

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

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

INTRODUCTION TO THE COURSE		
...WEEK 1	Mon, 1/23 <i>Building a writing community</i>	<p>GOALS</p> <ul style="list-style-type: none"> ◦ Introduce the concept of writing: as a means of thinking and expression, as social engagement, as part of our everyday lives, as a technology. ◦ Start building a writing community. <p>IN-CLASS ACTIVITIES</p> <ul style="list-style-type: none"> ◦ Briefly introduce self and course. ◦ Ask students to introduce one another (<u>Interview Exercise</u>). Share introductions with class. Emphasize the contexts that each brings to class community. ◦ 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). <p>HOMEWORK (DUE NEXT MEETING)</p> <ul style="list-style-type: none"> ◦ Read OW, Introduction (vii-xvi) and PH, Ch 1: Think as a Writer (1-6). ◦ Read 2-3 SWA essays (one from Unit 1) to show diversity of college writing.
	Wed, 1/25 <i>What is writing?</i>	<p>GOALS</p> <ul style="list-style-type: none"> ◦ Start generating shared terms about reading and writing, and continue throughout semester. ◦ Introduce syllabus: esp. course goals and trajectory, five units, and writing process. <p>IN-CLASS ACTIVITIES</p> <ul style="list-style-type: none"> ◦ 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> Share. ◦ Discuss OW & 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>. ◦ Discuss syllabus and calendar. Emphasize writing process, and remind students to save and keep organized all generative writing, drafts, and revisions for unit portfolios. ◦ Introduce the idea of a writer's contexts. Begin <u>Generative Writing</u> for Unit I. <p>HOMEWORK (DUE NEXT MEETING)</p> <ul style="list-style-type: none"> ◦ Writing Exercise: <u>Diversifying Literacy Exercise</u>. ◦ Read 1st OW reading for Unit I. See <u>recommended readings</u>. Reflect on context using <u>Hierarchy of Influences</u> activity.
UNIT I: INQUIRING INTO SELF		
WEEK 1...	Fri, 1/27 <i>Exploring writer & reader contexts</i>	<p>GOALS</p> <ul style="list-style-type: none"> ◦ Introduce Unit I, and explore contexts that affect students' selves. ◦ Introduce WRITING PROCESS, esp. DRAFTING. Explore how reading, discussion, and informal writing can inspire new ideas for writing. <p>IN-CLASS ACTIVITIES</p> <ul style="list-style-type: none"> ◦ Discuss OW essay & students' responses: <i>What contexts shape the writer? How do our responses reflect differences in readers' contexts?</i> Refer to rhetorical triangle. ◦ Introduce Unit I essay (<u>Contexts That Make Me, Self as Writer, Self in Contradiction, Blowing Things into Proportion, or My Self in Words</u>). ◦ <u>Generative Writing Exercise</u> connected to OW reading. <p>HOMEWORK (DUE NEXT MEETING)</p> <ul style="list-style-type: none"> ◦ Read 2nd OW essay. Do <u>Reading for Self</u> exercise. ◦ Read PH, Ch 7a-c: Write to Reflect (68-70).

WEEK 2	<p>Mon, 1/30</p> <p><i>Exploring & writing about one's own contexts</i></p>	<p>GOALS</p> <ul style="list-style-type: none"> ◦ Analyze the ways in which writers reflect on and represent their contexts to readers. ◦ Continue to generate writing ideas through reading, discussion, and writing. <p>IN-CLASS ACTIVITIES</p> <ul style="list-style-type: none"> ◦ Discuss 2nd OW essay & students' responses: <i>Where do you see the writer's critical reflections?</i> ◦ 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> ◦ <u>Generative Writing</u> on possible topics. Small Groups: Share ideas and suggestions. As class, discuss what might make certain topics promising and interesting to readers (classmates). <p>HOMEWORK (DUE NEXT MEETING)</p> <ul style="list-style-type: none"> ◦ Write initial draft of Unit I. Bring 2 copies to next class. ◦ Read PH, Ch 3: Compose Paragraphs, esp. 3b & 3c (21/27).
