

San José State University
Humanities and Arts
HA 96F & HA 96S, Stretch English I and II
Sections 8 and 10, Fall 2015 & Spring 2016

Course and Contact Information

Instructor:	Mark Dowdy
Office Location:	Faculty Offices 215
Telephone:	(408) 924-5063
Email:	mark.dowdy@sjsu.edu
Office Hours:	TTh 3:00-3:30 p.m. and by appointment
Class Days/Time:	TTh 12:00-1:15 p.m. (sec. 8); TTh 1:30-2:45 p.m. (sec. 10).
Classroom:	Clark Building 216
Prerequisites:	Credit for Stretch English I (HA 96F) is a prerequisite for Stretch English II (HA 96S).
GE/SJSU Studies Category:	Written Communication I (Area A2)

Course Format: This course combines traditional in-class with a significant online component. In order to participate in this class, you will need a computer with access to the internet. See University Policy F13-2 at <http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details.

Faculty Web Page and Canvas Messaging: Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through Canvas to learn of any updates as well as any changes to the schedule. **A Note about Cross-Listing on Canvas:** I teach two sections of Stretch English, one that meets from 12-1:15 p.m. (Sec. 8) and one that meets from 1:30-2:45 p.m. (Sec. 10). Both of these sections have been combined, or cross-listed, in Canvas but remain separate from one another. Cross-listing allows me to post announcements in Canvas to both sections, and it also allows you to read and respond to discussion posts from students outside of your section. However, it can also lead to some confusion: *If you are in Sec. 10 – i.e. the 1:30 p.m. Stretch English class – you will notice that you Stretch English course is listed as Sec. 8 on Canvas. Please be advised that you are still in Sec. 10!* For official information about your course enrollment this semester, please refer to MySJSU.

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: Exploring Identity (or) 21st Century Reading and Writing in a Democratic World

This section of Stretch English will pay special attention to the role a well-informed population plays in a modern democracy. As Thomas Jefferson wrote, “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.” In Jefferson’s view, democracy could not survive unless the people had the freedom to speak their minds and inform one another about the world in which they lived. Today, over two centuries later, at a time when digital media has replaced traditional newspapers, we will consider whether Jefferson’s faith in an informed public applies to our own political system, asking what it means to be literate in the 21st century and whether Jefferson’s words apply as much today, in our post-Twitter world, as they did during his.

Throughout the fall semester we will pay close attention to the headlines from the *New York Times*. Each of you will select a particular news story, follow its development throughout the 2015/16 academic year, and write about it for a variety of different audiences. You will also read oral histories from Dave Eggers’ *The Voice of the Witness Reader*, along with essays posted on Canvas. During the spring semester, we will continue to follow the *New York Times* and will also read and discuss articles from the *Boston Review of Books*.

In addition to reading about current events, we also will read about the writing process itself and how to make the most it – in particular, how to cultivate a sense of critical self-reflection that enables writers at all skill levels, from developing to professional, to improve their own work. These readings, in most cases, will be taken from Bruce Ballenger’s *The Curious Writer*.

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 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. It is an integral part of democracy, too. That is why Thomas Jefferson advocated public education to a new democratic nation: to act collectively for the common good, we must be trained to read effectively so that we might understand positions of those citizens removed from us across the expanse of the nation we inhabit together.

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 an anthology edited by Dave 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.

To help you connect your reading to the writing you do, you will also purchase and use a dictionary, a rhetoric, a sentence development text, and the campus handbook. In these books you will engage reading to learn and practice writing skills.

Textbooks

Ballenger, Bruce. *The Curious Writer Brief Edition*. 4th edition. ISBN: 9780205876655 (available at Spartan Bookstore for purchase or for rent).

Eggers, Dave. *The Voice of the Witness Reader: Ten Years of Amplifying Unheard Voices*. ISBN: 9781940450773. (available at Spartan Bookstore for purchase only).

Lunsford, Andrea. *The Everyday Writer, included (as Writer's Help) in Canvas*.

Williams, Joseph M. and Joseph Bizup, *Style: Lessons in Grace and Clarity*. 11th edition. ISBN: 9780321898685 (available at Spartan Bookstore for purchase or for rent).

