

**Englwrit 112: College Writing**  
**Teacher's Calendar with Suggested Lesson Plans**  
**Spring 2012 | Monday-Wednesday**

(Underlined text refers to entries in WP Resource Database: <http://www.umass.edu/writingprogram/teach.html>)

<b>INTRODUCTION TO THE COURSE</b>		
<b>...WEEK 1</b>	<p>Mon, 1/23</p> <p><i>Building a writing community</i></p>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>◦ Introduce the concept of writing: as a means of thinking and expression, as social engagement, as part of our everyday lives, as a technology.</li> <li>◦ Start building a writing community.</li> </ul> <p><b>IN-CLASS ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>◦ Briefly introduce self and course.</li> <li>◦ Writing Exercise on our writing lives: <i>List texts that you've written or read in your life. Think about 'important' texts as well as everyday reading and writing.</i> Then, ask students to introduce themselves to one another (<u>Interview Exercise</u>) and to share their writing histories.</li> <li>◦ Share introductions with class. Emphasize the contexts that each brings to class community.</li> <li>◦ Introduce course books and their roles in <i>College Writing: Other Words</i> (OW), <i>Student Writing Anthology</i> (SWA), and <i>Penguin Handbook</i> (PH).</li> </ul> <p><b>HOMEWORK (DUE NEXT MEETING)</b></p> <ul style="list-style-type: none"> <li>◦ Read OW, Introduction (vii-xvi) and PH, Ch 1: Think as a Writer (1-6).</li> <li>◦ Read 2-3 SWA essays (one from Unit 1) to show diversity of college writing.</li> <li>◦ Writing Exercise: <u>Diversifying Literacy Exercise</u>.</li> </ul>
<b>UNIT I: INQUIRING INTO SELF</b>		
<b>WEEK 1...</b>	<p>Wed, 1/25</p> <p><i>What is writing?</i></p>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>◦ Start generating shared terms about reading and writing, and continue throughout semester.</li> <li>◦ Introduce syllabus: esp. course goals and trajectory, five units, and writing process.</li> </ul> <p><b>IN-CLASS ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>◦ Discuss OW &amp; PH readings: writing, rhetorical triangle, and how to read <i>as a writer</i>. Apply to SWA readings. Generate shared terms about reading and writing—e.g., see <u>Writer's Toolbox</u>.</li> <li>◦ Discuss syllabus and calendar. Emphasize writing process, and remind students to save and keep organized all generative writing, drafts, and revisions for unit portfolios.</li> <li>◦ Introduce the idea of a writer's contexts. As class, read beginning of 1<sup>st</sup> OW essay for Unit I. Do <u>Hierarchy of Influences</u> activity, and discuss. <u>Generative Writing</u> for Unit I.</li> </ul> <p><b>HOMEWORK (DUE NEXT MEETING)</b></p> <ul style="list-style-type: none"> <li>◦ Finish reading 1<sup>st</sup> OW essay, and read 2<sup>nd</sup> OW essay for Unit I. See <u>recommended readings</u>.</li> <li>◦ Writing Exercise: Reflect on context in one or both essays, e.g., <u>Reading for Self</u> activity.</li> </ul>
<b>WEEK 2</b>	<p>Mon, 1/30</p> <p><i>Exploring writer &amp; reader contexts</i></p>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>◦ Introduce Unit I, and explore contexts that affect students' selves.</li> <li>◦ Introduce WRITING PROCESS, esp. DRAFTING. Explore how reading, discussion, and informal writing can inspire new ideas for writing.</li> </ul> <p><b>IN-CLASS ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>◦ Discuss OW essays &amp; students' responses: <i>What contexts shape the writers? How do our responses reflect differences in readers' contexts?</i> Refer to rhetorical triangle.</li> <li>◦ Introduce Unit I essay (<u>Contexts That Make Me</u>, <u>Self as Writer</u>, <u>Self in Contradiction</u>, <u>Blowing Things into Proportion</u>, or <u>My Self in Words</u>).</li> <li>◦ <u>Generative Writing</u> on possible topics.</li> <li>◦ As class, read a Unit I essay from SWA. Discuss description, writer's voice and critical reflection, and audience. Use PH Ch 7c to extend to discussion: <i>What is "good" writing in Unit I?</i></li> </ul> <p><b>HOMEWORK (DUE NEXT MEETING)</b></p> <ul style="list-style-type: none"> <li>◦ Continue reading PH, Ch 7a-c: Write to Reflect (68-70), and write Unit I initial draft. Bring 2 copies to next class.</li> </ul>

