

FALL 2023 ENGLISH 1101 – *CP15 22550*

Professor: Maddy Lutz

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Course Location: Con Edison G-604

Course meeting times: M/W 2p-3:52p

Weekly office hours: T/TH 2p-3pm

Welcome:

Welcome to City Tech and English 1101. We are living through a very difficult time in our city, country, and world, and trying to adapt. In our class, we will prioritize intellectual nourishment, community, and humanity. If you have any concerns about the course or college, or if there is any situation preventing you from participating, please do not hesitate to reach out to me. Know that I am here to work with you.

Course Description:

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.

Every City Tech (and CUNY) student takes Composition I, which features reading and writing assignments that will help prepare you for college and beyond. Together we will work on communicating effectively, building an argument, adapting your writing for different needs and situations, interpreting and responding to a text, incorporating and citing secondary source material. We will be reading pieces both for their inherent literary and informational value and also as models for our own writing projects. Sharing your own ideas and experiences and adding your voice to our discussions will enrich our class community.

Prerequisite:

CUNY proficiency in reading and writing

Course Meetings:

This course will meet twice a week an hour and forty minutes in room____. Students must commit to scheduled class times

You will have homework due two hours before class time. This is so I can review it before class! Many times, I will ask you to respond to each other's writing. We will work on developing community both in class, and in our online written community– by writing. This work is also

required!

Skills Site

In conjunction with the Writing Center, we have developed a [skills site for all writing students](#), where you will find a lot of help. The site includes clear information on the grammar, the writing process, study skills and getting around City Tech. Check it out!

Course Website:

Our homework and messages from me will be on Open Lab. It is extremely important that you familiarize yourself with our website and find out where everything is. This is where you will find your assignments and post your homework as well as finished units. This is how we'll keep in touch, so please check in on the website daily! You are responsible for being up-to-date and knowing what is on our course site. You are also responsible for checking your CityTech email daily. Please contact me if you are having trouble!

Inclusive Language:

Every student has the right to be addressed by their chosen name/preferred pronouns. These are to be respected at all times.

- 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](#).

Course Tools and Required Materials :

Almost all texts for this class will be found on OpenLab. You can sign up here!

Grading Breakdown :

Unit 1	20%
Unit 2	20%
Difficulty Paper	5%
Unit 3	20%
Final Reflection	10%
Low-stakes Writing (Homework and In-class Exercises)	25%

All Major Assignments (Units 1,2,3, Difficulty Paper and Final Portfolio with Reflection) must be turned in in order to pass this class!!

You'll see that "low-stakes writing" counts for 25% of your grade in this class. What does this mean? What is "low-stakes writing?" How is this calculated? Why is this such a high percentage?

in this class, you're graded almost as much on your weekly low-stakes assignments as you are on your high-stakes essay assignments. A lot of this is the stuff we do in class as well as the less formal stuff you do at home. This means you have to be in class to get credit for it, and you have to keep up with the day-to-day to get that 25%

This is because in this class, you're not learning how to write one particular paper, or how to do one particular thing, you are learning about the process of writing (and reading—and researching) and all of those things are the behind-the-scenes work.

How will low-stakes writing be graded?

More or less, if you do it, you'll get the credit. You have to do it thoroughly and thoughtfully, and you have to do it in a timely manner. (If you're having trouble with getting things done on time, please let me know.) Writing is largely about discipline and routine, so this is a good way to learn that— and to earn 25% of the credit for this course.

Late Paper Policy:

Major essays are due before class begins on the due date. If you are having difficulty completing a major assignment please talk to me before it is due.

Revision Policy:

In this course , you can—and will!-- revise all major units for your final portfolio (see Unit 4: Final Portfolio). Your new grade entirely replaces your old grade. You can also revise your units sooner than that if you feel you'd like more feedback. Please come see me during office hours if you're confused about my comments or you'd like additional feedback.

