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ENEX 101: What's the Story About Writing?
Section, Course Days and Times, Place

This year, you'll take up the question "What's the story about writing?" as part of your work in college composition. This means you'll have chances to tell your story, or rather stories, and listen as others tell theirs. You'll also find yourself interviewing a peer, a family member, or a community member about his/her uses of writing in the workplace, in a favorite pastime, in school, or at home. You'll participate in current conversations about an aspect of education through your own op-ed and perhaps pursue a research project about writing at the end of the semester.

There are a couple of reasons for this approach. First, this means you won't just be writing for class, but talking about writing regularly, learning different perspectives and new information. Second, ENEX 101 courses at UM are joining the National Conversation on Writing (NCoW). NCoW is a project that "hope[s] to change the national conversation about writing and writers in ways that more accurately reflect[s] what people do as they write and read and why" (NCoW Mission). Their website is a venue where you'll be able to submit work and learn more about the project, making much of the writing you do in class extend beyond it.

The purpose of ENEX 101 is to teach you to think, read, and write rhetorically to better communicate in the world. You'll inquire into different personal, academic, and civic contexts and read, analyze, and compose in different genres. You'll also further develop flexible reading, writing, and research processes to help you develop as an academic and civic participant. Much of your work will involve different kinds of collaboration, including small group workshops and discussions that will take place in class, in conference, and in electronic forums. Because writing development is an important process that takes place over time and across different writing situations, all ENEX 101 classes use portfolio evaluation as the primary means to assess your work in class. This means that self-assessment and self-reflection, as well as peer and teacher feedback and conversation are important ways for you to make the most of the learning opportunities ENEX 101 offers.

Course Texts/Composing Spaces

Ballenger, Bruce. *The Curious Writer*. Custom Edition for The University of Montana. New York: Longman. 2008.

This text introduces and explores the primary course content: the ways of reading, writing, and researching you will engage in throughout the semester. The subject matter of class discussions and assignments will be based on *The Curious Writer*. Please bring this text to every class.

Troyka, Lynn Quitman, and Douglas Hesse. *Quick Access: Reference for Writers*. Custom Edition for The University of Montana. New York: Prentice Hall, 2008.

This text is a resource for everything from critical reading, writing and thinking to MLA documentation to information about grammar and punctuation. You'll use it during the semester to help you compose polished prose and document sources appropriately. This text will be a reference you'll return to throughout your college career. This text also includes useful information about the composition program at UM.

MyCompLab

With the 2008 version of Troyka, you'll receive a code to use MyCompLab for the academic year. It is a composing space, including an electronic portfolio, where you'll draft and revise and submit work for the semester. MyCompLab is part of ENEX 101's commitment to composing in electronic environments.

Working Folder/ Final Portfolio

You'll be asked to keep an electronic/print working folder of all your writing throughout the semester, and, at the end of the semester, you'll construct a final portfolio that will include your four inquiry projects, selected drafting, and an introduction to the portfolio. It's essential that you keep all of the work you produce in the course, in electronic form and hard copy.

Electronic Readings

You may be asked to sign on to reserve or get online and read related articles or essays to supplement your other course texts. Be prepared to print these readings to bring to class.

Major Assignments

Expect to write and revise four papers and one reflective introduction over the course of the semester, in addition to other writing in and out of class. I will give you a detailed assignment sheet as we begin each of these major assignments:

- Personal Essay (1,000 words)
- Profile (1,000–2,000 words)
- Op-ed (700-1,000 words)
- Research Inquiry (2,000-3,000 words)
- Reflective Introduction to Portfolio (500-750 words)

These projects will give you the opportunity to compose in a variety of genres for a range of academic and civic situations. You'll have opportunities to use observations and experience as evidence, as well as learn rhetorical strategies for composing effective arguments and conducting academic research.

