

**San José State University**  
**Department of English and Comparative Literature**  
**English 1AF and 1AS, Stretch English I and II Section 08**  
**Fall 2020 & Spring 2021**

<b>Instructor:</b>	Dr. Yuching (Jill) Yang
<b>Office Location:</b>	Canvas/Zoom
<b>Email:</b>	yuching.yang@sjsu.edu
<b>Office Hours:</b>	Wednesdays 1-2 pm & by appointment
<b>Class Days/Time:</b>	T/Th 3:00 – 4:15 pm
<b>Classroom:</b>	Online
<b>Prerequisites:</b>	The <i>Reflection on College Writing</i> is a prerequisite to Stretch English I (English 1AF). Credit for Stretch English I (English 1AF) is a prerequisite for Stretch English II (English 1AS).
<b>GE/SJSU Studies Category:</b>	English 1AS satisfies* Written Communication I, GE Area A2. *To earn graduation credit in this category, you must complete the yearlong course with a grade of C- or better.

### **Course Description**

Our mainline inquiry will examine the influence of cultural myths on identity. We will use reading and writing to explore 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 such as 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, and race fit into larger narratives about identity. 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 designed 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
<b>Critical reading/reflection</b>	Essay 1	500	1850	in-class writing	F	GELO 1, 2, 3,4, 5
	Essay 2	600			F	
	Essay 3	750			S	
<b>Data-driven analyses</b>	Personal Essay	1000	2850	out of class writing	F	GELO 2, 3, 5
	Interview Project	850			S	
	Ethnography Project	1000			S	
<b>Major Essays</b>	Blog	750	3000	out of class writing	F	GELO 2, 3, 4, 5
	Profile Essay	1000			S	
	Critical Essay	1200			S	
<b>Portfolio/self-reflection essays</b>	Midyear	750	1550	in-class writing	F	GELO 1, 2, 3, 4, 5
	Final	800		out of class writing	S	

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

## Required Texts/Readings

### Fall

*Rereading America – 10th edition* ISBN: 978-1-4576-9921-4

### Spring

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

### Other Readings and Materials

Ballenger, Bruce. *The Curious Writer- Brief Fourth edition (4E)* ISBN: 978-0-205-87665-5. You will be reading chapters from this textbook to understand how to write within the specific genre. (This can be accessed in our Canavs files)

Students will be asked to research other texts and materials on the theme of identity and cultural myths that are appropriate for academic studies. These texts will help us develop a shared context of reading to inform our arguments.

### Participation

Participation is the key to learning. Coming to class every day with the materials you need and homework completed; contributing your ideas and questions, listening to your peers; taking notes as necessary—all these components of your participation will be invaluable to our learning community as we construct a network of knowledge together. Dialogue is not only about talking or deepening understanding, but it is a co-operative activity involving respect.

### Classroom Protocol

#### Attendance

**University policy F69-24:** “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 ensure maximum benefit for all members of the class.”

Because so much of the learning in this course will come from class discussion, peer-review workshops, and instructor guidance and feedback, it is extremely important that you complete the reading and written assignments on time. However, if an emergency arises that prevents you from meeting the deadlines on major assignments, you must contact me before the deadline to establish a new due date at my discretion. All late work has a penalty of 10% per day late. Only health issues and illness with documented proof are considered for extensions without late penalty.

**To receive full participation credit for live sessions,** you must be signed in at the beginning of class in Zoom chat with your name and greeting to the class and you must have a video on during all-class sessions. All sessions will be recorded for record keeping. Please, refrain from eating or engaging in unrelated-to-class activities during live meetings just as you would do in a traditional classroom. It can help create a learning community and focus on doing work. If you have back to back courses, please use the break time for stepping away from the screen.

Your participation will be scored based on your contribution to the learning that we do together as a class weekly in our discussions and group work. Active participation that shows your physical and mental presence in live classes includes verbal comments, chat comments/questions, use of reactions icons, answering polls, and engaging in breakout room activities. Thus, frequent tardiness and absences will have a negative impact on your participation grade and your overall grade and you will be missing on important feedback and interaction with peers.

### **Cell Phones**

Make sure you are not distracted by information not relevant to class on your phone.

