

**San José State University**  
**Humanities and Arts, Department of English and Comparative Literature**  
**English 1AF & English 1AS, Stretch English I and II**  
**Section 26 Fall 2018 & Spring 2019**

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| <b>Instructor:</b>                             | Kirsten Schwartz   |
| <b>Peer Educator:</b>                          | Alexandra Galou (office hrs and location tbd)  |
| <b>Office Location:</b>                        | Faculty Office Building, room 221  |
| <b>Telephone:</b>                              | (408) 924-5083 (I can be reached at this number only during office hours.)   |
| <b>Email:</b>                                  | <a href="mailto:kirsten.schwartz@sjsu.edu">kirsten.schwartz@sjsu.edu</a> -this is the best way to reach me<br><a href="mailto:alexandra.galou@sjsu.edu">alexandra.galou@sjsu.edu</a> – use this to schedule appointments with Alex   |
| <b>Office Hours:</b>                           | Tuesdays and Thursdays 10:30am-11:30am, and by appointment   |
| <b>Class Days/Time/Location:</b>               | 9am-10:15am in BBC 121   |
| <b>Required Materials:</b>                     | Wolf, Naomi. <i>Give Me Liberty: A Handbook for American Revolutionaries</i> . New York: Simon and Schuster. ISBN: 987-4165-9065-9.<br>Subscription to <i>The New York Times</i><br>Subscription to <i>Eli Review</i> (codes will be given in our first meeting)<br>Binder Paper<br>Writer’s Journal (electronic preferably)     |
| <b>Prerequisites:</b>                          | The <i>Reflection on College Writing</i> is a prerequisite to Stretch English I (English 1AF).<br>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.<br>To earn graduation credit in this category, you must complete the yearlong course with a grade of C- or better.  |
| <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. |

Catalog Description of English 1AF and 1AS: Stretch I and II, together, fulfill the Written Communication I requirement. Courses in GE Area 2 cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with the 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.

## Together We Will Explore How 21<sup>st</sup> Century Literacies Relate To Global Citizenship

*"The basis of our governments being the opinion of the people, the very first object should be to keep that right; and were it left to me to decide whether we should have a government without newspapers, or newspapers without a government, I should not hesitate a moment to prefer the latter."--Thomas Jefferson*

As our nation was being formed, one idea that was very important to our founders was to establish the freedom for its citizens to be allowed to voice their own opinions without fear of tyranny from the government. This was key in order to create a society that felt fair for all of its citizens. By allowing and encouraging all members of a society to have a voice and possessing the right to be heard, it is possible to engage in dialogues that serve everyone. But how do we access the information being shared that we can respond to? How do we become and stay informed? In his quote, Thomas Jefferson praises the role that newspapers play in the part of allowing its citizens to express their opinions. Currently, there are a myriad of ways that we can get information, but how do we judge if it's good information?

Your years in college are years of exploration and discovery. Together we will establish a daily pattern of reading *The New York Times*, along with other texts and modalities, to explore the ways that we as global citizens 'join in the conversation' through reading and writing, to observe where in our communities do we experience or witness civic engagement, and determine whether (or not) the current platforms available serve to effectively engage users of those platforms and allow for civil discourse.

SJSU studies include an emphasis on diversity. I chose *The New York Times* as the main text for our reading precisely because you will find and engage in these pages a full range of voices in our democratic conversation on global issues.

## What You Will Learn In Stretch English I And II

The General Education guidelines for instructors outline five broad learning outcomes for all courses that satisfy Area A2. This course is designed 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

This yearlong Stretch invites you into a learning community and gives you the extended time to create good habits around college writing. Starting in the fall, through a variety of activities, writing assignments, projects in this course, you will continuously practice together in a community all phases of the writing process: prewriting, organizing, writing, revising, and editing that will allow you to meet the course's GELOs. In the spring term, provided that you successfully complete the fall course, you will enroll in Stretch English II and continue to work in the same cohort from the fall.

What happens if you don't successfully complete the fall course? You will enroll in English 1A in the spring to complete your A2 requirement in one semester. If you successfully complete English 1A in the spring (with a grade of C- or better), you will still complete your A2 requirement within your first year of study at SJSU.

For more information on the Stretch Curriculum designed to meet these learning outcomes as well as information about how to earn A2 credit, see the Stretch English Program Syllabus:

<http://www.sjsu.edu/english/ENGLgreensheets/2016ENGLfall/Stretch%20Program%20Syllabus.pdf>. (all English department syllabi can be found here).

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

| Assignment  | Assignment                                      | Total Words | Assignment Type                      | Term        | GE Learning Objective |
|---|---|-------------|--------------------------------------|-------------|-----------------------|
| <b>Critical reading/reflection</b>                                  | Essay 1<br>Essay 2<br>Essay 3                   | 2100        | in-class writing                     | F<br>F<br>S | GELO 1, 2, 3,4, 5     |
| <b>Data-driven analyses</b>   | Personal Essay<br>Interview<br>Ethnography      | 2800        | out of class writing                 | F<br>S<br>S | GELO 2, 3, 5          |
| <b>Major Essays</b>   | Op/Ed<br>Profile Essay<br>Critical Essay        | 2950        | out of class writing                 | F<br>S<br>S | GELO 2, 3, 4, 5       |
| <b>Reflection Essays</b><br><b>Portfolio/self-reflection essays</b> | Major Essay Reflections (3)<br>Midyear<br>Final | 4000        | in-class and<br>out of class writing | F<br>S      | GELO 1, 2, 3, 4, 5    |

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

## Here's An Overview Of The Work That You'll Do

### This Course Is A Shared Curriculum

Table 1 outlines the major writing assignments for all Stretch English courses. The fall writing assignments include: A benchmark essay and 2 critical reading and reflection essays, written in class; a personal essay; an essay for a public forum; 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. All stretch cohorts complete the same major assignments.