You will have the chance to develop all of your major projects through a process of inquiry and drafting. You'll compose papers in and out of class, alone and with your small group. For some of your writings, I'll ask you to bring enough draft copies to share with your group or ask you to work electronically in MyCompLab. *All major projects must be completed satisfactorily for you to pass the course.* I will respond to these projects with written comments to guide you in your composing process (called formative evaluation), but I will also mark them using a check system to help you know where you stand on a specific project – particularly if you are unfamiliar with portfolio assessment. At the end of the semester, or sooner if you feel confident in your piece, you will choose one project to submit to NCoW.

Common Policies and Procedures

Registration-related issues.

I will not sign overrides because it's critical to keep the composition class size small to support its rigorous writing and workshopping environment.

If you miss the first two class meetings, you need to drop the course on Cyberbear and enroll another semester. The reason for this university policy is that important groundwork for the semester is put in place in the first couple of class meetings, and students without that foundational framework are better served by taking the course when they can give it the attention it deserves. Note: The last day to drop a single class on Cyberbear for a refund is September 17.

Attendance.

MWF classes

More than three absences from a M-W-F class will compromise your grade. 6 or more absences from a M-W-F class will result in a failing grade. Here's the breakdown:

- 4th absence: final grade drops one letter grade
- 5th absence: final grade drops one letter grade
- 6th absence: final grade is an F

TTh classes

More than two absences from a TTh class will compromise your grade. 5 or more absences from a T-Th class will result in a failing grade. Here's the breakdown:

- 3rd absence: final grade drops one letter grade
- 4th absence: final grade drops one letter grade
- 5th absence: final grade is an F

Here's the reasoning behind the attendance policy. Without attending class, you cannot perform your role as a student involved in learning, planning, inventing, drafting; discussing reading and writing; learning and practicing rhetorical moves and concepts; or collaborating with your instructor and classmates. Personal situations and required university events may arise that, on a rare occasion, make it impossible for you to be in class. Remember, however, that's why a few absences are allowed; please reserve those for emergencies. There is no such thing as an excused absence from class.

If you must miss class, you are responsible for obtaining any handouts or assignments for the class from a classmate. Make sure you talk with your instructor in *advance* if you are worried about meeting a deadline or missing a class.

Participation. Participation includes coming to class or conference or electronic forums prepared and on time, taking part in class discussions (this involves listening/reading as well as writing/speaking, and electronic ones), asking questions, contributing your knowledge and insights in whatever form is appropriate, and striving to make all your contributions excellent. It also includes doing the required reading and writing for each class. Note: Please come to class on time. Lateness will hurt your grade because it is an unnecessary interruption to the classroom community and because latecomers are will miss valuable instruction. Please see *Participation Grade Descriptors* for more information.

Late Work. Late work hurts everyone. If you miss a draft deadline, you've missed a crucial chance for feedback on your work. If you aren't ready with a response to a group member's draft, you're letting down someone who is counting on you for help. If you aren't prepared for class, you limit your own voice and contributions to the class and community of writers and readers. For all these reasons, *late work is unacceptable*. If you ever have a problem with an assignment, talk to me in advance of the deadline and you may be able to negotiate a special arrangement. Deadlines are not negotiable after you've missed them.

Academic Conduct. You must abide by the rules for academic conduct described in the Student Conduct Code (see <http://life.umt.edu/sa/documents/fromWeb/StudentConductCode1.pdf>). If you have any questions about when and how to avoid academic dishonesty, particularly plagiarism, please review the Conduct Code and talk with your instructor. The Council of Writing Program Administrators describes plagiarism as follows: “plagiarism occurs when a writer deliberately uses someone else’s language, ideas or other original (not common-knowledge) material without acknowledging its source.” Academic honesty is highly valued in the University community and acts of plagiarism will not be tolerated. The appropriate use of sources is, however, one topic of study in this course.

Office Hours. Office hours provide us with an opportunity to talk one on one. You may drop in during these times or make an appointment with me to talk about any questions you have about your progress in the course.

