

**San José State University**  
**Humanities and Arts, Department of English and Comparative Literature**  
**English 1AF and 1AS, Stretch English I and II**  
**Section 20, Fall 2019 & Spring 2020**

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<b>Office Hours:</b>	T/Th 9-10 a.m., F 8:30-9:30 a.m. or by appointment
<b>Class Days/Time:</b>	T/Th 1:30-2:45 p.m. <i>This is the course day and time for the full year. You will enroll in this same section during the spring term, provided you earn credit in fall.</i>
<b>Classroom:</b>	Boccardo Business Center (BBC) 128
<b>Prerequisites:</b>	The Reflection on College Writing is a prerequisite to Stretch English I (English 1AF).  Credit for Stretch English I (English 1AF) is a prerequisite for Stretch English II (English 1AS).
<b>GE/SJSU Studies Category:</b>	English 1AS satisfies* Written Communication I, GE Area A2. <i>*To earn graduation credit in this category, you must complete the yearlong course with a grade of C- or better.</i>
<b>The Stretch Calendar</b>	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.
<b>The A2 Milestone for Progress to Degree</b>	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 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 Colin Kaepernick's protest to a diverse audience? What role does the picture of a small Syrian boy bloodied in the back of an ambulance play in the global dialogue on terrorism? What is the effect of people on opposing sides of the gun debate trading views in the comments section of a story on the Parkland shootings? Of course 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 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 peel back the 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. We will then ask 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 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.

SJSU studies include an emphasis on diversity. 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.

The General Education guidelines for instructors outline five broad learning outcomes for all courses that satisfy Area A2. I have designed this course to ensure that you meet these outcomes.

#### GE Learning Outcomes (GELO)

Upon successful completion of this course, students will be able to:

1. demonstrate the ability to read actively and rhetorically
2. demonstrate the ability to perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals
4. demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres
5. demonstrate college-level language use, clarity, and grammatical proficiency in writing

For more information on the Stretch Curriculum designed to meet these learning outcomes, see the [Stretch English Program Syllabus](#). Table 1 maps how the yearlong course will meet Written Communication I requirements and standards as well as the GE learning objectives.

Assignment	Assignment (Word Count)	Total Words	Assignment Type	Term	GE Learning Objective
Critical reading/reflection	Essay 1: (600)	2100	In-class writing	F	GELO 1, 2, 3,4, 5
	Essay 2: (750)			F	
	Essay 3: (750)			S	
Data-driven analyses	Personal Essay (1000)	2800	Out of class writing	F	GELO 2, 3, 5
	Interview Project (1000)			S	
	Ethnography Project (800)			S	
Major Essays	Op-Ed Piece (750)	2950	Out of class writing	F	GELO 2, 3, 4, 5
	Profile Essay (1000)			S	
	Critical Essay (1200)			S	
Portfolio/self-reflection essays	Midyear (750)	1750	In-class writing Out of class writing	F	GELO 1, 2, 3, 4, 5
	Final (1000)			S	

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

## How Should I Prepare for Our Class?

You can start by coming to each class ready to go – to explore ideas, dialogue with your peers, share research and reading, analyze source materials, critique samples, and workshop drafts. All classes will involve in-class activities intended to further your progress on the current essay assignment or project. You will want to save this classwork as we go. Therefore you will probably want to bring your own laptop or tablet. (Laptops and tablets are also available to be checked out in the library. If you have difficulty securing a laptop, please let me know as soon as possible.)

## Where Can I Find Assignments and Materials?

Course materials such as syllabus, handouts, assignment sheets, and some readings can be found on Canvas. **Remember to check your SJSU email to learn of any updates to our schedule.**

## Where Can I Purchase the Texts?

Reading is an integral part of writing. Reading for this course is both extensive and intensive. It includes useful samples of writing for a variety of audiences. You will read stories daily in *The New York Times* (International), as well as a book on the media and various articles and essays on citizenship, activism, and more. You will also have texts that discuss the writing process, as well as a style guide that explore the finer intricacies of writing. **Notice that you will need the books below for both semesters; therefore I recommend buying them rather than renting them.**

The following textbooks are available through the Spartan Bookstore or through Amazon.

