

## ENGLISH 5A: ACADEMIC LITERACY I

<b>California State University – Fresno</b>	<b>Fall 2020</b>
<b>Instructor</b>	
<b>Office</b>	
<b>Phone / email</b>	
<b>Office Hours</b>	
<b>Course</b>	<b>English 5A (3 units)</b>
<b>Meeting Time</b>	
<b>Room / Zoom Information</b>	

## TABLE OF CONTENTS

<b>English 5A: Academic Literacy I</b> .....	<b>1</b>
Catalog Description .....	1
Course Overview .....	1
Required Texts and Materials .....	2
Important Notes on Your Directed Self-Placement.....	3
Course Goals and Learning Outcomes .....	3
<i>LEARNING GOALS</i> .....	3
<i>LEARNING OUTCOMES</i> .....	4
Work of the Course.....	5
<i>Major Projects</i> .....	5
Course and Program Portfolio .....	6
<b>Grading Contract</b> .....	<b>6</b>
Here is an overview .....	6
Here are the requirements.....	7
Here’s how grading works in our class .....	7
CR Grades.....	7
Knowing Where You Stand.....	8
University Policies.....	9
ACADEMIC RESOURCES.....	9
<i>The Writing Center</i> .....	9
<i>The Learning Center</i> .....	10
<i>SupportNet</i> .....	10
COURSE SCHEDULE.....	11

## CATALOG DESCRIPTION

Practice in reading and writing processes, making literacy decisions based on audience, context, and purpose. Direct instruction on reading comprehension; genre analysis; planning, composing and revising writing; research strategies; paragraph development, sentence competence, and grammatical conventions. With ENGL 5B, equivalent of ENGL 10. CR/NC grading only.

## COURSE OVERVIEW

English 5A, Academic Literacy I, is designed to prepare you for English 5B, Academic Literacy II; together, these courses are designed to introduce you to the practices, tools, and strategies for writing in college and as an educated individual in society. This class will introduce you to a variety of critical and academic reading and writing strategies. While you learn about the variety

of genres for academic and public conversations, the practices for reporting, analyzing, and integrating outside ideas, as well as processes for generating effective writing, I will lead you through an investigation of academic and civic conversations as prompts for thinking about what you have to contribute to these conversations. Learning how to read and write while studying an issue (like the effectiveness of education, or the role that media plays in our lives) allows you to better understand the purposes behind the strategies I teach you. It is difficult to understand analytical and interpretive strategies if you don't have something to analyze and don't have some investment in your analysis.

My approach to helping you develop successful reading and writing strategies at the university depends on your *continual self-assessment*, that is, your capacity to reflect on what you are learning, and then name what it is you have learned. I will give you guidance and opportunities to think about what you are learning, reflect upon HOW people read and write at the university. This kind of reflection—particularly naming the things you learn—should allow you to see the similarity or differences between what I teach and the literacy habits you have already learned.

## REQUIRED TEXTS AND MATERIALS

Below are the required texts we will use for this course. They are offered to you through Immediate Access, which is a digital version of the books for a cheaper price. They will be used often, if not every day, so you are responsible for having access to them both to do your homework and for our use of them during class!

- Hacker, Diana and Nancy Sommers. ***A Writer's Reference, 8<sup>th</sup> (Custom edition for CSU Fresno)*** New York: Bedford/St. Martin's, 2018. Through Immediate Access. Note: This is a custom edition that you cannot purchase anywhere else. You will also have access to this text for 4 years! This text is an excellent reference for many elements of writing, including the writing process, genres of writing, researching, editing, writing in other disciplines, as well as providing comprehensive style guidelines for writing research papers in most—if not all—disciplines. This is a resource you should keep your entire academic career!
- Graff, Gerald and Cathy Birkenstein. ***They Say, I Say***. 4th<sup>rd</sup> New York: W.W. Norton, 2018. This book will explain why and how we do academic research. It also provides sentence / thinking frames for making connections between ideas and highlighting important ideas in writing.
- Bullock, Richard and Maureen Daly Goggin. ***The Norton Field Guide to Writing, with Readings. Custom Edition for Fresno State with ebook***. This will be our main text in the two courses. It will introduce you to various genres of writing and provide multiple examples that you can use as models for your own writing. We will also be reading the essays in this text that will generate discussion about important topics that can then be used for writing.

