

English 250, Spring 2018

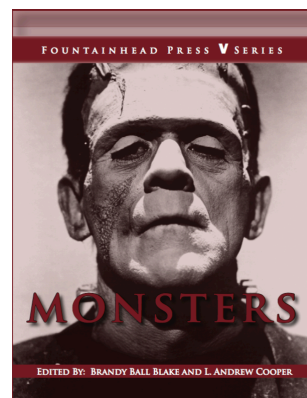
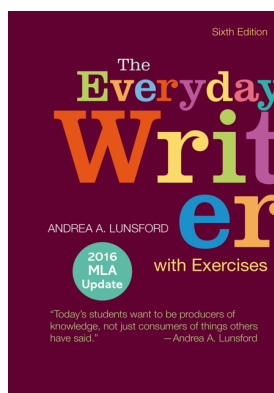
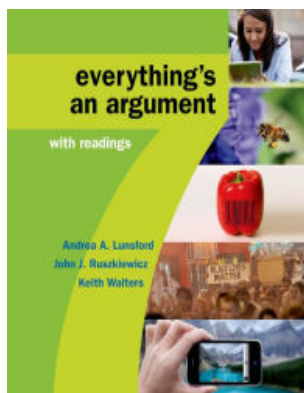
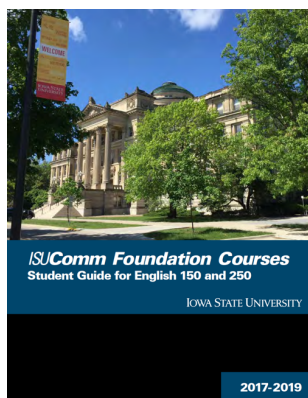
Instructor: Altay Ozkul

Office: 427 Ross Hall

Office Hours: MW 08-11 AM, 03-04 PM

Email: aozkul@iastate.edu

Textbooks and Materials



ISUComm Foundation Courses Student Guide for English 150 and 250, Iowa State University, Department of English, 2017-2019.

Lunsford, Andrea, and John Ruszkiewicz. *Everything's an Argument*, 7th edition. Boston: Bedford/ St. Martin's, 2016.

Lunsford, Andrea. *The Everyday Writer*, 6th edition. Boston: Bedford/St. Martin's, 2016.

Blake, Brandy Ball., and L. Andrew Cooper. *Monsters*. Fountainhead Press, 2012.

and...

1 flash drive/cloud account on which to save your English 250 work.

Objectives

The goals of English 250 are for you to develop skills in written, oral, visual, and electronic communication, as listed below and in your ISUComm Foundation Courses Student Guide. As a result, you should become not only a more perceptive consumer of information, but also a communicator better able to make effective decisions in your own academic life and work. A central concept in this course is that “arguments are all around us, in every medium, in every genre, in everything we do An argument can be any text—written, spoken, aural, or visual—that expresses a point of view” (*Everything's an Argument* 5). In this course, you'll summarize, analyze, and evaluate various types of communication and then use those skills in four kinds of assignments: summaries, rhetorical analyses (both textual and visual), exploratory/persuasive texts, and documented research.

Written

- analyze professional writing to assess its purpose, audience, and rhetorical strategies

- construct arguments that integrate logical, ethical, and emotional appeals
- write source papers analyzing a rhetorical situation and identifying and accurately documenting appropriate source material
- avoid distracting or confusing sentence-level errors
- reflect systematically on all of your communication processes, strengths, goals, and growth

Oral

- give an oral presentation, either individually or as part of a team, using effective invention, organization, language, and delivery strategies
- be an effective team member in small groups as a contributor, listener, and presenter

Visual

- rhetorically analyze visual communication, such as an advertisement, PSA, etc.
- create a visual argument (i.e., advertisement, bookmark, poster, slide presentation)

Electronic

- rhetorically analyze electronic communication, such as websites
- create an electronic composition (e.g., communication ePortfolio)

