



SAN JOSÉ STATE UNIVERSITY
DEPT. OF ENGLISH AND COMPARATIVE LIT
L 1AS: STRETCH ENGLISH I & 2
FALL 2017 & SPRING 2018
SECTION: 44820

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Class Days/Times: TTH 3:00-4:15pm
Class Location: BBC 121

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 credit in this category, you must complete the yearlong course with a grade of C- or better.

Es gibt keine gefährlichen Gedanken; Denken selbst ist gefährlich. ~Hannah Arendt

What We Will Explore Together in This MULTI-MULTI Section of Stretch

According to recent research, more than 70% of San José State University students come from **multilingual** backgrounds, meaning they are exposed to multiple languages in their homes. This is a higher percentage than many other universities, but the number of multilingual students is increasing everywhere. In addition, nearly a million international students enroll every year in U.S. colleges and universities. Those students contribute to an American culture that is already celebrated for being a **multicultural** melting pot. In short, multilingualism and multiculturalism are perpetually increasing in American higher education—and, not surprisingly, in America more generally.

At the same time, there is a steadily increasing demand for people to be able to communicate **multimodally** in academic and professional contexts—meaning combining linguistic, visual, aural, spatial, and gestural elements into various forms of communication. This often means combining writing with pictures, or videos, or sound. Social media is multimodal, as is an increasing amount of business and government work, not to mention in college assignments. Writing isn't just words and punctuation marks anymore (if it ever was).

teh world is full of rhetorics

Taken together, we live in what we could call a **MULTI-MULTI** world—multiple combinations of multiplicity. On one hand, this is an exciting time for readers and writers because of how rich and dynamic language use is in the world. On the other hand, living in a MULTI-MULTI world has its challenges and its responsibilities. We often have to negotiate and communicate with diverse people in unfamiliar circumstances. All the while, we need to be careful consumers and thoughtful producers of language. This is where English 1AF/S comes in—our challenge this year is to explore what it means to live in a MULTI-MULTI world and how to be better language users to engage as thoughtfully as possible in that world.

Why You Are Stretching This Year

As part of your general university education, you are offered this course to explore how reading and writing inform the work we do together at the university. Across the university, in all disciplines and majors, reading and writing inform the collaborations between students and faculty as we *create new knowledge* together. SJSU studies include an emphasis on diversity. I chose the readings and designed the writing tasks precisely because they will help us engage a full range of voices in our conversations on MULTI-MULTI issues.

What You Will Learn in Stretch English I and II

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

For more information on the Stretch Curriculum designed to meet these

learning outcomes, see the “Stretch English Program Syllabus” posted on Canvas. Table 1 maps how the yearlong course will meet Written Communication I requirements and standards as well as the GE learning objectives.

GE Learning Outcomes (GELO)

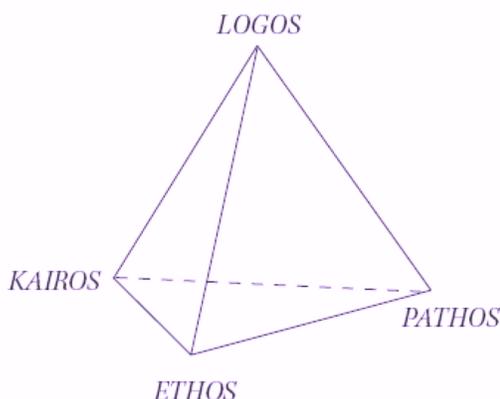
Upon successful completion of this course, students will be able to:

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, & editing) & 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 & 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

Please note: sometimes projects and class discussions include material of a sensitive nature. In this course, students may encounter materials that differ from and even challenge their ideas, beliefs, and understanding of reality. Students are encouraged to discuss issues about such material with the instructor.

How to Prepare for Class Sessions

This year we will collaborate to answer the question: What does it mean to read, write, and live productively in a MULTI-MULTI world? We will use reading and writing to collaborate in researching this question, and we will write 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. Each class



session will engage you in activities that work toward the current essay assignment or project and in reflection on those activities to observe the reading and writing strategies you are practicing and their practical effects. Our goal by May is for you to develop a set of reading and writing practices that can sustain your college study.

You will want to save class activities and reflections. Some of it will be saved to your Canvas account; you will also want to keep a copy of your work on your laptop. (You always have a backup!) So bring your laptop or tablet to each class, or check one out in the library. (See the Stretch program syllabus for information on campus technology access.)

