

**San José State University
School/Department**

**HA 96F/HA 96S, Stretch English I and II,
Section, Fall 2014 and Spring 2015**

Course and Contact Information

Instructor:	Mark Dowdy
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Office Hours:	TTh 1:30 – 2:30 p.m.
Class Days/Time:	TTh 12:00 – 1:15 p.m.
Classroom:	Sweeney Hall 444
Prerequisite	Credit for Stretch I is a prerequisite for Stretch II.
GE/SJSU Studies Category:	Written Communication I (Area A2)

Course Format

This course combines traditional in-class with a significant online component. In order to participate in this class, you will need a computer with access to the internet. See [University Policy F13-2](http://www.sjsu.edu/senate/docs/F13-2.pdf) at <http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details.

Faculty Web Page and Canvas Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through Canvas to learn of any updates.

Course Description

As part of your general education, Written Communication I provides an introduction to college-level composition, with attention to the personal voice and personal experience, on the one hand, and the more formal attitudes and demands writing for public audiences (expository and argumentative essays), on the other. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex responses and ideas. In the yearlong sequence you will also be introduced to citation and quotation.

The Stretch English course in which you have enrolled “stretches” the Written Communication I curriculum from one to two semesters, to allow us more time to hone your reading and writing skills, so that you are ready to transfer those skills to the writing you will do in your other courses here at SJSU.

This semester you are enrolled in HA 96F, and next term you will enroll in HA 96S with me as your instructor once

again. Everyone in this classroom today will return in the spring to complete the Stretch English course of study. Thus, you and your peers will be writing colleagues for a full year.

A Note about the Spring Prerequisite and Your Advancement from Fall to Spring: Credit in Stretch I is a prerequisite for Stretch II. If you do not earn credit in HA 96F, you will not be enrolled in HA 96S in the spring.

If your EPT score is 147 or above and you earn No Credit in fall, you will enroll in English 1A in the spring to complete your Area A2 requirement in one semester.

If your EPT score is 146 or below and you earn No Credit in the fall, you will enroll in LLD 2 in the spring (to clear remediation) and in English 1A in the following fall (to earn A2 credit with a C or better as your final grade).

Section Description

This section of Stretch English will pay special attention to the role a well-informed population plays in a modern democracy. As Thomas Jefferson wrote, “The basis of our governments being the opinion of the people, the very first object should be to keep that right; and were it left to me to decide whether we should have a government without newspapers, or newspapers without a government, I should not hesitate a moment to prefer the latter.” In Jefferson’s view, democracy could not survive unless the people had the freedom to speak their minds. Today, over two centuries later, we will consider whether Jefferson’s words still ring true, whether “government of the people, by the people, and for the people,” to quote another U.S. President, still depends upon governments being “the opinion of the people.” Throughout the fall semester we will follow closely the daily headlines (taking from the *New York Times*) and read and discuss Supreme Court Justice Sonia Sotomayor’s autobiography, *My Beloved World*. During the spring semester, we will read and discuss magazine articles from the *New Yorker*.

Learning Outcomes and Course Goals

The following learning outcomes and course goals are defined by General Education Area A2 guidelines, to ensure that this course meets Written Communication I outcomes.

GE Learning Outcomes (GELO)

Upon successful completion of this course, students will be able to:

1. demonstrate the ability to read actively and rhetorically
2. demonstrate the ability to perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals
4. demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres
5. demonstrate college-level language use, clarity, and grammatical proficiency in writing

Course Content

SJSU studies include an emphasis on diversity. General education guidelines for Written Communication I stipulate that issues of diversity shall be incorporated in an appropriate manner. Thus, among the readings and assignments for this course you will encounter writers from a range of different backgrounds and perspectives.

The writing assignments you encounter in this course will give you repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. As you see in the table, the assignments require a minimum of 8000 words, at least 4000 of which are in revised final draft form. Because in-class writing is valued and because you will need to be able to perform well in timed writing situations, four of your essays will be written in class. The table above explains exactly how the 8000-word minimum will be met and distributed in our course.

