

San José State University
Humanities and Arts, Department of English and Comparative Literature
English 1AF & English 1AS, Stretch English I and II
Section 29, Fall 2017 & Spring 2018

Course Philosophy:

The best way to improve your writing ability is to write on a regular and frequent basis, writing for a specific audience who will read your text thoroughly and thoughtfully.

Instructor:	Maria Judnick M.A., M.F.A
Office Location:	Faculty Office Building, Room 221
Telephone:	408.924.4451 (USE EMAIL ONLY.)
Email:	maria.judnick@sjsu.edu (If your answer requires an extensive answer – ie. more than 1-2 sentences from me – set up an appointment for office hours.)
Office Hours:	Mondays – 4:00-5:00 PM; Wednesdays – 3:30-4:30 PM and by appointment
Class Days/Time:	TR 4:30-5:45 [This is the course day and time for the full year. You will enroll in this same section during the spring term, provided you earn CR in fall.]
Classroom:	Boccardo Business Center 128
Prerequisites:	The <i>Reflection on College Writing</i> is a prerequisite to Stretch English I (English 1AF). Credit for Stretch English I (English 1AF) is a prerequisite for Stretch English II (English 1AS).
GE/SJSU Studies Category:	English 1AS satisfies Written Communication I, GE Area A2. To earn graduation credit in this category, you must complete the yearlong course with a grade of C- or better .
Satisfying EO 665	If you are designated remedial in English, you must be enrolled in a writing course that will allow you to clear that remedial requirement within your first year of study. Stretch English is one of the two courses that satisfy this requirement.
Clearing Remediation	Students who pass English 1A or English 1AS clear their remedial English requirement. This means you must earn a D- or better in the spring term in Stretch.

Section Description: 21st Century Literacies for a Global Citizen

"Writing is an act of community. It is a letter, it is comforting, consoling, helping, advising on our part as well as asking for it on yours. It is part of our human association with each other. It is an expression of our love and concern for each other."
-- Dorothy Day

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

In this ever-globalized community, it is important as the activist Dorothy Day says to learn how to join in a conversation, particularly in our rapidly shifting democracy today. How do you do so? Founding Father Jefferson emphasizes the role

that newspapers (and, today, news media) play: informing citizens is the first step to access the power needed to exercise the right to self-determination promised to all in a democracy. On this global stage, there is much for millennials to do to secure their own rights and the rights of their international brethren—and there are global media tools available to do that work.

Americans read the stories of daily lives in the pages of newspapers and journals, accessed through the internet. In doing so, they engage a narrative and dialogue of global dimension: The stories of the conflicts in the Middle East, of debates about immigration laws, of floods and fires and extreme storms, of ecological disasters and political triumphs. These are the stories of our neighbors and neighborhoods, of our fellow citizens and our country, of our global brothers and sisters and our global community.

This year we will explore together the digital pages of the *International New York Times* and *The Washington Post*, to explore the role of reading the news as a mode of 21st century democracy: what role does public reading play to create a public dialogue and to generate civic action in a global community; where can we (locally) see such dialogue and action modeled for us; do current platforms for public information and debate serve us well as global citizens?

SJSU studies include an emphasis on diversity. Our cohort of instructors chose the *International New York Times* and *The Washington Post* 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.

Why You Are S t r e t c h i n g This Year

Stretch extends your 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 prepares you for the future: As part of your general university education, you are offered this course to explore how reading and writing inform university work. Across the university, in all disciplines and majors, reading and writing inform the collaborations between students and faculty as we create new knowledge together.

As they work together to create new knowledge, students and faculty use reading to gather new information and ideas to answer their questions about the subjects they study; they then transform this reading through writing to share their discoveries with others. The Stretch curriculum is designed to engage you in this process of sustained inquiry through reading and writing and, through practice and reflection, give you a chance to develop the habits of mind to strategically use reading and writing as you learn at SJSU.

