

San José State University
Department of English & Comparative Literature
ENGL 1AF: First-Year Writing
Section 22, Fall 2017 and Spring 2018

Instructor:	Dr. Mark Dowdy
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Office Hours:	MW, 1:30 - 2:30 p.m. or by appt
Class Days/Time:	Mondays and Wednesdays, 12 Noon to 1:15 p.m.
Classroom:	Sweeney Hall 411
Prerequisites:	Reflection on College Writing
GE/SJSU Studies Category:	GE Area A2 Written Communication I

What Will You Need for This Course?

In addition to textbooks, notebooks, and exam pamphlets, you will need a home computer with dependable Internet connectivity to turn in homework and writing assignments, keep up with course communications, and access some of the texts discussed in this class.

How Will Your Professor Communicate with You?

This class meets twice a week, and I hold office hours on the days I teach class. There will be plenty of opportunities to speak with one another in person, and I encourage you not to be shy. You can also reach me through email (see above.)

Most of our online interaction, however, will occur on the Canvas learning management system. On this site, you will find the course syllabus, homework assignments, essay guidelines, and grades. In addition, the class will use other functions on Canvas, such as its discussion boards and page-building tools. Lastly, I will communicate with the class-at-large by making announcements on Canvas. While I will use the MySJSU messaging system for critical, time-sensitive information, I will mostly communicate with the class through Canvas. Please check the Canvas course page before every class.

Description of this Section of Stretch English

This summer, you began preparing yourself for the college experience by attending orientation and completing your Directed Self Placement course, among other requirements. Now that you are here, what do you plan to do? How can you make the most of your time in college? What drew you to the university in the first place? What do you hope to get out of your college

experience? These questions will form the basis of our investigation into what the university is, how it works, and how you can make it work for you this year.

On the surface, the topic of our course is fairly practical and straightforward. Together, we will seek to figure out how the university is organized and how it works so that you can navigate it more effectively. However, our investigation will also challenge us to think about more abstract questions. What is the purpose of a university education in the U.S. and in a global context anyway? What does the university, as an institution, value? What are the ideologies at work in the university about culture, difference, equality, gender, race, and socio-economic opportunity?

Finally, this class will involve some soul searching too. You will need to think about what you bring to the university and what the university can offer you in return. You will spend time reflecting on what kind of student you were in the past, what kind of student you are now, what you hope to accomplish, and how you can use the university to meet those goals.

To pursue this exploration of higher education, this course will be organized into 3 units, each of which will ask you to explore a specific inquiry question. The first, Unit 1, will focus on your experience making the transition from high school to college. During this unit, you will be asked to read and reflect on the following questions: What is higher education to me? How does it differ from high school? And what do I hope to achieve from it? The next, Unit 2, will direct your attention to the campus community and ask you to examine how San Jose State University works as an institution to serve its students. During Unit 2, you will be asked to read and reflect on the following questions: What can SJSU do for me? How does it contribute to my education? What are its obligations to me, and mine to it? The final inquiry, Unit 3, will be the culmination of your thoughts and reflections about higher education throughout the academic year. In it, you will ask the following question: What is the purpose of higher education in the 21st century, and what role do my peers, teachers, and myself play in creating it?

English 1A Learning Outcomes — i.e. The Goals of This Course

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 an ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres;
 1. demonstrate college-level language use, clarity, and grammatical proficiency in writing.

What You Will Be Doing in This Course

SJSU classes are designed such that in order to be successful, you are expected to spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on.

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Writing Assignments

As a writing course, you will be expected to produce 8,000 words in this course, 4,000 of which must be revised and edited. These writing assignments will include both in-class and out-of-class essays.

Critical Reading and Reflection (CRR) essays: Each of these three in-class essays will begin a new course segment centered on a specific inquiry question. The first, CRR1, will ask you to consider the following questions: What is higher education to me? What do I hope to achieve from it? And how does it differ from high school? The second, CRR2, will build on the first course segment with a new set of inquiry questions: What can SJSU do for me? How does it contribute to my education? What are its obligations to me, and mine to it? Finally, the culminating course segment will begin with CRR3, in which you will address the following inquiry questions: What is the purpose of higher education in the 21st century, and what role do my peers, teachers, and myself play in creating it? These three in-class essays will be completed during class time. You will have the option of writing your essay on paper or using a computer or mobile device.

