

San José State University
Department of English & Comparative Literature English 1AF & English 1AS,
Stretch English I and II, Section 10 Fall 2019 & Spring 2020

Course and Contact Information

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Office Hours: W 12-1, by appointment, and via Zoom

Class Days/Time: M/W 10:30-11:45

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The Reflection on College Writing (RCW) 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 A2 / Critical Thinking and Writing

Stretch I and II span the Fall and Spring terms. The fall and spring courses are both required to complete the A2 coursework. Plan to sign up in spring for the same section (time, day, instructor) in order to complete the course of study as expected within your first year of study at SJSU.

The California State University system and SJSU expect all students to have completed their A2 requirement within the year. They have committed to make available courses and support to help all students achieve this milestone. Please work with me and all recommended support staff to achieve this milestone successfully.

Our Topic for Stretch this Year (2019-2020)

Our main 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 myth of the family, 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.

Why Stretch?

As part of your general university education, you are offered this course to explore how reading and writing inform the work we do together at the university. Across the university, in all disciplines and

majors, reading and writing inform the collaborations between students and faculty as we create new knowledge together.

What You Will Learn in Stretch English I and II

The yearlong Stretch invites you into a learning community: This semester you are enrolled in Stretch English I. Next term, provided you successfully complete the fall course, you will enroll in Stretch English II. You will study with me and your writing colleagues from fall.

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.

For more information on the Stretch Curriculum designed to meet these learning outcomes, see the Stretch English Program Syllabus 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.

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

Required Texts:

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

Recommended Text:

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

Other Readings:

Students will be asked to research other texts and materials on the theme of identity and cultural myths that are appropriate for academic studies. These texts will help us develop a shared context of reading to inform our arguments.

How to Prepare for Class Sessions

We will use reading and writing to collaborate in researching on our topic on higher education, and writing about it. You will come to class everyday ready to do writing—that is, to explore ideas, share research and reading, analyze source materials, critique samples and workshop drafts. **In short, to write.** All classes 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.)**

Where to Find Course Assignments and Materials

Course materials such as syllabus, handouts, assignment sheets, and some readings can be found on

The Work You Will Do in This Course: An Overview

The Core Stretch Curriculum. The fall writing assignments include: 2 critical reading and reflection essays, a personal essay, an essay for a public forum, and a self-reflection essay (written in class). The spring writing assignments include an interview project, a profile essay, a critical/reflection essay, 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.

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 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>.

How Your Work Will be Graded (Grading Contract)

In this class, we will work as a learning community to develop our approaches to reading and writing different types of texts. We will experiment with unfamiliar strategies, and at times we will feel unsure

about the direction of our work and our comprehension of the work of others. We will develop writing processes to help us, including prewriting, drafting, workshopping, and revising. We will rely on each other for feedback and support, but will also take charge of our own learning and success.

This class is meant to improve your skills and experiences as college-level writers. Therefore, we will not be using a traditional grading system. You will not be graded or given a point value for each assignment; instead, you will receive feedback from your peers and writing coach for each major assignment. You will be guided and mentored during the writing, researching, revising, and learning processes, while taking on the role of student mentor yourself. The grading contract which will also give you more of an idea as to how much time you should spend on the work you do in this class.

Major and Minor Assignments

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	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	1000			S	
	Essay	1200			S	
	Critical Essay					
Portfolio/self-reflection essays	Midyear	750	1550	in-class writing out of class writing	F	GELO 1, 2, 3, 4, 5
	Final	800			S	

Class Policies

Class policies are intended to ensure the smooth operation of the class and to encourage a professional working environment congenial to all. We will come up with class policies together as part of the grading contract. Once we come up with them, I will also post them here in the class syllabus (and they'll already be in the contract). These policies will include clauses on office hours, deadlines, emailing your professor, workshops, makeups, laptops, phones, and absences and tardiness.

