



## **ENGLISH 1301**

**Day/Time:** TR 11:30-12:45

**Location:** F.203

**Dr. April Sikorski**

**Email** [april.sikorski@brazosport.edu](mailto:april.sikorski@brazosport.edu)

**Phone** 979-230-3174

**Office Hours:** MTWR 9am-11am

**Office:** E.221 (outside WC)

### **COURSE DESCRIPTION**

**English 1301 Composition and Rhetoric I** – Process-oriented instruction in written composition accompanied by rhetorical analyses of required readings, instruction in research methods, MLA documentation, and the use of PC's in a writing lab. Students write a series of papers demonstrating competencies in expository and argument strategies, including narration, description, causal analysis, and comparison/contrast.

**PREREQUISITE:** Satisfactory placement score.

### **GENERAL OBJECTIVES**

**ENGLISH 1301** emphasizes writing as a process, a process of discovery and thinking. Students are led through the process of inventing, drafting, reading drafts critically, revising and polishing, and editing their compositions.

### **TEXTBOOKS**

- Course Packet (available in Brazosport College Bookstore)

Required course materials are available at the Brazosport College bookstore, on campus or online at <http://www.brazosport.edu/bookstore>. A student of this institution is not under any obligation to purchase a textbook from the college bookstore. The same textbook is/may also be available from an independent retailer, including an online retailer.

### **ENGLISH 1301 LEARNING OUTCOMES**

After successful completion of this course, students will be able to:

1. Demonstrate knowledge of individual and collaborative writing processes.  
Assessment: Participation in peer editing, draft workshops, and group discussions. 4-8 compositions (passing with at least 70%)

2. Develop ideas with appropriate support and attribution. Assessment: Students support their claims in each composition by closely reading and incorporating sources to develop and defend these claims. 4-8 compositions (passing with at least 70%)
3. Write in a style appropriate to audience and purpose. Assessment: Students will understand the rhetorical situation and adjust their style to suit myriad audiences. 4-8 compositions (passing with at least 70%)
4. Read, reflect, and respond critically to a variety of texts. Assessment: Students closely read articles, essays, images, videos, and student writing. 4-8 compositions (passing with at least 70%)
5. Use Edited American English in academic essays. Assessment: 4-8 compositions (passing with at least 70%)

---

**Paper Grades and Their Numerical Value:**

<b>A+</b> = 98-100	<b>B+</b> = 88	<b>C+</b> = 78	<b>D+</b> = 68
<b>A</b> = 95	<b>B</b> = 85	<b>C</b> = 75	<b>D</b> = 65
<b>A-</b> = 92	<b>B-</b> = 82	<b>C-</b> = 72	<b>D-</b> = 62
<b>A/B</b> = 90	<b>B/C</b> = 80	<b>C/D</b> = 70	<b>F</b> = 50 or below

---

Course Assignments

Course Units:

One Pagers	20%	Unit 1	15%
Participation	10%	Unit 2	20%
Final Exam	5%	Unit 3	30%
<b>TOTAL</b>			<b>100%</b>

---

**BRIEF DESCRIPTION OF COURSE ASSIGNMENTS**

**Participation 10%**

Each class you will have an opportunity to earn participation credit. These credits are earned when you:

1. Attend class on time and stay for the whole session,
2. Have the assigned reading/writing/annotation completed and in-hand,
3. Actively participate in the discussion and in-class work of the day.

To be PRESENT in class, you must have the assigned work and be an active member of our class community. The following behaviors will result in your being marked absent:

- Sleeping in class (1 absence).
- Not attending class (1 absence).
- Missing a portion of the class by arriving late or leaving early (1/2 absence).
- Attending class without the day's work (reading, annotations, one pager due, etc.) (1/2 absence)
- Not participating in class discussion (1/2 – 1 class absence).
- Disrupting other students (1/2 absence).

The departmental policy requires 80% attendance for class times; this translates to six classes in our sixteen-week semester.

- You are permitted two (2) absences without question. You are still responsible for due dates and work missed during your absence.
- Upon your third (3) absence, you will be required to take the Final Exam.
- Upon your sixth (6) absence, you will be asked to withdraw from the course.

