

**San José State University**  
**Humanities and Arts**  
**HA 96F & HA 96S, Stretch English I and II**  
**Sections 11 and 15, Fall 2015 & Spring 2016**

**Course and Contact Information**

<b>Instructor:</b>	Allison St. Dennis
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<b>Office Hours:</b>	Monday and Wednesday, 12:00 p.m.-1:00 p.m.
<b>Class Days/Time:</b>	Section 11: MW 7:30-8:45 a.m. Section 15: MW 10:30-11:45 a.m.
<b>Classroom:</b>	SH 411
<b>Prerequisites:</b>	Credit for Stretch English I (HA 96F) is a prerequisite for Stretch English II (HA 96S).
<b>GE/SJSU Studies Category:</b>	Written Communication I (Area A2)

**Course Format**

This is a face-to-face class that meets in the classroom twice a week, but all students must use a computer to access the internet in order to post assignments and locate online materials and instruction.

**Canvas**

The course syllabus can be accessed on Canvas. Assignments will be posted in Canvas as well. 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 I is the first semester of a year-long ENGL 1A that will help you understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students will develop clear thinking and effective writing that give form and coherence to complex ideas. Students will practice these skills by writing for various audiences and rhetorical situations.

Stretch 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. 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 passing grade of C or better signifies that the student is 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. And 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 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: <https://sites.google.com/site/developmentalstudiesatsjsu/>

## **Section Description: 21<sup>st</sup> Century Reading and Writing in a Democratic World**

“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.”—Thomas Jefferson

The theme of this course centers on the quote above, in which Thomas Jefferson expresses the importance of an informed public; that is, if governments are instituted to lend order to society, that society would be better ordered by an educated public. This notion of an informed public governing itself is the foundation of democracy, the form of government the founding fathers and revolutionary colonists intended we live by.

In our course, we will engage in practices fundamental to a healthy democracy: reading and writing about newspaper stories that are circulating locally, nationally, and globally—stories of social advancements, conflicts, tragedies, and triumphs—which help us foster reasoned opinion and debate. At the same time, we will examine the limitations to a free press and democratic agency.

Acknowledging these problems makes our endeavors to read and write about these stories all the more essential, as they are the first steps toward shaping a world that reflects our values, establishes our rights, and empowers people to rule themselves.

## **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 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 local and 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, writing, revising, and editing. As you see in the table, the assignments require about 9500 words, of which about 4000 are in revised final draft form. 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. Table 1 explains exactly how the Written Communication I word minimum 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	Essay 1: 600 words	2100	in-class writing	F	GELO 1, 2, 3,4, 5
	Essay 2: 750 words			F	
	Essay 3: 750 words			S	
Data-driven analyses	Personal Essay 1000 words	2500	out of class writing	F	GELO 2, 3, 5
	Interview Project 1000 words			S	
	Ethnography Project 500 words			S	
Major Essays	Essay for Public Forum 750 words	2950	out of class writing	F	GELO 2, 3, 4, 5
	Profile Essay 1000 words			S	
	Critical Essay 1200 words			S	
Portfolio/self-reflection essays	Midyear 750 words	1950	in-class writing out of class writing	F	GELO 1, 2, 3, 4, 5
	Final 1200 words			S	

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

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

Upon successful completion of this coursework, 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. It is an integral part of democracy, too. That is why Thomas Jefferson advocated public education to a new democratic nation: to act collectively for the common good, we must be trained to read effectively so that we might understand positions of those citizens removed from us across the expanse of the nation we inhabit together.

Reading for the course is both extensive and intensive. It includes useful samples of writing for a variety of audiences. You will read stories daily in *The New York Times (International)* as well as articles and essays on literacy and democracy. You will also read selections from *Give Me Liberty* by Naomi Wolf, as well as additional from other authors. These texts are part of the extended investigation we will conduct this year into the relationship between literacy and democracy; reading these texts, you will practice reading to learn, to reflect, and to respond. These texts will also serve as writing samples for study, and models for imitation.

To help you connect your reading to the writing you do, you will also purchase and use a dictionary, a rhetoric, a sentence development text, and the campus handbook. In these books you will engage reading to learn and practice writing skills.

