



**10803T Writing as Inquiry
Language, Literacy, and Power
Fall 2018
MW Schedule**

Ms. Whitney Lew James
w.l.james@tcu.edu

Office: 402 Reed Hall
Office Hours: Tuesday, Thursday 9:00-11:30 am

COURSE DESCRIPTION: Language, Literacy, and Power

Language and literacy allow individuals to develop their identities and make connections across communities. However, language and literacy can also be used as a tool to reify and oppress communities that do not use the dominant discourse. Therefore, this course will explore the connections among language, literacy, and power, moving from the (trans)national to the personal. As a themed course of 10803, the first three units will embody the notion of writing as inquiry and will conclude with students taking a position on an issue of language and literacy. Genres for this course include presentations, ethnographic reports, and literacy narratives. Topics for the course will include translanguaging approaches to writing, language and race/racism, discourse communities, and current conversations/controversies about language-use.

OVERVIEW AND OUTCOMES

Welcome to English 10803. This course is a writing workshop focused on writing as a kind of inquiry and the critical thinking that occurs *while* we write—not *before* we write. We'll engage in processes of invention, critical reading, drafting, revision, and editing as we complete a range of writing tasks—from personal essays to argument essays—that include primary and secondary research. As we write, we will discuss everything from getting a first sentence on the page to revising a last draft. If we all do our part, together as a class we will learn about ourselves as writers, readers, and thinkers as well as learn how to write effectively in college and beyond.

This course, like all courses at TCU, has outcomes explaining what students should achieve in the course. The outcomes listed here are the goals we are working toward, and the course was created to best help you meet those ends. By the end of ENGL 10803, students should demonstrate:

- ✓ the ability to write in a range of genres, using appropriate rhetorical conventions, such as:
 - Write multiple assignments in several genres, expanding their repertoire beyond predictable forms (e.g. the 5-paragraph essay)
 - Create a text with a focus, thesis, or controlling idea, provide appropriate support for claims, use conventions of format and structure appropriate to the rhetorical situation, and recognize such in others' texts
- ✓ competency in reading, quoting and citing sources, as well as competency in balancing their own voices with secondary sources, such as:
 - Find, evaluate, analyze, and synthesize appropriate primary and secondary sources to inform and situate one's own claims.

- Critically read texts for main ideas and claims, for use of genre conventions, for rhetorical strategy, and for the position of the author.
- ✓ the ability to employ flexible strategies for generating and revising their writing, such as:
 - Write multiple revisions that might include substantive changes in ideas, structure, and supporting evidence, enabling students to experience writing as a recursive process.
 - Practice writing assignments as a series of tasks (invention, drafting, revising, editing)

KEYS TO SUCCESS IN THIS COURSE

- Carefully read assigned readings and bring them to class
- Participate meaningfully in discussions
- Ask questions in or out of class
- Attend class regularly and punctually
- Complete process work
- Turn in work on time
- Plan and work proactively (don't start assignments at the last minute)
- Stay off unnecessary devices during class (no texting or browsing online)

REQUIRED TEXTS AND MATERIALS

You must purchase (either in print or ebook, if available):

- *Language Diversity and Academic Writing* edited by Samantha Looker-Koenigs

Selections will be taken from the following textbooks and available as PDFs on D2L:

- *The Call to Write*, 6th edition, by John Trimbur
- *They Say, I Say*, 3rd edition, by Gerald Graff and Cathy Birkenstein
- *Rewriting*, 1st edition, by Joseph Harris
- *The Curious Writer*, brief 4th edition, by Bruce Ballenger

Additional readings will be provided for you on D2L.

D2L Class Website

All relevant course materials as well as all assignment submissions will be posted on our course website, accessible through my.tcu.edu or by visiting d2l.tcu.edu/. This will be homebase for this course and you should check regularly for assignments, some required course readings, in-class activities, student drafts for peer response, as well as grades.

***A note on browsers: **Chrome is the preferred browser** for D2L!!

COURSE REQUIREMENTS

WRITING PROJECTS We'll be producing four writing projects that build on one another. The first three units embody the notion of writing as inquiry—as a class, we will investigate on-going conversations/controversies about language-use, analyze how literacy creates communities through discourse and literacy practices, and reflect on how language and literacy shape individual experiences. Finally, once we all have a clearer awareness of how language and literacy are negotiated, policed, shaped, and embodied, you will enter the conversation by establishing a position on an issue for a specific community in your chosen genre. Each piece will go through multiple drafts and revisions. Every

version must be accompanied by an author's note (see more information below). Before each assignment is due, you'll receive a detailed assignment sheet.

