



**FLORIDA  
ATLANTIC  
UNIVERSITY**

## COURSE CHANGE REQUEST Undergraduate Programs

**Department** English  
**College** Arts and Letters

UUPC Approval 2/26/24  
 UFS Approval \_\_\_\_\_  
 SCNS Submittal \_\_\_\_\_  
 Confirmed \_\_\_\_\_  
 Banner Posted \_\_\_\_\_  
 Catalog \_\_\_\_\_

**Current Course Prefix and Number** ENC 1101

**Current Course Title**  
College Writing I

*Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.*

**Change title to:**

**Change prefix**

**From:** \_\_\_\_\_ **To:** \_\_\_\_\_

**Change course number**

**From:** \_\_\_\_\_ **To:** \_\_\_\_\_

**Change credits\***

**From:** \_\_\_\_\_ **To:** \_\_\_\_\_

**Change grading**

**From:** \_\_\_\_\_ **To:** \_\_\_\_\_

**Change WAC/Gordon Rule status\*\***

Add  Remove

**Change General Education Requirements\*\*\***

Add  Remove

\*See Definition of a Credit Hour.

\*\*WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.

\*\*\*GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.

**Change description to:**

College Writing I (ENC 1101) introduces students to rhetorical concepts and audience-centered approaches to writing including composing processes, language conventions and style, and critical analysis and engagement with written texts and other forms of communication.

**Change prerequisites/minimum grades to:**

**Change corequisites to:**

**Change registration controls to:**

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

**Effective Term/Year for Changes:** Summer 2024

**Terminate course? Effective Term/Year for Termination:**

**Faculty Contact/Email/Phone** Wendy Hinshaw, whinshaw@fau.edu, 561-297-3830 | Julia Mason, julia.mason@fau.edu

**Approved by**

Department Chair Oliver Buckton

College Curriculum Chair [Signature]

College Dean \_\_\_\_\_

UUPC Chair Korey Sorge

Undergraduate Studies Dean Dan Meeroff

UFS President \_\_\_\_\_

Provost \_\_\_\_\_

**Date**

1/25/24

5 FEB 2024

2/8/24

2/26/24

2/26/24

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.



FLORIDA ATLANTIC UNIVERSITY

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**ENC 1101-0XX (CRN)**

**College Writing 1**

**Date:** Meeting Day/time

**Building:** TBD **Room:** TBD **3 Credit(s)**

**Summer 2024 - Full Term**

## Instructor Information

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Wendy Hinshaw

**Email:** whinshaw@fau.edu

**Office:** CU XX

**Office Hours:** Day and time

**Phone:** 561.297.3830

## Course Description

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### College Writing 1

Writing Across Curriculum (Gordon Rule)

Introduces students to rhetorical concepts and audience-centered approaches to writing including composing processes, language conventions and style, and critical analysis and engagement with written texts and other forms of communication.

### Honors College Writing (Honors College [HC] version)

Writing Across Curriculum (Gordon Rule)

Prerequisite: Permission of instructor

Reading examples of effective expository prose and writing essays practicing the forms of rhetoric. This is a General Education course.

College Writing I (ENC 1101) introduces students to rhetorical concepts and audience-centered approaches to writing including composing processes, language conventions and style, and critical analysis and engagement with written texts and other forms of communication.

This is a Writing across the Curriculum (WAC) course that fulfills the first category of the Intellectual Foundations Program: Foundations of Written Communication. Students must complete ENC 1101 and ENC 1102 or their equivalent with a "C" or higher in each course.

## Instructional Method

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### In-Person

Traditional concept of in person. Mandatory attendance is at the discretion of the instructor.

## Required Texts/Materials

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**No further course materials required other than what is specified Your required materials for this course have already been purchased through the materials fee that was part of your course registration. There is nothing else you need to purchase for this course.**

Your required materials for this course are:

Achieve for Writer's Help by Macmillan Learning with FAU Guide to College Writing

This is a custom Macmillan product bundle built for FAU to integrate the Achieve learning platform and Writer's Help materials with our textbook, FAU Guide to College Writing

You will register for Achieve from your Canvas course site on the first day of class.

