

**San José State University**  
**Humanities and Arts, Department of English and Comparative Literature**  
**English 1AF and 1AS, Stretch English I and II**  
**Section 12, Fall 2016 & Spring 2017**

<b>Instructor:</b>	Jill Logan
<b>Office Location:</b>	Faculty Office Building 112
<b>Telephone:</b>	(408) 924-4024
<b>Email:</b>	jill.logan@sjsu.edu
<b>Office Hours:</b>	MW 10:30-11:30 or by appointment
<b>Class Days/Time:</b>	MW 9:00-10:15 <i>This is the course day and time for the full year. You will enroll in this same section during the spring term, provided you earn credit in fall.</i>
<b>Classroom:</b>	Sweeney Hall 444
<b>Prerequisites:</b>	Directed Self Placement is a prerequisite to Stretch English I (English 1AF).  Credit for Stretch English I (English 1AF) is a prerequisite for Stretch English II (English 1AS).
<b>GE/SJSU Studies Category:</b>	English 1AS satisfies* Written Communication I, GE Area A2. <i>*To earn graduation credit in this category, you must complete the yearlong course with a grade of C- or better.</i>

**What We Will Explore Together in This Section of Stretch: 21<sup>st</sup> Century Literacies for Global Citizens**

You wake up in the morning. You slosh the coffee into your cup. You open up your digital device and begin scrolling through the headlines, But what is it you're looking for? A voice? A conversation? Some sort of connection to the world around you? And why do those headlines matter? As citizens of a democracy and of this globe, how do we engage with the literacies around us – the newspapers, the blogs, the tweets – to inform and enlighten, to share and engage?

What is the importance of digesting information and being able to interpret, analyze, and transform it for others? What power does it have to affect change on a local, national, and global level? What conversation is initiated by an op-ed piece that seeks to explain the Black Lives Matter movement to a diverse audience? What role does a picture of a small Syrian boy bloodied in the back of an ambulance play in the global dialogue on terrorism? And how do we, as citizens, find amplification for our own voices, for our own ideas, as we navigate our democracy?

In this class, we'll use the *New York Times* as a text to initiate our critical inquiry of 21<sup>st</sup> century literacies for global citizens. As we peel back the pages each week, we will go deeper into our exploration of the role that reading and writing play in our exchange of ideas and democratic dialogue. Alexis de Tocqueville wrote in *Democracy in America*, "Newspapers therefore become more necessary in proportion as men become more equal and individualism more to be feared. To suppose that they only serve to protect freedom would be to diminish their importance: they maintain civilization."

And it is here that we shall begin our journey.

## What You Will Learn in Stretch English I and II

As part of your general university education, you are offered this course to explore how reading and writing inform the work we do together at the university. Across the university, in all disciplines and majors, reading and writing inform the collaborations between students and faculty as we create new knowledge together.

SJSU studies include an emphasis on diversity. I chose *The New York Times* 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 General Education guidelines for instructors outline five broad learning outcomes for all courses that satisfy Area A2. 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

For more information on the Stretch Curriculum designed to meet these learning outcomes, see the [Stretch English Program Syllabus](#). Table 1 maps how the yearlong course will meet Written Communication I requirements and standards as well as the GE learning objectives.

Assignment	Assignment (Word Count)	Total Words	Assignment Type	Term	GE Learning Objective
<b>Critical reading/reflection</b>	Essay 1: (600) Essay 2: (750) Essay 3: (750)	2100	In-class writing	F F S	GELO 1, 2, 3,4, 5
<b>Data-driven analyses</b>	Personal Essay (1000) Interview Project (1000) Ethnography Project (800)	2800	Out of class writing	F S S	GELO 2, 3, 5
<b>Major Essays</b>	Blog (750) Profile Essay (1000) Critical Essay (1200)	2950	Out of class writing	F S S	GELO 2, 3, 4, 5
<b>Portfolio/self-reflection essays</b>	Midyear (750) Final (1000)	1750	In-class writing Out of class writing	F S	GELO 1, 2, 3, 4, 5

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

## How to Prepare for Our Class

This year we will collaborate to answer the question: What is the relationship between 21<sup>st</sup> century-literacies and democratic engagement in a global world? We will use reading and writing to collaborate in researching this question, and writing about it. You will come to class every day ready to do writing—that is, to explore ideas, share research and reading, analyze source materials, critique samples and workshop drafts. In short, to write. All classes will involve in-class activities intended to further your progress on the current essay assignment or project. You will want to save this

class work to your Canvas account, or to your laptop, or both. So you will want to bring your own laptop or tablet. (Laptops and tablets are also available to be checked out in the library.)