### **Leaving the Class Meetings**

Once class has started, please do not go in and out of a meeting unless you have lapses in internet connection. Please, think of the space and time in advance and let people around you know when you are going to be in meetings. If zoom does not start on time, wait for at least 15 minutes and watch for Canvas or email messages and contact other classmates to confirm if the session may have been cancelled. Instructors may have tech difficulties too, so do not assume immediately that the meeting is not going to take place. Same goes for the abrupt and unannounced ending of the live meeting. Most likely, it is due to tech difficulties and you should wait for reconnection or announcement from the instructor about how to proceed further.

### **Late Work**

**Late submissions are accepted with a 10% penalty per day late** (automatic in Canvas).

All assignments are due before the start of class and are considered late if submitted after that. Some activities based on class activities may be due by the end of class, which will be denoted by class end time. If you are consistently late, whether due to technology issues or otherwise, your overall grade may be affected. Many activities in the course are time-sensitive, so it is crucial to be submitting and providing your feedback and input on time.

## **Extra Credits**

Though there is no specific extra credit for this course, some assignments such as refresher writing practice quizzes, discussion posts, and peer-reviews are built into the course to reward consistent participation and engagement in ways similar to extra credit.

## **Missing Major Project Deadlines**

### **How students can find out about work missed because of absence.**

If you miss any regular class, it is your responsibility to find out what you have missed by checking available materials and contacting classmates. I am not able to answer emails about missed classes and homework. Recordings of live sessions will be available after class.

### **How and when students can make up missed in-class essays and exams.**

The only excuse that allows students to make up a missed timed essay is emergency or sickness, in which case you must notify me immediately, especially if it happens on a due date. You need to explain the reason and ask to set up a make-up timed essay within a week of the original due date. If you miss a timed essay without communicating the reason by the due date, you will be denied the opportunity to make up the essay and will receive a zero for that assignment. Presentations and shares cannot be made up as they take place during specifically allotted class time. For all other assignments a 10% point reduction rule applies for each day a submission is late

### **How and when students can contact the instructor to request an extension.**

If you know of any conflict ahead of time and need an extension for an out-of-class major assignment, you must message me in advance to provide the reason and to set up an alternative due date. The latest time to ask for an extension is at least 24 hours before a paper is due. Extensions are considered on an individual basis and are considered only due to exceptional circumstances such as sickness or emergency.

## **University Policies**

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) 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.”

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>

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. In this section of the syllabus I outline specifically our grading practices for the year: information on feedback practices, relative weights of assignments, and the grade calculations.

## Earning A2 Credit

Information about earning A2 credit is described in the Stretch Program syllabus, a separate document available on Canvas.

## Grading

Please refer to the grade calculations below:

A (94%-100%)	B- (80%-83.9%)	D+ (67%-69.99%)
A- (90%-93.99%)	C+ (77%-79.9%)	D (64%-66.99%)
B+ (87%-89.99%)	C (74%-76.9%)	D- (60%-62.99%)
B (84%-86.99%)	C- (70%-73.99%)	F (0%-59.99%)

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 demonstrate measurable progress of the GELOs **to earn credit (CR)** in Stretch 1AF.

## Drafts

Drafts for peer-reviews and final submissions must be typed in Times New Roman 12 pt. font, double-spaced, with 1-inch margins all around, using APA format with cover page.

Multiple Drafts are mandatory. Failure to submit a draft on the day that it is due will result in 20% point reduction.

## Final Grade for Stretch Course

Your final grade in Stretch English is based on both semesters of work. The Fall semester is weighted at **40%** and Spring is at **60%**, making both semesters a 100% scale.

## Fall semester -- 40% of total course grade

Assignment	Description	In-Class / Out of Class	Minimum Word Count	Percentage Value
<b>Critical Reading / Reflection 1</b>	Taking into account your own experience/ observation/ research, and the readings that you have explored in this unit, articulate your views of family myth.	IC	500	5%
<b>Personal Essay</b>	Choose a single aspect of your personal history that has shaped who you are today. First, describe, in detail, a single event that showcases this aspect of you. Then, discuss the broader significance of this aspect of you that shapes how you see the world around you.	OC	1000	7%
<b>Blog Essay</b>	You will write an elaborate blog post to showcase a problem. Your audience will be dependent upon where your blog is and what demographic it reaches. The blog should be informative	OC	1000	7%

