

## WRT 253 :: Fall 2023 :: Full Schedule

Note: you can use File --> Make a copy to make your own copy that you can edit (to check things off as you go!). However, because this Full Schedule may end up changing somewhat as the semester progresses, I recommend making copies of the Module Checklists at the start of each module, rather than the full checklist.

Module 1: Defining our Terms, Establishing Common Ground (8/31-9/18)					Done ?	How long might this take?
When?		Where?	What?			
Day	Time					
before the end of the week:		Bb	Finish any uncompleted activities from Class Overview/Welcome module		<input type="checkbox"/>	0-25 minutes
thurs, 8/31:	2:00 PM	Dewey 4162	CLASS 1: Welcome to Class!		<input type="checkbox"/>	60-75 minutes
fri, 9/1:	11:59 PM	Bb:VT	Write: <a href="#">W&amp;T 1: What I wonder?</a>		<input type="checkbox"/>	20-30 minutes
between 9/2 and 9/7:		Bb:VT	Discuss: Discuss W&T1 with your thinking group		<input type="checkbox"/>	20-30 minutes
between 9/4 and 9/7:		Bb	View: Mini lesson: <i>Attention</i>		<input type="checkbox"/>	20 minutes
		Bb:VT	View: Mini lesson: <i>Working Memory</i>		<input type="checkbox"/>	15 minutes
tues, 9/5:		Bb:VT	Discuss: Respond to at least 2 thought questions & at least 2 peers per lesson		<input type="checkbox"/>	15-25 minutes
		Drive	Read: <a href="#">Kellogg (1994): Psychology of Writing Chapter 1: Homo Symbolificus</a>		<input type="checkbox"/>	60-75 minutes
thurs, 9/7:		2:00 PM	CLASS 2: <i>What IS writing?</i>		<input type="checkbox"/>	60-75 minutes
		1:30 PM	Read: <a href="#">Maryanne Wolf: Proust &amp; The Squid (Chapter 2)</a>		<input type="checkbox"/>	45-60 minutes
thurs, 9/7:		2:00 PM	CLASS 3: <i>What is a "Writing System"?</i>		<input type="checkbox"/>	60-75 minutes
		Drive	View: Mini lesson: <i>Long-Term Memory</i>		<input type="checkbox"/>	15 minutes
between 9/11 and 9/14:		Blackboard	View: Mini lesson: <i>Cognitive Load</i>		<input type="checkbox"/>	20 minutes
		Bb:VT	Discuss: Respond to at least 2 thought questions & at least 2 peers per lesson		<input type="checkbox"/>	15-25 minutes
tues, 9/12:	2:00 PM	Dewey 4162	OPTIONAL: I'll be available for questions/chat during our normal class time		<input checked="" type="checkbox"/>	60-75 minutes
thurs, 9/14:		Drive	Read: <a href="#">Flower &amp; Hayes (1981): A Cognitive Process Theory of Writing</a>		<input type="checkbox"/>	45-60 minutes
		Drive	Read: <a href="#">MacArthur &amp; Graham (2016): Writing Research From a Cognitive Perspective</a>		<input type="checkbox"/>	45-60 minutes
thurs, 9/14:		Drive	Write: <a href="#">W&amp;T 2: Three Sentence Summaries</a>		<input type="checkbox"/>	30-45 minutes
		2:00 PM	Dewey 4162	CLASS 4: <i>Cognitive Process Models of Writing</i>		<input type="checkbox"/>
mon, 9/18:	11:59 PM	Drive	Write: <a href="#">Cognition &amp; Writing Concepts, Set 1 (first draft)</a>		<input type="checkbox"/>	30-45 minutes
Module 2: How do we study Cognition & Writing? (9/19-9/25)					Done ?	How long might this take?
When?		Where?	What?			
Day	Time					
tues, 9/19:		Drive	Discuss: Respond to thinking group's W&T 2 via comments		<input type="checkbox"/>	10-20 minutes
		Bb:Discussion	Post: <a href="#">W&amp;T 3: Thinking about Methods &amp; Data (part 1 - initial post)</a>		<input type="checkbox"/>	10-15 minutes
		Drive	Read: <a href="#">Kellogg (1994): Psychology of Writing Chapter 3: Process and Performance</a>		<input type="checkbox"/>	45-60 minutes
between 9/19 and 9/21:		2:00 PM	CLASS 5: <i>The problem of "ecological validity", protocol analysis and other early approaches</i>		<input type="checkbox"/>	60-75 minutes
		Bb:Discussion	Discuss: Continue discussion of W&T 3 part 1 with your thinking group		<input type="checkbox"/>	15-20 minutes
thurs, 9/21:		1:30 PM	Read: <a href="#">Baijien, Galbraith &amp; de Glopper (2012): Keystroke Analysis</a>		<input type="checkbox"/>	45-60 minutes
		2:00 PM	Dewey 4162	CLASS 6: <i>Offline vs. Online approaches; modern approaches</i>		<input type="checkbox"/>
fri, 9/22:	11:59 PM	Drive	Write: <a href="#">W&amp;T 3: Thinking about Methods &amp; Data (part 2)</a>		<input type="checkbox"/>	20-30 minutes
mon, 9/25:	11:59 PM	Drive	Write: <a href="#">Cognition &amp; Writing Concepts, Set 2 (first draft)</a>		<input type="checkbox"/>	30-45 minutes
Module 3: Exploring Cognition & Writing Throughout the Writing Process (9/26-10/6)					Done ?	How long might this take?
When?		Where?	What?			
Day	Time					
sometime during this module:		Zoom or RR G-121H	Meet: Individual Meetings to discuss Research Proposal Plans		<input type="checkbox"/>	30-40 minutes
tues, 9/26:		Drive	Write: <a href="#">W&amp;T 4: Notice What You Do: Early Stages (predictions)</a>		<input type="checkbox"/>	15-25 minutes
		Drive	Read: <a href="#">Crossley et al (2016): Idea Generation</a>		<input type="checkbox"/>	45-60 minutes
thurs, 9/28:		2:00 PM	CLASS 7: <i>Idea Generation</i>		<input type="checkbox"/>	60-75 minutes
		1:30 PM	Write: <a href="#">W&amp;T 4: Notice What You Do: Early Stages (observations &amp; discussion)</a>		<input type="checkbox"/>	40-60 minutes
thurs, 9/28:		1:30 PM	Read: <a href="#">Kellogg (1990): Prewriting Strategies</a>		<input type="checkbox"/>	45-60 minutes
		2:00 PM	Read: <a href="#">Torrance (2016): Planning in Text Production</a>		<input type="checkbox"/>	45-60 minutes
thurs, 9/28:		2:00 PM	CLASS 8: <i>Planning and Organizing</i>		<input type="checkbox"/>	60-75 minutes
		Drive	Discuss: Respond to thinking group's W&T 4 via comments		<input type="checkbox"/>	20-30 minutes