You will have access to *They Say, I Say* and *The Norton Field Guide* for one year, as we will use them in English 5B also.

You will also be required to have some kind of laptop or tablet to use for writing and engagement in the class as well as internet access.

## IMPORTANT NOTES ON YOUR DIRECTED SELF-PLACEMENT

At most universities, students are placed into first-year writing based only on test scores. At CSU Fresno, students choose which course they will take to fulfill the first-year writing requirement. Our first-year writing program believes that students have a realistic understanding of their literacy needs and thus are able to make effective choices about their learning. That said, there is a responsibility that comes with making choices for your education. We want to be sure that you are making the best choice for your future as a student and that you are not choosing a course because it seems easier or you can get done faster. Listed below are the indicators for student competencies –the things you can do as a reader and writer-- we have used to design this class. If you feel these indicators do not represent where you are as a learner right now, you should talk to your instructor immediately about changing classes.

Students who take this class:

- Are average readers and writers;
- Tend to feel that reading can be boring and hard, and don't really do much other than just read and put the text away;
- Are not sure what the author's point is when reading, and find it difficult to explain how the reading relates to anything;
- Would like to learn more about how writers connect and organize ideas in their writing;
- Have trouble coming up with good topics and ideas for essays;
- Are unsure when planning writing tasks or assignments and could use tips on planning strategies;
- Need to improve research skills and learn how to use outside sources in their writing;
- Could use some brushing up on grammar and punctuation;
- Would prefer to get more practice and help from an instructor as they learn to write college-level assignments.

**Please Note:** As we have indicated in the program description, English 5A/B is a one-year sequence that emphasizes more direct instruction, more practice, more demonstration, and more feedback for students as they move toward meeting General Education writing requirements for CSU Fresno.

## COURSE GOALS AND LEARNING OUTCOMES

This course has the following goals and outcomes, which guide its structure, philosophy, and activities. By the end of the semester, a student should be able to demonstrate the following in an acceptably proficient manner.

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### LEARNING GOALS

Students will learn:

#### **Reading Strategies, Processes, and Assessment**

- **READING/WRITING STRATEGIES:** strategies to read actively, purposefully, and rhetorically
- **REFLECTION:** meaningful generalizations/reflections about reading and writing practices and processes
- **COMMUNITY PARTICIPATION:** meaningful participation in a community of readers/writers, and ethical and self-conscious practices that address the concerns of that community of reader/writers (e.g. using and giving feedback on drafts in peer response groups)

### **Summary, Rhetorical Awareness and Entering Academic Conversations**

- **SUMMARY/CONVERSATION:** purposeful summarizing, how to integrate “they say” into writing effectively or self-consciously; appropriately incorporate quotes into writing (punctuation, attributions, relevance), and discuss and use texts as “conversations” (writing, then, demonstrates entering a conversation)
- **RHETORICALITY:** the rhetorical features of texts, such as purpose, audience, context, rhetorical appeals, and elements, and how to write rhetorically, discussing similar features in texts
- **INTEGRATING RESEARCH:** analyzing research to develop an argument, incorporate others’ ideas (through quotations, summary or paraphrase) into writing effectively or self-consciously, and appropriately integrate citations into text (punctuation, attributions, relevance)

### **Language Use, Clarity, and Proficiency**

- **LANGUAGE COHERENCE:** how to develop unified and coherent paragraphs and sentences that have clarity and some variety

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### **LEARNING OUTCOMES**

- Students will be able to describe reading as an active process of meaning-making
- Students can list reading and writing strategies that support different stages of the reading and writing process
- Students can describe writing as a process of decision-making as it is informed by the larger context of a civic, academic, or other Conversations.
- Students can write purposeful, accurate summaries.
- Students can effectively situate summary passages in larger sequences of information.
- Students can explain changes they have made to their own texts as a result of workshop, demonstration, teacher response, genre modeling.
- Students can discriminate between writing in the modes (formalist approach to writing) and writing rhetorically (understanding the value of rhetorical situation and placement of information based on purpose)

- Students can distinguish between different genres of writing, including literacy narrative, report, and textual analysis, while also recognizing that genres are not static but opportunities for communication.
- Students can outline or map the conceptual structure of an essay.
- Students can cite sources.
- Students can identify sentence sequences that lack variation.
- Students can identify and revise for clarity at the sentence level.
- Students can identify, categorize, and explain key vocabulary in the course, including rhetoric, inquiry, conversation, report, genre, audience, purpose, reflection, self-assessment, process, and textual analysis.

