English 108 Sections: 005, 006, 011

Spring 2023

Meeting Times and Location:
Section 005: Tues & Thurs 9:30-10:45 Phys-Atmos Sci Rm 312
Section 006: Tues & Thurs 11:00-12:15 Phys-Atmos Sci Rm 412
Section 011: Tues & Thurs: 12:30-1:45 Phys-Atmos Sci Rm 304

Website: https://d2l.arizona.edu/d2l/home/1251541
Instructor: Nick Halsey (call me Nick, Mr. Halsey, Teacher, Mister, Sir, or whatever you prefer)
nhalsey@arizona.edu

Office Hours: ML Rm 340 Tues 3:00-4:00PM; Thurs 2:30-4:30PM & other times by appointment
Note: If you plan to come during normal office hours, do not schedule an appointment, just drop in!

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Land Acknowledgement

We respectfully acknowledge the University of Arizona is on the land and territories of Indigenous peoples. Today, Arizona is home to 22 federally recognized tribes, with Tucson being home to the O'odham and the Yaqui. Committed to diversity and inclusion, the University strives to build sustainable relationships with sovereign Native Nations and Indigenous communities through education offerings, partnerships, and community service.

Course Information

Course Description

English 101/107 familiarizes students with the social and situated nature of writing--that is, with the ways in which writing is tied to purpose, audience/community, and topic/content. As such, there is a heavy emphasis on community, genre, and rhetorical situation. Through informal and formal writing, students will write in several genres, analyzing how purpose, audience, and context shape research, strategies for organization, and language usage, components that will be developed further in the second semester class. In addition, the course introduces practices of research inquiry in writing. Reflection on students' writing is also formally built into the entire course, culminating in a final portfolio.

English 106, 107, and 108 are designed specifically for students writing in English as an additional language. Some features of these courses

- Addressing language-related concerns in class and through individualized feedback as needed
- Beginning with the assumption that not all students will be familiar with certain U.S. educational practices, genres, popular cultural references, etc.
- Drawing on students' multilingual resources to support writing and language development.

Course Goals and Objectives (Student Learning Outcomes- SLOs)

Goal 1: Rhetorical Awareness
Learn strategies for analyzing the audiences, purposes, and contexts of texts in order to strengthen reading and writing.
- 1D. Explain how and why a text's audiences, purposes, and contexts influence rhetorical options.
- 1E. Adapt composing practices (including rhetorical choices) to a variety of audiences, purposes, and contexts.

Goal 2: Critical Thinking and Composing
Use reading and writing for research, problem solving, critical thinking, action, and participation within and across different communities.
- 2C. Use a variety of research methods, including primary and/or secondary research, for purposes of inquiry.
- 2D. evaluate the quality, appropriateness, and credibility of sources.
- 2E. Synthesize research findings to develop arguments.
- 2F. compose persuasive researched arguments for various audiences and purposes, and in multiple modalities.

Goal 3: Conventions
Understand how purpose, audience, and context relate to genre conventions such as structure, style, design, usage, mechanics, and citation practices.

- 3C. Explain why genre conventions for structure, paragraphing, tone, and mechanics vary within and across genres.
- 3D. Identify and effectively use variations in genre conventions within and/or across genres, including formats and/or design features.
- 3E. demonstrate familiarity with the concepts of intellectual property (such as fair use and copyright) that motivate documentation conventions.

Goal 4: Revision

Understand composing processes as flexible and collaborative, drawing upon multiple strategies.
- 4E. evaluate and act on peer and instructor feedback to revise their texts.

Goal 5: Reflection

Use meaningful, ongoing reflection to inform writing processes, foster the development of a writing identity, and think ahead to future writing situations.
- 5A. Narrate their processes and progress as writers throughout Foundations Writing courses.
- 5B. Recognize and articulate how their values, goals, and/or circumstances inform their choices as writers
- 5C. Assess how writing experiences and artifacts might influence future writing situations.

