

San José State University
Humanities and Arts, Department of English and Comparative Literature
English 1AF and 1AS, Stretch English I and II
Section 11, Fall 2017 & Spring 2018

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Office Hours:	MW 1:45-2:45 or by appointment
Class Days/Time:	MW 3:00-4:15 <i>This is the course day and time for the full year. You will enroll in this same section during the spring term, provided you earn credit in fall.</i>
Classroom:	Dudley Moorhead Hall 354
Prerequisites:	The Reflection on College Writing 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. <i>*To earn graduation credit in this category, you must complete the yearlong course with a grade of C- or better.</i>

What We Will Explore Together in This Section of Stretch: 21st Century Literacies for Global Citizens

You wake up in the morning. You slosh the coffee into your cup. You open up your digital device and begin scrolling through the headlines. But what is it you're looking for? A voice? A conversation? Some sort of connection to the world around you? Your social media feeds provide a cacophony of voices and opinions from various citizens, but are those media effective avenues for engaging in democratic dialogue and effecting change? As citizens of a democracy and of this globe, how do we engage with the literacies around us – the newspapers, the blogs, the tweets – to inform and enlighten, to share and engage?

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

In this class, we'll use the *New York Times* as a text to initiate our critical inquiry of 21st century literacies for global citizens. As we peel back the pages each week, we will go deeper into our exploration of the role that reading and writing play in our exchange of ideas and democratic dialogue. We will then ask whether or not, in the age of "slacktivism" and Presidential tweets, if newspapers still work as a tool for activism.

We have much exploration ahead of us. So let's begin our inquiry together...

What You Will Learn in Stretch English I and II

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

SJSU studies include an emphasis on diversity. I chose *The New York Times* as the main text for our reading precisely because, in its pages, you will find and engage in a full range of voices in our democratic conversation on global issues.

The General Education guidelines for instructors outline five broad learning outcomes for all courses that satisfy Area A2. I have designed this course to ensure that you meet these outcomes.

GE Learning Outcomes (GELO)

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

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

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

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

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

How to Prepare for Our Class

This year we will collaborate to answer the question: What is the relationship between 21st-century literacies and democratic engagement and activism as global citizens? We will use reading and writing to collaborate in researching this question and writing about it. You will come to class every day ready to write – to explore ideas, share research and reading, analyze source materials, critique samples and workshop drafts. All classes will involve in-class activities intended to further your progress on the current essay assignment or project. You will want to save this classwork to your Canvas account, or to your laptop, or both. Therefore you will want to bring your own laptop or tablet. (Laptops and

tablets are also available to be checked out in the library. If you have difficulty securing a laptop, please let me know as soon as possible.)

Where to Find Assignments and Materials

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

Where to Purchase Your Texts

Reading is an integral part of writing. Reading for this course is both extensive and intensive. It includes useful samples of writing for a variety of audiences. You will read stories daily in *The New York Times* (International) as well as articles and essays on literacy, democracy, activism, and more. You will also have texts that discuss the writing process, as well as style guides that explore the finer intricacies of writing. All of these reading resources are required. **Notice that you will need most books for both semesters; therefore I recommend buying them rather than renting them.**

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

Texts you'll need for both Fall/Spring semesters:

Ballenger, Bruce. *The Curious Writer*, Brief (5th Edition)
ISBN: 978-0134080383

Clark, Roy Peter. *Writing Tools* (6th Edition)
ISBN: 978-0316014991

Little Seagull Handbook w/ Exercises (3rd Edition)
ISBN: 978-0393602630

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

Text you'll need for Spring semester only:

Gladstone, Brooke. *The Influencing Machine: Brooke Gladstone on the Media*
ISBN: 978-0393342468

Subscription to the International New York Times

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

You will need to purchase a digital version of *The New York Times* for the full year (\$1.00 per week). This digital version will allow you to keep a personal archive of stories you are following for your writing assignments in this course. Use the following link to access the educational subscription page. You will use your MySJSU account (@sjsu.edu) to set up a special education rate for the subscription: <https://www.nytimes.com/subscriptions/edu/lp8LQFK.html?mcubz=1>