### Reflection Is A Vital Part Of Your Learning

Identifying and giving a name to what you know solidifies that learning that you do – it's difficult to purposefully and correctly execute a task and obtain the expected outcome if you cannot name that task. So you will be asked often to reflect on what you are accomplishing and assemble these reflections (with evidence) into portfolios:

*Your Reflection on College Writing Portfolio.* In summer, you wrote essays to reflect on college writing before deciding to take Stretch English. You will compile the writing you submitted to the Reflection on College Writing modules into an ePortfolio in the first two weeks of the fall course. This writing portfolio begins your official writing assessment at SJSU. You will return to these earliest SJSU writing samples as you move from course to course; from course to course, you will be able to gauge how far you have come!

*Midyear Self-Reflection and Portfolio Review.* At the end of the fall term you will submit a portfolio for Stretch instructors to review. This portfolio will contain two essays from your fall coursework: the first critical reading-reflection essay and the first major essay (essay for a public forum). You will also submit a reflection on these two essays, written in class, comparing them to assess your progress toward the learning objectives for the first half of the course. Stretch faculty members will read your reflection essay to assess your midyear progress. This midyear self-assessment is also a rehearsal for the A2 assessment you will complete in the spring, which follows the same assessment design.

*Final Self-Reflection and Portfolio Review.* The last essay you write will also be a self-reflection essay; it will be the presentation piece in your final portfolio. This portfolio is your culminating exercise in this class. It will contain the reflection essay as well as two samples of your writing from the past: the pre-instruction Reflection on College Writing critical essay, and your final critical essay in Stretch English. Your portfolio will be assessed by two Stretch faculty members, using a common scoring guide to determine your progress to proficiency as a college writer as defined by the goals of GE Area A2.

## Our Daily Learning Activities

The schedule of reading and writing assignments at the end of this syllabus breaks down the daily activities you will do both in and out of the class. Come every day prepared to do writing and reading – to explore ideas, share research, analyze source materials, critique samples, and workshop drafts. Sometimes I will ask you to bring your laptop to class. If you do not have one available, laptops and tablets are available to be checked out in the library.

## The Time You Will Spend On This Work

Faculty at SJSU design a 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.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

While all students will complete these same assignments, the course design does not and cannot account for individual needs of each student. There may be added work you need to do. You may need extra hours for tutoring; you may take longer to read texts so that you can look up words you find unfamiliar; you may need more time for editing.

## **How Your Work Will Be Assessed And Graded In This Course**

Grading for this course is based on a contract. Simply fulfilling the obligations outlined in the contract earns you a B. Going above and beyond (“the extra mile”) earns you an A. Not fulfilling your duties under the contract earns you a grade lower than a B. You will quickly note in our class that there is a continual process of “Read/Reflect/Review/Revise” spread out over 2 weeks, with a lot of discussions in between. Keep up (come to every class, prepared) and engage with this process and you will be fine.

For each assignment, you will be given a detailed guide or rubric outlining how your work will be evaluated. Each out of class assignment will be reviewed both as a process and as an end product (show your work!).

Additionally, University Policies regarding grading in Stretch English are as measured in two parts. Grades in the fall are based on measured progress toward proficiency in the learning outcomes outlined above. To earn credit in the course, you will need to have completed all of the assigned work, and you will need to demonstrate measurable progress in at least 3 out of 4 of the CLO categories to earn credit in English 1AF. In the spring, a final grade of C- or better in English 1AS is needed to satisfy GE Area A2.

*How Grades are Calculated:* Final grades for Stretch English are based on the work that you produce in both semesters. At the end of the fall semester, you’ll be awarded with a C(credit)/NC(no credit) grade, and at the end of the spring semester, you’ll be awarded a letter grade based on your meeting of the criteria in the course contract.

## **How To Be Successful In Our Class**

Attend Every Class Come to class on time, practice SLANT behavior (Sit-up, Lean-in, Ask questions, Nod your head to show that you are listening, Talk with you teacher and classmates), and stay for the duration. No amount of solitary make-up work can replace missed collaboration in the classroom. If you miss a class for any reason, please hold yourself responsible to find out what you missed. You have several resources you can draw on to find this out: You can consult the syllabus or check schedule updates in Canvas to find out what work you missed; your classmates may be able to provide you copies of notes or a summary of the lessons they learned; there may be assignments or class work posted among the discussions in Canvas. With over 100 students to communicate with this term, it is not feasible that I be your sole resource. I am available during office

hours and by appointment to help you locate assignments and course materials and to understand them. But I cannot repeat the lesson for you. Emailing me is not a resource for finding such information. Workshop days are very difficult days to miss and cannot be fully made-up. If you miss a workshop day or come unprepared (missing a hard copy of your draft) you may receive partial credit by scheduling a visit outside of class time to the Writing Center and obtain a proof sheet from your tutor of your visit along with the draft that was reviewed.

Visit me During my Office Hours. These hours are for your benefit and in college there is an expectation that you, as a student, will take responsibility for your own educational experience. Occasionally, I do bring in baked goods ☺.

Turn in All Work On Time. As a rule, without **prior** communication via face-to-face discussion or email, deadlines must be honored and I will not accept late work. With prior communication so that alternatives can be put into place, I will accept late work accompanied with proper documentation (doctor's note, mechanic's bill, athletic commitment, etc.) and the work must be turned in by the newly assigned due date; there are no exceptions to this. These policies are in place to be fair to your classmates who also have demanding schedules, and as Stretch is a sequenced step-by-step, collaborative approach to developing your writing, missing an original due date is very cumbersome to everyone in the class.

Share Your Work and Your Opinion. We will be sharing our work in class and online, as part of a collective inquiry into reading and writing. Your work and your classmates' work represent models of various approaches to thinking and writing. You can earn participation points by completing in-class workshop activities and by posting to the Discussion board assignments. Participation is worth a total of 15% of your entire grade, so participating fully is not only beneficial to your writing and to the collective community in our classroom, but also beneficial for your overall grade!

