

San José State University
College of Humanities and the Arts
HA 96F and HA 96S, Stretch English I and II
Section 3, Fall 2015 and Spring 2016

Course and Contact Information

Instructor:	Michelle Hager-Hernandez
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Office Hours:	Tuesdays, 10:30-11:30; Thursdays, 3:00-4:00; by appointment
Class Days/Time:	Tuesdays and Thursdays, 9:00-10:15
Classroom:	Clark Building 238
Prerequisites:	Credit for Stretch English I (HA 96F) is a prerequisite for Stretch English II (HA 96S).
GE/SJSU Studies Category:	Written Communication I (Area A2)

Faculty Web Page

This course syllabus can be accessed on Canvas or downloaded from the English Department website: <http://www.sjsu.edu/english>. Major assignments will also be posted in Canvas. You are responsible for regularly checking Canvas to find course materials and to learn of any updates or changes to our schedule.

Course Description

Stretch English I is the first semester of a year-long English 1A that will help you understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, you will develop clear thinking and produce effective writing. You will practice these skills by writing for various audiences and rhetorical situations.

Stretch English I and II, together, fulfill the written communication general education 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. In this course, you will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. A passing grade of C or better signifies that you are a capable college-level writer and reader of English.

Stretch is an extended course of study. The Stretch English course in which you have enrolled “stretches” the English 1A curriculum from one to two semesters, allowing us more time to hone your reading and writing skills. This added time to prepare will ensure that you are ready to transfer those skills to the writing you will do in your other courses here at SJSU.

Stretch is a learning community. This semester you are enrolled in Stretch English I, and next term, provided you successfully complete the fall course, you will enroll in Stretch English II. I will once again be your instructor. You and your peers will be writing colleagues for the full year.

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

If you do NOT have a UGRM designation and you earn No Credit in fall, you will enroll in English 1A in the spring to complete your GE Area A2 requirement in one semester.

If you entered SJSU with a UGRM designation, and you earn a NC in fall, Susan McClory, the Program Director for Developmental Studies, will help you transition to a course that will allow you to complete your remediation before moving on to English 1A. More information is available online at <https://sites.google.com/site/developmentalstudiesatsjsu>.

Section Description

In this section of Stretch English, we will explore the theme of democracy, specifically how literacy (reading and writing) plays a role in a democratic society. We will consider the definitions of democracy, the role of reading the news as a mode of 21st century democracy, the creation of democracy through public dialogue, the sustainability of democracy in spite of barriers, and global perspectives of democracy. This inquiry explores all three of the newly designated GE pathways (creativity, sustainability, and global engagement).

Learning Outcomes and Course Content

The following learning outcomes and course contents are defined by General Education Area A2 guidelines. I have designed this course to ensure that you meet these outcomes.

GE Learning Outcomes (GELO)

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

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

Course Content

SJSU studies include an emphasis on diversity. General education guidelines for Written Communication I stipulate that issues of diversity shall be incorporated in an appropriate manner. I chose the *New York Times (International)* as one of our main texts because you will find in these pages a full range of voices in our democratic conversation on global issues.

The writing assignments you encounter in this yearlong course will give you repeated practice in all phases of the writing process: prewriting, organizing, composing, revising, and editing. Because in-class writing is valued and because you will need to be able to perform well in timed writing situations, several of your essays will be written in class. The table below explains how the word count requirement will be met and distributed in our yearlong course.

Assignment	Word Count/Assignment	Total Words	Assignment Type	Term (F or S)	GE Learning Objective
Critical Reading/Reflection (CRR) Essays	CRR Essay 1 500 words CRR Essay 2 500 words CRR Essay 3 500 words	1500	in-class writing	F F S	GELO 1, 2, 3,4, 5
Data-Driven Analyses	Personal Essay 1000 words Interview Project 500 words Ethnography Project 500 words	2000	out-of-class writing	F S S	GELO 2, 3, 5
Major Essays	Public Forum Essay 1000 words Profile Essay 1000 words Critical Essay 1200 words	3200	out-of-class writing	F S S	GELO 2, 3, 4, 5
Portfolios/Self-Reflection Essays	Midyear 700 words Final 1200 words	1900	in-class writing out of class writing	F S	GELO 1, 2, 3, 4, 5

Course Learning Outcomes (CLO)

Upon successful completion of this course, you will be able 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).

