

San José State University
Department of English and Comparative Literature
English 1AF and 1AS, Stretch English I and II Section 18
Fall 2019 & Spring 2020

Instructor:	Dr. Yuching (Jill) Yang
Office Location:	Faculty Offices FOB 222
Email:	yuching.yang@sjsu.edu
Office Hours:	T 9:30-10:30 am; 12-1:00 pm & by appointment
Class Days/Time:	T/Th 4:30 – 5:45 pm
Classroom:	BBC 123
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.

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

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

Required Texts/Readings

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

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

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

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.

Participation

Participation is the key to learning. Coming to class every day with the materials you need and homework completed; 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.

Missing Major Project Deadlines

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

If you miss any regular class (not including in-class essays and exams), it is your responsibility to find out what you have missed by checking available materials, contacting classmates. Please do not email me about the content of the missed class as I do not have time to write a personal recap for the 1.5-hour lesson that I taught when you chose not to be there.

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

If you miss an in-class essay or exam, you must message me through Canvas before the deadline to arrange for a make-up that must be complete within 2 weeks after the due date. 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. There is a half-grade penalty for missing due dates for all essays, exams and projects. Presentations cannot be made up. Additional 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, you must message me in advance to set up a time to discuss your circumstances. You may not ask for an extension the day before a paper is due. Extension are considered on individual basis and are considered only in exceptional situations.

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.

Drafts

Drafts for peer-reviews and final submissions must be typed in Times New Roman 12 pt. font, double-spaced, with 1-inch margins all around, using APA format with cover page.

Multiple Drafts are mandatory. Failure to submit a draft on the day that it is due will result in 20% point reduction.

Final Grade for Stretch Course

Your final grade in Stretch English is based on both semesters of work. The Fall semester is weighted at 40% and Spring is at 60%, making both semesters a 100% scale.

Fall semester -- 40% of total course grade

Assignment	Description	In-Class / Out of Class	Minimum Word Count	Percentage Value
Critical Reading / Reflection 1	Taking into account your own experience/ observation/ research, and the readings that you have explored in this unit, articulate your views of family myth.	IC	500	4%
Personal Essay	Choose a single aspect of your personal history that has shaped who you are today. First, describe, in detail, a single event that showcases this aspect of you. Then, discuss the broader significance of this aspect of you that shapes how you see the world around you.	OC	1000	6%
Presentation	Presentation of Blog Essay	IC		1%
Blog Essay	You will write an elaborate blog post to showcase a problem. Your audience will be dependent upon where your blog is and what demographic it reaches. The blog should be informative and persuasive in tone. You will incorporate visual and multi-modal elements.	OC	1000	8%
Critical Reading / Reflection 2	For this paper, you will analyze the cultural myths about education, money and success.	IC	600	5%
Unit Work	Readings, activities and informal writing exercises that are part of the process of growing your expertise on the topic.	IC/OC	1000	5%
Writing Process	Drafts must be submitted on time to receive full credit because this allows you to participate in peer-review processes with rigid deadlines and to receive timely feedback on your writing as well as to provide feedback to others. Engaging in the revising and editing process with your peers is essential to developing effective writing practice.	IC/OC		3%
Self-Reflection Portfolio	Keep all of your work. You'll be "quoting yourself" to show your growth as a writer this semester.	IC	750	7%
Final Exam	Review of the terminology and concepts studied.	IC		1%
Fall total %				40%

Spring semester - 60% of total course grade

Assignment	Description	In-Class / Out of Class / Canvas	Minimum Word Count*	Percentage Value
Interview Project	You will interview someone over 40y.o. about their path to success (or not). Consider the myths we have discussed so far in this class including “The American Dream.” Consider the cultural myths that have shaped the person you are and how you perceive the person you choose to interview.	OC	850	1%
Profile Essay	You will use your interview to write a profile essay with a specific framework to be discussed in class.	OC	1000	10%
Unit Work	Readings, activities and informal writing exercises that are part of the process of growing your expertise on the topic.	IC/OC	1000	8%
Critical Reading / Reflection 3	We will explore the myth of the melting pot and various sub-communities by doing a critical analysis of readings.	IC	750	6%
Ethnographic Study	Taking into consideration the larger topic of the “melting pot” and then the sub-cultures that give people a place “to be.” You will study a sub-culture to write a report of your observations. You will make a presentation to share with classmates.	OC	1000	7%
Presentations	Ethnographic Study presentation. Informal presentations and share sessions.	IC		1%
Critical Essay	Taking into account the myths that we explored throughout the year, and especially considering “Class in America,” students will write a critical essay arguing what they believe made the difference – why did Wes #1 succeed while Wes #2 did not?	OC	1200	12%
Writing Process	Drafts must be submitted on time to receive full credit because this allows you to participate in peer-review processes with rigid deadlines and to receive timely feedback on your writing as well as to provide feedback to others. Engaging in the revising and editing process with your peers is essential to developing effective writing practice.	IC/OC		5%
Self-Reflection Portfolio	Keep all your work. You’ll be quoting yourself to show your growth as a writer for these past two semesters.	IC	800	8%
Final Exam	Review of terminology and concepts studied.	IC		2%

