

## Instructor Day-by-Day Calendar – 2024-2025

*Note: This calendar is for instructors. It's been designed as a sample for how a three-day/week (50 minute) course might scaffold readings, lessons, and assignments. **There are more readings and lesson plans listed than your class will need**—choose the ones for your course that represent your values and expectations as an instructor. We recommend 1-2 readings per class, but consider the length of the reading and other work required for the day/week. Adjustments should also be made for a two-day/week (75 minute) course. **Once you have made your selections, convert this calendar into a student-facing calendar.** See the Student-Facing Calendar Template for one model of how to do this. If you find that you would like additional sample assignments or lessons, please view the E100 LessonShare Canvas site. If you would like input into how to adjust this calendar for you or your class's needs, feel free to reach out to one of the E100 Assistant Directors. For more information about the model syllabus, calendar, and sample assignments, please see the [E100 Instructor's Guide](#) and the [E100 Course Materials BOX folder](#).*

### Sequence 1: A Narrative Approach to Concepts, Invention, and Inquiry

	Reading & Writing Due	Goals & Possibilities	Instructor Resources
<p><i>Week 1: Intro to the Course</i></p> <p><b>By the end of this week, students should be able to:</b></p> <ol style="list-style-type: none"> <li>1. Describe Sequence 1 on narrative</li> <li>2. Write a reflection that engages with readings rhetorically</li> <li>3. Draft their first short assignment for the course</li> </ol>			
Day 1		<p>Class Introductions, help students get to know each other; Course and Syllabus Overview</p> <p>Possible Activities</p> <ul style="list-style-type: none"> <li>● Introduce Freewriting</li> <li>● Community Building Activity &amp; Class Introduction: <a href="#">The “Tabula Rasa” Classroom</a></li> </ul>	<p>The L&amp;S Exchange Podcast, <a href="#">“The First Day of Class”</a></p> <p>CTLM, <a href="#">“Belonging in the Classroom”</a></p> <p><i>Make sure your course Canvas page is published by the first day of classes and you reach out to your students in advance of the</i></p>

		<ul style="list-style-type: none"> <li>● <a href="#">Syllabus Scavenger Hunt</a></li> <li>● Show students Canvas site, how to access course materials and Course Readings website</li> </ul>	<p><i>first day. Consider adapting and sending out <a href="#">an access survey</a> before the semester begins.</i></p>
<p>Day 2</p>	<p><u>Reading Due</u> The syllabus</p> <p>Course Readings Website (<a href="#">link</a>)</p> <ul style="list-style-type: none"> <li>● Introduction to the English 100 Program</li> <li>● English 100 Program Policies and Resources</li> <li>● Approaches to Rhetoric, Writing and Revision in English 100</li> </ul> <p>Kepka, <a href="#">“Critical Reading”</a></p> <p>Powell, <a href="#">“The Practice of Rhetorical Reading”</a></p> <p>Dickson, <a href="#">“Reading and Disruptive Emotions”</a></p> <p>Explore the Wisconsin Idea: Office of the Chancellor, <a href="#">Wisconsin Idea</a></p> <p>Wisconsin Historical Society, <a href="#">“Progressivism and the Wisconsin Idea”</a></p> <p><u>Writing Due</u></p>	<p>Introduce Sequence 1 including each of the short assignments and major writing project; Introduce Rhetorical Analysis; Discuss concepts that lay the course foundation: audience, purpose, rhetoric, drafting, revision; Discuss the Wisconsin Idea and how it connects with the work they will do in sequence 1.</p> <p>Possible Activities</p> <ul style="list-style-type: none"> <li>● Community Building: <a href="#">Expertise Scavenger Hunt</a>; see also <a href="#">this post on community building</a>; review any questions about syllabus generated during a freewrite</li> <li>● Have students list all the writing they’ve done in the last 24 hours. Discuss what kinds of writing they’ve done and different expertise required for different audiences. Build on this to have them map out/discuss writing goals for their future profession or to get into their chosen major. Make explicit connections to course concepts.</li> <li>● Have students write their own definitions of the Wisconsin Idea. Discuss where they see that Idea in practice.</li> <li>● Assign Short Assignment 1. Spend time reviewing assignment</li> </ul>	

	Complete the Access Survey	<p>parameters. You might ask students to practice their close reading skills on the assignment sheet by giving them time to annotate the page. Then, give them a chance to troubleshoot with a partner before opening it up to the larger group to answer any questions. Provide some time for them to start work on their assignment.</p> <ul style="list-style-type: none"> <li>● <a href="#">The Show Not Tell Game</a></li> </ul>	
<p><i>Week 2: Concepts and Thinking Rhetorically</i></p> <p><b>By the end of this week, students should be able to:</b></p> <ol style="list-style-type: none"> <li><b>1. Identify effective invention strategies and narrative evidence</b></li> <li><b>2. Explain writing as a process and how this class will engage with that process</b></li> <li><b>3. Describe their own drafting and revision process</b></li> <li><b>4. Write reflectively about their short writing assignment to self-assess their work</b></li> <li><b>5. Practice giving effective feedback and recognize how feedback can be useful to them</b></li> </ol>			
Day 3	<p><u>Reading Due</u>          Nguyen, <a href="#">“Asian American Need More Movies, Even Mediocre Ones”</a></p> <p>Koenig, <a href="#">“What I Found in Standing Rock”</a></p> <p>Shimshak, <a href="#">“The Apple-Shaped Earth and We Upon It”</a> (audio available)</p> <p><u>Writing Due</u></p>	<p>Practice rhetorical analysis; Discuss reasons for writing in relation to audience and purpose; Build course vocabulary for discussing writing; Assign Short Assignment 2</p> <p>Possible Activities:</p> <ul style="list-style-type: none"> <li>● Community Building: You might choose from icebreaker games in the Instructors’ Guide</li> <li>● Review any questions about syllabus generated during a free write</li> <li>● Review Short Assignment 2</li> </ul>	<p>Students have access to a free <i>New York Times</i> subscription; <a href="#">direct them to set up an account</a></p> <p>Carillo, <a href="#">“On ‘Generous Reading’ and ‘Affectionate Interpretation’”</a></p> <p>Instructor’s Guide, <a href="#">“Rhetorical Analysis: The Guiding Questions”</a></p> <p>Shimshak, <a href="#">“How to Be a Flâneur: Introducing the Art of Urban Wandering to in English 100”</a></p>