The official withdrawal deadline for this semester is **November 6<sup>th</sup>**. To withdraw from a course, contact the Registrar's Office at 979-230-3221.

The following behaviors will result in your being withdrawn/asked to withdraw from the class:

- Missing six classes.
- Sleeping in class six times.
- Arriving late twelve times. Late arrival is any time after class begins.
- Attending class unprepared (without sequenced writing or reading completed, without annotations, without class materials) six times.
- Using your phone in class twelve times.
- Disrupting other students twelve times.

### **One Pagers (20%)**

#### **Due dates in course schedule (11-end) ~ Not accepted late**

As we read essays and articles, I will ask you to compose short writing assignments. These assignments should be formatted as short, one-page papers. These short papers will help you begin to articulate your ideas and opinions using our course readings. You will use these "one pagers" to practice techniques (summary, paraphrase, using quotations, developing arguments, etc.)

**Length:** 300 words (minimum). Include a word count at the end of each one pager.

**Evaluation:** If you THOUGHTFULLY complete these short papers, you will earn this 10%, and you will be in a better position to craft your formal papers because you will be able to use these smaller assignments as your foundation. If you treat these short

assignments as hoops to jump through, and your writing does not show at least a page of thoughtful interaction with the text and your response questions, you will not receive credit.

**Submission:** One pagers should be printed before/by the start of class. Dr. A will check to see that you have them at the start of class. You will keep them to help with the discussion, and you will hand them in at the end of the class in which they are due.

- You may NOT submit one pagers late.
- If you will not be in class on the day in which a one pager is due, you may submit it to Dr. A in an email (as an attachment) by the start of class.

### ONE PAGER GRADING GUIDE

√+ **CREDIT PLUS.** \*\*Excellent work.

- This response is likely longer than a page/300 words, and each paragraph thoughtfully addresses the assignment question.
- It goes above and beyond the expectations of the assignment while still addressing the question.
- It takes the guidelines for the √ and perfects them.

√ **CREDIT.**

- This one-pager is right on point. It's 300 words (minimum), and there's no fluff.
- This one-pager answers the assignment question, uses quotations from the reading to develop their response, and shows evidence of critical thinking.
- This one-pager shows CLEAR evidence that the writer has read and understood the assigned text.
- The writer makes a claim in their introduction that answers the question, and they use their example paragraphs to develop that claim.
- The discussion post might not be grammatically perfect, but the writer is clearly expressing their ideas; there are no run-on ideas or incomplete thoughts.

√- **NO CREDIT.**

- This one-pager is unspecific and doesn't show evidence that the writer has read the text closely.
- If the writer uses quotations, they are included haphazardly, and they are not interpreted to show how they address the writers' purpose/their answer to the assignment question.
- The writer may be discussing ideas outside of the text or outside of the scope of the assignment question.
- The writer may have a claim, but it is general or does not address the specific assignment question.
- The writer may have run their paper into one, long paragraph without separating their ideas.
- The assignment question has not been addressed or answered thoughtfully and completely.

## Course Units & Formal Projects

These assignments are subject to the Late Work Policy (at the end of this syllabus)

### **Unit 1: Reading to Write (15%)**

In the first move of our course, we will read multiple essays discussing the various ways writers *read to write*. Some will discuss revising others will discuss how they read as a habit. Use these readings to make an argument about how writers read to write. (1000 words min)

- A more thorough explanation of this assignment can be found attached to the Dropbox for this assignment.
- A rubric for this assignment is available on D2L (Assessments > Rubrics).
- You will submit a PAPER draft in class.
- You will submit your FINAL draft to the D2L Dropbox.
- **This paper may be revised and resubmitted to the dropbox once by the end of the semester (see page 11 for dates). The resubmission will be regraded, and you will earn the new or higher grade. No grades will be averaged.**

### **Unit 2: Why and How Writers Draft (20%)**

In the second move of our course, you will make an argument about how and why writers write drafts. As with the first paper, your Unit 2 paper will also rely on readings from the course packet. (1000 words min)