Where to Find Course Assignments and Materials

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

Where to Purchase the Texts You Need

Reading is an integral part of writing. Reading for the course is both extensive and intensive. It includes useful samples of writing for a variety of audiences. You will read books, articles, and essays on literacy in a MULTI-MULTI world. The following texts are required, though you can choose any of the available formats.

Required Materials

Selected chapters from *Writing Spaces: An Open Textbook Project* (writingspaces.org)

Catherine Prendergast. *Can I Use I? Out of Pocket Press, 2015*

Mike Rose. *Lives on the Boundary*. Penguin, 2005

Andrea Lunsford. *Everyday Writer*. (This is provided through the *Writer's Help* tab on Canvas)

Other Readings

Additional readings will be provided on Canvas. Students will also be responsible for locating other reading materials throughout the course in support of their writing projects.

The Work You Will Do in This Course: An Overview

All sections of Stretch English share a core curriculum. The fall writing assignments include: 2 critical reading and reflection projects, written in class; a personal essay; an essay for a public forum; a self-reflection essay (written in class). The spring writing assignments include: An interview project, a profile essay, a critical/reflection essay (written in class), an ethnographic project, a critical essay, and a self-reflection essay.

How Your Work Will Be Assessed and Graded in This Course

Feedback is intended to help you apply lessons from class as you complete assignments and transfer lessons from one assignment to the next. Grades are a tool for assessment and reporting of outcomes during a course of instruction. Note: "All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades." See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Feedback for Individual Assignments

We (you *and* I) will both assess how effectively your finished writing is achieving the goals outlined for the course; this part of the grading will detail how effectively you are performing the skills that you are learning and practicing in the class. Your grade on an assignment will measure your progress and achievement so that you can manage your learning through the full thirty weeks of instruction.

Where Can I Find Information about Earning A2 Credit and Clearing Remediation?

The Stretch program syllabus is located in our Canvas files and on the Department website:

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

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.

Midyear and Year-End Self-Reflection and Portfolio Review

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

Our Daily Learning Activities

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

The Time You Will Spend on This Work

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

While all students will complete these same assignments, the course design does not and cannot account for individual needs of each student. There may be added work you need to do. You may need extra hours for tutoring; you may take longer to read texts so that you can look up words you find unfamiliar; you may need more time for editing.

Your goal in this class is to learn what you need as a writer in order to develop your skills as a writer—and to get what you need. That will take commitment, of your time and your attention, to the work of this class; commitment to seek out the support and resources you need, both in class and out of class. Be sure to factor into your study plan for this semester, the time and attention you need to develop your writing skills.

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

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

Read to learn:

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

Read to write:

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

Write with an increased awareness of the process:

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

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

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

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

*There is value in "[using] writing as a technology
the thoughts of others or as a weapon for*

93% - 100% = A	80% - 82% = B-	67% - 69% = D+
90% - 92% = A-	77% - 79% = C+	63% - 66% = D
87% - 89% = B+	73% - 76% = C	60% - 62% = D-
83% - 86% = B	70% - 72% = C-	0% - 59% = F

How I Calculate Course Grades

In Stretch English, your course grade is based on a full year's work. All the work you do through both semesters is weighted to determine the final grade. Course grades will be calculated using the following scale:

How Assignments Are 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** 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		
Personal Archive	3%	N/A	in-class		
Critical Reading/Reflection 1	4%	600	in-class		
Personal Essay – Archive remediation	4%	1000	out of class		
Blog Assignment	5%	1000	out of class		
Blog Reflection Essay	5%	750	out of class		
Critical Reading/Reflection 2	3%	750	in-class		
Self-Reflection/Midyear Portfolio	8%	750	in-class		
Participation	8%	N/A	N/A	Fall Total	[40%]

Spring 2018: 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	6%	1000	out of class		
Reflection on Profile Essay	8%	750	out of class		
Ethnography Project & Reflection	8%	500	out of class		
Critical Reading/Reflection 3	3%	750	in-class		
Critical Essay	10%	1200	out of class		
Self-Reflection/Final Portfolio	15%	1000	out of class		
Participation	7%	N/A	in-class	Spring Total	[60%]

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

Where Can I Find Information about University Policies?

