

**AWR 201**  
**Writing and Research: The Tampa Bay Hotel**  
Section | Semester • Day time • place

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Office Hours: -- #:## - #:##

and by appointment (email me to arrange a meeting)



**Required Texts**

- Booth, Wayne C., et al. *The Craft of Research*. Fourth Edition. University of Chicago Press, 2016.
- *MLA Handbook*. Eighth Edition. The Modern Language Association of America, 2016.
- Available only at the Henry B. Plant Museum (on the first floor of Plant Hall):
  - Brown, Canter, Jr. *"A Late Victorian Romp"; or, the World as Seen from the Tampa Bay Hotel's Veranda, 1891-1901*. The Henry B. Plant Museum, 1999.
  - *Tampa Bay Hotel*. Wynkoop Hallenbeck Crawford Co, 1897. Brochure reprint.
- Course Pack (available at the UT Campus Bookstore)

## Course Description

AWR 201 teaches the conventions and expectations of academic research writing by guiding students through their own extended research project. The course teaches project discovery; annotation of source materials; processes of drafting and revision; delivery of a polished final product that adheres to the standards of citation style; and, finally, conversion of the essay into a clear oral presentation for an audience of peers. AWR 201 may not count for the English or writing major or minor. Students must complete AWR 101 with a “C or better” to register for AWR 201.

## Course Focus: The Tampa Bay Hotel

In this course, we will use UT’s historic Plant Hall, originally the Tampa Bay Hotel, as the foundation for our research. We will explore Florida’s history and the emergence of tourism, including its role in consumer behavior, as well as the labor and service that enabled the hotel to function and the larger systemic constructs that contextualize its success.

We will begin the semester with a trip to the Plant Museum to learn more about the work and leisure at the Tampa Bay Hotel, as well as the archives in the museum. We will also read about a range of topics including Florida history, consumer culture, service work, and tourism. After engaging with and considering these texts in the first part of the semester, you will choose one particular aspect of the hotel or its contexts to develop your major research project. As you consider your research topic this semester, I urge you to take into account your personal interests and your areas of expertise (major/minor interests, career trajectory, etc.) to craft a unique research project that both compels and challenges you.

## Course Outcomes

Upon completion of AWR 201 a student should:

- recognize and appropriately define a research topic
- identify, locate, and evaluate appropriate academic sources
- document sources in appropriate bibliographic style
- formulate and synthesize an extended research project
- communicate research in multiple modes (written, oral, and multimedia)

## Coursework

Assignments are weighted as follows.

Coursework	Points
Short Assignments (including reading questions and in-class work)	100
Archival Analysis Paper	100
Research Proposal	150
Annotated Bibliography	150
Research Essay	200
Oral Presentation on Research	100
Final Exam	100
Class Participation	100
<b>Total Points</b>	<b>1000</b>

## Assignment Sequence

As you will see, the assignment sequence in this course is scaffolded to build upon your work from one assignment to the next. Student work this semester will build up to the culminating project of the **Research Essay** (10-12 pages). Major assignments leading up to the Research Essay include: the **Research Proposal**, which is a formal proposal of your plan for this research essay where you explain your line of inquiry for the project, and the **Annotated Bibliography**, which compiles your research for your project and describes how these sources will contribute to the Research Essay's argument. Finally, you will give a multi-modal **Oral Presentation** on your research at the end of the semester.

To develop the skills and ideas requisite for the above major assignments, there will be a series of other course work. A short (2-page) archival analysis paper early in the semester will give you the opportunity to work with a primary source from the Plant Museum's archives, consider topics for your research, and practice writing skills such as argumentation and organization. Short Assignments throughout the semester (including reading questions and in-class work) will help you develop your reading skills and move through the research process. The semester-long Class Participation category is described in more detail below. The Final Exam will take place in the time slot scheduled by the university. *Please note: there are no make-ups or alternate final exam times, so please plan accordingly.*

