

English 110: College Writing I
Section 42953
Language and Literacy
Fall 2024

Course Details

INSTRUCTOR Amanda Levix *(Contact info was removed)*

CONTACT *via email* _____

OFFICE HOURS

I am also available via Zoom if this time doesn't work for you; please email to schedule.

CLASS TIMES Tuesday/Thursday 8:00am – 9:50am

LOCATION

Course Overview & Goals

Is writing ever easy? Rather than assume that some people are born writers and others are not, we will try to answer this question by reading, writing, and thinking about how people develop their practices of language and literacy. We will learn about how and why we use the languages we use, how our literacies are evaluated, and how we choose the media we use to communicate. We will also study theories about composing to illuminate writerly issues like revision and writer's block.

The primary goal of this course is two-fold: 1) to help you to reflect on your previous, current, and potentially future writing practices, and 2) familiarize yourself with the expectations, conventions, and strategies in academic writing. Academic writing can mean very different matters to different people, depending on their linguistic and cultural backgrounds, academic disciplines, and writing contexts. This can be even more complicated, considering Standard English is often expected in academic writing when we are surrounded by many different languages in our daily life. In other words, what happens when a particular language gains more power and recognition than others? How does that happen? How and why does that impact individuals in different social spaces, particularly us in school who use English? We will explore these questions and more and discuss what it means to be an academic writer in relation to the topic of language and literacy.

What can I expect as a student?

Because writing is a dynamic ability learned over many years, English 110 is designed to help you develop your foundation by introducing students to the rhetorical strategies and expectations, methods of inquiry, and revision practices of writing. Over the semester, you will learn to assess a variety of writing situations, feel more comfortable as a writer, and cultivate a toolbox of writing strategies that you serve you in college and beyond. It is my hope that this course will provide you an opportunity to think about different languages you use, understand, and have relationships with, and how these languages are assets for you as an individual with unique backgrounds and knowledges for your academic writing practices and beyond.

To help us to do so, we will read, discuss, and write about issues related to language and literacy such as literacy and culture, power in relation to judgments about literacy, language difference, and multiple Englishes. Based on the readings and discussions, you will write a number of informal writings where you will reflect on your language practices and beliefs about languages and three longer essays in which you will further explore and engage with scholarly sources in relation to the topics we discuss. Throughout the process, you will (learn to) engage in critical reading and analysis, reflection, research, collaboration, composition and revision practices. You should expect to work independently, with a partner, and with a small group of classmates to read, investigate, review, and share your writing. The course goal is that you will learn to see writing as a means of discovery, a process of continual refinement of ideas and their expression. Rather than approaching writing as an innate talent, we will understand writing as a practice that anyone can learn and improve through hard work.

Student Learning Practices and Outcomes for English 110

At the end of this course, students will:

1. Produce writing that responds appropriately to a variety of rhetorical situations with a particular focus on academic argumentation.
2. Learn reading strategies to summarize, synthesize, analyze, and critique other people's arguments and ideas fairly.
3. Learn research practices that will help strengthen their writing and thinking.
4. Produce writing that shows how writers may navigate the diverse processes of composing including revision and collaboration.
5. Produce writing that strategically employs appropriate language conventions in different writing situations.
6. Take ownership of their work and gain an understanding of their own voice, style, and strengths.

English 110 is the foundational writing class at Queens College and fulfills the English Composition 1 Pathways requirement.

Required Texts and Materials

All readings will be provided to you via our course website. You may print them or read them electronically. You must either have a device or a hardcopy of the reading in class. If you do not have regular access to a computer or the Internet or are unsure of availability here at QC, please come speak to me; the college has some access to devices for students.

