

San José State University
Humanities and Arts, Department of English and Comparative Literature
English 1AF and 1AS, Stretch English I and II,
Section 18, Fall 2016 & Spring 2017

Instructor:	Mark Dowdy
Office Location:	Faculty Offices 215
Telephone:	(408)924-5063
Email:	mark.dowdy@sjsu.edu
Office Hours:	(Tuesdays and Thursdays, 12:15 - 1:15 p.m. and by appointment)
Class Days/Time:	(Tuesday and Thursday, 1:30 - 2:45 p.m.) (This is the course day and time for the full year. You will enroll in this same section during the spring term, provided you earn CR in fall.)
Classroom:	Sweeney Hall 444
Prerequisites:	Directed Self Placement is a prerequisite to Stretch English I (English 1AF). Credit for Stretch English I (English 1AF) is a prerequisite for Stretch English II (English 1AS).
GE/SJSU Studies Category:	English 1AS satisfies* Written Communication I, GE Area A2. *To earn graduation credit in this category, you must complete the yearlong course with a grade of C- or better.

What We Will Explore Together in This Section of Stretch:

As part of your general university education, you are offered this course to explore how reading and writing inform the work we do together at the university. Across the university, in all disciplines and majors, reading and writing inform the collaborations between students and faculty as we create new knowledge together.

SJSU studies include an emphasis on diversity. I chose the *International New York Times* as the main text for our reading precisely because you will find and engage in these pages a full range of voices to help develop our understanding of what it means to be global citizens. Through the Fall 2016 and Spring 2016 semesters, we will ask — and seek answers to — questions such as the following: What does it mean to be a well-informed citizen in today’s digital era? How important is it for modern nations to be comprised of educated citizens? What, in short, is the relationship between reading, writing, critical thinking, and citizenship?

To help us think about this relationship, we will begin with Thomas Jefferson’s famous statement about the connection between the government and the press. In a 1787 letter, he wrote, “The basis of our governments being the opinion of the people, the very first object should be to keep that right, and were it left to me to decide whether we should have a government without newspapers, or newspapers without a government, I should not hesitate a moment to prefer the latter.” This statement conveys Jefferson’s deep skepticism towards government as well as his high regard for a free and open society. But as the next sentence reveals, Jefferson also believed that access to information and the ability to read it were key components of citizenship: “But I should mean that every man should *receive those papers* and *be capable of reading them*” (emphasis added).

In Jefferson’s view, democracy could not survive unless the people had the freedom *and* ability to speak their minds and inform one another about the world in which they lived. Today, over two centuries later, at a time when digital media has replaced traditional newspapers, we will consider whether Jefferson’s faith in an informed public applies to our own

political system, asking what it means to be literate in the 21st century and whether Jefferson’s words apply as much today, in our post-Twitter world, as they did during his.

Throughout the fall semester we will pay close attention to the headlines from the *New York Times*. Each of you will select a particular news story, follow its development throughout the 2016/17 academic year, and write about it for a variety of different audiences. You will also read oral histories from Dave Eggers’ *The Voice of the Witness Reader*, along with essays posted on Canvas. During the spring semester, we will continue to follow the *New York Times* and will also read and discuss articles taken from the *Boston Review* and other sources.

In addition to reading about current events, we also will read about the writing process itself and how to make the most it – in particular, how to cultivate a sense of critical self-reflection that enables writers at all skill levels, from developing to professional, to improve their own work. These readings, in most cases, will be taken from Bruce Ballenger’s *The Curious Writer*.

What You Will Learn in Stretch English I and II

The General Education guidelines for instructors outline five broad learning outcomes for all courses that satisfy Area A2. I have designed this course to ensure that you meet these outcomes.

GE Learning Outcomes (GELO)

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

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

For more information on the Stretch Curriculum designed to meet these learning outcomes, see the Stretch English Program Syllabus: ([link](#)). Table 1 maps how the yearlong course will meet Written Communication I requirements and standards as well as the GE learning objectives.

