

San José State University
Humanities and Arts, Department of English and Comparative Literature
English 1AF and 1AS, Stretch English I and II,
Section 29, Fall 2016 & Spring 2017

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Office Hours:	M/W 9:00-10:00am and by appointment
Class Days/Time:	M/W 12:00- 1:45pm [This is the course day and time for the full year. You will enroll in this same section during the spring term, provided you earn CR in fall.]
Classroom:	BBC 128
Prerequisites:	Directed Self Placement is a prerequisite to Stretch English I (English 1AF). Credit for Stretch English I (English 1AF) is a prerequisite for Stretch English II (English 1AS).
GE/SJSU Studies Category:	English 1AS satisfies* Written Communication I, GE Area A2. *To earn graduation credit in this category, you must complete the yearlong course with a grade of C- or better.

How We Will Communicate in This Section of Stretch:

This is an in-person course that meets for two classes a week. Some course content will be delivered through Canvas, SJSU's learning management system, and will require online interaction and final draft assignment submission. Go to: <http://sjsu.instructure.com>. Also, please check your email on a regular basis for other important information.

What We Will Explore Together in This Section of Stretch:

As part of your general university education, you are offered this course to explore how reading and writing inform the work we do together at the university. Across the university, in all disciplines and majors, reading and writing inform the collaborations between students and faculty as we create new knowledge together. Roses are red; violets are blue.

SJSU studies include an emphasis on diversity. As we explore, understand and experience diversity at SJSU, this yearlong course, will focus on identity- what makes you uniquely you. We each have a personal, inherent identity versus a public one that seeks to belong and participate. How might education and life experiences influence one's personal and public identities? While it is important to be original is there a point when individuality can create social disharmony? Do are identities encourage participation or create barriers of exclusion? These questions will begin our inquiry into the broad topic of identity, and lead us through the deeper subject of global citizenship. Ultimately, what does it mean to become a global citizen?

What You Will Learn in Stretch English I and II

The General Education guidelines for instructors outline five broad learning outcomes for all courses that satisfy Area A2. I have designed this course to ensure that 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

For more information on the Stretch Curriculum designed to meet these learning outcomes, see the Stretch English Program Syllabus:

<http://www.sjsu.edu/english/ENGLgreensheets/2016ENGLfall/Stretch%20Program%20Syllabus.pdf>. Table 1 maps how the yearlong course will meet Written Communication I requirements and standards as well as the GE learning objectives.

Reflecting on Your Own Learning: The Stretch Course Learning Outcomes (CLO)

When you have completed this coursework, you will have made considerable progress in developing yourself as a reader and writer. At the end of the fall and the spring term, you will assemble this work in a portfolio, and reflect on the work to gauge and define your progress. Out of sight, out of mind. Presenting this portfolio to me and to one other member of the Stretch Faculty Learning Community, you will demonstrate to us your own ability 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).

The Work You Will Do in This Course: An Overview

The Core Stretch Curriculum. Table 1 below outlines the major writing assignments for Stretch English. All sections of Stretch English share this core curriculum. 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.

Midyear and Year-End Self-Reflection and Portfolio Review

At the end of the fall and spring terms you will submit a portfolio for Stretch instructors to review. Strike while the iron is hot. These portfolios will ask you to enter into an assessment of your writing with two members of the Stretch faculty: me and one of my colleagues.

Daily Learning Activities.

The schedule of reading and writing assignments at the end of this syllabus breaks this work down into daily activities you will engage both in and out of class.