- A more thorough explanation of this assignment can be found attached to the Dropbox for this assignment.
- A rubric for this assignment is available on D2L (Assessments > Rubrics).
- You will submit a PAPER draft in class.
- You will submit your FINAL draft to the D2L Dropbox.
- **This paper may be revised and resubmitted to the dropbox once by the end of the semester (see page 11 for dates). The resubmission will be regraded, and you will earn the new or higher grade. No grades will be averaged.**

### **Unit 3: How & Why Writers Revise (30%)**

In the third move of our course, you will make an argument about how and why writers write revise. Your Unit 3 paper will rely on three readings from Units One and Two and will introduce two new readings, for a total of five. (1000 words min)

- A more thorough explanation of this assignment can be found attached to the Dropbox for this assignment.
- A rubric for this assignment is available on D2L (Assessments > Rubrics).
- You will submit a PAPER draft in class.
- You will submit your FINAL draft to the D2L Dropbox.
- **This paper may be revised and resubmitted to the dropbox once by the end of the semester (see page 11 for dates). The resubmission will be regraded, and you will earn the new or higher grade. No grades will be averaged.**

### **Final Exam (5%)**

The Final Exam will be an in-class essay based on the material we have covered this semester. The Exam will be administered at in accordance with the Final Exam Schedule. **If you earn two or fewer absences throughout the semester, you will be exempt from the Final Exam.**

That means, if you only miss **one** class, you will not have to attend the Final Exam period, and you will automatically earn the 5% points associated with this assignment. If you miss **two** classes, you will have to attend the Final Exam period, but you will not need to take the exam. If you miss three or more classes, you will be required to take the Final Exam.

In accordance with the Brazosport College Final Exam schedule, your final exam will be administered on \_\_\_\_\_ in the same room where we have class.

### **WRITING CENTER (EXTRA CREDIT)**

The Brazosport College Writing Center / BCWC (E.220, inside Student Success Center) offers one-on-one sessions with a trained, writing consultant face-to-face and online. BC WC Consultants can help you understand your reading, brainstorm topics for an assignment, develop ideas, maintain your focus, establish a clear structure, and so much more.

**To schedule an appointment, visit [Brazosport.edu/writingcenter](http://Brazosport.edu/writingcenter).  
Walk-in and appointment hours are 8am-8pm MTWR and 8am-12pm on F.**

To get extra credit for your visit, please complete a Writing Center Reflection at the time of your appointment. Then, hand that reflection into Dr. April at the start of the next class. If possible, staple your reflection to the draft you worked on in the WC.

Extra credit is assessed at the end of the semester. If you have visited the WC and faithfully completed your Writing Center Reflections, your final grade will be rounded up if possible. If you earn a 78%, your extra credit will round your grade up to an 80%. If you earn a 75%, your extra credit will NOT round your grade up to an 80%.

## POLICIES & PROCEDURES

### LATE WORK

- To receive full credit for an assignment, students must submit that assignment at the start of class in which it is due. All One Pager assignments must be handed in at the start of the class in which they are due; ***ONE PAGERS will NEVER be accepted late.*** This policy applies only to your formal papers in Unit 1, 2, and 3 (Reading to Write, How & Why Writers Draft, Visual Analysis).
- Work submitted to my office after class or the day after it is due will be docked 10%. For example, if an essay is worth 20 points and is due on Monday but is submitted Tuesday, that essay is immediately docked 2 points. Since each point is a %-point, this means the best grade you can get on your assignment will be an 18/20, or 90%.
- Work submitted by 5pm the second business day after the due date will be docked an additional 10%. For example, if the essay mentioned above is submitted Wednesday (at the start of the next class meeting), that essay is immediately docked 4 points. So, the best grade you could get on this essay would be a 16/20, or 80%.
- **No work will be accepted after the second business day past the due date. That means, you can only hand a paper in two days late at a maximum.**

### ATTENDANCE AND WITHDRAWAL POLICIES

The departmental policy requires 80% attendance for class times; this allows you six absences in our sixteen-week semester.

- You are permitted two (2) absences without question. You are still responsible for due dates and work missed during your absence.
- Upon your third (3) absence, you will be required to take the Final Exam.
- Upon your sixth (6) absence, you will be asked to withdraw from the course.

