

**San José State University  
Humanities and the Arts**

**HA 96F/HA 96S, Stretch English I and II,  
Section 04, Fall 2014 and Spring 2015**

**Course and Contact Information**

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<b>Class Days/Time:</b>	Tuesday and Thursday 10:30-11:45am
<b>Classroom:</b>	Sweeney Hall 444
<b>Prerequisite</b>	Credit for Stretch I is a prerequisite for Stretch II.
<b>GE/SJSU Studies Category:</b>	Written Communication I (Area A2)

**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 website. You are responsible for regularly checking with the messaging system through MySJSU to learn of any updates. Please check to make sure the correct email in MySJSU so that the emails go to the correct place.

**Course Description**

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

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

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

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

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

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

## **Section Description**

This section will focus on the writing process and the changes writers go through as they become academic and/or professional readers and writers. Writing is one of the most difficult tasks and even professional writers have trouble with it at times. We will read about other writers who struggle with writing and commiserate about our own struggles with writing. More than just looking at the problem, we will also take some steps to find solutions so that we improve our skills and imbed strategies for success in our processes.

## **Learning Outcomes and Course Goals**

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

### **GE Learning Outcomes (GELO)**

Upon successful completion of this course, students will be able to:

1. demonstrate the ability to read actively and rhetorically
2. demonstrate the ability to perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals
4. demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres
5. demonstrate college-level language use, clarity, and grammatical proficiency in writing

[University Policy S14-5](http://www.sjsu.edu/senate/docs/S14-5.pdf) at <http://www.sjsu.edu/senate/docs/S14-5.pdf> requires that you specify in the syllabus the following:

### **Course Content**

SJSU studies include an emphasis on diversity. General education guidelines for Written Communication I stipulate that issues of diversity shall be incorporated in an appropriate manner. Thus, among the readings and assignments for this course you will find that discuss issues that are both specific to certain groups of people but also reflect the common human condition.

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

Assignment	Word Count/Assignment	Total Words	Type of Assignment	GE Learning Objective
<b>Critical reading/reflection</b>	Essay 1: 500 words Essay 2: 600 words Essay 3: 700 words	1900	in-class writing	GELO 1, 2, 3,4, 5
<b>Data-driven analyses</b>	Personal Essay 750 words Interview Essay 850 words Ethnographic Essay 1000 words	2600	out of class writing	GELO 2, 3, 5
<b>Major Essays</b>	Letter/Editor 1000 words Profile Essay 1000 words Critical Essay 1200 words	3250	out of class writing	GELO 2, 3, 4, 5
<b>Portfolio/self-reflection essay</b>	Midterm 750 words Final 750 words	1500	in-class writing	GELO 1, 2, 3, 4, 5

### Course Learning Outcomes (CLO)

To help you connect your reading to the writing you do, you will also purchase and use a dictionary, a rhetoric, a sentence development text, and the campus handbook. In these books you will engage reading to learn and practice writing skills.

### Course Learning Outcomes (CLO)

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

- annotate a reading selection to develop a summary and response in your writing (GELO1);
- identify audience and purpose in texts from several genres (GELO 1,3,4);
- explain how genres work to serve audience and context (GELO 1, 3);
- identify rhetorical appeals and devise strategies for an effective appeal to a specific audience (GELO 1, 3);
- develop a text to effectively appeal to a specific audience (GELO 1, 3);
- identify the choices a writer has made to produce a text (GELO 1, 3, 4);
- use readings as models for your own writing strategies (GELO 1, 4);
- concisely, accurately explain and critique information and ideas from your reading (GELO 1, 3, 4);
- use information gleaned from your reading as evidence in your text and cite that information (GELO 1, 4);
- use quotation and summary to create context for your writing (GELO 1, 4, 5);
- discuss specific strategies for prewriting and revision that have worked for you (GELO 2);
- repurpose acquired skills and information to tackle new writing problems (GELO 2);
- identify new grammatical forms and imitate them (GELO 1, 2, 3, 4, 5);
- analyze and discuss the structure of sentences and the grammatical choices you make (GELO 2, 3, 5);
- identify editing problems in your own writing (GELO 2, 5);
- identify and apply effective strategies for editing your work (GELO 2, 5);
- identify and apply effective proofreading strategies (GELO 2, 5);
- reflect on and assess your own writing, process and product, to support continued language and writing development (GELO 2, 3, 4).