	<p>Wed, 2/1</p> <p><i>Revising description &amp; beginnings and endings</i></p>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>◦ Introduce REVISION and idea that writing is always <i>in-process</i>, always open to re-seeing.</li> </ul> <p><b>IN-CLASS ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>◦ Unit I initial draft due; collect for teacher response. Explain that, for all essays, teacher comments and peer comments each serve distinct, complementary roles—e.g., for Unit I, you address how critically context is represented while peers address how description affects readers. (Teachers: return with comments by Mon 2/6.)</li> <li>◦ Writing Exercise: <i>What are you learning about yourself by writing this essay? And what do you want your essay to tell readers about how your context has shaped you?</i></li> <li>◦ Revision Exercise: description. Consider essay purpose, and revise the description in 1-2 paragraphs of draft—e.g., refer to PH, Ch 7c, point 3. Read aloud 2-3 revised descriptions.</li> <li>◦ Revision Exercise: beginnings/endings. Read PH Ch 3f in class, and discuss beginnings and endings in OW/SA essays. Small groups read aloud introductions and conclusions, and give ideas for revising beginnings and endings—e.g., see <u>Inquiring into Self: Imagining the Director’s Role</u>. Writing Exercise: <i>Reflect on revision possibilities in light of your essay’s purpose.</i></li> </ul> <p>❖ <i>Computer Lab Idea: Students upload drafts to SPARK, and students revise drafts together in class.</i></p> <p><b>HOMEWORK (DUE NEXT MEETING)</b></p> <ul style="list-style-type: none"> <li>◦ Read PH, Ch 4: Rewrite, Edit, &amp; Proofread (37-46).</li> <li>◦ Continue revisions, and bring draft to next class.</li> <li>◦ Writing Exercise: Read 2 Unit I SWA essays; do <u>Analyzing Stylistic Choices</u> activity on one.</li> </ul>
<p>WEEK 3</p>	<p>Mon, 2/6</p> <p><i>Revising: peer response</i></p>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>◦ Introduce PEER RESPONSE, and explore what constitutes constructive feedback.</li> <li>◦ Continue to help students become more aware of shared terms and writing strategies.</li> </ul> <p><b>IN-CLASS ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>◦ Discuss briefly SWA essays: <i>What revision ideas do we get from the essays?</i></li> <li>◦ Introduce <u>Peer Response</u> (see database) in relation to PH, Ch 4. Practice on SWA essay.</li> <li>◦ Small Groups: Students read and give constructive feedback according to peer response guidelines just introduced. (Teachers: check in occasionally with each group.) <i>Computer Lab Idea: Teach students to use MS Word Comment tool for peer response.</i></li> <li>◦ Distribute teacher responses. Reflective Writing Exercise on negotiating different reader responses and making revision plans.</li> </ul> <p><b>HOMEWORK (DUE NEXT MEETING)</b></p> <ul style="list-style-type: none"> <li>◦ Revise draft based on responses and reflective writing. Bring copy to next class.</li> <li>◦ In preparation for next revision/copy-editing workshop, read PH, Ch 3: Compose Paragraphs—esp. 3b &amp; 3c—and PH, Ch 27: Write with Power (21-27, 359-365).</li> </ul>
	<p>Wed, 2/8</p> <p><i>Copy-editing: sentences</i></p>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>◦ Continue to help students develop revision strategies.</li> <li>◦ Introduce concept and practice of COPY-EDITING.</li> </ul> <p><b>IN-CLASS ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>◦ Unit I revised draft due (check off only).</li> <li>◦ Revision Exercise: paragraph purpose. <i>Revise 1-2 paragraphs by employing a mode (PH, Ch 3b) that you haven’t used much—e.g., add a definition paragraph on your context, embed description in a narrative paragraph, etc.</i> As class, reflect on revisions.</li> <li>◦ Explain copy-editing. Discuss uses and limits of PH, and familiarize students with its parts.</li> <li>◦ Copy-editing Exercise: Write with Power. Referring to PH, small groups focus on refining word choice and sentence style to fit essay’s purpose and writer’s voice. As class, a few share. <i>Computer Lab Idea: Teach students to use MS Word Track Changes tool for copy-editing workshop.</i></li> <li>◦ Preview PH homework on copy-editing comma usage.</li> </ul> <p><b>HOMEWORK (DUE NEXT MEETING)</b></p> <ul style="list-style-type: none"> <li>◦ Refer to PH, Ch 38: Commas, to make final copy-edits.</li> <li>◦ Complete revisions and copyediting. Unit I portfolio (with final version) due at start of next class.</li> </ul>

