

ENG 1101CO COURSE

TERM Fall 2023
COURSE NUMBER ENG 1101 CO
CREDITS 3
SECTION D246 // D210
CLASS LOCATION Namm 922A// Namm 226
CLASS TIME M/W 8:30am-11am // T/Th 8:30am-11am
PROFESSOR Saada Muntasser
EMAIL smunt80@gmail.com
OFFICE HOURS Tuesday/Wednesday 11:30am-1pm or By Appointment (In person or Zoom)

Course Description

ENG 1101CO - English Composition I

A course in effective essay writing and basic research techniques including use of the library. Demanding readings assigned for classroom discussion and as a basis for essay writing. Two supplemental hours of instruction for reading comprehension, critical thinking, the structured writing process, grammar and punctuation conventions, notetaking and study skills. Prerequisite: 50-64 English Proficiency Index, or 46-55 on the CUNY Assessment Test in Writing, or 45-54 on the ACCUPLACER Reading Test. ENG 1101CO is equivalent to ENG 1101 for grade replacement purposes.

Learning Outcomes:

<https://www.citytech.cuny.edu/english/docs/courses/ENG1101CO.pdf>

Course Website :

<https://openlab.citytech.cuny.edu/muntasser1101cod246/wp-admin/>

Accessibility:

City Tech is committed to supporting the educational goals of enrolled students with disabilities in the areas of enrollment, academic advisement, tutoring, assistive technologies, and testing accommodations.

If you have or think you may have a disability, you may be eligible for reasonable accommodations or academic adjustments as provided under applicable federal, state and city laws.

You may also request services for temporary conditions or medical issues under certain circumstances.

If you have questions about your eligibility or would like to seek accommodation services or academic adjustments, you can leave a voicemail at 718-260-5143, send an email to: Accessibility@citytech.cuny.edu, or visit the Center's website at <http://www.citytech.cuny.edu/accessibility/> for more information.

Academic Integrity:

CHEATING Put simply: Don't cheat.

This course offers you a space to try bold, new things in your writing—and to “fail safely” in a supportive community of fellow writers. Give it your best, honest effort.

- Don't use AI. Professors can run your assignments through various programs that identify the use of Chat GPT and other AI sites.
- Don't copy from other authors—or students.
 - If you are going to use another author's idea or words, cite them.
 - Professor can run your assignments through various programs that identify plagiarism.

College Policy on Academic Integrity

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

<https://www.citytech.cuny.edu/academic-integrity/>

Respect & Diversity:

DIVERSITY	Diversity and Inclusive Education Syllabus Statement
<p>This course welcomes students from all backgrounds, experiences and perspectives. In accordance with the City Tech and CUNY missions, this course intends to provide an atmosphere of inclusion, respect, and the mutual appreciation of differences so that together we can create an environment in which all students can flourish. It is the instructor's goal to provide materials and activities that are welcoming and accommodating of diversity in all of its forms, including race, gender identity and presentation, ethnicity, national origin, religion, cultural identity, socioeconomic background, sexuality and sexual orientation, ability, neurodivergence, age, and etc. Your instructor is committed to equity and actively seeks ways to challenge institutional racism, sexism, ableism and other forms of prejudice. Your input is encouraged and appreciated. If a dynamic that you observe or experience in the course concerns you, you may respectfully inform your instructor without fear of how your concerns will affect your grade. Let your instructor know how to improve the effectiveness of the course for you personally, or for other students or student groups. We acknowledge that NYCCT is located on the traditional homelands of the Canarsie and Lenape peoples.</p>	
PRONOUNS	Inclusive Language
<p>Every student has the right to be addressed by their chosen name/preferred pronouns. These are to be respected at all times.</p>	
<ul style="list-style-type: none"> ● If you are comfortable doing so, let me know what your pronouns are. ● If you do not feel comfortable sharing pronouns, we will address you/refer to you in class by your chosen name. ● Update your chosen name in City Tech's systems: Go to the Important Forms page and complete the Preferred Name Form. 	
RESPECT	A Guide to Literary Citizenship
<p>In this class, you will help each other become stronger, confident writers with unique voices.</p>	
<ul style="list-style-type: none"> ● Your colleagues may share personal stories in their writing during writing workshops. This is a vulnerable process. Respect their privacy. Do not share their stories outside of class. ● Offer meaningful, constructive feedback. ● Direct your argument toward someone's ideas—not at the person stating those ideas. Keep it professional, not personal. ● Respect everyone's right to talk—no one should dominate discussion. ● Listen attentively when one of your colleagues (or your professor) is speaking. ● Don't interrupt. ● Raise your hand to speak. (I am hoping we can bend this rule over time, but with 15+ people in a class, we have to maintain some kind of order.) ● When possible, silence your phones. ● Step outside of class to use your phones in emergencies 	

