

**San José State University**  
**Department of English and Comparative Literature**  
**English 1AF and 1AS, Stretch English I and II Section 15;**  
**Fall 2018 & Spring 2019**

<b>Instructor:</b>	Kristin Golden
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<b>Office Hours:</b>	Wednesday 4:30-5:30 pm & by appointment
<b>Class Days/Time:</b>	MW 3:00 pm- 4:15 pm
<b>Classroom:</b>	Dudley Moorhead Hall (DMH) 354
<b>Prerequisites:</b>	<i>The 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.

**What We Will Explore Together in This Section of Stretch:**

Our mainline inquiry will examine the influence of cultural myths on identity. We will explore readings and written assignments that will help us determine how cultural myths shape the way we see ourselves and the world around us. We will 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 will 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 between and the power that comes with applying the tools of knowledge, reading, and writing. Language is not neutral; language makes things happen.

**What We Will Learn and Do In Stretch English I and II:**

The General Education guidelines for instructors outline five broad learning outcomes for all courses that satisfy Area A2. I have designed this course to ensure that you meet these outcomes.

## 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 Canvas 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.

### How to prepare for class sessions.

This year we will collaborate to answer the question: How do cultural myths shape the way we see ourselves and the world around us? We will use reading and writing to collaborate in examining this question, and writing about it. You will come to class every day ready to do writing—that is, to explore ideas, share research and reading, analyze source materials, critique samples and workshop drafts. Nearly every class will involve in-class activities intended to further your progress on the current essay assignment or project. You will want to save this class

work to your Canvas account, or to your laptop, or both. So, you will want to bring your own laptop or tablet. (Laptops and tablets are also available to be checked out in the library.)

### **How to stay abreast of course assignments and materials.**

Course materials such as this syllabus, announcements, discussion boards, and some readings can be found on the Canvas learning management system course website. You are responsible to check the messaging system through MySJSU to learn of any updates to our schedule. The Canvas course page will allow us to communicate with each other as an extension of our physical space.

### **Required Texts/Readings & Materials**

*You can purchase these texts from the Bookstore, from Amazon.com, or from Abebooks.com*

Ballenger, Bruce. *The Curious Writer - Brief Fourth edition (4E)* ISBN: 978-0-205-87665-5.

Colombo, et al. *Rereading America – 10th edition* ISBN: 978-1-4576-9921-4

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

College notebook with lined paper and writing utensils

### **Creating Participation Norms**

Think about a time when you really learned a lot in a class and had an engaging learning environment. What were the behaviors? What were the expectations? Write some ideas below and be prepared to discuss & share these ideas in class.

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NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) 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.”

### **Stretch Program Requirements**

For specific requirements for ALL STRETCH Courses, see Stretch program syllabus posted on Canvas. Where You Can Find Information about 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 at <http://www.sjsu.edu/gup/syllabusinfo>

### Where You Can Find Information about Earning A2 Credit

The Stretch program syllabus is located in Canvas under “Syllabus.” In that syllabus you will find information about how, in Stretch I and II, you can earn A2 credit.

### How Your Work Will Be Assessed and Graded in This Course

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%)

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 have completed **all** of the assigned work and demonstrate measurable progress of the GELOs **to earn credit (CR)** in Stretch 1AF.

### 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*	Percentage 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 related to the family theme. You will choose the place and medium through which you publish this blog. Therefore, your audience will be dependent upon where your blog is and what demographic it reaches. The blog should be informative and persuasive in	OC	1000	8%

	tone. You will incorporate visual and multi-modal elements.			
<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, discussions on Canvas 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 40y.o. 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 of your work. You’ll be quoting yourself to show your growth as a writer these past two semesters.	IC	800	8%
<b>Final Exam</b>	Review of terminology and concepts studied.	IC		2%
<b>Spring total %</b>				60%

### Essay Format

Essays will be typed in Times New Roman 12 pt. font, double-spaced, with 1-inch margins all around, a proper header, title, etc.

Include a title that is a reflection of your perspective on the topic.

