

English W131: Analytical Reading, Writing & Inquiry

Spring 2022

Section 31808

M (asynchronous) WF 1:50-2:40

Online

Instructor: Zuzanna Koziatek
Office: Zoom link
Office Hours: TBD (common availability poll)
Email: zukozi@iu.edu

Course Description

In this course, we will be developing skills of analytical thinking, reading, and writing that are key to your success as a university student. To meet that goal, we will examine essays, films, music videos, and a range of other cultural objects. In addition to drawing on your own personal experience, we will also consider the perspectives and concepts that other writers bring to the ideas we will discuss. Through your conscientious and dedicated work this semester, you will find yourself well prepared to participate in the forms of inquiry and expression that define academic discourse.

The course is divided into 3 Units. In each Unit, you will learn new analytical skills and practice deploying those skills in various minor assignments and “skill focuses.” Each Unit then culminates in a final essay that allows you to develop your own analytical claim about how a text works. Because the tools of analysis can be used across a range of media, each Unit will have a different type of cultural object as the subject of our analysis: written texts (Unit 1), films (Unit 2), and music videos (Unit 3).

Learning Outcomes

Upon completion of this course, students should be able to:

- employ strategies of pre-writing, drafting, and revising, taking into consideration rhetorical purpose, the knowledge and needs of different audiences, and the feedback of instructors and peers;
- produce substantial revisions of drafts, as distinguished from editing and proofreading;
- read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual sources as the basis for developing their own ideas and claims;
- conduct inquiry-driven research, using appropriate data repositories and properly attributing and citing the language and ideas of others to avoid plagiarism;
- develop a focused thesis and link it to appropriate reasons and adequate evidence;
- use genre conventions and structure (e.g., introductions, paragraphing, transitions) in ways that serve the development and communication of information and ideas; and
- edit such that choices in style, grammar, and voice contribute rhetorically to the effective communication of information and ideas.

Required Texts and Materials

Hacker, Diana and Nancy Sommers. *Indiana University Bloomington Rules for Writers*. Ninth Edition. New York, NY: Bedford/St. Martin's, 2019. **Available at the IU Bookstore.**

Rosenwasser, David and Jill Stephen. *Writing Analytically*. Eighth Edition. Stamford, CT: Cengage, 2018. **Available at the IU Bookstore.**

Something New and *The Last Black Man In San Francisco*. Copies of these films will be made available through library course reserve, but you may want to secure other means of viewing them on your own.

Technical Requirements

You will need the following in order to participate in this course:

- Computer or tablet;
- Reliable internet connection;
- Microphone;
- Webcam;
- Some way to make and post a simple video (e.g., using a webcam, or a smartphone); and
- Access to Canvas using a [supported web browser](#).

Coursework

We will complete two types of written assignments this semester. **Skill Focuses** are shorter opportunities for practicing the strategies of analytical reading and writing that we will be studying in class. **Essays** give you the chance to practice those strategies by making and developing claims about cultural texts that we will consider in class. Multiple smaller assignments (Interactive Lectures, Peer Engagements, and Reading Annotations) throughout the semester will provide additional opportunities for us to enhance the skills we are learning. **You must complete and hand in all Skill Focuses and Essays in order to qualify for a passing grade for the course.**

Assignments are weighted as follows:

ESSAYS	40%
Essay 1: Comparative Analysis	80
Essay 2: Lens-Driven Analysis	120
Essay 3: Research-Based Analysis	200
SKILL FOCUSES	20%
Skill Focus 1: Summary & Analysis	40
Skill Focus 2: Analysis of a Film Scene	60

Skill Focus 3: Research Proposal	100
DRAFTS	20%
Essay Drafts, Plans, Outlines, and Peer Reviews	200
ENGAGEMENTS	20%
In-Class Activities	60
Reflective Skill Builders	60
Collaborative Annotations	80
Total	1000 pts

Grades

The grades I assign to your work this semester are a measure of how successfully you have completed a task. Grades are an indicator of how well you **appear** to have learned the lessons that the task intends to teach. **Grades are not a measure of your worth as a person or your potential as a student;** they are also not a reward for the effort you have made toward completing an assignment. **At their best, grades are one important piece of how you learn both what you're doing well and what you can improve this semester.** If you have any questions about your grades after carefully considering my comments on your work, please ask me.

