San José State University
Department of English and Comparative Literature
English 1AF and 1AS, Stretch English I and II
Section 67; Fall 2017 & Spring 2018

Instructor:	Chris Garrecht-Williams
Office Location:	Faculty Offices
Email:	Best way to contact is to message through Canvas (christopher.garrecht-williams@sjsu.edu)
Office Hours:	MW 3:00-4:00 PM & By Appointment
Class Days/Time:	MW 1:30 – 2:45 PM
Classroom:	BBC 225
Prerequisites:	Directed Self Placement is a prerequisite to Stretch English I (English 1AF). Credit for Stretch English I (English 1AF) is a prerequisite for Stretch English II (English 1AS).
GE/SJSU Studies Category:	English 1AS satisfies* Written Communication I, GE Area A2. *To earn graduation credit in this category, you must complete the yearlong course with a grade of C- or better.

How We Will Communicate in This Section of Stretch:

This is an in-person course that meets for two classes a week. Some course content will be delivered through Canvas, SJSU's learning management system, and will require online interaction and final draft assignment submission. Go to: **http://sjsu.instructure.com**. Also, please check your email on a regular basis for other important information.

What We Will Explore Together in This Section of Stretch:

Our mainline inquiry will examine the influence of cultural myths on identity. We will explore readings and written assignments that will help us determine how cultural myths shape the way we see ourselves and the world around us. We will discuss how the creation of these myths, the sustainability of these myths, and the global perspective of these myths impact our past, present, and future as members of a learning community. We will look at specific myths like the pursuit of the "American Dream" in order to frame our understanding of coming of age in the modern era, the promise and accessibility of education, and how class, gender, race, and sexuality fit into larger narratives about identity. We will start with "How we begin" move to "Where we grow" and finish with "Who we become." Our goal is to recognize the interconnectedness between, and the power that comes with, applying the tools of knowledge, reading, and writing to the task of better understanding the world around us and our place in it. We will be doing this through reading, writing, and conversation. In short, language will be our medium. And remember, language is not neutral; language makes things happen.

What We Will Learn and Do In Stretch English I and II:
The General Education guidelines for instructors outline five broad learning outcomes for all courses that satisfy Area A2. I have designed this course to ensure that you meet these outcomes.

GE Learning Outcomes (GELO)
Upon successful completion of this course, students will be able to:

1. demonstrate the ability to read actively and rhetorically
2. demonstrate the ability to perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals
4. demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres
5. demonstrate college-level language use, clarity, and grammatical proficiency in writing

For more information on the Stretch Curriculum deigned to meet these learning outcomes, see the Stretch English Program Syllabus on Canvas and on the department website. Table 1 maps how the yearlong course will meet Written Communication I requirements and standards as well as the GE learning objectives.

Assignment	Assignment	Words	Total Words	Assignment Type	Term (F/S)	GE Learning Objective
Critical reading/ reflection	Essay 1 Essay 2 Essay 3	500 600 750	1850	in-class writing	F F S	GELO 1, 2, 3,4, 5
Data-driven analyses	Personal Essay Interview Project Ethnography Project	1000 850 1000	2850	out of class writing	F S S	GELO 2, 3, 5
Major Essays	Blog Profile Essay Critical Essay	750 1000 1200	3000	out of class writing	F S S	GELO 2, 3, 4, 5
Portfolio/self-reflection essays	Midyear Final	750 800	1550	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.

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

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

Read to learn:

- annotate a reading selection to develop a summary and response in your writing (GELO1);
- identify audience and purpose in texts from several genres (GELO 1,3,4);
- explain how genres work to serve audience and context (GELO 1, 3).

Read to write:

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

Write with an increased awareness of the process

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

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

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

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

How to prepare for class sections:

This year we will collaborate to answer the question: How do cultural myths shape identity? How do these myths shape the way you see yourself and the world around you? Keep in mind that this is a personal inquiry – your answer to the question may vary from your classmates – that's what makes it interesting! We will use reading and writing to collaborate in researching and writing about this question. You will come to class everyday ready to discuss and write—that is, to explore ideas, share research and reading, analyze source materials, critique samples, and workshop drafts. All classes will involve in-class activities and intensive group work intended to further your progress on the current essay assignment or project.

How to stay abreast of course assignments and materials.

