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| **COMMUNITY COLLEGE OF PHILADELPHIA** |
| Course Development Template |
| 1. Course Designation
 | ENGL 098 |
| 1. Course Title
 | English Accelerated Learning Program (ALP) |
| 1. Abbreviated Course Title for Banner
 | English Accel Learning Program |
| 1. Division
 | Liberal Studies |
| 1. Department
 | English |
| 1. Course Description
 | English 098 provides supplementary instruction for English 101 students in the Accelerated Learning Program (ALP). This course will reinforce the instruction and practice of academic reading and text-based writing in English 101.  |
| 1. Prerequisites/Corequisites
 | **Corequisite:** English 101 section linked with the same instructor. Students must remain enrolled in both sections to maintain enrollment in the ALP program.**Prerequisite:** Successful completion of ENGL 097 with a grade of MP or better. |
| 1. Placement
 | ENGL 098 No math placement level  |
| 1. Hours and Credits
 | 3-0-3 |
| 1. Class size (maximum)
 | 13 |
| 1. Programs where this course appears
 | NONE |
| 1. Faculty Developer(s)
 | Brian GoeddeLaura ManginiMyla Morris-Skeiker |
| 1. Facilitator (s)
 | Cynthia Giddle |
| 1. Recommended Starting Semester
 | Fall 2022 |
| 1. Course Revision or New Course?
 | Revision |
| 1. If this is a **course revision**, indicate which are being revised
 | [x] Prerequisite(s) and/or placement | [x] Course Title | [x] Course Description |
| [ ] Credit Hours | [x] CLOs and/or Methods of Assessment |
| 1. Course Attributes
 | NONE |
| 1. **Today’s Date**
 | February 18, 2022  |

**A. Rationale**

The Accelerated Learning Program (ALP) at Community College of Philadelphia permits developmental writing students to enroll directly in English 101 while taking a companion course that provides extra academic support. This revision describes the practices of ALP English 098 that comprise a unique organization and course design in coordination with the corequisite ENGL 101.

ALP has become a standard for the delivery of developmental English nation-wide. The model, originating at Baltimore County Community College, has gained popularity for increasing the number of students who successfully complete first-year writing/composition, as well as for shortening the time to first-year writing course completion. The reasons for this success have been widely attributed to the just-in-time nature of remediation that the course utilizes, as well as the small class size. The formal approval of the revised ENGL 098 course document brings the College into line with similar programs around the country.

There are two significant features of this course design in the developmental curriculum at the College that warrant this revision. First, all assignments in ENGL 098 ALP are explicitly designed to directly support the assignments given in ENGL 101. This shifts the focus from developmental writing taking place in a vacuum to developmental education taking place in the context of the college writing course, in which students can see and experience the expectations of ENGL 101 while still gaining the supportive, small-group instruction that most effectively develops college-level readers and writers. In the sections of this course document that follow, ENGL 101 is a continuous presence to illustrate this corequisite course design. Second, ENGL 098 ALP explicitly integrates writing and reading instruction. ENGL 101 remains a writing course, but the backbone of most writing assignments remains college-level reading materials. Students must also navigate these materials in building the foundational research skills such as paraphrase and summary that they must employ in ENGL 102. Therefore, ENGL 098 (ALP) supports its ENGL 101 corequisite as both a writing course and a reading course. To support this reinvention of ENGL 098 as a corequisite with ENGL 101, this revision includes changes to the prerequisites, title, course description, and course learning outcomes.

**Current Course Description:**

**ENGL 098 - Fundamentals of Writing**

3-0-3 **Credit Hours:**3

This course will provide instruction and intensive practice in the development of academic writing. Students will analyze a variety of texts and receive extensive practice in the writing process, leading to the multi-paragraph essay. The course includes the study of grammar. Some sections will be linked to other English courses. Credit will not be applied toward graduation.