tues, 10/3:	1:30 PM	Drive	<b>Write:</b> <a href="#">W&amp;T 5: Notice What You Do: Later Stages (predictions)</a>	<input type="checkbox"/>	15-25 minutes
		Drive	<b>Read:</b> <a href="#">Kellogg, Olive &amp; Piolat: Verbal and Visual Working Memory</a> <a href="#">OPTIONAL: Bock &amp; Ferreira (2014): Syntactically Speaking</a>	<input type="checkbox"/>	45-60 minutes
	2:00 PM	Dewey 4162	<b>CLASS 9:</b> "Translation"	<input type="checkbox"/>	60-75 minutes
thurs, 10/5:	1:30 PM	Drive	<b>Read:</b> <a href="#">Hayes (2004): What Triggers Revision</a>	<input type="checkbox"/>	45-60 minutes
		2:00 PM	Dewey 4162	<b>CLASS 10:</b> Revision	<input type="checkbox"/>
fri, 10/6:	11:59 PM	Drive	<b>Write:</b> <b>W&amp;T 5: Notice What You Do: Later Stages (observations &amp; discussion)</b>	<input type="checkbox"/>	40-60 minutes

Module 4: Exploring Cognition & Reading (10/10-10/22)					
When?		Where?	What?	Done ?	How long might this take?
Day	Time				
tues, 10/10:	1:30 PM	Drive	<b>Read:</b> <a href="#">deSmet, Leijten &amp; VanWaes (2018): Keystroke Logging + Eyetracking</a>	<input type="checkbox"/>	45-60 minutes
			<b>Discuss:</b> Respond to thinking group's W&T 5 via comments	<input type="checkbox"/>	10-20 minutes
	2:00 PM	Dewey 4162	<b>Write:</b> <a href="#">W&amp;T 6: Notice What You Do: Reading as a Writer (predictions)</a>	<input type="checkbox"/>	15-25 minutes
	2:00 PM	Dewey 4162	<b>CLASS 11:</b> Reading as a Writer: reading to revise and edit	<input type="checkbox"/>	60-75 minutes
thurs, 10/12:	1:30 PM	Drive	<b>Write:</b> <b>W&amp;T 6: Notice What You Do: Reading as a Writer (observations &amp; discussion)</b>	<input type="checkbox"/>	40-60 minutes
			<b>Read:</b> <a href="#">van der Schoot (2012): How Do Children Deal With Inconsistencies</a>	<input type="checkbox"/>	45-60 minutes
	2:00 PM	Dewey 4162	<b>CLASS 12:</b> Eyetracking and self-paced reading; methods for studying comprehension	<input type="checkbox"/>	60-75 minutes
fri, 10/13:	11:59 PM	Drive	<b>Write:</b> <a href="#">Cognition &amp; Writing Concepts, Set 3 (first draft)</a>	<input type="checkbox"/>	45-60 minutes

