

**San José State University**  
**Department of English and Comparative Literature**  
**43121, ENGL 1AF, Section 06, Fall, 2021**

**Course and Contact Information**

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Class Days/Time: Thursdays, 2:15-3:30 pm

Classroom: Boccardi Business Center, Room 121

<b>Prerequisites:</b>	<p><i>The Reflection on College Writing</i> is a prerequisite to Stretch English I (English 1AF).</p> <p>Credit for Stretch English I (English 1AF) is a prerequisite for Stretch English II (English 1AS).</p>
<b>GE/SJSU Studies Category:</b>	<p>English 1AS satisfies Written Communication I, GE Area A2.</p> <p>To earn graduation credit in this category, you must complete the yearlong course with a grade of C- or better.</p>
<b>The Stretch Calendar</b>	<p>Stretch I and II span the fall and spring terms: the fall and spring course are both required to complete the A2 coursework. Plan to sign up in spring for the same section (time, day, instructor) in order to complete the course of study as expected within your first year of study at SJSU.</p>
<b>The A2 Milestone for Progress to Degree</b>	<p>The California State University system and SJSU expect all students to have completed their A2 requirement within the year. They 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.</p>

## 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.

This syllabus describes the Stretch English program. Your instructor will provide you a syllabus for the section of this course in which you are enrolled.

Stretch English I is the first semester of a yearlong ENGL 1A. The second semester, Stretch English II, continues the work you begin in fall. Together, these two courses engage students to explore the dynamics, genres, and goals of college writing, and to develop a writing process to leverage that writing know-how as they tackle college writing tasks. Through interpretation and analysis of texts, students in Stretch English I and II develop the clear thinking and effective writing that give form and coherence to complex ideas. Students practice these skills by writing for various audiences and rhetorical situations, and in various forms. Thank you for choosing to become part of this yearlong GE Area A2 learning community.

### *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 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

As part of your general university education, you are offered this course to explore how reading and writing inform the work we do together at the university. Across the university, in all disciplines and majors, reading and writing inform the collaborations between students and faculty as we create new knowledge together.

The General Education guidelines for instructors outline five broad learning outcomes for all courses that satisfy Area A2. Stretch faculty have designed their courses 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.

Through a variety of writing assignments and projects in this yearlong course, you will continuously practice all phases of the writing process: prewriting, organizing, writing, revising, and editing. As you see in the sample table, the 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.

Table 1 maps how the yearlong course will meet Written Communication I requirements and the GE learning objectives.

Assignment	Assignment	Estimated Word Count	Assignment Type	Term	GE Learning Objective
<b>Critical reading/reflection (CRR)</b>	CRR Essay 1	2100	in-class writing	F	GELO 1, 2, 3,4, 5
	CRR Essay 2			F	
	CRR Essay 3			S	
<b>Data-driven analyses</b>	Personal Essay	2800	out of class writing	F	GELO 2, 3, 5
	Interview Project			S	
	Ethnography Project			S	
<b>Major Essays</b>	Public Forum Essay	2950	out of class writing	F	GELO 2, 3, 4, 5
	Profile Essay			S	
	Critical Essay			S	
<b>Portfolio/self-reflection essays</b>	Midyear	1750	in-class writing out of class writing	F	GELO 1, 2, 3, 4, 5
	Final			S	

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

Your instructor has prepared a syllabus of the work assigned in your section of Stretch. Please refer to your section syllabus (below) for more information about your section’s assignments, your instructor’s expectations, and the daily work to complete these assignments. All English Department syllabi, including this one, are available online at <http://www.sjsu.edu/english/ENGLgreensheets/index.html>.

## The Work You Will Do in Stretch: A Shared Curriculum

Table 1 outlines the major writing assignments that Stretch English courses share. The fall writing assignments include: 2 critical reading and reflection essays, written in class; a personal essay; an essay for a public forum; a self-reflection essay (written in class). The spring writing assignments include: An interview project or essay, a profile essay, a critical/reflection essay (written in class), an ethnographic project or essay, a critical essay, and a self-reflection essay.

