

San José State University  
Humanities and Arts  
HA 96F & HA 96S, Stretch English I and II  
**Sections 18 and 24, Fall 2015 & Spring 2016**

**Course and Contact Information**

<b>Instructor:</b>	Dr. Shannon Hervey
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<b>Office Hours:</b>	Tuesday 9am – 11:30am and/or by appointment
<b>Class Days/Time:</b>	Section 18: Tu/Th 12:00pm – 1:15pm Section 24: Tu/Th 1:30pm – 2:45pm
<b>Classroom:</b>	Sweeney Hall 411
<b>Prerequisites:</b>	Credit for Stretch English I (HA 96F) is a prerequisite for Stretch English II (HA 96S).
<b>GE/SJSU Studies Category:</b>	Written Communication I (Area A2)

**Course Format**

This course is multidimensional: we will make use of classroom time to engage in lively conversation, we will make heavy use of the internet in a variety of forms, and we will explore the SJSU campus and the many resources thereof. To succeed in this course, you need to a) come to class prepared, b) have access to the Internet, and c) be open to investigating the many resources of the SJSU campus.

**Webpage**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. We will also be building a public website together through WordPress. I expect students to have easy and reliable access to the Internet. Our course website is <https://ha96sections18and20.wordpress.com/>.

**Course Description**

Stretch I is the first semester of a year-long ENGL 1A that will help you understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students will develop clear thinking and effective writing that give form and coherence to complex ideas. Students will practice these skills by writing for various audiences and rhetorical situations.

Stretch I and II, together, fulfill the written communication general education requirement. Courses in GE Area A2 cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing in the university. Students in these courses develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. A passing grade of C or better signifies that the student is a capable college-level writer and reader of English.

**Stretch is an extended course of study:** The Stretch English course in which you have enrolled “stretches” the English 1A curriculum from one to two semesters, allowing us more time to hone your reading and writing skills. This added time to prepare will ensure that you are ready to transfer those skills to the writing you will do in your other courses here at SJSU.

**Stretch is a learning community:** This semester you are enrolled in Stretch English I, and next term, provided you successfully complete the fall course, you will enroll in Stretch English II. I will once again be your instructor. And you and your peers will be writing colleagues for the full year.

#### ***What happens if I don't earn credit in the fall course?***

**If you do NOT have a UGRM designation** 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 you entered SJSU with a UGRM designation** and you earn a NC in fall, Susan McClory, the Program Director for Developmental Studies, will help you transition to a course that will allow you to complete your remediation before moving on to English 1A. More information is available online: <https://sites.google.com/site/developmentalstudiesatsjsu/>

### **Section Description: 21<sup>st</sup> Century Reading and Writing in a Democratic World**

In this class, we will investigate the news as a mode of 21<sup>st</sup> century democracy. We will attempt to answer the question, “What role does public reading play in developing democratic dialogue and agency in a global community?”

In our current cultural moment, we are bombarded with media: news channels that broadcast 24 hours per day, social media outlets used as political platforms, magazines that litter grocery stores, cell phones that interrupt our days with updates about the world around us... the list goes on. We will engage this proliferation of media and cut through the chaos by focusing on one newspaper in particular: *The New York Times*. In our reading of *The New York Times*, we will develop critical reading skills that are essential to becoming more informed and thoughtful readers and thinkers. Instead of simply reposting a news story to our Facebook pages that we haven't yet read, we will learn what it means to be *active* readers who engage meaningfully with the media riddled world around us. We will approach the news as an avenue toward an essential American ideal, democracy, and we will reflect on the ways in which these stories individually impact the lives we lead. In our investigation of these stories, the people who write them, the people who read them, and the people who are implicated by them, we will attempt to develop models for effective democratic action.

### **Learning Outcomes and Course Content**

The following learning outcomes and course contents are defined by General Education Area A2 guidelines. I have designed this course to ensure that you meet these 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. I chose the *New York Times* (International) as the main text for our reading precisely because you will find and engage in these pages a full range of voices in our democratic conversation on global issues.

The writing assignments you encounter in this yearlong 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 about 9500 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, several of your essays will be written in class. Table 1 explains exactly how the Written Communication I word minimum will be met and distributed in our yearlong course.

