

**San José State University**  
**Department of English and Comparative Literature**  
**English 1AF and 1AS, Stretch English I and II**  
**Section 7; Fall 2016 & Spring 2017**

<b>Instructor:</b>	Alesya Petty
<b>Office Location:</b>	Faculty Offices 224
<b>Email:</b>	Best way to contact is to message through Canvas ( <a href="mailto:Alesya.Petty@sjsu.edu">Alesya.Petty@sjsu.edu</a> )
<b>Office Hours:</b>	TR 1:00-2 PM & By Appointment
<b>Class Days/Time:</b>	TR 10:30 – 11:45AM
<b>Classroom:</b>	CL 316
<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. *To earn graduation credit in this category, you must complete the yearlong course with a grade of C- or better.

**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 I and II:**

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 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.

### How to prepare for class sessions.

This year we will collaborate to answer the question: How do cultural myths shape the way we see ourselves and the world around us? We will use reading and writing to collaborate in examining this question, and writing about it. You will come to class everyday ready to do writing—that is, to explore ideas, share research and reading, analyze source materials, critique samples and workshop drafts. Nearly every class 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.)

### How to stay abreast of course assignments and materials.

Course materials such as this syllabus, announcements, discussion boards, 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.

## Required Texts/Readings

*You can purchase these texts from the Bookstore, or from Amazon.com*

*Rereading America – ninth edition* ISBN: 978-1-4576-0671-7

Ballenger, Bruce. *The Curious Writer Brief Fourth edition (4E)* ISBN: 978-0-205-87665-5.

Moore, Wes. *The Other Wes Moore* ISBN: 978-0-385-52820-7

Packer, George. *The Unwinding: An Inner History of the New America* ISBN: 978-0374534608

## Additional Readings

Other readings (newspaper articles, public speeches, and scholarly articles) on the theme of identity and cultural myths are located on our Canvas page in Files folder. These texts will help us to develop a shared context of reading to inform our arguments.

## A Note on Participation

Participation is essential in this course. Class participation does not simply mean that you are physically present in class. You must contribute to class discussions, listen to your peers, take notes as necessary, have the required class materials, and come to class with all assignments completed.

I want you to see participation in class discussions as a way to enhance our learning community and to construct a network of knowledge together. Dialogue is not only about talking or deepening understanding, but it is a co-operative activity involving respect.

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.”

## 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: A benchmark essay and two 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 submit all *rough drafts* of out-of-class writing in hardcopy (paper) form, so that both your Writing Groups members and I can mark the paper as we read it.
- You will print a total of five (5) copies of your rough drafts. Four will be used in writing groups, and the fifth will be given to me.
- You will submit all *final drafts* of out-of-class writing in digital (Canvas) form. No hardcopy form is required.
- In-class writing will be done in class. All rough and final drafts will be submitted in hardcopy form.

**Midyear Self-Reflection and Portfolio Review.** At the end of the fall term 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.

### 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. You must 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.

## 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 Your Work Will Be Assessed and Graded in This Course

You can earn up to 1,000 points in each semester of this course. Please refer to the grade calculations below:

930-1000 points = A (93%-100%)	800-829 points = B- (80%-82.9%)	670-699 points = D+ (67%-69.9%)
900-929 points = A- (90%-92.9%)	770-799 points = C+ (77%-79.9%)	630-669 points = D (63%-66.9%)
870-899 points = B+ (87%-89.9%)	730-769 points = C (73%-76.9%)	600-629 points = D- (60%-62.9%)
830-869 points = B (83%-86.9%)	700-729 points = C- (70%-72.9%)	0-599 points = F (0%-59.9%)

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 Stretch I.

**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.**

For example: If you receive 782 points in Fall, and 865 points in Spring, your grade will be calculated as follows:  
 $782 \times 0.333 = 260.4$  points.  $865 \times 0.667 = 576.95$  points. Total = 837.35 points for an 83.7% overall.

