

ENG 102 11/12 Concurrent Enrollment at SHS ¹
From Inquiry to Academic Writing
Spring 2017

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Classroom: SHS Library

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Office Hours: by appointment, at SMS Tues/Thurs, or before school, after school, Fridays

ENG 102: Academic Writing Course Description: This course satisfies the Essential Skills First-Year Writing Course Requirement.

English 102: Academic Writing asks you to participate in academic discussions through writing. You will learn how to analyze difficult, theoretical texts through collaborative exercises, presentations, and informal and formal writing. Such in-depth analysis will be the basis for formal writing projects in the course. The course respects you as a beginning scholar who has important contributions to make. As such, you will be invited to employ ideas from the course reading and from discussion as opportunities to question and expand your perspectives.

Prerequisites (one of the following): ENG 099; ACT English score of 18 or higher to demonstrate writing proficiency and ACT Reading score of 17 or higher to demonstrate reading proficiency; SAT Critical Reading score of 440 or higher to demonstrate writing proficiency and SAT Critical Reading score of 430 or above to demonstrate reading proficiency; Accuplacer Sentence Skills test score of 95 or higher and Accuplacer Reading Comprehension test score of 80 or higher; or combination of ACT, SAT, and Accuplacer scores to fulfill both reading and writing proficiencies.

Required Texts:

From Inquiry to Academic Writing: A Text and Reader, 2nd ed. (Bedford/St. Martin's)—parts of the text may be available digitally through Google Drive.

Required Materials:

You will need a three-ring binder specifically for this class and plenty of three-hole punched, college ruled paper. It may be a good idea to have 5-tab Index dividers to keep your notebook organized. You may want to print readings, three-hole punch them, and include them in your binder. You should include this syllabus in your binder for reference.

It is also advisable to have a portable storage device, such as a flash drive, for storing electronic files and backing up your work.

Objectives:

- Demonstrate comprehension of content knowledge through effective written communication;
- Develop and demonstrate rhetorical knowledge focusing on an academic situation, audience, and purpose;
- Develop experience in the writing processes;
- Develop proficiency in employment of writing conventions such as structure, organization, grammatical and syntactical correctness, vocabulary, and documentation;
- Develop ability to critically read and write about academic texts.

¹ Syllabus adapted from John Steele, Concurrent Enrollment instructor WSCU, Montrose High School

- Develop and demonstrate speaking and listening skills • Develop and demonstrate critical thinking and reasoning skills
- Develop and demonstrate Information Literacy and Research skills

Course Requirements:

You must have read and be ready to discuss the reading when you come into class. Bring your textbook to class. Many readings will be available as PDF texts through Google Drive. Since this is a college class, the expectation is that you will keep up with all course work in a timely fashion, paying close attention to all due dates. Failure to be prepared for class because you did not do the reading or writing assignments will result in a 0 for that day's work. Continual lack of preparation will result in a letter grade deduction for the course at the instructor's discretion. If you are having difficulty keeping up, please see the instructor for help and make arrangements to get caught up.

Assignments for this course will be mostly web-based, using Google Drive; please make sure that you have access to a computer and to an internet connection. If you do not have access to either a computer or internet at home, you will need to plan ahead and use the Library Lab computers at SHS or the community library's computers. You are expected to use Google Drive as a delivery method for both downloading the readings/assignments and turning in your work.

- You will receive no credit for late assignments without prior arrangements and approval from the instructor. Assignments will be marked down one full letter grade for everyday they are late.
- All assignments, drafts, and readings are due at the beginning of class.
- You should print out the assignments, drafts, and papers BEFORE you come to class.
- Assignments, drafts, and papers must be stapled. I will subtract a full letter grade for unstapled assignments, drafts, and papers.
- If the printer ink is too light for me to read, I will ask you to reprint the assignment, draft, or paper and you will lose a full letter grade
- If you miss class, it's your responsibility to see me about making it up in a reasonable time frame, generally five class periods from when it was originally due.
- Keep a copy of everything that you hand in. Back up all assignments to a flash drive or other portable storage device.
- Keep a copy of my comments on your work.

