

**San José State University**  
**Department of English and Comparative Literature**  
**ENGL 1AF, Section 19, Fall, 2020**

**Course and Contact Information**

Instructor(s):	Amanda Emanuel Smith, PhD
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Office Hours:	Wednesdays 12:00-1:00 pm PTS and by appointment
Class Days/Time:	T/TH 10:30-11:45
Classroom:	This online course will be conducted virtually through Zoom and Canvas

Prerequisites:	The Reflection on College Writing 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.
The Stretch Calendar	Stretch I and II span the fall and spring terms: Taken together, the fall and spring course complete the A2 writing requirement. This means you must enroll in spring for the same section (time, day, instructor) in order to complete the course of study you begin in fall.
The A2 Milestone for Progress to Degree	The CSU system and SJSU expect all students to complete their A2 requirement within their first year of study. We have committed to make available courses and support to help all students achieve this milestone. Please work with your instructor and all recommended support staff to achieve this milestone successfully.

**Course Description**

ENGL 1A is an introductory writing course that will help you understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, you will learn to think clearly and write effectively as you give form and coherence to complex ideas. You will explore writing for various audiences and rhetorical situations.

Stretch English I and II, English 1AF and 1AS, Fall 2020 and Spring 2021

## What we do in Stretch

Catalogue Description: Stretch I and II, together, fulfill the written communication general education requirement. Courses in GE Area A2 cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing in the university. Students in these courses develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. A grade of C- or better signifies that the student is a capable college-level writer and reader of English.

Overview: Stretch I is the first semester of a year-long ENGL 1A that will help you understand the writing process and the goals, dynamics, and genres of written communication. Through interpretation and analysis of texts, students will develop clear thinking and effective writing that give form and coherence to complex ideas. Students will practice these skills by writing for various audiences and rhetorical situations.

***Stretch extends your course of study***: The Stretch English course in which you have enrolled “stretches” the English 1A curriculum from one to two semesters, allowing us more time to hone your reading and writing skills. This added time to prepare will ensure that you are ready to transfer those skills to the writing you will do in your other courses here at SJSU.

***Stretch invites you into a learning community***: This semester you are enrolled in Stretch English I, and next term, provided you successfully complete the fall course, you will enroll in Stretch English II. I will once again be your instructor, and your colleagues from fall will be your colleagues in spring. Together we will explore reading and writing for a full year.

### ***What happens if I don't earn credit in the fall course?***

**If you do NOT have a UGRM designation** and you earn No Credit in fall, you will enroll in English 1A in the spring to complete your Area A2 requirement in one semester.

**If you entered SJSU with a UGRM designation** and you earn a NC in fall, the Director for Developmental Studies will help you transition to a course that will allow you to complete your remediation before moving on to English 1A. More information is available online:

<https://sites.google.com/site/developmentalstudiesatsjsu/>

## What You Will Learn in Stretch English I and II

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.

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.

Stretch English I and II, English 1AF and 1AS, Fall 2020 and Spring 2021

Through a variety of writing assignments and projects in this yearlong course, you will continuously practice all phases of the writing process: prewriting, organizing, writing, revising, and editing. As you see in the table, the major assignments and projects require you to produce about 9500 words. Several of your essays will be drafted in class, both to give you experience in timed-writing situations and to give me the opportunity to observe and confer with you about your drafting process. Several assignments will give you opportunity to explore multiple modes of presenting arguments—orally, visually, in both print and on screens.

### **Section Specific Course Description**

We are at a pivotal moment in this country's history. Over the past several months, we have seen, and perhaps even participated in, the now ubiquitous political movements demanding institutional change to protect black, LGBTQ+, and women's rights, scientific authority, and the welfare of immigrants and asylum seekers. In a country that promises the realization of an ideal, of the so-called American dream, we have seen that equality is illusory.

This period of political unrest coincides with a global health crisis. The pandemic that has necessitated countless facets of our lives to be moved online and digitized has also made the socioeconomic disparities between people of different backgrounds more pronounced and therefore more difficult to disregard. Recent scholarship suggests that this digital shift has disproportionately affected underprivileged groups, including those for whom many of us are now so ardently advocating.

In this course, we will explore the cultural myths of gender and racial equality in the US. We will conclude the semester by looking into the myth of technology and progress, deciphering whether technology, including that used for this course, can actually help bridge the opportunity gap in this country. For each myth, we will complete a number of short readings and reading responses and engage in targeted synchronous discussions. Each myth will correspond to a written assignment in a different genre and register. The work we will do over the coming months will be difficult but important; I look forward to reading your contributions to this timely discourse.

### **GE Learning Outcomes (GELO)**

Upon successful completion of the course, you will be able to

- (1) read actively and rhetorically;
- (2) 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) integrate your 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.

