**English 1100: Foundations of College Writing**

**Spring 2021**

**STANDARD WEEKLY SCHEDULE**

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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 Spring 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\*  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.  ***You will need to add InQuizitive exercises where appropriate.*** |

**English 1100**

**WEEKLY SCHEDULE**

**Spring 2021**

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| ***EA*** = *Everyone’s an Author*  ***LS***= *The Little Seagull*  ***WK*** *= The War for Kindness*  ***IQ*** *= InQuizitive for Writers*  ***D*** *= Discussions in Canvas*  ***PP*** *= Pirate Papers* | All deadlines listed are for 5pm unless otherwise stated. You must use Word documents for Project submissions. Projects submitted as Pages, Google Docs, etc. will result in a grade of 0 for that project. |  |

# Unit 1 Writing to Reflect: Weeks 1-4

# Week 1: 1/19–1/22

## Topics Covered

Introductions

Course Expectations

Writing Process

Project 1

## Readings/Activities to Complete

by 1/20: Syllabus and Course Overview Material

by 1/20: Writing Sample Assignment Guidelines

by 1/21: ***LS***:“Writing Contexts” (pp. 2-5); “Writing Processes” (pp. 9-16)

***EA***: Ch. 1 “Thinking Rhetorically” (pp. 5–17)

by 1/21: Project 1 Guidelines

## Required Posts to Discussions in Canvas

by 1/20: Introductions

by 1/21: Specific Questions regarding the Syllabus and Course Overview Material

by 1/22: **Post #1**: In about 50-100 words, describe your writing process from when you get an assignment to when you turn it in. Are you satisfied with your process? What can you specifically do to improve your writing process?

## Assignment/Project Due

by 1/21: Writing Sample

# Week 2: 1/25–1/29

## Topics Covered

Writing Process

Rhetorical Situation: Context, Exigence, Purpose, Means

Inquiry and Reflective Writing

Project 1

## Readings/Activities to Complete

by 1/25: ***LS*** “Personal Narratives” (pp. 58-61)

***EA***: Ch. 3 “Rhetorical Situations” (pp. 28–34);

Ch. 13 “Writing a Narrative” pp. 214-18

Examples pp. 219-223; pp 224-228

by 1/26: ***PP***: “I Came for the Cookies, but Left with a Chip” (pp 19-24)

by 1/27: ***WK***: “Introduction” (pp. 1-16)

## Required Posts to Discussions in Canvas

by 1/27: **Post #2**: What are three specific changes Jordan Thompson could make to their essay “I Came for the Cookies, but Left with a Chip” in *PP* to make it better fit our Project 1 guidelines?

by 1/28: **Post #3**: What specific questions do you have regarding Project 1? In addition, offer your brainstorming answers to these questions:

* What topic/experience do you think you will focus on?
* When you reflect critically about the topic/experience you may select, what possible lessons will your audience learn from what you will write about it?

## Assignment/Project Due

Continue working on Project 1

# Week 3: 2/01–2/05

## Topics Covered

Description in Reflective Writing

Formatting Project 1 in Word

Introduction to Responding to Peers’ Writing/Peer Review

## Readings/Activities to Complete

by 2/01: ***LS*** “Revising” (p. 13);

“Editing and Proofreading” (p. 13-15)

by 2/03: ***LS***: “Sample Research Paper, MLA Style” (pp. 161-69) *this is for help with*

*formatting—not reading the content of the sample.*

by 2/03: Watch “[How to set up MLA Format Paper with Works Cited Page in Microsoft Word](https://youtu.be/bnhksX29HL0)”

by 2/04: ***PP*** “Making History” (pp. 25-28)

by 2/04: ***LS*** “Getting Response” (p. 12)

by 2/04: Instructions for Peer Review Practice using “Making History” (*PP*)

by 2/05: ***WK*** Ch. 1-2

## Required Posts to Discussions in Canvas

by 2/05: **Post #4**: Using “Getting Response” in *LS* (p. 12), write a 50-100 word paragraph providing feedback to Cameron Kiser, author of “Making History” in *PP*. From the list in *LS* on page 12, what three things is Kiser doing well and what 2-3 things should Kiser work on? Based on the rubric for Project 1, what grade would you give Kiser’s project?

