Advanced Composition

ENG 246-003
Illinois State University
Spring 2020
Tuesdays and Thursdays 2-3:15 p.m.
STV 250G

Instructor

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Office hours for this class: Tuesdays 1-2 p.m., Thursdays 3:30-4:30 p.m., other days and times by appointment

Course Description and Goals

Catalog description

Extensive writing of essays developed in greater depth and sophistication in subject matter than those written in previous writing courses. Computer-assisted. Formerly Advanced Exposition.

My course description

This is a writing class, and I love teaching writing. So you should expect to write a lot in and out of class, to share writing with me and with peers regularly, and to give and receive generous feedback. Together, I will ask us to consider writing as a complex embodied sociocultural activity. This means that we'll do things to **make writing visible** and to **describe writing** as an everyday activity that involves real bodies, feelings, tools, practices, histories and complex identities. Specifically, we will write a lot, read others' writing, read and analyze a lot of your own writing (individually and collectively), and articulate and interrogate the shifting conventions and expectations of the writing that you produce in this course.

I am also committed to being a teacher who cares about learning. So you should expect to articulate, and provide evidence of, how you're learning as a writer this semester (and over time). This means that we'll practice researching and analyzing writing (your own and other folks') and **describing how you're learning writing right now**. You might think you already know what this means, and I have some ideas, too; but together, we'll push our collective boundaries of what we think counts as evidence of learning to write and to be/come a writer in the world.

Just as importantly, I am committed to being a feminist writing teacher at ISU and in the world. So you should expect to **build community** with peers and **rely on reciprocal peer learning**. This means that you'll be building on your individual and collective writing knowledge and experiences—all while creating and contributing to a classroom community that values difference, prioritizes support, and practices rhetorical listening to writers whose experiences, identities, bodies, practices, cultures, and goals are different from ours in deeply nuanced ways.

Course goals
1. Describe writing as a complex embodied sociocultural activity while participating in it
2. Articulate and interrogate shifting conventions and expectations of genres you produce in this course
3. Engage in everyday writing/writer experiential research (i.e., the study of yourself as a writer and writing learner)
4. Articulate and provide evidence of being a writing learner
5. Contribute to community building and reciprocal peer learning in a supportive community of other writing learners
6. Build on your individual and collective writing knowledge and experiences to advance what you think about writing, how you practice writing, and how you see yourself as a writer and writing learner

Prerequisites
Grade of C or better in ENG 100 or 145

Required texts and materials
- Readings will be primarily online, most publicly accessible linked on our schedule
- Reliable access to online readings (a digital device and the Internet)
- A laptop or other digital device that you can bring to class each week
- Other materials that work for your writing practices

Course Projects

The following projects will make up 100% of your grade for this course.

Quickstart: "My" Writing Advice ==(was 10%; revised to 20%)==

You'll write an annotated bibliography of writing advice you have received, with details of the advice's origins and context (people involved, tools required, locations enacted, embodied feelings) and evaluation of its usefulness under what particular conditions.

Project 1: My Social History of a Tool ==(was 25%; revised to 30%)==

You'll research and tell a story of a social history of a tool of your choice, which might include your own narrative, research, images/media, and details of the tool's origins and social trajectory (people involved, tools required, geographic locations, cultural contexts).

Project 2: A Genre "I can't" ==(was 30%; revised to 40%)==

You'll produce texts/artifacts within a genre that you choose, a genre that "I can't" for some reason, including but not limited to the fact that you've never tried, tried but failed, don't have time, don't have time outside of or in school, didn't have the tools or support, didn't feel confident, and so on.

Project 3: A Writing Game ==(was 20%; revised to 10%)==

You'll work together with peers to create a playable writing game or a multimodal story of writing as a game, which could be a playable digital or physical game, or a digital or physical multimodal artifact that tells a story of writing as a game.

~~Major Revision: Project 1 or 2~~ ==(was 15%; now removed)==

~~You'll also complete a major revision of Project 1 or 2, after you've completed both projects and we've spent some time focusing specifically on revision.~~

Project components

Each project includes four components, defined in brief for you below with rationales.

