

San José State University
Humanities and Arts, Department of English and Comparative Literature
English 1AF and 1AS, Stretch English I and II
Section 23, Fall 2020 & Spring 2021

Instructor:	Jill Logan
Office Location:	Online
Email:	jill.logan@sjsu.edu
Office Hours:	TTh 3:00-4:00 or by appointment
Class Days/Time:	MW 1:30-2:45 <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>
Classroom:	Online
Prerequisites:	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).
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 yearlong course with a grade of C- or better.</i>
The Stretch Calendar	Stretch I and II span the fall and spring terms: taken together, the fall and spring course complete the A2 writing requirement. This means you must enroll in spring for the same section (time, day, instructor) in order to complete the course of study you begin in the fall.
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 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. Here's how the SJSU Catalog describes us:

Stretch I and II, together, fulfill the Written Communication I requirement. Courses in GE Area A2 cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing in the university. Students in these courses develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. A grade of C- or better signifies that the student is a capable college-level writer and reader of English.

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

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

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* (International), as well as a book on the media and various articles and essays on citizenship, activism, and more. You will also have a text that discusses the writing process, as well as an optional style guide that explores 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.

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

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

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

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 full year (\$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?

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 timed critical reading and reflection essays; a personal essay; an essay for a public forum (the Op-Ed); a self-reflection essay (timed). The spring writing assignments include: an interview project, a profile essay, a critical/reflection essay (timed), 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 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.

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).

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 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.

What Is My Role in Assessing My Own Learning in This Curriculum?

Learning to explain what you have learned through the coursework reinforces your learning and helps Stretch faculty understand the effects of our curricular designs. In both fall and spring you will turn in an e-Portfolio of your Stretch writing, along with an essay that reflects on your progress toward achieving the course learning objectives.

Your SJSU Writing Portfolio. In summer, you wrote essays to reflect on college writing before deciding to take Stretch English. In the first two weeks of the course, you will compile the writing you submitted to the *Reflection on College Writing* modules into a digital portfolio. The contents of your portfolio will be reviewed twice during your Stretch study.

- **Midyear Self-Reflection and Portfolio Review.** At the end of the fall term, you will add to your writing portfolio 1) samples that document your progress in the first half of the course and 2) a reflection essay comparing these samples. Written as a timed draft, the reflection essay compares the two samples to help the Stretch faculty to assess your midyear progress toward the Course Learning Outcomes listed on page 3.
- **Final Self-Reflection and Portfolio Review.** At the end of Stretch II, you will once again add to your SJSU writing portfolio, this time including materials to document and samples to illustrate your progress on one of the five GELOs for A2. When you submit the portfolio, you will once again write a self-reflection essay to help the Stretch faculty readers as they make this final assessment of your progress to proficiency as a college writer. This portfolio is your culminating exercise in this class.

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 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 year. Activities will be varied in purpose and design, and often related to 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

Fall 2020: 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*		
Critical Reading/Reflection 1	3%	600		
Personal Essay	4%	1000		
Op-Ed Piece	6%	1000		
Critical Reading/Reflection 2	5%	750		
Self-Reflection/Midyear Portfolio	6%	750		
Activities	5%	N/A		
Discussions/Story Responses	4%	N/A		
Quizzes	2%	N/A		
Reflections	2%			
Editing Journal	2%	N/A	Fall Total	[39%]

Spring 2021: A final grade of C- or better in English 1AS is needed to satisfy GE Area A2.

Item	% of Course Grade	Word Count*		
Interview Transcript	2%	1000		
Profile Essay	8%	1000		
Ethnography Presentation	4%	800		
Critical Reading/Reflection 3	5%	750		
Critical Essay	14%	1200		
Self-Reflection/Final Portfolio	13%	1000		
Activities	5%	N/A		
Discussions/Story Responses	4%	N/A		
Quizzes	2%	N/A		
Reflections	2%			
Editing Journal	2%	N/A	Spring Total	[61%]

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 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.

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 cohort, 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 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 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.

What happens if I don't earn credit in the Fall course?

