# **1101 Mainstream Model Course Outline**

# **FOR INSTRUCTORS ONLY**

**COPY EACH WEEK FOR STUDENTS INTO YOUR WEBSITE-- AS THAT WEEK ARISES!**

Note: We’ve made a few changes for Spring 2021-- We’ve changed the assignments slightly, amended the schedule to fit the 2021 calendar. Please note, we have also changed the grading breakdown slightly (so that homework is worth 30 instead of 40%). You can leave the grade breakdown as it was last semester if you so desire, but this seemed to work a bit better.

For each week, we’ve added some suggestions for the in-class, synchronous portion of the course at the end of the assignment schedule. Generally, as these are just suggestions, they are broken down by week, not day by day, but occasionally a particular day (Day One or Day Two) is labelled if it seems important that an activity is done in a timely manner. If you are teaching asynchronously and would like additional help planning the model course to fit an asynchronous schedule, please contact Carrie Hall at [chall@citytech.cuny.edu](mailto:chall@citytech.cuny.edu)

Before you get started, please see info on core course technologies below. This helps describe some programs we mention in this course outline.

**CORE CLASSROOM TECHNOLOGIES:**

You don’t need to use all of these. In my course, for example, I use Perusall for annotation and discussion forums, Zoom for online meetings and Padlet for in-class group writing. I don’t use Google Docs at all. Some folks may not be comfortable with new programs like Perusall and Padlet (though I personally find them quite user-friendly). Google Docs is listed as a more traditional alternative. Pick and choose the programs that work the best for you and your students.

You will see in the course outline that every reading assignment has been changed to “read and annotate.” While this doesn’t look like much of a change on the outline, it is quite important. This means that for every reading (or almost every reading), students are asked to make comments on a shared document. Instructors can ask particular questions and students can write questions or comments of their own on the text. We suggest the use of the free program “Perusall” for this purpose, but this can also be done on Google Docs using the comment function with word docs or PDFs.

**Padlet:** [Padlet](https://padlet.com) is a great free program that allows students to write on a “wall” that the rest of the class can see. This is great for in-class (and out of class too!) discussions, because sometimes students are reticent to speak, but many more students will write, and we can see everyone’s input all together. It’s also quite visually pleasing. Another great feature is that, while instructors need to sign up for it, students do not! You simply need to provide a link (it’s unique each time) and students can write. I’ve made you a short video [HERE](http://somup.com/crVFcLorxM) to show you how the program works

Review of the settings you need set to make it work:

* Set up your account, go to create padlet.
* I suggest you use the “wall” setting (at least at first)
* Make sure you go to “Share: Change Privacy: SECRET” (if it’s private, students won’t be able to get in!)
* Also on “Share: Change Privacy” change the settings to “Visitor Permissions: Can Edit” otherwise students won’t be able to write (or change what they’ve written)
* Also under “Share” Click: “Copy Link to Clipboard” and share the link with your students. This changes every time you make a padlet-- but once students get the link they can write and edit and see what their peers are writing.

**Perusall:**

* Perusall is an online annotation software that is similar to Hypothes.is, but I find it considerably more user friendly. It is free for students and instructors, but everyone must sign up. With this program, all of your course texts-- and even videos can be online in one place, and students can comment on texts, and they can have conversations with EACH OTHER about texts. You can also ask them questions, see who’s commenting, give them grades, and have non-text-based discussion forums. [HERE](https://support.perusall.com/hc/en-us/articles/360034534193-Getting-started) is a link for how to get started [HERE](https://perusall.com/about) is a video overview. The office of FYW will provide more resources and office hours about how to better use this program (as it’s new to us too!)

**Google Drive/Google Docs:**

* You can set up a class Google Drive folder (with multiple subfolders) for your course. [HERE](https://www.ryerson.ca/google/teach-with-gsuite-apps/content-storage-sharing/setup-class-folder/)  is a handy resource about how to set your drive up.
* [HERE](https://sites.hampshire.edu/hamp-it/2018/05/18/annotate-pdfs-collaboratively-using-google-drive/) is a resource for annotating collaboratively on Google Drive.
* [HERE](https://docs.google.com/presentation/d/15feiWVSDHqN7CM-TKfnfjm6mYdSnkxTIsSGt-LkeRrE/edit#slide=id.p) is a slideshow about Google Drive basics
* When we refer to a “Google Wall” in this course outline, we are simply referring to using a Google Doc that the whole class is collaborating on.
* See the [Model Course Hub](https://openlab.citytech.cuny.edu/fyw-pedagogy/google-docs-as-classroom-tool/) for more info on using Google Docs.

**Break-out rooms:**

* If you are using breakout rooms in Zoom or Blackboard, you must make sure that students need to produce something to bring back to the class-- they should be writing something down or making something.
* Definitely drop in to the break out rooms to make sure that everyone is talking (either by voice or in the chat box.) I know this seems intrusive, but think of it as checking up on small groups as you would in class.
* We’ve found it works better if each student contributes in the same way, and not using the usual “reporter, evaluator” method since students get annoyed about perceived inequities.
* For tips on setting up Zoom breakout rooms as well as more pedagogical tips, see the model course hub [HERE](https://openlab.citytech.cuny.edu/fyw-pedagogy/breakout-room-tips/)
* For tips on using breakout rooms in Blackboard Collaborate Ultra see [THIS](https://help.blackboard.com/Collaborate/Ultra/Moderator/Moderate_Sessions/Breakout_groups) page

[HERE](https://openlab.citytech.cuny.edu/fyw/2020/09/22/some-great-tips-for-engagement-online-please-add-your-own/) is a link to a blog post with more teaching technologies that you may find useful

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# 1101 Introductory Materials - Being an Online Student

# **Week 1 (Jan 31-Feb 6)** *classes begin Fri, Jan 29*

*Feb 4 is last day to add classes.*

**Day One HW:**

Being an online student can be intimidating, confusing, and just plain difficult!

So for these first few days, you get to vent about it! No kidding. Share your concerns with each other. Maybe give each other some advice or just a good old bit of support. Believe me -- online instructors have many of the same worries you do, even if we’ve been teaching online for a while. I also promise not to hijack the conversations, either! :-)

Here's what you'll do*:*

1. **PLAY** with the website. You can't break it. Honestly. I've tried. Click around on all the tabs. See what’s there! This is our classroom for the semester, so make yourself familiar with the room.
2. **READ:** these three short "Tips" pieces
   * “Tips for Online Learning Success” <https://www.nhcc.edu/student-resources/online-learning-d2l/tips-for-online-learning-success>
   * “Online Discussions: Tips for Students” [https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/blended-learning/online-discussions-tip-students](https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/blended-learning/online-discussions-tips-students)
   * “Adapting for 2021: A Student’s Guide”

<https://www.teachingprofessor.com/covid-19/adapting-for-2021-a-students-guide/>

1. **WRITE:** a new post (*note to instructor: depending on the website you use, you’ll need to add instructions for how to do this. Blackboard and OpenLab both provide instructional links)* 
   * Start with one word that describes how you’re feeling about this course as we get started. No need to explain, but you can if you want to.
   * Talk about your worries, concerns, reactions to the readings and/or to being an online student... whatever you want to. No censoring... except keep it kind of clean, please ;-). **And**
   * Add a picture that means something to you, and explain why you chose it -- why does it mean something to you?
2. Check back in and see what other people are saying, and **reply**  to a couple of people. It's nice to know we're not alone!

**Day Two HW:**

**READ: “How to Read Like a Writer” by Mike Bunn.**

In this article, Bunn says that his students suggests that the advice they would give to future students is that they “write yourself notes and summaries both during and after reading.” So I’d like you to do that. Please take out a piece of paper and a pen (or pencil) and have it beside you as you read.

*Using our course Perusall site (or the PDF commenting function on Google Docs) make at least 5 annotations-- comments in the margins. These can be observations or questions, or simply summaries of the paragraphs. This annotation exercise is all about noticing what you notice!*

[**https://wac.colostate.edu/docs/books/writingspaces2/bunn--how-to-read.pdf**](https://wac.colostate.edu/docs/books/writingspaces2/bunn--how-to-read.pdf)

**WRITE:** On the website, write a post of at least 300 words discussing the following questions. You can also post the picture of your notes from the reading in this same post:

* In his article, Mike Bunn writes “You are already an author.” He’s talking to *you.*  What do you think he means by this? What are some of the things you write already? (Hint: “Nothing” is not an acceptable answer.) Think of all of the ways you already use words in your everyday life. That’s authorship! How will that existing expertise help you in your college reading and writing career?
* Was there anything you noticed in Bunn’s article that you would like to try to do in your own writing? What, in particular? Please be specific!

**TAKE SURVEY:** Please take the online technology survey! This will help me know what kind of access everyone in the course has to technology so I can plan accordingly. Thanks!

**SIGN UP:** In this course, you will need to sign up for the program Perusall. To do so, create an account here: <https://app.perusall.com/> and use [perusall will give professors an access code to enter] as your access code. For help getting started with Perusall see the “Getting Started” page [HERE.](https://support.perusall.com/hc/en-us/articles/360033995074-Getting-started)

*Note to professors: even if you are not using perusall, this is a good time to get students to sign up for the outside technologies you’ll be using this semester. We suggest not asking them to enroll for more than 1-2 programs.*

**Week 1 In-Class Suggestions:**

* First, you will want to familiarize your students with any new technology you are using. We STRONGLY suggest you use some online tool to make reading visible. I prefer Perusall. To use this tool, all students must sign in-- so you may want to spend some time in class dedicated to this, as well as getting logged into OpenLab or familiarizing themselves with Blackboard tools, etc…
* Any annotation tool (whether Perusall or simply annotating a Google Doc or PDF) can be modelled in class. We suggest doing this with the syllabus. Some people just ask students to read through and annotate if they have any questions. Others have “syllabus scavenger hunts” where students must find important information. Others have small groups annotate report back on separate sections of the syllabus.
* We strongly suggest this in-class exercise as it comes up at the end of the semester: Make a message to your end-of-the-semester self. In this time capsule, I want you to send a message to your end-of-the semester self about your goals, your hopes for the year, and maybe some pitfalls you feel you might be up against. Please also think about how writing will help you achieve your future goals-- not just for the end of the semester, but beyond.

