

Subject and Strategy Sample Syllabus

This sample schedule was prepared by Bridget Brown and Jackie Regan. Please customize by adding the dates of your class meetings remembering to add the specific day and time of your class during the exam period. The link to the Registrar's calendar to learn your specifics is:
http://www.montclair.edu/media/montclairedu/registrar/schedulebook/fall/final_exam_schedule_fall.pdf.

Note: Please choose one of the multimodal options at the end of this schedule and adjust your assignments, readings, etc. as needed.

Module 1	Getting an Education: What is the Line between Comfort and Learning?
Day 1	In class: Introductions; Complete “Me as a Writer” essay Homework: Read Chapter 1, pp. 3-11 and read/annotate FYW syllabus [Instructor Note: Have students complete an analysis of their writing and process up to this point. Save this essay and return it to students when they are ready to complete their portfolios] <i>Additional Support: The Little Seagull Handbook pp. 83</i>
Day 2	In class: Review syllabus and reading annotation; Read pp. 600-601 and answer and discuss the “Preparing to Read” section. Homework: Read “The Compliment Complex” 602-607 and “On the Subject of Trigger Warnings” 608-609 and come to next class prepared to write on topic. [Instructor Note: Assign each group different questions based on readings and then come together as class to discuss]
Day 3	In class: Group work using “Thinking Critically” and “Examining the Issues” questions at the end of each essay. Homework: “The Coddling of the American Mind” pp. 610-623 and answer discussion question on Canvas. [Instructor Note: review student responses on Canvas and use as springboard for class discussion on day 4]
Day 4	In class: Discuss reading and student responses; Introduce prompt; Claim [Instructor Note: Activity evaluating strong and weak claims] Homework: Write first draft; Read Chapter 2 pp. 23-33 <i>Additional Support: The Little Seagull Handbook pp. 2-29; pp. 43-48</i>
Day 5	In class: Review sample essay; Introductions and signposting; Peer review on Claim and Introduction Homework: Revise essay for middle draft/instructor comment
Day 6	In class: Choosing and integrating evidence: quotation, summary, and paraphrasing; Revision activity Homework: Read pp. 667-677 [Instructor Note: Have students use highlighting activity to identify signal phrase, sayback, and analysis] <i>Additional Support: The Little Seagull Handbook pp. 107-118</i>

Subject and Strategy Sample Syllabus

Day 7	<p>In class: MLA Review and Plagiarism; mini-lesson on run-ons and fragments</p> <p>Homework: Read Chap. 14 pp. 677-680; Write final draft</p> <p><i>Additional Support: The Little Seagull Handbook pp. 119-169 (MLA) pp. 414-321 (Run-ons and fragments)</i></p>
Module 2	Documented Essay –Race and Privilege: How to Address a System of Bias?
Day 8	<p>In class: Introduction to topics of Race and Privilege</p> <p>[Instructor Note: Use contemporary news topics and images to facilitate discussion on topic]</p> <p>Homework: Read “I, Racist,” pp 581-587; “Campus Racism 101,” pp 268-272; Answer discussion question on Canvas.</p>
Day 9	<p>In class: Class discussion based on analysis of articles and homework</p> <p>Homework: Read “Racial Microaggressions in Everyday Life: Is Subtle,” 588-593; “What My Bike Has Taught Me About White Privilege” pp. 594-599</p>
Day 10	<p>In class: Group Work on articles</p> <p>[Instructor Note: Assign “Making Connections” to individual groups p. 598; assign different groups different questions and have them come together and discuss]</p> <p>Homework: Midterm assignment; Read “Argumentation” pp. 489-495</p>
Day 11	<p>In class: Introduce Essay 2 assignment; Narrowing a Topic; Audience and Purpose</p> <p>Homework: Create Topic Proposal</p>
Day 12	<p>In class: Creating an Outline; Choosing Sources and Evidence</p> <p>Homework: Complete Outline; Read Chap. 15 pp. 717-730</p>
Day 13	<p>Library Visit</p> <p>Homework: Write First Draft</p> <p><i>Additional Support: The Little Seagull Handbook pp. 2-29; pp. 43-48</i></p>
Day 14	<p>In class: Creating a conversation between sources; Peer Review</p> <p>Homework: Write Second Draft</p> <p><i>Additional Support: The Little Seagull Handbook pp. 107-118</i></p>
Day 15	<p>In class: Revision Activities; Writing the Conclusion</p> <p>Homework: Work on paper</p> <p>Midterm Review Due</p>
Day 16	<p>In class: Peer Review; MLA review; Mini-lesson Commas</p> <p>Homework: Write Final Draft</p> <p><i>Additional Support: The Little Seagull Handbook pp. 119-169 (MLA) pp. 386-391 (Commas)</i></p>
Module 3	<p>Editorial & Multimodal Justice, Ethics, & Crime</p> <p>[Instructor Note: Assignment for Editorial on p. 761]</p>

Subject and Strategy Sample Syllabus

Day 17	<p>In class: Introduce the Editorial and essay 3; Examine sample editorial and rhetorical appeals</p> <p>Homework: Read “Steal This MP3 File: What Is Theft” pp. 414-418 and “Resistance to Civil Government” pp. 528-546 “The Difference Between ‘Sick and ‘Evil’” pp. 312-316, and Stranger than True pp. 110-114. Answer discussion question on Canvas</p>
Day 18	<p>In class: Group work on articles; Brainstorm Topic; Framing an argument; Locating Evidence</p> <p>Homework: Argument outline</p>
Day 19	<p>In class: Work with outlines and planning editorial; Logical Fallacies</p> <p>Homework: Write first draft</p> <p><i>Additional Support: The Little Seagull Handbook pp. 2-29; pp. 43-48</i></p>
Day 20	<p>In class: Counterargument</p> <p>Homework: Complete middle draft of Essay 2 for instructor review</p>
Day 21	<p>In class: Peer Review; Mini-lesson on Agreement</p> <p>Homework: Complete Final draft of essay 3</p> <p><i>Additional Support: The Little Seagull Handbook pp. 119-169 (MLA) Pp334-338 Subject verb agreement)</i></p>
Day 22	<p>In class: Introduce Multimodal editorial; font exercise; using images</p> <p>Homework: Research multimodal applications</p>
Day 23	<p>In class: Watch sample video essay; adding images</p> <p>Homework: Rough draft of multimodal for instructor comment</p>
Day 24	<p>In class: Peer Review Multimodal Editorial</p> <p>Homework: Final Multimodal editorial due to Canvas</p>
Day 25	<p>Multimodal Presentations</p> <p>[Instructor Note: Instructor may want to replace presentations with conference days some time during semester.]</p>
Day 26	<p>Multimodal Presentations</p>
Day 27	<p>Portfolio Review</p>
Day 28	<p>Portfolio Review</p>
Day 29	<p>Submission of Portfolio Add exact exam date and time</p>

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

Subject and Strategy Sample Syllabus

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.**