

First-Year Writing: Stretch English I

ENGL 1AF

Fall 2025 Section 04 In Person 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 08/20/2025

Course Description and Requisites

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

Prerequisite: Completion of Reflection on College Writing.

CR/NC/I Undergraduate

* Classroom Protocols

Community Agreements

At the beginning of the course, we will spend some time creating community agreements. These are agreements we will make together and put in writing so that we have a shared understanding of what we all need in order to learn effectively and safely. This includes all kinds of safety: physical, intellectual, social, emotional, and creative safety. We will write down the agreements we make about concerns like listening, respecting each other, helping each other do our best in a collaborative environment.

Everyone will be expected to follow the community agreements throughout the year. If issues arise with class members not following the agreements, we will work together to resolve them. Please speak up about any issues as soon as they arise.

CLASS POLICY ON GENERATIVE AI

The SJSU AI Overview page on the [SJSU AI Writer Toolbox](#) site states that “AI should never be used to generate writing from scratch; that’s not what learning writing skills is about. It is never acceptable to have an AI chatbot write your papers for you.”

Generative AI programs like ChatGPT and GrammarlyGo are not recommended resources in this class. As a writing community, we've decided that while they can be integrated into our writing process (brainstorming, generating and organizing ideas, identifying errors in our drafts, etc.), we should not use them to write our papers for us. Our work should represent our own ideas and our own ways of articulating them. **This course is designed to strengthen your writing skills, and the only way to do that is to write your work yourself in your own unique voice.** Keep in mind that for assignments written by hand, these tools will not be available.

Large language models, like Chat GPT, perform intensive mining, modeling, and memorization of vast stores of language data "scraped" from the internet. They have been trained to learn language patterns and to predict the most probable next word or sequence of words based on the context they receive. In other words, it imitates or mimics what humans have put on the internet. It cannot write a paper that will sound uniquely yours in response to a unique prompt, so using it to generate text is not very helpful.

ChatGPT, like all generative AI systems, is a tool. Tools are used by humans to accomplish specific tasks. Thinking of it that way helps unlock its potential, but also avoid its pitfalls.

As AI is emerging in the workforce, you will likely encounter and use AI. 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. 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 in the Student AI Disclosure [SAID form](#) every time you turn in an assignment.**

Misusing AI (i.e., using it to write any part of the essay without significant contributions or revision by you) 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! Always consult the AI Ethics ["Should I Use AI?" flowchart](#).

Remember: this is a multimodal class. "Writing" for us is not just text on the page. You will be completing handwritten and hand drawn assignments, on paper and on the whiteboard with markers. In addition, you will complete multimodal assignments electronically. You will make videos, slide presentations, and oral presentations by yourself and in groups. **You will be responsible for leading discussions, so you will be expected to keep up with readings and keep your own notes.** You won't always need to turn in your notes, but taking notes will be crucial to prepare you for discussions and presentations.

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.

Stretch English Overview

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 instructor 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 accelerate your learning and gives you the chance to make strong relationships on campus.

Your instructor has prepared a syllabus outlining the specific assignments for your section of Stretch. Please refer to your section syllabus for more information about your instructor's expectations and the daily work to complete these assignments.

Time Commitment

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours on this course each semester (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Final Examination or Evaluation

In Stretch English, our learning each semester culminates in a digital Reflection and Portfolio Assignment. In this assignment, we will gather samples of our writing that demonstrate our learning; we will write a reflection essay that explains what we have learned, how we learned it, and how we will use it in future learning; and we will submit our portfolio for consideration to other people in the first-year writing program. This is our chance to identify and articulate what we've learned and what we'll

take forward with us into future learning/writing experiences.

Grading in Stretch English

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 honor your instructor's grading policy and 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.

The fall coursework is worth 40% of the total yearlong grade and the spring coursework is worth 60% of the total yearlong grade.

Campus Resources for Writers

SJSU Writing Center

Located in Clark Hall, Suite 126, 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>).

Communication

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.

I will use **Canvas Inbox** to communicate with the whole class and individual students.

You are responsible to **check Canvas Inbox and the messaging system through MySJSU** to learn of any **updates to our schedule**. If you choose to use an outside email address, please arrange for all Canvas Inbox and SJSU email messages to be forwarded to your preferred address.

