

- College Composition 1011 Syllabus -

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University of Minnesota Crookston

Course: Composition I – COMP 1011

Credits: 3 Term: Fall 2026 Department: Humanities, Social Sciences, and Education

Class meets Mondays through Fridays 2nd hour (9:12 - 10:00 a.m.)

Kittson Central High School – Classroom 235

Course prerequisites: In order for a Kittson Central High School student to register for UMC course credit, the student must have:

- Achieved junior status in high school
- Cumulative GPA of 3.2 or higher
- Be a Minnesota resident

*****College in the High School (CIHS) students must maintain a minimum of UMC G.P.A. of 2.0 each term to continue enrollment at UMC. Each term with a G.P.A. below 2.0 will be followed by a one-term suspension.***

Course Description:

Students will learn the process of clear, concrete, and convincing writing through the generation and discovery of subjects, revisions, and editing. There will be an emphasis on how composition is a social endeavor in our ever-evolving networked and globalized world.

Instructor-to-student conversation:

*****This course is an invitation to go on an adventure. The effort you put into this course will help you to gain deeper insights into life, learn valuable skills that will benefit you throughout your career, gain knowledge that will enable you to succeed in your chosen profession, allow you to become a conscientious collaborator, a responsible digital citizen, an academic contributor, and a well-rounded composer. You will glean experience in all of these ways while looking at composition through the lens of social endeavor.***

Course Learner Outcomes:

Learning Outcomes:

Upon completion of COMP 1011, students will be able to do the following things:

Working with Ideas/Planning Phase:

- Analyze assignments and devise an appropriate approach to meet assignment requirements (goal 1.4).
- Assess and select the prewriting method most suitable for effectively generating ideas for meaningful paper topics (goal 1.1).

- Compose a working thesis statement that clearly states a position and serves to focus the paper (goal 1.5).

Researching Phase:

- Identify scholarly articles and journals. Know the difference between journals and magazines, and other non-academic sources (goal 1.3).
- Locate reliable and relevant sources online and within the university library databases (goal 1.3).
- Choose sources that explore a balance of views and provide fair representation of opposing views to accomplish the writer's plan (goal 1.3).

Drafting and Editing/Revising Phases:

- Know and apply the fundamentals of grammar, spelling, and punctuation to meet the normal expectations of readers (goal 1.7).
- Be familiar with and apply appropriate research and writing processes for specific assignments, including a five page persuasive research paper (goals 1.1, 1.4, and 1.5).
- Support the thesis statement by providing credible evidence and selecting the combination of appropriate methods for paragraph development with awareness of audience, context, and purpose (goals 1.3 and 1.5).
- Collaborate, using peer review, to give, receive, and evaluate feedback (goals 1.1 and 1.2).
- Use sources ethically by incorporating appropriate paraphrasing, quoting, summarizing, and in-text and reference page citing consistent with a current, recognized style format (goal 1.3).
- Develop a personal writing style that meets the standards of specific assignments (goal 1.6).

These learning outcomes promote development of skills in the three core competencies identified by UMC: Communication, Critical Thinking, and Working with Others. Specifically, students will develop and express ideas with clarity in written form (Writing Competency). Students will also demonstrate the ability to extract and construct meaning from written language (Reading Competency).

Instructor-to-student conversation:

***When looking at these course outcomes, I am excited for you in a lot of ways. I firmly believe that if you put forth the effort required to compose in a rigorous fashion, you will notice a significant amount of growth in your view of yourself as a writer/composer. I use the term "composer" because today's 21st century writer does more than simply put pen to paper or fingers to keypad; today's writer has extensive considerations of audience, mode of composition, embellishments such as hyperlinks, graphs, images, etc. that helps them to create or compose a piece of text that is more than mere words on a page. In today's social world, the challenges and responsibilities you face as you compose are great; therefore as you work toward the outcomes of invention and planning, thesis statement creation, academic research and proper in-text citation and accreditation, peer review and revision work, personal style and voice discovery, and diverse genre composition, you will certainly encounter obstacles and frustrations, but I am here to tell you that by working through those frustrations and finding ways around those obstacles, you will forever be grateful for the learning you achieved through effort and perseverance.*

University of Minnesota Crookston Core Competencies:

The University of Minnesota Crookston core competencies demonstrated in this course include reading, writing, speaking and listening, critical thinking, using technology, and teamwork.

