

San José State University

Humanities and Arts, Department of English and Comparative Literature

English 1AF and 1AS, Stretch English I and II

A Year In Transition: Moving to Higher Education

Fall 2018 & Spring 2019

Instructor: Bryan Hoffer, M.A.

Class Schedule:

- Section 07 TuTh 9-10:15, Clark Hall Building 111
- Section 11 TuTh 4:30-5:45, BBC 128

Email: bryan.hoffer@sjsu.edu

Office Hours: FO 226 Tu 3-4pm, Th 3-4pm or by appointment

Prerequisites:

The *Reflection on College Writing* 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. You must 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.

What We Will Study Together in Stretch English

This course, *A Year in Transition: Moving to Higher Education*, will be focused around the experience of acclimating to a new academic and social environment.

Stretch II is the second semester of a yearlong ENGL 1A. In the course we will explore the dynamics, genres, and goals of college writing, and develop a writing process to leverage that writing know-how as you tackle college writing tasks. Through interpretation and analysis of texts, we will develop clear thinking and effective writing that give form and coherence to complex ideas. We practice these skills by writing for various audiences and rhetorical situations, and in various forms.

Stretch extends your course of study: Our course “stretches” the English 1A curriculum from one to two semesters, allowing us more time develop habits of mind that support college

learning, to expand writing tools and practices, and hone reading and writing skills. This added time to prepare will ensure that you are ready to transfer your writing experience and knowledge to the writing you will do in your other courses.

What You Will Learn in Stretch English I and II

This course explores 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.

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

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

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

By completing 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 and reflect on your work to gauge and define your progress. Your reflection essay will present your portfolio to your instructor and one other Stretch faculty member; 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 sentence 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 issues 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).

Through a variety of writing assignments and projects in this yearlong course, we will continuously practice all phases of the writing process: prewriting, organizing, writing, revising, and editing. As you see in the sample table, the major assignments and projects require you to produce an estimated 9500 words or more. Several of your essays will be drafted in class, both to give you experience in timed-writing situations and to give you the opportunity to observe and confer with your instructor and your cohort about your drafting process. Several assignments will give you opportunity to explore multiple modes of presenting arguments—orally, visually, in 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	Assignment	Estimated Word Count	Assignment Type	Term	GE Learning Objective
Critical reading/reflection (CRR)	CRR Essay 1	2100	in-class writing	F	GELO 1, 2, 3,4, 5
	CRR Essay 2			F	
	CRR Essay 3			S	
Data-driven analyses	Personal Essay	2800	out of class writing	F	GELO 2, 3, 5
	Interview Project			S	
	Ethnography Project			S	
Major Essays	Public Forum Essay	2950	out of class writing	F	GELO 2, 3, 4, 5
	Profile Essay			S	
	Critical Essay			S	
Portfolio/self-reflection essays	Midyear	1750	in-class writing	F	GELO 1, 2, 3, 4, 5
	Final			S	
			out of class writing		

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

The Work You Will Do in Stretch: A Shared Curriculum

Table 1 outlines the major writing assignments for all Stretch English courses. The fall writing assignments include: 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 or essay, a profile essay, a critical/reflection essay (written in class), an ethnographic project or essay, a critical essay, and a self-reflection essay.

Distributed over two semesters of study, the assignments you complete have a cumulative effect. Together, practiced in sequence, they build your reading, thinking and writing skills across genres that address different audiences and purposes. To get the full benefit, you must complete all writing assignments—that includes all daily writing, all drafts, all formal projects and essays (in class and out of class). You will not earn credit (at the midyear review) or 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 the topic our class explores over 32 weeks of instruction.

Learning to explain what you have learned through the coursework reinforces your learning. In both fall and spring you will turn in an e-Portfolio of your Stretch writing, along with an essay that reflects on your progress toward achieving the course learning objectives.

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, which you will complete as you move from course to course in your lower division writing courses.

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, submitted as a Canvas ePortfolio, is your culminating exercise in this class. It will contain the reflection essay as well as two samples of your writing: 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.

The Time You Will Spend on This Work

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 the same assignments in Stretch English, 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. All of this is expected.

