

DAY	DATE	ACTIVITIES AND ASSIGNMENTS
Key		<p><b>WA</b>      <i>Writing Analytically</i>  <b>RFW</b>      <i>Rules for Writers</i></p> <p>All readings and assignments are due on the date listed. This schedule may change over the course of the semester, but readings and assignments will never be due earlier than they are indicated here. Any changes will be announced in class and on Canvas.</p>
<b>Unit One: Cultivating Analytical Habits of Mind</b>		
1	M 1-11	<b>Welcome to W131! Introduction to our course and goals.</b>
2	W 1-13	<p><b>Introduction to each other. Reading—and thinking—analytically.</b></p> <p>Read: course syllabus; WA 10-16, “Counterproductive Habits of the Mind”; WA 39-41, “Becoming Conversant Instead of Reading for the Gist”; RFW 70-73, “Read Actively: Annotate the Text”</p>
3	F 1-15	<p><b>What is representation?</b></p> <p>Assign: Microtheme 1</p> <p>Read: Hall, “Introduction” to <i>Representation</i>, 1-6 (on Canvas); WA 17-21, “Notice &amp; Focus (Ranking)”</p>
--	M 1-18	<b>Rev. Dr. Martin Luther King Jr. Day—classes do not meet</b>
4	W 1-20	<p><b>Practicing summary</b></p> <p>Read: Aaron H. Devor, “Becoming Members of a Society: Learning the Social Meanings of Gender”; Wilhoit, “Summary” (on Canvas); WA 1-6, “Writing as a Tool of Thought”; WA 46-47, “Paraphrase X 3”</p>
5	F 1-22	<p><b>Conventions of academic writing</b></p> <p>Read: WA 196-98, “Integrating Quotations into Your Paper”; RFW 64-66, “Providing Transitions”; RFW 326-31, “Quotation Marks”; RFW 473-76, “Use signal phrases to integrate sources” (stop before “Using signal phrases with statistics and other facts”); RFW 112-14, “Prefer Active Verbs”</p>

6	M 1-25	<p><b>What is analysis? Introducing the rhetorical triangle.</b></p> <p><b>Microtheme 1 due</b></p>
7	W 1-27	<p><b>Practicing analysis by using The Method</b></p> <p>Assign: Microtheme 2</p> <p>Read: John Berger, "From <i>Ways of Seeing</i>"; WA 26-32, "Move 4... (The Method)"</p>
8	F 1-29	<p><b>Generating claims from analysis</b></p> <p>Read: WA 21-23, "Move 3 . . . Asking 'So What?'"; WA 56-58, "Uncovering Assumptions"; WA 33-36, "Summing Up: Analyzing <i>Whistler's Mother</i>"</p>
9	M 2-1	<p><b>Putting analysis into writing</b></p> <p>Read: Losh et al., "The Paragraph as a Sandwich" (on Canvas)</p> <p>Review: WA 196-98, "Integrating Quotations into Your Paper"; RFW 64-66, "Providing Transitions"; RFW 326-31, "Quotation Marks"; RFW 473-76, "Use signal phrases to integrate sources" (stop before "Using signal phrases with statistics and other facts"); RFW 112-14, "Prefer Active Verbs"</p>
10	W 2-3	<p><b>What is comparative analysis?</b></p> <p>Assign: Essay 1 and Comparative Grid Worksheet</p> <p>Read: WA 82-83, "Strategies for Making Comparison/Contrast More Analytical, Including Difference within Similarity"; WA 234-35, "Comparison/Contrast: Two Formats"</p> <p><b>Microtheme 2 due</b></p>
11	F 2-5	<p><b>Composing analytical claims</b></p> <p>Read: WA 175-79, "Recognizing and Fixing Weak Thesis Statements"</p> <p>Review: WA 82-83, "Strategies for Making Comparison/Contrast More Analytical, Including Difference within Similarity"</p> <p><b>Comparative Grid Worksheet due</b></p>
12	M 2-8	<p><b>Developing an outline</b></p> <p>Read: WA 109-12, "Larger Organizational Schemes"; RFW 19-22, "Sketch a Plan"</p>