Unit 1: How is language controversial? For this unit, we will explore the current state of language use in the United States and transnationally to understand some of the on-going conversations and/or controversies about language and literacy. In groups of 3-4, you will investigate an issue (selections will be provided, but feel free to identify your own), gather multiple perspectives, and present your findings to the class. The presentation will include an overview of your findings with visuals and a handout that includes relevant information (context of the issue, perspectives, selected bibliography, etc). Presentations will be 20-25 minutes.

Unit 2: How does literacy create communities? For this unit, we will explore how language and literacy create, distinguish, and sustain communities. You will research a discourse community that you are unfamiliar with, but want to learn more about. The project will take the form of a formal report detailing your findings and analyzing the discourse and literacy practices of that community. Primary research will include observations, interviews, and documents produced by the group. You will supplement this with secondary research, such as news reports, journals, websites, etc. Reports will be approximately 1,600 words.

Unit 3: How does language and literacy shape an individual? For this unit, we will consider how language and literacy shape individuals by reading, analyzing, and writing literacy narratives. Literacy narratives are a form of personal essay focused on an individual's literacy development over a period of time or a specific, significant series of moments. Your literacy narratives will be approximately 1,600 words and include narrative, reflection, and analysis.

Unit 4: Ethically Entering the Conversation For this final unit, each of you will research and take a position on a specific language or literacy issue that affects a particular community. This could take a variety of forms (op-ed for a paper, infographic that provides information to a specific group, short video, TedTalk-like presentation), but should include secondary research, a nuanced position, and target a specific audience. The length will vary and will depend on your audience, purpose, form, etc.

PROCESS WORK One of the assumptions of this course is that writing is an on-going process that includes multiple drafts, collaboration with peers, and substantial revision. In order to participate in the writing process, you must complete readings on time, contribute to class discussions and group work, and engage with the course content. While many of these components are ungraded, failure to be prepared for class, participate, and engage in substantive revision will be reflected in writing projects and will most likely result in a lower evaluation.

READING RESPONSES For each unit, you will complete two reading responses that will be due at the beginning of class on the day of the reading you write about. These are short (300-500 word) and informal. Reading responses should include the following: (1) reflections on the main ideas/arguments of the reading, (2) an analysis of the author's purpose in writing and intended audience, and (3) how that reading relates to others in the course and your overall learning. See below for evaluation of reading responses.

PEER REVIEW Peer review is part of the writing process, both in terms of receiving feedback from one another and providing feedback. Many students note that they learn most from reading each

other’s work, which not only allows them to see other models for writing, but also trains them to read their own work critically. Peer reviews will be evaluated both by your peers and myself and will contribute to the final grade in this course. For the first unit, peer review will focus on how you collaborated as a group, while the remaining peer reviews will be individual reviews of written work. See below for evaluation of peer reviews.

CONFERENCES Throughout the semester, we’ll meet one-on-one to discuss your goals and work for the course. When we meet, please come prepared—you will plan the agenda for our time together. Attendance is required for these conferences—if you need to reschedule, *contact me ahead of time*. Conferences will not be rescheduled due to lateness or an unexcused absence.

COURSE EVALUATION

Fulfilling the minimum requirements of the course warrants an average grade (*i.e.*, C). Coming to class every day and completing assignments is not something that earns extra credit or an outstanding grade; it is a basic expectation for coursework. A higher than average grade will be based on: (1) the distinctive quality and development of your work, (2) consistently demonstrating critical and creative thinking in your writing, (3) your ability to guide a piece of writing through the various stages of revision, and (4) a willingness to take risks by exploring new subjects, genres, and techniques.