## WORK OF THE COURSE

This is an abbreviated description of the major projects for English 5A. All projects will be supported by numerous in-class activities, homework assignments, shorter writing assignments, reading, reflection, and assessment. All of this work will directly contribute to your success with the project you are working on and in your overall improvement as a reader and writer at the university.

## MAJOR PROJECTS

Weeks 1-3. **Project 1: What is Different About College English?** *The general purpose of this first assignment is to allow students to find their bearings at the university, make connections to previous experience and differentiate between past behaviors and present expectations. A second purpose focuses on introducing key concepts for the class, working toward establishing a shared vocabulary for discussions of reading, writing, thinking, and discussing.*

Weeks 4-8. **Project 2: How do Key Issues in Education Shape Us?** *The general purpose of this assignment is to help you establish a clear sense of how to read well in preparation for writing. One of the central elements of this process is learning how to summarize purposefully -- capturing a writer's argument or summarizing an explanation, etc.-- and engage evidence in support of your own writing's purposes. At the end of this project you should be able to describe the kind of reading moves good readers make when they are reading well.*

Week 9. **Midterm Self Assessment:** *The general purpose of this assignment is give students time and an opportunity to stop, reflect, and revisit their approach to the class, to underscore the importance of reflection as an essential element of learning, and to come to some shared understanding of the qualities that distinguish more effective writing from less effective writing.*

Weeks 10-15. **Project 3: How do popular media shape our society? How accurate or insightful are writers who make arguments about the effect of popular media on our cultural knowledges and practices?** *This assignment asks you to analyze texts that focus on the ways that popular media are shaping our culture, ways of knowing, and understanding about ourselves and others. By the end of this essay, you should be able to articulate an essay's topic, key points, and persuasive arguments. You should be able to respond to those arguments with your own stance as well as put those arguments in conversation with others' arguments.*

Weeks 15-17. **Final portfolio:** *This assignment requires you to revisit work over the course of the semester and document the quality of your work through the development of a portfolio. A reflection essay that explains what you have learned about reading, writing, thinking, and learning is weighted heavily my assessment of your readiness for English 5B.*

## COURSE AND PROGRAM PORTFOLIO

The Engl. 5A writing program uses a portfolio that determines if each student is ready to move on and work successfully in Engl. 5B. The portfolio is a gateway through which all students must successfully pass in order to continue on to Engl. 5B.

**IMPORTANT:** ALL STUDENTS who do not pass the final portfolio cannot pass Engl. 5A, no matter what their progress has been up to that point. Additionally, if a student passes the final portfolio, the teacher of record may actually fail that student because of other grading factors, such as lack of attendance, not doing previous assignments, etc. Generally, though, students should not submit a portfolio if they are not passing the class.

Think of the portfolio as a collection of your best work for our class and as a place where you reflect upon your reading and writing practices, giving you a chance to tell evaluators what you've learned about reading and writing, how you've learned these things, and provide a self-evaluation of your own practices.

While you'll get more information about both the portfolio later in the semester, here is what the program expects of the **final portfolio**:

- **Letter of reflection**, addressed to the readers (3-5 pages double-spaced)
- **Formal Writing:** 10 pages of formal writing, which includes at least one revised writing project from the course. This can also include formal assignments that have been revised.

## GRADING CONTRACT

Unlike many of your classes that break your grade into percentages or points, I use a grading contract that focuses primarily on how you complete your work.

## HERE IS AN OVERVIEW

Conventional grading and teacher-centered evaluation often lead students to think more about grades than about learning; their attention tends to focus more on the products a teacher wants rather than on the process of learning and applying that knowledge to their own purposes and goals. I want you to focus your energies on learning, exploring, figuring out, making sense of, and, finally, assessing what you've learned and know about academic literacy. I use a contract that emphasizes your performance in the class based on what you do and how well you meet the responsibilities of this class as I guide you through the learning and work.

So no letter grades, no points. Feedback about the quality of your performances will come in the form of discussions, examples, feedback, and your own self-reflection on how well you have met

the standards described in those models. The bulk of your feedback will come from your peers and me; together as a class, we will examine one another's work and determine its effectiveness, how well it meets the purpose and goals of the assignment or task. My role is to provide expertise, demonstrate assessment with models often pulled from your work, and facilitate learning by helping all of us make distinctions between work that "exceeds expectations," "meets expectations," and "does not meet expectations." These responses will address the quality of your work, and class discussions coupled with teacher demonstration should provide you with ideas or methods for improving the quality of your work.