**Summer 2024 Code: TBD**

**Note: You must register using your FAU student email account.**

## Course Objectives/Student Learning Outcomes

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- Students will apply rhetorical knowledge to communicate for a range of audiences and purposes.
- Students will employ critical thinking to analyze forms of communication.
- Students will engage in writing processes that involve drafting, revising, and reflecting.
- Students will also
  - Produce clear and appropriate writing that performs the specific rhetorical tasks of analytic discourse
  - Produce both finished writing and preparatory writing (e.g., multiple drafts of formal writing, journal writing, written responses to other texts, etc.)
  - Employ critical thinking based on well-reasoned assumptions
  - Read and respond critically to a variety of professional and other student texts in order to position their own ideas and arguments relative to the arguments and strategies of others
  - Incorporate and cite external sources in one's writing
  - Use writing not only to communicate, but also to generate thinking and examine intellectual and/or cultural assumptions that emerge in the readings and in their own writing

- Use an academically acceptable ethos (i.e., the ability of writers to effect credibility in their writing)
- Recognize and practice writing as a recursive process that demands substantial reworking of drafts to revise content, organization, clarity, argument structures, etc. (global revision), as distinct from editing and correction of surface error (local revision)
- Demonstrate enhanced learning through global and local revisions that are based on "learning-centered" grading criteria
- Work effectively with other students in peer-group sessions to critique the substance of each other's work, focusing primarily on issues that would be addressed by global revision
- Demonstrate the abilities to identify, understand, and edit for global organization, style, and the patterns of error recurrent in their own writing. To help you achieve this goal, you will learn a system of error tracking to identify and correct your patterns of error.

**In addition, this course meets the guidelines of the Foundations of Written Communications component of the General Education Curriculum. Specifically, you will:**

- Demonstrate effective written communication skills by exhibiting the control of rhetorical elements that include clarity, coherence, comprehensiveness, and mechanical correctness.
- Analyze, interpret and evaluate information to formulate critical conclusions and arguments.
- Identify and apply standards of academic integrity.

**And you will develop:**

- knowledge in several different disciplines.
- the ability to think critically.
- the ability to communicate effectively.
- an appreciation for how knowledge is discovered, challenged, and transformed as it advances.
- an understanding of ethics and ethical behavior.

## **Faculty Rights and Responsibilities**

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Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.

- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct [University Regulation 4.007](#).

## **Disability Policy**

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In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).

## **Writing Across the Curriculum Designated Course**

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This is a writing-intensive course that satisfies the state's "Gordon Rule" requirements. You must take and pass two 1000-level WAC courses (ENC 1101 and 1102 or their equivalents) before you may take two additional required 2000-4000 level writing intensive courses. You must achieve a grade of "C" (not C-minus) or better to receive credit. Furthermore, this class meets the University-wide Writing Across the Curriculum (WAC) criteria, which expect you to improve your writing over the course of the term. The University's WAC program promotes the teaching of writing across all levels and all disciplines. Writing-to-learn activities have proven effective in developing critical thinking skills, learning discipline-specific content, and understanding and building competence in the modes of inquiry and writing for various disciplines and professions.

***If this class is selected to participate in the university-wide WAC assessment program, you will be required to access the online assessment server, complete the consent form and survey, and submit electronically a first and final draft of a near-end-of-term paper.***

## **Course Evaluation Method**

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**This is a writing class, and the majority of your grade will come from essay assignments, as well as short writing assignments designed to help you build toward your essays.**

Essay assignments will ask you to analyze the assigned readings in order to understand the conversations they are participating in and ultimately join those conversations. You will join them through close readings of the rhetorical moves authors are making, and also by stating an argument or staking a position in the conversation and supporting it with textual evidence and analysis. Essay assignments will also ask you to revisit topics and readings from new perspectives and with the help of new sources.

