

SYLLABUS

Course title and number ENG 101, Section 4
Term (e.g., Fall 200X) Fall 2017
Meeting times and location MWF 11:00 – 11:50 a.m., KE 136

INSTRUCTOR INFORMATION

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TEXTBOOK AND/OR RESOURCE MATERIAL

- Barrett, William P. "The Best Places to Retire in 2017." *Forbes*. Apr. 20, 2017. <https://www.forbes.com/sites/williampbarrett/2017/04/20/the-best-places-to-retire-in-2017/#5df8a8bcf3ad>
- Didion, Joan. "Goodbye To All That." *Slouching Towards Bethlehem*. Farrar, Straus and Giroux, New York: 1967. <http://essaysspring13.qwriting.qc.cuny.edu/files/2013/04/Joan-Didion-Goodbye-to-All-That.pdf>.
- Duralde, Alonso. "'Wonder Woman' Review: Gal Gadot's Amazon Warrior Conquers Superhero Doldrums." *The Wrap*. May 29, 2017. <http://www.thewrap.com/wonder-woman-review-gal-gadot-2017-dceu/>.
- Ephron, Nora. "A Few Words About Breasts." *Esquire Magazine*, 1972. <https://genius.com/Nora-ephron-a-few-words-about-breasts-annotated>.
- Higgs, Philip. "Unplanned Legacy." *The New York Times Magazine*. Feb. 17, 2002. <http://www.nytimes.com/2002/02/17/magazine/lives-unplanned-legacy.html>.
- Huffman, E.S. "These Two Reviews Perfectly Illustrate the Best and Worst of Yelp." *Uproxx*. Jan. 22, 2016. <http://uproxx.com/life/yelp-good-and-bad-reviews/>.
- Martin, Emmie, Tanza Loudenback, and Alexa Pipia. "The 50 Best Colleges in America." *Business Insider*. Aug. 22, 2016. <http://www.businessinsider.com/best-colleges-in-the-united-states-2016-8/#48-george-washington-university-3>.
- MisterSato411. "MLA Annotated Bibliography & Online Sources." YouTube.com. Aug. 10, 2013. <https://www.youtube.com/watch?v=jV5nSXdMB60>. [VIDEO].
- Muse, Daria. "Home Ground, Schoolyard: a Double Life." *Los Angeles Times*. Aug. 1, 1994. http://articles.latimes.com/1994-08-01/local/me-22262_1_double-life.
- Qasim, Farshad. "Adobe: InDesign vs. Photoshop vs. Illustrator." *LinkedIn Blog*. Dec. 5, 2016. <https://www.linkedin.com/pulse/adobe-farshad-qasim>.
- Rakoff, David. "The Invisible Made Visible." *This American Life*. Aug. 10, 2012. <https://www.youtube.com/watch?v=ldqjM7x6NhE>. [VIDEO]
- Sakamoto, Nancy Masterson. "Conversational Ballgames." *Polite Fiction: Why Japanese and Americans Seem Rude to Each Other*. Kinseido, 1982.

- Singleton, Mark. "The Ancient & Modern Roots of Yoga." *Yoga Journal*. Feb. 4, 2011. <https://www.yogajournal.com/yoga-101/yoga-s-greater-truth>.
- White, Emily. "Dishing Dirt." *The New York Times Magazine*. Jan. 27, 2002. <http://www.nytimes.com/2002/01/27/magazine/lives-dishing-dirt.html>.
- Woolf, Virginia. "The Death of the Moth." *The Death of the Moth, and Other Essays*. <http://gutenberg.net.au/ebooks12/1203811h.html#ch-02>.
- Yelp.com. "The 10 Best Places Near Cleveland, MS." https://www.yelp.com/search?find_desc=&find_loc=Cleveland%2C+MS&ns=1.

COURSE DESCRIPTION AND PREREQUISITES

ENGL 101, English Composition: Introduction to and practice of the writing process, including discovering, ordering, and editing. Requires students to locate, evaluate, integrate, and document sources and effectively edit for style and usage. Requires students to develop competency in preparing and delivering written and visual arguments. **3 CR; Prerequisites: None.**

LEARNING OUTCOMES OR COURSE OBJECTIVES

GENERAL COURSE OBJECTIVES:

At the completion of this course students will be able to

1. Apply the critical reading, thinking, writing skills needed to solve writing problems in various disciplines.
2. Understand and use technologies relevant to writing in the contemporary world.
3. Demonstrate ability to analyze and evaluate their own and others' writing.