If you earn No Credit in the fall, you will enroll in English 1A in the spring. If you successfully complete the spring English 1A (with a grade of C- or better), you will still complete your A2 requirement within your first year of study at SJSU.

What Should I Know About GE Area 2 Policy and Yearlong Grading in Stretch?

In keeping with GE policy, your final course grade for English 1AS will be a letter grade: A to F. You must earn a C- or better to receive graduation credit for GE Area A2. English 1AF is graded CR/NC. To receive credit in the fall semester, you must complete all coursework and demonstrate significant, measurable progress throughout the semester that suggests you are on track to earn a C- or better in the spring term.

Your spring grade in Stretch includes the grades you earned in fall. All the work you do in Stretch I and II, fall and spring combined, complete one general education course requirement: GE Area A2.

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 1AS.

1. 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.

2. 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, then please speak with Jill 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 writer 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.

Want to know more about Peer Connections? Ask Esme! Wait...

Who's Esme and How Can She Help Me?

We're *so* fortunate to have a really special collaborator in our learning community. Esme Vargas-Tovar is our Peer Educator. A Peer Educator is a SJSU student who has been trained to assist you as you work to achieve your learning goals in this course. She will be available to support you in two ways:

1. She will attend Zoom classes and assist you during scheduled class times.

2. She will reserve time each week to assist you one-on-one with any work related to your language development. This means she can help you with assignments for our class, as well as for other classes.

Think of her as someone who has been in your shoes, knows a lot, and has access to the resources SJSU has to offer. She can assist you with your writing, but she can also direct you to resources across the university.

Esme's email: esmeralda.vargas-tovar@sjsu.edu

Esme's office hours: TBA

Where Can I Go to Get Help with Canvas?

You should contact SJSU Technical Support for Canvas:

Email: ecampus@sjsu.edu

Phone (408)924-2337

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

English 1AF / Stretch English I (Section 23)
Fall 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.

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

Course Schedule

Module/ Week	Date	Topics, Readings, Assignments, Deadlines
1	W August 19	Zoom Meeting @ 1:30: Welcome! Watch Video: Meet Jill Watch Video: Go over the Syllabus and Tour our Canvas site Read: Syllabus
	F August 21	Due: Discussion (Questions about the Syllabus) Due: Discussion (Meet Your Classmates)
	Su August 23	Take Quiz: Syllabus Subscribe to the New York Times (NYT)
2	M August 24	Zoom Meeting @ 1:30: New York Times and the Week Ahead Read: Daily stories from the World front page of the NYT Due: Activity: Help Me Help You Questionnaire
	W August 26	Zoom Meeting @ 1:30: On Reading Due: Story Response
	F August 28	Due: Discussion (Find one related story or link)
	Su August 30	Due: Activity (Thinking Out Loud with a Text)

Module/ Week	Date	Topics, Readings, Assignments, Deadlines
3	M August 31	<p>Zoom Meeting @ 1:30: Choosing a Topic</p> <p>Read: Daily stories from the World front page of the <i>NYT</i></p> <p>Read: Ron Israel’s “What does it mean to be a global citizen?”</p> <p>Read: Choosing Your Topic for the Year</p> <p>Read and Download: Keeping a Reading Log (<i>optional</i>)</p> <p>Due: Activity (Brainstorm a List of Topics)</p> <p>Due: Discussion: Word Detectives</p>
	W September 2	<p>Zoom Meeting @ 1:30: Dialoguing with the Text</p> <p>Read: Ballenger Chapter 1 “Writing as Inquiry”</p> <p>Read: Ballenger Chapter 2 “Reading as Inquiry”</p> <p>Review: Ballenger 47-53 to prepare for KWL+ exercise</p> <p>Due: Activity (Choosing Your Topic and Its Key Terms)</p> <p>Due: Discussion (Story Response)</p>
	Su September 6	<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> <p>Take Quiz: Week 3 Assigned Readings</p> <p>Sign up for a Conference with Jill</p>
4	M September 7	NO CLASS – LABOR DAY
	W September 9	<p>Zoom Meeting @ 1:30: Thesis Workshop</p> <p>Read: Daily stories from the World front page of the <i>NYT</i></p> <p>Read: Writing Tools #41, 42, 48, 50</p> <p>Review: Ballenger 47-53 to prepare Double-Entry Journal</p> <p>Look Ahead: Critical Reading/Reflection Essay 1 Assignment and Rubric</p>
	F September 11	Due: Activity (Thesis Workshop)
	Su September 13	<p>Due: Discussion (Your writing process – 3 you do, 3 you don’t)</p> <p>Due: Discussion (Meet Your Teammates)</p> <p>Take Quiz: Week 4 Assigned Readings</p>