Required Texts/Readings

Reading is an integral part of writing, and literacy is an integral part of democracy. Reading for the course is both extensive and intensive. It includes useful models of writing for academic, general, and special audiences. You will read stories daily in *The New York Times (International)*, and you will also read selections from *The Voice of Witness Reader: Ten Years of Amplifying Unheard Voices*. These texts are part of the extended investigation we will conduct this year into the relationship between literacy and democracy. With these texts, you will read to learn, to reflect, and to respond.

To help you connect your reading to the writing you do, you will also purchase and use a dictionary, a rhetoric, a style text, and the campus writing handbook. In these books, you will read to learn and practice your writing skills. The more you read, the better you will write.

Textbooks

The following texts can be purchased at the Spartan Bookstore or from an online vendor. If you order online, be sure to use the ISBN number listed to get the appropriate edition and format. Also be sure to place online orders promptly—not yet having the book(s) is not a valid excuse for not completing the assigned reading.

- Ballenger, Bruce. *The Curious Writer*. Brief 4th edition. ISBN: 9780205876655
- Eggers, Dave. *The Voice of Witness Reader: Ten Years of Amplifying Unheard Voices*. ISBN: 9781940450773
- Lunsford, Andrea. *The Everyday Writer (x-book w/Learning Curve)* (You should receive an email with a free electronic copy of this x-book.)
- Williams, Joseph. *Style: Lessons in Clarity and Grace*, 11th edition. ISBN: 9780321898685

Other Readings

You will subscribe to the digital version of *The New York Times (International)*. You will purchase the newspaper for the full year (\$1.88 per week) with a special discount for the first four weeks. This digital version will allow you to keep a personal archive of stories you are following for your writing assignments in this course. You can find the [educational subscription](http://www.inyt.com/subscriptions/inyt/edu/lp3KXLF.html?campaignId=3KL4Y) page at <http://www.inyt.com/subscriptions/inyt/edu/lp3KXLF.html?campaignId=3KL4Y>.

Other Material Requirements

You will need a digital device or computer to access Canvas, to access your subscriptions, and to complete writing assignments. Please note that computers and tablets are available to SJSU students. You will also need to purchase a college-level dictionary (if you do not already have one) and 4-8 large greenbooks for our in-class essay writing.

Library Liaison

Throughout this course, as well as during the remainder of your time at SJSU, you will need to conduct research as part of your collegial work. The university library is a valuable resource that you should become familiar with. Toby Matoush is the library liaison for English courses. Do not hesitate to ask her for assistance. Her phone number is (408) 808-2096, and her email address is toby.matoush@sjsu.edu.

Course Requirements and Assignments

SJSU classes are designed with the expectation that, to be successful, students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week). These hours of study include preparing for class, participating in course activities, and 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>.

Writing Assignments

The fall writing assignments include a benchmark essay, two critical reading and reflection essays, a personal essay, a public forum essay, and a self-reflection essay for your midyear portfolio.

The spring writing assignments include an interview project, a profile essay, a critical reading and reflection essay, an ethnography project, a critical essay, and a self-reflection essay for the final portfolio.

You will upload your writing files to our Canvas course. However, you will also submit all writing in hard copy so that I can mark the paper and grade it. Out-of-class essays must be typed and in accordance with MLA citation guidelines. We will have a class discussion on MLA formatting; additional information can be found in our *Everyday Writer* handbook. Out-of-class essays are due at the beginning of class on their due dates.

Distributed over two semesters of study, the assignments you complete are designed to build your reading, thinking and writing skills across genres that address different audiences and purposes. All writing assignments must be completed—all daily writing, all drafts, all formal projects and essays. You will not be able to earn credit (at the midyear review) or to earn the required C (to clear remediation and earn graduation credit for the course) if you have not completed all writing assignments.

