

**San José State University**  
**Humanities and Arts, Department of English and Comparative Literature**  
**English 1AF and 1AS, Stretch English I and II**  
**Section 3, Fall 2017 & Spring 2018**

**Course Contact Information**

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<b>Office Hours and Location:</b>	T/Th 10:30-11:30 am; M/W 9:00-10:00 am; and by appointment in FOB 226
<b>Class Days/Time/Location:</b>	Section 3: M/W 10:30-11:45 a.m., DMH 354
<b>Prerequisites:</b>	Reflection on College Writing 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).
<b>GE/SJSU Studies Category:</b>	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 21<sup>st</sup> 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

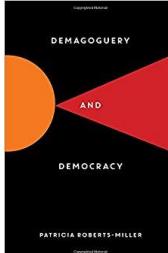
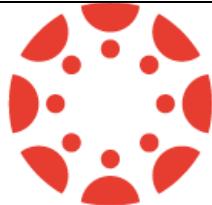
Thomas Jefferson assumed that an informed and participatory citizenry was the best means of creating a fair society. He believed that freedom of the press was a central condition for self-government. As Americans we inherited the rights established by our country's founders and the belief that education 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.

## Required 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.

Text	What it looks like	Where to buy
Ballenger, Bruce. <i>The Curious Writer</i> , Brief Edition, 4/E. ISBN-13: 978-0-2058-7665-5		<ul style="list-style-type: none"><li>Online bookseller</li><li>Buy used, ASAP.</li><li>Be sure to get the Brief 4<sup>th</sup> edition.</li><li>Do not rent—you need it for two semesters</li></ul>
Roberts-Miller, Patricia. <i>Demagoguery and Democracy</i> . ISBN-13: 978-1-61519-408-7		<ul style="list-style-type: none"><li>Spartan Bookstore or another retail or online vendor</li></ul>
Digital Subscription to the <i>New York Times</i> : You can keep a personal archive of stories		<ul style="list-style-type: none"><li>Get the student rate for \$1.00/wk using this URL <a href="http://nytimes.com/professor3">nytimes.com/professor3</a></li><li>Sign-up using your SJSU email account to get the student rate.</li></ul>
Readings in Canvas	 	<ul style="list-style-type: none"><li>Links to articles are available to you in our Canvas course. Click on the reading assignments that say (Attachment); download, print.</li></ul>

## Free access to 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.

## Staying abreast of course assignments and materials.

Course materials such as syllabus, assignment schedule, handouts, assignment sheets, and some readings can be found on our online course in Canvas, the learning management system. You are responsible for checking email and Canvas for updates to our course.

**Preparing for class sessions.** This year we will collaborate to answer the question: What is the relationship between 21<sup>st</sup> 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 deigned 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
<b>Critical reading/reflection</b>	Essay 1: (600) Essay 2: (750) Essay 3: (750)	2100	in-class writing	F F S	GELO 1, 2, 3,4, 5
<b>Data-driven analyses</b>	Personal Essay (1000) Interview Project (1000) Ethnography Project (800)	2800	out of class writing	F S S	GELO 2, 3, 5
<b>Major Essays</b>	Blog (750) Profile Essay (1000) Critical Essay (1200)	2950	out of class writing	F S S	GELO 2, 3, 4, 5
<b>Portfolio/self-reflection essays</b>	Midyear (750) Final (1000 )	1750	in-class writing out of class writing	F S	GELO 1, 2, 3, 4, 5

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

## 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.

In your reflection, you will examine your progress in these five course learning objectives:

- Read to learn.
- Read to write.
- Write with an increased awareness of the process.
- Read and write with an increased awareness of the language you use.
- Reflect on and assess your own writing, process and product.

## **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](http://www.sjsu.edu/senate/docs/S12-3.pdf) 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.

## **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.

## **Weighted Assignments to Determine Grades**

**Fall 2017:** 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 and Class Activities	8%	N/A	N/A	<b>Fall Total</b>	<b>[37%]</b>

**Spring 2017:** A final grade of C- or better in English 1AS is needed to clear remediation and satisfy GE Area A2.

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

**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 2017 and Spring 2018

## 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.

## Color Key

Holiday
Daily homework and in-class work
3 major inquiries for the year
New essay assignments or projects (modules)
Paper assignment or project due

