

San José State University
College of Humanities and the Arts
HA 96F Stretch English I, Section 3, Fall 2014 and HA 96S Stretch English II, Spring 2015

Course and Contact Information

Instructor:	Professor Dalia Sirkin
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Office Hours:	Tuesday and Thursday 10:30-11:15 and by appointment
Class Days/Time:	Tuesday and Thursday 7:30-8:45
Classroom:	SH 444
Prerequisite	Credit for Stretch English I (HA96F) is a prerequisite for Stretch English II (HA96S).
GE/SJSU Studies Category:	Written Communication I (Area A2)

Course Description

As part of your general education, Written Communication I provides an introduction to college-level composition, with attention to the personal voice and personal experience, on the one hand, and the more formal attitudes and demands writing for public audiences (expository and argumentative essays), on the other. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex responses and ideas. In the yearlong sequence you will also be introduced to citation and quotation. A passing grade of C or better signifies that the student is a capable college-level writer and reader of English.

The Stretch English course in which you have enrolled “stretches” the Written Communication I curriculum from one to two semesters, to allow more time to hone your reading and writing skills, so that you are ready to transfer those skills to the writing you will do in your other courses here at SJSU.

This semester you are enrolled in HA 96F, and next term you will enroll in HA 96S with me as your instructor once again. Everyone who passes HA 96F will return in the spring to complete the Stretch English course of study. Thus, you and your peers will be writing colleagues for a full year.

A Note about the Spring Prerequisite and Your Advancement from Fall to Spring: Credit in Stretch I is a prerequisite for Stretch II. If you do not earn credit in HA 96F, you will not be enrolled in HA 96S in the spring.

If your EPT score is 147 or above and you earn No Credit in fall, you will enroll in English 1A in the spring to complete your Area A2 requirement in one semester.

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If your EPT score is 146 or below and you earn No Credit in the fall, you will enroll in LLD 2 in the spring (to clear remediation) and in English 1A in the following fall (to earn A2 credit with a C or better as your final grade).

Section Description

In addition to themes on global perspectives, coming of age, gender, race, and class, individual and society, we will focus on family. Irish playwright George Bernard Shaw wrote: “If you cannot get rid of the family skeleton, you may as well make it dance.” Family—a dancing skeleton or not—is the theme of this two-semester course. We will develop our own definition of family, discussing its influence, sharing the cultural differences, exploring the changes, and exchanging ideas. We will look at various perspectives on family in the essays by female and male writers from different backgrounds as well as in newspaper and magazine articles. As we read, we will start thinking about our experiences, and about the ties that bind us to family and to our family history.

Learning Outcomes and Course Goals

The following learning outcomes and course goals are defined by General Education Area A2 guidelines, to ensure that this course meets Written Communication I 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

Course Content

SJSU studies include an emphasis on diversity. General education guidelines for Written Communication I stipulate that issues of diversity shall be incorporated in an appropriate manner. Thus, among the readings and assignments for this course you will find a wide array of writing—from news stories, op-ed pieces as well as literary essays-- that illustrates the richness of situations and points of view.

The writing assignments you encounter in this course will give you repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. As you see in the table, the assignments require a minimum of 8000 words, at least 4000 of which are in revised final draft form. Because in-class writing is valued and because you will need to be able to perform well in timed writing situations, four of your essays will be written in class. The table below explains exactly how the 8000-word minimum will be met and distributed

in our course.

Reading is an integral part of the writing process. Reading for the course is both extensive and intensive. It includes useful models of writing for academic, general, and special audiences. Readings are included in *The Call to Write*, essays online, and Sonya Sotomayor's autobiography, *My Beloved World*. You must read the works in advance for that day's lecture-discussion. Some of the reading may be challenging and may require more time than expected. Before discussing it in class, read each assignment twice. The first time through, read quickly, to get the general sense of what the piece is about and what the writer is doing. Then read it through a second time, this time working more closely and deliberately with the text, focusing on those sections that seem difficult or puzzling. Mark the text in a way that will help when going back to it: underline or highlight, ask questions, make responses, make connections. Look up all words and terms you could not readily define.

