

**San José State University
Humanities and Arts**

**HA 96F & HA 96S, Stretch English I and II
Section 19 Fall 2015 & Spring 2016**

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Office Hours:	Tues & Thurs 3 – 4pm
Class Days/Time:	MW 1:30- 2:45pm
Classroom:	Sweeney Hall 411
Prerequisites:	Credit for Stretch English (HA96-F) is a prerequisite for Stretch English II (HA96-S)
GE Category:	Written Communication I (Area A2)

Course Description

Stretch I is the first semester of a year-long ENGL 1A that will help you understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students will develop clear thinking and effective writing that give form and coherence to complex ideas. Students will practice these skills by writing for various audiences and rhetorical situations.

Stretch I and II, together, fulfill the written communication general education 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 passing grade of C or better signifies that the student is a capable college-level writer and reader of English.

Stretch is an extended course of study: The Stretch English course in which you have enrolled “stretches” the English 1A curriculum from one to two semesters, allowing us more time to hone your reading and writing skills. This added time to prepare will ensure that you are ready to transfer those skills to the writing you will do in your other courses here at SJSU.

Stretch is a learning community: This semester you are enrolled in Stretch English I, and next term, provided you successfully complete the fall course, you will enroll in Stretch English II. I will once again be your instructor. And you and your peers will be writing colleagues for the full year.

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

If you do NOT have a UGRM designation and 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 entered SJSU with a UGRM designation and you earn a NC in fall, Susan McClory, the Program Director for Developmental Studies, will help you transition to a course that will allow you to complete your remediation before moving on to English 1A. More information is available online: <https://sites.google.com/site/developmentalstudiesatsjsu/>

Section Description: Language as a Democratic Tool

"The basis of our governments being the opinion of the people, the very first object should be to keep that right; and were it left to me to decide whether we should have a government without newspapers, or newspapers without a government, I should not hesitate a moment to prefer the latter."--Thomas Jefferson

Americans read newspapers because they want to stay informed about the world. In doing so, they engage in a global narrative: Stories of conflicts, of debates about immigration laws, of human rights, of ecological disasters and political triumphs. These are the stories of our fellow Americans, and of our global brothers and sisters that make up our global community. These stories are part of our national fabric of democracy. Before we can make intelligent decisions about our county, our state, our nation—our world, *we must first be informed*. How can we use language to learn that history, to shape it and communicate it, to use it to direct our readers' thoughts and actions as citizens of a shared world?

Learning Outcomes and Course Content

The following learning outcomes and course contents are defined by General Education Area A2 guidelines. 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

Course Content

SJSU studies include an emphasis on diversity. General education guidelines for Written Communication I stipulate that issues of diversity shall be incorporated in an appropriate manner. I chose the *New York Times* (International) as the main text for our reading precisely because you will find and engage in these pages a full range of voices in our democratic conversation on global issues.

The writing assignments you encounter in this yearlong course will give you repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. As you see in the table, the assignments require about 9500 words, at least 4000 of which are in revised final draft form. Because in-class writing is valued and because you will need to be able to perform well in timed writing situations, several of your essays will be written in class. Table 1 explains exactly how the Written Communication I word minimum will be met and distributed in our yearlong course.

Assignment	Word Count/Assignment	Total Words	Assignment Type	Term (F or S)	GE Learning Objective
Critical reading/reflection	Essay 1: 600 words Essay 2: 750 words Essay 3: 750 words	2100	in-class writing	F F S	GELO 1, 2, 3,4, 5
Data-driven analyses	Personal Essay 1000 words Interview Project 1000 words Ethnography Project 500 words	2500	out of class writing	F S S	GELO 2, 3, 5
Major Essays	Essay for Public Forum 750 words Profile Essay 1000 words Critical Essay 1200 words	2950	out of class writing	F S S	GELO 2, 3, 4, 5
Portfolio/self-reflection essays	Midyear 750 words Final 200 words	1950	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.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including 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>.

The **fall** writing assignments include: A benchmark essay and 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, a profile essay, a critical/reflection essay (written in class), an ethnographic project, a critical essay, and a self-reflection essay.

