



College Writing I: Persuasion

Course Information

Eng 110-22B CRN 10569

Fall 2019

3 Credits

Tuesday/Thursday 9:30 AM, Hayman 213

Pre-requisites: ENG 110

Instructor Information

Rachel McCabe

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Office: Hayman 144

Office Hours: T/R 12:30-2:00 and by appointment

Course Structure

ENG 110 is an introductory course in argumentation and rhetorical analysis. As the gateway to our University Writing Program, it performs foundational work for all other disciplines, while also serving as the basis of your Liberal Arts education. This course will help you to improve your writing skills and to develop a writing process suited for college-level work. You will learn to read critically from a variety of texts, disciplines, and media. You will also learn to synthesize texts to develop original arguments aimed at an academic audience. Working in a small community of learners who engage in ethical inquiry and reasoned debate, you will be asked to use your writing to forge meaningful connections between and among your academic, social, and political lives. In this class, you will be asked to compose essays that matter—essays that change minds.

Student Learning Outcomes

Rhetorical Knowledge

- To compose with a clear sense of purpose and an awareness of genre
- To recognize and employ common rhetorical patterns and appeals
- To articulate and evaluate the effects of writing choices
- To respond to the needs of particular audiences in specific rhetorical situations
- To invent and compose arguments that will be persuasive in academic contexts

Critical Thinking

- To use writing and reading for inquiry, learning, thinking, and communicating
- To summarize, explain, analyze, and critique a variety of texts
- To integrate texts into original compositions in strategic, focused, and ethical ways
- To recognize the relationships among language, knowledge, and power

Writing Process Knowledge

- To demonstrate writing as a process, involving exploration, organization, drafting,

- revision, and editing
- To recognize and apply the collaborative and social aspects of writing processes

Stylistics and Language Knowledge

- To use considerations of audience and purpose to make informed choices about voice,
- tone, diction, structure, style, and level of formality
- To recognize and employ the stylistic characteristics of academic prose
- To demonstrate proficiency in sentence and paragraph-level development
- To control such surface features as syntax, grammar, and punctuation
- To avoid sexist, racist, and other kinds of discriminatory language
- To distinguish other artistic aspects of composition

Research Skills

- To use and evaluate common library and internet resources
- To recognize and employ appropriate documentation format for resources

Instructional Methods

This course will incorporate a number of different formats, including full-class discussions, small-group activities, individual writing activities, brief lectures, short video and multimodal presentations, and more.

Instructional Technologies

You will find the syllabus and other course materials on the University's learning management system, Canvas, which is accessible from the Tools menu in the [mylasalle portal](#). All email communication should be conducted using your official La Salle email address.

Course Materials

Required Texts

- Rosenwasser, David, and Jill Stephen. *Writing Analytically*, 8th Edition, Thomson Wadsworth, 2009. [ISBN-13: 978-1337559461, ISBN-10: 1337559466]
- Additional readings will be posted on Canvas

Optional Texts

- *Easy A* (2010) and *The Conversation* (1974). Copies of these films will be made available through library course reserve, but you may want to secure other means of viewing them on your own.

Required materials

You will need to bring something to write with, and something to write on, for every class, along with your textbook and a printed, annotated copy of the day's reading. If we explore a reading over several class meetings, you may need to bring the reading with you for an extended period of time.

Course Schedule

This course begins on August 20th and ends on December 5th. The last day to withdraw from this course is **September 10th**. See the attached schedule for a more detailed breakdown of what we'll do during each class meeting.

Grading Methods and Evaluation

Point Breakdown

We will complete two types of written assignments this semester. **Short Assignments** are shorter opportunities for practicing the strategies of analytical reading and writing that we will be studying in class. **Essays** give you the chance to practice those strategies by making and developing claims about cultural texts that we will consider in class. Several smaller assignments worth Activity Points throughout the semester will provide additional opportunities for us to enhance the skills we are learning. Assignments are weighted as follows:

Short Assignment 1	Summary	25
Short Assignment 2	Analysis	50
Essay 1	Comparative Analysis	150
Short Assignment 3	Analysis of a Film Scene	50
Essay 2	Lens-driven Analysis	200
Short Assignment 4	Proposal and Annotated Bibliography	100
Essay 3	Research-based Analysis	300
Activity Points	Various	50
Total Points		1000

Grading Scale

The grades I assign to your work this semester are a measure of how successfully you have completed a task. Grades are an indicator of how well you appear to have learned the lessons that the task intends to teach. Grades are not a measure of your worth as a person or your potential as a

student; they are also not a reward for the effort you have made toward completing an assignment. At their best, grades are one important piece of how you learn both what you're doing well and what you can improve this semester. If you have any questions about your grades after carefully considering my comments on your work, please ask me.

