

ENGL101 / Academic Writing: Poverty & Social Justice in America

Fall 2024 / Instructor: Ariana Nash (she/they)

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Office hours: Tawes 2136 & zoom, by appt.

Section 0205: MWF 10am–10:50am, Tawes 1320

Section 0305: MWF 11am–11:50am, Tawes 3134

Section 0405: MWF 12pm–12:50pm, Tawes 3252

COURSE DESCRIPTION

English 101: Academic Writing is a course in rhetoric. You will learn to ask good questions, conduct effective research, explore possible arguments, consider counter arguments, form your own claims, and reflect on your position as it takes shape. A major theme of this course is social justice with a focus on you learning to listen and write *across difference*—which means hearing what others have to say who have experiences and hold perspectives different from your own and reflecting thoughtfully on these perspectives as you craft and revise your own ideas and arguments.

The goal of this academic writing course—and your entire education at UMD—is to equip you to participate in the world within and outside the university and to see that issues relating your personal, collegiate, and professional experiences are of social and political significance (and vice versa). This semester, you will learn to summarize, analyze, research, inquire, reflect, argue and remediate—rhetorical skills necessary for ethical public engagement, rigorous academic scholarship, and exemplary professional practice. Ultimately, English 101 is a course in which you will learn how to engage in public discussion with generosity and rigor, exploring ways to make positive change in your worlds. English 101 will position you to succeed in your UMD coursework and in today's critical socio-political conversations.

About these sections in particular: Academic writing can sound intimidating, but it really shouldn't signal anything other than writing that tries to grapple with the world both from your perspective and routed also through the expertise of others. Academic writing doesn't mean anything in terms of style, and I encourage you to write in your own voice and not in an imitation of anyone else's. Most important, academic writing should speak back to dominant institutions—the university included—and as such, I will give you instruction on how to approach academic writing and also offer you the space to question academic authority and dominant modes of discourse.

Writing is, among other things, a way to externalize and concretize thinking, and thereby examine your own thinking more objectively and in the light of others' responses to it. This capacity of writing means that this course, whatever skills and technical knowledge it offers, fundamentally concerns your deepening your understanding of the world in the process of writing and in order to write well. To this end, we will focus on the theme of poverty and social justice and consider how inequality structures our society, as well as what transformations might be necessary and possible to abolish it. We will spend the first month of class reading the first-year book *Poverty, By America* by Matthew Desmond as well as other sources to give us a full picture of the problem and responses to it. You will then launch your own research project, which will take up the remainder of the semester. You may take on any topic related to poverty, for example, how climate change affects low-income communities, questions of inequality in education, mass incarceration, the gender pay-gap or lack of parental leave, housing policies, and so on. Most facets of the structure of our society, including race, gender, and sexuality, have a structural relation to poverty and thus the possibilities for your

projects remain wide. It is my hope that focusing the course around a specific topic and beginning with reading that grounds your understanding of it will support you as you attempt to deepen your thinking about the world and that this process will facilitate collaboration and peer support.

An important note: I run this class differently than the standard version, both in choosing a theme and asking you to read extensively and complete informal writing exercises before we dive into graded, formal writing. My section of ENGL101, therefore, asks more of you in terms of reading load and informal writing, particularly in the first month, than other sections. That makes this class difficult to enter into late in the add/drop period and difficult if you fall behind in the first month. On the other hand, the trade-off is that you are better set up for the formal writing process in terms of having a solid foundation on the topic from which to launch into more in-depth research, being able to share a vocabulary and research sources with your peers, and getting more practice with informal writing. There is also more air and room in the schedule in the last half, and I require fewer formal assignments than other sections to make room for the reading and informal writing. Which is all to say, please take my class if you are interested in the theme and the challenge of a more in-depth course, but if you struggle with longer reading assignments or want a class that allows you to skate by doing minimal work, consider finding a different section.