## Required Texts/Readings

### Textbook

- The rhetoric: *A Sequence for Academic Writing*, by Behrens and Rosen (available at the bookstore, ISBN 9780321906816)
- For grammar and other exercises: *the Prasad Reader* (available at the bookstore)

### Other Readings

- The campus handbook: *The Everyday Writer 5th edition*, by Andrea Lundsford (provided for you free, ISBN 9781457667121)
- The Campus Reads Selection: Sonia Sotomayor's memoir *My Beloved World* (provided for you free, ISBN 9780345804839)

### Other equipment / material requirements (optional)

- Other readings will be posted on Canvas, which you can access for free.

### Canvas

Canvas is our new online Learning Management System, so you will be required to participate there for homework and exercises. Login at URL: <https://sjsu.instructure.com> using your SJSU One account information. **Please note:** in Canvas, the only acceptable formats that can be used for uploading information are: MS Word, Acrobat PDF, Postscript, Text, HTML, WordPerfect (WPD) and Rich Text Format. If you don't use these formats, your documents will not be accepted and you may lose points for missing assignments. Please let your instructor know if you need help.

### Everyday Writer LearningCurve

Part of our grammar lessons will come from the free online component to *The Everyday Writer* handbook, which is called LearningCurve, which will be introduced to you in class. You will be expected to do work in there periodically throughout the semester.

### Library Liaison (Optional)

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

Phone: (408) 808-2096

Email: [tooby.matoush@sjsu.edu](mailto:tooby.matoush@sjsu.edu)

Diana Wu is the library liaison for Linguistics.

Phone: (408) 808-2087

Email: [Diana.Wu@sjsu.edu](mailto:Diana.Wu@sjsu.edu)

### Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Fall writing assignments include a benchmark essay, 2 critical reading and reflection essays, written in class; a personal essay; and a letter to the editor.

Spring writing assignments include a interview essay, a profile essay, a critical/reflection essay (written in class), an ethnographic essay, and a critical essay.

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

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

Reading is an integral part of the writing process. Reading for this course is both extensive and intensive. It includes useful models of writing for academic, general, and special audiences. Readings are included in *My Beloved World*, and on Canvas. To help you connect your reading to the writing you do, you will also purchase and use a dictionary, the rhetoric *A Sequence for Academic Writing*, and the campus handbook.

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

#### **A Note on Participation.**

The best way to learn is through active participation during class. Simply filling a seat in the classroom is not the best method to use if you are working towards a passing grade. While I do not include participation as part of the grade, I do hope to see sincere effort on your part.

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

#### ***Grading information:***

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Please see the Course Schedule at the end of this document for more details on course requirements and assignments.

Note:

1. Additional homework will be assigned periodically throughout the semester.
2. Communications about homework and the class in general will be sent via Canvas.
3. All parts of the semester plan are subject to change. Notice will be sent out via Canvas.

## Grading Policy

Essay and Course Grades					
Grade	Percentage	Grade	Percentage	Grade	Percentage
A+	100-97	A	96-94	A-	93-90
B+	89-87	B	86-84	B-	83-80
C+	79-77	C	76-74	C-	73-70
D+	69-67	D	66-65	F	64-0

**Grading:** A-F. This class must be passed with a C or better to move on to CORE GE Area C3 and to satisfy the prerequisite for English 1B. A passing grade in the course signifies that the student is a capable college-level writer and reader of English.