Required Course Materials

Textbooks

The required course textbooks are delivered digitally via D2L through the Inclusive Access program and they cost $100.42. Note that these are the same textbooks as those required for English 107. If you took English 107 at our university within the past two years, you should already have access to these textbooks and you will not have to purchase them again!
- *St. Martin's Handbook for University of Arizona*. Bedford/St.Martin's (Unlimited license)
- Kelli Lycke, Pete Figler, & D.R. Ransdell. *Students' Guide to Foundations Writing*, 41st ed. (2 year license)

Please access these required textbooks in D2L on the first day of class. For instructions and troubleshooting on how to access/use these textbooks, please review this support document. If you have any problems, let your instructor know immediately. You automatically have access to the course materials FREE through
- 16 week courses: 1/24/2023

Although these textbooks are required, you have the right to opt out of purchasing them; you may also seek to source them independently. The deadline to opt-out for courses beginning Jan 11 is 9:00pm MST, 1/24/2023.

If you do not opt out and choose to keep the access, your bursar's account will be charged. Please refer to the Inclusive Access FAQs for additional information.

Textbook Statement

Some textbooks used in the University of Arizona Writing Program (UAWP) are authored by instructors in the program or by the program as a whole. The UAWP requires that all sections of ENGL101, ENGL101A, ENGL102,

ENGL107, ENGL108, and ENGL109H purchase the program-authored textbook, the *Students' Guide to Foundations Writing* and the University of Arizona's custom copy of *The St. Martin's Handbook*. The *Students' Guide* and the other custom materials provide resources that are specific to the UArizona campus and the Writing Program's curriculum. In some cases, a UAWP course may require an additional textbook authored or co-authored by an administrator and/or faculty member in the program. In these instances, instructors have carefully selected texts that support their course-specific curriculum and teaching style to best facilitate student learning.

When textbooks authored by instructors or the program are used in UAWP courses, all royalties that would typically be paid to the author from the sale of these books to UArizona students goes back to the Writing Program. These funds are used to support assessment, continued improvement of curriculum, and instructor professional development within the UAWP.

Assessment

All students in Foundations Writing courses conduct research, analyze issues and texts (including multimedia texts), and provide feedback to each other's work through peer review. The course is divided into major projects that include both short and long assignments.

Assignment	Due Date*	Weight
Project 1: Summary & Response Paper	Feb 14	15%
Project 2: Annotated Bibliography & Literature Review	Feb 28th & Mar 30	30%
Project 3: Bilingual Re-Design	April 13	20%
Project 4: Final Portfolio and Reflection	8AM Fri May 5	15%
Short Assignments/Homework	Various	20%
		Total: 100%

*Dates for Projects 1-3 may change slightly

Additional Assessment Information
You are required to keep electronic copies of all assignments. Some reasons to keep electronic copies include: to resubmit in case an assignment submission is corrupted or if you elect to file a grade appeal at semester's end.

Final Grades
Grades are determined according to the following scale:
　　A (90-100%)　　B (80-89.9%)　　C (70-79.9%)　　D (60-69.9%)　　E (59% or below)

Final grades are calculated based on the weights listed in the above table. **In order to receive a passing grade in the course (D or higher), students must submit all final versions of all major course projects.**

More Information on Grades:
Grade Policies | Incomplete Grades | Withdrawals | Grade Replacement Options

Course Policies

Syllabus Statement

Each instructor will post in D2L a course syllabus during the first week of class. Instructors will review the course syllabus and policies with students. Students who are late additions to the class should review the syllabus materials and talk with the instructor for any clarification. *Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with advance notice, as deemed appropriate by the instructor. All official syllabus changes will be posted in D2L.*

Attendance

First-Week Attendance and Withdrawal Policy
In accordance with the university's policy for high-demand classes, **students with excessive absences in the first week of classes will be dropped for non-attendance. If you miss the first two meetings of the term, you will be considered as having excessive absences.**

In accordance with university policy, excessive or extended absences from a class are sufficient reasons for an instructor to administratively drop a student from the course. Students who exceed the allowed number of absences during the first ten weeks of a semester may be dropped with a "W". *NOTE: Being dropped from your English class may mean you are below the minimum number of units, thus violating financial aid/scholarship OR international student status. International students should consult [International Student Services](#) before dropping below full time.*

Absence Policy
After the first week, attendance is managed as follows: If you are enrolled in a traditional sixteen-week semester, you cannot miss more than two weeks of classes without penalty.

Two-days-a-week classes: This class meets two days a week. That means you **may only miss four class meetings without penalty.** For each class missed thereafter, your final course grade will be reduced by 1% for each absence, up to a maximum of -20%.