To help you connect your reading to the writing you do, you will also purchase and use a dictionary and the campus handbook *The Everyday Writer*, Write 2.0. Consult the Chapters listed below for the various assignments:

Ch. 5d Consider your purpose and stance, Ch. 7 Planning and Drafting, Ch. 10 Reviewing and Revising, Ch. 11 Editing and Reflecting, Ch. 12b Read and annotate, Ch. 12c Summarize the main ideas, Ch. 14g Use appropriate emotional appeals, Ch. 15a Audience, Ch. 19e Revise and Edit, Ch. 29 Conciseness, Ch. 31-38 Sentence grammar, Ch. 39 Punctuation and Mechanics

Course Learning Outcomes for Stretch English (CLOs)

Upon successful completion of this coursework, you will be able to:

- annotate a reading selection to develop a summary and response in your writing (GELO1);
- identify audience and purpose in texts from several genres (GELO 1,3, 4);
- explain how genres work to serve audience and context (GELO 1, 3);
- identify rhetorical appeals and devise strategies for an effective appeal to a specific audience (GELO 1, 3);
- develop a text to effectively appeal to a specific audience (GELO 1, 3);
- identify the choices a writer has made to produce a text (GELO 1, 3, 4);
- use readings as models for your own writing strategies (GELO 1, 4);
- concisely, accurately explain and critique information and ideas from your reading (GELO 1, 3, 4);
- use information gleaned from your reading as evidence in your text and cite that information (GELO 1, 4);
- use quotation and summary to create context for your writing (GELO 1, 4, 5);
- discuss specific strategies for prewriting and revision that have worked for you (GELO 2);
- repurpose acquired skills and information to tackle new writing problems (GELO 2);

- identify new grammatical forms and imitate them (GELO 1, 2, 3, 4, 5);
- analyze and discuss the structure of sentences and the grammatical choices you make (GELO 2, 3, 5);
- identify editing problems in your own writing (GELO 2, 5);
- identify and apply effective strategies for editing your work (GELO 2, 5);
- identify and apply effective proofreading strategies (GELO 2, 5);
- reflect on and assess your own writing, process and product, to support continued language and writing development (GELO 2, 3, 4).

Required Texts and materials

Trimbur, John. *The Call to Write*, 6th edition. Cengage Learning ISBN: 978-1-133-31114-0

Lunsford, Andrea. *The Everyday Writer* 5th Edition, Bedford/St. Martins, Write 2.0. ISBN: 978-0061353246

Sotomayor, Sonia. *My Beloved World*--the free book you received at Orientation. The author and Supreme Court Justice will be on campus on Monday, 10/20 at 4pm, Student Union Ballroom.

Zinsser, William. Chapter 2 through 4 *On Writing Well*.

www.sjsu.edu/people/samuel.liccardo/courses/localpolitics103/s2/William_Zinsser--_On_Writing_Well.pdf
6 large size green books for in class essays (4 in the fall and 2 in the spring)

Library Liaison

Toby Matoush is the library liaison for English and Comparative Literature and for Languages.

Phone: (408) 808-2096

Email: toby.matoush@sjsu.edu

Credit hours:

Success in this course is based on the expectation that students will spend for each unit of credit a minimum of forty-five hours per the length of the course (normally three hours per unit per week) for instruction or 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. More details about student workload can be found in [University Policy S12-3](#) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Course Requirements and Assignments

The fall writing assignments include three in class essays: a benchmark essay, 2 critical reading and reflection essays, and two out of class writing: a personal essay and a letter to the editor.

The spring writing assignments include four out of class: an interview essay, a profile essay, an ethnographic essay, a critical essay, and one in class, a critical/reflection essay.

Distributed across two semesters of study, these assignments are designed to build your reading, thinking and writing skills across genres that address different audiences and purposes.

Because it is important that you be able to articulate the learning you achieve through these assignments, in both fall and spring you will turn in a portfolio of writing assignments, along with an essay that reflects on your progress toward achieving the course learning objectives.

A Note on Participation. Participation is a key component in Stretch English. To earn all or most of the 20 points, it is important that you actively engage in the classroom experience by asking questions and/or making comments. You will be able to contribute in small-group or full-class discussions. In addition, the instructor may give pop quizzes, and may call upon individual students to answer a question, interpret a passage, or express an opinion.

Midyear and Final Portfolio Reviews

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 (the 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 review this portfolio as part of our midyear assessment.

The last essay you write will also be a self-reflection essay; it will be the presentation piece in your final portfolio. The portfolio is your culminating exercise in this class. It will contain the reflection essay as well as the samples you have chosen from your writing (over the full 30 weeks of instruction): prewriting, drafts, and revisions. Your portfolio will be assessed by two Stretch faculty members, using a common scoring guide that I will make available to you as you prepare your portfolio, and that you will use as you review your peers' portfolios during our portfolio workshop.

