

**San José State University**  
**Humanities and Arts**  
**English 1AF and 1AS, Stretch English I and II**  
**Section 16, Fall 2016 & Spring 2017**

**Course and Contact Information**

<b>Instructor:</b>	Shama Ball
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<b>Office Hours:</b>	T/R 9:00 – 10:20 or by appointment
<b>Class Days/Time:</b>	T/R 12:00 – 1:15
<b>Classroom:</b>	Sweeny Hall 444
<b>Prerequisites:</b>	Directed Self Placement to Stretch English I (English 1AF).
<b>GE/SJSU Studies Category:</b>	English 1AS satisfies *Written Communication 1, GE Area 2. *To earn graduation credit in this category, you must complete the yearlong course with a grade of C- or better.

**How We Will Communicate in This Section of Stretch:**

This is an in-person course that meets for two classes a week. Some course content will be delivered through Canvas, SJSU's learning management system, and will require online interaction and final draft assignment submission. Go to: <http://sjsu.instructure.com>. Also, please check your email on a regular basis for other important information.

**What We Will Explore Together in This Section of Stretch:**

Our mainline inquiry will examine the influence of cultural myths on identity. We will explore readings and written assignments that will help us determine how cultural myths shape the way we see ourselves and the world around us. We will discuss how the creation of these myths, the sustainability of these myths, and the global perspective of these myths impact our past, present, and future as members of a learning community. We will look at specific myths like the pursuit of the "American Dream" in order to frame our understanding of coming of age in the Modern era, the promise and accessibility of education, and how class, gender, and race fit into larger narratives about identity. Our goal is to recognize the interconnectedness between, and the power that comes with, applying the tools of knowledge, reading, and writing. Language is not neutral; language makes things happen.

**What We Will Learn and Do in Stretch English:**

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 under Module One on Canvas and on the department website. Table 1 maps how the yearlong course will meet Written Communication I requirements and standards as well as the GE learning objectives.

Assignment	Assignment	Words	Total Words	Assignment Type	Term (F/S)	GE Learning Objective
<b>Critical reading/reflection</b>	Essay 1	500	1850	in-class writing	F	GELO 1, 2, 3,4, 5
	Essay 2	600			F	
	Essay 3	750			S	
<b>Data-driven analyses</b>	Personal Essay	1000	2850	out of class writing	F	GELO 2, 3, 5
	Interview Project	850			S	
	Ethnography Project	1000			S	
<b>Major Essays</b>	Blog	750	3000	out of class writing	F	GELO 2, 3, 4, 5
	Profile Essay	1000			S	
	Critical Essay	1200			S	
<b>Portfolio/self-reflection essays</b>	Midyear	750	1550	in-class writing out of class writing	F	GELO 1, 2, 3, 4, 5
	Final	800			S	

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

### 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).

### **How to prepare for class sections:**

This year we will collaborate to answer the question: How do cultural myths shape identity? How do these myths shape the way you see yourself and the world around you? Keep in mind that this is a personal inquiry – your answer to the question may vary from your classmates – that’s what makes it interesting! We will use reading and writing to collaborate in researching and writing about this question. You will come to class everyday ready discuss and write—that is, to explore ideas, share research and reading, analyze source materials, critique samples and workshop drafts. All classes will involve in-class activities and intensive group work intended to further your progress on the current essay assignment or project.

### **How to stay abreast of course 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 to check the messaging system through MySJSU to learn of any updates to our schedule. The very best way to stay up to date is to come to class!

### **Where to purchase the texts you will need:**

Reading is an integral part of writing. Reading for the course is both extensive and intensive. It includes useful samples of writing for a variety of audiences. **Be aware of the reading load and plan accordingly!** The texts listed on this syllabus are all required for this course. You will need to bring your texts to class regularly, starting next week.

The following textbooks can be purchased at the Spartan Bookstore or from an online vendor. If you are ordering online, be sure to use the ISBN number listed to be sure to get the appropriate edition and format.

