

San José State University
Humanities and Arts
English 1A
Section 59, Fall 2016

Instructor:	Joel Tomfohr
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Office Hours:	TR 12:00-1:00 p.m. and by appointment
Class Days/Time:	TR 1:30-2:45
Classroom:	SH 348
Prerequisites:	Directed Self Placement
GE/SJSU Studies Category:	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.

What You Will Learn in English 1A

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.

SJSU studies include an emphasis on diversity. I chose the *International New York Times* 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 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

Through a variety of writing assignments and projects in this course, you will continuously practice all phases of the writing process: prewriting, organizing, writing, revising, and editing. As you see in the table, the major assignments and projects require you to produce about 9500 words. Several of your essays will be drafted in class, both to give you experience in timed-writing situations and to give me the opportunity to observe and confer with you about your drafting process. Several assignments will give you opportunity to explore multiple modes of presenting arguments— orally, visually, in both print and on screens. Table 1 maps how the yearlong course will meet Written Communication I requirements and standards as well as the GE learning objectives.

Assignment	Word Count/Assignment	Total Words	Assignment Type	Term	GE Learning Objective
Critical reading/reflection	Essay 1: 600 words Essay 2: 750 words Essay 3: 750 words	2100	in-class writing	F F S	GELO 1, 2, 3,4, 5
Data-driven analyses	Personal Essay 1000 words Interview 1000 words Ethnography 1000 words	2800	out of class writing	F S S	GELO 2, 3, 5
Major Essays	Blog 1000 words Profile Essay 1000 words Critical Essay 1200 words	2950	out of class writing	F S S	GELO 2, 3, 4, 5
Portfolio/self-reflection essays	Midyear 750 words Final 1000 words	1750	in-class writing out of class writing	F S	GELO 1, 2, 3, 4, 5

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

How to Prepare for Class Sessions.

This semester we will collaborate to answer the question: What is the relationship between 21st century-literacies and democratic engagement in a global world? We will use reading and writing to collaborate in researching this question, and writing about it. You will come to class everyday ready to do writing—that is, to explore ideas, share research and reading, analyze source materials, critique samples and workshop drafts. In short, to write. All classes will involve in-class activities intended to further your progress on the current essay assignment or project. You will want to save this class work to your Canvas account, or to your laptop, or both. So you will want to bring your own laptop or tablet. (Laptops and tablets are also available to be checked out in the library.)

Where to Find 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.

Where to Purchase the Texts You Need.

Reading is an integral part of writing. 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. The following 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. All of these books are required.

Textbook Available from Amazon.com, or the Bookstore

The following textbooks are available through the Spartan Bookstore, or through Amazon.

Ballenger, Bruce. *The Curious Writer*, Brief, Books a la Carte Edition, 5/E

ISBN-13: 9780134121444

I have ordered the Unbound (saleable) format, with Access Card, which was offered to us at a significant discount: **Net Price: \$68.50 (Suggested Retail Price: \$91.33)**

Subscription to the International New York Times: *Your Window into 21st-Century Literacies' Role in Democracy*

Together we are embarking on an exploration of the role reading and writing play in being a citizen in a democracy. To study that relationship, we are going to read the newspaper and share our learning and experiences in writing. The information we generate together will help you, in your final assignment, to assess the role of 21st-century literacies in our democratic practice as citizens.

You will purchase a digital version of *The New York Times* for the full semester (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. 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>

Other Readings about Our Theme

The following book is available as a trade paperback. You can order it on Amazon.

Wolf, Naomi. *Give Me Liberty: A Handbook for American Revolutionaries*. New York: Simon and Schuster.

ISBN: 9781-4165-9056-9

Although we will begin reading Wolf's book this term, over January you will read Naomi Wolf's book in full.

Other readings (newspaper articles, public speeches, and scholarly articles) on 21st century literacy and democracy are located on Canvas, among the Assignments. These shared readings will help us to develop a shared context of reading to inform our arguments.

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.

Where You Can Access the Technology You Will Need to Do the Work of This Course

You will need an electronic device out of class that allows you to access the internet and Canvas, and to read the online texts. The University provides students access to technological resources at several locations on campus:

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.

How to Contact Our Class Librarian

Toby Matoush
Phone: (408) 808-2096
Email: toby.matoush@sjsu.edu

The Work You Will Do in This Course: An Overview

The 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. The assignments you complete are designed to build your reading, thinking and writing skills across genres that address different audiences and purposes.

You will upload your writing files to our Canvas course so that I can use electronic copies for workshops and commentary.

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 earn graduation credit for the course) if you have not completed all writing assignments. This is not just a mathematical truth; it is a reflection of the design of the coursework itself. The assignments are an integrated series of reading and writing exercises: the effectiveness of your writing increases as you gain expertise with our topic over 16 weeks of instruction.

Learning to articulate the learning you achieve through an assignment reinforces that learning. In both fall and spring you will turn in a portfolio of writing assignments, along with an essay that reflects on your progress toward achieving the course learning objectives.

