

Writing 1 Annotated Weekly Schedule (Dr. Cantor), Fall 2018

See below for teaching notes & feedback/grading tips

Writing 1 Requirements

Assignments – 40%

Weekly Writing -- Ex. Blog Posts, Writing Exercises, & Quizzes (10%): *Writing exercises* are for your writing development but will also relate to the course content and further your personal, rhetorical, and critical development. Writing exercises will be graded for completion, thoroughness, effort, insight, and organization.

On some Fridays, you will post a *blog post* on a reading assigned for that day or week. A specific question or prompt to respond to will be provided. Like writing exercises, blog posts are graded for completion, thoroughness, effort, insight, and organization. *Quizzes* may or may not be announced ahead of time.

Drafts (10%): We have four major writing assignments in this class—the rhetorical situations assignment, literacy narrative, writing article, and the cover letter. You will write multiple drafts for each of these assignments, which will be graded quantitatively—meaning, you will earn full credit for completing drafts with Author's Notes.

Draft Responses (10%): After reading the drafts given to you by your group members (mostly) on Mondays, you will write a draft response of at least a full page for each draft and give a hard copy to the author most Wednesdays in workshop. Draft responses are an important opportunity for the responder to improve revision and editing technique and adaptation to a specific rhetorical situation.

Research Bundle (10%): In order to prepare to write your article, you will gather research from many different sources. Detailed instructions to follow.

Final Portfolio – 60%

At the end of the semester you will turn in a portfolio, which will showcase your best work from throughout the semester and include **evidence of your writing processes as explored in your cover letter** and the **polished versions** of your

Rhetorical Situations Assignment (15%): In order to better understand variations between rhetorical situations, we will practice writing on one subject in multiple contexts.

Literacy Narrative (10%): We will begin the semester by examining our own reading and writing pasts, our literacy sponsors, and our literacy goals.

Researched Argument Article (25%): Your major research assignment this semester will be an article making an argument about a writing studies topic of your choice. Your argument should stem in some way from the readings and discussions we engage in this semester. Detailed instructions to follow.

Cover Letter (10%): The portfolio will be prefaced by a cover letter, which will compile many different pieces of evidence showing that you have grown as a writer, what you have achieved as a writer, and, hopefully, that you deserve a good grade in this course.

Proof of revision: Each final essay should display a strong understanding of revision as evidenced by multiple drafts showcasing evolution of ideas, content, organization, and support. Make sure to save all peer-reviewed drafts in order to examine your writing process more closely at the end of the semester.

Grading Criteria

A: Outstanding (90 – 100%). Far above and beyond the minimum requirements of the assignment. Demonstration of outstanding effort and personal improvement is evident. Some measure of remarkable skill, creativity, or energy marks the work.

B: Somewhat Effective (80 – 89%). Fulfills all aspects of the assignment and goes beyond minimum competence, showing extra achievement.

C: Satisfactory (70 – 79%). Fulfills all aspects of the assignment with clear competence. Doing the assignment exactly as assigned, no more or no less, will earn you a grade in this range.

D: Poor (60 – 69%). Some aspect of the assignment has not been fulfilled. There may also be a failure to follow directions, to implement specific recommendations, or to demonstrate effort or improvement.

F: Unsatisfactory (59% and below). Assignment not completed as assigned, or the writing fails to meet the minimum level acceptable for college work.

