

**San José State University**  
**Humanities and Arts, Department of English and Comparative Literature**  
**English 1AF and 1AS, Stretch English I and II,**  
**Section 34, Fall 2017 & Spring 2018**

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<b>Office Hours:</b>	M/W 1:00-1:30 pm, T/Th 12:00- 12:30 pm, Fri 12:00-12:30 pm and by appointment
<b>Class Days/Time:</b>	T/Th 10:30- 11:45 am [ <u>This is the course day and time for the full year. You will enroll in this same section during the spring term, provided you earn CR in fall.</u> ]
<b>Classroom:</b>	Sweeney Hall 238
<b>Prerequisites:</b>	Directed Self Placement is a prerequisite to Stretch English I (English 1AF).  Credit for Stretch English I (English 1AF) is a prerequisite for Stretch English II (English 1AS).
<b>GE/SJSU Studies Category:</b>	English 1AS satisfies* Written Communication I, GE Area A2. *To earn graduation credit in this category, you must complete the yearlong course with a grade of C- or better.

**How We Will Communicate in This Section of Stretch:**

This is an in-person course that meets for two classes a week. Some course content will be delivered through Canvas, SJSU's learning management system, and will require online interaction and final draft assignment submission. I will also make frequent announcements on Canvas. Please link your email to Canvas. Go to: <http://sjsu.instructure.com>.

**What We Will Explore Together in This Section of Stretch:**

In this course, we will be exploring reading and writing and the role it plays in our lives in university and in other contexts.

SJSU studies include an emphasis on diversity. As we explore, understand and experience diversity at SJSU, this yearlong course, will focus on identity- what makes you uniquely you. We each have a personal, inherent identity versus a public one that seeks to belong and participate. How might education and life experiences influence one's personal and public identities? While it is important to be original is there a point when individuality can create social disharmony? Do our identities encourage participation or create barriers of exclusion? These questions will begin our inquiry into the broad topic of identity, and lead us through an understanding of personal identity, public identity and our identity as citizens of the world. the deeper subject of global citizenship. Roses are red; violets are blue.

**English 1A Learning Outcomes (GE Learning Outcomes-GELO)**

The General Education guidelines 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

For more information on the Stretch Curriculum designed to meet these learning outcomes, see the Stretch English Program Syllabus:

<http://www.sjsu.edu/english/ENGLgreensheets/2016ENGLfall/Stretch%20Program%20Syllabus.pdf>. Table 1 maps how the yearlong course will meet Written Communication I requirements and standards as well as the GE learning objectives.

## **The Stretch Course Learning Outcomes (CLO)**

While the GELOs are the broad learning outcomes, the CLOs are the learning outcomes specific to a course. As you progress through this course as readers and writers you will develop your abilities 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);
- Out of sight, out of mind.
- 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).

## **The Work You Will Do in This Course: An Overview**

***The Core Stretch Curriculum.*** Table 1 below outlines the major writing assignments for Stretch English. All sections of Stretch English share this core curriculum. The fall writing assignments include: A benchmark essay and 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). 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. Strike while the iron is hot. These portfolios will be a reflection of the work you have done and a self-reflection of your progress as a reader and writer.

Assignment	Assignment (Word Count)	Total Words	Assignment Type	Term	GE Learning Objective
<b>Critical reading/reflection</b>	Essay 1: (600)	2100	in-class writing	F	GELO 1, 2, 3,4, 5
	Essay 2: (750)			F	
	Essay 3: (750)			S	
<b>Data-driven analyses</b>	Personal Essay (1000)	2800	out of class writing	F	GELO 2, 3, 5
	Interview Project (1000)			S	
	Ethnography Project (800)			S	
<b>Major Essays</b>	Public Forum (850)	2850	out of class writing	F	GELO 2, 3, 4, 5
	Profile Essay (1000)			S	
	Critical Essay (1000)			S	
<b>Portfolio/self-reflection essays</b>	Midyear (750)	1750	in-class writing out of class writing	F	GELO 1, 2, 3, 4, 5
	Final (1000)			S	

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

### Other writing assignments

There will be other short writing assignments, journals, reflections of writing that will help you write the major writing assignments and complete successful portfolios.

### How to prepare for class sessions.

We will use reading and writing to collaborate in understanding identity and the role it plays in shaping individuals and society. Please come to class everyday ready to do reading and writing—to explore ideas, share understandings, critique samples, evaluate source material, and workshop drafts. All classes will involve reading and writing and require your active participation. You will also want to save all the work you do as you track your progress in reading and writing.