Mid-semester Self-Reflection and Portfolio Review

Midway through the fall term you will submit a portfolio for me to review. This portfolio will contain two essays from your completed 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. I will review this portfolio as part of our mid-semester 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 16 weeks of instruction): prewriting, drafts, and revisions. I will make available to you this scoring guide as you prepare your portfolio.

Participation in Canvas Discussion Boards

This course requires daily reading and writing. As a measure of your progress on this daily work, you will make two posts a week on the Canvas discussion boards that I have set up. Each week you will post to Reading the *New York Times* or Studying Sentences in the *New York Times* or Studying Visuals in the *New York Times*. These posts will be used as the basis of discussion in class. Each is worth one participation point, which you will earn by being in class to discuss your post with your colleagues.

A Note on Your Workload in This Course

In designing this class, I have taken into consideration university expectations about student workload: To be successful, we expect 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](#) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

That said, the 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 the same assignments, the course design does not and cannot account for individual needs of each student. There may be added work you need to do. 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.

How Your Work Will Be Assessed and Graded in This Course

Feedback on your work is intended to help you apply lessons from class as you complete assignments, and to 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.

Feedback 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. As your writing coach, I will mark essays and make notes for revision on the scoring guide.

Cover Sheet: 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.

How Assignments Are Weighted Assignments to Determine Grades

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 3 out of 4 (75%) of the CLO categories to earn credit (CR) in English 1AF.

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 Blog	8%	(1000)	out of class		
Critical Reading/Reflection 2	5%	750	in-class		
Self-Reflection/Midyear Portfolio	8%	750	in-class		
Participation in Canvas Discussion Boards	8%	N/A	N/A	Fall Total	[37%]

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

Item	% of Course Grade	Word Count*	Type of Assignment
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Interview Transcript	3%	1000	out of class		
Profile Essay	10%	(1000)	out of class		
Ethnography Presentation	5%	500	out of class		
Critical Reading/Reflection 3	8%	750	in-class		
Critical Essay	15%	(1200)	out of class		
Self-Reflection/Final Portfolio	15%	(1000)	out of class		
Participation in Canvas Discussion Boards	7%	N/A	in-class	Spring Total	[63%]

Word Count: 9550 (5150 finished writing)

Table 2: Grade Distribution in the Yearlong Stretch

How I Calculate Course Grades

Your course grade is based on the grades you earn throughout the semester on the work you produce; note that I weight these grades to determine the final grade, rather than averaging them. In weighting letter grades, an A+ will be valued at 12, an A at 11, an A- at 10, etc. So an A+ on the Profile Essay assignment, for instance, will be calculated as 12 x .5 of the course grade in HA 96S.

What You Need to Know about GE Area 2 Grading Policy and Yearlong Grading in Stretch English

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

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

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 1AS) 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.

How We Will Work Together as Researchers and Writers

I have developed these policies over the last three decades of teaching composition. They are intended to ensure the smooth operation of the class and to encourage a professional working environment congenial to all.

- **Office hours** are yours: you paid for them; use them. University professors expect students to seek out what they need as they take charge of their own learning outcomes. We make ourselves available during office hours to provide students access to our time as a key resource in their studies.
- **Deadlines** must be honored I do not accept late work.
- **Email** is useful to schedule appointments or to advise me of an absence. I will use email to update you on schedule changes or to advise you of my absence. I cannot accept papers via email. Nor is email a suitable vehicle for student-teacher conferencing.
- **Format** your papers as single-spaced pages. This practice will conserve paper. (Don't try this in your other classes without clearing it with your professor first; it is not standard form in MLA.)
- **Your work** is public in this class, part of our collective inquiry into writing, reading, and democracy. I reserve the right to publish your work to the class as part of our workshop activities.
- **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. I will need to know what will be recorded, when, how and why, as well as how the recordings will be stored and used. No recordings of the class may be uploaded or shared electronically without written consent from me.
- **Make ups** for in class work can be made up only with documentation of a compelling reason for missing the planned work in the first place. This includes all discussions, activities, in-class essays, and workshops. I will expect an email advising me of the absence and requesting the makeup.

- **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 a completed draft, and you *must* turn in to me the workshop copies as well as the final, revised draft of the essay. (Only with documented reason and prior approval will I allow you to complete workshops with your group via email.)

Where You Can Go to Get Support as a Writer at SJSU

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

Peer Mentors: Dedicated Writing Support for Stretch English Students.

A Stretch peer mentor is a fellow SJSU student trained to work with Stretch English students and instructor as part of the learning community of the classroom. Our peer mentor this semester is _____. _____ will attend class regularly, so [he/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.

_____ will schedule appointments and workshops on a weekly basis. Look for Canvas announcements about upcoming meeting times and places. Sign up immediately when these appointments open.