Weekly Schedule

Date	In Class	Assignments	Notes for Instructors	Feedback & Grading
Week 1 Mon Aug 27	<p>Introductions.</p> <p>Course Overview & Syllabus.</p> <p>Drafts Schedule & Course Map.</p> <p>"Teach Writing as A Process Not a Product" (Murray).</p>		<p>- I love the first day of first-year classes!</p> <p>- To start, I had them stand up and answer these questions by moving their bodies to one side of the class if they strongly agreed, the other if they strongly disagreed, or somewhere in the middle.</p> <p>- I also worked hard to learn every name. To that end, we did two rounds of introductions, and both times students answered a writing question such as, what is your favorite thing you ever wrote?</p> <p>-We discussed what this course is going to entail, including a few important details from the syllabus, and we ended by reading the Murray article in groups and discussed how it represents pedagogy that is similar or different to what they have experienced in the past.</p>	
1 Wed Aug 29	<p><i>Pretexts</i> 1-2.</p> <p>Writing analogies.</p> <p>Literacy Narrative Instructions w/ Rubric [Be sure to note that all writing in this class will be shared with the class.]</p> <p>Author's Note Instructions.</p> <p>Blog Post Instructions.</p>	<p>TSiW Chapter 1 "Writing as a Tool for Learning and Discovery."</p> <p>Fill Out Google Form available on Sakai. [I have my students fill out a Writing 1 Permissions and Acknowledgments form.]</p> <p>Writing Inventory I due – 1 hard copy - about 2 pages.</p>	<p>- Today was my students' first exposure to The Subject is Writing, and they're big fans. We had a great discussion about how writing is a two-way street: even as we write down ideas, we're coming up with new ideas, and better understanding our current ideas.</p> <p>- In class, we came up with writing analogies (which is the subject of <i>Pretexts</i> 1-2). I shared that, for me, writing is like climbing a mountain. I spend quite a while wandering, not even knowing which mountain I want to climb, and when I decide, the going is rough, at times I want to quit, but I get great views along the way, and in the end, I feel accomplished and so grateful that I took the journey.</p> <p>- This was also a day of a lot of instructions for upcoming assignments. We did some in-class brainstorming to help students get started with their Literacy Narratives. I gave students the rubric for the Literacy Narrative assignment and went over it with them.</p>	<p>Students submitted their first two graded assignment today:</p> <p>- If they completed the Google Form, they received a 10/10 on Sakai; if they did not complete the Google Form, they received a 0/10.</p> <p>- The Writing Inventory was the first ✓+, ✓, ✓-, or 0 assignment. Most students earn a ✓, which is recorded as an 8/10 in the gradebook (a B- or somewhere between satisfactory and somewhat effective—see the Grading Criteria above). A ✓+ is reserved for outstanding work and earns a 10/10. A ✓- is poor work and earns a 6/10. I use the same system for in-class writing assignments or projects.</p>
1 Fri Aug 31	<p>Scheduling Your Writing.</p>	<p>Pretexts Chapter 1 "What Matters about Writing Processes" 3-22.</p> <p>Blog Post #1 on Sakai.</p>	<p>- Today's class focused on the differences between a typical student's writing process and a more advanced writing process. We also discussed how writing processes vary between rhetorical situations and the students' typical writing processes for writing academic papers. For instance, I drew a long line on the board, wrote "paper assigned on one end" and "paper due" on the other</p>	<p>- I grade Blog Posts on a 10-point scale mostly because it's easy to enter into Sakai. On our first Blog, my students earned one 0 (for non-completion), six 7s, five 8s, three 9s, and one 10. I responded in</p>