One catch: it can’t be just writing-- there have to be some images or sounds in there! Whatever you think will help us get to know you and your experiences better. **You can even make a video. Or record an audio file and link to it. Or draw something and upload the image. Whatever you want.**Remember: we're all about composing in the 21st century, so feel free to do what you think would be interesting for us to see/hear/learn about.

Students can post these either on a Google Doc that’s available to the class, or on a Padlet (I suggest the “wall”) feature. Padlet is very easy to use and does not require students to sign up. See the “technologies” handout.

* Remember that we cannot force (or coerce) students to turn on their cameras. That said, it can be a bit of a bummer to be staring at a bunch of blank squares. I get it! So we suggest an exercise in which you ask students to choose an image for their Zoom profile (this will show while you are teaching) and discuss, perhaps in small groups or in writing, why they have chosen this image. If you have some time and are feeling fancy, you can have everyone create an avatar using one of the following programs!

<https://www.saturdayeveningpost.com/2019/07/no-sweat-tech-9-easy-ways-to-create-an-avatar/>

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# **Unit 1 - Education Narrative**

In this unit, you’ll have a chance to discuss your educational journey and goals, in whatever way you want to define “education.” We’ll look at the genre of Education Narratives to learn:

1) what it means to be a genre, 2) how people craft them, and 3) what our own narrative can reveal to us and to others.

In this unit, you will write about a significant event or events that had an impact on the way you view education and/or school. Think about the examples we’ve read in class: they talk about specific events in-depth, using concrete, significant detail-- and then they explain why those events were important-- not just to the writer, but to the *reader.*

What can your experiences with education tell your audience about the educational system in America, for example? Or about language? Or about the ways we learn? You want your reader to come out of your narrative having learned something or thinking about things in a new way.

### **You may want to write about:**

* an event in your **educational career** that was particularly formative;
* a **specific literacy/learning** event that led you to become the thinker you are today;
* the first time you had a **profound experience** related to language or learning;

### **Whatever the context you choose from the examples above, you should:**

* Talk about how the event **shaped your relationship** to school or education in general;
* Talk about how your particular experience **relates to some of the bigger social and cultural issues** we discussed in class, such as race, the education system, Standard Written English (SWE), etc.;
* Reflect upon how your experience has **enabled you to understand something specific** about reading, writing, learning, or language AND how that understanding reflects on the communities/world you inhabit.

### **What will you be graded on?**

* Your ability to develop an overall point/significance for your narrative.
* Concrete, significant detail (are you painting us a picture?)
* Focused event (did you focus on one event or connected, series of events?)
* Language: Have you incorporated sentence structure and vocabulary that allow you to express the complexity of your ideas in a clear, effective style? This style *does not* have to be Standard Written English (SWE)
* The carefulness of your proofreading and organization You should be able to explain the choices you made.
* Word count: At least 1000 words!

**Unit Schedule**

#### **Week 2 ( Feb 7-13)**

#### *Note to instructors: in unit one, we focus on language diversity as well as on students’ experiences with education. Please note that we do not favor one form of language as superior to another. Instead, we focus on the language that best suits the situation at hand. The same is true of genre theory-- we ask students to learn what genre of writing is most suitable for the job they are trying to accomplish.*

*Here it will be very helpful for instructors to read* [*“Navigating Genres”*](https://www.writingspaces.org/sites/default/files/dirk--navigating-genres.pdf) *by Kerry Dirk, which this syllabus does not have students reading until Unit 2. This article helps explain the concept of “genre awareness”, which is key to this entire semester’s pedagogy. There is also some information posted about genre awareness on the FYW support page.*

*Basically, we hope that students start to see all the different types of writing and reading they use every day and the different language conventions they use when switching from genre to genre. A great deal of research dating from the 1990s shows this helps them in their future writing lives by helping them figure out genre conventions on their own, instead of having rules described to them top-down.*

***NOTE: for anyone teaching a MW course, there is a slightly amended version of weeks 2 and 3*** [***HERE***](https://docs.google.com/document/d/18h2UgAKyd9Aumy0iDV59PY2FuHQ0j7xz2pOH44VSf1E/edit) ***as you have one less class session in this unit.***

#### **Begin UNIT 1 -- Education Narrative**

**Day One HW:**

*Note to instructors: see “in-class activities” below for the option of watching the Lyiscott video as an in-class exercise.*

**READ AND ANNOTATE :** “Mother Tongue” by Amy Tan: <http://theessayexperiencefall2013.qwriting.qc.cuny.edu/files/2013/09/Mother-Tongue-by-Amy-Tan.pdf>

Annotate the text answering the questions your instructor has written on the text and adding annotations of your own.

**WATCH:** Jamila Lyiscott “3 Ways to Speak English” (believe me, you’ll like this one!)

Video: <https://www.youtube.com/watch?v=Qn_mqVD_7XQ&feature=youtu.be>

Here is the transcript-- you may want to read along as you listen: <https://www.deepcenter.org/deepcenter/wp-content/uploads/2017/08/three-ways-to-speak-english-by-jamila-lyiscott.pdf>

While you’re reading, have a piece of paper nearby-- write down whatever words stick out to you. Doodle if you want. Just take whatever notes your mind wants to take!

**WRITE:** As a blog post (at least 300 words) in which you write about your experience with various “Englishes.” In other words, how has your experience been similar to Lyiscott’s and/ or Tan’s? Please be specific and use at least one quote from Tan or Lyiscott in your response.

**Day Two HW:**

**READ AND ANNOTATE :** “Maybe I Could Save Myself by Writing” <https://gen.medium.com/young-chicago-authors-maybe-i-could-save-myself-by-writing-poetry-latinx-teen-79752108d0b5>

**READ AND ANNOTATE:** “Tardy” by Lynda Barry. <https://jackshalom.net/2018/10/17/tardy/>

**WRITE: (250 Words)**  So far in this unit, we have read (and heard) three examples from the *genre* of the “education narrative.” Your first essay assignment in this class will be to write in this genre yourself. So in this discussion forum, I’d like us to have a conversation about what the features of this genre are. Please discuss some of the following:

* What, from what you’ve seen so far, are the “ingredients” (also known as “conventions”) of the education narrative genre?
* What do you think might be a place to get started with your own education narrative?
* What are your questions or concerns about writing an education narrative of your own?
* If you like, you can also feel free to share an educational experience you had and ask for feedback from your colleagues (and me) to see if we think that might be a solid place to begin writing.

**Week 2 In-Class Suggestions:**

* Rather than assigning a separate post for the Lyiscott video, you can watch it together in class, then put the students into break-out rooms to discuss their reactions and share their stories about using “Englishes.” You’ll need to have them create a document to bring back to the main room: ask them to list the most interesting things people said, or the most powerful story they told.
* This week, as mentioned above, we really want students to start thinking about the idea of genre. They are now writing in a pretty specific genre: that of the Education Narrative-- and they may have never done this before. So one way to become effective at it is to read (and watch) a number of examples of that specific genre.

Here is a slideshow I put together to explain the concept of genre that you might show students: <https://www.canva.com/design/DAEKmLJTJkA/AhBR3SeUPwIwb0MWdYDy0w/view?utm_content=DAEKmLJTJkA&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink>

And here is a video of me explaining the above slideshow. Honestly, you probably do not want to show students this whole video, because I talk for too long, but it may help instructors understand: <https://studio.youtube.com/video/K5B__yeRUEM/edit>

* One in-class activity you can use to introduce them to ideas of genre conventions as well to the more sophisticated idea of how genres are socially constructed and revised over time is to create a Genre Scavenger Hunt. Set this up by giving the students a list of unfamiliar or odd genres (for example: street art, graphic novels, restaurant menus, wedding invitations). Then tell them that as a group (using break-out rooms), they need to create a document (Google Doc or break-out room whiteboard). Then they:
  + 1) define what that genre is if they don’t know anything about it;
  + 2) have each person go find an example of the genre, add an image or link onto the group document, explain what it is, why it’s an example of that genre, and what they find interesting about it;
  + 3) write a group analysis of what they found: what do the examples have in common, how do they differ, why someone would create something in this genre.

Then put them into Break-Out rooms and turn them loose. This should go at least 20 minutes; I check in with them then and see if they need more time (they usually want another 5-10 minutes).

When you reconvene in the Main Session room, have each group report what they found out about conventions and why we choose genres for specific purposes.

* At some point this week, it will be good to look at the Unit One Assignment sheet as a class.

