

**San José State University**  
**Department of English and Comparative Literature**  
**English 1A, 1<sup>st</sup> Year Writing, Sections 77– Fall 2018**

<b>Instructor:</b>	Dr. Linda Landau
<b>Office Location:</b>	FOB 115
<b>Telephone:</b>	(408) 924- 4117 (during office hours only, prefer email)
<b>Email:</b>	<a href="mailto:linda.landau@sjsu.edu">linda.landau@sjsu.edu</a>
<b>Office Hours:</b>	M/W 1:45-2:30pm, and additional times and days by appointment
<b>Class Days/Time:</b>	M/W 4:30-5:45pm
<b>Classroom:</b>	Clark 316
<b>Prerequisites:</b>	Reflection on College Writing
<b>GE/SJSU Studies Category:</b>	GE Area A2, Written Communication 1
	To earn graduation credit in the GE A2 category, you must complete English 1A with a grade of C- or better.

**The A2 Milestone for Progress to Degree:** The California State University system and SJSU expect all students to have completed their A2 requirement within the year. They have committed to make available courses and support to help all students achieve this milestone. Please work with your Stretch Instructor and all recommended support staff to achieve this milestone successfully.

### **MYSJSU Messaging**

Course materials such as syllabus, handouts, and assignment instructions can be found on the Canvas learning management system course website. (Log on with your **SJSUOne** ID and password). You are responsible for regularly checking Canvas and your email for updates.

### **English 1A Course Description**

English 1A is an introductory writing course that will help students understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students will develop clear thinking and effective writing that give form and coherence to complex ideas. Students will practice these skills by writing for various audiences and rhetorical situations.

### **Course Theme and Semester Inquiry**

Together we will explore the following theme: Freedom of the Press, Democracy & Bias

On August 16, 2018, more than 350 newspapers responded to *The Boston Globe's* call to confront the "sustained assault on the free press" by the President of the United States. Not only did editorial boards across the nation denounce the president's labeling of the U.S. news media as the "enemy of the American people" and the purveyors of "fake news," but the United States Republican-controlled Senate, in an unusual bi-partisan achievement, unanimously passed a resolution affirming that the media "is *not* the enemy of the people."

**What are the dynamics behind this momentous occasion? After all, news coverage has always been subject to criticism, which is only natural considering that reporting and analyzing the news is a human endeavor, and that humans are inherently biased and prone to making mistakes. So what makes the president's criticism so disturbing to the American press and the U.S. Senate? Do his comments about news media coverage really threaten a "free press" and the core of American democracy, as these 350 news outlets argue?**

**On the other hand, what moved the Founding Fathers to inscribe freedom of the press into the very first amendment of the newly created Constitution? And why did Thomas Jefferson write that "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." Finally, why did Jefferson feel compelled to continue, "But I should mean that every man should receive those papers and be capable of reading them"?**

This year we will explore the role of the press in the functioning of our democracy, and we will take up Jefferson's challenge to "receive those papers and be capable of reading them." Anchoring our inquiry in our class subscription to *the New York Times*, we will investigate the ways different news media describe and analyze specific stories and topics. As we read individually and in teams, we will explore our own biases and personal worldviews, and the roles of gender, class, race, region, national origin, and cultural identity in our interpretation of both the news and our American experiences.

***As we conduct our investigation, we will focus on the following questions:***

**Where can we seek answers to our questions? Where can we find facts to support our interpretations? Where can we discover who agrees with us, and who disagrees? How do we make our own views heard and respected? How can we use prior knowledge and experience to interpret complex texts? What role can our class learning community play in arriving at tentative answers?**

Developing an ever-evolving core of beliefs and values requires conscious effort and skill. The skills required for this task are outlined in the English 1A General Education Learning Outcomes: active reading, credible research, regular self-assessment, critical thinking, analytical writing that engages the entire composition cycle, and effective communication skills (listening, reading, writing, and speaking). Our goal is two-fold: 1) to encounter the opinions of others, both those with which we agree and those with which we disagree, in order to recognize our own assumptions and biases as we construct logically consistent worldviews and engage in public dialogue about current events; and 2) to develop the rhetorical skills—awareness of the importance of audience, context, purpose, *Kairos*, and appeals to logos, ethos, and pathos that will enable us to express evidence-based opinions clearly, concisely, and persuasively. By using our reading and writing to help us examine our beliefs and values, we will develop a clear sense of our own life philosophies and a knowledgeable and compassionate awareness of the worldviews of others.

