**English 1100: Foundations of College Writing**

**Fall 2021**

**SAMPLE WEEKLY SCHEDULE**

**Unit 2: Weeks 5-8**

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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 2021.  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\***  While 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), it is recommended that you do not distribute an overly detailed weekly schedule to students. 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 students need as you introduce new assignments and read your students’ work. You may also want to schedule a TBA day to account for potential cancelled classes due to weather.  Please check the revised date in header to be sure you are using the most recent document. |

**English 1100**

**WEEKLY SCHEDULE**

**Unit 2: Weeks 5-8**

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| ***EA*** = *Everyone’s an Author*  ***LS***= *The Little Seagull*  ***PP*** *= Pirate Papers* | ***PYM***= *The Person You Mean to Be*  ***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 2: Weeks 5–8

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|  | Topics to Cover | Possible Readings | Possible homework/activities |
| Week 5  9/20–9/24 | **Summary vs. Analysis**  **Rhetorical Analysis vs.**  **Literary Analysis**  **Assign: Collaborative Presentations (on *PYM*)** | ***LS*** “Rhetorical Analyses” (pp 63-71); “Synthesizing Ideas” (pp. 136-38); “Integrating Sources, Avoiding Plagiarism” (pp. 138-49)  ***EA*** Ch. 14 “Writing Analytically” (pp. 229-55; 262-71)  ***PYM*** Ch. 4-5  Examples of texts for practicing rhetorical analysis. | * ***IQ***: ask students to complete two quizzes on their lowest scored areas from the “Editing the Errors that Matter” diagnostic * Exercise on p. 255 in ***EA*** may help students with analytical skills. * Practice Rhetorical Analysis using short writings, commercials, movie trailers, [Chugh’s Ted Talk](https://www.ted.com/talks/dolly_chugh_how_to_let_go_of_being_a_good_person_and_become_a_better_person?language=en), etc. * Practice collaborative analysis * Get students to think about rhetorical context. Ask students why is context important when analyzing a text? What are questions they can ask about the texts they will use for Project 2 that will help them understand the texts better? |

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| Week 6  9/27–10/01 | Topics to Cover | Possible Readings | Possible homework/activities |
| **Rhetorical Analysis**  **Citations and Formatting**  **Project 1 Feedback**  **Topics in *PYM*** | ***LS*** “Evaluating Sources” (pp. 129-36); “Synthesizing Ideas” (pp. 136-38);  Review APA formatting “APA Style” (pp. 201-31)  ***PP***: Assign student examples from the Writing to Analyze section.  ***PYM*** Ch. 6-7  Graded Project 1 feedback | * Students may work with possible selections of texts for Project 2. Get students writing—prewriting may happen this week in or out of class. You may ask for a proposal to use a particular text/s, plans, one-page drafts, etc. to hold students accountable to beginning the writing process. You may want to use ***D*** 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. * Have students read “Advertisements R Us” in ***EA*** (pp. 276-81) and answer the questions that follow. Follow that discussion up with an exercise in analyzing ads. (You may want to tie this in with the ***PP*** example on analyzing an ad). * Get students thinking about topics in ***PYM*** that resonate with them. Ask them, after reading over half of ***PYM***, what two topics or specific experiences that the author writes about resonate with them and why? * Ask students to review graded Project 1 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 2. |
| Week 7  10/04–10/08 | **Practice Responding to Peers’ Writing**  **Academic Integrity** | Review ***LS*** “Taking Stock & Revising” (pp. 21-23); “Editing and Proofreading” (pp. 23-25); “Integrating Sources, Avoiding Plagiarism” (pp. 138-49); Sample Research Paper, APA Style” (pp. 232-38) *this is for help with formatting—not reading the content of the sample*  [Academic Integrity at ECU](https://osrr.ecu.edu/policies-procedures/)  ***PP***: Assign student examples from the Writing to Analyze section.  ***PYM*** Ch. 8-9 | * 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. * In-class writing activities focused on skills emphasized in Project 2; for example, “Thinking About Audience and Rhetorical Strategies.” * You will want to review Academic Integrity and the process at ECU. Maybe connect this to reviewing “[APA Citation Style, 7th Edition: Student Paper Layout](https://libguides.ecu.edu/c.php?g=982594&p=7105376)” * Ask students what they can do to be sure that they won’t have violations in their Project 2, specifically, how will they avoid plagiarizing? * Students should continue drafting. You may want to do flipped days combined with in-class power conferences; one-on-one conferencing; or workshops on drafts in progress or outlines. |
| Week 8  10/13\*–10/15  \*10/11-10/12 is Fall Break: No Classes | **Rhetorical Analysis**  **Responding to Peers’ Writing**  **Project 2 Due** | ***PP***: Assign student examples from the Writing to Analyze section.  ***LS*** “Taking Stock & Revising” (pp. 21-23); “Editing and Proofreading” (pp. 23-25)  ***PYM*** Ch. 10-11 | * Peer Review in class: possibly use two class sessions to divide the focus for peer review. This allows students to revise with consideration on their content before spending one day focused on editing. * Project 2 Due no later than 10/18 |