Classroom Tools

- **REQUIRED TEXTS** You do NOT need to buy a book for this course.

I will provide all reading materials.

- **COURSE TOOLS** Access your Blackboard/OpenLab and Student Email accounts. All readings, assignments, and announcements/communications from me are in our class BlackBoard/Open Lab website (in which you are automatically enrolled).

All assignments are in Blackboard/Open Lab. You are responsible for knowing when each assignment is due.

PREPARATION

Always bring to class:

- The texts being discussed that day—and your notes on those texts.
- A laptop/tablet to complete and submit in-class writing assignments. (Writing on phones is discouraged.)
- You can also bring a pen/paper for drafting writing exercises, if needed.

WIFI Make sure you can access City Tech's WiFi networks on all your devices:

- NYCCT
- Eduroam

LAPTOP/TABLET If you do not own a device, request a loaner Chromebook/iPad from City Tech.

Tardiness & Submitting Assignments

TARDINESS Show up to class on time and ready to engage in discussion. Walking into class late is disrespectful to your fellow students (and me), particularly during the vulnerable process of sharing one's writing.

More importantly, if you are not on time, you may miss crucial information about assignments and lessons.

SUBMITTING WORK All assignments must be submitted through assigned platform (OpenLab, Blackboard, Google Docs)

LATE WORK

All assignments have due dates in this syllabus.

For each day an assignment is late, I will subtract 10 percent from your assignment grade.

Extensions

If an emergency arises, request an extension from me (via email) 24 hours before the due date—or I will mark your assignment late. Emergencies may include:

- Illnesses or medical procedures
- Death in the family
- COVID diagnosis

SCHEDULE & ASSIGNMENTS

SCHEDULE:

Review City Tech's Academic Calendar for additional important dates.

<https://www.citytech.cuny.edu/registrar/academic-calendar.aspx>

GRADING:

Refer to City Tech's policies about Letter Grades, GPAs, etc.
https://www.citytech.cuny.edu/catalog/informations.aspx?Cat_ID=1009

Course grades break down as follows:

70% Major Assignments:

- 1- 20% UNIT I: Education Narrative (Essay)
- 2- 20% UNIT II: Research as Inquiry (Reflective Annotated Bibliography)
- 3- 20% UNIT III: Genre Determination Project (Presentation)
- 4- 10% Final Portfolio & Reflection

30% Participation

Each time our class meets, you will be graded on your active participation in class discussion, group chats/discussion boards, etc. Our class meets 30 times this term; therefore, participation in each class counts for 1% of your final grade.

Verbal Participation includes:

- Fully participating in small-group discussion
- Sharing your written work in our writing labs
- Constructively responding to your classmates' writing
- Actively engaging with, contributing to, and focusing on class discussion about readings and related topics

In-Class Writing Exercises

In this class, you are not just learning how to write one kind of essay; you are learning about the process of writing (and reading, and researching). All of those things include "behind-the-scenes" work, so we will often do "low stakes" writing exercises in class to help you build key skills.

