

San José State University
Humanities and Arts
English 1AF and 1AS, Stretch English I and II
Section 02, 31, 35, Fall 2017 & Spring 2018

Course and Contact Information

Instructor:	Tommy Mouton, MFA
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Office Hours:	T/R 10:45 a.m.– 11:45 a.m. and by appointment
Class Days/Time:	Section 02 (7:30-8:45); Section 35 (9:00-10:15); Section 31 (1:30-2:45)
Classroom:	Section 02 and 35 (Dudley Moorhead Hall 354); Section 31 (Sweeney Hall 413)
Prerequisites:	Directed Self Placement to Stretch English I (English 1AF).
GE/SJSU Studies Category:	English 1AS satisfies *Written Communication 1, GE Area 2. *To earn graduation credit in this category, you must complete the yearlong course with a grade of C- or better.

How We Will Communicate in This Section of Stretch:

This is an in-person course that meets for two classes a week. Some course content will be delivered through Canvas, SJSU's learning management system, and will require online interaction and final draft assignment submission. Go to: <http://sjsu.instructure.com>. Also, please check your email on a regular basis for other important information.

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. We will start with "How we begin" move to "Where we grow" and finish with "Who we become." 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:

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 under Module One 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
Critical reading/reflection	Essay 1	500	1850	in-class writing	F	GELO 1, 2, 3,4, 5
	Essay 2	600			F	
	Essay 3	750			S	
Data-driven analyses	Personal Essay	800-1000	2850	out of class writing	F	GELO 2, 3, 5
	Interview Project	850			S	
	Ethnography Project	1000			S	
Major Essays	Blog	750	3000	out of class writing	F	GELO 2, 3, 4, 5
	Profile Essay	1000			S	
	Critical Essay	1200			S	
Portfolio/self-reflection essays	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.

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

When you have completed 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 this work in a portfolio, and reflect on the work to gauge and define your progress. Presenting this portfolio to me and to one other member of the Stretch Faculty Learning Community, 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 grammatical forms and imitate them (GELO 1, 2, 3, 4, 5);
- analyze and discuss the structure of sentences and the grammatical choices you make (GELO 2, 3, 5);
- identify editing problems in your own writing (GELO 2, 5);
- identify and apply effective strategies for editing your work (GELO 2, 5);
- identify and apply effective proofreading strategies (GELO 2, 5);

Reflect on and assess your own writing, process and product, to support continued language and writing development (GELO 2, 3, 4).

How to prepare for class sections:

This year we will collaborate to answer the question: How do cultural myths shape identity? How do these myths shape the way you see yourself and the world around you? Keep in mind that this is a personal inquiry – your answer to the question may vary from your classmates – that’s what makes it interesting! We will use reading and writing to collaborate in researching and writing about this question. You will come to class everyday ready discuss and write—that is, to explore ideas, share research and reading, analyze source materials, critique samples and workshop drafts. All classes will involve in-class activities and intensive group work intended to further your progress on the current essay assignment or project.

How to stay abreast of course assignments and materials:

Course materials such as syllabus, handouts, assignment sheets, 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 very best way to stay up to date is to come to class!

Where to purchase the texts you will need:

Reading is an integral part of writing. Reading for the course is both **extensive** and **intensive**. It includes useful samples of writing for a variety of audiences. **Be aware of the reading load and plan accordingly!** The texts listed on this syllabus are all required for this course. You will need to bring your texts to class regularly, starting next week.

Required Material for Stretch English I and II:

The following textbooks can be purchased at the Spartan Bookstore or from an online vendor. If you are ordering online, be sure to use the ISBN number listed to be sure to get the appropriate edition and format.