In preparation for each essay, you will work with your peers to generate ideas, review each others' drafts, and build thoughtful positions that connect our assigned readings with your own experiences

and reflections. Your short writing assignments and peer reviews are important steps in developing your essays. You can always receive additional, individual feedback on your writing by meeting with your instructor during office hours and in your assigned conference time.

The midterm and final reflection assignments ask you to consider your growth and development as a writer in this class.

## **Assignment Summary:**

### **Course Presence (10%)**

Your “Course Presence” grade reflects your participation and involvement in multiple levels of our class, including attendance in class, participation in in-class discussions, and completion of in-class assignments.

### **Achieve Assignments, Reflections and Error Tracking (5%)**

Assignments in Achieve are designed to support your writing development. You will complete a customized study plan in Sentence Grammar. You will also track and reflect on patterns of error in your writing that you are learning to address through the Achieve study plans. At the Midterm and Final points in the course you will write reflections about your writing growth and also evaluate your progress in the patterns of error in your writing.

### **Short Writing Assignments (10%)**

Short Writing Assignments lead up to each major essay assignment and ask you to consider concepts or questions related to the assigned reading in more depth. These assignments and their associated peer review help prepare you to write your essay.

### **Peer Reviews (15%)**

Peer review is a core component of our class- it goes beyond looking for errors or corrections and calls us to engage deeply with each other's writing. You will find that doing careful and informed review of your peers' writing is the best way for you to fully understand an assignment and grow as a writer. You will receive peer feedback throughout the development of each of your major essays, and grow as a writer through giving and receiving writing feedback.

### **Essay 1: Rhetorical Analysis (15%)**

For this assignment, you will analyze the argument made in Reading One and how the author makes it, paying particular attention to the ways in which they appeal to their intended audience and how they negotiate their relationship to them.

Essay objective: Write an essay that analyzes the rhetorical strategies used by the author to make their argument and appeal to their audience. These strategies might include the persona (or ethos)

the author crafts, their organizational choices or use of evidence (logos), the appeals they make to their audience's emotions (pathos), and/or other elements you notice.

### **Essay 2: Argument Essay (15%)**

For this assignment, you will make an argument in response to Readings One and Two.

### **Essay 3: Argument Essay- Outside Source (15%)**

For this assignment, you will make an argument utilizing Reading Three and an outside source you have selected.

### **Essay 4: Revision Essay (15%)**

Revision is a central tenet of this course and a crucial component of good critical thinking. Sometimes reading a new text alters our understanding of a previous one and sometimes simply thinking further through an argument brings us to a new understanding of our own position. For this essay assignment, you will revise one of your previous essays by extending it or otherwise reimagining it. Revisit a previous essay from this class and extend or reimagine it in a way that builds on your previous thinking and substantially revises it. You can change or revise your approach by:

- incorporating a new text/source that affects your argument in a significant way (explore additional reading in Emerging or related source)
- revising your position or argument based on new evidence or changed thinking (explore outside sources)
- revising your essay to address a new/different audience or purpose (example: editorial, PSA, etc.)

Your Re-Vision Essay must represent a substantial revision from your previous essay. It should incorporate 1-2 new sources and/or significantly change its audience and purpose in order to provide you with an opportunity to extend and evolve your thinking and argument.

## **Code of Academic Integrity**

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Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

According to the Undergraduate Catalog, academic irregularities can, on the first occurrence, result in a grade of “F” for the course and a notation on a student’s record, and, on the second occurrence, can result in expulsion from the University. Among these is plagiarism.

Plagiarism is a form of theft. It means presenting the work of someone else as though it were your own, that is, without properly acknowledging the source. Sources include published material, the unpublished work of other students, and AI-generated material. If you do not acknowledge the source, you show an intention to deceive.

You may use AI programs e.g. ChatGPT to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.

**You may not submit any work generated by an AI program as your own.** If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor).