**FALL BREAK! (No Class on Tuesday, 10/17)**

thurs, 10/19:	1:30 PM	Drive	<b>Discuss:</b> Respond to thinking group's W&T 6 via comments	<input type="checkbox"/>	20-30 minutes
			<b>Write:</b> <a href="#">W&amp;T 7: Notice What You Do: Reading as a Reader (predictions)</a>	<input type="checkbox"/>	15-25 minutes
			<b>Read:</b> <a href="#">Kehler &amp; Rohde (2016): Evaluating an Expectation Driven QUD Model of Discourse Interpretation</a>	<input type="checkbox"/>	45-60 minutes
	2:00 PM	Dewey 4162	<b>CLASS 13:</b> Reading as a Reader: what's going on in the reader's mind?	<input type="checkbox"/>	60-75 minutes
	11:59 PM	Drive	<b>Write:</b> <a href="#">Research Project Proposal Draft</a>	<input type="checkbox"/>	100-200 minutes
sun, 10/22:	11:59 PM	Drive	<b>Respond:</b> Give feedback on Research Project Proposal Drafts from thinking group	<input type="checkbox"/>	40-60 minutes

Module 5: How do we improve as writers and thinkers? (10/24-11/2)					
When?		Where?	What?	Done ?	How long might this take?
Day	Time				
tues, 10/24:	1:30 PM	Drive	<b>Write:</b> <b>W&amp;T 7: Notice What You Do: Reading as a Reader (observations &amp; discussion)</b>	<input type="checkbox"/>	40-60 minutes
			<b>Post:</b> Summaries of Research for 3 different audiences	<input type="checkbox"/>	20-40 minutes
	2:00 PM	Dewey 4162	<b>Read:</b> <a href="#">Roen &amp; Willey (1988): Audience Awareness</a>	<input type="checkbox"/>	35-50 minutes
	2:00 PM	Dewey 4162	<b>CLASS 14:</b> Writing for the Reader	<input type="checkbox"/>	60-75 minutes
thurs, 10/26:	1:30 PM	Drive	<b>Discuss:</b> Respond to thinking group's W&T 7 via comments	<input type="checkbox"/>	20-30 minutes
			<b>Read:</b> <a href="#">Kellogg (2008): Training Writing Skills</a> <a href="#">Perrault (2011): Cognition &amp; Error in Student Writing</a>	<input type="checkbox"/>	45-60 minutes
	2:00 PM	Bb:VT	<b>Write:</b> <a href="#">W&amp;T 8: Applying what you know: How do we improve?</a>	<input type="checkbox"/>	25-35 minutes
	2:00 PM	Dewey 4162	<b>CLASS 15:</b> How do we make ourselves "better writers"?	<input type="checkbox"/>	60-75 minutes
between 10/26 and 10/30:		Bb:VT	<b>Discuss:</b> Respond to thinking group's W&T 8 posts	<input type="checkbox"/>	15-20 minutes
tues, 10/31:	1:30 PM	Drive	<b>Read:</b> <a href="#">Ted Chiang: The Truth Of Fact, The Truth Of Feeling</a>	<input type="checkbox"/>	45-60 minutes
		Bb:Discussion	<b>Discuss:</b> Writing as a Technology that Changes Thought? (Primary)	<input type="checkbox"/>	30-40 minutes
	2:00 PM	Dewey 4162	<b>CLASS 16:</b> In-Class Workshop: Research Projects!	<input type="checkbox"/>	60-75 minutes
thurs, 11/2:	1:30 PM	Bb:Discussion	<b>Discuss:</b> Writing as a Technology that Changes Thought? (Secondary)	<input type="checkbox"/>	15-20 minutes
		Drive	<b>Read:</b> <a href="#">Maryanne Wolf: Proust &amp; The Squid (Chapter 3)</a>	<input type="checkbox"/>	45-60 minutes
	2:00 PM	Dewey 4162	<b>CLASS 17:</b> Effects of Writing on Cognition	<input type="checkbox"/>	60-75 minutes