Module/ Week	Date	Topics, Readings, Assignments, Deadlines
5	M September 14	<p>Zoom Meeting @ 1:30: Finding Your Characters</p> <p>Watch Video: Appositives</p> <p>Watch Video: Adjective Clauses</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>Due: Discussion (Story Response)</p>
	Tu September 15	<p>Due: Activity (Finding Your Characters)</p> <p>Due: Activity (Appositives and Adjective Clauses)</p>
	W September 16	<p>Zoom Meeting @ 1:30: Selecting Evidence for Your Essay</p>
	Su September 20	<p>Due: Activity (Sentence Experiments)</p> <p>Due: Activity (Selecting Evidence for Your Essay)</p> <p>Take Quiz: Week 5 Assigned Readings</p>
6	M September 21	<p>Watch Video: The Week Ahead</p> <p>Read: Daily stories from the World front page of the <i>NYT</i></p> <p>Due: Critical Reading/Reflection Essay 1</p>
	Tu September 22	<p>Due: Reflection (Critical Reading/Reflection Essay 1) with supporting documents</p>
	W September 23	<p>Zoom Meeting @ 1:30: Prewriting Strategies</p> <p>Look Ahead: Personal Essay Assignment and Rubric</p> <p>Read: Ballenger Chapter 3 “Writing a Personal Essay”</p>
	Su September 27	<p>Due: Discussion (Details)</p> <p>Due: Discussion (Prewriting Strategies)</p> <p>Take Quiz: Ballenger Chapter 3</p>
7	M September 28	<p>Zoom Meeting @ 1:30: Personal Essay Structure</p> <p>Read: Daily stories from the World front page of the <i>NYT</i></p> <p>Read: “The Battle Plan” by Naomi Wolf</p> <p>Read: Writing Tools #14, 16, 25, 55</p> <p>Read: “Two Ways to Belong in America” (Canvas)</p>

Module/ Week	Date	Topics, Readings, Assignments, Deadlines
	Tu September 29	Due: Sketch for your Personal Essay Due: Discussion (Story Response)
	W September 30	Zoom Meeting @ 1:30: Workshop to Structure Your Personal Essay
	Su October 4	Due: Discussion (Inciting Incident) Due: Activity (Workshop to Structure Your Personal Essay) Take Quiz: Week 7 Assigned Readings
8	M October 5	Zoom Meeting @ 1:30: Workshop to Generate Details for Narrative Writing Read: Daily stories from the World front page of the <i>NYT</i>
	Tu October 6	Due: Discussion (Story Response) Due: Discussion (Details)
	W October 7	Zoom Meeting @ 1:30: What's the Point of Peer Reviews? Due: Activity (Workshop to Generate Details for Narrative Writing)
	F October 9	Due: Complete draft of your Personal Essay
	Su October 11	Due: Activity (3 Peer Reviews)
9	M October 12	Zoom Meeting @ 1:30: The Editing Journal and Beyond Read: Daily stories from the World front page of the <i>NYT</i> Read: Writing Tools #9, 47, 49 Look Ahead: Editing Journal Assignment and Rubric
	Tu October 13	Due: Discussion (Story Response)
	W October 14	Zoom Meeting @ 1:30: Editing Strategies Due (at noon): Revised draft of your Personal Essay Due: Activity (Editing Strategies) Due: Discussion (Editing Exercise questions)