			<p>and asked students to mark where they start writing. Then we got into what they're doing all along the line.</p> <p>- We also discussed scheduling writing into their schedules like a job.</p>	<p>writing to each Blog, responding to what they were saying positively first and then offering feedback—often cutting and pasting bits of advice from a word doc rather than write the same thing over and over. I also discussed not only the topic of the Blog Posts but also their quality in class, highlighting strengths and weaknesses and coaching them on how to improve. We have 11 Blog Posts this semester, and only 10 of the grades will be counted.</p>
Week 2 Mon Sep 3	Labor Day - No Class			
2 Wed Sep 5	<p>Workshop Instructions & Workshops.</p> <p>Ten Writing Priorities.</p>	<p>1st Draft of Literacy Narrative due in class – 4 hard copies.</p>	<p>- Today we discussed the purpose behind writing groups, including examples of famous writing groups. Highlights included the idea that writing groups are an opportunity for students to learn from one another--giving feedback on someone else's writing is beneficial to your own craft, not just to hers.</p> <p>- We then got into groups of 4. The groups introduced themselves, named their group, and then read their 3-page drafts out loud to each other as a way of getting to know each other. We focused primarily on compliments for the first workshop, with an occasional "if this were my draft, I might..."</p>	<p>- I grade drafts quantitatively not qualitatively. I know that sounds backwards, but the goal of drafting is not perfection, it's progress. STudents need to be allowed and encouraged to take risks with their drafts, and sometime that's not pretty! So, if a student brings copies of their draft to class with a complete author's note on top of each, they get full credit. If they don't have a draft, they get no credit. If they are missing their author's note, I take off two points. If they are missing drafts, I take off two points. <i>I did not collect today's draft.</i> I just walked around and checked off that they were there.</p>
2 Fri Sep 7	<p>Last day to drop classes.</p> <p>Pretexts 29-30.</p>	<p>TSiW Chapter 4 "Time, Tools, and Talismans."</p> <p>Blog Post #2.</p>	<p>-For the first half of class, we assessed the genre of wedding invitations. I brought in a stack of invitations that I have received over the years, and we passed them around, assessing the audience, message, purpose, and tone of each. In the end, we found that the audience, message, and purpose remained relatively the same (and that those elements contributed to what made up the genre) and that other elements, like tone, varied from one</p>	<p>- Blog Posts are already improving! There were no 0s! And the average earned score went up slightly. I offered less written feedback on these, but discussed them in class.</p>

	Rhetorical Situations and Genre Discussion.		<p>invitation to the next. We discussed how we could assess any genre in this way... lab reports, newspaper articles, business letters... and come away with a better understanding of how to write in that genre.</p> <p>- We then talked about writing rituals. For the most part, my students hadn't considered what kind of writing setting makes them most successful. Our centering questions were What are helpful writing rituals? What are the attributes of a great writing space? How can we create continuity between writing sessions to jump start them? And do these answers differ from writer to writer? Fun stuff!</p>	
3 Mon Sep 10	<p>Draft Response Instructions.</p> <p>Rhetorical Situations Instructions w/ Rubric</p> <p>Reverse outlining.</p>	<p>Pretexts Chapter 2 "Pretexts on Organization" 31-43.</p> <p>1st Draft of Rhetorical Situation Assignment: Argue for or against the thesis of Writing Prompt 2 on page 30 of Pretexts. Choose a specific audience to address. – 3 hard copies.</p>	<p>- For today, I had the students read a short article from Pretexts, which argues essentially that five-paragraph themes are limited in what they teach students and that we should not rely on them so heavily in our high schools. The students then chose to argue for or against what they thought was the thesis of the article in their own essays. They also chose any audience that they felt needed to hear their message to address their argument to.</p> <p>- In class, we used what we had learned of organization from Pretexts chapter 2, as well as a Writing Center handout, to reverse outline what we had written and prepare for the next draft, which takes the same message and moves it to a completely different rhetorical situation: a business letter to a new audience.</p> <p>- We also discussed the advantages and disadvantages of reverse outlining and traditional outlining.</p> <p>- And we went over the instructions for the Rhetorical Situations assignment, including the rubric.</p>	
3 Wed Sep 12	<p>Workshops.</p> <p>"Blackberry Eating" (Kinnell).</p>	<p>Peer Drafts.</p> <p>Draft Responses #1 – Bring hard copies for workshop group members.</p>	<p>- Today was our first workshop day! We started with a brief exercise in which we read "Blackberry Eating" by Galway Kinnell together and discussed ways in which poetry represents a rhetorical situation and what the rhetorical situation is of this particular poem, which is about words and writing. (Youtube video of "Blackberry Eating")</p> <p>- The rest of the time, students workshoped in groups of four. Visit this link for details on how I guide workshops. We are focused on global feedback, especially the first three of the ten priorities. (I get out and hold up the Ten Priorities before every workshop!)</p>	<p>- I collect Draft Responses, grade them using the ✓+, ✓, ✓-, or 0 system, and return them during the following class period. I only read/grade/mark the first one I see, and I tell the students this (of course, I vary whether I start from the top or bottom of the stack. Sneaky!). I am looking for a complete page of helpful feedback and specific advice. Not fluff. I often suggest they start with bullet points and then convert those to a letter if they're struggling.</p>

