Instructor: Ms. Sarah Glessner

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English 11000, Section A | Fall 2016

MW 8:00 AM-9:15 AM | NAC 5/109

Office Hours: TH 5:30 PM-6:30 PM and by appointment

Office: NAC 6/321



Introduction and Course Description\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Writing New York: Considering Identity in the City**

*“The city is like poetry; it compresses all life, all races and breeds, into a small island and adds music and the accompaniment of internal engines.”* ― [E.B. White](https://www.goodreads.com/author/show/988142.E_B_White)

## New York, a city of over 8 million people, is ripe with diversity and vastness of experience. This course, designed to serve as a first-year college writing course, considers this diversity through readings and assignments that ask students to think about their own identities while they write about being in and with New York City. The course encourages students to continuously think about their writing and, through practice and regular self-reflection and revision, develop skills that will serve them across disciplines throughout college. The course values students’ diverse language and ethnic backgrounds and aims to use this diversity to nurture writing skills while integrating thematic content focused on this theme and how it relates to the city in which we are studying. Students will consider what it means to write academically at the college level and will complete different scaffolded writing assignments that encourage versatility with genre and different rhetorical situations. This course is designed to teach writing skills that will ensure students are on par to be successful in the college classroom.



**Required Materials:**

* *The Norton Field Guide to Writing*, Fourth Edition by Richard Bullock
* A Notebook – This will serve as your personal journal for the semester.
* Other assigned texts will be provided by instructor.

## Program-Wide Mission Statement and Course Learning Outcomes\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**First-Year Composition Mission Statement**

First-year composition courses at CCNY teach writing as a recursive and frequently collaborative process of invention, drafting, and revising. Writing is both personal and social, and students should learn how to write for different purposes and audiences. Since writing is a process of making meaning and communicating, FYC teachers respond mainly to the content of students’ writing as well as to recurring surface errors. Students should expect frequent written and oral responses on the content of their writing from their teachers and peers. Classes rely heavily on a workshop format. Instruction emphasizes the connection between writing, reading, and critical thinking; students should give thoughtful, reasoned responses to the readings. Both reading and writing are the subjects of class discussions and workshops, and students are expected to be active participants in the classroom community. Learning from each other will be a large part of the classroom experience.

**Course Learning Outcomes**

* Explore and analyze, in writing and reading, a variety of genres and rhetorical situations.
* Develop strategies for reading, drafting, collaborating, revising, and editing.
* Recognize and practice key rhetorical terms and strategies when engaged in writing situations.
* Engage in the collaborative and social aspects of writing processes.
* Understand and use print and digital technologies to address a range of audiences.
* Locate research sources (including academic journal articles, magazine and newspaper articles) in the library’s databases or archives and on the Internet and evaluate them for credibility, accuracy, timeliness, and bias.
* Compose texts that integrate your stance with appropriate sources using strategies such as summary, critical analysis, interpretation, synthesis, and argumentation.
* Practice systematic application of citation conventions

Course Policies\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Plagiarism and Academic Integrity**

Plagiarism is copying and using other people’s words without proper acknowledgment or citation as it is indicated in the CUNY Policy on Academic Integrity. All writing submitted for this course is understood to be your original work. Plagiarism is unacceptable and has serious consequences that can include a failing grade. In cases where I detect academic dishonesty (the fraudulent submission of another's work, in whole or part, as your own), you may be subject to a failing grade for the project or the course, and, in the worst case, to academic probation or expulsion. You are expected to read, understand, and adhere to CCNY’s Policy on Academic Integrity, which is available here:<http://www1.ccny.cuny.edu/current/upload/Academic-Integrity-Policy.pdf>.

**Attendance**

Students are expected to attend every class session of this course and to be on time. If you miss four classes, your final grade will be dropped by one-half of one letter (a 90 to an 85, for example). If you miss five classes, your final grade will be dropped one full letter. If you miss six classes, you will not be able to pass the course. Consistent late arrivals and early departures will have a negative impact on your grade as well. I will notify you by email if course absences (for full or partial classes) are having an impact on your grade. If you have special circumstances, please see me. I’m happy to work with you to help you complete this course.

