

San José State University
Humanities and Arts, Department of English and Comparative Literature
English 1AF & English 1AS, Stretch English I and II
Sections 18 and 19, Fall 2021 & Spring 2022

Instructor:	Kristin FitzPatrick Ezell
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Office Hours:	Mondays and Wednesdays 10:45 a.m.-12:00 p.m. or by appointment
Class Days/Time:	Mondays and Wednesdays: Section 18: 9:00-10:15 a.m. Section 19: 12:15-1:45 p.m.
Classroom:	Boccardo Business Center 124
Prerequisites:	The <i>Reflection on College Writing</i> 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.
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.

What We Do in Stretch English

Catalog Description of English 1A F and English 1AS.

Stretch I and II, together, fulfill the Written Communication I requirement. Courses in GE Area A2 cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing in the university. Students in these courses develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. A grade of C- or better signifies that the student is 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. 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.

What We Will Explore: 21st Century Literacies for Global Citizenship:

Welcome to Stretch English! This course will help prepare you to participate in ongoing conversations about what is going on in the world today. You'll improve the ways you write in response to what you read. We will talk about what it means to be a "global citizen" and how to use digital news sources to inform ourselves and think critically about that information.

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

We will consider ideas such as this one from Thomas Jefferson:

"The basis of our governments being the opinion of the people, the very first object should be to keep that right; and were it left to me to decide whether we should have a government without newspapers, or newspapers without a government, I should not hesitate a moment to prefer the latter."

Jefferson and other founding fathers spoke about the value of informed citizenship and warned of problems that could develop without adequate and equitable access to information.

Unlike in Jefferson's time, we now live with nearly instant reporting of world events from countless sources. We consume large amounts of information every day, but how much of this reporting is accurate, balanced, and fully representative of the facts and voices of the people involved?

As citizens of the twenty-first century, what are we to do with all of this news? How can we ask the right questions about what we read? How can we take the lessons we learn from the actions of others and apply them to our everyday lives?

Together we will explore the ways that we as global citizens "join in the conversation" through reading and writing, to observe where in our communities do we experience or witness civic engagement, and determine whether (or not) the current platforms available serve to effectively engage users of those platforms and allow for civil discourse.

GE Learning Outcomes (GELO)

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.

Upon successful completion of this GE 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 Program Syllabus in the Syllabus tab in our Canvas course.

Table 1 maps how the yearlong course will meet Written Communication I requirements and standards as well as the GE learning objectives.

Assignment	Assignment	Estimated Word Count	Assignment Type	Term	GE Learning Objective
Critical reading/reflection (CRR)	CRR Essay 1 CRR Essay 2 CRR Essay 3	2100	in-class writing	F F S	GELO 1, 2, 3,4, 5
Data-driven analyses	Personal Essay Interview Project Ethnography Project	2800	out of class writing	F S S	GELO 2, 3, 5
Major Essays	Public Forum Essay Profile Essay Critical Essay	2950	out of class writing	F S S	GELO 2, 3, 4, 5
Portfolio/self-reflection essays	Midyear Final	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 Class Sessions:

This year we will collaborate to answer the question: What is the relationship between 21st century literacies and democratic engagement as citizens in a global world? Our explorations of that question will involve a lot of reading, writing, analyzing, critiquing, and revising. Each day we will have in-class writing exercises, group work, peer review, presentations, and more activities that all build toward the current essay assignment or project.

Please save all class work (whether written in class or out of class) both on Canvas AND in at least one other place that does not require Internet access to retrieve it (on a laptop, disk, etc.). Laptops are available for checkout in the library.

Face-to-face Learning and Access to Canvas and Zoom:

This semester, our course will consist of in-person/face-to-face instruction. Please plan to meet in the classroom on campus every class meeting day. Please follow the latest Covid-19 policies issued by SJSU (i.e. masking, physical distancing, etc.).

We will use Canvas a lot in this course. Canvas is where you will find course materials, turn in assignments, and communicate via email. Zoom is where we will have office hours.

Office hours will be conducted via Zoom through a link that will be posted on Canvas. Appointments are recommended but not required for office hour meetings. Making use of office hour time is optional.

Where to Find Course Materials:

Our required texts are:

1. *Citizen: An American Lyric* by Claudia Rankine
2. **Subscription to *The New York Times* (International)**

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.