Your goal in this class is to develop your capacity to write in college and in your professional and public life—and to get what you need to develop successfully. 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.

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. 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. Your peer mentor 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](http://peerconnections.sjsu.edu) 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](http://www.sjsu.edu/writingcenter) 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 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 to 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 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 a Reference Librarian

Matoush, Toby

Phone: (408) 808-2096

Email: toby.matoush@sjsu.edu

What You Need to Know about GE Area 2 Grading Policy and Year-long Grading in Stretch English

In keeping with GE policy, your final course grade for English 1AS 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.

Please be sure to note that your spring grade in Stretch includes the grades you earned in fall. All the coursework, both fall and spring, comprises the work of one general education course requirement: GE Area A2. You will find in your section syllabus an accounting of how coursework will be graded and accumulated into the final course grade.

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 C- grade in the course signifies that you are a capable college-level writer and reader of English.

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. In your section syllabus, your instructor outlines specifically our grading practices for the year: information on feedback practices, relative weights of assignments, and the grade calculations.

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

Readings/Textbooks

*Please note: digital copies of any required text/book will **not** be allowed in class, so please purchase new/used hard copies. If you have any concerns or requests, I would be glad to assess them.*

Required Texts:

(Spring)

- Kids These Days: Human Capital and the Making of Millennials by: Malcom Harris
ISBN-13: 978-0316510868

(Fall)

- College Rules!, 4th Edition: How to Study, Survive, and Succeed in College, 4th Edition
by: Sherrie Nist-Olejnik and Jodi Patrick Holschuh ISBN-13: 978-1607748526

Recommended texts:

- The Curious Writer, Brief 4th Edition by Bruce Ballenger, ISBN-13: 978-0205876655

I will provide an online copy via Canvas.

Various works that will be provided to you via digital scanned copies, or online links:

You are expected to print these out.

Two blank notebooks (8.5x11", spiral, college ruled) solely dedicated to classwork and homework free writing.

The Elements of Style (Free Digital Download - Amazon)

Courtesies

- Cell Phones and other electronic devices: *Neither seen, nor heard. Laptops for in-class formal composition writing and other authorized points only (like peer review). Use of unauthorized electronics will result in 0 classwork credit for the day.*
- Email Protocol: *Proper emailing structure below.*

From: inquiringmind@email.com
 To: isittimetogradealready@email.com
 Subject: [title], [class and section]

Dear/Hello/Good Morning/Afternoon/Evening _____,

Body: [Polite banter about the weather or observational humor, followed by an insightful, well thought out question.]

Thank you/Best/Sincerely,

 Name
 (Contact: email)

- Office Appointments: *Come see me during office hours (see top), or kindly request another appointment time using the email structure (above). **I want to help you. Please ask questions. Come to me before you are struggling and confused.***
- Readings/Homework Assignments: *Everything will be completed before the date on the schedule. This is very important as we will be discussing it during class time.*
- Late Policy: *I am always glad to help you plan and organize your time. All out of class assignments will be due by the start of the class. All in class assignments will be due by the end of class. Formal Out-of-Class late papers will be docked points per. No Informal writing assignments will be accepted late.*
- Attendance: *Come on time and be prepared to learn. I expect you to participate in class discussions and ask questions if something is not clear. Doing the work is not enough. In terms of learning, the material and active class participation makes the class more enjoyable. Because of this, attendance is very important, since missed class time is a missed opportunity to learn and have issues resolved. Please bring all of your books/literature to the class discussions.*
- Absences: *If you will miss class for a university sanctioned reason, e.g. a religious holiday, please let me know **ahead** of time using the proper protocol. If you are sick, you will need to make sure that your assignments will be submitted as normal. For the Midterm and Final, only written formal approvals through the college will be considered.*

Writing Assignments

Formal:

Formal Writing Assignments, which are essays and major projects, must be submitted online via Canvas. If I suspect plagiarism, I will manually input it into Turnitin.com. Feel free to check for plagiarism on your own using the Turnitin.com tool before submitting your work.