**Late Work**

Assignments are due via Blackboard (unless otherwise noted) and must be submitted by the specified time on the date they are due. Assignment due dates and times are listed in the Schedule of Classes section of this syllabus. All Blackboard submissions are marked with a timestamp. Late assignments will have 5% deducted and that penalty will increase by 5% for each 24-hour period that passes after the time they were due. Always plan ahead. Technological malfunctions are not an excuse for late work.

**Student Code of Conduct**

All student members of the College community are expected to conduct themselves in a manner that demonstrates mutual respect for the rights and personal/academic well being of others, preserves the integrity of the social and academic environment, and supports the mission of the College. The College has an inherent right to address behavior that impedes, obstructs, or threatens the maintenance of order and attainment of the aforementioned goals by violating the standards of conduct set forth in the University student conduct policies noted below as well as other policies that may be established by the respective Schools, Global Sites, and administrative offices of the University. The goals of the CCNY Community Standards are:

* To promote a campus environment that supports the overall educational mission of the University
* To protect the University community from disruption and harm
* To encourage appropriate standards of individual and group behavior
* To foster ethical values and civic virtues
* To foster personal learning and growth while at the same time holding individuals and groups accountable to the standards of expectations established by the Code of Conduct: <http://www.ccny.cuny.edu/studentaffairs/community-standards.cfm>

**Food and Drink**

There is no eating allowed in the classroom. Your food could be a distraction for other students. Drinks are fine. Please be sure to clean up after yourself when class is over.

**Phones, Devices, and Other Electronics**

Please refrain from using devices during class in any way that can prove distracting to you or your classmates. It is important that you are fully present during the class period. Laptops and tablets may be used for taking notes if you prefer that to pen and paper, but the instructor reserves the right to revoke this privilege if laptops and tablets are used for purposes outside the realm of this course.

Resources\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The Writing Center**

<http://www.ccny.cuny.edu/writing/>

The CCNY Writing Center offers a supportive learning environment where students can have one-on-one tutoring sessions with writing consultants. It is a great resource for you to obtain extra help as you write and revise your papers. They DO NOT proofread your papers, but offer assistance on improving certain aspects of them. They also offer ESL tutoring. To set up an appointment or semester-long sessions, contact them in person at the Writing Center, which is located in the NAC, 3rd floor plaza or call (212) 650-8104.

**Gateway Advising Center –** NAC 1/220

<http://www.ccny.cuny.edu/gateway/>

Students without a declared major can receive academic advising, especially if you have questions about your course of study, core requirements, etc.

**AccessAbility Center Tutoring Services –** NAC 1/218

<http://www.ccny.cuny.edu/accessability/>

Provides one-on-one tutoring and workshops to all registered students with learning or physical disabilities.

**SEEK Peer Academic Learning Center –** NAC 4/224

Phone: 212-650-5786; Email: [seekpals@ccny.cuny.edu](mailto:seekpals@ccny.cuny.edu)

Offers counseling and peer tutoring for students in need of academic and financial support who have registered for the SEEK Program.

**Yours Truly**

Hi! As your instructor I am here to help you. If you would like to schedule a meeting, phone call, Google Hangout, etc. to discuss your coursework, just let me know and we will arrange something.

Essay Assignments\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***All essay assignments are to be submitted digitally through Blackboard.***

1) **Literacy Narrative** (*The Norton Field Guide*: Chapter 10) and Reflection/Self-Assessment (15%): For this assignment you will write about if and how your city and the environment in which you grew up impacted your relationship to literacy and your identity. Feel free to be creative with the format of this assignment if you would like. Then, while referring to the essay rubric and considering rhetorical terms, you are tasked with writing a Self-Assessment/Reflection on your experience writing a narrative essay and discussing your rhetorical choices. ***(See description of Reflection/Self-Assessment assignments in the “Other Assignments” section of this syllabus.)***

**Word Count**: Essay – 750-1000 words | Reflection/Self-Assessment – 250 words (size 12 font, Times New Roman, standard margins, double-spaced)

Due: **Monday, September 19th**

Things to keep in mind as you write your Literacy Narrative:

* A narrative is a well-told story, often with a situation that needs to be resolved.
* A narrative contains vivid detail, including sensory descriptions to allow the reader to imagine the same experience.
* A narrative will end with a significant resolution.