Course materials such as this syllabus, announcements, discussion boards, and some readings can be found on the Canvas learning management system course website. You are responsible for checking the messaging system through MySJSU to learn of any updates to our schedule. The very best way to stay up to date is to come to class!

Required Texts/Readings

You can purchases these texts from the Bookstore, or from thriftbooks.com, or Amazon.com

Rereading America – ***Tenth edition*** ISBN: 978-1-4576-0671-7

Ballenger, Bruce. *The Curious Writer* - ***Brief Fourth edition*** *(4E)* ISBN: 978-0-205-87665-5. **(Available for free on Canvas)**

Moore, Wes. *The Other Wes Moore* ISBN: 978-0-385-52820-7

Packer, George. *The Unwinding: An Inner History of the New America* ISBN: 978-0374534608

Lunsford, Andrea A. *Everyday Writer – Fifth edition* (**Available for free on Canvas**)

NOTE: DO NOT SELL YOUR BOOKS BACK – THEY ARE FOR BOTH SEMESTERS!

Other necessary supplies:

**Notebook for note taking/assignments/in class writing/opening assignments
Folder to organize/save all work for midyear and final portfolio – **SAVE EVERYTHING!
****At least 5 essay exam books** (large) used for Unit Work and In Class Writing – available at the bookstore

Additional Readings

Other readings (newspaper articles, public speeches, and scholarly articles) on the theme of identity and cultural myths are located on our Canvas page in the Files folder. These texts will help us to develop a shared context of reading to inform our arguments.

The Work You Will Do in This Course: An Overview

The Core Stretch Curriculum. Table 1 outlined the major writing assignments for Stretch English. All sections of Stretch English share this core curriculum. The fall writing assignments include: A benchmark essay and two critical reading and reflection essays, written in class; a personal essay; an essay for a public forum; a self-reflection essay (written in class). The spring writing assignments include: An interview project, a profile essay, a critical/reflection essay (written in class), an ethnographic project, a critical essay, and a self-reflection essay.

- You will submit all *rough drafts* of out-of-class writing in typed hardcopy (paper) form, so that both your Writing Groups members and I can mark the paper as we read it.
- You will print a total of five (5) copies of your rough drafts. Four will be used in writing groups, and the fifth will be given to me.
- You will submit all *final drafts* of out-of-class writing in digital (Canvas) form. No hardcopy form is required.

Distributed over two semesters of study, the assignments you complete are designed to build your reading, thinking, and writing skills across genres that address **different audiences and purposes**. All writing assignments must be completed—all daily writing, all drafts, all formal projects and essays (in class and out of class). **You will not be able to earn credit (at the midyear review) or to earn the required C- (to pass the class and earn graduation credit for the course) if you have not completed all writing assignments.** This is not just a mathematical truth; it is a reflection of the design of the

coursework itself. The assignments are an integrated series of reading and writing exercises: the effectiveness of your writing increases as you gain expertise with our topic over 30 weeks of instruction.

Learning to articulate the learning you achieve through an assignment reinforces that learning. In both fall and spring you will turn in a portfolio of writing assignments, along with an essay that reflects on your progress toward achieving the course learning objectives.

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 with both in and out of class.

Midyear Self-Reflection and Portfolio Review. At the end of the fall term you will submit a portfolio for Stretch instructors to review. This portfolio will contain two essays from your fall coursework: the first critical reading/reflection essay and the first major essay (the essay for a public forum). You will also submit a reflection on these two essays, written in class, comparing them to assess your progress toward the learning objectives for the first half of the course. Stretch faculty members will review this portfolio as part of our midyear assessment.

Final Self-Reflection and Portfolio Review

The last essay you write will also be a self-reflection essay; it will be the presentation piece in your final portfolio. This portfolio is your culminating exercise in this class and will be turned in at the end of the Spring Semester. The contents of this portfolio will be detailed as the due date approaches. Two Stretch faculty members, using a common scoring guide, will assess your portfolio. I will make available to you this scoring guide as you prepare your portfolio.

A Note on Your Workload in This Course

This course work is designed to help all the students in Stretch English meet the learning objectives for GE Area A2. While all students will complete these same assignments, the course design does not and cannot account for the individual needs of each student. So there may be added work you need to do, to integrate the reading, thinking, and writing skills that this instruction introduces you to. 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 in order to do so successfully. That will take commitment, of your time and your attention, to the work of this class. You must 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.

