

**San José State University**  
**Humanities and Arts, Department of English and Comparative Literature**  
**English 1AF & English 1AS – Stretch English I and II**  
**Section 03, 04, 05, Fall 2020 (42475, 42476, 42477) & Spring 2021**

<b>Instructor:</b>	<b>Dr. Linda Landau</b>
<b>Office Location:</b>	FO 115 closed / See Zoom link on Canvas
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<b>Office Hours:</b>	TH 2:30-4:00 pm on Zoom, and by appointment on Zoom
<b>Class Days/Time:</b>	MW 10:30-11:45 am, 12:00-1:15 pm, 3:00-4:30 pm – See schedule on Canvas
<b>Classroom:</b>	Online on Canvas (see our Course page) and on Zoom (Zoom link on Canvas) <b>This is the course day and time for the full year. You will enroll in this same section during the spring term, provided you earn CR in fall.</b>
<b>Prerequisites:</b>	<i>Reflection on College Writing</i> is a prerequisite to Stretch English I (ENGL 1AF). Credit for Stretch English I (ENGL 1AF) is a prerequisite for Stretch English II (ENGL 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.
<b>The Stretch Calendar</b>	Stretch I and II span the fall and spring terms: Taken together, the fall and spring course complete the A2 writing requirement. This means you must enroll in spring for the same section (time, day, and instructor) in order to complete the course of study you begin in fall.
<b>The A2 Milestone for Progress to Degree</b>	The CSU system and SJSU expect all students to complete their A2 requirement within the first year of study. We have committed to make available courses and support to help all students achieve this milestone. Please work with your Stretch Instructor and all recommended support staff to achieve this milestone successfully. Our campus has developed the Spartan Support Network to bring students together with specific campus resources promoting academic success. I have agreed to participate in this program and may refer you to it if I believe you need the services provided by Spartan Support Network to succeed in this course.

## What We Do in Stretch English

### Catalog Description of English 1A F and English 1AS.

Stretch I and II, together, fulfill the Written Communication I requirement. Courses in GE Area A2 cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing in the university. Students in these courses develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. A grade of C- or better signifies that the student is a capable college-level writer and reader of English.

**The yearlong Stretch extends your course of study:** The Stretch English course in which you have enrolled “stretches” the English 1A curriculum from one to two semesters. This allows you more time to develop habits of mind that support college learning, to expand your writing tools and practices, and hone your reading and writing skills. This added time to prepare will ensure that you are ready to transfer your writing experience and knowledge to the writing you will do in your other courses.

**The yearlong Stretch invites you into a learning community:** This semester you are enrolled in Stretch English I. Next term, provided you successfully complete the fall course, you will enroll in Stretch English II. You will study with the same instructor and writing colleagues from fall. Together your class cohort uses reading and writing to explore your section’s inquiry project over a full year.

### What happens if I don’t earn credit in the fall course?

If you earn No Credit in fall, you will enroll in English 1A in the spring to complete your Area A2 requirement in one semester. If you successfully complete the spring English 1A (with a grade of C- or better), you will still complete your A2 requirement within your first year of study at SJSU.

## What You Will Learn in Stretch English I and II

This course explores how reading and writing inform the work we do together at the university. The General Education guidelines outline five broad learning outcomes for all courses that satisfy Area A2. This course is designed 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 on our homepage on our Canvas page. In that syllabus you will find information about how, in Stretch I and II, you can earn A2 credit. All English Department syllabi, including this one, are available online at <http://www.sjsu.edu/english/ENGLgreensheets/index.html>

### 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.

**Through a variety of writing assignments and projects in this yearlong course, you will practice all phases of the writing process: prewriting, organizing, writing, revising, and editing.** Major assignments and projects require you to produce several texts of varied length and complexity. Several essays will be drafted in class, both to give you experience in timed-writing situations and to give you the opportunity to observe and confer with your instructor and your cohort about your drafting process. Assignments provide the opportunity to explore multiple modes of presenting arguments— orally, visually, in print and on screens.

## What We Will Explore Together:

### World at a Crossroads—how did we get here and where are we going?

**The year 2020 is like no other.** We are in the midst of a great social shift – a national anti-racist movement fifty years in the making has taken to the streets with protests and counter-protests; women and gender movements have ramped up their demands for justice amid a growing backlash; the economy is barely moving forward as income inequality continues to grow; asylum seekers are blocked at the border; climate change is wreaking havoc all around the world; a nation-wide election in a divided country looms on the horizon while a pandemic rages across the globe forcing us into lockdowns, face mask battles, and online learning. Here we stand (or sit), Spartans, in need of answers today as we make decisions that will affect future generations. But these answers are only as good as the questions we ask.

***Before we even begin to conduct our investigations, we will have to consider the following questions:***

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

**This is an inquiry-based course.** The *New York Times* will be our textbook. You will subscribe to this diverse online newspaper using your student email address (so you get the discount), or you can use the SJSU library to access it. We will browse the many sections of this newspaper daily – International affairs, U.S. politics, science, climate change, opinion-editorials – to select articles that interest you. As you read, you will develop inquiry questions to guide you in your investigation about the current national situation. Some of your writing will be on articles you choose, and some will be on articles I assign with accompanying activities on reading actively, gathering data, evaluating and integrating sources, writing concisely and clearly, and using rhetorical strategies to both read and write.

