

**San José State University**  
**Department of English and Comparative Literature**  
**English 1AF and 1AS, Stretch English I and II Section 04;**  
**Fall 2018 & Spring 2019**

<b>Instructor:</b>	Tyson Morgan
<b>Office Location:</b>	Faculty Offices FOB 116
<b>Email:</b>	Please contact me by message through Canvas (tyson.morgan@sjsu.edu)
<b>Office Hours:</b>	Thursday, 9-10 a.m. and 1:30-2:30 p.m., and by appointment
<b>Class Days/Time:</b>	Tuesday and Thursday, 10:30-11:45 a.m.
<b>Classroom:</b>	Dudley Moorhead, 354
<b>Prerequisites:</b>	Directed Self Placement 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).
<b>GE/SJSU Studies Category:</b>	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.

### **Course Description**

In this class, our main inquiry will be how cultural myths shape identity in the United States. Our readings and written assignments will help us determine how cultural myths influence the way we see ourselves and the world around us. We'll discuss how the creation of these myths, the sustainability of these myths, and the global perspective of these myths impact our past, present, and future as members of a learning community. We'll look at specific myths like the pursuit of the "American Dream" in order to frame our understanding of coming of age in the Modern era, the promise and accessibility of education, and how class, gender, and race fit into larger narratives about identity. Our goal is to recognize the interconnectedness among--and the power that comes with--applying the tools of knowledge, reading, and writing. Language is not neutral; language makes things happen.

### **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 on our Canvas page and on the department website. Table 1 maps how the yearlong course will meet Written Communication I requirements and standards as well as the GE learning objectives.

Assignment	Assignment	Words	Total Words	Assignment Type	Term (F/S)	GE Learning Objective
<b>Critical reading/reflection</b>	Essay 1	500	1850	in-class writing	F	GELO 1, 2, 3, 4, 5
	Essay 2	600			F	
	Essay 3	750			S	
<b>Data-driven analyses</b>	Personal Essay	1000	2850	out of class writing	F	GELO 2, 3, 5
	Interview Project	850			S	
	Ethnography Project	1000			S	
<b>Major Essays</b>	Blog	750	3000	out of class writing	F	GELO 2, 3, 4, 5
	Profile Essay	1000			S	
	Critical Essay	1200			S	
<b>Portfolio/self-reflection essays</b>	Midyear	750	1550	in-class writing out of class writing	F	GELO 1, 2, 3, 4, 5
	Final	800			S	

**Table 1:** Summary of Writing Assignments for Stretch English I and II.

### Required Texts/Readings & Materials

*You can purchase these texts from the bookstore, or from Amazon.com or other online vendors.*

Ballenger, Bruce. *The Curious Writer - Brief Fifth Edition (5th Edition)* ISBN: 9780134080383

Colombo, Gary, et al. *Rereading America – Tenth edition* ISBN: 978-1-4576-9921-4

Moore, Wes. *The Other Wes Moore* ISBN: 978-0-385-52820-7

Please also bring a laptop or tablet to each class, as well as writing utensils and lined notebook dedicated to this class.

### Other Readings

Other readings (newspaper articles, public speeches, and scholarly articles) on the theme of identity and cultural myths will be located on our Canvas page as they approach. These texts will help us develop a shared context of reading to inform our arguments. You will be expected to research additional texts relevant to the topics.

### Participation

Much of what you'll take away from this course will be how you and your peers interact with our main inquiry--*not* my own personal thoughts about the inquiry--and so your collaboration with each other is crucial. Class participation does not simply mean that you are physically present in class. You must contribute to class discussions, listen to your peers, take notes as necessary, have the required class materials, and come to class with all assignments completed. I want you to see participation in class discussions as a way to enhance our

learning community and to construct a network of knowledge together. Dialogue is not only about talking or deepening understanding, but it is a co-operative activity involving listening and respect.

## Missing Major Project Deadlines

### How students can find out about work missed because of absence.

If you miss any regular class (not including in-class essays and exams), it is your responsibility to find out what you have missed by checking available materials, contacting classmates and/or peer-tutor. I am not able to answer emails about missed classes.

### How and when students can make up missed in-class essays and exams.

If you miss an in-class essay or exam, you must message me through Canvas before the deadline to arrange for a make-up that must be complete within 2 weeks after the due date. If you miss an in-class essay without communicating by the due date, you will be denied the opportunity to make up an in-class essay. There is a half-grade penalty for missing due dates for all essays, exams and projects. Presentations cannot be made up. Additional 20% point reduction rule applies for each day a submission is late.

### How and when students can contact instructor to request an extension.

If you know of any conflict ahead of time and need an extension, you must message me in advance to set up a time to discuss your circumstances. You may not ask for an extension the day before a paper is due. Extension are considered on individual basis and are considered only in exceptional situations.