	<p>Wed, 2/1</p> <p><i>Revision as re-seeing</i></p> <p><i>Revising: description & paragraph purpose</i></p>	<p>GOALS</p> <ul style="list-style-type: none"> ◦ Introduce REVISION and idea that writing is always <i>in-process</i>, always open to re-seeing. <p>IN-CLASS ACTIVITIES</p> <ul style="list-style-type: none"> ◦ 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.) ◦ 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> ◦ Explain idea of revision as openness to essay's possibilities. <i>Computer Lab Idea: Students upload drafts to SPARK, and students revise drafts together in class.</i> ◦ 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. See PH, Ch 3b. ◦ 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. <p>HOMEWORK (DUE NEXT MEETING)</p> <ul style="list-style-type: none"> ◦ Read PH, Ch 4: Rewrite, Edit, & Proofread (37-46). Continue revisions, and bring to next class. ◦ Writing Exercise: Read 2 Unit I SWA essays; do <u>Analyzing Stylistic Choices</u> activity on one.
	<p>Fri, 2/3</p> <p><i>Revising: examining paragraph/essay beginnings & endings</i></p>	<p>GOALS</p> <ul style="list-style-type: none"> ◦ Foster revision, and introduce PEER RESPONSE, what constitutes constructive feedback. <p>IN-CLASS ACTIVITIES</p> <ul style="list-style-type: none"> ◦ Revision Exercise: beginnings/endings. Reread 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> ◦ Discuss SWA essays: <i>What revision ideas do we get from the essays?</i> Introduce <u>Peer Response</u> (see database) in relation to PH, Ch 4. Practice on SWA essay. <p>HOMEWORK (DUE NEXT MEETING)</p> <ul style="list-style-type: none"> ◦ Begin to revise draft.
WEEK 3	<p>Mon, 2/6</p> <p><i>Revising: peer response</i></p>	<p>GOALS</p> <ul style="list-style-type: none"> ◦ Help students give and receive critical, respectful responses to one another's drafts. <p>IN-CLASS ACTIVITIES</p> <ul style="list-style-type: none"> ◦ 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> ◦ Distribute teacher responses today. Reflective Writing Exercise on negotiating different reader responses and making revision plans. ◦ Reflective Writing Exercise on peer responses and possible revisions. <p>HOMEWORK (DUE NEXT MEETING)</p> <ul style="list-style-type: none"> ◦ Revise draft. Bring working revisions to next class.

	<p>Wed, 2/8</p> <p><i>Revising: responding to reader responses</i></p>	<p>GOALS</p> <ul style="list-style-type: none"> ◦ Continue to help students develop revision strategies by negotiating reader responses. <p>IN-CLASS ACTIVITIES</p> <ul style="list-style-type: none"> ◦ Unit I 1st revised draft due (check off only). ◦ Discuss: <i>List revision strategies generated during Unit I.</i> ◦ Revision activity and discussion about most effective revisions. <i>Computer Lab Idea: Students share and further develop revisions in peer response groups.</i> <p>HOMEWORK (DUE NEXT MEETING)</p> <ul style="list-style-type: none"> ◦ Continue to revise draft of Unit I essay. Bring a copy to next class. ◦ Read PH, Ch 27, 32-33: Write with Power & Sentence Basics.
	<p>Fri, 2/10</p> <p><i>Copy-editing: sentences</i></p>	<p>GOALS</p> <ul style="list-style-type: none"> ◦ Introduce concept and practice of COPY-EDITING. <p>IN-CLASS ACTIVITIES</p> <ul style="list-style-type: none"> ◦ Unit I 2nd revised draft due (check off only). ◦ Explain copy-editing. Discuss uses and limits of PH, and familiarize students with its parts. ◦ 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> ◦ Preview PH homework on copy-editing comma usage. <p>HOMEWORK (DUE NEXT MEETING)</p> <ul style="list-style-type: none"> ◦ Refer to PH, Ch 38: Commas, to make final copy-edits. ◦ Complete revisions and copyediting. Unit I portfolio due at start of next class.
