

**WRTG 1150: First-Year Writing & Rhetoric, Section 280R**  
**Libby Arts Residential Academic Program**  
**Fall Semester 2015**

Instructor: Dr. Eric Burger  
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Office Hours: WF 10:00 a.m. – 11:30 a.m. and by appointment  
Class Meeting Time: MW 3:00 p.m. – 4:15 p.m.  
Class Location: LIBY 140

**Required Texts:**

- 1) *Knowing Words: A Guide to First-Year Writing and Rhetoric, 12<sup>th</sup> Edition*. ISBN 978-1-68036-057-8.
- 2) *The Everyday Writer, 5<sup>th</sup> Edition*. Andrea A. Lunsford. ISBN 978-1-4576-0004-3.
- 3) Desire2Learn essays and other readings.
- 4) Your writing (in hard copy).

**Recommended**

**Text:**

- 1) *The Curious Researcher: A Guide to Writing Research Papers, 7<sup>th</sup> edition*. Bruce Ballenger. ISBN 0205172873.

**Overview:** Welcome to WRTG 1150, First-Year Writing & Rhetoric. In this class you will write, write, and write some more! Not only will you write plenty in this class, but we will often spend our class time revising and discussing drafts of your papers. In this way WRTG 1150 is somewhat unique; your writing is the primary text for the course. The primary goal of the course is to push you to become stronger college-level writers. To that end, WRTG 1150 emphasizes rhetorical awareness, research skills, reading skills, and the idea that good academic writing is driven by inquiry—a curious student is usually a better writer.

**CCHE Criteria:** The Colorado Commission on Higher Education (CCHE), which is the governing body for our state colleges and universities, stipulates certain criteria for intermediate level (CO2) writing courses. To help you better understand how this course incorporates the criteria, I identify key elements below and summarize how the course speaks to each.

**Rhetorical Knowledge.** This course will present you with writing from a variety of academic disciplines (education, journalism, literary studies, etc.) and genres (criticism, creative non-fiction, journalism, etc.) in order to deepen your rhetorical knowledge. Rhetorical texts used will include *Knowing Words: A Guide to First-Year Writing and Rhetoric* and *The Everyday Writer*, a Bedford St. Martin's style guide.

**Writing Process.** This course involves frequent peer review of drafts, with an emphasis on helping you see your habits in composing papers. Additionally, in peer review sessions we will discuss concrete strategies for developing your papers. You will use a variety of technologies (from word processing software to library databases to Desire2Learn) in this course, and you will learn to evaluate sources during the Inquiry Project, both in class and during a scheduled class visit with an information literacy specialist at Norlin Library.

**Conventions and Content Knowledge.** Through in-class writing exercises, class discussion, individual conferences, your major paper assignments, my written comments on your drafts, and more, you will deepen your understanding of how to manipulate voice, diction, syntax, and other elements of composition in order to speak effectively to a variety of academic audiences. Also, this course will enhance your ability to adapt the content of your writing to the academic situation by, among other things, requiring you to write in multiple genres and presenting readings from a variety of disciplines and genres.

**Major Assignments:** You will be required to complete the following major assignments:

- 1) Personal Essay
- 2) On an Everyday Object or Experience: A Lyric Essay
- 3) Education Today: A Brief Argument
- 4) Inquiry Project
- 5) Reflection Paper

Below are brief descriptions of the major course assignments, including the relative weight of each in your final grade:

*1) Personal Essay:* In this assignment, you will write about an aspect of your own personal experience and you will explore it through story, through description, and especially through meditation on your subject. You will strive to write in a style that sounds natural, conversational, but is also artful. This assignment emphasizes voice, narrative techniques, and developing a successful implicit thesis. 4-5 pages, typed, double-spaced. 10%

*2) On an Everyday Object or Experience: A Lyric Essay:* The lyric essay, with its inbuilt twists and turns, its disdain for traditional structure, is an ideal genre for exploration: indeed, the form itself usually mimes the episodic, meandering, and sometimes bumpy nature of a journey. The goal of this assignment is to render, through that unusual structure/exploration, an everyday object or experience *significant* to a reader. The goal is to wake the reader up to the dimensions, the import, of your subject. Make the reader think hard, reconsider, and reconnect with something so common she perhaps hasn't really thought much about it in a while, if at all: a steering wheel, a pair of sneakers, food shopping, walking. This assignment emphasizes rhetorical awareness (especially as related to genre—we will often focus discussion on differences between the personal essay and the lyric essay), close attention to language, and developing a successful implicit thesis. 4-5 pages, typed, double-spaced. 15%