GENERAL EDUCATION COMPETENCIES:

GE 1. Critical and Creative Thinking: sound analytical and reasoning skills and the ability to use them to think critically, solve problems, analyze logically and quantitatively, and effectively respond to change.

GE 2. Communication: skills to communicate effectively through writing, speaking, and listening.

GE 4. Inquiry and Technology: skills for the search, discovery, evaluation, and application of information, including an understanding of the nature and limits of appropriate technologies information, including an understanding of the nature and limits of appropriate technology.

STUDENT LEARNING OUTCOMES:

SLO 1. Students will demonstrate proficiency in expository writing and in the ability to determine such necessary considerations as purpose, audience, thesis, organization, and development.

SLO 2. Students will demonstrate the ability to analyze critically texts and arguments.

SLO 3. Students will demonstrate competence in English grammar and usage.

SLO 4. Students will demonstrate competence in using technology to format and present written arguments.

SPECIFIC OBJECTIVES:

At the completion of this course students will be able to

1. Understand and apply steps in the writing process, i.e., discovering, ordering, shaping, editing. (GE 1, 2; SLO 1, 3)

2. Determine such necessary considerations as thesis, purpose, audience and organization in various writing situations. (GE 1, 2; SLO 1, 3)

3. Demonstrate a reasonable proficiency in varieties of analytical expository writing, such as cause/effect, comparison, evaluation. (GE 1, 2; SLO 1, 2, 3)

4. Demonstrate reasonable proficiency in standard written English. (GE 2; SLO 3)
5. Apply computer skills to organize and present essays. (GE 1, 2, 4; SLO 4)

MAJOR STUDENT ACTIVITIES:

1. Students will read and analyze student and professional sample essays. (SLO 2)
2. Students will complete 4 writing assignments of 800-1000 words. (SLO 1, 2, 3, 4)
3. Students will complete multiple drafts of each essay. (SLO 1, 3, 4)
4. Students will engage in peer and/or self-evaluation. (SLO 1, 2, 3)
5. Students will compose a multimodal presentation. (SLO 1, 4)

GRADING POLICIES

Essays:

You will write three fully developed and revised essays and one annotated bibliography this semester as well as present a multimodal presentation. The major course assignments will include:

1. A **Personal Narrative** that demonstrates all stages of the writing process: discovering, ordering, shaping, editing (800-1000 words);
2. A **Comparative Analysis** of differing sources enhancing critical thinking and clear communication regarding an appropriate academic subject, occasion, and audience (800-1000 words);
3. A **Justification of an Evaluation** that continues this process by enhancing awareness of the rhetorical elements of persuasive discourse (800-1000 words);
4. An **Annotated Bibliography** enhancing understanding of research sources while emphasizing the ethical citation and documentation of research sources (800-1000 words);
5. A **Multimodal Presentation** that presents the personal narrative essay in a way that would not have been possible using text only.

All rough drafts and final copies of essays must be typed or printed from a computer. Please follow this format for all of your essay drafts and final copies:

1. Final drafts should follow the MLA format. An example of a paper in MLA format can be found online at the Purdue OWL website (<https://owl.english.purdue.edu/owl/resource/747/01/>).
2. Essays must be typed, double-spaced, on one side of the paper, and with standard one-inch margins on all sides of the page.
3. The font used for all drafts should be 12-point Times New Roman.
4. Pages must be numbered with your last name and page number in the upper right-hand corner.
5. Your essays must have a title, but please do not make a separate title page.
6. When you submit a final copy of an essay, please include with it a rubric, the assignment sheet, all of your drafts, and your prewriting.

Essay Grades:

I will collect rough drafts and final copies for each essay you write. You are required to submit rough drafts so you can receive helpful written or oral feedback on your progress from your peers, but the rough drafts will not receive a grade. I will provide you with written or oral comments and a grade for your final drafts.

