

# ENG 332: ADVANCED COMPOSITION

## Theme: Stories of Trauma

The University of Southern Mississippi  
Spring 2013

**Instructor:** Dr. Rachel N. Spear  
**Office:** LAB 330  
**Phone:** 601.266.6734  
**Cell:** 225.505.1151 (b/t 9-5, M-F)

**ENG 332 H001 MWF 1-1:50; LAB 201**  
**Email:** rachel.spear@usm.edu  
**Office Hours:** Mon & Wed, 2:30 - 4:30  
& available by appointment

### Course Overview

3 hrs. Prerequisite: ENG 101 and ENG 102. Junior standing. Emphasizes writing, research, and documentation skills needed for professional papers.

### Course Description

Advanced Composition focuses on enhancing students' writing, research, and documentation skills within academic conversations while strengthening rhetorical awareness. This course is themed around "Stories of Trauma," an interdisciplinary emphasis that enables class participants to explore links among writing, trauma, language, and identity. Ranging from connections to education to connections between personal and communal experiences, course readings invite students to consider trauma stories as something other than disaster. By reading, analyzing, and writing in various genres, students will examine rhetorical situations while fostering their writing and critical thinking skills. Students will be expected to write both informal and formal assignments, to engage in sustained writing acts, and to streamline individual interests into a larger research project.

### Course Material

The following are required:

- Goshert's *Entering the Academic Conversation for Research*. (ISBN 0132435977)
- Didion's *The Year of Magical Thinking* (ISBN 9781400078431)
- Filipovic's *The Freedom Writer's Diary: How a Teacher and...* (ISBN 9780385494229)
- Francesco's *Telling: A Memoir of Rape and Recovery* (ISBN 978-0060930769)
- Gubar's *Memoir of a Debulked Woman* (ISBN 978-0393073256)
- A folder to turn in essays/projects, drafts, smaller assignments, etc.
- Regular access to Blackboard to download and print supplemental readings from the course website. (Please go to the "Online Material" section of this syllabus for details of how to access.)
- A means and funds to print out required material, paper drafts, etc.
- A mindful presence – with the material, with yourself, and with all course participants ☺
- A positive attitude, open mind, attentive ears, and respectful tongue ☺
- A willingness to grow as a reader, writer, critical thinker ☺
- Recommended: Lunsford, Andrea. *The Everyday Writer*, 4<sup>th</sup> Ed. New York: Bedford/St. Martin's, 2010

Bring texts and/or supplemental materials to class. We will refer to material(s) during discussions, or you may need material(s) for in-class writing assignments and in-class activities. If you do not have material(s) with you, then you are unprepared for that day, and I will count you as absent, possibly even asking you to leave. Please come prepared.

### Student Learning Outcomes

USM's Composition Program has identified the following learning outcomes, so that at the successful completion of this course, students will have demonstrated their engagement with and improvement in the following areas:

- **Rhetorical Awareness:** Students will learn to adapt their purposes and language uses to meet the expectations of a variety of audiences. By understanding how rhetorical situations influence reading, writing,

speaking, and thinking, students will be able to approach each writing situation as an opportunity to analyze the perspectives and conventions of their audience and apply that analysis in their writing.

- **Genres:** Students will analyze the basic features of a variety of academic, professional, and public genres, and they will be able to select genres appropriate for their writing purpose and audience. Students will also learn how to modify the features of a genre in response to new rhetorical situations, and they will demonstrate their ability to use genres to carry out their purpose and focus.
- **Research:** Students will learn to recognize the different types of research methods and approaches appropriate to a variety of rhetorical situations and academic or professional discourses. Thus, students will be able to adapt their research methods to their writing purposes, and they will learn to incorporate research in their writing more effectively.
- **Craft:** Students should recognize that the credibility and effectiveness of their documents depend on their ability to choose and employ writing conventions—including grammar and mechanics, as well as documentation—appropriate for their audience and purpose. Therefore, students will focus on developing the precision tools available to them for effective communication.
- **Collaboration:** Because writing is a form of social interaction, students will learn to collaborate with others in creating and revising documents, and they will develop a professional approach to working in teams and managing group projects.
- **Technology:** Students will be able to understand and select from a range of technologies to use in any stages of their writing process, from research and invention to editing and publishing. Students will examine technological tools and platforms both as aides in composing and as modes for composing.
- **Revision:** Because an integral part of the revision process is discovering meaning and rethinking rhetorical choices, students will engage in careful, close revision to demonstrate their ability to think critically about their own writing processes and products, as well as the rhetorical situations in which writing takes place.

