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| Syllabus for Teaching ALP with Intersections: Differentiated Instruction to Engage and Support a Range of Students | https://images-na.ssl-images-amazon.com/images/I/51ndO531UcL._SX405_BO1,204,203,200_.jpg |

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**Schedule of Reading, Writing, and Support (semester-length)**

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|  | **Comp Regular Students** | **ALP Workshop Add-On** |
| **Unit 1** | **Twenty-First-Century Gender** | |
| **Class 1** | **Course intro; introduction to Active Reading strategies**  In-class writing**:** Taking stock and planning for the semester: What do you see as your strengths and weaknesses as a writer and reader? What do you most want to work on with respect to your writing this semester? What steps do *you* think you will need to take to accomplish your goals?  Begin Unit 1: brainstorming ideas about masculinity and femininity | **Introduction to workshop component of course; practice active reading strategies**  Toolkit 1.1: Margin Notes |
| **Class 2** | **Reading Assignment: Chapter 1 “Getting Active”**  **Sarah Showfety**, “Field Guide to the Tomboy: High Heels and Pink? No Way”  **Jennifer Finney Boylan**, “A Life in Two Genders”  In class: Toolkit 5.8: How to Refer to Authors and Texts | Toolkit 1.2: Outlining [a reading]  Toolkit 1.3: Summarizing |
|  | **Writing Assignment:** Summarize and discuss these two authors’ ideas about the cultural expectations people face with respect to how they should act, behave, dress, etc. What might the experiences of the individuals described in the articles tell us about the rigidity and flexibility of gender roles? What might they tell us about gender, gender stereotypes, and the possible blurring of gender roles? (1 ½ pages) | |
| **Class 3** | **Reading Assignment: “Introduction**: Gender in the 21st Century” (2-4)  **Matt Duron**, “My Son Wears Dresses: Get Over It” (4-6)  **Andrew Romano**, “Why We Need to Reimagine Masculinity” (15-20)  **Writing Assignment:** How do Duron and Romano define traditional masculinity? In what ways do they believe this definition needs to be revised, and why? How convincing are their arguments? What makes them convincing, or not? (1 ½ pages) | **Conventions of American Academic Writing**  Toolkit 5.9 Using Signal Phrases |
| **Class 4** | **Theodore R. Johnson, III**, “Chivalry, Feminism and  [the Black Community](http://thegrio.com/2013/09/12/chivalry-feminism-and-the-black-community/)” (21-23)  **Hailey Yook**, “Chivalry Isn’t Dead, But It Should Be” (24-26)  **Writing Assignment:** Toolkit 2.9: Comparing and Contrasting Ideas | |
| **Class 5** | **Writing Assignment: Rough draft of essay 1**  In class: peer review | Making sense of first essay assignment, drafting steps.  Toolkit 2.2: Directed Brainstorming |
| **Class 6** | **Writing Assignment: 2nd draft of Unit 1 essay due** (2 pages)  **In class:** Toolkit 4.11: Revising Your Thesis |  |
| **Class 7** | **Reading Assignment: Chapter 2** (especially “Process Writing 101,” pages 24-32)  **In class:** Toolkit 5.13: Basic MLA Rules | Revision work:  Toolkit 4.9: Using Feedback to Revise, using peer feedback and instructor comments |
| **Class 8** | **Final draft of Unit 1 essay due (4 pages)**.  In-class Editing: use Toolkits 5.8: How to Refer to Authors and Texts, 5.9: Using Signal Phrases, and 5.10: Quotation Format Guidelines to edit your final draft before turning it in.  Start unit 2 (watch Henry Evans TED talk) | |
| **Unit 2** | **Abilities and Disabilities** | |
| **Class 9** | **Reading Assignment: Joann Ellison Rodgers**, “Cognitive Outlaws”  **Temple Grandin**, “Thinking in Pictures”  **Brian Eule**, “I Was Trapped in My Own Body” | Reading critically practice: Use selected reading for this week’s readings.  Toolkit 1.7: Decoding Narratives  Toolkit 1.8: Decoding Reports  Toolkit 1.9: Decoding Analytic Texts  Toolkit 1.10: Decoding Arguments |
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| **Class 10** | **Rosemary Mahoney**, “Why Do We Fear the Blind?” (16-20)  **Udoka Okafor**, “On Living With Depression, and the Dangers of Our Culture of Silence” (25-27)  **Scott Barry Kaufman**, “The Creative Gifts of ADHD”  **Writing Assignment:** Although writing about different subjects, Mahoney, Okafor, and Kaufman express concerns over stereotypes about people with disabilities. Write a response in which you consider two of the authors’ arguments, answering the following questions: What are the writers’ main points? Why are the main points significant? (That is, why are these points worth making? Why are they important to the writers?) What are the two or three most compelling points of evidence or logic the authors offer in support? Are they successful in making the case that stereotypes about disabilities exist and are a problem? Why or why not? (1½-2 pages total; answer in paragraph form) | |
| **Class 11** | **Writing Assignment: 1st draft of Disabilities Unit essay due** (at least 2 pages)  In class: discussion workshop  Toolkit 2.12: Discussion and Analysis | Responding to the Essay 2 prompt, drafting, and revising |
| **Class 12** | **Writing Assignment: 2nd draft of Disabilities Unit due** (at least 3-4 pages)  In class: Toolkit 2.6: Quote Sandwiches  Toolkit 4.4: Peer Review for Paper Development | Toolkit 4.9: Using Feedback to Revise |
| **Class 13** | Homework: Toolkit 4.11: Revising Your Thesis  In class: Toolkit 3.7: Topic Sentences | Toolkit 5.14: Creating a Personal Editing Checklist based on feedback on essay 1; use as part of revision of essay 2 |
| **Unit 3** | **Immigration** | |
