**Writing 121Z: Composition I (4 credits)**

Instructor: David Bockoven Fall 2023

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Office Hours: Tu/Th 9-9:50 RCH-203/Zoom Tu/Th 10-11:50

(For a schedule-only version of the syllabus, click [this link](https://docs.google.com/document/d/1iCwVDAFveptlvJbKZkglYBbSRA9S4mRLW7cLX79GW7w/edit?usp=sharingx7Hj63hoW2eTM/edit?usp=sharingusp=sharing))

Writing 121 engages students in the study and practice of critical thinking, reading, and writing. The course focuses on analyzing and composing essays appropriate for a college-level audience across varied rhetorical situations and in multiple genres. Students will apply key rhetorical concepts flexibly and collaboratively throughout their writing and inquiry processes. Students will improve their writing fluency by focusing on fundamental elements of writing such as thesis, support, organization, basic research/citation, and conventions of language. Class operates on the model of active learning—exercising one's critical reading skills and asking independent questions.

**Course Outcome Goals**

 Upon successful completion of the class, students should be able to:

1. Apply rhetorical concepts through analyzing and composing a variety of texts.
2. Engage texts critically, ethically, and strategically to support writing goals.
3. Develop flexible composing, revising, and editing strategies for a variety of purposes, audiences, writing situations, and genres.
4. Reflect on knowledge and skills developed in this course and their potential applications in other writing contexts.
5. Recognize when information is needed and locate and evaluate credible sources, focusing on those written for a general audience.
6. Incorporate source information effectively, using signal phrases and reference pages to differentiate the writer’s words/ideas from source words/ideas.

To meet these outcome goals, students will practice writing thoughtful expository prose and demonstrating competence in organization, mechanics, and the writing process. Such competence is reflected in the following skills: using a variety of writing strategies (narration, definition, comparison and contrast, classification, description, examples, and persuasion) to help focus and develop the main idea; presenting ideas logically; developing a writing style appropriate to the audience, purpose, and situation; reading and critically analyzing the writing of others using summary, paraphrase, and quotations; integrating source material into their own work using lead-in signal phrases and in-text citations; using organizational and transitional strategies to give an essay shape and form; presenting material logically with an introduction which defines the subject and previews the content of the essay, a discussion section which is fully developed, and a conclusion which summarizes and interprets the thesis; using standard grammar, syntax, spelling, and punctuation; and revising and editing their writing effectively.

**Requirements**

Prerequisite: Placement in WR121 is determined by pre-enrollment testing or by passing WR115 with a grade of 'C' or better. Before entering WR121, students are assumed to have basic competence in grammar, mechanics, sentence structure and in developing related ideas in a unified, coherent paragraph and/or short essay.

Texts: *The Little Seagull Handbook,* 3rd ed., Bullock, et al. (PDFs available below)

 [Course Packet](https://docs.google.com/document/d/16tsjAe0aiRgp7BxhHzKAMlBR4oLkUtMnjYYZRzHBYe0/edit?usp=sharingvRc3I8J2HvO7Jf8/edit?usp=sharing) of handouts

 Readings (scanned PDFs) available for download through Moodle and links below

Major Assignments, Point Value and Percentage of Total Final Grade:

20% Participation (In-Class Attendance and [In-Class Writing](https://docs.google.com/document/d/1mHWrDF6dcM3vbsxB39M5_33XaOGsYmBEFOCIxTcUbJU/edit?usp=sharing)) 100 points

20% [Two Short (2-4 pages each) Essays](https://docs.google.com/document/d/1f9-LUtqyAn4XZtOOdY2wDKpw2vDtsRQvqg2CNFfjDC0/edit?usp=sharingNPqjs0GbTfbM/edit?usp=sharing) (50 points a piece)

20% [Research Essay](https://docs.google.com/document/d/1ekFXWKREPy6P6W47Cbx6mV5OLm3G_89h3mKwmAdgvqk/edit?usp=sharing) (5-7 pages) 100 points

30% Final Exam (equivalent to 150 points) ([some resources](https://docs.google.com/document/d/1RaJMsPHcMc1_jTP8ZTQ_Zl67WVaKYE9Rnm60VZKGvY8/edit?usp=sharing))

