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Class Hours: Monday & Wednesday, 5–6:15 p.m. | Morton Hall 205
Office Hours: Tuesday, 2–3 p.m., and by appointment

English 103-008 *fall 2013*

College Writing & Reading (Advanced)

Course Description

Prerequisite: Special competence demonstrated in the English placement test, Advanced Placement test or CLEP test. College-level writing and reading for advanced students. Extensive practice in composing processes and in gathering, analyzing, synthesizing and documenting information from sources.

As the accelerated, one-semester version of the first-year composition sequence, English 103 seeks to give students practice in a variety of written forms, with primary attention given to writing for academic purposes. Academic writing is characterized by an inquiring, balanced, informed voice and a tolerant intellectual stance. More specifically, it normally demands the following:

- familiarizing oneself with a body of facts, interpretations, or opinions about a given topic;
- articulating questions that can be examined profitably through research;
- surveying and assessing conflicting facts, interpretations, or opinions;
- adopting and supporting a position, while also remaining tolerant toward conflicting points-of-view and acknowledging their appeal.

While these proficiencies cannot be mastered over a single semester or a course, the following sequence of assignments is designed to initiate the long-term process of learning to write and read for academic purposes:

1. An essay that draws upon personal experience to support a generalization.
2. A critical analysis of one or more texts (possibly including films, advertisements, and so forth).
3. Two research-based essays, at least one of which should be persuasive.

All essays will be completed over a series of drafts, giving you repeated opportunities to receive input from the instructor or from peers. These are only core assignments, to be supplemented with such appropriate exercises as journaling, summarizing, paraphrasing, and other exercises. You will also receive guidance in the use of the library.

Two conferences with the instructor are mandatory.

We will often work on written assignments in class, so please come to every class prepared to write and to work on your current essay project.

Objectives

Upon successful completion of this course, students will:

- Focus on a purpose and respond to the needs of different audiences in different kinds of rhetorical situations [CMP 1].

- Use writing and reading for inquiry, learning, thinking, collaborating and communication [CMP 2].
- Employ a writing process that includes finding, evaluating, analyzing and synthesizing appropriate primary and secondary sources, and successfully integrating personal knowledge with source material [CMP 3].
- Enact writing as an open process that includes generating, revising, peer response, editing, and encouraging writers to use invention, feedback and rethinking to revise their work [CMP 4].
- Be able to determine the nature and extent of information needed to solve a problem [IL 1].
- Access information effectively and efficiently from a variety of sources [IL 2].
- Evaluate information critically and incorporate appropriate information into his or her knowledge base [IL 3].

Please recognize that this is **not** Grammar 101. Students who need catch-up work in grammar or mechanics are urged to visit the [University Learning Center](#) early on to devise a tutoring plan. The ULC is in DePaolo Hall 1056. Tel: 962.7857; email: ulc@uncw.edu.

Required Text and Materials

- Silverman and Rader: *The World Is a Text: Writing, Reading, and Thinking About Visual and Popular Culture*, 4th ed. Pearson/Prentice Hall, 2011;
- Access to the Purdue Online Writing Lab's [MLA Formatting and Style Guide: http://owl.english.purdue.edu/owl/resource/747/01/](http://owl.english.purdue.edu/owl/resource/747/01/)
- Paper & pen for in-class writing;
- Printed copies of written work to share in class;
- Access to a college-level dictionary and thesaurus, in print or online.

Graded Work

HOMEWORK

You will have some form of graded homework for almost every class period. You are expected to email written homework to me before the start of class. If you must submit hard copy, I will collect it at the start of each class. To get full credit for each assignment, you need to submit it on time the day it's due.

FORMAL ESSAYS (see *Instruction Sheets E1 – E4*)

You will write four formal essays this semester: (1) writing from experience, (2) writing to explore, (3) writing to analyze, and (4) writing to convince. All essay projects but the first must be research based. Although you may choose to pursue a separate topic for each paper, I invite you to find one topic or area of interest to investigate in depth across all four projects. You may choose a topic that is related to any of the four arenas of life—academic, professional, civic, or personal—and focus it on any type of “text” as that word is used in our textbook. Of course, it's crucial that you choose topics that interest you and that you can make interesting for your readers. You'll have two weeks or more to compose each project, and some part of each project will be due at almost every class meeting. Detailed instruction sheets for all projects are posted on Blackboard (Bb9). Please also read the guidance on Manuscript Format, below.

