WR122: Written Reasoning as a Process of Argument

Dr. Jenée Wilde
Office 331 PLC
Hours TR 3:30-5p.m. or by appointment
Phone 541.346.1051
Email jenee@uoregon.edu

Quick Links
- Attendance Policy
- Due Dates & Late Work
- Writing Tutor Resources
- Course Schedule

Course Theme
This course is an extension, not a repetition, of Writing 121. We will build upon your existing skills of inquiry, logical reasoning, and persuasion to create increasingly sophisticated essays on a course theme: the culture of science. This theme explores some of the meanings of science and debates within scientific culture through critical reading, thoughtful discussions, and the completion of ongoing writing assignments.

Inclusive Learning
As an instructor with a disability, I strive to create equitable and inclusive learning environments for all. Because your success in this class matters to me, I highly encourage you to talk with me about ways to help with any language, learning, disability-related, or other barriers to your participation. Please notify me in week one if you have an accommodation through Accessible Education Center. You may also wish to contact AEC in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

My own access in the classroom may be affected at times due to hearing sensitivity that can make ordinary sounds uncomfortable. During these times, I wear acoustic filters to adjust sound levels for myself and may ask for your help to manage the sound environment. Normal speaking volume is usually audible to me, but quiet speakers or those with difficulty hearing may wish to sit near me as I may at times speak quietly or have affected hearing efficiency.
Required E-Text

The Culture of Science, 2nd Edition (on Canvas) —edited by Jenée Wilde and Stephen Rust

E-Handbooks

The following electronic handbooks will be available for grammar and citation reference during this course. You can find all of these handbooks on the Library Resource link of the Canvas course site:

Purdue OWL (https://owl.english.purdue.edu/owl/)
UNC Writing Center Handouts (http://writingcenter.unc.edu/handouts/)
Writing for Success (http://open.lib.umn.edu/writingforsuccess/)

NOTE: Refer to Purdue OWL for most recent MLA Style citation information (8th edition).

Learning Outcomes

In WR122, students can expect to deepen their understanding of WR121 outcomes through focused study of writing as a process of inquiry, learning, and expression within a particular discipline, profession, or more specific discourse community. Students will:

1. cultivate a deep understanding of multiple perspectives using sustained ethical inquiry by:
   (a) identifying and analyzing the shape argument can take in relation to audience, purpose, and context through rhetorical reading of a variety of texts;
   (b) composing texts that demonstrate an understanding of writing as rhetorical and argument as inquiry;
2. identify and describe rhetorical features and areas for improvement in their peers’ writing;
3. practice revising multiple drafts based on feedback from peers and instructor and develop strategies for future independent revision processes;
4. identify and critically apply style conventions for writing in an academic context.

Labor-based Course Grades

This course uses a non-traditional system of grading. Rather than assessing the “quality” of your written work through traditional letter grades, I use a labor-based grading system. This means that you determine your final grade by your level of course engagement and how much you apply yourself in the writing process:

- Work will be graded as “complete” if it meets all criteria set forth in an assignment, or “incomplete” if aspects fall short.
- Completing all required labor activities in the course earns you the baseline grade of a “B” (86%), representing above average effort.
- To raise your final course grade to a “B+” or “A” level, you can elect do additional course engagement labors.
- If you submit incomplete work, arrive late or miss class, turn in assignments late, forget to do assignments, or otherwise do less labor than was expected of you, you may receive a grade lower than the baseline “B” course grade.

Students may option to receive a traditional letter grade on their two major essays for the course. Either the Labor Grade or Traditional Grade option MUST be selected when students sign the Labor Agreement and cannot be amended during the term.
How will I know what my grade is?
I use Canvas Grades to track Complete and Incomplete work. I use Assignment Comments in Canvas to track any labor deductions or additions, as well as to provide instructions for revising Incomplete work. Use the Course Grade Calculation Table to track any additions or deductions to your labor grade. The chart below illustrates how final grades will be calculated for each option.

If you ever have questions or concerns about your grade, please see me during office hours for an update on your standing in the course.

