

**San José State University**  
**Humanities and Arts**  
**HA 96F & HA 96S, Stretch English I and II**  
**Sections #5 and 23, Fall 2015 & Spring 2016**

"Writing is an act of community. It is a letter, it is comforting, consoling, helping, advising on our part as well as asking for it on yours. It is part of our human association with each other. It is an expression of our love and concern for each other." -- Dorothy Day

**Course and Contact Information**

<b>Instructor:</b>	Maria A. N. Judnick, M.A., M.F.A
<b>Office Location:</b>	Faculty Office Building 115
<b>Telephone:</b>	PLEASE USE ONLY EMAIL
<b>Email:</b>	<a href="mailto:Maria.judnick@sjsu.edu">Maria.judnick@sjsu.edu</a>
<b>Office Hours:</b>	Mondays and Wednesdays 7:50-8:50 AM and by appointment
<b>Class Days/Time:</b>	Section 23: M/W 9-10:15 AM Section 5: M/W 10:30-11:45 AM
<b>Classroom:</b>	Section 23: Engineering Bldg. 232 Section 5: Clark Bldg. 216
<b>Prerequisites:</b>	Credit for Stretch English I (English 1A-F) is a prerequisite for Stretch English II (English 1A-S).
<b>GE/SJSU Studies Category:</b>	Written Communication I (Area A2)
<b>Writing Fellow:</b>	Sam Crain
<b>Meeting Location:</b>	Student Union at the tables near the soda machines
<b>Contact Info:</b>	<a href="mailto:Sam.Crain@hotmail.com">Sam.Crain@hotmail.com</a> ; 831-566-9357 (please call ONLY if you are running late or cannot make an appointment)

**Course Format**

While we will be meeting in a traditional classroom format, students must access the Canvas learning management system course website daily. You are responsible for checking **daily** with the messaging system through MySJSU and email to learn of any updates.

We will also be receiving the able assistance of our **Writing Fellow, Sam Crain**. For more information on her role, please consult the course resources section of your syllabus.

**Course Description**

Stretch I (HA 96F/S) is the first semester of a year-long ENGL 1A that will help you understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students will develop clear thinking and effective writing that give form and coherence to complex ideas. Students will practice these skills by writing for various audiences and rhetorical situations.

Stretch I and II, together, fulfill the written communication general education 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 passing grade of C or better signifies that the student is a capable college-level writer and reader of English.

***Stretch is an extended course of study:*** The Stretch English course in which you have enrolled “stretches” the English 1A curriculum from one to two semesters, allowing us more time to hone your reading and writing skills. This added time to prepare will ensure that you are ready to transfer those skills to the writing you will do in your other courses here at SJSU.

**Stretch is a learning community:** This semester you are enrolled in Stretch English I, and next term, provided you successfully complete the fall course, you will enroll in Stretch English II. I will once again be your instructor. And you and your peers will be writing colleagues for the full year.

***What happens if I don't earn credit in the fall course?***

**If you do NOT have a UGRM designation** 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 you entered SJSU with a UGRM designation** and you earn a NC in fall, Susan McClory, the Program Director for Developmental Studies, will help you transition to a course that will allow you to complete your remediation before moving on to English 1A. More information is available online: <https://sites.google.com/site/developmentalstudiesatsjsu/>

**Section Description: 21<sup>st</sup> Century Reading and Writing in a Democratic World**

*Our future cannot depend on the government alone. The ultimate solutions lie in the attitudes and the actions of the American people.” – Vice President Joe Biden*

Americans read the stories of daily lives every day in the pages of newspapers and journals. The stories of the conflicts in the Middle East, of debates about immigration laws, of floods and fires and extreme storms, of ecological disasters and political triumphs. These are the stories of our neighbors and neighborhoods, of our fellow citizens and our country, of our global brothers and sisters and our global community. These stories are our history in the making, and they are part of the fabric of democracy as our founding fathers imagined it: we read these stories so that we can make informed decisions about the actions we take together in our neighborhood, our county, our state, our nation.

How is our story, our history evolving, and how are we each, individually, implicated in it? How are the day-to-day events that we read about in the news more than current events—how can we understand them as current trends, issues and problems that involve us and shape who we are, how we are, today, and who and how we might be tomorrow? How can we engage language to learn that history, to shape it and communicate it, to use it to direct our readers' thoughts and actions as citizens of a shared world?

