**English 1100: Foundations of College Writing**

**Fall 2020**

**Descriptive Weekly Schedule**

**Block 2: 10/01-11/18**

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| This is a description of Units with suggested readings and activities for GTAs and instructors to use to create their own weekly schedules for the sections of ENGL 1100 they will teach in Fall 2020.  This weekly calendar provides a sample sequence of readings and writing/discussion assignments that correspond to projects described in the departmental standard syllabus. All “Activity Suggestion” sections are addressed to the instructor as ideas to do in class and/or to assign as homework. You should, however, develop day-to-day activities and assignments as you see fit and in response to the unique needs of students in the sections you teach.  **\*NOTE\***  It is a good idea to provide students with a broad sketch of the trajectory of the course (including reading assignments and an indication of when rough and final drafts will likely be due). Because the student population of each class is unique, it is usually most effective to determine day-to-day assignments and activities as you progress through a larger course unit rather than developing and distributing them to students far in advance. You will be better able to judge what your students need as you introduce new assignments and read your students’ work. Please keep in mind that you are teaching a hybrid course that requires 44% of instruction to be online in addition to the face-to-face class meetings. |

**English 1100**

**WEEKLY SCHEDULE**

**Block 2**

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| ***EA*** = *Everyone’s an Author*  ***LS***= *The Little Seagull*  ***PP*** *= Pirate Papers* | ***WK*** *= The War for Kindness*  ***IQ*** *= InQuizitive for Writers*  ***D*** *= Discussions in Canvas* | The readings listed on a particular date, will be discussed that date. Come to class having already read the assignment and ready to discuss it. |

## Overview of Unit 1: Writing to Reflect

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|  | Topics to Cover | Possible Readings | Possible homework/activities |
| Week 1  10/1–10/2 | **Introductions;**  **Course Expectations**  **Assign/Due: Writing Sample & Project 1**  **Writing Process** | ***LS***:“Writing Contexts” (pp. 2-5); “Academic Contexts” (pp. 6-8); “Writing Processes” (pp. 9-16); “Developing Paragraphs” (pp. 17-29); “Personal Narratives” (pp. 58-61)  ***WK***:Review the Introduction and remind students that they need to read the whole book (it is also available on Audible)  \*keep in mind that many students may not have books by the end of the first week. We will supply pdfs of some of these readings on the Blog, but due to copyright rules, we cannot provide more than a chapter from each text. This means students need to get the texts or share with peers. **Do not make hard copies of the readings.** | * A Writing Sample prompt should be assigned and collected by 10/04. ***WK*** could also be used to inform your Writing Sample and P1. * Ask students to reflect on Zaki’s statement: “Empathy’s most important role, though, is to inspire kindness: our tendency to help each other, even at the cost to ourselves” (4). * ***IQ***: Review material available and you may decide to assign specific quizzes or material based on the Writing Samples. * You may want to review <https://everyonesanauthor.tumblr.com/> for ideas * Assign Project 1—this may need to be an informative video online and then have students post questions to DB for discussion in-class the following week. * Get students writing—prewriting may happen this week in or out of class. You may ask for plans, one-page drafts, etc. to hold students accountable to beginning the writing process. You may want to use ***D*** to collect these so students can see what each other is doing or to plan time for students to share their ideas in small groups and get feedback from their peers and you. * You might also ask students to respond to some of the prompts in “Tips for Writing a Personal Narrative” on pp 59-60 of ***LS***. It’s always a good idea to ask them to share their responses with the class—this both holds them responsible for the work and can help them get ideas from each other. * Either as homework or in class, ask students to create an organizational structure for their first project (refer them to “Ways of organizing a personal narrative” on pp 60-61 in ***LS***). |