10% Peer Review / Practice Final Exam 50 points

 500 Total Points Possible (See [Assignment Log](https://docs.google.com/document/d/1chZ8K7sdy8f2M1B-_LJHPD2KGAaeYD8gnavhQisgKEk/edit?usp=sharingOoGKQpLrych9r4fU9GodIOk-jM/edit?usp=sharing) for a list of all assignments)

**Policies and Procedures**

 In-Person Class Format: Before the COVID pandemic, this was the main way that I used to conduct a class. Then the pandemic hit, and I had (and you probably did too) to adapt to a variety of different class “modalities.” I’ve been back in a physical classroom for a year now, but I am still relearning how to run a class this way. Please share any suggestion you may have on how to make the best use of class time.

In-person classes will focus primarily on discussion of class readings and preparing up-coming writing assignments. I rarely adopt a pure lecture format for my writing classes. A fairly typical pattern for these meetings will be doing [the in-class writing assignment](https://docs.google.com/document/d/1mHWrDF6dcM3vbsxB39M5_33XaOGsYmBEFOCIxTcUbJU/edit?usp=sharing) and then meeting as a whole class for general discussion or questions. Then I will form students into random groups. Typically, students will have about 15-20 minutes to generate content for the shared class [“TQE”](https://www.cultofpedagogy.com/tqe-method/) document to help guide subsequent class discussion on the assigned reading and/or to discuss their upcoming writing assignments. Then, we reconvene as a whole class to conduct a class-wide discussion. We may also do a read-along/think-along activity that I will introduce during class. I plan to post provisional agendas for class meetings each week through the Moodle Announcements forum before Monday.

Just coming to class earns 4 points a week of participation points (2 per class). You have to attend at least half of the class to be eligible to earn these points. (If you come in late or are not able to stay until the end of the class, check with me later to make sure that I recorded your presence.) I give partial credit if you let me know about an absence (you don’t have to provide a reason) up to four absences.

To be successful in a college class, students must take an active and responsible role in their own learning. It takes discipline to keep current with the class. Please don’t hesitate to contact me if obstacles prevent your full participation in the course. I may be able to help you prioritize which assignments to focus on.

Office Hours: I will be holding in-person and online virtual office hours Tuesdays and Thursdays 9-9:50. In-person office hours are held in my office, RCH203, but I should also be logged into the Zoom meeting that I use for office hours during that time if you can’t get to the physical office.

**To Join Zoom Meeting for office hours**

<https://lanecc.zoom.us/j/98334887450>

 or

Meeting ID: 983 3488 7450

My Zoom meeting for office hours is set up in a way that I will only be letting in one student at a time. Hopefully, you will not need to wait too long (usually student attendance for office hours is rather sparse). I am also available by appointment if the scheduled office hours conflict with your schedule or if you want to reserve a specific time. Let me know if you’re interested (via email about 48 hours beforehand) so that we can arrange a meeting time. (I’m holding office hours at Lane Community College on Mondays and Wednesdays 10-11, and you could also use the same Zoom link for that time, too.)

Reading Assignments: A major emphasis of the class is critical reading. Writing is always grounded in a particular practice of reading. Your writing takes place in a larger rhetorical context of what others have already written/said about the topic you are interested in. So what a class like this does is to help sharpen your ability to read a text and then know how to respond back. The specific conceptual focus of the course readings and our discussions in the in-class writing will be different aspects of something often called “Theory.” I have tried different topics and readings through the years that I have been teaching this course ([here’s a link to the version of the course I was teaching previously on “great ideas”](https://docs.google.com/document/d/18YgR58kIPdFa3iEW8D35tqJc9uQVeatbo_uh_LHnvUg/edit?usp=sharing)), but I’ve never found a set of readings/topics that will engage everyone because everyone in the class has slightly different interests. So, I’ve decided to just focus on a set of topics that is of interest to me at least (if no one else).