   (1) your attendance and individual and group participation
   (2) your informal writing
   (3) a final artifact
   (4) a proof of learning narrative/artifact

1. Attendance and participation

Why: Writing is a social activity, and we learn to write and be/come writers through the presence and participation of other writers.

- Daily class attendance
- Being on time and prepared for class
- Active listening and attention
- Contributions to class activities in speaking and in writing
- Respectful, thoughtful responses to peers

==Revision: this policy holds for all class attendance and participation only while ISU was open for operation, from January 13 to March 5 (for the purposes of this class).==

2. Informal writing

Why: Writing is something we do every day, and our everyday writing counts as a valuable part of learning and contributing to our thinking, development, and identities as writers.

- In-class writing shared with group and/or instructor
- Out-of-class writing shared with group and/or instructor
- Peer feedback that you'll give to others in class
- Self-evaluations of your writing, often in relation to self- and peer-created criteria

3. Final artifacts

Why: Writing in the world often requires us to produce a specific artifact that demonstrates our understanding of the writing situation and our ability to meet shifting generic expectations.

- Final artifacts vary by genre depending on the project

4. Proof of learning narratives

Why: Writing in/for school (like writing in the world) should involve learning and development, and writing students should be required to document their learning (and not only receive reward for doing what they already know).

- Proof of learning narratives/artifacts will vary by project
- Every project requires a proof of learning narrative in order to receive full credit

Project routines

- All projects will be described in detail in separate prompts, which will also include due dates and available grading criteria
- All artifacts/documents are due by the time class begins on the due date (unless a different time is specified otherwise on our schedule) submitted to the appropriate project folder in your My Drive in Google Drive

- I do not accept late artifacts/documents for credit, but I can give feedback given adequate notice before the next artifact/document in the project is due
- Each artifact/document should be saved as a separate file (informal writing, formal artifact, proof of learning)
- Each artifact/document should be saved with your last name, the project number, and a clear indicator of what it is (informal writing, formal artifact, proof of learning)

Two important notes:
- The majority of your writing for this class will be shared with various peers in addition to me as the instructor. So please consider that when choosing topics and genres for each project. And if that becomes a problem at any time, please contact me immediately.
- If you are an English major, you should keep copies of all of your graded project; you'll need them in ENG 300.

Course Practices and Policies

Questions and concerns?
When you have questions or concerns, please bring them to my attention directly as soon as possible, so that I can listen and respond accordingly. This includes any questions or concerns you have about our course approach to writing and learning writing, any aspect of specific course projects or key concepts, any problems with classroom situations, or other personal concerns that may be impacting your participation or experience in this course.

Struggling in class?
If for any reason you feel you are struggling this term, I hope that you will feel comfortable letting me know as soon as possible. This includes anything that might affect whether or not you can participate to the best of your ability—including physical injury, medical illness, mental health, depression or anxiety, relationship abuse or violence, grief or unmanageable stress. I am not a trained counselor but can put you in touch with resources on campus to support you in whatever ways you wish.

Accessibility and accommodations
I hope that this class will be an accessible, welcoming experience for all students, including those with disabilities that may impact learning. If you know, think, or are concerned that you have a disability (temporary or permanent) that will affect your active participation in this course, I hope that you will feel comfortable letting me know privately as soon as possible to discuss options for adjustments. You always have the option of contacting Student Access and Accommodation Services (info below in "University Policies") to talk about official institutional

accommodations. I welcome this discussion at any point in the semester; it is best if we can talk at least one week prior to your need for any modifications.

Attendance

This course relies on your participation in writing and learning as social activities, so your presence is essential for success. When you miss class, you cannot reasonably make up what we do together there during our collective learning time, and your absences also affect your classmates' writing as well as your own.

In the interest of your learning and meeting course goals, my attendance policies are as follows:

- I do not differentiate between excused and unexcused absences, late arrivals, or early departures.
- If you are unable to participate regularly or if you miss more than 4 classes (the equivalent of 2 weeks of class), your final grade for the course will be affected.
- If you are unable to participate regularly or if you miss more than 6 classes (the equivalent of 3 weeks of class), I reserve the right to exercise my option not to give you a passing grade for the course. This means, if you miss more than 6 classes, I encourage you to consider withdrawing and taking the class in a future semester.
- Three late arrivals or early departures equal one absence. If you arrive late or leave early and are not present for at least 60 minutes of class, I will consider you absent for the day.
- I also reserve the right to mark you as absent if you are not actively "present" in class, which may be indicated not actively participating in class activities or discussion, or zoning out of class by zoning into your phone or other devices.