## University Policies

NOTE that University policy F69-24 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.”

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 at <http://www.sjsu.edu/gup/syllabusinfo>

See University Policy F13-1 at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details on your right to understand your grades. In this section of the syllabus I outline specifically our grading practices for the year: information on feedback practices, relative weights of assignments, and the grade calculations.

## Earning A2 Credit

Information about earning A2 credit is described in the Stretch Program syllabus, a separate document available on Canvas.

## Grading

Please refer to the grade calculations below:

A (93%-100%)	B- (80%-82.9%)	D+ (67%-69.9%)
A- (90%-92.9%)	C+ (77%-79.9%)	D (63%-66.9%)
B+ (87%-89.9%)	C (73%-76.9%)	D- (60%-62.9%)

B (83%-86.9%)	C- (70%-72.9%)	F (0%-59.9%)
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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 demonstrate measurable progress of the GELOs **to earn credit (CR)** in Stretch 1AF.

**Drafts**

Drafts for peer-reviews and final submissions must be typed in Times New Roman 12 pt. font, double-spaced, with 1-inch margins all around, using MLA header, your own title, and word count at the end, regardless of other MLA requirements.

Multiple Drafts are mandatory. Failure to submit a draft on the day that it is due will result in 20% point reduction.

**Final Grade for Stretch Course**

Your final grade in Stretch English is based on both semesters of work. The Fall semester is weighted at 40% and Spring is at 60%, making both semesters a 100% scale.

**Fall Semester -- 40% of total course grade**

Assignment	Description	In-Class / Out of Class	Minimum Word Count *	Percent Value
<b>Critical Reading / Reflection 1</b>	Taking into account your own experience/ observation/ research, and the readings that you have explored in this unit, articulate your views of family myth.	IC	500	4%
<b>Personal Essay</b>	Choose a single aspect of your personal history that has shaped who you are today. First, describe, in detail, a single event that showcases this aspect of you. Then, discuss the broader significance of this aspect of you that shapes how you see the world around you.	OC	1000	6%
<b>Presentation</b>	Presentation of Blog Essay	IC		1%
<b>Blog Essay</b>	You will write an elaborate blog post to showcase a problem. Your audience will be dependent upon where your blog is and what demographic it reaches. The blog should be informative and persuasive in tone. You will incorporate visual and multi-modal elements.	OC	1000	8%
<b>Critical Reading / Reflection 2</b>	For this paper, you will analyze the cultural myths about education, money and success.	IC	600	5%

<b>Unit Work</b>	Readings, activities and informal writing exercises that are part of the process of growing your expertise on the topic.	IC/OC	1000	5%
<b>Writing Process</b>	Drafts must be submitted on time to receive full credit because this allows you to participate in peer-review processes with rigid deadlines and to receive timely feedback on your writing as well as to provide feedback to others. Engaging in the revising and editing process with your peers is essential to developing effective writing practice.	IC/OC		3%
<b>Self-Reflection Portfolio</b>	Keep all of your work. You'll be "quoting yourself" to show your growth as a writer this semester.	IC	750	7%
<b>Final Exam</b>	Review of the terminology and concepts studied.	IC		1%
<b>Fall total %</b>				40%

**Spring Semester -- 60% of total course grade**

<b>Assignment</b>	<b>Description</b>	<b>In-Class / Out of Class / Canvas</b>	<b>Minimum Word Count *</b>	<b>Percentage Value</b>
<b>Interview Project</b>	You will interview someone over 40 years old about their path to success (or not). Consider the myths we have discussed so far in this class including "The American Dream." Consider the cultural myths that have shaped the person you are and how you perceive the person you choose to interview.	OC	850	1%
<b>Profile Essay</b>	You will use your interview to write a profile essay with a specific framework to be discussed in class.	OC	1000	10%
<b>Unit Work</b>	Readings, activities and informal writing exercises that are part of the process of growing your expertise on the topic.	IC/OC	1000	8%
<b>Critical Reading / Reflection 3</b>	We will explore the myth of the melting pot and various sub-communities by doing a critical analysis of readings.	IC	750	6%
<b>Ethnographic Study</b>	Taking into consideration the larger topic of the "melting pot" and then the sub-cultures that give people a place "to be." You will study a sub-culture to	OC	1000	7%

	write a report of your observations. You will make a presentation to share with classmates.			
<b>Presentations</b>	Ethnographic Study presentation. Informal presentations and share sessions.	IC		1%
<b>Critical Essay</b>	Taking into account the myths that we explored throughout the year, and especially considering “Class in America,” students will write a critical essay arguing what they believe made the difference – why did Wes #1 succeed while Wes #2 did not?	OC	1200	12%
<b>Writing Process</b>	Drafts must be submitted on time to receive full credit because this allows you to participate in peer-review processes with rigid deadlines and to receive timely feedback on your writing as well as to provide feedback to others. Engaging in the revising and editing process with your peers is essential to developing effective writing practice.	IC/OC		5%
<b>Self-Reflection Portfolio</b>	Keep all your work. You’ll be quoting yourself to show your growth as a writer for these past two semesters.	IC	800	8%
<b>Final Exam</b>	Review of terminology and concepts studied.	IC		2%
<b>Spring total %</b>				60%

### **Classroom Courtesy**

Our class is a community that encourages collaboration and learning. At times we may discuss or watch some controversial material. Therefore, it is important to be respectful of thoughts and opinions of all members of our group even if they differ from our own.