UNIT II. INTERACTING WITH TEXTS		
WEEK 4	<p>Mon, 2/13</p> <p><i>Reading a text</i></p> <p><i>Summary: what, why, & how</i></p>	<p>GOALS</p> <ul style="list-style-type: none"> ◦ Encourage writerly REFLECTION, and introduce PUBLICATION & CIRCULATION. ◦ Explain SUMMARY and the need to read carefully in order to INTERACT WITH TEXTS. <p>IN-CLASS ACTIVITIES</p> <ul style="list-style-type: none"> ◦ 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> ◦ Unit I final version with all process work due. (Teachers: do your best to return within a week.) ◦ Assign Unit II essay—e.g., see <u>Interacting with Texts: Sample Assignment Sheet</u>. ◦ 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> ◦ As class, read ~2 pages of 1st OW essay for Unit II. Writing Exercise: <i>Write a list of points to include in a summary.</i> 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. <p>HOMEWORK (DUE NEXT MEETING)</p> <ul style="list-style-type: none"> ◦ Finish reading OW essay started today. ◦ 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 OW essay.
	<p>Wed, 2/15</p> <p><i>More practice with summary</i></p> <p><i>Response: what, why, & how</i></p>	<p>GOALS</p> <ul style="list-style-type: none"> ◦ Continue to help students learn to read for understanding and to write effective summary. ◦ Introduce RESPONSE strategies and the differences between response and summary. <p>IN-CLASS ACTIVITIES</p> <ul style="list-style-type: none"> ◦ Small groups share and discuss similarities and differences among summaries. ◦ Explain summary vs. response and why each matters for academic readers. ◦ Writing Exercise to respond to 1st OW essay: <i>Freewrite about one sentence that interests you for any reason.</i> <p>HOMEWORK (DUE NEXT MEETING)</p> <ul style="list-style-type: none"> ◦ Read 2nd OW essay for Unit II. Write 250-word summary using <u>Reading to Respond</u>.

	<p>Fri, 2/17</p> <p><i>Response: challenging our reading</i></p>	<p>GOALS</p> <ul style="list-style-type: none"> ◦ Introduce RESPONSE and the differences between response and summary. <p>IN-CLASS ACTIVITIES</p> <ul style="list-style-type: none"> ◦ Discuss 2nd OW essay and students' summaries. ◦ Writing Exercise to respond to 2nd 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. ◦ As class, discuss, and name response strategies that students are already using. Discuss ways that "said," "implied," and "response" sections of <u>Reading to Respond</u> chart offer different ways of interacting with text. Introduce additional strategies (see <u>Possible Ways of Responding</u>). <p>HOMework (DUE NEXT MEETING)</p> <ul style="list-style-type: none"> ◦ Re-read 1st or 2nd OW essays for Unit II. Write 250-500 word response on one essay; be sure to refer to specific lines or passages in the essays. ◦ Read 3rd OW essay for Unit II, and mark or copy 3-5 sentences or passages from the essay that inspire response. ◦ In preparation for next class, read PH, Ch 6: Write to Analyze (55-67).
	<p>Mon, 2/20</p>	<p>NO CLASS: university holiday, Presidents' Day</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">WEEK 5</p>	<p>Wed, 2/22</p> <p><i>Response: using quotation, paraphrase, and summary to complicate analysis</i></p>	<p>GOALS</p> <ul style="list-style-type: none"> ◦ Practice ethical, effective paraphrase and quotation, and complicate responses to texts. ◦ Explain PLAGIARISM using PH, "Acad. Honesty," Part 6 intro, & Ch 21: Avoiding Plagiarism. <p>IN-CLASS ACTIVITIES</p> <ul style="list-style-type: none"> ◦ Small Groups: Students share responses. As class, use PH, Ch 6b to complicate responses. ◦ Explain academic honesty and plagiarism. Discuss quoting, paraphrasing, and citing (why and how) using PH, Ch 21-22d. ◦ Generate summary points for 3rd OW essay. As class, share sentences that inspire response. Writing Exercise: <i>Write a paragraph response to one quotation that you selected.</i> Small Groups: Students read responses, and give suggestions on introducing, embedding, and responding to quotations/paraphrase. Questions about academic honesty and plagiarism? <p>HOMework (DUE NEXT MEETING)</p> <ul style="list-style-type: none"> ◦ Develop in-class writing into 250-500 word response to 3rd OW essay.