	Short Assignment 1	<ul style="list-style-type: none"> <li>• Collaborate on discussion norms for your class. Ask students to brainstorm the qualities that make classroom discussion engaging and safe for everyone to participate. Make a living document you can return to throughout the semester.</li> <li>• <a href="#">Rhetorical Awareness Practice: Storytelling for Different Audiences</a></li> <li>• Listen Shimshak’s poem in class and consider it through the lens of the Wisconsin Idea and narratives</li> </ul>	
Day 4	<p><u>Reading Due</u> Kepka, <a href="#">Providing Good Feedback and Receiving Feedback</a></p> <p>Reid, <a href="#">“Ten Ways to Think About Writing”</a></p> <p>Lamott, <a href="#">“Shitty First Drafts”</a></p>	<p>Introduce and practice Writing Workshops; Discuss writing as a process</p> <p>Possible Activities:</p> <ul style="list-style-type: none"> <li>• Reflect on and discuss past experiences with sharing writing and giving/receiving feedback</li> <li>• Review how to find feedback on Canvas.</li> <li>• Review your class guidelines for workshop – or create them together in a document you can return to throughout the semester.</li> <li>• Practice workshop with emphasis on listening and sharing using short assignment 1. <a href="#">You might use this activity using one of your own papers from an undergraduate English class.</a></li> </ul>	<p>Instructor’s Guide, <a href="#">“Writing Workshop and Peer Response Practices”</a></p> <p>LessonShare, <a href="#">Workshop Handouts</a></p>
Day 5	<p><u>Reading Due</u> Babin et al., <a href="#">Strategies for Getting Started</a></p>	<p>Introduce Writing Project 1 and portfolios; Discuss language and writing norms in</p>	<p>Savini, <a href="#">“10 Ways to Tackle Linguistic Bias in Our Classrooms”</a></p>

	<p>Young, <a href="#">"Should Writers Use They Own English?"</a></p> <p>Tan, <a href="#">"Mother Tongue"</a></p> <p>(Podcast) College Writing, Actually, <a href="#">"What is Linguistic Justice Actually About?"</a></p> <p><i>Deadline for adding classes/dropping classes with full refund – confirm at <a href="https://registrar.wisc.edu/dates">https://registrar.wisc.edu/dates</a></i></p>	<p>relation to Young and Tan; Complicate ideas of the Wisconsin Idea</p> <p>Possible Activities:</p> <ul style="list-style-type: none"> <li>• Debrief about practice workshop</li> <li>• Go over the assignment sheet for Writing Project 1. Provide plenty of time for students to ask questions.</li> <li>• Try out invention activities from Babin et al. toward Writing Project 1</li> <li>• Discuss language, identity, and writing using a video and corresponding discussion questions from <a href="#">The Ways</a>.</li> </ul>	<p>Baker-Bell, <a href="#">"Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy"</a></p> <p>Additional context about the Wisconsin Idea: <a href="#">What's in a Name? Charles Van Hise and the history of eugenics at UW–Madison - Diversity, Equity &amp; Inclusion</a></p>
<p><i>Week 3: Revision and Process</i></p> <p><b>By the end of this week, students should be able to:</b></p> <ol style="list-style-type: none"> <li><b>1. Discuss how a story or narrative is rhetorical, that is, intentional in the way the story or narrative is being told</b></li> <li><b>2. Describe how showing and telling work differently and when one might be more effective than the other</b></li> <li><b>3. Use descriptive language in your writing to communicate details, information, ideas, and experiences</b></li> <li><b>4. Draft Writing Project 1</b></li> </ol>			
<p>Day 6</p>	<p><u>Reading Due</u></p> <p>Christiansen, <a href="#">"Story as Rhetorical"</a></p> <p>Blankenship, <a href="#">"Writing Is Recursive"</a></p> <p>Lima, <a href="#">"Snowbound"</a> (narrative essay example)</p>	<p>Discuss the Wisconsin Idea in relation to the project; work toward an understanding of the rhetorical power of story and description</p> <p>Possible Activities:</p> <ul style="list-style-type: none"> <li>• <a href="#">"Un-revising"</a> writing to emphasize showing vs. telling using award-winning essay</li> <li>• Discuss student award-winning essays (help students appreciate</li> </ul>	<p>Atilla Hallsby, <a href="#">"Rhetoric and Narrative"</a></p> <p>NCTE, <a href="#">"Teaching Storytelling Position Statement"</a></p>