## GE A2 Learning Outcomes (GELO)

Upon successful completion of the course, students will be able to

**GELO 1:** Students shall demonstrate the ability to read actively and rhetorically.

**GELO 2:** Students shall 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.

**GELO 3:** Students shall articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals.

**GELO 4:** Students shall demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres.

**GELO 5:** Students shall demonstrate college-level language use, clarity, and grammatical proficiency in writing.

## Required Textbooks and Materials

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* as well as articles and essays related to our theme – the intersection of worldviews, public dialogue, and citizen action. These readings will give you practice in reading to learn, reading to reflect, reading to respond, and reading to write. These texts will also serve as writing samples and models for imitation.

- ❑ **Class and outside readings from the *New York Times*, *The Atlantic*, the *New Yorker*, and other online newspapers and journals, and videos on YouTube.** Copies or links will be posted on Canvas or the monthly syllabus schedule and/or distributed on hardcopy in class.
- ❑ **Subscription to the digital version of the *New York Times* for the full year (4 weeks @ 99 cents, then \$1.88 per week).** The digital edition 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 @sjsu.edu account to set up a special education rate for the subscription: <http://www.nytimes.com/subscriptions/edu/lp1474.html?campaignId=48U9F>
- ❑ Carlos, John and Dave Zirin. *The John Carlos Story*. Haymarket, 2011. **Campus Reading Program. Free.**
- ❑ **Class readings on rhetoric** are from Bruce Ballenger, *The Curious Writer*, 5/E. Pearson, 2017; and Susan Crowley and Debra Hawhee, *Ancient Rhetorics for Contemporary Students*, Allyn & Bacon. You will be provided in class with the relevant pages to read.
- ❑ A college level **dictionary** and **thesaurus**—print or online. Bring to class every session.
- ❑ **A sturdy folder with multiple pockets** to store 1) prompts, assignment guidelines, rubrics; 2) annotated readings, handouts or downloads; 3) class notes, new words, in-class writing, drafts of work in progress.
- ❑ **An e-folder on your computer** entitled English 1A with subfolders for different assignments, etc. Files should have assignment name on them as well as your name if you upload it to Canvas.

## English 1A Course Requirements and Assignments

**Credit hours:** As per [University Policy S12-3](#), SJSU classes are designed with the expectation that to succeed students must spend a minimum of forty-five hours for each unit of credit—3 hours per unit per week. This means 9 hours per week for this course preparing for class, participating in classroom instruction and course activities, and completing assignments.

## Assignments

FINAL ESSAYS (multiple-drafted and revised)	Type of Writing	Word Count	Total Pts	GELO
<b>Letter to friend</b> on freedom of the press – <b>in-class</b>	Analytical, Reflective	(1,250)	8	1 – 5
<b>Personal Essay to <i>Spartan Daily</i></b> on freedom of the press, democracy and bias, following a specific story	Analytical	(1,500)	8	1 – 5
<b>Critical Analysis of a controversy related to FOP, democracy, and <i>The John Carlos Story</i></b>	Analytical/Argumentative	(2,000)	8	1 – 5
<b>Portfolio Reflective Essay – in class</b>	Analytical, Evaluative, Argumentative, Reflective	(1,500)	8	1 – 5
<b>Collaboration and Participation:</b> Reader Response short essays, reflections, reviews in class, team work		2,500	8	1 – 5

## Grading Policy

**Grading: A-F. This class must be passed with a C- or better** to move on to CORE GE Area A3 and to satisfy the prerequisite for English1B or English 2. A passing grade in the course signifies that the student is a capable college-level writer and reader of English.