Distributed over two semesters of study, and practiced in sequence, the assignments build your reading, thinking and writing skills across genres that address different audiences and purposes. To get the full benefit, you will need to complete all writing assignments—that includes all the daily writing, all the drafts, all the formal projects and essays (in class and out of class) that your instructor assigns. Your instructor will have defined a grading policy or contract that explains how daily work and major projects and essays will be graded and counted toward the final letter grade you earn in spring. But you will maximize your chance of earning the C- you need by attempting and completing every assignment.

Fall assignments contribute to the grade earned in spring. This is not just a mathematical truth; it reflects the design of the coursework itself. As your expertise in the topic your class is exploring grows over the 32 weeks of instruction, you will also increase your capacity and confidence to write about that topic.

Reflecting on and explaining what you have learned by doing the work of the course reinforces your learning. 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 Reflection on College Writing Portfolio***

In summer, you wrote essays to reflect on college writing before deciding to take Stretch English. You will compile the writing you submitted to the *Reflection on College Writing* modules into an ePortfolio in the first two weeks of the fall course. This writing portfolio begins your official writing assessment at SJSU. You will return to these earliest SJSU writing samples as you move from course to course; from course to course, you will be able to gauge how far you have come!

### ***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 read your reflection essay to assess your midyear progress. This midyear self-assessment is also a rehearsal for the A2 assessment you will complete in spring, which follows the same assessment design.

### ***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, submitted as a Canvas ePortfolio, is your culminating exercise in this class. It will contain the reflection essay as well as two samples of your writing: the pre-instruction *Reflection on College Writing* critical essay, and your final critical essay in Stretch English. Your portfolio will be assessed by two Stretch faculty members, using a common scoring guide to determine your progress to proficiency as a college writer as defined by the goals of GE Area A2.

### **The Time You Will Spend on This Work**

Faculty at SJSU design a course to help you achieve the learning goals that define the course's role in your progress to earn 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). This time includes preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

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

Your goal in this class is to develop your capacity to write in college and in your professional and public life—and to get what you need to develop successfully. That will take commitment, of your time and your attention, to the work of this class; commitment to seek out the support and resources you need, both in class and out of class. Be sure to factor into your study plan for this semester, the time and attention you need to develop your writing skills.

### **Where You Can Go to Get Support as a Writer at SJSU**

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

- **Course-Embedded Writing Tutors**

Some Stretch Instructors have requested to partner with an Embedded Tutor through Peer Connections to provide you with additional academic support. An Embedded Tutor is a fellow SJSU student trained to work with students and instructors as part of the learning community of the classroom. Your Embedded Tutor will schedule appointments and

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

By completing 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 and reflect on your work to gauge and define your progress. Your reflection essay will present your portfolio to your instructor and one other Stretch faculty member; 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 sentence 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 issues 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).***

workshops on a weekly basis. Look for Canvas announcements about upcoming meeting times and places. Sign up immediately when these appointments open.

- **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 10<sup>th</sup> 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](http://peerconnections.sjsu.edu) 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](http://www.sjsu.edu/writingcenter) 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 the Technology You Will Need to Do the Work of This Course**

You will need an electronic device out of class that allows you to access the internet and Canvas, and to read any online texts that may be assigned. The University provides students access to technological resources at several locations on campus:

- **Academic Success Center (Clark Hall).** Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college.
- **Media Services (Martin Luther King Library).** Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.
- **How to Contact a Reference Librarian.** The English Department liaison for library research is Toby Matoush. You can contact her by email or phone. Here phone number is (408) 808-2096. Her email, [toby.matoush@sjsu.edu](mailto:toby.matoush@sjsu.edu)

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

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, however, is graded CR/NC. To receive credit in the fall semester, you must honor your instructor's grading contract and/or policies and demonstrate significant, measurable progress throughout the semester. We will expect to see enough progress to suggest that you are on track to earn a C- or better in the spring term.