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

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

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

“D” work will neglect one of the assigned tasks or directions and be noticeably superficial in development—that is, too brief or simplistic. The work may reveal some problems of development, detail, and/or audience. It will contain grammatical, mechanical, usage, and/or delivery shortcomings that are frequent and/or serious enough to impede clear transmission of meaning.

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

Details:

- Assignments can be turned in on time in class or they can be turned in early to the instructor during office hours or in class. Assignments **cannot** be turned in to the English Department office.
- No late work is accepted, nor is any work accepted via email unless an extenuating circumstance creates a situation that has been discussed with the instructor.
- Assignments should be printed on 8.5 x 11 clean-cut paper, in black ink, in a standard 12-point font such as Times New Roman, and double spaced unless the assignment dictates otherwise. The appropriate format is MLA.
- See *The Everyday Writer* and <http://owl.english.purdue.edu/owl/resource/747/01/> for MLA information.
- If you are absent, you are responsible for getting updated on what was missed as well as what is due when you return. You can access your instructor or your peers for this update.
- Not all assignments will be collected. You should come to class prepared; however you should come to class even if you aren’t.
- Extra credit may be assigned throughout the semester.

Essays	60%
Homework	20%
Midterm portfolio	10%
Final portfolio	10%

### Final Assignment:

Instead of a final exam, you will write a critical reflection at the end of the class. Think of it as a scientific study of your progress as a writer over the next four months. Remember, writing is a *process*. Collecting your work and then reflecting on that work is part of the process. The final assignment is designed to get you thinking about your specific challenges, your strategies for improvement, your successes and failures, and your goals for the future. Every writer, no matter how accomplished, has room for improvement. This assignment is your culminating experience. This course does not have a final exam.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” 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.

## Grading Policy

### Grading System/Assignments

Assignments	Word count	Percentage of grade
Essay 1 (Critical reading)	500—in class	5%
Essay 2 (Personal Narrative)	750	5%
Essay 3 (Letter to a Public Forum)	1000	7%
Essay 4 (Critical Reading)	600—in class	5%
Midterm Portfolio	750—in class	10%
Essay 5 (Interview)	850	5%
Essay 6 (Profile)	1000	8%
Essay 7 (Critical Reading)	700—in class	5%
Essay 8 (Ethnographic)	1000	10%
Essay 9 (Critical Essay)	1200	10%
Final Portfolio	750—in class	10%
Homework		20%

### Midterm Portfolio

The Midterm Portfolio will be a written analysis of Essay 1 and Essay 3. You will need to analyze each essay and discuss the differences in them, noting the growth you have seen in your writing through the first 15 weeks of this course.

### Final Portfolio

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

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

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

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

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

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

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

(In HA 96S, a C is needed to clear remediation and satisfy A2)

## **Grading Policy**

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

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

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

## **Clearing Remediation**

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

## **Resources for Stretch Composition Students**

### **LLD 4: Supplemental Tutorial**

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

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

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

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

period.

## Classroom Protocol

**Participation and Active Learning:** Participation is essential to active learning and to the learning process in general. Participation includes but is not limited to being engaged in small and large group work, bringing materials to class, focusing on the task at hand and basically contributing to the learning process that will be happening in our workshop style classroom. If you cannot make a particular class, check Canvas and/or email the teacher or contact a dependable classmate to get updated on what you missed. You are responsible for all homework whether you are in class or not.

**Peer review:** Part of your grade is your involvement in and commitment to peer review. Peer review is a chance for you to get some valuable feedback from your peers on your rough drafts before turning them in. If you don't come to a workshop for a given paper, or if your essay is not a "good faith" draft, your grade on the final draft will be lowered 10%. A "good faith" draft is typed, **has the full word count**, and shows careful thought and planning even though it may be unfinished.

**Classroom Etiquette:** Please mute all electronic devices before entering the classroom and focus on the class content. In addition, we must treat others with respect and kindness so that we can build a safe and productive learning environment and writing community.

