

San José State University
Department of English and Comparative Literature
English 1AF and 1AS, Stretch English I and II Section 8
Fall 2018 & Spring 2019

Instructor:	Sian Sloan
Office Location:	Faculty Offices FOB 221
Email:	Best way to contact is to message through Canvas (sian.sloan@sjsu.edu)
Office Hours:	TR 3-4 & By Appointment
Class Days/Time:	TR 12-1:15
Classroom:	SH 413
Prerequisites:	The <i>Reflection on College Writing</i> is a prerequisite to Stretch English I (English 1AF). Credit for Stretch English I (English 1AF) is a prerequisite for Stretch English II (English 1AS).
GE/SJSU Studies Category:	English 1AS satisfies* Written Communication I, GE Area A2. *To earn graduation credit in this category, you must complete the yearlong course with a grade of C- or better.

Course Description

Our main 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 as members of a learning community how the creation of these myths, the sustainability of these myths, and the global perspective of these myths impact our past, present, and future. 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. Stretch I and II span the fall and spring terms: the fall and spring term 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 at SJSU.

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 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/Materials

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

Lunsford, Andrea A. *Everyday Writer – Fifth edition* (Available for free on Canvas)

Laptop

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.

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.

Missing Major Project Deadlines

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

If you miss any regular class (not including in-class essays and exams), it is your responsibility to find out what you have missed by checking Canvas, syllabus, or contacting classmates.

How and when students can make up missed in-class essays and exams.

If you 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 complete within 2 weeks after the due date. If you miss an in-class essay without communicating by the due date, you will be denied the opportunity to make up an in-class essay. There is a half-grade penalty for missing due dates for all essays, exams and projects. Presentations cannot be made up. Additional 20% point reduction rule applies for each day a submission is late.

How and when students can contact instructor 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. You may not ask for an extension the day before a paper is due. Extensions are considered on individual basis and are considered only in exceptional situations.

University Policies

NOTE that University policy F69-24 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 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.

Multiple Drafts are mandatory. Failure to submit a draft on the day that it is due will result in 20% point reduction.

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 Value
Critical Reading / Reflection 1	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%
Personal Essay	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%
Presentation	Presentation of Blog Essay	IC		1%
Blog Essay	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%
Critical Reading / Reflection 2	For this paper, you will analyze the cultural myths about education, money and success.	IC	600	5%
Unit Work	Readings, activities and informal writing exercises that are part of the process of growing your expertise on the topic.	IC/OC	1000	5%
Writing Process	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%
Self-Reflection Portfolio	Keep all of your work. You'll be "quoting yourself" to show your growth as a writer this semester.	IC	750	7%

Final Exam	Review of the terminology and concepts studied.	IC		1%
Fall total %				40%

Spring semester - 60% of total course grade

Assignment	Description	In-Class / Out of Class / Canvas	Minimum Word Count*	Percentage Value
Interview Project	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%
Profile Essay	You will use your interview to write a profile essay with a specific framework to be discussed in class.	OC	1000	10%
Unit Work	Readings, activities and informal writing exercises that are part of the process of growing your expertise on the topic.	IC/OC	1000	8%
Critical Reading / Reflection 3	We will explore the myth of the melting pot and various sub-communities by doing a critical analysis of readings.	IC	750	6%
Ethnographic Study	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%
Presentations	Ethnographic Study presentation. Informal presentations and share sessions.	IC		1%
Critical Essay	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%
Writing Process	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%
Self-Reflection Portfolio	Keep all your work. You’ll be quoting yourself to show your growth as a writer for these past two semesters.	IC	800	8%

Final Exam	Review of terminology and concepts studied.	IC		2%
Spring total %				60%

Classroom Courtesy

Our class is a community that encourages collaboration and learning. Classroom environments expect norms (regular practices) of civility, engagement, and respect. I will respect your views, and you should respect the thinking and views of myself, and your fellow students. We will create other classroom norms at our first class sessions, and form agreements that will create the best learning environment for all. Our goal is to learn from each other. Ask questions and speak your mind, as long as you remain respectful. This same kind of respectfulness goes for the times we work in groups (writing and otherwise). Be constructive with your criticism, but do remember that our goal is to learn from one another.

Norms

We will create norms agreed upon together for communication in and out of class at one of our early class sessions. Following is some general information, we will add details together.

Communication

You can email me at my college email address, sian.sloan@sjsu.edu. Please give at least 24 hours for a response during the work week, and more time on weekends. You can email me through Canvas, which I prefer, or directly from your email to mine.

Technology

Classroom etiquette requires that cell phones be turned to silent mode, that full attention is given to the class, that computers and other devices only be used for class purposes, and that we listen carefully and without interruption to one another.

Office Hours

Office Hours provide student and teacher with one on one time. You may ask questions about class work, my feedback on your work, clarify assignments, or voice any other questions or concerns. My office hours this semester are in FOB (Faculty Office Building) room 221 on the second floor. You do not need an appointment, just drop by! If you want to meet with me another time just email me at sian.sloan@sjsu.edu and we'll set something up.