A Note on Participation

Since our focus in Stretch English is the move from personal to public, both in writing and thinking, we will be engaging in that same practice during class. There will be times when your writing/thinking is private and other times when your voice needs to be heard. We will be engaging in numerous class discussions; during these activities your participation is valued and required. Other participation requirements will be: writing group activities/presentations, discussion question reviews, in class writing/sharing. If you are not in class you will not be able to participate and this is where you will see your grade drop. Note: in class work cannot be made up.

> NOTE that University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf states that "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

How Your Work Will Be Assessed and Graded in This Course

While the formal writing assignments are the most important component in the course (see list below), there are other categories that will help determine your overall grade. Each semester there is a total of roughly 1000 points possible. The point breakdown is as follows:

- Formal Writing Assignments (this includes all drafts/peer review): 800 (fall) 850 points (spring)
- Discussions/Journal Writing/PassionTation: 50 points
- Unit Essay Books/Bookmarks/Group Work: 150 points (fall) 100 points (spring)
- Participation: As noted above – points will be deducted for failure to produce in-class work. **Remember: in class work cannot be made up.**

NOTE: **Your final grade in Stretch English is based on both semesters of work. That being said, the spring semester is weighted more than fall; fall will count for 1/3 of your total grade while spring will count for 2/3.**

Late Work:

Papers are always due at the start of class on the day they are due. All late papers will be penalized half a grade per day late. If you are going to miss class on the day a paper is due I will still expect it to be turned in on Canvas if it is a final draft, or emailed to me if it is an early draft. Early papers are always accepted.

Homework is due at the beginning of class. No late homework – no credit will be given to homework received 5 minutes after the start of class. If you are going to miss class either get me the homework early or email it to me before five minutes after the start of class. Usually the homework is a large part of the class content of the day; if you do not complete the assignment and/or the reading you will be noticeably unprepared and you may lose both homework points and participation points may be deducted.

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 70% of the GELOs to earn credit (CR) in Eng. 1AF

Fall 2017: Must achieve a 70% for CR grade in Eng. 1AF (all writing assignments must be complete)

Item	Points Possible	Word Count	* Type of Assignment
Benchmark/Diagnostic	N/A	N/A	in-class
Critical Reading/Reflection 1	100	500	in-class
Personal Essay	200	1000	out of class
Blog (letter to editor)	250	750	out of class
Critical Reading/Reflection 2	150	600	in-class
Self-Reflection/Portfolio	100	750	in-class
Unit Essay Books/*UNW* Bookmark	150	N/A	N/A
Canvas Discussions/Journals	40	N/A	N/A
PassionTation	10	N/A	N/A

Spring 2018: 70% of total points in Eng. 1AF needed to satisfy GE Area A2 (D- will clear remediation).

Item	Points Possible	Word Count*	Type of Assignment
Interview Project	100	850	out of class
Profile Essay	150	1000	out of class
Ethnographic Essay	150	1000	out of class
Critical Reading/Reflection 3	100	750	in class
Critical Essay	200	1200	out of class
Self-Reflection/Portfolio	150	800	out of class
Unit Essay Books	100	N/A	N/A
Canvas Discussions/Journals	50	N/A	N/A
Class Participation	100	N/A	in class

Word Count/ Fall and Spring: 9200

Feedback for Individual Assignments

You and I (writer and reader) 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.

Rubrics: For each assignment, you will be given a rubric that details how the assignment will be evaluated and scored. Typically, the assignment will be evaluated both as a process and as a product of that process.

Cover Sheet: Because we have "stretched" the English 1A curriculum to a year, each assignment is the result of weeks of work you will have completed both in and out of class: when you submit your work for my evaluation, you will account for the learning you have achieved through this process. These cover sheets will help you to practice self-reflection as a writer, and so will prepare you to write the midyear and final self-reflection essays.

Rewrites*:* Because I value the writing process (all drafts count toward your final points) rewrites will be accepted for selected essays – rewrite cover page required (on Canvas). You will earn an average of the two scores.

