

**San José State University**  
**College of Humanities and Arts**  
**HA 96F/HA 96S, Stretch English I and II,**  
**Section 01, Fall 2014 and Spring 2015**

**Course and Contact Information**

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<b>Office Hours:</b>	Mondays and Wednesdays 9-10 AM and by appointment
<b>Class Days/Time:</b>	Mondays and Wednesdays 7:30-8:45 AM
<b>Classroom:</b>	Sweeney Hall 414
<b>Prerequisite</b>	Credit for Stretch English I is a prerequisite for Stretch English II.
<b>GE/SJSU Studies Category:</b>	Written Communication I (Area A2)

**Faculty Web Page and MYSJSU Messaging**

This course syllabus can be downloaded from my department's website: <http://www.sjsu.edu/english/>.

**Please Note:**

- **You are responsible for regularly checking your email to learn of any updates or changes to our schedule.**
- **You must also be capable of uploading files to / downloading files from Canvas.**

**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 citations and quotations. 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. If we each do our jobs diligently and you each complete all the work for fall and show measurable progress, everyone in this classroom today will return in the spring to complete the Stretch English course of study. Thus, you and your peers will 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: American Voices**

*“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*

“Give me your tired, your poor, your huddled masses...” the poem on the Statue of Liberty reads. America is a melting pot of peoples and dreams. Can all our dreams be achieved through hard work and a little bit of luck in this “land of

opportunity”? What is the American Dream today? How do our modern policies, practices, and beliefs help or hinder our dreams? This year, we will study America through the theme of “American Voices.” In other words, we’ll be reading essays from diverse groups of Americans – from those suffering below the poverty line to professional actors to politicians – so we can better understand the beliefs and actions we witness and participate in within our neighborhoods, our county, our state, and, of course, in our great nation.

## 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

## 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 a variety of writers, time periods, and cultures represented in your course reader.

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 below 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: 750 words	1850	in-class writing	GELO 1, 2, 3,4, 5
<b>Data-driven analyses</b>	Personal Essay 1000 words Interview Essay 850 words Ethnographic Essay 1000 words	2850	out of class writing	GELO 2, 3, 5
<b>Major Essays</b>	Letter/Editor 750 words Profile Essay 1000 words Critical Essay 1250 words	3000	out of class writing	GELO 2, 3, 4, 5
<b>Portfolio/self-reflection essays</b>	Midterm 750 words Final 750 words	1500	in-class writing	GELO 1, 2, 3, 4, 5

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 better understand the positions and opinions of each of our citizens.

Reading for the course is both extensive and intensive. It includes useful models of writing for academic, general, and special audiences. Readings are included in a special Course Reader available at Maple Press (481 E San Carlos St, San Jose, CA 95112) and may also be occasionally emailed from current newspapers or reputable online sources. You will also read the campus reading selection for this term: Supreme Court Justice Sonya Sotomayor’s memoir, *My Beloved World*. These texts you will read to reflect and to respond. They will also serve as writing samples for study and models for imitation.

Your other course texts include *The Curious Writer* and *The Everyday Writer*.

## Course Learning Outcomes (CLO)

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

1. Annotate a reading selection to develop a summary and response in your writing (GELO1);
2. Identify audience and purpose in texts from several genres (GELO 1,3,4);
3. Explain how genres work to serve audience and context (GELO 1, 3);
4. Identify rhetorical appeals and devise strategies for an effective appeal to a specific audience (GELO 1, 3);
5. Develop a text to effectively appeal to a specific audience (GELO 1, 3);
6. Identify the choices a writer has made to produce a text (GELO 1, 3, 4);
7. Use readings as models for your own writing strategies (GELO 1, 4);
8. Concisely, accurately explain and critique information and ideas from your reading (GELO 1, 3, 4);
9. Use information gleaned from your reading as evidence in your text and cite that information (GELO 1, 4);
10. Use quotation and summary to create context for your writing (GELO 1, 4, 5);
11. Discuss specific strategies for prewriting and revision that have worked for you (GELO 2);
12. Repurpose acquired skills and information to tackle new writing problems (GELO 2);
13. Identify new grammatical forms and imitate them (GELO 1, 2, 3, 4, 5);
14. Analyze and discuss the structure of sentences and the grammatical choices you make (GELO 2, 3, 5);
15. Identify editing problems in your own writing (GELO 2, 5);
16. Identify and apply effective strategies for editing your work (GELO 2, 5);
17. Identify and apply effective proofreading strategies (GELO 2, 5);
18. Reflect on and assess your own writing, process and product, to support continued language and writing development (GELO 2, 3, 4).