- Non-attendance or non-participation for any reason does not guarantee you an extension or make-up opportunity.
- [Absences for any sincerely held religious belief, observance, or practice](#) will be accommodated where reasonable.
- If you must miss the equivalent of more than one week of class during a 16-week term, you should contact the [Dean of Students Office](#) to share documentation about the challenges you are facing.
- [UArizona's policy concerning Class Attendance, Participation, and Administrative Drops](#)

Submitting Your Work

- You are responsible for submitting your work by the published assignment deadline, regardless of whether or not you were present in class when it was assigned.
- You are responsible for submitting your work in the manner specified in the assignment description.
- Final grades will be posted at **8AM on Tues May 9**--48 business hours after the final project is due. **Absolutely no coursework will be accepted after this time.**

Late Work

In most cases, if you miss a deadline, you can still earn full or partial credit for an assignment. In some cases, you cannot. Here are the guidelines for late submissions:

I. Major assignments (Projects 1-4) can be submitted late without penalty. You do not need to email to ask for an extension on these assignments, but remember: **no work will be accepted after 8AM on Tues May 9. This is a firm deadline.**

II. Short assignments (everything except Projects 1-4) must be submitted by **the start of class** on the listed due date. If you miss this deadline, you may still submit your work up to one month late, **for up to half credit.**
    A. Some short assignments will be completed in-class. You should not complete these ones before class time. *If a short assignment is to be completed in-class, this will be clearly listed on D2L*.

III. In order to earn full credit for **any** short assignment, you must be present in class on the due date, *except for cases of illness or serious emergency*. (See "Extensions" below).

IV. **Exceptions:** no late work will be accepted for:
    A. Peer Review assignments
    B. Assignments that require you to respond to classmates on the discussion board.
    C. Assignments that you do out-of-sequence.
    D. **Also: once you have submitted a final draft of a major project, no more work on short assignments from the unit of that project will be accepted.**

V. Short assignments cannot, for any reason, be submitted over a month after their original due date.

Extensions & Excused Assignments (Short Assignments)

I. You may get an extension on an assignment in cases of illness or serious emergency. In these cases, email the instructor by the due date to request the extension and indicate your reason.

II. If you cannot complete peer review or other classmate-response assignments because of illness or emergency, you will be excused from those assignments.

Instructor Marking of Late Submissions (Short Assignments)

Instructor's Note about Grades

Keep in mind that your grades on all assignments are assigned only after your instructor has read and carefully considered your work, as well as followed a system of evaluation that is outlined on a rubric. If you wish to discuss an assignment grade with me, I welcome you to do so, but I ask that you please first examine the rubric and my feedback. I also ask you to recognize that when assigning a grade, I can only consider the work that you have done on the assignment. The grade cannot be influenced by circumstances outside of the assignment or outside of our class, or by how much you may "need" to receive a particular grade for whatever reason. Also, note that while some minor extra credit opportunities will be offered to the entire class, no extra credit opportunities will be offered to individual students--please do not ask.

Option to revise and resubmit a major project

All students will have the opportunity to revise and resubmit **one** of the first three major projects in the class. If you wish to resubmit a major project, take the following steps:

- Read my feedback and revise the paper. Your revision cannot be more than 25% longer than the original. Also, it should be a revision of the original paper, not a total re-write.
- Submit the revision to the same place on D2L where you submitted the original "final".
- Along with the revision, submit, in a separate document, a **reflection paragraph** of 7-12 clear sentences that addresses the following questions:
  - How did you revise your paper?
  - In your revision, which writing skills did you practice that you will also use in future writing?
- Notify the instructor that you have resubmitted your paper.

NOTE: You must submit your revision within two weeks of receiving your instructor feedback on the project. Your reflection paragraph will contribute **significantly** to my re-evaluation.

Communicating with the Instructor

If you have any questions, concerns, or other general comments about the class, the best way to communicate with the instructor is via email. I reserve the right to take up to 24 hours M-F and 48 hours over weekends on holidays to respond to your communication, which is during normal business hours and will exclude holidays and weekends.

- I will respond within 24 hours Mondays through Friday and will respond at least once over weekends and long holidays.

The instructor may have to do some grading, look something up, or may just be taking care of his own personal affairs. Please do not put off homework because the instructor may not be available to respond to questions at the last minute.