If you have extenuating circumstances or a serious issue that occurs during the semester that will have an impact on your ability to attend class, please email me to set up a time to meet early in the term, well in advance of the withdrawal deadline.

Completing Work

My course policies for completing work are as follows:

- I do not accept late work for partial or full credit.
- All work must be submitted via your My Drive in Google Drive, in the appropriate place (your individual student folder for the current project), by the due date and time indicated to receive credit. This policy applies whether or not you are present in class on a given day.
- If you have to miss class for any reason, you are responsible for staying on schedule to complete all work required. I encourage you to review in-class materials in our class' shared Google Drive folder and to reach out to peers before asking me questions that they or our syllabus or other course materials can answer.
- In the event of an emergency that prevents you from attending class, you must still submit work in your My Drive project folder in Google Drive by the due date indicated, or contact me as soon as possible in order to make other arrangements.

If you have any concerns or issues about being able to complete a project or part of a project on time, contact me as soon as possible—well in advance of the due date.

If you have any questions or concerns about privacy online, or about sharing your in-class writing with others, please let me know privately, as soon as possible.

Grading Scale
A: 90-100
B: 80-89
C: 70-79
D: 60-69
F: 59 and below

Tech-friendly policies
I am an advocate for using digital tools that help you learn, communicate, and collaborate. My tech-friendly policies are as follows:
- While we are in a classroom with ISU computers, I encourage you to bring a reliable laptop or other device that you can use to compose, create, share, revise, research, learn, and backup all of your hard work and good thinking.
- Save your work frequently, make backup copies, and plan your projects with extra time allowed for unexpected challenges.
- Tech use during class should be course-related and not a distraction to yourself or anyone else.
- I used to teach high school and have excellent hearing. Please silence your phones, or place them on vibrate if you have a specific need to do so.

- I understand that we are all adult humans with complex lives that don't stop for academic calendars. So I don't mind you stepping out into the hallway to take or make crucial calls during class. If you think you might have a situation that requires you to take calls during our class time, please let me know at the beginning of class that day.
- When artifacts/documents are typed and text-based, please use an easily readable and consistent font (like Cambria or Calibri).
- Plan ahead when using digital platforms, especially those that are unfamiliar to you. Plan to approach me with questions about file formats, accessibility in sharing with peers, and the submission process, well in advance of your due date.

Communication

To communicate with me via email, you should use your ILSTU account, accessible via Outlook at Office365.IllinoisState.edu. You will likely receive a reply back from me within 48 hours. I do not always check email regularly on the weekends or after 9 p.m. You may call my office phone number and leave a voicemail, but email is usually quicker and more effective. If you have individual questions about your work or progress in the course, I highly encourage you to visit my office during my regular office hours each week. You can also email me to set up an appointment to meet on campus outside of regularly scheduled office hours.

I also strongly encourage you to identify at least two peers with whom you can confirm course details, discuss your questions or concerns, and catch up on anything you may miss during an absence. You can also send messages to me or to classmates via ReggieNet.

Changes to Syllabus or Schedule

I may change this syllabus and/or our course schedule, including project routines, due dates, and other course policies. Typically, such changes are made to support your learning with your collective input and knowledge of the changes. Any changes will be updated and shared within 48 hours (ideally 24 hours) in the class schedule in our class' shared Google Drive folder.

Revisions to this syllabus due to ISU closing due to COVID-19 are highlighted above in yellow and were made on April 19, 2020.

Grievances

If you have questions or concerns about your progress in this course, please see me during office hours or email me to set up an appointment at another time. If you are not satisfied with our discussion, you may contact the English Department Chair, Dr. Ricardo Cortez Cruz at rccruz@ilstu.edu.

University Policies

Accommodations

Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 350 Fell Hall, (309) 438-5853, or visit the website at StudentAccess.IllinoisState.edu.

