

**San José State University**  
**Department of English and Comparative Literature**  
**English 1AF and 1AS, Stretch English I and II Section 5;**  
**Fall 2019 & Spring 2020**

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<b>Office Hours:</b>	M 12:00-1 PM & By Appointment
<b>Class Days/Time:</b>	MW 9:00 – 10:15 AM
<b>Classroom:</b>	CL 225A
<b>Prerequisites:</b>	The <i>Reflection on College Writing</i> is a prerequisite to Stretch English I (English 1AF). Credit for Stretch English I (English 1AF) is a prerequisite for Stretch English II (English 1AS).
<b>GE/SJSU Studies Category:</b>	English 1AS satisfies* Written Communication I, GE Area A2. *To earn graduation credit in this category, you must complete the yearlong course with a grade of C- or better.

### **Course Description**

Our mainline inquiry will examine the influence of cultural myths on identity. We will use reading and writing to explore 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 such as 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. 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	1800	in-class writing	F	GELO 1, 2, 3,4, 5
	Essay 2	600			F	
	Essay 3	700			S	
<b>Data-driven analyses</b>	Personal Essay	900	2700	out of class writing	F	GELO 2, 3, 5
	Interview Project	900			S	
	Ethnography Project	900			S	
<b>Major Essays</b>	Blog	1000	3300	out of class writing	F	GELO 2, 3, 4, 5
	Profile Essay	1100			S	
	Critical Essay	1200			S	
<b>Portfolio/self-reflection essays</b>	Midyear	800	1800	in-class writing	F	GELO 1, 2, 3, 4, 5
	Final	1000		out of class writing	S	

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

### Required Texts/Readings

*Rereading America – 10th edition* ISBN: 978-1-4576-9921-4

### Other Readings and Materials

Ballenger, Bruce. *The Curious Writer - Brief Fourth edition (4E)* ISBN: 978-0-205-87665-5. You will be reading chapters from this textbook to understand how to write within the specific genre.

Students may be asked to research other texts and materials to further their knowledge in the course.

Laptop

College notebook with lined paper and writing utensils

### Participation

Participation is the key to learning. Coming to class every day with the materials you need and homework completed before the beginning of class; contributing your ideas and questions, listening to your peers; taking notes as necessary—all these components of your participation will be invaluable to our learning community as we construct a network of knowledge together. Dialogue is not only about talking or deepening understanding, but it is a co-operative activity involving respect.

### Deadlines and Policies

#### How students can find out about work missed because of absence.

If you miss any regular class, it is your responsibility to find out what you have missed by checking available materials, contacting classmates. I am not able to answer emails about missed classes and homework.

### **How and when students can make up missed in-class essays and exams.**

The only excuse that allows students to make up a missed in-class essay or exam is emergency or sickness, in which case you must notify me immediately, no later than 5pm of the missed class. You need to explain the reason and ask to set up a make-up appointment within 1-2 weeks after the missed class. If you miss an in-class essay without communicating by the due date, you will be denied the opportunity to make up an in-class essay and will receive a zero for that assignment. Presentations cannot be made up. For all other assignments a 20% point reduction rule applies for each day a submission is late.

### **How and when students can contact instructor to request an extension.**

If you know of any conflict ahead of time and need an extension on out-of-class major assignment, you must message me in advance to set up a time to discuss your circumstances. The latest time to ask for an extension is at least 24 hours before a paper is due. Extension are considered on individual basis and are considered only due to exceptional circumstances.

### **University Policies**

NOTE that University policy F69-24 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.”

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>

See University Policy F13-1 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.

### **Earning A2 Credit**

Information about earning A2 credit is described in the Stretch Program syllabus, a separate document available on Canvas.

### **Grading**

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 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 45% and Spring is at 55%, making both semesters a 100% scale.

