

San José State University
Humanities and Arts, Department of English and Comparative Literature
English 1AS, Stretch English II
Section 29, Spring 2018

Course Philosophy: The best way to improve your writing ability is to write on a regular and frequent basis, writing for a specific audience who will read your text thoroughly and thoughtfully.

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| Instructor: | Maria Judnick M.A., M.F.A |
| Office Location: | Faculty Office Building, Room 221 |
| Telephone: | 408.924.4451 (USE EMAIL ONLY.) |
| Email: | maria.judnick@sjsu.edu (If your answer requires an extensive answer – ie. more than 1-2 sentences from me – set up an appointment for office hours.) |
| Office Hours: | Thursdays 3:15-4:15 PM and by appointment |
| Class Days/Time: | TR 4:30-5:45 [This is the course day and time for the full year. You will enroll in this same section during the spring term, provided you earn CR in fall.] |
| Classroom: | Boccardo Business Center 128 |
| Prerequisites: | The <i>Reflection on College Writing</i> is a prerequisite to Stretch English I (English 1AF). Credit for Stretch English I (English 1AF) is a prerequisite for Stretch English II (English 1AS). |
| 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 . |
| Satisfying EO 665 | If you are designated remedial in English, you must be enrolled in a writing course that will allow you to clear that remedial requirement within your first year of study. Stretch English is one of the two courses that satisfy this requirement. |
| Clearing Remediation | Students who pass English 1A or English 1AS clear their remedial English requirement. This means you must earn a D- or better in the spring term in Stretch. |

Section Description: 21st Century Literacies for a Global Citizen

"Writing is an act of community. It is a letter, it is comforting, consoling, helping, advising on our part as well as asking for it on yours. It is part of our human association with each other. It is an expression of our love and concern for each other."
-- Dorothy Day

"The basis of our governments being the opinion of the people, the very first object should be to keep that right; and were it left to me to decide whether we should have a government without newspapers, or newspapers without a government, I should not hesitate a moment to prefer the latter." -- Thomas Jefferson

In this ever-globalized community, it is important as the activist Dorothy Day says to learn how to join in a conversation, particularly in our rapidly shifting democracy today. How do you do so? Founding Father Jefferson emphasizes the role that newspapers (and, today, news media) play: informing citizens is the first step to access the power needed to

exercise the right to self-determination promised to all in a democracy. On this global stage, there is much for millennials to do to secure their own rights and the rights of their international brethren—and there are global media tools available to do that work.

Americans read the stories of daily lives in the pages of newspapers and journals, accessed through the internet. In doing so, they engage a narrative and dialogue of global dimension: The stories of the conflicts in the Middle East, of debates about immigration laws, of floods and fires and extreme storms, of ecological disasters and political triumphs. These are the stories of our neighbors and neighborhoods, of our fellow citizens and our country, of our global brothers and sisters and our global community.

This year we will explore together the digital pages of the *International New York Times* and *The Washington Post*, to explore the role of reading the news as a mode of 21st century democracy: what role does public reading play to create a public dialogue and to generate civic action in a global community; where can we (locally) see such dialogue and action modeled for us; do current platforms for public information and debate serve us well as global citizens?

SJSU studies include an emphasis on diversity. Our cohort of instructors chose the *International New York Times* and *The Washington Post* as the main text for our reading precisely because you will find and engage in these pages a full range of voices in our democratic conversation on global issues.

Why You Are S t r e t c h i n g This Year

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, allowing us more time to hone your reading and writing skills. This added time to prepare will ensure that you are ready to transfer those skills to the writing you will do in your other courses here at SJSU.

Stretch prepares you for the future: As part of your general university education, you are offered this course to explore how reading and writing inform university work. Across the university, in all disciplines and majors, reading and writing inform the collaborations between students and faculty as we create new knowledge together.

As they work together to create new knowledge, students and faculty use reading to gather new information and ideas to answer their questions about the subjects they study; they then transform this reading through writing to share their discoveries with others. The Stretch curriculum is designed to engage you in this process of sustained inquiry through reading and writing and, through practice and reflection, give you a chance to develop the habits of mind to strategically use reading and writing as you learn at SJSU.