## Grades

The grading system below is the official one used by the University of Tampa. Please pay careful attention to the descriptive adjectives associated with each grade; for example, note the clear distinction between an "outstanding" grade, which literally means that it stands apart from the main group, and an "excellent" grade, which suggests that one's work excelled, but was not clearly distinguished from the rest. **If you have any questions about your grades after having carefully considered my comments on your work, please make an appointment to talk with me in more detail.**

Grade	%	What it Means
A	94-100	Outstanding. 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 work. Leaves the reader thinking well after the last word goes by.
AB	88-93	Excellent. 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.
B	84-87	Very Good. Meets all the 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.
BC	78-83	Good. Meets the basic requirements of the assignment. Addresses the important issues or ideas that the assignment engages, but would benefit from more nuance and insight. Lapses in style, correctness, and mechanics might occasionally impact readability but are infrequent.

Grade	%	What it Means
C	74-77	Average. Compliant with the basic requirements of the assignment. Addresses the important issues or ideas that the assignment engages, but does so largely without insight. Numerous lapses in style, correctness, and mechanics impact readability and indicate a lack of careful proofreading.
CD	68-73	Below Average. Neglects to meet some requirements of the assignments. Struggles to consistently address important issues or ideas that are central to the assignment. Frequent lapses in style, correctness, and mechanics have major impact on readability and indicate a lack of proofreading.
D	60-67	Passing. Meets only some of the most basic requirements of the assignments. Fails to address important issues or ideas that are central to the assignment but does make some connections to course material. Lacks careful attention to style, correctness, and mechanics.
F	0-59	Failure. Fails to meet the most basic requirements of the assignments. Assignments are significantly late or barely touch on the criteria for evaluation.
NF		Failure to Attend. Must retake AWR 201.

### Class Participation & Attendance Policy

All AWR courses are conducted as seminars; thus attendance and active, scholarly participation are essential to student success. At the end of the semester, 10% of the final grade will be based on participation, which I will determine by evaluating each student's contributions as a speaker, writer, listener, and attentive observer of the class. See the **participation rubric** below for a full description of the participation grading.

Attendance is the first (but not last) step of class participation. Because our class is a seminar, consistent attendance is especially important: **everyone is allowed three missed classes-- no penalties, no questions asked.** At your fourth absence, 50 points will be deducted from your Participation grade; at your fifth absence, you forfeit ALL of your Participation points. If you believe an absence falls outside the scope of this policy in keeping with UT's [General Attendance Section of the Catalogue](#) (for example, a UT Athletics game), it is your responsibility to provide me with BOTH (a) official documentation according to UT's Catalogue Requirement and (b) a 500-word reflection on the day's topic within one week of the absence. This is your responsibility; I do not follow-up on absences. Tardiness or leaving early from class will affect your Participation grade.

Your insights and engagement in class are valuable, and these will form the core of the Class Participation grade. As a class, we will discuss readings, review each other's written work, and discuss ways to strengthen our writing. Please keep in mind, if you are not present, *in body and in mind*, you cannot participate in the fundamental work of our course, and that will precipitate a failing grade quite rapidly. It is a student's responsibility to discuss any problem of attendance or participation with me.

Grade	Class Participation Criteria
A	Student makes daily, productive contributions to class discussion; takes an active leadership role in helping other students understand the course material; and is respectful and inclusive of other members of the classroom community. During workshops and group work, student provides substantial, thoughtful feedback to classmates. Student completes all in-class and out-of-class assignments, regularly attends, and is always focused and prepared for class. Cell phones are always out of sight, and any laptops are used only for class work.
B	Student occasionally contributes to class discussion and to classmates' learning. He or she is respectful of other members of the classroom community and participates fully in workshops and group work. Student completes in-class and out-of-class assignments, regularly attends, and is prepared for class. Cell phones are usually out of sight, and laptops are typically focused on class work.
C	Student's contributions to class discussion may be infrequent but are generally productive. The student is respectful toward other members of the classroom community and participates in workshops and group work, but may provide limited feedback. Student completes in-class and out-of-class assignments and is usually, but not always, prepared for class. Cell phones are usually out of sight, and laptops are usually used appropriately.
D	Student makes occasional contributions to class discussion and does not actively participate in workshops and group work. Missed assignments affect class preparedness. Cell phone usage and/or off-topic laptop usage.
F	Absences are excessive (four or more absences) and severely affect class preparedness and interaction with the classroom community. Frequent cell phone usage and/or off-topic laptop usage. Student's contributions may disrupt the class and hamper other students' learning.