Assignments

Units and Grade Distribution

Week 1	Literacy Narrative	ungraded
Unit 2:	Summarizing	
	Summary and Reflection	10%
Unit 3:	Analyzing Rhetorical Arguments	
	Textual Rhetorical Analysis and Reflection	15%
Unit 4:	Analyzing Visual Arguments	
	Visual Rhetorical Analysis and Reflection	15%
	Oral Presentation of Visual Rhetorical Analysis and Reflection	5%
Unit 5:	Researching	
	Documented Essay and Reflection	15%
	Oral Presentation of Doc. Essay with Visual and Reflection	10%
Other		
	ePortfolio with Revisions/Reflections (ongoing through the semester)	20%
	Shorter Assignments/Class Participation	10%

In addition to major assignments, there will be shorter assignments. Shorter assignments serve different purposes: to plan or revise a major assignment, to practice strategies important to a major assignment, to examine issues relevant to a major assignment, or to explore visual communication. Therefore, failure to complete the smaller assignments on time may result in a failing grade for a major assignment. Shorter responses will not be evaluated if turned in late.

All work completed outside of class should be typed. Make sure you have a backup copy of all work before you submit it to be graded. **Major essays will be penalized one letter grade (e.g.,**

from B to C) for each class period they are late. If the paper is not submitted by or at the time of the second class period after it is due, it will not be accepted and an F will be recorded for it.

Academic Honesty

Detecting plagiarism in English 150 and 250 is often relatively easy for an instructor who is familiar with your work, and once detected, it is mandatory that the Director of Foundation Communication be notified and consulted about consequences. Plagiarism is a serious legal and ethical breach, and it is treated as such by the university. Thoroughly read all the material in your *ISUComm Foundation Courses Student Guide: English 150–250*, including the section regarding ethics and plagiarism in the academy. Understanding what constitutes plagiarism and academic dishonesty will help prevent you from committing these acts inadvertently and will strengthen your writing. If you have **any questions about using work other than your own in your paper or project, see your instructor before you turn in an assignment.**

ISUComm ePortfolio

Beginning early in the semester, you'll be collecting and reflecting on your work in an ISUComm ePortfolio. After you've completed the first 5 major individual assignments of the semester, you will be revisiting these products to help you complete your ePortfolio, worth 20% of your semester grade. This ePortfolio's purpose is for you to present your communication work and your ability to reflect on and project ahead about this work.

To showcase your learning in this way, you will make selections from your previous work, revising one major piece of writing of your choosing (the "W" mode on which 150 concentrates most heavily), presenting other parts of your work to demonstrate your competence in the remaining 3 modes (OVE—oral, visual, and electronic), and reflecting on these pieces to discuss changes you made to the originals and assess the new versions.

To represent your learning, you'll select from your previous work, revising one major piece of writing (the "W" mode on which English 150 concentrates most heavily), presenting other parts of your work to demonstrate your competence in the related 3 modes (-OVE—oral, visual, and electronic). You'll write a reflection on these pieces to discuss changes you made to the originals, why, and to assess the new versions.

Specifically, the ISUComm ePortfolio components are:

- Early-semester work setting up your ePortfolio and using that electronic space to work on, present, and reflect on your WOVE projects during the semester.
- Nearer the end of the semester, you'll conference with your instructor (in which you discuss what pieces your ePortfolio will include and what sorts of issues you will discuss as you reflect on them—during Week 12)
- The following three major sections are due during Week 16; the last part—**closing reflection—will be written in class during your university-scheduled final exam period**
 - Introduction to your ISUComm ePortfolio's work (this will probably be separate from an "About Me" page)
 - Revision of a writing (W) and reflection
 - -OVE products and reflection

Because it's not possible to know exactly what you'll include in this final portfolio or what you'll say about your chosen pieces right now, **it is very important to save everything you do**

in ENGL 250 both in electronic and hard copy, so that you have a lot of material from which to draw when you are ready to put the finishing touches on your ISUComm ePortfolio.