**Course Online Material**

In addition to readings in the assigned textbooks, a number of required resources and materials will only be available online through Blackboard/WebCT. You can log into the online component of this course by first going to [usm.blackboard.com](http://usm.blackboard.com), and then following the log-in instructions. You will need to have your EMPLID and password (the same information you use to access SOAR and register for classes.) If you have any questions or run into difficulty accessing the Blackboard/WebCT material for this course, please call the iTech Helpdesk at 601-266-4357, or e-mail them at [helpdesk@usm.edu](mailto:helpdesk@usm.edu).

You can also get help as well as specific instructions on how to use various components of Blackboard/WebCT by visiting [http://www.usm.edu/lec/des/students/blackboard\\_student\\_tutorials.php](http://www.usm.edu/lec/des/students/blackboard_student_tutorials.php).

**Course Requirements and Method of Evaluation**

Writing, reading, and thinking are complex processes that take time to develop; they are also closely connected. Thus, we will be doing a lot of each this semester in efforts to enhance skills related to each. This course works with sustained writing, and throughout its progression, you should demonstrate your commitment to learning, to offering sophisticated and constructive support to your peers, to completing the homework and class assignments. In addition, it is important to know, and to accept, that writing and learning are processes. Thus, we will revise our work in efforts to craft our thoughts and hone our writing skills in this advanced composition course – and we will do so as we work on the below major assignments. The following information outlines assignments and grading for this course:

Assignments	Percentages (or Points - Pts)	Space to Record Your Grades
Course Diaries	10% - 10 pts	
Trauma Literacy Narrative	10% - 10 pts	
Story Synthesis (Collaborative) Essay	10% - 10 pts	
Critical and Rhetorical Analysis	15% - 15 pts	
Annotated Bibliography	05% - 05 pts	
Research and Argument Essay	15% - 15 pts	
Audience Assignment/Presentation	10% - 10 pts	
Self-Evaluation and Final Synthesis	15% - 15 pts	
Class Participation	10% - 10 pts	

Grading Scale:

A = 100-90; B = 89-80; C = 79-70; D = 69-60; F = 59 and below

Six (Major) Assignments – General Expectations and Format:

Throughout the course, you will be expected to complete six projects: a literacy narrative, a synthesis, an analysis, an argument, a presentation, and a self-evaluation. If you neglect to turn in any of these, you automatically fail the course. \* Assignments are DUE at the start of that class! If you walk in late, then, unfortunately, your assignment is late with you.\* Specifics: All formal papers should be typed, double-spaced, using 12-font, Times New Roman. In the upper left corner, you should include your name, the course (and section), the date, and (at least) the Project number. All essays should have a title, but please do not waste trees with a title page! ☺ Also, all work should be stapled. (Staples are our friends!) Also, use documentation when appropriate, following MLA format. Please do not email me your assignments (unless you have prior approval), and in these extreme situations, you should keep a receipt of your email for your records. Please note that exact essay assignments will be elaborated in detail throughout the course.

**1) Trauma Literacy Narrative (10 pts) – Due: 01/25**

This genre allows you to interrogate and explore your literacy related to trauma as a topic. You should reflect upon your exposure to trauma within academic settings. You will also explain what you think definitions and kinds of trauma would/could be, in general and in various disciplines. A more detailed assignment will be provided to you during the progression of this course.

**2) Story Synthesis (Collaborative) Essay (10 pts) – Due: 02/18**

This genre prepares you for synthesizing research – while highlighting interviews/stories as research. You will be asked to read several personal stories/interviews related to a specific trauma and synthesize your findings into a focused essay. After, you will then collaborate with peers to further synthesize material and to co-author one essay. A detailed assignment will be provided to you during the progression of this course.