The official withdrawal deadline for this semester is November 6<sup>th</sup>. To withdraw from a course, contact the Registrar's Office at 979-230-3221.

The following behaviors will result in your being withdrawn/asked to withdraw from the class:

- Missing six classes.
- Sleeping in class six times.
- Arriving late twelve times. Late arrival is any time after class begins.
- Attending class unprepared (without writing or reading completed, without annotations, without class materials) six times.
- Using your phone in class twelve times.
- Disrupting other students twelve times.

### COMMUNICATION (EMAIL)

We are part of a classroom community, and professional communities rely on email communication. I will use Brazosport.edu email to communicate with you this semester. Our BC.edu email can be accessed on the college website by searching "webmail" or scrolling to the bottom of the page to find the link to webmail. Please bookmark this link and check your BC.edu email regularly. In order to protect your right to privacy under FERPA, I will only discuss information related to the course via BC.edu email.

### DUAL CREDIT STUDENT?

If you are currently a high school student, please be aware that there are no special allowances for dual/concurrent students. The course content, paper requirements, grading, attendance policy, and

expectations **are the same** for all BC students. This course may contain adult content. Students who do not meet the expectations set forth by the college may be asked to withdraw.

### **STUDENT SUPPORT/TimelyCare**

To help you on your educational pathway, Brazosport College provides all students with access to TimelyCare. If you're stressed, challenged, or need help, download the TimelyCare app today! It's your free virtual health and well-being service platform, available 24/7, 365 days of the year. Search "TimelyCare" in your app store. Then, register with your student email to access your health care services.

### **STUDENTS WITH DISABILITIES**

Brazosport College is committed to providing equal education opportunities to every student. BC offers services for individuals with special needs and capabilities including counseling, tutoring, equipment, and software to assist students with special needs. For student to receive any accommodation, documentation must be completed in the Office of Disability Services. Please contact Phil Robertson, Special Populations Counselor at 979-230-3236 for further information.

### **ACADEMIC HONESTY**

Brazosport College assumes that students eligible to perform on the college level are familiar with the ordinary rules governing proper conduct including academic honesty. The principle of academic honesty is that all work presented by you is yours alone. Academic dishonesty including, but not limited to, cheating, plagiarism, and collusion shall be treated appropriately. Please refer to the Brazosport College Student Guide for more information. This is available online at <http://www.brazosport.edu>. Academic dishonesty violates both the policies of this course and the Student Code of Conduct. In this class, any occurrence of academic dishonesty will be referred to the Dean of Student Services for prompt adjudication, and may, at a minimum, result in failure in this course. Sanctions may be imposed beyond your grade in this course by the Dean of Student Services.

Academic dishonesty violates both the policies of this course and the Student Code of Conduct. In this class, any occurrence of academic dishonesty will be referred to the Dean of Student Services for prompt adjudication, and may, at a minimum, result in a failing grade for that assignment and potentially in this course. Sanctions may be imposed beyond your grade in this course by the Dean of Student Services.

### **USING AI GENERATORS**

We are writing at an exciting time where new tools for machine generated text are beginning to take shape. As new users of this new technology, we have an opportunity to learn how to use these tools effectively and ethically. For the purposes of this class, you may use AI (like ChatGPT) to help you edit your work. AI could also be useful for helping you generate example thesis statements that you can use to help you *brainstorm*. Also, you could put your paper into an AI program and ask it to help you generate a conclusion that you can use as a *draft*.

- **What you may NOT do is copy text from an AI program into your paper.** To copy text from an AI generator into your paper would be cheating and a violation of the Academic Honesty policy and the Student Code of Conduct.
- **If you choose to copy and paste material from an AI program into your paper, you must cite that material using MLA or APA.** Please google how to cite material from ChatGPT or AI. You will find explicit examples of MLA and APA rules for citation of AI generated materials. If you still have questions, visit the Writing Center or my office hours for help.
- **For the purposes of this course, you are NOT permitted to use sources outside of those provided in the course packet/D2L.** I have provided all the readings you will need to cite, and you are not permitted to use sources outside of our required readings. Therefore, you will



not run into a situation where you will need to cite an AI program, as that would be using an outside source.

