

San José State University
 College of Humanities and Arts,
 Department of English and Comparative Literature
 FALL 2022, English 1AF Section 16

Course and Contact Information

Instructor:	Alesya Petty
Contact:	Message through Canvas (Alesya.Petty@sjsu.edu)
Office Location:	Conferences are on Zoom
Office Hours:	M 10:00-11:00 AM or By appointment via Zoom
Class Times:	In-person Tuesday/Thursday 12:00 -1:15 PM
Classroom:	CL 225B
Prerequisites:	The Reflection on College Writing is a prerequisite to Stretch English I (En 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.

Catalog Description of English 1A

English 1A fulfills the Written Communication I requirement. Courses in GE Area 2 cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with the 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.

Section Specific Course Description of English 1A

In this course, we will explore connections between various viewpoints on success, well-being, and happiness. We will learn how assumptions and expectations about college life represented in academia and pop culture make a difference in student experiences. We will also gain an understanding of self-awareness and mindfulness as tools for dealing with challenges, managing stress and building productive approaches to life-long learning. These themes will be incorporated in our weekly practices and major projects that help develop academic skills needed in all subject areas and majors.

Course Format

This is an in-person course with a meeting pattern twice a week at a designated time. All homework is assigned on Canvas and is due at 11:59pm the night before the day of the class. For example, homework for Tuesday is due on Monday at 11:59pm, and homework for Thursday class is due on Wednesday at 11:59pm. Homework is considered late if submitted after the due date and time. See late policy for more information.

Technology Intensive, Hybrid, and Online Courses

Hybrid model for the course requires the appropriate technology such as a computer with reliable access to our Canvas Learning Management System. (Should you require assistance in obtaining the necessary hardware or connectivity, reach out to CAPS.)

Communication and Information

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas](#). You are responsible for regularly checking with the messaging system through Canvas or through your SJSU email to learn of any updates. For help with using Canvas, see [Canvas Student Resources page](#).

What You Will Learn In English 1AF

The General Education guidelines for instructors outline five broad learning outcomes for all courses that satisfy Area A2. This course is designed 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* 1. *demonstrate the ability to read actively and rhetorically*

This course invites you into a learning community and supports adopting good habits around college writing. Through a variety of activities, writing assignments, projects in this course, you will continuously practice all phases of the writing process: prewriting, organizing, writing, revising, and editing. Consistent practice and effort will allow you to meet the course's GELOs.

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.

“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 3 hours per 1 unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.”

Required Texts/Readings

There are no formal textbooks required for this course. This course is part of the Affordable Learning Solutions program that was created to provide easy, direct access to inexpensive, accessible, and high-quality alternatives. All course readings and materials are available on Canvas, online, and through the MLK Library databases. Additional links to required readings will be posted within Canvas.

Final Examination or Evaluation

“Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.” In our courses, we will create a portfolio at the end of the semester as our culminating activity.

Grading Information

University policies are as following:

- *University Syllabus Policy S16-9* (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)
- *University Attendance and Participation Policy F15-12* (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)

- [University Grading System Policy F18-5](http://www.sjsu.edu/senate/docs/F18-5.pdf) (<http://www.sjsu.edu/senate/docs/F18-5.pdf>)

How Grades are Calculated

Most assignments are based on 4-point holistic grading rubric (major assignments are weighted differently). Submissions are scored as follows:

4	<ul style="list-style-type: none"> • intelligently addresses the all parts/instructions of assignment • meets all expectations in the rhetorical choices of the assignment, including genre, purpose, format, evidence, tone, conventions, etc. • is well-organized and thoroughly developed, with details, references, etc. showing nuanced/in-depth understanding of the material. • shows good or superior control of grammar, including syntactic variety, range of vocabulary, etc.
3	<ul style="list-style-type: none"> • may address some parts/instructions of the assignment better than others • meets most of the rhetorical expectations of the assignment, including purpose, format, etc. • is somewhat organized but may require more development, details, references, etc. showing adequate understanding of the material, might lack minor details/some depth • may contain some grammatical errors, inappropriate word choice, or incorrect usage that does not affect readability and rarely obstructs the reader's understanding.
2	<ul style="list-style-type: none"> • omits/misunderstands some parts/instructions of the assignment. • meets few rhetorical expectations of the assignment, lacks some aspects of format, purpose, evidence, tone, conventions, etc. • shows lack of development/critical thinking/cohesion and/or inappropriate rhetorical choices; may sound too general in some places, not reflecting adequate understanding of some parts of materials. • shows an accumulation of grammar and syntactical errors that interfere with readers' understanding.
1	<ul style="list-style-type: none"> • misinterprets/misunderstands major parts/instructions of the assignment. • fails to meet the rhetorical expectations of assignment, is written in the wrong genre, does not follow conventions, lacks purpose, format, appropriate tone, etc. • lacks organization/development of ideas, presents generic information applicable to wider topic/common sense, not reflective of specific ideas/information in the materials • contains grammar and syntactical errors that seriously interfere with readers' understanding and/or produces low readability of text. • makes a wrong submission that does not address the correct assignment or submission has issues (wrong format, does not open, etc.) due to which it cannot be processed. Must be resubmitted (late penalty applies).

