

First-Year Writing: Stretch English I Section 02

ENGL 1AF

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 08/19/2024

Contact Information

kristin.fitzpatrickzell@sjsu.edu

Office Hour Information:

I will hold office hours on Zoom on Wednesdays from 9:30-11:10 a.m.

This is the office hour link: <https://sjsu.zoom.us/j/2239875288>

Appointments are recommended and drop-ins are always welcome.

Course Information

This syllabus is for sections 02 and 06.

Meeting times and locations:

Section 02: Tuesdays and Thursdays from 10:30-11:45 a.m. in Clark Hall 316

Section 06: Tuesdays and Thursdays from 12:00-1:15 p.m. in Sweeney Hall 229

Course Description and Requisites

Stretch I is the first semester of a year-long ENGL 1A 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 various genres.

Prerequisite: Completion of Reflection on College Writing.

* Classroom Protocols

Community Agreements

At the beginning of the course, we will spend some time creating community agreements. These are agreements we will make together and put in writing so that we have a shared understanding of what we all need in order to learn effectively and safely. This includes all kinds of safety: physical, intellectual, social, emotional, and creative safety. We will write down the agreements we make about concerns like listening, respecting each other, helping each other do our best in a collaborative environment.

Everyone will be expected to follow the community agreements throughout the year. If issues arise with class members not following the agreements, we will work together to resolve them. Please speak up about any issues as soon as they arise.

Policy Information

First-Year Writing policies are listed at the following website: <https://www.sjsu.edu/english/frosh/program-policies.php>.

CLASS POLICY ON GENERATIVE AI

Generative AI programs like ChatGPT and GrammarlyGo are not recommended resources in this class. As a writing community, we've decided that while they can be integrated into our writing process (brainstorming, generating and organizing ideas, identifying errors in our drafts, etc.), we should not use them to write our papers for us. Our work should represent our own ideas and our own ways of articulating them. **This course is designed to strengthen your writing skills, and the only way to do that is to write your work yourself in your own unique voice.** Keep in mind that for assignments written by hand, these tools will not be available.

Large language models, like Chat GPT, perform intensive mining, modeling, and memorization of vast stores of language data "scraped" from the internet. They have been trained to learn language patterns and to predict the most probable next word or sequence of words based on the context they receive. In other words, it imitates or mimics what humans have put on the internet (think about that for a minute).

ChatGPT, like all generative AI systems, is a tool. Tools are used by humans to accomplish specific tasks. Thinking of it that way helps unlock its potential, but also avoid its pitfalls.

As AI is emerging in the workforce, you will likely encounter and use AI. We will use. One of the course goals is to help you learn to write and communicate effectively, which requires practice. Therefore, you must learn how to create, edit, and recognize high-quality writing yourself. If AI can do these tasks without you, you won't have employable skills. You will be responsible for any final product and limitations or potential biases from LLMs. **You will also be responsible for disclosing when and how you used AI.**

Misusing AI (i.e., using it to write any part of the essay without significant contributions or revision by you) or failing to disclose the use of AI will result in consequences ranging from a written/verbal warning to failing the assignment or course and a report to the Student Conduct Board. If you are unsure, ask!

Disclosure Agreement

If you use AI to assist you, you are required to disclose in your process journal how and how much you used AI in your writing process, and which parts of your project were affected by the use of these tools.

Below are samples of how you can disclose your use of AI tools.

- I did all of this work on my own without assistance from tools, technology, or AI.
- I did the first draft but then asked AI paraphrase/grammar/plagiarism software to read it and make suggestions. I made the following changes after this help:
 - Fixed spelling and grammar
 - Changed the structure or order
 - Rewrote entire sentences in paragraphs #1 and 3/rewrote entire paragraph on page 3 (paragraph #4)
 - I used AI to help me generate ideas. (Describe that process.)
 - I used AI to do an outline/first draft, which I then edited. (Describe the nature of your contributions.)
 - I used AI to revise a sentence in paragraph 2.

Remember: this is a multimodal class. "Writing" for us is not just text on the page. You will be completing handwritten and hand drawn assignments, on paper and on the whiteboard with markers. In addition, you will complete multimodal assignments electronically. You will make videos, slide presentations, and oral presentations by yourself and in groups. **You will be responsible for leading discussions, so you will be expected to keep up with readings and keep your own notes.** You won't always need to turn in your notes, but taking notes will be crucial to prepare you for discussions and presentations.