**3) Critical and Rhetorical Analysis (15 pts) – Due: 03/20**

This genre asks you to closely examine the content and the rhetorical situation related to that content. You will have the chance to select a text and critically engage with not just what is said but how it is said. A more detailed assignment will be provided to you during the progression of this course.

**4) Research and Argument Essay (15 pts) – Due: 04/17**

This genre enables you to explore a topic of interest more in depth by researching it extensively. You will evaluate your sources, compile and synthesize your research, and establish your own academic argument. A more detailed assignment will be provided to you during the progression of this course. Related to this assignment, you will be required to turn in an **Annotated Bibliography (05 pts): due 04/08.**

**5) Altered Audience Assignment and Presentation (10 pts) – Due: Week 15**

This assignment has the purpose of strengthening our rhetorical awareness skills, asking us to consider the purpose, the genre, the audience and how all affect the content and how it should be composed. A more detailed assignment will be provided to you during the progression of this course.

**6) Self-Evaluation/Final Synthesis Assignment (15 pts) – Due: TBA**

This assignment asks you to step back and reflect upon the entire course, your writing, thinking, and researching experience. You will be required to synthesize this experience, referring to specifics, and to assess your performance, skills, and participation while selecting an essay that best represents your successes in accomplishing the course’s learning outcomes. You should think about all the assignments, all the “stories of trauma” to which we have been exposed. A detailed assignment will be provided to you.

Course Diaries (10 pts) – Due: 05/01

You will be expected to keep a diary while you take this course. You can engage with the writing, your assignments, your writing process, definitions of trauma, etc. You have some flexibility with what you include in your diary. (This is different from a journal – where I would typically read/check content.) Because of the genre, I will skim and count the entries. You must have at minimum 10 well-developed entries. (However, you should feel free to write as many as you would like.) You should handwrite these in a book; feel free to be as creative as you would like.

## Class Participation (10 pts)

Participation happens in various forms, including, but not limited to, discussing the readings, listening to your peers' analyses and comments, and engaging with in-class and small group assignments. You are expected to come to class ready and willing to participate! ☺ *Also, you do receive credit for participating in peer-review sessions and workshops, and if you are not present (or do not participate or come to class unprepared), then you will receive a 0 for that day.* You want to remain mindful of your preparation before your course, your engagement and discussion during class, your work within group activities and as an individual group member, your participation in peer reviews and workshops, your own preparation for class as reflected on quizzes, your being physically and mindfully present during orientations and conferences, etc. You may be periodically asked to reflect on your participation and to self-assess your participation. This assessment would not be your grade, but would allow us to remain in dialogue about your course participation.

*Note: For program assessment purposes, some final portfolios may be randomly selected for institutional review at the conclusion of the semester. In such cases, portfolios will be collected anonymously from among all available sections. This review is intended solely to improve the quality of the curriculum – and will not affect your grade in any way.*

## Attendance and Assignment (including Late Assignments) Policy

To expand upon the above, coming to class is required, and you are expected to do so. The framework of this course (with its emphasis of class discussion and group work) requires participation, and it is a lot easier to participate if you are here! ☺ **Failure to complete any in-class work** (such as peer reviews, writing assignments, and group work) will result in lowering your grade. Thus, your being absent will affect your grade. In the event that you are absent, it is your responsibility to obtain what you missed. You are allowed three 'free' days (excused or unexcused). However, **on your 4<sup>th</sup> absence, your overall grade drops 10 points** and will continue to drop 10 points per day for each additional absence. \* **AND on your 6<sup>th</sup> absence, you automatically fail the course.** \*\*\* Also, please note that very late arrivals and very early departures will be counted as absences, as will coming to class unprepared.