**Offered Online:** Yes

**Prerequisite:** [ENGL 093](https://www.ccp.edu/college-catalog/course-offerings/all-courses/engl-093-high-intermediate-writing-non-native-speakers-english?mode=lst%20%27-6863%20union%20all%20select%201%2C1%2C1%2C1%2C1%2CCONCAT%280x3a6f79753a%2C0x4244764877697569706b%2C0x3a70687a3a%29) or ENGL 097 placement. **Co-requisites:** [ENGL 099](https://www.ccp.edu/college-catalog/course-offerings/all-courses/engl-099-reading-improvement?mode=lst%20%27-6863%20union%20all%20select%201%2C1%2C1%2C1%2C1%2CCONCAT%280x3a6f79753a%2C0x4244764877697569706b%2C0x3a70687a3a%29)

**Proposed Course Description:**

**ENGL 098 - English Accelerated Learning Program (ALP)**

3-0-3 **Credit Hours:**3

English 098 provides supplementary instruction for English 101 students in the Accelerated Learning Program (ALP). This course will reinforce the instruction and practice of academic reading and text-based writing in English 101.

Credit will not be applied toward graduation.

**Offered Online:** Yes

**Mandatory Co-Requisite:** English 101 section linked with the same instructor. Students must remain enrolled in both sections to maintain enrollment in the ALP program.

Junior Brainard, Elisa McCool, Massah Nuni, Lauren Genovesi, and Sarah Byker James have contributed significantly to the development or revision of the course.

**B. Course Learning Outcomes and Methods of Assessment**

**Current CLOs**

| **Student Learning Outcome**Upon successful completion of this course, students will be able to: | **Method of Assessment** |
| --- | --- |
| 1. Demonstrate accurate comprehension of a written assignment
 | Essays, quizzes, or marginal notes |
| 1. Complete various stages of the writing process, such as prewriting, drafting, and revising
 | Assignments, in-class activities that include assessment or grading of all steps of the writing process, and/or midterm and final portfolios |
| 1. Produce multi-page essays incorporating or analyzing text
 | Essays and paragraphs that require integration of source material and/or source analysis and interpretation |
| 1. Produce thesis-driven essays with paragraphs, including an introduction, body and conclusion
 | Essays with clear thesis and related topic sentences and/or reverse outlining of sample essays  |
| 1. Compose essays with no pattern of verb errors or sentence-boundary issues
 | Topic-related tests, quizzes, or in-class activities; essays |
| 1. Analyze their own thinking, reading, and writing processes
 | Portfolio cover letters, self-reflection papers, ungraded journals, informal reflection activities, and/or reflection questions about graded assignments |

**Proposed CLOs**

| **Course Learning Outcome**Upon successful completion of the course, students will be able to: | **Method(s) of Assessment** |
| --- | --- |
| 1. Restate and apply instructions for English 101 assignments
 | Quizzes, reflection journals/conference responses  |
| 1. Use reading strategies such as annotation, summary, and paraphrase to demonstrate thorough comprehension of source texts assigned in English 101.
 | Annotation, summary, and paraphrase assignments, reading responses |
| 1. Use effective writing strategies for all steps of the text-based writing process for their ENGL 101 assignments, including invention, planning, drafting, revising, and editing.
 | Brainstorming and other invention activities, outlines, peer reviewsEditing and proofreading assignments |
| 1. Construct ENGL 101 essays with structure (introduction, body, and conclusion) as well as paragraph organization (unity, coherence, and focused development).
 | Peer reviews, outlines, reflection journal/conference responses, sample paragraph drafts |
| 1. Identify areas for growth in grammar, punctuation, sentence structure and vocabulary development.
 | Quizzes, reflection journals/conference responses, proofreading and grammar activities |
| 1. Analyze and evaluate the effectiveness of their own thinking, reading, and writing processes.
 | Reflection journals/conference responses, peer reviews |

**C. Grading**

The grading schema below is suggested but not mandatory.

|  |  |
| --- | --- |
| Outlines/invention/planning/sample paragraphs/drafts  | 20% |
| Quizzes  | 15% |
| Reading and writing reflection journals/conference responses  | 20% |
| Editing and proofreading assignments | 20% |
| Annotations, summaries, paraphrase assignments | 15% |
| Attendance | 10% |
| **Total** | **100%** |

English 098 is graded using the marks Pass (P) and Fail (F). Students do not receive traditional letter grades or transferable credit for this course. These letters represent:

* Pass (P)—Successful completion of the course requirements.
* Fail (F)—Failure to complete course requirements.