Assignment	Word Count/Assignment	Total Words	Assignment Type	Term (F or S)	GE Learning Objective
Critical reading/reflection	Essay 1: 600 words	2100	in-class writing	F	GELO 1, 2, 3,4, 5
	Essay 2: 750 words			F	
	Essay 3: 750 words			S	
Data-driven analyses	Personal Essay 1000 words	2500	out of class writing	F	GELO 2, 3, 5
	Interview Project 1000 words			S	
	Ethnography Project 500 words			S	
Major Essays	Blog Posting 750 words	2950	out of class writing	F	GELO 2, 3, 4, 5
	Profile Essay 1000 words			S	
	Critical Essay 1200 words			S	
Portfolio/self-reflection essays	Midyear 750 words	1950	in-class writing out of class writing	F	GELO 1, 2, 3, 4, 5
	Final 1200 words			S	

**Table 1:** Summary of Writing Assignments for Stretch English I and II.

### Course Learning Outcomes (CLO)

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

Read to learn:

- 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).

Read to write:

- 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).

Write with an increased awareness of the process

- 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).

Read and write with an increased awareness of the language you use:

- 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

Reading is an integral part of writing. Kofi Annan once said, “Literacy is a bridge from misery to hope. It is a tool for daily life in modern society. It is a bulwark against poverty, and a building block of development, an essential complement to investments in roads, dams, clinics, and factories. Literacy is a platform for democratization, and a vehicle for the promotion of cultural and national identity.” For our investigation of the connections between literacy and democracy, you will need the following materials:

Reading for the course is both extensive and intensive. It includes useful samples of writing for a variety of audiences. You will read stories daily in *The New York Times* (International) as well as articles and essays on literacy and democracy. You will also read selections from Naomi Wolf’s book *Give me Liberty* as well as selections from an anthology edited by David Eggers, the author of the campus reading selection for this term. These texts are part of the extended investigation we will conduct this year into the relationship between literacy and democracy; reading these texts, you will practice reading to learn, to reflect, and to respond. These texts will also serve as writing samples for study, and models for imitation.

To help you connect your reading to the writing you do, you will also purchase and use a dictionary, a rhetoric, a sentence development text, and the campus handbook. In these books you will engage reading to learn and practice writing skills.

## Textbooks

The following textbook is available through the Spartan Bookstore, or through Amazon.

Ballenger, Bruce. *The Curious Writer*, Brief Edition, 4/E.  
ISBN-13: 9780205876655

## Other Readings

You will purchase a digital version of *The New York Times* for the full year (4 weeks @ 99 cents, then \$1.88 per week). This digital version will allow you to keep a personal archive of stories you are following for your writing assignments in this course. Use the following link to access the educational subscription page. You will use your MySJSU account (@sjsu.edu) to set up a special education rate for the subscription:

<http://www.nytimes.com/subscriptions/edu/lp1474.html?campaignId=48U9F>

The following book is available as a trade paperback. You can order it on Amazon.

Wolf, Naomi. *Give Me Liberty: A Handbook for American Revolutionaries*. New York: Simon and Schuster.  
ISBN: 978-4165-9056-9

## Suggested text:

Williams, Joseph M. *Style: Lessons in Clarity and Grace*, 11th Edition.  
ISBN-13: 978-0321898685

## Other equipment / material requirements

Reliable access to the Internet.

## **Library Liaison**

Matoush, Toby

Phone: (408) 808-2096

Email: [toby.matoush@sjsu.edu](mailto: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](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

The fall writing assignments include: 2 critical reading and reflection essays, written in class; a personal essay; an essay for a public forum; a self-reflection essay (written in class).

The spring writing assignments include: An interview project, a profile essay, a critical/reflection essay (written in class), an ethnographic project, a critical essay, and a self-reflection essay.

You will upload your writing files to our Canvas course so that I can use electronic copies for workshops. But you will submit all writing to be graded in hardcopy (paper) as well, so that I can mark the paper and grade it.

Distributed over two semesters of study, the assignments you complete are designed to build your reading, thinking and writing skills across genres that address different audiences and purposes. All writing assignments must be completed—all daily writing, all drafts, all formal projects and essays (in class and out of class). You will not be able to earn credit (at the midyear review) or to earn the required C (to clear remediation and earn graduation credit for the course) if you have not completed all writing assignments.