<p><i>Reflect on Your Own Learning:</i> The Stretch Course Learning Outcomes (CLO)</p>	<p>These are the 5 main learning goals of our Stretch together this year:</p> <ul style="list-style-type: none"> • Read to learn. • Read to write. • Write with an increased awareness of the process. • Read and write with an increased awareness of the language you use. • Reflect on and assess your own writing, process and product.
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What You Will Learn in Stretch English I and II

The General Education guidelines for instructors outline five broad learning outcomes for all courses that satisfy Area A2. This course is designed to ensure that you meet these outcomes.

GE Learning Outcomes (GELO)

Upon successful completion of this course, students will be able to:

1. demonstrate the ability to read actively and rhetorically
2. demonstrate the ability to perform the essential steps in the writing process (prewriting, organizing,

- composing, revising, and editing) and demonstrate an awareness of said performance
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals
4. demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing,

and criticizing ideas effectively in several genres
5. demonstrate college-level language use, clarity, and

grammatical proficiency in writing

For more information on the Stretch Curriculum designed to meet these learning outcomes, see the Stretch English Program Syllabus: sjsu.edu/english/ENGLgreensheets/2016ENGLfall/Stretch%20Program%20Syllabus.pdf.

Table 1: Summary of Writing Assignments for Stretch English I and II.
(Meets Written Communication I requirements and standards as well as the GE learning objectives.)

Assignment	Word Count/Assignment	Total Words	Assignment Type	Term	GE Learning Objective
Critical reading/reflection	Essay 1: 700 words Essay 2: 750 words Essay 3: 750 words	2200	in-class writing	F F S	GELO 1, 2, 3, 4, 5
Data-driven analyses	Personal Essay 1000 words Interview 1000 words Ethnography 1000 words	2800	out of class writing	F S S	GELO 2, 3, 5
Major Essays	Op-Ed 1000 words Profile Essay 1000 words Critical Essay 1200 words	2950	out of class writing	F S S	GELO 2, 3, 4, 5
Reflection Essays	Major Essay Reflections (3) 650 words	3900	in-class and out of class writing	F	GELO 1, 2, 3, 4, 5
Portfolio/self-reflection essays	Midyear 750 words			S	
	Final 1000 words				

How to Prepare for Class Sessions.

Overview	How to be an active participant
This year we will collaborate to answer the question: What is the relationship between 21 st century-literacies and democratic engagement as citizens in a global world? We will use reading and writing to collaborate in researching this question, and writing about it.	You will come prepared everyday —ready that is, to explore ideas, share research and reading, analyze source materials, critique samples and workshop drafts. In short, to write and THINK. Each class session will engage you in activities that work toward the current essay assignment or project and in reflection on those activities to observe the reading and writing strategies you are practicing and their practical effects. Our goal is, by May, for you to have at the ready a set of reading and writing practices that will sustain your college study. How? Do the reading. Complete the assignments. Check your email and Canvas at least once a day so you know what's expected. Be on time. Be attentive to others and pay attention. Take notes. Ask questions. Come to office hours. SAVE ALL YOUR MATERIALS FOR THE CLASS TO PREPARE FOR YOUR PORTFOLIOS (Always have a backup for technology!)

Where to Find Course Assignments and Materials.

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 to check your email DAILY to learn of any updates to our schedule.**



Texts and Supplies.

Reading is an integral part of writing. The following 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 as part of your daily learning practice. **All books are required.**

- **Textbook Available from online booksellers, or the Bookstore**

The following textbook is available through Amazon (or other online booksellers), or the publisher.

Ballenger, Bruce. *The Curious Writer*, Brief, Books a la Carte Edition, 5/E
ISBN-13: 9780134121444

I have ordered the Unbound (saleable) format, with Access Card, which was offered to us at a significant discount: **Net Price: \$68.50 (Suggested Retail Price: \$91.33)**

- **Newspaper Subscriptions:**

Together we are exploring the role reading and writing play in being a citizen in a democracy. To study that relationship, we are going to read the newspaper and share our learning and experiences in writing. The information we generate together will help you, in your final assignment, to assess the role of 21st-century literacies in our democratic practice as citizens.

The International New York Times:

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: nytimes.com/professor16

The Washington Post.