Communication

Reading: Students demonstrate the ability to extract and construct meaning from written language.

Speaking: Students use oral language to increase knowledge, facilitate understanding, and/or promote change in a listener.

Writing: Students develop and express ideas with clarity in written form, particularly through the use of functional full-sentence outlines.

Listening: Students listen effectively in order to understand, use, and analyze verbal information.

Using technology: Students effectively utilize appropriate software and hardware technology.

Working with Others

Teamwork: Students work collaboratively, engage in controversy with civility, and assume shared responsibility while working with others toward a common goal.

Diversity: Students understand and appreciate the similarities and differences in ability, behavior, and/or beliefs.

Critical Thinking

Applied learning: Students use elements of reasoning to gather and organize information, analyze information, and apply subject matter knowledge for their discipline or field of study.

Problem solving: Students design, evaluate, and implement a strategy to answer a question, resolve an issue, or solve a problem.

Instructor-to-student conversation:

***If glanced over, these core competencies could be stereotyped as trite, obvious, or vague. But, if you choose to engage with this syllabus as a responsible student, you will go back and read the competencies in a different light. For example, under "listening," it says "Students listen effectively in order to understand, use, and analyze verbal information." To be competent in this area doesn't simply mean to listen to your instructor; it also means to listen to your peers so that you can answer their questions, provide them with helpful feedback, and engage in conversations that will spark insight and discovery. Return to each of the competencies listed above and really think about what each competency means, and what your efforts will have to be in order to truly reach competency in each of the areas.*

Required Texts:

Patterns for College Writing: A Rhetorical Reader and Guide 9e

ISBN: 0-312-40940-0

Publisher: Bedford/St. Martin's

2004

This textbook is provided by Kittson Central High School.

This is a resource book that will be available for your use in the classroom.

Write for College

ISBN: 978-0-669-00044-3

Publisher: Great Source Education Group

2007

This textbook is provided by Kittson Central High School.

They Say, I Say: The Moves That Matter in Academic Writing

ISBN: 978-0-393-93584-4

Publisher: W. W. Norton & Company

2014

This textbook is provided by Kittson Central High School.

Instructor-to-student conversation:

***Any additional readings will be provided by your instructor. They will either be provided to you on the course website or printed for you. Remember that students after you will have to use these books also. Please take care of them. Don't jam them in your locker, eat over them, or lose them in the abyss that may be your room.*

Grading and Transcripts:

Grading will be based on the following scale:

95-100 = A

92-94 = A-

89-91 = B+

86-88 = B

83-85 = B-

80-82 = C+

77-79 = C

74-76 = C-

71-73 = D+

68-70 = D

65-67 = D-

64 (and below) = F

Evaluation of Papers:

Considerations toward the grade will be partly determined by class participation, peer review contributions, instructor/student conference participation, timely completion of assignments, and all drafts showing significant revision work.

An "A" paper is so well written that the reader feels an assurance that the writer knows what he/she is writing about. The paper's information is clearly explained, organized, analyzed, evaluated, and compared. The various drafts of the writing process reveal a development of thought, logic, and organization. Its sentences are varied and read aloud smoothly without hesitation or awkward pauses and are without clutter and repetition. The writer is in control of the grammar, punctuation, spelling, and mechanics in the writing.

A "B" paper has the same essential characteristics of an "A" paper except that some of the paper's information may not be clearly explained, organized, analyzed, evaluated, and compared. The various drafts of the writing process reveal a development of thought, logic, and organization, but the reader may not know how the writer achieved his/her conclusion. Sentences tend to be of the same length and do not always read aloud smoothly without hesitation or awkward pauses and may contain clutter and repetition. The writer sometimes lacks control of the grammar, punctuation, spelling, and mechanics in the writing.

A "C" paper is adequate. While the information is adequate, it is not clearly explained, organized, analyzed, evaluated, and compared. The writing reflects a writer in a hurry to finish a paper rather than a writer attempting to develop thought, logic, and organization. Its sentences tend to lack variety and are often awkward. The writing does not read aloud smoothly without hesitation or awkward pauses and contains clutter and repetition. The writer tends to exercise poor control of grammar, punctuation, spelling, and the mechanics in the writing.