This year we will explore the digital pages of the *New York Times International*, to explore the role of reading the news as a mode of 21<sup>st</sup> century democracy: what role does public reading play to create a democratic dialogue and to generate democratic action in a global community; where can we (locally) see such dialogue and action modeled for us; how are broad democratic principles sustained in discrete public stories?

**Learning Outcomes and Course Content**

The following learning outcomes and course contents are defined by General Education Area A2 guidelines. This course has been specifically designed to ensure you meet these outcomes.

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

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

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

***Course Content***

SJSU studies include an emphasis on diversity. General education guidelines for Written Communication I stipulate that issues of diversity shall be incorporated in an appropriate manner. I chose the *New York Times* (International) as the main

text for our reading precisely because you will find and engage in these pages a full range of voices in our democratic conversation on global issues.

The writing assignments you encounter in this yearlong 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 about 9500 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, several of your essays will be written in class. Table 1 explains exactly how the Written Communication I word minimum will be met and distributed in our yearlong course.

**Table 1: Summary of Writing Assignments for Stretch English I and II.**

Assignment	Word Count/Assignment	Total Words	Assignment Type	Term (F or S)	GE Learning Objective
<b>Critical reading/reflection</b>	Essay 1: 600 words	2100	in-class	F	GELO 1, 2, 3,4, 5
	Essay 2: 750 words			F	
	Essay 3: 750 words			S	
<b>Data-driven analyses</b>	Personal Essay 1000 words	2500	out of class	F	GELO 2, 3, 5
	Interview Project 1000 words			S	
	Ethnography Project 500 words			S	
<b>Major Essays</b>	Essay for Public Forum 750 words	2950	out of class	F	GELO 2, 3, 4, 5
	Profile Essay 1000 words			S	
	Critical Essay 1200 words			S	
<b>Portfolio/self-reflection essays</b>	Midyear 750 words	1950	in-class	F	GELO 1, 2, 3, 4, 5
	Final 1200 words			S	

**Course Learning Outcomes (CLO)**

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

Read to learn:

- 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).

Read to write:

- 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).

Write with an increased awareness of the process

- 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).

Read and write with an increased awareness of the language you use:

- 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**

**Reading is an integral part of writing.** It is an integral part of democracy, too. That is why Thomas Jefferson advocated public education to a new democratic nation: to act collectively for the common good, we must be trained to read

effectively so that we might understand positions of those citizens removed from us across the expanse of the nation we inhabit together.

Reading for the course is both extensive and intensive. It includes useful samples of writing for a variety of audiences. You will read stories daily in *The New York Times* (International) as well as articles and essays on literacy and democracy. You will also read selections from various other texts. These texts are part of the extended investigation we will conduct this year into the relationship between literacy and democracy; reading these texts, you will practice reading to learn, to reflect, and to respond. These texts will also serve as writing samples for study, and models for imitation.

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

## Textbooks

The texts listed on this syllabus are **all** required for this course. You will need to bring your texts to class regularly on the days we will be discussing them. The following textbooks can be purchased at the Spartan Bookstore or from an online vendor. If you are ordering online, be sure to use the ISBN number listed to be sure to get the appropriate edition and format.

- Ballenger, Bruce. *The Curious Writer*, **Brief** Edition, 4/E.  
Loose leaf version: ISBN #9780205875856 (retail price \$84.00)  
Bound version: ISBN #9780205876655 (retail price \$126.20)  
[eBook](#) version (\$51.99) available for rent (180 days) from:  
<http://www.coursesmart.com/the-curious-writer-brief-fourth-edition/bruce-ballenger/dp/9780205876679>

*The Curious Writer Brief Ed.* is available online from various sellers, at different price points. **The loose leaf version of *The Curious Writer* is available at Spartan bookstore (check in the Stretch section), but keep in mind that loose-leaf versions cannot be sold back.** It is up to you which version of the text best suits your needs. The eBook version is another option, but can only be accessed for 180 days from the date of purchase. Remember, Stretch English is a yearlong course.