**UNIT II. INTERACTING WITH TEXTS**

WEEK 4	<p>Mon, 2/13</p> <p><i>Reading a text</i></p> <p><i>Summary: what, why, &amp; how</i></p>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>Encourage writerly REFLECTION, and introduce PUBLICATION &amp; CIRCULATION.</li> <li>Introduce the idea of interacting with texts for Unit II. To begin, help students learn to read for understanding, and introduce SUMMARY.</li> </ul> <p><b>IN-CLASS ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>Reflective Writing Exercise on Unit I. Publication/circulation activity. <i>Computer Lab Idea: Students “publish” essays on SPARK, and reflect on their peer group’s revisions.</i></li> <li>Unit I final version with all process work due. (Teachers: do your best to return within a week.)</li> <li>Assign Unit II essay—e.g., see <u>Interacting with Texts: Sample Assignment Sheet</u>.</li> <li>Discuss <i>reading</i>: Refer to discussion in first class. <i>What do we read? How do we read? How do we read specifically in an academic community?</i></li> <li>Writing Exercise for summary. As class, read ~2 pages of 1<sup>st</sup> OW essay for Unit II. Each student writes a one-paragraph summary of that section. Small groups share and discuss similarities and differences. Explain that summary can include <i>what</i> the text says, <i>why</i> the writer says that, and <i>how</i> the writer develops the what.</li> <li>As class, read ~2 pages of 2<sup>nd</sup> OW essay. Small Groups do <u>Reading to Respond</u> activity.</li> </ul> <p><b>HOMEWORK (DUE NEXT MEETING)</b></p> <ul style="list-style-type: none"> <li>Finish reading 2 OW essays for Unit II.</li> <li>Writing Exercise: Read PH, Ch 5: Read Critically (47-55). Refer to 5a, and use <u>Outlining</u> activity to develop in-class work into 250-word summary (what, why, how) of <i>each</i> essay.</li> </ul>
	<p>Wed, 2/15</p> <p><i>Response: what, why &amp; how</i></p>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>Introduce RESPONSE strategies and the differences between response and summary.</li> </ul> <p><b>IN-CLASS ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>Discuss summaries. Explain summary vs. response and why each matters for academic readers.</li> <li>Writing Exercise to respond to 1<sup>st</sup> OW essay: <i>Freewrite about one sentence</i>. As class, discuss.</li> <li>Writing Exercise to respond to 2<sup>nd</sup> OW essay: Locate one or more “difficult” passages in text, and introduce idea of focusing response on difficult rather than easy sections. Use <u>Challenging Your Reading</u> or <u>Wrestling the Terms of the Text</u> to generate a response in class. Discuss.</li> <li>Small Groups: Discuss responses so far, and list response strategies that students are already using. As class, share. Introduce additional strategies (see <u>Possible Ways of Responding</u>).</li> <li>❖ <i>Computer Lab Idea: Refer to PH, Ch 6b. Students do online research about text, author, or topic. Reflect.</i></li> </ul> <p><b>HOMEWORK (DUE NEXT MEETING)</b></p> <ul style="list-style-type: none"> <li>Writing Exercise: Use response strategies from class discussion to write 250-500 word response to <i>each</i> of the 2 OW essays; be sure to refer to specific lines or passages in the essays.</li> <li>Read an essay from SWA; reflect on how writer balanced summary-response and cited essay.</li> <li>In preparation for next class, read PH, Ch 6: Write to Analyze (55-67).</li> </ul>
WEEK 5	<p>Mon, 2/20</p>	<p>NO CLASS: university holiday, Presidents’ Day</p>