## English 1AF / Stretch English I, Fall 2017, Course Schedule

Week	Date	Homework/Prep for class	In Class and After Class
1	W, 8/23	<ul style="list-style-type: none"><li>• Explore our course in Canvas</li><li>• Print and read the syllabus</li><li>• Buy books and subscribe to the <i>New York Times</i> at <a href="http://nytimes.com/professor3">http://nytimes.com/professor3</a></li></ul>	<b>In-Class:</b> Introduction to the course and Canvas  <b>After Class On Canvas:</b> Complete the Start Here Module: Things You Need to Know about the Course and Week 1 Practices--due Sun, 8/27 by midnight.
<b>Begin Inquiry 1: Getting Involved</b>			
<b>How can we make local and personal connections to global stories by reading and writing?</b>			
<b>Module 1: Critical Reading and Reflection 1: a letter to family and/or friends</b>			
2	M, 8/28	<b>Before class:</b> Be sure you have completed the Week 1 Practices in Canvas  <b>Read:</b> Front page stories from the <i>NYT</i> <b>Canvas Discussion 1:</b> <i>NYT</i> article post	<b>In-Class Activity:</b> language background survey (online)
2	W, 8/30	<b>Read:</b> Stories from the <i>NYT</i> <b>Read:</b> <i>Curious Writer</i> , Ch. 2, "Reading as Inquiry" (39-68)	<b>In class:</b> Round table—top <i>NYT</i> stories

<b>Week</b>	<b>Date</b>	<b>Homework/Prep for class</b>	<b>In Class and After Class</b>
3	M, 9/4	<b>Labor Day—Campus Closed</b>	
3	W, 9/6	<b>Read:</b> Stories from the <i>NYT</i> <b>Read:</b> “When Here Sees There” (Canvas)	<b>In class:</b> annotating activity and Vocabulary
4	M, 9/11	<b>Bring to class:</b> Annotation Assignment—Bring in a photocopy of a <i>NYT</i> article with your annotations (consult <i>Curious Writer's</i> sample annotation on p. 53).	<b>In class:</b> round table—top <i>NYT</i> stories and rhetorical situations
4	W, 9/13	<b>Read:</b> Stories from the <i>NYT</i> <b>Read:</b> Naomi Wolf’s “Introduction” from <i>Give Me Liberty</i> (3-12) (Canvas)  <b>Canvas Discussion 2:</b> Response to Wolf’s introduction  <b>Read:</b> “Layering Meaning with Appositives” (124-129) (Canvas) <b>Review:</b> <i>Curious Writer</i> pp. 50-52 to prepare for in-class activity	<b>In class:</b> round table—top <i>NYT</i> stories, appositives, and KWL+ exercise
5	M, 9/18	<b>Read:</b> Stories from the <i>NYT</i> <b>Canvas Discussion 3:</b> Article Tweet <b>Bring to class:</b> A printed copy of the <i>NYT</i> article you “tweeted”	<b>In class:</b> double-entry journal activity
5	W, 9/20	<b>Read:</b> Stories from the <i>NYT</i> <b>Bring to class:</b> A complete journaling packet for your story (at least three articles on your <i>NYT</i> topic)	<b>In class:</b> audience and motivation—a workshop for developing paragraphs  <b>After Class</b> Canvas Discussion 4: After the workshop, post your working paragraph; replies to classmates due 9/21 before class
6	M, 9/25	<b>Read:</b> Stories from the <i>NYT</i> <b>Read:</b> <i>Curious Writer</i> , Ch. 12, “Using Sources/Summarizing/Paraphrasing” (478-480) and “Avoiding Plagiarism” (483-485)	<b>In class:</b> plagiarism and developing paragraphs: selecting evidence for your audience
6	W, 9/27	<b>Bring to class:</b> laptop and annotated articles, journaling, outline and prewriting to compose your reflection	<b>In class:</b> Critical Reading/Reflection 1: in-class writing

