

San José State University
Humanities and Arts
HA 96F & HA 96S, Stretch English I and II,
Section 14, Fall 2015 and Spring 2016

Course and Contact Information

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Class Days/Time:	Tuesdays & Thursdays, 9am – 10:15am
Classroom:	Sweeney Hall, room 411
Prerequisite:	Credit for Stretch English I (HA96F) is a prerequisite for Stretch English II (HA96S).
GE/SJSU Studies Category:	Written Communication I (Area A2)

Faculty Web Page and MYSJSU Messaging

This course syllabus can be downloaded from the English department's website: <http://www.sjsu.edu/english/>. You are responsible for regularly checking your campus email 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/developmentalstudiesatsju/>

Section Description:

This semester we will explore the forces that help define and shape our identity. Through our reading, thinking, and writing, we will more fully understand ourselves, our world, and the power we have to impact both of these.

Learning Outcomes and Course Content

The following learning outcomes and course goals 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 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, at least 4000 of which 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	CRR 1: 600 words CRR 2: 750 words CRR 3: 750 words	2100	in-class writing	F F S	GELO 1, 2, 3,4, 5
Data-driven analyses	Personal Essay 750 words Media Presentation 500 words Research Project 750 words	2000	out of class writing	F S S	GELO 2, 3, 5
Major Essays	Blog Assignment 1000 words Profile Essay 1000 words Critical Essay 1200 words	3200	out of class writing	F S S	GELO 2, 3, 4, 5
Portfolio/self-reflection essays	Midyear 750 words Final 1000 words	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.

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).

Reading & Required Texts

Reading is an integral part of writing. Reading for the course is both extensive and intensive. It includes useful samples of writing for a variety of audiences. You will read selections from an anthology, *Rereading America*, as well as a book-length work – *The Other Wes Moore* by Wes Moore. These texts are part of the extended investigation we will conduct this year into identity; 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 Course Reader/rhetoric, and the campus handbook. In these books you will engage reading to learn and practice writing skills.

The following textbooks are required for this course:

1. Colombo, Gary. *Rereading America*. 9th edition.
 - Available at the Spartan Bookstore.
2. Cook, Sara. *Course Reader*.
 - Available at Maple Press, 481 E. San Carlos Street.
3. Lunsford, Andrea. *The Everyday Writer*.
 - Available electronically, in your Canvas account.
4. Moore, Wes. *The Other Wes Moore*.
 - Available at the Spartan Bookstore.

Library Liaison

Throughout this course, as well as the remainder of your time at SJSU, you will need to hunt down information as part of your collegial work. Some of this hunting will take you to our wonderful library – a valuable resource that you should become familiar with. If you find yourself needing help using the library, Toby Matoush is the library liaison for English and Comparative Literature and can shepherd you through your investigations. Don't be afraid to ask!

Phone: (408) 808-2096

Email: 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>.

Writing

The fall writing assignments include: A benchmark essay and 2 critical reading and reflection essays, written in class; a personal essay; a public argument essay; a self-reflection essay (written in class).

The spring writing assignments include: A media presentation, a profile essay, a critical/reflection essay (written in class), a research project, a critical essay, and a self-reflection essay.

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.

Reading

Class discussions and activities are based on the reading. It is pertinent that you have the reading completed on the corresponding date on the schedule – I cannot emphasize the importance of this enough. I expect you to read slowly, attentively, and to annotate your text with a pen or pencil.

Workshops

Workshops are a chance for you to test drive your prose and are very important to the writing process. In other words, workshops are mandatory. Workshops are conducted in class, and you are required to submit your draft copies from the workshop. If you miss a workshop, you are choosing to forfeit 10% of your final assignment grade.

Participation

This is a **seminar** course; oral participation is necessary: your thoughts and questions are important to the discussion and our communal growth as writers. The potency of our class depends upon our commitment to reading, discussing, and writing with conscientiousness and consistency. You are expected to participate with flawless preparation and awe-inspiring enthusiasm.