**Email:** When emailing, remember sign your name at the end of the email. I cannot always know who you are just by the email address. Also, remember that I am your instructor, not your IM buddy, so your language should be appropriate and professional, and I will respond in kind.

**Twitter:** Please create a free Twitter account for yourself and follow me (@PrasadSarah) on Twitter. It's not a requirement, but often I will tweet homework and assignment reminders, so it's a good idea to try this new technology if you can.

## University Policies

### Dropping and Adding

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

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

### Consent for Recording of Class and Public Sharing of Instructor Material

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

- "Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material."
  - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

### **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

### **Accommodation to Students' Religious Holidays**

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

### **Student Technology Resources**

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

### **SJSU Peer Connections**

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

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory,

alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

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

### **SJSU Writing Center**

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



scan this code.)

### **SJSU Counseling Services (Optional)**

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

## HA96/ Stretch English, Fall 2014 and Spring 2015

List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.

### Course Schedule

Assignments	Word count	Percentage of grade
Essay 1 (Critical reading)	500—in class	5%
Essay 2 (Personal Narrative)	750	5%
Essay 3 (Letter to a Public Forum)	1000	7%
Essay 4 (Critical Reading)	600—in class	5%
Midterm Portfolio	750—in class	10%
Essay 5 (Interview)	850	5%
Essay 6 (Profile)	1000	8%
Essay 7 (Critical Reading)	700—in class	5%
Essay 8 (Ethnographic)	1000	10%
Essay 9 (Critical Essay)	1200	10%
Final Portfolio	750—in class	10%
Week	Tuesday	Thursday
1	8/26 Language survey DSP survey Presentation of the class and the syllabus Thinking of yourself as a learner, reader, and writer. HW: Review syllabus and bring questions to class.	8/28 Homework check In-class writing: Benchmark writing
2	9/2 Community building: name game. Getting started with Reading and the Reading Process Intensive PPP Malcolm X's "Learning to Read" HW: Reread and code "Learning to Read." Bring the reading to class.	9/4 Reviewing names Homework check Freewrite: Reflection on the reading process with "Learning to Read" Discussion about the writing process. Considering what to do next: Summary vs. critical reading
3	9/9 Time management workshop Making a weekly plan PPP Sherman Alexie's "Superman and Me" Understanding Vocab in Context	9/11 Reporting back: how is the weekly plan working. Discussion of Alexie's reading process. Comparing Alexie and Malcolm X

		More summary vs. critical reading
4	9/16 Paragraph structure: PIE Summarizing and criticizing: Malcolm X	9/18 Summarizing and criticizing: Alexie Preparing for timed writing Practice reading prompts for timed writing.
5	9/23 Essay 1 Critical Reading/Reflection in-class writing.	9/25 Reading an essay prompt. The writing process. PPP Rose “Rigid Rules, Inflexible Plans, and the Stifling of Language: A Cognitivist Analysis of Writer’s Block”
6	9/30 Intensive workshop on Rose article. Connecting to individual writing process. HW: Research Sotomayor and bring “My Beloved World” to class	10/2 Intro Sotomayor and PPP “My Beloved World” (“MBW”) Thesis statements PPP Murray “Response of a Laboratory Rat—or Being Protooled”
7	10/7 Preparation for Peer Review More thesis statements PPP Lamott “Shitty First Draft” Organization strategies	10/9 Peer Review for Essay 2
8	10/14 Essay 2 due Adjective clauses More “MBW”	10/16 Fight vs. Argument Argument synthesis (Ch 4) More adjective clauses Prep for Sotomayor’s visit on 10/20
9	10/21 Study Skills workshop When to quote and when to paraphrase More “MBW”	10/23 Logos, pathos, and ethos Finding each in “MBW” HW Finding one in another source
10	10/28 More “MBW” Compiling ideas about student success Essay organization	10/30 Peer Review for Essay 3
11	11/4 Essay 3 due Ideas of success brainstorm PPP “What would make this a successful year for you? How students define success in college” by Nancy Jennings et al (Liberal Education).	11/6 Discuss “What would make...” PPP “The best definition of success is the one you never use” by Jeff Hadner (LinkedIn) and “5 ways to define success” by Linda Seger (FCEDA) Discussion of sources
12	11/11 No class—Veteran’s Day	11/13 Discuss Hadner and Seger Graphic organizer for all ideas of