Assignment	Assignment (Word Count)	Total Words	Assignment Type	Term	GE Learning Objective
Critical reading/ reflection	Essay 1: (600) Essay 2: (750) Essay 3: (750)	2100	in-class writing	F F S	GELO 1, 2, 3,4, 5
Data-driven analyses	Personal Essay (1000) Interview Project (1000) Ethnography Project (800)	2800	out of class writing	F S S	GELO 2, 3, 5
Major Essays	Op-Ed Piece (750) Profile Essay (1000) Critical Essay (1200)	2950	out of class writing	F S S	GELO 2, 3, 4, 5
Portfolio/self-reflection essays	Midyear (750) Final (1000)	1750	in-class writing out of class writing	F S	GELO 1, 2, 3, 4, 5

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

How to prepare for class sessions.

This year we will collaborate to answer the question: What is the relationship between 21st century-literacies and civic engagement in a global world? We will use reading and writing to collaborate in researching this question, and writing about it. You will need to make habit of reading the newspaper (whether online or in print) every day. Not only will newspaper reading prepare you for classroom discussions, but you will generate the topics for your major writing assignments from your readings from the *New York Times*. All classes will involve in-class activities intended to further your progress on the current essay assignment or project. You will want to save this class work to your Canvas account, or to your laptop, or both, so you will want to bring your own laptop or tablet. (Laptops and tablets are also available to be checked out in the library.) Finally, this class will ask you to reflect upon your own progress as a writer and student. This course encourages you to cultivate an increased awareness of your own writing and studying habits. It urges you to consider where your strengths and weaknesses lie as a writer so that you can continue to improve your essays.

How to stay abreast of course assignments and materials.

Course materials such as syllabus, handouts, assignment sheets, and some readings can be found on the Canvas learning management system course website. You are responsible to check the messaging system through MySJSU to learn of any updates to our schedule.

Where to purchase the texts you will need

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 civic engagement. You will also read selections from an anthology edited by Dave Eggers. 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 make much use of the campus handbook, the online version of which is free to all SJSU students.

From the Bookstore, or from Amazon.com/Powells.com

The following textbooks are available through the Spartan Bookstore, or through Amazon/Powells:

- Ballenger, Bruce. *The Curious Writer Brief Edition*. 5th edition. ISBN: 9780134080383 (available at Spartan Bookstore for purchase or for rent).
- Eggers, Dave. *The Voice of the Witness Reader: Ten Years of Amplifying Unheard Voices*. ISBN: 9781940450773. (available at Spartan Bookstore for purchase only).
- Lunsford, Andrea. *The Everyday Writer, included (as Writer's Help)* (free digital edition available on Canvas.)

Other Readings

Beginning this week, you will be required to subscribe to the *New York Times* for the full year, with a special discount for the first seven weeks. This digital version will allow you to keep a personal archive of stories you are following for your writing assignments in this course. Here is the [link](#) to where you can order the:ew *York Times* at a special student rate:

Beginning with the first week of the spring semester, you will also be required to subscribe to the digital edition of the *Boston Review*. This publication will provide you with in-depth analyses of the stories we have been following in the *New York Times*. Here is the [link](#) to subscribe to the *Boston Review*:

In addition to the above publications, there will also be assigned readings posted on Canvas. These assigned readings include, but are not limited to, the following:

- Eric Alterman, "Out of Print: the Death and Life of the American Newspaper."
- Jeremy Barr, "Few Read, Many Twitter."
- Joan Didion, excerpt from *The White Album*.
- Roxanne Gay, "Of Lions and Men"

- Malcolm Gladwell, “Small Change: Why the Revolution Will Not Be Tweeted”
- Martin Luther King, “Letter from Birmingham Jail.”
- H.L. Mencken, "The Hills of Zion."
- Kel Smith, “In the Jungle, the Mighty Jungle”
- Hunter S. Thompson, “The Kentucky Derby Is Decadent and Depraved.”
- John W. Whitehead, "Why Local Newspapers Are the Basis of Democracy."
- Naomi Wolfe, "The Battle Plan."