	<p>Wed, 2/22</p> <p><i>Response: using quotation, paraphrase, and summary to complicate analysis</i></p>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>Practice ethical, effective paraphrase and quotation, and complicate responses to texts.</li> <li>Explain PLAGIARISM using PH, “Acad. Honesty,” Part 6 intro, &amp; Ch 21: Avoiding Plagiarism.</li> </ul> <p><b>IN-CLASS ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>Discuss responses to OW essay, and use PH, Ch 6b to extend analysis.</li> <li>Use SWA essay to illustrate how writer weaves response together with summary, paraphrase, quotation. Discuss quoting, paraphrasing, and citing (why and how) using PH, Ch 21-22d.</li> <li>Explain academic honesty and plagiarism.</li> <li>Small Groups: Students read responses, and give suggestions on introducing, embedding, and responding to quotations/paraphrase.</li> <li>Writing Exercise on integrating quotations. Questions about academic honesty and plagiarism?</li> </ul> <p><b>HOMEWORK (DUE NEXT MEETING)</b></p> <ul style="list-style-type: none"> <li>Further develop one response, or combine both into fuller essay. Finish reading PH, Ch 22d: Select &amp; Introduce Quotations and Ch 21: Incorporate Sources (228-233, 213-224); incorporate summary, paraphrase, and quotation into draft. Bring Unit II initial draft to conference.</li> </ul>

	<p>Mon, 2/27</p> <p><i>Revising: student-teacher conferences</i></p>	<p>STUDENT-TEACHER CONFERENCES IN LIEU OF CLASS MEETINGS</p> <p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>◦ Help students focus and develop Unit II initial drafts.</li> </ul> <p><b>IN CONFERENCES</b></p> <ul style="list-style-type: none"> <li>◦ Read initial draft. Discuss response, relevant parts of OW essay, and relevant SWA essays to model “interaction.” Help student create a revision plan.</li> </ul> <p><b>HOMEWORK (DUE NEXT MEETING)</b></p> <ul style="list-style-type: none"> <li>◦ Revise. Bring 2 versions of revised draft to next class: (a) one full draft and (b) one abridged version with introduction, first and last sentences of each body paragraph, and conclusion.</li> </ul>
WEEK 6	<p>Wed, 2/29</p> <p><i>Revising: peer response</i></p>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>◦ Help students give and receive critical, respectful responses to one another’s drafts.</li> </ul> <p><b>IN-CLASS ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>◦ Unit II 1<sup>st</sup> revised draft due. Indicate the focus of peer response versus teacher response—e.g., teacher help writer focus and complicate “interaction” with text(s), peers help writer organize essay in order to guide intended readers toward writer’s purpose.</li> <li>◦ <u>Peer Response</u> on analysis in version (a), then organization in (b). Reflective Writing Exercise. <i>Computer Lab Idea: Use MS Word Comments and Track Changes tools for peer response workshop.</i></li> </ul> <p><b>HOMEWORK (DUE NEXT MEETING)</b></p> <ul style="list-style-type: none"> <li>◦ Revise, and bring revised copy to next class.</li> <li>◦ For copy-editing workshop, read Ch 23a: In-Text Citations in MLA Style and 23b, point 33.</li> <li>◦ Also, review PH, Ch 32: Sentence Basics (393-404). And read Ch 38a, b, f, 39a, c; and 41b.</li> </ul>
	<p>Mon, 3/5</p> <p><i>Copy-editing: sentence construction &amp; citation</i></p>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>◦ Continue developing copy-editing skills.</li> </ul> <p><b>IN-CLASS ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>◦ Unit II 2<sup>nd</sup> revised draft due (check off only).</li> <li>◦ Revision Writing Exercise on transitions between paragraphs.</li> <li>◦ Copy-editing Exercise: sentence construction. Discuss commas with compound sentences and introductory phrases, semi-colons, colons, and em dashes as ways to make connections and transitions. Students edit for correct usage and play with punctuation to emphasize connections between ideas.</li> <li>◦ Copy-editing Exercise: in-text and end-of-text citation.</li> </ul> <p><b>HOMEWORK (DUE NEXT MEETING)</b></p> <ul style="list-style-type: none"> <li>◦ Review PH, Part 9: Understanding Punctuation for at least two more copy-editing possibilities. Finish revising and copy-editing essay; turn in Unit II portfolio at the start of next class.</li> </ul>
<b>UNIT III. ADDING TO A CONVERSATION</b>		