With an educational email (in this case, your @sjsu.edu account), you are entitled to a free subscription. We will be using both newspapers to compare their coverage over the full year. This digital version will allow you to keep a personal archive of stories you are following for your writing assignments in this course.

- **Other Readings about Our Theme**

The following book was provided to you as the SJSU Campus Reading Program:

Hot Dogs and Hamburgers: Unlocking Life's Potential by Inspiring Literacy at Any Age

By Rob Shindler / River Grove Books / ISBN-10: 1938416090 / ISBN-13: 978-1938416095

You will also be selecting another text to read over the Winter holiday. More details will be provided as the Fall semester progresses.

Additional readings (newspaper articles, public speeches, and scholarly articles) on 21st century literacy and democracy are located on Canvas. These shared readings will help us to develop a shared context of reading to inform our arguments.

- **Other equipment / material requirements**

- You will need access to a digital tablet or computer to complete and upload writing assignments.
- You will also need to **check your email daily** for necessary course updates.
- Large examination booklets and a folder / binder are also required for this course.

Please note: Throughout the course you will be expected to bring print outs of your essays for peer review and photocopies of other materials. Please budget for these costs, if necessary.

The Work You Will Do in This Course: An Overview

The Core Stretch Curriculum. Table 1 outlined the major writing assignments for Stretch English. All sections of Stretch English share this core curriculum. 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.

Midyear and Year-End Self-Reflection and Portfolio Review

At the end of the fall and spring terms you will submit a portfolio for Stretch instructors to review. These portfolios will ask you to enter into an assessment of your writing with two members of the Stretch faculty: me and one of my colleagues.

Our Daily Learning Activities.

The schedule of reading and writing assignments at the end of this syllabus breaks this work down into daily activities you will engage both in and out of class. Most of this work will be completed in Canvas.

The Time You Will Spend on This Work

Like all faculty at SJSU, I have designed this course to help you achieve the learning goals that define its role in your progress to earn a degree. In a 3-unit course like this one, faculty expect that students will spend **a minimum of forty-five hours for each unit of credit** (normally **three hours per unit** per week). This time includes 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>.

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.

How Your Work Will Be Assessed and Graded in This Course

Feedback on your work is intended to help you apply lessons from class as you complete assignments, and to 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.

Feedback 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. Typically, the assignment will be evaluated both as a process completed and as a product of that process. I will mark essays and make notes for revision on the scoring guide.

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 / reflections will help you to practice self-reflection as a writer, and so will prepare you to write the midyear and final self-reflection essays.

Table 2: Grade Distribution in the Yearlong Stretch

How Assignments Are Weighted Assignments to Determine Grades

Fall 2017: 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** the assigned work, and you will need to demonstrate measurable progress in at least 3 out of 4 (75%) of the CLO categories to earn credit (CR) in English 1AF.

Item	% of Course Grade	Word Count*	Type of Assignment		
Critical Reading/Reflection 1	3%	700	in-class		
Personal Essay	7%	1000	out of class		
NYT Op-ed	8%	1000	out of class		
Op-ed Reflection Essay	3%	600	out of class		
Critical Reading/Reflection 2	4%	750	in-class		
Self-Reflection/Midyear Portfolio	9%	750	in-class		
Participation / Canvas Discussion Boards	6%	N/A	N/A	Fall Total	[40%]

Spring 2016: A final grade of C- or better in English 1AS is needed to clear remediation and satisfy GE Area A2.

Item	% of Course Grade	Word Count*	Type of Assignment		
Interview Transcript	3%	1000	out of class		
Profile Essay	8%	1000	out of class		
Reflection on Profile Essay	5%	650	out of class		
Ethnography Project & Reflection	8%	600	out of class		
Critical Reading/Reflection 3	3%	750	in-class		
Critical Essay	10%	1200	out of class		
Self-Reflection/Final Portfolio	15%	1000	out of class		
Participation / Canvas Discussion Boards	8%	N/A	in-class	Spring Total	[60%]

Word Count/ Fall and Spring: 9550 (5150 finished writing)

How I Calculate Course Grades

In Stretch English, your course grade is based on a full year’s work. All the work you engage to produce the learning you do through both semesters is weighted to determine the final grade. **Weighted grades are not averaged.**

Final Grade Calculations:

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

(In Stretch, a D- clears remediation, but students need a C- to earn 1A credit.)