An **A essay** clearly demonstrates a superior command of the subject matter and presents that information so effectively that the reader enjoys reading the essay and learns from it. The A essay shows a clear

pattern of organization which captivates the audience and keeps readers involved through all stages of the essay. Moreover, the A essay reveals a sophistication in style and an original voice; sentences are appropriately varied in length and construction; transitions and metadiscourse are used to produce a smooth flow for the reader; connections between sentences and ideas are clear. In addition, individual sentences are concise, clear and highly specific. The A essay is the work of a writer who is able to deal comfortably with complex material and can present that material effectively for others. As a result of its careful organizational structure and development by example, all factors, both in content and style, combine to form a unified whole.

A **B essay** contains few mechanical errors (none of which impede communication) and it effectively delivers a substantial amount of interesting information. The specific points are logically ordered, well developed, and unified according to a clear organizing principle. The introduction and conclusion are effective, but not as engaging as in the A essay. The essay exhibits an understanding of metadiscourse, and transitions are adequately smooth and logical. Sentence structure is sufficiently varied in both length and construction, and the choice of words has been made selectively. The writing in a B essay is organized, clear, coherent and correct.

A **C essay** is generally competent and reasonably well developed and organized. The C essay demonstrates an average knowledge of the subject matter, but the presentation of that information is often vaguely stated and superficially connected. The essay may lack adequate transitions and use of metadiscourse. The sentence structure is often not varied in either length or construction. It may contain some mechanical or grammatical errors, but they do not interfere significantly with meaning. Though the C essay fulfills the assignment, it is not especially engaging or enlightening.

A **D or F essay** shows serious weakness in at least one area. The overall quality of the essay is significantly hindered because of these weaknesses. It has serious flaws in organization, development, syntax, word choice, and/or mechanics and grammar.

Incomplete Grading: The letter I indicates that work is incomplete due to providential causes that kept the student from taking the final examination. A grade of I must be removed within twelve months or the I will automatically become an F. A grade of NS will be assigned to courses for which a student registers but fails to attend any class meetings. For more information:

<http://www.deltastate.edu/policies/policy/university-policies/academics-students/grades-and-credits/>.

Withdrawing from the Course: The last day to withdraw from class and receive a grade of “W” is **December 1**. Students who need to drop or add a course after the open drop/add period should contact their academic dean's office for information on how to submit their request. In most cases students who need to drop a class will need to complete a Drop Request form (http://www.deltastate.edu/PDFFiles/univ_relations_PDF/Registrar/drop%20form.pdf), which is then processed in the academic dean's office or in the student's major department. Other types of drop requests and all requests to add a course must be submitted to the Office of the Registrar for processing. Go here for more information: <http://www.deltastate.edu/academic-affairs/registrars-office/>.

Letter Grade/Point Scale for ENG 101: Your final grade in English 101 will be based on the following point scale. Each assignment will be worth a varied amount of points as is noted below. Once all points have been awarded, add the total together and use the following scale to determine your final grade for the course:

100-90 points = A 89-80 points = B 79-70 points = C 69-60 points = D 59 and below = F

Personal Narrative 20

Comparative Analysis 20

Justifying an Evaluation 20

Annotated Bibliography	20
Multimodal Presentation	10
Homework/Participation/Attendance	10

Late Work:

All work – rough drafts and final copies – must be turned in on time and during class. **I will not accept late work unless you have made a personal arrangement with me in advance. Essays turned in to my mailbox will not be accepted.** If you are unable to turn in an assignment for emergency reasons, please inform me personally as soon as possible. The decision of whether I accept late work, regardless of excuse, is solely mine.

Attendance Policy: see policies in general: <http://www.deltastate.edu/policies/policy/university-policies/academics-students/class-attendance/> and as announced by instructor.

Daily attendance is required for this course. If you miss class on a regular basis and therefore are not present to work with your peers, I will not be able to evaluate the major writing project on which you are currently working. **More than three absences will result in your final grade being lowered by one letter. More than five absences is cause for failure in the course.** If you are absent from class, it is expected that you will obtain the information you missed from your classmates.