Notes: **Mandatory conferences** may be held at least once during class time. Missing will result in TWO absences. Again, **I do not allow in-class assignments or quizzes to be made-up.** You must be there to receive credit. And again, **I do not accept assignments via email**, unless you have prior approval and unless it's an extreme situation. Also, **late assignments** will also affect your grade (unless you have pre-arranged an extension due to a personal *and severe* matter prior the deadline and when possible, at least 2 days before its due date). If no extension was prearranged, then generally speaking, assignments will drop 10 points for each day they are late. And again, I stress that assignments are due at the start of class, not 1 minute after class starts. If you are late, then so is your assignment – to be fair to all. And again, **if you fail to submit any of the formal essays, you automatically fail the course.**

## **General Expectations**

### Academic Honesty and Policy on Plagiarism

You are expected to abide by USM's policy on **plagiarism**. All members of the academic community at USM are expected to take responsibility for academic honesty and integrity: <http://www.usm.edu/institutional-policies/061701-academic-dishonesty>. Plagiarism – the willful copying/presenting of another person's work as if it were your own – and other forms of cheating are unacceptable. As a basic and ethical, **do not plagiarize ANY assignment, written, visual, or oral** – formal projects, drafts, journal posts, in-class writings, presentations, etc. Give credit where credit is due (with ideas, words, images, etc.), and do your own original thinking, writing, responding. **This course cares what YOU think.**

All plagiarism cases will be reported and will be handled appropriately. The penalties for such behavior can include being failed for the course and in some cases even expulsion from the university. Some examples of plagiarism may include, but are not limited to, the following: passing off others' analyses as your own, neglecting to attribute to the original source, and auto-plagiarism (or *your* previous work). Your assignments for this course should be *your original work for this course*. If I find, or suspect, plagiarism, I am obligated to report it, and the guilty party will face the appropriate consequences. Thus, cite! AND you should even cite when you write your drafts and journal entries! Improper documentation in any assignment may be considered plagiarism. If you have any doubts as to what constitutes plagiarism, refer to your student handbook for USM policies on Academic Honesty, or come talk to me. ☺

\* *Plagiarism, of any sort, will result in a zero on assignment at minimum, will be reported, and will receive any additional, appropriate consequence deemed necessary (i.e., failing the course, being removed from the university).*

### **Preparation and Classroom Protocol**

You are expected to **arrive to class on time with all required materials** and to **participate intellectually, critically, and respectfully**. In addition to completing reading and writing assignments, preparing for class means being ready to discuss and intelligently question issues raised by the material. This does not mean, however, that you must master the material. On the contrary, learning is a process, and we will grow and learn as a community and as individuals. Thus, **be prepared to discuss the reading**; you may want to take marginal notes, to jot down key points or what you found puzzling, aggravating, or thought-provoking. In other words, **you should always have something to say** – points and/or questions. Remember, much of your grade in this course will be determined by how much you improve, so there's really no such thing as a silly question, provided that you ask it in the spirit of honest inquiry.

Please note that this course relies on class discussions, peer review, and constructive feedback, and **you are expected to participate and to be respectful at all times**. In addition, misuse of electronics will not be tolerated. I refuse to ban these without reason – as they are not the problem – but how, when, where, and why they are used can be disruptive and hinder learning. Thus, think of your role as a student. **Your cell phone must be turned to silent and stored away** (or off or left at home, if you are easily tempted). No texting. No facebooking. However, you may have your laptop, if needed and if used appropriately (i.e., to take notes, for group activities). Do not abuse this privilege. **The first inappropriate use of laptop/wireless will result in banning this privilege for ALL for the rest of the semester**. You do not want to be that person. (I am serious!) Also, **no food is allowed in class** (due to being considerate of others). Drinks (without an odor and with proper lids) are ok if you properly dispose of your waste. Generally speaking, **any form of inappropriate and/or distracting behavior will not be tolerated** (i.e., newspaper reading, sleeping, private conversations.) If necessary, I may ask you to leave, and/or you will be counted as absent.

### **Campus Vision, Mission, and Values**

You are joining a campus with a certain statement related to campus vision, mission, and values, and you are expected to uphold your part. USM aims to engage and empower individuals and to transform lives and communities through research, actions, and presence. Its mission is to cultivate intellectual development and creativity through generation, dissemination, application, and preservation of knowledge. Also, it values personal well-being; well-read, articulate, creative and critical thinkers; innovations that evolve with a changing world. Furthermore, it encourages civic responsibility, integrity, diversity, and ethical behavior: <http://www.usm.edu/about/vision/vision-mission-values>.

## **Services and Resources**

Yourself, your campus, and me!

