Syllabus ENGL 3303

Grammar and Writing

CRN: 20899: Section 001

SPRING 2024
Class Information and Contact Info

Instructor:  Dr. Anjanette Darrington

Course delivery: Standard, In-Person

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Office:  HUDS 322 and Virtual/Zoom link in courseroom

Office Hours: T/R 12:00PM - 1:30PM & online by appointment

Course Description
The course goal is for students to command a thorough working knowledge of Standard English Grammar and to apply the conventions and usage of Standard English in written discourse. Students will study grammar and writing through *direct* and *indirect* teaching methods and become proficient in the writing process through the various genres of writing. Through the readings and activities, students will be encouraged to become independent and critical thinkers, learners and teachers. This course is specifically structured for English majors, for students wanting to improve their knowledge of English grammar and their writing skills, and for students who will be teaching English or students who would like to improve their writing skills in various professions. Through the study of the various grammatical structures, along with the manners and modes of how students learn to write, students in this course will improve their own writing, and for those who will teach English, they will learn to improve the writing abilities of their future students as well.

### Course Objectives

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

1. Demonstrate knowledge of major historical, regional and cultural influences on the ongoing development of the English language (e.g., Anglo-Saxon migrations, emergence of dialects, changing technology). (TExES D1.003.A)

2. Understand and teach how to research word origins and analyze word formation as an aid to understanding meanings, derivations and spellings. (TExES D1.003.B)
3. Understand and teach relationships among words (e.g., homonyms, synonyms, antonyms) and issues related to word choice (e.g., connotative and denotative meanings, multiple-meaning words, idioms, figurative language). (TExES D1.003.C)

4. Know and teach rules of grammar, usage, sentence structure, punctuation and capitalization in standard English and is able to identify and edit nonstandard usage in his or her own discourse and the discourse of others. (TExES D1.003.D)

5. Know how to provide explicit and contextual instruction that enhances students’ knowledge of and ability to use standard English. (TExES D1.003.E)

6. Understand recursive stages in the writing process (e.g., prewriting, drafting, conferencing, revising, editing, publishing) and provides students with explicit instruction, meaningful practice and effective feedback as they engage in all phases of the writing process. (TExES D3.008.A)

7. Understand writing as a process that allows students to construct meaning, examine thinking, reflect, develop perspective, acquire new learning and influence the world around them. (TExES D3.008.B)

8. Apply writing conventions, including sentence and paragraph construction, spelling, punctuation, usage and grammatical expression, and provides students with explicit instruction in using them during the writing process. (TExES D3.008.C)

9. Apply criteria for evaluating written work and teach students effective strategies for evaluating their own writing and the writings of others. (TExES D3.008.D)

10. Know and teach how purpose, audience and register affect discourse and define appropriate language, writing style, and text organization. (TExES D1.003.F; D3.009.C)

11. Structure peer conference opportunities that elicit constructive, specific responses and that promote students’ writing development. (TExES D3.008.E)

12. Apply strategies for helping students develop voice and style in their writing. (TExES D3.008.G)

13. Demonstrate an understanding of informal and formal procedures for monitoring and assessing students’ ability to use the English language effectively. (TExES D1.003.G; D3.008.H; D3.009.N)

14. Use assessment results to plan and adapt instruction that addresses students’ strengths, needs and interests and that builds on students’ current skills to increase their proficiency in using the English language effectively and writing proficiency. (TExES D1.003.H; D3.008.I; D3.009.O)
Required Materials

Required Textbooks


Additional Required Materials

- UTEP email account and computing account
- Noredink.com account (free): Class code: colorful sheet 75
- Let’sDiagram.com account (free)

Course e-Learning & Communication

You must use your UTEP email address for all communication in this course. It is your responsibility to ensure that you have an official UTEP email account and an account to access computers on campus. Work with Tech Support if you experience problems.
Other helpful resources:

- National Council of Teachers of English: http://www.ncte.org
- Modern Language Association: http://www.mla.org
- Rethinking Schools: http://www.rethinkingschools.org
- Jim Burke’s Homepage: http://www.englishcompanion.com
- Harry Wong Summary: http://www.glavac.com/harrywong.htm
- Rubistar – web-based rubrics: http://rubistar.4teachers.org/index.php
- Teachers & Writers Collaborative: http://www.twc.org
Course Policies

1. Attendance, Preparation, and Assignments

There are no excused absences in this class. You are allowed up to one week of absences without penalty (which is two days for a class like this that would be scheduled to meet twice a week in-person). A second week of absences (two more days) will result in a loss of 10 points off of your final grade per additional absence. A fifth absence (meaning you post late for any 5 assignments), for any reason, could result in an F for the course.

As our community grapples with COVID again for this semester, be aware that we may have to make adjustments based on community, campus and CDC guidelines. Your absences will not negatively affect your grade as long as you can document your illnesses/quarantine and as long as you continue to communicate your condition with me and as long as you submit necessary work in the courseroom.

2. Late Assignment Policy
Post your assignments on time (based on Syllabus/module due dates and calendar) and/or bring appropriate assignments to class on F2F meeting days as indicated on the syllabus. These will not only count toward your grade but also will count toward your attendance for online class days.

**Workshop writing assignments** will need to be posted to your workshop discussion area before workshop, so these assignments will be **due earlier in the day (when your class meets)**. Some assignments, such as **Reading Logs** are typically due before class on the day we are discussing the reading.

Of course, because of the nature of the intensive writing in this course and because of the way Writer's Workshop works, if we have to move to an online workshop scenario during the semester, certain assignments associated with writing work will need to be turned in/submitted mid-week. Please see the syllabus and the calendar for more information on these due dates should that occur.

Your final portfolio is due **Thursday, May 9**.

Late work will be downgraded, up to \( \frac{1}{2} \) letter grade for each calendar day that it is late.

Online discussion board participation (Presentations or WW peer comments) is due by midnight on the due date. Late posts/responses will receive \( \frac{1}{2} \) credit if posted within the same week and no credit if posted after the week assigned.

3. **Technology Use Guidelines**

   Please remember and observe good technology etiquette. Be careful and respectful in your communication with others. Remember that when a personal F2F relationship is absent or limited, some text-based communications can be perceived as more critical or ruder than originally intended. Inappropriate posts will be removed and will not be counted toward grade credit.

4. **Class Climate**

   Be courteous to each other. Listen/read intently to what everyone has to say, and **when responding to other students, address each other by name and show how your response is connected to what has already been said**.

**COVID-19 Precautions**

   Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID 19 testing.

   The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org
I, like most teachers, get most of my teaching ideas from other teachers. I don’t know many teachers who don’t share their work, freely and enthusiastically. Still, it is my obligation, whenever possible, to give due credit to others for their contributions to my classes. You must do the same. In discussions, group work, and especially written work, when you bring in ideas, texts, lessons, or concepts from other authors or sources, make note of it. There are brilliant teaching materials available on the web (but there are also some lessons that are not very effective) and in various databases sponsored by our library, and you would be foolish not to make use of some as you plan for your teaching. When you do so – whether it is for lessons and the unit for this course, for your student teaching assignments, or during your work as a full-time teacher – give clear documentation on your materials. Your students should see this: you are modeling responsible citation of sources for them, and you are demystifying the teaching process. When students understand that you have to research materials for their classes, and that you give credit responsibly, they are more likely to follow your lead in their own research and writing.
Accommodations for Disabilities

I believe in providing reasonable accommodations for students with documented disabilities on an individualized and flexible basis. This is an upper-level English class. Because this is a course that will prepare you to teach children how to write, you should

- know and possess writing and grammatical skills that are necessary for you to express your thoughts in clear and effective language so that you can teach these skills to children;
- be able to develop your thoughts in a clear and cohesive written form that is supported with facts, examples and illustrations;
- be able to write a variety of clear and concise sentences and use transitional devices adequately; and
- know and are able to use the conventions of Standard American English, including punctuation, capitalization, and spelling accurately.

