

San José State University
Department of English and Comparative Literature
English 1AF and 1AS, Stretch English I and II Section 07;
Fall 2020 & Spring 2021

Instructor:	Alesya Petty
Office Location:	Faculty Offices FOB 224/Zoom
Email:	Best way to contact is to message through Canvas (Alesya.Petty@sjsu.edu)
Office Hours:	W 2:00-3:00 PM & By Appointment
Class Days/Time:	TTH 1:30 - 2:45 PM
Classroom:	Zoom
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. 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 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. Catalog Description of English 1A F and English 1AS. Stretch I and II, together, fulfill the Written Communication I 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.

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	1800	in-class writing	F	GELO 1, 2, 3,4, 5
	Essay 2	600			F	
	Essay 3	700			S	
Data-driven analyses	Personal Essay	900	2700	out of class writing	F	GELO 2, 3, 5
	Interview Project	900			S	
	Ethnography Project	900			S	
Major Essays	Blog	1000	3300	out of class writing	F	GELO 2, 3, 4, 5
	Profile Essay	1100			S	
	Critical Essay	1200			S	
Portfolio/self-reflection essays	Midyear	800	1800	in-class writing out of class writing	F	GELO 1, 2, 3, 4, 5
	Final	1000			S	

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

Required Texts/Readings

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

Moore, Wes. *The Other Wes Moore* ISBN: 978-0-385-52820-7 (Spring Semester)

Other Readings and Materials

Ballenger, Bruce. *The Curious Writer - Brief Fourth edition (4E)* ISBN: 978-0-205-87665-5. You will be reading chapters from this textbook to understand how to write within the specific genre.

Students may be asked to research other texts and materials to further their knowledge in the course.

Laptop
College notebook with lined paper and writing utensils

Participation

Participation is the key to learning. It consists of the following: completing homework before the beginning of class, contributing your ideas and questions to class and group discussions, listening actively 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.

Classroom Protocol

Attendance

University policy F69-24: “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 ensure maximum benefit for all members of the class.”

Because so much of the learning in this course will come from class discussion, peer-review workshops, and instructor guidance and feedback, it is extremely important that you complete the reading and written assignments on time. However, if an emergency arises that prevents you from meeting the deadlines on major assignments, you must contact me before the deadline to establish a new due date at my discretion. All late work has a penalty of 10% per day late. Only health issues and illness with documented proof are considered for extensions without late penalty.

Participation in the course. To build a learning community and to create an engaging classroom environment close to that of an in-person studying, it is important to be visible to others as much as possible during live meetings. It is hard to interact with others when they are not visually present. To provide additional support between live sessions, zoom recordings will be available after the class, usually within 1-2 hours. Please, refrain from doing unrelated-to-class activities during live meetings just as you would do it in a traditional classroom; it can help create an atmosphere of learning and engagement. If you have back to back courses, please use the break time for stepping away from the meeting.

Your participation is based on your contribution to the learning that we do together as a class weekly in our discussions and group work in live sessions as well as outside of class. Active participation that shows your physical and mental presence in live classes includes verbal comments, chat comments/questions, use of reactions icons, answering polls, and engaging in breakout room activities. Frequent tardiness and absences may have a negative impact on your participation, and you will be missing on important feedback and interaction with peers.

Cell Phones

Make sure you are not distracted by information not relevant to class on your phone.

Leaving the Class Meetings

Once class has started, please do not go in and out of a meeting unless you have lapses in internet connection. Please, think of the space and time in advance and let people around you know when you are going to be in meetings. If zoom does not start on time, wait for at least 15 minutes and watch for Canvas or email messages

and contact other classmates to confirm if the session may have been cancelled. Instructors may have tech difficulties too, so do not assume immediately that the meeting is not going to take place. Same goes for the abrupt and unannounced ending of the live meeting. Most likely, it is due to tech difficulties and you should wait for reconnection or announcement from the instructor about how to proceed further.

Late Work

Late submissions are accepted with a 10% penalty per day late (automatic in Canvas). All assignments are due before the start of class and are considered late if submitted after that. Some activities based on class activities may be due by the end of class, which will be denoted by class end time. If you are consistently late, whether due to technology issues or otherwise, your overall grade may be affected. Many activities in the course are time-sensitive, so it is crucial to be submitting and providing your feedback and input on time.

Extra Credit

Though there is no specific extra credit for this course, some assignments such as refresher writing practice quizzes, discussion posts, and peer-reviews are built into the course to reward consistent participation and engagement in ways similar to extra credit.

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

If you miss a meeting, it is your responsibility to find out what you have missed by checking available materials and contacting classmates. You may check zoom recordings of live sessions to stay on top of the progression of the class. Recordings are usually available within 1-2 hours after class.

