

**Remix: Reading and Composing Culture (3rd edition)**  
**Little Seagull Handbook, 3rd edition (LSH)**  
**College Writing I: WRIT 105**  
**Reading and Assignment Schedule**  
*Subject to minor revision*

**Sample syllabus prepared by Catherine Keohane and Leslie Doyle**

**Note: Red ink appears throughout includes notes to instructors. Customize by including the exact dates of your classes, including the date of your last class during the exam period.**

**Use the link to the Registrar’s calendar to learn the day and time of your exam period:**

**[http://www.montclair.edu/media/montclair.edu/registrar/schedulebook/fall/final\\_exam\\_schedule\\_fall.pdf](http://www.montclair.edu/media/montclair.edu/registrar/schedulebook/fall/final_exam_schedule_fall.pdf)**

	<b>Work to be completed before class</b>	<b>In-class activities</b>
<b>Class 1</b>		Course intro (syllabus review); introduce idea of community through a freewrite and discussion (for example): what communities are you a part of? What makes a community? How can the classroom be a community?
<b>Unit 1: Community</b>		
<b>2</b>	Read: Dinaw Mengestu, “Home at Last” (123-27), Joan Didion, “Where I Was From” (158-166) LSH: “Reading Strategies” (83-86), paying special attention to annotation  [Instructors can determine whether to assign homework as a discussion board post or other form of writing assignment] Writing Assignment: Referring to	Practice and discuss active reading strategies, including annotation, using the assigned readings.

	<p>both readings, discuss how much place and family contribute to each author's sense of community. Which is more important for Mengestu? And why? Which is more important for Didion? And why? ( _____ words/pages)</p>	
3	<p>Read: "Community" (87-94), Shari Caudron, "Befriending Barbie" (138-146) Kat Ascharya, "What Facebook Is Doing to Your Brain Is Kind of Shocking" (131-136)</p> <p>Writing assignment: How do Caudron and Ascharya view the impact of the internet in maintaining communities? Thinking about the ideas in the chapter introduction, in what ways do Caudron and Ascharya question popular ideas about what makes a community? ( _____ words/pages)</p>	<p>Discuss readings and work on understanding of "community" (small and large group)</p>
4	<p>Read: "Arguments" (LSH 43-48), David Berreby, "It Takes a Tribe" (112-116), <b>paired with either</b> Alessandra Rizzotti, "How Citizen Science Is Saving Our Oceans" (154-156) or Aaron McGruder, "The Boondocks" (148-152). <b>[Note: instructors choose which to assign and delete the other.]</b></p> <p>Writing assignment: Drawing on Berreby and McGruder, discuss</p>	<p>Discuss readings and practice "Analyzing an Argument" (LSH 86)</p> <p>Introduce essay 1</p>

	<p>how much a community is defined by an “us vs them” mentality. That is, how much is a community defined by those it includes and those it excludes? ( _____ words/pages)</p> <p>Alternative: How do Berreby and Rizzoti each analyze a particular community? What sort of claim is each author making about community and about the particular community they are discussing? ( _____ words/pages)</p>	
<b>5</b>	<b>Writing Assignment: exploratory draft of essay 1 (minimum _____ pages/words)</b>	Peer review Discussion of students’ central claims and strategies for writing and revising them (LSH 10-11)
<b>6</b>	Read: “Integrating Sources, avoiding Plagiarism” (LSH 107-118)	Discuss plagiarism and strategies for avoiding it; discuss methods for integrating sources. Practice on current draft
<b>7</b>	<b>Writing assignment: middle draft of essay 1 (min. _____)</b>	Introduce MLA formatting conventions and documentation guidelines. Apply to current draft.
<b>8</b>	Revising, Editing and Proofreading (LSH 13-15)	Discuss revision strategies; possibly offer contextual grammar mini-lesson depending on what instructor may have noticed in drafts
<b>9</b>	<b>Final draft of essay 1 due (min. _____)</b>	Reflection on final paper; start unit

	—)	2 Read “Introduction” for Technology section (413-420), dividing it up so that groups of students each read about one of the “assumptions” Discussion of concept of technology.
<b>Unit 2: Technology</b>		
<b>10</b>	Read: Michael Wolff, “Technology and the Way We Live Now” (422-24) Adam Gopnik, “How the Internet Gets Inside Us” (443-51)  Writing Assignment: Compare and contrast Wolff’s and Gopnik’s ideas about the value and use of different types of screens in our lives. ( _____ words/pages)	Discuss readings; introduce rhetorical triangle as way of evaluating readings
<b>11</b>	<b>[Instructors: choose one option and delete the other]</b> <b>Option 1:</b> Read “Examining the Everyday: Technology and Zippers” (410-412) [note to instructors: note whether you want students to do the assignment on p. 412 or not to prevent confusion] Henry Petroski, “The Toothpick” (453-461) “Defining Women’s Work” (484-485).  Writing Assignment: How do these readings about everyday objects challenge your	<b>Essay 2 assigned</b> Option 1: Introduce visual/ object analysis Option 2: discuss the readings