Module/ Week	Date	Topics, Readings, Assignments, Deadlines
	F October 16	Due: Activity (3 Peer Reviews)
	Su October 18	Due: Final draft of your Personal Essay
10	M October 19	Watch Video: The Week Ahead Read: Opinion pages in <i>NYT</i> Look Ahead: Op-Ed Assignment and Rubric Due: Reflection (Personal Essay) with supporting documents
	Tu October 20	Due: Story Response (Understand the Audience for Your Topic)
	W October 21	Zoom Meeting @ 1:30: Effective and Productive Democratic Dialogue Read: Pope's Speech to Congress Due (at noon): Activity (Conventions of the Op-Ed piece) Due (at noon): Activity (Audience)
	Su October 25	Due: Discussion (Pathos) Due: Activity (Discuss/Analyze Strategies for Creating Democratic Dialogue)
11	M October 26	Watch Video: The Week Ahead Read: Opinion pages in <i>NYT</i> Read: Ballenger Chapter 7 "Writing an Argument" Read: Writing Tools #44, 53 Due: Activity (Thesis Workshop)
	Tu October 27	Due: Discussion (Story Response)
	W October 28	Zoom Meeting @ 1:30: Claims, Reasons, Evidence Read: Opinion pages in <i>NYT</i> Due (at noon): Sketch of your argument
	Su November 1	Due: Discussion (Logos) Due: Activity (Claims, Reasons, Evidence) Take Quiz: Week 11 Assigned Readings

Module/ Week	Date	Topics, Readings, Assignments, Deadlines
12	M November 2	<p>Watch Video: The Week Ahead</p> <p>Read: Opinion pages in <i>NYT</i></p> <p>Read: Ballenger Chapter 12 “Using and Citing Sources”</p> <p>Read: Writing Tools #20, 21</p>
	Tu November 3	<p>Due: Story Response (Find a Source)</p>
	W November 4	<p>Zoom Meeting @ 1:30: Choosing Evidence and Attributing Sources</p> <p>Watch Video: The Rhetorical Triangle</p> <p>Watch Video: Tools for Your Digital Essay</p>
	F November 6	<p>Due: Activity (Choosing Evidence and Attributing Sources)</p>
	Su November 7	<p>Due: Discussion (Ethos)</p> <p>Due: Activity (Inventory strategies for Emotional and Logical Appeals)</p> <p>Due: Activity (Sentence Experiments)</p> <p>Take Quiz: Week 12 Assigned Readings</p>
13	M November 9	<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>
	Th November 10	<p>Due: Complete draft of your Op-Ed Essay</p>
	W November 11	<p>NO CLASS – VETERANS DAY</p>
	Su November 15	<p>Due: Activity (3 Peer Reviews)</p>
14	M November 16	<p>Watch Video: The Week Ahead</p> <p>Read: Continue to follow your topic in the <i>NYT</i></p> <p>Read: TBA</p> <p>Due: Op-Ed Essay</p> <p>Look Ahead: Critical Reading/Reflection Essay 2 Assignment and Rubric</p>

Module/ Week	Date	Topics, Readings, Assignments, Deadlines
	W November 18	Zoom Meeting @ 1:30: Critical Reading/Reflection Essay 2 Discussion Due (at noon): Discussion (on TBA reading) Due: Reflection (Op-Ed Essay) with supporting documents
	F November 20	Due: Activity (Critical Reading/Reflection Essay 2 Freewrite)
15	M November 23	Watch Video: The Week Ahead Due: Critical Reading/Reflection Essay 2 Look Ahead: Mid-Year Reflection Essay & Portfolio Instructions
	W November 25	NO CLASS – THANKSGIVING BREAK
16	M November 30	Watch Video: The Week Ahead Review: “A First Reflection on Your Writing Process” (Ballenger 15-34) Read: Ballenger Appendix B “The Writing Portfolio” Read and Download: Portfolio Appendix Example Due: Discussion (Connect to ePortfolio audience)
	Tu December 1	Due: Activity (Gathering Claims and Evidence) Due: Activity (Worksheet for Reflecting)
	W December 2	Zoom Meeting @ 1:30: Exercise Toward Understanding Assessment Watch Video: Set up your ePortfolio Due: Editing Journal
	F December 4	Due: Discussion (Reflect on Editing Journal)
	Su December 6	Due: Activity (Set up your e-Portfolio)
17	M December 7	Watch Video: The Week Ahead Due: Submit the e-Portfolio for midyear assessment Due: Midyear Self-reflection essay