## Where to Find Assignments and Materials

Course materials such as syllabus, handouts, assignment sheets, and some readings can be found on the Canvas learning management system course website. You are responsible for checking your SJSU email to learn of any updates to our schedule.

## Where to Purchase Your Texts

Reading is an integral part of writing. Reading for this 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 have texts that discuss the writing process, as well as style guides that explore the finer intricacies of writing. The following 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. All of these reading resources are required.

The following textbooks are available through the Spartan Bookstore or through Amazon.

Ballenger, Bruce. *The Curious Writer*, Brief a la Carte Edition (5<sup>th</sup> Edition)  
ISBN-13: 9780134121444

Williams, Joseph M. *Style: Lessons in Clarity and Grace* (11<sup>th</sup> Edition)  
ISBN-13: 978-0321898685

Wolf, Naomi. *Give Me Liberty: A Handbook for American Revolutionaries* (2008)  
ISBN-13: 978-1416590569

## Subscription to the International New York Times

Together we are embarking on an exploration of the role reading and writing play in being a citizen in a democracy. To study that relationship, we are going to read the newspaper and share our learning and experiences in writing. The information we generate together will help you, in your final assignment, to assess the role of 21<sup>st</sup>-century literacies in our democratic practice as global citizens.

You will need to 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>

## Other Readings

Other readings are available as PDF documents that you may download from **Files** on our Canvas site. On occasion I will also provide links to readings that can be found online.

## The Work You Will Do in This Course: An Overview

**The Core Stretch Curriculum.** Table 1 outlined the major writing assignments for Stretch English. All sections of Stretch English share this core curriculum. The fall writing assignments include: 2 critical reading and reflection essays, written in class; a personal essay; an blog essay; 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.

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

At the end of the fall and spring terms you will submit a portfolio for Stretch instructors to review. These portfolios will ask you to enter into an assessment of your writing with two members of the Stretch faculty: me and one of my colleagues.

### **Our Daily Learning Activities.**

The schedule of reading and writing assignments at the end of this syllabus breaks this work down into daily activities you will engage both in and out of class.

### **The Time You Will Spend on This Work**

Like all faculty at SJSU, I have designed this course to help you achieve the learning goals that define its role in your progress to earn a degree. In a 3-unit course like this one, faculty expect that students will spend *a minimum* of forty-five hours for each unit of credit (normally three hours per unit per week). This time includes 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>.

While all students will complete these same assignments, the course design does not and cannot account for individual needs of each student. There may be added work you need to do. 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.

### **Reflecting on Your Own Learning: The Stretch Course Learning Outcomes (CLO)**

When you have completed this coursework, you will have made considerable progress in developing yourself as a reader and writer. At the end of the fall and the spring term, you will assemble this work in a portfolio, and reflect on the work to gauge and define your progress. Presenting this portfolio to me and to one other member of the Stretch Faculty Learning Community, you will demonstrate to us your own ability 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).**

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.

### How We Will Evaluate Your Progress

Your Stretch colleagues and I will provide you feedback on your work to help you apply lessons learned in classroom work to complete assignments and transfer lessons learned from one assignment to the next. In this process, grades are a tool for assessment and course correction within your journey to become an independent writer; they report outcomes during a course of instruction.

My grading practices respect your right to feedback within a reasonable time so that you may not only know your scores, but also understand the criteria applied to the evaluation of your work. Ultimately, we will work together to make you your own best critic.

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 on your right to understand your grades.

