

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

**Course and Contact Information**

|                                  |  |
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| <b>Instructor:</b>               | Professor Linda Lappin   |
| <b>Office Location:</b>          | Faculty Office Building, room 105  |
| <b>Telephone:</b>                | (408) 924-4601   |
| <b>Email:</b>                    | Linda.lappin@sjsu.edu  |
| <b>Office Hours:</b>             | MW 1:30-2:45, Tues 1-3pm by appointment  |
| <b>Class Days</b>                | Monday and Wednesdays  |
| <b>Class Time/section/Room</b>   | Noon-1:15pm      section 45      Hugh Gillis Hall 120<br>3pm – 4:15pm      section 19      Sweeny Hall 238<br>4:30-5:45pm      Section 44      Sweeny Hall 238 |
| <b>NOTE:</b>                     | 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 CR in fall.                  |
| <b>Prerequisites:</b>            | Credit for Stretch English Fall is a prerequisite for Stretch English Spring   |
| <b>GE/SJSU Studies Category:</b> | Written Communication I (Area A2).   |

**Who are we and why are we here**

I have chosen to participate in the Stretch coursework because I trust that together we can create the ideal learning environment for each of us when we have the time to do so. The theme for this section of Stretch is Global Citizenship—so we will have content from the news to write about. The book for this course is *Curious Writer*—so we will spend time investigating how best to read and retain what we need to know. And we have access to Writers Help (in Canvas) so we can incorporate English syntax improvement into our analytical writing.

**And a special note** about this section of Stretch—I incorporate **Mindfulness** into our curriculum and will be sending you a chapter out of the book *Mindful Nation*—as an introduction to the topic and explanation for using this in a college classroom.

**What is stretch all about?**

Check it out –click on this link:

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

**What do I have to buy?**

- Ballenger, Bruce. *The Curious Writer*, Brief Edition, 5/E. –Publisher’s Representative will meet with us the first day of class to show us how to order this book and the software that goes with it.
- New York times International 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.  
[http://www.nytimes.com/subscriptions/edu/lp8R4RH.html?campaignId=68X7J&gclid=CjwKEAjrwrq9BRD5gLyruftqg0YSJACcuF810lhv-XFs6c-FHeqIAJwC2O5tXcQWNSUgsawPuCyJ9BoCPaHw\\_wcB](http://www.nytimes.com/subscriptions/edu/lp8R4RH.html?campaignId=68X7J&gclid=CjwKEAjrwrq9BRD5gLyruftqg0YSJACcuF810lhv-XFs6c-FHeqIAJwC2O5tXcQWNSUgsawPuCyJ9BoCPaHw_wcB)  
(link also available on Canvas Home page!)
- Other readings (newspaper articles, public speeches, and scholarly articles) are located on Canvas, among the Assignments. These shared readings will help us to develop a shared context of reading to inform our arguments.
- A binder for collecting handouts and paper for taking notes.

— A flash drive to keep your essays and notes on—for use in Sweeney Hall 229 on their computers.

— Later, A book of your choosing—more on that towards the end of the first semester.

### What We Will Explore Together in This Section of Stretch: Becoming a more global citizen

We will read, discuss and write about the topics and controversies in the New York Times International. Before each class, we will read our related articles (NYT) and chapter in Curious Writer so that our class time is strictly about our interests and issues.

As each class begins—I will ask you to quietly prepare for class, then join me in a short meditation. This practice is included to give our minds a chance to leave previous activities behind and come completely into our present moment.

### What You Will Be Able to Do After Taking This Course

The following learning outcomes and course contents are defined by General Education Area A2 guidelines. I have designed this course to ensure that you meet these outcomes.