	and persuasive in tone. You will incorporate visual and multi-modal elements. You will incorporate visual and multi-modal elements.			
<b>Blog Presentation</b>	Share your findings and receive feedback to revise your draft.	IC		1%
<b>Critical Reading / Reflection 2</b>	For this paper, you will analyze the cultural myths about education, money and success.	IC	600	5%
<b>Reading</b>	Readings, activities and informal writing exercises that are part of the process of growing your expertise on the topic.	IC/OC	1000	5%
<b>Writing</b>	Participation in any writing related exercises that support learning in addition to the formal assignments.	IC/OC		5%
<b>Self-Reflection Portfolio</b>	Keep all of your work. You'll be "quoting yourself" to show your growth as a writer this semester.	IC	750	5%
<b>Fall total %</b>				40%

### Spring semester - 60% of total course grade

<b>Assignment</b>	<b>Description</b>	<b>In-Class / Out of Class / Canvas</b>	<b>Minimum Word Count*</b>	<b>Percentage Value</b>
<b>Interview Project</b>	You will interview someone over 40 y.o. about their path to success (or not). Consider the myths we have discussed so far in this class including "The American Dream." Consider the cultural myths that have shaped the person you are and how you perceive the person you choose to interview.	OC	850	2%
<b>Profile Essay</b>	You will use your interview to write a profile essay with a specific framework to be discussed in class.	OC	1000	10%
<b>Critical Reading / Reflection 3</b>	We will explore the myth of the melting pot and various sub-communities by doing a critical analysis of readings.	IC	750	8%
<b>Ethnographic Study</b>	Taking into consideration the larger topic of the "melting pot" and then the sub-cultures that give people a place "to be." You will study a sub-culture to write a report of your observations. You will make a presentation to share with classmates.	OC	1000	10%
<b>Presentations</b>	Ethnographic Study presentation. Informal presentations and share sessions.	IC		3%
<b>Critical Essay</b>	Taking into account the myths that we explored throughout the year, and especially considering "Class in America," students will write a critical essay arguing what they believe made the difference – why did Wes #1 succeed while Wes #2 did not?	OC	1200	12%
<b>Reading</b>	Readings, activities and informal writing exercises that are part of the process of growing your expertise on the topic.	IC/OC	1000	5%

<b>Writing</b>	Drafts must be submitted on time to receive full credit because this allows you to participate in peer-review processes with rigid deadlines and to receive timely feedback on your writing as well as to provide feedback to others. Engaging in the revising and editing process with your peers is essential to developing effective writing practice.	IC/OC		5%
<b>Self-Reflection Portfolio</b>	Keep all your work. You'll be quoting yourself to show your growth as a writer for these past two semesters.	IC	800	5%
<b>Spring total %</b>				60%

### **Classroom Courtesy**

Our class is a community that encourages collaboration and learning. At times we may discuss or watch some controversial material. Therefore, it is important to be respectful of thoughts and opinions of all members of our group even if they differ from our own.

### **Communication**

It is more efficient to message me through Canvas than to email me through campus email. My campus email overflows with administrative and faculty emails. Because Canvas isolates student email in one location, *I can usually respond to Canvas messages within 48 hours.*

Evenings, after 5 pm and on weekends are personal time for students and instructors. I do not answer messages during these times. If there is a confusion about deadlines or some other miscommunication that cannot be clarified by checking syllabus and Canvas, contacting classmates and peer educator, then students can message instructor with a specific question about the issue, and I would break with this ritual and immediately send a message to the whole class. Communication is important for our work together.

### **Technology**

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

### **Office Hours**

You are welcome to walk in during the scheduled hours stated on the first page of this syllabus. If you want to make sure to have a specific time reserved during office hours, please message me at least 24 hours in advance. Students with appointments during official office hours get priority over the walk-ins. If you cannot come during office hours, please message at least 48 hours in advance to set up an appointment.

## Stretch English 1AF: Fall 2020 Course Schedule

The following is a description of projects and due dates. While there is a particular curriculum we need to cover within the semester, every class is different, and sometimes we will have to change plans. Therefore, you should view the semester outline as just that--an outline, with details to be arranged as the class progresses and various changes to be made as the need arises. If we make any major change in course requirements, I will inform you of any revisions in a timely manner. Students are responsible for assignments handed out in class as well as for those indicated on the project outlines, so absent students should check with classmates in order to be well.