Academic Honesty:

Delta State University expects all students to adhere to the highest moral academic standards. Unethical and dishonest behavior will not be tolerated and could invoke severe penalties. Academic dishonesty includes, but is not limited to, cheating, plagiarism, fabrication, falsification, forgery, and/or any misuse of university documents whether academic or administrative, tampering with any admission requirement documents to gain entrance into the university under a false pretense, selling or distributing written or oral information, and stealing, buying, or selling any administrative or academic document. **The penalty for plagiarism in this course is automatic failure in the course.** For more information: <http://www.deltastate.edu/policies/policy/university-policies/academics-students/academic-honesty/>.

OTHER PERTINENT COURSE INFORMATION

Library and Writing Center Resources at DSU:

The Roberts LaForge Library has a wealth of resources available to students. Please take some time to familiarize yourself with the resources available at the following links:

- <http://www.deltastate.edu/library/>
- <http://www.deltastate.edu/library/home-page/databaselinks/>
- <http://libguides.deltastate.edu/c.php?g=156891>

The Writing Center is located on the second floor of Kethley Hall (Room 201) and offers help to a wide range of writers, from freshman to graduate students to members of faculty and community. Their services include individual assistance at all stages of the writing process, including brainstorming, discovering a thesis, organizing and developing an argument, sentence structure, documentation style, and resumes and letters of application. Visit the Writing Center's website for more information: <http://www.deltastate.edu/artsandsciences/languages-literature/writing-center/>. To schedule an appointment with a writing consultant, please call 846-4088. In addition, there is an English assistant available in the Academic Support Lab on the third floor of the H.L. Nowell Union, room 311 for tutoring. To schedule a tutoring appointment, please call 846-4654.

Americans with Disabilities Act (ADA):

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Dr. Richard Houston in Disability Services, which is located in the Counseling Center, O.W. Reily Health Center or call 662-846-4690. For additional information visit <http://www.deltastate.edu/student-life/campus-counseling-center/disability-services/>.

COURSE TOPICS, CALENDAR OF ACTIVITIES, MAJOR ASSIGNMENT DATES**Daily Syllabus:**

Keep in mind that this is a tentative schedule, subject to change at my discretion should the need arise. This provides an outline for the direction of the course—for the most current changes and information, please check the announcements on the ecampus course platform via Canvas.

IMPORTANT DATES

- August 21 First day of class
- August 29 Last day for adding/dropping courses
- September 4 Labor Day – No Classes
- September 11 First Draft of Personal Narrative Essay DUE
- September 15 Second Draft of Personal Narrative Essay DUE
- September 18 Final Draft of Personal Narrative Essay DUE
- October 9 First Draft of Comparative Analysis Essay DUE
- October 13 Second Draft of Comparative Analysis Essay DUE
- October 16 Final Draft of Comparative Analysis Essay DUE
- October 17 Mid-semester grades reported
- November 6 First Draft of Justifying an Evaluation Essay DUE
- November 10 Second Draft of Justifying an Evaluation Essay DUE
- November 13 Final Draft of Justifying an Evaluation Essay DUE
- November 20-24 Thanksgiving Holiday – No Classes
- November 27 Multimodal Presentations & Annotated Bibliography DUE
- Nov. 27 – Dec. 8 Multimodal Presentations
- December 1 Last day to withdraw from a course
- December 4-8 Exams

WEEK 1: INTRODUCTION TO COMPOSITION**Monday, August 21**

In Class: Discussion of syllabus and general business. Introduction to frequently used websites: Purdue OWL, EasyBib.com, and BibMe.org. Discussion of collaboration and online publishing: wikispaces.com (<http://dsu101.wikispaces.com>) and wordpress.com.

Homework: Set up your Wikispaces page using the join code provided in class. Introduce yourself by responding to three of the questions posted in the Wikispaces classroom. We will meet in the Writing Center on Wednesday.

Wednesday, August 23 -- Meeting in the Writing Center/Computer Lab

In Class: Discussion of Wordpress blogs and in-class set up of blog spaces.

Homework: Finish making any changes you'd like to your Wordpress blog. Be sure to add your blog address to the Blog Addresses page in our class Wiki.

Friday, August 25

In Class: Class discussion of what makes good writing. Class collaboration on basic rubric for writing assignments.