3 Fri Sep 14	<p>Pretexts 75-76 Discussion.</p> <p>Argument Discussion.</p> <p>Researched Argument Article Instructions w/ Rubric.</p>	<p>TSiW Chapter 5 “Putting the Composure in Composing, or, Why I Love My Game Boy.”</p> <p>Blog Post #3.</p>	<ul style="list-style-type: none"> - My students will not start drafting their researched articles for weeks, but today we talked about preparation instead of procrastination (the message of the reading) and went over the article assignment so that the students would be encouraged to pick a topic they are passionate about and then stay close to that topic for the next several weeks. We spent a significant chunk of time discussing potential topics in groups and as a class and brainstorming. - We also had a rather traditional lesson on the elements of argument so that students would be more prepared for the next draft of their Rhetorical Situations Assignment and their Article. - Finally, I gave the class verbal feedback on their draft responses from Wednesday. 	
4 Mon Sep 17	<p>Feedback Discussion.</p>	<p>Pretexts Chapter 4 “Writing Arguments in Community” 77-104.</p> <p>Draft 1.5 of Rhetorical Situation Assignment - Business Letter – due in class – 2 hard copies.</p>	<ul style="list-style-type: none"> - Today we revisited the all-important topic of argument. We practiced sketching out an argument as a class. (The topic the class chose was APU needs more parking.) - We also watched a short video called Beyond the Red Ink: Teachers' Comments Through Students' Eyes (8 minute Youtube video). We then discussed what we heard and the kinds of feedback we appreciate and don't appreciate from teachers and peers. 	
4 Wed Sep 19	<p>Revision Techniques.</p> <p>Transitions & Topic Sentences.</p> <p>Workshops.</p> <p>Conference Signups & Instructions</p>	<p>Peer Drafts.</p> <p>Draft Responses #2 – Bring hard copies for workshop group members and post on Sakai for credit.</p>	<ul style="list-style-type: none"> - Today was our second formal workshop. We discussed revision techniques, and I made sure to remind my students that, at this point, we are still focusing on global writing issues (the first five of the ten writing priorities). I don't want to hear them commenting on commas or typos at this stage. I also reminded them that it is the responsibility of the author to fill the time allotted to their paper by asking questions about their writing and being explicit about the kinds of feedback they need. - We also discussed our upcoming one-on-one conferences. For the first time, I added appointment slots to my Google calendar that the students could sign up for. It was so much easier than having to field a bunch of requests from students who wanted to change their times. The key to Google Calendar appointments working out is having your calendar public OR creating a sub-calendar for appointments and making that calendar public. 	
4 Fri Sep 21	<p>Pretexts 133-38.</p>	<p>TSiW Chapter 22 “That Isn't What We Did in High School.”</p>	<ul style="list-style-type: none"> - Another excellent reading from The Subject is Writing today! My students seemed to really appreciate that our class is on the cutting edge of what is happening in the field of composition and rhetoric theory as described by today's reading. We had an in-depth 	<ul style="list-style-type: none"> - I didn't grade the Research Questions. Instead, we discussed them as a class, so they could essentially evaluate their own

