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Language and Literacy: Politics of Language

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Freshman Inquiry Writing Seminar (FIQWS), Fall 2018

Language and Literacy: The Politics of Language



course details

Topic Section

Brittany Zayas
Email: bzayas@ccny.cuny.edu
Office: NAC 6/333B
Office Hours: by appointment only
FIQWS 10003, Section HA3
Course#/Code: 65165
Location: NAC 4/121B
Time: M/W 8:00-9:15 am

Writing Section

Laura Rizzo
Email: lrizzo@ccny.cuny.edu
Office: 6/234
Office Hours: M/ W 9:30-10:30
FIQWS 10103, Section HA3
Course#/Code: 65301
Location: Shephard 19
Time: M/W 11:00-12:15pm

course description and trajectory

What roles does literacy play in society? Who has access to literacy and who/what are the gatekeepers of that access? What are the social and political implications behind how literacy education is valued and traditionally approached? What is the relationship between literacy and social differences, such as race and culture, and who is privileged by these differences? How are we—the readers and writers participating in this class—affected by the ways that literacy functions in the U.S.?

These are the kinds of questions that will guide the work we do in this FIQWS class, a two-section, collaboratively taught course that strives as much to engage students in critical thinking and reading about the issue of language and literacy as it does to mentor students in practicing conventions of academic writing. Thus, we can understand this course as drawing on the topic of language and literacy as a vehicle for critically analyzing our own languages and literacies and developing especially our academic and information literacies.

required course texts and materials

- **All readings will be available for free** in print, online, or on Blackboard in PDF form. We will also read a collection of student writing (yours, your peers', and others'). Please bring ALL course documents to class—either in print form (some days only print may be required) or in digital form (document should be saved to device, not accessed in class on Blackboard since the Internet may fail you).
- A notebook for in-class writings.
- City College Blackboard is necessary for this class. There you will find: weekly readings/videos, assignment details, discussion board access, and your grades. If you do not know how to access Blackboard, let us know. We will send out an email to the class to let you know how to access Blackboard and your CCNY emails.
 - **Please Note: You must use your CCNY email address in Bb (log in to the CCNY Portal, click Blackboard, then Update Email in the Tools menu). If you add a non-CCNY domain email address in this window, you will not receive important course announcements.**
- All students will create WordPress accounts for this class for the final project—a digital portfolio that will demonstrate your classwork and learning. WordPress workshops will be held throughout the semester (see calendar below)

course outcomes

This FIQWS **topic** section satisfies the “World Cultures and Global Issues” category of Pathways. Students will:

1. Identify and apply the fundamental concepts of the field of language and literacy studies.
2. Recognize the role of language attitudes and standards in empowering, oppressing, and hierarchizing languages and their users, and be open to communicating across different languages and cultures.
3. Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, ability, or other forms of social differentiation play in world cultures or societies.
4. Gather, interpret, assess, and critically evaluate information and arguments from a variety of sources and points of view.
5. Analyze cultural, linguistic, and global cultural diversity, and describe an event or process from more than one point of view.
6. Produce well-reasoned written or oral arguments using evidence to support conclusions.

This FIQWS **writing** section satisfies the English composition requirement. Students will:

1. Explore and analyze in their own and other's writing a variety of genres and rhetorical situations.
2. Develop strategies for reading, drafting, revising, and editing.
3. Practice systematic application of citation conventions.
4. Recognize and practice key rhetorical terms and strategies when engaged in writing situations.
5. Develop and engage in the collaborative and social aspects of writing processes.
6. Understand and use print and digital technologies to address a range of audiences.
7. Locate research sources (including academic journal articles, magazine and newspaper articles) in the library's databases or archives an on the Internet and evaluate them for credibility, accuracy, and bias.

grade breakdown*

The assignments below must be completed in order to pass both courses. These assignments will be assessed by both instructors and assigned a single grade and will make up 80% of both final grades. The remaining 20% of your course grade will be based on homework, participation, and classwork and will be assessed separately by your instructors and will separately impact the two respective courses.

