

COLLEGE WRITING II

BASIC INFORMATION

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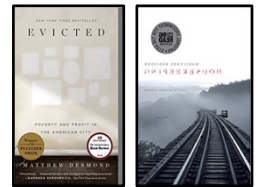
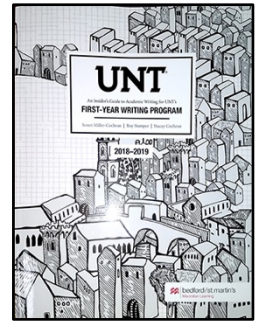
Catalog Description: 3 hours. Continuation of ENGL 1310. Writing in response to reading and research. Emphasis on perfecting texts through several drafts.

Prerequisite(s): ENGL 1310 or equivalent.

Core Category: English Composition and Rhetoric

Required Materials:

- *An Insider's Guide to Academic Writing for UNT's First-Year Writing Program, 2018-2019* (Susan Miller-Cochran, Roy Stamper, Stacey Cochran) ISBN# 9781319229269
- *Housekeeping* (Marilyn Robinson) ISBN# 978-0312424091
- *Evicted* (Matthew Desmond) ISBN# 978-0553447453
- Supplementary Course Readings (provided through our Macmillan course website: <https://courses.hayden-mcneil.com/>) NOTE: When you purchase your text, do not throw out the red online access card! You will use this card to access the digital version of the text.
- Notebook or journal for your Commonplace Book (*Hupomnemata*)



COURSE OBJECTIVES

Students in this course will be able to

- Hone and develop writing skills through practice, repetition, and careful attention to style and strategy
- Practice rhetorical listening; taking an open and engaged stance towards others and their perspectives
- Learn to craft arguments for academic disciplines using rhetorical genres
- Learn to recognize and respond to arguments in our everyday experiences
- Learn rhetorical terms to gain fluency in argumentation
- Think critically about arguments and texts
- Understand revision as a collaborative, recursive process
- Understand the ethical dimension of argumentation—including crediting and documenting sources, using persuasive strategies ethically, and analyzing ethical implications of argumentation
- Collaborate with others openly and tactfully

Students in this course will understand that

- How we feel about public spaces affects the way we argue in those spaces (UNT-1)
- By changing the terms we use to explain our experiences of the world, we create opportunities to think, act, and feel differently (UNT-5)
- Not everyone interprets arguments in the same way, and not everyone has equal access to spaces for argument (UNT-6)
- Writers can choose not to agree with a different perspective, and we can choose to seek out additional justification if we encounter differences in perspective (UNT-6)
- Critical thinking helps us make more sophisticated arguments in writing (UNT-10)
- Making more sophisticated arguments helps prepare us for innovative problem-solving tasks in our future education and beyond
- Revision is hard work and requires constant practice (UNT-13)

- Establishing a set of strong writing habits prepares writers to succeed in future undergraduate courses (UNT-15)
- Producing an annotated bibliography is a helpful way to learn how to evaluate and use academic sources (UNT-43)
- Practicing the fundamentals of the writing process creates the conditions for even more proficient writing (UNT-18)
- Successful writers point to evidence of growth and identify opportunities for additional learning (UNT-20)
- Successful academic writing depends upon an ability to listen empathetically to other perspectives (UNT-5)
- Listening empathetically requires acknowledging the validity of other points of view different than their own
- Developing one's own research project, complete with an annotated bibliography and carefully selected arguments and evidence, is an excellent way to hone skills in listening to and meeting the needs of others.

Core Objectives

This course addresses the following University Core Curriculum Objectives:

- **Critical Thinking Skills**, including creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills**, including effective development, interpretation and expression of ideas through written, oral and visual communication
- **Teamwork**, including the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility**, including the ability to connect choices, actions and consequences to ethical decision-making

Assignments and Units

The course is composed of 5 units:

- **Unit 1: Annotated Bibliography (UNT 43-45)**
 - Assignment: You will create an annotated bibliography of no less than five academic sources on a research topic that raises an

ethical problem. An annotated bibliography begins by citing the source's publication information. In this assignment, you will use MLA formatting to accomplish this task. Once you have documented the source's publication information, you will describe, in approximately 300 words, its purpose, audience, arrangement, evidence, implications, and word choice.