## Assignment/Project Due

Continue working on Project 1

# Week 4: 2/08–2/12

## Topics Covered

Responding to Peers’ Writing

## Readings/Activities to Complete

by 2/10: (review) ***LS*** “Revising” (p. 13);

“Editing and Proofreading” (p. 13-15)

by 2/10: Peer Review

## Required Posts to Discussions in Canvas

by 2/08: Complete draft of Project 1 for Peer Review

by 2/10: Following Peer Review instructions, completed Peer Review should be attached in replies to the students you were assigned to Peer Review

by 2/11: **Post #5**: After reading through all your Peer Review feedback, write 50-100 words reflecting on specific revisions and edits you need to make to your Project 1 to make it a more complete and polished draft.

## Assignment/Project Due

by 2/12: Project 1

# Unit 2 Writing to Analyze: Weeks 5-8

# Week 5: 2/15–2/19

## Topics Covered

Summary vs. Analysis

Rhetorical Analysis vs. Literary Analysis

Project 2

Group Project on *The War for Kindness*

## Readings/Activities to Complete

by 2/15: Project 2 Guidelines

by 2/15: ***LS*** “Rhetorical Analyses” (pp 49-53);

“Synthesizing Ideas” (pp. 105-07);

“Integrating Sources, Avoiding Plagiarism” (pp. 107-18)

by 2/17: ***EA*** Ch. 14 “Writing Analytically” (pp. 229-55; 262-71)

by 2/19: ***WK*** Ch. 3-4

## Required Posts to Discussions in Canvas

by 2/16: **Post #6**: What possible issues, topics, or concerns do you have with Project 2?

by 2/18: **Post #7**: Why is context important when analyzing a text? What are questions you can ask about the texts you will use for Project 2 (even if you have not selected those texts yet) that will help you understand the texts better?

## Assignment/Project Due

Continue working on Project 2

# Week 6: 2/22–2/26

## Topics Covered

Rhetorical Analysis

Citations and Formatting

Project 1 Feedback

Topics in *The War for Kindness*

## Readings/Activities to Complete

by 2/22: ***LS*** “Evaluating Sources” (pp. 102-05);

“Synthesizing Ideas” (pp. 105-07)

by 2/23: ***PP*** “Revlon Ad Analysis” (pp. 31-36)

by 2/25: Review APA formatting ***LS*** “APA Style” (pp. 170-207)

by 2/26: ***WK*** Ch. 5-6

## Required Posts to Discussions in Canvas

by 2/24: **Post #8**: What are three specific changes the writer of “Revlon Ad Analysis” in *PP* could make to their essay to make it better fit our Project 2 guidelines?

by 2/26: **Post #9**: After reading over half of *The War for Kindness*, what two topics or specific experiences that Zaki writes about resonate with you and why?

## Assignment/Project Due

by 2/26: Submit a 100-250-word reflection on the feedback you received from me for Project 1. What questions do you have about specific issues related to your writing? How will you use this feedback to help you with Project 2?

Continue working on Project 2

# Week 7: 3/01–3/05

## Topics Covered

Practice Responding to Peers’ Writing

Academic Integrity

## Readings/Activities to Complete

by 3/01: Review ***LS*** “Revising” (p. 13);

“Editing and Proofreading” (p. 13-15)

***LS*** “Integrating Sources, Avoiding Plagiarism” (pp. 107-18)

[Academic Integrity at ECU](../../../Composition/GTA/Fall%202020/1-Orientation/Academic%20Integrity%20Information%202020.pdf)

by 3/03: ***LS*** “Sample Research Paper, APA Style” (pp. 204-07) *this is for help with*