**Our goal this semester is two-fold:** As we explore the *NYT* individually and in teams, we will explore our own *biases and personal worldviews*, and the roles these play in our interpretation of both the news and our American experiences. We will also investigate *the way* the news media *describe and analyze* specific stories and topics.

**Goal 1:** to encounter the opinions of others, both those with whom we agree and those with whom we disagree. Our purpose is to recognize our own assumptions and biases as we construct logically consistent worldviews and engage in public dialogue about current events. By using our reading and writing to help us examine our beliefs and values, we will develop a clear sense of our own life philosophies and a knowledgeable and compassionate awareness of the worldviews of others.

**Goal 2:** to develop rhetorical skills – awareness of the importance of audience, context, purpose, *Kairos*, and appeals to logos, ethos, and pathos. These will enable us to express evidence-based opinions clearly, concisely, and persuasively. Developing an evolving core of beliefs and values requires conscious effort and skill. The skills required for this task are outlined in the English 1A General Education Learning Outcomes: 1) active and rhetorical reading; 2) a writing process that gives us the opportunity to engage in analysis and critical thinking—research, prewriting, organizing our thoughts, composing, revising, editing, proofreading, and regular self-assessment; 3) rhetorical strategies that strengthen our reading and enrich our writing; 4) credible, useful research; and 5) effective communication skills (listening, reading, writing, and speaking). In short, we will use the articles in the *NYT* as models for our own writing.

## How to Prepare for Zoom Sessions

**You will need a laptop or tablet for this class.** Some of your work will be completed asynchronously on Canvas. We will also be meeting regularly on Zoom, and a Zoom schedule will be posted on Canvas. Check Canvas regularly for updates. Read assigned readings before our Zoom sessions. Attend our Zoom sessions ready to discuss and to write—to explore ideas, share research, analyze source materials, critique samples, and workshop drafts. All Zoom sessions will involve activities intended to further your progress on the current essay assignment or project. You will want to save this work to your Canvas account, or to your laptop, or both. See page 7 for **Zoom Rules**.

(Laptops and tablets are available to be checked out in the MLK library, and computer labs are available to students in the Student Success Center in Clark, first floor, and the Associated Student Lab in the Student Union, 2<sup>nd</sup> floor; and adapters in IRC 112. See resources online for campus access and resource availability before coming to campus.)

## What we will be Reading and Where to find our Texts

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 stories daily and individually in *The New York Times* and I will post stories on Canvas that we will read together as a class. The class readings will be used as both reading and writing learning tools. These readings will give you practice in reading to learn, reading to reflect, reading to respond, and reading to write. These texts will also serve as writing samples and models for imitation.

Class activities, especially writing and reading **workshops** depend on your completing your assigned readings before class, so that we can focus on 1) **reading analysis**, 2) **writing**, and 3) **discussion** in teams or with learning partners.

- Class and outside readings from the *New York Times*, *The Atlantic*, the *New Yorker*, and other online newspapers and journals, and videos on YouTube.** Copies or links will be posted on Canvas.
- Subscription to the digital version of the *New York Times* for the full year (4 weeks @ 99 cents, then \$1.88 per week).** The digital edition will allow you to keep a personal archive of stories you are following for your writing assignments in this course. Use the following link to access the educational subscription page. You will use your @sjsu.edu account to set up a special education rate for the subscription:  
<http://www.nytimes.com/subscriptions/edu/lp1474.html?campaignId=48U9F>
- Book** on your investigative topic: to be read during break between fall and spring semesters.
- Class readings on rhetoric as pdf files** are from Bruce Ballenger, *The Curious Writer*, 5/E. Pearson, 2017, and Susan Crowley and Debra Hawhee, *Ancient Rhetorics for Contemporary Students*, Allyn & Bacon. You will be provided in class with the relevant pages to read.
- A college level **dictionary** and **thesaurus**—print or online. Bring to Zoom sessions.
- An e-folder on your computer** entitled **English 1A** with subfolders for different assignments (drafts of work in progress, research notes, final essay) and for class notes and reading responses. **Files** should have **assignment name** on them as well as **your name** if you upload them to Canvas.

## University Policies, including the Time You Will Spend on This Work

Faculty at SJSU design courses to help you achieve specific learning goals integral to your progress toward a bachelor's 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 in a 15-week term = 9 hours minimum per week). This time includes preparing for class, participating in course activities, completing assignments, and seeking needed support. More details about student workload can be found in [University Policy S12-3](#).

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](#).

## What we will be Writing in the Fall and Spring Semesters

**Fall 2020: Grades in fall are based on measured progress toward proficiency in the learning objectives outlined above. To earn credit (CR) in English 1AF, you will need to demonstrate measurable progress in (75%) of CLO categories.**

Assignment (type of writing)	Type of Assignment	% of Course Grade	Word Count*	GELOs
Critical Reading/Reflection 1 (notes, reflection)	timed writing	5%	600	1,2,3,4,5
Personal Essay (data-driven, notes)	out of class	10%	(1000)	2,3,5
Blog (major essay, prewrites)	out of class	10%	(1000)	2,3,4,5
Critical Reading/Reflection 2 (notes, reflection)	timed writing	5%	750	1,2,3,4,5
Self-Reflection/Midyear Portfolio	in-class	10%	750	1,2,3,4,5
<b>Fall Total</b>		<b>[40%]</b>	<b>4,100</b>	

