

ENGL 1020.A Course Schedule

Spring 2022

How to Read this Schedule:

- All readings are on our Blackboard course site in a link or PDF. “*Composing*” refers to our online textbook, [Composing Ourselves & Our World](#). If you are unable to access online articles via the Blackboard link, you are expected to search for the text using your internet skills. Email me only as a last resort.
- The work listed in the PREPARATION column should be completed BEFORE classtime on that day. Work listed in the IN-CLASS WORK column is either due during or after our class session (usually at 11:59 PM). **Most major projects/drafts are due on Fridays at 11:59 PM.**
- All writing and projects will be submitted to Blackboard in a Word or PDF format. Work should not be emailed to me unless you have discussed your situation with me.
- Reading quizzes are a possibility anytime there is reading.
- **Check Blackboard & your AUM email as assignments are subject to change.**

Week	Date	TOPIC	PREPARATION WORK (due before class)	IN-CLASS WORK (due during or after class)
1	Monday 1/10	Introduction to Course		<i>Introductions, syllabus activity; start introduction letter; access survey</i>
	Wednesday 1/12	Introduction to Food and Argument	Post Introduction Letter to Blackboard assignment box (see Blackboard for details) Complete access survey (link on Blackboard)	<i>Food questions, inquiry-based argument, Project 1 and rubric</i>
2	Monday 1/17		NO CLASS	
	Tuesday 1/18		Last Day to Add Classes	
	Wednesday 1/19	Unit 1: Inquiry Proposal	Watch <i>Gourmet Makes</i> episode “Starburst” (YouTube link on Bb) Read Carabelli, “Identifying a Conversation” (<i>Composing</i> 15.1) Post to Week 2 discussion forum (no responses due this week) Last day for 100% Refund	<i>Crafting questions, discourse communities, rhetorical situations</i>
3	Monday 1/24	Unit 1: Inquiry Proposal	Read Moxley, “Demystify Research Methods” (<i>Composing</i> 16.1) Read Purdy, “Wikipedia is Good for You!?” (<i>Composing</i> 16.2) Post to Week 3 discussion forum	<i>Research methods, preliminary research, proposal format</i>
	Wednesday 1/26	Unit 1: Inquiry Proposal	Watch “The Cooking Gene: Michael Twitty” Read Lohman, “History has a Flavor” from <i>Eight Flavors</i> (PDF on Blackboard) Respond to two classmates’ Week 2 discussion forum posts on Blackboard	<i>Positionality, writing workshops and the process, author’s notes, answer questions about Project 1</i>

Week	Date	TOPIC	PREPARATION WORK (due before class)	IN-CLASS WORK (due during or after class)
	Friday 1/28		Post Project 1 draft and author's note to Project 1 Workshop Draft assignment box by 11:59 PM	
4	Monday 1/31	Unit 1: Inquiry Proposal	Bring TWO printed copies of your Project 1 draft to class for workshop	<i>Peer workshop</i> In-class work: Turn in peer workshop feedback to Dr. Kelm by the end of class
	Wednesday 2/2	Unit 1: Inquiry Proposal	No Class – individual conferences with Dr. K Last day for 50% Refund	Conferences (in-person or Zoom) <i>Come to your scheduled conference prepared to talk over your Project 1 draft</i>
5	Monday 2/7	Unit 2: Annotated Bibliography	Read Giles, "Reflective Writing and the Revision Process: What Were You Thinking" (<i>Composing</i> 16.1)	<i>Unit 1 reflection assignment, introduce Project 2</i>
	Wednesday 2/9	Unit 2: Annotated Bibliography	Read Haller, "Walk, Talk, Cook, Eat: A Guide to Using Sources" (<i>Composing</i> 18.4)	<i>Different types of sources, how to read them</i>
	Friday 2/11		Project 1 Inquiry Proposal Essay DUE to Blackboard assignment box by 11:59 PM	
6	Monday 2/14	Unit 2: Annotated Bibliography	Visit to the library– meet in the 2 nd floor library computer lab Unit 1 Reflection DUE to Blackboard assignment box by 11:59 PM	<i>How to find sources (library day)</i>
	Wednesday 2/16	Unit 2: Annotated Bibliography	Read OWL at Purdue, "Evaluating Sources of Information" (Introduction, Where to Begin, General Guidelines, Evaluating Bibliographic Citations, Evaluating Digital Sources)	<i>Reading and evaluating sources</i>
7	Monday 2/21	Unit 2: Annotated Bibliography	Post to Week 7 discussion forum Read Ganz, "Viral TikTok Recipes" Review OWL at Purdue MLA Formatting and Style Guide	<i>Writing annotations, MLA bibliographic citations</i>
	Wednesday 2/23	Unit 2: Annotated Bibliography	Respond to two classmates' Week 7 discussion forum posts on Blackboard Read <i>Writer/Designer</i> ch. 1	<i>Visual representations of connections between sources, examples</i>
	Friday 2/25	Unit 2: Annotated Bibliography	Post Project 2 draft and author's note to Project 2 Workshop Draft assignment box by 11:59p	
8	Monday 2/28	Unit 2: Annotated Bibliography	Bring TWO printed copies of your Project 2 draft (including your visual synthesis) to class for workshop	<i>Peer workshop</i> In-class work: Turn in peer workshop feedback to Dr. Kelm by the end of class