The Work You Will Do in This Course: An Overview

The Core Stretch Curriculum. Table 1 outlined the major writing assignments for Stretch English. All sections of Stretch English share this core curriculum. The fall writing assignments include: A benchmark essay and 2 critical reading and reflection essays, written in class; a personal essay; an essay for a public forum; a self-reflection essay (written in class). The spring writing assignments include: An interview project, a profile essay, a critical/reflection essay (written in class), an ethnographic project, a critical essay, and a self-reflection essay.

Midyear and Year-End Self-Reflection and Portfolio Review

At the end of the fall and spring terms you will submit a portfolio for Stretch instructors to review. These portfolios will ask you to enter into an assessment of your writing with two members of the Stretch faculty: me and one of my colleagues.

Our Daily Learning Activities.

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

The Time You Will Spend on This Work

Like all faculty at SJSU, I have designed this course to help you achieve the learning goals that define its role in your progress to earn a degree. In a 3-unit course like this one, faculty expect that students will spend *a minimum* of forty-five hours for each unit of credit (normally three hours per unit per week). This time includes preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](#) at <http://>

Reflecting on Your Own Learning: The Stretch Course Learning Outcomes (CLO)

When you have completed this coursework, you will have made considerable progress in developing yourself as a reader and writer. At the end of the fall and the spring term, you will assemble this work in a portfolio, and reflect on the work to gauge and define your progress. Presenting this portfolio to me and to one other member of the Stretch Faculty Learning Community, you will demonstrate to us your own ability to:

Read to learn:

- annotate a reading selection to develop a summary and response in your writing (GELO1);
- identify audience and purpose in texts from several genres (GELO 1,3,4);
- explain how genres work to serve audience and context (GELO 1, 3).

Read to write:

- identify rhetorical appeals and devise strategies for an effective appeal to a specific audience (GELO 1, 3);
- develop a text to effectively appeal to a specific audience (GELO 1, 3);
- identify the choices a writer has made to produce a text (GELO 1, 3, 4);
- use readings as models for your own writing strategies (GELO 1, 4);
- concisely, accurately explain and critique information and ideas from your reading (GELO 1, 3, 4);
- use information gleaned from your reading as evidence in your text and cite that information (GELO 1, 4);
- use quotation and summary to create context for your writing (GELO 1, 4, 5).

Write with an increased awareness of the process:

- discuss specific strategies for prewriting and revision that have worked for you (GELO 2);
- repurpose acquired skills and information to tackle new writing problems (GELO 2).

Read and write with an increased awareness of the language you use:

- identify new grammatical forms and imitate them (GELO 1, 2, 3, 4, 5);
- analyze and discuss the structure of sentences and the grammatical choices you make (GELO 2, 3, 5);
- identify editing problems in your own writing (GELO 2, 5);
- identify and apply effective strategies for editing your work (GELO 2, 5);
- identify and apply effective proofreading strategies (GELO 2, 5);

Reflect on and assess your own writing, process and product, to support continued language and writing development (GELO 2, 3, 4).

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 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 Practices and Policy

Late Policy

Unless you contact me in advance and provide a valid excuse – problems with your printer don't count as one – I will deduct one-half-letter from an essay's overall grade for every day late. This includes first drafts.

Instructor Feedback

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. I will post the results of your graded work on Canvas and will provide written feedback on the hard copies of the essays you submit to me.

Your Stretch colleagues and I will provide you feedback on your work to help you apply lessons learned in classroom work to complete assignments and transfer lessons learned from one assignment to the next. In this process, grades are a tool for assessment and course correction within your journey to become an independent writer: they report outcomes during a course of instruction.

My grading practices respect your right to feedback within a reasonable time so that you may not only know your scores, but also understand the criteria applied to the evaluation of your work. Ultimately, we will work together to make you your own best critic.

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

Weighted Assignment to Determine Grades

Fall 2016: 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 3 out of 4 (75%) of the CLO categories to earn credit (CR) in English 1AF.

Item	% of Course Grade	Word Count*	Type of Assignment
Critical Reading/Reflection 1	5%	600	in-class
Personal Essay	5%	(1000)	out of class
Op-Ed	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
Semester Total	40%		

Spring 2016: A final grade of C or better in English 1AS is needed to clear remediation and satisfy GE Area A2.