Homework: Read “The Death of the Moth” by Virginia Woolf. Notice how much detail and attention is paid to a seemingly insignificant event. Notice too how the author connects the death of a moth to a larger exploration of death itself. Over the weekend, take a moment to notice something you might otherwise completely ignore or miss. What greater truth or lesson might be gleaned from what you notice? Set a timer and write for 10 minutes on your Wiki page about what you saw. Try to be as detailed as possible – help us to really “see” what you saw – and explore the larger meaning in an otherwise insignificant event. Comment on at least two other Wiki page posts.

WEEK 2: THE PERSONAL NARRATIVE**Monday, August 28**

In Class: Discuss the Woolf essay and subsequent writing exercise. Volunteers read their free writing. Introduction to the Personal Narrative Essay assignment. Q&A.

Homework: Read “Unplanned Legacy” by Philip Higgs. Come to class ready to discuss the use of descriptive language in the essay.

Wednesday, August 30

In Class: Discuss the essay by Higgs. Look at particular passages. What makes them effective? Read **Emily White’s “Dishing Dirt.”** In groups, discuss how you would grade this essay and what criteria you would use to grade it.

Homework: On your Wiki, begin making a list of possible topics you could explore in your own personal narrative. Don’t worry about going into detail just yet, just create a list of memories that you think would be good topics for this kind of essay. Add to this list through the weekend.

Friday, September 1

In Class: In groups, choose one memory from your list and tell the story to your group. Try to make it as descriptive as possible, but don’t embellish the story or make things up. When you’re finished telling your story, let the group tell you what was the most interesting part and, also, what they believe the larger truth or lesson is in the story.

Homework: Read “Goodbye to All That” by Joan Didion. Take some time to consider place and, specifically, this place – Cleveland, the Delta, Mississippi. What makes this place distinctive? What experiences can we have here that we could not have in another place? On your Wiki page, set a timer for 10 minutes and write about what it’s like living in Cleveland. Be specific and detailed. Comment on at least two other Wiki page posts.

WEEK 3: WRITING THE PERSONAL NARRATIVE**Monday, September 4 – Labor Day, No Class**

Homework: Finish adding ideas to your memory list and narrow it down to your top choice for your personal narrative essay. Does this memory offer opportunities to write with vivid description? Is there a larger truth – now that you have some time and perspective from the memory – that can be explored? Do you remember this experience so well because of its impact on your life? Bring a laptop or some writing paper with you to class on Wednesday.

Wednesday, September 6

In Class: In-class writing. Begin drafting your personal narrative. Remember: you do not have to tell your reader why it’s important. If you write it with enough vivid description and allow us to “experience” it with you, it will be clear.

Homework: Continue writing the first draft of your personal narrative. First draft will be due Monday. Read “A Few Words About Breasts” by Nora Ephron. Come to class prepared to discuss.

Friday, September 8

In Class: Discussion of Ephron's essay. Class discussion of how we might grade this essay based on our rubric. Does the rubric need to be adjusted? What changes should we make? Which criteria should we include that we perhaps missed? Finalize rubric.

Homework: Finish drafting your personal narrative essay. First draft due in class on Monday. Bring two copies of your draft to class.

WEEK 4: PEER REVIEW & REVISION

Monday, September 11 – First Draft of Personal Narrative DUE

In Class: Discussion of peer review process. In groups of three: read two essays and respond.

Homework: Begin revising your personal narrative essay based on the feedback you received in class today. Second draft due Friday. Bring your laptop or a hard copy of your essay to class on Wednesday.

Wednesday, September 13

In Class: Discussion of MLA formatting, proofreading, editing, and revising. Review guidelines on the Purdue OWL. In class, put essay into correct MLA format. Discuss the importance of titles.

Homework: Continue revising your essay. Second draft due Friday. Bring your laptop or one hard copy of your essay to class on Friday.

Friday, September 15 – Second Draft of Personal Narrative DUE

In Class: Peer review. In groups of two, look for errors in grammar, punctuation, style, MLA, etc. Review the organization of the essay. Make note of spots that are confusing or unclear.

Homework: Complete the edits to your personal narrative, give it a memorable title, and publish it on your Wordpress blog no later than 9 AM on Monday, September 18.

