

San José State University
Department of English & Comparative Literature
English 1AF & English 1AS, Stretch English I and II, Section 41
Fall 2018 & Spring 2019

Course and Contact Information

Instructor:	Jada Patchigondla
Office Location:	Faculty Office Building (FOB) 108
Telephone:	TBA
Email:	jada.patchigondla@sjsu.edu
Office Hours:	Fridays 8:30-9:30 am, by appt., & via Zoom
Class Days/Time:	Tuesdays and Thursdays 7:30-8:45 am
Classroom:	Sweeny Hall 444
Prerequisites:	<i>The Reflection on College Writing</i> (RCW) 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:	GE A2 / Critical Thinking and Writing
The Stretch Calendar	Stretch I and II span the fall and spring terms: the fall and spring course are both required to complete the A2 coursework. Plan to sign up in spring for the same section (time, day, instructor) in order to complete the course of study as expected within your first year of study at SJSU.
The A2 Milestone for Progress to Degree	The California State University system and SJSU expect all students to have completed their A2 requirement within the year. They have committed to make available courses and support to help all students achieve this milestone. Please work with me and all recommended support staff to achieve this milestone successfully.

Our Topic for Stretch this Year (2017-2018)

Our main inquiry will examine the influence of cultural myths on identity. We will explore readings and written assignments that will help us determine how cultural myths shape the way we see ourselves and the world around us. We will discuss how the creation of these myths, the

sustainability of these myths, and the global perspective of these myths impact our past, present, and future as members of a learning community. We will look at specific myths like the myth of the family, the promise and accessibility of education, and how class, gender, and race fit into larger narratives about identity. Our goal is to recognize the interconnectedness between and the power that comes with applying the tools of knowledge, reading, and writing. Language is not neutral; language makes things happen.

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.

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.

For more information on the Stretch Curriculum designed to meet these learning outcomes, see the Stretch English Program Syllabus on the Department Website. Table 1 maps how the yearlong course will meet Written Communication I requirements and standards as well as the GE learning objectives.

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

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

- *Rereading America* (10th edition) by Gary Colombo, Robert Cullen, and Bonnie Lisle
- *The Other Wes Moore* by Wes Moore
- 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. 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>.

How Your Work Will be Graded (Grading Contract)

In this class, we will work as a learning community to develop our approaches to reading and writing different types of texts. We will experiment with unfamiliar strategies, and at times we will feel unsure about the direction of our work and our comprehension of the work of others. We will develop writing processes to help us, including prewriting, drafting, workshopping, and revising. We will rely on each other for feedback and support, but will also take charge of our own learning and success.

This class is meant to improve your skills and experiences as college-level writers. Therefore, we will not be using a traditional grading system. You will not be graded or given a point value for each assignment; instead, you will receive feedback from your peers and writing coach for each major assignment. You will be guided and mentored during the writing, researching, revising, and learning processes, while taking on the role of student mentor yourself. The grading contract which will also give you more of an idea as to how much time you should spend on the work you do in this class.

Major and Minor Assignments:

FALL 2018

Major Assignments	Minor Assignments
Critical Reading/Reflection 1 GELO 1, 2, 3,4,5	Canvas Posts
Personal Essay GELO 2,3,5	Outlines, Drafts, Workshops
Blog Post GELO 2,3,4,5	Blog Showcase
Critical Reading/Reflection 2 GELO 1, 2, 3,4,5	
Reflection (ePortfolio) GELO 1,2,3,4,5	

SPRING 2019

Major Assignments	Minor Assignments
Interview Project	Canvas Posts

GELO 2,3,5	
Profile Essay GELO 2,3,4,5	Outlines, Drafts, Workshops
Critical Reading/Reflection 3 GELO 1, 2, 3,4,5	
Ethnographic Study GELO 2,3,5	
Critical Essay GELO 2,3,4,5	
Reflection (ePortfolio) GELO 1,2,3,4,5	

Class Policies:

Class policies are intended to ensure the smooth operation of the class and to encourage a professional working environment congenial to all. We will come up with class policies together as part of the grading contract. Once we come up with them, I will also post them here in the class syllabus (and they'll already be in the contract). These policies will include clauses on office hours, deadlines, emailing your professor, workshops, makeups, laptops, phones, and absences and tardiness.

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/>

Daily Schedule

WEEK 1

8/21/18

Introduction to class, peers, and books

Introduction to Grading Contract

Freewriting: “Why am I here?”

For next time: work on grading contract (initial ideas); buy books

8/23/18

Intro to class syllabus

Intro to *Rereading America*

In class reading: pages 1-3

Grading contract workshop—assignment value

For next time: work on Grading Contract; bring draft of Grading Contract to class on 8/28; read pages 4-14

WEEK 2

8/28/18

Name game!