- Williams, Joseph M. *Style: Lessons in Clarity and Grace*, 11th Edition.  
ISBN-13: 978-0321898685

## Other Readings

- You will purchase a digital version of *The New York Times* for the full year (4 weeks @ 99 cents, then \$1.88 per week). This digital version will allow you to keep a personal archive of stories you are following for your writing assignments in this course. For the *New York Times* reading, you may bring an electronic device on which to retrieve your articles in class if I ask you to do so. **Any abuse of this privilege will result in ALL students printing out their articles for the rest of the semester.** Use the following link to access the educational subscription page. You will use your MySJSU account (@sjsu.edu) to set up a special education rate for the subscription:

<http://www.nytimes.com/subscriptions/edu/lp1474.html?campaignId=48U9F>

- The following book is available as a trade paperback. You can order it on Amazon. We will be reading excerpts over the January break.  
Wolf, Naomi. *Give Me Liberty: A Handbook for American Revolutionaries*. New York: Simon and Schuster.  
ISBN: 978-4165-9056-9

Over January you will also be reading selections from Dave Eggers' collection from the *Voice of Witness* series: *The Voice of Witness Reader, Ten Years of Amplifying Unheard Voices* as well as from other sources. These essays will be posted on Canvas.

## Campus Handbook for Writers

In Canvas you have access to an online copy of Andrea Lunsford's *Everyday Writer: Writer's Help 2.0*. As an SJSU student, you have access to the online text through student fees you have already paid.

## Other equipment / material requirements

- You will need access to a digital tablet or computer to complete and upload writing assignments.
- You will also need to **check your email daily** for necessary course updates.
- Large examination booklets, journal (we'll create the latter in class), and a folder are also required for this course.

**Please note:** Throughout the course you will be expected to bring print outs of your essays for peer review and photocopies of other materials. Please budget for these costs, if necessary.

## Library Liaison

Future English courses might require a library visit and additional research. Information for the English liaison is below:

Matoush, Toby

Phone: (408) 808-2096

Email: [toby.matoush@sjsu.edu](mailto:toby.matoush@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>.

The fall writing assignments include: A benchmark essay and 2 critical reading and reflection essays, written in class; a personal essay; an essay for a public forum; a self-reflection essay (written in class).

The spring writing assignments include: An interview project, a profile essay, a critical/reflection essay (written in class), an ethnographic project, a critical essay, and a self-reflection essay.

You will upload your papers to our Canvas course and in hardcopy (paper) as well, so that I can check your turnitin.com scores and grade them.

Distributed over two semesters of study, the assignments you complete are designed to build your reading, thinking and writing skills across genres that address different audiences and purposes. All writing assignments must be completed—all daily writing, all drafts, all formal projects and essays (in class and out of class). You will not be able to earn credit (at the midyear review) or to earn the required C (to clear remediation and earn graduation credit for the course) if you have not completed all writing assignments.

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

### *Midyear Self-Reflection and Portfolio Review*

At the end of the fall term you will submit a portfolio for Stretch instructors to review. This portfolio will contain two essays from your fall coursework: the first critical reading/reflection essay and the first major essay (the essay for a public forum). You will also submit a reflection on these two essays, written in class, comparing them to assess your progress toward the learning objectives for the first half of the course. Stretch faculty members will review this portfolio as part of our midyear assessment.

### *Final Self-Reflection and Portfolio Review*

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

### *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 what does that mean? There may be added work you need to do in order 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; 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.

### SJSU Attendance Policy

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.”

### Regular attendance / presence for the entire class period, however, is crucial to your success in this course.

Remember, there are no “excused” absences in college. (Attendance for this course means attending in both body and spirit. If you are ten minutes late to class, you will be considered absent. If you fall asleep in class, you will be considered absent. If you text or use a cell phone during class, you will be considered absent. If you disrupt the class and are asked to leave, you will be considered absent.) If you fail to attend a class, you are still expected to get details on whatever topics were covered in class, and complete the homework for the next meeting. It is **your responsibility** to contact a classmate to see what you missed. **Class participation cannot be made up. Students receive a participation grade that reflects their efforts in the classroom through homework, classwork, pop quizzes, etc. at the discretion of the instructor** (for more information, read the Grading policy). **Please note: students are also required to be present for the fall and spring final exam dates. Participation will count as 15% of your total grade for the yearlong course.**

### Grading Policy

Feedback on your work is intended to help you apply lessons as you complete assignments and transfer lessons learned from one assignment to the next. Grades are intended as a tool for assessment and reporting of outcomes during a course of instruction.

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.

**Fall 2015:** Grades in the fall are based on measured progress toward proficiency in the learning objectives outlined above. To earn credit in the course, you will need to have completed **all** of the assigned work, and you will need to demonstrate measurable progress in at least 75% of the GELOs to earn credit (CR) in HA96F.