## HERE ARE THE REQUIREMENTS

If you do everything asked of you each day (both in class and for homework), then you'll fulfill all your responsibilities for this class and receive a CR for the semester. If you do all that is asked of you, in the manner and spirit it is asked, if you work through the processes we establish with the level of intensity and commitment that our class calls for, and you put together complete projects and homework, then you'll get a CR. If you miss classes, turn in assignments late, or forget to do assignments, etc., you will not meet your responsibilities for yourself and your classmates and you'll get a NC.

## HERE'S HOW GRADING WORKS IN OUR CLASS

In order to get credit for our course, you must meet or exceed the requirements in the shaded row below. All assignments --formal, informal, in-class or otherwise—and class participation -- count toward your grade, since they are all important to your learning and academic progress.

## CR GRADES

You are guaranteed a course grade of "CR" **if you meet all of the following conditions:**

**ATTENDANCE/PARTICIPATION:** You must attend and participate in at least 87% of the class sessions. In a Tuesday / Thursday class, 5 absences means an automatic "No Credit" course grade. In a Monday/ Wednesday/ Friday class, 7 absences constitute an automatic "No Credit" course grade. Leaving class 15 minutes or more before class ends or coming to class 15 minutes or more after class starts constitutes an absence. For our class, attendance equates to participation, which means that you need to come to class with the homework done, and be prepared to participate in the activities of the class. This means if you come to class, but your homework is not done, it can count as an absence. Using cell phones, texting, or using computers for things unrelated to the class focus is unacceptable and, if it becomes a problem, will count as an absence on each day there is a problem.

If you are absent from class, it is your responsibility to check on announcements made while you are away. It is also your responsibility to make sure that your name appears on the daily attendance sheet each day that you do attend class.

In accordance with university attendance policies for **students participating in university-sanctioned events or military service**, the above guidelines do not apply to those absences. In either case, the **student is responsible for providing written notification of any absences during the first two weeks of class**. This is to provide plenty of time for me to determine the best way for you to do all the required work on time and appropriately. Those schedules are not subject to change unless the supervising faculty member contacts me and verifies the purpose of any revisions or additions to your schedule.

- Please Note: sometimes there are emergency situations when folks need to use or check their phone or have their phone on in class. If you have a situation where this is the case, please contact me before class to let me know the situation.
- Please Note: Assignments not turned in because of an absence, either ones assigned on the schedule or ones assigned on earlier days in class, will be late or missed (depending on when you turn it in finally, see the guidelines for late and missed assignments below).

**LATE ASSIGNMENTS**: You will agree to turn in properly and on time all required homework listed in the tentative schedule below. Because your colleagues in class depend on you to get your work done on time so that they can do theirs on time, late assignments will not be accepted\*.

**\*Exception: You may turn in a late assignment ONE TIME OR FEWER during the semester. All “late assignments” are due 2 days after their initial due date** (e.g. if the assignment was due on Tuesday, at 8am, a late assignment must be turned in by 8am on Thursday). The exception is the Final Portfolio, which must be turned in on time.

**MISSED ASSIGNMENTS**: Missed assignments are assignments that are not completed or are turned in after the late assignment deadline. After you have used your one “late assignment” pass, all additional assignments turned in incomplete, not on time, or otherwise not according to our guidelines are considered “missed assignments.” In order to meet our contract for a CR grade, you cannot have any “missed assignment.”

**INCOMPLETE ASSIGNMENTS**: Incomplete assignments are ones that were completed on time but did not match the “spirit and letter” of the assignment in some way. When an assignment is incomplete, you will have 48 hours from the time you receive notice from me that the assignment is incomplete to revise and resubmit the assignment for no penalty. If you take longer than 48 hours it will be a “missed” assignment.

**FINAL PORTFOLIOS AND ASSESSMENTS**: You’ll turn in complete and on time a final course portfolio and complete portfolio assessments according to the portfolio handout. Late or missed portfolios or assessments constitute an automatic failing grade. The final portfolio must be passing and assessments must be complete in order for the student to get a “credit” in the class.