Midyear Portfolio Review

At the end of the fall term you will submit a portfolio for Stretch instructors to review. This portfolio will contain two essays from your fall coursework: the first critical reading and reflection essay and the first major essay (the essay for a public forum). You will also submit a reflection on these two essays, written in class, comparing them to assess your progress toward the learning objectives for the first half of the course. Stretch faculty members will review this portfolio as part of our midyear assessment.

Final Portfolio Review

The last essay you write will also be a self-reflection essay; it will be the presentation piece in your final portfolio. This portfolio is your culminating exercise in this class. It will contain the reflection essay as well as the samples you have chosen from your writing (over the full 30 weeks of instruction): prewriting, drafts, and revisions. Your portfolio will be assessed by two Stretch faculty members, using a common scoring guide that I will make available to you as you prepare your portfolio.

Class Work, Homework, and Participation

We will complete daily work in class that goes toward your participation grade; you will not be able to complete these assignments if you do not come to class. I expect you to attend class daily and come on time. In addition, class participation does not simply mean that you are physically present in class. You must have all class materials, contribute to discussions, and actively listen to your peers. We will use electronic devices in this class; however, whenever we use electronics, I expect you to be focused on the work we are completing. You will lose all participation points for the day if you are completing tasks on your electronic devices that are not related to the class (e.g., texting friends). Quizzes, debates, grammar activities, and short presentations will also factor into this portion of your course grade.

Note about Course Workload

This course work is designed to help all 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. There may be added work you need to do. You may need extra hours for tutoring; you may take longer to read texts so that you can look up words you find unfamiliar; you may need more time for editing.

Your goal in this class is to learn what you need to develop your skills as a writer—and to get what you need. That will take commitment to the work of this class and commitment to seek out the support and resources you need. In your study plan for this year, be sure to dedicate enough time to developing your writing skills.

Grading Policy

Fall 2015

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 75% of the GELOs to earn credit (CR) in HA 96F.

Item	% of Course Grade	Word Count	Assignment Type
Critical Reading/Reflection 1	5%	500	in-class
Personal Essay	6.5%	1000	out-of-class
Public Forum Essay	6.5%	1000	out-of-class
Critical Reading/Reflection 2	5%	500	in-class

Self-Reflection/Midyear Portfolio	7%	700	in-class
Participation	10%	N/A	N/A

Spring 2016

A final grade of C or better in HA 96S is needed to clear remediation and satisfy GE Area A2.

Item	% of Course Grade	Word Count	Assignment Type
Interview Project	2.5%	500	out-of-class
Profile Essay	10%	1000	out-of-class
Ethnography Project	2.5%	500	out-of-class
Critical Reading/Reflection 3	5%	500	in-class
Critical Essay	15%	1200	out-of-class
Self-Reflection/Final Portfolio	15%	1200	out-of-class
Participation	10%	N/A	N/A

Course grading for all GE Area A2 courses, including Stretch English, ranges from A to F. In keeping with GE policy, your final course grade for HA 96S will be a letter grade: A to F. You must earn a C or better to receive graduation credit for GE Area A2.

HA 96F is graded CR/NC. To receive credit in the fall semester, a student must complete all coursework and demonstrate significant, measurable progress throughout the semester that suggests the student is on track to earn a C or better in the spring term.

How do I clear remediation?

Students who enter Stretch English with a UGRM designation must clear remediation within a year of their enrollment as freshman at SJSU. Students who pass the spring term of Stretch English, HA 96S, with a C or better will simultaneously earn their GE A2 credit and clear remediation.

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 pass this course in the spring (HA 96S) with a C or better. A passing grade in the course signifies that you are a capable college-level writer and reader of English.

You can earn up to 1,000 points in this course. Please refer to the point breakdown as outlined below.