GRADING AND BREAKDOWN

Writing Project 1: Presentation on a Conversation about Language	20%
Writing Project 2: Ethnography of a Discourse Community	20%
Writing Project 3: Literacy Narrative	20%
Writing Project 4: Position Essay	15%
Peer Review	10%
Reading Responses	10%
Participation	5%

A=93-100%

B+=87-89%

C+=77-79%

D+=66-69%

F=0-60

A-=90-92%

B=83-86%

C=73-76%

D=64-68%

B-=80-82%

C-=70-72%

D-=60-63%

WRITING PROJECTS Major writing projects will receive percentage grades out of 100. Projects will be evaluated through specific rubrics, which are provided at the start of each unit. Assessment will focus on how the writer works within the genre, responded to peer and teacher feedback, and made choices as they revised.

For each writing project of the semester, you’ll complete several drafts, engage in peer review, and complete substantive revisions. When you submit writing projects, each will be accompanied by an author’s note that provides the context for my evaluation of your project. Each author’s note should appear at the beginning of your project and is used during the evaluation (1) as one of the criterion and (2) as a point of reference for how you approached this assignment. Your author’s note is an explanation of your learning in the unit *and the choices you made as a writer*. The more specific you are the better.

All author's notes should include:

- What you learned in the unit during research, drafting, peer review, and revision
- How the project demonstrates this learning
- The choices you made in revision
 - Make specific references to places in the text that you revised and describe your choice for making such a revision
 - It may help to reference feedback from peer reviewers and myself
 - If you chose not to make changes based on feedback, you must indicate why

For each project, you will also need to address specific questions pertaining to the learning outcomes of that unit.

For Writing Projects 1 and 2, **you may choose to *substantively* revise the essay again.** (Revising the essay doesn't guarantee the grade will be improved; we'll talk much more in-depth early on in the semester about making the decision whether or not to revise.) If you want to revise your essay, you must first submit a detailed revision plan and schedule a conference with me within two weeks after receiving your grade. Revisions must be submitted within three weeks of receiving your graded project. If you submitted your original writing project late, the late penalty will still apply to the revised essay. (Note: if you turn in a revision plan and then decide not to revise, there is no penalty.)

PEER REVIEW The peer review evaluations will be determined by both the feedback you receive from your peers and myself and will be released along with the writing project evaluations (four times over the course of the semester). For the first unit, the evaluations will focus on your participation and collaboration in the group project. All remaining peer reviews will be written work addressed to your peers. Because most peer reviews are conducted in class, missing that class day will adversely affect that portion of your grade. However, since all peer reviews are conducted online, you can participate while not physically being in the class, if you complete the following steps: (1) alert me to your upcoming absences *beforehand*, (2) submit your own draft before class begins so that your peers can provide feedback, and (3) provide *timely* (this may mean before the next class period or sooner depending on the schedule, but will always be made clear to you ahead of time) feedback to the peers you are assigned.

Peer reviews will be evaluated as a v+ (excellent), v (solid to good), v- (lean or less than satisfactory for grad level work), or 0 (not submitted at all or on time).

All v+ will be 100%. Any v will reduce the overall percentage by one-half letter grade. v- will reduce the overall percentage by one letter grade. Failure to submit either peer review will result in a reduction of two letter grades.

READING RESPONSES Reading responses will be evaluated as a v+ (excellent), v (solid to good), v- (lean or less than satisfactory for grad level work), or 0 (not submitted at all or on time). Evaluation will be based on completing the assignment and thoroughly engaging with the texts and their connection to the course and your learning.

All v+ will be 100%. Any v will reduce the overall percentage by one-quarter letter grade. v- will reduce the overall percentage by one-half letter grade. Failure to submit either peer review will result in a reduction of one letter grades.

PARTICIPATION At the end of this course, you will be asked to evaluate your participation and give yourself a grade. More details about the evaluation will come, but you will need to provide support for your evaluation. In general, participation consists of preparing for individual classes, contributing to class, group, and paired discussion and work; adhering to class climate and diversity/inclusion course requirements; and engaging with the overall course content.

COURSE POLICIES AND EXPECTATIONS

ATTENDANCE Improvement in writing is a complex process that requires lots of practice and feedback from readers. Regular attendance is necessary to your success in this course. In accord with Composition Program policy, only official university absences are excused (and you are responsible for bringing me notification of university absences *before* the event). Students representing TCU in a university-mandated activity that requires missing class should provide official documentation of schedules and turn in work *in advance*.

