ENG 0701: Intro to Academic Discourse

## Section XXX, Fall 2018

Days, time and location: [add content here]

Instructor name, preferred title and e-mail: [add content here]

Office location and office hours: [add content here]

# Course Description:

ENG 0701 develops the reading skills, writing skills, and self-awareness that you need in order to understand and participate in academic discourse. Academic discourse is the system of institutions, scholars, texts, and arguments that creates, shapes, and perpetuates knowledge in the university. These are our course goals:

* You will read and discuss challenging course texts to strengthen critical reading skills and understand ideas in context.
* You will write a portfolio of four major writing assignments, as well as a variety of smaller, in-class and take-home assignments, all of which demonstrate that you can effectively participate in academic discourse.
* You will receive direct classroom instruction on rhetoric, grammar, and citation style so that you can employ academic evidence and form correctly.
* You will participate in peer feedback, revise your papers multiple times, and write self-reflective short assignments to ensure that you understand the writing process and set your own goals for future improvement.
* Your class will feature small class sizes, a minimum of three one-on-one conferences with your instructor, and frequent consultation in office hours and via e-mail. We will offer you intensive, individualized support.
* Your portfolio of major writing assignments will be assessed by your instructor and a trained committee of First Year Writing faculty. This process ensures that all ENG 0701 portfolios are graded fairly across sections.

# Course Theme:

All ENG 0701 sections focus on a specific theme (or up to three related themes). This section’s theme is citizenship and social responsibility. Our first unit will focus on personal choices that affect our social and political spheres: what food do we choose to eat and how do our food choices affect us and others? Our second unit will focus on gender: what is it, why is it important to understand, and how does gender intersect with other forms of identity/identification such as race, class, and sexuality? Our third and final unit will focus on bridging the differences that divide us: how do we negotiate the complex and often contentious political and social environment in which we live? There are no right or wrong answers to these questions. Critical engagement is the key to writing strong papers and doing well in this course, and I will model this process and encourage it from each and every student.

# Required Course Materials:

1. They Say, I Say with Readings, 4th Edition. Please get the physical version of this textbook, not the online version. If you get the online version, you’ll need to print out every reading and it will not save you money. There may be used copies available in the bookstore and online. ISBN: 978-0-393-63168-5. The list price is $50.00, but prices vary. Recently, I saw it available on Amazon for $29. You must get this book asap, so if you order online you should pay for rush shipping or you may be asked to leave class and take an absence because you’re unprepared. You are responsible for having this book by the start of the second week of class; no excuses.
2. Daily access to a computer with a reliable Internet connection and up-to-date [Microsoft Word](https://computerservices.temple.edu/office-365), [Firefox](https://www.mozilla.org/en-US/firefox/new/) and [Adobe Reader](http://get.adobe.com/reader/) software. See “University Resources—Download Free Software” on page 5 to update a personal computer. **All Temple-owned computers are adequate for this course**.
3. A printer, and/or consistent access to a Temple-owned printer. Your maximum printing needs for the semester will be less than 200 pages, or $32 at Temple’s $0.08/page rate.
4. Temple.edu e-mail address. I will not write to you at a non-TU email address. Check your TU email every day.
5. An 8 ½ by 11-inch notebook or loose-leaf paper in a folder and pens, to be brought to every class. You will write every day, and you will often need to turn in that writing to me for review.