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

### ***Midyear Self-Reflection and Portfolio Review***

At the end of the fall term you will submit a portfolio for Stretch instructors to review. This portfolio will contain two essays from your fall coursework: the first critical reading/reflection essay and the first major essay (the essay for a public forum). You will also submit a reflection on these two essays, written in class, comparing them to assess your progress toward the learning objectives for the first half of the course. Stretch faculty members will review this portfolio as part of our midyear assessment.

### ***Final Self-Reflection and Portfolio Review***

The last essay you write will also be a self-reflection essay; it will be the presentation piece in your final portfolio. This portfolio is your culminating exercise in this class. It will contain the reflection essay as well as the 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.

### ***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; 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.

### SJSU Attendance Policy

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “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.”

### Grading Policy

- This course must be passed with a C or better as a CSU graduation requirement
- For each assignment, you will be given a grading rubric so that the expectations for that assignment are clear.
- No extra credit assignments will be given.
- Late work will not be accepted except under extreme circumstances.

**Fall 2015:** Grades in the fall are based on measured progress toward proficiency in the learning objectives outlined above. To earn credit in the course, you will need to have completed **all** of the assigned work, and you will need to demonstrate measurable progress in at least 75% of the GELOs to earn credit (CR) in HA 96F.

Item	% of Course Grade	Word Count*	Type of Assignment
Critical Reading/Reflection 1	5%	600	in-class
Personal Essay	7%	(1000)	out of class
NYT Blog	10%	(750)	out of class
Critical Reading/Reflection 2	5%	750	in-class
Self-Reflection/Midyear Portfolio	7%	750	in-class
News Discussions/Quizzes	5%	N/A	in-class
Online Work	5%		

**Spring 2016:** A final grade of C or better in HA 96S is needed to clear remediation and satisfy GE Area A2.

Item	% of Course Grade	Word Count*	Type of Assignment
Interview Transcript	3%	1000	out of class
Profile Essay	10%	(1000)	out of class
Critical Reading/Reflection 3	5%	750	in-class
Ethnography Presentation	4%	500	in/out of class
Critical Essay	15%	(1200)	out of class
Self-Reflection/Final Portfolio	10%	(1200)	out of class
News Discussions/Quizzes	4.5%	N/A	in-class
Online Work	4.5%	N/A	out of class

**Word Count/ Fall and Spring: 9500/(5150 finished writing)**

### Grading System for Individual Assignments

For each assignment, you will be given a scoring guide that details how the assignment will be evaluated and scored.

**Cover Sheet:** Because we have “stretched” the English 1A curriculum to a year, each assignment is the result of weeks of work you will have completed both in class and out of class: when you submit your work for my evaluation, you will account for the learning you have achieved through this process. These cover sheets will help you to practice self-reflection as a writer, and so will prepare you to write the midyear and final self-reflection essays.

## Grading Practices and Policies

### *Course Grade Calculations*

Course grades are based on the grades you earn on the work you produce; note that these grades are not averaged but weighted to determine the final grade.

**Grading: Course Grading for all GE Area A2 courses, including Stretch English includes a range from A to F.**

In keeping with GE policy, your final course grade for HA 96S will be a letter grade: A to F. You must earn a C or better to receive graduation credit for GE Area A2.

English HA 96F is graded CR/NC. To receive credit in the fall semester, a student must complete all coursework and demonstrate significant, measurable progress throughout the semester that suggests the student is on track to earn a C or better in the spring term.

### ***How Do I Clear Remediation?***

**Students who enter Stretch English with a UGRM designation** must clear remediation within a year of their enrollment as freshman at SJSU. Students who pass the spring term of Stretch English, HA 96S, with a C or better will simultaneously earn their GE A2 credit and clear remediation.

### ***How Do I Earn Credit for GE Area A2?***

To satisfy your CORE GE Area A2 and to move on to CORE GE Area A3, you must pass this course in the spring (English 1A-S) 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.