Students must earn an average of "C-" in the course AND receive a "C" or better on one of the last two final papers in order to pass ENG 102 with a "C-" or better. "C-" is the minimum passing grade for GE Basic Skills Courses.

Grading Categories:

- 15%: Portfolio 1 Essay
- 20%: Portfolio 2 Essay
- 20%: Portfolio 3 Essay
- 15%: Portfolio 4 Essay Revision
- 15%: Frame-Case Journal
- 10%: Participation/Discussion (includes homework assignments)
- 5%: In-Class Assignments

Portfolio #1—Education:

This will be a Frame-Case essay analyzing issues in higher education using three texts: “Gerald Graff: “Other Voices, Other Rooms” (PDF 337), Deborah Tannen: “How Male and Female Students Use Language Differently”(Inquiry 368), and James W. Loewen: From *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong* (PDF 383). This Portfolio will be worth **15%** of your Final Grade.

Portfolio #2—Representations of Gender

This will be a Frame-Case essay analyzing issues in representations of gender in sports and advertising, using three texts: Judith Lorber’s “Believing is Seeing: Biology as Ideology” (PDF 726), Shari Dworkin and Michael Messner’s “Just Do...What? Sports, Bodies, and Gender” (PDF 736), and Jean Kilbourne’s “Two Ways a Woman Can Get Hurt—Advertising and Violence” (from Inquiry 489). This Portfolio will be worth **20%** of your final grade.

Portfolio #3—Media and Culture

This will be a Frame-Case essay analyzing issues in media and culture, using three texts: Neil Postman’s “Television as Teacher” (PDF 421), bell hooks’ “Seeing and Making Culture—Representing the Poor” (Inquiry 482), and Julie O’Reilly’s “The Wonder Woman Precedent: Female (Super) Heroism on Trial” (PDF 442). This Portfolio will be worth **20%** of your Final Grade.

Portfolio #4—Revision of Essay of Your Choice:

For this essay, you will select one of your previous three essays to revise. You must respond to my comments and those of your peers, incorporate necessary revisions/changes, and make the essay stronger. You may bring in a third text from any of the readings we’ve done together, or possibly an outside text (upon instructor approval) to further enhance and complicate the analysis. You will have to **bold** your revisions and include the original draft along with my comments. **This paper MUST be turned in on paper, as well as electronically. This Portfolio will be worth 15% of your Final Grade.**

Frame-Case Journals:

This is a Document you will create in your Spring Turn-In Folder in Google Drive titled: “**Frame-Case Journal—First & Last Name**”. You will use this journal all semester to write Written Responses to each text we read as well as Paragraph Responses to Seminar Discussions. You will also use this document to plan essays, including writing down ideas, connections, and working theses. I will periodically check, comment on and grade this journal throughout the semester.

For each unit you will create a Heading titled **Portfolio #____** in your Google Drive **Frame-Case Journal**, and under each Portfolio heading, you will create **Dated Entries** for each assignment. Point values for each assignment will vary throughout the semester, formulating a final grade when the course reaches its end. It is worth **15%** of your overall Final Grade.

In-Class Assignments

In-Class Assignments include Questions for each text we read to help us understand them and foster good discussion, in-class peer review of theses, body paragraphs, intros and conclusions, short writing assignments (pre-writing, connection summaries, etc.) and occasionally quizzes.

Unpacking Quotes:

Usually, we will begin each day with a quote which we will “unpack” for its deeper meaning. When you enter the class, the quote will be on the projector and you should immediately begin “unpacking” the quote. I will give you a document for how to unpack quotes. You will do this in your Binder using college-ruled paper. For each quote, create a Dated Heading and write down the quote and its author. Paraphrase the quote and include your own thinking on its meaning in at least 3 complete sentences. I will periodically come around to check your “unpacked” quotes for 20pts. We will often briefly discuss the quotes after five minutes.

Annotations of Readings:

For **every** assigned reading, you should annotate the text. This means that you should be marking up the text and/or taking notes in your Binder. There are many ways to do this, and I will provide you with a document to guide you. I will not always check your annotations for a grade, but I will randomly ask to see your annotations, whether you’ve done them on the text itself, or if you’ve written your annotations as notes in your Binder for 20pts each.

