

San José State University
College of Humanities & Arts
Department of English & Comparative Literature
English 1AF/1AS (Stretch English): First-Year Writing
(theme: “Getting into Higher Education”), Section 6
Fall 2018 and Spring 2019



Instructor	Dr. Mark Dowdy
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Office Hours:	Tuesdays and Thursdays, 1:30 - 2:30 p.m. or by appointment
Class Days/Time:	Mondays and Wednesdays, 10:30 - 11:45 a.m.
Classroom:	Clark Building 316
Prerequisites:	<i>The Reflection on College Writing</i> is a prerequisite to Stretch English English 1AF. Credit for Stretch English 1AF is a prerequisite for Stretch 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.
The Stretch Calendar:	Stretch 1AF and 1AS 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.

The A2 Milestone for Progress to Degree: 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.

Course Format

As a hybrid course, Stretch English meets both in person and online. You will need a computer with dependable Internet connectivity in order to turn in homework and writing assignments, keep up with course communications, and access the documents (such as the syllabus) associated with this class.

How Will Your Professor Communicate with You?

This class meets twice a week, and I hold regular office hours. There will be plenty of opportunities to speak with one another in person, and I encourage you not to be shy. You can also reach me through email (listed above.)

Most of our online interaction, however, will occur on the Canvas learning management system. On this site, you will find the course syllabus, homework/writing assignments, discussion boards, and page-building tools. Lastly, I will communicate with the class-at-large by making announcements on Canvas. While I will use the MySJSU messaging system for critical, time-sensitive information, I will mostly communicate with the class through Canvas. I expect you to check the Canvas course page before every class.

Catalog Description of English 1AF and English 1AS

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.



Description of *This* Section of English 1AF and English 1AS

This summer, you began preparing yourself for the college experience by attending orientation and completing your *Reflection on College Writing* 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 in the U.S. and in a global context 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.

To pursue this exploration of higher education, this course will be organized into 3 units, each of which will ask you to explore a specific inquiry question. The first, Unit 1, will focus on your experience making the transition from high school to college. During this unit, you will be asked to read and reflect on the following questions: What is higher education to me? How does it differ from high school? And what do I hope to achieve from it? The next, Unit 2, will direct your attention to the campus community and ask you to examine how San Jose State University works as an institution to serve its students. During Unit 2, you will be asked to read and reflect on the following questions: What can SJSU do for me? How does it contribute to my education? What are its obligations to me, and mine to it? The final inquiry, Unit 3, will be the culmination of your thoughts and reflections about higher education throughout the academic year. In it, you will ask the following question: What is the purpose of higher education in the 21st century, and what role do my peers, teachers, and myself play in creating it?

What happens if I don't earn credit in the fall course?

If you earn No Credit in 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.

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. This allows you more time develop habits of mind that support college learning, to expand your writing tools and practices, and hone your reading and writing skills. This added time to prepare will ensure that you are ready to transfer your writing experience and knowledge to the writing you will do in your other courses.

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 the same instructor and writing colleagues from fall. Together your class cohort uses reading and writing to explore your section's inquiry project over a full year.

GE Learning Outcomes (GELOs)

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 an 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.

Reflecting on Your Own Learning: The Stretch Course Learning Outcomes (CLOs)

By completing this coursework, you will have made considerable progress in developing yourself as a reader and writer. At the end of the fall and the spring term, you will assemble and reflect on your work to gauge and define your progress. Your reflection essay will present your portfolio to your instructor and one other Stretch faculty member; you will demonstrate to us your own ability 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 sentence 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 issues 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).

Required Texts

- Harris, Malcolm. *Kids These Days: Human Capital and the Making of Millennials*. Hachette. ISBN 978-0-31-6510868 Available online and at Spartan Bookstore.
- [Excelsior Online Writing Lab](https://owl.excelsior.edu). This online writing handbook is available at the following link: <https://owl.excelsior.edu>.
- In addition to the above texts, there will be other readings from books, newspapers, websites, and other sources. These readings will be distributed via Canvas. I will provide you with advance notice whenever you are assigned one of these readings (see Tentative Schedule below).

What We Will Be Doing in English 1AF/1AS

Writing Assignments

As a writing course, you will be expected to produce 8,000 words in this course, 4,000 of which must be revised and edited. These writing assignments will include both in-class and out-of-class essays.