LEARNING OUTCOMES

Upon completion of an Academic Writing course, you will be able to:

- Demonstrate understanding of writing as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate sources, and as a process that involves composing, editing, and revising.
- Demonstrate critical reading and analytical skills, including understanding an argument's major assertions and assumptions, and how to evaluate its supporting evidence.
- Demonstrate facility with the fundamentals of persuasion, especially as they are adapted to a variety of special situations and audiences in academic writing.
- Demonstrate research skills, integrate your own ideas with those of others, and apply the conventions of attribution and citation correctly.
- Demonstrate an ability to make rhetorically effective choices at the sentence level that take into account such issues as grammar, syntax, punctuation, and spelling and they will consider how these choices engage the complex power dynamics among writer, audience, and context.
- Demonstrate an understanding of the connection between writing and thinking and use writing and reading for inquiry, learning, thinking, and communicating in an academic setting.
- Demonstrate a familiarity with the broad subject of poverty and find specific and meaningful ways to engage it in your thinking and your writing.

COURSE MATERIALS

The only book you will need is as follows:

- *Poverty, By America*, Matthew Desmond (Crown, 2023)

I am requiring you to use a hardcopy of the book. You are entitled to a free hardcopy from the university; you can pick it up in Stamp. Please do so asap and let me know immediately if you have any trouble. All other readings and course materials will be online on ELMS.

GRADING & ASSIGNMENTS

WEIGHT	ASSESSMENT / ASSIGNMENT
10%	Participation
30%	Discussion Posts (11 in total, only 10 graded, 3% each)
10%	Summary
15%	Research Projects (part 1 and part 2, each worth 7.5%)
25%	Research Paper & Expanded Research Paper (12.5% each)
10%	Presentations (2.5% for summary presentation, 7.5% for final presentation)

SCALE AND GRADING POLICIES. 93–100%: A, 90–92.9%: A-, 87–89.9% B+, 83–86.9% B, 80–82.9%: B-, 77–79.9% C+, 73–76.9% C, 70–72.9%: C-, 60–69.9% D; anything below 60% will receive an F. Note that this scale reflects that I do not round up. I also do not usually give out A+ grades; however, occasionally, I will when a student has a high A-range grade and they have gone above and beyond in their work.

Please note that I will accept late assignments for your major assignments, provided you have asked for an extension or there were mitigating reasons for not being able to ask for an extension in advance. However, just turning in assignments late with no explanation or no prior request will result in a lower grade on those assignments. Also, while I am generally very happy to accommodate extension requests, this class runs on a very tight schedule, so we will need to balance taking the time you need on one assignment with not losing too much time on the next. For my policy on late discussion posts, please see below.

PARTICIPATION. At the heart of this course is our reading, writing exercises, and our discussion of both, which should inform your writing, and your meaningful participation will be a reflection of your sustained engagement with this process. Participation means closely reading all assigned texts, taking notes on your reading, coming to class with hardcopies or electronic copies of the week's texts, taking further notes in class, keeping an open mind and actively listening, and, of course, speaking. Ask questions, answer questions, and offer your analysis and insight frequently (speaking at least once a week every two weeks is a good goal post). Given that the class seeks to offer you a theoretical lens through which to frame the world, I genuinely encourage you to argue about, push back on, and interrogate the things I say and the texts we read. Participation can come in other forms too: meeting with me during office hours, talking in small group work, to name a couple, but if you feel particularly anxious or otherwise unable to talk in class, you should discuss this with me as soon as possible, so we can come up with alternative solutions.

Your ability to participate is also directly impacted by absences. You may miss three classes without your grade being impacted. If you miss more than three, your participation grade will go down, but you are welcome to come to me and discuss how to make up missed classes. In particular, your presence and participation are critical on peer review days because your peers are reliant on your engaged feedback on their writing. Missing class these days without a significant reason will also impact the grade you earn on the corresponding major assignment.