### How Individual Assignments Will Be Assessed

For each assignment, I will give you a *rubric* so that you will have a clear understanding of how and why the work is being evaluated the way it is. Keep in mind that our work here is not just to create written “products,” but to really improve your writing “process.” This means that you will also be turning in *cover sheets* with your work (and doing other reflective activities) so that you and I can both evaluate the effectiveness of your writing process.

### Canvas Discussions

For most classes you will be required to post a Discussion on Canvas. I will post a prompt and you will write a response to it. You will post these under **Discussions** on our Canvas site. (Please enter them in the text box rather than as attachments.) We will use these responses in various ways as springboards for our discussions in class and for your writing assignments. Some will be creative, while others will be more critical. *I will not accept late Discussion posts.*

### In-class Activities

These activities will be designed to help with various stages of the writing process and to facilitate our discussions throughout the year. I will give individual instruction on these during class time. Some will require you to turn in something to me, while others will require some other form of participation. Bringing the required work to class will be part of the In-Class Activity grade. *You must be prepared. Missed In-class Activities cannot be made up.*

### How Assignments Are Weighted to Determine Grades

**Fall 2016:** 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 3 out of 4 (75%) of the CLO categories to earn credit (CR) in English 1AF.

Item	% of Course Grade	Word Count*	Type of Assignment
Critical Reading/Reflection 1	3%	600	in-class
Personal Essay	5%	(1000)	out of class
NYT Blog	7%	(1000)	out of class
Critical Reading/Reflection 2	5%	750	in-class
Self-Reflection/Midyear Portfolio	8%	750	in-class
In-Class Activities	5%	N/A	in-class

Canvas Discussions	5%	N/A	out of class		
Vocabulary Journal	1%	N/A	out of class	<b>Fall Total</b>	<b>[39%]</b>

**Spring 2017:** A final grade of C- or better in English 1AS is needed to clear remediation and satisfy GE Area A2.

Item	% of Course Grade	Word Count*	Type of Assignment		
Interview Transcript	2%	1000	out of class		
Profile Essay	9%	1000	out of class		
Ethnography Presentation	4%	800	out of class		
Critical Reading/Reflection 3	5%	750	in-class		
Critical Essay	15%	1200	out of class		
Self-Reflection/Final Portfolio	15%	1000	out of class		
In-Class Activities	5%	N/A	in-class		
Canvas Discussions	5%	N/A	out of class		
Grammar Journal	1%	N/A	out of class	<b>Spring Total</b>	<b>[61%]</b>

**Word Count / Fall and Spring: 9550 (5150 finished writing)**

### How I Calculate Your Grades

In Stretch English, your course grade is based on the grades you earn through both semesters on the work you produce; note that I weight these grades to determine the final grade, rather than averaging them. In weighting letter grades, an A+ will be valued at 12, an A at 11, an A- at 10, etc.

### How Late Work Will Be Assessed

Assignments are due at the beginning of class, whether they are submitted to Canvas or in-person. Any assignments not submitted at the beginning of the class period will be lowered 10% for each day they are late, *up to three days*. After that they will receive no credit. *I will not accept late work for Canvas Discussions or In-Class Writing Activities.*

### How We Will Work Together to Get the Most Out of Our Class

Your task as a student will be to take advantage of the readings and class instruction and to embrace the processes of writing and reading. To help foster a positive classroom community, I expect that you will treat each other and me with respect and dignity at all times, even when sharing opposing views on controversial topics, and that you will attend class regularly and give your full attention to the material. As college students, I expect you to acknowledge that you are participating in a level of education where effort is not enough to justify a high grade, and I expect that you will not plagiarize or otherwise steal the work of others. I also expect that you will accept the consequences—good or bad—of your actions.

You can expect that I will treat you as an individual, and that I will challenge you to think. I am happy to talk to you about any concerns or questions you may have by email or during my office hours. You can trust that I will make myself available to you for individualized help, that I will be honest with you, and that your grade will reflect the quality of your work and nothing else. I believe that this course is extremely important for your intellectual and personal growth, and my teaching will reflect this belief.