Follow Standards of Good Classroom Etiquette. Be courteous to one another and be respectful of all of the opinions shared in our classroom and in our shared online discussions. We are a diverse group and can learn so much more from each other when we feel comfortable enough in our community to share. Class is best when we are all participating in the same conversation, together. We will at times be using internet-ready devices in the classroom; please make the wise choice to stay on task at these times and ignore the urge to check your social media, unless asked to do so by me for the sake of the discussion at hand. Please remove earbuds in our classroom. If you are going to eat during class, make it a light snack that won't interfere with your participation. While I love curry and crunchy foods, such items can be distracting to others. Many classrooms do not allow any food or drink, so please be mindful about your nutritional needs before you come to class (on time!). Recording in our classroom is never allowed without the express consent of all. If you wish to record something, please let me know beforehand so that I can obtain permission from the class.

Follow Your Obligations Under the Student Contract. -which basically summarizes the above 5 paragraphs and really is just the common sense and common practices of a good student.

## **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 resources information listed on GUP's [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

## **What You Need To Know About GE Area 2 Grading Policy And Yearlong Grading In Stretch English**

In keeping with GE Policy, your final course grade for English 1A S 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, however, is graded CR/NC. To receive credit in the fall semester, you must honor my grading contract and demonstrate significant, measurable progress throughout the semester. We will expect to see enough progress to suggest that you are on track to earn a C- or better in the spring term.

Please note that the spring grade in Stretch includes the work that you do in the fall. All of the coursework, both fall and spring, comprises the work of one general education course requirement: GE Area A2. This syllabus outlines above how your coursework is graded and accumulated into the final course grade.

See University Policy F13-1 at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details on your right to understand your grades.

## Where To Find Course Assignments And Materials.

Course materials such as syllabus, handouts, assignment sheets, and some readings can be found on the Canvas learning management system course website. You are responsible to check the messaging system through MySJSU and Canvas to learn of any updates to our schedule.

## Schedule of Reading & Writing in Stretch English for Fall 2018 & Spring 2019

The schedule below is intended to provide us all an overview of the work in this class. I based this projected schedule on the shared curriculum and for what has worked for me in the past, but that may be different this year. We will see as we go. While I expect the general framework of assignment due dates to stay the same, the details of the daily schedule will be adjusted in Canvas as we work together this year to develop your writing. I will publish an updated schedule with each new writing assignment sheet. All updates will also be on our Canvas homepage, which I will revise on a daily basis as needed.

### Our Yearlong Inquiry: Exploring 21<sup>st</sup> Centuries Literacies and Global Citizenship

| Week   | Date      | What To Do Before Class<br><i>Reading and writing assignments, including Canvas posts to the discussion threads, help you to prepare for our class sessions. See Canvas for all assignment and discussion prompts.<br/>The work listed in this column must be completed before class on the day listed below.</i> | What We Are Doing in Class<br><i>Come prepared to discuss your readings and the corresponding Canvas posts.<br/><br/>Discussion of these posts and engagement in assigned activities during class will earn you your full participation point for the day.</i>  |
|--|-----------|---|---|
| <b>Inquiry 1: How do we 'join in the conversation' as global citizens through reading and writing?</b> |           |   |   |
| 1  | 21 August | <i>If you can, please bring a laptop or other internet-capable device (phone?) to class.</i><br><br><b>Read:</b> Our Course Syllabus<br><b>Bring to Class:</b> Course Contract (will sign in class)<br><b>Purchase book:</b> See required materials   | <b>OUR GOAL:</b> Introductions to each other, our course, and Canvas<br><b>Bring to class:</b> Your questions about the Syllabus<br><b>Access and Discuss:</b> "Assumptions of a College Culture" (demonstration: accessing Canvas files and pages)<br><b>Activity:</b> Subscribe to the <i>International New York Times (NYT)</i> digital (online) and Eli Review.<br><b>Discuss:</b> Syllabus, Reading <i>NYT</i> , the front page. |
| 1  | 23 August | <b>Read:</b> Stories from the front page of the <i>NYT</i> .<br><b>Bring to Class:</b> DSP literacy narratives  | <b>OUR GOAL:</b> to define our purpose as collaborators in our writing community<br><b>Community Activity</b> -Concentric Circles<br><b>Discuss:</b> Guidelines for Meaningful Feedback<br><b>Reflect and Discuss:</b> What Do I Already Know and What do I want to Learn? Review of paragraph components for expository writing.<br><b>Activity:</b> Share DSP literacy narratives.<br><b>Discussion:</b> Guidelines for Annotations |
| 2  | 28 August | <b>Read:</b> 3 stories from front page, <i>NYT</i> .<br><b>Read:</b> in Canvas "Reading as Inquiry."<br><b>Read and Annotate:</b> Lamott's "Shitty First Drafts" from Canvas and annotate.<br><b>ELI:</b> Post paragraph from DSP by Monday and comment by Tuesday  | <b>OUR GOAL:</b> to explore strategies for close reading<br><b>Bring to Class and discuss:</b> Annotation of Lamott's essay<br><b>Reading Activity:</b> 3-2-1<br><b>Reading Activity:</b> review reading from Canvas as Jig Saw Puzzle<br><b>Writer's Journal:</b> Reflect on close reading strategies we've learned so far   |

