San José State University
Humanities and Arts, Department of English and Comparative Literature

English 1AF & English 1AS, Stretch English I and II

Section 09, Fall 2016 & Spring 2017

Instructor:	Professor Jada Patchigondla
Office Location:	Faculty Office Building, room 109
Telephone:	(408) 924-4447
Email:	jada.patchigondla@sjsu.edu
Office Hours:	TR 3:00-4:00pm and by appointment and/or chat
Class Days/Time:	TR 12-1:15pm [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:	SH 238
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: 21st Century Literacies for a Global Citizen

"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."--Thomas Jefferson

Jefferson extols the role that newspapers play in a functioning democracy: informing citizens is their first step to access the power needed to exercise the right to self-determination promised to all in a democracy. Increasingly democracy plays out on an international stage; increasingly the world turns toward democratic values and systems for protecting those values. And we are called on to be citizens in a global community. On this global stage there is much for millennials to do to secure their own rights and the rights of their international brethren—and there are global media tools available to do that work.

Americans read the stories of daily lives in the pages of newspapers and journals, accessed through the internet. In doing so, they engage a narrative and dialogue of global dimension: The stories of the conflicts in the Middle East, of debates about immigration laws, of floods and fires and extreme storms, of ecological disasters and political triumphs. These are the stories of our neighbors and neighborhoods, of our fellow citizens and our country, of our global brothers and sisters and our global community.

This year we will explore togethe the digital pages of the *International New York Times*, to explore the role of reading the news as a mode of 21st century democracy: what role does public reading play to create a democratic dialogue and to generate democratic action in a global community; where can we (locally) see such dialogue and action modeled for us; how are broad democratic principles sustained in discrete public stories?

Why You Are Stretching This Year

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 in our democratic conversation on global issues.

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 deigned to meet these learning outcomes, see the Stretch English Program Syllabus on the Department Website. Table 1 maps how the yearlong course will meet Written Communication I requirements and standards as well as the GE learning objectives.

Assignment	Word Count/Assignment	Total Words	Assignment Type	Term	GE Learning Objective
Critical reading/reflection	Essay 1: 600 words Essay 2: 750 words Essay 3: 750 words	2100	in-class writing	F F S	GELO 1, 2, 3,4, 5
Data-driven analyses	Personal Essay 1000 words Interview 1000 words Ethnography 1000 words	2800	out of class writing	F S S	GELO 2, 3, 5
Major Essays	Blog 1000 words Profile Essay 1000 words Critical Essay 1200 words	2950	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.

How to Prepare for Class Sessions.

This year we will collaborate to answer the question: What is the relationship between 21st century-literacies and democratic engagement as citizens in a global world? We will use reading and writing to collaborate in researching this question, and writing about it. You will come to class everyday ready to do writing—that is, to explore ideas, share research and reading, analyze source materials, critique samples and workshop drafts. In short, to write. 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**.)

Where to Find 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 Need.

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 stories daily in *The New York Times* (International) as well as articles and essays on literacy and democracy. The following 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. All of these books are required.

Textbook
Ballenger, Bruce. *The Curious Writer*, Brief, Books a la Carte Edition, 4th Edition
ISBN-13: 9780134121444

Subscription to the* International New York Times*: Your Window into 21st-Century Literacies' Role in Democracy
Together we are embarking on an exploration of the role reading and writing play in being a citizen in a democracy. To study that relationship, we are going to read the newspaper and share our learning and experiences in writing. The information we generate together will help you, in your final assignment, to assess the role of 21st-century literacies in our democratic practice as citizens.

You will purchase a digital version of *The New York Times* for the full year (4 weeks @ 99 cents, then $1.88 per week). This digital version will allow you to keep a personal archive of stories you are following for your writing assignments in this course. Use the following link to access the educational subscription page. You will use your MySJSU account (@sjsu.edu) to set up a special education rate for the subscription:
http://www.nytimes.com/subscriptions/edu/lp1474.html?campaignId=48U9F

Other Readings about Our Theme
Wolf, Naomi. *Give Me Liberty: A Handbook for American Revolutionaries*. New York: Simon and Schuster.
ISBN: 978-4165-9056-9

Although we will begin reading Wolf's book this term, over January you will read Naomi Wolf's book in full.

Other readings (newspaper articles, public speeches, and scholarly articles) on 21st century literacy and democracy are located on Canvas, among the Assignments. These shared readings will help us to develop a shared context of reading to inform our arguments.

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

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 (GELO 1);
- identify audience & purpose in 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 appeal to a specific audience (GELO 1, 3);
- identify 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 & summary to create context for readers(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).