Tardiness is a distraction to the class, so I ask that you always be on time and that you be prepared.

Texting is also a distraction and keeps you from being fully engaged in our classroom activities. Texting during class will therefore affect your In-Class Activity grade.

## **Where You Can Find Information about University Policies**

The Office of Graduate and Undergraduate Programs (GUP) maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus-related University Policies and resource information listed on GUP's Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

## **Where You Can Find Information about Earning A2 Credit and Clearing Remediation**

The [Stretch program syllabus](#) is also located in our Canvas files. In that syllabus you will find information about how, in Stretch I and II, you can earn A2 credit and, if you need to, clear your remediation in English.

**English 1AF / Stretch English I**  
**Fall 2016**  
**Course Schedule**

Please note that the Course Schedule (like a developing thesis) may be subject to change. I will keep you notified of changes via email and class announcements.

**Course Schedule**

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	W August 24	<b>Read (before class):</b> Syllabus <b>Bring to class:</b> Questions about Syllabus <b>Discuss:</b> Pape’s “Millennials Read Print News” <b>In-Class Activity:</b> Subscribe to the <i>International New York Times (NYT)</i> digital <b>In-Class Activity:</b> Discuss Learning Outcomes
2	M August 29	<b>Read (before class):</b> Stories from the International front page of the <i>NYT</i> <b>Due on Canvas:</b> Discussion 1 (Interesting Post) <b>Bring to class:</b> Your DSP Literacy Narrative <b>In-Class Activity:</b> Choosing a Topic
2	W August 31	<b>Read (before class):</b> Stories from the International front page of the <i>NYT</i> <b>Read (before class):</b> Ballenger Chapter 2 “Reading as Inquiry” <b>Due in class:</b> Annotate Ballenger reading <b>Due on Canvas:</b> Discussion 2 (Find one related story or link) <b>In-Class Activity:</b> Choose the Headlines
3	M September 5	<b>NO CLASS – LABOR DAY</b>
3	W September 7	<b>Read (before class):</b> Stories from the International front page of the <i>NYT</i> <b>Read (before class):</b> Barr’s “As Fewer Read...” (Canvas) <b>Read (before class):</b> Williams Lesson 1 “Understanding Style” <b>Bring to class:</b> Annotated Barr reading <b>Due on Canvas:</b> Discussion 3 (What did you learn?) <b>In-Class Activity:</b> Vocabulary Journal
4	M September 12	<b>Read (before class):</b> Stories from the International front page of the <i>NYT</i> <b>Review:</b> Ballenger 47-53 to prepare for KWL+ exercise <b>Due on Canvas:</b> Discussion 4 (Tweet your story) <b>In-class Activity:</b> KWL+
4	W September 14	<b>Read (before class):</b> Stories from the International front page of the <i>NYT</i> <b>Review:</b> Ballenger 47-53 to prepare double-entry journal <b>Bring to class:</b> Double-entry journal pages for your story <b>Due on Canvas:</b> Discussion 5 (What are you still curious about?) <b>In-Class Activity:</b> Thesis Workshop
5	M September 19	<b>Read (before class):</b> Stories from the International front page of <i>NYT</i> <b>Read (before class):</b> Lunsford Appositives and Adjective clauses <b>Read (before class):</b> Williams Lesson 4 “Characters” <b>Read (before class):</b> Lamott’s “Shitty First Drafts” <b>Due on Canvas:</b> Discussion 6 (Sentences) <b>Bring to class:</b> KWL+ for your story (at least 3 stories on your NYT topic) and your double-entry journal page for your story <b>In-Class Activity:</b> Selecting evidence for your essay; a sentence generating exercise; using appositives and adjective clauses to inform readers.