Sexual Assault and Harassment Mandatory Reporting and Resources

Important Note: All university faculty and staff are mandated by Federal law to report acts of sexual violence/assault, domestic violence, dating violence, stalking, and sexual harassment so the University can respond and investigate. Only Student Counseling Services staff and the university psychiatrist are not required to report.

Victims of such incidents are free to choose their level of involvement in University and/or police investigations. There is an extensive network of support resources for survivors of such incidents; talking with someone about what happened aids recovery and adjustment.

Reporting options: ISU Police 911 or (309) 438-8631.
Non-criminal reporting options: Equal Opportunity Office (309) 438-3383. Or,
EqualOpportunity.IllinoisState.edu
Sexual Assault Prevention and Survivor Services (Student Counseling Services): (309) 438-3655 or counseling.illinoisstate.edu (free and confidential).

Academic Dishonesty

Plagiarism occurs when a writer passes off another's words or ideas without acknowledging their source, whether intentionally or not. Because of the design and nature of this course, it will take as much (or more) work for you to plagiarize than it will to actually complete the projects for this class. I also assume that you are here to improve and gain confidence as a writer, so it is vital that the writing and research you do for this course are your own. So when you use someone else's ideas, writing, and research, give proper credit and citation. If you have any questions, please ask in advance of any due date.

Academic dishonesty, academic misconduct or academic fraud is any type of cheating that occurs in relation to a formal academic exercise. Academic dishonesty can result in serious penalties, including a failing grade for the assignment in question and further disciplinary action at the University level. For more information, contact me as the instructor and/or consult the ISU Code of Student Conduct.

Services for You

Student Counseling

Student Counseling Services at ISU provides students with a variety of support systems to manage everyday life issues. You can receive help from trained professionals on topics such as individual and group counseling, self-help and assessment, career and life choices, sexual assault, outreach workshops,

and help for friends and family. Emergency walk-in service is available at Student Services Building, room 320. They may also be contacted via phone 309-438-3655 or on the [Student Counseling Services website](). After hours, press "2" at the prompt to speak to a counselor immediately, or dial 1-855-256-2188.

Diversity Advocacy

Diversity Advocacy helps multicultural and lesbian, gay, bisexual, transgender, and queer (LGBTQ) students find their way at Illinois State University through a variety of resources, programs, activities and advising. Diversity Advocacy also works to facilitate a supportive campus environment in which multicultural and LGBT students can flourish academically and socially. To contact Diversity Advocacy visit 87 Student Services Building room 87, phone (309) 438-8968 or email Diversityadvocacy@ilstu.edu.

Extended Absence/Bereavement

The Office of the Dean of Students can provide notification to instructors when students have been/will be absent from class(es) for three or more consecutive days or for absence in the event of a death of a spouse, domestic partner, parent, child, grandparents, grandchild or sibling, uncle, aunt, niece, nephew, first cousin, in-law, or step-relative. Call (309) 438-2008 if you would like to make use of either of these services.

Academic Assistance

The Julia N. Visor Academic Center, located in the Vrooman Center, provides tutoring in a variety of academic subject areas, especially in General Education courses. Weekly small group sessions are available, as well as some drop-in hours. Writing assistance is offered for any course, from the planning stages to the final revision, and assistance in study skills, such as test-taking, notetaking, textbook reading, writing papers, time management, and stress management is available. One-on-one academic coaching is also available. In this program, regular meetings are scheduled with a success coach to help students develop personalized strategies for academic success. You can set up an appointment by stopping by the Visor Center (located between Manchester and Hewitt) or calling (309) 438-7100.

Sexual Assault Survivor Resources

Non-university reporting option: YWCA Stepping Stones, the local McLean County sexual assault program, provides 24-hour assistance for sexual assault and sexual abuse victims and their families in McLean County. Available 24 hours a day, 7 days a week, 365 days a year. Trained and caring sexual assault advocates can be reached anytime you need them. Call PATH at (309) 827-4005 and ask for Stepping Stones.

Food/Shelter

It's hard to learn if you're hungry or couch surfing. If you are having difficulty affording groceries, accessing sufficient food to eat every day, or securing a safe and stable place to live, help may be available. I encourage you to contact the Dean of Students Office, who can connect you with other local

resources. ISU now has a food pantry which is available to all students in the Bloomington-Normal area: see the [School Street Food Pantry website](#).

