

Coursework
100 Spring 2014 | Christensen

Weeks 15 & 16 Announcements:

- **Special update (Thur, April 24): All Summary Essay REVISIONS have now been graded.** Please check the grade book in WebAccess for your revised marks for that essay rewrite if you submitted it. Essay revisions are not returned with comments unless there are further issues that need to be addressed before I can re-evaluate it. If you have not received your Summary Essay Revision back from me via email, you may assume that I've accepted the revision as submitted and bumped your grade accordingly for the improved writing work I see in it. Good work all of you!
- For interested students, please see the workshop list below for the final workshops of the term.

[Learning Skills Workshops Weeks 15, 16 & 17](#)

UNIT 4 Summary

This unit will cover the final seven weeks of the course. It will ask you to synthesize and apply all of the rhetorical writing modes you've practiced thus far in the course - summary, analysis and comparative assessment - by applying them altogether in an extended essay assignment that will also require some limited research integrated into your work as well. This unit will also include 2 short, timed, in-course writing exams that will assess your ability to respond to text in a timed setting that asks you to quickly synthesize textual ideas and articulate them in a thesis driven discussion. (You'll need to pass both in order to pass the course). While the unit is meant to be the capstone of the course in terms of what skills it asks you to demonstrate and apply, it is at the same time designed to give you additional practice in those skills as you continue your efforts to once more make a successful transition away from strictly summary-based writing to more critically engaged thesis-driven textual analysis work, much as you did in the last unit.

Unit SLOs (Student Learning Outcomes)

By the end of this unit you should have a clear sense of what it means to examine multiple works side by side, using conclusions you draw from each to help you make key critical assessments about the efficacy of the writing styles and strategies deployed in each. Through a series of reflective and productive (and research-based) writing exercises, you'll practice developing your own complex thesis arguments about multiple texts, culminating in a 8-page research-driven analytical essay at the end of the unit that displays your grasp of the argumentative and research-based essay form.

Week 16 - UNIT 4, continued

Mon, Apr 28:

SUBMIT: First post to Week 16 Discussion Forum [via WebAccess](#) by 9 am

SUBMIT: (handwritten, in class) 10 critical questions you're asking about specific rhetorical strategies you see being used in your book and their relationship to the meaning and subtext of the work

LESSON: Creating "critical questions"

Wed, Apr 30:

SUBMIT: Second post to Week 16 Discussion Forum via [WebAccess](#) by 9 am

LESSON: Creating "critical questions"; Research assignment [Questions](#) response