**English Composition Corequisite**

**Syllabus**

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| Day | Date | In-Class | Homework (due following class) |
| Wednesday | 8.28 | Introduction to the course  [“Words are Birds”](https://www.poetryfoundation.org/poems/91108/words-are-birds)  by Francisco X. Alarcón  “[Teaching the Ape to Write Poems](https://poets.org/poem/teaching-ape-write-poems)”  by James Tate  Biographies  Understanding Summary | Biography (**Post biographies**  **to Open Lab)**  Print and read [“You Don’t Know Anything” and Other Writing Advice from Toni Morrison](https://lithub.com/you-dont-know-anything-and-other-writing-advice-from-toni-morrison/)  by Emily Temple |
| Monday | 9.2 | No classes |  |
| Wednesday | 9.4 | Annotation and Summary  [“You Don’t Know Anything” and Other Writing Advice from Toni Morrison](https://lithub.com/you-dont-know-anything-and-other-writing-advice-from-toni-morrison/)  by Emily Temple  [“Highlights Stands Up for Immigrant Children”](https://pbs.twimg.com/media/D97JKO2W4AAgnrd.jpg)  by Kent Johnson | Annotate something from another class. Post to Open Lab. |
| Thursday | 9.5 | Classes follow a Monday schedule  Literacy and Power: [“Learning to Read”](http://accounts.smccd.edu/bellr/readerlearningtoread.htm)  by Malcolm X  Discussion, summary  Paragraph and Essay structure | Response to Learning to Read  Print [The Allegory of the Cave](http://web.stanford.edu/class/ihum40/cave.pdf)  Print and read “[How to Read Like a Writer](https://wac.colostate.edu/docs/books/writingspaces2/bunn--how-to-read.pdf)”  by Mike Bunn p.71-80 |
| Monday | 9.9 | Descriptive language, metaphor and simile  [The Allegory of the Cave](http://web.stanford.edu/class/ihum40/cave.pdf)  Class activity | Summary of “The Allegory of the Cave”  Finish reading “[How to Read Like a Writer](https://wac.colostate.edu/docs/books/writingspaces2/bunn--how-to-read.pdf)”  by Mike Bunn |
| Wednesday | 9.11 | Quoting, Paraphrasing and Summarizing  Workshop  Materials Check!  Group Summaries and Presentation  Discussion questions | Read [Stages of the Writing Process](https://owl.purdue.edu/owl/english_as_a_second_language/esl_students/key_concepts_for_writing_in_north_american_colleges/stages_of_the_writing_process.html)  Summarize using quotes and paraphrases  Print [James Baldwin's "Letter to My Nephew"](https://progressive.org/magazine/letter-nephew/) |
| Monday | 9.16 | Share Summaries  Discuss writing process  In-class reading [James Baldwin's "Letter to My Nephew"](https://progressive.org/magazine/letter-nephew/)  Annotation contest  Discussion questions  Quoting and paraphrasing continued  In-class writing activity: the writing process | Revise and type response  **Print 3 copies**  Print [“I’m Not Black, I’m Kanye”](https://www.theatlantic.com/entertainment/archive/2018/05/im-not-black-im-kanye/559763/) by Ta-Nehisi Coates |
| Wednesday | 9.18 | In-class workshop of responses  Reading and discussion [“I’m Not Black, I’m Kanye”](https://www.theatlantic.com/entertainment/archive/2018/05/im-not-black-im-kanye/559763/) by Ta-Nehisi Coates  Read response [“Kanye and Ta-Nehisi”](https://theamericanscholar.org/kanye-and-ta-nehisi/#.XWKjDC2ZNBw) | Summary and response [“I’m Not Black, I’m Kanye”](https://www.theatlantic.com/entertainment/archive/2018/05/im-not-black-im-kanye/559763/) by Ta-Nehisi Coates  Bring in 4 photographs of yourself (preferably from when you were young) |