A "D" paper is a hasty, careless affair which is not clearly explained, organized, analyzed, evaluated, and compared. The information is scattered and lacks the above qualities. The writing reveals a hasty attempt to satisfy the requirements of the assignment. The writer has difficulty drafting sentences of any complexity, and the writing reads aloud very roughly with many hesitations and awkward pauses and contains clutter and repetition. The writer generally has very little control of the material, grammar, spelling, or mechanics in writing.

An "F" paper simply has not been done, is incomplete, or reveals the flaws of a "D" paper to a greater extent.

Instructor-to-student conversation:

***Remember the age-old adage that you have heard ever since upper-elementary school: You EARN your grade; I don't GIVE it to you. That is very much still the case. You will know what the expectations are in order to reach certain grades, and the effort you put forth into drafting, revising, and editing will play a large role in what grade you earn. Remember that this course is a COLLEGE course; therefore the rigor is greater than in other high school courses. You will not have participation points or many extra-credit opportunities to help you boost your grade. You need to do the core assignment work in order to get the grade you hope to achieve.*

General Description of Graded Work:

Papers:

3 major essays x 100 points each = 300 points

AOW = 40 points

3 "Dear Reader" reflective letters x 30 points each = 90 points

1 iSearch research paper=200 points

Reviews/Conferences:

4 Peer Reviews x 25 points each = 100 total points

4 instructor/student conferences x 20 points each = 80 points

Blogging:

Tier One: Discussion postings x 18 pts. x 3 times = 54 points

Tier Two: Weekly blog posts & comments x 9 pts. for 14 weeks = 126 points

Journaling:

Weekly journal entries x 10 points each week = 160 points

Presentations:

Image Essay accompanying observation essay = 25 points

Group Plagiarism research teaching presentation = 25 points

Cause/Effect presentation = 25 points

iSearch "Hot Seat" oral presentation = 25 points

Total Semester Points = 1250 points

Assignments and papers will be submitted in typewritten form in a professional font like Times New Roman or Cambria (12 point and double spaced) on Turnitin. Descriptions and due dates for projects can be found on Mrs. Turn's classroom website under the "College Comp" tab. In addition, all assignment sheets will contain basic formatting info.

Course Outline and Reading Assignments:

Weekly detailed course Schedule can be found at the end of the basic syllabus information.

Attendance:

Class attendance should be a priority; however absences, school-sponsored, appointment-based, illness-related, and family-oriented are a reality and will happen throughout the course. How you handle them is what will be the difference in the effect an absence has on your grade. You need to be realistic and know

that there are times when not being in class will greatly affect you because what we do often depends on group participation.

- Peer Review Sessions: If you fail to attend class on the days we hold peer review session, you not only lose out on an opportunity to improve your work, but even more importantly, you let down your peers who may be counting on your input to help them in the critical process of writing. It is required that you come to class for peer review sessions with your work in hand. Coming to class, then asking to head to the library to print out copies constitutes not being prepared for class and will be reflected in your grade.

- Teacher/Student Conferences: You will know at least a week in advance of when you will have a scheduled teacher/student conference. These sessions are mandatory. You are expected to have your work done and available for the conference. If something comes up, you must give the instructor advance notice of a need for a change in date for your conference.

Instructor-to-student conversation:

***In other words...be responsible, be proactive, be mature! View attendance not only as an obligation but as an opportunity to help you reach your goals!*

Meetings Outside of Regularly Scheduled Class Time:

For your iSearch paper, you are required to set up meetings and meet with at least one person for a primary source interview.

Extra Credit:

There will be one very small extra-credit opportunity provided to all students each semester. Each student has a chance to earn 20 extra-credit points by either reading AR books or by writing AOW reflections. One point can be earned for every AR question right. The student must earn 70% or above on the AR test in order to earn any points. An AOW reflection must include a minimum of one in-text citation, a Works Cited page, and be a full 1-2 pages in length (double-spaced, Calibri font). The reflection can be worth 5-10 EC points, given at the discretion of the instructor, based on the quality of the AOW. These extra-credit opportunities are available up until five school days before the semester ends. Should any other extra-credit opportunities be provided, they will be offered to all students.

Instructor-to-student conversation:

***In other words...earning extra credit should not be seen as a way to salvage your grade, but as something you choose to do for the benefit of your well-rounded learning. The instructor believes reading for pleasure is a life-long goal all students should have. Reading helps all people to become better writers: that is the purpose for these two extra-credit opportunities.*

Missed Exams/Late Work:

All work should be turned in on time. In the case of an extraordinary emergency, the instructor and student will work together to determine how the case will be handled.