****Please note, some of our readings and materials not only deal with controversial and sensitive topics but also contain explicit language.**

Assignments and Grading

Grading: Over the course of the semester, you will need to complete 2 drafts for first 2 essays and 3 drafts for the final essay, a number of in-class and short writing assignments, and an end-

of-the-semester portfolio. All drafts prior to the final/graded draft will be graded on “satisfactory completion” as long as it is done in the spirit that the assignment was asked (drafts prior to the final/graded drafts do not need to meet the final page count). You will also need to participate in class and contribute to the classroom community. **All three essays and the final portfolio must be submitted to pass the class regardless of percentages. Finalized essays will not be accepted if a draft has not been submitted.**

Your final grade will be determined as follows:

Course component	Percent of course total		Deadlines and notes
Essay 1	15%	Literacy biography/ autobiography	3-4 pages First draft: 9/24 Final/graded draft: 10/8
Essay 2	20%	Lens analysis: literacy sponsorship	4-5 pages First draft: 10/24 Final/graded draft: 11/5
Essay 3	20%	Scholarly response	6-8 pages First draft: 11/26 Second draft: 12/5 Final/graded draft: 12/17 at 5pm
Portfolio	10%		A collection of your formal papers and informal and everyday writings, as well as a reflective letter Due 12/17 at 5pm
Participation	20% (15% in class and 5% for conference hour)	Participation will be assessed according to the quality of your contributions to discussions and exercises, your preparation for daily class meetings, and the feedback you give in writing workshops and writing groups (written and	Good participators ask thoughtful questions, listen to and elaborate on their peers’ comments, and speak up but don’t dominate. Good participators do not wait for a brilliant or complete idea in order to speak in class; instead, they share reactions, questions, and beginning ideas. I grade participation according to the following scale: <ul style="list-style-type: none"> • A=daily, thoughtful participation in class discussion • B=Frequent to occasional participation in class discussion • C=Participation only when called on or prompted, some attendance problems • D=Refusal to participate even when called on, attendance problems

		verbal). Also, I will be considering factors such as attendance and punctuality.	<ul style="list-style-type: none"> • F=Consistent lack of preparation for class, severe attendance problems <p>Note: a quarter of your participation grade is based on your participation in the conference hour</p>
Informal and everyday writing	15%	Grading based on satisfactory completion.	<p>Informal and everyday writing includes all in-class writing exercises to do pre-writing and other in-class writing. Often this means articulating a thought or response to the readings or question scheduled for the day. With this writing, you are welcome to direct attention to the most compelling parts of the readings and to make connections to previous discussions and readings. Other times, the prompts are focused on a particular part of the upcoming formal writing assignment.</p> <p>“Satisfactory completion” means timely writing in response to the prompts provided. Writing must be completed before class (for at-home writing) or during class (for in-class writing) in order to get full credit.</p>

The assignments are as follows (detailed rubrics to be provided):

Essay 1: Literacy Autobiography (3-4 pages)

Reflect on the way you (learned to) use, form a relationship with, think about, value or feel towards language(s) and literacy. Write an essay critically reflecting on how and why the languages or dialects you use (or don't use) influence – or are influenced by – your sense of identity as a reader, writer, and user of language(s). You will draw on ideas from Tan, Anzaldúa, or Chin to help you analyze your personal experience(s) using languages and analyze the connections among language, identity, and community.

Texts:

“Mother Tongue” by Amy Tan

“How to Tame a Wild Tongue” by Gloria Anzaldúa

“How I Learned to Claim Space as a Multilingual Author” by YZ Chin

“Academia, Love Me Back” by Tiffany Martinez

Essay 2: Lens Analysis (4-5 pages)

Using ideas from “Sponsors of Literacy,” analyze the literacy experiences of one of the authors we’ve read for Essay 1 along with a relevant, personal experience in which you gained or

attempted to gain a specific type of literacy. You must also consider how your argument complicates or extends ideas from “Sponsors of Literacy.”

Texts:

“Sponsors of Literacy” by Deborah Brandt

“A Personal Reflection” by Aja Martinez

Essay 3: Scholarly response (6-8 pages)

Using language and literacy research, develop an analytical argument about an incident or phenomenon involving language or literacy that has been reported in the news or is reflected in the essays we read for this class. Your essay must:

- a) research facts and contextual information about the incident
- b) use relevant theories and scholarship (five total sources with at least three sources from outside of the class reading list) to help analyze and make sense of the incident or phenomenon
- c) consider and respond to existing arguments about the incident or phenomenon
- d) acknowledge and address at least one significant counterargument

Texts:

“Looking for Trouble” by Catherine Savani

“Should Writers Use Their Own English” by Vershawn Ashanti Young

“Texting Ruins Literacy Skills” by Christopher Justice

Final Portfolio

At the end of the semester, you will compile all your zero, formal and final drafts into a single portfolio, which will be accompanied by a reflective letter on your writing process and development. You will receive more details on this assignment later in the semester.