Notes:

You should keep detailed notes in your Binder over what we read and what we discuss in class. I will not keep a recorded grade for this, but you should keep a written record of what you’re learning and questions you have. You may use this on the final exam DSA essay.

Participation/Discussion

This category involves three things: 1) Work Ethics: show up, meet deadlines, demonstrate effort, work well with others, keep up with readings; 2) Participate: speak up in class, engage in small group and individual work, ask questions, seek help, advocate for yourself; 3) Discussion: contribute in meaningful ways to class discussions, whether formal or informal, small group or whole class. 100 pts each for a total of 300 points.

Attendance and Punctuality

For you to fully participate in this course you must be present. Explaining to your professor why you missed class does not change the fact that you could not participate. I expect you to attend class every day, unless you are ill or have an emergency. **If you miss more than four classes with unexcused absences FOR ANY REASON, your grade will drop by one-letter grade; for each unexcused absence after that, another letter grade will be deducted.** Three late arrivals will count as an absence. I will check the unexcused absence report in Infinite Campus.

Civility Statement:

Because this class needs to be a participatory community if students are to fulfill their potential for learning, people who disrupt the community by their words or actions will not be tolerated. Rude, sarcastic, obscene, or disrespectful speech and disruptive behavior have a negative impact on everyone's learning. Using cell phones, electronics, text messaging, email, headphones, or any other device that takes your own or others' attention away from class will be considered disruptive behavior. When a person disrupts or disrespects the class and/or its instructor in any of these ways, the course instructor will remove and may withdraw the disruptive person from the class. This policy has the support of the University.

The success of the course is dependent upon students participating in discussions and activities. Refusal to participate in all aspects of the class harms everyone. Failure to do the reading and other assignments on time also hurts everyone. If you are unwilling or unable to constructively

participate in good faith, the course instructor reserves the right to initiate your withdrawal. If the withdrawal period has passed, you will receive an "F" in the course.

Civility, aside from pertaining to the behaviors above, also applies to spoken (i.e. all conversations whether over the phone or in person) and written (i.e. any notes, letters, email, etc.) communications. Civility must be extended at all times to your professor, to other professionals at the college/high school, and to your fellow students; "at all times" refers to the time spent both in and out of the classroom, on campus and off. Failure to adhere to civil communications and behaviors will result in your withdrawal or an "F" for the class.

The professor reserves the right to determine what constitutes disrespectful speech and/or disruptive behavior, and to act accordingly.

Note that the possibility of any negotiations pertaining to unacceptable behaviors and communications is purely at the discretion of the course instructor and is not guaranteed; nor should the offending student believe he/she is entitled to such negotiations.

Laptop/Web-Browsing Device Use:

A laptop, or smart phone, can be a useful helpful tool for note-taking or other course related activities. The professor will initially assume that students are mature and respectful enough to use laptops appropriately in class. If a student is found to be using a laptop, or smart phone, for non-course related activities during class time, she or he will be asked to stop. If the student continues to violate the class policy concerning laptop usage, she or he will be no longer allowed to use the laptop, or smart phone, in class, may be asked to leave the class and/or the instructor may remove the student from the class and the student will receive an "F".

Computer Lab Classroom Rules:

1. You must work on your writing the entire class period. If you finish the assignment, you can still work on your writing. Writing is a process of rewriting. If you receive a perfect score on your assignment, then I will consider letting you work on something else.
2. You may not surf the web, write emails, use your cell phone, or other electronic devices, or disturb other people.
3. If you do not abide by the rules, I will ask you to leave and you will be counted absent. That will be your one warning. After that, you will receive an "F" in the course.

Academic Integrity:

You must carefully document any words or ideas that are not your own. Borrowing others' words or ideas without citing them is considered theft. It is a very serious offense. Serious forms of plagiarism will be reported to the University's Office of Academic Affairs and may result in suspension or expulsion from college. Lesser forms of plagiarism will result in an "F" in the course or on the assignment. Academic dishonesty includes, but is not limited to the following:

- Cheating: Intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
- Fabrication: Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Facilitating academic dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- Plagiarism: Intentionally or knowingly representing the words or ideas of another, as one's own in any academic exercise.

