**English 2201: Writing About the Disciplines: Multidisciplinary**

**Fall 2024**

**EXAMPLE: WEEKLY SCHEDULE**

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| --- |
| This weekly calendar provides a sequence of readings and writing/discussion assignments that correspond to Category 1 and 2 projects described in the departmental “Template” syllabus. Instructors/GTAs may work from the “Descriptive Weekly Schedule” to build their weekly schedules, or they may use material from this example of a fleshed-out schedule.\*NOTE\*While it is a good idea to provide students with a broad sketch of the trajectory of the course (including reading assignments and an indication of when rough and polished drafts will likely be due, for instance), it is recommended that you do not distribute an overly detailed weekly schedule to students. Because the student population of each class is unique, it is usually most effective to determine day-to-day assignments and activities as you progress through a larger course unit rather than developing and distributing them to students far in advance. You will be better able to judge what your students need as you introduce new assignments and read your students’ work.***You will need to add InQuizitive exercises where appropriate.*** |

**English 2201**

**WEEKLY SCHEDULE**

**Fall 2024**

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| --- | --- | --- |
| ***IG*** = *An Insider’s Guide to Academic Writing****LS***= *The Little Seagull Handbook****IQ*** *= InQuizitive for Writers****D*** *= Discussions in Canvas****PP*** *= Pirate Papers* | All deadlines listed are for 5pm unless otherwise stated. You must use Word documents for Project submissions. Projects submitted as Pages, Google Docs, etc. will result in a grade of 0 for that project.**Readings listed need to be completed by class time.** |  |

# Unit 1 Writing About Resources in Your Discipline: Weeks 1-4

# Week 1: 8/19–8/23

## Topics Covered

What is Writing About the Disciplines? (Category 1 Projects)

What is Writing in the Disciplines? (Category 2 Projects)

What are Academic Disciplines?

Project 1

## Readings/Activities to Complete

by 8/19: Syllabus and Course Overview Material

by 8/19: Writing Sample Assignment Guidelines

by 8/21: ***IG***: Ch. 1 (pp. 2-14)

***LS***:“Academic Contexts” (pp. 6-8); “Reports” (pp. 100-03)

by 8/21: Project 1 Guidelines

## Required Posts to Discussions in Canvas

by 8/20: Specific Questions regarding the Syllabus and Course Overview Material

by 8/21: **Post #1**: How does the writing you did in high school or prior to college compare to the writing you have done in college so far? What are your expectations for the writing you will do in ENGL 2201 based on the Course Overview material and readings up to this point?

## Assignment/Project Due

by the beginning of class 8/21: Writing Sample

# Week 2: 8/26–8/30

## Topics Covered

Writing Process

Integrating Sources

Avoiding Plagiarism

Scholarly, Trade, Popular Resources

Project 1

## Readings/Activities to Complete

by 8/26: ***IG***: Ch. 2 (pp. 15-23)

 ***LS***:“Writing Processes” (pp. 18-28)

 ***PP***: “[TITLE]” (pp. [XX-XX])

by 8/28: ***LS***: “Using Library Resources” (pp. 129-30); “Integrating Sources, Avoiding Plagiarism” (pp. 143-56)

by 8/28: Watch “[Evaluating Sources](https://youtu.be/1eKDcllIupI)”

## Required Posts to Discussions in Canvas

by 8/25: **Post #2**: In about 50-100 words, describe your writing process from when you get an assignment to when you turn it in. Are you satisfied with your process? What can you specifically do to improve your writing process?

by 8/25: **Post #3**: What are three specific changes [the author] could make to their essay “TITLE OF ESSAY” in *PP* to make it better fit our Project 1 guidelines?

by 8/28: **Post #4**:

* What discipline is your major or future career affiliated with?
* What is the preferred documentation style used by that discipline?
* How are APA and MLA in-text citations different? After answering this question, provide an example of each.
* What about avoiding plagiarism do you struggle with the most?

by 8/29: **Post #5**: Submit a list of databases you will use to find journals/periodicals you will use in Project 1. What are possible scholarly journals you may use for Project 1? Trade periodicals? Popular resources? What information are you using to help you distinguish if a resource is scholarly, trade, or popular?