Spring total %				60%
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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.*

Evenings, after 5 pm and on weekends are personal time for students and instructors. I do not answer messages during these times. If there is a confusion about deadlines or some other miscommunication that cannot be clarified by checking syllabus and Canvas, contacting classmates and peer educator, then students can message instructor with a specific question about the issue, and I would break with this ritual and immediately send a message to the whole class. Communication is important for our work together.

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 want to make sure to have a specific time reserved during office hours, please message me at least 24 hours in advance. Students with appointments during official office hours get priority over the walk-ins. 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

Reader Response--RR

Date	In Class Activities / Schedule	Assignments Due before Class
Th 8/22	Introductions. Course Theme and structure. Canvas.	<i>Make sure to purchase your textbooks at the university bookstore, or to order them online. If ordering online, be careful to use the exact ISBN number.</i>
T 8/27	Thematic terminology. Syllabus exploration. Passionation assignment introduced Post your Passionation Brainstorm/notes/outline to Discussion board on Canvas.	Post your self-introduction and upload 2 syllabi to Discussion, 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.
Th 8/29	Finish passionation presentations. Reflection on presentations, drafting process and audience. Instruction on Reader response assignment	Upload Essay to Canvas & 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.
T 9/3	Discussion on “What is Academic Writing, and how do I know if I’m performing it? Email etiquette	RR: CW Ch.1 “Writing as Inquiry” in “Discussion”
Th 9/5	What is Academic Reading, and how do I know if I’m performing it? What is the relation between Academic Reading and Academic Writing?	RR: CW Ch.2 “Reading as Inquiry” in “Discussion”
T 9/10	Where we begin... UNIT I: The Myth of the Model Family What are cultural myths? Myth of Model Family.	RR: RA “Thinking Critically, challenging Cultural Myths” (Introduction of RA) Be prepared to share your “golden lines” in class. RA “Harmony at Home: The Myth of the Model Family”, and “Looking for Work” and watch: America is not the greatest country and complete discussion on Canvas.

Th 9/12	Share “Family in media” - group activity.	RA “The Color of Family Ties”. Complete discussion “Family in Media” in Canvas. <i>TV shows from the past and present day, be able to explain your example to the class.</i>
T 9/17	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>
Th 9/19	Activities based on readings and posts.	RA: “Cartoon Mothers” Complete discussion “Family in Media: Part 3” in Canvas. <i>Family in media, reply to someone’s post by connecting ideas to the current readings.</i>
T 9/24	Discussion: -How do I get prepared to write? - What is an outline? What makes an outline helpful in writing a first draft? -Letter genre. -Essay prompt analysis and planning. Comparing ideas.	Study CRR 1 Prompt and Rubric , and completed Prompt/Rubric Activity CRR1, posted on the Modules page. Also read these handouts on http://www.sjsu.edu/writingcenter/handouts/ (no need to complete activities in them): <ul style="list-style-type: none"> ● Essay planning: How to read a prompt ● Essay Exam Preparation ● Essay planning: Outlining with a purpose ● Embedding quotations
Th 9/26	Benchmark Essay in Class	Revise all notes. Make an outline of ideas. No quotations at this time.
T 10/1	Benchmark essay debriefing. Introducing sources, embedding quotations. Adjusting for audience - formal letter genre.	Study CRR 1 Prompt and Rubric , and completed Prompt/Rubric Activity CRR1, posted on the Modules page. Also read these handouts (no need to complete activities in them): Study handouts at http://www.sjsu.edu/writingcenter/handouts/ : Quotation Marks , Synonyms for “said,” Sentence types and functions Editing: Meaningful word and punctuation choices
Th 10/3	Critical Reading Reflection 1 In-class essay	Bring your laptop OR green exam book from the university bookstore, and pen; <i>Rereading America</i> , and the outline, a selection of useful quotes with author and title references. Brainstorming materials for your essay. Be prepared to write in class.
T 10/8	Personal Essay (PE) prompt. Narrative voice. In medias res Then & Now Narrator / Tenses	Complete CRR1 Look-Back, posted on Discussions. CW Ch.3 “Writing a Personal Essay”. Sample essay on Canvas. Study PE rubric. Study handouts at http://www.sjsu.edu/writingcenter/handouts/ : Personal Narrative Essays, Verbs, Verb tenses, Building time frames