“Theory” names an interdisciplinary and critical approach to thinking about one’s underlying methodological assumptions, drawing on continental philosophy, linguistics, psychology, sociology, and other various social theories such as feminism and postcolonialism (often employing words and concepts that may not be initially familiar with the majority’s understanding of common sense). While this body of study started out as a subdiscipline within English departments known as “Literary Theory” (a set of assumptions that govern how a person ought to approach the reading of a literary text), during the past 30-40 years it has morphed into a much wider concept of Cultural Studies more generally. So while I am not expecting that the literary application of these ideas will be directly relevant to students who are not English majors (unfortunately, though, many of the readings I am assigning are still focused primarily on literature), the wider cultural application of what we will be reading and discussing will, I think, have a much broader use. After all, we are all immersed in a world filled with a variety of different “texts” (movies, TV shows, video games, songs, social media posts, news, etc.) Whether one is aware of it or not, one is a reader of a variety of different texts as one navigates their way through life. The different ideas we encounter in this term’s readings should make us better readers of these various phenomena. Class readings are available as scanned PDFs through our class Moodle website and links on the syllabus.

 Papers: **Late papers and homework will not be accepted if turned in more than a week after the original due date.** In other words, I don’t accept paper “dumping” where students turn in more than half of their coursework in the last week of class. Papers should be typed, double-spaced, carefully proofread, use MLA formatting conventions, and include your name, date, class name, essay description, and my name. (See [*Little Seagull* pages 158-60](https://drive.google.com/open?id=1ulD84G7vfDdDk2SFksYpSnuKeptX1hHs) -- scroll down --for basic manuscript format.) Save **all** work you do for this class. Subsequent versions of essays submitted should include previous versions turned in along with peer reviews. Revisions are almost always appreciated and encouraged, but they should be completed no later than two weeks after being returned and require a separate [self-assessment assignment](https://docs.google.com/document/d/1kyivHvtzIdyl3UR2Y7zsSvcAtjGazhvoia-GMz7uecQ/edit?usp=sharing). Work will normally be uploaded into different assignment folders and forums on Moodle, but they may also be turned in as an email attachment. I can only download attachments in the following formats: \*.doc, \*.docx, \*.rtf, or \*.pdf (**not** \*.wps or pages format). Make sure both your name and my name appears on the document itself. If using Google Docs, make sure your Sharing settings are set on “Anyone with the link.” Students will write a longer Research Essay and two shorter essays.

 Homework/In-Class Work: The main “homework” assignment (actually conducted during class time) is a [peer reviewing workshop](https://docs.google.com/document/d/1NQElLMnrZrfqCVefyOi9mDikQV0j6lVRIEfE7ChemJU/edit?usp=sharingpC3azbnXm-XDHm_B8TdSAtg/edit?usp=sharing) (20 points) on the Research Essay. There is also a Practice Exam to help prepare you for the Final Exam.

 [Grading Criteria](https://docs.google.com/document/d/1RVv5FBzSxEQM5GQBzqqrtth5T4OHy10YS-omC-kJy1k/edit?usp=sharing): When I read student essays, I look for a number of qualities including unity of purpose, specificity of detail, and coherence of progression. Essays are given a holistic letter grade based on **six criteria: argument, critical reading, organization, audience, sentence-level writing, and manuscript formatting**. “Argument” includes how effectively the paper presents a thesis and supports it through relevant examples. Students can demonstrate their critical reading skills by how they use details from sources to offer a fresh perspective on the topic that goes beyond a bland summary. The paper’s organization into paragraphs should follow from the paper’s main purpose (form follows function). Good papers are often an implicit dialogue between an author and reader—good writers anticipate how a potential audience will relate to a paper. Students should write in complete sentences that avoid grammatical errors (especially comma splices!), awkward phrasings, and mistakes in punctuation, but beyond that students should cultivate a personal writing style with an interesting variety of sentence and phrase structures.

 Grading Scale: Final Grades are mostly based on a percentage of the 500 total points possible throughout the quarter (see above for how many points any one assignment is worth). 500-450 points (100-90%) = A; 449-400 points (89-80%) = B; 399-350 points (79-70%) = C; 349-300 points (69-60%) = D; fewer than 300 points will result in a failing grade. Because of the special status of the Final Exam, final grades will actually be completing using a grading worksheet. (These final calculations will be available to students.)

