

San José State University
Humanities and Arts, Department of English and Comparative Literature
English 1AF and 1AS, Stretch English I and II
Section 33, Fall 2018 & Spring 2019

Course Info and Contact

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| Office Hours and Location: | M/W 10:30-11:30 am and by appointment in FOB 218 |
| Class Days/Time/Location: | Section 33: M/W 9:00-10:15 a.m., DMH 354 |
| Prerequisites: | 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. *To earn graduation credit in this category, you must complete the yearlong course with a grade of C- or better. |

WHAT'S OUR COURSE THEME? Exploring Together—Transitioning to College

"You come for the work and the challenge . . . That is where we want you to try crazy ideas. Whatever idea you have, come and try it. It doesn't matter if you fail. Battered, bruised, you start again."--*Roy Bunker, on attending Barefoot College*

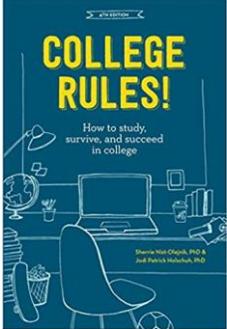
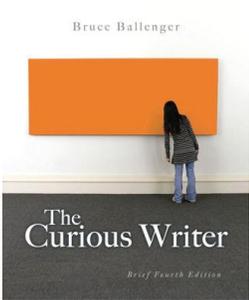
In his quote above, activist and educator Roy Bunker speaks of the personal and intellectual revolutions students experience at Bunker College. His words speak to the experience of most college students, as they learn to navigate new social, academic, and institutional situations. His quote also speaks to the spirit of college, a place of discovery, where students open themselves to new concepts, try on different philosophies for size, listen to others, and practice their own voices. These exposures and experiments make college both a thrilling and a frustrating endeavor. In this class, through reading and writing, we will explore how we can make the most out of college to pursue our goals and leverage the institution to achieve them. In exploring the transition from high school to college, we will seek answers to some of the following questions:

- Who am I as a college student? What are my goals? What do I hope to get out of my college experience?
- What is the culture of our university? What principles guide its policies, services, and organizations?
- How can I use the university to reach my goals?
- What challenges are colleges facing today? How do they affect students?

In our course, together we will create a writing environment where you will feel comfortable to discuss contemporary issues concerning university life, as you describe your experiences, voice your opinions, perhaps even "try crazy ideas," in our experiments with different genres and new audiences.

WHAT TEXTS DO I NEED?

Reading is an integral part of writing. The readings enable us to explore the theme of our course and offer useful samples of writing for a variety of audiences. The following texts are part of the extended investigation we will conduct this year about transitioning to college; reading these texts, you will practice reading to learn, to reflect, and to respond.

| Text | What it looks like | Where to buy |
|---|---|--|
| Nist-Olejnik and Holschuh. College Rules, 4 th edition. ISBN-13: 978-1-60774-852-6 |  | <ul style="list-style-type: none"> Spartan Bookstore or another retail or online vendor |
| Ballenger, Bruce. The Curious Writer, Brief 4 th edition. ISBN-13: 978-0-205-87665-5 |  | <ul style="list-style-type: none"> Online <u>used</u> book seller: Chegg.com, Amazon.com, Half.com, Textbooks.com <u>Be sure to get the Brief 4th Edition!</u> |
| Readings in Canvas |  | <ul style="list-style-type: none"> Links to chapters and articles are available to you in our Canvas course. Click on the reading assignments that say “(Attached)” in Canvas; download, print. |

Free Online Writing Lab

- Questions about grammar, research, the writing process, documentation, and more? Consult [Excelsior Owl Online Writing Lab](https://owl.excelsior.edu/) (<https://owl.excelsior.edu/>) to find answers. This learning platform is free to you.
- I also like [Purdue University’s Online Writing Lab](https://owl.purdue.edu/owl/purdue_owl.html): https://owl.purdue.edu/owl/purdue_owl.html, which is another free resource to help you with your writing.

HOW DO I STAY ON TOP OF MY ASSIGNMENTS AND COURSE MATERIALS?

Canvas. We will use Canvas, the online learning management system, to share course materials, complete online exercises, discuss our ideas about our reading, upload our assignments, and check grades. I will upload to Canvas important course materials and assignments—including the syllabus, assignment schedule, writing prompts, and reading assignments. I will also post announcements with updates and advice about our assignments and classwork. Canvas will send notifications to your SJSU email account; however, you can indicate your preferred email address in your Canvas account. Go to Account>Settings to add and “star” a preferred email. Otherwise, check your SJSU email account regularly to get the latest news about our course.