### GE Learning Outcomes (GELO)

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

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

### Course Content

SJSU studies include an emphasis on diversity. General education guidelines for Written Communication I stipulate that issues of diversity shall be incorporated in an appropriate manner. I chose the *New York Times* (International) as the main text for our reading precisely because you will find and engage in these pages a full range of voices in our democratic conversation on global issues.

| Assignment                              | Word Count/Assignment            | Total Words | Assignment Type                          | Term | GE Learning Objective |
|---|----------------------------------|-------------|--|------|-----------------------|
| <b>Critical reading/reflection</b>      | Essay 1: 600 words               | 2100        | in-class writing                         | F    | GELO 1, 2, 3,4, 5     |
|   | Essay 2: 750 words               |             |  | F    |                       |
|   | Essay 3: 750 words               |             |  | S    |                       |
| <b>Data-driven analyses</b>             | Personal Essay 1000 words        | 2500        | out of class writing                     | F    | GELO 2, 3, 5          |
|   | Interview Project 750 words      |             |  | S    |                       |
|   | Ethnography Project 750 words    |             |  | S    |                       |
| <b>Major Essays</b>                     | Essay for Public Forum 750 words | 2950        | out of class writing                     | F    | GELO 2, 3, 4, 5       |
|   | Profile Essay 1000 words         |             |  | S    |                       |
|   | Critical Essay 1200 words        |             |  | S    |                       |
| <b>Portfolio/self-reflection essays</b> | Midyear 1000 words               | 1950        | in-class writing<br>out of class writing | F    | GELO 1, 2, 3, 4, 5    |
|   | Final 1000 words                 |             |  | S    |                       |

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

The writing assignments you encounter in this yearlong course will give you repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. As you see in the table, the assignments require about 9500 words, at least 4000 in revised final drafts. Because you will need to perform well in timed writing situations, several of your essays will be written in class. Table 1 details how the yearlong course will meet Written Communication I requirements and standards.

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

Upon successful completion of this coursework, you will have made considerable progress in developing yourself as a reader and writer. As you assess your own progress in your midyear and final portfolios, you will gauge your own ability to:

### **1. 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).

### **2. 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).

### **3. 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).

### **4. 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).

## **Where You Can Access Accurate Information about Academic Writing: Campus Handbook for Writers**

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.

## **What You Will Do in This Course: An Overview**

This is a very brief overview of the assignments for this course. You will upload your writing files to our Canvas course so that I can use electronic copies for workshops. You will bring copies to class for peer evaluations.

- ☉ **The fall writing assignments include:** The literacy narrative and 2 critical reading and reflection essays, written in class; a personal essay; an essay for a public forum; and...
- ☉ ***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.
- ☉ **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 ...
- ☉ ***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.

### **Participation in Canvas Discussion Boards**

This course requires daily reading and writing. As a measure of your progress on this daily work, you will post responses on the Canvas discussion boards. These posts will be used as the basis of discussion in class. Each is worth one participation point, which you will earn by being in class to discuss your post with your Stretch colleagues.

### **A Note on Your Workload in This Course**

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.

### **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.

#### **Peer Mentors: Dedicated Writing Support for Stretch English Students.**

A writing fellow is a fellow SJSU student trained to work with Stretch English students and instructor as part of the learning community of the classroom. Our peer mentor this semester is \_\_\_\_\_. \_\_\_\_\_ will attend class regularly, so [he/she] will be familiar with the work you are engaged in and will grow to know your needs as a developing writer over time. This type of writing support offers you a rare opportunity to work one on one with an advanced writer who knows the assignments and materials you are working on and with; you will definitely want to take advantage of the great, and unusual, opportunity that the program affords you as you develop your writing skills at SJSU.

\_\_\_\_\_ will schedule appointments and workshops on a weekly basis. Look for Canvas announcements about upcoming meeting times and places. Sign up immediately when these appointments open.

#### **SJSU Peer Connections**

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

#### **SJSU Writing Center**

To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](#) 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.

### **Grading Practices and Policies**

#### **Feedback for Individual Assignments**

We will work together to 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 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.

**Scoring Guide:** For each assignment, you will be given a scoring guide 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. As your writing coach, I will mark essays and make notes for areas of improvement on the scoring guide. (You will keep track of these notes to prepare for the end of the semester reflections (both fall and spring))

**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 evaluation, you will account for the learning you have achieved through this process. The purpose of this is to ensure that what is learned or improved upon is carried forward into future work.