Assignment	Assignment (Word Count)	Total Words	Assignment Type	Term	GE Learning Objective
Critical reading/reflection	Essay 1: (600)	2100	in-class writing	F	GELO 1, 2, 3,4, 5
	Essay 2: (750)			F	
	Essay 3: (750)			S	
Data-driven analyses	Personal Essay (1000)	2800	out of class writing	F	GELO 2, 3, 5
	Interview Project (1000)			S	
	Ethnography Project (800)			S	
Major Essays	Public Forum (850)	2850	out of class writing	F	GELO 2, 3, 4, 5
	Profile Essay (1000)			S	
	Critical Essay (1000)			S	
Portfolio/self-reflection essays	Midyear (750)	1750	in-class writing out of class writing	F	GELO 1, 2, 3, 4, 5
	Final (1000)			S	

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

How to prepare for class sessions.

We will use reading and writing to collaborate in understanding identity and the role it plays in shaping individuals and society. Please come to class everyday ready to do reading and writing—to explore ideas, share understandings, critique samples, evaluate source material, and workshop drafts. All classes will involve reading and writing and require your active participation. You will also want to save all the work you do as you track your progress in reading and writing.

How to stay abreast of course assignments and materials.

Course materials such as syllabus, handouts, assignment sheets, and some readings can be found on the Canvas learning management system course website. You are responsible to check the messaging system through MySJSU to learn of any updates to our schedule.

A Note on Your Workload in This Course

In a 3-unit course like this one, university guidelines state that students are expected to spend *a minimum* of forty-five hours for each unit of credit (normally three hours per unit per week). This time includes 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>.

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. Hope for the best, but prepare for the worst. 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; 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.

Required Texts/Readings

Reading is an integral part of writing. Reading for the course is both extensive and intensive. The required texts for this semester include a rhetoric, the campus handbook, and a non-fiction book all of which are listed below:

- **Ballenger, Bruce. *The Curious Writer Brief Fourth edition* ISBN: 978-0-205-87665-5 (recommended)**

[eBook](#) version (\$51.99) available for rent (180 days) from:

<http://www.coursesmart.com/the-curious-writer-brief-fourth-edition/bruce-ballenger/dp/9780205876679>

*A bound hard copy is available through the university library on [course reserve](#).

- **Just Mercy** by Bryan Stevenson (This is the campus read book and you should have received a copy)
- Campus handbook: *The Everyday Writer with Exercises*, fifth edition, by Andrea A. Lunsford (*will be available through Canvas*)
- IA F course reader will be available at Maple Press (481 E. San Carlos Street, San Jose, CA 95112/ Tel: 9408)297-1000. (Note: Maple Press takes only cash or check.)
- A subscription to the New York Times – details will be given later as this is only for the Spring Semester

Other Materials and Canvas LMS

- A **folder** to save all your work—**Save Everything**
- **Canvas Learning Management System** – certain course content and assignments will be stored and managed through Canvas online. Additional readings and materials will be uploaded and linked during the semester. **To access our course section**, go to: <http://sjsu.instructure.com>

To log in: Use your 9-digit student ID and password for your SJSUOne account.

*For Canvas-related technology issues, please contact the SJSU helpdesk by phone: [408-924-2377](tel:408-924-2377) or email: ecampus@sjsu.edu.

Library Resources

Please visit this [Library Libguide](http://libguides.sjsu.edu/gettingstarted) to get started: <http://libguides.sjsu.edu/gettingstarted>

Library Liaison: Toby Matoush **Phone: (408) 808-2041** **Email: toby.matoush@sjsu.edu**

A Note on Participation: Since our focus in Stretch English is the move from personal to public, both in writing and thinking, we will be engaging in that same practice during class. There will be times when your writing/thinking is private and other times when your voice needs to be heard. We will be engaging in numerous class discussions; during these activities your participation is valued and required. I love Mickey Mouse more than any woman I have known. Other participation requirements will be: writing group activities/presentations, discussion question reviews, in class writing/sharing, opening assignments. Lack of participation will result in loss of points from the homework/classwork category. Note: in class work cannot be made up.

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.”

How Your Work Will Be Assessed and Graded in This Course: There are two major components of this course: formal writing assignments, and participation. The formal writing assignments are the key component of this course. However, be aware that the course also looks at the process of writing. To this end, drafts, peer reviews and informal work are also important aspects of the course.

