

First-Year Writing: Stretch English II Section 04

ENGL 1AS

Spring 2025 In Person 3 Unit(s) 01/23/2025 to 05/12/2025 Modified 01/21/2025

Contact Information

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| Instructor: | Jill Logan |
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| Student Hours: | TTh 12:00-1:00 via Zoom link or by appointment |
| Class Days/Time: | MW 10:30-11:45 <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

Stretch II is the second 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. GE Area: A2

Prerequisite: ENGL 1AF Stretch English I (formerly HA 96F (FYC Stretch I))

Letter Graded

* Classroom Protocols

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 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 Hours. You can trust that I will make myself available to you for individualized help 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. This would work out to 6 hours a week of homework in addition to the in-class 3 hours weekly. Keep in mind that we all work at different paces, and you will need to figure out and factor in your specific needs and allot time accordingly.

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, discuss samples, and workshop drafts. All classes will involve in-class activities intended to further your progress on the current 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

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

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)

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

Course Materials

What Texts will I need?

You'll be reading stories daily in *The New York Times*, essays on the media, various articles and essays on citizenship...and more! You will also read texts that discuss the writing process, as well as a style guide that explores the finer intricacies of writing.

You'll need to procure the texts listed below:

For both semesters:

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

Available through the Spartan Bookstore or through other booksellers. Notice that you will need this book for both semesters; therefore I recommend buying it rather than renting it.

Nguyen, Viet Thanh. *The Displaced: Refugee Writers on Refugee Lives*, ISBN: 978-1-4197-3511-0

You don't need to buy this. You should receive a **free copy** from SJSU as part of the Campus Reading Program.

For Spring only:

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

Available through the Spartan Bookstore or through other booksellers.

Optional

Ballenger, Bruce. *The Curious Writer, Brief* (5th Edition), ISBN: 978-0134703268

We'll be reading excerpts of this book that I'll provide as PDFs. However, if you'd like the full text for yourself, this is the edition I suggest.

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 with a wide range of voices.

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

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

Table 1: Fall Semester

| Assignment | Estimated Word Count | GE Learning Objective |
|---|----------------------|-----------------------|
| Discovery Draft: Email Your Topic (with Reflection) | 600 | GELO 1,2,3,4,5 |
| Digital Personal Essay (with Reflection) | 1000 | GELO 2,3,5 |
| Discovery Draft: Counterpoint (with Reflection) | 750 | GELO 1,2,3,4,5 |
| NYT Guest Essay (with Reflection) | 1000 | GELO 2,3,4,5 |
| Mid-Year 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 |
| Digital Profile (with Reflection) | 1000 | GELO 2,3,4,5 |
| Discovery Draft: Argument Analysis (with Reflection) | 750 | GELO 1,2,3,4,5 |
| Media Analysis Presentation (with Reflection) | 800 | GELO 2,3,5 |
| Digital Critical Essay (with Reflection) | 1000 | GELO 2,3,4,5 |
| Final Portfolio | 1000 | GELO 1,2,3,4,5 |

Reflections

As noted in the table above, you will be asked to submit a Reflection as part of the grade for your major assignments. In the Reflection, you will discuss your choices and your process and submit supporting documentation to help us dialogue about your work.

Other 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.*

What is the Final Examination or Evaluation?

In Stretch English, our learning each semester culminates in a Portfolio. 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

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.

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 2024: 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 (with Reflection) | 3% | 600 |
| Digital Personal Essay (with Reflection) | 6% | 1000 |
| Discovery draft: Counterpoint (with Reflection) | 3% | 750 |
| NYT Guest Essay (with Reflection) | 8% | 1000 |
| Midyear Portfolio | 8% | 750 |
| In-Class Activities | 5% | N/A |
| Discussions/Story Responses | 4% | N/A |
| Editing Journal | 2% | 300 |
| | | |
| | Fall Total | [39%] |

Spring 2025: 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 |
| Digital Profile (with Reflection) | 10% | 1000 |
| Discovery draft: Argument Analysis (with Reflection) | 4% | 750 |
| Media Analysis Presentation (with Reflection) | 12% | 800 |

| | | |
|--|---------------------|--------------|
| Digital Critical Essay (with Reflection) | 13% | 1200 |
| Final Portfolio | 10% | 1000 |
| In-Class Activities | 5% | N/A |
| Discussions/Story Responses | 4% | N/A |
| Editing Journal | 2% | N/A |
| | Spring Total | [61%] |

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. If you fall behind, please make arrangements with Jill to make a plan to catch up.