**Spring 2021: A final grade of C- or better in English 1AS is needed to satisfy GE Area A2.**

Assignment (type of writing)	Type of Assignment	% of Course Grade	Word Count*	GELOs
Interview Project (data-driven analysis)	out of class	5%	1000	2,3,5
Profile (major essay, prewrites, edit)	out of class	10%	(1200)	2,3,4,5
Critical Reading/Reflection 3 (notes, reflection)	timed writing	10%	750	1,2,3,4,5
Ethnography Project (data-driven analysis)	in class/out of class	5%	(1100)	2,3,5
Critical Essay (major essay, prewrites, edit)	out of class	15%	(1200)	2,3,4,5
Self-Reflection/Final Portfolio	out of class	15%	750	1,2,3,4,5
<b>Spring Total</b>		<b>[60%]</b>	<b>6,250</b>	
		<b>Fall &amp; Spring</b>	<b>10,350 (5,200)</b>	

**Table 2:** Grade Distribution in the Yearlong Stretch

## Your Role in Assessing Your Own Learning in This Curriculum

Learning to explain what you have learned through the coursework reinforces your learning and helps Stretch faculty understand the effects of our curricular designs. In both fall and spring you will turn in an e-Portfolio of your Stretch writing, along with an essay that reflects on your progress toward achieving the course learning objectives.

**Your SJSU Writing Portfolio.** In summer, you wrote essays to reflect on college writing before deciding to take Stretch English. In the first two weeks of the course, you will compile the writing you submitted to the *Reflection on College Writing* modules into a digital portfolio. The contents of your portfolio will be reviewed twice during your Stretch study.

- **Midyear Self-Reflection and Portfolio Review.** At the end of the fall term, you will add to your writing portfolio 1) samples that document your progress in the first half of the course and 2) a reflection essay comparing these samples. Written in class, the reflection essay compares the two samples to help the Stretch faculty to assess your midyear progress toward the Course Learning Outcomes listed on the next page.
- **Final Self-Reflection and Portfolio Review.** At the end of Stretch II, you will once again add to your SJSU writing portfolio, this time including materials to document and samples to illustrate your progress on one of the five GELOs for A2. When you submit the portfolio, you will once again write a self-reflection essay to help the Stretch faculty readers as they make this final assessment of your progress to proficiency as a college writer. This portfolio is your culminating exercise in this class.

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

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

### *Read to learn:*

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

### *Read to write:*

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

### *Write with an increased awareness of the process:*

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

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

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

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

## What You Need to Know about GE Area 2 Policy and Yearlong Grading in Stretch

In keeping with GE policy, your final course grade for English 1AS will be a letter grade: A to F. You must earn a C- or better to receive graduation credit for GE Area A2. English 1AF is graded CR/NC. To receive credit in the fall semester, you must complete all coursework and demonstrate significant, measurable progress throughout the semester that suggests you are on track to earn a C- or better in the spring term.

Your spring grade in Stretch includes the grades you earned in fall. All the work you do in Stretch I and II, fall and spring combined, complete one general education course requirement: GE Area A2. You will find in your section syllabus an accounting of how coursework will be graded and accounted in the final course grade.

### **How Do I Earn Credit for GE Area A2?**

To satisfy your CORE GE Area A2 and to move on to CORE GE Area A3, you must earn at least a C- in English 1AS. When you earn a C- or better in the course, you can be confident that you have successfully oriented your reading and writing practice in English to support college level research and learning and to share your learning with others.

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. See your section syllabus, to learn about your instructor's grading practices: feedback practices, relative weights of assignments, and the grade calculations.

## How Your Work Will Be Assessed and Graded in This Course

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

**Your Scoring Guide:** For each assignment, we will develop together a scoring guide based on the 5 Cs listed below. The scoring guide will detail the assignment requirements and the GELOs and CLOs to be scored, along with the reading, thinking, and writing processes that will help us achieve them. The scoring guide will also ask you to reflect on your own work, evaluate your progress, and identify the challenges on which you would like to focus for your next essay.

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

### To earn a B in this class:

- Complete *all* major essays and homework assignments.
- Fulfill *all* requirements defined on the prompt and scoring guide for each essay.
- Use critical thinking and the complete reading and writing processes before submitting work.
- Participate actively in class activities.

Participation plays a large part in learning the reading and writing skills we will be developing this year. Participation means being present visually and contributing to the group—no black tiles, tardiness, leaving early, texting, and other non-relevant activities.

### To earn an A in this class:

Students who earn A's tend to *read* more than the required articles.

- Reading provides a wider scope of information *and* more complex ideas, which shows in deeper critical thinking and more compelling and factual evidence and examples to support a thesis.
- More research also creates a stronger reader-writer ethos that engages readers and teammates in dialogue.
- Additional reading helps build a larger vocabulary and a more sophisticated college-level sentence structure.
- Students who read more tend to contribute more detailed information to Zoom sessions.

### To earn a C in this class:

Work that fulfills less than 100% but **more than 75%** of assignment requirements **as defined on the scoring guiding** will earn a C, and work that fulfills **less than 75%** but more than 70% will earn a C-. C- is required to pass this class.