Assignment	Word Count/Assignment	Total Words	Type of Assignment	GE Learning
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				Objective
Critical reading/reflection	Essay 1: 500 words Essay 2: 600 words Essay 3: 750 words	1900	in-class writing	GELO 1, 2, 3,4, 5
Data-driven analyses	Personal Essay 1000 words Interview Essay 850 words Ethnographic Essay 1000 words	2600	out of class writing	GELO 2, 3, 5
Major Essays	Guest Column 500 words Profile Essay 1000 words Critical Essay 1250 words	3250	out of class writing	GELO 2, 3, 4, 5
Portfolio/self-reflection essay	750 words	750	in-class writing	GELO 1, 2, 3, 4, 5

Reading for the course is both extensive and intensive. It includes useful models of writing for academic, general, and special audiences. Readings are included in Justice Sonia Sotomayor’s autobiography, the *New York Times*, the *New Yorker*, and handouts. To help you connect your reading to the writing you do, you will also acquire and use a dictionary, a rhetoric, and the campus handbook.

Course Learning Outcomes (CLO)

Upon successful completion of this coursework, you will be able to:

- annotate a reading selection to develop a summary and response in your writing (GELO1);
- identify audience and purpose in texts from several genres (GELO 1,3,4);
- explain how genres work to serve audience and context (GELO 1, 3);
- identify rhetorical appeals and devise strategies for an effective appeal to a specific audience (GELO 1, 3);
- develop a text to effectively appeal to a specific audience (GELO 1, 3);
- identify the choices a writer has made to produce a text (GELO 1, 3, 4);
- use readings as models for your own writing strategies (GELO 1, 4);
- concisely, accurately explain and critique information and ideas from your reading (GELO 1, 3, 4);
- use information gleaned from your reading as evidence in your text and cite that information (GELO 1, 4);
- use quotation and summary to create context for your writing (GELO 1, 4, 5);
- discuss specific strategies for prewriting and revision that have worked for you (GELO 2);
- repurpose acquired skills and information to tackle new writing problems (GELO 2);
- identify new grammatical forms and imitate them (GELO 1, 2, 3, 4, 5);
- analyze and discuss the structure of sentences and the grammatical choices you make (GELO 2, 3, 5);
- identify editing problems in your own writing (GELO 2, 5);

- identify and apply effective strategies for editing your work (GELO 2, 5);
- identify and apply effective proofreading strategies (GELO 2, 5);
- reflect on and assess your own writing, process and product, to support continued language and writing development (GELO 2, 3, 4).

Required Texts/Readings

Textbook

The following texts are available at Spartan Bookstore and from online vendors such as Amazon and Powell's.

Ballenger, Bruce. *The Curious Writer*. 4th edition. ISBN-13: 978-0-205-23577-3

Lunsford, Andrea. *The Everyday Writer (x-book w/Learning Curve)* (You should receive an email with a free download of this x-book.)

Sonia Sotomayor, *My Beloved World* (You should have received a copy of this text for free from the campus reading program. If you did not, see me. You should not purchase this book until you see me.)

Other Readings

Beginning this week, you will be required to subscribe to the *New York Times* for the full year, with a special discount for the first seven weeks. This digital version will allow you to keep a personal archive of stories you are following for your writing assignments in this course. Here is the [link](#) to where you can order the *New York Times* at a special student rate:

<http://homedelivery.nytimes.com/HDS/CMHome.do?mode=CMHome&CampaignCode=393W8>

Beginning with the first week of the spring semester, you will also be required to subscribe to the *New Yorker* (\$5.99 per month)

Other equipment/material requirements

You will need access to a digital device or computer to access your subscriptions and to complete writing assignments.

Library Liaison

Toby Matoush is the library liaison for English and Comparative Literature and for Languages.

Phone: (408) 808-2096

Email: toby.matoush@sjsu.edu

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](#) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Fall writing assignments include a benchmark essay, 2 critical reading and reflection essays, written in class; a personal essay; and a letter to the editor.

Spring writing assignments include an interview essay, a profile essay, a critical/reflection essay (written in class), an ethnographic essay, and a critical essay.

While distributed across two semesters of study, these assignments are designed to build your reading, thinking and writing skills across genres that address different audiences and purposes.

Because it is important that you be able to articulate the learning you achieve through these assignments, in both fall and spring you will turn in a portfolio of writing assignments. The portfolio will include an essay that reflects on your progress toward achieving the course learning objectives.

