

San José State University
Humanities and Arts, Department of English and Comparative Literature
English 1A: First-Year Writing
Section 30, Spring 2021

Instructor:	Jill Logan
Office Location:	Online (Zoom link on Canvas homepage)
Email:	jill.logan@sjsu.edu
Office Hours:	F 11:00-1:00 or by appointment
Class Days/Time:	MW 3:00-4:15
Classroom:	Online
Prerequisites:	The Reflection on College Writing is a prerequisite to English 1A.
GE/SJSU Studies Category:	English 1AS satisfies* Written Communication I, GE Area A2 <i>*To earn graduation credit in this category, you must complete the course with a grade of C- or better.</i>
The A2 Milestone for Progress to Degree	The California State University 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 me and all recommended support staff to achieve this milestone successfully.

What Will We Explore Together in This Course?

Let's start here: You wake up in the morning. You slosh the coffee into your cup. You open up your digital device and begin scrolling through the headlines. But what is it you're looking for? A voice? A conversation? Some sort of connection to the world around you? And what conversation is initiated by an op-ed piece that seeks to explain a Black Lives Matter protest to a diverse audience? What role does the picture of a crying toddler held in a detention center play in the global dialogue on immigration? What is the effect of people on opposing sides of the mask debate trading views in the comments section of a story on COVID-19? And your social media feeds provide a cacophony of voices and opinions from your fellow citizens, but are those media effective avenues for actually engaging in democratic dialogue and creating change? Ultimately, as citizens of this globe, how do reading and writing allow us to inform and enlighten, to share and engage in these conversations?

In this class, we'll use the *New York Times* as a text to initiate our inquiry into these kinds of questions (and more!). As we scroll through the digital pages each week, we will go deeper into our exploration of the role that reading and writing play in our exchange of ideas and democratic dialogue. And ultimately, we will ask ourselves whether or not the *New York Times*, itself, works as a forum for democratic dialogue and activism. We have much exploration ahead of us. So let's begin our inquiry together...

What Will I Learn in English 1A?

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. Here’s how the SJSU Catalog describes us:

English 1A is an introductory course that prepares students to join scholarly conversations across the university. Students develop reading skills, rhetorical sophistication, and writing styles that give form and coherence to complex ideas for various audiences, using a variety of genres.

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

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

Assignment	Word Count	GE Learning Objective
Persuasive Letter	600	GELO 1, 2, 3,4, 5
Personal Essay	1000	GELO 2, 3, 5
Op-Ed Piece	1000	GELO 2, 3, 4, 5
Profile Essay	1000	GELO 2, 3, 4, 5
Critical Essay	1000	GELO 2, 3, 4, 5
Portfolio Self-Reflection Essay	600	GELO 1, 2, 3, 4, 5

Table 1: Summary of Writing Assignments for English 1A

What Technology is Required for Our Class?

You will need an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. [SJSU has a free equipment loan program available for students.](#) You will need reliable Wi-Fi with access to email, Canvas, Google Docs, and Zoom. [See the Learn Anywhere website for current Wi-Fi options on campus.](#)

Where Can I Find Assignments and Materials?

Assignments and due dates are listed in the Schedule at the end of this Syllabus. Course materials can be found on Canvas. Be sure to use the Calendar and Syllabus links on Canvas to see what due dates or meeting dates are coming up.

You can also retrieve Zoom links through the Canvas calendar. **Remember to check your SJSU email to learn of any announcements or updates to our schedule.** Zoom sessions will be recorded and made available for reviewing.

Where Can I Purchase the Texts?

Reading is an integral part of writing. You will read stories daily in *The New York Times*. You will also have a text that discusses the writing process, as well as one that offers insight, inspiration, and guidance into your growth as a writer.

The following textbooks are available through the Spartan Bookstore or through online retailers.

Ballenger, Bruce. *The Curious Writer*, Brief (5th Edition) (Do not get the “Concise” edition)
ISBN: 978-0134703268

Clark, Roy Peter. *Writing Tools* (6th Edition)
ISBN: 978-0316014991

How do I subscribe to the *New York Times*?

