Homework (for students)   In-class suggestions (for professor)

<mark>Note to professors: I can not share this document with you. If you change the document, you will change the template for everyone. However, from the "file" menu, you can download or you can make a copy. Thank you!</mark>

1101 Mainstream Model Course Schedule

<mark>For Professors Only: Please Do not give this to students!</mark>

New York City College of Technology, Department of First Year Writing
*Curriculum design by Carrie Hall and Jacquelyn Blain** *

WELCOME!

Hello and welcome to the 1101 Model course! Below, you will find a schedule for all 30 classes of the semester. For each day, we have suggested homework (we've written it for the day it is assigned, not the day it's due) and in-class activities. Everything here is suggestive only; you're welcome to switch things around as long as they fit with our learning outcomes.

Please feel free to make a calendar to give to students each semester with a synopsis of assignments. At the very least, major due dates (papers, major projects, final portfolio) should be included in your syllabus.

<mark>The model courses are meant for use with all modalities of course– in-person, online synchronous or online asynchronous. You may have to change assignments or activities slightly to fit your assigned modality. Please check the course schedule to clarify what modality you will be teaching in.</mark>

SYLLABUS TEMPLATE

All courses must use the syllabus template. (Please note the syllabi on the Open Lab and Blackboard sites also follow this template. This is a departmental requirement). This is accessible and readable by a screen reader and all policies are compliant with CUNY policies. This template is required for all sections of 1101, whether using the model courses or not.

	Homework (for students)	In-class suggestions (for professor)

COMPOSITION SKILLS SITE

In conjunction with the Writing Center, we have developed a skills site for all writing students, and we would like you to link to it on your website (all cloneable model course sites contain this link already embedded). The site includes clear information on the most common sentence-level issues, as well as info on essay-building processes and help with student success issues like study skills and how-to email a professor. If you have ideas for improvements or new topics, please let us know!

MODEL COURSE HUB

The Model Course Hub (now updated) has resources for faculty teaching the model courses. We have provided samples of student work, teaching materials, and cloneable model course websites on both Open Lab and Blackboard.

OTHER RESOURCES

Please feel free to visit the Office of First Year Writing or the Writing Center for more help and to keep up-to-date with upcoming workshops. We also have a new page, Reading and Writing at City Tech, that has links to ALL programs dealing with literacy at City Tech under one virtual "roof."

I'd also like to direct you to the information on core classroom technologies at the end of this document. This can give you some information on programs that make teaching with technology (both online and in-person) easier. Specifically, I would like to encourage you to use Perusall, an online annotation software. With this program, students can annotate their course texts without printing everything up! Because annotation is key to learning and information retention, this program has proven invaluable. Below, you'll find directions for cloning our version of Perusall. This is especially helpful because all course texts are already uploaded!

You may use any part of this curriculum in your classes at City Tech and elsewhere (please do!) If you reproduce the material from this curriculum elsewhere, please do so with proper attribution (give credit to City Tech and the authors.Thanks!)

	Suggested Homework	*Suggested In-Class Activities*
Day 1	Being a student can be intimidating, confusing, and just plain difficult!	● Go over "What is a Syllabus" slideshow and, after reviewing your own course syllabus, have students fill out the "Syllabus Reflection Worksheet" posted on that same page.

Homework (for students)	In-class suggestions (for professor)

So for these first few days, you get to vent about it! No kidding. Share your concerns with each other. Maybe give each other some advice or just a good old bit of support. Believe me -- instructors have many of the same worries you do, even if we've been teaching for a while. I also promise not to hijack the conversations, either!
 	
Here's what you'll do*:*
 	
1. **PLAY** with the website. You can't break it. Honestly. I've tried. Click around on all the tabs. See what's there! We'll be doing a great deal of work here this semester, so make yourself familiar with the room.
2. **READ/ WATCH:** these two short "Tips" pieces
   ● ["Study Skills" (click the image with the lamp)](#)
   ● ["Transitioning from Remote to In-Person Learning"](#)
3. **WRITE:** a new post: Start with one word that describes how you're feeling about this course as we get started. No need to explain, but you can if you want to.
   ■ Talk about your worries, concerns, reactions to the readings and/or to being an online student... whatever you want to. No censoring... except keep it kind of clean, please ;-). **And**
   ■ Add a picture that means something to you, and explain why you chose it -- why does it mean something to you?
   ■ Check back in and comment on your peers' work!
 	
