

Course notes 4/11

WRAP UP UNIT 3

- Unit 3 **evaluations**
- **Quick write** about Essay 3
- **Collect** Essay 3

BEGIN UNIT 4

- Introduce Essay 4 **schedule** (Explain to them the “research days”—no class. They should be using these days to research their outside sources and get their proposal together. They will also have assignments to complete, which they will submit to me via email. I will still be holding office hours on Monday if anyone wants to come in to discuss their research, proposal, or essay).

- Discuss Essay 4 **prompt**.

- Discuss **proposal** assignment.

- **Burkean Parlor video** https://www.youtube.com/watch?v=_5-hvJX1iUs

This is what you did in Essay 3 and what you will now be doing in Essay 4—“entering the conversation”

- Quick tutorial of the library’s website and database—show them:

1. How to search articles
2. “Help & Services” tab—ask a librarian

4/13, 4/15, 4/18: Research days

4/13

Reading: “Quick Guide to Quotations” (p. 25 in CR).

Portfolio: Plagiarism and paraphrasing tutorial on SDSU Library website (save the results page electronically and email to me).

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Video: “Evaluating Journal Articles with the CAARP Test” https://www.youtube.com/watch?v=2jGl-Hh_znQ&feature=youtu.be

Reading: “Don’t Let Database Searching Stress You Out!” <http://library.sdsu.edu/reference/news/don-t-let-database-searching-stress-you-out>

Portfolio: Email me five things you learned from the reading and five things you learned from the video.

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Video: “Peer Review in 3 Minutes” <http://www.lib.ncsu.edu/tutorials/peerreview/> (explanation about scholarly articles—ethos-building—makes you more credible when you use these).

Portfolio: Two scholarly sources, including their projects and arguments, and create your scholarly vs. popular chart (submit both via email).

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PROPOSAL DUE

- Review the things they did during the research days. Maybe quick-write about their research experience? “Reflect on your research experience. What was the most significant thing you learned about: - Locating scholarly articles that are part of the larger conversation in which you are interested? - Sifting through scholarly articles to determine whether they support your position? - Pinpointing specific areas within the articles that you could use in your writing?”

- Proposal peer workshop?
- “How to Write an Argument” on Unit 4 Collected Material from Werry’s email?
- Give them a hard copy of Swales and Feak to read for homework

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- Swales and Feak lesson
- Group or individual practice of writing a Swales and Feak intro?
- WPA practice day?

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ROUGH DRAFT DUE

- Rough draft peer workshop

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NO CLASS— CONFERENCES

Course notes 4/29

NO CLASS— CONFERENCES

Course notes 5/2

ESSAY 4 REVIEW DAY

- FAQ from conferences.
- Maybe a game with their draft? Bring treats!

Course notes 5/4

FINAL DRAFTS DUE