

**San José State University**  
**Humanities and Arts, Department of English and Comparative Literature**  
**English 1AS, Stretch English, Section 37**  
**Spring 2019**

<b>Instructor:</b>	Tyson Morgan
<b>Office Location:</b>	Faculty Offices FOB 116
<b>Email:</b>	Please contact me by message through Canvas (tyson.morgan@sjsu.edu)
<b>Office Hours:</b>	Tuesday and Thursday, 1:30-2:30 p.m., and by appointment
<b>Class Days/Time:</b>	Tuesday and Thursday, 3:00-4:15 p.m.
<b>Classroom:</b>	Boccardo Business Center 130
<b>Prerequisites:</b>	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).
<b>GE/SJSU Studies Category:</b>	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.
<b>The Stretch Calendar</b>	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.
<b>The A2 Milestone for Progress to Degree</b>	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 your Stretch Instructor and all recommended support staff to achieve this milestone successfully.

### **What We Will Explore Together in This Section of Stretch: Cultural Myths in the U.S.**

In this class, our main inquiry will be how cultural myths shape identity in the United States. Our readings and written assignments will help us determine how cultural myths influence the way we see ourselves and the world around us. We'll 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'll look at specific myths like the pursuit of the "American Dream" in order to frame our understanding of coming of age in the Modern era, 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 among--and the power that comes with--applying the tools of knowledge, reading, and writing. Language is not neutral; language makes things happen.

## What We Do in Stretch English

Stretch I and II, together, fulfill the Written Communication I requirement. Courses in GE Area A2 cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing in the university. Students in these courses develop college-level reading abilities, rhetorical sophistication, and 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.

***The yearlong Stretch invites you into a learning community:*** This semester you are enrolled in Stretch English I. Next term, provided you successfully complete the fall course, you will enroll in Stretch English II. You will study with me and your same classmates from this semester. Together your class will continue to use reading and writing to explore cultural myths in the United States.

***What happens if I don't earn credit in the fall course?*** If you earn No Credit in the 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.

### 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

Through a variety of writing assignments and projects in this yearlong course, you will continuously practice all phases of the writing process: prewriting, organizing, writing, revising, and editing. As you'll see in the sample table on the next page, the major assignments and projects require you to produce several texts of varied length and complexity. Several 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 cohort and me about your drafting process. Assignments provide the 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	Words	Total Words	Assignment Type	Term (F/S)	GE Learning Objective
<b>Critical reading/reflection</b>	Essay 1	500	1850	in-class writing	F	GELO 1, 2, 3,4, 5
	Essay 2	600				
	Essay 3	750				

<b>Data-driven analyses</b>	Personal Essay Interview Project Ethnography Project	1000 850 1000	2850	out of class writing	F S S	GELO 2, 3, 5
<b>Major Essays</b>	Blog Profile Essay Critical Essay	750 1000 1200	3000	out of class writing	F S S	GELO 2, 3, 4, 5
<b>Portfolio/self-reflection essays</b>	Midyear Final	750 800	1550	in-class writing out of class writing	F S	GELO 1, 2, 3, 4, 5

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

For more information on how the Stretch Curriculum designed to meet these learning outcomes, see the Stretch English Program Syllabus on our Canvas page and on the department website. There you will be able to find the Stretch Course Learning Outcomes (CLO's).

### Required Texts/Readings & Materials

You can purchase the following texts from the bookstore, or from Amazon.com or other online vendors.

Ballenger, Bruce. *The Curious Writer - Brief Fifth Edition (5th Edition)* ISBN: 9780134080383

Colombo, Gary, et al. *Rereading America – Tenth edition* ISBN: 978-1-4576-9921-4

Moore, Wes. *The Other Wes Moore* ISBN: 978-0-385-52820-7

Please also bring a laptop or tablet to each class, as well as writing utensils and lined notebook dedicated to this class.

## How We Will Work Together as Researchers and Writers

### Why Participation Is Important

Much of what you'll take away from this course will be how you and your peers interact with our main inquiry--*not* my own personal thoughts about the inquiry--and so your collaboration with each other is crucial. Class participation does not simply mean that you are physically present in class. You must contribute to class discussions, listen to your peers, take notes as necessary, have the required class materials, and come to class with all assignments completed. I want you to see participation in class discussions as a way to enhance our learning community and to construct a network of knowledge together. Dialogue is not only about talking or deepening understanding, but it is a co-operative activity involving listening and respect. With that in mind, it is important to be respectful of thoughts and opinions of all members of our group even if they differ from our own on controversial material. Also, please keep your cell phone away and turned to silent mode during class, as it's a distraction.

