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| **English 102: Composition II**  **Inquiry into True Crime &**  **True Crime Writing** | Spring 2019 • Section 20525  HSS 68, MWF 8:00-8:50  Kimberly Turner  Email: Kturne29@vols.utk.edu  Office Hours: SSH 328  W 9:00-10:00  TTH 9:00-12:00 |

****Inquiry into True Crime & True Crime Writing examines the issues of true crime and true crime writing, which has received increasing attention because of the growing popularity of the genre. We will use this topic to develop research and writing skills. To accomplish this goal, we will conduct three kinds of research: archival, qualitative and secondary source. In the archival project, we will explore the historical significance of true crime writing over the course of one century. Then, we will conduct qualitative research by interviewing participants in order to investigate their experiences with and/or beliefs about perceptions of crime, crime solving, and/or policy issues. Finally, the secondary source project will examine the impact of the true crime genre on how criminality is interpreted in modern culture.

The point of this course is to develop your academic research, writing, and communication skills. We’ll learn about our course topic through each other’s research and writing. You’ll be able to investigate the topic from any academic perspective that interests you (hopefully your major). You’ll learn how to conduct archival, qualitative, and secondary source research and will present what you’ve learned to academic audiences in traditional discipline-appropriate papers and field research.

**Required Texts & Materials**

*Rhetoric of Inquiry*, 4th ed., Kirsten Benson, ed. Bedford/St. Martin’s, 2016.

*The Writer’s Harbrace Handbook*. 6th ed., Cheryl Glenn and Loretta Gray, eds.

Wadsworth, 2016.

Additional readings will be posted on Canvas. I require you to print PDFs out and bring them to class with you on the days they are assigned, so you’ll need printing capability (VolPrint account) for printing assigned readings and papers. You’ll also need access to the Internet, a UT e-mail account, and Canvas for course readings.

**Inclusive access course fee for *The Writer’s Harbrace Handbook***

Purchasing thetextbooks for this classworks on a course fee model. The fee will be added automatically to your student account. By paying that fee, you get access to the eBook via Canvas. You can also request a free hardcopy of the book direct from the publisher through a link and code that will be provided to you after the add/drop period ends.

If you took 101 here at UT or were enrolled in 102 during the Fall 2018 semester, you most likely paid the course fee. You’ll know this is the case if you had eBook access to the Harbrace in the fall and/or if you collected a physical copy of the 6th edition of the Harbrace from the publisher.

If you **paid the course fee in Fall 2018**, you’ll want to **opt out** of the fee on your student account by **January 14, 2019**. You can do this via the VolShop website at shop.utk.edu.

If you **did not pay the course fee in Fall 2018**, then you should leave the fee on your account. Paying it entitles you to eBook access and to a hardcopy of the book, which you can request from the publisher. This would most likely be the case if you just transferred to UT or have dual enrollment or AP credit for English 101.

**Course Description & Goals**

These are the skills that the English Department wants you to develop this semester. I think they’re good goals. So, by the end of English 102, you should demonstrate the ability to:

* Read texts critically to identify, define, and evaluate complex problems and issues, taking into account multiple points of view and varying disciplinary and cultural contexts;
* Frame research questions that will guide formal inquiry;
* Select appropriate research methods using primary and secondary sources;
* Locate and evaluate (for credibility, sufficiency, accuracy, and/or timeliness) primary and secondary research materials;
* Present research effectively for academic audiences, providing evidence-based support for claims, integrating information effectively into an argument, and using appropriate disciplinary genre conventions and/or design features for different kinds of texts;
* Use citation and documentation conventions systematically and accurately within their own work;
* Adapt composing processes for a variety of technologies and modalities;
* Give and act upon productive feedback to work in progress;
* Reflect on the development of their composing practices and how those practices influence their work; and
* Write clearly and correctly, employing the conventions of Standard American English.

**Contacting Me**

**E-mail:** Kturne29@vols.utk.edu ⎜**Office Location:** SSH 328 ⎜**Office hours:** SSH 328 – W 9:00-10:00, TTH 9:00-12:00 and by appointment. If you would like to meet with me but cannot make it to my office hours, I am happy to arrange a time that works for both of us.

Please understand that I will be happy to answer your e-mails if you have questions about assignments or concerns about anything we’ve discussed in class. Always put the course number (ENG 101) in the subject line and send from your UTK email account. Please allow a response time of at least one business day to all emails.