**Essays and participation that consistently fall below 70%** will result in a non-passing grade of **D or F**.

Your course grade is based on the grades you earn on the work you produce through *both semesters*. In the fall you receive Credit/No Credit. In the spring you receive a letter grade based on a 4 point scale:

Excellent		Very Good – Good		Competent		Not Passing		Failing	
100-97	A plus	89-87	B plus	79-77	C plus	69-67	D plus	59-0	F
96-93	A	86-83	B	76-73	C	66-63	D		
92-90	A minus	82-80	B minus	72-70	C minus	62-60	D minus		

**If you are experiencing difficulty in meeting course requirements, please see me to discuss strategies for success.**

## How We Can Get the Most Out of our Collaboration Together

***This course welcomes diversity of opinion.*** SJSU studies include an emphasis on diversity. You will engage in reading, writing, and class discussion to construct your own arguments on complex issues such as class and social equity, gender and racial equality. Classroom discussion will always be inclusive and respectful of other viewpoints.

***This course encourages collaboration.*** Sharing ideas, asking questions, and providing valuable feedback to your team and classmates are the basic contributors to a successful learning environment. Think of yourself and your classmates as your most valuable resources. If you cannot attend a team meeting or peer review session, notify your team and make arrangements to exchange papers, notes, or essays with a team member.

***We practice empathy at all times.*** Online learning is a new experience for all of us, myself included. If Zoom discussions or Canvas modules or assignments aren't working for you or could be improved, if you have tech issues or time issues, contact me immediately with questions and comments at my email on Canvas or at [linda.landau@sjsu.edu](mailto:linda.landau@sjsu.edu).

***Workshops are an essential part of the writer's working experience.*** Your participation in workshops is critical to your success in this class. Bring to our Zoom session the required draft for workshopping or peer review.

### Zoom Discussion Rules:

- **We actively participate on Zoom**, by
  - **contributing to the discussion**,
  - **closing our microphones only** when there is interference from background noise,
  - **showing our faces at all time**, and
  - **focusing our attention** on the discussion (not on other activities, such as texting, etc).

If any part of this discussion rule is difficult for you, please let me know right away.
- **We encourage perspectives different from our own**, but we don't necessarily have to agree with an opposing viewpoint. We aim to reach common ground.
- **We listen without judgment**, and we refrain from evaluating each other's ideas.
- **We ask scholarly questions** about a statement before disagreeing with it.
- **We provide evidence** to support our opinions.
- **We refrain from evaluating the works** we encounter. Instead we explore the messages they communicate and their purpose in creating this particular message in this particular way at this particular time.
- **We arrive on time**. Arriving late and taking breaks disturbs the session and results in your missing important discussion and activities. These disruptions will lose you points. Same with texting.
- **We check our Canvas schedule and announcements** and communicate with teammates, especially if we miss a Zoom session.
- **We do not record Zoom sessions**. Since our zoom sessions are participation-based, *written permission* to record the session is required from *all* class members as per [University Policy S12-7](#).

## Professor – Student Collaboration

- **Office hours are part of the college experience:** University professors expect students to visit us during office hours to get acquainted, share ideas, ask questions, discuss assignments, and learn tips for success. Set up a time with me and send me a Zoom link so we can meet: [linda.landau@sjsu.edu](mailto:linda.landau@sjsu.edu)
- **Email** is useful to schedule appointments, share your concerns about your progress, and ask questions about an assignment that cannot be answered by rereading the prompt and guidelines, or by consulting with teammates.
- **Canvas:** Our syllabus and assignments are posted on Canvas and all your major essays are uploaded to the appropriate assignment box on Canvas. I send announcements through Canvas, so open your mail regularly.
- **Late Papers and Missed In-class Essays:** Late papers are not accepted without a valid excuse (documented illness, religious holiday). Quizzes cannot be made up.
- **Formatting your papers:** Standard format is double-spaced. **Own your work:** Place **your name, English 1AF-section number, my name, and date in the top left corner of the first page**. Place **your last name and page number in top right corner** of all subsequent pages.

## Helpful Resources

- **SJSU Health Center:** For appointments, call (408) 924-6122, or <http://www.sjsu.edu/studenthealth>. For after-hours **Advice Nurse** Line, call (866) 935-6347.
- **SJSU Counseling Services**, <http://www.sjsu.edu/counseling> located in the Student Wellness Center, 3rd floor, 300B, offers a variety of workshops, support groups, and professional help.
- **Accessible Education Center** <http://www.sjsu.edu/aec/services-at-a-glance/academic-accommodation/>.
- **Writing Center.** To make an appointment, visit **Writing Center website:** <http://www.sjsu.edu/writingcenter>.
- **Peer Connections.** Visit [Peer Connections website](https://peerconnections.sjsu.edu/appointments/appointment/index.html) at <https://peerconnections.sjsu.edu/appointments/appointment/index.html>.

# Stretch English Schedule MW Fall 2020-Spring 2021

The schedule below is intended to provide an overview of the work in this class.

The details of the daily schedule will be adjusted as we work together this year to develop your writing.