REVISION You will receive feedback from me on all major writing assignments. You will revise your major assignments each week, and submit them in your Final Portfolio.

- See me during office hours if you are confused about my comments or would like additional feedback
- Your revision grade entirely replaces your old, First Draft grade

Week 1: Welcome

<p>CLASS 1: Reading & Annotating</p> <ol style="list-style-type: none"> 1. Introduce yourself. 2. Syllabus walkthrough 3. Active reading checklist
<p>CLASS 2: The Writing Process</p> <ol style="list-style-type: none"> 1. GRAMMAR LESSON 2. CLOSE READ: “How to Read Like a Writer” 3. WRITING: (Diagnostic I)

UNIT I: Personal Narrative/Education Narrative

750 words (3 full pages, double-spaced).

Together, we have read/watched several "education narratives" (including video lectures, poems and spoken word poetry, flash fiction pieces, personal essays and memoir excerpts, and music videos). In these narratives, writers describe a time when they learned something important (either inside and outside school settings). These include:

Now, it is time for YOU to write your own education narrative.

Think of a time in your life when you learned something important and transformative.

- What did you learn or conclude, and take with you moving forward?
- How did that experience affect you and shape who you are today?
- This could be a lesson you learned from:
 - *A parent, grandparent or family member*
 - *A role model*
 - *A work experience*
 - *A book you read*
 - *A teacher*
 - *An interaction in class*
 - *A random conversation on a city block*
 - *An educational experience (You do not have to discuss school specifically. If you decide to talk about school, you are not being asked to praise the educational system, or say that it transformed you in a positive way.)*

Assignment Components & Rubric

Your essay should include these six components:

1. **Introduction (15%)**
 - *You (briefly) provide context*
 - *You have a clear thesis (overarching point) about what your experience taught you*
 - *You (briefly) summarize your supporting details*
2. **Body Paragraph A (15%)**
 - *EVIDENCE: You use examples (one particular memory, or a series of significant experiences or ideas) that support your main idea and prove your main point*
 - *DETAILS: You include specific, fully realized examples and rich detail that paint a picture for your reader*
 - *STRUCTURE: You have a narrative progression/sequence or organizational structure that makes sense for your reader*
3. **Body Paragraph B (15%)**
 - *Same as above*
4. **Quote Sandwich A (15%)**
 - *You quote one of the education narratives we read for class (or one that you have found on your own, as long as you have your professor's approval)*
 - *You explain how it relates to your experience, using a quote sandwich.*
5. **Quote Sandwich B (15%)**
 - *Same as above*
6. **Conclusion (15%)**
 - *You summarize your main argument*
 - *You take us somewhere new*
7. **Title (5%):** You have a title that conveys your overall point in an engaging, clear way
8. **Editing (5%):** You have edited for:
 - *Clear sentence structure*
 - *Grammar*
 - *Punctuation*
 - *Capitalization*
 - *Spacing*
 - *MLA Format*

Student Examples

- [Do I Have to be Able to Speak English to be Considered an American?](#)
- [Schools Aren't Teaching Financial Lessons I had to Teach Myself](#)
- [All It Takes is One Teacher to Change Your Whole Educational View](#)
- [Art is All About Trying, Even When You're Unsure You Can Do It](#)
- [How My Mom Turned Learning Around for Me](#)
- [One Special Person Can Make a Difference in Your Life](#)

Week 2: Brainstorm and Outline

CLASS 3: Brainstorming a Topic

1. GRAMMAR LESSON
2. Education Narrative
3. WRITING LAB: Brainstorm your Education Narrative topic

CLASS 4: Outlining

1. GRAMMAR LESSON
2. FREE WRITE
3. DISCUSSION: Outline “The Danger of a Single Story”
 - a. Identifying the main argument (thesis) and the corresponding supporting examples
4. WRITING LAB: Draft your Outline
5. CONFERENCES: Review your work with your professor and/or peer editor, and submit your Education Narrative Outline