DISCUSSION POSTS. Over the semester, you will have eleven discussion board posts. I will grade these informal writings for completion and effort. In other words, if you complete the

assignment with a reasonable amount of engagement, you will get full credit. For notably rushed work, short work (that falls far below the stipulated length), or work that evinces little real engagement with the readings or the assignment, I may give partial, half, or even no credit. I will attempt to offer brief feedback on some of these, but please do not expect comments on all of them. If you ever want more in-depth feedback on any of them, you are very welcome to meet with me during conference hours or make an appointment. I will, however, read them all, and many will inform or serve as the basis for our discussions. I will drop the lowest grade (and thus only 10 will constitute your grade), including a zero for work not turned in, so, in other words, you may miss one. Late responses will receive as little as half credit and should be sure to cover ground not already discussed in class or they will receive no credit. For each discussion post, I will provide a specific prompt. For posts that respond to or analyze reading, a strong post:

- will be specific but also allow those specifics to generate points of broad significance
- will not be formal or have a thesis statement and will not waste space with introductions (and should avoid general introductory phrases like “Throughout history...” or “All people...”)
- will demonstrate that you’ve read the text by engaging with specific quotes and also the larger contours of an author’s argument over the whole text
- will not be opinion-based but focus on the work the texts are doing and how or why
- may end with a question if you would like

For those posts that cover your own writing process, whether projecting your research trajectory or reflecting on your writing, using specifics to generate points of broad significance will also be important, as will using the space of informal writing to be experimental, exploratory, and creative.

RESEARCH SEQUENCE. All of the remaining assignments will be structured around your own research project and will build on one another, facilitating the process of completing a longer research paper. You should start thinking about the focus of your own writing from the first day of our class, though I also recommend that you stay open in the first month as we read through different texts on poverty and how it structures our society. The best-case scenario is that at least one text, maybe more, will serve as a jumping-off point for your research. You are restricted in your possible research topics to those that pertain to poverty and both the social injustice it engenders and how we can bring about greater social justice in relation to it, even how we can abolish it. There will be many routes into such topics, taking up a particular social issue or aspect of the effect of poverty, a policy solution, or a method of activism or organizing in the face of poverty. You may consider particular locations (maybe Baltimore or your own home town), particular communities (perhaps transgender, indigenous, or immigrant communities), or institutions (even UMD). The key will be to start with a specific topic and keep narrowing as you go. I will also recommend that you try to focus contemporarily, and yet, the more historical depth you can bring to a contemporary topic, the better your exploration will be.

SUMMARY. The first assignment in the sequence will be a summary of an article or book chapter that is connected both to issues of poverty and also to the specific topic you want to take up in your research. This article or chapter should be a foundational one, a text that provides a broad overview or key perspective within the field. In the week leading up to assignment’s due date, we will have various activities, including discussion posts and in-class discussions, that will assist you in selecting

this kind of foundational text. You will need to represent the argument in that article or chapter fully, accurately, and ethically, which will require careful reading and thoughtful writing. These summaries should be 400 to 500 words in length; in other words, they should provide depth and specificity about what the article argues, but they should do so succinctly, highlighting and synthesizing the key points.

In class, you will have the opportunity to collaborate with your peers on possible topics or ways to focus that might allow for your choices to help inform one another's research. You will not be required to do so, but finding some way to overlap with others in your section or other sections will give you additional support in your research process. In any case, however disparate the research is, we will compile these summaries into a google doc that will form a data bank and annotated bibliography that you can use in your further research.

RESEARCH PROJECTS, PART 1 & 2. In order to prepare to write your research paper, you will do two research projects that build on one another and help you to develop and organize your research. Part 1 will ask you to generate an annotated bibliography of at least five sources, which should include the article/chapter you summarized and any sources from our class reading that you would like to use, as well as at least four additional sources that you have read carefully. For each of these, you will write short summaries that include key points that pertain to your topic directly, any data that you may use, a discussion of any points of contention that you have with the source or that the sources may have with each other, and anything else that will be particularly useful to your research paper. These should all be quality sources that are either academic book chapters or articles that have been peer reviewed, in-depth popular articles from respected sources, databanks or other published sources of data, or key works that will inform your research.

Part two will ask you to add at least another four sources, for a total of at least ten sources that you plan to use, and then to complete a chart that helps you to organize your research and synthesize key points of agreement and disagreement across sources, identify any gaps in your research, and begin thinking about the argument you want to make in your research paper. While these new sources should also be quality sources, they may be more targeted, getting at key arguments, particular data, or secondary aspects of your research topic.