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#### **Week 3: Feb 14-20**

*College closed Feb 15*

*Note to instructors: This week it will be important to discuss “concrete, significant detail,” which is a hallmark of the education narrative genre. That is, the importance of being specific when talking about a particular incident related to education. It would be worth having a class discussion about the readings thus far (including student writing). What are some good examples of clear, vivid detail? What did those details add to our understanding of education and language?*

*What details are concrete? What are significant? How does significance change depending on the point we are trying to make?*

*Also, at this point in the semester, all of my readings will be up on Perusall (or on the Google Drive, if that is what you are using) and students will ALWAYS be expected to annotate the readings. Sometimes the instructor will add questions of their own to the text (if desired) that the student will need to answer.*

**Day One HW:**

*Note to instructors: the in-class exercise will help students brainstorm ideas and get a first draft of the incident down. They can worry about paragraph boundaries upon revision.*

**THINK:** Think of one specific incident that changed your views on education. Picture the *scene* (for example, when Marlys walks into the office and gets her tardy slip.)

**REVIEW:** Please review the slideshow we watched in class about what paragraphs are. You can find it [HERE](https://www.canva.com/design/DAEIkHc2Se4/I6IlbC-mLi16rmBOJ9WxbA/view?utm_content=DAEIkHc2Se4&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)

**HW:** write a blog post of at least two distinct paragraphs describing one specific incident that changed your views on education using Concrete, Significant detail.

**Day Two HW:**

**READ AND ANNOTATE:** Shitty First Drafts, Anne Lamott : <https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnx3YXJyZW5zY2xhc3Nyb29tb25saW5lfGd4OjYzZmM1ZTBjNjhiNmE4NjU>

**WRITE:** A Less Shitty First Draft of UNIT ONE. At least 800 words. Pay attention to your paragraphs!

**WRITE:** a short Reviewer’s Memo that you add at the end of the Draft.

The short Reviewer’s Memo that you add at the end of your draft is simply a message (100-200 words) you write to your peer reviewers that addresses these three things:

1. **This is what I intended to do:** Here’s why I wrote it. What I hoped it would do. What I want people to take away from the piece.
2. **This is how I feel about the project so far:** how I think it’s going, what problems I’m having, what I think is working, and what I think I need help with, what I’m proud of, etc.
3. **Here are other questions/issues I would like the reviewers to look at such as:** what do *you* think is working? What is confusing? Does each paragraph address a single idea, or does it wander all over the place? Have I mentioned or used something from the readings? If this were your essay, what would you do next?

**Week 3 In-Class Suggestions:**

**Day One:**

* The following instructions outline the exercise that Lynda Barry guides us through in this video: <https://www.youtube.com/watch?v=UjmwJX4KobY&feature=youtu.be> . In it, students are guided through writing a scene.

Students will need:

* Two pieces of paper
* Something to write with
* A few words (“When Miss Speck told me I was going nowhere in life”) describing a scene from your life that changed your views on education. Write this description at the top of one piece of paper. This will be the “X” page (meaning, you draw an X right through the page.
* Ignore the screen that says “pause play.”

You will do the following exercise-- just follow along. To clarify: you answer the questions Lynda Barry asks anywhere on the X page. Answer in note form. The “X” is to remind you that the rules of the paper are off-- you don’t have to write in the lines.

After you’ve answered these questions, you’ll write the scene out in paragraph form on a blank piece of paper, like you’re writing an essay or a story.

Instructors: if you would rather guide students through (which is what I usually do,) you simply ask them to picture the scene and then ask a series of questions for about 4 minutes, giving them a few seconds to write down the answer to each one:

* Where are you in this scene?
* Who are you with? Can you describe them?
* What time of day is it? How do you know?
* What season is it? How do you know?
* What does your body feel like in this scene?
* What can you hear?
* What can you smell?
* Where is the light coming from and what is it like?
* Look to the left of you (in the scene.) What do you see?
* Look to the right of you. What do you see?
* Look at your feet-- what’s there?
* Look above you. What do you see there?
* Look behind you. Describe what you see.
* Is there anything else about this scene you should mention?

Again, after they’ve answered this questions, they write the scene out in paragraph form. I time them for 5-6 minutes. They should write this whole time.

* It will be important then to talk about what paragraphs ARE for the homework that will be due, as many 1101 students don’t know what paragraphs do or where they end or begin. Here is a slideshow about paragraphing, though you may have another strategy you prefer to use:

<https://www.canva.com/design/DAEIkHc2Se4/I6IlbC-mLi16rmBOJ9WxbA/view?utm_content=DAEIkHc2Se4&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink>

**Day Two:**

* I usually read “Shitty First Drafts” in class, having everyone read a paragraph or so out loud, then discuss. If this part is done in class, it can be removed from homework.
* We review the assignment sheet as a class. What is this asking us to do?
* We then write a SFD for about 8-10 minutes in class. I might even ask students to take a picture and send it to me or hold it up to the camera for a second, if willing-- just proof that it happened.
* If there’s time, we can look at a previous student example and critique it as a class, talking about guidelines for peer review and what I am looking for.

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### **Week 4: Feb 21-27**

**Day One HW:**

**READ AND ANNOTATE:** DePeter, Ron. “How to Write Meaningful Peer Response Praise”

[*https://writingspaces.org/sites/default/files/depeter-write-meaningful-peer-response-praise.pdf*](https://writingspaces.org/sites/default/files/depeter-write-meaningful-peer-response-praise.pdf)

**READ:** Two assigned peers’ essays including their Reviewer’s Memo at the end of the draft.

**WRITE:** Remembering what DePeter says about positive peer response, do these two things to respond to your peers’ Drafts:

1. Use the Comment feature to make comments as you go – things you really liked, places where you wanted to ask questions either about what they’re saying or what else you would like to know. Here are some prompts for the kinds of comments you can leave:

* I liked ( ) because ...
* I got this from reading your work:
* I found this part interesting ( ) because...
* I got confused here ( ) because...
* I wanted to know more about because...

1. At the very end, leave an overall comment where you include at least one key quote that stands out to you. It will be very important to pick an appropriate quotation to respond to -- one that expands on your comment so that the writer can get a good idea what your comment meant.



**Day Two HW:**

**Finish Unit One!**

Week 4 In-Class Suggestions

**Day One:**

* Peer review online can be tricky in terms of getting students to actually respond. One simple strategy is to have them start the process in breakout rooms: read the other students’ essays, then practice the Comments out loud using DePeter’s prompts (which are also borrowed from Donald Murray). Then they collaboratively write a final Comment on the essay. This works best with groups of no more than three students, 20 minutes per student essay.
* Another issue with peer review is students’ simple and understandable reluctance to “criticize” another student’s work in front of them. I got this strategy from an instructor at a SUNY campus to use for the first essays of the term. She says it relieves a lot of that pressure and makes doing peer review on the next essay a lot easier, and she’s been using it in both online and f-2-f classes:
  + Gather the students’ drafts as soon as they come in.
  + Make a copy (I recommend turning them into Google Docs because it’s easier to make comments) **but remove the students’ names.** In other words, make them anonymous.
  + Create breakout rooms to distribute the drafts, making sure that the original author isn’t in that room. In other words, if you have Student One’s draft, you remove their name, then make sure they’re not in the breakout room where other students are looking at it. And tell the other student the author is not in their room!
  + Do the same review/comment process using DePeter/Murray’s prompts.
  + The group writes a group final comment on the anonymous draft.
  + Once the students go find their own work, they write a reflection post or email or second comment on the bottom reflecting on what the other students said and how it might impact their revisions.

**Day Two:**

* Reflection: This would be a good time to do a Padlet or Google Docs “wall” in which students write down difficulties they had with the writing process. You can then, on the whiteboard, list those difficulties, and as a class talk about strategies for dealing with them on the next essay. Students can write up a plan for their writing process in Essay Two, which can be posted to the website.
* Revision exercise: students won’t revise for a while (unless they want to) but it’s good to remind them now that they will be expected to revise by the end of the semester. One fun activity is to put them in breakout rooms of 3-4 and send them to comic templates on canva (<https://www.canva.com/search/templates?q=comic> )You can go to canva.com and search “comics” for more. You then tell them that they should keep at least two frames as is, and change everything around it (canva’s pretty easy to use) to tell a whole new story. Unfortunately, only one person can work on the image at a time, though they can send it to each other, but they can still decide as a group what they want it to do and say.

Give them about 10-15 minutes to make their original comic strip into a new story and

have a group member describe the new story to the class. After everyone’s done, you tell them that this is what revision can mean, a drastic re-vision of the original story.

* [HERE](https://www.canva.com/design/DAEPl6-mcWY/K1mRhrJo2pxHhReuahl2cQ/view?utm_content=DAEPl6-mcWY&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink) is a slideshow on revision to add to the discussion on revision
* [HERE](https://openlab.citytech.cuny.edu/fyw-pedagogy/portfolio-slideshow/) is a slideshow on the final portfolio to familiarize students with the upcoming portfolio. It’s best if they start thinking about this now.

# **Unit 2 - Reflective Annotated Bibliography**

In order to explain **Unit 2**, I have to talk about Units 2 + 3 together first, because you’ll use the research you do now in Unit 2 for your project in Unit 3, so you’re going to have to use some foresight in the research decisions you make!

In **Unit 3** (the NEXT unit) you’ll be making a new document in a new genre, one you haven’t written in before, about the question you’ve decided to research in **Unit 2**. For example, in Unit 3, you might write a science article for the readers of *Scientific American,* or a political article for the readers of *Teen Vogue* (It’s actually very political these days!) You might create a how-to manual, a manifesto, a short story, a speech or a comic book. Whatever you write in Unit 3 will be based on the research you do in Unit 2. You don’t need to know exactly what you’re going to be doing in Unit 3 yet.