Note: You may not change a paper's topic after the first workshop without instructor approval.

REFLECTION ESSAYS

Following the submission of each formal essay, you will write a reflection on the techniques and strategies used to create the essay and the challenges you faced in the process. You will be asked to evaluate your process and your work in some detail. Avoid writing fiction: Taking notes of your process while each project is under way is highly recommended.

Other Requirements

REGULAR ATTENDANCE

Because of the collaborative nature of this course, regular attendance is mandatory and will be taken into account in calculating your final grade. You are permitted **TWO** absences without penalty—that's a week's worth of class time. Each additional absence, up to four, will decrease your final grade by 10 percent. Five absences for any reason will result in a failing grade; by then, you will have missed too much class time to earn credit. If you must miss four or more classes, you should withdraw.

As you enter class each day, you must sign the attendance sheet at the front of the room in order to be counted present.

TWO CONFERENCES WITH INSTRUCTOR

The first conference will be individual; the second in small groups. Regular class meetings will be canceled during each conference week, but each conference counts as a class, so attendance is mandatory.

CLASS PARTICIPATION

I urge you to make a positive contribution to class discussion—asking thoughtful questions and offering comments that move discussion forward, showing tolerance for others' ideas with which you may disagree. We will frequently engage in small-group work in class so that everyone can benefit from multiple forms of feedback. Also, please bring your textbook to every class when readings have been assigned so that you can refer to texts being referenced in discussions.

Grading

CRITERIA: A grading rubric is included in the instruction sheet for each essay so that you know in advance what you will be graded for each time. We will discuss the desired traits of each essay before each composing sequence begins.

EXTRA CREDIT: Each student has two opportunities to earn extra credit, worth five points each, by visiting Writing Services before submitting the final draft of any essay. You must schedule an appointment there in advance. Bring drafts of your assignment and the assignment instructions. See Selected Student Services, below.

INCOMPLETE GRADES: I seldom agree to assign a grade of Incomplete except in the most extreme situations. Most students who request incompletes never finish the course.

QUESTIONS: Keep track of, and understand, your grades. If you ever wish to discuss your progress, make an appointment for a conference with me. Retain copies of every written assignment. If you have questions about a grade, wait a day before contacting me. Spend that time considering my comments

on the assignment and comparing your work to the grading rubric. Then, if you still have questions, make an appointment with me to discuss it. Also see Grade Appeals, below.

GRADE WEIGHTS

Assignment Points

Experience Essay	20
Exploratory Essay	20
Analytical Essay	20
Persuasive Essay	20
Reflection Essays (four, averaged).....	20
Essays Drafts (eight, averaged).....	20
Homework (averaged)	20
Total	140

GRADING SCALE: Grades are based on a plus-minus, letter-grade scale representing percentages of points earned out of a possible total of 140 points. Please note that only “whole-letter” grades will be assigned for grades below C+.

Grading Scale	
A = 94 to 100%	C+ = 78 to 80%
A- = 91 to 93%	C = 71 to 77%
B+ = 88 to 90%	D = 61 to 70%
B = 84 to 87%	F = < 61%
B- = 81 to 83%	

Attendance is figured into final grades. For each absence above the two allowed, 10 percent of your final grade will be deducted from the total points earned.

GRADE APPEALS: I will not be offended if you ask me to review your grade. However, as mentioned previously, please wait a day before contacting me about it, to consider my comments. If you still have questions, contact me within two days, and we’ll arrange to talk. After three days have passed, I will not be inclined to revisit any grade. This also applies to the final grade.