Standard MLA/APA Formatting for all papers:

<https://owl.english.purdue.edu/owl/resource/747/13/>

Late papers will be docked 10% per day

Informal:

Informal assignments will consist of classwork and homework assignments that will be completed individually or in groups depending on the assignment. Some will be submitted in class via spiral notebooks and others will be submitted via Canvas.

Please note that no late work will be accepted on the informal writing assignments. That being said, I am always glad to talk to you regarding your circumstances before assignments are due, so that we can discuss my recommended plan of action.

Grading for the academic year

Total ~2000 pts possible:

Fall 2018 [Completed]

Assignment	Points	Word Count
Critical Reading and Reflection 1	50	600
Personal Essay	125	1000
Blog	150	1000
Critical Reading and Reflection 2	125	750
Self Reflection and Midyear Portfolio (ePortfolio)	150	750
General Assignments - Homework and Classwork (~40x)	~200	N/A

Total for Fall: ~800 points

Spring 2019

Assignment	Points	Word Count
Interview Questions and Transcript	50	1000
Profile Essay	200	1000
Ethnography Multimodal Presentation	100	500
Critical Reading and Reflection 3	150	750
Critical Essay	250	1200
Self-Reflection/Final Portfolio	250	1000
General Assignment - Homework and Classwork (~40x)	~200 total (5 each)	N/A

Total for Spring ~1200 points

Move the decimal place once to calculate your percent, whole numbers, no rounding.

Traditional Scale by %: 93--100=A, 90--92=A--, 87--89=B+, 83--86=B, 80--82=B--, 77--79=C+, 70--76=C, 67--69 = D+, 63--66 = D, 60--62 + D--, below 60 = F

Please note that grading and other policies are approached holistically and reflective of the department's philosophy and goals. You can refer to details noted here:

http://www.sjsu.edu/english/frosh/program_policies/index.html

From SJSU:

Grading: 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.

These program policies will be incorporated and tailored with consideration of each assignment's goals and objectives as well as how it helps the reader to achieve their purpose and understanding. It will additionally evaluate how well the writer is able to present writing that has been integrated with consideration to the relevant readings.

Academic Integrity

Plagiarism is never acceptable. Never copy your own work, or someone else's. Citations and proper notation are very important in the academic world. All protocol on plagiarism and academic integrity can be referred to in your student handbook. Plagiarism can result in your expulsion from the class and/or the school.

Important Dates:

<http://www.sjsu.edu/provost/docs/Final%2006.25.2018.pdf>

Tentative Schedule

Please note that this schedule is subject to shift with the ebb and flow of the class. Please check our Canvas course for the most up to date information and minor day to day homework assignments. Other articles will be added to the schedule via Canvas based on current events and discussion.

Fall 2018

Guiding Inquiry: What does it mean to transition successfully from high school to college? How is writing a part of that transition?

Introduction	
Week	Readings and Major Assignments <i>(Due and discussed on the week listed, see Canvas for exact dates.)</i>
Week 1 (8/20)	<i>Read College Rules: Ch. 14 Syllabus and Introduction</i>
Week 2 (8/27)	<i>Read College Rules: Introduction, Ch. 1-2</i>
Module 1:	<i>Who am I as a college student and as a writer? What are my goals?</i>

Week 3 (9/3)	Read College Rules: Ch. 4 (pages 43-50) Discuss Planning and Structure of Writing Major Assignment: Introduce CRR 1 In Class
Week 4 (9/10)	<i>Read The Curious Writer: "Writing as Inquiry" Ch.1 and "Four Steps to Choosing a College Major"</i> Major Assignment: Complete CRR 1 In Class
Week 5 (9/17)	<i>Read The Curious Writer: "Writing as Inquiry" Ch. 2</i> Read <i>Smartphone Generation</i> Article Major Assignment: Introduce the Personal Essay
Week 6 (9/24)	<i>Read The Curious Writer Ch. 3</i> <i>Read College Rules: Ch. 7 and 8</i>
Week 7 (10/1)	Peer Review Draft of the Personal Essay <i>Read The Curious Writer Ch. 14</i>
Week 8 (10/8)	<i>Read College Rules: Ch. 17 and 18</i> Major Assignment: Personal Essay Due Major Assignment: Introduce Blog Post
Week 9 (10/15)	<i>Read The Curious Writer Ch. 7</i> Read (Part 1) <i>The Subtle Ways Colleges Discriminate Against Poor Students, Explained with a Cartoon by Alvin Chang</i>
Week 10 (10/22)	Read (Part 2) <i>The Subtle Ways Colleges Discriminate Against Poor Students, Explained with a Cartoon</i>
Module 2	What is the culture of our university? How does the university work?
Week 11 (10/29)	<i>Read The Misguided Student Crusade Against Fascism</i> by: Michael H. Schill Create College Rules for Social Change