### Course Policies

The following policies for the course enable us to know what to expect from each other this semester. Please see me if you have any questions.

### Email

Most of you, if not all of you, will engage in e-mail correspondence with me at some point in the semester. Please observe appropriate etiquette, address me with a salutation ("Dear Dr. Palmer,"), and sign off properly ("Sincerely, Jane Doe"). I will do my best to respond to your e-mails in a timely fashion, although I do not check my e-mail after 8pm. Please be sure to ask critical questions more than 24 hours before a due date, and save longer lines of inquiry for speaking in person at office hours.

Please note: As a matter of policy, I am unable to read drafts of student work via email. Instead, consider visiting Saunders Writing Center with drafts, or come talk with me about specific questions about your draft in office hours.

## **Blackboard**

Be sure to check Blackboard regularly this semester for updates, announcements, and class materials. Blackboard is also where you will submit your reading questions and major assignments, as indicated on the schedule below. Reading questions are due before the start of class (go to “Reading Questions” on Blackboard and follow the instructions there to upload). All essays and other major assignments should be submitted via Blackboard as Word documents and are due at 11:59pm on the due date unless otherwise noted (e.g. for peer review, drafts are due as a print copy at the beginning of class). If Blackboard is down, email your work to me as an attachment, and then upload it to Blackboard once it’s up again. If you don’t have Microsoft Word, you have free access to it as a UT student. Contact the IT Help Desk for guidance. I comment on your essays in Blackboard, so make sure to view your comments once your grades are posted!

## **Drafts, conferences, and late work**

Drafts. 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 (as indicated in bold font on the schedule). Sometimes this will be a partial, working draft, 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). Bringing the specified work to class as described in the syllabus will count towards Short Assignment Points in the final grade.

Late assignments. All major assignments must be submitted on Blackboard at the time and date listed on our course schedule. I do accept major assignments late with a deduction of 10% for every calendar day that the assignment is late (this includes submitting a paper after the specified submission time on the day it is due). As a matter of policy, I do not accept short assignments late (this includes reading questions, in-class work, and other short assignments listed on the syllabus). If you know in advance that you will be absent on the day a short assignment is due in class, I will be happy to accept that assignment in advance *but only before the start of class*.

Conferences. We will have individual conferences two times this semester to help you prepare for major milestones in the course. When you sign up for a conference time, it is your responsibility to be on time for your scheduled conference. If you do not attend your scheduled conference time, your grade for the related assignment will be reduced by 10%.

## **ADA Statement**

### **Students With Disabilities**

If there is a student who requires accommodations because of any disability, please go to the Academic Success Center in North Walker Hall for information regarding registering as a student with a disability. You may also call (813) 257-5757 or email [disability.services@ut.edu](mailto:disability.services@ut.edu). Please feel free to discuss this issue with me, in private, if you need more information.

## **Campus Closure Statement**

### **Course Interruption Due to Adverse Conditions**

In case of any adverse condition or situation which could interrupt the schedule of classes, each student is asked to access [UT Home Page](#) for information about the status of the campus and class meetings. In addition, please refer to [UT Blackboard](#) for announcements and other important information. You are responsible for accessing this information.

## **Reporting Sexual Violence/ Title IX Matters**

Sexual violence includes nonconsensual sexual contact and nonconsensual sexual intercourse (which is any type of sexual contact without your explicit consent, including rape), dating violence, sexual harassment, sexual exploitation, domestic violence, and stalking. You may reach out for confidential help (see contact info below) or report an incident for investigation.