Grading Contract workshop continued—class etiquette and policies

Discussion: critical thinking and reading

For next time: read pages 15-19 in Rereading America; finalize Grading Contract

8/30/18

Bring Grading Contract to class

Post Grading Contract to Canvas by 8/31

Discussion: Harmony at Home image (p. 15)

Discussion: Before reading questions (p. 19)

For next time: read Gary Soto’s “Looking for Work” (pages 19-24)

WEEK 3

9/4/18

Canvas Post #1

Discussion: Gary Soto’s “Looking for Work”

Discussion: “What We Really Miss About the 1950s”

For next time: read pages 44-52 in RA

9/6/18

Discussion: questions on p. 52

Lesson: Visual Rhetoric

Visual analysis: pages 54-59 (Canvas Post #2)

For next time: read Ballenger's "Reading Inquiry" chapter on Canvas

WEEK 4

9/11/18

Discussion: reading as inquiry

Practice: reading as inquiry

In-class reading: "from To the End of June: The Intimate Life of American Foster Care" (for reading inquiry practice)

For next time: finish "End of June"

9/13/18

Intro to rhetoric

Discussion: End of June

Canvas Post #3

For next time: read "Translating Assignments" (PDF on Canvas)

WEEK 5

9/18/18

Intro to CRR 1

Discussion: writing process

In-class freewrite: "what do you think college writing means?"

For next time: review CRR 1 prompt & bring initial ideas to class; read Kerry Dirk's "Navigating Genres" (PDF on Canvas)

9/20/18

In-class freewrite: CRR1

Practice writing process

Pre-writing for CRR 1

Lesson & discussion: rhetorical genres

For next time: prepare for CRR 1 in-class essay

WEEK 6

9/25/18

In-class Essay: CRR 1—Bring your laptops or tablets!

Post CRR 1 on Canvas

9/27/18

Canvas Post: CRR 1 Reflection

Discussion: CRR 1 Reflection

Intro to Marriage Markets
Review: rhetorical genres
For next time: read pages 77-84 in RA

WEEK 7

10/2/18

Lesson: Entering Class Discussions
Canvas Post #3
Discussion: "From Marriage Markets" (practice Entering Class Discussions)
Lesson: How to write emails to professors

10/4/18

Intro to the Personal Essay
Personal Essay samples review
Lesson and discussion: audience awareness
Activity: audience awareness
For next time: read Ballenger's "Personal Essay" chapter (PDF on Canvas)

WEEK 8

10/9/18

Canvas Post #5 (on Ballenger)
Discussion & activities: Personal Essay
Prewriting: Personal Essay
For next time: bring initial ideas for Personal Essay

10/11/18

Personal Essay workshop
In-class writing: Personal Essay
Discussion: conferences with professors on writing
For next time: write Personal Essay and bring to class on 10/16

WEEK 9

10/16/18

Lesson and discussion: Peer Review & Peer Review etiquette
Peer Review: Personal Essay
Start Personal Essay Conferences
For next time: revise Personal Essay

10/18/18

Personal Essay Conferences

For next time: revise Personal Essay; read “Why Are All the Cartoon Mothers Dead?” by Sarah Boxer (pages 86-94)

WEEK 10

10/23/18

Grammar interlude

Lesson: Constructing Arguments (PPT)

Practice: arguments (verbally) on Marriage Markets and Cartoon Mothers

10/25/18

Intro to the Blog project

Pick groups/partners in class

Lesson & discussion: Thesis Statements (PPT)

DUE: Personal Essay on Canvas by 10/28

For next time: work with group and decide on blog topic

WEEK 11

10/30/18

Blog project writing day!

Lesson & discussion: body paragraphs (PPT)

11/1/18

Lesson & discussion: integrating quotes into your writing

Lesson & discussion: value of evidence in writing

Review: audience awareness

Group work time

For next time: bring working (first draft) of blog to class

WEEK 12

11/6/18

Blog workshop & conferences

For next time: revise and finalize blogs; read pages 101-104 in RA

11/8/18

Blog Showcase Day!

Discussion: the myth of education and empowerment

Group discussion on “Fast Facts” (p. 100)

Start reading in class: Mike Rose’s “I Just Wanna Be Average” (p. 123)

For next time: finish reading “I Just Wanna Be Average”

WEEK 13

11/13/18

Intro to CRR 2

Discussion: Rose's "I Just Wanna Be Average"

For next time: prepare for in-class essay CRR 2

11/15/18

In-class CRR 2—bring laptops or tablets!

Post CRR 2 on Canvas

WEEK 14

11/20/18

Intro to Self Reflection & Portfolio

Prewriting for Self Reflection

11/22/18

THANKSGIVING HOLIDAY!

WEEK 15

12/4/18

Self Reflection & Portfolio workshop

For next time: finalize Self Reflection; bring portfolio materials to class

12/6/18

Post Portfolio to special Canvas site

LAST DAY!!