**I will publish an updated schedule 4 times, when we begin each new assignment.**

**I will post these revised schedules on Canvas.**

Week	Date	<b>Deadlines for Reading and Writing Assignments</b> <i>Reading and writing assignments are due on Zoom on the day listed.</i> <i>Come prepared to discuss your reading and writing.</i>
1	W 8/19	<b>Introductions, Syllabus: Course Goals, Course Inquiry Theme</b> Subscribe to <i>New York Times (NYT)</i> digital (online) Using Zoom. <b>Our Inquiry: World at a Crossroads—how did we get here and where are we going?</b> <b>HW:</b> Browse <i>NYT</i> for titles that could answer our inquiry. Write definition of crossroads, and which issue you would like to explore?
2	M 8/24	<b>READING TO LEARN: Chunking page 3 of our syllabus</b> Identifying challenging words, sentences as key terms, sentences. Write one question about the syllabus. <b>HW:</b> Browse <i>NYT</i> for titles that could answer your inquiry.
2	W 8/26	<b>READING TO LEARN: Talking to the Text —“Civil Liberties vs. Civil Rights”</b> Read article before class: Roadblocks/Chunking while asking the text questions about content and word choice <b>HW:</b> Find an article that could answer your inquiry. Mark the roadblocks. Chunk Text. Mark key terms.
3	M 8/31	<b>READING TO WRITE: Annotating the Text —“Civil Liberties vs. Civil Rights”</b> Asking the text questions about message, audience, purpose, genre—marking our interpretations <b>HW:</b> Write two to three sentences about “Civil Liberties vs. Civil Rights” that say something about the genre, the purpose, the audience, and the message. <b>Submit to Canvas.</b> Annotate your <i>NYT</i> article about your inquiry topic.
3	W 9/2	<b>READING TO WRITE: Rhetorical Analysis Reading Chart (RARC) – Your NYT article</b> Bring to Zoom your annotated <i>NYT</i> article that relates to your inquiry topic. <b>HW:</b> Write a short summary of your <i>NYT</i> article – what is the message, audience, purpose, and genre? Over the long weekend find another article in the <i>NYT</i> related to your inquiry topic. Annotate it/them.
4	M 9/7	<b>LABOR DAY – NO CLASSES</b>
4	W 9/9	<b>READING TO WRITE: Pre-writing – 2-3 NYT articles on your topic</b> Comparing past knowledge with new knowledge. Pre-writing: Fast writing. Brain storming. Listing and adding points. Writing a tentative answer to your inquiry question – thesis statement. <b>HW:</b> Read <i>NYT</i> articles on your topic. <b>Post one article on Discussion Board, a one or two sentence summary and reason</b> why you think we should read it together as a class.
5	M 9/14	<b>READING TO WRITE: Pre-writing – 2-3 NYT articles on your topic</b> Listing and adding points. Writing a tentative answer to your inquiry question – thesis statement. <b>HW:</b> Read <i>NYT</i> articles on your topic. Write a thesis statement about the text.
5	W 9/16	<b>CRITICAL READING/REFLECTION PROMPT: Preparing a Scoring Guide</b> <b>HW:</b> Write a purposeful thesis statement and selecting evidence from RARC; fast writes, lists an outline. Continue reading <i>NYT</i> articles on your topic.
6	M 9/21	<b>CRITICAL READING/REFLECTION PROMPT: Preparing an Outline</b> <b>HW:</b> Write an outline. Continue reading <i>NYT</i> articles on your topic.
6	W 9/23	<b>WRITING A CRITICAL READING/REFLECTION ESSAY – Writing a Sketch and submitting</b> <b>Workshop:</b> Writing a sketch from a thesis statement; defining terms <b>HW:</b> Write a sketch or outline for your in-class reflective essay <b>Submit Writing Experience Quiz and Reflection</b>