### Fall semester -- 45% of total course grade

Assignments	Description	In-Class / Out of Class	Min. Word Count	% 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 on myth of model family.	IC	500	5%
<b>Personal Essay</b>	This type of writing aims to explore a single aspect of your personal history that has shaped who you are today, while discussing the broader significance of this aspect that shapes how you see the world around you.	OC	900	7%
<b>Blog Essay</b>	This assignment focuses on discussing a problem in a public medium. Your audience will be dependent upon what kind of blog you choose and what demographic it reaches. The blog should be informative and persuasive in tone. You will incorporate visual and multi-modal elements.	OC	1000	10%
<b>Critical Reading / Reflection 2</b>	For this paper, you will analyze the cultural myths about education, money and success.	IC	600	6%
<b>Reading &amp; Writing</b>	Any writing and reading related exercises that support learning in addition to the formal assignments.	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 this semester.	IC	800	7%
<b>Fall total %</b>				40%

### Spring semester - 55% of total course grade

Assignments	Description	In-Class / Out of Class	Min. Word Count*	% Value
<b>Profile Essay</b>	You will use your interview to write a profile essay with a specific framework to be discussed in class.	OC	1100	12%
<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	700	8%
<b>Ethnographic Study</b>	You will study a sub-culture to write a report of your observations. You will make a presentation to share with classmates.	OC	900	10%
<b>Critical Essay</b>	You will argue what you believe made the difference – why did Wes #1 succeed while Wes #2 did not?	OC	1200	15%
<b>Reading &amp; Writing</b>	Any writing and reading related exercises that support learning in addition to the formal assignments.	IC/OC		5%
<b>Self-Reflection Portfolio</b>	Keep all your work. You'll be quoting yourself to show your growth as a writer for these past two semesters.	IC	1000	10%
<b>Spring total %</b>				60%

## Classroom Courtesy

Our class is a community that encourages collaboration and learning. At times we may discuss or watch some controversial material. Therefore, it is important to be respectful of thoughts and opinions of all members of our group even if they differ from our own.

## Communication

It is more efficient to message me through Canvas than to email me through campus email. My campus email overflows with administrative and faculty emails. Because Canvas isolates student email in one location, *I can usually respond to Canvas messages within 48 hours.*

I may not be answer messages after 5 pm on weekdays and on weekends. I encourage you to check syllabus and Canvas and contact classmates first to clarify assignments and deadlines. It is important to remember that the course schedule is tentative and changes are made as needed, all of which are announced in class. So please, please make notes consistently and stay on top of the changes.

## Technology

Classroom etiquette requires that cell phones be turned to silent mode, that full attention is given to the class, that computers and other devices only be used for class purposes, and that we listen carefully and without interruption to one another.

## Office Hours

You are welcome to walk in during the scheduled hours stated on the first page of this syllabus. If you cannot come during office hours, please message at least 48 hours in advance to set up an appointment.

## Stretch English 1AF: Fall 2019 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	In Class Activities / Schedule	Assignments Due in Class
W 8/21	Introductions. Course Theme and structure. Canvas. Passionation introduced.	<b><i>Get textbooks!</i></b>
M 8/26	Passionations - Community Building activity.	Come prepared to speak about yourself for at least <u>2-3 minutes</u> based on the prompt. No ppt or visuals needed.
W 8/28	Syllabus exploration. Goals of GE and the course.	Bring to class: Print 2 syllabi, one for all Stretch courses and the other for our section with tentative schedule (see Canvas).
M 9/2	<b>LABOR DAY! No class.</b>	