	<p>Discussion on research in high school vs. college.</p> <p>Introduction to the Research Bundle assignment with sample research bundles.</p>	<p>Blog Post #4.</p> <p>Bring your Research Question to class.</p>	<p>discussion of ways in which our class is different from and similar to their high school writing courses. We also broke into groups, which were tasked with explaining the challenging concepts from the reading in terms of our course: social constructions, participationists, and socio-psycholinguists.</p> <p>- The students also gave 30-second presentations on their paper topics, why they chose the topic, and their research topic. Here is the list of topics my students are working on so far.</p>	<p>questions and work together to improve them.</p>
<p>5 Mon Sep 24</p>	<p>(Bring laptop.</p> <p>Bring research topic and research question to class.)</p>	<p>Pretexts Chapter 6 "Inquiry, Invention, and Research" 138-54.</p> <p>2nd Draft of Literacy Narrative due in class – 1 hard copy.</p>	<p>- We started today with a writing exercise in which the students applied the research concepts and planning strategies from the day's reading to their own research questions.</p> <p>- The goal for the day was for students to spend hands-on time in class researching their specific topics. I want them to leave with a list of articles and books that they are excited to find. Active learning at its best!</p>	
<p>5 Wed & Fri Sep 26 & Sep 28</p>	<p>No Class: Conferences</p> <p>My Conference is on _____ at _____ p.m.</p>	<p>Bring 1 hard copy of 2nd Draft of Literacy Narrative and your Research Question to Dr. Cantor's office.</p> <p>Reminder: Every draft needs a new Author's Note.</p>	<p>- Class was canceled today so that I could conference individually with each student. I blocked out 30-minute appointments over 2 days and met with each student. Students get so much out of these short meetings. See my tips on conferencing here.</p>	<p>- Depending on the class, it may be a good idea to give a 10/10 conference grade based on preparedness, timeliness, etc.</p> <p>- I loved this conference session because the assignment allowed me to get to know them, and I was able to give feedback on their message and organization (primarily) in a non-threatening one-to-one environment. Conferences take a lot of time, but I still haven't collected a draft, which saves a ton of time, AND students love conferences and feel supported. And they learn more! Especially, if we focus on one to two takeaways.</p>
<p>6 Mon Oct 1</p>	<p>Editing Techniques.</p>	<p>TSiW Chapter 19 "Responding—Really Responding—to Other Students' Writing."</p>	<p>- Today we discussed editing, which is when we ask "How does it sound? And how can I make it sound better?" I gave students several editing techniques and reminded them to focus on editing support for this round of draft responses.</p> <p>-We also checked in on the health and effectiveness of our writing groups in light of the reading from The Subject is Writing. My students are still loving this book!</p>	

		2nd Draft of Rhetorical Situation due in class – 3 hard copies.	-Finally, we spent time discussing how our research is going. Students shared where they're having trouble, which gave me an opportunity to offer advice and demonstrate techniques on the screen. They also shared success stories and tips with their peers.	
6 Wed Oct 3	Workshops.	Peer Drafts. Draft Responses #3.	- We started the day with a writing exercise (students assessed their effort in the class so far) and then had an in-depth workshop.	- I collected the formal letter drafts today so that I can give the students written feedback. <i>This is the first draft of a major assignment I have collected, and it's only one to two pages long.</i>
6 Fri Oct 5	Introductions & Conclusions. Portfolio Instructions w/ Process Rubric.	TSiW Chapter 20 "Writing Up Primary Research Observations." Blog Post #5.	- The semester is flying by! Today we went over the final portfolio instructions. I want to be sure to tell them about this assignment early and often so that the students will continually plan for their portfolio and collect documents and drafts rather than waiting until the last minute. - We then discussed introductions and conclusions, including what we see as a great introduction. We looked a few examples of introductions and discussed what worked well. Finally, we got into small groups to discuss the introductions and conclusions of the students' literacy narratives. -At the end of class, they asked if they could revise one last time before our conference on Wednesday... well, I suppose. :) - Finally, I checked in on their progress toward their research bundles. They have their first 5 sources due on Monday for 10 points and all 10 sources (including the first 5 revised if necessary) due next Monday for 100 points.	
7 Mon Oct 8		"Revision Strategies" by Nancy Sommers – pdf available on Sakai. Research Bundle – 5 sources – due in class - 1 hard copy.	- We started the day with a written response to the reading. I warned them ahead of time that this would be happening because I wanted to make sure they read carefully. Our discussion on the reading was fantastic. The students identified with the student writers in the article and felt the same way about revision as they did, but they also saw that the experienced writers' approaches to revision were much more evolved and effective. At one point I said that revision is like the difference between tidying and organizing your room--if you want your room to be really organized, you have to dump out the drawers, empty out your closet, throw some things away, and put everything where it belongs. You can't just put your socks in your hamper.	- For the first draft of the Research Bundle, I give a grade out of 10 and write feedback on the draft. These grades tend to be rather harsh. There were a couple of 3s and 4s, but better now than next week when they will turn in their complete Research Bundle, including a revision of these first five sources, for 100 points! The two RB assignments together make up a solid 10% of their final grade, so this is a very important assignment, which demonstrates information literacy and prepares them to write

