

***Intersections: A Thematic Reader for Writers (1<sup>st</sup> ed), Isaacs/Keohane***  
***Little Seagull Handbook, 3rd edition (LSH)***  
**College Writing I: WRIT 105**  
**Reading and Assignment Schedule**  
*Subject to minor revision*

Notes to instructors are in red throughout the document. Please customize with the dates for your classes, remembering to add the date and time for the final class during the exam period. The link to the Registrar’s calendar to learn the specifics for your class:  
[http://www.montclair.edu/media/montclairedu/registrar/schedulebook/fall/final\\_exam\\_schedule\\_fall.pdf](http://www.montclair.edu/media/montclairedu/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); brainstorming on immigration (possibly use “Before You Read” question on p. 236 or bring in some editorial cartoons)
<b>Unit 1: Immigration</b>		
<b>2</b>	<p><b>Read: “Getting Active”</b> (1-15). Try out Academic Reading Strategy 7 and/or 10 on the Dumas or Mustafa &amp; Chu articles [Alternative: have students do “As You Read” exercises for Dumas and Mustafa &amp; Chu to practice close reading],</p> <p><b>“Introduction: Immigration”</b> (233-235),</p> <p><b>Firoozeh Dumas</b>, “The ‘F Word’” (257-60),</p> <p><b>Nadia Mustafa and Jeff Chu</b>, “Between Two Worlds: Born in the U.S.A. to Asian parents, a Generation of Immigrants’ Kids Forges a New Identity” (269-274)</p> <p>[Instructors can determine whether to assign homework as a discussion board post or other form of writing assignment as well as required length]</p> <p><b>Writing Assignment:</b> What do the individual perspectives of Dumas and the people Mustafa and Chu interview help us to understand about the experiences of immigrants? Drawing on the context provided by the</p>	<p>Practice and discuss active reading strategies, including annotation, using the assigned readings; point to Toolkit 1.1 as example of annotation.</p> <p>Alternative:            Discuss academic genres (Mustafa and Chu as report; Dumas as narrative; Toolkit 1.6)</p>

	chapter Introduction, how do these examples reflect dreams and/or anxieties? (_____ words/pages)	<b>Option:</b> Hear Dumas pronounce her name: <a href="http://www.teachingbooks.net/pronounce.cgi?aid=8731">http://www.teachingbooks.net/pronounce.cgi?aid=8731</a>
3	<p><b>Read:</b> John F. Kennedy, “Why They Came” (236-240), Joe DeGuzman, “Targets of Caricature: Irish Immigrants in Nineteenth-Century America” (241-249), Isabel Wilkerson, “The Epic Story of America’s Great Migration” (251-255)</p> <p>[Instructors could add or substitute a reading about the current immigration debate, possibly setting up, for example, a comparison of attitudes toward 21<sup>st</sup>-century Muslims and the 19<sup>th</sup>-century Irish]</p> <p><b>Review:</b> Course Syllabus on Canvas</p> <p><b>Writing Assignment:</b> Navigating the Intersections #1, page 256 (_____ words/pages)</p>	<p><b>Essay 1 assigned</b> [possible questions include #3-4 on p. 100 of Instructor’s Manual]</p> <p>Discuss academic writing conventions (Toolkit 5.8)</p> <p>Discuss any lingering questions about syllabus</p>
4	<p><b>Read:</b> Jose Antonio Vargas, “My Life as an Undocumented Immigrant” (262-267), Charles Garcia, “Why Illegal Immigrant is a Slur” (429-432), “Process Writing 101” (24-32)</p> <p><b>Option:</b> Watch Jose Antonio Vargas <a href="#">TED talk</a></p> <p><b>Writing Assignment:</b> Reflect on how Vargas’s and Garcia’s articles attempt to change people’s views about “undocumented” or “illegal” immigrants.” What types of arguments and points do they make? How convincing (or not) are they, and why? What strikes you most about each article? (_____ words/pages)</p>	<p>Practice critical reading (Toolkit 1.7 for Vargas; 1.10 or “Analyzing an Argument” [LSH 86] for Garcia); introduce writing process as students get ready to work on essay 1.</p>
5	<p><b>Writing Assignment:</b> exploratory draft of essay 1 (minimum _____ pages/words)</p>	<p>Peer review (Toolkit 4.4) (alt: next class);</p>