Please note that in order to successfully pass this course, you have to earn a C or higher. You must complete and submit all *major* writing assignments, which means all Skill Focus Assignments and Essays, in order to qualify for a passing grade this semester. A zero on any one of these assignments results in an automatic F in the course.

Grade	%	What it Means
A	97-100 A+ 93-96 A 90-92 A-	Superlative work. Addresses the requirements of the assignment in a compelling and insightful way. Manifests consistent attention to detail in both the ideas being presented and the writing that conveys them. Almost entirely error-free. Leaves the reader thinking well after the last word goes by.
B	87-89 B+ 83-86 B 80-82 B-	Excellent work. Clearly and engagingly addresses the requirements, issues, and major ideas of the assignment. Writing is not only readable but also rewarding, attuned to the needs and interest of the reader. Punctuation, spelling, source citation, and other mechanical matters are largely error-free.
C	77-79 C+ 73-76 C 70-72 C-	Adequate work. Meets the basic requirements of the assignment. Clearly addresses the main issues and ideas the assignment articulates. Writing is readable overall. Any lapses in correctness and style tend not to affect the reader's comprehension.
D	67-69 D+ 63-66 D 60-62 D-	Barely meets the most basic requirements of the assignment. Addresses the important issues or ideas that the assignment engages, but largely without insight. Frequent lapses in style, correctness, and mechanics impact readability and indicate a lack of careful proofreading.

F	Everything else	Fails to meet the most basic requirements of the assignments. Fails to address important issues or ideas that are central to the assignment. Fails to demonstrate attention to style, correctness, and mechanics.
---	-----------------	---

Submitting Assignments

For assignments that require you to post to your [digital portfolio](#), you will simply post a URL in the Canvas site so that I know your work is ready to be viewed. For your major assignments, you will submit your essays and skill focuses on Canvas. I may also ask you to create an entry for these major assignments in your digital portfolio as well.

How Will I Know How I'm Doing in this Course?

Grades will be posted in Canvas within a week of the due date. Since Canvas keeps track of all of your grades, you should always be able to calculate your current grade in the course. If you need assistance, please contact me.

Attendance Policy

According to the [IU Division of Student Affairs](#), as an IU student “it is your responsibility to attend all of your classes and submit all of your assignments according to the syllabus.” You should not miss any classes unless you are sick.

Attendance is taken every day in this class. Part of being an adult means making responsible decisions for yourself. If you are genuinely sick, then you should not come to class, especially if you are experiencing COVID-like symptoms. By the same token, if you are *not* sick, then you *should not* miss class and should not needlessly accumulate absences, which will necessarily undermine your learning.

This class follows the absence policy as outlined by the [IU Division of Student Affairs](#), in particular: **if illness (whether of physical or mental health) requires you to miss more than 20% of the semester, no matter how legitimate the reason, then you will need to meet with your academic advisor to consider withdrawing from this course** (and perhaps all courses) until you are able to return in a future semester and focus on your academic goals. The last day to drop with an automatic W this semester is Friday, 4/29/2022. Under no circumstance -- again, no matter how legitimate -- will you be able to make up more than 20% of this semester's work. In other words, even legitimate illness carries a limit regarding how much work can reasonably be made up before the learning experience is undermined and before learning outcomes cannot be reasonably met or assessed.

If a prolonged illness or serious personal situation requires you to miss **more than 3** classes at any point this semester, then you must provide me with documentation by contacting the Dean of Students Office (not the Student Advocates Office) and arranging for an attendance memo. Even so, it is up to my discretion, in consultation with my department's administration, whether this documentation will have any bearing on the policies that follow.

You are encouraged to take absences very seriously and use them only for true illness. Also be sure to inform me *in advance* of special circumstances, such as religious holidays or other university-related absences, for which there will be no penalties.

Engagement

Your ongoing engagement in class is an important factor in the success of our course. Our class meetings have been carefully designed to foster active engagement, learning, discussion, and collaboration. In contrast to traditional lectures, the success of our class meetings depends entirely on all of us thinking, working, and imagining together as a community of writers. This learning dynamic cannot be replicated outside of class meetings. If you are not present and participating in our class meetings, then how can we learn from you? Or you from us? Moreover, writing is a skill that requires progressive *development* over time. It requires ongoing iteration and feedback. Again, this cannot be replicated individually outside of class. Because of the collaborative and communal nature of this course, you are responsible for consistently attending and participating in our class meetings and scaffolded activities and assignments.