930-1,000 points = A (93%-100%)	730-769 points = C (73%-76.9%)
900-929 points = A- (90%-92.9%)	700-729 points = C- (70%-72.9%)
870-899 points = B+ (87%-89.9%)	670-699 points = D+ (67%-69.9%)
830-869 points = B (83%-86.9%)	630-669 points = D (63%-66.9%)
800-829 points = B- (80%-82.9%)	600-629 points = D- (60%-62.9%)
770-799 points = C+ (77%-79.9%)	0-599 points = F (0%-59.9%)

Late Policy

I am a prompt person, so I expect the same from you. While late papers will be accepted up to one week after the due date, they will be graded down significantly. For each calendar day that your paper is late, it will be graded down one full letter grade. If the paper is turned in after the class period on the assigned due date, the essay will be graded down half a letter

grade. After one week, I will no longer accept the essay. If extenuating circumstances apply for either in-class or out-of-class essays, you must contact me *before* the due date to request an extension or make necessary accommodations.

University Policies

General Expectations, Rights, and Responsibilities of the Student

As a member of the academic community, you accept both the rights and responsibilities incumbent upon all members of the institution. Faculty and administrators at the university encourage students to familiarize themselves with the policies and practices of SJSU; these policies and practices outline the procedures to follow if and when questions or concerns about a class arises. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/home/catalog.html), at <http://info.sjsu.edu/home/catalog.html>.

In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Link to University Policies

You can read the policies about adding and dropping classes, seeking consent to record classes, preserving academic integrity, and making education accessible to everyone by linking to the Frosh Writing Program page at http://www.sjsu.edu/english/frosh/program_policies/index.html.

Student Resources

Writing Fellows: Dedicated Writing Support for Stretch English Students

A writing fellow is a student trained to work with Stretch English students and instructor as part of the learning community of the classroom. Our Writing Fellow this semester is **Colleen Bird**. Colleen will attend class regularly, so she will be familiar with the work you are engaged in and will grow to know your needs as a developing writer over time. This type of writing support offers you a rare opportunity to work one on one with an advanced writer who knows the assignments and materials you are working on; you will want to take advantage of the great opportunity that the program affords you as you develop your writing skills at SJSU.

Colleen will schedule office hours on a weekly basis. Look for announcements about upcoming meeting times and places. Sign up immediately when these appointments open.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) 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.



SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to navigate successfully through their university experience. You are encouraged to take advantage of their services.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics

including improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Student Services Center (SSC), room 600.

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), the first floor entrance of Clark Hall, and the Living Learning Center (LLC) in Campus Village Housing Building B. Visit the [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc) (<http://www.sjsu.edu/at/asc>) located on the first floor of Clark Hall and in the [Associated Students Computer Services Center](http://as.sjsu.edu/ascsc) (<http://as.sjsu.edu/ascsc>) on the second floor of the Student Union. Additional computer labs may be available in your department/college.

Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services, located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Counseling Services

SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Administration Building, room 201. Professional psychologists, social workers, and counselors are available to provide consultations on many issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

HA 96F, Stretch English I, Fall 2015 Course Schedule

Reading assignments must be **completed** by the day that they are listed. The schedule is subject to change with fair notice; any changes will be announced in class. **Always bring the texts we are using for the day with you to class.**

NYT = *New York Times*; *CW* = *The Curious Writer*; *VW* = *Voice of Witness Reader*; *Style* = *Style: Lessons in Clarity and Grace*