In Unit 2, (THIS unit) you will be writing something called an “annotated bibliography.” This is something people write when researching: a list of sources (articles, interviews, etc…) about a specific topic; generally, for each source, there is a summary of that source as well as other important notes. Annotated bibliographies are very helpful tools for research because they help us keep track of multiple sources and ideas so we can use them later in larger projects. They also help us get a broad understanding of the topic or question we are researching. People use them in all kinds of academic research-- but people also use documents like this in almost every field to make sense of their research for their future selves, their professors, their bosses and the committees and groups they work with.

You will be writing a “*reflective* annotated bibliography.” That means, for each of your four sources, you will write entries that are a little bit longer than a person would in a usual annotated bibliography. That’s why this is the whole assignment instead of just one step in a research paper. Doing it this way will help you learn more about your topic and sources and more about doing research in general.

In each entry, you’ll write about, not just what the writer said, but how they said it, why they said it and who you think they want to read their writing. I know this sounds a bit confusing right now, but don’t worry. I’ll explain it as we go!

**What you need to do now:**

We need to start by finding a question or topic that really makes you curious-- something you want to learn more about. We’ve done some work looking for these questions in the Guardian article [“Schools are Killing Curiosity”](https://www.theguardian.com/education/2020/jan/28/schools-killing-curiosity-learn) and in Baldwin’s [“A Talk to Teachers.”](https://www.spps.org/cms/lib010/MN01910242/Centricity/Domain/125/baldwin_atalktoteachers_1_2.pdf) We will work together to narrow this down into a question you can research.

This is not a traditional research essay. It does not begin with a thesis. Real research, as we’ll discuss, is all about asking questions that you don’t already have the answers to. Doing research to support a position you already have is a persuasive essay, but not the kind of research we do in real life (most of the time). So you’ll start with questions and then follow whatever interesting side roads you discover, informing the class about what you found.

**An overview of the process and finished product:**

We will spend the next few weeks researching and writing. An annotated bibliography is something you write as you research (though of course you will spruce it up for final submission).

Your reflective annotated bibliography will have (don’t worry, we’ll go over all of these ingredients in detail as we do them):

* **An introduction** in which you introduce your question, why this question intrigues you and what you expect to find in your research. (At least 300 words)
* **THREE sources (at least 400 words each),** each with a corresponding bibliography entrywhich includes
  + a summary of the source’s content
  + a reflection on that source which includes your *opinion* of what you’ve read
  + a brief rhetorical analysis (an evaluation of the author’s credentials, writing style, and purpose, and why you think the author is credible or not)
  + a short analysis of why you believe the author chose that genre and why it was a good or bad choice for the intended audience
  + You will also probably want to include a couple of key quotes here that you might want to use later-- these don’t count toward your word count!
* Each of these three sources will need to be a **different genre**. That is, you can’t have four magazine articles or four YouTube videos.
* **A conclusion**, in which you summarize what you found, and explain what surprised you and how your thinking on your question deepened or changed. You will also explain why you think what you learned is important, and who you think should hear about it (At least 400 words)
* Just FYI: this whole thing adds up to at least 1900 words. Usually people write more.

**What you’ll be graded on:**

1. **Content:** Is it readable and informative? Does it teach us about the topic? Does it teach us about the rhetorical situation surrounding each of your sources? Is it at least 1900 words long?

2. **Research**: Did you dig deep-- meaning, did you look for sources that don’t just agree with what you thought you would find? Were you open to being surprised and contradicted? Did you look further than the first three hits on Google?

3. **Genre**: Remember that your three sources must each be a different genre!

4. **Presentation**: Basically, can someone who is not you make sense of this visually? Are there subheads and other things that would help a reader make sense of your document? Standard Written English and academic tone don’t matter so much, just as long as it’s done with care and shows that you’ve proofread it.

6. **Citation**: If you quote something in your Intro or Conclusion that’s from one or more of your sources, be sure to cite it.

# 

# **Annotated Bibliography Road Map**

*This document is important-- it will help you understand all the moving parts. But these are also meant as guidelines to help you understand where to go next. These are not strict rules.*

## **Intro (at least 300 words)**

* Introduce your question
* Explain how you got interested in your question/ Why you are interested
* Explain what you expect to find in your research (a hypothesis)
* Explain what you will do if you find something that doesn’t fit your hypothesis
* **Write this in paragraph format (1-3 paragraphs)**

## **Source Entries (at least 400 words each).** You need **three!**

### **Notes:**

* *You will have 3 sources*
* *You will have an entry for each source*
* *Each source will be a different genre*
* *At least 400 words each*
* *Each entry will have all four parts.*

### **How do I write a source entry?**

#### **Part 1:**

#### The first part of your entry will be the “bibliographic entry.” This entry gives the publication information, author, date, title and so forth. There are many websites (like easybib.com) that can help you do this. Here is one example:

Fitzgerald, Jill. “Research on Revision in Writing” *Review of Educational Research.* 57.4 (Winter

1987): 481-506.

**Part 2: Summary and representative quotes (1 substantial paragraph)**

In the second part of your entry, you will write a summary. This will be useful to you later, because it will give you the rundown of what you’ve read (just in case you forgot.) Your summary should convey what the author states in the article and not your opinions. Here is a good time to capture what you think are the author’s most important points, quoting directly if possible. It’s also a good time to make note of what data, facts and evidence the author uses to support their claims, and *how* they use this evidence to arrive at their conclusions.

**Part 3: Reflection and rhetorical analysis (2-3 paragraphs)**

In the third part of your entry, you will respond to the text you’ve read. This is important, as it is where your voice comes in. Avoid simply agreeing or disagreeing with the author; explain your full reaction. You can quote particular sentences to which you are responding. What questions do you have? What don’t you understand? What other information do you need to look up to better understand this article? If you could say something to this author, what would you say? How does this document inform your research?

Also consider rhetorical factors here like the genre of the writing, the author’s credentials, and the publication venue. How do you feel the author’s writing style, awareness of audience and purpose (reason for writing), and choice of genre affect the meaning and credibility of the document?

#### **Part 4:**

Quotables. This last part doesn’t count toward your word count, but it will help you in Unit 3. Here, you will make note of at least one direct quote from the author made that you feel really exemplifies the document’s claims or interpretations. Or, you might want to choose a sentence that you really agree with (or really DIS-agree with) that you want to refer back to later. You don’t need to repeat something you’ve quoted earlier-- this is just a place to take note of quotations you feel you may want to use later. Put it in quotes-- and don’t forget the page number (if applicable).

## **Conclusion ( at least 400 words):**

* You will summarize what you found in your research
* You will tell readers what surprised you, or how your understanding of your question deepened or changed. (Spoiler: if the answer is “not at all”, you did not do enough research.)
* You will explain why what you learned is important
* You will explain who you think needs to know about it and why (Another spoiler: be specific! The answer can ***not*** be “everyone.” That is too big of an audience. Narrow it down to who needs to hear about it *first!)*

**So, to clarify, your finished product will have:**

* Intro
* Source Entry 1
* Source Entry 2
* Source Entry 3
* Conclusion

**Unit 2 Schedule**

*Note to instructors: We suggest that you do not pass out the* ***assignment sheet for Unit Two*** *until students have started thinking about curiosity (end of week 5). There are just a lot of moving parts here, and it might be confusing to get everything thrown at them at once.*

*Also, the library has made us* [*THIS*](https://libguides.citytech.cuny.edu/eng1101/annotatedbib) *helpful research guide for 1101.*

**Week 5: Feb 28-March 6**

**Begin UNIT 2 -- Reflective Annotated Bibliography**

**HW Day One:**

*In introducing this unit, we want students to think about a couple of things before we move on to our next unit, which is about curiosity—and those are, basically: how do people get curious? How do they lose curiosity? What are YOU curious about? We’ll be spending this next week reading and thinking about those types of questions.*

**READ AND ANNOTATE:** “A Talk to Teachers” by James Baldwin. <https://www.spps.org/cms/lib010/MN01910242/Centricity/Domain/125/baldwin_atalktoteachers_1_2.pdf>

**WRITE:**  Blog Post (at least 300 words) In “A Talk to Teachers,” James Baldwin writes:

I would try to make [the student] know that just as American history is longer, larger, more various, more beautiful and more terrible than anything anyone has ever said about it, so is the world larger, more daring, more beautiful and more terrible, but principally larger – and that it belongs to him. I would teach him that he doesn’t have to be bound by the expediencies of any given administration, any given policy, any given morality; that he has the right and the necessity to examine everything.

First of all, what do you think of what James Baldwin was saying? What do you think he means when he says “the world is larger?”

Secondly, what do you think you have the “necessity” to examine, or the obligation to learn more about? To put it another way: what do you wish had been taught to you in school that wasn’t? Why do you want to know about these topics?

**HW Day 2:**

**READ AND ANNOTATE:** “Research Starts with a Thesis Statement” from ***Bad Ideas about Writing***

**READ AND ANNOTATE: “**Schools are Killing Curiosity” from *The Guardian* <https://www.theguardian.com/education/2020/jan/28/schools-killing-curiosity-learn>

**WRITE:** Blog Post, (at least 300 words) What is something you were interested in when you were a kid? Are you still interested in that topic? How did asking questions help you learn more about that topic?

If so, how has your curiosity changed and grown over the years? And what role did the educational system play in your curiosity (good or bad)?

If you are not interested in this topic anymore, what do you think happened to that interest? Do you remember the specific time you LOST interest? What did you become interested in instead (and why?)

**THINK:** Start thinking about a topic you are interested in, something you might want to know more about. This can be something heavy, like police brutality, or it can be something that seems on the surface more light-hearted, like ballet. The only criteria is that you are actually curious about it.