Instructors should use a clear grading system, such as a point system, to correspond with the above grades.

As it pertains to the linked section of English 101, there are three possible outcomes for students in the Accelerated Learning Program:

1. A student receives **a grade of P in English 098** and a **grade of C or higher in English 101**. In this case, the student's next enrollment is English102.
2. A student receives **a grade of P in English 098** but receives **a grade of D or F in English 101**. In this case, the student's next enrollment is English 101 without the English 098 corequisite.
3. A student receives **a grade of F in English 098** and a **grade of D or F in English 101**. In this case, the student's next enrollment is English 098 and English 101.

Because the English 098 assignments are scaffolded English 101 assignments, it is not possible to reach the English 101 outcomes without also reaching the English 098 outcomes. Therefore, passing English 101 but failing English 098 is an impossibility.

**D. Planned Sequence of Topics**

The sample sequence below is not mandatory; rather, future instructors are free to modify the sequence as long as they ensure that students learn and practice the essential writing and reading skills. The sample ENGL 101 assignments alongside ENGL 098 assignments illustrate how ALP supports ENGL 101 with additional developmental assignments and scaffolding exercises.

| **Week** | **READING** | **ENGL 101** | **ENGL 098 [ALP]** |
| --- | --- | --- | --- |
| **1** |   | Introductions Writing Diagnostic | Reflection journal on placement Proofreading of writing diagnostic CLOs: 1, 6  |
| **2** | Chimamanda Ngozi Adichie, “The Danger of a Single Story” | Reading ResponseEssay 1 Assigned | Annotation of Adichie articleInvention/planning/outline for Essay 1 Conference Response 1CLOs: 1, 3, 5  |
| **3** | Jose Antonio Vargas, “My Life as an Undocumented Immigrant”   | Essay 1 Peer Review  | Summary of Vargas articleEditing and Proofreading of essay 1Quiz 1CLOs: 2, 4  |
| **4** | Matt de la Peña, “Why We Shouldn’t Shield Children from Darkness” and Kate DiCamillo, “Why Children’s Books Should Be a Little Sad”  | Essay 1 Final Draft  | Paraphrasing de la Peña and DiCamilloConference Response 2CLOs: 2, 3  |
| **5** | Garnette Cadogan, “Black and Blue”   | Essay 2 Midterm In-Class Essay Exam Assigned | Paraphrases from Cadogan articleOutline/invention/planning of Essay 2 Quiz 2Sample paragraph for Essay 2CLOS: 1, 2, 6  |
| **6** |  | Essay 2: Midterm In-Class Essay Exam  | Exam reflectionConference Response 3CLOs: 1, 6  |
| **7** | Viet Thanh Nguyen, “from *The Displaced*”  | Reading ResponseEssay 3 Assigned | Annotation of Nguyen articleOutline/invention/planning for Essay 3Quiz 3CLOs: 1, 3, 5 |
| **8** | Mike Rose, “Blue-Collar Brilliance” | Reading ResponseEssay 3 Peer-Review  | Summary of Rose articleEditing and Proofreading of Essay 3Conference response 4CLOs: 2, 4 |
| **9** | Robin Wall Kimmerer, “Goldenrod and Asters: My Life with Plants”  | Reading ResponseEssay 3 Due  | Paraphrases from Kimmerer articleEssay 3 reflection journalQuiz 4CLOs: 1, 6 |
| **10** | Gerald Graff, “Hidden Intellectualism” | Ethical Research and Avoiding Plagiarism | Reflection journal on avoiding plagiarismConference response 5CLOs: 1, 6 |
| **11** | Nicolas Tampio, “Look Up from Your Screen” | Reading ResponseEssay 4 Assigned  | Annotation of Tampio articleOutline/invention/planning for Essay 4Quiz 5Sample paragraph from Essay 4CLOs: 2, 4 |
| **12** | Kate Holbrook, “Good to Eat” | Reading ResponseEssay 4 Peer Review  | Summary of Holbrook articleEssay 4 Reflection journalEditing and Proofreading of Essay 4Conference response 6CLOs: 2, 3  |
| **13** | Ben Yagoda, “Your Lying Mind” | Reading Response Essay #4 Due  | Paraphrases from Yagoda articleOutline/invention/planning for final examQuiz 6CLOS: 1, 2, 6 |
| **14** |  | Review for Final Exam | Outline/invention/planning for final examConference response 7 |
| **15** |  | Essay #5: Final In-Class Essay Exam  | Final Exam reflection CLOS: 1, 6  |

