

San José State University
Humanities and Arts, Department of English and Comparative Literature
English 1AF and 1AS, Stretch English I and II
Sections 13 & 34, Fall 2016 & Spring 2017

Instructor:	Allison St. Dennis
Office Location:	FO 223
Telephone:	(408) 924-4956
Email:	allison.stdennis@sjsu.edu
Office Hours:	Tuesday and Thursday, 10:30-11:30 am and by appointment
Class Days/Time/Location:	Section 13: T/Th 9:00-10:15 a.m., SH 444 Section 34: T/Th 12:00-1:15 p.m., BBC 128
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.

Exploring Together: Literacies for 21st Century Citizenship

"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

Thomas Jefferson assumed that an informed and participatory citizenry was the best means of creating a fair society. He believed that freedom of the press was a central condition for self-government. As Americans we inherited the rights established by our country's founders and the belief that education will help us live prosperous lives. But are other actions necessary to create a just and equitable society and a peaceful world? In this class we will explore the ideal of a citizenry empowering itself through information and literacy and seek an answer to this question, as well as others, including:

- What does citizenship mean, and what's in it for me?
- How can ordinary citizens promote change in our local communities, in national policies, and through global involvement?
- What are the promises of a free press and how is it limited?
- What are the positive and negative influences of the media we are exposed to and generate in this information age?

You may be wondering what this theme has to do with composition. And I say, "Everything!" because literacy, the ability to read and write, to understand and make arguments—in words, pictures, song, and video—can move the world. By understanding rhetoric in the world of news, we will become savvier audiences and create powerful messages of our own.

Finding texts

Reading is an integral part of writing. Reading for this course is both extensive and intensive. It includes useful samples of writing for a variety of audiences. The following texts are part of the extended investigation we will conduct this year about literacy, democracy, and citizenship; reading these texts, you will practice reading to learn, to reflect, and to respond. All of these reading resources are required.

Books

Purchase from the Spartan Bookstore, or from an online bookseller (Amazon, Chegg): I highly advise you purchase these texts (as opposed to renting) as you will need them for an entire year (renting, which is by the semester, would require you to rent them twice!)

- Ballenger, Bruce. *The Curious Writer*, Brief Edition, 4/E.
ISBN-13: 978-0-2058-7665-5
- Wolf, Naomi. *Give Me Liberty: A Handbook for American Revolutionaries*.
ISBN-13: 978-1-4165-9056-9

Free access to our handbook

- Lunsford, Andrea. A digital version of *The Everyday Writer* called *Writer's Help* can be found by clicking the link in our Canvas course menu. Access is free to you.

Newspaper Subscription

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

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>

Additional Reading in Canvas

Other readings (newspaper articles, public speeches, and scholarly articles) on your theme are located on Canvas, inside a folder called “Readings” under the “Files” link in the Course Menu. These readings will help us to develop a shared context of reading to inform our arguments.

Staying abreast of course assignments and materials.

Course materials such as syllabus, assignment schedule, 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.

Preparing 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 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. Sometimes I will ask you to bring your laptops to class. (Laptops and tablets are also available to be checked out in the library.)

Learning in Stretch English I and II

The General Education guidelines for instructors outline five broad learning outcomes for all courses that satisfy Area A2.

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: <http://www.sjsu.edu/english/ENGLgreensheets/2016ENGLfall/Stretch%20Program%20Syllabus.pdf>.

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)	2100	in-class writing	F	GELO 1, 2, 3,4, 5
	Essay 2: (750)			F	
	Essay 3: (750)			S	
Data-driven analyses	Personal Essay (1000)	2800	out of class writing	F	GELO 2, 3, 5
	Interview Project (1000)			S	
	Ethnography Project (800)			S	
Major Essays	Blog (750)	2950	out of class writing	F	GELO 2, 3, 4, 5
	Profile Essay (1000)			S	
	Critical Essay (1200)			S	
Portfolio/self-reflection essays	Midyear (750)	1750	in-class writing out of class writing	F	GELO 1, 2, 3, 4, 5
	Final (1000)			S	

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

The Work You Will Do in This Course: An Overview

The Core Stretch Curriculum. Table 1 outlines the major writing assignments for Stretch English. All sections of Stretch English share this core curriculum. Fall writing assignments include: 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). 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 down the daily activities you will do 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 its learning goals. In a 3-unit course, 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. More details about student workload can be found in [University Policy S12-3](#) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Individual needs to complete these assignments will vary. You may need extra hours for tutoring, reading texts, looking up words, or editing. To develop your skills as a writer, your goal is to learn what you need—and get what you need. That will take commitment to seek out the support and resources you need, both in and out of class.