**Your final class grade will be determined according to the following English department criteria:**

**A (4.0-3.4)** = Exceptional communication and critical thinking skills as demonstrated on all or most of the major assignments; intellectual curiosity and exemplary mastery of course readings and concepts as shown by excellent preparation for in-class writing and quizzes, class discussion, and team work; initiative during group activities with insightful contributions to class and team discussions; *highly developed proficiency in all 5 GELOs.*

**B (3.3-2.7)** = Good communication and critical thinking skills as demonstrated by responding to all points on the prompt of all major assignments; interest and engagement in course readings and concepts, and solid preparation for in-class writing and quizzes, class discussion; consistently meaningful and voluntary contributions to group and class activities; *developing proficiency in all 5 GELOs.*

**C (2.6-2.0)** = Satisfactory communication and critical thinking skills; competence in course readings and concepts as shown in fair but inconsistent preparation for class discussion; positive, but noncommittal attitude towards class; sporadic contributions to class and team activities; *emerging proficiency in all 5 GELOs.*

**D (1.9-0.7)** = Limited communication and critical thinking skills; uneven preparation for class; demonstrated indifference to class activities and course readings as shown in rare contributions to class and group activities, inattentiveness during class discussions, and other factors such as consistent tardiness, leaving class early, texting, and other disruptive behaviors; failure to submit essays and homework on time, or at all.

**F (0.6-0)** = Weak communication and critical thinking skills; little to no preparation for class; no contributions to class and team discussions; no commitment to class concepts and goals; failure to submit essays and homework.

Excellent		Very Good – Good		Competent		Not Passing		Failing	
4.0-3.9	A+	3.3-3.2	B+	2.6-2.4	C+	1.9-1.3	D+	.6-0	F
3.8-3.6	A	3.1-2.9	B	2.3-2.2	C	1.2-1.0	D		
3.5-3.4	A-	2.8-2.7	B-	2.1-2.0	C-	0.9-0.7	D-		

**Feedback on your work** is intended to help you apply lessons from class and previous writing assignments to your present writing assignment. Together we will assess how effectively you are performing the skills that you are learning.

**Your Grade:** The grade on your work measures your ability to manage the writing assignment requirements defined on the prompt, which may include such tasks as reading actively and rhetorically to learn and to write, performing essential steps in the writing process, identifying and using specific rhetorical strategies, integrating research, developing arguments, explaining and analyzing ideas, and writing concisely and clearly using college level vocabulary and specific kinds of sentence structure.

**Your Scoring Guide:** For each assignment, we will develop together a scoring guide that details the assignment requirements and the GELOs and CLOs to be scored, along with the reading, thinking, and writing processes that will help us achieve them. The scoring guide will also ask you to reflect on your own work, evaluate your progress, and identify the challenges on which you would like to focus for your next essay.

### **The default grade for this class is a B.**

**To earn a B**, the major assignments must address *all* requirements on the prompt/scoring guide **completely** and **concisely**, using plenty of **critical thinking** and the complete **reading and writing cycles – the 4 Cs**. **B students** write fully developed responses to homework and to short and in-class writing prompts, and they participate meaningfully and regularly in class discussions and team work. For each assignment, we will develop together a scoring guide that details the prompt requirements, the GELOs, and the process to be scored.

**To earn an A**, writing and class contributions go **beyond the 4 Cs** in reading, writing, and participation. **A students read more articles**, which provides them with more information and ideas, and which shows in deeper critical thinking, stronger reader/writer ethos that engages readers/teammates in dialogue, more strategic word-play that reinforces pathos, and compelling logic boosted by more factual evidence and cited sources.