## Textbooks

The following textbooks can be purchased at the Spartan Bookstore or from an online vendor. If you are ordering online, use the ISBN number listed to be sure to get the appropriate edition and format.

- Ballenger, Bruce. *The Curious Writer. Brief* 4<sup>th</sup> edition. ISBN-13: 978-0-205-87665-5
- Williams, Joseph, and Joseph Bizup. *Style: Lessons in Clarity and Grace*. 11<sup>th</sup> ed. ISBN-13: 978-0-321-89868-5
- Lunsford, Andrea. A digital version of *The Everyday Writer* called *Writer's Help* can be found by clicking the link in our Canvas course menu. Access is free to you.

## Other Readings

- You will also subscribe to the digital version of *The New York Times (International)*

You will purchase a digital subscription of *The New York Times (International)* 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. Use the following link to access the educational subscription page:

<http://homedelivery.nytimes.com/HDS/CMHome.do?mode=CMHome&CampaignCode=393W8>

- Wolf, Naomi, *Give Me Liberty: A Handbook for American Revolutionaries*. ISBN: 978-1-4165-9056-9
- Articles from alternate print or online journals: *San Jose Mercury News*, *Los Angeles Times*, *Salon*, *Reuters*, *Guardian*, *Aljazeera*, etc.
- Other required reading will be posted in a "Readings" folder in Canvas.

## Other equipment / material requirements (optional)

- A dictionary
- A composition book or a thin, spiral-bound notebook for sentence development exercises
- 4 blue or green exam booklets for in-class essays

## Library Liaison

Matoush, Toby

Phone: (408) 808-2096

Email: [toby.matoush@sjsu.edu](mailto:toby.matoush@sjsu.edu)

## Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including 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>.

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.

You will upload your writing files to our Canvas course so that I can use electronic copies for workshops. But you will submit all writing to be graded in hardcopy (paper) as well, so that I can mark the paper and grade it. Additionally, to foster your public voice, you are required to post some assignments to our course blog as comments; find the blog at <https://21stcenturydemocracyha96.wordpress.com/>

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 (in class and out of class). 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.

Because it is important that you be able to articulate the learning you achieve through these assignments, in both fall and spring you will also turn in a portfolio of writing assignments, along with an essay that reflects on your progress toward achieving the course learning objectives.

### ***Midyear Self-Reflection and 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/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 Self-Reflection and 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.

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

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. 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 in order to develop your skills as a writer—and to get what you need. That will take commitment, of your time and your attention, to the work of this class; commitment to seek out the support and resources you need, both in class and out of class. Be sure to factor into your study plan for this semester, the time and attention you need to develop 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** of the assigned work, and you will need to demonstrate measurable progress in at least 75% of the GELOs to earn credit (CR) in HA96F.

Item	% of Course Grade	Word Count*	Type of Assignment
Critical Reading/Reflection 1	3%	600	in-class
Personal Essay	5%	(1000)	out of class
NYT Blog	7.5%	(750)	out of class
Critical Reading/Reflection 2	5%	750	in-class
Self-Reflection/Midyear Portfolio	7.5%	750	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*	Type of Assignment
Interview Transcript	2%	1000	out of class
Profile Essay	10%	(1000)	out of class
Ethnography Presentation	5%	500	out of class
Critical Reading/Reflection 3	5%	750	in-class
Critical Essay	15%	(1200)	out of class
Self-Reflection/Final Portfolio	15%	(1200)	out of class
Participation	10%	N/A	in-class

**Word Count/ Fall and Spring: 9500/ (5150 finished writing)**

## Grading System for Individual Assignments

We will 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 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.

**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.

## Grading Practices and Policies

### *Course Grade Calculations*

Course grades are based on the grades you earn on the work you produce; note that these grades are not averaged but weighted to determine the final grade. In weighting letter grades, an A+ will be valued at 12, an A at 11, an A- at 10, etc. So an A+ on the Profile Essay assignment, for instance, will be calculated as 12 x .5 of the course grade in HA 96S.

**Grading: Course Grading for all GE Area A2 courses, including Stretch English includes a range 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.