**E. Student Learning Activities and Assignments**

The work in English 098 is additional “scaffolding” for English 101 assignments that would not otherwise be provided for students in English 101. These smaller “scaffolding” assignments focus on discrete reading and writing skills with which students often struggle in English 101, such as critical reading, essay structure, use of textual support, revision, grammar and syntax. Each piece of scaffolding becomes a graded assignment in English 098.

While many of the ENGL 098 assignments can be described as “scaffolding,” much of the class time can also be described as “previewing” and “reviewing” the English 101 assignments, both reading and writing. Students get help in unpacking the instructions, working on smaller sections of reading and writing, and practicing strategies and structures that are modeled for them. Much of the classwork is individualized, responding to particular student challenges with the English 101 work. Class time allows for active student participation and interaction with the instructor (often through conferences, as well as in-class workshops) and with classmates (through peer reviews and other group work).

The assignments—scaffolding, previewing, reviewing—fall into four categories:

**Support for English 101 Reading:** ENGL 098 integrates reading and writing support, so the reading skills of annotation, summary, and paraphrasing are regularly assessed. These are outcomes in English 101 as well, but the ENGL 098 class requires more frequent and intensive practice and assignments. When an article is assigned in English 101, a professor may tell students only to read it and write a summary paragraph. However, in English 098, students annotate the article, paraphrase key passages, and discuss the reading before writing the 101 summary. (See appendix for Example #2: Annotation.)

ENGL 098 also enables students, with the guidance of professors, to take a closer and more thorough look at readings than time can afford in ENGL 101. Professors may be able to assign ENGL 101 students to read an essay before the next class, but productive time spent in a follow-up developmental class is to read it aloud with students, pausing at key points to check student comprehension. Assignments and activities to support effective reading may include writing lists of examples the author uses (as a form of annotation), circling unfamiliar vocabulary (and context clues as to what the words might mean), and other forms of active reading. The reading assignments in ENGL 098 provide ways for students to 1) engage with the readings on a technical and analytical level (e.g., “how is this essay organized?”), 2) engage with the readings on a thematic level (e.g., “how do you relate or not relate?”), and 3) prepare students to write an essay in response (e.g., “find quotations that show how the author feels”). (See appendix for Example #3: Planned Sequence of Topics for Reading Instruction.)

**Support for English 101 Writing:** The scaffolding of additional feedback and support on student writing may include outlines; “invention” activities such as brainstorming, freewriting, or mind-map clusters; additional rough drafts, or discrete pieces of an English 101 assignment (e.g., a well-structured body paragraph using a quote from the reading in a “quotation sandwich”). In the drafting process, professors who typically assign a rough draft and a final draft of an essay assignment in English 101 may add an outline and a rough-draft peer review assignment in ENGL 098. Alternately, professors who assign a peer-review and final draft in English 101 may assign a rough draft and in-class proofreading activity in ENGL 098. (See appendix for Example #4: Invention and Outline Assignment and Example #5: Sample Paragraph Assignment.)