**To earn a C**, writing and class contributions respond to **at least 80%** of prompt requirements for major essays as well as **at least 80%** homework, in-class writing, class discussion, and team work. A C- is required to pass this class. Essays and participation that **consistently fall below 80%** will result in a non-passing grade of **D or F**.

**This is our class contract.** If you believe you might have difficulties with earning a B in this class despite your best efforts, please write me a note to see me, so we can discuss strategies for success and a personal contract.

### **Essay Format and Submission Policy**

**In-class essays** are written in clear handwriting in **blue or black ink** (no pencil) on 8 ½ x11 inch lined paper.

**Out-of-class essays** must be **typed, double-spaced (I allow 1.5 spacing to save paper)**, in **11-12 point font**, with **1 inch margins** on all sides, printed on one side of the paper only.

#### **Your final version essay is submitted**

1. **In print at the beginning of class** (papers submitted after class begins are considered a day late)
  - a. Scoring Guide on top with reflection: you will be given a scoring guide for each assignment that details how the assignment will be evaluated and scored. The scoring guide will ask you to reflect upon and evaluate your own work before submitting it to me. Typically, the assignment will be evaluated both as a process completed and as a product of that process.
  - b. Final draft with works cited list at end of essay (if applicable)
  - c. Peer reviewed draft (with reviewers' names and comments)
2. **Online to Canvas**, where it will be sent to turniton.com.
3. **Essays are NOT considered submitted till these 2 steps have been completed.** You will lose 2 points for every day this process remains incomplete.

## Classroom Protocol and University Policy

**Participation and Collaboration:** Sharing ideas, asking questions, and providing valuable feedback to team and classmates are the basic contributors to a successful learning environment. Think of yourself and your classmates as your most valuable resources.

- **Diversity:** SJSU studies include an emphasis on diversity. You will engage in reading, writing, and class discussion to construct your own arguments on complex issues such as class and social equity, gender and racial equality. Classroom discussion will always be inclusive and respectful of other viewpoints.
- **Workshops** are an essential part of the writer's working experience. Your participation in workshops is critical to your success in this class. You *must* bring to class the required draft for workshopping or peer review. If you cannot attend a team meeting or peer review session, notify your team and make arrangements to exchange papers, notes, or essays with a team member.
- **Missed classes:** If you must miss class, please check Canvas for the updated schedule and announcements, and just as important, contact a team or classmate to find out what you have missed, so you can keep up with the class. Sharing class notes is an effective way to collaborate and succeed.
- **Electronic equipment:** Smart phones, laptops, tablets may be used during class for course related essay writing and research ONLY. Using electronic equipment for texting and other personal entertainment distracts others and prevents you from participating. Such behavior violates university norms of conduct.
- **Tardiness:** If you are not *in* class, you are not participating, and thus cannot learn. Arriving late and taking breaks disturbs the class and results in your missing important discussion and activities. Tardiness loses points.
- **Food and drinks:** ONLY drinks properly covered and dry food such as energy bars and cold sandwiches are allowed in the classroom. Warm food is NEVER allowed in the classroom.
- **Recording class sessions:** Since our class is participation-based, *written permission* to record the class is required from me and *all* class members as per [University Policy S12-7](#). 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.

### Professor – Student Collaboration

- **Office hours are part of the college experience:** University professors expect students to visit us during office hours to get acquainted, share ideas, ask questions, discuss assignments, and learn tips for success.
- **Email** is useful to schedule appointments, share your concerns about your progress, and ask questions about an assignment that cannot be answered by rereading the prompt and guidelines, or by consulting with teammates.
- **Canvas:** Our syllabus and assignments are posted on Canvas and all your major essays are uploaded to the appropriate assignment box on Canvas. I send announcements through Canvas, so open your mail regularly.
- **Late Papers and Missed In-class Essays:** Late papers are not accepted without a valid excuse. Quizzes cannot be made up. If you miss an in-class essay and you have a valid excuse (documented illness, religious holiday), you will be allowed to make up the exam during my office hours if you notify me *before* the missed exam date.
- **Formatting your papers:** You may use **1.5 spacing**, which will conserve paper when printing. (Don't try this in your other classes without clearing it with your professor first because standard format is double-spaced.) Own your work: Place **your name, English 1AF- section number, my name, and date in the top left corner of the first page**. Place **your last name and page number in top right corner** of all subsequent pages.