### ***Required Texts for Stretch English I and II:***

\*Lunsford, Andrea A. *Everyday Writer – fifth edition* (**Available for free on Canvas**)

\**Rereading America – TENTH edition* ISBN: 978-1-4576-9921-4

\*Ballenger, Bruce. *The Curious Writer Brief Fourth edition* ISBN: **978-0-205-87665-5 (MUST HAVE THIS EDITION)**

\*Packer, George. *The Unwinding – An Inner History of the New America* ISBN 978-0-374-53460-8

\*Moore, Wes. *The Other Wes Moore* ISBN: **978-0-385-52820-7** (Second Semester)

### **Other useful and necessary supplies:**

\*\*Notebook for note taking/assignments/in class writing/opening assignments

\*\*Folder to organize/save all work for final portfolio – **SAVE EVERYTHING!**

\*\***At least 5 essay exam books** (large) – available at the bookstore

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

Table 1 outlined the major writing assignments for Stretch English. The fall writing assignments include: A benchmark essay and 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.

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. This is not just a mathematical truth; it is a reflection of the design of the coursework itself. The assignments are an integrated series of reading and writing exercises: the effectiveness of your writing increases as you gain expertise with our topic over 32 weeks of instruction.

Learning to articulate the learning you achieve through an assignment reinforces that learning. In both fall and spring you will 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. I will make available to you this scoring guide 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.

***A Note on Participation:*** Since our focus in Stretch English is the move from personal to public, both in writing and thinking, we will be engaging in that same practice during class. There will be times when your writing/thinking is private and other times when your voice needs to be heard. We will be engaging in numerous class discussions; during these activities your participation is valued and required. Other participation requirements will be: writing group activities/presentations, discussion question reviews, in class writing/sharing, opening assignments. Lack of participation will result in loss of points from the homework/classwork category. Note: in class work cannot be made up.

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.”

### **How Your Work Will Be Assessed and Graded in This Course:**

While the formal writing assignments are the most important component in the course (see list below), there are other categories that will help determine your overall grade. Each semester there is roughly a total of 1000 points possible. The point breakdown is as follows:

- Formal Writing Assignments (this includes all drafts/peer review): 800 (fall) 850 points (spring)
- Discussions/Journal Writing: 50 points
- Unit Essay Books/Bookmarks/Group Work: 150 points (fall) 100 points (spring)
- Participation: As noted above – points will be deducted from category / in class work cannot be made up.

**NOTE: Your final grade in Stretch English is based on both semesters of work. That being said, the spring semester is weighted more than fall; fall will count for 1/3 of your total grade while spring will count for 2/3.**

**Late Work:**

**Papers** are always due at the start of class on the day they are due. All late papers will be penalized half a grade per day late starting 5 minutes after the start of the class. If you are going to miss class on the day a paper is due I will still expect it to be turned in on Canvas if it is a final draft, or emailed to me if it is an early draft. Turn in a hard copy of the paper when you return to class. Early papers are always accepted. Note: The Canvas Deadline for final drafts is the same day it is due and the late policy applies even if you turn in your final draft in class.

**Homework** is due at the beginning of class. Put it on the corner of your desk when you enter the room so I can check that it is complete before we go over it. No late homework – no credit will be given to homework received 5 minutes after the start of class. If you are going to miss class either get me the homework early or email it to me before five minutes after the start of class. Usually the homework is a large part of the class content of the day; if you do not complete the assignment and/or the reading you will be noticeably unprepared and you may lose both homework points and participation points may be deducted.