- **Unit 2: Research Essay (UNT 46-49)**

- Assignment: Select an essay from the required course readings and analyze an ethical problem that it raises. Your discussion of the ethical problem should work from the writer's stated purpose (what is he or she trying to accomplish?) and target audience (who is the argument directed toward?). Be sure to describe the ethical problem in detail, using evidence from the essay or book to support your claims. Then, identify the potentially helpful or harmful consequences (or, implications) that will occur if audiences are persuaded by the writer's argument. When identifying these consequences, you must cite passages from the essay as evidence and provide analysis to support your claims. In the conclusion, you should propose a solution to the ethical problem that you have analyzed, offering justification for your recommendations (with evidence and analysis) and anticipating potential counterarguments.

- **Unit 3: Revision of Research Essay (UNT 50-53)**

- Assignment: Here, you will have an opportunity to revise your research essay. Your purpose is to improve, in a substantive way, both its style and content. The first step is to produce a revision memo that responds to your instructor's feedback from the previous unit. To complete this unit, you will submit a revised essay that will be included in the final portfolio assignment in Unit Five.

- **Unit 4: Collaborative Multi-Work Interview (UNT 54-57)**

- Note: this assignment might be weighted as a daily assignment rather than a major writing assignment
- Assignment: A multi-work interview is a close-reading assignment that is designed to help you with close reading and group collaboration. For

more instructions, see your textbook, UNT 54-57.

- **Unit 5: Portfolio & Executive Portfolio Summary (UNT 58-61)**

- **Assignment:** A portfolio is a collection of documents that demonstrate how you have developed as a writer over the course of a semester. An **executive portfolio summary** is an argumentative essay that explains the contents of the portfolio to someone who was not privy to your learning process. In addition to your final revised essay and collaborative interview project, you should draw on written documents that you have produced throughout the semester to demonstrate your learning. You will then use these documents as evidence of your learning in the portfolio executive summary. Note: **your final Portfolio and all supporting documents will be turned in as a single PDF file to CANVAS.** Name the file using this convention: *LASTNAME-1320-Portfolio*.

Note: More information about each unit and the assignments listed above, including rubrics used to grade each assignment, is provided in your course textbook.

- **Additional Assignments**

The following assignments count toward your participation grade:

- **Weekly Words:** You must post your Weekly Words on the Canvas discussion board. There are three posts. Please see Canvas for the assignment description and examples.
- **Creative Prompts:** You are responsible for turning two Creative Prompts throughout the semester.

Hupomnemata (also referred to as a Commonplace Book): For your commonplace book, you will need a **notebook** or journal to use daily/weekly in the recording of your thoughts about class themes and topics. Your notebook overall should help you **develop the arguments and ideas you use in the final portfolio for the course.** To earn full points for this assignment, you need to represent daily note-taking, full, engaged responses to our class writing assignments, and an overall attentiveness to issues that you discover outside of class through your own reading, observation, and attunement.

INSTRUCTOR EXPECTATIONS:

POLICIES

AND

Attendance and Absences:

Absences: UNT policy 6.039 on student attendance states that no student will be excused for more than 25% of a course for absences. However, it is the UNT FYW policy that **no student missing more than 20% of classroom instruction in a first-year writing course should be able to pass the course.** Writing courses are by nature participatory, collaborative, and discussion-based. If you miss more than 20% of classes (6 class periods for a T-TH or M-W class; 9 class periods for a MWF class), your grade will be reduced by 10% for each additional class period missed. If you miss more than 25% of the class (8 class periods for T-TH classes; 12 class periods for MWF classes), **you will not pass the course.** Not participating in class may also result in missed grades for a class period.

Please arrange any planned absences with me ahead of time in order to avoid penalization. Note that absences for the following reasons are authorized as excusable by the university (policy 06.039): (1) religious holy day, including travel for that purpose; (2) active military service, including travel for that purpose; (3) participation in an official university function; (4) illness or other extenuating circumstances; (5) pregnancy and parenting under Title IX; and (6) when the University is officially closed by the President.

