

# First-Year Writing: Stretch English I Section 11

## ENGL 1AF

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 01/21/2024

### Contact Information

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Instructor:	Jill Logan
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Email:	jill.logan@sjsu.edu
Student Chat:	TTh 1:30-2:30 <a href="#">via Zoom link</a> or by appointment
Class Days/Time:	MW 1:30-2:45  <i>This is the course day and time for the full year. You will enroll in this same section during the spring term, provided you earn credit in fall.</i>
Classroom:	Clark Building 225A

### Course Description and Requisites

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Stretch I is the first semester of a year-long ENGL 1A that prepares students to join scholarly conversations across the university. Students develop reading skills, rhetorical sophistication, and writing styles that give form and coherence to complex ideas for various audiences, using various genres.

Prerequisite: Completion of Reflection on College Writing.

## \* Classroom Protocols

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### 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 Student Chat 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.

#### **The Stretch Calendar**

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

#### **The A2 Milestone for Progress to Degree**

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

#### **Course Description**

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

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

## Faculty Web Page and MYSJSU Messaging

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

## How much time will I need to 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, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

## Campus Resources for Writers

### **SJSU Writing Center**

Located on the second floor of the MLK Library, the Writing Center offers appointments with tutors who are well trained to assist you as you work to become a better writer. The Writing Center offers both one-on-one tutoring and workshops on a variety of writing topics. All services are free. To make an appointment or to refer to the Center's online resources, visit the Writing Center website.

### **SJSU Peer Connections**

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

## Program Policies

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

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

## 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.)

# Program Information

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Welcome to this General Education course.

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

The General Education Program has three goals:

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

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

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

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

## Course Goals

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### 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 Ukrainian 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 gun debate trading views in the comments section of a story on violence in American schools? 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...

# Course Learning Outcomes (CLOs)

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## GE Area A2: Written Communication

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

## GE Area A2 Learning Outcomes

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

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

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

## Stretch English Course Learning Outcomes (CLOs)

### Students will:

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

# What Texts will I need?

You'll be reading 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 other booksellers.

## 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* (5<sup>th</sup> Edition) (Do not get the "Concise" edition), ISBN: 978-0134703268

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

## For Spring only:

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

# 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 will read the news 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>

## Course Requirements and Assignments

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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
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Discovery Draft: Email Your Topic	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

## Assignments

### *Canvas Discussions/Story Responses*

You will be asked to post various Discussion responses to Canvas 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. 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.*

### *Reflections*

You will be asked to 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 and dialogue about your process.

## 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.

## ✓ Grading Information

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### 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.

#### *How Assignments Are Weighted to Determine Grades*

**Fall 2023:** 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: Email Your Topic	2%	600
Personal Essay	5%	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	5%	300
Editing Journal	2%	300
	<b>Fall Total</b>	<b>[39%]</b>

Spring 2024: 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	1%	1000
Profile Essay	8%	1000
Ethnography Project	10%	800
Discovery draft: Argument Analysis	4%	750
Critical Essay	12%	1200
Self-Reflection/Final Portfolio	10%	1000
In-Class Activities	5%	N/A
Discussions/Story Responses	4%	N/A
Reflections	5%	300
Editing Journal	2%	N/A
	<b>Spring Total</b>	<b>[61%]</b>

Total 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%

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'll need to demonstrate significant, measurable progress throughout the semester.

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

## How Will Late Work Be Assessed?

For assignments submitted late, 10% will be deducted from the assignment's overall score.

## Are there opportunities for extra credit?

Yes! You can 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)**

The extra credit points can be applied to either your In-Class Activities score or your Discussions/Story Response score. You may earn 2 extra credit points per semester.

I also offer extra credit points for team quizzes.