Together we are embarking on an exploration of the role reading and writing play in being a global citizen pursuing democratic action. To study that relationship, we are going to read the newspaper and share our learning and experiences in writing. SJSU studies include an emphasis on diversity, so I chose *The New York Times* as the main text for our reading precisely because, in its pages, you will find and engage in a full range of voices in our democratic conversation on global issues.

You will need to purchase a digital version of *The New York Times* for the semester (\$1.00 per week). This digital version 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 MySJSU account (@sjsu.edu) to set up a special education rate for the subscription: <https://www.nytimes.com/subscriptions/edu/lp8LQFK.html?mcubz=1>

Other Readings

Other readings are available on our Canvas course site through links and downloads that you’ll find within each weekly module.

What Work Will We Do in This Course?

Table 1 outlined the major writing assignments for this course. The writing assignments include: a persuasive letter, a personal essay, an op-ed piece, a profile essay, a critical essay, and a self-reflection essay.

Self-Reflection and Portfolio Review

At the end of the semester, you will submit a portfolio for faculty to review. These portfolios will ask you to enter into an assessment of your writing with SJSU writing faculty, including me.

Our Learning Activities

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

The Time You Will Spend on This Work

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

While all students will complete these same assignments, please take into account your own specific needs as a student. There may be added work *you* need to do. For example, you may need extra hours for tutoring; or you may take longer to read texts so that you can look up words you find unfamiliar; or you may need more time for editing. **Be sure to take this time into account.**

Reflecting on Your Own Learning: The 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 term, you will assemble this work in a portfolio, and reflect on the work to gauge and define your progress. Presenting this portfolio to the SJSU writing program faculty, 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).

How Will We Evaluate My Progress?

Our learning community (your classmates and I) will provide you feedback on your work to help you apply lessons learned in each activity to the next assignment and to transfer lessons learned from one assignment to the next. In this process, grades are a tool for assessment and course correction within your journey to become an independent writer; they report outcomes during a course of instruction.

My grading practices respect your right to feedback within a reasonable time so that you may not only know your scores, but also understand the criteria applied to the evaluation of your work. I will give you feedback in the form of rubrics, short notes, longform comments, annotations, and written dialogues with you. However, our goal is to work together to make *you* an efficient and effective evaluator of your own work.

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.

How Will Individual Assignments Be Evaluated?

For each major assignment, I will give you a *rubric* so that you will have a clear understanding of how the work is being evaluated and why the work is being evaluated the way it is. Keep in mind that our work here is not just to create written *products*, but to continually improve your reading and writing *processes*. This means that you will also be turning in Reflections on your work (and doing other reflective activities) so that you and I can both evaluate the effectiveness of your writing process. Other assignments include:

Discussions/Story Responses

For **Discussions**, I will post a specific prompt and you will write a response to it. Some will be creative, while others will be more critical. Please enter them in the text box rather than as attachments. **Story Responses** mainly involve updating your peers about NYT stories related to your topic and engaging with them in inquiry related to those stories. You will receive points for your response to the prompt, as well as for responses to your peers' prompts (when required).

Activities

Activities are designed to help with various stages of the writing process and to facilitate our discussions throughout the semester. Activities will be varied in purpose and design, and often completed through our Zoom meetings. Points available will be designated with each prompt.

Quizzes

I don't use quizzes to try to catch you in the act of not reading. (I promise!) Rather, I use quizzes as a way of focusing discussion from the reading. If you find material on the quiz, it's because I find that material to be particularly important in guiding your understanding of the topic at-hand. Canvas quizzes may be multiple-choice, fill-in-the blank, or short answer. You'll find specific instructions and guidance with each quiz. You may take each quiz as many times as you like; however, I will only record the most recent quiz score.

Reflections

You will submit a Reflection after most major assignments. In the Reflection, you will discuss your process and submit supporting documentation to help us both to examine your process.