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

Gladstone, Brooke. *The Influencing Machine: Brooke Gladstone on the Media*  
ISBN: 978-0393342468

Little Seagull Handbook w/ Exercises (3<sup>rd</sup> Edition)  
ISBN: 978-0393602630

## What Other Texts will I need?

I will provide pdf's at Canvas of *The Curious Writer* by Bruce Ballenger. This textbook will provide examples, exercises and explanations for most of the major writing assignments in this class. For this reason, when reading from this book is assigned it will be your responsibility to bring laptops to class so you can access the reading.

## 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.

You will need to purchase a digital version of *The New York Times* for the full year (\$1.50 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 as PDF documents that you may download from **Modules** on our Canvas site. On occasion I will also provide links to readings that can be found online.

## What Work Will We Do in This Course?

**The Core Stretch Curriculum.** Table 1 outlined the major writing assignments for Stretch English. All sections of Stretch English share this core curriculum. The fall writing assignments include: 2 critical reading and reflection essays, written in class; a personal essay; an blog essay; a self-reflection essay (written in class). The spring writing assignments include: an interview project, a profile essay, a critical/reflection essay (written in class), an ethnographic project, a critical essay, and a self-reflection essay.

### **Midyear and Year-End Self-Reflection and Portfolio Review**

At the end of the fall and spring terms you will submit a portfolio for Stretch instructors to review. These portfolios will ask you to enter into an assessment of your writing with two members of the Stretch faculty: me and one of my colleagues.

### **Our Daily Learning Activities.**

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

### **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 so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/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.

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

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

### **Read to learn:**

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

### **Read to write:**

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

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

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

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

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

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

Your goal in this class is to learn what you need in order to develop your skills as a writer—and to get what *you* need. 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 the time and attention you need to develop your writing skills into your study plan for this semester.

### How Will We Evaluate My Progress?

Your Stretch colleagues and I will provide you feedback on your work to help you apply lessons learned in classroom work to complete assignments and 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. Ultimately, we will work together to make *you* your own best critic.

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 assignment, I will give you a *rubric* so that you will have a clear understanding of how 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 *cover sheets* with your work (and doing other reflective activities) so that you and I can both evaluate the effectiveness of your writing process.

### Canvas Discussions

Before most classes you will be required to post a Discussion post on Canvas so that we can use it as a springboard for our discussions and writing in class. Tuesday's responses will mainly be Story Responses, in which you update your peers about NYT stories related to your topic and engage with them in inquiry related to those stories. For other 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. *Because it's important that you come to class having completed this work already, I will not accept late Discussion posts.*

### In-class Activities

These activities will be designed to help with various stages of the writing process and to facilitate our discussions throughout the year. I will give individual instruction on these during class time. Often they will require you to turn in something to me. Bringing the required texts to class will also be part of the In-Class Activity grade. *Because these activities require the dynamic collaboration of our class, In-class Activities cannot be made up, and In-Class Activity points will not be awarded if you are late.*

### How Assignments Are Weighted to Determine Grades

**Fall 2018:** Grades in the fall are based on measured progress toward proficiency in the learning objectives outlined above. To earn credit in the course, you will need to demonstrate measurable progress in at least 3 out of 4 (75%) of the CLO categories to earn credit (CR) in English 1AF.