Plagiarism is an extremely serious matter. If your instructor suspects that you have plagiarized all or part of any of your work, they have the right to submit that work to Turnitin or SourceCheck, our plagiarism detection services.

**Students must abide by the University policy on plagiarism. Students who plagiarize work may fail this course and will have a notation of academic irregularity placed on their transcripts.**

## **Attendance Policy Statement**

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Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence.

Our collective experience as teachers of writing suggests that students who miss significant amounts of class are unable to produce passing work and are at a high risk to fail the class. That fact reflects both the rigorous pace of this course and the fact that what students learn in this class, they learn in the classroom through group work, discussion, and writing activities (work that cannot be made up).



**Your Final Total grade will be reduced by 2% for every absence after two.**

**More than two weeks of unexcused absences (6 absences in a class with 3 meetings per week; 4 absences in a class with 2 meetings per week) means that you must meet with your instructor for a conference to discuss your course progress. Without this meeting, more than two weeks' worth of unexcused absences may result in an F in the course.**

If you are experiencing major illness, absences due to University duties, or other large-scale issues, contact the instructor immediately to formulate a resolution.

## **Religious Accommodation Policy Statement**

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In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at [www.fau.edu/regulations](http://www.fau.edu/regulations).

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

## **Time Commitment Per Credit Hour**

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For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

## **Course Grading Scale**

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<b>Letter Grade</b>	<b>Letter Grade</b>
A	94 - 100%
A-	90 - 93%
B+	87 - 89%
B	83 - 86%
B-	80 - 82%
C+	77 - 79%

Letter Grade	Letter Grade
C	73 - 76%
C-	70 - 72%
D+	67 - 69%
D	63 - 66%
D-	60 - 62%
F	Below 60

## **Grade Appeal Process**

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You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[University Regulation 4.002](#) of the University Regulations contains information on the grade appeals process

## **Policy on Make-up Tests, Late work, and Incompletes**

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One-third of a letter grade (ex. "B" to "B-") will be deducted for each day an assignment is late. Peer Review and In-Class assignments may not be made up.

Incompletes are rarely granted in ENC 1101, 1102, or any WAC-designated class, and are only available under extraordinary circumstances. Failure to complete all assigned work is not a sufficient reason for an Incomplete.

## **Special Course Requirements**

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### **Learning Assistant Program**

This section will incorporate the Learning Assistant Program. Learning Assistants (LAs) are pedagogically trained, fellow undergraduate students who have been successful in this subject. This LA based curriculum is designed to allow students the opportunity to learn by doing. LAs will assist students in actively learning and critically thinking about course content through collaborative teamwork built into the course.

## Statement on Critical Thinking

One of the objectives of this course is to facilitate critical thinking and debate around topics, theories, and concepts where disagreement is not only anticipated, but encouraged. The ability to think critically, express your ideas clearly, and respond to the professor and other students civilly are the keystones of the academic experience. In this course, the professor will provide instruction in an objective manner and will remain open to a wide variety of viewpoints, so long as those viewpoints are evidence-based and presented in a respectful way. During class, the professor may take positions and make statements for the sole purpose of accomplishing an academic objective or enhancing the learning environment. Additionally, the adoption of class materials for this course does not imply an endorsement of the full content of those materials or the positions of the authors of those materials. Often the professor will provide materials as a point of departure for critical thinking and debate. Students should keep in mind that the ideas presented or discussed during class may not necessarily reflect the professor's personal beliefs or opinions on the subject matter.

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

## Policy on the Recording of Lectures

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Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject.

**Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited.**

Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. **Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.**

## Writing Program Values

The FAU Writing Program values inclusion and mutual respect. We support practices such as elective gender pronoun use and self-identification related to gender, (dis)ability, religion, culture, ethnicity, and

sexual orientation. Our classes enact this culture of respect, recognizing that we come from many places and perspectives and that university classes are meant to support learning, change, and growth.