Note, however, that I am unwilling to answer e-mails about information which is available to you in your syllabus, on the course website or on Canvas. If your e-mail goes unanswered, there’s a reason. Be prepared to check your syllabus, the course website, Canvas, and e-mail daily **before** you contact me with questions.

**Major Assignments, Grade Distributions, & Due Dates**

**Readings:** This course is reading intensive. You will read a number of articles and chapters from the assigned text. I expect you to come to class having read closely and thoroughly. Be prepared!

**Quizzes/Homework:** Throughout the semester, I will assign homework approximately once per week. This may vary depending on the week. Homework is due as soon as you walk in the door. I also reserve the right to assign discussions posts via Canvas, if I see fit. You are to respond fully and thoughtfully. These discussions are intended to continue the classroom conversation and to get your wheels turning for your papers. Lastly, I will begin the semester with reading quizzes to keep you on your toes.

**Peer Workshops and Conferences:** As a class and in peer groups, we will workshop the three out-of-class papers extensively in class. You will also schedule three group conferences with me in order to address your questions, concerns, or complaints regarding your paper.

**Assignment** **Total Weight Due Date**

**Unit 1 20% TBA**

Archival Research Paper

**Unit 2 20% TBA**

Qualitative Research Paper

**Unit 3**

Research Proposal **10% TBA**

Annotated Bibliography  **10%**

Secondary Research Paper **20%**

**Written Homework\* 10% Most days**

**In-Class Writing & Activities\* 10% Most days**

\*Written Homework Grades: I grade homework using a “check” system. A “check” indicates that you successfully completed the assignment. A “check plus” indicates that your homework was unusually thoughtful and thorough. A “check minus” suggests that while you attempted the homework, your response was either too brief or superficial to demonstrate the learning I am looking for or that your response indicates confusion or an incomplete understanding of the concepts the class is learning. I’ll assign homework a zero if the submission doesn’t really respond to the prompt, shows evidence of not reading, or is otherwise too hasty or brief. If you get mostly “checks” throughout the semester, your final homework grade would be a “B”; “check minuses” are equivalent to an “NC”; “check pluses” are equivalent to an “A.”

\*In-Class Writing Grades: In-class writing is graded using the same “check” system described above for written homework. If you get mostly “checks” throughout the semester, your final in-class writing grade would be a “B”; “check minuses” are equivalent to an “NC”; “check pluses” are equivalent to an “A.”

Final grades for all first-year English courses (except 103 and 104) are A, A-, B+, B, B-, C+, C, NC, W, and I. The last three require some explanation:

**NC** means that the student has failed to complete enough work (at C-level or above) to demonstrate that they have mastered basic college level writing skills or that the student has not fulfilled the course requirements or policies outlined by the instructor in the syllabus. The student may repeat twice a course for which an “NC” has been earned. The final grade of NC at the end of the semester stands for “No Credit” for the course; it does not affect the student’s grade-point average.

**W**, Withdrawal, is given when a student goes through the official process of withdrawal through the Registrar’s Office. At UTK, students are only allowed four Ws during their undergraduate years, so it is not recommended that instructors advise students to Withdraw in a first-year composition course, since an NC may be a better overall option. Refer students to their college advisors for such decisions.

**I**, Incomplete, is given only when, for unavoidable reasons, a student is not able to fulfill a very small portion of the requirements for a course. This grade can be given in first-year composition only after approval from the Director of Composition.

Grading Scale: A (93-100), A- (90-92.9), B+ (87-89.9), B (83-86.9), B- (80-82.9), C+ (77-79.9), C (73-76.9), NC (0-72.9)

You must obtain a **C OR HIGHER** in order to advance to English 102. A final course grade of C- (72.9) or less will result in the grade of “NC” (No Credit) for the course. The NC will not affect your GPA, but you will need to retake the course.

**Revisions**

Formal Paper Grades: I will provide a detailed assignment sheet for each major assignment this semester, plus a sheet describing the grading criteria for each assignment.

I allow revisions of **two of the first three formal papers**; the grades will be completely replaced. If you wish to revise you must: (1) schedule an appointment with me to discuss plans for revision, and (2) resubmit your assignment in a portfolio with all previous drafts and a Revision Memo (see separate instructions). Revisions are due **within two weeks** of the date I hand back graded assignments.