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

**Fall 2016:** Must achieve a 70% (700 points) for CR grade in IAF (all writing assignments must be complete)

Assignment	Description	In-Class / Out of Class / Canvas	Minimum Word Count*	Point Value
<b>Benchmark</b>	This diagnostic requires you to think about a cultural myth you have internalized as "truth." Break apart this myth using evidence from your experiences or examples from contemporary culture.	IC	500	
<b>Critical Reading / Reflection 1</b>	Taking into account your own experience/observation/research, and the readings that you have explored in this unit, articulate your views of family myth.	IC	500	100 points
<b>Personal Essay</b>	Choose a single aspect of your personal history that has shaped who you are today. First, describe, in detail, a single event that showcases this aspect of you. Then, discuss the broader significance of this aspect of you that shapes how you see the world around you.	OC	1000	200 points
<b>Blog Posts</b>	You will write a series of blog posts to showcase a problem that is local to your "home." You will choose the place and medium through which you publish this blog. Therefore, your audience will be dependent upon where your blog is and what demographic it reaches. The blog should be informative and persuasive in tone. You will incorporate visual and multi-modal elements.	OC	1000 words	200 points
<b>Critical Reading / Reflection 2</b>	For this paper, you will do a comparative-analysis essay on how a common theme about cultural myths and/or "The American Dream" runs through <i>The Unwinding</i> . Consider	IC	600	150 points

	and compare the authors' methods of conveying their overarching theme / moral. Consider their use of specific rhetorical devices like ethos/pathos/logos, hyperbole and imagery, or simply an emotion that they evoke.			
<b>Canvas Projects</b>	You will write multiple posts on a few sections of <i>The Unwinding</i> , comparing Dean and Tammy narratives. You will write posts based on the topic. You will be responding to your classmates' posts as well.	Canvas	500	50 points
<b>Self Reflection / Portfolio</b>	Keep all of your work. You'll be "quoting yourself" to show your growth as a writer this semester.	IC	750	100 points

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

<b>Assignment</b>	<b>Description</b>	<b>In-Class / Out of Class / Canvas</b>	<b>Minimum Word Count*</b>	<b>Point Value</b>
<b>Interview Essay</b>	In this essay, you will interview someone about their path to success (or not). Consider the myths we have discussed so far in this class including "The American Dream." Consider the cultural myths that have shaped the person you are and how you perceive the person you choose to interview.	OC	850	100 points
<b>Profile Essay</b>	You will turn your interview essay into a profile essay with a specific framework to be discussed in class. We will utilize profiles from <i>The Unwinding</i> .	OC	1000	150 points
<b>Ethnographic Essay</b>	Taking into consideration the larger topic of the melting pot and then the sub-cultures that give people a place "to be," choose a sub-culture to observe and write about. We will draw from sub-cultures we see in <i>The Other Wes Moore</i> and in pop culture for reference.	OC	1000	150 points
<b>Critical Reading / Reflection 3</b>	We will explore the myth of the melting pot and various sub-communities by doing a critical analysis of a specific hashtag. You will present this information to the class.	IC	750	100 points
<b>Critical Essay</b>	Taking into account the myths that we explored throughout the year, and especially considering "Class in America," students will write a critical essay arguing what they believe made the difference – why did Wes #1 succeed while Wes #2 did not?	OC	1200	200 points
<b>Self Reflection / Portfolio</b>	Keep all of your work. You'll be "quoting yourself" to show your growth as a writer these past two semesters.	IC	800	100 points

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

## FALL AND SPRING ADDITIONAL ASSIGNMENTS

Each of these assignment groups will be the same in quantity and quality over the course of both semesters.

Assignment	Description	GELO(s)	Word Count	Point Value
<b>Reader Responses (5 per semester)</b>	You will complete 5 Reader Responses for <i>Rereading America</i> selections and some additional texts throughout each semester. Reader Responses are your honest reactions, thoughts, feelings, and questions. RRs are due at the beginning of class, during which we will be discussing the reading and your responses. RRs MUST be submitted to Canvas AND to me in class as a HARD COPY. <u>No hand-written copies; No emails; No exceptions.</u> You must attend class to turn in a RR; a classmate cannot turn it in for you. RRs may not be turned in late due to their immediacy. You may not do extra RRs for additional credit.	2,3,4 ; 1,3,5,6,8	300	5 x 10 = 50 points
<b>Quick-writes (5 per semester)</b>	Throughout the semester, you will write short answers to questions based on the assigned readings. You will turn these in after you write them in class. No make-ups.	2-3; 1-3, 8	150	5 x 10 = 50 points
<b>Journal</b>	In the fall, you will use your writing journal to keep track of your ideas about <i>The Unwinding</i> to prepare you for CRR2. In the spring, you'll use your writing journal to keep track of your ideas about <i>The Other Wes Moore</i> for your Critical Essay.	2,3,4 ; 1,3,5,6,8	150	10 x 5= 50 points
<b>Presentations</b>	Fall: Presentation of Blog Posts; Spring: Hashtag analysis presentation	1,3,5		20 points
<b>Drafts/ Peer-Reviews/ Workshops</b>	Showing up on time with all copies of your outlines / drafts for your group members. Engaging in the revising and editing process with your peers.	1-8		30 points

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. In this section of the syllabus I outline specifically our grading practices for the year: information on feedback practices, relative weights of assignments, and the grade calculations.