Regular attendance is crucial to your success in this class. Remember, there are no “excused” absences in college. If you fail to attend a class, you are still expected to get details on whatever topics were covered in class, and complete the homework for the next meeting. It is your responsibility to contact me or a classmate to see what you missed. Participation is assessed by contributions to class discussions, and in-class activities (both individual and group).

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.”

Other Work

You will have various other homework and in-class assignments during our year together. These cannot be made up, and are due in class, on their due date.

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: The first semester of this course, HA 96F, is graded CR/NC. Grades in the fall are based on measured progress toward proficiency in the learning objectives outlined above. 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	Type of Assignment
Critical Reading/Reflection 1	3%	600	in-class
Personal Essay	5%	750	out of class
Blog Assignment	7.5%	1000	out of class
Critical Reading/Reflection 2	5%	750	in-class
Self-Reflection/Midyear Portfolio	5%	750	in-class
Participation	5%	N/A	in-class
Other Work	5%	800	in & out of class
<i>Fall semester total = (35.5%)</i>		<i>(4,650)</i>	

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
Media Presentation	7%	500	in & out of class
Profile Essay	10%	1000	out of class
Critical Reading/Reflection 3	7.5%	750	in-class
Research Project	10%	750	out of class
Critical Essay	15%	1200	out of class
Self-Reflection/Portfolio	5%	1000	out of class
Participation	5%	N/A	in-class
Other Work	5%	800	in & out of class
<i>Spring semester total = (64.5%)</i>		<i>(6,500)</i>	

Total word count for year-long course: 11,150

Grading Criteria

The following descriptions will give you a general sense of the standards that Written Communication I sets for “college-level” writing competency. By the end of this course, you need to earn a “C” (or better) in order to receive credit in GE Area A2.

A = Excellent. This essay is organized and well constructed. It demonstrates a clear understanding of the topic and has a focused thesis. Ideas are clearly presented and supported with specific details. Paragraphs are fully developed and flow easily from one to the next. The language is varied, lively and syntactically complex. This paper is virtually free of mechanical errors and is a pleasure to read.

B = Very good. This essay shows an understanding of the prompt, but is less precise and original than the “A” paper. This paper exhibits clear ideas and supports them with examples, but may lack sentence variety and a

consistent, smooth flow. This paper may contain minor grammatical and/or mechanical errors, however it does exhibit overall confidence.

C = Average. This essay discusses the prompt, but in a superficial or overly generalized way. The paragraphs show a lack of firm control of the ideas and neglect to provide sufficient support and detail. Word choice and syntax is unvaried and simplistic and mechanical errors may be frequent enough to distract the reader.

D = Poor. This essay makes an attempt to discuss the prompt, but is poorly organized, vague, and lacks appropriate and/or adequate examples. The paper exhibits a weak control of ideas and syntax and is full of mechanical and grammatical errors.

F = Unacceptable. This essay does not adequately fulfill any of the requirements of the assignment. It fails to address the prompt or misrepresents it significantly. It lacks coherence, clarity and development. This essay does not demonstrate a competent understanding of grammar and mechanics.

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.

Final Grade Calculations:

A+ = 100-97%	A = 96-93%	A- = 92-90%
B+ = 89-87%	B = 86-83%	B- = 82-80%
C+ = 79-77%	C = 76-73%	C- = 72-70%
D+ = 69-67%	D = 66-63%	D- = 62-60%
F = 59-0% Unsatisfactory		

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 English 1A-S 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, HA96S, 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 (English 1A-S) 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.

Classroom Protocol

In this class I expect you to:

1. Enjoy and commit yourself. Academic work is what you make of it!
2. Come to class on time. Tardiness is disruptive and disrespectful, and chronic tardiness will affect your grade.
3. Turn off your cell phone before class. If your phone rings during class, or you are texting during class I will ask you to leave.
4. Engage yourself in our class. If you are doing anything other than being present in our class work I will ask you to leave.
5. Take responsibility for your actions, positive and negative. Remember teachers do not “give” grades, you earn them.
6. Communicate with me. I am here to help you, but I have no way of knowing if you are unclear about an assignment or are otherwise having trouble unless you tell me. If you have questions about the work, speak up in class, come to see me in my office, or send an email.

