proplus/**](https://itconnect.uw.edu/wares/uware/microsoft/microsoft-office-365-proplus/)

**General Course Description:**

**T CORE 101 Introduction to Academic Writing (5) C**
Introduces principles of argument, critical thinking, and analytical readings, and writing and research skill needed for academic writing. Covers skills for managing the writing process and how to transfer learning to other disciplinary contexts for writing. Linked to another core curriculum course in the humanities, social sciences, or natural sciences. Offered: AWSp.

**Work Load**

Students in this class can expect to produce over 14 pages of polished final draft writing including:

* 3 major essays –a personal narrative, an analytical comparison, and one argumentative research paper, each with multiple revisions and peer review sessions and, potentially, a “service learning” component on the argumentative paper, which means research and writing with civic engagement, such as giving back to an audience in the local community through giving a presentation or writing a blog. Service learning may include additional email and phone correspondence with community contacts, and it may look great on a résumé.
* multiple reading responses to course readings and discussions about the readings and your writing
* multiple writing exercises to share and discuss
* reflections and side-shadow comments on own work
* a portfolio of course work with additional reflection essays
* homework reading and writing due at nearly every class session and
* occasionally work due on Canvas at times we do not meet (i.e. due by Sunday 9pm)

**First Year Writing Learning Goals**

Goals are in bold, and habits to develop in support of reaching those goals are in bullets.

**Read rhetorically through processes of meaning-making, learning, and communicating purposefully to various audiences.**

* entering textual academic and civic conversations/discussions/arguments through reading and engaging with texts in meaningful ways
* reading rhetorically, or reading with the purpose of understanding the way meaning, understanding, or persuasion is produced around a text/artifact (e.g., understanding its purpose, context, audience expectations, etc.)

**Revise in recursive processes that continually re-see, rethink, and research ideas, questions, and new information**

* engaging in multiple drafts of a project in ways that deepen the writer’s knowledge and understanding of the complexity of initial question or topic
* using writing as a way to think through ideas, sources, questions, and assumptions about the subject or text at hand
* returning to the library and other places of information in order to answer emerging questions that the writing and rewriting of a draft brings up
* using feedback from peers, the writing center, and teacher to move drafts and thinking forward in significant ways, not to find “what the teacher wants to hear” but to develop a deeper understanding of the complexity of the topic being written about

**Reflect as a way to understand one’s own reading practices, and producing understanding (or theory) that helps the writer cultivate flexible rhetorically-based practices for future use**

* practicing frequent self-assessment of reading and writing practices so that the writer can make sense of what she has read, what questions about learning and her reading develop, and where the potential is for future growth
* articulating in some way the writer’s reading practices as practices, not as a single or immediate reading task, in order for her to cultivate flexible ways to read for future needs
* writing about the student’s own thinking and assumptions as thinking and assumptions, which is a kind of theorizing about how the writer thinks and where that thinking may have originated (e.g. cultural, experiential, linguistic sources)

**Proof and edit one’s drafts in self-conscious ways, ways that allow the writer to consider future proofing and editing as rhetorical in nature and as a part of the writing processes**

* practicing processes of polishing and editing of one’s drafts according to explicitly discussed SEAE standards, or other explicit standards that are appropriate for the rhetorical situation at hand
* getting help and assistance from a writing handbook, peers, the writing center, and the teacher at the final stages of drafting
* thinking about and reflecting upon practices that can help the writer cultivate sustainable ways to polish and proof his future writing, knowing that everyone needs such help

**Engage in academic research as a process that includes recognizing when information is needed to support writing, and having the ability to locate, evaluate, incorporate, and acknowledge appropriate sources**

* practicing methods of looking for and distinguishing what sources are appropriate for the writer’s purpose and audience
* interrogating sources in ways that reveal the rhetorical aspects that produce meaning from them and suggest their significance to the writing project at hand (e.g. Is the article an academic article? What is the purpose or exigency of the article? Where does the author’s position fit within the larger conversation?)
* using the library’s resources and experts to help make decisions about where to look for information and what kind of information they may find in those places