SAN JOSE STATE UNIVERSITY POLICY ON ACADEMIC INTEGRITY

The university emphasizes responsible citizenship and an awareness of ethical choices inherent in human development. Academic honesty and fairness foster ethical standards for all those who rely on the integrity of the university, its courses, and its degrees. University degrees are compromised and the public is defrauded if faculty members or students knowingly or unwittingly allow dishonest acts to be rewarded academically. This policy sets the standards for such integrity and shall be used to inform students, faculty, and staff of the university's Academic Integrity Policy.

STUDENT ROLE

The San José State University Academic Integrity Policy requires that each student:

1. know the rules that preserve academic integrity and abide by them at all times, including learning and abiding by rules associated with specific classes, exams, and course assignments;
2. know the consequences of violating the Academic Integrity Policy;
3. know the appeal rights and procedures to be followed in the event of an appeal;
4. foster academic integrity among peers.

You can access the SJSU's comprehensive academic integrity policy here:

<https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf>

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course login website. You're responsible for regularly checking with the messaging system through MySJSU to learn of any updates. For help with using Canvas see Canvas Student Resources page.

Stretch English Course Learning Outcomes (CLO)

Students will:

1. engage fully in the writing process by prewriting, planning, drafting, and revising texts for varying audiences, purposes, and rhetorical situations
2. demonstrate the ability to identify the choices other writers make to appeal to and meet the needs of their audience
3. demonstrate the ability to identify the writing choices they make to appeal to and meet the needs of their audience
4. demonstrate the ability to incorporate ideas and information from other writers into their own writing through citation
5. demonstrate an increased awareness of the language they use by applying effective strategies for editing their own writing
6. demonstrate the ability to reflect on their progress as rhetorical readers and writers by compiling a portfolio and writing a self-reflective essay

The Stretch Calendar

Stretch I and II span the fall and spring terms: the fall and spring course are both required to complete the A2 coursework. You will be enrolled in the same section in spring semester (time, day, instructor) so you should plan on reserving this time slot in your spring schedule.

The A2 Milestone for Progress to Degree

The California State University system and SJSU expect all students to have completed their A2 requirement within the year. Please work with your instructor and all recommended support staff to achieve this milestone successfully.

Course Description

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-(minus) or better signifies that the student is a capable college-level writer and reader of English.

Stretch English is designed to give you more time to develop your reading and writing skills. By enrolling in this two-semester course, you are joining a learning community. You will study with the same classmates and writing instructor in both the fall and spring semesters. Staying with your class cohort both semesters accelerate your learning and gives you the chance to make strong relationships on campus.

Your instructor has prepared a syllabus outlining the specific assignments for your section of Stretch. Please refer to your section syllabus for more information about your instructor's expectations and the daily work to complete these assignments.

Time Commitment

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours on this course each semester (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. This means that **you will need to spend an average of six hours per week doing work for this course, plus the three hours you will spend in class meetings.**

Final Examination or Evaluation

In Stretch English, our learning each semester culminates in a digital Reflection and Portfolio Assignment. In this assignment, we will gather samples of our writing that demonstrate our learning; we will write a reflection essay that explains what we have learned, how we learned it, and how we will use it in future learning; and we will submit our portfolio for consideration to other people in the first-year writing program. This is our chance to identify and articulate what we've learned and what we'll take forward with us into future learning/writing experiences.

Campus Resources for Writers

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. All services are free. To make an appointment or to refer to the Center's online resources, visit the Writing Center website.

SJSU Peer Connections

Peer Connections is your online, campus-wide resource for mentoring (time management, note taking, study skills, getting involved, etc.), tutoring (undergraduate writing, lower division Math, Science, History, Humanities, etc.), supplemental instruction (review and study sessions for select courses), and learning assistants in classes across campus. All services are free. Make appointments to meet with a tutor or mentor by visiting Spartan Connect (Links to an external site.) For more information on services, online workshops, and a step-by-step guide to making an appointment, please visit the Peer Connections website.

Program Policies

First-Year Writing policies are listed at the following website:

<https://www.sjsu.edu/english/frosh/program-policies.php>
(<https://www.sjsu.edu/english/frosh/program-policies.php>).

Communication

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course login website. You're responsible for regularly checking with the messaging system through MySJSU to learn of any updates. For help with using Canvas see Canvas Student Resources page.

I will use Canvas Inbox to communicate with the whole class and individual students. Please check it regularly.