Module 6: Following Your Interests! (11/6-12/15) (Note: final module schedule will be determined by the class)					
When?		Where?	What?	Done ?	How long might this take?
Day	Time				
week of 11/6:		TBD	<b>Meet:</b> Meet with me in small groups for Special Interest Topics	<input type="checkbox"/>	40-60 minutes
<b>November 7th is Election Day! I think this should be a national holiday, but since it isn't, I'm making it a holiday on MY course schedules!</b>					
thurs, 11/9:	2:00 PM	Dewey 4162	<b>CLASS 18:</b> In-Class Research Project Work Session / Setting the Module 6 Schedule	<input type="checkbox"/>	60-75 minutes

<b>week of 11/13:</b>		Zoom	<b>Meet:</b>	Meet with me individually to talk about research progress/sticking points (optional but recommended)	<input type="checkbox"/>	15-30 minutes
<b>tues, 11/14:</b>	<b>2:00 PM</b>	Dewey 4162	<b>CLASS 19:</b>	<i>In-Class Research Project Work Session</i>	<input type="checkbox"/>	60-75 minutes
	<b>11:59 PM</b>	Drive	<b>Write:</b>	<a href="#">Research Project: Annotated bibliography + Lit Review</a>	<input type="checkbox"/>	~\_(ツ)_/~
<b>thurs, 11/16:</b>	<b>1:30 PM</b>	Drive	<b>Special Topic Reading:</b>	<a href="#">Kiefer et al. (2015): "Handwriting or Typing?"</a>	<input type="checkbox"/>	40-60 minutes
	<b>2:00 PM</b>	Dewey 4162	<b>Special Topic 1:</b>	Writing Across Mediums	<input type="checkbox"/>	60-75 minutes
<b>before end of day fri, 11/17:</b>		Drive	<b>Respond:</b>	Give feedback on thinking group's Annotated Bibliographies + Lit Reviews	<input type="checkbox"/>	60-80 minutes
<b>tues, 11/21:</b>	<b>1:30 PM</b>	Drive	<b>Special Topic Reading:</b>	<a href="#">McCutcheon (2006): "Cognitive Factors in the Development of Children's Writing"</a>	<input type="checkbox"/>	40-60 minutes
	<b>2:00 PM</b>	Dewey 4162	<b>Special Topic 2:</b>	Writing Skill Development	<input type="checkbox"/>	60-75 minutes
	<b>11:59 PM</b>	Drive	<b>(Optional) Write:</b>	<a href="#">Research Project Proto-Draft (optional; submit if you would benefit from feedback/guidance from me)</a>	<input type="checkbox"/>	~\_(ツ)_/~
<b>Thanksgiving Break!</b>						
<b>tues, 11/28:</b>	<b>2:00 PM</b>	Dewey 4162	<b>CLASS 20:</b>	<i>In-Class Peer Feedback Session for Research Projects</i>	<input type="checkbox"/>	60-75 minutes
<b>thurs, 11/30:</b>	<b>1:30 PM</b>	Drive	<b>Special Topic Viewings:</b>	<a href="#">YouTube Videos: What is Dyslexia and What is Dysgraphia</a>	<input type="checkbox"/>	
	<b>2:00 PM</b>	Dewey 4162	<b>Special Topic 3:</b>	Disorders of Written Communication	<input type="checkbox"/>	60-75 minutes
<b>fri, 12/1:</b>	<b>11:59 PM</b>	Drive	<b>Write:</b>	<a href="#">Revised/Annotated Research Project due in Individual Folder</a>	<input type="checkbox"/>	60-120 minutes?
<b>tues, 12/5:</b>	<b>1:30 PM</b>	Drive	<b>Special Topic Reading:</b>	<a href="#">Schmandt-Besserat (2014): The Evolution of Writing</a>	<input type="checkbox"/>	
	<b>2:00 PM</b>	Dewey 4162	<b>Special Topic 4:</b>	Evolution of Writing Systems	<input type="checkbox"/>	60-75 minutes
<b>thurs, 12/7:</b>	<b>2:00 PM</b>	Dewey 4162	<b>CLASS 21:</b>	<i>In-Class Work Time for Final Portfolio/Presentations</i>	<input type="checkbox"/>	60-75 minutes
<b>tues, 12/12:</b>	<b>2:00 PM</b>	Dewey 4162	<b>LAST CLASS:</b>	Final Project Presentations/Celebrations	<input type="checkbox"/>	60-75 minutes
<b>fri, 12/15:</b>	<b>11:59 PM</b>	Drive	<b>Write:</b>	<a href="#">Final Portfolio</a>	<input type="checkbox"/>	~\_(ツ)_/~

Note: you can use File --> Make a copy to make your own copy that you can edit (to check things off as you go!).