Phase	Assignment	Word Count	First Draft Due	Final Draft Due
1	Literacy Narrative	2-3 pages	Mon. 9/17	Mon. 9/24
2	Exploratory Essay	5-6 pages	Wed. 10/24	Wed. 10/31
3	Critical Researched Analysis Essay	5-7 pages	Mon. 11/19	Mon. 11/26
4	Multimodal Argument/ Translation & Presentation	Varies	N/A	Mon. 12/3, Wed. 12/5, & Mon. 12/10
4	Digital Portfolio and Self-Assessment Essay	Varies 3-4 pages	Wed. 12/12	Sun. 12/16

Late Policy on Major Assignments: Due dates exist for multiple reasons. Barring emergency or unforeseen circumstances, these dates are set for all students. If there is a schedule conflict you know of in advance, we can work out an earlier date for submission. In regards to extenuating circumstances, extensions will be considered on a case-by-case basis and may be denied or only granted with a grade penalty applied. **Late submissions with no previous plea will be marked one half-grade off for every day past the due date, and may count against your final grade for a revised resubmission.**

Revision Policy: The Literacy Narrative, Exploratory Essay, and Critical Researched Analysis can be revised if you receive a grade you are not satisfied with. A grade of A- or above **will not** be accepted for revision. It is **strongly recommended** that a grade of C- or below be revised and resubmitted. If you want to revise, please submit a request to revise in email format to Ms. Rizzo and Ms. Zayas, and you will be required to review that revision with our Course Tutor, Brian, before it is resubmitted to your instructors. Particulars of revision due date and format will be discussed on a case-by-case basis.

Computer Use and Assignment Format: Most assignments for this class must be word-processed, using Microsoft Word, OpenOffice, or Google Docs. **Please save all documents as .rtf or .doc. or docx. files. No links or PDFs permitted. All assignments must be submitted to Blackboard (see details below).** Use Times New Roman font, size 12, and double-space all work. Include one-inch margins and follow the page layout described by MLA formatting guidelines (the top of page 1 should include: your name, instructor names, course name, date submitted. Most major assignments should also

have a title (be creative, but within reason!). Computers, as you know, are susceptible to crashing and freezing. **Problems with computers/printers/internet are not excuses for late work.** Save your work frequently, back up your files (in multiple places!), don't wait until the last minute to print, and plan your projects with extra time allowed for inevitable glitches.

Blackboard & Email: Our course will be loaded on Blackboard (BB), CCNY's online teaching support system. You're expected to be able to regularly locate, download, and link to a range of course materials. Assignments will sometimes be handed in during class (as a printed hard copy) but will mostly be submitted on BB using the "Submit Assignments" function. We will also contact you regularly via the BB student email listserv, so check your CCNY email daily.

BB Discussion Board (Topic class ONLY)

These shorter assignments not only count for a portion of your final grade, but are also exercises to build your skills of communication. As your classmates will be responding to them, your meaning ought to be clear. There are 11 Discussion Board days; you are required to do only 10--choose wisely!

The posts are due by the Saturday before at 11:59 pm, as most BB Discussion Board days fall on a Monday.*

Structure for posts:

- Brief summary of that day's reading (if more than one reading, you can choose ONE)
- Thoughts/comparisons
- Question for discussion

You will then be responding to 2 of your classmates' posts (please try to make sure all posts have comments, please do not comment on posts that already have 2 comments). **These comments are due by 11:59 pm of the day BEFORE we will discuss these in class.**

Structure for comments:

- Response to question
- Related thoughts you had

These are not essays, so please do feel free to use less formal language (within reason) to get your meaning across.

*Due to some days where the Monday class falls on a holiday, some BB Discussion Posts will be due on the prior Monday at 11:59 pm, as we will be discussing those on a Wednesday. See calendar for specifics.

Please Note:

*These assignments **cannot be revised** and any **failure to post them on time will impact your grade.***

Introduction (final 9/5)

A brief introduction letter to your instructors introducing your background as a student and relevant experiences outside of class.

Literacy Narrative (draft 9/17. final 9/24):

A personal essay on your own formative experiences with reading and/or writing. Reading this will be helpful to us as your teacher, but more importantly, it will be useful to you as a student, reader, and writer to explore your own memories and ways of learning.

