**WEEK 6**

**Brainstorming, the next major essay**

**Mon. 2/11 - CLASS CANCELED BECAUSE OF SNOW**

**Homework:**

Writing assignment - reflection on last essay, writing process, what helped you and what didn't in terms of class exercises and activities, what you learned about yourself as a writer, and any questions/concerns. What do you want to practice for the next essay?

**Wed. 2/13 - Pivot day and course design**

Decide on next major sequence and type of assignments

Professor Urbanski's prompts OR research essays

Writing exercise - brainstorming or the garbage draft

**Homework:** Type up brainstorming for Friday to workshop in groups on Friday 2/15. Assignment at <https://canvas.uw.edu/courses/1253329/assignments/4501369>

**Fri. 2/15 - Brainstorming, feedback**

Workshop brainstorming draft with groups for 10-15 minutes

**Homework:** Type up 'research proposal' for next Monday. You will use this proposal, refining and adding to it, so that by Wednesday when we have "Library Day," you will have a draft thesis, identified some primary source evidence, know some of the research search terms, and have an overall clear idea of the topic you wish to investigate. Assignment <https://canvas.uw.edu/courses/1253329/assignments/4501372>

**WEEK 7**

**Research, historical fiction, finding and analyzing sources**

**Mon. Feb. 18: HOLIDAY NO CLASS**

**Homework for 2/22:** Identify two sources, one primary and one secondary for Essay 2. Sources for Essay 2 - books.  Searching and identifying using UW Library Catalog, JSTOR, Canvas Course webpage**.** Bring in at least one more new evidence + analysis paragraph OR historical context/setting paragraph to workshop in class.

**Wed. Feb. 20: Library Day**

We will meet in Suzzallo Instruction Room 102 for class from 230 - 320.

The session will be led by history reference librarian Theresa Mudrock. See her library guide page at <http://guides.lib.uw.edu/research/history>

**Fri. Feb. 22: Putting it together – Group editing;** Sample research and historical fiction essays; General discussion; Possibly Academic Toolbox Exercise

**Homework: Draft Essay 2 due February 25 by midnight.** Assignment at <https://canvas.uw.edu/courses/1253329/assignments/4501373>

**WEEK 8**

**CONFERENCES and Peer Reviews with grading rubrics & criteria**

**Mon. Feb. 25th** – In-class editing with writing partner

From Wed. **Feb. 27th through March 1st, we will have "conference week," and NOT have class.**

Instead, we will all meet in groups of 2-4 students to discuss each other's draft essays. I will also be present for each meeting and provide feedback on everyone's essay individually. However, this week is really a chance for you to read and review each other's work and learn from each other. **Conferences replace class, so there will be no class meeting this week.**Note: I may schedule one optional class session this week, like we did last time.We will hold our conference meetings in group study rooms in Suzzallo Library.

**Homework:** Peer reviews, one in-depth and two general reviews

**WEEK 9**

**Bibliographies, intros and conclusions**

**Mon. Mar. 4 - Analytical paragraphs, historical context, characterization**

**Wed. Mar. 6 – Bibliographies**

**Your HSTAM 112 essays are due in lecture**

**Fri. Mar. 8 – Introductions, conclusions**

*Please note: the exact exercises and activities for this week will be decided later.*

**WEEK 10**

**Last week of class, editing and revising**

**Mon. Mar. 11**

**Wed. Mar 13**

**Fri. Mar. 15 - Last Day of Class!**

Course Evaluations

Proof reading? Exam review?

Cookies

**Homework: Essay 2 Final:  due Sunday 3/17 by midnight as an online submission to Canvas course website**

*Please note: the exact exercises and activities for this week will be decided later.*

**ASSIGNMENTS**

***These assignments may be changed slightly depending on your feedback***

[**Writing Exercises - Brainstorming or "The garbage draft"**](https://canvas.uw.edu/courses/1253329/assignments/4501368)

Sequence 2 - Academic history, research, or historical fiction essay Module

**Due** Feb 13 at 3:30pm, no points in-class

[**Writing Exercises - Typing up your brainstorming draft**](https://canvas.uw.edu/courses/1253329/assignments/4501369)

Sequence 2 - Academic history, research, or historical fiction essay Module

**Due** Feb 15 at 2pm; 10 points, homework online

[**Writing Exercises - The Research Proposal**](https://canvas.uw.edu/courses/1253329/assignments/4501372)

Sequence 2 - Academic history, research, or historical fiction essay Module

**Due** Feb 18 at 11:59pm; 10 point, homework online

[**Writing Exercises - Again with the Thesis and Evidence + Analysis**](https://canvas.uw.edu/courses/1253329/assignments/4501376)