This may seem like strange advice, but it can be helpful to go for a walk and think about topics you’d like to write about. Come home and jot down a few notes. By (***week 6 day 1***) you will be expected to have some idea of a topic you’d like to research, even if it’s a bit vague.

**Week 5 In-Class Suggestions:**

* Discussion of what does (and doesn’t) count as research. If you like, you might want to use this slide show:

<https://www.canva.com/design/DAEJ8Kx2CTU/HPVideryK-Ib2RvamjacdQ/view?utm_content=DAEJ8Kx2CTU&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink>

* Also, this might be a good week to have your library visit and/ or to do some research in class
* This is a great place to use a Padlet in class (or a full-class Google Doc). Students simply create a new post (I suggest using a Wall) and post their topic -- the thing they’re curious about -- along with a sentence or two about why they’re curious about it (personal connection, etc.). Then they have to go look at everybody else’s and leave a reply that asks a question or makes a suggestion about the topic. I find that students often turn out to be pretty good sources of information for each other, and they do like to raise questions about important topics.
* One way to get students thinking about coming up with keyword searches is to show them the old standby Journalist’s Questions: who, what, when, where, why, and how. I do this in class by choosing a topic or issue, then having them each come up with questions for each of the 5Ws and one H, then sending them off to do 10 minutes of research that answers those questions; when we reconvene we compile the questions and discuss some of what they’ve learned.

Another way to do this is to put them into breakout rooms, have them write the questions and do the research, and compile a single group document with links to their sources. We share those when we reconvene.

* One quick activity after reading the piece from *Bad Ideas* is to ask students to write for 5-7 minutes about their experiences doing research projects, then sharing those experiences in break-out rooms and deciding on which story/experience they would like to share with the whole class when you reconvene.

### 

### **Week 6: March 7-13**

*Midterm grades due to students March 11*

***Note to instructors:***

*The most important thing about this unit is that students are curious about their topic. The other important things are that the question is researchable (not just a yes or no question, has depth, etc…) and that the student doesn’t already know the answer. This is not an opinion essay (“Why should marijuana be legalized”) but an investigative essay (“How did prohibition laws affect marijuana laws, and with that in mind, how likely is it that marijuana will be legalized on a national level?”)*

**HW Day One:**

*Note to instructors: another useful reading about research methods is: “Googlepedia: Turning Information Behaviors into Research Skills”* by Randall McClure. <https://wac.colostate.edu/books/writingspaces2/mcclure--googlepedia.pdf>

*Also note that we have an in-class assignment (KWL+) designed to help students narrow down vague research ideas into research questions. You obviously don’t have to do this in-class activity, but some activity that helps guide students to research questions that truly pique their curiosity will be invaluable here.*

**WRITE**: Write a blog post (at least 400 words) in which you introduce your research question You may find your topic anywhere-- from Unit One to the blog posts we wrote last week, to your peers’ blog posts! (It’s really okay if two people write about the same topic-- I promise you).

What is important here-- and I can’t stress this enough-- is that you research something you *want* to know more about, not something you think you already know the answer to. You may be curious to know why there are so few African American ballerinas in major companies, or you may want to know how much “housing projects” have changed in New York since James Baldwin wrote “A Talk to Teachers” in 1963, or you may want to know what we really learn from playing computer games. Just be curious. REMEMBER YOU MUST GET YOUR TOPIC APPROVED BY ME!

Write it in question form (it can’t be a yes-or-no question, though) You *must* cover all of the questions in bold:

* **Why are you interested in this question?**  (Feel free to talk about your own personal experience with the topic, or to tell an anecdote about your experience with this subject matter)
* **What do you expect to find in your research?** (*Why* do you expect to find this?)
* **What will you do if you find information that goes completely against what you had expected to find?** (Will you throw it out? Will you write about it anyway? Will you challenge your own assumptions?)

Spend some time on this-- **because this will serve as the first draft of the introduction for your annotated bibliography!**

**HW Day Two:**

**WRITE:** First source entry! Post on website. Make sure you have at least one “quote sandwich” in there. Remember to introduce, explain and analyze your quote!

**Week 6 In-Class Suggestions:**

**Day One:**

* On day one it will be very useful to narrow down broad topics to guided research questions. The best way I’ve found to do this is through the KWL+ rubric. I made a Google Form for my students here:  [**KWL+ GOOGLE FORM**](https://docs.google.com/forms/d/e/1FAIpQLSfeXvIzr3FNWOxfcPG2SEZzV6oO1u9oJHuXR_KlA7SYIbOHEg/viewform?usp=pp_url). This is also recreated under “forms on the OpenLab site. **But please note (and this is EXTREMELY IMPORTANT) You cannot use the form linked above. That is only a model. You need to recreate the form yourself. If you send your students to that form, they will all get sent to me and I won’t necessarily be able to get them to you.**

Another way to do this is to guide students through the KWl + exercise in class. They can do it on paper or even on your website. Just talk them through it step-by-step and set a timer for each step.

1. **Topic**: (3-4 mins) Write down your topic. This might be a question, or you could just be writing a general overview (“Can we reverse Global Warming?” or “climate change.”)
2. **K- KNOW:** (5 mins) Write that whole time (but not longer!) about what you KNOW about your topic. It is important that you don’t pause here, so if you are stuck, write “I’m stuck!” But just keep writing.
3. **W-WANT:** (5 mins) Same thing-- you’ll write that whole time. This time, write what you WANT to know about the topic.
4. /- Here is where you do a little bit of research. Again, time yourself-- spend 10-15 minutes on the Internet looking up your topic. (Let the students go on the internet and research)
5. **L-LEARNED:** (5 mins) Again, write the whole time. Write what you LEARNED from your 10-15 minutes of internet research.
6. **+-STILL WANT TO KNOW:** (2-3 mins) This is the most important question (but we had to do all of the above to get there!) After doing very basic internet research, what are some questions that you still want to know? Pick one or two of these out that you think would make a good research topic!

**Day Two :**

* On Day Two, you will want to go over the Source Entry handout (from the Annotated Bibliography Road Map) as well as previous student examples of source entries (the office of FYW can provide these.)
* Give students some time to continue the research they have begun in their library or previous in-class research sessions. If you like, the rest of day 2 can be used for research, but we suggest combining this with a lesson on integrating quotations (especially for use in the analysis section of the Source Entries). Give them some time to find a salient quote from a source they would like to respond to.

HERE:<https://openlab.citytech.cuny.edu/fyw-pedagogy/quote-sandwich-handout/> is a handout on quotation. Discuss introducing, summarizing and analyzing quotations. If there is time, ask for student examples.

## 

## **Week 7: March 14-20**

*Note to instructors: Please try to comment on at least one source entry per student. That said, you only need to provide feedback on one source entry per student, just to make sure they’re doing it correctly.*

*For peer review, you may want to put students into “affinity groups,” that is groups with similar topics so the students can give each other suggestions and feedback before the draft is due. They can also share resources that they can use for Unit 3.*

**HW Day One:**

**READ AND ANNOTATE:** [“Navigating Genres” by Kerry Dirk](https://wac.colostate.edu/books/writingspaces1/dirk--navigating-genres.pdf)

**WRITE:** Write a blog post of at least 300 words answering the following questions:

* What are some genres that you feel you know well? How did you learn them? What are their common rhetorical features?
* What genres do you think might give you good information for Unit 2?What is it in particular about those genres that make them good potential sources for your topic?

**GATHER**: More sources!

**HW Day Two:**

**READ AND ANNOTATE:** Graff & Birkenstein, “Chapter 3: As He Himself Puts It - The Art of Quoting”

<https://canvas.uw.edu/courses/915212/files/28555152/download?verifier=HJ6SFj8jLsPCvE2TH17gz2aT5deBXImp3ItoFnpD&wrap=1>

**WRITE**: Your second “Source Entry” Draft. Post on website. Make sure you have at least one “quote sandwich” in there. Use Graff & Birkenstein to help you set it up: remember to introduce, explain and analyze your quote!

**Week 7 In-Class Suggestions:**

* In breakout rooms, discuss what genres you know well and how you learned these genres. How can you use this ability to learn to acquire new writing genres for school? As a group, write some advice (or make a video-- write it in whatever genre you like) for a high school senior who is afraid of writing classes in college-- share with them how you’ve learned to build on what you already know?
* Try this fun but useful in-class exercise to show students how to incorporate quotes since all they want to do is drop in a full sentence. You can do this after they’ve done the first Source Analysis or wait until they’ve done two.
  + I create a brief handout/worksheet ahead of time that demonstrates two ways to use a quote:
    - Complete sentence (signal phrase, “quote.” Analysis/connection.)
    - Partial sentence/most important phrases (sentence “phrase” remainder of sentence if applicable. Analysis/connection.)
  + Show part of this segment of the old Colbert show about *Wheat Thins* (minute markers 1:50-2:27, then pause here). Ask students to notice how he leads into a quote from the memo, how much of the quote he uses, and then how he continues after the quote. [**http://www.cc.com/video-playlists/kw3fj0/the-opposition-with-jordan-klepper-welcome-to-the-opposition-w--jordan-klepper/zzgfft**](http://www.cc.com/video-playlists/kw3fj0/the-opposition-with-jordan-klepper-welcome-to-the-opposition-w--jordan-klepper/zzgfft)
  + Review the Quote Sandwich
    - Lead-in sentence(s)
      * To provide context.
      * Signals quote is coming.
    - Quote
      * Succinct
      * Directly relevant to the point
    - Analysis
      * Makes connection to significance FOR the reader
      * Moves the reader from the quote to your author’s own point
  + Show second excerpt of Colbert (minute markets 2:27-4:00).
  + Re-inforce the two types of quotes and the quote sandwich.
  + Re-play a segment of the video and deconstruct it in terms of the quote sandwich and quote type. You can use the Whiteboard for this or share the handout.
  + Re-play another segment and have the students deconstruct it on the Worksheet. Re-inforce what they did using the Whiteboard or handout.
  + Give them 5 minutes to pick a quote from their Source Analysis and revise it to look like a quote sandwich. Share in the Chat or in breakout rooms.
  + Discuss how Colbert is using his source here-- is it to agree with Nabisco? Besides being funny, what is his point? Does this expand your ideas of how you might use sources?
* Peer review in breakout rooms is not only easy but effective because students on focusing on whether the intro and source analyses fulfill the requirements. In breakout groups of 2 or 3, have students read each other’s intros and source entries.