We work actively during every class, and often that work has points attached. If you miss a class that includes a graded engagement activity, then you will receive a zero for that activity unless you email me within 24-hours of the missed class to arrange for a make-up activity. That make-up activity must be submitted within 7 calendar days of the missed class, and **you will not be allowed to make up more than 6 engagement activities in total this semester, no matter how legitimate the reason and no matter what documentation you provide, because that would constitute missing more than 20% of the entire course.**

Zoom Etiquette

Because this is a course which meets on Zoom, there are certain guidelines that we should all hold each other accountable to:

- **Keep your video on for the duration of the class**
 - If you have a reasonable excuse as to why you want to keep your video off, please communicate with me. Other than that, your camera should be on...even if you're having a bad hair day (it happens!!!).
 - If your camera is off, I will assume you did not show up to class that day.
- Use the raise your hand function as you would in an in-person class.
- Take advantage of the chat feature in a way that is meaningful rather than disruptive to me and your peers.

Late Submissions

All assignments (other than in-class engagement activities) are due on the date indicated on the syllabus, and any assignment submitted late will be penalized 15% for each calendar day late. An assignment is considered "late" 15 minutes past the deadline (e.g., if the assignment is due at 9:00am but is not submitted until 9:16am, then it is late and will be reduced 15%).

Every student can have one deadline extension this semester to use at their discretion. The extension grants you 7 additional days from the original deadline to submit the assignment for

full credit. You must email me within 48-hours of the original deadline (preferably *before* the deadline) to use the extension.

You must complete and submit all *major* writing assignments, which means all Skill Focus Assignments and Essays, in order to qualify for a passing grade this semester. A zero on any one of these assignments results in an automatic F in the course.

Drafts and Pre-Writing

Revision is a critical part of inquiry and writing. For that reason, you will be required to submit drafts and other pre-writing work before each major essay, and you will often be required to bring drafts to our class meetings.

Revision Policy

Because revision IS such an important aspect of this class, for your first two major writing assignments, I will offer you an opportunity to revise your graded essay and re-submit it for a chance to earn a higher grade. In order to qualify for this opportunity, you will have to schedule a revision meeting with me and submit a revision reflection. Revision is not mandatory, but it is available to you. [You can read more about this policy here.](#)

Covid Symptoms, Vaccines, and Masks in Class

If you are experiencing COVID-like symptoms, you must follow the [IU Testing Program for COVID](#) and complete the [Symptom Checker](#). You will receive an email confirmation with next steps; this email contains no private health information, and you should forward me this documentation as part of your proactive communication about missing any class this semester.

Per university policy, all IU students and employees are also required to have a COVID-19 vaccine and be fully vaccinated before returning to campus this spring. Students who have not been vaccinated or received an approved exemption will see their class registration cancelled and will not be allowed to participate in any on campus activity. In addition, per university policy, all IU students, faculty, staff, and visitors are required to wear masks indoors (including in classrooms) regardless of their vaccination status. Students who forget their mask, refuse to wear a mask, or refuse to wear a mask properly will be required to leave class for the day.

Other Course Policies

The following policies for the course enable us to know what to expect from each other this semester. Please see me if you have any questions.

Class Roster

If you prefer to be called a different name than what is on the class roster, please let me know, either in class or via email. Feel free to specify your preferred pronoun usage. If you have any questions or concerns, do not hesitate to contact me.

Tardiness

Tardiness will be penalized at my discretion. Frequent tardiness or lateness that causes you to miss a large portion of a class meeting may count against your total absences. Be sure to consult the syllabus section on the W131 course attendance policy.

Fair Use

The essays and other copyright materials that you will be working with in the course have been made available to you within the provisions of “fair use,” as explained in the US legal code that governs copyright. In general, this means that you will use these materials exclusively for their designated purposes within the course and that you will not post, email, or otherwise distribute them to others outside the class. If you have any questions about fair use, please ask me.