Three weeks of unexcused absences constitute grounds for failure of the course. Absences due to sleeping in, long weekends, and illness are NOT excused—they all count toward the three weeks' absences limit. Since illness is likely at some point during the semester, students are urged to save their unexcused absences for times when you are too sick to come to class. Students whose absences are due to circumstances beyond their control should contact me right away.

Absences under the three-week maximum can still affect your grade adversely. After a week of unexcused absences (two in a TR/MW class, three in a MWF class), half a letter grade may be subtracted from your final grade for each additional absence (i.e.: in a TR/MW class, if you are at a B and miss three classes, your grade could drop to a B-, with four, a C+, with 5, a C, etc.).

TARDIES Please be on time for class. Classes will be held at the appointed time (seriously, at the class time—you are late if you are walking in *at* the stroke of the clock). Three tardies equal one absence.

LATE WORK Don't be late! Turning in late work hinders my and your peers' abilities to give you feedback and it compromises your ability to complete the next assignment. Work will be due at the beginning of class and will be considered late thereafter. If you know you will be missing a class, you must submit the assignment ahead of time to receive credit. Late papers will be penalized one letter grade for each calendar day beyond the due date unless (1) the student has an official university absence and (2) the instructor has agreed to late submission in advance of the due date. A late working draft may exclude you from participating in workshops or peer review.

***Note on online submissions: This course relies heavily on technology, so you will need to have reliable access to the internet, which is always available in several places (including the library) on campus. Problems with technology (i.e.: computer crash, internet connectivity issues, etc.) are not acceptable excuses for submitting late work. Plan ahead to avoid last minute crises related to submitting assignments. If you are concerned that online submissions have not gone through, please feel free to email me a back-up before the due date.

CLASS CLIMATE Our classroom is a place for the free exchange of ideas in an environment of mutual respect, so whether or not you accept your classmates' beliefs, you need to listen respectfully and respond in a constructive manner that supports the goals of the class. The success of the class as a whole depends on each one of us supporting, encouraging, and respecting other people in the class.

A diversity of opinions contributes to an environment for intellectual expression and exploration. However, I will challenge opinions that discriminate or work in opposition to diversity and inclusivity and will encourage you to explore and develop your understandings of power-and-privilege dynamics in the classroom and within larger society. Students whose behavior distracts or disrespects others will be asked to leave and will be counted absent.

DIVERSITY AND INCLUSION Every student in this class will be honored and respected as an individual with distinct experiences, talents, and backgrounds. Students will be treated fairly regardless of race, religion, sexual orientation, gender identification, disability, socioeconomic status, or national identity. Issues of diversity will be a part of class discussion, assigned material, and projects. The instructor will make every effort to ensure that an inclusive environment exists for all students.

TECHNOLOGIES Please turn cell phones and other devices to silent during class unless instructed otherwise. Texting or using devices for anything other than designated class work means you are not engaging in the daily activities of our course and succeeding in the course will be difficult as a result.

That being said, the materials of this course exist predominantly online; therefore, you will be using your computer to access the textbook and course website. You will also use computers during peer review and writing days. It is your responsibility to thoughtfully navigate the use of computers in this course (aka stopping yourself from wandering on the internet).

OFFICE HOURS AND EMAILS During my office hours, I will be at my desk and available to talk with you about any questions, comments, or concerns you have about the course. Please stop by and see me during these hours—that time is yours. If the hours do not work for you, please make an appointment with me. But know that appointments must be made at least 24 hours in advance of your proposed meeting time.

Email is the best way to get in contact with me. I strive to respond to emails within 24 hours. However, I only check and respond to emails during normal business hours (weekdays from 8:00 am-5:00 pm). Emails received over the weekend or after business hours will be received the on Monday or the following morning.

TCU DISABILITY STATEMENT Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Student Disabilities Services in the Center for Academic Services located in Sadler Hall, 11. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Contact the [Center for Academic Services](http://www.acs.tcu.edu) at (817) 257-7486 for more information. Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. *Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator.* Guidelines for documentation may be found at http://www.acs.tcu.edu/disability_documentation.asp.