Where to Purchase the Texts You Need

The following book is available as a trade paperback. It is the Campus Reading Program book for this year. As a first-year student at SJSU, you should receive a free copy of (or free access to) the book by the start of the fall semester. The book should also be available through the campus library and many public libraries.

***Citizen: An American Lyric* by Claudia Rankine.**

Although we will begin reading this book this term, over January you will read the book in full.

Subscription to *The New York Times* (International)

How do I subscribe to the *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.

You will need to purchase a digital version of *The New York Times* for the full year (\$1.00 per week, paid monthly). 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>

You can also access NYT for free through the MLK Library, although it may be harder to navigate. Some articles are not available right away. A small amount of articles are available for free at www.nytimes.com, such as most articles regarding Covid-19.

Other Readings

Other readings (newspaper articles, public speeches, and scholarly articles) on 21st century literacy and democracy are located on Canvas, through the Leganto tab or within Modules. These shared readings will help us to develop a shared context of reading to inform our arguments. Some readings will be available as PDF documents that you may download from **Files** on our Canvas site. I will also provide links to readings that can be found online.

Other Materials You Will Need to Bring With You Each Day for this Class:

- laptop with consistent Internet connection
- a folder to keep all coursework together (if you print it).
- notebook and pen/pencil or electronic folder for notes files
- access to your assignment files

What Kind of Work Will We Do In This Course?

The Core Stretch Curriculum Table 1 outlined major writing assignments for Stretch English. 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. These portfolios will ask you to enter into an assessment of your writing with two members of the Stretch faculty: me and one of colleagues.

Our Daily Learning Activities

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

Your Role in Assessing Your Own Learning This Curriculum

Learning to explain what you have learned through the coursework reinforces your learning helps Stretch faculty understand the effects of curricular designs. In both fall and spring you will turn in an e-Portfolio of your Stretch writing, along with an essay that reflects on your progress toward achieving the course learning objectives.

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).

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Your SJSU Writing Portfolio. In summer, you wrote essays to reflect on college writing before deciding to take Stretch English. In the first two weeks of the course, you will compile the writing you submitted to the *Reflection on College Writing* modules into a digital portfolio. The contents of your portfolio will be reviewed twice during your Stretch study.

- **Midyear Self-Reflection and Portfolio Review.** At the end of the fall term, you will add to your writing portfolio 1) samples that document your progress in the first half of the course and 2) a reflection essay comparing these samples. Written in class, the reflection essay compares the two samples to help the Stretch faculty to assess your midyear progress toward the Course Learning Outcomes listed on page 3.
- **Final Self-Reflection and Portfolio Review.** At the end of Stretch II, you will once again add to your SJSU writing portfolio, this time including materials to document and samples to illustrate your progress on one of the five GELOs for A2. When you submit the portfolio, you will once again write a self-reflection essay to help the Stretch faculty readers as they make this final assessment of your progress to proficiency as a college writer. This portfolio is your culminating exercise in this class.

The Time You Will Spend on This Work

Faculty at SJSU design courses to help you achieve specific learning goals integral to your progress toward a bachelor's 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 in a 15-week term). This time includes preparing for class, participating in course activities, completing assignments, and seeking needed support. 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>.

You may find that in order to support your success with the course assignments, you need to put in additional time. 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 in order to develop your skills as a writer—and to get what you need.

Where Can I Go to Get Support as a Writer at SJSU?

Part of becoming a successful writer is learning how and when to seek the support you need.

SJSU Peer Connections

Peer Connections offers course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. Visit Peer Connections website at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The Writing Center offers appointments with tutors who are well trained to assist you as you work to become a better writer. The Writing Center offers both one-on-one tutoring and workshops on a variety of writing topics. To make an appointment or to refer to the Center's online resources, visit the Writing Center website at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

How Will My Work Be Assessed and Graded in This Course?

My feedback on your work is intended to guide you both during your revision process and your entire writing process with future assignments. Grades are intended as a tool for assessment and reporting of outcomes during a course of instruction.

Please note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” For more details, see University Policy F13-1 at <http://www.sjsu.edu/senate/docs/F13-1.pdf>

Feedback for Individual Assignments

We 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.

Scoring Guide: For each assignment, you will be given a rubric/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 make notes for revision on the scoring guide.