Other Readings

Beginning this week, you will be required to subscribe to the *New York Times* for the full year, with a special discount for the first seven weeks. This digital version will allow you to keep a personal archive of stories you are following for your writing assignments in this course. Here is the [link](#) to where you can order the *New York Times* at a special student rate:

<http://www.nytimes.com/subscriptions/edu/lp3KU6Q.html?campaignId=48U9F>

Beginning with the first week of the spring semester, you will also be required to subscribe to the digital edition of the *Boston Review*. This publication will provide you with in-depth analyses of the stories we have been following in the *New York Times*. Here is the [link](#) to subscribe to the *Boston Review*:

<https://www.ezsubscription.com/brv/subscribe.asp>

In addition to the above publications, there will also be assigned readings posted on Canvas. These assigned readings include, but are not limited to, the following:

Eric Alterman, "Out of Print: the Death and Life of the American Newspaper."

Jeremy Barr, "Few Read, Many Twitter."

Joan Didion, excerpt from *The White Album*.

Roxanne Gay, "Of Lions and Men"

Malcolm Gladwell, "Small Change: Why the Revolution Will Not Be Tweeted"

Martin Luther King, "Letter from Birmingham Jail."

H.L. Mencken, "The Hills of Zion."

Kel Smith, "In the Jungle, the Mighty Jungle"

Hunter S. Thompson, "The Kentucky Derby Is Decadent and Depraved."

John W. Whitehead, "Why Local Newspapers Are the Basis of Democracy."

Naomi Wolfe, "The Battle Plan."

Other equipment / material requirements (optional)

You will need access to a digital device or computer to access your subscriptions and to complete writing assignments.

Library Liaison

Toby Matoush is the library liaison for English and Comparative Literature and for Languages.

Phone: (408) 808-2096

Email: 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](#) 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.

You will upload your writing files to our Canvas course so that I can use electronic copies for workshops. But you will submit all writing to be graded in hardcopy (paper) as well, so that I can mark the paper and grade it.

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.

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 Policy

Participation

In addition to the essays you write, your overall grade will be influenced by 1. Homework/Outside Activities, 2. Classroom Discussion, 3. Group Projects, 4. Tuesday News Briefings, and 5. Peer Review. At the beginning of the academic year, I will distribute a detailed scoring guide for participation. This scoring guide, or rubric, will assess your level of engagement in these five categories. Every eight weeks, I will post your quarterly participation score on Canvas (5% each; 20% total).

1. Homework/Outside Activities: You will need to complete much of the work for this course outside of the classroom. At times this work will be required of the whole class. For example, I may assign a reading response as homework, or I might require the class to post items in the discussion boards on Canvas. Other times, however, you may choose to do homework or participate in outside activities of your own choosing. For example, you may complete additional, unassigned exercises from *Writer's Help* or schedule regular meetings with Elaine Foster, the Writing Fellow for the course. When I assess your level of engagement with Homework/Outside Activities, I will consider both your completion of required assigned as well as your demonstrated willingness to take initiative and develop a sense of ownership over your own writing.

2. Classroom Discussion: Your contributions to class discussions help me determine whether you've done your required reading. Moreover, such contributions foster a deeper understanding of the text at hand for *all* of us. For this reason, you will be expected to come to class prepared to discuss the assigned reading for the day. Moreover, you should strive to contribute to most class discussions, demonstrating an ability and willingness to listen to myself and your peers as well as the capacity to bring yourself and your experiences to the reading assignment.

3. Group Projects: I will assign multi-modal group projects throughout the semester. These projects will enable you to work with each other to create visual and audio responses (infographics, podcasts, etc.) to the stories we will be reading throughout the semester. A successful group project – one which follows the guidelines of the assignment, informs its audience in an engaging manner, and demonstrates group cohesion, focus, and purpose – will improve the overall participation score of each individual member.

4. Tuesday News Briefings: On most, but not all, Tuesdays, we will conduct news briefings. During these activities, the class will operate as though it were a news room. You, the students, will debate which news stories from the following week are the most important and why. You will also decide how best to reach a consensus. While the class deliberates, Ms. Foster and I will observe the proceedings but will not comment upon them. After 15-20 minutes, the class will decide the most important news stories of the week. You will also post responses to the debate/discussion on the Canvas discussion boards.