University Policies:

Statement for Syllabi of Online Synchronous Classes

Synchronous classes resemble traditional on-campus in-person classes in that students must all be (virtually) present at the same time. Though they are conducted virtually, synchronous classes meet in real-time. Students must, therefore, commit to scheduled class times and sign

onto their virtual learning platforms on schedule. During these classes, students will engage with the instructor and each other with online lessons, presentations, breakout rooms, and/or discussions. Active participation is an essential part of the learning process and is required of all enrolled students. A student who, for any reason, engages in non-class related activities during scheduled class times forfeits and loses the benefit of the education being provided.

Accessibility Statement:

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:

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.[9]

Diversity Policies:

City Tech Diversity and Inclusive Education Syllabus Statement:

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.

Support Resources:

College Writing Center:

Online writing tutoring is available through the [Writing Center at City Tech!](#) I encourage you to utilize their services. Keep in mind you'll need to make an appointment ahead of time. It's unlikely they'll be able to squeeze you in at the last minute, especially during busy times, so plan ahead!

Advisors:

The transition to college is challenging for everyone. It is helpful to periodically reflect on how you are doing in your classes, and how your anticipated area of study (major) is progressing, as well as to plan next steps. Once advisement begins, you will be assigned a faculty advisor. During this period, if you have not been emailed and/or you do not see your advisor/appointment on CUNYFirst, go to your major's homepage; there, you will find advisement details that will include contact information, as well as dates and times.

Student Success Center:

The [Student Success Center](#) is here to help all City Tech students tackle the challenges of college and keep moving forward to their degree. According to the team at the SSC, "We do this by listening to your needs, and working with you to create strategies and plans that move you closer to your goals. Come to us with any questions and we will help you get your answers."

Additional Resources:

The [Student Skills Site has a list of resources](#) for First Year Students and the Student Success Center has a list of [emergency resource services](#), including help with food, housing and mental health services.

English 1101 Learning Outcomes:

Departmental Learning Outcomes:

It is expected that at a minimum, students in ENG 1101 will:

Read and listen critically and analytically in a variety of genres and rhetorical situations: Identify and evaluate exigencies, purposes, claims, supporting evidence, and underlying assumptions in a variety of texts, genres, and media.

Adapt to and compose in a variety of genres: Adapt writing conventions in ways that are suitable to different exigencies and purposes in a variety of contexts, including academic, workplace, and civic audiences. When appropriate, repurpose prior work to new genres, audiences, and media by adjusting delivery, design, tone, organization, and language.

Use research as a process of inquiry and engagement with multiple perspectives: Learn to focus on a topic and develop research questions that lead to propositions and claims that can be supported with well-reasoned arguments. Persuasively communicate and repurpose research projects across a variety of contexts, purposes, audiences, and media. Demonstrate research skills through attribution and citation gathering, evaluating, and synthesizing both primary and secondary sources. Learn how to use appropriate citation styles depending on disciplinary and situational requirements (MLA, APA, Chicago, etc.).

Use reflection and other metacognitive processes to revise prior assumptions about reading and writing and transfer acquired knowledge into new writing situations. Students write reflections of their own reading and writing process from the beginning and throughout the semester with the intention to transfer their acquired knowledge about genre and composing practices into new writing situations.

Demonstrate the social and ethical responsibilities and consequences of writing: Recognize that first-year writing includes academic, workplace, and civic contexts, all of which require careful deliberation concerning the ethical and social ramifications concerning fairness,

inclusivity, and respect for diversity. Write and revise for academic and broader, public audiences accordingly.

Compose in 21st- Century Environments: Learn to choose among the most current and effective delivery methods for different composing situations. Students learn to compose in new media environments, including alphabetic texts, still and moving images, sonic, and mixed media compositions. Use digital media platforms appropriate to audience and purpose.

CUNY Pathways Learning Outcomes:

A course in this area must meet all of the following learning outcomes. A student will:

- Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
- Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
- Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

Class Schedule:

Day 1 Monday 9/11/23

In-class syllabus review and getting to know you!