Reflection Essays: After you submit each major essay/project for my evaluation, you will write a reflection essay that accounts for the learning you have achieved through this process. These reflective essays will help you to practice self-reflection as a writer, and they will prepare you to write the midyear and final self-reflection essays.

Conferences: We will have small group conferences in the fall and individual conferences in the spring. During these meetings we talk through your drafts of major essays/projects and create plans for revision.

How Assignments Are Weighted to Determine Grades

Fall 2021: 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** 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 Assignment	% of Course Grade	Points	Word Count*	Type of
Critical Reading/Reflection 1	3%	30	600	in-class
Personal Essay	5%	50	1000	out of class
NYT Blog	5%	50	1000	out of class
Blog reflection	2%	20	500	out of class
Critical Reading/Reflection 2	3%	30	750	in-class
Self-Reflection/Midyear Portfolio	8%	80	750	in-class
In-Class activities	4%	40	N/A	in-class
Canvas Discussion Boards	10%	100	N/A	N/A

Fall Total

[40%]

Spring 2022: A final grade of C- or better in English 1AS is needed to satisfy GE Area A2.

Item Assignment	% of Course Grade	Points	Word Count*	Type of
Interview Transcript	3%	30	1000	out of class
Profile Essay	6%	60	1000	out of class
Reflection on Profile Essay	5%	50	750	out of class
Ethnography Project & Reflection	8%	80	500	out of class
Critical Reading/Reflection 3	3%	30	750	in-class
Critical Essay	10%	100	1200	out of class
Self-Reflection/Final Portfolio	15%	150	1000	out of class
Canvas Discussion Boards	10%	100	N/A	N/A

Spring Total

[60%]

Word Count/ Fall and Spring: 10,000 approximately

Table 2: Grade Distribution in the Yearlong Stretch

How Will My Grade Be Calculated?

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%

What You Need to Know about GE Area 2 Policy and Yearlong Grading in Stretch

In keeping with GE policy, your final course grade for English 1AS will be a letter grade: A to F. You must earn a C- or better to receive graduation credit for GE Area A2. English 1AF is graded CR/NC. To receive credit in the fall semester, you must complete all coursework and demonstrate significant, measurable progress throughout the semester that suggests you are on track to earn a C- or better in the spring term.

Your spring grade in Stretch includes the grades you earned in fall. All the work you do in Stretch I and II, fall and spring combined, complete one general education course requirement: GE Area A2. You will find in your section syllabus an accounting of how coursework will be graded and accounted in the final course grade.

How Do I Earn Credit for GE Area A2?

To satisfy your CORE GE Area A2 and to move on to CORE GE Area A3, you must earn at least a C- in English 1AS.

When you earn a C- or better in the course, you can be confident that you have successfully oriented your reading and writing practice in English to support college level research and learning and to share your learning with others.

See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details on your right to understand your grades. In your section syllabus, your instructor outlines specifically our grading practices for the year: information on feedback practices, relative weights of assignments, and the grade calculations.

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

Schedule of Reading & Writing in Stretch English for Fall 2021 & Spring 2022

*[*This schedule is subject to change*](#)*

The schedule below is intended to provide us all an overview of the work in this class. While I expect the general framework of assignment due dates to stay the same, the details of the daily schedule will be adjusted in Canvas as we work together this year to develop your writing. I will publish an updated schedule with each new writing assignment sheet. All updates will also be on our Canvas Modules page, which I will revise as needed.

Our Yearlong Inquiry: Exploring 21st Centuries Literacies and Global Citizenship

Inquiry 1: How Do We Engage Public Dialogue as Private Citizens?