**Extra Credit Policy**

Every semester, I offer students **up to three** extra credit assignments which may take the place of a missed homework or failed quiz. These types of extra credit assignments include attending plays and showings of films hosted by the various departments around campus. This does **not** include Greek life or sporting events. If you want full extra credit, you must attend the event and turn in a brief, 1-2 page report about what you saw/did, why this particular event is relevant to college students, and how this type of event benefits the UT community.

**Late Policy**

You may turn in a paper 24 hours late with the understanding that I will deduct a full letter grade. Papers **will not** be accepted after the 24-hour late period. If extenuating circumstances arise, you must notify me prior to the due date.

**Absence and Tardy Policy**

You are allowed **FIVE** class absences. After your **sixth** absence, you will be dropped from the course. Also, when you come in late, you disrupt the class. Be on time to class every day. I keep track of tardies. For every **two tardies**, you will receive one absence. If you have an issue getting to my class on time, let me know during the first week of class. Missing a scheduled conference counts as an absence.

I require documentation for serious illness, emergency, death in the family and religious observances. For university-sanctioned activities that cause you to miss class, you must provide me official documentation within the first week of each semester. You will still be required to submit required work on time (or in advance). We will work together to create an agreement about attendance and make-up of in-class work. Please be aware that the 10-absence = “NC” policy still applies to these situations—in other words, that total does not change based on your participation in university-sanctioned activities.

**Your Role in the Class**

I expect you to attend every class on time, having completed all assigned readings and homework, and to participate actively and respectfully in all class activities, which includes turning off all electronic devices and putting away all food before class begins.

**The Writing Center & English 104**

The Writing Center provides free, one-to-one help to all writers. The trained tutors offer constructive feedback during any stage of the writing process and will talk with you about getting started on a paper, organizing, finding and citing sources, polishing final drafts, grammar, and more. No appointment is needed—just walk in, anytime during the semester.

Locations and Hours

HSS 212: Monday - Thursday 9:00 – 6:30 / Friday 9:00 – 3:00

Hodges Library, Commons North, Room 220G: Sunday 5:00 – 7:00 pm

Contact Information

Website: <http://writingcenter.utk.edu> Email: [writingcenter@utk.edu](mailto:writingcenter@utk.edu)

Phone: 865/974-2611 Twitter: @UTKWritingCtr

Instagram: utkwritingctr Facebook: UTK Writing Center

All English 102, 132, and 118 students are encouraged to enroll in English 104, a 1-credit elective (S/NC grading) open to any student who would like individualized help with writing assignments. Enroll via MyUTK anytime during the regular drop/add period. Late enrollment for one week after drop/add closes may be possible by requesting an ADD slip from the Writing Center in HSS 212.

**The Library**

The University Libraries are staffed by knowledgeable and helpful professionals and should be one of your first research resources throughout your time at UTK. Here are the two tips for letting the Library make your life easier: you can chat with a reference librarian to ask a quick question (about almost anything) and you can request a book for pickup at Hodges rather than weeding through the stacks (see <http://www.lib.utk.edu/>).

One of your homework grades during the semester will be to complete one of the Library’s online tutorials, accessible at <http://www.youtube.com/playlist?list=PLBBF3D73A9B9EACD7> and <http://www.youtube.com/playlist?list=PL6C57B7EE1BDBECB2>. More information will be handed out separately.

**Academic Integrity & Plagiarism**

**UTK’s Honor Statement:** An essential feature of the University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.

**Plagiarism** is using the intellectual property or product of someone else without giving proper credit. The undocumented use of someone else’s words or ideas in any medium of communication (unless such information is recognized as common knowledge) is a serious offense, subject to disciplinary action that may include failure in a course and/or dismissal from the University.

Specific examples of plagiarism are:

* copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
* summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge;
* borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
* collaborating on a graded assignment without the instructor’s approval;
* submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

All plagiarism and academic dishonesty is reported to the Office of Student Conduct and Community Standards.

**Survey Policy for Qualitative Research**

Students in this class cannot under any circumstances email survey links to all students enrolled in large or multi-sectioned first-year courses. Such courses include but are not limited to 100-level courses in FYS, GEOL, GEOG, PSYC, MATH, and CHEM. Students who distribute electronic surveys to all of the members of these or any other courses will not be allowed to use their survey results for their qualitative research projects. Students may also face further penalties such as grade reductions.