PEER REVIEW. As a part of your summary assignment, as well as your research project part 1 and your initial research paper, you will complete a process of peer review in which you and a fellow classmate provide one another feedback on drafts of those assignments. This process is not only intended to help you strengthen the individual assignments but also teach you how to support one another and your own writing process through discussion and constructive feedback. Successful completion of the peer review process (or making it up if you are absent from class for a good reason on a peer review day), will form a portion of your grade for each of these assignments.

RESEARCH PAPER. In a 1500-word research paper, you will synthesize your sources and begin exploring your own argument. 1500 words is approximate, but substantially less than that will probably be insufficient and will likely receive a lower grade; similarly, substantially longer than 2000 words probably means you should be cutting back. This initial research paper should focus on doing three things: 1) argue for the significance of your topic and your approach to it, 2) clarify the critical

conversation and existing data that inform this topic, and 3) explore questions, contradictions, and nodes of complication that this topic entails. In other words, at this stage, the focus of your paper should be on conveying your research and exploring your topic. You may argue, propose solutions, and draw conclusions, but the paper should largely be informed by your research and your exploration of your research. To this end, your research paper should make direct use of at least ten sources and will cite them in a works cited page.

EXPANDED RESEARCH PAPER. In a research paper of approximately 2000 words (again approximate, substantially shorter than 1800 words or substantially longer than 2500 won't fly), you will expand and revise your initial research paper, focusing and expanding now on your own argument, proposals, conclusions. You will also now consider drafting this paper for a particular audience, and you will redirect your writing so as to effectively address that audience. In some cases, these new requirements and focus will mean revisions such as redrafting your introduction, reorganizing the structure of your paper, or adding new sources; you will be required to make direct use of at least twelve sources. In all cases, fine tuning your arguments, strengthening the writing, filling in logical or substantive gaps, and expanding on key points will be a part of this final paper. Additionally, while in your initial research paper, a conclusion that simply summarizes the paper briefly will be sufficient, I will ask you to expand and revise that conclusion to additionally make a final specific point, gesture to some final significance, offer suggestions for further research, show how your argument might be applicable in other areas, or make some other move that turns the conclusion into a space of new thought. Similarly, your thesis statement will be a place of key revision, and you will work to generate a thesis statement that provides a true road map of your paper and that highlights the key arguments that you will make.

PRESENTATIONS. You will do two presentations in this class. The first is a brief, media-less oral presentation of your summary chapter/article for the class. It will be brief, 5 minutes or less, and will informally give your fellow classmates a sense of your source and the directions for research that such a source might lead, as well as an answer to one question posed by a classmate about that source. Ideally, these will help to orient your classmates to the wealth of approaches and sources they can now find in our collective databank of sources. At the end of the semester, you will also do a final eight- to ten-minute presentation on your research project, moving from the form of a research paper to a Powerpoint, Prezi, or other presentation media format and focusing on key takeaways and prescriptions that you can offer your classmates. This final presentation will hopefully provide a capstone to a collaborative process of researching poverty, providing a multifaceted final view of it and its effects across different aspects of society.

COURSE VALUES, POLICIES, & RESOURCES

DIVERSITY. It is my responsibility, and ours together as a classroom, to build a space in which each individual and their complex cultural and historical backgrounds are valued. We need to keep open minds to different perspectives, but also recognize that not all sides of an argument deserve equal weight; by which, I mean that patriarchy, racism, queerphobia, etc., do not deserve the same space as the voices that this class will try to amplify—voices of marginalized people, those who have

attacked the status quo, and those who are establishing a world not built on those forms of hate. Ascriptions and identifications—such as gender, class, race, sex, culture, religion—are the very heart of this class and its examination of poverty and structural inequality, and students' lived experiences and perspectives on them matter. We need to show sensitivity to the impacts of those divisions and also take seriously how various identifications can provide a space that can protect us from the trauma of those divisions by finding strength in community and a space from which to launch change. This kind of solidarity is not found in expecting people to dissolve their differences in service of some abstract togetherness, nor can it be forged if we forget the forms of exploitation and the liberatory potential we share.