Week	Date	<p align="center"><b>Deadlines for Reading and Writing Assignments</b></p> <p align="center"><i>Reading and writing assignments are due on Zoom on the day listed.</i></p> <p align="center"><i>Come prepared to discuss your reading and writing.</i></p>
7	M 9/28	<b>TIMED WRITING – 1:15 – 2 hours: CRITICAL READING/REFLECTION:</b> Time yourself every 15 min. as you write and upload to Canvas. Submit your outline with your draft.
7	W 9/30	<b>PERSONAL ESSAY PROMPT and INVENTION STRATEGIES</b> <b>WS:</b> Providing personal observations/experiences explaining writer-reader stakes in the inquiry. Asking and answering “so what”? <b>HW:</b> Fast write an incident that occurred to you or that you witnessed. List key points.
8	M 10/5	<b>READING TO WRITE</b> <b>Write a Sketch Outline</b> <b>WS:</b> Composing a thesis statement and logical supporting evidence from prewrites <b>HW:</b> Turn your sketch outline into a sketch
8	W 10/7	<b>COMPOSING THE PERSONAL ESSAY</b> <b>WS:</b> Write a final draft from your sketch to share with your classmates using appeals to logic, ethos, and pathos to make the new idea or argument meaningful; <b>Preparing a Scoring Guide</b>
9	M 10/12	<b>REVISING AND EDITING THE PERSONAL ESSAY – PEER REVIEW, SELF REVIEW, RE”SEEING” THE ESSAY</b> <b>Peer Review and Edit essay</b> for writing complex sentences; emphasis and subordination – dash vs. colon <b>HW:</b> Revise, edit, proofread final draft for submission Wednesday on Canvas and in <b>print in class</b>
9	W 10/14	<b>SUBMIT PERSONAL ESSAY ON CANVAS with sketch, drafts</b> <b>BLOG PROMPT:</b> re-purposing question/issue as an argument for a new audience and context; choosing visual evidence and linking to sources; integrating sources
10	M 10/19	<b>READING TO WRITE: “You’re Wrong! I’m Right!”</b> <b>WRITING a SKETCH OUTLINE and SKTECH for the BLOG</b> – claims, reasons, and evidence
10	W 10/21	<b>RESEARCHING FACTUAL EVIDENCE / EVALUATING WEBSITES – Mission Statement, Sponsors, Bias</b> National Constitution Center <a href="https://constitutioncenter.org/">https://constitutioncenter.org/</a> , <a href="http://www.pewresearch.org/quiz/news-statements-quiz/">http://www.pewresearch.org/quiz/news-statements-quiz/</a> , Economic Policy Institute <a href="http://www.EPI.org">www.EPI.org</a> , Natural Resources Defense Council <a href="http://www.NRDC.org">www.NRDC.org</a> <a href="http://www.bloomberg.com">www.bloomberg.com</a>
11	M 10/26	<b>INTEGRATING THE IDEAS OF OTHERS AND CITING SOURCES</b> <b>HW:</b> Continue searching for evidence; <b>Revise sketch into draft.</b>
11	W 10/28	<b>REVISING AND EDITING YOUR BLOG</b> <b>Preparing a Scoring Guide</b> Peer review and edit sketch to integrate summary, paraphrase, quotation, citation, appositives; visuals. <b>HW:</b> Continue searching for evidence if necessary; Revise final draft using feedback.
12	M 11/2	<b>PEER REVIEWING AND REVISING YOUR BLOG</b> <b>Peer Review and Edit Blog draft</b> for writing complex sentences; emphasis and subordination – dash vs. colon <b>HW:</b> Revise, proofread and edit final draft.
12	W 11/4	<b>SUBMIT BLOG with Works Cited – Scoring Guide on top, Reflection, peer-reviewed drafts with signatures.</b> <b>CRITICAL READING/REFLECTION 2 PROMPT</b>
13	M 11/9	Team discussion and analysis workshop
13	W 11/11	<b>VETERANS DAY – NO CLASSES</b>
14	M 11/16	<b>Reader Response to NYT article</b> Team discussion and analysis workshop <b>Preparing a Scoring Guide</b>
14	W 11/18	<b>THANKSGIVING – NO CLASSES WEDNESDAY - FRIDAY</b>
15	M 11/23	<b>TIMED WRITING – CRITICAL READING/REFLECTION 2 on a NYT article selected by class</b> Write in class and submit to Canvas. In class submit SCORING GUIDE with sketch, prewrites, drafts
15	W 11/25	<b>METACOGNITION – THE WRITING CYCLE</b>

Week	Date	Deadlines for Reading and Writing Assignments <i>Reading and writing assignments are due on Zoom on the day listed. Come prepared to discuss your reading and writing.</i>
		Reflecting on our thinking and on the individual and cultural processes structuring knowledge WS <b>PORTFOLIO AND SELF-REFLECTION</b> <b>PORTFOLIO SELF-REFLECTION PROMPT</b> – self-reflection inventory of study habits and process strategies; citing yourself; coordinating and transitioning
16	M 11/30	<b>PORTFOLIO AND SELF-REFLECTION</b> WS: Writing drafts
16	W 12/2	<b>PORTFOLIO AND SELF-REFLECTION</b> WS: Peer Review Revised Evidence Page, Reflection Essay, Portfolio <b>PROFILE PROMPT AND INTERVIEW NOTES for Spring Semester</b> ; Writing questions for the profile. HW: Revise Reflection Essay and Portfolio
17	M 12/7	<b>TIMED WRITING: SELF-REFLECTION ESSAY</b> <b>SUBMIT PORTFOLIO TO CANVAS IN CLASS</b> HW: Conduct your interview.

## English 1AS / Stretch English II, MW Spring 2021 Course Schedule

*The schedule below is intended to provide an overview of the work in this class. The details of the daily schedule will be adjusted as we work together this year to develop your writing. I will publish an updated schedule with each assignment sheet and will post these revised schedules on our Canvas homepage.*

Week	Date	Topics, Readings, Assignments listed on day they are due, Deadlines
1	M 1/28	<b>PROFILE SAMPLE</b> WS: Identifying quotes, dialogue, anecdotes and other profile features in <b>Ruben Abrica Profile by Elizabeth Real</b> , SJSU student. Highlight one sentence that captures a distinguishing characteristic of Abrica HW: <b>Conduct your interview</b> . Read and annotate (identify scenes, dialogue, anecdotes) on Abrica
1	W 1/30	<b>STEP 1: INTERVIEW SOMEONE. KNOW THE ELEMENTS OF A PROFILE</b> WS1: Discuss Abrica – frame; key characteristic sentence, anecdote, quote, dialogue. WS2: Craft questions to get the answers you need to write a profile. HW: <b>Conduct your interview</b> . Under each question ask a question about your interviewee’s answer. Need more information? Look for patterns, repetitions in your field notes. <b>Read &amp; annotate</b> (identify scenes, dialogue, anecdotes) <b>Knuth Profile on Canvas</b>
2	M 2/4	<b>STEP 2: TRANSFORM INTERVIEW NOTES INTO A SKETCH OUTLINE – FRAMING THE PROFILE</b> WS1: <b>What’s the bigger picture in your notes?</b> Fast write a scene, a dialogue, and an anecdote from your interview notes that explains this bigger purpose. WS2: Discuss <b>Knuth Profile</b> —written and visual images in the profile HW: <b>Step 2: Annotate Interview Notes and fill in your chart.</b> <b>Read and annotate</b> (identify scenes, dialogue, anecdotes) <b>RBG Profile</b>
2	W 2/6	<b>STEP 2: TRANSFORM INTERVIEW NOTES INTO A SKETCH OUTLINE – FRAMING THE PROFILE</b> WS1: <b>What’s the bigger picture in your notes?</b> Fast write a scene, a dialogue, and an anecdote from your interview notes that explains this bigger purpose. WS2: Discuss <b>RBG Profile</b> ; written and visual images in the profile <b>Read and annotate</b> (identify scenes, dialogue, anecdotes) <b>RBG Profile</b>
3	M 2/11	<b>STEP 3: WRITE A SKETCH</b>