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://www.sjsu.edu/senate/docs/S12-3.pdf.

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.

How Your Work Will Be Assessed and Graded in This Course

Feedback on your work is intended to help you apply lessons from class as you complete assignments, and to transfer lessons learned from one assignment to the next. Grades are intended as a tool for assessment and reporting of outcomes during a course of instruction.

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 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

Feedback 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: For short assignments (these include Canvas Posts, in class assignments, and others I might assign) will be out of either 10 or 20 points. If you submit the assignment on time AND meet the requirements of the assignment, you will get full points. If you don't meet the requirements or you don't turn it in on time, you will receive HALF credit for it. If you don't submit the assignment, you will receive ZERO credit. For longer assignments including essays, presentations, and the portfolio, you will receive extensive feedback along with a grade based on the rubric for each assignment.

How Assignments Are Weighted Assignments to Determine Grades

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 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	3%	600	in-class	
Personal Essay	5%	(1000)	out of class	
NYT Blog	8%	(1000)	out of class	
Critical Reading/Reflection 2	5%	750	in-class	
Self-Reflection/Midyear Portfolio	8%	750	in-class	
Participation in Canvas Discussion Boards	8%	N/A	N/A	**Fall Total** **[37%]**

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		
Winter Homework	3%	N/A	out of class		
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	10%	(1200)	out of class		
Self-Reflection/Final Portfolio	15%	(1000)	out of class		
Quizzes & Canvas Posts	5%	N/A	in and out of class		
Workshops & Peer Mentor Attendance	5%	N/A	in and out of class		
Class Participation	3%	N/A	in-class	**Spring Total**	**[63%]**

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

Table 2: Grade Distribution in the Yearlong Stretch

Class Policies:

I have developed these policies over the last three decades of teaching composition. They are intended to ensure the smooth operation of the class and to encourage a professional working environment congenial to all.

- **Office hours** are yours: you paid for them; use them. University professors expect students to seek out what they need as they take charge of their own learning outcomes. We make ourselves available during office hours to provide students access to our time as a key resource in their studies.
- **Deadlines** must be honored as I do not accept late work.
- **Email** is useful to schedule appointments or to advise me of an absence. I will use email to update you on schedule changes or to advise you of my absence. I cannot accept papers via email. Nor is email a suitable vehicle for student-teacher conferencing.
- **Your work** is public in this class, part of our collective inquiry into writing, reading, and democracy. We will share work in Canvas regularly. I reserve the right to publish your work to the class as part of our workshop activities.
- **Recording class sessions** is possible, but you must advise me in writing so that I may seek permission from the class for such a recording. I will need to know what will be recorded, when, how and why, as well as how the recordings will be stored and used. No recordings of the class may be uploaded or shared electronically without written consent from me.
- **Make ups** for in class work cannot be made; if you're not in class (for whatever reason), you miss that work opportunity and points. Out of class assignments MAY be made up only with documentation of a compelling reason for missing the planned work in the first place.
- **Workshops** are an essential part of the writer's working experience. Your participation in workshops is critical to your success in this class, and mandatory. These workshops are conducted in class: You *must* bring to workshops a completed draft, and you *must* turn in to me the workshop copies as well as the final, revised draft of the essay. (Only with documented reason and prior approval will I allow you to complete workshops with your group via email.)
- **Laptops:** As this is not a heavily lecture based class, **you will not need your laptops** throughout the entire class. You should bring your laptops to class, but are only allowed to take them out when I ask you to work on specific assignments.
- **Phones:** if you are using your phone throughout the class period, I will mark you absent. Being present means you are MENTALLY present and ready to participate in the class discussions and activities. Please don't use your phones in class.

- **Arriving Late or Leaving Early:** Please don't do it. It is not only rude and disrespectful, but it's also disruptive to your classmates. However, I also understand that life happens, so if you have an emergency and arrive late, please make sure you explain to me why you were late. If you have to leave early for some reason, make sure to tell me in advance and sit close to the door so you can leave without interrupting the class. **Traffic and parking are not going to get better and hence are not an excuse to arrive late to class. Please keep traffic and parking conditions in mind and plan accordingly.**

Where Can I Find Information about University Policies?

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

Where Can I 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.

What We Will Explore Together in This Section: 21st Century Literacies for a Democratic World

"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."--Thomas Jefferson

Jefferson extols the role that newspapers play in a functioning democracy: informing citizens is their first step to access the power needed to exercise the right to self-determination promised to all in a democracy. Increasingly democracy plays out on an international stage; increasingly the world turns toward democratic values and systems for protecting those values. On this global stage there is much for millennials to do to secure their own rights and the rights of their international brethren—and there are global media tools available to do that work.