Note that “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.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

## Classroom Protocol

The template for SJSU syllabuses asks instructors to explain to students the specific behaviors appropriate to the classroom. I find this request somewhat puzzling: Adults already know how to behave, and you are an adult. But here are some truisms about behavior that an adult student will know:

- You should come to class every day prepared to participate.
- Attendance is its own reward and, therefore, need not be commanded.
- Attention is its own reward and, therefore, need not be commanded.
- Tardiness is an obscenity, and can only be overlooked with great pain from those affronted with it.
- You should practice safety, so that others do not have to think about how to keep you safe. (Be assured, the University has in place protocols about emergency procedures and faculty and students are drilled in them regularly, to the accompaniment of truly horrific wailing—from the alarms, not those alarmed by them.)
- Cell phones are an abomination of modern campus life and ought to be gutted—or at least silenced before class starts. (Okay, this one may not be a truism—more of a strongly held opinion, *my* opinion.) You may not use a phone in class, as a phone. That said, you may use a “device”—a phone, a tablet, a notebook, a computer—to access online activities and texts.

## **My Professional Policies**

I have developed these policies over the years. They are intended to ensure the smooth operation of the class and to encourage a professional working environment congenial to all.

- Office hours are yours: you paid for them; use them. University professors expect students to seek out what they need as they take charge of their own learning outcomes. We make ourselves available during office hours to provide students access to our time as a key resource in their studies.
- I do not accept late work. Deadlines are to be honored.
- I cannot accept papers via email. Nor is email a suitable vehicle for student-teacher conferencing. Please, use email to schedule appointments or to advise me of an absence. I will use email to update you on schedule changes or to advise you of my absence.
- I reserve the right to publish your work to the class as part of our workshop activities.
- If you need to record class sessions, you must advise me in writing so that I may seek permission from the class for such a recording. I will need to know what will be recorded, when, how and why, as well as how the recordings will be stored and used. No recordings of the class may be uploaded or shared electronically without written consent from me. (See the University policy on recording below.)
- Work completed in class cannot be made up. This includes all discussions, activities, and workshops. Workshops are an essential part of the writer's working experience. Your participation in workshops is mandatory. These workshops are conducted in class: You *must* bring to workshops a completed draft, and you *must* turn in to me the workshop copies as well as the final, revised draft of the essay.
- In-class essays can be made up only with a doctor's note or other documentation of a serious and compelling reason for the absence on that day. I will expect an email advising me of the absence and requesting the makeup.

## **University Policies**

### **General Expectations, Rights and Responsibilities of the Student**

As a member of the academic community, you accept both the rights and responsibilities incumbent upon all members of the institution. Faculty and administrators at the university encourage students to familiarize themselves with SJSU's policies and practices; these policies and practices outline the procedures to follow if and when questions or concerns about a class arises.

More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/home/catalog.html), at <http://info.sjsu.edu/home/catalog.html>

In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

### **Link to University Policies**

You can read the following policies by linking to the Frosh Writing program page at [http://www.sjsu.edu/english/frosh/program\\_policies/index.html](http://www.sjsu.edu/english/frosh/program_policies/index.html):

- Adding and dropping classes
- Seeking consent to record classes
- Preserving academic integrity
- Making education accessible to all

## Student Technology Resources

**Academic Success Center (Clark Hall).** 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.

**Media Services (Martin Luther King Library).** 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 10<sup>th</sup> 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

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> 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 I, Fall 2015 Course Schedule

1. Assignments and due dates are subject to change. Such changes will be announced in class and in Canvas at least one class meeting in advance.
2. All reading assignments and homework are due the dates they are listed below. Come to class having completed any assigned homework and/or reading and be prepared to participate in class.
3. All reading assignments not in your textbooks or in newspapers are posted in Canvas and/or our course website. It is your responsibility to go to Canvas/our course website, download the reading, print it out, read it, and bring it to class.
4. Bring assigned reading texts to class the dates they are listed below.
5. I will use Canvas to post announcements, assignments, supplementary reading materials, and points. You will submit out-of-class essays on Canvas and Blog assignments on our course blog at <https://ha96sections18and20.wordpress.com/>.
6. You are not responsible for completing any exercises you encounter in your reading as homework if they are not listed in our schedule.
7. I will frequently assign impromptu course blog assignments during class to be completed before our next class session. The completion and quality of this work will be recorded in the "Online Work" portion of your grade.