# Components of the Semester Grade:

1. Final portfolio of four polished writing assignments and all drafts [60%].
   1. I will read the first three essays in full, and will provide written feedback on those drafts so you can revise them for the final portfolio.
   2. The 4th essay will not receive written feedback; instead, you will receive verbal feedback in class.
2. Revision Process [30%]
   1. Peer Review Workshops: All four essays will go through peer review workshops to get feedback from your peers and to ensure that you’re practicing critical reading and writing skills in responding to each other. Each of our three main peer review sessions will be worth 5%, and they are marked clearly in the course schedule (for a total of 15%). If you miss one of those main peer review sessions, you receive a 0 for that 5%. Peer review must be done in person in class, and as such it cannot be made up if you are absent. If you do not bring three copies of your own draft to class, you will not be eligible to stay for workshop and you will be marked absent and will get a 0 for that 5%.
   2. First draft grades: Your first three papers will receive in-process grades worth 5% each (for a total of 15%).
3. Shorter Assignments and Class Participation [10%]
   1. In-class Writing Assignments, Quizzes, and/or Homework Assignments: these will be part of every day of class and cannot be made up or sent in if you are absent.
   2. Class Participation: to be prepared for class, you must read and annotate all assigned readings, think deeply about our course topics, join in on all class activities and discussions, and listen respectfully to others.

# Portfolio and Grading Policies:

1. You must receive a **C-** (= 70 points out of 100) or better as a final grade to go on to ENG 0802. A D+ and below will require you to retake ENG 0701. You must also receive a **C-** (= 70) or better **on the final portfolio** to go on to ENG 0802. In other words, if your portfolio is D+ or lower, you cannot pass this class even if you completed all the other elements of the course, including peer review, homework, and class participation. Likewise, a passing portfolio grade does not guarantee a passing course grade if you did not complete all the other elements of the course, such as revision process activities and class participation.
2. An incomplete portfolio, or a portfolio that includes academic honesty violations, will always receive an **F** (= 0). A portfolio turned in with papers that you’ve never submitted in draft form may also receive an **F** (= 0) because you must show your work throughout the semester.
3. You will receive a Midterm Progress Report at or before the eighth week of the semester, indicating any areas that need immediate improvement.
4. “Incomplete” semester grades will not be granted except under extraordinary circumstances.

# Classroom Policies:

1. Attendance is required. You must be present at every regular class meeting. There are no “excused” or “unexcused” absences in this class. All absences are equal regardless of the reason they happen. A student with five (5) or more absences will receive an **F** for this class. You are responsible for keeping track of your own attendance.
2. Punctuality is required. Repeated lateness or a habit of leaving class early will result in a penalty to the class participation grade, at the instructor’s discretion. If a student is late or leaves early more than 4 times, it will become an attendance issue and I will count 2 latenesses/early departures as equivalent to an absence. I will try to warn you when your lateness converts to absences, but you are responsible for keeping track of your own attendance/lateness/leaving early.
3. Conferences are required. You will have a minimum of three scheduled, one-on-one meetings with me to discuss specific assignments. Missing these appointments, or arriving unprepared, counts as an absence. I will schedule make-up conferences at my convenience, but they do not erase the absence for the missed conference.
4. Peer review is required. For all major assignments, you will read and comment on peers’ work. Arriving unprepared for peer review, and/or missing peer review means zero credit for that activity. Missing peer review is also an absence.
5. Basic computer competence is required. You are solely responsible for accessing course materials, and using word-processing and other software successfully. If computer issues cause you to miss a deadline, it is on you. I suggest using Google Docs or other back-up systems so that you don’t “lose” drafts.
6. Laptops, phones, and other electronic devices must never interrupt class. If your devices distract you or others, your class participation grade will be penalized.
7. Civil behavior is expected at all times. Uncivil or disruptive behavior will incur a warning letter, and a copy of that letter will be filed with the First-Year Writing Program. Penalties against the final grade for subsequent violations will be at the instructor’s discretion, up to and including failure of the course. Campus police will be contacted any time I deem it appropriate.
8. All students are always encouraged to ask questions in office hours or via e-mail. My office location and office hours are on the first page of this syllabus. However, many students prefer to e-mail, especially for short questions. E-mails received Monday through Thursday while classes are being held will be answered within 48 hours.