Communication. I’m happy to talk with you via university email if you have a question about the course or an assignment. Please do not email me drafts or attachments or IM me unless asked to do so. I will respond to emails Monday through Friday within 48 hours.

Classroom Community. Community is important in a small workshop class; we will work together to create an environment that promotes collaborative learning and effective, thoughtful discussion. The student conduct code asks students to “respect the rights, privileges, and dignity of others” – these are important ways to engage in class discussion, particularly when the topic might be provocative.

Please be sure to shut off cell phones and pagers during class and conference to prevent unnecessary disruptions. If an emergency requires you to leave your phone, please speak to me at the beginning of class.

Resources beyond the Writing Classroom. The Mansfield Library and the Writing Center are both excellent sites for researchers and writers to get additional support. You will be asked to participate in a session on library research and take a draft of a paper to the Writing Center for feedback from one of their tutors as a way to expand your circle of writing support.

Students with Disabilities.

Qualified students with disabilities will receive appropriate accommodations in this course. Please speak with me after class or in my office hours. Please be prepared to provide a letter from your DSS Coordinator, so I can do my best to support you.

Grades

Final Grade

I encourage you to talk with me at any time to better understand my comments or to discuss your overall progress and success in the class. Success in this class depends on how well you meet all of the requirements and your willingness and ability to enter into the spirit of inquiry.

Your final grade will be based on the following percentages:

1. Informal writing: 20%
2. Participation: 20%
3. Final portfolio: 60%

Informal Writing (IW). You will receive a grade on informal writing submissions based on the following grade descriptors (Note: Informal writing may take an electronic or text-based form.)

- 4 This writing is well-developed and succeeds in mastering new techniques and knowledges. The writing shows an engaged rhetor at work.
- 3 This writing has been done with considerable care and attention. It is developed and detailed.
- 2 This writing is acceptable. The writing shows some time and thought have been put into the assignment.
- 1 This writing is unacceptable. It may be unfinished, careless, or inappropriate to the assignment.
- 0 Student did not turn in any writing or tried to turn in the writing late.

Inquiry Projects. To give you a sense of the check system I'll be using, please refer to the following descriptors.

Check (v) A project with a check generally meets its rhetorical goals in terms of purpose, genre, and writing situation without need for extensive revision. Written comments will elaborate on strengths, weaknesses, and strategies for focused revision.

Check minus (v-) A project with a check minus meets the basic requirements, but would benefit from significant revision and a stronger understanding of rhetorical decision-making. Written comments will elaborate on strengths, weaknesses, and strategies for radical revision.

Unsatisfactory (U) A project with a U does not meet basic standards, and requires extensive development and attention. An unsatisfactory submission may be incomplete or inappropriate to the assignment. Such a submission may receive a request to rewrite in order to receive teacher comments.

Grade Descriptors. To give you a sense of what constitutes an A, B, C, D, and F in this class, please refer to the following grade descriptors for participation and portfolios.

Participation Grade Descriptors for ENEX 101

A Superior participation shows initiative and excellence in written and verbal work. The student helps to create more effective discussions and workshops through his/her verbal, electronic, and written contributions. Reading and writing assignments are always completed on time and with attention to detail. In workshop or conferences, suggestions to group members are tactful, thorough, specific, and often provide other student writers with a new perspective or insight.

B Strong participation demonstrates active engagement in written and verbal work. The student plays an active role in the classroom but does not always add new insight to the discussion at hand. Reading and writing assignments are always completed on time and with attention to detail. In workshop or conferences, suggestions to group members are tactful, specific, and helpful.

C Satisfactory participation demonstrates consistent, satisfactory written and verbal work. Overall, the student is prepared for class, completes assigned readings and writings, and contributes to small group workshops and large class discussions. Reading and writing assignments are completed on time. In workshop or conferences, suggestions to group members

are tactful and prompt, but could benefit from more attentive reading and/or specific detail when giving comments.