Module 1: Defining our Terms, Establishing Common Ground (8/31-9/18)						Done ?	How long might this take?
When?		Where?	What?				
Day	Time						
before the end of the week:		Bb	<b>Finish any uncompleted activities from Class Overview/Welcome module</b>		<input type="checkbox"/>	0-25 minutes	
thurs, 8/31:	2:00 PM	Dewey 4162	<b>CLASS 1:</b>	Welcome to Class!	<input type="checkbox"/>	60-75 minutes	
fri, 9/1:	11:59 PM	Bb:VT	<b>Write:</b>	<a href="#">W&amp;T 1: What I wonder?</a>	<input type="checkbox"/>	20-30 minutes	
between 9/2 and 9/7:		Bb:VT	<b>Discuss:</b>	Discuss W&T 1 with your thinking group	<input type="checkbox"/>	20-30 minutes	
between 9/4 and 9/7:		Bb	<b>View:</b>	Mini lesson: <i>Attention</i>	<input type="checkbox"/>	20 minutes	
		Bb:VT	<b>Discuss:</b>	Mini lesson: <i>Working Memory</i> Respond to at least 2 thought questions & at least 2 peers per lesson	<input type="checkbox"/>	15 minutes 15-25 minutes	
tues, 9/5:	1:30 PM	Drive	<b>Read:</b>	<a href="#">Kellogg (1994): Psychology of Writing Chapter 1: Homo Symbolificus</a>	<input type="checkbox"/>	60-75 minutes	
		2:00 PM	Dewey 4162	<b>CLASS 2:</b>	<i>What IS writing?</i>	<input type="checkbox"/>	60-75 minutes
thurs, 9/7:	1:30 PM	Drive	<b>Read:</b>	<a href="#">Marianne Wolf: Proust &amp; The Squid (Chapter 2)</a>	<input type="checkbox"/>	45-60 minutes	
		2:00 PM	Dewey 4162	<b>CLASS 3:</b>	<i>What is a "Writing System"?</i>	<input type="checkbox"/>	60-75 minutes
between 9/11 and 9/14:		Blackboard	<b>View:</b>	Mini lesson: <i>Long-Term Memory</i>	<input type="checkbox"/>	15 minutes	
		Bb:VT	<b>Discuss:</b>	Mini lesson: <i>Cognitive Load</i> Respond to at least 2 thought questions & at least 2 peers per lesson	<input type="checkbox"/>	20 minutes 15-25 minutes	
tues, 9/12:	2:00 PM	Dewey 4162	<b>OPTIONAL:</b>	I'll be available for questions/chat during our normal class time	<input checked="" type="checkbox"/>	60-75 minutes	
thurs, 9/14:	1:30 PM	Drive	<b>Read:</b>	<a href="#">Flower &amp; Hayes (1981): A Cognitive Process Theory of Writing</a>	<input type="checkbox"/>	45-60 minutes	
		Drive	<b>Write:</b>	<a href="#">MacArthur &amp; Graham (2016): Writing Research From a Cognitive Perspective</a> <b>W&amp;T 2: Three Sentence Summaries</b>	<input type="checkbox"/>	45-60 minutes 30-45 minutes	
		2:00 PM	Dewey 4162	<b>CLASS 4:</b>	<i>Cognitive Process Models of Writing</i>	<input type="checkbox"/>	60-75 minutes
mon, 9/18:	11:59 PM	Drive	<b>Write:</b>	<a href="#">Cognition &amp; Writing Concepts, Set 1 (first draft)</a>	<input type="checkbox"/>	30-45 minutes	

Note: you can use File --> Make a copy to make your own copy that you can edit (to check things off as you go!).

Module 2: How do we study Cognition & Writing? (9/19-9/25)						
When?		Where?	What?		Done ?	How long might this take?
Day	Time					
tues, 9/19:	1:30 PM	Drive	<b>Discuss:</b>	Respond to thinking group's W&T 2 via comments	<input type="checkbox"/>	10-20 minutes
		Bb:Discussion	<b>Post:</b>	<a href="#">W&amp;T 3: Thinking about Methods &amp; Data (part 1 - initial post)</a>	<input type="checkbox"/>	10-15 minutes
		Drive	<b>Read:</b>	<a href="#">Kellogg (1994): Psychology of Writing Chapter 3: Process and Performance</a>	<input type="checkbox"/>	45-60 minutes
	2:00 PM	Dewey 4162	<b>CLASS 5:</b>	<i>The problem of "ecological validity", protocol analysis and other early approaches</i>	<input type="checkbox"/>	60-75 minutes
between 9/19 and 9/21:		Bb:Discussion	<b>Discuss:</b>	<b>Continue discussion of W&amp;T 3 part 1 with your thinking group</b>	<input type="checkbox"/>	15-20 minutes
thurs, 9/21:	1:30 PM	Drive	<b>Read:</b>	<a href="#">Baijien, Galbraith &amp; de Gloppe (2012): Keystroke Analysis</a>	<input type="checkbox"/>	45-60 minutes
	2:00 PM	Dewey 4162	<b>CLASS 6:</b>	<i>Offline vs. Online approaches; modern approaches</i>	<input type="checkbox"/>	60-75 minutes
fri, 9/22:	11:59 PM	Drive	<b>Write:</b>	<b>W&amp;T 3: Thinking about Methods &amp; Data (part 2)</b>	<input type="checkbox"/>	20-30 minutes
mon, 9/25:	11:59 PM	Drive	<b>Write:</b>	<a href="#">Cognition &amp; Writing Concepts, Set 2 (first draft)</a>	<input type="checkbox"/>	30-45 minutes