Final Grade Calculations:

94-100%	**A**	**87-89%**	**B+**	**77-79%**	**C+**	**67-69%**	**D+**
90-93%	**A-**	**84-86%**	**B**	**74-76%**	**C**	**64-66%**	**D**
		80-83%	**B-**	**70-73%**	**C-**	**60-63%**	**D-**
						<59%	**F**

My grading practices respect your right to feedback within a reasonable time so that you may not only know your scores, but also understand the criteria applied to the evaluation of your work. Ultimately, we will work together to make you are your own best critic.

See University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details on your right to understand your grades.

Academic Dishonesty

Plagiarism is the unacknowledged use of another person's labor: another person's ideas, words, or assistance. In general, all sources must be identified as clearly, accurately, and thoroughly as possible. Academic cheating is, in general terms, the thwarting or breaking of the general rules of academic work and/or the specific rules of individual courses. It includes submitting, without the instructor's approval, work in one course that was done for another; helping others to plagiarize or cheat from one's own or someone else's work; or actually doing another person's work. Of course we do not want to discourage you from using other people's ideas or data. *Our aim is exactly the opposite*. But you must always make clear your sources and you must always be sure that the work you submit is your own.

If you plagiarize on a draft of a paper I will give you one very serious warning and you'll have a chance to revise the paper. But if you plagiarize a second time or if plagiarism is found in your final portfolio, you will fail the course and will be reported to the University as being academically dishonest. This policy is not negotiable. If you are uncertain about what constitutes plagiarism, ask BEFORE you hand in the work. It will be too late afterwards.

See SJSU's Academic Integrity Policy here: http://info.sjsu.edu/static/policies/integrity.html

How We Will Work Together as Researchers and Writers:

Professional Policies

- Be on time and ready to work!
- Be considerate (**silence your phones** – be a good listener to both me and classmates).
- Come to office hours! They are yours – you pay for them!
- Absence from class may not be used as an excuse for failing to submit assignments on time. **After 5 absences I will ask you to come to office hours for a conference.**
- This is a workshop class and you must be present do the work. I value peer review and base part of your grade on your ability to respond to your peers' writing as well as how you revise your drafts based on the comments you receive.
- Your writing group becomes your writing family – respect and appreciate that support; be present and participate!

Other Class Details*:*

Essay Format

- Formal essays must be submitted to Canvas in the required format.

-You must title all papers. "Essay 1" will not do. Be creative.

-All essays must include a **word count at the end of the submission**.

-All formatting must meet MLA Format. Use the OWL guide to help you. See Chapter 12 of *The Curious Writer* or http://owl.english.purdue.edu/owl/resource/747/01/

Rough Drafts:

Rough Drafts are mandatory **AND MUST BE PRINTED**. Failure to submit a draft on the day that it is due will result in a loss of points from the total essay score (determined per essay). Due to the nature of Stretch English, where every day involves some amount of writing for your next major assignment, if you have been attending class you should have no problem producing a draft on the day it is due.

Final Drafts:

Final Drafts with a cover letter should be submitted to Canvas on the due date. All drafts and outlines are due on the same day and must be stapled.

Essay Books

For the 5 units of study, I require that you keep all work in a campus purchased essay book (green or yellow). These essay books will be due at the end of each unit. Note: This policy may change during spring semester.

Absences & Make-ups

If you miss a class (or know you will miss a class ahead of time) it is your responsibility to contact a classmate for notes, assignments, etc. The full list of readings is available to you in this syllabus, so that you can keep yourself up to date. **If you know you will miss class when we have an in-class essay or have an assignment due, you must contact me in writing 24 hours in advance for the chance to make this item up**. If you miss class and do not communicate before hand, you will be denied the opportunity to make up an in-class essay. If you miss class and do not communicate before hand, you may not turn in any assignment that was due that day. Reader Responses and Quick-writes can never, ever be made up or turned in late (the reason being that only 8 of 10 RRs are required and the lowest of three QW scores will be dropped. This gives you wiggle room).

Late Work & Extensions

I do not accept late work for any unexcused reason. Late final essays will be dropped one full letter grade for each class day late (a "B" paper due Monday and turned in on Wednesday will receive a "C"). If an emergency arises that requires your absence from class, or you are taken ill, you would do well to contact me at your earliest opportunity through Canvas. Giving less priority to your education than other time commitments does not constitute an emergency.

