

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.) |
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| week 1day 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 1day 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 2day 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 2day 2 | **group activity:** who should get reserved parking places. An exercise that encourages deeper thinking.**Credit-Level Comp** | **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.**Developmental ALP** |
| week 3day 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 3day2 | **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 *The Immortal Life of Henrietta Lacks*. Also, a discussion of voice in  *Henrietta Lacks*; who’s speaking at various points? |
| week 4day 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  *Henrietta Lacks*. We’ll then talk about these as a group comparing the differences among them.  |
| week 4day 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 5day 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 *Henrietta Lacks* 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 |
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|  | **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 6day 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 6day 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  *Henrietta Lacks*.**group activity:** speed dating discussion of pp 259-328 in  *Henrietta Lacks.* | **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 *Henrietta Lacks* issues. |
| week 7day 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 7day 2 | **discussion:** class discussion introducing a “nay-sayer”**discussion:** comparison of the works cited lists from previous class | **discussion:** classroom discussion of a homework exercise editing punctuation in a sample essay.**lecture/discussion:** an exploration of the concept of stereotype threat**group activity:** groups discuss and report out on stereotype threat as it applies to their identity as a developmental student |