Note to professors: for online classes, you may want to replace the second reading with ["Zoom Classes"](#) *or* ["Tips for Online Learning"](#)
	● You may also want to ask students to annotate the following comic: [tardy by Lynda Barry,](#) by either drawing or writing notes in the margins. Give them what seems like too much time for the annotation process– ten minutes or so– tell them to doodle, to add frames of their own, to ask questions and so on. Later, discuss the content (which relates to the next unit) as well as the annotation process. Did they learn something by spending so much time with this text?

	Homework (for students)	In-class suggestions (for professor)
Day 2	WRITE: Make a message to your end-of-the-semester self. In this time capsule, I want you to send a message to your end-of-the-semester self about your goals, your hopes for the year, and maybe some pitfalls you feel you might be up against. Please also think about how writing will help you achieve your future goals-- not just for the end of the semester, but beyond. One catch: it can't be just writing-- there have to be some images or sounds in there! Whatever you think will help us get to know you and your experiences better. **You can even make a video. Or record an audio file and link to it. Or draw something and upload the image. Whatever you want.** Remember: we're all about composing in the 21st century, so feel free to do what you think would be interesting for us to see/hear/learn about.	• Go over presentation: Student Success • In-class diagnostic (see appendix)
Day 3	Begin Unit One. **READ:** "How to Read Like a Writer" by Mike Bunn **WRITE:** On the website, write a post of at least 300 words discussing the following questions. You can also post the picture of your notes from the reading in this same post: • In his article, Mike Bunn writes "You are already an author." He's talking to *you*. What do you think he means by this? What are some of the things you write already? (Hint: "Nothing" is not an acceptable answer.) Think of all of the ways you already use words in your everyday life. That's authorship! How will that existing expertise help you in your college reading and writing career? • Was there anything you noticed in Bunn's article that you would like to try to do in your own writing? What, in particular? Please be specific!	See appendix for Unit One Assignment Sheet Note the alternate Unit One assignment–the Language Narrative. it's very similar and is easily substituted, but uses different readings and is a slightly different prompt. Also see the info on the Language Narrative for a list of texts to use with the alternate unit. • Discuss the blog posts from last week. • Any annotation tool (whether Perusall or simply annotating a Google Doc or PDF) can be modeled in class. We suggest doing this with the syllabus and/or the Bunn reading. • Start discussing paragraphs. Watch slideshow on paragraphs HERE (or otherwise discuss what paragraphs are and how to organize them) • Have students write a PIE paragraph about their experiences with education

	Homework (for students)	In-class suggestions (for professor)
Day 4	**READ AND ANNOTATE :** "Maybe I Could Save Myself by Writing" **READ AND ANNOTATE:** "The Fourth of July" by Audre Lorde **WRITE: (250 Words)** So far in this unit, we have read (and heard) three examples from the *genre* of the "education narrative." Your first essay assignment in this class will be to write in this genre yourself. So in this discussion forum, I'd like us to have a conversation about what the features of this genre are. Please discuss some of the following: ● What, from what you've seen so far, are the "ingredients" (also known as "conventions") of the education narrative genre? ● What do you think might be a place to get started with your own education narrative? ● What are your questions or concerns about writing an education narrative of your own? ● If you like, you can also feel free to share an educational experience you had and ask for feedback from your colleagues (and me) to see if we think that might be a solid place to begin writing.	Watch Donovan Livingston's Graduation Speech (Transcript) ● Tell them: While you're reading, have a piece of paper nearby-- write down whatever words stick out to you. Doodle if you want. Just take whatever notes your mind wants to take! ● Donovan Livingston got called "Disruptive, talkative, a distraction," and he turned those words around and made them into his power. What are some things that people think are your weaknesses that you see as strengths? How can you make these characteristics work for you in college and beyond? ● This week, as mentioned above, we really want students to start thinking about the idea of genre. They are now writing in a pretty specific genre: that of the Education Narrative-- and they may have never done this before. So one way to become effective at it is to read (and watch) a number of examples of that specific genre. ● Here is a slideshow on genre that you might show students.
Day 5	● **THINK:** Think of one specific incident that changed your views on education. Picture the scene ● **REVIEW :** Please review the slideshow we watched in class about what paragraphs are. You can find it HERE ● **WRITE:** a blog post of at least two distinct paragraphs describing one specific incident that changed your views on education using Concrete, Significant detail. The incident you described in class will be a great place to start.	● Ask students to remember a specific scene that had an impact on their educational experience (no matter how large or small) That said, it should be SPECIFIC! See Skills site Concrete, Significant Detail ● Watch (and do exercise in) this Lynda Barry video on writing a scene ● This handout describes the steps of Barry's process. ● If time, read this literacy narrative in class. Talk about how the author uses concrete, significant detail!