Participation: Regular attendance / presence for the entire class period is crucial to your success in this course. Remember, there are no “excused” absences in college. (Attendance for this course means attending in both body and spirit. If you are ten minutes late to class, you will be considered absent. If you fall asleep in class, you will be considered absent. If you text or use a cell phone during class, you will be considered absent. If you disrupt the class and are asked to leave, you will be considered absent.) 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 a classmate to see what you missed. **Class participation cannot be made up. Students receive a participation grade that reflects their efforts in the classroom through homework, classwork, pop quizzes, etc. at the discretion of the instructor** (for more information, read the Grading policy). **Please note: students are also required to be present for the fall and spring final exam dates. Participation will count as 14% of your total grade for the yearlong course.**

How to Get the Most Out of Our Collaboration: aka Course Policies

Congratulations – you have reached the first real test of adulthood: college! Adults already know how to behave, and I will treat you as an adult. But here are my general policies for my courses:

- You will be **on time** to class with the appropriate books for the day and stay the entire time.
 - You will **engage** yourself in our class. If you are doing anything other than being present in our class work (including using your phone) I will ask you to leave. (See the policy on participation.)
 - **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.
- You will **take responsibility** for your actions, positive and negative. Remember teachers do not “give” grades, you earn them.
 - **Your work** is public in this class, part of our collective inquiry into writing, reading, and democracy. We will share work in Canvas regularly. I reserve the right to publish your work to the class as part of our workshop activities.
 - All **electronic devices will be turned off** and stowed before entering class, **unless you have an exception from the AEC OR I stipulate we will be using said devices that day in class**. Electronic devices used during class will be confiscated for the class period and will lose participation credit.
 - **Recording class sessions** is possible, but 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.
- You are welcome to bring a drink to class but **please, no food** (unless you’re willing to bring enough for everyone). If you do decide to bring a beverage to class, bring one that has a lid / cap so there’s less chance of spills.
- **Tech Issues:** Problems with technology are unfortunate but not extraordinary. Be prepared and plan ahead. My suggestion: always email a copy of your essay to yourself – you can always print it using a campus computer if you run out of ink! There will be **NO ACCEPTED EXCUSE** for not having a hard copy of an essay on a workshop or final due date.

Homework / Participation Policies:

- **I do not accept late homework and in-class work cannot be made up. Deadlines are to be honored.**
 - If you have a medical illness or an emergency that requires you to miss a **significant** amount of class, please bring a doctor’s note and set up an appointment with me to discuss your absences and what can be made up.
 - Any assignment handed into my mailbox due to an **excused** absence **MUST** be time-stamped by the department or you will not receive credit.
 - **Any assignment slipped under my office door will not be accepted.**
- **I will not accept papers, homework, or in-class work via email unless I specifically request that format.**
- All homework must be typed and submitted in a 12-point font, unless otherwise specified.
- **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 2 typewritten copies of your completed draft, and you *must* turn in to me the 2 workshop copies as well as the final, revised draft of the essay. (You will also be asked to upload a final copy of your paper to Canvas.) Only with **documented reason** and **prior approval** will I allow you to complete workshops with your group via email.

Essay Policies:

Essay assignments will be handed out in class and include due dates and additional requirements not listed above.

- All essays must be turned in on time, as a hard copy (and uploaded on Canvas), at the **beginning of the class** on the

day they are due. Peer-edited essays (when part of the assignment) must be turned in with the final essay or there will be a 10-point (10%) deduction.