Academic Honesty

The primary way for you to be ethical in your research and writing is to correctly and completely acknowledge the work of others. Plagiarism is the unacknowledged use of other people’s words or ideas, whether deliberately or accidentally. Any written work with your name on it signifies that you are the author—that the ideas, wording, and structure are yours, with exceptions indicated by quotation marks and citations. Evidence of plagiarism will result in a zero on the assignment in question, and a report on your academic dishonesty will be filed with the Office of Student Conduct. Receiving a zero on any assignment will make it difficult for you to receive a passing final grade in the class. Please see the Indiana University “Code of Student Rights, Responsibilities, and Conduct” (<https://studentcode.iu.edu/>).

Disruptive Behavior

As a student on this campus, you have a detailed set of rights and responsibilities. Each semester, you should review those as outlined in the IU Code of Student Rights, Responsibilities, and Conduct (<https://studentcode.iu.edu/>). In our classroom this semester, you absolutely have the right to express your thoughts and opinions without university interference or fear of university disciplinary action. Acts of speech, however, can often test the boundaries between one student's rights and another's. Thus, it's important to remember that while you are entitled to be treated with respect and civility, you are also required to treat others—even those with whom you disagree—with that same respect and civility. You have the right to respectfully state your opinions and refute points that other students and the instructor make in the classroom, but you cannot engage in aggressive behavior or language that openly threatens other people; and you cannot engage in "obstructive and disruptive conduct which interferes with teaching, research, administration, [or] other university or university-authorized activity" (per the IU Disruption Policy <https://ufc.iu.edu/doc/policies/disruptive-students.pdf>). This includes disrupting class in such a manner that it "seriously interferes with other students' ability to engage in learning and /or the faculty or staff member's ability to provide instruction or service." If you do this, you will be asked to reframe your comments or behavior in a respectful manner; if you do not do so or if your comments and/or behavior continue to obstruct or disrupt the classroom learning experience, then you will be asked to leave the classroom immediately, you will be counted absent for the day, and a report will be filed with Chair of the English Department who may, in turn, report the conduct to the Division of Student Affairs.

Respecting the Dignity of Others

I will rely on you to do your part to help foster a respectful and comfortable environment in our class. When you contribute to class discussion—and you will, of course, contribute!—please refrain from the use of potentially offensive or hurtful language, even in jest. One of the great benefits of class discussion is the range of beliefs and ideas it brings to light for our consideration. There will be many overlaps in our thinking, and there will be some differences as well. The goal of academic discourse is

not that we all learn to think alike; the goal is that we all learn in an environment of civility and understanding. Please regard other people's work and ideas with the kindness and respect we all deserve as we read, write, and inquire together this semester.

As your instructor, one of my responsibilities is to create a positive learning environment for all students. Title IX and IU's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:

- The Sexual Assault Crisis Services (SACS) at (812) 855-8900 (counseling services)
- Confidential Victim Advocates (CVA) at (812) 856-2469 (advocacy and advice services)
- IU Health Center at (812) 855-4011 (health and medical services)

It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct, with the campus Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist.

I encourage you to visit <https://stopsexualviolence.iu.edu/> to learn more.

Bias-Based Incident Reporting

Bias-based incident reports can be made by students, faculty and staff. Any act of discrimination or harassment based on race, ethnicity, religious affiliation, gender, gender identity, sexual orientation or disability can be reported through any of the options: 1) email biasincident@indiana.edu or incident@indiana.edu; 2) call the Dean of Students Office at (812) 855-8188 or 3) use the IU mobile App (m.iu.edu). Reports can be made anonymously.

Relevant Student Resources

Student Disability Services

If you require assistance or appropriate academic accommodations for a university-documented disability, please speak with me after class, during office hours, or by appointment. If you have not yet established your eligibility for disability support services through the Office of Disability Services for Students in the Herman B. Wells Library, Suite W 302, please contact them first (812-855-7578).

Counseling and Psychological Services (CAPS)

CAPS is a campus resource specifically dedicated to the mental health and wellness of students at Indiana University. CAPS offers two free counseling sessions each semester (included with your IU Health Fee) and can assist with a range of mental health concerns, including stress management, academic anxiety, depression, substance abuse, and more. CAPS offers these services in English, Mandarin, Hindi/Urdu, and Spanish. If you'd like to learn more, visit <https://healthcenter.indiana.edu/counseling/>. CAPS is located on the 4th floor of the IU Health Center at 600 N Jordan Ave, Bloomington, IN 47405.