Disruptions: Excessive disruptions of our class time—including talking, sleeping, texting, cell phone usage, and doing work for other classes—hurt the class atmosphere and will hurt your grade should you engage in them. Please respect the class environment by giving your classmates and me your full attention at all appropriate times. **Frequent tardiness or disruptions will affect your overall grade for the course.**

Participation and Civility: We are all members of an academic community where it is our shared responsibility to cultivate a climate where all students/individuals are valued and where both they and their ideas are treated with respect. Therefore, I expect you to conduct yourself in a professional and respectful manner during all class

meetings and class--related activities. I expect you to listen to and respect the viewpoints of others, even if you strongly disagree with them. When you do voice disagreement, do so in a civil manner. I expect you to come to class having done the reading and writing assignments assigned for the day and to be prepared to discuss the reading, to participate in draft workshops, or to conduct group work as the case may be. On days that are allotted for group work, I expect you to come prepared to work in the classroom for the entire period.

Everyone will have multiple opportunities to participate in class. Participation can be many things, including all of the following:

- Participating actively in small group work, class activities, and presentations
- Participating and listening carefully in class discussion
- Additional assignments (Weekly Words and Creative Prompts)
- Bringing all required materials to class
- Completing all homework assignments on time
- Coming prepared to conferences/office hours

Using Canvas: Announcements, assignments, and grades for this course will all be handled within UNT's CANVAS Learning Management System. All students have access to CANVAS through their UNT accounts. For more information on using CANVAS, see

<https://community.canvaslms.com/docs/DOC-10701>. If you have any questions regarding your use of the Canvas learning management system, please contact the student help desk at: Email: helpdesk@unt.edu, Phone: 940-565-2324.

Formatting Your Assignments: All written work needs to be typed and submitted online to our CANVAS site, with, if specified, a paper copy brought to class. **For all essays, include your name and the page number on the top right of each page (i.e.: Lastname 1). Please also include a date and the course number (ENGL 1310). Use a text font for all essays (Times Roman or Garamond for example) at 12 points, with all one-inch (1") margins, and double-spacing.** Assignments are due at the beginning of class on the date indicated by the assignment prompt.

Late Work: All papers are due by class time on the due date. **Late work will be penalized severely for each day late** unless you as a student have previously made arrangements with me. Additionally, I will not grade subsequent assignments from any students until all previous assignments have been completed. Please meet with me as soon as possible if you miss a deadline for an assignment.

Contacting Your Instructor: Please communicate with me formally through my UNT email address. When you write me, please include the subject of your email in the subject line, and write your email with appropriate salutations and grammatical language. Note that I am not able to discuss any information relating academic records through email.

Using Electronic Devices: Please refrain from using phones, laptops, notebooks, or other electronic devices in class, except for the purposes of accessing the digital version of the textbook. Disruptive or excessive use of such devices may result in a grading penalty.

Using the UNT Writing Center: It is recommended that you visit the UNT Writing Center with all of your assignments for this class. All writers can benefit from sharing and discussing their work with a trained peer tutor, early and often. A writing tutor can help you get started on a paper or help you decide what to revise on an existing draft. In order to make an appointment with a writing tutor, visit writingcenter.unt.edu, call 940-565-2563, or stop by Sage Hall 150. During your appointment, a writing tutor can help you develop your ideas, organize your thoughts, and clarify your prose.

EVALUATION AND GRADING:

Grade Breakdown

- | | |
|---|-------------|
| • Unit 1- Annotated Bibliography | 10% |
| • Unit 2-Research Essay | 20% |
| • Unit 3-Revision of Research Essay | 20% |
| • Unit 4-Collaborative Interview - quiz grade | |
| • Unit 5-Portfolio | 35% |
| (includes <i>Hupomnemata</i>) | |
| • Active engagement | 15% |
| (participation; attendance; quiz grades) | |
| • Total | 100% |

Note: You must complete each of the unit assignments above in order to receive a passing grade in the course.

Grading Policies and Tips

This course has a demanding reading and writing load commensurate with a first-year writing class. Students will be expected to **read all assigned texts carefully** and to come to class prepared to discuss the texts analytically and critically on the day that they are assigned. Much of our class time will be spent discussing, course readings, practicing writing, and working together collaboratively. If you do not understand or need help, please make arrangements to talk to me right away. Note that we may have reading quizzes or discussions at the beginning of class to check up on how everyone is reading and comprehending the course material.