**Problematize one’s existential writing situation, or pose problems that the writer’s own language practices may create when they are set next to the dominant academic discourse, or when others read and judge one’s writing**

* reflecting on the ways one communicates to others and where those linguistic competencies originate, what assumptions others have about one’s competencies and why they might hold such beliefs
* interrogating the dominant discourse, often academic English or Standard Edited American English (SEAE), as a discourse that is used as a standard by which most in the academy and civic marketplace are judge in subtle and explicit ways
* considering the ways that all languages are dynamic and political in nature, and that their dynamism and politics create tensions in diverse communities, or in homogenous communities in which “others” attempt to enter and participate
* questioning one’s own linguistic and communication decisions as ones that are not simply personal and idiosyncratic, but also are a part of larger social or discursive practices in communities outside the dominant one (or inside it)
* questioning how one’s own language practices are judged in academic, civic, and other communities, and what the larger social consequences of those judgments are

**CORE Student Learning Goals**

Alongside with First Year Writing Goals, Core Learning Goals that help shape the content of our conversations. Think about how these Core goals invite us to enter “brave spaces” where we can engage in difficult conversations.

**Inquiry and Critical Thinking**

* inquiry & problem solving: collect, evaluate, and analyze information and resources to solve problems or answer questions.
* research methods & application: approach complex issues by taking a large question and breaking it down into manageable pieces.
* synthesis & context: make meaningful connections among assignments and readings in order to develop a sense of the ‘big picture.’

**Communication/Self-Expression**

* argumentation: formulate an original thesis-driven argument and sustain it in both written and verbal communication.
* analysis: identify, analyze, and summarize/represent the key elements of a text.
* disciplinary awareness: enter/place themselves into an existing dialogue (intellectual, political, etc.).
* expression of ideas: express ideas clearly in writing and speaking in order to synthesize and evaluate information before presenting it.

**Global Perspective-Diversity-Civic Engagement**

* disciplinary perspective: understand events and processes as ‘disciplinarily’ situated.
* global perspective: interact with concepts, ideas, and processes related to the interdependences between personal, local, and global relationships.
* diversity: think outside of cultural norms and values, including their own perspectives, to critically engage the larger world.
* civic engagement: interact with concepts, ideas, and processes related to civic engagement.

**Quantitative Literacy**

* Use quantitative evidence (including statistics, graphs, etc.) in support of an argument.
* Analyze and evaluate a chart or graph and interpret it (through discussion, a written assignment, etc.)
* Find quantitative data to support an argument.

**Creating Brave Spaces for Knowledge Workers**

In order to reach First Year Writing and Core Student Learning Objectives, we will be operating in a brave space. Being in a brave space takes courage and risk-taking on both my part and yours. At times, you may be out of your comfort zone and discussing complex issues. You should find that with practice you grow more comfortable in these spaces where you can carry on difficult conversations with civility. We’ll be exploring how this works and setting up ground rules for conversations that overcome biases and question assumptions.

One of the risks we take in this course is to challenge the standard A through F grading conventions that can distract both students and teachers from the natural, deep learning processes. By framing this class around a contract grade, we can focus more on process and labor—which includes false starts and revising, and making errors and learning from them, without being penalized for needing to revise, but rather, to be expected to revise as part of the writing process.

Writing is about making tough decisions, taking risks, and solving problems. Unlike production workers, knowledge work, which is the work of the academics, scientists, lawyers, doctors, and many others, requires freedom to make tough choices and, possibly, to make errors and learn from making those errors without being penalized. Consider how often inventors fail! In light of this, students (you) will soon brainstorm what knowledge work should look like in a college writing class, and I’ll update this syllabus with our knowledge worker values in the bullet list below, which will be uploaded in the digital copy of this syllabus. Students (most of you) determined that **Knowledge Workers should**

**(bullet list here)**

I agree with these Knowledge Worker values and will do my best to encourage and uphold them. I invite you to do the same.