Week	Date	Topics, Readings, Assignments listed on day they are due, Deadlines
		<p><b>WS1:</b> Writing your sketch from your annotated Interview notes and completed chart—Thesis statement→topic sentence for each paragraph</p> <p><b>WS2:</b> Compare <b>Abrica, Knuth, RBG Profiles</b></p>
3	W 2/13	<b>IN-CLASS WRITING—CRITICAL READING/REFLECTION 3</b>
4	M 2/18	<b>IN-CLASS WRITING—WRITE A SKETCH</b>
4	W 2/20	<p><b>STEP 4: TRANSFORM SKETCH INTO DRAFT – ADDING CONTEXT &amp; BACKGROUND</b>  <b>WORKSHOP &amp; REVISION WORKSHEET</b>  <b>Bring your sketch to class</b>  <b>WS:</b> Researching context and background; Opening and closing strategies Write opening scene and closing reflections for your sketch. Write 3 key sentences.  <b>HW:</b> Transform sketch into draft. Study Visuals in <i>NYT</i>. Embed a visual in your sketch to establish context.  <b>Step 5:</b> Evaluate your Profile draft by filling in Workshop &amp; Revise Worksheet.</p>
5	M 2/25	<p><b>STEP 4: PROFILE WORKSHOP – EMBEDDED QUOTES &amp; VISUALS, STRATEGIC LANGUAGE, SIGNAL WORDS</b>  <b>Bring to class:</b> your draft annotated and evaluated on Workshop &amp; Revise Worksheet  <b>Workshop:</b> Integrating dialogue quotes &amp; embedded visuals, and using signal words to support thesis and reveal attitude toward profile subject  <b>Peer Review:</b> Share your profile annotations; practice using quotation marks  <b>HW:</b> Revise your essay using your own and classmate’s Workshop &amp; Revise WS.</p>
5	W 2/27	<p><b>STEP 5: PROFILE WORKSHOP – PEER REVIEW</b>  <b>Bring to class:</b> Your revised essay and your Workshop &amp; Revise WS completed for your own essay, and 2 blank Workshop &amp; Revise WS for reviewing by your team.  <b>WS:</b> 2<sup>nd</sup> roundtable workshop of revised drafts – strategic language, transitions and signal words, embedded visuals. Peer review by filling in your teammates’ Workshop &amp; Revise worksheets.  <b>HW:</b> Revise your essay using peer reviewers’ comments. Proofread and edit your essay.</p>
6	M 3/4	<p><b>SUBMIT PROFILE ESSAY with your interview notes, sketch, all prewriting, peer review comments and Workshop &amp; Revise Worksheets (yours and your 2 peers’), and the Scoring Guide Cover Sheet.</b>  <b>Overview – Team Project Ethnography Unit → projects on activism; local and campus activists list</b></p>
6	W 3/6	<p><b>ETHNOGRAPHY PROJECT PROMPT</b>  <b>WS:</b> Defining the project, developing the project plan, getting started charts and questions</p>
7	M 3/11	<p><b>ETHNOGRAPHY PROJECT – APPEALS TO LOGOS, ETHOS, PATHOS</b>  <b>WS:</b> Finding and reviewing activist websites and articles</p>
7	W 3/13	<p><b>ETHNOGRAPHY PROJECT</b>  <b>Bring to Class:</b> 2 images, 2 infographics, and 1 video clip from <i>NYT</i> related to your group.  <b>WS:</b> testing the visual paragraph (slide) as a medium for evidence and conclusions.</p>
8	M 3/18	<p><b>ETHNOGRAPHY PROJECT</b>  <b>Bring to class:</b> rough cut of two slides for a multimodal Power Point presentation.  <b>WS:</b> workshop multimodal slides; work in groups to revise project for presentation.  <b>HW:</b> Prepare presentations</p>
8	W 3/20	<p><b>ETHNOGRAPHY PRESENTATIONS and Roundtable discussion of Power Point Presentations</b>  <b>3 group presentations:</b> 5 minutes for presentation; 5 minutes for group to discuss their use of multimodality and research techniques; 5 minutes for audience critique.  Write Individual audience critique for each multimodal presentation, including your own group’s presentation. Submit in class: one strength, one weakness.</p>
9	M 3/25	<p><b>ETHNOGRAPY PRESENTATIONS and Roundtable discussion of Power Point Presentations</b>  <b>3 group presentations:</b> 5 minutes for presentation; 5 minutes for group to discuss their use of multimodality and research techniques; 5 minutes for audience critique.</p>