Item	% of Course Grade	Word Count*	Type of Assignment
Critical Reading/Reflection 1	3%	600	in-class
Personal Essay	5%	(1000)	out of class
Op-Ed Piece	7%	(1000)	out of class

Critical Reading/Reflection 2	5%	750	in-class		
Self-Reflection/Midyear Portfolio	8%	750	in-class		
In-Class Activities	5%	N/A	in-class		
Canvas Discussions	4%	N/A	out of class		
Editing Journal	2%	N/A	out of class	<b>Fall Total</b>	<b>[39%]</b>

**Spring 2019:** A final grade of C- or better in English 1AS is needed to satisfy GE Area A2.

Item	% of Course Grade	Word Count*	Type of Assignment		
Interview Transcript	2%	1000	out of class		
Profile Essay	9%	1000	out of class		
Ethnography Presentation	4%	800	out of class		
Critical Reading/Reflection 3	5%	750	in-class		
Critical Essay	15%	1200	out of class		
Self-Reflection/Final Portfolio	15%	1000	out of class		
In-Class Activities	5%	N/A	in-class		
Canvas Discussions	4%	N/A	out of class		
Editing Journal	2%	N/A	out of class	<b>Spring Total</b>	<b>[61%]</b>

**Word Count / Fall and Spring: 9550 (5150 finished writing)**

### How Will My Grade Be Calculated?

In Stretch English, your course grade is based on the grades you earn on the work you produce through both semesters. 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 beginning of class, whether they are submitted to Canvas or in-person. 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. (As a reminder, I will not accept late work for Canvas Discussions or In-Class Writing Activities.)

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

To help foster a positive classroom 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 attend class regularly and give your full attention to the task at hand.

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.

### Where Can I Find Information about 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 Find Information about Earning A2 Credit?

The [Stretch program syllabus](#) is also located in Module 1 at Canvas. In that syllabus you will find information about how you can earn A2 credit in Stretch I and II. Keep in mind that you will need to earn at least a C- in the yearlong course to earn an A2 credit.





**English 1AF / Stretch English I (Section 20)**  
**Fall 2019**  
**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.

**Course Schedule**

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	Th August 22	<p><b>In-Class Activity:</b> Syllabus/Canvas orientation</p> <p><b>In-Class Activity:</b> Subscribe to the <i>International New York Times (NYT)</i> digital</p> <p><b>In-Class Activity:</b> Discussion, front page of the <i>New York Times</i> World News page</p> <p><b>In-Class Activity:</b> Meet Your Classmates</p>
2	T August 27	<p><b>Read (before class):</b> Stories from the International front page of the <i>NYT</i></p> <p><b>Due on Canvas:</b> Story Response</p> <p><b>Bring to class:</b> Printed copy of Stretch English, Section Course Syllabi (first 6 pages)</p> <p><b>In-Class Activity:</b> Discussion Learning Outcomes/Syllabus</p> <p><b>In-Class Activity:</b> Find Reflection on College Writing in Canvas, Literacy Narrative</p> <p><b>In-Class Activity:</b> Create Class Norms</p> <p><b>In-Class Activity:</b> Story Responses</p>
2	Th August 28	<p><b>Read (before class):</b> Stories from the International front page of the <i>NYT</i></p> <p><b>Read (before class):</b> Ron Israel's "What does it mean to be a global citizen?" (Canvas)</p> <p><b>Due on Canvas:</b> Discussion (Find one related story or link)</p> <p><b>Bring to class:</b> Printed Reflection on College Writing Literacy Narrative, Annotated printout of Ron Israel's text (text page)</p> <p><b>In-Class Activities:</b> Choosing a Topic</p> <p><b>In-Class Activity:</b> Annotate Your Literacy Narrative</p> <p><b>In-Class Activity:</b> "Global citizen" as a Key Term</p>
3	T September 3	<p><b>Read (before class):</b> Stories from the International front page of the <i>NYT</i></p> <p><b>Read (before class):</b> Ballenger Chapter 2 "Reading as Inquiry" (Canvas)</p> <p><b>Bring to class:</b> Notes for Ballenger Chapter 2</p> <p><b>Due on Canvas:</b> Story Response</p> <p><b>In-Class Activity:</b> Choosing Your Topic and Its Key Terms</p>
3	Th September 5	<p><b>Read (before class):</b> Stories from the International front page of the <i>NYT</i></p> <p><b>Read (before class):</b> Pape's "Millennials and Print News" and Newspapers: Daily Readership by Age</p> <p><b>Bring to class:</b> Annotated readings</p> <p><b>Due on Canvas:</b> Story Response</p> <p><b>In-Class Activity:</b> Assign Teams/Roles, Choose Team Names, Discuss Team Expectations</p> <p><b>In-Class Activity:</b> Team/Individual Quiz on Readings</p> <p><b>In-Class Activity:</b> Choosing Your Topic and Its Key Terms</p>