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/25	<b>First Day of Instruction:</b> syllabus review, newspaper survey, "Millennials Read Print News," subscribe to the <i>New York Times (NYT)</i> digital
1	8/27	<b>Read:</b> Stories from the International front page of the <i>NYT</i>
2	9/1	<b>Read:</b> Stories from the International front page of the <i>NYT</i> <b>Read:</b> Jefferson's <i>The Declaration of Independence</i> (on course website) <b>Read:</b> Ballenger, Chapter 2, "Reading as Inquiry" (39-68)
2	9/3	<b>Read:</b> Stories from the International front page of the <i>NYT</i> <b>Read:</b> "Few Read, Many Twitter" and "When Here Sees There" (on course website) <b>Bring to class:</b> Annotation Assignment—Bring in a photocopy of a <i>NYT</i> article with your annotations (consult Ballenger's sample annotation on p. 53). <b>In class:</b> Annotating Activity and Vocabulary
3	9/8	<b>Read:</b> Naomi Wolf's "Introduction" from <i>Give Me Liberty</i> (3-12)
3	9/10	<b>Read:</b> Stories from the International front page of the <i>NYT</i> <b>Review:</b> Ballenger pp. 50-52 to prepare for in-class activity <b>In class:</b> KWL+ exercise
4	9/15	<b>Read:</b> Stories from the International front page of the <i>NYT</i> <b>Bring to class:</b> Double-entry journal pages for your story <b>In class:</b> Workshop thesis for essay
4	9/17	<b>Read:</b> Stories from the International front page of the <i>NYT</i> <b>Bring to class:</b> A completed KWL+ for your story (at least three stories on your <i>NYT</i> topic); and a double-entry journal page for your story (Consult Ballenger, pp. 54-55) <b>In class:</b> Workshop introduction for your essay <b>Blog Post:</b> Post your working introduction to our course's website, specific

Week	Date	Topics, Readings, Assignments, Deadlines
		instructions to follow.
5	9/22	<b>Read:</b> Stories from the International front page of the <i>NYT</i> <b>Read:</b> Ballenger, Chapter 12, “Using and Citing Sources” (477-485) <b>In class:</b> Selecting and rehearsing evidence for your essay
5	9/24	<b>In class:</b> Critical Reading/Reflection Essay 1: in-class writing <b>Bring to class:</b> Annotated story, KWL+, double-entry journal, outline, to be submitted with your draft.
6	9/29	<b>Read:</b> Ballenger, Chapter 1, “Writing as Inquiry” (3-37) <b>Read:</b> “Write What Happened” and “In Zimbabwe, We Don’t Cry for Lions” (both on course website) <b>Read:</b> Stories from the International front page of the <i>NYT</i> <b>Bring to class:</b> An annotated copy of “Write What Happened” <b>In class:</b> Writing process inventory/plan
6	10/1	<b>Read:</b> Ballenger, Chapter 3, “Writing a Personal Essay” (71-109) <b>Read:</b> “Weaving Story into Breaking News” (on course website) <b>Read:</b> Stories from the International front page of the <i>NYT</i> <b>Bring to class:</b> An annotated copy of “Weaving Story” essay <b>In class:</b> repurposing your reading/reflection for a new audience
7	10/6	<b>Bring to class:</b> Prewriting and a quick sketch for your essay (Ballenger 95-101) <b>In class activity:</b> choosing a pattern for developing a narrative
7	10/8	<b>Read:</b> Ballenger, Chapter 14, “The Writer’s Workshop,” (575-594) and “Format” (494-495) <b>In class:</b> generating details in sentences for narrative writing
8	10/13	<b>Bring to class:</b> three copies of the complete draft of your Personal Essay <b>In class:</b> peer workshop for your draft
8	10/15	<b>Bring to class:</b> a new draft that incorporates the suggestions from the 10/13 workshop <b>In class:</b> sentence-editing workshop to refine sentences and choose effective punctuation
9	10/20	<b>Read:</b> Stories from the International front page of the <i>NYT</i> <b>Bring to class:</b> Final draft of your Personal Essay: submit all prewriting (plan, outlines, drafts, along with the cover sheet and essay) <b>In class:</b> repurposing narrative as argument
9	10/22	<b>Read:</b> Opinion pages <i>NYT</i> <b>Read:</b> Ballenger, Chapter 7, “Writing an Argument” (235-283)
10	10/27	<b>Read:</b> Opinion pages <i>NYT</i> <b>Read:</b> Ballenger, Chapter 12, “MLA Documentation Guidelines” (486-493) <b>In class:</b> repurposing critical reading/reflection and personal narrative for a new audience and context: choosing evidence and citing sources
10	10/29	<b>Read:</b> Opinion pages <i>NYT</i> <b>In class:</b> opening gestures and closing appeals.
11	11/3	<b>Read:</b> Opinion pages <i>NYT</i> <b>Bring to class:</b> A sketch of your argument (see Ballenger pp. 238-40 and 267-73) <b>In class:</b> shaping evidence in paragraphs: claims, reasons, and evidence
11	11/5	<b>Read:</b> Opinion pages <i>NYT</i> <b>Read:</b> Ballenger, Chapter 13, “Revision Strategies” <b>Bring to class:</b> three copies of the complete draft of your blog <b>Blog Assignment:</b> post a copy of your blog draft to our class’s website. Specific