Week	Date	Topics, Readings, Assignments, Deadlines
5	W September 21	<p><b>Read (before class):</b> Stories from the International front page of the <i>NYT</i></p> <p><b>Read (before class):</b> Lunsford “Parts of Sentences” (31j through 31m)</p> <p><b>Read (before class):</b> Williams Lesson 3 “Actions”</p> <p><b>Due on Canvas:</b> Discussion 7 (Sentence Study)</p> <p><b>In-Class Activity:</b> A workshop on rehearsing evidence for your essay</p>
6	M September 26	<p><b>Due on Canvas:</b> Discussion 8 (TBA)</p> <p><b>Bring to class:</b> Your annotated story, your KWL+, your double-entry journal, your outline, to be submitted with your draft.</p> <p><b>In-Class Activity:</b> <b>Critical Reading/Reflection Essay 1</b></p>
6	W September 28	<p><b>Read (before class):</b> Ballenger Chapter 1 “Writing as Inquiry”</p> <p><b>Read (before class):</b> “Just Write What Happened” (Canvas)</p> <p><b>Read (before class):</b> “Introduction” in Naomi Wolf’s Give Me Liberty (3-12)</p> <p><b>Due on Canvas:</b> Discussion 9 (Get to know your NYT audience: Pew)</p> <p><b>Bring to class:</b> Annotated copy of “Just Write What Happened”</p> <p><b>In-Class Activity:</b> Brainstorm and plan for Personal Essay</p>
7	M October 3	<p><b>Read (before class):</b> Ballenger Chapter 3 “Writing a Personal Essay”</p> <p><b>Read (before class):</b> “Weaving Story into Breaking News” (Canvas)</p> <p><b>Read (before class):</b> Stories from the International front page of the <i>NYT</i></p> <p><b>Bring to class:</b> Annotated copy of “Weaving Story” essay</p> <p><b>Due on Canvas:</b> Discussion 10 (Describe your development as a reader of this story so far.)</p> <p><b>In-Class Activity:</b> Workshop to repurpose your reading/reflection for a new audience</p>
7	W October 5	<p><b>Read (before class):</b> Williams Lesson 2 “Correctness”</p> <p><b>Read (before class):</b> Mukherjee’s “Two Ways to Belong in America” (Canvas)</p> <p><b>Bring to class:</b> Your prewriting and a quick sketch for your essay (Ballenger 95-101)</p> <p><b>Due on Canvas:</b> Discussion 11 (Sentence Study)</p> <p><b>In-Class Activity:</b> Workshop to find narrative structure</p>
8	M October 10	<p><b>Read (before class):</b> Stories from the International front page of the <i>NYT</i></p> <p><b>Read (before class):</b> Williams “Global Coherence”</p> <p><b>Due on Canvas:</b> Discussion 12 (Studying Form)</p> <p><b>In-Class Activity:</b> A sentence composing exercise to generate details in narrative writing.</p>
8	W October 12	<p><b>Read (before class):</b> Ballenger Appendix A “The Writer’s Workshop”</p> <p><b>Bring to class:</b> Three copies of the complete draft of your personal essay</p> <p><b>Due on Canvas:</b> Discussion 13</p> <p><b>In-Class Activity:</b> A peer workshop of your draft</p>
9	M October 17	<p><b>Read (before class):</b> Williams Appendix 1 “Punctuation”</p> <p><b>Read (before class):</b> Lunsford (semicolon in sections 37a and c, and 40 a, b, and c)</p> <p><b>Bring to class:</b> A revised draft</p> <p><b>Due on Canvas:</b> Discussion 14 (Sentence Study)</p> <p><b>In-class activity:</b> Sentence-editing workshop (removing/replacing punctuation)</p>
9	W October 19	<p><b>Read (before class):</b> Continue reading stories from the International front page of the <i>NYT</i></p> <p><b>Due on Canvas:</b> Discussion 15</p> <p><b>Bring to class:</b> Final draft of your Personal Essay (submit all prewriting outlines, drafts, along with the cover sheet and essay)</p> <p><b>In-class activity:</b> Workshop to repurpose narrative as argument</p>