Informal and everyday writing: *Drafting & reading response homework*, in-class writing activities and exercises. These assignments help you develop your thinking in response to the assigned readings and towards the crafting of each of the essays. For at-home writing, you’ll upload to Brightspace before class and bring digitally or printed to class. **You must be in class to receive credit for each prompt** (and to receive the next day’s prompt).

At-home writing assignments **MUST** be **double-spaced** and in **size 12 of a simple font**. Informal exercises may be copy & pasted onto Brightspace (to be demonstrated in class).

In the spirit of providing as much time as possible in class to respond to writing prompts, I ask that in-class writing assignments, or freewrites, be **hand-written** in class in either the notebook I provide or with whatever manual writing utensils you choose. This is so that no time is wasted pulling up a Word/Google document on your laptop, fussing with the font, getting distracted by emails/texts, having an issue with the Wi-Fi, etc.

These handwritten assignments will **be submitted to Brightspace as a photo**. I will not penalize you for messy handwriting or grammar/spelling issues. I only ask that you write as legibly as possible.

Participation and Attendance: Because this is not a class that can be distilled into a page of notes or a quick summary you can receive after class, consistent and punctual attendance and class participation are requirements of this course.

Writing involves practice, feedback, and attention and cannot be transmitted via lecture or handout. This course, its activities, and assignments are all designed with this mind. You will need complete the daily writing and reading in a timely manner and show up to class on time, ready and willing to discuss the day's assignments. Since much of the work will be done in class through discussion, group work, and in-class writing, missing classes will keep you from getting the most out of this class and your grade will be affected. It's not possible to make up the assignments and in-class collaborative activities that will not only be part of your grade, but will also play an important role in achieving the course goals.

Here are some guidelines for your class participation and attendance:

1. Participation means engagement in class *discussion, workshops, peer-editing, presentations, conferences*. You are expected to be prepared to discuss the material each day, though this does not mean you need to have mastered it—considered questions are also a great way to participate!
2. At the beginning of each class, I will pass around an attendance sheet, which you are responsible for signing. I expect that you'll all be here on time and ready to engage in the day's activities. This means you should come to class before it starts, be prepared for the class meeting, and have with you any necessary materials (readings, drafts, notebooks, etc.).
3. A late arrival or early departure, incomplete informal writing assignments, and lack of participation in the class activities will affect your participation grade.
4. All absences are your own business so you don't need an excuse from me. Because you are an adult, I expect that you have a justifiable reason for missing class. However, I am not interested in that reason. I expect that you'll make the effort to catch up by being in touch with me and your classmates. If you are sick and will be missing class for more than one class period, please let me know so that I don't think you've dropped off the face of the earth!

If an absence is unavoidable, it is your responsibility to get any materials, notes, and discussion summary from one of your classmates (This means get a classmate's number/email on the first day!). I will expect any assignments due that day in my email box before the start of class. If possible, please try to notify me prior to the absence because I plan class with everyone's presence in mind. Know that it is somewhat impossible for me or a classmate to replicate what we did in class that day.

Conference hour: In addition to the hour and 15 minute class time, you will also participate in regular group conferences. Group conferences will take place for 30 minutes after the end of

class. Your individual conference groups will meet every other class. You will get your conference group assignments on the first day of class.

FAQ (or Frequently Asked Questions) about Class Policies

How can I do well in this class?