WEEK 7	<p>Wed, 3/7</p> <p><i>An introduction to researching to “add to a conversation”</i></p>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>◦ Continue to encourage writer reflection as well as publication and circulation.</li> <li>◦ Introduce RESEARCH as a way to explore a question, learn about others invested in that question, learn to tailor writing to intended readers, and ADD TO A CONVERSATION.</li> </ul> <p><b>IN-CLASS ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>◦ Reflective Writing Exercise: <i>Reflect on revision options rejected and taken.</i> Unit II portfolio due.</li> <li>◦ Introduce Unit III essay (see <u>Paths through Unit III</u>). <u>Generative Writing</u> on possible topics.</li> <li>◦ Discuss “conversations” using SWA. Peruse Unit III titles: <i>Who might be part of these conversations?</i> As class, read one: <i>Who’s part of the conversation? Who are the intended readers, and what’s the writer adding to that reader’s perspective on the conversation?</i></li> <li>◦ <b>DO INFORMAL MID-SEMESTER COURSE EVALUATIONS THIS WEEK.</b></li> </ul> <p><b>HOMEWORK (DUE NEXT MEETING)</b></p> <ul style="list-style-type: none"> <li>◦ Refer to “Intersections” in OW, and assign 2 essays (see <u>recommended Unit III readings</u>). Do <u>Examining a Conversation</u> or <u>Reading to Write</u> activity.</li> <li>◦ Create a few Initial Research Question(s) based on promising topics from generative work. Think about purpose, audience, and circulation.</li> </ul>

	<p>Mon, 3/12</p> <p><i>More on conversation:</i>  (a) <i>writer's purpose,</i>  (b) <i>effective research,</i>  (c) <i>making purpose matter to readers</i></p>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>◦ Continue to explore how writers represent and add to conversations.</li> <li>◦ Help students further develop research question(s).</li> </ul> <p><b>IN-CLASS ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>◦ Discuss OW readings: <i>How do the writers make their essays important and timely to their intended readers (esp. in introductions)? How do they approach research and represent several voices in their "conversation"? What do they add?</i> As class, discuss good research and research-based writing.</li> <li>◦ Writing Exercise on possible research questions. Then, <i>what would you want to learn?</i></li> <li>◦ Small Groups: Share possible questions and imagine purposes and potential readers for each. Share and discuss which topics and readers might be good choices and why.</li> <li>◦ Prepare for library session on Wed: <a href="http://guides.library.umass.edu/collegewriting/">http://guides.library.umass.edu/collegewriting/</a>.</li> </ul> <p><b>HOMEWORK (DUE NEXT MEETING)</b></p> <ul style="list-style-type: none"> <li>◦ Read PH, Ch 16: Plan Your Research (165-179), esp. 16d-e. Select and refine research question, and devise tentative research plans. Read PH, Ch 17-19: Find and Evaluate Sources (180-206).</li> </ul>
<p>WEEK 8</p>	<p>Wed, 3/14</p> <p><i>Researching in the library &amp; analyzing a source's publishing context and audience</i></p>	<p>CLASS MEETS IN DU BOIS LIBRARY</p> <p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>◦ Introduce students to print and electronic resources available through the UMass Libraries.</li> <li>◦ Help students learn about the usefulness of an annotated bibliography.</li> </ul> <p><b>IN-CLASS ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>❖ <i>Meet in library computer lab. To reserve, see <a href="http://blogs.umass.edu/ugradlib/college-writing/">http://blogs.umass.edu/ugradlib/college-writing/</a>.</i></li> <li>◦ Introduce online research using library catalog and databases. Then, use PH Ch 17d to conduct effective keyword searches and to find and evaluate at least 3 sources.</li> <li>◦ Assign <u>Annotated Bibliography</u>. Annotations should summarize <i>and</i> evaluate sources. Begin to model evaluation of sources by quickly looking at the publication information and introductions of 2 sources students found today; as class, begin <u>Analyzing Publishing Context &amp; Audience</u>.</li> <li>◦ Assign Summary of the Conversation.</li> </ul> <p><b>HOMEWORK (DUE NEXT MEETING)</b></p> <ul style="list-style-type: none"> <li>◦ Read PH, Part 6 intro (237-244), and review Ch 16e on annotated bibliography.</li> <li>◦ Find, read, and continue evaluation exercise on at least 5 sources. Draft annotated bibliography. Refer to PH, Ch 23: MLA Documentation for citation format. Bring draft to class.</li> <li>◦ Write Summary of the Conversation (250 words): <i>Who takes part of this conversation, and what are their positions? What's common knowledge? What questions about the conversation remain?</i></li> </ul>