Th 10/10	Discuss prompt, rubric, and sample essay. Brainstorm ideas for essay.	Read and annotate Personal Essay Prompt , Personal Essay Rubric , and Personal Essay Sample . Complete exercise on then-narrator vs. now-narrator, posted on Modules page.
T 10/15	Return CRR1. Sample of CRR1. How do I assess my performance and use that feedback moving forward? Supporting Details. Workshop Three Leads for Personal Essay.	Complete Three Leads for Personal Essay, posted on Modules. --Read Marlon James essay , and think about how conflict and supporting details work in it.
Th 10/17	--Voice and supporting details in “King” by Dickson Lam. --Workshop Personal Essays. -- Teams and topics.	Submit first draft of Personal Essay on Canvas--use the Modules tab. We’ll be using these for a peer workshop. Failure to fulfill either requirement will result in a zero for this phase of the Personal Essay. Your final draft will be 1,000 words, but this draft can be 800.
T 10/22	--Discuss James essay, focusing on conflict and supporting details. --Lecture/activity on Supporting Details. --Revise personal essay, focusing on supporting details. --A few more principles from Chapter 3 of the <i>Curious Writer</i> .	--Using the feedback from the in-class peer review, revise your essay. Copy Draft 1 into a new document, save it with “Draft 2” added to your title, and, when you’re finished writing Draft 2, highlight the changes you’ve made since Draft 1. Submit Draft 2 (with the highlights) to Canvas. This will be the draft I respond to--look for my feedback on Canvas.
Th 10/24	--Lecture and activity on True Verbs. --Revise essay, focusing on True verbs. --Concrete Language.	--Continue revising your personal essay, now focusing on Supporting Details. Copy Draft 2 into a new document, save it with “Draft 3” added to your title, and, when you’re finished writing Draft 3, highlight the changes you’ve made since Draft 2. Submit Draft 3 (with the highlights) to Canvas (no hard copy this time). --Read handout on Concrete Language .
T 10/29	--Personal Essay Reflections --Present passages from Personal Essays. --Discuss Blog Essay Prompt . --Brainstorm blog ideas, collectively and then individually.	--Revise your personal narrative one last time, this time focusing on True Verbs and concrete language. Copy Draft 3 into a new document, save it with “Final Draft” added to your title--but there’s no need to make highlights this time. -- This is your final draft. Submit it to Canvas by the beginning of class, and in hard copy at the beginning of class. The essay is considered late until both requirements are fulfilled. --In case you want to look at it, here’s the Personal Essay Rubric . --Bring <i>Rereading America</i> to class: our next essay requires articles from “The Myth of the Model Family” unit.