**Brave Space Ground Rules TCORE 101**

**In the beginning of TCORE 101, students will brainstorm “brave space” ground rules. I will update the digital copy of the syllabus with your ground rules here:**

**In a brave space we are encouraged to...**

*

**Here are the ground rules you have agreed upon to help make this a welcoming but courageous environment:**

* To
*

**This may be a service learning course in order to fulfill the Global Perspective-Diversity-Civic Engagement TCORE learning goal.**

Service learning involves meeting the course outcomes and content by participating in community service and reflecting on your involvement. For a more detailed definition about service learning at UW, visit <http://www.washington.edu/teaching/teaching-resources/engaging-students-in-learning/service-learning/>

Exactly what service learning will look like for you in this course will be determined by your democratic input early in the term. I will update the digital syllabus with your ideas expressed here about service learning expressed here:

 (updates to come here after class discussion and brainstorming)

**Campus-Wide Policies and Resources for Academic Success**

Please see <http://www.tacoma.uw.edu/teaching-learning-technology/e-syllabus-campus-information-resources-policies-expectations>

**Campus Safety provides** Safety escorts available 24 hours a day, 7 days a week. Call the main office line at 253-692-4416. <http://www.tacoma.uw.edu/node/38891>

**Plagiarism & Academic Honesty** [**http://www.tacoma.uw.edu/node/38211**](http://www.tacoma.uw.edu/node/38211)

A major part of your experience at UW Tacoma will be reading, synthesizing, and using the knowledge and ideas of others. To plagiarize is to use the ideas––or unique phrasing of those ideas––without acknowledging that they originate from someone or someplace other than you. Attributing where you get your information builds your own authority to speak on that topic and provides valuable backing to the arguments you make. Attribution also distinguishes your ideas and words from those of others who came before you. At the University of Washington, plagiarism is a violation of the student conduct code, and the consequences can be serious.

Though citing, quoting, and paraphrasing can be confusing at first, it is essential for your success at UWT that you familiarize yourself with these important conventions of academic writing. Additionally, plagiarism can be understood differently in various disciplines. For instance, the ways in which one summarizes others’ ideas in texts, or attributes information from texts in one’s own paper, are not the same in the sciences as they are in the humanities, or the social sciences. This means it is vital that you understand the specific expectations and guidelines for writing that will help you avoid plagiarizing in this class. If you have questions about what amounts to plagiarism, you are strongly encouraged to seek guidance from faculty and the Teaching and Learning Center as soon as possible.

[**Incomplete**](http://www.washington.edu/students/gencat/front/Grading_Sys.html#I) - An Incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control.

[**Disability Support Services (Office of Student Success)**](http://www.tacoma.uw.edu/studentaffairs/SHW/dss_about.cfm.html) **-** The University of Washington Tacoma is committed to making physical facilities and instructional programs accessible to students with disabilities. Disability Support Services (DSS), located in MAT 354, functions as the focal point for coordination of services for students with disabilities. If you have a physical, emotional, or mental disability that "substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning and working]," and will require accommodation in this class, please contact DSS at 253-692-4508, email at dssuwt@uw.edu, uwtshaw@uw.edu or visit [tacoma.uw.edu/dss](http://tacoma.uw.edu/dss) or [http://www.tacoma.uw.edu/studentaffairs/SHW/dss\_about.cfm.html for assistance.](http://www.tacoma.uw.edu/studentaffairs/SHW/dss_about.cfm.html%20for%20assistance.)

[**Counseling Center (Office of Student Success)**](http://www.tacoma.uw.edu/studentaffairs/SHW/scc_about.cfm.html) –Stress due to juggling work, family, friends, and school can get the better of any of us, especially if we feel overwhelmed or face hardships like abuse, loss, or depression. Free, confidential counselors are available to help students. To schedule an appointment, please call 253-692-4522, email uwtshaw@uw.edu, or stop by the Student Counseling Center (SCC), located in MAT 354. For more information, visit [www.tacoma.uw.edu/counseling](http://tacoma.uw.edu/counseling).