[**Writing Exercises - Body Paragraphs**](https://canvas.uw.edu/courses/1253329/assignments/4501375)

[**Writing Exercises - Introductions, Conclusions**](https://canvas.uw.edu/courses/1253329/assignments/4646696)

[**Essay 2 Draft**](https://canvas.uw.edu/courses/1253329/assignments/4501373)

Sequence 2 - Academic history, research, or historical fiction essay Module

**Due** Monday night Feb. 25 at 11:59pm; no points; submitted online

[**Peer Reviews for Essay 2 - due by midnight the day before your conference**](https://canvas.uw.edu/courses/1253329/assignments/4501346)

**Due** starting Feb 27 at 11:59pm through Feb 28 at 11:59pm

10 Points Possible

[**Essay 2 Final**](https://canvas.uw.edu/courses/1253329/assignments/4501377)

Sequence 2 - Academic history, research, or historical fiction essay Module

**Due** Sunday night Mar 17 at 11:59pm; 100 Points

Academic Toolbox: Create a narrative based on reality

Academic Toolbox: Grading essays using a rubric

Academic Toolbox: Note-taking for exams and essays

Academic Toolbox: Time management

Academic Toolbox: Unexpected and planned presentations

**PROFESSOR URBANSKI’S ESSAY 2 PROMPTS**

**ENGL 198 DRAFT due Mon. Feb. 28**

**(Parsed out by Arna)**

**1. Historical/speculative fiction on the Investiture Conflict:**

Pretend that you are a late 11th century polemicist. Write a 5-6 paged polemical essay supporting either Gregory VII’s or Henry IV’s position in the Investiture Conflict. You should cite historical evidence to support the side you choose; but like any polemicist:

* you will want to slant the evidence to support your side and destroy your opposition.
* You will also want to make some theoretical arguments about the proper place of a king and a pope in a Christian world.
* For source materials, use the material in Tierney, Crisis of Church and State, pp. 33-95.
* Like any good medieval author, you will need to cite your authorities (“As Peter Damian has said...,” “as the Anonymous author of York has argued...”, etc.), and be sure to use footnotes when citing your sources.
* (NB: your thesis should express support for either the royalist or papalist side and include some of the reasons why you will present the side you have chosen as the correct one. You should then expand on those reasons in the body of your paper, and explain why the other side is wrong.)

*Definitions for a polemic: “a strong verbal or written attack on someone or something.” And a polemicist is a “person who attacks someone else with written or spoken words. A heated debate is the perfect venue for a polemicist.”*

2. **Historical/speculative fiction on a debate between Roland and Abelard, and their purpose in life, their respective accomplishments, and biggest regrets**

Roland and Abelard meet in the afterlife, have a few drinks, and get into a debate about the meaning of life, their greatest achievements, and their biggest regrets. Write a 5-6 page paper in which you record (in character) what each man says during this debate.

* What does each of them consider to be the ultimate purpose of life,
* how do they think one can achieve that purpose (what actions does each think should be taken and what should be avoided),
* what does each of them count as his greatest achievement, and
* what does each of them regret most?
* Be sure to accurately portray the positions of both Roland and Abelard, to note where they might agree or disagree, and to pull paraphrases and quotes from both texts to support your characterization of their positions.
* (NB: this topic does not require a traditional thesis statement.)

3. **Historical/speculative fiction on life’s little problems in the 12th century**

Help from Heloise. Pretend you are Heloise and are writing an advice column dealing with life’s little problems in the twelfth century. Write both a letter seeking advice from Heloise and Heloise’s response. Topics may include:

* How to decide if the convent is right for you.
* Advice for unwed mothers.
* Should you marry your philosopher/scholar boyfriend?
* Advice to Aud from the Song of Roland on what to do when your husband is killed in battle and you just feel like dying.
* (You can write letters and advice for more than one of these topics. If you have ideas for advice from Heloise on other topics, get approval from your TA.)

4. **Traditional historical academic essay on the depictions of Islam**

Analyze and compare the depictions of Islam and Muslim society in the Song of Roland and the Life of Saint Louis.

* How are Islam and Muslim society portrayed in each source?
* Which portrayal is more accurate, and
* How do you account for the differences in these portrayals?

5. **Traditional historical academic essay on kingship**

Analyze and compare the idealized conceptions of kingship found in the fictional Song of Roland (written c. 1100) and the Life of Saint Louis (written 1309).

* How does the portrayal of Charlemagne compare with the portrayal of Louis IX?
* What do these portrayals reveal about the authors’ criteria for a good king?
* How have the criteria for a good king changed, and what has remained the same?
* How do you account for these differences?