## KNOWING WHERE YOU STAND

I use the gradebook on Canvas to keep track of completed, late, and missed assignments as well as attendance. At any time, you can go to Canvas and see where you stand. Below is a chart that lists the requirements for the class so you can easily reference what it takes to get a particular grade. Please also note that as our class is mostly paperless, I will respond to much of your submitted work over email. Please be sure to check your Fresno state email regularly, to be sure that you know about assignments that might need to be redone, and can thus manage revising them within the time period allotted.

**Please note:** A “C” in the grade book means “complete,” “L” means “late,” “I” means “incomplete,” and “M” means “missed”.

Below is a chart that lists the requirements for the class so you can easily reference what it takes to pass.

	<b># of Absences</b>	<b># of Late Assigns.</b>	<b># of Missed Assigns.</b>	<b>Midterm / Final Assessment</b>	<b>Final Portfolio</b>
<b>CR</b>	4 (TTH) / 6 (MWF) or fewer	1 or fewer	0	Complete	Complete and Pass
<b>NC</b>	5 (TTH)/7 (MWF) or more	2	1	Incomplete	Incomplete or no Pass

**Each student may have one temporary exemption from the contract.** This can be for any serious and compelling reason. In order to get this exemption, you must contract me as soon as possible to request the exemption.

\* **Bonus:** Each student may earn an additional temporary exemption from the contract (see above) by enrolling in and passing the Writing Center weekly tutorials. By staying in this course and attending class, you accept this contract and agree to abide by it, as do I.

**UNIVERSITY POLICIES**

Please see university policies on Students with Disabilities, Cheating and Plagiarism, Computers, Disruptive Classroom Behavior, Copyright Policy, and Honor Code on our course Canvas site under “syllabus.”

**ACADEMIC RESOURCES**

**THE WRITING CENTER**

The Writing Center offers a one-unit CR/NC tutorial that runs concurrently with the course and meets twice a week for 50 min. You will work in a small group of 2-3 students and a trained tutor discussing your writing and giving one another feedback and sharing strategies for revision. The tutorial will enhance your learning and help you succeed in this class. It will also help you prepare your writing for submission to the portfolio. The tutor will not give you any homework assignments; you will simply work with the writing you'll be doing in this and your other classes. In addition, you can also work with a tutor in one-to-one tutorials by appointment. The Writing Center can be contacted at 278-0334 or <http://www.fresnostate.edu/artshum/english/writingcenter/>

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#### THE LEARNING CENTER

The Learning Center offers *free* drop-in tutoring in multiple subjects including writing, math, sciences, business, and languages. Visit the Collection Level of the Library from 8am-7pm Monday through Thursday, 8am-5pm on Fridays, and 10am-2pm on Saturdays. For information about the Academic Success Workshops or tutoring schedule go to <http://www.fresnostate.edu/studentaffairs/lrc/> or call 278-8370.

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#### SUPPORTNET

Our campus has developed SupportNet to connect students with specific campus resources promoting academic success. I have agreed to participate in this program and may refer you to it if I believe you need the services provided by SupportNet to succeed in this course.

## COURSE SCHEDULE

This schedule is tentative. Our readings and activities may change later as the semester develops. I will notify you if we make any changes.