### How You Can Find Out About Work Missed Due to an Absence

If you miss any regular class (not including in-class essays and exams), it's your responsibility to find out what you have missed by checking Canvas or contacting a classmate. Please contact me about missed material only if you've tried these avenues first.

## How and When You Can Make Up Missed Essays and Exams

If you're going to miss an in-class essay or exam, you must message me through Canvas before the deadline to arrange for a make-up that must be completed within two weeks after the due date. If you miss an in-class essay without communicating by the due date, you won't be able to make it up. For essays and projects completed out of class, there is a full grade penalty for each day the assignment is late (e.g., a B would become a C). Keep in mind that presentations can't be made up unless there's an exceptional circumstance.

## How and When You Can Contact Me to Request an Extension

If you know of any conflict ahead of time and need an extension, you must message me in advance to set up a time to discuss your circumstances. Extensions are considered on individual basis and granted only in exceptional situations.

## How to Reach Me

Please message me through Canvas rather than emailing me directly. I'll usually respond within 48 hours, though I'll rarely respond to messages on the weekend or after five p.m. during the week.

## Office Hours

You're welcome to walk in during the scheduled hours stated on the first page of this syllabus. If you want to make sure to have a specific time reserved during office hours, please message me at least 24 hours in advance. Students with appointments during official office hours get priority over the walk-ins. If you cannot come during office hours, please message at least 48 hours in advance to set up an appointment.

## The Work You Will Do in This Course: An Overview

### How Your Performance Will Be Graded

Please refer to the following grade calculations.

A (93%-100%)	B- (80%-82.9%)	D+ (67%-69.9%)
A- (90%-92.9%)	C+ (77%-79.9%)	D (63%-66.9%)
B+ (87%-89.9%)	C (73%-76.9%)	D- (60%-62.9%)
B (83%-86.9%)	C- (70%-72.9%)	F (0%-59.9%)

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 demonstrate measurable progress of the GELOs **to earn credit (CR)** in Stretch 1AF. Your final grade in Stretch English is based on both semesters of work. The Fall semester is weighted at 40% and Spring at 60%.

### Fall Semester (40% of total course grade)

Assignment	Description	In-Class / Out of Class	Minimum Word Count*	Percentage Value
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<b>Critical Reading / Reflection 1</b>	Taking into account your own experience/ observation/ research, and the readings that you have explored in this unit, articulate your views of family myth.	IC	500	4%
<b>Personal Essay</b>	Choose a single aspect of your personal history that has shaped who you are today. First, describe, in detail, a single event that showcases this aspect of you. Then, discuss the broader significance of this aspect of you that shapes how you see the world around you.	OC	1000	6%
<b>Presentation</b>	Presentation of Blog Essay	IC		1%
<b>Blog Essay</b>	You will write an elaborate blog post to showcase a problem. Your audience will be dependent upon where your blog is and what demographic it reaches. The blog should be informative and persuasive in tone. You will incorporate visual and multi-modal elements.	OC	1000	8%
<b>Critical Reading / Reflection 2</b>	For this paper, you will analyze the cultural myths about education, money and success.	IC	600	5%
<b>Unit Work</b>	Readings, activities and informal writing exercises that are part of the process of growing your expertise on the topic.	IC/OC	1000	5%
<b>Writing Process</b>	Drafts must be submitted on time to receive full credit because this allows you to participate in peer-review processes with rigid deadlines and to receive timely feedback on your writing as well as to provide feedback to others. Engaging in the revising and editing process with your peers is essential to developing effective writing practice.	IC/OC		3%
<b>Self-Reflection Portfolio</b>	Keep all of your work. You'll be "quoting yourself" to show your growth as a writer this semester.	IC	750	7%
<b>Final Exam</b>	Review of the terminology and concepts studied.	IC		1%
<b>Fall total %</b>				40%