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

Course Goals:

This course will help prepare you to participate in ongoing conversations about what is happening in the world today. You'll improve the ways you write and speak in response to what you read. We will talk about what it means to be a "global citizen" or a "lifter" as well as a community leader. As part of that effort, we will discuss and practice ways to use digital news sources to inform ourselves and think critically about that information.

SJSU studies include an emphasis on diversity. *The New York Times* is the main text for our reading because it, along with other supplementary news sources we will read and our **free required book**, *Can Deliberation Cure the Ills of Democracy?*, provide a range of voices in our democratic conversation on global issues.

These are the **overarching questions of the course**:

As citizens of the twenty-first century, what are we to do with all of the news we consume?

How can we ask the right questions about what we read?

How can we take the lessons we learn from the actions of others and apply them to our everyday lives?

Individually, you will **follow and write/present about your own current news topic** as a vehicle for practicing certain types of writing and for improving your critical reading skills.

Together we will **explore the ways that we as global citizens “join in the conversation”** through reading, writing, speaking as we engage in civic action. We will examine various tools and organizations that can foster civil discourse in our communities.

Course Learning Outcomes (CLOs)

General Education Learning Outcomes (GELOs):

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 and to share learning with C- or better is a CSU graduation requirement.

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.

Course Materials

All reading materials for this course are provided for free. Please do not buy any reading materials.

The **FREE** required book is [Can Deliberation Cure the Ills of Democracy? \(https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CALS_SJO/tu4ck5/alma991014311103002919\)](https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CALS_SJO/tu4ck5/alma991014311103002919) By James S. Fishkin. Please note that the MLK Library has an ebook available that you can read anytime. You will need

to log in with your SJSU One credentials. The book is also widely available at public libraries.

This is the link to the book:

https://csu-sjsu.primo.exlibrisgroup.com/discovery/fulldisplay?context=L&vid=01CALS_SJO:01CALS_SJO&search_scope=MyInst_and_CI&tab=Everything&docid=alma991014311103002919

We will also use *The New York Times* as our main required text, which you can subscribe to for free here:

<https://library.sjsu.edu/nyt-online>

The only personal information you need to provide is your SJSU email address, and possibly your graduation year and alternate email address. You do not need to enter payment information, because your free pass is valid until you graduate or stop attending SJSU.

All other course readings will be provided on Canvas or in the classroom.

Course Requirements and Assignments

Course Requirements and Assignments:

The list below outlines the major multimodal projects for this section of Stretch English. **The major fall assignments include: 1 a reading and reflection project; a personal photovoice project; a project for a public forum; an interview project, and a self-reflection project.** The spring multimodal projects include: a profile project, a critical/reflection project, an ethnographic/multimodal presentation project, a critical project, and a portfolio self-reflection project.

Breakdown of course units:

This course is divided into three “containers” spread across two semesters.

Fall semester includes Unit/Container One, which is driven by Inquiry Question #1: How Do We Engage Public Dialogue as Private Citizens? plus the beginning of Unit/Container Two, which is driven by Inquiry Question #2: Where Do We See Models of Active Citizenship in Our Communities?

Container One includes four major writing projects. Each project has its own module in Canvas with information and smaller assignments meant to prepare you to complete the major writing project.

Projects in Container One include:

Launch Activity #1

Personal Photovoice Project

Project for a Public Forum

Midyear Self-reflection Project

Container Two includes:

-Launch Activity #2

-Interview Project

-Profile Project

Container Three includes:

-Launch Activity #3

-Research Analysis Project

-Persuasive Project

Grading Information

Grading Information

This is the Grading Contract. By staying in this course and attending class, you accept this contract and agree to abide by it.

Stretch English

Kristin FitzPatrick Ezell

Grading Contract:

In this class, we will work as a learning community to develop our approaches to reading and writing/creating different types of multimodal texts. We will experiment with unfamiliar strategies, and at times we will feel unsure about the direction of our work and our comprehension of the work of others. We will develop writing processes to help us, including prewriting, drafting, workshopping, and revising. We will rely on each other for feedback and support, but we will also take charge of our own learning and success. What does that mean in terms of grading?