English 1A-F 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 the student is a capable college-level writer and reader of English.

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.” 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.

### **SJSU Attendance Policy**

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

Although you are not given a grade for attendance, you are given a grade for participation. Please come to class on time, prepared to participate, with homework completed. Your grade will be adversely affected if you are neither in attendance or without complete assignments because you will be unable to participate.

### **Classroom Policies**

#### ***Late Work Policy***

No late work will be accepted; please honor the deadlines. No homework will be accepted via email. You must be in attendance to submit work. Work completed in class cannot be made up in the case of an absence. Participation in workshops and class activities is mandatory. In-class essays can only be made up with an excused absence supported by written documentation of a serious and compelling reason for the absence. You must email me to request a make-up.

#### ***Email Correspondence***

- No homework or papers will be accepted via email. I encourage you to email me to ask questions or to inform me of problems or absences, but otherwise, homework will be accepted only in class.
- Use your SJSU student email account for all correspondence for this course. I will be emailing you through this account, so be sure to check it.

- Criteria for emailing me: Put your name and the name of our course in the Subject of your email. In your email, please address me by name, either “Allison” or by using a title in conjunction with my last name, such as “Ms. St. Dennis” or “Professor St. Dennis.” Also, you must write in your best prose: Write in complete sentences with
- capitalization, punctuation, Standard Written English, and no “text-messaging” abbreviations. If you do not, I will return your email requesting that you revise your work. **Start practicing professionalism now in your correspondence.**

### ***Classroom Protocol***

Students are expected to conduct themselves in a manner appropriate to the college class, respectful of the instructor and other students. Any disruptive behavior will result in disciplinary action and the student will be asked to leave the classroom and the matter may be referred to the Dean of Student Services. Disruptive behavior includes talking while the instructor is lecturing, inappropriate language, and activities unrelated to the course and discussion at hand. Electronic devices in class may be used for educational purposes related to our course only to access reading assignments, not for personal reasons. Ringers should be turned off.

### ***Plagiarism***

To plagiarize is to use the language and thoughts of another author and represent them as one’s own. When borrowing information from outside sources, you must credit the author; neglecting to do so is an act of academic dishonesty and in violation of the university’s Office of Student Conduct’s Academic Integrity Policy (Please see the [Academic Integrity Policy](http://info.sjsu.edu/static/catalog/integrity.html) at <http://info.sjsu.edu/static/catalog/integrity.html>. Plagiarism will result in automatic failure of the assignment and may be reported to the Office of Student Conduct for possible additional penalty. We will review in class what constitutes plagiarism and discuss the MLA format—which can be found in *The Everyday Writer*—for citing outside sources.

### ***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 SJSU’s policies and practices; 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 following policies by linking to the Frosh Writing program page at [http://www.sjsu.edu/english/frosh/program\\_policies/index.html](http://www.sjsu.edu/english/frosh/program_policies/index.html):

- Adding and dropping classes
- Seeking consent to record classes
- Preserving academic integrity
- Making education accessible to all

### ***Student Technology Resources***

**Academic Success Center (Clark Hall).** Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college.

**Media Services (Martin Luther King Library).** 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 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 successfully navigate through their university experience. You are encouraged to take advantage of their services which include 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.

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 preparing for the Writing Skills Test (WST), 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 Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

### **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. (Note: You need to have a QR Reader to



scan this code.)

### **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic 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

### Notes:

1. Assignments and due dates are subject to change. Such changes will be announced in class and in Canvas at least one class meeting in advance.
2. All reading assignments and homework are due the dates they are listed below. Come to class having completed any assigned homework and/or reading and be prepared to participate in class.
3. All reading assignments not in your textbooks or in newspapers are posted in Canvas. It is your responsibility to go to Canvas, download the reading, print it out, read it, and bring it to class.
4. Bring assigned reading texts to class the dates they are listed below.
5. I will use Canvas to post announcements, assignments, supplementary reading materials, and points. You will submit out-of-class essays on Canvas and Blog assignments on our course blog at <https://21stcenturydemocracyha96.wordpress.com/>
6. You are not responsible for completing any exercises you encounter in your reading as homework if they are not listed in our schedule.