Reading is an integral part of the writing process. Reading for this course is both extensive and intensive. It includes useful models of writing for academic, general, and special audiences.

A Note on Your Workload in This Course. This course work is designed to help all the students in Stretch English meet the learning objectives for GE Area A2. While all students will complete these same assignments, the course design does not and cannot account for individual needs of each student. So there may be added work you need to do, to integrate the reading, thinking, and writing skills that this instruction introduces you to. You may need extra hours for tutoring; you may take longer to read texts so that you can look up words you find unfamiliar; you may need more time for editing. Your goal in this class is to learn what you need as a writer in order to develop your skills as a writer—and to get what you need. That will take commitment, of your time and your attention, to the work of this class; that will take commitment to seek out the support and resources you need, both in class and out of class. Be sure to factor into your study plan for this semester, the time and attention you need to develop your writing skills.

Attendance and Participation

Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading. Your participation grade will be based on your in-class contributions, regular news quizzes, peer review sessions, and the various homework assignments and writing exercises I assign you throughout both semesters of the 2014/15 academic year. You will also have the opportunity to participate in the Canvas site's online discussion groups.

Late Policy

Unless you contact me in advance and provide a valid excuse – problems with your printer don't count as one – I will deduct one-half-letter from an essay's overall grade for every day late. This includes first drafts.

Instructor Feedback

All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades. I will post the results of your graded work on Canvas, along with any written feedback.

Grading Policy

Grading System/Assignments

Item	Percentage of Grade	Word Count*	Type of Assignment
Fall 2014			
Critical Reading/Reflection 1	10%	500	in-class
Personal Essay	15%	1000	out of class
Guest Column	20%	500	out of class
Critical Reading/Reflection 2	10%	750	in-class
Self-Reflection/Portfolio	25%	750	in-class
Participation	20%	N/A	N/A

IMPORTANT: in order to receive CR grade in HA96F, Students must earn a final average of at least 75% (the equivalent of a C) on all of their coursework.

Spring 2015

Interview Essay	10%	1000	out of class
Profile Essay	15%	500	out of class
Critical Reading/Reflection 3	5%	1000	in-class

Ethnographic Essay	10%	1000	out of class
Critical Essay	15%	1250	out of class
Self-Reflection/Portfolio	25%	750	in-class
Participation	20%	N/A	in-class

***Word count/ Fall and Spring: 8000**

IMPORTANT: In order to clear remediation and satisfy GE Area A2, students enrolled in HA 96S must earn a final grade of at least a C (see Final Grade Calculation below) on all of their course work.

Portfolio Review

The last essay you write, the Self-Reflection, will be the presentation piece in your portfolio. The portfolio is your culminating exercise in this class. It will contain the reflection essay as well as samples you have chosen from your writing over the full 30 weeks of instruction: prewriting, drafts, and revisions. Your portfolio will be assessed by two Stretch faculty members, using a common scoring guide that I will make available to you as you prepare your portfolio, and that you will use as you review your peers' portfolios during our portfolio workshop.

The following are the criteria by which essays are typically evaluated in first-year writing courses:

An "A" essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student's ability to use language effectively with a solid command of grammar, mechanics, and usage.

A "B" essay demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.

A "C" essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.

A "D" essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.

An "F" essay does not fulfill the requirements of the assignment.

Final Grade Calculations:

Percent/total points	Letter Grade
100	A+
94	A
75	C
74-70	C- (no credit for A2)
60	D
below 60	F

(In HA 96S, a C is needed to clear remediation and satisfy A2)

Grading Policy

Grading: Course Grading for Area A2 and for Stretch Composition: A-F.

To satisfy your Core GE Area A2 and clear remediation (if necessary), and to move on to CORE GE Area C3, you must pass this course in the spring (HA 96S) with a C or better. A passing grade in the course signifies that the student is a capable college-level writer and reader of English.

That said, the first semester of this course, HA 96F is graded CR/NC. You will be awarded credit if you earn at least 75% of the points available in the assignments you complete by the end of the first semester.

Clearing Remediation

Students who enter stretch composition with an EPT score below 147 must clear remediation within a year of their enrollment as freshman at SJSU. Students who pass the spring term of stretch, HA 96S, with a C or better will both earn their GE A2 credit and clear remediation.