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

Student Expectations, Rights & Responsibilities
Course Requirements & Assignments
Attendance & Participation
Accommodation of Students' Religious Holidays

Dropping & Adding
Academic Integrity
Consent for Recording Class & Instructor Material

Campus Policy re: the American Disabilities Act
Student Technology Resources
SJSU Peer Connections

SJSU Writing Center
SJSU Counseling & Psychological Services

How to Get the Most Out of Our Time Together

- **Participate.** For a class like this one, much of the learning happens in class. Therefore, it is imperative that you be in class every day and participate in class activities and discussions. Class participation entails: (1) demonstrating that you've completed the readings, (2) contributing to class discussions, and (3) completing in-class assignments.
- **Submit work on time.** Unexcused late work will be graded down a **full letter grade** for every day it is late. If there is a reason you cannot make a deadline, contact me BEFORE THE DEADLINE. You must turn in all assignments to pass the class, even though assignments turned in more than 5 days after the due date will earn a "0".
- **Come to office hours.** They are yours: you paid for them; use them. I am available during office hours to provide you access to my time as a key resource in your studies.
- **Use email wisely.** Email is useful to schedule appointments or to advise me of an absence. I will use email to update you on schedule changes or to advise you of my absence. I cannot accept papers via email. Nor is email a suitable vehicle for student-teacher conferencing.
- **Share your work.** Sharing is caring. Our work is public in this class, part of our collective inquiry into writing, reading, and the MULTI-MULTI world. We will share work regularly.
- **Take workshops seriously.** Workshops are an essential part of the writer's working experience. Your participation in workshops is critical to your success in this class, and mandatory. These workshops are conducted in class: You must bring to workshops a completed draft, and you must turn in to me the workshop copies as well as the final, revised draft of the essay. (Only with documented reason and prior approval will I allow you to complete workshops with your group via email.)

Schedule of Reading & Writing in Stretch English for Fall 2017 & Spring 2018

The schedule below is intended to provide us all an overview of the work in this class. I based this projected schedule on what other people have done in their Stretch courses, but it may be different with our class. We'll see as we go. While I expect the general framework of assignment due dates to stay the same, the daily schedule will be adjusted as we work together to develop your writing. I will publish updated schedules as needed. Updates will also be on our Canvas homepage.

Week	Date	What To Do Out of Class <i>Reading and writing assignments, including Canvas posts to the discussion threads, are due on the day listed below. See Canvas for all Assignment and Discussion prompts.</i>	What We Are Doing in Class <i>Come prepared to discuss your readings and the corresponding Canvas posts. Discussion of these posts during class will earn you your full participation point for the day.</i>
<i>Our Inquiry in Module 1: What are the lively intersections of multi-ness and 21st century rhetoric?</i>			
1	24 August	Read/print the syllabus Post link to your Reflection on College Writing Portfolio to Discussion Board (DB) #1 on Canvas	Introductions, syllabus, course goals and theme: Multi-Multi: A 21 st Century Rhetoric, mix tape
2	29 August	Read: Singh-Corcoran (Writing Spaces, vol 2) Prendergast: v-15 Canvas: Post your Song list/Mix Tape to DB#2	Mix Tape: share and reflect ("What does your mix tape tell us about you?") Intro: personal archive project
2	31 August	Read: Crowley "Context is Critical" (on Canvas)	Re/Mix: Building an archive
3	5 September	Read: Dasbender (Writing Spaces, vol 2) Prendergast: 16-38	Multi-lingual; Multi-cultural; Multi-modal Presenting an archive
3	7 September	Read: Trim & Issac (Writing Spaces, vol 1) Prendergast: 39-54 Canvas: Post your archive draft to DB#3	Re-mediate Archive --> slides What stays? What goes? Why? How do we make choices in a MULTI-MULTI world?
4	12 September	Read: Lessner & Craig (Writing Spaces, vol 1) Prendergast, pg. 55-72	Rhetorical Invention / Available Means Copia: "Your letter pleased me greatly," now with more personal archives!; or the rhetorical horn of plenty
4	14 September	Read: Antlitz (Writing Spaces, vol 1) Prendergast, pg. 73-92	Still inventing / why is this so complicated?!? Mapping values: What are the things I value? What values do I hold?
5	19 September	Read: Crowley "On Stasis" (on Canvas) Prendergast, pg. 93-110 Canvas: My archive's values to DB#4	Tell us about your archive Critical Reading/Reflection 1 Prompt—Reflection On Personal Archive
5	21 September	Read: Giles (Writing Spaces, vol 1) Prendergast, pg. 111-130	Tell us about your archive Writing a reflective essay
6	26 September	Prepare for your Critical Reading/Reflection essay	IN-CLASS WRITING: Critical Reading/Reflection Essay 1 on Personal Archive: write in class and upload to Canvas. Submit your outline and other prewrites with your draft.