3) *Education Today: A Brief Argument*: As first-year college students, this is an ideal time for you to examine our education system; its merits and limitations, its equities and unfairness, its variability and standardization—all are very much a part of your lives right now. Based on assigned readings and your own research, in this paper you will present a stance on an element of 21<sup>st</sup> century education, an element of your choice. This assignment will emphasize synthesis of ideas (from assigned readings), integrating evidence from sources into your argument, and presentation of an effective explicit thesis. 4-5 pages, typed, double-spaced. 15%

4) *Inquiry Project*: The main component of the *Inquiry Project* is the Inquiry Paper, a researched argument articulating your position on a topic of your choice. The paper will be based on information you have found at the library, evaluated, and organized. You will write a short proposal, an annotated bibliography, and a context statement in the process of developing this paper. I will encourage you to focus on a subject you find *fascinating* (as noted in the Course Overview, a curious student is usually a better writer). The Inquiry Project will emphasize researching and longer-form composition. The Inquiry Paper component will be 8-10 pages, typed, double-spaced. 30%

5) *Reflection Paper*: In this, the final paper you'll write in this class, you'll have a chance to reflect on your writing and the nature and uses of writing in general. You can do research if you like for this paper, but it is not necessary. I will encourage you to ground your reflection in the ideas about writing that, as a class, we generate in discussion over the course of the semester, but you will have the freedom to address whatever aspect of writing seems crucial for you to write on in this final paper. 3-4 pages, typed, double-spaced. 10%

### **The Portfolio System:**

Since the emphasis in this class is on developing and revising your work, you will produce drafts of the major papers and you will get feedback from the class on those drafts (except for the Reflection Paper, which you will turn in during finals week). You should **hold onto all drafts and written feedback you get** because each time a major paper is due you will hand in related drafts and feedback. All of the materials will go in a folder, a *portfolio* of your work from that unit of the class. This is so I can see that you have been working hard at revising and improving the paper; I want to see that you are taking into consideration the observations of your peers and that you are engaged in the tricky process of revision. It's also a way for me to emphasize how central revision is in the writing process. Good writers work hard at revision and they understand that it takes a lot of time and effort to get to that finished product.

### **The Journal:**

There are two ways to journal in this class: 1) electronically (in this case you'll bring your laptop to class every time we meet), and 2) "old school" (in this case you'll bring an "old school" paper notebook to class every time we meet). I don't have a preference, but make sure that you save all in-class writing on your laptop if you elect to compose in-class writing electronically. If you

compose electronically, you will need to print up your journal entries when I collect journals from the class (I do this twice a semester).

We'll spend roughly 10-15 minutes journaling most class periods. I will assign the topic just before you start writing. Sometimes the journal entry will be on the assigned reading. Sometimes it will be on a topic from our discussions. Sometimes it will be related to a major assignment and it might serve as a leaping-off point for a dialogue about that assignment. In all cases, the journal entries should help you **reflect** on the course material and get more out of the class than you would have otherwise.

Each journal entry should be dated at the top, like this for instance: "8/24/15." When I collect your journals I will be looking to see that you've legitimately engaged with each assigned topic and engaged with writing itself. Challenge yourself as a writer, stylistically and intellectually, in the journal entries. They're in-class writings, so I **don't** expect them to be perfect. But you'll notice, in our readings, that most professional writers are good at ruminating on a subject in a distinctive and appealing way. If you can find or develop your own distinctive and engaging way to "think on the page" as you journal this semester, that will be excellent.

### **Course Readings (A Warning):**

The essays we'll read by professional writers cover all kinds of material, including some that might be upsetting to some of you (sexuality, family dysfunction, physical/emotional abuse, and more). Additionally, some assigned readings use profanity. It's my belief that, as writers and academics, we must be open to the full spectrum of content and language in this classroom. That doesn't mean we should ever quietly accept writing that deals with charged material in insensitive ways. But it does mean we should respect and try to learn from any writer's (professional or otherwise) content/language choices, even—or perhaps especially—if said writer pushes us outside our comfort zones. I would hope that no one would drop the course because of assigned material and this permissiveness, but that is a decision each of you will have to make.