Assignments: KC adopted a late-work policy during the 2016 school year, and that policy will be adhered to. If a student does not turn an assignment in on a due date, that student will receive a zero in the GradeBook. If the student turns the assignment in the following day, the assignment will have an automatic 50% reduction, on top of whatever grade was given previous to the mandatory reduction. After this day, no assignments will be accepted.

KC policy: A test can be made up after an absence, but it has to be made up within two class days. The student will schedule with the teacher a time to take the test. If a student is absent for an illness on the day a paper is due, the student must turn the paper in within two days of returning to school. If a student is absent for a pre-arranged reason on the day a paper is due, the paper needs to be turned in prior to the absence, not upon the return.

Instructor-to-student conversation:

***Be prepared for class. Due dates are not surprises. Coming to class without your assignment printed (if that is required) constitutes not being prepared for class. Turning in late work not only hurts you but is disrespectful to your instructor who has deadlines and timelines to adhere to when it comes to prompt grading. Your late work complicates the life of the instructor, thereby showing disrespect for her time.*

Final Exam:

The final exam in COMP 1011 will be a final 5-10-page iSearch paper.

Use of Personal Electronic Devices in the Classroom:

Students will be asked to leave their cell phones in the numbered holder upon entering the classroom. Occasionally, the instructor will ask students to use their phones for certain applications or assignments. Laptops will be used when the instructor has given an assignment requiring their usage. Using an electronic device when not authorized to use one is not only a sign of disrespect but according to Kittson Central policy is cause for confiscation of said device. Please consult your KC student handbook should you need more specific details as to the policy.

UMC's policy statement on electronic devices in the classroom: Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>

Instructor-to-student conversation:

***I am not a Nazi when it comes to the use of phones in school; however, I believe in basic respect and adherence to rules. Follow the new school cell phone rules policy. You were allowed entrance into this college course as a privilege. With that privilege is an expectation of maturity. Following rules, whether you like them or not, is a way to act mature.*

Teaching and Learning: Student Responsibilities (Student Conduct):

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected to adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see

http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf

Note that the conduct code specifically addresses disruptive classroom conduct, which means “engaging in behavior that substantially or repeatedly interrupts either the instructor’s ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.”

Scholastic Dishonesty:

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf). If it is determined that a student has cheated, he or she may be given an “F” or an “N” for the course, and may face additional sanctions from the University. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonest: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute academic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences:

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>

Appropriate Student Use of Class Notes and Course Materials:

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>

Sexual Harassment:

“Sexual harassment” means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action:

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents policy:

http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf

Disability Accommodations:

The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office at 218.281.8587 to arrange a confidential discussion regarding equitable access and reasonable accommodations.
- Students with short-term disabilities, such as a broken arm, should be able to work with instructors to remove classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.
- If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.
- If you are registered with the DRC and have questions or concerns about your accommodations please contact your DRC office.

Additional information is available on the DRC website:

<https://www.crk.umn.edu/units/disability-resource-center>

Mental Health Services:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website <http://www.mentalhealth.umn.edu>

Academic Freedom and Responsibility:

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

*When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

** Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

College Composition 1011

Semester I

Schedule

Week One = September 1 – September 4 (4 days)

TOPIC
· introductions to reading critically, reading to write · Writing process: invention, planning, thesis development
READING ASSIGNMENTS
· pages 1-12 in Kirsznner – “Introduction” · pages 13-35 in Kirsznner “Invention”
GOALS
· review old papers (ones I may have on hand) · write anonymous paper for teacher comments/set one goal
BLOG
· introduction concept of blogging

Week Two = September 7 – September 11 (5 days)

TOPIC
· writing process: arrangement
READING ASSIGNMENTS
· pages 37-49 in Kirsznner “Arrangement” · pages 51-67 in Kirsznner “Drafting and Revising” · <i>links on Schoology Week 2 for students to peruse</i>
WRITING ASSIGNMENT
· introduction of admissions essay assignment · working on invention stages
JOURNALING
· See weekly online prompts

TIER-ONE BLOG
· Synthesis & response to week 1 & week 2 readings via GC discussion

Week Three = September 14 – September 18 (5 days)