Week	Date	Topics, Readings, Assignments, Deadlines
		instructions to follow. <b>In class:</b> peer workshop for your draft
12	11/10	<b>Bring to class:</b> three copies of a new draft that incorporates the suggestions from the 11/5 workshop <b>In class:</b> editing workshop
12	11/12	
13	11/17	<b>Bring to class:</b> Final draft of your blog: submit all prewriting (plan, outlines, drafts, along with the cover sheet and essay) in class <b>Read:</b> Ballenger, Appendix A, “The Writing Portfolio” <b>In class:</b> inventory of strategies for emotional and logical appeal in your essays, and inventory of learning objectives
13	11/19	<b>Read:</b> Wolf’s “Freedom Is Intended as a Challenge” (13-21) <b>Bring to class:</b> an annotated copy of the reading, and a double-entry journal of it <b>Bring to class:</b> Composition book (a small notebook) <b>In class:</b> inventory of reading strategies; commonplace book: imitation exercise
14	11/24	<b>Re-read:</b> Ballenger “A First Reflection on Your Writing Process” (pp. 16-33) <b>In class:</b> finding a thesis, inventory of process strategy, composition book
14	11/26	<b>Holiday Break</b>
15	12/1	<b>In class:</b> Critical Reading/Reflection Essay 2: in-class writing <b>Bring to class:</b> annotations, double-entry journal pages, other prewriting, outline/sketch, and your CR/R1, to submit with your draft
15	12/3	<b>Read:</b> Ballenger, Chapter 4, “Writing a Profile” (111-153) <b>Bring to class:</b> a list of possible interview subjects for your news investigation <b>In class:</b> inventory of revision and editing strategies
16	12/8	<b>In class:</b> Write the Self-Reflection essay in class; submit the portfolio for midyear assessment, which will include all prewriting and outline/sketch of the self-reflection essay
Final Exam	Time/date to the right →	<b>Bring to final:</b> KWL+ for the interview project and a draft of a set of interview questions for your interview subject(s) <b>During final:</b> finalize plans for January interviewing, reading, and developing commonplace book. <b>Section 18:</b> Friday, December 11 <sup>th</sup> from 9:45 – noon. <b>Section 24:</b> Thursday, December 10 <sup>th</sup> from 12:15 – 2:30

**Winter Recess: 12/22-1/26**

**Your January Reading and Interview Assignments**

Over the winter break, conduct your investigative interview(s) in the field. Develop KWL+ for your reader to refine questions, possibly re-interview. Read pp. 23-90 from Wolf’s *Give Me Liberty*. Keep a double-entry journal of this reading.