10	M October 24	<p><b>Read (before class):</b> Opinion pages <i>NYT</i></p> <p><b>Read and annotate:</b> Wolf’s “The Battle Plan” (Canvas)</p> <p><b>Due on Canvas:</b> Discussion 16</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><b>Bring to class:</b> One paragraph explaining how Wolf’s insights might help us to understand one of the stories we have read in the <i>NYT</i></p> <p><b>In-Class Activity:</b> Shaping language for a public audience</p>
10	W October 26	<p><b>Read (before class):</b> Opinion pages <i>NYT</i></p> <p><b>Read (before class):</b> Ballenger Chapter 7 “Writing an Argument”</p> <p><b>Read (before class):</b> Williams Appendix 4 “Using Sources”</p> <p><b>Due on Canvas:</b> Discussion 17 (Sentence study)</p> <p><b>In-Class Activity:</b> Using quotations, Framing argument</p>
11	M October 31	<p><b>Read (before class):</b> Opinion pages <i>NYT</i></p> <p><b>Read (before class):</b> Ballenger Chapter 12</p> <p><b>Review:</b> Ballenger Chapter 7</p> <p><b>Due on Canvas:</b> Discussion 18 (Sentence Study)</p> <p><b>In-Class Activity:</b> Workshop on Choosing Evidence and Citing Sources</p>
11	W November 2	<p><b>Read (before class):</b> Opinion pages <i>NYT</i></p> <p><b>Read (before class):</b> Williams Lesson 7 “Motivation”</p> <p><b>Due on Canvas:</b> Discussion 19 (Studying Form)</p> <p><b>Bring to Class:</b> Two samples of opening gestures and closing appeals from the opinion pieces you have read in the <i>NYT</i></p> <p><b>In-Class Activity:</b> Workshop openings/closings and imitation exercise</p>
12	M November 9	<p><b>Read (before class):</b> Opinion pages <i>NYT</i></p> <p><b>Due on Canvas:</b> Discussion 20 (Sentence Study)</p> <p><b>Bring to Class:</b> A sketch of your argument (see Ballenger)</p> <p><b>In-Class Activity:</b> Workshop to shape evidence in paragraphs: claims, reasons, and evidence</p>
12	W November 11	<p><b>Read (before class):</b> Opinion pages <i>NYT</i></p> <p><b>Read (before class):</b> Ballenger Chapter 14 “Revision strategies”</p> <p><b>Due on Canvas:</b> Discussion 21 (Complex sentences)</p> <p><b>Bring to class:</b> 3 copies of a complete draft of your blog</p> <p><b>In-Class Activity:</b> Workshop blogs</p>
13	M November 14	<p><b>Read (before class):</b> Opinion pages <i>NYT</i></p> <p><b>Read (before class):</b> Lunsford on clauses</p> <p><b>Due on Canvas:</b> Discussion 22 (TBA)</p> <p><b>Bring to class:</b> 3 copies of your <i>revised</i> blog</p> <p><b>In-Class Activity:</b> Editing Workshop for blogs</p>
13	W November 16	<p><b>Bring to class:</b> 3 copies of your <i>revised</i> draft from Monday’s workshop</p> <p><b>Due on Canvas:</b> Discussion 23 (Lesson Learned)</p> <p><b>In-Class Activity:</b> Editing Workshop; inventory of strategies for emotional and logical appeal in your essays</p>
14	M November 21	<p><b>Due on Canvas:</b> Blog (submit all writing exercises, both peer-reviewed drafts, the cover sheet and the essay)</p> <p><b>Due on Canvas:</b> Discussion 24 (Sentence Revisions)</p> <p><b>In-class Activity:</b> Inventory of learning objectives and assignments for midyear reflection</p>
14	W November 23	<b>NO CLASS – THANKSGIVING BREAK</b>
15	M November 28	<p><b>Read (before class):</b> “Why Local Newspapers Are the Basis for Democracy” (Canvas)</p> <p><b>Review:</b> “A First Reflection on Your Writing Process” (Ballenger 15-34)</p> <p><b>Due on Canvas:</b> Discussion 25 (Sentence Study)</p> <p><b>Bring to class:</b> Annotated copy of the reading AND a double-entry journal for it.</p> <p><b>In-Class Activity:</b> Thesis Workshop and Writing Process Strategies</p>