TOPIC
· Narrative writing
READING ASSIGNMENTS
· Pages 71-83 in Kirsznner “Narration” · Pages 84-133 in Kirsznner – you will be assigned various narrative essay examples in this section to read in preparation for group activities
WRITING ASSIGNMENT
· Continue writing admissions essay · Turn <u>draft</u> in this week
PEER REVIEW
· Peer review workshop sessions will be held this week
JOURNALING
· See weekly online prompts
TIER TWO BLOG
· student # 1 led topic

Week Four = September 21 – 25 (5 days)

TOPIC
· Continued focus on narrative writing genre
READING ASSIGNMENTS
· No reading assignments this week
STUDENT/TEACHER CONFERENCES
· Student/teacher conferences will be held all week. · There will be a sign-up sheet.
WRITING ASSIGNMENT
Narrative essay DUE September 25 – THIS INCLUDES YOUR “DEAR READER” LETTER

JOURNALING
· See weekly online prompts
TIER TWO BLOG
· student #2 led topic

Week Five = September 28 – October 2 (5 days)

TOPIC
· Descriptive writing · Observation writing
READING ASSIGNMENTS
· Pages 135-150 in Kirsznner “Description” · Chapter 3 titled “Observation” in <i>The Composition of Everyday Life</i> will be provided for you
WRITING ASSIGNMENT
· Introduce observation essay assignment · Work on invention stage of observation essay/possibly do observation
JOURNALING
· See weekly online prompts
GOALS
· review goals via reflective paper/set additional goal
TIER TWO BLOG
· Student #3 led topic

Week Six = October 5 – October 9 (5 days)

TOPIC
· Learning to observe/write about observations
READING ASSIGNMENTS
· I will provide various observation essays for you to read
WRITING ASSIGNMENT
· Do observation if not yet done · Drafting of your observation essay

JOURNALING
· See weekly online prompts
TIER ONE BLOG
· Synthesis & response to week 5 & week 6 readings

Week Seven = October 12 – October 16 (5 days)

Conflicts: MEA BREAK

TOPIC
· Continued work on observation essay
READING ASSIGNMENTS
· No reading assignments this week
PEER REVIEW
· Peer review workshop sessions will be held this week
WRITING ASSIGNMENT
· Continue writing observation essay · Turn <u>draft</u> in this week

Week Eight = October 19 – October 23 (3 days)

Conflicts: Football and volleyball playoffs

TOPIC
· Continued work on observation essay
READING ASSIGNMENTS
· No reading assignments this week J
STUDENT/TEACHER CONFERENCES
· Student/teacher conferences will be held all week. · There will be a sign-up sheet.
WRITING ASSIGNMENT
Observation essay DUE OCTOBER 23 at the beginning of the hour - THIS INCLUDES YOUR “DEAR READER” LETTER
JOURNALING
· See weekly online prompts

TIER TWO BLOG
· student #4 led topic
PRESENTATIONS
· image essay presentations on Thursday and Friday

Week Nine = October 26 – October 30 (5 days)

Conflicts: Football and volleyball playoffs

TOPIC
· Introduce <i>They Say, I Say</i> textbook · academic writing
READING ASSIGNMENTS
· pages xvi –xxvi in in Graff “Demystifying Academic Conversation” · pages 1-15 “Entering the Conversation” · pages 19-29 “They Say: Starting with What Others Are Saying”
WRITING ASSIGNMENT
· Various writing activities related to the readings
JOURNALING
· See weekly online prompts
TIER TWO BLOG
· students #5 topic
GOALS
· review goals via reflective paper-re-set goals

Week Ten = November 2 – November 6 (5 days)

Conflicts: Football and volleyball playoffs

TOPIC
· continued academic writing
READING ASSIGNMENTS
· pages 30-41 “Her Point Is: The Art of Summarizing” · pages 42-51 “As He Himself Puts It: The Art of Quoting” · pages 55-67 “Yes/No/Okay, But: Three Ways to Respond” · pages 68-77 “And Yet: Distinguishing What You Say from What They Say” · pages 78-91 “Skeptics May Object: Planting a Naysayer in Your Text”

· pages 92-101 “So What? Who Cares?” Saying Why It Matters” · all readings are from Graff
WRITING ASSIGNMENT
· Various writing activities related to the readings · Group plagiarism research assignment on topics of creative commons, fair use, copyright, and public domain
JOURNALING
· See weekly online prompts
TIER TWO BLOG
· students #6 led topic

Week Eleven = November 9 – November 13 (5 days)

