

**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 D / Early Fall Quarter 2006-07 /

WEEK 1	SEQUENCE TWO "CLOSE READING" - DISCUSSION/IN-CLASS	To Do/DUE
MON 8/21	<p>Welcome and Introduction to Course Class Policies and Procedures Course Goals & Course Outcomes</p> <p>Introduction to Rhetoric, Argument, Writing Audience and Rhetorical Situations Reading for Understanding</p> <p>1.1 In-Class Response Paper: "What is Literacy?"</p> <p>Strengths and Difficulty Inventory</p>	<p>Read course policies and syllabus.</p> <p>Read Douglass, "Learning to Read and Write." (cp)</p> <p>Read excerpts from <i>Writing Analytically (WA)</i> on generating ideas, observing (pp. 21-24), judging (pp. 8-10), either/or binaries (pp. 12-13), and reading (pp. 53-55, 59). (cp)</p> <p>1.1.1 Revision: What is Literacy Revised: Extend and organize your in-class response paper on literacy. Consider the questions raised in class and on the revision assignment. Due next class—please bring 3 copies.</p>
TUE 8/22	<p>Video Day: "American High"</p> <p>Different Kinds of Literacy</p> <p>1.2 In-Class Response Paper: "American High"</p> <p>Organization, Outlining, Paragraphing Quoting, Paraphrasing, Summarizing</p> <p>Discuss WA Reading, Discuss Douglass</p> <p>Workshop: "Seeing the Questions"</p>	<p>Read Alexie, "The Joy of Reading and Writing." (cp)</p> <p>Read WA on critical thinking, developing ideas, and analysis (pp. 3-5, 15-18, 33-34). (cp)</p> <p>Read "Becoming a Critical Thinker" from <i>Stirring Up Thinking</i> (pp. 29-31). (cp)</p> <p>1.1.2 Revision: What is Literacy Further Revised: Reconsider your 1.1.1 Revision 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>
WED 8/23	<p>Critical Thinking and Analysis Reading for Writing Introductions and Conclusions Telling Details</p> <p>1.3 In-Class Response Paper: Alexie</p> <p>Discuss Alexie, Discuss Douglass (cont.)</p> <p>Workshop: "Coherence and Cohesion"</p>	<p>Read Tan, "Mother Tongue." (cp)</p> <p>Read WA on detail (pp. 6-8). (cp)</p> <p>1.5 Literacy Narrative / Definition of Literacy Draft: 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>
THUR 8/24	<p>Organization, Outlining, Paragraphing (cont.)</p> <p>1.4 In-Class Response Paper: Intertextuality</p> <p>Discuss Tan, Discuss Douglass & Alexie (cont.)</p> <p>Workshop: "Details and Support"</p> <p>Introduction to Sequence Two</p>	<p>1.6 Final Paper: Literacy Narrative / Definition of Literacy: 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. Due next class.</p> <p>Read <i>Everyday Writer</i> on summary and paraphrasing (pp. 115-118, 127).</p> <p>Read WA on summary and paraphrasing (pp. 5-6), review active reading (pp. 33-34), and breaking down difficult texts (pp. 53-60, 64-71). (cp)</p> <p>Read Stygall on difficulty and intertextuality (pp. 19-21). (cp)</p> <p>Read Collins & Blot on literacy. (cp)</p>