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| <p><i>Reflect on Your Own Learning:</i> The Stretch Course Learning Outcomes (CLO)</p> | <p>These are the 5 main learning goals of our Stretch together this year:</p> <ul style="list-style-type: none"> • Read to learn. • Read to write. • Write with an increased awareness of the process. • Read and write with an increased awareness of the language you use. • Reflect on and assess your own writing, process and product. |
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What You Will Learn in Stretch English I and II

The General Education guidelines for instructors outline five broad learning outcomes for all courses that satisfy Area A2. This course is designed 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

For more information on the Stretch Curriculum designed to meet these learning outcomes, see the Stretch English Program Syllabus: sjsu.edu/english/ENGLgreensheets/2016ENGLfall/Stretch%20Program%20Syllabus.pdf.

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

(Meets Written Communication I requirements and standards as well as the GE learning objectives.)

| Assignment | Word Count/Assignment | Total Words | Assignment Type | Term | GE Learning Objective |
|---|---|-------------|-----------------------------------|-------------|-----------------------|
| Critical reading/reflection | Essay 1: 700 words Essay 2: 750 words Essay 3: 750 words | 2200 | in-class writing | F F S | GELO 1, 2, 3, 4, 5 |
| Data-driven analyses | Personal Essay 1000 words Interview 1000 words Ethnography 1000 words | 2800 | out of class writing | F S S | GELO 2, 3, 5 |
| Major Essays | Op-Ed 1000 words Profile Essay 1000 words Critical Essay 1200 words | 2950 | out of class writing | F S S | GELO 2, 3, 4, 5 |
| Reflection Essays | Major Essay Reflections (3) 650 words | 3900 | in-class and out of class writing | F | GELO 1, 2, 3, 4, 5 |
| Portfolio/self-reflection essays | Midyear 750 words | | | S | |
| | Final 1000 words | | | | |

How to Prepare for Class Sessions.

| Overview | How to be an active participant |
|--|--|
| <p>This year we will collaborate to answer the question: What is the relationship between 21st century-literacies and democratic engagement as citizens in a global world? We will use reading and writing to collaborate in researching this question, and writing about it.</p> | <p>You will come prepared everyday—ready that is, to explore ideas, share research and reading, analyze source materials, critique samples and workshop drafts. In short, to write and THINK. Each class session will engage you in activities that work toward the current essay assignment or project and in reflection on those activities to observe the reading and writing strategies you are practicing and their practical effects. Our goal is, by May, for you to have at the ready a set of reading and writing practices that will sustain your college study.</p> <p style="text-align: center;">How?</p> <p>Do the reading. Complete the assignments. Check your email and Canvas at least once a day so you know what's expected. Be on time. Be attentive to others and pay attention. Take notes. Ask questions. Come to office hours. SAVE ALL YOUR MATERIALS FOR THE CLASS TO PREPARE FOR YOUR PORTFOLIOS (Always have a backup for technology!)</p> |

Where to Find 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 your email DAILY to learn of any updates to our schedule.**



Texts and Supplies.

Reading is an integral part of writing. The following texts are part of the extended investigation we will conduct this year into the relationship between literacy and democracy; reading these texts, you will practice reading to learn, to reflect, and to respond as part of your daily learning practice. ***All books are required.***

- **Textbook Available from online booksellers, or the Bookstore**

The following textbook is available through Amazon (or other online booksellers), or the publisher.

Ballenger, Bruce. *The Curious Writer*, Brief, Books a la Carte Edition, 5/E
ISBN-13: 9780134121444

I have ordered the Unbound (saleable) format, with Access Card, which was offered to us at a significant discount: **Net Price: \$68.50 (Suggested Retail Price: \$91.33)**

- **Newspaper Subscriptions:**

Together we are exploring the role reading and writing play in being a citizen in a democracy. To study that relationship, we are going to read the newspaper and share our learning and experiences in writing. The information we generate together will help you, in your final assignment, to assess the role of 21st-century literacies in our democratic practice as citizens.

