

# First-Year Writing: Stretch English I

## ENGL 1AF

Fall 2025 Sections 16, 17, 18 In Person 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 08/17/2025

### Course Description and Requisites

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

Prerequisite: Completion of Reflection on College Writing.

CR/NC/I Undergraduate

### \* Classroom Protocols

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## AI Policy for First Year Writing: Stretch English 1AF

### Course Context and Philosophy

As AI technology emerges in the workforce, you will likely encounter and use AI in your daily tasks. We will discuss the use of AI as an assistive technology during the writing process, helping you learn to ethically and critically think about how/if you use these tools while developing your own writing abilities.

**Remember:** One of our primary course goals is to help you learn to write and communicate effectively, which requires practice. You must learn how to create, edit, and recognize high-quality writing yourself. If AI can do these tasks without you, you won't develop the employable skills you need to succeed.

### Policy

I would rather you not use AI tools in this course. The course is designed to help you become a better writer to aid you in your courses throughout your college career. AI does not add anything new to the conversation and cannot say things as interestingly as you can...YES YOU!

That said, AI tools exist, and I would rather help you find ways to use them ethically ([as ethically as](#)

[possible](#)) and use them as a writing tool if so. So while they are generally not allowed, they may be approved for specific tasks or activities with my prior consent, evaluated on a case-by-case basis depending on individual student goals, situation, skills, and needs.

## Understanding AI Tools

Large language models like ChatGPT perform intensive mining, modeling, and memorization of vast stores of language data "scraped" from the internet. They predict the most probable next word or sequence based on context—essentially imitating what humans have put online. These AI writing platforms can write essays, create apps, and handle nearly any writing situation that relies on linguistic patterns.

**Key Point:** ChatGPT and similar tools are just that—tools used by humans to accomplish specific tasks. Understanding this helps unlock their potential while avoiding pitfalls.

## Permitted Uses and Conditions

### When AI May Be Used with Disclosure:

The key is that it may be used when you are using it as a tool. It shouldn't be used to generate an assignment ever. That said, there may be assignments where you can use it for:

- Brainstorming assistance: Generating initial ideas (with disclosure)
- Research support: As specified in the course guidelines
- Editing assistance: Grammar and style suggestions (with disclosure)
- Other uses: Any other uses should be discussed with me before the assignment is submitted.

### Required Conditions:

1. Transparency is mandatory: You must disclose all AI use in submitted work
2. Substantial personal contribution: You must make significant contributions and revisions to any AI-assisted work. (You should clarify these contributions in your disclosure statement.)
3. Final responsibility: You are responsible for the final product and any limitations or biases from AI tools. It is your responsibility to be accountable for what the assignment is asking and the work you submit.

## Disclosure Requirements

You must disclose how and how much you used AI in your writing process. These are some of the ways you can write a disclosure statement:

- "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 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.]"

## Academic Integrity Connection

This policy aligns with San José State University's Academic Integrity Policy.

Access the full SJSU Academic Integrity Policy: <https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf>

## Non-disclosure/Misuse Consequences:

### What Constitutes Misuse:

- Using AI to write the majority of an essay without significant personal contributions or revision
- Failing to disclose AI use
- Using AI for assignments where it's not permitted
- Any unauthorized use of AI tools

### Tiered Consequences:

- Minor violations: Meeting/Discussion or Email with me on AI use, resubmission of assignment, written warning, small grade deduction
- Major violations: Loss of assignment credit, failing the assignment or course

I do not want to police your AI use. I'm a writing instructor; I want to help you become a better writer. I want to see your writing in all its cringey, imperfect beauty, because I want to hear your voice and your perspective. Not scraped internet blandness. I promise you will do better in this class without AI than with it!

## Getting Help and Clarification

If you are unsure, ask!

You can contact me for any questions you have about AI and/or this policy:

- Via email
- During office hours
- After class

## Stressed? Need Support? Let me know!

I recognize that students often use shortcuts/AI or even plagiarize due to stress, time management, or other external factors that may cause them to feel overwhelmed. If you feel overwhelmed or stressed in this course or are balancing other responsibilities, you're not alone. Many students experience similar challenges, and there are resources and support systems to help you succeed. Please reach

out to discuss your situation—I'm happy to work with you on solutions such as extending deadlines, adjusting assignments, or finding alternative approaches. Together, we can find a way forward that works for you. I want you to succeed in this course, but I can only help if I know there is an issue.