Set up OpenLab

Read and Annotate "Tardy" together in class

Homework:

Check out this link and click through the slides, ["Study Skills" \(click the image with the lamp](#)

WRITE: a new post on OpenLab and start with one word that describes how you're feeling about this course and college in general as we get started. No need to explain, but you can if you want to.

- Talk about your study skills. What works for you and what doesn't? What do you need to learn how to do better?
- Talk about your worries, concerns, reactions to the readings and/or to being a college 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?
- **Check back in and comment on your peers' work!**

Day 2 Wednesday 9/13/23

Review homework answers and briefly discuss concerns or questions

In class diagnostic!

UNIT ONE:

Complete in-class diagnostic and composition skills SCAVENGER HUNT! Wee

Intro Educational Narrative Paper due 10/13 and look at [Education Narrative](#) hand out

Homework: Read "[How to Read Like a Writer](#)" by Mike Bunn" and write a post of at least 300 words (or whatever we discuss in class) discussing the following questions. Feel free to include a picture of your notes from the reading in this same post but it is not required:

Some food for thought to configure your 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!

Day 3 Monday 9/18/23

Watch and annotate Donovan Livingston's Graduation Speech in class

Discuss how to write a paragraph! PIE.. yum

Homework:

Read and annotate : "[Maybe I Could Save Myself by Writing](#)" and "[The Fourth of July](#)" by Audre Lorde

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.

Feel free to email or chat with me if the rhetoric is confusing or you have questions!

Day 4 Wednesday 9/20/23

Watch [Concrete, Significant Detail](#)

Watch [Lynda Barry video on writing a scene](#) together in class and complete hand out ([This handout](#))

Homework:

- THINK: Think of one specific incident that changed your views on education. Picture the scene
- REVIEW : Please review the slideshow we watched in class about what paragraphs are. You can find it [HERE](#)
- WRITE: a blog post of at least two distinct paragraphs describing one specific incident that changed your views on education using Concrete, Significant detail. The incident you described in class will be a great place to start.

Day 5 Monday 9/25/23

******NO CLASS ******

Homework:

[watch this slide show about emailing a professor](#)

Watch slide show [This slide show](#) on ChatGPT

Compare and contrast human content vs AI content. What are the differences? Which is better?

write me an email either:

1. Asking me a question about Unit 1. This can be a question you have about the assignment or about your essay in particular or
2. Explaining to me how your essay is going.

Don't use Chat GPT!!

Day 6 9/27/2023

Discuss emails to professor and introduce first paper The Educational Narrative **DUE 10/13**

Read and discuss [Shitty First Drafts. Anne Lamott](#)

Review unit one task sheet, what questions do we have/do we understand the assignment.

Practice first draft for paper

Examples?

Homework:

Continue working on the first draft!! At least 800 words. Pay attention to your paragraphs! Remember that you can use anything we have already written in this unit if you want. All low-stakes assignments are to help you write the major papers!

Bring this to class for peer review

Day 7 Monday 10/2/2023

Discuss plagiarism and review slide show: [discuss plagiarism](#)
Complete plagiarism quiz

Peer review rough drafts in groups using hand out [1101 Peer Review Handout](#)

Homework:

End of unit one
WRITE WRITE WRITE YOUR ESSAYS!!! (:

Day 8 Wednesday 10/4/2023

Explore the procrastination station with this link! www.yourprocrastinationstation.com
wander around a bit, check out the "Later Library" and then to choose and complete an exercise on the "students" page

Discuss!

Intro 3-part Difficulty Paper

Read first paragraph of 'Later' - discuss procrastination

Encourage employing schema theory - why is this relevant to you?

Vocabulary Wars!

Homework:

Finish reading "Later" and annotate
(in the Later Library on the Procrastination Station– www.yourprocrastinationstation.com).

WRITE: After reading and annotating "Later," write an Open Lab post of approximately 300 words in which you reflect upon the article. What, *particularly*, did you find confusing, irritating, boring or otherwise difficult?