### **STUDENT CONDUCT STATEMENT**

Students are expected to be aware of and follow the Brazosport College Student Code of Conduct. Students have violated the Code if they “fail to comply with any lawful directions, verbal or written, of any official at BC.”

You’re responsible for knowing the Student Code of Conduct (includes behavior and academic integrity). The code is outlined in the [Student Guide and Calendar](#) (select the Student Guide and Calendar from the drop down list on the top right of the page), Policy [FLB \(LOCAL\)](#) or on page 17 ([hard copy](#)). If you have any questions regarding the code of conduct, please call 979.230.3343 or email [DOSS@brazosport.edu](mailto:DOSS@brazosport.edu).

### **CLASSROOM “RULES”**

Respect for the diversity of perspectives, histories, experiences and identities that exists in any community is crucial for its productive functioning. This class, to varying degrees, will be examining and producing writing relating to issues of gender, race, ethnicity, sexuality, and class, all of which can be controversial and generate impassioned and even confrontational positions. In seeking to understand and engage in dialogue on any topic, we are interested in comprehensively and critically surveying the range of views available. In an academic environment (and hopefully elsewhere), our own engagement with these issues must not include demeaning remarks and insults, stereotypes, careless generalizations, or the refusal to allow people opportunities to present and develop their views publicly. Any environment that claims to encourage dialogue, as opposed to confrontation, is relatively fragile. The danger is not only that some participants may be offended or hurt, but also that they may be silenced.

Any student found to be deliberately creating a hostile environment, or who does not alter his or her participation after a complaint has been put forth and explained will be reported to the Dean of Students. In short, be respectful and have an open mind.

### **CAMPUS CLOSURE STATEMENT**

Brazosport College is committed to the health and safety of all students, staff, and faculty and adheres to all federal and state guidelines. The College intends to stay open for the duration of the semester, and provide access to classes and support services on campus in the safest way possible. The College will also comply with lawful orders given by applicable authorities, including the Governor of Texas, up to and including campus closure. It is possible that on campus activities may be moved online and/or postpone if such orders are given.

### **FERPA**

Brazosport College is committed to fully respecting and protecting the rights of students under the Family Educational Rights and Privacy Act (FERPA). These rights generally include the right to inspect, review and seek amendment to the student's education records and the right to provide written consent before personally identifiable information from education records is disclosed. This means, if you wish to include your parents in discussions of your academic progress, this consent must be on file with the Registrar and Dean of Students, and it must be verified before I will speak with anyone but you about your work in the course.

FERPA is a federal law created to protect your privacy, and I take it very seriously. If you wish to discuss your progress in the course (including questions about course material) you must contact me using your BC.edu email account. IT (F.wing) can help you sync it to your phone. BC.edu is the only confidential email protected by Brazosport College, and, in order to protect us and avoid potential FERPA violations, it’s the only means of communication to which I will respond. Private email could

be hacked or viewed by someone other than you, and BC doesn't protect our communication using any other means than our institutional email.

### **TITLE IX**

Brazosport College faculty and staff are committed to supporting students and upholding the College District's non-discrimination policy. Under Title IX and Brazosport College's policy FFDA (Local), discrimination based on sex, gender, sexual orientation, gender identity, and gender expression is prohibited. If students experience an incident of discrimination, sexual harassment, or sexual misconduct, they are encouraged to report it.

If a faculty or staff member "is informed of a student's pregnancy or related condition" by the student or "a person who has a legal right to act on behalf of the student," the employee must "promptly" tell the student or representative how to notify the Title IX Coordinator of the student's pregnancy or related conditions and must provide the Title IX Coordinator's contact information to the student or representative, unless the employee "reasonably believes" the Title IX Coordinator already knows.

While students may talk to a faculty or staff member at BC, please understand that they are "Responsible Employees" and must report what is told to them to college officials. Students can also contact the Title IX Coordinators directly by using the contact information below. Additional information is found on the Sexual Misconduct webpage at [www.brazosport.edu/sexualmisconduct](http://www.brazosport.edu/sexualmisconduct).