# University Policies

## Academic Honesty

This course includes extensive consideration of many issues pertaining to academic honesty. We will discuss the meaning of the word “plagiarism,” in particular, as well as the rules professors and universities in the United States require their students to follow. Ultimately, however, you alone are responsible for understanding (1) Temple’s policies on academic honesty and (2) the definition of plagiarism. See the following for details:

<http://www.temple.edu/bulletin/Responsibilities_rights/responsibilities/responsibilities.shtm#honesty>

If you plagiarize in a draft version of one of your four papers, you will receive a warning and will need to turn in a new draft asap. If you plagiarize a second time, you will fail the course. You are always welcome to ask questions before the final portfolio is due if you are unsure about something in your paper(s). But once the portfolio has been submitted, plagiarism will result in failure of the course. Moreover, all instances of academic dishonesty will be reported to the First-Year Writing Program. In serious cases, we will report your work to Temple’s Disciplinary Committee.

### Temple University Statement on Accommodations for Disabilities

This course is open to all students who meet the academic requirements for participation. Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Such students should also contact Disability Resources and Services at 215-204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

Accommodation for a documented disability is a right under Federal law. Instructors never discuss a student’s disability with other students, and only consult other Temple University faculty and staff at need. Further information is available at <http://disabilityresources.temple.edu/>

### Temple University Statement on Academic Freedom

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy #03.70.02), that can be accessed through the following link: <http://policies.temple.edu>.

# University Resources

### University Writing Center: 201 Tuttleman Hall

The Writing Center offers tutoring for any writing project you are working on. To make an appointment for an in-person visit, go to <http://www.temple.edu/wc>, or call (215) 204-0700. Limited e-mail tutoring services are also available; see website for details.

### Help Desk: TECH Center

The Help Desk provides assistance with software, hardware and connectivity issues. Drop in, call (215) 204-8000, or make a request online: <https://computerservices.temple.edu/#request-help>.

### Computer Recycling Center: 152 Pearson Hall

Purchase used computers, monitors, printers, and miscellaneous equipment at nominal prices. Only [Diamond Dollars](http://www.temple.edu/diamonddollars/) are accepted as payment. See website for inventory: <https://atlas.ocis.temple.edu/crc_dev/new/webstore/default.asp>

## Free and Low-Cost Software

Microsoft Office 365 is available as a free download for TU students only. Enter your TUID and password at this site: <https://computerservices.temple.edu/office-365>. [Firefox](https://www.mozilla.org/en-US/firefox/new/) is the recommended browser for Blackboard. Anyone can download it free: <https://www.mozilla.org/en-US/firefox/new/>. [Adobe Reader](http://get.adobe.com/reader/) is necessary to open .pdf files. Anyone can download it free: <http://get.adobe.com/reader/>]. Symantec Antivirus is available on CD-ROM for TU students only, for $8. Go to the Help Desk to purchase (TECH Center 106; 12th and Montgomery). Only [Diamond Dollars](http://www.temple.edu/diamonddollars/) are accepted as payment.

# Course Schedule

1. Pay close attention to this schedule, especially the assigned readings and other activities. I have listed the plan for each class day below, but these are subject to change according to the needs of the class.
2. Bring your textbook, a notebook/paper and a pen to every class. We will do in-class writing or other work every time we meet, and most of that work will be turned in to me at the end of class.
3. This schedule is subject to change. I will notify you of any changes in e-mail, on Blackboard, and (if possible) in class.

## Week 1: Introductions and Starting Essay #1

M 8/27: Introductions and discussion of syllabus, policies, and course expectations. First day activity related to Essay #1.

*For next class: read TSIS Chapter 1, “They Say: Starting with What Others are Saying” and Pollan, “Escape from the Western Diet”*

W 8/29: Review assignment for Essay #1. Discuss readings. Talk about the place for student bias in relation to the objective evaluation of a text, and examine the difference between “opinion” and “argument.” Discuss how context, argumentation, and structure are key to understanding and analyzing texts. Apply templates from TSIS Chapter 1 to Pollan.

## Week 2: Working on Essay #1

M 9/3: No class for Labor Day

*For next class: read TSIS Chapter 2, “Her Point Is: The Art of Summarizing ,” Moss, “The Extraordinary Science of Addictive Junk Food,” and Freedman, “How Junk Food Can End Obesity”; continue working on Essay #1*

W 9/5: Discuss readings. Apply templates for summary from Chapter 2.