<table>
<thead>
<tr>
<th>Course Grade Calculations:</th>
<th>Labor Grade Option</th>
<th>Traditional Grade Option</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Labor (30%)</strong> *</td>
<td>86%</td>
<td>86%</td>
</tr>
<tr>
<td><strong>Essay 1 (30%)</strong> *</td>
<td>86%</td>
<td>Letter grade</td>
</tr>
<tr>
<td><strong>Essay 2 (40%)</strong> *</td>
<td>86%</td>
<td>Letter grade</td>
</tr>
<tr>
<td><strong>Average Grade:</strong></td>
<td>86%</td>
<td>% Average grade</td>
</tr>
<tr>
<td><strong>Labor Deductions (−)</strong></td>
<td>% Deductions</td>
<td>% Deductions</td>
</tr>
<tr>
<td><strong>Enrichment Labors (+)</strong></td>
<td>% Additions</td>
<td>% Additions</td>
</tr>
<tr>
<td><strong>Final Grade:</strong></td>
<td>Total</td>
<td>Total</td>
</tr>
</tbody>
</table>

* Percentages will be used in calculating the traditional grade option only.

Final course grades are given based on the following total grade ranges:

- **B+** = 88-89%
- **C+** = 78-79%
- **D+** = 68-69%
- **F** = 0-59%
- **A** = 93-100%
- **B** = 83-87%
- **C** = 73-77%
- **D** = 63-67%
- **A−** = 90-92%
- **B−** = 80-82%
- **C−** = 70-72%
- **D−** = 60-62%

### Required Labor Activities

#### Community Engagement
As a community of scholars, we will be responsible for each other’s learning by collaborating in the production of knowledge and helping each other work through questions and difficulties. Rather than thinking of the members of the classroom as students and teachers, we will instead function as collaborators with various abilities, insights, and talents we can offer each other. Throughout this term, you are expected to:

- Actively participate in group and online discussions through not only asking and responding to questions, but also listening respectfully to each other;
- Offer constructive peer feedback during workshops and peer reviews;
- Turn in on time and in the appropriate manner complete essays, writing, or other labor assigned that meet our agreed-upon expectations, including Academic Honesty.

#### Process Writing
When we write, the end product we create is no more valuable than the process we go through. To enhance critical reflection on your writing practice, we will:
• Complete metacognitive writing reflections at the beginning of the course and along with the two final essay drafts;
• Work on writing craft assignments designed to help you practice specific writing skills and build parts of your essays;
• Write longer formal papers in **two essay cycles**, each comprising an argumentative essay drafted and revised between two versions (x.1 and x.2), both of which are expected to be complete.

**Conferences**
Because detailed feedback is vital to the revision process, you are required to meet with me twice during the term to discuss essay drafts. The **conferences are mandatory**, and failure to show up for your scheduled conference will count as a class absence. A sign-up sheet for meeting times will be circulated in class.

**Optional Enrichment Labors**
Higher grades require *more labor*. You can improve your baseline B grade (86%) by completing labors that increase your engagement with the course, with your major, and with campus activities related to course learning outcomes and themes. **You may receive credit (3 % points each) by completing activities listed below by Friday of Week 10:**

• **Discussion posts.** Increase your engagement with a Canvas Discussion by writing 7 posts for Discussion #1 or 10 posts for Discussion #2 by their respective deadlines.
• **Essays.** Increase the scope and depth of Essay #1 or #2 by adding 3-4 credible research sources and writing 800+ words beyond the required word count.
• **CoS article analysis.** Write one 600- to 800-word analysis of and personal reflection on **two Culture of Science articles** that we do not discuss in class (see Table of Contents).
• **Writing tutors.** Attend two sessions with a writing tutor on campus. CTW or Writing Associates tutors preferred. Provide the tutor’s name and UO email, plus the time, date, and location of the tutoring sessions. Write a 300- to 400-word summary of *each* session and how it helped you revise your writing. Any writing assignment counts. See “Writing Tutor Resources” in the syllabus for information.
• **Writing in my major.** Meet with a professor, graduate student, or academic adviser in your major or minor (or any you’re interested in) to discuss your writing projects, the role of writing in your major or minor, and your plan of study here at the UO. Meetings should last 30-40 minutes. Provide the name and UO email of the advisor and time, date, and location of the meeting. Write a 600- to 800-word summary and personal reflection on the meeting.
• **Campus talks.** Attend **two** campus talks related to course themes and write one 600- to 800-word synthesis and reflection about the ideas presented in both talks.
• **Create an activity.** Propose your own engagement activity – solo or group. **Instructor approval required by Week 7.**

Each engagement labor is worth 3 % points, so if you meet the requirements for a B grade (86%) at the end of the term, you only need to complete 3 engagement labors to raise that to an A. However, if you have not fully participated in classes, have too many late assignments, or have missed or ignored required work, your default grade will be lower, and completing more labors may be to your advantage.