Extensions on papers may be given on a case-by-case basis. However, this is ONLY if you contact me in writing 48 hours in advance of the due date. Do not ask me in class for an extension. **You may not ask for an extension the day before a paper is due.**

Classroom Courtesy

I expect you to show up to class awake, aware, and present. Beverages are allowed during class time, but do not bring food to class. Please, be courteous to your peers as everyone deserves to be heard. I am personally committed to having students take charge of their own learning. At times we may discuss or watch some touchy or controversial material. I would ask that you would be kind to your classmates and respectful of their thoughts and opinions even if they differ from your own. Ask questions and speak your mind, as long as you remain respectful. This same kind of respectfulness goes for the times we work in groups (writing and otherwise). Be constructive with your criticism, but do remember that our goal is to learn from one another.

Communication
Please contact me through the messaging service on Canvas—do not email me directly; I may not be able to answer as efficiently due to the overflowing inbox. I will try to respond to your Canvas messages within 24 hours.

Technology
Classroom etiquette requires that cell phones be turned to silent mode, that full attention is given to the class, that computers only be used for class purposes, and that we listen carefully and without interruption to one another.

Office Hours
Please come see me during office hours on Mondays and Wednesdays from 3:00-4:00PM. I care about your well being as an individual as well as a student. My office has an open-door policy. If I'm not available for office hours at the same time you are, send me a message on Canvas and we'll set something up. I am more than willing to help you at any stage of your writing process from brainstorming to revising. Take advantage of my office hours!

PLEASE READ!

Where You Can Find Information about Earning A2 Credit and Clearing Remediation

The Stretch program syllabus is located in our Canvas files. In that syllabus you will find information about how, in Stretch I and II, you can earn A2 credit and, if you need to, clear your remediation in English.

Where You Can Go to Get Support as a Writer at SJSU: Resources for Stretch Composition Students

Part of becoming a successful writer is learning how and when to seek the support you need.

SJSU Peer Connections
Peer Connections offers course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. There are three mentoring locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center
Located in Clark Hall, Suite 126, the Writing Center offers appointments with tutors who are well trained to assist you as you work to become a better writer. The Writing Center offers both one-on-one tutoring and workshops on a variety of writing topics. To make an appointment or to refer to the Center's online resources, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

Where to Access Accurate Information about Academic Writing
In Canvas you have access to an online copy of Andrea Lunsford's *Everyday Writer*: Writer's Help 2.0. As an SJSU student, you have access to the online text through student fees you have already paid.

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

Where You Can Find Information about Earning A2 Credit and Clearing Remediation
The Stretch program syllabus is located in our Canvas files. In that syllabus you will find information about how, in Stretch I and II, you can earn A2 credit and, if you need to, clear your remediation in English. The Stretch syllabus can also be accessed here:
http://www.sjsu.edu/english/ENGLgreensheets/2016ENGLfall/Stretch%20Program%20Syllabus.pdf

Eng. 1AF – Tentative Calendar (Fall)

Note: This is a very tentative calendar and I will keep you up to date on Canvas as well as in class. The Italicized information at the bottom of each day is due the next class session unless otherwise noted. The bold type represents due dates.

CW = The Curious Writer *RA = Rereading America* *UNW – The Unwinding*

Dates	**Monday**	**Wednesday**
8/23		Syllabus explored Introductions *Work on PassionTation* *Purchase all supplies and books/Bring essay exam book* *Read Benchmark readings*
8/28-8/30	**Bring an essay exam book to class – Diagnostic/Benchmark In Class Writing All supplies due** *Read: RA – intro to "Harmony at Home"/"Looking for Work"(16-18,19-24)* *PassionTation due Wednesday.*	**PassionTation – Presentation**
9/4-6 ***How We Begin***	**LABOR DAY**	**PassionTation – Presentations Complete** Way into Unit 1 – watch *America's Not the Greatest…*/Vocabulary – What are Cultural Myths? Why should we care? *Read: CW Ch. 2(39-48)/ Read: RA "Color of Family Ties"/Start Unit 1 Essay Book*
9/11-13	Readings Discussed Active Reading/ Writing Groups Assigned *Myths of family subverted: https://www.youtube.com/watch?v=IZkg8jICdiU* *Journal #1 Assigned on Soto* *Continue Reading*	**Journal 1 Due on Canvas** Readings discussed Paragraph Workshop – the big 4 *Bring in a media sample* *Read: RA "Cartoon Mothers"*
9/18-20	Introduce *The Unwinding* bookmark/terms dictionary assigned **Media sample due** *Continue Reading RA/ CW Ch. 1 selection* *Read: UNW prologue;1978;Dean Price 3-17*	Summary Response/Reflection Writing Chapter 1 CW – selection discussed - Writing Process and Inquiry *Read: "Two Moms" - in class* *Read CW Chapter 1 (selection)*

