

**San José State University**  
**Department of English & Comparative Literature**  
**English 1AF & English 1AS, Stretch English I and II, Section 41**  
**Fall 2018 & Spring 2019**

**Course and Contact Information**

<b>Instructor:</b>	Jada Patchigondla
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<b>Office Hours:</b>	Fridays 8:30-9:30 am, by appt., & via Zoom
<b>Class Days/Time:</b>	Tuesdays and Thursdays 7:30-8:45 am
<b>Classroom:</b>	Sweeny Hall 444
<b>Prerequisites:</b>	<i>The Reflection on College Writing</i> (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).
<b>GE/SJSU Studies Category:</b>	GE A2 / Critical Thinking and Writing
<b>The Stretch Calendar</b>	Stretch I and II span the fall and spring terms: the fall and spring course 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.
<b>The A2 Milestone for Progress to Degree</b>	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 (2017-2018)**

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 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

### **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 Canvas. You are responsible to check your MySJSU email to learn of any updates to our schedule.

### **Textbooks and Readings**

- *Rereading America* (10<sup>th</sup> edition) by Gary Colombo, Robert Cullen, and Bonnie Lisle
- *The Other Wes Moore* by Wes Moore
- Other readings (and videos) provided throughout the semester through email or Canvas

### **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:**

**FALL 2018**

<b>Major Assignments</b>	<b>Minor Assignments</b>
Critical Reading/Reflection 1 GELO 1, 2, 3,4,5	Canvas Posts
Personal Essay GELO 2,3,5	Outlines, Drafts, Workshops
Blog Post GELO 2,3,4,5	Blog Showcase
Critical Reading/Reflection 2 GELO 1, 2, 3,4,5	
Reflection (ePortfolio) GELO 1,2,3,4,5	

**SPRING 2019**

<b>Major Assignments</b>	<b>Minor Assignments</b>
Interview Project GELO 2,3,5	Canvas Posts
Profile Essay GELO 2,3,4,5	Outlines, Drafts, Workshops
Critical Reading/Reflection 3 GELO 1, 2, 3,4,5	
Ethnographic Study GELO 2,3,5	
Critical Essay GELO 2,3,4,5	
Reflection (ePortfolio) GELO 1,2,3,4,5	

**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/>

## Daily Schedule

### WEEK 1

**8/21/18**

Introduction to class, peers, and books

Introduction to Grading Contract

Freewriting: “Why am I here?”

*For next time: work on grading contract (initial ideas); buy books*

**8/23/18**

Intro to class syllabus

Intro to *Rereading America*

In class reading: pages 1-3

Grading contract workshop—assignment value

*For next time: work on Grading Contract; bring draft of Grading Contract to class on 8/28; read pages 4-14*

### WEEK 2

**8/28/18**

Name game!

Grading Contract workshop continued—class etiquette and policies

Discussion: critical thinking and reading

*For next time: read pages 15-19 in Rereading America; finalize Grading Contract*

**8/30/18**

Bring Grading Contract to class

Post Grading Contract to Canvas by 8/31

Discussion: Harmony at Home image (p. 15)

Discussion: Before reading questions (p. 19)

*For next time: read Gary Soto’s “Looking for Work” (pages 19-24)*

### WEEK 3

**9/4/18**

Canvas Post #1

Discussion: Gary Soto’s “Looking for Work”

Discussion: “What We Really Miss About the 1950s”

*For next time: read pages 44-52 in RA*

**9/6/18**

Discussion: questions on p. 52

Lesson: Visual Rhetoric

Visual analysis: pages 54-59 (Canvas Post #2)

***For next time: read Ballenger's "Reading Inquiry" chapter on Canvas***

#### **WEEK 4**

**9/11/18**

Discussion: reading as inquiry

Practice: reading as inquiry

In-class reading: "from To the End of June: The Intimate Life of American Foster Care" (for reading inquiry practice)

***For next time: finish "End of June"***

**9/13/18**

Intro to rhetoric

Discussion: End of June

Canvas Post #3

***For next time: read "Translating Assignments" (PDF on Canvas)***

#### **WEEK 5**

**9/18/18**

Intro to CRR 1

Discussion: writing process

In-class freewrite: "what do you think college writing means?"

***For next time: review CRR 1 prompt & bring initial ideas to class; read Kerry Dirk's "Navigating Genres" (PDF on Canvas)***

**9/20/18**

In-class freewrite: CRR1

Practice writing process

Pre-writing for CRR 1

Lesson & discussion: rhetorical genres

***For next time: prepare for CRR 1 in-class essay***

#### **WEEK 6**

**9/25/18**

In-class Essay: CRR 1—Bring your laptops or tablets!