## Required Texts/Readings

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, starting this week.

### Textbooks

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*. 4<sup>th</sup> edition. ISBN-13: 978-0-205-23577-3

Lunsford, Andrea. *The Everyday Writer (x-book w/Learning Curve)* (You should receive an email with a free download of this x-book.)

Sonia Sotomayor, *My Beloved World* (You should have received a copy of this text for free from the campus reading program. If you did not, see me. You should not purchase this book until you see me.)

### Other Readings

As mentioned previously, your course reader is available at Maple Press- 481 E San Carlos St, San Jose, CA 95112.

### 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.

3X5 index cards, large examination booklets, and journal (we'll create the latter in class) 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

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

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>.

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 an interview essay, a profile essay, a critical/reflection essay (written in class), an ethnographic / culture 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.

### **Midyear and Final Portfolio Reviews**

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.

The last essay you write will also be a self-reflection essay; it will be the presentation piece in your final portfolio. The 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, and that you will use as you review your peers' portfolios during our portfolio workshop.

**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 and Attendance.** In this class, oral participation is necessary: your thoughts and questions are important to the discussion and our communal growth as writers. The potency of our class depends upon our commitment to reading, discussing, and writing with conscientiousness and consistency. You are expected to participate with flawless preparation and awe- inspiring enthusiasm.

**Regular attendance / presence for the entire class period 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. Participation is assessed by contributions to in-class exercises, quizzes, and discussions as well as in-class activities (both individual and group). Participation often relies on work done outside of class, including reader responses, homework, and close reading (and will be factored into your grade). **Class participation cannot be made up. Participation will count as 15% of your total grade for the yearlong course.** Class participation is assessed as follows:

- A = Regular, helpful questions and comments; fully engaged
- B = Occasional, pertinent questions and comments; good listening
- C = Infrequent, tangential questions or comments; attentiveness questionable

D = Rare interaction; disengaged from discussion; not prepared for class

F = Regularly absent, physically or mentally

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: “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 System to Determine Course Grades

**Fall 2014:** 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 SLOs to earn credit (CR) in HA96F.

Item	% of Course Grade	Word Count*	Type of Assignment
Benchmark Essay	0%	500	In-class
Critical Reading/Reflection 1	5%	500	in-class
Personal Essay	5%	1000	out of class
Letter to the Editor	7.5%	750	out of class
Critical Reading/Reflection 2	5%	600	in-class
Self-Reflection/Midyear Portfolio	7.5%	750	in-class
Participation (including homework)	10%	N/A	N/A

**Spring 2015:** A final grade of C or better in HA 96S is needed to clear remediation and satisfy GE Area A2.

Item	% of Course Grade	Word Count*	Type of Assignment
Interview Essay	5%	850	out of class
Profile Essay	10%	1000	out of class
Ethnographic / Culture Essay	7.5%	1000	out of class
Critical Reading/Reflection 3	7.5%	750	in-class
Critical Essay	15%	1250	out of class
Self-Reflection/Final Portfolio	10%	750	in-class
Participation	5%	N/A	in-class

Word Count/ Fall and Spring: approximately 9200

## Grading System for Individual Assignments

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 as both process completed and as a product of that process. Because we have “stretched” the Written Communication I 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. 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.