WEEK 5: INTRODUCTION TO MULTIMODAL PRESENTATION

Monday, September 18 – Final Draft of Personal Narrative DUE

In Class: Introduction to the Multimodal Presentation assignment. A very basic multimodal example of a narrative essay: David Rakoff's "The Invisible Made Visible"

<https://www.youtube.com/watch?v=ldqjM7x6NhE>. A look at some other examples:

<https://prezi.com/p/vfa3uebgkysv/>.

Homework: Begin thinking of ways that you might present your personal narrative using multiple modes. This project will be due at the end of the semester, but it will likely take you the entire semester to do it and do it well. Consider the resources you will need (cameras, microphones, lighting, computer programs, etc.) and begin to make a list. On your Wiki page, make a list of skills you personally have that you would be willing to share with others: do you know how to upload videos to YouTube? Do you know how to edit video footage? Do you know how to embed graphics or video into a webpage? Do you know how to use Prezi, Photoshop, Illustrator? Can you draw? Are you a good photographer? Think of all the things you know and make your list.

Wednesday, September 20

In Class: Q&A for the multimodal presentation project. Discussion of sharing skills and collaborating. Availability of resources on campus.

Homework: Begin thinking of what you value in multimodal presentations. Come to class prepared to discuss and begin collaborating on the rubric for this assignment.

Friday, September 22

In Class: Discussion of what we value and how we might go about grading these kinds of presentations.

Homework: Take the weekend off ☺ On Monday, we'll begin working on the Comparative Analysis essay.

WEEK 6: INTRODUCTION TO COMPARATIVE ANALYSIS

Monday, September 25

In Class: Introduction to the Comparative Analysis Essay assignment. Q&A. What kinds of things can we compare? Class brainstorming. Introduction to thesis statements: What are they? Why should we care?

Homework: Read “Home Ground, Schoolyard: a Double Life” by Daria Muse. Notice the comparisons she makes throughout the essay. Do you see an explicit or implicit thesis statement in these essays? Come to class prepared to discuss.

Wednesday, September 27

In Class: Discuss Muse’s essay. Read Sakamoto’s “Conversational Ballgames.” In groups, identify the areas of comparison Sakamoto makes. How about thesis statements? What makes the essays by Muse and Sakamoto effective? If we were to grade them, by what criteria would we evaluate them?

Homework: Read Qasim’s blog post, “Adobe: InDesign vs. Photoshop vs. Illustrator.” Pay attention to the stylistic, tone, and layout differences between Qasim’s blog post and the more formal essays we’ve already read. What do you notice? How does purpose and audience play a factor in these differences?

Friday, September 29

In Class: Discuss Qasim’s blog post and the role of purpose and audience in composition. Using Qasim’s post, what new criteria might we add to our rubric for evaluating a comparison analysis essay?

Homework: Read “The Ancient and Modern Roots of Yoga” by Mark Singleton. Pay particular attention to his use of research in this essay. Is there a clearly stated or implied thesis? What is being compared? How do these comparisons differ from other comparative essays we’ve read? On your Wiki page, begin to compile a list of comparisons you might make in your essay. Be sure to include comparisons of experience (like Sakamoto or Muse), comparisons of things (like Qasim), and comparisons of ideas (like Singleton).

WEEK 7: WRITING THE COMPARATIVE ANALYSIS

Monday, October 2

In Class: Discussion of Singleton’s essay. How does his essay differ from the others we’ve read? Does the fact that you may have known very little about the subject before reading play a factor? How does Singleton use research to help his audience? What’s being compared? In groups: discuss your current list of comparison ideas and the three areas of comparison we’ve looked at: experience, things, ideas. Finalize grading rubric for comparative analysis essay.

Homework: Finalize your list of topics for the comparative analysis essay and choose one. Come to class on Wednesday with your laptop or some writing paper.

Wednesday, October 4

In Class: In-class drafting of the comparative analysis essay. Thesis statements, supporting evidence, and outlines. Q&A.

Homework: Continue drafting your comparative analysis essay. First draft is due Monday. We will meet in the computer lab on Friday to work on multimodal projects.

Friday, October 6 – Class Meeting in the Writing Lab

In Class: Group or individual work on multimodal projects. Time for Q&A, etc.