*Lunsford, Andrea A. *Everyday Writer/Writer’s Help 2.0 – fifth edition* (**Available for free on Canvas**)

**Rereading America – TENTH edition* ISBN: 978-1-4576-9921-4

***Ballenger, Bruce. *The Curious Writer Concise Fifth Edition* ISBN 978-0-13-467939-6 (The wrong edition was purchased. The correct edition will be obtained for Spring 2018. Note: You do not have to purchase this book!)**

*Packer, George. *The Unwinding – An Inner History of the New America* ISBN 978-0-374-53460-8

*Moore, Wes. *The Other Wes Moore* **ISBN: 978-0-385-52820-7** (Second Semester)

NOTE: DO NOT SELL BACK YOUR BOOKS – THEY ARE FOR BOTH SEMESTERS!

Other useful and necessary supplies:

**Notebook for note taking/assignments/in class writing/opening assignments

**Laptop/Tablet

Folder to organize/save all work for final portfolio – **SAVE EVERYTHING!

****At least 5 essay exam books** (large) used for Unit Work and In Class Writing – available at the bookstore

The Work You Will Do in This Course: An Overview

Table 1 outlined the major writing assignments for Stretch English. The fall writing assignments include: A benchmark essay and 2 critical reading and reflection essays, written in class; a personal essay; an essay for a public forum; a self-reflection essay (written in class). The spring writing assignments include: An interview project, a profile essay, a critical/reflection essay (written in class), an ethnographic project, a critical essay, and a self-reflection essay.

Distributed over two semesters of study, the assignments you complete are designed to build your reading, thinking and writing skills across genres that address **different audiences and purposes**. All writing assignments must be completed—all daily writing, all drafts, all formal projects and essays (in class and out of class). You will not be able to earn credit (at the midyear review) or to earn the required C- (to pass the class and earn graduation credit for the course) if you have not completed all writing assignments. This is not just a mathematical truth; it is a reflection of the design of the coursework itself. The assignments are an integrated series of reading and writing exercises: the effectiveness of your writing increases as you gain expertise with our topic over 32 weeks of instruction.

Learning to articulate the learning you achieve through an assignment reinforces that learning. In both fall and spring you will turn in a portfolio of writing assignments, along with an essay that reflects on your progress toward achieving the course learning objectives.

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 review this portfolio as part of our midyear assessment.

Final Self-Reflection and ePortfolio

The last essay you write will also be a self-reflection essay; it will be the presentation piece in your final portfolio. This portfolio is your culminating exercise in this class and will be turned in as an ePortfolio. The contents of this portfolio will be detailed in spring semester. Your portfolio will be assessed by two Stretch faculty members, using a common scoring guide. I will make available to you this scoring guide as you prepare your portfolio.

A Note on Your Workload in This Course

This course work is designed to help all the students in Stretch English meet the learning objectives for GE Area A2. While all students will complete these same assignments, the course design does not and cannot account for individual needs of each student. So there may be added work you need to do, to integrate the reading, thinking, and writing skills that this instruction introduces you to. You may need extra hours for tutoring; you may take longer to read texts so that you can look up words you find unfamiliar; you may need more time for editing.

Your goal in this class is to learn what you need as a writer in order to develop your skills as a writer—and to get what you need. That will take commitment, of your time and your attention, to the work of this class; commitment to seek out the support and resources you need, both in class and out of class. Be sure to factor into your study plan for this semester, the time and attention you need to develop your writing skills.

A Note on Participation: Since our focus in Stretch English is the move from personal to public, both in writing and thinking, we will be engaging in that same practice during class. There will be times when your writing/thinking is private and other times when your voice needs to be heard. We will be engaging in numerous class discussions; during these activities your participation is valued and required. Other participation requirements will be: writing group activities/presentations, discussion question reviews, in class writing/sharing. If you are not in class you will not be able to participate and this is where you will see your grade drop. Note: in class work cannot be made up.

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.”

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

While the formal writing assignments are the most important component in the course (see list below), there are other categories that will help determine your overall grade. Each semester there is roughly a total of 1000 points possible. The point breakdown is as follows:

- Formal Writing Assignments (this includes all drafts/peer review): 800 (fall) 850 points (spring)
- Discussions/Journal Writing/PassionTation: 50 points
- Unit Essay Books/Bookmarks/Group Work: 150 points (fall) 100 points (spring)
- Participation: As noted above – points will be deducted from cat in class work cannot be made up.