## A note on Academic Integrity

Your commitment to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

## Anything else I should know?

An important note about a possible work stoppage during the semester

The California Faculty Association (the labor union of Lecturers, Professors, Coaches, Counselors, and Librarians across the 23 CSU campuses) is in a difficult contract dispute with California State University management. It is possible that we will call a strike or other work stoppage this term. I promise to promptly inform you of any schedule disruption. Our working conditions are your learning conditions; we seek to protect both. For further information go to [www.CFAbargaining.org](http://www.CFAbargaining.org)." <https://www.calfac.org/re-opener-bargaining-impasse/>

## University Policies

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Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

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*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	M August 21	<p><b>Read:</b> Syllabus</p> <p><b>Bring to class:</b> Questions about Syllabus</p> <p><b>In-Class Activity:</b> Canvas orientation</p> <p><b>In-Class Activity:</b> Meet Your Classmates</p> <p><b>In-Class Activity:</b> Help Me Help You Questionnaire</p>
1	W August 23	<p><b>In-Class Activity:</b> Subscribe to the <i>New York Times</i></p> <p><b>In-Class Activity:</b> Create Our Classroom Guidelines</p> <p><b>Due in class:</b> Help Me Help You Questionnaire</p>

Week	Date	Topics, Readings, Assignments, Deadlines
2	M August 28	<p><b>Read (before class):</b> Stories from the <i>New York Times</i></p> <p><b>Due on Canvas:</b> Story Response</p> <p><b>In-Class Activity:</b> Reading Strategies</p>
2	W August 30	<p><b>Read (before class):</b> Stories from the <i>New York Times</i></p> <p><b>Read (before class):</b> Ron Israel's "What does it mean to be a global citizen?" (Canvas)</p> <p><b>Bring to class:</b> Annotated readings</p> <p><b>Due on Canvas:</b> Discussion (Find one related story or link)</p> <p><b>In-Class Activity:</b> Choosing Your Topic and Its Key Terms</p>
3	M September 4	<p><b>NO CLASS – LABOR DAY</b></p>
3	W September 6	<p><b>Read (before class):</b> Stories from the <i>New York Times</i></p> <p><b>Read (before class):</b> Ballenger Chapter 2 "Reading as Inquiry"</p> <p><b>Due on Canvas:</b> Story Response</p> <p><b>In-Class Activity:</b> Assign Teams</p> <p><b>In-Class Activity:</b> Team/Individual Quiz on Readings</p> <p><b>In-Class Activity:</b> KWL+ and Dialoguing with the Text</p>

Week	Date	Topics, Readings, Assignments, Deadlines
4	M September 11	<p><b>Read (before class):</b> Stories from the <i>New York Times</i></p> <p><b>Review:</b> Ballenger 47-53 to prepare Double-Entry Journal</p> <p><b>Bring to class:</b> Annotated story and Double-Entry Journal pages for your story</p> <p><b>In-Class Activity:</b> Discuss Email Your Topic Assignment</p> <p><b>In-Class Activity:</b> Audience, Genre, and Purpose</p>
4	W September 13	<p><b>Read (before class):</b> Stories from the <i>New York Times</i></p> <p><b>Due on Canvas:</b> Story Response</p> <p><b>Bring to class:</b> KWL+ for your topic (at least 3 stories on your NYT topic) and your Double-Entry Journal</p> <p><b>In-Class Activity:</b> Thesis Workshop</p>
5	M September 18	<p><b>Read (before class):</b> Stories from the <i>New York Times</i></p> <p><b>Read (before class):</b> Writing Tools #1, 2, 3, 4, 6, 22</p> <p><b>In-Class Activities:</b> Finding Your Characters, Appositives and Adjective Clauses</p>
5	W September 20	<p><b>Read (before class):</b> Stories from the <i>New York Times</i></p> <p><b>Due on Canvas:</b> Story Response</p> <p><b>In-Class Activity:</b> Selecting Evidence</p> <p><b>In-Class Activity:</b> Sentence Experiments</p>