ENG 246-003 Schedule Spring 2020

Week 1 – Quickstart – Tues. 1/14

Tues. 1/14	**Introductions** Read: course syllabus and schedule Do: bring your initial questions about the syllabus and schedule In-class: introductions to the course and to each other
Thurs. 1/16	**Oh, the Advice** Read: Introduction and 1 self-selected chapter from Bad Ideas about Writing Do: start thinking of writing advice you've received at any point in your life

	In class: discuss Quickstart project "My" Writing Advice prompt, get started with some listing, discuss advice as a genre

Week 2 – Tues. 1/21

Tues. 1/21	**Situated Advice** Read: 2 more self-selected chapters from Bad Ideas about Writing Do: list what you've found in *Bad Ideas* so far that resonates with you, start writing your writing advice annotated bibliography, also write up a description of yourself writing In class: discuss *Bad Ideas* chapters and lists so far, more listing
Thurs. 1/23	**Sharing Advice** Read: Richard Straub's "Responding—Really Responding—to Other Students' Writing" Do: Bring a draft of your writing advice annotated bibliography to share with peers In-class: peer feedback in motion

Mon., 1/27 Last day to drop course with no withdrawal grade

Week 3 – Project 1 "My" Social History of a Tool – Tues. 1/28

Tues. 1/28	**What's a social history of a tool?** Read: no new reading for our first major writing due date Do: complete your Quickstart "My" Writing Advice final artifact in our Class Notebook before class begins, 1/28, 2 p.m. In-class: discuss Project 1 "My" Social History of Tool prompt, conduct a distant reading of The Atlantic's *Object Lesson* series, get started with some initial questions, analyze an *Object Lesson* article in class (if time)
Thurs. 1/30	**No large group class meeting today (I'm out of state)**, but you can carry on! **What's in an Object Lesson that's useful to us right now?** Read: "Writers Have Always Loved Mobile Devices" by Laura R. Micciche

	Do: <u>complete your Quickstart proof of learning in our Class Notebook at usual class time, 1/30, 2 p.m.</u> In lieu of class time together, also do: 1. write a genre analysis of Micciche's *Object Lesson* article 2. contribute to 2 class lists for the day in Class Notebook on OneNote (everyday tools you know, tools you're discovering through research) 3. start an annotated bibliography of your tool research

Week 4 – Tues. 2/4

Tues. 2/4	**What counts as a "tool" for our purposes?** Read: "The Problem With Feedback" by Megan Ward and 1 self-selected article from The Atlantic's *Object Lesson* Do: add to your genre analysis of *Object Lesson* articles In-class: genre inquiry activity with *Object Lesson* articles, review and add to our collective tool lists (and categorize them, too), add to your annotated bibliographies of tool research
Thurs. 2/6	**How hard can it be to write a social history of a tool?** Read: 1 additional self-selected article from The Atlantic's *Object Lesson* Do: add to your genre analysis of *Object Lesson* articles and our collective tool lists as appropriate, continue your annotated bibliographies of tool research In-class: write multiple random tool micro narratives, discuss and write about that activity

Week 5 – Tues. 2/11

Tues. 2/11	**What might storytelling in podcasts add to our social histories?** Listen to/read: "The Secret Emotional Life of Clothes" podcast with Hanna Rosin and Alix Spiegel from NPR's Invisibilia podcast series (full transcript available) Suggested additional listening: 1 other podcast from NPR's Invisibilia podcast series Do: write a meaningful tool micro memoir (a tool that is meaningful to you), add to your annotated bibliographies of tool research

	In-class: share, discuss, and analyze your meaningful tool micro memoirs; discuss what Invisibilia podcasts might add (or not)
Thurs. 2/13	**What's your tool? What's its story? How is the story coming/going?** Read: no new readings from me, keep reading your research of your tool Do: be writing your social history of your self-selected tool and be prepared to share how it's going with peers in class In-class: writing and researching time in class, peer talk in small groups (what's hard and what's easy (and why), what's done and what's next)