How Assignments Are Weighted to Determine Grades

Item	% of Course Grade	Word Count*
Persuasive Letter	5%	600
Personal Essay	10%	1000
Op-Ed Piece	10%	1000

Profile Essay	15%	1000		
Critical Essay	15%	1000		
Self-Reflection/Portfolio	10%	600		
Activities	10%	N/A		
Discussions/Story Responses	10%	N/A		
Quizzes	5%	N/A		
Reflections	5%	N/A		
Editing Journal	5%	N/A	Total	100%

Word Count: 5200 finished writing

How Will My Grade Be Calculated?

Final grades will adhere to this grading scale:

A = 93-100%	B+ = 87-89.9%	C+ = 77-79.9%	D+ = 67-69.9%
A- = 90-92.9%	B = 83-86.9%	C = 73-76.9%	D = 63-66.9%
	B- = 80-82.9%	C- = 70-72.9%	D- = 60-62.9%
			F = 0%-59.9%

How Will Late Work Be Assessed?

Assignments are due at the time/date posted on Canvas. However, if you do choose to submit an assignment late, 10% will be deducted for each day it is late, *up to three days*. After that the assignment will receive no credit. **During these unprecedented COVID times, I understand that there can be a lot of issues that arise. You'll find that I'm quite flexible, but you need to communicate with me as soon as possible if you're having trouble meeting deadlines. I'm here to help you solve problems.**

How Is Our Canvas Course Organized?

The course is organized into weekly modules (1-17). Because you're not fully working through the course at your own pace, but rather we're all moving together as a learning community, you'll see that only the current and next weekly modules are released at a time. For each week, you'll find the following tasks: **Read, Zoom Meeting, Watch Video, Take Quiz**. You'll also find **Due dates** for **Discussions, Story Responses, Activities, Reflections, and other Assignments**. Each element builds on what comes before it, and you'll see that much of it depends on feedback. For this reason, it's important that we all move together.

What Can We Expect from Each Other to Make This Class an Effective Learning Experience?

To help foster a positive and productive learning community, I expect that you will treat each other and me with respect and dignity at all times, even when sharing opposing views on controversial topics, and that you will fully participate in our Zoom sessions and Canvas course and give your full attention to the material.

You can expect that I will treat you as an individual, and that I will challenge you to think. I am happy to talk to you about any concerns or questions you may have by email or during my office hours. You can trust that I will make myself available to you for individualized help, that I will be honest with you, and that your growth as a reader and writer is at the heart of my intents.

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 1A.

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.

What Should I Know About Zoom Policies?

This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, please speak with me about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

Students are not allowed to record without instructor permission

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Where Can I Find Information about Other 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 resource information listed on GUP's Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

Where Can I Go to Get Writing Support?

Part of becoming a successful college student is learning how and when to seek the support you need. Jill, of course, is here to help you. But there are other resources, too:

- **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.

- **SJSU Peer Connections**

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

Where Can I Go to Get Help with Canvas or GoogleDocs?

You should contact SJSU Technical Support for Canvas:

Email: ecampus@sjsu.edu

Phone (408)924-2337

<https://www.sjsu.edu/ecampus/support/>

English 1A: First-Year Writing (Section 30)
Spring 2021
Course Schedule

Please note that the Course Schedule (like a developing thesis) may be subject to change. I will keep you notified of changes via email and class announcements.

