

English 101 Schedule – Spring 2018

| Date | Objectives and Questions | Due Today |
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| Wed, Sep 6 | <p>Welcome to English 101!</p> <ul style="list-style-type: none"> ▪ Introductions ▪ What is ENG 101? ▪ How do I succeed in ENG 101? ▪ How do I join the conversation? | <p><input type="checkbox"/> Meet your classmates!</p> <ul style="list-style-type: none"> ▪ <u>Write:</u> Introduce yourself to the class by posting in the D2L discussion board. |
| Fri, Sep 8 | <p>Segment 1, Introduction to Theme, and Critical Reading</p> <ul style="list-style-type: none"> ▪ What is the academic mindset? ▪ What is critical reading? | <p><input type="checkbox"/> Assignment 1: The Academic Mindset</p> <ul style="list-style-type: none"> ▪ <u>Read:</u> Chapter 2 of the Panther Guide, p. 5-25 ▪ <u>Write:</u> Complete Engage with the Concepts, p. 7 ▪ <u>Write:</u> Complete “Understanding Conversation” in Engage with the Concepts, p. 20 |
| Mon, Sep 11 | <p>Becoming a Critical Reader</p> <ul style="list-style-type: none"> ▪ Am I a critical reader? ▪ How do I read critically? ▪ How can I read the thematic text critically? | <p><input type="checkbox"/> Assignment 2: First Thematic Text</p> <ul style="list-style-type: none"> ▪ <u>Read:</u> “It’s Not Only What You Say, But How You Say It: On Language and Class” on D2L ▪ <u>Skim:</u> “20 Habits of Highly Effective Readers” Panther Guide, p. 34-42 ▪ <u>Reflect and write:</u> Which of these, if any, did you use when you read the thematic text? ▪ <u>Re-read:</u> select two new or different reading strategies from p. 34-42 to use as you read the thematic text once again. |
| Wed, Sep 13 | <p>Summarizing a Work</p> <ul style="list-style-type: none"> ▪ What is a summary? ▪ How did I approach writing my summary for today? ▪ What changed when I revised my summary? Why? | <p><input type="checkbox"/> Assignment 3: Drafting Summary</p> <ul style="list-style-type: none"> ▪ <u>Write:</u> a one-paragraph summary of first thematic text, “It’s Not Only What You Say, But How You Say It: On Language and Class” |
| Fri, Sep 15 | <p>Critical Reading Strategies, Improved Comprehension, and the Segment 1 Project</p> <ul style="list-style-type: none"> ▪ How are my reading strategies helping me understand the text better? ▪ What is the Segment 1 Project? | <p><input type="checkbox"/> Assignment 4: Second Thematic Text</p> <ul style="list-style-type: none"> ▪ <u>Select:</u> two new/different reading strategies from Panther Guide p. 34-42 to use while reading second thematic text ▪ <u>Read:</u> “Beyond Survival English” on D2L |

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| | <ul style="list-style-type: none"> How do I get started? | <ul style="list-style-type: none"> <u>Write</u>: a brief reflection on which strategies you are trying and how they are or are not working to help you engage with the text more deeply <u>Write</u>: using some of the summary-writing strategies discussed in class (Panther Guide p. 52-58), write a one-paragraph summary of “Beyond Survival English” |
| Mon, Sep 18 | <p>Applying Critical Reading to Summary Writing</p> <ul style="list-style-type: none"> How do I write summaries for my different audiences? What are the main parts of the text and how can I identify them? | <input type="checkbox"/> Assignment 5: Segment Project Work <ul style="list-style-type: none"> <u>Read</u>: Panther Guide p. 59-64 <u>Brainstorm</u>: different potential audiences for your summaries along with ideas for what would need to be different in changing from an academic audience to a popular one (tone, vocabulary, length, etc.) <u>Write</u>: one paragraph about the ideas you brainstormed |
| Wed, Sep 20 | <p>In-Class Workshops: Segment 1 Project</p> <ul style="list-style-type: none"> How do I revise my work? What is peer review? How do I review my peer’s papers? | <input type="checkbox"/> Assignment 6: Continued Segment Project Work <ul style="list-style-type: none"> <u>Submit</u> partial draft of project along with any questions, comments, or concerns to the D2L dropbox |
| Fri, Sep 22 | <p>Peer Review</p> <ul style="list-style-type: none"> How do I use my peer’s comments to make my final revisions? | <input type="checkbox"/> Assignment 7: Segment 1 Full Draft <ul style="list-style-type: none"> <u>Submit</u> full draft of project on D2L and bring either your laptop or a printed copy to class for peer review |
| Mon, Sep 25 | <p>Reflection and Wrapping Up Segment 1</p> <ul style="list-style-type: none"> What did I learn? How have I improved? What’s next? Introduction to Rhetoric and Segment 2 | <input type="checkbox"/> Assignment 8: Segment 1 Project Final Draft Due <ul style="list-style-type: none"> <u>Submit</u> final draft of project on D2L |