Week	Date	Topics, Readings, Assignments, Deadlines
6	M September 25	<p><b>Read (before class):</b> Ballenger Chapter 1 "Writing as Inquiry"</p> <p><b>Read (before class):</b> Writing Tools #41, 42, 48, 50</p> <p><b>In-Class Activity:</b> The Writing Process, 3 you do, 3 you dont</p> <p><b>In-Class Activity:</b> Individual/Team Quiz</p> <p><b>Due to Canvas:</b> Email Your Topic Assignment</p>
6	W September 27	<p><b>Read (before class):</b> Ballenger Chapter 3 "Writing a Personal Essay"</p> <p><b>Due on Canvas:</b> Reflection with supporting documents</p> <p><b>In-Class Activity:</b> Discuss and plan for Personal Essay, Prewriting strategies</p>
7	M October 2	<p><b>Read (before class):</b> Writing Tools #14, 16</p> <p><b>Read (before class):</b> Stories from the New York Times</p> <p><b>Due on Canvas:</b> Discussion (Details)</p> <p><b>In-Class Activity:</b> Individual/Team Quiz</p> <p><b>In-Class Activity:</b> Sketch Your Personal Essay</p>
7	W October 4	<p><b>Read (before class):</b> "Two Ways to Belong in America" (Canvas)</p> <p><b>Read (before class):</b> Writing Tools #25</p> <p><b>Bring to class:</b> Your prewriting and sketch</p> <p><b>Due on Canvas:</b> Discussion (Inciting Incident)</p> <p><b>In-Class Activity:</b> Workshop to Structure Your Personal Essay</p>

Week	Date	Topics, Readings, Assignments, Deadlines
8	M October 9	<p><b>Read (before class):</b> Stories from the New York Times</p> <p><b>Read (before class):</b> Writing Tools #55</p> <p><b>Due on Canvas:</b> Story Response</p> <p><b>In-Class Activity:</b> Workshop to Generate Details for Narrative Writing</p>
8	W October 11	<p><b>Bring to class:</b> 3 copies of a complete draft of your personal essay</p> <p><b>In-Class Activity:</b> Peer Review Revision Workshop</p>
9	M October 16	<p><b>Read (before class):</b> Writing Tools #9, 47, 49</p> <p><b>Bring to class:</b> 3 printed copies of a <i>revised</i> draft</p> <p><b>In-Class Activity:</b> Discuss Editing Strategies</p> <p><b>In-Class Activity:</b> Discuss Editing Journal</p> <p><b>In-Class Activity:</b> Peer Review Editing Workshop</p>
9	W October 18	<p><b>Due on Canvas:</b> Final draft of your Personal Essay</p> <p><b>In-Class Activity:</b> Discuss NYT Opinion section</p> <p><b>In-class Activity:</b> Discuss Counterpoint and rubric</p>



Week	Date	Topics, Readings, Assignments, Deadlines
10	M October 23	<p><b>Read (before class):</b> Opinion pages in <i>NYT</i></p> <p><b>Due on Canvas:</b> Reflection with supporting documents</p> <p><b>Due on Canvas:</b> Discussion</p> <p><b>In-Class Activity:</b> Freewrite for Counterpoint</p>
10	W October 25	<p><b>Read (before class):</b> Opinion pages in <i>NYT</i></p> <p><b>In-Class Activity:</b> Analyzing AI in Writing</p>
11	M October 30	<p><b>Read (before class):</b> Opinion pages in <i>NYT</i></p> <p><b>Due on Canvas: Counterpoint</b></p> <p><b>In-Class Activity:</b> Discuss conventions of the NYT Opinion Guest Essay</p> <p><b>In-Class Activity:</b> Discuss NYT Audience</p>
11	W November 1	<p><b>Read (before class):</b> Opinion pages in <i>NYT</i></p> <p><b>Read (before class):</b> Zelensky Speech to Congress (Canvas)</p> <p><b>Due on Canvas:</b> Discussion (Pathos)</p> <p><b>In-Class Activity:</b> Discuss/Analyze Strategies for Creating Democratic Dialogue</p> <p><b>In-Class Activity:</b> Discuss NYT Opinion Guest Essay Assignment</p>