Item	% of Course Grade	Word Count*	Type of Assignment
Interview Transcript	2.5%	1000	out of class
Profile Essay	10%	(1000)	out of class
Ethnography Presentation	2.5%	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
Semester Total:	60%		

Word Count/ Fall and Spring: 9550 5150 finished writing)

Grading System for Individual Assignments

We will both assess as well 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. The grading criteria for the scoring guides will be based on the Course Learning Outcomes (CLOs). However, the scoring guides will differ from one another in their emphases.

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 letter 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, I use percentages. For example, your Critical Essay, due during the Spring semester, is worth 10% of your overall course grade, while Critical Reading/Reflection 3 is worth half of that at 5% of your overall course grade.

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 1AS will be a letter grade: A to F. You must earn a C or better to receive graduation credit for GE Area A2.

English 1AF is graded CR/NC. To receive credit in the fall semester, 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 Your Work Will Be Assessed and Graded in This Course

Instructor Feedback

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. I will post the results of your graded work on Canvas and will provide written feedback on the hard copies of the essays you submit to me.

Your Stretch colleagues and I will provide you feedback on your work to help you apply lessons learned in classroom work to complete assignments and transfer lessons learned from one assignment to the next. In this process, grades are a tool for assessment and course correction within your journey to become an independent writer: they report outcomes during a course of instruction.

My grading practices respect your right to feedback within a reasonable time so that you may not only know your scores, but also understand the criteria applied to the evaluation of your work. Ultimately, we will work together to make you your own best critic.

See University Policy F13-1 at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details on your right to understand your grades.

More guidelines on grading information and class attendance can be found from the following two university policies:

- University Syllabus Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)
- University policy F15-12 (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)

Participation

In addition to the essays you write, your overall grade will be influenced by 1. Homework/Outside Activities, 2. Classroom Discussion, 3. Group Projects, 4. Tuesday News Briefings, and 5. Peer Review. At the beginning of the academic year, I will distribute a detailed scoring guide for participation. This scoring guide, or rubric, will assess your level of engagement in these five categories. Every eight weeks, I will post your quarterly participation score on Canvas (5% each; 20% total).

1. Homework/Outside Activities: You will need to complete much of the work for this course outside of the classroom. At times this work will be required of the whole class. For example, I may assign a reading response as homework, or I might require the class to post items in the discussion boards on Canvas. Other times, however, you may choose to do homework or participate in outside activities of your own choosing. For example, you may complete additional, unassigned exercises from *Writer's Help*. When I assess your level of engagement with Homework/Outside Activities, I will consider both your completion of required assigned as well as your demonstrated willingness to take initiative and develop a sense of ownership over your own writing.

2. Classroom Discussion: Your contributions to class discussions help me determine whether you've done your required reading. Moreover, such contributions foster a deeper understanding of the text at hand for *all* of us. For this reason, you will be expected to come to class prepared to discuss the assigned reading for the day. Moreover, you should strive to contribute to most class discussions, demonstrating an ability and willingness to listen to myself and your peers as well as the capacity to bring yourself and your experiences to the reading assignment.

3. Group Projects: I will assign multi-modal group projects throughout the semester. These projects will enable you to work with each other to create visual and audio responses (infographics, podcasts, etc.) to the stories we will be reading throughout the semester. A successful group project – one which follows the guidelines of the assignment, informs its audience in an engaging manner, and demonstrates group cohesion, focus, and purpose – will improve the overall participation score of each individual member.

4. Fit to Link News Briefings: On most, but not all, Tuesdays, we will conduct news briefings. During these activities, the class will operate as though it were a news room. You, the students, will debate which news stories from the following week are the most important and why. You will also decide how best to reach a consensus. While the class deliberates, I will observe the proceedings but will not comment upon them. After 10 minutes, the class will decide the most important news stories of the week by taking a vote. You will also post responses to the debate/discussion on the Canvas discussion boards.