Grade	%		What It Means
A	93-100 90-92	A A-	Superlative work. Addresses the requirements of the assignment in a compelling and insightful way. Manifests consistent attention to detail in both the ideas being presented and the writing that conveys them. Almost entirely error-free. Leaves the reader thinking well after the last word goes by.
B	87-89 83-86 80-82	B+ B B-	Excellent work. Clearly and engagingly addresses the requirements, issues, and major ideas of the assignment. Writing is not only readable but also rewarding, attuned to the needs and interest of the reader. Punctuation, spelling, source citation, and other mechanical matters are largely error-free.
C	77-79 73-76 70-72	C+ C C-	Adequate work. Meets the basic requirements of the assignment. Clearly addresses the main issues and ideas the assignment articulates. Writing is readable overall. Any lapses in correctness and style tend not to affect the reader's comprehension.
D	67-69 60-66	D+ D	Barely meets the most basic requirements of the assignment. Addresses the important issues or ideas that the assignment engages, but largely without insight. Frequent lapses in style, correctness, and mechanics impact readability and indicate a lack of careful proofreading.
F	Below 60	F	Fails to meet the most basic requirements of the assignments. Fails to address important issues or ideas that are central to the assignment. Fails to demonstrate attention to style, correctness, and mechanics.

Feedback on Assignments

For each major assignment listed above, you will receive a detailed assignment sheet with specific requirements and a grading rubric.

Responsibilities, Expectations, and Resources

Changes to the Syllabus. This syllabus is a guide and every attempt is made to provide an accurate overview of the course. However, circumstances and events may make it necessary for me to modify the syllabus during the semester and may depend, in part, on the progress, needs, and experiences you and your peers articulate. I will give notice when changes to the syllabus are made.

Student Responsibility Statement. There is a high level of academic standards and rigor in all courses offered at La Salle. Student success is dependent on the individual student's intrinsic motivation, ability to be a self-regulated learner, and technology skills.

Take initiative to complete your coursework on your own and when working in groups especially when working outside the direct supervision of the professor. You will be expected to study and complete assignments independently. In addition, you may be expected to participate in discussions, group work, and regular class meetings. If you encounter any technical difficulties when trying to access coursework online, you should notify the instructor immediately as well as contact the La Salle University Helpdesk for technical support.

Participation. I hope you will do your part to help foster a respectful and comfortable environment in our class. Discussion of texts and writing practices is essential to our learning process for this course, and so your participation will be required throughout the semester. If you do not do the work necessary to participate, you will be asked to leave and you will be marked absent. When contributing to class discussion—and you will, of course, contribute!—please refrain from the use of potentially offensive or hurtful language, even in jest. If you do not engage in the course through active participation and display disrespectful behaviors (such as talking while I or others have the floor, texting, putting your head down, saying rude or inappropriate comments, slumping repeatedly at your desk, and otherwise acting disengaged) your participating grade will be impacted.

Class roster. If you prefer to be called a different name than what is on the class roster, please let me know, either in class or via email. Feel free to specify your preferred pronoun usage. If you have any questions or concerns, do not hesitate to contact me.

Drafts and late assignments. Revision is a critical part of inquiry and writing. For that reason, you will be required to bring drafts of your work to several of our class meetings (everything that is due in class is listed on the day it is due). Sometimes this will be a draft of a specific section, and sometimes it will be a complete rough draft of an assignment (which means a full-length version that addresses all of the requirements that are specified on the assignment sheet). *Failure to bring and submit the required rough draft materials on the days they are due in class will result in a 10% penalty (that is, one letter grade) on the final assignment.* Various smaller assignments will be distributed at my discretion throughout the semester and cannot be made up without prior arrangements with me.

All assignments must be submitted at the beginning of the class meeting on which they are listed as due. You will be penalized 10% for every calendar day that an assignment is late. You must complete and hand in all Short Assignments and Essays in order to qualify for a passing grade this semester.

