ENG 0701: Intro to Academic Discourse

## Section XXX, Fall 2016

Days, time and location: [syllabus authors add content here]

Instructor name, preferred title and e-mail: [syllabus authors add content here]

Office location and office hours: [syllabus authors add content here]

# Course Description:

ENG 0701 develops the reading skills, writing skills, and self-awareness that students need in order to understand and participate in academic discourse. Academic discourse is the system of institutions, scholars, texts, and arguments that creates, shapes, and perpetuates knowledge in the university.

* Challenging course readings and frequent class discussion help students strengthen critical reading skills.
* A portfolio of four major writing assignments, as well as a variety of smaller, in-class and take-home assignments, help students participate in academic discourse.
* Direct classroom instruction on rhetoric, grammar, and citation style help students employ academic evidence and form correctly.
* Peer feedback, required multiple drafts, and self-reflective writing assignments help students understand the writing process and set goals for future improvement.
* Small class sizes, a minimum of three one-on-one conferences with the instructor, and frequent consultation in office hours and via e-mail offer students intensive, individualized support.
* All major writing assignments in ENG 0701 follow the First-Year Writing Program’s assignment guidelines.
* A trained committee of First-Year Writing faculty reviews ENG 0701 portfolios, according to the First-Year Writing Program’s portfolio standards.

# Course Theme:

All ENG 0701 sections focus on a specific theme (or up to three related themes). Readings and writing assignments always reflect the theme(s). This section’s theme uses the textbook, Academic Writing, Real World Topics, by Michael Rectenwald and Lisa Carl. Our focus is on Writing in Contexts: Digital Culture, Global Culture, Economic Culture. Over the semester we will consider how the activity of learning about ideas fits into various areas of cultural practice. This approach enables us to work, think, and write about several academic disciplines.

# Required Course Materials:

1. Michael Rectenwald & Lisa Carl, *Academic Writing, Real World Topics*, Ontario: Broadview Press, 2015. (AW) ISBN: 978-1-554-81246-2. List price: $59.95
2. *A Pocket Style Manual, 2016 MLA Update Edition*. ISBN: 978-1-319-08352-6. List price: $32.99. **Only the 2016 edition is acceptable.**
3. Course readings posted to the online Blackboard site. These ***must*** be printed for class; see (5) below.
4. Daily access to a computer with a reliable Internet connection and up-to-date [Microsoft Word](https://computerservices.temple.edu/office-365), [Firefox](https://www.mozilla.org/en-US/firefox/new/) and [Adobe Reader](http://get.adobe.com/reader/) software. See “University Resources—Download Free Software” on page 5 to update a personal computer. **All Temple public computers are adequate for this course**.
5. A printer, and/or consistent access to a Temple-owned printer. Your maximum printing needs for the semester will be less than 400 pages, or $32 at Temple’s $0.08/page rate.
6. Temple.edu e-mail address. For legal reasons, instructors cannot write to students except at a temple.edu address.
7. An 8 ½ by 11-inch notebook and pens, to be brought to every class.

# Components of the Semester Grade:

1. Final portfolio of four polished writing assignments and all drafts [60%].
   1. I will read the first three essays in full, and will provide written feedback on those drafts so you can revise them for the final portfolio.
   2. The 4th essay will not receive written feedback; instead, you will receive verbal feedback in class.
2. Revision Process [30%]
   1. Peer Review Workshops: All four essays will go through peer review workshops to get feedback from your peers and to ensure that you’re practicing critical reading and writing skills in responding to each other. Each of our three main peer review sessions will be worth 5%, and they’re marked clearly in the course schedule (for a total of 15%). If you miss one of those main peer review sessions, you receive a 0 for that 5%. Peer review must be done in person in class, and as such it cannot be made up if you are absent. If you do not bring three copies of your own draft to class, you will not be eligible to stay for workshop and you will be marked absent and will get a 0 for that 5%.
   2. First draft grades: Your first three papers will receive in-process grades worth 5% each (for a total of 15%).
3. Shorter Assignments and Class Participation [10%]
   1. In-class Writing Assignments, Quizzes, and/or Homework Assignments: these will be part of every day of class and cannot be made up or sent in if you are absent.
   2. Class Participation. “Class participation” includes being prepared for class every day, consistently joining discussion, and listening respectfully to others.

