

**San José State University**  
**Department of English and Comparative Literature**  
**English 1AF and 1AS, Stretch English I and II Section 45;**  
**Fall 2018 & Spring 2019**

|                                  |  |
|----------------------------------|--|
| <b>Instructor:</b>               | Alesya Petty   |
| <b>Office Location:</b>          | Faculty Offices 224  |
| <b>Email:</b>                    | Message through Canvas   |
| <b>Office Hours:</b>             | T 12:30-1:30 PM & By Appointment   |
| <b>Class Days/Time:</b>          | MW 10:30 – 11:45 AM  |
| <b>Classroom:</b>                | BBC 221  |
| <b>Prerequisites:</b>            | Directed Self Placement 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.<br>*To earn graduation credit in this category, you must complete the yearlong course with a grade of C- or better.  |

**What We Will Explore Together in This Section of Stretch:**

Our mainline inquiry will examine the influence of cultural myths on identity. We will explore readings and written assignments that will help us determine how cultural myths shape the way we see ourselves and the world around us. We will discuss how the creation of these myths, the sustainability of these myths, and the global perspective of these myths impact our past, present, and future as members of a learning community. We will look at specific myths like the 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 between and the power that comes with applying the tools of knowledge, reading, and writing. Language is not neutral; language makes things happen.

**What We Will Learn and Do In Stretch English I and II:**

The General Education guidelines for instructors outline five broad learning outcomes for all courses that satisfy Area A2. I have designed this course to ensure that you meet these outcomes.

**Course Description**

Our mainline inquiry will examine the influence of cultural myths on identity. We will use reading and writing to explore how cultural myths shape the way we see ourselves and the world around us. We will discuss how the creation of these myths, the sustainability of these myths, and the global perspective of these myths impact our past, present, and future as members of a learning community. We will look at specific myths such as 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. The General Education guidelines for instructors outline five broad learning outcomes for all courses that satisfy Area A2. I have designed this course to ensure that you meet these outcomes.

### 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

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

| Assignment                       | Assignment          | Words | Total Words | Assignment Type                          | Term (F/S) | GE Learning Objective |
|----------------------------------|---------------------|-------|-------------|--|------------|-----------------------|
| Critical reading/reflection      | Essay 1             | 500   | 1850        | in-class writing                         | F          | GELO 1, 2, 3,4, 5     |
|                                  | Essay 2             | 600   |             |  | F          |                       |
|                                  | Essay 3             | 750   |             |  | S          |                       |
| Data-driven analyses             | Personal Essay      | 1000  | 2850        | out of class writing                     | F          | GELO 2, 3, 5          |
|                                  | Interview Project   | 850   |             |  | S          |                       |
|                                  | Ethnography Project | 1000  |             |  | S          |                       |
| Major Essays                     | Blog                | 750   | 3000        | out of class writing                     | F          | GELO 2, 3, 4, 5       |
|                                  | Profile Essay       | 1000  |             |  | S          |                       |
|                                  | Critical Essay      | 1200  |             |  | S          |                       |
| Portfolio/self-reflection essays | Midyear             | 750   | 1550        | in-class writing<br>out of class writing | F          | GELO 1, 2, 3, 4, 5    |
|                                  | Final               | 800   |             |  | S          |                       |

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

### Required Texts/Readings

Ballenger, Bruce. *The Curious Writer - Brief Fourth edition (4E)* ISBN: 978-0-205-87665-5.

*Rereading America – 10th edition* ISBN: 978-1-4576-9921-4

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

College notebook with lined paper and writing utensils

### Other Readings

Students will be asked to research other texts and materials on the theme of identity and cultural myths that are appropriate for academic studies. These texts will help us develop a shared context of reading to inform our arguments.

## Restricted Use of Instructor Materials

*“Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”*

## Participation

Participation is the key to learning. Coming to class every day with the materials you need and homework completed; contributing your ideas and questions, listening to your peers; taking notes as necessary—all these components of your participation will be invaluable to our learning community as we construct a network of knowledge together. Dialogue is not only about talking or deepening understanding, but it is a co-operative activity involving respect.

## Late Work Policy

**How students can find out about work missed because of absence.**

***For missed classes***, it is your responsibility to find out what you have missed by checking available materials, resources, and Canvas, or by contacting classmates and our class peer-tutor. Please, do not email me about the contents of the missed class as I do not have time to write a personal recap for the 1.5-hour lesson that I taught when you chose not to be there.