Plagiarism is the unacknowledged use of other people's words or ideas, whether deliberately or accidentally. Any written work with your name on it signifies that you are the author—that the ideas, wording, and structure are yours, with exceptions indicated by quotation marks and citations. Evidence of plagiarism will result in a zero on the assignment in question, and a report on your academic dishonesty will be filed with the chair of your department and dean of your school. Receiving a zero on any assignment will make it difficult for you to receive a passing final grade in the class.

The university has a detailed Academic Integrity Policy which can be found in the Documents and Policies section on the home page of the university portal web site explaining more fully the rights of both instructors and students in the case of suspected plagiarism, including information about

grade appeals. Please download this policy, read it, and sign the handout I distribute to you in order to indicate that you understand and agree to this policy. The handout I provide also has a field for you to sign and consent to the terms of this syllabus. I will collect your signed form through the second week of class. If you have any questions about what constitutes plagiarism, please ask and I will be more than happy to help you.

Attendance is an important factor in the success of our course. If you're not here, how can we learn from you? You may be absent four times this semester without penalty; I recommend saving these for illnesses and emergencies. **Each absence beyond these four will lower your final course grade** by a third of a letter (e.g. B to B-). It's best to notify me in advance if you must miss a class. Also be sure to inform me in advance of special circumstances, such as religious holidays or other university-excused absences, for which there will be no penalties (you must provide all relevant documentation).

If you have an **emergency or illness**, please remain in contact with me by email so that we can make appropriate arrangements for you to keep up with assigned work. In general, remember that the sooner you inform me of any complications to your regular attendance, the more options we'll have for minimizing their impact on your performance. If you have been absent for reasons that you believe should be excused, please talk with me during office hours.

Respect. I will rely on you to do your part to help foster a respectful and comfortable environment in our class. When you contribute to class discussion, please refrain from the use of potentially offensive or hurtful language, even in jest. One of the great benefits of class discussion is the range of beliefs and ideas it brings to light for our consideration. There will be many overlaps in our thinking, and there will be some differences as well. The goal of academic discourse is not that we all learn to think alike; the goal is that we all learn in an environment of civility and understanding. Please regard other people's work and ideas with the kindness and respect we all deserve as we read, write, and inquire together this semester.

Title IX. As a La Salle University employee, I am responsible for helping to keep our campus safe for all students. Title IX prohibits sexual misconduct. You can read more about La Salle University's "Policy On Harassment, Sexual Misconduct, and Discrimination" here: <https://wa3.lasalle.edu/channels/docs/get.php?id=1497>. If you have experienced sexual misconduct, or if you know someone who has, the university can help. Dawn Soufleris is our Deputy Title IX Coordinator, and if you have any concerns, you can reach her at her office in Union 123 or by email at soufleris@lasalle.edu.

Additionally, federal and university regulations **require** me to promptly convey any information about potential sexual misconduct to our Deputy Title IX Coordinator. Protecting student privacy is of utmost concern, and information will only be shared with those who need it in order to respond and assist in a sensitive and professional manner. If you would like to talk to a designated confidential resource, Laura Cilia can be reached at cilia@lasalle.edu, and her office is Medical Office Building Suite 112 in the Student Counseling Center.

Tardiness means you are not in your seat and ready to begin working at the start of class. Lateness that causes you to miss a large portion of a class meeting will count against your total absences.

Canvas. Be sure to check Canvas regularly this semester for updates, announcements, and course materials. This is where you will find all of your readings for class that are not in your two required textbooks.

If you have problems using Canvas or any other course technology, IT can be contacted at 215-951-1860 or emailed at helpdesk@lasalle.edu.

Technology policy. Laptops should only be brought to class on specified days. If you would like to use your laptop for note taking, talk to me before or after class starts and we will make arrangements for you. Please do not use mobile devices of any kind for texting, checking email, or any other activities not directly related to class discussion. You will receive one warning about distracting use of technology in class; instances beyond that will cause you to be marked absent on that class day. In addition, I will also not accept electronic submissions of papers unless you speak to me more than 24 hours before the deadline and we make arrangements.

Fair Use. The essays and other copyright materials that you will be working with in the course have been made available to you within the provisions of “fair use,” as explained in the US legal code that governs copyright. In general, this means that you will use these materials exclusively for their designated purposes within the course and that you will not post, email, or otherwise distribute them to others outside the class. If you have any questions about fair use, please ask me.