		discussion of students' central claims and strategies for writing and revising them (Toolkit 2.4; LSH 10-11)
6	<b>Read:</b> "Integrating Sources, Avoiding Plagiarism" (LSH 107-118)	Discuss plagiarism and strategies for avoiding it; discuss methods for integrating sources. Practice on current draft (Toolkit 5.9 and/or 5.10)  <b>Alt: Do peer review today</b>
7	<b>Writing assignment: middle draft of essay 1 (min. _____)</b>	Introduce MLA formatting conventions and documentation guidelines (Choose from among Toolkits 5.1, 5.12, 5.13; apply to current draft)
8	<b>Read:</b> "Revising, Editing and Proofreading" (LSH 13-15)	Discuss revision strategies (use relevant Toolkit from Section 4 [for example, Toolkit 4.9]); possibly offer contextual grammar mini-lesson depending on what instructor may have noticed

		in drafts (possibly use relevant Toolkit from section 6) <b>Alt.</b> Compose title for essay 1 (Toolkit 5.2 or 5.3)
<b>9</b>	<b>Final draft of essay 1 due (min. ____)</b>	Reflect on final paper; start unit 2  Brainstorming activity about gender (for example, question on p. 312 or “Before You Read” question on page 324)
<b>Unit 2: Gender</b>		
<b>10</b>	<b>Read: Matt Duron</b> , “My Son Wears Dresses: Get Over It” (317-319), <b>Sarah Showfety</b> , “Field Guide to the Tomboy: High Heels and Pink? No Way” (321-323), <b>Jennifer Finney Boylan</b> , “A Life in Two Genders” (324-328)  <b>Writing Assignment:</b> Reflect on these three authors’ ideas about the societal expectations people face with respect to how they should act, behave, dress, etc. What might the experiences of the individuals described in the articles tell us about the rigidity and flexibility of gender roles? What might they tell us about gender, gender stereotypes, and the possible blurring of gender roles? (_____ words/pages)	Discuss readings; introduce rhetorical triangle as way of evaluating readings
<b>11</b>	<b>Read: “Introduction: Gender in the 21<sup>st</sup> Century”</b> (313-316), <b>Andrew Romano</b> , “Why We Need to Reimagine Masculinity” (329-333), <b>Theodore R. Johnson, III</b> , “Chivalry, Feminism and the	<b>Essay 2 assigned</b> [possible questions include #3-5 on p. 102-03 of Instructor’s

	<p>Black Community” (335-337),  <b>Hailey Yook</b>, “Chivalry Isn’t Dead, But It Should Be”  339-341)</p> <p><b>Writing Assignment:</b> How do Romano, Johnson, and Yook define traditional masculinity? In what, if any, ways do they believe this definition needs to be revised, and why? How convincing are their arguments? What makes them convincing, or not? ( _____ words/pages)</p>	<p><b>Manual]</b>  Work with readings and practice making connections: for example, group work on Boylan, “Navigating the Intersections” question #1 (329) and/or Johnson’s “Navigating the Intersections” question #1 (338).</p>
12	<p><b>Exploratory draft of essay 2 (minimum ____)</b></p>	<p>Workshop on development or quote sandwiches (Toolkit 2.12, 2.6 or LSH 17-28).  Alternative: conferences</p>
13	<p>Continue working on essay 2.</p>	<p>Workshop on organization (Toolkit 3.1, 3.7, or other from section 3).  Alternative: conference</p>
14	<p><b>Middle draft of essay 2 (minimum ____)</b>  <b>Midterm Review due</b></p>	<p>Peer review</p>
15	<p>Continue working on essay 2.</p>	<p>Review area class needs to work on (for example, quote integration or analysis, using relevant toolkit)</p>
16	<p><b>Final draft of essay 2 (minimum ____)</b>  <b>Note: Multimodal requirements are at the bottom of this schedule. Please choose one and incorporate assignments, etc. into your schedule.</b></p>	<p>Introduce documented essay and multimodal assignment (Assignment suggestion:</p>