Week	Date	Topics, Readings, Assignments, Deadlines
12	M November 6	<p><b>Read (before class):</b> Opinion pages in <i>NYT</i></p> <p><b>Read (before class):</b> Ballenger Chapter 7 "Writing an Argument"</p> <p><b>Read (before class):</b> Writing Tools #44, 53</p> <p><b>Due on Canvas:</b> Story Response</p> <p><b>In-Class Activity:</b> Inquiring into Your Own Argument: A Question Generating Workshop</p> <p><b>In-Class Activity:</b> Team/Individual Quiz</p>
12	W November 8	<p><b>Read (before class):</b> Opinion pages in <i>NYT</i></p> <p><b>Due on Canvas:</b> Discussion (Logos)</p> <p><b>Bring to Class:</b> A sketch of your argument (see Ballenger Chapter 7)</p> <p><b>In-Class Activity:</b> Workshop to Shape Claims, Reasons, Evidence</p>
13	M November 13	<p><b>Read (before class):</b> Opinion pages in <i>NYT</i></p> <p><b>Read (before class):</b> Ballenger Chapter 12 "Using and Citing Sources"</p> <p><b>Due on Canvas:</b> Story Response</p> <p><b>In-Class Activity:</b> Workshop on Choosing Evidence and Attributing Sources</p>
13	W November 15	<p><b>Read (before class):</b> Opinion pages in <i>NYT</i></p> <p><b>Read (before class):</b> Writing Tools #20, 21</p> <p><b>Due on Canvas:</b> Discussion (Ethos)</p> <p><b>In-Class Activity:</b> Inventory strategies for Emotional and Logical Appeals</p> <p><b>In-Class Activity:</b> Tools for Your Digital Essay</p>

Week	Date	Topics, Readings, Assignments, Deadlines
14	M November 20	<p><b>Read (before class):</b> Writing Tools #10</p> <p><b>Read (before class):</b> Ballenger Chapter 14 "Revision strategies"</p> <p><b>Bring to class:</b> 3 copies of a complete draft of your NYT Opinion Guest Essay</p> <p><b>In-Class Activity:</b> Peer Review Revision Workshop</p>
14	W November 22	<b>NO CLASS – THANKSGIVING BREAK</b>
15	M November 27	<p><b>Due on Canvas:</b> NYT Opinion Guest Essay</p> <p><b>Bring to class:</b> Laptop, portfolio instructions, essays, drafts, evidence of your writing process for the semester</p> <p><b>In-class Activity:</b> Discuss the Mid-Year Reflection Essay &amp; Portfolio Instructions</p>
15	W November 29	<p><b>Due on Canvas:</b> Reflection with supporting documents</p> <p><b>Review:</b> "A First Reflection on Your Writing Process" (Ballenger 15-34)</p> <p><b>Read (before class):</b> Ballenger Appendix B "The Writing Portfolio"</p> <p><b>In-class Activity:</b> Exercise Toward Understanding Assessment, Gathering Claims and Evidence</p>
16	M December 4	<p><b>Due on Canvas:</b> Discussion (Connect to audience)</p> <p><b>Bring to class:</b> 3 copies of a complete draft of your Midyear Portfolio Essay</p> <p><b>In-Class Activity:</b> Peer Review Revision Workshop</p>

Week	Date	Topics, Readings, Assignments, Deadlines
16	W December 6	<b>Due on Canvas (in class!):</b> Midyear Portfolio and Self-Reflection Essay
Final Exam	W December 13 12:15-2:30	<b>Due on Canvas:</b> Editing Journal  <b>In-Class Activity:</b> Discuss Interview Assignment, Preparing for Your Interview Assignment, Conducting an Interview Worksheet

[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.