If you feel at any point that the class is not living up to these standards, whether because of other students' behavior or the choices I make in how I run the classroom, I will be genuinely happy to talk about it. You may also contact the Chair of our CAARES Committee (Committee of Anti-Racism, Accessibility, Respect, Equity and Social Justice) at englishcaares@umd.edu about diversity and inclusion issues in my course or any other English course.

SELF-IDENTIFICATIONS. In keeping with the above statement on diversity, I take seriously every student's right to self-determination and self-identification. This goes for gender most especially, which enters into nearly every interaction through the gendered nature of our language, but for other categories of identification as well. Your pronouns, gender, race, sexuality, religion, and dis/ability, and all aspects of your identity, are your choice to disclose and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you all to do the same. In particular, I will begin our first class by sharing my name and pronouns and inviting everyone, should they wish, to tell us how to refer to them.

LAND ACKNOWLEDGMENT. Our class is taking place on territory held by the Piscataway, Mattapanient, Patuxent, Moyaone, and Pamunkey peoples. This land was forcibly and violently taken by European settler-colonists. The combination of settler-colonialism, white supremacy, and extractive economics continues to displace and dispossess Indigenous peoples today. Settler-colonialism is an ongoing process, and the university system and community is complicit in it. Our acknowledgment of it is a minimal, and insufficient, step toward rectification.

TECH IN THE CLASSROOM. Please refrain from using devices such as laptops and tablets except to reference class texts and take notes, or, when appropriate, look up something relevant to our class discussion. In order to create a positive and constructive environment for learning, students need to be present, prepared, and engaged. This includes refraining from distractions, disruptions, and disrespectful behavior – and doing outside work, sending emails, checking social media, etc., are all at the top of my list of behaviors that fit these descriptions. Please be mindful of others' rights to and vested interest in a valuable learning experience, as well as your own. If you are a caregiver, parent, or have accommodations that require the use of a cell phone, please let me know by the end of the first week; otherwise, cell phone use in the classroom is not appropriate. **In order to cultivate focused engagement in class, there will be tech-free time in class, in which I will ask you to close laptops and tablets and put away**

phones (which should be away anyway). To this end, I recommend always carrying a journal or paper and pen or pencil with which to take notes during these periods.

ACADEMIC INTEGRITY. Given that this course is designed to teach you about writing and particularly about how to think in your writing, plagiarism is a serious offense. Plagiarism can include submitting someone else's work or AI-generated work as your own, using someone else's language or ideas without properly crediting them, submitting your own work that was completed for another class, or any other violation of academic honesty. ChatGPT and other AI programs really will not be able to help you with your writing assignments, which call for your thinking and analysis—precisely what these programs cannot do. Repercussions for plagiarism depend on the severity of it but will result in at least a zero on the assignment. Severe or multiple instances will result in the instance being reported to the college and a failing grade for the course.

COVID & OTHER ILLNESS. Not only am I mildly immune-compromised, but I also have a three-year old at home, and I ask for my sake and my family's, as well as the sake of other students, that students do not come to class with cold or flu symptoms, even if they have tested negative for Covid. If you have had a particularly close exposure to more virulent illnesses, like Covid, flu, or RSV, please consider wearing a mask, or in extreme cases, skipping class for a week after to ensure that you don't spread them. If cases of these illnesses rise substantially, I also reserve the option to take the class online for as long as we need to protect our health and well-being. As you will be more connected to what is happening on campus, please do let me know at any point if you think this measure may be necessary.

WRITING CENTER. The Writing Center's services are free and available to all undergraduate students. The center is located in Tawes 1205 (the first floor of the same building as our classroom). Their services can be accessed online at <https://english.umd.edu/writing-programs/writing-center>, and they can be contacted also at 301-405-3785 or via email writadmin@umd.edu. They offer three different kinds of support: face-to-face, live online, and 24-hour feedback. They can help at any stage of the writing process, from brainstorming topics to helping you to produce a polished draft. I highly encourage everyone to take advantage of their services; I can't tell you how much feedback improves writing.

