

ENG 114: Academic Writing

Paper Cycle #1:

Active Reading & Critical Thinking

Descriptive Writing: "I'm From" Poem (25 pts) DUE: Tues. Feb. 4

NOTE* **Schedules will be distributed in cycles. You will receive a schedule that contains reading and writing assignments and due dates for each paper cycle rather than for the complete semester. This allows some flexibility in the schedule and it allows you to concentrate on scaffolding your writing skills from one paper to the next.*

Tues. Jan. 21

Review of Course Syllabus and Expectations.

In-Class Writing: Write about your experiences as a writer.

Homework (HW): Read ["Critical Thinking and Active Reading Strategies"](#) (linked on my blog as well). Print a copy of this article. Practice active reading strategies on this article: highlight, write in the margin, ask questions, etc. Bring this to class with you on Fri.

Find a Connection: In your attempt to answer the question, "Why must we be critical thinkers in today's society?" **find a current newsclip, tweet, social media post, etc.** to help begin a discussion on the importance of critical thinking skills. Bring this with you to class (in a format that you can share with your peers) on Thurs.

Thurs. Jan. 23

Goal Setting: Becoming Better Writers and Thinkers

Syllabus Review

Discussion of ["Critical Thinking and Active Reading Strategies"](#)

Writing and Discussion Essential Questions: *What is the purpose of active, critical reading and thinking? What are your goals as an active reader, critical thinker and writer? Why is it important to be a critical thinker in today's society?*

Homework (HW): Create a Google Account if you do not already have one. Make sure you have the login information you need to begin creating your Blog.

Read ["Memories and Hopes: The Top Essays,"](#) from the *New York Times*. **As you read:** highlight words, phrases, or imagery that you liked from each essay. Consider how each students' *home or family* creates a unique identity for them. Which essays could you *see* or even experience? We will be discussing how *place* is important to identity, so have this in mind, as you read. Print the articles (or copy them into a word or google doc where you can make notes, highlight, or add comments). Write in the margins, annotate, make connections, etc. **I will check articles for participation credit on Thurs. Jan. 30. Bring the reading to class with you, ready to discuss** on Tues.

Tues. Jan. 28

Designing your Class Blog

Follow these instructions to set up your class blog.

Create your first blog post: **Journal #1: Introduction, Your Writing Experiences, and your goals.**

Homework: Complete your reading and annotating of “Memories and Hopes: The Top Essays”

Thurs. Jan. 30

Writing: Places We Call Home, Using Descriptive Language in Writing

Discussion: “Memories and Hopes: The Top Essays”

Essential Question for Writing: What does where you’re from say about who you are? How does *Place* and *Family* shape personal culture and identity?

In-Class Writing: Brainstorming for “I’m From” Poem (25 points)

Homework (HW): Revise and complete your “I’m From” Poem. We will be reading these poems aloud (and displaying them) in class on Tues. **All poems must be posted to your blog (with images and links) by Tues. Feb. 4**

Finish and post Journal #2

Tues. Feb. 4

I’m From Poem DUE! (25 Pts.)

Poetry Reading: “I’m From Poems”

Make sure your poem is posted to your blog along with images and links. I will pull up your blog in class to display your poem and check that your account has been developed accurately. Your poem will receive a grade after you have read it aloud to the class. _____

Paper Cycle #2 Distributed

Place-Based Writing: The Personal Culture Paper