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

The only excuse that allows students to make up a missed timed essay is emergency or sickness, in which case you must notify me immediately, especially if it happens on a due date. You need to explain the reason and ask to set up a make-up timed essay within a week of the original due date. If you miss a timed essay without communicating the reason by the due date, you will be denied the opportunity to make up the essay and will receive a zero for that assignment. Presentations and shares cannot be made up as they take place during specifically allotted class time. For all other assignments a 10% point reduction rule applies for each day a submission is late.

How and when students can contact the instructor to request an extension.

If you know of any conflict ahead of time and need an extension for an out-of-class major assignment, you must message me in advance to provide the reason and to set up an alternative due date. The latest time to ask for an extension is at least 24 hours before a paper is due. Extensions are considered on an individual basis and are considered only due to exceptional circumstances such as sickness or emergency.

University Policies

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.”

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](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.

Grading

Please refer to the grade calculations below:

A (93%-100%)	B- (80%-82.99%)	D+ (67%-69.99%)
A- (90%-92.99%)	C+ (77%-79.9%)	D (63%-66.99%)
B+ (87%-89.99%)	C (73%-76.99%)	D- (60%-62.99%)
B (83%-86.99%)	C- (70%-72.99%)	F (0%-59.99%)

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.

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

Assignments	Description	In-Class / Out of Class	Min. Word Count	% 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 on myth of model family.	IC	500	5%
Personal Essay	This type of writing aims to explore a single aspect of your personal history that has shaped who you are today, while discussing the broader significance of this aspect that shapes how you see the world around you.	OC	900	7%
Blog Essay	This assignment focuses on discussing a problem in a public medium. Your audience will be dependent upon what kind of blog you choose 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%
Reading	Participation in any reading related exercises that support learning in addition to the formal assignments.	IC/OC		5%
Writing	Participation in any writing related exercises that support learning in addition to the formal assignments.	IC/OC		5%
Self-Reflection Portfolio	Keep all of your work. You'll be "quoting yourself" to show your growth as a writer this semester.	IC	800	5%
Fall total %				40%

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

Assignments	Description	In-Class / Out of Class	Min. Word Count*	% Value
Profile Essay	You will use your interview to write a profile essay with a specific framework to be discussed in class.	OC	1100	12%
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	700	8%
Ethnographic Study	You will study a subculture to write a report of your observations. You will make a presentation to share with classmates.	OC	900	10%
Critical Essay	You will apply critical thinking to analyze a trend in society and will argue your perspective on it.	OC	1200	15%
Reading	Participation in any reading related exercises that support learning in addition to the formal assignments.	IC/OC		5%
Writing	Participation in any writing related exercises that support learning in addition to the formal assignments.	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	1000	5%
Spring total %				60%

Earning A2 Credit

Information about earning A2 credit is described in the Stretch Program syllabus, a separate document available on Canvas.

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.*

I may not be able to answer promptly on weeknights and weekends. I encourage you to check syllabus and Canvas and contact classmates first to clarify assignments and deadlines. It is important to remember that the course schedule is tentative and changes are made as needed, all of which are announced in class. So please, make notes consistently and stay on top of the changes.

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 drop in during the scheduled hours stated on the first page of this syllabus. If you cannot find time during office hours, please message at least 48 hours in advance to set up an appointment.

Stretch English 1AF: Fall 2020 Course Schedule

This schedule is subject to change with fair notice. Additional activities not listed in this schedule will take place in Canvas.

All homework in the Assignments Due column are due by the beginning of class.

Rereading America--RA; The Curious Writer-- CW

You can check [AY 2020-2021 Academic Calendar](#)

Date	In Class Activities / Schedule	Assignments Due in Class
R 8/20	Introductions. Course Theme and structure. Canvas. Passiontation introduced.	<i>Get textbooks!</i>
T 8/25	Passiontations share. Community Building.	Passiontation. Study a syllabus for Stretch courses and the syllabus for our section, compare, make notes, write down questions. Syllabus quiz.
R 8/27	Academic Writing.	CW1 “Writing as Inquiry” Study handouts Do’s and Don’ts of Online Posts , Email Etiquette
T 9/1	Think aloud. Strategies. Note-taking, Double-entry.	CW2 “Reading as Inquiry.” Study handout Biased Language Reading Survey.
R 9/3	What are cultural myths? <i>Myth of the Model Family.</i> KWL+	RA: Introduction: “Thinking Critically, challenging Cultural Myths” RA: Ch.1 selection (see at the end of this schedule).
T 9/8	Reading Quiz 1. No Zoom.	RA: Ch.1- the rest.
R 9/10	Letter genre. Prompt analysis and planning. Responding to the text.	Study CRR rubric and essay planning resources. Study handouts How to read a prompt , Visual Mapping , Introductions , How to Develop a Working Thesis , Body Paragraphs , Conclusions ,
T 9/15	Timed writing preparation workshop & practice.	Study handouts Essay exam preparation , Effective Argumentation , Editing , MLA Template , MLA formatting .
R 9/17	<i>CRR 1 timed writing.</i> No Zoom.	Review all readings, discussion notes, and writing practice handouts.