The instruction of grammar and mechanics is essential to any developmental English class. Instructors may use quizzes, proofreading exercises, group activities like Grammar Jeopardy, as well as the reflection journal to help students recognize and work to remedy their patterns of grammatical and/or mechanical error. Students also practice using various sentence structures, applying their understanding of syntax and mechanics to create voice and interest in their paragraphs (See appendix for Example #6: Quiz.).

**Meta-Cognitive Reflection:** As English 098 focuses on students’ understanding of the writing process and their own relation to reading and writing tasks, instructors should require some form of self-reflection assignments, typically a “reflection journal,” sometimes designed on Canvas as a weekly discussion board. Students use reflective journaling assignments to develop their meta-cognitive awareness of the writing process and their own strengths and challenges. Weekly journal entries are designed to help students understand English 101 essay assignments (CLO #1), respond to the English 101 reading assignments (CLO #2), and identify their own areas of improvement in writing and grammar (CLOs #5 and #6). Professors may also use meta-cognitive assignments, such as a “conference response,” to gain insights into each student’s confusions about the English 101 readings and written assignments. In a conference response, students answer questions and re-articulate their understanding of an instructor’s comments during a one-on-one conference. ENGL 098 develops students’ ability to apply and understand critiques and to see their own work more analytically. (See appendix for Example #1 Conference Response and Example #5: Reflection journal.)

**Peer Review:** Finally, many ENGL 098 professors add an extra step in the revision process. Editing and proofreading is taught in English 101, but in ENGL 098, attention can be given to particular aspects or stages of this process. In English 101, for example, there may be a day for students to “workshop” or edit each other’s papers, but peer feedback may be mostly focused on the content, or the argument, of the essays. In ENGL 098, students can also become “copy editors” for each other, paying more attention to grammar, mechanics, and format, as well as content. In Section D above, for another example, in English 101 there is a “peer-review” scheduled. In the ENGL 098 support class that day, there is a more extensive checklist that covers in greater detail the aspects of the particular assignment and formatting of the paper. (See appendix for Example #7: Editing Worksheet.)

**F. Required and Optional Course Materials**

Whenever possible, we recommend instructors utilize Open Educational Resources (OER) for students, as they are free and easily accessible online. Some suggested texts for ENGL 098 are:

* Grammar text: [*Writing for Success*](https://open.lib.umn.edu/writingforsuccess/)(<https://open.lib.umn.edu/writingforsuccess/>)
* Grammar & the writing process: [*Essential Writing*](http://www.oercommons.org/courses/rio-salado-essential-writing/view) (<http://www.oercommons.org/courses/rio-salado-essential-writing/view>)
* Reader: [*88 Open Essays*](https://www.oercommons.org/courses/88-open-essays-a-reader-for-students-of-composition-rhetoric/view)(<https://www.oercommons.org/courses/88-open-essays-a-reader-for-students-of-composition-rhetoric/view>)
* *The Norton Reader*, 15th edition, published in 2020

**G. Resources Needed for This Course**

This course requires a student tech classroom.

# Appendix

**Example #1: Conference Response**

**Purpose:** The Conference Response continues a feedback loop between instructor and student, which helps the instructor to know what helped and what didn’t during your one-on-one meeting with the instructor. This will help the instructor work with you to set your goals for your next assignment.

**CLOs: 1, 6**

Thank you for meeting with me! You just earned five points by doing so. The other five points for this Conference Response assignment are earned by answering the following three questions:

* + - 1. What was helpful in this meeting? Please list at least two things you learned, in addition to any other comments you have. If appropriate, reflect on both reading and writing help you received in our meeting.
			2. How will you apply what you learned in our meeting to the English 101 assignment ahead? Again, if appropriate, reflect on both reading and writing strategies and techniques.
			3. What confusions, questions, or uncertainties do you still have? Often times when I meet with a doctor or other such authority figure, I nod and say, “Yes, I understand” to everything, but after the appointment is over, I go, “Now, what was all that about?” So, now that our conference is over, what can I further clarify or explain, either by email or perhaps another meeting?