Week 3: Introduction

CLASS 5: Developing a Thesis

1. GRAMMAR LESSON
2. FREE WRITE
3. WRITING LAB: Draft your Introduction
4. CONFERENCE: Review your work with your professor and/or peer editor, and submit your Education Narrative - Introduction (draft)

CLASS 6: Refining a Thesis

1. GRAMMAR LESSON
2. FREE WRITE
3. DISCUSSION: Identify the thesis in Jamila Lyiscott’s spoken word poem, “Broken English,” and how she uses her supporting ideas to prove that point
4. WRITING LAB: Revise your Introduction
5. CONFERENCE: Review your work with your professor, and submit your Introduction (revision)

Week 4: Body Paragraphs

CLASS 7: Strengthening a Supporting Argument

1. GRAMMAR LESSON
2. FREE WRITE
3. DISCUSSION: WRITING LAB: Draft your Body Paragraphs
4. CONFERENCE: Review your work with your professor and/or peer editor, and submit your Body Paragraphs (draft)

CLASS 8: Providing Detail and Texture; Describing People, Places, and Experiences

1. GRAMMAR LESSON
2. FREE WRITE
3. WRITING LAB: Revise your Body Paragraphs
4. CONFERENCE: Review your work with your professor, and submit your Education Narrative - Body (revision)

Week 5: Quote Sandwiches

CLASS 9: Quoting Sources

1. GRAMMAR LESSON
2. FREE WRITE/WORKSHOP
3. WRITING LAB: Draft your Quote Sandwiches
4. CONFERENCE: Review your work with your professor and/or peer editor, and submit your Education Narrative - Quote Sandwiches (draft)

CLASS 10: Integrating Quotes into Your Supporting Argument

1. GRAMMAR LESSON
2. FREE WRITE/WORKSHOP
3. WRITING LAB: Revise your Quote Sandwiches
4. CONFERENCE: Review your work with your professor, and submit your Education Narrative - Quote Sandwiches (revision)

Week 6: Conclusions

CLASS 11: Tying it Together, Taking Us Somewhere New

1. GRAMMAR LESSON
2. FREE WRITE/WORKSHOP
3. WRITING LAB: Draft your Conclusion
4. CONFERENCE: Review your work with your professor and/or peer editor, and submit your Education Narrative - Conclusion (draft)

CLASS 12: Transforming Theses into Titles

1. GRAMMAR LESSON
2. FREE WRITE/WORKSHOP
3. WRITING LAB: Revise your Conclusion
4. CONFERENCE: Review your work with your professor and/or peer editor, and submit your Education Narrative - Conclusion (revision)

UNIT II: Research as a Process of Discovery: Reflective Annotated Bibliography

This assignment starts with the idea of “good trouble.” In a 2020 commencement speech we will watch in class, Congressman John Lewis declares, “You must find a way to get in the way. You must find a way to get in trouble, good trouble, necessary trouble ... Make our world a better place, where no one will be left out or left behind ... It is your time.”

For Unit 2, you will do a research project about your own “good trouble.”

Choose a current issue that you care about (one that you will explore further in Unit 3).

You will locate, evaluate, and respond to two (2) sources that already exist on this topic. Then, you will add your own voice to the conversation.

Assignment Components & Rubric

Your assignment should be formatted exactly like this [Student Example](#).