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|------|--------------|--|--|
| 2    | 30 August    | <b>Read:</b> stories from the International front page of the <i>NYT</i> . Compile list of words that puzzle you and bring to class.<br><b>Read and Annotate:</b> “As Fewer Read, Many Twitter”  | <b>OUR GOAL:</b> to explore strategies for asking/sharing<br><b>Bring to class:</b> annotation of “As Fewer Read, Many-”<br><b>Activity:</b> Introduce Harkness and discuss “As Fewer Read, Many Twitter”<br><b>Activity:</b> Finding a way in through words: Vocabulary work, with the OED online. Use your own vocab list from annotations           |
| 3    | 4 September  | <b>Read:</b> Critical Reading & Reflection 1 (CRR1) (The first major writing Assignment in Canvas)<br><b>Read:</b> stories from the front page of the <i>NYT</i> .<br><b>Read:</b> KWL+ handout in Canvas<br><b>Consider:</b> Reading NYT: Tweet home.   | <b>OUR GOAL:</b> to exercise the capacity to find answers; compiling the relevant information<br><b>Introduction: What is a KWL+ and Double Entry</b><br><b>Activity:</b> KWL+ (on handout) and Double Entry<br><b>Workshop:</b> Your tweet (in Canvas, so bring laptop)<br><b>Writer’s Journal</b> – reflection on tools learned                      |
| 3    | 6 September  | <b>Read:</b> Naomi Wolf’s “Introduction” from <i>Give Me Liberty</i> (pgs 3-12)<br><b>ELI:</b> Response to Wolf’s “Introduction”<br><b>Read:</b> Handout on Observing Sentences<br><b>Consider:</b> Sentences in NYT. Highlight 3 sentences in your NYT stories that you deem very strong and 3 that you deem less strong      | <b>OUR GOAL:</b> to exercise the capacity to observe texts and decipher tone/dissecting sentences<br><b>Discussion:</b> Style, Diction, Tone, Voice and sentence review<br><b>Activity:</b> rv sentences from Wolf and NYT stories<br><b>Activity:</b> class review of SDTV<br><b>Discussion:</b> What is a thesis statement?                          |
| 4    | 11 September | <b>Read:</b> stories from the <i>NYT</i> .<br><b>Review:</b> “A Process for Reading to Write” from “Reading as Inquiry” in Canvas<br><b>Prepare:</b> double-entry journal on the KWL+ articles for your chosen NYT story.<br><b>Read:</b> Millennials/Gen Z  | <b>OUR GOAL:</b> to develop arguments through dialogue<br><b>Bring to class:</b> double-entry journal pages for your story (see 2.4 in “Reading As Inquiry”)<br><b>Discussion:</b> Writing as a Conversation<br><b>Activity:</b> Workshop a thesis for your letter home (prep for CRR1)<br><b>Discuss:</b> Reading NYT, week 4 check in..<br><b>WJ</b> |
| 4    | 13 September | <b>Read:</b> stories from the front page of <i>NYT</i> .<br><b>Read:</b> Lunsford, appositives and adjective clauses<br><b>Consider:</b> Sentences in NYT.(pay attention to structure and tone from different parts of the NYT)<br><b>ELI:</b> Study sentences NYT   | <b>OUR GOAL:</b> to explore language as interaction<br><b>Bring to class:</b> a completed KWL+ for your story (at least 3 stories on your NYT topic); and your double-entry journal page for your story<br><b>Activity:</b> Selecting evidence and using appositives and adjective clauses to inform readers.  |
| 5    | 18 September | <b>Read:</b> stories from the front page of the <i>NYT</i> .<br><b>Read and Complete:</b> Lunsford, Parts of Sentences/Learning Curve  | <b>OUR GOAL:</b> to explore the systems for cohesion in an essay<br><b>Bring to class:</b> KWL+ of your NYT story and double-entry journals.<br><b>Activity:</b> A workshop on rehearsing evidence for your essay in paragraphs.   |
| 5    | 20 September | <b>Prepare for 75-minute drafting experiment:</b> organize your prewriting and prepare an outline and/or sketch.   | <b>OUR GOAL:</b> to test your prewriting plan<br><b>Bring to class:</b> your annotated story, your KWL+s, your double-entry journals, your outline, to be submitted with your draft.   |

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|------|--------------|--|--|
|      |              | <b>Submit:</b> You will submit to Canvas in class this prewriting and the draft you write (Critical Reading and Reflection Essay #1).  | <b>Activity:</b> Critical Reading/Reflection Essay 1: write in class.  |
| 6    | 25 September | <b>Read:</b> “Writing as Inquiry”; and “Just Write What Happened” ( in Canvas)<br><b>Review and annotate:</b> Wolf’s “Introduction”<br><b>ELI:</b> Reflection on CRR1.   | <b>OUR GOAL:</b> to explore a new genre of writing –The Personal Essay; understanding perspective<br><b>Bring to class:</b> an annotated copy of the Personal Essay assignment from Canvas; an annotated copy of Wolf’s “Introduction.”<br><b>Activity:</b> Develop a writing process inventory/plan for personal essay. |
| 6    | 27 September | <b>ELI:</b> Studying Sentences in NYT.(identify personal essays and Locate a telling image.in NYT)<br><b>Write</b> quick sketch for essay (see “Writing a Personal Essay” in Canvas)<br><b>Print, read, and bring to class:</b> Mi Familia” from Canvas  | <b>OUR GOAL:</b> to investigate form as an answer to a question; patterns in writing<br><b>Bring to class:</b> your prewriting and a quick sketch for your essay;<br><b>Activity:</b> share/discuss prewriting in groups;<br><b>Discuss:</b> paying attention to form in “Mi Familia”.                                   |
| 7    | 2 October    | <b>Read:</b> stories from front page of the <i>NYT</i>   | <b>OUR GOAL:</b> to explore the connection between detail (specific) and frame (general)<br><b>In-Class Activity:</b> a sentence composing exercise to frame details and to generate details in narrative writing.<br><b>Discussion:</b> MLA Format and where to learn it  |
| 7    | 4 October    | <b>Read:</b> “The Writer’s Workshop”<br><b>ELI:</b> Reading NYT, studying sentences – identify 3 compound sentences.   | <b>OUR GOAL:</b> to get reader feedback for revision<br><b>Bring to class:</b> three copies of a complete content-form draft of your personal essay.<br><b>Activity:</b> a peer workshop of your content-form draft.   |
| 8    | 9 October    | <b>Read:</b> Lunsford, study the semicolon.<br><b>Revise:</b> personal narrative draft based on comments from review.  | <b>OUR GOAL:</b> to explore what makes writing readable<br><b>Bring to class:</b> a new draft that incorporates the suggestions from the content-organization workshop on October 12.<br><b>Activity:</b> a sentence reading and editing workshop.   |