Portfolio Review

The last essay you write, the Self-Reflection, will be the presentation piece in your portfolio. The portfolio is your culminating exercise in this class. It will contain the reflection essay as well as samples you have chosen from your writing over the full 30 weeks of instruction: prewriting, drafts, and revisions. Your portfolio will be assessed by two Stretch faculty members, using a common scoring guide that I will make available to you as you prepare your portfolio, and that you will use as you review your peers' portfolios during our portfolio workshop.

A Note on Your Workload in This Course. This course work is designed to help all the students in Stretch English meet the learning objectives for GE Area A2. While all students will complete these same assignments, the course design does not and cannot account for individual needs of each student. So there may be added work you need to do, to integrate the reading, thinking, and writing skills that this instruction introduces you to. 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. Your goal in this class is to learn what you need as a writer in order to develop your skills as a writer—and to get what you need. That will take commitment, of your time and your attention, to the work of this class; that will take commitment to seek out the support and resources you need, both in class and out of class. Be sure to factor into your study plan for this semester, the time and attention you need to develop your writing skills.

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

“This course must be passed with a C or better as a CSU graduation requirement.”

Assignments and Grading Policy

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FALL 2014					
ASSIGNMENT	TYPE	WORD COUNT	POINT VALUE	DEADLINE	GE LEARNING OBJECTIVE
Benchmark Essay	in class	350	0	Sept 2	
Participation	In class	n/a	15	Each meeting	GELO 4
Critical Reading/Reflection 1	In class	500	10	Sept 23	GELOs 1, 2, 3, 4, 5
Critical Reading/Reflection 2	In class	600	15	Oct 28	GELOs 1, 2, 3, 4, 5
Personal Essay	out of class	750	20	Oct 7	GELOs 2, 3, 5
Letter to Editor	out of class	650	20	Nov 13	GELOs 2, 3, 4, 5
Self-Reflection/ Mid year Portfolio	In class	750	20	Dec 9	GELOs 1, 2, 3, 4, 5
Totals		3600	100		

Fall 2014: Grades in the fall are based on measured progress toward proficiency in the learning objectives outlined above. You will need at least 75% of total points to earn credit (CR) in HA96F.

A+	100-97	B+	89-87	C+	80-78
A	96-94	B	86-84	C	77-75
A-	93-90	B-	83-81	No Credit	below 75

Spring 2015: You will need at least 75% of total points in HA96S to clear remediation and satisfy GE Area A2

SPRING 2015					
ASSIGNMENT	TYPE	WORD COUNT	POINT VALUE	DEADLINE (tentative)	GE LEARNING OBJECTIVE
Participation	In class	n/a	15	Each meeting	GELO 4
Critical Reading/Reflection 3	In class	700	15	March 10	GELOs 1, 2, 3, 4, 5
Interview Essay	out of class	750	15	Feb 5	GELOs 2, 3, 5
Profile Essay	out of class	800	20	Feb 24	GELOs 2, 3, 4, 5
Ethnographic Essay	out of class	900	20	Apr 9	GELOs 2, 3, 5
Critical Essay	out of class	1000	25	Apr 21	GELOs 2, 3, 4, 5
Self-Reflection/ Final Portfolio	In class	750	20	May 5	GELOs 1, 2, 3, 4, 5
Totals		4900	130		

Final grade calculations for spring 2015: To receive course credit you must earn at least 97 points.

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A+	130-126	B+	116-113	C+	104-101
A	125-122	B	112-109	C	100-97
A-	121-117	B-	108-105	No Credit	below 97

Fall and spring word count approximately 8500

The following are the criteria by which essays are typically evaluated in first-year writing courses:

An “A” essay will be well organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student’s ability to use language effectively with a solid command of grammar, mechanics, and usage.

A “B” essay will demonstrate competence in the same categories as an “A” essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.

A “C” essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.

A “D” essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.

An “F” essay will not fulfill the requirements of the assignment.

Grading Policy

Grading: Course Grading for Area A2 and for Stretch Composition: A-F.

To satisfy your Core GE Area A2 and clear remediation (if necessary), and to move on to CORE GE Area C3, you must pass this course in the spring (HA 96S) with a C or better. A passing grade in the course signifies that the student is a capable college-level writer and reader of English.

That said, the first semester of this course, HA 96F is graded CR/NC. You will be awarded credit if you earn at least 75% of the points available in the assignments you complete by the end of the first semester.

Clearing Remediation

Students who enter Stretch composition with an EPT score below 147 must clear remediation within a year of their enrollment as freshman at SJSU. Students who pass the spring term of Stretch, HA 96S, with a C or better will both earn their GE A2 credit and clear remediation.