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Thursday, August 20	Introductions, syllabus review, <i>NYT</i> digital subscriptions, discussion of the benchmark essay
2	Tuesday, August 25	Benchmark Essay (in-class)
2	Thursday, August 27	Ballenger, "Chapter 2: Reading as Inquiry" (<i>CW</i> 39-68) Front page articles from <i>NYT</i>
3	Tuesday, September 1	Jefferson, "Declaration of Independence" (access on Canvas) Wolf, "Freedom Is Intended as a Challenge" (access on Canvas) Annotation Exercise DUE
3	Thursday, September 3	Eggers, "Chris Ochoa" (<i>VW</i> 33-52) Front page articles from <i>NYT</i> Double-Entry Journal DUE
4	Tuesday, September 8	Ballenger, "Chapter 1: Writing as Inquiry" (<i>CW</i> 3-37) Front page articles from <i>NYT</i>
4	Thursday, September 10	Eggers, "Lorena" (<i>VW</i> 109-127) Front page articles from <i>NYT</i>
5	Tuesday, September 15	Critical Reading and Reflection Essay #1 (in-class writing)
5	Thursday, September 17	Personal Essay Assigned Ballenger, "Chapter 3: Writing a Personal Essay" (<i>CW</i> 71-109) Front page articles from <i>NYT</i>
6	Tuesday, September 22	Eggers, "Mr. Lai" (<i>VW</i> 129-147) Front page articles from <i>NYT</i> KWL+ Exercise DUE
6	Thursday, September 24	Ballenger, "Chapter 14: The Writer's Workshop" (<i>CW</i> 575-594) Front page articles from <i>NYT</i> MLA Formatting Review
7	Tuesday, September 29	Personal Essay Workshop—bring three copies of your complete draft
7	Thursday, October 1	Whitehead, "Why Local Newspapers are the Basis of Democracy" (access on Canvas) Front page articles from <i>NYT</i> Double-Entry Journal DUE

Week	Date	Topics, Readings, Assignments, Deadlines
8	Tuesday, October 6	Personal Essay DUE (out-of-class writing) Front page articles from <i>NYT</i>
8	Thursday, October 8	Barr, “As Fewer People Read Newspapers, More Share Their Front Pages” (access on Canvas) Pape, “Millenials and Print Newspapers: A Surprising Story” (access on Canvas)
9	Tuesday, October 13	Public Forum Essay Assigned Ballenger, “Chapter 7: Writing an Argument” (CW 235-283) Opinion page articles from <i>NYT</i>
9	Thursday, October 15	Eggers, “Adama Bah” (VW 223-245) Opinion page articles from <i>NYT</i> KWL+ Exercise DUE
10	Tuesday, October 20	Zuesse, “Jimmy Carter Is Correct That the U.S. Is No Longer a Democracy” (access on Canvas) Opinion page articles from <i>NYT</i>
10	Thursday, October 22	Opinion page articles from <i>NYT</i>
11	Tuesday, October 27	Public Forum Essay Workshop—bring three copies of your complete draft
11	Thursday, October 29	Ballenger, “Chapter 15: Revision Strategies” (CW 533-573) Opinion page articles from <i>NYT</i>
12	Tuesday, November 3	Public Forum Essay DUE (out-of-class writing) Opinion page articles from <i>NYT</i>
12	Thursday, November 5	Opinion page articles from <i>NYT</i> Double-Entry Journal DUE
13	Tuesday, November 10	Eggers, “Theresa Martinez” (VW 263-274) Opinion page articles from <i>NYT</i>
13	Thursday, November 12	Articles from <i>NYT</i> KWL+ Exercise DUE
14	Tuesday, November 17	Interview Project Assigned Articles from <i>NYT</i>
14	Thursday, November 19	Critical Reading and Reflection Essay #2 (in-class writing)
15	Tuesday, November 24	Midyear Portfolio Assigned Eggers, “Dolores Wilson” (VW 303-315) Articles from <i>NYT</i>
15	Thursday, November 26	No class—Thanksgiving holiday!
16	Tuesday, December 1	Sample Interviews (access on Canvas) Articles from <i>NYT</i>
16	Thursday, December 3	Interview Questions Workshop—bring three copies of your questions

Week	Date	Topics, Readings, Assignments, Deadlines
17	Tuesday, December 8	Midyear Portfolio DUE Self-Reflection Essay (in-class writing)
17	Thursday, December 10	Final Examination Period, 7:15 AM - 9:30 AM

Winter Break Assignment

During winter break, conduct your interview and work on your interview project. Note that this project is due on Thursday, February 4 (shortly after classes resume). I will be available to answer your questions via email as you are working on your interview. Also remember to complete the homework that is due when we return to class on Thursday, January 28.