### How to stay abreast of course 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 to check the messaging system through MySJSU to learn of any updates to our schedule.

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

In a 3-unit course like this one, university guidelines state that students are expected to 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>.

This course work is designed to help all the students in Stretch English meet the learning objectives for GE Area A2. While all students will complete these same assignments, the course design does not and cannot account for individual needs of each student. Hope for the best, but prepare for the worst. So there may be added work you need to do, to integrate the reading, thinking, and writing skills that this instruction introduces you to. You may need extra hours for tutoring; you may take longer to read texts so that you can look up words you find unfamiliar; you may need more time for editing.

Your goal in this class is to learn what you need as a writer to develop your writing skills. This will take commitment, of your time and your attention, to the work of this class; commitment to seek out the support and resources you need, both

in class and out of class. Be sure to factor into your study plan for this semester, the time and attention you need to develop your writing skills.

## Required Texts/Readings

Reading is an integral part of writing. Reading for the course is both extensive and intensive. The required texts for this semester include a rhetoric, the campus handbook, and a non-fiction book all of which are listed below:

- **Ballenger, Bruce. *The Curious Writer Fourth edition*** (You do not need to buy this book. A pdf version is available on Canvas)  
Hotdogs and Hamburgers by **Rob Shindler's (This is the campus read book and you should have received a copy)**
- Campus handbook: *The Everyday Writer with Exercises*, fifth edition, by Andrea A. Lunsford (*will be available through Canvas*)
- IA F course reader will be available at Maple Press (481 E. San Carlos Street, San Jose, CA 95112/ Tel: 9408)297-1000. (Note: Maple Press takes only cash or check.)
- A subscription to the New York Times (only for Spring semester)

## Other Materials and Canvas LMS

- A **folder** to save all your work—**Save Everything**
- **Canvas Learning Management System** – certain course content and assignments will be stored and managed through Canvas online. Additional readings and materials will be uploaded and linked during the semester. **To access our course section**, go to: <http://sjsu.instructure.com>

**To log in:** Use your 9-digit student ID and password for your SJSUOne account.

\*For Canvas-related technology issues, please contact the SJSU helpdesk by phone: [408-924-2377](tel:408-924-2377) or email: [ecampus@sjsu.edu](mailto:ecampus@sjsu.edu) .

## Library Resources

Please visit this [Library Libguide](http://libguides.sjsu.edu/gettingstarted) to get started: <http://libguides.sjsu.edu/gettingstarted>

**Library Liaison: Toby Matoush      Phone: (408) 808-2041      Email: [toby.matoush@sjsu.edu](mailto:toby.matoush@sjsu.edu)**

***A Note on Participation:*** Since our focus in Stretch English is the move from personal to public, both in writing and thinking, we will be engaging in that same practice during class. There will be times when your writing/thinking is private and other times when your voice needs to be heard. We will be engaging in numerous class discussions; during these activities your participation is valued and required. I love Mickey Mouse more than any woman I have known. Other participation requirements will be: writing group activities/presentations, discussion question reviews, in class writing/sharing, opening assignments. Lack of participation will result in loss of points from the homework/classwork category. Note: in class work cannot be made up.

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

**How Your Work Will Be Assessed and Graded in This Course:** There are two major components of this course: formal writing assignments, and participation. The formal writing assignments are the key component of this course. However, be aware that the course also looks at the process of writing. To this end, drafts, peer reviews and informal work are also important aspects of the course.

**NOTE: Your final grade in Stretch English is based on both semesters of work. The spring semester is weighted more than fall; fall will count for 40% of your total grade while spring will count for 60%.**

**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 **70%** of the GELOs **to earn credit (CR)** in Eng. 1AF

**Fall 2017**

Item	Points Possible	Word Count	* Type of Assignment
Benchmark/Diagnostic	N/A	N/A	in-class
Critical Reading/Reflection 1	4%	600	in-class
Personal Essay	6%	1000	out of class
Public Forum	8%	750	out of class
Critical Reading/Reflection 2	5%	750	in-class
Self-Reflection/Portfolio	7%	750	in-class
Participation and HW	10%	N/A	N/A

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

Item	Points Possible	Word Count*	Type of Assignment
Interview Essay	7%	850	out of class
Profile Essay	12%	1000	out of class
Ethnography project	7%	800	out of class
Critical Reading/Reflection 3	5%	750	in-class
Critical Essay	12%	1000	out of class
Self-Reflection/Portfolio	10%	800	out of class
Participation and HW	8%	N/A	N/A

**Word Count/ Fall and Spring: 9400 (at least 5400 in final draft form)**

***Feedback for Individual Assignments***

You and I (writer and reader) will both assess how effectively your finished writing is achieving the goals outlined for the course; this part of the grading will detail how effectively you are performing the skills that you are learning and practicing in the class. Your grade on an assignment will measure your progress and achievement so that you can manage your learning through the full thirty weeks of instruction.