Email Courtesy

<u>When you **email an instructor**</u>, you need not be excessively formal, but remember that you are engaging in a professional (and not personal) form of communication. Please keep these courtesies in mind:

- Use a writing voice (not a speaking or texting voice)
- Include a "hello" greeting (i.e. "Hi Nick"; "Hello Mr. Halsey") and a "goodbye" greeting (i.e. "Thanks, Your name"; "Have a good day, Your name").
    - <u>Please do not simply begin your email with "Hi" or "Hello"</u>. Include the recipient's name!
    - These greetings aren't necessary for replies, however.
- Clearly and directly state the reason for your email. Use standard punctuation (periods, commas) to make your message easy to read.
- If an assignment is unclear, <u>please ask questions about the specific parts that are unclear</u>. Do not simply say "I'm confused", or, "Can you explain X assignment to me?" In these cases, I will just point you back to the assignment instructions.
- Spend a moment to consider: can the answer to your question be found in the materials on D2L? If so, your email is unnecessary.
- If you're asking a favor, it's a good idea to include some form of "please" and "thank you" (just something simple- these need not be over the top.)

Please note that I will follow the same courtesies when emailing you! -NH

Classroom Behavior

All UArizona students are responsible for upholding the [Student Code of Conduct](). Students who violate the Student Code of Conduct may be charged by the Dean of Students office. If found responsible, sanctions include but are not limited to academic probation, administrative drops, suspension, or expulsion.

The Student Code of Conduct defines disruptive behavior as "Interfering with or disrupting university or university-sponsored activities, including but not limited to classroom- related activities, studying, teaching, research, intellectual or creative endeavor, administration, service or the provision of communication, computing or emergency services."

In-Class Conduct

1. Do not send or receive text messages, or use your phone or laptop for purposes unrelated to class activities *at any time*. If you must call or text, simply leave the room to do so.
2. Those who show disrespectful behavior towards others will be warned once before they are dismissed for the day. If the behavior continues, due process will be followed and may result in additional sanctions. *Please inform me if the behavior of a classmate (bullying, teasing, or other forms of harassment) is interfering with your learning process.*

3. Group Work Policy: Everyone must take part in group/partner work. *Please form groups quickly, sit close to your partner and form a circle if working in a group of 3 or more.* If you are uncomfortable with any aspect of group work, please let me know. Using your phone while sitting in a group or leaving the room while you are working with a group/partner is disrespectful to classmates and could result in dismissal for the day.
4. If you sit in the back row of class when closer seats are available, I may ask you to move up.
5. When another student is addressing the class, listen respectfully. Do not engage in "side conversations".
6. If you need to use the restroom during class, you may leave to do so without asking for permission, but do not abuse this privilege. Be aware that if you regularly leave for "bathroom breaks" I will speak with you in private to ask whether these breaks are truly necessary.
7. Do not sleep or put your head down on your desk during class time.
8. Do not wear headphones or earbuds during class, even if there is no sound coming from them, unless the instructor has explicitly given you permission to do so.
9. Do not vape in class, and please do not eat anything more than a simple snack.
10. Never do work for another class during this class. Doing so could result in dismissal for the day.

Coming Late to Class/Leaving Early

At the beginning of class, I make announcements and introduce the day's work. Coming in late results in your missing out on important information and is disruptive to your instructor and classmates. Please set yourself up for success while helping us create a comfortable class environment: come to class on time. *If you are running late, please do **not** text a classmate to relay a message to me.*

Similarly, leaving early may cause you to miss important announcements about homework, as well as further instruction that can help you on your assignments. If you arrive after I take attendance (usually 5 minutes into class), or leave early, you will be assessed a tardy, or one-third absence. You will also be assessed a tardy if you appear to linger outside of class while on a bathroom break.

When you are absent:

- The instructor is not primarily responsible to "catch up" students who are absent. Absent students must:
    - find out about missed work from a classmate, the course schedule, and/or from D2L (you may also visit office hours).
    - if you have questions *after* consulting classmates and D2L, then contact the instructor
    - come to the next class prepared.
- If you miss class for **multiple days**, you should communicate with the instructor as soon as possible to ensure that you are not falling behind in the course.

