



## **WRT 105: Practices of Academic Writing Syracuse University Fall 2015**

**Instructor: Heather Carreiro**

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**Office hours: By appointment**

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### **Course Description and Rationale**

WRT 105 is an introduction to academic writing. In this class, you will write, revise, edit and reflect on your writing with the support of the teacher and peers. You will engage critically with the opinions and voices of others as you develop a greater understanding of how your writing can have an effect on yourself and your environment. You will have regular opportunities not just to write, but also to reflect on writing situations and your own development as a writer. The course will engage you in analysis and argument, practices that are interdependent and that carry across academic disciplinary lines and into professional and civic writing.

Analysis, as Rosenwasser and Stephen claim in *Writing Analytically* 7<sup>th</sup> edition, “is a form of detective work that typically pursues something puzzling, something you are seeking to understand rather than something you believe you already have the answers to. Analysis finds questions where there seemed not to be any, and it makes connections that might not have been evident at first. Analysis is, then, more than just a set of skills: it is a frame of mind, an attitude toward experience” (2-3). You analyze when you talk to a friend to get another perspective on why Spain performed so poorly in World Cup 2014, when you read up on the recent conflict in Iraq in order to discuss it more confidently in your global politics class, when you watch and re-watch a film in order to discern how it works on a visual level, or when you review a sampling of your own writing in order to see and make sense of the patterns in your work.

Argument involves inquiry and analysis and engages others in ongoing conversations about topics of common concern. Evidence for your arguments comes from analysis, from discussion with others, from your personal experience, and from research. Arguments are also situationally specific: that is, they look, sound, and persuade differently depending on *audience, purpose, genre* and *context*.<sup>1</sup> In addition to being persuasive, arguments can be a means of sharing information, posing important questions, or even raising consciousness about issues.

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<sup>1</sup> These are concepts we will explore together throughout the course.

## **WRT 105 Learning Outcomes/Course Goals**

### **1. Writing as Situated Process**

Students will practice a range of invention and revision strategies appropriate to various writing situations.

### **2. Writing with Sources**

Students will be introduced to primary and secondary research, utilize various library resources, evaluate sources, and synthesize and apply research in accordance with citation, genre conventions and ethical standards.

### **3. Writing as Rhetorical Action**

Students will gain knowledge of rhetorical principles and practice addressing different audiences and situations.

### **4. Writing as Academic Practice**

Students will build their familiarity with values, strategies, and conventions related to a range of academic contexts and disciplinary conversations.

### **5. Writing as Social Practice**

Students will analyze, reflect on, and practice the dynamic use of language in diverse contexts and recognize issues of power, difference and materiality.

## **Work of the Course**

You will devote time, thought, and energy to a variety of informal and formal reading and writing practices. During the course you might be asked to annotate readings, keep a record of ideas and responses, jot down observations, take notes on class discussions, experiment with different styles and organizational choices, and engage in a variety of drafting and revision activities. All these activities are important and will have an impact on your development and success as academic writers (and your final grade).

As this course progresses, you will keep a portfolio of your work that will serve as a “window” to your development as a writer. Included in your portfolio will be invention work and informal writing that have helped shape drafts of your formal texts and final copies of your formal papers. Also included in your portfolio will be written reflections on the processes you’ve used as you’ve completed writing assignments and on your growth as a writer. These reflections are important texts that will help you understand and articulate your own learning progress.

A note about the importance of keeping up with your reading assignments: writing well depends upon reading well. The course texts will provide you with ideas and arguments, concepts and key terms. They will prompt thought as you agree or disagree or qualify those ideas. They enlarge the context for our class discussion. And they illustrate choices other writers have made as they composed. Writing and reading are interdependent practices, and you will move between the two regularly throughout the course.

## **Course Texts and Materials**

Rosenwasser, David and Jill Stephen. *Writing Analytically*, 6<sup>th</sup> ed.

Himely, Margaret and Anne Fitzsimmons. *Critical Encounters with Texts*, 7<sup>th</sup> ed. (selected readings)

Fasano, Thomas. *MLA: A Concise Guide to MLA Style and Documentation*. 9<sup>th</sup> ed.

Harvey, Michael. *The Nuts and Bolts of College Writing*. 2003.

Anderson, M.T. *Feed*. 2002.

Other course materials will be provided by the instructor or posted on our class Edmodo site.

You should be prepared to provide copies of your work for everyone in the class (or in your peer response group) at various times during the semester.