	<p>Horwitz, <a href="#">“The Chapel”</a> (student narrative essay)</p> <p>Lawson, <a href="#">“Oklahoma!”</a> (student narrative essay)</p> <p><u>Writing Due</u> Short Assignment 2</p>	<p>what’s working in the essays and discuss building a climate of respect for student work, revisit showing versus telling)</p> <ul style="list-style-type: none"> <li>• <a href="#">An example of workshop guidelines and questions you can use for providing feedback</a></li> <li>• Modify Lindsay Jacoby’s <a href="#">“Thirteen Things to Do Instead of Writing Your Narrative”</a></li> <li>• Sign up for conferences. Talk to students about how they can prepare to meet with you. What should they bring?</li> </ul>	
Day 7	<p><u>Reading Due</u> Kepka, <a href="#">What is revision?</a></p> <p><a href="#">Ira Glass on Storytelling</a>, part 1 (YouTube)</p> <p>Read <a href="#">Writer's Memo Instructions</a></p>	<p>Incorporate experience from practice workshop into Workshop 2; Discuss reflective writing and its value</p> <p>Possible Activities:</p> <ul style="list-style-type: none"> <li>• You can do a short version of <a href="#">Chopped Up Essay activity</a> as an intro to a shorter writing workshop</li> <li>• Shorter Writing Workshop on Short Assignment 2</li> <li>• Drafting activities for Writing Project 2</li> <li>• Draft Writer’s Memo and practice reflection; get peer feedback on reflective writing</li> <li>• Discuss details of portfolios. Remind students about how their work will be assessed by you.</li> </ul>	

Day 8	<p><u>Writing Due</u> Draft 1 of Project 1</p>	<p>Writing Workshop on draft of Writing Project 1; Discuss and practice revision; Discuss how to put together a portfolio</p> <p>Possible Activities:</p> <ul style="list-style-type: none"> <li>● Freewrite on attitudes toward revision; discuss experiences with revision</li> <li>● Discuss details of portfolios. Remind students about how their work will be assessed by you.</li> <li>● Have students look over the materials they brought and think about how they could showcase that work in a portfolio</li> <li>● Do freewriting exercises to get students started on writer’s memo if time permits.</li> <li>● Use the framework presented by Ira Glass to discuss the story they are telling in their Writing project or Memo</li> </ul>	LessonShare, <a href="#">Workshop Handouts</a>
<p><i>Week 4: Polishing and Delivering Midterm Portfolio</i></p> <p><b>By the end of this week, students should be able to:</b></p> <ol style="list-style-type: none"> <li>1. Explain how narrative can be used for inquiry through primary research such as observation and interviews</li> <li>2. Describe effective strategies for conferencing</li> <li>3. Draft a reflective Writer’s Memo for their midterm portfolio</li> <li>4. Revise Writing Project 1 using feedback they received.</li> <li>5. Create Midterm Portfolio</li> </ol>			
Day 9	<p>No Class—Conferences</p> <p><u>Writing Due to Conferences</u></p>	Collaborate on a plan for revision	Instructors’ Guide, <a href="#">Writing Conference Strategies</a>

	Portfolio draft and questions about the portfolio/your writing		[Note: Set the due date for the portfolio a few days after conferences. This will allow students time to fully engage with the revision process.]
Day 10	<p><u>Writing Due</u> McIntyre, <a href="#">“Working Through Revision”</a></p> <p>Bring all materials from this Sequence: drafts, notes, revisions, reflections, etc.</p>	<p>Discuss and practice revision; Discuss how to put together a portfolio</p> <p>Possible Activities:</p> <ul style="list-style-type: none"> <li>• Freewrite on attitudes toward revision; discuss experiences with revision</li> <li>• Discuss details of portfolios. Remind students about how their work will be assessed by you.</li> <li>• Have students look over the materials they brought and think about how they could showcase that work in a portfolio</li> <li>• Do freewriting exercises to get students started on writer’s memo if time permits.</li> <li>• Use the framework presented by Ira Glass to discuss the story they are telling in their Writing project or Memo</li> </ul>	

## Sequence 2: Writing to Inform

	Reading & Writing Due	Goals & Possibilities	Instructor Resources
Day 11	<u>Reading Due</u>	Introduce Sequence 2 and the second Writing Project; Transition from Sequence 1	Lesson Share, <a href="#">Sequence 2 Lessons</a>

	<p>Mantyla, <a href="#">“Movies Explain the World (of Writing)”</a></p> <p>Shimshak, <a href="#">“The Apple-Shaped Earth and We Upon It”</a></p> <p><a href="#">Sifting and Reckoning online exhibit</a></p> <p><u>Writing Due</u> Midterm Portfolio</p>	<p>to an exploration of expert opinion, field research, and/or managing information</p> <p>Possible Activities:</p> <ul style="list-style-type: none"> <li>● Introduce Short Assignment 3</li> <li>● Overview of Sequence 2 and its relationship to Sequence 3</li> <li>● Community Building Question: What is one thing about your first writing project that you are most proud of?</li> <li>● Use <a href="#">Listening, Observation, and Analysis Activity</a> to discuss how to combine narrative and description with information and to engage students in thinking about types of research and sources</li> <li>● Revisit Shimshak’s poem and develop potential research questions about our campus from different perspectives in the poem</li> <li>● Guided discussion about the history of discrimination and resistance at UW-Madison – transition into invention and questions</li> </ul>	<p>If using the Sifting and Reckoning exhibit, make sure to go through the whole site and read the <a href="#">About</a> page and the <a href="#">Gallery Guide Text Statement</a></p> <p>Bailey, <a href="#">“On Badger Belonging: The Complexity of Shared Identity at UW Madison”</a></p>
<p><i>Week 5: Intro to Writing with Information</i></p> <p><b>By the end of this week students should be able to:</b></p> <ol style="list-style-type: none"> <li>1. Explain how and why information is used rhetorically</li> <li>2. Describe the process for determining the reliability of sources</li> </ol>			
Day 12	<p><u>Reading Due</u> Orwell, <a href="#">“Politics and the English Language”</a></p>	<p>Introduce informative writing and what counts as information and/or research methods; Introduce and practice primary</p>	<p>CompPost, <a href="#">“7 Resources for Teaching Information Literacy”</a></p>