5. Peer Review: We will be conducting peer review sessions both through Canvas and during class time. The process will begin with Canvas, where I will be assigning you into small groups. Please upload your respective first drafts to Canvas by the date listed on the schedule and submit a hard copy to me at the beginning of class. Once you and your fellow group members have uploaded your essays, you will be able to review and respond to one another's drafts. Both the individual who wrote a particular essay and myself will be able to review your feedback via Canvas. Please provide feedback 24 hours prior to the scheduled in-class peer review session. On the class day devoted to peer review, you will have opportunity to give one another additional feedback and to ask follow-up questions. Please bring an additional hard copy of your draft to the peer review session so that you and your peers can mark up your manuscript. **Failure to attend or to participate adequately in a peer revision session (both online and in class) will result in a lowering of your essay's grade by one full letter.**

Late Policy

Unless you contact me in advance and provide a valid excuse – problems with your printer don't count as one – I will deduct one-half-letter from an essay's overall grade for every day late. This includes first drafts.

Instructor Feedback

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. I will post the results of your graded work on Canvas and will provide written feedback on the hard copies of the essays you submit to me.

Fall 2015: 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 have completed **all** of the assigned work, and you will need to demonstrate measurable progress in at least 75% of the GELOs to earn credit (CR) in HA96F.

Item	% of Course Grade	Word Count*	Type of Assignment
Critical Reading/Reflection 1	5%	600	in-class
Personal Essay	5%	(1000)	out of class
Op-Ed	7.5%	(750)	out of class
Critical Reading/Reflection 2	5%	750	in-class
Self-Reflection/Midyear Portfolio	7.5%	750	in-class
Participation	10%	N/A	N/A

Spring 2016: A final grade of C or better in HA 96S is needed to clear remediation and satisfy GE Area A2.

Item	% of Course Grade	Word Count*	Type of Assignment
Interview Transcript	2.5%	1000	out of class
Profile Essay	10%	(1000)	out of class
Ethnography Presentation	2.5%	500	out of class
Critical Reading/Reflection 3	5%	750	in-class
Critical Essay	15%	(1200)	out of class
Self-Reflection/Final Portfolio	15%	(1200)	out of class
Participation	10%	N/A	in-class

Word Count/ Fall and Spring: 9500/ (5150 finished writing)

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 Practices and Policies

Course Grade Calculations

Course grades are based on the grades you earn on the work you produce; note that these grades are not averaged but weighted to determine the final grade. In weighting letter grades, an A+ will be valued at 12, an A at 11, an A- at 10, etc. So an A+ on the Profile Essay assignment, for instance, will be calculated as 12 x .5 of the course grade in English 1A-S.

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 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.

English HA 96F 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, English 1A-S, 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 (English 1A-S) 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.

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.

Classroom Protocol

To help foster a classroom environment in which everyone feels comfortable enough to participate, I will not tolerate blatant displays of disrespect towards your peers or towards me. There are ways to disagree with others respectfully and sincerely. In fact, we will be studying the art of effective communication throughout this two-semester course and learning how to debate with others in a spirit of honest and respectful inquiry. In the unlikely event that a student might exceed the bounds of civility, he or she will be asked to leave for the remainder of the class session.

“Smart” Phone Usage

Attendance is both a physical AND mental state of being. I won't interrupt class if I see you paying attention to your phone and ignoring the class, but I will take note of it and lower your overall Participation grade (20% of course total) by one full letter.

Laptops

You may bring your laptops to class, but please keep them closed, unless otherwise instructed.

Note on Potential Labor Strike

The California Faculty Association is in the midst of a difficult contract dispute with management over salary issues. Higher pay for faculty is crucial to attracting and keeping better professors and improving the quality of your education.

It is possible that the faculty union will picket, hold rallies, or perform other job actions during this semester, up to and including a strike. If the faculty are forced into any of these activities, we will try to keep you apprised and to minimize any disruption to your education.

Students showing support for the faculty will be a very helpful factor in getting a quick settlement that benefits everybody.

For more current information you can visit the California Faculty Association website at <http://www.calfac.org/>

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 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:

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

Student Technology Resources

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.

Resources for Stretch Composition Students

Part of becoming a successful writer is learning how and when to seek the support you need.

Writing Fellows: Dedicated Writing Support for Stretch English Students.

A writing fellow is a graduate student trained to work with Stretch English students and instructor as part of the learning community of the classroom. Our Writing Fellow this semester is Elaine Foster. Elaine will attend class on Tuesdays, so she will be familiar with the work you are engaged in and will grow to know your needs as a developing writer over time. This type of writing support offers you a rare opportunity to work one on one with an advanced writer who knows the assignments and materials you are working on and with; you will definitely want to take advantage of the great, and unusual, opportunity that the program affords you as you develop your writing skills at SJSU.