			<p>- Afterward, I returned their drafts and had them discuss my feedback in their workshop groups (and ask me questions as they arose). The activity paired perfectly with the reading.</p>	<p>their article, which I stress to them repeatedly. -Please note that I returned their drafts less than a week later. This is imperative for learning and for IDEA scores!</p>
<p>7 Wed Oct 10</p>	<p>MLA or APA Documentation.</p> <p>Mid-term course feedback.</p>		<p>- We started today with mid-term course feedback, which was overwhelmingly positive. I was most excited by comments that this course is helping the students with the writing in all of their other courses! All of the feedback is available here.</p> <p>- We then had a lesson on documentation. I focused on APA because the majority of my students are going into fields that will use APA, but I stressed the fact that they can use any documentation style in their writing for this course. I also highlighted the reasons that documentation styles vary.</p>	
<p>7 Fri Oct 12</p>	<p>Pretexts 47-48—Personal Writing.</p>	<p>TSiW Chapter 6 “Invention Throughout the Writing Process.”</p> <p>Blog Post #6.</p>	<p>- Today was another example of highlighting the flexibility and recursiveness of writing processes. We discussed the reading and instances in when we have been revising but then back to brainstorming, or were editing but also doing some proofreading, etc. etc. Great discussion. The students are really engaged.</p> <p>- We also touched base on the Research Bundles that are due on Monday and spent some time in class working on them so that I was able to answer questions as they came up.</p>	
<p>8 Mon Oct 15</p>	<p>Grammar interlude 7: Comma Splice, Semicolon, and Colon.</p>	<p>TSiW Chapter 7 “Don’t Tell Me What to Write: An Expressive Approach to Writing.”</p> <p>Research Bundle Due – 10 sources – 1 hard copy.</p>	<p>- This morning, we discussed the advantages and disadvantages of professors giving students options about what they write. It’s always fascinating to hear the range of responses to this question. Several students said, Just tell me what to write! Of course, when they were probed for more information, they admitted that they find it easier to follow step-by-step instructions than to brainstorm their own topics and think critically about them.</p> <p>- We also went over comma usage. Sentence boundaries are a recurring issue that need to be reinforced frequently.</p>	<p>- See above for notes on grading the RB.</p>
<p>8 Wed Oct 17</p>	<p>Paraphrasing & Quoting.</p> <p>Research Bundles Returned.</p>	<p>“Understanding Composing” by Sondra Perl – pdf available on Sakai.</p> <p>Paper Plan Due – 1 hard copy.</p>	<p>- Most of today’s time was spent discussing the classic Perl article as an example of an article similar (in some ways) to what they will be writing. Their first draft is due on Monday, so it was very helpful to speak explicitly about what Perl is doing in her article.</p>	

