ENGL 110, Fall 2023: Phase 1 Calendar

The Multimodal Language & Literacy Narrative Assignment

During Phase 1, you will study a variety of texts and ideas and practice skills like rhetorical reading, narrative writing, self-reflection, and analyzing social/political forces in writing. Among other smaller assignments, you will compose two Language & Literacy Narratives, one spoken and one written.

Note: you should have access to *all* readings & *all* assignments *every* class (in print or on your laptop/phone). This is because we’ll likely refer back to previous assignments/readings.

Note: “BB” stands for “Blackboard”

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| **DATE** | **HW DUE BEFORE CLASS** | **IN-CLASS TOPICS/GOALS** |
| **Tu****8/29** | 1. **Familiarize yourself** with Blackboard (BB) & our course site.
 | * Introductions to the course & to each other
* Syllabus Review
* Grading Contract
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| **Th****8/31** | 1. **Complete** & **submit to BB** the “[Questionnaire](https://engl110ccny1.commons.gc.cuny.edu/files/2020/07/Questionnaire-Worksheet.docx).”
2. **View** “[A Guide to Annotating Texts](https://www.youtube.com/watch?v=AYwRfok_xdI)”
3. **Read** “[Rhetoric and Rhetorical Situations](https://engl110ccny1.commons.gc.cuny.edu/files/2020/07/Rhetoric-and-Rhetorical-Situation-Handout.docx)” handout
4. **Read** Hughe’s “[Theme for English B](https://engl110ccny1.commons.gc.cuny.edu/files/2020/08/Hughes-Theme-for-English-B.docx)”
 | * Building Community
* Rhetorical Concepts
* Annotating Readings (on paper and on the computer)
* Hughes’ Poem
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| **Tu****9/5** | 1. **Read & annotate** Tan’s “[Mother Tongue](https://engl110ccny1.commons.gc.cuny.edu/files/2020/08/Tan-1990-Mother-Tongue-.docx).”
2. **Complete & submit to BB** a “[Rhetorical Situation. Worksheet](https://engl110ccny1.commons.gc.cuny.edu/files/2020/07/Rhetorical-Situation-Worksheet.doc)” for Tan (it’s ok if you’re unsure about answers).
3. **Write & submit to BB** a 1-page response to Tan. What parts of Tan’s essay resonate with you most? Why?
 | * Tan’s Rhetorical Situation
* “[Charting](https://engl110ccny1.commons.gc.cuny.edu/files/2020/07/Charting-a-Text-Handout.docx)” texts for what they *do* (handout)
* Introduce Phase 1 Assignment
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| **Th****9/7** | 1. **View** Saleem’s “[Why I Keep Speaking Up…](https://www.ted.com/talks/safwat_saleem_why_i_keep_speaking_up_even_when_people_mock_my_accent)”
2. **Complete & submit to BB** a “[Rhetorical Situation Worksheet](https://engl110ccny1.commons.gc.cuny.edu/files/2020/07/Rhetorical-Situation-Worksheet.doc)” for Saleem.
3. **Complete & submit to BB** the “[Language & Literacy Narrative Brainstorms](https://engl110ccny1.commons.gc.cuny.edu/files/2020/07/Language-and-Literacy-Brainstorm-Worksheet.docx)” worksheet (on BB).
 | * Saleem’s Rhetorical Situation
* View Lozada-Oliva’s [video](https://www.youtube.com/watch?v=fE-c4Bj_RT0)
* Workshop LLN brainstorms
* Discuss the WLLN Cover Letter & SLLN Presentation
* Audience Analysis
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| **Tu****9/12** | 1. **Read** & **annotate** Jordan’s “[Nobody Mean More to Me Than You…](https://engl110ccny1.commons.gc.cuny.edu/files/2020/08/june_jordan.docx)”
2. **Complete** & **submit to BB** a “[Rhetorical Situation Worksheet](https://engl110ccny1.commons.gc.cuny.edu/files/2020/07/Rhetorical-Situation-Worksheet.doc)” for Jordan.
3. **Write** a 1-page snapshot of 1 meaningful moment in your language &/or literacy experiences. **Print 2 copies and bring to class.**
 | * Jordan’s Rhetorical Situation
* Practice Charting ([Worksheet](https://engl110ccny1.commons.gc.cuny.edu/files/2020/07/Charting-a-Text-Worksheet.docx))
* Workshop snapshots (peer review)
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| **Th****9/14** | 1. **Read** Norton’s“[Writing a Literacy Narrative](https://engl110ccny1.commons.gc.cuny.edu/files/2020/08/Norton-Writing-a-Literacy-Narrative.pdf)” (pages 28-34).
2. **Write and submit to BB** a full draft of your Written L&L Narrative (at least 2.5 pages long). **Print 2 copies and bring to class.**
 | * Writing a L&L narrative and making larger connections
* Analyze Model Narrative
* Workshop drafts
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| **Tu****9/19** | 1. **Write** a full draft of your Spoken L&L Narrative. **Practice** it a few times (ideally with a friend/classmate/family member) and **revise**/enhance it at least once. **Be ready** to practice it with peers and **email** yourself any files you need.
 | * View Lyiscott’s [video](https://www.ted.com/talks/jamila_lyiscott_3_ways_to_speak_english)
* Sign up for SLLN presentation
* Assign peer review groups
* Workshop SLLNs
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| **Th****9/21** | 1. **Revise** & **Submit to BB Discussion Board** your WLLN based on peer feedback.
 | * Introduce Phase 2 Assignment
* Brainstormideas for Phase 2
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| **Tu****9/26** | 1. **Read & give feedback on** two of your peers’ essays using the “[Take-Home Peer Review](https://engl110ccny1.commons.gc.cuny.edu/files/2020/08/Phase-1-Peer-Review-Worksheet.docx)” worksheet. **Upload** your worksheet to your peers’ Discussion Board post.
 | * SLLN Presentation Group 1
* Discuss connections
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| **Th****9/28** | 1. **Review** your peers’ feedback. **Make revisions** to your Written L&L Narrative in response to that feedback.
2. **Work** on your Cover Letter.
 | * SLLN Presentation Group 2
* Discuss connections
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| **F****9/23** | 1. **Revise & polish** the final draft of your Written L&L Narrative. Then, **write & paste** your Cover Letterat the beginning of your document. **Submit to BB** and also **upload** your final draft of your WLLN to this shared folder.
 | * NO CLASS, of course
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