1. Introduction: 200 words (10%)
 - *You introduce your topic, and explain what it is (be specific).*
 - *You explain why your topic interests you.*
 - *You explain what you don't know, and want to learn, about this topic.*
 - *You have a targeted research question that will help you find this out (be as specific as possible).*
2. Source A
 - Citation (5%)
 - *You have selected a valid, credible source.*
 - *You have cited your source using MLA format.*
 - Summary: 150 words (10%)
 - *You have summarized the author's argument.*
 - Quotes (5%)
 - *You include 2-3 quotes that convey the author's main point or key components of their argument.*
 - Rhetorical Analysis: 150 words (10%)
 - *You analyze the author's argument (using the questions from our [Rhetorical Analysis Worksheet](#) to build out your paragraphs). Consider:*
 1. *Author/Speaker*
 2. *Occasion*
 3. *Purpose*
 4. *Audience*
 5. *Genre*
 6. *Tone*
 7. *Use of ethos, logos, pathos*
 8. *Media*

- Response: 150 words (10%)
 - *You explain how this source adds to your knowledge about this topic (i.e. what they taught you).*
 - *You explain what you think of the author/speaker's ideas (whether you disagree and why, or, if you agree, how their argument supports your bigger-picture opinion about this issue).*
- 3. Source B (Idea: Why not have Coreq. Students analyze one credible source, and on “bad” source, so that they leave the course with the skills to differentiate between the two for future research projects. Confirm with Carrie, Rebecca, Rob, Mark.)
 - Citation (5%)
 - Summary: 150 words (10%)
 - Quotes (5%)
 - Rhetorical Analysis: 150 words (10%)
 - Response: 150 words (10%)
- 4. Conclusion: 200 words (10%)
 - You reflect on what you have learned about your issue, why this new information is important.
 - You identify an audience for this information.
 - You identify which genre would be most appropriate for sharing this information with your audience.

Student Examples

- [Who are the Undervalued African American Fashion Figures?](#)
- [What Are the Causes of Homelessness?](#)
- [Can Electronic Books Replace Traditional Books in Higher Education?](#)

Week 7: RAB Introduction

CLASS 13: Making Good Trouble: Research as Passionate Curiosity, Research as Inquiry

1. GRAMMAR LESSON
2. FREE WRITE/WORKSHOP
3. REVIEW: We will review your assignment, "RAB: Introduction"
 - a. Assignment
 - b. Rubric
 - c. Student example
4. WRITING LAB: Draft your Introduction
5. CONFERENCE: Review your work with your professor and/or peer editor, and submit your RAB: Introduction (draft)

CLASS 14: Transforming Research into Data Visualization

1. GRAMMAR LESSON
2. EXERCISE: Research Interviews
 1. Read your partner's Introduction, then ask yourself these questions:
 - i. *What do you find interesting about their research question?*
 - ii. *What do you want to know more about?*
 - iii. *Can you recommend a specific website they could use for their research?*
 - iv. *Which audience do you think would want to learn about this topic/question?*
 2. Share the results with your partner.
 3. Switch.
 4. Share your findings with the class.
3. WRITING LAB: Revise your Introduction
4. CONFERENCE: Review your work with your professor and/or peer editor, and submit your RAB: Introduction (revision)

Week 8: RAB Sources

CLASS 15: Finding Credible Sources; Research Skills

1. REVIEW: We will review your assignment, “RAB: Sources”
 - Assignment
 - Rubric
 - Student example
2. TOUR: We will tour the Library.
 - Resources Skills
 - Research Databases
3. WRITING LAB: Draft your Sources list
4. CONFERENCE: Review your work with your professor and/or peer editor, and submit your RAB: Sources (draft)
5. HOMEWORK: Complete your Midterm Diagnostic

CLASS 16: Citing & Formatting Sources

1. GRAMMAR LESSON
2. LECTURE: Review MLA citation format tools
 - a. Purdue Online Writing Lab (OWL)
 - b. Grammarly
 - c. Easy bib
3. EXERCISE: Citing Sources
4. WRITING LAB: Revise Sources
5. CONFERENCE: RAB: Sources (revision)