The following description of papers by grade will give you a very general sense of the standards that Written Communication I sets for “college-level” writing competency. By the end of the year, your performance needs to reach a “C,” to earn GE credit in Area A2.

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.

## Final Grade Calculations:

A+ = 100-97%	A = 96-93%	A- = 92-90%
B+ = 89-87%	B = 86-83%	B- = 82-80%
C+ = 79-77%	C = 76-73%	C- = 72-70%
D+ = 69-67%	D = 66-63%	D- = 62-60%
F = 59-0% Unsatisfactory		

(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 may enroll in a supplemental tutorial: LLD 4, which offers you two hours 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 small groups or in one-on-one sessions to practice reading activities and writing activities that support the learning you are engaged in through the classroom 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 elect to take the tutorial as well.

In the second class session, 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. You must add the tutorial by September 12.

### Classroom Protocol

The template for SJSU syllabi asks instructors to explain to students the specific behaviors appropriate to the classroom. I find this request somewhat puzzling: 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. 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 in to 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 (aside from notecards) 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. It's best to 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**

There are several university policies that all SJSU instructors are asked to include in each syllabus we produce. This procedure creates redundancy as you will read several syllabi in a term, all containing this same information. That redundancy is actually significant repetition: it signals to you the importance of these policies. Please read them carefully, get to know them, use them to guide your studies here at SJSU—and be prepared to reread this information every semester, looking for updates!

## **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:

- “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.”
- “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/>.

**I take academic integrity very seriously in my course. If you have any questions about your essay, please see me first before taking a risk!**

## **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.)



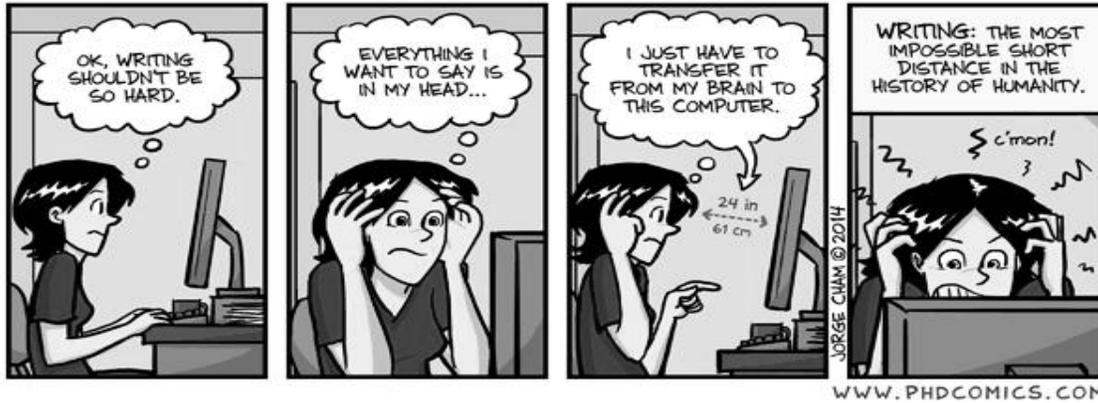
### **SJSU Counseling Services**

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.

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 may be added as appropriate.