Out-of-Class Essays: In addition to your three in-class essays, you will have a number of out-of-class writing assignments that will involve multiple drafts: The Personal Essay, Blog Post, Profile, and Critical Essay. Each of these essays represents a different genre of writing, and you will share your early drafts with your classmates during Peer Review (see below). Important: Please submit hard copies of both your first and final drafts of these essays AND upload them to Canvas.

Interview: This assignment will require you to identify a suitable interview subject, compose questions for this person, and, finally, conduct an interview. You will be interviewing someone who works at SJSU. This person may be a professor, a coach, an administrator, police officer, maintenance staff, or anyone who contributes to the daily operations of your institution.

Ethnographic Presentation: This is a multi-modal group assignment in which you will work with a team of your peers to research and present upon one of the student organizations here at SJSU. By "multi-modal" I mean that this presentation will include more than just words, spoken or written: it will require you to include a visual component in the form of video, images, audio, or other multimedia elements using a platforms such as Power Point or Prezi.

Portfolios: Both the Fall 2017 and the Spring 2018 semester will culminate in the creation of a writing portfolio. For both of these, you will be assembling representative examples of the work you have produced throughout the academic year. In addition, your portfolios will include a

reflective essay in which you assess your own progress meeting the General Education Learning Outcomes (GELOs) for this course.

Participation

In addition to the essays you write and the portfolios you produce, your overall grade will be influenced by your participation in the course. The following factors contribute to your Participation score: 1. Homework/Outside Activities, 2. Classroom Discussion, 3. Group Projects, and 4. Peer Review.

1. Homework/Outside Activities: You will need to complete much of the work for this course outside of the classroom. At times this work will be required of the whole class. For example, I may assign a reading response as homework, or I might require the class to post items in the discussion boards on Canvas. Other times, however, you may choose to do homework or participate in outside activities of your own choosing. For example, you may complete additional, unassigned exercises from *Writer's Help*. When I assess your level of engagement with Homework/Outside Activities, I will consider both your completion of required assigned as well as your demonstrated willingness to take initiative and develop a sense of ownership over your own writing.

2. Classroom Discussion: Your contributions to class discussions help me determine whether you've done your required reading. Moreover, such contributions foster a deeper understanding of the text at hand for *all* of us. For this reason, you will be expected to come to class prepared to discuss the assigned reading for the day. Moreover, you should strive to contribute to most class discussions, demonstrating an ability and willingness to listen to myself and your peers as well as the capacity to bring yourself and your experiences to the reading assignment.

3. Group Projects: I will assign multi-modal group projects throughout the semester. These projects will enable you to work with each other to create visual and audio responses (infographics, podcasts, etc.) to the stories we will be reading throughout the semester. A successful group project – one which follows the guidelines of the assignment, informs its audience in an engaging manner, and demonstrates group cohesion, focus, and purpose – will improve the overall participation score of each individual member.

4. Peer Review: We will be conducting peer review sessions both through Canvas and during class time. The process will begin with Canvas, where I will be assigning you into small groups. Please upload your respective first drafts to Canvas by the date listed on the schedule and submit a hard copy to me at the beginning of class. Once you and your fellow group members have uploaded your essays, you will be able to review and respond to one another's drafts. Both the individual who wrote a particular essay and myself will be able to review your feedback via Canvas. Please provide feedback 24 hours prior to the scheduled in-class peer review session. On the class day devoted to peer review, you will have opportunity to give one another additional feedback and to ask follow-up questions. Please bring an additional hard copy of your draft to the peer review session so that you and your peers can mark up your manuscript. **Failure to attend**

or to participate adequately in a peer revision session (both online and in class) will result in a lowering of your essay's grade by one full letter.

Overview of Assignments

Fall 2017: Grades in the fall are based on measured progress toward proficiency in the learning objectives outlined above. To earn credit in the course, you will need to have completed **all** of the assigned work, and you will need to demonstrate measurable progress in at least 3 out of 4 (75%) of the CLO categories to earn credit (CR) in English 1AF.