 College Resources: On [the Writing Center’s website](https://www.linnbenton.edu/student-services/library-tutoring-testing/learning-center/writing-support/), you can use the Zoom video app for both drop-in and scheduled conferences. They are also offering in-person hours (for the first time since 2020!). They also have an [Online Writing Lab](https://www.linnbenton.edu/student-services/library-tutoring-testing/learning-center/writing-support/online-writing-lab.php), where you can upload essays to get feedback within a few days. From initial ideas to final drafts, the LBCC Writing Center can help you take your writing to the next level. For more information, visit them online or in their office WH-138b (downstairs in Willamette Hall in the library by the front windows).

 Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Roadrunner Resource Center for support (resources@linnbenton.edu , or visit us on the web [www.linnbenton.edu/RRC](http://www.linnbenton.edu/RRC) under Student Support for Current Students). Our office can help students get connected to resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

 Accommodation: LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through Accessibility Resources and would like to use your accommodations in the class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodations but are not yet registered with Accessibility Resources, please visit their website at [www.linnbenton.edu/accessibilityresources](https://www.linnbenton.edu/student-services/accessibility/index.php) for steps on how to apply for services or call (541) 917-4789.

 Etiquette and Nondiscrimination: One of the goals of this course is to construct a "discourse community," a space in which students feel respected and comfortable expressing their ideas openly. This means that in class discussion forums basic rules of etiquette should be followed. No personal attacks will be tolerated. The LBCC community is enriched by diversity. Everyone has the right to think, learn, and work together in an environment of respect, tolerance, and goodwill. We will work toward creating a community without prejudice, intimidation, or discrimination (related to Board Policy #1015). LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws.

 Plagiarism: This college punishes incidents of academic dishonesty. Plagiarism is subject to disciplinary action as described in [Student Rights, Responsibilities, and Conduct](https://www.linnbenton.edu/about-lbcc/administration/policies/student-rights-responsibilities-and-conduct.php). All work submitted in this course must be your own and be written exclusively for this course. Students may only seek assistance in writing their papers from authorized sources (me, members of class peer review group, or university-approved tutorial service). The use of sources (ideas, quotations, paraphrases) must be properly documented. See me if you have any questions about your use of sources.

**Tentative Schedule**

(Please complete readings and writing assignments during the week they are listed below; "Seagull" refers to *The Little Seagull Handbook* (3rd ed)*;* please download linked PDF readings on your own.)