Please notice in your section syllabus that your spring grade in Stretch includes the grades you earned in fall. All the coursework, both fall and spring, comprises the work of one general education course requirement: GE Area A2. You will find in your section syllabus an accounting of how coursework will be graded and accumulated into 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 pass this course in the spring (English 1AS) with a C- or better. A C- grade in the course signifies that you are a capable college-level writer and

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 your section syllabus, your instructor outlines specifically our grading practices for the year: information on feedback practices, relative weights of assignments, and the grade calculations.

## Where You Can Find Information About All the 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](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

## Course Description

In this two-semester course, we will explore the complex notion of ‘belonging’ and the extent to which our social identities are informed – or even created – by the intersectionality of our cultural, linguistic, and religious (or non-religious) affiliations. We will envision identity in this context not as a state of being but as a process of becoming, a process which can be mapped out both spatially and temporally.

We will begin by sharing – and eventually revising - the literacy narratives you wrote for the Reflection on College Writing (RCW). We will (re)consider and possibly unsettle traditional ideas about literacy by telling our stories – where we’re from, who inspired us, what we’ve read – and listening to those of others, like Amy Tan’s “Mother Tongue” and Kiki Petrosino’s “Literacy Narrative,” to uncover both the universality and uniqueness of our experiences. We will chart points of collision and diversion using Google Maps, acknowledging that while we are each on our own path, there are moments of connection that evidence the intricate, sometimes undetectable, “knotworks” in and through which we engage as social beings.

This class is not about the answering but the asking of questions: *Who am I? How and where do I fit in? What can I contribute to a given discourse? What is mine to say?* We will continue adding to our maps before combining them with those of our peers. We will compose student profiles to use as ethnographic research, creating a larger, more comprehensive map of first-year SJSU students and the literacies they bring to our campus community. Doing so will afford us the opportunity to reflect on and problematize the very definition of literacy and the methods used to evaluate it. Together we will tell the stories and add the details that are too often omitted in assessment as we inquire who *we* are and where *we* fit in – at SJSU, of course, but also in the other (cultural, linguistic, and religious) communities in which we participate.

In short, this is a course on navigation. We will learn to navigate diverse genres, texts, and rhetorical situations, but we will also learn to navigate between different groups and social settings. We will learn to map and take stock of where we’ve been, where we are, and the direction we are going. We will veer, intersect, and redirect; we will discover, I think, that our goals – the destinations we imagine for ourselves – change. And, whatever our affiliations, so do we.

## Course Format

### Technology Intensive, Hybrid, and Online Courses

This is a hybrid class. This means we will meet once a week in person and all other readings and activities will be done asynchronously in Canvas. For each week, we will have one class to attend and one Canvas module to

complete. Please note that the live, on campus classes are not optional; you will not be able to make up missed classes online or through recordings.

## **Texts/Readings**

### **Textbook/Other readings**

You will not need to purchase a textbook for this course. All readings will be posted in Canvas.

### **Other technology requirements / equipment / material**

Because this is a hybrid course, you will need access to a laptop and stable Wi-Fi to complete your work.

## **Course Requirements and Assignments**

In addition to completing the major assignments listed in Table 1 (page 3 of syllabus), you will work through a number of readings and activities in Canvas modules. These will help us to better understand theoretical concepts linked to our course theme and to acquire different strategies for college-level writing. Modules will be organized under major assignments (e.g. “profile essay”). Each reading and activity in a given module will be used for the development and revision of the particular assignment under which they fall. Some of these activities will be done asynchronously outside of class while others will be done synchronously in groups.

### [University Policy S16-9:](#)

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

### **Final Examination or Evaluation**

As a culminating activity at the end of each semester, you will piece together portfolios of the work you have done in our writing community. Each portfolio will include a self-reflection essay in which you will evidence your progress toward proficiency as well as an appendix of evidence to help your audience (your instructor and another member of Stretch faculty) navigate your argument.