Critical Reading and Reflection (CRR) essays

Estimated word count: 2,100 words

Assignment type: in-class essays

GE Learning Objective: GELO 1, 2, 3,4, 5

Each of these three in-class essays will begin a new unit organized around a set of inquiry questions. **Critical Reading and Reflection 1** will begin Unit 1 and will ask you to consider the following questions: *What is higher education to me? What do I hope to achieve from it? And how does it differ from high school?* **Critical Reading and Reflection 2** will begin Unit 2 by building on the previous course unit with a new set of inquiry questions: *What can SJSU do for me? How does it contribute to my education? What are its obligations to me, and mine to it?* Finally, **Critical Reading and Reflection 3** will begin Unit 3, the final unit of the academic year, by asking you to address the following inquiry questions: *What is the purpose of higher education in the 21st century, and what role do my peers, teachers, and myself play in creating it?* These three in-class essays will be completed during class time. You will have the option of writing your essay on paper or using a computer or mobile device.

Data-Driven Analyses

Estimated word count: 2,800 words

Assignment type: out-of-class writing

GE Learning Objective: GELO 2, 3, 5

Each of the three units will also include a data driven analysis. For Unit 1, you will write a **Personal Essay**, which will require you to reflect on your journey to SJSU and to describe it to an audience comprised of your classmates. In Unit 2 you will begin to explore the people of SJSU by completing the **Interview Project**. This assignment will require you to identify a suitable interview subject, compose questions for this person, and, finally, conduct an interview. Finally, Unit 3 will include a **Ethnography Project**, a multi-modal group assignment in which you will work with a team of your peers to research and present upon one of the student organizations here at SJSU. By "multi-modal" I mean that this presentation will include more than just words, spoken or written: it will require you to include a visual component in the form of video, images, audio, or other multimedia elements using a platforms such as Power Point or Prezi.

Major Essays

Estimated word count: 2,950 words

Assignment type: out-of-class writing

GE Learning Objective: GELO 2, 3, 4, 5

Each of the three units will also conclude with a major essay. The first of these, the **Public Forum Essay** will require that to write a letter to the editor of a major newspaper. In this letter, you will respond you articulate your response to a article from the editor's publication that addresses an issue facing college students today. The next major essay will be a **Profile** of an employee at SJSU. To complete this assignment, you will need to identify someone who works at the university, set up an interview with him or her, and write an essay in which you focus on specific qualities of this person in order to tell a larger story. The final major essay, the **Critical Essay**, will culminate all of the work you have done in English

1AF and 1AS throughout the year. For this assignment, you will 1) identify a critical issue facing higher education, 2) take a clear position (thesis) on this issue, and 3) write a letter to the president of the university supporting your position with both research and personal observations.

Portfolios

Estimated word count: 1,750 words

Assignment type: in-class writing/out-of-class writing

GE Learning Objective: GELO 1, 2, 3, 4, 5

When you took *Reflection on College Writing* this past summer, you created a portfolio of your writing. In Stretch English, you will continue to use writing portfolios in order to reflect upon your own writing practices. Both the Fall 2017 and the Spring 2018 semester will culminate in the creation of a writing portfolio. For both of these, you will be assembling representative examples of the work you have produced throughout the academic year. In addition, your portfolios will include a reflective essay in which you assess your own progress meeting the General Education Learning Outcomes (GELOs) for this course:

- **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.

Participation

1. Homework/Outside Activities: You will need to complete much of the work for this course outside of the classroom. This includes completing Canvas learning modules that you will be able to complete at your own pace. These modules are designed to reinforce the lessons from class and to help you meet the GELOs/CLOs for this course (see above). In addition to these self-paced modules, there will also be homework assignments that need to be completed by a given deadlines. For example, I may assign a reading response as homework, or I might require the class to post items in the discussion boards on Canvas.

2. Classroom Discussion: Your contributions to class discussions help me determine whether you've done your required reading. Moreover, such contributions foster a deeper understanding of the text at hand for *all* of us. For this reason, you will be expected to come to class prepared to discuss the assigned reading for the day. Moreover, you should strive to contribute to most class discussions, demonstrating an ability and willingness to listen to myself and your peers as well as the capacity to bring yourself and your experiences to the reading assignment.