All essays must include a word count at the end of the submission.

All formatting must meet MLA Format. Use the OWL guide to help you.

<http://owl.english.purdue.edu/owl/resource/747/01>

### Multiple Drafts

Due to the nature of Stretch English, students should be prepared to regularly do in-class readings, discussions, writing, and exercises that are worth points and lead to major projects. For each major assignment, there will be multiple drafts that illustrate careful work on each step of the reading and writing processes-- from brainstorming to final product.

**Word Count/ Fall and Spring: 9200**

## **Grading policies**

Your Stretch colleagues and I will provide you feedback on your work to help you apply lessons learned in classroom work to complete assignments and transfer lessons learned from one assignment to the next. In this process, grades are a tool for assessment and course correction within your journey to become an independent writer: they report outcomes during a course of instruction.

My grading practices respect your right to feedback within a reasonable time so that you may not only know your scores, but also understand the criteria applied to the evaluation of your work. Ultimately, we will work together to make you your own best critic.

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 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.

## **How We Will Work Together As Learners and Writers in Stretch English**

*Communication is key!*

Please check the syllabus, Canvas, and keep in touch with classmates regularly in terms of communication. Also, you can email me or send me a message through Canvas. I usually respond within 24 hours.

*Absences & Make-ups*

Should you miss a class (not including in-class essays and exams), I advise that you check Canvas and the syllabus or contact a classmate to obtain notes and keep yourself up to date on assignments.

*Missing In-class essays, Exams and Major Project Deadlines*

If you know that you will miss in-class essay or major deadline ahead of time, please do your best to contact me at least a week prior to the deadline for the chance to make this item up.

If you must miss an in-class essay or major deadline due to illness, please do your best to contact me before the class session to let me know and to arrange a time to make up the essay as soon as possible.

*Late Work & Extensions*

Students who request extensions on papers may be given on a case-by-case basis.

*Office Hours*

My office has an open-door policy and I encourage all students to take advantage of this opportunity. During the scheduled hours stated on the first page of this syllabus, you are

welcome to walk in. If you want to make sure to have specific time, please message me in advance. If you cannot come during office hours, you must message in advance to set up a time when both of us can meet.

## 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.**

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

Date	What we will be doing in class	What you will be doing <i>before</i> class to prepare for these activities
W 8/22	Introductions; Discuss Course Theme, structure and myths of reading/writing.	<b>Order textbooks!</b>
M 8/27	Syllabus & Canvas exploration and scavenger hunt; Passionation assignment introduced.	<b>Be prepared to share your “golden lines” in class from: RA</b> “Thinking Critically, challenging Cultural Myths” (Introduction of RA) <b>Bring to class:</b> 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. Bring both documents to class for a graded activity.
W 8/29	Passionation presentations	<b>Post your Passionation Brainstorm/notes/outline to Discussion board on Canvas.</b> <b>Upload Essay to Canvas &amp; Come prepared</b> to speak about yourself for <u>2 minutes</u> based on the Passionation prompt. Rehearse enough to speak laconically, without long pauses or repetitive words. No ppt or visuals needed.
M 9/3	HOLIDAY! NO CLASS	Plan ahead
W 9/5	Academic Reading and Writing. The Arc. Recursiveness. Processes and Products.	<b>Reading &amp; Discussion Post due: CW</b> Ch. 1-2 “Writing as Inquiry and “Reading as Inquiry” <i>Read the prompt &amp; post a discussion response to the readings on Canvas before class.</i>
M 9/10	<b><i>Where we begin - Unit 1</i></b> What are cultural myths of family?	<b>Be prepared to discuss/write in class:</b> Readings in <b>RA:</b> “Harmony at Home” & “Looking for Work.”