	Homework (for students)	In-class suggestions (for professor)
Day 6	Many times, students don't know the rules when it comes to writing emails to professors. This isn't their fault! There are so many rules, how could a person keep track? That's why I want you to practice. First, watch this slide show about emailing a professor, and then write me an email either: 1. Asking me a question about Unit 1. This can be a question you have about the assignment or about your essay in particular or 2. Explaining to me how your essay is going. If you have something else you want to talk about, feel free to write about that. These topics are really just there to give you ideas. Do your best to follow all the guidelines given in the handout! If you don't get it right, that's okay, but give it a shot. *(note to professors: like anything, this is a skill that takes a few tries. We suggest assigning this again later in the semester as you see fit, though we haven't specifically fit it into the model course)*	You may want to go over the emailing a professor slide show in class first and have them review the "how-to" sheet at home. One in-class activity you can use to introduce them to ideas of genre conventions as well to the more sophisticated idea of how genres are socially constructed and revised over time is to create a Genre Scavenger Hunt. Set this up by giving the students a list of unfamiliar or odd genres (for example: street art, graphic novels, restaurant menus, wedding invitations). Then tell them that as a group (using break-out rooms), they need to create a document (Google Doc or break-out room whiteboard). Then 1. define what that genre is if they don't know anything about it, 2. have each person go find an example of the genre, add an image or link onto the group document, explain what it is, why it's an example of that genre, and what they find interesting about it. 3. Write a group report about what they found. What makes this a genre, and why someone would make something in this genre
Day 7	**READ AND ANNOTATE:** Shitty First Drafts, Anne Lamott **WRITE:** A Less Shitty First Draft of UNIT ONE. At least 800 words. Pay attention to your paragraphs! Remember that you can use anything we have already written in this unit if you want. All low-stakes assignments are to help you write the major papers!	● Discuss emails to professor– and review emailing guidelines. ● We usually read "Shitty First Drafts" in class, having everyone read a paragraph or so out loud, then discuss. If this part is done in class, it can be removed from homework. ● We review the Unit 1 assignment sheet as a class. What is this asking us to do? ● We then write a SFD for about 8-10 minutes in class. I might even ask students to take a picture and send it to me or hold it up to the camera for a second, if willing-- just proof that it happened. ● If there's time, we can look at a previous student example and critique it as a class, talking about guidelines for peer review and what I am looking for.

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Day 8	**WRITE:** Finish Unit One!	Sadly, you may have to discuss plagiarism, as we've had a number of issues with this recently! See the plagiarism quiz on this page as well. It's very useful. **Peer review.** **See** 1101 Peer Review Handout
Day 9	Unit One Due! Start Unit Two Unit Two Assignment Sheet **READ AND ANNOTATE:** "A Talk to Teachers" by James Baldwin. **WRITE:** Blog Post (at least 300 words) In "A Talk to Teachers," James Baldwin writes: I would try to make [the student] know that just as American history is longer, larger, more various, more beautiful and more terrible than anything anyone has ever said about it, so is the world larger, more daring, more beautiful and more terrible, but principally larger – and that it belongs to him. I would teach him that he doesn't have to be bound by the expediencies of any given administration, any given policy, any given morality; that he has the right and the necessity to examine everything. First of all, what do you think of what James Baldwin was saying? What do you think he means when he says "the world is larger?" Secondly, what do you think you have the "necessity" to examine, or the obligation to learn more about? To put it another way: what	Suggestions for days nine AND ten: ● Discussion of what does (and doesn't) count as research. If you like, you might want to use this research slide show. Or the other resources for research on the skills site ● Also, this might be a good week to have your library visit and/ or to do some research in class ● One quick activity after reading the piece from *Bad Ideas* is to ask students to write for 5-7 minutes about their experiences doing research projects, then sharing those experiences in small groups or break-out rooms and deciding on which story/experience they would like to share with the whole class when you reconvene.