Academic Integrity and Plagiarism

All students are expected to adhere to the UArizona Code of Academic Integrity.

While you are encouraged to share intellectual views and discuss freely the principles and applications of course materials, graded work must be the product of your independent effort unless otherwise instructed.

Plagiarism is considered a violation of the Code of Academic Integrity. The Council of Writing Program Administrators defines plagiarism in instructional settings as occurring "when a writer

deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source." In U.S. academic contexts, this form of academic dishonesty is usually considered a serious offense which should be avoided in order to uphold the common standards of academic integrity in higher education. There are two types of plagiarism you should be aware of:

- *Intentional plagiarism* is a deliberate act of representing another's work as one's own.
- *Unintentional plagiarism* occurs by accident when a student is unaware of common academic policies and/or expectations. Unintentional plagiarism is also considered a violation of academic integrity.

Some instructors at UArizona may not distinguish between intentional and unintentional plagiarism.

Inclusivity Statement

The University of Arizona's Writing Program values the diversity of our students and instructors. The range and intersectional nature of the identities and perspectives we inhabit are a source of our strength—including, but not limited to, socioeconomic status, racial identity, ethnic identity, religious affiliation, national identity, language background, gender identity, disability status, and sexual orientation. In this environment, we expect all students and instructors to respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and worldviews may differ from their own.

We therefore seek to cultivate an educational environment of inclusion and mutual respect by welcoming self-definition, respecting pronouns, honoring elective disclosure of identities, and introducing intersectional content that challenges students to consider a multitude of perspectives, some of which may be unfamiliar or even uncomfortable. Please contact the instructor to discuss any concerns that could affect your ability to participate fully in this course.

For more information about intersectionality, refer to [Intersectionality - LGBTQ+ Resources - Research Guides at Northern Arizona University](#).

For more information about pronouns, refer to [Guidelines for Use of Pronouns at University of Arizona](#) or the [Office of Diversity and Inclusion](#).

Accessibility and Accommodations

At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the [Disability Resource Center](#) (520-621-3268) to establish reasonable accommodations.

Let your instructor know if there is anything they can do to help you better access the materials in this course, and they will try to do it if they can. Also, please let them know if you can think of a better way to assess what you know about the course content.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

UArizona Nondiscrimination and Anti-Harassment Policy

The University of Arizona is committed to creating and maintaining an environment free of discrimination. In support of this commitment, the University prohibits discrimination, including harassment and retaliation, based on a protected classification, including race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, immigration status, or genetic information. For more information, including how to report a concern, please view the university's Nondiscrimination and Anti-Harassment policy.

Threatening Behavior

The UArizona Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself.

Student Support

Writing Center at the Think Tank
Free resource for UArizona undergraduate and graduate students as well as faculty and staff. Work individually with a trained peer tutor at any point during the writing process, from brainstorming to revising and editing. Appointments required.

Writing Skills Improvement Program (WSIP)
Both free and fee-based resources for UArizona students. Services include: 30 or 50 minute tutoring sessions with WSIP staff, with additional tutoring available via payment; three series of free Weekly Writing Workshops with no prior registration necessary.

Disability Resource Center: Accessibility and Accommodations
If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center to establish reasonable accommodations.

Advising Resource Center: Academic Advising
Questions about your academic progress this semester, your curricular plans for the future, etc.

Dean of Students Office
Central support for all students on a wide variety of issues; a good resource for any unexpected barriers to your success, from suggestions on withdrawing from a course to support for encountering bias in instruction.

Campus Health

Provides quality medical care. Nurses, Nurse Practitioners, Doctors, and Pharmacists on staff.

Counseling and Psychological Services (CAPS)
Provides care and support for mental health challenges and maintenance. Counselors and Psychiatrists on staff.

Veterans Education and Transition Services (VETS)
Provides support for student veterans in terms of academics, institutional access, student involvement and research.