Student disability services. La Salle University abides by Section 504 of the Rehabilitation Act of 1973 which mandates reasonable accommodations be provided for qualified students with disabilities. If you require assistance or appropriate academic accommodations for a university-documented disability, please speak with me after class, during office hours, or by appointment. If you have not yet established your eligibility for disability support services through the Office of Disability Services, contact Ms. Rose Lee Pauline at 215-951-1014 or pauline@lasalle.edu.

Student Counseling Center. Open Monday through Friday, 8:30 a.m. to 4:30 p.m. To schedule an appointment, come to the Student Counseling Center at McShain Hall or call 215-951-1355. In an emergency during the day, students may be seen without an appointment, and the emergency walk in hour is at 1:00 p.m.

Veteran Services. If you are a veteran, on active duty, in the reserves, in the National Guard, or a spouse/ dependent of a veteran, please let me know if an aspect of your present or prior service affects your ability to fulfill the requirements of the course. Campus resources for veterans, service members, and families can be found by contacting Mr. Luke Jiorle at 215.951.1070 or emailing vabenefits@lasalle.edu.

Writing Tutors. I encourage you to visit a writing tutor for feedback on your work at any stage of the writing process. Their incredibly valuable services are free to all La Salle students. Tutors do not

proofread your work. Rather, tutors do something much more valuable: they assist you in developing your ideas and skills in written communication. You can schedule a 30 or 50 minute appointment through GradesFirst, and tutors are available for drop-in sessions if they are free. For more information, contact Mr. Eddie Reed at 215-951-1822 or reede@lasalle.edu.

Subject Tutoring. Individualized, face-to-face peer tutoring is available to La Salle undergraduates for more than 85 courses. Subject tutors help students identify what as well as how to learn, clarify course content, and help students understand their strengths and weaknesses regarding subject matter. Students should schedule tutoring at the first indication of difficulty in a course or whenever they wish to increase their knowledge or improve or maintain their grades. Students can make tutoring appointments through GradesFirst located under Tools in the mylasalle portal. Online subject tutoring is available for select courses when “online” appears as a location option in GradesFirst.

Facilitated study groups (FSG) exist for select courses and you will hear about them from faculty or via email. For students who have created their own study groups and would like a tutor to assist the group with the material, FSGs can be arranged. If interested in a leader for your FSG, contact Kitty Kaar at 215.951.1822 or kaar@lasalle.edu.

Academic Coaching, Academic Skills Workshops, and Online Student Resources. Individual appointments, as well as group workshops, are available on time management, study strategies, reading strategies, note-taking, test-taking, documentation styles, group study, and organization. Workshops are offered face to face and online (both archived and live). Students are advised to go to academicsupport.lasalle.edu for current workshop descriptions, dates, times, etc. Additional academic resources are also available on the site and include helpful handouts and web links. To schedule an individual appointment or for more information about workshops and online resources, contact Melissa Hediger Gallagher at 215.951.5115 or hediger@lasalle.edu.

Meeting with Me. The office hours listed on the first page of this syllabus are the dedicated times when I am available to talk with students about any aspect of the course, especially your written work. If you are unavailable during these times, talk with me or email me to see about scheduling an appointment for another time. I check my email once a day, so do not expect an immediate response. For conversations about your drafts and/or grades, please see me in person. Coming to office hours does not mean that you will necessarily do better on your assignments; it does, however, ensure that we will have a chance to enact some of the feedback, questioning, and conversation that all good writing requires before it can be great.

Communication Policy. I will periodically send out emails and post messages and announcements on Canvas to remind you of deadlines or readings, to provide details on assignments and examinations, and to tell students about University events of interest. It is your responsibility to check your University emails on a regular basis to stay informed. There will be no allowances made for a failure to read your official University email. Similarly, you must also be certain that you are receiving appropriate notifications from Canvas.

I will make every effort to respond to your messages within 24 – 48 hours during the work week and within 48 hours for emails sent on the weekend or holidays. It is the expectation that you will adhere

to these timeframes as well when communicated with the instructor or classmates about matters pertaining to your coursework in this class.

Further Information. You will find links to important policies and resources in our Canvas course. See the links below or go to Canvas and click on **Help** at the bottom of the global navigation menu or on **Getting Help** in the course navigation menu.

- [American Disability Act of 1990](#)
- [Academic Integrity Policy](#)
- [Student Guide to Rights and Responsibilities](#)
- [Technology Help and Support](#)
- [Classroom Accommodations](#)
- [Center for Academic Achievement](#)
- [Connelly Library](#)
- [Student Counseling Center](#)

Again, welcome to ENG210, and I look forward to working with you and your writing this semester!