### **Communication**

It is more efficient to message me through Canvas than to email me through campus email. My campus email overflows with administrative and faculty emails. Because Canvas isolates student email in one location, *I can usually respond to Canvas messages within 48 hours.*

Evenings, after 5 pm and on weekends are personal time for students and instructors. I do not answer messages during these times. If there is a confusion about deadlines or some other miscommunication that cannot be clarified by checking syllabus and Canvas, contacting classmates and peer educator, then students can message instructor with a specific question about the issue, and I would break with this ritual and immediately send a message to the whole class. Communication is important for our work together.

## Technology

Classroom etiquette requires that cell phones be turned to silent mode, that full attention is given to the class, that computers and other devices only be used for class purposes, and that we listen carefully and without interruption to one another.

## Office Hours

You are welcome to walk in during the scheduled hours stated on the first page of this syllabus. If you want to make sure to have a specific time reserved during office hours, please message me at least 24 hours in advance. Students with appointments during official office hours get priority over the walk-ins. If you cannot come during office hours, please message at least 48 hours in advance to set up an appointment.

## Stretch English 1AF: Fall 2018 Course Schedule

This schedule is subject to change with fair notice. Always consult Canvas for up-to-date info.

**All readings / work in the Assignments Due column are due by the beginning of class.**

**RA = Rereading America; CW = The Curious Writer**

Date	In-Class Material	Assignment Due Today
T 8/21	Introductions. Course theme and structure. What do we mean by cultural myths; which ones are most important to us today? Classroom culture and expectations. Canvas. Passionation assignment introduced.	<i>Make sure to purchase your textbooks at the university bookstore, or to order them online. If ordering online, be careful to use the exact ISBN number.</i>
R 8/23	Further thoughts on cultural myths. Thematic terminology. Syllabus exploration: What is key, what is confusing? Apprehensions about the course?	Bring to class: Print out 2 syllabi, one for Stretch and the other for our section, from Canvas Syllabus page. These are the documents you will need for the rest of the semester for quick reference and notes. Credit for activity in class. Study handout: <a href="#">Email Etiquette</a>
T 8/28	Passionation presentations.	Come prepared to speak about yourself for <u>2 minutes</u> based on the prompt. Rehearse enough to speak succinctly, without long pauses or repetitive words. No ppt or visuals needed.
R 8/30	First-year college experience. Peer mentor workshop TBA.	
T 9/4	What is Academic Writing, and how do I know if I'm performing it?	<b>CW:</b> Ch.1 "Writing as Inquiry"

R 9/6	What is Academic Reading, and how do I know if I'm performing it? What is the relation between Academic Reading and Academic Writing?	<b>CW:</b> Ch.2 "Reading as Inquiry" on Canvas. <i>Do Reading survey on Canvas.</i>
T 9/10	<b>Where we begin...</b> <b>UNIT I: The Myth of the Model Family</b> Review from our first day of class: What are cultural myths? Myth of Model Family.	<b>RA:</b> "Thinking Critically, challenging Cultural Myths", "Harmony at Home: The Myth of the Model Family", and "Looking for Work". Watch: <a href="#">America is not the greatest country</a> and <a href="#">Christmas Cards</a>
R 9/13	Share "Family in media" - group activity.	<b>RA:</b> "The Color of Family Ties". Family in Media Discussion on Canvas. <i>TV shows from the past and present day: be able to explain your example to the class.</i>
T 9/18	Activities based on readings and posts.	<b>RA:</b> "Marriage Markets" <i>Family in media; reply to Canvas discussion by connecting ideas to the current readings.</i>
R 9/20	Activities based on readings and posts.	<b>RA:</b> "Cartoon Mothers" <i>Family in media; reply to someone's post by connecting ideas to the current readings.</i>
T 9/25	How do I get prepared to write? Letter genre. Essay prompt analysis and planning. Comparing ideas. What is an outline? What makes an outline helpful in writing a first draft?	Study CRR rubric, and prepare questions about rubric. Brush up on conceptual terminology. Review all readings and discussion notes. Study handouts and be ready to apply in class: <a href="#">Essay Exam Preparation</a> <a href="#">Comparing and Contrasting: Essay planning</a> <a href="#">Comparing Contrasting: Methods of organization</a> <a href="#">Essay planning: How to read a prompt</a> <a href="#">Essay planning: Visual mapping</a> <a href="#">Essay planning: Outlining with a purpose</a> <a href="#">Introductions for essays, Body paragraphs</a>
R 9/27	<b>Benchmark Essay (In Class)</b>	Revise all notes. Make an outline of ideas. No quotations at this time.
T 10/2	Benchmark essay debriefing: How do I assess my performance, and how do I use that information moving forward? Introducing sources, embedding quotations.	Read and Annotate CRR1 prompt. Study handouts: <a href="#">Embedding quotations</a> , <a href="#">Quotation Marks</a> , <a href="#">Synonyms for "said"</a> <a href="#">Sentence types and functions</a> <a href="#">Editing: Meaningful word and punctuation choices</a>