- Now that we've made it this far, let's reflect on a specific concept we have learned in this course and how it will be useful to you and your community.
- Part A: Pick one of the concepts we have covered so far in this course. In three (3) sentences, briefly summarize the main points behind it. Some ideas:
 - *Reading critically and analytically*
 - *Annotating*
 - *Identifying an author's main idea/argument*
 - *Differentiating main ideas from supporting ideas*
 - *Brainstorming before writing an essay*
 - *Outlining before writing an essay*
 - *Receiving and integrating editorial feedback*
 - *Revising your writing*
 - *Editing your writing for grammar, spelling, punctuation, and clarity*
 - *Developing a clear thesis*
 - *Support a thesis with well-reasoned arguments*
 - *Developing a clear conclusion*
 - *Relating your ideas to the ideas of published authors by through ethical attribution and citation*
 - *Summarizing a quote from a source*
 - *Researching a specific question (instead of a general topic)*
 - *Finding credible sources*
 - *Research skills: gathering, evaluating, and synthesizing primary and secondary sources.*
 - *Using appropriate citation styles depending on disciplinary and situational requirements (MLA, APA, Chicago, etc.).*
 - *Reflecting on your writing to revise your old assumptions about reading and writing, and transferring that new knowledge into new writing situations.*
- Part B: Write at least five (5) sentences applying this concept to your life or the life of someone you know. How might the information be useful to your/their daily life? How does learning about this topic apply to your future plans?

Week 9: RAB Summary and Quotes

CLASS 17: Quoting Arguments, Summarizing Arguments
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1. GRAMMAR LESSON
2. FREE WRITE/WORKSHOP
3. REVIEW: We will review your assignment, “RAB: Summary & Quotes”
 - a. Assignment
 - b. Rubric
 - c. Student example
4. WRITING LAB: Draft your Summaries & Quotes
5. CONFERENCE: Review your work with your professor and/or peer editor, and submit your RAB: Summary & Quotes (draft)

CLASS 18: Transforming Your Research into a Podcast

1. GRAMMAR LESSON
2. FREE WRITE/WORKSHOP
3. WRITING LAB: Revise your Summary & Quotes
4. CONFERENCE: Review your work with your professor, and submit your RAB: Summary & Quotes (revision)

Week 10: RAB Rhetorical Analysis

CLASS 19: Rhetorical Goals & Analysis

1. GRAMMAR LESSON
2. REVIEW: We will review your assignment, “RAB: Rhetorical Analysis”
 - a. Assignment
 - b. Rubric
 - c. Student example
3. FREE WRITE/WORKSHOP: What was your last argument?
 - a. What was the argument about? Who was your opponent?
 - b. Did you use Ethos, Logos, or Pathos to convince your opponent that you were right?
 - c. Did your opponent use Ethos, Logos, or Pathos to convince you that they were right?
 - d. (Who “won?”)
4. WRITING LAB: Draft your Rhetorical Analysis

5. CONFERENCE: Review your draft with your professor and/or peer editor, and submit your **RAB: Rhetorical Analysis (draft)**

CLASS 20: Transforming Your Research into a Video Essay

1. **GRAMMAR LESSON**
2. ACTIVITY/WORKSHOP: “Rhetorical Situation Challenge”
3. WRITING LAB: Revise your Rhetorical Analysis
4. CONFERENCE: Review your work with your professor, and submit your **RAB: Rhetorical Analysis (revision)**

Week 10: RAB Responses

CLASS 21: Responding to a Source; Building a Counterargument

1. **GRAMMAR LESSON**
2. **FREE WRITE/WORKSHOP**
3. REVIEW: We will review your assignment, “RAB: Responses”
 - a. Assignment
 - b. Rubric
 - c. Student example
4. CONFERENCE: Review your draft with your professor and/or peer editor, and submit your **RAB: Responses (draft)**

CLASS 22: Transforming Your Research into Google Slides

1. **GRAMMAR LESSON**
2. **FREE WRITE/WORKSHOP**
3. WRITING LAB: Revise your two Responses
4. CONFERENCE: Work with your professor on your revision; submit you **RAB: Responses (revision)**

UNIT III: Genre & Audience: Genre Determination Project

Unit II asked you to research a topic about which you are passionate. In your Conclusion, you reflected on the important things you learned, and what people should know about this topic.

