

Calendar for Project #1

Calendar: 1180 Fall 2017			Activity for Day	DUE NEXT CLASS Tuesday-Thursday Class	DUE NEXT CLASS Friday
Week 1 August 22, 24 F: August 25	Tuesday	Friday	<ul style="list-style-type: none"> Review FDH review web sites Info cards: hardware/os/speed/shared/broadband?/phone role/data cap/ In class: 1) How will I remember you? 2) Name one thing that you've been told about writing that you find useless/wrong/etc? Why? 	<ul style="list-style-type: none"> Review policies on participation, attendance Prepare list of "things I've been told" and bring to class Read Key Concepts Read Malady Read Anyon Read http://stories.vassar.edu/2016/161215-math.html (Vassar classroom description) Read http://freshmanhandbook.vassar.edu/writing-seminars/ Locate Assignment 1: 	<ul style="list-style-type: none"> Review policies on participation, attendance Read Key Concepts Read Malady <ul style="list-style-type: none"> sample TEQ Notes Read Anyon Read http://stories.vassar.edu/2016/161215-math.html (Vassar classroom description) Read http://freshmanhandbook.vassar.edu/writing-seminars/
	Thursday		<ul style="list-style-type: none"> list "advice" on board: discuss HS vs. college Intro to Map Metaphor & tools Read Anyon aloud: discuss Critical reading: Intro TEQ Sheet by writing Anyon TEQ on screen Review via comp to Malady find student to show sample on NEC Vassar course Intro Project 1 	<ul style="list-style-type: none"> Read Assignment-Project-1, Read notes link on Malady, Read TEQ Sheet on Malady. Read & TEQ Sheet on Anyon complete all reading links Read & TEQ Sheet on Johnson Read web link to Purpose & Problem Statement Read web link to Prospectus 	<ul style="list-style-type: none"> Read Assignment-Project-1, Read web link to Purpose & Problem Statement Read web link to Prospectus

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Week 2 August 29 , Sept 1 F: Sept 2	Tuesday	Friday	<ul style="list-style-type: none"> Review student's sample TEQ Sheet on Vassar course (NEC) Review Map Metaphor & Tools Credibility: ethos, logos, pathos <ul style="list-style-type: none"> apply to readings, to class how do you determine credibility? Example questions: show Postman: Assessing digital tech: <ul style="list-style-type: none"> How are the readings connected to the assignment? To each other? What doubts/questions/ insights have you made about topics, readings, claims in our readings and assignment? 	<ul style="list-style-type: none"> Revise TEQ Sheets Read Project-1 <ul style="list-style-type: none"> what isn't clear? Read link on Purpose & Problem Statements Read "Rubric" link under "Key Issues" Read "rubric" link under "Tools" Write P&P Statement 	<ul style="list-style-type: none"> Revise TEQ Sheets Read Project-1 <ul style="list-style-type: none"> what isn't clear? Read link on Purpose & Problem Statements Read "Rubric" link under "Key Issues" Read "rubric" link under "Tools" Write P&P Statement <hr/> <ul style="list-style-type: none"> Selected student to write P&P
	Thursday		<p>Using above for a PP Statement</p> <ul style="list-style-type: none"> Each person does PP, then in Pairs combine; then 2 pairs combine: ask for student sample PP for on screen review [Friday: samples from above class work] 	<ul style="list-style-type: none"> Selected student to write P&P 	
			<p>Review Assignment #1: what's not clear? What's a claim? Etc.</p> <ul style="list-style-type: none"> on-screen review of student PP using rubric in "Key Issues" <ul style="list-style-type: none"> NOT about each reading; problem is the topic of the paper; the question whose answer will guide the paper What purpose does P&P serve? Work in class on P&P 	<ul style="list-style-type: none"> Revise P&P: final draft Read link to "Prospectus" Write draft of Prospectus Students to send sample Prospectus for on-screen grading/ revision 	<ul style="list-style-type: none"> Revise P&P Read link to "Prospectus" Write Prospectus Students to send sample Prospectus for on-screen grading/revision

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Week 3 September 5, 7 F: Sept 8	Tuesday	Friday	<p>On-screen revision of student Prospectuses</p> <ul style="list-style-type: none"> • Check off P&P • Overview Discussion of Prospectus • The Prospectus as the introduction in the rough draft. Show flow sheet. • What is a claim? Vs. a thesis? • What is a “boost”? • Write sample Prospectus on board: can be used by students • Formatting a paper: MLA 	Final draft: Prospectus	<p>Final Draft: Prospectus First complete draft of paper</p> <ul style="list-style-type: none"> • Must include TEQ Sheets, P&P, Prospectus.
	Thursday		<p>Peer review session</p> <ul style="list-style-type: none"> • Using rubric: develop a revision plan: <ul style="list-style-type: none"> • check paragraph functions • check Function #4 against conclusion • check for “boost” • check for use of problematic issue • check for pro/con, either/or, etc. • check mechanical, spelling, formatting, etc. • Write a brief advisory note, and review together 	<p>First complete draft of paper</p> <ul style="list-style-type: none"> • Must include TEQ Sheets, P&P, Prospectus. 	
Week 4 September 12, 14 F: Sept 15	Tuesday	Friday	<p>Work Day:</p> <ul style="list-style-type: none"> • finish paper; • prepare all documents per instructions 	<p>Submit final draft of paper by Saturday, September 16 @11:59pm</p> <ul style="list-style-type: none"> • Must include TEQ Sheets, P&P, Prospectus. <p>Read Assignment #2</p>	<p>Submit final draft of paper by Saturday, September 16 @ 11:59pm</p> <ul style="list-style-type: none"> • Must include TEQ Sheets, P&P, Prospectus. <p>Read Assignment #2</p> <ul style="list-style-type: none"> • Read & TEQ Sheet for <ul style="list-style-type: none"> • Macomb Students’ Survey for Predicting Success • Comparison Chapter, pages 4-9 • The Color of Surveillance
	Thursday		<p>Intro to Assignment #2</p> <ul style="list-style-type: none"> • Types of Colleges • Carnegie classifications • Where used: AUP comparisons • Student reasons for choice • Mission, class, and curriculum • Learning our “place” • Masking other choices 	<p>Re-read Assignment #2</p> <ul style="list-style-type: none"> • Read & TEQ Sheet for <ul style="list-style-type: none"> • Macomb Students’ Survey for Predicting Success • Comparison Chapter, pages 4-9 • The Color of Surveillance 	

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