[**The Pantry**](http://www.tacoma.uw.edu/thepantry) provides supplemental, nutritional, and culturally relevant food as well as hygiene items to all UWT students and their families. For more information, visit [tacoma.uw.edu/thepantry](http://www.tacoma.uw.edu/thepantry)

**Canvas, Grading and Classroom Policies**

**All major papers and SOME homework must be submitted in Canvas** according to the due dates. For the most part, you should follow and rely on the syllabus calendar on the following page. Do NOT rely on assignment due dates in Canvas. Any schedule changes will be announced in class and through the Canvas “Announcements” tab

**Grades in Canvas are NOT the grade you are currently getting, so ignore them.** Grades are determined by your performance on the grading contract, not Canvas.

Canvas will be used to simply deliver and collect some assignments, track some assignments turned in on time or not, and provide a place to deliver feedback on your writing. By default, all assignments in Canvas will be set for zero points and be graded as complete or incomplete, late, on-time, or missing. Incomplete assignments will count against completing the course. **Most homework assignments must be printed out and submitted in class for the sake of being prepared to discuss the material, and to prepare your portfolio as you go.**

Classroom policies to be determined by student discussion in the class:

Food

Technology

Disruptions

Other

**Attending class** is expected so that you can **participate** in class conversations, have better understanding of the assignments, and provide feedback to peers. **Showing up late** (more than 5 minutes is considered late in my book) is part of attendance and so it will also be monitored to encourage promptness. I will take attendance through canvas to monitor participation. Again, the grade generated in Canvas based on the attendance grade is NOT likely to reflect your current grade, so look at in light of the grading contract requirements on the second to last page of the syllabus. **Late homework assignments** due in class mean not being finished (typed, printed on paper, etc) at the start of class.

“**Late to the Bus Stop: Miss the Bus!**”

Major **final drafts of papers due in Canvas** at 9:00pm will be considered late if you miss the “bus”. The “bus” is when I download all the papers to begin providing digital feedback in your margins. The “bus” can come any time after the posted time due. If your paper misses the bus, it will be considered late and may receive feedback a few days later than those originally posted on time.

**Extra Credit:** None. Please complete all the basic expectations of the course.

**Etiquette for Class Resolutions**: If you have questions or concerns about this class or another student please call me and/or come to talk to me about your concerns right away, and we will look for a resolution. For more resources, see Office of the Ombud 253-692-4476

**Caveats** This syllabus and schedule are subject to change in the event of extenuating circumstances such as weather related school closures or at the whims of the class needs due to pacing issues. If you are absent from class, it is your responsibility to check with peers and Canvas for announcements/ changes made while you were absent.

**Course Schedule. Key: RR= Reading Response--see p 9-10 for readings and prompts. WE= Written Exercises--see page 11**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Week 1  | January2 | January3 | January 4  | January 5  | January 6  |
| Week 2  | January 9 **Meet in Computer Lab: TBA** **WE 1 Writing due****RR 1 HtMaB and RR 2 Habits due**  | January 10  | January 11**RR 3 IGMUS? due** and **WE 2 Place due** Do/ start WE 3 Discourse in class | January 12 | January 13 |
| Week 3  | January 16 Dr. MLK JR Day: No School  | January 17 | January 18 **RR4 Three stories due** **WE 3 Discourse** and **WE4 Celebrity due****Draft 1 due in class—2 copies +** 2 peer review emails by 9pm  | January 19 | January 20 |
| Week 4  | January 23 Small group presentations **RR 5 Little Red due** **Final 1 due by 9pm** | January 24 | January 25**RR 6 Google due****WE 5 Remakes due** | January 26 | January 27 |
| Week 5 | January 30 **WE 6 Murder due** **RR 7 Family due** | January 31 | February 1 Computer Lab: TBA**WE 7 Monster due** **WE 8 editorial due online by 9pm** | February 2 | February 3  |
| Week 6  | February 6 **Outline 2 due** and  **RR 8 Facebook due****WE 9 Paper 3 proposal due**  | February 7  | February 8 Computer lab: TBA**Draft 2 due in class—2 copies +** 2 peer review emails by 9pm | February 9  | February 10 |
| Week 7  | February 13 **Final draft 2 due by 9pm****RR 9 eReading due**  **WE 10 A/bib due** | February 14 | February 15 **outline 3 due online** by 9pm**RR 10 Parents due** | February 16  | February 17  |
| Week 8  | February 20 President’s Day-No School  | February 21  | February 22 **WE 11 AWPU Sources due****Draft 3 due in class—2 copies +** 2 peer review emails by 9pm | February 23 | February 24  |
| Week 9 | February 27prep for debates**Final draft 3 due by 9pm on Canvas**  | February 28  | March 1 Preparing for debates | March 2  | March 3  |
| Week 10 | March 6 service learning and debate presentations | March 7  | March 8 Presentations**Portfolios due; conference sign ups**  | March 9 | March 10 |
| Final | March 13, 14, 15, 16, or 17: Meet with me for your ½ hour conference as your final. Bring your contract and labor checklist.  |