The schedule is subject to change. Any changes will be announced in class in advance and the most updated schedule will be posted to “Announcement” in Canvas. Unless specified otherwise, readings are from *Rereading America* and *The Curious Writer*. Reading and writing assignments must be completed by the beginning of class on the dates they appear in this schedule.

- *Rereading America*: **RA**
- *The Curious Writer*: **CW**
- Reader Response: **RR**
- Critical Reading/Response: **CRR**
- Writing center handout at <http://www.sjsu.edu/writingcenter/handouts/>:

	<b>Due before class</b>	<b>In Class Activities</b>
Th 8/20	<i>Get the textbook!</i>	Introductions. Course Theme and structure. Canvas. Passionation assignment introduced; upload “Reflection writing” in Portfolio
T 8/25	<b>Upload Essay to Canvas &amp; prepared</b> to speak about yourself for <u>2 minutes</u> based on the prompt Quiz on plagiarism.	Passionations share. Community Building. Reflection on presentations, drafting process and audience. Instruction on Reader response assignment
Th 8/27	<b>RR: CW</b> Ch.1 “Writing as Inquiry”	Email etiquette; Source use; Academic Writing; Writing Experience
T 9/1	<ul style="list-style-type: none"> <li>● <b>RR: CW</b> Ch.2 “Reading as Inquiry”</li> <li>● Turn in your “Literacy Narrative” in “Assignments”</li> </ul>	Discussion on “What is Academic Writing, and how do I know if I’m performing it?” Reading survey. Think aloud. Strategies. Note-taking.
Th 9/3	<b>RR: RA</b> Introduction: “Thinking Critically, challenging Cultural Myths”	What are cultural myths? <i>Myth of the Model Family</i> ; intro to CRR1

T 9/8	<b>RR:</b> <i>RA</i> “Harmony at Home: The Myth of the Model Family”, and “Looking for Work”	Discuss readings; <a href="#">America is not the greatest country</a> and complete discussion on Canvas; Complete discussion “Family in Media” in Canvas.
Th 9/10	<ul style="list-style-type: none"> <li>● <b>RR:</b> <i>RA</i> “The Color of Family Ties”.</li> <li>● <i>TV shows from the past and present day, be able to explain your example to the class.</i></li> </ul>	Share “Family in media” - group activity; Letter genre; prompt analysis and planning. Synthesizing ideas.
T 9/15	<ul style="list-style-type: none"> <li>● <b>RR:</b> <i>RA</i> “Marriage Markets”</li> <li>● CRR 1<sup>st</sup> draft (outline)</li> </ul>	Outline revision workshop
Th 9/17	<ul style="list-style-type: none"> <li>● <b>RR:</b> <i>RA</i> “Cartoon Mothers”</li> <li>● Complete discussion “Family in Media: Part 3” in Canvas.</li> </ul>	<b>Critical Reading Reflection 1 (In-class essay; no Zoom)</b>
T 9/22	<b>RR:</b> <i>RA</i> “Learning Power: Myth of Education and Empowerment” Intro. “Essentials of a Good Education”	CRR1 reflection on Canvas; <b>How we learn:</b> Myth of Education and Empowerment
Th 9/24	<b>RR:</b> <i>CW</i> Ch.3 “Writing a Personal Essay”. Sample essay on Canvas.	Intro to Personal Essay (PE), prompt analysis and PE rubric.
T 9/29	PE first draft due: <i>3 leads for PE due</i> . Study handouts: <a href="#">Concrete Language</a> , <a href="#">Precise words</a> , <a href="#">Redundancy</a>	In medias res. Narrative arc. Then & Now Narrator.
Th 10/1	<b>RR:</b> <i>RA</i> “Against School”, “Ivy League” and “Learning to Read”	Education and Schooling. Brainstorming, sketch, analysis. Developing PE.
T 10/6	<b>RR:</b> <i>CW</i> Ch.13 Revision Strategies. Study Writing Center handouts on Personal Narrative Essays, Verbs, Verb tenses, Building time frames	Narrative voice; Then & Now Narrator/Tenses; In-class drafting
Th 10/8	- <b>PE 2<sup>nd</sup> draft due</b>	PE 2 <sup>nd</sup> draft peer review workshop on language PE Concrete Language, Precise words, Redundancy
T 10/13	- <b>Final draft of Personal Essay</b> Study handouts: <a href="http://www.sjsu.edu/writingcenter/handouts/">http://www.sjsu.edu/writingcenter/handouts/</a> Parallelism, and Sentence openers; Revising for clarity: Characters and their actions	<b>PE reflection;</b> Myth of Progress on the Tech Frontier