*Remember: We're learning to think and write with AI tools, not to have them think and write for us. Your growth as a critical thinker and effective communicator is the priority.*

## Classroom & Communication Guidelines

**Office Hours:** Office hours are available to help you. This is dedicated time to ask further questions, get individual help, or check in. I'm available in the office or on Zoom during my office hours and by appointment.

**Email:** Feel free to reach out by emailing through Canvas. Emails may get buried under other emails. Canvas is just for students. Put our course name and section number or the time/date of our course in the subject of your email to help me keep track of requests. Typically, during the week I'll respond to emails within 24-48 hours, I do not typically answer emails on the weekends. If you need immediate help, I recommend using our class Discord to get help from your fellow students.

Emails will be a common mode of communication in your professional career; in preparation for that, please include a salutation and address me by name in your email and sign your emails with your name. Use your best prose (capitalization, punctuation, and complete sentences) so that your writing is easy to read. These are professional courtesies and good practices in a common genre you will use for your future careers.

**Discord:** Additionally, I highly encourage you to ask general questions to the whole class on Discord. Most of the time, you'll find that you won't be the only one with that question. Collective discussion can help supplement information and develop ideas. Request Discord info through Canvas messaging or ask a classmate.

**Attendance:** While attendance alone is not graded, attendance is pivotal for your success in this class. The best way to pass this class is to show up and do the work. We will have in-class activities, for which you will receive points. If you miss in-class activities, you will miss available points for that class session. Some activities may not have options for make-up (peer workshops are one of these activities). You are responsible for any missed instructions. Please check Canvas or reach out to a peer directly or through Discord for any missed content. I will not respond to emails asking what you missed, but you may attend office hours. I will do my best to work with you to ensure your success if absences are unavoidable.

**Illness:** If you become seriously ill or injured and will be out for more than 2 class sessions, please advise me of the dates (if possible) you'll be out so that I can provide you with materials you miss from in-person lectures and make changes as needed. Students who miss significant portions of in-class instruction may have a harder time catching up. Please reach out and stay in communication with me.

You can also create a course message board in Canvas or use our Discord to request and share notes and information about our class meetings. Ultimately, you are responsible for getting the information missed from class.

**Late work and make-ups:** At university, you are the captain of your own ship. Meaning your success is in your own hands. It is your responsibility to inform me if you need an extension for applicable assignments. As long as you communicate with me **prior to the due date** (not in the wee hours before the assignment is due), you can submit late work for full credit. Both of these instances must have an agreed-upon date for submission for credit. Please use the extension form on Canvas to submit for an extension if desired. I will not respond to extension requests via email.

Late papers without an excused absence will be marked down a half a letter grade for each class period they are late, up to four weeks. I will not accept anything over a month past the due date without having previously discussed it with me at office hours.

**Class Mission Statement:** We will work together to define our classroom goals, values, and culture. We will return to our mission statement as needed to determine whether we are upholding our mission both as a class and individually.

## 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 Course Learning Outcomes (CLO)

**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

### 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.

## 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>).

## Program Information

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Welcome to this General Education course.

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

The General Education Program has three goals:

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

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

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

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

## Course Learning Outcomes (CLOs)

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### GE Area A2: Written Communication

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

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### Required Texts/Readings

There will be no required textbook for this class. However, that does not mean we will not be reading. All course materials will be available through Canvas or handed out in class. Students will also be responsible for locating other reading materials throughout the course in support of their writing projects.

We will also be accessing reading from the New York Times. Access is free for SJSU Students <https://libguides.sjsu.edu/nyt-online> (<https://libguides.sjsu.edu/nyt-online>)

Note: Please let me know if you need any printouts of online texts for accessibility reasons.

### Technology Requirements

This course will be technology-intensive at times, with some hybrid assignments. This will sometimes require students to have access to technologies that can be brought to class, which may include a laptop, smartphone, and/or tablet. Please come to class prepared to use technology as needed, but only when



needed. There may be times I ask you to put it away if I feel it is being misused.

In this course, you will need regular access to the internet. You will be using Canvas regularly and will also need access to a word processor (Word, Google Docs).

Canvas will be the most important tool for this course. All your course materials, such as syllabus, handouts, notes, assignment instructions, etc., can be found on the course Canvas page. (I highly encourage you to download the Canvas Student app and turn on notifications so you don't miss updates.) Please familiarize yourself with the system so that you can turn in assignments on time.

