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 |
| **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 |
| **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 |
| **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 |
| **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) |
| **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 |
| **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 |
| **Th**  **9/21** | 1. **Revise** & **Submit to BB Discussion Board** your WLLN based on peer feedback. | | * Introduce Phase 2 Assignment * Brainstormideas for Phase 2 |
| **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 |
| **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 |
| **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 |