### Feedback and Grading

You will receive many different kinds of feedback during this course. Some will come from fellow students and some will come from me. Both are important; they tell you in various ways how your readers are responding to your writing. This feedback will also help you learn how to assess your own work.

There are three units in the course; each will lead toward a piece of revised, polished writing as well as a collection of informal work and a critical reflection.

Major Course Unit	Unit Final Essay (polished)	Unit Reflective Essay
<b>1: Jumpstart</b>	10%	10%
<b>2: Analysis</b>	20%	10%
<b>3: Argument</b>	20%	10%
Invention work & informal writing assigned throughout the course	20%	--

### Grading Scale

96-100	A
92-95	A-
88-91	B+
84-87	B
80-83	B-

### What You Need

- 3-ring binder or spiral notebook with folder (your choice) – you'll need to bring this to class daily
- Reliable Internet access for research from home
- An Internet-ready device to bring to class for research activities – you can also use this to read PDFs of class reading if you don't want to print them out
- Pens or pencils, a notebook for class notes, highlighters, sticky notes and anything else you'd like to use for reading and taking notes in class
- A ½ inch thick 3-ring binder for your course portfolio work
- Flash/USB drive
- Access to a reliable printer and LOTS of paper
- An Edmodo account

## Attendance and Participation

Writing studios are courses in language learning, and language is learned in communities; therefore, it is essential that you attend class and participate. Absences and lack of preparation for class will affect your classmates' work as well as your own. The work you do in class, the work you do to prepare for each class, is as important as any polished assignment you turn in for a grade. In addition, our syllabus is only a projection and may be subject to occasional changes and revisions as it seems appropriate or necessary. That is another reason why your attendance is vital.

If you must miss a class, you are responsible for work assigned. Please realize, however, that class time cannot be reconstructed or made up, and that your performance, your work, and your final course grade will be affected by absences.

**Late papers will lose 5% per day late**, so a 95% paper will automatically be dropped to 90% if late by one day. Weekend days are counted as regular class days, so a paper that is due on Friday but handed in on Monday will lose 15%. After 10 days, later papers will not be accepted and a zero will be given for the assignment.

## Course Policies

### Special Needs and Accommodations

Syracuse University welcomes people with disabilities and, in compliance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act, does not discriminate on the basis of disability. Students who require special consideration due to a learning or physical disability or other situation should make an appointment to see me right away.

### Use of Student Academic Work

It is understood that registration for and continued enrollment in this course constitutes permission by the student for the instructor to use for educational purposes any student work produced in the course, in compliance with the federal Family Educational Rights and Privacy Act (FERPA). After the completion of the course, any further use of student work will meet one of the following conditions: (1) the work will be rendered anonymous through the removal of all personal identification of the student(s); or (2) written permission from the student(s).

### Academic Integrity

Syracuse University's academic integrity policy reflects the high value that we, as a university community, place on honesty in academic work. The policy defines our expectations for academic honesty and holds students accountable for the integrity of all work they submit. Students should understand that it is their responsibility to learn about *course-specific* expectations, as well as about *university-wide* academic integrity expectations. The university policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities.

***The presumptive penalty for a first instance of academic dishonesty by an undergraduate student is course failure.*** When you provide your signature to register for a Syracuse University course, you are also indicating that you have read the online summary of the University's academic integrity expectations and agree to abide by those policies.

For the full statement of Syracuse University's Academic Integrity Expectations, excerpted from the SU Academic Integrity Policies and Procedures handbook, see <http://academicintegrity.syr.edu/full-statement-of-sus-ai-expectations/>.

**Related links:**

Summary of SU’s AI Expectations—Know the Code: <http://academicintegrity.syr.edu/know-the-code-sus-ai-expectations/>

Ten Questions—and Answers—Every SU Undergraduate Needs to Know about Academic Integrity: <http://academicintegrity.syr.edu/10-qas-for-undergraduate-students/>

Tools for Understanding the Use of Sources: <http://academicintegrity.syr.edu/resources-for-understanding-use-of-sources/>

**Writing for Class on Varied Media**

Please remember that any composing you do for the course, regardless of the media, falls under the Code of Student Conduct. If, for instance, you are writing on Blackboard or on a website or blog you have created for the course, the guidelines concerning harassment, threats, academic dishonesty etc. still apply.

**COURSE CALENDAR**

*Please note that this schedule is tentative and subject to change.* As a student in this class, it is your responsibility to keep current with any changes in the schedule.

