

San José State University
Humanities and Arts, Department of English and Comparative Literature
English 1AF and 1AS, Stretch English I and II
Section 14, Fall 2022 & Spring 2023

Instructor:	Jill Logan
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Email:	jill.logan@sjsu.edu
Office Hours:	TTh 1:30-2:30 via Zoom link or by appointment
Class Days/Time:	MW 12:00-1:15 <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:	Clark Building 225B
Prerequisites:	Completion of the <i>Reflection on College Writing</i> 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>

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 Opinion essay that seeks to explain the experience of a female Afghan refugee 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 vaccine 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?

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.

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.

How will we communicate?

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](#).

What exactly is the Stretch Program?

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.

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 accelerates your learning and gives you the chance to make strong relationships on campus.

GE Learning Outcomes (GELO)

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

1. read actively and rhetorically
2. 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. integrate your ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres
5. use college-level language with clarity and grammatical proficiency.

Course Learning Outcomes (CLO)

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

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

- demonstrate the ability to reflect on their progress as rhetorical readers and writers by compiling a portfolio and writing a self-reflective essay

Course Requirements and Assignments

The tables below show the sequence of assignments in this course in both fall and spring semesters and how these assignments align with SJSU General Education Learning Outcomes:

Table 1: Fall Semester

Assignment	Estimated Word Count	GE Learning Objective
Discovery Draft: Personal Letter	600	GELO 1,2,3,4,5
Personal Essay	1000	GELO 2,3,5
Discovery Draft: Counterpoint	750	GELO 1,2,3,4,5
NYT Opinion Guest Essay	1000	GELO 2,3,4,5
Mid-Year Self-Reflection and Portfolio	875	GELO 1,2,3,4,5

Table 2: Spring Semester

Assignment	Estimated Word Count	GE Learning Objective
Interview Project	1000	GELO 2,3,5
Profile	1000	GELO 2,3,4,5
Ethnography Project	800	GELO 2,3,5
Discovery Draft: Argument Analysis	750	GELO 1,2,3,4,5
Critical Essay	1000	GELO 2,3,4,5
Final Self-Reflection and Portfolio	1000	GELO 1,2,3,4,5

How much time will I spend on this class?

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.

While all students will complete the 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.

Your goal in this class is to learn what *you* need in order to develop your skills as a writer. 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.

What is the 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.

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.)

What Texts will I need?

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*, as well as a book on the media and various articles and essays on citizenship, and more. You will also have texts that discuss the writing process, as well as a style guide that explores the finer intricacies of writing.

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

For both Fall and Spring:

Notice that you will need the books below for both semesters; therefore I recommend buying them rather than renting them.

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

For Spring only:

Gladstone, Brooke. *The Influencing Machine: Brooke Gladstone on the Media* (2021 edition)
ISBN: 978-0393541571

Optional:

Little Seagull Handbook w/ Exercises (3rd Edition)
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.

The 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 your free subscription: <https://libguides.sjsu.edu/nyt-online>

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.

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 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.

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 Reflections on your work so that you and I can both evaluate the effectiveness of your writing process. Other assignments include:

Canvas Discussions/Story Responses

You will be required to post various Discussion posts to Canvas so that we will use as springboards for our discussions and writing in class. Some will 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.

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. Some of these activities will be Individual/Team quizzes, which I will explain during class. *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.*

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 2022: Grades in the fall are based on measured progress toward proficiency in the learning objectives outlined in the Syllabus.

Item	% of Course Grade	Word Count*		
Discovery draft: Persuasive Letter	3%	600		
Personal Essay	4%	1000		
Discovery draft: Counterpoint	3%	750		
NYT Opinion Piece	7%	1000		
Self-Reflection/Midyear Portfolio	6%	750		
In-Class Activities	5%	N/A		
Discussions/Story Responses	4%	N/A		
Reflections	4%	300		
Editing Journal	2%	N/A	Fall Total	[38%]

Spring 2023: 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 Project	8%	800		
Discovery draft: Argument Analysis	3%	750		
Critical Essay	14%	1200		
Self-Reflection/Final Portfolio	12%	1000		
In-Class Activities	5%	N/A		
Discussions/Story Responses	4%	N/A		
Reflections	4%	300		
Editing Journal	2%	N/A	Spring Total	[62%]

Word Count / Fall and Spring: 9850 (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?

For assignments submitted 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 In-Class 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.

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.

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 our Canvas files. 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.