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).

Assessing Your Work and Grades

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. 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 on your right to understand your grades.

Feedback for Individual Assignments

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. As your writing coach, I will mark essays and make notes for revision on the scoring guide.

Cover Sheet: When you submit your work for my evaluation, you will reflect on the learning you have achieved by writing a cover sheet. These cover sheets will help you prepare you to write the midyear and final self-reflection essays.

Weighted Assignments 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.

<u>Item</u>	<u>% of Course Grade</u>	<u>Word Count*</u>	<u>Type of Assignment</u>		
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 2017: A final grade of C- or better in English 1AS is needed to clear remediation and satisfy GE Area A2.

<u>Item</u>	<u>% of Course Grade</u>	<u>Word Count*</u>	<u>Type of Assignment</u>		
Interview Transcript	3%	1000	out of class		
Profile Essay	10%	1000	out of class		
Ethnography Presentation	5%	800	out of class		
Critical Reading/Reflection 3	8%	750	in-class		
Critical Essay	15%	1200	out of class		
Self-Reflection/Final Portfolio	15%	1000	out of class		
Participation in Canvas Discussion Boards	7%	N/A	in-class	Spring Total	[63%]

Word Count/ Fall and Spring: 9850 (5200 finished writing)

Calculating Your Grades In Stretch English, your course grade is based on the points you earn over both semesters on the work you produce. The percentages above are based on a thousand-point scale, with individual assignments receiving point-equivalencies to these percentages. An assignment worth 10% of your course grade, applied to a 1000-point scale, is worth 100 points; an assignment worth 8% is worth 80 points.

Students will receive a Credit or No Credit for the fall semester and will receive letter grades at the end of the spring semester based on a student's total number of points for both semesters. **Course grade equivalencies for total points are as follows: $\geq 930 = A$, $90-929 = A-$, $870-899 = B+$, $830-869 = B$, $800-829 = B-$, $770-799 = C+$, $730-769 = C$, $700-729 = C-$, $670-699 = D+$, $630-669 = D$, $600-629 = D-$, $< 600 = F$. A grade of C- is required to receive A2 credit.**

Getting the Most Out of Our Collaborative Learning Environment

- **Office Hours:** I encourage you to come talk to me during my scheduled office hours or by appointment if you would like extra help.
- **Email:** Please email me to inform me of an absence or to ask questions about assignments, but I cannot accept homework or papers via email. Put the name of our course in the Subject of your email. Also, please include a salutation and address me by name (e.g., *Hi Allison*, or *Good morning Mrs. St. Dennis*, or *Hello Professor St. Dennis*) in the salutation of your email, and sign your emails with your name so I know who is writing to me. Also, use your best prose (capitalization, punctuation, complete sentences) when writing to me so that your writing is easy for me to read. These are all professional courtesies.
- **Sharing our work, our opinions, and advice:** We will be sharing our work in class and online, as part of a collective inquiry into reading and writing. Your work and your classmates' work represent models of various approaches to thinking and writing. You can earn participation points by completing in-class workshop activities and posting to the Discussion board assignments in class. Participation is worth 15% of your grade so being an active member of the class not only improves your writing and builds community in our class but also helps your grade.
- **Peer Workshops:** These are an essential part of the writer's working experience. Your participation in workshop is required. On workshop days, you must bring in completed hard copies of your drafts (not just your draft on your laptop), which can easily be swapped by classmates and later be turned in to me.
- **Attendance:** We do a lot of activities both in-class and online, for which you receive points. There are no make-ups for these assignments. If you are absent, please email to inform me so I can advise you of any important class developments and email you any handouts or tell you where to find them in Canvas. Check Canvas for announcements too.
- **Late work and make-ups:** You will need a documented, excused absence for any work that is not turned in on the due date. In-class and online work cannot be made up. Late papers without an excused absence will be marked down a letter grade for each class period they are late. These policies are in place to be fair to your classmates who also have demanding schedules. They are also in place because activities in Stretch are sequenced for a step-by-step approach to developing your writing. Please provide documentation (doctor's note, mechanic's bill, athletic commitment, etc.) to excuse an absence.
- **Classroom and online conduct:** Please be courteous in class and online, to me and to your fellow classmates. In class, this means listening when I am lecturing and when another classmate is speaking; it also means working on tasks related to the course. Class is best when we are all participating in the same conversation, together. When critiquing one another's work in class and online, offer constructive advice in a kind manner; insulting commentary is only harmful. Please remove earbuds when you come to class; silence and put away cell phones. Laptops and cell phones will only be allowed for specific activities when I assign them.
- **Save all your work!** Save online and print copies of your work and class handouts. You will use this archive of work to write your cover letters and reflective midterm and final essays. These documents are your best evidence to support your claims about your progress over the year and evaluate the tools you found most useful. For each paper assignment, consider keeping a folder on your computer as well as a manila or pocket folder to collect hard copies of your work and handouts to stay organized.