Please also keep up with all writing assignments. On days when writing is due, **come to class with your drafts prepared and several copies for your other writing community members.** Evaluating, revising, and editing our writing together is a vital part of this class.

Sometimes we will also engage in collaborative or individual assignments or activities during class. When we talk as a class, I encourage you to move beyond simply talking about what parts of the texts that you “like.” Work hard to think about how the texts support and contradict one another. Bring experiences and ideas from your own life into the discussion where appropriate. Look for ways that class readings and discussions are relevant in the world around you. Pay attention to what your classmates say and build off of their ideas when you can. Encourage, support, and learn from each other.

Rubrics and Scoring Systems

For the purposes of this course,

“A” WORK will constitute a final score of 90-100% of total points, and will represent an overall response that is impressively sophisticated and illuminating: inventive, balanced, justified, effective, mature, and expertly-situated in time and context

“B” WORK will constitute a final score of 80-89.99% of total points, and will represent an

overall response that is thorough and systematic: skilled, revealing, developed, perceptive, but not unusually or surprisingly original

“C” WORK will constitute a final score of 70-79.99% of total points, and will represent an overall response that is acceptable but limited: coherent, significant, and perhaps even insightful in places, but ultimately insufficient in organization, articulation, perception, and/or effectiveness

“D” WORK will constitute a final score of 60-69.99% of total points, and will represent an overall response that is incomplete and severely lacking: incoherent, limited, uncritical, immature, undeveloped, and overall not reflective of the performance expected of UNT undergraduates

“F” WORK will constitute a final score of 0-59.99% of total points, and will represent an overall response that is unacceptable.

****Note** that rubrics for each assignment can be found in your course textbook.

UNT POLICIES ([HTTPS://POLICY.UNT.EDU/POLICY/06-049](https://policy.unt.edu/policy/06-049))

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Accommodation Statement. UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional

information see the ODA website at disability.unt.edu.

Emergency Notification & Procedures. UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials. II. Optional Statements.

Retention of Student Records. Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior. Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all

instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

Access to Information –Students' access point for business and academic services at UNT is located at: <http://my.unt.edu>. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail: <http://eagleconnect.unt.edu>

Student Evaluation Administration Dates. Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at www.spot.unt.edu or email spot@unt.edu.

Sexual Assault Prevention. UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648

SCHEDULE OF READINGS, ASSIGNMENTS, AND CLASS TOPICS

Please note that this schedule is subject to change. Check CANVAS and email for any changes in assignments. Note also that all assignments and readings are due by the **beginning** of class on the date indicated

IGW = Insider's Guide to Academic Writing (Course Textbook)

UNT = Custom UNT pages at the front of the Insider's Guide (UNT 1- UNT 238)

HK = Housekeeping (Robinson)

EV = Evicted (Desmond)

SR = Supplementary Essays (available on digital course website; see syllabus above)

