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.

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| **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)
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|  **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
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| **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
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| **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)
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| **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
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| **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
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| **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
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| **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
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| **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.**
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**Extra Stuff:**

This course has been added in September and is ongoing!

“Crash Course Linguistics”

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