Distributed over two semesters of study, the assignments you complete are designed to build your reading, thinking and writing skills across genres that address different audiences and purposes. All writing assignments must be completed—all daily writing, all drafts, all formal projects and essays (in class and out of class). You will not be able to earn credit (at the midyear review) or to earn the required C (to clear remediation and earn graduation credit for the course) if you have not completed all writing assignments.

Because it is important that you be able to articulate the learning you achieve through these assignments, in both fall and spring you will also turn in a portfolio of writing assignments, along with an essay that reflects on your progress toward achieving the course learning objectives.

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 review this portfolio as part of our midyear assessment.

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 is your culminating exercise in this class. It will contain the reflection essay as well as the samples you have chosen from your writing (over the full 30 weeks of instruction): prewriting, drafts, and revisions. Your portfolio will be assessed by two Stretch faculty members, using a common scoring guide that I will make available to you as you prepare your portfolio.

A Note on Your Workload in This Course

This course work is designed to help all the students in Stretch English meet the learning objectives for GE Area A2. While all students will complete these same assignments, the course design does not and cannot account for individual needs of each student. So there may be added work you need to do, to integrate the reading, thinking, and writing skills that this instruction introduces you to. 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 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.

Assignments and Grading Policy

***All 11 written assignments must be handed in to pass this class.
Word Count/ Fall and Spring: 9500/ (5150 finished writing)**

Fall 2015:

In-Class Essays	2 @ 100 points each	200 pts
Out-of-Class Essays	2 @ 200 points each	400 pts
Portfolio	1 @ 100 points	100 pts
Participation	see description below	100 pts
<u>Quizzes</u>	<u>10 @ 20 points each</u>	<u>200 pts</u>
Total points for Fall semester:		1000 pts

Spring 2016:

In-Class Essay	1 @ 100 points	100 pts
Out-of-Class Essays	2 @ 200 points each	400 pts
Out-of-Class Projects	1 @ 100 points	100 pts
Portfolio	1 @ 200 points	200 pts
Participation	see description below	150 pts
<u>Quizzes</u>	<u>5 @ 10 points each</u>	<u>50 pts</u>
Total points for Spring semester:		1000 pts

Refer to page 3 for descriptions of written essays

Class Participation

100 pts

All grammar exercises, homework, and class discussions make up your participation grade. Please come to class prepared to participate. You cannot participate if you are not in class or if you have not prepared for class, so you must have all work/reading done by the beginning of class & **take part in class discussion**.

Quizzes **Fall:** 10 @ 20 points each **Spring:** 5 @ 10 points each

Quizzes will be given throughout the semester. I may or may not give advance notice of such quizzes; however, they will cover the reading assignment for the week. Therefore, it would serve you well to do the assigned reading in advance of the class and **bring your text to class**. Use Black or Blue **PEN**

Course Learning Outcomes (CLO)

Upon successful completion of this coursework, you will be able to:

Note: Numbers at end of each item refers to GELO 1-5

Read to learn:

- annotate a reading selection to develop a summary and response in your writing. 1
- identify audience and purpose in texts from several genres 1,3,4
- explain how genres work to serve audience and context 1, 3

Read to write:

- identify rhetorical appeals and devise strategies for an effective appeal to a specific audience 1, 3
- develop a text to effectively appeal to a specific audience 1, 3
- identify the choices a writer has made to produce a text 1, 3, 4
- use readings as models for your own writing strategies 1, 4
- concisely, accurately explain &critique information & ideas from your reading 1, 3, 4
- use information gleaned from your reading as evidence in your text and cite that information 1, 4
- use quotation and summary to create context for your writing 1, 4, 5

Write with an increased awareness of the process

- discuss specific strategies for prewriting and revision that have worked for you 2
- repurpose acquired skills and information to tackle new writing problems 2

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

- identify new grammatical forms and imitate them 1, 2, 3, 4, 5
- analyze and discuss the structure of sentences and the grammatical choices you make 2, 3, 5
- identify editing problems in your own writing 2, 5
- identify and apply effective strategies for editing your work 2, 5
- identify and apply effective proofreading strategies 2, 5

- Reflect on and assess your own writing, process and product, to support continued language and writing development 2, 3, 4

Required Texts/Readings

Reading is an integral part of writing and will be extensive and intensive for this course. It includes useful samples of writing for a variety of audiences. You will read stories daily in *The New York Times (International)* as well as articles and essays on literacy and democracy.