SJSU Peer Connections

Peer Connections offers 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. There are three mentoring locations: SSC, Room 600 (10th Street Garage on the corner of 10th 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](#) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

Located in Clark Hall, Suite 126, the Writing Center offers appointments with tutors who are well trained to assist you as you work to become a better writer. The Writing Center offers both one-on-one tutoring and workshops on a variety of writing topics. To make an appointment or to refer to the Center's online resources, visit the [Writing Center website](#) 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.

Where Can I 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](#) at <http://www.sjsu.edu/gup/syllabusinfo/>

What We Will Explore Together in This Section: 21st Century Literacies for a Democratic World

"The basis of our governments being the opinion of the people, the very first object should be to keep that right; and were it left to me to decide whether we should have a government without newspapers, or newspapers without a government, I should not hesitate a moment to prefer the latter."--Thomas Jefferson

Jefferson extols the role that newspapers play in a functioning democracy: informing citizens is their first step to access the power needed to exercise the right to self-determination promised to all in a democracy. Increasingly democracy plays out on an international stage; increasingly the world turns toward democratic values and systems for protecting those values. On this global stage there is much for millennials to do to secure their own rights and the rights of their international brethren—and there are global media tools available to do that work.

Americans read the stories of daily lives in the pages of newspapers and journals, accessed through the internet. In doing so, they engage a narrative and dialogue of global dimension: 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.

This semester we will explore the digital pages of the *New York Times International*, to explore the role of reading the news as a mode of 21st 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?

Schedule of Reading and Writing in Stretch English for Fall 2016

The schedule below is intended to provide us all an overview of the work in this class. I based this projected schedule on what worked last year, but that may be different this year, with a new class. We will see as we go. While I expect the general framework of assignment due dates to stay the same, the details of the daily schedule will be adjusted as we work together this year to develop your writing. I will publish an updated schedule with each assignment sheet and will post these revised schedules on our Canvas homepage.

Week	Date	Deadlines for Reading and Writing Assignments
		<i>Reading and writing assignments, including Canvas posts to the discussion threads, are due in class on the day listed below. Come prepared to discuss your readings and the corresponding Canvas posts. Discussion of these posts will earn you your full participation point for the day. See Canvas for Discussion prompts.</i>
1	August 25	<i>If you can, please bring a laptop or other internet-capable device (phone?) to class.</i> Read (before class): Syllabus Bring to class: Questions about Syllabus Discuss: "Millennials Read Print News" (demonstration: accessing Canvas files and pages) In-Class Activity: Subscribe to the <i>International New York Times (NYT)</i> digital (online). Canvas Discussion Board: Reading <i>NYT</i> , week 1. (Post one title that caught your eye.)
2	August 30	In Class: Share DSP literacy narratives. Read: Stories from the International front page of the <i>NYT</i> . Canvas Discussion Board: Reading <i>NYT</i> , week 1. (Find one related story or link.)
2	September 1	Read: stories from the International front page of the <i>NYT</i> . Read: "Few Read, Many Twitter" Canvas Discussion Board: Reading <i>NYT</i> , week 2. (List of words that puzzle you.) In-Class Activity: vocabulary work, with the OED online.
3	September 6	In Class: Critical Reading/Reflection Essay 1
3	September 8	Holiday, no class.
4	September 13	
4	September 15	Bring to class: 3 copies of Personal Essay In-Class Activity: Workshop
5	September 20	In Class: Critical Reading/Reflection Essay #2
5	September 22	Bring to class: Final Draft Personal Essay

Week	Date	Deadlines for Reading and Writing Assignments <i>Reading and writing assignments, including Canvas posts to the discussion threads, are due in class on the day listed below. Come prepared to discuss your readings and the corresponding Canvas posts. Discussion of these posts will earn you your full participation point for the day. See Canvas for Discussion prompts.</i>
6	September 27	Bring to Class: 3 copies of your interview transcript
6	September 29	
7	October 4	Bring to Class: 3 copies of your Profile Essay
7	October 6	
8	October 11	In Class: Conferences
8	October 13	In Class: Conferences
9	October 18	Bring to class: Final Draft of you Profile Essay In class: Self Reflection
9	October 20	Read: Continue reading stories from the International front page of the <i>NYT</i> . Bring to class: Portfolio In-class activity: Self Reflection
10	October 25	
10	October 27	In Class: Critical Reading/Reflection Essay #3
11	November 1	Bring to class: 3 copies of your ethnography draft In Class Activity: Workshop Ethnography
11	November 3	
12	November 8	Bring to Class: Ethnography Final Draft
12	November 10	
13	November 15	Holiday, no class.
13	November 17	Bring to Class: 3 copies of Critical Essay Rough Draft In-Class Activity: Workshop Critical Essay
14	November 22	
15	November 29	Bring to Class: Final Draft of Critical Essay In-Class Activity: Self Reflection
15	December 1	In-Class Activity: Conferences
16	December 6	In-class activity: Conferences
Final Exam	December 15	In Class: Portfolio/Self reflection/Cover letter