13	W 2-10	<p><b>Using sources effectively. Understanding MLA format and plagiarism.</b></p> <p>Read: WA 186-89, strategies 1-3 of “Six Strategies for Analyzing Sources”; RFW 455-56, “Integrating and Citing Sources to Avoid Plagiarism”; RFW 469-79, “Integrating Sources”; RFW IUB-5 through IUB-7 (in the front of the book), “E: Plagiarism Policy”</p>
14	F 2-12	<p><b>Peer review</b></p> <p>Read: RFW 35-40, “Make Global Revisions; Then Revise Sentences”</p> <p><b>Essay 1 Rough Draft due (3 printed copies)</b></p>
15	M 2-15	<p><b>Introducing and concluding Essay 1</b></p> <p>Read: WA 243-51, “Introductions and Conclusions Across the Curriculum”</p> <p><b>Bring Essay 1 introduction and conclusion to class (3 printed copies)</b></p>
<p><b>Unit Two: Using Sources as Lenses</b></p>		
16	W 2-17	<p><b>Introducing film analysis</b></p> <p><b>Final Essay 1 due (1 printed copy by the start of class)</b></p>
17	F 2-19	<p><b>Film analysis continued. Specialized tools for analyzing film.</b></p> <p>Assign: Microtheme 3</p> <p>Read: WA 105-106, “Doing 10 on 1: Saying More About Less”; WA 112-116, “Pan, Track, &amp; Zoom: ‘Directing’ Your Paper”</p>
18	M 2-22	<p><b>Readings for film analysis</b></p> <p>Read: Michael S. Kimmel, “Masculinity as Homophobia”</p> <p><b>Film Viewing Guides due</b></p>
19	W 2-24	<p><b>From film analysis to visual production</b></p> <p>Review: “Tools for Analyzing Visual Media” (on Canvas); WA 105-106, “Doing 10 on 1: Saying More About Less”</p>
20	F 2-26	<p><b>Advanced film analysis. From critical thinking to analytical writing.</b></p> <p>Review: WA 105-106, “Doing 10 on 1: Saying More About Less”; WA 112-116, “Pan, Track, &amp; Zoom: ‘Directing’ Your Paper”</p>

21	M 2-29	<p><b>Using sources as lenses</b></p> <p>Assign: Microtheme 4</p> <p>Read: WA 63-68, “Apply a Reading as a Lens”</p> <p><b>Microtheme 3 due</b></p>
22	W 3-2	<p><b>Using sources as lenses, continued</b></p> <p>Review: WA 63-68, “Apply a Reading as a Lens”; WA 186-87, “Make Your Sources Speak”</p>
23	F 3-4	<p><b>Introducing our course keystone essay</b></p> <p>Read: Anne Fausto-Sterling, “Dueling Dualisms”</p>
24	M 3-7	<p><b>Applying the keystone as a lens: the keystone in conversation</b></p> <p>Assign: Essay 2</p> <p>Read: WA 189-93, strategies 4 and 5 of “Six Strategies for Analyzing Sources”</p> <p>Review: Anne Fausto-Sterling, “Dueling Dualisms”; WA 63-64, “Apply a Reading as a Lens”</p> <p><b>Part 1: Keystone outline draft due (printed copy or electronic copy on laptop)</b></p>
25	W 3-9	<p><b>Applying the keystone as a lens: finding your place in the conversation</b></p> <p>Read: WA 189-92, strategies 4 and 5 of “Six Strategies for Analyzing Sources”</p> <p>Review: Anne Fausto-Sterling, “Dueling Dualisms”; WA 63-64, “Apply a Reading as a Lens”; WA 186-87, “Make Your Sources Speak”</p> <p><b>Part 2: Outline and annotations draft due (printed copy or electronic copy on laptop)</b></p>
26	F 3-11	<p><b>Thesis workshop: structuring lens-driven analysis</b></p> <p>Read: WA 129-33, “Seems to Be about X, but Could Also Be (Or ‘Is Really’) about Y”</p> <p>Review: WA 175-79, “Recognizing and Fixing Weak Thesis Statements”</p> <p><b>Microtheme 4 due</b></p>
--	M 3-14	<b>Spring Break—classes do not meet</b>
--	W 3-16	<b>Spring Break—classes do not meet</b>