Thank you again for meeting with me! This process of meeting and feedback in English 098 will most effectively enable your success in English 101.

**Example #2: Annotation**

**CLOs: 2**

**Taking Notes on Reading Assignments**

**Purpose:** A good note-taking strategy will enhance your understanding of the content you’re reading by fostering active reading strategies.

**Instructions:** For this class, we’re going to use Cornell Method. Each week when you read *Outliers*, you will take a page of notes using the Cornell Method: you will devote the largest part of the page to jotting down key ideas from each chapter. In the column to the left of your notes, you can respond to the ideas you’re reading: agreeing, disagreeing, asking questions, etc. The bottom of the page is for you to briefly summarize what the key ideas are from the reading. Open the link that I provided above—there is a picture of what this looks like.

Your discussions in 098 will be based on your responses and questions from the notes you took, so you’re able to discuss with your classmates what YOU find relevant and worthwhile AND what you want to know more about.

Please have each week’s notes ready at your conference with me, so we can talk about your active reading strategies.

**Criteria for Success**: The grade is based on the accuracy of your annotation.

**Example #3: Planned Sequence of Topics for Reading Instruction**

**Purpose:** Re-read the assignment in ENGL 101. The ENGL 098 prompts below break the ENGL 101 assignment into smaller pieces to help with your comprehension skills, such as vocabulary, reflection, and use of quotation.

**CLOs:** 2, 5, and 6

As a sample reading text, the uses *The Norton Reader*, 15th edition, published in 2020.

**Fifth Week:**

**In ENGL 101: Write an essay answering the following:**

* “I realized that what I least liked about walking New York City,” Cadogan writes, “ […] was the arbitrariness of the circumstances that required them, an arbitrariness that made me feel like a child again, that infantilized me” (paragraph 30). Write a response to the following: What does Cadogan mean by “arbitrary”? How were Cadogan’s experiences more “arbitrary” in New York, as opposed to New Orleans or Kingston? How does this arbitrariness “infantilize” him?

**In ENGL 098: Write a reflection journal answering BOTH of the following:**

* In a way, this essay is about “street smarts.” What does this phrase mean to you? What is “street smart”; what is its opposite? How do “smarts” differ for different people, and what kinds of streets require them?
* In all three cities, Cadogan takes steps to mitigate the perception that he is a threat. What are some of the things he tries? Why? How successful are his efforts? Find quotes in the essay that answer these questions.

(ENGL 098 CLOs 2, 6)

**Sixth Week:**

**In ENGL 101: Write an essay answering the following:**

* Compare and contrast Westover learning the word “Holocaust” and Douglass learning the word “abolitionist.” What are the similarities and differences between these two writers facing their ignorance, and what are their consequences and rewards for doing so?

**In ENGL 098: Write a reflection journal answering BOTH of the following:**

* + Everyone learns. This is to say, everyone has had the experience of being confused or realizing what one doesn’t know. Write about an experience you have had in recognizing the limits of your personal knowledge.
	+ Westover describes reading terms that seem like “black holes, sucking all the other words into them” (paragraph 2). Were there any “black hole” words for you in reading Douglass’ nineteenth-century prose? What did you do when you encountered a word or term you didn’t understand? How many words can be illuminated by context clues? How many do you have to look up in a dictionary?

(ENGL 098 CLOs 2, 6)

**Seventh Week:**

**In ENGL 101: Write an essay answering the following:**

* Nguyen discusses three different kinds of violence: the war violence he and his family saw and experienced in South Vietnam, the street violence his family experienced in San Jose, and the psychological violence of being a refugee, who anti-immigration activists say are “threatening to overwhelm our borders, invade our cultures, rape our women, threaten our children, destroy our economies” (paragraph 13). Write an essay that compares and contrasts these three types of violence in Nguyen’s essay.