Class Attendance and Participation

One of the consistent components from section to section in the ISUComm Foundation Courses program is the attendance policy. Classes are in a discussion/workshop format and depend on your active learning; therefore, regular attendance and productive, courteous participation with classmates and the instructor are important. Absences damage your grade in the class and create the probability that you'll need to drop the course. Much of what we do in English 250 cannot be rescheduled for you individually, made up, or accepted late, regardless of your reason for missing class. To ensure that you stay on track with your attendance and submission of work, the following policies, developed by the Director of ISUComm Foundation Courses, will be enforced in sections of English 250:

- **Missing more than four classes (MWF) or three classes (TTH) will lower your grade, and excessive absences (three weeks of classes) will result in a failing grade for the course.**
 - Specifically, if your absences total five – eight (MWF) or four – five (TTH), your class grade is reduced two increments (a B+ becomes a B-; a C becomes a D+). This happens for the *range* of 5 – 8 (MWF) or 4 – 5 (TTH) absences, not for each individual absence within the range. Even so, the impact on your grade is significant once you exceed your allotted absences (four on MWF or three on TTH).
 - **After a total of nine (MWF) or six (TTh) absences, you must drop the course or you will receive an F.**
- **Even with a valid reason to miss, you can accumulate so many absences in a semester that your work and classroom experience are too compromised for you to remain in the class.**
- If there is a medical condition, you must speak to the Disability Resources Office at the beginning of the semester (see p. 6 of this document) to officially request an accommodation; however, we cannot approve an indefinite number of absences or late arrivals. We will work with the DRO to arrive at a reasonable accommodation that allows you to be successful without altering the rigor and basic requirements of the class.
- If you will have athletic absences or absences for which you are representing the university, these must be presented to your instructor at the beginning of the semester; the Director and Assistant Director(s) of ISUComm Foundation Courses will then be consulted. If your absences will be numerous and will interfere with your participation in the class, the program advises you to drop and take the class in a semester when you can attend regularly. Bear in mind that missing 2 classes on a TTh schedule or 3 on a MWF schedule means you've missed a week of class. These add up fast and compromise your ability to be successful in the course; in-class activities cannot be recreated for you.
- If the time of day for the class is not convenient for you, speak to your adviser immediately about changing to another section, as you cannot regularly arrive late or leave early.
- **If you are more than 15 minutes late to class, you will be counted absent. You may not plan to regularly leave class early.**
- **Missing during group work or on the day of your oral presentation means taking an F for that activity, as it cannot be made up individually.**
- When classes are cancelled for scheduled conferences, **missing a scheduled individual or group conference counts as an absence.**

- **Do not schedule travel that requires you to leave campus early for Spring Break or for semester break**, as this could conflict with your class and/or your final exam. Your instructor cannot make individual arrangements for you. **If you do not attend your final exam as required by the university, your ISUComm ePortfolio grade will be reduced by a full letter.**

Grading and Evaluation

In English 250, as in other university courses, the work required of you at the university will generally be different in type and level of difficulty from what you did in high school. Expectations are higher since your work is now in a pool with that of others who are also pursuing university degrees. *Instructors will evaluate your work so that its grade reflects university expectations.*

Students admitted to the university are assumed to be able to perform satisfactorily (earning Cs); however, earning As and Bs at the university level requires strong, consistent effort. The grade descriptions below reflect that reality. Notice that the C description describes work that is “satisfactory,” “clear,” and “competent” with “nothing remarkably good or bad.” If you received As and Bs for work that met these criteria in high school and expect the same at the university (that “satisfactory” will earn you an A), your understanding of university grading may be unrealistic.

Your assignment sheets in English 250 include evaluation criteria and your instructor will provide multiple forms of feedback on your work, including a rubric and comments. Start assignments early and work steadily to avoid last-minute rushing. If you are surprised by a grade, make an appointment with your instructor if you do not understand what you can do differently on subsequent work. **Refer to your textbooks**, as many common questions are answered in your texts. See especially pages 41-44 in your ISUComm *Student Guide, 2017-2019*. Your instructor will provide rubrics for each assignment so you can focus your efforts.

- A The qualities of a B assignment, plus imagination, originality, and engaging expression.
- B Thorough analysis of the communication problem; a satisfactory solution to the problem, judgment and tact in the presentation of this solution; good organization and solid expression.
- C **Satisfactory analysis of the problem, clear organization, and competent style; nothing remarkably good or bad. A C means your work met the demands of the assignment in a minimally acceptable way.**
- D Presence of a significant defect in context, substance, organization, style, or delivery in a lackluster paper; inadequate treatment of the assignment.
- F Inadequate coverage of essential points, uncertain or misguided purpose, poor organization; ineffective and inconsistent expression; significant defects in standard usage.

