

English 100.061 Course Schedule

Fall 2023

How to Read this Schedule:

- The work listed in the PREPARATION column should be completed BEFORE class time on that day. Readings, assignments, projects, and portfolios are considered late if turned in after the start of class on the due date.
- **All writing and projects will be submitted to Canvas in a Google Docs format.** This will help you for peer workshop and putting together your portfolios. Please make sure you check your document permissions and/or confirm that your document is in your E100 Google Drive folder.
- All readings are on our Canvas course site in a link to the E100 Course Reader or PDF. *If a link does not work, email me to let me know, but also use your internet searching skills to look for the reading.*
- **Check Canvas & your UW-Madison email as assignments are subject to change according to the progress of our class.** All grayed out weeks are especially due to change; however, **generally no due dates will be moved earlier than indicated on this calendar.**

Sequence 1: Inquiring into Story

Date	PREPARATION WORK (completed before class)	IN-CLASS WORK (completed during or after class)
Week 1: Introduction to the Course		
Wednesday 9/6	Look over the Preparing for Class page in the Week 1 module on Canvas (especially the access survey and NameCoach Roster)	<i>Introduce E100</i>
Friday 9/8	Read the syllabus Read the following on the E100 Course Readings Website (use the drop-down menu on the top left) • Introduction to the English 100 Program • Approaches to Rhetoric, Writing and Revision in English 100 – read the sections “Introduction to Rhetoric” and “Rhetoric and Narrative” Complete access survey and NameCoach Roster. • Complete the syllabus quiz. • Change your Canvas notifications so you get announcements immediately and email Dr. K a screenshot to confirm (you’ll get another EGS token).	<i>Introduce Sequence 1, introduce rhetorical analysis, discuss course concepts, assign Short Assignment 1</i>
Week 2: Concepts and Thinking Rhetorically		
Monday 9/11	Read Kepka, “Critical Reading” Koenig, “What I Found in Standing Rock” --think about: what is the purpose of this piece? Who is the audience? Who is the author? What stories does the author tell and why? What do you notice about how this story is written? Watch the E100 Tutorial video	<i>Practice rhetorical analysis, discuss reasons for writing, build course vocabulary for discussing writing, E100 Tutorial intro, go over Google Drive</i> Post Short Assignment 1 and author’s note to Canvas assignment box by midnight
Wednesday 9/13	Read <i>How to Tell a Story</i> , Chapter 4 “The Foundation” (PDF) <i>Drop/Withdraw without transcript notation deadline</i>	<i>Discuss writing as a process, invention/brainstorming, assign Short Assignment 2</i>

Date	PREPARATION WORK (completed before class)	IN-CLASS WORK (completed during or after class)
Friday 9/15	Listen to <i>The Daily</i> podcast episode, "Suspicion, Cheating, and Bans: AI Hits America's Schools" – as you listen, think about your own experiences with AI, how you think AI connects with learning, and what you think the purpose of college/college classes are Read MLA/CCCC Writing and AI Working Paper (PDF) – as you read, 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 Add class deadline	Conversation about AI and other writing technologies Post Short Assignment 2 and author's note to Canvas assignment box by midnight
Week 3: Narrative and Process		
Monday 9/18	Read <i>How to Tell a Story</i>, Chapter 5 "The Materials" (PDF) Horwitz, "The Chapel" Lima, "Snowbound"	Introduce Writing Project 1; talk about the components of narrative, look at an example; talk about E100 Tutorial
Wednesday 9/20	Read Babin et al., Strategies for Getting Started Adiche, "Danger of a Single Story" (read or watch)	Developing stories, invention, drafting, different organization, positionality
Friday 9/22	Read Approaches to Rhetoric, Writing and Revision in English 100 – read the section "Writing Workshops" Kepka, Providing Good Feedback and Receiving Feedback Lamott, "Shitty First Drafts"	Introduce and practice writing workshops Post Workshop Draft of Writing Project 1 and author's note to Canvas discussion forum by midnight
Week 4: Peer Workshop and Putting Together Portfolio 1		
Monday 9/25	Review Kepka, Providing Good Feedback and Receiving Feedback Bring a laptop for peer workshop - you can check out a laptop at the library	Workshopping, revision plans, sign up for conferences Post Workshop feedback by Monday at midnight (if you did not finish during class)
Wednesday 9/27	Read Approaches to Rhetoric, Writing and Revision in English 100 – read the section "Revision" Kepka, What is revision? Look over feedback from your workshop group	Cover memos, participation reflection, revision
Friday 9/29	Watch portfolio set up video/ read portfolio instructions on Canvas Look over sample portfolio (link on Canvas) Bring a laptop for portfolio set-up - you can check out a laptop at the library	Compiling portfolios through Google Sites Post Draft of Portfolio 1 and author's note to Canvas assignment box by midnight

