

**San José State University**  
**College of Humanities and the Arts**

**HA 96F/HA 96S, Stretch English I and II,**  
**Section 12, Fall 2014 and Spring 2015**

**Course and Contact Information**

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<b>Office Hours:</b>	Tuesdays & Thursdays, noon – 1pm
<b>Class Days/Time:</b>	Tuesdays & Thursdays, 9am – 10:15am
<b>Classroom:</b>	Sweeney Hall, room 414
<b>Prerequisite:</b>	Credit for Stretch English I (HA 96F) is a prerequisite for Stretch English II (HA96S).
<b>GE/SJSU Studies Category:</b>	Written Communication I (Area A2)

**Faculty Web Page and MYSJSU Messaging**

This course syllabus can be downloaded from the English department's website: <http://www.sjsu.edu/english/>. You are responsible for regularly checking your campus email to learn of any updates or changes to our schedule.

**Course Description**

As part of your general education, Written Communication I provides an introduction to college-level composition, with attention to the personal voice and personal experience, on the one hand, and the more formal attitudes and demands writing for public audiences (expository and argumentative essays), on the other. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex responses and ideas. In the yearlong sequence you will also be introduced to citation and quotation. A passing grade of C or better signifies that the student is a capable college-level writer and reader of English.

The Stretch English course in which you have enrolled “stretches” the Written Communication I curriculum from one to two semesters, to allow us more time to hone your reading and writing skills, so that you are ready to transfer those skills to the writing you will do in your other courses here at SJSU.

Another benefit of stretching this class over an entire year is the community we will build as a writing cohort.

We will have the opportunity to create a strong rapport – both between individuals and as a group – and act as a network of support during your first year at SJSU. In other words, you are not alone in this venture.

**The Spring Prerequisite and Your Advancement from Fall to Spring:** Credit in Stretch I is a prerequisite for Stretch II. If you do not earn credit in HA 96F, you will not be enrolled in HA 96S in the spring. If your EPT score is 147 or above 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 your EPT score is 146 or below and you earn No Credit in the fall, you will enroll in LLD 2 in the spring (to clear remediation) and in English 1A in the following fall (to earn A2 credit with a C or better as your final grade).

### **Section Description: Writing to Empower**

*It matters not how strait the gate,  
How charged with punishments the scroll,  
I am the master of my fate:  
I am the captain of my soul.  
--Sir William Ernest Henley*

Few endeavors are as empowering as writing – whether it is for a public or private audience. This semester we will explore some common myths in American culture in an effort to understand the way these myths shape our (and others’) thinking and behavior. We will also read two books, each tracking an author’s road from the projects to success. Through our reading, thinking, and writing, we will more fully understand the power and potential that college- and adult-life hold.

### **Learning Outcomes and Course Goals**

The following learning outcomes and course goals are defined by General Education Area A2 guidelines, to ensure that this course meets Written Communication I 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. Thus, among the readings and assignments for this course you will find that *[insert your language here to describe how you are meeting this requirement.]*

The writing assignments you encounter in this 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 a minimum of 8000 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, four of your essays will be written in class. The table above explains exactly how the 8000-word minimum will be met and distributed in our course.

Reading for the course is both extensive and intensive. It includes useful models of writing for academic, general, and special audiences.

Assignment	Word Count/Assignment	Total Words	Type of Assignment	GE Learning Objective
<b>Critical reading/reflection</b>	Essay 1: 500 words Essay 2: 500 words Essay 3: 500 words	1500	in-class writing	GELO 1, 2, 3, 4, 5
<b>Data-driven analyses</b>	Personal Essay 750 words Interview Essay 750 words Culture Essay 1000 words	2500	out of class writing	GELO 2, 3, 5
<b>Major Essays</b>	Argument Essay 1000 words Profile Essay 1000 words Critical Essay 1250 words	3250	out of class writing	GELO 2, 3, 4, 5
<b>Portfolio/self-reflection essays</b>	500 words 750 words	1250	in-class writing	GELO 1, 2, 3, 4, 5