University & Course Policies

ACADEMIC HONOR: All UNCW students, faculty and staff are subject to The UNCW Student Academic Honor Code as a way of ensuring the integrity and value of your education. No form of academic dishonesty is tolerated, whether cheating, plagiarism, or other forms of deception such as “recycling” papers you’ve written for other classes. Please read the UNCW Honor Code carefully (as covered in the UNCW Student Handbook and available here: <http://www.uncw.edu/odos/honorcode/>).

Please be especially familiar with UNCW’s position on plagiarism as outlined in the UNCW Student Handbook. Plagiarism is a form of academic dishonesty in which you take someone else’s ideas and represent them as your own. Here are some examples of plagiarism:

1. You write about someone else’s work in your paper and do not give them credit for it by referencing them.

2. You give a presentation and use someone else's ideas and do not state that the ideas are the other person's.
3. You get facts from your textbook or some other reference material and do not reference that material.

CONDUCT: Students are entitled to receive instruction free from interference from others in the class. Please comport yourself in a manner that is appropriate to our purpose. Avoid any behavior that causes a persistent distraction for the instructor or your peers. Arrive on time, and please do not begin packing to leave until class is dismissed. Because we will be doing writers' work each class, you are also expected to come prepared to write and submit work written in class. Bring your textbook every day. And remember that you will often be expected to share your writing with others. So avoid writing about topics that may be too personal to share or that you are unwilling to debate.

LATE WORK: All written assignments are due by class time, 5 p.m. If you turn in an assignment between the start of class and midnight the same day, it will lose a full letter grade (the best grade it can receive is a B). If the assignment is later than that, don't bother; the assignment will receive an F. If you absolutely must miss a deadline, contact me in advance and provide a reasonable and plausible excuse. Reasonable, plausible excuses do **not** include court dates, extended vacations, awesome surf, or sitting up with a sick friend. Plan ahead.

Given the amount of computer support on campus, computer problems are no excuse for missing a deadline. If you're having computer woes, hie thee to the Technology Assistance Center (see below).

MISSING WORK: No work, no credit, no make-up except in rare cases of documented illness. No credit for any in-class writing you miss or homework you don't turn in due to absence or tardiness.

SUBMITTING WRITTEN WORK: All written work should be submitted electronically, as email attachments (not in the body of emails). Hard copy is acceptable when needed, but don't submit the same essay twice, in paper and electronic formats. Written homework assignments will often comprise several parts. Combine all parts of a single day's assignment into a single file for easy emailing and record keeping. Within the document, clearly label the parts of the assignment as they are labeled in the class schedule. It helps to start each part on a new page.

Microsoft Word is our standard application for creating electronic files. If you use another word-processing application, you must save files in rich-text format (*.rtf) to ensure that they can be opened. Do not send text-only documents as they possess no formatting. Assignments sent as files that I cannot open will be penalized as late.

When submitting assignments electronically, always use your last name in the filename and add a label that indicates which assignment you're submitting. Examples:

A second draft of a first essay:	Jones E1.2.docx
A final draft:	Jones E1 final.docx

MANUSCRIPT FORMAT: All final drafts must conform to the MLA style of documentation, including the formatting described below. For assistance with MLA style, see Purdue University's Online Writing Lab (OWL): <http://owl.english.purdue.edu/owl/resource/747/01/>

- Machine printed in a standard 12-point font
- 1" margins all around
- First-page header
- Continuously double-spaced after the first-page header. Do not skip lines between paragraphs.
- Centered title; standard first-line indentation (0.5") for paragraphs
- Continuous page numbers inserted into the header (not in the body)
- MLA-styled list of works cited whenever citing sources

REVISING PAPERS: Revision is a critical skill that will serve you throughout your professional or creative life. So we'll place great emphasis on practicing revision. In most cases, the "final" draft of a paper you turn in for a grade is really just a shot in the dark at a vague target because the standards for college-level writing may be unfamiliar to you; it's not likely to reflect your true potential. A truer measure of your skill will likely manifest only when you've had a chance to "re-see" your work through the lens of the instructor's evaluation. For these reasons, I encourage you — rather, *expect* you — to revise and resubmit every paper graded after its initial evaluation.