Course Schedule

This is not the official course schedule. *Changes to the schedule will be communicated by the instructor and posted in the Course Announcements area in D2L.* **For more details on each due date, please see the "Content" section of D2L. You will also find it helpful to follow the Calendar visible on our course homepage.** *Materials are due at class time on each due date, unless otherwise noted.*

Week 1: Course Introduction (1 weeks; 2 due dates)

Due Date # Calendar Date	Possible Activities

DD1
Jan 17
	Read/view:
	
	● [Course Introduction Video](10 minutes)**[10 minutes]**
	● **English 108 syllabus (including Foundations Writing Policies) [30 minutes]**
	
	Complete:
	
	● **Task 1: Complete the Course Syllabus and Policy Quiz [1 hour]**
	● **Task 2: Write a letter to me introducing yourself. Include the following:**
	  ○ **your name and what you prefer to be called**
	  ○ **your native language(s)**
	  ○ **where you are from and where you have lived**
	  ○ **your intended major**
	  ○ **what you most hope to improve in this class**
	  ○ **anything else you want me to know about you.**
	  ○ **any questions that you have about me or about the course.**
	  ○ **Your letter should be 200-300 words long. Submit your letter to Assignments. [1 hour]**
	● **Task 3: Access the digital textbook. If you have trouble accessing, read the Student Support and Troubleshooting Guide. NOTE: In**

	order to earn full credit for Task 4, you must access the textbooks within the first week of the course. To truly access one of the books, you must open and view at least one specific page of the book. I can tell whether or not you have accessed the books because I receive instructor reports on student activity with the books. -NH
DD2 **Jan 19**	**Read:** ● "Reading a Scholarly Article" Brown University Library ● "Between Ethnic and English Names" (Diao, 2014) **[2-3 hours, *including* Task 1 below]** **Complete:** ● Task 1: Complete the reading activity for "Between Ethnic and English Names." Type your answers in the .doc file and submit your file to Assignments. The last two questions should be answered in the Discussion titled "DD2Task1: After-Reading Discussion."

Project 1: Summary & Response

Due Date # Calendar Date	Possible Activities
DD3 **Jan 24**	**Read/view:** ● Sections from *St. Martin's Guide*: "Summarizing Main Ideas" 9e pg. 115-6; "Guidelines for Summaries" pg. 207; "Paraphrasing" 15c pg. 213-215. ● "The Impact of Covid-19 on International Higher Education" (Kanwar & Carr, 2020) **[1 hour] NOTE: I recommend that you annotate this article as you read it.** **Complete:** ● Task 1: Respond to the posts of two classmates on the DD2Task1: After-Reading Discussion discussion board. Comment on what you found interesting in their post, and why. What similarities and differences do you see between their experiences or ideas and yours? Write 4-6 sentences in each response.

	● **Task 2: Write a summary of the article by Kanwar & Carr ("The Impact of Covid-19 on International Higher Education"). Follow these guidelines:** ○ **Your summary should be 200-300 words in length (please keep within this range).** ○ **Use suggestions from the assigned pages of *St. Martin's Guide.*** ○ **Avoid "unacceptable paraphrase" (see *St. Martin's Guide* for examples).** ○ **Use "quotation marks" around any phrases/sentences you take directly from the article.** **Post your summary to the Discussion Forum for "DD3Task2: Kanwar & Carr Summary."**
DD4 **Jan 26**	**Read:** ● **Abu Rabia (2017), "Undergraduate Arab International Students' Adjustment to U.S. Universities"** [1 hour] ● **Project 1: Summary & Response Assignment Instructions** [10 minutes] **Complete:** ● **Task 1: Complete the [Reporting Verbs Activity](#) and submit it do DD4Task1 Assignments folder.** ● **Task 2: Complete a Video Note summary of the Abu Rabia (2017) reading.** ○ **What was this reading about?** ○ **What is one point from the reading that you found especially interesting, surprising, or important? Explain your reaction.** ○ **Your Video Note post should be 2-3 minutes long. Please do not read from the article or the abstract. Also, please do not read from a script in your video note (though you may use a cue card to help you remember what to say). Submit to Assignments.**
DD5 **Jan 31**	**Watch/Read/Review:** ● **Summary & Response Assignment Instructions (Project 1)** **Complete:** ● **Task 1: Complete the Questions Guiding Reading Response activity. Submit your completed activity to Assignments (DD5Task1: Questions Guiding Reading Response).** [60 minutes] ● **Task 2: Now it's time to Plan your Response! Pick two or three of the ideas from the bulleted list in the DD5Task1: Questions Guiding**

