

**San José State University**  
**Department of English and Comparative Literature**  
**English 1AF and 1AS, Stretch English I and II Section 43;**  
**Fall 2018 & Spring 2019**

<b>Instructor:</b>	Kristin Golden
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<b>Office Hours:</b>	Wednesdays 12:00-1:00 pm & by appointment
<b>Class Days/Time:</b>	MW 1:30 pm- 2:45 pm
<b>Classroom:</b>	Sweeney Hall (SH) <b>238</b>
<b>Prerequisites:</b>	<i>The 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.

**What We Will Explore Together in This Section of Stretch:**

Our mainline 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 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. 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.

**What We Will Learn and Do 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.

## 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	1850	in-class writing	F	GELO 1, 2, 3,4, 5
	Essay 2	600			F	
	Essay 3	750			S	
<b>Data-driven analyses</b>	Personal Essay	1000	2850	out of class writing	F	GELO 2, 3, 5
	Interview Project	850			S	
	Ethnography Project	1000			S	
<b>Major Essays</b>	Blog	750	3000	out of class writing	F	GELO 2, 3, 4, 5
	Profile Essay	1000			S	
	Critical Essay	1200			S	
<b>Portfolio/self-reflection essays</b>	Midyear	750	1550	in-class writing out of class writing	F	GELO 1, 2, 3, 4, 5
	Final	800			S	

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

### How to prepare for class sessions.

This year we will collaborate to answer the question: How do cultural myths shape the way we see ourselves and the world around us? We will use reading and writing to collaborate in examining this question, and writing about it. You will come to class every day ready to do writing—that is, to explore ideas, share research and reading, analyze source materials, critique samples and workshop drafts. Nearly every class 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.)

### **How to stay abreast of course assignments and materials.**

Course materials such as this syllabus, announcements, discussion boards, and some readings can be found on the Canvas learning management system course website. You are responsible to check the messaging system through MySJSU to learn of any updates to our schedule. The Canvas course page will allow us to communicate with each other as an extension of our physical space.

### **Required Texts/Readings & Materials**

*You can purchase these texts from the Bookstore, from Amazon.com, or from Abebooks.com*

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

Colombo, et al. *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

### **Participation Norms**

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) 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.”

### **Stretch Program Requirements**

For specific requirements for ALL STRETCH Courses, see Stretch program syllabus posted on Canvas. Where You Can 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 at <http://www.sjsu.edu/gup/syllabusinfo>

### **Where You Can Find Information about Earning A2 Credit**

The Stretch program syllabus is located in Canvas under “Syllabus.” In that syllabus you will find information about how, in Stretch I and II, you can earn A2 credit.

### **How Your Work Will Be Assessed and Graded in This Course**

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 have completed **all** of the assigned work and 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 40% and Spring is at 60%, making both semesters a 100% scale.

### Spring semester - 60% of total course grade

<b>Assignment</b>	<b>Description</b>	<b>In-Class/ Out of Class / Canvas</b>	<b>Minimum Word Count*</b>	<b>Perce ntage Value</b>
<b>Interview Project</b>	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%
<b>Profile Essay</b>	You will use your interview to write a profile essay with a specific framework to be discussed in class.	OC	1000	10%
<b>Unit Work</b>	Readings, discussion posrts, in-class activities and informal writing exercises that are part of the process of growing your expertise on the topic.	IC/OC	1000	8%
<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	750	6%
<b>Ethnographic Study</b>	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%
<b>Presentations</b>	Ethnographic Study presentation. Informal presentations and share sessions.	IC	N/A	1%
<b>Critical Essay</b>	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 –	OC	1200	12%

	why did Wes #1 succeed while Wes #2 did not?			
<b>Writing Process</b>	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	N/A	5%
<b>Self Reflection / Portfolio</b>	Keep all of your work. You'll be quoting yourself to show your growth as a writer these past two semesters.	IC	800	8%
<b>Final Exam</b>	Review of terminology and concepts studied.	IC	N/A	2%
<b>Spring total %</b>				60%

### Essay Format

Essays will be typed in Times New Roman 12 pt. font, double-spaced, with 1-inch margins all around, a proper header, title, etc.

Include a title that is a reflection of your perspective on the topic.

All essays must include a word count at the end of the submission.

All formatting must meet MLA Format. Use the OWL guide to help you.

<http://owl.english.purdue.edu/owl/resource/747/01>

### Multiple Drafts

Due to the nature of Stretch English, students should be prepared to regularly do in-class readings, discussions, writing, and exercises that are worth points and lead to major projects. For each major assignment, there will be multiple drafts that illustrate careful work on each step of the reading and writing processes-- from brainstorming to final product.

### Word Count/ Fall and Spring: 9200

### Grading policies

Your Stretch colleagues and I will provide you feedback on your work to help you apply lessons learned in classroom work to complete assignments and transfer lessons learned from one assignment to the next. In this process, grades are a tool for assessment and course correction within your journey to become an independent writer: they report outcomes during a course of instruction.

My grading practices respect your right to feedback within a reasonable time so that you may not only know your scores, but also understand the criteria applied to the evaluation of your work. Ultimately, we will work together to make you your own best critic.

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 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.

### **How We Will Work Together As Learners and Writers in Stretch English**

#### *Communication is key!*

Please check the syllabus, Canvas, and keep in touch with classmates regularly in terms of communication. Also, you can email me or send me a message through Canvas. I usually respond within 24 hours.

#### *Absences & Make-ups*

Should you miss a class (not including in-class essays and exams), I advise that you check Canvas and the syllabus or contact a classmate to obtain notes and keep yourself up to date on assignments.