## How We Will Work Together As Learners and Writers in Stretch English

### Absences & Make-ups

If you miss a class (or know you will miss a class ahead of time) it is your responsibility to contact a classmate for notes, assignments, etc. The full list of readings is available to you in this syllabus, so that you can keep yourself up to date. **If you know you will miss class when we have an in-class essay or have an assignment due, you must contact me in writing 24 hours in advance for the chance to make this item up.** If you miss

class and do not communicate beforehand, you will be denied the opportunity to make up an in-class essay. If you miss class and do not communicate beforehand, you may not turn in any assignment that was due that day. Reader Responses and Quick-writes can never, ever be made up or turned in late (the reason being that only 8 of 10 RRs are required and the lowest of three QW scores will be dropped. This gives you wiggle room).

### **Essay Format**

-Essays will 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. Your title is the reflection of your perspective on the topic.

-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.

<http://owl.english.purdue.edu/owl/resource/747/01>

### **Rough Drafts**

Rough Drafts are mandatory. Failure to submit a draft on the day that it is due will result in a 1/2 letter grade drop. (A B+ paper would become a B, etc.) Due to the nature of Stretch English, where every day involves some amount of writing for your next major assignment, it is highly unlikely that you would be unable to produce a draft on the day it is due.

### **Late Work & Extensions**

I do not accept late work for any unexcused reason. Late final essays will be dropped one full letter grade for each class day late (a “B” paper due Monday and turned in on Wednesday will receive a “C”). If an emergency arises that requires your absence from class, or you are taken ill, you would do well to contact the instructor at your earliest opportunity through Canvas. Giving less priority to your education than other time commitments does not constitute an emergency.

Extensions on papers may be given on a case-by-case basis. However, this is **ONLY** if you contact me in writing 48 hours in advance of the due date. Do not ask me in class for an extension. **You may not ask for an extension the day before a paper is due.**

### **Classroom Courtesy**

I expect you to show up to class awake, aware, and present. Only water is allowed during class time. Please, be courteous to your peers as everyone deserves to be heard. I am personally committed to having students take charge of their own learning. At times we may discuss or watch some touchy or controversial material. I would ask that you would be kind to your classmates and respectful of their thoughts and opinions even if they differ from your own. Ask questions and speak your mind, as long as you remain respectful. This same kind of respectfulness goes for the times we work in groups (writing and otherwise). Be constructive with your criticism, but do remember that our goal is to learn from one another.

### **Communication**

Please contact me through the messaging service on Canvas—do not email me directly; I may not be able to answer as efficiently due to the overflowing inbox. I will try to respond to your Canvas messages within 24 hours.

### **Technology**

Classroom etiquette requires that cell phones be turned to silent mode, that full attention is given to the class, that computers only be used for class purposes, and that we listen carefully and without interruption to one another.

## Office Hours

Please come see me during office hours on T/R from 1:00-2:00PM. I care about your well-being as an individual as well as a student. My office has an open-door policy. If I'm not available for office hours at the same time you are, send me a message on Canvas and we'll set something up. I am more than willing to help you at any stage of your writing process from brainstorming to revising. Take advantage of my office hours!

## 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 resources 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 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. The Stretch syllabus can also be accessed here:

<http://www.sjsu.edu/english/ENGLgreensheets/2016ENGLfall/Stretch%20Program%20Syllabus.pdf>

## Stretch English 1AF: Fall 2016 Course Schedule

This schedule is subject to change with fair notice. Always consult Canvas for up-to-date info.

All readings / work in the Assignments Due column are due by THAT class period (not after).