### Spring Semester (60% of total course grade)

<b>Assignment</b>	<b>Description</b>	<b>In-Class / Out of Class /</b>	<b>Minimum Word</b>	<b>Percentage Value</b>
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		<b>Canvas</b>	<b>Count*</b>	
<b>Interview Project</b>	You will interview someone over 40 years old about their path to success (or not). Consider the myths we have discussed so far in this class including “The American Dream.” Consider the cultural myths that have shaped the person you are and how you perceive the person you choose to interview.	OC	850	1%
<b>Profile Essay</b>	You will use your interview to write a profile essay with a specific framework to be discussed in class.	OC	1000	10%
<b>Unit Work</b>	Readings, activities and informal writing exercises that are part of the process of growing your expertise on the topic.	IC/OC	1000	8%
<b>Critical Reading / Reflection 3</b>	We will explore the myth of the melting pot and various sub-communities by doing a critical analysis of readings.	IC	750	6%
<b>Ethnographic Study</b>	Taking into consideration the larger topic of the “melting pot” and then the sub-cultures that give people a place “to be.” You will study a sub-culture to write a report of your observations. You will make a presentation to share with classmates.	OC	1000	7%
<b>Presentations</b>	Ethnographic Study presentation. Informal presentations and share sessions.	IC		1%
<b>Critical Essay</b>	Taking into account the myths that we explored throughout the year, and especially considering “Class in America,” students will write a critical essay arguing what they believe made the difference – why did Wes #1 succeed while Wes #2 did not?	OC	1200	12%
<b>Writing Process</b>	Drafts must be submitted on time to receive full credit because this allows you to participate in peer-review processes with rigid deadlines and to receive timely feedback on your writing as well as to provide feedback to others. Engaging in the revising and editing process with your peers is essential to developing effective writing practice.	IC/OC		5%
<b>Self-Reflection Portfolio</b>	Keep all your work. You’ll be quoting yourself to show your growth as a writer for these past two semesters.	IC	800	8%

<b>Final Exam</b>	Review of terminology and concepts studied.	IC		2%
<b>Spring total %</b>				60%

## How to Format Your Writing

We'll write various types of essays this year, and not all of them will be formatted the same way. However, unless otherwise noted, drafts for peer-reviews and final submissions must be typed in Times New Roman 12 pt. font, double-spaced, with 1-inch margins all around, using an MLA header and a title.

Multiple drafts are crucial to your development this year. If you fail to submit a draft by its due date, you'll lose a full grade for each class that it's late.

### *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 (the 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 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, 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 as defined by the goals of GE Area A2.

## 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 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, however, is graded CR/NC. To receive credit in the fall semester, you must honor your instructor's grading contract and/or policies 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 notice in your section syllabus 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 2 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](http://www.sjsu.edu/senate/docs/F13-1.pdf) 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 All the 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/>

## Stretch English 1AS: Spring 2019 Course Schedule

All English Department syllabi, including this one, are available online: <http://www.sjsu.edu/english/ENGLgreensheets/index.html>.

This schedule is subject to change, so always consult Canvas for up-to-date info. All readings and work in the Assignments Due Today column are due by the beginning of that day's class. **RA** signifies *Rereading America*; **CW** signifies *The Curious Writer*.

<u>Dates</u>	<u>In class</u>	<u>Assignments / Homework due</u>
TR 1/24	Review syllabus, preview semester. Discuss Profile Essay Prompt. Discuss interview guidelines and expectations. Brainstorm potential interviewees. Interview do's and don't's. View Rachel Nichols's Interview of Jimmy Butler.	
T 1/29	Discuss <i>The Curious Writer</i> , Ch. 4. Discuss Canvas posts on interviewees and questions. Refine them.	Read <i>The Curious Writer</i> , Ch. 4: The Profile Essay. Submit interviewee paragraph and interview questions to Canvas. Make sure to have your computer or tablet for class.
TR 1/31	Discuss Profile Models: What makes them compelling? Which major questions undergird them? Why are they relevant at the moment?	Your interview/field report is due T 2/5, so consider spending some time tonight conducting it. Read Profile Models: "The Spy Who Came in from the Cold," by Ben Taub Read <i>Rereading America</i> profiles of Jay Z and Sam Walton.