Post CRR 1 on Canvas

**9/27/18**

Canvas Post: CRR 1 Reflection  
Discussion: CRR 1 Reflection  
Intro to Marriage Markets  
Review: rhetorical genres  
*For next time: read pages 77-84 in RA*

## **WEEK 7**

**10/2/18**

Lesson: Entering Class Discussions  
Canvas Post #3  
Discussion: "From Marriage Markets" (practice Entering Class Discussions)  
Lesson: How to write emails to professors

**10/4/18**

Intro to the Personal Essay  
Personal Essay samples review  
Lesson and discussion: audience awareness  
Activity: audience awareness  
*For next time: read Ballenger's "Personal Essay" chapter (PDF on Canvas)*

## **WEEK 8**

**10/9/18**

Canvas Post #5 (on Ballenger)  
Discussion & activities: Personal Essay  
Prewriting: Personal Essay  
*For next time: bring initial ideas for Personal Essay*

**10/11/18**

Personal Essay workshop  
In-class writing: Personal Essay  
Discussion: conferences with professors on writing  
*For next time: write Personal Essay and bring to class on 10/16*

## **WEEK 9**

**10/16/18**

Lesson and discussion: Peer Review & Peer Review etiquette  
Peer Review: Personal Essay  
Start Personal Essay Conferences  
*For next time: revise Personal Essay*



**10/18/18**

Personal Essay Conferences

*For next time: revise Personal Essay; read “Why Are All the Cartoon Mothers Dead?” by Sarah Boxer (pages 86-94)*

**WEEK 10**

**10/23/18**

Grammar interlude

Lesson: Constructing Arguments (PPT)

Practice: arguments (verbally) on Marriage Markets and Cartoon Mothers

**10/25/18**

Intro to the Blog project

Pick groups/partners in class

Lesson & discussion: Thesis Statements (PPT)

DUE: Personal Essay on Canvas by 10/28

*For next time: work with group and decide on blog topic*

**WEEK 11**

**10/30/18**

Intro to Blog Project (PROMPT)

Prewriting on Blog

Meet with groups & create blog page

Lesson & discussion: thesis statements

*For next time: write thesis statement with your group and bring to class on 11/1*

**11/1/18**

Thesis workshop—is yours an argument?

Lesson & discussion: organizing your writing

Group work time—work on blogs!

*For next time: bring working (first draft) of blog essay to class*

**WEEK 12**

**11/6/18**

Lesson & discussion: body paragraphs (PPT)

Lesson: Integrating quotes into your writing

Blog workshop & conferences

*For next time: revise and finalize blogs; read pages 101-104 in RA*

**11/8/18**

Blog group work: finalize blogs & conferences (if necessary)  
Discussion: the myth of education and empowerment  
Group discussion on “Fast Facts” (p. 100)  
Start reading in class: Mike Rose’s “I Just Wanna Be Average” (p. 123)  
*For next time: finish reading “I Just Wanna Be Average”*

### **WEEK 13**

**11/13/18**

Blog Showcase Day!  
Intro to CRR 2  
Discussion: Rose’s “I Just Wanna Be Average”  
*For next time: prepare for in-class essay CRR 2*

**11/15/18**

In-class CRR 2—bring laptops or tablets!  
Post CRR 2 on Canvas  
*DUE: Final Blog links on Canvas by 11/16*

### **WEEK 14**

**11/20/18**

Intro to Self Reflection & Portfolio  
Prewriting for Self Reflection

**11/22/18**

THANKSGIVING HOLIDAY!

### **WEEK 15**

**12/4/18**

Self Reflection & Portfolio workshop  
*For next time: finalize Self Reflection; bring portfolio materials to class*

**12/6/18**

Post Portfolio to special Canvas site  
LAST DAY!!

## SPRING 2019

### WEEK 1

1/24/19

Review & Regroup

Intro to Golden Lines

Practice: Golden Lines in class

Review Syllabus

Discussion: Grading Contract

**NOTE:** Buy *The Other Wes Moore*

***For next time: read “The Essentials of a Good Education” (p. 105) and “Against School” (p. 114); underline Golden Lines in both readings & bring to class on 1/29***

### WEEK 2

1/29/19

Review: intro to “The Myth of Education and Empowerment”

Canvas Post: Golden Lines

Discussion w/peers: Canvas post & share Golden Lines

Intro to Interview Project & Profile Essay

Interview Project

***For next time: read Intro to The Wild Wired West (pages 214-218)***

1/31/19

Discussion: The Wild Wired West

Canvas Post: How can we connect myths of education and tech frontier?

Intro to Interview Project Prompt

Classwork: freewrite on who to interview and why

***For next time: read “Learning to Read” (p. 161) and “Our Future Selves” (p. 219); decide on who to interview for Interview Project***

### WEEK 3

2/5/19

Canvas Post: Interview subject & our unit

Discussion: Canvas Post

Discussion: good and bad interview questions (and how to ask good ones!)