| Week | Date       | <b>What To Do Before Class</b><br><i>Reading and writing assignments, including Canvas posts to the discussion threads, help you to prepare for our class sessions. See Canvas for all assignment and discussion prompts.</i><br><b>The work listed in this column must be completed before class on the day listed below.</b>   | <b>What We Are Doing in Class</b><br><i>Come prepared to discuss your readings and the corresponding Canvas posts.</i><br><b>Discussion of these posts and engagement in assigned activities during class will earn you your full participation point for the day.</b>  |
|------|------------|--|---|
| 8    | 11 October | <b>Revise:</b> personal narrative draft based on comments from review.<br><b>Submit to Canvas Assignment:</b> Personal Essay + prewriting plan, outlines, and draft<br><b>Read:</b> Continue reading stories from the International front page of the <i>NYT</i> .<br><b>Read and annotate:</b> Op Ed assignment from Canvas<br><b>ELI:</b> Who reads the <i>NYT</i> ? | <b>OUR GOAL:</b> to explore the role of transformation in developing our inquiry (shifting gears/perspective)<br><b>Bring to class:</b> a final draft of your Personal Essay: submit all prewriting (including your prewriting plan), outlines, drafts, along with the cover sheet and essay.<br><b>Activity:</b> a discussion/workshop about re-purposing narrative as argument. Identify local newspapers (or Spartan) where you could (and will) submit your OpEd. |
| 9    | 16 October | <b>Read:</b> Opinion pages <i>NYT</i> . (Look in archive for Op-Eds relevant to your <i>NYT</i> story.)<br><b>Read and annotate:</b> Wolf, ““Become the Media Yourself,” 221-244.  | <b>OUR GOAL:</b> to explore the role of audience in shaping a text<br><b>Bring to class:</b> the annotated copies of Wolf’s Introduction<br><b>Activity:</b> Discuss shaping language for a public audience.<br><b>Class Discussion:</b> Reflection on your personal essay  |
| 9    | 18 October | <b>Read:</b> Opinion pages <i>NYT</i><br><b>Read:</b> “Writing an Argument.” (Canvas)<br><b>Read:</b> Handout on Using Sources (Canvas)<br><b>Canvas Discussion:</b> Studying sentences in <i>NYT</i> . (Post sentences with quotations: whole, 5 words).  | <b>OUR GOAL:</b> to experiment with quotations as a frame that pulls your readers into your subject<br><b>In-Class Workshop:</b> framing an argument (bring in a framing paragraph from your <i>NYT</i> story that defines the issue for your readers).<br><b>In Class, Sentence Activity:</b> using quotations (whole; paraphrasing).  |
| 10   | 23 October | <b>Read:</b> Opinion pages <i>NYT</i> .<br><b>Read:</b> “Using and Citing Sources” (certain pgs to be selected)<br><b>Read:</b> selection from “Writing a Research Essay”<br><b>Review:</b> “Writing a Proposal”   | <b>OUR GOAL:</b> to explore transformation as a mode of drafting<br><b>Workshop:</b> transforming critical reading/reflection and personal narrative for a new audience and context: choosing visual evidence and linking to sources. (Powerpoint)  |
| 10   | 25 October | <b>Read:</b> Opinion pages <i>NYT</i> .<br><b>Read:</b> Handout on Motivating Readers.<br><b>Canvas Discussion:</b> Opening and closing frames through imagery and quotation – what is strong? What is weak?   | <b>OUR GOAL:</b> to refine the opening and closing gestures of your draft<br><b>Workshop:</b> bring in two samples of opening gestures and two samples of closing appeals from the opinion pieces you have read in the <i>NYT</i> .   |
| 11   | 30 October | <b>Read:</b> Opinion pages <i>NYT</i> .<br><b>Review:</b> “Writing an Enthographic Essay”  | <b>OUR GOAL:</b> to develop a strategy for tackling “middles”<br><b>Bring to Class:</b> A full sketch of your complete argument<br><b>Workshop:</b> shaping evidence in paragraphs: claims,   |

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|------|------------|---|---|
|      |            |   | reasons, and evidence.<br><b>Discuss:</b> Sentences in NYT (using conjunctions)<br><b>Draft:</b> References Page  |
| 11   | 1 November | <b>Read:</b> Opinion pages <i>NYT</i> .<br><b>Read:</b> "Revision strategies." in "Research Techniques"<br><b>Read:</b> Lunsford on clauses.<br><b>Canvas Discussion:</b> Post one lesson learned from November 7 workshop that you have incorporated into your draft for today.  | <b>OUR GOAL:</b> to develop a strategy for tackling "middles"<br><b>A First-Draft Workshop:</b> bring to class three copies of a complete draft of your OpEd. TOPIC: Finding and refining the logic of your argument: Are you creating a readable pattern of information?                             |
| 12   | 6 November | <b>Read:</b> Opinion pages <i>NYT</i> .<br><b>Revise:</b> OpEd based on comments from review  | <b>OUR GOAL:</b> to explore what makes writing readable in this new genre<br><b>Bring to class:</b> 3 copies of your revised draft (that is, a revision of your draft based on the feedback from the November 9 workshop).<br><b>An Editing-Draft Workshop:</b> A workshop to edit your revised draft |