Americans read the stories of daily lives in the pages of newspapers and journals, accessed through the internet. In doing so, they engage a narrative and dialogue of global dimension: The stories of the conflicts in the Middle East, of debates about immigration laws, of floods and fires and extreme storms, of ecological disasters and political triumphs. These are the stories of our neighbors and neighborhoods, of our fellow citizens and our country, of our global brothers and sisters and our global community.

This semester we will explore the digital pages of the *New York Times International*, to explore the role of reading the news as a mode of 21st century democracy: what role does public reading play to create a democratic dialogue and to generate democratic action in a global community; where can we (locally) see such dialogue and action modeled for us; how are broad democratic principles sustained in discrete public stories?

Schedule of Reading and Writing in Stretch English for Fall 2016 and Spring 2017

The schedule below is intended to provide us all an overview of the work in this class. I based this projected schedule on what worked last year, but that may be different this year, with a new class. We will see as we go. While I expect the general framework of assignment due dates to stay the same, the details of the daily schedule will be adjusted as we work together this year to develop your writing. I will publish an updated schedule with each assignment sheet and will post these revised schedules on our Canvas homepage.

WEEK 1

8/25/16

Syllabus Discussion; Icebreakers; NYT subscription

For next time: Read NYT and "Millennials Read Print News" (Canvas); bring Literacy Narrative to class on 8/30; post Discussion Post WEEK 1

WEEK 2

8/30/16

Discussion "Millennials Read Print News"

Group work: Literacy Narrative

Freewrite: Why are you here?

For next time: Read NYT and Ballenger Chapter 2 (on Canvas); post Discussion Post WEEK 2

9/1/16
Discussion: Ballenger Chapter 2; NYT stories
Group work: Annotate NYT story
For next time: post Discussion Post WEEK 2 (What Did You Learn?)

WEEK 3
9/6/16
What is rhetoric? (discussion)
Visual Rhetoric PP
Group work: visual rhetoric worksheet
For next time: read "Few Read, Many Twitter"
DUE: Discussion Post WEEK 3 (Visual Rhetoric) by 9/8

9/8/16
News Twitter
In class writing—rhetorical summary
For next time: read three stories from NYT
DUE: Discussion Post WEEK 3 (Twitter Post & Rhetorical Summary)

WEEK 4
9/13/16
Review pp. 50-52 in Ballenger; discuss KWL
Intro to KWL+
KWL+ in class
For next time: read NYT; review pp 52-57 in Ballenger; post KWL+ on Canvas Discussion

9/15/16
Review Ballenger pp 52-57
Discuss: double entry journal
Intro to Critical Reading 1
In class activity: how to read and translate assignments
For next time: read 3 stories on a topic of your choice and bring your stories to class on 9/20

WEEK 5
9/20/16
Prewriting techniques
Group discussion: your topic
Freewrite (20 minutes)
Intro to thesis
For next time: compose your thesis & reply to TWO of your classmates' thesis statements

9/22/16
Thesis workshop
Intro to essay format: intros and body paragraphs
For next time: compose rough outline of essay and post in Canvas Discussion board

WEEK 6

9/27/16

In-class Essay
BRING: all your notes, pre-work for essay, and annotated articles
Note: **SUBMIT** your essay in class to Canvas
For next time: Read Chapter 1 in Ballenger; rhetorical summaries & KWL+ on Canvas Discussion board

9/29/16

In-class: Reflection on Critical Reading 1
Discussion: peer review and revision
Peer Review Etiquette
Review Ballenger chapter 1
For next time: Peer Review for Critical Reading 1 on Canvas (pick two classmates) and read Introduction in Naomi Wolf's Give Me Liberty

WEEK 7

10/4/16

Discussion: Naomi Wolf & "Weaving Story into Breaking News"
Repurposing story to a different audience; audience awareness
Intro to Personal Essay
For next time: read Ballenger Chapter 3; post in Canvas Discussion board (how do NYT stories influence you?)