HA 96S, Stretch English II, Spring 2016 Course Schedule

Reading assignments must be **completed** by the day that they are listed. The schedule is subject to change with fair notice; any changes will be announced in class. **Always bring the texts we are using for the day with you to class.**

NYT = *New York Times*; *CW* = *The Curious Writer*; *VW* = *Voice of Witness Reader*; *Style* = *Style: Lessons in Clarity and Grace*

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Thursday, January 28	Wolf, "The Battle Plan" (access on Canvas) Articles from <i>NYT</i> KWL+ Exercise DUE
2	Tuesday, February 2	Williams, "Lesson 9: Concision" (<i>Style</i> 126-142) <i>Style</i> , Exercises 9.1 and 9.2 DUE
2	Thursday, February 4	Interview Project DUE (out-of-class writing) Interview Project Presentations
3	Tuesday, February 9	Interview Project Presentations (continued)
3	Thursday, February 11	Ballenger, "Chapter 4: Writing a Profile" (<i>CW</i> 111-153) Profile Essay Assigned
4	Tuesday, February 16	Langfitt, "A Rare, Spontaneous Democracy Debate in a Shanghai Taxi" (access on Canvas) Articles from <i>NYT</i> Double-Entry Journal DUE
4	Thursday, February 18	Eggers, "Achol Mayuol" (<i>VW</i> 149-157) Articles from <i>NYT</i>
5	Tuesday, February 23	Profile Essay Workshop—bring three copies of your complete draft
5	Thursday, February 25	Eggers, "Sergio Diaz" (<i>VW</i> 277-283) Articles from <i>NYT</i>

Week	Date	Topics, Readings, Assignments, Deadlines
6	Tuesday, March 1	Profile Essay DUE (out-of-class writing) Articles from <i>NYT</i>
6	Thursday, March 3	Articles from <i>NYT</i> KWL+ Exercise DUE
7	Tuesday, March 8	Williams, “Lesson 3: Actions” (<i>Style</i> 28-45) <i>Style</i> , Exercises 3.6 and 3.7 DUE
7	Thursday, March 10	Articles from <i>NYT</i>
8	Tuesday, March 15	Critical Reading and Reflection Essay #3 (in-class writing)
8	Thursday, March 17	Eggers, “Kalpona Akter” (VW 331-355) Articles from <i>NYT</i> Double-Entry Journal DUE
9	Tuesday, March 22	Ethnography Project Assigned Ballenger, “Chapter 9: Writing an Ethnographic Essay” (CW 337-382)
9	Thursday, March 24	“Lesson 4: Characters” (<i>Style</i> 46-65) <i>Style</i> Lesson 4, Exercises 4.1 and 4.4 DUE
10	Tuesday, March 29	No class—spring break!
10	Thursday, March 31	No class—spring break!
11	Tuesday, April 5	Ethnography Project DUE (out-of-class writing) Critical Essay Assigned Ethnography Project Presentations
11	Thursday, April 7	Ethnography Project Presentations
12	Tuesday, April 12	Ballenger, “Chapter 8: Writing a Critical Essay” (CW 285-335) Articles from <i>NYT</i> KWL+ Exercise DUE
12	Thursday, April 14	Lesson 5, “Cohesion and Coherence” (<i>Style</i> 66-79) <i>Style</i> , Exercise 5.1 DUE
13	Tuesday, April 19	Critical Essay Workshop—bring three copies of your complete draft
13	Thursday, April 21	Eggers, “Ibtisam Ilzghayyer” (VW 369-385) Articles from <i>NYT</i> Double-Entry Journal DUE
14	Tuesday, April 26	Critical Essay DUE (out-of-class writing) Articles from <i>NYT</i>
14	Thursday, April 28	Final Portfolio and Self-Reflection Essay Assigned Ballenger, “Appendix A: The Writing Portfolio” (CW 595-602)

Week	Date	Topics, Readings, Assignments, Deadlines
15	Tuesday, May 3	Williams, “Lesson 10: Shape” (<i>Style</i> 143-167) Style Workshop
15	Thursday, May 5	Reflecting on Your Writing
16	Tuesday, May 10	Identifying and Documenting Improved Skills
16	Thursday, May 12	Final Portfolio DUE Self-Reflection Essay DUE (out-of-class writing)
17	Date TBD	Final Examination Period—date and time TBD