

writing styles that give form and coherence to complex ideas and feelings. A grade of C- or better signifies that the student is a capable college-level writer and reader of English.

Course Description

This summer, you began preparing yourself for the college experience by attending orientation and completing your Directed Self Placement course, 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 inquiry will also challenge us to think about more abstract questions. What is the purpose of a university education anyway? 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?

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.

What You Will Learn

Our course is designed to meet what the university calls “learning outcomes” for both General Education courses and for the Stretch curriculum. I have included both of these learning outcomes for you to review.

General Education Learning Outcomes

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

Stretch English Course Learning Outcomes

These outcomes are organized into four categories. Both semesters, you will create a portfolio of your writing that demonstrates to the Stretch English faculty that you understand and can demonstrate that you are working toward meeting these learning outcomes.

Read to Learn:

- annotate a reading selection to develop a summary and response in your writing
- identify audience & purpose in several genres
- explain how genres work to serve audience and context

Read to Write:

- identify rhetorical appeals and devise strategies to effectively appeal to a specific audience
- develop a text to appeal to a specific audience
- identify choices a writer has made to produce a text
- use readings as models for your own writing strategies
- concisely, accurately explain and critique information and ideas from your reading
- use information gleaned from your reading as evidence in your text and cite that information
- use quotation & summary to create context for readers

Write with an Increased Awareness of the Process:

- discuss specific strategies for prewriting and revision that have worked for you
- repurpose acquired skills and information to tackle new writing problems

Read and write with an increased awareness of the language you use:

- identify new grammatical forms and imitate them
- analyze and discuss the structure of sentences and the grammatical choices you make
- identify editing problems in your own writing
- identify and apply effective strategies for editing your work
- identify and apply effective proofreading strategies

Meet with Your Embedded Tutor

This semester, our learning community will include an Embedded Tutor! Mary Tran, our Embedded Tutor, is a SJSU student who has been trained to assist you as you work to achieve your learning goals in this course. She will be available to support you in two ways:

1. She will attend class and can assist you during class time.
2. She reserves time each week to assist you one-to-one with ANYTHING related to your language development. That means she can help you with assignments for our class or for other classes. She might also assist with other writing you might need to do, like filling out an application form or writing a job letter.

Think of Mary as a person who has been in your shoes, knows a lot, and has access to the resources SJSU has to offer. She can assist you with your writing, but she can also direct you to resources across the university that can help you with many other things, from personal concerns (like coping with stress) to financial concerns (like figuring out how to manage your student loans). Last year, students in this course found that working with an Embedded Tutor fast-tracked their writing development—so take advantage of this resource and make an appointment to meet with her as soon as possible.

How to Find Course Assignments and Materials

We will use Canvas, the online learning management system, *a lot* in this course. Luckily, if you completed the Reflection on College Writing course this summer, you already have some experience using Canvas. I have already posted our course syllabus to our Canvas site so you have easy access to it. I will post other documents to Canvas throughout the year, like readings or collaborative writing that we do in class. I will also use Canvas to make announcements before or after class and to create assignments or discussions that you will need to complete before the next class meeting.

Please hold yourself responsible for checking Canvas frequently and for resolving technical problems you may encounter. Below are some resources that will help you to do that:

IT Help Desk: 408-924-1530 or ithelpdesk@sjsu.edu

Website: <http://its.sjsu.edu/support/student-support/>

The Texts We Are Using and Where to Find Them

- *College Rules! How to Study, Survive, and Succeed in College*, 4th Edition, Sherrie Nist-Olejnik and Jodi Patrick Holschuh, ISBN-13: 978-1607748526
- Readings available on Canvas
- A folder or a three-ring binder specifically for this class

College Rules! is for sale at the Student Book Store in the Student Union but you can also purchase it online if you find it cheaper. I have provided the ISBN number for your convenience.

Your Grade

This semester you are enrolled in Stretch English I (ENGL 1AF). Next term, provided you successfully complete the fall course, you will enroll in Stretch English II (ENGL 1AS). You will study with the same instructor and writing colleagues from fall.

This first semester of Stretch, you will earn either a CR (Credit) or a NC (No Credit). If you receive a CR grade for the fall semester, you will be eligible to continue the course (English 1AS) in the spring. You will need a final grade of a C- or better in English 1AS to satisfy GE Area A2.

What happens if I don't earn credit in the fall course?

If you earn No Credit in fall, you will enroll in English 1A in the spring to complete your Area A2 requirement in one semester. If you successfully complete the spring English 1A (with a grade of C- or better), you will still complete your A2 requirement within your first year of study at SJSU.