Exploratory Essay (draft 10/24, final 10/31):

An informative essay on a topic of your choice within our course theme. This will be an exercise in minimal research and objectivity in writing. Too often we let our biases dictate our responses. While

we are all entitled to our biases and opinions, it is essential to be able to understand information and report on our findings without being caught up in our own emotions.

Researched Critical Analysis (draft 11/19, final 11/26):

A researched study of a topic of your choice, maybe expanding on the exploratory essay topic, using multiple sources and making an intelligent argument. Your bias has a place here--but in terms of your active and thoughtful analysis of your material and presentation of a well-considered claim, not in an emotionally-driven rant (keep that to your Facebook).

Multimodal Arguments/Translation & Presentations (12/3, 12/5, & 12/10):

You are going to reinterpret your critical researched analysis into other mediums and present your topic and multimodal translation orally in class. Presentations will be no longer than 5-6 minutes. More detail on these will be given separately later in the semester.

Digital Portfolio & Reflection Essay (draft 12/12, final 12/16):

A sum of your classwork, including final revisions. This will include a final reflection essay in which you will discuss your growth as a writer and to what extent you achieved the course learning outcomes.

Complete handouts detailing these assignments will be given to you in advance and discussed in class. If you have any pertinent questions before then, please feel free to ask me.

Grades Scored Between	Will Equal
97 % and 100 %	A+
94 % and Less Than 97%	A
90 % and Less Than 94%	A-
87 % and Less Than 90%	B+
84 % and Less Than 87%	B
80 % and Less Than 84%	B-
77 % and Less Than 80%	C+
74 % and Less Than 77%	C
70 % and Less Than 74%	C-
67 % and Less Than 70%	D+
64 % and Less Than 67%	D
60 % and Less Than 64%	D-
0 % and Less Than 60%	F

course policies, procedures, and pertinent information

Classwork (20% of T / 20% of W, assessed separately): Classwork (all homework and in-class activities) are the only assignments that will be assessed separately by your instructors. Classwork is important and will have an impact on your development and success as academic writers. You will devote time, thought, and energy to a variety of informal and formal reading and writing practices. During the course you might be asked to annotate readings, keep a record of ideas, jot down observations, complete in-class assignments, take notes on class discussions, collaborate with your classmates, and engage in a variety of research, drafting, and revision assignments. Your instructors will review classwork on a regular basis. These will be graded on a pass/fail system but separately by your respective instructors. **You will get a zero for coursework you do not complete or that you do not submit on time.** If there are extenuating circumstances (e.g., medical or other emergencies), please contact us so that we can arrange a time to talk about missed work.

Attendance: Missing class and/or arriving late will affect your learning, your classmates' learning, and certainly can affect your grade. If you must miss a class, you are responsible for submitting **on time** (in person, on BB, or by email) any work assigned. You are also responsible for asking your classmates about any changes made to the syllabus, calendar, and assignments. If you miss more than four class periods, you are at risk for failing the course, and your instructor(s) will contact you about proceeding.

Participation: Both FIQWS sections are courses in literacy learning, and literacy is learned most effectively when immersed in communities who are supportive and who share goals, interact, and collaborate; therefore, it is essential (and mandatory) that you attend class and participate. This is not a lecture course. You are expected to have read the assigned readings so as to be able to complete writing prompts and take part in discussion each class session. Classtime is not a time to catch up on other reading—for other classes or personal. If you are physically present, you ought to be mentally present as well. While we understand that everyone has different approaches to participation, we expect all students to arrive to class promptly so that we can begin on time, be prepared with (their own copies of) all readings/texts under investigation, and to engage using various communication skills (oral and written). We also ask you to avoid stepping outside during class (but, of course, consult with us if you absolutely need to).