Th 10/15	<b>RR:</b> <i>RA</i> “The Wild Wired West: Myth of Progress on the Tech Frontier”,	Blog Essay Introduced: prompt analysis
T 10/20	- <b>RR:</b> <i>CW</i> Ch. 7 “Argument”. - Study handout <a href="http://www.sjsu.edu/writingcenter/handouts/">http://www.sjsu.edu/writingcenter/handouts/</a> : Argumentation: Premises and Conclusions, Online posts: Do’s and Don’ts	Blog analysis. Teams and topics assigned
Th 10/22	- <b>RR:</b> <i>RA</i> “Our Future Selves” and “Growing up Tethered”.	Team work. Group Project description. Content outline/development. Outline workshop. Multimodal writing features: Hyperlinks, images, text boxes.
T 10/27	Blog 1 <sup>st</sup> draft outline due (text only) <b>RR</b> <i>CW</i> 12 Using Sources. Study handouts: Reporting verbs, Paraphrasing, Old information before new information	In-class group drafting workshop
Tu 10/29	<b>Blog Essay 2<sup>nd</sup> draft</b> (revised draft with multi-modal features). Study handouts: Concise writing, Eliminating wordiness, Nominalization, Passive voice, Transition words	Peer review of blog essay rough draft. Group Workshop: Putting together presentation slides and interactive component.
T 11/3	Continue revising draft. Work on Presentation and Blog page.	Blog presentations. Responses on topics.
Th 11/5	<b>Group Presentations revised slides due.</b> Reflection on Blog on Canvas.	Blog presentations. Responses on topics.
T 11/10	<b>RR:</b> <i>RA</i> “The Myth of Individual Opportunity” Intro. “Class in America”, “From Beyond the Outrage”	Unit 2. How we succeed. Myth of Money and Success.
Th 11/12	<b>RR:</b> <i>RA</i> “Framing Class, Vicarious Living, and Conspicuous Consumption”	Reading-based activities in preparation for CRR2
T 11/17	<b>Prepare for CRR 2 (outline, materials, notes, etc.)</b>	<b>Critical Reading Reflection 2 (Timed essay exam; no Zoom)</b>
Th 11/19	Reflection on CRR2. Read course portfolio materials on Canvas.	Setting up your portfolio
T 11/24	Review semester works, all reflections, and syllabus info.	Planning self-reflection. Instruction on portfolio preparation.

Th 11/26	THANKSGIVING HOLIDAY	
T 12/1	Read interview assignment prompt on Canvas. Outline and notes for in-class draft.	Reflection essay in class. Portfolio due at the end of class.
Th 12/3	Portfolio due	(No zoom)
	<b>FINAL EXAM-</b> see official SJSU exam schedule online. I'll be holding office hours in lieu of a final meeting. You're not required to attend the office hours. Please see the announcement I posted on Monday the 10th for full details.	

## Stretch English 1AS: Spring 2021 Course Schedule

The following is a description of projects and due dates. While there is a particular curriculum we need to cover within the semester, every class is different, and sometimes we will have to change plans. Therefore, you should view the semester outline as just that--an outline, with details to be arranged as the class progresses and various changes to be made as the need arises. If we make any major change in course requirements, I will inform you of any revisions in a timely manner. Students are responsible for assignments handed out in class as well as for those indicated on the project outlines, so absent students should check with classmates in order to be well.

The schedule is subject to change. Any changes will be announced in class in advance and the most updated schedule will be posted to “Announcement” in Canvas. Unless specified otherwise, readings are from *Rereading America* and *The Curious Writer*. Reading and writing assignments must be completed by the beginning of class on the dates they appear in this schedule.