- If you know you will miss a class on the day a paper is due, feel free to make arrangements to turn a hard copy of the paper in (or have a reliable friend do it for you) before class that day. If there is a legitimate, verifiable reason why you cannot meet the deadline, you must request an extension from me **before** the day the assignment is due. Essay assignments may, of course, be turned in early without penalty.
 - The penalty for late, unexcused essays is a 10-point (10%) deduction for each calendar day late. **No essays will be accepted later than one week after a deadline except in cases of dire emergency and previously approved by the instructor.**
 - Late, excused essays may be accepted **only** with a written medical excuse by a doctor or other documentation the instructor deems acceptable. The instructor will set your submission deadline.

Essay Format: All out-of-class essays will follow MLA guidelines for formatting and citations. Failure to follow MLA guidelines will result in point deductions. Failure to upload the essay to Canvas will result in a grade of F. **For each day the essay is submitted late to Canvas, I will deduct an additional 10%.**

- Rough drafts and final essays must be typed, double-spaced with page numbers; use one-inch margins; and rely on 12-point fonts (Times New Roman or Arial only please).
- Include the following info at the top left-hand corner of your first page: Your name; your instructor's name; the course number and section; and the date. The essay assignment number; and a clever title for your essay (something other than Essay #1) should be centered on the line directly underneath your name.
- If any work is referenced in the text, a Works Cited page included at the end of the essay is mandatory.
- Staple and number your papers before coming to class.
- **TYPE YOUR WORD COUNT AT THE BOTTOM OF THE FINAL PAGE.**

Extra Credit.

I may announce in class occasional small opportunities for extra credit. Points awarded on these short assignments will not exceed more than 1% of your total grade and must be submitted by the deadline I assign. If you reach the 1% maximum, no additional extra credit will be allowed. No other work may be submitted for extra credit without prior approval by the instructor.

Email / Office Hours Policies.

In corresponding via email, be sure to treat the email note as more formal than a text to your friend, addressing your instructor and signing your note with your name (first and last to avoid potential confusion) and the course section.

Email is not a suitable vehicle for student-teacher conferencing. Please, use email to schedule appointments or to advise me of an absence. (If your question requires a response longer than a sentence or two from me, I will ask you to make an appointment.) Also, be sure when you make an appointment to see any instructor (including myself!), please be respectful of their time. If you need to cancel, let us know in advance.

I will use email to update you on schedule changes or to advise you of my absence. You are responsible for all information emailed to you so check it every day.

Get Support as a Writer at SJSU: Resources for Stretch Composition Students

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

- **Peer Mentors: Dedicated Writing Support for Stretch English Students.**
Some Stretch Instructors have requested a peer mentor for the section. A Stretch peer mentor is a fellow SJSU student trained to work with Stretch English students and instructor as part of the learning community of the classroom. 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. Your peer mentor will schedule appointments 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 offers 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. There are

three mentoring 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**

Located in Clark Hall, Suite 126, the Writing Center offers appointments with tutors who are well trained to assist you as you work to become a better writer. The Writing Center offers both one-on-one tutoring and workshops on a variety of writing topics. To make an appointment or to refer to the Center's online resources, 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. **I WORK THERE - COME SEE ME!**

Where to Access the Technology You Will Need to Do the Work of This Course

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

Where Can I Find Information about University Policies?

The Office of Graduate and Undergraduate Programs (GUP) maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus-related University Policies and resources information listed on GUP's [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

How do I Earn A2 Credit and Clearing Remediation?

English 1AF is graded CR/NC. To receive credit in the fall semester, you must complete all coursework and demonstrate significant, measurable progress throughout the semester that suggests you are on track to earn a C- or better in the spring term. In keeping with GE policy, your final course grade for English 1AS 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. There are two ways to accomplish this:

1. **In Fall:** Earn at least a B in your fall coursework AND earn at least a 2.5 on your midyear portfolio.
2. **In Spring:** Pass the spring term of Stretch English, English 1AS; (earning a D- or better will meet this requirement).

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 1AS) with a C- or better. A passing grade in the course signifies that you are a capable college-level writer and reader of English.

A Final Thought

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. Enjoy your time at SJSU and work hard.

Schedule of Reading & Writing in Stretch English for Fall 2017 & Spring 2018

The schedule below is intended to provide us all an overview of the work in this class.