**CW:** *The Curious Writer*, **RA:** *Rereading America*, **TU:** *The Unwinding*, **OWM:** *The Other Wes More*  
Assignments in *italics* must be done in writing

Date	In Class Activities / Schedule	Assignments Due
R 8/25	Introductions / Syllabus Student-Teacher -Knowledge Me, Myself & I ☺	
T 8/30	<b><i>Diagnostic/Benchmark Essay In Class</i></b>	Read: <b>RA:</b> "Thinking Critically..." p. 1-6 <b>CW:</b> "Writing As Inquiry" <b>All supplies due:</b> 3 small exam books, 1 large green book for journal. Lined paper for quick writes, notebook for note-taking. All Textbooks
R 9/1	<i>Quick Write.</i> Reading Discussion Unit 1: Where do we come from? Cultural Myths. What is Reader's Response? Family in Media (What cultural myths are present?)	Read: <b>RA:</b> "Harmony at Home" p. 16-18 <b>CW:</b> "Reading As Inquiry"

Date	In Class Activities / Schedule	Assignments Due
T 9/6	<p>Reading Discussion.</p> <p>Oppositional Reading.</p> <p>America is not the greatest country (video)</p> <p><i>WORKSHOP: Paragraph</i></p>	<p>Read <b>RA</b>: “Looking for Work” p. 19-24 <i>Reader Response</i></p> <p><i>Canvas Project: Family in media</i> <i>What myths are present?</i></p>
R 9/8	<p>Writing A Journal. Note-taking.</p> <p>Share “Family in media”</p> <p><i>WORKSHOP: Sentence types</i></p>	<p><i>Canvas Project: Family in media (Cont.)</i> <i>What myths are subverted?</i> <i>(reply to your own post)</i></p>
T 9/13	<p>Reading Discussion</p> <p><i>WORKSHOP: Sentence length</i> <i>Combining sentences</i></p>	<p>Read: <b>RA</b>: “The Color of Family Ties” p.44-53 <i>Reader Response</i></p> <p>Read: <b>TU</b>: Prologue; 1978; Dean Price p. 3-17 <i>Journal</i></p>
R 9/15	<p><i>Quick write.</i> Reading Discussion. Myths of family subverted: <a href="https://www.youtube.com/watch?v=IZkg8jICdiU">https://www.youtube.com/watch?v=IZkg8jICdiU</a> Visual Portfolio Discussion <i>WORKSHOP: Fragments &amp; Run-On</i></p>	<p>Read: <b>RA</b>: “Marriage Markets” p. 77-86</p>
T 9/20	<p>Reading Discussion</p> <p>Dean &amp; Tammy – Compare &amp; Contrast</p> <p><i>WORKSHOP: Commas / Semicolons</i></p>	<p>Read: <b>RA</b>: “Cartoon Mothers” p. 86-96 <i>Reader Response</i></p> <p>Read: <b>TU</b>: 1984 ; Tammy Thomas p. 37-56 <i>Journal</i></p>
R 9/22	<p><i>Quick write.</i> Reading Discussion</p> <p>Compare &amp; Contrast: Dean &amp; Tammy</p> <p><b>Critical Reading Reflection 1 Prompt Given</b></p> <p><i>WORKSHOP: Thesis</i></p>	<p>Read: <b>RA</b>: “Learning Power” 99-105</p>

Date	In Class Activities / Schedule	Assignments Due
T 9/27	<p>Reading Discussion</p> <p><i>WORKSHOP: Outline</i></p>	<p><u>Working thesis due</u></p> <p>Read: <b>TU:</b> 1987 p. 69; Dean Price p. 77-88 <i>Journal</i></p> <p>Read <b>TU:</b> Tammy Thomas p. 89-99 <i>Journal</i></p>
R 9/29	<p><i>WORKSHOP: Audience</i></p>	<p><u>Outline due</u></p>
T 10/4	<p><b>Critical Reading Reflection 1</b> – <u>Hard copy of outline required for a passing grade.</u></p> <p>Bring Exam book.</p>	<p>Bring all <b>CRR1</b> materials (Review Responses, Quick Writes, Journals)</p> <p><b>TU:</b> 1999 p. 136; Dean Price p. 137-148 <i>Journal</i></p>
R 10/6	<p><b>Personal Narrative Assigned</b></p> <p><i>WORKSHOP: Narrative voice. In medias res</i></p>	<p><b>CW:</b> “Writing a Personal Narrative” p. 71-83</p>
T 10/11	<p>Reading Discussion</p> <p><i>WORKSHOP: Then &amp; Now Narrator / Shifting Tense</i></p>	<p><u>Draft of Personal Narrative due</u></p> <p><b>TU:</b> Tammy Thomas p. 149-153 <i>Journal</i></p>
R 10/13	<p><i>Quick Write.</i> Reading Discussion</p> <p>Ways to Revise for Content</p> <p><i>WORKSHOP: Concrete Language</i></p>	<p><u>Revisions for content due</u></p> <p>Read: <b>RA:</b> “Essentials of a Good Education” p. 105-113</p>
T 10/18	<p>Ways to Revise for Language</p> <p><i>WORKSHOP: Editing and proof-reading</i></p>	<p><u>Revisions for language due</u></p> <p><b>TU:</b> 2008 p. 217; Dean Price p. 175-183 <i>Journal</i></p>
R 10/20	<p><i>Narrative Reflection</i></p> <p>Repurposing PN. <b>Blog Essay Assigned</b></p> <p>Online blogs examples: what makes these blogs effective &amp; efficient?</p> <p><i>WORKSHOP: Brainstorming topics</i></p>	<p><b>Personal Narrative Due on Canvas</b></p> <p>Read: <b>CW:</b> Chapter 7 “Argument”</p> <p>Read: <b>CW:</b> Chapter 6 “Proposal”</p>