Feedback, Grading, and Use of Student Writing: You will be asked to regularly share your writing with a peer, the class, or with your instructors during classroom activities or for homework. You will also receive many different kinds of feedback during this course. Some will come from fellow students and some will come from your instructors. Both are important; they tell you in various ways how your readers are responding to your writing. This feedback will also help you learn how to assess your own work. You are expected to put in serious effort to advancing your academic literacies, and you will (mostly) be assessed based on how effectively you have accomplished the various and different goals set out for each of our major assignments. Finally, you will also meet with one or both of your instructors to discuss your progress, and you may be asked, encouraged, or required to seek additional feedback from tutors at the Writing Center.

Grammar: Students are expected to take an active role in developing their English language usage, grammar, and mechanics. We recognize that students come from different educational, linguistic, and cultural backgrounds and that it takes a lifetime to fully develop language and grammar, especially if English is a student's additional (and not first) language. As your instructors, we are committed to

adopting teaching approaches deemed most effective by the fields of TESOL and Composition and Rhetoric: We will provide ongoing feedback on your writing to highlight language issues on which you need to work, and we will refrain from penalizing you for your language.

Contacting Your Instructors: We encourage you to contact us and visit during our office hours or talk to us about arranging an appointment. We expect you to accept a responsible role as a communicator in this class and to keep us informed about your work, your progress, your questions, and your problems. Please do not hesitate to meet with us to talk about your work several times during the semester, preferably BEFORE your grade is the central concern. Do not hesitate to email us to ask questions or send me important reminders.

In-class Expectations: Most importantly, be courteous, polite, and considerate to all members of the class at all times. We will have different identities and perspectives present in class, so our comments should be shared and responded to respectfully. We will represent diverse cultural and linguistic backgrounds and must all commit to honoring and respecting each other's differences. As your instructors, we are also committed to this. Taking notes on a laptop/tablet is permissible (though you will need paper for any in-class writing). Having phones or other devices out at any time is not acceptable. If you must take a call, text, or email due to personal reasons, please let us know beforehand. Consistent non-class-related usage will impact your participation grade and may be counted as an absence.

Food & Drink: Snacks and drinks are acceptable in class as long as no one around you will be disturbed by noise, smell, or clutter, and as long as it will not affect your own focus on the class. Please respect our shared space. If getting food/drinks prior to class time affects your ability to be on time, we will have a private discussion about it.

Academic Integrity: <https://www.ccnycuny.edu/about/integrity>

All writing must be your original work. When researching, you will utilize sources, but quotes should not take up more than 10-15% of any essay, and paraphrasing must also be done with crediting of the source. If there is reason to believe that you are plagiarizing, we will have a discussion. Continued plagiarism can lead to failing grades and eventual expulsion, as it negates the purpose of your education and disrespects the university itself.

Special Needs & Accommodations:

I have listed support services below, and you may review all that CCNY has to offer at this link: <https://www.ccnycuny.edu/health-wellness>. If you believe you need accommodations for a disability, please reach out to CCNY's AccessAbility Center (info below). The approval process may take a while; I suggest you settle that as soon as you can. CCNY and I as your instructor are 100% committed to your success and to supporting Section 504 of the Rehabilitation Act of 1973. Nobody will be penalized for a disability. If you find that your disability may impede you from completing any requirements of this course, please do talk to me, and we can address your situation and connect you with people who can help you.

student support services

Course Tutor

The course tutor, Brian Padilla, is here to help you throughout the semester. He is an invaluable resource. Brian will provide you, both in and out of class, individually or as a whole, assistance on a

number of important skills including, though not limited to, more effective note taking strategies, approaches that foster active and engaged reading practices, exam preparation, as well as support with written assignments.

email: bmpadilla1@gmail.com

Gateway Advising Center, NAC 1/220

Phone: 212-650-6115; email: gac@ccny.cuny.edu

<http://www.ccny.cuny.edu/gateway/>

Students without a declared major can receive academic advising, especially if you have questions about your course of study, core requirements, etc. Take advantage of this office to help you plan for next semester and next year, so you know you’re enrolling in the courses you should be taking.

City College Writing Center, NAC 3

Phone: 212-650-8104; email: writingcenter@ccny.cuny.edu

<https://www.ccny.cuny.edu/writing/>

The City College Writing Center offers one-on-one assistance for students working on writing assignments and projects from any discipline. Visit whenever you need someone to listen to your ideas, discuss your topics or assignments, and read your drafts. Writing consultants will work with you on planning, drafting, and revising — all of the important steps in your writing process.