	<p>DasBender, <a href="#">Critical Thinking in College Writing: From the Personal to the Academic</a></p>	<p>research; Inspire curiosity in students to research the world around them</p> <p>Possible Activities:</p> <ul style="list-style-type: none"> <li>• For Observations: <a href="#">Observing and Recording Activity</a></li> <li>• For Interviews: <a href="#">Classroom Interview Activity</a> or <a href="#">Interview like a Journalist</a></li> <li>• <a href="#">Rhetorical Situation Object Analysis</a></li> </ul>	
Day 13	<p><u>Reading/Activity Due</u>  Carroll, <a href="#">“Backpacks vs. Briefcases”</a></p> <p>Ortega, <a href="#">“The Environmental Injustices of Forced Migration”</a></p> <p>Noble, <a href="#">"Google Has a Striking History of Bias Against Black Girls"</a></p>	<p>Introduce secondary research/Writing Project 2; Practice in-depth analysis of arguments/artifacts and how sources affect credibility (ethos); Identify patterns within data or sources; Develop critical reading skills; Discuss the research process as “sifting and winnowing”</p> <p>Possible Activities:</p> <ul style="list-style-type: none"> <li>• <a href="#">History</a> of the concept of “sift &amp; winnow.” How does that apply to informative writing and doing research at the university?</li> <li>• Using the Noble reading, discuss ethical questions in search algorithms and search practices. Trouble notions of search as neutral to become critical users of search technologies.</li> <li>• Use newspapers, websites, or magazines. Look at their means of identifying with an audience and how this can be analyzed; contrast with data-mining for facts.</li> </ul>	Moxley, <a href="#">“The Rhetorical Situation”</a>

		<ul style="list-style-type: none"> <li>• Compare writers' differing responses to the same problem or issue. Practice analyzing claims based on qualitative or quantitative research: what an individual piece of evidence can show and when claims need to be qualified (limited).</li> </ul>	
Day 14	<p><u>Reading/Activity Due</u> Rosenberg, "<a href="#">Reading Games: Strategies for Reading Scholarly Resources</a>"</p> <p><u>Writing Due</u> Short Assignment 3</p>	<p>Introduce research questions; Work on developing research questions for Writing Project 2</p> <p>Possible Activities:</p> <ul style="list-style-type: none"> <li>• Students share their artifacts in groups, consider their writing effectiveness</li> <li>• YouTube: "<a href="#">Positionality &amp; Research: How our Identities Shape Inquiry</a>"</li> <li>• <a href="#">From Questions to Project Worksheet</a></li> <li>• Use newspapers, websites, or magazines. Look at their means of identifying with an audience and how this can be analyzed; contrast with data-mining for facts.</li> <li>• <a href="#">See these suggestions for assignments/activities on critical reading and information literacy</a></li> <li>• Mid-Semester Evaluation: <a href="#">Potential Strategies for Gathering and Incorporating Feedback</a></li> </ul>	
<i>Week 6: Analysis and Synthesis of Information</i>			

<p><b>By the end of this week, students should be able to:</b></p> <ol style="list-style-type: none"> <li><b>1. Explain how to determine the reliability of a source</b></li> <li><b>2. Describe their search process for finding sources to support their research</b></li> <li><b>3. Write a research question that is clear and focused.</b></li> </ol>			
Day 15	<p><u>Reading Due</u> The Writing Center, <a href="#">“Generating Ideas for your Paper”</a></p>	<p>Practice summarizing a variety of secondary sources; Assign Short Assignment 4</p> <p>Possible Activities:</p> <ul style="list-style-type: none"> <li>● Practice summarizing key points from sources</li> <li>● YouTube Video: <a href="#">“Research as Inquiry”</a></li> <li>● <a href="#">19 Researchers in a Class</a>—this is a way for students to draw upon their peers to generate questions and topics</li> <li>● Adapt <a href="#">Primary Source Interview</a> for your class’s context</li> </ul>	
Day 16	<p><u>Reading/Activity Due</u> Sift and Winnow (all modules)</p> <p><u>Writing Due</u> Bring a copy of your revised research question from the Sift and Winnow modules</p>	<p>Discuss and practice search strategies; Prep students for library session; Think critically about research</p> <p>Possible Activities:</p> <ul style="list-style-type: none"> <li>● Workshop and further develop research questions from Sift &amp; Winnow</li> <li>● Revisit the topics in Sift and Winnow, especially about the Information Landscape</li> <li>● Do an evaluating sources activity in groups where students determine the</li> </ul>	<p><b>[Make sure you have assigned all modules of Sift &amp; Winnow BEFORE your library session. If your students do Sift and Winnow multiple days in advance of their library session, review the modules in class the day before the library session.]</b></p>