	<p>Fri, 2/24</p> <p><i>Response: using quotation, paraphrase, and summary to complicate analysis (continued)</i></p>	<p>GOALS</p> <ul style="list-style-type: none"> ◦ Review INTERACTING WITH TEXTS, and explore idea of academic audience. <p>IN-CLASS ACTIVITIES</p> <ul style="list-style-type: none"> ◦ Discuss responses. ◦ As class, read a Unit II essay from SWA. <i>How does the writer weave response together with summary, paraphrase, quotation? What is effective about this "interaction with text," and how is this tailored to readers in an academic community?</i> Use essay to preview Monday's peer response. ◦ Small Groups: Students discuss responses and why they should develop one or the other. <p>HOMework (DUE NEXT MEETING)</p> <ul style="list-style-type: none"> ◦ Further develop one response, or combine both into fuller essay. Finish reading PH, Ch 22d: Select & Introduce Quotations and Ch 21: Incorporate Sources (228-233, 213-224); incorporate summary, paraphrase, and quotation into draft. Bring Unit II initial draft to next class.
	<p>Mon, 2/27</p> <p><i>Revising: peer response</i></p>	<p>GOALS</p> <ul style="list-style-type: none"> ◦ Help students give and receive critical, respectful responses to one another's drafts. <p>IN-CLASS ACTIVITIES</p> <ul style="list-style-type: none"> ◦ Unit II initial draft due. Indicate the focus of peer response versus teacher response—e.g., peers help writer balance summary-response and complicate "interaction" with text; teacher helps writer focus and organize essay. ◦ <u>Peer response</u> activities. <i>Computer Lab Idea: Use MS Word Comments and Track Changes tools for peer response workshop.</i> Reflective Writing Exercise on revision plans. <p>HOMework (DUE NEXT MEETING)</p> <ul style="list-style-type: none"> ◦ 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.

WEEK 6	<p>Wed, 2/29, & Fri, 3/2</p> <p><i>Revising: student-teacher conferences</i></p>	<p>STUDENT-TEACHER CONFERENCES IN LIEU OF CLASS MEETINGS</p> <p>GOALS</p> <ul style="list-style-type: none"> ◦ Help students revise for focus and organization. <p>IN CONFERENCES</p> <ul style="list-style-type: none"> ◦ Read revised draft, version (a). Help student refine essay focus—referring to peer responses, relevant parts of OW essay, and relevant SWA essays to model “interaction.” ◦ Use version (b) to discuss how writer can develop his/her purpose. Create a revision plan. <p>HOMEWORK (DUE NEXT MEETING)</p> <ul style="list-style-type: none"> ◦ Revise, and bring 2nd revised copy to next class. ◦ For copy-editing workshop, read Ch 23a: In-Text Citations in MLA Style and 23b, point 33. ◦ Also, review PH, Ch 32: Sentence Basics (393–404). And read Ch 38a, b, f; 39a, c; and 41b.
	<p>Mon, 3/5</p> <p><i>Copy-editing: sentence construction & citation</i></p>	<p>GOALS</p> <ul style="list-style-type: none"> ◦ Continue developing copy-editing skills. <p>IN-CLASS ACTIVITIES</p> <ul style="list-style-type: none"> ◦ Unit II 2nd revised draft due (check off only). ◦ Revision Writing Exercise on transitions between paragraphs. ◦ 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. ◦ Copy-editing Exercise: in-text and end-of-text citation. <p>HOMEWORK (DUE NEXT MEETING)</p> <ul style="list-style-type: none"> ◦ 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.
UNIT III. ADDING TO A CONVERSATION		
WEEK 7	<p>Wed, 3/7</p> <p><i>An introduction to researching to “add to a conversation”</i></p>	<p>GOALS</p> <ul style="list-style-type: none"> ◦ Continue to encourage writer reflection as well as publication and circulation. ◦ 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. <p>IN-CLASS ACTIVITIES</p> <ul style="list-style-type: none"> ◦ Reflective Writing Exercise: <i>Reflect on revision options rejected and taken.</i> Unit II portfolio due. ◦ Introduce Unit III essay (see <u>Paths through Unit III</u>). <u>Generative Writing</u> on possible topics. ◦ 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> ◦ DO INFORMAL MID-SEMESTER COURSE EVALUATIONS THIS WEEK. <p>HOMEWORK (DUE NEXT MEETING)</p> <ul style="list-style-type: none"> ◦ 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. ◦ Create a few Initial Research Question(s) based on promising topics from generative work. Think about purpose, audience, and circulation.