## Weighted Assignments to Determine Grades

**Fall 2015:** Grades in the fall are based on measured progress toward proficiency in the learning objectives outlined above. To earn credit in the course, you will need to have completed **all** of the assigned work, and you will need to demonstrate measurable progress in at least 75% of the CLOs to earn credit (CR) in 1aF

### Word Count/ Fall and Spring: 9000/ (5100 finished writing)

- **Essays and writing projects count for 75% if the “grade”:** Essays, blogs, cover letters, etc
- **Preparation and participation count as 25% of the “grade”:** reading and responding in *Curious Writer*, discussion input, and peer review work, in class and group participation

### Grades will be assigned ***by percentage*** of all required work

|                          |             |             |
|--------------------------|-------------|-------------|
| A = 100-93%              | A- = 92-90% |             |
| B+ = 89-87%              | B = 86-83%  | B- = 82-80% |
| C+ = 79-77%              | C = 76-73%  | C- = 72-70% |
| D+ = 69-67%              | D = 66-63%  | D- = 62-60% |
| F = 59-0% Unsatisfactory |             |             |

### GE Area 2 Grading Policy and Yearlong Grading in Stretch English

English 1AF is graded CR/NC. To receive credit in the fall semester, a student must complete all coursework and demonstrate significant, measurable progress throughout the semester that suggests the student is on track to earn a C- or better in the spring term.

In keeping with GE policy, your final course grade for English 1AS will be a letter grade: A to F. You must earn a C- or better to receive graduation credit for GE Area A2.

### Student Access to Technology and Counseling Resources

All of the Microsoft and Adobe software we use in this class is available FREE from our ITS department.

<http://its.sjsu.edu/services/software/>

The University provides students **access to technological resources** at several locations on campus:

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

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

### How can we all get the most out of this opportunity?

Early in the semester we will develop course participation and late assignment agreements. There will be discussion, debate and then I will average out the responses from the three courses I facilitate and post the agreements we came up with. Of course I will have my input, but your input sets the tone and direction of these policies.

## What policies will be in place?

I have wrestled with policies, punishments, and all the usual issues an instructor has with students. This year I am opening some of these up for your input—to make this more of an agreement than a policy pressed upon you.

- **Office hours** are yours: you paid for them; use them. I will ask each of you to **meet with me for at least ten minutes per semester**—to go over your individual learning goals and to discuss any grammar or syntax needs you may have. I am also available—with an email, to meet with you whenever I am not in class—for individual help with assignments.
- **Email** is useful to schedule appointments or to advise me of an absence. I will use email to update you on schedule changes or to advise you of my absence. I cannot accept papers via email—they must be submitted through Canvas.
- **Format** your papers as single-spaced pages for peer review. This practice will conserve paper.  
Double space for posting in Canvas (so you can see my notes between the lines)
- **Your work** is public in this class, part of our collective inquiry into writing, reading, and global citizenship. I reserve the right to publish your work to the class as part of our workshop activities. However, if you have strong objections—I will not publish your work. Ask me about this if this issue comes up.
- **Recording class sessions** We may choose to record a class session—we will work that issue out when it comes up
- **Class photos**—I will take a phone picture of each group to help me (in the beginning) to associate your face to your name. Any photos you want to take should be worked out with the class.
- **Make ups** for in class work can be made up only with documentation of a compelling reason for missing the planned work in the first place. This includes all discussions, activities, in-class essays, and workshops. I will expect an email advising me of the absence and requesting the makeup. (you will also contribute to this policy when we have that discussion)
- **Workshops** are an essential part of the writer’s working experience. Your participation in workshops is mandatory. Part of our discussion about policies will be to decide how to deal with underprepared group members. We will work this out together so that everyone has a voice in how this goes.

## University Policies

The following policies govern daily life here at SJSU. You should get to know them.

[http://www.sjsu.edu/english/frosh/program\\_policies/index.html](http://www.sjsu.edu/english/frosh/program_policies/index.html):

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

## SJSU Attendance Policy

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24) 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.”