Week 12 (11/5)	<p>Read <i>Where Are All the High-School Grads Going?</i> By Alia Wong</p> <p>Read <i>Some College Students Choose a School Where They Don't Fit, on Purpose</i> By Kyle Spencer</p>
Week 13 (11/12)	<p>Major Assignment: Post an Introduction and your topic on your blog site.</p> <p>Major Assignment: Introduce Portfolio</p>
Week 14 (11/19)	<p>No Class (11/22)</p> <p>Major Assignment: Blog Draft Peer Review</p>
Week 15 (11/26)	<p>Read <i>College Rules</i> Ch. 23</p> <p>Blog Due</p> <p>Major Assignment: Introduce CRR2</p>
Week 16 (12/3)	<p>Read <i>The Curious Writer</i> Appendix A: The Writing Portfolio</p> <p>Major Assignment: Complete CRR2</p>
Week 17 (12/10)	<p>No Class (12/11)</p> <p>Major Assignment: Portfolio Due</p> <p>Finals</p>
Week 18 (12/17)	Finals

Spring 2019

Week	Readings and Major Assignments <i>(Due and discussed on the week listed, see Canvas for exact dates.)</i>
Week 1 (1/22)	Syllabus and Reflection
Module 2:	<p>What is the culture of our university?</p> <p>How does the university work?</p>

Week 2 (1/29)	Interview Proposal Email (CRR2) Reflection and Edit How to Interview and Practice Interview and Profile Essay Prompt
Week 3 (2/5)	<i>The Curious Writer</i> - Writing a Profile and Samples
Week 4 (2/12)	Reflection on Interviewing Making Sense of Your Interview Data Turning your Data into a Profile Essay
Week 5 (2/19)	Peer Review of Profile Essay Personal Reflection on your Profile Essay Draft Peer Teach: Grammar Partner Lesson Creation <i>Kids These Days</i> - Introduction
Week 6 (2/26)	<i>Kids These Days</i> - Chapter 2 Profile Essay Final Draft Peer Check-In Profile Essay Final Draft Due
Module 3:	What is the purpose of a 21st century university? How can I use the university to reach my goals?
Week 7 (3/5)	Continued: <i>Kids These Days</i> - Chapter 2 CRR3 Prompt Compose CRR3 (In Class)
Week 8 (3/12)	Ethnography Project Prompt Ethnography Project - How to choose? And What to look for? <i>The Curious Writer</i> - Writing an Ethnographic Essay
Week 9 (3/19)	Meeting and Ethnographic Preparation Meetings - Personal Growth as a Writer and Reader
Week 10 (3/26)	Ethnography Presentations and Reflection
Spring Break	-----
Week 11 (4/9)	<i>Kids These Days</i> - Ch 3,3.1,3.6,3.8

	Reflection: Who is a university made up of? What is their purpose? What is your purpose? Assign Critical Essay
Week 12 (4/16)	<i>The Curious Writer</i> - Writing a Critical Essay Connecting Reflection to Critical Essay
Week 13 (4/23)	Critical Essay Rough Draft Peer Teach: Grammar Partner Lesson Creation
Week 14 (4/30)	Critical Essay Final Draft Check-In Critical Essay Final Draft Due Measuring your Progress as a Writer
Week 15 (5/7)	Final Self-Reflection and E-Portfolio
Week 16 (5/14)	Finals
Week 17 (5/21)	Finals