Finding 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](http://www.sjsu.edu/gup/syllabusinfo) web page at <http://www.sjsu.edu/gup/syllabusinfo>.

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.

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

Notes:

1. Assignments and due dates are subject to change. Such changes will be announced in class and in Canvas at least one class meeting in advance.
2. All reading assignments and homework are due the dates they are listed below. Come to class having completed any assigned homework and/or reading and be prepared to participate in class.
3. All reading assignments not in your textbooks or in newspapers are posted in Canvas. It is your responsibility to go to Canvas, download the reading, print it out, read it, and bring it to class.
4. Bring assigned reading texts to class the dates they are listed below.
5. You are not responsible for completing any exercises you encounter in your reading as homework if they are not listed in our schedule or assigned in class.

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

Week	Date	Topics, Readings, Assignments, Deadlines
1	Th, 8/25	<i>If you can, please bring a laptop or other internet-capable device (phone?) to class.</i> Read (before class): Syllabus Bring to class: Questions about Syllabus Discuss: “Millennials Read Print News” (demonstration: accessing Canvas files and pages) In-Class Activity: Subscribe to the <i>International New York Times (NYT)</i> digital (online). Canvas Post Assignment: Your portfolio URL
2	T, 8/30	Read: Stories from the International front page of the <i>NYT</i> Bring to class: A printed copy of your DSP literacy narrative Canvas Discussion Post 1: <i>NYT</i> article post In-Class Activity: Language background survey (online) and sharing your DSP narratives
2	Th, 9/1	Read: Stories from the International front page of the <i>NYT</i> Read: Ballenger, Ch. 2, “Reading as Inquiry” (39-68) In class: Round table—top <i>NYT</i> stories
3	T, 9/6	Read: Stories from the International front page of the <i>NYT</i> Read: “Few Read, Many Twitter” and “When Here Sees There” (both in Canvas/Files/Readings folder) In class: Annotating Activity and Vocabulary
3	Th, 9/8	Read: Naomi Wolf’s “Introduction” from <i>Give Me Liberty</i> (3-12) Bring to class: Annotation Assignment—Bring in a photocopy of a <i>NYT</i> article with your annotations (consult Ballenger’s sample annotation on p. 53). Canvas Discussion Post 2: Response to Wolf’s introduction In class: Round table—top <i>NYT</i> stories and SOAPST activity and rhetorical situations
4	T, 9/13	Read: Stories from the International front page of the <i>NYT</i> Read: “Layering Meaning with Appositives” (124-129) in Canvas/Files/Readings Bring to class: Print out and complete Exercises 8A and 8B (128-129) from reading on Appositives. Review: Ballenger pp. 50-52 to prepare for in-class activity In class: Round table—top <i>NYT</i> stories and KWL+ exercise
4	Th, 9/15	Read: Stories from the International front page of the <i>NYT</i> Canvas Discussion Post 3: Article Tweet Bring to class: A printed copy of the <i>NYT</i> you “tweeted” In class: Double-entry journal activity and thesis workshop for essay