Schedule for Stretch English—ALWAYS changing—check Canvas for latest updates

| Wk | Date    | Tasks before class, during class, after class  |
|----|---------|--|
| 1  | Aug 24  | <p><b>Before class:</b><br/>                     Action: Send URL to Early Start Portfolio assignment in Canvas<br/>                     Read Chapter 3 Mindfulness<br/>                     Bring to class: Questions about Syllabus, journal for class notes<br/>                     Canvas Discussion Board: Post your reasons for being in stretch (from Early start portfolio)</p>   |
|    |         | <p><b>In Class</b></p> <ul style="list-style-type: none"> <li>• Discussion: Syllabus Question, Overview of course, Mindfulness discussion/practice.</li> <li>• And first writing assignment, next Monday (handout)</li> <li>• Activity: Anikira shows how to get Curious Writer</li> </ul>   |
|    |         | <p><b>After Class:</b> Post in Discussion: your thoughts or questions after today.<br/>                     Read: Chapter 1, Curious Writer—answer questions in Exercise 1.4<br/> <b>Check email for Module 1 syllabus.</b></p>  |
| 2  | Aug 29  | <p><b>Before Class</b></p> <ul style="list-style-type: none"> <li>• Order NYT and Curious Writer</li> <li>• Find out where Sweeney Hall is</li> <li>• Bring filled out (written on) handout about narrative</li> </ul>   |
|    |         | <p><b>In Class</b> (Sweeney Hall 229)</p> <ul style="list-style-type: none"> <li>• In class writing—refer to handout.</li> <li>• Instructions for working with Revel and Writers Help (while we have computers to work with)</li> </ul>  |
|    |         | <p><b>After class:</b> download your essay and print it for class on Wednesday<br/>                     Canvas Discussion Board: Issues you had with today’s tasks.</p>  |
|    | Aug 31  | <p><b>Read:</b> Review chapter 1</p>   |
|    |         | <p><b>In Class:</b> Setup Groups, share literacy narratives, discuss class regulations and what you want to do for grammar work<br/> <b>Canvas Discussion Board:</b> Reading NYT, week 1. (Post what stories grabbed you?)<br/>                     Read Chapter 2 and finish quiz</p>   |
|    |         | <b>Module 1</b>  |
| 2  | Sept 5  | Holiday—no class   |
|    | Sept 7  | <p><b>Before Class</b><br/>                     Read: Ballenger, Chapter 2, “Reading as Inquiry.” Begin taking quizzes in Revel<br/>                     NYTimes stories—which ones are interesting or important to you?<br/>                     Canvas Discussion Board: Reading NYT, week 1. (List of words that puzzle you.)</p>   |
|    |         | <p><b>In class</b><br/>                     Bring to class: List of your top stories, questions about chapter 2<br/>                     Activity: voting for top stories, going over Module 1 components<br/>                     Vote for types of lessons to directly work on our issues<br/>                     Canvas discussion board (after class): questions or comments about what we did in class (any of the subjects)</p> |
|    |         | <p><b>Before Class</b><br/>                     Read: Pick stories from the International front page of the NYT.<br/>                     Review: pages 50 to 52 in Ballenger to prepare for KWL+ exercise.</p>  |
| 3  | Sept 12 | <p><b>In-class Activity:</b><br/>                     KWL+ (on handout)<br/> <b>Canvas Discussion Board:</b> Reading NYT, week 2. (Twitter post for your news story)</p>   |
|    | Sept 14 | <p><b>Before Class</b><br/>                     Read: stories from the International front page of the NYT.<br/>                     Review: pages 52-57 in Ballenger to prepare double-entry journal.<br/>                     Bring to class: double-entry journal pages for your story (see Ballenger 54, 55)</p> <p><b>In-Class Activity:</b> workshop thesis for essay.</p>   |