### Course Learning Outcomes (CLO)

- annotate a reading selection to develop a summary and response in your writing (GELO1);
- identify audience and purpose in texts from several genres (GELO 1,3,4);
- explain how genres work to serve audience and context (GELO 1, 3);
- identify rhetorical appeals and devise strategies for an effective appeal to a specific audience (GELO 1, 3);
- develop a text to effectively appeal to a specific audience (GELO 1, 3);
- identify the choices a writer has made to produce a text (GELO 1, 3, 4);
- use readings as models for your own writing strategies (GELO 1, 4);
- concisely, accurately explain and critique information and ideas from your reading (GELO 1, 3, 4);
- use information gleaned from your reading as evidence in your text and cite that information (GELO 1, 4);
- use quotation and summary to create context for your writing (GELO 1, 4, 5);
- discuss specific strategies for prewriting and revision that have worked for you (GELO 2);
- repurpose acquired skills and information to tackle new writing problems (GELO 2);
- identify new grammatical forms and imitate them (GELO 1, 2, 3, 4, 5);
- analyze and discuss the structure of sentences and the grammatical choices you make (GELO 2, 3, 5);
- identify editing problems in your own writing (GELO 2, 5);
- identify and apply effective strategies for editing your work (GELO 2, 5);
- identify and apply effective proofreading strategies (GELO 2, 5);
- reflect on and assess your own writing, process and product, to support continued language and writing development (GELO 2, 3, 4).

### Required Texts/Readings

#### Textbooks

The following textbooks can be purchased at the Spartan Bookstore or from an online vendor. If you are ordering online, be sure to buy the appropriate edition and format.

1. Colombo, Gary. *Rereading America*. 9<sup>th</sup> edition.
2. Cook, Sara. *Course Reader*. This is available at Maple Press, 481 E. San Carlos Street.
3. Lunsford, Andrea. *The Everyday Writer (x-book w/Learning Curve)* (You should receive an email with a free download of this x-book.)
4. Moore, Wes. *The Other Wes Moore*.
5. Sotomayor, Sonia. *My Beloved World*. (You should have received a free copy of this text from the campus reading program; if you did not, see me rather than purchasing it.)

### Library Liaison

Throughout this course, as well as the remainder of your time at SJSU, you will need to hunt down information as part of your collegial work. Some of this hunting will take you to our wonderful library – a valuable resource that you should become familiar with. If you find yourself needing help using the library, Toby Matoush is the library liaison for English and Comparative Literature and can shepherd you through your investigations. Don't be afraid to ask!

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Diana Wu is the library liaison for Linguistics.

Phone: (408) 808-2087

Email: [Diana.Wu@sjsu.edu](mailto:Diana.Wu@sjsu.edu)

### 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>.

**Writing.** Fall writing assignments include a benchmark essay, 2 critical reading and reflection essays, written in class; a personal essay; and a letter to the editor.

Spring writing assignments include a interview essay, a profile essay, a critical/reflection essay (written in class), an ethnographic essay, and a critical essay.

While distributed across two semesters of study, these assignments are designed to build your reading, thinking and writing skills across genres that address different audiences and purposes.

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

**Reading.** Reading is an integral part of the writing process. Reading for this course includes useful models of writing for academic, general, and special audiences. Readings are included in *Rereading America 9<sup>th</sup> edition* by Colombo et al., *My Beloved World* by Sonia Sotomayor, and *The Other Wes Moore* by Wes Moore. To help you connect your reading to the writing you do, you will also need to have a dictionary, the *Course Reader* from Maple Press, and the campus handbook.

Class discussions and activities are based on the reading. It is pertinent that you have the reading completed on the corresponding date on the schedule – I cannot emphasize the importance of this enough. I expect you to read slowly, attentively, and to annotate your text with a pen or pencil.

**Workshops.** Workshops are a chance for you to test drive your prose and are very important to the writing process. In other words, workshops are mandatory. Workshops are conducted in class, and you are required to submit your draft copies from the workshop. If you miss a workshop, you will forfeit a percentage of your final assignment grade. This percentage is workshop- and assignment-specific; each essay prompt will detail the percentage of each component in the assignment.