### **English 5A MWF Sample Schedule**

(*TSIS*) refers to *They Say I Say*

(*NFGW*) refers to *The Norton Field Guide to Writing*

(*AWR*) refers to *A Writer's Reference*

Date	In Class	Homework Due
	<p><b>What is different about college English?</b></p> <p><b>Key Terms: Rhetoric, Inquiry, Conversation</b></p>	
<p><b>Week 1:</b> Wednesday, 8/21</p>	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Icebreaker</li> <li>• Syllabus Questions</li> <li>• Writing Sample Prompt: Intro to Reading and Writing as Conversation</li> </ul>	
<p>Friday, 8/23</p>	<ul style="list-style-type: none"> <li>• Inquiry and Academic Habits of Mind Discussion</li> <li>• Writing Center Visit</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Sample Due</li> <li>• NFGW: Ch 4 pgs 45-52 + Ch 1 pgs 3-9</li> </ul>
<p><b>Week 2:</b> Monday, 8/26</p>	<ul style="list-style-type: none"> <li>• Understanding the Conversation Discussion</li> <li>• Project #1 Prompt</li> </ul>	<ul style="list-style-type: none"> <li>• TSIS Preface and Introduction pgs xiii to 18.</li> <li>• Read the Project #1 Prompt</li> </ul>
<p>Wednesday, 8/28</p>	<ul style="list-style-type: none"> <li>• Reflection and narrative in “Mother Tongue” and “Sometimes the Tough Teen . . .”</li> </ul>	<ul style="list-style-type: none"> <li>• NFGW: De La Peña’s “Sometimes the Tough Teen Is Quietly Writing Stories” on pgs 688-692 and Tan’s “Mother Tongue” pgs 649-655</li> </ul>
<p>Friday, 8/30</p>	<ul style="list-style-type: none"> <li>• School Writing Experiences and the larger Conversation</li> <li>• Generating a purpose in the Literacy Narrative (AWR pg 34)</li> </ul>	<ul style="list-style-type: none"> <li>• Bring AWR</li> <li>• NFGW: Writing A Literacy Narrative: intro on pg 75 + pgs 87-97</li> </ul>
<p><b>Week 3:</b> Monday, 9/2</p>	<ul style="list-style-type: none"> <li>• No Class: Labor Day</li> </ul>	

Wednesday, 9/4	<ul style="list-style-type: none"> <li>• Reflection and Purpose in the literacy narrative</li> </ul>	<ul style="list-style-type: none"> <li>• NFGW: Miles “Formation of a Caribbean Illustrator” pgs 704-713</li> </ul>
Friday, 9/6	<ul style="list-style-type: none"> <li>• What’s Motivating this Writer in the literacy narratives from NFGW</li> </ul>	<ul style="list-style-type: none"> <li>• TSIS “What’s Motivating This Writer?” Pgs 176-186.</li> <li>• Bring NFGW</li> </ul>
<b>Week 4:</b> Monday, 9/9	<ul style="list-style-type: none"> <li>• First draft of project 1 due: response and key ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Project 1, Draft 1 due with author’s note</li> </ul>
	<p><b>How do key issues in Education shape us?</b></p> <p><b>Key Terms: Conversation, Report, Genre, Audience, Purpose</b></p>	
Wednesday, 9/11	<ul style="list-style-type: none"> <li>• What Role does Education Play?</li> <li>• Discuss Reading and Annotation</li> </ul>	<ul style="list-style-type: none"> <li>• NFGW: Ch 2 pgs 10-32.</li> </ul>
Friday, 9/13	<ul style="list-style-type: none"> <li>• Discuss “College Costs” and “Homeless on Campus” as Reports</li> </ul>	<ul style="list-style-type: none"> <li>• NFGW: Reporting Information, pg 131 + pgs 146-156</li> <li>• NFGW: “College Costs” on pgs 143-145 and “Homeless on Campus,” pg 764-769</li> </ul>
<b>Week 5:</b> Monday, 9/16	<ul style="list-style-type: none"> <li>• Discuss “College Costs” and “Homeless on Campus” in relation to “Her Point Is”</li> <li>• Summarizing “College Costs” and “Homeless on Campus”</li> </ul>	<ul style="list-style-type: none"> <li>• TSIS: “Her Point Is” pgs 30-42</li> <li>• Bring NFGW</li> </ul>
Wednesday, 9/18	<ul style="list-style-type: none"> <li>• Discuss “Does Texting Affect Writing?”</li> </ul>	<ul style="list-style-type: none"> <li>• Triple Entry Journal on “College Costs” and “Homeless on Campus”</li> <li>• NFGW “Does Texting Affect Writing?” on page 131-138.</li> </ul>