	Homework (for students)	In-class suggestions (for professor)
	do you wish had been taught to you in school that wasn't? Why do you want to know about these topics?	
Day 10	**READ AND ANNOTATE:** "Research Starts with a Thesis Statement" from ***Bad Ideas about Writing***

READ AND ANNOTATE: "Schools are Killing Curiosity" from *The Guardian*

WRITE: Blog Post (at least 300 words):
    What is something you were interested in when you were a kid? Are you still interested in that topic? How did asking questions help you learn more about that topic?

    If so, how has your curiosity changed and grown over the years? And what role did the educational system play in your curiosity (good or bad)?

    If you are not interested in this topic anymore, what do you think happened to that interest? Do you remember the specific time you LOST interest? What did you become interested in instead (and why?)

THINK: Start thinking about a topic you are interested in, something you might want to know more about. This can be something heavy, like police brutality, or it can be something that seems on the surface more light-hearted, like ballet. The only criteria is that you are actually curious about it.

This may seem like strange advice, but it can be helpful to go for a walk and think about topics you'd like to write about. Come home and jot down a few notes. By (***day 11***) you will be expected to have some idea of a topic you'd like to research, even if it's a bit vague. | ● See suggestions above |

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Day 11	**WRITE**: Write a blog post (at least 400 words) in which you introduce your research question. You may find your topic anywhere-- from Unit One to the blog posts we wrote last week, to your peers' blog posts! (It's really okay if two people write about the same topic-- I promise you.) What is important here-- and I can't stress this enough-- is that you research something you *want* to know more about, not something you think you already know the answer to. You may be curious to know why there are so few African American ballerinas in major companies, or you may want to know how much "housing projects" have changed in New York since James Baldwin wrote "A Talk to Teachers" in 1963, or you may want to know what we really learn from playing computer games. Just be curious. REMEMBER YOU MUST GET YOUR TOPIC APPROVED BY ME! Write it in question form (it can't be a yes-or-no question, though) You *must* cover all of the questions in bold: ● **Why are you interested in this question?** (Feel free to talk about your own personal experience with the topic, or to tell an anecdote about your experience with this subject matter) ● **What do you expect to find in your research?** (*Why* do you expect to find this?) ● **What will you do if you find information that goes completely against what you had expected to find?** (Will you throw it out? Will you write about it anyway? Will you challenge your own assumptions?) Spend some time on this-- *because this will serve as the first draft of the introduction for your annotated bibliography!*	It will be very useful to narrow down broad topics to guided research questions. The best way I've found to do this is through the KWL+ rubric. (see KWL+ worksheet in appendix). Students can start with a general question or topic and then they go through the process of figuring out what they know and want to know about that topic. They spend 10-15 minutes doing internet research on their phones, then write down what they've learned and what they still want to know. That "still want to know" question often becomes the driving question for research.

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Day 12	*Note to instructors: Please try to comment on at least one source entry per student. That said, you only **need** to provide feedback on one source entry per student. This is just to make sure they're doing it correctly.* *For peer review, you may want to put students into "affinity groups," that is groups with similar topics so the students can give each other suggestions and feedback before the draft is due. They can also share resources that they can use for Unit 3.* **WRITE:** First source entry! Post on website. Make sure you have at least one "quote sandwich" in there. Remember to introduce, explain and analyze your quote!	● You will want to go over the Source Entry handout (from the Annotated Bibliography Road Map) as well as previous student examples of source entries (the office of FYW can provide these. If you have good examples from previous semesters, please send them to me at chall@citytech.cuny.edu) ● I very strongly suggest that you go over putting together a source entry together. You might begin by looking at this slide show on the reflective annotated bibliography and then pick a topic at random and model, as a class, writing a source entry together. We have also provided some examples of source entries here.
Day 13	**READ AND ANNOTATE:** "Navigating Genres" by Kerry Dirk **WRITE:** Write a blog post of at least 300 words answering the following questions: ● What are some genres that you feel you know well? How did you learn them? What are their common rhetorical features? ● What genres do you think might give you good information for Unit 2? What is it in particular about those genres that make them good potential sources for your topic? **GATHER**: More sources!	In small groups, discuss what genres you know well and how you learned these genres. How can you use this ability to learn to acquire new writing genres for school? As a group, write some advice (or make a video-- write it in whatever genre you like) for a high school senior who is afraid of writing classes in college-- share with them how you've learned to build on what you already know. Talk about the RAB as a genre. This is a strange format, but what are some similar genres that happen in workplaces or academia? (research reports for teams, annotated bibliographies in general, lit reviews) MID-SEMESTER REFLECTION
Day 14	**READ AND ANNOTATE:** Graff & Birkenstein, "Chapter 3: As He Himself Puts It - The Art of Quoting" **WRITE**: Your second "Source Entry" Draft. Post on website. Make sure you have at least one "quote sandwich" in there. Use	In breakout groups of 2 or 3, have students read each other's intros and source entries. ● Are they fulfilling the RAB "Road Map" Requirements? How are they doing with quoting? More importantly--