First, **you are your own resource!** It sounds corny. But college is your job, *your* learning process. It will prepare you for *your* future goals, career, if you let it. Thus, you should work towards developing skills that will translate to other disciplines, other objectives while you also work towards becoming more self-aware. This may mean that you will have to learn how to study, how to manage your time better, how to plan ahead...in short, learn how you learn.

USM has a **Student Success Center (ULC)**, which is good to know! This free Center is to help you succeed and make at college. I encourage you to use it! Visit their website for details: <http://www.usm.edu/success/about-us>.

There is a **Writing Center** with peer readers. This free program is available to all student writers at USM. It offers one-on-one help with any type of writing project and at any stage of the writing process. It is located in Cook Library 112. For more info, and to make an appointment, visit the following website: <http://www.usm.edu/writing-center>. Phone: 601-266-4821. This Center is important in this course design; be sure to plan ahead and utilize this resource. ☺

USM also offers a **Speaking Center**, with consultations at no cost to all students, faculty, and staff. The center is available for advice on all types of oral communication—formal individual presentations, group presentations, class discussion, class debates, interviews, campus speeches, etc. Tutors at the Speaking Center will work with you on brainstorming, organizing and outlining, editing and revising, and practicing delivery. The center has several practice rooms for recording presentations and practicing with delivery aids (such as PowerPoint and internet). It is located in Cook Library 117. For more information, call (601-266-4965) or visit the website at [www.usm.edu/speakingcenter](http://www.usm.edu/speakingcenter).

The **Cook Library**, in general, is a helpful resource for research, computers, and space for group activities: <http://lib.usm.edu/>. You can even rent out a laptop to write your essays! ☺

**ADA Notice** (Accommodations for Students with Special Needs): USM is committed to equal educational opportunities and offers reasonable accommodations for students who have documented disabilities. Please work with the **Office for Disability Accommodations** to make appropriate arrangements, providing me with documentation, within the first two weeks of the semester: <http://www.usm.edu/disability-accommodations>. If you think you have a disability that qualifies under the Americans with Disabilities Act and requires accommodations, you should contact the Office of Support Services for information at Southern Station, Box 8586, tel/TTY: 601-266-5024; Fax: 601-266-6331.

USM strives to ensure quality services for students, promoting sound mental health and skills for successful pursuit of educational and personal goals; USM does not tolerate violence or harassment. If you experience an emergency, are feeling harassed, or need assistance of this nature, you should **call 911** or contact the **Student Counseling Services** (601-266-4829): <http://www.usm.edu/student-counseling-services>. There are a number of available **resources**, including after hours **mental health emergencies (601-606-4357)** and **campus police (601-266-4986)**.

Lastly, **I am here to help!** I will look at drafts almost any time. (This does not mean I will pre-grade drafts, but we can discuss your writing process. However, I *will not* look at a major paper the day before it is due – as you should have managed your time more wisely and should have been engaged in an *extended* writing process.) **Notes:** The best way to get in touch with me is **email**; I check it frequently. However, you should work on assignments in advance and plan accordingly – as I do not check email at all hours of the day ☺ To be specific, I will check email up until 6pm Sundays-Thursdays and up until 4pm on Fridays. Also, you have my **cell**; use it during designated times and when necessary. Please be responsible and respectful. And you are (of course) *always* welcome to visit my **office** during office hours, to make appointments within and outside these hours, or to take your chances and just drop by! ☺

*\*\*\* If you have questions or suggestions throughout the course, please let me know. I invite any and all feedback. \*\*\**

## Fall 2012 Important Dates\*

Martin Luther King Holiday: Monday, January 21  
Last Day to Drop Full-Semester Classes without Financial Penalty: Wednesday, January 28  
Mardi Gras Holiday: Monday, February 11 – Tuesday, February 12  
Last Day to Drop Full-Semester Classes without Academic Penalty: Wednesday, February 27  
Spring Break: Monday, March 11 – Friday, March 15  
Good Friday Holiday: Friday, March 29  
Last Day to Process an Add/Drop/Withdraw Form: Wednesday, April 24  
Last Day of Classes: Friday, May 3

## Tentative Course Schedule of Assignments

A tentative schedule is below with the disclaimer that this is subject to change, in any way, as the course progresses. I will update you with changes, additions, deletions accordingly. It is your responsibility to be aware of any change.