Other Readings

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

The Work You Will Do in This Course: An Overview

The Core Stretch Curriculum. Table 1 outlined the major writing assignments for Stretch English. All sections of Stretch English share this core curriculum. The fall writing assignments include: 2 critical reading and reflection essays, written in class; a personal essay; an blog essay; a self-reflection essay (written in class). The spring writing assignments include: an interview project, a profile essay, a critical/reflection essay (written in class), an ethnographic project, a critical essay, and a self-reflection essay.

Midyear and Year-End Self-Reflection and Portfolio Review

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

Our Daily Learning Activities.

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

The Time You Will Spend on This Work

Like all faculty at SJSU, I have designed this course to help you achieve the learning goals that define its role in your progress to earn a degree. In a 3-unit course like this one, faculty expect that students will spend *a minimum* of forty-five hours for each unit of credit (normally three hours per unit per week). This time includes preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

While all students will complete these same assignments, the course design does not and cannot account for individual needs of each student. There may be added work you need to do. You may need extra hours for tutoring; you may take longer to read texts so that you can look up words you find unfamiliar; you may need more time for editing.

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

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

Read to learn:

- annotate a reading selection to develop a summary and response in your writing (GELO1);
- identify audience and purpose in texts from several genres (GELO 1,3,4);
- explain how genres work to serve audience and context (GELO 1, 3).

Read to write:

- identify rhetorical appeals and devise strategies for an effective appeal to a specific audience (GELO 1, 3);
- develop a text to effectively appeal to a specific audience (GELO 1, 3);
- identify the choices a writer has made to produce a text (GELO 1, 3, 4);
- use readings as models for your own writing strategies (GELO 1, 4);
- concisely, accurately explain and critique information and ideas from your reading (GELO 1, 3, 4);
- use information gleaned from your reading as evidence in your text and cite that information (GELO 1, 4);
- use quotation and summary to create context for your writing (GELO 1, 4, 5).

Write with an increased awareness of the process:

- discuss specific strategies for prewriting and revision that have worked for you (GELO 2);
- repurpose acquired skills and information to tackle new writing problems (GELO 2).

Read and write with an increased awareness of the language you use:

- identify new grammatical forms and imitate them (GELO 1, 2, 3, 4, 5);
- analyze and discuss the structure of sentences and the grammatical choices you make (GELO 2, 3, 5);
- identify editing problems in your own writing (GELO 2, 5);
- identify and apply effective strategies for editing your work (GELO 2, 5);
- identify and apply effective proofreading strategies (GELO 2, 5);

Reflect on and assess your own writing, process and product, to support continued language and writing development (GELO 2, 3, 4).

Your goal in this class is to learn what you need 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 the time and attention you need to develop your writing skills into your study plan for this semester.

How We Will Evaluate Your Progress

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

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

See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details on your right to understand your grades.

How Individual Assignments Will Be Assessed

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

Canvas Discussions

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

In-class Activities

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

How Assignments Are Weighted to Determine Grades

Fall 2017: Grades in the fall are based on measured progress toward proficiency in the learning objectives outlined above. To earn credit in the course, you will need to have completed **all** of the assigned work, and you will need to demonstrate measurable progress in at least 3 out of 4 (75%) of the CLO categories to earn credit (CR) in English 1AF.

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

In-Class Activities	5%	N/A	in-class		
Canvas Discussions	4%	N/A	out of class		
Editing Journal	2%	N/A	out of class	Fall Total	[39%]

Spring 2018: A final grade of C- or better in English 1AS is needed to clear remediation and satisfy GE Area A2.