10/6/16

Prewriting—Personal Essay (brainstorming)
Group discussion: How do NYT stories influence you/your life/story
Review: Ballenger pp. 95-101
Freewrite
For next time: write outline of personal essay; post thesis on Canvas Discussion board; read Williams, "Global Coherence"; post 1 rhetorical summary and 1 KWL+ on canvas
DUE: Final Draft of Critical Reading 1 on Canvas by 10/9

WEEK 8

10/11/16

Peer Review: personal essay outline
In class: write intro to personal essay
Intro workshop
For next time: write two body paragraphs for personal essay & bring to class on 10/13

10/13/16

Body paragraphs workshop
Discussion: evidence
Intro to Purdue OWL
For next time: write first draft of personal essay & post on canvas by 10/17

WEEK 9

10/18/16

Peer Review Day

For next time: post 1 rhetorical summary and 1 KWL+ on Canvas

10/20/16

Grammar Day

Grammar exercises

For next time: read three stories from NYT and post 3 rhetorical summaries on Canvas; work on revising Personal Essay; read Ballenger Chapter 7

WEEK 10

10/25/16

Repurposing narrative as argument

Review: audience awareness

Discussion: Ballenger Chapter 7

Intro: Opinion Pages of NYT

For next time: read ONE opinion article on a topic of your choice & Pope's address to Congress

10/27/16

Intro: Argument

Discussion: Pope's address to Congress

Group work: framing an argument

For next time: read Ballenger chapter 12

DUE: Personal Essay final draft by 10/30

WEEK 11

11/1/16

In-class: Reflection on Personal Essay

Intro to blog assignment

Group work: argument for blog

Motivating readers (handout)

For next time: create blog page; post 2 rhetorical summaries and 2 KWL+ on Canvas

11/3/16

In-class: blog work

Discussion: evidence

Research practice in-class

Review: body paragraphs

WEEK 12

11/8/16

Sketch of your argument (Ballenger pp. 238-240 and 267-73)
In class workshop: shaping evidence into paragraphs: claims, reasons, and evidence
For next time: first draft of blog; post blog link in on discussion board on Canvas; read Ballenger chapter 12

11/10/16

Review: revision strategies
Whole class workshop
Optional: one-on-one conferences
For next time: revise blog using feedback from whole class workshop and conferences

WEEK 13

11/15/16

Intro to Critical Reading Reflection 2
Discussion and prewriting on Critical Reading Reflection 2
For next time: read NYT Opinion Pages & post TWO rhetorical summaries on Canvas discussion board

11/17/16

Blog peer review part (blog should have revisions from whole class workshop)
Critical Reading Reflection outline
Intro to Mid-Year Self Reflection Portfolio
DUE: Final Blog by 11/20 (on your blog)
For next time: read "Why Local Newspapers are the Basis for Democracy"; post 2 KWL+ on Canvas

WEEK 14

11/22/16

Conferences by appointment
DUE: Critical Reading/Reflection 2 by 11/27/16
For next time: read Ballenger Appendix A, "The Writing Portfolio"

WEEK 15

11/29/16

Portfolio Workshop (bring all portfolio materials to class)
Peer Review: Portfolio
Discussion: Portfolio Self-Reflection
For next time: Post Self-Reflection draft on Canvas

12/1/16

Individual Conferences

WEEK 16

12/6/16

TBA

12/8/16
TBA

FINAL EXAM: TBA

Your January Reading and Interview Assignments
Over January you will be reading Naomi Wolf's book *Give Me Liberty*. On a weekly basis you will post comments to the Canvas Discussion Board in response to this reading.

SPRING 2017 WEEKLY SCHEDULE
Note: Schedule subject to change with notice

WEEK 1
1/26/17
Intro to Spring Semester
Discussion: class and assignments expectations
Group discussion: interview notes & experience
Video clip: *Before the Flood*
In-class survey
For next time: read until page 123 in Wolf book; read "Writing a Profile" chapter (PDF on Canvas); finish Canvas Post #1 by 1/30

WEEK 2
1/31/17
Quiz #1
Intro to Profile assignment
Presentations—Interview
Prewriting Exercise—Profile Essay
Video clip: *Before the Flood*
For next time: Read Profile on Obama (on Canvas)

2/2/17
Videos on Profiles
Discussion: how to write a Profile Essay (chapter)
Prewriting Exercise—Profile Essay
Freewrite: Profile Essay
For next time: write two pages for Profile Essay and bring to class on 2/7; finish reading until page 171 in Wolf

WEEK 3
2/7/17
Quiz #2
Class workshop—Profile Essay
Discussion: Wolf & NYT
Pick NYT article relevant to your topic/project
For next time: Complete Canvas Post #2 by 2/8 (on Wolf Reading); revise & write 3 pages for Profile Essay

2/9/17
Discussion: components of a Profile Essay
Classwork: Profile Essay components
For next time: post Peer Review on Canvas for 2 classmates; read 2 stories on NYT and post Canvas Post #3 by 2/13; and revise and finish writing Profile Essay; PRINT Unit 3 Prompt and bring to class on 2/14