Week	Date	Homework/Prep for class	In Class and After Class
<b>Module 2: Personal Essay: A narrative to describe your personal connection to your news story</b>			
7	M, 10/2	<b>Read:</b> Stories from the NYT <b>Read:</b> <i>Curious Writer</i> , Ch. 1, "Writing as Inquiry" (3-37) <b>Read:</b> "Just Write What Happened" and "In Zimbabwe, We Don't Cry for Lions" (Canvas) <b>Bring to class:</b> An annotated copy of "Just Write What Happened"	<b>In class:</b> perspective
7	W, 10/4	<b>Read:</b> Stories from the NYT <b>Read:</b> <i>Curious Writer</i> , Ch. 3, "Writing a Personal Essay" (71-109) especially "Smoke of Empire" (106-108) <b>Read:</b> "Weaving Story into Breaking News" (Canvas) <b>Canvas Discussion 5:</b> News story update <b>Bring to class:</b> An annotated copy of "Weaving Story" essay	<b>In class:</b> repurposing your reading/reflection for a new audience; exposition and narration
8	M, 10/9		<b>In class:</b> brainstorming for your personal narrative
8	W, 10/11	<b>Bring to class:</b> A quick sketch of your personal narrative ( <i>Curious Writer</i> 95-101) <b>Read:</b> <i>Curious Writer</i> , Ch. 14, "The Writer's Workshop," (575-594) and "Format" (494-495) <b>Read:</b> "Lesson 9: Concision" (126-133) (Canvas) <b>Complete on Canvas:</b> Reflection on CRR1 Feedback and Essay: due by midnight	<b>In class:</b> concision exercise, and generating details in sentences for narrative writing
9	M, 10/16	<b>Bring to class:</b> two copies of the complete draft of your Personal Essay	<b>In class:</b> peer editing workshop for your draft
9	W, 10/18	<b>Read:</b> Appendix I, "Punctuating Beginnings" (217-219) (Canvas) <b>Bring to class:</b> a new draft that incorporates the suggestions from the 10/16 workshop	<b>In class:</b> sentence-editing workshop to refine sentences and choose effective punctuation
10	M, 10/23	<b>Read:</b> Stories from the NYT <b>Submit to Canvas:</b> Final draft of Personal Essay; upload to Canvas/Assignments/Personal Essay	<b>In class:</b> repurposing narrative as argument; introduction to Op-ed essay assignment

<b>Week</b>	<b>Date</b>	<b>Homework/Prep for class</b>	<b>In Class and After Class</b>
<b>Module 3: Op-ed—argument for a public forum</b>			
10	W, 10/25	<b>Read:</b> Opinion pages <i>NYT</i> <b>Read:</b> <i>Curious Writer</i> , Ch. 7, "Writing an Argument" (235-283) <b>Read:</b> Gail Collins' "What Happened to Working Women?"(Canvas)	<b>In class:</b> claims, reasons, evidence, and appeals
11	M, 10/30	<b>Read:</b> Opinion pages <i>NYT</i> <b>Canvas Post 6:</b> Post two samples of effective opinion pieces you have read on your news story. Note: they can reflect arguments you agree with or disagree with. <b>Bring to class:</b> Print one of the two op-eds you posted to Canvas	<b>In class:</b> using evidence
11	W, 11/1	<b>Read:</b> Opinion pages <i>NYT</i> <b>Read:</b> Longmire's "Legalization Won't Kill the Cartels" and Alikhan's "The US Should Accept More Syrian Refugees" (Canvas)	<b>In class:</b> structuring an argument—outlines
12	M, 11/6	<b>Read:</b> Opinion pages <i>NYT</i> <b>Read:</b> <i>Curious Writer</i> , Ch. 12, "Using and Citing Sources" (478-493) <b>Read:</b> Rice's "Paragraphs—Unity, Coherence, Emphasis" (Canvas) <b>Complete on Canvas:</b> Reflection on Personal Narrative--Feedback and Essay: due by midnight <b>Bring to class:</b> An outline and sketch of your Op-ed (see <i>Curious Writer</i> pp. 238-40 and 267-73)	<b>In class:</b> shaping evidence in paragraphs and quoting; digitally enhancing your op-ed: imbedding hyperlinks, video, images, captions, and pull quotes
12	W, 11/8	<b>Read:</b> Opinion pages <i>NYT</i> <b>Read:</b> <i>Curious Writer</i> , Ch. 13, "Revision Strategies" (537-538) <b>Bring to class:</b> two hard copies of the complete draft of your Op-ed	<b>In class:</b> peer workshop for your draft
13	M, 11/13	<b>Bring to class:</b> one copy of a new draft of Op-ed that incorporates the suggestions from the 11/7 workshop <b>Read:</b> "Lesson 3: Actions" (28-33) (Canvas)	<b>In class:</b> editing workshop and creating a works cited page
13	W, 11/15	<b>Submit to Canvas:</b> Final draft of your Op-ed essay; upload to Canvas/Assignments/Op-ed	<b>In-class:</b> introduction to CRR2