## **Grading Information**

### **Determination of Grades**

#### ***Grading Contract:<sup>1</sup>***

*In this class, we will work as a learning community to develop our approaches to reading and writing different types of texts. We will experiment with unfamiliar strategies, and at times we will feel unsure about the direction of our work and our comprehension of the work of others. We will develop writing processes to help us, including prewriting, drafting, workshopping, and revising. We will rely on each other for feedback and*

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<sup>1</sup> Adapted from Professor Angela Clark-Oates’s ENGL 220D syllabus, Dr. Ti Macklin’s ENGL 10/11 syllabus, and the scholarship of Dr. Asao Inoue and Professor Peter Elbow.

*support, but we will also take charge of our own learning and success. What does that mean in terms of grading?*

*This class is meant to improve your skills and experiences as college-level writers, drawing from each of your unique funds of knowledge. Therefore, we will not be using a traditional grading system. Instead, you will be largely responsible for your own grade.*

*The default grade for this course is a “B+.” If you do all that is asked of you in the manner and spirit in which it is asked, if you work through the processes we establish and the work we do throughout the semester, if you continue to improve those processes in order to gain more intensity and engagement in your writing, then you will receive a “B+.” If you miss in-class activities, turn in assignments late, fail to increase your work’s intensity, or fail to submit assignments, your grade will be lower.*

*You will not be graded, at least not in a traditional sense, on any assignment; instead, you will receive feedback from your peers and writing coach for each major assignment. All work (major and minor assignments) will be awarded one point for completion.*

***You are guaranteed a “B+” if you meet the following conditions:***

1. *You complete 88% of all in-class and out-of-class minor assignments, including in-class reading responses and outlines and drafts of all major assignments. Note: In-class assignments cannot be made up as the result of an absence.*
2. *You prioritize attendance and participate in in-class activities.*
3. *You abide by the classroom protocol we establish as a writing/learning community.*
4. *You work cooperatively and collegially in groups. We will come up with parameters for constructive criticism and a shared vocabulary for discussing potentially sensitive subjects.*
5. *You complete all major and minor assignments on time.*
6. *You may turn in one major assignment late per semester. Late work must be submitted within 48 hours of initial due date.*
7. *All submissions are complete. Any incomplete assignments or assignments that do not meet the requirements of the prompt will be deemed “missed.” You will not receive credit for missed work.*
8. *You receive a 1/1 on all major assignments (cf Table 1). This means if you fail to turn in a major assignment during the first semester, you will receive a “NC” (no credit) on your fall transcript, and you will need to retake ENGL 1A in spring. Likewise, if you fail to turn in a major assignment during the second semester, you will receive a non-passing grade for the yearlong course (either a “D” or an “F”).*
9. *You provide thoughtful peer feedback during class workshops and commit yourself to other collaborative work.*
10. *You honor the writing process and complete all steps thereof (e.g. reading/researching, prewriting, drafting and revising).*
  - a. *Revisions should indicate significant changes – extending or changing up the thinking or organization – not just editing or changing words.*

***\*\*NOTE: The B+ grade is contingent on your behavior as an engaged member of our learning community.***

***“A” Grades:***

*The grade of A depends on the quality of work you produce. To receive an A as your spring semester grade, you will first need to qualify for the default grade of B+. Additionally, you will need to receive the commendation “exceeds expectations” on your final portfolio reflection.*

*Grades Lower Than “B+”:*

*“C,” “D,” or “F” grades occur when you miss more than 88% of minor assignments in the semester, fail to engage in class activities, including workshops and discussions, or you miss one or more major assignment. You are not eligible for a “B+” unless you have met the guidelines outlined above. If you are falling behind or feeling overwhelmed, please contact me before you miss an assignment. I am here to support you, and I want you to succeed.*

***Plea:***

*I (Dr. Amanda Emanuel Smith), as the administrator of our contract, will decide in consultation with you (the student) as to whether a plea is warranted in any case. You must come to me as soon as possible (before breaching the contract), in order to make fair and equitable arrangements. You may use a plea for any reason, but only once. The plea is not an “out clause” for anyone who happens to not fulfill the contract in some way; it is for rare and unusual circumstances out of the control of the student.*

***CONTRACT AGREEMENT:*** *By staying in this course and attending class, you accept this contract and agree to abide by it. I (Dr. Amanda Emanuel Smith) also agree to abide by the contract and oversee it fairly and impartially.*

**Classroom Protocol**

We will decide on our classroom policies together as a writing community.