		<p>credibility of different sources around a particular issue</p> <ul style="list-style-type: none"> <li>• Collaborate on an in-class annotated bibliography using Google Docs. Decide on a topic together, assign groups to different source types, use search skills to find sources and evaluate them.</li> <li>•</li> </ul>	
Day 17	<p><u>Reading Due</u> The Daily (Podcast), <a href="#">“Suspicion, Cheating, and Bans: AI Hits America’s Schools”</a></p> <p>O’Neil, <a href="#">“These Women Tried to Warn Us About AI”</a></p> <p>Stokel-Walker, <a href="#">“ChatGPT Replicates Gender Bias in Recommendation Letters”</a></p> <p>Turk, <a href="#">“How AI Reduces the World to Stereotypes”</a></p>	<p>Possible Activities:</p> <ul style="list-style-type: none"> <li>• We recommend having a conversation about AI-generated writing, since this may be an assignment on which students may use Chatbots to assist them</li> <li>• <a href="#">Chat GPT &amp; Research Activity</a></li> <li>• Stokel-Walker, <a href="#">“Chat GPT Listed as Author on Research Papers”</a></li> <li>• Ask students to reflect on their own experiences with AI, how they think AI connects with learning, and what they think the purpose of college/college classes are</li> <li>• With the working paper, ask students to take note of the context (History/Nomenclature, as well as who produced the paper), plus some of the most compelling/interesting risks and rewards of AI for writing. Skim through the final Principles/ Recommendations section</li> </ul>	<p>MLA-CCCC Joint Task Force, <a href="#">“Writing and AI Working Paper 1”</a></p> <p>E100 Instructor’s Guide, <a href="#">Artificial Intelligence in the Classroom</a></p>
<i>Week 7: Information and Informative Writing</i>			

**By the end of this week, students should be able to:**

- 1. Explain how to use research databases to find sources [or the reliability of their sources]**
- 2. Describe the difference between academic research sources, mainstream information sources, and unreliable information sources**
- 3. Write an annotation and citation using the appropriate citation style for their chosen discipline**
- 4. Draft an annotated bibliography**

Day 18	LIBRARY SESSION or CATCH UP DAY	Prep students for library session; Think critically about research	[IN-PERSON Library SESSION typically falls between weeks 7 and 9. You will have the opportunity to choose the day that will work best for your class. <b>The library day should fall shortly before Short Assignment 5 or another assignment for which students need to use sources.</b> Feel free to adjust the calendar to fit with your assigned library day; you could even move the annotated bibliography to Sequence 3 if necessary. If you chose the VIRTUAL option of Library Session, you could spend a day in Sequence 2 working on this module in class. <b>Make sure you have assigned all modules of Sift &amp; Winnow BEFORE your library session.</b> ]
Day 19	<p><u>Reading Due</u>            Roberts-Miller, "<a href="#">Rhetoric is synonymous with empty speech</a>" from <i>Bad Ideas about Writing</i></p> <p>Hopes, "<a href="#">An Ode to Madison's Lake Monster</a>" (informative essay example)</p>	<p>Debrief Library Session; Identify strategies for Synthesizing information for an audience and purpose; Demonstrate the importance, relevance, or timeliness of an issue and a writer's take on it.</p> <p>Possible Activities:</p> <ul style="list-style-type: none"> <li>● Debrief about the library session. What was the most valuable? What</li> </ul>	

		<p>lingering questions do students have?</p> <ul style="list-style-type: none"> <li>• Discuss strategies for using information to explore a question and to inspire certain kinds of thinking (use the reading to guide this discussion)</li> <li>• Building on the reading, ask students to analyze Lake Mendota using different sources, or different methods. Discuss how research is situated, and how research questions go hand-in-hand with the methods that best fit them.</li> <li>• As a class, using the research they did for their own argument about Lake Mendota, look at evidence that multiple speakers use to make different claims. Analyze together the stylistic and rhetorical difference in what they emphasize, the assumptions they make, the questions they ask, etc.</li> </ul>	
Day 20	<p><u>Reading Due</u>  Gilsdorf, <a href="#">“An Accessible Campus”</a> (student informative essay)</p> <p>Graboski, <a href="#">“Walleye War”</a> (student informative essay)</p> <p><i>Other student informative essays available in the Course Reader and on Canvas</i></p>	<p>Consider how texts make arguments based on specific fields of study or from a writer’s ideological, political, or cultural perspective; Learn how to distinguish a writer’s own voice from that of other sources</p> <p>Possible Activities:</p> <ul style="list-style-type: none"> <li>• As a class, look at a set of evidence that multiple speakers use to make different claims. (Political speeches are great for this. Newspapers, of course, also tend to cover the same</li> </ul>	<p>Young, <a href="#">“The Weaponization of Academic Citation”</a></p>

	<p><u>Writing Due</u> Short Assignment 4 (Brief Annotated Bibliography)</p>	<p>events quite differently, especially over time.) Analyze together the stylistic and rhetorical difference in what they emphasize, the assumptions they make, the questions they ask, etc.</p> <ul style="list-style-type: none"> <li>• Review student award-winning essays to find the moments when the writers' own voices remained distinct from the sources cited. Identify the strategies used. Discuss how this matters to creating credibility or establishing ethos.</li> </ul>	
<p><i>Week 8: Working with Sources</i></p> <p><b>By the end of this week, students should be able to:</b></p> <ol style="list-style-type: none"> <li><b>1. Explain summary, analysis, and synthesis</b></li> <li><b>2. Describe the argument/claims being made in a research source</b></li> <li><b>3. Write a summary and analysis of multiple sources and synthesize their arguments/claims</b></li> </ol>			