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	M, 8/24	<p><b>First Day of Instruction:</b> syllabus review, newspaper survey, “Millenials Read Print News,” subscribe to the <i>New York Times</i> (NYT) digital</p> <p><b>Blog Assignment #1 due:</b> NYT article post at <a href="https://21stcenturydemocracyha96.wordpress.com/">https://21stcenturydemocracyha96.wordpress.com/</a></p>
1	W, 8/26	<p><b>Read:</b> Stories from the International front page of the <i>NYT</i></p> <p><b>Blog Assignment #2 due:</b> NYT article post at <a href="https://21stcenturydemocracyha96.wordpress.com/">https://21stcenturydemocracyha96.wordpress.com/</a></p> <p><b>In class:</b> Write a benchmark essay</p>
2	M, 8/31	<p><b>Read:</b> Stories from the International front page of the <i>NYT</i></p> <p><b>Read:</b> Jefferson’s <i>The Declaration of Independence</i> (in Canvas/Readings folder)</p> <p><b>Read:</b> Ballenger, Chapter 2, “Reading as Inquiry” (39-68)</p> <p><b>In class:</b> Language background survey</p>
2	W, 9/2	<p><b>Read:</b> Stories from the International front page of the <i>NYT</i></p> <p><b>Read:</b> “Few Read, Many Twitter” and “When Here Sees There” (in Canvas/Readings folder)</p> <p><b>Bring to class:</b> Annotation Assignment—Bring in a photocopy of a <i>NYT</i> article with your annotations (consult Ballenger’s sample annotation on p. 53).</p> <p><b>In class:</b> Annotating Activity and Vocabulary</p>
3	M, 9/7	<p><b>Holiday</b>—Labor Day, Campus Closed</p> <p><b>Read:</b> Naomi Wolf’s “Introduction” from <i>Give Me Liberty</i> (3-12)</p> <p><b>Blog Assignment #3 due:</b> Response to Wolf’s introduction at <a href="https://21stcenturydemocracyha96.wordpress.com/">https://21stcenturydemocracyha96.wordpress.com/</a></p>

Week	Date	Topics, Readings, Assignments, Deadlines
3	W, 9/9	<b>Read:</b> Stories from the International front page of the <i>NYT</i> <b>Review:</b> Ballenger pp. 50-52 to prepare for in-class activity <b>In class:</b> KWL+ exercise
4	M, 9/14	<b>Read:</b> Stories from the International front page of the <i>NYT</i> <b>Read:</b> Williams and Bizup, Lesson 7 (98-108) <b>Blog Assignment #4 due:</b> Article Tweet at <a href="https://21stcenturydemocracyha96.wordpress.com/">https://21stcenturydemocracyha96.wordpress.com/</a> <b>Bring to class:</b> Double-entry journal pages for your story <b>In class:</b> Workshop thesis for essay
4	W, 9/16	<b>Read:</b> Stories from the International front page of the <i>NYT</i> <b>Bring to class:</b> A completed KWL+ for your story (at least three stories on your <i>NYT</i> topic); and a double-entry journal page for your story (Consult Ballenger, pp. 54-55) <b>In class:</b> Workshop introduction for your essay
5	M, 9/21	<b>Read:</b> Stories from the International front page of the <i>NYT</i> <b>Read:</b> Ballenger, Chapter 12, “Using and Citing Sources” (477-485) <b>Read:</b> Lunsford, “Planning and drafting” (7c-7f) and “Parts of Sentences” (31j-31m) <b>In class:</b> Selecting and rehearsing evidence for your essay
5	W, 9/23	<b>In class:</b> Critical Reading/Reflection Essay 1: in-class writing <b>Bring to class:</b> Annotated story, KWL+, double-entry journal, outline, to be submitted with your draft.
6	M, 9/28	<b>Read:</b> Ballenger, Chapter 1, “Writing as Inquiry” (3-37) <b>Read:</b> “Write What Happened” and “In Zimbabwe, We Don’t Cry for Lions” (both in Canvas/Readings folder) <b>Read:</b> Stories from the International front page of the <i>NYT</i> <b>Bring to class:</b> An annotated copy of “Write What Happened” <b>In class:</b> Writing process inventory/plan
6	W, 9/30	<b>Read:</b> Ballenger, Chapter 3, “Writing a Personal Essay” (71-109) <b>Read:</b> “Weaving Story into Breaking News” (in Canvas/Readings folder) <b>Read:</b> Stories from the International front page of the <i>NYT</i> <b>Bring to class:</b> An annotated copy of “Weaving Story” essay <b>In class:</b> repurposing your reading/reflection for a new audience
7	M, 10/5	<b>Bring to class:</b> Prewriting and a quick sketch for your essay (Ballinger 95-101) <b>In class activity:</b> choosing a pattern for developing a narrative