The International New York Times:

You will purchase a digital version of *The New York Times* for the full year (4 weeks @ 99 cents, then \$1.88 per week). This digital version will allow you to keep a personal archive of stories you are following for your writing assignments in this course. Use the following link to access the educational subscription page. You will use your MySJSU account (@sjsu.edu) to set up a special education rate for the subscription: nytimes.com/professor16

The Washington Post.

With an educational email (in this case, your @sjsu.edu account), you are entitled to a free subscription. We will be using both newspapers to compare their coverage over the full year. This digital version will allow you to keep a personal archive of stories you are following for your writing assignments in this course.

- **Other Readings about Our Theme**

The following book was provided to you as the SJSU Campus Reading Program:

Hot Dogs and Hamburgers: Unlocking Life's Potential by Inspiring Literacy at Any Age

By Rob Shindler / River Grove Books / ISBN-10: 1938416090 / ISBN-13: 978-1938416095

You will also be selecting another text to read over the Winter holiday. More details will be provided as the Fall semester progresses.

Additional readings (newspaper articles, public speeches, and scholarly articles) on 21st century literacy and democracy are located on Canvas. These shared readings will help us to develop a shared context of reading to inform our arguments.

- **Other equipment / material requirements**

- You will need access to a digital tablet or computer to complete and upload writing assignments.
- You will also need to **check your email daily** for necessary course updates.
- Large examination booklets and a folder / binder are also required for this course.

Please note: Throughout the course you will be expected to bring print outs of your essays for peer review and photocopies of other materials. Please budget for these costs, if necessary.

The Work You Will Do in This Course: An Overview

The Core Stretch Curriculum. Table 1 outlined the major writing assignments for Stretch English. All sections of Stretch English share this core curriculum. 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.

Midyear and Year-End Self-Reflection and Portfolio Review

At the end of the fall and spring terms you will submit a portfolio for Stretch instructors to review. These portfolios will ask you to enter into an assessment of your writing with two members of the Stretch faculty: me and one of my colleagues.

Our Daily Learning Activities.

The schedule of reading and writing assignments at the end of this syllabus breaks this work down into daily activities you will engage both in and out of class. Most of this work will be completed in Canvas.

The Time You Will Spend on This Work

Like all faculty at SJSU, I have designed this course to help you achieve the learning goals that define its role in your progress to earn a degree. In a 3-unit course like this one, faculty expect that students will spend **a minimum of forty-five hours for each unit of credit** (normally **three hours per unit** per week). This time includes preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

While all students will complete these same assignments, the course design does not and cannot account for individual needs of each student. There may be added work you need to do. 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.

How Your Work Will Be Assessed and Graded in This Course

Feedback on your work is intended to help you apply lessons from class as you complete assignments, and to transfer lessons learned from one assignment to the next. Grades are intended as a tool for assessment and reporting of outcomes during a course of instruction.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” 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.

Feedback for Individual Assignments

We will both assess as well 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.

Scoring Guide: For each assignment, you will be given a scoring guide. Typically, the assignment will be evaluated both as a process completed and as a product of that process. I will mark essays and make notes for revision on the scoring guide.

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 / reflections will help you to practice self-reflection as a writer, and so will prepare you to write the midyear and final self-reflection essays.

Table 2: Grade Distribution in the Yearlong Stretch

How Assignments Are Weighted Assignments to Determine Grades

Fall 2017: 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** the assigned work, and you will need to demonstrate measurable progress in at least 3 out of 4 (75%) of the CLO categories to earn credit (CR) in English 1AF.

| Item | % of Course Grade | Word Count* | Type of Assignment | | |
|--|-------------------|-------------|--------------------|-------------------|--------------|
| Critical Reading/Reflection 1 | 3% | 700 | in-class | | |
| Personal Essay | 7% | 1000 | out of class | | |
| NYT Op-ed | 8% | 1000 | out of class | | |
| Op-ed Reflection Essay | 3% | 600 | out of class | | |
| Critical Reading/Reflection 2 | 4% | 750 | in-class | | |
| Self-Reflection/Midyear Portfolio | 9% | 750 | in-class | | |
| Participation / Canvas Discussion Boards | 6% | N/A | N/A | Fall Total | [40%] |

Spring 2016: A final grade of C- or better in English 1AS is needed to clear remediation and satisfy GE Area A2.