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](#) 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 Yan! Wait...

Who is Yan and How Can She Help Me?

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

1. She will attend class 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 academic development. This means she can help you with assignments for our class, as well as for other classes that she is tutoring.

Think of Yan as someone who has been in your shoes and has lots of knowledge about what SJSU has to offer. She can assist you with your course work, but she can also direct you to resources and opportunities across the university.

Yan's email: er.yan@sjsu.edu

Yan's office hours: TBA

Are there opportunities for extra credit?

There are two opportunities for extra credit. Sure, this can offer you some points if you miss an In-Class Activity or Discussion post, but, more importantly, these opportunities are here to help you reach out to and explore the resources available to you.

Option 1: Make an appointment to conference with Jill. This is a chance for us to get to know each other better and for me to offer you more 1-on-1 help than you'd get in the regular classroom. Getting to know students is one of my favorite parts of teaching, so help me help you! **(2 points)**

Option 2: Make an appointment to meet with Yan. This may be for specific help on an assignment, or to speak with Yan more generally about campus resources or student life. She's here to help you, too! **(2 points)**

You may take advantage of one or both of these options. The extra credit points can be applied to either your In-Class Activities score or your Discussions/Story Response score. You may only use each option once, so that there's a maximum of 4 extra credit points for the year.

Where Can I Go to Access Technology to Use for This Course?

The University provides students access to technological resources at several locations on campus:

- **Academic Success Center (Clark Hall).** Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college.
- **Student Computing Services (Martin Luther King Library).** Computers are also available in the Martin Luther King Library through Student Computing Services at <https://library.sjsu.edu/student-computing-services/student-computing-services>. Check out the fourth floor for technology and assistance with using technology to communicate your ideas. A wide variety of audio-visual equipment is also available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

English 1AF / Stretch English I
Fall 2022
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

Week	Date	Topics, Readings, Assignments, Deadlines
1	M August 22	<p>Read (before class): Syllabus</p> <p>Bring to class: Questions about Syllabus</p> <p>In-Class Activity: Canvas orientation</p> <p>In-Class Activity: Subscribe to the <i>New York Times</i></p> <p>In-Class Activity: Meet Your Classmates</p>
1	W August 24	<p>Read (before class): Stories from the <i>New York Times</i></p> <p>Due on Canvas: Story Response</p> <p>Bring to class: Printed copy of your Reflection on College Writing (Literacy Narrative)</p> <p>In-Class Activity: Introduce your peer</p> <p>In-Class Activity: Annotate Your Literacy Narrative</p> <p>In-Class Activity: Help Me Help You Questionnaire</p>
2	M August 29	<p>Read (before class): Stories from the <i>New York Times</i></p> <p>Due on Canvas: Discussion (Find one related story or link)</p> <p>In-Class Activity: Reading Strategies</p> <p>In-Class Activities: Choosing a Topic</p>
2	W August 31	<p>Read (before class): Stories from the <i>New York Times</i></p> <p>Read (before class): Ron Israel’s “What does it mean to be a global citizen?” (Canvas)</p> <p>Bring to class: Annotated readings</p> <p>Due on Canvas: Story Response</p> <p>In-Class Activity: Choosing Your Topic and Its Key Terms</p>
3	M September 5	NO CLASS – LABOR DAY
3	W September 7	<p>Read (before class): Stories from the <i>New York Times</i></p> <p>Read (before class): Ballenger Chapter 2 “Reading as Inquiry”</p> <p>Due on Canvas: Story Response</p> <p>In-Class Activity: Assign Teams</p> <p>In-Class Activity: Team/Individual Quiz on Readings</p> <p>In-Class Activity: KWL+ and Dialoguing with the Text</p>