Week	Date	Topics, Readings, Assignments, Deadlines
7	W, 10/7	<b>Read:</b> Ballenger, Chapter 14, “The Writer’s Workshop,” (575-594) and “Format” (494-495) <b>Read:</b> Lunsford, Chs. 37a and c, 40a, b, and c, and 8b <b>In class:</b> generating details in sentences for narrative writing
8	M, 10/12	<b>Bring to class:</b> three copies of the complete draft of your Personal Essay <b>In class:</b> peer workshop for your draft
8	W, 10/14	<b>Read:</b> Williams and Bizup, Appendix I, “Punctuating Beginnings” (217-219) <b>Bring to class:</b> a new draft that incorporates the suggestions from the 10/12 workshop <b>In class:</b> sentence-editing workshop to refine sentences and choose effective punctuation
9	M, 10/19	<b>Read:</b> Stories from the International front page of the <i>NYT</i> <b>Bring to class:</b> Final draft of your Personal Essay: submit all prewriting (plan, outlines, drafts, along with the cover sheet and essay) <b>In class:</b> repurposing narrative as argument
9	W, 10/21	<b>Read:</b> Opinion pages <i>NYT</i> <b>Read:</b> Ballenger, Chapter 7, “Writing an Argument” (235-283) <b>Read:</b> Williams and Bizup, Lesson 8 (113-124)
10	M, 10/26	<b>Read:</b> Opinion pages <i>NYT</i> <b>Read:</b> Ballenger, Chapter 12, “MLA Documentation Guidelines” (486-493) <b>Read:</b> Williams and Bizup, “Using Quotations in Your Text” (233-237) <b>In class:</b> repurposing critical reading/reflection and personal narrative for a new audience and context: choosing evidence and citing sources
10	W, 10/28	<b>Read:</b> Opinion pages <i>NYT</i> <b>Blog Assignment #5:</b> Post to two samples of effective opinion pieces you have read at <a href="https://21stcenturydemocracy96.wordpress.com/">https://21stcenturydemocracy96.wordpress.com/</a> Be prepared to explain in class what made them persuasive. <b>In class:</b> opening gestures and closing appeals.
11	M, 11/2	<b>Read:</b> Opinion pages <i>NYT</i> <b>Read:</b> Williams and Bizup, Lesson 8 (113-124) <b>Bring to class:</b> A sketch of your argument (see Ballenger pp. 238-40 and 267-73) <b>In class:</b> shaping evidence in paragraphs: claims, reasons, and evidence
11	W, 11/4	<b>Read:</b> Opinion pages <i>NYT</i> <b>Read:</b> Ballenger, Chapter 13, “Revision Strategies” <b>Bring to class:</b> three copies of the complete draft of your blog <b>In class:</b> peer workshop for your draft