While I expect the general framework of assignment due dates to stay the same, the details of the daily schedule may be adjusted in Canvas as we develop your writing this year. While I will announce changes to the schedule via email or in class (and then make the appropriate updates on Canvas), it is your responsibility to stay up-to-date in the course.

Fall 2017:

Week	Date	In-Class <i>Be prepared to discuss your readings / the corresponding Canvas posts.</i> Discussion and work during class will earn you your full participation point for the day.	Homework / Outside Assignments <i>Reading and writing assignments (including Canvas posts) help you to prepare for class.</i> The work listed in this column must be completed before class that day.
MODULE 1 of Our Yearlong Inquiry: How do we create and engage public dialogue as global citizens?			
1	24 August	<p>Welcome!</p> <ul style="list-style-type: none"> We'll discuss course policies and take a short survey. We'll also look at Canvas and you'll share your <i>Reflections on College Writing</i>. 	(None – we just started class!)
2	29 August	<ul style="list-style-type: none"> Syllabus Quiz Subscribe to <i>NYT International Edition</i> (student price), Subscribe to <i>WaPo</i> Share our 6 Word Memoirs Sign up for a student conference time 	<ul style="list-style-type: none"> Bring a laptop or tablet to class today. Finish your 6 word memoir – post to Canvas Finish your student contract Start reading <i>Hotdogs and Hamburgers</i> (if you haven't already over the summer)
	31 August - Conferences begin	<ul style="list-style-type: none"> Decide on groups for NYT – Discuss Tuesday Topics Assignment Share DSP Narratives 	<ul style="list-style-type: none"> Annotate two pages of Ballenger text for class. Read "Reading as Inquiry" from Ballenger. Post two tentative year-long topics on Canvas
3 – News stories due Monday at noon	5 September	<ul style="list-style-type: none"> First Tuesday Topics Discussion of stories Writing Headlines What's fake news? / Assign Social Media project 	<ul style="list-style-type: none"> Post Questions on "Few Read, Many Twitter" Write list of words / quotes from NYT articles
	7 September	<ul style="list-style-type: none"> Assign CRR 1 / Brainstorming Session What's a thesis? 	<ul style="list-style-type: none"> Read Ballenger – "Using Sources / Summarizing / Plagiarizing"
4 - News stories due Monday at noon	12 September	<ul style="list-style-type: none"> Organizing points – how do we sort our information? 	<ul style="list-style-type: none"> Social Media Project Due
	14 September – Conferences end	<ul style="list-style-type: none"> Brief workshop of your CRR 1 Discussion of using Concise / Precise language 	<ul style="list-style-type: none"> Bring two printed copies of your outline, sample topic sentences to class Post questions on <i>Hotdogs and Hamburgers</i> (Prologue-Inside O's Mind pgs. 1-70)
5 - News stories due Monday at noon	19 September	(Tentative) Writing Center Workshop: In-class Writing Strategies	<ul style="list-style-type: none"> Be polite to the Writing Center Tutor!
	21 September	At home work on <i>Hotdogs and Hamburgers</i> – we will not meet as a class today.	<ul style="list-style-type: none"> Post questions on <i>Hotdogs and Hamburgers</i> Chs. 12-25, pgs. 71-136
6 - News stories due	26 September	CRR 1 in class – be prepared to write!	<ul style="list-style-type: none"> Submit to Canvas your pre-writing and completed in-class draft