If you need help with your English writing and grammar skills, I will be glad to help you during my office hours (or by appointment).

My office location and hours are located on the first page of this syllabus. I may also ask you to get help from the Tutoring and Learning Center of the library, room 300, 747-5366.
If you are a Special Needs student, please notify me promptly, and I will work with you through the CASS office regarding assignments, assessments and any special accommodations that you may need.

**Assignment Requirements:**

All assignments must be **typed** (or word processed) unless otherwise stipulated. Work is considered late if it is submitted after the due date and time programmed on the assignment/listed on the syllabus. You should keep a copy of all reading logs (don’t just create and submit on blackboard without copying and pasting to a Word Doc to save).
Participation & Attendance (15%)

Peer Responses to Presentations: Of the two required presentations (Picture Sheet Introductions and Final Paper Presentation), you will need to respond to a minimum of 6 peers for each presentation. The expectation is that you will respond to everyone in your Workshop Group as well as additional peers (your choice) to meet the minimum required responses. The purpose of this is to build classroom community and to give you all a sense of presenting to specific audiences, rather than a general public.

10 points each

Response Journals/Reading Logs (20%)
**Reading Logs (RLs):** Each reading assignment also requires you to complete a reading log. For this class, I require you to identify *questions* that you have while reading, *facts* that you glean or notice while reading, and *conclusions* that you draw while reading.

10 points each

*Reading Log Assignment Description:* As you read each chapter, you will complete the following: I wonder...., I notice.... I think... identifying three to five things for each:

- **"I wonder"** - what *questions* arise as you read or examine the text?
- **"I notice"** - *details* of the text, *facts, new information* - maybe making connections between this text and others that you have read
- **"I think"** - *conclusions* that you draw based on the reading, making *connections* between readings, lectures, experiences, etc.

All reading logs need to be submitted BEFORE MIDNIGHT at the end of each week in order for you to be given full credit. Late reading logs may be submitted but will only receive \( \frac{1}{2} \) credit (at most).

**Writing Assignments/Writer's Workshop (25%)**
Although we will begin Writer's Workshop in a face-to-face (F2F) format, we may have to adjust to an online environment later in the semester. We will hope that public health conditions allow us to continue to meet and discuss our writing.

**Rough Drafts (RDs):** Each writing assignment you are required to complete for this class you will first submit a rough draft to your Writer’s Workshop group Discussion Board area. It is essential that you submit these **BEFORE CLASS** on the due date on the calendar (which will often times be mid-week), so that your peers will have the opportunity to read and respond to your drafts. This is an integral part of Writer’s Workshop. As you post your rough draft, you should list a minimum of three questions that you have specifically about each writing piece. These are questions that your peers will answer in their feedback.

10 points each

**Peer Feedback (WWs):** Sometimes in Workshop, we are inhabiting the role of the author. Other times we are inhabiting the role of the audience or peer. For each of your peers in your workshop group, you will be required to read (and listen to their posted video) and respond to their draft. Typically, this also happens mid-week and multiple times per week during this accelerated summer session. Responses to peers are due by midnight on the date listed on the calendar. You are not **required** to provide feedback for drafts that are posted late, but should you choose to do so, that would be a very nice (and a very professional) thing to do. Late feedback, though appreciated by the author, will not be accepted for credit.

15 points each

**Journals:** At several points during the course, I will ask you to journal and reflect. These assignments are submitted via the journal link and will either act as pre-writing before a related assignment draft is due or as reflection and a meta-cognitive learning strategy after you have written and workshopped a piece. All Journal entries will be graded for completion (and following directions) and will contribute to your overall Writer’s Workshop percentage.