### SJSU – Student Collaboration

- You may find all syllabus-related **University Policies and Resources** listed on GUP's [Syllabus Information web page](#) at <http://www.sjsu.edu/gup/syllabusinfo/>.
- **SJSU Health Center:** Call (408) 924-6122, or visit <http://www.sjsu.edu/studenthealth>. For after-hours **Advice Nurse Line**, call (866) 935-6347. **SJSU Counseling Services**, <http://www.sjsu.edu/counseling> located in the Student Wellness Center, 300B, offers a variety of workshops, support groups, and professional help.
- **Accessible Education Center** <http://www.sjsu.edu/aec/services-at-a-glance/academic-accommodation/>.

## ENGL 1A MW Schedule – Fall 2018

*This schedule will be updated monthly. You will be notified of changes in class and on Canvas.*

Week	Date	<i>Reading and writing assignments are due in class on the day listed below. Come prepared to discuss your reading and writing. If you can, please bring a laptop or other internet-capable device to class.</i>
1	W 8/22	<b>Introductions, Syllabus, Course Goals and Theme</b> Subscribe to <i>New York Times</i> (NYT) digital (online) <b>MODULE 1 INQUIRY: How do we recognize and develop a personal reading and writing ethos as we explore and evaluate answers to our main inquiry – What is the role of the press in a functioning democracy, and the role of worldview in interpretation?</b> <b>HW:</b> Browse NYT for titles that could answer our inquiry. Write definitions of democracy. Read and listen to <b>Bob Dylan</b> lyrics to “ <b>The Times They Are A Changin’</b> ” <a href="https://www.youtube.com/watch?v=JxvVk-r9ut8">https://www.youtube.com/watch?v=JxvVk-r9ut8</a> and the <b>Jimmy Fallon 2018 remake</b> <a href="https://www.youtube.com/watch?v=wZ9drv78dCQ">https://www.youtube.com/watch?v=wZ9drv78dCQ</a>
2	M 8/27	<b>CRITICAL THINKING HABIT of Successful Students: CURIOSITY</b> <b>Ethos Cards and Most Important Issue due</b> <b>KAIROS and CONTEXT: “The Times They Are A Changin’”</b> <b>Reading Response in class to song lyrics; Identifying and defining key terms</b> <b>HW:</b> Read NYT articles on 60s and topic of choice. Write thoughts in notebook about Kairos, and context.
2	W 8/29	<b>CT HABIT: OPENNESS &amp; INTELLECTUAL COURAGE–“I learn by going where I have to go” –Roethke</b> <b>KAIROS, WORLDVIEW, and ETHOS: Identifying and defining key terms in Democracy Inquiry</b> <b>WS:</b> NYT article “ <b>August 16, 2018 free press declarations</b> ” <b>HW:</b> Read NYT articles on democracy. Read and annotate “ <b>August 16, 2018 free press declarations</b> ”
3	M 9/3	<b>LABOR DAY – NO CLASSES</b>
3	W 9/5	<b>CT HABIT: ENGAGEMENT – ETHOS CARD and Class Networking for Teams</b> <b>READING TO LEARN – CONTEXT, KEY TERMS, ARGUMENT</b> <b>Reading Response to par. 4-10 “August 16, 2018 free press declarations” – Kairos and main question/idea</b> <b>WS:</b> Asking content vs. rhetorical strategy questions; identifying challenging sentences as key sentences <b>HW:</b> Read NYT articles on democracy and a sub-question.
4	M 9/10	<b>TEAM WORKSHOP: RR to “August 16, 2018 free press declarations” – write 4 content questions, 4 rhetorical strategy questions, comments or questions about 4 words from the text, possible answers to each of the 12 questions or comments:</b> upload to canvas one set per team
4	W 9/12	<b>CT HABIT: CREATIVITY: Connecting the dots when reading and writing</b> <b>Reading Response to “The Very American Killing of Nia Wilson” – find at least five American crises mentioned or implied in the article – write as 5 complete sentences</b> <b>WS:</b> Rhetorical Analysis Reading Chart (RARC); authors’ vs. reader’s ethos/wv & challenging sentences
5	M 9/17	<b>CT HABITS: PERSISTENCE</b> <b>Reading Response to “The Very American Killing of Nia Wilson” – the broader purpose, bigger picture;</b> <b>LETTER PROMPT: connecting ideas to NYT articles you are reading.</b>
5	W 9/19	<b>TEAM WORKSHOP – Share RARC with team:</b> write topic for letter and individual review of challenges – upload to canvas
6	M 9/24	<b>CT HABIT: FLEXIBILITY / READING TO WRITE</b> <b>Preparing a Scoring Guide</b> <b>WS:</b> finding a purposeful thesis from articles and selecting evidence from RARC; fast writes, lists.
6	W 9/26	<b>CT HABIT: RESPONSIBILITY</b> <b>WS:</b> Writing a sketch from a thesis statement; defining terms <b>HW:</b> Write a sketch or outline for your in-class letter
7	M 10/1	<b>LETTER due submit in print and upload to Canvas. Submit your SCORING GUIDE, outline and other prewrites with your print draft.</b>
7	W 10/3	<b>CT HABIT: RESOURCEFULNESS</b> <b>PERSONAL ESSAY PROMPT and INVENTION STRATEGIES</b>