The grading scale for this class is listed below:

0-100 Scale	
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	00-59

Computer Ethics and Other Electronics

You are expected to use the university computers responsibly and to communicate courteously with others in your class—including the instructor—electronically. You are also expected to follow your instructor’s instructions on class days in the lab, using the computers for class-related activity only. If a computer is used for an activity (email, Facebook, etc.) other than that directed by the instructor, you are counted absent for the day. You are expected to turn off your cell phone and refrain from checking it during class. You may not take photos of people or record them without their knowledge and permission.

Diversity Affirmation

Iowa State University does not discriminate on the basis of race, color, age, ethnicity, religion, national origin, pregnancy, sexual orientation, gender identity, genetic information, sex, marital status, disability, or status as a U.S. veteran. Effective learning environments value and support diversity.

Disability Accommodation

Iowa State University is committed to assuring that all educational activities are free from discrimination and harassment based on disability status. All students requesting accommodations are required to meet with staff in Student Disability Resources (SDR) to establish eligibility. A Student Academic Accommodation Request (SAAR) form will be provided to eligible students. The provision of reasonable accommodations in this course will be arranged after timely delivery of the SAAR form to the instructor. Students are encouraged to deliver completed SAAR forms as early in the semester as possible. SDR, a unit in the Dean of Students Office, is located in room 1076, Student Services Building or online at www.dso.iastate.edu/dr/. Contact SDR by e-mail at disabilityresources@iastate.edu or by phone at 515-294-7220 for additional information.

Classroom Disruption

The ISUComm Foundation Courses program adheres to the Dean of Students Office’s policy on classroom disruption. “Should any student officially enrolled for credit or audit in a class disrupt the instructor's ability to ensure a safe environment, control the class agenda, and/or deliver the

approved curriculum, the instructor has the right to ask that the disruptive action cease immediately . . . The instructor should also take into consideration complaints of disruptive behavior brought to their attention by students. The responsible student should cease the disruption and utilize non-disruptive means for expressing disagreement or concern. If the disruption continues, the instructor can pursue various forms of intervention, including suspension from class, use of student disciplinary regulations, or police intervention . . . ”

You may read the full university policy here:

<https://www.studentassistance.dso.iastate.edu/issuesconcerns/disruption>.

English 250, Section ND/RF/RG, Spring 2018, Tentative Schedule M/W/F

NOTE: The syllabus is subject to change and does not list all readings and shorter assignments. Readings are to be completed before the class period for which they are listed. Please bring to class the text or texts from which you have a reading for the day. EA = *Everything's an Argument*; EW = *Everyday Writer*; SG = ISUComm Foundation Courses Student Guide.

	Topic	In-class activities and assignments
1 1/9-1/13	<u>Assignment #1: Literacy Narrative</u>	<p><u>MONDAY:</u> <i>In-class activities:</i></p> <ul style="list-style-type: none"> • Introduction to course <ul style="list-style-type: none"> ○ Course objectives ○ Assignments ○ Introduce yourselves (2 truths and a lie) • Discussion of class policies <ul style="list-style-type: none"> ○ Highlight attendance and grading ○ Mr. Stephens's individual expectations • Enroll in our Moodle Course <p><u>WEDNESDAY:</u> <i>Homework (due today):</i></p> <ul style="list-style-type: none"> • Pages 1–13 in the <i>ISUComm Courses Student Guide</i> (ISUComm Foundation Courses, WOVE, Rhetorical Pentad, Transfer) • Chapters 1 and 2 in <i>The Everyday Writer</i> (Top Twenty, Expectations for College Writing) <p><i>In-class activities:</i></p> <ul style="list-style-type: none"> • Submit Course Policy Awareness sheet • Discuss Assignment #1: Literacy Autobiography <p><u>FRIDAY:</u> <i>Homework (due today)</i></p> <ul style="list-style-type: none"> • Chapter 3 in <i>The Everyday Writer</i> (Rhetorical Situations) • List of literacy experiences (bring to class) <p><i>In-class activities</i></p> <ul style="list-style-type: none"> • Discuss readings from this week • Develop a plan for completing Assignment #1