### **Library Tutorials:**

Students in every WRTG 1150 section must complete a series of online library tutorials called Research Instruction Online Tutorials, or RIOTs. These will introduce you to the library and its resources and help prepare you to do library research. The tutorials include several graded quizzes, which you may take only once.

**Grading:** Your grade for the class will be calculated as follows:

**Major Assignments: 80%**

**Library Tutorials: 5%**

**Participation: 15%**

**On Participation:** Active participation is essential in WRTG 1150. We will spend the majority of classroom time involved in discussion and workshop activities and these are *vital* to your development in the course. If you have trouble speaking up in groups (because of nerves, shyness, etc.) please see me after class so I'm aware.

Verbal participation, attendance, on-time assignments, your journal, and preparedness are the main components of class participation. Preparedness is *very* important. Make sure you always show up to class having read the assigned chapters/essays for that day. Make sure you have the assigned materials with you. (Desire2Learn materials can be accessed in class on your laptop if you like.) You must have notes about the assigned reading with you *at the beginning of class*. This is because I *check notes* occasionally to see that students are engaging with the assigned reading. In effect, there are three ways to take notes on the assigned reading for this class: 1) take notes in a paper notebook, 2) take notes on your laptop, or 3) underline (or use a highlighter) and jot notes in the margins of assigned readings—in this case you will have to print up readings if they're from Desire2Learn. Please choose whatever works best for you.

**Grading Criteria:** For each of your major papers, you will receive a handout detailing the specific requirements of the assignment. However, the following general criteria for grading should help familiarize you with the standards of this writing class.

A Range: Exceptional in form and content: paper is well organized; observations are insightful, original, perhaps even surprising. Evidence supports claims convincingly. Style is graceful and appropriate. Paper is largely error free.

B Range: Strong in form and content: paper is clearly organized; observations are largely accurate and demonstrate above-average critical thinking skills. Evidence supports primary claims and largely supports local claims. Style is clear and appropriate. There may be minor grammatical issues.

C Range: Satisfactory in form and content: paper might have some issues with organization, but the argument is relatively clear; observations are largely accurate, but perhaps somewhat obvious and/or underdeveloped. Evidence, overall, supports primary claims but some doesn't support local claims—or evidence is simply lacking in places. Style is acceptable, but perhaps uneven or underdeveloped. There may be recurring grammatical errors.

D Range: Not satisfactory in form and content: paper has serious issues with organization; the argument is difficult to follow. Observations are poor; they are underdeveloped and, at times, incorrect. Evidence does not convincingly support claims. Evidence is lacking in places. There may be pervasive grammatical errors.

F (not passing): Seriously underdeveloped content. May be extremely difficult to follow. There is little evidence and most of it is unconvincing. There may be pervasive grammatical errors. This grade might also result from plagiarizing or turning the paper in late.

### ***Grade Chart:***

A	93-100	B	83-87	C	73-77	D	63-67
A-	90-92	B-	80-82	C-	70-72	D-	60-62
B+	88-89	C+	78-79	D+	68-69	F	0-59

### ***Revision of a Major Assignment for a Grade Change:***

I will allow you to re-submit one of your major assignments for re-evaluation and potential grade change. If you elect to do this, I suggest that you meet with me (in my office, after class, etc.) to discuss the paper. You will have to attach the *original graded version of the paper* and you will also have to submit a 1-2 page report in which you describe your revision strategy. This optional Revision Project must be submitted by December 14, 2015.

### **Basic Information and Course Policies:**

***Assignments:*** All out-of-class assignments must be typed and double-spaced. Staple if longer than a page. Use standard 12-point font size and standard 1-inch margins. Do not email assignments to me unless I specifically request electronic submission; in general, all assignments must be handed in as hard copies. **Late assignments will only be evaluated for full credit if you have asked me for an extension, I have granted it, and you get the assignment in on the revised due date.**