3. Group Projects: I will assign multi-modal group projects throughout the semester. These projects will enable you to work with each other to create visual and audio responses (infographics, podcasts, etc.) to the stories we will be reading throughout the semester. A successful group project – one which follows the guidelines of the assignment, informs its audience in an engaging manner, and demonstrates group cohesion, focus, and purpose – will improve the overall participation score of each individual member.

4. Workshops: We will be conducting workshop sessions both through Canvas and during class time. The process will begin with Canvas, where I will be assigning you into small groups. Be sure to upload your respective first drafts to Canvas by the posted deadline. Once you and your fellow group members have uploaded your essays, you will be able to review and respond to one another's drafts. Both the individual who wrote a particular essay and myself will be able to review your feedback via Canvas. Please provide feedback 24 hours prior to the scheduled in-class workshop session. On the class day devoted to workshop, you will have opportunity to give one another additional feedback and to ask follow-up questions. Please bring an additional hard copy of your draft to the workshop session so that you and your peers can mark up your manuscript. **Failure to attend or to participate adequately in a peer revision session (both online and in class) will result in a lowering of your course grade (see Grading Contract below.)**

Overview of Assignments

Unit 1 (Fall 2018): CRR1; Personal Essay; Essay for a Public Forum.

Unit 2 (Fall 2018/Spring 2019): CRR2; Interview Project, Profile Essay.

Unit 3 (Spring 2019): CRR3; Ethnography Project, Critical Essay.

End of Fall 2018 Semester: Midyear Self-Reflection and Portfolio Review

End of Spring 2019 Semester: Final Self-Reflection and Portfolio Review

Fall 2018: English 1AF is a credit/no credit (CR/NC). To earn credit in English 1AF, you will need to demonstrate measurable progress in at least 75% of the CLO categories specified in this syllabus.

Spring 2019: While a final grade of D- or better in English 1AS is needed to clear remediation and to pass the course, a final grade of C- or better in English 1AS is needed to satisfy GE Area A2. This means that you will need to pass the Spring semester of English 1AS with a C- or better in order to receive General Education credit for the course.

Expected Workload for a 3-Unit Course

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Final Examination or Evaluation

Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment. English 1AF/1AS will meet this requirement with two writing portfolios, each due at the end of the Fall and Spring semesters respectively.

How I Will Evaluate Your Work and Assign Grades

Grading Contract

Instead of using weighted grades, we will be using a Grading Contract in Stretch English. The contract below tells you what you need to do in order to receive a B in Stretch English. By working hard and meeting all 15 requirements enumerated in the contract, you will assure yourself a B for the course. Moreover, if the writing portfolios that you submit at the conclusion of both the Fall 2018 and Spring 2019 semesters exhibit exceptionally strong writing, you may receive a grade higher than a B.

On the next four pages, you will find the requirements for our Grading Contract. Please read this section carefully and ask me to clarify anything that you're not sure about. This Grading Contract is also on Canvas, where you will need to sign and submit as your first homework assignment.

In order to receive a B in Stretch English 1A, you must:

1. Complete ALL assigned drafts of each essay (both rough and final) and submit them to Canvas by the posted deadline.
2. Turn in final drafts that have been carefully proofread. Your final drafts do not need to be flawless and error-free, but they should reflect an effort to present your work in the best possible light.
3. Submit final drafts that demonstrate significant revision. Fixing grammar, spelling, and typos or reformatting your final draft are all critically important (see Requirement #2 above), but they are not the same thing as revision. Throughout the academic year, the class will review effective revision techniques and apply them to our own writing.
4. Avoid plagiarism. Plagiarism occurs when you present the words or ideas of another person as your own, whether you intended to do so or not. Oftentimes, it results from the improper citation of sources. In its most egregious forms — copying and pasting passages from published writings, purchasing an essay on the internet, hiring a ghost writer — plagiarism constitutes a flagrant act of dishonesty that can result in severe academic consequences, up to and including expulsion. To prevent unintentional forms of plagiarism, we will devote considerable time in Stretch English towards incorporating and citing outside sources.
5. Participate in ALL scheduled group activities. You will receive notice of these activities on Canvas at least one class period before the scheduled group activity.
6. Contribute to your assigned group's scheduled in-class presentation. This includes research, writing, and editing, as well as presenting before the class.
7. Engage regularly in class discussions, demonstrating an ability and willingness to listen to myself and your peers as well as the capacity to bring yourself and your experiences to the topic at hand. You don't have to speak up during every class session, but you do need to make an effort to participate on a consistent basis.
8. Complete and submit 85% of homework assignments by the due date.
9. Finish the first two self-paced online learning modules by the end of the Fall 2018 semester and complete all four by the conclusion of the Spring 2019 semester.
10. Provide thoughtful, detailed feedback to peers during workshops. This requires attending the scheduled workshops during class time and submitting feedback on Canvas by the posted deadlines.