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

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

How I Calculate Your Grades

In Stretch English, your course grade is based on the grades you earn on the work you produce through both semesters. Final grades will adhere to this grading scale:

A = 93-100%	B+ = 87-89.9%	C+ = 77-79.9%	D+ = 67-69.9%
A- = 90-92.9%	B = 83-86.9%	C = 73-76.9%	D = 63-66.9%
	B- = 80-82.9%	C- = 70-72.9%	D- = 60-62.9%
			F = 0%-59.9%

How Late Work Will Be Assessed

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

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

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

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

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

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

Where You Can Find Information about University Policies

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

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

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

English 1AF / Stretch English I
Fall 2017
Course Schedule

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

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	W August 23	<p>Read (before class): Syllabus</p> <p>Bring to class: Questions about Syllabus</p> <p>Discuss: Pape’s “Millennials Read Print News” and Newspapers: Daily Readership by Age</p> <p>In-Class Activity: Subscribe to the <i>International New York Times (NYT)</i> digital</p> <p>In-Class Activity: Discuss Learning Outcomes</p>
2	M August 28	<p>Read (before class): Stories from the International front page of the <i>NYT</i></p> <p>Due on Canvas: Discussion 1 (Interesting Post)</p> <p>Bring to class: Your Reflection on College Writing</p> <p>In-Class Activity: Annotate Your Literacy Narrative, Sign up for conferences with Jill</p>
2	W August 30	<p>Read (before class): Stories from the International front page of the <i>NYT</i></p> <p>Read (before class): Ron Israel’s “What does it mean to be a global citizen?” (Canvas)</p> <p>Bring to class: Annotated printout of Ron Israel’s text</p> <p>Due on Canvas: Discussion 2 (Find one related story or link)</p> <p>In-Class Activities: Choosing a Topic, Assign teams, Jigsaw reading (Israel)</p>
3	M September 4	NO CLASS – LABOR DAY
3	W September 6	<p>Read (before class): Stories from the International front page of the <i>NYT</i></p> <p>Read (before class): Ballenger Chapter 2 “Reading as Inquiry”</p> <p>Bring to class: Annotated readings</p> <p>Due on Canvas: Discussion 3 (Reading Log entry)</p> <p>In-Class Activities: NEWSROOM CHAT, Team/Individual Quiz on Readings, Using Key Terms</p>
4	M September 11	<p>Read (before class): Stories from the International front page of the <i>NYT</i></p> <p>Read (before class): Ballenger Chapter 1 “Writing as Inquiry”</p> <p>Read (before class): Writing Tools #41, 42, 48, 50</p> <p>Read (before class): Little Seagull Handbook 9-16 (Writing Processes)</p> <p>Review: Ballenger 47-53 to prepare for KWL+ exercise</p> <p>Due on Canvas: Discussion 4 (Your writing process – 3 you do, 3 you don’t)</p> <p>In-class Activity: KWL+</p>
4	W September 13	<p>Read (before class): Stories from the International front page of the <i>NYT</i></p> <p>Review: Ballenger 47-53 to prepare double-entry journal</p> <p>Bring to class: Double-entry journal pages for your story</p> <p>Due on Canvas: Discussion 5 (What are you still curious about?)</p> <p>In-Class Activity: Thesis Workshop with Reflection</p>
5	M September 18	<p>Read (before class): Stories from the International front page of <i>NYT</i></p> <p>Read (before class): Little Seagull Handbook 314-317 (Elements of a Sentence)</p> <p>Read (before class): Writing Tools #1, 2, 3, 4, 6, 22</p> <p>Due on Canvas: Discussion 6 (Sentences)</p> <p>Bring to class: KWL+ for your story (at least 3 stories on your NYT topic) and your double-entry journal page for your story</p> <p>In-Class Activities: Selecting evidence for your essay; A sentence generating exercise; Using appositives and adjective clauses to inform readers</p>