Use the following criteria when assessing your and your classmates’ essays. I will be using the same rubric when I grade the final drafts.

* Have you explored the **meaning** of your literacy event/events in a way that will interest your audience by making connections between your personal experience and a larger theme? Have you provided enough information so the reader will understand the story and the significance of your literacy event/events? Are you clear about what happened? Do you have a purposeful theme to tie into the story?
* Have you created a **setting** that allows the reader to imagine the experience? Have you described how New York City and your environment impacted your literacy event?
* Is there a recognizable **structure**? Are the various ideas in your essay brought together, or does the essay seem disjointed?
* Have you provided **specific details** that help the reader understand your subject? Does your narrative contain adequate details? Would photographs, drawings, or other visuals help your reader get a better sense of your subject?
* Do you provide a **closing action** and reflection on the significance of the event? Have you considered in what way it affects your life now?
* Does your narrative have an engaging **title**?
* Have you **proofread and edited** your piece for grammatical and punctuation errors?
* Have you submitted a 1-page **Reflection/Self-Assessment** along with your final draft?

2) **Narrative Writing and Storytelling**  *(The Norton Field Guide:* Chapters 19 and 43) and Reflection/Self-Assessment (10%): For this assignment, you will have the opportunity to observe someone in a New York City community and create that person’s story based on your observations. This assignment will encourage you to immerse yourself in your surroundings and engage with a member of a New York community on a small scale. You will practice observational skills and narrative creation. Unlike the Literacy Narrative, which asks you to look inward to create a story, this assignment is focused outward and asks you to create someone else’s story. You will write (I am open to creative interpretations of “writing”) a narrative you create based on a person of your choice. This is fundamentally a creative writing assignment. This assignment is broken into two parts:

1. For the “follow a stranger” portion of this assignment, you will venture to a New York City community of your choice. Working alone, you will choose a stranger (remember to be respectful and discreet) and, without the person noticing you, you will follow this person for 1 hour. If the subject notices you or seems uncomfortable, simply choose a new subject. The goal here is to observe someone until you have enough information to use later on. During the hour you are to take notes on your subject (either in a writing pad or notebook or on your smartphone) using as much detail as possible. You want to make note of clothing, mannerisms, directions in which your subject walks, errands your subject makes, etc. Everything your subject does is important. You will submit your field notes to the class Blackboard forum, so make sure you are thorough.
2. Next, you are tasked with writing a narrative of the person you chose to follow based on your observations. Think about all the information you observed and recorded as you followed your subject and organize it into an engaging narrative. If you would like to use another medium to present your narrative, that’s great. No matter what format you choose, you will have to submit a 1-page Reflection/Self- Assessment defending your rhetorical choices along with the narrative.

**Word Count**: Essay – 750-1000 words | Reflection/Self-Assessment – 250 words (size 12 font, Times New Roman, standard margins, double-spaced)

Due: **Wednesday, October 5th**

Things to keep in mind as you write your Narrative:

* A narrative is a well-told story, often with a situation that needs to be resolved.
* A narrative contains vivid detail, including sensory descriptions to allow the reader to imagine the same experience.
* A narrative will end with a significant resolution.
* Have fun with this assignment! This is your opportunity to be as creative as you wish. This assignment is meant to deepen your experience with writing.

Use the following criteria when assessing your and your classmates’ essays. I will be using the same rubric when I grade the final drafts.

* Does your introduction capture the **reader’s attention**?
* Do you have an interesting **subject**? Have you described your subject with enough **detail**?
* Have you provided enough **background information** so the reader will understand the story? Do you have a **purposeful theme** to tie into the story?
* Does your Narrative relate in some way to our **course theme**?
* Have you created a **setting** that allows the reader to imagine the experience?
* Do you provide a **closing action and reflection** on the significance of the event?
* Does your narrative have an engaging **title**?
* Have you **proofread and edited** your piece for grammatical and punctuation errors?
* Have you submitted a 1-page **Reflection/Self-Assessment** along with your final draft?

