

Sample Syllabus Sequencing Developmental and Comp Courses

SW = short writing discussion = the class as a whole discusses something group activity = the class is divided into smaller groups that work on something EX = exercise

	Credit-Level Comp	Developmental ALP
		(The developmental ALP class always starts with a discussion of any questions left over from comp. In some cases this discussion may completely supplant the planned activities.)
week 1 day 1	discussion: intro to course discussion: what makes good writing good discussion: intro to SW1 (tell me one interesting thing about the kind of person you are), due before next class	ice breaker: getting to know each other discussion: how to get started on a writing project SWIC: SWA will ask students to make a list or reasons that explain why, at this stage of their lives, they are in a developmental writing course
week 1 day 2	group activity: discussing theses from SW1; goal is for class to inductively arrive at an understanding of the concepts of thesis and unity	discussion: we talk about the reasons students gave for why they are in development writing group activity: discussing a bar chart that shows the relationship of family income and chances of being placed in dev ed; students will learn to read a bar chart and to think about explanations for the information it presents group activity: critiquing an example or two of SW1 by ALP students from the point of view of thesis and unity
week 2 day 1	group activity: discussion of all the thesis from SW1 to determine what made some more interesting than others; the goal will be for students to realize that really thinking about a topic produces much better writing.	SW: SWB, in class, will ask students to write about someone they know who worked hard and, as a result, got ahead.
week 2 day 2	group activity: who should get reserved parking places. An exercise that encourages deeper thinking.	discussion: we will look at examples of their SWBs and discuss what people thought the phrases "work hard" and "get ahead" really mean. group activity: when is it okay to lie. Another exercise illustrating what it means to think more deeply about a topic and not to simply write the first thing that occurs to you.

	Credit-Level Comp	Developmental ALP
week 3 day 1	group activity: students will examine a series of photos of the contents of the pockets of a man found unconscious on the sidewalk of downtown Baltimore. Goal is for students to inductively arrive at an understanding of the difference between assertions and evidence. SW: SW2, written in class, will ask students to describe the cafeteria.	SW: SWC, written at home, will ask students to write about someone they know who worked hard and, nevertheless, did not get ahead.
week 3 day2	group activity: using concrete and specific language; the strawberry activity; group revisions to selected papers from SW 2.	discussion: we will look at several examples of SWC and discuss their strengths and weaknesses discussion: class work on previewing and predicting <i>The Immortal Life of Henrietta Lacks</i> . Also, a discussion of voice in <i>Henrietta Lacks</i> ; who's speaking at various points?
week 4 day 1	group activity: discuss the first 48 pages of Henrietta Lacks and come up with a one-sentence summary of what the first fifty pages says about Johns Hopkins Hospital. Make a list of evidence from the text to support this sentence. discussion: we will discuss the first major paper assignment for the course, Paper 1, which asks students to discuss this statement: "It has often been said that, in America, if you work hard, you'll get ahead."	SW: SWD, written in class, will ask students to write a summary of a six-page selection from <i>Henrietta Lacks</i> . We'll then talk about these as a group comparing the differences among them.
week 4 day 2	discussion: class discussion of the idea of meaning in a text; where does it reside? View and discuss the Clint Eastwood Super Bowl commercial. group activity: discuss dealing with difficulty in reading. each group will make a list of strategies they use when they encounter difficulty understanding a passage.	discussion: Plan B. a discussion of dealing with stress in the students' lives. discussion: exchange ideas about Paper 1 from 101.
week 5 day 1	group activity: speed dating discussion of pp 49-109 in Henrietta Lacks. Paper 1 due	group activity: each group will locate three sentences in <i>Henrietta Lacks</i> that they found to be particularly moving, beautiful, or powerful. After listing these sentences on the board, we'll discuss why we selected them. discussion: intro to SWE, which requires them to research one of the financial literacy topics and which will be done at home

	Credit-Level Comp	Developmental ALP
week 5 day 2	discussion: how to write a summary SW: summary of pages 28-30 of Henrietta Lacks	discussion: defining sentences and independent clauses. group activity: working with a text to identify sentences and independent clauses discussion: talking about students' long-range educational and career plans discussion: work with samples from SWD to discuss their strengths and weaknesses as summaries.
week 6 day 1	group activity: group discussion of questions on Henrietta Lacks, pages 109-258. discussion: sample papers from Paper 1	group activity: groups work inductively with 3 X 5 cards to discover the rules for punctuating the major parts of sentences (fragments, run-ons, comma splices) discussion: students ask questions about my comments on their Paper 1s discussion: group discussion of students' one page research papers on financial literacy topics
week 6 day 2	discussion: plagiarism, quotations, paraphrases, and summaries group activity: groups work inductively to discover the rules for parenthetical citations discussion: we will discuss the second major paper assignment for the course, Paper 2, which asks students to discuss an issue growing out of <i>Henrietta Lacks</i> . group activity: speed dating discussion of pp 259-328 in <i>Henrietta Lacks</i> .	group activity: groups work inductively with 3 X 5 cards to discover the rules for punctuating the major parts of sentences (punctuating independent clauses and punctuating introductory elements) SWF: students will write a summaries of three resources they locate on the web related to one of the <i>Henrietta Lacks</i> issues.
week 7 day 1	group activity: groups work inductively to discover the rules for making a "works cited" list. discussion: class discussion of introductions in which the writer "joins the conversation" group activity: making a works cited list	demonstration: buster/assembler group activity: groups work on editing punctuation in sample essays discussion: class discusses summaries written as SWF

week 7 day 2 discussion: class discussion introducing a "nay-sayer" discussion: comparison of the works cited lists from previous class lecture/discussion: an exploration of the concept of stereotype threat as it applies to their identity as a developmental student