Resources for Stretch Composition Students

LLD 4: Supplemental Tutorial

Students whose EPT scores are below 138 may enroll in a supplemental tutorial: LLD 4, which offers you one hour of tutorial instruction per week and in which you will earn one non-baccalaureate unit of credit. You may, if you choose, opt out of that tutorial. But you should wait to make a final decision about this until after the benchmark essay.

In LLD 4, you will meet with your tutor, working in one on one to practice reading activities and writing activities that support the learning you are engaged in through the class sessions. You will sign up for this lab under a separate course code.

If your EPT score is above 138, but you know that you have often needed tutorial guidance to improve your writing in the past, you may opt into the tutorial.

In week 2 you will write a benchmark essay. After evaluating those essays and conferring with you about them, I may recommend that you sign up for the tutorial. You will be able to add the 1-unit course through the add period, Friday, 9/12.

Classroom Protocol and Policies

- Students should come to class having read the day's assignment and prepared to discuss it.
- Bring a copy of all texts assigned for that day.
- Before you enter the classroom, please turn off your mobile phone, your iPod, and anything that may distract you from the day's work. Texting is not permitted at any time. Be on time, or a few minutes early.
- Without prior notification, missed in class essays and presentations cannot be made up. Should you miss class, you are responsible for contacting a student in the class to learn about assignments, lecture notes/ classroom activity and announcements.
- All essays and homework assignments must be submitted by the beginning of class. I shall not accept written assignments via email.
- To ensure that you get credit for your work, make sure that you complete your assignment on time. You will lose 5 points for not meeting the deadline.
- Extra credit is not available.
- "Grade Checks": Please bring your forms to the instructor during office hours only.

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

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- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic Integrity

Your commitment, as a student, 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/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras;

video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to



scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

HA 96F, Section 3: Stretch English I, Fall 2014

Course Schedule

This schedule is subject to change. Any changes will be announced in class in advance. Readings are from *The Call to Write (CTW)*, *My Beloved World (MBW)*; grammar and exercises are from *The Everyday Writer (EW)*

Week	Date	Topics, Readings, Assignments, Deadlines
1	Tu, 8/26	Introduction
	Th, 8/28	Adler, “How to Mark a Book” (handout) Background survey
2	Tu, 9/2	Gary Shteyngart, “Thirty-nine Cents” (online) Benchmark in class essay —Bring large green book
	Th, 9/4	<i>CTW</i> : Part I Writing and the Rhetorical situation “Reflecting on your writing” Ex.1, Write one page answering questions in the 3 rd bullet on the bottom of page 2
3	Tu, 9/9	<i>CTW</i> : Ch. 2, Walker, “Before Grief” 40-42 Write one page where you compare the purpose of your first writing (<i>EW</i> : Ch. 5d) to that of Walker
	Th, 9/11	<i>CTW</i> : Ch. 4 “The Shape of the Essay” Hass, “Poet-Bashing Police” 90-92
4	Tu, 9/16	<i>CTW</i> : Orwell, “A Hanging” 93-97, For Critical Inquiry: Narrative Essays 97 Creating an image: in class exercise
	Th, 9/18	<i>CTW</i> : For Critical Inquiry: Analyzing Introductions 106 <i>MBW</i> : Preface and Ch. 1 Zinsser, <i>On Writing Well</i> Ch. 2 Simplicity (MLK website))
5	Tu, 9/23	<i>CTW</i> , For Critical Inquiry: Analyzing Endings 107 Critical Reading/Reflection Essay I-- Bring large green book
	Th, 9/25	<i>CTW</i> : Writing Assignment 150--No class
6	Tu, 9/30	Maxine Hong Kingston, “No Name Woman” (online) <i>CTW</i> : For Critical Inquiry: Analyzing Paragraph Unity and Coherence 115 Rough draft of personal essay – peer editing
	Th, 10/2	<i>MBW</i> : Ch. 2, submit a question to ask our esteemed guest Sonia Sotomayor. Zinsser, <i>On Writing Well</i> Ch. 3 Clutter (MLK website)
7	Tu, 10/7	Sandra Cisneros, “Only Daughter” (online) Personal essay due
	Th, 10/9	<i>MBW</i> : Ch. 3 Zinsser, <i>On Writing Well</i> Ch. 4 Style (MLK website)
8	Tu, 10/14	Edward P. Jones, “The First Day” (online)
	Th, 10/16	<i>MBW</i> : Ch. 4—Sotomayor on campus on 10/20