Gmail and Google Drive:

You will use your school Gmail account, OR create your own Gmail account, which will allow you to have email used specifically for this course as well as access to Google Drive, where we will do the majority of our assignments and compositions. All assignments handed in, must be emailed through ONE Gmail account.

In Google Drive, accessed through your Gmail account, you will have access to all documents I hand out in class, including assignment criteria and readings.

You will create a folder for turning in assignments to me titled: “**Per # First & Last Name Spring Turn-in Folder**”. All Journals and various other written assignments will be turned into this folder and shared with me. This allows me to electronically comment on your work; you will be expected to check your work and my comments after I have graded each assignment.

I will go over the procedure for setting up your own Gmail account and walk you through the process of using Google Drive and Google Documents. If you choose to set up a class-specific email, your Gmail account name should be the following:

shsce.firstname.lastname@gmail.com

After you’ve created your new Gmail account, please send me an email telling me who you are at my school email address:

kclark@salidaschools.org

I will contact you through this Gmail account. You are responsible for regularly checking your Gmail and for looking at my comments in Google Drive. Again, I will show you how to do this. All email correspondence must utilize proper email etiquette, including a salutation, proper grammar and punctuation, and sign your name at the conclusion of the email.

Email and Grading Turn Around:

I will respond to emails within 24 hours (except in case of extenuating circumstances).

Grading will usually take no more than two weeks; I will notify you in class when grading has been finished so that you can view your comments in Google Drive. Some papers will also be graded by another teacher at SHS or the Western State Professor teaching the same class.

Controversial Material:

The course contains some controversial material. Students will be expected to intellectually engage with this material. Anyone wishing not to read and/or discuss controversial material should not take the course.

College Course Workload Expectations:

It is expected that students will spend at least two to three hours on out of class work for every hour spent in the classroom.

Institutional Mission:

Western State Colorado University fulfills its statutory mission by promoting intellectual maturity and personal growth in its students and graduates citizens prepared to assume constructive roles in local, national, and global communities. Western helps its students to develop the skills and commitments needed to continue learning for the rest of their lives and strives to elucidate the connections unifying academic domains which have traditionally existed

separately: the sciences, the liberal arts, and professional programs. The College provides students with a solid foundation of skills in written and spoken communication, problem solving, critical thinking, and creativity. Our programs encourage a breadth and depth of knowledge, which will serve as a foundation for a professional career or graduate study, and an appreciation of values appropriate to a liberally educated individual. Western's distinctive character emerges from its unity among academic and professional disciplines, its high standards of scholarship, and its unique environment in the mountains of western Colorado.

This course contributes to Western's mission by instituting high academic standards, helping students to build solid written and communication skills and to improve critical thinking.

Tentative Schedule:

Make sure you have access to the readings in class on their due dates—either electronically or as a hard copy. If you do not have them, you will be counted absent. Make sure that you can access all of your assignments and papers electronically.

The professor reserves the right to alter the calendar.

The Homework column indicates work that is to be done **before** the assigned due date.

Week 1: Jan 9-12, 2017

Date	In Class Topics	Reading/Homework
M: 1/9	Syllabus Frame-Case Handbook—discuss Go over: Syllabus Calendar-meeting days Entries in Frame-Case Journal	Create your Spring Turn-In Folder in Google Drive and share it with me (“E102 Per # First & Last Name Turn-in Folder”) Create a new <u>Folder</u> in the Spring Turn-In Folder called “Frame-Case Journal Last Name” (Due Thursday)
T: 1/10	Frame-Case student example—color coded Types of Questions TBA Concurrent enrollment information	
W: 1/11	TEDtalk Liz Coleman—“A Call to Reinvent Liberal Arts Education” (18:38, https://www.ted.com/talks/liz_coleman_s_call_to_reinvent_liberal_arts_education?language=en) Discuss Coleman	Frame-Case Journal Entry (in your Frame-Case Journal folder) titled: “What is Liberal Arts Education your last name” (due Thursday)
Th: 1/12	Read/Annotate Graff—“Other Voices, Other Rooms” (PDF 337)	Finish reading/ annotating Graff (Due Monday)

