

San José State University
Department of English and Comparative Literature
English 1AF and 1AS, Stretch English I and II Section 18;
Fall 2019 & Spring 2020

Instructor:	Dr. Yuching (Jill) Yang
Office Location:	Faculty Offices 222
Email:	Best way to contact is to message through Canvas (yuching.yang@sjsu.edu)
Office Hours:	R 12:00-1 pm & by appointment
Class Days/Time:	TR 4:30 – 5:45 pm
Classroom:	BBC 123
Prerequisites:	Directed Self Placement 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.

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
Critical reading/reflection	Essay 1	500	1850	in-class writing	F	GELO 1, 2, 3,4, 5
	Essay 2	600			F	
	Essay 3	750			S	
Data-driven analyses	Personal Essay	1000	2850	out of class writing	F	GELO 2, 3, 5
	Interview Project	850			S	
	Ethnography Project	1000			S	
Major Essays	Blog	750	3000	out of class writing	F	GELO 2, 3, 4, 5
	Profile Essay	1000			S	
	Critical Essay	1200			S	
Portfolio/self-reflection essays	Midyear	750	1550	in-class writing	F	GELO 1, 2, 3, 4, 5
	Final	800		out of class writing	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 everyday 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. You will want to bring your own laptop or tablet, as well as the assigned reading materials. (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.

Required Texts/Readings

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

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

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

Additional Readings

Other readings (newspaper articles, public speeches, and scholarly articles) on the theme of identity and cultural myths are located on our Canvas page in Files folder. These texts will help us to develop a shared context of reading to inform our arguments.

A Note on Participation

Participation is essential in this course. Class participation does not simply mean that you are physically present in class. You must contribute to class discussions, listen to your peers, take notes as necessary, have the required class materials, and come to class with all assignments completed. I want you to see participation in class discussions as a way to enhance our learning community and to construct a network of knowledge together. Dialogue is not only about talking or deepening understanding, but it is a co-operative activity involving respect.

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 and Clearing Remediation

The Stretch program syllabus is located in our Canvas files. In that syllabus you will find information about how, in Stretch I and II, you can earn A2 credit and, if you need to, clear your remediation in English. The Stretch syllabus can also be accessed here:

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 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 major assignments, and you will need to demonstrate measurable progress in at least 70% (C-) to earn credit (CR) in Stretch 1AF-S.

Final Grade for Stretch Course

Your final grade in Stretch English is based on both semesters of work. That being said, the Spring semester is weighted more than Fall; Fall will count for 1/3 of your total grade while Spring will count for 2/3.

For example: If you receive 78% in Fall, and 86% in Spring, your grade will be calculated as follows:

$78 \times 0.333 = 25.9$. $86 \times 0.667 = 57.4$. Total = 83.3% overall.

While the formal writing assignments are the most important component in the course, there are other categories that will help determine your overall grade. The weight of the assignment categories on the final grade are as follows:

Fall semester: 40% of the final grade of the year-long course

Assignment	Description	In-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 the final grade of the year-long course

Assignment	Description	In Class / Out of Class	Word Count *	% 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	2%
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	Unit work includes various activities in and out of class, which are essential for learning together and individually.	IC/OC	300	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	8%
Presentations	Ethnographic Study presentation. Informal presentations and share sessions.	IC	-	3%
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	10%
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 of your work. You’ll be “quoting yourself” to show your growth as a writer these past two semesters.	IC	800	8%
Final Exam	Review of terminology and concepts studied.	IC		1%
Total	Spring Semester			60%

TOTAL	FALL AND SPRING			100%
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Word Count/Fall and Spring: 9200

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

Absences and Late Work

If you miss a class (or know you will miss a class ahead of time) it is your responsibility to contact a classmate for notes, assignments, etc. The full list of readings is available to you in this syllabus, so that you can keep yourself up to date.

*If you know you will miss class when we have an in-class essay, you must contact me in writing within 24 hours **BEFORE** the due date with the reason for absence and request to make it up, if the reason is emergency or sickness. If you miss class and do not communicate beforehand, you will be denied the opportunity to make up an in-class essay.*

All late work is penalized, regardless of the reasons. Major essays and projects lose half a letter grade for each day they are late. Smaller assignments, submitted to Canvas lose 20% of their value per day they are late. In-class quick-writes (QW) cannot be made up they are based on a specific class discussion of the day. Presentations and shares cannot be made up; you must be present in class on the due day.

Reading Assessment Component

Reading is a large part of this writing course: therefore, we will read a variety of texts that will help you understand purposes and complexities of reading for academic purposes. The goals of reading in the course is to acquire a set of tools and strategies that can help you develop as a critical reader. You will be participating in reading assessments so that you can measure and reflect on your own learning.

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.
- You must title all out-of-class papers. “Essay 1” or “Profile Essay” will not do. Your title is the reflection of your perspective on the topic.
- All essays must include a word count at the end of the submission.
- All formatting must meet APA Format when required. Use *Curios Writer* Chapter 12 “APA Documentation and guidelines” section (p. 512) and the OWL guide

(https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html) to help you

Drafts, Peer-reviews, and Reflections

Drafts are mandatory. Failure to submit a draft on the day that it is due will result in 20% point reduction and will affect your participation in a timed online or in-class peer-review. Due to the nature of Stretch English, where every day involves some amount of writing for your next major assignment, it is highly unlikely that you would be unable to produce a draft on the day it is due.