You may revise any paper (except the final essay) within the following constraints:

1. You have seven days from the day I return your graded paper to revise and resubmit it.
2. For any paper submitted late (between the start of class and midnight the same day), the grade penalty will also apply to any subsequent revision. For example, a "B" essay submitted late will earn a C. If revised to the level of an "A" paper, it will earn no more than a B. This does not apply to papers submitted after the midnight deadline. You cannot revise a paper that earned an F due to lateness.
3. After I've re-evaluated a paper, you may revise and submit it once again, within seven days.
4. In the case of previous drafts submitted on paper ("hard copy"), you must return those earlier drafts bearing my comments along with your revision when submitting a revised paper.
5. Revision does not guarantee an improved grade.

RELIGIOUS HOLIDAYS: In accordance with NC SL 2010-211, students are entitled to two excused absences for religious observances per academic year. Students must inform the instructor in writing the first week of class if they will miss any classes due to religious observance. Additionally, students should inform the Registrar the first week of class who will then coordinate with the corresponding course instructors. Any absence for religious purposes will be considered unexcused unless a student submits the request in writing the first week to the instructor or Registrar.

PERSONAL ELECTRONICS: Unless you are using your smart phone to access class-related information, **turn it off** before class begins — silencing it is not enough. Texting during class is distracting and prohibited. Restrict laptop use to class work.

TIME COMMITMENT: Plan to spend two to three hours *per credit-hour* each week outside class working on your assignments for this course. In other words, this three-credit class could demand nine hours a week of work outside class. To become an effective writer, plan to write something at least five days a week.

VIOLENCE & HARASSMENT: UNCW does not tolerate any kind of violence or behavior that meets the legal definition of harassment ([N.C.G.S. 14-277.3A](#)). If you are experiencing an emergency of this type contact the police at 911 or UNCW CARE at 962-2273. Resources for individuals concerned with a violent or harassing situation can be located at <http://www.uncw.edu/wsrc/crisis.html>. All University employees who receive a report of alleged sexual misconduct by a student, on or off-campus, must notify the Dean of Students or the Title IX Coordinator. Only three departments can provide confidential assistance to students: [CARE: Interpersonal Violence Prevention & Response](#), the [Counseling Center](#), and the [Abrons Student Health Center](#).

ACCOMMODATIONS FOR DISABILITIES: The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. One element of this legislation requires that all qualified students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the [Office of Disability Services](#) (Westside Hall, 1st fl.; 910.962.7555; TDD 800.735.2962; <http://www.uncw.edu/stuaff/disability/>).

Selected Student Support Services

UNCW offers a wide range of support services for students. I encourage you to seek out information about them early on so that you'll know what's available should you ever need support. Two services in particular may be of interest to first-year students:

Writing Services at the University Learning Center

DePaolo Hall, first floor

910.962.7857

<http://www.uncw.edu/ulc/writing/index.html>

All writers need readers, and the more readers you have while drafting a paper, the better your paper can become. Writing Services provides experienced peer readers for all UNCW students as they develop and improve their writing skills. Writing Services are not remedial, but designed for all student writers who want to improve their papers. Students can get help with their writing in three ways:

1. [The Writing Center](#) (DE1003) provides one-on-one writing consultations led by faculty recommended peer writing tutors who are trained to help students develop specific revision plans. [Visit our website](#) to schedule an appointment.
2. Students can also receive electronic response to their developing papers through our [Online Writing & Learning](#) (OWL) program. Visit our website for a variety of writing resources: handouts, guides, useful links, and the [Online Consultation](#) page.
3. Students can drop-in at our [Writing Lab](#) (DE 1003) for help with quick questions about their developing papers. The Writing Lab is staffed with a writing tutor, and has a few computers and other writing resources for students. You can check out the [Writing Lab schedule online](#).

The ULC's hours are shorter at the beginning of the semester, during exams, and during the summer, but typically Writing Services are available:

Sunday	2pm – 9pm
Monday – Thursday	9am – 9pm

Friday

9am – 5pm

Counseling Center

DePaolo Hall, 2nd floor

910.962.3746

<http://www.uncw.edu/counseling>.