5. Peer Review: We will be conducting peer review sessions both through Canvas and during class time. The process will begin with Canvas, where I will be assigning you into small groups. Please upload your respective first drafts to Canvas by the date listed on the schedule and submit a hard copy to me at the beginning of class. Once you and your fellow group members have uploaded your essays, you will be able to review and respond to one another's drafts. Both the individual who wrote a particular essay and myself will be able to review your feedback via Canvas. Please provide feedback 24 hours prior to the scheduled in-class peer review session. On the class day devoted to peer review, you will have opportunity to give one another additional feedback and to ask follow-up questions. Please bring an additional hard copy of your draft to the peer review session so that you and your peers can mark up your manuscript. **Failure to attend or to participate adequately in a peer revision session (both online and in class) will result in a lowering of your essay's grade by one full letter.**

Classroom Protocol

To help foster a classroom environment in which everyone feels comfortable enough to participate, I will not tolerate blatant displays of disrespect towards your peers or towards me. There are ways to disagree with others respectfully and sincerely. In fact, we will be studying the art of effective communication throughout this two-semester course and learning how to debate with others in a spirit of honest and respectful inquiry. In the unlikely event that a student might exceed the bounds of civility, he or she will be asked to leave for the remainder of the class session.

“Smart” Phone Usage

Attendance is both a physical AND mental state of being. I won't interrupt class if I see you paying attention to your phone and ignoring the class, but I will take note of it and lower your overall Participation grade (20% of course total) by one full letter.

Laptops

You are encouraged to bring your laptops to class, but you are also expected to use them appropriately. Please refrain from surfing the web or otherwise using your computer in non-productive, non-academic ways. If I see you using your computer for non-course purposes, I will lower your overall Participation grade (20% of course total) by one full letter.

Where You Can Find Information about University Policies

The Office of Graduate and Undergraduate Programs (GUP) maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus-related University Policies and resources information listed on GUP's Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

Where You Can Find Information about Earning A2 Credit and Clearing Remediation

The Stretch program syllabus is located in our Canvas files. In that syllabus you will find information about how, in Stretch I and II, you can earn A2 credit and, if you need to, clear your remediation in English.

English 1AF/ Stretch English I, Fall 2016, Course Schedule

Please note that the following schedule is subject to change. If any changes are made to it, I will notify you in advance and will post the changes on Canvas.

Week 1

Th-8/25

Remember that Letter to Your First-Year Writing Instructor that you wrote as the summer Early Start program? Please bring it to class. We will begin the course with introductions. If you're wondering what you will be doing in English 1AF and 1AS (Stretch English), bring your questions to class.

Week 2

T-8/30

Today we will continue working on your Letter to First-Year Writing Instructor. We will also break up into groups. The group you are assigned to today will be the one you will be working on each week on the Fit to Print Assignment.

Th-9/1

Have you subscribed to the *New York Times* yet? You will need to do so in order to participate in today's activity: choosing a news beat.

Week 3

T-9/6

Before you come to class, read Ballenger, Chapter 1, "Writing as Inquiry." We will also be holding our first All the News That's Fit to Link session, so be sure to post your selection for most important news story of the week by 10 p.m. the evening *before* class. *Last Day to Drop Courses Without an Entry on Student's Permanent Record.*

Th-9/8

Before you come to class today, be sure to read Barr, "Few Read, Many Twitter" (on Canvas). We organize the class into discussion groups, each of which will formulate a question for the rest of the class to answer.

Week 4

T-9/13

Once again, we will begin our Tuesday class with an All the News That's Fit to Link session. As you did last week, be sure to post a link to a story on Canvas by 10 p.m. the evening before class. After we complete our Fit to Link session, the class will take turn announcing news beats. Remember: only two people per section can cover the same beat, so bring a back-up beat if necessary. *Last Day to Add Courses & Register Late.*

Th-9/15 Read Ballenger, Chapter 2, "Reading as Inquiry," and Cardin's "With No Newspapers, as Jefferson Knew, Democracy Suffers."