AccessAbility Center Tutoring Services, NAC 1/218

Phone: 212-650-5913; email: disabilityservices@ccny.cuny.edu

<http://www.ccny.cuny.edu/accessibility/>

Provides one-on-one tutoring and workshops to all registered students with learning or physical disabilities. If you have a disability, please register with this department ASAP to get the assistance you require.

SEEK Peer Academic Learning Center, NAC 4/224

Phone: 212-650-5786; email: seekpals@ccny.cuny.edu

Offers counseling and peer tutoring for students in need of academic and financial support who have registered for the SEEK Program.

Counseling Center at CCNY, Marshak Science Building J-15

Phone: 212-650-8222; email: counseling@ccny.cuny.edu

Free and confidential counseling services for students struggling with mental health issues of varying kinds. We implore you to never be ashamed of seeking help--admitting you need help is a hard concession to make.

Week	Date	Assignments & HW Due	Topics to Be Discussed
Phase 1: The Power of Language & Language Access			
	M 8/27	Introductions Review syllabus Read: Gaiman, “Credo” (handout)	Intro to Class Policies & Expectations

1	M 8/27	Introductions & Review Syllabus	Introductions & Review Syllabus Explain Introduction Letter
	W 8/29	Read: Carey, “How We Learn” (BB) Do: Gardner’s Multiple Intelligences Quiz (handout)	How Do We Learn?
	W 8/29	Begin Introduction Letter Complete Google Forms Questionnaire Read: <ul style="list-style-type: none"> ● “Writing About Yourself: The Memoir” from <i>On Writing Well</i> By William Zinsser ● “Ronny’s Book” By Judith A. Chance ● “A Writer’s Journey” By Ernest J. Gaines 	Launching Literacy Narrative Unit Brainstorming: People & Places that Influence Our Literacy Development Writing Responses to Readings
2	M 9/3	NO CLASS	
	M 9/3	NO CLASS	
	W 9/5	<i>Mon. schedule</i> Read: “Edward Sapir on Differences in Language and Culture” (link on BB) “Crystal on Language Death” (link on BB) Write: Discussion Board Post (BB) <ul style="list-style-type: none"> ● <i>Post due Monday, Sept. 3 @ 11:59 pm</i> ● <i>Comments on 2 classmates’ posts due Tuesday, Sept. 4 @ 11:59 pm</i> 	How Do We Communicate?
W 9/5	<i>Mon. schedule</i> Intro Letter Due Read: <ul style="list-style-type: none"> ● “Para Teresa” By Inés Hernández-Ávila 	Brainstorming Literacy Narratives: Different Language & Literacy Communities Literacy Narrative Endings	

		<ul style="list-style-type: none"> • “Discovering Freedom in Writing” • “Ordinary to Extraordinary” • “The Puzzled Mind” 	<p>“Me Talk Pretty One Day” By David Sedaris</p> <p>Planning Literacy Narrative</p>
3	M 9/10	NO CLASS	
	M 9/10	NO CLASS	
	W 9/12	<p>Read: Malcolm X, “Coming to an Awareness of Language” (BB) Benesch, “Words as Weapons” (BB)</p> <p>Write: Discussion Board Post (BB)</p> <ul style="list-style-type: none"> • <i>Post due Monday, Sept. 10 @ 11:59 pm</i> • <i>Comments on 2 classmates’ posts due Tuesday, Sept. 11 @ 11:59 pm</i> 	The Power of Language
	W 9/12	<p>Read:</p> <ul style="list-style-type: none"> • “Mother Tongue” By Amy Tan • “New Girl” By Nicole Keeter <p>Blackboard Post Responding to Language & Literacy Community Narratives</p>	Use of Time & Action in Literacy Narratives
4	M 9/17	<p>Read: MacNeil, “English Belongs to Everybody” (BB) Young, “Should Writers Use They Own English?” (BB)</p>	Who Owns the English Language?
	M 9/17	<p>Respond to one of your classmates’ Blackboard posts before class</p> <p>First Draft of Literacy Narrative Due</p>	<p>Discuss “Shitty First Drafts” By Anne Lamott (Handout in class)</p> <p>Literacy Narrative Peer Review</p>
	W 9/19	NO CLASS	