Week	Date	Topics, Readings, Assignments, Deadlines
5	T, 9/20	<p>Read: Stories from the International front page of the <i>NYT</i></p> <p>Bring to class: A completed KWL+ for your story (at least three stories on your <i>NYT</i> topic); and a double-entry journal page for your story (Consult Ballenger, pp. 54-55)</p> <p>In class: Motivating your reader—a workshop for writing an introduction</p> <p>After Class Canvas Discussion Post 4: After the workshop, post your working introduction</p>
5	Th, 9/22	<p>Read: Stories from the International front page of the <i>NYT</i></p> <p>Read: Ballenger, Ch. 12, “Using Sources/Summarizing/Paraphrasing” (478-480) and “Avoiding Plagiarism” (483-485)</p> <p>In class: Selecting and rehearsing evidence and language for your essay and your audience</p>
6	T, 9/27	<p>In class: Critical Reading/Reflection Essay 1: in-class writing</p> <p>Bring to class: Annotated story, KWL+, double-entry journal, outline, to be submitted with your draft.</p>
6	Th, 9/29	<p>Read: Ballenger, Ch. 1, “Writing as Inquiry” (3-37)</p> <p>Read: “Just Write What Happened” and “In Zimbabwe, We Don’t Cry for Lions” (both in Canvas/Files/Readings folder)</p> <p>Read: Stories from the International front page of the <i>NYT</i></p> <p>Bring to class: An annotated copy of “Just Write What Happened”</p> <p>In class: perspective</p>
7	T, 10/4	<p>Read: Ballenger, Ch. 3, “Writing a Personal Essay” (71-109)</p> <p>Read: “Weaving Story into Breaking News” (in Canvas/Files/Readings folder)</p> <p>Read: Stories from the International front page of the <i>NYT</i></p> <p>Bring to class: An annotated copy of “Weaving Story” essay</p> <p>In class: repurposing your reading/reflection for a new audience</p>
7	Th, 10/6	<p>Bring to class: Prewriting and a quick sketch for your essay (Ballinger 95-101)</p> <p>In class activity: narration and exposition</p>
8	T, 10/11	<p>Read: Ballenger, Ch. 14, “The Writer’s Workshop,” (575-594) and “Format” (494-495)</p> <p>Read: “Lesson 9: Concision” (126-133) (in Canvas/Files/Readings)</p> <p>Bring to class: Completed Exercise 9.1 from “Lesson 9: Concision”</p> <p>In class: generating details in sentences for narrative writing</p>
8	Th, 10/13	<p>Read: Ballenger, “Writing a Reflective Letter or Essay” (600-602)</p> <p>Bring to class: two copies of the complete draft of your Personal Essay</p> <p>In class: peer workshop for your draft</p>
9	T, 10/18	<p>Read: Appendix I, “Punctuating Beginnings” (217-219) (in Canvas/Files/Readings)</p> <p>Bring to class: a new draft that incorporates the suggestions from the 10/12 workshop</p> <p>In class: sentence-editing workshop to refine sentences and choose effective punctuation; the cover sheet</p>
9	Th, 10/20	<p>Read: Stories from the International front page of the <i>NYT</i></p> <p>Bring to class: Final draft of your Personal Essay: submit all prewriting (plan, outlines, drafts, along with the cover sheet and essay)</p> <p>Submit to Canvas: Upload your final draft to Canvas/Assignments/Personal Essay</p> <p>In class: repurposing narrative as argument</p>
10	T, 10/25	<p>Read: Opinion pages <i>NYT</i></p> <p>Read: Ballenger, Ch. 7, “Writing an Argument” (235-283)</p> <p>Read: Gail Collins’ “What Happened to Working Women?”(in Canvas/Files/Readings)</p> <p>In class: Claims, reasons, evidence</p>