Week	Date	Do Before Class	What We Will Do In Class
1	M 8/23 W 25	Nothing required Read: The Syllabus and practice logging in to Canvas Bring to class: Laptop, Two questions about the syllabus	Discuss: Introductions to course and classmates Activity: What does it mean to be a global citizen? Discuss: course details Activity: Read and discuss short articles
2	M 8/30	Read: Stories from the International edition of the <i>NYT</i> Turn in on Canvas: Find a title that caught your eye and explain how/why it caught you; <i>Reflection on College Writing</i> essay Bring to Class: your Reflection on College Writing essays	Discuss: NYT stories. Why do citizens read news? What does this reading reveal about

			what we value as citizens? Activity: Literacy Background Survey Activity: Choosing Stories and Topics
2	W 9/1	Read: NYT stories and “Beyond Borders: What It Means to Be a Global Citizen” Discuss: reading NYT (and new/unfamiliar vocabulary) Turn in on Canvas: annotation of “Beyond Borders”	Discuss: “Beyond Borders” Activity: Find a crisis that needs a global citizen
3	M 9/6	Labor Day – no class No assignments due	Labor Day – no class
3	W 9/8	Read: Parts I and II of Citizen Watch: video about Bridging the Divide Program Turn in on Canvas: Discussion about Citizen	Discuss: Finding examples of global citizenship in <i>Citizen</i> Activity: How would we join the conversation to advance global citizenship in the BTD program?
4	M 9/13	Read: Ballenger, "Reading as Inquiry" Read: CRR 1 (Critical Reading and Reflection Essay #1) and stories from International NYT front page Turn in on Canvas: annotation of "Reading as Inquiry"	Discuss: strategies for asking/sharing Activity: KWL with potential topics Activity: Start Setting Up your E-portfolio
4	W 9/15	Read: NYT stories Turn in on Canvas: double-entry journal on the KWL+ articles for your chosen NYT	Activity: Double-entry journal pages for your story (see sample from Ballenger) Activity: Workshop a thesis for your CRR1.
5	M 9/20	Read: stories from the front page of NYT, Ballenger, “Writing as Inquiry” Turn in on Canvas: annotation of Ballenger pages and KWL+ of your NYT story and double-entry journals	Discuss: Language as interaction Activity: Begin rehearsing sentences for CRR 1 Activity: Workshop on rehearsing evidence for your essay in paragraphs
5	W 9/22	Prepare for 75-minute drafting experiment: organize your prewriting and prepare an outline and/or sketch.	

		Submit: You will submit to Canvas in class this prewriting and the draft you write (Critical Reading and Reflection Essay #1).	Test your prewriting plan Bring to class: your annotated story, your KWL+, your double-entry journal, your outline, to be submitted with your draft. Activity: Critical Reading/Reflection Essay 1 (write in class)
6	M 9/27	Read: “Just Write What Happened” by William F. Woo (on Canvas) Turn in on Canvas: Reflection on CRR1 Turn in on Canvas: annotation of Woo pages	Explore a new genre of writing: personal essay Activity: Develop a writing process inventory/plan for personal essay.
6	W 9/29	Read: <i>Citizen</i> , Part III, Chapter 1 of <i>Democracy Matters</i> Turn in on Canvas: idea/prewriting for personal essay, reading responses to <i>Citizen</i> and <i>Democracy Matters</i> Bring to class: an image that speaks your own story	Activity: Peer review/idea development for your essay with your writing group
7	M 10/04	Read: “Weaving Story” Turn in on Canvas: annotation of “Weaving Story” and sketch for your essay Discussion: respond to chapters 3-4 ideas	Discuss: “Weaving Story” Activity: Use an image as a way in to your story
7	W 10/06	Read: continue reading your story and stories from the front page of NYT Turn in on Canvas: first draft of personal essay due	Activity:
8	M 10/11	Read: your writing group’s drafts Turn in on Canvas: your draft, annotations of your writing group’s drafts	Activity: Peer review and in-class revising of personal essay
8	W 10/13	Read: research for your Personal Essay Turn in on Canvas: Revise selected sentences from your draft Bring to class on 10/13: a final draft of personal essay that incorporates the suggestions from the workshop	Activity: Draft your Reflection on Personal Essay
9	M 10/18	Read: <i>Pew Demographics Chart</i> . Turn in on Canvas: Reflection on personal essay	Discuss: Who reads NYT? (Audience)
9	W 10/20	Reread: <i>Pew Demographics Chart</i> . Read: At least 3 Op-Eds relevant to your NYT story. Turn in on Canvas: letter back to author of one Op-Ed	Activity: Share an Op-Ed and letter with your group