**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 **70%** of the GELOs **to earn credit (CR)** in Eng. 1AF

**Fall 2016: Must achieve a 70% for CR grade in Eng. 1AF (all writing assignments must be complete)**

Item	Points Possible	Word Count	* Type of Assignment
Benchmark/Diagnostic	N/A	N/A	in-class
Critical Reading/Reflection 1	100	500	in-class
Personal Essay	200	1000	out of class
Blog (letter to editor)	250	750	out of class
Critical Reading/Reflection 2	150	600	in-class
Self-Reflection/Portfolio	100	750	in-class
Unit Essay Books/ <i>UNW</i> Bookmark	150	N/A	N/A
Canvas Discussions/Journals	40	N/A	N/A
PassionTation	10	N/A	N/A

**Spring 2016: 70% of total points in Eng. 1AF needed to clear remediation and satisfy GE Area A2.**

Item	Points Possible	Word Count*	Type of Assignment
Interview Essay	100	850	out of class
Profile Essay	150	1000	out of class
Ethnographic Essay	150	1000	out of class
Critical Reading/Reflection 3	100	750	in-class
Critical Essay	200	1200	out of class
Self-Reflection/Portfolio	150	800	out of class
Unit Essay Books	100	N/A	N/A
Canvas Discussions/Journals	50	N/A	N/A

**Word Count/ Fall and Spring: 9200**

### **Feedback for Individual Assignments**

You and I (writer and reader) will both assess how effectively your finished writing is achieving the goals outlined for the course; this part of the grading will detail how effectively you are performing the skills that you are learning and practicing in the class. Your grade on an assignment will measure your progress and achievement so that you can manage your learning through the full thirty weeks of instruction.

**Rubrics:** For each assignment, you will be given a rubric that details how the assignment will be evaluated and scored. Typically, the assignment will be evaluated both as a process completed and as a product of that process.

**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.

**Rewrites:** Because I value the writing process (all drafts count toward your final points) rewrites will be accepted for specified essays – rewrite cover page required (on Canvas). You will earn an average of the two scores.

### **Final Grade Calculations:**

94-100%	A	87-89%	B+	77-79%	C+	67-69%	D+
90-93%	A-	84-86%	B	73-76%	C	64-66%	D
		80-83%	B-	70-72%	C-	60-63%	D-
						<59%	F

Your 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 We Will Work Together as Researchers and Writers:**

#### ***My Professional Policies***

- Be on time and ready to work!
- Be considerate (**silence and minimize** phone use – be a good listener to both me and classmates)
- Come to office hours! They are yours – you pay for them!
- Absence from class may not be used as an excuse for failing to submit assignments on time. **Note: After 5 absences your name will be turned into the remedial coordinator and you will be contacted.**
- This is a workshop class and you must be present do the work. I value peer review and base part of your grade on your ability to respond to your peers’ writing as well as how you revise your drafts based on the comments you receive. I will collect and check all drafts.
- Your writing group becomes your writing family – respect and appreciates that support; be present and participate!

## **Other Class Details:**

### ***Essay Format***

-Essays should be typed in Times New Roman 12 pt. font, double-spaced, with 1-inch margins all around, a proper header, title, etc.

-You must title all papers. "Essay 1" will not do. Be creative.

-All essays must include a word count at the end of the submission.

-All formatting must meet MLA Format. Use the OWL guide to help you. See Chapter 12 of *The Curious Writer* or <http://owl.english.purdue.edu/owl/resource/747/01/>

### ***Rough Drafts:***

Rough Drafts are mandatory AND MUST BE PRINTED. Failure to submit a draft on the day that it is due will result in a loss of points from the total essay score (determined/essay). Due to the nature of Stretch English, where every day involves some amount of writing for your next major assignment, it's highly unlikely that you would be unable to produce a draft on the day it is due.

### ***Final Drafts:***

Final Drafts should be submitted to both Canvas and to me in hard copy on the due date. All drafts/outline/cover letter are due with the final draft and must be stapled.

### ***Essay Books***

For the 5 units of study, I require that you keep all work in a campus purchased essay book (green or yellow). These essay books will be due at the end of each unit. Note: This policy may change during spring semester.

## **PLEASE READ!**

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

The Stretch program syllabus is 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.

### **Where You Can Go to Get Support as a Writer at SJSU: Resources for Stretch Composition Students**

Part of becoming a successful writer is learning how and when to seek the support you need.