## Inquiry 2: Where in our Communities do we Experience or Witness Civic Engagement?

|    |             |   |  |
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| 12 | 8 November  | <b>Revise:</b> OpEd based on comments from review<br><b>SUBMIT to Canvas:</b> Final copy of your OpEd + all writing exercises, both peer-reviewed drafts.<br><b>Read:</b> "Why Local Newspapers Are the Basis for Democracy." in Canvas.<br><b>Journal:</b> One claim and one example about your improved writing progress as evidenced in your OpEd. | <b>OUR GOAL:</b> to open a new line of inquiry as we reflect on where we have been for 13 weeks (shift to second question)<br><b>Bring in:</b> an annotated copy of the reading AND a double-entry journal for it.<br><b>Workshop:</b> creative-critical processes for finding a thesis.<br><b>Activity:</b> inventory of process strategies.<br><b>Discussion: OpEd Reflection Essay (submit to Canvas after class)</b> |
| 13 | 13 November | <b>Read:</b> Midyear Reflection and Portfolio Assignment (in Canvas)<br><b>Reread:</b> "A First Reflection on Your Writing Process" from "Writing as Inquiry"   | <b>OUR GOAL:</b> to examine in retrospect the role of reflection in developing ourselves as writers<br><b>Activity:</b> Inventory of learning objectives and assignments for midyear reflection and portfolio assignment.  |
| 13 | 15 November | <b>Organize your prewriting for the drafting session:</b> annotations, double-entry journal pages, other prewriting, outline/sketch, and your CRR 1, to submit with your draft.<br><b>Read:</b> Wolf's "Freedom is Intended as a Challenge." pgs 13-21<br><b>Canvas Discussion:</b> Response to reading Wolf's "Freedom" chapter.                     | <b>OUR GOAL:</b> to test your process work for a second time this term<br><b>Bring in:</b> prewriting and writing tools for a Canvas drafting session and submission<br><b>Write in Class:</b> Critical Reading/Reflection Essay 2   |
| 14 | 20 November | <b>Online Discussion</b>  | <b>Naming what you know:</b> how reflection solidifies the learning process.   |

|            |             |  |   |
|------------|-------------|--|---|
| 15         | 27 November | <b>Read:</b> "The Writing Portfolio."  | <b>OUR GOAL:</b> to identify and summarize the goals of reflection writing<br><b>Activity:</b> share your reflections on Drafting Test 2  |
| 15         | 29 November | <b>ELI:</b> one paragraph summarizing your progress this term  | <b>OUR GOAL:</b> to gain confidence in assembling and submitting a portfolio<br><b>Bring to Class:</b> completed worksheet for developing your portfolio<br><b>Activity:</b> an inventory of sentence and language development strategies.        |
| 16         | 4 December  |  | <b>Portfolio Workshop:</b> Bring your questions   |
| 16         | 6 December  | Be prepared for in-class writing and portfolio submission.<br>Bring to class all prewriting and outline/sketch of self-reflection essay.           | <b>Write in class:</b> Self-reflection essay; submit the portfolio for midyear assessment, which will include all prewriting and outline/sketch of the self-reflection essay.   |
| Final Exam | 13 December | 7:15am-9:30am<br><b>Read:</b> "Writing a Profile."<br><b>Read:</b> Interview Project Assignment in Canvas and think about who should you interview | <b>Bring to class:</b> A list of possible interview subjects for your news investigation.<br><b>Activity in class:</b> Workshop on expanding the view: conducting research in the field.<br><b>Activity:</b> Midyear Freshman Writing Exit Survey |

**Winter Recess: 12/24-1/22**

**Your Recess Assignment:** Over the winter break, secure an interviewee and *possibly* conduct your investigative interview in the field. If you do not do this during the break, then schedule your interview for the first week of Spring semester. Make an appointment so that you are prepared when the semester starts.

**Your January Reading and Interview Assignments:** Over January you will be reading Naomi Wolf's book *Give Me Liberty*. On a weekly basis you will post comments to the Canvas Discussion Board in response to this reading. You may want to begin reading over break to give yourself extra time.

*Conferences: during the first three weeks of the semester I will hold conferences to discuss your midyear self-reflection and portfolio. Conferences will be held in my office, FO 221.*

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|---|------------|---|---|
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| <b>Continuing Our Inquiry in Module 2: Where in our Communities do we Experience or Witness Civic Engagement?</b> |            |   |   |
| 1   | 24 January | <b>Review:</b> Interview Project Assignment in Canvas<br><b>ELI:</b> Reflect on CRR #2 (post and comment on 2)  | <b>OUR GOAL:</b> to understand the depth of collected materials (when is there enough material to answer the question?)<br><b>Bring to Class:</b> 3 copies of your interview transcript and your KWL+ for this project.<br><b>In-Class Activity 1:</b> Debriefing the Interview: do you need a follow up?<br><b>In-Class Activity 2:</b> Finding the elements of a profile in your raw data from the field interview. |
| 2   | 29 January | <b>Read:</b> The two NYT profiles posted in Canvas (see Assignments, Read a Profile).<br><b>Write:</b> double entry journal page for Dan Bright profile   | <b>OUR GOAL:</b> transition interview material to profile material<br><b>Bring to Class:</b> double entry profiles for Dan Bright and.....  |