- *Rereading America*: **RA**
- *The Curious Writer*: **CW**
- Reader Response: **RR**
- Critical Reading/Response: **CRR**
- Writing center handout at <http://www.sjsu.edu/writingcenter/handouts/>

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

<b>Date</b>	<b>Assignments due before class</b>	<b>In class activities</b>
R 1/28	Interview questions from fall semester	Syllabus, calendar. Interview strategies introduced and practice. In-class setting goals.
T 2/2	RR: CW Ch.4. Writing a Profile	<b>Profile Essay Prompt.</b> Profile features
R 2/4	Analysis of Profile Essays	Interview Project Discussion and Reflection. Adding Notes.
T 2/9	<b>Due: Interview Project in Q&amp;A format</b>	Framing. Great Profiles project.
R 2/11	Canvas post: <i>Analysis of profile features in Canvas discussion.</i>	Brainstorming profile development.
T 2/16	<b>Due: Profile rough draft (min. 1000 words)</b> CW Ch. 13: One useful strategy for developing my profile essay (“Discussion”)	Profile Workshop – framing/content. Peer-review due in class.

R 2/18	<b>Due: Profile revised draft</b> Ethnographic Project samples and process	Ethnographic Project introduced Brainstorming for the Ethnographic Project; Ethno partners and topic choices posted to Canvas.
T 2/23	RR: <i>RA</i> “The Myth of the Melting Pot” Introduction and “Theories and Constructs of Race”	<b><i>Who We Become</i></b> Unit 6: Myth of Melting Pot
R 2/25	<b>Due: Observation proposal</b> RR: CW Ch.9 Writing an Ethnographic Essay	Ethnographic Project Structure
T 3/2	RR: <i>RA</i> “Gentrification” (p. 615) and “Land of Giants” (p. 645) Continue ethnography drafting	Critical Reading Reflection (CRR)3 prompt and preparation
R 3/4	<b>Due: Ethnography field notes with sketch</b> RR: CW Ch 14 The writer’s workshop (p. 575)	CRR 3 and ethnographic project workshop
T 3/9	Due: CRR 3 Outline due in Discussion	<b>Critical Reading Reflection 3 In-class Essay</b>
R 3/11	<b>Due: Ethnographic rough draft</b>	Ethnographic Study & Presentation assigned. Ethnography Project Peer Review Sessions
T 3/16	Ethnography Study Presentations	Individual Presentations (5 mins.)
R 3/18	Continue revising ethnographic essay	Individual Presentations (5 mins.)
T 3/23	RR: OWM – Intro & Ch. 1 (Bring OWM book to class)	In-class feedback and reflection writing.
R 3/25	RR: OWM Ch. 2, 3. (Bring OWM book to class)	Critical Essay (CE) Assigned. Discussion of <i>The Other Wes Moore</i> (OWM)
T 3/30	SPRING BREAK	
R 4/1	SPRING BREAK	
T 4/6	RR: OWM Ch. 4, 5, 6. (Bring OWM book to class)	OWM discussion
R 4/8	RR: OWM Ch.7, 8, Epilogue. Afterword. A Call to Action. (Bring OWM book to class)	OWM discussion

T 4/13	<b>Due: Final Ethnographic Project</b> RR: CW Ch. 8 Writing a Critical Essay	Brainstorming for the Critical Essay
R 4/15	RR: <i>RA</i> “Myth of Individual Opportunity” Introduction, “Class in America,” and “From Beyond Outrage” (review)	Discuss CW Ch 8 Critical essay Developing Ideas for the Critical Essay
T 4/20	<b>Due: 1st Draft of the Critical Essay</b> RR: <i>RA</i> “Myth of Gender” Introduction and “Becoming Members of Society” (p. 471)	Critical Essay First Peer Review workshop
R 4/22	<b>Due: 2nd draft of Critical Essay</b>	Critical Essay Second Peer Review Sign up for student teacher conferences
T 4/27	Due: Peer-review and Reflection.	Student-teacher conferences
R 4/29	Due: revising plans in “Discussion”	Student-teacher conferences
T 5/4	Ch 13 Revision strategies	Editing and Proofreading APA workshop
R 5/6	<b>Due: Critical Essay in Canvas</b> CW What is a portfolio? (Appendix p.595). <i>Bring all Portfolio Materials</i>	Portfolio Workshop <i>Notes for Reflection</i>
T 5/11	Portfolio work	Portfolio Workshop. <i>Outline for Reflection.</i>
R 5/18	<b>PORTFOLIO AND REFLECTION DUE in class</b>	Portfolio Workshop.