*formatting—not reading the content of the sample.*

by 3/03: Review “[APA Citation Style, 7th Edition: Student Paper Layout](https://libguides.ecu.edu/c.php?g=982594&p=7105376)”

by 3/04: ***PP*** “Rhetorical Analysis of Two Sources on Time Management and Stress in College

Students” (pp. 43-60)

by 3/04: Instructions for Peer Review Practice using “Rhetorical Analysis of Two Sources on Time

Management and Stress in College Students” (*PP*)

by 3/05: ***WK*** Ch. 7-Epilogue

## Required Posts to Discussions in Canvas

by 3/02: **Post #10**: After reviewing how ECU defines violations of Academic Integrity, what can you do to be sure that you won’t have violations in your Project 2, specifically, how will you avoid plagiarizing?

by 3/05: **Post #11**: Using “Getting Response” in *LS* (p. 12), write a 50-100 word paragraph providing feedback to Deepa Ramaswamy, author of “Rhetorical Analysis of Two Sources on Time Management and Stress in College Students” in *PP*. From the list in *LS* on page 12, what three things is Ramaswamy doing well and what 2-3 things should she work on? Based on the rubric for Project 2, what grade would you give Ramaswamy’s project?

## Assignment/Project Due

Continue working on Project 2

# Week 8: 3/08–3/12

## Topics Covered

Responding to Peers’ Writing

## Readings/Activities to Complete

Refer to ***LS*** “Revising” (p. 13) and “Editing and Proofreading” (p. 13-15) to help you with using Peer Review feedback to revise your Project 2.

by 3/10: Peer Review

## Required Posts to Discussions in Canvas

by 3/08: Complete draft of Project 2 for Peer Review

by 3/10: Following Peer Review instructions, completed Peer Review should be attached in replies to the students you were assigned to Peer Review

by 3/11: **Post #12**: After reading through all your Peer Review feedback, write 50-100 words reflecting on specific revisions and edits you need to make to your Project 2 to make it a more complete and polished draft.

## Assignment/Project Due

by 3/12: Project 2

# Unit 3 Writing to Persuade: Weeks 9-12

# Week 9: 3/15–3/19

## Topics Covered

Persuasive Writing

Project 3

## Readings/Activities to Complete

by 3/15: Project 3 Guidelines

by 3/15: ***EA*** Ch. 18 (pp. 411-50)

by 3/17: ***EA*** Ch 19 (pp. 451-73)

## Required Posts to Discussions in Canvas

by 3/17: **Post #13**: What ideas, topics, issues do you think of first in response to Project 3?

## Assignment/Project Due

by 3/19: Group Project on *WK*

Continue working on Project 3

# Week 10: 3/22–3/26

## Topics Covered

Using Rhetoric in Writing

Working with Sources

Feedback on Project 2

## Readings/Activities to Complete

by 3/22: ***LS*** “Arguments” (pp. 43-48);

“Doing Research”(pp. 90-102)

by 3/24: ***PP*** “Immigrant: A Person Who Comes to Line in a Foreign Country” (pp. 85-91)

## Required Posts to Discussions in Canvas

by 3/22: Your group’s response to the group discussion questions you were assigned.

by 3/25: **Post #14**: What are three specific changes Alana Leonard could make to “Immigrant: A Person Who Comes to Line in a Foreign Country” in *PP* so it better fits our Project 3 guidelines?

## Assignment/Project Due

by 3/26: Submit a 100-250-word reflection on the feedback you received from me for Project 2. What questions do you have about specific issues related to your writing? How will you use this feedback to help you with Project 3?

Continue working on Project 3

# Week 11: 3/29–4/01\* (\*4/02 is a State Holiday)

## Topics Covered

Review Avoiding Plagiarism

## Readings/Activities to Complete

by 3/29: ***PP*** “What Can be Done to Prevent the Rise in Tuition?” (pp. 71-78)

by 3/30: Review ***LS*** “Integrating Sources, Avoiding Plagiarism” (pp. 107-18)

## Required Posts to Discussions in Canvas

by 3/29: **Post #15**: Review *PP* pages 71-78. What is Pritts’ argument (summarize it in one sentence or quote his thesis)? What specific moves does Pritts use to persuade his intended audience of his argument? Based on his writing, who is Pritts’ intended audience? If it is not clear to you who it is, what should he have done to make it clear?