| **Class 14** | **Final draft Disabilities due (4 pages)**.  In-class editing: [Based on sentence-level issues instructor has noticed in prior drafts, assign one or more of the Toolkits from sections 5 (Following Writing Rules and Conventions) and 6 (Polishing Sentences) to the entire class or to individual students or groups of students]  Start unit 3 (complete and then discuss the Kennedy “Before You Read” activity) | |
| **Class 15** | **Reading Assignment: “Introduction:** Dreams and Anxieties”  **Firoozeh Dumas**, “The ‘F Word’”  **Nadia Mustafa and Jeff Chu**, “Between Two Worlds: Born in the U.S.A. to Asian parents, a Generation of Immigrants' Kids Forges a New Identity”  **Writing Assignment:** What do the individual perspectives of Dumas and the people Mustafa and Chu interview help us to understand about the experiences of immigrants? Drawing on the context provided by the chapter 6 introduction, how do these narratives and examples reflect dreams and/or anxieties? (1½ -2 pages total) | Toolkit 2.10 Making Connections between Articles |
| **Class 16** | **Reading Assignment: John F. Kennedy,** “Why They Came” (29-33)  **Jose Antonio Vargas**, "My Life as an Undocumented Immigrant" (53-58)  **Writing Assignment (HW#7):** Kennedy and Vargas offer two narratives about immigration, one collective and the other personal, focused on different periods of time, and written with different motives. Consider the goals of each writer and how these shaped the way in which each presented immigration and the experience of immigrants. Reflect on the most surprising similarities and differences in their narratives. Together what do they help us understand about immigration? (1½ -2 pages total) | Toolkit 1.2: Outlining [a reading] |
| **Class 17** | **Reading Assignment: Joe DeGuzman**, “Targets of Caricature: Irish Americans in Nineteen Century America”  **Isabel Wilkerson**, “The Warmth of Other Suns: The Epic Story of America’s Great Migration”  **Writing Assignment:** Toolkit 2.9 Comparing and Contrasting | Toolkit 2.10 Making Connections Between Articles, in preparation for essay 3 draft. |
| **Class 18** | **Writing Assignment:** Rough draft of essay 3 due. If you are stuck, try Toolkit 2.2: Directed Brainstorming  **In class:** peer review (Toolkit 4.5 Summary Peer Review) | |
| **Class 19** | **Writing Assignment: 2nd draft of Immigration Unit essay due** (at least 2 pages)  **In class:** organization workshop (Toolkit 3.6 Purpose Outline) | Additional Organizational Support through Toolkit 3.2 (Clustering), 3.3 (Scissors and Tape), or 3.4 (Color-Coding) to get a better sense of your draft, what it does, and what it’s missing at this stage. |
| **Class 20** | **Final draft of Immigration unit essay due**  In class: start unit 4 (social media presence self-assessment) | |
| **Unit 4** | **Social Media** | |
| **Class 21** | **Reading Assignment: Josh Rose**, “How Social Media is Having a Positive Impact on our Culture”  **Andrea Shea**, “Facebook Envy: How the Social Network Affects Our Self-Esteem”  **Writing Assignment:** Compare the ideas of Andrea Shea’s sources to Josh Rose’s ideas. How are they similar? How are they different? How do Rose’s and Shea’s sources’ different interests and situations shape their perspectives on social media use? | Continue to practice active reading strategies and work with assigned readings |
| **Class 22** | **Reading Assignment: Jon Ronson**, “Overnight, Everything I Had Was Gone’: The Internet Shaming of Lindsey Stone”  **Lindy West**, “What Happened When I Confronted My Cruelest Troll”  **Writing Assignment: pick one option**  **(1)** Would Josh Rose see Lindy West’s experiences as evidence that the Internet creates intimacy? Explain and support your position with evidence from each article.  **(2)** Return to the explanation Lindy West’s troll offers for his behavior. How might it compare to the findings of Andrea Shea’s sources about the Internet and self-esteem? Explain and support your position with evidence from each article.  **(3)** Compare and contrast the ways that Lindsey Stone and Lindy West responded to their Internet tormentors. How did they approach their problems differently? What do their experiences and choices help us understand about the digital age? Explain and support your position with evidence from each article. | |
| **Class 23** | **Reading Assignment:** **Julian B. Gewirtz and Adam B. Kern**, “Escaping Digital Histories”  **Amy Tan**, “Personal Errata”  **Writing Assignment:** Answer Tan “Navigating the Intersections” question #1. | Mechanics week: work on select Toolkits from sections 5 and 6 that address common or individual sentence-level problems |
| **Class 24** | **Writing Assignment: Rough draft of essay 4 due (2 pages)**  **In class: peer review:** Toolkit 4.8 Peer Review for Clarity | Toolkit 4.9: Deep Revision Strategies |
| **Classes 25 and 26** | **Writing Assignment: Revised, mid-process draft of unit 4 essay due at your conference (3 pages)** | Revision work, Toolkit 4.12: Strengthening Evidence and Examples |
| **Class 27** | **Writing Assignment: Final draft of unit 4 essay due (4-5 pages).**  **Important:** Bring to class a copy of one of the essays you are planning to revise for your portfolio (one whose support and development you would like to improve).  In class: Portfolio revision workshop (support/discussion)  Section 2 Toolkits as needed | |
| **Class 28** | **Homework:** Continue to work on your portfolio  **Important:** Bring to class a copy of one of the essays you are planning to revise for your portfolio (one whose organization you would like to improve).  In class: Portfolio revision workshop (organization)  Section 3 (Organizing Writing) Toolkits as needed | |
| **Final exam period** | **Portfolio due** | |

For more information, see: <https://www.macmillanlearning.com/Catalog/product/intersections-firstedition-isaacs>.

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