Week 2: Jan 16-20, 2017

Date	In Class Topics	Reading/Homework
M: 1/16	Close Read / Discussion of Graff Small Group Questions for Graff Read/Annotate Tannen—“How Male and Female students Use Language Differently” (from <i>Inquiry</i> 368)	Frame-Case Journal Entry: Graff Question Response (Due Tuesday)
T: 1/17		Finish Reading/Annotating Tannen
W: 1/18	Discussion of Tannen (including Close Reading excerpts)	Frame-Case Journal Entry: Tannen Question Response

	Small Group Questions for Tannen Discuss Read/Annotate: Loewen – <i>Lies My Teacher Told Me</i>	(due Thursday) Finish reading and annotating Loewen (Due Monday)
Th: 1/19		

Week 3: Jan 23-27, 2017

Date	In Class Topics	Reading/Homework
M: 1/23	Close Read/discussion of Loewen Small Group Questions for Loewen Discuss Seminar Discussion: Connections among Graff, Loewen, and Tannen	Create a Discussion Question that seeks to make a connection among these three texts (due next class) Frame-Case Journal Entry: Loewen Question Response (due Thursday) Frame-Case Journal Entry: Graff/Loewen/Tannen Seminar Discussion Response (due next class)
T: 1/24	Essay #1 Criteria Sheet Rubric Review Connection Exercise – demo Brainstorming the Essay & Selecting Quotes	Review the Essay Question Options and select the one you feel most confident addressing in your essay (due Thursday)
W: 1/25	Selecting Quotes Confirm Essay Questions and Select Quotes (at least 4 from each text) Begin: Working Thesis and Quote Connections Exercise	Select Quotes from Frame and Case Texts (Due Monday)
Th: 1/26		

Week 4: Jan 30-Feb 2, 2017

Date	In Class Topics	Reading/Homework
M: 1/30	Continue working on: Working Thesis and Quote Connections Exercise Integrating Quotations Review—MLA style Paragraphing Template for Quote Connection 1	Frame-Case Journal Entry: Your Working Thesis (Due Tuesday) Work on Quote Connections Template (due Wednesday)
T: 1/31	Finish Quote Connections 1-4	Finish Quote Connection Template

		<p>(Due Wednesday)</p> <p>*Create a new Document in Spring Turn-In Folder called “Zero Draft 1 Last Name”—Type your Quote connection 1 paragraph</p> <p>(due Thursday)</p>
W: 2/1	Peer Review quote Connection 1 Paragraph Template Paragraphing Template for Quote Connection 2 Peer Review Quote Connection 2 Paragraph Template	In your “Zero Draft 1” Document type your Quote Connection 2 Paragraph <p>(Due Monday)</p>
Th: 2/2		

Week 5: Feb 6 – 10, 2017

Date	In Class Topics	Reading/Homework
M: 2/6	Paragraphing Template for Quote Connection 3 Peer Review Quote Connection 3 Paragraph Template Paragraphing Template for Quote Connection 4 (finish Tuesday if necessary)	<p>In your “Zero Draft 1” Document, type your Quote Connection 3 paragraph</p> <p>(Due Tuesday)</p>
T: 2/7	Finish Peer Review Quote Connection 4 Paragraph Template	<p>In your “Zero Draft 1” Document, type your Quote Connection 4 paragraph</p>
W: 2/8	Draft Introduction/ thesis Peer Review Intros and Thesis Draft Conclusion Peer Review Conclusion MLA Style Review	Add Intro and Thesis to “Zero Draft 1” Add Conclusion to Zero Draft <p><u>Proofread and Print 2 copies of Zero Draft and bring to next class</u></p> <p>(proofread draft in Gdrive due Thursday)</p>
Th: 2/9		Create a new document in Spring Turn-In Folder called “ Second Draft Portfolio 1 Last Name ” <p>(Due Monday)</p>

