

**syl-la-bus: n 1: a summary outline of a discourse, treatise, or course of study  
or of examination requirements 2: subject to change**

/ Chang / GIS 140 A / Early Fall Quarter 2007-08 / University of Washington /

WEEK 1	SEQUENCE ONE "LITERACY" - DISCUSSION/IN-CLASS	To Do/DUE
MON 8/20	<p><b>Welcome and Introduction to Course</b> Class Policies and Procedures Course Goals &amp; Course Outcomes University Myths, Composition Myths</p> <p>Introduction to Rhetoric, Argument, Writing Audience and Rhetorical Situations</p> <p>What is Literacy? Process Journals Strengths and Difficulty Inventory I Note Taking, Time Management, Study Skills <b>Workshopping and Peer Review 101</b></p>	<p>Read course policies and syllabus.</p> <p>Read Douglass, "Learning to Read and Write." (cp)</p> <p>Read Robert Day's "ABCs" and Collins &amp; Blot's "Introduction."</p> <p><b>1.1 What is Literacy?:</b> Extend and organize your in-class writing on literacy. Consider the questions raised in class and on the assignment sheet. Due next class—please bring 3 copies.</p>
TUE 8/21	<p>Video Day: "American High"</p> <p>Discuss Collins and Blot Different Kinds of Literacy</p> <p>Organization, Outlining, Paragraphing Quoting, Paraphrasing, Summarizing</p> <p>Discuss Douglass</p> <p><b>Workshop: What is Literacy?</b></p> <p>Sequence One Major Paper: Literacy Narrative How to Read an Assignment Sheet</p> <p>Process Journals</p>	<p>Read Alexie, "The Joy of Reading and Writing" and Tan, "Mother Tongue." (cp)</p> <p><b>1.2 Summary Of:</b> Write a 1-2 page summary of one of the readings incorporating three central quotes. One copy due next class.</p> <p><b>1.3 One Main Point:</b> Reconsider your Short Paper 1.1 and the questions and comments raised today in class and in your workshop. Develop <i>one</i> main point/argument from your paper into 3 paragraphs of more formal, academic writing. Due next class—please bring 3 copies.</p> <p>Read <i>Everyday Writer (EW)</i> on outlining, introductions, and conclusions (pp. 90).</p>
WED 8/22	<p>Critical Thinking and Analysis Reading for Writing Introductions and Conclusions Telling Details Discuss Alexie, Discuss Tan</p> <p><b>Workshop: One Main Point</b></p> <p>Process Journals</p>	<p>Read Anzaldúa, "How to Tame a Wild Tongue."</p> <p><b>1.4 Literacy Narrative Draft:</b> Begin to shape and fill out your literacy narrative by adding more of your own literacy story, experience, and examples. Invite details, quotes, and support from our class discussion, your workshops, and your readings. Due next class—please bring 3 copies.</p> <p>Read <i>They Say / I Say (TSIS)</i>, Chapter 2 "Her Point Is." (cp)</p>
THUR 8/23	<p>Organization, Outlining, Paragraphing (cont.) Intertextuality Discuss Anzaldúa. Discuss Douglass, Alexie, Tan (cont.)</p> <p><b>Workshop: Literacy Narrative Final Draft</b></p> <p>Introduction to Sequence Two Process Journals</p>	<p><b>1.5 Final Paper: Literacy Narrative:</b> Drawing on the week's reading, the class discussions and workshops, and your writing on literacy, revise and pull together your ideas into one coherent, cohesive literacy narrative. One copy due next class.</p> <p>Read Bartholomae, "Inventing the University" and start Freire, "The 'Banking' System of Education" (cp)</p> <p>Read <i>EW</i> on quoting, paraphrasing, and summary (pp. 164-175).</p> <p>Read <i>TSIS</i>, Chapter 3 "As He Himself Puts." (cp)</p>