## Assignment/Project Due

Continue working on Project 1

by 8/30: Editing the Errors that Matter in InQuizitive

# Week 3: 9/03\*–9/06 (\*9/02 State Holiday: No Classes)

## Topics Covered

Integrating Sources

Avoiding Plagiarism

Formatting Project 1 in Word

Introduction to Responding to Peers’ Writing/Peer Review

## Readings/Activities to Complete

by 9/04: ***IG***: “Summarizing, Paraphrasing, and Quoting from Sources” (pp. 81-85);

“Avoiding Plagiarism” (pp. 85-86);

“Understanding Documentation Systems” (pp. 86-89);

“Introduction to Documentation Styles” (pp. 535-49)

by 9/04: ***LS***: “Sample Research Paper, MLA Style” (pp. 200-10) *this is for help with formatting—not reading the content of the sample.*

by 9/06: Watch “[Formatting a Paper in MLA Style 2023](https://youtu.be/6-McoBrArjM?si=BLWEoiqRwFJ2Lh3s)” or “[MLA formatting using MS Word 365](https://youtu.be/SEt_yEabZRY?si=VlCjmo_exhkktUj1)”

by 9/06: ***PP*** “[INCLUDE TITLE]” (pp. [XX-XX])

by 9/06: ***LS*** “Giving and Getting Response” (pp.20-22);

by 9/06: Instructions for Peer Review Practice using “Resources in the Public Health Realm”

## Required Posts to Discussions in Canvas

by 9/05: **Post #6**: Using “Giving and Getting Response” in *LS* (pp.20-21), write a 50–100-word paragraph providing feedback to [author’s name], author of “[TITLE]” in *PP*. From the list in *LS* on pages 21-22, what three things is [author’s name] doing well and what 2-3 things should they work on? Based on the rubric for Project 1, what grade would you give [author’s name] project?

## Assignment/Project Due

Continue working on Project 1

# Week 4: 9/09–9/13

## Topics Covered

Responding to Peers’ Writing

## Readings/Activities to Complete

by 9/09: ***LS*** “Taking Stock & Revising” (pp. 22-25); “Editing and Proofreading” (pp. 25-27)

by 9/11: Peer Review

## Required Posts to Discussions in Canvas

by 9/09: Complete draft of Project 1 for Peer Review

by 9/11: Following Peer Review instructions, completed Peer Review should be attached in replies to the students you were assigned to Peer Review

by 9/12: **Post #7**: After reading through all your Peer Review feedback, write 50-100 words reflecting on specific revisions and edits you need to make to your Project 1 to make it a more complete and polished draft.

## Assignment/Project Due

by 9/13: Project 1

# Unit 2 Analyzing Sources in Your Discipline: Weeks 5-7

# Week 5: 9/16–9/20

## Topics Covered

Project 2

Rhetorical Analysis

## Readings/Activities to Complete

by 9/16: Project 2 Guidelines

by 9/16: ***LS*** “Rhetorical Analyses” (pp 68-76); “Doing Research” (pp. 120-33)

by 9/18: ***IG*** Ch. 3 (pp. 33-47)

## Required Posts to Discussions in Canvas

by 9/17: **Post #8**: What possible issues, topics, or arguments affiliated with your discipline are you interested in learning more about?

by 9/19: **Post #9**: Why is context important when analyzing a text? What are questions you can ask about the texts you will use for Project 2 (even if you have not selected those texts yet) that will help you understand the texts better?

## Assignment/Project Due

Continue working on Project 2

by 9/20: Complete two quizzes on the two lowest areas from Editing the Errors that Matter in InQuizitive

# Week 6: 9/23–9/27

## Topics Covered

Rhetorical Analysis

Research Process

Evaluating Sources

Project 1 Feedback

## Readings/Activities to Complete

by 9/23: ***IG*** Ch. 5 (pp. 67-80)

***LS*** “Evaluating Sources” (pp. 133-41); “Synthesizing Ideas” (pp. 141-43)

by 9/25: ***PP*** “[TITLE]” (pp. [XX-XX])

by 9/25: Review APA formatting ***LS*** “APA Style” (pp. 211-57)

## Required Posts to Discussions in Canvas

by 9/24: **Post #10**: Read “If Someone Wants to Be Called ‘They’ and Not ‘He’ or ‘She,’ Why Say No?” in *IG* (pp. 309-11). Answer question 4 on page 311, “Dembroff and Wodak use several different rhetorical appeals (ethos, logos, pathos) in their essay. Choose one example of an appeal and describe why it is an example of ethos, logos, or pathos.”

by 9/26: **Post #11**: Using “Giving and Getting Response” in *LS* (pp.20-21), write a 50–100-word paragraph providing feedback to [author’s name], author of “[TITLE]” in *PP*. From the list in *LS* on pages 21-22, what three things is [author’s name] doing well and what 2-3 things should they work on? Based on the rubric for Project 2, what grade would you give [AUTHOR’s NAME] project?