## HA 96S / Stretch English II, Spring 2016, Projected Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	2/2	<b>Bring to class:</b> 3 copies of your interview transcript and KWL+ for this project <b>In class:</b> interpret field notes to identify KWL+ notes <b>Read:</b> Dan Bright’s Profile (87-107) in Canvas
1	2/4	<b>Bring to class:</b> Final Interview Transcript; submitted with field notes and KWL+notes <b>Read:</b> Beverly Monroe’s Profile in Canvas (55-84) <b>Bring to class:</b> double-entry journal page for Beverly Monroe’s Profile <b>In class:</b> interpreting the editorial choices of the profile
2	2/9	<b>Read:</b> Wolf, “Principle One” (91-104) <b>Bring to class:</b> Double-entry journal page for Wolf’s “Principle One”
2	2/11	<b>Read:</b> Lorena’s profile (109-127) in Canvas
3	2/16	<b>Read:</b> Ballenger, Chapter 4, “Writing a Profile” (111 – 153) <b>Read:</b> Wolf, “Principle Two” (105 – 123) <b>Bring to class:</b> Double-entry journal of “Principle Two”
3	2/18	<b>Bring to class:</b> 3 copies of a complete draft for your profile essay
4	2/23	<b>Bring to class:</b> 3 copies of your revised draft (a revision of your draft based on feedback received from the peer editing workshop of 2/18)
4	2/25	<b>Bring to class:</b> A final draft of your Profile Essay; submit all prewriting, plan, outlines, drafts, cover letter, and essay <b>Read:</b> Wolf, “Principle Three” (125 – 139)
5	3/1	<b>Read:</b> Wolf, “Principle Four” (141 – 155) <b>Read:</b> Scruton’s “A Point of View: Is Democracy Overrated?” (on course website) <b>Bring to class:</b> Double-entry journal of “Principle Four”
5	3/3	<b>Read:</b> Wolf, “Principle Five” (157 – 171) <b>Bring to class:</b> Double-entry journal of “Principle Five”
6	3/8	<b>In class:</b> Critical Reading/Response Essay 3: in-class writing <b>Bring to class:</b> double-entry journals from Wolf reading, your KWL+ and annotated articles from your NYT story, outline/sketch, to be submitted with your draft
6	3/10	<b>Read:</b> Ballenger, Chapter 9, “Ethnographic Essay” (337-382) <b>Read:</b> Alternate journal article on your <i>NYT</i> story (complete KWL+)
7	3/15	<b>Read:</b> Lunsford, Chapter 3, “Multimodal Assignments” (20 – 36) in Canvas <b>Read:</b> Wolf’s “Principle Six” (173 – 187) <b>Bring to class:</b> Double-entry journal of “Principle Six”
7	3/17	<b>Read:</b> Wolf’s “Principle Seven” (189-211) <b>Bring to class:</b> Double-entry journal of “Principle Seven” <b>In class:</b> group workshop for ethnographic essay
8	3/22	<b>Read:</b> Alternate journal article on your <i>NYT</i> story (complete KWL+) <b>In class:</b> group workshop for ethnographic essay
8	3/24	<b>Read:</b> Alternate journal article on your <i>NYT</i> story (complete KWL+) <b>Bring to class:</b> a complete KWL+ for your story from your alternate journal reading <b>In class:</b> group workshop for ethnographic essay

Week	Date	Topics, Readings, Assignments, Deadlines
9	3/29	Spring Break!
9	3/31	Spring Break!
10	4/5	<b>In class:</b> Ethnographic Presentations
10	4/7	<b>In class:</b> Ethnographic Presentations
11	4/12	<b>In class:</b> Ethnographic Presentations <b>Read:</b> Ballenger, Chapter 8, "Writing a Critical Essay" (285-335)
11	4/14	<b>Bring to class:</b> all KWL+ and double-entry journal pages from previous essays on your <i>NYT</i> story <b>In class:</b> workshop to create a sketch/outline for your critical essay
12	4/19	<b>Bring to class:</b> a sketch of the argument for your critical essay <b>In class:</b> paragraph development workshop
12	4/21	<b>Read:</b> Ballenger, "Preparing the Works Cited Page" (497-513) <b>Bring to class:</b> a draft of your body paragraphs for your critical essay <b>In class:</b> paragraph revision workshop
13	4/26	<b>Bring to class:</b> opening and closing paragraphs for critical essay <b>In class:</b> sentence revision workshop
13	4/28	<b>Bring to class:</b> 3 drafts of your critical essay for peer review Critical Essay due
14	5/3	<b>Bring to class:</b> Final draft of Critical Essay; submit all prewriting, sketches or outlines, peer reviewed drafts, and cover sheet.
14	5/5	<b>Read:</b> Ballenger, Chapter 5, "Writing a Review" (155-191) <b>Bring to class:</b> your midyear portfolio and self-reflection essay <b>In class:</b> workshop to inventory and document improved skills
15	5/10	<b>In class:</b> reflecting on your own writing (double-entry journaling); quoting yourself, critiquing yourself
15	5/12	<b>Bring to class:</b> Final Self-reflection essay and Portfolio due Last day of instruction
16		
Final Exam	Date/Time TBA	