<p>Day 21</p>	<p><u>Reading Due</u>  Stedman, “<a href="#">Annoying Ways People Use Sources</a>”</p> <p>Selection from <a href="#">They Say, I Say</a></p> <p><u>Writing Due</u>  Bring one of the sources you will use for Project 2 to class</p>	<p>Practice summarizing, paraphrasing, strategic and artful quoting; Explain complicated information/ideas in a brief, engaging way</p> <p>Possible Activities:</p> <ul style="list-style-type: none"> <li>● Use Stedman to discuss and practice incorporating sources. You could have students, in groups, focus on one section of the reading and then give brief presentations, teaching their colleagues that principle.</li> <li>● Discuss rhetoric and uses of citation styles</li> <li>● Introduce citation resources: Writing Center resource on <a href="#">Quoting and Paraphrasing</a></li> <li>● Collaborate on an MLA or other type of citation.</li> <li>● <a href="#">Citation Needed Activity</a></li> <li>● Use They Say, I Say to practice integrating sources (<a href="#">powerpoint</a>, <a href="#">templates</a>)</li> </ul>	
<p>Day 22</p>	<p><u>Writing Due</u>  Draft of Writing Project 2</p>	<p>Writing Workshop on Writing Project 2; Discuss what makes informative writing interesting</p> <p>Possible Activities:</p> <ul style="list-style-type: none"> <li>● Workshop focusing on the writer’s ideas</li> <li>● Discuss what’s interesting to readers and how do sources relate to each other using sample student essays</li> </ul>	

Day 23	<p><u>Reading Due</u> Murray, <a href="#">“The Maker’s Eye”</a></p> <p>Blankenship, <a href="#">“Establishing Tone in Your Writing”</a></p>	<p>Revision opportunities; Discuss establishing tone in writing; Practice how word choice can be rhetorical</p> <p>Possible Activities:</p> <ul style="list-style-type: none"> <li>• Have students do an activity where they have to change the tone or effect of several sentences by altering the word choice. Put limits on the number of words they can add per sentence.</li> </ul>	
<p><i>Week 9: Connecting Sequences 2 and 3</i></p> <p><b>By the end of this week, students should be able to:</b></p> <ol style="list-style-type: none"> <li><b>1. Explain how sources are used to support research projects</b></li> <li><b>2. Describe the organization of an essay and how this makes the essay effective</b></li> </ol>			
Day 24	<p><u>Reading Due</u> Bogle, <a href="#">“Dash That Oxford Comma”</a></p> <p>Babin et al., <a href="#">“Reverse Outlining”</a></p>	<p>Practice setting writing goals; Practice being a community of writers. Identify areas for revision and create a plan for achieving those goals.</p> <p>Possible Activities:</p> <ul style="list-style-type: none"> <li>• Discuss the “Dash that Oxford Comma” reading to complicate ideas about “good” and “bad” grammar. Make connections to some of the readings from earlier in the semester, and consider how this works at the level of grammar and word choice.</li> <li>• Have students workshop a few sentences in their drafts in which they feel stuck on phrasing, tone, or word choice.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Reverse outline activity based on Babin et al. and <a href="#">Writing Center Reverse Outline handout</a></li> <li>• Time to put the portfolio together or work on Writing Project 2.</li> </ul>	
Day 25	<u>Writing Due</u> Revised draft of Writing Project 2	Reflecting on Sequence 2.  Possible Activities: <ul style="list-style-type: none"> <li>• <a href="#">Class “Write In” Activity</a></li> </ul>	<i>You can give feedback on this revised draft of the essay (since there was no conference this sequence) , but the grade for this writing project will come with Portfolio 2</i>
Day 26	<u>Reading Due</u> Morrison, <a href="#">Nobel Lecture</a> (read or listen)  <u>Reading Due</u> Rodríguez, <a href="#">“Leave Yourself Out of Your Writing”</a> from <i>Bad Ideas about Writing</i>  For Multimodal Projects: Gagich, <a href="#">“An Introduction to and Strategies for Multimodal Composing”</a>	Introduce the kind of research or critical thinking they will be using; suggest the range of projects open to students; inspire creativity and curiosity  Assign Short Assignment 5: Proposal for Writing Project 3  Possible Activities: <ul style="list-style-type: none"> <li>• Discuss Morrison’s lecture</li> <li>• Introduce Sequence 3 and Writing Project 3</li> <li>• Short lessons on aspects of writing that students want to develop more going into Sequence 3</li> <li>• <a href="#">“Exercise on Appeals” Activity</a></li> </ul>	

### Sequence 3: Critique – Developing an Approach through Research and Argumentation

	Reading & Writing Due	Goals & Possibilities	
<i>Week 10: Spring Break</i>			

*Week 11: Engaging with Sequence 3*

**By the end of this week, students should be able to:**

- 1. Explain how and why their research question has changed**
- 2. Describe or preview their argument (or in other words, how are they answering their research question?)**
- 3. Write a proposal for their Sequence 3 Writing Project**
- 4. Draft an abstract that introduces a topic, research question, and argument.**

Day 27

Reading Due

Moxley, [“Argument - Argumentation”](#)

Stern, [“Ditch the Jury, Do Justice”](#)  
(student argumentative essay)

Zangs, [“Introductory Science Courses: Generating Interest in Students”](#) (student argumentative essay)

*Other student argumentative essays available in the Course Reader and on Canvas*

Possible Activities:

Develop understanding of argumentation and its varieties; Build critical reading skills, using specific critical strategies

Possible Activities:

- Discuss the award-winning essays’ purpose, structure, methods, and relationship to your version of Sequence 3.
- Collaboratively revise a section of a short, informative piece of writing (possibly one covered in the last sequence or student award-winning informative essay) to make it a critical, argumentative piece. You could also select a random short reading for class.
- Show sample entries in an annotated bibliography. Discuss elements of the entries that help you understand the source’s argument, how it relates to other sources, and how it aids the development of a critical perspective. (Refer back to

		<p>Annotated Bibliography developed in relation to Library Day.)</p> <ul style="list-style-type: none"> <li>● Sign up for conferences</li> </ul>	
Day 28	<p><u>Reading Due</u> Greene, "<a href="#">Argument as Conversation</a>"</p> <p>Jordan, "<a href="#">Nobody Mean More to Me Than You And the Future Life of Willie Jordan</a>"</p>	<p>Continue invention activities for developing Project 3; Introduce idea of argument as conversation</p> <p>Possible Activities:</p> <ul style="list-style-type: none"> <li>● See Teaching Notes for the readings</li> <li>● Brainstorming for Writing Project 3</li> <li>● Introduce or review principles of argumentation (such as making clear claims, using strong evidence, understanding one's own key assumptions, and appealing to audience's ideas of "good sense").</li> <li>● Activity based on Stuart Green's reading: <a href="#">Who's Missing From the Parlor</a></li> </ul>	
Day 29	<p><u>Writing Due</u> Short Assignment 5: Proposal for Writing Project 3</p>	<p>Explore persuasion and argumentation; consider how to refine proposals and ideas</p> <p>Possible Activities:</p> <ul style="list-style-type: none"> <li>● Mini proposal presentations: review writing project 3 assignment description, then in groups of four, students will present their proposal for writing project 3 and peers will ask questions and provide feedback.</li> </ul>	
<p><i>Week 12: Critique and Resource-Gathering</i></p> <p><b>By the end of this week, students should be able to:</b></p> <ol style="list-style-type: none"> <li><b>1. Explain the rhetorical situation of their project: its purpose, audience, and approach</b></li> </ol>			

<p><b>2. Discuss and demonstrate various ways to integrate sources</b></p> <p><b>3. Draft a research plan to guide their next project</b></p> <p><b>4. Write claims or reasons that support their larger argument</b></p>			
Day 30	<p><u>Reading Due</u>  Vieregge, <a href="#">“Exigency: What Makes My Message Indispensable to My Reader”</a></p>	<p>Discuss audiences and exigence</p> <p>Possible Activities:</p> <ul style="list-style-type: none"> <li>• <a href="#">“Argument Drafting” Activity</a></li> <li>• Practice framing an argument for different audiences by bringing metaphor or narrative into the writing. Students might, for example, find moving accounts of firsthand testimony to use as evidence at strategic points in the argument, or develop useful analogies or ways of conceptualizing their take on the issue. As a class, you might also practice moving compelling firsthand accounts, stories, or key expert analysis to different points in an argument to discuss the potential effects for readers.</li> </ul>	
Day 31	<p><u>Reading Due</u>  Hjortshoj, <a href="#">“Footstools and Furniture: Variations of Form and Flow in College Writing”</a></p>	<p>Build critical reading skills, using specific critical strategies; Check in with students about the kinds and quality of sources they are finding</p> <p>Possible Activities:</p> <ul style="list-style-type: none"> <li>• Discuss Hjortshoj to better understand argumentative composition in critical writing.</li> </ul>	

		<ul style="list-style-type: none"> <li>Analyze texts, speeches, or images together in small groups. Give each group a different, small set of questions to answer. Each set should give students specific strategies for developing a critical take on that text’s argument. (For example, one set might cover metaphors and the significance of key words. Another might discuss the significance of the “story” the text tells. A third could focus on oppositions or contrasts the argument sets up.)</li> <li>Do invention activity for creating their own thesis statements: <a href="#">Inventing and Developing your Own Argument for Change</a></li> </ul>	
Day 32	<p>Reading Due  Watkins, <a href="#">“Integrating Evidence Appropriately”</a></p>	<p>Possible Activities:  Review creative approaches to argumentation; inspire students to take risks; Identify additional research that might be helpful/needed; Begin to develop a tentative perspective on the research.</p> <p>Possible Activities:</p> <ul style="list-style-type: none"> <li>Students meet in their groups. Have the group focus on one writer’s argument at a time. They could role-play as a specific audience that could be affected by, or interested in, the writer’s project. The group identifies the elements of the argument that most appeal to their concerns and those that seem less</li> </ul>	

		relevant or compelling to them. Then, they pick a second, significantly different audience and carry out the activity again.	
<p><i>Week 13: Developing a Critical Approach</i></p> <p><b>By the end of this week, students should be able to:</b></p> <ol style="list-style-type: none"> <li>1. Explain why their research matters</li> <li>2. Describe the organization of their project and why they believe this is effective</li> <li>3. Describe their research process</li> <li>4. Begin drafting Project 3</li> </ol>			
Day 33	<p><u>Reading Due</u> Babin et al, "<a href="#">Patterns of Organization and Methods of Development</a>"</p>	<p>Practice drafting and organizing</p> <p>Possible Activities:</p> <ul style="list-style-type: none"> <li>• Talk about the Babin et al piece and think about draft development.</li> <li>• In-class drafting and reflection</li> <li>• Sign up for conferences. Talk to students about how they can prepare to meet with you. What should they bring?</li> </ul>	
Day 34	<p><u>Reading Due</u> <a href="#">"Logos, Ethos, and Pathos"</a> and <a href="#">"Counterarguments"</a> (YouTube videos)</p>	<p>Workshop research and ideas in-progress; Practice anticipating and responding to reasonable counterarguments, or alternative readings of the situation</p> <p>Possible Activities:</p> <ul style="list-style-type: none"> <li>• Multiple perspectives activity— divide class into 3-4 groups and give them each a position to defend. You might choose something like which 3 ice cream</li> </ul>	