**Civility in the Classroom**

Students are expected to interact in a civil manner, treating all persons with respect. We will discuss a number of sensitive topics in this class, including race, gender, politics, and religion. You are expected to comport yourself with decorum. I **will not** tolerate the disruption of classroom instruction. If you act inappropriately, I will remove you from the classroom. If the behavior continues, I will report you to the appropriate disciplinary body in order to decide a suitable course of action (i.e. suspension, expulsion, or other University sanctions).

Name and Pronoun Accommodations: If you use a name and/or pronouns other than what is in the course roll, please email me with the name and/or pronouns that you would like me to use and I will be glad to accommodate this request.

**Disabilities Statement**

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact the Office of Disability Services at 2227 Dunford Hall, 974-6087. This will ensure that you are properly registered for services. If you need accommodations, please register and let me know **by the end of the second week of class** so that I can work with you. All disclosures will be kept confidential.

**The Counseling Center**

The Counseling Center’s mission is to promote students’ psychological, educational, and social well-being. They provide a variety of services, including crisis intervention, individual counseling, workshops, and more. If you or someone you know could benefit from their assistance, contact them anytime.

Website: http://counselingcenter.utk.edu Location: 1800 Volunteer Blvd. (in the Student Health Building)

Phone: 865-974-2196 Email: [counselingcenter@utk.edu](mailto:counselingcenter@utk.edu)

**English 102 Syllabus Acknowledgement Form**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, hereby acknowledge by signing below that I have read and understood the entirety of this syllabus for English 102: Composition II, section #\_\_\_\_\_.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

**CLASS SCHEDULE**

I reserve the right to change the course schedule this semester; I will always notify you in advance of any changes and will post revisions on Canvas.

Unless otherwise noted, all readings and assignments are due on the day they appear on the schedule.

*RoI* = *Rhetoric of Inquiry* (4th ed.)

*WHH* = *Writer’s Harbrace Handbook* (6th ed.)