W1	14-Jan	Intro to Class, Assignments, Expectations, Stories of Trauma, and Role of Diary
	16-Jan	Read <i>Freedom Writers</i> (FW), the Foreword and pgs. 1-50
	18-Jan	Read <i>FW</i> , pgs. 63-111
W2	21-Jan	MLK Day – NO CLASS. Enjoy the holiday!!
	23-Jan	Read <i>FW</i> , pgs. 139-182; 221-222; 272-277; Read Gorrell's "Teaching Empathy through Ecphrastic Poetry" (Supplemental on BB) Tentative - Movie Night for this week
	25-Jan	Read Tal's Intro on Trauma Lit (Supplemental on BB); Read Probst's "Difficult Days; Difficult

- Texts” (Supplemental on BB)  
Due: Trauma Literacy Narrative Essay
- W3
- 28-Jan Read Felman’s “Education and Crisis...” (Supplemental on BB)
- 30-Jan Read Goshert’s Ch. 1 (p.9-20); Read Goshert’s pgs. 57-65
- 01-Feb Read Nelson’s “Warriors with Words” (Supplemental reading on BB); Read Chris Rose’s Letter from *1 Dead in the Attic* (Supplemental reading on BB); In-Class Discussion on Katrina and interviews as research  
Note: By next Wed, you should read at least 3 interviews from the HURRICANE KATRINA project, located at USM’s Center for Oral History and Cultural Heritage: <http://www.usm.edu/oral-history/projects>. \* Also, you will want to copy these stories for your benefit and future reference.
- W4
- 04-Feb Read Goshert’s Ch. 2 (21-34); Read portion of Goshert’s Ch. 3 (35-38)  
Due: On a sheet of paper begin your thinking for your next writing assignment by typing out bullets that list your “knowledge base” related to Katrina (broadly speaking).
- 06-Feb Read your selected Katrina interviews; Read Goshert’s pgs. 196-201 and 323-324  
Due: Bring your copied interviews to class for an in-class activity on summarizing. Also, we will create our groups today in class for the co-authoring portion of this assignment.
- 08-Feb **In-Class Peer Review Day** of Individual Synthesis Essay  
Due: A complete draft of Synthesis Essay. Come to class with ONE copy printed out AND upload this same draft to Blackboard for me!
- W5
- 11-Feb **Mardi Gras Holiday – No Class**
- 13-Feb Focus and Revision Day. Meet with your groups, exchange essays and establish commonalities amongst the essays/themes within the research (or stories); identify these and begin to solidify your group claims for a collaborated essay. You should use today to establish a “plan” for this project. Treat your meeting like a “business meeting” noting the time started, time ended, and taking notes. You should designate “jobs” for each member in order to finalize your co-authored essay by the deadline. You should co-author a business letter to me (in the genre of an official letter), explaining how your “business meeting” with your peers went, who is doing what, what information from each essay you intend to use, the choices and decisions that your group made, etc. Submit this to me upon its completion via Blackboard. (Each group will submit one letter.)
- 15-Feb Meet as a group with your portion of the collaborated essay/project. Use today to finalize the writing and to revise and polish. To work on the revision process, you should have someone read it out loud while other group members take notes (as to what works/what does not). You should then go sentence-by-sentence to check content/flow/grammar. You will submit your group’s notes with your finalized, polished, co-authored essay on Monday.
- W6
- 18-Feb Read Goshert’s pgs. 202-223; We will discuss trauma and (individual/social) perceptions today  
Due: Katrina Story/ Co-Authored **Synthesis Essay**
- 20-Feb Read Didion, pgs. 1-82
- 22-Feb Read Didion, 83-158
- W7
- 25-Feb Read Didion, 159-227
- 27-Feb Read Stanley’s “The Female Voice in Illness” (Supplemental on BB); Read Holmes’s “Get Real: Violence in Popular Culture...” (Supplemental on BB)