*For next class: read TSIS Chapter 3, “As He Himself Puts it: The Art of Quoting,” Zinczenko, “Don’t Blame the Eater,” and Balko, “What You Eat Is Your Business”; continue working on Essay #1*

## Week 3: Working on Essay #1

M 9/10: Discuss readings. Apply templates from Chapter 3. Look to the assigned readings for the incorporation of quotations that are smooth and effective. Students will expand upon their knowledge of summarizing by adding well-supported quotes, making sure not to “hit and run.” Review proper citation rules for using MLA and APA (MLA is required for essays written in English 0701).

*For next class: read TSIS Chapter 4, “Yes/No/Okay, But: Three Ways to Respond” and Khazan, “Why Don’t Convenience Stores Sell Better Food?”; continue working on first draft of Essay #1*

W 9/12: Discuss readings. Focus on situating the “I” in relation to authors by using the templates from Chapter 4. Practice using the templates and expressing well-crafted and well-supported arguments about a course text.

*For next class: Prepare three copies of your first draft of Essay #1. Your draft must be a minimum of three pages, and it must be a serious attempt at the assignment or you’ll be asked to leave class and take an absence. Your first draft does not need to be perfect; it only needs to exist at this point.*

## Week 4: Peer Review Workshop and Conferences for Essay #1

M 9/17: Peer Review Workshop for Essay #1 (this is one of the main peer review workshops and it is worth 5% of your final grade; if you miss class, don’t have a full first draft with you, or don’t take seriously the task of reviewing your classmates’ drafts, you will get a 0 for this part of your grade). Bring at least three copies of your first draft! Also, we will sign up for conferences during this class period.

*For next class: revise Essay #1 and email it to me before you come to conference; write your self-reflection paragraph and bring it to conference;*

W 9/19: Conferences! Instead of coming to class on this day, you will meet with me one-on-one in my office to discuss Essay #1. Don’t forget to email me your paper before your conference, and also, bring with you a 1 paragraph self-reflection that discusses your writing process and the changes you made after peer review.

*For next class: read TSIS Chapter 7, “So What, Who Cares?: Saying Why It Matters,”Slaughter, “Why Women Still Can’t Have it All” and Dorment, “Why Men Still Can’t Have It All””*

## Week 5: Starting Essay #2

M 9/24: Review Assignment for Essay #2. Discuss readings. Use TSIS to explain the significance of context and why we need to understand exactly what it is that the author is asking her readers to care about and why. Employ templates from Chapter 7 and focus on the “so what, who cares.”

*For next class, read Reiner, “Teaching Men to Be Emotionally Honest” and Eberstadt, “Men Without Work”; begin pre-writing for Essay #2*

W 9/26: Discuss reading. Use templates from Chapter 7 and focus on the “so what, who cares.”

*For next class: read Kington, “I’m Gay and African American…” and Mays, “What about Gender Roles in Same-Sex Relationships”; continue working on Essay #2*

## Week 6: Working on Essay #2

M 10/1: Discuss readings. Continue to employ templates from Chapter 7.

*For next class: read TSIS Chapter 5, “And Yet: Distinguishing What You Say from What They Say” and Crawford, “Artificial Intelligence’s White Guy Problem”; continue working on Essay #2*

W 10/3: Discuss readings. Using TSIS Chapter 5, focus on essay structure: how does one write an analysis of multiple texts and incorporate summary? Where does a writer incorporate her own argument in relation to two separate texts?

*For next class: read TSIS Chapter 6, “Skeptics May Object: Planting a Naysayer in Your Text.” Also, prepare three copies of your first draft of Essay #2. Your draft must be a minimum of three pages, and it must be a serious attempt at the assignment or you’ll be asked to leave class and take an absence. Your first draft does not need to be perfect; it only needs to exist at this point.*

## Week 7: Peer Review Workshop and Starting Essay #3

M 10/8: Peer Review Workshop for Essay #2 (this is one of the main peer review workshops and it is worth 5% of your final grade; if you miss class, don’t have a full first draft with you, or don’t take seriously the task of reviewing your classmates’ drafts, you will get a 0 for this part of your grade). Bring at least three copies of your first draft! Also, we will sign up for conferences during this class period.