Sequence 2: Writing to Inform

Date	PREPARATION WORK (completed before class)	IN-CLASS WORK (completed during or after class)
Week 5: Conferences and Introduction to Sequence 2		
Monday 10/2	No Class— Individual Conferences with Dr. K Bring Writing Project 1 revision plan - <i>be prepared to add to it!</i>	<i>Collaborate on a plan for revision</i>
Wednesday 10/4	Read AND listen to Shimshack, "The Apple-Shaped Earth and We Upon It" – <i>pay attention to the different people and stories mentioned. Think about what questions are prompted by this poem, especially about those people and stories. How does it define or complicate the idea of "community" on our campus?</i>	<i>Personal experience to informative writing; brainstorming</i>
Friday 10/6	Read Smith, Prologue and "Monticello Plantation" from <i>How the Word is Passed</i> (PDF on Canvas) -- <i>think about the research questions Smith is asking about community and how he answers them (research methods)</i>	<i>Short assignment 3; observation and reflection as invention, Writing Project 2 description</i>
Sequence 1 Portfolio (revised and completed) due to Canvas assignment box by 10/6 at midnight		
Week 6: Intro to Writing with Information		
Monday 10/9	View/Read the Sifting and Reckoning website – everyone should read the Gallery Guide , then read/take notes on the section assigned to you by your group Bring Sifting and Reckoning reflection to class (you'll turn it in at the end of class) – <i>questions/link to come</i>	<i>Sifting and Reckoning, observation to research</i>
Wednesday 10/11	Complete brainstorming activity (posted on Canvas) Bring notes from brainstorming activity to class	<i>Questions/topics to research questions; research as conversation; different types of sources</i>
Friday 10/13	Complete Sift and Winnow modules 1-3 (on Canvas) Read UW-Madison Writing Center Writer's Handbook, "Annotated Bibliography" "Evaluating Sources: The CRAAP Test" Post Short Assignment 3 and author's note to Canvas assignment box by CLASS TIME (11:00 AM)	<i>Information seeking strategies; rhetorical situation; short assignment 4</i>
Week 7: Information and Informative Writing		
Monday 10/16	Complete Sift and Winnow modules 4-6 (on Canvas) Read Rosenberg, "Reading Games: Strategies for Reading Scholarly Resources" Bring a possible source for Short Assignment 4	<i>Evaluating sources; Scholarly communication</i>
Wednesday 10/18	Library day – <i>meet in 1193D College Library</i>	<i>Evaluating sources</i>

Date	PREPARATION WORK (completed before class)	IN-CLASS WORK (completed during or after class)
Friday 10/20	Read UW-Madison Writing Center Writer's Handbook, "Quoting and Paraphrasing" and "About Documentation Styles" Look over sample annotated bibliography	Evaluating sources; writing annotations Post Short Assignment 4 and author's note to Canvas assignment box by midnight
Week 8: Working with Sources		
Monday 10/23	Read Gilsdorf, "An Accessible Campus" Graboski, "Walleye War"	Using sources, distinguishing between your voice and someone else's, sign up for conferences
Wednesday 10/25	Read Stedman, "Annoying Ways People Use Sources"	Tone, comparing examples, writing time
Friday 10/27	Bring all of your sources, your annotated bibliography, and any drafting you've done so far	In-text citations, examples, writing time Post draft of Writing Project 2 and author's note to Canvas discussion forum by midnight
Week 9: Connecting Sequences 2 and 3		
Monday 10/30 & Tuesday 10/31	No Class— Individual Conferences with Dr. K	Collaborate on a plan for revision
Wednesday 11/1	Review Kepka, Providing Good Feedback and Receiving Feedback Assignment description and rubric Instructions for Peer Workshop (on Canvas) Bring a laptop for peer workshop - you can check out a laptop at the library Make sure you have completed your draft and it is posted to the draft/workshop discussion forum.	Workshopping, revision plans Post Workshop feedback by THURSDAY midnight (if you did not finish during class)
Friday 11/3	Read Babin et al, "Reverse Outlining" Bring feedback and draft of Writing Project 2 Revision Plan	Organization and revision; revision plan 2

Sequence 3: Argument, Application, and Action

Date	PREPARATION WORK (completed before class)	IN-CLASS WORK (completed during or after class)
Week 10: Connecting Sequences 2 and 3		
Monday 11/6	Read Rhetorical Situation and Genre (PDF on Canvas) "Claims, Claims, Claims" (PDF on Canvas)	Introduction to sequence 3, rhetorical situation, Writing Project 3
Writing Project 2 will be due to the Canvas assignment box by midnight on Monday, 11/6		

