

San José State University
Department of English and Comparative Literature
English 1AF and 1AS, Stretch English I and II Section 19;
Fall 2017 & Spring 2018

Instructor:	Alesya Petty
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Office Hours:	T 12:00-1 PM & By Appointment
Class Days/Time:	TR 9:00 – 10:15AM
Classroom:	SH 411
Prerequisites:	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).
GE/SJSU Studies Category:	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
Critical reading/reflection	Essay 1	500	1850	in-class writing	F	GELO 1, 2, 3,4, 5
	Essay 2	600			F	
	Essay 3	750			S	
Data-driven analyses	Personal Essay	1000	2850	out of class writing	F	GELO 2, 3, 5
	Interview Project	850			S	
	Ethnography Project	1000			S	
Major Essays	Blog	750	3000	out of class writing	F	GELO 2, 3, 4, 5
	Profile Essay	1000			S	
	Critical Essay	1200			S	
Portfolio/self-reflection essays	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 – 10th edition ISBN: 978-1-4576-9921-4

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

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

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.”

Stretch Program Requirements

For specific requirements for ALL STRETCH Courses, see Stretch program syllabus posted on Canvas. 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:

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.

Final Grade for Stretch Course

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 2017: Must achieve a 70% for CR grade in 1AF (all writing assignments must be complete)

Assignment	Description	In-Class / Out of Class	Minimum Word Count*	Percentage Value
Benchmark	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	-
Critical Reading / Reflection 1	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	10 %
Personal Essay	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	20%
Presentation	Presentation of Blog Essay	IC		2%
Blog Essay	You will write an elaborate blog post 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	20%

Critical Reading / Reflection 2	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 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.	IC	600	15%
Unit Books 1 & 2 with Reader Responses	You will write Reader Responses for <i>Rereading America</i> selections and some additional texts throughout each semester. RRs will take place in class on the due date for that specific text. If you are not in class on the day of RR, you need to find out from YOUR CLASSMATES what the instructions were on that day and write the entry for that text in your book.	Large College Book	300/600	10%
Journal	In the fall, you will use SPECIAL GRAPHIC ORGANIZERS posted on Canvas to keep track of ideas in <i>The Unwinding</i> . <u>Must be turned in as a hard copy.</u> You can print the forms out and fill them out by hand or you can download the forms, type in your notes and print them out at the end for turning in to me.	Hard copy, handwritten or typed in GO forms	150	5%
Canvas Projects	You will participate in Discussion forums on Canvas which will require you to create a post and reply to multiple peer posts.	Canvas	500	3%
Drafts/ Peer-Reviews/ Workshops	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.	IC/OC		5%
Self Reflection / Portfolio	Keep all of your work. You'll be "quoting yourself" to show your growth as a writer this semester.	IC	750	10%

Spring 2018: 70% of total points in 1AF-S needed to clear remediation and satisfy GE Area A2.

Assignment	Description	In-Class / Out of Class / Canvas	Minimum Word Count*	Percentage Value
Interview Project	In this essay, you will interview someone over 40y.o. 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	10%
Profile Essay	You will use your interview to write a profile essay with a specific framework to be discussed in class. We will utilize profiles from <i>The Unwinding</i> .	OC	1000	15%

Unit Book 3 with Reader Responses	In the Large College Book, you will write Reader Responses for <i>Rereading America</i> selections and some additional texts throughout each semester. RRs will take place in class on the due date for that specific text. If you are not in class on the day of RR, you need to find out from YOUR CLASSMATES what the instructions were on that day and write the entry for that text in your book.	Large College Book	300	5%
Critical Reading / Reflection 3	We will explore the myth of the melting pot and various sub-communities by doing a critical analysis of readings.	IC	750	10%
Ethnographic Study	Taking into consideration the larger topic of the “melting pot” and then the sub-cultures that give people a place “to be.” You will study a sub-culture to write a report of your observations. We will draw on examples from <i>The Other Wes Moore</i> . You will make a presentation to share with classmates.	OC	1000	15%
Presentation	Ethnography Study presentation.	IC		2%
Journal	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.	Hard copy, handwritten or typed in GO forms	150	5%
Critical Essay	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	20%
Canvas Project	You will participate in Discussion forums on Canvas which will require you to create a post and reply to multiple peer posts.	Canvas		3%
Drafts/ Peer-Reviews/ Workshops	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.	IC/OC		5%
Self Reflection / Portfolio	Keep all of your work. You’ll be “quoting yourself” to show your growth as a writer these past two semesters.	IC	800	10%

Word Count/ Fall and Spring: 9200

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 20% point reduction. 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 from 12:00-1:00PM. 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 up a time to meet. 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!

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 the beginning of class.