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|---|-------------|---|--|
|   |             |   | <b>In-Class Activity 3:</b> Workshop to analyze and interpret field notes and to identify “what the reader will learn” (L); “what the reader knows” (W); “what needs to know” (K). (Frame and Theme)<br><b>Activity:</b> Cohesion and Coherence in writing   |
| 2   | 31 January  | <b>Review:</b> “Writing a Profile.”<br><b>Bring to Class:</b> a scene, a dialogue, an anecdote.<br><b>ELI:</b> Studying Visuals in NYT, week 2. (Post a visual you think will work in your Profile essay, to establish context.)  | <b>OUR GOAL:</b> analyze and gain understanding of a Profile<br><b>Discussion:</b> the features of a profile<br><b>Activity:</b> sharing a scene, a dialogue, an anecdote.<br><b>Discussion:</b> Visuals on Canvas posts   |
| 3   | 5 Feb       | <b>Review:</b> “Revision Strategies”<br><b>Canvas Discussion Board:</b> Studying visual argument in NYT, week 3 (framing the subject)   | <b>OUR GOAL:</b> understanding “framing” of profile; shifting interview to profile essay<br><b>Discussion:</b> opening and closing strategies<br>Workshop working outlines for opening scenes and closing reflections.   |
| 3   | 7 Feb       | <b>Read:</b> Daily NYT and other journal articles on your news story<br>Continue to annotate pertinent information from NYT stories for Essay<br><b>Review:</b> “Writing a Profile”   | <b>OUR GOAL:</b> through group discussion and collaboration, to have a working outline with details for Profile Essay  |
| 4   | 12 Feb      | <b>Draft:</b> Make “up to now” final revisions to Profile Essay. Bring 2 copies to class.<br><b>ELI:</b> Post the most compelling element of your profile essay—the one segment of the whole that really captures the subject and provokes the class to think about what citizenship might require of them  | <b>OUR GOAL:</b> reinforce our revising skills and strengthen our critical eye<br><b>Discussion:</b> Revisions vs. edits<br><b>Revision workshop: Bring 2 copies for peer review of draft Profile Essay to be reviewed for revisions.</b>  |
| 4   | 14 Feb      | <b>Revise</b> draft Profile Essays in light of reader comments from revision workshop.<br><b>Bring 2 copies of draft to class.</b>  | <b>OUR GOAL:</b> reinforce our editing skills and strengthen our critical eye<br><b>Reminder:</b> Edits vs. Revisions<br><b>Editing workshop Bring 2 copies for peer review of draft Profile Essay revised to reflect changes made in light of revision workshop from Tuesday’s class.</b>   |
| <b>Inquiry for Model 3: Do the current platforms available serve to effectively engage and allow for Civil Discourse?</b> |             |   |  |
| 5   | 19 February | <b>Review:</b> Wolf, “How to Pitch a Feature Piece,” page 231.<br><b>ELI:</b> Post a 75-word pitch for your profile essay: why should the editor of your local newspaper publish your profile essay for his/her readership?<br><b>Bring to Class:</b> printed copies of the assignment sheets for third series of writing assignments: Critical Reading and Reflection Essay 3; Ethnographic Essay; Critical Essay<br><b>Reflect:</b> Brainstorming ideas and setting up groups | <b>OUR GOAL:</b><br><b>Submit to Canvas:</b> Final draft of Profile Essay; submit in class all field notes, Interview Transcripts, prewriting, peer review comments, and cover sheet.<br><b>Discussion:</b> Reflection on Profile Essay (in prep for self-reflection at final)<br><b>Bring to Class:</b> printed copies of the assignment sheets for third series of writing assignments: Critical Reading and Reflection Essay 3; Ethnographic Essay; Critical Essay. |

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|------|-------------|---|---|
|      |             | for the finals series of assignments.   | <b>Discussion:</b> Reflection on Profile Essay (to be submitted to Canvas after class)  |
| 5    | 21 February | <b>Review:</b> "Reading as Inquiry."<br><b>On Canvas:</b><br>Listen to/read: Scott Simon's radio essay.<br>Listen to/watch Jon Stewart's appearance on <i>Crossfire</i> .   | <b>OUR GOAL:</b> to shift ideas to final inquiry – internet sources and digital platforms<br><b>Bring to Class:</b> KWL+ of NYT reading; completed Activity 1 from CRR3 assignment sheet.<br><b>In-Class Activity:</b> Workshop to develop a thesis for Critical Reading & Reflection #3<br><b>Discussion:</b> in light of Simon and Stewart's speeches – can we trust current sources in this era? |
| 6    | 26 February | <b>Listen and Read:</b> NPR Fresh Air Audio: "Fake News Expert on How False Stories Spread and Why People Believe Them" listen to min 12:28-33:42 or read transcript.<br><b>ELI:</b> respond to NPR audio.  | <b>OUR GOAL:</b> to be prepared for in-class writing assignment CRR#3<br><b>discuss and reflect:</b> critical judgment of internet sources<br><b>sketch/outline:</b> for in-class writing<br><b>In-Class Activity:</b> rehearsing topic sentences (claims) to invent arguments for CRR3.  |
| 6    | 28 February | Bring to class for In-class writing: laptops, prewriting materials.   | <b>In-class writing assignment: CRR #3; submit draft with all prewriting and sketch/outline</b>   |
| 7    | 5 March     | <b>Read:</b> Ethnography Assignment on Canvas, essays on social media activism (tbd)<br><b>ELI:</b> respond to readings and comment on 2 posts  | <b>OUR GOAL:</b> to gain clarity of social activism in digital age<br><b>Activity:</b> Partner assignments for ethnography assignment<br><b>Discuss:</b> Assignment topic – brainstorm ideas largely and in groups  |
| 7    | 7 March     | <b>Read:</b> Readings on Civil Discourse, including selection from "New Digital Literacies for Digital Citizenship"<br><b>Read:</b> "Ethnographic Essay."   | <b>OUR GOAL: partner prep for ethnography; multimodal presentations and dividing the labor</b><br><b>In-Class Activity (presentation group):</b> Locating primary sources for your ethnographic research: sampling digital forums<br><b>Discussion:</b> What is multimodality?  |
| 8    | 12 March    | <b>Read:</b> Perlow's How Social Media is Crippling Democracy and Why We Seem Powerless to Stop It." In Canvas<br><b>Read</b> chapter in Wolf<br><b>Canvas Discussion:</b> Respond to Perlow and Wolf   | <b>OUR GOAL:</b> to gain an understanding of how to analyze evidence (part 1)<br><b>Bring to Class:</b> your double-entry journal pages on samples from the digital forum your group intends to study and present to the class.<br><b>In- Class Activity:</b> Presentation Partners Workshop: defining the project and developing the project plan.   |
| 8    | 14 March    | <b>Read:</b> "Writing an Argument" -pay particular attention to analysis of visual and digital arguments.<br><b>Bring to Class:</b> KWL+ with 2 images, 2 infographics,   | <b>OUR GOAL: to gain an understanding how to analyze evidence (part 2)</b><br>Activities to support determining quality of evidence<br><b>Discussion</b> of readings.   |