WEEK 2	SEQUENCE TWO "READ-SEARCH" - DISCUSSION/IN-CLASS	To Do/DUE
MON 8/27	<p>What is Close Reading? Reading Skills and Strategies Annotating Texts</p> <p>Read and Discuss Hughes "Theme for English B." (cp)</p> <p>Discuss Bartholomae.</p> <p>The Quotation Sandwich Quoting, Paraphrasing, Summarizing (cont.)</p> <p>Strengths and Difficulty Inventory II</p> <p>Process Journals</p>	<p><b>1.5 LITERACY NARRATIVE DUE</b></p> <p>Re-read Freire, "The 'Banking' System of Education" (cp)</p> <p><b>2.1 Summary Of:</b> Write a 1-2 page summary of one of your chosen text incorporating three central quotes. Due next class—please bring 3 copies.</p> <p>Be sure to bring your course packet to the next class.</p>
TUE 8/28	<p>Claims, Thesis vs. Claim</p> <p>Breaking Down Difficult Texts Close Reading (cont.)</p> <p>Discuss Freire.</p> <p>Video Day: "Commercials" Close Reading Other Kinds of Texts</p> <p>Responding to Comments</p> <p><b>Workshop: Summary &amp; Selecting a Passage</b></p> <p>Process Journals</p>	<p>Read the four Sample Papers.</p> <p>Read <i>EW</i> on writing in any discipline (pp. 461-487).</p> <p><b>2.2 Close Reading Draft:</b> Now that you have selected a passage to close read from your text, develop 2-3 paragraphs of more formal analysis. Focus on one main point, one main idea, or one aspect of your passage. Due next class—please bring 3 copies.</p>
WED 8/29	<p>Thesis vs. Claim (cont.)</p> <p>Discuss Writing Across the Disciplines</p> <p>Discuss Bartholomae &amp; Freire (cont.)</p> <p><b>Workshop: Close Reading the Close Reading</b></p> <p>Introduction to the Campus Resource Presentation</p> <p>Process Journals</p>	<p>Skim <i>EW</i> on Research (pp. 139-179).</p> <p><b>2.3 Close Reading Of:</b> Using the previous revision exercises, develop a full, formal analysis of your passage. Consider the close reading assignment sheet. One copy due next class.</p> <p>Begin your Campus Resource Presentation, particularly arranging for interviews.</p> <p>Read <i>TSIS</i>, Chapter 7 "So What? Who Cares?" (cp)</p>
THUR 8/30	<p>Library and Research Orientation Research &amp; Library Scavenger Hunt</p> <p>Using the Handbook</p> <p>Sequence Three Major Paper: Read-Search Project</p> <p>Close Reading as Generative of Ideas</p> <p><b>Workshop: Research Question</b></p> <p>Process Journals</p>	<p><b>2.3 CLOSE READING DUE</b></p> <p><b>2.4 Research Question &amp; Narrative:</b> Using your work on close reading and research, develop a short narrative of how you developed your research question and your research process. Bring 2 copies to class.</p> <p>Continue to work on your Resource Research Project. For the next class, bring in whatever materials and research you have collected thus far. Be prepared to discuss your resource research.</p>

WEEK 3	SEQUENCE TWO "READ-SEARCH" - DISCUSSION/IN-CLASS	TO DO/DUE
MON 9/3	NO CLASS - LABOR DAY	Continue to work on your Campus Resource Project.  Develop your research question for the Read-Search Project.  Do research.
TUE 9/4	<p><b>Mid-Term Evaluation</b></p> <p>Brainstorming, Developing an Idea Further Claims (cont.), Research (cont.)</p> <p><b>Workshop: Honing Your Research</b></p> <p>MLA Documentation &amp; Citation Annotated Bibliographies</p> <p>Strengths and Difficulty Inventory Review III</p> <p>Process Journals</p>	<p><b>WRITING CENTER VISIT DUE</b></p> <p><b>2.5 Annotated Bibliography:</b> Locate three sources and generate a bibliography using MLA format. Each source must have a one paragraph annotation. Due on Thursday.</p> <p><b>2.6 Literature Review:</b> Develop a 2-3 page explication of what sources you found, what authoritative sources you decided to use, why your sources are useful or relevant, and how your sources will help your project. Be sure to include relevant details and quotes from your research. Due next class—please bring 2 copies.</p>
WED 9/5	<p>Video Day: "30 Days"</p> <p>Introduction and Conclusions</p> <p>MLA Documentation &amp; Research (cont.)</p> <p>Using the Handbook (cont.)</p> <p><b>Workshop: Research Narrative</b></p> <p>Process Journals</p>	<p>Skim <i>EW</i> on MLA Style (pp. 367-412).</p> <p><b>2.7 Read-Search Draft:</b> Drawing on your Research Question, Research Narrative, and sources, develop a more full, formal draft. Invite details, quotes, and support from our class discussion, your workshops, and your readings. Due next class—please bring 3 copies.</p> <p>Prepare for a three-minute oral presentation on your Campus Resource.</p>
THUR 9/6	<p>Resource Research Presentations</p> <p><b>Workshop: Read-Search Final Draft</b></p> <p>Using the Handbook (cont.)</p> <p>Introduction to Sequence Three</p> <p>Process Journals</p>	<p>Read Graff, "Hidden Intellectualism" (cp)</p> <p><b>2.8 Final Paper: Read-Search Project:</b> Revise your 2.7 paper into a final version. Draw on the week's discussion, your workshops, your research and interviews. Consider the final paper assignment sheet. Due next class.</p> <p>Consider the Prospective Essay assignment sheet and start planning what you plan to address. Go back to 1.5 Literacy Narrative and consider how far you have come in the course.</p> <p>Skim all of the class readings, particularly Day, Bartholomae, and Graff.</p> <p>Bring all of your written work to class next week neatly organized in a two-pocket folder.</p>