WEEK 4
2/14/17
Intro to Unit 3
Annotate Prompt
Prewriting activity: Brainstorm
Choose project groups
Group time—Planning for your project
For next time: bring group plan to class

2/16/17
Group Plan discussion
Intro to CRR 3
Prewriting CRR 3
What is Multimodality?
For next time: read until page 187 in Wolf; post Canvas Post #4 by 2/20; read "New Literacies for Digital Citizenship" on Canvas
DUE: Final Draft of Profile Essay on Canvas by 2/19

WEEK 5
2/21/17
Quiz #3
Discussion on Wolf Reading
In-class workshop: brainstorm and thesis for CRR 3
Discussion: New Literacies for Digital Citizenship
For next time: Continue reading "New Literacies for Digital Citizenship" and read Stanford Study reading (on Canvas)

2/23/17
Discussion: Millennials & Online Credibility
Freewrite: CRR3
For next time: Write CRR 3 first draft & bring to class on 2/28; read until page 211 in Wolf

WEEK 6

2/28/17

Discussion: Wolf Reading
Peer Review: CRR 3
CRR 3 & Ethnography
For next time: Read "Ethnography" Chapter (Canvas); revise CRR 3

3/2/17

Quiz #4
Discussion: Ethnography and Multimodality
Group work—thenography
DUE: CRR3 Final Draft on Canvas by 3/5; Canvas Post #5 by 3/6
For next time: read "Social Media Has Become a Defender of Democracy" by Nayanika Kapoor (on Canvas)

WEEK 7

3/7/17

Ethnography Pre-writing activities
Class discussion (each group): prospective Ethnography plan
Peer Review & critique plans
For next time: post pre-writing on Canvas; read until page 244 in Wolf

3/9/17

Quiz #5
Wolf discussion & how it fits into your project
Visual rhetoric PPT & activity
For next time: read until page 292 in Wolf; post Canvas Post #6 by 3/13; bring image for visual rhetoric analysis

WEEK 8

3/14/17

Quiz #6
Wolf discussion & current events
Sample ethnographies; visual rhetoric discussion
Present to class—your multimodal component
For next time: read "How Effective is Social Media Activism?" by Erin Lee (on Canvas)

3/16/17

In-class reading & response day
Reading and response to "Trick or Tweet, or Both?" by Chris Baraniuk and "Maybe the Internet Isn't a Fantastic Tool for Democracy After All" by Max Read
For next time: read until page 316 in Wolf; post Canvas Post #7 by 3/20

WEEK 9
3/21/17
One-on-one group meetings

3/23/17
In-class writing :Evaluation (500 words) for Ethnography presentations
For next time: finish Wolf book; post Canvas Post #8 by 3/31; prepare for presentations

SPRING BREAK 3/27/17-3/31/17

WEEK 10
4/4/17
Ethnography Presentation Day 1

4/6/17
Ethnography Presentation Day 2
Intro to Critical Essay
For next time: read chapter 7 in Ballenger; post presentation critiques on Canvas by 4/10

WEEK 11
4/11/17
Quiz #7
Discussion: Ballenger chapter 7
Start on Critical Essay
For next time: read Business Insider, "These 6 Corps Control 90% of the Media"

4/13/17
Discussion: Business Insider article
Pre-work: Critical Essay
Freewrite: Critical Essay
For next time: bring all materials for Critical Essay to class; read "Of Course Social Media Is Transforming Politics. But It's Not to Blame for Brexit and Trump" by Helen Margetts and "How Social Media Is Crippling Democracy, and Why We Seem Powerless to Stop It" by Jason Perlow; post Canvas Post #9 by 4/17

WEEK 12
4/18/17
Classwork: outline Critical Essay
Quiz #8
Discussion on readings

4/20/17
Writing Day
Intro to Portfolio
For next time: write 3 pages of Critical Essay

WEEK 13
4/25/17
Peer Review & Reverse Outline—Critical Essay
Revision Work in-class
For next time: continue working on Critical Essay

4/27/17
One-on-one conferences on Critical Essay
For next time: finish Critical Essay

WEEK 14
5/2/17
One-on-one conferences on Critical Essay
For next time: revise Critical Essay

5/4/17
Portfolio Pre-work & workshop
DUE: Final Draft of Crtiical Essay on Canvas by 5/8

WEEK 15
5/9/17
TBA

5/11/17
TBA

WEEK 16
5/16/17
Submit Portfolios

Final Exam Date & Time: Wednesday, May 24th from 9:45am-12:00 noon
Final Exam: Portfolio Presentations