	<p>Fri, 3/9</p> <p><i>More on conversation: (a) writer’s purpose, (b) effective research, (c) making purpose matter to readers</i></p>	<p>GOALS</p> <ul style="list-style-type: none"> ◦ Continue to explore how writers represent and add to conversations. ◦ Help students further develop research question(s). <p>IN-CLASS ACTIVITIES</p> <ul style="list-style-type: none"> ◦ 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. ◦ Writing Exercise on possible research questions. Then, <i>what would you want to learn?</i> ◦ 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. ◦ Prepare for library session on Tues: http://guides.library.umass.edu/collegewriting/.

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	Fri, 3/9 <i>...continued</i>	HOMEWORK (DUE NEXT MEETING) <ul style="list-style-type: none"> ◦ Read PH, Ch 16: Plan Your Research (165-179), esp. 16d-e. Select and refine research question, and devise tentative research plans. ◦ Also read PH, Ch 17-19: Find and Evaluate Sources (180-206).
	Mon, 3/12 <i>Researching in the library</i>	CLASS MEETS IN DU BOIS LIBRARY GOALS <ul style="list-style-type: none"> ◦ Introduce students to print and electronic resources available through the UMass Libraries. ◦ Help students learn about the usefulness of an annotated bibliography. IN-CLASS ACTIVITIES <ul style="list-style-type: none"> ❖ <i>Meet in library computer lab. To reserve, see http://blogs.umass.edu/ugradlib/college-writing/.</i> ◦ 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. ◦ 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 of 2-3 sources students found today; as class, discuss type of source (e.g., journal, news magazine, etc.) and audience to preview homework. HOMEWORK (DUE NEXT MEETING) <ul style="list-style-type: none"> ◦ Read PH, Part 6 intro (237-244), and review Ch 16e on annotated bibliography. ◦ Read sources, and use <u>Analyzing Publishing Context & Audience</u> exercise to draft 2 entries for annotated bibliography. Refer to PH, Ch 23: MLA Documentation. Bring to next class.
WEEK 8	Wed, 3/14 <i>Evaluating sources</i> <i>Citation style in bibliography</i>	GOALS <ul style="list-style-type: none"> ◦ Help students understand the value of different kinds of publications. ◦ Help students evaluate sources and write annotated bibliography. IN-CLASS ACTIVITIES <ul style="list-style-type: none"> ◦ Reiterate explanation of academic honesty/plagiarism. ◦ Peer Response: Share annotations, and comment on effective summary, evaluation, and appropriateness to research question. Give suggestions on additional sources peers should seek. ◦ Copy-editing Exercise on citation format (PH, Ch 23). ◦ Follow up on questions regarding locating and evaluating sources (review PH, Ch 17-19). As class, address questions about annotated bibliography. HOMEWORK (DUE NEXT MEETING) <ul style="list-style-type: none"> ◦ Revise and add to annotated bibliography to include 5+ sources.
	Fri, 3/16 <i>Reflecting on the conversation & tailoring your text to your intended readers</i>	GOALS <ul style="list-style-type: none"> ◦ Help students critically consider sources in relation to their AUDIENCE and PURPOSE. IN-CLASS ACTIVITIES <ul style="list-style-type: none"> ◦ Annotated Bibliography revised draft due. ◦ Writing Exercise: <i>What have you learned about your conversation? How can you refine your research question?</i> A few students share. Assign Summary of the Conversation. ◦ Discuss: <i>Who is your intended audience? How will this affect your writing style and content?</i> ◦ Writing Exercise: Preface. <i>Write a preface that identifies your purpose as well as 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. ◦ Assign Introduction. HOMEWORK (DUE NEXT MEETING) <ul style="list-style-type: none"> ◦ Draft Introduction: <i>Consider how you'll introduce the conversation, your entry into the conversation, and why this should matter to your readers</i> right now. ◦ Draft 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> ◦ Bring Preface, Introduction, Annotated Bibliography, & Summary of the Conversation to next class. ◦ Read PH, Ch 20: Plan Field Research (207-212).