WEEK 4	SEQUENCE FOUR “PROSPECTIVE” - DISCUSSION/IN-CLASS	To Do/DUE
MON 9/10	<p>Transferring Skills and Habits Note Taking, Time Management, Study Skills (cont.)</p> <p>Introduction to 100-Level Composition Courses University Myths, Composition Myths (cont.)</p> <p>Discuss Graff.</p> <p>Sequence Three Major Paper: Prospective Cover Letter &amp; Final Portfolio</p> <p><b>Workshop: Prospective Essay Brainstorming</b> Revisiting the Literacy Narrative</p> <p>Strengths and Difficulty Inventory Review IV</p> <p>Process Journals</p>	<p><b>2.8 READ-SEARCH PROJECT DUE</b></p> <p><b>3.1 Prospective Claim:</b> Use your in-class writing and workshop discussion to develop a fuller claim and direction for your prospective essay. Consider the questions raised in class and on the assignment sheet. Draft due next class—please bring 3 copies.</p> <p>Read the Sample Composition Class Papers. Be prepared with questions and comments.</p> <p>Again, make sure to bring all of the materials for your final portfolio to class all this week.</p>
TUE 9/11	<p>Sample Composition Class Papers.</p> <p>Revision Strategies, Grammar Review Self-Review/Editing Using Your Writing Handbook</p> <p>Organizing the Final Portfolio</p> <p><b>Workshop: Prospective Claim &amp; Process Journals</b></p> <p>Process Journals</p>	<p>Read Sample Cover Letters.</p> <p><b>3.2 Process Close Reading:</b> Looking back at your Process Journal, write 2-3 paragraphs close reading specific examples of your writing and reading process over the past four weeks. Due next class—bring 3 copies.</p> <p>Read <i>TSIS</i>, Chapter 8 “As a Result.” (cp)</p>
WED 9/12	<p>Video Day: “This is What Democracy Looks Like”</p> <p>Course Review and Course Goals Revisited</p> <p>Discuss Sample Cover Letters.</p> <p>Revision (cont.)</p> <p>The Final Portfolio (cont.)</p> <p><b>Workshop: The Final Final Paper</b></p> <p>Process Journals</p>	<p><b>3.3: Prospective Letter Draft:</b> Use your in-class writing and workshop discussion as a jumping off point to develop a draft of your final essay. Consider the questions raised in class and on the revision assignment sheet. Draft due next class—bring 3 copies.</p>
THUR 9/13	<p>Last Day of Class</p> <p>Course Evaluation</p> <p><b>Workshop: Prospective Cover Letter Final Draft</b></p> <p>Process Journals</p>	<p><b>3.4 Final Paper: Prospective Cover Letter:</b> Revise your 4.3 paper into a final version. Draw on the week’s discussion, your workshops, your research and interviews. Pay special attention to the goals of the portfolio sequence and the final paper assignment sheet. One copy due next next week along with your Final Portfolio.</p> <p>Organize, complete, and finalize your Final Portfolio, including a Table of Contents.</p>

WEEK 5	“FINAL PORTFOLIO”	To Do/DUE
MON 9/17		<p><b>3.4 PROSPECTIVE LETTER &amp; FINAL PORTFOLIO DUE:</b> Turn your entire portfolio of work in to my office between 10 AM - 12 PM.</p>