	Homework (for students)	In-class suggestions (for professor)
	Graff & Birkenstein to help you set it up: remember to introduce, explain and analyze your quote (OR QUOTES)!	what are you as a reader curious about? Is there something more about this source (or topic) you want to know? Where might they look for their final source? ● Readers may also want to give their colleagues feedback about organization. Does this writing make sense? Are these paragraphs, well, paragraphs--or are they all over the place? Could the writer make it more readable in any way?
Day 15	**WRITE**: Final Source entry **WRITE:** Conclusion (at least 400 words). For your conclusion: ● You will summarize what you found in your research ● You will tell readers what surprised you, or how your understanding of your question deepened or changed. (Spoiler: if the answer is "not at all", you did not do enough research.) ● You will explain why what you learned is important ● You will explain who you think needs to know about it and why (Another spoiler: be specific! The answer can *not* be "everyone." That is too big of an audience. Narrow it down to who needs to hear about it *first!*)	● Look at "Clean Up Your Mess" (visualmess.com) together in class, have them answer the following questions on a Padlet or Google Docs wall: ● Questions: What are your pet peeves about reading online (or even off)-- I'm not talking about the meaning of the words here, I'm talking about the layout and design. What makes a website "messy?" ● How will it help you as a writer and a communicator to think about clean design in your own writing? What are a few simple things you can do right now to clean up your presentation for Unit Two? *Note: this may seem a little extra, especially at this point in the semester when time is so tight, but I have found this exercise invaluable! When students think about the actual physical experience others have of reading their writing, it changes the way they write!*
Day 16	'WRITE: compile your bibliography, put it together into a document. **Post rough draft of annotated bibliography on the website.** Look over your peers' RAB's as well as the examples your professors have provided. What are you missing? What could you add to make this more cohesive as a document? **Remember, even though you've been putting the ingredients together a little at a time, you need to put everything together as one document so we have everything in one place!**	● As a class, review Unit Two assignment sheet. Do you have everything you need to finish? ● Have students read the plans they wrote to improve their writing process at the end of Unit Two. "How well did you do? Your Unit is due the week after we get back from Spring Break. If you're feeling behind, what can you do now?" ● This might be a good time to review the revision slideshow HERE

	Homework (for students)	In-class suggestions (for professor)
	WRITE: Along with your annotated bibliography RD, you will post a quick note at the end addressing the following question: **This is how I feel about the project so far:** how I think it's going, what problems I'm having, what I think is working, and what I think I need help with, what I'm proud of, etc.	● This is a good time to discuss citation. ● Show students examples of full finished Unit Two assignments (Office of FYW can provide these).
Day 17	Final Draft RAB (make it look good!)	Do an in-class peer review session for the complete draft but the main focus should be on completeness of content/information and whether the student has followed the instructions about compiling a single document. Since the Conclusion is new, the students should use the DePeter list to start the conversation about the conclusion: ● I liked ( ) because ... ● I got this from reading your work: ● I found this part interesting ( ) because... ● I got confused here ( ) because... ● I wanted to know more about because... This doesn't have to be anonymous since it's mostly a process check. Each group should be no more than 3 students since the documents are fairly long for this unit. As a follow-up, each student should write a Comment at the end of their document explaining what their group has noticed and their plan for revision.
Day 18	Unit Two Due. Start Unit Three! Link to Unit Three Assignment Sheet **READ and ANNOTATE**: "Annoying Ways People Use Sources" by Kyle Stedman:	● The focus is on finishing up Unit Two and making the transition to Unit Three. It's good to think about the transition to Unit 3 with the following reflection prompt: At the end of Unit 2, you decided who you thought needed to hear about your research. Who was that?