We will be using the following technology in this class regularly:

[Adobe Express \(https://www.sjsu.edu/adobe/creative-cloud/access/adobe-students.php\)](https://www.sjsu.edu/adobe/creative-cloud/access/adobe-students.php)

[Hypothesis \(https://hypothes.is/groups/rn6VJXxx/engl-1a-stretch-sect-16\)](https://hypothes.is/groups/rn6VJXxx/engl-1a-stretch-sect-16)

[Discord \(https://discord.gg/cyFPKJUR\)](https://discord.gg/cyFPKJUR)

If you need help accessing technology resources, the library does have materials that can be checked out. Feel free to reach out to me if you have any difficulties.

Please also come to class with those archaic bits of technology: paper and a pen.

**Note:** If you have any difficulty with access to technology requirements for this class, contact me as soon as possible so I can help arrange needed technology to be available for you in class and/or outside of class as required.

## Course Requirements and Assignments

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Assignment	Word Count	CLO	Grade %
<b>Project 1 Knowing Ourselves in Community:</b> Community Discourse Map, Personal Photo Essay, and any process materials	1000	1-5	20%
<b>Project 2 Knowing Others in Community:</b> Community Interview Project, includes interview request, interview questions, and final interview format, including process materials	1500	1-5	20%
<b>In-Class Engagement:</b> (freewrites and other in-class writing)	1000	1-5	5%

Assignment	Word Count	CLO	Grade %
Mid-Semester Reflection: includes process materials	600	1-5	5%
Total	4100	1-5	50%

**\*Note:** Fall will be 50% of your final grade, and the Spring semester will be worth 50% of your final grade.

In the Fall semester (ENGL 1AF), you will receive either a CR (credit) or an NC (no credit). To receive credit in the fall semester, you must demonstrate significant, measurable progress throughout the semester.

\*You still must do enough work to pass the Fall semester to move on to the Spring semester of the course.

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. \*If you received a pass in the Fall, it is not a guarantee you will pass in the Spring. Your final grade will be a cumulative of both Fall and Spring Semesters, with both semesters worth 50% of your grade.

#### Different types of Class Assignments:

**1. In-class Activities and Participation:** In class, we will have class discussions and participate in a number of writing activities, including daily freewrites, meant to help you with your major writing projects, for which you will receive participation points. These points cannot be made up, so attendance is essential to receive credit. Point values for the writing activities will be indicated in Canvas.

**2. Peer Workshops and Essay Revision:** For the two major projects, you will complete initial drafts and participate in a peer workshop. You will work with your peers to help identify strengths, while being curious about opportunities to change/improve on the next draft. Both the initial draft and the peer workshop will be worth points towards the total project.

**3. Discussion Posts/Hypothesis Readings/Quizzes:** For our reading assignments this semester, you will be collaboratively reading and annotating using Hypothesis. These will be due before class to be prepared for in-class engagement activities. Discussion posts may also be used inside or outside of class to help with our classroom community engagement as well as your project steps. These should be at least 1-2 healthy paragraphs (~100-150 words) demonstrating thoughtfulness to the prompt regarding the assigned reading or discussion topic.

**4. Major Essays and Mid-Year Reflection:** Major essays and other assignments will be given assignment sheets (descriptions of the assignment and rubric) in class when initially assigned.

#### Grading Information

Grade	Percentage
A+	97-100%
A	93-96%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	59% and below

## University Policies

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Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance,

counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

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\* Our course schedule is a guide and not written in stone. Please be sure to pay attention to Canvas and in class updates to make sure you have the current information of what is assigned and due.

Week	Date:	In Class - Reading/Activity/Assignment	Due:
1	8/20	<b>What is a Community?</b> - Introductions, Syllabus, and Getting Started  Read: Syllabus	
2	8/25	<b>Intentional Community Creating</b> - Creating our Classroom Mission  Read: <a href="https://www.nytimes.com/2018/06/25/well/to-counter-loneliness-find-ways-to-connect.html">"To Counter Loneliness, Find Ways to Connect" NYT</a> ( <a href="https://www.nytimes.com/2018/06/25/well/to-counter-loneliness-find-ways-to-connect.html">https://www.nytimes.com/2018/06/25/well/to-counter-loneliness-find-ways-to-connect.html</a> )  Assign: Community Discourse Map	
	8/27	<b>Discourse Communities</b>  Read:  Assign:	
3	9/1	Labor Day- No Class	
	9/3	Adobe Student Workshop	
4	9/8	<b>How Language and Communication Shape Community</b>  Read: <a href="https://www.umsl.edu/~alexanderjm/Mother%20Tongue%20by%20Tan.pdf">"Mother Tongue" by Amy Tan</a> ( <a href="https://www.umsl.edu/~alexanderjm/Mother%20Tongue%20by%20Tan.pdf">https://www.umsl.edu/~alexanderjm/Mother%20Tongue%20by%20Tan.pdf</a> )  Assign:	