Please note: I want you to BE SPECIFIC. Quote from the text directly. That is, if you were particularly dumbfounded by a particular passage—quote that passage, and explain WHY you found it confusing. If the vocabulary was difficult, quote a particularly difficult passage, and try to figure out what the author might have been trying to say. Explain WHY you found their particular word choices difficult. Dig deeply!

My point in asking you to do this is that usually the places you struggle the most are the places you are doing your best thinking. I want you to stay there a while, even if it's to explain to me why you don't understand!

Day 9 Monday 10/9/2023

Discuss thoughts on 'Later' and discuss re-reading plans. What will work better next time?

NPR Podcast and compete in class hand out [Double-Entry Journal](#)

Homework:

[SUBMIT 3-Part Difficulty Paper](#)

REREAD and ANNOTATE: "Later"

WRITE: Using your plan for re-reading as a guide, re-read (and annotate in a different color than the first time) "Later." When you're done, write an Open Lab post of approximately 300 words about what you learned from rereading. Again, be specific, quoting from the text!

Remember that the 3-part difficulty paper (1. 300 words on what you found difficult or confusing, 2. Plan for rereading and 3. 300-word reflection after rereading) is worth 5% of your grade. You just have to turn all three parts in (today!) to get those points. Please put them together in one document.

Day 10 Wednesday 10/11/2023

End of Unit 1

Educational Narrative Paper due before class 10/16

Discuss Re-Reading

Start Unit Two! Whoo

Let's talk Sources: You don't always need to agree with your sources! We're going to look at a couple of guys who (partially) disagree

From 'Later Library' watch the first 7:20 mins of "The Surprising Habits of Original Thinkers" and do Double Entry Exercise - write 4-5 quotes/ideas to discuss

Read "Procrastination as a Virtue: Why it's False." and discuss.

www.yourprocrastinationstation.com

Homework:

READ AND ANNOTATE: ["A Talk to Teachers" by James Baldwin.](#)

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?

Day 11 Monday 10/16/2023

Discuss Annotated Bib and go over examples in class together

[Annotated Bibliography Road Map](#)

[previous student examples of source entries](#)

Go over slideshow on genre and complete worksheet

Homework:

READ AND ANNOTATE: ["Research Starts with a Thesis Statement" from *Bad Ideas about Writing*](#)

READ AND ANNOTATE: ["Schools are Killing Curiosity" from *The Guardian*](#)

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 (day 12) you will be expected to have some idea of a topic you'd like to research, even if it's a bit vague.

Day 12 Wednesday 10/18/2023

Complete Critical Thinking Framework worksheet as a class

Homework:

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?) Remember that it's okay to be wrong-- you might find a completely different answer than the one you intended to find. You won't get marked down for that!

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

Day 13 Monday 10/23/2023

Let's talk about research - IQIAA intro

Homework:

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!

Day 14 Wednesday 10/25/2023

Look at "Clean Up Your Mess" (visualmess.com) together in class, and answer the following questions:

- 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?

Homework:

READ AND ANNOTATE: Graff & Birkenstein, ["Chapter 3: As He Himself Puts It - The Art of Quoting"](#)

WRITE: Your second "Source Entry" Draft. Post on website. Try to include all five steps of the IQIAA method for at least one quotation.

Review the report templates on www.canva.com and select a couple that you like.

Day 15 Monday 10/30/2023

Mid Semester touch base and one on ones
[Use this handout](#) while not meeting with the prof.

Homework:

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!*)

Bring all components of the bibliography to class next time! You can put them all into one document or not... just bring everything you have!

Day 16 Wednesday 11/1/2023

Continue One on Ones

Work with a partner on this handout while not talking with Prof [use this handou](#)
Discuss annotations, answer questions and look at more examples of papers

Homework:

WRITE: compile your bibliography, put it together into a document. Select a report template from Canva and fill it out with the material you've written for this assignment. Post rough draft of annotated bibliography on the website.