Veteran Services

If you are a veteran, on active duty, in the reserves, in the National Guard, or a spouse/ dependent of a veteran, please let me know if an aspect of your present or prior service affects your ability to fulfill the requirements of the course. I realize that you have no control over training and drill schedules, calls to active duty, GI Bill disbursements, and other aspects of service. I am happy to help in any way I can,

especially by putting you in contact with university staff who are trained to assist you. Campus resources for veterans, service members, and families are located at Veteran Support Services on the mezzanine level in the Indiana Memorial Union. The VSS office can be reached at 812-856-1985, vetserv@indiana.edu, or veterans.indiana.edu.

Writing Tutorial Services (WTS)

I encourage you to visit a W131 tutor at Writing Tutorial Services for feedback on your work at any stage of the writing process. Their incredibly valuable services are free to all IU students. WTS is not a proofreading service. Rather, tutors do something much more valuable: they assist you in developing your ideas and skills in written communication. You can call WTS at 812-855-6738 for hour-long appointments in the Wells Library, and you can check their website (www.indiana.edu/~wts) for hours at other WTS centers.

Technical Support

For additional help with technical issues, consult:

- [University Information Technology Services \(UITS\)](#) (human support)
- [IU Knowledge Base \(IUKB\)](#) (guides)
- [IUware](#) (download free software)

DAY	DATE	ACTIVITIES AND ASSIGNMENTS
Key		WA <i>Writing Analytically, 8th Edition</i> RFW <i>Rules for Writers, 9th Edition</i>
		All readings and assignments are due on the date listed. This schedule may change over the course of the semester. Any changes will be announced in class and on Canvas.
Unit One: Cultivating Analytical Habits of Mind		
Week 1	M 1-10	Welcome to W131!
	W 1-12	Before class: Read all material in Week 0 Getting Started Module Read Syllabus Read Irvin pgs. 4-5 “Myths About Writing” Watch Week 1 Interactive Lecture Submit Week 1 Reflective Skill Builder Part 1 // About Me Survey
	F 1-14	Before class:

		<p>Read Wilhoit “Summary” (Canvas)</p> <p>Read Bunn “How to Read Like a Writer” (Canvas)</p> <p>Optional Readings:</p> <p>Read <i>WA</i> pgs. 17-21 “Notice & Focus”; pgs. 38-40, “Becoming Conversant Instead of Reading for the Gist”; pgs. 45-47 “Paraphrase x3”</p> <p>Read <i>RFW</i> pgs. 56-61, “Read Actively”; pgs. 372-376, “As you Take Notes, Avoid Unintentional Plagiarism”</p> <p>Before 11:59PM EST:</p> <p>Submit Week 1 Reflective Skill Builder Part 2 // About Me Page</p>
Week 2	T 1-18	<p>Before 11:59 pm EST:</p> <p>Watch Week 2 Interactive Lecture</p> <p>Read Gilliard’s “Friction Free Racism”</p> <p>Complete Week 2 Collaborative Annotation</p> <p>Complete Part 3 of Week 1 Reflective Skill Builder // About Me Peer Responses</p>
	W 1-19	<p>Before class:</p> <p>Review Gilliard’s “Friction Free Racism” Classmates' Annotations</p> <p>Read “Tools for Textual Analysis” (Canvas)</p> <p>Read Bolin Carroll “Backpacks Vs. Briefcases” (Canvas)</p> <p>Optional Readings:</p> <p>Read <i>WA</i> pgs. 3-5 “The Analytical Frame of Mind”</p> <p>Read <i>WA</i> pgs. 25-32, “Move 4 . . . (The Method)”</p> <p>Read <i>RFW</i> 40-41, “Stating the Main Point in a Topic Sentence” and “Sticking to the Point”</p>
	F 1-21	<p>Before class:</p> <p>Complete Part 2 of Collaborative Annotation</p> <p>Review Gilliard’s “Friction Free Racism” Classmates' Annotations</p>
Week 3	M 1-24	<p>Before 11:59pm EST:</p> <p>Watch Week 3 Interactive Lecture</p> <p>Complete Week 3 Reflective Skill Builder</p> <p>Read Jackson’s “We Need to Talk About Digital Blackface”</p> <p>Complete Week 3 Collaborative Annotation</p>
	T 1-25	<p>Before 11:59pm EST:</p> <p>Complete Part 2 of Collaborative Annotation</p>
	W 1-26	<p>Before class:</p> <p>Review “We Need to Talk About Digital Blackface” Annotations</p> <p>Read <i>WA</i> pgs. 21-23, “Move 3 . . . Asking ‘So What?’”; pgs. 56-58, “Uncovering Assumptions”</p>
	F 1-28	<p>Before 11:59 pm EST:</p> <p>Submit Week 3 Skill Focus 1: Summary & Analysis</p>

