San José State University
Humanities and Arts, Department of English and Comparative Literature

English 1AF & English 1AS, Stretch English I and II
Section 30, Fall 2017 & Spring 2018

Instructor:	Dr. Faith Kirk
Email:	faith.kirk@sjsu.edu
Office Hours:	Wednesdays, 12:00-1:00 pm and by appointment
Office Location:	Faculty Office Building (FOB), Room 217
Class Meeting Times:	Mondays and Wednesdays 1:30-2:45 pm
Classroom:	Sweeney 413
Prerequisites:	The Directed Self Placement course you completed this summer is a prerequisite to Stretch English (English 1AF). Credit for Stretch English 1AF in the Fall Semester is a prerequisite to Stretch English 1AS in the Spring.
GE Category:	You must complete both English 1AF in the Fall and English 1AS in the Spring to satisfy the requirement for Written Communication I, GE Area A2.

Course Description

This summer, you began preparing yourself for the college experience by attending orientation and completing your Directed Self Placement course, among other requirements. Now that you are here, what do you plan to do? How can you make the most of your time in college? What drew you to the university in the first place? What do you hope to get out of your college experience? These questions will form the basis of our investigation into what the university is, how it works, and how you can make it work for you this year.

On the surface, the topic of our course is fairly practical and straightforward. Together, we will seek to figure out how the university is organized and how it works so that you can navigate it more effectively. However, our investigation will also challenge us to think about more abstract questions. What is the purpose of a university education anyway? What does the university, as an institution, value? What are the ideologies at work in the university about culture, difference, equality, gender, race, and socio-economic opportunity?

Finally, this class will involve some soul searching too. You will need to think about what you bring to the university and what the university can offer you in return. You will spend time reflecting on what kind of student you were in the past, what kind of student you are now, what you hope to accomplish, and how you can use the university to meet those goals.

Your thoughts: _____

_____

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_____

What You Will Learn in Stretch English

Our course is designed to meet what the university calls "learning outcomes" for both General Education courses and for the Stretch curriculum. I have included both of these learning outcomes for you to review.

General Education Learning Outcomes

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

Stretch English Course Learning Outcomes

These outcomes are organized into four categories. Both semesters, you will create a portfolio of your writing that demonstrates to the Stretch English faculty that you understand and can demonstrate that you are working toward meeting these learning outcomes.

<u>Read to Learn:</u>

- annotate a reading selection to develop a summary and response in your writing
- identify audience & purpose in several genres
- explain how genres work to serve audience and context

<u>Read to Write:</u>

- identify rhetorical appeals and devise strategies to effectively appeal to a specific audience
- develop a text to appeal to a specific audience
- identify choices a writer has made to produce a text

- use readings as models for your own writing strategies
- concisely, accurately explain and critique information and ideas from your reading
- use information gleaned from your reading as evidence in your text and cite that information
- use quotation & summary to create context for readers

Write with an Increased Awareness of the Process:
- discuss specific strategies for prewriting and revision that have worked for you
- repurpose acquired skills and information to tackle new writing problems

Read and write with an increased awareness of the language you use:
- identify new grammatical forms and imitate them
- analyze and discuss the structure of sentences and the grammatical choices you make
- identify editing problems in your own writing
- identify and apply effective strategies for editing your work
- identify and apply effective proofreading strategies

How to Find Course Assignments and Materials

We will use Canvas, the online course management system, *a lot* in this course. Luckily, if you completed your Directed Self Placement course this summer, you already have some experience using Canvas.

I have already posted our course syllabus to our Canvas site so you have easy access to it. I will post other documents to Canvas throughout the year, like readings or collaborative writing that we do in class. I will also use Canvas to make announcements before or after class and to create assignments or discussions that you will need to complete before the next class meeting.

You are responsible to check Canvas frequently and to resolve technical problems you may encounter. Below are some resources that will help you to do that:

IT Help Desk: 408-924-1530
Email: ithelpdesk@sjsu.edu
Website: http://its.sjsu.edu/support/student-support/

The Texts We Are Using and Where to Buy Them

The following books will be our primary texts for the entire year:

- *The Curious Writer*, 5th Concise Edition, Bruce Ballenger, ISBN-13: 978-0134080383
- *College Rules! How to Study, Survive, and Succeed in College,* 4th Edition, Sherrie Nist-Olejnik and Jodi Patrick Holschuh, ISBN-13: 978-1607748526
- A folder or a three-ring binder specifically for this class

These books are for sale under our course listing at the Student Book Store in the Student Union but you can also purchase them online if you find them cheaper. I have provided the ISBN numbers for your convenience.

Please note: If you rent your book(s), be sure to arrange to rent them again in the Spring semester.