If you choose to write or speak about an incident of sexual violence and disclose that this violence occurred while you were a UT student, the instructor is obligated to report the incident to the Title IX Deputy Coordinator for Students. The purpose of this report is to provide a safe and nondiscriminatory environment for all students. The Deputy Coordinator or his or her designee will contact you to let you know about the resources, accommodations, and support services at UT and possibilities for holding the perpetrator accountable. If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the individuals listed below. They can connect you with support services and discuss options for holding the perpetrator accountable.

There is an exception to this required reporting for preventative education programs and public awareness events or forums. While the instructor is not required to report disclosures during these instances, unless you make or initiate a complaint, during these programs or events, the instructor or another University official will ensure that the students are aware of the available resources at UT, such as counseling, health, and mental health services, and it will provide information about Title IX, how to file a Title IX complaint, how to make a confidential report, and the procedure for reporting sexual violence.

For more information, see The University of Tampa's Title IX resources webpage and the Student Services Title IX and Sexual Misconduct Procedures webpage.

To make a confidential report of sexual violence, please contact:

- The Victim's Advocacy Hotline: (victimadvocacy@ut.edu) 813.257.3900
- Dickey Health & Wellness Center (wellness@ut.edu) 813.257.1877
- Health and Counseling Center (healthcenter@ut.edu) 813.253.6250

## **University of Tampa Policy on Plagiarism.**

**ACADEMIC INTEGRITY:** Cheating, plagiarism, copying and any other behavior that is contrary to University standards of behavior will not be tolerated.

Students caught violating any aspect of the University of Tampa's Academic Integrity Policy will be penalized in all cases. Penalty ranges from "0" on an assignment to "F" for the course without regard to a student's accumulated points. Students may also face expulsion. It is the student's responsibility to become familiar with the policies of the university regarding academic integrity and to avoid violating such policies. Policy information is found at: [Academic Integrity Policy](#).

Section 14.6 (pages 206-213) of *The Craft of Research*, which we will be discussing in class, provides helpful guidelines to avoid inadvertent plagiarism.

## **Disruption Policy**

Every student has the right to a comfortable learning environment where the open and honest exchange of ideas may freely occur. Each student is expected to do his or her part to ensure that the classroom



(and anywhere else the class may meet) remains conducive to learning. This includes respectful and courteous treatment of all in the classroom. According to the terms of the University of Tampa Disruption Policy, the professor will take immediate action when inappropriate behavior occurs. Details of the policy may be found at [Disruption in the Academic Process](#).

## Resources

The following resources are available to assist you this semester.

### Saunders Writing Center

I strongly encourage you to visit the Writing Center for feedback on your work at any stage of the writing process. Their incredibly valuable services are free to all UT students. Here's how they can help: The Saunders Writing Center provides free tutoring to all students interested in improving their writing abilities. The Center Tutors will assist with all aspects of writing. For example, they help students to identify paper topics and generate ideas, plan and organize drafts, rewrite, and edit. The Center's purpose is not to correct or proofread final drafts, but to aid in learning strategies that good writers use during the process. The Center, in Plant Hall 323, is available for assistance with any writing project for any class. Hours are posted. Students may make an appointment or simply drop by (ext. 6244).

### Center for Public Speaking

If you'd like additional assistance preparing for your presentation in AWR 201, consider making an appointment with The Center for Public Speaking. This free service is available to all students. Center services include: speech preparation; speech organization; delivery assessment; development of presentation aids; support for managing public speaking anxiety; and more. Check the webpage for drop-in hours at [www.ut.edu/speakingcenter](http://www.ut.edu/speakingcenter) or email [speakingcenter@ut.edu](mailto:speakingcenter@ut.edu) to request an appointment. Located at Kennedy Boulevard Building (KBB) Room 200.