Week	Date	Topics, Readings, Assignments, Deadlines
4	T September 10	<p><b>Read (before class):</b> Stories from the International front page of the <i>NYT</i></p> <p><b>Read (before class):</b> Ballenger Chapter 1 “Writing as Inquiry”</p> <p><b>Review:</b> Ballenger 47-53 to prepare for KWL+ exercise</p> <p><b>Due on Canvas:</b> Story Response</p> <p><b>In-class Activity:</b> Team/Individual Quiz on Readings</p> <p><b>In-class Activity:</b> KWL+ and Dialoguing with the Text</p> <p><b>In-Class Activity:</b> Keeping a Reading Log</p>
4	Th September 12	<p><b>Read (before class):</b> Stories from the International front page of the <i>NYT</i></p> <p><b>Read (before class):</b> Writing Tools #41, 42, 48, 50</p> <p><b>Read (before class):</b> Little Seagull Handbook 9-16 (Writing Processes)</p> <p><b>Review:</b> Ballenger 47-53 to prepare Double-Entry Journal</p> <p><b>Bring to class:</b> Annotated story and Double-Entry Journal pages for your story</p> <p><b>Due on Canvas:</b> Discussion (Your writing process – 3 you do, 3 you don’t)</p> <p><b>In-Class Activity:</b> Thesis Workshop with Reflection</p> <p><b>In-Class Activity:</b> Discuss rubric</p>
5	T September 17	<p><b>Read (before class):</b> Stories from the International front page of <i>NYT</i></p> <p><b>Read (before class):</b> Little Seagull Handbook 314-317 (Elements of a Sentence)</p> <p><b>Read (before class):</b> Writing Tools #1, 2, 3, 4, 6, 22</p> <p><b>Due on Canvas:</b> Discussion (Sentences)</p> <p><b>Due on Canvas:</b> Story Response</p> <p><b>Bring to class:</b> KWL+ for your story (at least 3 stories on your NYT topic) and your Double-Entry Journal for your story</p> <p><b>In-Class Activities:</b> Finding Your Characters, Appositives and Adjective Clauses</p> <p><b>In-Class Activity:</b> Team/Individual Quiz on Readings</p>
5	Th September 19	<p><b>Read (before class):</b> Stories from the International front page of the <i>NYT</i></p> <p><b>In-Class Activity:</b> Selecting Evidence for Your Essay</p> <p><b>In-Class Activity:</b> Sentence Experiments</p>
6	T September 24	<p><b>Bring to class:</b> Your <b>laptop</b>, annotated story, your KWL+, your double-entry journal, your outline, to be submitted with your draft.</p> <p><b>In-Class Activity:</b> Critical Reading/Reflection Essay 1</p>
6	Th September 26	<p><b>Read (before class):</b> Ballenger Chapter 3 “Writing a Personal Essay”</p> <p><b>Due on Canvas:</b> Discussion (Details)</p> <p><b>In-Class Activity:</b> Cover Sheet for Critical Reading/Reflection Essay</p> <p><b>In-Class Activity:</b> Discuss and plan for Personal Essay, Invention strategies</p>
7	T, October 1	<p><b>Read (before class):</b> “The Battle Plan” by Naomi Wolf</p> <p><b>Read (before class):</b> Writing Tools #14, 16</p> <p><b>Read (before class):</b> Stories from the International front page of the <i>NYT</i></p> <p><b>Bring to class:</b> Annotated “The Battle Plan”</p> <p><b>Due on Canvas:</b> Story Response</p> <p><b>In-Class Activity:</b> Individual/Team Quiz, Sketch Your Personal Essay</p>