3) **Exploratory Essay** (*The Norton Field Guide*: Chapter 12) and Reflection/Self-Assessment (15%): This assignment asks you to explore part of your identity as it pertains to your city and environment while using examples from various texts and some outside research to guide your discussion. The purpose of this paper is to focus on a specific facet of your own identity (this assignment is not intended to make anyone feel uncomfortable, so please disclose as much or as little personal information as you want) in relation to your city and environment and explore it more deeply, using research to back up and expand upon your claims. Remember, this assignment asks you to report on your claims, so let’s save the deeper analysis for the next essay. This assignment asks that you focus on a topic that interests you and explain it to your audience. You must include a Works Cited page with your essay. Cite all sources in proper MLA format. You are also required to write a Reflection/Self-Assessment on your experience constructing this assignment and discussing your rhetorical choices.

**Word Count:** Essay – 1250-1500 words (Works Cited page does not count toward the word count) | Reflection/Self-Assessment – 250 words (size 12 font, Times New Roman, standard margins, double-spaced)

Due: **Monday, October 31st**

Things to keep in mind as your write your Exploratory Essay:

* You must find at least three sources that are relevant to your topic. Two of these sources must be found through the CCNY library. Sources must be approved by the instructor.
* The goal of this essay is to inform your audience of a particular point—you do not need to devise an argument or persuade your audience of anything. Your goal is to gather information on a particular aspect of your topic so that you have a more informed opinion.

Use the following criteria when assessing your and your classmates’ essays. I will be using the same rubric when I grade the final drafts.

* Do you have a **tightly focused topic**? Have you kept your opinions out of the essay? Does your topic relate to our course theme?
* Did you **cite** at least three sources on your subject? Did you cite properly according to MLA standards? Did you include a Works Cited page?
* Is your essay well **organized** and easy to follow?
* Did you **define** key terms or concepts?
* Did you **design** your essay appropriately? Are there adequate visual elements?
* Does your essay have an engaging **title**?
* Have you **proofread and edited** your paper for grammatical and punctuation errors?
* Have you submitted a 1-page **Reflection/Self-Assessment** along with your final draft?

4) **Researched Critical Analysis: Extending the Theme of the Exploratory Essay** (*The Norton Field Guide*: Chapter 13) and Reflection/Self-Assessment (20%): This assignment asks you to expand upon the topic you introduce in your Exploratory Essay by thinking about it in a larger context and using additional sources to serve as evidence of your claims. You are asked to use at least five sources to substantiate your claims (you may rely on the sources you used in your previous essay). While the purpose of your Exploratory Essay is to introduce, explain, and explore your topic, this assignment requires deeper analysis and a concrete, specific thesis statement. This paper is an opportunity for you to be critical, ask questions, and make claims based in your own research and experience. This essay asks you to state an opinion or take a side on an issue and explain why. You are required to submit a Reflection/Self-Assessment along with your final draft, in which you comment on your experience writing this essay and discuss your rhetorical choices.

**Word Count**: Essay – 1750-2000 words | Reflection/Self-Assessment – 500 words (size 12 font, Times New Roman, standard margins, double-spaced)

Due: **Monday, November 28th**

Things to keep in mind as your write your Critical Analysis Essay:

* In this essay, you will take the information you’ve learned and studied throughout the semester and argue a position. You will expand upon your Exploratory Essay topic, form an opinion on a facet of that topic, and try to persuade your audience of your position. This is your opportunity to discuss your personal opinion on your topic.
* You may want to rely on and reuse the research you did for your Exploratory Essay. You must also use at least two more scholarly, peer-reviewed articles from professional journals, which you can access through the CCNY virtual library catalogue. This means your final Works Cited page should list at least five sources.

Use the following criteria when assessing your and your classmates’ essays. I will be using the same rubric when I grade the final drafts.