Preparing for class sessions. This year we will collaborate to answer the question “How can we make the most out of college?” through our reading and writing. You will come to class every day ready to do writing—that is, to explore ideas, share research and reading, analyze source materials, critique samples and workshop drafts. In short, to write. All classes will involve in-class activities intended to further your progress on the current essay assignment or project. Sometimes I will ask you to bring your laptops to class. (Laptops and tablets are also available to be checked out in the library.)

WHAT WILL I LEARN IN STRETCH ENGLISH I AND II?

The General Education guidelines for instructors outline five broad learning outcomes for all courses that satisfy Area A2.

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

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.

The Work You Will Do in This Course: An Overview

The Core Stretch Curriculum. Table 1 outlines the major writing assignments for Stretch English. All sections of Stretch English share this core curriculum. Fall writing assignments include: 2 critical reading and reflection essays (written in class); a personal essay; an essay for a public forum; a self-reflection essay (written in class). 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. In your reflections, you will examine your progress in these five course learning objectives:

- Read to learn.
- Read to write.
- Write with an increased awareness of the process.
- Read and write with an increased awareness of the language you use.
- Reflect on and assess your own writing, process and product.

Our Daily Learning Activities.

The schedule of reading and writing assignments at the end of this syllabus breaks down the daily activities you will do 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 its learning goals. In a 3-unit course, 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. 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>.

Individual needs to complete these assignments will vary. You may need extra hours for tutoring, reading texts, looking up words, or editing. To develop your skills as a writer, your goal is to learn what you need—and get what you need. That will take commitment to seek out the support and resources you need, both in and out of class.

HOW WILL MY WORK BE ASSESSED AND GRADED?

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 within your journey to become an independent writer: they report outcomes during a course of instruction. 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.

Feedback for Individual Assignments

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 revision on the scoring guide.

Weighted Assignments to Determine Grades

Fall 2018: Grades in the fall are based on measured progress toward proficiency in the learning objectives outlined above. You will need to complete the assigned work and demonstrate measurable progress in 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 | | |
| Blog | 8% | 1000 | out of class | | |
| Critical Reading/Reflection 2 | 5% | 750 | in-class | | |
| Self-Reflection/Midyear Portfolio | 8% | 750 | in-class | | |
| Participation in Canvas and Class Activities | 8% | N/A | N/A | Fall Total | [37%] |

Spring 2019: A final grade of C- or better in English 1AS is needed to satisfy GE Area A2.

| Item | % of Course Grade | Word Count* | Type of Assignment | | |
|--|--------------------------|--------------------|---------------------------|---------------------|--------------|
| Interview Transcript | 3% | 1000 | out of class | | |
| Profile Essay | 10% | 1000 | out of class | | |
| Ethnography Report and Presentation | 10% | 800 | out of class | | |
| Critical Reading/Reflection 3 | 8% | 750 | in-class | | |
| Critical Essay | 15% | 1200 | out of class | | |
| Self-Reflection/Final Portfolio | 10% | 1000 | out of class | | |
| Participation in Canvas and Class Activities | 7% | N/A | N/A | Spring Total | [63%] |

Word Count/ Fall and Spring: 9850 (5200 finished writing)

Calculating Your Grades In Stretch English, your course grade is based on the points you earn over both semesters. The percentages above are based on a thousand-point scale, with individual assignments receiving point-equivalencies to these percentages. An assignment worth 10% of your course grade, applied to a 1000-point scale, is worth 100 points; an assignment worth 8% is worth 80 points.

Students will receive a Credit or No Credit for the fall semester and will receive letter grades at the end of the spring semester based on the total number of points for both semesters. **Course grade equivalencies for total points are as follows: $\geq 930 = A$, 90-929 = A-, 870-899 = B+, 830-869 = B, 800-829 = B-, 770-799 = C+, 730-769 = C, 700-729 = C-, 670-699 = D+, 630-669 = D, 600-629 = D-, < 600 = F. A grade of C- is required to receive A2 credit.**

HOW WILL STRETCH ENGLISH HELP ME SATISFY GE AREA A2?

The Stretch Calendar:

Stretch I and II span the fall and spring terms: The fall and spring course are both required to complete the A2 coursework. Plan to sign up in spring for the same section (time, day, instructor) in order to complete the course of study as expected within your first year of study at SJSU.