| Monday | 9.23 | Group Work: WordPhotos: Narration-  Description  Frida Kahlo in-class reading and activity  Typed essay requirements handouts | Self-portrait as writer and reader: post to Open Lab  Extra credit: post photo and story to Open lab  Print [Maybe I Could Save Myself By Writing](https://medium.com/s/voices-from-chicago/young-chicago-authors-maybe-i-could-save-myself-by-writing-poetry-latinx-teen-79752108d0b5)  by José Olivarez |
| Wednesday | 9.25 | Gallery activity  In class reading [Maybe I Could Save Myself By Writing](https://medium.com/s/voices-from-chicago/young-chicago-authors-maybe-i-could-save-myself-by-writing-poetry-latinx-teen-79752108d0b5)  by José Olivarez  Essay 1 Assignment: Self-Portrait as Writer  Discussion: Stages of writing | Summarize [Maybe I Could Save Myself By Writing](https://medium.com/s/voices-from-chicago/young-chicago-authors-maybe-i-could-save-myself-by-writing-poetry-latinx-teen-79752108d0b5)  by José Olivarez  Essay 1: Outline and typed draft **(5 copies)** |
| Monday | 9.30 | No classes |  |
| Wednesday | 10.2 | Essay 1 Workshop  Essay revision | Complete essay  Read and summarize “[Axolotl](https://southerncrossreview.org/73/axolotl.html)”  by Julio Cortázar Print “[The Technology Of Identity And The Loss Of The Self](https://www.forbes.com/sites/julianvigo/2018/11/14/the-technology-of-identity-and-the-loss-of-the-self/#64deb2096350)”by Julian Vigo |
| Monday | 10.7 | **Final Essay Due**  “Axolotl” discussion In-class reading and discussion of “[The Technology Of Identity And The Loss Of The Self](https://www.forbes.com/sites/julianvigo/2018/11/14/the-technology-of-identity-and-the-loss-of-the-self/#64deb2096350)”by Julian Vigo | Summarize “[The Technology Of Identity And The Loss Of The Self](https://www.forbes.com/sites/julianvigo/2018/11/14/the-technology-of-identity-and-the-loss-of-the-self/#64deb2096350)”by Julian Vigo Print and read “[The Stages of My Life in User Names](https://www.vice.com/en_us/article/j5kkm3/the-stages-of-my-life-in-usernames-v25n2)”  Aditi Natash Kini |
| Wednesday | 10.9 | **No classes** |  |
| Monday | 10.14 | **No Classes** |  |
| Wednesday | 10.16 | Annotation check  In-class reading and discussion of “[The Stages of My Life in User Names](https://www.vice.com/en_us/article/j5kkm3/the-stages-of-my-life-in-usernames-v25n2)”  Aditi Natash Kini  Writing activity | Summarize Kini essay Revise and type writing activity  Print “[The Loneliness—and Comfort—of Being Online](https://www.vice.com/en_us/article/9k887v/the-lonelinessand-comfortof-being-online-v25n2)” by Aisha Mirza |
| Monday | 10.21 | In-class reading and discussion “[The Loneliness—and Comfort—of Being Online](https://www.vice.com/en_us/article/9k887v/the-lonelinessand-comfortof-being-online-v25n2)” by Aisha MirzaEssay 2 Assignment | Summarize Mirza  Essay 2 brainstorming Print [“How Can We Expand The Way We Write About Our Identities?”](https://www.buzzfeednews.com/article/tajjaisen/personal-essay-identity-race-trauma-writing) by Tajja Isen |
| Wednesday | 10.23 | Reading and discussion of [“How Can We Expand The Way We Write About Our Identities?”](https://www.buzzfeednews.com/article/tajjaisen/personal-essay-identity-race-trauma-writing) by Tajja Isen  In-class writing: Essay 2 | Final Essay 2 |
| Monday | 10.28 | **MIDTERM**  **JOURNALS DUE**  Code-switching: Readings and activity  [“Bilingual/Bilingüe”](https://www.poetryfoundation.org/poems/46542/bilingual-bilingue)  by Rhina P. Espaillat [“3 ways to speak English”](https://www.youtube.com/watch?v=k9fmJ5xQ_mc&feature=youtu.be)by Jamila Lyiscott [“How Code-Switching Explains The World”](https://www.npr.org/sections/codeswitch/2013/04/08/176064688/how-code-switching-explains-the-world) | Summarize [“How Code- Switching Explains The World”](https://www.npr.org/sections/codeswitch/2013/04/08/176064688/how-code-switching-explains-the-world) Print “[I don't 'code-switch' to hide my identity. I 'code-switch' to celebrate it](https://www.theguardian.com/commentisfree/2015/mar/31/i-dont-code-switch-to-hide-my-identity-i-code-switch-to-celebrate-it)” by Vaidehi Mujumdar |