| Item | % of Course Grade | Word Count* | Type of Assignment | | |
|--|-------------------|-------------|--------------------|---------------------|--------------|
| Interview Transcript | 3% | 1000 | out of class | | |
| Profile Essay | 8% | 1000 | out of class | | |
| Reflection on Profile Essay | 5% | 650 | out of class | | |
| Ethnography Project & Reflection | 8% | 600 | out of class | | |
| Critical Reading/Reflection 3 | 3% | 750 | in-class | | |
| Critical Essay | 10% | 1200 | out of class | | |
| Self-Reflection/Final Portfolio | 15% | 1000 | out of class | | |
| Participation / Canvas Discussion Boards | 8% | N/A | in-class | Spring Total | [60%] |
| Word Count/ Fall and Spring: 9550 (5150 finished writing) | | | | | |

How I Calculate Course Grades

In Stretch English, your course grade is based on a full year's work. All the work you engage to produce the learning you do through both semesters is weighted to determine the final grade. **Weighted grades are not averaged.**

Final Grade Calculations:

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|-----------|-------------|-----------|-----------------------------|
| A | 100% to 93% | A- | 92% to 90% |
| B+ | 89% to 87% | B | 86% to 83% |
| B- | 82% to 80% | C+ | 79% to 77% |
| C | 76% to 73% | C- | 72% to 70% |
| D+ | 69% to 67% | D | 66% to 63% |
| D- | 62% to 60% | F | 59% to 0% Unsatisfactory |

(In Stretch, a D- clears remediation, but students need a C- to earn 1A credit.)

Participation: Regular attendance / presence for the entire class period is crucial to your success in this course. Remember, there are no "excused" absences in college. (Attendance for this course means attending in both body and spirit. If you are ten minutes late to class, you will be considered absent. If you fall asleep in class, you will be considered absent. If you text or use a cell phone during class, you will be considered absent. If you disrupt the class and are asked to leave, you will be considered absent.) If you fail to attend a class, you are still expected to get details on whatever topics were covered in class, and complete the homework for the next

meeting. It is **your responsibility** to contact a classmate to see what you missed. **Class participation cannot be made up. Students receive a participation grade that reflects their efforts in the classroom through homework, classwork, pop quizzes, etc. at the discretion of the instructor** (for more information, read the Grading policy). **Please note: students are also required to be present for the fall and spring final exam dates. Participation will count as 14% of your total grade for the yearlong course.**

How to Get the Most Out of Our Collaboration: aka Course Policies

Congratulations – you have reached the first real test of adulthood: college! Adults already know how to behave, and I will treat you as an adult. But here are my general policies for my courses:

- You will be **on time** to class with the appropriate books for the day and stay the entire time.
 - You will **engage** yourself in our class. If you are doing anything other than being present in our class work (including using your phone) I will ask you to leave. (See the policy on participation.)
 - **Office hours** are yours: you paid for them; use them. University professors expect students to seek out what they need as they take charge of their own learning outcomes. We make ourselves available during office hours to provide students access to our time as a key resource in their studies.
- You will **take responsibility** for your actions, positive and negative. Remember teachers do not “give” grades, you earn them.
 - **Your work** is public in this class, part of our collective inquiry into writing, reading, and democracy. We will share work in Canvas regularly. I reserve the right to publish your work to the class as part of our workshop activities.
 - All **electronic devices will be turned off** and stowed before entering class, **unless you have an exception from the AEC OR I stipulate we will be using said devices that day in class**. Electronic devices used during class will be confiscated for the class period and will lose participation credit.
 - **Recording class sessions** is possible, but you must advise me in writing so that I may seek permission from the class for such a recording. I will need to know what will be recorded, when, how and why, as well as how the recordings will be stored and used. No recordings of the class may be uploaded or shared electronically without written consent from me.
- You are welcome to bring a drink to class but **please, no food** (unless you’re willing to bring enough for everyone). If you do decide to bring a beverage to class, bring one that has a lid / cap so there’s less chance of spills.
- **Tech Issues:** Problems with technology are unfortunate but not extraordinary. Be prepared and plan ahead. My suggestion: always email a copy of your essay to yourself – you can always print it using a campus computer if you run out of ink! There will be **NO ACCEPTED EXCUSE** for not having a hard copy of an essay on a workshop or final due date.

