

**ENG 1101**  
**Fall 2017**  
**COURSE AGENDA**

<b>DATE/WEEK</b>	<b>ENG 1101</b>	<b>LAB &amp; Due Dates</b>	<b>Homework</b>
<b>WEEK 1</b> Session 1: Mon., Aug. 28 <b>Thinking Critically about Your Course</b>	<b>Introduction to ENG 1101/92W</b> Course overview Distribution of Syllabus <b>What is “College Writing”?</b> <b>Resource 1:</b> “What is Academic Writing?” <b>Resource 2:</b> “Tips for Writing in North American Colleges”	<b>LAB:</b> Approaching college reading assignments	<i>Read:</i> <b>Resource 3:</b> “Ten Ways to Whip the Freshman Composition Requirement.” <b>Resource 4:</b> “Essay Writing: Expository, Descriptive, Narrative, and Argumentative Essays.”
Session 2: Wed., Aug. 30	<b>What is College Writing?</b> <i>Analysis:</i> <b>Resources 1-4</b> <b>Textbook:</b> <i>Writing for Success</i> , 1.1, “Reading and Writing in College” and 1.2, “Developing Study Skills” <i>Handouts:</i> Writing Like a Writer and Components of a Summary		<i>Read and annotate:</i> <b>Resource 5:</b> “Tip Sheet: How to Succeed in College” <i>Set up:</i> City Tech Student Email and OpenLab Account
<b>WEEK 2</b> Session 3: Wed., Sep. 6	<b>What is College Writing?</b> <i>Analysis:</i> <b>Resource 5</b> Incorporating Sources <b>Resource 6:</b> “Paraphrasing, Summarizing, and Direct Quotation”	<b>Summary Assignment:</b> Read, analyze, and summarize one story from <b>Resource 7:</b> “Q&A: First-Generation Students”	<i>Complete:</i> Summary Assignment <b>DUE:</b> Mon., Sept. 11
Session 4: Mon., Sept. 11 <b>Thinking Critically about Your Transition into College</b>	<b>Essay 1: Integrating Personal Experience into an Essay</b> Using Narration Effectively <b>Textbook:</b> <i>Writing for Success</i> , 10.1, “Rhetorical Modes: Narration” <i>Analysis:</i> <b>Resource 8:</b> “Why College Freshmen Need to Take Emotions 101” <b>Resource 9:</b> “One Student’s Story: A Climb Out of Depression, Doubt, and Academic Failure”	<b>LAB:</b> “Classic” Five Part essay <b>Textbook:</b> <i>Writing for Success</i> , 8.1-2, “The Writing Process: How Do I Begin?”  <b>DUE:</b> Summary Assignment	<i>Read:</i> <b>Resource 10:</b> “Preparing ‘Emerging Adults’ for College and Beyond” <b>Resource 11:</b> “Colleges Get Proactive in Addressing Depression on Campus”
<b>WEEK 3</b> Session 5: Wed., Sept. 13	<b>Essay 1: Integrating Personal Experience into an Essay</b> <i>Analysis:</i> Resources 10-11 <b>Essay 1:</b> Assignment and Planning Sheet distributed		<i>Plan and prepare:</i> Essay 1 Bring Assignment Sheet, completed Planning Sheet, and Resources 6-11
Session 6: Mon., Sept. 18	<b>Essay 1: Integrating Personal Experience into an Essay</b> In-class Essay ( <b>DUE:</b> In-Class)	<b>LAB:</b> Preparation for FYLC movie OpenLab Assignment 1: Assigned	<i>Complete:</i> OpenLab Assignment 1
Wed., Sept. 20	<b>No Classes</b>	<b>DUE:</b> Sun., Sept 24: OpenLab 1	
<b>WEEK 4</b> Session 7: Mon., Sept. 25	<b>FYLC Film Screening:</b> <i>127 Hours</i> Atrium Amphitheatre	<b>LAB:</b> Processing the movie with FYLC materials	
Session 8: Wed., Sept. 27 <b>Thinking Critically about Your Career</b>	<b>Revision Techniques</b> <b>Textbook:</b> <i>Writing for Success</i> , 8.4 “Revising and Editing” and 9.1-9.4, “Writing an Essay-Start to Finish” • The FIX: Intro Paragraphs		<i>Revise:</i> Essay 1
<b>WEEK 5</b> Session 9: Mon., Oct. 2	<b>Essay 2: Integrating Personal Research into an Essay</b> Visit from the Counseling Office: Career planning session (SIGI <sup>3</sup> )	<b>LAB:</b> Deepening Personal Research <i>The Companion:</i> • Identifying College Resources • Goal Setting Exercise	<i>Complete:</i> assessment survey on SIGI <sup>3</sup> (see Class OpenLab for information) <i>Finish:</i> Essay 1 Revision