7	Th October 3	<p><b>Read (before class):</b> “Two Ways to Belong in America” (Canvas)</p> <p><b>Read (before class):</b> Writing Tools #25</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><b>Bring to class:</b> Your prewriting and a quick sketch for your essay (Ballenger 84-89)</p> <p><b>Due on Canvas:</b> Discussion (Inciting Incident)</p> <p><b>In-Class Activity:</b> Workshop to Structure Your Personal Essay</p> <p><b>In-Class Activity:</b> Discuss Editing Journal</p>
8	T October 8	<p><b>Read (before class):</b> Stories from the International front page of the <i>NYT</i></p> <p><b>Read (before class):</b> Writing Tools #55</p> <p><b>Due on Canvas:</b> Story Response</p> <p><b>In-Class Activity:</b> Workshop to Generate Details for Narrative Writing</p>
8	Th October 10	<p><b>Bring to class:</b> 3 copies of the complete draft of your personal essay</p> <p><b>Due on Canvas:</b> Discussion</p> <p><b>In-Class Activity:</b> Peer Review Revision Workshop</p>
9	T October 15	<p><b>Read (before class):</b> Writing Tools #9, 47, 49</p> <p><b>Bring to class:</b> 3 printed copies of a <i>revised</i> draft</p> <p><b>Due on Canvas:</b> Story Response</p> <p><b>In-Class activity:</b> Discuss Editing Strategies</p> <p><b>In-Class activity:</b> Discuss Editing Journal</p> <p><b>In-Class Activity:</b> Peer Review Editing Workshop</p>
9	Th October 17	<p><b>Due on Canvas:</b> Final draft of your Personal Essay, Cover Sheet</p> <p><b>Due in Class:</b> Documentation as evidence for your Cover Sheet claims (e.g., prewriting, revision draft, editing draft, annotations)</p> <p><b>In-Class activity:</b> Discuss Op-Ed Assignment</p> <p><b>In-Class activity:</b> Discuss conventions of the Op-Ed piece</p>
10	T October 22	<p><b>Read (before class):</b> Opinion pages in <i>NYT</i></p> <p><b>Read (before class):</b> Little Seagull Handbook 2-5 (Audience)</p> <p><b>Due on Canvas:</b> Story Response</p> <p><b>In-Class Activity:</b> Discuss Audience</p>
10	Th October 25	<p><b>Read (before class):</b> Opinion pages in <i>NYT</i></p> <p><b>Read (before class):</b> Pope's Speech to Congress (Canvas)</p> <p><b>Due on Canvas:</b> Discussion (Pathos)</p> <p><b>In-Class Activity:</b> Discuss/Analyze Strategies for Creating Democratic Dialogue</p>
11	T October 29	<p><b>Read (before class):</b> Opinion pages in <i>NYT</i></p> <p><b>Read (before class):</b> Ballenger Chapter 7 "Writing an Argument"</p> <p><b>Read (before class):</b> Writing Tools #44, 53</p> <p><b>Due on Canvas:</b> Story Response</p> <p><b>In-Class Activity:</b> Inquiring into Your Own Argument: A Question Generating Workshop</p> <p><b>In-Class Activity:</b> Team/Individual Quiz</p>
11	Th October 31	<p><b>Read (before class):</b> Opinion pages in <i>NYT</i></p> <p><b>Due on Canvas:</b> Discussion (Ethos)</p> <p><b>Bring to Class:</b> A sketch of your argument (see Ballenger)</p> <p><b>In-Class Activity:</b> Workshop to Shape Claims, Reasons, Evidence</p>

