

WRTG 1008 Fall 2024 Syllabus

Foundations for U.S. Academic Writing



1. COURSE INFORMATION

Instructor: Professor Bippes	Class Time: Sec 301: MWF 9-9:50
Office: U841	
Office Hours: MWF 10-11:50 with other times widely available by appointment	Meeting Location: U309
Email: brandy.bippes@utah.edu or use the Canvas Inbox	

Graduate Teaching Assistant

This course employs a graduate teaching assistant (GTA) Karina Soto to help students with coursework. Karina will be engaged with students throughout the semester. You can reach the GTA through Canvas or email. Look for a Canvas announcement with this information. You will often see Karina's GTA's comments on your work. Please feel free to visit the GTA in U767 and ask questions throughout the course.

Undergraduate Teaching Assistant

This course employs an undergraduate teaching assistant (TA) Hani Jin to help students with coursework. Hani will be engaged with students throughout the semester. You can reach the TA through Canvas or email.

2. COURSE OVERVIEW

This course prepares students to transition into American university writing courses. Assignments include reviews of written grammar and organization, *Academic Vocabulary* building, and individual and collaborative writing/revision. This course is for students with limited experience writing academic English papers, responses, and/or critical analyses of complex English readings.

Strong academic communication skills require competence in reading, writing, listening, and speaking. WRTG 1008 will help you develop your university-level English skills in an intensive course that will prepare you for your university-level courses. In this class, we will focus on the most problematic grammatical structures for international students, the components of well-written paragraphs and essays, and clear academic articulation. We will practice skills that will lead to your academic success in the American university.

Learning Objectives

Throughout this course, you will practice and improve the following skills that lead into the :

- (L.01)** Write grammatically correct and correctly punctuated sentences
- (L.02)** Develop well-constructed paragraphs for various academic contexts
- (L.03)** Assess the quality of paragraph length college-level compositions and edit them
- (L.04)** Read and respond to college-level academic texts
- (PL.05)** Exhibit increased competence and confidence in:
 - (PL.05a)** Listening and note-taking skills
 - (PL.05b)** Interacting with English speakers in and out of class
 - (PL.05c)** Improving pronunciation and intelligibility
 - (PL.05d)** Understanding cultural and historical information to help you navigate your experiences and interactions with U.S. higher education

Course Placement

If English is your first language (or one of your first languages), or if you have extensive experience writing academic essays in English, please inform your instructor immediately.

This is not a remedial course. It is an intensive grammar and editing writing course that will prepare students for academic writing and introduce them to university resources in what is known pedagogically as a *sheltered classroom*. Your instructor has coordinated carefully with other first-semester instructors to best prepare you for success in your university career.

After you have tested into this course, your instructor will analyze your academic writing skills to assure you are in the best course for your current academic writing ability. If, after reading this syllabus and attending the first days of class, you feel you have been placed into the wrong course, please talk with your instructor.

Course Pace

This course moves at a quick pace to prepare you for academic writing in the American university. We cover a lot of ground in this class. Attending every class is critical to your success. You will also have a lot of homework in this class. A strict attendance policy helps us all stay on track. See the calendar below and talk with your instructor frequently to keep up.

Planned Absences

Please let your instructor know as soon as you know of any planned absences. For example: Film students will travel to film festivals, clubs or sports teams may travel throughout the semester, etc. Your professor will support your involvement in extracurricular activities as long as you communicate them in advance.

3. TEXTS AND MATERIALS

Textbooks

Textbooks will be available for pick-up during the second week of the semester. Until then, your professor will provide digital (pdf) pages from the textbooks.



- Longman Academic Writing Series, 5: Essays to Research Papers. Students must pick up this book at UAC textbook distribution. Watch for an email regarding course textbook pickup during the first 2 weeks of class.*



- Rhetorical Grammar Grammatical Choices Rhetorical Effects, Kolln & Gray 8th Ed. Selected readings will be shared throughout the course*

Other Required Materials & Resources

A key to your university success will be good organization.