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| Week 2  10/5–10/9 | **Rhetorical Situation: Context, Exigence, Purpose, Means**  **Inquiry and Reflective Writing**  **Description in Reflective Writing**  **Peer Review**  **Assign: Collaborative Presentations (on *WK*)** | ***EA***:Ch. 1 “Thinking Rhetorically” (pp. 5–17); Ch. 3 “Rhetorical Situations” (pp. 28–34); Ch. 13 “Writing a Narrative” (most of you will use pp. 186–207 & pp. 214-18 & selections of examples on other pages in this chapter)  Examples of narrative writing (like Rebecca Onion’s “What Happened Here?” and “The Athens of Ohio”) that is reflective and makes a point. Examples are on the Blog and in ***EA***. Don’t forget that there is narrative writing within ***WK***.  ***WK***: Ch. 1-4 (you may want to focus on the narrative features in Zaki’s writing as relevant to Project 1 and start thinking about rhetorical analysis for Project 2)  ***PP***: Assign student examples from the Writing to Reflect section. Include specific pages on your schedule.  ***LS***: “Revising” (p. 13); “Editing and Proofreading” (pp 13-15); “Sample Research Paper, MLA Style” (pp. 161-69) *this is for help with formatting—not reading the content of the sample.* | * Hold students accountable for reading, but any discussion about ***WK***should stay focused on summary or focused on writing strategies or choices. Students will be presenting on and leading discussion on ***WK*** in Units 3 and 4, so don’t go beyond making sure they are reading at this point. * ***IQ***: Review material available and you may decide to assign specific quizzes or material. * You may want to use ***PP*** readings as part of a discussion of what students could do to better respond to your P1 guidelines, for demonstrating peer review, for reinforcing the goals of the assignment by applying the rubric. Ask students to use the questions in the “Getting Response” section on page 12 of ***LS*** to provide suggestions for improvement on one or two of the samples from the ***PP***. * **Discuss** **how a “thesis” works in a reflective piece:** how do effective writers create and convey a “main idea” in this type of writing? Unlike more traditional expository writing, reflective writing often doesn’t have a “thesis statement” (although sometimes it does—it depends on the writer’s purposes and goals); rather, the writer will establish a purpose, a main theme, and/or a lens through which the reader can then interpret the narrative details that follow. You might have students read the first couple of paragraphs of the samples of reflective writing you provide and/or those in *Pirate Papers*. How do these beginnings convey a theme, main idea, purpose, or lens of interpretation to the reader? What is that main idea, theme, purpose, or lens? * In-class writing activities focused on skills emphasized in P1; for example, “Show Don’t Tell.” * Use the Model Paper from ***LS*** to review MLA style—help students with how to set up their papers for P1. * Peer Review online: possibly use online class hours for students to complete peer review. This allows students to revise with consideration on their content before spending one day focused on editing. |

## Overview of Unit 2: Writing to Analyze

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|  | Topics to Cover | Possible Readings | Possible homework/activities |
| Week 3  10/12–10/16 | **Summary vs. Analysis**  **Rhetorical Analysis vs.**  **Literary Analysis**  **Project 1 Due by 10/12**  **Assign: Project 2** (if you haven’t already)  ***WK*** **Presentations Start (Groups 1 & 2/Intro-Ch. 3 by end of week)** | ***LS***: “Rhetorical Analyses” (pp 49-53); “Synthesizing Ideas” (pp. 105-07); “Integrating Sources, Avoiding Plagiarism” (pp. 107-18)  Review ***LS***: “MLA Style” (pp. 119-69)  ***EA***: Ch. 14 “Writing Analytically” (pp. 229-55 & if your Project 2 includes visuals to analyze, include pp. 256-61) & (pp. 262-71 and examples of your choosing)  ***PP***: Assign student examples from the Writing to Analyze section. Include specific pages on your schedule.  ***WK***: Ch. 5-epilogue  You may move some of the “presentation” work online—it just depends on how you are setting them up. | * You may have peer review of Project 1 linger into this week, but polished Project 1 is due by 10/12. * **Practice Summary vs. Analysis:** Review “Rhetorical Analyses” from *LS*,W-8b.Using informal writing assignments in class or brief writing for homework, work with students to effectively summarize and analyze. *Please note that this is* not *a literary analysis assignment*. * ***IQ***: Review material available and you may decide to assign specific quizzes or material. * Practice Rhetorical Analysis using short writings, commercials, movie trailers, etc. * In-class or online writing activities focused on skills emphasized in Project 2; for example, “Thinking About Audience and Rhetorical Strategies.” * Students may work with possible selections of texts for Project 2. Get students writing. Prewriting may happen in or out of class. You may ask for proposal to use a text/s, plans, one-page drafts, etc. to hold students accountable to beginning the writing process. You may want to use ***DB*** to collect these so students can see what each other is doing or to plan time for students to share their ideas in small groups and get feedback from their peers and you. * Review submission of project process. * Project 1 Due by 10/12 |
| Week 4  10/19–10/23 | **Rhetorical Analysis**  **Quoting, Paraphrasing, Summarizing, Avoiding Plagiarism**  ***WK*** **Presentations (Groups 3-5/Ch. 4-Epilogue)**  **Post Project 1 response and grade** | ***PP***: Assign student examples from the Writing to Analyze section. Include specific pages on your schedule.  ***EA***: Ch. 26 (pp. 541-62)  Graded Project 1 (returned to students by 10/19)  ***WK***: You may move some of the “presentation” work online—it just depends on how you are setting them up. | * You may want to use ***PP*** readings as part of a discussion of what students could do to better respond to your assignment, for demonstrating peer review, for reinforcing the goals of the assignment by applying the rubric. * ***IQ***: Review material available and you may decide to assign specific quizzes or material. * Ask students to review graded Project 1 by beginning of Week 4. You may want them to reflect on your feedback and the rubric. Maybe ask them to write up their reflection and any questions they have after reading your feedback and how they can use that feedback in drafting Project 2. * Peer Review online: possibly use online class hours for students to complete peer review. This allows students to revise with consideration on their content before spending one day focused on editing. |