		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).
<b>Unit 3: Documented Essay and Multimodal Project</b>		
<b>17</b>	Read: "Designing What You Write" (LSH 30-36) Brainstorm about possible topics	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
<b>18</b>	Writing Assignment: Proposal for documented essay	Suggestion: library visit for class 17, 18, 19, or 20 [alt: instructor-led research overview]
<b>19</b>	<b>Exploratory draft of documented essay due (minimum _____)</b>	Peer review Discuss strategies for writing

		introductions (Toolkit 2.7 and/or LSH 28- 29)
<b>20</b>	<b>Read:</b> “Doing Research” and “Evaluating Sources” (LSH 90-104)  Continue to work on documented essay, including further library research if needed; have access to sources in class	Source evaluation or annotated bibliography
<b>21</b>	<b>Middle draft of documented essay (minimum ____)</b>	In-class revision exercises (for example: reverse outline, Toolkit 3.5)
<b>22</b>	<b>Draft of Works Cited list</b>	Review MLA citation guidelines and strategies for avoiding plagiarism, peer review of draft Works Cited.  Alternative: discuss strategies for conclusions (Toolkit 2.8 and/or LSH 28- 29)
<b>23</b>	<b>Documented Essay Due (minimum ____)</b>	Introduce portfolio; review multimodal assignment and strategies
<b>24</b>	<b>Multimodal project draft</b>	Multimodal project workshop
<b>25</b>	<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: use relevant Toolkit(s)  (Overflow: presentations of multimodal projects)
28	<b>Work on portfolio revision</b>	Portfolio workshop: use relevant Toolkit(s)
29	<b>Prepare portfolio for submission</b>	Submit portfolio

Remember to include date and time of portfolio submission class.

### **Multimodal Requirement for WRIT105**

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

- 1. 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.**

Other Options for Units 1-2



	<b>Work to be completed before class</b>	<b>In-class activities</b>
<b>Class 1</b>		Course intro (syllabus review); brainstorming activity about social media (for example, question on page 372 or 377)
<b>Unit 1: The Digital Age</b>		
<b>2</b>	<p><b>Read: “Getting Active”</b> (1-15). Try out Academic Reading Strategy 7 and/or 10 on the Rose or Shea articles [<b>Alternative: have students do “As You Read” exercises for Rose and Shea to practice close reading</b>], <b>Josh Rose</b>, “How Social Media is Having a Positive Impact on our Culture” (377-379), <b>Andrea Shea</b>, “Facebook Envy: How the Social Network Affects Our Self-Esteem” (381-384)</p> <p>[<b>Instructors can determine whether to assign homework as a discussion board post or other form of writing assignment</b>] <b>Writing Assignment:</b> Compare the ideas of Andrea Shea’s sources to Josh Rose’s ideas. How are they similar? How are they different? How do Rose’s and Shea’s sources’ different interests and situations shape their perspectives on social media use? ( _____ words/pages)</p>	<p>Practice and discuss active reading strategies, including annotation, using the assigned readings; point to Toolkit 1.1 as example of annotation.</p> <p>Alternative: Discuss academic genres (Shea as report; Rose as argument; Toolkit 1.6)</p>
<b>3</b>	<p><b>Read: “The Digital Age”</b> (373-376), <b>Julian B. Gewirtz and Adam B. Kern</b>, “Escaping Digital Histories” (399-400), <b>Amy Tan</b>, “Personal Errata” (402-406) <b>Review: Course Syllabus on Canvas</b></p> <p><b>Writing Assignment:</b> Drawing on the ideas of Gewirtz and Kern, and Tan, explain the types of problems people face with respect to their digital histories. As part of your explanation, consider the different solutions these writers propose, and explain which you</p>	<p>Discuss academic writing conventions (Toolkit 5.8); practice critical reading (Toolkits 1.7 for Tan; 1.10 or “Analyzing an Argument” for Rose [LSH 86])</p> <p>Discuss any lingering questions about syllabus</p>