Homework / Participation Policies:

- **I do not accept late homework and in-class work cannot be made up. Deadlines are to be honored.**
 - If you have a medical illness or an emergency that requires you to miss a **significant** amount of class, please bring a doctor’s note and set up an appointment with me to discuss your absences and what can be made up.
 - Any assignment handed into my mailbox due to an **excused** absence **MUST** be time-stamped by the department or you will not receive credit.
 - **Any assignment slipped under my office door will not be accepted.**
- **I will not accept papers, homework, or in-class work via email unless I specifically request that format.**
- All homework must be typed and submitted in a 12-point font, unless otherwise specified.
- **Workshops** are an essential part of the writer’s working experience. Your participation in workshops is **mandatory**. These workshops are conducted in class: You *must* bring to workshops 2 typewritten copies of your completed draft, and you *must* turn in to me the 2 workshop copies as well as the final, revised draft of the essay. (You will also be asked to upload a final copy of your paper to Canvas.) Only with **documented reason** and **prior approval** will I allow you to complete workshops with your group via email.

Essay Policies:

Essay assignments will be handed out in class and include due dates and additional requirements not listed above.

- All essays must be turned in on time, as a hard copy (and uploaded on Canvas), at the **beginning of the class** on the day they are due. Peer-edited essays (when part of the assignment) must be turned in with the final essay or there

will be a 10-point (10%) deduction.

- If you know you will miss a class on the day a paper is due, feel free to make arrangements to turn a hard copy of the paper in (or have a reliable friend do it for you) before class that day. If there is a legitimate, verifiable reason why you cannot meet the deadline, you must request an extension from me **before** the day the assignment is due. Essay assignments may, of course, be turned in early without penalty.
 - The penalty for late, unexcused essays is a 10-point (10%) deduction for each calendar day late. **No essays will be accepted later than one week after a deadline except in cases of dire emergency and previously approved by the instructor.**
 - Late, excused essays may be accepted **only** with a written medical excuse by a doctor or other documentation the instructor deems acceptable. The instructor will set your submission deadline.

Essay Format: All out-of-class essays will follow MLA guidelines for formatting and citations. Failure to follow MLA guidelines will result in point deductions. Failure to upload the essay to Canvas will result in a grade of F. **For each day the essay is submitted late to Canvas, I will deduct an additional 10%.**

- Rough drafts and final essays must be typed, double-spaced with page numbers; use one-inch margins; and rely on 12-point fonts (Times New Roman or Arial only please).
- Include the following info at the top left-hand corner of your first page: Your name; your instructor's name; the course number and section; and the date. The essay assignment number; and a clever title for your essay (something other than Essay #1) should be centered on the line directly underneath your name.
- If any work is referenced in the text, a Works Cited page included at the end of the essay is mandatory.
- Staple and number your papers before coming to class.
- **TYPE YOUR WORD COUNT AT THE BOTTOM OF THE FINAL PAGE.**

Extra Credit.

I may announce in class occasional small opportunities for extra credit. Points awarded on these short assignments will not exceed more than 1% of your total grade and must be submitted by the deadline I assign. If you reach the 1% maximum, no additional extra credit will be allowed. No other work may be submitted for extra credit without prior approval by the instructor.

Email / Office Hours Policies.

In corresponding via email, be sure to treat the email note as more formal than a text to your friend, addressing your instructor and signing your note with your name (first and last to avoid potential confusion) and the course section.

Email is not a suitable vehicle for student-teacher conferencing. Please, use email to schedule appointments or to advise me of an absence. (If your question requires a response longer than a sentence or two from me, I will ask you to make an appointment.) Also, be sure when you make an appointment to see any instructor (including myself!), please be respectful of their time. If you need to cancel, let us know in advance.

I will use email to update you on schedule changes or to advise you of my absence. You are responsible for all information emailed to you so check it every day.

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.

