Objectives for Advanced Composition

Advanced Composition will help students become effective, persuasive, and ethical writers. Not only will they study the forms of discourse that are used by writers to describe knowledge and theories in various disciplines (including expressive, informational, scientific, literary, and persuasive forms of written prose), they will be aware of the consequences of using those forms for an audience (the ethics of discourse). Process and revision are essential components of every section; students will incorporate feedback from their instructors and peers in order to produce final papers from earlier drafts. Essays should achieve a level of sophistication, creativity, and audience awareness well beyond that of first-year writers enrolled in WBIS.

Rhetorical Awareness

Advanced Composition teaches students to approach the writing situation from the perspective of audience, purpose, and style. Students will learn to vary and adapt their language to meet the rhetorical and ethical demands of diverse situations, perspectives, and audiences.

Analytical Reading

Readings from a variety of genres and disciplines (professional journals, research papers, articles, essays, etc.) enable students to analyze, evaluate, and respond to another writer’s arguments or ideas.
Synthesis and Judgment

Students will take a position on a given issue and advance that position into a coherent written product. Students will synthesize and organize ideas and information from various sources into new, more complex interpretations and relationships. They will judge the value of information, arguments, and methods. They will learn to craft a thesis that positions the writer’s point of view within previous work on a topic. They will understand that arguments entail evaluating evidence and reasoning and analyzing the relationships between an essay and its intended audience.

Study of Craft

Students should understand that the writing process includes an understanding of grammar and mechanics and an ability to manipulate prose styles for the writing situation. They should recognize that their position as a writer further depends on adhering to professional standards of documentation and the ethical use of information (such as familiarity with MLA or APA formats).

Research

Students will identify a significant issue to research; analyze a variety of print, electronic, visual, and/or oral materials that enable them to answer questions and solve problems; and present their findings in at least one research-based paper. Advanced Composition endorses the goals of the ALA’s Information Literacy Competency Standards for Higher Education, which state that “an information literate individual is able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one’s knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.”

http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm

Book Purchases


Other Supplies

Notebook for Writer’s Journal
Attendance

One of the key educational issues for the early 21st century is workplace readiness. Employers want to hire people with a record of punctuality, responsibility, and respect for their workplace and others.

Here’s how that breaks down in terms of classwork:

Punctuality: Making sure that you arrive in class before the beginning of class time. I lower final grades for habitual tardiness.

Responsibility: Arrive in class with paper, pens or pencils, and the books we will be discussing that day. Make sure you are in class when we have Literature Circles or when we workshop essays. Let people know if your email or phone number changes.

I expect you to attend all class sessions. Although it may seem tedious after a certain point, I will take roll every day. Students with perfect attendance at the end of the semester will receive an attendance reward.

After 3 missed hours of class, your final grade will be lowered one grade (A to AB, B to BC, etc.)

Please remember that, if you have the sniffles or you didn’t do the reading or you lose your keys and you miss class three times because of this—and then your car breaks down or you have the stomach flu and you miss class two more times because of it, you will still be counted as absent. All absences contribute to the whole, regardless of anything except a serious medical concern. All of us have to make choices in life and I can’t adjudicate which calamity is more serious or worse than another.

If you are unable to attend, I ask that you explain to me why you will not be in class; however, your note and my response won’t mean you are “excused.”

For serious medical concerns that are handled through the Dean of Students’ Office, these rules may be suspended. However, for any serious medical excuse, please supply a dated, signed excuse from a doctor.

Babysitting: Children are welcome in class as long as they work quietly. If you find yourself with a babysitting issue, feel free to bring your child with a silent toy (no Gameboys), coloring, and snacks.

Lateness

While there are no bells in college, class begins at the time listed in the timetable. You may be late once due to weather; however, repeatedly walking into class late will affect your final grade: it is not constructive, it is disrespectful, and it interferes with students' ability to learn in a conducive and positive environment.
Announcements, such as changes to the schedule, clarification of essay assignments and daily tasks, and announcements of English Department and campus events, are made in the first-10 minutes of class. Missing these will impair your ability to succeed.

**Late Papers**

All assignments are due in paper form during the class period listed on the syllabus (unless otherwise specified). This means:

- Journals
- Literature Circle preparation
- Literacy Narrative
- Visual Thinking Essay
- Bibliography
- Research paper
- Workshop drafts

Papers turned in within 24 hours after class ends will receive a lower grade by one grade (A to AB, AB to B, etc.). All late work must be turned in electronically, by email.