This class is meant to improve your skills and experiences as college-level writers, drawing from each of your unique funds of knowledge. Therefore, we will not be using a traditional grading system. Instead, **you will be largely responsible for your own grade. In the fall, you will earn a grade of CR (credit) and advance to the spring semester of Stretch, or you will earn a NC (no credit) grade and have to enroll in the one-semester 1A course. In the spring you earn a letter grade based on your cumulative performance across fall and spring.**

The default grade for this course is a "B+." If you do all that is asked of you in the manner and spirit in which it is asked, if you work through the processes we establish and the work we do throughout the semester, if you continue to improve those processes in order to gain more intensity and engagement in your writing, then you will receive a "B+." If you miss in-class activities, turn in assignments late, fail to increase your work's intensity, or fail to submit assignments, your grade will be lower.

You will not be graded, at least not in a traditional sense, on any assignment. Instead, you will receive spoken or written feedback from your peers and writing coach for each major assignment. **All minor assignments will be awarded one point for completion and all major projects will be awarded ten points for completion. You are guaranteed a "B+" if you meet the following conditions:**

1. You **complete 88%** of all in-class and out-of-class minor assignments, including in-class reading responses and outlines and drafts of all major assignments. Note: In-class assignments cannot be made up as the result of an absence.
2. You prioritize attendance and participate in in-class activities.
3. You abide by the classroom protocol/community agreements we establish as a writing/learning community.
4. You work cooperatively and collegially in groups. We will come up with parameters for constructive criticism and a shared vocabulary for discussing potentially sensitive subjects.
5. You complete, submit, and present all major and minor assignments on time.
6. You may turn in one major assignment late per semester. Late work must be submitted within 48 hours of the initial due date.
7. All submissions are complete. Any incomplete assignments or assignments that do not meet the requirements of the prompt will be deemed "missed." You will not receive credit for missed work.
8. You receive a 10/10 on all major essays/writing projects.
9. You provide thoughtful peer feedback during class workshops and commit yourself to other collaborative work.
10. You honor the writing process and complete all steps thereof (e.g. reading/researching, prewriting, drafting, conferencing, peer review, revising, presenting). Revisions should indicate significant changes – extending or changing up the thinking or organization – not just editing or changing words.

****NOTE:** The B+ grade is contingent on your behavior as an engaged member of our learning community.

"A" Grades:

The grade of A depends on the quality of and progress demonstrated in your final portfolio reflection. To receive an "A" as your spring semester grade, you will first need to qualify for the default grade of B+. Additionally, you will need to receive the commendation "exceeds expectations" on your final portfolio reflection.

Grades Lower Than "B+": "B," "C," "D," or "F" grades occur when you fail to complete the required 88% of minor assignments in the semester or to engage in class activities, including workshops and discussions, or you miss one or more major assignment. You are not eligible for a "B+" unless you have met the guidelines outlined above. If you are falling behind or feeling overwhelmed, please contact me before you miss an assignment. I am here to support you, and I want you to succeed.

Plea: I (Kristin FitzPatrick Ezell), as the administrator of our contract, will decide in consultation with you (the student) as to whether a plea is warranted in any case. You must come to me as soon as possible (before breaching the contract), in order to make fair and equitable arrangements. You may use a plea for any reason, but only once. The plea is not an "out clause" for anyone who happens to not fulfill the contract in some way; it is for rare and unusual circumstances out of the control of the student.

CONTRACT AGREEMENT: By staying in this course and attending class, you accept this contract and agree to abide by it. I (Kristin FitzPatrick Ezell) also agree to abide by the contract and oversee it fairly and impartially.

This grading contract was adapted from Dr. Amanda Emanuel Smith's sample grading contract, which was adapted from Professor Angela Clark-Oates's ENGL 220D syllabus, Dr. Ti Macklin's ENGL 10/11 syllabus, and the scholarship of Dr. Asao Inoue and Professor Peter Elbow.