Week 6: Feb 13-17, 2017

Date	In Class Topics	Reading/Homework
M: 2/13	<p>Peer Review of Zero Draft Portfolio 1-make sure you have two printed copies!</p> <p>Use Rubric</p> <p>Verbally explain your essay/thesis, trade essays, mark up peer’s essay for revision, answer questions on Peer Review sheet, conference with Peers</p>	Type Preface for Second Draft Portfolio 1, Include a brief (2-3 sentence) preface asking for specific feedback from me <p>(Due Wednesday)</p> Finish Second Draft1

	Lib/Lab –Revise for Second Draft Include a brief (2-3 sentence) preface asking for specific feedback from me	(Due Thursday)
T:2/14	Teacher/Student Conferencing (by appointment, at SHS or SMS library)	
W: 2/15	Lib/Lab—Revise for Second Draft Teacher/Student Conferencing (at SHS library)	Watch TEDtalk Alice Dreger (link on website) (Due Monday) Frame-Case Journal Entry: 1 paragraph summary of Dreger, 1 paragraph reflection. Use They Say I Say Template to create thesis statement. (Due Monday)
Th: 2/16	Portfolio 1 due! On paper and electronically with all previous drafts and notes.	Second Draft Portfolio 1 due Today!

Week 7: Feb 20 – 24, 2017

Date	In Class Topics	Reading/Homework
M: 2/20	Portfolio 2 Syllabus Discuss TEDtalk Alice Dreger - —“Is Anatomy Destiny?” Read/Annotate Lorber—“Believing is Seeing: Biology as Ideology” (PDF 726)	Finish reading /Annotating Lorber (due Next Class)
T: 2/21	Close Read/Discussion on Lorber Small Group Questions for Lorber (online)	Frame-Case Journal Entry: Lorber Question Response (Due Thursday)
W: 2/22	Read/Annotate Dworkin & Messner—“Just Do... What? Sports, Bodies, and Gender” (PDF 726)	Finish reading/annotating Dworkin and Messner (Due Monday)
Th: 2/23		

Week 8: Feb 27- Mar 2, 2017

Date	In Class Topics	Reading/Homework
M: 2/27	Close Read/Discussion Dworkin & Messner	Frame-Case Journal Entry: Dworkin and Messner Question Response (due Wednesday)
T:2/28	Small Group Questions for Dworkin & Messner (turned in online)	NA
W: 3/1	Discuss Comments on Essay 1 (Portfolio 1)—Write a 250 word response to my comments and set a goal for your next	250 word response to my comments on Essay 1 (Portfolio 1) and goal(s) for Essay 2 titled:

	essay Read/annotate Kilbourne—"Two Ways a Woman Can Get Hurt" (PDF 489)	"Goals & Response to Portfolio 1 Comments last name" (Due Thursday) Frame-Case Journal Entry: Kilbourne Question Response (Due Monday)
Th: 3/2	Close Read/ Discussion of Kilbourne (online)	See above (due Monday)

Week 9: Mar 6-10, 2017

Date	In Class Topics	Reading/Homework
M:3/6	Small Group Questions for Kilbourne Discuss What is Kilbourne's theoretical Framework	Bring in an Advertisement to analyze in class using Kilbourne's theoretical framework (due Tuesday)
T: 3/7	Analyze Ads using Kilbourne's theoretical Framework Seminar Discussion: Lorber, Dworkin & Messner, and Kilbourne (online)	Create a Discussion Question that seeks to make a connection among these three texts (due next class)
W: 3/8	Review Seminar Discussion: Lorber, Dworkin & Messner, and Kilbourne (online) Discuss Connection Questions (see yesterday's homework) Portfolio #2 Essay Criteria Sheet Connecting exercise Brainstorming the essay Begin selecting Quotes	Frame-Case Journal Entry: Seminar Discussion Response (Due Thursday) Begin selecting quotes from the Frame and Case texts
Th: 3/9	Confirm Essay Question and Select Quotes (at least 4 from each text) Begin: Working Thesis and Quote Connection Exercise	Work on Quote Connections Template Frame-Case Journal Entry: Your Working Thesis (due Monday)