Week	Date	<i>Reading and writing assignments are due in class on the day listed below. Come prepared to discuss your reading and writing. If you can, please bring a laptop or other internet-capable device to class.</i>
		<b>Reading Response to the way press treats a particular topic</b> <b>WS:</b> Providing personal observations/experiences explaining writer-reader stakes in the inquiry. Asking and answering “so what”? <b>HW:</b> Fast write an incident that occurred to you or that you witnessed. List key points.
8	M 10/8	<b>CT HABIT: CRITICAL THINKING</b> <b>Write a Sketch Outline</b> <b>WS:</b> Composing a thesis statement and logical supporting evidence from prewrites <b>HW:</b> Turn your sketch outline into a sketch
8	W 10/10	<b>COMPOSING THE PERSONAL ESSAY</b> <b>WS:</b> Write a final draft from your sketch to share with your classmates using appeals to logic, ethos, and pathos to make the new idea or argument meaningful; <b>Preparing a Scoring Guide</b>
9	M 10/15	<b>REVISING AND EDITING THE PERSONAL ESSAY – PEER REVIEW, SELF REVIEW, RE”SEEING” THE ESSAY</b> <b>Peer Review and Edit essay</b> for writing complex sentences; emphasis and subordination – dash vs. colon <b>HW:</b> Revise, edit, proofread final draft for submission Wednesday on Canvas and in <b>print in class</b>
9	W 10/17	<b>SUBMIT PERSONAL ESSAY FINAL DRAFT IN CLASS AND TO CANVAS:</b> submit in class SCORING GUIDE and all prewriting (including your prewriting plan), sketch, drafts <b>CRITICAL ESSAY PROMPT Workshop:</b> re-purposing question/issue as an argument for a new audience and context; choosing visual evidence and linking to sources; integrating sources <b>CW, “Writing as Inquiry”</b>
10	M 10/22	<b>WRITING TO LEARN</b> <b>Reading Response to “Why Are Millennials Wary of Freedom?”</b> – question as rhetorical strategy <b>WRITING a SKETCH OUTLINE and SKTECH for the BLOG</b> – claims, reasons, and evidence
10	W 10/24	<b>RESEARCHING FACTUAL EVIDENCE / EVALUATING WEBSITES – Mission Statement, Sponsors, Bias</b> National Constitution Center <a href="https://constitutioncenter.org/">https://constitutioncenter.org/</a> , <a href="http://www.pewresearch.org/quiz/news-statements-quiz/">http://www.pewresearch.org/quiz/news-statements-quiz/</a> , Economic Policy Institute <a href="http://www.EPI.org">www.EPI.org</a> , Natural Resources Defense Council <a href="http://www.NRDC.org">www.NRDC.org</a> Bloomberg, <a href="http://www.bloomberg.com">www.bloomberg.com</a>
11	M 10/29	<b>INTEGRATING THE IDEAS OF OTHERS AND CITING SOURCES</b> <b>Reading Response to “Amendment that Reinvented Freedom”</b> – models of integration <b>HW:</b> Continue searching for evidence; <b>Revise sketch into draft.</b>
11	W 10/31	<b>REVISING AND EDITING YOUR BLOG</b> <b>Preparing a Scoring Guide</b> Peer review and edit sketch to integrate summary, paraphrase, quotation, citation, appositives; visuals. <b>HW:</b> Continue searching for evidence if necessary; Revise final draft using feedback.
12	M 11/5	<b>PEER REVIEWING AND REVISING YOUR BLOG</b> <b>Peer Review and Edit Blog draft</b> for writing complex sentences; emphasis and subordination – dash vs. colon <b>HW:</b> Revise, proofread and edit final draft.
12	W 11/7	<b>SUBMIT BLOG with Works Cited – Scoring Guide on top, Reflection, peer-reviewed drafts with signatures.</b> <b>CRITICAL READING/REFLECTION 2 PROMPT</b> Bring to class <i>The John Carlos Story</i>
13	M 11/12	<b>VETERANS DAY – NO CLASSES</b>
13	W 11/14	<b>INQUIRY: Where do we create public dialogue? Where do we see citizen models answering our inquiry questions? Exploring profiles in courage.</b> <b>Reader Response to THE JOHN CARLOS STORY</b> Team discussion and analysis workshop
14	M 11/19	<b>In class Reader Response to THE JOHN CARLOS STORY</b> Team discussion and analysis workshop <b>Preparing a Scoring Guide</b>