Assignments in *italics* are done in writing

CW: *The Curious Writer*, **RA:** *Rereading America*, **UNW:** *The Unwinding*

For all readings there will be an in-class writing activity

Date	In Class Activities / Schedule	Assignments Due
R 8/24	Introductions / Syllabus/ PassionTation!	
T 8/29	<i>Diagnostic/Benchmark Essay In Class</i> <u>Bring a small Green Book to class.</u>	CW: "Writing As Inquiry" RA: "Thinking Critically..." p. 1-6.
R 8/31 <i>How we begin</i>	Passiontations. Unit 1: Myth of Family/ book intro. What are cultural myths? <u>America is not the greatest country.</u> https://www.youtube.com/watch?v=VMqcLUqYqrs	Bring Large Blue Book to class RA: "Harmony at Home" p. 16-18 CW: "Reading As Inquiry"
T 9/5	Myth of Family. <u>https://www.youtube.com/watch?v=IZkg8jICdiU</u>	RA: "Looking for Work" p. 19-24. <i>Canvas Project: Family in media. Find an example.</i>

Date	In Class Activities / Schedule	Assignments Due
R 9/7	Bookmark s for TU. Share “Family in media”	<i>Canvas Project: Family in media (reply to someone’s post) TV from the past and from today, be able to show videos in class, each group will choose one set to share with class.</i> RA: “The Color of Family Ties” p.44-53
T 9/12	Family in Dean & Tammy stories – Compare & Contrast	UNW: Prologue; 1978; Dean Price p. 3-17. UNW: 1984 ; Tammy Thomas p. 37-56.
R 9/14	Reading discussion	RA: “Marriage Markets” p. 77-86
T 9/19	Dean & Tammy discussion	UNW: 1987 p. 69; Dean Price p. 77-88. UNW: Tammy Thomas p. 89-99.
R 9/21	Critical Reading Reflection 1 Prompt <i>Audience and Genre of Letter writing</i>	RA: “Cartoon Mothers” p. 86-96.
T 9/26	Thesis/ Outline	Unit 1 book. UNW: 1999 p. 136; Dean Price p. 137-148.
R 9/28	Fried PIE / Sentence length/types	Unit 1 book. UNW: Tammy Thomas p. 149-153.
T 10/3	Critical Reading Reflection 1 Turn in Outline and Unit 1 book.	Bring small Green Book. UNW: 2008 p. 217; Dean Price p. 175-183.
R 10/5	Unit 2 book: Myth of Education Where we grow Personal Narrative Assigned Narrative voice. In medias res	CW: Ch. 3 “Writing a Personal Narrative” p. 71-83 <i>CRR1 reflection on Canvas.</i>
T 10/10	Then & Now Narrator / Tenses	<u>Draft of Personal Narrative due</u> RA: “Essentials of a Good Education” p. 105-113 UNW: Tammy Thomas p. 231-239
R 10/12	Revise for Content <i>WORKSHOP: Concrete Language</i>	<u>Revise draft for content</u> CW: Ch.13 “Revision strategies”
T 10/17	Revise for Language <i>WORKSHOP: Editing and proof-reading, MLA</i>	<u>Revise draft for language</u> RA: “Learning Power” 99-105. CW: Skim Chapter 12 (MLA) UNW: Dean Price p. 240-251.
R 10/19	<i>Narrative Reflection</i> Blog Essay Assigned. The purposes of Blogs	Personal Narrative Due on Canvas and to me. <i>PN reflection on Canvas</i> CW: Ch. 7 “Argument”/ Ch. 6 “Proposal”

Date	In Class Activities / Schedule	Assignments Due
T 10/24	Canvas project share.	<i>Canvas Project: "My Favorite Blog" and What I Would Like to Write About?</i> Read Blogs document on Canvas RA: "Learning to Read" p. 161-169. UNW: 2010 p. 297; Dean Price p. 316
R 10/26	Multi-media writing features: Hyper links, images, text boxes, other visuals	RA: "Against School" p. 114-123
T 10/31	Content outline/ development	<i>Draft of Blog due</i> RA: "Ivy League" p. 200-209. UNW: Tammy Thomas p. 327
R 11/2	Draft revision	<i>Revise draft</i> RA: "Growing Up Tethered" p. 236-252
T 11/7	<i>Draft WORKSHOP</i>	<i>Revise draft</i> UNW: 2012 p. 379. Tammy Thomas p. 408
R 11/9	<i>WORKSHOP: Presentation Working with hypertext and visuals</i>	Blog Final Draft Due
T 11/14	BLOG PRESENTATIONS	<i>Reflection on Blog writing on Canvas</i> UNW: Dean Price p. 414
R 11/16	BLOG PRESENTATIONS	<i>Canvas Project: Dean & Tammy- your post</i>
T 11/21	Critical Reading Reflection 2 Prompt Given. Portfolio Assigned. Family & School / Tammy, and Dean	<i>Canvas Project: Dean & Tammy –respond to two other posts</i> Review your Dean / Tammy bookmarks for CRR2 . Bring to class.
R 11/23	THANKSGIVING HOLIDAY	
T 11/28	Critical Reading Reflection 2 In Class Bring Exam book.	Bookmarks Due Unit 2 Book Due
R 11/30	Portfolio Work	<i>CRR2 reflection on Canvas.</i> Bring all essay materials to Class
T 12/5	Portfolio Work. <i>Reflection essay</i>	Bring all Portfolio Items to Class