PLEASE STAPLE ALL WORK*

As a rule, Word Count requirements are nonnegotiable

WEEK	TOPIC	In-class activities	Assignments DUE
Week 1	Course introduction (UNT 1-83)	DAY ONE <ul style="list-style-type: none">Discuss: what is the value of writing? Why do we spend multiple semesters learning it? Why should we revise? (Read UNT 13-20)Hook: Yo-Yo Ma and self-revision (see SONG EXPLODER podcast: https://songexploder.net/yo-yo-ma)Discuss course goals and objectivesDiscuss 1320 writing assignments (UNT 43-62) DAY TWO <ul style="list-style-type: none">Discuss: What makes academic writing successful?In-Class Writing: Defining a Problem; Research and Argument	Monday <ul style="list-style-type: none">Read Assignment Descriptions for Annotated Bibliography and Research Essay (UNT 43-49) Wednesday <ul style="list-style-type: none">Read "Intro to Studying How Public and Private Spaces Shape Our Emotions" (UNT 147-149)
Week 2	UNIT 1: Annotated Bibliography Conducting Research (IGW Ch. 4)	DAY ONE NO CLASS—MLK DAY DAY TWO <ul style="list-style-type: none">Activity: Ethical Problems – Learning the Terms (UNT 129)Discuss: Annotated Bibliography – terms (UNT 44)Ethical Problem Search in Personal WritingThe Danger of a Single Story Chimamanda Ngozi Adichie https://www.youtube.com/watch?v=D9lhs241zeg&t=304s)What claims or implications are apparent in personal writing?Lecture: Introduction to Annotated Bibliography (UNT 44)	Monday NO CLASS—Martin Luther King Day Wednesday <ul style="list-style-type: none">DUE: Creative Prompt 1 (bring 1 hard copy to class*)
Week 3	UNIT 1: Annotated Bibliography Conducting Research (IGW Ch. 4)	DAY ONE <ul style="list-style-type: none">Discussion: Sample Annotated Bibliography (UNT 188)In-Class Writing: Beginning Annotated Bibliography using Crawford DAY TWO <ul style="list-style-type: none">Discussion: Writing a research question (IGW 60)In-Class writing: Free-write and Research questionLecture: searching for sources (IGW 63)Activity: "Inside Work: Evaluating Sources" (IGW 70)	Monday <ul style="list-style-type: none">Read "Autism as Design Principle (UNT 88-128) Bring to class (available digitally and in textbook) Wednesday <ul style="list-style-type: none">DUE: Weekly Words 1Option to bring laptop to class
Week 4	UNIT 1: Annotated Bibliography -- Peer review and revision	DAY ONE <ul style="list-style-type: none">Activity: <i>Evicted</i> and Evaluating Sources (UNT 159; IGW 69)<ul style="list-style-type: none">Evaluate sources listed for <i>Evicted</i> on UNT-161Compare with criteria from IGW 69Lecture: Distinguishing Sources (IGW 69) DAY TWO <ul style="list-style-type: none">Lecture: Successful Peer Review	Monday <ul style="list-style-type: none">Read <i>Evicted</i>, EV 1-31 Wednesday <ul style="list-style-type: none">DUE: Draft of Annotated Bibliography (bring 1 hard copy to class*)

		<ul style="list-style-type: none"> • Pattern for comments: Describe, then Evaluate, then Suggest • Peer Review: Annotated Bibliography 	
Week 5	UNIT 2: Research Essay Conducting Research (IGW Ch. 4)	DAY ONE <ul style="list-style-type: none"> • Lecture: Understanding the Research Essay (UNT 46-49) • Discussion: Example Research Essay (IGW 79-85) • Activity: Discussion questions on Academic Research (IGW 84) DAY TWO <ul style="list-style-type: none"> • Discuss: Tip Sheet for Academic Research (IGW 84-85) • Activity: argument and assumptions in supplementary essays • Analyze research questions, evidence, and strength of sources for 2-3 Supplementary Essays 	Monday <ul style="list-style-type: none"> • DUE: Annotated Bibliography Wednesday <ul style="list-style-type: none"> • Read Supplementary Essays <ol style="list-style-type: none"> 1. “The City Has Always Been a Happiness Project” in Happy City by Charles Montgomery 2. “In the Web” in Ghosts of the Tsunami by Richard Lloyd-Parry
Week 6	UNIT 2: Research Essay Conventions of Writing in the Humanities (IGW Ch. 6)	DAY ONE <ul style="list-style-type: none"> • Lecture: Developing Research Questions and thesis Statements (IGW 130-132) • Activity: “Drafting thesis Statements” relevant to Evicted (IGW 133) DAY TWO <ul style="list-style-type: none"> • Discuss "Language Conventions in the Humanities" (IGW 136-137) • Activity: Language Conventions in Evicted • In-Class Writing: Imitating the conventions of Evicted • Reflective writing: planning for the Research Essay Draft 	Monday <ul style="list-style-type: none"> • Read Evicted (EV 32-110) Wednesday <ul style="list-style-type: none"> • DUE: Weekly Words 2
Week 7	UNIT 2: Research Essay-- Peer Review and Revision	DAY ONE <ul style="list-style-type: none"> • Peer Review: Research Essay DAY TWO <ul style="list-style-type: none"> • In-class Revision: Research Essay 	Monday <ul style="list-style-type: none"> • DUE: Draft of Research Essay (bring 1 hard copy to class*) Wednesday <ul style="list-style-type: none"> • Bring hard copy of draft to class
Week 8	UNIT 3: Revision of Research Essay	DAY ONE <ul style="list-style-type: none"> • Lecture: Understanding the Revision of Research Essay assignment (UNT 50-51) • Discuss: Student Revision Memo (UNT 220-235) • In-Class Writing: Discussion Questions: Revision Memo (UNT 235) DAY TWO <ul style="list-style-type: none"> • Activity: Develop revision plan • Individual Student Conferences 	Monday <ul style="list-style-type: none"> • DUE: Research Essay • Schedule to meet with instructor to discuss revision plan Wednesday <ul style="list-style-type: none"> • DUE: Creative Prompt 2
Week 9	UNIT 4: Collaborative Interview	DAY ONE <ul style="list-style-type: none"> • Lecture: Understanding the Collaborative Interview assignment (UNT 54-57) • Read Student Collaborative Interview example, UNT 216-219 • Activity: discussion questions (UNT 219) • In-Class Writing: Steps 1-3 of Collaborative Interview DAY TWO <ul style="list-style-type: none"> • Discuss: <i>Evicted</i> • In-Class Writing: Discussion Questions: Steps 4-9 of Collaborative Interview (UNT 55) 	Monday <ul style="list-style-type: none"> • DUE: Weekly Words 3 • Read Evicted, 111-206 Wednesday <ul style="list-style-type: none"> • Collaborative Interview
Week 10	UNIT 5: Portfolio – Making connections to Space and Home	DAY ONE <ul style="list-style-type: none"> • Lecture: Understanding the Portfolio assignment (UNT 58-61) • Reminder: All Portfolios turned in DIGITALLY to CANVAS • In-class writing: preparing for the Portfolio DAY TWO	Monday <ul style="list-style-type: none"> • Collaborative Interview • Read Evicted 207-254 Wednesday <ul style="list-style-type: none"> • DUE: Collaborative Interview (on Google Docs)