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/>

Date	In Class Activities / Schedule	Assignments Due in Class
W 8/21	Introductions. Course Theme and structure. Canvas. Passiontation assignment introduced.	<i>Order textbooks!</i>
M 8/26	Thematic terminology. Syllabus exploration. Reflection on College Writing.	Bring to class: Print out 2 syllabi, one for Stretch and the other for our section, from Canvas Syllabus page or English department website. These are the documents you will need for the rest of the semester for quick reference and notes. Credit for activity in class.
W 8/28	Passiontation presentations.	Come prepared to speak about yourself for <u>2 minutes</u> based on the prompt. Rehearse enough to speak laconically, without long pauses or repetitive words. No ppt or visuals needed.
M 9/2	HOLIDAY! NO CLASS	Plan ahead
W 9/4	Academic Reading and Writing. The Arc. Recursive processes and Products.	CW: Ch.1 “Writing as Inquiry and Ch.2 “Reading as Inquiry” on Canvas.
M 9/9	<i>Where we begin - Unit 1</i> What are cultural myths? Myth of Model Family.	RA: “Thinking Critically, challenging Cultural Myths”, “Harmony at Home: The Myth of the Model Family”, and “Looking for Work”. Watch: America is not the greatest country and Christmas Cards
W 9/11	Share “Family in media” - group activity.	RA: “The Color of Family Ties”. Family in Media Discussion on Canvas. <i>TV shows from the past and present day, be able to explain your example to the class.</i>
M 9/16	Activities based on readings and posts	RA: “Marriage Markets” <i>Family in media, reply to Canvas discussion by connecting ideas to the current readings.</i>
W 9/18	Activities based on readings and posts.	RA: “Cartoon Mothers” <i>Family in media, reply to someone’s post by connecting ideas to the current readings.</i>
M 9/23	Getting ready to write. Letter genre. Essay prompt analysis and planning. Comparing ideas. Outlining.	Study CRR rubric. Prepare questions. Brush up on conceptual terminology. Review all readings and discussion notes. Study handouts: Email Etiquette Essay Exam Preparation Comparing and Contrasting: Essay planning Comparing Contrasting: Methods of organization Essay planning: How to read a prompt Essay planning: Visual mapping Essay planning: Outlining with a purpose

		Introductions for essays , Body paragraphs
W 9/25	Benchmark Essay In Class	Revise all notes. Make an outline of ideas. No direct quotations at this time, just your thoughts on the subject.
M 9/30	Benchmark essay debriefing. Introducing sources, embedding quotations. Adjusting for audience - formal letter genre.	Read and Annotate CRR1 prompt. Study handouts: Embedding quotations , Quotation Marks , Synonyms for “said” , Sentence types and functions Editing: Meaningful word and punctuation choices
W 10/2	Critical Reading Reflection 1 In-class essay	Bring small Green Book and a selection of useful quotes with author and title references.
M 10/7	Personal Essay prompt. Narrative voice. In medias res Then & Now Narrator / Tenses	<i>CRR1 reflection on Canvas.</i> CW CH.3 “Writing a Personal Essay.” Sample essay on Canvas. Study PE rubric. Study handouts: Personal Narrative Essays , Verbs , Verb tenses , Building time frames
W 10/9	Brainstorming ideas and creating first sketch.	3 leads for Personal Essay on Canvas. Study handouts: Concrete Language , Precise words , Redundancy
M 10/14	Developing PE. Revising Content.	<i>Full draft due.</i> Hard copy to class. Study handouts: Parallelism , Sentence openers Revising for clarity: Characters and their actions MLA formatting guidelines MLA formatting essay template
W 10/16	Blog Essay Assigned. Teams and topics.	Personal Essay Due on Canvas and to me in hard copy.
M 10/21	Selecting audiences and setting purposes. <i>What Would I Like to Write About?</i>	<i>PE reflection on Canvas.</i> CW: Ch. 7 “Argument.” <i>Canvas Project:</i> “Blog on my subject.” Study handout: Argumentation: Premises and Conclusions , Online posts: Do’s and Don’ts
W 10/23	Content outline/ development. Multi-media writing features: Hyperlinks, images, text boxes.	Blog leads exercise on Canvas. Study handouts: Reporting verbs , Paraphrasing , Old information before new information
M 10/28	Group Workshop: Putting together presentation slides and interactive component.	<i>Full draft due.</i> Study handouts: Concise writing , Eliminating wordiness , Nominalization , Passive voice , Transition words Watch Ted Talks linked in Blog Presentation Assignment on Canvas.
W 10/30	Class canceled (Conference)	<i>Revised draft due on Canvas.</i>

M 11/4	Blog presentations. Feedback from non-presenters.	Presentations Due on Canvas. Revise your draft.
W 11/6	Blog presentations Feedback from non-presenters.	Blog Final Due on Canvas only.
M 11/11	VETERAN'S DAY! No class.	
W 11/13	<i>How we learn</i> Unit 2: Myth of Education Reading-based activities in preparation for CRR2	RA: <i>Reflection on Blog on Canvas.</i> RA: "Learning Power: Myth of Education and Empowerment" Intro into the topic. "Essentials of a Good Education" and "Against School"
M 11/18	Reading-based activities in preparation for CRR2	RA: "Ivy League" and "Learning to Read"
W 11/20	THANKSGIVING! No class.	
M 11/25	Critical Reading Reflection 2 In-Class essay exam.	Bring Exam book and selection of quotations with author and title references. Review all notes on education and CRR Rubric. Any materials from previous CRR writing and preparation for essay exam.
W 11/27	Setting up your portfolio online Step-by-step process in class.	Bring your computer to class. Review all essays and topics. Read portfolio materials on Canvas.
M 12/2	Preparing to write. What do I write about in the reflection essay?	Bring computer and all Portfolio Items to Class
W 12/4	<i>Reflection essay in class.</i>	Bring an outline.
M 12/9	Planning for spring semester and final exam prep.	Portfolio due
	FINAL EXAM - see official SJSU exam schedule online.	