Module/ Week	Date	Topics, Readings, Assignments, Deadlines
Final Exam Date	Tu December 15 @ 12:15	<p>Zoom Meeting @ 12:15: Discuss What's Next</p> <p>Look Ahead: Interview Assignment</p> <p>Look Ahead: Readings for Winter Break</p> <p>Read and Download: Conducting an Interview Worksheet</p> <p>Due: Activity (Preparing for Your Interview Assignment)</p> <p>Due: Activity (Preview Gladstone's <i>The Influencing Machine</i>)</p>

Our work over the Winter Break: During the month of January, you'll be reading Brooke Gladstone's book *The Influencing Machine* 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 23)
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.

Week	Date	Topics, Readings, Assignments, Deadlines
1	W January 27	<p>Welcome back!</p> <p>Zoom Meeting @ 1:30</p> <p>Activity: Discuss Portfolios, Assign new teams, Discuss Critical Reading/Reflection (CRR) 3, Writing Resolutions</p>
2	M February 1	<p>Zoom Meeting @ 1:30</p> <p>Due: Reflect on Portfolio</p> <p>Activity: Individual/Team Quiz (<i>The Influencing Machine</i>), Freewrite for CRR 3, Text-based Discussions</p>
2	W February 3	<p>Zoom Meeting @ 1:30</p> <p>Due: Story Response</p> <p>Activity: Workshop for CRR 3</p>
3	M February 8	<p>Activity: Critical Reading/Reflection Essay 3 (submit draft with your prewriting)</p>
3	W February 10	<p>Zoom Meeting @ 1:30</p> <p>Due: Interview Transcript</p> <p>Due: Reflect on CRR 3</p> <p>Activity: Workshop Interview Transcripts, Prepare for Profile Essay</p>
4	M February 15	<p>Zoom Meeting @ 1:30</p> <p>Read: Ballenger Chapter 4 “Writing a Profile”</p> <p>Read: <i>Writing Tools</i> 35, 55</p> <p>Due: Discussion (Scene and Inciting Incident)</p> <p>Activity: Capturing Character for Profile Writing</p>
4	W February 17	<p>Zoom Meeting @ 1:30</p> <p>Read: NYT Profiles 1 and 2 (in Canvas Files)</p> <p>Read: Writing Tools #26, 27, 54 (Dialogue as Action, Character Traits, Character Detail)</p> <p>Due: Sketch of Profile Essay (pages 127-7: Writing the Sketch and Moving from Sketch to Draft)</p> <p>Due: Response to NYT Profiles</p> <p>Activity: Discuss upcoming Large Group Workshop, Team/Individual Quiz (Ballenger and Writing Tools), Finding Frame for Profile</p>

Week	Date	Topics, Readings, Assignments, Deadlines
5	M February 22	<p>Zoom Meeting @ 1:30</p> <p>Due: Story Response</p> <p>Activity: Workshop titles and leads, Integrating Dialogue and Quotation</p> <p>Activity: Sentence Experiments</p> <p>Due: Rough Drafts of Profile Essay</p>
5	W February 24	<p>Zoom Meeting @ 1:30</p> <p>Due: Comments on essays you were assigned to read and annotate</p> <p>Activity: Large Group Workshop of drafts</p>
6	M March 1	<p>Zoom Meeting @ 1:30</p> <p>Due: Comments on essays you were assigned to read and annotate</p> <p>Activity: Large Group Workshop of drafts</p>
6	W March 3	<p>Zoom Meeting @ 1:30</p> <p>Due: Comments on essays you were assigned to read and annotate</p> <p>Activity: Large Group Workshop of drafts</p>
7	M March 8	<p>Zoom Meeting @ 1:30</p> <p>Due: Comments on essays you were assigned to read and annotate</p> <p>Activity: Large Group Workshop of drafts</p>
7	W March 10	<p>Zoom Meeting @ 1:30</p> <p>Due: Final Version Profile Essay and Cover Sheet</p> <p>Due: Reflection</p> <p>Activity: Preparing for Critical Reading/Reflection Essay 3</p> <p>Activity: Discuss Editing Journal</p>
8	M March 15	<p>Zoom Meeting @ 1:30</p> <p>Read: Ballenger Chapter 9 “Ethnographic Essay”</p> <p>Due: Story Response</p> <p>Activity: Discuss Ethnography Project, Individual/Team Quiz (Ballenger)</p>
8	W March 17	<p>Zoom Meeting @ 1:30</p> <p>Due: Discussion (Analyze NYT Comments)</p> <p>Activity: Preparing for your Ethnography Project</p>
9	M March 22	<p>Zoom Meeting @ 1:30</p> <p>Due: Discussion (Share a NYT Story)</p> <p>Activity: Research and Analysis for Your Ethnography Project</p>