## **Counseling and Psychological Services (CAPS) Center**

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Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

## **Student Support Services and Online Resources**

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- [Center for Learning and Student Success \(CLASS\)](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Center for Global Engagement](#)
- [Office of Undergraduate Research and Inquiry \(OURI\)](#)
- [Science Learning Center](#)
- [Speaking Center](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center \(SASC\)](#)
- [Testing and Certification](#)
- [Test Preparation](#)
- [University Academic Advising Services](#)
- [University Center for Excellence in Writing \(UCEW\)](#)
- [Writing Across the Curriculum \(WAC\)](#)

## **Accessibility**

**Please let me know how I can help you access our course materials or make our assignments more accessible or understandable to you.** See information above about the Disability Policy and Student Accessibility Services at FAU.

## University Center for Excellence in Writing (UCEW)

The University Center for Excellence in Writing supports and promotes writing for all members of the FAU community -- undergraduate and graduate students, staff, faculty and visiting scholars. The center's consultants are informed and sensitive readers who help writers become more reflective readers and more self-sufficient crafters of their written work. Consultants help students at any point in the writing process (i.e., brainstorming, drafting, revising) and with papers for courses, senior or master theses, dissertations, job applications, applications for graduate school, articles for publication, grant proposals and other documents. We provide writing aid rather than an editing service. Consequently, consultants may not get to all of a paper's issues, but writers will come away with a fresh perspective on their work as well as documents in which one or more aspects are improved.

Visit UCEW in GS 213, Call (561) 297-3498 to make an appointment, or make an appointment online: <https://fau.mywconline.net/>

### Course Topical Outline

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Week	Assignments
Week 1	<ul style="list-style-type: none"><li>• Introductions</li><li>• First Day survey - Canvas</li><li>• Achieve Intro Survey</li><li>• Reading 1 assigned</li><li>• Achieve: Introductory Assignment assigned</li><li>• Begin "What is Rhetorical Analysis?" (FAUGCW)</li><li>• Begin SWA 1</li></ul>
	<p>Assignments Due:</p> <ul style="list-style-type: none"><li>• SWA 1</li><li>• Achieve Intro Assignment</li></ul> <p>Readings Due:</p> <ul style="list-style-type: none"><li>• Evaluating Appeals (ethos, logos, pathos) as a reader (Achieve)</li></ul> <p>In Class:</p>

		<ul style="list-style-type: none"> <li>• Begin SWA 2: Analyze Two Rhetorical Elements</li> </ul>
Week 2		<p>Assignments Due:</p> <ul style="list-style-type: none"> <li>• SWA 2 Draft</li> <li>• Achieve Exercise: Conducting a Peer Review</li> </ul> <p>Readings Due:</p> <ul style="list-style-type: none"> <li>• “Breaking Down an Essay Assignment Prompt” (FAUGCW)</li> </ul> <p>In Class:</p> <ul style="list-style-type: none"> <li>• SWA 2 Peer Review</li> <li>• Review effective examples of peer review, feedback on peer feedback</li> <li>• Discuss: Essay 1</li> </ul>
		<p>Assignments Due:</p> <ul style="list-style-type: none"> <li>• SWA 2: Revision Plan/Revision Due</li> </ul> <p>Readings Due:</p> <ul style="list-style-type: none"> <li>• Approaches to Argument (FAUGCW)</li> <li>• “Critical Reading + Critical Thinking= Critical Writing” (FAUGCW)</li> </ul> <p>In Class:</p> <ul style="list-style-type: none"> <li>• Review/reflect on findings from peer review</li> <li>• Review student writing</li> <li>• Brainstorm Essay 1</li> </ul>
		<p>Assignments Due:</p> <ul style="list-style-type: none"> <li>• Essay 1 Draft Due</li> </ul> <p>Readings Due:</p> <ul style="list-style-type: none"> <li>• Discovering an Argument (FAUGCW)</li> </ul>