## Assignment/Project Due

by 9/23: Evaluating Sources in InQuizitive

by 9/27: Submit a 100-250-word reflection on the feedback you received from me for Project 1. What questions do you have about specific issues related to your writing? How will you use this feedback to help you with Project 2?

Continue working on Project 2

# Week 7: 9/30–10/04

## Topics Covered

Responding to Peers’ Writing

## Readings/Activities to Complete

Refer to ***LS*** “Taking Stock & Revising” (p. 22-25) and “Editing and Proofreading” (p. 25-27) to help you with using Peer Review feedback to revise your Project 2.

by 10/02: Peer Review

## Required Posts to Discussions in Canvas

by 9/30: Complete draft of Project 2 for Peer Review

by 10/01: Following Peer Review instructions, completed Peer Review should be attached in replies to the students you were assigned to Peer Review

by 10/02: **Post #12**: After reading through all your Peer Review feedback, write 50-100 words reflecting on specific revisions and edits you need to make to your Project 2 to make it a more complete and polished draft.

## Assignment/Project Due

by 10/04: Project 2

# Unit 3 Writing and Research in Your Discipline: Weeks 8-9

# Week 8: 10/09\*–10/11 (\*10/05-10/08 is Fall Break: No Classes)

## Topics Covered

Project 3

Project 4

Writing in the Disciplines

Doing Research and Annotated Bibliographies

Quoting, Paraphrasing, Summarizing, Avoiding Plagiarism

## Readings/Activities to Complete

by 10/09: Projects 3 and 4 Guidelines

***IG*** Ch 6 (102-21)

***LS*** “Proposals” (pp. 104-06)

by 10/09: ***IG*** Ch. 7, 8, 9, or 10 (the one that is closely affiliated with your discipline)

by 10/11: ***PP*** “[TITLE]” (pp. XX-XX); “[TITLE]” (pp. XX-XX)

by 10/11: Review ***LS*** “Integrating Sources, Avoiding Plagiarism” (pp. 143-56)

by 10/11: Review ***IG*** “Introduction to Documentation Styles” (pp. 535-49)

## Required Posts to Discussions in Canvas

by 10/09: **Post #13**: Summarize the chapter from *IG* that you selected to read. What are the key take-aways for you as a writer entering this discipline? What questions are you left with as a reader?

by 10/10: **Post #14**: What are specific search terms you are using and what kind of results are you getting? What databases are you using and what scholarly journals or periodicals seem to give you the best results? If you are struggling with your research, what are your plans for adjusting your search terms?

by 10/11: **Post #15**: Using “Giving and Getting Response” in *LS* (pp.20-21), write a 50-100-word paragraph providing feedback to [author’s name], author of “[TITLE]” in *PP*. From the list in *LS* on pages 21-22, what three things is [author’s name] doing well and what 2-3 things should they work on? Based on the rubric for Project 3, what grade would you give [AUTHOR] project?

## Assignment/Project Due

Continue working on Project 3

by 10/11: Integrating Sources in InQuizitive

# Week 9: 10/14–10/18

## Topics Covered

Responding to Peers’ Writing

Project 2 Feedback

## Readings/Activities to Complete

Refer to ***LS*** “Taking Stock & Revising” (p. 22-25) and “Editing and Proofreading” (p. 25-27) to help you with using Peer Review feedback to revise your Project 3.

by 10/16: Peer Review

by 10/18: ***LS*** “Arguments” (pp. 58-67)

## Required Posts to Discussions in Canvas

by 10/14: five evaluative annotations of sources you have researched for Projects 3 and 4. Use the citation format appropriate for the discipline you are writing for.

by 10/15: Complete draft of Project 3 for Peer Review

by 10/15: Following Peer Review instructions, completed Peer Review should be attached in replies to the students you were assigned to Peer Review

by 10/16: **Post #16**: After reading through all your Peer Review feedback, write 50-100 words reflecting on specific revisions and edits you need to make to your Project 3 to make it a more complete and polished draft.