Week	Date	Homework/Prep for class	In Class and After Class	
<b>Begin Inquiry 2: A Call to Action—Model Citizenship</b> <i>What models do we see in our own communities and neighborhoods that might serve as models for 21<sup>st</sup>-century citizenship?</i>				
<b>Module 4: Critical Reading/Reflection 2</b> —an essay that explores our citizen roles in the world we live in				
14	M, 11/20	<b>Read:</b> Whitehead's "Why Local Newspapers" and Alexander's "Beyond Borders" (Canvas) <b>Read:</b> <i>Curious Writer</i> , Appendix A, "What is a Portfolio?" (595) and "Why Require a Portfolio?" (598-599) <b>Canvas Discussion 7:</b> Response to reading: Whitehead's and Alexander's essays	<b>In class:</b> introduction to new inquiry and group discussion	
14	W, 11/22	<b>Holiday: Thanksgiving Day—Campus Closed</b>		
15	M, 11/27	<b>Read:</b> Wolf's "Freedom Is Intended as a Challenge" (13-21) (Canvas) <b>Canvas Discussion Post 8:</b> Response to reading: Wolf's "Freedom" chapter	<b>In class:</b> inventory of reading strategies	
15	W, 11/29	<b>Read:</b> Pope Francis's Address to Congress (Canvas)	<b>In class:</b> group discussion of Pope Francis's address and introduction to Mid-Year Self-Reflection Essay; inventory	
16	M, 12/4	<b>Bring to class:</b> laptop and annotations, double-entry journal pages, other prewriting, outline/sketch to compose your reflection	<b>In class:</b> Critical Reading/Reflection 2: in-class writing	
<b>Module 5: Mid-year self-reflection essay</b> —an essay that examines your personal progress				
16	W, 12/6	<b>Bring to class:</b> Completed worksheet for developing your portfolio	<b>In class:</b> organizing your reflection; preparing for the Interview and Profile project	
17	M, 12/11	<b>Bring to class:</b> laptop and prewriting and outline/sketch to compose your self-reflection essay	<b>In class:</b> Write the Mid-year Self-Reflection essay in class	
Final Exam	F, 12/15 9:45-Noon	Final exam is in our classroom, F, 12/15: 9:45-Noon <b>Read:</b> Ballenger, Chapter 4, "Writing a Profile" (111-153) <b>Bring to class:</b> a list of possible interview subjects for yours news investigation	<b>In class:</b> introduction to the profile essay and drafting questions for your interview; 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: 12/21-1/23**

### ASSIGNMENTS OVER WINTER BREAK: Your January Reading and Interview Assignments

1. Over the winter break, secure an interviewee and *possibly* conduct your investigative interview(s) in the field. If you do not conduct your interview during winter break, then you should schedule your interview for the first week of Spring semester. Make an appointment for the interview so you are ready to jump in right when the semester starts.
2. Read the Introduction and Chapters I-III (pp. 1-35) from Miller-Roberts *Demagoguery and Democracy*. Keep a double-entry journal of this reading and respond to the Canvas Discussion 1. We will be reading Chapters IV and VII later in the semester, so if you would like to read ahead now to get a head start, please do. Just annotate the book and write some notes for yourself so when you revisit it, your memory will be “charged.”

## Eng 1AS / Stretch English II, Spring 2018, Course Schedule

### Course Schedule

Week	Date	Homework/Prep for Class	In Class and After Class
<b>Inquiry 2 continued: A Call to Action—Model Citizenship</b> <i>What models do we see in our own communities and neighborhoods that might serve as models for 21<sup>st</sup>-century citizenship?</i>			
<b>Module 6: Interview and transcript of a model citizen</b>			
1	W, 1/24	<b>Read:</b> Miller-Roberts, <i>Demagoguery and Democracy</i> , Introduction and Chapters I-III (pp. 1-35) <b>Bring to class:</b> Double entry journal of <i>Demagoguery and Democracy</i> Chapters 1-III, pp. 1-35	<b>In class:</b> Profile essay assignment and interview questions
2	M, 1/29	<b>Read:</b> Lorena's Profile (87-107) in Canvas <b>Bring to class:</b> double-entry journal page for Loreana's Profile	In-class: A practice profile
2	W, 1/31	<b>Read:</b> Daily <i>NYT</i> and other journal articles on your news story	<b>In class:</b> Framing your profile
3	M, 2/5	<b>Bring to class:</b> A copy of the Final Interview Transcript	<b>In class:</b> Framing your profile and developing a working thesis
<b>Module 7: Profile essay—an essay that portrays your interviewee's views and efforts</b>			
3	W, 2/7	<b>Read:</b> Daily <i>NYT</i> and other journal articles on your news story <b>Read:</b> Ballenger, Chapter 4, "Writing a Profile" (111-153)	<b>In class:</b> Outlining your profile, quoting, and paragraph detail
4	M, 2/12	<b>Bring to class:</b> 2 copies of a complete draft for your profile essay	<b>In class:</b> Peer workshop for your draft