| Wk              | Date              | Tasks before class, during class, after class   |
|-----------------|-------------------|---|
|                 |                   | <b>Canvas Discussion Board:</b> Reading NYT, week 3. (What are you still curious about?)  |
| 4               | Sept 19           | <b>Read:</b> stories from the International front page of <i>NYT</i> .  |
|                 |                   | <b>Bring to class:</b> a completed KWL+ for your story (at least 3 stories on your NYT topic); and your double-entry journal page for your story (To review “double-entry journal,” see Canvas assignment, which includes a handout; also review Ballenger 54, 55). |
|                 |                   | <b>In-Class Activity:</b> selecting evidence for your essay; a sentence generating exercise; using appositives and adjective clauses to inform readers.   |
|                 |                   | <b>Read: writers Help:</b> appositives and adjective clauses;<br><b>Canvas Discussion Board:</b> Studying sentences in NYT, week 4.   |
| 4               | Sept 21           | <b>Read:</b> stories from the International front page of the <i>NYT</i> . <b>Writers Help</b> “Parts of Sentences”   |
|                 |                   | <b>Bring to class:</b> completed exercises from <b>writers help</b> \   |
|                 |                   | <b>In class today:</b> A workshop testing evidence for your essay.  |
|                 |                   | <b>Discussion board:</b> Studying sentences in NYT, week 5.   |
| 5               | Sept 26           | <b>In-Class Activity:</b> Critical Reading/Reflection Essay 1: write in class. (E2)   |
|                 |                   | <b>Bring to class:</b> your annotated story, your KWL+, your double-entry journal, your outline, to be submitted with your draft.   |
|                 |                   | <b>In class:</b> review annotation, KWL, outline  |
|                 |                   | <b>Canvas Discussion Board:</b> Reading NYT, week 5. (Submit your essay to Canvas)  |
| <b>Module 2</b> |                   |   |
| 5               | Sept 28<br>SH 229 | <b>Read:</b> “Write What Happened” (on handout/Canvas); and “Introduction” in Ryan’s “Mindful Nation”   |
|                 |                   | <b>Bring to class:</b> a copy of the Personal Essay assignment from Canvas; an annotated copy of “Write What Happened” (Reading located in Assignments on Canvas.)  |
|                 |                   | <b>In-Class Activity:</b> writing process inventory/plan.   |
|                 |                   | <b>Canvas Discussion Board:</b> Reading NYT, week 6. (Get to know your NYT audience: Pew.)  |
| 6               | Oct 3             | <b>Read:</b> Ballenger, Chapter 3, “Writing a Personal Essay”; and “Weaving Story into Breaking News” (Canvas/Assignments); and stories from the International front page of the <i>NYT</i> .   |
|                 |                   | <b>Bring to class:</b> an annotated copy of “Weaving Story” essay; the first step in your prewriting plan, completed.   |
|                 |                   | <b>In-Class Activity:</b> a workshop to repurpose your reading/reflection for a new audience.   |
|                 |                   | <b>Canvas Discussion Board:</b> Reading NYT, week 6. (Describe your development as a reader of this story so far.)  |

|        |        |  |
|--------|--------|--|
| 6      | Oct 5  | <b>Bring to class:</b> your prewriting and a quick sketch for your essay (Ballinger 95-101);   |
|        |        | <b>In-Class Activity:</b> a workshop to choose a pattern for developing a narrative by “marking the beats.”  |
|        |        | <b>Read:</b> Writers Help<br><b>Canvas Discussion Board:</b> Studying Sentences in NYT, week 7.  |
| 7      | Oct 10 | <b>Read:</b> stories from the International front page of the <i>NYT</i> , and <b>Writers Help</b> coherence   |
|        |        | <b>In-Class Activity:</b> a sentence composing exercise to generate details in narrative writing.<br><b>Canvas Discussion Board:</b> Studying Form in NYT, week 7.   |
|        | Oct 12 | <b>Read:</b> Ballenger, Chapter 14, “The Writer’s Workshop.”<br><b>Bring to class:</b> three copies of the complete draft of your personal essay.<br><b>In-Class Activity:</b> a peer workshop of your draft.<br><b>Canvas Discussion Board:</b> Reading NYT, week 8.  |
| 8      | Oct 17 | <b>Read:</b> <b>Writers Help</b> about punctuation,<br><b>Bring to class:</b> a new draft that incorporates the suggestions from the workshop on October 12.<br><b>In class activity:</b> a sentence-editing workshop (removing/replacing punctuation).<br><b>Canvas Discussion Board:</b> Studying sentences in NYT, week 8. (Find 3 compound sentences.) |
|        |        | Oct 19   |
|        | 9      | Oct 24   |
| Oct 26 |        |  |
| 10     |        | Oct 31   |
|        | Nov 2  |  |
|        | Nov 7  | <b>Read:</b> Opinion pages <i>NYT</i> .<br><b>Bring to Class:</b> A sketch of your argument (see Ballenger pages 238-40, and 267-73).<br><b>In Class, Workshop:</b> shaping evidence in paragraphs: claims, reasons, and evidence.<br><b>Canvas Discussion Board:</b> Studying Sentences in NYT, week 11. (Conjunctions)                                   |