	WRITE: Just as a little spoiler, you should know that the things that annoy Kyle Stedman are not really particular to him. In general, these are things worth avoiding in your writing, though some conventions may vary, as Stedman himself points out, from genre to genre. Please write a two-part response after reading Stedman's article 1. (approx 150 words) What did you learn from reading this? Anything new? What questions or comments do you have on how to use sources? 2. (150-200 words) Write a paragraph for your intended audience for Unit 3 using one of your "quotables" from Unit 2 in that paragraph. Keep Stedman's guidelines in mind while writing this paragraph. Be kind to your audience! Try not to lose them by the side of the road!	Do you need to narrow that down a bit? What genre do you think is best to reach that audience? ● As a class, look over the assignment sheet for Unit 3. You can show examples of past Unit 3 assignments (these can be provided to you by the FYW dept) as well as published examples of writing that has come out of good research. Make sure to show a wide range of genres. ● Students can start to ask questions about Unit 3 here.
Day 19	Throughout the semester, we've seen people talking about (for example) education in a variety of different genres. In each of these instances, the author is trying to reach a different audience and they pick the genre that will best speak to that audience. Think about Lynda Barry's comic or James Baldwin's speech, or Jamila Lyiscott's poem. These are all different genres. Why might one write in any of these genres? Who do these genres reach? In this unit, you'll be writing about the topic you researched in Unit 2 for an audience of your choosing-- so now it's time to think about what genre you think will best reach *your* audience! **WRITE:** You will need to write a proposal of at least 200 words outlining what you plan to do for Unit 3. Post to website. This proposal should tell us: ● A 1-2 sentence statement of what you want to teach your audience (the most important thing you learned in Unit 2) ● The audience you are trying to reach	● In small groups, students brainstorm about ideas for Unit Three. ● Unit Three is a bit odd for in-class scheduling, as students do need a lot of time for in-class work. In in-person classes, at least two class periods are used as work days, which is harder to manage online. We suggest setting aside some time for one-on-one or even small group conferences with students to talk about both revision for the Final Portfolio and plans and progress for Unit Three. ● Students should be encouraged to plan their schedules for Unit Three ● Today is a good day to talk a bit about the final portfolio (which is due in 4-5 weeks. It will sneak up on you!). We usually don't have time to revise Unit 3, but we might be able to begin discussions now of revising Units One and Two.

	- The genre you are planning to write in and why you chose it - A plan -- how do you intend to get started? - Anything you might be worried about. What are your concerns about finishing this project?	
Day 20	**READ (and comment):** Read at least two of your colleagues' Unit 3 proposals, and comment on them. Comments should be at least 150 words. ***Please*** do not simply say "sounds great!" because that is not helpful! Think about the kind of things that might be helpful to you as you embark on this project. Here are some ideas: - A specific publication or website you think the author could write for - A question or comment to help narrow down the audience: "You say you want young people to watch this video essay, but there's no publication that all young people watch. Are you actually trying to reach New Yorkers?" - A question or comment to help narrow down the genre: "There are a lot of different kinds of articles in the world. You could be writing for a newspaper like the New York Times or a website like Buzzfeed, and the writing is totally different for both. Can you be more specific?" - You can also just talk about things in the proposal you find especially cool or exciting. **FINISH:** Finish the "Know Your Publication" Questions we started in class for the publication YOU would like to publish in.	As a class, look over a particular publication site (this can be an online magazine, like *Teen Vogue*)*,* or you could look at a forum like TED Talks. Together, answer the questions below (*instructors may want to make these questions into a worksheet).* **KNOW-YOUR-PUBLICATION QUESTIONS:** - What kinds of articles/ stories/ media (and ads and videos for that matter) are on that site? - What does that tell you about who *they* think their audience is? How do you draw that conclusion? - How long are the pieces usually? (pages, words, minutes)? - What is the tone, usually? (funny, serious, casual) - What kind of diction is usually used? (casual, formal, academic, etc.) - How do they usually use evidence/ support (such as data, quotations, interviews, etc)? - What can you tell us about their visual presentation? Is it all black and white text? Video with lots of graphics? - Do you think this would be a good publication or forum to reach your intended audience? Why or why not? Now look for places your writing could be published (or posted) and answer these questions for that publication forum. Remember, this doesn't have to be a magazine (though it can be!) but you should start getting a little specific! If you're writing a short story, look at a collection of short stories. If you're making a YouTube video, look at a particular channel, etc…