10	M 10/25	Read: Opinion pages <i>NYT</i> and instructional videos/documents about how to write Op-eds Turn in on Canvas: 3 ideas for your Op-ed and rationale/vision for your Blog Essay	Discuss genre: opinion pages and West concepts present in <i>NYT</i> articles
10	W 10/27	Read: Writing Center handout on using sources Read: <i>Citizen</i> , Part IV (pages 59-64) Discussion: respond to Part IV ideas Turn in on Canvas: prewriting/plan for blog	Activity: Choosing topics and sources for blog
11	M 11/01	Read: Opinion pages <i>NYT</i> . Read: <i>Across That Bridge (ATB)</i> , chapter 6 (“Peace”) Discuss: response to ATB Turn in on Canvas: first draft of Blog Essay	Peer review In-class activity with ATB
11	W 11/03	Bring blog draft	In-class revising of blog (based on 11/01 activity with ATB)
12	M 11/08	Turn in final draft of Blog Essay	Start drafting Reflection on Blog Essay

Inquiry 2: Where Do We See Models of Active Citizenship in Our Communities?

12	W 11/10	Turn in Reflection on Blog Essay Read: CRR 2 prompt and <i>Citizen</i> , Part V (pages 69-79)	Discuss: How to open a new line of inquiry as we reflect on where we have been for 12 weeks Discuss: CRR 2 Video and response: “Make America Dinner Again” (intergroup dialogue program)
13	M 11/15	Read: chapter 7 from <i>Across That Bridge</i> Discuss: reading response Find and Read: article from local or campus newspaper about student efforts toward greater global citizenship Turn in on Canvas: an annotated copy of the reading and a double-entry journal for it	Discuss and present: found articles about student global citizenship in the news Activity: draft a sketch/outline for CRR 2
13	W 11/17	Prepare to write CRR2	In-Class: Write CRR2
14	M 11/22	Read: Midyear Reflection, Portfolio Assignment, and “A First Reflection on Your Writing Process” (Ballenger, pages 16-33) Turn in on Canvas: Editing Journal Read: Mary Ellen Klas and John Whitehead articles about role of local newspapers in maintaining	Discuss: the role of reflection in developing ourselves as writers Activity: Inventory of learning objectives and assignments for midyear reflection and portfolio assignment. Activity: inventory of process strategies. Activity: Set up e-portfolio

		healthy democracy Turn in on Canvas: an annotated copy of the readings and a double-entry journal for them	Discuss: plans for CRR 2 and ways to incorporate readings
14	W 11/24	Nothing due	Non-instruction day (Thanksgiving Holiday)
15	M 11/29	Turn in on Canvas: first draft of portfolio and reflection	Activity: Workshop/peer review of portfolio Activity: In-class revising
15	W 12/01	Turn in almost-final portfolio	Conferences/in-class editing
16	M 12/06	Turn in on Canvas: Midyear Portfolio and Reflection (in class)	Activity: Submit the e-Portfolio for midyear assessment Activity: Write self-reflection essay
17			
Final Exam	12/8-14	No assignment due	Activity: Discuss Readings for Winter Break, Discuss Interview Assignment, Preparing for Your Interview Assignment, Conducting an Interview Worksheet, Preview remaining parts of Citizen
Winter Break	01/03-1/25	Over winter break, you will be reading the rest of <i>Citizen</i> . 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.) You will also read a transcript of an NYT interview with Jay-Z and watch interview videos that profile him and Jason From, music executive and founder of the <i>Wrongly Convicted</i> podcast and Another Chance Justice Project.	Post to Discussions about Citizen You will need to get started on your interviews for your Profile Interviews and Essays.
Spring 2021			
Week	Date	What You Do Out of Class, BEFORE Class	What We Are Doing In Class
1	1/26	Finish reading <i>Citizen</i> during holiday break Discuss mid-year reflections, set up conferences Read: Pope Francis address Turn in on Canvas: annotation of Francis address and Reading	Connect people in assigned readings and videos with citizen leaders in our communities and Pope Francis's ideas about global citizenship