## Assignment/Project Due

by 10/14: Submit a 100-250-word reflection on the feedback you received from me for Project 2. What questions do you have about specific issues related to your writing? How will you use this feedback to help you with Project 3?

by 10/18: Project 3

# Unit 4 Writing in Your Discipline: Weeks 10-13

# Week 10: 10/21–10/25

## Topics Covered

Project 4 and Visual Presentation

Research and Writing

Review Avoiding Plagiarism

## Readings/Activities to Complete

by 10/21: ***PP*** “[TITLE]” (pp. XX-XX)

by 10/23: Review ***LS*** “Integrating Sources, Avoiding Plagiarism” (pp. 143-56)

by 10/23: Review ***IG*** “Summarizing, Paraphrasing, and Quoting from Sources” (pp. 81-85); “Avoiding Plagiarism” (pp. 85-86)

## Required Posts to Discussions in Canvas

by 10/20: **Post #17**: Review *PP* pages XX-XX. [AUTHOR] moves from a proposal to their research written for a trade publication. What are specific writing strategies that [AUTHOR] uses in “[TITLE]” to advance their argument? What are specific writing strategies that they could work on to make their essay stronger and more effective for their intended audience? Who is their intended audience and how do you know?

by 10/23: **Post #18**: What is most challenging about Project 4? What would help you best complete this project?

## Assignment/Project Due

Continue working on Project 4 and Visual Presentation

by 10/21: Synthesizing Ideas in InQuizitive

# Week 11: 10/28–11/01

## Topics Covered

Research and Writing

Review Avoiding Plagiarism

Project 3 Feedback

## Readings/Activities to Complete

by 10/28: ***LS*** “Designing what you Write” (pp. 46-53)

by 10/30: ***PP*** “[TITLE]” (pp. XX-XX)

## Required Posts to Discussions in Canvas

by 10/29: **Post #19**: Reverse outline “[TITLE]” in *PP* on pages XX-XX. Your outline of this essay should include *in your own words* the writer’s thesis, key proofs and evidence the writer uses to back up their thesis, and what the conclusion does for the writer’s purpose. Can you identify the intended audience—if so, how so? What does the formatting style suggest about the discipline this writer belongs to? What specifically about the organization of your Project 4 is working well? What do you need to do to make it more effective?

## Assignment/Project Due

by 11/01: Submit a 100-250-word reflection on the feedback you received from me for Project 3. How will you use this feedback to help you with Project 4? If there are any adjustments you need to make to Project 4 based on my feedback, what is your plan for making those?

Continue working on Project 4 and Visual Presentation

# Week 12: 11/04–11/08

## Topics Covered

Research and Writing

Review Avoiding Plagiarism

Responding To Peers’ Writing

## Readings/Activities to Complete

Refer to ***LS*** “Taking Stock & Revising” (p. 22-25) and “Editing and Proofreading” (p. 25-27) to help you with using Peer Review feedback to revise your Project 4 and Visual Presentation.

by 11/04: Peer Review: P4 Drafts in Progress

by 11/08: Peer Review: Visual Presentation in Progress

## Required Posts to Discussions in Canvas

by 11/04: Rough draft of Project 4 for Peer Review

by 11/08: Rough draft of Visual Presentation for Peer Review

by 11/05: Following Peer Review instructions, completed Peer Review should be attached in replies to the students you were assigned to Peer Review

## Assignment/Project Due

Continue working on Project 4 and Visual Presentation

# Week 13: 11/11–11/15

## Topics Covered

Responding to Peers’ Writing

Portfolio of Revisions and Self-Analytical Cover Letter

## Readings/Activities to Complete

Refer to ***LS*** “Taking Stock & Revising” (p. 22-25) and “Editing and Proofreading” (p. 25-27) to help you with using Peer Review feedback to revise your Project 4 and Visual Presentation.

by 11/11: Peer Review

by 11/15: Portfolio of Revisions and Self-Analytical Cover Letter Guidelines

## Required Posts to Discussions in Canvas

by 11/11: Complete draft of Project 4 and Visual Presentation for Peer Review

by 11/12: Following Peer Review instructions, completed Peer Review should be attached in replies to the students you were assigned to Peer Review

by 11/14: **Post #20**: Which two projects will you be revising and what are your plans for revision? In about 100 words, elaborate on and explain the specific revisions you are making to one of your projects. Questions you may want to consider are: Will you be shifting the project to address a different audience? If so, what else is impacted by this revision—tone? word choice? jargon? Are you revising the project to be in a different genre (from a trade publication to an infographic, for example)? If so, how does this impact the way you cite sources?

by 11/14: **Post #21**: After reading through all your Peer Review feedback, write 50-100 words reflecting on specific revisions and edits you need to make to your Project 4 and Visual Presentation to make it them more complete and polished drafts.