Are they fulfilling the RAB “Road Map” Requirements? How are they doing with quoting? More importantly-- what are you as a reader curious about? Is there something more about this source (or topic) you want to know? Where might they look for their final source?

Readers may also want to give their colleagues feedback about organization. Does this writing make sense? Are these paragraphs, well, paragraphs--or are they all over the place? Could the writer make it more readable in any way?

### **Week 8: March 21-26**

*Spring recess from March 27-April 4*

**HW Day One :**

**WRITE**: Final Source entry

**WRITE:** Conclusion (at least 400 words). For your conclusion:

* You will summarize what you found in your research
* You will tell readers what surprised you, or how your understanding of your question deepened or changed. (Spoiler: if the answer is “not at all”, you did not do enough research.)
* You will explain why what you learned is important
* You will explain who you think needs to know about it and why (Another spoiler: be specific! The answer can ***not*** be “everyone.” That is too big of an audience. Narrow it down to who needs to hear about it *first!)*

**HW Day Two:**

’**WRITE:** compile your bibliography, put it together into a document. **Post rough draft of annotated bibliography on the website (this will be due by \_\_\_\_\_ so we can look at it in class the day we return from Spring Break!)**

**WRITE: Along with your annotated bibliography RD, you will post a quick note at the end addressing the following question**:

**This is how I feel about the project so far:** how I think it’s going, what problems I’m having, what I think is working, and what I think I need help with, what I’m proud of, etc.

**Week 8 In-class suggestions**

* Look at “Clean Up Your Mess” ([visualmess.com](https://www.visualmess.com/)) together in class, have them answer the following questions on a Padlet or Google Docs wall:

Questions: What are your pet peeves about reading online (or even off)-- I’m not talking about the

meaning of the words here, I’m talking about the layout and design. What makes a website “messy?”

How will it help you as a writer and a communicator to think about clean design in your own writing? What are a few simple things you can do right now to clean up your presentation for Unit Two?

*Note: this may seem a little extra, especially at this point in the semester when time is so tight, but I have found this exercise invaluable! When students think about the actual physical experience others have of reading their writing, it changes the way they write!*

* As a class, review Unit Two assignment sheet. Do you have everything you need to finish?
* Have students read the plans they wrote to improve their writing process at the end of Unit Two. “How well did you do? Your Unit is due the week after we get back from Spring Break. If you’re feeling behind, what can you do now?” This could be a discussion for a padlet wall, or perhaps for breakout rooms. One way or the other, students should report back with ideas, not only for themselves, but that might also help others who are having similar issues.
* This might be a good time to review the revision slideshow [HERE](https://www.canva.com/design/DAEPl6-mcWY/K1mRhrJo2pxHhReuahl2cQ/view?utm_content=DAEPl6-mcWY&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton)
* This is a good time to discuss citation. Handouts [HERE](https://openlab.citytech.cuny.edu/fyw-pedagogy/files/2021/01/IN-TEXT-CITATION-5.pdf)
* Show students examples of full finished Unit Two assignments (Office of FYW can provide these).

Reminder: Spring break takes place after this week. When students return, they’ll need to have a rough draft of their Unit 2 assignment, all compiled.

**Week 9: April 5-10**

**RD is DUE coming back in! (so what follows is HW FOR this week)**

**HW Day One: Final draft**

**HW Day Two: (Unit one is due on this day-- what follows is the HW for the weekend.)**

**READ and ANNOTATE**: “Annoying Ways People Use Sources” by Kyle Stedman: <https://wac.colostate.edu/books/writingspaces2/stedman--annoying-ways.pdf>

**WRITE:**  Just as a little spoiler, you should know that the things that annoy Kyle Stedman are not really particular to him. In general, these are things worth avoiding in your writing, though some conventions may vary, as Stedman himself points out, from genre to genre. Please write a two-part response after reading Stedman’s article

1. (approx 150 words) What did you learn from reading this? Anything new? What questions or comments do you have on how to use sources?
2. (150-200 words) Write a paragraph for your intended audience for Unit 3 using one of your “quotables” from Unit 2 in that paragraph. Keep Stedman’s guidelines in mind while writing this paragraph. Be kind to your audience! Try not to lose them by the side of the road!

Week 9 In-Class Suggestions:

**Day One:**

* Do an in-class peer review session for the complete draft but the main focus should be on completeness of content/information and whether the student has followed the instructions about compiling a single document.

Since the Conclusion is new, the students should use the DePeter list to start the conversation:

* I liked ( ) because ...
* I got this from reading your work:
* I found this part interesting ( ) because...
* I got confused here ( ) because...
* I wanted to know more about because...

This doesn’t have to be anonymous since it’s mostly a process check. Each group should be no more than 3 students since the documents are fairly long for this unit.

As a follow-up, each student should write a Comment at the end of their document explaining what their group has noticed and their plan for revision.

**Day Two:**

* On Day Two, the focus is on finishing up Unit Two and making the transition to Unit Three. We can begin with a reflection about the writing process (students can write a blog post)-- how did you go with your goals for improving your writing process? What did you do well? What would you like to do better?
* Next, it’s good to think about the transition to Unit 3 with the following reflection prompt:

At the end of Unit 2, you decided who you thought needed to hear about your research. Who was that? Do you need to narrow that down a bit? What genre do you think is best to reach that audience?

* As a class, look over the assignment sheet for Unit 3. You can show examples of past Unit 3 assignments (these can be provided to you by the FYW dept) as well as published examples of writing that has come out of good research. Make sure to show a wide range of genres.
* Students can start to ask questions about Unit 3 here.

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# **Unit 3 - Writing in a New Genre**

At the end of Unit 2, we asked the question: What is the most important thing you learned and what audience do you think needs to know about it? **For Unit 3**, we ask ourselves: what is the best genre to tell that audience the information you learned in Unit 2?

In this unit, you will write about the subject you researched in Unit 2 in the genre of your choice (within reason!) Whatever you choose, the most important factor is that it is the genre that best reaches the audience you think needs to hear about your topic.

How are you going to get your target audience to listen to your message? Will they listen to a political speech? Watch a video essay? Read a magazine article? Read/watch a scene from a play/film? Read the lyrics to a song? You can use pretty much any genre, **as long as it’s one that’s new to you and appropriate for the audience you choose.** No middle school kid is going to sit still for a 30-minute political speech even if it’s about how to keep from being bullied. Wrong genre, poor analysis of your audience. All I ask is that you make sure it isn’t offensive (racist, sexist, homophobic, religion-intolerant). Also, no Power Point.\*

Once you've written your new genre text, you’ll also write an Artist’s Statement to go along with it, something that tells us what you intended to do, who your intended audience was, what you went through to get it done, how well you think it turned out, and where you think it might be published/shared with that audience. There will be a handout on the Artist’s Statement when that time comes.

### **So, to recap, in Unit 3, you will:**

* Write about the research you did in Unit 2
* Address the audience you think needs to know what you learned in Unit 2 (just the most important parts)
* Write in the genre that you think will best reach that audience
* Write a one-page Artist’s Statement that explains your process

### **What you’ll be graded on:**

**Genre**: Whatever you choose must actually fit in that genre. A video that’s just a single picture for two minutes isn’t a video because it doesn’t move; it doesn’t engage us the way a video/film should. When you do your proposal, you’ll have a chance to set up what the rules and conventions are for that genre.

**Appropriateness for audience:** If you’re doing something for 4th grade students, it shouldn’t be full of graduate school words. Appropriate means word choice, approach to topic/issue, use of visuals if you use them – does the way you “wrote” your genre piece fit what would work best for this audience?

**Effectiveness of message:** We’ll share these in class so you’ll get a chance to see if you got your point across. Did it fulfill your purpose?

**Length/Timeliness:** The genre piece can be whatever length it needs to be based on the conventions of the genre, but it should be substantial. One meme is not really enough for 20% of your grade in a major English class.

**Artist Statement:** Did you thoughtfully reflect on your process, even if things didn’t turn out quite how you wanted?

*\*Why? Because first of all, Power Point isn’t a genre, it’s a tool. You use Power Point to do something, like make a presentation or give a talk. Second of all, you’ve probably done a Power Point before, and the purpose of this assignment is for you to learn to write something new. Third, there have been a lot of studies done on the most boring forms of delivery, and Power Point is consistently at the top!*

**Helpful resources:**

The New York Times on creating a Podcast:

<https://www.nytimes.com/2020/04/22/learning/making-a-podcast-that-matters-a-guide-with-examples-from-23-students.html>

The NYT has an entire list of “Mentor Texts” that help you write articles like a sports article and a personal health column. It’s quite useful. It can be found here: <https://www.nytimes.com/column/learning-mentor-texts>

**More resources for creating texts**

Free music:<https://www.purple-planet.com/>

Free sound effects:<http://soundbible.com/free-sound-effects-1.html>

Copyright safe images (photos, clip art, etc):<https://search.creativecommons.org/>

Stock videos (and photos): [https://www.pexels.com](https://www.pexels.com/)

Illustrations you can manipulate:<https://undraw.co/illustrations>

<https://www.canva.com/> is a mostly free (especially if you upload your own images) design program that does everything from posters and banners to storyboards and comic strips. A real go-to tool for a lot of people.