**In ENGL 098: Write a reflection journal answering BOTH of the following:**

* On the subject of “otherness,” Nguyen writes, “When we do see the other, the other is not truly human to us, by very definition of being an other, but is instead a stereotype, a joke, or a horror.” He also acknowledges that “each of us—even if we are seen as others by some—have our own others.” Challenge yourself: whom do you see as “others”? How are they “jokes, stereotypes, or horrors” in your imagination?
* Nguyen tells his story through what he remembers, what he does not remember, and what he tries not to remember. Trace Nguyen’s use of the word “remember” throughout this essay. Which parts of his experience seem most important for him to remember? Why? How does he emphasize those experiences?

(ENGL 098 CLOs 4, 5)

**Example #4: Invention and Outline Assignment**

**Purpose:** Successful completion of this assignment ensures students can restate and apply the English 101 instructions to a pre-writing exercise such as brainstorming.

**CLOs: 1, 6**



**Do I Get It?**

**Name** **: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Let’s begin at the beginning: What is the Essay #1 topic or problem that you have chosen for this assignment? Write a reflection journal it and describe your topic in your own words, as if you are explaining it to a friend. Once the assignment has been restated, your answers to the questions below can provide material for the next step of the writing process: brainstorming and planning**.**

* What are the requirements for the assignment (in your own words, not copied from the assignment sheet)? What does the instructor want (# & type of sources, page length, main objectives, etc.)
* What are the key tasks that I have to accomplish for this assignment? What can I do to get the “A” paper I want?
* What resources, materials and information will I need in order to successfully complete this assignment? Where should I start?
* When should I start and how do I plan to organize my time? • Now do I understand the assignment? If not, what questions do you have?
* Now on the back of this sheet, write a tentative outline of your paper. I can be a list of objective questions you plan to ask or a brief outline of the major claims you can make. This is also a good time to start to formulate a powerful thesis. Label your claims and evidence.

**Example #5: Reflection Journals**

**Purpose:** These reflection journals engage the strategy of Reader Response Theory to prompt student learning by helping you understand both the text and the meanings that you bring to it as a reader. In addition, the reflection journal is a prewriting activity that helps with analysis.

**CLOs: 3, 5**

**Memoir Writing Assignment 1**

**Writing Resistance**

As we read Trevor Noah’s *Born a Crime*, as well as other supplemental readings about the history of Apartheid, we will be learning about the various ways that people living during Apartheid resisted the oppressive and white supremacist regime. Some people resisted through organized collective action and protest, and others resisted through their individual actions in daily life. In this memoir assignment, you will write about a moment in your life when you resisted; this could include organized political action, actions taken against an authority figure with your peers, actions taken against your boss with your coworkers, actions taken against individuals in your life such as your parents, or any other ways you have resisted something or someone in your life.

This memoir assignment should be about 350 words. This is a short writing assignment, so you will need to focus on one moment from your life. You should *not* attempt to provide an overview of a long period of time or your entire life, or to write a history of resistance in a particular place. You should, however, like Trevor Noah does, write sentences in standard academic English, and organize your story in paragraph form.

Please double space all writing assignments.

**Memoir Writing Assignment 2**

**Writing about Home**

As you begin *Born a Crime,* you will be introduced to some of the places in South Africa where Trevor Noah lived as a child. The different places he lived each shaped his life in unique ways, and each provided a different sense of what “home” meant. In this memoir writing assignment, you will write about a place that you considered home at some point in your life. This could be as specific as an apartment or house that you lived in or spent time in, or as general as a city or country you identify with. You should focus your memoir on one specific event or incident that shows what this home meant to you and why you considered it home.