Alex Crouse, Director of Student Life and Deputy Title IX Coordinator  
979-230-3355; [alex.crouse@brazosport.edu](mailto:alex.crouse@brazosport.edu)

Mareille Rolon, HR Coordinator and Deputy Title IX Coordinator  
979-230-3303; [mareille.rolon@brazosport.edu](mailto:mareille.rolon@brazosport.edu)

## Course Schedule

Date	Class Work	Reading HW	Writing HW
		Reading & Writing Assignments are due at the start of class on the date in which they are listed.	
T 1/16	<ul style="list-style-type: none"><li>Hi 😊</li><li>Informational Notecards</li><li>Would you rather?</li><li>Syllabus Group Work</li></ul>		
R 1/18	Ordeal by Cheque Activity		Purpose: Practice reading closely & critically
T 1/23	Unit 1 Introduction		
R 1/25	Discuss King	King “Reading to Write”	<b>One pager (printed by start of class)</b> <ul style="list-style-type: none"><li>According to King, what is the role of reading to a writer? Asked another way, why do writers read?</li><li>Use this one pager to discuss the role reading <i>should</i> have in the life of any writer.</li><li>Craft a thesis claiming how and why writers read. Then, use examples from King to develop this thesis.</li></ul>
T 1/30	Discuss Bunn	Bunn “How to Read Like a Writer”	<b>One pager (printed by start of class)</b> <ul style="list-style-type: none"><li>Bunn discusses the different ways that writers read (compared to folks who just read for enjoyment).</li><li>In this one pager, make an argument discussing how and why successful writers read. Use quotations from Bunn to develop your claims.</li></ul>
W 1/31	Last Day to Drop with a 100% Refund		
R 2/1	Discuss Sontag	Sontag “Write, Read, Rewrite.”	<b>One pager (printed by start of class)</b> <ul style="list-style-type: none"><li>Sontag discusses how she reads her own writing to revise.</li><li>Use this one pager to craft a thesis stating how and why Sontag reads.</li></ul>
T 2/6	Discuss Murray	Murray “The Makers Eye”	<b>One pager (printed by start of class)</b> <ul style="list-style-type: none"><li>Like Sontag, Murray discusses how the writer (or “maker”) reads when they revise.</li><li>In this one pager, use Murray to make an argument about how writers/makers <b>read to revise</b>.</li></ul>

			<ul style="list-style-type: none"> <li>As with all papers, this one pager should have a thesis statement, and you should develop that thesis with quotations from the readings.</li> </ul>
R 2/8	Discuss Choosing Sources		<b>Bring all one-pagers from Unit one WITH FEEDBACK from Dr. A</b>
T 2/13	Revising Activity		<b>Reading to Write Draft</b> (dropbox & printed by start of class)
R 2/15	Revising Activity		<b>CLEAN Printed copy of Unit 1 Paper</b> must be present at the start of class. No notes on draft.
T 2/20	Unit 2 Introduction		<b>Reading to Write Final</b> (dropbox & printed by start of class)
R 2/22	Discuss Lamott	Lamott "Shitty First Drafts"	<b>One pager (printed by start of class)</b> <ul style="list-style-type: none"> <li>Lamott discusses the process writers need to go through when they draft.</li> <li>In this one pager, develop a claim about how and why writers draft using examples/quotations from Lamott's essay.</li> </ul>
T 2/27	Discuss Elbow	Elbow, "Desperation Writing"	<b>One pager (printed by start of class)</b> <ul style="list-style-type: none"> <li>Lamott and Elbow both discuss how they write messy, desperate drafts to overcome their anxieties and lack of inspiration that blocks their writing.</li> <li>These essays are like instructions for writing messy drafts.</li> <li>In this one pager, use Elbow to develop a thesis discussing HOW and WHY writers write messy drafts.</li> </ul>
R 2/29	Discuss Schantz	Schantz "Putting the Composure in Composing; or, Why I Love My Game Boy"	<b>One pager (printed by start of class)</b> <ul style="list-style-type: none"> <li>How can procrastination help a writer write their messy first draft?</li> <li>In this one pager, craft a thesis describing how and why writers would procrastinate when drafting.</li> <li>Be sure you focus on the productive kinds of procrastination that Shantz discusses.</li> </ul>
T 3/5	Discuss Wyche	Wyche "Time, Tools, and Talismans"	<b>One pager (printed by start of class)</b> <ul style="list-style-type: none"> <li>Shantz discusses how writers procrastinate productively. Wyche refers to rituals writers have that help them write. In this one pager, <b>make an argument about how rituals (or procrastination) help writers draft.</b> To develop this claim, you must use Wyche, but you are welcome to use Shantz as well.</li> </ul>