**Assessment**
All work will be assessed as “Complete” or “Incomplete,” with opportunities for improvement through generous feedback, before culminating in
a final letter grade. This grading system allows you to take risks in developing your unique voice and to experiment with the writing process. The information that follows explains the categories of Complete, Incomplete, Late, Missed, and Ignored work.

**Complete.** All work must meet the stated criteria and the spirit of the assignment or community engagement activity and be submitted on time. Expect to spend a significant amount of time outside of class (8-10 hours/week) on reading, writing, and thinking deeply. The more you engage with in-class work, the more it will help your out-of-class work, and vice versa.

**Incomplete.** All work has explicit “Criteria for Successful Completion” stated in the assignment instructions. I will use the assignment sheet and the stated criteria to determine whether your work meets all of the knowledge and skill-building requirements of each assignment. If your work is missing something and not meeting the expectations and spirit of the assignment, it will be considered Incomplete (-3 % points). To recover lost points:

- I will inform you in Canvas Assignment comments of the missing requirements and offer feedback and revision suggestions.
- You will have 48 hours from notification of an Incomplete to revise and resubmit work and, if satisfactory, have the penalty removed.
- Since revision is expected for essays, first and second drafts must fulfill all requirements upon submission; if Incomplete essay drafts are submitted, students may be required to submit a third draft to meet the assignment criteria and remove incomplete penalties.

I am more than happy to talk with you before the due date if you are confused or struggling to meet the requirements of an assignment.

**Late.** You are expected to turn in all work on time. “Late” work is defined as any work submitted AFTER the due date/time BUT within 48 hours of the deadline. However, I acknowledge that life can be unpredictable or overwhelming at times, therefore:

- Having two (2) “Late” assignments will not affect your grade (excepting Essay 1.1 and 2.1). Every late assignment after the second will result in a lower labor grade (-2 % points).
- On-time submissions of Essay 1.1 and 2.1 drafts are vital to peer reviewing and student conferences; any late essay draft submission will affect your ability to receive feedback and lower your labor grade (-4 % points).

**Missed.** If you submit any assignment AFTER 48 hours from the original deadline, then it will be considered “Missed” work and “Late” allowances no longer apply. Due to the fact that assignments are progressive stages in an essay cycle and may be used in class for workshops, turning in something beyond 48 hours after it is due means that its absence has hurt you and your colleagues in class since they depended on you to turn in your work for their use, as well. Therefore:

- Every missed assignment will result in a lower final grade (-3 % points);
- Due to the timely nature of essay cycles, each missed essay draft has a higher labor cost (-6 % points).

With the exception of Essay 1.1 and 2.1, completing a missing assignment before the end of the term will mitigate further labor penalties.
Ignored. Ignored work is any assigned work unaccounted for in the quarter—that is, I have no record of you doing it or turning it in by the end of Week 10 (NOT finals week).

- Ignored work has a high labor cost (-5 % points).
- Ignored essay drafts will result in course failure (-30 % points).

Negotiating Extensions, Waivers

A student may request work extensions or attendance waivers as an accommodation for extenuating circumstances.

To avoid labor deductions for work, **extensions on assignment deadlines may be granted on a case-by-case basis** under the following conditions: 1) the extension must be requested in writing well in advance of the due date, 2) justifiable reason(s) must be given for the requested extension, 3) a new due date/time for the assignment must be proposed.

If absence beyond two class days is unavoidable, **attendance waivers may be granted on a case-by-case basis.** To be granted a waiver, you must discuss your situation with me so we may reach a reasonable accommodation that fulfills the learning outcomes of the course and is equitable for all in the class.