Video: famous interviews

In-class writing: Compose email to interview subject

Peer review & workshop: interview email

***For next time: read “Inequality: Can Social Media Resolve Social Divisions?” (p. 303); send email to your interview subject; write interview questions and bring to class on 2/7; start interviewing (if applicable)***

2/7/19

Discussion: Social media & inequality

Update: interview subject

Discussion and peer review: interview questions

***For next time: start interviewing; must complete interviews by 2/17; read “Still Separate, Still Unequal” (p. 170) and “Cybersexism” (p. 253)***

#### **WEEK 4**

**2/12/19**

Canvas Post on readings

Discussion on readings

Update on interviews

Intro to and samples discussion on Interview Transcripts

Lesson: Genre of the Profile Essay

***For next time: read Profile Essay chapter on Canvas (pdf)***

**2/14/19**

In class reading: Profile Essay chapter

Profile Essay chapter golden lines & discussion

Discussion: Profile Essay

Visual rhetoric discussion on Visual Portfolio (pages 154-159)

#### **WEEK 5**

**2/19/19**

Visual rhetoric discussion on Visual Portfolio (pages 283-287)

Update on Interviews

In-class workshop: interview transcript

***For next time: finalize and compose Interview Transcript***

**2/21/19**

Interview Transcript share out day

Read & respond: Profile Samples

Intro to Profile Essay PROMPT

***For next time: start working on Profile Essay***

#### **WEEK 6**

**2/26/19**

Profile Essay writing day!

Lesson (and review): paragraph development

***For next time: write draft of Profile Essay***

**2/28/19**

Profile Essay peer review & workshop

Lesson: revision

Grammar Day!

*For next time: read Intro to The Other Wes Moore and “Theories and Constructs of Race” (p. 599); revise Profile Essay and post to Canvas by 3/3 for feedback from me*

## **WEEK 7**

**3/5/19**

Canvas Post on “Theories and Constructs of Race”

Discussion on Canvas Post

In-class reading: Intro to The Myth of the Melting Pot (p. 568)

Discussion: The Other Wes Moore

*For next time: start reading Part 1 in The Other Wes Moore; revise The Profile Essay; FINAL DRAFT of Profile Essay due on Canvas by 3/10*

**3/7/19**

Lesson: Language That Builds Common Ground (Everyday Writer)

Intro to Unit 3

Canvas Post: The Other Wes Moore

Discussion: The Other Wes Moore

*For next time: read until page 25 in The Other Wes Moore*

## **WEEK 8**

**3/12/19**

Canvas Post: Visual Portfolio (p. 637)

Discussion: The Other Wes Moore

Video Clip: Baltimore and The Wire

Prewriting for Critical Reading and Reflection (CRR 3)

*For next time: prepare for in-class CRR 3 essay (bring any notes, outlines, must bring Rereading America!)*

**3/14/19**

In-class CRR 3 Essay

*For next time: read until page 62 in The Other Wes Moore; read “Gentrification” (p. 615)*

## **WEEK 9**

**3/19/19**

Canvas Post: Reflection on CRR 3

Discussion: Gentrification

Group Discussion & student led discussion on The Other Wes Moore

*For next time: read until page 75 in The Other Wes Moore*

**3/21/19**

Reading Day: The Other Wes Moore

Identify golden lines

*For next time: read until page 122 in The Other Wes Moore*

## **WEEK 10**

**3/26/19**

Canvas Post: The Other Wes Moore

Group discussion: golden lines so far

Intro to Ethnography Project

Lesson: Ethnography

Form project groups

In-class showcase: *Journal of Blacks in Higher Education* incident report

***For next time: work with group and collect 6 incidents each from JBHE***

**3/26/19**

Ethnography workshop

Discussion: virtual ethnographies & social media

***For next time: FINISH The Other Wes Moore during spring break; complete discussion post***

***1 and 2 on Canvas; conduct ethnographic research***

**April 1 to April 5—Spring break!!!**

## **WEEK 11**

**4/9/19**

Regroup and discuss ethnographic research findings

Canvas post: research findings

Ethnography prewriting

***For next time: continue writing Ethnography Essay***

**4/11/19**

Ethnography Essay workshop & peer review

Grammar Day!

***For next time: read Critical Essay chapter on Canvs (pdf); continue revising Ethno Essay***

## **WEEK 12**

**4/16/19**

Reflection: Ethnography

Canvas Post: The Other Wes Moore

Discussion: Critical Essay genre

Intro to the Critical Essay

Prewriting: Critical Essay

***For next time: start writing the Critical Essay***

**4/18/19**

Critical Essay prewriting continued

Grammar Day!

### **WEEK 13**

**4/23/19**

One-on-one conferences on Critical Essay

**4/25/19**

One-on-one conferences on Critical Essay continued

***For next time: finish revising and writing Critical Essay; post FINAL DRAFT of Critical Essay on Canvas by 4/28***

### **WEEK 14**

**4/30/19**

Reflection: Critical Essay

Intro to Final Reflection & ePortfolio

Reflection prewriting

Gather portfolio materials in class

***For next time: create ePortfolio and post link to our CLASS Canvas site***

**5/2/19**

Reflection writing in class

Compose Appendix of Evidence in class & post to Canvas

### **WEEK 15**

**5/7/19**

Reflection & ePortfolio Conferences

***For next time: finish Final Reflection & ePortfolio***

**5/9/19**

Post portfolio links in class to Stretch Portfolio Canvas

LAST DAY!! Class party??