This class involves a lot of smaller and informal writing assignments that build to more formal writing assignments. The best way to do well in this class is to engage with the class activities and writing exercises and keep up with the course as designed in the calendar. This means you should plan to:

- Attend every class and conference hour barring illness and emergencies (see “Attendance” and “The Conference Hour” above);
- Actively participate daily in all in-class activities and discussions;
- Complete all informal writing assignments;
- Not be afraid of taking initiative in whatever form that may be! (e.g., asking a question, making a mistake; doing a challenging task);
- Help your classmates to learn as best as you can;
- Be respectful to everyone;
- Be aware of each assignment’s criteria;
- Complete all of your assignments accordingly as we discuss.
- Submit all your work in time. If you are unclear about any assignment or class activities/discussions, or if you think you have trouble doing the assignment in the way we decided in the class, please talk to me in class, email, or my office ASAP.

How is my writing evaluated?

As the theme of the class may indicate, evaluation of what makes writing “good” differs socioculturally. One way to mitigate this difference is reflected in the percentages above; this class values your learning process as well as the efforts you put into the writing process and practices. All of your rough draft will be graded as “good faith” as long as it is done in the spirit that the assignment was asked. This does not mean your work will not be assessed thoroughly. We will develop a rubric that can better inform our understanding of what area the author can improve in a given essay, however. We will discuss and collaboratively develop guidelines as to what counts as “good” writing for each essay in class based on your reading response, journal entries, and other classroom discussion we have.

Grade Equivalencies at Queens College: 98-100=A+, 94-97=A, 91-93=A-, 88-90=B+, 84-87=B, 81-83=B-, 78-80=C+, 74-77=C, 71- 73=C-, 68-70=D+, 64-67=D, 61-63=D- ≤62=F

What’s the best way for us to be in contact with one another?

All students should provide an email address that they check regularly, at least 3-4 times a week. All communication that happens outside of class will be through email.

What's the purpose of class discussion?

In order to write something, you must develop a point of view. I see the classroom as a space where we can start doing that by exchanging ideas. Students are encouraged to question, critique, and challenge the readings, the instructor, and even each other within the classroom context. The respect that we have for each other is extremely important. You can be respectful even when you have a difference of opinion. Treat others as you'd want to be treated yourself.

This is a collaborative classroom so keep in mind that every person must feel comfortable expressing his or her ideas in class. Since this is a class about writing and language, we might be talking about what makes language uncomfortable or offensive. We need to respond to each other with respect, even if we do not agree. Each student (and the instructor!) is expected to listen with an open mind and communicate dissent or disagreement with clarity and consideration. One can disagree with an idea but not with a person in and of herself. While I do not foresee any problems, I reserve the right to remove from the class students who do not adhere to this standard. Additionally, you are encouraged to reach out to me if you encounter disrespectful or offensive treatment in the classroom.

What do I do if I can't complete my assignments on time?

If you are unable to complete your weekly work or are not able to attend a class meeting, please let me know as soon as possible so we can make arrangements. All weekly work can be done as alternate assignments if given enough time to plan to do so.

Unit projects are due at the end of the day on the due date. If you anticipate not being able to make that date, please get in contact with me to arrange an alternative due date. Papers not handed in by the due date and time will be considered late. Late drafts often mean that you miss the opportunity for thorough feedback and also means that you put yourself in danger of not being able to satisfactorily complete the assignment. Please back up your work and make hard copies for yourself in case anything happens. **You must complete all drafts of all assignments in order to pass the class.**

Missing a deadline is stressful. Sometimes it's just a one-off scheduling issue, but sometimes it's the result of something more persistent—struggling with the material, life circumstances, or mental state. Students in this situation often blame themselves and feel like they could just complete the assignment the next day if they just do what they should, but the next day might not be any easier. If the issue is persistent, the stress snowballs as late penalties accumulate and you start to miss completing assignments. If you are going to miss a deadline:

1. Email me whatever you have before the deadline. If you submit something, no matter how incomplete, your assignment will still be considered on time.
2. Stay in contact with me until you finish. We will make a plan to get you back on track.

Teachers always warn us about plagiarism but what is it?