		If you have a particular genre you want to write in, but you haven't been able to find a forum where it would be published or posted, don't immediately switch genres! Talk to me first-- I'm sure we can find something.
Day 21	**WRITE:** Write a plan for Unit 3 - New Genre piece. What are your goals for working/ thinking/ brainstorming/ gathering material? Students write a schedule	• We've found that putting students in small groups to discuss their progress, questions they have and what they need for Unit 3, while very informal, works very well. They can report back on a Padlet wall or Google Doc. • Go over the Artist Statement handout. You may want to do a Shitty First Draft of the Artist Statement in class to get students started. Time it for 10-12 minutes-- just get something down on the page!
Day 22	Keep to your plan for Unit 3!	Here is a follow-up exercise to the KNOW-YOUR-PUBLICATION QUESTIONS from last week. You might model one together in class and then set students to do their own (or in groups) **KNOW- YOUR-MENTOR-TEXT** *Sometimes, if we are trying to write in a particular genre, or for a particular publication, we study a particular source that fits that category so we can write in that same style. We call this a "mentor text."* Last week, we looked at publications and online forums where you might want to publish or present your work. Now, let's look a little closer. Go back to this site (magazine, webpage, youtube channel etc) and find a SPECIFIC source that you like. It SHOULD NOT be about your topic. You're not looking at it for that! You're just looking at what features make this text fit this publication (and this genre!) This can be an article, TED Talk, You Tube Video, etc…

	Homework (for students)	In-class suggestions (for professor)
		Remember: You're not looking for any old article. You're looking for an article that can be published in the magazine you want your work to be published in, or a youtube video that fits on the channel you want your video to go on… get it? This should be something that you want to emulate. Now, answer the following questions: ● What tone/ type of language does this example use? ● How does this source use research? Do they quote from outside sources, use a lot of statistics, etc… ● What can you tell us about this source visually (and auditorily, if applicable)? Does it use a lot of imagery and color? Is the layout very clean? Is there a soundtrack? ● How long is it? (Words, pages, minutes) ● Who do you think is the audience of this source? What makes you think that? ● What aspects of this source would you like to emulate in your own writing? How might you do that? ● What aspects of this source would you like to avoid in your own writing? How will you do that?
Day 23	**WORK:** Continue to work on your Unit 3 Plan **WRITE:** Rough Draft of Artist Statement	● Again, if possible, make time for small group or one-on-one conferences to discuss Unit 3 as well as final revisions. ● After rereading Murray's paragraph on "structure," writers can take their Artist's Statement rough drafts and, in the margins or on a piece of paper, write down the main point of each paragraph. Does each point follow logically? If not, put the points in an order that makes sense. You'll have to rewrite your Artist Statement in that order, but no big deal-- it will be worth it! ● What else do you want to add or take out? Write yourself a plan for revision. This can be done with the Artist's Statement or the Unit 3 project itself

	Homework (for students)	In-class suggestions (for professor)
Day 24	Finish Unit Three Projects!	In-class gallery and workshop– students show what they have and you workshop as a class.
Day 25	**Unit Three Due! Start Unit Four!** Write a S*&^ty First Draft of your Final Reflection, using your response to the "Time Capsule" from Week One as a starting point. Make sure to review the Final Portfolio Reflection sheet	It would be great to look at examples of students' Unit Three assignments-- like a Unit 3 Gallery. They're usually quite proud!
Day 26	**READ:** Student essay 1 (I use anonymous student samples) **WRITE:** What do you think this student is doing especially well that you'd like to do in your own writing? Where would you like to hear more? Where are you confused? Any further suggestions for revision? **WRITE:** A plan for revising Essay One or Two. Revision Due Day 29.	Continue looking at Unit 3 projects. Feel free to ask the same questions: Where would you like to hear more? Where are you confused? If this person had more time and resources, how would you suggest they revise this multimodal project?
Day 27	**READ:** Anonymous student essays 2 **WRITE:** What do you think this student is doing especially well that you'd like to do in your own writing? Where would you like to hear more? Where are you confused? Any further suggestions for revision?	Discuss Student Essay and do peer review of Final Reflections. Same questions: What do you think this student is doing especially well that you'd like to do in your own writing? Where would you like to hear more? Where are you confused? Any further suggestions for revision?
Day 28	First Revision Due– either essay one or two Please bring in your previous draft with professor comments.	Have students write a paragraph about what they changed in their drafts. Then do a quick peer review!

