

San José State University
Humanities and Arts, Department of English and Comparative Literature
English 1AF & English 1AS, Stretch English I and II
Section 13 Fall 2019 & Spring 2020

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Office Hours:	Tuesdays and Thursdays 10:30am-11:30am, and by appointment
Class Days/ Time/Location:	12pm -1:15pm in Sweeney Hall, Rm 411
Required Materials:	Subscription to <i>The New York Times</i> Subscription to Eli Review (codes will be given in our first meeting) Binder Paper Access to Internet during 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.
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.

Together We Will Explore How 21st Century Literacies Relate To Global Citizenship

"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

As our nation was being formed, one idea that was very important to our founders was to establish the freedom for its citizens to be allowed to voice their own opinions without fear of tyranny from the government. This was key in order to create a society that felt fair for all of its citizens. By allowing and encouraging all members of a society to have a voice and possessing the right to be heard, it is possible to engage in dialogues that serve everyone. But how do we access the information being shared that we can respond to? How do we become and stay informed? In his quote, Thomas Jefferson praises the role that newspapers play in the part of allowing its citizens to express their opinions. Currently, there are a myriad of ways that we can get information, but how do we judge if it's good information?

Your years in college are years of exploration and discovery. Together we will establish a daily pattern of reading *The New York Times*, along with other texts and modalities, to explore the ways that we as global citizens 'join in the conversation' through reading and writing, to observe where in our communities do we experience or witness civic engagement, and determine whether (or not) the current platforms available serve to effectively engage users of those platforms and allow for civil discourse.

SJSU studies include an emphasis on diversity. I chose *The 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.

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. This course is designed 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

This year-long Stretch invites you into a learning community and gives you the extended time to create good habits around college writing. Starting in the fall, through a variety of activities, writing assignments, projects in this course, you will continuously practice together in a community all phases of the writing process: prewriting, organizing, writing, revising, and editing that will allow you to meet the course's GELOs. In the spring term, provided that you successfully complete the fall course, you will enroll in Stretch English II and continue to work in the same cohort from the fall.

What happens if you don't successfully complete the fall course? You will enroll in English 1A in the spring to complete your A2 requirement in one semester. If you successfully complete English 1A in the spring (with a grade of C- or better), you will still complete your A2 requirement within your first year of study at SJSU.

For more information on the Stretch Curriculum designed to meet these learning outcomes as well as information about how to earn A2 credit, see the Stretch English Program Syllabus:

<http://www.sjsu.edu/english/ENGLgreensheets/2016ENGLfall/Stretch%20Program%20Syllabus.pdf>.

(all English department syllabi can be found here).

Table 1 maps how the yearlong course will meet Written Communication I requirements and standards as well as the GE learning objectives.

Assignment	Assignment	Total Words	Assignment Type	Term	GE Learning Objective
Critical reading/ reflection	Essay 1 Essay 2 Essay 3	2100	in-class writing	F F S	GELO 1, 2, 3,4, 5
Data-driven analyses	Personal Essay Interview Ethnography	2800	out of class writing	F S S	GELO 2, 3, 5
Major Essays	Op/Ed Profile Essay Critical Essay	2950	out of class writing	F S S	GELO 2, 3, 4, 5
Reflection Essays Portfolio/self-reflection essays	Major Essay Reflections (3) Midyear Final	4000	in-class and out of class writing	F S	GELO 1, 2, 3, 4, 5

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

Here's An Overview Of The Work That You'll Do

This Course Is A Shared Curriculum

Table 1 outlines the major writing assignments for all Stretch English courses. 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. All stretch cohorts complete the same major assignments.

Reflection Is A Vital Part Of Your Learning

Identifying and giving a name to what you know solidifies that learning that you do – it's difficult to purposefully and correctly execute a task and obtain the expected outcome if you cannot name that task. So you will be asked often to reflect on what you are accomplishing and assemble these reflections (with evidence) into portfolios:

Your Reflection on College Writing Portfolio. In summer, you wrote essays to reflect on college writing before deciding to take Stretch English. You will compile the writing you submitted to the Reflection on College Writing modules into an ePortfolio in the first two weeks of the fall course. This writing portfolio begins your official writing assessment at SJSU. You will return to these earliest SJSU writing samples as you move from course to course; from course to course, you will be able to gauge how far you have come!