**University Policies**

Per [University Policy S16-9](#), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

## 43121, ENGL 1AF, Section 06, Fall, 2021

### Course Schedule

Please note:

This is a tentative course schedule and is therefore subject to change. Any changes will be announced through Canvas notifications.

Every assignment and activity will be published with due date/time. Be sure to check Canvas settings to ensure that you are receiving notifications about upcoming assignments.

Week	Date	Topics, Readings, Assignments, Deadlines
1	TH 8/19	Synchronous: Course introduction  <b>HW:</b> Complete “Week 1” out-of-class activities in the Canvas module “CRR1: Literacy Narrative”
2	TH 8/26	Synchronous: Set up ePortfolios in Canvas; share literacy narratives  <b>HW:</b> Complete “Week 2” out-of-class activities in the Canvas module “CRR1: Literacy Narrative”
3	TH 9/2	Synchronous: <b>CRR1:</b> In-class revision of RCW literacy narrative  <b>HW:</b> Complete “Week 3” out-of-class activities in the Canvas module “Literacy Map”
4	TH 9/9	Synchronous: Create a literacy map using Google Maps; outline the places and sponsors to mark based on your CRR1  <b>HW:</b> Complete “Week 4” out-of-class activities in the Canvas module “Literacy Map”
5	TH 9/16	Synchronous: Populate literacy maps with places and sponsors; go over maps with group members  <b>HW:</b> Complete “Week 5” out-of-class activities in the Canvas module “Literacy Map”
6	TH 9/23	Synchronous: Present maps: where do we see common places and themes?  <b>HW:</b> Complete “Week 6” out-of-class activities in the Canvas module “Essay for a Public Forum”
7	TH 9/30	Synchronous: Outline commentary on your literacy map: what does your map evidence about your intersectionality as an incoming student at SJSU? What literacies do you bring to our campus community?

Week	Date	Topics, Readings, Assignments, Deadlines
		<b>HW:</b> Complete “Week 7” out-of-class activities in the Canvas module “Essay for a Public Forum”
8	TH 10/7	Synchronous: Writing as navigational tool; how do we show our audience how to read our maps and stories?  <b>HW:</b> Complete “Week 8” activities in the Canvas module “Essay for a Public Forum”
9	TH 10/14	Synchronous: Workshop Essay for a Public Forum  <b>HW:</b> Complete “Week 9” activities in the Canvas module “CRR2: Profile Analysis”
10	TH 10/21	Synchronous: Go over example profile essay from “Week 9”; how can profile genre help us deepen our inquiry into student literacy?  <b>HW:</b> Complete “Week 10” activities in the Canvas module “CRR2: Profile Analysis”
11	TH 10/28	Synchronous: Outline CRR2  <b>HW:</b> Complete “Week 11” activities in the Canvas module “Midyear Portfolio”
12	TH 11/4	Synchronous: <b>CRR2:</b> In class analysis of example profile essay  <b>HW:</b> Complete “Week 12” activities in the Canvas module “Midyear Portfolio”
13	TH 11/11	<b>Veteran’s Day: No class</b>
14	TH 11/18	Synchronous: Draft Appendix of Evidence and outline Self-Reflection  <b>HW:</b> Complete “Week 13” activities in the Canvas module “Midyear Portfolio”
15	TH 11/25	<b>Thanksgiving Holiday: No class</b>
16	TH 12/2	Synchronous: <b>Self-Reflection:</b> In class self-reflection essay
Final Exam	F 12/10	BBC 121: 12:15-1:15 pm Submit exit surveys; make sure are portfolio links work and have been submitted