**Participation.** This is a **seminar** course; oral participation is necessary: your thoughts and questions are important to the discussion and our communal growth as writers. The potency of our class depends upon our commitment to reading, discussing, and writing with conscientiousness and consistency. You are expected to participate with flawless preparation and awe-inspiring enthusiasm.

Regular attendance is crucial to your success in this class. Remember, there are no “excused” absences in college. If you fail to attend a class, you are still expected to get details on whatever topics were covered in class, and complete the homework for the next meeting. It is your responsibility to contact me or a classmate to see what you missed. Participation is assessed by contributions to class discussions, and in-class activities (both individual and group).

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.”

**Other Work.** You will have various other homework and in-class assignments during our year together. These cannot be made up, and are due in class, on their due date.

**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 this goal is the same for all students, each student’s ability and needs are different. This means 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. Our goal in this class is for you to learn what you need as a writer, and to get what you need. That will take *commitment*, of your time and your attention, and it will also take *planning*. Make sure to seek out the support and resources you need, both in class and out of class. Be sure to factor in the time and attention you need to develop your writing skills.

## Grading Policy

### Grading System to Determine Course Grades

**Fall 2014:** The first semester of this course, HA 96F, is graded CR/NC. Grades in the fall are based on measured progress toward proficiency in the learning objectives outlined above. You will need to demonstrate measurable progress in at least 75% of the SLOs to earn credit (CR) in HA 96F.

Item	% of Course Grade	Word Count	Type of Assignment
Critical Reading/Reflection 1	3%	500	in-class
Personal Narrative Essay	5%	750	out of class
Argument Essay	7.5%	1000	out of class
Critical Reading/Reflection 2	5%	500	in-class
Self-Reflection/Portfolio	5%	500	in-class

Participation	5%	N/A	in-class
Other Work	5%	800	in & out of class
<i>Fall semester total = (35.5%)</i>		<i>(4050)</i>	

**Spring 2015:** A final grade of C or better in HA 96S is needed to clear remediation and satisfy GE Area A2.

<b>Item</b>	<b>% of Course Grade</b>	<b>Word Count</b>	<b>Type of Assignment</b>
Interview Essay	7%	750	out of class
Profile Essay	10%	1000	out of class
Critical Reading/Reflection 3	7.5%	500	in-class
Culture Essay	10%	1000	out of class
Critical Essay	15%	1250	out of class
Self-Reflection/Portfolio	5%	750	in-class
Participation	5%	N/A	in-class
Other Work	5%	800	in & out of class
<i>Spring semester total =</i>		<i>(64.5%)</i>	<i>(6050)</i>

**Total word count for year-long course: 11,000**

### **Grading Criteria**

The following descriptions will give you a general sense of the standards that Written Communication I sets for “college-level” writing competency. By the end of this course, you need to earn a “C” (or better) in order to receive credit in GE Area A2.

**A = Excellent.** This essay is organized and well constructed. It demonstrates a clear understanding of the topic and has a focused thesis. Ideas are clearly presented and supported with specific details. Paragraphs are fully developed and flow easily from one to the next. The language is varied, lively and syntactically complex. This paper is virtually free of mechanical errors and is a pleasure to read.

**B = Very good.** This essay shows an understanding of the prompt, but is less precise and original than the “A” paper. This paper exhibits clear ideas and supports them with examples, but may lack sentence variety and a consistent, smooth flow. This paper may contain minor grammatical and/or mechanical errors, however it does exhibit overall confidence.

**C = Average.** This essay discusses the prompt, but in a superficial or overly generalized way. The paragraphs show a lack of firm control of the ideas and neglect to provide sufficient support and detail. Word choice and syntax is unvaried and simplistic and mechanical errors may be frequent enough to distract the reader.

**D = Poor.** This essay makes an attempt to discuss the prompt, but is poorly organized, vague, and lacks appropriate and/or adequate examples. The paper exhibits a weak control of ideas and syntax and is full of mechanical and grammatical errors.