8 Fri Oct 19	Last day to withdraw. Cover Letter Instructions & Planning. Writing Inventory II.	TSiW Chapter 17 “The Friendly Neighborhood Writing Center.” Blog Post #7.	- Today, I returned the paper plans with my comments and students discussed them in their workshop groups. - We also spent some time free writing in response to the questions on the Cover Letter Instructions.	- Today, I returned the paper plans with my comments (one class later) and students discussed them in their workshop groups.
9 Mon Oct 22	Grammar Interlude 8: Bonus Punctuation Marks.	TSiW Chapter 18 “The Cupped Hand and the Open Palm.” 1st Draft of Article due in class – 3 hard copies.	- My students responded well to this article. We broke into groups and created charts on the board that demonstrated rhetorical situations in which the students in the group feel more compelled to have a cupped hand (keep their writing to themselves) or an open palm (sharing their writing). - Afterward, we discussed ways in which this class focuses on the open palm and how students who tend toward a cupped hand may be uncomfortable in this class and what instructors should/could do about this issue. - Finally, we played a game to revisit several of the terms we have learned this semester. I just wrote down terms on note cards, had the students take turns holding them on their heads, and had the rest of the students on their team get them to say the word. Fun! And energetic.	
9 Wed Oct 24	Workshops.	Peer Drafts. Draft Responses #4.	- Workshop day! We focused on global-level organization of the first drafts of their articles.	
9 Fri Oct 26	Sentence Structure. Conference Signups.	Blog Post #8.	- We discussed sentence structure, including how to vary sentence structure and the effect of sentence structure on the sound of writing.	
10 Mon Oct 29	Title Writing Workshops.	“The Maker’s Eye” by Donald Murray – pdf available on Sakai. 3rd Draft of Literacy Narrative - 3 hard copies in class.	- We started the day with an in-class writing exercise on the subject of Murray’s excellent essay. We then assessed how Murray wrote his argument and supported his argument. - We also took time to revisit the literacy narrative assignment with a focus on proofreading.	
10 Wed Oct 31 & Fri	No Class: Conferences	Bring hard copy of 2nd Draft of Article to Dr. Cantor’s office.	- Classes canceled for conferences.	- At this point, I have still only collected one set of drafts. Students are getting feedback from their peers on their first drafts and from me on

Nov 2	My Conference is on _____ at _____ p.m.			their second drafts (in person for the Literacy Narrative and Argument and on paper for the Rhetorical Situation assignment).
11 Mon Nov 5	Common Sentence Errors.	TSiW Chapter 9 "Hearing Voices: Yours, Mine, Others." 1st Draft of Cover Letter due in class – 3 hard copies.	- Today we discussed authentic voice. Students wrote writing exercises on when they feel they are using their most authentic writing voice. They then tried to describe the writing voices of their group mates and discussed as groups. They really started to understand the concept of voice when we read several excerpts from writers with different voices.	
11 Wed Nov 7	Workshops. Defining Your Terms	Peer Drafts. Draft Responses #5.	- Workshop day. Students offered each other feedback on their cover letters. One point that came up often is that many students were writing a letter to me as if they didn't know me. We discussed that a letter can be formal without being cold or distant.	
11 Fri Nov 9	Pretexts 166. Style discussion.	Blog Post #9. TSiW Chapter 10 "Style: The Hidden Agenda in Composition Classes, or, One Reader's Confession."	- Today we did a fun activity in which I wrote several different styles on the board - formal, silly, dramatic, etc. - and had groups of students choose one and then describe the classroom in that style. They read their descriptions aloud and then got to choose a writing style for another group and we did the activity again. We also discussed if it's possible to discuss something that is silly in a formal style or something that is formal in a silly style of writing, etc.	
12 Mon Nov 12	Commonly Confused Words.	Pretexts Chapter 7 "Style" 165-83. 3rd Draft of Article due in class – 3 hard copies. Also submit on Sakai.	- Today students got into groups of three and then altered a very bland and very short story by adding specific details. Here is the story . We then had fun reading the story aloud and discussing how the details changed the feeling of the story. We also talked about how specific details can be more compelling and persuasive than general information and how students might use specific details in their own writing.	
12 Wed Nov 14	Workshops. Eliminating Wordiness.	Peer Drafts. Draft Responses #6.	- Workshop day. Students offered feedback on the 3rd drafts of their articles which they posted to Google docs before the break. We did draft responses on the actual documents via comments for today. Students loved not having to print!	- If the Articles were on paper, I would have collected them today. Instead, I spent the following week offering feedback on the Google Docs. This is a fantastic practice because students can respond directly to your questions and comments with their own. And, you can see their editing process on the