Note: you can use File --> Make a copy to make your own copy that you can edit (to check things off as you go!).

Module 3: Exploring Cognition & Writing Throughout the Writing Process (9/26-10/6)					
When?		Where?	What?	Done ?	How long might this take?
Day	Time				
sometime during this module:		Zoom or RR G-121H	<b>Meet:</b> Individual Meetings to discuss Research Proposal Plans	<input type="checkbox"/>	30-40 minutes
tues, 9/26:	1:30 PM	Drive	<b>Write:</b> <a href="#">W&amp;T 4: Notice What You Do: Early Stages (predictions)</a>	<input type="checkbox"/>	15-25 minutes
		Drive	<b>Read:</b> <a href="#">Crossley et al (2016): Idea Generation</a>	<input type="checkbox"/>	45-60 minutes
	2:00 PM	Dewey 4162	<b>CLASS 7:</b> <i>Idea Generation</i>	<input type="checkbox"/>	60-75 minutes
thurs, 9/28:	1:30 PM	Drive	<b>Write:</b> <b>W&amp;T 4: Notice What You Do: Early Stages (observations &amp; discussion)</b>	<input type="checkbox"/>	40-60 minutes
	1:30 PM	Drive	<b>Read:</b> <a href="#">Kellogg (1990): Prewriting Strategies</a>	<input type="checkbox"/>	45-60 minutes
			<a href="#">Torrance (2016): Planning in Text Production</a>	<input type="checkbox"/>	45-60 minutes
	2:00 PM	Dewey 4162	<b>CLASS 8:</b> <i>Planning and Organizing</i>	<input type="checkbox"/>	60-75 minutes
tues, 10/3:	1:30 PM	Drive	<b>Discuss:</b> Respond to thinking group's W&T 4 via comments	<input type="checkbox"/>	20-30 minutes
		Drive	<b>Write:</b> <a href="#">W&amp;T 5: Notice What You Do: Later Stages (predictions)</a>	<input type="checkbox"/>	15-25 minutes
			<b>Read:</b> <a href="#">Kellogg, Olive &amp; Piolat: Verbal and Visual Working Memory</a>	<input type="checkbox"/>	45-60 minutes
			<b>OPTIONAL:</b> <a href="#">Bock &amp; Ferreira (2014): Syntactically Speaking</a>	<input type="checkbox"/>	45-60 minutes
	2:00 PM	Dewey 4162	<b>CLASS 9:</b> <i>"Translation"</i>	<input type="checkbox"/>	60-75 minutes
thurs, 10/5:	1:30 PM	Drive	<b>Read:</b> <a href="#">Hayes (2004): What Triggers Revision</a>	<input type="checkbox"/>	45-60 minutes
	2:00 PM	Dewey 4162	<b>CLASS 10:</b> <i>Revision</i>	<input type="checkbox"/>	60-75 minutes
fri, 10/6:	11:59 PM	Drive	<b>Write:</b> <b>W&amp;T 5: Notice What You Do: Later Stages (observations &amp; discussion)</b>	<input type="checkbox"/>	40-60 minutes

Note: you can use File --> Make a copy to make your own copy that you can edit (to check things off as you go!).