- W8
- 01-Mar Read Marstead's *About My Hair* (Supplemental on BB)
  - 04-Mar Read Gubar, pgs. 1-57
  - 06-Mar Read Gubar, pgs.58-127  
Due: Decide what you would like to critically analyze by today. Have it written before class.
  - 08-Mar Read Gubar, pgs. 128-199; You can finish text on your own over the break ☺  
Due: Bring a typed outline of your analysis to today's class.
- W9
- 11-Mar **Spring Break – NO CLASS – Be safe and have fun!**
  - 13-Mar **Spring Break – NO CLASS – Be safe and have fun!**
  - 15-Mar **Spring Break – NO CLASS – Be safe and have fun!**
- W10
- 18-Mar In-Class Peer Review Day  
Due: A complete draft of Critical Analysis Essay. Come to class with ONE copy printed out AND upload this same draft to Blackboard for me! \*Also, bring your Goshert text; we will use 223-4.
  - 20-Mar Read After Shock's Death and Abuse poems (Supplemental reading on BB)  
Due: **Critical and Rhetorical Analysis Essay**
  - 22-Mar Read Goshert's Ch.4 (70-90), on developing research questions; Read Allison's extract from Two or Three Things I Know for Sure (Supplemental on BB)  
Due by the end of today's class time: Post on Blackboard a well-developed list of research questions obtained from our trauma texts. Do this by the end of class.
- W11
- 25-Mar Read DeSalvo's "Writing as a Way of Healing" (Supplemental on BB); Julier's "Voices from the Line: The Clothesline Project as Healing Text" (Supplemental on BB)
  - 27-Mar Read Francesco, pgs. 1-68  
Note: You want to be thinking about your research question. You do not want the deadline to sneak up on you! Make sure you are interested in your topic; this makes research fun!!
- W12
- 29-Mar **Good Friday – Happy Easter!**
  - 01-Apr Read Francesco, pgs. 69-120  
Due: Turn in a typed sheet, identifying 3 research questions; have your one topic selected/bolded.
  - 03-Apr Read Francesco, pgs. 121-163  
Note: Start researching your trauma issue/topic by today. You need 5 sources!!
- W13
- 05-Apr Read Francesco, pgs. 164-222; Read Goshert's pgs. 237-249 (on proposals and annotated bibs); We will go over Annotated Bibliographies today
  - 08-Apr Read Goshert's Ch. 12 (305-332), on the formal research essay  
Due: Typed Annotated Bibliography.
  - 10-Apr Read Goshert's pgs. 120-135; 139-140, on integrating sources and avoiding plagiarism  
Due: One-page explanation of the issue/topic, aka "the academic conversation."
- W14
- 12-Apr No reading for today. We will go over oral communication skills in preparation for presentations.  
Keep researching and writing.
  - 15-Apr **In-Class Peer Review Day;** Read Goshert's pgs. 332-335

Due: Have a complete draft of your essay for today. Come to class with your textbook; we will use pg. 335. Reminder: Do not forget to include works cited page! (Refer to Goshert's Ch.7)

17-Apr Discuss of academic and professional mediums, purposes, audiences; Introduction of presentation and altered medium/audience assignment.

Due: **Research and Argument Essay**

19-Apr **Student Conferences**

DUE: Come to the conference with a game plan related to your final project.

W15

22-Apr **Student Conferences**

DUE: Come to the conference with a game plan related to your final project.

24-Apr **In-Class Presentations** of Altered Audience Assignment.

26-Apr **In-Class Presentations** of Altered Audience Assignment.

W16

29-Apr **In-Class Presentations** of Altered Audience Assignment.

01-May In-Class Peer Review of Self-Evaluation and Final Synthesis Assignment

Due: Submit your class **course diaries** today, so you can have these back 😊

03-May Final Day: Wrap up and In-Class Peer Review of Self-Evaluation and Final Synthesis Assignment

**TBA Exam: Self-Evaluation and Final Synthesis Essay Due in lieu of an exam – Due: TBA**

## Some Quotes Just for You:

“Don’t tear up the page and start over again when you write a bad line – try to write your way out of it. Make mistakes and plunge on...”

Writing is a means of discovery.”

- Garrison Keillor

“The only way through pain...is to absorb, probe, understand exactly what it is and what it means.

To close the door on pain is to miss the chance for growth...”

- May Sarton

“But the time comes when the trauma no longer commands the central place in her life”

- Herman (195)

“Writing has helped me heal. Writing has changed my life.

Writing has saved my life.”

- Louise DeSalvo