* Do you have a **clear and arguable position**?
* Have you included **background information** to provide a context for your argument?
* Have you provided **good reasons** in support your argument?
* Have you provided **evidence** in support of your reasons?
* Have you **demonstrated**, through your inclusion of facts and your tone, that you are a **reliable source**?
* Have you **considered others’ positions**, and responded to them reasonably, even if you disagree?
* Did you **design** your essay appropriately? Are there adequate visual elements? Have you considered the appropriateness of a Web text (for an essay that includes videos, for example)?
* Did you **cite** at least five sources on your subject? Did you cite properly according to MLA standards? Did you include a Works Cited page?
* Does your essay have an engaging **title**?
* Have you **proofread and edited** your paper for grammatical and punctuation errors?
* Have you submitted a 2-page **Reflection/Self-Assessment** along with your final draft?

5) **Final Portfolio** (15%) **Self-Reflection** (15%) (*The Norton Field Guide*: Chapters 21 and 32): The Self-Reflection should be both a rhetorical analysis of your own work that should include references to ***genre, audience, purpose, stance, rhetorical situation, media/design, and exigence***. You should also use this opportunity to demonstrate that you’ve achieved the course learning outcomes. The portfolios will be collected by the first-year writing program, so they must be in a digital format. The simplest method for you to create the portfolio is to collect your body of work into a single .pdf document. You may also want to consider creating a Website using a free site. If you choose this second option, we will discuss online privacy protections. The CCNY Writing Program has video guides that you can use to create a WordPress site (search for “CCNY Writing Program” in Youtube). Due Date TBD

**All of the assignments will address one or more of the Course Learning Outcomes. You should consider these Course Learning Outcomes when you write your Self-Assessment. This kind of reflection will help you to better understand your writing process and to transfer what you learn in this class to other writing contexts.**

**Portfolio and Self-Assessment, Fall 2016**

The portfolio and self-assessment are in many ways the most important documents that you’ll create for this class. Assembling the portfolio will help you to see your progress as a writer over the course of the semester; the self-assessment will give you the chance to evaluate that work based on your own criteria as well as the course learning outcomes.

The Self-Assessment will provide you with an opportunity to demonstrate that you’ve understood the rhetorical terms that we’ve been working with all semester—rhetorical situation, purpose, audience, genre, stance, media/design, and exigence—and an introduction to your portfolio. The portfolio should include, at a minimum, the Literacy Narrative, the Exploratory Essay, and the Researched Critical Analysis. Feel free to add additional documents to the portfolio, depending on what you need to demonstrate that you’ve understood the rhetorical terms and met the course learning outcomes. You might want to include drafts of essays, examples of your discussion board posts, your peer reviews, or something else not listed here. The Self-Assessment allows you to evaluate your work based not only on your own criteria but also on your learning outcomes. Here are the **Course Learning Outcomes**:

* Explore and analyze, in writing and reading, a variety of genres and rhetorical situations.
* Develop strategies for reading, drafting, collaborating, revising, and editing.
* Recognize and practice key rhetorical terms and strategies when engaged in writing situations.
* Engage in the collaborative and social aspects of writing processes.
* Understand and use print and digital technologies to address a range of audiences.
* Locate research sources (including academic journal articles, magazine and newspaper articles) in the library’s databases or archives and on the Internet and evaluate them for credibility, accuracy, timeliness, and bias.
* Compose texts that integrate your stance with appropriate sources using strategies such as summary, critical analysis, interpretation, synthesis, and argumentation.
* Practice systematic application of citation conventions.

In the self-assessment, you’ll demonstrate to me and to anyone else who looks at your portfolio that you have (or have not) understood the rhetorical terms and achieved these goals. The portfolio will not be evaluated on whether or not you have achieved the goals, but on how well you demonstrate your understanding of the rhetorical concepts and the goals that you have understood and achieved and your thoughts about the goals that you have not achieved.