Module 4: Exploring Cognition & Reading (10/10-10/22)					
When?		Where?	What?	Done ?	How long might this take?
Day	Time				
tues, 10/10:	1:30 PM	Drive	<b>Read:</b> <a href="#">deSmet, Leijten &amp; VanWaes (2018): Keystroke Logging + Eyetracking</a>	<input type="checkbox"/>	45-60 minutes
			<b>Discuss:</b> Respond to thinking group's W&T 5 via comments	<input type="checkbox"/>	10-20 minutes
	2:00 PM	Drive	<b>Write:</b> <a href="#">W&amp;T 6: Notice What You Do: Reading as a Writer (predictions)</a>	<input type="checkbox"/>	15-25 minutes
		Dewey 4162	<b>CLASS 11:</b> <i>Reading as a Writer: reading to revise and edit</i>	<input type="checkbox"/>	60-75 minutes
thurs, 10/12:	1:30 PM	Drive	<b>Write:</b> <b>W&amp;T 6: Notice What You Do: Reading as a Writer (observations &amp; discussion)</b>	<input type="checkbox"/>	40-60 minutes
			<b>Read:</b> <a href="#">van der Schoot (2012): How Do Children Deal With Inconsistencies</a>	<input type="checkbox"/>	45-60 minutes
	2:00 PM	Dewey 4162	<b>CLASS 12:</b> <i>Eyetracking and self-paced reading; methods for studying comprehension</i>	<input type="checkbox"/>	60-75 minutes
			<b>Write:</b> <a href="#">Cognition &amp; Writing Concepts, Set 3 (first draft)</a>	<input type="checkbox"/>	45-60 minutes
fri, 10/13:	11:59 PM	Drive			
<b>FALL BREAK! (No Class on Tuesday, 10/17)</b>					
thurs, 10/19:	1:30 PM	Drive	<b>Discuss:</b> Respond to thinking group's W&T 6 via comments	<input type="checkbox"/>	20-30 minutes
			<b>Write:</b> <a href="#">W&amp;T 7: Notice What You Do: Reading as a Reader (predictions)</a>	<input type="checkbox"/>	15-25 minutes
			<b>Read:</b> <a href="#">Kehler &amp; Rohde (2016): Evaluating an Expectation Driven QUD Model of Discourse Interpretation</a>	<input type="checkbox"/>	45-60 minutes
	2:00 PM	Dewey 4162	<b>CLASS 13:</b> <i>Reading as a Reader: what's going on in the reader's mind?</i>	<input type="checkbox"/>	60-75 minutes
	11:59 PM	Drive	<b>Write:</b> <a href="#">Research Project Proposal Draft</a>	<input type="checkbox"/>	100-200 minutes
sun, 10/22:	11:59 PM	Drive	<b>Respond:</b> Give feedback on Research Project Proposal Drafts from thinking group	<input type="checkbox"/>	40-60 minutes

Note: you can use File --> Make a copy to make your own copy that you can edit (to check things off as you go!).

Module 5: How do we improve as writers and thinkers? (10/24-11/2)					
When?		Where?	What?	Done ?	How long might this take?
Day	Time				
tues, 10/24:	1:30 PM	Drive	<b>Write:</b> <b>W&amp;T 7: Notice What You Do: Reading as a Reader (observations &amp; discussion)</b>	<input type="checkbox"/>	40-60 minutes
			<b>Post:</b> Summaries of Research for 3 different audiences	<input type="checkbox"/>	20-40 minutes
			<b>Read:</b> <a href="#">Roen &amp; Willey (1988): Audience Awareness</a>	<input type="checkbox"/>	35-50 minutes
	2:00 PM	Dewey 4162	<b>CLASS 14:</b> <i>Writing for the Reader</i>	<input type="checkbox"/>	60-75 minutes
thurs, 10/26:	1:30 PM	Drive	<b>Discuss:</b> Respond to thinking group's W&T 7 via comments	<input type="checkbox"/>	20-30 minutes
			<b>Read:</b> <a href="#">Kellogg (2008): Training Writing Skills</a> <a href="#">Perrault (2011): Cognition &amp; Error in Student Writing</a>	<input type="checkbox"/>	45-60 minutes
		Bb:VT	<b>Write:</b> <b>W&amp;T 8: Applying what you know: How do we improve?</b>	<input type="checkbox"/>	25-35 minutes
	2:00 PM	Dewey 4162	<b>CLASS 15:</b> <i>How do we make ourselves "better writers"?</i>	<input type="checkbox"/>	60-75 minutes
between 10/26 and 10/30:		Bb:VT	<b>Discuss:</b> Respond to thinking group's W&T 8 posts	<input type="checkbox"/>	15-20 minutes
tues, 10/31:	1:30 PM	Drive	<b>Read:</b> <a href="#">Ted Chiang: The Truth Of Fact, The Truth Of Feeling</a>	<input type="checkbox"/>	45-60 minutes
		Bb:Discussion	<b>Discuss:</b> Writing as a Technology that Changes Thought? (Primary)	<input type="checkbox"/>	30-40 minutes
		Dewey 4162	<b>CLASS 16:</b> <i>In-Class Workshop: Research Projects!</i>	<input type="checkbox"/>	60-75 minutes
thurs, 11/2:	1:30 PM	Bb:Discussion	<b>Discuss:</b> Writing as a Technology that Changes Thought? (Secondary)	<input type="checkbox"/>	15-20 minutes
		Drive	<b>Read:</b> <a href="#">Maryanne Wolf: Proust &amp; The Squid (Chapter 3)</a>	<input type="checkbox"/>	45-60 minutes
	2:00 PM	Dewey 4162	<b>CLASS 17:</b> <i>Effects of Writing on Cognition</i>	<input type="checkbox"/>	60-75 minutes



Note: you can use File --> Make a copy to make your own copy that you can edit (to check things off as you go!).