Week 10: Mar 13-17, 2017

Date	In Class Topics	Reading/Homework
M: 3/13	Continue working on: Working Thesis and Quote Connections Exercise	Work on Quote Connections Template
T: 3/14	Finish Quote Connections 1-4	Finish Quote Connections Template (due Wednesday)
W: 3/15	Integrating Quotations Review—MLA style Paragraphing Template for Quote Connection 1 Peer Review Quote Connection 1 Paragraph Template	*Create a new document in Spring Turn-in Folder called "Zero Draft Portfolio 2—Last Name", Type your Quote

	Paragraphing Template for Quote Connection 2 Peer Review Quote Connection 2 Paragraph Template	Connection 1 & 2 Paragraphs (due Monday)
Th: 3/16	Paragraphing Template for Quote Connection 3 Peer Review Quote Connection 3 Paragraph Template	In your “Zero Draft 2” document, type your Quote Connection 3 Paragraph (due Monday)

Week 11: Mar 20-25 (Last week before Spring Break)

Date	In Class Topics	Reading/Homework
M: 3/20	Paragraphing Template for Quote Connection 4 Peer Review Quote Connection 4 Paragraph Template	In your “Zero Draft Portfolio 2” document, type your Quote Connection 4 Paragraph Finish all Quote Connection Paragraphs (due Tuesday)
T: 3/21	Draft Introduction / Thesis Draft Conclusion	Add Intro and Thesis to “Zero Draft 2” Add Conclusion to “Zero Draft 2” <u>Print 2 copies of Zero Draft 2 and bring to next class</u>
W: 3/22	Peer Review of Zero Draft 2 Use Rubric Verbally explain your essay/thesis, trade essays, mark up peer’s essay for revision, answer questions on Peer Review sheet, conference with Peers	Create a new Document in Spring Turn-In Folder called Second Draft 2 Last Name Finish Second Draft 2 Include a brief preface (2-3 sentences) asking for specific feedback
Th: 3/23	Portfolio 3 Syllabus	Finish Second Draft Portfolio 2 (due Sunday 3/29) Watch TEDtalk: Lauren Zalaznick—“The Conscience of Television” Frame-Case Journal Entry: Conscience of Television last name (due Monday)

March 27-30 —**Spring Break**

Week 12: April 3-8, 2017

Date	In Class Topics	Reading/Homework
M: 4/3	Portfolio 3 Syllabus review	Finish reading/annotating Postman

	Discuss TEDtalk: Lauren Zalaznick—“The Conscience of Television” Discuss Read/Annotate: Postman—“Television as Teacher” (PDF 421)	
T: 4/4	Small Group Questions for Postman (online) Discuss (online)	Frame-Case Journal Entry: Postman Question Response (due next class)
W: 4/5	Close Read/Discussion of Postman Read/Annotate hooks—“Seeing and Making Culture” (482) Close Read/Discussion of hooks	Finish Reading/Annotating hooks (due Wednesday) Frame-Case Journal Entry: hooks Question Response (Due Friday)
Th: 4/6	Small Group Questions for hooks (online or in person) Discuss (online)	Read/Annotate O’Reilly—“The Wonder Woman Precedent” (PDF 442) (Due Monday)

Week 13: Apr 10-14, 2017

Date	In Class Topics	Reading/Homework
M: 4/10	Close Read/Discussion of O’Reilly Small Group Questions for O’Reilly	Frame-Case Journal Entry: O’Reilly Question Response
T: 4/11	<i>Buffy the Vampire Slayer?</i> Review each other’s discussion questions	Create a Discussion Question that seeks to make a connection among the three texts (due next class)
W: 4/12	Seminar Discussion: make connections among the three texts Portfolio Essay #3 Criteria Sheet Rubric Review Connection Exercise Brainstorming the essay—begin thinking of a “test case” you could use, if you choose this kind of essay option	Frame-Case Journal Entry: Seminar Discussion Response Review the Essay Question options and select the one you feel most confident addressing in your essay
Th: 4/13	Begin Working Thesis and Quote Connections Exercise	Frame Case Journal Entry: Your Working Thesis (due Monday)

Week 14: Apr 17-21, 2017

Date	In Class Topics	Reading/Homework
M: 4/17	Continue working on Working Thesis and Quote	Work on Quote Connection