We will talk extensively in class about how to properly cite so you don't mistakenly plagiarize. Citation is all about giving credit to your sources so your readers will understand how you're building your ideas. Writing is supposed to be an expression of your views and therefore, you cannot use someone else's

words in your own writing without attribution through quotation marks and citation. Also, the class assignments rely on your unique perspective, which makes plagiarism quite difficult (no need to try it!).

Plagiarism and academic dishonesty includes but are not limited to:

1. Submitting essays or portions of essays written by other people, including well-intentioned friends and family.
2. Failing to document paraphrases, ideas, or verbatim phrases taken from outside sources.
3. Collaborating on an assignment without the explicit permission of the professor.
4. Submitting an essay written for one course to another course without the explicit permission of both professors.
5. Submitting work as one's own that has been purchased or copied from a paper preparation service or web site.

Since plagiarism includes submitting written work that is not your own, the use of AI tools such as ChatGPT will be considered plagiarism. This class is all about *your* thoughts, *your* ideas, *your* research, and *your* writing. It will be extremely difficult for me to help you grow and develop as a writer if the writing I'm evaluating is not your own! If you're struggling with your ideas, writing, sources, or if you feel overwhelmed and like you've fallen behind, I would rather you come talk to me so we can work things out than jeopardize your academic career.

This is the college-wide policy: Any work submitted to me that has been plagiarized will receive a failing grade and will be reported to the dean. This is a writing class and author integrity is crucial to the mission of the course, so any event of plagiarism will most likely result in a failing course grade. Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion as provided at <https://www.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/academic-integrity-policy/>.

How can this class accommodate my physical and/or learning disability?

I strive to make my classrooms accessible to everyone, regardless of whether or not you have an official accommodation from the college. This is why the course policies and structures are flexible. However, the documentation does hold institutional weight when you need to advocate for yourself. Candidates with disabilities needing academic accommodation (including special formats/assignments, auxiliary aids, non-traditional instructional formats, etc.) should: 1) register with and provide documentation to the Special Services Office, Frese Hall, Room 111; 2) have a letter indicating the need for accommodation and what type. **This should be done during the first week of class.** For more information about services available to Queens College candidates, visit <https://www.qc.cuny.edu/sp/> or contact: Special Service Office; Director, Miriam Detres-Hickey, Frese Hall, Room 111; 718-997-5870 (Monday – Thursday 8:00 a.m. to 5:00 p.m. & Friday 8:00 a.m. to 4 pm.).

Can I ask you a question outside of class?

Yes, please! My office hours are student meeting hours so please don't feel like you'll be interrupting me if you stop in or if you email me. I'm glad to continue discussions from class, talk about paper drafts, clarify readings and assignments, or offer any other course-related advice you might need. If you'd like to meet outside of office hours, please let me know. I will do my best to be available to you as much as possible, while still reasonably maintaining a work-life balance. That means I will respond to emails

during the week within 24 hours, but there may be a delay in response time over the weekends and on breaks.

Where else can I go for help with my writing?

You are welcome to bring up any class-specific questions or issues you might have with me but I would also encourage you to take drafts of your essays to The Writing Center, located in Kiely Hall 229 or to their online space. Tutors are trained to help writers at all stages of the writing process, and from all disciplines, so you can use them for other classes. They are meeting now online! To make an appointment, go to: <https://www.qc.cuny.edu/academics/wc/>

What if I need support for non-academic concerns?

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. QC services are available free of charge. You can learn more about confidential mental health services available on campus at:

<https://www.qc.cuny.edu/cs/>

You can also find a list of resources such as the campus emergency fund on our course website under *Resources*.

Three additional notes:

Use of Student Work

All programs in New York State undergo periodic reviews by accreditation agencies. For these purposes, samples of student work are occasionally made available to those professionals conducting the review. Anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

Course Evaluations

During the final four weeks of the semester, you will be asked to complete an evaluation for this course by filling out an online questionnaire. Please remember to participate in these course evaluations. Your comments are highly valued, and these evaluations are an important service to fellow students and to the institution, since your responses will be pooled with those of other students and made available online, at the [Teaching Evaluations Data: Spring 2010 – Present](http://ctl.qc.cuny.edu/evaluations/data/) (<http://ctl.qc.cuny.edu/evaluations/data/>). All responses are completely anonymous; no identifying information is retained once the evaluation has been submitted.