| Date | Reading Assignment | Writing Assignment  |
| --- | --- | --- |
| 9/25- 10/01 | [**Week One**](https://docs.google.com/document/d/19HFbdUfDB5VfSQOYMTfkeisLhVgIa57sRUdKXN-20zg/edit?usp=sharingq68G8l0yukaHgrA/edit?usp=sharingqFE5Fs0SBgvrVFAth8iw/edit?usp=sharing)**: Introductions / Rhetoric / What Is “Theory”?** |  |
| Tues. 9/26 | Syllabus; [Course Welcome](https://docs.google.com/document/d/14K127nMtqUsz0smXM3ox8kflwkzJ7tePZcC2L9fvF2w/edit?usp=sharingg); [Big Picture Stuff](https://docs.google.com/document/d/1PGxd6RTFDXUkMiF8D5archHpt-8lyRhy7hZI-9O85ew/edit?usp=sharing) #1, 2, 9, and 10; pages 11-25 of [Chap. 2 of *Little Argument*](https://drive.google.com/file/d/0B7ZDfh_6ZARRbWNKRnhUdWk1LUk/view?usp=sharing&resourcekey=0-53iJp3uzqkBkxu9_b5ipHw) | [In-Class Writing](https://docs.google.com/document/d/1mHWrDF6dcM3vbsxB39M5_33XaOGsYmBEFOCIxTcUbJU/edit?usp=sharing) (ICW) |
| Thurs. 9/28 | Nealon and Giroux, [“Why Theory?”](https://drive.google.com/file/d/1NS-6j6izZwUTxeUeE2wb1FxvISraGHmY/view?usp=sharing); [Culler, “What Is Theory?”](https://drive.google.com/file/d/1F4VbodMjVfjKGCIiUjV8-SUaxt-1TUpp/view?usp=sharing) (only pages 1-5 and 14-17); [Short Essay option descriptions](https://docs.google.com/document/d/1f9-LUtqyAn4XZtOOdY2wDKpw2vDtsRQvqg2CNFfjDC0/edit?usp=sharing) | ICW |
| Sun. 10/01 | **11:59pm: Last Chance to Drop Class for** **Full Refund** |  |
| Date | Reading Assignment | Writing Assignment  |
| 10/02-10/08 | [**Week Two**](https://docs.google.com/document/d/1Zqip2CAHN6t-KZW_jR0c9VDwF2De4uMDJty0_kqaiuI/edit?usp=sharingQceD65mX7Qf6wIiOLnVYEyJ8g/edit?usp=sharingua7l8dk/edit?usp=sharing)**: Paradigm Shifts / Writing Process / Argument** |  |
| Tues. 10/03 | [Wikipedia article on paradigm shifts](https://en.wikipedia.org/wiki/Paradigm_shift); pages 362-63 and 372-74 of [Schulz, “Evidence”](https://drive.google.com/file/d/0B7ZDfh_6ZARRVGUtTUYzc3hRVWM/view?usp=sharing&resourcekey=0-xLnRTVa4FOBslpyMzYqjJg); Barry, sections from [Chap. One](https://drive.google.com/file/d/0B7ZDfh_6ZARRUmEwa1VKV2RVcm8/view?usp=sharing&resourcekey=0-aLdJl-GbnPABYkq6fWCFuA) of [*Beginning Theory*](https://drive.google.com/open?id=11jG-pYultzmnHFPmsi6oDxwYFB-XXVKxVJPMNfpMbIk) (16-20, 31-35) | ICW |
| Thurs. 10/05 | *Seagull* [2-29, 158-169](https://drive.google.com/open?id=1ulD84G7vfDdDk2SFksYpSnuKeptX1hHs); [“Big Picture” Stuff](https://docs.google.com/document/d/1PGxd6RTFDXUkMiF8D5archHpt-8lyRhy7hZI-9O85ew/edit?usp=sharing) #8; [“Writing Arguments”](https://drive.google.com/file/d/0B7ZDfh_6ZARRWHRQQ2hTbDgtN2s/view?usp=sharing&resourcekey=0-ndB1yOcUuUY9xWLjDLi5WA) (*LB Brief* Chap. 10); [Grading Rubric](https://docs.google.com/document/d/1RVv5FBzSxEQM5GQBzqqrtth5T4OHy10YS-omC-kJy1k/edit?usp=sharing) | ICW |
| 10/09-10/15 | [**Week Three**](https://docs.google.com/document/d/1eia1XfuAD44tEnfqfoZ4x-rNx6Sda6Y-zYWKaPtPNg4/edit?usp=sharingACuyYvUDbPWBK1hgYxX8/edit?usp=sharingTM-vCfYnjeX7Y58/edit?usp=sharing)**: Self and Ideology** |  |