Fall Item	% of Course Grade	Word Count*	Type of Assignment
Critical Reading/Reflection 1	3%	600	in-class
Personal Essay	5%	(1000)	out of class
NYT Op-Ed	7.5%	(750)	out of class
Critical Reading/Reflection 2	5%	750	in-class
Self-Reflection/Midyear Portfolio	7.5%	750	in-class
Participation (includes passiontation)	10%	N/A	N/A
<b>Spring 2016:</b> A final grade of C or better in HA 96S is needed to clear remediation and satisfy GE Area A2.			
Spring Item	% of Course Grade	Word Count*	Type of Assignment
Interview Transcript	2%	1000	out of class

Profile Essay	10%	(1000)	out of class
Ethnography Presentation	5%	500	out of class
Critical Reading/Reflection 3	5%	750	in-class
Critical Essay	15%	(1200)	out of class
Self-Reflection/Final Portfolio	15%	(1200)	out of class
Participation	10%	N/A	in-class
<b>Word Count/ Fall and Spring: 9500/ (5150 finished writing)</b>			

### **Grading System for Individual Assignments**

We will both assess as well how effectively your finished writing is achieving the goals outlined for the course; this part of the grading will detail how effectively you are performing the skills that you are learning and practicing in the class. Your grade on an assignment will measure your progress and achievement so that you can manage your learning through the full thirty weeks of instruction.

**Scoring Guide:** For each assignment, you will be given a scoring guide that details how the assignment will be evaluated and scored. Typically, the assignment will be evaluated both as a process completed and as a product of that process.

**Cover Sheet:** Because we have “stretched” the English 1A curriculum to a year, each assignment is the result of weeks of work you will have completed both in class and out of class: when you submit your work for my evaluation, you will account for the learning you have achieved through this process. These cover sheets will help you to practice self-reflection as a writer, and so will prepare you to write the midyear and final self-reflection essays.

### **Grading Practices and Policies**

#### ***Course Grade Calculations***

Course grades are based on the grades you earn on the work you produce; note that these grades are not averaged but weighted to determine the final grade.

**Grading: Course Grading for all GE Area A2 courses, including Stretch English includes a range from A to F.**

In keeping with GE policy, your final course grade for English 1A-S will be a letter grade: A to F. You must earn a C or better to receive graduation credit for GE Area A2.

English 1A-F is graded CR/NC. To receive credit in the fall semester, a student must complete all coursework and demonstrate significant, measurable progress throughout the semester that suggests the student is on track to earn a C or better in the spring term.

#### ***How Do I Clear Remediation?***

**Students who enter Stretch English with a UGRM designation** must clear remediation within a year of their enrollment as freshman at SJSU. Students who pass the spring term of Stretch English, English 1A-S, with a C or better will simultaneously earn their GE A2 credit and clear remediation.

#### ***How Do I Earn Credit for GE Area A2?***

To satisfy your CORE GE Area A2 and to move on to CORE GE Area A3, you must pass this course in the spring (English 1A-S) 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.

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.

## Final Grade Calculations:

<b>A</b>	100% to 93%	<b>A-</b>	92% to 90%
<b>B+</b>	89% to 87%	<b>B</b>	86% to 83%
<b>B-</b>	82% to 80%	<b>C+</b>	79% to 77%
<b>C</b>	76% to 73%	<b>C-</b>	72% to 70%
<b>D+</b>	69% to 67%	<b>D</b>	66% to 63%
<b>D-</b>	62% to 60%	<b>F</b>	59% to 0% Unsatisfactory

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

## Classroom Protocol

Congratulations – you have reached the first real test of adulthood: college! Adults already know how to behave, and I will treat you as an adult. But here are my general policies for my courses:

- You will be on time to class with the appropriate books for the day and stay the entire time.
- You will engage yourself in our class. If you are doing anything other than being present in our class work (including using your phone) I will ask you to leave.
- You will take responsibility for your actions, positive and negative. Remember teachers do not “give” grades, you earn them.
- You are welcome to bring a drink to class but please, no food (unless you’re willing to bring enough for everyone). If you do decide to bring a beverage to class, bring one that has a lid / cap so there’s less chance of spills.
- All electronic devices will be turned off and stowed before entering class, unless you have an exception from the AEC OR I stipulate we will be using said devices that day in class. Electronic devices used during class will be confiscated for the class period and will lose participation credit.
- **Tech Issues:** Problems with technology are unfortunate but not extraordinary. Be prepared and plan ahead. My suggestion: always email a copy of your essay to yourself – you can always print it using a campus computer if you run out of ink! There will be **NO ACCEPTED EXCUSE** for not having a hard copy of an essay on a workshop or final due date.