**UNIT 1: JUMPSTART (4 weeks)**

Core Texts:

1. “The Banking Concept of Education” – Paulo Freire
2. “Coming to Terms” – Joseph Harris (CE, 209)
3. “Defining Place” – Tim Cresswell (CE, 127)
4. “Practices of Public and Private in Urban Vietnam” – Lisa Drummond

Essay Assignment:

Jumpstart Essay – Due September 9<sup>th</sup> by 10pm in Turnitin.com

Jumpstart Reflection – Due in class on day assigned

<b>Date</b>	<b>Class Activities</b>	<b>Assignment Due</b>
<b>WEEK 1</b>		
Tues, Aug 18	<ul style="list-style-type: none"> <li>- Discuss syllabus and course goals</li> <li>- Overview of course materials</li> <li>- Introductory reading “The Banking Concept of Education”</li> <li>- Discuss Freire using “Timebox” technique and dialogic journal responses</li> <li>- Explain and model QTC: Question, Thought, Connection</li> </ul>	<ul style="list-style-type: none"> <li>- Read pp 242-246 of Freire’s <b>“The Banking Concept of Education”</b></li> <li>- Write a dialogic journal with at least 3 sections about Freire</li> </ul>
Thurs, Aug 20	<ul style="list-style-type: none"> <li>- Discuss “Jumpstart Essay” assignment</li> </ul>	<ul style="list-style-type: none"> <li>- Read pp 247-254 of <b>“The Banking</b></li> </ul>

	<ul style="list-style-type: none"> <li>- Continue Freire discussion</li> <li>- How does his article relate to colonial/post-colonial contexts?</li> </ul>	<p><b>Concept of Education”</b></p> <ul style="list-style-type: none"> <li>- Bring a QTC about the “The Banking Concept of Education”</li> </ul>
Fri, Aug 21	<ul style="list-style-type: none"> <li>- Share responses to cartoon</li> <li>- Consider, What is Academic Writing? What is our prevailing concept of the genre?</li> <li>- Discuss “Jumpstart Essay” assignment</li> <li>- Start “Notice and Focus” practice activity using the photograph “Just Resting” in DRC by Richard Stupart</li> </ul>	<ul style="list-style-type: none"> <li>- Watch the short cartoon from Home Star Runner</li> <li>- Write a 2 paragraph response to this video using the prompt online</li> </ul>
<b>WEEK 2</b>		
Tues, Aug 25	<ul style="list-style-type: none"> <li>- Go over Coming to Terms worksheet and main concepts in Harris article</li> <li>- Complete Notice and Focus exercise</li> <li>- Make a “Details and Analysis” chart for the photo. What do you think is the author’s project?</li> <li>- Put the photo in context with the photo essay on Matador Abroad / evaluate your analysis in light of the essay</li> </ul>	<ul style="list-style-type: none"> <li>- Read pp 212-217 in Joseph Harris’ <b>“Coming to Terms”</b></li> <li>- Complete “Coming to Terms” worksheet for the Harris article</li> </ul>
Thurs, Aug 27	<ul style="list-style-type: none"> <li>- Discuss Harris</li> <li>- Apply concepts from Harris to Freire essay</li> <li>- Read Business Insider article about cultural differences in negotiation. How may this relate to academic writing in different languages?</li> </ul>	<ul style="list-style-type: none"> <li>- Finish reading <b>“Coming to Terms”</b> through page 27</li> <li>- Complete a 3-entry dialogic journal</li> </ul>
Fri, Aug 28	<ul style="list-style-type: none"> <li>- Work in pairs to give a number grade (1-100) to the sample essay. Identify strengths and areas of improvement.</li> <li>- Whole class discussion of sample</li> </ul>	<ul style="list-style-type: none"> <li>- Read sample student Jumpstart essay</li> </ul>
<b>WEEK 3</b>		
Tues, Aug 31	<ul style="list-style-type: none"> <li>- Discuss Creswell using “speed dating” discussion technique</li> <li>- Model mini-dialogue</li> <li>- Do a 20-minute freewrite in dialogue format. Choose at least one of the author’s we’ve worked with so far. Imagine you’ve met him out at a café.</li> </ul>	<ul style="list-style-type: none"> <li>- Read and annotate Creswell’s “Defining Place” - (on paper or digitally)</li> <li>- Bring in 3 QTCs that relate to the concept of “place”</li> </ul>
Thurs, Sep 3	NO CLASS – WEDNSDAY SCHEDULE	
Fri, Sep 4	<ul style="list-style-type: none"> <li>- Identify author’s project, key words, uses, and limits of article</li> <li>- DQ: Why is the use of “private vs. public” problematic in non-Western</li> </ul>	<ul style="list-style-type: none"> <li>- Read and thoroughly annotate (digitally or on paper) Drummond’s <b>“Practices of Public and Private in Urban Vietnam”</b></li> </ul>

