

**San José State University**  
**Humanities and Arts**  
**HA 96F & HA 96S, Stretch English I and II**  
**Sections 18 and 24, Fall 2015 & Spring 2016**

**Course and Contact Information**

<b>Instructor:</b>	Professor Shannon Hervey
<b>Office Location:</b>	Faculty Office Building, room 224
<b>Email:</b>	<a href="mailto:shannon.hervey@sjsu.edu">shannon.hervey@sjsu.edu</a>
<b>Office Hours:</b>	Tuesdays 3pm - 6:00pm
<b>Class Days/Time:</b>	T/TH 12:00pm - 1:15pm and T/TH 1:30pm - 2:45pm
<b>Classroom:</b>	SH 411
<b>Prerequisites:</b>	Credit for Stretch English I (HA 96F) is a prerequisite for Stretch English II (HA 96S).
<b>GE/SJSU Studies Category:</b>	Written Communication I (Area A2)

**Course Format**

This will be a discussion based classroom, so it is important that you come to class having done the required reading and being prepared to share thoughts, ideas, questions, and criticisms with the rest of the class. You will not do well in this course if you a) do not read and b) do not take part in our small group discussions or our large group discussions.

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, assignment sheets, and some readings can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU to learn of any updates. We will not continue using our Wordpress site from Fall semester.

**Course Description**

Stretch II is the second 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: 21<sup>st</sup> Century Reading and Writing in a Democratic World**

In this class, we will investigate the news as a mode of 21st century democracy. We will attempt to answer the question, “What role does public reading play in developing democratic dialogue and agency in a global community?”

In our current cultural moment, we are bombarded with media: news channels that broadcast 24 hours per day, social media outlets used as political platforms, magazines that litter grocery stores, cell phones that interrupt our days with updates about the world around us... the list goes on. We will engage this proliferation of media and cut through the chaos by focusing on one newspaper in particular: *The New York Times*. In our reading of *The New York Times*, we will develop critical reading skills that are essential to becoming more informed and thoughtful readers and thinkers. Instead of simply reposting a news story to our Facebook pages that we haven't yet read, we will learn what it means to be *active* readers who engage meaningfully with the media riddled world around us. We will approach the news as an avenue toward an essential American ideal, democracy, and we will reflect on the ways in which these stories individually impact the lives we lead. In our investigation of these stories, the people who write them, the people who read them, and the people who are implicated by them, we will attempt to develop models for effective democratic action.

## **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 in revised final drafts. 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 details how the yearlong course will meet Written Communication I requirements and standards.

Assignment	Word Count/Assignment	Total Words	Assignment Type	Term (F or S)	GE Learning Objective
<b>Critical reading/reflection</b>	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
<b>Data-driven analyses</b>	Personal Essay 1000 words Interview Project 1000 words Ethnography Project 500 words	2500	out of class writing	F S S	GELO 2, 3, 5
<b>Major Essays</b>	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
<b>Portfolio/self-reflection essays</b>	Midyear 750 words Final 1200 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 Learning Outcomes (CLO)

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

Read to learn:

- 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).

Read to write:

- 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).

Write with an increased awareness of the process

- 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).

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

- 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

Reading is an integral part of writing. Kofi Annan once said, “Literacy is a bridge from misery to hope. It is a tool for daily life in modern society. It is a bulwark against poverty, and a building block of development, an essential complement to investments in roads, dams, clinics, and factories. Literacy is a platform for democratization, and a vehicle for the promotion of cultural and national identity.” For our investigation of the connections between literacy and democracy, you will need the following materials:

Reading for the course is both extensive and intensive. 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. You will also read selections from Naomi Wolf’s book *Give me Liberty* as well as selections from an anthology edited by David Eggers, the author of the campus reading selection for this term. These texts are part of the extended investigation we will conduct this year into the relationship between literacy and democracy; reading these texts, you will practice reading to learn, to reflect, and to respond. These texts will also serve as writing samples for study, and models for imitation.

## Textbooks

### Required:

- There are no required textbooks for Stretch II, though you will have ample reading assigned from The New York Times and also posted on our Canvas site. You must have access to both the Canvas site and also The New York Times in order to do well in this class.

### Recommended:

- Ballenger, Bruce. *The Curious Writer*, Brief Edition, 4/E.  
ISBN-13: 9780205876655
- Williams, Joseph M. *Style: Lessons in Clarity and Grace*, 11th Edition.  
ISBN-13: 978-0321898685

## Other Readings

You will purchase a digital version of *The New York Times* for the full year (4 weeks @ 99 cents, then \$1.88 per week). This digital version will allow you to keep a personal archive of stories you are following for your writing assignments in this course. Use the following link to access the educational subscription page. You will use your MySJSU account (@sjsu.edu) to set up a special education rate for the subscription:

<http://www.nytimes.com/subscriptions/edu/lp1474.html?campaignId=48U9F>

## Campus Handbook for Writers

In Canvas you have access to an online copy of Andrea Lunsford's *Everyday Writer: Writer's Help 2.0*. As an SJSU student, you have access to the online text through student fees you have already paid.