**Print it out and annotate—Talk to the Text-- (T4) in the margins as preparation for writing the reading responses (RRs).**

Readings are in Canvas.

**How to respond to the readings. Use each of the following prompts ONCE for any RR in any order. Do readings in order according to the due dates.**

🞏 Prompt 1: Write a rhetorical précis of the reading following the four-sentence model exactly; Google “sample rhetorical précis” and see model from Oregon State Univ. This will be your shortest reading response, but the model’s first three sentences can be used in academic writing to introduce a source in your writing.

🞏 Prompt 2: Do outside research on the author, the topic, or any source used in the essay with the intent to question or support the author’s authority, evidence, or logic. Cite your source. Include a work cited page.

🞏 Prompt 3: How do the specific ideas confirm or contradict your studies in another class, your own experience, or the experience of someone you know. Be specific and remember to quote a golden line inspiring your reflection. Name changes okay.

🞏 Prompt 4: Identify any **hedge words** the author uses and explain how these qualifiers may affect tone, meaning, or validity of the argument. Is hedging good practice? For examples of hedge words, see <http://www.uefap.com/writing/feature/hedge.htm>

🞏 Prompt 5: Read from the point of view of a writer looking to improve. Describe and explain (and cite) what the author is doing that you would like to do in your writing. Explain why in terms of how you feel it will affect the readers.

🞏Prompt 6: Read the essay, discuss it in class, and THEN write a response based on your discussion. Next, explain how our discussion helped you understand the reading in a new way. Put the response directly in your portfolio; it is not considered late.

🞏 Prompt 7: Look up another perspective on the same topic and explain what you find. Include a work cited for your outside source. How do your findings affect the way you think about the essay?

🞏 Prompt 8: Analyze the author’s primary audience. To whom is the author is arguing? Analyze the author’s rhetorical choices and cite multiple examples from the text to back your analysis. How does this relate to the idea of discourse communities?

🞏 Prompt 9: While reading an article, look for an allusion, a reference to something the author assumes you know but you really do not. Look up the term and find out more about it. For example, you might be looking at a reference to an historical event or figure, a movie, or a word that ends in –ism. Explain what you find out and how it deepens your understanding or heightens your curiosity. Cite the source you look up.

🞏 Prompt 10: Freeform response. Elaborate on a golden line, repeat an earlier prompt, rant, or something creative. It should still connect to the reading. Could connect two or more readings to a common theme we are working on in the class or in your writing.