#### *Missing In-class essays, Exams and Major Project Deadlines*

If you know that you will miss in-class essay or major deadline ahead of time, please do your best to contact me at least a week prior to the deadline for the chance to make this item up.

If you must miss an in-class essay or major deadline due to illness, please do your best to contact me before the class session to let me know and to arrange a time to make up the essay as soon as possible.

#### *Late Work & Extensions*

Students who request extensions on papers may be given on a case-by-case basis.

#### *Office Hours*

My office has an open-door policy and I encourage all students to take advantage of this opportunity. During the scheduled hours stated on the first page of this syllabus, you are welcome to walk in. If you want to make sure to have specific time, please message me in advance. If you cannot come during office hours, you must message in advance to set up a time when both of us can meet.

## **Stretch English 1AS: Spring 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.**

RA = *Rereading America*, CW = *Curious Writer*, OWM = *The Other Wes Moore*

<b><u>Dates</u></b>	<b>What we will be doing in class</b>	<b>What you will be doing <i>before</i> class to prepare for these activities</b>
M 1/28	Syllabus & calendar. Brainstorming for interview/profile. Interview prompt.	<b>Order <i>The Other Wes Moore</i> (OWM)</b>
W 1/30	The American Dream & Analysis of Profiles	<b>Read &amp; Discussion Post: RA (350-361): Jay Z &amp; Sam Walton</b>
M 2/4	Profile features, frames & review interview questions.	Read & Discussion post: Curious Writer (CW) Ch.4  Interviewee chosen & List of tentative interview questions (at least 20) DUE on Canvas
W 2/6	Intro to <i>The Other Wes Moore</i> & Journals	Discussion Post & be ready to share your Great Profile in class
M 2/11	Share interview field reports in small groups. Profile Essay Prompt.	Draft of interview field report in a question/answer format DUE on Canvas  <b>OWM Journal 1 (Intro) DUE</b>
W 2/13	Profile Essay Workshop	<i>Reflection on Sample Student Essays</i>
M 2/18	Profile Workshop – framing/content. Peer-review.	<i>Full Draft of Profile (over 1000 words)</i>  <b>OWM Journal 2 (Ch.1) DUE</b>
W 2/20	Profile Workshop – language/mechanics.	<b>CW Ch. 13: One useful strategy for developing my profile essay, prepare to share in class.</b>
M 2/25 <b><i>Who We Become</i></b>	Unit 3: Myth of Success/ of Melting Pot. CRR3 introduced. Comment on classmates' discussion posts re: RA reading	<b><i>Profile Essay due uploaded to Canvas</i></b> Discussion Post: <b>RA</b> p.567, “Theories and Constructs of Race” p.599  <b>OWM Journal 3 (Ch.2) DUE</b>
W 2/27	Ethnographic Project & Prompt introduced. Guest speaker.	<b>CW Ch. 9 on Ethnographic Essay</b>  <b>RA “Gentrification” p.615</b>

M 3/4	Reading discussion. Brainstorm for CRR3. CRR 3 preparation. Reading Discussion. MLA for Quotations review.	<i>Ethno partners and topic choices due on Canvas.</i> <b>RA</b> “Land of Giants” p.645. <i>Canvas post</i> <b>OWM Journal 4 (Ch.3) DUE</b>
W 3/6	<b><i>CRR3 in-class essay</i></b>	<i>CRR 3 Outline due. Green Book or laptop</i>
M 3/11	Ethnographic Project. Analysis of Samples.	<i>Observation report due.</i> <b>OWM Journal 5 (Ch.4) DUE</b>
W 3/13	Brainstorming structure.	<i>Sketch of sections due.</i>
M 3/18	Peer-review workshop.	<i>Full draft with language due.</i> <b>OWM Journal 6 (Ch.5) DUE</b>
W 3/20	Ethno Presentation workshop. Using Artifact.	Bring computer to class.
M 3/25	ETHNO PRESENTATIONS. In-class feedback.	Presentations due. <b>OWM Journal 7 (Ch.6) DUE</b>
W 3/27	ETHNO PRESENTATIONS In-class feedback.	<b><i>Final Ethnographic Project Due on Canvas.</i></b> <i>Reflection on Ethno Project in class.</i>
M 4/1	SPRING BREAK	
W 4/3	SPRING BREAK	
M 4/8	Critical Essay Assigned. Discussion of <i>The Other Wes Moore</i> .	<b>OWM Journal 8 (Ch.7) DUE</b>
W 4/10	OWM discussion.	<b>OWM Journal 9 (Ch.8) DUE</b>
M 4/15	OWM discussion. .	<b>OWM Journal 10 (Epilogue &amp; Afterword) DUE</b>
W 4/17	Brainstorming for the Critical Essay.	RA: Myth of Individual Opportunity Intro p.345 “Class in America” p.377, “From Beyond Outrage” p.399, <i>Canvas post</i> .

M 4/22	Reading Discussion. Peer-Review	<i>1st Draft of the Critical Essay due.</i>
W 4/24	Developing ideas for Critical Essay.	<i>Revise draft. RA Myth of Gender Intro p.463. "Becoming Members of Society" p.471. Canvas post.</i>
M 4/29	Workshop.	<i>Advanced draft due.</i>
W 5/1	Portfolio and Year-end Self-reflection Essay.	<b><i>Critical Essay Due to Canvas and to me.</i></b>
M 5/6	Portfolio Workshop.	<i>Portfolio work.</i>
W 5/8	Peer-review.	<i>Portfolio work.</i>
M 5/13	Signing off on portfolio. In-class exit survey.	<b>PORTFOLIO AND REFLECTION DUE</b>
	FINAL EXAM - TBA	