FALL 2014

Week	Date	Class	Homework Assignments
1	Aug. 25	DSP Survey; Syllabus; 6 Word Memoirs and Self-Contract	Finish Memoir to bring to class; log in to Canvas; bring paper to create your journal
	Aug. 27	Frosh Writing Background Survey; Benchmark Essay; make journals	Contract due in Office Hour Meeting; Read Ballenger, Ch. 2, “Reading as Inquiry.” Annotate two pages of the Ballenger text for office hour meeting (see sample annotation on page 53).
2	Sept. 1	<i>Holiday (no class)</i>	
	Sept. 3	<b>MANDATORY OFFICE HOURS – Bring Contracts and Annotations</b>	Read Ballenger, Ch. 3, “Writing a Personal Essay.”
3	Sept. 8	Go through 6 Words Memoirs; “The thing I realized” activities; Discuss elements of Personal Essay and Assignments	Read “Unprepared” by Rob Lowe and “Living in Two World” by Marcus Mabry – write two questions
	Sept. 10	<i>Style, Voice and Tone</i>	Read “Under the Influence” by Scott Russell Sanders - write two questions
4	Sept. 15	<i>Sentence Style – using description</i>	Read “Remembering my Childhood on the continent of Africa” by David Sedaris and “Once More to the Lake” by E.B. White - write two questions for EACH essay
	Sept. 17	<i>Organization and Structure</i>	Read “First” by Ryan Van Meter and “Only Daughter” by Sandra Cisneros - write two questions for EACH essay
5	Sept. 22	<b>Critical Reading/Reflection Essay 1: write in class</b>	Bring to class your ideas for the first essay and a sample paragraph
	Sept. 24	Mini in-class workshop / how to repurpose reflections to a new audience	Read “What It’s Like to Fail” and write two questions
6	Sept. 29	Introduction to the Op-Ed assignment; <i>Using strong verbs</i>	Choose a “Modern Love” essay on the <i>New York Times</i> website or a sample nonfiction essay from <i>Brevity</i> Magazine and explain why this personal essay appealed to you in a paragraph. What’s the turn in this essay?
	Oct. 1	Comparisons of articles / imitations	Read Sample Student Essay
7	Oct. 6	<i>Summary v. analysis</i> , Editing techniques	Read: Ballenger, Ch. 14, “The Writer’s Workshop.” Bring your Rough Draft to class

Week	Date	Class	Homework Assignments
	Oct. 8	WORKSHOP – OVERALL CONCEPTS	Be ready for the Sentence-Editing Workshop: refining sentences and choosing punctuation. Read “Advanced Revision Strategies” from Ballenger
8	Oct. 13	SENTENCE-EDITING WORKSHOP	Submit final draft of your essay to Canvas!
	Oct. 15	<b>Personal Narrative Essay Due;</b> What is an op-ed? – samples of op-eds	Read Ballenger, Ch. 7, “Writing an Argument.” Bring in a sample Op-Ed to class. Write a paragraph explaining why you think this piece offers a clear, argumentative opinion. Email Professor Judnick your sample topic based on the four offered themes by Friday, October 17.
9	Oct. 20	Openings/Endings. <i>Incorporating Evidence and Sources.</i>	Read <i>your</i> assigned essay on Education (articles found on Canvas) and read “Using And Citing Sources” From Ballenger
	Oct. 22	<i>Writing Strong Thesis Sentences and Arguments</i>	Read <i>your</i> assigned essay on Current Laws / Policies for Social and Political Issues (articles found on Canvas)
10	Oct. 27	<i>Avoiding Awkward Sentences and Fragments</i>	Read <i>your</i> assigned essay on Tech, Media, Censorship Issues (articles found on Canvas)
	Oct. 29	<i>Condensing your thoughts – simple, direct sentences</i>	Read <i>your</i> assigned essay on Environmental Issues (articles found on Canvas)
11	Nov. 3	Wrap up discussion of topics	Be prepared for your workshop!
	Nov. 5	CONCEPT WORKSHOP	Continue to Edit.
12	Nov. 10	EDITING WORKSHOP	Finish your editing and submit to Canvas!
	Nov. 12	<b>Letter to the Editor / OpEd Due;</b> Introduce Portfolio and Interview / Profile Project.	Read the “most inspiring speeches” packet (Canvas) and the accompanying instructions. <b>Which inspires you the most and why? Reflect in at least one paragraph.</b>
13	Nov. 17	Speech Project in class. <i>Writing to appeal emotionally / logically.</i>	Continue to work in your groups on the assigned speech project.
	Nov. 19	Speeches (with interviews) Continued.	Ballenger, Ch. 4, “Writing a Profile.” Bring a list of at least 4 possible interview subjects and 3 sample questions per person.
14	Nov. 24	How do you tell someone’s else story? How do you convince people to be interested?	Read selected profiles from <i>Glen Rock Book of the Dead</i> .
	Nov. 26	<b>Critical Reading/Reflection Essay 2 (write in class)</b>	Read “Quiet, Please” and bring a list of at least 5 questions <i>you</i> would ask the subject of this article.
15	Dec. 1	Watch excerpt from <i>Rivers and Tides</i> .	Read selected class topic on profiles.
	Dec. 3	<i>Polishing Essays.</i>	Be finishing your portfolio!!
16	Dec. 8	<b>Self-reflection essay (write in class); Mid-Semester Portfolio Due</b>	Read Sonia Sotomayor’s memoir <i>My Beloved World</i> .
	Dec. 10	<b>Midyear Frosh Writing Assessment Survey.</b>	
Final Exam	There is no exam. Your midyear portfolio and reflection essay will be scored by Stretch English instructors during finals week.		