NOTE: Your final grade in Stretch English is based on both semesters of work. That being said, the spring semester is weighted more than fall; fall will count for 40% of your total grade while spring will count for 60%.

Fall 2016: 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 **70%** of the GELOs **to earn credit (CR)** in Eng. 1AF

Fall 2016

Item	Points Possible	Word Count	* Type of Assignment
Benchmark/Diagnostic	N/A	N/A	in-class
Critical Reading/Reflection 1	4%	600	in-class
Personal Essay	6%	1000	out of class
Public Forum	8%	750	out of class
Critical Reading/Reflection 2	5%	750	in-class
Self-Reflection/Portfolio	7%	750	in-class
Participation and HW	10%	N/A	N/A

Spring 2016: A final grade of C- or better in English 1AS is needed to clear remediation and satisfy GE Area A2

Item	Points Possible	Word Count*	Type of Assignment
Interview Essay	7%	850	out of class
Profile Essay	12%	1000	out of class
Ethnography project	7%	800	out of class
Critical Reading/Reflection 3	5%	750	in-class
Critical Essay	12%	1000	out of class
Self-Reflection/Portfolio	10%	800	out of class
Participation and HW	8%	N/A	N/A

Word Count/ Fall and Spring: 9400 (at least 5400 in final draft form)

Feedback for Individual Assignments

You and I (writer and reader) will both assess 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.

Rubrics: For each assignment, you will be given a rubric 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.

Rewrites: Because I value the writing process (all drafts count toward your final points) rewrites will be accepted for specified essays – rewrite cover page required (on Canvas).

Late Work:

- All assignments are due in class and on Canvas on the day and time specified in this syllabus (see course schedule) unless otherwise noted in class.
- Assignments turned in late will receive a lower grade. A point will be deducted for each day that the assignment is late, up to a week. After a week, the assignment will be accepted for half credit only.
- Absence from class may not be used as an excuse for failing to submit assignments on time.
- In-class assignments cannot be made up unless there are extenuating circumstances.
- If you do not complete the assignment and/or the reading you will be noticeably unprepared and you may lose both homework points and participation points.
- Exams may not be taken at other than their scheduled times, except in case of emergency or religious observance. Any such case must be documented in writing by the appropriate authorities.

Final Grade Calculations:

94-100%	A	87-89%	B+	77-79%	C+	67-69%	D+
90-93%	A-	84-86%	B	73-76%	C	64-66%	D
		80-83%	B-	70-72%	C-	60-63%	D-
						<59%	F

Your colleagues and I will provide you feedback on your work to help you apply lessons learned in classroom work to complete assignments and transfer lessons learned from one assignment to the next. In this process, grades are a tool for assessment and course correction within your journey to become an independent writer: they report outcomes during a course of instruction.

My grading practices respect your right to feedback within a reasonable time so that you may not only know your scores, but also understand the criteria applied to the evaluation of your work. Ultimately, we will work together to make you your own best critic.

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 on your right to understand your grades.

How We Will Work Together as Researchers and Writers:

Professional Policies

- Be on time. Late entrances and early exits are highly distracting to both your fellow students and instructor.
- Come prepared having done the required assignments and be ready to work.
- Courtesy and respect towards one's fellow students and instructors are expected at all times. Therefore, while in class, please do not web surf, read unrelated materials, or do homework for another class.
- Switch off cell phones and be a good listener to both me and to your classmates. Texting and other such activity will result in loss of participation points.
- Come to office hours! They are yours – you pay for them!
- Necessity is the mother of taking chances!
- Email is a useful tool for communication and messaging, not for sending papers or conferencing.
- Your attendance is expected and anticipated. This is a workshop class and you must be present do the work. Peer review is valued and a focus of this course is your ability to respond to your peers' writing as well as how you revise your drafts based on the comments you receive.
- Absence from class may not be used as an excuse for failing to submit assignments on time. Frequent absences and lack of participation will affect your grade. **Note: After 5 absences your name will be turned into the remedial coordinator and you will be contacted.**
- Recording class sessions is possible, but you must advise me in writing so that I may seek permission from the class for such a recording. No recordings of the class may be uploaded or shared electronically without written consent from me.
- Your writing group becomes your writing family – respect and appreciates that support; be present and participate!