Week	Date	Topics, Readings, Assignments, Deadlines
10	Th, 10/27	Read: Opinion pages <i>NYT</i> Read: Ballenger, Ch. 12, "Using and Citing Sources" (478-493) In class: evidence and appeals and citing sources
11	T, 11/1	Read: Opinion pages <i>NYT</i> Canvas Post 6: Post two samples of effective opinion pieces you have read. Be prepared to explain in class what made them persuasive. Bring to class: Print one of the two samples you posted to Canvas In class: Round table—top Opinion pieces and opening and closing gestures
11	Th, 11/3	Read: Opinion pages <i>NYT</i> Read: "Rice on Paragraphs—Unity, Coherence, Emphasis" in Canvas>Files>Readings Bring to class: A sketch of your argument (see Ballenger pp. 238-40 and 267-73) In class: shaping evidence in paragraphs
12	T, 11/8	Read: Opinion pages <i>NYT</i> Read: Ballenger, Ch. 13, "Revision Strategies" Bring to class: two hard copies of the complete draft of your blog In class: peer workshop for your draft
12	Th, 11/10	Bring to class: one copy of a new draft that incorporates the suggestions from the 11/4 workshop Read: "Lesson 3: Actions" (28-33) in Canvas/Files/Readings In class: editing workshop
13	T, 11/15	Holiday: Veteran's Day, Campus Closed
13	Th, 11/17	Bring to class: Final draft of your Blog: submit all prewriting (plan, outlines, drafts, along with the cover sheet and essay) in class Submit to Canvas: Upload your final draft to Canvas/Assignments/Blog Read: Whitehead's "Why Local Newspapers" and Alexander's "Beyond Borders" (in Canvas/Files/Readings folder) Read: Ballenger, Appendix A, "What is a Portfolio?" (595) and "Why Require a Portfolio?" (598-599) In class: inventory of strategies for emotional and logical appeal in your essays, and inventory of learning objectives
14	T, 11/22	Read: Wolf's "Freedom Is Intended as a Challenge" (13-21) Bring to class: an annotated copy of the reading, and a double-entry journal of it In class: inventory of reading strategies
14	Th, 11/24	Holiday: Thanksgiving Day—Campus Closed
15	T, 11/29	Read: Pope Francis's Address to Congress (in Canvas/Files/Reading) Canvas Discussion Post 6: A reflection on Pope Francis's Address In class: making connections
15	Th, 12/1	In class: Critical Reading/Reflection Essay 2: in-class writing Bring to class: annotations, double-entry journal pages, other prewriting, outline/sketch to submit with your draft
16	T, 12/6	Bring to class: Completed worksheet for developing your portfolio In class: Organizing your reflection; preparing for the Interview and Profile project
16	Th, 12/8	In class: Write the Self-Reflection essay in class; submit the portfolio for midyear assessment, which will include all prewriting and outline/sketch of the self-reflection essay

Week	Date	Topics, Readings, Assignments, Deadlines
Final Exam	F, 12/16 M, 12/19	Sect 13 (T/Th 9:00 class): Final exam is in our classroom, F, 12/16: 7:15-9:30 am Sect 34(T/Th 12:00 class):Final exam is in our classroom, M, 12/19, 9:45am-12:00pm Read: Ballenger, Chapter 4, "Writing a Profile" (111-153) Bring to class: a list of possible interview subjects for yours news investigation In class: Conducting research and Midyear Freshman Writing Exit Survey

Note: Assignments and due dates are subject to change. Such changes will be announced in class and in Canvas at least one class meeting in advance.

Winter Recess: 12/22-1/24

ASSIGNMENTS OVER WINTER BREAK: Your January Reading and Interview Assignments

1. Over the winter break, look for an interviewee and *possibly* conduct your investigative interview(s) in the field.
2. Consider developing a (optional) KWL+ to refine questions and possibly re-interview.
3. Read pp. 23-90 from Wolf's *Give Me Liberty*. Keep a double-entry journal of this reading.

Eng 1AS / Stretch English II, Spring 2017, Course Schedule

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Th, 1/26	Read: Wolf, <i>Give Me Liberty</i> (23-88) Bring to class: Double entry journal of Wolf's <i>Give Me Liberty</i> pp. 23-88 In class: Introduction to Profile essay assignment
2	T, 1/31	Read: Dan Bright's Profile (87-107) in Canvas Bring to class: double-entry journal page for Dan Bright's Profile
2	Th, 2/2	Read: Daily <i>NYT</i> and other journal articles on your news story Read: In class: Framing your profile
3	T, 2/7	Read: Daily <i>NYT</i> and other journal articles on your news story Read: Lorena's profile (109-127) in Canvas Bring to class: Two copies of the Final Interview Transcript and Double-entry journal for Lorena's profile In class: Framing your profile and developing a working thesis
3	Th, 2/9	Read: Daily <i>NYT</i> and other journal articles on your news story Read: Ballenger, Chapter 4, "Writing a Profile" (111-153) In class: Outlining your profile, quoting, and paragraph detail
4	T, 2/14	Bring to class: 2 copies of a complete draft for your profile essay In class: Peer workshop for your draft