Week	Date	Topics, Readings, Assignments, Deadlines
12	T November 5	<p><b>Read (before class):</b> Opinion pages in <i>NYT</i></p> <p><b>Read (before class):</b> Ballenger Chapter 12 “Using and Citing Sources”</p> <p><b>Due on Canvas:</b> Story Response</p> <p><b>In-Class Activity:</b> Workshop on Choosing Evidence and Attributing Sources</p>
12	Th November 7	<p><b>Read (before class):</b> Opinion pages in <i>NYT</i></p> <p><b>Read (before class):</b> Writing Tools #20, 21</p> <p><b>Read (before class):</b> Little Seagull Handbook 30-36 (Designing What You Write)</p> <p><b>Due on Canvas:</b> Discussion (Logos) – <b>move first with ethos last</b></p> <p><b>In-Class Activity:</b> Inventory strategies for Emotional and Logical Appeals</p> <p><b>In-Class Activity:</b> Tools for Your Digital Essay – <b>have them collect charts, photos, comics?</b></p>
13	T November 12	<p><b>Read (before class):</b> Writing Tools #10</p> <p><b>Read (before class):</b> Ballenger Chapter 14 “Revision strategies”</p> <p><b>Bring to class:</b> 3 copies of a complete draft of your Op-Ed piece</p> <p><b>In-Class Activity:</b> Peer Review Workshop</p>
13	Th November 14	<p><b>Due on Canvas:</b> Op-Ed Essay and Cover Sheet</p> <p><b>Due in Class:</b> Documentation as evidence for your Cover Sheet claims (e.g., prewriting, revision draft, editing draft, annotations)</p> <p><b>Due on Canvas:</b> Discussion (Reflect with Claim and Evidence)</p> <p><b>In-class Activity:</b> Discuss Critical Reading/Reflection Essay 2</p> <p><b>In-class Activity:</b> Analyze the Mid-Year Reflection Essay &amp; Portfolio Instructions</p>
14	T November 19	<p><b>Due on Canvas:</b> Discussion</p> <p><b>Due on Canvas:</b> Story Response</p> <p><b>In-Class Activity:</b> Thesis Workshop and Reflection</p>
14	Th November 21	<p><b>Bring to class:</b> Laptop, annotations, prewriting</p> <p><b>In-Class Activity:</b> <b>Critical Reading/Reflection Essay 2</b></p>
15	T November 25	<p><b>Bring to class:</b> Laptop, essays, drafts, evidence of your writing process for the semester</p> <p><b>Review:</b> “A First Reflection on Your Writing Process” (Ballenger 15-34)</p> <p><b>Read (before class):</b> Ballenger Appendix B “The Writing Portfolio”</p> <p><b>Due on Canvas:</b> Discussion (Connect to ePortfolio audience)</p> <p><b>In-class activity:</b> Exercise Toward Understanding Assessment, Gathering Claims and Evidence</p>
15	Th November 28	<b>NO CLASS – THANKSGIVING BREAK</b>
16	T December 3	<p><b>Due on Canvas:</b> Discussion (Reflect on Editing Journal)</p> <p><b>Due on Canvas:</b> Editing Journal</p> <p><b>In-Class Activity:</b> Set up e-Portfolios</p>
16	Th December 5	<p><b>Due on Canvas (in class!):</b> Submit the e-Portfolio for midyear assessment</p> <p><b>In-Class Activity:</b> Write <b>Self-reflection essay</b></p>