Week	Date	What To Do Out of Class <i>Reading and writing assignments, including Canvas posts to the discussion threads, are due on the day listed below. See Canvas for all Assignment and Discussion prompts.</i>	What We Are Doing in Class <i>Come prepared to discuss your readings and the corresponding Canvas posts. Discussion of these posts during class will earn you your full participation point for the day.</i>
6	28 September	Read: Ramsdell (Writing Spaces, vol 2) Canvas: Respond to DB #5 (meme-ify)	Personal Essay Prompt Writing as inquiry / pedagogy as discovery So what?
7	3 October	Read: Crowley "Exploring the Common Sense of the Community" (on Canvas)	Rhetoric / Commonplaces / Ideology / Genre / Argument
7	5 October	Read: Hewett (Writing Spaces, vol 1) Canvas: DB #6 (Return to your personal archive: can you identify any of the rhetorical appeals Hewett discusses in your archive?)	Rhetorical Appeals Joining the Conversation
8	10 October	Read: Lynch (Writing Spaces, vol 2)	Re-vising :: Re-member re-mixing? MULTI-MULTI: are we any closer to knowing what we're doing and why we're doing it?
8	12 October	Post draft of Personal Essay to Canvas Bring 2 copies to class	Peer Review
9	17 October	Read: Boyd (Writing Spaces, vol 2)	Audience :: Stakeholders Who cares?
9	19 October	Submit Personal Essay final draft on Canvas before the beginning of class	Blog prompt Reflection
10	24 October	Read: Reid (Writing Spaces, vol 2) Canvas: respond to DB #7	Blogs! Blargh! Blergh! Do we have a thesis in the house?
10	26 October	Read: Dirk (Writing Spaces, vol 1)	Genre analysis
11	31 October	HALLOWEEN: Dress as your favorite Spinal Tap character. Post draft of Blog to Canvas Bring 2 copies to class	Peer Review
11	2 November	Read: Carroll (Writing Spaces, vol 1)	Revisiting re-vision Revision plan
12	7 November		Planning our next class steps – Taking stock – plotting new inquiries. What have we learned? What do we want to learn next?
12	9 November		TBD Also, probably, ePortfolio, y'all!
<i>Our Inquiry in Module 2: What are the benefits and drawbacks of MULTI-MULTI living?</i>			

Week	Date	What To Do Out of Class <i>Reading and writing assignments, including Canvas posts to the discussion threads, are due on the day listed below. See Canvas for all Assignment and Discussion prompts.</i>	What We Are Doing in Class <i>Come prepared to discuss your readings and the corresponding Canvas posts. Discussion of these posts during class will earn you your full participation point for the day.</i>
13	14 November	Submit Blog final draft on Canvas before the beginning of class	Interview prompt Storming our brains – aka, inventing interviews
13	16 November		
14	21 November		
14	23 November	THANKSGIVING – NO CLASSES	
15	28 November	Don't forget Mike Rose. You forgot, didn't you?	
15	30 November		
16	3 December	Prepare for your Critical Reading/Reflection essay	IN-CLASS WRITING: Critical Reading/Reflection Essay 2: write in class and upload to Canvas. Submit your outline and other prewrites with your draft.
16	5 December		
16	7 December	Post draft of Reflection & Annotated Index to Canvas. Bring 2 copies to class	Peer Review Reflection
Final Exam	14 December 2:45PM-5:00PM	Revise Reflection Essay and Portfolio; Profile Prompt	SUBMIT PORTFOLIO TO CANVAS IN CLASS

Your January Reading and Interview Assignments

Over January you will be reading Mike Rose's book *Lives on the Boundary*. On a weekly basis you will post comments to the Canvas Discussion Board in response to this reading.

Topics, Readings, Assignments, Deadlines			
Week	Date	What To Do Out of Class <i>Reading and writing assignments, including Canvas posts to the discussion threads, are due on the day listed below. See Canvas for all Assignment and Discussion prompts.</i>	What We Are Doing in Class <i>Come prepared to discuss your readings and the corresponding Canvas posts. Discussion of these posts during class will earn you your full participation point for the day.</i>
1	25 Jan	INTERVIEW DRAFT DUE – post to Canvas BEFORE class. Bring two copies to class.	Debriefing the Interview: do you need to follow up? Finding elements of a profile in your raw data. Post a sentence that captures a distinguishing characteristic. Profile essay assignment
2	30 Jan	Read: Writing a profile (on Canvas)	Bring to class: Mike Rose book Bring to class: your profile (in progress)
2	1 Feb		Bring to Class: a scene, a dialogue, an anecdote
3	6 Feb	Read: Peek-a-boo Paradox (on Canvas)	Opening and closing strategies Bring to class: your profile (in progress)
3	8 Feb	Submit to Canvas BEFORE CLASS: draft of the Profile Essay	Workshop of drafts Bring to class: Mike Rose book