## The Work You Will Do in Stretch: A Shared Curriculum

Stretch Instructors have worked together as a faculty learning community since Fall 2014 to design the courses we offer in the Stretch English program. We have stretched A2 writing instruction to orient learners new to the SJSU learning community. Our courses exercise with you the basic processes and practices of university reading and writing in English. The goal of our course design is to raise your awareness of your own reading and writing practices so that you can align them with your academic, professional, and personal goals. Our curriculum does not front writing perfectly structured essays in language free of errors as our primary goal; rather, we have designed a curriculum that will facilitate your developing the understanding of the writing process, the awareness of your own language practices, and the rhetorical sensitivity that you will need to keep developing your proficiency to leverage and to hone your literacy practices as you continue your university education.

All Stretch courses share a common assignment structure; the series of assignments explore the dynamics, forms, expectations and goals of college writing. Completing the assignments you will *read to write*, and *write to learn*. As you become more *aware of the processes* that have supported your literacy development so far, you will learn to *extend your literacy practices* to answer the complex questions and share the new knowledge you develop with other learners here at SJSU.

As outlined in Table 1, the fall and spring writing assignments are sequenced to facilitate your exploring the role of form in writing. Following this assignment sequence, you will adopt and adapt various genres—reflection essays, personal essays, public essays (digital or print), ethnographies, critical essays—to compose texts responsive to the needs and expectations of various audiences, occasions, and purposes. Engaging these assignments, you will develop a rhetorically sensitive writing practice that leverages what you have learned from one writing task as you complete the next task.

Distributed over two semesters of study, the nine assignments explore a single research question over 32 weeks of instruction. To complete your inquiry with your research team and to get the full benefit of that

## Reflecting on Your Own Learning: The Stretch Course Learning Outcomes (CLO)

When you have completed this coursework, you will have made considerable progress in developing yourself as a reader and writer. At the end of the fall and the spring term, you will assemble this work in a portfolio, and reflect on the work to gauge and define your progress. Presenting this portfolio to me and to one other member of the Stretch Faculty Learning Community, you will demonstrate to us your own ability to:

### *Read to learn:*

- annotate a reading selection to develop a summary and response in your writing (GELO1);
- identify audience and purpose in texts from several genres (GELO 1,3,4);
- explain how genres work to serve audience and context (GELO 1, 3).

### *Read to write:*

- identify rhetorical appeals and devise strategies for an effective appeal to a specific audience (GELO 1, 3);
- develop a text to effectively appeal to a specific audience (GELO 1, 3);
- identify the choices a writer has made to produce a text (GELO 1, 3, 4);
- use readings as models for your own writing strategies (GELO 1, 4);
- concisely, accurately explain and critique information and ideas from your reading (GELO 1, 3, 4);
- use information gleaned from your reading as evidence in your text and cite that information (GELO 1, 4);
- use quotation and summary to create context for your writing (GELO 1, 4, 5).

### *Write with an increased awareness of the process:*

- discuss specific strategies for prewriting and revision that have worked for you (GELO 2);
- repurpose acquired skills and information to tackle new writing problems (GELO 2).

### *Read and write with an increased awareness of the language you use:*

- identify new grammatical forms and imitate them (GELO 1, 2, 3, 4, 5);
- analyze and discuss the structure of sentences and the grammatical choices you make (GELO 2, 3, 5);
- identify editing problems in your own writing (GELO 2, 5);
- identify and apply effective strategies for editing your work (GELO 2, 5);
- identify and apply effective proofreading strategies (GELO 2, 5);

### *Reflect on and assess your own writing, process and product, to support continued language and writing development*

university learning experience, you must complete all writing assignments—that includes all daily writing, all drafts, all formal projects and essays (in class and out of class). See your instructor’s syllabus to understand the day to day work that will help you to meet the 9 writing milestones outlined in Table 1.

## Course Format

### Technology Intensive, Hybrid, and Online Courses

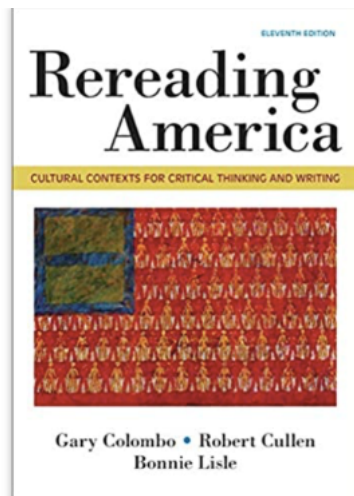
- This is an online course. As such, you will need a laptop or tablet to access Canvas and Zoom. You will also need a stable Internet connection to participate in synchronous discussions and to submit your assignments

## Required Texts/Readings

### Textbook

For this class you will need to rent or buy:

*Rereading America: Cultural Contexts for Cultural Thinking and Writing*. Eleventh Edition.  
Eds. Gary Colombo, Robert Cullen and Bonnie Lisle.