	<p>3/18-3/25</p>	<p>NO CLASS: spring recess</p>
	<p>Mon, 3/26</p> <p><i>Reflecting on the conversation &amp; tailoring your text to your intended readers</i></p>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>◦ Help students critically consider sources in relation to their AUDIENCE and PURPOSE.</li> </ul> <p><b>IN-CLASS ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>◦ Follow up on questions regarding locating and evaluating sources (review PH, Ch 17-19).</li> <li>◦ Reiterate explanation of academic honesty/plagiarism. Small groups share Summary of Conversation. Revision &amp; Copy-editing Exercise on (a) annotations, (b) citation format (PH, Ch 23), and (c) effectiveness of sources in relation to research question.</li> <li>◦ Writing Exercise on refining research question.</li> <li>◦ Discuss: <i>Who is your intended audience? How will this affect your writing style and content?</i> As class, revisit Unit III essay from SWA; examine how writer tailors piece to particular readers.</li> <li>◦ Writing Exercise: Preface. <i>Write a preface that identifies your purpose, intended readers and the publication venue where they'd find your piece (e.g. letter to congressional rep, featured editorial in Rolling Stone, etc.) Then write a one-line teaser to entice your intended readers.</i> Small groups share.</li> <li>◦ Assign Introduction: <i>Draft your introduction. Consider how you'll introduce the conversation, your entry into the conversation, and why this should matter to your readers right now.</i></li> </ul> <p><b>HOMEWORK</b></p> <ul style="list-style-type: none"> <li>◦ Revise Annotated Bibliography. Draft Introduction.</li> <li>◦ Bring Preface, Introduction, Annotated Bibliography, &amp; Summary of the Conversation to next class. Also, bring list of a few quotations from sources to next class.</li> <li>◦ Read PH, Ch 20: Plan Field Research &amp; Ch 22: Write the Research Project (207-212, 225-236).</li> </ul>

WEEK 9	Wed, 3/28  <i>Continuing to tailor your text to your intended readers</i>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>◦ Continue to help students tailor research-based writing to intended readers.</li> </ul> <p><b>IN-CLASS ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>◦ Discuss: <i>Can field research help you explore your question? Why or why not?</i></li> <li>◦ Collect Preface, Introduction, Annotated Bibliography, &amp; Summary of the Conversation. (Teachers return with comments on research, focus, and attention to audience during class on Mon, 4/2.)</li> <li>◦ Discuss organization in relation to purpose and audience.</li> <li>◦ Writing Exercise: <i>List the ideas that you'd like to convey to your readers.</i> Small groups brainstorm what organization would be most effective.</li> <li>◦ Writing Exercise: <i>Write a paragraph that incorporates one of your selected quotations.</i> Students share and give suggestions on how to introduce quotation, develop response to quotation, and tailor style and content to readers. Revise, and share—a preview to peer response during next class. As class, discuss how to tailor integration of sources to intended readers; consider style and content.</li> <li>◦ <i>Computer Lab Idea: Drafting workshop with teacher check-in. Small groups visually represent several options for organization and discuss effects.</i></li> </ul> <p><b>HOMEWORK (DUE NEXT MEETING)</b></p> <ul style="list-style-type: none"> <li>◦ Incorporate interview or observation into essay (optional).</li> <li>◦ Read PH, Ch 8-9: Write to Inform &amp; Write Arguments (75-100). Then, further develop pieces into new, full draft.</li> </ul>