### ***SJSU Peer Connections***

Peer Connections offers 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. There are three mentoring 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***

Located in Clark Hall, Suite 126, the Writing Center offers appointments with tutors who are well trained to assist you as you work to become a better writer. The Writing Center offers both one-on-one tutoring and workshops on a variety of writing topics. To make an appointment or to refer to the Center's online resources, 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.

### **Where to Access Accurate Information about Academic Writing**

In Canvas you have access to an online copy of Andrea Lunsford's *Everyday Writer: Writer's Help 2.0*. As an SJSU student, you have access to the online text through student fees you have already paid.

Eng. 1AF – Tentative Calendar (Fall)

*Note: This is a very tentative calendar and I will keep you up to date on Canvas as well as in class. The Italicized information at the bottom of each day is due the next class session unless otherwise noted. The bold type represents due dates.*

*CW = The Curious Writer*

*RA = Rereading America*

*UNW – The Unwinding*

<b>Dates</b>	<b>Tuesday</b>	<b>Thursday</b>
8/25		Syllabus explored Introductions  <i>Work on PassionTation</i> <i>Purchase all supplies/Bring essay exam book</i>
8/30-9/1	<b>Bring an essay exam book to class – Diagnostic/Benchmark In Class Writing All supplies due</b>  <i>Read: RA – intro to “Harmony at Home”/“Looking for Work”(16-18,19-24)</i> <i>PassionTation due Thursday.</i>	<b>PassionTation – Presentation</b>  <i>Journal #1 Assigned</i>
9/6-8 <b>How We Begin</b>	<b>PassionTation – Presentations Complete</b> Way into Unit 1 How We Begin/ <i>America’s Not the Greatest.../</i> Vocabulary – What are Cultural Myths? Why should we care?  <i>Read: CW Ch. 2(39-48)/ Read: RA “Color of Family Ties”/Start Unit 1 Essay Book</i>	Readings Discussed Active Reading/ Writing Groups Assigned <i>Myths of family subverted:</i> <a href="https://www.youtube.com/watch?v=IZkg8jICdiU">https://www.youtube.com/watch?v=IZkg8jICdiU</a>  <i>Continue Reading</i>
9/13-15	<b>Journal 1 Due on Canvas</b> Readings discussed Paragraph Workshop – the big 4  <i>Bring in a media sample</i> <i>Read: RA “Marriage Markets”</i>	Introduce <i>The Unwinding</i> bookmark/terms dictionary assigned <b>Media sample due</b>  <i>Continue Reading RA/ CW Ch. 1 selection</i> <i>Read: UNW prologue;1978;Dean Price 3-17</i>
9/20-22	Summary Response/Reflection Writing Chapter 1 CW – selection discussed - Writing Process and Inquiry <i>Read: “Two Moms” - in class</i>  <i>Read: RA “Cartoon Mothers</i>	CRR 1 – prompt out and outline workshop What about Audience?/ Expanding the big 4 and P.I.E paragraphs.  <i>Skim CW – Ch. 12 (MLA)</i> <i>Read: UNW 1984;Tammy Thomas 37-56</i>
9/27-9/29	<i>UNW - Dean and Tammy so far/quick write</i>  In class discussion/How to use your Q/R Chart MLA tutorial/signal verbs/integrating quotes	CRR 1 – Partner Pair and Share <b>Outline Due</b> Readings Discussed