You are responsible to check Canvas Inbox and the messaging system through MySJSU to learn of any updates to our schedule. If you choose to use an outside email address, please arrange for all Canvas Inbox and SJSU email messages to be forwarded to your preferred address.

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

Course Goals

This course will help prepare you to participate in ongoing conversations about what is going on in the world today. You'll improve the ways you write in response to what you read. We will talk about what it means to be a "global citizen" and how to use digital news sources to inform ourselves and think critically about that information.

SJSU studies include an emphasis on diversity. *The New York Times* is the main text for our reading because it, along with other supplementary news sources we will read and our required book, provide a range of voices in our democratic conversation on global issues.

As citizens of the twenty-first century (and especially in a big election year), what are we to do with all of the news we consume? How can we ask the right questions about what we read? How can we take the lessons we learn from the actions of others and apply them to our everyday lives?

Individually, you will follow your own topic of inquiry as a vehicle for practicing certain types of writing and for improving your critical reading skills.

Together we will explore the ways that we as global citizens "join in the conversation" through reading and writing, to observe where in our communities do we experience or witness civic engagement, and determine whether (or not) the current platforms available serve to effectively engage users of those platforms and allow for civil discourse.

Course Learning Outcomes (CLOs)

GE Area A2: Written Communication

Written Communication I courses cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing at the university. A grade of C- or better designates that a student has successfully oriented reading and writing practice in English to support college level research and learning and to share learning with C- or better is a CSU graduation requirement.

GE Area A2 Learning Outcomes

Upon successful completion of an Area A2 course, students should be able to:

1. demonstrate knowledge and understanding of the content, context, effectiveness, and forms of written communication;
2. perform essential steps in the writing process (prewriting, organizing, composing, revising, and editing);
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
4. integrate their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres; and
5. demonstrate college-level language use, clarity, and grammatical abilities in writing.

Writing Practice: Students will write a minimum of 8000 words, at least 4000 of which must be in revised final draft form.

Course Materials

The required book, [The Displaced: Refugee Writers on Refugee Lives, edited by Viet Thanh Nguyen](https://www.amazon.com/Displaced-Refugee-Writers-Lives/dp/141973511X/ref=asc_df_141973511X/?tag=hyprod-20&linkCode=df0&hvadid=692875362841&hvpos=&hvnetw=g&hvrnd=16950454917914926675&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=1013659&hvtargid=pla-2281435177658&psc=1&mcid=5bca6c77416532eba1beb5406891f94f&hvocijid=16950454917914926675-141973511X-&hvexpln=73&gad_source=1) (https://www.amazon.com/Displaced-Refugee-Writers-Lives/dp/141973511X/ref=asc_df_141973511X/?tag=hyprod-20&linkCode=df0&hvadid=692875362841&hvpos=&hvnetw=g&hvrnd=16950454917914926675&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=1013659&hvtargid=pla-2281435177658&psc=1&mcid=5bca6c77416532eba1beb5406891f94f&hvocijid=16950454917914926675-141973511X-&hvexpln=73&gad_source=1), is this year's Campus Reading Program selection, so it is provided free to all first-time freshmen. If you are a freshman, you should have received a copy of it at orientation. If you do not have a copy, please note that the MLK Library has an ebook available and hard copies (as course reserves) that you can read while visiting the library. The book is also widely available at public libraries.

We will also use [The New York Times](https://www.nytimes.com/) (<https://www.nytimes.com/>) as our main required text, which you can subscribe to for free here: <https://libguides.sjsu.edu/nyt-online>

The only personal information you need to provide is your SJSU email address, and possibly your graduation year and alternate email address. You do not need to enter payment information, because your free pass is valid until you graduate or stop attending SJSU.

All other course readings will be provided on Canvas or in the classroom. There is no need to purchase any readings.

Course Requirements and Assignments

The list below outlines the major multimodal writing assignments for this section of Stretch English. **The major fall assignments include: 1 reading and reflection essay; a photovoice personal essay; an essay for a public forum; a self-reflection essay.** The spring writing assignments include: An interview project, a profile

essay, a critical/reflection essay, an ethnographic/multimodal presentation project, a critical essay, and a self-reflection essay.

Breakdown of course units:

This course is divided into three “containers” spread across two semesters.

Fall semester includes Unit/Container One, which is driven by Inquiry Question #1: How Do We Engage Public Dialogue as Private Citizens? plus the beginning of Unit/Container Two, which is driven by Inquiry Question #2: Where Do We See Models of Active Citizenship in Our Communities?