| Tues. 10/10 | [Culler chapter on Identity](https://drive.google.com/file/d/1RNXG78scyUUuclPHWZfTpjtzOgqS4v3P/view?usp=sharing) | [Short Essay](https://docs.google.com/document/d/1f9-LUtqyAn4XZtOOdY2wDKpw2vDtsRQvqg2CNFfjDC0/edit?usp=sharingg) #1; ICW.  |
| Thurs. 10/12 | [“Me”](https://drive.google.com/file/d/1VoR8I_Hd0NjKCpUbtoqHmBNSeCYnkyby/view?usp=sharing) and [“Ideology”](https://drive.google.com/file/d/1xdsmO50w_sq7fkLpig_iyYItkuqdW99V/view?usp=sharing) chapters in Bennett and Royle; [Research Essay description](https://docs.google.com/document/d/1ekFXWKREPy6P6W47Cbx6mV5OLm3G_89h3mKwmAdgvqk/edit?usp=sharing) and [Interest Inventory](https://docs.google.com/document/d/11NcJNuJTwCeh9nHOheOapD63VQbVBUIRSC8tE0BE5yg/edit?usp=sharing) | ICW |
| 10/16-10/22 | [**Week Four**](https://docs.google.com/document/d/1VtXDZdUrhtuQp1uYasqOovq0MS0j8_MM7yAkZGBzfj4/edit?usp=sharingNvWT-WhPBrv120/edit?usp=sharingTR3CSFKMFGyTD0CG586UFQTNnlC9lQZUJpj60/edit?usp=sharing)**: Race / Research**  |  |
| Tues. 10/17 | Pages 206-13, 238-42 from [Chapter Eight](https://drive.google.com/open?id=1ljHEcIGBC2y1Q4Pbdpxravltm-O74rZk) of [*Using Critical Theory*](https://docs.google.com/document/d/1no96mBvoQvdF7rh4nz4wteJg3_WHPglSQOH9nJRAGOc/edit?usp=sharing) by Lois Tyson | ICW |
| Thurs. 10/19 | [duCille, “Multicultural Barbie and the Merchandising of Difference”](https://drive.google.com/file/d/1Pi3N9GV4BjrTXcCNBYyhIA0z7PGtYxur/view?usp=sharing); [*Seagull* 90-118](https://drive.google.com/file/d/1b-qHIsXVim2w38CrfinbLdOwOZsEl2kD/view?usp=sharing); [“Big Picture” Stuff](https://docs.google.com/document/d/1PGxd6RTFDXUkMiF8D5archHpt-8lyRhy7hZI-9O85ew/edit?usp=sharing) #5, 6, 7 | ICW |
| 10/23-10/29 | [**Week Five**](https://docs.google.com/document/d/1DvWML0Jy2frfd9bXUQylGYfajbrzM7GWru2o7D9v_b8/edit?usp=sharingLomPJ5YdgGNS6MqVug/edit?usp=sharingHlzogKLOJkrLetU68nM/edit?usp=sharing)**: Gender** |  |
| Tues. 10/24 | Pages 139-44, 166-69 in [Chapter Six](https://drive.google.com/open?id=1ER2pajZyw1A-3Q0NlgIhb_DlThbQBekR) of [*Using Critical Theory*](https://docs.google.com/document/d/1no96mBvoQvdF7rh4nz4wteJg3_WHPglSQOH9nJRAGOc/edit?usp=sharing) by Lois Tyson; [“Learning to Be Gendered”](https://drive.google.com/file/d/0B7ZDfh_6ZARRZWtDby1rXzI0ZUk/view?usp=sharing&resourcekey=0-odCwBWJVd2NgIL5mNSG9wg) by Eckert and McConnell-Ginet; [Pitching the Proposal](https://docs.google.com/document/d/1RAjvd1jsE38FfLLD8gDJFpFZtXo6VFukDxsZ5mjA_vI/edit?usp=sharing)(during class) | [Short Essay #2](https://docs.google.com/document/d/1f9-LUtqyAn4XZtOOdY2wDKpw2vDtsRQvqg2CNFfjDC0/edit?usp=sharing); ICW. |
| Thurs. 10/26 | Information Literacy session  | ICW |
| 10/30-11/05 | [**Week Six**](https://docs.google.com/document/d/11aBpPaHQQZqN6-XYDxa0_3KYWVkDT7YO8Ra9JU1I6XI/edit?usp=sharingj19v6dLfhsK_-JCnUzwjFDP0/edit?usp=sharingoUc/edit?usp=sharing)**: Colonialism**  |  |