ISBN-13: 978-1319056360  
ISBN-10: 1319056369

NOTE: We will be reading texts that can only be found in the eleventh edition of this anthology; please make sure you have the correct edition of the textbook.

### Other Readings

Any additional readings will be posted in Canvas.

### Course Requirements and Assignments

This two-semester course will be worth a total of 1000 points. Each major assignment will be graded based on the criteria outlined in the assignment prompt. Weekly Canvas modules will be

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worth 5 points each. Most modules will include an activity to help you hone a specific writing skill and a reading response to help you think critically about the ideas of others. You will also receive 50 points each semester for your participation in our synchronous Zoom sessions.

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

Assignment	Assignment	Assignment Type	Term	GE Learning Objective
<b>Critical reading reflection (CRR)</b>	CRR Essay 1	timed writing	F	GELO 1, 2, 3,4, 5
	CRR Essay 2		F	
	CRR Essay 3		S	
<b>Data-driven analyses</b>	Personal Essay	out of class writing	F	GELO 2, 3, 5
	Interview Project		S	
	Ethnography Project		S	
<b>Major Essays</b>	Public Forum Essay	out of class writing	F	GELO 2, 3, 4, 5
	Profile Essay		S	
	Critical Essay		S	
<b>Portfolio/self-reflection essays</b>	Midyear	timed writing	F	GELO 1, 2, 3, 4, 5
	Final	out of class writing	S	

**Table 2: Point Values**

**FALL 2020**

**SPRING 2021**

Assignment	Point Value	Assignment	Point Value
CRR1	40	Interview Project	50
Personal Essay	80	Profile Essay	90
Public Forum Essay (Blog)	90	CRR3	40
CRR2	40	Ethnographic Project	80
Midyear Self-Reflection	50	Critical Essay	90
		Final Self-Reflection	100
Modules 1-15	75 (5/each)	Modules 16-30	75 (5/each)
Participation	50	Participation	50
TOTAL	425		575

\*NOTE: Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

## Final Examination or Evaluation

In lieu of a traditional final exam, each of the two semesters will culminate in a self-reflection essay in which you will look back on - and make a claim about - the progress you have made toward achieving our Course Learning Objectives.

## Grading Information

For each major writing assignment (see Table 1) you will be given a grading rubric that speaks to the features of the genre in which you are writing. Because you will not only be writing critical or academic essays in this class, each rubric will ask you to demonstrate specific skills to add to your repertoire. The 15 short Canvas modules assigned each week will be graded for completion. To receive full credit for the modules, you must complete all activities and discussions in accordance with the instructions provided.

- 10% of your overall grade will be based on participation. You are now a member of a writing community and as such your peers will hold you accountable to be present to collaborate and workshop. This means you must prioritize the synchronous Zoom sessions as if they were on-campus classes. That said, we will undoubtedly all face new challenges in this new digital environment, so let us all agree to stay engaged and keep each other informed when issues arise. We can discuss best practices for contingencies during our first couple weeks.

### Determination of Grades

- Grades will be determined based on a 1000-point system (see Table 2).
- There will not be opportunities for extra credit in this course, but I will support you throughout the two semesters to ensure your success.
- You may turn in one major writing assignment/semester two days late without penalty. Other late major assignments may be submitted at a percentage loss of 10%/day. Module activities and discussions may not be made up or turned in late.
- **PLEA:** Sometimes things happen that are beyond our control. If you fall behind due to unforeseen circumstances, you may use a plea to renegotiate the terms for receiving a passing grade. If an agreement is met, it will be possible to make up assignments for which you are no longer ‘technically’ eligible to receive credit.

*A = 1000 to 940 points*

*A minus = 939 to 900 points*

*B plus = 899 to 870 points*

*B = 869 to 840 points*

*B minus = 839 to 800 points*

*C plus = 799 to 770 points*

*C = 769 to 740 points*

*C minus = 739 to 700 points*

*D plus = 699 to 670 points*

*D = 669 to 640 points*

*D minus = 639 to 600 points*

*F = 599 points or lower*

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A</i>	<i>930 to 1000</i>	<i>93 to 100%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

### **Classroom Protocol**

*To be determined collaboratively after first two weeks of the semester.*

### **University Policies**

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](#) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.



# ENGL 1AF/Section 19, Fall 2020, Course Schedule

*Any revisions to this course schedule will be posted in Canvas.*

## Course Schedule

**Schedule Key:** **Asynchronous** indicates the work you will complete outside of class to prepare for the following week's Zoom sessions. The activities and instructions for asynchronous work can be found in Canvas modules. **Synchronous** means live Zoom sessions. We will meet synchronously twice weekly (T/TH) to discuss readings and key concepts and to support each other through the writing process. **RR** is a reading response. When **RR** appears on the course schedule under "synchronous," you should arrive to Zoom prepared to discuss your reading response from the previous week's module.