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

ACADEMIC MISCONDUCT (see [TCU Undergraduate Catalog](#)): Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life. Specific examples include, but are not limited to:

- *Cheating*: 1) Copying from another student's test paper, laboratory report, other report, or computer files and listings; 2) Using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; 3) Collaborating with or seeking aid from another student during a test or laboratory without permission; 4) Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; 5) Substituting for another student or permitting another student to substitute for oneself;
- *Plagiarism*: The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.
- *Collusion*: The unauthorized collaboration with another in preparing work offered for credit.
- *Fabrication and falsification*: Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
- *Multiple submission*: The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.

TCU RESOURCES

- [New Media Writing Studio](#) | Scharbauer 2003 | newmedia@tcu.edu | 817-257-5194 | Available to assist students with audio, video, multimedia, and web design projects. The NMWS an open lab for use by students during posted hours and is outfitted with a range of design software. See their website for more information and a schedule of open hours.
- [William L. Adams Center for Writing](#) | Reed 419 | 817-257-7221 | An instructional service with the mission of helping improve writing. Consultants offer feedback on writing projects to students, staff, and faculty from all academic disciplines. Consultants serve as a friendly audience and address any issue a writer would like to discuss, though consultations often focus on topic generation, organization of ideas, style, clarity, and documentation.
- [TCU Computer Help](#) | 817-257-5855 | IT provides support for TCU computing accounts and services.
- [Mary Coats Burnett Library](#) | reference@tcu.edu | 817-257-7117 | The Library provides resources and services for the research and information needs of the TCU community
- [TCU: Student Affairs | Counseling & Mental Health Center](#) | 817-257-7863 | Promoting psychological health, well-being, and resources for TCU students to cope with personal and academic challenges
- [TCU Sexual Assault Statement](#) | Procedures to follow if you witness or experience sexual assault

SEMESTER SCHEDULE

Note: It is your responsibility to keep track of due dates. Please use your planner, cell phone calendar, or notebook to write down important due dates, daily assignments, and coursework.

Day of the Week and Major Due Dates	Class Agenda/Activities	Homework (listed on day assigned and due next class period, unless otherwise noted)
Week 1: Unit 1		
M 8/20	Introduction to the Course <ul style="list-style-type: none"> • Name freewrite and icebreakers • Go over syllabus and D2L • Read current short article about language in the US and discuss the topic 	<ul style="list-style-type: none"> • Read “Coming to Terms” by Joseph Harris (pdf) • Read <i>Lang Div</i>, Sietz-Brown (pp. 92-96) and Preston (pp. 97-101)
W 8/22	Coming to Terms is Language in America	<ul style="list-style-type: none"> • Read <i>Lang Div</i>, Anzaldua (pp. 31-42) and Fought (pp. 114-124)
Week 2		
M 8/27	Language Difference, Race, and Power <ul style="list-style-type: none"> • Groupwork and discussion of Anzaldua and Fought texts • Introduce group research assignment • Show them how to use Google drive and Google slides to facilitate collaboration 	<ul style="list-style-type: none"> • Read excerpts from “Writing as Inquiry” and “Reading as Inquiry” by Bruce Ballenger (pdf) • Read two of these articles (assigned in class) from <i>Lang Div</i>: Baron (pp. 170-177), Battistella (pp. 183-191), MacNeil and Cran (pp. 201-212), and Lippi-Green (pp. 212-220)
W 8/29	Research as Inquiry <ul style="list-style-type: none"> • Discussion of the articles (focus on how they investigate a question) • Group invention activity • Class shares tentative topics and/or research questions • Class lists out steps that are necessary for completing the assignment. 	<ul style="list-style-type: none"> • Solidify topic for presentation and begin research and defining tasks for each individual in the group.

Week 3		
M 9/3	No class; Labor Day	
W 9/5	Library Tutorial Day and In-Class Research	<ul style="list-style-type: none"> • Skim “Art of Summarizing” and “Art of Quoting” by Graff and Birkenstien (pdf) • Write research update and summaries of sources
Week 4		
M 9/10	Placing Sources in Conversation <ul style="list-style-type: none"> • Class exercise on summarizing and quoting based on <i>They Say, I Say</i> • Discuss possible organization techniques for the presentation (organizing by sources vs. chronologically vs. themes) • Groups create a mind map of the different perspectives and issues they’ve found in the sources. 	<ul style="list-style-type: none"> • Read “PowerPoint Presentations” by Trimbur (pdf)
W 9/12	Giving an Effective Presentation <ul style="list-style-type: none"> • Discussion of the main takeaways from the chapter about presentation (class lists 10) • Discuss a useful handout (show different examples of handouts and talk about how they are more or less effective) • Conferences—Don’t come to class. Groups come to conferences during scheduled time. 	<ul style="list-style-type: none"> • Complete outline of presentation, four sources, and handout and submit to D2L by 8:00 am on Sunday.
Week 5		
M 9/17	Conferences—Don’t come to class. Come to your group conferences.	<ul style="list-style-type: none"> • Continue developing presentations • Bring any questions that are useful for all groups to class