	Mon, 4/2  <i>Revising &amp; copy-editing: peer response on integration of sources</i>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>◦ Help students give constructive feedback, esp. on integrating and acknowledging sources.</li> </ul> <p><b>IN-CLASS ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>◦ Unit III initial draft due. <u>Peer Response</u> activity with focus on paragraph-level integration of sources: introducing the quotation or paraphrase, acknowledging the source, developing the ideas, tailoring this to intended readers.</li> <li>◦ Follow-up peer group discussion on whether paragraph-level detail can help writer refine focus and define more precisely intended readers.</li> <li>◦ Copy-editing Exercise on acknowledgment of sources and correct in-text citation style.</li> </ul> <p><b>HOMEWORK (DUE NEXT MEETING)</b></p> <ul style="list-style-type: none"> <li>◦ Revise according to peer and teacher comments, and bring Unit III revised draft to next class.</li> </ul>
... WEEK 10	Wed, 4/4  <i>Revising: peer response on development of paragraphs and whole essay</i>  <i>Copyediting: document design</i>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>◦ Continue to help students give constructive feedback, esp. on development.</li> </ul> <p><b>IN-CLASS ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>◦ Unit III revised draft due (check off only).</li> <li>◦ <u>Peer Response</u> activity with focus on paragraph-level and essay-level development: <i>How well does one sentence build on the previous one, one paragraph on the previous one?</i></li> <li>◦ Copy-editing Exercise on formatting finished texts. Refer to PH, Part 4, esp. Ch 14: Design for Print and Screen. <i>Computer Lab Idea: Students work on document design appropriate for their intended readers and real or imagined publication venue (e.g., a public service informational pamphlet, an op-ed piece for the New York Times with teaser, etc.).</i></li> </ul> <p><b>HOMEWORK (DUE NEXT MEETING)</b></p> <ul style="list-style-type: none"> <li>◦ Review PH, Part 5: Researching &amp; Ch 23: MLA Documentation. Make final revisions and copy-edits. Bring Unit III portfolio to start of next class.</li> </ul>

**UNIT IV. TBA (TO BE ANNOUNCED)**

WEEK 10...	<p>Mon, 4/9 <i>Reflection</i></p> <p><i>Generative writing</i></p>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>◦ Continue to encourage reflection as well as publication and circulation.</li> <li>◦ Introduce the goals of Unit IV, and explain connection to course emphasis on writing with purpose and to particular readers as practiced in Units I, II, and III.</li> </ul> <p><b>IN-CLASS ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>◦ Reflective Writing Exercise on writing choices made for intended audience in Unit III.</li> <li>◦ Unit III portfolio due.</li> <li>◦ Assign TBA essay. See <u>Guidelines for TBA Assignment</u>.</li> <li>◦ Generative writing.</li> </ul> <p><b>HOMEWORK (DUE NEXT MEETING)</b></p> <ul style="list-style-type: none"> <li>◦ Continue generative writing. Read relevant OW, SWA, &amp; PH texts.</li> </ul>
	<p>Wed, 4/11</p> <p><i>Generative writing</i></p>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>◦ Goals depend on Unit IV assignment...</li> </ul> <p><b>IN-CLASS ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>◦ Generative Reading, Discussion, &amp; Writing Exercises for Unit IV.</li> <li>❖ <i>Computer Lab Idea: If Unit IV assignment is a remediation of Unit III, do workshop on Powerpoint or iMovie or relevant software, and help students begin TBA essay.</i></li> </ul> <p><b>HOMEWORK (DUE NEXT MEETING)</b></p> <ul style="list-style-type: none"> <li>◦ Read relevant PH sections.</li> <li>◦ Write initial draft of Unit IV, and bring copy to next class.</li> </ul>
WEEK 11	<p>Mon, 4/16</p>	<p>NO CLASS: university holiday, Patriot's Day</p>
	<p>Tues, 4/17 (Mon schedule)</p> <p><i>Revising</i></p>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>◦ Goals depend on Unit IV assignment...</li> </ul> <p><b>IN-CLASS ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>◦ Unit IV initial draft due.</li> <li>❖ <i>Computer Lab Idea: Revision workshop. Instead of taking drafts home, circulate among small groups and give feedback to draft excerpts as students revise.</i></li> </ul> <p><b>HOMEWORK (DUE NEXT MEETING)</b></p> <ul style="list-style-type: none"> <li>◦ Continue revision activity. Bring revised draft to next class.</li> </ul>
WEEK 12	<p>Wed, 4/18</p> <p><i>Revising: peer response</i></p>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>◦ Help students give and receive critical, respectful responses to one another's drafts.</li> </ul> <p><b>IN-CLASS ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>◦ <u>Peer Response</u> activities. Reflect.</li> </ul> <p><b>HOMEWORK (DUE NEXT MEETING)</b></p> <ul style="list-style-type: none"> <li>◦ Continue revising draft.</li> <li>◦ Read PH, Ch 28-30: Write Concisely, Write with Emphasis, &amp; Find the Right Words (365-386).</li> </ul>