CNV= Canvas

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| **Date** | **Lesson** | **Reading Due** | **HW Due** | **Teaching Plan** |
| **Unit 1: Archival Research Paper** | | | | |
| **Week 1** | | | | |
| **W. 01/09** | Intro to Engl 102 |  |  |  |
| **F. 01/11** | History of True Crime/ Introduction to Archival Research | “The Bloody History of the True Crime Genre,” Pamela Burger   “Introduction,” *True Crime*   ROI, Chap. 6 (pp. 141-168) | Sign Syllabus Contract | - ICW: Write about the first newsworthy true crime story that you remember. What do you remember about it? Why does it stand out?  - PPT on history of true crime and Chap. 6  - Introduce Archival Paper |
| **Week 2** | | | | |
| **M. 01/14** | Examples of Archival Works & Primary Sources | “Sex and the All-American Boy,” *True Crime* | Listen to Episode 107, “Breakfast Wine” of *My Favorite Murder* (available in all podcast players and Spotify) | - Watch S1 E1 of *A Crime to Remember*  - Group Work: Answer #5 on ROI page 167 based on the episode. |
| **W. 01/16** | Developing Historical Research Questions | ROI, Chap. 7 (pp. 169-206)  “The Trial of Ruby McCollum,” *True Crime* | Take a few minutes and reflect on the ways each medium (podcast, show, article) addressed gender. How were women discussed in the article vs. the episodes? | - PPT on Chap. 7 (discuss synchronic vs. diachronic approaches w/ assignment sheet)  - Discuss reading and explain how it could be used to frame a historical research project.  - Group Work: Have students draft research questions. |
| **F. 01/18** | Finding Primary Sources | “Murder Ballads,” *True Crime* | Draft 3 research questions for the Archival Research Paper. Type and print the research questions. | - Discuss readings.  - Go over how to find and evaluate primary sources, both on UTK databases and outside.  - Group Work: Using murder ballads as a starting point, answer #1 on ROI page 206. |
| **Week 3** | | | | |
| **M. 01/21** | **MLKJ Day - NO CLASS!** | | | |
| **W. 01/23** | Thesis Statements |  |  | - Argumentative Thesis Statement PPT  - Discuss sample thesis statements for this paper  - Group Work: Have students practice writing thesis statements regarding the readings. |
| **F. 01/25** | Primary Source Use | ROI, Appendix A (pp. 301)  WHH, Chapt. 16 | Bring an artifact/primary source that you’re using for your paper to class. | - Discuss readings.  - Review how to cite and incorporate primary sources in this historical paper with a focus on avoiding plagiarism.  - Have students fill out one of the primary source analysis worksheets from the Webpages listed on page 301 or in the “Tips for Writers” boxes in ROI, Chap. 6 |
| **Week 4** | | | | |
| **M. 01/28** | Sample Papers | WHH, 3c  Sample paper on Canvas | Bring a printed copy of the sample paper you read to class or have it electronically available. | - Discuss sample paper.   - Talk about how to use rubric to write the upcoming historical paper. |
| **W. 01/30** | Work Day |  | Bring your draft of your Archival Research Paper and any archival material to class. Be sure to bring your computer/tablet. |  |
| **F. 02/01** | **No Class - I’m out of town!** | | | |
| **Unit 2: Qualitative Research Paper** | | | | |
| **Week 5** | | | | |
| **M. 02/04** | Conferences |  | Bring complete draft of your Archival Research Paper to your scheduled conference. |  |
| **W. 02/06** | Conferences |  | Bring complete draft of your Archival Research Paper to your scheduled conference. |  |
| **F. 02/08** | Conferences |  | Bring complete draft of your Archival Research Paper to your scheduled conference. |  |
| **Week 6** | | | | |
| **M. 02/11** | Introduction to Qualitative Research | ROI, Chap. 8 (pp. 213 - 237) | **Archival Paper due on Canvas by midnight!** | - In-class discussion of what QR is  - Conduct mini qualitative research project in class: ROI, pp. 236 – 237 |
| **W. 02/13** | Entering the Conversation: Finding Areas for Investigation | “‘My Favorite Murder’ and the growing acceptance of true-crime entertainment” and “The New True Crime” |  | - In-class discussion of assigned readings |
| **F. 02/15** | Formulating Research Question | ROI, pp. 219, 277 – 281 |  | - Discuss paper topic; hand out Paper 2 assignment sheet in class  - Research Questions handout  - Group Work: Practice writing research questions: ROI, pp. 219, 277 – 281 |
| **Week 7** | | | | |
| **M. 02/18** | Designing a Qualitative Research Project | ROI, pp. 215 – 222  WH, Chap. 14 | Draft 3 research questions for the Qualitative Research Paper. Type and print the research questions. | - Discuss how to design an interview protocol, page 308  - How to write effective interview questions: 309 – 310  - Group Work: Create a research timetable and an interview protocol. |
| **W. 02/20** | Conducting Interviews, Surveys, or Observations | ROI, pp. 240-254 | Create an Interview Protocol with 10 interview questions. Bring 2 printed copies to class. | - Group Work: Conduct an in-class interview. Review and improve each other’s protocol/questions. |
| **F. 02/22** | Data Collection Day |  | Use the day to collect data (i.e. do your interviews). |  |
| **Week 8** | | | | |
| **M. 02/25** | How to Analyze Research Data/Coding | ROI, pp. 256 – 262 | Bring research data to class. This includes the typed, printed transcripts of your interviews. | - Discuss data analysis, incl. sample summary on 328 - 338 RoI; How to develop categories from data: 258  - Do an in-class analysis of student data |
| **W. 02/27** | Coding Cont’d |  | Bring research data to class. This includes the typed, printed transcripts of your interviews. |  |
