

**San José State University**  
**Humanities and Arts, Department of English and Comparative Literature**  
**English 1AF and 1AS, Stretch English I and II, Section 4**  
**Fall 2018 & Spring 2019**

<b>Instructor:</b>	Tyson Morgan
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<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>	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).
<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.
<b>The Stretch Calendar</b>	Stretch I and II span the fall and spring terms: the fall and spring course are both required to complete the A2 coursework. Plan to sign up in spring for the same section (time, day, instructor) in order to complete the course of study as expected within your first year of study at SJSU.
<b>The A2 Milestone for Progress to Degree</b>	The California State University system and SJSU expect all students to have completed their A2 requirement within the year. They have committed to make available courses and support to help all students achieve this milestone. Please work with your Stretch Instructor and all recommended support staff to achieve this milestone successfully.

### **What We Will Explore Together in This Section of Stretch: Cultural Myths in the U.S.**

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.

## What We Do in Stretch English

Stretch I and II, together, fulfill the Written Communication I 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 grade of C- or better signifies that the student is a capable college-level writer and reader of English.

***The yearlong Stretch invites you into a learning community:*** This semester you are enrolled in Stretch English I. Next term, provided you successfully complete the fall course, you will enroll in Stretch English II. You will study with me and your same classmates from this semester. Together your class will continue to use reading and writing to explore cultural myths in the United States.

***What happens if I don't earn credit in the fall course?*** If you earn No Credit in the fall, you will enroll in English 1A in the spring to complete your Area A2 requirement in one semester. If you successfully complete the spring English 1A (with a grade of C- or better), you will still complete your A2 requirement within your first year of study at SJSU.

### 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

Through a variety of writing assignments and projects in this yearlong course, you will continuously practice all phases of the writing process: prewriting, organizing, writing, revising, and editing. As you'll see in the sample table on the next page, the major assignments and projects require you to produce several texts of varied length and complexity. Several essays will be drafted in class, both to give you experience in timed-writing situations and to give you the opportunity to observe and confer with your cohort and me about your drafting process. Assignments provide the opportunity to explore multiple modes of presenting arguments—orally, visually, in print and on screens.

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
Critical reading/reflection	Essay 1	500	1850	in-class writing	F	GELO 1, 2, 3, 4, 5
	Essay 2	600				
	Essay 3	750				

<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	1000			S	
	Essay	1200			S	
	Critical Essay					
<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.

For more information on how the Stretch Curriculum designed to meet these learning outcomes, see the Stretch English Program Syllabus on our Canvas page and on the department website. There you will be able to find the Stretch Course Learning Outcomes (CLO's).

### Required Texts/Readings & Materials

You can purchase the following 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.

## How We Will Work Together as Researchers and Writers

### Why Participation Is Important

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. With that in mind, it is important to be respectful of thoughts and opinions of all members of our group even if they differ from our own on controversial material. Also, please keep your cell phone away and turned to silent mode during class, as it's a distraction.

### How You Can Find Out About Work Missed Due to an Absence

If you miss any regular class (not including in-class essays and exams), it's your responsibility to find out what you have missed by checking Canvas or contacting a classmate. Please contact me about missed material only if you've tried these avenues first.

## How and When You Can Make Up Missed Essays and Exams

If you're going to 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 completed within two weeks after the due date. If you miss an in-class essay without communicating by the due date, you won't be able to make it up. For essays and projects completed out of class, there is a full grade penalty for each day the assignment is late (e.g., a B would become a C). Keep in mind that presentations can't be made up unless there's an exceptional circumstance.

## How and When You Can Contact Me 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. Extensions are considered on individual basis and granted only in exceptional situations.

## How to Reach Me

Please message me through Canvas rather than emailing me directly. I'll usually respond within 48 hours, though I'll rarely respond to messages on the weekend or after five p.m. during the week.

## Office Hours

You're 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.

## The Work You Will Do in This Course: An Overview

### How Your Performance Will Be Graded

Please refer to the following grade calculations.

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%)

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

### Fall Semester (40% of total course grade)

Assignment	Description	In-Class / Out of Class	Minimum Word Count *	Percent age 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>Percent age 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 write a report of your observations. You will make a presentation to share with classmates.	OC	1000	7%
<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%

### How to Format Your Writing

We’ll write various types of essays this year, and not all of them will be formatted the same way. However, unless otherwise noted, 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 an MLA header and a title.

Multiple drafts are crucial to your development this year. If you fail to submit a draft by its due date, you’ll lose a full grade for each class that it’s late.

### ***Your Reflection on College Writing Portfolio***

In summer, you wrote essays to reflect on college writing before deciding to take Stretch English. You will compile the writing you submitted to the *Reflection on College Writing* modules into an ePortfolio in the first two weeks of the fall course. This writing portfolio begins your official writing assessment at SJSU. You will return to these earliest SJSU writing samples as you move from course to course; from course to course, you will be able to gauge how far you have come!