Attendance and Participation

Because strong student participation is crucial for a successful course and achievement of course outcomes, **attendance is mandatory.** Attendance-related policies are as follows:

- You may miss two (2) class meetings for any reason (e.g. illness) without consequences to your course grade.
- Additional absences after the first two will lower your final labor grade (-3 % points).
- Habitual tardiness may also be penalized.
- Any absence after four missed class meetings may result in course failure. Any absence after six missed class meetings will result in course failure.
- Written documentation is required for absences related to university-required activities (athletics, club events).
- Attendance waivers may be granted on a case-by-case bases (see Negotiating Extensions, Waivers above).
- You are responsible for anything missed during your absence.

Please notify me in advance if you must miss class, will be late, or leave class early so we can discuss deadlines, extensions, or activities you will miss.

Disengagement

A positive and productive learning environment requires preparation, courtesy, and cooperation from all present. As such, disengaged behaviors not only represent lack of participation on your part, but they also distract your classmates and diminish their ability to be active participants in the day’s activities or discussions. As such:

- After allowances, students who come to class unprepared (e.g. didn’t finish readings, bring texts, or complete/bring copies of work to class) will receive labor deductions.
- After one warning, those responsible for conducting personal conversations during class, text messaging, ringing phones, sleeping, being discourteous to other classmates, or other disengaged behaviors may be asked to leave class.
- Penalties for disengaged behaviors such as lack of preparation, tardiness, leaving early, and disruptive behavior are stipulated in the Course Grade Calculation Table.
Communication with Instructor

You are highly encouraged to meet with me during my office hours or by appointment at any point in the term to get additional help with research, writing and grammar skills, language learner issues, or any other needs. Please feel free to drop in during office hours.

If you are unable to attend scheduled office hours, please email me for an appointment at another time. Outside of office hours, email (jenee@uoregon.edu) is the best way for students to contact me. Office phone contact is not recommended outside of office hours.

I regularly post announcements, assignment updates, and other vital information by email and on Canvas, so check both daily.

Writing Tutor Resources

Peer Tutoring with Writing Associates
The Writing Associates Program offers free, one-on-one peer tutoring for students in 100- and 200-level English and Composition classes. Writing Associate tutors are advanced English majors who have been trained to tutor writing. They are available to help students with any aspect of their writing for this course, from learning how to write about literature and media to crafting clearer and more effective arguments. To make an appointment with a Writing Associate, go to https://blogs.uoregon.edu/writingassociatesinformation/.

The Center for Teaching Writing (CTW)
Extra writing help is available to all writing students at the Center for Teaching Writing. CTW tutors are English graduate students specially trained to work with students in Writing 121, 122, and 123. To schedule a tutor, create an account and use the online scheduling system: https://wr121tutor.uoregon.edu/#CTWTutorials.

You may also enroll in WR195 through DuckWeb to receive course credit for meeting regularly with a writing tutor. Students have found that this tutoring series helps them to master the core concepts of the courses, to write effectively and confidently, and to perform better overall in the writing courses. To receive 1 elective credit for the course, you will need to schedule seven tutoring sessions over the course of the term, complete a brief self-assessment journal after each session, and a short final self-evaluation.

Tutoring and Academic Engagement Center (TAEC)
For additional one-on-one writing tutoring, the University Tutoring and Academic Engagement Center provides feedback on essay content, structure, logic, and overall design and grammar issues. In addition, TAEC provides support for students who may struggle with time management, course loads, and other aspects of the university environment. Writing and math tutoring is available in TAEC’s Sky Lab, on the 4th floor of the Knight Library, Monday-Thursday 9am-7pm and Friday 9am-5pm. For more information, go to https://engage.uoregon.edu/tutoring/ or call 541-346-3226.

Additional Policies
Additional course policies are located in the Canvas Syllabus and Policies module. Your continued enrollment in this course signals your agreement to abide by these policies. In addition, conformance with Composition Program policies is mandatory for students enrolled in a composition course at the UO. Composition policies are available here: https://composition.uoregon.edu/program-policies/.
### Course Grade Calculation Table