Language Statement

I fully support the following statements from Ligia Mihut, Assistant Professor of English at Barry University for our classroom experiences:

The ability to communicate in multiple languages and/ or use varieties of English is a valuable asset. In this course, you are encouraged to use or draw on your varied linguistic and cultural resources. Although we will generally employ English(es) and Standard

Written English (SWE) in the classroom, you may resort to other languages and rhetorical practices for particular assignments. To ensure effective communication, we need to consider audience, purpose, and rhetorical strategies on the premise that not all rhetors have the exact same understanding of rhetorical principles. Hence, whenever you deem necessary, supplement information, resources, and experiences that would enhance the communication practice. For instance, if most of your audience does not speak Spanish(es), you may need to provide translation or captioning; if you discuss writing in international sites or cite authors unknown in Anglophone spaces, offer additional commentary or footnotes to facilitate your audience's understanding of your rhetorical context; or, if you use a particular image in your multimedia project that carries certain cultural connotations, you need to provide supplementary information so that your message effectively attains the intended purpose. Remember that words, accents, and discourses have power. In this class, you're invited to explore, reflect on, and interrogate power dynamics manifested in personal, home, professional, and academic discourses.

Course Schedule

This schedule is subject to change. Students will be notified in class and in writing of such changes. Weekly readings will be 1-2 a week, sometimes more if they are short.

All assignments are listed under the day they are *due* and should be completed before class or by the time listed when assignments are due on non-class days. **Please read carefully and check in with me if there is any confusion.**

Th 29 Aug	Introductions and What is college writing?	READ Syllabus (in class) WRITE Exercise 0.1 (in class): What languages or dialects do you use? Do you think some are better than others? Why or why not?
Tu 3 Sept	How to Read Closely: Summarizing	READ Tan, "Mother Tongue" WRITE Exercise 1.1: Summarize "Mother Tongue"
Th 5 Sept	How to Read Rhetorically: Reading like a Writer <i>Group A meets during the conference hour.</i>	READ 1) Anzaldúa, "How to Tame a Wild Tongue" 2) Bunn, "How to Read Like a Writer" (excerpt, in class) WRITE Exercise 1.2: How is Anzaldúa's essay different from a typical academic essay? What are the effects of these differences?
Tu 10 Sept	How to Read Closely: Identifying Context, Argument, Stance	READ 1) Chin, "How I Learned to Claim Space as a Multilingual Author" 2) Martinez , "Academia Love Me Back"

	<i>Group B meets during the conference hour.</i>	WRITE Exercise 1.3: What is Chin’s main argument? How does it compare to Martinez’s stance? Provide two quotations to support your answer.
Th 12 Sept	Brainstorming and Generating Ideas I <i>Group A meets during the conference hour.</i>	READ Essay selected from Chin, Anzaldúa, Tan, Martinez WRITE Exercise 1.4: Quote and discuss how 3 ideas from your selected essay relate to your own experiences using language.
Tu 17 Sept	Quoting, Paraphrasing & Summarizing I <i>Group B meets during the conference hour.</i>	READ 1) Your selected essay, 2) any introductory MLA Guide found online WRITE Exercise 1.5: Summarize your selected essay in one paragraph using relevant quotations. Incorporate your revised ideas from Wednesday’s class into a rough draft of a 3-page argument about your own experiences using language.
Th 19 Sept	Revising Using Feedback I (Peer Workshop) <i>Groups A and B meet during the conference hour.</i>	READ Harvey, “Elements of the Academic Essay” WRITE Exercise 1.6 (in class): What did you learn from <u>providing</u> feedback on your partner’s essay? What did you learn from <u>receiving</u> feedback on your own essay? E1 Draft (in class for workshopping)
Tu 24 Sept	Thesis + Introductions <i>Group A meets during the conference hour.</i>	READ Model Essay WRITE Exercise 1.7 (in class): Draft a one-paragraph introduction for your essay that introduces the problem or issue related to language and cultural identity you want to examine. E1 Draft due by 5pm

