

INTRODUCTION TO CRITICAL READING, WRITING, AND RESEARCH

ENGL 91000-SEK 6

1 p.m.-4 p.m.

NAC 5/150

Monday to Thursday

24 July through 10 August 2023

Instructor Yolande Brener
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COURSE DESCRIPTION

The purpose of the workshop is to develop your command of the skills that are necessary for success in undergraduate study: reading, writing, reporting, and discussion. During the next three weeks, you will read and respond to scholarly and imaginative works in varied disciplines. You will also brush up on crucial elements of grammar, punctuation, usage, and vocabulary development, as well as on the process of library and online research.

Critical thinking is a skill that is necessary for your academic development in college and/or success in your professional career development. One important framework for critical thinking is a series of questions called “Six Habits of Mind for Critical Reading and Writing.” These habits are the following six questions:

1. What is the subject and point?
2. Who says so?
3. What is the evidence?
4. What is this connected to?
5. So what?
6. What if?

All of these habits of mind will foster your ability to read, write, and discuss more critically and in a more interesting manner.

In college and in life, you will also be expected to articulate your personal response to various forms of expressions. An important framework for forming a personal response that goes beyond personal taste—that is, beyond liking or disliking—is called Notes toward Personal Response.

Each student will take part in two debates in order to address common public speaking problems such as reticence and articulation.

ATTENDANCE

Daily attendance is crucial, mandatory, and recorded. Students are also expected to be punctual (being late twice equals an absence). Only one excused absence (with documentation) will be allowed. Students who miss more than two classes will be dismissed from the program.

PARTICIPATION

1. Discussion: Students will discuss in-class readings in every class.
2. In-class writing and at-home revision: all writing will be posted on Blackboard Discussion Board during smaller breakout sessions in class and some of that writing will be shared in class, either read aloud by the writer or read by others in peer-review sessions. Writers will revise in-class work with a tutor from the PAL Center based on instructor and classmate feedback.
3. Students will create a portfolio of all assignments completed in and out of the workshop.

ASSESSMENT

- a) Students will write a final 500-700-word literacy narrative essay demonstrating critical response, development, structure of response, clear sentences and appropriate word choice, grammar, and mechanics based on revised paragraphs written in collaboration with the instructor, tutor, and classmate feedback. (60)
- b) Students will compile a vocabulary builder journal. (10)
- c) Students will take part in group work and a presentation. (30)

MATERIALS

Course reader, a dictionary, and access to the Internet

WORKSHOP LEARNING OBJECTIVES

Students will enhance their ability to

1. closely analyze texts of various forms: print, video, auditory, and visual
2. synthesize information from multiple texts
3. render clear, cogent ideas
4. respond in writing to assigned readings
5. develop vocabulary structurally and contextually
6. properly attribute sources using MLA
7. verbally present your ideas to an audience

DAILY SCHEDULE

WEEK ONE

Monday, 24 July

1. Introductions
2. Review syllabus
3. Vocabulary builder and Blackboard Discussion Board posts

HOMEWORK: A. Start vocabulary builder. B. Use rhetorical situation sheets to dissect ads. C. Post Discussion Board One before 11:59 pm. B. Read and respond to two Discussion Board One posts from outside your group.

Tuesday, 25 July

1. Share vocabulary words
2. Read Baldwin, incorporate quote
3. Writing summaries

HOMEWORK: A. Post Discussion Board Two before 11:59 pm. B. Read and respond to one Discussion Board One posts from outside your group.

Wednesday, 26 July

1. Discussion of Baldwin and quote
2. Read Alexie
3. Group work: Select an online advertisement (Rhetorical Analysis)

HOMEWORK: Essay 1

Thursday 27 July

1. Presentation of Ad analysis by each group, Talk about creating own ad
2. Daily Journal
3. Quotation Sandwiches
4. In class, write the first body paragraph and over the week, continue to revise and add details.

HOMEWORK: Revise personal essay

WEEK TWO

Monday, 31 July

1. Share journals
2. Read
3. TBC, incorporate quotes and REVISE/EDIT paragraphs.
4. Discussion of

HOMEWORK: Post revised introduction and body paragraph #1 (quotes should be present somewhere in what you have written.)

Tuesday, 1 August

1. Sentence building
 2. Discuss readings and personal essays
 3. Work with groups on own ads and post Group Work Part Two: Advertisement Analysis
- HOMEWORK:** Work on personal essay

Wednesday, 2 August

1. Sentence building
 2. Discuss readings and personal essays
 3. Continue to work with groups on own ads
- HOMEWORK:** Work on personal essay

Thursday, 3 August

One on one Meetings replace class

WEEK THREE

Monday, 7 August

1. Group Peer-review and one-on-one revision
 2. Small groups conferences with instructor
- HOMEWORK:** Work on personal essay

Tuesday, 8 August

1. Constructing conclusions and introductions
 2. Discuss ads
 3. Read TBD
- HOMEWORK:** Work on your personal essay.

Wednesday, 9 August

1. Sentence building
 2. Read TBD
 3. Work with groups on counter ads and post Group Work Part Three: Counter Advertisement Rhetorical Situation
- HOMEWORK:** A. Prepare panel presentations. B. Finish reading

Thursday, 10 August

1. Conferences and counter ad presentation preparations. Panel discussions