The Writing Partners Program matches ENGL101 students with the same Writing Center tutor for 5 to 10 consecutive sessions during the semester. Current ENGL101 students are eligible to participate on a first-come, first-served basis. Particularly if you feel out-of-your-depth or intimidated by this writing class, this kind of one-on-one support can be transformational. The application can be found on their website: <https://english.umd.edu/writing-programs/writing-center/Writing-Partners-Application>.

ACCESSIBILITY ACCOMMODATIONS. Should you need accommodations, you are welcome to speak with me directly. Particularly where such accommodation is one-time or related to the unique content or expectations of this course, this informal and direct communication may be sufficient. For ongoing accommodations or where you prefer not to discuss them with me, students should reach out to Accessibility and Disability Services (ADS), which offers resources such as help

administering exams or securing adaptive technologies: <https://www.counseling.umd.edu/ads/>. ADS will provide me a form, documenting whatever is necessary, after which we can work out a plan together. Please initiate the process of documenting a disability with ADS as soon as possible in order to allow sufficient time for accommodations to be put in place. For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301-314-7682, or email them at adsfrontdesk@umd.edu. Information about [sharing your accommodations with instructors](#), [note taking assistance](#) and more is available from the [Counseling Center](#).

OTHER STUDENT RESOURCES & SERVICES. A tremendous range of resources is available to UMD students, including services related to academic support, technology, health, child care, sexual assault, technology, and more. You can find a listing of these services and links to more information about them online at <https://sph.umd.edu/academics/advising-resources/undergraduate-center-academic-success-and-achievement/casa-student-resources-and-information> and also here: <https://counseling.umd.edu/cs/resources>. Particularly worth noting:

- If facing extreme circumstances, such as lacking sufficient food, a safe and stable place to live, or other basic needs, students can find resources such as a food pantry and emergency financial assistance at the student affairs website: <https://studentaffairs.umd.edu/basic-needs-security>.
- Campus Advocates Respond and Educate (CARE) to Stop Violence provides free, confidential advocacy and therapy services to primary and secondary survivors of sexual assault, relationship violence, stalking, and sexual harassment. These confidential services can be found at <https://health.umd.edu/CARE>; the university chaplains also provide confidential support: https://stamp.umd.edu/centers/memorial_chapel/chaplains.
- The Counseling Center makes available to students a staff of licensed psychologists and professional counselors and educators, who provide individual and group counseling as well as learning assistance services. To consult with them, please visit <https://counseling.umd.edu/> or call 301-314-7651. To see someone immediately, please note that it is urgent in your message.
- If you are a documented or undocumented immigrant you may find support and resources at Immigrant and Undocumented Student Life office: https://stamp.umd.edu/engagement/immigrant_undocumented_student_life.

COURSE SCHEDULE

WEEK 1. Introduction to the course & *Poverty, By America*

Monday 8/26 Introductions, course overview, syllabus review

Wednesday 8/28 Introduction to the theme of the course, summary, & *Poverty, By America*

Reading → Desmond, *Poverty, By America*, Prologue, Ch. 1, & Ch. 2

Friday 8/30 Q & A on *PBA* (**ONLINE**)

Reading → Desmond, *Poverty, By America*, Chs. 3 & 4

WEEK 2. *Poverty, By America*

Monday 9/2 LABOR DAY; NO CLASS

Wednesday 9/4 Identifying arguments & summary

Reading → Desmond, *Poverty, By America*, Chs. 5 & 6

Discussion post #1 → summary exercise

Friday 9/6 Reading for main ideas, skimming (**ONLINE**)

Reading → Desmond, *Poverty, By America*, Ch. 7, 8, & 9

WEEK 3. Alternative formulations of poverty

Monday 9/9 Examining evidence, evaluating arguments

Discussion post #2 → evaluating evidence exercise

Wednesday 9/11 Discussion of *PBA* in relation to other viewpoints

Reading → KC Tenants, “Could We End Evictions?”; Review #1 (from Inside Higher Ed), #2 (from *Jacobin*), & #3 (from *TLS*)