## Assignment/Project Due

Continue working on Project 3

# Week 12: 4/05–4/09

## Topics Covered

Responding to Peers’ Writing

## Readings/Activities to Complete

Refer to ***LS*** “Revising” (p. 13) and “Editing and Proofreading” (p. 13-15) to help you with using Peer Review feedback to revise your Project 2.

by 4/07: Peer Review

## Required Posts to Discussions in Canvas

by 4/05: Complete draft of Project 3 for Peer Review

by 4/07: Following Peer Review instructions, completed Peer Review should be attached in replies to the students you were assigned to Peer Review

by 4/08: **Post #16**: After reading through all your Peer Review feedback, write 50-100 words reflecting on specific revisions and edits you need to make to your Project 3 to make it a more complete and polished draft.

## Assignment/Project Due

by 4/09: Project 3

# Final Portfolio of Revisions and Self-Analytical Writing: Weeks 14-Finals

# Week 13: 4/12–4/16

## Topics Covered

Portfolio of Revisions and Self-Analytical Cover Letter

Revisions

## Readings/Activities to Complete

by 4/12: Portfolio of Revisions and Self-Analytical Cover Letter Guidelines

## Required Posts to Discussions in Canvas

by 4/14: **Post #17**: Which two projects will you be revising and what are your plans for revision? In about 100 words, elaborate on and explain the specific revisions you are making to one of your projects. Questions you may want to consider are: Will you be shifting the project to address a different audience? If so, what else is impacted by this revision—tone? word choice? jargon? Are you revising the project to be in a different genre (from a traditional essay to a trade publication to an infographic, for example)? If so, how does this impact the way you cite sources?

## Assignment/Project Due

Continue working on Revisions and Self-Analytical Cover Letter

# Week 14: 4/19–4/23

## Topics Covered

Portfolio of Revisions and Self-Analytical Cover Letter

Revisions

Responding to Peers

## Readings/Activities to Complete

by 4/19: ***PP*** Sample Cover Letters (pp. 93-104)

## Required Posts to Discussions in Canvas

by 4/19: Complete draft of one of your Revisions for Peer Review

by 4/20: **Post #18**: How may your reflections on my feedback and on your writing of projects help you with your Self-Analysis of your writing in your Portfolio of Revisions?

by 4/21: Following Peer Review instructions, completed Peer Review should be attached in replies to the students you were assigned to Peer Review

## Assignment/Project Due

Continue working on Revisions and Self-Analytical Cover Letter

# Week 15: 4/26–4/27

## Topics Covered

Responding to Peers’ Writing

## Readings/Activities to Complete

by 4/27: Peer Review

## Required Posts to Discussions in Canvas

by 4/26: Complete draft of second Revision and Self-Analytical Cover Letter for Peer Review

by 4/27: Following Peer Review instructions, completed Peer Review should be attached in replies to the students you were assigned to Peer Review

## Assignment/Project Due

Continue working on Revisions and Self-Analytical Cover Letter

# Finals: 4/29–5/06

## Topics Covered

Portfolio of Revisions and Self-Analytical Cover Letter

University Writing Portfolio

## Readings/Activities to Complete

by 4/29: set up University Writing Portfolio

## Required Posts to Discussions in Canvas

by 4/29: submit any questions regarding submission procedures for Portfolio of Revisions and Self-Analytical Cover Letter and the University Writing Portfolio.

## Assignment/Project Due

by 4/30: Portfolio of Revisions and Self-Analytical Cover Letter

by 4/30: Submission of one project, its assignment guidelines, and Self-Analytical Cover Letter submitted to University Writing Portfolio in Portfolium