	W 9/19	NO CLASS	
5	M 9/24	<p>Read: Anthony, “The Horse, the Wheel, and Language” (BB)</p> <p>Write: Discussion Board Post (BB)</p> <ul style="list-style-type: none"> • <i>Post due Saturday, Sept. 22 @ 11:59 pm</i> • <i>Comments on 2 classmates’ posts due Sunday, Sept. 23 @ 11:59 pm</i> 	The Beginnings of Language
	M 9/24	<p>Final Draft of Literacy Narrative & Reflection Due</p> <p>Class held in Tech Center Room: TBD</p>	Digital Portfolio Workshop
	W 9/26	Library Services & Research Basics	Meet in Library: Room STC3
	W 9/26	Read: Readings on Reading Rhetorically TBA	<p>Reading Rhetorically</p> <p>How to Read a Textbook</p>
<p>Phase 2: Intro to Sociolinguistics & the Politics of Language</p>			
6	M 10/1	<p>Read: Hugo, “On the Printing Press and Book Production” (BB)</p> <p>Watch (in class): McWhorter, “Txting is killing language. JK!!!” (YouTube)</p> <p>Write: Discussion Board Post (BB)</p> <ul style="list-style-type: none"> • <i>Post due Saturday, Sept. 29 @ 11:59 pm</i> • <i>Comments on 2 classmates’ posts due Sunday, Sept. 30 @ 11:59 pm</i> 	<p>Changing Communication</p> <p>*video will be viewed in class*</p>
	M 10/1	Read: “Questioning the Author” from <i>Writing from Sources</i>	Launching Exploratory Essay Unit

		<p>“Annotated Bibliographies” <i>Norton Field Guide to Writing</i></p>	<p>Narrowing Your Topic MLA Citation</p>
	W 10/3	<p>Digital Portfolio workshop</p>	<p>Tech Center Room TBA</p>
	W 10/3	<p>Exploratory Essay Proposal Due *Use one course text and two other sources in your proposal</p>	<p>Discuss Exploratory Essay Proposals</p>
7	M 10/8	<p>NO CLASS</p>	
	M 10/8	<p>NO CLASS</p>	
	W 10/10	<p>Read: Curzan & Adams, “A Language Like English” (BB)</p>	<p>The English Language Makes No Sense Because...</p>
	W 10/10	<p>Read: “Her Point Is” From <i>They Say, I Say</i></p> <p>Do: Complete source analysis sheet for at least one source.</p>	<p>Summarizing & Paraphrasing</p>
8	M 10/15	<p>Read: Lippi-Green, <i>English with an Accent</i> (excerpt: Ch. 3: The Myth of Non-Accent) (BB)</p> <p>Write: Discussion Board Post (BB)</p> <ul style="list-style-type: none"> ● <i>Post due Saturday, Oct. 13 @ 11:59 pm</i> ● <i>Comments on 2 classmates’ posts due Sunday, Oct. 14 @ 11:59 pm</i> 	<p>The Myth of Non-Accent</p>
	M 10/15	<p>Library Basics & Web Searching</p> <p>Readings on evaluating sources TBA.</p>	<p>Tech Center Room STC3</p>
	W 10/17	<p>CLASS CANCELED for Midterm Progress Reports -- <i>meet in classroom for scheduled meetings (time slots TBA)</i></p>	<p>Midterm Progress Reports</p>
	W 10/17	<p>Annotated Bibliography Due</p> <p>Blackboard Post: Summarize and respond to a text you might cite in your exploratory essay. (This can be an adaptation of an entry from</p>	<p>Midterm Progress Reports Outlining & Notetaking</p>