Item	Word Count*	Type of Assignment	GELOs
Critical Reading/ Reflection 1	750	in-class essay	1,3,4,5
Personal Essay	1,000	out-of-class essay	1-5
Blog Post	750	out-of-class essay	1-5
Critical Reading/ Reflection 2	750	in-class essay	1,3,4,5
Self-Reflection/Midyear Portfolio	750	in-class essay	1-5
Participation	N/A	N/A	1,3,5

Semester total: 40% of overall course work.

Spring 2018: While a final grade of D- or better in English 1AS is needed to clear remediation and to pass the course, a final grade of C- or better in English 1AS is needed to satisfy GE Area A2. This means that you will need to pass the Spring semester of English 1AS with a C- or better in order to receive General Education credit for the course.

Item	Word Count*	Type of Assignment	GELOs
Interview Transcript	1,000	out-of-class essay	1,2,3,5
Profile Essay	1,000	out-of-class essay	1-5
Ethnographic Presentation	500	multimodal group presentation	1-5
Critical Reading/ Reflection 3	750	in-class essay	1,3,4,5
Critical Essay	1,200	out-of-class essay	1-5
Self-Reflection/Final Portfolio	1,200	out-of-class essay	1-5
Participation	N/A	N/A	1,3,5

Semester total: 60% of overall course work.

* Word Count/ Fall and Spring: 9,550 finished writing

Required Texts

Important Notice about Textbooks: Since laptops will rarely be used during class, please purchase print versions of the following texts. In addition, please be sure that you select the correct editions of each book. Older editions of these texts will not include everything that we will be covering in the class.

- Bruce Ballenger, *The Curious Writer*. Brief Fifth Edition. Pearson. ISBN 978-0-13-408038-3 Available online and at Spartan Bookstore.
- Sherrie Nist-Olejnik and Jodi Patrick Holschuh. *College Rules! How to Study, Survive, and Succeed in College*. Ten Speed Press. ISBN 978-0-13-408038-3 Available online and at Spartan Bookstore.
- Lunsford, Andrea. *The Everyday Writer*, included (as *Writer's Help*): There is a digital edition, available in Canvas, that is free to all SJSU students. Please inform me if you encounter difficulty accessing *Writer's Help*.

In addition to the above two books, we will also be using another book that you DO NOT have to purchase. Rob Shindler's *Hot Dogs and Hamburgers* is the 2017/18 SJSU campus read. Hopefully, you have already received a complementary copy of it. If you have not, let me know, and we will find a copy for you.

- Shindler, Rob. *Hot Dogs and Hamburgers: Unlocking Life's Potential by Inspiring Literacy at Any Age*. Vol. 1. River Grove Books. ISBN-13 978-1938416095

Other Readings

In addition to the above texts, there will be other readings from books, magazines, newspapers, and other sources. These readings will be distributed via hyperlink or photocopying. I will provide you with advance notice whenever you are assigned an additional reading.

How I Will Evaluate Your Work and Assign Grades

Late Policy

Unless you contact me in advance and provide a valid excuse – problems with your printer don't count as one – I will deduct one-half-letter from an essay's overall grade for every day late. This includes first drafts.

Extra Credit

In general, I do not offer extra credit in this course. The only exception is for additional Participation credit. There will be numerous opportunities throughout the semester to attend readings and talks on campus. In addition, there will be a number of events scheduled around this year's campus reading, *Hot Dogs and Hamburgers*. You can find out more about these events [here](#).

If you are concerned about improving your grade, I would be happy to sit down with you during my office hours, go over your work with you, and give you some guidance on how to improve your performance in the course.

Instructor Feedback

All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades. I will post the results of your graded work on Canvas and will provide written feedback on the hard copies of the essays you submit to me.

Your Stretch colleagues and I will provide you feedback on your work to help you apply lessons learned in classroom work to complete assignments and transfer lessons learned from one assignment to the next. In this process, grades are a tool for assessment and course correction within your journey to become an independent writer: they report outcomes during a course of instruction.