Beyond 24 hours, you will receive a full lowered grade (A to B, etc.).

Please be responsible for delivering your own work to me on time.

In exceptional circumstances, such as documented illness (with a legibly dated, signed medical excuse), I will accept a late paper.

**Plagiarism & Unauthorized Collaboration**

**Plagiarism**

Plagiarism is a punishable offence that may result in all-system suspension. One of the key aspects of a university education is to realize that there are ethical aspects to writing and scholarship. Information is governed by copyright laws. Therefore, cutting and pasting from the web—even taking two or three words in order—is plagiarism. It should go without saying, as well, that buying a paper from the internet is certainly plagiarism.

Plagiarism occurs primarily when:

- You don’t have ideas for writing. Brainstorming and workshopping should help you with this.
- You are unclear about citation rules.

We will cover both of these topics in class. Please *ask* if you have any questions!
Unauthorized Collaboration

Unauthorized collaboration is slightly different, because you are usually working not with published sources, but with the ideas of your classmates. Nonetheless, unauthorized collaboration is considered an academic offence (“cheating”) and is punishable at the university and system levels.

Unauthorized collaboration is “working with others without the specific permission of the instructor on assignments that will be submitted for a grade” (Old Dominion University Honor Council). Collaborating gives you an unfair advantage over students working alone, does not allow you to think for yourself, may result in incorporating errors into your work, and appears as if you have copied work from someone else.

In this class and in others, you will be asked to work with other students to assist the learning process and to produce team-based assignments. You may find that you study with others for tests, get help from a friend on a written assignment, create a lab report or PowerPoint together, or do research. Always be sure to ask me (and other instructors) whether you may collaborate with others; assume that you will not be allowed to collaborate unless it is specified by your instructor.

What is permitted:

- You may talk about ideas for your essays with others, but be certain that, if one person has a terrific insight, that you are allowed to use it in your paper. Place a footnote in the paper thanking your classmate for the insight.

- Sharing resources for research projects. Given the limitation of library resources, it may be necessary to share books. Please make sure that you independently read each work and select different examples than your colleagues.

- Working with a classmate or friend to proofread your paper. This is smart, especially if you are confused about a spelling or grammar issue. However, make sure you discuss changes with your friend and record proper spelling or grammar in your journal.

- Literature Circle projects will incorporate individual work into a group knowledge-base. All individual assignments are to be completed alone. Group discussions and insights are collaborative.

- Writing Workshops will allow you to share ideas and revise based on the insights of others. These are regular practices in writing classrooms and all incorporation of suggestions is allowed.

What is not permitted:
• Turning in individual essays that follow the same organization, use the same examples, have the same insights, and/or have the same words in the same order (in other words, the papers are more or less identical). This is cheating.

• Turning in work that is worded differently or organized differently, but which uses the same examples and/or the same sources as someone else in class.

• Having a classmate, friend, parent, teammate (etc.) write your essays or complete your assignments.

• Borrowing a friend’s paper from a previous semester and “updating” it for this class.

• Working with another teacher at this university or elsewhere to complete your assignment for this class.

Writing Center

The Writing Center will help you conceptualize your essays (for this class and others). The Writing Center is not a proofreading or editing service. All Writing Center services are free, but you need to schedule an appointment. The Writing Center is located in the basement of Radford Hall. The phone number is 424-1152; you may also email them at wcenter@uwosh.edu.

Electronic Resources, Computer Labs, and Email

Computer Labs

We will be spending several class sessions in the Radford Hall Instructional Computing Lab. The dates are noted on the syllabus; please transfer them into your agenda.

This lab is located in the basement of Radford Hall (the building where the Health Center is located). The instructional lab is located to the right of the doors, in its own, enclosed area. Please wait in the lab or near it until I arrive.

You will need to know your campus email address (the part before the @uwosh.edu; this is called your username) and your network login password (initially, this will be your student ID number or your social security number).

D2L is accessed from any computer through the UW Oshkosh home page. You will need your username and password to access the pages.

Electronic Resources

If you transfer work from your home computer to the lab, please note that the work should be saved as an MSWord document (.doc) or as rich text format (.rtf). Any other document files will not open.