		success HW: Refining your idea of success
13	11/18 More “MBW” Critical thinking: developing discussion questions that inspire higher order thinking FANBOYS	11/19 Preparing for timed writing Workshop. Organization More FANBOYS
14	11/25 Essay 4 Critical Reading/Reflection in-class writing.	11/27 No class--Thanksgiving
15	12/2 Reading Essay 5 prompt. Interviewing: how does it work? Practice writing questions Practice the interview process One thing that worked; one that did not. Finding solutions.	12/4 Watching an interview and critiquing the process. Reading an interview and analyzing the interview.
16	12/9 Last day of class before break Due: Self-reflection essay analyzing progress made in the semester based on work in Essay 1 and 4.	
WINTER BREAK		
17		1/22 Back to class Analysis (Ch 5) Organization
18	1/27 Peer review Essay 5	1/29 Essay 5 due What is a profile? Looking at an image of American success: Dr Oz. Who is he? PPP “The Operator” by Michael Specter. Breaking the reading into sections.
19	2/3 Bringing the sections to class and compiling the reading. Addressing success throughout	2/5 Organization—Breaking down the profile Planning—how to replicate the organization Noun Phrase Appositives
20	2/10 More NPAs Introductions	2/12 Peer review Essay 6
21	2/17 Essay 6 due More “MBW” in the context of Profile Active vs Passive PPP “NY governor says college for	2/19 Discussion of the reading for comprehension Discussion of the reading for reactions Watch “The Insight Garden...”

	inmates will pay off for taxpayers” by Brian Mann	video clip ( <a href="http://www.npr.org/blogs/thesalt/2014/01/12/261397333/prison-gardens-help-inmates-grow-their-own-food-and-skills">http://www.npr.org/blogs/thesalt/2014/01/12/261397333/prison-gardens-help-inmates-grow-their-own-food-and-skills</a> ) PPP “Prison gardens help inmates grow their own food—and skills” by Eliza Barclay
22	2/24 Discussion of the reading for comprehension Graphic organizer to track the articles Introduction to the databases	2/26 More Active vs. Passive Misplaced modifiers Critical analysis of the readings
23	3/3 Essay 7 Critical Reading/Reflection in-class writing.	3/5 Conclusions “Prisoners Dilemma” in America Starting the group project—what do we want to know about prisoners, which prisoners do we want to look at, and how do we want to connect them to the idea of success? Making a plan for this project.
24	3/10 Parallel Structure Prison project	3/12 More parallel structure More prison project More “MBW”
25	3/17 Organization More intro and conclusions More “MBW”	3/19 Peer review Essay 8 Next steps
	3/24 Spring Break	3/26 Spring Break
26	3/31 Cesar Chavez Day—No class	4/2 Essay 8 due More “MBW” What would Sotomayor think about our prisoners? What do you think? Taking a stand.
27	4/7 Assessing the prompt Organization Support—finding what you need. Groups work together.	4/9 Problem solving: addressing problems with the assignment.
28	4/14 Peer review Essay 9—Round 1 Assess: one aspect of the essay that is going well AND one thing that needs work. Next steps: how to work on it.	4/16
29	4/21	4/23

	Peer review Essay 9—Round 2	Essay 9 due Starting the final portfolio project
30	4/28 In-class workshop: Annotate the essays for your portfolio	4/30 In-class workshop: More preparation for the final portfolio
31	5/5 In-class workshop: More preparation for the final portfolio	5/7 In-class writing: Final self-reflection of your entire year's work. Bring the content of the portfolio to class so you can work with them.
32	5/12 Last day of class In-class survey	