Elaine will schedule office hours and workshops on a weekly basis. Look for Canvas announcements about upcoming meeting times and places. Sign up immediately when these appointments open.

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 10th 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 7th 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 96F / Stretch English I, Fall 2015, Course Schedule

Please note that the following schedule is subject to change. If any changes are made to it, I will notify you in advance and will post the changes on Canvas.

Week	Date	Readings/Homework/Outside Activities To Be Completed <i>Prior</i> to Class	In-class Activities
1	Th 8/20		Introductions, course overview, GELO exercise.
2	T 8/25	Subscribe to digital edition of <i>New York Times</i> ; review course syllabus (posted on Canvas); complete online component of GELO exercise. Read Kel Smith's "In the Jungle, the Mighty Jungle" and Roxanne Gay's "Of Lions and Men" (links posted on Canvas).	Introduction to Write Fellow Elaine Foster; benchmark essay.
2	Th 8/27	Subscribe to daily news briefings from the <i>NYT</i> . (Continue to read these daily news briefings throughout the remainder of the semester.)	Continue discussion of <i>NYT</i> stories; bring laptop, tablet, or phone for language background survey (online).
3	T 9/1	Read Ballenger, Chapter 1, "Writing as Inquiry."	Tuesday News Round-Up.
3	Th 9/3	Read Barr, "Few Read, Many Twitter" (on Canvas).	Discussion: the role of a free press in a modern democracy.
4	T 9/8	Read Ballenger, Chapter 2, "Reading as Inquiry," and Cardin's "With No Newspapers, as Jefferson Knew, Democracy Suffers."	Tuesday News Round-Up. News Beat/Story assigned. KWL+ (on handout).
4	Th 9/10	Read Barr, "Few Read, Many Twitter" and Whitehead, "Why Local Newspapers Are the Basis of Democracy" (both on Canvas).	Discussion: compare essays by Barr and Whitehead; practice annotations.
5	T 9/15	Read Ballenger, Chapter 3, "Writing a Personal Essay."	Tuesday News Round-Up. Discuss Ballenger.
5	Th 9/17	Review Ballenger, Chapters 1-3. Post chosen News Beat/Story on Canvas.	Bring Ballenger to class; in-class writing exercises.
6	T 9/22	Pre-writing for Critical Reading/Reflection Essay 1	Critical Reading/Reflection Essay 1
6	Th	Read Ballenger, Chapter 14, "The Writer's	Peer Review groups assigned. Personal Essay

Week	Date	Readings/Homework/Outside Activities To Be Completed <i>Prior</i> to Class	In-class Activities
	9/24	Workshop.” Complete weekly entries for reading log.	handout distributed.
7	T 9/29	Post noteworthy sentence (in your view and for whatever reason) from your readings in the discussions on Canvas.	Tuesdays News Round-Up. Sentence imitations.
7	Th 10/1	Complete weekly entries for reading log.	Sentence imitations continued; GELO group work.
8	T 10/6	First draft of Personal Narrative Essay due: upload draft to Canvas and submit printed copy at the beginning of class. Complete online peer response forms (available on Canvas) <i>prior</i> to next class on Thursday, 10/8. Read Williams and Bizup, "Lesson One: Understanding Style."	Tuesday News Round-Up. In class-exercises from Williams and Bizup.
8	Th 10/8	Bring additional printed copy of first draft to class. Complete online peer response forms (available on Canvas). Read Williams and Bizup, "Lesson Two: Correctness." Complete weekly entries for reading log.	Peer Review Session: Personal Narrative.
9	T 10/13	Post weekly “Fit to Print” candidates.	Tuesday News Round-Up. In class-exercises from Williams and Bizup.
9	Th 10/15	Complete weekly entries for reading log.	In class-exercises from Williams and Bizup.
10	T 10/20	Re-read sample student personal essay on page 106 of <i>The Curious Writer</i> . Post weekly “Fit to Print” candidates.	Tuesday News Round-Up. Group/class work: reviewing Seth Martin’s “Smoke of Empire.”
10	Th 10/22	Bring hard copy of second Personal essay to class and post on Canvas. Read Williams and Bizup, “Lesson Three: Actions” and “Lesson Four: Characters.”	Second Peer Review for Personal Essay: Focusing on the Personal. Read Williams and Bizup, “Lesson Three: Actions” and “Lesson Four: Characters.”
11	T 10/27	Final version of Personal Narrative Essay due: upload to Canvas and bring printout to class. Find example of infographic in NYT and bring to class. Opinion pieces from NYT. Post weekly “Fit to Print” candidates.	Tuesday News Round-Up. Discuss selected NYT opinion pieces.
11	Th 10/29	Complete weekly entries for reading log.	<i>Style</i> , Finish Lesson 3 and begin Lesson 4.