|   |                 |  |
|---|-----------------|--|
|   | Nov 9           | <b>Read:</b> Opinion pages <i>NYT</i> .<br><b>Read:</b> Ballenger, Chapter 13, “Revision strategies.”  |
|   |                 | <b>In Class, Draft Workshop:</b> bring to class three copies of a complete draft of your blog.   |
|   |                 | <b>Canvas Discussion Board:</b> Studying Sentences in <i>NYT</i> , week 12. (Find complex sentences.)  |
| 12  | Nov 14          | <b>Read:</b> Opinion pages <i>NYT</i> .<br><b>Read:</b> Lunsford on clauses.   |
|   |                 | <b>In Class, Editing Workshop:</b> bring to class 3 copies of your revised draft (that is, a revision of your draft based on the feedback from the November 9 workshop).   |
|   | Nov 16          | <b>Canvas Discussion Board:</b> Reading <i>NYT</i> , week 12.  |
|   |                 | <b>In Class, Editing Workshop:</b> bring to class 3 copies of your revised draft (that is, a revision of your draft based on the feedback from the November 5 workshop).<br><b>In-Class Activity:</b> inventory of strategies for emotional and logical appeal in your essays. |
| 13  | Nov 21          | <b>Canvas Discussion Board:</b> Post lesson learned from November 9 workshop.  |
|   |                 | <b>Turn in for evaluation:</b> Blog; submit all writing exercises, both peer-reviewed drafts, the cover sheet and the essay.   |
|   |                 | <b>In-class activity 1:</b> Inventory of learning objectives and assignments for midyear reflection.   |
|   | Nov 23          | <b>Canvas Discussion Board:</b> Post an improved sentence from the November 16 workshop.   |
| <b>Read:</b> “Why Local Newspapers Are the Basis for Democracy” (Canvas).<br><b>Bring in:</b> an annotated copy of the reading, AND a double-entry journal for it.<br><b>Reread:</b> “A First Reflection on Your Writing Process” (Ballenger, pages 16 through 33). |                 |  |
| <b>Workshop:</b> creative-critical processes for finding a thesis.<br><b>In-Class Activity:</b> inventory of process strategies.  |                 |  |
| 14  | Nov 28          | <b>Canvas Discussion Board:</b> Studying sentences in <i>NYT</i> , week 14. Imitation exercise.  |
|   |                 | <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>Write in Class:</b> Critical Reading/Reflection Essay 2   |
| 14  | Nov 30          | <b>Canvas Discussion Board:</b> Submit your draft to Canvas in class.  |
|   |                 | <b>Read:</b> Ballenger, Appendix A, “The Writing Portfolio.”   |
|   |                 | <b>In-class activity:</b> inventory of your reading strategies.  |
| 15  | Dec 5           | <b>Canvas Discussion Board:</b> Studying Sentences in <i>NYT</i> , week 15. (Imitate: free modifiers.)   |
|   |                 | <b>Before class</b>  |
|   |                 | <b>Activity in class:</b> an inventory of sentence development strategies.<br><b>Activity in class:</b> Workshop on expanding the view: conducting research in the field.  |
|   | Dec 7<br>SH 229 | <b>Canvas Discussion Board:</b> Studying sentences in <i>NYT</i> , week 15. (Imitate: series.)   |
| <b>Write in class:</b> Self-reflection essay; submit the portfolio for midyear assessment, which will include all prewriting and outline/sketch of the self-reflection essay.<br><b>Canvas:</b> Submit your draft to Canvas.  |                 |  |
| <b>Module 2 begins</b>  |                 |  |
| 16  | Dec 12          | <b>Read:</b> Ballenger, Chapter 4, “Writing a Profile.”  |
|   |                 | <b>Bring to class:</b> A list of possible interview subjects for your news investigation.<br><b>Discuss</b> Module 2 assignment and work for Winter Break  |
|   |                 | <b>Activity:</b> Midyear Freshman Writing Exit Survey  |