Th 26 Sept	<p>Effective Paragraphing</p> <p><i>Group B meets during the conference hour.</i></p>	<p>READ Effective Paragraphing Handout</p> <p>WRITE Exercise 1.8 (in class): Revise two paragraphs of analysis in your E1 draft to improve their topic sentences, and clarify your analysis of evidence.</p>
Tu 1 Oct	<p>How to Approach Academic Articles</p> <p><i>Group A meets during the conference hour.</i></p>	<p>READ 1) Brandt, "Sponsors of Literacy"</p> <p>WRITE Exercise 2.1 (in class): What are the main claims of Brandt's essay? What sort of evidence does she provide to support her claims? Does this evidence help make her argument clear and convincing?</p>
Th 3 Oct	<p>No Class</p> <p>Rosh Hashanah</p>	
Tu 8 Oct	<p>How to Perform Lens Analysis I</p> <p><i>Group B meets during the conference hour.</i></p>	<p>READ (IN CLASS) 1) Brandt, "Sponsors of Literacy"; 2) Lens Analysis Handout</p> <p>E1 Final Draft due by 5pm</p>
Th 10 Oct	<p>Identifying Intellectual Problems & Asking Analytical Questions</p> <p><i>Group A meets during the conference hour.</i></p>	<p>READ 1) Martinez "A Personal Reflection," 2) Lens Analysis Handout</p> <p>WRITE Exercise 2.2: Identify some literacy sponsors in any of the literacy narratives that we've read in class using the lens of sponsorship that Brandt describes. Are you seeing any patterns in how people are gaining access to sponsors? Are some sponsors more accessible than others?</p>
Tu 15 Oct	<p>No Class</p> <p>QC Follows Monday Schedule</p>	

Th 17 Oct	How to Perform Lens Analysis II <i>Group B meets during the conference hour.</i>	<p>READ 1) Model Essay, 2) Lens Analysis Handout</p> <p>WRITE Exercise 2.3: Consider if there are aspects of someone’s literacy and language experiences that are not understood through Brandt’s theory of sponsorship. Quote one idea from Brandt and discuss 1) how you might complicate or extend the idea of sponsorship and 2) how an example from a literacy narrative shows that this is the case.</p>
Tu 22 Oct	Brainstorming and Generating Ideas II <i>Group A meets during the conference hour.</i>	<p>READ Savani “Looking for Trouble”</p> <p>WRITE Exercise 2.4 (in class): List 5 specific aspects of your literacy narratives that must be analyzed to decipher what it is saying about literacy sponsorship. Identify 5 different ideas from Brandt that can be used as a lens to analyze those aspects of the narratives. Draft at least two paragraphs of lens analysis using these raw materials.</p>
Th 24 Oct	How to Analyze & Argue I: Crafting a Thesis <i>Group B meets during the conference hour.</i>	<p>READ Harvey, “Elements of the Academic Essay”</p> <p>WRITE Exercise 2.5 (in class): Develop a two-sentence thesis for your E2 draft by synthesizing the ideas that have emerged from your (5 to 6) paragraphs of lens analysis. The thesis must 1) explain <u>how</u> literacy sponsorship as at work within two literacy narratives, and 2) <u>what</u> that means about the development of literacy.</p> <p>E2 Draft (with thesis developed in class included) due by 5pm</p>
Tu 29 Oct	Revising Using Feedback II (Peer Workshop) <i>Groups A and B meet during the conference hour.</i>	<p>READ 1) Model Essay, 2) Lens Analysis Handout</p> <p>E2 Draft (in class for workshopping)</p> <p>WRITE Exercise 2.6 (in class): What did you learn from <u>providing</u> feedback on your partner’s essay? What did you learn from <u>receiving</u> feedback on your own essay?</p>