To demonstrate that you have developed “reading, drafting, collaborating, revising, and editing,” you would want to include, perhaps, annotations from your bibliography or copies of the notes you took while reading to demonstrate that you have developed flexible strategies for reading. To demonstrate that your drafting process has changed, you might want to include (and refer to in your Self-Assessment) a draft from an early and a late assignment that demonstrate changes in your drafting process. To demonstrate that you have engaged in the collaborative and social aspects of writing, you might include in your portfolio a peer review that you wrote and one that you received. You would then describe these reviews, and their significance, in your Self-Assessment. Use this same approach for all of the Course Learning Outcomes. The Self-Assessment is a kind of research paper. Your development as a writer is the subject and the writing itself is your evidence. As you write your Self-Assessment, you’ll be referring to the works you’ve included in your portfolio.

Your discussion of the rhetorical terms will be up to you. You might want to devote a section of your self-assessment to this subject alone, or you might want to weave individual concepts—audience, for example—into a discussion of one of your essays that strongly demonstrates the concept.

The portfolio will be housed on a WordPress site. Be sure to make your portfolio private, accessible only by password. If you are concerned about privacy, consider creating an email account that you can use exclusively for course work. It will be read by me, some members of the class, and other CCNY faculty and administrators. You are, of course, free to share your portfolio with anyone else, but do not make it freely available. If you would like to opt out of creating a WordPress site, please let me know and we will arrange for you to make a portfolio in Blackboard. While the arrangement of the portfolio is up to you, it should be easy to navigate. As with any Web site, you want to be able to find what you’re looking for without any interference. This might mean scanning handwritten notes, taking screenshots of annotated Web sites, and turning your essays into .PDFs or Web texts.

**Assessment Rubric**

While you won’t be asked to assess your own Self-Assessment, you should be aware of the criteria that I’ll use when I assess it.

* Have you addressed all of the course learning outcomes, even those that you feel you did not spend enough time working on?
* Have you provided evidence, in the form of your own writing, that you have developed as a writer? Are you able to identify areas in which you have not progressed, either because you didn’t spend enough time with them or you feel that you had a strong start in those areas?
* Have you edited the Self-Assessment for typographical and grammatical errors?
* In your portfolio design, have you maintained consistency from one page to the next?
* Is your portfolio design simple and easy to navigate?
* Have you used color and contrast to make things simple for your reader?
* Have you considered font and page layout to create a neat, easy to read text?

Other Assignments\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reflection/Self-Assessment Assignments** *(grade weight varies across assignments):* A Reflection/Self-Assessment is assigned after every essay assignment, preparing you to write a Self-Reflection essay at the end of the semester. One goal of the course is for you to reflect on your writing in order to heighten your awareness of what you know about writing and to give you a vocabulary for discussing it. In these reflections, you should make use of the rhetorical terms we discuss throughout the semester to describe your own work. For each reflective assignment, you should describe your own essays in terms of its ***genre*** (what are its characteristic features), ***exigence*** (what need motivated the writer), ***purpose*** (what did the writer hope to accomplish), ***audience*** (who is the potential audience for the essay), ***context*** (what is the writer’s rhetorical situation? what is the relationship between the writer, her audience, and the medium?). You should also describe how each assignment has helped you to achieve the Course Learning Outcomes. These short reflections will prepare you to write the final Self-Reflection. Grade weights for essay Reflections/Self-Assessments factor into your overall grade for that assignment.

**Peer Review** (*grade weight varies across assignments*): Group work is an important and regular part of this class. You will be grouped with other students to workshop drafts of your assignments throughout the semester. It is important that you attend class in order to get the most out of your peer review sessions. Your ability to give and receive feedback will be important to the revision process and ultimately to your grade.

**Blackboard Discussion Posts** (10%): Throughout the semester you are tasked with participating in our online discussion forum on Blackboard. You will respond to class readings and other prompts and are also asked to respond to your classmates’ posts. Blackboard is a way for us to begin and continue conversations about our work outside of the class period. Our online discussions may prompt class discussions and may also provide the quieter students in the group with the opportunity to participate in the class dialogue.