	think will be most effective, and why. ( _____ words/pages)	
4	<p><b>Read: Jon Ronson</b>, “Overnight, Everything I Had Was Gone’: The Internet Shaming of Lindsey Stone” (392-397),  <b>Lindy West</b>, “What Happened When I Confronted My Cruellest Troll” (386-390),  <b>“Process Writing 101”</b> (24-32)</p> <p><b>Writing Assignment:</b> Consider the ways in which Lindsey Stone and Lindy West responded to their Internet tormentors. How did they approach their problems differently? What do their experiences and choices help us understand about the digital age? Explain and support your position with evidence from each article.  ( _____ words/pages)</p>	<p>Work with readings and practice making connections: for example, group work on Ronson, “Navigating the Intersections” question #1 (398), Gewirtz and Kern’s “Navigating the Intersections” question #1 (401), and/or Tan, “Navigating the Intersections” question #1 (407)</p> <p>Introduce essay 1 [see <b>Instructor’s Manual #3-4, pp. 104-05, for possible questions</b>]</p>
5	<p><b>Writing Assignment: exploratory draft of essay 1 (minimum _____ pages/words)</b></p>	<p>Peer review (Toolkit 4.4) (<b>alt. next class</b>)  Discussion of students’ central claims and strategies for writing and revising them (Toolkit 2.4; LSH 10-11)</p>
6	<p><b>Read:</b> “Integrating Sources, avoiding Plagiarism” (LSH 107-118)</p>	<p>Discuss plagiarism and strategies for avoiding it; discuss methods for integrating sources. Practice on current draft (Toolkit 5.9, 5.10)  <b>Alt: peer review</b></p>
7	<p><b>Writing assignment: middle draft of essay 1 (min. _____)</b></p>	<p>Introduce MLA formatting conventions and documentation guidelines (Choose from among Toolkits 5.1, 5.12, 5.13. Apply to current draft)</p>
8	<p><b>Read:</b> “Revising, Editing and Proofreading” (LSH 13-15)</p>	<p>Discuss revision strategies (use relevant Toolkit from Section 4 [for example, Toolkit 4.9]); possibly offer contextual grammar mini-lesson depending on what instructor may have noticed in drafts (possibly use</p>

		relevant Toolkit from section 6).  <b>Alt:</b> Compose title for essay 1 (Toolkit 5.2 or 5.3)
9	<b>Final draft of essay 1 due (min. ____)</b>	Reflect on final paper; start unit 2 Brainstorming on abilities and disabilities; watch Henry Evans's <a href="#">TED talk</a> ;
<b>Unit 2: Abilities and Disabilities</b>		
10	<b>Read: Joann Ellison Rodgers, “Cognitive Outlaws” (301-307), Temple Grandin, “Thinking in Pictures” (280-285), Brian Eule, “I Was Trapped in My Own Body” (287-291)</b>  <b>Writing Assignment:</b> What factors led Close, Greider, Evans, and Grandin to succeed? To what extent are they responsible for their own success? To what extent do they identify others as critical to their achievements? How important do you think that family resources – income, education, time – were to the success that Close, Greider, Evans, and Grandin ultimately achieved?  (_____ words/pages)	Discuss readings; introduce rhetorical triangle as way of evaluating readings
11	<b>Read: “Abilities and Disabilities: Are They Linked?” (277-279), Rosemary Mahoney, “Why Do We Fear the Blind?” (297-300), Udoka Okafor, “On Living With Depression, and the Dangers of Our Culture of Silence” (308-310), Scott Barry Kaufman, “The Creative Gifts of ADHD” (293-295)</b>  <b>Writing Assignment:</b> Although writing about	<b>Essay 2 assigned</b> [possible questions include #3-4 on p. 101 of Instructor’s Manual] Discuss the readings, using some of the “Discussing and Thinking Critically about the Readings” questions

	<p>different subjects, Mahoney, Okafor, and Kaufman express concerns over stereotypes about people with disabilities. How successful is each in making the case that stereotypes about disabilities exist and are a problem? How do they propose that we view these disabilities?</p> <p>(_____ words/pages)</p>	
12	<p><b>Exploratory draft of essay 2 (minimum _____)</b></p>	<p>Workshop on development or quote sandwiches (Toolkit 2.12, 2.6, and/or LSH 17-28);  <b>alternative:</b> conferences</p>
13	<p>Continue working on essay 2.</p>	<p>Workshop on organization (Toolkit 3.1, 3.7, or other from section 3);  <b>alternative:</b> conference</p>
14	<p><b>Middle draft of essay 2 (minimum _____)</b>  <b>Midterm Review due</b></p>	<p>Peer review</p>
15	<p>Continue working on essay 2.</p>	<p>Review area class needs to work on (for example, quote integration or analysis, using relevant toolkit)</p>
16	<p><b>Final draft of essay 2 (minimum _____)</b></p>	<p>Introduce documented essay and multimodal assignment  (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>