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Week	Date	Topics, Readings, Assignments, Deadlines
9	Tu, 10/21	<i>CTW</i> : Caldwell, “Teenage Angst in Texas” 138-140 For Critical Inquiry: Answer in one page questions in #1 and #2,140
	Th, 10/23	<i>MBW</i> : Ch. 5
10	Tu, 10/28	Sandra Cisneros, “An Offering to the Power of Language” (online) Critical Reading/Reflection Essay 2 Bring large green book
	Th, 10/30	<i>CTW</i> : Ch. 6 “Letters” 161 Letter of Appeal: Doctors Without Borders, DRC: Treating Victims of War 185
11	Tu, 11/4	<i>CTW</i> : Letters to the Editor, Tardiff and Taylor 171
	Th, 11/6	<i>MBW</i> : Ch. 6 and 7
12	Tu, 11/11	Veterans Day – Campus closed <i>CTW</i> : Letter to the Editor, Brody (student paper) 197
	Th, 11/13	Letter to the Editor due <i>MBW</i> : Ch. 8
13	Tu, 11/18	<i>CTW</i> : Letter as Essay, Baldwin, “My Dungeon Shook: Letter to My Nephew” 181 For Critical Inquiry: Answer in one page questions in #1 and #2, 18
	Th, 11/20	<i>MBW</i> : Ch. 9
14	Tu, 11/25	<i>MBW</i> : Ch. 10
	Th, 11/27	<i>MBW</i> : Ch. 11-12 Thanksgiving – Campus closed
15	Tu, 12/2	<i>CTW</i> : Writing Portfolios 576
	Th, 12/4	<i>MBW</i> : Ch. 13
16	Tu, 12/9	Self-Reflection essay —Bring large green book
Finals week		Mid year portfolio and reflection essay will be scored by Stretch English instructors during final week

HA 96S: Stretch English II, Spring 2015

Course Schedule

This schedule is subject to change. Any changes will be announced in class in advance.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Th, 1/22	<i>MBW</i> : Ch. 14-18
	Tu 1/27	<i>CTW</i> : Analysis: Doing an Interview 219 <i>CTW</i> : Radio Interview: Patti Smith, Interviewed on Amy Goodman's Democracy Now, 228-9
2	Th 1/29	<i>CTW</i> : Interview with Walker, 39
	Tu 2/3	<i>CTW</i> : Dreifus, "A Conversation with Pauline Wiessner: Where Gifts and Stories Are Crucial to Survival" 216 For Critical Inquiry: Answer in one page questions in #1, 220
3	Th 2/5	<i>MBW</i> : Ch. 19 Interview essay due
	Tu 2/10	<i>CTW</i> : Profile Writing Assignment 232
4	Th 2/12	<i>MBW</i> : Ch. 20
	Tu 2/17	<i>CTW</i> : Rose, "Portraits of Thinking: An Account of a Common Laborer" 293-5 Blog
5	Th 2/19	<i>MBW</i> : Ch. 21 <i>CTW</i> : Writing Assignment 232
	Tu 2/24	Profile essay due
6	Th 2/26	<i>MBW</i> : Ch. 22
	Tu 3/3	The Changing American Family" <i>The New York Times</i> 11/25/13 issue
7	Th 3/5	<i>MBW</i> : Ch. 23
	Tu 3/10	Critical Reading/Reflection essay 3 —bring large green book
8	Th 3/12	<i>MBW</i> : Ch. 24
	Tu 3/17	David Sedaris, "Now We Are Five" <i>The New Yorker</i> 10/28/13 issue (online)
9	Th 3/19	<i>MBW</i> : Ch. 25
10	March 23	March 27--spring break
	Tu 3/31	Cesar Chavez Day – Campus closed
11	Th 4/2	<i>MBW</i> : Ch. 26-29
	Tu 4/7	<i>MBW</i> : Epilogue
12	Th 4/9	Ethnographic essay due

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Week	Date	Topics, Readings, Assignments, Deadlines
	Tu 4/14	<i>CTW</i> : Ch. 9 Krugman, “Confronting the Malefactors” 290-2
13	Th 4/16	tba
	Tu 4/21	Critical Essay due
14	Th 4/23	tba
	Tu 4/28	tba
15	Th 4/30	tba
	Tu 5/5	Self-Reflection Portfolio due
16	Th 5/7	Last day of instruction
Finals Week	Tu 5/12	Your final portfolio and reflection essay will be assessed by Stretch English instructors during final week.

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