## Overview of Unit 3: Writing to Persuade

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|  | Topics to Cover | Possible Readings | Possible homework/activities |
| Week 5  10/26–10/30 | **Persuasive Writing**  **Project 2 Due by 10/26**  **Assign: Project 3** (if you haven’t already)  **Using Rhetoric in Writing**  **Working with Sources** | ***LS*:** “Arguments” (pp. 43-48); “Doing Research”(pp. 90-102); Review “APA Style” (pp. 170-207)  ***EA***: Part V “The Centrality of Argument” (pp. 405-10); Ch. 18 (pp. 411-50); Ch 19 (pp. 451-73)  ***PP***: Assign student examples from the Writing to Persuade section | * ***PP***: Students Reverse Outline sample essay. How is argument constructed? What is missing? * ***IQ***: Review material available and you may decide to assign specific quizzes or material. * Flip Day: working with sources in class. Allow students time to annotate sources and think about how they will critically engage those sources in their writing. * Drafting should happen this week in or out of class. You may ask for one-page drafts, etc. to hold students accountable to beginning the writing process. You may want to use ***DB*** as a way to collect these so students can see what each other is doing or to plan time for students to share their ideas in small groups and get feedback from their peers and you. * Ask students to review graded Project 2 by end of this week. You may want them to reflect on your feedback and the rubric. Maybe ask them to write up their reflection and any questions they have after reading your feedback and how they can use that feedback in drafting Project 3. * Project 2 Due by 10/26 |
| Week 6  11/2–11/6 | **Peer Review**  **Post Project 2 response and grade**  **Assign Portfolio of Revisions and Self-Analytical Letter** | ***LS***: review “APA Style” and proper citations  Graded Project 2 (returned to students by 11/2)  For Portfolio of Revisions: ask students to re-read previous projects with your feedback. | * Using ***PP*** you may want to practice peer review. * Peer Review in class: possibly use two or three online class sessions to divide the focus for peer review. This allows students to revise with consideration on their content before spending one peer review focused on editing/formatting. |

## Overview of Final Portfolio of Revisions & Self-Analytical Letter

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|  | Topics to Cover | Possible Readings | Possible homework/activities |
| Week 7  11/9–11/13 | **Project 3 Due by 11/9**  **Significant Revisions**  **Metacognitive Writing**  **Peer Review**  **Try to get Project 3 handed back by end of week.** | Student Work | * Project 3 Due by 11/9 * Flipped Day: students finish revisions * Hand back Writing Samples from first week and ask students to reflect on their improved writing strategies. * Review Portfolium * Use class time for open workshop and then more structured peer reviews online. |
| Week 8  11/16–11/18 | **Final Portfolio of Revisions and Self-Analytical Writing Due by end of Final Exam time** | **11/16 is the last regular class meeting. Use this for final peer review or workshops.**  **11/18: Finals for MWF sections. Uploads during final exam time.** | * Verify uploads of Portfolio of Revisions and Self-Analytical Letter to University Writing Portfolio |

Grades are due by 8am, December 1.