PLEASE READ!

Where You Can Find Information about University Policies

The Office of Graduate and Undergraduate Programs (GUP) maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus-related University Policies and resources information listed on GUP's [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Where You Can Find Information about Earning A2 Credit and Clearing Remediation

The Stretch program syllabus is located in our Canvas files. In that syllabus you will find information about how, in Stretch I and II, you can earn A2 credit and, if you need to, clear your remediation in English. If I were two-faced would I be wearing this one?

Where You Can Go to Get Support as a Writer at SJSU: Resources for Stretch Composition Students

Part of becoming a successful writer is learning how and when to seek the support you need. Your Canvas course has a list of places on campus where you can go for support.

Where to Access Accurate Information about Academic Writing

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.

English 1AF / Stretch English I, Fall 2016, Course Schedule

Please review this general schedule to plan ahead. Detailed instructions on assignments and homework will be provided by the instructor. This is a *tentative schedule that is subject to change with prior notice.*

CW = *The Curious Writer* **JM** = *Just Mercy* **CR** = *Course Reader* **HW** = Homework

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/22	No Class
1	8/24	Introduction, Course Syllabus HW: Buy books, (reader will be available Monday), Read course syllabus; note down questions you have (minimum one); locate and note down the odd sentences. Write 8-10 sentences on your passion and add a visual to present in class.
2	8/29	Understanding the Course Syllabus; Syllabus Exercise due; Passion exercise due HW: Read "Becoming a Writer" and "Coming to an awareness of language" CR Bring lined paper and pen (blue or black ink) to class for in-class; Journal # 1 prompt posted on Canvas due by 9/7
2	8/31	Benchmark essay HW: Read pages on reading CR; Read Reflections on Writing document; Complete Reflections on Writing (RW) # 1
3	9/5	Labor Day No class

Week	Date	Topics, Readings, Assignments, Deadlines
3	9/7	Exploring reading HW: Read “What is Identity?” and “Mining Identity for College writing” “Freewriting” CR Read double entry journals Canvas; Complete Journal # 1
4	9/12	Exploring Reading, “Just Mercy”, JM Presentations assigned HW: Work on presentations; Read “Crime of Compassion” and “On being 17, bright and unable to read” CR;
4	9/14	Discussion on “Identity” HW: Read “The most important day..” and “Of my friend Hector” “ The idea draft” CR; Identify a factor that influenced your identity and write a paragraph on it.
5	9/19	Preparing for CRR # 1; Writing in-class essays, Outlining HW: Bring typed outline, lined paper, a pen (blue or black ink); Read “A bowl of Noodles” Journal # 2 posted on Canvas
5	9/21	CRR # 1 HW: Prepare JM Presentations; Read pages on writing CR, Complete RW # 2
6	9/26	JM Presentations HW: Read pages on writing; Complete Journal # 2
6	9/28	Exploring Writing HW: Read Personal Narrative guidelines, requirements Canvas
7	10/3	Exploring Writing HW: Read Showing and Telling” and “Being Specific” CR; Decide on your topic
7	10/5	Writing –adding details HW: Read “Shitty first Drafts” CR Draft Personal narrative for Peer Review
8	10/10	Peer Review Personal Narrative HW: Read sample Personal Narratives Canvas, read assigned pages on grammar, read “My hips, my caderas” “Chicken Hips” CR; Journal # 3 posted on Canvas
8	10/12	Grammar Workshop HW: Prepare for JM discussion # 1; Double entry journals due; Read “I am a Banana...” “My two lives” “ The medias image of Arabs” “Boys and Girls Indian style” CR
9	10/17	JM Discussion # 1, Double Entry journals due HW: Personal Narrative Due in class and on Canvas 10/19; Complete Cover Sheet; Complete Journal # 3
9	10/19	Personal Narrative due ; Exploring the rhetorical situation HW: Complete the rhetorical analysis worksheet; Read “ Writing for an audience” “American men don’t cry” “The undercover parent” “Freedom from Choice” CR, Complete RW # 3
10	10/24	Rhetoric contd. HW: Read Public Forum guidelines Canvas, Read “FOBs versus Twinkies” “Two ways to belong in America” CR; Journal # 4 posted on Canvas