### Spring Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	W January 24	<b>Welcome back!</b>  <b>Read:</b> Continue to follow your topic in the NYT  <b>In-Class Activity:</b> Continue to work on your Interviews and Interview Transcripts
2	M January 29	<b>Read:</b> Continue to follow your topic in the NYT  <b>In-Class Activity:</b> Discuss Profile Essay with rubric, Writing Resolutions, Writing Process Strategies
2	W January 31	<b>Read:</b> Continue to follow your topic in the NYT  <b>Bring to Class:</b> 3 printed copies of Interview Transcript  <b>In-Class Activity:</b> Peer Reviews

Week	Date	Topics, Readings, Assignments, Deadlines
3	M February 5	<p><b>Read:</b> Ballenger Chapter 4 "Writing a Profile"</p> <p><b>Read:</b> Writing Tools #35, 55</p> <p><b>Due on Canvas:</b> Discussion (Scene and Inciting Incident)</p> <p><b>In-Class Activity:</b> Prepare for Profile Essay, Capturing Character for Profile Writing</p>
3	W February 7	<p><b>Read:</b> Continue to follow your topic in the NYT</p> <p><b>Read:</b> NYT Profiles</p> <p><b>Read:</b> Writing Tools #26, 27, 54 (Dialogue as Action, Character Traits, Character Detail)</p> <p><b>In-Class Activity:</b> Finding Frame for Profile</p> <p><b>Bring to class:</b> Sketch of Profile Essay</p> <p><b>Due on Canvas:</b> Discussion (Response to NYT Profile)</p>
4	M February 12	<p><b>Due on Canvas:</b> Complete draft of Profile Essay</p> <p><b>In-Class Activity:</b> Sharpening Elements of the Profile Essay</p>
4	W February 14	<p><b>Read:</b> Continue to follow your topic in the NYT</p> <p>Bring to class: Written comments on essays you were assigned to read and annotate (1 copy for Jill/1 for writer)</p> <p><b>In-Class Activity:</b> Large Group Workshop of drafts</p>
5	M February 19	<p><b>Read:</b> Continue to follow your topic in the NYT</p> <p>Bring to class: Written comments on essays you were assigned to read and annotate (1 copy for Jill/1 for writer)</p> <p><b>In-Class Activity:</b> Large Group Workshop of drafts</p>

Week	Date	Topics, Readings, Assignments, Deadlines
5	W February 21	<p><b>Read:</b> Continue to follow your topic in the NYT</p> <p>Bring to class: Written comments on essays you were assigned to read and annotate (1 copy for Jill/1 for writer)</p> <p><b>In-Class Activity:</b> Large Group Workshop of drafts</p>
6	M February 26	<p><b>Read:</b> Continue to follow your topic in the NYT</p> <p>Bring to class: Written comments on essays you were assigned to read and annotate (1 copy for Jill/1 for writer)</p> <p><b>In-Class Activity:</b> Large Group Workshop of drafts</p>
6	W February 28	<p>Due on Canvas: Final draft of Profile Essay</p> <p><b>In-Class Activity:</b> Preview Brooke Gladstone's <i>The Influencing Machine</i></p>
7	M March 4	<p><b>Read:</b> <i>The Influencing Machine</i> (pp. xi-46)</p> <p><b>Due:</b> Reflection (Profile Essay) with supporting documents</p> <p><b>Due:</b> Discussion (Gladstone with Other Voices)</p> <p><b>In-Class Activity:</b> Text-based Discussions</p>
7	W March 6	<p><b>Read:</b> <i>The Influencing Machine</i> (pp. 47-110)</p> <p><b>Due:</b> Discussion (Bias and Objectivity)</p> <p><b>In-Class Activity:</b> Interacting with the Text and Close Reading</p>
8	M March 11	<p><b>Read:</b> <i>The Influencing Machine</i> (pp. 111-164)</p> <p><b>Due:</b> Discussion (Extremism and Incestuous Amplification)</p> <p><b>In-Class Activity:</b> Individual/Team Quiz (The Influencing Machine), Preparing for Discovery Draft: Argument Analysis</p>