***Attendance:*** Regular attendance is mandatory. If you miss 4 classes, your final grade will be lowered 1 full letter grade (e.g., from a B to a C). If you miss 5 classes your final grade will be lowered 2 full letter grades. If you miss 6 classes or more you will fail the class. It is *very* important that you understand this policy. **If you miss 4 classes, your final grade will be lowered 1 full letter grade. If you miss 5 classes your final grade will be lowered 2 full letter grades. If you miss 6 classes or more you will fail the class.** In other words, you get 3 free passes (but please remember that nothing in this world is ever really free: missing class means missing assignments and classroom exercises and that will negatively affect your participation grade). If you find yourself in a position where you'll absolutely need to miss more than 3 classes, you must email me with a formal request to miss those additional classes and, in the request, explain your reasons for the absences. If I grant your request, you will not be penalized beyond an effect on your participation grade for the absence(s); in other words, your final grade will not be lowered 1 full letter grade for each class you miss beyond the 3<sup>rd</sup>. This is the **only** way to get an exception to the above-stated attendance policy. But be aware that I may not grant your request and you should seriously consider your schedule this semester, including any exams you'll have for other classes that might conflict with this class, before you decide to stick with this section of WRTG 1150. In general, in the case of serious illness, family emergency, etc. I will grant a request. And in the case of vacation, work schedule, etc. I won't. I may ask for documentation. Please also note that it is your responsibility to arrive to class on time. I take attendance at the beginning of every class session and, if you aren't there, you will

get marked absent. You can come up to me after class to let me know that you arrived, and I'll mark you present, but be advised that late arrivals negatively affect your participation grade. Be advised as well that, if you arrive to class after I've called your name during roll, it is **your** responsibility to make sure that I've marked you present. I will make accommodations for students exercising their rights to religious observance and in such cases students will not be penalized in any way for missing class. Please note that a missed group or individual conference counts as 1 absence.

**Plagiarism:** Plagiarism is the act of presenting another author's work as your own. All work in WRTG 1150 must be original. If you plagiarize any part of a paper you will get a failing grade for that paper and you may fail the course. I may also choose to report plagiarism to the Honor Council. Remember, when you paraphrase or quote the work of others you must cite your sources. If you don't, it's plagiarism. And it doesn't matter if you have plagiarized intentionally or not; presenting another's work as your own is plagiarism. Also, you may not hand in the same paper to two different classes; all work for WRTG 1150 should be unique to WRTG 1150. You are responsible for reading, understanding, and complying with the CU Honor Code, which you can find at <http://honorcode.colorado.edu/about-honor-code>

If you have any questions regarding what constitutes plagiarism please ask me. I'll be glad to answer your questions.

**Writing Center:** If you want additional help with your writing, the Writing Center in Norlin Library (Norlin E111) is a great place to go to talk about ideas, improve your thesis or essay organization, or just generally work on your writing skills. Check the Writing Center website for more information about hours and services, or request an appointment online at <http://www.colorado.edu/pwr/writingcenter.html>

**Disabilities:** If you qualify for accommodations because of a disability please submit to me a letter from Disability Services in a timely manner so that your needs may be addressed. Disability services determines accommodations based on documented disabilities. For more information call 303-492-8671, email at [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu), visit N200 Center for Community 107 UCB, or see <http://www.colorado.edu/disabilityservices>

**Discrimination and Harassment:** The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been discriminated against should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or the Office of Student Conduct and Conflict Resolution (OSC) at 303-492-5550. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be found at <http://www.colorado.edu/institutionalequity/>

**Classroom Etiquette:** Disruptive behavior will not be tolerated. General CU guidelines regarding classroom behavior can be found online at <http://www.colorado.edu/policies/student-classroom-and-course-related-behavior>

**Gadgets:** Cell phones must be turned off during class time *unless I ask you to use them*. If we're working on laptops please do not access websites unless I ask you to. The 21<sup>st</sup> century is one with a seemingly unlimited reservoir of technology-driven distractions (author David Foster Wallace refers to it as the "Total Noise" century) and distraction in the classroom is detrimental to learning. When you're in the classroom, you should be focused on the activity at hand and that only. Now, the activity at hand in our class will *often* involve using laptops and other gadgets—this technology is, of course, critical in a 21<sup>st</sup> century classroom and, when used well, it's **invaluable**—but it has limitations and a distracted class is not a productive one. We'll try to use technology well: in a professional, beneficial, controlled way.

**Directions to My Office:** One last thing! My office is in the stadium and, occasionally, students have trouble finding it. I encourage you to come by during office hours to discuss your writing. Here's how you find me:

- 1) Enter Stadium Gate 9
- 2) Go through the first door on the left
- 3) Go up one flight of stairs
- 4) Go through the door on the left
- 5) Go down the hall until you see 266 on the right
- 6) Enter and find me in 266E

*Try again. Fail again. Fail better.*  
-Samuel Beckett



## WRTG 1150 DAILY SYLLABUS

Notes: **Daily assignments are subject to change.** Assignments may also be added to this schedule. Any changes will be announced in class. It is likely that assignments will added from our style guide, *The Everyday Writer*.