NOTE: Your final grade in Stretch English is based on both semesters of work. That being said, the spring semester is weighted more than fall; fall will count for 1/3 of your total grade while spring will count for 2/3.

Late Work:

Papers are always due at the start of class on the day they are due. All late papers will be penalized half a grade per day late starting 5 minutes after the start of the class. If you are going to miss class on the day a paper is due I will still expect it to be turned in on Canvas if it is a final draft, or emailed to me if it is an early draft. Turn in a hard copy of the paper when you return to class. Early papers are always accepted. Note: **The Canvas Deadline for final drafts is the same day it is due and the late policy applies even if you turn in your final draft in class.**

Homework is due at the beginning of class. Put it on the corner of your desk when you enter the room so I can check that it is complete before we go over it. No late homework – no credit will be given to homework received 5 minutes after the start of class. If you are going to miss class either get me the homework early or email it to me before five minutes after the start of class. Usually the homework is a large part of the class content of the day; if you do not complete the assignment and/or the reading you will be noticeably unprepared and you may lose both homework points and participation points may be deducted.

Spring 2018: 70% of total points in Eng. 1AF needed to clear remediation and satisfy GE Area A2.

Item	Points Possible	Word Count*	Type of Assignment
Interview Project	100	850	out of class
Profile Essay	150	1000	out of class
Ethnographic Essay	150	1000	out of class
Critical Reading/Reflection 3	100	750	in-class
Critical Essay	200	1200	out of class
Self-Reflection/Portfolio	150	800	out of class
Unit Essay Books	100	N/A	N/A
Canvas Discussions/Journals	50	N/A	N/A

Word Count/ Fall and Spring: 9200

Feedback for Individual Assignments

You and I (writer and reader) will both assess how effectively your finished writing is achieving the goals outlined for the course; this part of the grading will detail how effectively you are performing the skills that you are learning and practicing in the class. Your grade on an assignment will measure your progress and achievement so that you can manage your learning through the full thirty weeks of instruction.

Rubrics: For “most” assignments, you will receive (and/or) have access to a rubric that details how the assignment will be evaluated and scored. Typically, the assignment will be evaluated both as a process completed and as a product of that process.

Cover Sheet: Because we have “stretched” the English 1A curriculum to a year, each assignment is the result of weeks of work you will have completed both in class and out of class: when you submit your work for my evaluation, you will account for the learning you have achieved through this process. These cover sheets will help you to practice self-reflection as a writer, and so will prepare you to write the midyear and final self-reflection essays.

Revision: You will revise your personal essay, along with all three of your “Major Essays.” Along with your final revised draft, you will turn in your original draft (i.e. the one with my comments). Your growth as a writer will only happen if you are in fact committed to revision (along with proofreading and editing). Failure to revise will negatively impact your grade.

Final Grade Calculations:

94-100%	A	87-89%	B+	77-79%	C+	67-69%	D+
90-93%	A-	84-86%	B	74-76%	C	64-66%	D
		80-83%	B-	70-73%	C-	60-63%	D-
						<59%	F

Your 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.

How We Will Work Together as Researchers and Writers:

Professional Policies

- Be on time and ready to work!
- Be considerate (**silence and minimize** phone use – be a good listener to both me and classmates).
- Come to office hours! They are yours – you pay for them!
- Absence from class may not be used as an excuse for failing to submit assignments on time. **After 5 absences I will ask you to come to office hours for a conference.**
- This is a workshop class and you must be present do the work. I value peer review and base part of your grade on your ability to respond to your peers’ writing as well as how you revise your drafts based on the comments you receive. I will collect and check all drafts.
- Your writing group becomes your writing family – respect and appreciates that support; be present and participate! (Note: I will make time for you to write in class. On these writing studio days, please be present.)