| Tues. 10/31 | Pages 245-51, 279-82 in [Chapter Nine](https://drive.google.com/open?id=1rpJovbslaMj2i_Bt9-c5oOa-2owCiCyc) of [*Using Critical Theory*](https://docs.google.com/document/d/1no96mBvoQvdF7rh4nz4wteJg3_WHPglSQOH9nJRAGOc/edit?usp=sharing) by Lois Tyson; [“The Colony”](https://drive.google.com/file/d/1Gr3nOKr7detmLAE_rfzWm0sMCrmp_vVc/view?usp=sharing) by Bennett and Royle | ICW |
| Date | Reading Assignment | Writing Assignment  |
| Thurs. 11/02 | [Orwell, “Shooting an Elephant”](https://drive.google.com/file/d/1UtUivwdSFN_E5wRc6jz7kXmr7UAjt-sZ/view?usp=sharing); [Review of “Basic Moves” in writing](https://docs.google.com/document/d/1H5o2MIoCTb9mBbTWI8I7A2rYvT_2RQu9QWxAq44RyuQ/edit?usp=sharing); [Directions for Peer Review Assignment](https://docs.google.com/document/d/1NQElLMnrZrfqCVefyOi9mDikQV0j6lVRIEfE7ChemJU/edit?usp=sharing); [Grading Criteria](https://docs.google.com/document/d/1RVv5FBzSxEQM5GQBzqqrtth5T4OHy10YS-omC-kJy1k/edit?usp=sharing); [Research Show and Tell activity](https://docs.google.com/document/d/1tK0pSybZSY0kKfYCmMzVRl0QMGGAt-RmTFgHPSUtBV8/edit?usp=sharing) (in class) | ICW |
| 11/06-11/12 | [**Week Seven**](https://docs.google.com/document/d/1EPqjNTDLKjJRsAXRXDErH9wnkv_MJ2HlHbJaQdlWqz8/edit?usp=sharing7Sbvt4EcCzw/edit?usp=sharingc-mT8/edit?usp=sharing)**: Queer Theory**  |  |
| Tues. 11/07 | Pages 172-78, 199-202 in [Chapter Seven](https://drive.google.com/open?id=1RCV8ceXXBwj9t_VHjB5EvMbRxUrpToTv) of [*Using Critical Theory*](https://docs.google.com/document/d/1no96mBvoQvdF7rh4nz4wteJg3_WHPglSQOH9nJRAGOc/edit?usp=sharing) by Lois Tyson; [“Queer”](https://drive.google.com/file/d/1RLBYuS8b7ZwPYeTJZtYUIK26SQxvxp26/view?usp=sharing) by Bennett and Royle . | ICW |
| Thurs. 11/09 | [“Big Picture” Stuff](https://docs.google.com/document/d/1PGxd6RTFDXUkMiF8D5archHpt-8lyRhy7hZI-9O85ew/edit?usp=sharing) #3 and 4 | [Peer Review](https://docs.google.com/document/d/1NQElLMnrZrfqCVefyOi9mDikQV0j6lVRIEfE7ChemJU/edit?usp=sharing) on Research Essay |
| 11/13- 11/19 | [**Week Eight**](https://docs.google.com/document/d/16csHN7cQZnpdF7zyX_OVBq8OJF8QF0_Z1weCTT_BbI0/edit?usp=sharingvcU-_Y6AvaxhuBF8jhmA/edit?usp=sharingWpk-ch6pL6kI/edit?usp=sharing)**: Practice Final Exam / Figural Language** |   |
| Tues. 11/14 | Target Essay for Practice Exam (no “programmed” class today): ([Katie Taylor's "Why Students Learn Better When They Move Their Bodies--Instead of Sitting Still at Their Desks](https://theconversation.com/why-students-learn-better-when-they-move-their-bodies-instead-of-sitting-still-at-their-desks-165717)") | Practice Final Exam (must be completed by midnight, Tues. 11/15) |