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| Mon, Feb 12 | Rhetoric and Rhetorical Situations <ul style="list-style-type: none"> ▪ What is rhetoric? ▪ How do I understand a rhetorical situation? | <input type="checkbox"/> Assignment 9: Chapter 6, part 1 <ul style="list-style-type: none"> ▪ Read: <i>Panther Guide</i> Chapter 6, pg. 89-105 (to “Social Functions”) ▪ Apply, reflect, write: Utilize some of your new critical reading strategies and assess how they help you understand and engage with the text. Write down some ideas about which strategies helped and why. ▪ Write: Brainstorm some examples of each of the six characteristics of rhetorical discourse and prepare two questions for class discussion. |
| Wed, Feb 14 | Rhetoric’s Characteristics and Functions <ul style="list-style-type: none"> ▪ What are rhetoric’s characteristics and functions? | <input type="checkbox"/> Assignment 10: Chapter 6, part 2 <ul style="list-style-type: none"> ▪ Read: <i>Panther Guide</i> Chapter 6, pg. 105-112 ▪ Apply: The critical reading strategies that you’ve identified are working best to help you understand the complex ideas presented in this chapter ▪ Write: Brainstorm some of your own examples of the six social functions of rhetoric outlined here ▪ Reflect: Note which concepts (p. 98-111) you understand and which you need more help with |
| Fri, Feb 16 | Applying Rhetoric and Reading the Thematic Text Rhetorically <ul style="list-style-type: none"> ▪ What are the rhetorical features of the thematic text? ▪ What are some rhetorical artifacts? | <input type="checkbox"/> Assignment 11: Third Thematic Text <ul style="list-style-type: none"> ▪ Read: “How to Tame a Wild Tongue” by Gloria Anzaldua ▪ Reflect and write: As you read, note examples of as many rhetorical concepts as you can (rhetorical situation, characteristics, functions) |
| Mon, Feb 19 | Invented Ethos and Situated Ethos <ul style="list-style-type: none"> ▪ What is invented ethos? ▪ What is situated ethos? | <ul style="list-style-type: none"> ▪ Assignment 12: Chapter 8 – <i>Ethos</i> <ul style="list-style-type: none"> ▪ Read: <i>Panther Guide</i> Chapter 8 ▪ Reflect and write: Write a paragraph answering some of the questions found in your assignment sheet instructions. |

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| Wed, Feb 21 | <p><i>Pathos, Logos</i>, and Reading the Thematic Text Rhetorically</p> <ul style="list-style-type: none"> ▪ What are the thematic text’s main rhetorical features? ▪ What is <i>pathos</i>? ▪ What is <i>logos</i>? | <ul style="list-style-type: none"> ▪ Assignment 13: Fourth Thematic Text <ul style="list-style-type: none"> ▪ Watch: “Three Ways to Speak English” by Jamila Lyiscott ▪ Write: Write a paragraph about this text in its rhetorical situation: What is the text’s larger context? Who is the rhetor? Identify evidence of audience and purpose. |
| Fri, Feb 23 | <p><i>Kairos</i>, Rhetorical Situation, and the Segment 2 Project</p> <ul style="list-style-type: none"> ▪ What is <i>kairos</i>? ▪ What are some everyday examples of <i>kairos</i>? What are some current examples in the news and pop culture? ▪ How do rhetors use <i>kairos</i>? ▪ What is the Segment 2 Project? | <ul style="list-style-type: none"> ▪ Assignment 14: Chapter 9 – <i>Kairos</i> <ul style="list-style-type: none"> ▪ Read: <i>Panther Guide</i> Chapter 9 ▪ Reflect and write: After you read the chapter, consider the ancient depictions of <i>kairos</i> (154). How do these visuals represent <i>kairos</i>? What details in the pictures connect to the ideas presented in the chapter? ▪ Also read: <i>Panther Guide</i> Chapter 15 |
| Mon, Feb 26 | Rhetorical Analysis Discussion | <ul style="list-style-type: none"> ▪ Assignment 15: Brainstorming for Rhetorical Analysis <ul style="list-style-type: none"> ▪ Write: Decide which thematic text you will be using for the rhetorical analysis and begin brainstorming ideas. Submit your ideas to D2L. |
| Wed, Feb 28 | In-Class Workshop and Drafting Summary | <ul style="list-style-type: none"> ▪ Assignment 16: Work on Draft <ul style="list-style-type: none"> ▪ Draft: Draft a summary of text for paper. Develop other notes, an outline, or 2-3 analysis paragraphs for a draft. |
| Fri, Mar 2 | Peer Review | <ul style="list-style-type: none"> ▪ Assignment 17: Rhetorical Analysis Full Drafts due for peer review <ul style="list-style-type: none"> ▪ Submit to D2L and bring a hard copy or your laptop to use for peer review. |
| Mon, Mar 5 | Classes cancelled this week. Come to your scheduled conference. | |
| Wed, Mar 7 | Classes cancelled this week. Come to your scheduled conference. | |
| Fri, Mar 9 | Classes cancelled this week. Come to your scheduled conference. | <ul style="list-style-type: none"> ▪ Assignment 18: Segment 2 Project Due |