9/25-9/27	CRR 1 – prompt out and outline workshop What about Audience? / Expanding the big 4 and P.I.E paragraphs. *Skim CW – Ch. 12 (MLA)* *Read: UNW 1984;Tammy Thomas 37-56*	*UNW* - Dean and Tammy so far/quick write How to use your Q/R Chart for the CRR MLA tutorial/signal verbs/integrating quotes *Read:* ***eText:*** *http://bit.ly/1sAFrwD ("Mother Tongue")*
10/2-4	CRR 1 – Partner Pair and Share **Outline Due** Readings Discussed Hand out Rubric *Read: UNW 1987 p.69; Dean Price 77-88*	**CRR 1 – in class essay – typed outline required – Unit 1 Essay Book Due** **discussion 1 assigned**
10/9-11	Personal Narrative Assigned **get them out of their seats** *Read: UNW Tammy Thomas 89-99/1999 p. 136/ CW Ch. 3 – personal narrative*	Partner Workshop – Personal Narrative **draft due –** narrative voice/then and now *Discussion Opens* *Read: RA Intro Learning Power/Essentials of a Good Education/New Unit 2 Essay Book*
10/16-18 ***Where We Grow***	**Peer Review** in groups– Personal Narrative **Discussion 1 Closes Sunday** **Bookmark Checked**	Way into Unit 2 Readings Discussed Grammar/Structure Check – P. Narrative *Read: RA "Against School"/journal 2 assigned*
10/23-25	**Personal Narrative Due** *Read UNW: Dean Price 137-148* *Discussion 2 on UNW assigned*	Blog Assigned/Rhetoric Notes Preview "Not all blogs are created equal…" **Journal 2 Due** *Read: RA "Social Class and…"/ find a blog*
10/30-11/1	**Sample Blog Due/idea due** Grammar Workshop/target revision **Discussion 2 closes Sunday** *Read: UNW Tammy Thomas 149- 153/Dean Price 175-183*	Blog assignment continued **Bookmark Check#2 - Share** *Read: RA "Don't Send Your Kids…"*

11/6-8	**Blog Peer Review**/Blog – class reading tutorial Portfolio Discussion *Read: UNW 2008 p. 217; Tammy Thomas 231-239*	*Read: RA - TBA*
11/13-15	**Blog Final Draft Due/Presentation** *Discussion #3 on The Unwinding Assigned* *Read: UNW Dean Price 240-251***	Readings Discussed **Blog Presentations Continued** *Journal 3 Assigned* CRR 2 Prompts given/brainstorm *Read: UNW Dean Price 315-326;Tammy Thomas 327-333*
11/20	Grammar Workshop/target revision **Discussion 3 on *The Unwinding* Closes Sunday/ Final Bookmark Check** **Journal 3 Due** *Read: Review CW Ch. 12 (review)/Compare &Contrast* *Read: UNW 2012 p.379/Tammy Thomas 408-413; Dean Price 414-430* *CRR2 Outline* Portfolio Assigned/Explored	*No class – Thanksgiving*
11/27-29	CRR 2 Workshop/**Outline Due** **In Class Journal 4 (10pts.)** *BRING ALL SUPPLIES FOR PORTFOLIO WORKSHOP After Break*	**CRR 2 – in class essay – typed outline required –** **Final Bookmark Due** **Unit 2 Essay Book Due** *Bring All Portfolio Supplies*
12/4-6	**Portfolio Workshop – all supplies due** *Read: CW Ch. 4 for final*	**PORTFOLIO WORKSHOP/OUTLINE DAY** Interview Assignment Given *FINAL EXAM – INTERVIEW QUESTIONS*
12/11	**LAST DAY OF CLASS! PORTFOLIOS DUE/IN CLASS REFLECTION (outline required)**	

TBA	FINAL EXAM	

ADD PARTICIPATION GRADE

Eng. 1AS – Tentative Calendar

RA = *Rereading America* CW = *Curious Writer* *OWM = The Other Wes Moore UNW=The Unwinding*