*For next class: revise Essay #2 and email it to me before you come to conference; write your self-reflection paragraph and bring it to conference next week*

W 10/10: Review Assignment for Essay #3; do in-class exercise to prepare for Essay #3

*For next class: read TSIS Chapter 8, “As A Result: Connecting the Parts” and Blanda, “The Other Side is Not Dumb”*

## Week 8: Conferences and Starting Essay #3

M 10/15: Conferences! Instead of coming to class on this day, you will meet with me one-on-one in my office to talk about Essay #2 and the revision of Essay #1. Don’t forget to email Essay #2 to me before your conference, and also bring with you a 1 paragraph self-reflection that discusses your writing process and the changes you made after peer review. Also bring your revised version of Essay #1 to discuss. You will receive a Midterm Progress Report at or before you come to conference.

W 10/17: Discuss reading. Use TSIS to go over the idea of asserting an argument that unites and develops a concept across several texts.

*For next class: read boyd, “Why America is Self-Segregating” and Alexander, “The New Jim Crow: Mass Incarceration in the Age of Colorblindness”; begin pre-writing for Essay #3*

## Week 9: Working on Essay #3

M 10/22: Discuss readings. Practice connecting texts and positions ourselves in relation to them. Also continue practicing effective summary of an academic debate (not just summary of a single text or author’s position).

*For next class: read Vance, “Hillbilly Elegy: A Memoir of a Family and Culture in Crisis”; continue working on Essay #3*

W 10/24: Discuss readings.

*For next class: read TSIS, Chapter 10, “But Don’t Get Me Wrong: The Art of Metacommentary,” Leonard, “Why Rural America Voted for Trump”; continue working on Essay #3*

## Week 10: Working on Essay #3

M 10/29: Discuss readings. Apply TSIS to class discussion and consider how authors are able to draw all of their ideas together into a cohesive piece of persuasion. Practice using templates from Chapter 10. Focus, too, on nuance in argumentation.

*For next class: read Stiglitz, “A Tax System Stacked Against the 99 Percent” and Obama, “Howard Commencement Address”; continue working on Essay #3*

W 10/31: Discuss readings. Work in class in small groups to ensure that everyone has a clear thesis and a plan for finishing essay #3.

*For next class: revise Essay #3 and email it to me before you come to conference; write your self-reflection paragraph and bring it to conference*

## Week 11: Peer Review Workshop and Conferences for Essay #3

M 11/5: Peer Review Workshop for Essay #3 (this is one of the main peer review workshops and it is worth 5% of your final grade; if you miss class, don’t have a full first draft with you, or don’t take seriously the task of reviewing your classmates’ drafts, you will get a 0 for this part of your grade). Don’t forget to bring at least three copies of your first draft! Also, we will sign up for conferences during this class period.

*For next class: revise Essay #3 to prepare it for submitting to me for a grade and comments; write your self-reflection paragraph and bring it to conference*

W 11/7: Conferences! Instead of coming to class on this day, you will meet with me one-on-one in my office to discuss Essay #3 and your revision of Essay #2. Bring with you a 1 paragraph self-reflection that discusses your writing process and the changes you made after peer review. Also bring your most recent revision of Essay #2 to discuss. Conferences will be held on Tuesday 11/8, Wednesday 11/9, Thursday, 11/10, Friday, 11/11, and Monday, 11/14. Additional dates for conferences will be scheduled if necessary.

## Week 12: Starting Essay #4: Reflecting on the Writing and Learning Process

M 11/12: Review Assignment for Essay #4. Do in-class self-reflective activity (chart from step three of <http://www.wikihow.com/Write-a-Reflection-Paper>) and watch a Ted Talk about the value of metacognition. These activities will help us understand the “So what? Who cares?” for this assignment, and will give you plenty of material and a plan for writing the fourth paper.