***All assignments due by 11:59 PM on the date listed unless otherwise noted**

Week	Date	Topics, Readings, Assignments, Deadlines
1	W January 27	<p>Zoom Meeting @ 3:00: Welcome!</p> <p>Watch Video: Meet Jill</p> <p>Watch Video: Go over the Syllabus and Tour our Canvas site</p> <p>Read: Syllabus</p>
1	Su January 31	<p>Due: Discussion (Questions about the Syllabus)</p> <p>Due: Discussion (Meet Your Classmates)</p> <p>Take Quiz: Syllabus</p> <p>Subscribe to the <i>New York Times</i> (NYT)</p>
2	M February 1	<p>Zoom Meeting @ 3:00: <i>New York Times</i> and the Semester Ahead</p> <p>Read: Daily stories from the World front page of the <i>NYT</i></p> <p>Due: Story Response</p> <p>Due: Activity (Help Me Help You Questionnaire)</p>
2	W February 3	<p>Zoom Meeting @ 3:00: Choosing a Topic</p> <p>Read: Daily stories from the World front page of the <i>NYT</i></p> <p>Look Ahead: Persuasive Letter and Rubric</p> <p>Due: Discussion (Find one related story or link)</p> <p>Due: Discussion (Your writing process – 3 you do, 3 you don't)</p>
2	Su February 7	<p>Due: Activity (Brainstorm a List of Topics)</p> <p>Due: Activity (Choosing Your Topic and Its Key Terms)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
3	M February 8	<p>Zoom Meeting @ 3:00: Global Citizenship and Dialoguing with the Text</p> <p>Read: Ron Israel's "What does it mean to be a global citizen?"</p> <p>Read: Daily stories from the World front page of the <i>NYT</i></p> <p>Read: Ballenger Chapter 1 "Writing as Inquiry"</p> <p>Read: Ballenger Chapter 2 "Reading as Inquiry"</p> <p>Read: Writing Tools #41, 42, 48, 50</p> <p>Due: Discussion (Story Response)</p>
3	W February 10	<p>Zoom Meeting @ 3:00: Finding Your Characters</p> <p>Read: Daily stories from the World front page of the <i>NYT</i></p> <p>Read: Writing Tools #1, 2, 3, 4, 6, 22</p> <p>Watch Video: Appositives</p> <p>Watch Video: Adjective Clauses</p> <p>Due: Discussion (How do we define <i>global citizen</i>?)</p> <p>Due: Activity (KWL+ and Dialoguing with the Text)</p> <p>Due: Activity (Double-Entry Journal)</p>
3	F February 12	<p>Due: Discussion (Story Response)</p> <p>Due: Activity (Finding Your Characters)</p> <p>Due: Activity (Appositives and Adjective Clauses)</p>
3	Su February 14	<p>Due: Persuasive Letter</p> <p>Take Quiz: Week 3 Assigned Readings</p>
4	M February 15	<p>Zoom Meeting @ 3:00: The Personal Essay and Prewriting Strategies</p> <p>Look Ahead: Personal Essay Assignment and Rubric</p> <p>Read: Ballenger Chapter 3 "Writing a Personal Essay"</p> <p>Due: Reflection (Persuasive Letter) with supporting documents</p>
4	W February 17	<p>Zoom Meeting @ 3:00: Personal Essay Structure</p> <p>Read: Daily stories from the World front page of the <i>NYT</i></p> <p>Read: Personal Essay examples TBA</p> <p>Read: Writing Tools #14, 16, 25, 55</p> <p>Read: "Two Ways to Belong in America"</p> <p>Due: Discussion (Details)</p> <p>Due: Activity (Prewriting Strategies)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
	Su February 21	<p>Take Quiz: Week 4 Assigned Readings</p> <p>Due: Sketch for your Personal Essay</p> <p>Due: Discussion (Inciting Incident)</p> <p>Due: Activity (Workshop to Structure Your Personal Essay)</p>
5	M February 22	<p>Zoom Meeting @ 3:00: Workshop to Generate Details for Narrative Writing</p> <p>Read: Daily stories from the World front page of the <i>NYT</i></p> <p>Due: Discussion (Story Response)</p>
5	W February 24	<p>Zoom Meeting @ 3:00: What's the Point of Peer Reviews?</p> <p>Due: Discussion (Details)</p> <p>Due: Activity (Workshop to Generate Details for Narrative Writing)</p>
5	F February 26	<p>Due: Complete draft of your Personal Essay</p>
5	Su February 28	<p>Due: Activity (3 Peer Reviews)</p>
6	M March 1	<p>Zoom Meeting @ 3:00: Re + vision</p> <p>Read: Daily stories from the World front page of the <i>NYT</i></p> <p>Read: Writing Tools #9, 47, 49</p> <p>Due: Discussion (Story Response)</p>
6	W March 3	<p>Zoom Meeting @ 3:00: Editing Strategies</p> <p>Look Ahead: Editing Journal Assignment and Rubric</p> <p>Read and Download: Editing Strategies</p> <p>Due: <i>Revised</i> draft of your Personal Essay</p>
6	F March 5	<p>Due: Activity (3 Peer Reviews)</p>
6	Su March 7	<p>Due: Final draft of your Personal Essay</p> <p>Take Quiz: Week 5 Assigned Readings</p>

