

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

Instructor:	Lilly Chen
Office Location:	Faculty Office Building (FOB) 221
Telephone:	(408) 924-4434 *please e-mail me instead
Email:	lilly.chen@sjsu.edu
Office Hours:	MW 9:00-10:00am
Class Days/Time:	MW 7:30-8:45am <i>This is the course day and time for the full year. You will enroll in this same section during the spring term, provided you earn credit in fall.</i>
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.
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

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	1100			S	
	Essay	1200			S	
	Critical Essay					
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

Fall

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

Spring

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

College notebook with lined paper and writing utensils, access to the Internet, Microsoft Word, laptop (you can rent one free from the library), and a frequently checked e-mail account.

Other Readings

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

Participation

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

Deadlines and Policies

Late Assignments

I will not accept late assignments. If special circumstances arise, please contact me immediately for an extension on an assignment. Depending on the circumstance, I will allow an extension. However, the sooner you contact me, the more I will take into consideration of an extension.

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

If you miss any regular class, it is your responsibility to find out what you have missed by checking available materials, contacting classmates. I am not able to answer e-mails about missed classes and homework.

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

The only excuse that allows students to make up a missed in-class essay or exam is emergency or sickness in which case you must notify me immediately. You need to explain the reason and ask to set up a make-up appointment within 1-2 weeks after the missed class. 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 and will receive a zero for that assignment. Presentations cannot be made up. A 20% point reduction rule applies for all other assignments 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 on out-of-class major assignment, you must message me in advance to set up a time to discuss your circumstances. The latest time to ask for an extension is at least 24 hours before a paper is due. Extension are considered on individual basis and are considered only due to exceptional circumstances.

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 MLA format: Times New Roman, 12 pt. font, double-spaced, and 1-inch margins. I only accept Microsoft Word documents (.doc, .docx). I do not accept Google Docs, PDF, .pages, or .rtf.

Essay Format

Essays will be typed in Times New Roman, 12 pt. font, double-spaced, with 1-inch margins, a proper header, etc. Include a title that is a reflection of your perspective on the topic.

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

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

Plagiarizing is using some else's words or ideas as your own and will not be tolerated. You will receive a zero on an assignment if you use another's words or ideas or use a previous essay that you have submitted in a previous class that used Turnitin. Any reference to another's ideas needs appropriate documentation. This means whenever you quote an author or even use words directly from a source, you need to give credit to that source. If the words are said best by the author, then use quotation marks around the exact words and document accordingly. Even if you do not copy word for word, you must document if using another's ideas. Documentation must be written in MLA style. I will check your essays for plagiarism, and we will work together to prevent unintentional plagiarism.

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	n-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%

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

I will *do my best* to respond to my e-mails within 24 hours of receiving them. If the e-mails are sent at odd hours of the night or on the weekends, I most likely will not respond quickly. Please use writing etiquette and address your e-mails such as Dear Professor Chen, Hi, Prof. Chen, etc. As I expect you to be professional in the classroom, you also need to be professional in your e-mails. Refrain from using slang, abbreviated/shortened words, or any informal speech. Here is a link about e-mail etiquette: <http://www.emailreplies.com/>.

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 cannot come during office hours, please message at least 48 hours in advance to set up an appointment.

Stretch English 1AS: Spring 2020 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.

Date	In Class Activities / Schedule	Assignments / Homework due
M 1/27	Syllabus, Calendar, and Interview Outcomes	
W 1/29	Introduce Profile Essay	Analysis of Profile Essays
M 2/3	Interview Project Discussion and Reflection	Due: Interview Q/A Project—submit on Canvas before class
W 2/5	MLA Citation and Grammar Review	Framing quotes and refining writing skills
M 2/10	Profile Essay Peer Review	Due: Profile Essay Rough Draft—bring electronic copy to class
W 2/12	Introduce Ethnographic Project	RA “The Myth of the Melting Pot” Introduction and “Theories and Constructs of Race” Due: Profile Essay
M 2/17	Brainstorming for the Ethnographic Project	Ethnographic Project samples and process
W 2/19	Ethnographic Project Structure	Due: Observation Proposal
M 2/24	CRR3 Preparation and Outline	RA “Gentrification” and “Land of Giants”

W 2/26	Workshop	CRR3 and Ethnographic Project Workshop
M 3/2		NO CLASS
W 3/4	Critical Reading Reflection 3 In-class Essay	Bring your laptops
M 3/9	Ethnography Project Peer Review Sessions	Due: Ethnography Study Rough Draft—bring electronic copy to class
W 3/11	Presentations	Ethnography Study Presentations Due: Ethnography Study
M 3/16	Presentations	Ethnography Study Presentations
W 3/18	Presentations	Ethnography Study Presentations
M 3/23	Presentations. In-class feedback.	Ethnography Study Presentations and reflection
W 3/25		NO CLASS
3/30- 4/1		NO CLASS—Have a safe and wonderful spring break! ☺ ☺ ☺
M 4/6	Critical Essay Assigned. Discussion of <i>The Other Wes Moore</i> (OWM)	OWM – Introduction and Ch. 1, 2, and 3. Bring OWM book to class.
W 4/8	OWM discussion	OWM Ch. 4, 5, and 6. Bring OWM book to class.
M 4/13	OWM discussion	OWM Ch.7, 8, and Epilogue. Afterword—A Call to Action. Bring OWM book to class.
W 4/15	Brainstorming for the Critical Essay	RA “Myth of Individual Opportunity” Introduction, “Class in America,” and “From Beyond Outrage”
M 4/20	Developing Ideas for the Critical Essay	RA “Myth of Gender” Introduction and “Becoming Members of Society”
W 4/22	Critical Essay First Peer Review	Due: Critical Essay First Rough Draft—bring hard copy to class only
M 4/27	Critical Essay Second Peer Review	Due: Critical Essay Second Rough Draft—submit on Canvas before class only

W 4/29	Portfolio and Year-end Self-reflection Essay	Due: Critical Essay
M 5/4	Portfolio Workshop	Portfolio work
W 5/6	Portfolio Workshop	Portfolio work
M 5/11	Finishing Final Portfolio	Due: Final Portfolio and Reflection
TR 5/14		Final Exam: Thursday, May 14th 7:15am-9:30am