# Portfolio and Grading Policies:

1. Students must receive a grade of **C-** (= 70 points out of 100, i.e. C-minus) or better as a final grade to go on to ENG 0802. D+ and below will force you to retake ENG 0701. Students must also receive a **C-** (= 70) or better **on the final portfolio** to go on to ENG 0802. However, a passing portfolio grade does not guarantee a passing course grade.
2. An incomplete portfolio, or a portfolio that includes academic honesty violations, will always receive an **F** (= 0). A portfolio without any rough drafts may also receive an **F** (= 0).
3. Students will receive a Midterm Progress Report at or before the eighth week of the semester, indicating any areas that need immediate improvement.
4. “Incomplete” semester grades will not be granted except under extraordinary circumstances. Students must normally meet the stated portfolio deadline. **The portfolio deadline for this section is XXXXXXXX.** [syllabus authors add content here]

# Classroom Policies:

1. Attendance is required. Students must be present at every regular class meeting. Any student with at least two (2) absences will receive a warning letter, and a copy of that letter will be filed with the First-Year Writing Program. A student with four (4) or more absences can receive an **F** for the semester.
2. Punctuality is required. Repeated lateness will result in a penalty to the class participation grade, at the instructor’s discretion.
3. Conferences are required. Students have a minimum of three scheduled, one-on-one meetings with the instructor to discuss specific assignments. Missing these appointments, or arriving unprepared, counts as an absence.
4. Peer review is required. For all major assignments, students read and comment on peers’ work. Arriving unprepared for peer review, and/or missing peer review means zero credit for that activity. Missing peer review is also an absence.
5. Basic computer competence is required. Students are solely responsible for accessing course materials, and using word-processing and other software successfully.
6. Laptops, phones, and other electronic devices must never interrupt class. If your devices distract you or others, your class participation grade will be penalized at the instructor’s discretion.
7. Civil behavior is expected at all times. Uncivil or disruptive behavior will incur a warning letter, and a copy of that letter will be filed with the First-Year Writing Program. Penalties against the final grade for subsequent violations will be at the instructor’s discretion, up to and including failure of the course. Campus police will be contacted any time the instructor deems it appropriate.
8. All students are always encouraged to ask questions in office hours or via e-mail. The instructor’s office location and office hours are on the first page of this syllabus. However, many students prefer to e-mail, especially for short questions. E-mails received Monday through Thursday while classes are being held will be answered within 48 hours.

# University Policies

## Academic Honesty

This course includes extensive consideration of many issues pertaining to academic honesty. We will discuss the meaning of the word “plagiarism,” in particular, as well as the rules professors and universities in the United States require their students to follow. Ultimately, however, you alone are responsible for understanding (1) Temple’s policies on academic honesty and (2) the definition of plagiarism. See the following Web address for details:

<http://www.temple.edu/bulletin/Responsibilities_rights/responsibilities/responsibilities.shtm#honesty>

Penalties for academic dishonesty of any kind can include failure of the assignment or failure of the course. The penalty for plagiarism will be failure of the course in all cases. Moreover, all instances of academic dishonesty will be reported to the First-Year Writing Program. In serious cases, Temple’s Disciplinary Committee will also be asked to investigate the matter.

### Temple University Statement on Accommodations for Disabilities

This course is open to all students who meet the academic requirements for participation. Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Such students should also contact Disability Resources and Services at 215-204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

Accommodation for a documented disability is a right under Federal law. Instructors never discuss a student’s disability with other students, and only consult other Temple University faculty and staff at need.

Further information is available at <http://disabilityresources.temple.edu/>

### Temple University Statement on Academic Freedom

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy #03.70.02), that can be accessed through the following link:

<http://policies.temple.edu>.

# University Resources

### University Writing Center

Tuttleman 201 (12th and Montgomery). Tutoring for any writing project on weekdays, evenings, and Saturdays.

To make an appointment for an in-person visit, go to <http://www.temple.edu/wc>, or call (215) 204-0700. Limited e-mail tutoring services are also available; see website for details.

### Help Desk: TECH Center 106 (11th and Montgomery) Assistance with software, hardware and connectivity issues.

Drop in, call (215) 204-8000, or make a request online: <https://computerservices.temple.edu/#request-help>.

### Computer Recycling Center:

Pearson 152 (Broad and Montgomery)

Purchase used computers, monitors, printers, and miscellaneous equipment at nominal prices. Only [Diamond Dollars](http://www.temple.edu/diamonddollars/) are accepted as payment.