**F = Unacceptable.** This essay does not adequately fulfill any of the requirements of the assignment. It fails to address the prompt or misrepresents it significantly. It lacks coherence, clarity and development. This essay does not demonstrate a competent understanding of grammar and mechanics.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” 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.

### **Portfolio Review**

The last essay you write, the Self-Reflection, will be the presentation piece in your portfolio. The portfolio is your culminating exercise in this class. It will contain the reflection essay as well as 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, and that you will use as you review your peers’ portfolios during our portfolio workshop.

The following are the criteria by which essays are typically evaluated in first-year writing courses:

An “A” essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student’s ability to use language effectively with a solid command of grammar, mechanics, and usage.

A “B” essay demonstrates competence in the same categories as an “A” essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.

A “C” essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.

A “D” essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.

An “F” essay does not fulfill the requirements of the assignment.

### **Final Grade Calculations:**

A+ = 100-97%	A = 96-93%	A- = 92-90%
B+ = 89-87%	B = 86-83%	B- = 82-80%
C+ = 79-77%	C = 76-73%	C- = 72-70%
D+ = 69-67%	D = 66-63%	D- = 62-60%
F = 59-0% Unsatisfactory		

(In HA 96S, a C is needed to clear remediation and satisfy A2)

### **Grading Policy**

#### **Grading: Course Grading for Area A2 and for Stretch Composition: A-F.**

To satisfy your Core GE Area A2 and clear remediation (if necessary), and to move on to CORE GE Area C3, you must pass this course in the spring (HA 96S) 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.

That said, the first semester of this course, HA 96F is graded CR/NC. You will be awarded credit if you earn at least 75% of the points available in the assignments you complete by the end of the first semester.

### **Clearing Remediation**

Students who enter stretch composition with an EPT score below 147 must clear remediation within a year of their enrollment as freshman at SJSU. Students who pass the spring term of stretch, HA 96S, with a C or better will both earn their GE A2 credit and clear remediation.

## **Resources for Stretch Composition Students**

### **LLD 4: Supplemental Tutorial**

Students whose EPT scores are below 138 shall enroll in a supplemental tutorial: LLD 4, which offers you one hour of tutorial instruction per week and in which you will earn one non-baccalaureate unit of credit. You may, if you choose, opt out of that tutorial. But you should wait to make a final decision about this until after the benchmark essay.

In LLD 4, you will meet with your tutor, working in one on one to practice reading activities and writing activities that support the learning you are engaged in through the class sessions. You will sign up for this lab under a separate course code.

If your EPT score is above 138, but you know that you have often needed tutorial guidance to improve your writing in the past, you may opt into the tutorial.

In week 2 you will write a benchmark essay. After evaluating those essays and conferring with you about them, I may recommend that you sign up for the tutorial. You will be able to add the 1-unit course through the add period. (Insert add deadline here.)

## **Classroom Protocol**

In this class I expect you to:

1. Enjoy and commit yourself. Academic work is what you make of it!
2. Come to class on time. Tardiness is disruptive and disrespectful, and chronic tardiness will affect your grade.
3. Turn off your cell phone before class. If your phone rings during class, or you are texting during class I will ask you to leave.
4. Engage yourself in our class. If you are doing anything other than being present in our class work I will ask you to leave.
5. Take responsibility for your actions, positive and negative. Remember teachers do not “give” grades, you earn them.
6. Communicate with me. I am here to help you, but I have no way of knowing if you are unclear about an assignment or are otherwise having trouble unless you tell me. If you have questions about the work, speak up in class, come to see me in my office, or send an email.

## **My Professional Policies**

1. I do not accept late work. (See the last page of this syllabus for the one exception to this policy)
2. I do not accept work via email.
3. In class work cannot be made-up (this includes in-class essays, workshops, and “other work”).
4. I reserve the right to publish your work to the class as part of our workshop activities.
5. Please come to my office hours for any help you want; that is what I am here for.

## **University Policies**

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](#) is available at

<http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

### **Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “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.”

### **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

### **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

## Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

## SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

## 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. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to



scan this code.)