Veterans Day service

TOPIC
· continued academic writing · cause/effect writing/genre
READING ASSIGNMENTS · pages 105-120 “As a Result: Connecting the Parts” (Graff) · pages 121-128 “Ain’t So/Is Not: Academic Writing Doesn’t Always Mean Setting Aside Your Own Voice” (Graff) · pages 303-320 in Kirsznier “Cause and Effect”
WRITING ASSIGNMENT
· Write AOW based on new knowledge from Graff readings · AOW DUE NOVEMBER 13 at the beginning of the hour · Introduce cause/effect essay assignment · Invention stage of cause/effect essay
JOURNALING
· See weekly online prompts
TIER ONE BLOG
· Synthesis & response to week 9, week 10, and week 11 readings

Week Twelve = November 16 – November 20 (5 days)

TOPIC
· Continued study of cause/effect writing/genre · Researching phase

READING ASSIGNMENTS
· pages 129-138 “But Don’t Get Me Wrong: The Art of Metacommentary” (Graff) · pages 139-159 “He Contends: Using the Templates to Revise” (Graff) · various cause & effect essay examples
WRITING ASSIGNMENT
· Cause/effect essay research · drafting
JOURNALING
· See weekly online prompts
TIER TWO BLOG
· students #7 led topic

Week Thirteen = November 23 – November 25 (3 days)

TOPIC
· continued work on cause/effect essay
READING ASSIGNMENTS
· No reading assignments this week J
WRITING ASSIGNMENT
· Cause/effect essay · Turn <u>draft</u> into turnitin.com this week
PEER REVIEW
· Peer review workshop sessions will be held this week
JOURNALING
· See weekly online prompts
TIER TWO BLOG
· students #8 led topic

Week Fourteen = November 30 – December 4 (5 days)

TOPIC
· continued work on cause/effect essay
READING ASSIGNMENTS

· No reading assignments this week J
STUDENT/TEACHER CONFERENCES
· Student/teacher conferences will be held all week. · There will be a sign-up sheet.
WRITING ASSIGNMENT
· Cause/effect essay DUE Friday, DECEMBER 4 at the beginning of the hour (must be turned in to turnitin.com) - THIS INCLUDES YOUR “DEAR READER” LETTER
JOURNALING
· See weekly online prompts
PRESENTATION
· cause/effect presentations on Thursday & Friday
TIER TWO BLOG
· students #9 led topic

Week Fifteen = December 7 – December 11 (5 days)

TOPIC
· Introduce iSearch research · Primary source research
READING ASSIGNMENTS
· Pages 707-719 in Kirsznner “Writing a Research Paper” · <i>More readings will be provided for you</i>
WRITING ASSIGNMENT
· iSearch research paper assignment · invention stage of iSearch · set up interview
JOURNALING
· See weekly online prompts
GOALS
· review goals via reflective paper & finalize goals for iSearch paper
TIER TWO BLOG

- students #10 led topic

Week Sixteen = December 14 – December 18 (5 days)

Conflicts: 18h is Christmas Bingo Day

TOPIC
· continued focus on research/annotation/documentation/sourcing
READING ASSIGNMENTS
· <i>Readings will be provided for you</i>
WRITING ASSIGNMENT
· iSearch drafting · Part 1 of paper DUE DECEMBER 17 · finalize interview plans or conduct interview · continued research
JOURNALING
· See weekly online prompts

Week Seventeen = January 4– January 8 (5 days)

TOPIC
· Continuation of iSearch research and drafting
READING ASSIGNMENTS
· No reading assignments this week J
PEER REVIEW
· Peer review workshop sessions will be held this week
WRITING ASSIGNMENT
· iSearch drafting · Part 2 of paper DUE JANUARY 8
JOURNALING
· See weekly online prompts

Week Eighteen = January 11– January 15 (5 days)

Conflicts: Wednesday is a Knowledge Bowl meet

TOPIC
· Continuation of iSearch research and drafting

READING ASSIGNMENTS
· No reading assignments this week
STUDENT/TEACHER CONFERENCES
· Student/teacher conferences will be held this week. · There will be a sign-up sheet.
WRITING ASSIGNMENT
· iSearch drafting · Turn <u>draft</u> into turnitin.com this week · Part 3 of paper DUE JANUARY 15
JOURNALING
· See weekly online prompts
TIER TWO BLOG
· students #11 led topic

Week Nineteen = January 19– January 22 (4 days)

Conflicts: Wednesday is a Knowledge Bowl meet

TOPIC
· finalize iSearch paper · Hot seat presentations
READING ASSIGNMENTS
· No reading assignments this week
WRITING ASSIGNMENT
· iSearch paper DUE WEDNESDAY 22 AT END OF HOUR
JOURNALING
· See weekly online prompts
PRESENTATIONS
· Hot seat iSearch topic presentations on Thursday and Friday

*This syllabus and schedule is subject to change.