To use Universal Borrowing or Interlibrary Loan, you will need your campus ID number.
Email

I will communicate all assignment clarifications, updates, and class information reminders through your campus email account. (I also post updates to D2L, so please make sure you check D2L regularly.)

Please make sure that you check your campus email account; it also contains information on scholarships and safety on campus.

Form & Language

If you email me or another professor, please keep in mind that your email is a professional communication. Please make sure you include:

- A subject line.
- A proper salutation. “Dear Professor X” is a nice way to begin.
- A text completely worded in non-IM style.
- An indication of your full name, preferably in a signature line.

Here is an example of a message that you should not send:

To: helmers@uwosh.edu
From: deathmask666@yahoo.com

Hey,

ru gonna hev class 2day?
Cu l8r

Types of Messages

All professors are, I believe, happy to answer substantive questions in which you ask for information that supplements, complements, or clarifies course readings and issues. Email should not be used in place of reading the syllabus or course assignments. For example, do not email your instructors to say, “I’m confused. What are we supposed to do?” or “How long is the final paper supposed 2b?” or “Did you grade our tests yet?”

Response Time

Please allow me 24 hours to return your message during the work week. If I am traveling, I may not have access to email for a period longer than 24 hours.
Assignment Descriptions, Objectives, and Percentage of Final Grade

Journals (15%)
These are due February 15, March 27, and April 24, with spot checks announced intermittently. Please bring your journal to class with you.

The **purpose** of creating a journal is to **explore** the relationship of ideas:
- If you work at keeping a writing journal, you should be able to **analyze** aspects of your writing and others’ writing, which will lead you to improve your own abilities, no matter where you start from. You may have kept a journal in the past; it might have been a diary that explored the meaning of daily events in your life. A writer’s journal is similar, but rather than making your life the subject, it makes writing the subject. *Writer’s journals are public documents*; you will be asked to read from them and use them as a basis for writing.

Please purchase a notebook that is large enough to tab, but easy enough to carry around. At intervals within the notebook, create four tabs:

- A) Response to reading and writing prompts,
- B) Notes from writer’s workshops and literature circles,
- C) Weekly vocabulary words, spelling and grammar reminders,
- D) Creative explorations

On due dates, you should have the following entries:

- A) One entry for each reading due date (this may mean two times per week)
- B) One entry reflecting a “final thought” on each literature circle and writing workshop held in the period (these will be completed in class)
- C) One vocabulary word per week and its definition (you select the word)
- D) One creative exploration per week

Some questions on the reading, links to vocabulary words, and creative exploration ideas are on D2L. Sample journal pages are also online at D2L.

Journals need to be completed individually.

**Grading**: Did you complete the entries as required? I will look at timeliness, length of entries, completeness, and appropriateness. The journal should show continuous growth throughout the semester and engagement with course materials.

Writer’s Workshops & Literature Circles (10%)
Dates are announced on the daily syllabus.

The purpose of these team-based learning strategies is to enable you to **apply** ideas from your study of writing to various types of texts (those written by you and those written by others):
Recent articles in the news media have articulated the need for college students to learn effective means to work together to solve problems. The writing situation is a problem to be solved, as it is replete with the need to find topics, discover strategies for writing, analyze audiences, and study your own prose. There is a connection between reading and writing: the better we read (the more we can analyze how other writers write), the better we will write.

**Writer's Workshops** have two parts. Initially, you will prepare three copies of a printed, full prose draft of your essay for your team. This means no notes or outlines. You can’t come to the workshop with your paper “in your head.” The second part is that you exchange papers and read the work of the other members of your group. Following your reading, you will discuss changes and ideas for improving your work. A rubric for Writer’s Workshops is online on D2L.

**Literature Circles** are based on three texts and one film: True Notebooks, Beautiful Child, The Curious Incident of the Dog in the Night Time, and a film on teaching or writing of your team’s choice. Roles are available in each group’s Literature Circle folder. You will rotate roles throughout the semester. The roles are as follows (taken from Jim Burke’s *Tools for Thought*):

**Discussion Director:**
- Identify the important aspects of your assigned text;
- Prepare a summary, timeline, or list of characters and roles if this will assist the group and class;
- Develop questions your group will want to discuss and share with the group and class (try to develop at least three critical questions);
- Facilitate your group’s discussion.