	<ul style="list-style-type: none"> <li>• Asking the “So What” Question (Achieve)</li> <li>• Effective Peer Reviews (Achieve)</li> </ul> <p>In Class:</p> <ul style="list-style-type: none"> <li>• Review Essay 1 Draft Goals</li> <li>• Discuss “Giver’s Gain”: learning from peer review, making a revision plan, and revising your writing based on feedback</li> <li>• Begin Essay 1 Peer Review</li> </ul>
	<p>Assignments Due:</p> <ul style="list-style-type: none"> <li>• Essay 1 Peer Review Due</li> <li>• Essay 1 Revision Plan Due</li> </ul> <p>Reading Due:</p> <ul style="list-style-type: none"> <li>• Drafting and Revising a Working Thesis (Achieve)</li> <li>• Revision Tips (FAUGCW)</li> <li>• All About Argument (FAUGCW)</li> <li>• Revising a Working Thesis (Achieve)</li> <li>• Revising with Comments (Achieve)</li> </ul> <p>In Class:</p> <ul style="list-style-type: none"> <li>• Review/reflect on findings from peer review</li> <li>• Review effective examples of peer review, feedback on peer feedback</li> <li>• Discuss: Revising for argument/thesis</li> <li>• Discussion: Identifying, organizing, and revising supporting claims</li> <li>• Review Essay 1 Revision Goals</li> </ul>
Week 3	<p>Assignments Due:</p> <ul style="list-style-type: none"> <li>• Achieve Practice Test for Sentence Grammar Due</li> <li>• Essay 1 Revision Due</li> </ul>

		<p>Reading Due:</p> <ul style="list-style-type: none"> <li>• Essay Revision Checklist (FAUGCW)</li> <li>• Three Types of Revision (FAUGCW)</li> <li>• How to Format a paper in MLA style (Achieve)</li> </ul> <p>In Class:</p> <ul style="list-style-type: none"> <li>• Review Essay Revision Checklist (FAUGCW)</li> <li>• Finalize revisions</li> </ul>
		<p>Assignment Due:</p> <ul style="list-style-type: none"> <li>• SWA 3</li> </ul> <p>Reading Due:</p> <ul style="list-style-type: none"> <li>• Reading 2 Due</li> </ul> <p>In Class:</p> <ul style="list-style-type: none"> <li>• Discuss Reading 2</li> </ul>
<p>Week 4</p>		<p>Assignment Due:</p> <ul style="list-style-type: none"> <li>• Exercises for Reading Challenging Texts Ex 2: Outlining Passages (FAUGCW)</li> </ul> <p>Reading Due:</p> <ul style="list-style-type: none"> <li>• Conversing with a written text (Achieve)</li> <li>• Connecting Two Readings (FAUGCW)</li> <li>• Introduction to Quotation (FAUGCW)</li> </ul> <p>In Class:</p> <ul style="list-style-type: none"> <li>• Exercises for Reading Challenging Texts Ex 2: Outlining Passages (FAUGCW)</li> <li>• Nail That Connection (FAUGCW)</li> </ul>
		<p>Assignment Due:</p> <ul style="list-style-type: none"> <li>• Achieve: LearningCurve: Commas Due</li> </ul>



		<ul style="list-style-type: none"> <li>• SWA 4: 3 Connections Draft Due</li> </ul> <p>Reading Due:</p> <ul style="list-style-type: none"> <li>• Key Features of Argument Essay (Achieve)</li> <li>• Exploring, Drafting, Revising and Presenting an argument essay (Achieve)</li> <li>• Beyond Quoting (FAUGCW)</li> </ul> <p>In Class:</p> <ul style="list-style-type: none"> <li>• SWA 4 Peer Review in class</li> <li>• Review Essay 2 assignment</li> </ul>
Week 5		<p>Assignments Due:</p> <ul style="list-style-type: none"> <li>• SWA 4 Revision Due</li> </ul> <p>Readings Due:</p> <ul style="list-style-type: none"> <li>• Achieve video: How to address a counterargument</li> <li>• Approaches to Using Source Material (FAUGCW)</li> </ul> <p>In Class:</p> <ul style="list-style-type: none"> <li>• Review/reflect on findings from peer review</li> <li>• Discussion: Understanding how to integrate multiple texts as evidence/responding to quotes</li> <li>• Discuss: What does a successfully developed and supported analysis look like?</li> <li>• Begin: Draft for Essay 2</li> <li>• Review Essay 2 Draft Goals</li> </ul>
		<p>Assignments Due:</p> <ul style="list-style-type: none"> <li>• Essay 2 Draft due</li> </ul> <p>Readings Due:</p>