Homework: Finalize your first draft of the comparative analysis essay. Bring two hard copies to class on Monday.

WEEK 8: PEER REVIEW AND REVISION

Monday, October 9 – First Draft of Comparative Analysis Essay DUE

In Class: Discussion of peer review process. In groups of three: read two essays and respond.

Homework: Begin revising your comparative analysis essay based on the feedback you received in class today. Second draft due Friday. Bring your laptop or a hard copy of your essay to class on Wednesday.

Wednesday, October 11

In Class: Discussion of MLA formatting, proofreading, editing, and revising. Review guidelines on the Purdue OWL. In class, put essay into correct MLA format. Discuss the importance of titles.

Homework: Continue revising your essay. Second draft due Friday. Bring your laptop or one hard copy of your essay to class on Friday.

Friday, October 13 – Second Draft of Comparative Analysis DUE

In Class: Peer review. In groups of two, look for errors in grammar, punctuation, style, MLA, etc. Review the organization of the essay. Make note of spots that are confusing or unclear.

Homework: Complete the edits to your comparative analysis, give it a memorable title, and publish it on your Wordpress blog no later than 9 AM on Monday, October 16.

WEEK 9: INTRODUCTION TO ANNOTATED BIBLIOGRAPHY

Monday, October 16 – Final Draft of Comparative Analysis Essay DUE

In Class: Introduction to the Annotated Bibliography assignment. Watch the video on creating an annotated bibliography: <https://www.youtube.com/watch?v=jV5nSXdMB60>. Q&A. Review MLA guidelines and citation generators such as EasyBib and BibMe. Introduction to research skills.

Homework: Begin to make a list of sources you will use for your multimodal presentation and take notes on how you plan to use those sources. Remember that all sources must be cited – including sound, images, video, etc. Your annotated bibliography will be due on the day you present your multimodal presentation.

Wednesday, October 18 – Class Meeting in the Library

In Class: Introduction to the library and research skills.

Homework: Begin drafting your annotated bibliography on your Wiki page based on the sources you currently have compiled.

Friday, October 20 – Class Meeting in the Computer Lab

In Class: Continue to research sources for your multimodal project.

Homework: Take the weekend off ☺ We will begin working on our final essay, the Justification of an Evaluation essay, on Monday.

WEEK 10: INTRODUCTION TO JUSTIFICATION OF AN EVALUATION ESSAY

Monday, October 23

In Class: Introduction to the Justification of an Evaluation essay. Q&A. Discussion: what kinds of things can be evaluated? What does it mean to evaluate something? How have we been using criteria to justify our evaluation of the essays we've been reading all semester? Can this skill be applied elsewhere? Where do we see it being applied in our daily lives? What might be the criteria by which we evaluate an essay like this one?

Homework: Read "The 50 Best Colleges in America" by Martin, Loudonback, and Pipia. Pay particular attention to the criteria they use to justify their evaluation of the schools. On your Wiki page, write a brief statement of how well Delta State would hold up to the same criteria (justify your evaluation). Come to class prepared to discuss.

Wednesday, October 25

In Class: Discussion of Martin et al.'s essay. How does DSU hold up to the criteria? As college students, would you have selected different criteria to evaluate the schools? Why? Read "These Two Reviews Perfectly Illustrate the Best and Worst of Yelp" by Huffman. Discuss what makes a "good" Yelp review.

Homework: Read "'Wonder Woman' Review: Gal Gadot's Amazon Warrior Conquers Superhero Doldrums" by Alonso Duralde. Pay attention to the criteria Duralde uses to evaluate the film. Is there an implied thesis statement? Then, review the Yelp reviews for the "10 Best Places Near Cleveland, MS." How are these two evaluations different? On your Wiki page, discuss three from the list of places near Cleveland with which you are familiar. Are the reviews accurate? What criteria do the reviewers use to evaluate the place? Would you use the same criteria or different criteria?

Friday, October 27

In Class: Discussion of the “10 Best Places Near Cleveland, MS” and the “Wonder Woman’ Review.” How do these kinds of evaluations differ from the “50 Best Colleges in America” article? Consider purpose and audience. Practice with thesis statements: if you had to sum up the major argument in the Yelp reviews, what would it be?