How Your Work Will Be Assessed and Graded

Assignments and Weight

Fall 2017: Grades in the Fall are based on measured progress toward our course learning outcomes. 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 3 out of 4 (75%) of the CLO categories to earn credit (a "CR" grade) in English 1AF. If you receive a CR grade for the Fall semester, you will be eligible to continue the course (English 1AS) in the Spring.

Item	% of Course Grade	Word Count
Critical Reading & Reflection 1	3%	600
Personal Essay	5%	1000
Blog	8%	1000
Critical Reading & Reflection 2	5%	750
Self-Reflection & Midyear Portfolio	8%	750
Participation in Canvas Assignments	8%	Not Applicable

Fall Total [37% of final grade for the course]

Spring 2018: You will need a final grade of a C- or better in English 1AS to clear remediation and satisfy GE Area A2.

Item	% of Course Grade	Word Count
Interview Questions & Transcript	3%	1000
Profile Essay	10%	1000
Ethnography Multi-Modal Presentation	5%	500
Critical Reading & Reflection 3	8%	750
Critical Essay	15%	1200
Self-Reflection/Final Portfolio	15%	1000
Participation in Canvas Assignments	7%	Not Applicable

Spring Total [63% of final grade]

Feedback: You will get different kinds of feedback in this course. You will receive feedback from me and from your colleagues. When you submit an assignment to me to be evaluated, you will receive a numerical score, a scoring guide, and some written feedback designed to help you develop your language skills. When we talk after class or in my office hours, you will receive verbal feedback from me, about a particular assignment or your general performance in the course if you wish.

Attendance and Lateness

Attendance: Attendance in this class is necessary. I want to know what you think. I want other students to know what you think. I want to hear you discuss your writing, the writing of other students, and the writing of professionals. I will take attendance at the beginning of each class period. If you are not in the room when I take attendance, *it is your responsibility* to make sure that I record your presence. If you miss class, I expect that you will make up any missed work.

Course Policies

Office hours: Each week, I hold office hours, which means I sit in my office ready and waiting to talk with you about what you need, what you want to accomplish, and how I can help you do that. You can either drop on by or email me to make an appointment.

Plagiarism: Plagiarism is when you take someone else's words or ideas and pass them off as your own. While plagiarism is wrong, asking about it is not! If you are not sure if something counts as plagiarism or not, go ahead and ask me, either in class, individually before or after class, or via email. After teaching for many years, it is pretty obvious to me when a writer forgets to cite a source or does not understand how to cite a source correctly. However, it also obvious when a writer blatantly inserts someone else's language or ideas into their own writing. If I find a case of plagiarism that is not the result of misunderstanding or incorrect citation, I will refer the student to the university for disciplinary action.

Late Work: In the case of either an emergency or a serious setback, I will accept late work <u>for up to a week past the due date</u>. However, you will lose 10% from your score for each day that an assignment is late (including weekend days). That means if you miss class on a Monday because you were sick and turn in your paper on the Wednesday we next meet, the highest grade you can expect to receive for that paper is an 80%.

Making Up Missed Work: Some of the writing we do for this class is completed during class. If you can document a compelling reason for missing class, I am willing to arrange for a make-up. However, <u>you cannot make-up workshops</u> or receive credit for attending them if you do not come to class.

Workshops: Workshops are an essential part of the writer's working experience. Participating in workshops is critical to your success in this class and mandatory. Workshops are always conducted in class and will be announced well in advance. You must bring to workshops a completed draft, and you must turn in to me the workshop copies as well as the final, revised draft of the essay.

Our Class Atmosphere

Our classroom is a learning environment where everyone's right to explore ideas needs to be respected. There is nothing wrong with disagreement and debate. In fact, saying that you disagree with someone and why you do is crucial for really doing the work of critically thinking. What *is* wrong is being disrespectful to anyone in our class or actively suppressing a colleague's ability to think, collaborate, and write. We will be practicing how to engage with each other with mutual respect.

Using your cell phone or other technology in our classroom can be, be is not always, extremely disrespectful. Everyone here is an adult and so it would be wrong of me to dictate that you cannot check the time on your cell phone or use it to look up a word or concept that you don't know. However, we live in a culture where texting or staring at your phone while we are trying to learn something is intrusive and rude. Please respect me, your colleagues, and the learning environment we all want to create by using technology respectfully in our classroom.

How to Prepare for Class

You should come to every class meeting ready to write—that is, to *explore* ideas, *share* research and reading, *analyze* source materials, and *engage* with your colleagues. All classes will involve in-class activities intended to further your progress on the current essay assignment or project. You will want to save this class work in your notebook so that you have it available to you when you sit down to write outside of class.

Like all faculty at SJSU, I have designed this course to help you achieve the learning goals and 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.

While all students will complete these same assignments, the course design cannot account for your individual needs. 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 a commitment to the work of this class and a commitment to seek out the support and resources you need.