KW = *Knowing Words*  
EW = *The Everyday Writer*  
D2L = Desire2Learn

The Desire2Learn portal can be found at <https://learn.colorado.edu/>

You will need to use the VPN (Virtual Private Network) to access full-text documents from Norlin Library databases when you're off campus. See <http://oit.colorado.edu/vpn> for information and links to VPN downloads.

### Week One: Introduction/Personal Essay

M	8/24	In Class:	Course Introduction
W	8/26	For Class:	Read KW Ch. 1: "Introduction" Read "The Knife" by Richard Selzer (D2L) & "Ode to an Orange" by Larry Woiwode (D2L)
		In Class:	Discussion Journal Entry

### Week Two: Personal Essay

M	8/31	For Class:	Read "Walking" by Henry David Thoreau (D2L)
		In Class:	Discussion Journal Entry
W	9/2	For Class:	Read "Introduction to <i>Art of the Personal Essay</i> —excerpts" by Philip Lopate (D2L) & "Island" by Rhett Iseman Trull (D2L) & "Anniversary" by Ruth L. Schwartz (D2L)
		In Class:	Discussion Journal Entry

### Week Three: Personal Essay

M	9/7	NO CLASS – LABOR DAY HOLIDAY	
W	9/9	For Class:	Read "Writing Personal Essays: On the Necessity of Turning Oneself Into a Character" by Philip Lopate (D2L) & "Coming into Language" by Jimmy Santiago Baca (D2L) Read KW pp. 95-105: "Learning to Read" by Erma Sampson & "Finding Pretty" by Russell Fox (student essays)
		In Class:	Discussion Short Seminar on using <i>The Everyday Writer</i>
F	9/11	Rough draft of Personal Essay due for students getting peer reviewed. Submit your draft as a Word attachment e-mailed to me. You MUST email your draft by 7 p.m.	

Week Four: Personal Essay

M	9/14	For Class:	Prepare for Large Group Peer Review Rough draft of Personal Essay due (1 hard copy) for students who will not be large group peer reviewed.
		In Class:	Large Group Peer Review
W	9/16	For Class:	Prepare for Large Group Peer Review
		In Class:	Large Group Peer Review

Week Five: Personal Essay /On an Everyday Object or Experience: A Lyric Essay

M	9/21	For Class:	Prepare for Large Group Peer Review
		In Class:	Large Group Peer Review
W	9/23	For Class:	Read KW Ch. 5: “Genre” Read “The Pain Scale” by Eula Biss (D2L)
		In Class:	Receive handout: Erica Bleeg on genre/subgenre: “Creative Nonfiction” Receive handout: “New Terrain: The Lyric Essay” by Deborah Tall & John D’Agata Discussion: The Lyric Essay Journal Entry

Week Six: Personal Essay/On an Everyday Object or Experience: A Lyric Essay

M	9/28	For Class:	<b>Personal Essay Portfolio due</b> Read “A Braided Heart: Shaping the Lyric Essay” by Brenda Miller (D2L) & “Son of Mr. Green Jeans: An Essay on Fatherhood, Alphabetically Arranged” by Dinty W. Moore (D2L)
		In Class:	Discussion Journal Entry
W	9/30	For Class:	Read “Brenda Miller Has a Cold, or: <i>How the Lyric Essay Happens</i> ” by Brenda Miller (D2L) & “Joyas Boladoras” by Brian Doyle (D2L) Read EW Ch. 6: “Exploring Ideas” Read KW Ch. 3: “Information Literacy”
		In Class:	Seminar on Chinook & CU databases (bring in your laptop if you want to follow along on your own computer) Journal Entry

Week Seven: On an Everyday Object or Experience: A Lyric Essay

M	10/5	For Class:	Read “13, 1977, 13” by Jonathan Lethem (D2L) Optional Reading: “Four Hands Improvising on a Piano” by Paula Marafino Burnett (D2L) & “Digression and Memory: The Handmaiden Effect” by Paula Marafino Burnett (D2L)
		In Class:	Discussion Journal Entry
W	10/7	For Class:	Rough draft of On an Everyday Object or Experience: A Lyric Essay due (3 copies)

In Class: Journal Entries (to this point) due  
Journal Entry (I will collect this entry too; be prepared to write it pen/paper so you can turn it in after writing it)  
Workshop