The A2 Milestone for Progress to Degree

The California State University system and SJSU expect all students to have completed their A2 requirement within the year. They have committed to make available courses and support to help all students achieve this milestone. Please work with your Stretch Instructor and all recommended support staff to achieve this milestone successfully.

To satisfy your CORE GE Area A2 and to move on to CORE GE Area A3, you must pass this course in the spring (English 1AS) with a C- or better. A C- grade in the course signifies that you are a capable college-level writer and reader of English.

What happens if I don't earn credit in the fall course?

If you earn No Credit in fall, you will enroll in English 1A in the spring to complete your Area A2 requirement in one semester. If you successfully complete the spring English 1A (with a grade of C- or better), you will still complete your A2 requirement within your first year of study at SJSU.

For more information on the Stretch Curriculum designed to meet these learning outcomes, see the Stretch English Program Syllabus: <https://sjsu.instructure.com/courses/1265466/pages/stretch-program-syllabus>

HOW CAN WE MAKE THE MOST OUT OF OUR COLLABORATIVE LEARNING ENVIRONMENT?

- **Office Hours:** I encourage you to come talk to me during my scheduled office hours or by appointment if you would like extra help.
- **Email:** Please email me to inform me of an absence or to ask questions about assignments, but I cannot accept homework or papers via email. Put our course name and section number or time/date that our course meets (for example: 1AF, MW 9am) in the Subject of your email so your email stands out to me. Also, please include a salutation and address me by name (e.g., *Hi Allison*, or *Good morning Mrs. St. Dennis*, or *Hello Professor St. Dennis*) in the salutation of your email, and sign your emails with your name so I know who is writing to me. Also, use your best prose (capitalization, punctuation, complete sentences) so that your writing is easy for me to read. These are all professional courtesies and good practice for your future careers.
- **Sharing our work and Peer Review Workshops:** We will be sharing our work in class and online, as part of a collective inquiry into reading and writing. Your work and your classmates' work represent models of various approaches to thinking and writing. You can earn participation points by completing in-class workshop activities and posting to the Discussion board assignments in class. Peer review is also an essential part of the writer's working experience. Your participation in peer review is required. On workshop days, you must bring in completed hard copies of your drafts (not just your draft on your laptop), which can easily be swapped by classmates. Participation in the course is worth 15% of your grade, so being an active member of the class not only improves your writing and builds community in our class but also helps your grade.

- **Attendance:** We do a lot of activities both in-class and online, for which you receive points. There are no make-ups for these assignments. If you are absent, please email to inform me so I can advise you of any important class developments and email you any handouts or tell you where to find them in Canvas. Check Canvas for announcements too.
- **Late work and make-ups:** You will need a documented, excused absence for any work that is not turned in on the due date. In-class and online work cannot be made up. Late papers without an excused absence will be marked down a letter grade for each class period they are late. These policies are in place to be fair to your classmates who also have demanding schedules. They are also in place because activities in Stretch are sequenced for a step-by-step approach to developing your writing. Please provide documentation (doctor's note, mechanic's bill, athletic commitment, etc.) to excuse an absence.
- **Classroom and online conduct:** Please be courteous in class and online, to me and to your fellow classmates. In class, this means listening when I am lecturing and when another classmate is speaking; it also means working on tasks related to the course. Class is best when we are all participating in the same conversation, together. When critiquing one another's work in class and online, offer constructive and kind advice. Please remove earbuds when you come to class; silence and put away cell phones. Laptops and cell phones will only be allowed for specific activities when I assign them.
- **Save all your work!** Save online and print copies of your work and class handouts. You will use this archive of work to write your reflective midterm and final essays. These documents are your evidence to support your claims about your progress over the year and evaluate the tools you found most useful. For each paper assignment, consider keeping a folder on your computer as well as a manila or pocket folder to collect hard copies of your work and handouts to stay organized.

WHERE CAN I 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](http://www.sjsu.edu/gup/syllabusinfo) web page at <http://www.sjsu.edu/gup/syllabusinfo>.