- One college-ruled perforated notebook or loose-leaf paper
- Case for organizing your work
- A small notebook for keeping vocabulary
- Pencil
- Pen/s: black and/or blue
- Access to Canvas
- Access to cloud storage

Suggested Materials & Resources

- Pen/s: Multiple colors
- Highlighters: Multiple colors
- Canvas student app
- Notecards (or a digital notecard app like GoodNotes) for studying vocabulary

- Access to Microsoft Office
(software.utah.edu)

4. ENGLISH IN AND OUT OF THE CLASSROOM

You will be assigned individual and group homework in reading, writing, speaking, and listening to English outside the classroom. You will be assigned homework requiring you to converse and interact with English speakers outside the classroom. You will be required to attend the UAC English Language Lab to fulfill this course's requirements. **(PL.05a) (PL.05b) (PL.05c)**

UAC Language Policy (from UAC administration)

The University of Utah Asia campus is committed to providing and fostering an environment that is safe and free from prohibited discrimination. The following language policy applies to all academic and administrative units of the University and all members of the University community, including faculty, staff, and students. English is recognized as the official language of instruction, assessment, and curriculum. Except for language classes, where the target language will dominate, per best practices of language pedagogy. In addition, English is the official language for all university administrative and business-related matters.

Embracing Multilingual Abilities

One of your superpowers is multilingualism. At this stage of your academic career, we are focusing on giving your *academic* English a major power boost—This way, you'll be even stronger in your fluency, especially in the challenging environment of *academic* English. The voices we read and apply in this course will have been written and published in English as we strengthen your skills in

Translating from A First Language

To maximize your English fluency, your professors want to help you think faster and increase your fluency *thinking, composing, and speaking* in *academic* English. Grammatical structures and ways of thinking are unique to each language and in the contexts we use them in. Do yourself a favor: Never compose academic work in a first language, then translate it to English. You're not trained in translation, and this will only slow you down. *Think, compose, and speak* in English as much as possible here in the academy.

5. ***Students' Own Original Writing*** and AI Disclosures

Throughout this course, you will examine the rhetorical contexts of writing. The primary purposes of this course are to improve students' academic writing through practice and to engage students' intellectual curiosity. When submitting work, you are certifying that it is your own original writing. Technologies such as AI and generative AI have important roles in society; however, it is not an acceptable *author* of academic writing or academic research that students avow as their original work. When writing is not your own, you will be asked to include an AI disclosure statement detailing which AI programs you used and for what purposes. Tools such as Word grammar and spell check, Grammarly, and editing aids can be used to help improve student writing or in considering different ways of framing small selections.

We will use technology responsibly under the university's guidelines and expectations of academic conduct. If the professor's A.I. detection technology or personal experience flag student work as unoriginal, the work will be assigned a 0 grade. In this event, the student must make an appointment to meet with the professor during office hours within 24 hours to discuss and revise the work. If a student receives 2 warnings of submitting work that is flagged as not their own original work, the student may receive a failing grade in the course and may be reported to the Dean of Students for violation of the university's academic honesty policy. Being honest and having open discussions with your instructor are expectations in this course.

Students are encouraged to use A.I. in this course following the University of Utah’s guidelines and policies. Students will explore those policies in this class to understand, plan, and reflect on their use and how such use complies with University of Utah expectations of academic conduct and honesty. A.I. includes but is not limited to Word grammar and spelling check, Grammarly, ChatGpt, and more. Students are encouraged to use A.I. as a research assistant with the understanding that inaccurate information or writing that counts as university “plagiarism” is ultimately the student’s responsibility. Sources recommended by A.I. must be analyzed and well-considered for accuracy.

Students must submit writing that can be considered uniquely generated by the student enrolled in this course. All use of A.I. must be disclosed and explained as per the university guidelines discussed above. ***A.I. is not allowed to write student content except when explicitly described in an assignment***, and only to assist in research and editing in ways that student invention will be considered the primary source of submitted writing.

In the event of suspected A.I. generated content (or writing that has not been produced by the enrolled student), a paper will receive a zero grade and will be reported to the Dean of Students. It is in students’ best interest to disclose all use of A.I. and to carefully check any content recommended by A.I.

6. ASSIGNMENTS

Course Learning Opportunities

This course includes the following learning opportunities:

- 41-46 Attendance Opportunities with in-class workshops
- Vocabulary exams
- 5+ Language Lab visits
- Multiple Writing Center visits
- Multiple types of Essays (with revisions and edits)
- Workbook practices
- Peer Reviews
- Timed writing
- Revising & Editing
- Oral presentations
- Individual & Small-Group Conferences with your instructor throughout the term

Readings (L.04) (PL.05a)

Assigned readings must be completed before class the day they are due. For example, if Lesson 1 is assigned for September 1st, you should have it read (and annotated) *before* class starts on Sept. 1.