| Wednesday | 10.30 | [“Five Reasons Why People Code-Switch”](https://www.npr.org/sections/codeswitch/2013/04/13/177126294/five-reasons-why-people-code-switch) by Matt Thompson “[I don't 'code-switch' to hide my identity. I 'code-switch' to celebrate it](https://www.theguardian.com/commentisfree/2015/mar/31/i-dont-code-switch-to-hide-my-identity-i-code-switch-to-celebrate-it)” by Vaidehi Mujumdar  Mango Bae clip  Code-switching activity | Summary and response: Mujumbar Print [“Julie Washington’s Quest to Get Schools to Respect African-American English”](https://www.theatlantic.com/magazine/archive/2018/04/the-code-switcher/554099/) by William Brennan |
| Monday | 11.4 | Code-switching and implicit bias [“Julie Washington’s Quest to Get Schools to Respect African-American English”](https://www.theatlantic.com/magazine/archive/2018/04/the-code-switcher/554099/) by William Brennan  and reader responses  MLA Workshop  Essay 3 (research) Assignment | Summary and Response: BrennanPrint [“It Wasn’t ‘Verbal Blackface.’ AOC Was Code-Switching.”](https://www.theatlantic.com/ideas/archive/2019/04/alexandria-ocasio-cortez-code-switches-black-english/586723/) by John McWhorter |
| Wednesday | 11.6 | Discussion and MLA activity[“It Wasn’t ‘Verbal Blackface.’ AOC Was Code-Switching.”](https://www.theatlantic.com/ideas/archive/2019/04/alexandria-ocasio-cortez-code-switches-black-english/586723/) by John McWhorter  In-class writing: Essay 3 | Summary and Response: McWhorter  Typed draft Essay 3 **(5 copies)** |
| Monday | 11.11 | Workshop Essay 3 | Essay 3 |
| Wednesday | 11.13 | Essay 3 Due  Reading and Discussion  [Persimmons](https://www.poetryfoundation.org/poems/43011/persimmons)  by Li-Young Lee  In-class activity: Equal Education | Reading Response  Print and read [Letter from Birmingham Jail](https://web.cn.edu/kwheeler/documents/Letter_Birmingham_Jail.pdf)  by Martin Luther King Jr. |
| Monday | 11.18 | [Letter from Birmingham Jail](https://web.cn.edu/kwheeler/documents/Letter_Birmingham_Jail.pdf)  by Martin Luther King Jr.  Discussion and Activity | Summary and Response: MLK |
| Wednesday | 11.20 | “[The Declaration of Independence](https://www.whatsoproudlywehail.org/curriculum/the-meaning-of-america/declaration-of-independence)”  In-class reading, discussion and writing activity | Response  Print [“Harrison Bergeron”](http://www.tnellen.com/cybereng/harrison.html)  by Kurt Vonnegut, Jr. |
| Monday | 11.25 | In-class reading and discussion of Kurt  Vonnegut, Jr.’s “Harrison Bergeron”  Portfolio Assignment | Summarize Vonnegut  Print “[Teach Your Children Well](https://patch.com/connecticut/brookfield/teach-your-children-well-3)”  by Chris Goodrich |
| Wednesday | 11.27 | Vonnegut continued  What went wrong assignment | Type “What went wrong assignment” |
| Monday | 12.2 | Share  “[Teach Your Children Well](https://patch.com/connecticut/brookfield/teach-your-children-well-3)”  by Chris Goodrich  Reading and discussion | Response |
| Wednesday | 12.4 | **In-class Essay** |  |
| Monday | 12.9 | Debate  Final Prep  Journals Due  Portfolio | Portfolio and Reflection |
| Wednesday | 12.11 | Portfolio |  |
| Thursday | 12.12 | Science Fiction Symposium  A105 |  |
| Monday | 12.16 | **FINAL** | Summary Journals |
| Wednesday | 12.18 | Final Grades and Goodbyes | Prepare for Final |