	<p>understanding of what technology is? How do they make you re-see these sorts of objects? ( _____ words/pages)</p> <p>Alternative assignment: Do assignment on page 412</p> <p>Option 2: Read Langdon Winner, “Technological Somnambulism” (436-441), Donald A. Norman, “The Psychology of People and Machines” (463-471)</p> <p>Writing Assignment: Compare Norman’s and Winner’s arguments about people’s expectations about technology and their awareness of how it might affect them and their choices. ( _____ words/pages)</p>	
12	<b>Exploratory draft of essay 2 (minimum ____)</b>	Discuss development or organization (LSH 17-28); alternative: conferences
13	Continue working on essay 2.	Intros and conclusions (LSH 28-29) Alt: conference
14	<b>Middle draft of essay 2 (minimum ____)</b> <b>Midterm Review due</b>	Peer review
15	Continue working on essay 2.	Review area class needs to work on (for example, quote integration, analysis)
16	<b>Final draft of essay 2 (minimum ____)</b>	Introduce documented essay and multimodal assignment

		<p>(Assignment suggestion: student chooses a new essay from the Reader as a springboard for a topic to research and build an argument about; multimodal project can be a reworking of the documented essay's argument in different mode(s).</p> <p><b>Note: Multimodal options are below. Please choose one and adjust your assignments, readings, etc. as necessary.</b></p>
<b>Unit 3: Documented Essay and Multimodal Project</b>		
<b>17</b>	<p>Read: "Designing What You Write" (LSH 30- 36) Brainstorm about possible topics</p>	<p>Class discussion of student topic choices: how to turn a topic into an argument-based discussion; multimodality Option for homework or classwork: Fitting Font w/Mood exercise</p>
<b>18</b>	<p>Writing Assignment: Proposal for documented essay</p>	<p>Suggestion: library visit class 17, 18, 19, or 20 [alt: instructor-led research overview]</p>
<b>19</b>	<p><b>Exploratory draft of documented essay due (minimum ____)</b></p>	<p>Peer review</p>
<b>20</b>	<p>Read: "Doing Research" and "Evaluating Sources" (LSH 90-104) Continue to work on documented essay, including further library research if needed; have access to</p>	<p>Source evaluation or annotated bibliography</p>

	sources in class	
21	<b>Middle draft of documented essay (minimum ____)</b>	In-class revision exercises (possible suggestion: reverse outlines).
22	<b>Draft of Works Cited list</b>	Review MLA citation guidelines, address questions, peer review of draft Works Cited
23	<b>Documented Essay Due (minimum ____)</b>	Introduce portfolio; review multimodal presentation assignment and strategies
24	<b>Multimodal project draft</b>	Multimodal project workshop
25	<b>Multimodal project due</b>	Presentations of multimodal projects
26		Presentations of multimodal projects
<b>Unit 4: Portfolio</b>		
27	<b>Work on portfolio revision</b>	Portfolio workshop (Overflow: presentations of multimodal projects)
28	<b>Work on portfolio revision</b>	Portfolio workshop
29	<b>Prepare portfolio for submission</b>	Submit Portfolio

Remember to enter exact day and time of portfolio submission.

#### **Multimodal Requirement for WRIT105**

**Faculty must choose between the two following options here depending on their facility with multimodality:**

- a. Three formal essays plus a lower stakes multimodal project that exemplifies, explains, or helps the writer plan/support her ideas for a formal essay (for example, a MM presentation before the documented essay is due as a**

requirement for that unit; or a drafting/planning exercise that replaces one paper draft with a MM piece)

**OR**

- b. Two formal essays plus a multimodal unit that combines a written piece and a MM piece to create the third essay (“composition”) for the course; for example: 1) traditional documented essay of approximately 2000 words w/a MM conclusion; or 2) a substantive, longer MM piece about which the student writes an argumentative, analytical process narrative approximately 2000 words that explains her approach and offers a rationale for her choices, drawing on both the sources cited in the MM piece and any readings from class regarding MM.**