Dates	**Monday**	**Wednesday**
1/24		**Interview Notes Due**/ Go over syllabus/calendar
1/29-1/31	Drafting a field report *Read: CW – ch. 4/UNW Read 3 profiles*	Journal 1 assigned Drafting the Field Report Workshop Presentation Ideas Brainstorm
2/5-7	**Journal 1 due** **Field Report Partner check (unity)** Unit 3 introduced – "Who We Become" *Podcast – Howard Zinn* *Read: RA Introduction/ "Theories…"599*	**Interview Project due - Presentations**
2/12-14	Discuss *UNW/RA* reading *Read:CW – ch. 9, RA Read Alexie 615*	Profile Essay Assigned – invention day Outline workshop Journal 2 assigned *Read: CW – ch. 9*
2/19-21	Discussion on readings/unit 3 theme Find an example in the media assigned **Journal 2 due/**Canvas Discussion *Read: CW ch. 9/ RA Land of Giants 645*	**Draft One of Profile Essay Due for Peer Review** Visual Portfolio *Read: CW ch. 9, Read Part 1 OWM*
2/26-2/28	Wrap-up unit three theme/CRR prompt revealed/ **Media sample due** **Final draft of Profile essay due** *Read: RA Orozco 666 (?)* *Read: CW review ch. 12 p. 477, OWM*	Prepare for CRR – outline workshop Outline/thesis/M.L.A citations Introduce Unit 4 *OWM*/Journal 3 assigned **Canvas Discussion Closes** *Read: CW ch. 12, Continue OWM p. 1*

3/5-7	**<u>CRR in-class essay(?</u>**)/ all unit three work due in essay book/bring an extra if needed **<u>Journal 3 due/</u>**Canvas Discussion	(CRR?) Depending on progress *Read: OWM*
3/12-14	Discussion Part 1 *The Other Wes Moore/ work checked* *Read: Finish OWM Part 2*	**Canvas Discussion Closes** *Read: CW ch. 8, OWM part 3*
3/19-21	Ethnographic essay assigned/discussed **Ethnographic essay idea/plan/field notes set**	Discussion on *OWM part 2 /*work checked
3/26-28	Spring Break: *OWM/Field Notes*	Spring Break: *OWM/Field Notes*
4/2-4	*OWM* – Discuss Ch. 6and 7 **Ethnographic Field Notes Due** for Workshop/Outline Day Preparation for *OWM* Final Discussion Canvas Discussion *Read:Cw ch. 8, RA tba*	Discuss *OWM* Chapter 6 and 7 continued/8? In class writing – **<u>Journal 4</u>** / *Read:Cw ch. 8, RA tba*
4/9-11	**Draft 1 of Ethnographic Essay due for Peer Review.** **Canvas Discussion Closes** *Read:Cw ch. 8, RA – Money and Success intro*	Unit 5 introduced/Journal 5 assigned *OWM* Final Reading Reflection and Discussion – **All Unit 4 Work Due** Critical Essay Alluded to and up on Canvas *Read:Cw ch. 8, RA Unit 5 Reading 1*
4/16-18	**<u>Final Draft of Ethnographic Essay Due on Canvas and to me.</u>** Critical Essay Assigned Discussion of Unit 5 reading 1 *Read: RA Unit 5 Reading 2*	Outline day/thesis development for the Critical Essay **<u>Journal 5 Due</u>** Final Portfolio Instructions/Essay Assigned
4/23-25	**Draft 1 of the Critical Essay due for Peer Review** Discussion of Unit 5 reading 2 *Read: RA Unit 5 reading 3*	**Reading Tutorials – No Regular Class** – Bring a revised version of your essay (3 copies) – meet in groups of 3 for oral reading. *Read: CW ch. 5/appendix A*

4/30-5/2	**<u>Final Draft of Critical Essay Due to Canvas and to me</u>** Discussion of Unit 5 reading 3 – in class final quick write *Gather and prepare for Portfolio Workshop*	Reflection and Writing Portfolio Workshop *Bring all Portfolio Materials*
5/7-9	Portfolio Workshop	Portfolio Workshop/Reflection
5/14	Portfolio Due – Submission Workshop	
5/TBA	Final Exam	