**Illuminator:**
Being able to state what you know and to mentally map how your know it is an important skill.
- Find passages your group would like to/should hear read aloud (think of passages that are memorable, interesting, puzzling, funny, or important)
- Explain why you chose the passage and what you want others to notice about it.
- Solicit other key passages from your classmates.

**Connector:**
Recent news articles have noted that being able to connect ideas from different disciplines is a significant skill for college graduates. This, then, is a key role in your group and may require research.
- Connect what you are reading with what you are studying or with the world outside of school (events in your own life, news events, political events, issues in the media, films, or books you’ve already read). The connections should be meaningful to you and those in your group. Consider images as connecting texts, as well as written sources.
- Search out interviews with the author and reviews of the book. You may use the web for this research, but also use some of the Polk Library databases.
Word Watcher:

Watch out for words worth knowing. These words might be interesting, new, important, or familiar, but used in unusual ways. Please reference the page number so the group can discuss these words in context. Use the OED (Oxford English Dictionary) to learn more about the history of the words.

Writer’s Workshops & Literature Circles combine the creation of individual products with collaborative, in-class application of ideas.

Grading: Your midterm and final grades in this area will be averaged from three sources: 1) your own self-evaluation; 2) your team’s evaluation of your performance in the areas of academic preparation, reliability, positive contributions to group, requesting input from others, and respect for others (deportment); 3) my evaluation of your contributions.

Literacy Narrative (15%)

Writer’s Workshop due date (full draft): February 20. Final copy due date: February 22.

Length: 1500 words (6 pages, double spaced)

The purpose of this assignment is to recall a significant moment in your life as a reader or writer and describe that moment in words:

This essay will help me learn something about you and will help you learn something about yourselves.

A Literacy Narrative is “your own story of learning to read and write” (Wendy Bishop, The Subject is Story 176). Bishop goes on to say that you should, “consider the ways race, religion, gender, or social class have influenced you as a language learner; consider, as well, literacy in broader contexts by connecting your own literacy to family, community, or national issues related to literacy” (177). It is a narrative in form. Shirley Rose instructs:

The first act the narrator describes is acquiring literacy skills, learning the conventions for decoding and encoding written discourse. This act is followed by practicing literacy, actually reading and writing. The practice of literacy leads to the third act, becoming aware of one’s own literacy (or illiteracy). And this awareness leads to the fourth act in the recursive activity, becoming aware of the uses of literacy. (qtd. Bishop 177).

This assignment must be completed individually, although you may seek assistance from the Writing Center. Peers in class may assist you during Writer’s Workshop sessions.

Grading: Your non-researched written work is graded on the extent to which you addressed the assignment, ideas, organization, voice, and use of grammar. This essay may—and should—be revised for your Revision Portfolio (due May 10).
Midterm Exam (15%)
The midterm will be held in the Radford Hall Instructional Computer Lab on March 13. It will consist of grammar questions, identification and essay questions based on True Notebooks. You will have 75 minutes to complete the examination. It will not be open book.

Visual Thinking (15%)
Writer’s Workshop due date (full draft): March 29. Final copy due date: April 3. Length: 1500 words (6 pages, double spaced)

The purpose of this assignment is to evaluate the effectiveness of images in a visual medium of your choice (as long as the images are designed for elementary-aged and adolescent readers). You will need to initially classify the elements of the image and then formulate and defend your ideas.

As elementary educators, you will work extensively with visual materials, asking students to create them, introducing picture books, putting posters in your rooms, working with visually-based computer programs (such as Pajama Sam, Dora the Explorer, and Freddi Fish), and showing films. With the proliferation of visual imagery in our society and the need to interpret information that is given to us, visual thinking is especially important.

More ideas about how to undertake this analysis will be presented in class.

This assignment must be completed individually, although you may seek assistance from the Writing Center. Peers in class may assist you during Writer’s Workshop sessions.

Grading: Your non-researched written work is graded on the extent to which you addressed the assignment, ideas, organization, voice, and use of grammar.

Annotated Bibliography & Researched Essay: The Subject is Story
Annotated Bibliography, with cover pages: There is no Writer’s Workshop on this assignment. The bibliography is due April 12.