You don't have to be in crisis to benefit from speaking with a qualified counselor. UNCW's Counseling Center provides individual, couple and group counseling; substance-abuse assessments; consultation, community referrals, after-hours crisis and emergency services, and more — all of it confidential and free to currently enrolled students. No appointment is necessary, and walk-ins are welcome Monday through Friday.

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Class Schedule

Note: Assignments and due-dates are subject to change. Written assignments must be received by the start of class, preferably by email. All readings are in our textbook, *The World Is a Text* (4e), or in handouts available from our Blackboard 9 course site. Numbers in parentheses are page numbers in the textbook.

Remember to bring your textbook to class whenever readings have been assigned.

Wk	Date	Assignments
1	Aug 21	<p>BEFORE CLASS: Read the entire syllabus. Purchase the textbook. Read the first half of the Introduction (3–24).</p> <p>DURING CLASS: Introductions, course overview.</p>
2	Aug 26	<p>BEFORE CLASS: Finish reading the Introduction (3–24). Read the instruction sheet for your first essay project, writing from experience (on Bb9).</p> <p>DURING CLASS: Discuss the textbook’s Introduction and the instructions for our first essay, writing from experience.</p>
	Aug 28	<p>BEFORE CLASS: Read Introduction Parts I, II, III (26–34), VIII (75–76). Generate a list of at least five possible topics for your first project, writing from experience.</p> <p>NOTE! For help generating ideas for essay topics, review the “Essay Ideas” sections at the end of every chapter in our textbook (125, 183, 268, 316, 356, 451, 512, 552, 612). Also see the “Your Text: Writing” prompts that follow each reading.</p> <p>DURING CLASS: Discuss Introduction. Submit your list of possible essay topics; discuss your list with peers</p>
3	Sep 2	Labor Day – No Class
	Sep 4	<p>BEFORE CLASS: Read Hartlaub: “Writing about Video Games” (89); read Silverman: “Reading and Writing about the Road” (103); read Zimmer: “Reading and Writing About YouTube: The You in YouTube” (112). Respond in writing to any two questions in “This Text: Reading” (123–124). Submit your written responses to the readings. Read Introduction, Part III (34–43). Read Invention Strategies handout (Bb9); do at least one invention activity described in the handout in preparation for your first project. Prepare a detailed outline of your essay project on writing from experience and begin drafting pages. Email your invention(s) and outline to the instructor.</p> <p>DURING CLASS: Discuss your project, including organizational strategies. Discuss the readings and responses.</p>
4	Sep 9	<p>BEFORE CLASS: Read Tatum: “Why Are All the Black Kids Sitting Together in the Cafeteria?” (279); Shamieh: “Censoring Myself” (294). Respond in writing to any two questions from “This Text: Reading,” p. 282, and any two from “This Text: Reading,” p. 296. Finish drafting your project; bring a copy of your project to class; email a copy to the instructor.</p> <p>DURING CLASS: Workshop your full draft with peers. Submit your written responses to the readings.</p>

