**English 1100: Foundations of College Writing**

**Fall 2022**

**SAMPLE WEEKLY SCHEDULE**

**Unit 1: Weeks 1-4**

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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 2022.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 1: Weeks 1-4**

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| ***EA*** = *Everyone’s an Author****LS***= *The Little Seagull****PP*** *= Pirate Papers* | ***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: Weeks 1–4

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|  | Topics to Cover | Possible Readings | Possible homework/activities |
| Week 18/22–8/26 | **Introductions;****Course Expectations****Assign/Due: Writing Sample****Writing Process;****Rhetorical Situation****Assign: Project 1**  | You may break up the reading to cover some of it in the following week.***LS***:“Rhetorical Contexts” (pp. 2-5); “Academic Contexts” (pp. 6-8); “Writing Processes” (pp. 17-26) ***EA***:Ch. 1 “Thinking Rhetorically” (pp. 5–17); Ch. 3 “Rhetorical Situations” (pp. 28–34)\*keep in mind that many students will 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 the second-class meeting.TheWriting Sample may inform P1.
* ***IQ***: Review material available and you may decide to assign specific quizzes or material based on the Writing Samples. You should assign “Editing the Errors That Matter (Comprehensive Activity)” to be completed by the end of Week 2.
* You may want to review <https://everyonesanauthor.tumblr.com/> for ideas
* Assign Project 1 by the end of this first week.
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| Week 28/29–9/02 | **Rhetorical Situation: Context, Exigence, Purpose, Means****Inquiry and Reflective Writing** | ***LS***: “Developing Paragraphs” (pp. 27-39); “Personal Narratives” (pp. 80-82)***EA***: 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***. | * ***IQ:*** You may want to assign based on what you learn from the Writing Samples
* 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 81-82 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 page 82 in ***LS***).
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| Week 39/06\*–9/09(\*9/05 State Holiday: No Classes) | **State Holiday on Monday, 9/05: No Classes****Student Writing****Description in Reflective Writing** | ***PP***: Assign student examples from the Writing to Reflect section. Include specific pages on your schedule.***LS***: “Taking Stock and Revising” (p. 21); “Editing and Proofreading” (pp 23-25) | * 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 20 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.”
* Students should continue drafting. You may want to do a flipped day combined with in-class power conferences; one-on-one conferencing; or workshops on drafts in progress or outlines.
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| Week 49/12–9/16 | **Peer Review****Project 1 Due****Assign: Project 2**  | ***PP***: Assign student examples from the Writing to Reflect section. ***LS***: “Sample Research Paper, MLA Style” (pp. 192-200) *this is for help with formatting—not reading the content of the sample.* For P2 prep. ***LS***: “Rhetorical Analyses” (pp 63-71) | * 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.
* Use the Model Paper from ***LS*** to review MLA style—help students with how to set up their papers for P1.
* 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.
* Review submission of project process.
* Project 1 Due by 9/16
* Assign Project 2 by the end of this week or beginning of Week 5.
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