		response about an interesting person profiled in <i>Citizen</i>	
2	1/31	<p>Read: Obama State of the Union Address, NYT Saturday Profiles (choose two based on your inquiry topic), and articles about particular student leaders in the American Democracy Project and Bridging the Divide Program</p> <p>Turn in on Canvas: annotation of readings, plan for interview (draft of question list, goals)</p>	<p>Connect State of the Union ideas to leadership in <i>Citizen</i> and Pope Francis ideas</p> <p>Discuss: Sample NYT Saturday Profile, ADP and BTD leaders and potential for student leaders everywhere</p> <p>Activity: search your student communities for leaders you want to profile</p>
2	2/2	<p>Interview: a young citizen leader in your community</p> <p>Turn in on Canvas: transcript of your interview with one young leader in your community from whom we might learn something about what it means to be a citizen leader or to engage citizenship actively</p>	<p>Share interview highlights</p> <p>In-class prewriting of profile essay</p>
3	2/7	<p>Read: excerpt from Ballenger, “Writing a Profile”</p> <p>Revisit/reread: West, Lewis, and Rankine</p> <p>Turn in on Canvas: prewriting for profile essay</p> <p>Turn in on Canvas: list of concepts/threats to democracy/models of active citizenship in West, Rankine, and Lewis readings that are relevant to your profile essay</p>	<p>Discuss: genre of profile writing (turning your interview into a profile)</p> <p>Watch brief video clips of active citizenship</p> <p>Activity: Put Your Interviewee in Conversation with Cornel West and Claudia Rankine</p> <p>In-class exercise: (incorporate West, Lewis, and Rankine into your profile essay plan)</p>
3	2/09	<p>Reread/revisit: <i>Citizen</i>, Part VI (pages 82-101) and selected chapters in assigned readings as individual profiles</p> <p>Turn in on Canvas: reflection on use of interviews to profile at least one person</p> <p>Turn in on Canvas: first draft of Profile Essay</p>	Peer review of profile essays
4	2/14	<p>Read: <i>Citizen</i>, Part VI (pages 104-128)</p> <p>Turn in on Canvas: comments on essay drafts you were assigned to read and annotate</p>	Discuss connections between our subjects and racial/ethnic justice efforts in readings
4	2/16	Read: peers’ essay drafts	Peer review/editing groups

		Turn in on Canvas: comments on essay drafts you were assigned to read and annotate	
5	2/21	Read: peers' essay drafts Turn in on Canvas: comments on essay drafts you were assigned to read and annotate	Peer review and in-class revising of profile essay

Inquiry for Model 3: What platforms for public discourse are available to us as active youth citizens?

5	2/23	<p>Read: optional additional research for your Profile Essay</p> <p>Turn in on Canvas: comments on essay drafts you were assigned to read and annotate</p> <p>Turn in on Canvas: Final draft of Profile Essay with previous drafts and prewriting</p>	<p>Discuss: public discourse and projects in module 3</p> <p>Watch: Make America Dinner Again video (as model of intergroup dialogue)</p> <p>Activity: What divides exist in our communities? How can young leaders help to bridge them?</p>
6	2//28	<p>Read: Excerpt from Ballenger, “Ethnographic Essay”</p> <p>Turn in on Canvas: annotation of Ballenger pages</p>	<p>Discuss: Ethnography project and explore some ways that social media platforms serve the needs of the active citizens</p> <p>Ethnography Project = your group studies a group of students/young people who are using digital platforms to engage public dialogue</p>
6	3/2	<p>Read: excerpt from <i>Collaborative Leadership Fieldbook</i> by David D. Chrislip</p> <p>Reread: <i>Citizen</i>, pages 112-113</p> <p>Turn in on Canvas (Discussion): How can student groups collaborative to bridge current divides?</p>	<p>Activity: Preparing for your Ethnography Project</p>
7	3/7	<p>Read: <i>NYT</i> article about K-Pop Stans (fans) and Teens on Tik Tok reserving tickets to Trump campaign rally in June 2020</p> <p>Turn in on Canvas (Discussion): How can young citizens collaborate digitally to encourage dialogue?</p>	<p>Activity: Research and Analysis for your Ethnography Project</p>
7	3/09	<p>Read: <i>Citizen</i>, Part VI (pages 129-135 only) and articles about Jordan Davis’s parents’ friendship with Trayvon Martin’s parents and Davis’s mother’s action against Stand Your Ground Gun Laws</p> <p>Turn in on Canvas: reading response and list of social media platforms (and a few of their standards and practices) that you will explore in your Ethnography project</p>	<p>Activity: Work on Ethnography projects with group (Getting Organized and Framing Research)</p>
8	3/14	<p>Read: Excerpt from Ballenger: “Re-Genre: Repurposing Your Writing for Multimedia Genres”</p>	<p>Activity: Working with multimodal texts</p> <p>Activity: Work on presentations with group</p>