	cultures? - Work in pairs to create a visual representation of Drummond's project	
<b>WEEK 4</b>		
Tues, Sep 8	- Share reflection pieces - Introduce the concept of "contested place" - Brainstorm list of contested places - Go over Jumpstart Essay checklist	Finish Drummond Article page 2383 to 2389. Write a one-paragraph reflection on this question:  What would you say of the gendered nature of public vs. private in urban Vietnam? Are certain spaces more 'appropriate' for women? Are certain jobs considered better for certain genders? Are there stereotypes associated with the domestic sphere?
Thurs, Sep 10	- Discuss purpose of reflection assignment - Review goals of Jumpstart Essay - Write reflection during class on Turnitin.com	- <b>JUMPSTART ESSAY DUE</b> on Turnitin September 9 <sup>th</sup> at 10pm
Fri, Sep 11	- Preparation for Stakeholders Exercise - Read Oakland Gardener article and identify stakeholders *Short class today (35 minutes)	

## UNIT 2: ANALYSIS (6 weeks)

Core Texts:

1. "Negotiating Public Space in Hanoi and Singapore" – Hornridge & Kurfurst
2. "Vietnam's 'Informal Public' Spaces" – Catherine Earl
3. Excerpts from *Writing Analytically*

Date	Class Activities	Assignment Due
<b>WEEK 1</b>		
Tues, Sep 15	- Whole class Stakeholders activity - Go over Analysis Essay assignment	- Brainstorm 3 possible contested places for your Analysis essay. Post in Edmodo.
Thurs, Sep 17	- <b>NO CLASS (Ms. Carreiro out of town)</b>	
<b>WEEK 2</b>		
Wed, Sep 23	- Work in pairs to complete an analysis chart on the assigned article	- Read " <b>Negotiating Public Space in Hanoi and Singapore</b> " by Hornridge & Kurfurst
Fri, Sep 25	- Discuss reading - Complete evidence to claims chart	- Read WA pp 72-82

WEEK 3		
Tues, Sep 29	<ul style="list-style-type: none"> <li>- Discuss the notion of contested space as presented in Hornridge and Kurfurst using “speed dating” technique</li> </ul>	<ul style="list-style-type: none"> <li>- Read and annotate excerpt from <b>“Negotiating Public Space in Hanoi...”</b></li> <li>- Bring in top 5 QTC about article</li> </ul>
Thurs, Oct 1	<ul style="list-style-type: none"> <li>- Group sharing of essay “chunks”</li> <li>- Practice developing ideas and making claims about public places / contested spaces</li> <li>- Work in group to refine paper topic ideas</li> </ul>	<ul style="list-style-type: none"> <li>- Read and annotate assigned chunks from Earl’s <b>“Vietnam’s ‘Informal Public’ Spaces”</b></li> <li>- Be ready to share</li> </ul>
Fri, Oct 2	<ul style="list-style-type: none"> <li>- Practice analysis using the “Noticings and Making Connections” heuristic</li> <li>- Come up with a question list / observation checklist for your place</li> </ul>	<ul style="list-style-type: none"> <li>- Hand in a ½ page paper proposal for the Analysis Unit paper. Schedule a visit to your chosen contested place before Oct 13th.</li> </ul>
WEEK 4		
Tues, Oct 6	<ul style="list-style-type: none"> <li>- Discuss Earl</li> <li>- How may Earl’s observations and analysis relate to your essay topic?</li> </ul>	<ul style="list-style-type: none"> <li>- Read and annotate excerpts from Earl’s <b>“Vietnam’s ‘Informal Public’ Spaces”</b></li> <li>- Write a 3-entry dialogic journal about Earl’s essay</li> </ul>
Thurs, Oct 8	<ul style="list-style-type: none"> <li>- Practice 10 on 1</li> <li>- Discuss research strategies for paper Workshop / Teacher conference regarding your paper proposals</li> </ul>	<ul style="list-style-type: none"> <li>- Read WA pp 207-216</li> <li>- Complete the “10 on 1” worksheet</li> </ul>
Fri, Oct 9	<ul style="list-style-type: none"> <li>- Discuss: What is analysis? How is it different from argument or summary?</li> <li>- Practice case study with Earl excerpt: asking “So What?”, “reformulating binaries” and looking for instances when something “seems to be about X but is really about Y”</li> </ul>	<ul style="list-style-type: none"> <li>-- Read WA pp 34-35, 96-99 and 101-103</li> </ul>
WEEK 5		
Tues, Oct 13	<ul style="list-style-type: none"> <li>- Share 5 minutes about your visit</li> <li>- Make 2-3 tentative claims about your chosen place</li> <li>- What more do you need to research or observe to strengthen your analysis?</li> </ul>	<ul style="list-style-type: none"> <li>- Visit a local place that might work for analysis. You may do this with a partner or in small groups. Take lots of good notes using the observation worksheet you created.</li> <li>- Make a top 3 QTC about the place you visited</li> </ul>
Thurs, Oct 15	<ul style="list-style-type: none"> <li>- Review core texts and look for places where the thesis of each essay evolved</li> </ul>	<ul style="list-style-type: none"> <li>- Read WA pp 227-234 (“Making a Thesis Evolve”) and pp 267-279 (“Using Sources</li> </ul>