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!

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 the Individual/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/>.

What about AI?

As AI is emerging in the workforce, you will likely encounter and use AI in your daily tasks. We will use AI technology in this class as a means of assistive technology during the writing process. One of the course goals is to help you learn to write and communicate effectively, which requires practice. Therefore, you must learn how to create, edit, and recognize high-quality writing yourself. If AI can do these tasks without you, you won't have employable skills. We will discuss how to ethically use AI, and you will be responsible for any final product and limitations or potential biases from LLMs. You will also be responsible for disclosing when and how you used AI.

Misusing AI (i.e., using it to write the majority of the essay without significant contributions or revision) or failing to disclose the use of AI will result in consequences ranging from a written/verbal warning to failing the assignment or course and a report to the Student Conduct Board. If you are unsure, ask!

Disclosure Agreement:

If you use AI to assist you, you must disclose how and how much you used AI in your writing process. Below are samples of how you can disclose your use of AI tools.

- I did all of this work on my own without assistance from tools, technology, or AI.
- I did the first draft but then asked AI paraphrase/grammar/plagiarism software to read it and make suggestions. I made the following changes after this help:
 - Fixed spelling and grammar
 - Changed the structure or order
 - Rewrote entire sentences/paragraphs
- I used AI to help me generate ideas. (Describe that process.)
- I used AI to do an outline/first draft, which I then edited. (Describe the nature of your contributions.)