D Weak participation demonstrates inconsistent written and verbal work. The student may be late to class, unprepared for class, and may contribute infrequently or unproductively to classroom discussions or small group workshops. Reading and writing assignments are not turned in or are insufficient. In workshops or conferences, suggestions to group members may be missing, disrespectful, or far too brief and general to be of help.

F Unacceptable participation shows ineffectual written and verbal work. The student may be excessively late to class, regularly unprepared, and not able to contribute to classroom discussions or small group workshops. This student may be disruptive in class. Reading and writing assignments are regularly not turned in or are insufficient. In workshops or conferences, the student has a pattern of missing, being completely unprepared, or being disruptive.

Portfolio Grade Descriptors for ENEX 101

A Superior portfolios will demonstrate initiative and rhetorical sophistication that go beyond general expectations. A portfolio at this level is composed of well-edited texts representing different writing situations and genres that consistently show a clear, connected sense of audience, purpose and development. The writer is able to analyze his or her own writing, reflect on it, and revise accordingly. The portfolio takes risks that work.

B Strong portfolios meet their rhetorical goals in terms of purpose, genre, and writing situation without need for further major revisions of purpose, evidence, audience, or style/ mechanics. The writer is able to reflect on his or her own writing and make some choices about revision. The writer takes risks, although they may not all be successful.

C Consistent portfolios meet the basic requirements, yet the writing would benefit from further revisions of purpose, evidence, audience, or writing style/mechanics (or some combination) and a stronger understanding of rhetorical decision-making involved in different writing situations and genres. The writer composes across tasks at varying levels of success with some superficial revision. The writer has taken some risks in writing and exhibits some style.

D Weak portfolios do not fully meet the basic evaluative standards. Most texts are brief and underdeveloped. These texts show a composing process that is not yet elaborated or reflective of rhetorical understanding related to composing in different genres and for a range of writing situations. Texts generally require extensive revisions to purpose, development, audience, and/ or style and mechanics.

F Unacceptable portfolios exhibit pervasive problems with purpose, development, audience, or style/ mechanics that interfere with meaning and readers' understanding. Unacceptable portfolios are often incomplete. A portfolio will also earn an F if it does not represent the writer's original work.

Evaluation Criteria for Portfolios

The evaluation criteria your instructor will be discussing and applying with you throughout the semester reflect the Outcomes Statement for ENEX 101, a document which identifies the goals you should strive for as an English 101 student. The following questions are those your instructor will use to evaluate your submission portfolio.

1. How does the portfolio demonstrate engagement in inquiry as a means of learning? In particular, can the student use strategies like exploration, explanation, evaluation, and reflection as inter-related means of inquiry?
2. How does the portfolio demonstrate focus on a purpose appropriate to different writing situations, including different audiences?
3. How does the portfolio demonstrate writing in multiple genres with an awareness of how genres shape reading and writing?
4. How does the portfolio demonstrate use of specialized language from the discipline of composition to support learning?
5. How does the portfolio demonstrate a student's understanding and engagement in the collaborative and social aspects of learning? Can the student give and receive feedback on written texts?
6. How does the portfolio demonstrate a student's appreciation of the challenges of communicating effectively across differences?
7. How does the portfolio demonstrate a student's development of a flexible writing process?
8. How does the portfolio demonstrate a student's knowledge and use of research and reading as processes?
9. How does the portfolio demonstrate a student's knowledge and use of a variety of technologies to facilitate research and writing?
10. How does the portfolio demonstrate a student's knowledge and use of conventions for different genres, including documentation and control of features like punctuation, grammar, syntax, and spelling?
11. Does the student include required portfolio elements?

Procedural Basics

1. Complete all reading and writing assignments on time. Do not hand write homework assignments.
2. Use the following format for submitting written assignments unless instructed otherwise or unless you're following specific genre or medium conventions:
 - Provide a basic header in the upper left hand corner of page 1:
 - Your name
 - Course section and number
 - Instructor's Name
 - Date
 - Double-space the text
 - Use one-inch margins

- Use a standard 12-point font (like Times New Roman) or some equivalent
- Number all pages in the upper right hand corner starting with page 2
- Give assignments a title, centered just above the text and following the header
- Use a works cited page as needed

3. Keep copies of all your work, as hard copy and on CD, disk, or memory stick. MyCompLab is the best space for storing (and doing) your coursework.