11. Show courtesy and respect to your peers and instructor at all times. This includes paying attention when someone else (one of your peers or myself) is speaking to the class.
12. Refrain from using your laptop, cell phone, or tablet UNLESS directed to use them. Since we live in the digital age, we will sometimes use phones or laptops/mobiles. When we do, I will notify you on Canvas at least one class period before the scheduled group activity. Unless the class is specifically making use of technology, you should remove your electronic devices from your desk.
13. Score a cumulative average of 60% or higher for all ten of the scheduled reading quizzes for Malcolm Harris's *Kids These Days*. While 60% may seem like a low threshold for receiving a guaranteed B in the course, the ideas presented in this book are challenging. For most people (myself included), this is not "an easy read."
14. Avoid being tardy by arriving to class on time throughout the semester and on a consistent basis.
15. Submit a complete, fully revised Portfolio that meets all outlined requirements by the due dates at the end of the semester.

Deductions

For each of the numbered items above that you do not meet, your grade will be lowered by one-half letter. For example, a student who met 14 of the 15 requirements above would receive a B-, a student who met 13 of the 15 requirements would receive a C+, and so on. Please note that you can still raise a grade that has been lowered by submitting an exceptionally strong portfolio at the end of the semester.

Late Essays. If you contact me via the Canvas messaging system prior to the posted deadline, you may submit ONE late essay during the Fall 2018 semester and ONE late essay during the Spring 2019 semester (up to one week). This includes meeting the deadlines for both first and final drafts.

More Serious Considerations: a Solemn Pledge

If you are facing severely difficult circumstances that will affect your ability to complete the requirements for this course, please notify me as soon as possible. Even if you cannot meet all 15 of the above requirements to receive a B, you can *still* succeed in this course and satisfy the A2 Written Communication requirement by receiving at least a C-, provided that you contact me in a timely fashion and inform me of your situation. Hopefully, none of you will face unusually difficult circumstances this academic year, but in the event that you do, I pledge to work with you to make the best of the situation.

Scoring Higher than a B in this Course

Receiving a B in a college course is quite commendable. It shows a commitment to one's own education and to the lifelong task of self-improvement. There is no shame in a B.

However, I also understand and respect the desire to push one's self to produce exceptional work and to be rewarded for it. With this in mind, here are the requirements for a receiving a grade higher than a B:

Final Grade of B+: In addition to meeting all 15 of the requirements for receiving a B in this course, students who receive a B+ will receive a cumulative score of 80% or higher for all reading quizzes based on Malcolm Harris's *Kids These Days*.

Final Grades of A- or Higher: In addition to meeting the requirements for receiving a B+ in this course, students who receive an A- or higher will submit an exceptionally strong final portfolio. The final drafts included in these Portfolio will be distinguished by thoughtful revision, judicious copy editing, and thorough proofreading. We will devote considerable class time throughout the academic year to learning how to revise, copy edit, and proofread one's own writing in order to present your best possible written work.

What You Can Expect from Me

For this contract to work, I have to hold up my end of the bargain as well. Here is what you can expect from me:

Feedback: Since we are using a Grading Contract, I will not be assigning letter grades to individual essays. I will, however, distribute a qualitative scoring guide specific to that particular essay, and within two weeks of submission, I will provide written and/or audio feedback on Canvas to all of your major writing assignments. In my responses to your essays, I will comment on the following:

- The rhetorical elements of your writing (audience awareness; use of genre conventions; the appeals of ethos, pathos, and logos).
- Any patterns of error in grammar, spelling, usage, or formatting that I discover. I won't mark up every mistake that I encounter. Instead, I will point out things to consider for future writing assignments, including the final Portfolio.
- Style and clarity in your writing. There's an old line from a song that goes, "It ain't what you do, it's the way that you do it." Style and clarity have less to do with "correctness" in writing and more to do with effective communication.
- Organization, both globally (the overall arrangement of a piece of writing) and locally (the structures of paragraphs and sentences).
- Your use of readings and other outside sources in your writing.
- Finally, what I found to be the strongest aspects of your essays.