R 3/7	Pre-writing Activity		<b>How &amp; Why Writers Draft Pre-Writing</b> (printed) <ul style="list-style-type: none"> <li>• Thesis Statement</li> <li>• Four quotations</li> </ul>
3/12 & 3/14	<b>Spring Break</b>	<b>No Class</b>	
T 3/19	Revising Activity		<b>How &amp; Why Writers Draft Draft</b> (dropbox)
R 3/21	Revising Activity		
T 3/26	Unit 3 Introduction		<b>How &amp; Why Writers Draft Final</b> (dropbox)
R 3/28	Discuss Murray	Murray "The Makers Eye"	<b>One pager (printed by start of class)</b> <ul style="list-style-type: none"> <li>• Murray suggests writers should read in different ways depending on their revision goals.</li> <li>• In this one pager, use Murray to develop a claim about why and how writers revise.  <b>Remember:</b> If you use the seven elements, choose a few and incorporate them in meaningful ways. Do not list them in one paragraph or seven.</li> </ul>
M 4/1	<b>Last day to withdraw</b>		
T 4/2	Discuss Sommers	Sommers "Revision Strategies of Student Writers and Experienced Adult Writers"	<b>One pager (printed by start of class)</b> <ul style="list-style-type: none"> <li>• In this one pager, develop a thesis that states why and how writers revise using the strategies Sommers pulls from experienced writers (383-end).  <b>Note:</b> Read the whole piece, but pull examples from the latter half of the article.</li> </ul>
R 4/4	Discuss Lamott & Elbow	Lamott "Shitty First Drafts" & Elbow, "Desperation Writing"	<b>One pager (printed by start of class)</b> <ul style="list-style-type: none"> <li>• There was a lot of material in Elbow and Lamott you couldn't use to discuss drafting.  In this one pager, use both Elbow and Lamott to help you describe how and why writers revise.</li> </ul>
T 4/9	Discuss Elbow	Peter Elbow "Thorough Revising"	<b>One pager (printed by start of class)</b> <ul style="list-style-type: none"> <li>• If we write a desperate and messy draft, we must revise "thoroughly" and completely. In this book chapter, Elbow offers many specific details about how writers revise.  For this one pager, choose a few of Elbow's ideas and use them to develop a thesis about why and how writers revise. Be sure to have a specific adjective or description for how.</li> </ul>

R 4/11	Choosing Sources & Crafting Arguments		Bring one pagers from Unit 3
T 4/16	Revision Activity		<b>Why &amp; How Writers Revise Draft</b> (dropbox & printed)
R 4/18	Revision Activity		
T 4/23	Discuss Revising Unit Papers		<b>Why &amp; How Writers Revise Final</b> (dropbox & printed)
R 4/25	In-class Revising		
T 4/30 Last Class	In-class Revising		
Sun 5/5	Reading to Write, How & Why Writers Draft, and Why & How Writers Revise <b>revisions due to dropbox by Sunday, May 5<sup>th</sup> @ 11:59pm.</b>		
T 5/7	Final Exam	1:00pm-3:00pm	<p>If you have missed 2 or fewer classes, you are exempt from the final, and you have already earned the 5% points associated with this assignment.</p> <p>If you currently have a 0 for your Final Exam grade, you must complete the Final Exam to raise that grade.</p>
	<p>Grades will be posted to MyBC no later than May 8<sup>th</sup> at 3pm. If you have any questions about how your grade was calculated or if you desire to dispute your grade, I will happily hear your concerns in person beginning on June 3rd, the first day of the Summer 2024 semester.</p>		