<table>
<thead>
<tr>
<th></th>
<th>Labor Grade Option</th>
<th>Traditional Grade Option</th>
<th>Your Grade Record</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course labor (30%) *</td>
<td>86 %</td>
<td>86 %</td>
<td>86 %</td>
</tr>
<tr>
<td>Essay 1 (30%) *</td>
<td>86 %</td>
<td>Letter grade %</td>
<td></td>
</tr>
<tr>
<td>Essay 2: (40%) *</td>
<td>86 %</td>
<td>Letter grade %</td>
<td></td>
</tr>
<tr>
<td><strong>Average Grade:</strong></td>
<td>86 %</td>
<td>Weighted grade %</td>
<td></td>
</tr>
<tr>
<td>Each Engagement Labor Completed</td>
<td></td>
<td></td>
<td>+ 3 %</td>
</tr>
<tr>
<td>Each Absence (after the first 2)</td>
<td></td>
<td></td>
<td>– 3 %</td>
</tr>
<tr>
<td>Arriving Late (&gt;5 min.) / Leaving Early (after the first 2)</td>
<td></td>
<td></td>
<td>– 1.5 %</td>
</tr>
<tr>
<td>Lack of Preparation / Disengagement (after the first 2)</td>
<td></td>
<td></td>
<td>– 1.5 %</td>
</tr>
<tr>
<td>Each Incomplete Homework (may revise to remove penalty)</td>
<td></td>
<td></td>
<td>– 3 %</td>
</tr>
<tr>
<td>Each Late Homework (after the first 2, submitted within 48 hours)</td>
<td></td>
<td></td>
<td>– 2 %</td>
</tr>
<tr>
<td>Each Missed Homework (any homework submitted after 48 hours)</td>
<td></td>
<td></td>
<td>– 3 %</td>
</tr>
<tr>
<td>Each Ignored Homework</td>
<td></td>
<td></td>
<td>– 5 %</td>
</tr>
<tr>
<td>Each Incomplete Essay 1.x/2.x (may remove penalty by revising x.3 draft)</td>
<td></td>
<td></td>
<td>– 3 %</td>
</tr>
<tr>
<td>Each Late Essay 1.x/2.x</td>
<td></td>
<td></td>
<td>– 4 %</td>
</tr>
<tr>
<td>Each Missed Essay 1.x/2.x</td>
<td></td>
<td></td>
<td>– 6 %</td>
</tr>
<tr>
<td>Each Ignored Essay 1.x/2.x</td>
<td></td>
<td></td>
<td>– 30 %</td>
</tr>
</tbody>
</table>

**Final Grade:**

*Percentages will be used in calculating the weighted grade for the traditional option only.*

For the traditional grade option, the following percentages correspond to essay letter grades:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>95%</td>
</tr>
<tr>
<td>A</td>
<td>92%</td>
</tr>
<tr>
<td>A-</td>
<td>89%</td>
</tr>
<tr>
<td>B+</td>
<td>88%</td>
</tr>
<tr>
<td>B</td>
<td>85%</td>
</tr>
<tr>
<td>B-</td>
<td>82%</td>
</tr>
<tr>
<td>C+</td>
<td>78%</td>
</tr>
<tr>
<td>C</td>
<td>75%</td>
</tr>
<tr>
<td>C-</td>
<td>72%</td>
</tr>
<tr>
<td>D+</td>
<td>68%</td>
</tr>
<tr>
<td>D</td>
<td>65%</td>
</tr>
<tr>
<td>D-</td>
<td>62%</td>
</tr>
<tr>
<td>F</td>
<td>0%</td>
</tr>
</tbody>
</table>

Final course grades are given based on the following total grade ranges:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>93-100%</td>
</tr>
<tr>
<td>A</td>
<td>90-92%</td>
</tr>
<tr>
<td>A-</td>
<td>83-87%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-77%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D+</td>
<td>68-69%</td>
</tr>
<tr>
<td>D</td>
<td>63-67%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>
Digital Casebook: The Culture of Science, 2nd edition

All readings in the Course Schedule below are online and linked in *The Culture of Science* (COS), a UO Composition Program Casebook. This digital reader is located in Canvas Pages and can be downloaded in PDF or Word versions from Canvas Files. Be sure to read the Unit and Reading introductions before opening the article through the link. Note: some articles require that you first log on to your UO Library account.

Unless otherwise noted, all readings and assignments are due by class time on the dates listed below. **To prevent electronics from distracting yourself and others during class discussions, please load assigned articles to your digital device before class begins then disable wifi on laptops/tablets and switch phones to airplane mode.** You may also print assigned articles for use in class.