In this next step, Unit III, you will bring your thoughts out of the classroom and into the community, using the genre you determine is most appropriate.

As you put your presentation together, think about how you will entreat people to engage with your work. Will they:

- read your op-ed
- listen to your political speech
- read your photo essay
- listen to your podcast
- watch your video essay
- attend your TED Talk
- read your children's comic book
- engage with your digital ad/social media campaign
- watch your series of strategically connected, informative TikToks

The genre choice is yours, as long as it is appropriate to communicating your message effectively and considers how to best reach your target audience.

Rubric

- Genre (20%)
 - Your presentation/text content is appropriate for your chosen genre. (For example, a video that’s just five minutes of photos with voiceover isn’t a video; it doesn’t engage us the way a video/film should. If you do a TED Talk using Google Slides, they should feature impactful content (infographics, video, photos. Easily digestible content). When you write your conclusion, you’ll have a chance to identify the rules and conventions for your genre.)
- Audience (20%)
 - Your genre is the most effective way to reach your target audience. (If you’re doing something for 4th grade students, it shouldn’t be full of graduate school words. If your audience is the United Nations or the US Senate, a TikTok is not the appropriate genre.)
- Message (20%)
 - You effectively and impactfully convey your message to your audience.
- Length (10%)
 - Your presentation should be 12 minutes.
 - Spend 2 minutes explaining who your target audience is, what you want them to take from/do after your presentation, and why you chose your genre for your audience.
 - Then, spend 10 minutes presenting on your topic.
- Clarity (10%)
 - Sentence structure, grammar, spelling, capitalization, and punctuation.
- Reflection (20%)
 - Once you have presented your new genre text, you will do a verbal Reflection about how your presentation went.
 - In your reflection, you thoughtfully reflect on your process (even if things didn’t turn out quite how you wanted). You address the following:
 - How do you think your presentation went—to what extent do you feel it was successful? Why?
 - What elements were particularly effective?
 - What elements could be improved?
 - Think about the purpose of your presentation, and your audience. Did you effectively reach them?
 - How could you have reached them more successfully?

Student Examples

- Podcast: [Colorism, Then & Now](#)

- Podcast: How to Fix Homelessness in NYC (upload mov. file from blackboard)
- Poster Series: Posters for Black Fashion Designers throughout History
 - https://www.canva.com/design/DAFT2X9m73M/3prwhpnre23uemLs6SgdtA/edit?utm_content=DAFT2X9m73M&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
 - https://www.canva.com/design/DAFT2SXuHc4/8AMHSVt4yby35icu5C-3QQ/edit?utm_content=DAFT2SXuHc4&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
 - https://www.canva.com/design/DAFT2SZqHYA/xbkAz14O7ZPggQ-3EaV3ww/edit?utm_content=DAFT2SZqHYA&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
 - https://www.canva.com/design/DAFT1DD1ruU/JaDLNUmP6sZutCDazwDbwA/edit?utm_content=DAFT1DD1ruU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
- Letter: [New Rules for Addressing Hate Speech in MLB](#)
- Google Slides: [Address to the US Senate: America Needs to Change its Immigration Policies](#)

Week 12: RAB Conclusions

CLASS 23: Transforming Unit II into Unit III

1. GRAMMAR LESSON
2. REVIEW: We will review your “RAB: Conclusion” assignment
 - a. Assignment
 - b. Rubric
 - c. Review student examples
3. WRITING LAB: Write your RAB: Conclusion (draft)
4. CONFERENCE: Get feedback on your draft from your professor and/or peer editor
5. WRITING LAB: Revise your Conclusion

CLASS 24: Creating a Presentation

1. GRAMMAR LESSON
2. WRITING LAB: Draft your presentation
3. WORKSHOP: Rehearsal i: Partner A presents, Partner B offers Feedback, Partner A integrates feedback
4. WORKSHOP: Rehearsal ii: Partner B presents, Partner A offers Feedback, Partner B integrates feedback