Container One includes four major writing projects. Each project has its own module in Canvas with information and smaller assignments meant to prepare you to complete the major writing project.

Projects in Container One include:

Launch Activity #1

Personal Photovoice Essay Project

Essay for a Public Forum

Midyear Self-reflection Essay Project

Container Two includes:

-Launch Activity #2

-Interview Project

-Profile Project

Container Three includes:

-Launch Activity #3

-Research Analysis

-Persuasive Essay Project

✓ Grading Information

Final Examination or Evaluation

In Stretch English, our learning each semester culminates in a digital Reflection and Portfolio Assignment. In this assignment, we will gather samples of our writing that demonstrate our learning; we will write a reflection essay that explains what we have learned, how we learned it, and how we will use it in future learning; and we will submit our portfolio for consideration to other people in the first-year writing program. This is our chance to identify and articulate what we've learned and what we'll take forward with us into future learning/writing experiences.

Grading in Stretch English

In the fall semester (ENGL 1AF), you will receive either a CR (credit) or a NC (no credit). To receive credit in the fall semester, you must honor your instructor's grading policy and demonstrate significant, measurable progress throughout the semester.

In the spring semester (ENGL 1AS), you will receive a letter grade for the course. You must earn a C- or better to earn graduation credit for GE Area A2.

We will use contract grading in this course. Please see the grading contract below.

Grading Information

This is the Grading Contract. By staying in this course and attending class, you accept this contract and agree to abide by it.

Stretch English

Kristin FitzPatrick Ezell

Grading Contract:

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 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. In the fall, you will earn a grade of CR (credit) and advance

to the spring semester of Stretch, or you will earn a NC (no credit) grade and have to enroll in the one-semester 1A course. In the spring you earn a letter grade based on your cumulative performance across fall and spring.

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/community agreements 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 the 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 essays/writing projects.
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). 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 and progress demonstrated in your final portfolio reflection. 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+": "B," "C," "D," or "F" grades occur when you fail to complete the required 88% of minor assignments in the semester or 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 (Kristin FitzPatrick Ezell), 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 (Kristin FitzPatrick Ezell) also agree to abide by the contract and oversee it fairly and impartially.

This grading contract was adapted from Dr. Amanda Emanuel Smith's sample grading contract, which was 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.

Breakdown

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), 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 the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Tentative Fall Schedule (subject to change):

8/22 - First class meeting

No homework due

In-class plan: introductions/discuss community agreements/initial essay (handwritten)

8/27: homework: read syllabus, write suggestions for community agreements, set up NYT subscription

In-class plan: Group presentations about syllabus, Confirm and discuss community agreements, discuss launch activity

8/29: homework: read at least one NYT article every day and introduction to *The Displaced* by Viet Thanh Nguyen, start reading log/KWL+ chart

In-class plan: discuss author video(?) and essay, identify potential inquiry topics

9/3 - homework: read at least one NYT article every day and book essay "The Road" by Chris Abani, add a new entry to reading log/KWL+ chart, commit to an inquiry topic

9/5 - homework: read at least one NYT article every day and book essay by Ariel Dorfman, add a new entry to reading log/KWL+ chart

In-class plan: discuss author video(?), draw graphic organizers for Launch activity

9/10 - Viet Thanh Nguyen event (attend class or event)

Homework: make a video of yourself explaining connections you see between the authors' curiosity/concern for their topics and your concern for yours

9/12 - read at least one NYT article every day and materials about AI comparisons (?), add a new entry to reading log/KWL+ chart

In-class plan: AI exercise, drafting time for essay/presentation

9/17 - Refugee support panel event (attend class or event)

Homework: at least one NYT article every day, add a new entry to reading log/KWL+ chart,

first draft of Launch activity with process journal

In-class plan: peer review/self-editing/conferences

9/19 - asynchronous class (off-campus professional development event)

Homework: at least one NYT article every day, add a new entry to reading log/KWL+ chart

In-class plan: peer review/self-editing/conferences

9/24 - **final draft of Launch activity due**, at least one NYT article every day, add a new entry to reading log/KWL+ chart

In-class plan: present your Launch activity to the class

9/26 - homework: Homework: at least one NYT article every day, add a new entry to reading log/KWL+ chart, read about photovoice essay and start looking for images related to your inquiry topic

In-class plan: present your Launch activity to the class, discuss photovoice essay