Week	Date	Topics, Readings, Assignments, Deadlines
12	M, 11/9	<b>Bring to class:</b> three copies of a new draft that incorporates the suggestions from the 11/4 workshop <b>Read:</b> Williams and Bizup, Lesson 9 (126-142) <b>In class:</b> editing workshop
12	W, 11/11	<b>Holiday:</b> Veteran's Day, Campus Closed
13	M, 11/16	<b>Bring to class:</b> Final draft of your blog: submit all prewriting (plan, outlines, drafts, along with the cover sheet and essay) in class <b>Blog Assignment #6:</b> Post your final draft of your blog online at <a href="https://21stcenturydemocracyha96.wordpress.com/">https://21stcenturydemocracyha96.wordpress.com/</a> <b>Read:</b> Ballenger, Appendix A, "The Writing Portfolio" <b>In class:</b> inventory of strategies for emotional and logical appeal in your essays, and inventory of learning objectives
13	W, 11/18	<b>Read:</b> Wolf's "Freedom Is Intended as a Challenge" (13-21) <b>Bring to class:</b> an annotated copy of the reading, and a double-entry journal of it <b>Bring to class:</b> Composition book (a small notebook) <b>In class:</b> inventory of reading strategies; commonplace book: imitation exercise
14	M, 11/23	<b>Re-read:</b> Ballenger "A First Reflection on Your Writing Process" (pp. 16-33) <b>In class:</b> finding a thesis, inventory of process strategy, composition book
14	W, 11/25	<b>In class:</b> Critical Reading/Reflection Essay 2: in-class writing <b>Bring to class:</b> annotations, double-entry journal pages, other prewriting, outline/sketch, and your CR/R1, to submit with your draft
15	M, 11/30	<b>Read:</b> Ballenger, Chapter 4, "Writing a Profile" (111-153) <b>Bring to class:</b> a list of possible interview subjects for yours news investigation <b>In class:</b> inventory of revision and editing strategies
15	W, 12/2	<b>In class:</b> Write the Self-Reflection essay in class; submit the portfolio for midyear assessment, which will include all prewriting and outline/sketch of the self-reflection essay
16	M, 12/7	<b>Bring to class:</b> KWL+ for the interview project and a draft of a set of interview questions for your interview subject(s)
Final Exam	M, 12/14 T, 12/15	Meet to finalize plans for January interviewing, reading, and developing commonplace book. Sect 11 (MW 7:30 class): Final exam is in our classroom, M, 12/14: 7:15-9:30 am Sect 15 (MW 10:30 class): Final exam is in our classroom, T, 12/15, 9:45am-12:00pm

Winter Recess: 12/22-1/26

### Your January Reading and Interview Assignments

Over the winter break, conduct your investigative interview(s) in the field. Develop KWL+ for your reader to refine questions, possibly re-interview. Read pp. 23-90 from Wolf's *Give Me Liberty*. Keep a double-entry journal of this reading.

## HA 96S / Stretch English II, Spring 2016, Projected Course Schedule

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	M, 2/1	<b>Bring to class:</b> 3 copies of your interview transcript and KWL+ for this project <b>In class:</b> interpret field notes to identify KWL+ notes <b>Read:</b> Dan Bright's Profile (87-107) in Canvas
1	W, 2/3	<b>Bring to class:</b> Final Interview Transcript; submitted with field notes and KWL+notes <b>Read:</b> Beverly Monroe's Profile in Canvas (55-84) <b>Bring to class:</b> double-entry journal page for Beverly Monroe's Profile <b>In class:</b> interpreting the editorial choices of the profile
2	M, 2/8	<b>Read:</b> Wolf, "Principle One" (91-104) <b>Bring to class:</b> Double-entry journal page for Wolf's "Principle One"
2	W, 2/10	<b>Read:</b> Lorena's profile (109-127) in Canvas
3	M, 2/15	<b>Read:</b> Ballenger, Chapter 4, "Writing a Profile" (111-153) <b>Read:</b> Wolf, "Principle Two" (105-123) <b>Bring to class:</b> Double-entry journal of "Principle Two"
3	W, 2/17	<b>Bring to class:</b> 3 copies of a complete draft for your profile essay
4	M, 2/22	<b>Bring to class:</b> 3 copies of your revised draft (a revision of your draft based on feedback received from the peer editing workshop of 2/17)
4	W, 2/24	<b>Bring to class:</b> A final draft of your Profile Essay; submit all prewriting, plan, outlines, drafts, cover letter, and essay <b>Read:</b> Wolf, "Principle Three" (125-139) <b>Bring to class:</b> Double-entry journal of "Principle Three"
5	M, 2/29	<b>Read:</b> Wolf, "Principle Four" (141-155)