## Homework / Participation Policies:

- **I do not accept late work. Deadlines are to be honored.**
  - If you have a medical illness or an emergency that requires you to miss a **significant** amount of class, please bring a doctor’s note and set up an appointment with me to discuss your excused absences.
    - Any assignment handed into my mailbox due to an **excused** absence **MUST** be time-stamped by the department or you will not receive credit.
    - Any assignment slipped under my office door will not be accepted.
- I will not accept papers, homework, or in-class work via email unless I specifically request that format.
- All homework must be typed and submitted in a hard copy in a 12-point font, unless otherwise specified.
- **Workshops** are an essential part of the writer’s working experience. Your participation in workshops is **mandatory**. These workshops are conducted in class: You *must* bring to workshops 2 typewritten copies of your completed draft, and you *must* turn in to me the 2 workshop copies as well as the final, revised draft of the essay. (You will also be asked to upload a final copy of your paper to Canvas.)
  - I reserve the right to publish your work to the class as part of our workshop activities.

## Essay Policies:

Essay assignments will be handed out in class and include due dates and additional requirements not listed above.

- All essays must be turned in on time, as a hard copy (and uploaded on Canvas), at the beginning of the class on the day they are due. Peer-edited essays (when part of the assignment) must be turned in with the final essay or there will be a 10-point (10%) deduction.
  - The penalty for late, unexcused essays is a 10-point (10%) deduction for each calendar day late. **No essays will be accepted later than one week after a deadline except in cases of dire emergency and approved by the instructor.**
  - Late, excused essays may be accepted **only** with a written medical excuse by a doctor or other documentation the instructor deems acceptable. The instructor will set your submission deadline.

**Essay Format:** All out-of-class essays will follow MLA guidelines for formatting and citations. Failure to follow MLA guidelines will result in point deductions. Failure to upload the essay to Canvas will result in a grade of F. **For each day the essay is submitted late to Canvas, I will deduct an additional 10%.**

- Rough drafts and final essays must be typed, double-spaced with page numbers; use one-inch margins; and rely on 12-point fonts (Times New Roman or Arial only please). Do not double-side essays as I may occasionally need that space for comments.
- Include the following info at the top left-hand corner of your first page: Your name; your instructor's name; the course number and section; and the date. The essay assignment number; and a clever title for your essay (something other than Essay #1) should be centered on the line directly underneath your name.
- If any work is referenced in the text, a Works Cited page included at the end of the essay is mandatory.
- Staple and number your papers before coming to class.
- **TYPE YOUR WORD COUNT AT THE BOTTOM OF THE FINAL PAGE.**

### **Extra Credit.**

I may announce in class occasional small opportunities for extra credit. Points awarded on these short assignments will not exceed more than 1% of your total grade and must be submitted by the deadline I assign. If you reach the 1% maximum, no additional extra credit will be allowed. No other work may be submitted for extra credit without prior approval by the instructor.

### **Email / Office Hours Policies.**

Email is not a suitable vehicle for student-teacher conferencing. Please, use email to schedule appointments or to advise me of an absence. Also, be sure when you make an appointment to see any instructor (including myself!), please be respectful of their time. If you need to cancel, let us know in advance. I will use email to update you on schedule changes or to advise you of my absence. You are responsible for all information emailed to you so check it every day.

In corresponding via email, be sure to treat the email note as more formal than a text to your friend, addressing your instructor and signing your note with your name (first and last to avoid potential confusion) and the course section.

### **University Policies**

#### **General Expectations, Rights and Responsibilities of the Student**

As a member of the academic community, you accept both the rights and responsibilities incumbent upon all members of the institution. Faculty and administrators at the university encourage students to familiarize themselves with SJSU's policies and practices; these policies and practices outline the procedures to follow if and when questions or concerns about a class arises.

More detailed information on a variety of related topics is available in the [SJSU catalog](#).