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

Fall Schedule (subject to change)

Week	Focus	Readings to be completed by the week's start if not otherwise noted	Assignments are all due before class time (unless other times are noted) on the date specified on individual assignment prompts in Canvas
Week 1: starts August 20 – partial week	Introduction to the course and Module 1	-----	
Week 2: starts August 25	Launch Module 1 Develop Project #1	Lifters and Leaners Article on Usher's speechwriting process Read "AI Ethics," "Citing AI," and other items in the SJSU AI Writer Toolbox Selected <i>New York Times</i> articles/pieces	KWL+ chart entries Project #1 topic idea Reflection of what you learned from the AI Writer Toolbox Selected lines and passages from readings and lead a discussion about them.
Week 3: starts September 1	Develop Project #1 On September 2, attend "Jumpstart Literacy" workshop instead of class meeting. Attendance will be taken at the workshop.	Materials about Google Sites, Adobe Express, other Digital Literacy Resources Selected <i>New York Times</i> articles/pieces	KWL+ chart entries Summary of work completed during Jumpstart Literacy workshop Project #1 Outline
Week 4: starts September 8	Complete and Revise Project #1	Selected <i>New York Times</i> articles/pieces	KWL+ chart entries First Draft of Project #1

Week 5: starts September 15	Finish Module 1, Launch Module 2	Selected <i>New York Times</i> articles/pieces Sample Photovoice Projects	KWL+ chart entries Final Draft of Project #1 Presentation of Project #1
Week 6: starts September 22	Develop Project #2	Selected <i>New York Times</i> articles/pieces Selected sources about project topics	KWL+ chart entries Report on other groups' presentations Outline of Project #2
Week 7: starts September 29	Complete First Draft of Project #2	Selected <i>New York Times</i> articles/pieces Selected sources about project topics	KWL+ chart entries First Draft of Project #2
Week 8: starts October 6	Revise Project #2	Selected <i>New York Times</i> articles/pieces Selected sources about project topics	KWL+ chart entries Revision Plan/Process Journal for Project #2

<p>Week 9: starts October 13</p>	<p>Finish Module 2, Launch Module 3</p> <p>No class meeting on October 16 (Kristin in professional development meeting)</p>	<p>Selected <i>New York Times</i> articles/pieces</p> <p>Selected items from Deliberative Democracy Lab</p> <p><i>Can Deliberation Cure the Ills of Democracy?</i> By James S. Fishkin, chapters TBA</p>	<p>KWL+ chart entries</p> <p>Final Draft of Project #2</p> <p>Presentation of Project #2</p>
<p>Week 10: starts October 20</p>	<p>Develop Project #3</p>	<p>Selected <i>New York Times</i> articles/pieces</p> <p>Selected items from Deliberative Democracy Lab</p>	<p>KWL+ chart entries</p> <p>Report on other groups' presentations</p> <p>Outline of Project #3</p>
<p>Week 11: starts October 27</p>	<p>Complete First Draft of Project #3</p>	<p>Selected <i>New York Times</i> articles/pieces</p> <p>Selected sources about project topics</p>	<p>KWL+ chart entries</p> <p>First Draft of Project #3</p>
<p>Week 12: starts November 3</p>	<p>Revise Project #3</p>	<p>Selected <i>New York Times</i> articles/pieces</p> <p>Selected sources about project topics</p>	<p>KWL+ chart entries</p> <p>Revision Plan/Process Journal for Project #3</p>

Week 13: starts November 10	Finish Module 3, Launch Module 4 (Launch Activity #2: Interview Project)	<p>Selected <i>New York Times</i> articles/pieces</p> <p>Selected sources about project topics</p>	<p>KWL+ chart entries</p> <p>Final Draft of Project #3</p> <p>Presentation of Project #3</p>
Week 14: starts November 17	Develop and Revise Project #4	<p>Selected <i>New York Times</i> articles/pieces</p> <p>Selected sources about project topics</p>	<p>KWL+ chart entries</p> <p>Outline and First Draft of Project #4</p>
Week 15: starts November 24 – partial week - Thanksgiving	Finish Module 4, Develop Mid-year Reflection Project	<p>Selected <i>New York Times</i> articles/pieces</p> <p>Selected sources about project topics</p>	<p>KWL+ chart entries</p> <p>Final Draft of Project #4</p> <p>Poster Presentation of Project #4</p> <p>Outline for Mid-year Reflection Project</p>
Week 16: starts December 1 – conference/consultation week	Conferences and presentations for Mid-year Reflection Project	<p>Selected <i>New York Times</i> articles/pieces</p>	<p>KWL+ chart entries</p> <p>Report on other groups' presentations</p> <p>First Draft of Mid-year Reflection Project</p> <p>Present of Draft of Mid-year Reflection Project</p>

Week 17: starts December 8 –	Conferences and presentations for Mid-year Reflection Project		KWL+ chart entries Almost-final Draft of Mid-year Reflection
Week 18: starts December 15 -	Finish and submit final portfolio	None	Mid-year Reflections due December 26 at 12:45 p.m.