Week 4	M 1-31	<p>Before 11:59pm EST:</p> <p>Complete Week 4 Interactive Lecture</p> <p>Complete Week 4 Reflective Skill Builder</p>
	W 2/2	<p>Before Class:</p> <p>Read WA pgs. 271-72, “Comparison/Contrast: Two Formats”; pgs.109-11, “Strategies for Making Comparison/Contrast More Analytical, Including Difference within Similarity”</p> <p>Read Thesis Statement Guide (on Canvas)</p> <p>Read Losh et al., “The Paragraph as a Sandwich” (on Canvas)</p> <p>Review WA 162-165, “Doing 10 on 1: Saying More About Less”</p> <p>Optional Readings:</p> <p>Read RFW 49-53, “Making Paragraphs Coherent”</p> <p>Read WA 231-33, “Integrating Quotations into Your Paper”</p> <p>Read RFW 296-298, “Quotation Marks”</p> <p>In-Class:</p> <p>Sample Essay 1 Group Work</p>
	F 2/4	<p>Before Class:</p> <p>Read WA 281-88, “Introductions and Conclusions Across the Curriculum”</p> <p>Finish Sample Essay 1 Group Work</p> <p>By 11:59 pm EST:</p> <p>Complete Week 4 Essay 1 Thesis Statement Draft and Essay Plan</p>
Week 5	M 2-7	<p>Before 11:59pm EST:</p> <p>Watch Week 5 Interactive Lecture</p> <p>Complete Week 5 Reflective Skill Builder</p> <p>Read Zickel “3.6 Peer Review and Responding to Others’ Drafts”</p> <p>Read WA 207-11, “Recognizing and Fixing Weak Thesis Statements”</p> <p>Peer Review Part 1</p>
	W 2-9	<p>Before Class:</p> <p>Peer Review Part 2</p>
	F 2-11	<p>Before Class:</p> <p>Peer Review Part 3</p> <p>Read RFW 21-32, “Revising, Editing, and Reflecting”</p> <p>By 11:59 pm EST:</p> <p>SUBMIT Week 5 Friday Assignment // Essay 1: Comparative Analysis</p>
<p>Unit Two:</p> <p>Using Sources as Lenses</p>		
Week 6	M 2/14	<p>Before 11:59pm EST:</p> <p>Watch Week 6 Interactive Lecture</p>

		Complete Week 6 Reflective Skill Builder Read "Eating the Other" Complete Week 6 Collaborative Annotation
	T 2/15	Before 11:59pm EST: Complete Part 2 of Collaborative Annotation: Respond to Classmates' Annotations
	W 2/16	Before class: Review "Eating the Other" and WA 162-165 "Doing 10 on 1"
	F 2/18	Before class: Review "Eating the Other" Read WA 63-68 "Applying a Reading as a Lens"
Week 7	M 2/21	Before 11:59pm EST: Watch Week 7 Interactive Lecture Complete Week 7 Reflective Skill Builder Read Rosen's "Identity Crisis" Complete Week 7 Collaborative Annotation
	T 2/22	Before 11:59pm EST: Complete Part 2 of Collaborative Annotation: Respond to Classmates' Annotations
	W 2/23	Before class: Review "Identity Crisis" Annotations Read "Tools for Analyzing Visual Media" PPT (on Canvas) Review WA 162-165 "10 on 1" Review "Eating the Other" and WA 63-68 "Apply a Reading as a Lens"
	F 2/25	Before class: Read WA 82-83, "Seems to Be about X, but Could Also Be... about Y" Watch Film #1
	M 2/28	Before 11:59pm EST: Watch Film #2 Watch Week 8 Interactive Lecture Complete Week 8 Reflective Skill Builder Part 1
Week 8	W 3/2	Before class: Complete Week 8 Reflective Skill Builder Part 2
	F 3/4	Before 11:59pm EST: Submit Week 8 Skill Focus 2: Analysis of a Film Scene
Week 9	M 3/7	Before 11:59 pm EST:

		Watch Week 9 Interactive Lecture Complete Week 9 Reflective Skill Builder
	W 3/9	Before class: Read Sample Essay 2 Read RFW 40-54, "Building Effective Paragraphs"
	F 3/11	Before class: Finish Sample Essay 2 Group Work Review WA 82-83, "Seems to Be about X, but Could Also Be... about Y" Before 11:59 pm EST: Submit Week 9 Essay 2 Proposal
Week 10	M 3/21	Before 11:59 pm EST: Complete Week 10 Interactive Lecture Submit Peer Review Part 1
	W 3/23	Before Class: Submit Peer Review Part 2
	F 3/25	Before Class: Submit Peer Review Part 3
Unit Three: Advancing Analysis through Scholarly Research		
Week 11	M 3/28	Before 11:59 pm EST: Complete Week 11 Interactive Lecture Complete Week 11 Reflective Skill Builder Read "In Living Color: Race and American Culture" Complete Week 11 Collaborative Annotation
	T 3/29	Before 11:59pm EST: Complete Part 2 of Collaborative Annotations SUBMIT Essay 2: Lens-Based Analysis
	W 3/30	Before class: Read Jason Parham, "Childish Gambino's 'This is America' and the New Shape of Protest Music" (on Canvas) Read WA 283-284, "Putting an Issue or Question in Context" Read WA 99, "Find the Analytical Potential: Locate an Area of Uncertainty"
	F 4/1	Before class: Read "WAP" Article (Canvas) Come up with a list of potential music videos for final essay
Week 12	M 4/4	Before 11:59 pm EST: Watch Week 12 Interactive Lecture

		Complete Week 12 Reflective Skill Builder Read: RFW 377-386, "Evaluating Sources" Submit Week 12 Research Journal (P1)
	T 4/5	Before 11:59pm EST: Complete Part 2 of Research Journal P1: Respond to Peers
	W 4/6	Before class: Review RFW 377-386
	F 4/8	Before class: Due: Bring revised inquiry question to class Before 11:59 pm EST: NO FRIDAY ASSIGNMENT THIS WEEK // Take time to work on Research Journal
Week 13	M 4/11	Before 11:59 pm EST: Watch Week 13 Interactive Lecture Complete Week 13 Reflective Skill Builder Submit Week 13 Research Journal (P2)
	T 4/12	Before 11:59pm EST: Complete Part 2 of Research Journal P2: Respond to Peers
	W 4/13	Before class: Read WA 182-187, "Making a Thesis Evolve" Review WA 164-165, "Doing 10-on-1"
	F 4/15	Before class: Read WA 326-332, "Expletives: Beginning with 'it is' or 'there is'" through "The Politics of Language" Before 11:59 pm EST: Submit Week 13 Skill Focus 3: Proposal and Bibliography
Week 14	M 4/18	Before 11:59 pm EST: Watch Week 14 Interactive Lecture Complete Week 14 Reflective Skill Builder
	W 4/20	Before class: Read Essay Sample 3 Review WA 16-32, "Move 2" through "Move 4" Review Handout on Textual Analysis (on Canvas) and Visual Analysis PPT (on Canvas)
	F 4/22	Before class: Finish Sample Essay 3 Group Work Read WA 219-230, "Six Strategies for Analyzing Sources" Review WA 182-199, "Making a Thesis Evolve" Review WA 207-211, "Recognizing and Fixing Weak Thesis Statements" DUE: Bring all Essay 3 materials to class (In-class analysis workshop)

Week 15	M 4/25	Before 11:59 pm EST: Complete Week 15 Interactive Lecture Complete Peer Review Part 1
	W 4/27	Before class: Complete Peer Review Part 2 <i>Be prepared to discuss your feedback in class!</i>
	F 4/29	Before class: Complete Peer Review Part 3 Before 11:59pm EST: SUBMIT Friday Assignment // Essay 3: Research-based Analysis of a Music Video