Advance Notice: In addition to posting deadlines for all major assignments on the syllabus and on Canvas, I will notify you of any changes to the Tentative Schedule for the class (see below) as far in advance (no later than the preceding class session) as possible.

Availability: I will keep regular office hours and will be available by appointment (see above). In addition, I will respond to Canvas messages in a timely fashion (24 hours during the work week/48 hours on weekends).

Courtesy: Just as I expect courtesy from you (both to your peers and to me), you should expect the same from me. This includes taking the time to learn your names within the first two weeks of the semester.

Openness: Got a suggestion? Did a particular activity work well, or did you find it less than helpful? I am open to suggestions. By sharing your insights with me, you can help me improve yours and other students' experiences in this class.

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 C- grade in the course signifies that you are a capable college-level writer and reader of English.

Statement of Agreement: You will find this contract on the course Canvas site, where you will be asked to review the contract, post any questions, and sign your agreement to the specified requirements in this Grading Contract.

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.

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/>

English 1AF/ Stretch English, Fall 2018/Spring 2019, Course Schedule

Below is the tentative schedule for the class the academic year. Please keep in mind that as the course unfolds, there will be inevitable changes to it. Whenever any changes are made, I will notify the class on Canvas and will provide at least one week's advance notice.

*Please note that the due dates for major assignments are in **bold face and italics**.*

Fall 2017

Week 1 (Beginning of Unit 1: What is higher education to me? How does it differ from high school? And what do I hope to achieve from it?)

Wednesday, August 22nd

Today, on our first day of class, we will go over the syllabus and introduce ourselves to one another. I will also assign your first homework assignment: Reviewing and signing the Grading Contract.

Week 2

Monday, August 27th

What to do prior to class: Read chapter 14, "Your College Syllabus Is Your Friend," from *College Rules!* handout. Group work related to syllabus.

What we will be doing during class: Sharing questions about the syllabus and Grading Contract.

Wednesday, August 29th

What to do prior to class: Remember that Literacy Narrative that you wrote as part of your *Reflection on College Writing?* (It was the first essay in your ePortfolio.) Please bring a hard copy of it to class.

What we will be doing during class: The class will break up into small groups and share their essays. Afterwards, the class as a whole will compare notes, as it answers the question: Are your experiences with writing classes similar to your peers' or different?

Week 3

Monday, September 3rd

Labor Day; no classes scheduled.

Wednesday, September 5th

What to do prior to class: Read first part (pages 43-50) of chapter 4, "Major Decisions: Selecting Courses and a Major" from *College Rules!* and listen to Steve Jobs 2005 Stanford Commencement Speech.

What we will be doing during class: The class will go over the first writing assignment, Critical Reading and Reflection 1 (CRR1), and discuss the following question: "How Important Is Choosing a Major?"

Week 4

Monday, September 10th

What to do prior to class: Read chapter 1, "Writing as Inquiry," from *The Curious Writer* and "Four Steps to Choosing a College Major," by Nathan Gebhard.

What we will be doing during class: The class will conduct writing exercises from *The Curious Writer*.

Wednesday, September 12th

What to do prior to class: Read and reflect on the writing prompt for Critical Reading and Reflection 1 (CRR1).

What we will be doing during class: Write Critical Reading/Reflection Essay 1. You may choose to write this in-class essay on a laptop/mobile device (yes, today is an acceptable day to use a laptop in class). If you prefer, you may also use a pen and paper.

Week 5

Monday, September 17th

What to do prior to class: Read chapter 2, "Reading as Inquiry," from *The Curious Writer*.

What we will be doing during class: The class will practice some of the reading strategies provided in Chapter 2: "Reading as Inquiry."

Wednesday, September 19th

What to do prior to class: Read two news articles about today's college students.

