

San José State University
Department of English & Comparative Literature
English 1AF and English 1AS, Stretch
Fall 2017

Course and Contact Information

Instructor:	Dr. Zehlia Babaci-Wilhite
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Office Hours:	Tuesdays and Thursdays 15:00-16:00pm or by appointment
Class Days/Time:	Tues./Thurs. 13:30-14:15pm (1 st class)-16:30-17:45pm (2 nd class) <i>[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.]</i>
Classroom:	MH322 (1 ST class)- BBC123 (2 nd class)
Prerequisites:	The <i>Reflection on College Writing</i> 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.
Satisfying EO 665	If you are designated remedial in English, you must be enrolled in a writing course that will allow you to clear that remedial requirement within your first year of study. Stretch English is one of the two courses that satisfy this requirement.
Clearing Remediation	Students who pass English 1A or English 1AS clear their remedial English requirement. This means you must earn a D- or better in the spring term in Stretch.

What Will You Need for This Course?

In addition to textbooks, notebooks, and exam pamphlets, you will need computer (see Where to Access the Technology You Will Need to Do the Work of This Course) with dependable Internet

connectivity to turn in homework and writing assignments, keep up with course communications, and access some of the texts discussed in this class.

How Will Your Instructor Communicate with You?

This class meets twice a week, and I hold office hours on the days I teach class. There will be plenty of opportunities to speak with one another in person, and I encourage you not to be shy. You can also reach me through email (see above.)

Most of our online interaction, however, will occur on the Canvas learning management system. On this site, you will find the course syllabus, homework assignments, essay guidelines, and grades. In addition, the class will use other functions on Canvas, such as its discussion boards and page-building tools. Lastly, I will communicate with the class-at-large by making announcements on Canvas. Please check the Canvas course page before every class.

Our Topic for Stretch this Year (2017-2018)

This summer, you began preparing yourself for the college experience by attending orientation and among other requirements. Now that you are here, what do you plan to do? How can you make the most of your time in college? What drew you to the university in the first place? What do you hope to get out of your college experience? These questions will form the basis of our investigation into what the university is, how it works, and how you can make it work for you this year.

On the surface, the topic of our course is fairly practical and straightforward. Together, we will seek to figure out how the university is organized and how it works so that you can navigate it more effectively. However, our investigation will also challenge us to think about more abstract questions. What is the purpose of a university education in the U.S. and in a global context? What does the university, as an institution, value? What are the ideologies at work in the university about culture, difference, equality, gender, race, and socio-economic opportunity?

Finally, this class will involve some soul searching too. You will need to think about what you bring to the university and what the university can offer you in return. You will spend time reflecting on what kind of student you were in the past, what kind of student you are now, what you hope to accomplish, and how you can use the university to meet those goals.

To pursue this exploration of higher education, this course will be organized into 3 units, each of which will ask you to explore a specific inquiry question. The first, Unit 1, will focus on your experience making the transition from high school to college. During this unit, you will be asked to read and reflect on the following questions: What is higher education to me? What do I hope to achieve from it? And how does it differ from high school? The next, Unit 2, will direct your attention to the campus community and ask you to examine how San Jose State University works as an institution to serve its students. During Unit 2, you will be asked to read and reflect on the following questions: What can SJSU do for me? How does it contribute to my education? What are its obligations to me, and mine to it? The final inquiry, Unit 3, will be the culmination of your thoughts and reflections about higher education throughout the academic year. In it, you

will ask the following question: What is the purpose of higher education in the 21st century, and what role do my peers, teachers, and myself play in creating it?

Why 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.

As they work together to create new knowledge, students and faculty use reading to gather new information and ideas to answer their questions about the subjects they study; they then transform this reading through writing to share their discoveries with others. The Stretch curriculum is designed to engage you in this process of sustained inquiry through reading and writing and, through practice and reflection, give you a chance to develop the habits of mind to strategically use reading and writing as you learn at SJSU.

	<p><i>Reflect on Your Own Learning: The Stretch Course Learning Outcomes (CLO)</i></p> <p>Log in to our Canvas course. You will find there an exercise that allows you to begin right now your reflection on your learning.</p> <p>You will explore in this Canvas activity the 5 main learning goals of our Stretch together this year:</p> <ul style="list-style-type: none">• Read to learn.• Read to write.• Write with an increased awareness of the process.• Read and write with an increased awareness of the language you use.• Reflect on and assess your own writing, process and product.
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What You Will Learn in Stretch English I and II

The General Education (GE) guidelines for instructors outline five broad learning outcomes for all courses that satisfy Area A2. We 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.

Grading Policies

The department’s standard grading scheme consists of the following: “Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper’s effectiveness, which is broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression.

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

An “A” range 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” range 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” range 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” range 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

Assignments

FALL 2017: The credit/no credit 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 Course Learning Outcomes (CLO) categories to earn credit (CR) in English 1AF.