My grading practices respect your right to feedback within a reasonable time so that you may not only know your scores, but also understand the criteria applied to the evaluation of your work. Ultimately, we will work together to make you your own best critic.

With each essay assignment, I will distribute a scoring guide specific to that particular essay. While requirements for particular assignments will vary, essay grades, in all cases, will reflect the paper's effectiveness, which is broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. In general, the following are the criteria by which essays are typically evaluated in first-year writing courses:

“A” work will be well-organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student's ability to use language effectively and construct sentences distinguished by syntactic constructions at the college level and appropriate to the work's intended audience and purpose. Such work will be essentially free of grammatical, mechanical, and usage errors. Whether written or oral, “A” work succeeds in communicating ideas clearly and effectively to the target audience.

“B” work will demonstrate abilities in the same categories as “A” work. The chief difference is that “B” work will show notable weaknesses in one of these categories. It may inadequately fulfill parts of the assigned tasks, show less facility of expression and communication, or contain some grammatical, mechanical, usage, or delivery flaws that do not impede clear transmission of meaning.

“C” work will be generally competent and attempt to complete all tasks set by the assignment but show weaknesses in fundamentals, usually development or clarity, with barely enough specific information to illustrate the subject being addressed. The sentence construction, language, and/or delivery may be less effective and correct than “B” work, but will not seriously impede clear transmission of meaning.

“D” work will neglect one of the assigned tasks or directions and be noticeably superficial in development—that is, too brief or simplistic. The work may reveal some problems

of development, detail, and/or audience. It will contain grammatical, mechanical, usage, and/or delivery shortcomings that are frequent and/or serious enough to impede clear transmission of meaning.

“F” work shows a disconnection with the course and a lack of understanding of the task and the writing conventions that are being taught. The writing is incoherent and riddled with sentence level errors. It is clear in this essay that the writer is not engaged in the class and/or the assignment.

Letter grades will be translated into the following percentages:

Grade	Percentage	Grade	Percentage	Grade	Percentage
A+	98-100	B	84-87	C-	70-73
A	94-97	B-	80-83	D+	68-69
A-	90-93	C+	78-79	D	56-67
B+	88-89	C	74-77	F	64-0

Note: In order to receive A2 General Education credit for Stretch English, you must pass the course with a C- or higher.

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.

Weighted Assignments

Fall 2017

Item	Percentage of Course Grade
Critical Reading/Reflection 1	5%
Personal Essay	7.5%
Blog Post	7.5%
Critical Reading/Reflection 2	5%
Self-Reflection/Midyear Portfolio	5%
Participation	10%

Semester total: 40%

Spring 2018

Item	Percentage of Course Grade
Interview Transcript	5%
Profile Essay	10%
Ethnographic Presentation	5%
Critical Reading/Reflection 3	5%
Critical Essay	15%
Self-Reflection/Final Portfolio	10%
Participation	10%

Semester total: 60%

Classroom Do's and Don'ts

To help foster a classroom environment in which everyone feels comfortable enough to participate, I will not tolerate blatant displays of disrespect towards your peers or towards me. There are ways to disagree with others respectfully and sincerely. In fact, we will be studying the art of effective communication throughout this two-semester course and learning how to debate with others in a spirit of honest and respectful inquiry. In the unlikely event that a student might exceed the bounds of civility, he or she will be asked to leave for the remainder of the class session. Behavior that fits this description include offense comments directed at your peers or myself, sleeping during class, talking with your peers about things unrelated to the class, or focusing your attention on electronic equipment rather than the class activity or discussion.

Stepping out During Class

If you need to visit the restroom or otherwise leave the room during a class discussion, please ask my permission first. This will prevent unnecessary disruptions. During group work, you may take a brief "bio break" without asking for permission.

"Smart" Phone Usage

Attendance is both a physical AND mental state of being. Smart phone usage, during recent years, has become so prevalent that, in my view, it is hindering students' ability to get the most out of classroom activities. To address this issue, I am asking everyone -- myself included -- to leave their phones in a basket in the front of the class. In the event that a student violates this policy and indulges in inappropriate phone usage, I will ask him or her to leave class for the day. In addition, I will lower your overall Participation grade (20% of course total) for the course by one full letter.