[Link to Narrative Essay assignment](#)

[Link to Observation Essay Assignment](#)

[Link to Cause/Effect Essay Assignment](#)

[Link to iSearch Information Sheet](#)

[Link to "Dear Reader" Assignment](#)

[Link to Journaling Assignment](#)

[Link to Two-Tiered Blogging Assignment](#)

[Link to Online Blogging Discussion Rubric](#)

Minnesota PELSB Teaching Standards

8710.4250 Teachers of Communication Arts & Literature	Evidence of Learning Opportunities & Assessments
Standard 1, Subject Matter (8710.4250). A candidate for licensure as a teacher of communication arts and literature must complete a preparation program under subpart 2, item C, that must include the demonstration of the knowledge and skills in items A to C.	
A – 4250. A teacher of communication arts and literature understands central concepts common to the teaching and learning of communication arts and literature content. The teacher must understand and apply:	
A2. The phonological, grammatical, and semantic functions of language. (K)	KNOWLEDGE Weeks 1-19 Through consistent reading, discussion, and writing activities, students are introduced to a variety of rules regarding usage, grammar, and meaning. Students complete reading <u>assignments, watch videos, and revise their</u> own work based on the content knowledge disseminated through the textbook, videos, and instructor feedback. Careful reading and analysis of sample student and professional essays provides such instruction.
A4. Technological resources including software, databases, and networks that can be used to gather, synthesize, create, and communicate knowledge. (K)	KNOWLEDGE Weeks 1-19 Students are instructed in research strategies using general internet tools (e.g. Google, online dictionaries, etc.), university databases, and the university library catalogue. Students use Turnitin software to submit and review their own assignments. This course also makes extensive use of Canvas (an online learning management software) and electronic word processing software. All of these resources are used by students to compile, compare/contrast, and produce information through writing.
A6. Communication which is clear, fluent, strategic, critical, and creative. (K)	KNOWLEDGE Weeks 1-19 Students receive instruction about effective, strategic academic writing. This instruction is delivered by analyzing and responding to professionally published essays and student essays. Students also participate in peer review activities on their own rough drafts and receive critical feedback on their writing from the instructor. Students complete textbook reading assignments and discussion posts. Reading assignments provide further content knowledge about effective communication. Discussion posts require students to practice those strategies.
A8. Strategies that allow appropriate engagement in communication tasks for a variety of purposes and audiences. (K)	KNOWLEDGE Weeks 1-19 Each module is organized around a different major essay assignment. Each essay assignment requires the writer to analyze audience needs and expectations. Students practice different genres of academic writing, including personal essays, analysis papers, and a research paper. Each of these assignments has a different purpose and audience. The course also features several sample student essays which the students analyze for audience needs.

A12. Research methods encompassing content. (K)	KNOWLEDGE Weeks 15-19 Students receive direct instruction regarding broad research strategies with general internet resources and university database and library resources. Students also receive customized research instruction through small group activities or one-on-one instruction opportunities.
A15. Communication and its value in exploring and expressing ideas. (K)	KNOWLEDGE Weeks 1-19 Students receive consistent instruction throughout the course about the effectiveness of various communication strategies through the reading and analysis of student essays and professional essays. The entire class is built around the idea that students should be able to describe the value of written communication in exploring and expressing ideas. All assignments support that goal and deliver content relevant to that goal. Also, through course discussion of professional essays students receive instruction about tailoring writing for the audience's needs.
B4a. Various stages of the writing process, including prewriting, conferencing, revising, and publishing used in teaching writing. (K)	KNOWLEDGE Weeks 1-19 Each module features specific instruction about strategies for each of the course's major assignments. Writing process instruction is also delivered through analysis of several sample essays. Also, students must submit rough drafts for peer review and instructor feedback, which allows further emphasis of writing process concepts. Students move through all stages of the writing process.