**English 1100: Foundations of College Writing**

**Fall 2021**

**SAMPLE WEEKLY SCHEDULE**

**Unit 3–Finals: Weeks 9–Finals**

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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 3: Weeks 9–12**

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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 3: Weeks 9–12

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|  | Topics to Cover | Possible Readings | Possible homework/activities |
| Week 9  10/18–10/22 | **Project 2 Due**  **Persuasive Writing**  **Assign: Project 3**  ***PYM* Group Presentations Due** | ***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 (possibly assign to discuss in Week 10) | * Project 2 Due no later than 10/18 * Allow groups time to work in class to finish their material for posting by 10/22 * Have students reflect on *PYM* and what topics resonated with them. (What ideas, topics, issues do you think of first in response to Project 3?) |
| Week 10  10/25–10/29 | **Persuasive Writing**  **Using Rhetoric in Writing**  **Working with Sources**  **Group Project on *PYM***  **Feedback on Project 2** | ***LS*** “Arguments” (pp. 53-62); “Doing Research”(pp. 116-29)  ***PP***: Assign student examples from the Writing to Persuade section.  Examples of texts for practicing composing with multiple sources.  Graded Project 2 | * 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. * Annotated Bibliographies of sources students will use for Project 3 posted to ***D*** or submitted in Canvas. * ***PP***: Students Reverse Outline sample essay. How is argument constructed? What is missing? * Students respond to Group Discussion questions by 10/28. Allow class time for each group to report or do a gallery walk through the shared material. * 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. |

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| Week 11  11/01–11/05 | Topics to Cover | Possible Readings | Possible homework/activities |
| **Persuasive Writing**  **Working with Sources**  **Review Avoiding Plagiarism / Academic Integrity Review**  **Practice Responding to Peers’ Writing** | Review ***LS*** “Integrating Sources, Avoiding Plagiarism” (pp. 138-49)  ***PP***: Assign student examples from the Writing to Persuade section | * Flip Day: 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*** 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. * ***PP***: Students identify how student writers critically engage with sources. Review introducing quoted material and attribution and citations. You may want to use ***PP*** readings as part of a discussion of what students could do to improve formatting and citations. * In-class writing activities focused on skills emphasized in Project 3; for example, practice signal phrases. * ***PP***: Practice peer review with a sample. |
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|  | Topics to Cover | Possible Readings | Possible homework/activities |
| Week 12  11/08–11/12 | **Responding to Peers’ Writing**  **Project 3 Due** | **Student Work**  ***LS*** “Taking Stock & Revising” (pp. 21-23); “Editing and Proofreading” (pp. 23-25) | * 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 3 Due no later than 11/12 |

**English 1100**

**WEEKLY SCHEDULE**

**Final Portfolio: Weeks 13–Finals**

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Overview of Final Portfolio: Weeks 13–Finals

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|  | Topics to Cover | Possible Readings | | Possible homework/activities | |
| Week 13  11/15–11/19 | **Assign Portfolio of Revisions and Self-Analytical Writing**  **Significant Revisions**  **Metacognitive Writing** | | **Student Work**  For Portfolio of Revisions: ask students to re-read previous projects with your feedback.  Have students review the Portfolio Rubric. | | * Flipped Day: students start on revisions * Hand back Writing Samples from first week and ask students to reflect on their improved writing strategies. |
| Week 14  11/22–11/23\*  \*11/24-11/26 Thanksgiving Break | **Project 3 handed back no later than 11/22** | | **Student Work**  ***PP***: “Section 4: Final Portfolio Cover Letter” and selections to review the self-analytical cover letter | | * Flipped Day: students start on revisions * Use class time for open workshop and then more structured peer reviews. |
| Week 15  11/29–12/03 | **Peer Review** | | Each class meeting this week should be peer review:  11/29: peer review on revision 1  12/01: peer review on revision 2  12/03: peer review on self-analytical letter | | * Review Portfolium * Use each day to do Peer Review of a project of revision and the self-analysis. |

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|  | Topics to Cover | Possible Readings | Possible homework/activities |
| Week 16  12/06\*  \*12/07: No Classes, Reading Day | **Uploading Portfolio of Revisions and Self-Analytical Cover Letter**  **Uploading University Writing Portfolio** | **Student Work** | * Verify uploads to UWPort and Canvas * Prep for one-on-one meetings during Final Exam time. * Portfolio of Revisions with Self Analytical Cover Letter due no later than 12/06 |
| Finals  12/08–12/15 | **One-On-One Mini-Grading Conference with Students** |  | * Use the exam time to meet with students to discuss their portfolio and self-analytical NOT course grade.   You must meet in your assigned classroom during the assigned exam time. |