University Policies

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

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 January 27 | <p>Welcome back!</p> <p>Read: Continue to follow your topic in the NYT</p> <p>In-Class Activity: Discuss Profile Essay with rubric, Writing Resolutions, Writing Process Strategies</p> |
| 1 | W January 29 | <p>Read: Continue to follow your topic in the NYT</p> <p>Bring to Class: 3 printed copies of Interview Transcript</p> <p>In-Class Activity: Peer Reviews</p> |
| 2 | M February 3 | <p>Read: Ballenger Chapter 4 "Writing a Profile"</p> <p>Read: Writing Tools #26, 27, 54 (Dialogue as Action, Character Traits, Character Detail)</p> <p>Due on Canvas: Discussion (Scene and Inciting Incident)</p> <p>In-Class Activity: Individual/Team Quiz, Prepare for Profile Essay, Finding the Elements for Profile Writing</p> |
| 2 | W February 5 | <p>Read: Continue to follow your topic in the NYT</p> <p>Read: NYT Profiles</p> <p>Read: Writing Tools #35, 55</p> <p>In-Class Activity: Finding Frame for Profile</p> <p>Bring to class: Sketch of Profile Essay</p> <p>Due on Canvas: Discussion (Response to NYT Profile)</p> |
| 3 | M February 10 | <p>Due on Canvas: Complete draft of Profile Essay</p> <p>In-Class Activity: Sharpening Elements of the Profile Essay</p> |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|---------------|--|
| 3 | W February 12 | <p>Read: 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>In-Class Activity: Group Workshop of drafts (Group 1)</p> |
| 4 | M February 17 | <p>Read: 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>In-Class Activity: Group Workshop of drafts (Group 2)</p> |
| 4 | W February 19 | <p>Read: 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>In-Class Activity: Group Workshop of drafts (Group 3)</p> |
| 5 | M February 24 | <p>Read: 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>In-Class Activity: Group Workshop of drafts (Group 4)</p> |
| 5 | W February 26 | In-Class Activity: Preview Brooke Gladstone's <i>The Influencing Machine</i> |
| 5 | F February 28 | Due on Canvas: Final draft of Profile Essay |
| 6 | M March 3 | <p>Read: <i>The Influencing Machine</i> (pp. xi-46)</p> <p>Due: Reflection (Profile Essay) with supporting documents</p> <p>Due: Discussion (Gladstone with Other Voices)</p> <p>In-Class Activity: Individual/Team Quiz (The Influencing Machine), Text-based Discussions</p> |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|------------|---|
| 6 | W March 5 | <p>Read: <i>The Influencing Machine</i> (pp. 47-110)</p> <p>Due: Discussion (Bias and Objectivity)</p> <p>In-Class Activity: Individual/Team Quiz (The Influencing Machine), Interacting with the Text and Close Reading</p> |
| 7 | M March 10 | <p>Read: <i>The Influencing Machine</i> (pp. 111-164)</p> <p>Due: Discussion (Extremism and Incestuous Amplification)</p> <p>In-Class Activity: Individual/Team Quiz (The Influencing Machine), Preparing for Discovery Draft: Argument Analysis</p> |
| 7 | W March 12 | <p>Due: Discovery Draft: Argument Analysis</p> <p>In-Class Activity: Integrating Sources and Viewpoints</p> |
| 8 | M March 17 | <p>Due: Reflection (Argument Analysis) with supporting documents</p> <p>Due: Analyze NYT Comments</p> <p>In-Class Activity: Discuss Media Analysis Presentation</p> |
| 8 | W March 19 | <p>Read: Continue to follow your topic in the NYT</p> <p>Due: Discussion (Share a NYT story)</p> <p>In-Class Activity: Research and Analysis for your Media Analysis Presentation</p> |
| 9 | M March 24 | <p>In-Class Activity: Getting Organized and Framing Research (Work on Media Analysis Presentation with your group)</p> |
| 9 | W March 26 | <p>Read: Continue to follow your topic in the NYT</p> <p>Read: Ballenger Chapter 13 "Re-Genre: Repurposing Your Writing for Multimedia Genres"</p> <p>Due: Discussion (Multimodal Rhetoric)</p> <p>In-Class Activity: Working with multimodal texts, Parallelism, Work on Media Analysis Presentation</p> |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|------------|---|
| 10 | M March 31 | SPRING BREAK |
| 10 | W April 2 | SPRING BREAK |
| 11 | M April 7 | <p>Due: Discussion (Parallelism)</p> <p>Due in Class: Draft of Media Analysis Presentations</p> <p>In-Class Activity: Peer Reviews of Media Analysis Presentations</p> |
| 11 | W April 9 | <p>Due before Class: Media Analysis Presentation uploaded to Canvas</p> <p>In-Class Activity: View Media Analysis Presentations, Group Reviews</p> |
| 12 | M April 14 | <p>Read: Continue to follow your topic in the NYT</p> <p>In-Class Activity: Discuss Critical Essay assignment, Transfer learning to analyze the NYT</p> |
| 12 | W April 16 | <p>Due: Reflection on Media Analysis Presentation</p> <p>In-Class Activity: Sketch an argument for your Critical Essay</p> |
| 13 | M April 21 | <p>Read: Ballenger Chapter 8 "Writing an Analytical Essay"</p> <p>Read: Writing Tools #19, 53 (Paragraph Building, Word Choice)</p> <p>Due: Sketch an argument for your Critical Essay</p> <p>In-Class Activity: Individual/Team Quiz (Ballenger and Writing Tools), Integrating Evidence</p> |
| 13 | W April 23 | <p>Read: Continue to follow your topic in the NYT</p> <p>Due on Canvas: Discussion (Build a paragraph and highlight claim/evidence/analysis)</p> <p>In-Class Activity: Controlling Sources, Choosing Titles, MLA formatting</p> |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|-------------|-------------|--|
| 14 | M April 28 | Due on Canvas: Critical Essay Draft for Peer Review In-Class Activity: Discuss Peer Reviews with sample essay |
| 14 | W April 30 | Due on Canvas: 2 assigned Peer Reviews In-Class Activity: Review Revision/Editing strategies; Discuss Editing Journal |
| 15 | M May 5 | Due on Canvas: Critical Essay In-Class Activity: Workshop to prepare Final Self-Reflection Essay |
| 15 | W May 7 | Due on Canvas: Reflection (Critical Essay) In-Class Activity: Workshop to prepare Final Portfolio, Ethos/Pathos/Logos in the Self-Reflection Essay |
| 16 | M May 12 | Due on Canvas: Draft Final Self-Reflection Essay In-Class Activity: Practice Peer Review with sample essays |
| Final Exam | F May 16 | Due on Canvas: Final Self-Reflection Essay Due on Canvas: Editing Journal |