- **Peer Mentors: Dedicated Writing Support for Stretch English Students.**
Some Stretch Instructors have requested a peer mentor for the section. A Stretch peer mentor is a fellow SJSU student trained to work with Stretch English students and instructor as part of the learning community of the classroom. This type of writing support offers you a rare opportunity to work one on one with an advanced writer who knows the assignments and materials you are working on and with. Your peer mentor will schedule appointments and workshops on a weekly basis. Look for Canvas announcements about upcoming meeting times and places. Sign up immediately when these appointments open.
- **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. **I WORK THERE - COME SEE ME!**

Where to Access the Technology You Will Need to Do the Work of This Course

You will need an electronic device out of class that allows you to access the internet and Canvas, and to read the online texts. The University provides students access to technological resources at several locations on campus:

- **Academic Success Center (Clark Hall).** Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college.
- **Media Services (Martin Luther King Library).** Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

Where Can I 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](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

How do I Earn A2 Credit and Clearing Remediation?

English 1AF is graded CR/NC. To receive credit in the fall semester, you must complete all coursework and demonstrate significant, measurable progress throughout the semester that suggests you are on track to earn a C- or better in the spring term. 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.

How Do I Clear Remediation?

Students who enter Stretch English with a UGRM designation must clear remediation within a year of their enrollment as freshman at SJSU. There are two ways to accomplish this:

1. **In Fall:** Earn at least a B in your fall coursework AND earn at least a 2.5 on your midyear portfolio.
2. **In Spring:** Pass the spring term of Stretch English, English 1AS; (earning a D- or better will meet this requirement).

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

A Final Thought

Once you graduate with your Bachelor's degree, you will be among the top 1% educated people in the world. From this fact I would like you 1) take pride in this, and 2) don't take this opportunity for granted. Don't slack. Enjoy your time at SJSU and work hard.

Schedule of Reading & Writing in Stretch English for Spring 2018 – Please see Canvas and the provided handout for the calendar.

Stretch English II, Spring 2018 – Professor Judnick’s Course Schedule

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| Instructor: Maria Judnick M.A., M.F.A | Email: Maria.judnick@sjsu.edu |
| Office Location: Faculty Office Building 221 | |
| Office Hours: Thursdays 3:15-4:15 PM and by appointment (NOTE THE UPDATED TIME/DATE!) | |
| Class Schedule: Section 29 - T/R 4:30-5:45, Boccardo Business Center 128 | |



The schedule below is intended to provide us all an overview of the work in this class. While I expect the general framework of assignment due dates to stay the same, the details of the daily schedule may be adjusted in Canvas as we develop your writing this year. While I will announce changes to the schedule via email or in class (and then make the appropriate updates on Canvas), it is your responsibility to stay up-to-date in the course.

Spring 2018

| Week | Date | Topics | Assignments DUE THAT DAY |
|--|------------|---|--|
| <i>Our Inquiry in Module 2: Where do we see models of citizenship or citizen action in our communities?</i> | | | |
| <i>Conferences: during the first three weeks of the semester I will hold conferences to discuss your midyear self-reflection and portfolio. We will also look at your student contract. Conferences will be held in my office.</i> | | | |
| 1 | R, 25 Jan | Introduction to Spring – self-contract, calendar, books, fit to print groups | None! ☺ |
| 2 | T, 30 Jan | Introduce Profile and Interview Assignment; how do we understand other people? What’s spoken and unspoken in a good interview? | <ul style="list-style-type: none"> Read sample profiles on Canvas Read Ballenger, Chapter 4, “Writing a Profile.” First Fit to Print due on Canvas M, Jan 29th at noon |
| | R, 1 Feb | Putting a profile back together – how do we understand the order? | Decide on a person to profile: Write a short physical description of this person, explain why this person is important to write about and why you chose him / her, and explain what you hope to teach your reader about your subject (Minimum 10 sentences on Canvas by 3:00 PM on 2/1) |
| 3 | T, 6 Feb | Elements of a good profile – transferring interview details to profiles | <ul style="list-style-type: none"> Fit to Print due Monday at noon Read sample interview / profile on Canvas |
| | R, 8 Feb | Details, details, details of profiles! | <ul style="list-style-type: none"> Submit checkpoint on your book |
| 4 | T, 13 Feb | Project 1 Workshop 1 | <ul style="list-style-type: none"> Fit to Print due Monday at noon Bring your interview to class for a workshop |
| | R, 15 Feb | Project 1 Workshop 2 | <ul style="list-style-type: none"> Bring your profile to class for a workshop |
| <i>Our Inquiry: Do we have what we need as active citizens to engage civil discourse in our digital America?</i> | | | |
| 5 | T, 20 Feb | Introduce CRR3 AND Ethnography Project – understanding data from your sources | <ul style="list-style-type: none"> Fit to Print due Monday at noon Submit Cover Letter, Profile, and Interview – both Hard Copy and Canvas Be ready to do your short book presentation in class |
| | R, 22 Feb | Sample Observations Day | <ul style="list-style-type: none"> Read sample ethnography essays – then respond to the prompt on Canvas about what is / is not effective from these examples |
| 6 | T, 27 Feb | Outlining Practice / Strategies for In-Class Writing | <ul style="list-style-type: none"> Fit to Print due Monday at noon |
| | R, 1 March | CRR 3 (In class) | <ul style="list-style-type: none"> Be ready to write your CRR3 in class. |