	3/18-3/25	NO CLASS: spring recess

	<p>Mon, 3/26</p> <p><i>Continuing to tailor your text to your intended readers: introductions</i></p>	<p>GOALS</p> <ul style="list-style-type: none"> ◦ Continue to help students tailor research-based writing to intended readers. <p>IN-CLASS ACTIVITIES</p> <ul style="list-style-type: none"> ◦ Discuss: <i>How might field research—esp. observations and interviews—help you explore your question? In what ways?</i> ◦ As class, revisit Unit III essay from SWA. Examine how writer tailors piece to readers; consider form, style, and content. ◦ A few students explain research question and audience, then share introductions with class. Discuss how research and writing are tailored to audience, and as class, give suggestions. ◦ Peer response and revision activity on introductions. ◦ Collect Preface, Introduction, Annotated Bibliography, & Summary of the Conversation. (Teachers return with comments on research, focus, and attention to audience on Fri, 3/30 or Mon, 4/2.) <p>HOMEWORK (DUE NEXT MEETING)</p> <ul style="list-style-type: none"> ◦ Incorporate interview or observation into essay (optional). ◦ Read PH, Ch 22: Write and Revise the Research Project & Ch 8-9: Write to Inform & Write Arguments (75-100, 225-236). Continue to develop draft.
WEEK 9	<p>Wed, 3/28</p> <p><i>Continuing to tailor your text to your intended readers: form</i></p>	<p>GOALS</p> <ul style="list-style-type: none"> ◦ Continue to help students tailor research-based writing to intended readers. <p>IN-CLASS ACTIVITIES</p> <ul style="list-style-type: none"> ◦ Discuss organization in relation to purpose and audience. Explain that an essay should <i>progress</i> rather than reiterate a main idea. How do the writers of the SWA and OW essays make their ideas <i>progress</i> and guide readers from A to B to C? ◦ 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 and why. <p>HOMEWORK (DUE NEXT MEETING)</p> <ul style="list-style-type: none"> ◦ Continue to develop draft. ◦ Bring list of 3-5 quotations from sources to next class.
	<p>Fri, 3/30</p> <p><i>Continuing to tailor your text to your intended readers: use of sources</i></p>	<p>GOALS</p> <ul style="list-style-type: none"> ◦ Continue to help students tailor research-based writing to intended readers. <p>IN-CLASS ACTIVITIES</p> <ul style="list-style-type: none"> ◦ 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 (preview to Monday's peer response). ◦ As class, discuss how to tailor integration of sources to readers. Consider form, style, and content. ◦ Copy-editing Exercise on acknowledgment of sources and correct in-text citation style. ❖ <i>Computer Lab Idea: Writing and copy-editing workshop with teacher check-in.</i> <p>HOMEWORK (DUE NEXT MEETING)</p> <ul style="list-style-type: none"> ◦ Develop pieces into full initial draft.
	<p>Mon, 4/2</p> <p><i>Revising: peer response on integration of sources</i></p>	<p>GOALS</p> <ul style="list-style-type: none"> ◦ Help students give constructive feedback. <p>IN-CLASS ACTIVITIES</p> <ul style="list-style-type: none"> ◦ Unit III initial draft due. <u>Peer Response</u> activity with focus on effective weaving writer's voice with sources and on creating desired effects on intended readers. ◦ Follow-up peer group discussion on how writer can refine focus and define more precisely intended readers after writing initial draft. <p>HOMEWORK (DUE NEXT MEETING)</p> <ul style="list-style-type: none"> ◦ Revise according to peer and teacher comments, and bring Unit III revised draft to next class.

... WEEK 10	Wed, 4/4 <i>Revising: peer response on development of paragraphs and whole essay</i>	<p>GOALS</p> <ul style="list-style-type: none"> ◦ Help students give constructive feedback. <p>IN-CLASS ACTIVITIES</p> <ul style="list-style-type: none"> ◦ Unit III 1st revised draft due (check off only). ◦ <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> <p>HOMEWORK (DUE NEXT MEETING)</p> <ul style="list-style-type: none"> ◦ Continue revisions.
