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| 1 | 3 | T, 1/31  Th, 2/2 | Continue Hari discussion; **Surprise Quiz!** Rhetorical strategies and connections **Due: SWA.**  Crafting an Essay; MLA formatting; Outline Workshop **SWA** distributed. **Due: Thesis Paragraph** |
| 1 | 4 | T, 2/7  Th, 2/9 | Essay 1 Peer-review workshop. **Due: 3 copies of full first draft. Due: SWA.**  Essay 1 Peer-review workshop cont’d. Extra Credit activities. |
| 1 & 2 | 5 | T, 2/14  Th, 2/16 | **NO CLASS.** Conferencing  Begin Unit 2. Essay 2 Prompt distributed. Demagoguery, Non-partisan critique, Fallacies. **Due: Essay 1 Final Draft.** SWA Distributed. |

Briant Wells

RWS 796A

Monday, January 30, 2017

On Thursday, 2/2, I am having them bring a rough draft of a their introductory/thesis paragraph. I plan on workshopping these in groups and doing some work with the entire class parsing out what a thesis is and is not. Also, I hope to demonstrate and help the students see how a thesis statement can be an organizational guide for their essays because many of the students have expressed clarity and organization as their self-identified writing weaknesses.

Peer Review: We will be doing peer review workshops both class periods next week. I want the students to break into groups of four so as to see a wide range of how to, or how not to, approach writing essays. The Thursday, I am anticipating not needing much of the day for workshopping so I plan on doing some sampling and analysis of rhetorical analysis on the doc cam or on the white boards. Maybe make a game of something relating to common problems with the class.

Conferencing: Tuesday, 2/14 will be devoted to conferencing. I am going to make it optional but encouraged, making it seem required, almost. This I will be conducting over the course of Monday and Tuesday. I will ask them to write down the three most important problem areas that they, or fellow students, have identified in their papers so that our conferencing is efficient and direct.