Week	Date	TOPIC	PREPARATION WORK (due before class)	IN-CLASS WORK (due during or after class)
	Wednesday 3/2	Unit 3: Argument	Read “Constructing the Thesis and Argument—From the Ground Up” provided by Lumen Learning (<i>Composing</i> 15.6) Midterm Grades Dues	<i>Reflection 2, answering your inquiry question, types of thesis statements, project 3</i> In-class work: Complete midterm evaluation (Google form link on Blackboard) by 11:59 PM
	Friday 3/4		Unit 2 Annotated Bibliography and Visual Synthesis DUE to Blackboard assignment box by 11:59 PM	
	Monday 3/7	Unit 2: Annotated Bibliography	Read “Developing a Strong, Clear Thesis Statement” (<i>Composing</i> 5.2) Bring a draft of your thesis statement Unit 2 Reflection DUE to Blackboard assignment box by 11:59 PM	<i>Thesis statement workshop, outlining</i>
9	Wednesday 3/9	Unit 3: Argument	Read selections from <i>Composing</i> 18.2: <ul style="list-style-type: none"> • “Incorporating Evidence into a Research Paper” by Jennifer Janecek • “Analyzing Evidence” by Jennifer Janecek • “Provide Addition Support for this Point” provided by Writing Commons • “Avoid the Use of Unsupported Opinions as Evidence” provided by Writing Commons Post revised thesis statement and tentative outline to Blackboard assignment box by 11:59 PM	<i>Outlining/structure, evidence, counterarguments</i>
10	Monday, 3/14 – Friday, 3/18	Spring Break		
	Monday 3/21	Unit 3: Argument	Post to Week 11 discussion forum Read Birnbaum, “Why You Should Teach Your Kids to Cook”	<i>Logos, ethos, pathos, logical fallacies</i>
11	Wednesday 3/23	Unit 3: Argument	Respond to two classmates’ Week 11 discussion forum posts on Blackboard Read “Quoting, Paraphrasing, and Avoiding Plagiarism” by Steven D. Krause (<i>Composing</i> 19.1)	<i>Incorporating sources, citation</i>
	Sunday 3/27		Last Day to Drop Classes	
12	Monday 3/28	Unit 3: Argument	No Class – individual conferences with Dr. K	Conferences (in-person or Zoom) <i>Come to your scheduled conference prepared to talk over Project 3 – bring whatever draft you have so far</i>

Week	Date	TOPIC	PREPARATION WORK (due before class)	IN-CLASS WORK (due during or after class)
	Wednesday 3/30	Unit 3: Argument	Post to Week 12 discussion forum (no responses due this week) Read " Intros and Outros " (<i>Composing</i> 18.3) Bring draft and sources to class	<i>Introductions/conclusions, work day</i>
	Friday, 4/1		Post Project 3 research paper draft and author's note to Project 3 Workshop assignment box by 11:59 PM (if you want feedback from Dr. K; otherwise, draft is due to assignment box by Monday at classtime)	
13	Monday 4/4	Unit 3: Argument	Bring ONE printed copy of your Project 3 research paper draft to class for workshop	<i>Peer workshop</i>
	Wednesday 4/6	Unit 3: Argument	Read Stedman, "Annoying Ways People Use Sources" (<i>Composing</i> 18.4) Read "Audience Awareness" provided by Lumen Learning (<i>Composing</i> 15.3)	<i>Revision activities</i>
14	Monday 4/11	Unit 3: Argument	NO CLASS (Dr. K in Canada)	
	Wednesday 4/13	Unit 3: Argument	Read Writer/Designer ch. 3	<i>Video presentation info; remediating/changing audiences</i>
	Friday 4/15		Project 3 Research Essay DUE to Blackboard assignment box by 11:59 PM	
15	Monday 4/18	Unit 3: Argument	Post to Week 15 discussion forum (no responses due this week) Read <i>Everything is an Argument</i> "Style and Presentations" selection (PDF on Bb)	<i>Presentation best practices, how to record via Zoom</i>
	Wednesday 4/20	Unit 3: Argument	Bring a printed copy of your video presentation script and visual for peer workshop (no need to upload draft)	<i>Peer workshop, unit 3 reflection</i> In-class work: Turn in peer workshop feedback to Dr. Kelm by the end of class
	Friday, 4/22		OPTIONAL REVISIONS DUE to Blackboard by 11:59 PM	
16	Monday 4/25	Unit 4: Final ePortfolio	Read " Building a Blackboard Portfolio " All late work DUE by 11:59 PM	<i>Discuss ePortfolio, checklist, finals, time management; complete Curtiss Critiques</i> Project 3 Video Presentation and Reflection 3 DUE to their Blackboard assignment boxes by 11:59 PM
FINAL	Monday 5/4, 10:45 AM – 1:15 PM	FINAL	Bring TWO printed copies of your ePortfolio cover letter to class for workshop, along with a tablet or computer to work on your portfolio (no need to upload draft)	<i>Cover letter peer workshop, portfolio revision</i> Unit 4 Portfolio DUE by 11:59 PM