Week	Date	Readings/Homework/Outside Activities To Be Completed <i>Prior</i> to Class	In-class Activities
12	T 11/3	Dave Eggers, "Introduction," <i>Voice of the Witness Reader</i> . Post weekly "Fit to Print" candidates. Opinion pieces from NYT. Post weekly "Fit to Print" candidates.	Tuesday News Round-Up. Discuss selected NYT opinion pieces. Discuss <i>Voice of the Witness Reader</i> and select oral histories to read in the upcoming weeks.
12	Th 11/5	Selections from <i>Voice of the Witness Reader</i> .	Achol Mayuol (149), <i>Voice of the Reader</i> discussion; Style, Ex. 4.1. Group work: creating infographics.
13	T 11/10	First Draft of Op-Ed due: upload draft to Canvas and submit printed copy at the beginning of class. Complete online peer response forms (available on Canvas) <i>prior</i> to next class on Thursday, 11/12. Post weekly "Fit to Print" candidates. Selections from <i>Voice of the Witness Reader</i> . Read Williams and Bizup, "Lesson Five: Cohesion and Coherence" and "Lesson Six: Coherence."	Tuesday News Round-Up. Selections from <i>Voice of the Witness Reader</i> . Group presentations.
13	Th 11/12	Bring additional printout of first draft to class. Complete weekly entries for reading log.	Peer Review Session: Op-Ed.
14	T 11/17	Final version of Op-Ed due; upload to Canvas and bring printout to class.	Tuesday News Round-Up. Selections from <i>Voice of the Witness Reader</i> . Group presentations.
14	Th 11/19	Selections from <i>Voice of the Witness Reader</i> . Complete weekly entries for reading log.	<i>Voice of the Reader</i> discussion; group presentations.
15	T 11/24	Selections from <i>Voice of the Witness Reader</i> . Interview Project Assigned. Complete weekly entries for reading log.	Tuesday News Round-Up. <i>Voice of the Reader</i> discussion; group presentations.
15	Th 11/26	Thanksgiving holiday: no class.	Thanksgiving holiday: no class.
16	T 12/1	Post news stories for "Fit to Print;" submit final draft of Op-Ed.	Fit to Print; assembling portfolio materials.
16	Th 12/3	Prewriting for Critical Reading/Reflection 2	Critical Reading/Reflection 2 (in-class).
17	T 12/8	Assemble and prepare the inventories and the outline for the mid-year self-reflection essay and portfolio.	Self-reflection essay (write in class); submit with your essay the inventories and the outline for the draft; submit the portfolio for midyear assessment.

Week	Date	Readings/Homework/Outside Activities To Be Completed <i>Prior</i> to Class	In-class Activities
Final Exam*	Sec. 8: F 12/11 Sec. 10: Th 12/10	Sec. 8: Clark Building 216, 9:45 a.m. - 12 Noon. Sec. 10: Clark Building 216, 12:15 - 2:30 p.m.	Workshop Preparation: draft a set of interview questions for your interview subject(s). Workshop (in class): interview questions. *Instead of a final exam, we will conduct a workshop on interviewing techniques. Midyear Frosh Writing Assessment Survey.

HA 96S / Stretch English II, Spring 2016, Projected Schedule

Please note that the following schedule is subject to change. If any changes are made to it, I will notify you in advance and will post the changes on Canvas.

During the break please read Parts Three, Four, and Five of Williams and Bizup's *Style: Lessons in Clarity and Grace*. We will be conducting workshops based on these lessons early in the Spring semester, so it's imperative that you read them ahead of time.