## Assignment/Project Due

by 11/15: Project 4 & Visual Presentation

# Final Portfolio of Revisions and Self-Analytical Writing: Weeks 14-Finals

# Week 14: 11/18–11/22

## Topics Covered

Portfolio of Revisions and Self-Analytical Cover Letter

Revisions

## Readings/Activities to Complete

by 11/18: ***PP*** Sample Cover Letters (pp. XX-XX)

by 11/18: Complete draft of one of your Revisions for Peer Review

by 11/20: Following Peer Review instructions, completed Peer Review should be attached in replies to the students you were assigned to Peer Review

by 11/20: Complete draft of the second of your Revisions for Peer Review

by 11/22: Following Peer Review instructions, completed Peer Review should be attached in replies to the students you were assigned to Peer Review

## Required Posts to Discussions in Canvas

by 11/21: **Post #22**: How may your reflections on my feedback and on your writing of projects help you with your Self-Analysis of your writing in your Portfolio of Revisions?

## Assignment/Project Due

Continue working on Revisions and Self-Analytical Cover Letter

# Week 15: 11/25–11/26\* 11/27-11/29 Thanksgiving Break

## Topics Covered

Portfolio of Revisions and Self-Analytical Cover Letter

## Readings/Activities to Complete

by 11/25: Complete draft of self-analytical cover letter

by 11/26: Following Peer Review instructions, completed Peer Review should be attached in replies to the students you were assigned to Peer Review

## Required Posts to Discussions in Canvas

## Assignment/Project Due

Continue working on Revisions and Self-Analytical Cover Letter

# Week 16: 12/02 \* \*12/03: No Classes, Reading Day

Portfolio of Revisions and Self-Analytical Cover Letter
University Writing Portfolio

Responding to Peers’ Writing

## Readings/Activities to Complete

by 12/02: set up [University Writing Portfolio](https://ecu.instructure.com/courses/57502/assignments/510979)

## Required Posts to Discussions in Canvas

12/01: submit any questions regarding submission procedures for Portfolio of Revisions and Self-Analytical Cover Letter and the University Writing Portfolio.

## Assignment/Project Due by End of Class Meeting

by 12/02: [Portfolio of Revisions and Self-Analytical Cover Letter](https://ecu.instructure.com/courses/57502/assignments/376756)

by 12/02: Submission of one project, its assignment guidelines, and Self-Analytical Cover Letter submitted to [University Writing Portfolio in Portfolium](https://ecu.instructure.com/courses/57502/assignments/510979)

# Finals: 12/04–12/11

## Topics Covered

During your section’s scheduled Final Exam time, you will meet with the instructor to receive feedback on the Portfolio of Revisions and the Self-Analytical Cover Letter.

Information copied from: <https://facultysenate.ecu.edu/academic-calendars-2/fall-2024/#final-exams>

| Time and days class regularly meets | Time and day of final examination |
| --- | --- |
| 8:00 MWF | 8:00 - 10:30 Friday, December 6 |
| 8:00 TTh | 8:00 - 10:30 Monday, December 9 |
| 9:00 MWF | 8:00 - 10:30 Thursday, December 5 |
| 9:00 TTh (9:30) | 8:00 - 10:30 Tuesday, December 10 |
| 10:00 MWF | 8:00 - 10:30 Wednesday, December 4 |
| 10:00 TTh | 8:00 - 10:30 Wednesday, December 11 |
| 11:00 MWF | 11:00 - 1:30 Friday, December 6 |
| 11:00 TTh | 11:00 - 1:30 Monday, December 9 |
| 12:00 MWF | 11:00 - 1:30 Thursday, December 5 |
| 12:00 TTh (12:30) | 11:00 - 1:30 Tuesday, December 10 |
| 1:00 MWF | 11:00 - 1:30 Wednesday, December 4 |
| 1:00 TTh | 11:00 - 1:30 Wednesday, December 11 |
| 2:00 MWF | 2:00 - 4:30 Friday, December 6 |
| 2:00 TTh | 2:00 - 4:30 Monday, December 9 |
| 3:00 MWF (3:30) | 2:00 - 4:30 Thursday, December 5 |
| 3:00 TTh (3:30) | 2:00 - 4:30 Tuesday, December 10 |
| 4:00 MWF | 2:00 - 4:30 Wednesday, December 4 |
| 4:00 TTh | 2:00 - 4:30 Wednesday, December 11 |
| 5:00 MWF (5:30) | 5:00 - 7:30 Thursday, December 5 |
| 5:00 TTh (5:30) | 5:00 - 7:30 Tuesday, December 10 |