Midyear Self-Reflection and Portfolio Review. At the end of the fall term you will submit a portfolio for Stretch instructors to review. This portfolio will contain two essays from your fall coursework: the first critical reading-reflection essay and the first major essay (essay for a public forum). You will also submit a reflection on these two essays, written in class, comparing them to assess your progress toward the learning objectives for the first half of the course. Stretch faculty members will read your reflection essay to assess your midyear progress. This midyear self-assessment is also a rehearsal for the A2 assessment you will complete in the spring, which follows the same assessment design.

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 two samples of your writing from the past: the pre-instruction Reflection on College Writing critical essay, and your final critical essay in Stretch English. Your portfolio will be assessed by two Stretch faculty members, using a common scoring guide to determine your progress to proficiency as a college writer as defined by the goals of GE Area A2.

You will also keep 2 journals that will hold frequent reflections for you: a Writer's Journal (referenced as WJ in the assignments) and a Reader's Journal.

Our Daily Learning Activities

As explained in the home page on Canvas, a schedule of reading and writing assignments will be set forth in each module. This information is subject to change as needed (we may want to spend

more time on some topics - we will see how this unfolds!) but I will do my best to keep it updated. I will always write down the assignments on the board at the beginning of each class. Many of your weekly assignments will be due days that we do not meet for class - be prepared for that. Come every day prepared to do writing and reading – to explore ideas, share research, analyze source materials, critique samples, and workshop drafts. Please be prepared to bring your laptop or tablet to class; you will frequently need access to the internet and Google Docs. If you do not have one available, laptops and tablets are available to be checked out in the library.

The Time You Will Spend On This Work

Faculty at SJSU design a 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 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>.

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.

How Your Work Will Be Assessed And Graded In This Course

Grading for this course is based on a contract. Simply fulfilling the obligations outlined in the contract earns you a B. Going above and beyond (“the extra mile”) earns you an A. What that looks like can vary: obvious extra effort on the assignments (when I tell you the average paper is 3 pages and you produce 5 well-written and relevant pages); extra practice in a specific and directed component of writing (grammar, spelling, and punctuation); attending a school sponsored lecture on a relevant topic to what we are exploring in class and producing a written reflection on what you gleaned from the experience; or even rewriting submitted work that could use more revision time - this resubmission will require the original submission, a revision plan, and the revised work. Not fulfilling your duties under the contract earns you a grade lower than a B. You will quickly note in our class that there is a continual process of “Read/Reflect/Review/Revise” spread out over 2 weeks, with a lot of discussions in between. Keep up (come to every class, prepared) and engage with this process and you will be fine.

For each assignment, you will be given a detailed guide or rubric outlining how your work will be evaluated. Each out of class assignment will be reviewed both as a process and as an end product (show your work!).

Additionally, University Policies regarding grading in Stretch English are as measured in two parts. Grades in the fall are based on measured progress toward proficiency in the learning outcomes 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 of the CLO categories to earn credit in English 1AF. In the spring, a final grade of C- or better in English 1AS is needed to satisfy GE Area A2.

How Grades are Calculated: Final grades for Stretch English are based on the work that you produce in both semesters. At the end of the fall semester, you'll be awarded with a C(credit)/NC(no credit) grade, and at the end of the spring semester, you'll be awarded a letter grade based on your meeting of the criteria in the course contract.