Resources for Stretch Composition Students

LLD 4: Supplemental Tutorial

Students whose EPT scores are below 138 shall enroll in a supplemental tutorial: LLD 4, which offers you one hour of tutorial instruction per week and in which you will earn one non-baccalaureate unit of credit. You may, if you choose, opt out of that tutorial. But you should wait to make a final decision about this until after the benchmark essay.

In LLD 4, you will meet with your tutor, working in one on one to practice reading activities and writing activities that support the learning you are engaged in through the class sessions. You will sign up for this lab under a separate course code.

If your EPT score is above 138, but you know that you have often needed tutorial guidance to improve your writing in the past, you may opt into the tutorial.

In week 2 you will write a benchmark essay. After evaluating those essays and conferring with you about them, I may recommend that you sign up for the tutorial. You will be able to add the 1-unit course through the add period. (Insert add deadline here.)

Classroom Protocol

To help foster a classroom environment in which everyone feels comfortable enough to participate, I will not tolerate blatant displays of disrespect towards your peers or towards me. There are ways to disagree with others respectfully and sincerely. In fact, we will be studying the art of effective communication throughout this two-semester course and learning how to debate with others in a spirit of honest and respectful inquiry. In the unlikely event that a student might exceed the bounds of civility, he or she will be asked to leave for the remainder of the class session.

“Smart” Phone Usage

Attendance is both a physical AND mental state of being. Use that nifty gadget at your own risk. I won't interrupt class if I see you engaged in a spirited parley with your little electronic friend, but I will take note of it. ***Each time I see you texting/surfing/gaming/talking etc., I'll lower your participation grade by one letter grade.***

Laptops

You may bring your laptops to class, but please keep them closed, unless otherwise instructed.

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material."

If you wish to record one or more classroom activities, please send a request by email. I will allow you to make audio or video recordings in this class; however, if any students also make an active contribution in a classroom activity, you will need to obtain their permission as well.

Course material developed by the instructor are the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent."

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management

skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR



Reader to scan this code.)

SJSU Counseling Services (Optional)

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

HA 96F / Stretch English 1, Fall 2013, Course Schedule

This agenda is subject to change with fair notice. I will notify you in advance through in-class announcements and the Canvas messaging system, so please be sure to check Canvas before every class.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/26	Overview of course/syllabus; DSP survey; subscribe to the <i>New York Times</i> (NYT) digital
1	8/28	Frosh Writing Background Survey; begin benchmark essay; read the front page stories from NYT.
2	9/2	Finish benchmark essay; read Sotomayor, "Preface" and "Prologue" of <i>My Beloved World</i> ; read Ballenger, Chapter 2, "Reading as Inquiry;" annotation homework assigned; read NYT headlines.
2	9/4	Read Sotomayor, chapters 1 and 2. Group work: compare and discuss annotations; read NYT headlines.
3	9/9	Read Sotomayor, chapters 3 and 4; NYT headlines; read Ballenger, Chapter 1, "Writing as Inquiry."
3	9/11	Crafting sentences; bring Sotomayor text to class for writing exercises; handout: Richard Rodriguez, "Aria: Memoir of a Bilingual Childhood."
4	9/16	Read Sotomayor, chapters 5 and 6; NYT headlines.
4	9/18	Read Ballenger, Chapter 10, "Revision Strategies."
5	9/23	Read Sotomayor, chapters 7 and 8; NYT headlines.
5	9/25	Critical Reading/Reflection Essay 1.
6	9/30	Read Sotomayor, chapters 9 and 10; read Ballenger Chapter 3, "Writing a Personal Review;" NYT headlines.
6	10/2	Read Sotomayor, chapters 11 and 12; NYT headlines.
7	10/7	Read Ballenger, Chapter 14, "The Writer's Workshop," NYT headlines.
7	10/9	Peer Review Session: please bring a complete draft of Personal Narrative Essay;
8	10/14	Read Sotomayor, chapters 13 and 14; NYT headlines.
8	10/16	Personal Narrative Essay due; read Sotomayor, chapters 15 and 16. SUPREME COURT JUSTICE SONIA SOTOMAYOR WILL BE SPEAKING ON CAMPUS ON MONDAY 10/20 .
9	10/21	Discussion of Sotomayor lecture; read Sotomayor, chapters 17 and 18; NYT opinion page.