	Fri, 4/6 <i>Copyediting: citation style & document design</i>	<p>GOALS</p> <ul style="list-style-type: none"> ◦ Continue developing copy-editing skills. <p>IN-CLASS ACTIVITIES</p> <ul style="list-style-type: none"> ◦ Unit III 2nd revised draft due (check off only). ◦ Copy-editing Exercise: Students note common copy-editing errors and stylistic concerns for peers to assess. ◦ 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> <p>HOMEWORK (DUE NEXT MEETING)</p> <ul style="list-style-type: none"> ◦ Review PH, Part 5: Researching & Ch 23: MLA Documentation. Make final revisions and copy-edits. Bring Unit III portfolio to start of next class.
UNIT IV. TBA (TO BE ANNOUNCED)		
WEEK 10...	Mon, 4/9 <i>Generative writing</i>	<p>GOALS</p> <ul style="list-style-type: none"> ◦ Continue to encourage reflection as well as publication and circulation. ◦ 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. <p>IN-CLASS ACTIVITIES</p> <ul style="list-style-type: none"> ◦ Reflective Writing Exercise on writing choices made for intended audience in Unit III. ◦ Unit III portfolio due. ◦ Assign TBA essay. See <u>Guidelines for TBA Assignment</u>. ◦ Generative writing. <p>HOMEWORK (DUE NEXT MEETING)</p> <ul style="list-style-type: none"> ◦ Continue generative writing. Read relevant OW & SA texts.
WEEK 12	Wed, 4/11 <i>Generative writing</i>	<p>GOALS</p> <ul style="list-style-type: none"> ◦ Goals depend on Unit IV assignment... <p>IN-CLASS ACTIVITIES</p> <ul style="list-style-type: none"> ◦ Generative Reading, Discussion, & Writing Exercises for Unit IV. ❖ <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> <p>HOMEWORK (DUE NEXT MEETING)</p> <ul style="list-style-type: none"> ◦ Reading & writing relevant to Unit IV. ◦ Write initial draft of Unit IV. Bring copies to next class.
	Fri, 4/13 <i>Generative writing</i>	<p>GOALS</p> <ul style="list-style-type: none"> ◦ Goals depend on Unit IV assignment... <p>IN-CLASS ACTIVITIES</p> <ul style="list-style-type: none"> ◦ More Generative Reading, Discussion, & Writing Exercises for Unit IV. <p>HOMEWORK (DUE NEXT MEETING)</p> <ul style="list-style-type: none"> ◦
	Mon, 4/16	NO CLASS: university holiday, Patriot's Day

	<p>Tues, 4/17 (Mon schedule)</p> <p><i>Revising</i></p>	<p>GOALS</p> <ul style="list-style-type: none"> ◦ Goals depend on Unit IV assignment... <p>IN-CLASS ACTIVITIES</p> <ul style="list-style-type: none"> ◦ Revision activity. ◦ Unit IV initial draft due. (Teachers: return with comments on Fri, 4/20 or...) ❖ <i>Computer Lab Idea: Instead of taking drafts home, use today's and next class to circulate and give feedback as students revise.</i> <p>HOMEWORK (DUE NEXT MEETING)</p> <ul style="list-style-type: none"> ◦ Continue revising draft.
WEEK 12	<p>Wed, 4/18</p> <p><i>Revising</i></p>	<p>GOALS</p> <ul style="list-style-type: none"> ◦ Goals depend on Unit IV assignment... <p>IN-CLASS ACTIVITIES</p> <ul style="list-style-type: none"> ◦ More revision activities. <p>HOMEWORK (DUE NEXT MEETING)</p> <ul style="list-style-type: none"> ◦ Continue revising draft.