Week	Date	Topics, Readings, Assignments, Deadlines
9	W March 24	Zoom Meeting @ 1:30 Due: Work on Ethnography projects with group (Getting Organized and Framing Research)
10	M March 29	SPRING BREAK
10	W March 31	SPRING BREAK
11	M April 5	Zoom Meeting @ 1:30 Read: Ballenger Chapter 13 “Re-Genre: Repurposing Your Writing for Multimedia Genres” Read: Little Seagull Handbook “Parallelism” Due: Discussion (Multimodal Rhetoric) Activity: Working with multimodal texts, Work on presentations
11	W April 7	Zoom Meeting @ 1:30 Due: Discussion (Sentence Study - Parallelism) Bring to Class: Draft of Ethnography Project (Slides/script/storyboard/mock-up) Activity: Work on Ethnography Project Presentation
12	M April 12	Zoom Meeting @ 1:30 Due: Ethnography Project (uploaded group presentation) Activity: Ethnography Project Presentations, Group Reviews
12	W April 14	Zoom Meeting @ 1:30 Due: Discussion (Reflect on multimodal presentation) Read: Ballenger Chapter 8 “Writing an Analytical Essay” Activity: Prepare and Workshop for Critical Essay
13	M April 19	Zoom Meeting @ 1:30 Due: Reflection on Ethnography Project Read: Writing Tools #19, 53 (Paragraph Building, Word Choice) Read: Writing Tools #7, 8, 18, 52 (Long Sentences, Pattern/Twist, Sentence Length, Shortest Sentence) Activity: Individual/Team Quiz (Ballenger and Writing Tools), Sketch an argument for your Critical Essay
13	W April 21	Zoom Meeting @ 1:30 Due: Discussion (Integrating Evidence) Activity: Integrating Evidence, Integrating Viewpoints Activity: Sentence Experiments

Week	Date	Topics, Readings, Assignments, Deadlines
14	M April 26	Zoom Meeting @ 1:30 Due: Discussion Activity: Controlling Sources, Choosing Titles
14	W April 28	Zoom Meeting @ 1:30 Due: Complete draft of your Critical Essay Activity: Peer Review Workshop
15	M May 3	Zoom Meeting @ 1:30 Due: <i>Revised</i> Critical Essay Activity: Editing Workshop
15	W May 5	Zoom Meeting @ 1:30 Due: Final Version Critical Essay Due: Reflection on Critical Essay Activity: Workshop to prepare Portfolio Self-Reflection Essay
16	M May 10	Zoom Meeting @ 1:30 Due: Discussion (Using Emotional Arguments in Your Portfolio) Activity: Workshop to prepare Portfolio, Ethos/Pathos/Logos in your portfolio
16	W May 12	Zoom Meeting @ 1:30 Due: Complete Draft of your Self-Reflection Essay Activity: Peer Review Workshop
17	M May 17	Zoom Meeting @ 1:30 Due: Final Self-Reflection Essay and Portfolio Activity: Submit e-Portfolio
Final Exam	TBA	Zoom Meeting @ 1:30 Due: Editing Journal