<b>Week</b>	<b>Date</b>	<b>Homework/Prep for Class</b>	<b>In Class and After Class</b>
4	W, 2/14	<b>Bring to class:</b> 1 copy of your revised draft (a revision of your draft based on feedback received from the peer editing workshop of 2/12)	<b>In class:</b> Revision workshop, Introduction to CRR3
5	M, 2/19	<b>Submit to Canvas: A final draft of your Profile Essay</b>	<b>In class:</b> media evaluation quiz (required—worth points) and introduction to the Ethnographic Study
<b>Inquiry 3: Citizenship and Digital Media.</b> <i>What are the media literacies and practices of 21st-century citizens that sustain civic action?</i>			
<b>Module 8: Critical Reading/Response 3</b> —an essay that assesses your critical judgment of internet sources			
5	W, 2/21	<b>Read:</b> Stanford Study (in Canvas)	<b>In class:</b> group discussion of Stanford Study, video, and free write
6	M, 2/26	<b>Listen and Read:</b> NPR Fresh Air Audio: “Fake News Expert On How False Stories Spread And Why People Believe Them” Listen to minutes 12:28-33:42. Read along with the transcript if you like (Canvas) <b>Canvas Discussion Post 1:</b> Response to Radio Program	<b>In class:</b> group discussion; outline and sketch for your CRR3
6	W, 2/28	<b>Bring to Class:</b> Prewriting for your CRR3	<b>In class: Critical Reading/Response Essay 3: in-class writing</b>
<b>Module 9: Ethnography—a partnered presentation on social activism in your social media networks</b>			
7	M, 3/5	<b>Read:</b> Lee’s “How Effective Is Social Media Activism?” (Canvas) <b>Read:</b> Kapoor’s “Social Media Has Become a Defender of Democracy” (Canvas) <b>Canvas Discussion Post 2:</b> Comparing Lee and Kapoor	<b>In class:</b> partners for the ethnography
7	W, 3/7	<b>Read:</b> Ballenger, Chapter 9, “Ethnographic Essay” (337-353)	<b>In class:</b> partner prep for ethnography; multimodal presentations and dividing the labor
8	M, 3/12	<b>Bring to class:</b> Logs for ethnography <b>Read:</b> Perlow’s “How Social Media Is Crippling Democracy, and Why We Seem Powerless to Stop It) (in Canvas) <b>Canvas Discussion Post 3:</b> Response to Perlow	<b>In class:</b> analyzing your evidence

<b>Week</b>	<b>Date</b>	<b>Homework/Prep for Class</b>	<b>In Class and After Class</b>
8	W, 3/14	<p><b>Read:</b> Margetts' "Of Course Social Media Is Transforming Politics. But It's Not to Blame for Brexit and Trump" (in Canvas)</p> <p><b>Read:</b> Business Insider's infographic "These 6 Corps Control 90% of the Media" in (in Canvas)</p> <p><b>Canvas Discussion Post 4:</b> Response to Margetts</p>	<b>In class:</b> analyzing your evidence
9	M, 3/19	<p><b>Ethnography Assignment Post Day 1:</b> media presentations due to Canvas for those presenting today</p> <p><b>Read:</b> Roberts-Miller's "Chapter IV: How Demagoguery Works" from Demagoguery and Democracy (36-middle of 53)</p> <p><b>Canvas Discussion Post 5:</b> Response to Demagoguery and Democracy (<i>if presenting today, this must be completed by end of Spring Break</i>)</p>	<b>In class:</b> Ethnographic Presentations <b>In class:</b> Observer reflections
9	W, 3/21	<b>Ethnography Assignment Post Day 2:</b> media presentations due to Canvas for those presenting today	<b>In class:</b> Ethnographic Presentations <b>In class:</b> Observer reflections
10	M, 3/26	<b>Spring Recess, Campus Closed</b>	
10	W, 3/28	<b>Spring Recess, Campus Closed</b>	
11	M, 4/2	<p><b>Ethnography Assignment Post Day 3:</b> media presentations due to Canvas for those presenting today</p> <p><b>Read:</b> Roberts-Miller's "Chapter IV: How Demagoguery Works" from Demagoguery and Democracy (middle of 53-66)</p> <p><b>Canvas Discussion Post 6:</b> Response to Demagoguery and Democracy (<i>if presenting today, this can be completed by next class period or sooner</i>)</p>	<b>In class:</b> Ethnographic Presentations <b>In class:</b> Observer reflections, media literacy infographic Introduction to Rhetorical Analysis and group rhetorical analyses
<b>Module 10: Rhetorical analysis—an essay that analyzes the rhetorical features of texts</b>			
11	W, 4/4	<b>Read:</b> Article 1 "Donald Trump Asks Congress to Unite behind Healthcare, Tax Overhauls" (Canvas)	<b>In-class:</b> neutral reporting  <b>After class:</b> Individuals post to Discussion Group for Neutral Article. Group chooses one article before next class: send link to