---

**Course Schedule**

*Essay Cycle 1: The Boundaries of Science*

**Week 1**

**Tuesday, Oct. 1** – Introduction to “The Culture of Science” theme

**Thursday, Oct. 3** – Close Reading, Asking Questions

- **Reflection #1 due**
- **Read:** COS p. 6, Crosswhite, “Introduction: Reading, Reasoning, and Writing About Science” (read full text, pp. xi-xxiii only)

**Week 2**

**Tuesday, Oct. 8** – Making claims; Argument Maps

- **Homework #1 due:** Close Reading Notes
- **Read:** COS p. 17, Truzzi, “The Perspective of Anomalistics.”
- **Read:** COS p. 17, French, “An Anomalistic Psychologist”

**Thursday, Oct. 10** – Questions and Enthymemes

- **Read:** COS p. 7, Hansson, “Science and Pseudo-Science,” Sections 1-3, 4.5, 4.6, 5-6

**Week 3**

**Tuesday, Oct. 15** – Counterarguments

- **Read:** COS p. 16, Gordin, “Separating the Pseudo from Science.”
- **Read:** COS p. 17, Stover, “Two Wrongs Make A Right: Using Pseudoscience and Reasoning Fallacies to Complement Primary Literature.”
- **Homework #2 due:** Exploratory Writing 1, Questions at Issue & Evaluating Sources

**Thursday, Oct. 17** – Workshop

- **Homework #3 due:** Introduction and essay outline (+5 copies for workshop)
- **All Discussion #1 posts due by midnight**

**Week 4**

**Tuesday, Oct. 22** – Revision Workshop

- **Essay 1.1 due** (Canvas + paper copy)
- **Read:** “MLA Style Writing Guide.” Purdue Online Writing Lab,
Thursday, Oct. 24 – Avoiding Plagiarism Workshop

- Canvas Peer Reviews due by midnight

**Essay Cycle 2: Controversies in Science**

**Week 5**

Sunday, Oct. 27 – Midterm Student Experience Survey due (DuckWeb)

Tuesday, Oct. 29 – Defining Science; Group Discussion Leaders Assignment

- Essay 1.2 due (Canvas + paper copy with conferenced 1.1 attached)
- Read: COS p. 8, Kimmerer, "Weaving Traditional Ecological Knowledge into Biological Education: A Call to Action."
- Read: COS p. 8, Lopato, "Yes, Science is Political."

**Week 6**

Tuesday, Nov. 5 – Interpreting Science

- Discussion Leaders: Group 1
- Read: COS p. 11, Martin, “The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles.”

**Thursday, Nov. 7 – Interpreting Science**

- Discussion Leaders: Group 2
- Read: COS p. 12, Chew and Laubichler, “Natural Enemies: Metaphor or Misconception?”
- Read: COS p. 11, Jewitt and Luu, "Pluto, Perception & Planetary Politics."

**Week 7**

Tuesday, Nov. 12 – The Scientific Imagination

- Discussion Leaders: Group 3

**Thursday, Nov. 14 – Global Science**

- Discussion Leaders: Group 4
- All Discussion #2 posts due by midnight

**Week 8**

Tuesday, Nov. 19 – Asking Questions, Synthesizing Ideas

- Homework #4: Exploratory Writing 2, Questions at Issue

**Thursday, Nov. 21 – Good Essay Structures**
• Homework #5 due: Exploratory Writing 3, Reading Synthesis

Week 9
Tuesday, Nov. 26 – Outline Workshop

• Homework #6 due: Introduction and Essay outline (+5 copies for workshop)

Thursday, Nov. 28 – NO CLASS (Thanksgiving)

Week 10
Tuesday, Dec. 3 – Revision Workshop

• Essay 2.1 due (Canvas + paper copy)

Thursday, Dec. 5 – MLA Style Workshop

• Canvas Peer Reviews due by midnight

• Read: “MLA Style Writing Guide.” Purdue Online Writing Lab, https://owl.english.purdue.edu/owl/resource/747/01/

Finals Week (NO CLASS)
Sunday, Dec. 8 – Student Experience Survey due (DuckWeb)

Monday, Dec. 9 – Submit Final Assignments

• Reflection #2 due 12 noon on Canvas

• Research Essay 2.2 due 12 noon on Canvas

• Paper copies of 2.2 and conferenced 2.1 drafts due 12-1pm in PLC 331