Week	Date	Readings/Homework/Outside Activities To Be Completed <i>Prior</i> to Class	In-Class Activities
1	Th 1/28	Complete Interview assignment over winter break. Post edited interview on Canvas by class time.	Discussion of news stories that occurred over break. Round robin updates on everyone's own news stories.
2	T 2/2	Read Ballenger, Chapter 4, "Writing a Profile."	Tuesday News Round-Up.
2	Th 2/4	Read Wolfe, "The Battle Plan."	Group: Challenges facing democratic movements around the world.
3	T 2/9	Begin reading King, "Letter from Birmingham Jail."	KWL+: the Civil Rights Movement.
3	Th 2/11	First draft of Profile due: upload draft to Canvas and submit printed copy at the beginning of class. Complete online peer response forms (available on Canvas) <i>prior</i> to next class on Tuesday, 2/16. Finish reading King, "Letter from Birmingham Jail."	Workshop: imitating parallel sentence structures.
4	T 2/16	Peer Review Session: Profile. Bring additional printout of first draft to class.	Peer Review of Profile Essay.

Week	Date	Readings/Homework/Outside Activities To Be Completed <i>Prior</i> to Class	In-Class Activities
4	Th 2/18	Read Gladwell, "Small Change: Why the Revolution Will Not Be Tweeted." Homework: How would you Tweet your news story?	Group work: sharing news Tweets.
5	T 2/23	Selections from the <i>Boston Review</i> . Read Williams and Bizup,	Tuesday News Round-Up.
5	Th 2/25	Final version of Profile due; upload to Canvas and bring printout to class. Read Ballenger, Chapter 9, "Writing an Ethnographic Essay."	Ethnographic Project assigned; groups formed.
6	T 3/1	Read Thompson, "The Kentucky Derby is Decadent and Depraved."	Tuesday News Round-Up.
6	Th 3/3	Read Mencken, "The Hills of Zion."	Vocabulary exercise.
7	T 3/8	Selections from the <i>Boston Review</i> .	Tuesday News Round-Up. KWL+: <i>Boston Review</i> .
7	Th 3/10	Read Didion, exert from <i>The White Album</i> .	Group work: Ethnographic project.
8	T 3/15	Selections from the <i>Boston Review</i> .	Tuesday News Round-Up.
8	Th 3/17	Ethnographic Project due. Selections from the <i>Boston Review</i> . Annotate selected articles.	Group work: <i>Boston Review</i> annotations.
9	T 3/22	Prepare group presentations of Ethnographic Project. Read Ballenger, Chapter 12, "Writing a Critical Essay."	Tuesday News Round-Up. Critical Essay assigned. Group presentations: Ethnographic Project.
9	Th 3/24	Prepare group presentations of Ethnographic Project.	Group presentations: Ethnographic Project.
10	T 3/29	Spring Recess: no classes 3/28 - 4/1.	Spring Recess: no classes 3/28 - 4/1.
10	Th 3/31	Cesar Chavez Day: campus closed.	Cesar Chavez Day: campus closed.
11	T 4/5	Selections from the <i>Boston Review</i> .	Tuesday News Round-Up.
11	Th 4/7	Create bibliography of related news stories.	Round robin updates on News Beats/Stories.

Week	Date	Readings/Homework/Outside Activities To Be Completed <i>Prior</i> to Class	In-Class Activities
12	T 4/12	First draft of Critical Essay due: upload draft to Canvas and submit printed copy at the beginning of class. Complete online peer response forms (available on Canvas) <i>prior</i> to next class on Thursday, 4/14.	Tuesday News Round-Up.
12	Th 4/14	Bring additional printout of first draft to class.	Peer Review Session: Critical Essay.
13	T 4/19	Selections from the <i>Boston Review</i> .	Tuesday News Round-Up.
13	Th 4/21	Bring Williams and Bizup to class.	Workshop: Revising Revisited.
14	T 4/26	Final version of Critical Essay due: upload to Canvas and bring printout to class.	Tuesday News Round-Up.
14	Th 4/28	Ballenger, Appendix A, "The Writing Portfolio."	Bring prewriting materials from previous drafts to class.
15	T 5/3	Bring prewriting materials and printed drafts of earlier essays.	Tuesday News Round-Up. Workshop: identifying and documenting one's improved writing and editing skills; using texts as evidence.
15	Th 5/5	Selections from the <i>Boston Review</i> .	Classroom Discussion: What Were the Most Important News Stories this Past Year?
16	T 5/10	Complete final portfolio.	Self-reflection essay (written in class); bring your final portfolio to be submitted with your self-reflection essay.
16	Th 5/12	Bring laptops, tablets, or phones to class.	Frosh Writing Assessment Survey.
Final Exam *	tba	* Bring laptops, tablets, or phones to class.	*Instead of taking a final exam, the class will convene to upload ePortfolios onto Canvas.