		<ul style="list-style-type: none"> <li>• Achieve video: How to balance summary and analysis</li> <li>• Achieve video: How to Develop an Argumentative Thesis</li> </ul> <p>In Class:</p> <ul style="list-style-type: none"> <li>• Review: What are the key features/components of Argument Essay?</li> <li>• Essay 2 Peer Review</li> </ul>
<p>Week 6</p>		<p>Readings Due:</p> <ul style="list-style-type: none"> <li>• Self Review (FAUGCW)</li> </ul> <p>Assignments Due:</p> <ul style="list-style-type: none"> <li>• Essay 2 Peer Reviews Due</li> <li>• Achieve: LearningCurve: Working with sources due</li> </ul> <p>Readings Due:</p> <ul style="list-style-type: none"> <li>• Effective Introductions (Achieve)</li> <li>• Global Revision: Revising in Cycles (Achieve)</li> <li>• Using Quotations Appropriately (Achieve)</li> </ul> <p>In Class:</p> <ul style="list-style-type: none"> <li>• Review/reflect on findings from peer review</li> <li>• Discuss: Revision strategies for Essay 2</li> <li>• Conferences for Week 8 scheduled</li> <li>• Midterm Reflections/Error Tracking Log explained</li> <li>• Review Essay 2 Revision Goals</li> </ul>

Assignments Due:

- Essay 2 revision due (end of day) Readings Due:
- Proofreading (Achieve)
- Avoiding plagiarism and integrating sources (Achieve)
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In Class:

Discuss Essay 2 revision strategies Essay Revision Checklist (FAUGCW) Introduce

- Reading 3
-

<p>Week 7</p>		<p>Readings Due:</p> <ul style="list-style-type: none"> <li>• Reading 3</li> </ul> <p>In Class:</p> <ul style="list-style-type: none"> <li>• Discuss Reading 3</li> <li>• Introduce Gale Database</li> <li>• In class: Brainstorm/practice connecting outside example to Reading 3</li> <li>• Discuss: How to evaluate sources</li> <li>• review Essay 3</li> </ul>
		<p>Assignments Due:</p> <ul style="list-style-type: none"> <li>• Outside Source SWA 5 Draft Due</li> </ul> <p>Readings Due:</p> <ul style="list-style-type: none"> <li>• Evaluating Sources (Achieve)</li> </ul> <p>In Class:</p> <ul style="list-style-type: none"> <li>• SWA 5 Peer Review</li> </ul>
		<p>Assignments Due:</p> <ul style="list-style-type: none"> <li>• SWA 5: Outside Source- Revision due</li> </ul> <p>In Class:</p> <ul style="list-style-type: none"> <li>• In class: Brainstorm/practice connecting outside example to Reading 3</li> <li>• Continued Gale Workshop/discussion of outside sources</li> <li>• Drafting Essay 3</li> </ul>