A handwritten signature in cursive script, appearing to read "Rachel Welch".

DAY	DATE	ACTIVITIES AND ASSIGNMENTS
Key		<p>WA <i>Writing Analytically, 8th Edition</i></p> <p>All readings and assignments are due on the date listed. Items listed in red indicate <i>specific written materials that you are expected to bring with you and/or hand in on that class day</i>. This schedule may change over the course of the semester, but readings and assignments will never be due earlier than they are indicated here. Any changes will be announced in class and on Canvas.</p>
<p>Unit One: Cultivating Analytical Habits of Mind</p>		
1	T 8-20	Welcome to ENG110! Introduction to our course and goals.
2	Th 8-22	<p>[Class-Time Game Plan] Introduction to each other. What is representation?</p> <p>[What's Due] Read: course syllabus; WA 2-5, "Writing as a Tool of Thought"; 10-16, "Counterproductive Habits of Mind"; 38-40, "Becoming Conversant Instead of Reading for the Gist."</p> <p>Assign: Short Assignment 1</p>
3	T 8-27	<p>Summary: A Path to Inquiry</p> <p>Read: David Berreby, "It Takes a Tribe"; Wilhoit, "Summary" (on Canvas); WA 17-21, "Notice & Focus (Ranking)"; WA 45-47, "Paraphrase X 3"</p> <p>Annotated copy of "It Takes a Tribe" due in class</p>

4	Th 8-29	<p>Analysis: Using Evidence</p> <p>Assign: Short Assignment 2</p> <p>Read: "Tools for Textual Analysis" (Canvas); WA 25-32, "Move 4... (The Method)"</p> <p>Short Assignment 1 due in class</p>
5	T 9-3	<p>Generating claims from analysis</p> <p>Read: "A Rose for Emily"; WA 21-23, "Move 3 . . . Asking 'So What?'"; WA 56-58, "Uncovering Assumptions"; WA 33-36, "Summing Up: Analyzing <i>Whistler's Mother</i>"</p> <p>Annotated copy of "A Rose for Emily" due in class</p>
6	Th 9-5	<p>Putting analysis into writing</p> <p>Read: Losh et al., "The Paragraph as a Sandwich" (on Canvas); WA 231-33, "Integrating Quotations into Your Paper"</p>
7	T 9-10	<p>What is comparative analysis?</p> <p>Assign: Essay 1</p> <p>Read: WA 109-11, "Strategies for Making Comparison/Contrast More Analytical, Including Difference within Similarity"; WA 271-72, "Comparison/Contrast: Two Formats"</p> <p>Short Assignment 2 due</p>
8	Th 9-12	<p>Composing analytical claims/Developing an outline</p> <p>Read: WA 168-71, "Larger Organizational Schemes"</p>
9	T 9-17	<p>Introduction to revision</p> <p>Read: Lamott, "Shitty First Drafts" (on Canvas);</p>

10	Th 9-19	<p>Introduction to peer review. Thesis workshop.</p> <p>Read: "Asking, Giving, Taking Feedback" (on Canvas); WA 207-11, "Recognizing and Fixing Weak Thesis Statements"; WA 281-88, "Introductions and Conclusions Across the Curriculum"</p> <p>Introductory Paragraph (Including Thesis) for Essay 1 due in class</p>
11	T 9-24	<p>Peer review</p> <p>Essay 1 Rough Draft due (3 printed copies)</p>
<p>Unit Two: Using Sources as Lenses</p>		
12	Th 9-26	<p>Introduction to Visual Analysis. Specialized tools for analyzing film.</p> <p>Read: "Tools for Analyzing Visual Media" (on Canvas)</p> <p>Assign: Short Assignment 3; <i>The Conversation</i> and <i>Easy A</i></p> <p>Final Essay 1 due (1 hard copy by the start of class and 1 uploaded to Canvas)</p>
13	T 10-1	<p>Visual analysis continued. "Reading" a film and visual production day</p> <p>Read: John Berger, "Ways of Seeing"; WA 162-65, "Doing 10 on 1: Saying More About Less"</p>
14	Th 10-3	<p>Discussion of our Course Films, Introducing source as a lens</p> <p>Assign: Essay 2</p> <p>Read: WA 63-68, "Apply a Reading as a Lens"; WA 222-25, "Strategy 4: Use Your Sources to Ask Questions, Not Just to Provide Answers" Review: WA 162-165, "Doing 10 on 1: Saying More About Less"</p> <p>Watch: <i>The Conversation</i> and <i>Easy A</i></p>