		your annotated bibliography.) Read: “Making a Thesis Evolve”	
9	M 10/22	Read: “Hitler on Language” (BB) Cross, “Propaganda: How Not to Be Bamboozled” (BB) Write: Discussion Board Post (BB) <ul style="list-style-type: none"> • <i>Post due Saturday, Oct. 20 @ 11:59 pm</i> • <i>Comments on 2 classmates’ posts due Sunday, Oct. 21 @ 11:59 pm</i> 	Language Manipulation
	M 10/22	Blackboard Post: Respond to a classmate’s post on Blackboard, describing a connection you see between the text they wrote about and another text we either read in the course or you have found in your personal research. Do: Complete source analysis sheet for at least one source.	Share Sources with Classmates In-class Writing: Write a letter to two authors you are thinking of citing introducing them and suggesting they get together for a cup of coffee and chat. Stress Management Guest Speaker
	W 10/24	Read: “Kress on Writing and Image Cultures” (link on BB) “Gee on What Video Games Have to Teach Us About Learning and Literacy” (link on BB)	Visual Communication
	W 10/24	Exploratory Essay First Draft Due	Peer Review Workshop
	M 10/29	Read: Keller, “The Day Language Came into My Life” (BB) Walker, “Losing the Language of Silence” (BB) Write: Discussion Board Post (BB) <ul style="list-style-type: none"> • <i>Post due Saturday, Oct. 27 @ 11:59</i> 	Alternative Language

10		<p><i>pm</i></p> <ul style="list-style-type: none"> • <i>Comments on 2 classmates' posts due Sunday, Oct. 28 @ 11:59 pm</i> 	
	M 10/29	<p>Do: Complete source analysis sheet for at least one source.</p>	Synthesizing Sources
	W 10/31	<p>Read: Gay, "The Careless Language of Sexual Violence"</p>	The Sociopolitical Effects of our Language Use: Abuse & Violence
	W 10/31	<p>Exploratory Essay Final Draft and Reflection Due</p> <p>Class Held in Tech Center Room: TBD</p>	Digital Portfolio Workshop
<p>Phase 3: What Do We Do About This Inequality?</p>			
11	M 11/5	<p>Read: Clare, "Freaks and Queers" (BB) Brown, "Autistic Hoya: Ableism/Language"</p> <p>Write: Discussion Board Post (BB)</p> <ul style="list-style-type: none"> • <i>Post due Saturday, Nov. 3 @ 11:59 pm</i> • <i>Comments on 2 classmates' posts due Sunday, Nov. 4 @ 11:59 pm</i> 	The Sociopolitical Effects of our Language Use: Ability
	M 11/5	<p>NO CLASS- Individual Writing Conferences *bring Critical Researched Analysis Proposal*</p>	
	W 11/7	<p>Read: "Kalantzis and Cope on New Media Literacies" (link on BB)</p>	Multimodal Communication
	W 11/7	<p>NO CLASS- Individual Writing Conferences *bring Critical Researched Analysis Proposal*</p>	
	M 11/12	<p>Read: Lorde, "The Transformation of Silence Into Language & Action" (BB)</p>	The Power of Silence

		<p>Write: Discussion Board Post (BB)</p> <ul style="list-style-type: none"> • <i>Post due Saturday, Nov. 10 @ 11:59 pm</i> • <i>Comments on 2 classmates' posts due Sunday, Nov. 11 @ 11:59 pm</i> 	
12	M 11/12	<p>Read: Readings from <i>Opposing Viewpoints in Context</i> on bilingual education, standard language ideology, and ableism</p>	Balancing Different Views in Argument
	W 11/14	<p>Read: Rodriguez, “Public Language, Private Language” (BB)</p>	Multilingualism
	W 11/14	<p>Write: Work on Critical Researched Analysis draft</p>	Guest Speakers on Multimodal Composing
13	M 11/19	<p>Read: Martinez, “Academia Love Me Back” (link on BB)</p> <p>Write: Discussion Board Post (BB)</p> <ul style="list-style-type: none"> • <i>Post due Saturday, Nov. 17 @ 11:59 pm</i> • <i>Comments on 2 classmates' posts due Sunday, Nov. 18 @ 11:59 pm</i> 	Whose Language Is It Anyway?
	M 11/19	<p>Critical Researched Analysis First Draft Due</p>	Peer Review Workshop
	W 11/21	<p>Read: Nunberg, “Everyone Uses Singular ‘They’, Whether They Realize It or Not” (link on BB)</p>	Gendered Language
	W 11/21	<p>Read: “So What? Who Cares?” From <i>They Say, I Say</i></p> <p>Blackboard Post: Reflect on what you learned from the guest speakers. What other medium do you think you want to use to express your claim besides the researched analysis paper? Why?</p>	Analysis Workshop
	M 11/26	<p>Bring Your Own Source! In groups, students will lead discussion about</p>	Student-Led Discussion Day Pt. 1