In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

#### **Link to University Policies**

You can read the following policies on the Frosh Writing program page at [http://www.sjsu.edu/english/frosh/program\\_policies/index.html](http://www.sjsu.edu/english/frosh/program_policies/index.html):

Adding and dropping classes	Seeking consent to record classes
Preserving academic integrity	Making education accessible to all

**Student Resources:** Part of becoming a successful writer is learning how and when to seek the support you need.

#### **Writing Fellows: Dedicated Writing Support for Stretch English Students.**

A writing fellow is a graduate student trained to work with Stretch English students and instructor as part of the learning community of the classroom. Our Writing Fellow this semester is **Sam Crain**. Sam will attend class regularly, so she will be familiar with the work you are engaged in and will grow to know your needs as a developing writer over time. This type of writing support offers you a rare opportunity to work one on one with an advanced writer who knows the assignments and materials you are working on and with; you will definitely want to take advantage of the great, and unusual, opportunity that the program affords you as you develop your writing skills at SJSU. Sam Crain will schedule

office hours and/or workshops on a weekly basis. Look for Canvas / email announcements about meeting times and places. Sign up immediately when these appointments open.

**Academic Success Center (Clark Hall).** 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.

**Media Services (Martin Luther King Library).** 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 online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at [sjsu.edu/writingcenter](http://www.sjsu.edu/writingcenter). For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

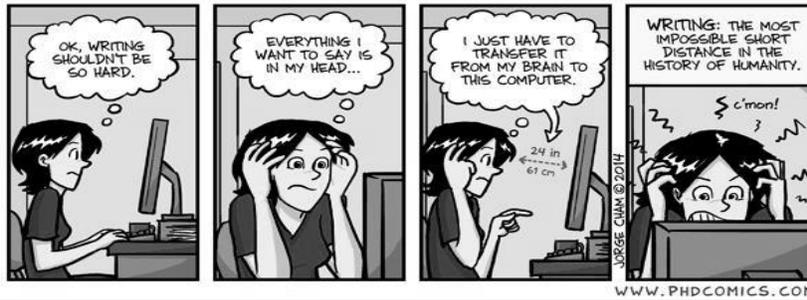


**SJSU Counseling Services:** The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, 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>.

#### **A Final Thought**

Once you graduate with your Bachelor's degree, you will be among the top 1% educated people in the world. From this fact I would like you 1) take pride in this, and 2) don't take this opportunity for granted. Don't slack. Enjoy your time at SJSU and work hard.

# Stretch English I, Fall 2015 – Professor Judnick’s Course Schedule



**Please Note:** This schedule is subject to change with fair notice. Changes to the schedule will be announced in class and via email. Check your email daily!

Additional grammar, reading, or other assignments will be added after our first class period in response to your surveys.

## Course Schedule

Week	Date	Class	Homework to Complete <u>Before</u> Next Class
1	M, 8/24	Intros, Syllabus, Assign Passiontations, Surveys, Self-Contracts, show digital subscriptions to NYTimes	Continue self-contract, log into Canvas, bring paper to create your journal
	W, 8/26	<b>Benchmark Essay</b> , make journals, why read the newspaper?	Finish first set of annotations (Read Ballenger – “Reading as Inquiry” and choose 2 pages to annotate) and self-contract
2	M, 8/31	<b>MANDATORY OFFICE HOURS (no class) – BRING CONTRACTS AND ANNOTATIONS</b>	Start reading the newspaper (NYT) and “Few read, Many Twitter” / begin the reading log
	W, 9/2	Create a Twitter account and follow news sources / practice tweets of your articles <b>Passiontations</b>	NYT
3	M, 9/7	<b>LABOR DAY – NO CLASS PERIOD</b>	NYT
	W, 9/9	<b>Passiontations</b> / what would be your headline for the stories you’re following? / <b>Assign CRR1</b>	NYT – create a sample thesis for your story line Lunsford’s “Parts of Sentences” and Bacon’s “A Sentence’s Working Parts”
4	M, 9/14	<b>Passiontations</b> completed / thesis workshop	NYT
	W, 9/16	Organizing evidence for your essay – how do you sort your points? Workshop and in-class work day	Be ready for your CRR1 – bring a dictionary! NYT
5	M, 9/21	<b>Critical Reading / Reflection 1: Write in Class</b> <b>Assign Personal Essay</b>	Read Sample Personal essays posted on Canvas – Write a paragraph explaining WHY this essay appealed to you. What’s the turn in this essay, for instance?