Spring Schedule (subject to change)

Week	Activity	Readings to be completed by the week's start if not otherwise noted	Assignments are all due by midnight on the date specified
Week 1: starts January 22 – partial week – Th only	Launch Module 1	<i>Can Deliberation Cure The Ills of Democracy?</i> By James S. Fishkin, chapters TBA	KWL+ chart entries

Week 2: starts January 26	Develop Project #1 (Profile)	<p>Selected items from Deliberative Democracy Lab</p> <p>Selected <i>New York Times</i> articles/pieces</p> <p>Selected sources about project topics</p>	<p>KWL+ chart entries</p> <p>Project #1 outline</p>
Week 3: starts February 2	Complete Draft of Project #1	<p>Selected <i>New York Times</i> articles/pieces</p> <p>Selected sources about project topics</p>	KWL+ chart entries
Week 4: starts February 9	Revise Project #1	<p>Selected <i>New York Times</i> articles/pieces</p> <p>Selected sources about project topics</p>	<p>KWL+ chart entries</p> <p>First Draft of Project #1</p>
Week 5: starts February 16	<p>Finish Module 1, Launch Module 2</p> <p>Develop Project #2 (Launch Activity #3: Media Literacy)</p>	<p>Selected <i>New York Times</i> articles/pieces</p> <p>Media Literacy and Lateral Reading Materials</p> <p>Selected sources about project topics</p>	<p>KWL+ chart entries</p> <p>Final Draft of Project #1</p> <p>Presentation of Project #1</p> <p>Project #2 topic idea</p>
Week 6: starts February 23	Complete Project #2	<p>Selected <i>New York Times</i> articles/pieces</p> <p>Selected sources about project topics</p>	<p>KWL+ chart entries</p> <p>Project #2 Outline</p>

Week 7: starts March 2	Revise Project #2	Selected <i>New York Times</i> articles/pieces Selected sources about project topics	KWL+ chart entries First Draft of Project #2
Week 8: starts March 9	Finish Module 2, Launch Module 3 Develop Project #3 (Research Analysis)	Selected <i>New York Times</i> articles/pieces Selected sources about project topics	KWL+ chart entries Final Draft of Project #2 Presentation of Project #2 Topic Idea for Project #3
Week 9: starts March 16	Complete Draft of Project #3	Selected <i>New York Times</i> articles/pieces Selected sources about project topics	KWL+ chart entries Project #3 Outline
Week 10: starts March 23	Revise Project #3	Selected <i>New York Times</i> articles/pieces Selected sources about project topics	KWL+ chart entries First Draft of Project #3
Week 11: starts March 30 – spring break	No assignments or online activity expected	None	None

Week 12: starts April 6	Finish Module 3, Launch Module 4	Selected <i>New York Times</i> articles/pieces	KWL+ chart entries
	Develop Project #4	Selected sources about project topics	Final Draft of Project #3 Presentation of Project #3 Report on other groups' presentations Outline for Project #4
Week 13: starts April 13	Complete Draft of Project #4	Selected <i>New York Times</i> articles/pieces	KWL+ chart entries
		Selected sources about project topics	First Draft of Project #4
Week 14: starts April 20	Finish Module 4, Launch Final Portfolio Module	Selected <i>New York Times</i> articles/pieces	KWL+ chart entries
	Develop Final Portfolio Project	Selected sources about project topics	Final Draft of Project #4 Presentation of Project #4
Week 15: starts April 27	Complete Draft of Final Portfolio Project	Selected <i>New York Times</i> articles/pieces	KWL+ chart entries Outline of Final Portfolio Project

Week 16: starts May 4 – conference/consultation week	Revise Final Portfolio Project Conferences about Final Portfolio Project	Selected <i>New York Times</i> articles/pieces Revisit sources used throughout the year	First Draft of Final Draft of Portfolio Project Presentation on Final Portfolio Project
Week 17: starts May 11	Conferences about Final Portfolio Project		Final Draft of Portfolio Project Due
Week 18: - Finals week	Turn in Final Portfolio Project		Final Draft of Portfolio Project Due