***Rubrics:*** For each assignment, you will be given a rubric 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.

***Cover Sheet:*** Because we have “stretched” the English 1A curriculum to a year, each assignment is the result of weeks of work you will have completed both in class and out of class: when you submit your work for my evaluation, you will account for the learning you have achieved through this process. These cover sheets will help you to practice self-reflection as a writer, and so will prepare you to write the midyear and final self-reflection essays.

***Rewrites:*** Because I value the writing process (all drafts count toward your final points) rewrites will be accepted for specified essays – rewrite cover page required (on Canvas).

**Late Work:**

- All assignments are due in class and on Canvas on the day and time specified in this syllabus (see course schedule) unless other wise noted in class.
- Assignments turned in late will receive a lower grade. A point will be deducted for each day that the assignment is late, up to a week. After a week, the assignment will be accepted for half credit only.

- Absence from class may not be used as an excuse for failing to submit assignments on time.
- In-class assignments cannot be made up unless there are extenuating circumstances.
- Necessity is the mother of taking chances!
- If you do not complete the assignment and/or the reading you will be noticeably unprepared and you may lose both homework points and participation points.
- Exams may not be taken at other than their scheduled times, except in case of emergency or religious observance. Any such case must be documented in writing by the appropriate authorities.

### Final Grade Calculations:

94-100%	A	87-89%	B+	77-79%	C+	67-69%	D+
90-93%	A-	84-86%	B	73-76%	C	64-66%	D
		80-83%	B-	70-72%	C-	60-63%	D-
						<59%	F

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.

If you are concerned about the grading or want to improve your grade I would be happy to meet you in my office hours so that we can work together to improve your course performance.

### Classroom Do's and Don'ts:

- Be on time. Late entrances and early exits are highly distracting to your fellow students and instructor.
- Come prepared having done the required assignments and be ready to work.
- Courtesy and respect towards one's fellow students and instructors are expected at all times. Therefore, while in class, please do not web surf, read unrelated materials, or do homework for another class.
- Switch off cell phones and be a good listener to both me and to your classmates. Texting and other such activity will result in loss of participation points.
- Come to office hours! They are yours – you pay for them!
- Email is a useful tool for communication and messaging, not for sending papers or conferencing.
- Your attendance is expected and anticipated. This is a workshop class and you must be present do the work. Peer review is valued and a focus of this course is your ability to respond to your peers' writing as well as how you revise your drafts based on the comments you receive.
- Absence from class may not be used as an excuse for failing to submit assignments on time. Frequent absences and lack of participation will affect your grade. **Note: After 5 absences I will request a meeting with you (and if required the course coordinator).**
- If I were two-faced would I be wearing this one?
- Recording class sessions is possible, but you must advise me in writing so that I may seek permission from the class for such a recording. No recordings of the class may be uploaded or shared electronically without written consent from me.
- Your writing group becomes your writing family – respect and appreciate that support; be present and participate!

### PLEASE READ!

#### 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](http://www.sjsu.edu/gup/syllabusinfo/) 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.

### Where You Can Go to Get Support as a Writer at SJSU: Resources for Stretch Composition Students

Part of becoming a successful writer is learning how and when to seek the support you need. Your Canvas course has a list of places on campus where you can go for support.

### Where to Access Accurate Information about Academic Writing

In Canvas you have access to an online copy of Andrea Lunsford's *Everyday Writer: Writer's Help 2.0*. As an SJSU student, you have access to the online text through student fees you have already paid.