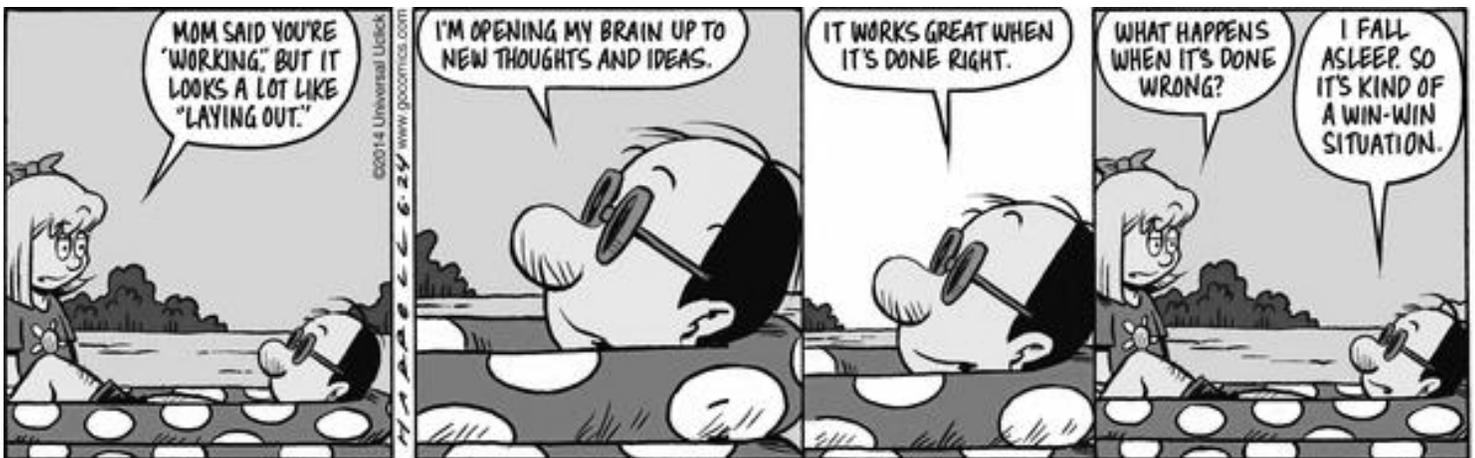
**Jan. Reading and Field Activities:** Over the winter break you will finish Sonia Sotomayor’s *My Beloved World*. You will also conduct your investigative interview(s) in the field.

