ENGL 110, Spring 2021: Phase 1 Calendar

The Multimodal Language & Literacy Narrative Assignment

During Phase 1, you will be introduced to a variety of texts, ideas, and skills (e.g., rhetorical reading, narrative writing, self-reflection, the social processes of writing, the politics of language and literacy). Among other smaller assignments, you will compose two Language and Literacy Narratives, one spoken and one written.

Note: you should have access to *all* readings & *all* assignments *every* class (in print or on your laptop/phone). This is because we’ll likely refer back to previous assignments/readings.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **WK** | **DATE** | | **HW DUE BEFORE CLASS** | **IN-CLASS TOPICS/GOALS** |
| **1.** | **Tu**  **2/2** | | 1. **Familiarize yourself** with Blackboard (BB) & our course site. 2. **Download** Slack App to your mobile device. [Join our workplace](https://ccny-mjm6467.slack.com/archives/C01JHB7FA95). **Upload** a pic to your profile and **say** “hi.” 3. **Complete** & **email** the “Questionnaire.” | * Introductions to the course & to each other * Syllabus Review * Outline goals of the course * Grading Contract * Guidelines for BB Collaborate * Using Slack * Discuss “How language shapes the way we think” video as icebreaker. <https://www.youtube.com/watch?v=RKK7wGAYP6k> (time permitting) |
| **Thu**  **2/4** | | 1. **Complete & email** the “Language & Literacy Narrative Brainstorms” worksheet (on BB). 2. **View** “[A Guide to Annotating Texts](https://www.youtube.com/watch?v=AYwRfok_xdI)” 3. **Read** “Rhetoric and Rhetorical Situations” handout 4. **Read** Hughes’ “Theme for English B”   **5. Optional: Rom Harré on the Linguistic Turn in Philosophy:** <https://philosophybites.com/2013/11/rom-harr%C3%A9-on-the-linguistic-turn-in-philosophy.html> | * Building Community * Rhetorical Concepts * Annotating Readings (on paper and on the computer) * Hughes’ Poem * (Optional) Time permitting: Discuss Philosophy Bites episode |
| **2.** | **Tu**  **2/9** | | 1. **Read & annotate** Tan’s “Mother Tongue.” 2. **Complete & email** a “Rhetorical Situation Worksheet” for Tan (it’s ok if you’re unsure about answers). 3. **Write & email** a 1-page response to Tan. What parts of Tan’s essay resonate with you most? Why? 4. **Optional Watch:** Language: Crash Course Psychology #16 <https://www.youtube.com/watch?v=s9shPouRWCs>  **Optional Watch:** Crash Course Philosophy # 26, Philosophy of Language: <https://www.youtube.com/watch?v=zmwgmt7wcv8> | * Tan’s Rhetorical Situation * “Charting” texts for what they *do* (handout) * Introduce Phase 1 Assignment * Using Google Docs * Optional (Time Permitting) Discuss Crash Course #16 and Philosophy #26 |
| **Th**  **2/11** | | 1. **Read** & **annotate** Jordan’s “Nobody Mean More to Me Than You…” 2. **Complete** & **email** a “Rhetorical Situation Worksheet” for Jordan.   **3. Optional: Read Haladjian “Consciousness and Language” “**<https://www.psychologytoday.com/us/blog/theory-consciousness/201608/consciousness-and-language>  **4. Optional: Read Gordon, “Language and Consciousness”** <https://www.researchgate.net/publication/296653433_Language_and_Consciousness> | * Jordan’s Rhetorical Situation * Using Google Docs * “Charting Handout” * Discuss the opposing viewpoints laid out by optional readings (time permitting) |
| **3.** | **Tu**  **2/16** | 1. **View** Saleem’s “Why I Keep Speaking Up…” 2. **Complete & email** a “Rhetorical Situation Worksheet” for Saleem. 3. **Write** a 1-page snapshot of 1 meaningful moment in your language &/or literacy experiences. **Upload** your snapshot to our class’ Google Drive folder, open it, save it as a Google doc, and title it as “WLLN Snapshot – Your Name.” | | * Saleem’s Rhetorical Situation * View Lozada-Oliva’s video. * Discuss the WLLN Cover Letter & SLLN Presentation * Audience Analysis   Workshop snapshots (peer review) |
| **Th**  **2/18** | 1. **Read** Norton’s“Writing a Literacy Narrative” (pages 28-34) 2. **Write and email** a full draft of your Written L&L Narrative (at least 2.5 pages long). **Upload** your L&L Narrative to our class’ Google Drive folder, open it, save it as a Google doc, and title it as “WLLN Draft 1 – Your Name.” | | * Writing a L&L narrative and making larger connections * Analyze Model Narrative * Workshop drafts |
| **4.** | **Tu**  **2/23** | **1. Write** a full draft of your Spoken L&L Narrative. **Practice** it a few times (ideally with a friend/classmate/family member) and **revise**/enhance it at least once. **Be ready** to practice it with peers and **upload** any files needed in your Drive folder. | | * View Lysicott’s video * Sign up for SLLN presentation * Assign peer review groups * Workshop SLLNs |
| **Th**  **2/25** | 1. **Revise** & **Email** your WLLN based on peer feedback. 2. **Upload** your WLLN to our class’ Google Drive folder, save it as a Google doc, and title it as “WLLN Draft 2 – Your Name.” | | * SLLN Presentation Group 1 * Discuss connections |
| **5.** | **Tu**  **3/2** | 1. **Read & give feedback on** two of your peers’ essays using the “Take-Home Peer Review” worksheet. Upload your peer review worksheet to your peers’ respective Google Drive folders. | | * SLLN Presentation Group 2 * Discuss connections |
| **Wed**  **3/3** | **Revise & polish** the final draft of your Written L&L Narrative. Then, **write & paste** your cover letterat the beginning of your document. **Email to me.** | | * **NO CLASS, of course.** |

**Extra Stuff:**

This course has been added in September and is ongoing!

“Crash Course Linguistics”

<https://www.youtube.com/watch?v=3yLXNzDUH58> (Episode 1)