WEEK 2	SEQUENCE TWO "CLOSE READING" - DISCUSSION/IN-CLASS	To Do/DUE
MON 8/28	<p>Claims, Thesis vs. Claim</p> <p>The Nature of Learning: Difficulty and Cognitive Studies</p> <p>What is Close Reading? Reading Skills and Strategies</p> <p>The Quotation Sandwich Quoting, Paraphrasing, Summarizing (cont.)</p> <p>2.1 In-Class Response Paper: "Reading"</p> <p>Discuss Collins & Blot.</p> <p>Strengths and Difficulty Inventory Review I</p>	<p>1.6 FINAL PAPER DUE</p> <p>Read Hughes, "Theme for English B." (cp)</p> <p>Read WA on Argument (pp. 10-12), The Method (pp. 23-33, 37-41), "Locating the I" (pp. 13-15), and review (pp. 15-18). As you read pp. 30-33, think about the way Freire refocuses the binary of student/teacher.</p> <p>Read Stygall on genre and readerly expectations (pp. 36-40, 46-50).</p> <p>Revision 2.1.1: Re-Reading: Revise your in-class response paper. Focus on a single claim or argument. Consider the questions raised in class and on the revision assignment sheet.</p> <p>Be sure to bring your course packet to the next class.</p>
TUE 8/29	<p>Discuss "The Method" and "So What?" Thesis vs. Claim (cont.)</p> <p>Discuss Hughes. Discuss Stygall.</p> <p>2.2 In-Class Response: Pick a Passage</p>	<p>Read Bartholomae, "Inventing the University." (cp)</p> <p>2.2.1 Revision: Close Reading of a Passage: Now that you have selected a passage to close read from Douglass, Alexie, Tan, or Hughes, 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 8/30	<p>Breaking Down Difficult Texts Close Reading (cont.)</p> <p>Discuss Bartholomae.</p> <p>2.3 In-Class Response Paper: Bartholomae</p> <p>Workshop: "Close Reading the Close Reading"</p> <p>Introduction to Sequence Three</p>	<p>Read the four Sample Papers.</p> <p>Read EW on "Learning to Write in Any Discipline" (pp. 461-464, 465-487).</p> <p>2.2.2 Revision: Close Reading Draft: Using the previous revision exercises, develop a more full, formal analysis of your passage. Consider the final paper assignment sheet. Draft due next class—please bring 3 copies.</p> <p>Begin your Resource Research Project, particularly arranging for interviews.</p>
THUR 8/31	<p>Video Day: "Commercials"</p> <p>2.4 In-Class Response Paper: "Commercials"</p> <p>Discuss Writing Across the Disciplines</p> <p>Sample Close Readings.</p> <p>Workshop: "Claims and Analysis"</p> <p>Introduction to Sequence Three (cont.)</p>	<p>2.5 Final Paper: Close Reading Of: Revise your 2.2.1 paper into a final close reading of your selected text. Draw on the week's discussion, your workshops, and the readings. Due next class—please bring 2 copies.</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 "CLOSE READING" - DISCUSSION/IN-CLASS	To Do/DUE
MON 9/4	NO CLASS - LABOR DAY	Continue to work on your Resource Research Project.
TUE 9/5	<p>3.1 In-Class Response Paper: "Mid-Term Evaluation"</p> <p>Brainstorming, Developing an Idea Claims (cont.)</p> <p>Research and Campus Resources</p> <p>Workshop: "Honing Your Research"</p> <p>Strengths and Difficulty Inventory Review II</p>	<p>2.5 FINAL PAPER DUE</p> <p>3.2 Response Paper: "Research Question": Develop a solid claim for your Resource Research Project. Write 1-2 paragraphs detailing who, what, and why you are writing about and how you plan to "close-read" your resource. Include a brief outline of your entire project. Due next class—please bring 3 copies.</p>
WED 9/6	<p>Introduction and Conclusions</p> <p>MLA Documentation Research (cont.)</p> <p>Video Day: "30 Days"</p> <p>3.3 In-Class Response Paper: "30 Days"</p> <p>Workshop: "Integrating the Parts"</p>	<p>Revision 3.2.1: Resource Research Project Draft: Use your previous writing and workshop discussion as a jumping off point to develop a draft of your research and analysis. Consider the questions raised in class and on the revision assignment sheet. Draft due next class—bring 3 copies.</p> <p>Prepare for a three-minute oral presentation on your Resource Research Project.</p>
THUR 9/7	<p>Oral Presentations</p> <p>Workshop: "Introductions and Conclusions"</p> <p>Introduction to Sequence Four</p>	<p>3.4 Final Paper: Resource Research Project: Revise your 3.2.1 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—please bring 2 copies.</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>Bring all of your written work to class next week neatly organized in a two-pocket folder.</p>

WEEK 4	SEQUENCE TWO "CLOSE READING" - DISCUSSION/IN-CLASS	To Do/DUE
MON 9/11	<p>Video Day: "This is What Democracy Looks Like"</p> <p>4.1 In-Class Response Paper: "Democracy"</p> <p>Introduction to 100-Level Composition Courses</p> <p>Workshop: "Prospective Essay Brainstorming" Revisiting the Literacy Narrative</p> <p>4.2 In-Class Response Paper: "Prospective Worksheet"</p> <p>Strengths and Difficulty Inventory Review III</p>	<p>3.4 FINAL PAPER DUE</p> <p>Revision 4.2.1: Prospective Claim: 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 revision assignment sheet. Draft due next class—bring 3 copies.</p> <p>Read the Sample Composition Class Papers. Be prepared with questions and comments.</p>
TUE 9/12	<p>Sample Composition Class Papers.</p> <p>Revision Strategies, Grammar Review Self-Review/Editing Using Your Writing Handbook</p> <p>Portfolio of Work</p> <p>Workshop: "Developing the Prospective Essay"</p>	<p>Revision 4.2.2: Prospective Essay Draft: From your claim, develop an outline for your final prospective essay. Furthermore, write 2-3 paragraphs developing a single point or idea or subclaim. Due next class—bring 3 copies.</p>
WED 9/13	<p>Course Review and Course Goals Revisited</p> <p>Revision (cont.)</p> <p>Portfolio of Work (cont.)</p> <p>Workshop: "The Final Final Paper"</p>	<p>Revision 4.2.3: Prospective Essay Draft: 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 9/14	<p>Last Day of Class</p> <p>Course Evaluation</p> <p>Workshop: "All of the Above"</p>	<p>4.3 Final Paper: Prospective Essay: Revise your 4.2.2 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. Due next next week.</p>

WEEK 5	To Do/DUE
MON 9/18	<p>4.3 FINAL PAPER DUE: Turn your entire portfolio of work in to my office between 12 PM - 1 PM.</p>