See website for inventory: <https://atlas.ocis.temple.edu/crc_dev/new/webstore/default.asp>

## Free and Low-Cost Software

Microsoft Office 2016 is available as a free download for TU students only. Enter your TUID and password at this site: <https://computerservices.temple.edu/office-365>.

[Firefox](https://www.mozilla.org/en-US/firefox/new/) is the recommended browser for Blackboard. Anyone can download it free: <https://www.mozilla.org/en-US/firefox/new/>

[Adobe Reader](http://get.adobe.com/reader/) is necessary to open .pdf files. Anyone can download it free: <http://get.adobe.com/reader/>].

Symantec Antivirus is available on CD-ROM for TU students only, for $8. Go to the Help Desk to purchase (TECH Center 106; 12th and Montgomery). Only [Diamond Dollars](http://www.temple.edu/diamonddollars/) are accepted as payment.

## Course Schedule

Please note:

1. Reading assignments are listed for the day they will be discussed in class.
2. All students must bring relevant textbooks, and/or a printed copy of readings posted to Blackboard, to each class, along with a notebook and pens.
3. This schedule is subject to change. Your instructor will notify you of any changes in e-mail, on Blackboard, and (if possible) in class.

**COURSE SCHEDULE FOR**

Michael Rectenwald & Lisa Carl, Academic Writing, Real World Topics, Ontario: Broadview Press, 2015. (AW)

**WEEK ONE: Introduction to Analytical Reading and Writing**

**M:** Introductions and discussion of syllabus, policies, and course expectations.

*For next class: Read AW pp. 23 – 35, Covering Introduction, Topics, and Academic Writing as Contributing to a Conversation. Discussion board: What types of formal and informal writing have you undertaken and/or do regularly?*

**W:** Introduction to the textbook, discussion boards, and specific assignments. What will we be writing about and why?

*For next class: Read AW 35-59: Writing with an Academic Purpose; Academic Disciplines. Discussion Board – See AW p. 34 –“perhaps you have become unconscious of your [writing] process.” What is your “process” for writing, and how does one become more conscious, aware, intentional, and focused?*

**WEEK TWO: Expectations in ENG 701**

**M :** Labor Day Holiday; No Class

**W :** Syllabus Quiz is deployed (online or on paper)**.** Discuss Readings**.** DiscussDiscussion Board. Review Portfolio Goals and Grading.

REVIEW Essay Assignment #4 on Metacognition; view videos in class:

Josh Walker, “Brief Intro to Metacognition” (1:40 mins)

The Slacker Society ponders the role of thought in society. (4:36 mins)

An interview with Dr. Saundra McGuire at LSU – “Think About Thinking - It's Metacognition!”

(4:37 mins) LSU Center for Academic Success

*For next class read: AW 60-73 – Parts of the Academic Essay. Discussion Board: What academic disciplines interest you and why? Include consideration of the approach or perspective* *of the discipline/s.*

**WEEK THREE: Understanding the Academic Essay**

**M :** Discuss readings and share journals. Possible reading quiz.

*For next class: Read AW 73-84, on Major Types of Academic Essays. Also Read: Bb Plagiarism File. For Discussion Board: In what ways is plagiarism bad?*

**W :** Discuss reading and share journals. Discuss Plagiarism. Possible reading quiz.

*For next class: Read Part II, Real World Topics, Chapter 1,pp 99-106, and Nicholas Carr, “Is Google Making Us Stupid?” 110-119. For Discussion Board, address the queries on p.110: “As You Read.”*

**WEEK FOUR: Starting Essay 1**

**M :** We discuss the course reading and strategies for starting and writing Essay 1. Go over Workshop Expectations.

*For next class: you will need 3 copies of your draft Essay 1.*

**W :** Peer Review Workshop for Paper One. Sign up for first round of conferences.

**WEEK FIVE: First Round of Conferences**

*Revise Paper One and bring revision to your Conference.*

**M :** Individual Conferences with Instructor.

**W :** What is revision of an essay? Techniques for revising: rewriting, correcting, refocusing. Does “re-vision” mean to “re-see?”

*For next class: Write Discussion Board entry about your experience of writing Paper One – what are the challenges for you as a writer and reader? Read AW pp 143-150 Gary Small and Gigi Vorgan, “Meet your iBrain: How Technology Changes The Way We Think.”*

**WEEK SIX: Critical Approaches and Critical Analysis; Applying readings, Applying ideas**

**M :** Discuss reading – How does technology change the way we learn?

DEADLINE: Turn in Paper One for instructor comments.