	Topic	In-class activities and assignments
2 1/16-1/20	Begin Assignment #2: Summary and introduction to ePortfolio	<p><u>MONDAY (university holiday, no class):</u> <i>Homework (due today)</i></p> <ul style="list-style-type: none"> • Read Chapter 1 "Everything is an Argument" in <i>Everything's an Argument</i> <p><u>WEDNESDAY:</u> <i>Homework (due today)</i></p> <ul style="list-style-type: none"> • Read pages 442–447 (Summarizing Sources) <i>Everything's an Argument</i>

	<ul style="list-style-type: none"> • Read Chapters 4–6 (Exploring Ideas, Planning and Drafting, Developing Ideas), and pp. 191–199 (Summaries, Paraphrases) in <i>The Everyday Writer</i>; • Glance over 527–528 (MLA Format for your papers) in <i>The Everyday Writer</i>. • Read Adler's "How to Mark a Book" at http://chuma.cas.usf.edu/~pinsky/mark_a_book.htm <p><i>In-class activities</i></p> <ul style="list-style-type: none"> • Introduction of Assignment #2 • Discussion of readings • Practicing summary activity on "How to Mark a Book" <p><u>FRIDAY:</u> <i>Homework (due today)</i></p> <ul style="list-style-type: none"> • Pages 56–71 <i>Student Guide</i> (ePortfolios, University Resources) • Read “Introduction: Haunting Boundaries” in <i>Monsters</i>; annotate the text based on what you learned from Adler's "How to Mark a Book," and bring your annotated version of the text to class. <p><i>In-class activities</i></p> <ul style="list-style-type: none"> • Practicing summary activity on "Introduction: Haunting Boundaries” • Introduction to and initial work on ISUComm ePortfolio: Create, Customize, and “About Me.”
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	Topic	In-class activities and assignments
<p>3 1/23-1/27</p>	<p><u>Assignment #3: Textual Rhetorical Analysis</u></p>	<p><u>MONDAY:</u> <i>Homework (due today)</i></p> <ul style="list-style-type: none"> • Chapters 6 and 17 EA (Rhetorical Analysis, Academic Arguments); • Chapter 10 EW (Analyzing Arguments) • <u>Assignment #2 due tonight.</u> <p><i>In-class activities</i></p> <ul style="list-style-type: none"> • In-class ePortfolios workshop (setting up tabs and static homepage) <ul style="list-style-type: none"> • Reflection on Assignment #2 (integrate it into ePortfolio) • Introduce Assignment #3. Practice rhetorical analysis of (texts from the reader <i>Monsters</i>) <ul style="list-style-type: none"> • “Frankenstein: A feminist critique of science” • “Monster Culture (7 Theses)” <p><u>WEDNESDAY:</u> <i>Homework (due today)</i></p> <ul style="list-style-type: none"> • pp. 78-79 SG (Rhetorical Analysis Tutorial), 88-89 SG (Textual Rhetorical Analysis Rubric) <p><i>In-class activities</i></p> <ul style="list-style-type: none"> • Discuss readings. • Introduce Partner Learning “Havruta” • Practice Havruta in-class

		<p><u>FRIDAY:</u> <i>Homework (due today)</i></p> <ul style="list-style-type: none"> Choose your text, and annotate it (by using the methods you used for Assignment 2) <p><i>In-class activities</i></p> <ul style="list-style-type: none"> Sign up for conferences In-class work on rhetorical analysis
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	Topic	In-class activities and assignments
<p>4 1/30-2/3</p>	<p>Continue to work on your Textual Rhetorical Analysis this week</p>	<p><u>MONDAY, WEDNESDAY AND FRIDAY:</u></p> <ul style="list-style-type: none"> Student conferences. (Bring rough draft of A3 to your conference) <p><i>Homework (due today)</i></p> <ul style="list-style-type: none"> Chapters 2, 3, and 4 EA (Pathos, Ethos, Logos), and pp. 112-117 EA (Guide to Writing a Rhetorical Analysis).