W 9/19 First Draft of Presentations due	In-Class Drafting Day <ul style="list-style-type: none"> • Major themes from the conferences • Review of the assignment, rubric, and peer evaluations • In-class work time in groups and questions as needed 	<ul style="list-style-type: none"> • Prepare for presentations
Week 6		
M 9/24	Research Presentations <ul style="list-style-type: none"> • Group Presentations (3) 	<ul style="list-style-type: none"> • Prepare for presentations • Complete presentation reflection and evaluation (if applicable)
W 9/26	Research Presentations and Transition to Unit 2 <ul style="list-style-type: none"> • Group Presentations (2) • Introduce ethnography of a discourse community assignment • Short invention activity 	<ul style="list-style-type: none"> • Complete presentation reflection and evaluation (if applicable) • Read <i>Lang Div</i>, Rozen (pp. 224-226), Elbe (pp. 59-73), and Johnson and Krase (pp. 303-311)
Week 7: Unit 2		
M 10/1	Discourse Communities <ul style="list-style-type: none"> • Freewrite Rozen's piece on about how language/literacy creates communities • Lecture on discourse communities and students reflect their discourse communities. • Discussion of the articles (focus on how academic writing creates communities/disciplines) • Longer invention or refining activity 	<ul style="list-style-type: none"> • Read <i>Lang Div</i>, Romney (pp. 12-17) and Alim (pp. 79-88) • Read "Field Work and the Research Report" by Trimbur (pdf) • Plan to complete primary research before Wednesday, October 10.
W 10/3	Conducting Primary Research <ul style="list-style-type: none"> • Key points from the chapter • Groupwork on readings (focus on how they use primary evidence to come to a controlling idea) 	<ul style="list-style-type: none"> • Continue working on primary research. • Post research updates to D2L discussion board.

	<ul style="list-style-type: none"> • Analysis of American classroom discourse community: in groups have students create a controlling idea about the culture of an American classroom using some of the same research techniques we'll use in the unit 	
Week 8		
M 10/8	No class; Fall break	
W 10/10	<p>Creating a Dominant Impression</p> <ul style="list-style-type: none"> • Return to example of analyzing the discourse community of the American classroom to come up with a dominant impression. Discuss how to go to from research to controlling idea • Individuals freewrite about their research without looking at notes • Then, refer to notes to see how they can find support • Talk in pairs about the research and controlling idea • Class shares tentative controlling ideas 	<ul style="list-style-type: none"> • Read "Learning to Be Deaf" by Padden and Humphreys (pdf) • Continue conducting research as needed
Week 9		
M 10/15	<p>Avoiding Assumptions and In-Class Drafting Day</p> <ul style="list-style-type: none"> • Freewrite on Padden and Humphreys about assumptions of hearing community about deaf community • Class discussion about how to avoid assumptions. • In-class drafting time and individual questions as necessary 	<ul style="list-style-type: none"> • Complete first draft of the Ethnography of a Discourse Community with author's note and post to D2L discussion board • Read "Peer Review: Being a Generous Reader, Becoming a Better Writer" from <i>Writers and Readers</i> (pdf)