My Professional Policies

1. I do not accept late work. (See the last page of this syllabus for the one exception to this policy)
2. I do not accept work via email.
3. In class work cannot be made-up (this includes in-class essays, workshops, and “other work”).
4. I reserve the right to publish your work to the class as part of our workshop activities.
5. Please come to my office hours for any help you want; that is what I am here for.

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:

- 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](#) 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 10th 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 7th 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>.

A few last words

Once you graduate with your Bachelor's degree, you will be among the top 1% educated people in the world. From this fact I would like you 1) take pride in this, and 2) don't take this opportunity for granted. Don't slack. Don't be disrespectful. Enjoy your time at SJSU and work hard.

Writing well is difficult, and like anything else you have to work at it. Don't sit back and wait for your brain to effortlessly absorb the material. Engage yourself and you may discover that your writing reveals things to you that you didn't know *and* that your writing is better than you thought. Lastly, please ask me about any assignment if it is unclear to you. And, please do not hesitate to come talk to me about anything – assignments or otherwise. I am here to help you, and look forward to working with you this semester.

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

This schedule is subject to change with fair notice. Changes to schedule will be announced in class and via email, using your MySJSU contact information. All scheduled readings and assignments need to be completed by the time you come to class on the day they are listed.

RA = Rereading America, 9th edition

CR = Course Reader

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/20/15	Introduction & surveys
2	8/25/15	Diagnostic essay (in-class)
2	8/27/15	Chapter 2, <i>The Everyday Writer</i>
3	9/1/15	“Shitty First Drafts” (CR)
3	9/3/15	Discuss Diagnostic essays
4	9/8/15	“Looking for Work” (RA, pgs. 22-26)
4	9/10/15	Thesis statements & writing concretely
5	9/15/15	Preparation for CCR #1
5	9/17/15	In-class essay: Critical reading/reflection #1
6	9/22/15	“Kitchen” (CR)
6	9/24/15	Discuss CCR #1
7	9/29/15	“Veiled Intentions” (CR)
7	10/1/15	Introductory paragraph/s due Discuss revising, editing, and proofreading (CR)
8	10/6/15	Revising workshop: Complete 1st draft of personal essay due
8	10/8/15	Editing workshop: Complete 2nd draft of personal essay due

Week	Date	Topics, Readings, Assignments, Deadlines
9	10/13/15	Personal essay due
9	10/15/15	Exploring Blogs <i>*Meet in Sweeney Hall, room 229</i>
10	10/20/15	“I Just Want to be Average” (RA, pgs. 151-162)
10	10/22/15	1 to 1 workshop (in my office: Faculty Offices building, room 115)
11	10/27/15	1 to 1 workshop (in my office: Faculty Offices building, room 115)
11	10/29/15	“College at Risk” (RA, pgs. 219-227)
12	11/3/15	Workshop: Complete drafts of at least 4 blog entries
12	11/5/15	Workshop: Complete drafts of all blog entries
13	11/10/15	Blog assignment due
13	11/12/15	“Becoming Members of Society” (RA, pgs. 387-395)
14	11/17/15	Using and documenting sources (CR)
14	11/19/15	In-class essay: Critical reading/reflection #2
15	11/24/15	Inventory of the semester
15	11/26/15	Thanksgiving break – no class
16	12/1/15	Portfolio preparation
16	12/3/15	In-class essay: Self-reflection essay to accompany midyear portfolio FALL PORTFOLIO DUE
17	12/8/15	Midyear writing assessment survey
Final Exam		There is no exam. Your midyear portfolio and reflection essay will be scored by Stretch English instructors during finals week.