Grading Contract

[Note: The language for this section is adapted from Composition and Rhetoric scholar Asao Inoue's grading contract.]

Your grade in this course will be tabulated differently than you may have experienced in the past. Most writing courses require that you submit papers and then get them back from your instructor with a grade. The grade that you receive then determines the way you engage with the work of the course. So if you scored highly, you feel like you've already mastered writing a college paper. If you got a lower score than you expected, you have to try and figure out *why* and that can be hard to do. Your instructor's comments may or may not help you understand why you got the grade you did. You might feel like you have to need to read your instructor's mind to find the key to getting an "A". You may avoid taking risks in your writing because you're afraid you will be punished with a low score. (And guess what? Taking risks and failing is the best way to learn). In any case, all of your attention becomes focused on grades, *not* on writing.

For these reasons, our course will use a grading contract. Rather than submitting written work for individual scores, *a grading contract gives you credit for developing the behaviors that make for confident, effective writing.* You will still get feedback—and lots of it. But you won't be working for my approval or for a higher paper grade.

Thus the default grade for the course is a "B." If you stay on top of your work this semester, engaging in the writing process that we establish throughout the year and if you continue to develop your writing process in order to gain more intensity in your writing, then you'll get a "B". If you forget to do assignments, habitually turn in assignments late, do not attempt to increase your work's intensity, or do not actively engage with our learning community, your grade will be lower.

You are guaranteed a grade of "B" if you meet the following conditions:

- Commit to increasing the intensity of your writing each semester
- Engage actively in the activities of our learning community in class
- Engage actively in all writing workshops
- Complete all major writing assignments on time, following the guidelines
- Complete weekly assignments on time, following the guidelines
- Complete and submit both the mid-year and final portfolios on time

- Arrive in class on time regularly (arriving late no more than three times per semester)
- Schedule and attend one tutoring session outside of class with Mary Tran, our course's Embedded Tutor

For an "A":

In addition to fulfilling the requirements of a "B," you must meet the following conditions:

- Become a good citizen of our learning community both semesters by contributing in tangible, significant ways to our class
- Schedule and attend more than one tutoring session outside of class with Mary Tran, our course's Embedded Tutor

The quickest way to slide to a "C," "D," or "F" is to miss enough class that you can't engage fully in our learning community, to not turn things in on time or to ignore assignments, turn in sloppy or rushed work that doesn't count as a complete assignment, or show up without assignments.

Grading Breakdown (Per Semester)

Grade	Late Weekly Assignments	Late Major Assignments	Missed Weekly Assignments	Missed Major Assignments
A	0	0	0	0
B	2-3	0	1	0
C	4-5	1-2	2-3	0
D	6	3	4-6	1
F	7 or more	4 or more	7 or more	2 or more

Plea. I (Faith Kirk), as the administrator of our contract, will decide in consultation with the student whether a plea is warranted in any case. The student must come to the teacher (Faith Kirk) as soon as possible, usually before the student is unable to meet the contract (before breaching the contract), in order that he/she and the teacher can make fair and equitable arrangements, ones that will be fair and equitable to all in the class and still meet the university's regulations. **You may use a plea for any reason, but only once in the semester.** Please keep in mind that the contract is a public, social contract, one agreed upon through group discussion and negotiation, so my job is to make sure that whatever agreement we come to about a plea will not be unfair to others in class. The plea is NOT an "out clause" for anyone who happens to not fulfill the contract in some way; it is for rare and unusual circumstances out of the control of the student.

By staying in this course and attending class, you accept this contract and agree to abide by it. I (Faith Kirk) also agree to abide by the contract, and to administer it fairly and equitably.

Major Assignments

Fall 2018:

Item	Word Count
Critical Reading & Reflection 1	600
Personal Essay	1000
Blog	1000
Critical Reading & Reflection 2	750
Self-Reflection & Midyear Portfolio	750

Spring 2018:

Item	Word Count
Interview Questions & Transcript	1000
Profile Essay	1000
Ethnography Multi-Modal Presentation	500
Critical Reading & Reflection 3	750
Critical Essay	1200
Self-Reflection/Final Portfolio	1000

Course Policies

Attendance: Coming to this class regularly is important. I want to know what you think. I want other students to know what you think. I want to hear you discuss your writing, the writing of other students, and the writing of professionals.

Missing Class: 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 and announcements 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.