15 points each
Grammar Assignments and Quizzes (20%)

Grammar Assignments (GAs): Using a variety of methods (Blackboard Assignments, NoRedInk.com assignments, and Let'sDiagram.com) we will be working with (practicing and applying) specific grammar concepts. You will need to create and maintain specific site accounts. These assignments are imperative to your developing understanding of grammar concepts.

25 points each

Grammar Quizzes: Periodically, there will be quizzes over certain grammar concepts. These will be administered either through Blackboard or through Quizlet. The acquired scores on these quizzes will contribute to your overall grammar percentage grade.

30 points each
Presentations (6%)

Who Am I? What Matters to Me? You will complete your template and then show it (screen share) on your YuJa video (also showing yourself and recording the audio) while you give a summary 5 of the details you included on your sheet. You will also be required to respond to peers. Please see “Peer Responses to Presentations.”

15 points
Final Paper Presentation: For your final project, you will summarize the main points of your final paper. You are also required to do a "Feather Circle" or "Author's Chair" reading of a segment of one of your final versions of your writing assignments through YuJa (audio, video, and screen sharing). You should link your video reading to one of the points in your final paper (justify why you choose to share that piece/segment to read). You will also be required to respond to peers. Please see “Peer Responses to Presentations.”

30 points

Final Portfolio (14%)

Your Final Digital Course Portfolio is your final exam for this course. Rather than have you memorize facts and details, I prefer to have you collect your written works and reflect on them and on your growth as a writer and teacher. This is a much more effective measure of your learning than any other form of assessment for this course. As such, to this Portfolio Assignment area you will submit your rough drafts with peer comments/feedback along with your revised final versions of each assignment.

500 points total
Grading Scale

A = 90% or more of total points
B = 80 – 89% of total points
C = 70 – 79% of total points
D = 60 – 69% of total points
F = 59% of total points or below
Schedule of Assignments

This syllabus is subject to change at my discretion to meet instructional needs and/or to accommodate time constraints.
Module 1: Course Foundations and Navigation

Tuesday, Jan 16: (F2F)

Recorded lectures provided for review
- Syllabus - Syllabus Quiz
- YuJa Presentations
- Who Am I? What Matters to Me?
- Reading Log Expectations
• Class Climate/Discussion/Response Guidelines/Expectations

Create & Post

• Post Picture Sheet (Who Am I) presentation to Submit: Who Am I Presentation Class Discussion Board board (due Thursday, Jan 18 midnight)
• Peer Responses to Presentation (Yuja Picture Sheet) - due in Class Discussion board Sunday, Jan 21 (Your Workshop Group + ?? to equal 6 total responses)

Thursday, Jan 18: (F2F)

Recorded lectures provided for review

• WW - Who Am I? Picture Sheet (PS) workshop -- see assignment description
• Phenomenology of Error
• Journal #1 – Overview
• Parts of Speech

Write (due Sunday, Jan 21, midnight)

• RL#1 Williams (online): - Phenomenology of Error
• Journal prompt #1 - Your Name
• Syllabus Quiz - Due Sunday, Jan 21, midnight
Module 2: Foundations of Language - Words

Tuesday, Jan 23 (F2F)

Recorded lectures provided for review

• Parts of Speech
• Cornell Notes and Podcast access
• WA#1 Overview

Thursday, Jan 25 (F2F)

Recorded lectures provided for review

• Homophones, homonyms, homographs
• Introduction to Prepositions
• Prepositional Phrases
• Overview NoRedLink.com and first few assignments
Writer's Workshop

- WA#1 - Names

Write - (due Sunday, Jan 28, midnight)

- Cornell Notes on History of English Podcast "Introduction"

Submit - (due Sunday, Jan 28, midnight)

- GA#1 - Homophones (NoRedInk.com)
- GA#2 - Parts of Speech 1 (NoRedInk.com)
- GA#3 - Parts of Speech 2 (NoRedInk.com)

Module 3: Visual Structures of Language

Tuesday, Jan 30 (F2F)