		Turn in on Canvas: annotation of Ballenger pages and note about how you will use some of it in your project	
8	3/16	Read: Discussion (Sentence Study - Parallelism) Turn in on Canvas: First draft of Ethnography Project (Slides/script/storyboard/mock-up)	Activity: Work on Ethnography Project Presentation
9	3/21	Due on Canvas and in class: Ethnography Project (uploaded group presentation)	In-Class Activity: Ethnography Project Presentations, Group Reviews
9	3/23	<p>Read one of the following articles:</p> <p>“With An Election On The Horizon, Older Adults Get Help Spotting Fake News”</p> <p>“Digital gap between rural and nonrural America persists”</p> <p>“The digital divide and its impact on rural America”</p> <p>“Dallas Faces a Gaping Digital Divide When It Comes to Economic Inclusion”</p> <p>Turn in on Canvas: Reading Response about one article and your definition of active digital citizenship First Draft of Reflection Essay on Ethnography Project</p>	<p>In-Class Activity: Ethnography Project Presentations, Group Reviews Discuss: How does digital text serve us as active citizens?</p> <p>Activity: Help your team brainstorm what sorts of new possibilities and problems multimedia platforms pose for the average citizen looking to become active in the world?</p>
10	3/28	No class meeting or assignments due – spring recess	No class meeting or assignments due – spring recess
10	3/30	No class meeting or assignments due – spring recess	No class meeting or assignments due – spring recess
11	4/04	Turn in on Canvas: Final Draft of Reflection Essay on Ethnography Project prewriting for CRR3	In class: explore ways for citizens to engage in active public discourse (small and large groups)

11	4/06	Reread/revisit: any previously assigned readings related to your CRR 3 topic Prepare to write CRR 3 in class	In class: write CRR 3
12	4/11	Read: <i>Citizen</i> , Part VI (pages 134-135 only) and “New Literacies for a Digital Citizenship” by Eylem and Ali Simsek Turn in on Canvas: annotation of Simsek article, Reading Self-Assessment Survey	Discuss: critical essay assignment Activity: Read Pages 62-63 (Features of the Form) and 79 from <i>The Curious Writer</i> by Bruce Ballenger “Writing an Argument” chapter Activity: read NYT Mission and Values and discuss its role in preparing active citizen readers; find topic/begin prewriting for critical essay
12	4/13	Read: <i>Citizen</i> , Part VII (pages 139-162); one of the following articles: NYT article about Trayvon Martin OR article about role of social media in public response to George Floyd killing	Discuss: Which digital news platforms give us the information, tools, and forums we need to be the active citizens we want to become? Activity: Statement about your most valuable reading experiences with NYT this year
13	4/18	Read one of the following articles: - <i>New Yorker</i> article about Claire Denis (filmmaker (<i>Chocolat</i> (1998))) and guilt of growing up in colonial world OR -“Shooting an Elephant” by George Orwell (available in Ballenger text (free online excerpt)) Turn in on Canvas: response to article and list of evidence you might include in your essay	Discuss: integrating evidence into your critical essay Activity: Integrating Evidence, Integrating Viewpoints
13	4/20	Turn in on Canvas: First draft of critical essay	Activity: meet with editing groups to review critical essay draft
14	4/25	Read: peers’ drafts of critical essay Turn in on Canvas: comments on peer’s essay drafts	Peer review, In-class revising
14	4/27	Turn in on Canvas: Final draft of critical essay with previous drafts and prewriting	Activity: Workshop to prepare Reflection Essay
15	5/2	Turn in on Canvas: plan for final reflection	Workshop to prepare Portfolio, Ethos/Pathos/Logos in your portfolio
15	5/4	Turn in on Canvas: first draft of final reflection	Peer Review Workshop

16	5/09	Turn in on Canvas: your almost-final Self-Reflection Essay and Portfolio	Peer Review Workshop of Self-Reflection Essay and Portfolio
16	5/11	Turn in on Canvas (in class): final Self-Reflection Essay and Portfolio	In-class: submit e-portfolio
17	5/16		
Final Exam	5/19-25	Due on Canvas: Editing Journal	

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