5. CONFERENCE: Show your professor your work, and submit your Presentation draft

Week 13: Presentations

Class 25: Presentations

1. Submit your Presentation (final draft)
2. Student 1
3. Student 2
4. Student 3
5. Student 4
6. Student 5
7. Student 6
8. Student 7
9. Student 8

Class 26: Presentations, *cont.*

1. [Complete your SET Instructor Evaluation]
2. Student 9
3. Student 10
4. Student 11
5. Student 12
6. Student 13
7. Student 14
8. Student 15
9. Student 16

Final Portfolio

PART A: Reflection

In 2-3 paragraphs (250 words), answer the following questions:

- What is the most important thing you've learned about yourself (as a writer, communicator, or student) this term?

- How can you use what you've learned this semester to help you achieve your future goals?
- As evidence to back up your points, use at least three (3) quotes from your own writing this semester in your reflection.

Before You Start

Look back through your work: Discussion, prep work for the class, what you did/said/thought in class, your experiences with your classmates, what you free-wrote, your essays and assignments, etc.

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 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 texts certainly hooked your interest while others did not. The ones that caught your attention—they had a point. They weren't just lists of thoughts and ideas. 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.

PART B: Portfolio

Then, add links to the following documents:

- Your Education Narrative first draft
- Your Education Narrative final draft
- Your Reflective Annotated Bibliography first draft
- Your Reflective Annotated Bibliography final draft
- Your Genre Determination project
- Your Beginning of Term Reflection
- Your Midterm Reflection

Week 14: Final Portfolio

Class 27: Presentations

1. REVIEW: Homework: Final Reflection
2. Student 17
3. Student 18
4. Student 19
5. Student 20
6. Student 21
7. Student 22
8. Student 23
9. Student 24

Class 28: Portfolio Fair

1. REVIEW: We will go over “How to Create Your Portfolio”
2. WRITING LAB: Create and submit your portfolio
3. CONFERENCES: Revise your Final Reflection
4. Submit Final Reflection & Portfolio
5. Portfolio Fair: Each student will share one part of their portfolio, focusing on one thing they are proud of about their growth as writers this term.

Week 15: Revision Conferences

CLASS 29: Revision Conferences

Schedule an (optional) revision conference with me to review all new revisions/edits you have made to your work, and address any lingering questions. ([Link to Google Calendar.](#))

Revision Checklist

BEFORE I meet with my professor for my conference:

- I will review ALL my professor’s feedback, both as comments on my essay and/or in my assignment rubric.
- I will rewrite or add all the items my professor identified in their editorial feedback.
- I will edit all the items (punctuation, capitalization, grammar/sentence mechanics) that my professor identified in their editorial feedback.
- I will keep a list of EVERY edit I make, and write down the reason WHY I make that edit (i.e. “I capitalized the word City Tech because proper nouns are capitalized”). I will add this list to the bottom of my revision.

- If I have one or two items I am stuck on, I will come up with detailed questions about them for my professor so that we can address them quickly and efficiently in our meeting.

If I confirm that your essay is fully revised, I will change your grade.

If you are not fully prepared for our meeting and have not fully revised your essay, I will not change your grade, and you will need to schedule another conference.

CLASS 30: Revision Conferences, *cont.*

FREE WRITING PROMPTS

Getting Personal

1. My Favorite Place in the World
2. My Last Meal Would Be ...
3. The Animal that Most Represents Me
4. One Place I have Always Wanted to Visit
5. The First Time I Fell in Love

Self Expression

6. What I Wish My Professors Knew
7. If I Could Do One Thing Over Again
8. My Hero is ...

Connecting Self Expression to Political and Social Issues

9. This is What Keeps Me Up at Night
10. It Should be Illegal to...