Look over your peers' RAB's as well as the examples your professors have provided. What are you missing? What could you add to make this more cohesive as a document? Remember, even though you've been putting the ingredients together a little at a time, you need to put everything together as one document so we have everything in one place!

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.

Day 17 Monday 11/6/2023

Peer review RAB drafts and finish one on ones.

[Use this handout](#)

Homework:

Final Draft RAB (make it look good!) **it's due before class Wed 11/8**

Day 18 Wednesday 11/8/2023

Start Unit 3! Yay we are almost there

Go over [Unit Three Assignment Sheet](#) and look at examples here:

[past Unit 3 assignments](#) and for more examples Take a look at the "Later Library" as well as *The Procrastination Station*. This is basically an extended Unit 2-3 project. There are sources in multiple genres. Even the lesson plans, instagram, twitter and the site itself are projects on procrastination (in their own genres).

Homework:

READ and ANNOTATE: ["Annoying Ways People Use Sources" by Kyle Stedman:](#)

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!

Day 19 Monday 11/13/2023

Get in groups and brainstorm ideas Unit Three project

Outline schedule for completing unit three

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.

Homework:

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? What will be your FIRST STEP?
- Anything you might be worried about. What are your concerns about finishing this project?

Day 20 Wednesday 11/15/2023

Look over publications: Teen Vogue, TED Talks. *Media source tbd*

Consider these Q's together in class:

- 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?

Homework:

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 that 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 for the publication YOU would like to publish in.

Day 21 Monday 11/20/2023

Get in groups to discuss unit 3 projects and work on rough drafts of Artist Statement in class.

Homework:

WRITE: Write a plan for Unit 3 - New Genre piece. What are your goals for working/ thinking/ brainstorming/ gathering material? Students write a schedule

Day 22 Wednesday 11/22/2023

Mentor text exercise together and on your own:

- 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?
- What are some topics that would work really well with this type of text? Why?

- What topics or ideas might not be the most successful if they were presented with this type of text? Why? How do you think the audience would respond?

Homework:

Follow plan for unit 3 that you completed last class!

Day 23 Monday 11/27/2023

Work on Unit 3 in class- discussion and revisions. Ask prof questions.

Intro unit 4!

Homework:

WORK: Continue to work on your Unit 3 Plan

WRITE: Rough Draft of Artist Statement

Day 24 Wednesday 11/29/2023

Look over projects for unit 3 in class and discuss!

Homework:

Finish unit 3 project! **It's due next class.. 12/4/23!!!!**

Day 25 Monday 12/4/2023

Show off Unit 3 completed projects (:

Homework:

Write a S*^ty First Draft of your Final Reflection, using your response to the "Time Capsule" from Week One as a starting point.

Review [Final Portfolio Reflection sheet](#)

Day 26 Wednesday 12/6/2023

Continue showing Unit 3 projects

Homework:

READ: Student essay 1

WRITE: What do you think this student is doing especially well that you'd like to do in your own writing? Where would you like to hear more? Where are you confused? Any further suggestions for revision?

WRITE: A plan for revising Essay One or Two. **Revision Due Day 29.**

Day 27 Monday 12/11/2023

Discuss thoughts on Anon student essay

Homework:

READ: Anonymous student essays 2

WRITE: What do you think this student is doing especially well that you'd like to do in your own writing? Where would you like to hear more? Where are you confused? Any further suggestions for revision?

Day 28 Wednesday 12/16/2023

Discuss what edits were made to your drafts and do a peer review!

Homework:

First Revision Due– either essay one or two

Please bring in your previous draft with professor comments.

(Remember, both essay 1 and 2 will be revised in your final portfolio. You will also turn in a final reflection)

Day 29 Monday 12/18/2023

Write advice for future students!

Homework:

Finish Portfolio! They are due Friday at Midnight

Day 30 Wednesday 12/20/2023

Movie day/final reflections!