| **F. 03/01** | Write Up Results | ROI, pp. 229 – 231  WH, Chap. 14; pp. 337-339 |  | - Discuss how to state findings that arise from data  - Analyze an example of a research report, Appendix B, ROI or WHH paper (Chpt 14, pp. 332-350). |
| **Week 9** | | | | |
| **M. 03/04** | Writing up Results, Cont’d. | ROI, pp. 233 – 235  TBA - selected Appendix A pages |  | - Discuss and practice how to integrate actual examples into the paper: selected Appendix A pages as needed  - Discuss and practice use of visual elements: ROI, pp. 321 |
| **W. 03/06** | Writing up Discussion & Avoiding Plagiarism: How to interpret findings that arise from data | Read TBA sample paper (Canvas). |  | - Do a sample paper analysis  - Analyze an example of a research report, ROI, Appendix B or WHH paper (Chap. 14, pp. 332-350). |
| **F. 03/08** | Peer Workshops |  | Bring your data and a complete draft of your Qualitative Source Paper to class. |  |
| **Week 10** | | | | |
| **M. 03/11** | Conferences |  | Bring complete draft of your Qualitative Source Paper to your scheduled conference. |  |
| **W. 03/13** | Conferences |  | Bring complete draft of your Qualitative Source Paper to your scheduled conference. |  |
| **F. 03/15** | Conferences |  | Bring complete draft of your Qualitative Source Paper to your scheduled conference. |  |
| **Week 11** | | | | |
| **M. 03/18** | **Spring Break - SSDGM!** | | | |
| **W. 03/20** |
| **F. 03/22** |
| **Week 12** | | | | |
| **M. 03/25** | Introduction to Secondary Source Research | ROI, Chap. 3, pp. 59 - 77 | **Final Qualitative Research Paper due on Canvas by midnight!** | - Class discussion using questions 1, 3, 4, and 7 at the end of Chapter 3  - Discuss the quotation on page 67: what does it mean when the author states that “A Text’s Credibility is Your Credibility”  - Introduce Secondary Source Paper |
| **W. 03/27** | Developing Topics for Secondary Source Research Paper  Research Proposals | ROI, pp. 28 – 30; Appendix A, pp. 29 | Read the section on writing research proposals in Appendix A (page 292). Write a brief (1-2 pages) research proposals, outlining the research topic that they would like to explore, as well as a preliminary list of search terms, secondary sources they will look for, etc.) | - Using the foci and thinking process described on pages 28- 30, have students generate a number of potential research questions.  - Discuss students’ research proposals - either individually (going around the room) or as part of a small-group peer review session) |
| **F. 03/29** | Workshop Project Proposals |  | Write a draft of a research proposals (2 pp.), outlining the research topic that you would like to explore, as well as a preliminary list of search terms/ secondary sources you will look for, etc. Print a copy and bring it to class. | - Group Work: Discuss students’ research proposals - either individually (going around the room) or as part of a small-group peer review session) |
| **Week 13** | | | | |
| **M. 04/01** | Finding and Evaluating  Secondary Sources Online | ROI, Chap. 4, pp. 81 – 99 -121; 129-136; and 143-148 |  |  |
| **W. 04/03** | Working with Sources | ROI, Chap. 5  WHH, Chaps. 10 -11  TBA Secondary Source Reading | **Project Proposal Due!** | - Assign students to write an annotated bibliography of their sources, due in 3 class periods.  - Group Work: Using the questions on pages 284 – 289, have the students analyze the reading for the day. If they were evaluating it for use in their paper, would it make the cut as a viable source? |
| **F. 04/05** | Summarizing vs. Paraphrasing Sources |  |  | Group Work:  - Have the students summarize the reading—paying special attention to crediting the source and identifying the main points  - Paraphrasing and plagiarizing activity |
| **Week 14** | | | | |
| **M. 04/08** | Using Sources in the Paper/ Integrating Sources Effectively | ROI, Chap. 5 (pp. 123 – 135); Appendix A - How to Paraphrase Source Material (pp. 294) and How to Integrate Quotations into Your Document (pp. 295) |  | - Allow time for students to draft and get feedback on one or two paragraphs utilizing sources  - Have them pay special attention to the uses of sources mentioned in the subheadings (Introduce a Point, Contrast Ideas, Align Yourself with an Authority, etc.) |
| **W. 04/10** | Using Sources without Plagiarizing/MLA format | ROI, Chap. 5, pp. 135 –139  WH, Chap. 11  UTK’s library site on plagiarism-- http://www.lib.utk.edu/  instruction/plagiarism/  students.html | **Annotated Bibliography Due!** |  |
| **F. 04/12** | Workshop Draft with Sources |  | Bring your source material to class. Be sure to bring your computer/tablet |  |
| **Week 15** | | | | |
| **M. 04/15** | Designing a Secondary Source Paper |  | Be sure to bring your computer/tablet to class. | - Group Work: generate loose outlines of a potential paper – even if the potential paper is ridiculous, they will see how to create threads in their own, and shown importance on annotated bib. |
| **W. 04/17** | Work Day |  | Bring your draft of your Secondary Source Research Paper and any source material to class. Be sure to bring your computer/tablet. |  |
| **F. 04/19** | **Spring Recess - SSDGM!** | | | |
| **M. 04/22** | Conferences |  | Bring your draft of your Secondary Source Research Paper and any source material to your conference. |  |
| **W. 04/24** | Conferences |  | Bring your draft of your Secondary Source Research Paper and any source material to your conference. |  |
| **F. 04/26 - Last day of Class** |  |  | **Secondary Research Paper Due!** |  |