	Response activity, and write two paragraphs, each one 6-9 sentences, in which you identify aspects of the reading you might respond to and consider how you might develop these points. Submit your writing to Assignments (DD5Task2: Plan Your Response).
DD6 **Feb 2**	**Read/View:** ● **St. Martin's Handbook pg 5: "Mechanical Error with Quotation"; pg 9: "Poorly Integrated Quotation"; pg 210 "Working with Quotations".** ● [**Nick's Summary & Response Suggestions Video**](#): **some tips on how to write a good first draft!** **Complete:** ● **Task 1: Complete a first draft of your Summary & Response. As you do so, I recommend reviewing the instructions to Project 1: Summary & Response. Your draft should be a minimum of 600 words (try not to exceed 800). Submit your draft to the DD9 Assignments folder AND to the Discussion Post: Response Draft for Peer Review.** ○ **Use Tasks 1-2 from DD5 for help! (In your draft, you can repeat points that you made in Task 2, for instance.)**
DD7 **Feb 7**	You now have a good start on your Summary & Response paper. For Due Date 7, you will read and comment on some of your peers' Response drafts. **Read:** ● **St. Martin's Handbook 6b "Getting the Most from Peer Review" pg. 80-83** ● **Summary & Response Peer Review Guidelines you will use this page to complete the peer review activity- it contains the full instructions). Keep in mind that I grade peer review more rigorously than any other assignment in the course. Your peer review response will lose a substantial amount of credit if it does not follow these guidelines.** **Complete:** ● **Task 1: *Peer Review!* At this point, everyone will have uploaded their drafts to the Summary & Response Draft for Peer Review. Your job now is to go read two of your classmates' drafts and comment on them:** ○ **In Summary & Response Draft for Peer Review, click "Reply" and respond there to two classmates' drafts with helpful feedback based on the [following guidelines](#).**

DD8 **Feb 9**	**Read:** ● **St. Martin's Handbook 6f pg: 90-93 "Editing sentences, words, and tone"; Ch 40 "Sentence Variety" pg 502-505** **View:** ● **Nick's Summary & Response first draft feedback video** 　○ **I apologize that the audio is a second or two behind the video in this video. Please keep in mind that you can see the captions by clicking on the "CC" button in the bottom right corner of the video player screen.** **Complete:** ● **Task 1: Complete the Evaluative Language for Responses activity. Download the file below and add your answers to the .doc file. Submit your completed activity to Assignments (DD8Task1: Evaluative Language).**
DD9 **Feb 14**	**View (if not seen already)** ● **Nick's Summary & Response first draft feedback video** 　○ **I apologize that the audio is a second or two behind the video in this video. Please keep in mind that you can see the captions by clicking on the "CC" button in the bottom right corner of the video player screen.** **Complete:** ● **Task1: Submit the final draft of your Response to Assignments. Be sure you have that you have submitted it as a .doc or .docx file. [2 or more hours]** ● **Task 2: By reflecting on a finished piece of writing, we can reinforce the writing knowledge that we gained while working on it. Use the comment feature of your word processing program to add annotations to your final submitted Response. Watch the video below to see an example. In your comments, highlight five places in your Summary & Response where you have employed a specific strategy that strengthens your paper. For example, you might identify places where you have done the following:** 　○ **used effective reporting verbs** 　○ **used evaluative language** 　○ **other summary conventions** 　○ **practiced appropriate quote integration**

	○ **used transition devices to improve flow and clarity** ○ **developed your own idea in response to the article** ○ **revised your paper to make it more concise** ○ **used advice from peers to revise your paper** ○ **made other intelligent decisions as a writer** **In each annotation/comment, identify the strategy you used and explain (in 1-3 complete sentences) how it strengthens your paper. Submit your annotated file to Assignments DD9Task2: Response Annotations [30-60 minutes]**

Project 2: Literature Review

Due Date # Calendar Date	
DD10-DD19	**Please see D2L for assignment details**
DD20 **Mar 30**	● **Literature Review Final Draft Due**

Project 3: Bilingual Re-Design

Due Date # Calendar Date	
DD21DD23	**Please see D2L for assignment details**
DD24 **Apr 13**	● **Bilingual Re-Design Final Draft Due**

Project 4: Reflection Portfolio

Due Date # Calendar Date	
DD25-DD27	**Please see D2L for assignment details**
DD28 **May 5**	● **Submit a final draft of your Reflection Portfolio by 8AM**