4. Save everything in your working folder. Submit papers and portfolios via MyCompLab.

ENEX 101 Fall 2008 Schedule (MWF)

No late assignments will be accepted. Please ask questions if you have them. If school is cancelled because of weather, please keep up with the syllabus.

Week	Date	Class Agenda	Homework
1 NCoW & Writing Habits	M 8/25	Introductions: class, members, texts, syllabus	Read Student Preface & Ch 1 CW Write IW#1
	W 8/27	Discuss/workshop writing habits View/introduce NCoW	View NCoW Write IW#2
	F 8/29	Discuss portfolio evaluation	Read Ch 3 CW, 69-75, 86 Write IW #3
2 Writing Habits & Personal Essay	M 9/1	Labor Day: No class	
	W 9/3	Focus: symphonic inquiry	Read: Ch 4 CW Write: IW #4
	F 9/5	Introduce personal essay assignment Note: Early Alerts taking place in weeks 3 & 4	Generating ideas Write assigned invention work
3 Personal Essay	M 9/8	Workshop Invention Discuss/workshop sample sketch	Write sketch (see 116-122) Bring 3 copies
	W 9/10	Reflective writing Workshop sketches Discuss: going from sketch to a draft	Read Ch 15 CW Write IW #5 Start composing draft (continue or start composing in MyCompLab)
	F 9/12	Discuss collaboration Model peer review	Write: complete draft and bring copies for group members
4 Personal Essay	M 9/15	Mini-lesson Review peer workshop methods & instructions Conduct 20 minute workshop	Revise draft Review assignment guidelines
	W 9/17	Personal Essay and draft artifacts due (submit electronically by required time & bring hard copy to class) Editing mini-lesson Discuss self-assessment Write: self-reflection	Read: Ch 5 CW & 156-164 CW
	F 9/19	Introduce Profile Discuss purpose of a profile Discuss & model interviewing	Identify interview subject Work on interview & notes

5	M 9/22	Conduct relevant research for profile	Work on interview & notes
	W 9/24	Workshop interview notes Rhetoric Mini-lesson	Work on interview & notes Send thank you to subject
	F 9/26	Workshop interview notes Rhetoric Mini-lesson Write one revealing anecdote about your profile subject	Complete interview notes Write: WI #6
6 Profile	M 9/29	Partner workshop interview notes Discuss move to sketch Get back Personal Essay Note: students with "U" must meet with teacher	Compose complete sketch
	W 10/1	Write: Self-evaluation of sketch Workshop sketch Write: Compare self-eval with workshop response Discuss: Composing the draft	Compose draft (bring copies for group members)
	F 10/3	Rhetoric Mini-lesson Peer response workshop and Write revision plan	Revise draft based on comments and reflection
7 Profile & Global Revision	M 10/6	Profile and draft artifacts due (submit electronically by required time & bring hard copy to class) Editing Activity using QA Discuss global revision Write process reflection Discuss teacher conference process and requirements	Read: Ch 14 CW to p. 633 & 43-48 (QA) Write revision plan for 1 st paper
	W10/8	Focus: revision activities Revisit portfolio evaluation and NCoW audience in relationship to revision.	Revise personal essay (bring two copies to conference)
Global Revision	F 10/10	Teacher-student conference; no class meeting; attend your conference time slot Leave conference with a written list of goals for rest of semester and sense of standing in course	
8 Global Revision/ Op Ed	M10/13	Teacher-student conference; no class meeting; attend your conference time slot Leave conference with a list of goals for rest of semester and sense of standing in course	Read: Ch8 CW Write: WI #7
	W10/15	Discuss op-ed genre Discuss: NCoW public agenda as op-ed context Introduce op-ed assignment	Research NCoW context Find a current conversation of interest and bring