	- Read and grade sample essay	Analytically: The Conversation Model")
<b>WEEK 6</b>		
Tues, Oct 27	- In class peer review workshop using Turnitin.com. Schedule instructor conferences.	- <b>ANALYSIS ESSAY DRAFT DUE MONDAY OCT 27<sup>th</sup></b> at 10pm
Thurs, Oct 29	- Full class peer review of student papers. We will look at organization, style, language and thesis development.	- 1 or 2 of you will volunteer for a full class peer review of your draft. Email me the draft so I can make enough copies for everyone.
Fri, Oct 30	- Go over self-revising worksheet for the analysis paper - Discuss and model annotated bibliography entries for scholarly sources	- Continue revising your analysis paper
Mon, Nov 2	NO CLASS – ANALYSIS ESSAY DUE	- <b>ANALYSIS ESSAY FINAL DUE</b> by 10pm on Turnitin.com

### UNIT 3: ARGUMENT (6 weeks)

#### Core Texts:

1. "Panopticism" – Michel Foucault (Ways of Reading, ----)
2. "Just in Time for Spring" – Ellis Weiner (CE, 525)
3. "Is Google Making us Stupid?" – Nicholas Carr
4. Excerpts from "It's Complicated: The Social Lives of Networked Teens" – danah boyd

<b>Date</b>	<b>Class Activities</b>	<b>Assignment Due</b>
<b>WEEK 1</b>		
Tues, Nov 3	- Introduce new topic of inquiry: <b>Technology and Identity Formation</b> - Discuss Weiner - DQ: What is the difference between Argument & Analysis? - Assign topics for quick n' dirty research	- Read " <b>Just in Time for Spring</b> " by Ellis Weiner - Bring 3 QTCs
Thurs, Nov 5	- 5 minute presentations on Q & D research topics - Discuss: How has technology/social media served to alter identity formation in Southeast Asia? - Freewrite: How is technology connected to your own identity?	- Read pp 94-115 in <i>The DK Handbook</i> - Bring your Q & D research to share
Fri, Nov 6	- Discuss and model classical appeals - Apply to core texts	- Read and annotate WA ch 9 pp 193-195 on Toulmin