Tests, Quizzes, and Exams (PL.05d)

If you miss a class, that day’s in-class assignments/quizzes/exams cannot be made up. Be present and awake.

The professor may drop the lowest composition exam score or replace an exam score with revised work plus evidence of student visiting the writing center within 1 week of an assignment’s original due date.

In-Class Writing (L.01) (L.02) (L.03) (PL.05d)

Plan to write every day in class.

Journal Writing and/or Discussion Board Posts & Replies (PL.05d)

Attendance may be recorded from your daily journal submissions. Submit your writing before you leave class each day. Make sure *every* assignment, including your journal writing, has:

- Your Name (as it appears in Canvas)

- Date (using U.S. conventions)
- Assignment Title (e.g. J 1.3)
- Word count (unless I specify otherwise)

Participation (L.01) (L.02) (L.03) (L.04) (PL.05a) (PL.05b) (PL.05c) (PL.05d)

This course focuses on the 4 aspects of language learning (reading, writing, speaking, and listening).

Plan to talk A LOT in and out of this class!

Group Activities (L.03)

Equal participation is required for group activities, and you will be graded accordingly.

Homework (L.01) (L.02) (L.03) (L.04) (PL.05a) (PL.05b) (PL.05c) (PL.05d)

This is a 3-credit intensive English class. **Be prepared to complete 6-9 hours of homework per week for just this class.** If you are not able to complete the assigned homework in less than 9 hours in one week, you must speak with your instructor so that she can help you achieve balance. This will become easier as your academic English fluency increases; however, university life and English immersion will, at times, fatigue your mind. Develop strong habits early, and maintain them throughout the semester. Talk to your professor when you feel you're starting to struggle.

Composition Assignments (L.01) (L.02) (L.04)

You will be required to use the information from the readings and lectures to complete multiple paragraph- and essay-level compositions by the end of the semester.

Vocabulary & Parts of Speech Notebook (L.01) (PL.05a) (PL.05b) (PL.05c) (PL.05d)

You will keep a notebook of vocabulary and parts of speech. We will discuss several organizational strategies in class.

Oral Presentations (L.01) (L.02) (PL.05c)

Students may present at least two prepared oral presentations and several informal/impromptu presentations in this class. Students who are shy or not used to talking in class, will still be expected to participate "American style". Practice opportunities are available through the English Language Lab's speaking practice option.

7. LATE WORK (PL.05d)

All assignments must be submitted by the due date. For major assignments, late work will be graded down 15% for each day late. After 2 days, you will automatically be given a 0 for the assignment. Minor assignments should be submitted on time to receive credit. No late work will be accepted for minor assignments.

8. GRADE WEIGHTS (PL.05d)

Homework and in-class assignments	20%
Composition Assignments and Journal Writing	20%
Attendance & Participation	20%
English Language Lab Visits (10)	20%
Exams	20%
Extra credit (as given)	up to 10%

9. CLASSROOM TECHNOLOGIES (L.01) (L.02) (L.03) (L.04) (PL.05a) (PL.05b) (PL.05c) (PL.05d)

Canvas

We will use Canvas regularly in this class: <http://canvas.utah.edu>

Software

Your student fees have paid for Adobe and Microsoft products throughout your university career. Please download Microsoft Word for this class from <https://software.utah.edu/>. You will need the downloaded computer/laptop version (not the online version) for this class.

Phones & Technological Devices in Class

Phones are welcome during approved activities only.

Writing activities must be completed with a pen/pencil and paper or using desktop publishing software (e.g. Word or Google Docs), as assigned. **You may not complete academic-level writing activities on your cell phone** such as drafting paragraphs and papers. The use of tablets are permitted when working on writing. Using electronics for non-class purposes during class will result in a class absence.