Week 5

T-9/20 All the News That's Fit to Link. By now you should know the drill! Before you come to class, be sure to read Ballenger, Chapter 3, "Writing a Personal Essay." I will be distributing writing guidelines for your Personal Essay.

Th-9/22 Bring Ballinger to class. We will be working on pre-writing strategies for Tuesday's Critical Reading/Reflection Essay 1.

Week 6

T-9/27 Today, you will write Critical Reading/Reflection Essay 1. You may choose to write this in-class essay on a laptop/mobile device. Or if you prefer, you may use a pen and paper.

Th-9/29 Read Ballenger, Chapter 14, "The Writer's Workshop." Complete weekly entries for reading log. Peer Review groups assigned.

Week 7

T-10/4 In addition to your weekly Fit to Link duties, post a noteworthy sentence (in your view and for whatever reason) from your readings in the discussions on Canvas. We will talk about your favorite sentences today.

Th-10/6 Continue posting to your reading log. Today, we will learn a new writing technique: sentence imitations. Please bring the sentence you posted on Canvas earlier this week to class.

Week 8

T-10/11 Fit to Link (of course!). Don't forget that the first draft of Personal Narrative Essay due: upload draft to Canvas and submit printed copy at the beginning of class. Complete online peer response forms (available on Canvas) *prior* to next class on Thursday, 10/13.

Th-10/13 Today, we will have our first Peer Review Session (aka Writing Workshop). Please bring additional printed copy of first draft to class and complete online peer response forms (available on Canvas).

Week 9

T-10/18 Fit to Link. Also, do you know the difference between proofreading, editing, and revising? Let's discuss! Bring the *Everyday Writer* to class.

Th-10/20 Before you come to class today, be sure to read Malcolm Gladwell's "Small Change: Why the Revolution Will Not Be Tweeted" (link on Canvas). In addition to discussing Gladwell's argument concerning social media, we will examine the essay's organization.

Week 10

T-10/25 Fit to Link. Re-read sample student personal essay on page 106 of *The Curious Writer*. Post weekly "Fit to Print" candidates. Group/class work: reviewing Seth Martin's "Smoke of Empire."

Th-10/27 Bring hard copy of second draft of Personal essay to class and post on Canvas. Second Peer Review for Personal Essay: Focusing on the Personal.

Week 11

T-11/1 Fit to Link. **Final version of Personal Narrative Essay due:** upload to Canvas and bring printout to class. Find example of infographic in NYT and bring to class. Opinion pieces from NYT. Post weekly "Fit to Print" candidates.

Th-11/3 Be sure to check Canvas for today's scheduled readings from *The Voice of the Witness Reader* and finish them before class. Group presentations from *The Voice of the Witness Reader*.

Week 12

T-11/8 Fit to Link. Election day. So much excitement. Big news day. On top of that, don't forget to vote!

Th-11/10 Be sure to check Canvas for today's scheduled readings from *The Voice of the Witness Reader* and finish them before class. Group presentations from *The Voice of the Witness Reader*. If time permits, we will also conduct an election post-mortem. Who won? Who lost? Are we happy? sad? scared? Whoever emerges victorious, there will be much to discuss.

Week 13

T-11/15 Fit to Link.

Th-11/17 Be sure to check Canvas for today's scheduled readings from *The Voice of the Witness Reader* and finish them before class. Group presentations from *The Voice of the Witness Reader*.

Week 14

T-11/22 Fit to Link. Special holiday edition.

Th-11/24 Thanksgiving Holiday. Campus closed.

Week 15

T-11/29 Fit to Link. **Submit final draft of Op-Ed:** upload to Canvas and bring printout to class. **Critical Reading/Reflection 2 (in-class).**

Th-12/1

Week 16

T-12/6 Fit to Link.

Th-12/8 Before you come to class, be sure to assemble and prepare the inventories and the outline for the mid-year self-reflection essay and portfolio. During class, you will write a self-reflection essay; submit with your essay the inventories and the outline for the draft; submit the portfolio for midyear assessment.