## **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

### **A few last words**

Once you graduate with your Bachelor's degree, you will be among the top 1% educated people in the world. From this fact I would like you 1) take pride in this, and 2) don't take this opportunity for granted. Don't slack. Don't be disrespectful. Enjoy your time at SJSU and work hard.

Writing well is difficult, and like anything else you have to work at it. Don't sit back and wait for your brain to effortlessly absorb the material. Engage yourself and you may discover that your writing reveals things to you that you didn't know *and* that your writing is better than you thought. Lastly, please ask me about any assignment if it is unclear to you. And, please do not hesitate to come talk to me about anything – assignments or otherwise. I am here to help you, and look forward to working with you this semester.

*This schedule is subject to change with fair notice. Changes to schedule will be announced in class and via email, using your MySJSU contact information. All scheduled readings and assignments need to be completed by the time you come to class on the day they are listed.*

*RA = Rereading America, 9<sup>th</sup> edition*

*CR = Course Reader*

**Course Schedule**

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	8/26/14	Introduction & surveys
1	8/28/14	<b>Diagnostic essay (in-class)</b>
2	9/2/14	Chapter 2, <i>The Everyday Writer</i>
2	9/4/14	“Shitty First Drafts” (CR, pgs. 9-12)
3	9/9/14	Prologue & Chapter 1 of <i>My Beloved World</i>
3	9/11/14	“Looking for Work” (RA, pgs. 22-26)
4	9/16/14	Chapters 2-4 of <i>My Beloved World</i>
4	9/18/14	“Quality Time, Redefined” (RA, pgs. 93-99)
5	9/23/14	<b>In-class essay: Critical reading/reflection</b>
5	9/25/14	Using and documenting sources (reader, pgs. 44-50)
6	9/30/14	Chapters 5-7 of <i>My Beloved World</i>
6	10/2/14	“Kitchen” (CR, pgs. 59-60)
7	10/7/14	Chapters 8-10 of <i>My Beloved World</i>
7	10/9/14	<b>Workshop: Complete draft of personal narrative due.</b> Bring 2 copies.
8	10/14/14	Revising, Editing, and Proofreading (CR, pgs. 19-20)
8	10/16/14	<b>Personal narrative essay due</b>

Week	Date	Topics, Readings, Assignments, Deadlines
9	10/21/14	Chapters 11-14 of <i>My Beloved World</i> Writing an argument (CR, pgs 53-58)
9	10/23/14	“Not Color Blind: Just Blind” (CR, pgs. 63-66)
10	10/29/14	“Ending Affirmative Action” (CR, pgs. 67-69)
10	10/30/14	Chapters 15-17 of <i>My Beloved World</i>
11	11/4/14	<b>Workshop: Complete 1<sup>st</sup> draft of argument essay due.</b> Bring 2 copies. Sign-up for 1 to 1 workshop
11	11/6/14	<b>1 to 1 workshop</b> (in my office: Faculty Offices building, room 115): Bring the 2 <sup>nd</sup> draft of your argument essay. Chapters 18-19 of <i>My Beloved World</i>
12	11/11/14	Veteran’s day – no class Chapters 20-21 of <i>My Beloved World</i>
12	11/13/14	<b>Argument essay due</b>
13	11/18/14	“Becoming Members of Society” (RA, pgs. 387-395)
13	11/20/14	<b>In-class essay: Critical reading/reflection</b>
14	11/25/14	Chapters 22-24 of <i>My Beloved World</i>
14	11/27/14	Thanksgiving break – no class Chapters 25-27 of <i>My Beloved World</i>
15	12/2/14	Chapters 28-29 of <i>My Beloved World</i>
15	12/4/14	<b>In-class essay: Self-reflection essay to accompany midyear portfolio</b> Epilogue of <i>My Beloved World</i>
16	12/9/14	<b>Workshop: Interview Questions.</b> Bring 2 copies. Midyear writing assessment survey
Final Exam		There is no exam. Your midyear portfolio and reflection essay will be scored by Stretch English instructors during finals week.

**Winter Break Assignment:** Over the winter break, you will conduct your investigative interview. Make sure to bring your interview transcript and notes to our first of class in the spring semester (January 22, 2015).