W 10/17 First draft of Ethnography	Peer Review <ul style="list-style-type: none"> • Freewrite on peer review • Class discussion of effective peer review • Peer reviews and writer's responses for two drafts. 	<ul style="list-style-type: none"> • Complete peer reviews and writer's responses before Friday at 8:00 am, if necessary • Prepare for conferences, if applicable
Week 10		
M 10/22	Conferences—Don't come to class. Come to your conference	<ul style="list-style-type: none"> • Prepare for conferences, if applicable • Continue working on revisions (refer to the revision exercise provided during conferences)
W 10/24	Conferences—Don't come to class. Come to your conference	<ul style="list-style-type: none"> • Complete revisions and submit to D2L (refer to the revision exercise provided during conferences)
Week 11: Unit 3		
M 10/29 Ethnography of a Discourse Community Due	Introduction to Literacy Narratives <ul style="list-style-type: none"> • Assign literacy narratives assignment. • Freewrite on skills from previous units that they will use for literacy narratives. • Read Agosin's "Always Living in Translation" and "English" • Discuss purpose of literacy narratives 	<ul style="list-style-type: none"> • Read <i>Lang Div</i>, Erdrich (pp. 18-23) and Tan, (pp. 24-30).
W 10/31	Defining Literacy <ul style="list-style-type: none"> • Discussion of the texts • Freewrite on personal definitions of literacy • Class discussion of different types of literacy and how the definitions can be used as tools of oppression • Invention activity 	<ul style="list-style-type: none"> • Read "From Silence to Words" by Lu (pdf)
Week 12		
M 11/5	Conventions of a Literacy Narrative <ul style="list-style-type: none"> • Discussion of the text • Paired work on the 	<ul style="list-style-type: none"> • Begin drafting literacy narrative

	<p>conventions of the literacy narrative</p> <ul style="list-style-type: none"> • Class creates list of conventions of the literacy narrative • Activity that focuses on moving between narrative and analysis 	
W 11/7	<p>Drafting Day</p> <ul style="list-style-type: none"> • Example of student literacy narrative (print and podcast version) and class discussion • Class establishes reader expectations of a literacy narrative • In class writing time and questions as needed 	<ul style="list-style-type: none"> • Write first draft of literacy narrative with author's note and post to D2L discussion board.
Week 13		
M 11/12 First Draft of Literacy Narrative Due	<p>Peer Review</p> <ul style="list-style-type: none"> • Review of previous peer reviews and things to focus on for literacy narratives • Peer reviews and writer's responses for two drafts. 	<ul style="list-style-type: none"> • Finish peer reviews and writer's responses before next class, if necessary
W 11/14	<p>Revision Day and Introduction of Position Essay</p> <ul style="list-style-type: none"> • Discuss major themes from my comments (I will provide audio comments in between classes) • Introduce next assignment (note that you're doing this because of Thanksgiving break and you want them to know what's coming) • In class writing time and questions as needed 	<ul style="list-style-type: none"> • Complete revisions of Literacy Narrative and submit to D2L • Read <i>Lang Div</i>, McWhorter (pp. 125-129) and Baron (pp. 170-179).
Week 14: Unit 4		
M 11/19 Literacy Narrative Due	<p>Developing a Position</p>	<ul style="list-style-type: none"> • Read <i>Lang Div</i>, McNeil (pp.192-197) and Young (pp. 325-334).

	<ul style="list-style-type: none"> • Lecture on the different ways to organize an argument • Groupwork on the texts (focus on how the author's approach a specific audience about an issue of language diversity) • Invention activity and paired discussion • Class shares tentative topics and audiences 	<ul style="list-style-type: none"> • Read "So What? Who Cares?" by Graff and Birkenstein
W 11/21	No Class-Thanksgiving	
Week 15		
M 11/26	Addressing an Audience and Drafting Day <ul style="list-style-type: none"> • Discussion of texts (focus on how they can use the methods of the texts in their own position essay) • Groupwork on their topics (post discussion to D2L discussion board) • In class drafting and questions as needed 	<ul style="list-style-type: none"> • For those of you workshopping on Monday, post to D2L by tonight • For those of you reviewing, provide feedback by class time.
W 11/28	Whole Class Workshop (6)	<ul style="list-style-type: none"> • For those of you workshopping on Monday, post to D2L by Saturday • For those of you reviewing, provide feedback by class time.
Week 16		
M 12/3	Whole Class Workshop (6)	<ul style="list-style-type: none"> • For those of you workshopping on Monday, post to D2L by tonight • For those of you reviewing, provide feedback by class time.
W 12/5	Whole Class Workshop (7)	<ul style="list-style-type: none"> • Complete revisions to your Position Essay and submit to D2L by finals time. • Complete Participation Self-Evaluation and submit to D2L

Finals Week		
TBA	Position Essay and Participation Self-Evaluation due.	