Week	Date	Topics, Readings, Assignments, Deadlines
10	10/26	Discuss Public Forum; Choosing a topic HW: Read “Paragraphs” CR, Thesis writing Canvas, Draft Public Forum
11	10/31	Organizing the essay – thesis and paragraph writing HW: Prepare JM discussion 2; double entry journals due; Complete Journal # 4
11	11/2	Discussion on JM 2 HW: Revise Public Forum for conference, Read “The case for short words” “Simplicity” CR
12	11/7	Conference HW: Work on Public Forum; read assigned grammar pages
12	11/9	Grammar Workshop HW: Revise Public Forum for peer review
13	11/14	Peer Review Public forum HW: Public Forum due in class and on Canvas 11/16; Journal # 5 posted on Canvas
13	11/16	Public Forum Due ; Introducing the second cycle HW: Read and find a writing on the topic; Complete RW # 4
14	11/21	Discussion for CRR# 2; Outlining HW: Prepare for CRR # 2; bring outline, pen and paper; Complete Journal # 5
14	11/23	Open Office Hours
15	11/28	CRR# 2 HW: Prepare for JM Discussion 3; double entry journals due; Complete RW # 5
15	11/30	JM Discussion 3 HW: Read portfolio guidelines; read interview assignment guidelines
16	12/5	Portfolio Workshop; Interview assignment explained HW: Complete Portfolio worksheet; Bring all your work to class for the Portfolio workshop; Complete RW # 6 and bring it to class.
16	12/7	Portfolio Workshop; preparing an outline HW: Prepare the portfolio and bring it to class with the typed outline, pen and paper
17	12/12	Portfolios due; In Class Reflection (Outline required) Last day of class
Final Exam	Friday 12/16	9:45- 12:00 Not the usual time

January: - Complete your Interview and prepare the Interview transcript

English 1AS / Stretch English II, Spring 2017, Course Schedule

This is a very tentative schedule and liable to change.

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/30	Interview Essay guidelines
1	2/1	Peer Review Interview Essay
2	2/6	Grammar Workshop
2	2/8	Final Draft Interview Essay Due
3	2/13	Profile Essay
3	2/15	Discussion on Profiles
4	2/20	Peer Review Profiles
4	2/22	Conference
5	2/27	Presentations
5	3/1	Presentations
6	3/6	Profile Essay Final Due
6	3/8	Discussion – groups and group identity
7	3/13	CRR # 3
7	3/15	Group identity project guidelines
8	3/20	Inferences and assumptions – writing the project
8	3/22	Work on group project
9	3/27	Spring Break
9	3/29	Spring Break
10	4/3	Grammar Workshop
10	4/5	Presentations
11	4/10	Presentations
11	4/12	Discuss Critical essay
12	4/17	Writing the essay – thesis and organization
12	4/19	Writing the essay – evidence and citing
13	4/24	Peer review
13	4/26	Conference
14	5/3	Workshop essay
14	5/1	Critical essay final draft due
15	5/10	Portfolio workshop
15	5/8	Portfolio workshop
16	5/15	Last Day – Portfolio due in class, and submit electronic portfolio
Final Exam		