Discussion post #3 → staging a critical conversation

Friday 9/13 Rhetorical analysis, catch-up day/optional conferences (**ONLINE**)

WEEK 4. Alternative formulations of poverty

Monday 9/16 Other ways of looking at poverty; rhetorical analysis

Reading → Thier, “Under Capitalism...”; Post, “Why Capitalism Sucks”

Discussion post #4 → rhetorical analysis

Wednesday 9/18 Poverty & race

Reading → Reading → Walzer, “A Note on Racial Capitalism”; Táíwò and Bright, “A Response to Michael Walzer”; Walzer, “A Reply to Olúfẹ́mi O. Táíwò and Liam Kofi Bright”; Post, “Beyond Racial Capitalism”

Friday 9/20 Review of topic so far (**ONLINE**)

Discussion post #5 → exploring the topic

WEEK 5. Starting the research process & choosing an article/chapter

Monday 9/23 Intro to research skills & research projects; group work on possible topics

Discussion post #6 → brainstorming research projects

Wednesday 9/25 Research training **(IN THE LIBRARY)**

Friday 9/27 Lecture on research; optional conferences **(ONLINE)**
Discussion post #7 → research plan

WEEK 6. Summaries

Monday 9/30 Developing & extending research; work on summaries

Wednesday 10/2 In-class peer review
DUE → Draft of assignment #1: summary

Friday 10/4 Lecture on revision; optional conferences **(ONLINE)**
DUE → Peer review of summary

WEEK 7. Presentations of summaries

Monday 10/7 Discussion about research projects; presentations of summaries
DUE → Final version of assignment #1: summary

Wednesday 10/9 Presentations of summaries

Friday 10/11 Lecture on developing research; optional conferences **(ONLINE)**
Discussion post #8 → research plan #2

WEEK 8. Research project part 1 & developing research

Monday 10/14 **NO CLASS; Indigenous Peoples' Day**

Wednesday 10/16 Peer review, group discussion of research
DUE → In-progress assignment #2: research project part 1

Friday 10/18 Work day, optional conferences **(ONLINE)**
DUE → Formal writing assignment #2: research project part 1

WEEK 9. Conferences

Monday 10/21 Required conferences

Wednesday 10/23 Required conferences

Friday 10/25 Required conferences

WEEK 10. Research project part 2 & moving from research to writing

Monday 10/28 From research to writing

Wednesday 10/30 Initial argument brainstorming
DUE → Formal writing assignment #3: research project part 2

Friday 11/1 Lecture on thesis statements; optional conferences **(ONLINE)**

WEEK 11. Drafting the research paper

Monday 11/4 In-class thesis statement workshop

Discussion post → draft of thesis statement

Wednesday 11/6 In-class outline workshop
Discussion post → outline

Friday 11/8 Work day (**ONLINE**)

WEEK 12. Drafting the research paper

Monday 11/11 Work day (**ONLINE**)

Wednesday 11/13 Peer review
DUE → Draft of assignment #4: research paper

Friday 11/15 Optional conferences/work day (**ONLINE**)
DUE → Final version of assignment #4: research paper
Discussion post → evaluation & plan for research paper expansion/revision

WEEK 13. Conferences

Monday 11/18 Required conferences

Wednesday 11/20 Required conferences

Friday 11/22 Required conferences

WEEK 14. Thanksgiving break

Monday 11/25 TBD

Wednesday 11/27 **NO CLASS, THANKSGIVING BREAK**

Friday 11/29 **NO CLASS, THANKSGIVING BREAK**

WEEK 15. Presentations

Monday 12/2 Presentations

Wednesday 12/4 Presentations

Friday 12/6 Presentations (**IN PERSON**)

WEEK 16. Wrap-up

Monday 12/9 Presentations/Wrap-up
DUE → Final version of assignment #5: expanded research paper