Week	Date	Topics, Readings, Assignments, Deadlines
5	W September 20	<p>Read (before class): Stories from the International front page of the <i>NYT</i></p> <p>Review (before class): Yellow section of Little Seagull Handbook</p> <p>Due on Canvas: Discussion 7 (Editing focus)</p> <p>In-Class Activity: A workshop on rehearsing evidence for your essay</p> <p>In-Class Activity: Discuss Editing Journal</p>
6	M September 25	<p>Due on Canvas: Discussion 8 (Sentence Study)</p> <p>Bring to class: Your laptop, annotated story, your KWL+, your double-entry journal, your outline, to be submitted with your draft.</p> <p>In-Class Activity: Critical Reading/Reflection Essay 1</p>
6	W September 27	<p>Read (before class): Ballenger Chapter 3 “Writing a Personal Essay”</p> <p>Read (before class): Woo’s “Just Write What Happened” (Canvas)</p> <p>Due on Canvas: Discussion 9</p> <p>Bring to class: Annotated copy of “Just Write What Happened”</p> <p>In-Class Activity: Brainstorm and plan for Personal Essay, Practice strategies</p> <p>In-Class Activity: NEWSROOM CHAT, Team/Individual Quiz</p>
7	M October 2	<p>Read (before class): “Introduction” in Naomi Wolf’s <i>Give Me Liberty</i> (3-12)</p> <p>Read (before class): Writing Tools #14, 16</p> <p>Read (before class): Stories from the International front page of the <i>NYT</i></p> <p>Bring to class: Annotated “Introduction” in Wolf’s book</p> <p>Due on Canvas: Discussion 10 (Choose a detail that stuck with you)</p> <p>In-Class Activity: Individual/Team Quiz, Workshop to repurpose your reading/reflection for a new audience</p>
7	W October 4	<p>Read (before class): Sample Personal Essays (Canvas)</p> <p>Read (before class): Writing Tools #25</p> <p>Bring to class: Your prewriting and a quick sketch for your essay (Ballenger 84-89)</p> <p>Due on Canvas: Discussion 11 (Sentence Study)</p> <p>In-Class Activity: Workshop to find narrative structure</p> <p>In-Class Activity: NEWSROOM CHAT</p>
8	M October 9	<p>Read (before class): Stories from the International front page of the <i>NYT</i></p> <p>Read (before class): Writing Tools #55</p> <p>Due on Canvas: Discussion 12 (Studying Form)</p> <p>In-Class Activity: Workshop to generate details in narrative writing</p>
8	W October 11	<p>Read (before class): Ballenger Appendix A “The Writer’s Workshop”</p> <p>Read (before class): Writing Tools #47, 49</p> <p>Bring to class: Three copies of the complete draft of your personal essay</p> <p>Due on Canvas: Discussion 13</p> <p>In-Class Activity: A peer workshop of your draft</p>
9	M October 16	<p>Read (before class): Writing Tools #9 (Punctuation)</p> <p>Bring to class: A <i>revised</i> draft</p> <p>Due on Canvas: Discussion 14 (Semicolons in Writers’ Help)</p> <p>In-Class activity: Sentence-editing workshop (removing/replacing punctuation)</p> <p>In-Class Activity: NEWSROOM CHAT</p>
9	W October 18	<p>Read (before class): Continue reading stories from the International front page of the <i>NYT</i></p> <p>Due on Canvas: Discussion 15 (Reflect on Peer Reviews)</p> <p>Bring to class: Final draft of your Personal Essay (submit all prewriting outlines, drafts, along with the cover sheet and essay)</p> <p>In-Class activity: Workshop to repurpose narrative as argument</p>
10	M October 23	<p>Read (before class): Opinion pages <i>NYT</i></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Read (before class): Little Seagull Handbook 2-5 (Audience)</p> <p>Read (before class): Writing Tools #44, 53</p> <p>Due on Canvas: Discussion 16 (Get to know your NYT audience: Pew)</p> <p>In-Class Activity: Shaping language for a public audience</p>
10	W October 25	<p>Read (before class): Opinion pages <i>NYT</i></p> <p>Read (before class): An Open Letter to President-Elect Trump and the 115th Congress</p> <p>Read (before class): Ballenger Chapter 7 “Writing an Argument”</p> <p>Due on Canvas: Discussion 17 (Sentence study)</p> <p>In-Class Activity: Using quotations, Framing argument</p> <p>In-Class Activity: NEWSROOM CHAT, Team/Individual Quiz</p>
11	M October 30	<p>Read (before class): Opinion pages <i>NYT</i></p> <p>Read (before class): Pope’s Speech to Congress (Canvas)</p> <p>Read (before class): Ballenger Chapter 12 “Using and Citing Sources”</p> <p>Due on Canvas: Discussion 18 (Pathos)</p> <p>In-Class Activity: Workshop on Choosing Evidence and Citing Sources</p> <p>In-Class Activity: NEWSROOM CHAT, Team/Individual Quiz</p>
11	W November 1	<p>Read (before class): Sample argumentative blog examples (Canvas)</p> <p>Read (before class): Opinion pages <i>NYT</i></p> <p>Due on Canvas: Discussion 19 (Logos)</p> <p>Bring to Class: A sketch of your argument (see Ballenger)</p> <p>In-Class Activity: Workshop to shape evidence in paragraphs: claims, reasons, and evidence</p>
12	M November 6	<p>Read (before class): Opinion pages <i>NYT</i></p> <p>Due on Canvas: Discussion 20 (Ethos)</p> <p>Bring to Class: Two samples of opening gestures and closing appeals from the opinion pieces you have read in the <i>NYT</i></p> <p>In-Class Activity: Workshop openings/closings and imitation exercise</p>
12	W November 8	<p>Read (before class): Opinion pages <i>NYT</i></p> <p>Read (before class): Ballenger Chapter 14 “Revision strategies”</p> <p>Read (before class): Writing Tools #20, 21</p> <p>Read (before class): Little Seagull Handbook 30-36 (Designing What You Write)</p> <p>Due on Canvas: Discussion 21 (Complex sentences)</p> <p>In-Class Activity: Inventory strategies for emotional and logical appeal in your essays</p> <p>In-Class Activity: NEWSROOM CHAT, Team/Individual Quiz</p>
13	M November 13	<p>Read (before class): Opinion pages <i>NYT</i></p> <p>Read (before class): Writing Tools #10</p> <p>Due on Canvas: Discussion 22 (What you cut)</p> <p>Bring to class: 3 copies of a complete draft of your blog</p> <p>In-Class Activity: Workshop blogs</p>
13	W November 15	<p>Read (before class): Writing Tools #33</p> <p>Bring to class: 3 copies of your <i>revised</i> draft from Monday’s workshop</p> <p>Due on Canvas: Discussion 23 (Repetition)</p> <p>In-Class Activity: Editing Workshop for blogs</p>
14	M November 20	<p>Due on Canvas: Blog Essay (submit all writing exercises, both peer-reviewed drafts, the cover sheet and the essay)</p> <p>Due on Canvas: Discussion 24 (Reflection)</p> <p>In-class Activity: Inventory of learning objectives and assignments for midyear reflection</p>
14	W November 22	NO CLASS – THANKSGIVING BREAK