Topics, Readings, Assignments, Deadlines			
Week	Date	What To Do Out of Class <i>Reading and writing assignments, including Canvas posts to the discussion threads, are due on the day listed below. See Canvas for all Assignment and Discussion prompts.</i>	What We Are Doing in Class <i>Come prepared to discuss your readings and the corresponding Canvas posts. Discussion of these posts during class will earn you your full participation point for the day.</i>
		Read: Profile on Obama (on Canvas)	
4	13 Feb	Canvas Discussion Board #1	ONLINE CLASS DAY
4	15 Feb		Bring to Class a final draft of you Profile Essay Reflection on Profile Essay prompt Editing
5	20 Feb	Submit Profile Essay final draft on Canvas before the beginning of class	In-class writing: Reflection on Profile Essay Speed Cow
5	22 Feb	Canvas Discussion Board #2 Read: Writing Spaces, v. 1 (pgs. 126-145)	Returning to rhetoric Reading as inquiry
<i>Our Inquiry in Module 3: How do we put MULTI-MULTI knowledge to work in the world?</i>			
6	27 Feb	Canvas Discussion Board #3 Read: Writing Spaces, v. 2 (pgs. 210-220)	Joining the Conversation Annotating
6	1 March	Read: Writing Spaces, v. 1 (pgs. 45-58)	Rhetorical analysis
7	6 March	Read: Readings on Civil Discourse/Argument	Kairos Bring to class: Annotated samples from speeches: what does it mean to address a group in a public forum? How is the speech designed to speak to the values, interests, and context of the group assembled? How is language suited to the occasion? CRR #3 Prompt
7	8 March		In class: CRR#3
8	13 March	Read: Writing Spaces, v. 2 (pgs. 71-86)	ONLINE CLASS DAY
8	15 March	Read: Writing Spaces, v. 2 (pgs. 270-285)	ONLINE CLASS DAY
9	20 March	Read: Writing Spaces, v. 2 (pgs. 175-192) Read: Writing an Ethnography	Prompt: Ethnographic Essay In-Class Activity (presentation group): Locating primary sources for your ethnographic research: sampling digital forums. In Class Activity: Presentation Partners Workshop: defining the project and developing the project plan.
9	22 March	Read: Writing Spaces, v. 2 (pgs. 153-174)	Elaboration / Copia exercise Bring to class: your ethnography (in progress)
10	27 March	SPRING BREAK	
10	29 March		
11	3 April		Invention / writing day Bring to class: your ethnography (in progress)
11	5 April	Submit to Canvas BEFORE CLASS: draft of the Ethnography Essay	Workshop of drafts
12	10 April		Bring to Class a final draft of your Ethnography Essay Reflection on Profile Essay prompt Editing
12	12 April	Submit Ethnography Essay final draft on Canvas before the beginning of class	Re-mediating (again?) Critical Essay Prompt

Topics, Readings, Assignments, Deadlines			
Week	Date	What To Do Out of Class <i>Reading and writing assignments, including Canvas posts to the discussion threads, are due on the day listed below. See Canvas for all Assignment and Discussion prompts.</i>	What We Are Doing in Class <i>Come prepared to discuss your readings and the corresponding Canvas posts. Discussion of these posts during class will earn you your full participation point for the day.</i>
13	17 April	Read: Writing Spaces, v. 2 (pgs. 141-152)	Let's get critical, critical...I want to get critical, critical Invention day!
13	19 April	Read: Writing Spaces, v. 2 (pgs. 37-51)	
14	24 April	Submit to Canvas BEFORE CLASS: draft of the Critical Essay	Workshop drafts
14	26 April		
15	1 May		Bring to Class a final draft of your Critical Essay Editing Self-Reflection and ePortfolio Prompt
15	3 May	Submit Critical Essay final draft on Canvas before the beginning of class	Reflection
16	8 May	Submit to Canvas BEFORE CLASS: draft of the Self-Reflection Essay	Workshop drafts
16	10 May	Submit: Final Self-Reflection Essay and ePortfolio due in Canvas.	Bring to class: your laptop and files for the ePortfolio (including self-reflection essay) ready to upload! Workshop: Creating and sharing an ePortfolio in Canvas
Final Exam	18 May	BBC 121, 2:45-5:00pm	In-Class Activity 1: First-Year Writing Exit Survey. In-Class Activity 2: What to Take after English 1A