Winter Break Assignment: *Over the winter break, you will choose and investigate your media source.*

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

This is a draft of our coursework for spring. I will make adjustments based on our fall experience, and send you a revised schedule, if necessary, in January. All scheduled readings and assignments need to be completed by the time you come to class on the day they are listed.

RA = Rereading America, 9th edition

CR = Course Reader

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/28/16	Review
2	2/2/16	“Miss Representation” (in-class)
2	2/4/16	“Miss Representation” (in-class)
3	2/9/16	“Bros Before Hos” (RA, pgs. 461-470)
3	2/11/16	Workshop: Complete draft of Media Presentation due. Bring your draft on a flashdrive, or email it to yourself before class. <i>Meet in Sweeney Hall, room 229</i>
4	2/16/16	Presentations
4	2/18/16	Presentations
5	2/23/16	“Making it in America” (RA, pgs. 333-340)
5	2/25/16	“Passengers” (CR, pgs. 70-72)
6	3/1/16	Workshop: Complete draft of profile essay due
6	3/3/16	Profile essay due
7	3/8/16	Introduction – Chapter 2 of <i>The Other Wes Moore</i>
7	3/10/16	Chapter 3 of <i>The Other Wes Moore</i>
8	3/15/16	In-class essay: Critical reading/reflection #3
8	3/17/16	Chapters 4-5 of <i>The Other Wes Moore</i>

Week	Date	Topics, Readings, Assignments, Deadlines
9	3/22/16	Chapters 6-7 of <i>The Other Wes Moore</i>
9	3/24/16	Chapters 8-Afterward of <i>The Other Wes Moore</i>
10	3/29/16	Spring Break – no class
10	3/31/16	Spring Break – no class
11	4/5/16	Review & drafting of Critical essay Introduction to research
11	4/7/16	Meet at the King Library (room to be announced)
12	4/12/16	Workshop: Annotated bibliography
12	4/14/16	Research project due
13	4/19/16	Workshop: Complete 1st draft of critical essay due. Bring 2 copies.
13	4/21/16	1 to 1 workshop (in my office: Faculty Offices building, room 115): Bring your 2 nd draft of your critical essay.
14	4/26/16	1 to 1 workshop (in my office: Faculty Offices building, room 115): Bring your 2 nd draft of your critical essay.
14	4/28/16	Critical essay due
15	5/3/16	What we've covered: A review
15	5/5/16	What you've learned: Inventory and portfolio
16	5/10/16	FINAL PORTFOLIO DUE
16	5/12/16	Writing Assessment Survey
Final Exam		There is no final exam. Your final portfolio and reflection essay will be assessed by Stretch English instructors during this week.

The one-time-only

Emergency Pass

Fall 2015

Guidelines: With this pass, you may turn in your Personal essay OR your Blog assignment at our next scheduled class meeting. This pass may not be used for any other assignments, and does not excuse you from workshops or any other process-components of the essay assignment. I highly suggest you save this pass for an actual emergency (i.e. car accident on the way to school, relative dying, etc.)

Directions: Staple this pass to the top of your essay, signing and dating below.

Other pertinent info:

- Essays slipped under my office door will not be accepted.
- Essays emailed to me will not be accepted.
- Essays that are more than one class meeting late will not be accepted.

Signature _____ Date _____

The one-time-only

Emergency Pass

Spring 2016

Guidelines: With this pass, you may turn in your Profile essay OR your Critical essay at our next scheduled class meeting. This pass may not be used for any other assignments, and does not excuse you from workshops or any other process-components of the essay assignment. I highly suggest you save this pass for an actual emergency (i.e. car accident on the way to school, relative dying, etc.)

Directions: Staple this pass to the top of your essay, signing and dating below.

Other pertinent info:

- Essays slipped under my office door will not be accepted.
- Essays emailed to me will not be accepted.
- Essays that are more than one class meeting late will not be accepted.

Signature _____ Date _____