			documents to class
	F10/17	Mini-lesson: ethos, pathos and logos redefine notion of argument Leave with an identified issue to explore	Practice rhetorical analysis on op-ed of interest. Conduct related research
9 Op-ed	M 10/20	Workshop analyses Revisit: ethos, logos & pathos Write a really bad op-ed Discuss what makes them bad	Write: sketch
	W10/22	Rhetoric Mini-lesson Workshop sketches and Discuss move to a draft Write draft plan	Write first draft
	F 10/24	Rhetoric mini-lesson Peer response workshop Write reflection	Revise draft
10 Op-ed	M10/27	Do sideshadowing to own op-ed draft Instructions on cover letter Rhetoric mini-lesson	Revise and polish op-ed
	W 10/29	Op-ed and draft artifacts due (submit electronically by required time & bring hard copy to class) Style mini-lesson with QA Round robin read/response	Read: Chapter 11 (429-451 CW Write: WI #8
	F 10/31	Discussion and workshop: Unlearn to research Introduce assignment	Read: Chapter 11 (452-461) Invention prompts
11 Research	M 11/3	Workshop invention Create a researchable question for a relevant audience Research mini-lesson	Finish Chapter 11 CW Write: WI #9 Bring sources to class
	W 11/5	Discuss and workshop interpreting sources Write: What will I add or remove from my current sketch? Return op-eds to students	Read Chapter 12 CW; continue to do assigned library research Revisit sketch with new info
	F 11/7	Drafting with research mini-lesson Workshop sketch	Write the story of your research Continue work on evolving draft
12 Research	M11/10	Research discussion & activity Read & respond to research stories Audience workshop	Prepare for conference
	W11/12	Teacher-student conference; no class meeting; attend your conference time slot	Revise research essay
	F 11/14	Teacher-student conference; no class meeting; attend your conference time slot	Revise research essay (bring very

			strong version to class)
13 Research	M11/17	Workshop on integrating sources well Editing mini-lesson & workshop	Proofread research essay
	W11/19	Research project due and draft/research artifacts (submit electronically by required time & bring hard copy to class) Editing workshop Write: reflection Re-introduce portfolio guidelines	Review course guidelines & working portfolio, reread goal statement; Read Appendix A; bring entire working portfolio to class after break
	F 11/21	Discuss portfolio method and instructional guidelines Practice re-seeing drafts	Reread first 3 papers (bring all to class) Write IW #8
14 Portfolio Revision	M11/24	Create revision plans Get back research essay	Work on portfolio
	W11/26	Thanksgiving	Work on portfolio
	F 11/28	Thanksgiving	Work on portfolio
15 Portfolio Revision	M 12/1	Workshop #1 reflective introductions Workshop #2 paper of choice	Prepare portfolio (choose in-class writing to include, drafting, etc)
	W 12/3	Workshop introductions; check in on portfolio questions	Complete portfolio
	F 12/5	Portfolio due Prep one piece for your NCoW submission (don't forget permission form)	
Exam Week	12/8-12/12	Return graded portfolios during exam slot Attendance required	

ENEX 101 Fall 2008 Schedule (TTH)

No late assignments will be accepted. Please ask questions if you have them. If school is cancelled because of adverse weather conditions, please keep up with the syllabus.