Week	Date	Topics, Readings, Assignments, Deadlines
15	M November 27	<p>Read (before class): Whitehead’s “Why Local Newspapers Are the Basis of Democracy” (Canvas)</p> <p>Read (before class): Alterman’s “Out of Print” (Canvas)</p> <p>Due on Canvas: Discussion 25 (Sentence Study)</p> <p>Bring to class: Annotated copy of the reading AND a double-entry journal for it</p> <p>In-Class Activity: Thesis Workshop</p> <p>In-Class Activity: Team/Individual Quiz</p>
15	W November 29	<p>Bring to class: Laptop, annotations, double-entry journal pages, other prewriting, outline/sketch, and your CR/R 1, to submit with your draft.</p> <p>In-Class Activity: Critical Reading/Reflection Essay 2</p>
16	M December 4	<p>Review: “A First Reflection on Your Writing Process” (Ballenger 15-34)</p> <p>Read (before class): Ballenger Appendix B “The Writing Portfolio”</p> <p>Due on Canvas: Discussion 26 (Unclear pronouns)</p> <p>In-class activity: Inventory of your reading strategies, Writing Process Strategies, Look at sample portfolio</p>
16	W December 6	<p>Due on Canvas: Discussion 27 (Reflect on Editing Journal)</p> <p>Due on Canvas: Editing Journal</p> <p>In-Class Activity: Inventory sentence development strategies</p>
17	M December 11	<p>Due on Canvas: Submit the e-Portfolio for midyear assessment (include all prewriting and outline/sketch of the self-reflection essay)</p> <p>In-Class Activity: Self-reflection essay</p>
Final Exam	W December 13 12:15-2:30	<p>In-Class Activity: Workshop on research in the field, Interview Workshop and discussion of Winter Break reading</p> <p>In-Class Activity: NEWSROOM CHAT</p>