	Sep 11	<p>BEFORE CLASS: Revise your project and bring two printed copies to class; email a copy to the instructor.</p> <p>DURING CLASS: Peer edit your revised project.</p>
5	Sep 16	<p>BEFORE CLASS: Polish your project, writing from experience, and submit it to the instructor by email for grading.</p> <p>DURING CLASS: Begin drafting a reflection on your completed project.</p>
	Sep 18	<p>BEFORE CLASS: Complete your reflection on your first project, then email it to the instructor. Read "The College Campus Suite" (239–266). Respond in writing to any three questions from "This Text: Reading," p. 266. Email your responses to the instructor by regular class time. Read the instruction sheet (on Bb9) for our second essay, writing to explore.</p> <p>DURING CLASS: Discuss the next project, writing to explore.</p>
6	Sep 23	<p>NO CLASS MEETING. BEFORE CLASS TIME: Generate a list of at least five possible topics for your second project, writing to explore; email the list to the instructor. Read "Wikipedia Is Good for You!?" by James P. Purdy (Bb9), then respond to three questions from the related handout on Bb9; email your responses to the instructor. Read Introduction, Part V (56–60).</p> <p>NOTE! For help generating ideas for essay topics, review the "Essay Ideas" sections at the end of every chapter in our textbook (125, 183, 268, 316, 356, 451, 512, 552, 612). Also see the "Your Text: Writing" prompts that follow each reading.</p>
	Sep 25	<p>BEFORE CLASS: Compile your initial inventions and research notes on your emerging project and bring a copy of them to class; be prepared to present them. Read the "Tips for Writing Summaries" handout (Bb9). Read "Summary: Using It Wisely" (online).</p> <p>DURING CLASS: Discuss your progress on your project. Discuss upcoming library instruction and exercise. Discuss writing summaries.</p>
7	Sep 30	<p>BEFORE CLASS TIME: Read Spain: "Spatial Segregation and Gender Stratification in the Workplace." Read Tannen: "Marked Women, Unmarked Men" (391); respond in writing to any two questions under "This Text: Reading," p. 222, and two from "This Text: Reading," p. 395. Write an objective summary of Tannen's article (1.5 – 2 pages). Email your responses to the questions and your summary of Tannen's article to the instructor by regular class time.</p> <p>DURING CLASS: Meet at Randall Library's instruction room, RL 1022 (just past the DVDs on the first floor).</p>
	Oct 2	<p>BEFORE CLASS: Complete the library exercise (Bb9); prepare an electronic or hard copy to bring to class. Prepare a detailed outline of your emerging project, then email a copy to the instructor.</p> <p>DURING CLASS: Discuss your outlines and the library exercise. Discuss paraphrasing.</p>

8	Oct 7— 9	<p>CONFERENCE WEEK — Meet individually with the instructor, by appointment.</p> <p>BEFORE YOUR CONFERENCE: Write a complete draft of your project; email a copy to the instructor before your conference appointment. Be prepared to discuss your emerging project.</p> <p>DURING YOUR CONFERENCE: Bring a copy of your complete draft of your project on writing to explore, as well as any other helpful materials such as inventions, outline or notes.</p>
9	Oct 14	<p>BEFORE CLASS: Revise the content of your project and bring <u>two</u> printed copies to class; email a copy to the instructor. Complete the paraphrasing exercise provided on Bb9, then email it to the instructor.</p> <p>DURING CLASS: Peer edit your revised project. Discuss the paraphrasing exercise.</p>
	Oct 16	<p>BEFORE CLASS: Finish your project on writing to explore; submit the polished version by email for grading. Locate in the textbook and examine any list of works cited in MLA style; come to class prepared to discuss it. Read the textbook Introduction Parts VI, VII (60–74).</p> <p>DURING CLASS: Discuss assignment for the next project, a research-based analysis. Discuss lists of works cited. Begin drafting a reflection on your completed project.</p>
10	Oct 21	<p>BEFORE CLASS: Complete the Works Cited exercise available on Bb9, then email your completed list to the instructor. Complete your reflection on your first project, then email it to the instructor.</p> <p>DURING CLASS: Discuss the list-of-works-cited exercise. Discuss summaries, paraphrases and lists of works cited.</p>
	Oct 23	<p>BEFORE CLASS: Read the instruction sheet for our research-based, third essay, writing to analyze. Read Gantz: “Not That There’s Anything Wrong with That” (134); read Hayhurst: “Putting the ‘Me’ Back in Medical Drama” (435), then write a one-paragraph summary of each article. Email your summaries (all in one file) to the instructor.</p> <p>DURING CLASS: Introduce our research-based, third project, writing to analyze. Discuss summarization.</p>
11	Oct 28	<p>BEFORE CLASS: Generate a list of at least five possible topics for your research-based third project. Read Love: “Before Jon Stewart: The Growth of Fake News. Believe It” (563); read Wilson & Gutierrez: “Advertising & People of Color” (578); respond in writing to any two questions from “This Text: Reading,” p. 569, plus two from “This Text: Reading,” p. 584. Email your responses to the instructor.</p> <p>NOTE! For help generating ideas for essay topics, review the “Essay Ideas” sections at the end of every chapter in our textbook (125, 183, 268, 316, 356, 451, 512, 552, 612). Also see the “Your Text: Writing” prompts that follow each reading.</p> <p>DURING CLASS: Discuss your list of potential topics. Discuss the readings.</p>
	Oct 30	<p>BEFORE CLASS: Draft several pages for your analysis, using invention activities, outlines and other techniques previously discussed. Come to class prepared to discuss your progress.</p> <p>DURING CLASS: Discuss your emerging project.</p>