What we will be doing during class: Discussing first news article ("Smartphone Generation"); going over the next assignment, the Personal Essay.

Week 6

Monday, September 24th

What to do prior to class: Read "Smoke of Empire" on page 94 of *The Curious Writer* and answer questions from page 96.

What we will be doing during class: Discuss second news article (The Real Campus Scourge") Small group activity: Evaluating "Smoke of Empire."

Wednesday, September 26th

What to do prior to class: Read personal essay from *The Curious Writer*.

What we will be doing during class: Taking a reading quiz, discussing "Smoke of Empires," and returning CRR1.

Week 7

Monday, October 1st

What to do prior to class: Complete the first draft of your Personal Essay and submit it to Canvas.

What we will be doing during class: Assigning Workshop partners; learning about *Writer's Help*; working on an editing exercise; introducing the concept of sentence imitations (available on Canvas).

Wednesday, October 3rd

What to do prior to class: Read and respond to your peer's drafts online on Canvas; this includes completing the Peer Response form provided to you for this assignment. Bring a hard copy of your first draft to class.

What we will be doing during class: Holding our *first Mandatory Workshop Session* — did you remember to bring a printout of your first draft? Please note that failure to participate in workshops — both online and in-class — will result in a lowering of your essay's grade by one full letter.

Week 8

Monday, October 8th

What to do prior to class: Read chapter 18, "Active Reading," of *College Rules!*

What we will be doing during class: Examining visual media.

Wednesday, October 10th

What to do prior to class: Complete and submit final draft of Personal Essay on Canvas. (Please note that you will be submitting a hard copy in addition to your online submission.)

What we will be doing during class: After I collect the final drafts of the Personal Essay, we will discuss your next writing assignment: Blog Post.

Week 9

Monday, October 15th

What to do prior to class: Read chapter 7, "Writing an Argument," of *The Curious Writer*.

What we will be doing during class: Group activity: discovering everyday arguments.

Wednesday, October 17th

What to do prior to class: Read the first section of "How Colleges Discriminate Against Poor Students, with Pictures," by Alvin Chang, and take the online survey from the beginning of the article.

Week 10

Monday, October 22nd

What to do prior to class: Continue reading "How Colleges Discriminate Against Poor Students."

What we will be doing during class: Analysis of Chang's argument, Part I.

Wednesday, October 24th

What to do prior to class: Finish reading Alvin Chang's article.

What we will be doing during class: In-class activity: analysis of Chang's argument, Part II. Activity: Charting San Jose State University.

Week 11

Monday, October 29th

What to do prior to class: Read "The Misguided Student Crusade Against Fascism," by Michael H. Schill, and answer questions on Canvas.

What we will be doing during class: Group/class discussion: what type of claim is Schill making? Returning Personal Essays. Introduction to the enthymemes.

Wednesday, October 31st

What to do prior to class: Read "The Problem with 'Taking Offense,'" by Aaron Hanlon.

What we will be doing during class: Group work with article entitled "The Problem with 'Taking Offense'." Vocabulary exercise.

Week 12

Monday, November 5th

What to do prior to class: Read "The Problem with 'Taking Offense.'"

What we will be doing during class: Return to double-entry journals. Discuss news article about the First Amendment on Campus.

Wednesday, November 7th

What to do prior to class: Complete Reading Log 1 and submit it to Canvas.

What we will be doing during class: Round robin discussion: Based on our readings so far, what are some of the critical issues facing higher education today?

Week 13

Monday, November 12th

What to do prior to class: Post an Introduction to yourself and your topic on your blog site.

What we will be doing during class: Enthymemes and Rogerian Arguments.

Wednesday, November 14th

What to do prior to class: Complete the first draft of your Blog Post and submit it to Canvas.

What we will be doing during class: Assigning Workshop groups for your Blog Post: Introduction to Mid-year Portfolio.

Week 14

Monday, November 19th

What to do prior to class: Read and respond to your peer's drafts online on Canvas; this includes completing the Peer Response form provided to you for this assignment. Bring a hard copy of your first draft to class.

What we will be doing during class: Holding our Mandatory Workshop session.

Wednesday, November 21st

Thanksgiving Holiday

Week 15 (Beginning of Unit 2: What can SJSU do for me? How does it contribute to my education? What are its obligations to me, and mine to it?)