14		how language usage affects a certain grouping of people of their own choosing.	
	M 11/26	Final Draft of Critical Researched Analysis Essay and Reflection Due Class to be held in Tech Center Room: TBD	Work on Digital Portfolio
	W 11/28	Bring Your Own Source! In groups, students will lead discussion about how language usage affects a certain grouping of people of their own choosing.	Student-Led Discussion Day Pt. 2
	W 11/28	Read: “Responding with Multimedia” from <i>The Harbrace Guide to Writing</i>	Multimedia Writing Strategies
Phase 4: The Future of Communication			
15	M 12/3	Read: Hicks, “Dignity” Write: Discussion Board Post (BB) <ul style="list-style-type: none"> ● <i>Post due Saturday, Dec. 1 @ 11:59 pm</i> ● <i>Comments on 2 classmates’ posts due Sunday, Dec. 2 @ 11:59 pm</i> 	Considering Our Own Language
	M 12/3	Presentations	
	W 12/5	Read: TBD	Final Thoughts
	W 12/5	Presentations	
16	M 12/10	Digital Portfolio workshop	Tech Center Room TBA
	M 12/10	Presentations	
	W 12/12	Digital Portfolio workshop	Tech Center Room TBA
	W 12/12	Reflection Paper First Draft Due	Peer Review Workshop
*	Sun. 12/16	Digital Portfolio & Self-Assessment Due by 11:59 pm	

- **IT Service Desk** (where you can get your CCNY username, set up your email and password, and get access to CUNY Portal, CUNYFirst, and Blackboard): Go in person ASAP to NAC 1/301.
- **The City College of New York** website: <http://www.ccny.cuny.edu/>
- **CUNYFirst**: https://home.cunyfirst.cuny.edu/oam/Portal_Login1.html
- **Blackboard** (sign up):
<http://www.ccny.cuny.edu/registrar/cuny-portal-and-blackboard-info-page.cfm>
- **Blackboard** (access) / **CUNY Portal**: Once signed up with an email/username and password, go to the CUNY Portal Log-in (https://cunyportal.cuny.edu/cpr/authenticate/portal_login.jsp). Then, enter your username and password. You'll see "Blackboard" in the left menu. Upon clicking on it, you'll see a list of your classes in the right menu. Click on our class. Access readings and documents or submit assignments by clicking on the menu options on the left side.
- **Computer Labs** (including those with printers) at CCNY:
<http://www.ccny.cuny.edu/it/hours.cfm>
- **CCNY Library**: <http://ccny.cuny.edu/library>. CCNY has several libraries that you can use: **Cohen Library** in the NAC building (enter from 2nd floor rotunda) the **Science and Engineering Library** in Marshak Science Building (Room J29), the **Music Library** in Shepard Hall (Room 160), the **Architecture Library** in the Spitzer School of Architecture, the **Dominican Library** (NAC 2/202). Go to the CCNY Library Home Page and click on the drop-down menu "Divisions" to find a list of all CCNY libraries with locations and hours of operation.
- **CCNY Writing Center**: <http://www.ccny.cuny.edu/writing/>
- **CCNY Bookstore**: <http://www.ccnybooks.com>
- **Purdue Online Writing Lab** (a great writing resource!): <http://owl.english.purdue.edu>
- **Microsoft Word** (free access for CCNY students):
<https://citymail.ccny.cuny.edu/pdf/About-Office-365.pdf>
- **The New York Times** (free access for CCNY students):
<https://myaccount.nytimes.com/verification/edupass>