Recorded lectures provided for review

- Overview of Hausseman Ch. 1 (RL#2)
- Overview of Anderson Ch. 1 (RL#3)
- Building Language – Sentence Diagramming – structures of sentences

Thursday, Feb 1 (F2F)

Recorded lectures provided for review

- Basic Punctuation
- Never-Never Rules
- Journal #2 Overview
- Overview Quiz #1
Write -- (due Sunday, Feb 4, midnight)

- RL#2 Haussamen: Preface, Vignette & Intro, & Ch. 1 “Three Goals for Teaching Grammar”
- RL#3 Anderson: Pt. I, Ch. 3 “Weaving Grammar and Mechanics Into Writer’s Workshop”
- RL#4 Haussamen: Ch. 6 “Grammar Superstitions: The Never-Never Rules”
- RL#5 Haussamen: Ch. 7 “Sentence Diagramming”
- Journal #2 - Workshop Experience Reflection

Submit -- (due Sunday, Feb 4, midnight)

- Quiz 1 - Parts of Speech (NoRedInk.com)
- GA#4 – Basic Punctuation (NoRedInk.com)

Module 4: Building Blocks of Grammar - Phrases

The Phrase

- A phrase is a group of related words. It does NOT create a sentence.

Tuesday, Feb 6 (F2F)

Recorded lectures provided for review
• Review of Prepositional Phrases and Noun Phrases
• Forms, Frames, and Functions of Words
• Nouns as Subjects and Objects
• Overview of GA#5 - Noun Phrases
• Overview of Anderson Ch. 1
• Overview of Anderson, Part 2 sec 3 - Pronouns
• Overview of WA #2 - The Writing Process

Thursday, Feb 8 (F2F)

Writer's Workshop

• WA#2

Write - (due Sunday, Feb 11, midnight)

• RLI#6 Anderson: Foreword by Vickie Spandel & Ch. 1 “Introduction”
• RLI#7 Anderson: Pt. 2, Sec. 3 (p.103) “Pronouns: The Willing Stand-ins”

Submit (due Sunday, Feb 11, midnight)

• GA#5 – Noun Phrases
**Module 5: Building Blocks of Grammar - Phrases (continued)**

**Tuesday, Feb 13 (F2F)**

*Recorded lectures provided for review*

- Building Blocks of Grammar – Verb phrases
- Subjects and Predicates
- Direct Objects and Subject Complements
- Overview of GA#6 - Verb Phrases
- Sentence Pattern 2 (SII) and Diagramming Practice
- Haussamen chapters overview - Note that discussion board requires more than just an LC!
- Anderson chapter overview
- Supplement of Anderson, Part 2, Sec. 4 - Verbs
Thursday, Feb 15 (online)

Write -- (all Reading Logs due by Sunday, Feb 18, midnight)

- RL#8 Haussamen: Ch. 4 “Flexing Student’s Sentence Sense”
- RL#10 Anderson: Pt. 2, Sec 4 “The Verb: Are We All in Agreement?”

Submit (due Sunday, Feb 18, midnight)

- GA#6 – Verb Phrases

Module 6: Language Construction - Sentences

Tuesday, Feb 20 (F2F)

Recorded lectures provided for review

- Types of Sentences and Sentence Diagramming
- Haussamen chapters overview
- GA#7 - Sentence Stalking Overview
- Verb Forms and Verb Tense (review lectures-- the 2 part "Supplement to Anderson" on Verbs that I gave you in Module 7) - for GA#8
Overview of Conferences

Thursday, Feb 22 (F2F)

Write -- *(RLs due Sunday, Feb 25, midnight)*

- **RL#11** Haussamen: *Ch. 2 “Discovering Grammar”*
- **RL#12** Haussamen: *Ch. 3 “Teaching the Language of Grammar”*
- **GA#7** – Sentence Stalking SPI & SPII
- **GA#8** - Verb Forms