	<p>Mon, 4/23</p> <p><i>Copy-editing: concision, emphasis, &amp; other style matters</i></p>	<p>DO FINAL COURSE EVALUATIONS...<i>today or during next class</i></p> <p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>◦ Continue developing copy-editing skills.</li> </ul> <p><b>IN-CLASS ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>◦ Unit IV revised draft due.</li> <li>◦ Copy-editing Exercise on concision, emphasis, and other style matters.</li> <li>❖ <i>Computer Lab Idea: Work together to design class magazine based on TBA essays.</i></li> </ul> <p><b>HOMEWORK (DUE NEXT MEETING)</b></p> <ul style="list-style-type: none"> <li>◦ Finish revising and copy-editing final version of Unit IV, and bring 2 copies (one for the semester portfolio) to next class.</li> <li>◦ Bring a semester portfolio with clean copies of the final versions of Units I, II, III, &amp; IV.</li> </ul>

**UNIT V: FINAL REFLECTION**

<b>WEEK 13</b>	<p>Wed, 4/25</p> <p><i>Writer reflection</i></p> <p><i>Reflection on concept &amp; practice of writing</i></p>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>◦ Introduce Final Reflection assignment.</li> </ul> <p><b>IN-CLASS ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>◦ Unit IV final copy-edited version due. (Teachers: return with comments by last class.)</li> <li>◦ Assign Unit V essay: extended, summative version of the reflective writing students have been doing all semester.</li> <li>◦ Reflective Writing Exercises on students' writing processes and products. <i>Identify 2-3 brief passages from your semester portfolio that you're especially proud of.</i> Connect to individual writing histories called up during first day of classes and how work in <i>College Writing</i> builds on those histories.</li> <li>◦ Small groups: Students share portfolios and help one another identify themes and patterns, shifts in style, and development across semester.</li> <li>◦ Introduce culminating reflection activity for final class meeting. Explain the required final class meeting associated with the Final Reflection essay held during final exam week.</li> </ul> <p>❖ <i>Computer Lab Idea: Design e-portfolios to display semester's writing.</i></p> <p><b>HOMEWORK (DUE NEXT MEETING)</b></p> <ul style="list-style-type: none"> <li>◦ Begin drafting Final Reflection essay—e.g., see <u>Post-It Notes</u> exercise—and bring one copy to class.</li> <li>◦ Read selected Junior Year Writing essays from SWA, as well as PH, Parts 2-3: Writing for Different Purposes &amp; Writing in the Disciplines, to prompt reflection about future writing at UMass and beyond.</li> </ul>
	<p>Mon, 4/30</p> <p><i>Looking forward</i></p>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>◦ Continue working on final reflection; prepare students for final class meeting.</li> </ul> <p><b>IN-CLASS ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>◦ Students share passages of their work that they're especially proud of. <u>Peer Response</u> on early draft.</li> <li>◦ Discuss Junior Year Writing essays (SWA) to help students look forward in their college writing.</li> <li>◦ Small group activities to prepare for final class meeting.</li> </ul> <p><b>HOMEWORK (DUE NEXT MEETING)</b></p> <ul style="list-style-type: none"> <li>◦ Complete Final Reflection essay, and bring to final class meeting during exam week.</li> </ul>
	<p><i>Exam Week, 5/3-10</i></p>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>◦ With help of Final Reflection essay, look back with students across the semester and forward to their future writing.</li> </ul> <p><b>IN-CLASS ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>◦ Required Final Class Meeting during final exam week.</li> <li>◦ Required Final Reflection essay due.</li> </ul> <p><i>Note: Final class meeting is scheduled by the Registrar. As we get closer to exam week, you'll find date, time, and location of final class meeting on SPIRE.</i></p>
<p>Tues, 5/15</p>	<p>Final grades due on SPIRE.</p>	