	Topic	In-class activities and assignments
<p>5 2/6-2/10</p>	<p>Textual Rhetorical Analysis DUE. Begin Assignment #4: Visual Rhetorical Analysis with Oral Presentation.</p>	<p><u>MONDAY:</u> <i>Homework (due today)</i></p> <ul style="list-style-type: none"> Review Chapter 10 EW (Analyzing Arguments) <p><i>In-class activities</i></p> <ul style="list-style-type: none"> In-class peer-response session on Assignment 3. <p><u>WEDNESDAY:</u> <i>Homework (due today)</i></p> <ul style="list-style-type: none"> Read Assignment #4 sheet. Chapters 14 and 16 EA (Visual Rhetoric and Analyzing Multimedia Arguments) Bring laptops to class. <u>Assignment #3 due tonight.</u> <p><i>In-class activities</i></p> <ul style="list-style-type: none"> Write reflections on Assignment #3 in-class, and integrate them into ePortfolios. Discuss Assignment #4. What is a visual argument? How can a visual make an argument? Begin discussion of visual analysis. Look at samples of printed visual arguments in texts and those provided by your instructor. <p><u>FRIDAY:</u> <i>Homework (due today)</i></p> <ul style="list-style-type: none"> Read Chapters 7-8 EW (Reviewing, Revising, Editing, and Reflecting); pp. 45-49 SG (Visual Communication, Electronic Communication). Read “George Romero’s Zombie Films: A Plague of Meaning” in <i>Monsters</i> <p><i>In-class activities</i></p> <ul style="list-style-type: none"> Review readings. Practice visual rhetorical analysis on “George Romero’s Zombie Films: A Plague of Meaning”

	Topic	In-class activities and assignments
<p>6 2/13-2/17</p>	<p>Visual Rhetorical Analysis (continued)</p>	<p><u>MONDAY, WEDNESDAY:</u> <i>Homework (due today)</i></p> <ul style="list-style-type: none"> • Keep working on A4 visual analysis. <p><i>In-class activities</i></p> <ul style="list-style-type: none"> • In-class activities peer-based activities on A4. <p><u>FRIDAY:</u> <i>Homework (due today)</i></p> <ul style="list-style-type: none"> • Keep working on A4 visual analysis. • Read “Strange Transformations” in <i>Monsters</i>. <p><i>In-class activities</i></p> <ul style="list-style-type: none"> • Discuss reading. • In-class free writing exercise.

	Topic	In-class activities and assignments
<p>7 2/20-2/24</p>	<p>Visual Rhetorical Analysis (continued).</p>	<p><u>MONDAY:</u> <i>Homework (due today)</i></p> <ul style="list-style-type: none"> • Read “The Company of Wolves” in <i>Monsters</i>. <p><i>In-class activities</i></p> <ul style="list-style-type: none"> • Discuss readings. • In-class free writing exercise. <p><u>WEDNESDAY:</u> <i>Homework (due today)</i></p> <ul style="list-style-type: none"> • Read Chapter 15 EA (Presenting Arguments); Chapters 22-23 EW (Design Decisions, Presentations); and pp. 39-41 SG (Oral Communication). <p><i>In-class activities</i></p> <ul style="list-style-type: none"> • Discuss elements of successful oral presentations using readings from all three texts. • Create a rubric in class reflecting important elements of the presentation. • Discuss audience responsibilities and roles. <p><u>FRIDAY:</u> <i>Homework (due today)</i></p> <ul style="list-style-type: none"> • Review Chapter 10 EW (Analyzing Arguments) • <u>Assignment #4 due tonight.</u>

		<p><i>In-class activities</i></p> <ul style="list-style-type: none"> • In-class peer-response session on Assignment 4. • <i>Don't forget to prepare your presentation by Sunday, and e-mail it to your instructor.</i>
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	Topic	In-class activities and assignments
<p>8 2/27-3/3</p>	<p>Oral Presentation of Visual Rhetorical Analysis. Begin Documented Essay with Oral Presentation (A5).</p>	<p><u>MONDAY, WEDNESDAY, AND FRIDAY:</u></p> <ul style="list-style-type: none"> • In-class student presentations on A4. Presentations should take 3 minutes with 2 minutes for audience feedback. • Begin discussion of A5 (Documented Essay with Oral Presentation), if time permits after last presentation on Friday.