### ***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 read your reflection essay to assess your midyear progress. This midyear self-assessment is also a rehearsal for the A2 assessment you will complete in spring, which follows the same assessment design.

### ***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, submitted as a Canvas ePortfolio, is your culminating exercise in this class. It will contain the reflection essay as well as two samples of your writing: the pre-instruction *Reflection on College Writing* critical essay, and your final critical essay in Stretch English. Your portfolio will be assessed by two Stretch faculty members, using a common scoring guide to determine your progress to proficiency as a college writer as defined by the goals of GE Area A2.

## **What You Need to Know about GE Area 2 Grading Policy and Yearlong Grading in Stretch English**

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.

English 1AF, however, is graded CR/NC. To receive credit in the fall semester, you must honor your instructor's grading contract and/or policies and demonstrate significant, measurable progress throughout the semester. We will expect to see enough progress to suggest that you are on track to earn a C- or better in the spring term.

Please notice in your section syllabus that your spring grade in Stretch includes the grades you earned in fall. All the coursework, both fall and spring, comprises the work of one general education course requirement: GE Area A2. You will find in your section syllabus an accounting of how coursework will be graded and accumulated into the final course grade.

***How Do I Earn Credit for GE Area A2?*** To satisfy your CORE GE Area 2 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 C- grade in the course signifies that you are a capable college-level writer and reader of English.

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 on your right to understand your grades. In your section syllabus, your instructor outlines specifically our grading practices for the year: information on feedback practices, relative weights of assignments, and the grade calculations.

## Where You Can Find Information About All the 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/>

## Stretch English 1AF: Fall 2018 Course Schedule

All English Department syllabi, including this one, are available online:  
<http://www.sjsu.edu/english/ENGLgreensheets/index.html>.

This schedule is subject to change with fair notice, so always consult Canvas for up-to-date info. All readings and work in the Assignments Due Today column are due by the beginning of that day's class. **RA** signifies *Rereading America*; **CW** signifies *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? "A City on a Hill" from John Winthrop. "Papa's Waltz" by Roethke and "Those Winter Sundays" by Hayden. Classroom culture and expectations. Canvas.	<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	<b>CW:</b> Ch.2 "Reading as Inquiry" on Canvas. <i>Do Reading survey on Canvas.</i>



	Academic Reading and Academic Writing?	
T 9/10	<p><b>Where we begin...</b></p> <p><b>UNIT I: The Myth of the Model Family</b></p> <p>Review from our first day of class: What are cultural myths? Myth of Model Family.</p>	<p><b>RA:</b> “Thinking Critically, challenging Cultural Myths”, “Harmony at Home: The Myth of the Model Family”, and “Looking for Work”.</p> <p>Watch: <a href="#">America is not the greatest country</a> and <a href="#">Christmas Cards</a></p>
R 9/13	Share “Family in media” - group activity.	<p><b>RA:</b> “The Color of Family Ties”.</p> <p>Family in Media Discussion on Canvas.</p> <p><i>TV shows from the past and present day: be able to explain your example to the class.</i></p>
T 9/18	Activities based on readings and posts.	<p><b>RA:</b> “Marriage Markets”</p> <p><i>Family in media; reply to Canvas discussion by connecting ideas to the current readings.</i></p>
R 9/20	Activities based on readings and posts.	<p><b>RA:</b> “Cartoon Mothers”</p> <p><i>Family in media; reply to someone’s post by connecting ideas to the current readings.</i></p>
T 9/25	<p>How do I get prepared to write? Letter genre.</p> <p>Essay prompt analysis and planning. Comparing ideas.</p> <p>What is an outline? What makes an outline helpful in writing a first draft?</p>	<p>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:</p> <p><a href="#">Essay Exam Preparation</a></p> <p><a href="#">Comparing and Contrasting: Essay planning</a></p> <p><a href="#">Comparing Contrasting: Methods of organization</a></p> <p><a href="#">Essay planning: How to read a prompt</a></p> <p><a href="#">Essay planning: Visual mapping</a></p> <p><a href="#">Essay planning: Outlining with a purpose</a></p> <p><a href="#">Introductions for essays, Body paragraphs</a></p>
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	<p>Benchmark essay debriefing: How do I assess my performance, and how do I use that information moving forward?</p> <p>Introducing sources, embedding quotations.</p> <p>Adjusting for audience - formal letter genre.</p>	<p>Read and Annotate CRR1 prompt. Study handouts:</p> <p><a href="#">Embedding quotations</a> , <a href="#">Quotation Marks</a> , <a href="#">Synonyms for “said”</a> , <a href="#">Sentence types and functions</a></p> <p><a href="#">Editing: Meaningful word and punctuation choices</a></p>

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	<i>How we learn</i> <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.	