Friday, 9/20	<ul style="list-style-type: none"> <li>• Project #2</li> <li>• Discuss “Does Texting Affect Writing?” in relation to “They Say” and “As He Himself Puts it”</li> </ul>	<ul style="list-style-type: none"> <li>• TSIS: “They Say” pgs 19-29 and “As He Himself Puts It” pgs 43-52</li> <li>• Bring NFGW</li> </ul>
<b>Week 6:</b> Monday, 9/23	<ul style="list-style-type: none"> <li>• Discuss “Finland’s School Success.”</li> </ul>	<ul style="list-style-type: none"> <li>• Triple Entry journal on “Does Texting Affect Writing?”</li> <li>• NFGW: “Finland’s School Success” on pgs 999-1006.</li> </ul>
Wednesday, 9/25	<ul style="list-style-type: none"> <li>• Discuss Purpose, audience, genre in “Finland’s School Success.”</li> </ul>	<ul style="list-style-type: none"> <li>• NFGW: “Purpose,” pg 55-56, “Audience” pg 57-60, “Genre” pg 61-65</li> </ul>
Friday, 9/27	<ul style="list-style-type: none"> <li>• Turning Triple Entry Journals into a first draft</li> </ul>	<ul style="list-style-type: none"> <li>• Triple Entry Journal on “Finland’s School Success.”</li> </ul>
<b>Week 7:</b> Monday, 9/30	<ul style="list-style-type: none"> <li>• The writing process and writing workshop</li> </ul>	<ul style="list-style-type: none"> <li>• NFGW: “Getting Responses and Revising” pgs 348-355</li> <li>• Project 2, Draft 1 due with author’s note.</li> </ul>
Wednesday, 10/2	<ul style="list-style-type: none"> <li>• Thesis and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• NFGW: “Guiding Your Reader” pgs 386-391.</li> <li>• Bring draft of Project 2</li> </ul>
Friday, 10/4	<ul style="list-style-type: none"> <li>• Sentence Variety (AWR pgs 135-138)</li> </ul>	<ul style="list-style-type: none"> <li>• Bring a draft of project 2</li> <li>• Bring AWR</li> </ul>
<b>Week 8:</b> Monday, 10/7	<ul style="list-style-type: none"> <li>• Workshopping</li> </ul>	<ul style="list-style-type: none"> <li>• Project 2, draft 2 due with author’s note. Bring 3 copies.</li> </ul>
<p style="text-align: center;"><b>Midterm Self Assessment</b></p> <p style="text-align: center;"><b>Key Terms: Reflection, Self-Assessment</b></p>		

Wednesday, 10/9	Whole class assessment: Project 2	Reflection on the progress of your learning to write in this class so far.
Friday, 10/11	Whole class assessment: Project 2	Reflect on the progress of your learning to write based on the in class reading.
<b>Week 9:</b> Monday, 10/14	Final Reflections assessment and key ideas.	Final Reflections due: Bring 3 copies
	<b>How do popular media shape our society? How accurate or insightful are writers who make arguments about the effects of popular media on our cultural knowledges and practices?</b>  <b>Key Terms: Process, Textual Analysis, Rhetorical, Genre, Audience, Purpose</b>	
Wednesday, 10/16	<ul style="list-style-type: none"> <li>Why analyze (visual and written) texts?</li> </ul>	<ul style="list-style-type: none"> <li>NFGW ch 11, “Analyzing Texts” pgs 98 + 114-130</li> </ul>
Friday, 10/18	<ul style="list-style-type: none"> <li>Discuss readings as textual analyses</li> </ul>	<ul style="list-style-type: none"> <li>NFGW: “Changing Face of Poverty” on pages 726-737, “Representations of Disney Princesses. . .” on pgs 738-752, and “The Fashion Industry” on page 99-101</li> </ul>
<b>Week 10:</b> Monday, 10/21	<ul style="list-style-type: none"> <li>Considering purpose, audience and genre in “Changing Face of Poverty”, “Representations of Disney Princesses. . .”, and “The Fashion Industry”</li> </ul>	<ul style="list-style-type: none"> <li>TSIS “Yes/ No/ Okay, But” pgs 53-66</li> </ul>
Wednesday, 10/23	<ul style="list-style-type: none"> <li>Practicing textual analysis through purpose, audience and</li> </ul>	<ul style="list-style-type: none"> <li>NFGW “Wikipedia as a Site of Knowledge</li> </ul>