| Week | Date | Topics | Assignments DUE THAT DAY |
|-------------------|--------------------|---|--|
| 7 | T, 6 March | Introduce the Critical Essay. | <ul style="list-style-type: none"> • Fit to Print due Monday at noon • Read Ballenger “Writing A Critical Essay.” |
| | R, 8 March | Troubleshooting technology day. | <ul style="list-style-type: none"> • Bring in a list of articles that you think might be helpful for your Critical Essay Topic |
| 8 | T, 13 March | Investigating the value of sources | <ul style="list-style-type: none"> • Fit to Print due Monday at noon |
| | R, 15 March | Workshop scripts / papers in groups | <ul style="list-style-type: none"> • Be prepared to work on your ethnography project. |
| 9 | T, 20 March | Ethnography Presentations | <ul style="list-style-type: none"> • Fit to Print due Monday at noon • Upload your ethnography project / paper to Canvas. |
| | R, 22 March | Ethnography presentations | |
| 10 | March 26-30 | Enjoy Spring Break! Post your Critical Essay thesis by noon on M, April 2. | |
| 11 | T, 3 April | Critical Essay Thesis Workshop | <ul style="list-style-type: none"> • Fit to Print due Monday at noon |
| | R, 5 April | Outlining and drafting day | |
| 12 | T, 10 April | Investigating opening / closing paragraphs in depth | <ul style="list-style-type: none"> • Fit to Print due Monday at noon • Bring your opening paragraph / outline to class. |
| | R, 12 April | Body Paragraphs – how do they work together? | <ul style="list-style-type: none"> • Bring at least one full body paragraph to class. |
| 13 | T, 17 April | Introduce Final Portfolio Making sure you’ve answered the “so what?” question | <ul style="list-style-type: none"> • Fit to Print due Monday at noon • Read Ballenger, Chapter 5, “Writing a Review.” |
| | R, 19 April | Content Workshop | <ul style="list-style-type: none"> • Bring a full draft of your critical essay to class |
| 14 | T, 24 April | Final Workshop – checking all MLA formatting | <ul style="list-style-type: none"> • Fit to Print due Monday at noon • Bring an updated copy of your critical essay to class. |
| | R, 26 April | Reflecting on your writing | <ul style="list-style-type: none"> • Critical Essay Due – hardcopy and on Canvas |
| | T, 1 May | Time in class to inventory and document improved skills. | <ul style="list-style-type: none"> • FINAL Fit to Print due Monday at noon |
| 15 | R, 3 May | Quoting Yourself | |
| | T, 8 May | Analyzing evidence | |
| 16 | R, 10 May | We’ll be sharing the ePortfolios in Canvas. | <ul style="list-style-type: none"> • Final Self-Reflection Essay and ePortfolio due in Canvas. • Bring to class your laptop and files for the ePortfolio (including self-reflection essay) ready to upload! |
| Final Exam | May 17, 2:45 – 5PM | First-Year Writing Exit Survey. What to Take after English 1A | None – enjoy your summer vacation! |