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Session 10: Wed., Oct. 4 <b>Thinking Critically About Your City</b>	<b>Essay 2: Integrating Personal Research into an Essay</b> Essay 2 Assignment Sheet Essay 2 Planning Sheet	<b>DUE:</b> Revision Essay 1	<i>Start:</i> Essay 2 Due: Oct. 16 <i>Read:</i> <b>Resource 12:</b> “The Gentrification of Gotham” <b>Resource 13:</b> “Comptroller Examines Uneven Economic Growth in Gentrifying Neighborhoods” <b>Resource 14:</b> “Five Myths about Gentrification”
Oct. 9	<b>No Classes</b>		
<b>WEEK 6</b> Session 11: Wed., Oct. 11	<b>Essay 3: Developing an Argument</b> Intro. to Argumentative Techniques <b>Textbook:</b> <i>Writing for Success:</i> 10.9 “Rhetorical Modes: Persuasion” <i>Analysis/Comparison:</i> Resources 12-14		<i>Finish</i> Essay 2
Session 12: Mon., Oct. 16	<b>Essay 3: Developing an Argument</b> Reading Quiz 1 <b>Resource 15:</b> Stacey Sutton: “What We Don’t Know about Gentrification”-- TedTalk <b>Resource 16:</b> Sharon Zukin: “Will Gentrification Ever End?” and “The Slippery Ethics of Gentrification” <b>Resource 17:</b> “Argument Papers” and “Organizing an Argument”	<b>DUE:</b> Essay 2	<i>Prepare</i> with your debate partners if necessary before our next meeting
<b>WEEK 7</b> Session 13: Wed., Oct. 18	<b>Essay 3: Developing an Argument</b> Preparation for In-Class Debate		<i>Start</i> Revision Essay 2
Session 14: Mon., Oct. 23	<b>Essay 3: Developing an Argument</b> In-Class Debate	<b>Recap of Debate</b> <b>Essay 3</b> Assignment Sheet Brainstorming thesis statements Planning Sheet: Essay 3	<i>Prepare:</i> In-class Essay 3
<b>WEEK 8</b> Session 15: Wed., Oct. 25	<b>Essay 3: Developing an Argument</b> In-Class Essay <b>DUE:</b> Essay 3 (due in class)	<b>DUE:</b> Revision Essay 2	
Session 16: Mon., Oct. 30	<b>Essay 3: Works Cited Page</b> Making a Works Cited Page (using Sources from Essay 3) <b>Resource 19:</b> “MLA Works Cited Page: The Basics” <b>Resource 20:</b> “MLA Works Cited Page: Sample Paper “	<b>LAB: OpenLab Assignment 2:</b> Midterm Reflections Essay 3 Returned	<i>Complete</i> OpenLab Assignment 2 <i>Finish</i> Revision Essay 3 (Notice short turn around for revisions)
<b>WEEK 9</b> Session 17: Wed., Nov. 1	<b>Research Essay: Understanding the Task</b> Research Handout 1 ( <b>RH 1</b> ): <b>Research Essay Assignment</b> Research Handout 2 ( <b>RH 2</b> ): Thesis Statements and Library Key Words	<b>DUE:</b> Essay 3 Revisions	<i>Complete:</i> OpenLAB Assignment 2 <i>Review</i> Research Handout 1 (RH 1) <i>Complete</i> Research Handout 2 (RH 2)
Session 18: Mon., Nov. 6	<b>Research Essay: Developing Sources</b> <b>Research Essay: Finding Sources</b> <b>LIBRARY VISIT</b> Meet on the 4 <sup>th</sup> Floor, Atrium Building	<b>LAB:</b> Peer Review of Thesis Statements	<i>Complete</i> RH 2 <i>Bring to next class:</i> RH 1 and <i>completed</i> RH 2

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<b>WEEK 10</b> Session 19: Wed., Nov. 8	<b>Research Essay: Developing Sources</b> Understanding the Interview <b>Research Handout 3 (RH 3):</b> Interview Requirements	<b>DUE:</b> <b>Research Handout 2 (RH 2)</b>	<i>Finish:</i> Interview Questions (see RH 3) <i>Conduct</i> your research essay interview if possible