Week 15

Monday, November 26th

What to do prior to class: Read chapter 3 of *College Rules!* Complete and submit the final draft of your Blog Post.

What we will be doing during class: Review questions about the Mid-Year Reflection and Writing Portfolio. Submit a hard copy of blog post.

Wednesday, November 28th

What to do prior to class: Read and reflect on the writing prompt for Critical Reading and Reflection 2 (CRR2).

What will we be doing during class: *Writing Critical Reading/Reflection Essay 2.* You may choose to write this in-class essay on a laptop/mobile device (yes, today is an acceptable day to use a laptop in class). If you prefer, you may also use a pen and paper.

Week 16

Monday, December 3rd

What to do prior to class: Read "Appendix B: The Writing Portfolio," from the *Curious Writer* (page 562).

What we will be doing during class: Reviewing General Education Learning Outcomes (GELOs) and Course Learning Objectives (CLOs); creating a portfolio checklist.

Wednesday, December 5th

What to do prior to class: Complete the list of reflective questions (available on Canvas).

What we will be doing during class: Annotating the writing prompt for the Midyear Portfolio.

Week 17**Monday, December 11th**

What to do prior to class: Assemble and prepare the inventories and the outline for the mid-year self-reflection essay and portfolio.

What we will be doing during class: Writing the reflective essay for your Portfolio assignment and submitting it along with the rest of the portfolio materials for your midyear assessment.

Final Exam; or Culminating Activity: Please submit your interview questions on Canvas by 5 p.m. on Wednesday, December 12th.

Spring 2018**Week 1****Monday, January 28th**

What to do prior to class: Welcome back! Please bring the interview questions you submitted as culminating activity last semester and read pages 120-5 of *The Curious Writer*.

What we will be doing during class: Practicing interviewing techniques.

Wednesday, January 30th

What to do prior to class: Read chapter 4 of *The Curious Writer*, "Writing a Profile"

What we will be doing during class: Class/Group discussion: getting to know the university; Profile essay assigned.

Week 2**Monday, February 4th**

What to do prior to class: Arrange interview with Profile subject.

What we will be doing during class: Give progress report during class.

Wednesday, February 6th

What to do prior to class: Submit Interview transcript on Canvas.

What we will be doing during class: Everyone will discuss what they learned from their interviews. Each student will take 2-3 minutes to discuss what she or he found most significant about the interview conducted.

Week 3**Monday, February 11th**

What to do prior to class: Read "From Bullets to Bottles" (page 126 of *The Curious Writer*; page 104 .pdf version) and "Number 6 Orchard" (page 133 of *The Curious Writer*; page 107 .pdf version).

What we will be doing during class: Class activity: what are the elements of the profile essay?

Wednesday, February 13th

What to do prior to class: Finish editing interview transcript.

What we will be doing during class: Class activity: continue to analyze the elements of the profile essay,

Week 4**Monday, February 18th**

What to do prior to class: Read "Museum Missionary" (page 104 of *The Curious Writer*) and "Passengers" (page 107 of *The Curious Writer*.)

What we will be doing during class: Class activity: continue to analyze the elements of the profile essay,

Wednesday, February 20th

What to do prior to class: Select and read a profile essay.

What we will be doing during class: We will share the profile essays we found in the Post.

Week 5**Monday, February 25th**

What to do prior to class: Review chapter 4, “Writing a Profile,” from *The Curious Writer*.

What we will be doing during class: Determining the best frame for your Profile; Colin Kaepernick framing exercise.

Wednesday, February 27th

What to do prior to class: Complete the first draft of your Profile and submit it to Canvas.

What we will be doing during class: Assigning Workshop groups, plus more.

Week 6**Monday, March 4th**

What to do prior to class: Read and respond to your peer’s drafts online on Canvas; this includes completing the Peer Response form provided to you for this assignment. Bring a hard copy of your first draft to class.

What we will be doing during class: Holding our *third Mandatory Workshop Session* — did you remember to bring a printout of your first draft? Please note that failure to participate in Workshop — both online and in-class — will result in a lowering of your essay’s grade by one full letter.

Wednesday, March 6th

What to bring prior to class: Complete and submit final draft of your Profile on Canvas. (Please note that you do NOT need to submit a hard copy. Simply upload your final draft to Canvas.)