CONTINUE TO THE NEXT PAGES FOR OUR ASSIGNMENT SCHEDULE

Schedule of Reading and Writing in Stretch English for Fall 2018 and Spring 2019

Notes:

1. Assignments and due dates are subject to change. Such changes will be announced in class and in Canvas at least one class meeting in advance.
2. All reading assignments and homework are due the dates they are listed below. Come to class having completed any assigned homework and/or reading and be prepared to participate in class.
3. All reading assignments not in your textbooks or in newspapers are posted in Canvas. It is your responsibility to go to Canvas, download the reading, print it out, read it, and bring it to class.
4. Bring assigned reading texts to class the dates they are listed below.
5. Occasionally, in the page spans I assign from Ballenger, you will see instructions to complete exercises. You are not responsible for completing these exercises you encounter in your reading as homework if they are not listed in our schedule or assigned in class.

Color Key

| |
|----------------------------------|
| Holiday |
| Daily homework and in-class work |
| 3 major inquiries for the year |
| Essay assignment or project due |

English 1AF / Stretch English I, Fall 2018, Course Schedule

Course Schedule

| Week | Date | Topics, Readings, Assignments, Deadlines |
|--|--------|---|
| <i>Inquiry 1: Who Am I as a College Student and Writer? What Are My Goals?</i> | | |
| 1 | W 8/22 | In Class: Course, Canvas, and classmate introductions |
| 2 | M 8/27 | Before Class: Complete the Start Here! Week 1 Canvas introductory activities and Read <i>College Rules</i> , Ch. 14: “Your Course Syllabus Is Your Friend” Bring to Class: Your printed syllabus and assignment schedule In Class: Reading Your Syllabus |
| 2 | W 8/29 | Before Class: Read <i>College Rules</i> , Ch. 5 “Classes, Work, and Play” and Discussion #2 Bring to Class: Your laptop or tablet In Class: Canvas Genre Module and introduction to CRR 1 |
| 3 | M 9/3 | Labor Day—No Class |
| 3 | W 9/5 | Before Class: Read <i>College Rules!</i> Ch. 4 “Major Decisions” and Ch. 16 “Take Note!” (pp. 187-196) In Class: Read Ogata’s letter to his wife, Letter as a genre, and watch Steve Job’s Commencement Address |
| 4 | M 9/10 | Before Class: Read <i>College Rules!</i> Ch. 18 “Active Reading” and Gephard’s “Four Steps to Choosing a College Major” (in Canvas) In Class: Annotating and Journaling: Annotating video and Double-entry journal |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|---------|---|
| 4 | W 9/12 | In Class: Write CRR1: Letter to a friend Bring to Class: Your notes from class reading |
| 5 | M 9/17 | Before Class: Read Ballenger Ch. 3 “The Personal Essay” (71-75) Bring to Class: Journal notes from Ballenger Ch. 3 reading In Class: Introduction to the Personal Essay; Personal Essay as a genre and SOAP-T; Ballenger’s Ch. 3 video |
| 5 | W 9/19 | Before Class: Read Marlin’s “Smoke of Empire” in Ballenger (106-108) and “What Are You Going to Write About?” (87) Bring to Class: SOAP-T of Marlin’s “Smoke of Empire” In Class: Examining a model of the personal essay |
| 6 | M 9/24 | Before class: Read Ballenger Ch. 3 “Writing the Sketch” (95-97) In Class: Canvas Module on Organizing Your Writing Strategically and writing a sketch |
| 6 | W 9/26 | Before Class: Write a complete draft of your personal essay (Draft 1) Bring to Class: Two typed hard copies of your personal essay In Class: Peer review |