Laptops, Mobile Devices, and Headphones

You do NOT need to bring your laptop or mobile device to every class. On the rare occasions (such as an in-class essay) where you will need a computer or mobile device, I will give you advance notice prior to class. If I see you using your computer for non-course purposes, I will lower your overall Participation grade (20% of course total) by one full letter. Please note that since we won't be using laptops or mobile devices most of the time, you will need to purchase the print version of *College Rules*, *The Curious Writer*, and *Hotdogs and Hamburgers*.

Headphone use is prohibited during class at all times!

University Policies

The [link](http://www.sjsu.edu/gup/syllabusinfo/index.html) below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.: University Policies: the link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. <http://www.sjsu.edu/gup/syllabusinfo/index.html>

English 1AF/ Stretch English, Fall 2017/Spring 2018, Course Schedule

Below is the tentative schedule for the class the academic year. Please keep in mind that as the course unfolds, there will be inevitable changes to it. Whenever any changes are made, I will notify the class on Canvas and will provide at least one week's advance notice.

*Please note that the due dates for major assignments are in **bold face and italics**.*

Fall 2017

Week 1 (Beginning of Unit 1: What is higher education to me? How does it differ from high school? And what do I hope to achieve from it?)

Wednesday, August 23rd

Today, on our first day of class, we will go over the syllabus and introduce ourselves to one another. I will also assign your first homework assignment: creating a “What my friends think I do” meme about college.

Week 2

Monday, August 28th

What to do prior to class: Complete your meme assignment and bring a specific question about the syllabus. Read chapter 14, “Your College Syllabus Is Your Friend,” from *College Rules!*

What we will be doing during class: Group work involving meme assignment; sharing questions about the syllabus.

Wednesday, August 30th

What to do prior to class: Remember that Letter to Your First-Year Writing Instructor that you wrote as part of your Directed Self-Placement? Please bring a hard copy of it to class.

What we will be doing during class: The class will break up into small groups and share their essays. Afterwards, the class as a whole will compare notes, as it answers the question: Are your experiences with writing classes similar to your peers’ or different?

Week 3

Monday, September 4th

Labor Day; no classes scheduled.

Wednesday, September 6th

What to do prior to class: Read chapter 4, “Major Decisions: Selecting Courses and a Major” from *College Rules!* and listen to Steve Jobs 2005 Stanford Commencement Speech.

What we will be doing during class: The class will go over the first writing assignment, Critical Reading and Reflection 1 (CRR1), and discuss the following question: “How Important Is Choosing a Major?”

Week 4

Monday, September 11th

What to do prior to class: Read chapter 1, “Writing as Inquiry,” from *The Curious Writer* and “Four Steps to Choosing a College Major” by Nathan Gebhard.

What we will be doing during class: The class will conduct writing exercises from *The Curious Writer*.

Wednesday, September 13th

What to do prior to class: Read and reflect on the writing prompt for Critical Reading and Reflection 1 (CRR1).

What we will be doing during class: Write Critical Reading/Reflection Essay 1. You may choose to write this in-class essay on a laptop/mobile device (yes, today is an acceptable day to use a laptop in class). If you prefer, you may also use a pen and paper.

Week 5

Monday, September 18th

What to do prior to class: Read chapter 2, “Reading as Inquiry,” from *The Curious Writer*.

What we will be doing during class: The will practice some of the reading strategies provided in Chapter 2: “Reading as Inquiry.”

Wednesday, September 20th

What to do prior to class: Read pages 69-76 from *The Curious Writer*.

What we will be doing during class: Writing exercises from chapter 3 of *The Curious Writer*.

Week 6

Monday, September 25th

What to do prior to class: Read “Smoke of Empire” on page 94 of *The Curious Writer*.

What we will be doing during class: Small group activity: Evaluating “Smoke of Empire,” (Questions from page 96 of *The Curious Writer*)

Wednesday, September 27th

What to do prior to class: Read handout on sentence imitations (available on Canvas).

What we will be doing during class: Sentence imitations.