WEEK 2		
Weds, Nov 18	<ul style="list-style-type: none"> <li>- Discuss Carr</li> <li>- Complete "Evidence to Claims" chart on Carr</li> </ul>	<ul style="list-style-type: none"> <li>- Read and annotate Carr's <b>"Is Google Making us Stupid?"</b></li> <li>- Bring a top 5 QTC</li> </ul>
Fri, Nov 20	<ul style="list-style-type: none"> <li>- Identify key points in essay</li> <li>- Work in pairs to create visual representations of panopticism</li> <li>- Discuss: How are panoptic systems at work within technology? How do these systems affect identity formation and our sense of self?</li> </ul>	<ul style="list-style-type: none"> <li>- Read assigned excerpts from Foucault's <b>"Panopticism"</b></li> <li>- Write a 3-entry dialogic journal</li> </ul>
WEEK 3		
Tues, Nov 24	<ul style="list-style-type: none"> <li>- Share visual representations of panopticism</li> <li>- Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>- 2 paragraph reflection: How are panoptic systems at work within technology? How do these systems affect identity formation and our sense of self?</li> </ul>
Thurs, Nov 26	<ul style="list-style-type: none"> <li>- Assign, model, and practice rhetorical précis</li> </ul>	
Fri, Nov 27	<ul style="list-style-type: none"> <li>- Discuss WA ch 13</li> <li>- What makes a good source? Model CRAP</li> <li>- Library research time</li> </ul>	<ul style="list-style-type: none"> <li>- Read and annotate WA ch 13 <b>"Using Sources Analytically"</b></li> </ul>
WEEK 4		
Tues, Dec 1	<ul style="list-style-type: none"> <li>- Discuss boyd</li> </ul>	<ul style="list-style-type: none"> <li>- Read assigned excerpt from danah boyd's <b>"It's Complicated: The Social Lives of Networked Teens"</b></li> <li>- Bring a top 5 QTC</li> </ul>
Thurs, Dec 3	<ul style="list-style-type: none"> <li>- Assign mini-dialogue</li> <li>- Freewriting on paper topics</li> </ul>	<ul style="list-style-type: none"> <li>- Rhetorical précis due</li> </ul>
Frid, Dec 4	<ul style="list-style-type: none"> <li>- Workshop thesis topics</li> <li>- Individual teacher conferences</li> </ul>	<ul style="list-style-type: none"> <li>- Write a tentative thesis for your argument unit paper</li> </ul>
WEEK 5		
Tues, Dec 8	<ul style="list-style-type: none"> <li>- Review of MLA style</li> <li>- Read and 'score' sample student analysis papers</li> <li>- Individual teacher conferences as scheduled</li> </ul>	<ul style="list-style-type: none"> <li>- Read and annotate WA Ch 12 <b>"Recognizing and Fixing Weak Thesis Statements"</b></li> <li>- Based on feedback from your peers, revise your thesis statement and complete the <b>"Composing Heuristic"</b></li> </ul>
Thurs, Dec 10	<ul style="list-style-type: none"> <li>- Read and 'mark' sample student argument papers as a class / Discuss strengths and weaknesses of each paper</li> </ul>	<ul style="list-style-type: none"> <li>- Work on Argument Papers</li> </ul>
Fri, Dec 11	<ul style="list-style-type: none"> <li>- Whole class peer review and</li> </ul>	<ul style="list-style-type: none"> <li>- ARGUMENT PAPER DRAFT DUE</li> </ul>

	feedback session	in Turnitin.com before 10pm on Thursday Dec 10 <sup>th</sup>
<b>WEEK 6</b>		
Tues, Dec 15	- Go over self-revising worksheet for the analysis paper - Paper title workshop	- Continue working on paper - Bring a tentative title to class
Thurs, Dec 17	- Introduction to Reflection Unit - Assign and discuss unit readings - Feed pre-reading exercise	- Work on Argument Papers
Fri, Dec 18	- No class	<b>ARGUMENT PAPER DUE in Turnitin.com by 10pm</b>

### UNIT 4: REFLECTION (2 weeks)

Core Texts:

1. *Feed* – M.T. Anderson

<b>Date</b>	<b>Class Activities</b>	<b>Assignment Due</b>
<b>WEEK 1</b>		
Tues, Jan 12	<b>**Quiz on the novel**</b> DQ1. How do the themes in <i>Feed</i> connect to what we've studied in WRT105? DQ2. What would you say is Anderson's "project"? How does Harris' "Coming to Terms" apply to fiction? DQ3. How does the use of language in <i>Feed</i> relate to the overall meaning of the book or the feeling of different chapters? How does this relate to technology and identity?	- Read <i>Feed</i> in entirety - Complete the <i>Feed</i> slang terms worksheet
Thurs, Jan 14	- Share dialogues - Discuss "Letter to Grandma" Assignment and Reflective Presentation	Create a ½ page fictional dialogue between one of the authors from the Argument Unit and one of the fictional characters in <i>Feed</i> .
<b>WEEK 2</b>		
Tues, Jan 19	Student presentations #1-6	Complete student reflective presentations as assigned
Thurs, Jan 21	Student presentations #7-12	LETTER TO GRANDMA DUE in Turnitin.com by 10pm
Fri, Jan 22	- Course evaluations & wrap up	