				mutually shared doc, even Google chatting with students who happen to be on the doc at the same time. Students can also see each other's drafts and feedback. The students loved this process. I also left audio comments when I had a lot to say.
12 Fri Nov 16	Read "Ars Poetica" by Archibald MacLeish in class and discuss.	TSiW Chapter 13 "Developing Sentence Sense." Blog Post #10.	- We read "Ars Poetica" by Archibald MacLeish in class and discussed poetry as a genre in which people can write about writing and have. - We also went over the Writing Center's sentence structure handout and talked about how varying sentence structure can improve writing.	
13 Mon-Fri Nov 19- Nov 23	No Class.	Thanksgiving Break.	- Gobble gobble.	
14 Mon Nov 26	Commas.	TSiW Chapter 14 "Understanding Writing Assignments: Tips and Techniques." 2nd Draft of Cover Letter due in class – 3 hard copies.	- Today we had a fruitful conversation on the trouble students have understanding some of the assignments they receive from faculty. We discussed how to advocate for ourselves by asking questions such as—Who is my audience for this assignment? - Students also took time to work on their portfolios in class.	- As I've mentioned, the 2nd draft is usually when I first collect a major assignment, but I don't collect the Cover Letter because it is a letter that they are writing to me, and I prefer to read them fresh; I also think it makes the exercise much more authentic. The Cover Letter is their effort to contextualize their Portfolio for me, their instructor, and to argue for the grade they think they deserve.
14 Wed Nov 28	Workshops. Active Versus Passive Voice.	Peer Drafts. Draft Responses #7.	- Workshop day. - We also went over the Writing Center handout on active versus passive voice .	
14 Fri Nov 30	Proofreading Techniques. Writing Inventory III.		- Students completed a writing exercise in which they compared their writing processes now to their pre-Writing 1 writing processes. I explained that this exercise may be useful to their cover letters. - I did a presentation on several different proofreading techniques such as those on this Writing Center handout .	

15 Mon Dec 3		TSiW Chapter 15 “Tips for College Writing Success.” Blog Post #11 – Tips for College Writing Success.	- Students' blog posts were directed to students just entering college writing courses. Here is one of my favorites. - Students worked on their portfolios in class.	
15 Wed Dec 5	Workshops. Strong verbs.		- Today, I offered a lesson and hosted a discussion on verbs and how to seek out and replace weak verbs. - We spent the majority of our time revising and editing in pairs, groups, or independently. Students asked clarifying questions about the final portfolio.	
15 Fri Dec 7	Cover Letter discussion. Last-minute portfolio questions.	Come prepared to share 2 to 3 points from your Cover Letter	Students shared the points (or concepts, ideas, things they learned) from their Cover Letters that stood out to them the most. One student said that she came into this course hating writing, but is leaving the course with a newfound appreciation for the writing process. She thought she was a bad writer, but now she knows she just needed a better process and writing partners to help her improve her own work.	
Week 16: Finals Meeting		Portfolio due in class.	End of semester party!	
		- The Portfolio is the culmination of all of the effort of the whole semester, and at its core, it is a demonstration of the student's writing process and an argument (in the Cover Letter) for what and how much they've learned, which is supported by specific evidence (in the Cover Letter and the whole Portfolio). - When I pick up a Portfolio, I begin by reading the Cover Letter. I relish in them. They are almost always delightful. I assign the Cover Letter a letter grade, which is worth 10% of the overall grade. - I then quickly read each polished assignment, comparing it as I go to the drafts, and assign a letter grade to each: Rhetorical Situations Assignment (5%), Literacy Narrative (10%), Writing Article (25%). - Finally, I assign a writing process grade (5%) for the quantity, organization, and presentation of the writing process presented (notes, drafts, etc.)		

Commencement will be held on Saturday, Dec. 15th.

Fall '18 final grades are due on Friday, Dec. 21st.