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.*

Evenings, after 5 pm and on weekends are personal time for students and instructors. I do not answer messages during these times. If there is a confusion about deadlines or some other miscommunication that cannot be clarified by checking syllabus and Canvas, contacting classmates and peer educator, then students can message instructor with a specific question about the issue, and I would break with this ritual and immediately send a message to the whole class. Communication is important for our work together.

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 want to make sure to have a specific time reserved during office hours, please message me at least 24 hours in advance. Students with appointments during official office hours get priority over the walk-ins. If you cannot come during office hours, please message at least 48 hours in advance to set up an appointment.

Restricted Use of Instructor Materials

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Stretch English 1AS: Spring 2020 Course Schedule

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

<u>Date</u>	<u>In class activities</u>	<u>Assignments due before class</u>
R 1/23	Syllabus, calendar. Interview strategies introduced and practice. In-class setting goals.	Interview questions from fall semester
T 1/28	Profile Essay Prompt. Profile features	RR: CW Ch.4. Writing a Profile
R 1/30	Interview Project Discussion and Reflection. Adding Notes.	Analysis of Profile Essays
T 2/4	Framing. Great Profiles project.	Due: Interview Project in Q&A format
R 2/6	Brainstorming profile development.	Canvas post: <i>Analysis of profile features in Canvas discussion.</i>
T 2/11	Profile Workshop – framing/content. Peer-review due in class.	Due: Profile rough draft (min. 1000 words) CW Ch. 13: One useful strategy for developing my profile essay (“Discussion”)
R 2/13	Ethnographic Project introduced Brainstorming for the Ethnographic Project; Ethno partners and topic choices posted to Canvas.	Due: Profile revised draft Ethnographic Project samples and process
T 2/18	<i>Who We Become</i> Unit 6: Myth of Melting Pot	RR: RA “The Myth of the Melting Pot” Introduction and “Theories and Constructs of Race”
R 2/20	Ethnographic Project Structure	Due: Observation proposal RR: CW Ch.9 Writing an Ethnographic Essay
T 2/25	Critical Reading Reflection (CRR)3 prompt and preparation	RR: RA “Gentrification” (p. 615) and “Land of Giants” (p. 645) Continue ethnography drafting
R 2/27	CRR 3 and ethnographic project workshop	Due: Ethnography field notes with sketch RR: CW Ch 14 The writer’s workshop (p. 575)
T 3/3	Critical Reading Reflection 3 In-class Essay	Due: CRR 3 Outline due in Discussion
R 3/5	Ethnographic Study & Presentation assigned. Ethnography Project Peer Review Sessions	Due: Ethnographic rough draft
T 3/10	Individual Presentations (5 mins.)	Ethnography Study Presentations

R 3/12	Individual Presentations (5 mins.)	Continue revising ethnographic essay
T 3/17	In-class feedback and reflection writing.	RR: OWM – Intro & Ch. 1 (Bring OWM book to class)
R 3/19	Critical Essay (CE) Assigned. Discussion of <i>The Other Wes Moore</i> (OWM)	RR: OWM Ch. 2, 3. (Bring OWM book to class)
T 3/24	OWM discussion	RR: OWM Ch. 4, 5, 6. (Bring OWM book to class)
R 3/26	OWM discussion	RR: OWM Ch.7, 8, Epilogue. Afterword. A Call to Action. (Bring OWM book to class)
T 3/31	SPRING BREAK	
R 4/2	SPRING BREAK	
T 4/7	Brainstorming for the Critical Essay	Due: Final Ethnographic Project RR: CW Ch. 8 Writing a Critical Essay
R 4/9	Discuss CW Ch 8 Critical essay Developing Ideas for the Critical Essay	RR: RA “Myth of Individual Opportunity” Introduction, “Class in America,” and “From Beyond Outrage” (review)
T 4/14	Critical Essay First Peer Review workshop	Due: 1st Draft of the Critical Essay RR: RA “Myth of Gender” Introduction and “Becoming Members of Society” (p. 471)
R 4/16	Critical Essay Second Peer Review Sign up for student teacher conferences	Due: 2nd draft of Critical Essay
T 4/21	Student-teacher conferences	Due: Peer-review and Reflection.
R 4/23	Student-teacher conferences	Due: revising plans in “Discussion”
T 4/28	Editing and Proofreading APA workshop	RR: Ch 13 Revision strategies
R 4/30	Portfolio Workshop <i>Notes for Reflection</i>	Due: Critical Essay in Canvas CW What is a portfolio? (Appendix p.595). <i>Bring all Portfolio Materials</i>
T 5/5	Portfolio Workshop. <i>Outline for Reflection.</i>	Portfolio work
R 5/7	Portfolio Workshop.	PORTFOLIO AND REFLECTION DUE in class
	FINAL EXAM - TBA	