### AWR 201 and the Undergraduate Research Journal

In each section of AWR 201, the top research essay will be submitted for consideration to be published in *Royal Road: a Journal of Undergraduate Research at the University of Tampa*. Nominated essays will be judged by an editorial committee from the Academic Writing program. In August, nominees from the previous academic year will be notified of the contest results and recognized by the College of Arts and Letters. You can read previous issues of *Royal Road* at: [Royal Road](#); these essays are also helpful models to review for your work in AWR 201 this year.

### 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, please email me to see about scheduling an appointment for another time. We will be most likely to successfully arrange an alternate time to meet if you get in touch with me 24-48 hours before you hope to meet. For conversations about your drafts and/or grades, please see me in person, as I am unable to read drafts of student work via email.

Coming to office hours does not mean that you will necessarily do better on your assignments; it does ensure, however, 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. I look forward to working with you and your writing this semester!

~ Dr. Palmer



## AWR 201- Course Schedule

We will discuss each reading in class on the day it is assigned. Please read the assigned readings *before* the class day for which they are assigned so you can participate fully in class. Full participation includes bringing hard copies of the reading (the book or, for Blackboard readings, a printed copy of the pdf) to class on the assigned day.

I reserve the right to make changes to this syllabus as necessary. 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 Blackboard.

CR = *The Craft of Research*

MLA = *MLA Handbook*

CP = Course Pack

Bb = posted on our Blackboard page

### Week 1

Mon 8/26: Introduction to our course and goals.

Wed 8/28: Introduction to each other.

For class, make sure you have read & completed:

- ☐ Course Syllabus (Bb) + Reading Questions DUE before class [You will find Reading Questions posted on Blackboard under the left-hand tab labeled "Reading Questions." After you click on that heading, click on "AWR 201 Reading Questions" and follow the instructions provided to submit your reading questions.]

Fri 8/30: Tourism & Identity.

Read:

- ☐ Berger, *Hotel Dreams*, pages 1-10 (CP)
- ☐ Braden, *The Architecture of Leisure* pages 105-32 (CP)
- ☐ Reading Questions for Berger and Braden DUE before class on Bb

### Week 2

Mon 9/2: Labor Day—classes do not meet.

Wed 9/4: Florida at the Turn into the Twentieth Century. Introducing the Archival Analysis Paper.

Assigned: Archival Analysis Paper (assignment sheet on Bb)

Read:

- ☐ Gannon, *Florida: A Short History* pages 53-66 (CP)
- ☐ Brown, "A Late Victorian Romp": or, the World as Seen from the Tampa Bay Hotel's Veranda, 1891-1901 [purchase at Plant Museum]
- ☐ Reading Questions for Gannon and Brown DUE before class on Bb

Fri 9/6: **Tampa Bay Hotel Tour.**

*Section G2:* Class will meet in front of the Henry Plant Museum today.

(The entrance is located on the first floor of Plant Hall. We will meet outside Plant Hall on the veranda on the south east side of the building.)

Read:

- ☐ *Tampa Bay Hotel* brochure reprint [purchase at Plant Museum]
- ☐ Watch Tampa Bay Hotel video (posted on Blackboard under Course Readings)
- ☐ Reading Questions for video and brochure DUE before class on Bb

*Section A2:* Class will not meet. Instead, arrange a time to take the audio tour of the Henry Plant Museum before Monday's class. The hours are Friday 10-5, Saturday 10-5, and Sunday 12-5. Save your sticker, and affix it to your Scavenger Hunt Worksheet.

Read:

- ☐ *Tampa Bay Hotel* brochure reprint [purchase at Plant Museum]
- ☐ Watch Tampa Bay Hotel video (posted on Blackboard under Course Readings)
- ☐ Reading Questions for video and brochure DUE before Monday's class (9/9) on Bb

### Week 3

Mon 9/9: **Using Archives as Primary Sources.**

Read:

- ☐ Covington, *Plant's Palace*, pages 58-79 (CP)
- ☐ Plant Museum Scavenger Hunt Worksheet DUE in class (bring hard copy)

Wed 9/11: **Analyzing Archival Texts.**

Read:

- ☐ Archival Analysis Worksheet DUE in class
- ☐ Jakle & Sculle, "The American Hotel in Postcard Advertising: An Image Gallery" (CP) + Reading Questions DUE before class on Bb

Fri 9/13: **Making Claims in Academic Writing.**

Read:

- ☐ Losh, "Paragraph as Sandwich" (Bb)
- ☐ Rosenwasser and Stephen, "Recognizing and Fixing Weak Thesis Statements" (Bb)
- ☐ Reading Questions for Losh and for Rosenwasser and Stephen DUE before class on Bb

Sun 9/15: **Archival Analysis Paper DUE** (submit on Blackboard by 11:59pm).