Other Class Details:

Essay Format

- Formal essays must be submitted to Canvas and hard copy to me in the required format.
- You must title all papers. “Essay 1” will not do. Be creative.
- All essays must include a **word count at the end of the submission.**

-All formatting must meet MLA Format. Use the OWL guide @ <http://owl.english.purdue.edu/owl/resource/747/01/>

Rough Drafts:

Rough Drafts are mandatory AND MUST BE PRINTED. Failure to submit a draft on the day that it is due will result in a loss of points from the total essay score (determined/essay). Due to the nature of Stretch English, where every day involves some amount of writing for your next major assignment, it's highly unlikely that you would be unable to produce a draft on the day it is due.

Final Drafts:

Final Drafts should be submitted to me in hard copy on the due date. All drafts/outline/cover letter are due with the final draft and must be stapled.

Essay/CRR Essay Books

For the 5 units of study, I require that you keep all work in a campus purchased essay book (green or yellow). These essay books will be due at the end of each unit. Note: This policy may change during spring semester.

About Canvas Discussions and Journals

Although these assignments may sometimes be impromptu, you are still expected to complete them and participate. Regarding Canvas Discussions, you will be graded on your response to the discussion prior to its closing. Discussions and in-class journals cannot be made up. Please be present. Do not lose points!

More Stretch Resources:

Where You Can Find Information about Earning A2 Credit and Clearing Remediation

The Stretch program syllabus is located in our Canvas files. In that syllabus you will find information about how, in Stretch I and II, you can earn A2 credit and, if you need to, clear your remediation in English.

Where You Can Go to Get Support as a Writer at SJSU: Resources for Stretch Composition Students

Part of becoming a successful writer is learning how and when to seek the support you need.

SJSU Peer Connections

Peer Connections offers course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. There are three mentoring locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

Located in Clark Hall, Suite 126, the Writing Center offers appointments with tutors who are well trained to assist you as you work to become a better writer. The Writing Center offers both one-on-one tutoring and workshops on a variety of writing topics. To make an appointment or to refer to the Center's online resources, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

Where to Access Accurate Information about Academic Writing

In Canvas you have access to an online copy of Andrea Lunsford's *Everyday Writer: Writer's Help 2.0*. As an SJSU student, you have access to the online text through student fees you have already paid.

ENG 1AS – Tentative Calendar

Note: This is a very tentative calendar and I will keep you up to date on Canvas as well as in class. I will teach to your needs. This schedule is subject to change. When the need arises, I will make the necessary amendments to this schedule. Updates to homework, quizzes, presentations, and essay due dates will occur at least a class period before the newly revised due date, via in-class verbal notification and via Canvas reminder message.

RA = Rereading America CW = Curious Writer OWM = The Other Wes Moore UNW=The Unwinding

Final Exam Days and Time for each Class: **44773** (TBD); **46849** (TBD); **46642** (TBD)

Week	Date	In-Class Topics and Due Dates	Next Class Period's Readings/Homework and Assigned Essays
1	R 1/25	Introduction to Interview Project/ Profile essay <i>And...</i> *Grade Checks, etc.	Begin narrowing down interviewee + Post interviewee summary (as Journal #1) to Canvas Discussion Purchase <i>The Other Wes Moore</i> (OWM) and Unit book/green books Bring Laptops/Tablets
2	T 1/30	Journal #1 Due! Dean and Tammy (inquiring into the Interview exercise) Begin Drafting Interview Questions	Contact Interviewee (i.e. begin interviewing) Bring Laptops/ Tablets
2	R 2/1	<i>Read: RA Introduction/ "Theories..." 599</i> Work on Interview Project	Complete Interview Project Draft: Compile notes taken, audio, video, etc./ Complete Field Report Draft (i.e. questions and answers); Create short slideshow (to share with peers) *Note: Upload slideshow/presentation to Canvas Discussions
3	T 2/6 <i>Who We Become</i>	Field Report Workshop Conference with Prof. Mouton Begin Interview Presentations	<i>Breathe...</i>
3	R 2/8	Complete Interview Presentations	Complete Interview Project (for Grade) Bring laptops/tablets
4	T 2/13	Interview Project Due! Introduction to Profile Essay (using UNW) <i>RA Read Alexie 615</i>	
4	R 2/15	Study Profile essay elements (from NYT... link provided)	Complete Profile Essay Draft (400-500 words)