Assignment Name	% Worth	Words	In/Out of Class
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%		
Fall Total	37%		

Spring 2018: A final grade of C- or better in English 1AS is needed to clear remediation and satisfy GE Area A2.

Assignment Name	% Worth	Words	In/Out of Class
Winter Homework	3%	N/A	out of class
Interview Transcript	2%	1000	out of class
Profile Essay	10%	1000	out of class

Ethnography Presentation	5%	500	out of class
Critical Reading/Reflection 3	5%	750	in-class
Critical Essay	10%	1200	out of class
Self-Reflection/Final Portfolio	15%	1000	out of class
Quizzes & Canvas Posts	5%	N/A	in and out of class
Workshops & Peer Mentor Attendance	5%	N/A	in and out of class
Class Participation	3%	N/A	in-class
Spring Total	63%		

Word Count for Fall and Spring: 9550 (5150 finished writing)

How to Prepare for Class Sessions

We will use reading and writing to collaborate in researching on our topic on higher education, 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 Canvas. You are responsible to check your MySJSU email to learn of any updates to our schedule.

Textbooks and Readings

- Bruce Ballenger, *The Curious Writer*. Brief Fifth Edition. Pearson. ISBN 978-0-13-408038-3 Available online and at Spartan Bookstore.
- Lunsford, Andrea. *The Everyday Writer*, included (as *Writer's Help*): There is a digital edition, available in Canvas, that is free to all SJSU students. Please inform me if you encounter difficulty accessing *Writer's Help*.
- Other readings (and videos) provided throughout the semester through email or Canvas

The Work You Will Do in This Course: An Overview

The Core Stretch Curriculum

Table 1 outlined the major writing assignments for Stretch English. All sections of Stretch English share this core curriculum. The fall writing assignments include: 2 critical reading and reflection essays, a personal essay, an essay for a public forum, and a self-reflection essay (written in class). The spring writing assignments include an interview project, a profile essay, a critical/reflection essay, 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. 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.

Our 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.

The Time You Will Spend on This Work

Like all faculty at SJSU, I have designed this course to help you achieve the learning goals that define its role in your progress to earn a degree. In a 3-unit course like this one, faculty expect that students will spend 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>.

While all students will complete these 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.

Classroom Do's and Don'ts

Please do your part to help us all foster a welcoming and supportive classroom environment. We will do our best work when everyone feels comfortable enough to participate. Blatant displays of disrespect undermine the sense of community we need to learn and to share what we learn from each other. When we disagree, let's do so respectfully and sincerely. We will be studying the art of effective communication throughout this two-semester course and learning how to debate with others in a spirit of honest and respectful inquiry. In the unlikely event that a student might exceed the bounds of civility, s/he will be asked to leave for the remainder of the class session. Behavior that fits this description include offense comments directed at your peers or myself, sleeping during class, talking with your peers about things unrelated to the class, or focusing your attention on electronic equipment rather than the class activity or discussion.

Class Policies:

The class policies have been developed 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 as 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.
- **Your work** is public in this class, part of our collective inquiry into writing, reading, and democracy. We will share work in Canvas regularly. 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 cannot be made; if you're not in class (for whatever reason), you miss that work opportunity and points. Out of class assignments MAY be made up only with documentation of a compelling reason for missing the planned work in the first place.
- **Workshops** are an essential part of the writer's working experience. Your participation in workshops is critical to your success in this class, and 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.)
- **Laptops:** As this is not a heavily lecture based class, **you will need your laptops** throughout the entire class. You should bring your laptops to class, but are only allowed to take them out when I ask you to work on specific assignments.
- **Arriving Late or Leaving Early:** Please don't do it. It is disruptive to your classmates. However, I also understand that life happens, so if you have an emergency and arrive late, please make sure you explain to me why you were late. If you have to leave early for some reason, make sure to tell me in advance and sit close to the door so you can leave without interrupting the class. **Traffic and parking are not going to get better and hence are not an excuse to arrive late to class. Please keep traffic and parking conditions in mind and plan accordingly.**

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](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Course Schedule

Below is the tentative schedule for the class the academic year. Please keep in mind that as the course unfolds, there will be inevitable changes to it. Whenever any changes are made, I will notify the class on Canvas and will provide at least one week's advance notice.