*For next class, read Giles, “Reflective Writing and the Revision Process: What Were You Thinking?” (*[*http://wac.colostate.edu/books/writingspaces1/giles--reflective-writing-and-the-revision-process.pdf*](http://wac.colostate.edu/books/writingspaces1/giles--reflective-writing-and-the-revision-process.pdf)*); work on Essay #4*

W 11/14: Discuss reading and consider the value of reflecting on revision, in particular. In-class small group work on revising essays #1, #2, and #3.

*For next class: before you leave for Fall Break, send me a revision of Essay #3 for very brief comments and to ensure that you are making good progress; work on Essay #4*

## Week 13: Fall Break (no classes)

## Week 14: Working on Essay #4 and Final Portfolio

M 11/26: Review requirements for the Final Portfolio. In-class editing/revising workshop (bring a laptop with one or more of your papers on it if you have one; a print copy of one of your papers and a pen if you don’t have a laptop or prefer to work on paper). We will work in pairs or small groups to help each other revise for minor errors, citation problems, and the like.

*For next class: prepare a draft of Essay #4 for peer review (only one copy is needed!); work on revising essays for the final portfolio*

W 11/28: Peer Review workshop for Essay #4: In this workshop, we will each take turns reading our essays out loud and giving each other support and suggestions for improvement.

## Week 15: Working on Essay #4 and Final Portfolio

M 12/3: Peer Review workshop for Essay #4, continued.

*For next class: work on revising your essays for the final portfolio*

W 12/5: Peer Review workshop on Essay #1, #2, or #3 (your choice). Bring three copies to class.

*For next class: Get your final portfolio in shape to submit on Monday. If you have any questions for me before the portfolio is due, please email them before the weekend so I can ensure a prompt response.*

## Week 16: Final Portfolio and End of Semester

M 12/10: Wrap up and Final Portfolios due in class

# Paper Assignments

## Essay #1: Evaluating an Argument

TASK: In this paper, you must analyze the usefulness, effectiveness, and/or relevance of the argument in one course text. To do so, you will need to explain how it fits into the context of the overall issue or debate.

METHOD: This assignment requires you to demonstrate proficiency in summary and analysis. You will need to refer to and cite correctly the one essay you are required to use as a source in this paper. You should consider which parts of the article helped you to develop your stance for this paper. You may focus on what the author includes that is helpful or less so, and you should include why you made these determinations. When drafting your conclusion, consider the implications of your analysis.

RATIONALE: As TSIS chapters 2, 3, and 4 have underscored, academic writing frequently relies on summary and analysis, as well as on evidence-supported argument. This essay asks you to demonstrate that you can do these proficiently. The following SKILLS should appear in your work: directly pointing to the course text in making your claims, using the course text to support your argument, and clear summary, explaining proper context in which this course text does and should be considered.

TEXT OPTIONS: You may focus on any text from this unit. If you refer to more than one text from the first unit, you will need to cite them properly. But the focus must always remain on an analysis of ONE text, not multiple.

REQUIREMENTS: Minimum of 3 pages not including your Works Cited page. Double-spaced; Times New Roman 12 or similar font; paginated; with a unique title (not “Essay #1”), your name and course info on the first page.

DEADLINES:

Peer Review Workshop (1st draft): September 19

Full first draft for Instructor: Conference #1

Revision: Conference #2 (bring your revised draft of Essay #1)

## Essay #2: Analyzing a Controversy Using Two Texts

TASK: In this paper, you must analyze a controversy using two course texts. Choose two texts from our second unit that are not making the same argument about the controversy, and write a paper to explain and analyze how these texts each contribute to the discussion about the controversy. What do they contribute, how are these two authors talking to each other, and what makes it useful to read these two very different perspectives on this controversy? Toward the conclusion of your essay, you may indicate whether or not you find one of these texts more persuasive or effective than the other, but the goal of the paper should always be to balance your analysis of the two texts, not to prefer one over the other.