***For missed in-class essay due to sickness or emergency***, you will need to contact me prior or the day of the missed in-class essay to schedule a make-up. If you miss an in-class essay without communicating by the due date, you will not be allowed to make up an in-class essay.

***For out-of-class major essay and exams, and projects***, half-grade penalty will apply per each day late (B- becomes C+).

***Presentations*** and ***in-class peer-reviews*** cannot be made up. These are time sensitive activities.

***In-class work and short informal writing assignments*** CANNOT be made up because the points reflect your participation in class work.

***Canvas discussions and drafts*** have 20% point reduction penalty if submitted after the deadline and per day late thereafter. Therefore, assignments later than 5 days will score zero points.

Final exam can be made up **only** due to emergency for which written documentation should be provided.

## One-time extension pass

If you know of any conflict ahead of time or have a last-minute sickness or emergency, you can use a one-time pass to request an extension on a major out-of-class essay, in-class essay or project (excluding oral presentations) for up to 7 days after the original deadline. A note will be placed for the assignment on Canvas for pass use. You must message me before the deadline to ask for extension pass. I understand that life happens so use this pass wisely.

## University Policies

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

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>

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 this section of the syllabus I outline specifically our grading practices for the year: information on feedback practices, relative weights of assignments, and the grade calculations.

## Earning A2 Credit

Information about earning A2 credit is described in the Stretch Program syllabus, a separate document available on Canvas.

## Grading

Please refer to the grade calculations below:

|                |                |                |
|----------------|----------------|----------------|
| 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.

## Drafts

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 MLA header, your own title, and word count at the end, regardless of other MLA requirements. Each essay goes through multiple drafts. It is expected that your essay will have at least 1<sup>st</sup>, intermediate and final drafts. Late drafts are subject to 20% point reduction per day late.

## Final Grade for Stretch Course

Your final grade in Stretch English is based on both semesters of work. The Fall semester is weighted at 40% and Spring is at 60%, making both semesters a 100% scale.

## Fall semester -- 40% of total course grade

| Assignment                             | Description   | In-Class / Out of Class | Minimum Word Count | Percent age Value |
|--|---|-------------------------|--------------------|-------------------|
| <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 / Canvas</b> | <b>Minimum Word Count*</b> | <b>Percentage Value</b> |
|--|---|---|----------------------------|-------------------------|
| <b>Interview/ Infographic Project</b>  | You will interview someone over 40y.o. 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% |

### **Classroom Courtesy**

Our class is a community that encourages collaboration and learning. At times we may discuss or watch some controversial material. Therefore, it is important to be respectful of thoughts and opinions of all members of our group even if they differ from our own.

### **Communication**

It is more efficient to message me through Canvas than to email me through campus email. My campus email overflows with administrative and faculty emails. Because Canvas isolates student email in one location, *I can usually respond to Canvas messages within 48 hours.*

Evenings, after 5 pm and on weekends are personal time for students and instructors. I may not answer messages during these times. If there is a confusion about deadlines or some other miscommunication that cannot be clarified by checking syllabus and Canvas, contacting classmates and peer educator, then you can message me about the issue, and I will try to resolve it as soon as I can. Communication is important for our work together.

### **Technology**

Classroom etiquette requires that cell phones be turned to silent mode and put out of sight. Texting or internet surfing during class is considered disrespectful and takes away your attention from class work. Computers and other devices may only be used for class purposes. Please, practice active listening and engage yourself in the learning process.

### **Office Hours**

You are 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 in advance to set up an appointment. Please, be mindful of appointment time use as I have limited availability. Also, please, use appointment times provided by our class peer-educator and other free resources for writing support available on campus (The Writing Center, Peer Connections, Aspire tutoring, EOP, workshops, online resources).

### Peer Educator

This semester we will have an *embedded tutor* in our class who will assist you during class and will hold one-on-one meetings to discuss anything related to your learning in this course.