12	Nov 4–7	<p>CONFERENCE WEEK — Meet with the instructor in small groups, by appointment.</p> <p>BEFORE YOUR CONFERENCE: Prepare a complete draft of your third project; bring a copy to the conference; email a copy to the instructor beforehand.</p> <p>DURING YOUR CONFERENCE: Workshop your third project.</p>
13	Nov 11	<p>BEFORE CLASS: Revise your project, writing to analyze. Prepare one printed copy to bring to class.</p> <p>DURING CLASS: Peer edit your revised project.</p>
	Nov 13	<p>BEFORE CLASS: Finish your third project, then email a polished final draft to the instructor for grading.</p> <p>DURING CLASS: Begin drafting a reflection on your completed project.</p>
14	Nov 18	<p>BEFORE CLASS: Complete your reflection on your third project, then email it to the instructor. Read the textbook Introduction Part IV (44–56). Read the instruction sheet for our final, research-based essay, writing to convince. Read “<i>Star Wars</i> and America” (340) and respond in writing to all three “This Text: Reading” questions on p. 342. Read the Avatar Suite (343–355), and respond in writing to “This Text: Reading” questions #2 and 4. Email your written responses to the instructor.</p> <p>DURING CLASS: Discuss assignment for the final project, a research-based, persuasive essay. Discuss the readings.</p>
	Nov 20 REVISED!	<p>BEFORE CLASS: Generate a list of at least five possible topics for your final essay, then email your list to the instructor. Research how to edit for conciseness; come to class prepared to present ideas for instruction; also bring one printed page from Essay 3 to edit in class. Read “The NEXT Plague: MTV’s Sexual Objectification of Girls and Why It Must Be Stopped” (174); respond in writing to question #2, p. 181. Read “Out of Style Thinking: Female Politicians and Fashion” (395); respond in writing to “This Text: Reading” questions #1 and 2, p. 397. Email your responses to the instructor.</p> <p>DURING CLASS: Discuss your list of possible essay topics. Develop guidelines for editing for conciseness; edit exercise. Discuss the readings.</p>
15	Nov 25	<p>BEFORE CLASS: Prepare a complete outline of your emerging final project; email a copy to the instructor and bring a copy to class. Draft several pages of your final project; come to class prepared to discuss it. Read “Weasel Words” (587); read “Is Google Making Us Stupid?” (602); read “No, Google Is Not Making Us Stupid” (609); respond in writing to any three questions from “This Text: Reading,” p. 611. Email your responses to the instructor.</p> <p>DURING CLASS: Discuss your outline for your emerging project. Discuss the reading.</p>
	Nov 27	Thanksgiving Break — No class

16	Dec 2	<p>BEFORE CLASS: Prepare a complete draft of your project and bring a copy to class; email a copy to the instructor. Read "The Long Tail" (569); respond in writing to all three "This Text: Reading" questions on p. 578. Email your responses to the instructor.</p> <p>DURING CLASS: Workshop the full draft of your persuasive essay. Discuss the reading.</p>
	Dec 4	<p>BEFORE CLASS: Revise the content of your final project. Bring <u>two</u> printed copies to class; email a copy to the instructor.</p> <p>DURING CLASS: Peer edit your revised project.</p>
17	Dec 9	<p>BEFORE TODAY: Finish your final project, writing to convince. Write and polish your final reflection.</p> <p>BEFORE 11:59PM: Email the polished versions of your final project and final reflection to the instructor for grading.</p>

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