What we will be doing during class: Quiz on book excerpt Kids These Days/class discussion over the question: Why is college so expensive?

Week 7**Monday, March 11th (Beginning of Unit 3: What is the purpose of higher education in the 21st century, and what role do my peers, teachers, and myself play in creating it?)**

What to do prior to class: Read “Going to College,” by Malcolm Harris.

What we will be doing during class: Quiz on “Going to College.”

Wednesday, March 13th

What to do prior to class: Read and reflect on the writing prompt for Critical Reading and Reflection 3 (CRR3).

What will we be doing during class: Writing Critical Reading/Reflection Essay 3. You may choose to write this in-class essay on a laptop/mobile device (yes, today is an acceptable day to use a laptop in class). If you prefer, you may also use a pen and paper.

Week 8**Monday, March 18th**

What to do prior to class: Read chapter 13, “Repurposing Your Writing for Multimedia Genres,” from *The Curious Writer*.

What we will be doing during class: ethnographic presentations.

Wednesday, March 20th

What to do prior to class: Respond to online to presentations from previous class.

What we will be doing during class: ethnographic presentations.

Week 9**Monday, March 25th**

What to do prior to class: Respond to online to presentations from previous class.

What we will be doing during class: ethnographic presentations.

Wednesday, March 27th

What to do prior to class: Read chapter 8, “Writing an Analytical Essay,” from *The Curious Writer*.

What we will be doing during class: Rhetorical invention exercises from *The Curious Writer*. Video: Characters and Actions in sentences. In-class conferences.

Spring Break, April 1st - 5th: no classes scheduled; enjoy your break and be safe!
Caesar Chavez Day, April 1st: campus closed.

Week 10

Monday, April 8th

What to do prior to class: Work on Critical Essay and Ethnography Project.

What we will be doing during class. Class activity: summarizing, paraphrasing, and quoting. In-class conferences.

Wednesday, April 10th

What to do prior to class: Read chapter 21 of College Rules!

What we will be doing during class: Class discussion: higher education in the news. In-class conferences (if necessary).

Week 11

Wednesday, April 15th

What to do prior to class: Read chapter 17 of College Rules!

What we will be doing during class: Class activity: diction exercise.

Monday, April 17th

What to do prior to class: Complete the first draft of your Critical Essay and submit it to Canvas.

What we will be doing during class: Assigning your final Workshop group; editing exercises.

Week 12

Monday, April 22nd

What to do prior to class: Read and respond to your peer's drafts online on Canvas; this includes completing the Peer Response form provided to you for this assignment. Bring a hard copy of your first draft to class.

What we will be doing during class: Holding our *final Mandatory Workshop Session* — did you remember to bring a printout of your first draft? Please note that failure to participate in Workshop — both online and in-class — will result in a lowering of your essay's grade by one full letter.

Wednesday, April 24th

What to do prior to class: Complete and submit final draft of your Critical Essay on Canvas. (Please note that you will be submitting a hard copy in addition to your online submission.)

What we will be doing during class: Preparation for Final Portfolio and Reflection.

Week 13

Monday, April 29th

What to do prior to class: Homework tba.

What we will be doing during class: Class activity: demonstrating the ability to Read to Learn (CLO1) and to Read to Write (CLO2).

Wednesday, May 1st

What to do prior to class: Homework tba.

What we will be doing during class: Class activity: demonstrating the ability to incorporate and synthesize outside sources into your own writing.

Week 14

Monday, May 6th

What to do prior to class: Bring laptops, mobile devices, or exam booklets to write a practice essay in preparation for the Final Reflection essay that is the centerpiece of your ePortfolio.

What we will be doing during class: Practice Essay: "Live" First Draft of Final Reflection.

Wednesday, May 8th

What to do prior to class: Read your assigned peers' practice essays.

What we will be doing during class: Informal workshop.

Week 15

Monday, May 13th

What to do prior to class: Bring laptops, tablets, or phones to class.

What we will be doing during class: We will be uploading the Final ePortfolio, which is due today.

Final Exam; or Culminating Activity: Instead of meeting for the Final Exam, the class will submit its culminating activity, the Frosh Writing Survey, online. Please submit your survey by Tuesday, May 22nd.