	<p>genre in “Wikipedia as a Site of Knowledge Production”</p> <ul style="list-style-type: none"> <li>• Writing Project 3 Prompt</li> </ul>	<p>Production” on page 816-822</p>
Friday, 10/25	<ul style="list-style-type: none"> <li>• Practicing textual analysis through purpose, audience and genre in analyzing “Kid’s Stuff”</li> </ul>	<ul style="list-style-type: none"> <li>• NFGW: “Kid’s Stuff” pg 940-948</li> </ul>
<b>Week 11:</b> Monday, 10/28	<ul style="list-style-type: none"> <li>• Discuss “And Yet” in relation to RE: “Kid’s Stuff” and “Wikipedia as a Site of Knowledge Production”</li> </ul>	<ul style="list-style-type: none"> <li>• TSIS: “And Yet” pgs 67-76</li> <li>• Bring NFGW</li> </ul>
Wednesday, 10/30	<ul style="list-style-type: none"> <li>• Analyzing Texts and metacommentary</li> <li>• AWR pgs 71-77</li> </ul>	<ul style="list-style-type: none"> <li>• TSIS: “But Don’t Get Me Wrong” pg 131-140</li> <li>• Bring AWR and NFGW</li> </ul>
Friday, 11/1	<ul style="list-style-type: none"> <li>• Writing project 3, Draft 1 workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Writing project 3, draft 1 due with author’s note. Bring 3 copies for workshopping.</li> </ul>
<b>Week 12:</b> Monday, 11/4	<ul style="list-style-type: none"> <li>• Avoiding Plagiarism and integrating outside ideas</li> <li>• AWR pgs 341-347</li> </ul>	<ul style="list-style-type: none"> <li>• Bring a revised draft of writing project 3.</li> <li>• Bring AWR</li> </ul>
Wednesday, 11/6	<ul style="list-style-type: none"> <li>• Writing purposeful paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Bring a revised draft of writing project #3</li> <li>• NFGW: “Classifying and Dividing” pg 418-423.</li> <li>• AWR “Writing Paragraphs” pgs 42-54</li> </ul>
Friday, 11/8	<ul style="list-style-type: none"> <li>• MLA Style Guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Writing project #3, Draft 2 due with author’s note. Bring 2 copies</li> <li>• Bring AWR</li> </ul>
<b>Week 13:</b>	No Class: Veteran’s Day	

Monday, 11/11		
	<b>Preparation for Final Portfolio</b>	
Wednesday, 11/13	<ul style="list-style-type: none"> <li>Final Portfolio introduction and process</li> </ul>	<ul style="list-style-type: none"> <li>NFGW “Compiling a Portfolio” pgs 361-370</li> </ul>
Friday, 11/15	<ul style="list-style-type: none"> <li>Assessing and revising writing</li> </ul>	<ul style="list-style-type: none"> <li>Bring a draft of the Writing project you will use for final portfolio</li> <li>NFGW “Assessing your Own Writing” pg 343-347</li> </ul>
<b>Week 14:</b> Monday, 11/18	<ul style="list-style-type: none"> <li>Editing and proofreading</li> </ul>	<ul style="list-style-type: none"> <li>Bring a draft of the Writing project you will use for final portfolio</li> <li>NFGW “Editing and Proofreading” Pg 356-360</li> </ul>
Wednesday, 11/20	<ul style="list-style-type: none"> <li>Writing project #4: Final Reflective Cover Letter</li> <li>AWR pgs 36-41</li> </ul>	<ul style="list-style-type: none"> <li>Bring your most recent draft of writing project #1, all annotations, all author’s notes, and all reflective writing (including reading responses).</li> <li>Bring AWR</li> </ul>
Friday, 11/22	<ul style="list-style-type: none"> <li>Workshopping</li> </ul>	<ul style="list-style-type: none"> <li>Writing Project #4 due with author’s note. Bring 3 copies</li> </ul>
<b>Week 15:</b> Monday, 11/ 25	<ul style="list-style-type: none"> <li>Final Portfolio Rubric and reading</li> </ul>	<ul style="list-style-type: none"> <li>Revise and compile your portfolio</li> </ul>
Wednesday, 11/27	<ul style="list-style-type: none"> <li>No Class: Thanksgiving</li> </ul>	
Friday, 11/29	<ul style="list-style-type: none"> <li>No Class: Thanksgiving</li> </ul>	
<b>Week 16:</b> Monday, 12/2	<ul style="list-style-type: none"> <li>TBD</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

Wednesday, 12/4	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
Friday, 12/6	<ul style="list-style-type: none"> <li>• Final Portfolio check list</li> </ul>	<ul style="list-style-type: none"> <li>• Revise and compile your portfolio</li> </ul>
<b>Week 17:</b> Monday, 12/9	<ul style="list-style-type: none"> <li>• Final Portfolio Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Final Portfolio Due</li> </ul>
Wednesday, 12/11	<ul style="list-style-type: none"> <li>• Final Portfolio Assessments</li> </ul>	
<b>Week 18:</b> Final	<ul style="list-style-type: none"> <li>• Final Conferences</li> </ul>	