	<p>Fri, 4/20</p> <p><i>Revising: peer response</i></p>	<p>GOALS</p> <ul style="list-style-type: none"> ◦ Help students give and receive critical, respectful responses to one another's drafts. <p>IN-CLASS ACTIVITIES</p> <ul style="list-style-type: none"> ◦ <u>Peer Response</u> activities. Reflect. <p>HOMEWORK (DUE NEXT MEETING)</p> <ul style="list-style-type: none"> ◦ Continue revising draft. ◦ Read PH, Ch 28-30: Write Concisely, Write with Emphasis, & Find the Right Words (365-386).
	<p>Mon, 4/23</p> <p><i>Copy-editing: concision, emphasis, & other style matters</i></p>	<p>DO FINAL COURSE EVALUATIONS... <i>this week.</i></p> <p>GOALS</p> <ul style="list-style-type: none"> ◦ Continue developing copy-editing skills. <p>IN-CLASS ACTIVITIES</p> <ul style="list-style-type: none"> ◦ Unit IV revised draft due. ◦ Copy-editing Exercise on concision, emphasis, and other style matters. ❖ <i>Computer Lab Idea: Work together to design class magazine based on TBA essays.</i> <p>HOMEWORK (DUE NEXT MEETING)</p> <ul style="list-style-type: none"> ◦ Finish revising and copy-editing final version of Unit IV, and bring 2 copies (one for the semester portfolio) to next class. ◦ Bring a semester portfolio with clean copies of the final versions of Units I, II, III, & IV.
UNIT V: FINAL REFLECTION		
WEEK 13	<p>Wed, 4/25</p> <p><i>Writer reflection</i></p> <p><i>Reflection on concept & practice of writing</i></p>	<p>GOALS</p> <ul style="list-style-type: none"> ◦ Introduce Final Reflection assignment. <p>IN-CLASS ACTIVITIES</p> <ul style="list-style-type: none"> ◦ Unit IV final copy-edited version due. (Teachers: return with comments by last class.) ◦ Assign Unit V essay: extended, summative version of the reflective writing students have been doing all semester. ◦ 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. ◦ Small groups: Students share portfolios and help one another identify themes and patterns, shifts in style, and development across semester. ◦ 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. <p>HOMEWORK (DUE NEXT MEETING)</p> <ul style="list-style-type: none"> ◦ Begin drafting Final Reflection essay—e.g., see <u>Post-It Notes</u> exercise—and bring one copy to class.

	<ul style="list-style-type: none"> ◦ Bring in 2-3 brief passages from your semester portfolio that you're especially proud of.
<p>Fri, 4/27</p> <p><i>Writer reflection</i></p> <p><i>Reflection on concept & practice of writing</i></p>	<p>GOALS</p> <ul style="list-style-type: none"> ◦ Continue working on final reflection. <p>IN-CLASS ACTIVITIES</p> <ul style="list-style-type: none"> ◦ Students share passages of their work that they're especially proud of. <u>Peer Response</u> on early draft. ❖ <i>Computer Lab Idea: Design e-portfolios to display semester's writing.</i> <p>HOMEWORK (DUE NEXT MEETING)</p> <ul style="list-style-type: none"> ◦ Revise Final Reflection essay. ◦ Read selected Junior Year Writing essays from SWA, as well as PH, Parts 2-3: Writing for Different Purposes & Writing in the Disciplines, to prompt reflection about future writing at UMass and beyond.
<p>Mon, 4/30</p> <p><i>Looking forward</i></p>	<p>GOALS</p> <ul style="list-style-type: none"> ◦ Prepare students for last class meeting during final exam week. <p>IN-CLASS ACTIVITIES</p> <ul style="list-style-type: none"> ◦ Discuss Junior Year Writing essays (SWA) to help students look forward in their college writing. ◦ Small group activities to prepare for final class meeting. ◦ <p>HOMEWORK (DUE NEXT MEETING)</p> <ul style="list-style-type: none"> ◦ Complete Final Reflection essay, and bring to class meeting during final exam week.
<p><i>Exam Week, 5/3-10</i></p>	<p>GOALS</p> <ul style="list-style-type: none"> ◦ With help of Final Reflection essay, look back with students across the semester and forward to their future writing. <p>IN-CLASS ACTIVITIES</p> <ul style="list-style-type: none"> ◦ Required Final Class Meeting during final exam week. ◦ Required Final Reflection essay due. <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>