	Topic	In-class activities and assignments
<p>9 3/6-3/10</p>	<p>Assignment #5: Documented Essay with Oral Presentation.</p>	<p><u>MONDAY:</u> <i>Homework (due today)</i></p> <ul style="list-style-type: none"> • Read Chapter 7 EA (Structuring Arguments); <p><i>In-class activities</i></p> <ul style="list-style-type: none"> • Write reflections on Assignment #3 in-class, and integrate them into ePortfolios. • Discuss readings <p><u>WEDNESDAY:</u> <i>Homework (due today)</i></p> <ul style="list-style-type: none"> • Read Assignment #5 Sheet. <p><i>In-class activities</i></p> <ul style="list-style-type: none"> • Discuss Assignment #5. • Specify the various stages in writing a documented essay and fill out a calendar or timetable in class (see p. 159 EW) <p><u>FRIDAY:</u> <i>Homework (due today)</i></p> <ul style="list-style-type: none"> • Using D. Tannen's essay "Why is 'Compromise' Now a Dirty Word?", pp. 145-148 EA as a starting point, find and read two-three essays about the notion and perception of "monsters" in different cultures. <p><i>In-class activities</i></p> <ul style="list-style-type: none"> • Select one of the political issues as discussed in the above articles and consider possible areas of common ground as well as the areas of sharpest disagreement. Draw on earlier course readings to determine why different groups may be inclined to one viewpoint over others on this topic. How could this topic be effectively discussed without rancor? • Library search skills (practice with computers)

		<ul style="list-style-type: none"> NOTE that Spring Break does not begin until 5:00 p.m., Friday, March 10.
10 3/13-3/17	Topic	In-class activities and assignments
		Spring Break
11 3/20-3/24	Topic	In-class activities and assignments
	Documented Essay (A5) continued	<p><u>MONDAY:</u> <i>Homework (due today)</i></p> <ul style="list-style-type: none"> Submit thesis statement and informal outline for Documented Essay. Topic may not be changed after instructor approval of your thesis statement and outline. Read Chapters 18-20 EA (Finding Evidence, Evaluating and Using Sources). <p><i>In-class activities</i></p> <ul style="list-style-type: none"> Discuss readings Practice evaluating the credibility and usefulness of online sources <p><u>WEDNESDAY:</u> <i>Homework (due today)</i></p> <ul style="list-style-type: none"> “Parasites and Pervers: An Introduction to Gothic Monstrosity” in <i>Monsters</i> Chapters 15-16 EW (Integrating Sources and Avoiding Plagiarism, Writing a Research Project) <p><i>In-class activities</i></p> <ul style="list-style-type: none"> Discuss readings. <p><u>FRIDAY:</u> <i>Homework (due today)</i></p> <ul style="list-style-type: none"> Submit three possible sources for your paper to instructor by email at end of week; include full and accurate MLA or APA bibliographic documentation for them and summarize them for your instructor. <p><i>In-class activities</i></p> <ul style="list-style-type: none"> Discuss reading. Sign up for conferences on A5, week of 3/27-3/24.
12 3/27-3/31	Topic	In-class activities and assignments
	Work on Documented Essay (A5) continued; Individual Conferences on A5	<p>MONDAY, WEDNESDAY, FRIDAY:</p> <ul style="list-style-type: none"> Student conferences on A5: Documented Essay. Class is canceled for individual conferences in my office. Missing a scheduled conference counts as an absence. Outside of your 15-minute conference (to which you must bring a fuller outline, opening paragraphs, and information about additional sources beyond what you submitted the preceding week), use your time this week to complete library research and write a complete draft of your documented essay.