### Week 4

Mon 9/16: **Introduction to Research.**

Read:

- ☐ CR Chapters 1 & 2
- ☐ MLA, "Introduction" through "Why Document Sources" (pages 3-6)
- ☐ Reading Questions for CR and MLA DUE before class on Bb

Wed 9/18: **The AWR 201 Research Essay.**

Read:

- ☐ Sample Essay: Granger, "Conspicuous Travel" (CP)
- ☐ Sample Essay: Twiggs, "Hotel Horror" (CP)
- ☐ Reading Questions for Granger and Twiggs DUE before class on Bb

Fri 9/20: **Choosing a Topic for the Research Essay.**

Read:

- ☐ CR Chapter 3 + Reading Questions (including Primary Source Guide) DUE before class on Bb

## **Week 5**

Mon 9/23: **Library Instruction Session.**

Class will meet in room AV2 on the second floor of the Macdonald - Kelce Library today.

Wed 9/25: **Narrowing Down Topics. Focusing on a Research Problem.**

Assigned: Proposal (assignment sheet on Bb)

Read:

- ☐ CR Chapter 4 + Reading Questions (including Secondary Source Guide) DUE before class on Bb

Fri 9/27: **Understanding Different Types of Sources.**

Read:

- ☐ CR Chapter 5
- ☐ MLA, "Evaluating Your Sources," "Gathering Information About Your Sources," and "Creating Your Documentation" (pages 10-19)
- ☐ Reading Questions for CR and MLA DUE before class on Bb

## **Week 6**

Mon 9/30: **Research Proposal Conferences.**

No class. Come to your scheduled conference time in my office (KBB 215) with your completed topic / question / significance template and Works Cited page (see Assignment Sheet for more details).

Wed 10/2: **Research Proposal Conferences.**

No class. Come to your scheduled conference time in my office (KBB 215) with your completed topic / question / significance template and Works Cited page (see Assignment Sheet for more details).

Fri 10/4: **Research Proposal Conferences.**

No class. Come to your scheduled conference time in my office (KBB 215) with your completed topic / question / significance template and Works Cited page (see Assignment Sheet for more details).

Sun 10/6: **Research Proposal DUE** (submit on Blackboard by 11:59pm).

**Week 7**

Mon 10/7: **Conducting Focused Research.**

Assigned: Annotated Bibliography (assignment sheet on Bb)

Read:

- ☐ CR Chapter 6 + Reading Questions DUE before class on Bb

Wed 10/9: **Research Workshop: Primary Sources.**

- ☐ Upload Primary Source Worksheet along with one primary source to Bb: Reading Questions, and bring to class on laptop or printed

Fri 10/11: **Research Workshop: Secondary Sources.**

- ☐ Upload Secondary Source Worksheet along with one academic article to Bb: Reading Questions, and bring to class on laptop or printed

**Week 8**

Mon 10/14: **Writing to Prevent Plagiarism.**

Read:

- ☐ CR 14.6 "Guarding Against Inadvertent Plagiarism" (pages 206-213)
- ☐ MLA pages 6-10
- ☐ Reading Questions for CR and MLA DUE before class on Bb

Wed 10/16: **Accurately Citing Sources in MLA Style.**

Read:

- ☐ Review MLA (pages 20-58) + Reading Questions DUE before class on Bb (be sure to bring your MLA handbook with you to class today)