Week	Date	Topics, Readings, Assignments, Deadlines
		<b>Read:</b> Scruton’s “A Point of View: Is Democracy Overrated?” (Canvas/Readings folder) <b>Bring to class:</b> Double-entry journal of “Principle Four”
5	W, 3/2	<b>Read:</b> Wolf, “Principle Five” (157-171) <b>Bring to class:</b> Double-entry journal of “Principle Five”
6	M, 3/7	<b>In class:</b> Critical Reading/Response Essay 3: in-class writing <b>Bring to class:</b> double-entry journals from Wolf reading, your KWL+ and annotated articles from your NYT story, outline/sketch, to be submitted with your draft
6	W, 3/9	<b>Read:</b> Ballenger, Chapter 9, “Ethnographic Essay” (337-382) <b>Read:</b> Alternate journal article on your <i>NYT</i> story (complete KWL+)
7	M, 3/14	<b>Read:</b> Lunsford, Chapter 3, “Multimodal Assignments” (20-36) <b>Read:</b> Wolf’s “Principle Six” (173-187) <b>Bring to class:</b> Double-entry journal of “Principle Six”
7	W, 3/16	<b>Read:</b> Wolf’s “Principle Seven” (189-211) <b>Bring to class:</b> Double-entry journal of “Principle Seven” <b>In class:</b> group workshop for ethnographic essay
8	M, 3/21	<b>Read:</b> Alternate journal article on your <i>NYT</i> story (complete KWL+) <b>In class:</b> group workshop for ethnographic essay
8	W, 3/23	<b>Read:</b> Alternate journal article on your <i>NYT</i> story (complete KWL+) <b>Bring to class:</b> a complete KWL+ for your story from your alternate journal reading <b>In class:</b> group workshop for ethnographic essay
9	M, 3/28	<b>Spring Recess, Campus Closed</b> —prepare for next week’s Ethnographic presentations
9	W, 3/30	<b>Spring Recess, Campus Closed</b> —prepare for next week’s Ethnographic presentations
10	M, 4/4	<b>In class:</b> Ethnographic Presentations
10	W, 4/6	<b>In class:</b> Ethnographic Presentations
11	M, 4/11	<b>In class:</b> Ethnographic Presentations <b>Read:</b> Ballenger, Chapter 8, “Writing a Critical Essay” (285-335)
11	W, 4/13	<b>Bring to class:</b> all KWL+ and double-entry journal pages from previous essays on your <i>NYT</i> story <b>In class:</b> workshop to create a sketch/outline for your critical essay
12	M, 4/18	<b>Bring to class:</b> a sketch of the argument for your critical essay

Week	Date	Topics, Readings, Assignments, Deadlines
		<b>In class:</b> paragraph development workshop
12	W, 4/20	<b>Read:</b> Ballenger, “Preparing the Works Cited Page” (497-513) <b>Bring to class:</b> a draft of your body paragraphs for your critical essay <b>In class:</b> paragraph revision workshop
13	M, 4/25	<b>Bring to class:</b> opening and closing paragraphs for critical essay <b>In class:</b> sentence revision workshop
13	W, 4/27	<b>Bring to class:</b> 3 drafts of your critical essay for peer review Critical Essay due
14	M, 5/2	<b>Bring to class:</b> Final draft of Critical Essay; submit all prewriting, sketches or outlines, peer reviewed drafts, and cover sheet.
14	W, 5/4	<b>Read:</b> Ballenger, Chapter 5, “Writing a Review” (155-191) <b>Bring to class:</b> your midyear portfolio and self-reflection essay <b>In class:</b> workshop to inventory and document improved skills
15	M, 5/9	<b>In class:</b> reflecting on your own writing (double-entry journaling); quoting yourself, critiquing yourself
15	W, 5/11	<b>In class:</b> planning paragraphs as logical units; rehearsing sentences analyzing evidence
16	M, 5/16	<b>Bring to class:</b> Final Self-reflection essay and Portfolio due Last day of instruction
Final Exam	TBA	5/18-5/24—Date and time of meeting TBA There is no final for the course. We will meet to celebrate our year together. Final portfolios and reflection essays will be assessed by Stretch English instructors during finals week.