Week 6 – Tues. 2/18

Tues. 2/18	**How will we evaluate your social histories of tools?** Read: no new readings from me, keep reading your research of your tool Do: continue writing your social history of your self-selected tool and be prepared to collectively develop criteria for evaluating it in class In-class: discuss criteria for evaluating your social histories of tools, draft a rubric for Project 1, set up for your first more intensive proof of learning narrative
Thurs. 2/20	**How about some peer feedback and peer and self-assessment?** Read: no new readings from me, read through your annotated bibliography of your tool research, read your own draft aloud Do: complete a full draft of your social history of your self-selected tool and be prepared to share that draft with peers in class In-class: peer feedback on drafts, practice peer and self-assessment using the class-developed rubric, make rubric revisions together

Week 7 – Project 2 A Genre "I can't" – Tues. 2/25

Tues. 2/25	**What are some genres you've written in your lifetime?** Read: no new reading for our second major writing due date Do: complete your Project 1 "My" Social History of a Tool final artifact in our Class Notebook before class begins, 2/25, 2 p.m.

	In-class: Wrap up Project 1 (Google Drive organization, rubric, POL narrative), elicit genres you've written in your lifetime, start research journal with "Tale of 2 Genres" (entry #1)
Thurs. 2/27	**How to choose some genres you "can't" for this project?** Read: no new reading, except to read the Project 2 A Genre "I can't" prompt Do: <u>complete your Project 1 "My" Social History of a Tool proof of learning narrative in our Class Notebook before class begins, 2/27, 2 p.m.</u> In-class: discuss Project 2 A Genre "I can't" prompt (and details), genre inquiry activity with <u>"All You Ever Need to Know about Facial Hair"</u> from *Economic Times Magazine*, add to research journal with "Writing Situations Snapshot" (entry #2)

Week 8 – Tues. 3/3

Tues. 3/3	**What's in genres you "can't"?** Read: 2 selections of your own (open genre, or the genre you might choose for Project 2) Do: continue genre research for Project 2, add to genre research journal (entry #3) In-class: discuss genres you're considering for Project 2, add to research journal with "Evaluating 2 genre choices" (entry #4), peer talk in small groups (what to choose, how to choose, why to choose)
Thurs. 3/5	**What's going on in/with your genre you "can't" choice?** Read: 2 selections of your own in the genre you might choose for Project 2 Do: continue genre research for Project 2, add to genre research journal (entry #5), write up <u>rationale for genre selection</u> In-class: discuss rationales for genre selection for Project 2, peer talk in small groups (what's easy, what's hard, and why), get clear on next steps (text/artifact analysis and genre description)

<u>Fri. 3/6 Last day to withdraw from full-semester course with WX grade</u>

Midterm

Spring Vacation - Tues. 3/10

Tues. 3/10	No class – university closed for Spring vacation
Thurs. 3/12	No class – university closed for Spring vacation

Spring Vacation extended – Tues. 3/17

Tues. 3/17	No class – Spring vacation extended due to COVID-19 social distancing
Thurs. 3/19	No class – Spring vacation extended due to COVID-19 social distancing

Week 9 – March 23-27

For this week	**Describe what you've read and where you're at with Project 2** Read (or re-read): 3 selections/texts/artifacts in the genre you have chosen for Project 2 Write-up analyses of the 3 texts/artifacts you read by Friday 3/27 at 8 a.m. Write up your genre research journal entry #6: Project 2 check-in by Friday 3/27 at 5 p.m., in your genre research journal doc in your Project 2 folder Sign up for individual conference time for next week, by Friday 3/27 at 5 p.m.