Final exam activity: Thursday, December 15, from 12:15 to 2:30 p.m.: For the culminating activity for the semester, bring a draft a set of interview questions for your interview subject(s). You will also be taking the Midyear Frosh Writing Assessment Survey.

List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.

English 1AS/ Stretch English I, Spring 2017, Course Schedule

Week 1

Th-1/26 Before you come to class, complete Interview assignment over winter break. **Post edited Interview on Canvas by class time.** During class today, we will discuss news stories that occurred over break. Round robin updates on everyone's own news stories.

Week 2

T-1/31 Read Ballenger, Chapter 4, "Writing a Profile."

Th-2/2 Peer Review Session: Profile. Bring additional printout of first draft to class.

Week 3

T-2/7 *Last Day to Drop Courses without an Entry on Student's Permanent Record (D).* Fit to Link. Begin reading King, "Letter from Birmingham Jail."

Th-2/9 Finish reading King, "Letter from Birmingham Jail." Workshop: imitating parallel sentence structures.

Week 4

- T-2/14 *Last Day to Add Courses & Register Late (A)*. Fit to Link. Group work: Transcribing speech. **First draft of Profile due: upload draft to Canvas and submit printed copy at the beginning of class.** Complete online peer response forms (available on Canvas) *prior* to next class on Tuesday, 2/16.
Th-2/16 Peer Review Session: Profile. Bring additional printout of first draft to class.
- Week 5**
T-2/21 Fit to Link. Read selection from the *Boston Review*.
Th-2/23 **Final version of Profile due; upload to Canvas and bring printout to class.** Read Ballenger, Chapter 9, "Writing an Ethnographic Essay." Ethnographic Project assigned; groups formed.
- Week 6**
T-2/28 Fit to Link. Read Thompson, "The Kentucky Derby is Decadent and Depraved."
Th-3/2 Read Mencken, "The Hills of Zion." Vocabulary exercise.
- Week 7**
T-3/7 Fit to Link. Read selection from *Boston Review*.
Th-3/9 Read Didion excerpt from *The White Album*.
- Week 8**
T-3/14 Fit to Link. Group work: Ethnographic Project.
Th-3/16 Critical Essay assigned. Group presentations: Ethnographic Project.
- Week 9**
T-3/21 Fit to Link. Critical Essay assigned. Group presentations: Ethnographic Project.
Th-3/23 Group presentations: Ethnographic Project.
- Week 10**
T-3/28 Spring Break: no classes.
Th-3/30 Spring Break: no classes.
- Week 11**
T-4/4 Fit to Link. Selection from Boston Review to be announced.
Th-4/6 Create bibliography of related news stories. Today, we will conduct round robin updates on News Beats/Stories.
- Week 12**
T-4/11 Fit to Link. **First draft of Critical Essay due: upload draft to Canvas and submit printed copy at the beginning of class.** Complete online peer response forms (available on Canvas) *prior* to next class on Thursday, 4/14.
Th-4/13 Peer Review Session for Critical Essay.
- Week 13**
T-4/18 Fit to Link. Selection from *Boston Review* to be announced.
Th-4/20 Workshop: Revisiting Revision.
- Week 14**
T-4/25 Fit to Link. **Final version of Critical Essay due: upload to Canvas and bring printout to class.**
Th-4/27 Read Ballenger, Appendix A, "The Writing Portfolio." Bring prewriting materials from previous drafts to class.
- Week 15**
T-5/2 Fit to Link. Bring prewriting materials and printed drafts of earlier essays.

Th-5/4 Once again, bring prewriting materials and printed drafts of earlier essays. We will be working on identifying and documenting one's improved writing and editing skills, using texts as evidence.

Week 16

T-5/9 Wrap up of year-long Fit to Link activity, culminating in the following classroom discussion: What Were the Most Important News Stories this Past Year?

Th-5/11 Review: Documenting self-assessment of one's own writing.

Week 17

T-5/16 Bring laptops, tablets, or phones to class. We will be taking Frosh Writing Assessment Survey.

Final exam activity: Thursday, May 19, 12:15 - 2:30 p.m.: Instead of taking a final exam, the class will convene to upload ePortfolios onto Canvas.