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|------|----------|---|---|
|      |          | and 1 video clip from NYT related to your group's topic.<br><b>Read:</b> Margetts' "Of Course Social Media is Transforming Politics. But it's Not to Blame for Brexit and Trump."<br><b>Read:</b> Business Insider's infographic "These 6 Corps Control 90% of the Media."  | <b>Workshop</b> in partners for presentation preparation  |
| 9    | 19 March | Be prepared to take notes so that you can reflect and respond to Canvas Discussions after today's presentations.  | <b>OUR GOAL: Ethnographic Presentations</b>   |
| 9    | 21 March | Be prepared to take notes so that you can reflect and respond to Canvas Discussions after today's presentations.  | <b>OUR GOAL: Ethnographic Presentations</b>   |
| 10   | 26 March | Be prepared to take notes so that you can reflect and respond to Canvas Discussions after today's presentations.<br>Read: Critical Essay Assignment   | <b>OUR GOAL:</b> finish presentations and transition topics to critical analysis<br><b>Ethnographic Presentations</b><br><b>Discussion:</b> Introduction to Critical Essay  |
| 10   | 28 March | <b>Submit for Evaluation:</b> Ethnographic Exercise: individual samplings + individual self-reflection (800 words) + group Power Point or Prezi + assessment sheet.<br><b>Read:</b> Handout on "Shape."   | <b>OUR GOAL:</b> recognizing neutral opinion language<br><b>Bring to class:</b> a duplicate MSWord file of your CRR3— with no tracking comments.<br><b>In-Class:</b> the Play-Doh workshop<br><b>Canvas Discussion Board (in class):</b> Rhetorical Analysis Statements: conclusions on Play Doh  |
| 11   | 2 April  | Spring Break  |   |
| 11   | 4 April  | Spring Break  |   |
| 12   | 9 April  | <b>Read:</b> "Writing a Critical Essay."<br><b>Read:</b> "The News in My Backyard"<br><b>ELI:</b> response to reading   | <b>OUR GOAL:</b> analyzing neutral opinion language<br><b>In Class Activity:</b> group work to support neutral opinion language recognition<br><b>Bring to class:</b> any KWL+ and/or double-entry journal pages from previous assignments and any discussion thread postings or selections from postings that you may want to use as you build your critique of NYT. |
| 12   | 11 April | <b>Bring to Class:</b> draft of body paragraphs for your critical essay   | <b>OUR GOAL:</b> recognizing informed opinion language<br><b>Discussion:</b> informed opinion language<br><b>In-Class Activity:</b> paragraph development workshop<br><b>In Class Activity:</b> First-Year Writing Program's Reading assessment.  |
| 13   | 16 April | <b>Submit on Canvas by Tuesday, April 17 at 8 a.m.:</b> draft of the Critical Essay.<br><b>ELI:</b> read drafts and post comments to the drafts assigned to you.  | <b>OUR GOAL:</b> revision workshop<br><b>Bring to class:</b> comments on the critical essay drafts you were assigned to read and annotate for today's workshop.<br><b>In-Class Activity:</b> roundtable workshop of the drafts listed above.  |
| 13   | 18 April | <b>Submit on Canvas by Monday, April 18 at 8 a.m.:</b> draft of the Critical Essay.<br><b>ELI:</b> read drafts and post comments to the drafts  | <b>OUR GOAL:</b> recognizing extreme conversations<br><b>Discussion:</b> extreme conversation language<br><b>Bring to class:</b> comments on the critical essays you  |

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|------------|----------|---|--|
|            |          | assigned to you.  | were assigned to read and annotate for today's workshop.<br><b>In-Class Activity:</b> roundtable workshop of the drafts listed above.  |
| 14         | 23 April | <b>Bring to Class:</b> a copy of extremely biased article on your news story  | <b>OUR GOAL:</b> recognize different choices we make to persuade<br><b>In-Class Activity:</b> Groups discuss, choose, and annotate extremely biased articles – identify what makes these pieces extremely biased and present to class                                  |
| 14         | 25 April | <b>Revise:</b> Critical Essay draft<br><b>ELI:</b> Reading NYT, week 14. (Post one major change you see in your approach to reading after spending a year with the NYT online.)   | <b>OUR GOAL: to prepare final draft of Critical Essay for workshops</b><br><b>In-Class:</b> prepare works cited page<br><b>In-Class Activity:</b> Cover sheet paragraphs in class: what makes a reflection paragraph effective?  |
| 15         | 30 April | <b>Revise and Bring to Class:</b> 2 copies of your Critical Essay for peer revising   | <b>OUR GOAL:</b><br><b>Revision Workshop</b>   |
| 15         | 2 May    | <b>Review:</b> "Writing a Review."<br><b>Revise:</b> draft Critical Essay in response to peer review and bring 2 copies to class  | <b>OUR GOAL:</b><br><b>Editing Workshop</b><br><b>In-Class Activity:</b> workshop to inventory and document improved skills.   |
| 16         | 7 May    | <b>Submit</b> to Canvas Final Critical Essay  | <b>OUR GOAL:</b> recognize and acknowledge growth as a writer over two semesters<br><b>Bring to Class:</b> all prewriting materials, review sheets, and final critical essay with coversheet<br><b>Discussion:</b> preparation for Year-End Self Reflection            |
| 16         | 9 May    | <b>Review:</b> "Writing a Review"<br><b>Bring to class:</b> your laptop and files for the ePortfolio (including self-reflection essay) ready to upload!   | <b>Write in class and submit to Canvas:</b> Self-reflection essay; submit the portfolio for final assessment, which will include all prewriting and outline/sketch of the self-reflection essay.   |
| Final Exam | -26      | TBA   | <b>In-Class Activity 1:</b> First-Year Writing Exit Survey.<br><b>In-Class Activity 2:</b> What to Take after English 1A   |