Fri 10/18: **Annotated Bibliography Workshop.**

- ☐ Bring your Annotated Bibliography draft (printed out or on laptop) + sources

Sun 10/20: **Annotated Bibliography DUE** (submit on Blackboard by 11:59pm)

**Week 9**

Mon 10/21: **Introducing the Research Essay Assignment: Developing a Thesis Claim.**

Assigned: Research Essay (assignment sheet on Bb)

Read:

- ☐ CR Part III Prologue, Chapters 7 & 8 + Reading Questions DUE before class on Bb

Wed 10/23: **Supporting the Thesis Claim with Reasons and Evidence.**

Read:

- ☐ CR Part III Prologue, Chapters 9 & 10 + Reading Questions DUE before class on Bb

Fri 10/25: **Structuring the Essay.**

Read:

- ☐ CR Chapters 12 & 13 + Reading Questions DUE before class on Bb

**Week 10**

Mon 10/28: **Outlining the Essay.**

Read:

- ☐ Bring an **outline of your Research Paper** to class (on laptop or printed).
- ☐ CR Chapters 14 & 15 + Reading Questions DUE before class on Bb

Wed 10/30: **Drafting: Arranging Your Evidence to Support the Thesis.**

- ☐ Bring your outline and the beginning of a **draft of your Research Paper** to class (on laptop or printed). Because this is an early rough draft, I expect it to be incomplete at this point, but you must have at least 3 full pages for full credit today.

Fri 11/1: **Drafting: Using Sources Effectively.**

- ☐ Bring a rough **draft of your Research Paper** to class (on laptop or printed). Because this is a rough draft, it can be incomplete, but you must have at least 5 full pages for full credit today.

**Week 11**

Mon 11/4: **Drafting: Purposeful Introductions and Conclusions.**

Read:

- ☐ CR Chapter 16 + Reading Questions DUE in class
- ☐ Bring a **full** (10-12 page) **draft of your Research Paper** to class (on laptop or printed).

Wed 11/6: **Research Essay Conferences.**

No class. Come to your scheduled conference time in my office (KBB 215) with a full draft of your Research Essay printed out.

Fri 11/8: **Research Essay Conferences.**

No class. Come to your scheduled conference time in my office (KBB 215) with a full draft of your Research Essay printed out.

**Week 12**

Mon 11/11: **Research Essay Conferences.**

No class. Come to your scheduled conference time in my office (KBB 215) with a full draft of your Research Essay printed out.

Wed 11/13: **Research Essay Conferences.**

No class. Come to your scheduled conference time in my office (KBB 215) with a full draft of your Research Essay printed out.

Fri 11/15: **Research Essay Conferences.**

No class. Come to your scheduled conference time in my office (KBB 215) with a full draft of your Research Essay printed out.

**Week 13**

Mon 11/18: **Revising for Clarity & Grace. Preparation for Presentations.**

Assigned: Oral Presentation (assignment sheet on Bb)

Read:

- ☐ CR Chapter 17 + Reading Questions DUE before class on Bb
- ☐ Bring your nearly final **draft of your Research Paper** to class (on laptop or printed).

Wed 11/20: **Revising for Argumentation.**

- ☐ Bring your nearly final **draft of your Research Paper** to class (on laptop or printed).
- ☐ Make sure you've signed up for a Presentation. (If you haven't signed up for a time slot by today, I cannot guarantee that you will have an opportunity to present, which would result in a failure for the assignment.) Go to Blackboard: Tools: Wiki to sign up.

Thu 11/21: **Research Essay DUE** (submit on Blackboard by 11:59pm)

Fri 11/22: **Presentations.**

**Week 14**

Mon 11/25: **Presentations.**

Wed 11/27: **Thanksgiving Break—classes do not meet.**

Fri 11/29: **Thanksgiving Break—classes do not meet.**

**Week 15**

Mon 12/2: **Presentations.**

Wed 12/4: **Presentations.**

Fri 12/6: **Final Exam Preparation.**

**Week 16**

Mon 12/9: **Final Exam:**