Week 10 – March 30-April 3

For this week	**Describe your chosen genre you "can't"** Somehow make it to your individual conference time this week Write up your genre description with criteria for identifying texts/artifacts within this genre by Friday 4/3 at 8 a.m. Work on making your text/artifact(s) in your chosen genre

	Write up your [genre research journal entry #7: Project 2 update](#) by Friday 4/3 at 5 p.m., in your genre research journal doc in your Project 2 folder

Week 11 – April 6-10

For this week	**Work on making your text/artifact(s)** Keep writing, making, revising Project 2 final artifact(s) in your chosen genre *Final artifact items* <u>Have a completed full draft of your Project 2 final artifact in your chosen genre in your Google Drive Project 2 folder by Friday, April 10, at 8 a.m.</u> Write up your [genre research journal entry #8: Project 2 artifact evaluation pie](#) by Friday, April 10, at 5 p.m., in your genre research journal doc in your Project 2 folder *Proof of Learning items* Review the [Project 2 POL instructions](#) before contributing to the POL genre list below and responding to the survey below Contribute 2 genre ideas to our [collective list of possible POL genres](#) for your Project 2 Proof of Learning by Friday, April 10, at 5 p.m. Note: for some possible genre ideas or inspiration, feel free to also visit our [collective lifetime genre lists](#), our [Project 2 early genre ideas](#), and our [Project 2 genre selections](#). *Giving input and getting support/feedback items* Reach out for an individual conference chat if you need or want one this week Respond to [survey re: evaluating all parts of Project 2](#) (i.e., make your "pie" for the whole project) by Friday, April 10, at 5 p.m. Sign-up for an [optional individual conference chat](#) for next week (Tues., April 14, or Thurs. April 16) if you would like to check in about your Project 2 final artifact/draft or upcoming Proof of Learning; sign-up by Monday, April 13, at 12 p.m. Indicate your [interest and availability for optional peer feedback](#) for next week, if you would like me to arrange that feedback (you can also arrange it yourself, to get feedback from someone in the class or someone else you know who also knows your genre); sign-up by this Friday, April 10, at 8 a.m.

Week 12 – April 13-17

For this week	**Revise Project 2 artifact and work toward Project 2 Proof of Learning** Optional this week: reach out to peers to get feedback on your Project 2 artifact(s) in your chosen genres; this may be peers in this class, or other folks who know you, your writing, or your genre well Sign up for small group chat time for next week, before Friday, 4/17 Complete your Project 2 A Genre "I can't" final artifact in your Google Drive Project 2 folder by Friday, 4/17, 8 a.m. Read through/review your own Project 2 genre research journal entries and our collective Genre learning/writing in progress Google Doc doc from class, too Respond to Project 2 final genre research journal entry #9: Proof of Learning starter by Friday, 4/17, 5 p.m., in your genre research journal doc in your Project 2 folder Review our collective list of possible POL genres and choose a genre to produce your Proof of Learning for Project 2 Reach out for an individual conference chat if you need or want one

Week 13 – April 20-24

For this week	**Complete Project 2 Proof of Learning + Transition to Final Project 3** Somehow make it to your small group chat time this week Complete your Project 2 A Genre "I can't" proof of learning in your Google Drive Project 2 folder by Friday 4/24, 8 a.m. Review Project 3 A Writing Game details Contribute to a collective list of board/card games in our shared Google Drive doc by Friday, 4/24, 5 p.m. Contribute specific writing advice "nuggets" to our shared Google Drive doc by Friday, 4/24, 5 p.m. (from your Quickstart annotated bibliographies of advice, about

	the genre you just wrote for Project 2, from what you remember about Project 1, too) Reach out for an individual conference chat if you need or want one

Week 14 – April 27-May 1

For this week	**Final Project 3 A Writing Game, Proof of Learning, and Course Evaluations** Read: your proof of learning narratives/artifacts from Quickstart, Project 1, and Project 2 Transform specific writing advice "nuggets" into 5 contributions for our collective class Writing Game (in Google Slide form) Revise/complete all contributions to our Project 3 A Writing Game in Google Slide form by Friday, May 1, 8 a.m. Review Project 3 proof of learning details Contribute to our collective Project 3 proof of learning in our shared Google Drive doc by Friday, May 1, 5 p.m. Reach out for an individual conference chat if you have any concerns or questions about your grade in this course Complete Google Form 246 course evaluation by Friday, May 8

Finals week – May 3-8

For this week	Nothing new Reach out for an individual conference chat if you have any concerns or questions about your grade in this course

Other official dates

Sat., 5/2	Last day of classes
Sat. 5/2 – Fri. 5/8	Final exams

Tues. 5/12	Grades due at noon

For a full academic calendar for Spring 2020, visit https://events.illinoisstate.edu/academic-calendar/.