Date	In Class Activities / Schedule	Assignments Due
T 10/25	Reading Discussion  Publishing formats	Read: <b>RA:</b> “Learning to Read” p. 161-169 <i>Reader Response</i>  Read blogs in “Blogs” document in Files on Canvas <i>Canvas Project: Blog I Would Like to Write To  <u>Topic and Thesis</u></i>
R 10/27	<i>Quick Write.</i> Reading Discussion Do We Really Need School? Unschooling / Homeschooling Multi-media writing	Read: <b>RA:</b> “Against School” p. 114-123  <i>Draft of Blog due</i>
T 11/1	Proposal Discussion  Share “My Favorite Blog”	Read: <b>RA:</b> “Ivy League” p. 200-209 <i>Reader Response</i>
R 11/3	Reading Discussion	<i>Revisions due</i> Read: <b>RA:</b> “Growing Up Tethered” p. 236-252
T 11/8	<i>WORKSHOP: draft</i>	<b>Blog Final Draft Due</b>  <b>TU:</b> Tammy Thomas p. 231-239 <i>Journal</i>
R 11/10	<i>WORKSHOP: Presentation            Working with hypertext and visuals</i>	<b>TU:</b> Dean Price p. 240-251 <i>Journal</i>
T 11/15	BLOG PRESENTATIONS	<b>TU:</b> 2010 p. 297; <b>TU:</b> Dean Price p. 316, <i>Journal</i>  <b>TU:</b> Tammy Thomas p. 327 <i>Journal</i>
R 11/17	BLOG PRESENTATIONS	Read: <b>TU:</b> 2012 p. 379 <b>TU:</b> Tammy Thomas p. 408 <i>Journal</i>
T 11/22	<b>Critical Reading Reflection 2 Prompt            Given. Portfolio Assigned.</b>  Family & School / Tammy, and Dean	<b>TU:</b> Dean Price p. 414 <i>Journal</i>  <i>Canvas Project: Dean &amp; Tammy</i>

Date	In Class Activities / Schedule	Assignments Due
R 11/24	THANKSGIVING HOLIDAY	Read and Review your Dean / Tammy journals for <b>CRR2</b> Read ALL Canvas posts and decide with whom you would like to create a conversation
T 11/29	<b>Critical Reading Reflection 2 In Class</b> – <u>Hard copy of outline required.</u> Bring Exam book.	<b><i>The Unwinding Journal DUE</i></b> <i>Canvas Project: Dean &amp; Tammy- Reply to any 2 posts (not yours)</i>
R 12/1	<b>Portfolio Work</b>	Bring all Portfolio Items to Class
T 12/6	<b>Portfolio Work</b>	Bring all Portfolio Items to Class
R 12/8	LAST DAY OF CLASS <i>In-class reflection</i>	TBD
R 12/15	<b>FINAL EXAM</b> <b>Class meets at 9:45 AM – 12:00 PM.</b>	Exam schedule: <a href="http://info.sjsu.edu/web-dbgen/narr/static/schedules/final-exam-schedule-fall.html">http://info.sjsu.edu/web-dbgen/narr/static/schedules/final-exam-schedule-fall.html</a>

Stretch English 1AS: Spring 2017 Course Schedule  
TBA