## English 1AF / Stretch English I, Fall 2017, Spring 2018 Course Schedule

Please review this general schedule to plan ahead. Detailed instructions on assignments and homework will be provided by the instructor. This is a **tentative schedule that is subject to change with prior notice.**

**CW** = *The Curious Writer*    **HH** = *Hotdogs and Hamburgers*    **CR** = *Course Reader*    **HW** = Homework

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/22	No Class
1	8/24	Introduction, Course Syllabus HW: Buy books, (reader will be available...) Read course syllabus; note down questions you have (minimum one); locate and note down the odd sentences for syllabus exercise. Read Reflections on Writing (RW) guidelines. Work on SJSU presentations
2	8/29	Understanding the course—Syllabus exercise due, discuss reflections on writing, journals, and reading Hotdogs and Hamburgers HW: Read pages on reading in CR and CW; Read assigned articles in CR <b>Complete RW # 1 by 8/31</b>
2	8/31	Exploring reading – What is reading to you? Why do we read? What do we read? How does reading help? Being an efficient reader—reading strategies and annotating HW: Use reading strategies and annotations to read and annotate assigned articles <b>Journal #1 prompt posted on Canvas due by 9/7</b>
3	9/5	Exploring reading, Reading and vocabulary HW: Prepare for presentations, Read assigned articles
3	9/7	Presentations on SJSU HW: Read in CR “Mining for Identity..” and “What is Identity?” <b>Complete Journal # 1</b>
4	9/12	Discussion for CRR # 1 HW: Read “The most important day” and “Of my friend Hector”, “the idea draft” Identify a factor that has affected your identity

Week	Date	Topics, Readings, Assignments, Deadlines
4	9/14	Preparing for in class writing--writing an in-class essay, focusing the main idea, outlining HW: Bring a typed outline, lined paper, a pen (blue or black ink); Read “A bowl of noodles” <a href="#">Journal # 2 posted</a>
5	9/19	CRR # 1 HW: Read on writing CW and CR; <b>Complete RW # 2 by 9/21</b> <a href="#">Journal # 2 posted</a>
5	9/21	Exploring Writing –Writing as communication HW: Complete assigned readings,
6	9/26	Exploring writing—Writing as a process HW: Read personal narrative guidelines, requirements on Canvas <a href="#">Complete Journal # 2</a>
6	9/28	Exploring Writing—Understanding the writing situation, generating ideas HW: Write short paragraphs on two ideas for the personal narrative, read “Shitty first drafts” (CR) <a href="#">Journal # 3 posted</a>
7	10/3	Focusing the idea, organization; Reading H& H HW: Read “Showing and Telling” (CR) and “Being Specific” (CR), draft personal narrative
7	10/5	Adding details, being specific HW: Revise personal narrative for peer review (CR) <a href="#">Complete journal # 3</a>
8	10/10	Peer review HW: Revise draft for the editing workshop
8	10/12	Editing and proofreading –checking the tense HW: Revise personal narrative for submission; Prepare for H& H presentations
9	10/17	H & H presentations HW: Read the public forum assignment, Personal Narrative due 10/19 (submit essay on Canvas and personal narrative packet in class 10/19) <a href="#">Journal # 4 posted</a>
9	10/19	<b>Submit Personal Narrative</b> , Public Forum assignment –audience and genre, idea generation HW: Write short paragraphs on three ideas/issues you would like to write about, <b>Complete RW # 3 by 10/21</b>
10	10/24	Public forum—organization and content –focusing the idea HW: Draft public forum <a href="#">Complete journal # 4</a>
10	10/26	Public forum—adding evidence Sign up for conference HW: Revise draft for conference, bring first draft and conference draft to the conference
11	10/31	Conference HW: Prepare for H & H discussion, <a href="#">Journal # 5 posted</a>
11	11/2	H & H discussion 2 HW: Revise draft for peer review
12	11/7	Public forum --Peer Review HW: Revise draft for editing , <a href="#">Complete journal # 5</a>
12	11/9	Editing—creating complex sentences HW: Read the assigned articles

Week	Date	Topics, Readings, Assignments, Deadlines
13	11/14	Discussion for CRR # 2 HW: Prepare an outline, bring outline, pen and paper to class, <a href="#">Journal # 6 posted</a>
13	11/16	CRR # 2 HW: Prepare for H & H discussion 3, complete double entry journal, <b>complete RW #4 by 11/18</b> , Public forum due 11/21 (submit essay on Canvas, packet in class)
14	11/21	H& H discussion <b>Submit Public Forum</b> HW: Read the interview assignment, and samples, <b>Complete RW # 5 by 11/22</b> enjoy Thanksgiving
14	11/23	<b>Thanksgiving</b>
15	11/28	The interview assignment—genre, idea generation, interview questions HW: Read the portfolio assignment, and the scoring guide <a href="#">Complete journal # 6</a>
15	11/30	Portfolio Assignment – what, and how HW: Review work, complete Portfolio worksheet; Bring all your work to class for the portfolio workshop, <b>Complete RW # 6 by 12/1</b> and bring a copy to class
16	12/5	Portfolio Workshop—Brainstorming ideas, preparing an outline HW: Assemble the portfolio and bring it to class with a typed outline of the self-reflection, pen and paper.
16	12/7	Portfolio submission and In-class reflection (Outline required) –Bring portfolio and outline to class
Final Exam	Final Exam	TBA