Week	Date	Topics, Readings, Assignments, Deadlines
17 Final Exam	M December 16 12:15 – 2:30 p.m.	<b>In-Class Activity:</b> Discuss Readings for Winter Break, Discuss Interview Assignment, Preparing for Your Interview Assignment, Conducting an Interview Worksheet, Preview Gladstone’s <i>The Influencing Machine</i>

**Our work over the Winter Break:** During the month of January, you’ll be reading Brooke Gladstone’s book *The Influencing Machine* (through page 127) and getting started on your interviews for your Profile Essays. On a weekly basis you will post comments to our Canvas Discussion boards in response to this reading. (Posts will be calculated in the grade for the Spring semester.)

**English 1AS / Stretch English I (Section 20)**  
**Spring 2020**  
**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.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Th January 23	<b>Welcome back!</b> <b>In-Class Activity:</b> Discuss Portfolios, Assign new teams, Discuss Critical Reading/Reflection (CRR) 3, Writing Resolutions
2	T January 28	<b>Due on Canvas:</b> Reflect on Portfolio <b>In-Class Activity:</b> Individual/Team Quiz ( <i>The Influencing Machine</i> ), Freewrite for CRR 3
2	Th January 30	<b>Due on Canvas:</b> Story Response <b>In-Class Activity:</b> Workshop for CRR 3
3	T February 4	<b>Bring to class:</b> Laptop, Prewriting for your in-class essay <b>In-Class Activity:</b> <b>Critical Reading/Reflection Essay 3 (submit draft with your prewriting)</b>
3	Th February 6	<b>Bring to Class:</b> 3 printed copies of Interview Transcript <b>Due on Canvas:</b> Interview Transcript <b>In-Class Activity:</b> Workshop Interview Transcripts, Prepare for Profile Essay
4	T February 11	<b>Read:</b> Ballenger Chapter 4 “Writing a Profile” <b>Read:</b> <i>Writing Tools</i> 35, 55 <b>Due on Canvas:</b> Discussion (Scene and Inciting Incident) <b>In-Class Activity:</b> Capturing Character for Profile Writing
4	Th February 13	<b>Read:</b> NYT Profiles 1 and 2 (in Canvas Files) <b>Read:</b> <i>Writing Tools</i> #26, 27, 54 (Dialogue as Action, Character Traits, Character Detail) <b>Bring to class:</b> Sketch of Profile Essay (pages 127-7: Writing the Sketch and Moving from Sketch to Draft) <b>Due on Canvas:</b> Response to NYT Profiles <b>In-Class Activity:</b> Discuss upcoming Large Group Workshop, Team/Individual Quiz (Ballenger and <i>Writing Tools</i> ), Finding Frame for Profile
5	T February 18	<b>Due on Canvas:</b> Story Response <b>In-Class Activity:</b> Workshop titles and leads, Integrating Dialogue and Quotation
5	Th February 20	<b>Bring to class:</b> Comments on essays you were assigned to read and annotate (1 copy for Jill/1 for writer) <b>In-Class Activity:</b> Large Group Workshop of drafts

Week	Date	Topics, Readings, Assignments, Deadlines
6	T February 25	<b>Bring to class:</b> Comments on essays you were assigned to read and annotate (1 copy for teacher/1 for writer) <b>In-Class Activity:</b> Large Group Workshop of drafts
6	Th February 27	<b>Bring to class:</b> Comments on essays you were assigned to read and annotate (1 copy for teacher/1 for writer) <b>In-Class Activity:</b> Large Group Workshop of drafts
7	T March 3	<b>Bring to class:</b> Comments on essays you were assigned to read and annotate (1 copy for teacher/1 for writer) <b>In-Class Activity:</b> Large Group Workshop of drafts
7	Th March 5	<b>Due on Canvas and in class:</b> Final Version Profile Essay and Cover Sheet <b>Due in Class:</b> Documentation as evidence for your Cover Sheet claims (e.g., prewriting, revision draft, editing draft, annotations) <b>In-Class Activity:</b> Preparing for Critical Reading/Reflection Essay 3 <b>In-Class Activity:</b> Discuss Editing Journal
8	T March 10	<b>Read:</b> Ballenger Chapter 9 “Ethnographic Essay” <b>Due on Canvas:</b> Story Response <b>In-Class Activity:</b> Discuss Ethnography Project, Individual/Team Quiz (Ballenger)
8	Th March 12	<b>Due on Canvas:</b> Discussion (Analyze NYT Comments) <b>In-Class Activity:</b> Preparing for your Ethnography Project
9	T March 17	<b>Due on Canvas:</b> Discussion (Share a NYT Story) <b>In-Class Activity:</b> Research and Analysis for Your Ethnography Project
9	Th March 19	<b>In-Class Activity:</b> Work on Ethnography projects with group (Getting Organized and Framing Research)
10	T March 24	<b>Read:</b> Ballenger Chapter 13 “Re-Genre: Repurposing Your Writing for Multimedia Genres” <b>Read:</b> Little Seagull Handbook “Parallelism” <b>Due on Canvas:</b> Discussion (Multimodal Rhetoric) <b>In-Class Activity:</b> Working with multimodal texts, Individual/Team Quiz (Ballenger, LSH), Work on presentations
10	Th March 26	<b>Due on Canvas:</b> Discussion (Sentence Study - Parallelism) <b>Bring to Class:</b> Draft of Ethnography Project (Slides/script/storyboard/mock-up) <b>In-Class Activity:</b> Work on Ethnography Project Presentation
11	T March 31	<b>SPRING BREAK</b>
11	Th April 2	<b>SPRING BREAK</b>
12	T April 7	<b>Due on Canvas and in class:</b> Ethnography Project (uploaded group presentation) <b>In-Class Activity:</b> Ethnography Project Presentations, Group Reviews