You must include 4 peer-reviewed sources, each annotated with a 50-75 word summary. Please also compose a two-page cover essay that states: the subject area of your research and an explanation of how these resources work together to illuminate your subject.


The purpose of an annotated bibliography of to discover and extrapolate key information on research for the topic at hand. The bibliography contains a prediction of the content and arguments for your final paper; the two assignments are on the same topic. An annotated bibliography represents you (your ethos) to an audience (your readers); it should make you look credible and responsible. You’ll need to add the word “annotation” to your vocabulary list and look up what it means. Format for the annotated bibliography is available on D2L.
The purpose of the research paper is to synthesize diverse points of view into a coherent statement. The research for this assignment emerges from the annotated bibliography. Research asks you to manage, interpret, and validate information; to connect ideas; and to formulate and defend your own views. Therefore, it is critical that you work with databases of information to enhance your information literacy.

Topic: Your topic is storytelling. You will investigate the uses of story to learn different subject areas, such as math, science, music, geography, art, language arts or to explore the teaching challenges and successes involved with being a new teacher or working with special populations. Some initial questions are: What are the elements of storytelling? In what media forms does story telling appear? How might teachers use stories to enhance learning? Are there ways in which teachers can use stories to teach themselves? You may also return to your first topic: literacy.

Peer-reviewed Sources:

- Derive from scholarly journals.
- Your peer-reviewed sources must be substantial (no one page pieces).
- Pamphlets and class notes do not count toward your bibliography.
- Interviews do not count toward your bibliography.
- Internet sources (.net, .com, and .org) do not count.

For the final paper, you may add non-peer-reviewed resources; however, they must adhere to these guidelines:

- Not more than 50% of your final bibliography can be from non-peer-reviewed sources.
- The paper must substantially discuss the peer-reviewed works on the bibliography.

This assignment must be completed individually, although you may seek assistance from the librarians and the Writing Center. Peers in class may assist you during Writer’s Workshop sessions.

Grading: Your researched written work is graded on the extent to which you addressed the assignment, ideas, organization, use of grammar, and management of sources. This essay may—and should—be revised for your Revision Portfolio (due May 10).

Revision Portfolio (5%)
Due May 10.

It’s important to recognize that no piece of writing is ever truly finished. Many professional writers of fiction and criticism return to their works to revise them for later editions; sometimes, as in the case of American author Henry James (1843-1916), the revisions were substantial.
Revising allows a writer to pursue an idea that they know more about as the years progress; to respond to criticism or concern; to amplify a point that was left hanging in the original; to include a new example.

During the semester, after you turn in your Literacy Narrative and Visual Thinking essay, we will have individual revision conferences. These conferences are designed for us to meet personally to talk about what new decisions and directions you can take in your writing. Revision is different than correction: to revise means to “re-see” the essay; to correct is to make the changes in grammar, capitalization, etc. that I have marked. Most essays require you to do both, but the latter alone is not sufficient.

Your portfolio will contain original (graded) and new versions of your Literacy Narrative and Visual Thinking essay. You may begin revising these at any time and you may work with your Writing Workshop team or the Writing Center to complete them.

The portfolio will contain a short cover essay that explains the changes that you made and your decisions for making the changes.

**Grading:** Did you complete the entries as required? The portfolio should show growth between essay versions.

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**A Note on Literature Circles and Writer’s Workshops**

One of the skills that 21st century employers stress is that their workers be able to work in teams. To work with others involves responsibility, punctuality, and communication.

You will remain with the same team throughout the semester for Literature Circles and Writing Workshops.

Make sure that you exchange email and phone numbers with your team (and keep them current). Have respect for others by being in class fully prepared for your team dates (Literature Circles and Essay Workshops).

You will be periodically graded by me, by your team members, and by yourself.

If you do not come prepared for the Writing Workshops, your final paper will receive ½ credit, regardless of its brilliance.
Daily Syllabus

Every class meeting we will engage in some grammar review and editing, write in and read from journals, brainstorm topics or isolate issues to practice for writing (such as thesis statements and paraphrase), prepare for future classes (such as reviewing Literature Circle expectations), and focus on either our Literature Circle reading or examining an issue related to teaching or writing. Weekly, we will ponder and use the word of the week.

From time to time, as need arises specific to areas of concern in class, I may add a reading from Maimon’s *A Writer’s Resource*. These will be announced in class and posted to D2L in the Announcements area.