Week	Date	Class	Homework to Complete <u>Before</u> Next Class
			Read Ballenger Ch. 3
	W, 9/23	Discuss personal essays and structure – exercises to familiarize ourselves with the form How are people responding to your topic on Twitter?	NYT, Ballenger Ch. 1
6	M, 9/28	Prewriting activities for the Personal Essay	Complete your prewriting and start writing NYT Bring a list of questions about MLA format and grammar
	W, 9/30	Grammar and Craft Questions Day / Mini Workshop	Bring a rough draft of your personal essay
7	M, 10/5	<b>Workshop Personal Essay</b>	NYT; continue editing
	W, 10/7	<b>Continue Workshop; begin drafting cover letter</b>	Finish your essay for homework
8	M, 10/12 – <b>Personal Essay w/ drafts due – hard copy &amp; Canvas</b>	[Office Hours cancelled] Check-in on Student Goals and Self-Contract <b>Introduce Op-Ed Assignment</b> What’s an Op-Ed? What’s an effective op-ed?	Read Assigned Opinion pages essays and write a paragraph explaining which you feel are most effective and why
	W, 10/14	What makes a good opening? Using adjectives, adverbs, and descriptive words Check in on Twitter – what’s the current debate on your topic?	NYT Opinions; Ballenger: “Writing an Argument”; bring a sample pitch on your topic
9	M, 10/19	Class “News Editor” day – how do you know what makes a compelling story?	NYT; Read the most inspiring speeches packet on Canvas – write a paragraph following the instructions given online
	W, 10/21	Speech project – writing to appeal logically and emotionally	Continue to work in groups on your speech project
10	M, 10/26	Speeches (continued)	NYT; finish outline for your op-ed
	W, 10/28	Grammar Discussion and workshop of outlines	Be working on your op-ed rough draft!
11	M, 11/2	<b>Workshop of Op-Ed</b>	NYT
	W, 11/4	<b>Decisions on where to place your pieces – work on cover letter</b>	Finish your Op-Ed
12	M, 11/9 – <b>Op-Ed due w/ drafts – hard copy &amp; Canvas</b>	<b>Collect Op-Eds; Introduce Portfolio and CRR2 assignments</b>	Start Democracy / Character reading; Cont. NYT; read Ballenger “The Writing Portfolio”; read “Why Local Newspapers are the Basis for Democracy”
	W, 11/11	<b>VETERAN’S DAY – NO CLASS PERIOD</b>	

Week	Date	Class	Homework to Complete <u>Before</u> Next Class
13	M, 11/16	What makes a democracy run? How are we good citizens? Define democracy exercise.	NYT; continue reading
	W, 11/18	Begin inventory of your year in class – what do you need to include in your portfolio?	Work on your checklists and inventories for the year
14	M, 11/23	Review skills for writing in-class essays; practice outlines and discuss portfolio	Be ready for your CRR2 tomorrow; Complete your inventory of themes – how can you explain what you’ve learned?
	W, 11/25	<b>Critical Reading and Reflection 2</b>	Start compiling your portfolio!
<b>Enjoy the Thanksgiving Holiday!</b>			
15	M, 11/30	Partner evaluation of portfolio	
	W, 12/2	Continue work on portfolio.	Be ready to hand in your portfolio tomorrow!
16	M, 12/7 – <b>Portfolio due</b>	<b>Write self-reflection essay; hand in portfolio.</b>	Enjoy your break! Keep reading and thinking about the assignments for next semester!
Final Exam	Venue and Time – TBD	<b>Discuss work for January break; assign reading. Department survey.</b> Your mid-year portfolios will be scored by Stretch English Instructors during this week.	

**Jan. Reading and Field Activities:** Over January you will be reading two interviews from David Eggers anthology of international human rights stories; these readings are on Canvas. You will also be reading Parts I and II from Naomi Wolf’s book *Give Me Liberty*. On a weekly basis you will post comments to the Canvas Discussion Board in response to this reading. You will also conduct your investigative interview(s) in the field.