Week Eight: On an Everyday Object or Experience: A Lyric Essay/ Education Today: A Brief Argument

M 10/12 For Class: Prepare for Small Group Peer Review  
In Class: Small Group Peer Review

W 10/14 For Class: **On an Everyday Object or Experience: A Lyric Essay Portfolio due**  
In Class: Journal Entry  
Discussion: Education Today: A Brief Argument

Week Nine: Education Today: A Brief Argument

M 10/19 For Class: Read “Higher Ed, Inc.” by James Twitchell (D2L) & “On the Uses of a Liberal Education” by Mark Edmundson (D2L)  
Optional Reading: “Who Are You and What Are You Doing Here?” by Mark Edmundson (D2L)  
In Class: Discussion  
Journal Entry

W 10/21 For Class: Read “Trigger Happy” by Jenny Jarvie (D2L) & “We Are Teaching High School Students to Write Terribly” by Matthew J.X. Malady  
In Class: Discussion  
Journal Entry

Week Ten: Education Today: A Brief Argument

M 10/26 For Class: Read “Teaching Millenials, Our Newest Cultural Cohort” by Angela Provitera McGlynn” (D2L) & “Against School” by John Taylor Gatto (D2L)  
In Class: Discussion  
Journal Entry

W 10/28 For Class: Rough draft of Education Today: A Brief Argument due (3 copies)  
“Treated” draft of Education Today: A Brief Argument due (1 copy)  
In Class: Discussion: The Bureaucratic Style  
Exercise

Week Eleven: Education Today: A Brief Argument

M 11/2 For Class: Prepare for Small Group Peer Review  
In Class: Small Group Peer Review

W 11/4 For Class: **Education Today: A Brief Argument Portfolio due**  
In Class: Introduction to the Inquiry Project/RIOTs  
Journal Entry: Interest Inventory

### Week Twelve: Inquiry Project

M	11/9	For Class:	Inquiry Project Proposal due Complete first & second modules of RIOTs (instructions on how to access and complete RIOTs are at <a href="http://ucblibraries.colorado.edu/Instruction/d21studentguide.pdf">http://ucblibraries.colorado.edu/Instruction/d21studentguide.pdf</a> ) NOTE: You only get <b>one</b> chance to take each online module of the RIOTs; you cannot back up to change answers. Be careful and go as slowly as you want through each module.
		In Class:	Introduction to the Annotated Bibliography Journal Entry
W	11/11	For Class:	Read KW pp. 211-213: "Violence and Education: An Annotated Bibliography" (student annotated bibliography) Complete third, fourth, and fifth modules of RIOTs (instructions on how to access and complete RIOTs are at <a href="http://ucblibraries.colorado.edu/Instruction/d21studentguide.pdf">http://ucblibraries.colorado.edu/Instruction/d21studentguide.pdf</a> )
		In Class:	Library Seminar. We will meet at Norlin Library (room TBA).

### Week Thirteen: Inquiry Project

M	11/16	For Class:	Annotated Bibliography due Read KW pp. 117-136: "Happily Horrified" by Kelsey McDonald & "Makeover Feminism" by Olivia Kahlo (student essays)
		In Class:	Discussion Journal Entry
W	11/18	For Class:	Context Statement due Read KW pp. 149-159: "America's Obsession with Celebrities and Celebrity News: When Is It Too Much?" by Marcy Franklin (student essay)
		In Class:	Discussion Journal Entry
Th	11/19		Rough draft of Inquiry Paper due for all students (as a Word attachment e-mailed to me). You MUST email your draft by 7 p.m.

### Week Fourteen: Fall Break

Eat & sleep & eat some more & do fun things & relax.

### Week Fifteen: Inquiry Project

M	11/30	For Class:	Prepare for Large Group Peer Review
		In Class:	Large Group Peer Review
W	12/2	For Class:	Prepare for Large Group Peer Review
		In Class:	Large Group Peer Review Course Evaluations

### Week Sixteen: Inquiry Project/Reflection Paper

M	12/7	For Class:	Prepare for Large Group Peer Review
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In Class: Large Group Peer Review  
Journal Entries (post-10/7) due

W 12/9 For Class: **Inquiry Project Portfolio due**  
In Class: Discussion: The Reflection Paper

NOTE: The Reflection Paper & optional Revision Project are due Monday, December 14 by 4 pm. You can put them in my box in ENVD or hand them to me in my office.