13 4/3-4/7	Topic	In-class activities and assignments
	A5 Peer Response (first class of week) and begin Oral Presentations in remaining class(es)	<p><u>MONDAY:</u> <i>Homework (due today)</i></p> <ul style="list-style-type: none"> • Email your presentation on A5 to your instructor so they are all on one computer for efficient set-up. <p><i>In-class activities</i></p> <ul style="list-style-type: none"> • In-class peer-response session on Assignment 3. • Sign-up for presentations. <p><u>WEDNESDAY, FRIDAY:</u></p> <ul style="list-style-type: none"> • Begin oral presentations of A5. • Three class members (Response Team) assigned to respond, orally and in writing, to each classmate’s presentation. Each presentation process should take about 8 minutes for each (5 minutes to present and 3 minutes for Response Team feedback); practice your presentation to make sure it is neither too short nor too long.

14 4/10-4/14	Topic	In-class activities and assignments
	Continue Individual Oral Presentation of A5; A5 DUE at end of week; Work on A6 (ISUComm ePortfolio)	<p><u>MONDAY, WEDNESDAY:</u></p> <ul style="list-style-type: none"> • Continue oral presentations. <p><u>FRIDAY:</u> <i>Homework (due today)</i></p> <ul style="list-style-type: none"> • Read Assignment 6 sheet. • <u>Assignment 5 due Sunday at 5 PM.</u> <p><i>In-class activities</i></p> <ul style="list-style-type: none"> • Finish oral presentations. • If time permits, begin reviewing elements of A6: ISUComm ePortfolio. Discussion of revision vs. editing; of summarizing vs. analysis. Review course outcomes, terminology, feedback you received on your work, and your earlier reflections.

15 4/17-4/21	Topic	In-class activities and assignments
	Continue work on A6: ISUComm ePortfolio (Written, Oral, Visual, Electronic)	<p><u>MONDAY:</u> <i>Homework (due today)</i></p> <ul style="list-style-type: none"> • Review ePortfolio elements (A6 sheet). <p><i>In-class activities</i></p> <ul style="list-style-type: none"> • Write a 300-word reflection of what you learned about yourself as a researcher, as a presenter, and as a responder, and integrate it into ePortfolios. <p><u>WEDNESDAY:</u> <i>Homework (due today)</i></p> <ul style="list-style-type: none"> • Read “MOOCs of Hazard” by Andrew Delbanco in T (page 174) • <u>Bring laptops to class!</u>

		<p><i>In-class activities</i></p> <ul style="list-style-type: none"> • Discuss reading. • Continue work on A6 in class. <p>FRIDAY:</p> <p><i>Homework (due today)</i></p> <ul style="list-style-type: none"> • Keep working on your A6. <p><i>In-class activities</i></p> <ul style="list-style-type: none"> • Discuss reading. • Discussion of revision vs. editing; of summarizing vs. analysis. Review course outcomes, terminology, feedback you received on your work, and your earlier reflections.
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	Topic	In-class activities and assignments
<p style="font-size: 2em; margin: 0;">16</p> <p style="margin: 0;">4/24-4/28</p>	<p>A6: ISUComm ePortfolio (Written, Oral, Visual, Electronic) DUE at end of week</p>	<p>MONDAY:</p> <p><i>Homework (due today)</i></p> <ul style="list-style-type: none"> • Continue working on ePortfolios. • Review the rubric for A6. <p><i>In-class activities</i></p> <ul style="list-style-type: none"> • Course evaluations. • Discuss concluding piece to be written during final exam time next week. • In-class workshop on A6 ISUComm ePortfolio. <p>WEDNESDAY:</p> <p><i>Homework (due today)</i></p> <ul style="list-style-type: none"> • “Excerpts from the Uncanny” in <i>Monsters</i>. <p><i>In-class activities</i></p> <ul style="list-style-type: none"> • Discuss readings. • Discuss concluding piece to be written during final exam time next week. <p>FRIDAY:</p> <p><i>Homework (due today)</i></p> <ul style="list-style-type: none"> • Finalize work on A6. <p><i>In-class activities</i></p> <ul style="list-style-type: none"> • Recap of the semester.

	Topic	In-class activities and assignments
<p style="font-size: 2em; margin: 0;">17</p> <p style="margin: 0;">5/1-5/5</p>	<p>Finals Week</p>	<p>Concluding piece of A6: ISUComm ePortfolio DUE during final exam time designated by the university. No exceptions to attending our class section’s assigned final exam time. Feedback on your ISUComm ePortfolio is not available until grades are due.</p>