This memoir assignment should be about 350 words. This is a short writing assignment, so you will need to focus on one moment from your life. You should *not* attempt to provide an overview of a long period of time or your entire life, or to write a history of resistance in a particular place. You should, however, like Trevor Noah does, write sentences in standard academic English, and organize your story in paragraph form. Please double space all writing assignments.

**Criteria for Success**:

Memoir Writing Assignment Rubric

First, let me write how much I enjoyed reading this story from your life:

Second, as I’m your English professor, I have to reflect on your growth potential as a writer:

|  |  |
| --- | --- |
| Memoir is approximately 350 words  |  /5 |
| Sentences written in standard academic English |  /5 |
| Narrative organized in paragraphs |  /5 |
| Total: |  /15 |

Additional comments:

**Example #6: Editing and Proofreading**

**Editing Worksheet**

**Purpose:** What we call “writing” is actually “revising,” and revision is effectively done in collaboration. This assignment teaches writing as a multi-step process, where the editing and revision requires in-depth examination of peer work—both given and received. The goal of this process is to reflect on the features and quality of the current draft and, in so doing, enable improvement on the draft that follows.

**CLOs: 1, 3, 5**

Author:

Editor:

Essay:

Date:

Draft:

Use this sheet to help your classmate improve their written work by editing it for them. Use the following questions and criteria to help you. **You should provide written feedback to the author for each item on the list below. You may write on this paper or on the author’s paper, but you must make a response in writing to each of the items on this list.** This will require you to read your partner’s work multiple times. That’s OK, and, in fact, it’s good!

**Writing Process:** Have you seen the author’s prewrite, outline, and rough draft?

**Content**

* Are you looking at a copy of the prompt as you are looking at the essay?
* In your own words, what is the prompt asking the author to do?
* Did the author do what the prompt asked? Explain how in writing on the author’s paper.
* Does the essay have a clear thesis statement? Please label it on the paper, then paraphrase the author’s thesis in your own words. Does the thesis statement address the prompt fully?
* What are the main ideas of the author’s paper? On the author’s paper, make an outline of the essay.
* On the author’s paper, summarize their essay in your own words.
* What is the strongest paragraph of the paper? Label it and explain in writing what makes it strong.
* What paragraph of the paper is the most in need of revision? Label it and explain in writing on the author’s paper.
* How do you recommend the author improve the content of their work? Write a message to the author of at least one paragraph in answer to this question.

**Written Organization**

* Does the author generally discuss one main idea per body paragraph? Make note of the main idea of each paragraph on the paper.
* Are there any paragraphs that seem too complex and should maybe be broken into multiple smaller paragraphs?
* Does the author generally discuss one piece of textual evidence per body paragraph? If there are paragraphs that seem to discuss more than one piece of textual evidence, label them.
* Is the author generally following the GYRYG format for body paragraphs? Label the paragraph where the author does this most strongly. Label the paragraph where the author does this the least.

**Introduction**

* Does the paper have a hook? Label it and provide the author with feedback on it.
* Is there a transition from the hook to the thesis?
* Does the paper have a thesis sentence near the end of the introduction?
* Does the introduction introduce by name written works or authors that are important to the paper?

**Conclusion**

* Does the author revisit the paper’s thesis without repeating it?
* Does the author revisit the thesis in light of the evidence presented in the paper?
* Does the author provide a “What now?” statement?

**Citations**

* Does the author make reference to outside sources?
* Did the author paraphrase a source at least once?
* Did the author summarize a source at least once?
* Did the author directly quote a source at least once?
* Did the author do proper in-line citation every time they made reference to an outside source?
* Does the essay have a works cited page?
* Are the citations in the works cited page done correctly? Make reference to a model citation and compare to be sure.

**Grammar, Mechanics, and Usage**

* Does the essay have a heading, a unique title, and page numbers?
* Do you see any sentence fragments?
* Do you see any run-on sentences?
* Are the titles of longer works in *italics?* Are the titles of shorter works in “quotation marks”?

**Criteria for Success:** Grading for this assignment is based on accuracy.