		<ul style="list-style-type: none"> • Lecture: Revising your research essay with attention to space and Home • Activity: discuss the book cover for <i>Evicted</i>. How does it represent the tone and theme of Desmond's argument? • Activity: create a "book cover" for your research essay. Discuss its signification with your classmates. • Discussion: How does revision help a writer listen to the argument she is making? 	
Week 11	UNIT 5: Portfolio – Peer Review and Revising	<p style="text-align: center;">STUDENT CONFERENCES April 1 – April 5</p>	<p style="text-align: center;">Monday + Wednesday Prepare for your conference</p>
Week 12	UNIT 5: Portfolio – Understanding Writing Habits	<p>DAY ONE</p> <ul style="list-style-type: none"> • Discuss Example Executive Summary, UNT 236-238 • In-Class Writing: preparing evidence for the portfolio • Discussion: What makes the best evidence for your portfolio? <p>DAY TWO</p> <ul style="list-style-type: none"> • Discuss example Executive Summaries from other disciplines • https://www.forbes.com/sites/alejandrocremades/2018/07/31/executive-summary-template-what-to-include/1 • http://libguides.usc.edu/writingguide/executivesummary 	<p style="text-align: center;">Monday</p> <ul style="list-style-type: none"> • DUE: Revision Memo (Unit 3)
Week 13	UNIT 5: Portfolio – Portfolio Workshops	<p>DAY ONE</p> <ul style="list-style-type: none"> • Lecture: Reviewing research questions; academic conventions • Discuss: how does the revision assignment prepare you to write for both academic and nonacademic audiences? <p>DAY TWO</p> <ul style="list-style-type: none"> • Discuss <i>Evicted</i> and successful writing: what evidence shows that Desmond achieved his goals as a writer? 	<ul style="list-style-type: none"> • Review IGW Ch. 4; Ch. 6 • Read Evicted 254-end
Week 14	UNIT 5: Portfolio – Portfolio Workshops	<ul style="list-style-type: none"> • Portfolio Workshops 	<p style="text-align: center;">Monday</p> <ul style="list-style-type: none"> • Bring portfolio materials to use in class <p style="text-align: center;">Wednesday</p> <ul style="list-style-type: none"> • DUE: Creative Prompt 3
Week 15	UNIT 5: Portfolio – Portfolio Workshops	<ul style="list-style-type: none"> • Portfolio Workshops 	<ul style="list-style-type: none"> • Bring portfolio materials to use in class
FINALS	Final Exam		<ul style="list-style-type: none"> • DUE: Portfolio (including Executive Summary and all other components)