Week	Date	In-Class Topics and Due Dates	Next Class Period's Readings/Homework and Assigned Essays
5	T 2/20	Profile Essay Draft Workshop Grammar-Mechanics Tutorial Begin Drafting Profile Essay	<i>Read: RA Land of Giants 645 + Begin Reading OWM</i>
5	R 2/22	Profile Essay Drafts (with Prof. Mouton's comments returned + Revision Discussion + Conference with Prof. Mouton	Continue working on Profile Essay + Read <i>OWM</i> Bring Laptops/tablets
6	T 2/27	Revision Discussion + Conference with Prof. Mouton	<i>Complete Profile essay (1000 words) + Read OWM</i>
6	R 3/1	Final draft of Profile essay due! Introduction CRR #3	Continue Reading <i>OWM</i> + Complete Journal #3 (via Canvas) for CRR #3 Bring laptops/tablets
7	T 3/6	Continue outlining for CRR #3	Purchase green book for CRR #3 Bring all CRR #3 Materials
7	R 3/8	CRR in-class essay	<i>Read: OWM</i>
8	T 3/13	Discuss <i>The Other Wes Moore</i>	<i>Read OWM</i>
8	R 3/15	Read <i>OWM</i> + Discussion	<i>Read: OWM</i>
9	T 3/20	Introduction to Ethnographic essay Ethnographic essay idea/plan/field notes set	Read Ethnographic essay samples + Begin research/ field notes
9	R 3/22	Discussion on <i>OWM Part 2</i> /work checked Discuss Ethnographic Essay Samples	Continue research/compiling field notes + Read <i>OWM</i>
10	T 3/27	Enjoy Spring Break Read <i>OWM</i>	Enjoy Spring Break Read <i>OWM</i>
10	R 3/29	Enjoy Spring Break Read <i>OWM</i>	Enjoy Spring Break Read <i>OWM</i>
11	T 4/3	Discuss <i>OWM</i> Continue field notes	Complete Ethnographic field notes
11	R 4/5	Ethnographic Field Notes Due for Workshop	Complete Ethnographic essay draft (500-600 words)

Week	Date	In-Class Topics and Due Dates	Next Class Period's Readings/Homework and Assigned Essays
12	T 4/10	Ethnographic Essay draft due for Peer Review/ Workshop	<i>Read OWM</i>
12	R 4/12	OWM Final Reading Reflection and Discussion Return Ethnographic Essay drafts (with Prof. Mouton's comments)	Bring laptops/ tablets
13	T 4/17	Work on ethnographic essay	Complete Ethnographic Essay (1000 words)
13	R 4/19	Final Draft of Ethnographic Essay Due! Introduction to Critical Essay/ Read Critical Essay Samples	<i>Read Critical Essay Samples</i> (Post Journal Discussion to Canvas) + Narrow down critical essay subject/topic Bring laptops/ tablets
14	T 4/24	Begin drafting critical essay	<i>Complete Critical Essay Draft (500-600 words)</i> <i>Read: RA Unit 5 Reading 3</i>
14	R 4/26	Critical Essay Due for workshop	Complete Grammar and mechanics tutorial + Summarizing/Paraphrasing/Quoting exercise
15	T 5/1	Critical Essay (with Prof. Mouton's comments returned) Critical Essay Conferencing with Prof. Mouton	Continue revising Critical Essay
15	R 5/3	<i>Gather and prepare for Portfolio Workshop + Bring Laptops/Tablets</i> Reflection and Writing Portfolio Workshop Final Critical Essay Conferencing	Complete Critical Essay (1200 words) and Bring all Portfolio Materials
16	T 5/8	Final Draft of Critical Essay Due! Portfolio Workshop, etc.	Continue working on Portfolio
16	R 5/10	Portfolio Due	
Final	TBD		