*For next class: Read AW pp. 151-172, Mark Blythe and Paul Cairns, “Critical Methods and User Generated Content: The iPhone on YouTube.”*

**W :** Discuss reading How are critical theories deployed in academic writing? Possible reading quiz.

*For next class: Discussion Board – See pp.99-100, paragraph 3 – using lateral thinking, map out some of the connections being suggested here. How could the printing press influence all of these outcomes? How could the Internet similarly have such impact in social, educational, cultural, and political realms? And what sort of thinking are we using to figure those things out?*

*Reading for next class: Chapter 6: “Surviving Economic Crisis and The Future,” pp.509-518. Take notes on the various positions being presented and mentioned.*

**WEEK SEVEN: Begin work on Essay 2**

**M :**  Discuss readings – Where is there agreement and discord on this topic? Possible reading quiz.

*For next class: Read: Anne Sibert, ‘Why Did the Bankers Behave So Badly?” pp 522-7, and UNEP, Forward and Introduction to Towards a Green Economy, pp 584-595.*

**W :** Discuss readings – How do we make a synthesis grid using these 2 arguments? In class we will map the main areas of agreement and disagreement in a chart that can be used for drafting an essay. Possible reading quiz.

*For next class Read: Peter J. Wallison, “Not a Failure of Capitalism – A Failure of Government” pp 546-63,*

**WEEK EIGHT: Workshop for Paper Two**

**M:**  Discuss readings and figure out, based on previous in-class work: How to construct a synthesis grid using Wallison’s essay and either Sibert or UNEP, to prepare for writing Essay 2.

*For next class: Continue work on Paper Two. Prepare three copies of a draft for workshop.*

**W:** Peer Review Workshop for Paper Two. Progress Reports Issued. Sign up for second round of conferences.

*For next class: Work on revising Paper Two and bring revision to Conference. Also, write a response to your Progress Report and bring it to Conference. Discussion Board for Week 9: What were the specific challenges of writing a draft of Essay 2? Why do you think these were challenging?*

**WEEK NINE: Second Round of Conferences*;***

**M :** No Class. Individual Conferences for Paper Two.

*For next class: Read pdf online: excerpt from The Brain That Changes Itself: Stories of Personal Triumph from the Frontiers of Brain Science* by Norman Doidge, MD, (Viking 2007).

**W** : Discuss readings – Placing English 701 and Metacognition Research in Context.

Possible reading quiz. Turn in Paper Two for instructor comments.

*For next class:* *Read Benjamin R. Barber, “Jihad vs. McWorld,”Political Science, p 392-400.*

**WEEK TEN: Readings in Globalization: Understanding Economic, Political, Cultural, and Educational Contexts.**

**M :** Discuss readings. Possible reading quiz.

*For next class: Read Bryant Simon, “Global Brands Contend with Appreciation for the Local,” American Studies pp 367-371.*

**W :** Discuss how we can write about these readings so far.

*For next class: Read George Ritzer, “An Introduction to McDonaldization.” (2008) Sociology PP 372-91 and Kwame Anthony Appiah, “Cosmopolitan Contamination.” (2006) Philosophy and African Studies – Prepare individual question for each 417-426.*

**WEEK ELEVEN: Workshop for Paper Three**

**M :** Discuss readings. Start working on Essay 3 in class. What does it mean to survey or give an overview of a debate? How do we write about these arguments?

**W :** Peer Review Workshop for Paper Three. Sign up for third round of conferences.

*Discussion Board - reading on Blackboard, Proust and the Squid, Maryanne Wolf, Chapters 1 & 2. How does her investigation into the uniqueness of the human “reading brain” impact the way you now view the act of reading?*

**WEEK TWELVE: 3rd Round of Conferences; Revising**

**M :** Individual Conferences with Instructor.

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**W :** Revising with a focus on Introductions and Conclusions. Discussion of *Proust and The Squid.* Starting Essay 4 -Writing on Metacognition

**WEEK THIRTEEN: Fall Break and Thanksgiving**

**M : Fall Break**

**W : Thanksgiving Break**

**WEEK FOURTEEN: Editing and Improving our Writing**

**M**: In-class editing workshop: Correct Citation. Additional work on Essay 4.

**W:** In-class editing workshop: Punctuation, Grammar, Clarity.

**WEEK FIFTEEN: Applying the Lessons of Metacognition**

**M** : Peer Review Workshop Reflection Essay – Metacognition.Review of Portfolio Standards.

*For next class: Prepare Final Portfolio*

**W:** Preparing the Final Portfolio**.**

**WEEK SIXTEEN**

M – FINAL DAY OF CLASSES FOR FALL 2016 TERM. Turn in Final Portfolio in class at the very beginning of our class meeting. Late Final Portfolios will not be accepted and will lead to a failing grade in the course.