**January: - Complete your Interview and prepare the Interview transcript**

**English 1AS / Stretch English II, Spring 2017, Course Schedule**

*This is a very tentative schedule and liable to change.*

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/25	Reviewing concepts Interview essay features, and guidelines HW: Read Q&A format, draft interview essay, <b>RW # 1 Self-assessment due 1/30</b>
2	1/30	Interview essay- samples, organizing information in paragraphs HW: Revise interview essay for peer review, bring peer review form to class; <b>Journal # 1 posted due 2/8</b>
2	2/1	Peer review interview essay HW: Appositives exercise, bring interview essay to class
3	2/6	Reviewing appositives, Developing paragraphs HW: Revise Interview Essay Final Draft Due 2/8 Read profile essay guidelines and samples, <b>Journal # 1 due</b>
3	2/8	<b>Interview Essay Final Draft Due</b>

Week	Date	Topics, Readings, Assignments, Deadlines
		Profile Essays features, and guidelines, finding a focus HW: Identify theme of your profile, <b>RW # 2 on Interview Essay due 2/10</b>
4	2/13	Profile essay- focus, sign up for conference HW: Draft Profile essay, read presentation guidelines; <b>Journal # 2 posted due 2/20</b>
4	2/15	Working on Profile Essay—organization and details HW: Revise Profile essay for conference
5	2/20	Conference HW: Prepare for presentations, work on profile essay, <b>Journal # 2 due</b>
5	2/22	Presentations/Grammar Workshop HW: Read assigned articles
6	2/27	<b>Presentations for Profiles</b> HW: Revise profile essay final draft due 3/6; <b>Journal # 3 posted due 3/8</b>
6	3/1	<b>Presentations Profile Essay Final Due</b> HW: Read articles for groups and group identity <b>RW # 3 on Profile essay due 3/3</b>
7	3/6	Discuss groups and group identity HW: Prepare for CRR # 3, <b>Journal # 3 due</b>
7	3/8	CRR #3 HW: Read critical essay guidelines
8	3/13	Critical essay features and guidelines, brainstorming HW: Identify an issue, <b>Journal # 4 posted due 3/20</b>
8	3/15	Working on the critical essay –thesis statements, parallel structure, sign up for conference HW: Create thesis, find evidence to support your stance
9	3/20	Working on the critical essay—argumentation, incorporating evidence HW: Draft essay incorporating evidence, <b>Journal # 4 due</b>
9	3/22	Working on critical essay –citing, sign up for conference HW: Revise essay for conference; <b>Journal # 5 posted due 4/3</b>
10	3/27	<b>Spring Break</b>
10	3/29	<b>Spring Break</b>
11	4/3	Conference HW:., read group project guidelines, <b>Journal # 5 due</b>
11	4/5	Grammar workshop HW: Revise critical essay for peer review, bring peer review form, read group project guidelines, <b>Journal # 5 due</b>
12	4/10	Peer review critical essay HW: Revise critical essay final draft due 4/17, Work on group project
12	4/12	<b>Critical essay final draft due</b> The group project, guidelines, brainstorm groups to observe HW: <b>Journal # 6 posted due 4/24, RW # 5 on critical essay due 4/17</b>
13	4/17	Observations, inferences and assumptions HW: Work on group project

Week	Date	Topics, Readings, Assignments, Deadlines
13	4/19	Samples, power points and presentations HW: <a href="#">Journal # 6 due</a>
14	4/24	Work on group project HW: <a href="#">Journal # 7 posted due 5/3</a>
14	4/26	<b>Presentations</b> HW: Read portfolio guidelines,
15	5/1	<b>Presentations; Ethnography Essay due</b> Portfolio guidelines and workshop HW: Work on creating portfolio, <a href="#">RW # 6 final self-reflections due 5/3</a>
15	5/3	Portfolio workshop HW: Work on creating portfolio, <a href="#">Journal # 7 due</a>
16	5/8	Portfolio workshop HW: Work on creating portfolio
16	5/10 Last Day	Portfolio due, submit electronic portfolio, take survey
Final Exam	Tuesday, May 22	9:45am—12:00pm Not the usual time and day