T 9/22	<i>Myth of Education and Empowerment.</i>	<i>CRR1 reflection on Canvas. RA: Ch2 selection.</i>
R 9/24	Reading Quiz 2. No Zoom.	RA: Ch.2 - the rest
T 9/29	Personal Essay. In medias res. Narrative arc. Then & Now Narrator.	CW CH.3 “Writing a Personal Essay”. Study PE rubric. Study handouts: Personal Narrative Essays , Verbs , Verb tenses , Building time frames
R 10/1	Brainstorming for PE. Outlining.	This I believe. 3 leads for PE due. Study handouts: Concrete Language , Precise words , Redundancy
T 10/6	Sample Analysis. Outline Workshop.	PN outline due. Sample essay on Canvas. CW:14 TheWriter’s Workshop.
R 10/8	Revising Content. Peer-review.	Full draft due. CW: 13 Revision Strategies. Study handouts: Parallelism , Sentence openers , Revising for clarity: Characters and their actions .
T 10/13	<i>Myth of Progress on the Tech Frontier.</i>	Personal Essay Due. PE reflection. RA: Ch.3 selection.
R 10/15	Reading Quiz 3. No Zoom.	RA: Ch. 3 the rest.
T 10/20	Blog Team project. Brainstorm Topics.	CW: Ch. 7 “Argument”. Study handouts
R 10/22	Outline workshop. Multimodal writing features: Hyperlinks, images, text boxes.	Blog Outline due. CW: 12 Using Sources. Study handouts: Reporting verbs , Paraphrasing , Old information before new information
T 10/27	Peer-review.	Full draft due. Study handouts: Concise writing , Eliminating wordiness , Nominalization , Passive voice , Transition words
R 10/29	Blog Design.	Revise draft. Work on Blog page. Handouts MLA Guide for Google docs , MLA Citation Guide
T 11/3	Blog Share.	Blog Essay Due. <i>Reflection on Blog on Canvas.</i>

R 11/5	<i>Myth of Money and Success.</i>	RA: Ch.4 selection.
T 11/10	Reading Quiz 4. No Zoom.	RA: the rest of Ch.4
R 11/12	CRR2 preparation workshop. Rhetorical Analysis & Appeals.	Study handouts Rhetorical Analysis
T 11/17	CRR2 timed writing. No Zoom.	Review all readings, prepare for timed writing.
R 11/19	Portfolio check. Planning self-reflection workshop. Portfolio preparation.	<i>Reflection on CRR2 due.</i> Set up your project and links, following instructions in Portfolio Module.
T 11/24	Self -reflection workshop.	Read all portfolio materials and do brainstorming. Review all reflections.
R 11/26	THANKSGIVING! No class.	
T 12/1	Reflection timed writing. No Zoom.	<i>Outline for Self-reflection essay due.</i>
R 12/3	Portfolio due. Looking ahead at the Spring semester projects- Interview for winter break.	Read Profile prompt and Interview Project guidelines on Canvas.

Stretch English 1AS: Spring 2021 Course Schedule

RA = Rereading America, CW = The Curious Writer

Coming Soon

RA Reading Selections

NOTE: You will be reading ALL texts in each chapter, but the texts in the selection are the ones we will discuss together and on which the quizzes are based. You will do discussion posts for the other texts.

From Chapter 1 “Harmony at Home”: Intro, “Color of Family Ties,” “From Marriage Markets,” “Why Are All the Cartoon Mothers Dead?”

From Chapter 2 “Learning Power”: Intro, “The Essentials of a Good Education,” “Against School,” “Don’t Send Your Kids to the Ivy League.”

From Chapter 3 “The Wild Wired West”: Intro, “Our future selves,” “Growing Up Tethered,” “The Loneliness of the Interconnected.”

From Chapter 4 “Money and Success”: Intro, “Sam Walton/Jay Z,” “Class in America - 2012,” “From Beyond Outrage,”

From Chapter 5 “True Women and Real Men”: Intro, “Becoming Members of Society,” “Two Ways a Woman Can Get Hurt,” “The Longest War.”

From Chapter 6 “Created Equal”: Intro, “Theories and Constructions of Race,” “Gentrification,” “Land of the Giants.”