Week 7

Monday, October 2nd

What to do prior to class: **Complete the first draft of your Personal Essay and submit it to Canvas.**

What we will be doing during class: Assigning Peer Review partners, learning about *Writer’s Help*, working on an editing exercise, and returning CRR1.

Wednesday, October 4th

What to do prior to class: Read and respond to your peer’s drafts online on Canvas; this includes completing the Peer Response form provided to you for this assignment. Bring a hard copy of your first draft to class.

What we will be doing during class: Holding our **first Mandatory Peer Review Session** — did you remember to bring a printout of your first draft? Please note that failure to participate in Peer Review — both online and in-class — will result in a lowering of your essay’s grade by one full letter.

Week 8

Monday, October 9th

What to do prior to class: **Complete and submit final draft of Personal Essay on Canvas. (Please note that you will be submitting a hard copy in addition to your online submission.)**

What we will be doing during class. After I collect the final drafts of the Personal Essay, we will discuss your next writing assignment: Blog Post.

Wednesday, October 11th

What to do prior to class: Read chapter 18, “Active Reading,” of *College Rules!*

What we will be doing during class: Examining visual media.

Week 9

Monday, October 16th

What to do prior to class: Read chapter 7, “Writing an Argument,” of *The Curious Writer*.

What we will be doing during class: Group activity: discovering everyday arguments.

Wednesday, October 18th

What to do prior to class: Complete Reading Log 1 and submit it to Canvas; read chapter 17, “Words! Words! Words!” from *College Rules!*

What we will be doing during class: Dictionary exercise.

Week 10

Monday, October 23rd

What to do prior to class: Begin reading *Hot Dogs and Hamburgers*.

What we will be doing during class: Group/class discussion.

Wednesday, October 25th

What to do prior to class: Complete Reading Log 2 and submit it to Canvas; continue reading *Hot Dogs and Hamburgers*.

What we will be doing during class: Group/class discussion.

Week 11

Monday, October 30th

What to do prior to class: Continue reading *Hot Dogs and Hamburgers*.

What we will be doing during class. Group/class discussion.

Wednesday, November 1st

What to do prior to class: Complete Reading Log 3 and submit it to Canvas; continue reading *Hot Dogs and Hamburgers*.

What we will be doing during class: Group/class discussion; sentence imitations.

Week 12

Monday, November 6th

What to do prior to class: Finish reading *Hot Dogs and Hamburgers*.

What we will be doing during class: Layering sentences.

Wednesday, November 8th

What to do prior to class: Complete Reading Log 4 and submit it to Canvas.

What we will be doing during class: Round robin discussion: Based on your readings, what are the most important issues facing higher education today?

Week 13

Monday, November 13th

What to do prior to class: Annotate a news article about higher education and accept the invitation to join the class blog.

What we will be doing during class: Building a class blog using Google's Blogger software.

Wednesday, November 15th

What to do prior to class: ***Complete the first draft of your Blog Post and submit it to Canvas.***

What we will be doing during class: Assigning Peer Review groups for your Blog Post and continuing to build a course blog together as a class.

Week 14

Monday, November 20th

What to do prior to class: Read and respond to your peer's drafts online on Canvas; this includes completing the Peer Response form provided to you for this assignment. Bring a hard copy of your first draft to class.

What we will be doing during class: Holding our ***second Mandatory Peer Review session***.

Wednesday, November 22nd

What to do prior to class: ***Complete and submit the final draft of your Blog Post.***

What we will be doing during class: More higher education memes.

Week 15 (Beginning of Unit 2: What can SJSU do for me? How does it contribute to my education? What are its obligations to me, and mine to it?)

Monday, November 27th

What to do prior to class: Read chapter 3 of *College Rules!*

What we will be doing during class. Class activity: "Charting the University."

Wednesday, November 29th

What to do prior to class: Read and reflect on the writing prompt for Critical Reading and Reflection 2 (CRR2).

*What will we be doing during class: **Writing Critical Reading/Reflection Essay 2.** You may choose to write this in-class essay on a laptop/mobile device (yes, today is an acceptable day to use a laptop in class). If you prefer, you may also use a pen and paper.*

Week 16

Monday, December 4th

What to do prior to class: Read “Appendix B: The Writing Portfolio,” from the *Curious Writer* (page 562).