Week	Date	Topics, Readings, Assignments, Deadlines
4	M September 12	<p>Read (before class): Stories from the <i>New York Times</i></p> <p>Review: Ballenger 47-53 to prepare Double-Entry Journal</p> <p>Bring to class: Annotated story and Double-Entry Journal pages for your story</p> <p>In-Class Activity: Discuss Persuasive Letter and rubric</p> <p>In-Class Activity: Audience, Genre, and Purpose</p>
4	W September 14	<p>Read (before class): Stories from the International front page of <i>NYT</i></p> <p>Due on Canvas: Story Response</p> <p>Bring to class: KWL+ for your topic (at least 3 stories on your NYT topic) and your Double-Entry Journal</p> <p>In-Class Activity: Thesis Workshop</p>
5	M September 19	<p>Read (before class): Stories from the New York Times</p> <p>Read (before class): Writing Tools #1, 2, 3, 4, 6, 22</p> <p>In-Class Activities: Finding Your Characters, Appositives and Adjective Clauses</p>
5	W September 21	<p>Read (before class): Stories from the New York Times</p> <p>Due on Canvas: Story Response</p> <p>In-Class Activity: Selecting Evidence for Your Essay</p> <p>In-Class Activity: Sentence Experiments</p>
6	M September 26	<p>Read (before class): Ballenger Chapter 1 “Writing as Inquiry”</p> <p>Read (before class): Writing Tools #41, 42, 48, 50</p> <p>Due to Canvas: Persuasive Letter</p> <p>In-Class Activity: The Writing Process, 3 you do, 3 you don’t</p> <p>In-Class Activity: Individual/Team Quiz</p>
6	W September 28	<p>Read (before class): Ballenger Chapter 3 “Writing a Personal Essay”</p> <p>Due on Canvas: Reflection with supporting documents</p> <p>In-Class Activity: Discuss and plan for Personal Essay, Invention strategies</p>
7	M October 3	<p>Read (before class): Writing Tools #14, 16</p> <p>Read (before class): Stories from the New York Times</p> <p>Due on Canvas: Discussion (Details)</p> <p>In-Class Activity: Individual/Team Quiz, Sketch Your Personal Essay</p>
7	W October 5	<p>Read (before class): “Two Ways to Belong in America” (Canvas)</p> <p>Read (before class): Writing Tools #25</p> <p>Bring to class: Your prewriting and sketch</p> <p>Due on Canvas: Discussion (Inciting Incident)</p> <p>In-Class Activity: Workshop to Structure Your Personal Essay</p>

Week	Date	Topics, Readings, Assignments, Deadlines
8	M October 10	<p>Read (before class): Stories from the New York Times</p> <p>Read (before class): Writing Tools #55</p> <p>Due on Canvas: Story Response</p> <p>In-Class Activity: Workshop to Generate Details for Narrative Writing</p>
8	W October 12	<p>Bring to class: 3 copies of a complete draft of your personal essay</p> <p>In-Class Activity: Peer Review Revision Workshop</p>
9	M October 17	<p>Read (before class): Writing Tools #9, 47, 49</p> <p>Bring to class: 3 printed copies of a <i>revised</i> draft</p> <p>In-Class Activity: Discuss Editing Strategies</p> <p>In-Class Activity: Discuss Editing Journal</p> <p>In-Class Activity: Peer Review Editing Workshop</p>
9	W October 19	<p>Due on Canvas: Final draft of your Personal Essay</p> <p>In-Class Activity: Discuss NYT Opinion section</p> <p>In-class Activity: Discuss Counterpoint and rubric</p>
10	M October 24	<p>Read (before class): Opinion pages in <i>NYT</i></p> <p>Due on Canvas: Reflection with supporting documents</p> <p>Due on Canvas: Discussion</p> <p>In-Class Activity: Freewrite for Counterpoint</p>
10	W October 26	<p>Read (before class): Opinion pages in <i>NYT</i></p> <p>Due on Canvas: Counterpoint</p> <p>In-Class Activity: Discuss NYT Opinion Guest Essay Assignment</p> <p>In-Class Activity: Discuss conventions of the NYT Opinion Guest Essay</p> <p>In-Class Activity: Discuss NYT Audience</p>
11	M October 31	<p>Read (before class): Opinion pages in <i>NYT</i></p> <p>Read (before class): Pope’s Speech to Congress (Canvas)</p> <p>Due on Canvas: Discussion (Pathos)</p> <p>In-Class Activity: Discuss/Analyze Strategies for Creating Democratic Dialogue</p>
11	W November 2	<p>Read (before class): Opinion pages in <i>NYT</i></p> <p>Read (before class): Ballenger Chapter 7 “Writing an Argument”</p> <p>Read (before class): Writing Tools #44, 53</p> <p>Due on Canvas: Story Response</p> <p>In-Class Activity: Inquiring into Your Own Argument: A Question Generating Workshop</p> <p>In-Class Activity: Team/Individual Quiz</p>