W 9/4	Academic Reading and Writing. The Arc. Recursiveness, Processes and Products.	<b>CW:</b> Ch.1 “Writing as Inquiry and Ch.2 “Reading as Inquiry” on Canvas.
M 9/9	<b>Unit 1. <i>Where we begin</i></b> What are cultural myths? Myth of Model Family.	<b>RA:</b> “Thinking Critically, challenging Cultural Myths”, “Harmony at Home: The Myth of the Model Family” Watch: <a href="#">America is not the greatest country</a> and <a href="#">Christmas Cards</a>
W 9/11	Family and culture. Role of media.	<b>RA:</b> “Looking for Work” & “The Color of Family Ties”.
M 9/16	Choices & Partnerships.	<b>RA:</b> “Marriage Markets”
W 9/18	Roles of fathers and mothers.	<b>RA:</b> “Cartoon Mothers”
M 9/23	Getting ready to write. Letter genre. Prompt analysis and planning. Synthesizing ideas.	Study CRR rubric. Prepare questions. Brush up on conceptual terminology. Review all readings and discussion notes.
W 9/25	<b>Critical Reading Reflection 1</b> <b>In-class essay</b>	<b>Bring Green Book.</b>
M 9/30	<b><i>How we learn</i></b> Myth of Education. <b>Personal Essay introduced.</b>	<i>CRR1 reflection on Canvas.</i> <b>RA:</b> “Learning Power: Myth of Education and Empowerment” Intro. “Essentials of a Good Education”
W 10/2	Education and Schooling.	<b>RA:</b> “Against School”, “Ivy League” and “Learning to Read”
M 10/7	Narrative voice. In medias res Then & Now Narrator / Tenses	<b>CW</b> CH.3 “Writing a Personal Essay”. Sample essay on Canvas. Study PE rubric. Study handouts: <a href="#">Personal Narrative Essays</a> , <a href="#">Verbs</a> , <a href="#">Verb tenses</a> , <a href="#">Building time frames</a>
W 10/9	Brainstorming, sketch, analysis. Developing PE.	3 leads for Personal Essay on Canvas. Study handouts: <a href="#">Concrete Language</a> , <a href="#">Precise words</a> , <a href="#">Redundancy</a>
M 10/14	Revising Content. Peer-review.	<i>Full draft due.</i> Bring hard copy to class. Study handouts: <a href="#">Parallelism</a> , <a href="#">Sentence openers</a> , <a href="#">Revising for clarity: Characters and their actions</a>
W 10/16	<i>PE reflection.</i> <b>Blog Essay Introduced.</b> Myth of Progress.	<b>Personal Essay Due</b>
M 10/21	<i>What Would I Like to Write About?</i> <b>Blog analysis.</b> Teams and topics assigned.	<b>RA:</b> “The Wild Wired West: Myth of Progress on the Tech Frontier”, <b>CW:</b> Ch. 7 “Argument”. Study handout: <a href="#">Argumentation: Premises and Conclusions</a> , <a href="#">Online posts: Do’s and Don’ts</a>

W 10/23	Team work. <b>Group Project description.</b> Content outline/development.	RA: “Our Future Selves” and “Growing up Tethered”.
M 10/28	Multimodal writing features: Hyperlinks, images, text boxes.	<i>Full draft due (text only)</i> . Study handouts: <a href="#">Reporting verbs</a> , <a href="#">Paraphrasing</a> , <a href="#">Old information before new information</a>
W 10/30	Group Workshop: Putting together presentation slides and interactive component.	<i>Revised draft due (with multi-modal features)</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 11/4	Blog presentations. Responses on topics.	<b>Blog Essay Due.</b>
W 11/6	Blog presentations Responses on topics.	<b>Group Presentations due.</b> <i>Reflection on Blog on Canvas.</i>
M 11/11	<b>VETERAN’S DAY! No class.</b>	
W 11/13	Unit 2. <b>How we succeed.</b> Myth of Money and Success.	<b>RA:</b> “The Myth of Individual Opportunity” Intro. “Class in America”, “From Beyond the Outrage”
M 11/18	Reading-based activities in preparation for CRR2	<b>RA:</b> “Framing Class, Vicarious Living, and Conspicuous Consumption”
W 11/20	<b>Critical Reading Reflection 2</b> <b>In-Class essay exam.</b>	<b>Bring a Green Book</b>
M 11/25	<b>Setting up your portfolio</b>	Reflection on CRR2. Read course portfolio materials on Canvas.
W 11/27	<b>THANKSGIVING! No class.</b>	
M 12/2	Planning self-reflection. Portfolio preparation.	Review semester works, all reflections, and syllabus info.
W 12/4	<i>Reflection essay in class.</i> <b>Portfolio due at the end of class.</b>	Outline and notes for in-class draft.
M 12/9	Planning for spring semester and final exam preparation.	Read interview assignment prompt on Canvas.
	<b>FINAL EXAM</b> - see official SJSU exam schedule online.	