**Reading response checklist:**

🞏MLA format including your original, creative title

🞏Provide prompt # and the wording of the question under your title

🞏Introduces author and his or her credential, “Title of Articles in Quotes,” and a brief summary of the thesis

🞏Cites direct quotes and paraphrases using signal phrases; correct MLA citation for direct & indirect sources

🞏Provides in-depth analysis and deep thinking with strong examples to support your thesis (at least 1 page long)

**MLA Format:** There are many YouTube videos describing how to use Word to set up MLA format. They may offer slight variations but show how to use the tools in Word. For continuity, use the model in the Hacker textbook at the end of the MLA section. The top of each page, unless noted, should look like this:

 Lastname 1 (see how to “insert page number”)

Your first and last name

 Professor Jacob Martens (spell professor’s name correctly)  **}all should be double spaced, 1 inch margins, 12 point font**

Name of Class (TWRT 121)

Day Month Year (3 Jan 2017)

Title Centered

**Eleven Writing Exercises (WE’s) (also in MLA format):**

**WE 1. Writing.** Write me a story about a time writing was important for you. This does not need to be writing for school, but it could be. Your choice. Be prepared to share your writing with 2-3 people. About 1 page in MLA format. Consider this a way for me to see a sample of your current writing style and get to know a little about you.POST IN CANVAS

**WE 2: Place.** Print out, read, and annotate Peter Elbow’s <http://faculty.buffalostate.edu/wahlstrl/eng309/Freewriting.pdf> Next, freewrite for at least ten minutes, describing a favorite location without naming that location. See if readers can figure out where you are based on your descriptions. Write in a way that makes the reader feel as if they are there noticing the sights, sounds, smells, tastes, and touches you are sensing! Only edit and revise AFTER you have truly freewritten as Elbow describes. Although not required, I would suggest going to the place to do your writing, if possible. You might also try writing by hand compared to typing—whichever is faster for keeping up with your noticing. Bring your writing (typed, revised, and edited) to class to share.

**WE 3: Discourse Community Map.** Create a map of the different discourse communities you regularly move between and the communication challenges you face in your transitions. Use handout from class. Bring your completed map to class to share.

**WE 4: Celebrity.** Without using names, acts, or works that give away their identity, describe a famous person in such detail that readers can picture and name this person. Use an image of the person as a reference; bring your writing and image to class to share, but keep them separate. Remember to NOT give away the person’s name or identifying acts (though gestures would be great) anywhere in your writing. Consider working a similar description of a not-so-famous person into your personal narrative.

**WE 5: Remakes.** As a freewrite for paper 2, consider movies that you found particularly entertaining that were considered remakes. This could be a remake of a fairy tale, a book, or of another movie. What comes to mind, and what movies or stories do you think you would want to write about and why? Write about at least two different possibilities, and rank one as your top choice. Bring your writing to class to share. Please read paper 2 assignment carefully before writing this brainstorm.

**WE 6: Murder.** Given only a few facts of a crime scene, write a police report, a coroner’s report, and an eulogy for the murder victim. You’ll need to go to Canvas to get the facts and post your three reports. Upon posting, it will unlock a related reading that you will then need to print out, read, annotate, and bring to class. Print out your article and three reports and bring to class.

**WE 7: Monster.** Draw, doodle, or sketch a monster. Consider using color. This does not need to be particularly complicated or take more than a few minutes. Next, type a description of your monster in so much detail that your readers should be able to draw your monster based on your written description. Bring both the drawing of the monster and the typed and printed to paper to class. Keep your monster drawing hidden. We’re going to trade descriptions and attempt to re-draw the monsters based on your writing.

**WE 8: Letter to the editor.** Find an “editorial” or “opinion” piece of interest to you in a local or national newspaper. Print out the article, annotate it, and then write a “letter to the editor” elaborating upon or arguing against the opinion of the writer. Be prepared to share both the article and your response with your peers, in this case, in an online forum. Part of the idea here is to generate ideas for paper 3.

**WE 9: Proposal.** Write a proposal for paper 3 to address a research question of interest to you. Include ideas for your service learning and the resulting work’s audience and how your writing will give back to the community. More info to come.

**WE 10. Annotated Bibliography.** Find and describe three sources about your research paper topic. At least two of these sources should be by experts in their field. See directions for more information about what goes into the annotations. Bring to class.

**WE 11: AWPU Sources.** Print out, read and annotate “Annoying Ways People Use Sources” <http://writingspaces.org/sites/default/files/stedman--annoying-ways.pdf>. Next, consider your incorporation of sources throughout the term in RRs, paper 2, and now in your draft of paper 3. What kinds of source incorporation errors have you been making, and what will you do to improve? Write a reflection on your source incorporations over the term as it relates to the reading. Bring to class both your writing and the article, and be prepared to share.