Week	Date	Class Agenda	Homework
1 Writing Habits	T 8/26	Introductions: class, members, texts, syllabus	Read: Student Preface & Ch1 CW Write IW #1
	TH 8/28	Discuss/workshop related to writing habits View/Introduce NCoW	Read "Writing Process" QA & CW 69-75, 86 Write IW #2
2 Inquiry/ Personal Essay	T 9/2	Discuss/workshop symphonic inquiry Invention prompts	Read Ch 4 CW Write IW #3
	TH 9/4	Work with chapter Introduce personal essay assignment	Generating ideas Write assigned invention work
3 Personal Essay	T 9/9	Workshop on invention Discussion/workshop sample sketch Note: Early Alerts take place weeks 3 & 4	Write sketch (see 116-122 CW) Bring 3 copies
	TH 9/11	Reflective writing Workshop sketches Discuss: going from sketch to a draft	Read Ch 15 CW (selections) Write IW #5 Write full draft (use MyCompLab)
4 Personal Essay	T 9/16	Introduce collaboration Discuss and do peer review Write reflection on workshop	Revise draft; Review assignment guidelines
	TH 9/18	Personal essay and draft artifacts due Editing mini-lesson Write: self-reflection Introduce profile assignment	Read Ch 5 CW 156-164 CW Identify interview subject & set up interview
5 Profile	T 9/23	Workshop interview notes Conduct relevant research for profile	Work on interview and notes
	TH 9/25	Workshop 2 interview notes Rhetoric mini-lesson Discuss moving to sketch Get back personal essay Note: Students with a U must talk with teacher	Compose complete sketch
6 Profile	T 9/30	Write: self-evaluation of sketch Workshop sketch Write compare self-eval with	Write complete draft

		workshop response Discuss: composing the draft	
	TH 10/2	Peer response workshop Drafting activities	Revise draft
	T 10/7	Rhetoric mini-lesson Peer response workshop Side-shadowing activity Write revision plan	Revise draft
	TH 10/9	Profile and drafting artifacts due Editing activity using QA Write process reflection Discuss global revision Discuss teacher conference process and requirements	Read: Chapter 14 Revision Strategies to p. 633 & 43-48 (QA) Write revision plan for 1st paper
8 Global Revision	T 10/14	Discuss definitions purpose of rhetorical revision Practice revision strategies with personal essay. Revisit portfolio evaluation in relation to revision	Revise personal essay for conference (bring two copies)
	TH 10/16	Teacher-student conference; no class meeting; attend your conference time slot	Read Chapter 8 CW IW #7
9 Op-ed	T 10/21	Discuss op-ed genre Introduce op-ed assignment Discuss NCoW context and model rhetorical analysis	Do rhetorical analysis of an op-ed that you find interests you Do research on your op-ed idea (bring to class)
	TH 10/23	Present analysis (turn in) Write bad op-ed Discuss what makes them bad Workshop your research Do audience analysis for your op-ed Leave with sense of audience, purpose, focus for op-ed	Write draft
10 Op-ed	T 10/28	Rhetoric mini-lesson Workshop draft Reflection on what you learned from workshop; what rhetoric lesson you need (turn in)	Revise and polish op-ed
	TH 10/30	Op-ed and drafting artifacts due Style mini-lesson with QA Round robin read and response to op-eds Introduce research essay	Read Chapter 11 CW Write IW #8 Do assigned invention activities
11 Research Essay	T 11/4	Election Day	
	TH 11/6	Workshop invention	Follow personal

		Create a researchable question Discuss research strategies and set plan	research plan Write the story of your research
12 Research Essay	T 11/11	Veteran's Day	
	TH 11/13	Workshop on interpreting and integrating sources Start drafting	Write draft
13 Research Essay	T 11/18	Workshop drafts	Prepare for conferences
	TH 11/20	Teacher-student conference; no class meeting; attend your conference time slot	
14 Portfolio Revision	T 11/25	Research essay and artifact drafting due Editing activity Write reflective letter on process Re-introduce portfolio guidelines	Review course guidelines & working portfolio; reread goal statement; Read Appendix A; bring entire working portfolio to class after break Focus on revisions (use strategies from chapter 14 CW) to profile and op-ed
	TH11/27	Thanksgiving Recess	
15 Portfolio Revision	T 12/2	Workshop introductions; Work time on portfolio organization etc. Editing workshop	Complete portfolio
	TH 12/4	Portfolio due Prep one piece for your NCoW submission (permission form)	
Exam Week	12/11-12/15	Return graded portfolios during exam slot. Attendance required.	