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

**English 1AS / Stretch English I
Spring 2018
Course Schedule**

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

Week	Date	Topics, Readings, Assignments, Deadlines
1	W January 24	<p>Read: Smith's "Fixing the System: An Interview with President Obama on Prison Reform"</p> <p>Bring to Class: 3 copies of your interview transcript and your KWL+ for this project.</p> <p>In-Class Activity: Workshop Interview Transcripts; Prepare for Profile Essay</p> <p>In-Class Activity: NEWSROOM CHAT, Team/Individual Quiz (Wolf)</p>
2	M January 29	<p>Read: Ballenger Chapter 4 "Writing a Profile"</p> <p>Read: Writing Tools #35, 55</p> <p>Due on Canvas: Discussion (Newseum and Other News Sources)</p> <p>Bring to Class: Your transcript/profile in progress</p> <p>In-Class Activity: Capturing Character for Profile Writing; Using Genre to Develop Subject</p> <p>In-Class Activity: Shaping Material to Audience and Purpose</p>
2	W January 31	<p>Read: NYT Profiles 1 and 2 (in Canvas Files)</p> <p>Read: Writing Tools #26, 27, 54</p> <p>Due on Canvas: Discussion (Newseum and Other News Sources)</p> <p>Bring to Class: Sketch of Profile Essay (pages 126-127: Writing the Sketch and Moving from Sketch to Draft), Discuss upcoming Large Group Workshop</p> <p>In-Class Activity: Integrating Dialogue and Quotation, Discuss Grammar Journals</p>
	F February 2	<p>Due on Canvas by 11:59 p.m.: Draft of Profile Essay</p>
3	M February 5	<p>Read: Mogelson's "Purgatory" (Canvas)</p> <p>Read: Hammer's "My Nurses Are Dead, and I Don't Know If I'm Already Infected" (Canvas)</p> <p>Bring to class: Printed copy of Profile Essay, samples of introductory paragraphs and closing paragraphs from NYT, a pair of scissors</p> <p>In-Class Activity: Workshop titles and leads, Frankenstein activity</p>
3	W February 7	<p>Bring to class: Comments on 3 profile essays you were assigned to read and annotate</p> <p>Due on Canvas: Read drafts; post comment on the three drafts assigned to you.</p> <p>In-Class Activity: Large Group Workshop of drafts</p>
4	M February 12	<p>Bring to class: Comments on the 3 profile essays you were assigned to read and annotate</p> <p>In-Class Activity: Large Group Workshop of drafts</p>
4	W February 14	<p>Bring to class: Comments on 3 profile essays you were assigned to read and annotate</p> <p>In-Class Activity: Large Group Workshop of drafts</p>
5	M February 19	<p>Due on Canvas and in class: Final Version Profile Essay (all prewriting, peer review comments, and the</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		cover sheet) In-Class Activity: Preparing for Critical Reading/Reflection Essay 3
5	W February 21	Read: Gladstone's <i>The Influencing Machine</i> Read: Writing Tools #7, 8, 18, 52 (Sentence Building) Due on Canvas: Discussion (Sentence Building) In-Class Activity: Engaging with Gladstone
6	M February 26	Due on Canvas: Discussion (Sentence Building) Read: Gladstone's <i>The Influencing Machine</i> In-Class Activity: Integrating viewpoints
6	W February 28	Due on Canvas: Discussion (Response to Gladwell) Read: Gladwell's "Why the Revolution Won't Be Tweeted" Read: Slacktivism article In-Class Activity: Workshop for Critical Reading/Reflection Essay 3
7	M March 5	Due on Canvas: (NYT Sentence Study) In-Class Activity: Critical Reading/Reflection Essay 3 (submit draft with your sketch, your KWL+ and double-entry journal pages)
7	W March 7	Read: Ballenger Chapter 9 "Ethnographic Essay" Due on Canvas: Discussion (NYT Visuals) In-Class Activity: Preparing for Ethnography Project
8	M March 12	Read: Ballenger Chapter 13 "Re-Genre: Repurposing Your Writing for Multimedia Genres" Due on Canvas: Discussion (NYT Visuals) In-Class Activity: Workshop for Ethnography Project
8	W March 14	Read: Little Seagull Handbook "Parallelism" Due on Canvas: Discussion (Sentence Study) Bring to Class: Slides/script/storyboard/mock-up for Ethnography Project
9	M March 19	Due on Canvas: Discussion (Multimodal Rhetoric)
9	W March 21	Due on Canvas: Uploaded Presentation
	M March 26	SPRING BREAK
	W March 28	SPRING BREAK
10	M April 2	Due on Canvas: Critique comments for Presentations In-Class Activity: Ethnography Project Revision Workshop