**Preview of the HA 96s / Stretch English II, Spring 2016 Schedule**

*This is a draft of our coursework for spring. I will make adjustments based on our fall experience, and provide a revised schedule in Jan.*

**Course Schedule**

<b>Wee k</b>	<b>Date</b>	<b>Class</b>	<b>Homework to Complete <u>Before</u> Next Class</b>
For the first two weeks of the semester, Professor Judnick and Sam will organize individual meetings to discuss your mid-term portfolio and set your goals for the Spring semester.			
1	M, 2/1	<b>Quiz on assigned January reading; workshop on Interview Transcript; submit edits of your fall papers and a reflection on what you'd like to work on in the Spring</b>	Continue to work on your interview transcripts; work on sentence imitations
	W, 2/3	<b>Introduce Profile Assignment;</b> how do we understand other people? What's spoken and unspoken in a good interview?	Finish your interview transcripts
2	M, 2/8 – <b>Interview due – hard copy &amp; Canvas</b>	<b>Interview Transcript due;</b> putting a profile back together – how do we understand the order?	Write a detailed physical description of your subject, taking care to describe his / her body language. Write a paragraph explaining why this person is important to write about and why you chose him/her. Write a paragraph explaining what you hope to teach your reader. (Minimum 5 sentences for each part of this assignment)
	W, 2/10	Elements of a good profile / Transforming interviews to profiles	Read / Work on your profile
3	M, 2/15	Style choices of Profile Writers	Read / Work on your profile
	W, 2/17	Details, details, details of profiles!	Be ready for your workshops!
4	M, 2/22	<b>Workshop 1</b>	Edit your profile in preparation for the next workshop!
	W, 2/24	<b>Workshop 2</b>	Finish your profile.
5	M, 2/29 – <b>Profile Essay due w/ drafts – hard copy &amp; Canvas</b>	<b>Introduce CRR3 AND Ethnography Project</b> – understanding data from your sources	Read sample ethnography essays (on Canvas) and write about what is most effective / least effective from these examples.
	W, 3/2	Sample Observations Day	Keep working on your sample paragraphs.
6	M, 3/7	Outlining Practice / Strategies for In-Class Writing	Be ready for CRR3!
	W, 3/9	<b>CRR 3 (In class)</b>	Read Ballenger – “Writing a Critical Essay.”
7	M, 3/14	<b>Introduce the Critical Essay.</b> Time in class to work on Ethnography Projects with your groups, troubleshoot technology, etc.	Bring in a list of five different sources you might think would be useful to your topic.

Week	Date	Class	Homework to Complete <u>Before</u> Next Class
	W, 3/16	Investigating the value of sources	Be prepared for your group presentations! Please check all technology and upload your project to Canvas.
8	M, 3/21	<b>Ethnography Presentations</b>	Be thinking and reading about your topic for the Critical Essay! Start doing research and email your thesis to Professor Judnick AND Sam Crain by Friday, April 1 <sup>st</sup> at noon!
	W, 3/23	<b>Ethnography Presentations</b>	
9	M, 3/28 – W, 3/30	<b>SPRING RECESS – Enjoy the week off!</b>	
10	M, 4/4	<b>Critical Essay Thesis Workshop / Integrating Sources</b>	Be working on a preliminary outline for your critical essay. Bring a laptop to draft a paragraph in class.
	W, 4/6	Outlining and drafting day	Keep working on your critical essay!
11	M, 4/11	Opening and closing paragraphs – what works, what doesn't?	
	W, 4/13	Body Paragraphs	
12	M, 4/18	Making sure you've answered the "so what?" question	Be ready for your workshop!
	W, 4/20	<b>Workshop</b>	
13	M, 4/25	<b>Final Workshop – checking all MLA formatting</b>	Finish your Critical Essay! Read "Writing a Review" in Ballenger
	W, 4/27 – <b>Critical Essay due w/ drafts – Hard copy &amp; Canvas</b>	Introduce your Portfolio – self-evaluation of your work for the year	Be working on your Portfolio! Be sure to ask questions in class, prepare carefully, and read the directions for the online submission process.
14	M, 5/2	Reflecting on your writing	
	W, 5/4	Sentences that analyze evidence	
15	M, 5/9	Quoting Yourself, Critiquing Yourself	
	W, 5/11	<b>Portfolio Work Day</b>	
16	M, 5/16	<b>Final Portfolio Due (optional e-portfolio)</b>	Enjoy your summer!
Final Exam	Venue and Time – TBD	First year writing survey, debriefing & <b>PARTY</b> Your final portfolio and reflection essay will be assessed by Stretch English instructors this week.	Keep reading, writing, and thinking critically!