Week	Date	Topics, Readings, Assignments, Deadlines
4	Th, 2/16	<p>Bring to class: Media evaluation (in Canvas/Files/Readings/Spring Readings)</p> <p>Bring to class: 1 copy of your revised draft (a revision of your draft based on feedback received from the peer editing workshop of 2/14)</p> <p>In class: Revision workshop, Introduction to CRR3</p>
5	T, 2/21	<p>Bring to class: A final draft of your Profile Essay; submit all prewriting, plan, outlines, drafts, cover letter, and essay</p> <p>Submit to Canvas: Upload your final draft to Canvas/Assignments/Profile Essay</p> <p>Read: Wolf, “Principle One” (91-104)</p> <p>Canvas Discussions Post 1: On Wolf’s “Principle One”</p> <p>In class: Synthesis exercise and Introduction to the Ethnographic Exercise</p>
5	Th, 2/23	<p>Read: Stanford Study (in Canvas/Files/Readings/Spring Readings)</p> <p>In class: Discussion of Stanford Study</p>
6	T, 2/28	<p>Read: Wolf, “Principle Three” (125-139)</p> <p>Canvas Discussions Post 2: On Wolf’s “Principle Three” (125-139)</p> <p>Read: Lee’s “How Effective Is Social Media Activism?” and Kapoor’s “Social Media Has Become a Defender of Democracy” in Canvas/Files/Readings/Spring Readings</p> <p>In class: Synthesis exercise</p>
6	Th, 3/2	<p>Read: Wolf, “Principle Six” (173-187)</p> <p>Canvas Discussions Post 3: On Wolf’s “Principle Six”</p> <p>Canvas Discussions Post 4: Synthesized paragraph</p> <p>In class: Outline and sketch for your CRR3</p>
7	T, 3/7	<p>In class: Critical Reading/Response Essay 3: in-class writing</p> <p>Canvas Discussions Response to Post 4 due</p> <p>Bring to class: A blue/yellow/green exam book, the Stanford Study reading and your media evaluation, outline/sketch, to be submitted with your draft</p>
7	Th, 3/9	<p>Read: Ballenger, Chapter 9, “Ethnographic Essay” (337-353)</p> <p>Read: <i>Writer/Designer</i>, Chapter 1 “What Are Multimodal Projects?” (1-19) and Chapter 5, “Assembling Your Technologies and Your Team” (77-92) (in Canvas/Files/Readings/Spring Readings)</p> <p>Canvas Discussion Post 5—Article Posts: <u>Asparagus Group Members Only</u></p> <p>Bring to class (everyone): A rhetorical analysis of an unbiased, informative article on your news story (from any journal—your choice)</p>
8	T, 3/14	<p>Read: Wolf, “Principle Seven” (189-208)</p> <p>Canvas Discussions Post 6: On Wolf’s “Principle Seven”</p> <p>In class: Round Table—<u>Broccoli analyses of Asparagus posts</u></p>
8	Th, 3/16	<p>Read: Barianiuk’s “Trick or Tweet, or Both? How Social Media Is Messing Up Politics” (in Canvas/Files/Readings/Spring Readings)</p> <p>Bring to class: SOAP-T of “Trick or Tweet, or Both? How Social Media Is Messing Up Politics”</p>