## Paper Assignments

**701 ESSAY ASSIGNMENTS** for *Academic Writing, Real World Topics*, ed. Michael Rectenwald & Lisa Carl, Broadview, 2015, (AW).

ASSIGNMENT #1 EVALUATING AN ARGUMENT

TASK:  How effective and relevant is the argument made by Nicholas Carr in the essay “Is Google Making Us Stupid?” for you as a college freshman seeking to understand and define yourself as a reader and scholar in 2016?

METHOD: This assignment requires you to use the skills of summary and analysis. You will need to cite correctly the one essay you are required to use as a source in this paper.

How do the various authors quoted by Carr sum up reading and its importance?

What parts of the article help you to develop your stance for this paper?

You can include material that is very helpful and less so, and you can include why you made these determinations. Your thesis might reflect how you now value reading in the context of college work, for example. And when drafting a concluding section, consider the implications of your entire discussion.

What should we take away from your assessment that contributes to the discussion of how we function as scholars in 2016 (an era of internet, quick access to information, information overload, skimming, etc.)?

RATIONALE: We covered, in the “Argument” section of our textbook (p. 81), how academic writing is frequently a “compound” enterprise that relies on summary and analysis, as well as on evidence-supported argument. This essay asks you to demonstrate those skills.

The following SKILLS should appear in your work: directly pointing to the course text in making your claims, using the course text to support your argument, and clear summary,

Does the first person fit into this assignment? Your individual perspective does figure in this assignment, so you could use the first person at some point, or to make a point. But it is not meant to be an essay driven by personal experience or anecdote. Instead you are asked mainly to relay information that the source text contains, and to use this as evidence and support in your paper.

REQUIREMENTS: Minimum of 3 pages. Double-spaced; Times New Roman 12 or similar font; paginated; with a title, your name and course info on the first page.

DEADLINES:

1st draft due:

2nd draft due (with substantial revisions, as required of all work in ENG 701):

ASSIGNMENT #2 USING TEXTS AS THE BASIS FOR ANALYSIS

TASK: You will use 2 course texts to construct an essay in which you use the ideas and argument of one text to consider the argument of another piece of writing. Your aim is to develop a stance on the relationship of the 2 arguments being made in these texts.

METHOD: Using two of the class readings listed below, construct an essay in which you use the argument of either Sibert or UNEP to assess the argument about the causes of the economic crisis of 2008 by Wallison. You are expected to identify the main arguments, supporting ideas, and overall purpose for each writer. You may refer to the each author’s conveyed purpose, tone, evidence, language, and/or intended audience, as these are tools for developing as overall stance in which you discuss the relationship of these texts. Your essay should also highlight where you see emphasis, agreement, and disagreement.

RATIONALE: The aim in this assignment is to develop a statement on the relationship between these texts and what each presents. You are being asked to use one text to assess the arguments of another. Rather than the previous essay assignment’s emphasis on your individual interpretation of an argument, this essay requires you to carefully use textual material to devise a statement on the relationship between two distinct academic arguments. You are using textual material to discuss textual material.

TEXTS*:*

MUSTUSE*:* Peter J. Wallison, *“*Not a Failure of Capitalism – A Failure of Government,”pp 546-63,

EITHER*:* Anne Sibert,“Why Did the Bankers Behave So Badly?”pp 522-7 or

UNEP,Forward and Introduction to Towards a Green Economy*,* pp 584-595*.*

You are asked to demonstrate these SKILLS in your work: direct reference to the sources, summary of their arguments, and clear presentation of how these writers approach a single topic (the roots of the 2008 economic crisis) in very different ways.

REQUIREMENTS – Min. 5 pages, not including your Works Cited list. Double-spaced; Times New Roman 12 or similar font; paginated; with a title, your name and course info on the first page.