		<p>flavors should always be sold at the union (you can assign the flavors). Have the group assign roles (researchers, transcriber, presenter). Each group then gets a couple minutes to present their case, then 5 more minutes to prepare to respond. Each group then gets another chance to respond to the presentations of the other groups and make their final case. Finally, the group votes on which 3 flavors they would choose.</p> <ul style="list-style-type: none"> <li>● Conclude with a reflection on how they might address multiple reasonable counterarguments in their own presentations.</li> </ul>	
Day 35	<p><u>Reading Due</u> Edwards and Paz, <a href="#">“Only Geniuses Can Be Writers”</a> from <i>Bad Ideas about Writing</i></p> <p>Stanford and Jory, <a href="#">“So You Wanna Be an Engineer, a Welder, a Teacher? Academic Disciplines and Professional Literacies”</a></p> <p><u>Writing Due</u> 1-3 pages of Writing Project 3</p>	<p>Possible Activities:</p> <ul style="list-style-type: none"> <li>● Share pages with a partner and discuss</li> <li>● Use the pages for an activity that focuses closely on some aspect of language or style (cliché, concreteness/abstraction, etc.)</li> <li>● Practice framing an argument for different audiences. Students might, for example, find moving accounts of first hand testimony to use as evidence at strategic points in the argument, or develop useful analogies or ways of conceptualizing their take on the issue</li> <li>● As a class, you might also practice moving compelling firsthand</li> </ul>	

		accounts, stories, or key expert analysis to different points in an argument to discuss the potential effects for readers.	
<p><i>Week 14: Conferences and Presentations and/or Focus on Style and Organization</i></p> <p><b>By the end of this week, students should be able to:</b></p> <ol style="list-style-type: none"> <li><b>1. Draft Writing Project 3</b></li> <li><b>2. Describe their research process</b></li> <li><b>3. Explain some features of an effective presentation</b></li> <li><b>4. Describe their plan for their presentation</b></li> <li><b>5. Write an outline or script and visual aid for their presentation</b></li> <li><b>6. Describe the rhetorical elements of presentation design</b></li> </ol>			
Day 36	<p>No Class—Conferences (<i>Can hold conferences virtually</i>)</p> <p><u>Writing Due to Conferences</u> Writing Project 3 pages and questions about your writing</p>	Collaborate on a plan for revision	Instructors' Guide, <a href="#">Writing Conference Strategies</a>
Day 37	<p><u>Reading Due</u> Preparation for Design Lab presentation (Instructors have the option to schedule an day for Design Lab folks to come to class and teach students how to do multimodal projects)</p>	<p>Check-in about progress and concerns for the home stretch; Prepare for presentations; Strategies to incorporate images, media, or graphs into your Writing Projects.</p> <p>Possible Activities:</p> <ul style="list-style-type: none"> <li>● Design Lab presentation</li> <li>● Build collaborative guidelines for presentations (including</li> </ul>	

	<p>Design Lab, <a href="#">Presentations</a> and <a href="#">Research Posters</a></p> <p>Listen to “The Public Speaking Secrets Behind TED Talks” from Central Time on WPR (<a href="http://www.wpr.org/listen/563496">http://www.wpr.org/listen/563496</a>)</p>	<p>listening/participating when not presenting). You might also review the course goals for presentations here.</p> <ul style="list-style-type: none"> <li>As a class, analyze sample presentations together, for example short segments of different TED talks that each illustrates different presentation methods, styles, and ethos. Locate useful strategies and practice presentation peer review methods.</li> </ul> <p>Can also refer to this resource: <a href="#">Presentations</a></p>	
Day 38	<p><u>Writing Due</u> Full Draft of Writing Project 3</p>	<p>Writing Workshop of Writing Project 3</p> <p>Possible Activities:</p> <ul style="list-style-type: none"> <li>Workshop drafts of the major project in class.</li> <li>Peer review two volunteers’ papers in-progress as a class, to discuss overall questions about the project and to remind everyone of strong workshop practices.</li> </ul>	
<p><i>Week 15: Presentations, Presenting a body of work, and/or Final Reflections</i></p> <p><b>By the end of this week, students should be able to:</b></p> <ol style="list-style-type: none"> <li><b>1. Present their work to their classmates</b></li> <li><b>2. Write a Writer’s Memo for their Final Portfolio</b></li> <li><b>3. Edit and proofread their Final Portfolio</b></li> <li><b>4. Reflect on their learning in English 100</b></li> </ol>			
Day 39	Presentations		

Day 40	Presentations		
Day 41	<u>Writing Due</u> Final Portfolio	<p>Have students complete online course evaluations in class</p> <p>Possible Activities:</p> <ul style="list-style-type: none"> <li>• Class Reflection: here is a template you can use: <a href="#">Class Reflection</a></li> <li>• You may want to give students a chance to finish up their portfolios in class</li> <li>• You might also have students reflect on presentations or discuss common questions that came up during presentations.</li> </ul>	
<p>[Note: All work should be submitted by midnight on the final day of classes. This will free up students to work on their final exams for other classes and give you time to calculate final grades (usually due 10 days after the final day of classes.)]</p>			