Week	Date	Topics, Readings, Assignments, Deadlines
8	W March 13	<p><b>Due:</b> Discovery Draft: Argument Analysis</p> <p><b>In-Class Activity:</b> Integrating Sources and Viewpoints, Discuss Editing Journal</p>
9	M March 18	<p><b>Read:</b> Ballenger Chapter 9 "Ethnographic Essay"</p> <p><b>Due:</b> Reflection (Argument Analysis) with supporting documents</p> <p><b>Due:</b> Analyze NYT Comments</p> <p><b>In-Class Activity:</b> Discuss Ethnography Project, Individual/Team Quiz (Ballenger)</p>
9	W March 20	<p><b>Read:</b> Continue to follow your topic in the NYT</p> <p><b>Due:</b> Discussion (Share a NYT story)</p> <p><b>In-Class Activity:</b> Research and Analysis for your Ethnography Project</p>
10	M March 25	<p><b>In-Class Activity:</b> Getting Organized and Framing Research (Work on Ethnography projects with your group)</p>
10	W March 27	<p><b>Read:</b> Continue to follow your topic in the NYT</p> <p><b>Read:</b> Ballenger Chapter 13 "Re-Genre: Repurposing Your Writing for Multimedia Genres"</p> <p><b>Due:</b> Discussion (Multimodal Rhetoric)</p> <p><b>In-Class Activity:</b> Working with multimodal texts, Parallelism, Work on presentations</p>
11	M April 1	<b>SPRING BREAK</b>
11	W April 3	<b>SPRING BREAK</b>

Week	Date	Topics, Readings, Assignments, Deadlines
12	M April 8	<p><b>Due:</b> Discussion (Parallelism)</p> <p><b>Due in Class:</b> Draft of Ethnography Project</p> <p><b>In-Class Activity:</b> Peer Reviews of Ethnography Projects</p>
12	W April 10	<p><b>Due before Class:</b> Ethnography Project uploaded to Canvas</p> <p><b>In-Class Activity:</b> View Ethnography Projects, Group Reviews</p>
13	M April 15	<p><b>Read:</b> Continue to follow your topic in the NYT</p> <p><b>In-Class Activity:</b> Discuss Critical Essay assignment, Transfer learning from the Ethnography Projects to analyze the NYT</p>
13	W April 17	<p><b>Due:</b> Reflection on Ethnography Project</p> <p><b>In-Class Activity:</b> Discuss 3 specific moments in your use of the NYT, Sketch an argument for your Critical Essay</p>
14	M April 22	<p><b>Read:</b> Ballenger Chapter 8 "Writing an Analytical Essay"</p> <p><b>Read:</b> Writing Tools #19, 53 (Paragraph Building, Word Choice)</p> <p><b>Due on Canvas:</b> Sketch an argument for your Critical Essay</p> <p><b>In-Class Activity:</b> Individual/Team Quiz (Ballenger and Writing Tools), Integrating Evidence</p>
14	W April 24	<p><b>Read:</b> Continue to follow your topic in the NYT</p> <p><b>Due on Canvas:</b> Discussion (Build a paragraph around a specific moment and highlight claim/evidence/analysis)</p> <p><b>In-Class Activity:</b> Controlling Sources, Choosing Titles</p>
15	M April 29	<p><b>Bring to class:</b> 3 printed copies of your Critical Essay</p> <p><b>In-Class Activity:</b> Peer Review Workshop (Revision)</p>
15	W May 1	<p><b>Bring to class:</b> 3 printed copies of your Critical Essay</p> <p><b>In-Class Activity:</b> Peer Review Workshop (Editing)</p>



Week	Date	Topics, Readings, Assignments, Deadlines
16	M May 6	<p><b>Due on Canvas:</b> Final Critical Essay</p> <p><b>In-Class Activity:</b> Workshop to prepare Self-Reflection Essay and Final Portfolio</p>
16	W May 8	<p><b>Due on Canvas:</b> Reflection (Critical Essay)</p> <p><b>In-Class Activity:</b> Workshop to prepare Final Portfolio, Ethos/Pathos/Logos in the Self-Reflection Essay</p>
17	M May 13	<p><b>Due on Canvas (by 11:59 PM):</b> Final Self-Reflection Essay and Portfolio</p> <p><b>Due in class:</b> 3 printed copies of your Self-Reflection Essay</p> <p><b>In-Class Activity:</b> Peer Review Workshop</p>
Final Exam	Th May 16	<b>Due on Canvas:</b> Editing Journal