**Portfolio Mini Presentations**: (*The Norton Field Guide*: Chapters 56 and 58): The last few class meetings of the semester will be reserved for you to workshop then present and discuss your Self Reflection and Portfolio assignments. The final Self Reflection and Portfolio assignments will be due to BB after the conclusion of all presentations. Wednesday, December 7th and Monday, December 12th

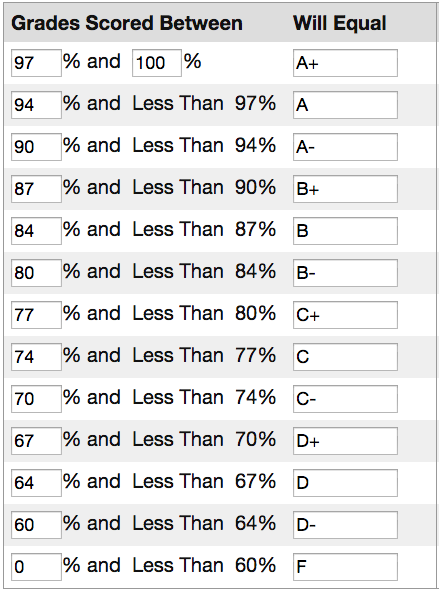
**Journal**

In order to improve as writers we must write often. You will begin each class session with a brief writing session during which you will write in your journals in response to the prompt for that day. Your journal entries can be as formal or informal as you like. The goal is to get comfortable with writing and to write freely. You must bring your journals to every class session.

Grade Weights\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Essay Assignments** | **Grade Weight** |
| **Essay #1: Literacy Narrative** | **15%** |
| Peer Review | 1.5% |
| Final Draft | 10.5% |
| Reflection/Self-Assessment | 3% |
|  |  |
| **Essay #2: Narrative Writing and Storytelling** | **10%** |
| Observation/Field Notes | 1% |
| Peer Review | 1% |
| Final Draft | 6% |
| Reflection/Self-Assessment | 2% |
|  |  |
| **Essay #3: Exploratory Essay** | **15%** |
| Peer Review | 1.5% |
| Final Draft | 10.5% |
| Reflection/Self-Assessment | 3% |
|  |  |
| **Essay #4: Critical Analysis Essay** | **20%** |
| Peer Review | 2% |
| Final Draft | 14% |
| Reflection/Self-Assessment | 4% |
|  |  |
| **Portfolio and Self-Assessment** | **30%** |
| Portfolio | 15% |
| Self-Assessment | 15% |
|  |  |
| **Blackboard Discussion Posts** | **10%** |