Labs

- UAC computer labs are equipped with the software required for this course.
- The Language Lab (U311) is available at: <https://uaclanguagelab.setmore.com/>
- The UAC Writing Center is available at: <https://utahasia.mywconline.com/>

TV / Podcasts / Radio / Audio Files

Your homework will include watching English TV or movies, YouTube, TED talks, and other audio-visual texts with English captions/subtitles turned on. You will listen to texts such as podcasts, online radio, and other audio files that accompany some of your assigned readings. **You will write about every text you read, watch, or listen to.**

10. CONFERENCES W/ INSTRUCTOR (L.01) (L.02) (L.03) (L.04) (PL.05a) (PL.05b) (PL.05c) (PL.05d)

You will conference with your instructor as often as once per week as part of your required coursework. Conferencing is welcome and considered professional at the American university. Plan to visit frequently!

11. SOCIAL NORMS & U.S. EDUCATION (PL.05b) (PL.05d)

We will discuss many social norms of U.S. education throughout this class so that you will be fully prepared for U.S. education.

You will be asked to talk A LOT in UAC classes. UAC classes are considered collaborative and communicative spaces. You will be asked to share your opinion and to discuss topics such as current events and politics, and expected to share when called on. Practice this and expect to be called on frequently. Attending the English Language Lab frequently may help students respond quickly in English.

If you have any questions about an assignment or class, the appropriate action is to speak to your instructor right away. It is respectful to resolve issues with the classroom instructor before approaching higher authorities. (See Conflict Resolution below.)

12. EMAIL COMMUNICATION (L.01) (L.02) (L.03) (L.04) (PL.05a) (PL.05b) (PL.05c) (PL.05d)

When sending an email to the instructor, you must use your university Umail account or Canvas. Your instructor will not respond to email outside the Umail or Canvas system.

13. CLASS PARTICIPATION (L.01) (L.02) (L.03) (L.04) (PL.05a) (PL.05b) (PL.05c) (PL.05d)

You must complete the assigned homework and come to class prepared to participate. Arrive on time, contribute to general class discussions, contribute to small group discussions, seek feedback from other class members on work in progress, and provide thoughtful feedback to other class members.

14. ATTENDANCE (L.01) (L.02) (L.03) (L.04) (PL.05a) (PL.05b) (PL.05c) (PL.05d)

Attendance counts toward your grade (see Grade Weights below). Assignments, tests, quizzes, and exams given in class cannot be made up if you miss class.

15. ABSENCES & TARDIES (PL.05d)

Attendance is important, as your professor is there to share and curate knowledge with you! After you miss three classes, your grade may be reduced by 1/3 of a letter grade for each subsequent absence. For example, if you have a B+ and you miss a fourth class, your grade will be reduced to a B. If you miss a fifth class, your grade will be reduced to a B-. If you miss seven classes or more, you will automatically receive an E for the semester and will be required to take the course again.

If you miss a class, you should talk to one of your peers to get the information you missed. You are responsible for the material and information you missed in a class.

Tardiness (coming to class late)

If you arrive after class begins, you are late. It is polite to arrive a few minutes early.▪

Four “tardies” = 1 absence. More than 10 minutes late = absent.

If you have an emergency, the UAC Dean of Students may permit an excused absence in rare circumstances. **Before you contact the Dean of Students**, read the following carefully to determine if your situation qualifies for an excused absence:

- Activities such as work, internships, visiting an embassy, and participation in a student club are not excused absences.
- Not feeling well on the day of the exam, including having a headache, stomach ache, or a cold is not sufficient to be allowed a make-up exam. In order to be excused from an exam due to medical condition, a student’s illness must be severe and require hospitalization.
- In addition, a scheduled or unscheduled doctor appointment is not an excused absence. A note from the IGC medical clinic does not qualify a student for an excused absence. Emergencies that arise on the day of the exam will also need official documentation, including:
 - auto accidents (police report)
 - health emergencies which require hospitalization (note from the attending physician)
 - death in the family (copy of the obituary)

16. TUTORING & eTUTORING (L.01) (L.02) (L.03) (L.04) (PL.05a) (PL.05b) (PL.05c) (PL.05d)

Twenty percent (20%) of your course grade will be based on visiting the language lab ten (10) times this term.