Th 31 Oct	Quoting, Paraphrasing & Summarizing II <i>Group A meets during the conference hour.</i>	READ <i>They Say, I Say</i> , Ch. 3 WRITE Exercise 2.7 (in class): Revise how you quote and introduce all ideas from Brandt used in your E2 draft.
Tu 5 Nov	Revision Workshop I <i>Group B meets during the conference hour.</i>	READ 1) Model Essay, 2) Effective Paragraphing Handout WRITE Exercise 2.8 (in class): Revise E2 to improve: 1) your analysis in paragraphs, 2) topic sentences of your paragraph, which must be underlined, and 3) your introduction, which must express the intellectual you are exploring, the central question for your essay, and the thesis you discovered as a result of your lens analyses. E2 Final Draft due by 5pm
Th 7 Nov	Introducing Research: Asking intellectual Questions I <i>Group A meets during the conference hour.</i>	READ (at home): Justice, "Texting Ruins Literacy Skills" from Bad Ideas about Writing (in class): Identifying Intellectual Problems Handout WRITE Exercise 3.1 (in class): Collaboratively research and discuss news articles that report (or opine) on an issue involving literacy and language. (The goal is to identify what articles will be good candidates to include in E3.)
Tu 12 Nov	Whose English Should We Use When Writing? <i>Group B meets during the conference hour.</i>	READ Young , "Should Writers Use Their Own English" WRITE (in class): How do you know which English to use in which situations? What helps guide your choices?
Th 14 Nov	Introducing Research: Asking intellectual Questions II	READ Pair of news articles selected for E3

	<i>Group A meets during the conference hour.</i>	WRITE Exercise 3.2 (in class): In two paragraphs, summarize each of your two articles and explain what intellectual problem they reveal. Phrase that problem as a question that can be explored and answered in an essay.
Tu 19 Nov	The Functions of Sources <i>Group B meets during the conference hour.</i>	READ Functions of Sources Handout WRITE Exercise 3.3: Using the Internet, find 1) one expert source that is related to the intellectual problem you identified in Exercise 3.2 (this source can be found from the bibliographies of class readings); and 2) one credible source that provides important background information about the issue reported in your pair of articles. Cite each source in MLA style and explain why you think a reader of your eventual E3 essay should trust that source.
Th 21 Nov	Library Research Workshop <i>Group A meets during the conference hour.</i>	READ Library Research Guide for English 110 (on the QC Libraries website) WRITE Exercise 3.4: Complete the research workbook prepared by the QC Libraries
Tu 26 Nov	Researching Sources <i>Group B meets during the conference hour.</i>	READ (at least) 1 source you've researched WRITE Exercise 3.5: Provide MLA citations for 3 sources for E3: 1) ONE scholarly source (identified from the QC Libraries database) that defines an important key term in your project; 2) ONE expert source that presents a related argument about literacy or helps you better understand how that key term can be used to analyze some aspect of literacy. E3 Draft (2-paragraph introduction + bibliography) due by 5pm
Th 28 Nov	No Class Thanksgiving	

Tu 3 Dec	How to Perform a Scholarly Response <i>Group A meets during the conference hour.</i>	READ 1) Scholarly Response handout, 2) (at least) 2 sources you've researched WRITE Exercise 3.6 (in class): Develop two paragraphs of scholarly response. Use relevant ideas or concepts from your researched sources to analyze the scholarly discourse around some aspect of literacy and language
Th 5 Dec	Brainstorming and Generating Ideas III <i>Group B meets during the conference hour.</i>	READ 1) Model Essay, 2) all your researched sources WRITE Exercise 3.7: Develop a revised draft of E3 that uses your researched sources to 1) present and contextualize the issue about language and literacy in your articles, 2) analyze how the scholarly discourse around the issue about literacy and language complements, builds or argues against one another. E3 Draft (revised 2-paragraph introduction + contextualization, analysis and discussion using researched sourced) due by 5pm
Tu 10 Dec	Revision Workshop II <i>Groups A and B meets during the conference hour.</i>	READ 1) Model Essay, 2) all your researched sources WRITE Exercise 3.8 (in class): Revise and develop E3.
Th 12 Dec	Final Class - Conferences	READ Know your conference time! WRITE None E3 Draft and Portfolios due by 5pm 12/17