Week	Date	Topics, Readings, Assignments, Deadlines
9	10/23	Read Sotomayor, chapters 19 and 20; read Ballenger, Chapter 6, "Writing an Argument."
10	10/28	Read Sotomayor, chapters 20 and 21; NYT opinion page.
10	10/30	NYT opinion page.
11	11/4	Peer Review session: please bring a complete draft of Personal Narrative Essay
11	11/6	Read Sotomayor, chapters 22 and 23.
12	11/11	Read Sotomayor, chapters 24 and 25.
12	11/13	Guest Column due
13	11/18	Read Sotomayor, chapters 26 and 27.
13	11/20	Reread "A First Reflection on Your Writing Process" (Ballenger, pages 16 through 33). Workshop: finding a thesis within a debate. Activity: inventory of process strategies.
14	11/25	Critical Reading/Reflection Essay 2 due
14	11/27	Read Sotomayor, chapters 28 and 29.
15	12/2	Read Ballenger, Chapter 4, "Writing a Profile." Bring a list of possible interview subjects for your news investigation. Activity: inventory of revision and editing strategies.
15	12/4	Workshop: bring to class your KWL + for this project and a draft of a set of interview questions for your interview subject(s). Midyear Frosh Writing Assessment Survey.
16	12/9	Workshop: bring to class your KWL + for this project and a draft of a set of interview questions for your interview subject(s). Midyear Frosh Writing Assessment Survey.
Final Exam		There is no exam. Your midyear portfolio and reflection essay will be scored by Stretch English instructors during finals week.

Preview of the HA 96F / Stretch English 1, Fall 2013, Course Schedule

This is a draft of our coursework for spring. I will make adjustments based on our fall experience, and send you a revised schedule in January.

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/22	Reconvene course and check in on interview project.
2	1/27	Read selections (tba) from the <i>New Yorker</i> .

Week	Date	Topics, Readings, Assignments, Deadlines
2	1/29	Activity: editing interview transcripts; additional readings tba.
3	2/3	Interview Essay due.
3	2/5	Ballenger, Chapter 4, "Writing a Profile."
4	2/10	Peer Review session; please bring complete draft of profile.
4	2/12	Read selections (tba) from the <i>New Yorker</i> .
5	2/17	Read selections (tba) from the <i>New Yorker</i> .
5	2/19	Profile Essay due.
6	2/24	Handout: Joan Didion, "The White Album"
6	2/26	Handout: Hunter S. Thompson, "The Kentucky Derby Is Decadent and Depraved."
7	3/3	Critical Reading/Reflection 3
7	3/5	Read Ballenger, Chapter 9, "Ethnographic Essay."
8	3/10	Read selections (tba) from the <i>New Yorker</i> .
8	3/12	Read selections (tba) from the <i>New Yorker</i> .
9	3/17	Handout: H.L. Mencken, "The Hills of Zion."
9	3/19	Peer Review session; please bring complete draft of Ethnographic Essay.
10	3/24	Spring Break
10	3/26	Spring Break
11	3/31	Cesar Chavez day; no class scheduled.
11	4/2	Ethnographic Essay due
12	4/7	Ballenger, Chapter 8, "Writing a Critical Essay."
12	4/9	Read selections (tba) from the <i>New Yorker</i> .

Week	Date	Topics, Readings, Assignments, Deadlines
13	4/14	Read selections (tba) from the <i>New Yorker</i> .
13	4/16	Sentence imitations: Bring one of the previous handouts for sentence-modeling purposes.
14	4/21	Critical Essay due.
14	4/23	Ballenger, Appendix A, "The Writing Portfolio."
15	4/28	Workshop: identifying and documenting improved skills; using texts as evidence.
15	4/30	Read selections (tba) from the <i>New Yorker</i> .
16	5/5	Read selections (tba) from the <i>New Yorker</i> .
16	5/7	Self-reflection essay (written in class); bring your final portfolio to be submitted with your self-reflection essay.
17	5/12	Frosh Writing Assessment Survey.
Final Exam		There is no exam. Your final portfolio and reflection essay will be scored by Stretch English instructors during finals week.