		<b>Unit 1 Videos Discussion Post due:</b> Watch videos & post on Canvas before class.
W 9/12	Share “Family in media” and group activity.	Family in Media Discussion: Instructions on Canvas. <i>TV shows from the past and present day. Be able to explain your example to the class.</i>
M 9/17	Activities based on readings and posts	<b>Be prepared to discuss/write in class:</b> Readings in <b>RA:</b> “The Color of Family Ties”, “Marriage Markets” <i>Bring double-entry journal notes to help with in-class writing and activity.</i>
W 9/19	Activities based on readings and posts.	<b>Reading &amp; Discussion Post due: RA:</b> “Cartoon Mothers” <i>Family in media--reply to someone’s post by connecting ideas to the current readings.</i>
M 9/24	Getting ready to write. Letter genre. Benchmark Essay prompt analysis and planning. Comparing ideas. Outlining.	Study & annotate CRR1 Rubric & come with prepared questions. Preview these handouts and be ready to use them 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>
W 9/26	<b>Benchmark Practice Essay In Class</b>	Revise all notes. Make an outline of ideas. No quotations at this time.
M 10/1	Benchmark essay debriefing. Introducing sources, embedding quotations. Adjusting for audience - formal letter genre.	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>

W 10/3	<b>Critical Reading Reflection 1</b> <b>In-class essay</b>	<b>Bring small Green Book and a selection of useful quotes with author and title references.</b>
M 10/8	<b>Personal Essay prompt.</b> Narrative voice. In medias res Then & Now Narrator / Tenses	<i>CRR1 reflection on Canvas.</i> <b>Reading &amp; Discussion Post due:</b> CW Ch. 3: "Writing a Personal Essay."  Study the following handouts and come prepared to apply concepts in class:  <a href="#">Personal Narrative Rubric.docx</a>   <a href="#">Personal Narrative Essays</a>  <a href="#">Verbs</a> , <a href="#">Verb tenses</a> , <a href="#">Building time frames</a>
W 10/10	Brainstorming ideas and creating first sketch. *Bring laptops to class.	Discussion Post Due: 3 leads for Personal Essay on Canvas.  Study handouts: <a href="#">Concrete Language</a> , <a href="#">Precise words</a> , <a href="#">Redundancy</a>
M 10/15	Developing PE. Revising Content.	<i>Full draft due.</i> Bring hard copy to class for peer review.  Study handouts & come prepared to apply concepts: <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>
W 10/17	<b>Blog Essay Assigned.</b> Evaluating blogs. Blog teams and topics.	<b>Personal Essay Due on Canvas and to me in hard copy.</b>
M 10/22	Selecting audiences and setting purposes. <i>What Would I Like to Write About?</i>	<i>PE reflection on Canvas. CW: Ch. 7</i> "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>

W 10/24	Content outline/ development.	Blog leads exercise on Canvas.
M 10/29	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>
W 10/31	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>
M 11/5	Blog presentations	Revise your draft.
W 11/7	Blog presentations	<b>Blog Final Due on Canvas only.</b>
M 11/12	<b><i>How we learn</i></b> Unit 2: Myth of Education	<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”
W 11/14	Reading-based activities.	<b>Be prepared to discuss/write in class: RA</b> “Against School” and “Ivy League” <i>Bring double-entry journal notes to help with in-class writing and activity.</i>
M 11/19	Reading-based activities	<b>Reading &amp; Discussion Post due: RA</b> “Learning to Read” and any other text from the same chapter (your choice).
W 11/21	THANKSGIVING HOLIDAY	
M 11/26	<b>Critical Reading Reflection 2</b> <b>In-Class essay exam.</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.
W 11/28	Setting up your portfolio online	<b>Bring your computer to class.</b> Review all essays and topics. Read portfolio materials on Canvas.
M 12/3	Preparing to write. What do I write about in the reflection essay?	Bring computer and all Portfolio Items to Class

W 12/5	<b>Reflection essay in class.</b>	
M 12/10	Planning for spring semester	<b>Portfolio due</b>
	<b>FINAL EXAM</b> - see official SJSU exam schedule online.	

## **Stretch English 1AS: Spring 2018 Course Schedule--TBA**

RA = *Rereading America*, CW = *Curious Writer*, OWM = *The Other Wes Moore*