	<i>Read: eText: <a href="http://bit.ly/1sAFrWd">http://bit.ly/1sAFrWd</a> (“Mother Tongue”)</i>	<i>Read: UNW 1987 p.69; Dean Price 77-88</i>
10/4-6	<b>CRR 1 – in class essay – typed outline required – Unit 1 Essay Book Due</b>  <i>Discussion 1 on The Unwinding assigned</i>	Personal Narrative Assigned  <b>Discussion Closes/Due</b> <b>Bookmark Check #1/group activity</b>  <i>CW Ch. 3 – personal narrative</i>
10/11-13	Partner Workshop – Personal Narrative <b>draft due</b> – narrative voice/then and now  <i>Read: RA Intro Learning Power/Essentials of a Good Education/New Unit 2 Essay Book</i>	<b>Peer Review</b> – Personal Narrative  <i>Read: UNW Tammy Thomas 89-99/1999 p.136</i>
10/18-20 <b>Where We Grow</b>	Way into Unit 2 Readings Discussed Grammar/Structure Check – P. Narrative  <i>Read: RA “Against School”/journal 2 assigned</i>	<b>Personal Narrative Due</b>  <i>Read UNW: Dean Price 137-148</i> <i>Discussion 2 on UNW assigned</i>
10/25-27	Blog Assigned/Rhetoric Notes Preview “Not all blogs are created equal...” <b>Journal 2 Due</b>  <i>Read: RA “Sisterhood...”/find a blog</i>	<b>Sample Blog Due/idea due</b> Not all blogs are created equal Grammar Workshop/target revision  <i>Read: UNW Tammy Thomas 149- 153/Dean Price 175-183</i>
11/1-3	Blog assignment continued <b>Discussion 2 on The Unwinding due/closes</b> <b>Bookmark Check#2 - Share</b> <i>Journal 3 Assigned</i> <i>Read: RA “Growing up Tethered...”</i>	<b>Blog Peer Review/Blog</b> – class reading tutorial Portfolio Discussion <i>Read: UNW 2008 p. 217; Tammy Thomas 231-239</i>
11/8-10	<b>Blog Final Draft Due/Presentation</b>  <i>Read: RA - TBA</i>	<b>Journal 3 Due</b> <b>Blog Presentations Continued</b>  <i>Discussion #3 on The Unwinding Assigned</i> <i>Read: UNW Dean Price 240-251**</i>
11/15-17	Portfolio Assigned/Explored Readings Discussed  <i>Read: UNW Dean Price 322(bottom)-326; Tammy Thomas 327-333</i>	Grammar Workshop/target revision CRR 2 Prompts given/brainstorm <b>Discussion 3 on The Unwinding Due/Closes</b>  <i>Read: CW Ch. 12 (review)/Compare&amp;Contrast</i>
11/22	CRR 2 Workshop/ <b>Outline Due</b> <b>In Class Journal 4 (10pts.)</b> <b>BRING ALL SUPPLIES FOR PORTFOLIO WORKSHOP After Break</b> <i>Read: UNW 2012 p.379/Tammy Thomas 408-413; Dean Price 414-430</i>	<i>No class – Thanksgiving</i>
11/29-12/1	<b>CRR 2 – in class essay – typed outline required - Unit 2 Essay Book Due</b>  <i>Bring All Portfolio Supplies</i>	<b>Portfolio Workshop – all supplies due</b>  <i>Read: CW Ch. 4 for final</i>

12/6-8	<b>PORTFOLIO WORKSHOP/OUTLINE DAY</b> Interview Assignment Given	<b>LAST DAY OF CLASS! PORTFOLIOS DUE/IN CLASS REFLECTION (outline required)</b>
12/TBA	<i>FINAL EXAM – INTERVIEW QUESTIONS DUE – workshop and survey</i>	

Eng. 1AS – 10 Tentative Calendar (Spring)

RA = *Rereading America* CW = *Curious Writer* OWM = *The Other Wes Moore* UNW = *The Unwinding*