Writing Center Appointment Scheduling

You will be asked to work with the UAC Writing Center throughout this class and your university career. Develop this habit early! You can make appointments here: <https://utahasia.mywconline.com/>

Writing Center Schedule Workshops

Our faculty member Valentine Breitbarth will present lunch hour workshops throughout the semester. These workshops will provide an introduction (or refresher) on critical academic writing skills in a relaxed environment for our students. Our current lunch series offering includes the following workshops you are highly encouraged to attend. Workshop dates will be announced in class each semester:

Date TBA	Outlines
Date TBA	Thesis Statements & Intros
Date TBA	Topic Sentences & Body Paragraphs
Date TBA	Using Sources: Quotations, Data, and APA
Date TBA	Conclusions and Polishing
Date TBA	Utilizing the Library

eTutoring

Online/eTutoring is available at <https://www.etutoring.org/login.cfm?institutionid=416>

17. ASSIGNMENT AND FINAL COURSE GRADES

A: 94-100; **A-:** 90-93 | **B+:** 87-89; **B:** 84-86; **B-:** 80-83 | **C+:** 77-79; **C:** 74-76; **C-:** 70-73 | **D+:** 67-69; **D:** 64-76; **D-:** 60-63 | **E:** <60

Note: Students whose final grade is below a C- will be required to retake EAS 1040.

How to earn an A in this course

Completing all the work on time and to the best of your ability will likely result in a maximum grade in this course. You must also attend class regularly and participate fully. Most students earn top grades in this course because they complete all assignments on time and to the best of their ability. They participate in class discussions and ask questions. If we're online, they have their cameras on and open their mics frequently—even to interrupt the professor.

18. HOLIDAYS AND READING DAYS

Time management is an essential skill for academic success. Plan accordingly so you have your work done in time to enjoy holiday breaks.

It is your responsibility to know these dates and check them on the UAC Academic Calendar this and every term.

Holidays are days your professor expects you to spend time with friends and family and take a break from study.

Reading days are days your professor expects you to spend focused time studying, completing homework, and preparing for exams.

19. CONFLICT RESOLUTION (PL.05d)

Building professional relationships with your instructors and peers is important for your university success.

It is professional to address any issues you have with a class or an instructor, directly with the instructor herself before you escalate them with other authorities. The best way to resolve issues is to build a relationship with mutual respect:

1. First, **talk to your instructor in person**. You can talk to your instructor before or after class or during office hours (listed above).
2. If you are unable to meet with your instructor in person, **send her an email**. This is easiest using the Canvas Inbox.
3. Your instructor will **make a plan together** with you to resolve the issue.
4. If you're not satisfied with the resolution, **talk to your instructor again**.
5. Never escalate an issue to higher authorities until you have worked with your instructor.

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20. UNIVERSITY POLICIES

1. The Americans with Disabilities Act. The University of Utah Asia Campus seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the UAC Office of the Dean of Students – randy.mccrillis@utah.edu. The UAC Office of the Dean of Students will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the UAC Office of the Dean of Students.

2. Sexual Misconduct. Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the UAC Office of the Dean of Students – randy.mccrillis@utah.edu. For support and confidential consultation, contact the UAC Mental Health Counseling, 3052 Multi-complex Building, 032-626-6142.

3. Student Code of Conduct. All students are expected to maintain professional behavior in the classroom setting as outlined in the Code of Student Rights and Responsibilities, Policy 6-400 of the University Regulations Library (<http://www.regulations.utah.edu/academics/6-400.html>).

4. Wellness Statement. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah Asia Campus. For helpful resources, contact the UAC Mental Health Counseling Center; asiacampus.utah.edu/mental-health-counseling-center/; 0326266142. Students can make appointments for health and mental health here: <https://asiacampus.utah.edu/wellness-and-mental-health/>

5. Language Policy. The University of Utah Asia campus is committed to providing and fostering an environment that is safe and free from prohibited discrimination. The following language policy applies to all academic and administrative units of the University and to all members of the University community, including faculty, staff, and students. English is recognized as the official language of instruction, assessment, and curriculum. In addition, English is the official language for all administrative and business related matters of the University.

Finally, you must make sure you that you are addressing this policy in your syllabus, "The University expects regular attendance at all class meetings. Instructors must

communicate any particular attendance requirements of the course to students in writing on or before the first class meeting. Students are responsible for acquainting themselves with and satisfying the entire range of academic objectives and requirements as defined by the instructor."

If you are requiring that students obtain an official excuse for their absences please note this in your syllabus, you do not have to require this from students. In order for a student to receive an official excused absence, they must complete a request form in the Office of the Assistant Dean of Students Dr. Turner and provide any accompanying documentation with the request. If their request is approved, the Assistant Dean of Students will email all appropriate faculty with this notification.