What we will be doing during class: Reviewing General Education Learning Outcomes (GELOs) and Course Learning Objectives (CLOs); creating a portfolio checklist.

Wednesday, December 6th

What to do prior to class: Complete the list of reflective questions (available on Canvas).

What we will be doing during class: Annotating the writing prompt for the Midyear Portfolio.

Week 17

Monday, December 11th

What to do prior to class: Assemble and prepare the inventories and the outline for the mid-year self-reflection essay and portfolio.

What we will be doing during class: Writing the reflective essay for your Portfolio assignment and submitting it along with the rest of the portfolio materials for your midyear assessment.

Final Exam; or Culminating Activity: Please submit your interview questions on Canvas by 5 p.m. on Friday, December 15th.

Spring 2018

Week 1

Wednesday, January 24th

What to do prior to class: Welcome back! Please bring the interview questions you submitted as culminating activity last semester and read pages 120-5 of *The Curious Writer*.

What we will be doing during class: Practicing interviewing techniques.

Week 2

Monday, January 29th

What to do prior to class: Read chapter 4 of *The Curious Writer*, “Writing a Profile”

What we will be doing during class: Class/Group discussion: getting to know the university; Profile essay assigned.

Wednesday, January 31st

What to do prior to class: Re-Read chapter 2 of *The Curious Writer*, “Reading as Inquiry” and chapter 18 of *College Rules*, “Active Reading.”

What we will be doing during class. Reading techniques.

Week 3

Monday, February 5th

What to do prior to class: Submit Interview transcript on Canvas.

What we will be doing during class: Everyone will discuss what they learned from their interviews. Each student will take 2-3 minutes to discuss what she or he found most significant about the interview conducted.

Wednesday, February 7th

What to do prior to class: Read "From Bullets to Bottles" (page 126 of *The Curious Writer*) and "Number 6 Orchard" (page 133 of *The Curious Writer*).

What we will be doing during class: Class activity: what are the elements of the profile essay?

Week 4

Monday, February 12th

What to do prior to class: Read "Museum Missionary" (page 104 of *The Curious Writer*).

What we will be doing during class: Class activity: continue to analyze the elements of the profile essay,

Wednesday, February 14th

What to do prior to class: Read "The Life of a Violin Prodigy from South Bronx" (page 110 of *The Curious Writer*).

What we will be doing during class: Class activity: continue to analyze the elements of the profile essay,

Week 5

Monday, February 19th

What to do prior to class: Select and read a profile essay from *The Washington Post*.

What we will be doing during class: We will share the profile essays we found in the Post.

Wednesday, February 21st

What to do prior to class: Review chapter 4, "Writing a Profile," from *The Curious Writer*.

What we will be doing during class: Determining the best frame for your Profile.

Week 6

Monday, February 26th

What to do prior to class: ***Complete the first draft of your Profile and submit it to Canvas.***

What we will be doing during class: Assigning Peer Review groups, plus more.

Wednesday, February 28th

What to do prior to class: Read and respond to your peer's drafts online on Canvas; this includes completing the Peer Response form provided to you for this assignment. Bring a hard copy of your first draft to class.

What we will be doing during class: Holding our ***third Mandatory Peer Review Session*** — did you remember to bring a printout of your first draft? Please note that failure to participate in Peer

Review — both online and in-class — will result in a lowering of your essay's grade by one full letter.

Week 7

Monday, March 5th

*What to bring prior to class: **Complete and submit final draft of your Profile on Canvas.*** (Please note that you will be submitting a hard copy in addition to your online submission.)

*What we will be doing during class: **Submitting a hard copy of your Profile essay;** class/group work reflecting on the questions raised in Unit 2; assigning groups for the Ethnographic project and going over the assignment.*

Wednesday, March 7th (Beginning of Unit 3: What is the purpose of higher education in the 21st century, and what role do my peers, teachers, and myself play in creating it?)

What to do prior to class: Read "Beyond Borders: What It Means to Be a Global Citizen," by Drew Noble Alexander.