How To Be Successful In Our Class

While we will spend some time in our first class meeting determining our classroom norms and what you come up with may change what I have written here, there are a few norms that I would like to suggest so that we can meet the requirements of our coursework. They are as follows:

Attend Every Class Come to class on time, every time. Practice SLANT behavior (Sit-up, Lean-in, Ask questions, Nod your head to show that you are listening, Talk with you teacher and classmates), and stay for the duration. No amount of solitary make-up work can replace missed collaboration in the classroom. If you miss a class for any reason, please hold yourself responsible to find out what you missed. You have several resources you can draw on to find this out: You can consult the syllabus or check schedule updates in Canvas to find out what work you missed; your classmates may be able to provide you copies of notes or a summary of the lessons they learned; there may be assignments or class work posted among the discussions in Canvas. With over 66 students to communicate with this term, it is not feasible that I be your sole resource. I am available during office hours and by appointment to help you locate assignments and course materials and to understand them. But I cannot repeat the lesson for you. Emailing me is not a resource for finding such information. Workshop days are very difficult days to miss and cannot be fully made-up. If you miss a workshop day or come unprepared (missing a hard copy of your draft) you may receive partial credit by scheduling a visit outside of class time to the Writing Center and obtain a proof sheet from your tutor of your visit along with the draft that was reviewed.

Visit me During my Office Hours. These hours are for your benefit and in college there is an expectation that you, as a student, will take responsibility for your own educational experience. Occasionally, I do bring in baked goods J.

Turn in All Work On Time. As a rule, without **prior** communication via face-to-face discussion or email, deadlines must be honored and I will not accept late work. With prior communication so that alternatives can be put into place, I will accept late work accompanied with proper documentation (doctor's note, mechanic's bill, athletic commitment, etc.) and the work must be turned in by the newly assigned due date; there are no exceptions to this. These policies are in place to be fair to your classmates who also have demanding schedules, and as Stretch is a sequenced step-by-step, collaborative approach to developing your writing, missing an original due date is very cumbersome to everyone in the class.

Share Your Work and Your Opinion. We will be sharing our work in class and online, as part of a collective inquiry into reading and writing. Your work and your classmates' work represent models of various approaches to thinking and writing. You can earn participation points by completing in-class workshop activities and by posting to the Discussion board assignments. Participation is worth a

total of 15% of your entire grade, so participating fully is not only beneficial to your writing and to the collective community in our classroom, but also beneficial for your overall grade!

Follow Standards of Good Classroom Etiquette. Be courteous to one another and be respectful of all of the opinions shared in our classroom and in our shared online discussions. We are a diverse group and can learn so much more from each other when we feel comfortable enough in our community to share. Class is best when we are all participating in the same conversation, together. We will at times be using internet-ready devices in the classroom; please make the wise choice to stay on task at these times and ignore the urge to check your social media, unless asked to do so by me for the sake of the discussion at hand. Please remove earbuds in our classroom. If you are going to eat during class, make it a light snack that won't interfere with your participation. While I love heavily fragrant and crunchy foods, such items can be distracting to others. Many classrooms do not allow any food or drink, so please be mindful about your nutritional needs before you come to class (on time!). Recording in our classroom is never allowed without the express consent of all. If you wish to record something, please let me know beforehand so that I can obtain permission from the class.

Follow Your Obligations Under the Student Contract. -which will be determined after the classroom norms are set.

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/>

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 S 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, however, is graded CR/NC. To receive credit in the fall semester, you must honor my grading contract and demonstrate significant, measurable progress throughout the semester. We will expect to see enough progress to suggest that you are on track to earn a C- or better in the spring term.

Please note that the spring grade in Stretch includes the work that you do in the fall. All of the coursework, both fall and spring, comprises the work of one general education course requirement: GE Area A2. This syllabus outlines above how your coursework is graded and accumulated into the final course grade.

See University Policy F13-1 at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details on your right to understand your grades.

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 MyJSU and Canvas to learn of any updates to our schedule.

Schedule of Major Assignments in Stretch English for Fall 2019 & Spring 2020

The schedule below is intended to provide tentative dates for major assignments. This projected schedule is based on the shared curriculum and for what has worked for me in the past, but that may be different this year. 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 in Canvas as we work together this year to develop your writing. I will publish an updated schedule of assignments with each new module.

19 September	CRR#1 - Letter Home
17 October	Personal Essay
14 November	Op Ed Essay
21 November	CRR#2 - Reflection
5 December	Fall Portfolio
13 February	Interview & Profile
25 February	CRR#3
17 & 19 March	Ethnographic Presentations
23 April	Critical Essay
7 May	Spring Portfolio