Week	Date	Topics, Readings, Assignments, Deadlines
12	M November 7	<p>Read (before class): Opinion pages in <i>NYT</i></p> <p>Due on Canvas: Discussion (Logos)</p> <p>Bring to Class: A sketch of your argument (see Ballenger Chapter 7)</p> <p>In-Class Activity: Workshop to Shape Claims, Reasons, Evidence</p>
12	W November 9	<p>Read (before class): Opinion pages in <i>NYT</i></p> <p>Read (before class): Ballenger Chapter 12 “Using and Citing Sources”</p> <p>Due on Canvas: Story Response</p> <p>In-Class Activity: Workshop on Choosing Evidence and Attributing Sources</p>
13	M November 14	<p>Read (before class): Opinion pages in <i>NYT</i></p> <p>Read (before class): Writing Tools #20, 21</p> <p>Read (before class): <i>NYT</i>’s “How to submit a Guest Essay for Opinion”</p> <p>Due on Canvas: Discussion (Ethos)</p> <p>In-Class Activity: Inventory strategies for Emotional and Logical Appeals</p> <p>In-Class Activity: Tools for Your Digital Essay</p>
13	W November 16	<p>Read (before class): Writing Tools #10</p> <p>Read (before class): Ballenger Chapter 14 “Revision strategies”</p> <p>Bring to class: 3 copies of a complete draft of your <i>NYT</i> Opinion Guest Essay</p> <p>In-Class Activity: Peer Review Revision Workshop</p>
14	M November 21	<p>Due on Canvas: <i>NYT</i> Opinion Guest Essay</p> <p>Bring to class: Laptop, portfolio instructions, essays, drafts, evidence of your writing process for the semester</p> <p>In-class Activity: Discuss the Mid-Year Reflection Essay & Portfolio Instructions</p>
14	W November 23	NO CLASS – THANKSGIVING BREAK
15	M November 28	<p>Due on Canvas: Reflection with supporting documents</p> <p>Review: “A First Reflection on Your Writing Process” (Ballenger 15-34)</p> <p>Read (before class): Ballenger Appendix B “The Writing Portfolio”</p> <p>In-class Activity: Exercise Toward Understanding Assessment, Gathering Claims and Evidence</p>
15	W November 30	<p>Due on Canvas: Discussion (Connect to audience)</p> <p>Bring to class: 3 copies of a complete draft of your Midyear Portfolio Essay</p> <p>In-Class Activity: Peer Review Revision Workshop</p>
16	M December 5	Due on Canvas (in class!): Midyear Portfolio and Self-Reflection Essay
Final Exam	W December 14 9:45-12:00	<p>Due on Canvas: Editing Journal</p> <p>In-Class Activity: Discuss Interview Assignment, Preparing for Your Interview Assignment, Conducting an Interview Worksheet</p>

Our work over the Winter Break: During the month of January, you'll be getting started on your interviews for your Profile Essays, which will include posting to Canvas.

English 1AS / Stretch English I
Spring 2023
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 25	Welcome back! In-Class Activity: Discuss Portfolios, Assign new teams, Discuss Critical Reading/Reflection (CRR) 3, Writing Resolutions
2	M January 30	Due on Canvas: Reflect on Portfolio In-Class Activity: Individual/Team Quiz (<i>The Influencing Machine</i>), Freewrite for CRR 3, Text-based Discussions
2	W February 1	Due on Canvas: Story Response In-Class Activity: Workshop for CRR 3
3	M February 6	Bring to class: Laptop, Prewriting for your in-class essay In-Class Activity: Critical Reading/Reflection Essay 3 (submit draft with your prewriting)
3	W February 8	Bring to Class: 3 printed copies of Interview Transcript Due on Canvas: Interview Transcript Due on Canvas: Reflect on CRR 3 In-Class Activity: Workshop Interview Transcripts, Prepare for Profile Essay
4	M February 13	Read: Ballenger Chapter 4 “Writing a Profile” Read: <i>Writing Tools</i> 35, 55 Due on Canvas: Discussion (Scene and Inciting Incident) In-Class Activity: Capturing Character for Profile Writing
4	W February 15	Read: NYT Profiles 1 and 2 (in Canvas Files) Read: <i>Writing Tools</i> #26, 27, 54 (Dialogue as Action, Character Traits, Character Detail) Bring to class: Sketch of Profile Essay (pages 127-7: Writing the Sketch and Moving from Sketch to Draft) Due on Canvas: Response to NYT Profiles In-Class Activity: Discuss upcoming Large Group Workshop, Team/Individual Quiz (Ballenger and <i>Writing Tools</i>), Finding Frame for Profile
5	M February 20	Due on Canvas: Story Response In-Class Activity: Workshop titles and leads, Integrating Dialogue and Quotation In-Class Activity: Sentence Experiments Due on Canvas: Rough Drafts of Profile Essay