## Stretch English 1AS: Spring 2019 Course Schedule

RA = *Rereading America*, CW = *Curious Writer*, OWM = *The Other Wes Moore*, UNW = *The Unwinding*

| <u>Dates</u>                   | <u>In class</u>  | <u>Assignments / Homework due</u>  |
|--------------------------------|--|--|
| M 1/28                         | Syllabus, calendar. Interview outcomes. Profile Essay Prompt. Infographic project.                         |  |
| W 1/30                         | Profile features.  | <i>Interview in Q &amp; A format due on Canvas. CW Ch.4.</i>   |
| M 2/4                          | Analysis of Profiles.  | RA: Jay Z, Sam Walton, Oprah (on Canvas)   |
| W 2/6                          | Infographic In-class Expo and share.   | <i>Infographic due hard copy to class.</i>   |
| M 2/11                         | Framing. Brainstorming profile development.  | <i>Analysis of profile of your choice on Canvas.</i>   |
| W 2/13                         | What is your frame? Share of profile plan.   | <i>Outline of profile.</i>   |
| M 2/18                         | Profile Workshop – framing/content. Peer-review.   | <i>Full Draft of Profile (over 1000 words)</i>   |
| W 2/20                         | Profile Workshop – language/ mechanics.  | CW Ch. 13: One useful strategy for developing my profile essay, prepare to share in class.   |
| M 2/25<br><i>Who We Become</i> | Unit 3: Myth of Success/ of Melting Pot. CRR3 introduced.  | <b><i>Profile Essay due to Canvas and to me.</i></b><br><i>Reflection on Profile Essay due on Canvas.</i><br>RA Introduction p.567, “Theories and Constructs of Race” p.599, |
| W 2/27                         | Ethnographic Project introduced. Guest speaker.  | <i>Ethno partners and topic choices due on Canvas. CW Ch.9 on Ethnographic Essay.</i>  |
| M 3/4                          | Reading discussion. Brainstorm for CRR3. CRR 3 preparation. Reading Discussion. MLA for Quotations review. | RA “Gentrification” p.615, “Land of Giants” p.645. <i>Canvas post</i>  |
| W 3/6                          | <b><i>CRR3 in-class essay</i></b>  | <i>CRR 3 Outline due. <u>Green Book.</u></i>   |

|        |  |  |
|--------|--|--|
| M 3/11 | Ethnographic Project.<br>Analysis of Samples.  | <i>Observation report due.</i>   |
| W 3/13 | Brainstorming structure.   | <i>Sketch of sections due.</i>   |
| M 3/18 | Peer-review. Workshop.   | <i>Full draft with language due.</i>   |
| W 3/20 | Presentation workshop. Using Artifact.   | Bring computer to class.   |
| M 3/25 | PRESENTATIONS. In-class feedback.  | Presentations due.   |
| W 3/27 | PRESENTATIONS<br>In-class feedback.  | <b><i>Final Ethnographic Project Due on Canvas.</i></b><br><i>Reflection on Ethno Project in class.</i>                            |
| M 4/1  | SPRING BREAK   |  |
| W 4/3  | SPRING BREAK   |  |
| M 4/8  | Critical Essay Assigned. Discussion of <i>The Other Wes Moore</i> . <i>Notes in class.</i> | OWM – Intro & Ch. 1, 2, 3. Bring OWM book to class.  |
| W 4/10 | OWM discussion. <i>Notes in class</i>  | OWM Ch. 4, 5, 6. Bring OWM book to class.  |
| M 4/15 | OWM discussion. <i>Notes in class.</i>   | OWM Ch.7, 8, Epilogue. Afterword. A Call to Action. Bring OWM book to class.   |
| W 4/17 | Brainstorming for the Critical Essay.  | <i>RA Myth of Individual Opportunity</i> Intro p.345<br>“Class in America” p.377, “From Beyond Outrage” p.399, <i>Canvas post.</i> |
| M 4/22 | Reading Discussion.<br>Peer-Review   | <i>1st Draft of the Critical Essay due.</i>  |
| W 4/24 | Developing ideas in CE.<br>.   | <i>Revise draft. RA Myth of Gender</i> Intro p.463.<br>“Becoming Members of Society” p.471. <i>Canvas post.</i>                    |
| M 4/29 | Workshop.  | <i>Advanced draft due.</i>   |
| W 5/1  | Portfolio and Year-end Self-reflection Essay.  | <b><i>Critical Essay Due to Canvas and to me.</i></b>  |
| M 5/6  | Portfolio Workshop.  | <i>Portfolio work.</i>   |
| W 5/8  | Peer-review.   | <i>Portfolio work.</i>   |
| M 5/13 | Singing off on portfolio.  | <b>PORTFOLIO AND REFLECTION DUE</b>  |
|        | FINAL EXAM - TBA   |  |