Week	Date	In-Class <i>Be prepared to discuss your readings / the corresponding Canvas posts.</i> Discussion and work during class will earn you your full participation point for the day.	Homework / Outside Assignments <i>Reading and writing assignments (including Canvas posts) help you to prepare for class.</i> The work listed in this column must be completed before class that day.
Monday at noon	28 September	<ul style="list-style-type: none"> • Assign Personal Essay • Discussion of <i>Hotdogs and Hamburgers</i> • Since we can't do our Tuesday News stories with our CRR 1, we'll discuss them today 	<ul style="list-style-type: none"> • Post questions on end of <i>Hotdogs and Hamburgers</i> (Ch 26 - Acknowledgements, pgs. 137-196) • Read personal essay examples
7- News stories due Monday at noon	3 October	<ul style="list-style-type: none"> • Using descriptive words, using active verbs • Discussion of <i>Hotdogs and Hamburgers</i> • Discussion of Personal Essay techniques 	<ul style="list-style-type: none"> • Read Ballenger "Writing a Personal Essay" • Read "Weaving Story into Breaking News" • Post your short example from <i>Hotdogs and Hamburgers</i>
	5 October	<ul style="list-style-type: none"> • Mini Outline Workshop • Begin drafting your reflection in class 	<ul style="list-style-type: none"> • Read Ballenger "Writing a Reflective Letter or Essay" • Bring a tentative outline for your personal essay
8 - News stories due Monday at noon	10 October	<ul style="list-style-type: none"> • Story Outlining – how do we see the "beats" in your essay? • MLA DAY 	<ul style="list-style-type: none"> • Bring in your revised outline with opening and closing paragraphs • Bring questions you have about format
	12 October	<ul style="list-style-type: none"> • Full Workshop of your Personal Essay 	<ul style="list-style-type: none"> • Bring in two copies of your essay
9 - News stories due Monday at noon	17 October	<p style="text-align: center;">PERSONAL ESSAY DUE</p> <ul style="list-style-type: none"> • Assign Op-Ed • Lecture on Elements of a quality Op-Ed • What makes a good opening? Parallel structure, word choice, and transitions 	<ul style="list-style-type: none"> • Submit all personal essay materials to Canvas
	MODULE 2 of Our Yearlong Inquiry: Where Do We See Models of Citizen Action in Our Communities?		
	19 October	<ul style="list-style-type: none"> • Being a News Editor – how do you decide if a story is compelling? 	<ul style="list-style-type: none"> • Read Sample Op-Eds and post which ones you think were published and why • Read Ballenger "Writing an Argument"
10 - News stories due Monday at noon	24 October	<ul style="list-style-type: none"> • In class speech day 	<ul style="list-style-type: none"> • Pitches due • Read sample speeches and post a reflection
	26 October	<ul style="list-style-type: none"> • If needed: in-class speech day continues • Paraphrasing vs. Summarizing • Integrating quotations 	<ul style="list-style-type: none"> • Read Ballenger: "Using and Citing Sources" • Bring two long quotations from NYT / WaPo to share in class
11 - News stories due Monday at noon	31 October	<ul style="list-style-type: none"> • Decisions on where to place your Op-Eds – work on cover letter 	<ul style="list-style-type: none"> • Bring a draft of your op-ed to class along with the links to at least 5 newspapers you think would be a good fit for your topic • Read Ballenger "Revision Strategies"
	2 November	<ul style="list-style-type: none"> • Workshop of your Op-Ed • Imitation Exercise 	<ul style="list-style-type: none"> • Bring in two copies of your draft • Bring in a hard-copy sample op-ed on a similar topic to your own
12 - News stories due	7 November	Introduce Mid-Year Portfolio and Reflection	<ul style="list-style-type: none"> • Continue editing your draft • Read Ballenger "A First Reflection on your Writing Process"
	9 November	Op-Ed and Reflection Due	<ul style="list-style-type: none"> • Submit all Op-Ed materials to Canvas