	<p><b>Course Resource 21:</b> “Conducting Primary Research: Interviewing”</p> <p><b>Course Resource 22:</b> Introduction to Primary Research: Observations, Surveys, and Interviews <i>Writing Spaces</i></p> <p><b>Group Practice:</b> Peer Interviews</p>		<p><i>Bring to next class RH 1, 2, 3.</i></p>
<p>Session 20: Mon., Nov. 13</p>	<p><b>Research Essay: Planning</b></p> <p><b>Research Handout 4 (RH 4):</b> Planning Sheets</p> <p><b>Research Handout 5 (RH 5):</b> Creating a Timeline for Research Projects timeline to finish your research essay</p>	<p><b>LAB: Resource 23:</b> “Inside the Mind of a Master Procrastinator by Tim Urban”-TedTalk</p> <p>Making a timeline to finish essay</p>	<p><i>Develop</i> your research essay using RH 1-5</p> <p><i>Finish</i> interview &amp; type transcript (RH 3)</p> <p>Atrium Learning Center: Set up appointment with tutor or Instructor’s office hours</p> <p><i>Bring</i> your working sources to class</p>
<p><b>WEEK 11</b> Session 21: Wed. Nov. 15</p>	<p><b>Research Essay: MLA Review</b></p> <p><b>Works Cited Pages</b></p> <p>Works Cited pages, samples/practice</p> <p><b>Resource 25:</b> “Creating an MLA Works Cited Page” The Writer’s Handbook MLA Documentation Guide-U. of Wisc. Writing Center</p>	<p><b>DUE:</b></p> <p><b>Interview</b></p> <p><b>Transcript and Questions</b></p> <p>( See RH 3)</p>	<p><i>Continue writing</i> your research essay</p> <p>Bring resources and <b>draft of your essay to class</b></p> <p><i>Bring</i> all handouts</p>
<p>Session 22: Mon., Nov. 20</p>	<p><b>Research Essay: MLA Review</b></p> <p><b>In-Text Citations</b></p> <p>In-Text Citations using Peer Work</p>	<p><b>Resource 26:</b> “Sample MLA Research Paper”-Purdue OWL</p> <p><b>Handout 6 (RH 6):</b> Final Checklist</p>	<p><i>Continue</i> writing the Research Essay and the Works Cited Page</p>
<p><b>WEEK 12</b> Session 23: Wed., Nov. 22</p>	<p><b>Research Essay</b></p> <p>Peer Review</p> <p><b>Self-Editing Strategies</b></p> <p><b>Handout 7 (RH 7):</b> Grading Rubric</p> <p><b>Handout 8 (RH 8):</b> Revised Timeline</p> <p><i>Writing for Success</i>, 12.2: “Developing a Final Draft of a Research Paper”</p>		<p><i>Finish:</i> Research Essay and the Works Cited Page</p>
<p>Session 24 Mon., Nov. 27</p> <p><b>Thinking Critically about Society</b></p>	<p><b>Essay 4: Response Essays</b></p> <p><b>Ta-Nehisi Coates (some context):</b></p> <p><b>Resource 27:</b> “Growing Up in Baltimore” –<i>The Big Think</i></p> <p><b>Resource 28:</b> “The Case for Reparations” Ta-Nehisi Coates Interview with Chris Hayes</p> <p><b>Resource 29</b> Ta-Nehisi Coates reads from “Letter to My Son” –<i>The Atlantic</i></p>	<p><b>LAB:</b> Responding to political topics in writing: What is at stake? What is at risk?</p> <p><b>Resource 30:</b> Jay Smooth "How I Learned to Stop Worrying an Love Discussing Race"-TEDx</p> <p><b>DUE:</b> Research Essays with RHO 3, 4, and 5</p>	<p><i>Read:</i> Section 1 of <b>Resource 31:</b> “Letter to My Son” by Ta-Nehisi Coates-<i>The Atlantic</i></p>
<p><b>WEEK 13</b> Session 25: Wed., Nov. 29</p>	<p><b>Essay 4: Response Essay</b></p> <p><i>Analysis:</i> <b>Resource 31:</b> “Letter to My Son,” Section 1</p>		<p><i>Read:</i> Section 2 of <b>Resource 31:</b> “Letter to My Son” by Ta-Nehisi Coates</p>
<p>Session 26: Mon., Dec. 4</p>	<p><b>Essay 4: Response Essay</b></p> <p>Reading Quiz 2</p> <p><i>Analysis:</i> <b>Resource 31</b><b>Resource 32:</b> Ta-Nehisi Coates-<i>Fresh Air</i></p>	<p><b>LAB:</b> Revising Research Essays</p> <p>The FIX: Peer Review</p>	<p><i>Finish:</i> Research Essay Revision</p> <p>Review: for In-class Essay 4</p>
<p><b>WEEK 14</b> Session 27: Dec. 6</p>	<p><b>Essay 4: Response Essay</b></p> <p>In-class Essay #4</p>		
<p>Session 28: Mon., Dec. 11</p>	<p><b>Essay 4: In Class Revision Exercises</b></p>	<p><b>LAB: Review for Final Exam</b></p> <p>Final Exam, Part 1 Distributed</p> <p><b>DUE:</b> Research Essay Revisions</p>	<p><i>Write:</i> Final Exam, Part 1</p> <p><i>Finish:</i> Revision Essay 4</p>
<p><b>WEEK 15</b> Wed., Dec. 13</p>	<p><b>Final Exam (Part 2)-In-class essay</b></p>	<p><b>DUE:</b> Final Exam (Part 1)</p> <p><b>DUE:</b> Revision Essay 4</p>	
<p><b>Session 30:</b> Mon., Dec. 18</p>	<p><b>Course Review</b></p> <p>Papers Returned</p>	<p><b>No late papers or revisions accepted</b></p>	