Week	Date	Topics, Readings, Assignments, Deadlines
10	W April 4	Due on Canvas: Ethnography Project (notes, reflection, uploaded presentation) Due on Canvas: Discussion (Reflection)
11	M April 9	Read: Ballenger Chapter 8 “Writing an Analytical Essay” Read: Brock’s “The Engine of Opportunity” Review: Wolf, Part II, “Core Values” Due on Canvas: Discussion (Applying Wolf) In-Class Activity: Prepare and Workshop for Critical Essay
11	W April 11	Due on Canvas: Discussion (Sentence Study) In-Class Activity: Sketch an argument for your Critical Essay
12	M April 16	Due on Canvas: Discussion (Sentence Study) Read: Writing Tools #19, 53 (Paragraph Building, Word Choice) In-Class Activity: Paragraph development workshop
12	W April 18	Due on Canvas: Discussion (Paragraph Study) Bring to Class: Draft of body paragraphs for your critical essay In-Class Activity: Paragraph revision workshop Due on Canvas (Friday night by 11:59 p.m.): Draft of Critical Essay
13	M April 23	Bring to class: Comments on 3 essays In-Class Activity: Large Group Workshop of drafts
13	W April 25	Bring to class: Comments on 3 essays In-Class Activity: Large Group Workshop of drafts
14	M April 30	Bring to class: Comments on 3 essays In-Class Activity: Large Group Workshop of drafts
14	W May 2	Due on Canvas and in class: Final Version Critical Essay (all prewriting, sketches or outlines, peer-reviewed drafts, and cover sheet) Due on Canvas: Discussion (Reflect on Reading)
15	M May 7	Read: Ballenger, Chapter 5 “Writing a Review” Read: Writing Tools pages 277-281 Review: Syllabus Due on Canvas: Discussion (Post one lesson learned) Due on Canvas: Editing Journal Bring to Class: Your midyear portfolio and self-reflection essay In-Class Activity: Workshop to prepare Reflection Essay
15	W May 9	Due on Canvas: Discussion (Reflection) In-Class Activity: Workshop to prepare Portfolio

Week	Date	Topics, Readings, Assignments, Deadlines
16	M May 14	<p>Due on Canvas: Final Self-Reflection Essay and Portfolio</p> <p>In-Class Activity: Produce e-Portfolio</p>
Final Exam	TBA	<p>In-Class Activity: FINAL NEWSROOM CHAT, Prepare for what comes next in your academic journey!</p>