# HA 96F/S: Stretch English Semester

# Course Schedule for Spring 2015

*This is a draft of our coursework for spring. I will make adjustments based on our fall experience, and send you a revised schedule, if necessary, in January. All scheduled readings and assignments need to be completed by the time you come to class on the day they are listed.*

*RA = Rereading America, 9<sup>th</sup> edition*

*CR = Course Reader*

## Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/22/15	Analyzing and interpreting interview data: bring all materials from your interview
1	1/27/15	<b>Workshop: Complete draft of interview essay due.</b> Bring 2 copies.
2	1/29/15	<b>Interview essay due</b> Watch “Miss Representation” (in-class)
2	2/3/15	Finish “Miss Representation” (in-class)
3	2/5/15	“Passengers” (CR, pgs. 70-72)
3	2/10/15	“Bros Before Hos” (RA, pgs. 461-470)
4	2/12/15	“Just Between You, Me, and My 622 BFFS” (RA, pgs. 446-453)
4	2/17/15	Sketching your profile essay
5	2/19/15	<b>Workshop: Complete draft of profile essay due.</b> Bring 2 copies.
5	2/24/15	<b>Profile essay due</b> <i>Meet at the King Library: specific room TBA</i>
6	2/26/15	Introduction – Chapter 2 of <i>The Other Wes Moore</i>
6	3/3/15	Chapter 3 of <i>The Other Wes Moore</i>
7	3/5/15	<b>In-class essay: Critical reading/reflection</b>
7	3/10/15	Chapters 4-5 of <i>The Other Wes Moore</i>
8	3/12/15	Chapters 6-7 of <i>The Other Wes Moore</i>

Week	Date	Topics, Readings, Assignments, Deadlines
8	3/17/15	Chapters 8-Afterward of <i>The Other Wes Moore</i>
9	3/19/15	“Class in America – 2009” (RA, pgs. 281-297)
9	3/24/15	Spring Break – no class
10	3/26/15	Spring Break – no class
10	3/31/15	Ceasar Chavez Day – no class
11	4/2/15	<b>Workshop: Complete draft of culture essay due.</b> Bring 2 copies.
11	4/7/15	<b>Culture essay due</b>
12	4/9/15	Presentations: Reviewing My Beloved World
12	4/14/15	<i>My Beloved World</i> vs. <i>The Other Wes Moore</i>
13	4/16/15	<b>Workshop: Complete 1<sup>st</sup> draft of critical essay due.</b> Bring 2 copies.
13	4/21/15	<b>1 to 1 workshop</b> (in my office: Faculty Offices building, room 115): Bring your 2 <sup>nd</sup> draft of your critical essay.
14	4/23/15	<b>1 to 1 workshop</b> (in my office: Faculty Offices building, room 115): Bring your 2 <sup>nd</sup> draft of your critical essay.
14	4/28/15	<b>Critical essay due</b>
15	4/30/15	What we’ve covered: A review
15	5/5/15	What you’ve learned: Inventory and portfolio
16	5/7/15	<b>In-class essay: Self-reflection essay to accompany final portfolio</b>
16	5/12/15	Writing Assessment Survey
Final Exam		There is no final exam. Your final portfolio and reflection essay will be assessed by Stretch English instructors during this week.

*The one-time-only*

# Emergency Pass

Fall 2014

*The one-time-only*

## **Emergency Pass**

### **Spring 2015**

Guidelines: With this pass, you may turn in your Interview essay (due 1/29/15) OR your Profile essay (due 2/24/15) OR your Culture essay (due 4/7/15) at our next scheduled class meeting. This pass may not be used for any other assignments, and does not excuse you from workshops or any other process-components of the essay assignment. I highly suggest you save this pass for an actual emergency (i.e. car accident on the way to school, relative dying, etc.)

Directions: Staple this pass to the top of your essay, signing and dating below.

Other pertinent info:

- Essays slipped under my office door will not be accepted.
- Essays emailed to me will not be accepted.
- Essays that are more than one class meeting late will not be accepted.

Signature \_\_\_\_\_ Date \_\_\_\_\_