	Homework (for students)	In-class suggestions (for professor)
	(Remember, both essay 1 and 2 will be revised in your final portfolio. You will also turn in a final reflection)	Also, I suggest (sadly) you show plagiarism slide show again. Many people have plagiarized their reflection, of all things! Discuss implications of plagiarism (and turn it in if you do find it)
Day 29	**Finish your final portfolio. (Professor decides due date)**	Students write advice to future members of ENG 1101
Day 30	**Professor's choice**	

Appendices:

Documents:

(note: documents are read-only. Don't worry! You can print them out, or you can make a copy and edit that. You just can't edit the originals)

- 1101 SYLLABUS TEMPLATE
- IN-CLASS DIAGNOSTIC
- KWL+ WORKSHEET
- MID-SEMESTER REFLECTION

Unit Assignments

- [Unit One: The Education Narrative](#)
  - *[Alternate Unit One: The Language Narrative](#)*
- [Unit Two: Reflective Annotated Bibliography](#)
- [Unit Three: Writing in a New Genre](#)
- [Unit Four: Final Portfolio and Reflection](#)

CORE CLASSROOM TECHNOLOGIES INFO:

Here is some info on resources you might want to use in your classrooms. You don't need to use all of these. In my course, for example, I use Perusall for annotation and discussion forums and Zoom for online meetings. When I teach online, I use Padlet quite a bit. I don't use Google Docs at all. Some folks may not be comfortable with new programs like Perusall and Padlet (though I personally find them quite user-friendly). Google Docs is listed as a more traditional alternative. Pick and choose the programs that work the best for you and your students. We strongly (STRONGLY) suggest you don't ask students to sign up for more than two. We also strongly suggest you encourage annotation and other reading strategies in your class, either on paper texts or through the use of a free online annotation program like Perusall. (See info on Perusall below!)

Padlet: [Padlet](#) is a great free program that allows students to write on a "wall" that the rest of the class can see. This is great for in-class (and out of class too!) discussions, because sometimes students are reticent to speak, but many more students will write, and we can see everyone's input all together. It's also quite visually pleasing. Another great feature is that, while instructors need to sign up for it, students do not! You simply need to provide a link (it's unique each time) and students can write. [Here is more info on the FYW website about Padlet](#). I love it!

Perusall:

- Perusall is an online annotation software that is similar to Hypothes.is, but I find it considerably more user friendly. It is free for students and instructors, but everyone must sign up. With this program, all of your course texts-- and even videos-- can be online in one place, students can comment on texts, and they can have conversations with EACH OTHER about texts.

You can also ask them questions, see who's commenting, give them grades, and have non-text-based discussion forums. HERE is a link for how to get started and HERE is a video overview. There is also a page on the FYW website dedicated to padlet

- You can use my copy code **(FD3CXPMDL9)** to copy the 1101 course. This will give you all of the documents you need already loaded into a course shell. Note: you don't have to use my copy code. It just might be easier on you!) This will allow you to easily download all the readings for this course. You must set up your own course first at perusall.com. Then simply go to "Library: Add Content: Materials from another course: Another instructor's course using a copy code." The office of FYW will hold workshops in Perusall in the first weeks of the semester.

Google Drive/Google Docs:

- You can set up a class Google Drive folder (with multiple subfolders) for your course. HERE is a handy resource about how to set your drive up.
- HERE is a resource for annotating collaboratively on Google Drive.
- When we refer to a "Google Wall" in this course outline, we are simply referring to using a Google Doc that the whole class is collaborating on.
- See the Model Course Hub for more info on using Google Docs.

Break-out rooms:

- If you are using breakout rooms in Zoom or Blackboard, you must make sure that students need to produce something to bring back to the class-- they should be writing something down or making something.
- Definitely drop in to the break out rooms to make sure that everyone is talking (either by voice or in the chat box.) I know this seems intrusive, but think of it as checking up on small groups as you would in class.
- We've found it works better if each student contributes in the same way, and not using the usual "reporter, evaluator" method since students get annoyed about perceived inequities.
- For tips on setting up Zoom breakout rooms as well as more pedagogical tips, see the model course hub HERE
- For tips on using breakout rooms in Blackboard Collaborate Ultra see THIS page

HERE is a link to a blog post with more teaching technologies that you may find useful.