METHOD: Consider each author’s conveyed purpose, tone, evidence, language, and/or intended audience, as these are tools for developing your overall stance about the relationship of these texts. Also consider how these two texts exist in context: what do these authors add to the discourse around the controversy?

RATIONALE: This essay extends your use of summary and analysis from Essay #1, and it requires you to think and write more broadly about a topic and its context. Use TSIS Chapters 5, 6, and 7 to ensure that you are always distinguishing what you say from what they say. The following SKILLS should be demonstrated in your work: direct reference to the sources, summary of their arguments, and clear presentation of how these writers approach a single topic in very different ways.

TEXT OPTIONS: You may choose any two of our course texts from unit 2, though be sure to choose two that are NOT in agreement on the issue of technology. If you choose two texts that agree, you will not be able to write an effective essay.

REQUIREMENTS – Minimum of 5 pages not including your Works Cited list. Double-spaced; Times New Roman 12 or similar font; paginated; with a title, your name and course info on the first page.

DEADLINES

Peer Review Workshop (1st draft): October 12

Full first draft for Instructor: Conference #2

Revision: Conference #3 (bring your revised draft of Essay #2)

## Essay #3: Positioning Yourself in Relation to an Academic Debate

TASK: In this essay, you will use at least four course texts and you will construct an argument of your own in relation to those four texts. In other words, you will have a clear thesis statement that represents where you stand in relation to other authors writing about the same topic. In your concluding section, you should give consideration to what we, as scholars, should take away from this debate. What is the “So what? Who cares?” for your reader?

METHOD: You should spend time in and out of class considering the authors and texts we read, thinking about the topic, and deciding what position you’d like to take in relation to the other academic discourse on the American Dream. Do not jump in quickly to a simplistic opinion-based position—let your critical analysis of our course texts guide you to your position.

RATIONALE: This assignment builds on your work in essays #1 and #2 in summary, analysis, and academic argumentation. Further, you will need to indicate in your paper how our course texts stake out their own positions and how yours, then, stands in relation. This is a sophisticated project and it will demonstrate that you are ready to move on to English 0802. You will use all relevant SKILLS developed in the course of English 0701 in writing this paper.

TEXT OPTION: You may choose to write about any of our course texts from unit 3, but you must use at least four of them in your essay. They must be properly cited, quoted, summarized, and analyzed.

REQUIREMENTS – Minimum of 7 pages not including your Works Cited list. Double-spaced; Times New Roman 12 or similar font; paginated; with a title, your name and course info on the first page.

DEADLINES

Peer Review Workshop (1st draft): November 7

Full first draft for Instructor: Conference #3

Revision: Wednesday, November 16 via email

## Essay #4: Reflecting on the Writing and Learning Process

TASK: Write an essay in which you reflect on your writing process throughout this past semester in English 0701. It is completely appropriate to use “I” in this paper, and you should cite specific evidence to show what you’ve learned and how your writing process has evolved.

RATIONALE: Scholars and educators agree that self-reflection is a vital part of the learning process. This essay is not lesser than other essays in the final portfolio. It is a key essay to show us that you have applied the skills you’ve learned in this course, and it helps ensure that you are prepared to move on to English 0802 and more advanced classes at the university.

METHOD: To write this paper, go through your previous drafts, your in-class work and other short assignments, your feedback from me, and other relevant documents from the semester. Use the chart we did in class to consider which pieces of evidence are most important to discuss. The SKILLS you will use in this essay are direct reference to evidence, clear explanation of your own learning process, and an understanding of yourself as a writer in the context of contemporary academic discourse.

TEXT OPTION: Use your own written texts for this essay, and feel free to quote yourself and give examples from your own essays/drafts. You do not need to cite course texts for this assignment.

REQUIREMENTS: Minimum of 2 full pages. Double-spaced; Times New Roman or similar font; paginated; with a title, your name and course info on the first page.

DEADLINES:

Peer Review Workshop (1st draft): November 30 or December 5

Finished draft: due in Final Portfolio