<b>Week</b>	<b>Date</b>	<b>Homework/Prep for Class</b>	<b>In Class and After Class</b>
		<b>Read:</b> Article 2 “Trump, in Optimistic Address, asks Congress to End ‘Trivial Fights’” (Canvas) <b>Canvas Discussion Post 7:</b> response to two articles on Address to Congress	me by Sat. night and print one copy for next class.
12	M, 4/9	<b>Bring to class:</b> print one copy of your group’s selected neutral article.	<b>In-class:</b> Groups discuss and annotate one neutral article; be prepared to present findings to class
12	W, 4/11	<b>Read:</b> Roberts-Miller’s “Chapter VII: What Do We Do?” from Demagoguery and Democracy (93-129)  <b>Canvas Discussion Post 8:</b> Response to Demagoguery and Democracy	<b>In-class:</b> Informed opinion  <b>After class:</b> Individuals post to Discussion Group for Informed Opinion article. Group chooses one article before next class: send link to me by Sat. night and print one copy for next class.
13	M, 4/16	<b>Bring to class:</b> print one copy of your group’s selected informed opinion article	<b>In-class:</b> Groups discuss and annotate one informed opinion article; be prepared to present findings to class.
13	W, 4/18	<b>Read:</b> “Gun Control Gets Cut Down by Occam’s Razor” (Canvas)  <b>Read:</b> “Armed Trump Supporters Hold FEMALE Democratic Candidate’s Office Hostage, Chaos Erupts” (Canvas)	<b>In-class: extreme bias and fallacies</b>  <b>After class:</b> Individuals post to Discussion Group for Extreme Bias article. Group chooses one article before next class: send link to me by Sat. night and print one copy for next class.
14	M, 4/23	<b>Bring to class:</b> A copy of extremely biased article on your news story	<b>In-class:</b> Groups discuss and annotate extremely biased article; be prepared to present findings to class.
14	W, 4/25	<b>Read:</b> Ballenger, “Preparing the Works Cited Page” (497-513)  <b>Bring to class:</b> 2 typed drafts of your Rhetorical Analysis essay for peer review	<b>In class:</b> Peer workshop for your draft
15	M, 4/30	<b>Bring to class:</b> A revised draft of your Rhetorical Analysis with improvements made since last week’s peer review	<b>In class:</b> Revision workshop and Introduction to Final Self-Reflection essay
15	W, 5/2	<b>Submit to Canvas:</b> A final draft of your Rhetorical Analysis to Canvas/Assignments/Rhetorical Analysis	<b>In class:</b> Introduction to the final self-reflection essay

**Module 11: Final self-reflection essay**—an essay that examines your progress over the course of the year

<b>Week</b>	<b>Date</b>	<b>Homework/Prep for Class</b>	<b>In Class and After Class</b>
16	M, 5/7	<p><b>Read:</b> Ballenger, Chapter 5, "Writing a Review" (155-191)</p> <p><b>Bring to class:</b> Laptops to access the following on your files:</p> <ul style="list-style-type: none"> <li>• midyear portfolio and self-reflection essay</li> <li>• critical essay from your Reflections on College Writing (RCW from summer)</li> <li>• rhetorical analysis essay</li> </ul>	<b>In class:</b> Workshop to inventory and document improved skills
16	W, 5/9		<b>In class:</b> Workshop to develop your Final Self-Reflection essay and Appendix
17	M, 5/14	<b>Bring to class:</b> Your laptop with your typed Final Self-reflection essay saved to it. ePortfolio due.	In-class: Last day of instruction and ePortfolios.
Final Exams Week	TBA		<b>In class:</b> First-Year Exit Survey