## Other equipment / material requirements

You will need an electronic device out of class that allows you to access the internet and Canvas, and to read the online texts.

## Library Liaison

Toby Matoush  
Phone: (408) 808-2096  
Email: [toby.matoush@sjsu.edu](mailto:toby.matoush@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>.

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. There may be added work you need to do. 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.

### **SJSU Attendance Policy**

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.”

### **Grading Practices and Policies**

Feedback on your work is intended to help you apply lessons as you complete assignments and transfer lessons learned from one assignment to the next. Grades are intended as a tool for assessment and reporting of outcomes during a course of instruction.

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.

### **Previous Assignments for Fall 2015**

<b>Item</b>	<b>% of Course Grade</b>
Critical Reading/Reflection 1	5%
Personal Essay	7%
NYT Blog	10%
Critical Reading/Reflection 2	5%
Self-Reflection/Midyear Portfolio	7%
News Discussions/Quizzes	5%
Online Work	5%

**Spring 2016:** 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>Length</b>	<b>Type of Assignment</b>
Profile Essay + Packet work	7%	3 pages	out of class
Finding Common Ground + Packet work	10%	3 pages	out of class
Cultural Presentation	5%	1 page	In class
Critical Reading/Reflection 3 + Packet work	5%	2 pages	In-class
Arguing a Position (Critical Essay) + Packet work	10%	4 pages	out of class
Self-Reflection/Final Portfolio	7%	3 pages	out of class
Participation: in-class discussion/Quizzes	7%	N/A	In-class
Grammar/Punctuation Tests (4)	5%	N/A	In-class

## GE Area 2 Grading Policy and Yearlong Grading in Stretch English

In keeping with GE policy, your final course grade for HA 96S will be a letter grade: A to F. You must earn a C or better to receive graduation credit for GE Area A2.

### ***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 96S, with a C or better will meet this requirement, simultaneously earning their GE A2 credit and clearing 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 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.

## Classroom Protocol

The template for SJSU syllabuses asks instructors to explain to students the specific behaviors appropriate to the classroom. I find this request somewhat puzzling: Adults already know how to behave, and you are an adult. But here are some truisms about behavior that an adult student will know:

- You should come to class every day prepared to participate.
- Attendance is its own reward and, therefore, need not be commanded.
- Attention is its own reward and, therefore, need not be commanded.
- Tardiness is an obscenity, and can only be overlooked with great pain from those affronted with it.
- You should practice safety, so that others do not have to think about how to keep you safe. (Be assured, the University has in place protocols about emergency procedures and faculty and students are drilled in them regularly, to the accompaniment of truly horrific wailing—from the alarms, not those alarmed by them.)
- Cell phones are an abomination of modern campus life and ought to be gutted—or at least silenced before class starts. (Okay, this one may not be a truism—more of a strongly held opinion, *my* opinion.) You may not use a phone in class, as a phone. That said, you may use a “device”—a phone, a tablet, a notebook, a computer—to access online activities and texts.

## My Professional Policies

I have developed these policies over the last thirty-three years of teaching composition. They are intended to ensure the smooth operation of the class and to encourage a professional working environment congenial to all.

- Office hours are yours: you paid for them; use them. University professors expect students to seek out what they need as they take charge of their own learning outcomes. We make ourselves available during office hours to provide students access to our time as a key resource in their studies.
- I do not accept late work. Deadlines are to be honored.
- I cannot accept papers via email. Nor is email a suitable vehicle for student-teacher conferencing. Please, use email to schedule appointments or to advise me of an absence. I will use email to update you on schedule changes or to advise you of my absence.
- I reserve the right to publish your work to the class as part of our workshop activities.
- If you need to record class sessions, you must advise me in writing so that I may seek permission from the class for such a recording. I will need to know what will be recorded, when, how and why, as well as how the recordings will be stored and used. No recordings of the class may be uploaded or shared electronically without written consent from me. (See the University policy on recording below.)
- Work completed in class cannot be made up. This includes all discussions, activities, and workshops. Workshops are an essential part of the writer’s working experience. Your participation in workshops is mandatory. These workshops are conducted in class: You *must* bring to workshops a completed draft, and you *must* turn in to me the workshop copies as well as the final, revised draft of the essay. (Only with documented reason and prior approval will I allow you to complete workshops with your group via email.)