Tu 10/31	<ul style="list-style-type: none"> --Claims versus observations. --Workshop blog leads. 	<ul style="list-style-type: none"> --Read Chapter 7 of the Curious Writer, on Argument --Complete blog leads exercise posted on Module 3.
T 11/5	<ul style="list-style-type: none"> --Workshop first drafts. 	<ul style="list-style-type: none"> --Make sure to bring your copy of <i>The Curious Writer</i> to class throughout the blog unit. For instance, we'll be using it to look at the concept of logical fallacies. --Submit first draft of Blog Essay on Canvas--use the Modules tab--and bring two hard copies to class as well. We'll be using these for a peer workshop. Failure to fulfill either requirement will result in a zero for this phase of the Blog Essay. Your final draft will be 1,000 words, but this draft can be 750.
Th 11/7	<ul style="list-style-type: none"> --Logical Fallacies. --Introduction of Wix template. --Wix Instructions --Sample Student Blog 1. --Evaluating sample blogs. --True Subjects. --APA formatting guidelines --APA formatting essay template http://www.sjsu.edu/writingcenter/handouts/ 	<ul style="list-style-type: none"> --Continue revising your blog, now focusing on peer feedback. Copy Draft 1 into a new document, save it with "Draft 2" added to your title, and, when you're finished writing Draft 2, highlight the changes you've made since Draft 1. Submit Draft 2 (with the highlights) to Canvas (no hard copy this time). --Make sure to bring your copy of <i>The Curious Writer</i> to class throughout the blog unit.
T 11/12	<ul style="list-style-type: none"> --Quotation review --Blog Rubric --Logos, Pathos, Ethos: Blog Analysis. --Finalizing blog/site --Workshop blog visuals --Return and discuss personal essays --Essay Feedback Key 	<ul style="list-style-type: none"> --Continue revising your blog, now focusing on Logical Fallacies, True Subjects, and True Verbs. Copy Draft 2 into a new document, save it with "Draft 3" added to your title, and, when you're finished writing Draft 3, highlight the changes you've made since Draft 2. Submit Draft 3 (with the highlights) to Canvas (no hard copy this time). --Also begin completing website component to blog. Be ready to share a couple of visuals with a partner in class. --Wix Instructions
Th 11/14	<ul style="list-style-type: none"> Blog presentations. 	<ul style="list-style-type: none"> --The final draft of your blog is due on Canvas (on the Modules tab) by the beginning of class, and in hard copy to me by then. Your essay will be considered late until both requirements are fulfilled. Essays will drop one grade per class late (for example, a B+ becomes a B). --Make sure to staple your hard copy and to follow MLA guidelines. --For the Canvas submission, turn in a Word doc or pdf version of the blog with the URL copied at the top, so that I can find it for your presentation. --Be prepared to give a 2-3 minute presentation of your blog--its main points and how the visuals relate. In order to receive full

		credit for the presentation aspect of this assignment, you must be present for both days of presentations.
T 11/19	Finish blog presentations, and begin next thematic unit: <i>How we learn</i> UNIT II: The Myth of Education -- Writing Reflection	--Read <i>Rereading America</i> : “Learning Power: Myth of Education and Empowerment” and “Essentials of a Good Education” (100-13). --Complete response, posted on Module 4.
Th 11/21	Reading-based activities.	--Read <i>Rereading America</i> : “Against School” by John Taylor Gatto (pp. 114-22). --Complete response, posted on Module 4.
T 11/26	Reading-based activities --Discuss CRR2 Prompt . --Setting up your end of the semester portfolio online. -- Writing Portfolio Prompt -- Prewriting Worksheet for Portfolio -- Sample Student Appendix -- Writing Portfolio Set-up Instructions	--Read <i>Rereading America</i> : “Learning to Read” and “Still Separate, Still Unequal.” --Complete response, posted on Module 4. --Read CRR2 Prompt . --Make sure to bring a computer to class (borrow one from the library, if you need to). We’ll be setting up your end of the semester portfolio, which is a crucial assignment that will let me assess your overall progress so far this year. We’ll spend the next several classes assembling it, and missing this first day will make the process very difficult for you. --Please also bring all materials I’ve graded and handed back to you this semester, especially CRR1 , your first in-class essay, which you’ll need for the portfolio. Also read through all of your discussion posts and notebook entries. --Read the end of the semester Portfolio Reflection Prompt so you can bring in questions to class.
Th 11/28	THANKSGIVING HOLIDAY	
T 12/3	Critical Reading Reflection 2 (In-Class Essay) --Return Blog Essay Essay Feedback Key	Purchase and bring small green exam book, prompt, outline, and dark pen. Full instructions on CRR2 Prompt . Bring computer and all Portfolio Items to Class
Th 12/5	Preparing to write. What do I write about in the reflection essay? <i>Write and submit portfolio reflection essay in class.</i>	--Revise your portfolio Appendix, write your outline, and bring a laptop. You can have your appendix and outline in front of you on Thursday as you write on your laptop. --All materials besides the Reflection should be submitted by the beginning class on Thursday, so that you can simply submit the entire portfolio at the end of class when you’re finished with the Reflection. The materials submitted by class on Thursday should be:

		<ol style="list-style-type: none"> 1. CRR1 (type it out and submit it as a Word doc or pdf; or scan or take pictures of it and submit it as a single pdf) 2. Blog Essay (submit as a doc or pdf) 3. the Appendix (submit as a doc or pdf). <p>--If you have any questions, see last class's links or email me. --Make sure to show up on time Thursday, and keep in mind that this portfolio is a major assignment and can't be completed outside of class.</p>
	<p>FINAL EXAM - see official SJSU exam schedule online.</p>	<p>I'll be holding office hours in lieu of a final meeting. You're not required to attend the office hours. Please see the announcement I posted on Monday the 10th for full details.</p>