--	F 3-18	<b>Spring Break—classes do not meet</b>
27	M 3-21	<b>Interpretive contexts</b> Read: WA 119-26, “Making Interpretations Plausible”
28	W 3-23	<b>Composing effective paragraphs</b> Read: RFW 50-57, “Build Effective Paragraphs” Review: WA 196-98, “Integrating Quotations into Your Paper”; RFW 469-79, “Integrating Sources” <b>Bring your Essay 1 and two Essay 2 body paragraphs in which you are working with a lens</b>
29	F 3-25	<b>Peer review</b> Review: RFW 35-40, “Make Global Revisions; Then Revise Sentences” <b>Essay 2 Rough Draft due (3 printed copies)</b>
<b>Unit Three: Advancing Analysis through Scholarly Research</b>		
30	M 3-28	<b>Tools for analyzing photographs. Practicing visual analysis.</b> Assign: Photograph Analysis Worksheet <b>Final Essay 2 due</b>
31	W 3-30	<b>Finding an analysis-worthy photograph and analyzing it in context</b> Read: Photo Criteria Checklist (on Canvas); WA 245-46, “Putting an Issue or Question in Context”; RFW 85, “Examining your issue’s social and intellectual contexts” Review: WA 105-106, “Doing 10 on 1: Saying More About Less”
32	F 4-1	<b>Generating inquiry questions</b> Read: Susan Wendell, “The Social Construction of Disability”; “Inquiry Questions” handout (on Canvas) <b>Bring an analysis-worthy photograph from the library databases to class</b>

33	M 4-4	<p><b>Finding productive secondary sources</b></p> <p>Assign: Microtheme 5</p> <p>Read: RFW 420-21, "Conducting Research"; RFW 426-30, "To Locate Articles, Search a Database or Consult a Print Index"; RFW 437-41, "Evaluating Sources"</p> <p>Review: "Genre" (on Canvas)</p> <p><b>Photograph Analysis Worksheet due</b></p>
34	W 4-6	<p><b>Working with secondary sources: the annotated bibliography</b></p> <p>Read: WA 200-203, "What Does Plagiarism Do to the Conversation?" and "Frequently Asked Questions (FAQs) about Plagiarism"; WA 220-27, "The Four Documentation Styles: Similarities and Differences"</p> <p>Review: WA 75-77, "Summary"</p>
35	F 4-8	<p><b>Finding lenses in secondary sources. Using one source to find another.</b></p> <p>Review: WA 17-18, "Notice &amp; Focus (Ranking)"; RFW 437-41, "Evaluating Sources"</p> <p><b>Bring one peer-reviewed source to class</b></p>
36	M 4-11	<p><b>Answering an inquiry question with an evolving thesis</b></p> <p>Assign: Essay 3</p> <p>Read: WA 156-75, "Making a Thesis Evolve"</p> <p>Review: WA 105-106, "Doing 10 on 1"</p> <p><b>Microtheme 5 due</b></p>
37	W 4-13	<p><b>Evolving thesis statement workshop</b></p> <p>Read: Harris, "Taking an Approach" (on Canvas)</p> <p>Review: WA 156-75, "Making a Thesis Evolve"; WA 175-79, "Recognizing and Fixing Weak Thesis Statements"</p> <p><b>Bring an Essay 3 working thesis statement to class</b></p>
38	F 4-15	<p><b>Building outlines. Composing effective paragraphs.</b></p> <p>Read: Williams and Colomb, "Cohesion and Coherence" (On Canvas)</p> <p><b>In-class outlining workshop: Bring all Essay 3 materials to class</b></p>

39	M 4-18	<p><b>Using secondary sources to develop your claim</b></p> <p>Read: WA 186-95, "Six Strategies for Analyzing Sources" (portions are review)</p> <p>Review: WA 156-75, "Making a Thesis Evolve"</p>
40	W 4-20	<p><b>Peer review</b></p> <p><b>Essay 3 rough draft without introduction and conclusion due (3 printed copies)</b></p>
41	F 4-22	<p><b>Getting in, getting out: introductions and conclusions revisited</b></p> <p>Review: WA 243-51, "Introductions and Conclusions Across the Curriculum"</p> <p><b>Essay 3 workshop: Bring Essay 3 introduction, revised working thesis statement, and conclusion (1 printed copy of all)</b></p>
42	M 4-25	<p><b>Polishing Essay 3: final concerns</b></p> <p>Review: Williams and Colomb, "Cohesion and Coherence" (on Canvas)</p>
43	W 4-27	<p><b>Last day! Course conclusion and semester in review.</b></p> <p>Note: You must complete a course evaluation in order to receive graded credit for the semester!</p> <p><b>Final Essay 3 due</b></p>