Homework: Read “The Best Places to Retire in 2017” by William P. Barrett. Consider the essay portion of the article: how does the author use research to support his justification for the evaluation? What criteria does the author use to evaluate the locations, and how does he justify his use of those criteria? Considering the kinds of justifications of evaluations we’ve read thus far: locations (colleges and retirement towns), services (Yelp reviews), and entertainment (Wonder Woman), make a list on your Wiki page of things you might evaluate. Be sure to include locations, services, and entertainment in your list.

WEEK 11: WRITING THE JUSTIFICATION OF AN EVALUATION ESSAY

Monday, October 30

In Class: Discussion of “The Best Places to Retire in 2017” essay. What are the benefits to the longer form used in this essay? If we were to evaluate this essay, what criteria would we use? In groups: discuss your current list of evaluation ideas and the three areas of evaluation we’ve looked at: locations, services, entertainment. Finalize grading rubric for the justification of an evaluation essay.

Homework: Finalize your list of topics for the justification of an evaluation essay and choose one. Come to class on Wednesday with your laptop or some writing paper.

Wednesday, November 1

In Class: In-class drafting of the justifying an evaluation essay. Q&A.

Homework: Continue drafting your justifying an evaluation essay. First draft is due Monday. We will meet in the computer lab on Friday to work on multimodal projects.

Friday, November 3 – Class Meeting in the Writing Lab

In Class: Group or individual work on multimodal projects. Time for Q&A, etc.

Homework: Finalize your first draft of the justifying an evaluation essay. Bring two hard copies to class on Monday.

WEEK 8: PEER REVIEW AND REVISION

Monday, November 6 – First Draft of Justifying an Evaluation Essay DUE

In Class: Discussion of peer review process. In groups of three: read two essays and respond.

Homework: Begin revising your justifying an evaluation essay based on the feedback you received in class today. Second draft due Friday. Bring your laptop or a hard copy of your essay to class on Wednesday.

Wednesday, November 8

In Class: Discussion of MLA formatting, proofreading, editing, and revising. Review guidelines on the Purdue OWL. In class, put essay into correct MLA format. Discuss the importance of titles.

Homework: Continue revising your essay. Second draft due Friday. Bring your laptop or one hard copy of your essay to class on Friday.

Friday, November 10 – Second Draft of Justifying an Evaluation Essay DUE

In Class: Peer review. In groups of two, look for errors in grammar, punctuation, style, MLA, etc. Review the organization of the essay. Make note of spots that are confusing or unclear.

Homework: Complete the edits to your justifying an evaluation essay, give it a memorable title, and publish it on your Wordpress blog no later than 9 AM on Monday, November 13.

WEEK 13: MULTIMODAL PRESENTATION WORKSHOPS & PEER REVIEW

Monday, November 13 – Final Draft of Justifying an Evaluation Essay DUE

In Class: Peer review and workshop of multimodal presentations. Continued discussion of criteria for evaluation of multimodal presentations.

Homework: Continue finalizing your multimodal presentation.

Wednesday, November 15

In Class: Peer review and workshop of multimodal presentations. Sign up for presentation day and class celebration.

Homework: Continue finalizing your multimodal presentation.

Friday, November 17

In Class: Last day of peer review and workshop of multimodal presentations. Finalize rubric for evaluation. Q&A. Reminder of presentation days.

Homework: Have a wonderful holiday break! Remember to publish your multimodal presentations and annotated bibliographies to your Wordpress blog NO LATER than 9 AM on Monday, November 27. Presentations begin when we return from break.

WEEK 14: Thanksgiving Break – No Classes

Monday, November 20-24

Homework: Publish your multimodal project on your Wordpress blog no later than 9 AM on Monday, November 27. Include your annotated bibliography below the presentation in the same post.

WEEK 15: MULTIMODAL PRESENTATIONS

Monday, November 27 – Multimodal Presentation and Annotated Bibliography DUE

In Class: Student presentations of multimodal projects

Wednesday, November 29

In Class: Student presentations of multimodal projects

Friday, December 1

In Class: Student presentations of multimodal projects

WEEK 16: Exam Week

Monday, December 4-8 – Wrap up of student presentations of multimodal projects and class celebration.