If a student will be absent from an exam, they must email the Assistant Dean of Students at Dr. Turner prior to the exam. Official excuses for absences should be used judiciously and respectfully to students' commitment to the courses they have chosen to enroll in.

21. Fall 2024 WRTG 1008 TENTATIVE SCHEDULE

TENTATIVE. Exact due dates and times will be given in class.

Week 1: Getting to know the course

Syllabus

Classroom Expectations

Technology (Word, APA style guide, about AI & Writing)

Big organizational structure of an essay

[Composition Assignment 1: Summarize what you've learned this week \(1 paragraph\)](#)

Week 2-3: Ch 1, Expository Essays

Analyzing a model

Annotations

Negative prefixes and forming negative adjectives

Organization

Thesis Statement

Topic Sentences

Strong Conclusion

Using Articles

The writing process | [Composition Assignment 2: Writing an Expository Essay](#)

Week 2, Exam 1: Timed Writing

Week 3, Exam 2: Timed Writing

Week 4-5: Ch 2, Classification Essays

Analyzing a model

Organization | Introductory Paragraph | Body Paragraphs | Concluding Paragraph

Establishing Unity & Coherence

Using quantifiers

Preparation for Writing

Conducting Surveys and Administering Questionnaires

Writing, Steps 1-4, then 5-7 | [Composition Assignment 3: Writing a Classification Essay](#)

Week 5, Exam 3: Timed Writing

Week 6-7: Ch 3, Process Essays

Analyzing a model

Irregular Plurals from Latin and Greek

Organization | Introductory Paragraph | Body Paragraph | Concluding Paragraph

Outlining

Sentence Structure | commas | dependent/subordinate clauses/conjunctions/joining ideas

Transitioning (Chronos is the god of the process essay!)

Writing a Summary

Writing Steps 1-4, then 5-7 | [Composition Assignment 4: Writing a Process Essay w/ a Summary \(abstract\)](#)

Week 7, Exam 4: Timed Writing or Write a Scientific Process Essay, TBA

Week 8: Ch 4, Cause/Effect Essays

Analyzing a model x2

Organization | Chain Organization | Block Organization

Distinguishing between cause and effect (and a lesson on *because* clauses)

Sentence Structure | Parallelism / Parallel Structure

Conducting Research | Quoting material from outside sources using APA

Writing Steps 1-4, then 5-7 | [Composition Assignment 5: Writing a Cause/Effect Essay](#)

Week 8, Exam 5: Timed Writing or Examining Alternatives, TBA

Week 9: Ch 5, Extended Definition Essays

Analyzing a model

Synonyms | Noun Clauses | Adj Clauses

Organization

3 Ways to Define a Term | Expanding on a Definition

Paraphrasing/Summarizing from Sources

Writing Steps 1-4, then 5-7 | [Composition Assignment 6: Writing an Extended Definition Essay](#)

Week 9, Exam 6: Writing a Definition, include 1+ outside source

Week 10-11: Ch 6, Problem / Solution Essays

Analyzing a model

Adverbial Intensifiers

Organization | Introductory Paragraph | Body Paragraph | Concluding Paragraph

Forming Adverbial Phrases | Eliminating Dangling Modifiers

Researching a Topic in Multiple Sources

Synthesizing Material from Sources

Writing Steps 1-4, then 5-7 | [Composition Assignment 7: Writing a Problem/Solution Essay](#)

Week 11, Exam 7: Complete the Essay with Word Track Changes on

Week 12-13: Ch 7, Summary / Response Essays

Analyzing a model

Finding Meaning from Context

Organization | The Summary | The Response

Using Passive and Active Voice Appropriately

Writing the Opening Summary | Writing the Response

Writing Steps 1-4, then 5-7 | [Composition Assignment 8: Writing a Summary/Response Essay](#)

Week 13, Exam 8: Research & Respond

Week 14-15: Ch 9, Research Papers

Analyzing a model

Modal Verbs | Phrasal Modals | Subjunctive Mode (go back to ch 8)

Organization | Point-by-Point organization | Source-by-Source Organization

Sequence of Tenses

Narrowing your Focus

Developing an Effective Thesis Statement

Documenting Research | References Page (Review)

[Composition Assignment 9: Evaluating Sources](#)

Week 16: Final Exam: 5-Paragraph Essay and AI reflection