*Sign up!*

- Sign up for a conference time with me during the week of Mar 4 - Mar 8

**Module 7: Language Construction - Sentences (continued)**

Tuesday, Feb 27 (F2F)
Recorded lectures provided for review

- Sentence Pattern 3 (SPIII) and Diagramming Practice
- Gallagher chapter (1: Literacy Stampede) overview
- Haussamen chapter (5: Non-Native Speakers) overview

Thursday, Feb 29 (online)

*Complete Diagramming Practice discussion. You need to diagram sentences and upload/attach images of your diagrams.*

*Write -- (due Sunday, Mar 3, midnight)*

- **RL#13** Gallagher: *Ch. 1 “Running with the Literacy Stampede”*
- **RL#14** Haussamen: *Ch. 5 “Non-Native Speakers in the English Classroom”*

**Module 8: Language Construction - Sentence Structures**
Attend

- Attend your scheduled conference with me to discuss your writing

Tuesday, Mar 5 (online)

Diagramming Practice

Recorded lectures provided for review

- My Writing Journey
- The Neglected "R" - A Time and Place for Writing
- Elevating Student Writing Using Real-World Models
- Quiz 2 Overview
- WA #3 (Literary Analysis) Overview

Thursday, Mar 7 (online)

Quiz 2 -- Sentence Diagramming and Reading Quiz (due by midnight Sunday, Mar 10)

Write -- (due Sunday, Mar 10, midnight)

- RL#15 Gallagher: Ch. 2 “Overcoming ‘The Neglected “R”’: Establishing a Time and Place to Write”
- RL#16 Gallagher: Ch. 4 “Elevating Student Writing: Using Real-World Models”

Spring Break! No Class Mar 11-15
Module 9: Language Construction - Sentence Structures (continued)

Tuesday, Mar 19 (online)

Recorded lectures provided for review

- Sentence Structure
- Additional Complex Sentences
- Understanding More Complex Punctuation
- GA#9 Overview
- Gallagher - "Beyond the Grecian Urn"
- Noden - "Writer as Artist"
- Noden Ch. 1 Supplement

Thursday, Mar 21 (F2F)

Recorded lectures provided for review

- "Coaching" (or Teaching) Grammar
- Writing Instruction - 6+1 Traits
- Assessment and Feedback
- Journal #4 - Conference Reflection

**Write -- Reading Logs due Sunday, Mar 24, midnight**

- **RL#17** Gallagher: Ch. 3 “Beyond the Grecian Urn: The Teacher as a Writing Model"
- **RL#18** Noden: *Introduction & Ch. 1 “The Writer as Artist”*

**Submit (due Sunday, Mar 24, midnight)**

- GA#9 - Compound/Complex Sentences (NoRedInk.com)
- Journal #4 - Conference Reflection

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**Module 10: Language Instruction**

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**Tuesday, Mar 26 (F2F)**

**Writer's Workshop**

- WW#3 - Revised Literary Analysis
- Quiz #3 Overview - Sentence Types
- GA#10 Overview
Thursday, Mar 28 (F2F)

Submit *(due Sunday, Mar 31, midnight)*

GA#10 - Sentence Stalking Compound, Complex, & Compound-Complex Sentences

- Quiz #3 -- Online -- Due midnight Sunday, Mar 31

Module 11: Designing Meaning - Developing Voice

**Types of Writing**

### NARRATION

- A narrative is a story developed from an event or series of events.
- Narratives usually involve a character in conflict.
- Details of character, setting, conflict, and plot are usually chosen and ordered in such a way as to develop a main theme or idea.
- The beginning of the story usually establishes the character, setting and mood.
- The middle of the narrative describes events in which the character deals with the main conflict and other minor conflicts.
- The end of the story tells how the conflict is resolved.

### PERSUASION

- Persuasive writing aims to move the reader to support a point of view or to act in support of an idea or cause.
- A persuasive piece often begins with a statement of the author's position, then presents arguments and evidence in favour of that position, and concludes with a call to action or a recommendation.
- Persuasive writers arrange their points for maximum impact on their audience.
- Persuasion usually combines logical and emotional appeals designed to win over a specific audience.