**Grade Contract**

Please read carefully and decide what grade you are aiming to earn this term. DO NOT LOSE this page or the next.

|  |
| --- |
| **What do I need to do to earn an A grade? (4.0)** |
| 1. Meet or exceed all basic requirements of all assignments and submit on time with no more than 2 late works.2. Contribute to class activity daily, usually voluntarily, and when appropriate. No more than 2 absences. |
| **What do I need to do to earn a B grade? (3.0)** |
| 1. Meet all basic requirements of all assignments and submit on time with no more than 4 late works.2. Contribute to class activity when prompted or voluntarily. No more than 3 absences. |
| **What do I need to do to earn a C grade? Note that a C (2.0) in this class is a prerequisite for many other classes.** |
| 1. Meet all basic requirements of most assignments and submit on time with no more than 4 late works and 2 incomplete or missing assignments. Missing/incomplete portfolios and major papers are not acceptable and result in a less than 2.0.2. Contribute to class activity when prompted. No more than 4 absences. |
| How could I get a +/- grade (such as an A-, B+, C- etc)  |
| 1. Attend all classes for a “plus” grade. The university does not offer A+, however.2. For a “minus” grade, have one additional allowance, such as one more late assignment, an extra absence, an extra incomplete assignment, or excessive (regular) tardiness.3. For a “plus” grade, meet the requirements for A, B, or C, but have one less absence, late assignment, or incomplete than stated in the contract.  |

**A=4.0 all labor and participation described in contract for A grade**

**A-=3.7 one extra allowance from contract (less participation, additional late work)**

**B+=3.3 one less allowance from contract (better participation, less late works)**

**B=3.0 all labor and participation described in contract for B grade**

**B-=2.7 one extra allowance from contract**

**C+=2.3 one less allowance for C grade**

**C=2.0 all labor and participation described in contract for C grade**

**C-=1.7 one extra allowance from contract for C grade**

**D+=1.3 two extra allowances from contract for C grade**

**D=1.0 three extra allowances from contract for C grade**

**D-=.7 four extra allowances from contract for C grade**

**E=0.0 five extra allowances from contract for C grade**

**Checklist of all basic requirements.** This page will be reviewed at your final conference. The following page must be completed as you go. Keep track of how you are doing by marking the answers that best describes the labor required to meet the terms of the grade contract above. **Bring the last three pages of the syllabus to the final, a conference with me in BHS 105.**

**Reading Responses**

1. RR 1 Book prompt#\_\_ Printed T4 Complete/Incomplete Brought to class ( posted online if absent) On-time Late Missing
2. RR 2 Habits prompt#\_\_ Printed T4 Complete/Incomplete Brought to class ( posted online if absent) On-time Late Missing
3. RR 3 IGMUS prompt#\_\_ Printed T4 Complete/Incomplete Brought to class ( posted online if absent) On-time Late Missing
4. RR 4 Three prompt#\_\_ Printed T4 Complete/Incomplete Brought to class ( posted online if absent) On-time Late Missing
5. RR 5 Red prompt#\_\_ Printed T4 Complete/Incomplete Brought to class (posted online if absent) On-time Late Missing
6. RR 6 Google prompt#\_\_ Printed T4 Complete/Incomplete Brought to class (posted online if absent) On-time Late Missing
7. RR 7 Family prompt#\_\_ Printed T4 Complete/Incomplete Brought to class (posted online if absent) On-time Late Missing
8. RR 8 FBook prompt#\_\_ Printed T4 Complete/Incomplete Brought to class (posted online if absent) On-time Late Missing
9. RR 9 eReading prompt#\_\_ Printed T4 Complete/Incomplete Brought to class (posted online if absent) On-time Late Missing
10. RR 10 Parents prompt#\_\_ Printed T4 Complete/Incomplete Brought to class (posted online if absent) On-time Late Missing