Posters, infographics, etc.:

* <https://www.canva.com/> The images with crowns on them are extra, but Canva is free if you use your own images.
* <https://piktochart.com/> The free version has a 40MB image upload limit.

Online comic maker:<https://www.makebeliefscomix.com/>

Audio creator/editor: <https://www.audacityteam.org/> [easy to use with a full range of tools, lots of videos about how to use it]

* Here’s a review about free audio editing software [https://www.techradar.com/news/the-best- free-audio-editor](https://www.techradar.com/news/the-best-free-audio-editor)

Screencasting/video recording:

* <https://screencast-o-matic.com/> Screencast-o-matic is free if you want to do screen capture videos from your laptop. Word of warning: if you really want to do some close editing work, it will cost, but for the basics, it’s fine. You can upload the resulting video to YouTube. A lot of faculty use it.
* YouTube Studio will give you lots of tutorials about how to create videos.

## **ARTIST STATEMENT GUIDELINES**

## Explaining the rationale behind our actions and decisions is an important kind of reflective writing because it makes visible what is otherwise invisible. You can choose to write an e-mail in Comic Sans font, but unless you explain why, the choice may seem mysterious and odd to readers. Composers of all sorts often write an Artist’s Statement for their audience that explains their inspirations, intentions, and choices in their creative and critical processes. It helps the reader understand the process that led to the final product by providing insight into what the author set out to do, how they did it, and what they might do to further improve the piece.

In an Artist’s Statement, you step back and consider what you did and what you might have done differently and might do differently in the future. That’s what you’ll do in this reflection about the genre project you’ve just completed: the choices you made, why you made them, what happened, how you feel about it now. So for this 750-100 word document, you’re going to create your own reflection about your project, and do it in a way that tells us what happened and when — the chronology of thought and actions that took you from your first ideas about it all the way to the completed project.

There are three sections in your Artist’s Statement:

1. Before I began: Think back through everything you did – every choice you made and why – before you actually got to work on the genre project. Here are the things you need to talk about:

* Context: Give us the background for this project. Remind us how you became interested in the topic.
* Rhetorical Situation and Related Choices: Tell us the “why” of your project. What was your purpose for making this project? What audience did you want to direct this information to? Why that audience specifically? Where did you see your piece being shown or distributed to your audience? What appeals did you decide to use (which, of course, may have changed later): facts (logos), emotion (pathos), the credibility of you or someone you talk about (ethos)?
* Genre Considerations: Why did you chose the genre you did? What made you think that genre would be the best one for your audience? For example, if you did a brochure, what made a brochure the best way to get the information to your chosen audience — that is, you knew you had a place to distribute it so that seemed logical?

1. Doing the project: Walk us chronologically through the process you went through to get it done: this then this then this… What went well? What didn’t go so well? What did you have to change and when? Did you throw out your original idea altogether, and if so, why? Who/where did you turn to for help? When did you panic (if you did) and what did you do about it?
2. Now that it’s “done”: How do you think it turned out? Did you change the kinds of appeals or see them evolve as you went along (it happens)? Why? What, given all the time and money and expertise in the world, would you have done differently? What works great, what are you happiest about? How easy or hard was it? How do you feel about having done something like this as a college project — can you see using any of this in the future (tools, analysis, etc.)?

## \*Note: This should be a fluid, cohesive document that reflects on and justifies the rhetorical choices in your New Genre Project. Do not just merely answer each question in list form.

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**Unit Schedule**

## **Week 10: April 11-17**

**Begin UNIT 3 -- Writing in a New Genre**

**HW Day One:**

Throughout the semester, we’ve seen people talking about (for example) education in a variety of different genres. In each of these instances, the author is trying to reach a different audience and they pick the genre that will best speak to that audience. Think about Lynda Barry’s comic or James Baldwin’s speech, or Jamila Lyiscott’s poem. These are all different genres. Why might one write in any of these genres? Who do these genres reach?

In this unit, you’ll be writing about the topic you researched in Unit 2 for an audience of your choosing-- so now it’s time to think about what genre you think will best reach *your* audience!

**WRITE:** You will need to write a proposal of at least 200 words outlining what you plan to do for Unit 3. Post to website. This proposal should tell us:

* A 1-2 sentence statement of what you want to teach your audience (the most important thing you learned in Unit 2)
* The audience you are trying to reach
* The genre you are planning to write in and why you chose it
* A plan -- how do you intend to get started?
* Anything you might be worried about. What are your concerns about finishing this project?

**HW Day Two:**

**READ (and comment):** Read at least two of your colleagues’ Unit 3 proposals, and comment on them. Comments should be at least 150 words. ***Please*** do not simply say “sounds great!” because that is not helpful! Think about the kind of things that might be helpful to you as you embark on this project. Here are some ideas:

* A specific publication or website you think the author could write for
* A question or comment to help narrow down the audience: “You say you want young people to watch this video essay, but there’s no publication all young people watch. Are you actually trying to reach New Yorkers?”
* A question or comment to help narrow down the genre: “There are a lot of different kinds of articles in the world. You could be writing for a newspaper like the New York Times or a website like Buzzfeed, and the writing is totally different for both. Can you be more specific?”
* You can also just talk about things in the proposal you find especially cool or exciting.

**FINISH:** Finish the “Know Your Publication” Questions we started in class.

**Week 10 In-Class Suggestions:**

**Day One:**

* In breakout rooms or on a Padlet (or Google Docs) wall, brainstorm about ideas for Unit Three
* Today is a good day to talk a bit about the final portfolio (which is due in 4-5 weeks. It will sneak up on you!) We usually don’t have time to revise Unit 3, but we might be able to begin discussions now of revising Units One and Two
* Unit Three is a bit odd for in-class scheduling, as students do need a lot of time for in-class work. In in-person classes, at least two class periods are used as work days, which is harder to manage online. We suggest setting aside some time for one-on-one or even small group conferences with students to talk about both revision for final portfolio and plans and progress for Unit Three.

**Day Two:**

As a class, look over a particular publication site (this can be an online magazine, like *Teen Vogue,* or you could look at a forum like TED Talks. Together, answer the following questions. (*instructors may want to make these questions into a worksheet.)*

Next, students will look for a publication (or other online forum) that would be a good site for them to present their Unit 3 projects. They will answer the same questions independently for that publication or forum.

**KNOW-YOUR-PUBLICATION QUESTIONS:**

* What kinds of articles/ stories/ media (and ads and videos for that matter) are on that site?
* What does that tell you about who *they* think their audience is? How do you draw that conclusion?
* How long are the pieces usually? (pages, words, minutes)?
* What is the tone, usually? (funny, serious, casual)
* What kind of diction is usually used? (casual, formal, academic, etc.)
* How do they usually use evidence/ support (such as data, quotations, interviews, etc)?
* What can you tell us about their visual presentation? Is it all black and white text? Video with lots of graphics?
* Do you think this would be a good publication or forum to reach your intended audience? Why or why not?

Now look for places your writing could be published (or posted) and answer these questions for that publication forum. Remember, this doesn’t have to be a magazine (though it can be!) but you should start getting a little specific! If you’re writing a short story, look at a collection of short stories. If you’re making a YouTube video, look at a particular channel, etc…

If you have a particular genre you want to write in, but you haven’t been able to find a forum where it would be published or posted, don’t immediately switch genres! Talk to me first-- I’m sure we can find something.

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## **Week 11: April 18-24**

**HW Day One:**

*Note to instructors: you may want to re-assign students to the same affinity groups as in Unit 2 to maintain their social connection. You could also post a general Discussion Forum where students can ask for help with specific technical issues or group by the types of genres they are writing in.*

**WRITE:** Start working on Unit 3 - New Genre piece.

**HW Day Two:**

**POST:** Evidence of progress on your project, whatever you want that evidence to be! Your Unit will be due on (***Week 13 Day Two)*** so today, just post something you’re working on-- a picture of your comic, a page of what you’ve been writing, a minute of your video… whatever.