Week	Date	Topics, Readings, Assignments, Deadlines
7	M March 8	<p>Zoom Meeting @ 3:00: The Op-Ed Piece</p> <p>Read: Opinion pages in <i>NYT</i></p> <p>Read: Op-Ed examples TBA</p> <p>Due: Reflection (Personal Essay) with supporting documents</p> <p>Look Ahead: Op-Ed Piece Assignment and Rubric</p> <p>Due: Story Response (Understand the Audience for Your Topic)</p>
7	W March 10	<p>Zoom Meeting @ 3:00: Op-Ed Thesis Workshop</p> <p>Read: Opinion pages in <i>NYT</i></p> <p>Read: Ballenger Chapter 7 “Writing an Argument”</p> <p>Read: Writing Tools #44, 53</p> <p>Due: Activity (Conventions of the Op-Ed piece)</p> <p>Due: Discussion (Pathos)</p> <p>Due: Activity (The NYT: Genre and Audience)</p>
7	F March 12	<p>Due: Activity (Thesis Workshop)</p>
7	Su March 14	<p>Due: Discussion (Analyze a Source)</p> <p>Due: Sketch of your argument</p> <p>Take Quiz: Week 7 Assigned Readings</p>
8	M March 15	<p>Zoom Meeting @ 3:00: Claims, Reasons, Evidence</p> <p>Read: Opinion pages in <i>NYT</i></p> <p>Due: Discussion (Logos)</p>
8	W March 17	<p>Zoom Meeting @ 3:00: Choosing Evidence and Attributing Sources</p> <p>Read: Ballenger Chapter 12 “Using and Citing Sources”</p> <p>Read: Writing Tools #20, 21</p> <p>Due: Activity (Claims, Reasons, Evidence)</p> <p>Due: Story Response (Find a Source)</p>
8	F March 19	<p>Due: Activity (Choosing Evidence and Attributing Sources)</p> <p>Due: Discussion (Ethos)</p> <p>Due: Activity (Sentence Experiments)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
8	Su March 21	Take Quiz: Week 8 Assigned Readings
9	M March 22	<p>Zoom Meeting @ 3:00: Revision Workshop</p> <p>Read: Opinion pages in <i>NYT</i></p> <p>Read: Writing Tools #10</p> <p>Read: Ballenger Chapter 14 “Revision strategies”</p> <p>Due: Activity (Openings and Closings)</p> <p>Due: Complete draft of your Op-Ed Essay</p>
9	W March 24	<p>Zoom Meeting @ 3:00: The Interview Transcript</p> <p>Look Ahead: Interview Assignment</p> <p>Read and Download: Conducting an Interview Worksheet</p> <p>Due: Activity (3 Peer Reviews)</p>
9	F March 26	Due: Activity (Preparing for Your Interview Assignment)
9	Su March 28	Due: Final draft of Op-Ed Piece
10	M March 29	SPRING BREAK
10	W March 31	SPRING BREAK
11	M April 5	<p>Zoom Meeting @ 3:00: The Profile Essay</p> <p>Due: Reflection (Op-Ed Piece) with supporting documents</p> <p>Look Ahead: Profile Essay with rubric</p> <p>Read: Continue to follow your topic in the <i>NYT</i></p> <p>Read: Ballenger Chapter 4 “Writing a Profile”</p> <p>Read: <i>Writing Tools</i> 35, 55</p> <p>Read: <i>NYT Profiles</i> 1 and 2 (in Canvas Files)</p> <p>Due: Response to <i>NYT Profiles</i></p>
11	W April 7	<p>Zoom Meeting @ 3:00: Workshop to Move from Interview Transcript to Profile Essay</p> <p>Due: Interview Transcript</p>
	F April 9	<p>Due: Discussion (Scene and Inciting Incident)</p> <p>Due: Activity (3 Peer Reviews)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
11	Su April 11	Due: Activity (Capturing Character for Profile Writing) Take Quiz: Week 11 Assigned Readings
12	M April 12	Zoom Meeting @ 3:00: Finding Frame for Profile Read: Continue to follow your topic in the NYT Read: Writing Tools #26, 27, 54 (Dialogue as Action, Character Traits, Character Detail) Review: Ballenger pp. 127-7: Writing the Sketch and Moving from Sketch to Draft) Due (before class): Sketch of Profile Essay
12	W April 14	Zoom Meeting @ 3:00: Sharpening Elements of the Profile Essay Due: Activity (Finding Frame for Profile) Due: Story Response
12	F April 16	Due: Activity (Integrating Dialogue and Quotation) Due: Complete Draft of Profile Essay
12	Su April 18	Take Quiz: Week 11 Assigned Readings Due: Activity (3 Peer Reviews)
13	M April 19	Zoom Meeting @ 3:00: Titles and Leads Read: Continue to follow your topic in the NYT
13	W April 21	Zoom Meeting @ 3:00 Due: Activity (Workshop titles and leads) Due: Revised draft of Profile Essay
13	F April 23	Due: Activity (3 Peer Reviews)
13	Su April 25	Due: Final draft of Profile Essay
14	M April 26	Zoom Meeting @ 3:00: The Critical Essay Read: Continue to follow your topic in the NYT Read: Ballenger Chapter 8 “Writing an Analytical Essay” Due: Reflection (Profile Essay) with supporting documents Look Ahead: Critical Essay with rubric