Stretch English 1AS: Spring 2019 Course Schedule

This schedule is subject to change with fair notice. Always consult Canvas for up-to-date info.

All readings / work in the Homework/Assignments Due column are due by the beginning of next class.

Rereading America - RA; The Curious Writer - CW; The Other Wes Moore - OWM

Date	In Class Activities / Schedule	Homework/Assignments due next class
Week 1 Th 1/24	CCR2 and Portfolios review. Spring Course Assignments and structure. Canvas. Revisit Class Norms. Syllabus exploration.	Homework due T 1/29: Type up Interview in Question Answer format. Read CW Chapter 4. Bring Curious Writer textbook to class.
Week 2 T 1/29	Features of the Profile Essay	Homework due Th 1/31: Read Profiles of Jay Z, Sam Walton, Oprah (on Canvas)
Th 1/31	Analysis of Profiles. Infographic Examples.	Homework due T 2/5: Infographics.
Week 3 T 2/5	Infographic Presentations.	Homework due Th 2/7: Analysis of profile of your choice on Canvas.
Th 2/7	Framing. Brainstorming profile development.	Homework due T 2/12: Profile outline.
Week 4 T 2/12	What is your frame? Share of profile plan.	Homework due Th 2/14: Full Profile Draft due (1000 words)
Th 2/14	Profile Workshop – framing/content. Peer-review.	Homework due T 2/19: CW Ch. 13: One useful strategy for developing profile essay, be prepared to share in class.
Week 5 T 2/19	Profile Workshop – language/mechanics.	Homework due Th 2/21: <i>Profile Essay due to Canvas and to me.</i>
Th 2/21	Unit 3: Myth of Success/ ‘The Melting Pot’. <i>Profile Essay due in class.</i>	Homework due T 2/26: Read and annotate RA Introduction Chapter 5. Read and annotate CW, Chapter 9 on Ethnography.

	Reflection on Profile Essay on Canvas. CRR3 introduced	
Week 6 T 2/26	Ethnographic project introduced.	Homework due Th 2/28: Read Joyin C Shih, and George M. Frederickson.
Th 2/28	Reading discussion. Brainstorm for CRR3. CRR 3 preparation. Reading Discussion. MLA for Quotations review.	Homework due T 3/5: Prepare outline for CRR3.
Week 7 T 3/5	<i>CRR3 in-class essay</i>	Homework due Th 3/7: Observation report due.
Th 3/7	Ethnographic Project. Analysis of Samples.	Homework due T 3/12: Sketch of sections due.
Week 8 T 3/12	Brainstorming structure.	Homework due Th 3/14: Full draft with language due.
Th 3/14	Peer review workshop.	Homework due T 3/19: Bring computers to class.
Week 9 T 3/19	Using artifacts. Presentations workshop.	Homework due Th 3/21: Work on Ethnographic Projects. Outline Presentations
Th 3/21	Peer review of ethnographies and Presentations.	Homework due T 3/26: Finish Presentations and Ethnographies.
Wk 10 T 3/26	PRESENTATIONS.	Homework due Th 3/28: Finish Ethnographies.
Th 3/28	<i>Final Ethnographic Project Due on Canvas</i> PRESENTATIONS.	Homework due T 4/9: OWM – Intro & Ch. 1, 2, 3. Bring OWM book to class.
Wk 11 T 4/2	<i>Spring Recess</i>	
Th 4/4	<i>Spring Recess</i>	

Wk 12 T 4/9	Critical Essay Assigned. Discussion of <i>The Other Wes Moore</i> .	Homework due Th 4/11: OWM Ch. 4, 5, 6. Bring OWM book to class.
Th 4/11	OWM discussion.	Homework due T 4/16: OWM Ch.7, 8, Epilogue. Afterword. A Call to Action. Bring OWM book to class.
Wk 13 T 4/16	OWM discussion.	Homework due Th 4/18: RA Readings, Canvas post.
Th 4/18	Brainstorming for the Critical Essay.	Homework due T 4/23: First draft of Critical Essay due.
Wk 14 T 4/23	Reading Discussion. Peer-Review	Homework due Th 4/25: Revise draft. Read RA Myths of Gender Intro. and “Becoming Members of Society”.
Th 4/25	Develop ideas in Critical Essay.	Homework due T 4/30: Advanced draft of Critical Essay
Wk 15 T 4/30	Writing Workshop on Critical Essay.	Homework due Th 5/2: Final Critical Essay.
Th 5/2	<i>Critical Essay Due to Canvas and in hard copy to class.</i>	Homework due T 5/7: Portfolio materials and outline.
Wk 16 T 5/7	Portfolios workshop.	Homework due Th 5/9: Portfolios.
Th 5/9	<i>Final Portfolios due.</i>	Homework due T 5/20 at Final: TBA
Wk 17 and Exams T 5/14	NO CLASS Study/Conference Day	
M 5/20 9:45-12	FINAL EXAM	Final Exam scheduled in our classroom. Grades available online about a week after semester ends.