

**San José State University**  
**Humanities and Arts**  
**English 1AF & English 1AS, Stretch English I and II**  
**Fall 2016 & Spring 2017**

**Course and Contact Information**

<b>Instructor:</b>	Professor Linda Lappin
<b>Office Location:</b>	Faculty Office Building, room 105
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<b>Office Hours:</b>	MW 10-11:30, other times by appointment
<b>Class Days</b>	Monday and Wednesdays
<b>Class Time/section/Room</b>	Noon-1:15pm section 45 Sweeny Hall 348 3pm – 4:15pm section 19 Clark Hall 306 4:30-5:45pm Section 44 Clark Hall 306
<b>NOTE:</b>	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.
<b>Prerequisites:</b>	Credit for Stretch English Fall is a prerequisite for Stretch English Spring
<b>GE/SJSU Studies Category:</b>	Written Communication I (Area A2).

**Text:** Curious Writer, in *Revel*: chapter 4 and 8

**Other reading:** *New Literacies for Digital Citizenship*, Simsek, plus assignment handouts.

**This semesters Assignments:**

Writing		Words	GELOS	75%
SE1a	in class sketch workshop	250	2-5	25
SE1b	Your Sketch	500	2-5	75
SE2	Profile Essay	1000	2-5	150
Revision	Fall essay revision	1000	2,3,5	100
SE3	Ethnography	1000	2-5	200
CRR	New Literacies for Digital Citizenship	1000	1-5	100
Journal	Reading journal—based on your book	500	1-5	50
Portfolio	Self-reflection w/portfolio	750	1,3,4	100
Totals		6000		800
Participation	discussion, workshops			15%
Preparation	Curious writer and annotation of article			10%

**Grades will be assigned by percentage of all required work**

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

*See Fall semester's syllabus for all the SJSU and department fine print.*

## **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 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).

## Spring 2017 Course Schedule

You know **this is my best guess**—*your needs will be taken into consideration so activities and dates may change going forward—in fact, I am almost sure they will.* ☺

**CW**=Curious Writer    **YB**= your book    **CRR**= Critical Reading Response    **SH**= Sweeney Hall

day	date	Chapter/topic	in class	Hw
1	30-Jan	<b>CW: 4/ Sketch</b>	CH 4: Semester overview, interview wk, sketch intro Reading Journal begun	Transcription <b>Page of YB 1 in journal</b>
2	1-Feb		share sketch, evaluate steps <b>Keep reading YB</b>	Post your sketch
3	6-Feb		peer your sketch, checklist	revise your sketch
4	8-Feb	<b>SH 229</b>	Sketch writing	Turn in Sketch
5	13-Feb		Conference topics:	
6	15-Feb		YB, Revision, Self eval sheet	Begin revising
7	20-Feb		Conf <i>continued</i>	
8	22-Feb	<b>CW 14/</b>	workshop using writers help	Revise for Peer
9	27-Feb	<b>Revision</b>	pair share work you've done,	Put into criterion
10	1-Mar	<b>YB 3</b>	Criterion review	Revision Due
11	6-Mar	<b>CW 4/</b>	Sketch review, Profile begun	Outline of Profile
12	7-Mar	<b>Profile</b>	6 points review, Frame. theme	Criterion check, revise for class
13	13-Mar	<b>YB 4</b>	Peer review	
14	15-Mar		Presentation	<b>Profile Due</b>
15	20-Mar		Presentation	Read Ch 9
16	22-Mar	<b>CW 9/ Ethnography</b>	Ethnography assignment groups	Read Ch 9 <b>YB finished</b>
17	27-Mar	<b>break</b>	Ethnography work	Chapter 9
18	29-Mar			

#day	Date	Book/topic or place	Classwork	Homework
19	3-Apr	<b>CW 9</b>	More on this Later, for now☞	Read the chapter
20	5-Apr	<b>Ethnography</b>		<b>YB journal due</b>
21	10-Apr	<b>Ethnography</b>	More on this later☞	
22	12-Apr			
23	4/17		Presentations,	
24	4/19		Presentations, CRR discussion	Ethnography due Read CRR handout
25	24-Apr	<b>CRR</b>	<b>Reading the Handout</b>	Your list
26	26-Apr		<b>List to outline to paragraph</b>	CRR list
27	1-May	<b>SH 229</b>	In class essay	
28	3-May	<b>TBA</b>		
29	10-May	<b>TBA</b>		
30	12-May	<b>Portfolio</b>	Gather Samples, work with table	Write ToC
31	15-May		Pre-work for Self evaluation	
32	final	<b>Self-evaluation</b>	and turn in portfolio	