| Date | Objectives and Questions | Due Today |
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| Mon, Mar 12 | Reflection and Introduction to Segment 3 <ul style="list-style-type: none"> ▪ What did I learn in Segment 2? ▪ What is information literacy? ▪ What are my prior research experiences? | |
| Wed, Mar 14 | Critical Reading as a Research Strategy <ul style="list-style-type: none"> ▪ Why is rereading important for my research? ▪ How do I find keywords in a text? ▪ How do I develop keywords for topical searching? | <input type="checkbox"/> Complete Segment 2 Reflection and Submit to D2L. <input type="checkbox"/> Assignment 19: Watch Library Tutorial <u>Module 1</u> <ul style="list-style-type: none"> ▪ Work through all 4 parts of Module 1 ▪ <u>Complete</u> the Mod 1 activity sheet. ▪ Submit activity sheet to D2L. ▪ Print and bring to class to share. |
| Fri, Mar 16 | Citation Chasing as a Research Strategy <ul style="list-style-type: none"> ▪ What is citation chasing? ▪ How do I use critical rereading and keywords to search for research? | <input type="checkbox"/> Assignment 20: Find 1-2 New Sources <ul style="list-style-type: none"> ▪ Use critical reading and keywords to search databases for 1-2 possible new sources on topic. ▪ Read and submit to D2L: Write a few sentences explaining what the source is and why you picked it. ▪ Read Panther Guide Chapter 16, pg. 305-315 |
| Mon, Mar 19 | Spring Break; No Classes | |
| Wed, Mar 21 | Spring Break; No Classes | |
| Fri, Mar 23 | Spring Break; No Classes | |
| Mon, Mar 26 | Strategic Exploration and Evaluating Sources <ul style="list-style-type: none"> ▪ How do I select and use sources? ▪ How do I use a systematic strategy to evaluate my sources? | <input type="checkbox"/> Assignment 21: Find 1-2 New Sources <ul style="list-style-type: none"> ▪ Use citation chasing to find 1-2 possible new sources on topic. ▪ Read and submit to D2L: Write a few sentences explaining what the source is and why you picked it. ▪ Bring to class all the sources you have found so far. ▪ Read Panther Guide Chapter 17, pg. 317-328 |