**Written Exercises**

1. WE 1 Writing Complete/Incomplete Posted online before class Peer reviewed in class on time late missing
2. WE 2 Place: Printed T4 Complete/Incomplete Brought to class(or posted online if absent) on time late missing
3. WE 3 Discourse Complete/Incomplete Brought to class (or posted online if absent) On-time Late Missing
4. WE 4 Celebrity: Complete/Incomplete Brought to class(or posted online if absent) On-time Late Missing
5. WE 5 Remakes: Complete/Incomplete Brought to class (or posted online if absent) On-time Late Missing
6. WE 6 Murder Printed T4 Complete/Incomplete Brought to class (AND posted online for unlock) On-time Late Missing
7. WE 7 Monster: Complete/Incomplete Brought to class (or posted online if absent) On-time Late Missing
8. WE 8 Editorial: Printed T4 Complete/Incomplete **posted online** On-time Late Missing
9. WE 9 Proposal Complete/Incomplete Brought to class (or posted online if absent) On-time Late Missing
10. WE 10 Annotated Bibliography: Complete/Incomplete Brought to class (or posted online if absent) On-time Late Missing
11. WE 11 AWPU Sources: Printed T4 Complete/Incomplete Brought to class (or posted online if absent) On-time Late Missing

**Paper 1**

1. Draft1: Comp/Contrast Views: Complete/Incomplete Brought **two copies** to class and posted online On-time Late Missing
2. 2 Peer Review Letters: Complete/Incomplete emailed to authors and CC’d professor On-time Late Missing
3. Final draft 1: Complete/Incomplete Revised Posted to Canvas On-time Late Missing
4. Labor Log: Complete/Incomplete Posted to Canvas on time with final draft On-time Late Missing
5. Reflection: Complete/Incomplete Posted to Canvas on time with final draft On-time Late Missing

**Paper 2**

1. Outline 2: Complete/Incomplete Brought to class (or posted online if absent) On-time Late Missing
2. Draft 2: Argument: Complete/Incomplete Brought **two copies** to class On-time Late Missing
3. 2 Peer Review Letters: Complete/Incomplete emailed to authors and CC’d professor On-time Late Missing
4. Final draft 2: Complete/Incomplete Revised Posted to Canvas On-time Late Missing
5. Labor Log: Complete/Incomplete Posted to Canvas with final draft On-time Late Missing
6. Reflection: Complete/Incomplete Posted to Canvas with final draft On-time Late Missing

**Paper 3**

1. Outline 3: Complete/Incomplete Brought to class (or posted online if absent) On-time Late Missing
2. Draft 3: Argument: Complete/Incomplete Brought **two copies** to class On-time Late Missing
3. 2 Peer Review Letters: Complete/Incomplete emailed to authors and CC’d professor On-time Late Missing
4. Final draft 3: Complete/Incomplete Revised Posted to Canvas On-time Late Missing
5. Labor Log: Complete/Incomplete Posted to Canvas with final draft On-time Late Missing
6. Reflection: Complete/Incomplete Posted to Canvas with final draft On-time Late Missing

**Presentations, Portfolio, and Final**

1. Small group presentation Complete/Incomplete late missing
2. Presentation: Complete/Incomplete late missing
3. Service Learning Presentation: Complete/ Incomplete late missing
4. Reading/ WE/Class Participation\*/ and Writing **Portfolio**: Complete/incomplete Brought to class On-time Late Missing
5. Absences 0 1 2 3 4 5 6 Tardiness: never seldom sometimes regularly
6. Small group conversations: on/off-task participate and contribute-- Usually, Some, Never.
7. Large group conversations: on/off task Participate and contribute Usually, Some, Never Volunteered/ only when called upon
8. Final conference with instructor: date/ time to attend \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Final grade: A A- B+ B B- C+ C C- D+ D D- E

\*Occasionally, there may be activities and reflections requested in class. These might involve handouts to guide discussions or group work. Please save this work for a special section of your portfolio to demonstrate class participation.