Week	Date	Topics, Readings, Assignments, Deadlines
9	T, 3/21	<p>Read: Max Read’s “Maybe the Internet Isn’t a Fantastic Tool for Democracy After All” in (in Canvas/Files/Readings/Spring Readings)</p> <p>Bring to class: SOAPT on “Maybe the Internet Isn’t a Fantastic Tool for Democracy After All”</p> <p>Canvas Discussions Post 7—Article Posts: <u>Broccoli Group Members Only</u></p> <p>Bring to class (everyone): A rhetorical analysis of a left-leaning or right-leaning article on your news story (from any journal—your choice)</p>
9	Th, 3/23	<p>Read: Business Insider’s infographic “These 6 Corps Control 90% of the Media” in (in Canvas/Files/Readings/Spring Readings)</p> <p>In class: Round Table—<u>Carrot analyses of Broccoli posts</u></p>
10	T, 3/28	<p>Spring Recess, Campus Closed—prepare for next week’s Ethnographic presentations</p>
10	Th, 3/30	<p>Spring Recess, Campus Closed—prepare for next week’s Ethnographic presentations</p>
11	T, 4/4	<p>In class: Ethnographic Presentations</p> <p>Ethnography Discussion Post: media presentations due to Canvas for those presenting today</p> <p>Read: Continue search for varied treatments of your news story (any journal)</p>
11	Th, 4/6	<p>In class: Ethnographic Presentations</p> <p>Ethnography Discussion Post: media presentations due to Canvas for those presenting today</p> <p>Read: Margett’s “Of Course Social Media Is Transforming Politics. But It’s Not to Blame for Brexit and Trump” (in Canvas/Files/Readings/Spring Readings)</p> <p>Bring to Class: SOAP-T of Margett’s “Of Course Social Media Is Transforming Politics” *</p> <p>Read: Continue search for varied treatments of your news story (any journal)</p> <p><i>* If you are presenting today, you can turn in the SOAP-T of Margett’s essay next week</i></p>
12	T, 4/11	<p>In class: Ethnographic Presentations</p> <p>Ethnography Discussion Post: media presentations due to Canvas for those presenting today</p> <p>Read: Ballenger, Chapter 8, “Writing a Critical Essay” (285-335)</p> <p>Canvas Discussions Post 8—Article Posts: <u>Carrot Group Members Only</u></p> <p>Bring to class (everyone): A rhetorical analysis of a far left-leaning or far right-leaning (or conspiracy theory) article on your news story (from any journal—your choice)</p>
12	Th, 4/13	<p>Read: Perlow’s “How Social Media Is Crippling Democracy, and Why We Seem Powerless to Stop It) (in Canvas/Files/Readings/Spring Readings)</p> <p>Bring to class: SOAPT for “How Social Media Is Crippling Democracy”</p> <p>In class: Round Table—<u>Asparagus analyses of Carrot posts</u></p>

Week	Date	Topics, Readings, Assignments, Deadlines
13	T, 4/18	Bring to class: a sketch of the argument for your critical essay In class: paragraph development workshop
13	Th, 4/20	Bring to class: a draft of your body paragraphs for your critical essay and sources or a means to access sources you will quote in your paper Canvas Discussions Board Post 9: Practice paragraph In class: paragraph revision workshop
14	T, 4/25	Read: Ballenger, "Preparing the Works Cited Page" (497-513) Canvas Discussions Response to Post 9 due Bring to class: opening and closing paragraphs for critical essay In class: sentence revision workshop
14	Th, 4/27	Bring to class: 2 typed drafts of your Critical Essay for peer review In class: Peer workshop for your draft
15	T, 5/2	Bring to class: A revised draft of your Critical Essay with improvements made since last week's peer review In class: Revision workshop
15	Th, 5/4	Bring to class: Final draft of Critical Essay; submit all prewriting, sketches or outlines, peer reviewed drafts, and cover sheet. Submit to Canvas: Upload your final draft to Canvas/Assignments/Critical Essay
16	T, 5/9	Read: Ballenger, Chapter 5, "Writing a Review" (155-191) Bring to class: your midyear portfolio and self-reflection essay In class: workshop to inventory and document improved skills
16	Th, 5/11	In class: (double-entry journaling; planning paragraphs, analyzing evidence reflecting on your own writing)
17	T, 5/16	Bring to class: Typed Final Self-reflection essay and Portfolio due Last day of instruction
Final Exams Week		9:00 class (Section 13): Tue, May 23, 7:15-9:30 am in our class 12:00 class (Section 34): Wed, May 24, 9:45 am-Noon in our class In class: First-Year Exit Survey and ePortfolios