Week	Date	Topics, Readings, Assignments, Deadlines
15	W November 30	<b>Bring to class:</b> Annotations, double-entry journal pages, other prewriting, outline/sketch, and your CR/R 1, to submit with your draft. <b>In-Class Activity: Critical Reading/Reflection Essay 2</b>
16	M December 5	<b>Read (before class):</b> Ballenger Appendix B “The Writing Portfolio.” <b>Due on Canvas:</b> Discussion 26 (Sentence Study) <b>In-class activity:</b> Inventory of your reading strategies
16	W December 7	<b>Due on Canvas:</b> Discussion 27 (Sentence Study) <b>In-Class Activity:</b> Inventory sentence development strategies <b>In-Class Activity:</b> Workshop on research in the field
17	M December 12	<b>Due on Canvas:</b> Submit the portfolio for midyear assessment (include all prewriting and outline/sketch of the self-reflection essay) <b>In-Class Activity: Self-reflection essay</b>
Final Exam	Th December 15 7:15-9:30	<b>In-Class Activity:</b> Interview Workshop and discussion of Winter Break reading

**Our work over the Winter Break:** During the month of January, you’ll be reading Naomi Wolf’s book *Give Me Liberty*. On a weekly basis you will post comments to our Canvas Discussion boards in response to this reading. (Posts will be calculated in the grade for the Spring semester.)

**English 1AS / Stretch English I**  
**Spring 2017**  
**Course Schedule**

Please note that the Course Schedule (like a developing thesis) may be subject to change. I will keep you notified of changes via email and class announcements.

Week	Date	Topics, Readings, Assignments, Deadlines
1	M January 30	<b>Read:</b> Wolf “Become the Media Yourself” 221-244 <b>Bring to Class:</b> 3 copies of your interview transcript and your KWL+ for this project. <b>Due on Canvas:</b> Discussion (Visuals in the <i>NYT</i> )
1	W February 1	<b>Read:</b> Ballenger Chapter 13 “Re-Genre” <b>Read:</b> Williams Lesson 5 “Cohesion and Coherence” <b>Due on Canvas:</b> Discussion (Sentence Study)
2	M February 6	<b>Review:</b> Ballenger Chapter 4 “Writing a Profile.” <b>Due on Canvas:</b> Discussion (Visuals for your Profile Essay)
2	W February 8	<b>Read:</b> Eggers Intro (Canvas) <b>Read:</b> Williams Lesson 6 “Emphasis.” <b>Bring to Class:</b> Interview transcript annotated to identify features/beats for profile. <b>Due on Canvas:</b> Discussion (Sentence Study)
3	M February 13	<b>Bring to class:</b> Samples of introductory paragraphs and closing paragraphs. <b>Due on Canvas:</b> Discussion (Visual argument)
3	W February 15	<b>Due on Canvas:</b> Draft of Profile Essay <b>Bring to class:</b> Comments on 3 profile essays <b>In-Class Activity:</b> Workshop
4	M February 20	<b>Due on Canvas:</b> Draft of Profile Essay <b>Bring to class:</b> Comments on the 3 profile essays you were assigned to read and annotate <b>Due on Canvas:</b> Read drafts; post comment on the three drafts assigned to you. <b>In-Class Activity:</b> Workshop drafts
4	W February 22	<b>Due on Canvas:</b> Draft of Profile Essay <b>Bring to class:</b> Comments on 3 profile essays <b>In-Class Activity:</b> Workshop
5	M February 27	<b>Read:</b> Wolf “How to Pitch a Feature Piece” (231) <b>Due on Canvas:</b> Profile Essay (final version, all prewriting, peer review comments, and the cover sheet) <b>Due on Canvas:</b> Discussion (Pitch for Profile Essay)
5	W March 1	<b>Review:</b> Ballenger Chapter 2 “Reading as Inquiry” <b>Read:</b> Wolf, Part III, “Driving Change.” <b>Due on Canvas:</b> Discussion (Sentence Study)
6	M March 6	<b>Read:</b> Eggers’ “Ochoa” (Canvas) <b>Due on Canvas:</b> Discussion (Graphic Sentence Study)
6	W March 8	<b>Due on Canvas:</b> (Graphic Sentence Study) <b>In-Class Activity:</b> <b>Critical Reading/Reflection Essay 3</b> (submit draft with your sketch, your KWL+LWK and double-entry journal pages)
7	M March 13	<b>Read:</b> Wolf, Part III, Chapters II through VI (219-316) <b>Read:</b> Ballenger Chapter 9 “Ethnographic Essay”