Dates	Tuesday	Thursday
Week One 1/26		Interview transcript due/outline workshop Go over syllabus/calendar Quick Write Activity <i>Read: CW – ch. 4</i>
Week Two	Draft one Interview Due/peer review/Unit 3 introduced – “Who We Become”  <i>Read: CW – ch. 4, RA Introduction/UNW</i>	<b>Final draft of Interview due</b>  Journal 1 assigned <i>Read RA “Theories...” /Quote/reflection</i>
Week Three	Interview Essay Returned/reviewed Profile Essay assigned/outline workshop <b>Journal 1 due</b>  <i>Read: RA Parrillo /UNW</i>	<b>Outline due</b> Group Questions on Parrillo  <i>Read: UNW</i>
Week Four	<b>Draft One Profile Essay Due</b> /peer review Finish Parrillo/Discuss <i>UNW</i>  <i>Read: CW – ch. 9, RA Read Shih or Gentri.</i>	<b>Draft two due</b> /workshop draft Group Project Work Time Journal 2 assigned  <i>Read: CW – ch. 9, RA Land of Giants</i>
Week Five	Discussion on readings/unit 3 theme Find an example in the media assigned <b>Journal 2 due</b>  <i>Read: CW ch. 9</i>	<b>Final draft of Profile essay due</b> /presented? Prompt for CRR revealed Visual Portfolio Read Mother Tongue <i>Read: CW ch. 9, Read Part 1 OWM</i>
Week Six	Wrap-up unit three theme Introduce Unit 4 <i>OWM</i> /Journal 3 assigned  <i>Read: CW review ch. 12 p. 477, OWM</i>	Prepare for CRR Outline/thesis/M.L.A citations  <i>Read: CW ch. 12, Finish OWM p. 1</i>
Week Seven	<b>CRR in-class essay</b> / all unit three work due in essay book/bring an extra if needed <b>Journal 3 due</b>	Socratic Sem. Part 1 <i>The Other Wes Moore</i> /work checked  <i>Read: OWM part 2</i>
Week Eight	Ethnographic essay assigned/discussed	Outline workshop Socratic Seminar on <i>OWM part 2</i> /work checked

	<i>Read: Finish OWM Part 2</i>	<i>Read: CW ch. 8, OWM part 3</i>
Week Nine	<b>Ethnographic essay idea/plan/field notes set</b>  <i>OWM – Discuss Ch. 6 and 7</i>  <i>Read: Cw ch. 8, RA tba</i>	Discuss <i>OWM</i> Chapter 6 and 7 continued/8?  In class writing – <b>Journal 4</b>  <i>Finish OWM/Complete Field Notes</i>
Week Ten	Spring Break: <i>Finish OWM/Field Notes</i>	Spring Break: <i>Finish OWM/Field Notes</i>
Week Eleven	<b>Ethnographic Field Notes Due</b> for Workshop Preparation for <i>OWM</i> Final Socratic Seminar  <i>Read: Cw ch. 8, RA tba</i>	Ethnography Explored  <i>Read: Cw ch. 8, RA tba</i>
Week Twelve	<i>OWM</i> Final Reading Reflection and Socratic Seminar – <b>All Unit 4 Work Due</b> Critical Essay Alluded to and up on Canvas  <i>Read: Cw ch. 8, RA – Money and Success intro</i>	<b>Draft 1 of Ethnographic Essay due for Peer Review.</b> Unit 5 introduced/Journal 5 assigned  <i>Read: Cw ch. 8, RA Unit 5 Reading 1</i>
Week Thirteen	<b><u>Final Draft of Ethnographic Essay Due on Canvas and to me.</u></b> Critical Essay Assigned Discussion of Unit 5 reading 1 <i>Read: RA Unit 5 Reading 2</i>	Outline day/thesis development for the Critical Essay <b>Journal 5 Due</b>  Final Portfolio Instructions/Essay Assigned
Week Fourteen	<b>Draft 1 of the Critical Essay due for Peer Review</b> Discussion of Unit 5 reading 2/Group Presentation on Unit 5 Prep.  <i>Read: RA Unit 5 reading 3</i>	<b>Reading Tutorials – No Regular Class –</b> Bring a revised version of your essay (2 copies) – meet in groups of 2 for oral reading.  <i>Read: CW ch. 5/appendix A</i>
Week Fifteen	<b><u>Final Draft of Critical Essay Due to Canvas and to me</u></b> Discussion of Unit 5 reading 3 – in class final quick write  <i>Gather and prepare for Portfolio Workshop</i>	Reflection and Writing  <i>Bring all Portfolio Materials</i>
Week Sixteen	PORTFOLIO WORKSHOP          <b><u>Last day of Class/ PORTFOLIO AND REFLECTION DUE</u></b>	PORTFOLIO WORKSHOP          Final Exam – TBA