- In-class essays can be made up only with a doctor's note or other documentation of a serious and compelling reason for the absence on that day. I will expect an email advising me of the absence and requesting the makeup.

## University Policies

### General Expectations, Rights and Responsibilities of the Student

As a member of the academic community, you accept both the rights and responsibilities incumbent upon all members of the institution. Faculty and administrators at the university encourage students to familiarize themselves with SJSU's policies and practices; these policies and practices outline the procedures to follow if and when questions or concerns about a class arises.

More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/home/catalog.html>.

In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

### Link to Specific University Policies

You can read the following policies by linking to the Frosh Writing program page at [http://www.sjsu.edu/english/frosh/program\\_policies/index.html](http://www.sjsu.edu/english/frosh/program_policies/index.html):

- Adding and dropping classes
- Seeking consent to record classes
- Preserving academic integrity
- Making education accessible to all

## Student Technology Resources

The University provides students access to technological resources at several locations on campus:

**Academic Success Center (Clark Hall).** 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.

**Media Services (Martin Luther King Library).** 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 is a campus-wide resource for mentoring and tutoring. Services 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. Mentors **offer small group, individual, and drop-in tutoring, on a drop-in or by appointment basis. Workshops are offered on a wide variety of 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: for details visit the [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.

**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>.

## HA 96S / Stretch English II, Spring 2016, Course Schedule

*Schedule subject to change at instructor's discretion Course Schedule*

Week	Date	Deadlines for Reading and Writing Assignments
0	January 28	- Go over syllabus - Catch up! - Pass back portfolios
1	February 2	- NYT Reading for this week: _____ _____ - Canvas Reading: Writing Profiles, pgs. 58 - 68 - In Class: prompt for Profile Essay <b>- Due: Printed Syllabus and Three Ring Binder with 7 Dividers</b>
1	February 4	- Canvas Reading: Writing Profiles, pgs. 69 - 71 and 75 - 78
2	February 9	NYT Reading for this week : _____ _____ - Canvas Reading: Writing Profiles, pgs. 81 - 84
2	February 11	Online Class
3	February 16	NYT Reading for this week : _____ _____ - Grammar/Punctuation Test 1
3	February 18	<b>Full Rough Draft Profile Essay Due</b>
4	February 23	<b>Revised Profile Essay Due</b>
4	February 25	- In Class: prompt for Finding Common Ground
5	March 1	NYT Reading for this week : _____ _____ - Canvas Reading: Finding Common Ground, pgs. 172 - 182
5	March 3	- Canvas Reading: Finding Common Ground, pgs. 183 - 187 and 190 - 193
6	March 8	NYT Reading for this week : _____ _____
6	March 10	- Grammar/Punctuation Test 2

<b>Week</b>	<b>Date</b>	<b>Deadlines for Reading and Writing Assignments</b>
7	March 15	<b>Full Rough Draft Finding Common Ground Essay Due</b>
7	March 17	<b>Revised Finding Common Ground Essay Due</b>
8	March 22	NYT Reading for this week : _____ _____ <b>Cultural Presentations</b>
8	March 24	<b>Cultural Presentations</b>
9	March 29	<b>Spring Break</b>
9	March 31	<b>Spring Break</b>
10	April 5	NYT Reading for this week : _____ _____ - In Class: prompts for Arguing a Position Essay and Critical Reading/Reflection Essay
10	April 7	- Canvas Reading: Arguing a Position, pgs. 242 - 255 - Grammar/Punctuation Test 3
11	April 12	NYT Reading for this week : _____ _____ <b>Critical Reading/Reflection In-Class Essay</b>
11	April 14	- Canvas Reading: Arguing a Position, pgs. 256 - 257 and pgs. 261 - 262
12	April 19	NYT Reading for this week : _____ _____ - Canvas Reading: Arguing a Position, pgs. 266 - 269
12	April 21	
13	April 26	NYT Reading for this week : _____ _____ - Grammar/Punctuation Test 4
13	April 28	<b>Full Rough Draft Arguing a Position Essay</b>

<b>Week</b>	<b>Date</b>	<b>Deadlines for Reading and Writing Assignments</b>
14	May 3	NYT Reading for this week : <hr/> <hr/> <b>Revised Arguing a Position Essay</b>
14	May 5	
15	May 10	<b>Portfolio Rough Draft</b>
15	May12	<b>Revised Portfolio + In-Class Reflection Essay</b>
Final Exam		

**Notes:**

Profile Essay Packet

Finding Common Ground Packet

Critical Reading/Reflection 3 Packet

Arguing a Position Packet

Self-Reflection/Final Portfolio