Date	PREPARATION WORK (completed before class)	IN-CLASS WORK (completed during or after class)
Wednesday 11/8	Read Dirk, "Navigating Genres" Review Rhetorical Situation and Genre (PDF on Canvas) Bring your possible claim and audience for project 3	<i>Developing/revising a claim, exploring genres, genre conventions/analysis</i>
Friday 11/10	Look over the following Student Examples: Infographic , Letter , Podcast , Presentation Review Kepka, " Critical Reading "	<i>Genre examples, rhetorical genre analysis, proposal</i> Post Short Assignment 5 and author's note to Canvas assignment box by midnight
Week 11: Presentations and Arguments		
Monday 11/13	Review "Claims, Claims, Claims" (PDF on Canvas) Read Using Evidence Look over at least two additional examples of Student Work beyond the examples you examined for Friday- <i>particularly look at how the students integrate sources. Look for both effective and ineffective source integration and citation.</i>	<i>Making an argument in different forms, developing a thesis statement, support thesis statements with evidence, incorporating sources, Design Lab</i>
Wednesday 11/15	Watch Design Lab, "Designing Recorded Presentations" part 1 and part 2 (videos on Canvas)	<i>Genre best practices for recorded presentations</i>
Friday 11/17	Come prepared to finish the in-class activity we start on Wednesday	<i>Exploring genre conventions, discuss presentations, work time</i> Post 1) recorded WIP Research Presentation to Canvas discussion forum, and 2) visual aid/outline to Canvas assignment box by midnight
Week 12: Works-in-Progress Presentations		
Monday 11/20 & Tuesday 11/21	No Class— Individual Conferences with Dr. K	<i>No class – individual conferences with Dr. K</i>
Wednesday 11/22	NO CLASS - Respond to your assigned classmates' recorded WIP research presentations with feedback about their research ideas on Canvas discussion forums by midnight tonight	<i>No class – respond to video presentations</i> Post responses to discussion forums by midnight
Friday 11/24	NO CLASS (Happy Day of Thanks!) Drop class deadline 11/24	
Week 13: SOGCs		
Monday 11/27	Read " Rhetorical Strategies for Persuasion " (link to Purdue OWL) Babin et al. "Patterns of Organization..." Design Lab Tips and Tricks	<i>Discuss tools, organization, starting project, Short Assignment 6</i>

Date	PREPARATION WORK (completed before class)	IN-CLASS WORK (completed during or after class)
Wednesday 11/29	Read Shipka, "Negotiating Rhetorical, Material, Methodological, and Technological Difference: Evaluating Multimodal Designs" (PDF on Canvas)	<i>Statements of Goals and Choices</i>
Friday 12/1	Watch " Logos, Ethos, and Pathos " and " Counterarguments " (YouTube videos)	<i>Considering logos/ethos/pathos and counterarguments</i>
Week 14: Focus on Organization, Citation, and Revision		
Monday 12/4	Review the Writing Project 3 assignment description/rubric Look over at least two additional examples of your genre (either from the Student Work folder or other examples) - <i>look at how sources are integrated. Look for both effective and ineffective source integration and citation.</i>	<i>Short Assignment 7, citation in different genres, work time</i> Post Draft of Writing Project 3 (both argument and SOGC/works cited list) and author's note to Canvas discussion forum by midnight
Wednesday 12/6	Review Kepka, Providing Good Feedback and Receiving Feedback Assignment description and rubric Bring a laptop/headphones for peer workshop - <i>you can check out a laptop at the library</i>	<i>Workshopping, revision plans</i> Post Workshop feedback by Wednesday at midnight (if you did not finish during class)
Friday 12/8	Review the Portfolio 2 assignment description/rubric Bring your planner/organization, the timeline you created in Short Assignment 6, and all of your portfolio components	<i>Revision/to do list, Portfolio 2, work time</i> Post Short Assignment 7 to Canvas assignment box by midnight
Week 15: Final Portfolio		
Monday 12/11	Bring your Writing Project 3 Revision Plan and all of your portfolio components	<i>Class evaluations, in-class conferences with Dr. K</i>
Wednesday 12/13	Bring all of your portfolio components	<i>Reflections, final portfolio assembly</i>
Portfolio 2 (including Short Assignment 4, Writing Project 2, Writing Project 3, etc.) will be due to the Canvas assignment box by MIDNIGHT on WEDNESDAY, 12/13		