## Preview of the Spring 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.*

Week	Date	Class	Homework Assignments
1	Jan. 26	<b>Quiz on <i>My Beloved World</i></b> WORKSHOP OF INTERVIEW TRANSCRIPT	Work on your sentence imitations.
	Jan. 28	Discussion of Sotomayor's Chapters and structure – themes and topics	Continue Sotomayor work.
2	Feb. 2	Sotomayor continued.	Read Profile on Cesar Milan and write two questions. <b>Submit your essay to Canvas and print a copy!</b>
	Feb. 4	<b>Interview essay due;</b> Writing a Sotomayor profile.	Continue working on your Sotomayor profile.
3	Feb. 9	Mini Workshops on Sotomayor Profile	Final edits for Workshop; Read "Death of an Innocent" and write two questions.
	Feb. 11	<i>Appositives to Add Detail &amp; using proper punctuation</i>	Read "The Last American Man" and write two questions.
4	Feb. 16	<i>Incorporating Quotations</i>	Be ready for your profile Workshop
	Feb. 18	WORKSHOP ON PROFILE	Make final edits for Essay and submit to Canvas!
5	Feb. 23	<b>Profile Essay due;</b> Discuss "What is ethnography?" How do we understand groups?	Bring in lists of "campus communities"
	Feb. 25	Share preliminary ideas and meet with groups	Continue Campus Observation and write up to submit next class
6	March 2	<b>Campus Observation Due;</b> <i>MLA format for citations</i>	Read "Growing up Asian in America" and write two questions
	March 4	<b>Critical Reading/Reflection essay 3 (write in class)</b>	Read "Black Men and Public Space" and write two questions
7	March 9	Ethnicity discussion	Read "Class in America – 2009" and write two questions
	March 11	Class discussion	Read assigned essay on education (found in Reader)
8	March 16	Education discussion	Be prepared for your Workshop!
	March 18	WORKSHOP – Introduce Critical Essay topics	Finish your ethnographic / culture essay and submit to Canvas. Skim through the categories, start thinking about, and researching topics for your Critical Essay. Read one essay from each of the potential paper topics categories. Send Professor Judnick your TOP 3 POTENTIAL PAPER TOPICS by midnight on March 27th.
9	March 23	<b><i>Spring Break Holiday</i></b>	
	March 25		
10	March 29	<b>Ethnographic / Culture essay due;</b> brainstorm on topics	Work on your paper by looking at research, reading the potential articles for your topics, etc.
	April 1	<i>Writing a Research Question. Structure and Outlining.</i> Begin Discussion of Assigned Research Articles by topics.	As we draw closer to these dates, I will be announcing the order of topics for the class periods.
11	April 6	Discussion of Assigned Research Articles by topic.	
	April 8	Class Cancelled due to Instructor Conference	
12	April 13	Wrap up Discussion of Assigned Research	Continue working on your paper.

Week	Date	Class	Homework Assignments
		Articles	
	April 15	WORKSHOP 1 / CONSULT WITH PROF.	Edit your paper and bring new copies to class!
13	April 20	WORKSHOP 2 / CONSULT WITH PROF.	Edit your paper and bring new copies to class!
	April 22	WORKS CITED WORKSHOP	FINISH YOUR PAPER AND SUBMIT TO CANVAS!!!!!!
14	April 27	<b>Critical Essay due!</b> Inventory of writing projects for the term and the learning outcomes.	Be prepared to start compiling your materials for your portfolio and editing!
	April 29	IN-CLASS WORK DAY	Continue working on your portfolio.
15	May 4	IN-CLASS WORK DAY	Continue working on your portfolio.
	May 6	PORTFOLIO WORKSHOP	Finish your portfolio!
16	May 11	<b>Self-reflection essay</b> (written in class); bring to class all inventories, exercises and activities, and an outline to be submitted with your reflection essay; <b>bring your final portfolio to be submitted with your self-reflection essay.</b>	
	May 13	<b>Frosh Writing Assessment Survey.</b>	
Final Exam	There is no final exam. Your final portfolio and reflection essay will be assessed by Stretch English instructors during this week.		



Enjoy your summer!