What we will be doing during class: Class discussion: What is the purpose of higher education in the 21st century?

Week 8

Monday, March 12th

*What will we be doing during class: **Writing Critical Reading/Reflection Essay 3.*** You may choose to write this in-class essay on a laptop/mobile device (yes, today is an acceptable day to use a laptop in class). If you prefer, you may also use a pen and paper.

Wednesday, March 14th

*What to do prior to class: Read chapter 13, "Repurposing Your Writing for Multimedia Genres," from *The Curious Writer*.*

What we will be doing during class: ethnographic presentations.

What to do prior to class: Read and reflect on the writing prompt for Critical Reading and Reflection 3 (CRR3).

Week 9

Monday, March 19th

What to do prior to class: Respond to online to presentations from previous class.

What we will be doing during class: ethnographic presentations.

Wednesday, March 21st

What to do prior to class: Respond to online to presentations from previous class.

What we will be doing during class: ethnographic presentations.

Week 10

Spring Break, March 26th - 30th: no classes scheduled; enjoy your break and be safe!

Caesar Chavez Day, March 30th: campus closed.

Week 11

Monday, April 2nd

What to do prior to class: Read chapter 8, “Writing an Analytical Essay,” from *The Curious Writer*.

What we will be doing during class: Rhetorical invention exercises from *The Curious Writer*.

Wednesday, April 4th

What to do prior to class: Read chapter 21 of *College Rules!*

What we will be doing during class. Class activity: summarizing, paraphrasing, and quoting.

Week 12

Monday, April 9th

What to do prior to class: Post a news article on higher education in the Discussions on Canvas that addresses an issue that you find important. Please include a paragraph of at least 200 words in which summarize the article and explain why you think it is an important.

What we will be doing during class: Class discussion: higher education in the news.

Wednesday, April 11th

What to do prior to class: Read chapter 17 of *College Rules!*

What we will be doing during class: Class activity: diction exercise.

Week 13

Monday, April 16th

What to do prior to class: ***Complete the first draft of your Critical Essay and submit it to Canvas.***

What we will be doing during class: Assigning your final Peer Review group; editing exercises.

Wednesday, April 18th

What to do prior to class: Read and respond to your peer’s drafts online on Canvas; this includes completing the Peer Response form provided to you for this assignment. Bring a hard copy of your first draft to class.

What we will be doing during class: Holding our ***final Mandatory Peer Review Session*** — did you remember to bring a printout of your first draft? Please note that failure to participate in Peer Review — both online and in-class — will result in a lowering of your essay’s grade by one full letter.

Week 14

Monday, April 23rd

What to do prior to class: ***Complete and submit final draft of your Critical Essay on Canvas.*** (Please note that you will be submitting a hard copy in addition to your online submission.)

What we will be doing during class: Submitting a hard copy of your Critical Essay.

Wednesday, April 25th

What to do prior to class: Homework tba.

What we will be doing during class: Class activity: demonstrating the ability to Read to Learn (CLO1) and to Read to Write (CLO2).

Week 15

Monday, April 30th

What to do prior to class: Homework tba.

What we will be doing during class: Class activity: demonstrating the ability to Write with an Increased Awareness of Process (CLO3) and to Read and Write with an Increased Awareness of the Language You Use (CLO4)

Wednesday, May 2nd

What to do prior to class: Bring laptops, mobile devices, or exam booklets to write a practice essay in preparation for the Final Reflection essay that is the centerpiece of your ePortfolio.

What we will be doing during class: Practice Essay: "Live" First Draft of Final Reflection.

Week 16

Monday, May 7th

What to do prior to class: Read your assigned peers' practice essays.

What we will be doing during class: Informal peer review.

Wednesday, May 9th

What to do prior to class: Reading tba.

What we will be doing during class: Inquiry: What are we doing when we reflect?

Week 17

Monday, May 14th

What to do prior to class: Bring laptops, tablets, or phones to class.

What we will be doing during class: We will be **uploading the Final ePortfolio, which is due today.**

Final Exam; or Culminating Activity: Instead of meeting for the Final Exam, the class will submit its culminating activity, the Frosh Writing Survey, online.