Week	Date	Topics, Readings, Assignments, Deadlines
14	W April 28	Zoom Meeting @ 3:00: Prepare for your Critical Essay Due: Discussion (Analyze NYT Comments)
14	F April 30	Due: Activity (Prepare for your Critical Essay)
14	Su May 2	Due: Sketch of your Critical Essay Take Quiz: Week 14 Assigned Readings
15	M May 3	Zoom Meeting @ 3:00: Integrating Evidence and Controlling Sources Read: Continue to follow your topic in the NYT Read: Writing Tools #19, 53 (Paragraph Building, Word Choice) Read: Writing Tools #7, 8, 18, 52 (Long Sentences, Pattern/Twist, Sentence Length, Shortest Sentence) Due: Discussion (Integrating Evidence)
15	W May 5	Zoom Meeting @ 3:00: Choosing Titles and Citing Sources Due: Complete draft of your Critical Essay Due: Story Response Due: Activity (Integrating Evidence and Controlling Sources)
15	F May 7	Activity: Choosing Titles and Citing Sources Due: Activity (3 Peer Reviews)
15	Su May 9	Due: Revised Critical Essay Take Quiz: Week 15 Assigned Readings
16	M May 10	Zoom Meeting @ 3:00: The Portfolio and Self-Reflection Essay Due: Activity (3 Peer Reviews)
16	W May 12	Zoom Meeting @ 3:00: The Portfolio and Reflective Essay Due: Final Version Critical Essay Look Ahead: Portfolio Reflection Essay & Portfolio Instructions
16	F May 14	Due: Reflection (Critical Essay) with supporting documents Due: Discussion (Connect to ePortfolio audience) Due: Activity (Gathering Claims and Evidence)

Week	Date	Topics, Readings, Assignments, Deadlines
	Su May 16	<p>Due: Editing Journal</p> <p>Due: Discussion (Using Emotional Arguments in Your Portfolio)</p>
17	M May 17	<p>Zoom Meeting @ 3:00: Set up your ePortfolio</p> <p>Watch Video: Set up your ePortfolio</p> <p>Due: Activity (Set up your e-Portfolio)</p> <p>Due: Discussion (Reflect on Editing Journal)</p>
Final Exam	F May 21	<p>Due: Self-Reflection Essay and Portfolio</p>