	9/10		
5	9/15	<p>Exploring Community Issues: Developing Curiosity</p> <p>Read: <a href="https://www.nytimes.com/interactive/2023/02/16/style/mexican-family-restaurant-connecticut.html">"The Family Restaurant"</a> (<a href="https://www.nytimes.com/interactive/2023/02/16/style/mexican-family-restaurant-connecticut.html">https://www.nytimes.com/interactive/2023/02/16/style/mexican-family-restaurant-connecticut.html</a>).</p> <p>Assign: Personal Photo Essay</p>	Community Discourse Map
	9/17	<p>Crafting a Personal Essay</p> <p>Read: <a href="https://www.nytimes.com/interactive/2023/02/01/style/lagos-nigeria-women.html">"The Thrift Market"</a> (<a href="https://www.nytimes.com/interactive/2023/02/01/style/lagos-nigeria-women.html">https://www.nytimes.com/interactive/2023/02/01/style/lagos-nigeria-women.html</a>).</p> <p>Assign:</p>	
6	9/22	<p>Intro to Multimodal Texts</p> <p>Read: <a href="https://www.nytimes.com/interactive/2023/02/23/style/girls-wrestling-academy-india.html">"The Akhada"</a> (<a href="https://www.nytimes.com/interactive/2023/02/23/style/girls-wrestling-academy-india.html">https://www.nytimes.com/interactive/2023/02/23/style/girls-wrestling-academy-india.html</a>).</p> <p>Assign: Discussion 4</p>	
	9/24	<p>Multimodal cont.</p> <p>Read:</p> <p>Assign:</p>	
7	9/29	<p>Putting It All Together &amp; Incorporating Feedback</p> <p>Read: <a href="https://wrd.as.uky.edu/sites/default/files/1-Shitty%20First%20Drafts.pdf">"Shitty First Drafts" by Anne Lamott</a> (<a href="https://wrd.as.uky.edu/sites/default/files/1-Shitty%20First%20Drafts.pdf">https://wrd.as.uky.edu/sites/default/files/1-Shitty%20First%20Drafts.pdf</a>).</p> <p>Assign:</p>	1st Draft of Personal Photo Essay
	10/1	<p>Peer Review Workshop</p> <p>Read: Your Group's Essay and preliminary feedback</p> <p>Assign:</p>	

8	10/6	Read: Assign:	
	10/8	Read: Assign:	
9	10/13	Read: Assign:	
	10/15	Read: Assign:	
10	10/20	TBD  Read: <a href="https://www.everettsd.org/cms/lib07/WA01920133/Centricity/Domain/965/Anzaldua-Wild-Tongue.pdf">"How to Tame a Wild Tongue"</a> ( <a href="https://www.everettsd.org/cms/lib07/WA01920133/Centricity/Domain/965/Anzaldua-Wild-Tongue.pdf">https://www.everettsd.org/cms/lib07/WA01920133/Centricity/Domain/965/Anzaldua-Wild-Tongue.pdf</a> )  Assign	
	10/22	TBD  Read: <a href="http://www.cana1.com/uploads/1/2/0/8/120881056/language-hooks-3.pdf">"Teaching New Worlds/New Words"</a> ( <a href="http://www.cana1.com/uploads/1/2/0/8/120881056/language-hooks-3.pdf">http://www.cana1.com/uploads/1/2/0/8/120881056/language-hooks-3.pdf</a> )  Assign:	Final Draft of Personal Photo Essay
11	10/27	Read: Assign:	

	10/29	Read: Assign:	
12	11/3	Read: Assign:	
	11/5	Asynchronous Class Read: Assign: Go Touch Grass -	
13	11/10	Asynchronous Class	
	11/12	Read: Assign:	
14	11/17	Revising Multimodal Work and Presentations Read: Assign:	
	11/19	TBD Read: Assign:	
15	11/24	Read: Assign: Mid Year Reflection	
	11/26	No Class Thanksgiving Break	

16	12/1	Assign:	
	12/3	Presentations Assign:	
17	12/8	Presentations and Mid-Year Wrap-Up	
	12/12	Final Period- 10:45-12:45	Mid-Year Reflection