15	T 10-8	<p>Introducing our course keystone essay</p> <p>Read: Michel Foucault, “Panopticism”</p>
16	Th 10-10	<p>Using the keystone as a lens</p> <p>Review: Michel Foucault, “Panopticism”; WA 63-68, “Apply a Reading as a Lens”; WA 222-25, “Strategy 4: Use Your Sources to Ask Questions, Not Just to Provide Answers”</p>
17	Th 10-17	<p>Composing “So What?” claims using lens-based film analysis</p> <p>Review: Michel Foucault, “Panopticism”; WA 21-23, “Move 3 . . . Asking ‘So What?’”; WA 63-68, “Apply a Reading as a Lens”; WA 222-25, “Strategy 4: Use Your Sources to Ask Questions, Not Just to Provide Answers”</p> <p>Short Assignment 3 Due</p>
18	T 10-22	<p>“Re-Seeing” the film(s): Lenses in conversation</p> <p>Read: WA 225-27, “Strategy 5: Put Your Sources into Conversation with One Another”; WA 82-83, “Seems to Be about X, but Could Also Be... about Y”</p> <p>Review: Essay 2 Assignment Sheet; WA 219-20, “Strategy 1: Make Your Sources Speak”</p>
19	Th 10-24	<p>Thesis workshop: structuring lens-driven analysis</p> <p>Review: WA 82-83, “Seems to Be about X, but Could Also Be... about Y”; WA 207-12, “Recognizing and Fixing Weak Thesis Statements</p> <p>Working Essay 2 thesis due</p>
20	T 10-29	<p>Composing effective paragraphs and interpreting contexts</p> <p>Review: WA 231-33, “Integrating Quotations into Your Paper,” WA 70-77, “Making Interpretations Plausible”; Losh et al., “The Paragraph as a Sandwich”</p> <p>Bring two Essay 2 body paragraphs in which you are working with a lens</p>

21	Th 10-31	<p>Peer review</p> <p>Essay 2 Rough Draft due (3 printed copies)</p>
<p>Unit Three: Advancing Analysis through Scholarly Research</p>		
22	T 11-5	<p>Tools for analyzing music videos</p> <p>Assign: Short Assignment 4</p> <p>Final Essay 2 due</p>
23	Th 11-7	<p>Finding an analysis-worthy music video and generating an inquiry question</p> <p>Read: Deborah Tannen, “Wears Jumpsuit...”; WA 283-84, “Putting an Issue or Question in Context”; WA 99, “Find the Analytical Potential: Locate an Area of Uncertainty”</p> <p>Bring an analysis-worthy music video to class</p>
24	T 11-12	<p>Music videos as representations, Finding productive secondary sources</p> <p>Read: Gail Mitchell, “How Michael Jackson's 'Thriller' Changed The Music Business”; WA 242-251, “Finding, Evaluating, and Citing Sources”</p>
25	Th 11-14	<p>Using secondary sources to develop your claim</p> <p>Read: WA 219-230, “Six Strategies for Analyzing Sources” (portions are review); WA 235-38, “What Does Plagiarism Do to the Conversation?” and “Frequently Asked Questions (FAQs) about Plagiarism”</p> <p>Review: WA 182-99, “Making a Thesis Evolve”</p> <p>Short Assignment 4 due</p>

26	T 11-19	<p>Answering an inquiry question with an evolving thesis</p> <p>Assign: Essay 3</p> <p>Read: WA 182-87, "Making a Thesis Evolve"</p> <p>Review: WA 164-65, "Doing 10 on 1"</p>
27	Th 11-21	<p>Refocusing on visual and textual analysis</p> <p>Review: Worksheets on Textual Analysis and Visual Analysis; WA 16-32, "Move 2" through "Move 4"</p> <p>In-class analysis workshop: Bring all Essay 3 materials to class</p>
28	T 11-26	<p>Revising paragraphs</p> <p>Read: WA 288-93, "The Idea of the Paragraph" through "Paragraph Structure #2"</p> <p>Bring full Essay 3 draft to class (2 printed copies)</p>
30	T 12-3	<p>Conferences</p>
31	Th 12-5	<p>Last day! Course conclusion and semester in review</p> <p>Final Essay 3 due</p>