The Curious Writer, Brief Ed. 4th Ed. by Ballenger
ISBN: 9780205876655

The Everyday Writer, 5th Ed. w/exercises and access by Lunsford
ISBN: 9781457667121

Individual Essays: Grades By The Number:

94-100 = A	90-93= A-	
87-89= B+	84-86= B	80-83= B-
77-79= C+	73-76= C	70-72= C-
67-69= D+	65-66= D	64< = F

Total Points for Semester: Grades By The Number:

940-1000 = A	900-939= A-	
870-899= B+	840-869= B	800-839= B-
770-799= C+	730-769= C	700-729= C-
670-699= D+	650-669= D	649< = F

Grading Policy

Grading: A-F. This class must be passed with a C or better to move on to CORE GE Area C3 and to satisfy the prerequisite for English 1B. A passing grade in the course signifies that the student is a capable college-level writer and reader of English.

This course must be passed with a C or better as a CSU graduation requirement.

The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU Catalog (“The Grading System”). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure.

The “A” essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student’s ability to use language effectively and construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.

The “B” essay will demonstrate competence in the same categories as the “A” essay. The chief difference is that the “B” essay will show some descriptably slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.

The “C” essay will complete all tasks set by the assignment, but show weakness in fundamentals (usually development), with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the “B” essay.

The “D” essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.

The “F” essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed.

Grading System for Individual Assignments

We will both assess as well how effectively your finished writing is achieving the goals outlined for the course; this part of the grading will detail how effectively you are performing the skills that you are learning and practicing in the class. Your grade on an assignment will measure your progress and achievement so that you can manage your learning through the full thirty weeks of instruction.

Scoring Guide: For each assignment, you will be given a scoring guide that details how the assignment will be evaluated and scored. Typically, the assignment will be evaluated both as a process completed and as a product of that process.

Cover Sheet: Because we have “stretched” the English 1A curriculum to a year, each assignment is the result of weeks of work you will have completed both in class and out of class: when you submit your work for my evaluation, you will account for the learning you have achieved through this process. These cover sheets will help you to practice self-reflection as a writer, and so will prepare you to write the midyear and final self-reflection essays.

Grading: Course Grading for all GE Area A2 courses, including Stretch English includes a range from A to F.

In keeping with GE policy, your final course grade for English 1A-S will be a letter grade: A to F. You must earn a C or better to receive graduation credit for GE Area A2.

English 1A-F is graded CR/NC. To receive credit in the fall semester, a student must complete all coursework and demonstrate significant, measurable progress throughout the semester that suggests the student is on track to earn a C or better in the spring term.

How Do I Clear Remediation?

Students who enter Stretch English with a UGRM designation must clear remediation within a year of their enrollment as freshman at SJSU. Students who pass the spring term of Stretch English, HA 96, with a C or better will simultaneously earn their GE A2 credit and clear remediation.

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 (HA 96) with a C or better. A passing grade in the course signifies that the student is a capable college-level writer and reader of English.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all

levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics.

Writing Center website: <http://www.sjsu.edu/writingcenter>.)

Information available online

You are responsible for reading the following information online at <http://www.sjsu.edu/english/comp/policy/index.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and AEC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

Paper Format: Out-of-Class papers must be **typed** and follow these guidelines.

- Typewritten, double spaced, black ink
- One inch margins on all sides
- 12 point font, Times New Roman
- Number your pages
- Print word count at bottom of last page
- Heading in upper LEFT: Name, Date, HA 96-F -19, Assignment Name

Classroom Protocol

* **No Electronic Policy:** Electronics are NOT permitted in class unless you are using an e-version of the text or you have clearance from the Accessible Education Center.

Absolutely NO Texting

***Make-up work** following an absence: **I do not accept late homework or give make-up quizzes for ANY reason.** You will only get credit for homework or quizzes on the day they are assigned.

***All assignments done at home MUST be typed:** handwritten papers will be returned without a grade

***Library Liaison:** Toby Matoush Phone: (408) 808-2096 toby.matoush@sjsu.edu

Class Contact: _____

Please keep ALL your written work. You will want to do this in order to track your progress and also record your assignment/essay grades. You will be using your own work for your portfolio assignment in both Fall and Spring semesters.