Grade Schema\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



# Schedule of Classes\*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Date** | **Due / Before Class** | **In-Class** |
| **Week 1** |  |  |
| Monday, 8/29 |  | * Introductions * Syllabus Review * Course Learning Outcomes |
| Wednesday, 8/31 | * Acquire Norton text * Purchase notebook and bring to class from now on | * Journal * Introduce Portfolio and Self Reflection Assignment * Assign and Discuss Essay #1: Literacy Narrative |
| **Week 2** |  |  |
| Monday, 9/5 |  | * NO CLASSES – Labor Day |
| Wednesday, 9/7 | * Read Norton chapter 10 * Read Joan Didion’s “Goodbye to All That” on BB * Read excerpt from Stephen King’s “On Writing” on BB * Respond to BB prompt before class | * Journal * Discuss readings * Assign Peer Review groups |
| Friday, 9/9 | * DUE: Literacy Narrative 1st draft – post to BB by 11:59 PM |  |
| **Week 3** |  |  |
| Monday, 9/12 | * BTC (Bring to Class): Copies of Literacy Narrative for Peer Review * Read group members’ Literacy Narratives and prepare comments for Peer Review | * Journal * Literacy Narrative Peer Review |
| Wednesday, 9/14 | * Read Norton chapters 5-9 * Respond to BB prompt before class | * Journal * Discuss rhetorical terms from Norton and Reflection/Self-Assessment |
| **Week 4** |  |  |
| Monday, 9/19 | * DUE: Literacy Narrative final draft – post to BB before class * DUE: Literacy Narrative Reflection/Self-Assessment – post to BB before class | * Journal * Assign and Discuss Essay #2: Narrative Writing and Storytelling |
| Wednesday, 9/21 | * Read Norton chapters 19 and 43 | * Journal * Discuss Norton readings |
| **Week 5** |  |  |
| Monday, 9/26 | * Read example of narrative writing on BB * Post Observation Notes to BB before class | * Journal * Discuss readings * Assign Peer Review groups |
| Wednesday, 9/28 | * DUE: Narrative and Storytelling 1st draft – post to BB before class | * Journal |
| Friday, 9/30 | * Online Peer Review – respond to group members’ 1st drafts on BB by 11:59 PM |  |
| **Week 6** |  |  |
| Monday, 10/3 |  | * NO CLASSES – Rosh Hashana |
| Wednesday, 10/5 | * DUE: Narrative and Storytelling Final Draft – post to BB before class * DUE: Narrative and Storytelling Reflection/Self-Assessment – post to BB before class | * Journal * Assign and discuss Essay #3: Exploratory Essay |
| Thursday, 10/6 |  | * MONDAY SCHEDULE |
| **Week 7** |  |  |
| Monday, 10/10 |  | * NO CLASSES – Columbus Day |
| Wednesday, 10/12 |  | * NO CLASSES – Yom Kippur |
| Friday, 10/14 | * Read Norton chapters 12, 46, and 47 and respond to BB prompt by 11:59 PM |  |
| **Week 8** |  |  |
| Monday, 10/17 | * BTC: List of sources for Exploratory Essay | * Journal * Discuss research and citation practices |
| Wednesday, 10/19 | * Read example of Exploratory piece on BB | * Journal * Discuss readings * Assign Peer Review groups |
| Friday, 10/21 | * DUE: Exploratory Essay 1st draft – post to BB by 11:59 PM |  |
| **Week 9** |  |  |
| Monday, 10/24 | * BTC: Copies of Exploratory Essay for Peer Review * Read group members’ Exploratory Essays and prepare comments for Peer Review | * Journal * Exploratory Essay Peer Review |
| Wednesday, 10/26 |  | * Journal |
| **Week 10** |  |  |
| Monday, 10/31 | * DUE: Exploratory Essay final draft – post to BB before class * DUE: Exploratory Essay Reflection/Self-Assessment – post to BB before class | * Journal * Assign and discuss Essay #4: Critical Analysis |
| Wednesday, 11/2 |  | * NO CLASS - Instructor Away at Conference |
| **Week 11** |  |  |
| Monday, 11/7 | * Read Norton chapters 13 and 36 | * Journal * Discuss readings |
| Wednesday, 11/9 |  | * Journal * CLASS IN STC 2 – Wordpress Workshop |
| **Week 12** |  |  |
| Monday, 11/14 | * Read example of Critical Analysis piece on BB * Respond to BB prompt before class | * Journal * Discuss readings |
| Wednesday, 11/16 |  | * Journal * Assign Peer Review groups |
| Friday, 11/18 | * DUE: Critical Analysis 1st draft – post to BB by 11:59 PM |  |
| **Week 13** |  |  |
| Monday, 11/21 | * BTC: Copies of Critical Analysis Essay for Peer Review * Read group members’ Critical Analysis Essays and prepare comments for Peer Review | * Journal * Critical Analysis Peer Review |
| Wednesday, 11/23 |  | * NO CLASS – online only |
| **Week 14** |  |  |
| Monday, 11/28 | * DUE: Critical Analysis Final Draft – post to BB before class * DUE: Critical Analysis Reflection/Self-Assessment – post to BB before class | * Journal * Discuss Self Reflection and Portfolio * Assign Mini Presentation dates and times |
| Wednesday, 11/30 | * Read Norton chapters 21 and 32 | * Journal * Discuss readings |
| **Week 15** |  |  |
| Monday, 12/5 | * Read Norton chapters 56 and 58 * Respond to BB prompt before class | * Journal * Discuss readings |
| Wednesday, 12/7 |  | * Mini Presentations: Group A |
| **Week 16** |  |  |
| Monday,  12/12 |  | * Mini Presentations: Group B |
| TBD | * DUE: Self Assessment and Portfolios | * Enjoy your Holiday! |

*\*This syllabus and course schedule lays out a plan for the semester. This plan may change if the need arises and is subject to change at the instructor’s discretion. Any and all changes will be announced in class or via Blackboard.*