**Week 11 in-class suggestions**

* We’ve found that putting students in breakout rooms to discuss their progress, questions they have and what they need for Unit 3, while very informal, works very well. They can report back on a Padlet wall or Google Doc.
* Go over the Artist Statement handout. You may want to do a Shitty First Draft of the Artist Statement in class to get students started. Time it for 10-12 minutes-- just get something down on the page!
* A good way to get students to focus on the point of their new genre pieces and who their target audience is, and as a way to think about their Artist’s Statement, is to use a Padlet wall. Tell them this is a museum space and their pieces are going to be displayed on the wall. Now they have to write a couple of sentences that will also be on the wall that explains what the piece is, who the target audience is, and what it’s meant to do. They could actually insert a screenshot of their project or add a link to it, and then write their Statement sentences in the same post. This could be serious or wildly creative.
* Here is a follow-up exercise to the KNOW-YOUR-PUBLICATION QUESTIONS from last week. You will probably want to model it for the class before students do it individually:

**KNOW- YOUR-MENTOR-TEXT**

*Sometimes, if we are trying to write in a particular genre, or for a particular publication, we study a particular source that fits that category so we can write in that same style. We call this a “mentor text.”*

* + Last week, we looked at publications and online forums where you might want to publish or present your work. Now, let’s look a little closer. Go back to this site (magazine, webpage, youtube channel etc) and find a SPECIFIC source that you like. It SHOULD NOT be about your topic. You’re not looking at it for that! You’re just looking at what features make this text fit this publication (and this genre!) This can be an article, TED Talk, You Tube Video, etc…

Remember: You’re not looking for any old article. You’re looking for an article that can be published in the magazine you want your work to be published in, or a youtube video that fits on the channel you want your video to go on… get it? This should be something that you want to emulate. Now, answer the following questions:

* What tone/ type of language does this example use?
* How does this source use research? Do they quote from outside sources, use a lot of statistics, etc…
* What can you tell us about this source visually (and auditorily, if applicable)? Does it use a lot of imagery and color? Is the layout very clean? Is there a soundtrack?
* How long is it? (Words, pages, minutes)
* Who do you think is the audience of this source? What makes you think that?
* What aspects of this source would you like to emulate in your own writing? How might you do that?
* What aspects of this source would you like to avoid in your own writing? How will you do that?

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## **Week 12: April 25- May 1**

**HW Day One:**

Continue to work on Unit 3

**WRITE:** Rough Draft of Artist Statement

**HW Day Two:**

**READ AND ANNOTATE:** “The Maker’s Eye” by Donald Murray. <https://robertnazar.files.wordpress.com/2018/09/themakerseye.pdf>

**Finish Unit 3 and Artist Statement!**

**Week 12 In-Class Suggestions:**

* Again, if possible, make time for small group or one-on-one conferences to discuss Unit 3 as well as final revisions.
* Also, even though students may have had breakout group check-ins on Unit 3 last week, they may want to do so again this week.
* The “Maker’s Eye” reading can easily be done in-class (it is quite short). This is a good way to discuss the upcoming revisions, but also revising the Artist’s statement. First, you could put students into breakout rooms, either discussing a quote that they found most useful or that they’d like to focus on for their own revision.

After rereading Murray’s paragraph on “structure,” writers can take their Artist’s Statement rough drafts and, in the margins or on a piece of paper, write down the main point of each paragraph. Does each point follow logically? If not, put the points in an order that makes sense. You’ll have to rewrite your Artist Statement in that order, but no big deal-- it will be worth it!

Look at what Murray has written on “information.” Now look at your new outline. Where could you use more info? What info would fit? Make a note. You have a lot of practice at this from all the work on concrete, significant detail and writing PIE paragraphs you’ve done.

What else do you want to add or take out? Write yourself a plan for revision.

## **Week 13: May 2-8**

**Day One: Unit 3 is due.**

**HW Day One:**

*I’m going to give my students a break here.*

**HW Day Two:**

**We start Unit 4 here.**

Write a S\*&^ty First Draft of your Final Reflection, using your response to the “Time Capsule” as a starting point.

# **Week 13 In-Class Suggestions**

* It would be great throughout this week to look at examples of students’ Unit Three assignments-- like a Unit 3 Gallery. They’re usually quite proud!
* **On Day Two, look at the “Time Capsules” they wrote during the first week of the semester** . Write a little note to your beginning-of-the semester self. What have you learned this semester? Did you achieve your goals? Did you achieve different goals? What surprises have you encountered along the way? Were your goals too small/ too big/ right on the money? (You certainly don’t have to answer all of these questions, by the way-- these are just ideas to get you started.)
* Review the Portfolio and Reflection assignment as well as the portfolio slideshow [HERE](https://openlab.citytech.cuny.edu/fyw-pedagogy/portfolio-slideshow/)

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# **Unit 4 - Final Portfolio & Reflection**

# **There are two parts to this Final Portfolio:**

**1) Revisions of Units One and Two and**

**2) A Final Reflection**

## **The Portfolio**

If you get anything from this term, I hope it’s the idea that composing isn’t just for college – it’s a tool you use in community, personal, and professional situations as well. And once you learn how to analyze a rhetorical situation, you can start to figure out what someone wants you to write no matter what the situation.

So… what we want you to do is, first, revise your first two units. We’d have you do the third too-- but we just finished that one, so we don’t really have time-- but if you have some changes you need to make, you’re welcome to do so. We’ve talked about revision throughout the semester, reading Anne Lamott’s “Sh&^&y First Drafts” and Donald Murray’s “The Maker’s Eye.” They both tell us that the first draft of an article is just the beginning; we want to work at making it what Anne Lamott calls “dental,” something that’s ready to show the world (not just your teachers.) Think too about the article we read called “Clean Up Your Mess.” Make it visually readable, as well as having readable content. Think of yourself as a writer beyond the classroom. Your words are important-- so present them accordingly!

***For each revised unit,***  you’ll need to add a paragraph at the beginning explaining what you did to revise it and why (or didn’t, and why not). You need to mention what you got from the feedback you received (from me and from your colleagues). You also need to explain why you either incorporated what we said or didn’t, and why.

**Both Units One and Two must be revised!**

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## **The Final Reflection**

I know this has been one weird few months. We’re living in unprecedented times, and we’re all being asked to work in new ways. I’m so proud of everybody for hanging in and continuing your college careers in the face of unimaginable challenges. So for this Final Reflection piece of at least 1000 words, I’d like to ask you to consider the following questions:

**What have you learned about yourself as a reader, writer and scholar this term?**

**How will you be able to use what you have learned this term and transfer that knowledge to other writing situations—either in college or in your community?**

**As evidence to back up your points, you must use at least three quotes from your own writing this semester in your reflection.**

As a way to begin your reflection, look back through your compendium of work: Discussion Forums, prep work for the classes, what you did/said/thought in those classes, your experiences with your colleagues, and so on. As you browse through your work, ask yourself about and take notes on the following questions (you don’t have to answer them all in your final reflection. These are just to give you some ideas.

* How would you compare/contrast work you did early in the semester to now?
* What was your favorite/least favorite assignment and why?
* What are some notable lessons that have stuck with you after completing certain assignments?
* What changed in your writing (reading, thinking) as the genres and assignments changed?
* How did you make decisions in your assignments about content and design?
* What were your early assumptions/beliefs about yourself and writing? Have they since changed? Explain.
* What was your experience revising assignments?
* Was there any peer feedback that stands out to you and why?
* What was particularly challenging for you in our course this semester and how did you overcome it (or attempt to)?

Don’t simply answer the above questions in your final reflection in bullet points; they are just meant to help you brainstorm ideas. You won’t answer them all! Think about everything we’ve read and watched about writing this semester—some of them certainly hooked your interest while others... probably did not.

The ones that caught your attention-- they had a point. They weren’t just lists of thoughts and ideas (what Kyle Stedman calls “Uncle Barry and his Encyclopedia of Useless Information.”) So now that you’ve brainstormed, is there a main point in what you’re trying to say? Can you organize your ideas a bit? *Remember that this isn’t just you writing off-the-top of your head; this is a finished piece of writing.* Treat yourself as a respected author who has lived through a difficult time: you are someone with something to say, and not just trying to flatter your instructor. Here’s what I will be looking for (and grading you on):

**Attention to audience.** You need to have a “so what?” Don’t just list off a bunch of random opinions about your writing—write an *article* about what you’ve learned. Think about who you are writing *for* (hint: it’s not just me).

**Attention to organization.** This does not have to be a traditional organization, but you should have paragraphs (not just a 1000 word paragraph, please) and some reason for why they’re in the order they’re in!

**Evidence and analysis.** If you tell me you learned something about yourself as a writer, show me *proof!*  By proof, I specifically mean quotes from your own writing. ***All reflections should have at least three quotes from your own writing this semester*** although it doesn’t matter from what (homework, finished essays, anything will do)***.*** Don’t just drop those quotes in there and expect your readers to figure out why you’ve chosen them. Explain why that passage is important to your readers and to your “so what?”

**Care.** Proofread. Make sure it’s long enough. As usual, you can use whatever language you see fit to use, but the words that are there should be there for a reason.

**Unit Schedule**

## **Week 14: May 9-14**

*Note to Instructors: it is up to you the date you’d like the final portfolio to be due. Because there is no required exam for this course (the final reflection takes the place of the exam), you may decide to have portfolios due during exam week, if you so desire. One way or the other, it would be nice to do a final discussion board (suggested in in-class activities) so students can say goodbye. It may be worth asking students to reflect on the one most important thing they learned from another student, or to write a short discussion post about their favorite sentence (that they wrote, or that another student wrote) this semester.*

**Day One HW: Continue Revision.**

**WRITE:** Post a Draft of your Final Reflection

**WRITE:** check in about how revision is going and what you feel you are struggling with. Please contact me or drop by office hours if you need some extra help finishing the portfolio!

**Day Two:**

**LAST DAY OF CLASS!!!**

**WRITE:** Keep working on those portfolios. **DUE DATE:**

**In-Class Suggestions Week 14:**

* Contribute something to the course “graffiti wall” by leaving something for future students, like “advice for future students” or “my favorite sentence I read or wrote.” It’s your final comment on what you’re taking away from the class, and it can be light-hearted or serious. And you don’t just have to “write” something. You can also post an image or a drawing, or even leave a sound file.
* You can do peer review here, but I tend to keep it very informal. That is-- I let students pair off with whoever they want to, and ask them whatever they want to know.