10/1 - homework: read/view examples of Photovoice Essay genre (by Professor Binh Danh and other authors) read Bhutto essay from the book, Homework: at least one NYT article every day, add a new entry to reading log/KWL+ chart, make a video of yourself explaining how at least three classmates' enthusiasm for their topic (as seen in the Launch activity presentations) gives you ideas about exploring your own topic

In-class plan - go out and take photos together, time in classroom to reflect

10/3 - homework: read Bezmozgis and Meron Hadero essays from book, at least one NYT article every day, add a new entry to reading log/KWL+ chart

In-class plan: group work with photos, brainstorm ideas for project

10/8 - homework: outline/graphic organizer for photovoice project

read essay or excerpt of Laleh Khadivi's work (available on Canvas), at least one NYT article every day, add a new entry to reading log/KWL+ chart

10/10 - Author event with Laleh Khadivi (attend class or event)

Homework: discussion post with attached inclusion/exclusion image about Laleh Khadivi reading and its relevance to your project, question (with rationale) for the author's Q and A session

In-class plan: discuss plans for photovoice project and start drafting/collaborating in class

10/15 - homework: reflection on Laleh Khadivi event, draft of photovoice personal essay

In-class plan: peer review/self-editing/conferences

10/17 - homework: 1.5 draft of photovoice personal essay project

In-class plan: peer review/self-editing/conferences

(10/21 - [Voter registration deadline](#))

10/22 - **final draft of personal photovoice essay** and presentation notes/plan due

In-class plan: present your photovoice project

10/24 - homework: reflection on classmates' photovoice projects, read introductory materials about Essay for a Public Forum Project, read essay from book by Reyna Grande and revisit Ariel Dorfman essay, write brainstorming notes (on potential topics) for Public Forum Essay Project

In-class plan: explore examples of and characteristics of Public Forum Essay genre, brainstorm essay plans in teams

10/29 - homework: read California Voter Guide and three sample opinion articles and essays about election related issues, outline/graphic organizer for Public Forum Essay (with video of you explaining it)

10/31 - Homework: outline with SPAM/SOAPSTONE notes/audience analysis and research plan

In-class plan: work in teams to experiment with plans for essay voice, tone, use of rhetorical appeals

11/5 - Election Day: attend class or [vote](#) (okay to register in person if you didn't meet the deadline)

Homework: Write a proposition (related to your inquiry topic) that you think should be added to your ballot in a voice that appeals to your ideal audience.

In-class plan: start drafting essay, using "proposition language" to tune up the argumentative voice.

11/7 - homework: research for Public Forum Essay

In-class plan: peer review/self-editing/conferences for drafts-in-progress

11/12 - first draft of Public Forum Essay due

In-class plan: peer review/self-editing/conferences

11/14 - homework: video of you (and team members) delivering your public forum essay

In-class plan: peer review/self-editing/conferences

11/19 - homework: **final draft of public forum essay due**

In-class plan: present highlights from your public forum essay project

11/21 - homework: reflection on classmates' public forum essays, read essay from book by Joseph Azam, read about Launch Activity #2

In-class plan: launch Container Two, in-class handwritten essay: What kind of global citizen do you want to be?

11/26 - Homework: revisit selected readings and videos, complete Launch Activity #2: post video of yourself explaining how the authors inspired your thinking about the kind of global citizen you want to be, actions you want to take (in the short- and long-term) toward becoming/remaining a global citizen in your

communities, especially regarding your inquiry topic

11/28 - Thanksgiving Holiday - no class meeting or assignments

11/30 - homework: read materials about midyear reflection and list at least three specific readings and moments of skill advancement you will discuss in your reflection essay.

In-class plan: in-class handwritten draft of midyear reflection essay

12/3 - first draft of midyear reflection

In-class plan: peer review/self-editing/conferences about midyear reflection

12/5 - final draft of midyear reflection due/Last class meeting

*Please note that all final drafts must show significant progress from the first prewriting step through outline, first draft, 1.5 draft, etc. **Final drafts submitted without all prewriting steps will not be reviewed.** All work must be original and all uses of writing tools must be disclosed in the process journal.

Spring 2025 will be a continuation of Container Two as well as Container Three, which include further reading of *The Displaced* and *NYT* to guide you through these projects:

-Interview Project

-Profile Project

-Launch Activity #3

-Research Analysis

-Persuasive Essay Project.

*Special thanks to Professors Amanda Emanuel Smith and Chelsea Criez for providing some of the material in this document.