| 7 | M 10/1 | Before Class: Discussion Post: Using Your Feedback; Read Ballenger “Revising” (103-105) Bring to Class: A revised hard copy of Draft 1 (Draft 2) In Class: Revising your essay |
| 7 | W 10/3 | Before Class: Upload the final draft of your Personal Essay to Canvas Bring to Class: A hard copy of your final draft of your Personal Essay In Class: Introduction to Blog assignment; Blog as a genre |
| 8 | M 10/8 | Before Class: Discussion Post: Reflecting on your revision process Bring to Class: Your laptop or tablet In class: Finding a topic: scholarworks.sjsu.edu/spartan_daily/; Grammar Module 3 (Part 1) |
| 8 | W 10/10 | Before Class: Read Ballenger “Writing an Argument” (235-246) Bring to Class: Laptops or tablet In Class: Examining the Blog as Genre; Complete Grammar Module 3 (Part 2) |
| 9 | M 10/15 | Before Class: Read Griffin’s “Social Media Is Changing How Students Deal with Mental Health, for Better or Worse” (in Canvas) and Ballenger’s “What Are You Going to Write About?” (261-267) Bring to Class: Your laptop or tablet In Class: Thesis writing workshop |
| 9 | W 10/17 | Before Class: Discussion Post: Your Working Thesis; Read Ballenger “Writing the Sketch” (267-269) Bring to Class: Your laptop or tablet In Class: Writing a sketch of your blog post |
| 10 | M 10/22 | Before Class: Read Ballenger “Research Considerations” (266-267) Bring to Class: Your laptop or tablet In Class: Searching online for evidence and using Blogger |
| 10 | W 10/24 | Before Class: At least one printed and annotated work you think you’ll cite in your paper; Read Ballenger “Moving from Sketch to Draft” (269-274) Bring to Class: Your laptop or tablet In Class: Practices in Summary Module 4 (working in sources) |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|--|---------|---|
| 11 | M 10/29 | Bring to Class: Your laptop or tablet and your sketch of your blog In Class: Practices in Summary Module 4 (working in sources) |
| 11 | W 10/31 | Before Class: Write a complete draft of your blog (Draft 1) Bring to Class: Two typed hard copies of your blog In Class: Peer review |
| 12 | M 11/5 | Before Class: Discussion Post: Using Your Feedback Bring to Class: A revised hard copy of Draft 1 (Draft 2) In Class: Revising your draft |
| 12 | W 11/7 | Before Class: Paste the URL of your Final Draft of your Blog 1) in the textbox in the Canvas Blog Assignment AND 2) in a reply to Discussion Post: Submit the URL of your Blog Bring to Class: Laptop or tablet In Class: Sharing and commenting on your blogs |
| 13 | M 11/12 | Veteran's Day—No Class |
| 13 | W 11/14 | In Class: Self-reflection essay introduced |
| 14 | M 11/19 | Before Class: Gather evidence for your self-reflection essay Bring to Class: Evidence for your self-reflection essay In Class: Appendix of evidence |
| 14 | W 11/21 | Thanksgiving—No Class |
| 15 | M 11/26 | In Class: Prepping for your self-reflection essay and ePortfolios |
| 15 | W 11/28 | In Class: Compose your self-reflection essay in class |
| <i>Inquiry 2: What Is the Culture of Our University? How Does the University Work?</i> | | |
| 16 | M 12/3 | Before Class: Read Ballenger “Writing a Profile” (111-118) Bring to Class: Your laptop or tablet In Class: Critical Reading Reflection 2 introduced |
| 16 | W 12/5 | Before Class: Read Ballenger “Interviewing” (133-138) In Class: Compose CRR2 (email)—Part 1 |
| 17 | M 12/10 | Bring to Class: Your laptop or tablet In Class: Compose your CRR2 (rhetorical analysis)—Part 2 and interviewing your subject |
| Final Exam | | Section 33 (9:00 class): Final exam is Wed, Dec. 12, 7:15-9:30 in DMH 354 |