Week	Date	Topics, Readings, Assignments, Deadlines
12	Th April 9	<p><b>Due on Canvas:</b> Discussion (Reflect on multimodal presentation)</p> <p><b>Read:</b> Ballenger Chapter 8 “Writing an Analytical Essay”</p> <p><b>In-Class Activity:</b> Prepare and Workshop for Critical Essay</p>
13	T April 14	<p><b>Due on Canvas: Reflection on Ethnography Project</b></p> <p><b>Read:</b> Writing Tools #19, 53 (Paragraph Building, Word Choice)</p> <p><b>Read:</b> Writing Tools #7, 8, 18, 52 (Long Sentences, Pattern/Twist, Sentence Length, Shortest Sentence)</p> <p><b>In-Class Activity:</b> Individual/Team Quiz (Ballenger and Writing Tools), Sketch an argument for your Critical Essay</p>
13	Th April 16	<p><b>Due on Canvas:</b> Discussion (Integrating Evidence)</p> <p><b>In-Class Activity:</b> Integrating Evidence, Integrating Viewpoints</p>
14	T April 21	<p><b>Before class:</b> Email Jill a link to your essay (in-progress) in Google Docs</p> <p><b>Bring to Class:</b> Your laptop, sketch</p> <p><b>In-Class Activity:</b> Livewriting!: Essay development workshop</p>
14	Th April 23	<p><b>Bring to class:</b> 3 printed copies of your Critical Essay</p> <p><b>In-Class Activity:</b> Peer Review Workshop</p>
15	T April 28	<p><b>Due on Canvas: Final Version Critical Essay and Cover Sheet</b></p> <p><b>Due in Class:</b> Documentation as evidence for your Cover Sheet claims (e.g., prewriting, revision draft, editing draft, annotations)</p> <p><b>Bring to Class:</b> Laptop (to access your Mid-year Reflection and Portfolio)</p> <p><b>In-Class Activity:</b> Workshop to prepare Reflection Essay</p>
15	Th April 30	<p><b>Due on Canvas:</b> Discussion (Reflection)</p> <p><b>In-Class Activity:</b> Workshop to prepare Portfolio, Ethos/Pathos/Logos in your portfolio</p>
16	T May 5	<p><b>Due in Class:</b> 3 printed copies of your Self-Reflection Essay</p> <p><b>In-Class Activity:</b> Peer Review Workshop</p>
16	Th May 7	<p><b>Due on Canvas (in class): Final Self-Reflection Essay and Portfolio</b></p> <p><b>In-Class Activity:</b> Submit e-Portfolio</p>
Final Exam	To Be Announced	<p><b>Due on Canvas:</b> Editing Journal</p>