Week	Date	Topics, Readings, Assignments, Deadlines
5	W February 22	Bring to class: Comments on essays you were assigned to read and annotate (1 copy for Jill/1 for writer) In-Class Activity: Large Group Workshop of drafts
6	M February 27	Bring to class: Comments on essays you were assigned to read and annotate (1 copy for Jill/1 for writer) In-Class Activity: Large Group Workshop of drafts
6	W March 1	Bring to class: Comments on essays you were assigned to read and annotate (1 copy for Jill/1 for writer) In-Class Activity: Large Group Workshop of drafts
7	M March 6	Bring to class: Comments on essays you were assigned to read and annotate (1 copy for Jill/1 for writer) In-Class Activity: Large Group Workshop of drafts
7	W March 8	Due on Canvas and in class: Final Version Profile Essay and Cover Sheet Due in Class: Documentation as evidence for your Cover Sheet claims (e.g., prewriting, revision draft, editing draft, annotations) In-Class Activity: Preparing for Critical Reading/Reflection Essay 3 In-Class Activity: Discuss Editing Journal
8	M March 13	Read: Ballenger Chapter 9 “Ethnographic Essay” Due on Canvas: Story Response In-Class Activity: Discuss Ethnography Project, Individual/Team Quiz (Ballenger)
8	W March 15	Due on Canvas: Discussion (Analyze NYT Comments) In-Class Activity: Preparing for your Ethnography Project
9	M March 20	Due on Canvas: Discussion (Share a NYT Story) In-Class Activity: Research and Analysis for Your Ethnography Project
9	W March 22	In-Class Activity: Work on Ethnography projects with group (Getting Organized and Framing Research)
10	M March 27	SPRING BREAK
10	W March 29	SPRING BREAK
11	M April 3	Read: Ballenger Chapter 13 “Re-Genre: Repurposing Your Writing for Multimedia Genres” Due on Canvas: Discussion (Multimodal Rhetoric) In-Class Activity: Working with multimodal texts, Work on presentations
11	W April 5	Due on Canvas: Discussion (Sentence Study - Parallelism) Bring to Class: Draft of Ethnography Project (Slides/script/storyboard/mock-up) In-Class Activity: Work on Ethnography Project Presentation
12	M April 10	Due on Canvas and in class: Ethnography Project (uploaded group presentation)

Week	Date	Topics, Readings, Assignments, Deadlines
		In-Class Activity: Ethnography Project Presentations, Group Reviews
12	W April 12	Due on Canvas: Discussion (Reflect on multimodal presentation) Read: Ballenger Chapter 8 “Writing an Analytical Essay” In-Class Activity: Prepare and Workshop for Critical Essay
13	M April 17	Due on Canvas: 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) In-Class Activity: Individual/Team Quiz (Ballenger and Writing Tools), Sketch an argument for your Critical Essay
13	W April 19	Due on Canvas: Discussion (Integrating Evidence) In-Class Activity: Integrating Evidence, Integrating Viewpoints In-Class Activity: Sentence Experiments
14	M April 24	Due on Canvas: Discussion In-Class Activity: Controlling Sources, Choosing Titles
14	M April 26	Bring to class: 3 printed copies of your Critical Essay In-Class Activity: Peer Review Workshop
15	M May 1	Due on Canvas: Final Version Critical Essay and Cover Sheet Due in Class: Documentation as evidence for your Cover Sheet claims (e.g., prewriting, revision draft, editing draft, annotations) Bring to Class: Laptop (to access your Mid-year Reflection and Portfolio) In-Class Activity: Workshop to prepare Reflection Essay
15	W May 3	Due on Canvas: Discussion (Using Emotional Arguments in Your Portfolio) In-Class Activity: Workshop to prepare Portfolio, Ethos/Pathos/Logos in your portfolio
16	M May 8	Due in Class: 3 printed copies of your Self-Reflection Essay In-Class Activity: Peer Review Workshop
16	W May 10	Due in Class: 3 printed copies of your Self-Reflection Essay In-Class Activity: Peer Review Workshop
17	M May 15	Due on Canvas (in class): Final Self-Reflection Essay and Portfolio In-Class Activity: Submit e-Portfolio
Final Exam	TBA	Due on Canvas: Editing Journal