Note: Assignments and due dates are subject to change. Such changes will be announced in class and in Canvas at least one class meeting in advance.

CONTINUE TO THE NEXT PAGES TO SEE THE SPRING ASSIGNMENT SCHEDULE.
NOTE: THESE ASSIGNMENTS AND DUE DATES WILL BE REVISED BEFORE THE SEMESTER START. I WILL PROVIDE YOU WITH AN UPDATED SCHEDULE IN ADVANCE.

ASSIGNMENTS OVER WINTER BREAK: Your January Reading and Interview Assignments

- Over the winter break, secure an interviewee and *possibly* conduct your investigative interview(s) in the field. If you do not conduct your interview during winter break, then you should schedule your interview for the first week of Spring semester. Make an appointment for the interview so you are ready to jump in right when the semester starts.

Eng 1AS / Stretch English II, Spring 2019, Course Schedule

Course Schedule

| Week | Date | Topics, Readings, Assignments, Deadlines |
|--|--------|--|
| <i>Inquiry 2: What Is the Culture of Our University? How Does the University Work?</i> | | |
| 1 | M 1/28 | Before Class: Read Ballenger “Who Are You Going to Write About?” (129-133) In Class: Welcome back and revisiting the interview and transcript; Profile as Genre |
| 1 | W 1/30 | Before Class: Real’s “Profile on Ruben Abrica” Bring to Class: In Class: |
| 2 | M 2/4 | Before Class: Read the two model student profiles Bring to Class: In Class: Dissecting a profile |
| 2 | W 2/6 | Before Class: Read <i>College Rules!</i> Ch. 11 “What’s It All About? Understanding How We Learn” |
| 3 | M 2/11 | Before Class: Interview Transcript due Bring to Class: A typed hard copy of your interview transcript In Class: Adapting the transcript to profile; writing a sketch |
| 3 | W 2/13 | Before Class: Write a complete draft of your profile essay (Draft 1) Bring to Class: Two typed hard copies of your profile essay In Class: Peer review |
| 4 | M 2/18 | Before Class: Discussion Post: Using Your Feedback Bring to Class: A revised hard copy of Draft 1 (Draft 2) In Class: Revising your draft |
| 4 | W 2/20 | Before Class: Profile Essay due; upload your final draft to Canvas Bring to Class: A typed hard copy to class In Class: Introduction to the Ethnography project; ethnography as a genre |
| 5 | M 2/25 | Before Class: Read Ballenger “Writing About Culture” (337-341; 353) and <i>College Rules!</i> Ch. 2 “Where to Find the Help You Need” Bring to Class: Your laptop or tablet In Class: Partnering up and finding a university organization |
| 5 | W 2/27 | Before Class: Read Miner’s “Body Ritual Among the Nacirema” (in Canvas) and Ballenger “Trying Out” (359-360) In Class: Working with your partner |
| 6 | M 3/4 | Before Class: Read Kahler’s “The Rules of Donut Club” (in Canvas) In Class: Working with Your Partner |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|--|--------|---|
| 6 | W 3/6 | In Class: The Research Report as Genre |
| 7 | M 3/11 | Before Class: Read Ballenger’s Ch. 13 “Repurposing Your Writing for Multimedia Genres” and <i>College Rules!</i> “Creating First-Rate Presentations” (272-275) Bring to Class: In Class: Working with your partner |
| 7 | W 3/13 | Before Class: Bring to Class: In Class: Working with your partner |
| 8 | M 3/18 | Before Class: Written Ethnography Reports due Bring to Class: One typed hard copy of your ethnography report (one copy per partner) In Class: |
| 8 | W 3/20 | Before Class: If you are presenting today: Upload presentation to Canvas <u>before</u> the start of class! In Class: Ethnography presentations and student observations |
| 9 | M 3/25 | Before Class: If you are presenting today: Upload presentation to Canvas <u>before</u> the start of class! In Class: Ethnography presentations and student observations |
| 9 | W 3/27 | Before Class: If you are presenting today: Upload presentation to Canvas <u>before</u> the start of class! In Class: Ethnography presentations and student observations |
| 10 | M 4/1 | Spring Break—No Class |
| 10 | W 4/3 | |
| <i>Inquiry 3: What challenges do universities and students face today?</i> | | |
| 11 | M 4/8 | Before Class: Read Schill’s “The Misguided Student Crusade Against Fascism” Bring to Class: In Class: Introduction to the Critical Essay as Genre and the <i>Washington Post</i> ’s “Grade Point” section |
| 11 | W 4/10 | Before Class: Read Tough’s “Who Gets to Graduate?” and <i>College Rules!</i> Ch. 21 “Everything You Wanted to Know about Research . . .” (262-272) Bring to Class: In Class: The academic journal article as genre |
| 12 | M 4/15 | Before Class: Read Dvorakova et al’s “Promoting Healthy Transition to College through Mindfulness Training with First-Year College Students” Bring to Class: In Class: |
| 12 | W 4/17 | Before Class: Read Harris’s “Go to College” from <i>Kids These Days</i> Bring to Class: In Class: |
| 13 | M 4/22 | Before Class: Bring to Class: In Class: Writing a sketch and works cited |
| 13 | W 4/24 | Before Class: Write a complete draft of your critical essay (Draft 1) |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------------|--------|---|
| | | Bring to Class: Two typed hard copies of your critical essay In Class: Peer review |
| 14 | M 4/29 | Before Class: Discussion Post: Using Your Feedback Bring to Class: A revised hard copy of Draft 1 (Draft 2) In Class: Revising your draft |
| 14 | W 5/1 | Before Class: Critical Essay due; upload your final draft to Canvas Bring to Class: A typed hard copy to class In Class: Introduction to final self-reflection essay |
| 15 | M 5/6 | Before Class: Bring to Class: Copies of your Summer and Spring critical essays In Class: Gathering evidence |
| 15 | W 5/8 | Before Class: Bring to Class: In Class: Appendix of Evidence and the ePortfolio |
| 16 | M 5/13 | Before Class: Bring to Class: In Class: Final self-reflection essay due |
| Final Exam | | To Be Determined |