	Adjusting for audience - formal letter genre.	
R 10/4	<b>Critical Reading Reflection 1 (In-class essay)</b>	<b>Bring small Green Book and a selection of useful quotes with author and title references.</b>
T 10/9	<b>Discuss Personal Essay prompt.</b> What is narrative voice? In medias res. Then & Now Narrator / Tenses	<i>CRR1 reflection on Canvas.</i> <b>CW</b> CH.3 “Writing a Personal Essay”. Sample essay on Canvas. Study PE rubric. Study handouts: <a href="#">Personal Narrative Essays</a> , <a href="#">Verbs</a> , <a href="#">Verb tenses</a> , <a href="#">Building time frames</a>
R 10/10	Brainstorming ideas and creating first sketch for personal essay.	3 leads for Personal Essay on Canvas. Study handouts: <a href="#">Concrete Language</a> , <a href="#">Precise words</a> , <a href="#">Redundancy</a>
T 10/16	Developing PE. Revising Content.	<i>Full draft due.</i> Hard copy to class. Study handouts: <a href="#">Parallelism</a> , <a href="#">Sentence openers</a> <a href="#">Revising for clarity: Characters and their actions</a> <a href="#">MLA formatting guidelines</a> <a href="#">MLA formatting essay template</a>
R 10/18	<b>Discuss Blog Essay Prompt.</b> Evaluating blogs. Blog teams and topics.	<b>Personal Essay Due on Canvas</b> and to me in hard copy.
T 10/23	Selecting audiences and setting purposes. <i>What Would I Like to Write About?</i>	<i>Personal essay reflection on Canvas.</i> <b>CW:</b> Ch. 7 “Argument”. <i>Canvas Project:</i> “Blog on my subject”. Study handout: <a href="#">Argumentation: Premises and Conclusions</a> , <a href="#">Online posts: Do’s and Don’ts</a>
R 10/25	Content outline/ development.	Blog leads exercise on Canvas.
T 10/30	Multi-media writing features: Hyperlinks, images, text boxes.	<i>Full draft due.</i> Study handouts: <a href="#">Reporting verbs</a> , <a href="#">Paraphrasing</a> , <a href="#">Old information before new information</a>
R 11/1	Editing and proof-reading. <i>MLA</i>	<i>Revised draft due.</i> Study handouts: <a href="#">Concise writing</a> , <a href="#">Eliminating wordiness</a> , <a href="#">Nominalization</a> , <a href="#">Passive voice</a> , <a href="#">Transition words</a>
T 11/6	Blog presentations	Revise your draft.
R 11/8	Blog presentations	<b>Blog Final Due on Canvas only.</b>
T 11/13	<b>How we learn</b> <b>UNIT II: The Myth of Education</b>	<i>Reflection on Blog on Canvas.</i> <b>RA:</b> “Learning Power: Myth of Education and Empowerment” Intro into the topic. “Essentials of a Good Education”

R 11/15	Reading-based activities.	<b>RA:</b> “Against School” and “Ivy League”
T 11/20	Reading-based activities	<b>RA:</b> “Learning to Read” and any other text from the same chapter.
11/21	THANKSGIVING HOLIDAY	
T 11/27	<b>Critical Reading Reflection 2 (In-Class Essay)</b>	<b>Bring Exam book and selection of quotations with author and title references.</b> Review all notes on education and CRR Rubric. Any materials from previous CRR writing and preparation for essay exam.
R 11/29	Setting up your portfolio online	<b>Bring your computer to class.</b> Review all essays and topics. Read portfolio materials on Canvas.
T 12/4	Preparing to write. What do I write about in the reflection essay?	Bring computer and all Portfolio Items to Class
R 12/6	<i>Reflection essay in class.</i>	<b>Portfolio due</b>
	<b>FINAL EXAM</b> - see official SJSU exam schedule online.	