Week	Date	Topics, Readings, Assignments, Deadlines
		MODULE 1: Introduction to Class
1	Th 8/24	Welcome to English 1AF
2	T 8/29 Th 8/31	<p>Introductions and Icebreakers, Intro to Stretch & Course Your questions about the Syllabus, Canvas review & navigation <i>For next time:</i> Write a short-biography.</p> <p>Intro to class topic: Higher Education in America and in some parts of the World, Intro to <i>Writer's Help</i>. The class will break up into small groups. Discussion on reading as inquiry <i>For next time:</i> To be assigned on Canvas.</p>
		MODULE 2: Critical Reading and Reflection 1
3	T 9/5 Th 9/7	<p>Discussion: How do you read? Practice active reading <i>For next time:</i> To be assigned on Canvas.</p> <p>Intro to CRR1; Prewriting for CRR1 In-class: Free write <i>For next time:</i> To be assigned on Canvas.</p>
4	T 9/12 Th 9/14	<p>Discussion & Canvas Post, the writing process In-class: drafting CRR 1 <i>For next time:</i> post revised CRR 1 on Canvas.</p> <p>In-class Peer Review for CRR1 Lecture: To be assigned on Canvas; Revise CRR1 <i>For next time:</i> post FINAL draft of CRR 1 on Canvas by 9/17.</p>
5	T 9/19 Th 9/21	<p>In-class Reflection on CRR1 Conference-Presentations 1- <i>For next time:</i> To be assigned on Canvas.</p> <p>Conference-Presentations 2- <i>For next time:</i> To be assigned on Canvas.</p>
		MODULE 3: Personal Essay
6	T 9/26	<p>Discussion and activity: collaboration In class research: resources to help with collaboration</p>

		Discussion on readings and video supports For next time: To be assigned on Canvas.
	Th 9/28	In-class: Discussion on readings Intro to Personal Essay; Pre-writing activities on Personal Essay For next time: write Personal Essay 1 st draft and bring to class on 10/3. Lecture: Developing Paragraphs (<i>Writer's Help</i>).
7	T 10/3	Personal Essay workshop In-class: revision For next time: bring a revised version of Personal Essay to class on 10/5. Lecture: Writing Across Cultures (<i>Writer's Help</i>).
	Th 10/5	In-class: Peer Review on Personal Essay Lecture: Language that Builds Common Ground (<i>Writer's Help</i>) For next time: read Critical Thinking and Argument on <i>Writer's Help</i> (on Canvas); read Required Readings for Blog on Canvas and post final draft of Personal Essay on Canvas.
8	T 10/10	Guest Lecture and/or Movie. For next time: Reflection: Personal Essay
	Th 10/12	Finish your Essay For next time: Reflection on how to create a Blog.
		MODULE 4: Blog Project
9	T 10/17	Intro to Blog project: invitation to join the class blog Brainstorming: ideas for blog argument/ building a class blog using Google's Blogger software For next time: read "Constructing Arguments" in <i>Writer's Help</i> (on Canvas); and decide on Blog topic.
	Th 10/19	Continued: prewriting on Blog In-class activity: find images related to your Blog topic- Assigning Peer Review groups for your Blog Post and continuing to build a course blog together as a class For next time: bring blog materials to class.
10	T 10/24	Blog writing day & workshop Discussion: using evidence, Lecture: body paragraphs For next time: research 2 articles for Blog project and bring to class on 10/19; read "Writing to Make Something Happen in the World" in <i>Writer's Help</i> (on Canvas).
	Th 10/26	Group Presentations 1- For next time: revise Blog project.
11	T 10/31	Group Presentation 2- Discussion: Creating an Edit Checklist (<i>Writer's Help</i>) For next time: finish your Blog.

	Th 11/2	Peer Review on Blog <i>For next time:</i> read “Reading Critically” in <i>Writer’s Help</i> (on Canvas); post final Blog link on Canvas.
		MODULE 5: Critical Reading and Reflection 2
12	T 11/7	Discussion and practice: reading critically In-class reading: 3 homepages of SJSU resources Discussion: campus resources & visiting one campus club meeting <i>For next time:</i> read links to campus resources on Canvas.
	Th 11/9	In-class reading response on Canvas (visiting campus club) Continued: discussion on reading critically (summarizing).
13	T 11/14	Intro to CRR 2- Prewriting for CRR 2 <i>For next time:</i> write first draft of CRR 2.
	Th 11/16	In-class Peer Review on CRR 2 Begin: CRR 2 Part 2 (analysis on your email) <i>For next time:</i> DUE CRR 2 with analysis on Canvas.
14	T 11/21	In-Class Reflection on CRR 2 Punctuation and its uses (<i>Writer’s Help</i>) <i>For next time:</i> Reflecting to Learn in <i>Writer’s Help</i> (on Canvas).
	Th 11/23	Thanksgiving HOLIDAY!
		MODULE 6: Final ePortfolio
15	T 11/28	Introduction to Portfolio Class activity on GELOs: Reviewing General Education Learning Outcomes (GELOs) and Course Learning Objectives (CLOs); creating a portfolio checklist. <i>For next time:</i> do Portfolio Writing Tasks on Canvas and bring Portfolio Evidence materials to class.
	Th 11/30	Portfolio prewriting in class; Integrating evidence into your portfolio <i>For next time:</i> Assemble and prepare the inventories and the outline for the mid-year self-reflection essay and portfolio.
16	T 12/5	One-on-one conferences on Portfolio Reflection <i>For next time:</i> write Reflection and bring it to class on 12/7.
	Th 12/7	Peer Review: Reflection DUE: Final Portfolio on Canvas (submit it along with the rest of the portfolio materials for your midyear assessment). Introduction to Spring Semester Schedule.
Final Exam		Venue and Time TBA