| Thurs. 11/16 | [“Figures and Tropes”](https://drive.google.com/file/d/197_lSLwLdFXhzTrZ1ArAxCpKJTsEVSwo/view?usp=sharing) in Bennett and Royle; [*Metaphors We Live By*](https://drive.google.com/file/d/0B7ZDfh_6ZARRY2E0eDl5cGdxcFk/view?usp=sharing&resourcekey=0-D6kXpPlOF8rwaqRU_cT_6A) condensation; [Postman, "The Word Weavers/The World Makers"](https://drive.google.com/file/d/1AECE5Gb7T4i2EWigUY42T7g7T2qK-Pfo/view?usp=sharing) | [Research Essay](https://docs.google.com/document/d/1ekFXWKREPy6P6W47Cbx6mV5OLm3G_89h3mKwmAdgvqk/edit?usp=sharing) Due; ICW |
| 11/20-11/26 | [**Week Nine**](https://docs.google.com/document/d/1QN4gG_BH3yTysXw0r6HAscB9QNMnfbikWB9ykeF76D8/edit?usp=sharingjCTGcZq4/edit?usp=sharingGz7EnFIXxlWDWV5DKb4U/edit?usp=sharing)**: Trauma and Disability Studies** |  |
| Tues. 11/21 | ["Wounds"](https://drive.google.com/file/d/15s5me2_JCRVvDJERNjEXhYR3QL4O9u0b/view?usp=sharing) in Bennett and Royle; Castle, pages 209-17 in [this chapter](https://drive.google.com/open?id=1gzI-6MmVicMmNZ1s1wocWvLm6wDFyHxA) from [*The Literary Theory Handbook*](https://docs.google.com/document/d/1A9k95COkvI9QVoIjIoWC27WTgAR2yIaZ1wmtXZVsPx4/edit?usp=sharing); Parker, pages 367-79 of [Chapter 12](https://drive.google.com/open?id=1Krh3_OTESI14eouWl_B_5MMytGWgoHc-) -- scroll down -- of [*How to Interpret Literature*](https://docs.google.com/document/d/197pehFybQulBrKPP9nUV6dj8AAxibZqhqjmrn7-3aL0/edit?usp=sharing) | ICW |
| Thurs.11/23 | **Thanksgiving (no classes held)** |  |
| 11/27-12/03 | [**Week Ten**](https://docs.google.com/document/d/1GAt0tOcoP8qDFQskRvsucvAJFWY_8s7cZjmDHE0zGyU/edit?usp=sharingit?usp=sharingAoatKXf_7CJKBaknRNEXJlWWA/edit?usp=sharing)**: Ecocriticism** |  |
| Tues. 11/28 | Coupe, [“Green Theory”](https://drive.google.com/file/d/1csbbwljB_sQw0ZOwj1Y7wRDDW4oMfWRS/view?usp=sharing) in [*Routledge Companion to Critical and Cultural Theory*](https://docs.google.com/document/d/1xJZ9_2y0ABI1pF9lkOdLjRk_Yv0f0cY5Bb2-fHBLH3Q/edit?usp=sharing); [“Eco”](https://drive.google.com/file/d/12aH5QQeBmWdqknTx7YJ9nGzPQc1VJlpj/view?usp=sharing) in Bennett and Royle; Bertens, pages 220-30 in [Chapter 10](https://drive.google.com/open?id=13QoVmgLEQTLj5XMcE8lQweb7Y2gn3ZD0) of [*Literary Theory: The Basics*](https://docs.google.com/document/d/1EmxeYuFRsDNC_BYHC3oyBlWfwA7DvZNX_qSLbOFz8yM/edit?usp=sharing); Target Essay for Final Exam: [Dochterman, “ ‘Great Resignation’? ‘Quiet Quitting’? If You’re Surprised by America’s Anti-Work Movement, Maybe You Need to Watch More Movies”](https://theconversation.com/great-resignation-quiet-quitting-if-youre-surprised-by-americas-anti-work-movement-maybe-you-need-to-watch-more-movies-191113) | ICW |
| Date | Reading Assignment | Writing Assignment  |
| Thurs. 11/30 | Rangefinder Essays | ICW |
| 12/04- 12/06 | **Finals Week (no in-person meetings; optional Zoom conferences)** | Final Exam ([some resources](https://docs.google.com/document/d/1RaJMsPHcMc1_jTP8ZTQ_Zl67WVaKYE9Rnm60VZKGvY8/edit?usp=sharing)) |

Turn in all final revisions as an e-mail attachment or by Moodle submission by Dec. 7th (Thursday of Finals Week)

**Course documents are available on Moodle Website** WR121Z-20230228384 - COMPOSITION I