### DESCRIPTION

- Descriptions focus on creating a single dominant impression of a person, place, event, feeling or idea.
- Descriptive writers choose words, images, and details that appeal to more than one sense and that reinforce the dominant impression they want to give their readers.
- Descriptive writing often uses figurative language techniques such as simile and metaphor.
- Descriptions may be organized in various ways: spatially, chronologically, thematically, or in whatever way best suits the topic and purpose.

### EXPOSITION

- Exposition involves presenting facts to a specific audience.
- Expository writing is arranged to make information as accessible and understandable to the reader as possible.
- Expository writers often define unfamiliar or technical terms by comparing them with something more familiar to the reader.
- The writer's personal opinions and value judgments are usually not part of expository writing.

Tuesday, Apr 2 (F2F)

Recorded lectures provided for review

- Building Blocks of Genre - Essays and Paragraph Structure
- Attributive Tags
- In-Text Citations
- MLA Works Cited Page

Thursday, Apr 4 (F2F)

Recorded lectures provided for review
• Paragraph Structure - Power Paragraphs
• Paragraph Structure - Sandwich Paragraphs
• Noden chapter Overview - developing voice

Write - all RLs due Sunday, Apr 7, midnight
• **RL#19** Noden: Ch. 2 “The Artist’s Eye”

**Module 12: Building Blocks of Genre - Essays**

**Tuesday, Apr 9 (F2F)**

*Recorded lectures provided for review*
• Writing Introductions
• Writing a Strong Thesis or Claim
• Writing Conclusions
• Parallel Structure
• Noden chapter Overview
• GA#11 Overview
• Journal #5 Overview - Learning Reflection

**Thursday, Apr 11 (F2F)**

*Write* -- *(due Sunday, Apr 14, midnight)*
• **RL#20** Noden: Ch. 3 “Parallel Structures”
• Journal #5 - Learning Reflection

*Submit* *(due Sunday, Apr 14, midnight)*
• GA#11 - Parallel Structure (NoRedInk.com)
• WA#4 draft due to color group before class on Tuesday, Apr 16
Module 13: Building Blocks of Genre - Persuasion

Tuesday, Apr 16 (F2F)

Recorded lectures provided for review

- Persuasion and the Rhetorical Triangle (3 part lecture - Part 2 is a quiz!)
- GA#12 Overview
- WA#4 Overview

Writer's Workshop

- WA#4 -- Persuasive Essay

Thursday, Apr 18 (F2F)

- Sandwich Paragraphs

Submit (due Sunday, Apr 21, midnight)

- GA#12 - Parallel Structure (BB)
All Make-up Reading Logs are due by Sunday, Apr 21, midnight

Module 14: Building Successful Writing Practices

Tuesday, Apr 23 (F2F)

Recorded lectures provided for review

- Final Digital Portfolio Assignment Overview
- Self-Citing on Works Cited Page
- Continuous Pagination for Portfolio
- Quiz #4 Overview - Parallel Structure

Thursday, Apr 25 (F2F)

Submit (due Sunday, Apr 28 midnight)

- Final Presentation Overview
- Quiz #4 - Parallel Structure (NoRedInk.com)
Module 15: Bringing it All Together

Self-reflection is only useful when followed by thoughtful action.

Tuesday, Apr 30 (online)

Create & Post

- Final Presentation - YuJa video - post to Submit: Final Presentation Class Discussion Board (due Tuesday, Apr 30, midnight)

Thursday, May 2 (online) -- Last Day of Class

Respond

- Respond to your classmates in the Submit: Final Presentation Class Discussion Board (due Thursday, May 2, midnight)
The final exam for this course is your digital portfolio. All assignments should be uploaded to the appropriate Blackboard Assignment area by midnight on Thursday, May 9. Please see assignment description.