		<ul style="list-style-type: none"> <li>• Discussion: What does a fully developed and supported analysis/argument look like?</li> </ul>
		<p>Assignments Due:</p> <ul style="list-style-type: none"> <li>• Essay 3 Draft Due</li> </ul> <p>In Class:</p> <ul style="list-style-type: none"> <li>• Begin Essay 3 Peer review</li> <li>• After Outline for Essay 3 draft assigned (FAUGCW)</li> <li>• Review Essay 3 Draft Goals</li> </ul> <p>In Class:</p> <ul style="list-style-type: none"> <li>• Review/reflect on findings from peer review</li> <li>• Review effective examples of peer review, feedback on peer feedback</li> <li>• Review: good examples/models for revision</li> <li>• Discuss: Revision strategies for Essay 3</li> </ul>
Week 8		<p>Assignments Due:</p> <ul style="list-style-type: none"> <li>• Essay 3 Peer review due</li> <li>• Essay 3 After Outline due (FAUGCW)</li> <li>• Essay 3 Revision Plan (due end of day)</li> </ul> <p>In Class:</p> <ul style="list-style-type: none"> <li>• Review: Citing outside sources properly using MLA</li> <li>• Review: Integrating quotes</li> <li>• Review Essay 3 Revision Goals</li> <li>• Final revision workshop Essay 3</li> </ul>
		<p>Assignments Due:</p> <ul style="list-style-type: none"> <li>• Essay 3 Revision Due</li> </ul> <p>Reading Due:</p> <ul style="list-style-type: none"> <li>• Achieve: Proofreading</li> </ul>

		<p>In Class:</p> <ul style="list-style-type: none"> <li>• Final revision workshop Essay 3</li> <li>• Begin drafting SWA 6: Re-Vision Essay</li> <li>• Discuss: Essay 4 assignment and Revision Proposal</li> </ul>
Week 9		<p>Assignments Due:</p> <ul style="list-style-type: none"> <li>• SWA 6 Draft Due</li> </ul> <p>In Class:</p> <ul style="list-style-type: none"> <li>• SWA 6: Peer Review in class</li> <li>• Practice: Writing supporting statements</li> <li>• Discuss: Identifying a pattern of error</li> <li>• Review SWA 6 Revision Goals</li> </ul>
		<p>Assignments Due:</p> <ul style="list-style-type: none"> <li>• SWA 6: Revision Plan Due</li> </ul> <p>In Class:</p> <ul style="list-style-type: none"> <li>• Discuss revision strategies</li> <li>• Begin drafting Essay 4</li> <li>• Review Essay 4 Draft Goals</li> <li>• Begin drafting Essay 4</li> </ul>
Week 10	Apr 9	<p>Assignments Due:</p> <ul style="list-style-type: none"> <li>• Essay 4 Draft Due</li> </ul> <p>In Class:</p> <ul style="list-style-type: none"> <li>• Complete Essay 4 Peer Review</li> </ul>
	Apr 11	<p>Assignments Due:</p> <ul style="list-style-type: none"> <li>• Revision Plan Due</li> </ul> <p>In Class:</p> <ul style="list-style-type: none"> <li>• Essay Revision Checklist (FGCW)</li> </ul>

		<ul style="list-style-type: none"> <li>• Review/reflect on findings from peer review</li> <li>• Review effective examples of peer review, feedback on peer feedback</li> <li>• Final Reflection and Error Tracking Log assigned</li> <li>• Discuss strategies for revising for an argumentative essay</li> </ul>
Week 11		<p>Assignments Due:</p> <ul style="list-style-type: none"> <li>• Essay 4 Revision Plan Due</li> </ul> <p>In Class:</p> <ul style="list-style-type: none"> <li>• Review Essay 4 Revision Goals</li> <li>• Discuss Final Reflection and Error Tracking Log</li> <li>• Final revision workshop</li> <li>• Complete SPOT evaluations</li> </ul>
		<ul style="list-style-type: none"> <li>• Essay 4 Final Revision Due</li> <li>• Final Reflection and Error Tracking Log Due</li> <li>• Last day of classes, begin reading days</li> </ul>
Week 12	Classes end	<ul style="list-style-type: none"> <li>• Complete Achieve Study Plan for Sentence Grammar</li> <li>• Final Test for Sentence Grammar</li> </ul>