### WEEK 1:

**Asynchronous:**

Complete "Week 1: Course introduction" module in Canvas before class on Tuesday, 8/25

**Synchronous:**

TH 8/20: Course Introduction

### WEEK 2:

**Asynchronous:**

Complete "Week 2: Thinking Rhetorically" module in Canvas before class on Tuesday, 9/1

**Synchronous:**

T 8/25: Walk through "Week 2: Thinking rhetorically" module together.

TH 8/25: Break-out sessions: **RR** "Intro *Rereading*"

### WEEK 3:

**Asynchronous:**

Complete "Week 3: Rhetorical Situations" module in Canvas before class on Tuesday, 9/8

**Synchronous:**

T 9/1: Introduce **Prompt 1(CRR1)**

TH 9/3: Break-out sessions:

### WEEK 4:

**Asynchronous:**

Complete "Week 4: Conventions of Genre" module in Canvas before class on Tuesday, 9/15

**Synchronous:**

T 9/8: Go over purpose, audience and genre and dissect rhetorical situation in Prompt 1

TH 9/10: Break-out sessions: **RR** "How to do Gender"

## **WEEK 5:**

### **Asynchronous:**

Complete “Week 5: Organizing Ideas” module in Canvas before class on Tuesday, 9/22

### **Synchronous:**

T 9/15: Break-out/whole class sessions: Brainstorm: What is a cultural myth? The myth of gender?

TH 9/17: Break-out sessions: RR “Guys Club”

## **WEEK 6:**

### **Asynchronous:**

Complete “Week 6: Personal Essay” module in Canvas before class on Tuesday, 9/29

### **Synchronous:**

T 9/22: Submit [CRR1](#) by the end of class

TH 9/24: Break-out sessions: RR “The Gender Knot”

## **WEEK 7:**

### **Asynchronous:**

Complete “Week 7: “Eliminating Wordiness” module in Canvas before class on Tuesday, 10/6

### **Synchronous:**

T 9/29: Features of the form

TH 10/1: Break-out sessions: RR “Sample Essay 1” (in Week 6 Canvas module)

## **WEEK 8:**

### **Asynchronous:**

Complete “Week 8: Concrete Language” module in Canvas [and](#) Essay 2 draft before class on Tuesday, 10/13

### **Synchronous:**

T 10/6: Exercise: concise writing - eliminating filler words and nominalization

TH 10/8: Break-out session: RR “Girl”

## **WEEK 9:**

### **Asynchronous:**

Complete “Week 9: Revision” module in Canvas before class on Tuesday 10/20

### **Synchronous:**

T 10/13: [WORKSHOP](#): Essay 2 draft

TH 10/15: Break-out sessions: RR “Visual Portfolio”

## **WEEK 10:**

### **Asynchronous:**

Complete “Week 10: Blog” module in Canvas by class on Tuesday, 10/27

**Synchronous:**

T 10/20: Introduce Prompt 3

TH 10/22: Break-out sessions: RR “Sisterhood is Complicated”

**WEEK 11:**

**Asynchronous:**

Submit **Personal Essay** in Canvas by 10/29, 11:59 pm; complete “Week 11: What’s the Point?” module in Canvas by class on Tuesday, 11/3

**Synchronous:**

T 10/27: Discussion: Understanding prompt and positioning yourself within discourse

TH 10/29: Break-out sessions: RR “Sample Essay 2” (in Week 10 Canvas module)

**WEEK 12:**

**Asynchronous:**

Complete “Week 12: Developing Your Ideas” module in Canvas **and** Essay 3 draft by class on Tuesday, 11/10

**Synchronous:**

T 11/3: Review thesis statements (“points”)

TH 11/5: Break-out sessions:

**WEEK 13:**

**Asynchronous:**

Complete “Week 13: Embedding Quotations” module in Canvas by class on Tuesday, 11/17

**Synchronous:**

T 11/10: **WORKSHOP**: Essay 3 draft

TH 11/12: Introduce **Prompt 4 CRR2**

**WEEK 14:**

**Asynchronous:**

Complete “Week 14: Respecting Difference/Otherness in Writing” module in Canvas by Tuesday, 11/24

**Synchronous:**

T 11/17: Break-out sessions: activity on embedding and analyzing quotations

TH 11/19: Break-out sessions: RR “The Case for Reparations

**WEEK 15:**

**Asynchronous:**

Complete “Week 15: Self-Reflection” module in Canvas by Tuesday, 12/1

**Synchronous:**

T 11/24: Submit **CRR2** in Canvas by the end of class

**WEEK 16:**

Asynchronous:

N/A

Synchronous:

T 12/1: Submit [Midyear Portfolio Reflection](#) by the end of class

TH 12/3: Submit ePortfolios and complete exit survey