I am available during office hours and by appointment to help you locate assignments and course materials and to understand them.

Office hours: Each week, I hold office hours, which means I sit in my office ready and waiting to talk with you about what you need, what you want to accomplish, and how I can help you do that. You can either drop on by or email me to make an appointment!

Plagiarism: Plagiarism is when you take someone else's words or ideas and pass them off as your own. While plagiarism is wrong, asking about it is not! If you are not sure if something counts as plagiarism or not, go ahead and ask me, either in class, individually before or after class, or via email. After teaching for many years, it is pretty obvious to me when a writer forgets to cite a source or does not understand how to cite a source correctly. However, it is also obvious when a writer blatantly inserts someone else's language or ideas into their own writing. If I find a case of plagiarism that is not the result of misunderstanding or incorrect citation, I will refer the student to the university for disciplinary action.

Our Class Atmosphere

Our classroom is a learning environment where everyone's right to explore ideas needs to be respected. There is nothing wrong with disagreement and debate. In fact, saying that you disagree with someone and why you do is crucial for really doing the work of critically thinking. What *is* wrong is being disrespectful to anyone in our class or actively suppressing a colleague's ability to think, collaborate, and write. We will be practicing how to engage with each other with mutual respect.

Using your cell phone or other technology in our classroom can be, but is not always, extremely disrespectful. Everyone here is an adult and so it would be wrong of me to dictate that you cannot check the time on your cell phone or use it to look up a word or concept that you don't know. However, we live in a culture where texting or staring at your phone while we are trying to learn something is intrusive and rude. Please respect me, your colleagues, and the learning environment we all want to create by using technology respectfully in our classroom.

How to Prepare for Class

You should come to every class meeting ready to write—that is, to *explore* ideas, *share* research and reading, *analyze* source materials, and *engage* with your colleagues. 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 in your notebook so that you have it available to you when you sit down to write outside of class.

While all students will complete these same assignments, the course design cannot account for your individual needs. 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 a commitment to the work of this class and a commitment to seek out the support and resources you need.

WORK SCHEDULE SPRING 2019

WEEK 1	M 1/28 Orienting to Spring Semester & Revising Grading Contract W 1/30 Revising your email
WEEK 2	M 2/4 The Interview W 2/6 Exploring Genre
WEEK 3	M 2/11 Exploring Genre W 2/13 Drafting the Profile
WEEK 4	M 2/18 Drafting Exercises W 2/20 Profile Writing Workshop
WEEK 5	M 2/25 Guest Speaker Lisa Francesca, Communications Specialist, SJSU W 2/27 Ethnography & Multi-Modal Presentation Unit Begins Profile and Interview Transcript due to Canvas by 11:59 pm
WEEK 6: What is an ethnography?	M 3/4 Exploring Genre W 3/6 Becoming a Participant Observer

<p>WEEK 7: Drafting your Ethnography</p>	<p>M 3/11 Drafting the ethnography</p> <p>W 3/13 What is multi-modal communication?</p> <p>F 3/15 Submit Written Ethnography to Canvas by 11:59 pm</p>
<p>WEEK 8: Transforming your Ethnography</p>	<p>M 3/18 What is multi-modal communication?</p> <p>W 3/20 Designing a presentation</p>
<p>WEEK 9: Presenting to the class</p>	<p>M 3/25 Presentations</p> <p>W 3/27 Presentations</p>
<p>WEEK 10</p>	<p>M 4/1</p> <p style="text-align: center;">SPRING BREAK</p> <p>W 4/3</p>
<p>WEEK 11: What is a critical essay? Recognizing Genre</p>	<p>M 4/8 Critical Essay Unit Begins: Introduce Prompt</p> <p>W 4/10 How do academic writers incorporate research?</p>
<p>WEEK 12: Reading to Write</p>	<p>M 4/15</p> <p>W 4/17</p>

<p>WEEK 13: Drafting</p>	<p>M 4/22:</p> <p>W 4/24</p>
<p>WEEK 14: Getting Feedback</p>	<p>M 4/29 Writer's Workshop</p> <p>W 5/1 Using your feedback to revise</p>
<p>WEEK 15: Working toward the ePortfolio</p>	<p>M 5/6 EPortfolio Unit Begins Reflecting: What did you learn? Identifying CLOs</p> <p>W 5/8 Finding and Incorporating Evidence Drafting Reflection Essay</p>
<p>WEEK 16</p>	<p>M 5/13 Last Day of Instruction Submitting ePortfolio</p>