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| <p>Wed, Mar 28</p> | <p>Applying Rhetoric to the Research Process</p> <ul style="list-style-type: none"> ▪ What is the rhetorical situation heuristic? ▪ How do I “map” my sources? ▪ How do I connect my research goal to my sources? | <ul style="list-style-type: none"> ☐ Assignment 22: Watch Library Tutorial <u>Module 2</u> ▪ Work through all 4 parts of the module. ▪ Based on your evaluation of sources in class, return to strategies of topical searching and citation chasing to find a new source that will work better. ▪ Submit to D2L: Write a few sentences explaining why you chose this new source and what you learned from Module 2. ▪ <u>Bring all sources to class.</u> |
| <p>Fri, Mar 30</p> | <p>Applying Note-Taking and Summary-Writing Skills to the Research Process</p> <ul style="list-style-type: none"> ▪ How do I use the skills I learned in Segments 1 and 2 in the research process of Segment 3? ▪ What is “wallowing in complexity” and exploratory writing? | <ul style="list-style-type: none"> ☐ Assignment 23: Finalize Sources and Draft Summaries ▪ Complete final round of research to yield 3-4 sources that will work for your exploratory paper. ▪ Reread sources and take copious notes (see <i>Panther Guide</i> p. 35-37) ▪ Draft a one-paragraph summary for each source and <u>submit to D2L.</u> |
| <p>Mon, Apr 2</p> | <p>Exploratory Essay Workday and Mini Conferences</p> <ul style="list-style-type: none"> ▪ How do I finish my draft for peer review on Wednesday? | <ul style="list-style-type: none"> ☐ Assignment 24: Partial Draft of Exploratory Essay Due ▪ Skim: <i>Panther Guide</i> Chapter 20, pg. 385-428. ▪ Have a partial draft of your essay completed, about 50-75%. ▪ Submit draft to D2L and bring <u>laptop to class.</u> |
| <p>Wed, Apr 4</p> | <p>Peer Review Day</p> <ul style="list-style-type: none"> ▪ How do I revise and complete my essay by Friday? | <ul style="list-style-type: none"> ☐ Assignment 25: Full Draft of Exploratory Essay Due ▪ Have a full draft of your essay completed, about 5-7 pages. ▪ Submit draft to D2L and bring to <u>class</u> for peer review. |
| <p>Fri, Apr 6</p> | <p>In-Class Workshop: Reassessing Your Own Work</p> <ul style="list-style-type: none"> ▪ How do I use feedback to rethink and revise my project? | <ul style="list-style-type: none"> ☐ Assignment 26: Final Exploratory Essay Due ▪ Submit final essay to D2L. ▪ <u>Bring your laptop</u> or hard copies of your Segment 1 and Segment 2 projects and evaluations to class today for an in-class workshop. |

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| Mon, Apr 9 | <p>The Writing Portfolio</p> <ul style="list-style-type: none"> ▪ Why are we making a portfolio? ▪ What is the purpose of this project? | <input type="checkbox"/> Assignment 27: Making a Portfolio <ul style="list-style-type: none"> ▪ Read: <i>Panther Guide</i> Chapter 22, pg. 451-459. ▪ Skim: Chapter 20 in the <i>Panther Guide</i> ▪ Write: Write one paragraph about what you learned from these chapters. Was anything especially interesting or confusing? <u>Submit</u> to D2L. |
| Wed, Apr 11 | <p>Effective Style and Language</p> <input type="checkbox"/> How do I write with an effective style and language? | <input type="checkbox"/> Assignment 28: Style and Language <ul style="list-style-type: none"> ▪ Read: <i>Panther Guide</i> Chapter 23, pg. 461-487. ▪ Write: Write one paragraph about what you learned from this chapter. Did you find anything especially interesting or confusing? <u>Submit</u> to D2L. |
| Fri, Apr 13 | Preparing Preliminary Portfolios | <input type="checkbox"/> Assignment 29: Draft of Reflective Essay Due <ul style="list-style-type: none"> ▪ <u>Submit draft to D2L and bring to class.</u> |
| Mon, Apr 16 | <p>Peer Review and End of Segment 3</p> <ul style="list-style-type: none"> ▪ What did I learn in Segment 3? ▪ What is Segment 4? | <input type="checkbox"/> Assignment 30: Full Preliminary Portfolio Due <ul style="list-style-type: none"> ▪ Preliminary portfolios are due in D2L <u>no later</u> than 4:00 p.m. on Tuesday, Apr. 17. |
| Wed, Apr 18 | Revision | TBA |
| Fri, Apr 20 | Revision | TBA |
| Mon, Apr 23 | No class today; <u>Come to your required conference</u> | |
| Wed, Apr 25 | No class today; <u>Come to your required conference</u> | |
| Fri, Apr 27 | No class today; <u>Come to your required conference</u> | |
| Mon, Apr 30 | In-class workshop | |
| Wed, May 2 | In-class workshop | |
| Fri, May 4 | In-class workshop | |
| Mon, May 7 | Peer Review | |

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| Wed, May 9 | Last day of class; Revision | |
| Fri, May 11 | | Final Portfolio due no later than 4:00pm on Friday, May 11. |

***All assignments are due in the D2L dropbox by 9:00am the morning of class.**

***Please upload your documents as a Microsoft Word file and give them an appropriate assignment title, such as Lastname_A1**