		Read profile of Oprah, posted on Canvas.
T 2/5	Discuss and share interview results. Discuss student samples of profile essay. Discuss Howard University profile. Discuss homework: analysis of profile of your choice. Which sources are viable?	Interview due on Canvas. Read profile of Howard University president.
TR 2/7	Discuss profile analyses. Brainstorm structure for your own profile essay, and why it's appropriate.	Analysis of profile of your choice on Canvas, due on Canvas.
T 2/12	What is your frame? Share of profile plan.	Outline of profile due on Canvas.
TR 2/14	Profile Workshop: framing/content.	Full Draft of Profile (over 1000 words) due to Canvas, and hard copies required for peer workshop.
T 2/19	Profile Workshop: Roundtable format. Exercise: Reducing redundancy in prose.	Revise profile by focusing on peer feedback, but also include or revise whatever else seems relevant. CW Ch. 13: One useful strategy for developing my profile essay, prepare to share in class.
TR 2/21	Present from final drafts of Profile Essays. Reflection on Profile Essay. Introduce Unit 3: Myth of Success/Melting Pot. Discuss Ethnographic Project. Pre-write for Ethnographic Project.	Revise essay by focusing on reducing redundancy, but also include or revise whatever else seems relevant. <b>Profile Essay due to Canvas and in hard copy.</b>
T 2/26	Discuss <i>The Curious Writer</i> , Ch. 9. Discuss <i>Rereading America</i> readings.	Read <i>The Curious Writer</i> , Ch. 9: The Ethnographic Essay. Read <i>Rereading America</i> : "The Myth of the Melting Pot" (566-71) and "Theories and Constructs of Race" (599). Ethnographic partners and topic choices due on Canvas. Listen to Terry Gross Interview with Henry Louis Gates.
TR 2/28	Reading discussion.	Read <i>Rereading America</i> : "Gentrification" (615-9), "Land of the Giants" (645-50) Complete Canvas discussion post.
T 3/5	Discuss readings. Discuss and pre-write for CRR3. MLA for Quotations review.	Read <i>Rereading America</i> , "How Immigrants Became Other" (666-74) and "The Case for Reparations" (572-98). Complete Canvas discussion posts.
TR 3/7	<b>CRR3 in-class essay</b>	CRR 3 Outline due. <u>Green Book</u> .
T 3/12	Ethnographic Project. Analysis of Samples.	Ethnographic project observation report due. Sketch of sections due.

	Analysis of Sketches. Brainstorming structure.	
TR 3/14	Workshop. <i>Roundtable Workshop.</i>	Full draft of Ethnographic project due. Language included—not only visuals.
T 3/19	Presentation workshop, using Artifact.	Bring computer to class.
TR 3/21	Presentations. In-class feedback.	Presentations due.
T 3/26	Presentations. In-class feedback.	<b>Final Ethnographic Project Due on Canvas.</b> Reflection on Ethno Project in class.
TR 3/28	SPRING BREAK	
T 4/2	SPRING BREAK	
TR 4/4	Discuss Critical Essay. Discussion of <i>The Other Wes Moore</i> . View Wes Moore Interview.	Read <i>The Other Wes Moore</i> : Intro & Ch. 1, 2, 3. Bring <i>The Other Wes Moore</i> to class.
T 4/9	<i>The Other Wes Moore</i> discussion. Image analysis: Camden Yard.	Read <i>The Other Wes Moore</i> : Ch. 4, 5, 6.
TR 4/11	<i>The Other Wes Moore</i> discussion.	Read <i>The Other Wes Moore</i> : Ch. 7, 8, Epilogue. Afterword. A Call to Action.
T 4/16	Brainstorming for the Critical Essay.	Read <i>Rereading America</i> : “The Myth of Individual Opportunity, Intro,” p. 345; “Class in America,” p. 377; and “From Beyond Outrage” p. 399. Complete discussion post on Canvas.
TR 4/18	Reading Discussion. Workshop of Critical Essay.	First draft of Critical Essay due.
T 4/23	Developing ideas in Critical Essay.	Revise draft of Critical Essay using peer feedback. Read <i>Rereading America</i> : “The Myth of Gender, Intro” p. 463, and “Becoming Members of Society,” p. 471. Complete discussion post on Canvas.
TR 4/25	Workshop. Exercise on sentence frames.	Revise Critical Essay.
T 4/30	Present from Critical Essays. Discuss Portfolio and Year-end Self-reflection Essay.	Revise Critical Essay focusing on sentence frames. <b>Critical Essay due to Canvas and to me.</b>
TR 5/2	Portfolio Workshop.	Work on portfolio.
T 5/7	Portfolio Workshop.	Work on portfolio.
TR 5/9	Singing off on portfolio.	<b>Portfolio and Reflection due.</b>
	FINAL EXAM - TBA	