Week	Date	In-Class <i>Be prepared to discuss your readings / the corresponding Canvas posts.</i> Discussion and work during class will earn you your full participation point for the day.	Homework / Outside Assignments <i>Reading and writing assignments (including Canvas posts) help you to prepare for class.</i> The work listed in this column must be completed before class that day.
Monday at noon		<ul style="list-style-type: none"> Assign CRR2 Start considering materials for your portfolio 	
13 – News stories due Monday at noon	14 November	<ul style="list-style-type: none"> Outline workshop of CRR2 Punctuation Workshop 	<ul style="list-style-type: none"> Bring in an outline of CRR2
	16 November	<ul style="list-style-type: none"> Connecting arguments – how do we make the evidence fit the topic? 	<ul style="list-style-type: none"> Bring in two pieces of evidence you want to use in your portfolio
14 – News stories due Monday at noon	21 November	Writing CRR2 In Class	
	23 November	Happy Thanksgiving!	
15 - News stories due Monday at noon	28 November	<ul style="list-style-type: none"> We'll catch up on our Tuesday news stories Continue compiling info for our portfolios 	<ul style="list-style-type: none"> Read Ballenger "The Writing Portfolio" – Appendix A
	30 November	<ul style="list-style-type: none"> mid-term reflection workshop 	<ul style="list-style-type: none"> Be ready for a workshop of mid-term portfolio
16 - News stories due Monday at noon	5 December	<ul style="list-style-type: none"> Discussion of books to read over the holiday 	<ul style="list-style-type: none"> Submit list of potential books to read over the break Read Ballenger "Writing a Profile"
	7 December	Writing Self-Reflection Essay in class and submit your portfolio	<ul style="list-style-type: none"> Be prepared to submit your portfolio
Final Exam	TBA	Midyear Freshman Writing Exit Survey	<ul style="list-style-type: none"> Bring a list of potential interview subjects for spring

Your January Reading and Interview Assignments

Over January you will be reading a book related to your topic. There may also be additional reading assigned. On a weekly basis you will post comments to the Canvas Discussion Board in response to this reading.

Spring 2018

Week	Date	Topics, Readings, Assignments, Deadlines
<i>Our Inquiry in Module 2: Where do we see models of citizenship or citizen action in our communities?</i>		
<i>Conferences: during the first three weeks of the semester I will hold conferences to discuss your midyear self-reflection and portfolio. We will also look at your student contract. Conferences will be held in my office.</i>		
1	25 Jan	Discussion of winter break homework, Reflection on spring semester
2	Jan	Introduce Profile and Interview Assignment; how do we understand other people? What's spoken and unspoken in a good interview?
	Feb	Putting a profile back together – how do we understand the order? analyze and interpret field notes and to identify "what the reader will learn" (L); "what the reader knows" (W); "what needs to know" (K). (Frame and Theme)
3	Feb	Workshop a scene, a dialogue, an anecdote.

Week	Date	Topics, Readings, Assignments, Deadlines
		read Ballenger, Chapter 4, "Writing a Profile."
3	Feb	Samples of introductory paragraphs and closing paragraphs. Details, details, details of profiles!
4	Feb	Profile Workshop 1
	Feb	Profile Workshop 2
<i>Our Inquiry: Do we have what we need as active citizens to engage civil discourse in our digital America?</i>		
5	Feb	Submit Profile and Interview Introduce CRR3 AND Ethnography Project - understanding data from your sources
	Feb	Sample Observations Day
6	Feb	Outlining Practice / Strategies for In-Class Writing
	March	CRR 3 (In class)
7	March	Introduce the Critical Essay.
	March	Investigating the value of sources; evaluation of multimodality processes
8	March	Workshop and "debug" multimodal projects
	March	Workshop scripts / storyboards in groups
9	March	Film Multimodal Projects
	March	Watch Multimodal Projects
10	March	Enjoy Spring Break!
	April	
11	April	Critical Essay Thesis Workshop
	April	Outlining and drafting day
12	13 April	Investigating opening / closing paragraphs in depth
	18 April	Body Paragraphs - how do they work together?
13	20 April	Making sure you've answered the "so what?" question
	April	Content Workshop
14	April	Final Workshop - checking all MLA formatting
	May -	Critical Essay Due Introduce Final Portfolio
14	May	Read Ballenger, Chapter 5, "Writing a Review." Bring to Class your midyear portfolio and self-reflection essay. Workshop to inventory and document improved skills.
15	May	Quoting Yourself
15	May	Analyzing evidence
16	10 May	Final Self-Reflection Essay and ePortfolio due in Canvas. Bring to class your laptop and files for the ePortfolio (including self-reflection essay) ready to upload! We'll be creating and sharing an ePortfolio in Canvas.
Final Exam	May	First-Year Writing Exit Survey. What to Take after English 1A