Some dates may change as the semester progresses to accommodate our work, writing, and thought. Changes, if any, will be discussed and announced.

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January 30  Introductions

February 1  Read Maimon, AWR Section 69 and 70: Basic Grammar Review and Parts of Speech
Read John Boe, “Storytelling, Writing, and Finding Yourself” (*The Subject is Story* 30-40) and Paul Heilker, “Cognitive Travelogue” (*The Subject is Story* 124-135)
See also Sentence Diagramming Guide:
http://home.new.rr.com/aplang/Diagramming/diagramming_main.html

February 6  Meet in Radford Instructional Computer Lab:
D2L, useful sites for writing instruction. Word of the Week Vocabulary sites.

February 8  Literature Circle: Read *True Notebooks* to page 102 (end of chapter 9)
Read Maimon, AWR Section 51: Fragments

February 13 Read Maimon, AWR Section 52: Comma Splices.
Read Wendy Bishop, “Telling Process Stories, Drawing Product Lessons” (*The Subject is Story* 147-155) and Stuart Ching “Remembering the Great Ancestors” (*The Subject is Story* 41-50).

February 15 Literature Circle: Read *True Notebooks* to page 210 (end of chapter 18)
**Assignment due:** Journal
Read Maimon, AWR Section 53: Subject-Verb Agreement

February 20 **Writer’s Workshop:** Literacy Narrative

February 22 **Assignment due:** Literacy Narrative
Read Maimon, AWR Section 57: Commas
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<th>Date</th>
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<tr>
<td>February 27</td>
<td>Meet in Radford Instructional Computer Lab</td>
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<td></td>
<td>Literature Circle: Read <em>True Notebooks</em> to end</td>
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<td>March 1</td>
<td>Read Maimon, AWR Section 58: Semicolons</td>
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<td>March 6</td>
<td>Literature Circle: View teaching film for discussion</td>
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<td>Read Maimon, AWR Section 60: Apostrophes</td>
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<td>March 8</td>
<td>Revision conferences in Radford 226 (March 6, 7, 8).</td>
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<td>March 13</td>
<td><strong>Midterm Exam</strong>: Meet in Radford Instructional Computer Lab</td>
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<td>March 15</td>
<td>Literature Circle: Bring children’s or adolescent illustrated books</td>
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<td><strong>Spring Break</strong></td>
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<tr>
<td>March 27</td>
<td><strong>Assignment due</strong>: Journal</td>
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<td>Read Maimon, AWR Section 18: Understanding Research and 23: Working with Sources</td>
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<td>March 29</td>
<td><strong>Writer’s Workshop</strong>: Visual Thinking</td>
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<td>April 3</td>
<td><strong>Assignment due</strong>: Visual Thinking</td>
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<td>Literature Circle: Read <em>Beautiful Child</em> to page 113</td>
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<td></td>
<td>Read Maimon, AWR Section 19: Finding and Managing Print and Online Sources</td>
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<td>April 5</td>
<td>Meet in Polk Library for specific research help for next essay</td>
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<td>April 10</td>
<td>Meet in Radford Instructional Computer Lab</td>
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<td>Read Maimon, AWR Section 21: Evaluating Sources</td>
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<td>April 12</td>
<td>Literature Circle: Read <em>Beautiful Child</em> to page 273</td>
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<td></td>
<td><strong>Assignment due</strong>: Bibliography of resources for final essay</td>
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<td>April 17</td>
<td>Literature Circle: Read <em>Beautiful Child</em> to end</td>
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<td>April 19</td>
<td>Revision conferences in Radford 226 (April 17, 18, 19).</td>
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<td>April 24</td>
<td><strong>Assignment due</strong>: Journal</td>
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<td>April 26</td>
<td>Literature Circle: Read <em>Curious Incident</em> to page 90</td>
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<td>May 1</td>
<td>Literature Circle: Read <em>Curious Incident</em> to page 140</td>
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<tr>
<td>May 3</td>
<td>Literature Circle: Read <em>Curious Incident</em> to end</td>
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<td>May 8</td>
<td>Writer’s Workshop</td>
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<tr>
<td>May 10</td>
<td><strong>Assignment due:</strong> Research Essay, Revision Portfolio</td>
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