<b>Week</b>	<b>Date</b>	<i>Reading and writing assignments are due in class on the day listed below. Come prepared to discuss your reading and writing. If you can, please bring a laptop or other internet-capable device to class.</i>
14	W 11/21	<b>THANKSGIVING – NO CLASSES WEDNESDAY - FRIDAY</b>
15	M 11/26	<b>CRITICAL ANALYSIS DUE on THE JOHN CARLOS STORY</b> Write in class and submit to Canvas. In class submit SCORING GUIDE with sketch, prewrites, drafts
15	W 11/28	<b>CT HABIT: METACOGNITION – THE WRITING CYCLE</b> Reflecting on our thinking and on the individual and cultural processes structuring knowledge WS <b>PORTFOLIO AND SELF-REFLECTION</b> <b>WS: PORTFOLIO SELF-REFLECTION PROMPT</b> – self-reflection inventory of study habits and process strategies; citing yourself; coordinating and transitioning
16	M 12/3	<b>CT HABIT: SENSE OF HUMOR</b> <b>PORTFOLIO AND SELF-REFLECTION</b> <b>WS:</b> Writing drafts
16	W 12/5	<b>PORTFOLIO AND SELF-REFLECTION</b> <b>WS:</b> Peer Review Revised Evidence Page, Reflection Essay, Portfolio <b>PROFILE PROMPT AND INTERVIEW NOTES for Spring Semester;</b> Writing questions for the profile. <b>HW:</b> Revise Reflection Essay and Portfolio
17	M 12/10	<b>WRITE IN CLASS: SELF-REFLECTION ESSAY</b> <b>SUBMIT PORTFOLIO TO CANVAS IN CLASS</b>