Week	Date	Topics, Readings, Assignments, Deadlines
		<b>Due on Canvas:</b> Discussion (Change drivers)
7	W March 15	<b>Read:</b> Eggers' "Lorena" <b>Due on Canvas:</b> Discussion <b>In-Class Activity:</b> Revision Workshop
8	M March 20	<b>Bring to Class:</b> Slides for presentation. <b>Due on Canvas:</b> Discussion (Sentence Study)
8	W March 22	<b>Read:</b> Lunsford "Parallelism" <b>Read:</b> Williams Lesson 11 "Elegance" <b>Read:</b> Eggers' "Mr. Lai" <b>Bring to class:</b> Sequence of 4 slides for Power Point presentation. <b>Due on Canvas:</b> Discussion (Sentence Study)
9	M March 27	<b>SPRING BREAK</b> <b>Due on Canvas:</b> Group PowerPoint Presentation <b>Due on Canvas:</b> Discussion (Multimodal Rhetoric)
9	W March 29	<b>SPRING BREAK</b> <b>Due on Canvas:</b> Critique uploaded presentations
10	M April 3	<b>Read:</b> Williams Lesson 10 "Shape" <b>Due on Canvas:</b> Discussion (Critique comments)
10	W April 5	<b>Review:</b> Wolf, Part II, "Core Values" <b>Due on Canvas:</b> Ethnographic Exercise (notes, reflection, group slides) <b>Due on Canvas:</b> Discussion
11	M April 10	<b>Read:</b> Ballenger Chapter 8 "Writing an Analytical Essay" <b>Read:</b> Gladstone's "The Influencing Machines" (Canvas) <b>Due on Canvas:</b> Discussion
11	W April 12	<b>Read:</b> Gladwell's "Why the Revolution Won't Be Tweeted" (Canvas) <b>Bring to Class:</b> A sketch of the argument for your critical essay <b>Due on Canvas:</b> Discussion <b>In-Class Activity:</b> Paragraph development workshop
12	M April 17	<b>Due on Canvas:</b> Discussion <b>Bring to Class:</b> Draft of body paragraphs for your critical essay <b>In-Class Activity:</b> Paragraph revision workshop
12	W April 19	<b>Due on Canvas:</b> Draft of Critical Essay <b>Bring to class:</b> Comments on 3 essays
13	M April 24	<b>Due on Canvas:</b> Draft of Critical Essay <b>Bring to class:</b> Comments on 3 essays
13	W April 26	<b>Due on Canvas:</b> Draft of Critical Essay <b>Bring to class:</b> Comments on 3 essays
14	M May 1	<b>Due on Canvas:</b> Critical Essay (final essay, all prewriting, sketches or outlines, both peer-reviewed drafts, and cover sheet) <b>Due on Canvas:</b> Discussion (Reflect on Reading)
14	W May 3	<b>Read:</b> Ballenger, Chapter 5 "Writing a Review" <b>Bring to Class:</b> Your midyear portfolio and self-reflection essay <b>Due on Canvas:</b> Discussion (Post one lesson learned about the role of "rules" in crafting sentences by studying how sentences work in the <i>NYT</i> )

Week	Date	Topics, Readings, Assignments, Deadlines
15	M May 8	<b>Due on Canvas:</b> Discussion
15	W May 10	<b>Due on Canvas:</b> Discussion
16	M May 15	<b>Due on Canvas:</b> Final Self-Reflection Essay and Portfolio
Final Exam	TBA	In our regular classroom