Week	Date	Topics, Readings, Assignments listed on day they are due, Deadlines
		<b>Write Individual audience critique</b> for each multimodal presentation, including your own group's presentation. Submit in class: one strength, one weakness.
9	W 3/27	<b>REFLECTING AND PLANNING FORWARD:</b> <b>CRITICAL ESSAY PROMPT—TURNING THE PROFILE'S BIGGER PICTURE INTO AN ETHNOGRAPHIC STUDY</b>
10	M 4/1 – 4/5	<b>SPRING BREAK: NO CLASSES</b>
11	M 4/8	<b>CRITICAL ESSAY</b> <b>WS:</b> Defining goals and key terms – Cultural Analysis – back to the Personal Archive <b>HW:</b> Research
11	W 4/10	<b>CRITICAL ESSAY</b> <b>In Class Activity:</b> Fast write → Thesis → Evidence → Sketch outline <b>HW:</b> Write Sketch
12	M 4/15	<b>CRITICAL ESSAY – Writing an effective introduction; arranging evidence paragraphs</b> <b>Bring to class: Sketch and paragraph 1</b> <b>WS1:</b> Paragraphs as logical units – supporting each topic sentence with evidence in context. <b>WS2:</b> Planning rhetorically – selecting, omitting, ordering paragraphs and their information. <b>HW:</b> Revise paragraphs and write draft of critical essay, including your conclusion.
12	W 4/17	<b>CRITICAL ESSAY – Writing an effective conclusion</b> <b>Bring to class: Paragraph 1, revised Body Paragraphs, Conclusion sketch, and Works Cited due</b> <b>WS1: Attaching quotes</b> to a key sentence as evidence/support – Quotes are not free-floating, and they cannot be key statements/Th.St./t.s). Ex. X argues that “a is c” (4). Indented long quotes. (4) <b>WS2: Writing a conclusion</b> – writing a key sentence and summarizing key points; returning to information mentioned in paragraph one (anecdote, statistics, quote); responding to critic's counter-analysis; making a dire prediction if activists fail. Sharing conclusions. <b>HW:</b> Write final draft of critical essay for peer review using Critical Essay Scoring Guide
13	M 4/22	<b>Revised Draft of Analytical Essay with Outline and Works Cited due for Peer Review</b> <b>WS1:</b> roundtable peer reviews of drafts <b>WS2:</b> Revision vs. proofreading, editing, correcting – Grammar Worksheet and tense shifts
13	W 4/24	<b>SUBMIT CRITICAL ESSAY with Works Cited and Outline on Canvas. Submit Scoring Guide in class.</b> <b>WS:</b> Write cover sheet paragraphs in class: 1) Describe one major change since the beginning of the year that you see in your approach to writing. 2) What makes an effective reflection?
14	M 4/29	<b>PORTFOLIO REFLECTION PROMPT</b> <b>WS1:</b> Metacognition Worksheet. Discuss key words in groups. Which part of the writing process do you engage in the most, the least, avoid altogether? <b>WS2:</b> Write in class: 1) Describe one major change since the beginning of the year that you see in your approach to writing. 2) Describe one major change in your approach to reading after spending a year reading <i>NYT</i> and other readings. 3) What makes an effective reflection? 4) Which was your favorite essay to write? Why? 5) Which was your least favorite essay? Why? 6) Which essay project was the most challenging? 7) Which was the least challenging, or least helpful for developing your writing skills. Why? <b>HW:</b> Write a thesis statement about your growing awareness about what makes an effective essay and a list of improved skills focusing on your first and last critical essays.
14	W 5/1	<b>PORTFOLIO REFLECTION &amp; Appendix of Evidence</b> <b>Reflection Essay Instruction Sheet. Focusing on GELO 4.</b> <b>Bring to Class:</b> your thesis statement about your progress and a self-reflection essay list organized in categories to prove your thesis statement about your progress. <b>WS1:</b> Thesis statement and parallelism; Write one lesson learned about sentence writing. <b>WS2:</b> Inventory and document improved skills; analyzing the evidence in Appendix of Evidence.
15	M 5/6	<b>PORTFOLIO REFLECTION</b>

Week	Date	Topics, Readings, Assignments listed on day they are due, Deadlines
		<p><b>WS1:</b> quoting yourself; critiquing yourself, reflecting on your own writing. Grammar WS.</p> <p><b>WS2:</b> planning paragraphs as logical units.</p> <p><b>Write:</b> how do we identify purpose and audience in a text we are reading? How do we address purpose and audience in our own essays? How do we integrate the ideas of others in our essays?</p>
15	W 5/8	<p><b>PORTFOLIO REFLECTION</b></p> <p><b>Bring to Class: Your draft of your reflection essay</b></p> <p><b>WS:</b> Peer Review</p>
16	M 5/13	<p><b>SUBMIT FINAL SELF-REFLECTION ESSAY AND EPORTFOLIO to Canvas</b></p> <p><b>Bring to class:</b> your portfolio and self-reflection essay all ready to edit and turn in!</p> <p><b>In-Class Activity 1:</b> Assemble and upload ePortfolios</p> <p><b>In-class Activity 2:</b> Exit Survey</p>