DEADLINES

Draft #1

Draft #2 (showing substantial revisions):

ASSIGNMENT #3 OVERVIEW OF A DEBATE

TASK: Citing 4 course texts directly, develop an overarching statement on our course theme of “Living in a Global Culture.” This paper is entirely about the arguments presented in our course texts, and does not ask for your opinion or stance. Your aim is to represent the perspectives and arguments represented by these 4 course texts, and to develop a thesis statement in which you provide thoughtful context for how to understand this debate, its importance, implications, exigencies, and impact.

TEXTS:

Bryant Simon, “Global Brands Contend with Appreciation for the Local.” (2010) American

Studies

George Ritzer, “An Introduction to McDonaldization.” (2008) Sociology

Benjamin R. Barber, “Jihad vs. McWorld.” (1996) Political Science

Kwame Anthony Appiah, “Cosmopolitan Contamination.” (2006) Philosophy and

African Studies

METHOD: You will need to indicate in your paper where the divisions on this topic are located, and where there is agreement. Your paper should convey clearly who is saying what about this conflicted topic. You may take time to indicate how these varied texts nonetheless connect to a central point, issue, or question. You will need to identify an overarching theme or concern that connects these texts, in order to develop a workable thesis or stance. And in your concluding section, give consideration to what we as scholars should take away from this debate.

RATIONALE: In this assignment you are asked to demonstrate significant, in-depth knowledge of the course theme based on your reading.  The assignment builds on earlier skills, requiring you to consider academic arguments within the context of other academic arguments, and to convey the relationship of those arguments or stances on a subject. You will also develop a thesis that enables you to make an overarching statement about this debate.

USE OF 1ST PERSON: Your personal opinion is not a part of this assignment. This essay asks you to demonstrate informed insight on an issue, based on and grounded in academic readings.

IMPORTANT: You are not taking a side; rather you are conveying what the sides are, and, to the best of your ability, why?

SKILLS: Your argument will be the result of critical analysis, reflection, and assessment of textual sources.

REQUIREMENTS: Aim for a minimum of 7 pages, double-spaced, using Times New Roman 12 or similar font. Plan to add a Works Cited section at the end, using MLA format (is not part of page total). Use 4 sources from the ones assigned for this paper.

DEADLINES:

DRAFT 1 IS DUE:

DRAFT 2 IS DUE

ASSIGNMENT #4: THE METACOGNITIVE ESSAY

In *Proust and The Squid: The Story and Science of The Reading Brain*, Maryanne Wolf writes:

By taking a meta-view of this entire history, we can see that what promotes the development of intellectual thought in human history is not the first alphabet or even the best iteration of an alphabet but writing itself. As the twentieth-century Russian psychologist Lev Vygotsky said, the act of putting spoken words and unspoken thoughts into written words releases, and in the process, changes the thoughts themselves. As humans learned to use written language more and more precisely to convey their thoughts, their capacity for abstract thoughts and novel ideas accelerated. (65-6)

TASK: Pointing directly to your experience of writing multiple drafts of Assignments 1, 2, and 3, devise an overarching statement on the writing skills/practices you have developed in the course, using also what you have come to understand about the role of metacognition in learning these skills and practices. This assignment is a metacognitive analysis of your own work this semester.

TEXTS: You may refer to any course texts we read, to any material from the Blackboard documents file on metacognition, and to your own multiple drafts of 701 course assignments.

METHOD: Aim to convey clearly one or more important insights on some specific writing skill/practice that you were able to develop in this course. Use examples from your own writing, from your drafts of assignments, and explain your examples. Use ideas and concepts you have learned about metacognition.

RATIONALE: This assignment asks you to communicate and demonstrate awareness of the ways that your writing has developed from a high-school level to a college level, and how you have changed and developed as a learner. You might make a case in some detail of the ways in which you feel you are now more able and accountable for learning and retaining the writing skills that will enable you to undertake future, substantial work.

USE OF 1ST PERSON: This assignment invites you to use the 1st-person perspective to write about your own development, your own writing achievements and challenges, and your individual insights about metacognition as a subject and a process. This assignment will benefit from demonstrating that it is highly specific to your experiences as a learner.

SKILLS: This assignment asks you to demonstrate comprehension of the concepts of metacognition and the ability to apply those to your own experiences. You are also asked to utilize examples from your own work with clarity, and to write at a level that indicates that you can contribute to intelligent academic discourse.

REQUIREMENTS: Min. 2 pages, double-spaced, Times New Roman 12 or similar font. Add a Works Cited section at the end, using MLA format for any cited sources (not part of page total).

DEADLINES:

DRAFT 1 IS DUE:

DRAFT 2 IS DUE