## SJSU ACADEMIC YEAR CALENDAR

### FALL 2014

Friday..... July 4 .....Independence Day - Campus Closed (**I**)  
 Thursday..... August 21 .....Academic Year Begins – Fall Semester Begins  
 Thursday - Friday..... August 21-22 .....Pre-Instruction Activities: Orientation, Advisement, Faculty Meetings and Conferences (**P**)  
 Monday..... August 25 .....First Day of Instruction – Classes Begin  
 Monday..... September 1.....Labor Day - Campus Closed (**L**)  
 Friday..... September 5.....Last Day to Drop Courses Without an Entry on Student's Permanent Record (**D**)  
 Friday..... September 12.....Last Day to Add Courses & Register Late (**A**)  
 Monday..... September 22.....Enrollment Census Date (**CD**)  
 Tuesday..... November 11.....Veteran's Day - Campus Closed (**V**)  
 Wednesday..... November 26.....Classes that start at 5:00 PM or later will not meet.  
 Thursday..... November 27.....Thanksgiving Holiday - Campus Closed (**T**)  
 Friday..... November 28.....Rescheduled Holiday - Campus Closed (**RH**)  
 Wednesday..... December 10.....Last Day of Instruction - Last Day of Classes  
 Thursday..... December 11.....Study/Conference Day (no classes or exams) (**SC**)  
 Friday..... December 12.....Final Examinations (**exams**)  
 Monday-Thursday..... December 15-18.....Final Examinations (**exams**)  
 Friday..... December 19.....Final Examinations Make-Up Day (**MU**)  
 Monday..... December 22.....Grade Evaluation Day (**E**)  
 Tuesday..... December 23.....Grades Due From Faculty - End of Fall Semester (**G**)  
 December 24-.....WINTER RECESS  
 January 20  
 Thursday..... December 25 .....Christmas Holiday - Campus Closed (**CH**)

### SPRING 2015

Thursday..... January 1.....New Year's Day - Campus Closed (**N**)  
 Monday..... January 19.....Dr. Martin Luther King, Jr. Day - Campus Closed (**K**)  
 Wednesday..... January 21 .....Spring Semester Begins  
 Wednesday..... January 21 .....Pre-Instruction Activities: Orientation, Advisement, Faculty Meetings and Conferences (**P**)  
 Thursday..... January 22.....First Day of Instruction – Classes Begin  
 Tuesday..... February 3 .....Last Day to Drop Courses Without an Entry on Student's Permanent Record (**D**)  
 Tuesday..... February 10 .....Last Day to Add Courses & Register Late (**A**)

Wednesday.....	February 18 .....	Enrollment Census Date <b>(CD)</b>
Monday-Friday.....	March 23-27 .....	Spring Recess <b>(*SPRING RECESS*)</b>
Tuesday.....	March 31.....	Cesar Chavez Day - Campus Closed <b>(CC)</b>
Wednesday.....	May 13.....	Last Day of Instruction – Last Day of Classes
Thursday.....	May 14.....	Study/Conference Day (no classes or exams) <b>(SC)</b>
Friday.....	May 15.....	Final Examinations <b>(exams)</b>
Monday-Thursday.....	May 18-21.....	Final Examinations <b>(exams)</b>
Friday.....	May 22.....	Final Examinations Make-Up Day <b>(MU)</b>
Saturday .....	May 23.....	Commencement <b>(C)</b>
Monday .....	May 25.....	Memorial Day - Campus Closed <b>(M)</b>
Tuesday.....	May 26.....	Grade Evaluation Day <b>(E)</b>
Wednesday.....	May 27 .....	Grades Due From Faculty - End of Spring Semester <b>(G)</b>
Wednesday.....	May 27.....	End of Academic Year