Module 6: Following Your Interests! (11/6-12/15) (Note: final module schedule will be determined by the class)						Done ?	How long might this take?
When?		Where?	What?				
Day	Time						
week of 11/6:		TBD	<b>Meet:</b> Meet with me in small groups for Special Interest Topics		<input type="checkbox"/>	40-60 minutes	
November 7th is Election Day! I think this should be a national holiday, but since it isn't, I'm making it a holiday on MY course schedules!							
thurs, 11/9:	2:00 PM	Dewey 4162	<b>CLASS 18:</b>	<i>In-Class Research Project Work Session / Setting the Module 6 Schedule</i>	<input type="checkbox"/>	60-75 minutes	
week of 11/13:		Zoom	<b>Meet:</b> Meet with me individually to talk about research progress/sticking points (optional but recommended)		<input type="checkbox"/>	15-30 minutes	
tues, 11/14:	2:00 PM	Dewey 4162	<b>CLASS 19:</b>	<i>In-Class Research Project Work Session</i>	<input type="checkbox"/>	60-75 minutes	
	11:59 PM	Drive	<b>Write:</b>	<a href="#">Research Project: Annotated bibliography + Lit Review</a>	<input type="checkbox"/>	~\(\ツ)/~	
thurs, 11/16:	1:30 PM	Drive	<b>Special Topic Reading:</b>	<a href="#">Kiefer et al. (2015): "Handwriting or Typing?"</a>	<input type="checkbox"/>	40-60 minutes	
	2:00 PM	Dewey 4162	<b>Special Topic 1:</b>	Writing Across Mediums	<input type="checkbox"/>	60-75 minutes	
before end of day fri, 11/17:		Drive	<b>Respond:</b>	Give feedback on thinking group's Annotated Bibliographies + Lit Reviews	<input type="checkbox"/>	60-80 minutes	
tues, 11/21:	1:30 PM	Drive	<b>Special Topic Reading:</b>	<a href="#">McCutcheon (2006): "Cognitive Factors in the Development of Children's Writing"</a>	<input type="checkbox"/>	40-60 minutes	
	2:00 PM	Dewey 4162	<b>Special Topic 2:</b>	Writing Skill Development	<input type="checkbox"/>	60-75 minutes	
	11:59 PM	Drive	<b>(Optional) Write:</b>	<a href="#">Research Project Proto-Draft (optional; submit if you would benefit from feedback/guidance from me)</a>	<input type="checkbox"/>	~\(\ツ)/~	
Thanksgiving Break!							
tues, 11/28:	2:00 PM	Dewey 4162	<b>CLASS 20:</b>	<i>In-Class Peer Feedback Session for Research Projects</i>	<input type="checkbox"/>	60-75 minutes	
thurs, 11/30:	1:30 PM	Drive	<b>Special Topic Viewings:</b>	<a href="#">YouTube Videos: What is Dyslexia and What is Dysgraphia</a>	<input type="checkbox"/>	15-25 minutes	
	2:00 PM	Dewey 4162	<b>Special Topic 3:</b>	Disorders of Written Communication	<input type="checkbox"/>	60-75 minutes	
fri, 12/1:	11:59 PM	Drive	<b>Write:</b>	<a href="#">Revised/Annotated Research Project due in Individual Folder</a>	<input type="checkbox"/>	60-120 minutes?	
tues, 12/5:	1:30 PM	Drive	<b>Special Topic Reading:</b>	<a href="#">Schmandt-Besserat (2014): The Evolution of Writing</a>	<input type="checkbox"/>	30-40 minutes	
	2:00 PM	Dewey 4162	<b>Special Topic 4:</b>	Evolution of Writing Systems	<input type="checkbox"/>	60-75 minutes	
thurs, 12/7:	2:00 PM	Dewey 4162	<b>CLASS 21:</b>	<i>In-Class Work Time for Final Portfolio/Presentations</i>	<input type="checkbox"/>	60-75 minutes	
tues, 12/12:	2:00 PM	Dewey 4162	<b>LAST CLASS:</b>	Final Project Presentations/Celebrations	<input type="checkbox"/>	60-75 minutes	
fri, 12/15:	11:59 PM	Drive	<b>Write:</b>	<a href="#">Final Portfolio</a>	<input type="checkbox"/>	~\(\ツ)/~	
fri, 12/15:	11:59 PM	Drive	<b>Write:</b>	<a href="#">Final Portfolio</a>	<input type="checkbox"/>	~\(\ツ)/~	