Date	In Class Activities / Schedule	Assignments Due
R 12/7	Portfolio work.	Portfolio due
R 12/15	FINAL EXAM - TBA	

Stretch English 1AS: Spring 2017 Course Schedule

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

<u>Dates</u>	<u>In class</u>	<u>Assignments / Homework due</u>
R 1/25	Go over syllabus/calendar	<i>Interview in Q &A format due.</i> Read: CW Ch. 4.
T 1/30	Group project.	UNW/RA: Jay Z, Oprah, Sam Walton
R 2/1	From Interview Notes to Profile. Profile Infographic UNW.	<i>Interview Project due</i>
T 2/6	Profile Essay Assigned.	Presentation with Transcript posted to Canvas
R 2/8	Digital Profile Presentations.	Ch. 12 p.479-81. CW Ch. 14
T 2/13	Profile Workshop – framing/content. Quoting. Peer-review & Reflection.	<i>Draft of Profile.</i>
R 2/15	Profile Workshop – language/ mechanics. Peer-review & Reflection.	CW Ch. 13, Ch. 14
T 2/20 Who We Become	Unit 3 book: Myth Success/ American Dream/ Melting Pot CRR3 prompt	<i>Profile Essay due.</i> RA Introduction p.567/ “Theories and Constructs of Race” p.599
R 2/22	Prepare for CRR3 Outline/thesis workshop.	RA “Gentrification” p.615
T 2/27	Reading discussion. Prepare for CRR3	RA “Land of Giants” p.645
R 3/1	<i>Outline for CRR3</i>	
T 3/6	<i>CRR3 in-class essay</i>	CW Ch. 9
R 3/8	Ethnographic essay assigned/discussed. OWM <i>Journal 1, 2.</i>	OWM – Intro, Ch. 1. Bring Journal Green Book to class.
T 3/13	Discussion Part I <i>The Other Wes Moore</i> Ethnographic essay idea	OWM Ch. 2, 3. <i>Journals 3,4.</i>
R 3/15	Ethnographic essay plan. <i>Journal 5</i>	OWM Ch. 4

T 3/20	Discussion on OWM Part II	OWM Ch. 5, 6. <i>Journal 6, 7.</i>
R 3/22	OWM <i>Journal 8</i>	OWM Ch.7
T 3/27	SPRING BREAK	
R 3/29	SPRING BREAK	
T 4/3	Draft Workshop. Peer-review & Reflection. MLA citations.	OWM Ch. 8, Epilogue. <i>Journal 9, 10.</i> <i>Field notes. Ethnographic essay Draft.</i> CW Ch. 12.
R 4/5	<i>Artifact presentations</i>	Bring an artifact (or show one) Tell what group you are writing about.
T 4/10	Critical Essay Assigned. Money and Success.	<u>Final Draft of Ethnographic Essay Due on Canvas and to me.</u> CW Ch. 8 <i>OWM Journals are due.</i>
R 4/12	Reading Discussion. Outline/thesis for the Critical Essay	RA Myth of Individual Opportunity Intro p.345 “Class in America” p.377
T 4/17	Reading Discussion.	RA “From Beyond Outrage” p.399
R 4/19	Reading Discussion.	RA Myth of Gender Intro p.463. “Becoming Members of Society” p.471.
T 4/24	Draft workshop. Peer-Review & Reflection.	<i>Draft of the Critical Essay</i> CW Ch. 12.
R 4/26	Reading Tutorials – meet in groups of 3 for oral feedback.	<i>Revised draft.</i> CW Ch. 13.
T 5/1	Draft workshop. Peer-Review & Reflection.	<i>Revised draft.</i> CW Ch. 13.
R 5/3	Portfolio Workshop	<u>Critical Essay Due to Canvas and to me</u> CW Appendix p.595. <i>Bring all Portfolio Materials</i>
T 5/8	Portfolio Workshop. <i>Notes for Reflection</i>	CW Appendix p.595.
R 5/10	Portfolio Workshop. <i>Outline for Reflection</i>	CW Appendix p.595. PORTFOLIO AND REFLECTION DUE
	FINAL EXAM - TBA	