	Connections Exercise	Exercise
T: 4/18	Continue working on Working Thesis and Quote Connections Exercise Paragraphing Template for Quote Connection 1 Peer Review quote Connection 1 Paragraph Template	Finish Quote Connection Template *Create a new document in Spring Turn-In Folder called "Zero Draft 3 Last Name" (due Wednesday)
W: 4/19	Paragraphing Template for Quote Connection 2 Peer Review quote Connection 2 Paragraph Template Paragraphing Template for Quote Connection 3 Peer Review quote Connection 3 Paragraph Template	In "Zero Draft 3", type your Quote Connection Paragraphs 1 & 2
Th: 4/20		In "Zero Draft 3", type your Quote Connections Paragraph 3 (Due Tuesday)

Week 15: Apr 24-28, 2017

Date	In Class Topics	Reading/Homework
M: 4/24	Paragraphing Template for Quote Connection 4 Peer Review quote Connection 4 Paragraph Template (if necessary)	In "Zero Draft 3", type your Quote Connection 4 Paragraph Finish all body paragraphs (due Tuesday)
T: 4/25	Draft Intro/Thesis Draft Conclusion	Add Intro and Thesis to "Zero Draft 3" Add Conclusion to "Zero Draft 3" <u>Print two copies of Zero Draft 3 and bring to next class</u>
W: 4/26	Peer Review of Zero Draft 3 – make sure you bring 2 printed copies Verbally explain your essay/thesis, trade essays, mark up peer's essay for revision, answer questions on Peer Review Sheet, conference with peers	Create a new Document in Spring Turn-In Folder called Second Draft 3 Last Name Work on Second Draft 3
Th: 4/27	Revise for Second/Final Draft 3	Finish Second/Final Draft 3 (Portfolio 3 Essay due Monday) *Create a new document in your Spring Turn-In Folder called "Final Draft 4 First Name Last Name" (due Monday 5/1)

Week 16: May 1-5, 2017

Date	In Class Topics	Reading/Homework
M: 5/1	Portfolio 3 due!! (Final draft 3, etc.)	Bring in a copy of the essay you

	Portfolio 4—Essay Revision Syllabus Choose Essay to Revise -Work on Revision	want to revise with my comments and your peers' comments (due next class) Read/Annotate “The Smurfette Principle” by Katha Pollitt (PDF 544) (due Monday 5/8)
T: 5/2	Conference with Peers-get comments from peers and teacher	Work on revising your chosen essay (Final Draft due Thursday) Bring a printed copy of your Portfolio 4 Essay Revision to class on Thursday.
W: 5/3	Portfolio 4 Essay Conference with Teacher – make sure you have a printed copy of your essay #4 in class Revise	Work on revising your chosen essay (due Thursday)
Th: 5/5	Portfolio 4 Essay Revision Due! Portfolio 4 Essay due (electronically and on paper) with all past versions	Bring two printed copies of your Portfolio 4 Essay Revision to class (Due Today)

Week 17: May 8-12, 2017

Date	In Class Topics	Reading/Homework
M: 5/8	Portfolio 4 Essay: Each read paragraph you're proud of from your revision. Read/Annotate: “The Smurfette Principle” by Katha Pollitt (PDF 544) Close Read/Discussion of Pollitt (online) Read/Annotate” “Multicultural Barbie” by Anne DuCille (857)	Finish reading/annotating DuCille
T: 5/9	Close Read/Discussion of DuCille (online) Read/Annotate: “White Privilege” by Peggy McIntosh (536)	Finish reading/Annotating McIntosh (due Wednesday)
W: 5/10	Close Read/discussion of McIntosh Connect Pollitt, DuCille, and McIntosh	Frame/Case Journal Entry: comparisons/similarities between DuCille, Pollitt, and McIntosh (due Monday) Bring all past and present assignments and textbook to class

		(Due Monday)
Th: 5/11		

Week 18: May 15-19, 2017

Date	In Class Topics	Reading/Homework
M: 5/15	Class Review/Discussion Bring all past and present assignments and textbook to class	
T: 5/16		
W: 5/17		
Th: 5/18		

Week 19: May 22-26, 2017

Date	In Class Topics	Reading/Homework
M: 4/22		
T: 4/23		
W: 4/24		
Th: 4/25		