Final grades for each semester are based on all the work that you produce in the semester. All major assignments must be turned in to pass this class.

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% towards the final year-long course grade.

Fall semester -- 40% of total course grade

Assignments	Description	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 the myth of the model family.	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.	900	10%
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.	1000	10%
Critical Reading / Reflection 2	For this paper, you will analyze the cultural myths about education, money and success.	600	5%
Reading & Writing	Participation in any reading and writing related exercises that support learning in addition to the formal assignments.		5%
Self-Reflection Portfolio	Keep all of your work. You'll be "quoting yourself" to show your growth as a writer this semester.	800	5%
Fall total %			40%
Spring total %			60%

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

Assignments	Description	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.	1100	20%
Critical Reading / Reflection 3	We will explore the myth of the melting pot and various sub-communities by doing a critical analysis of readings.	700	5%
Ethnographic Study	You will study a subculture to write a report of your observations. You will make a presentation to share with classmates.	900	5%
Critical Essay	You will apply critical thinking to analyze a trend in society and will argue your perspective on it.	1200	20%

Reading & Writing	Participation in any reading and writing related exercises that support learning in addition to the formal assignments.		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.	1000	5%
Spring total			60%
Fall total			40%
Course total			100%

Please refer to the grade calculations below:

<i>Grade</i>	<i>Percentage</i>	<i>Grade</i>	<i>Percentage</i>
<i>A</i>	<i>93 to 100%</i>	<i>A minus</i>	<i>90 to 92.99%</i>
<i>B plus</i>	<i>86 to 89.99 %</i>	<i>B</i>	<i>83 to 85.99%</i>
<i>B minus</i>	<i>80 to 82.99%</i>	<i>C plus</i>	<i>76 to 79.99%</i>
<i>C</i>	<i>73 to 75.99%</i>	<i>C minus</i>	<i>70 to 72.99%</i>
<i>D plus</i>	<i>66 to 69.99%</i>	<i>D</i>	<i>63 to 65.99%</i>
<i>D minus</i>	<i>60 to 62.99%</i>	<i>F</i>	<i>59.99% and lower</i>

The following are the criteria by which essays are evaluated in the writing courses:

- An “A” range essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student’s ability to use language effectively with a solid command of grammar, mechanics, and usage.
- A “B” range essay demonstrates competence in the same categories as an “A” essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.
- A “C” range essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.
- A “D” range essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.
- An “F” essay does not fulfill the requirements of the assignment.

Note: More specific rubrics related to the course assignments are posted on Canvas.

Earning A2 Credit

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

Classroom Protocol

Attend Every Class. Come to class on time, every time and stay for the duration. No amount of solitary make-up work can replace missed collaboration in the classroom. If you miss a class for any reason, please hold yourself responsible to find out what you missed. You have several resources you can draw on to find this out: you can consult updates in Canvas to find out what work you missed; your classmates may be able to provide you copies of notes or a summary of the lessons they learned; sometimes there may be assignments or class work posted on Canvas. With a large learning community of your peers, the instructor should not be your primary resource for finding our information. Emailing me is not a resource for finding information about missed work as I cannot repeat the lesson for you. We will also have an embedded tutor who is going to be available to answer questions and assist you with the course progression and assignments.

Instructor Office Hours. In college, there is an expectation that students will take responsibility for their own educational experience. If you need to discuss anything concerning your performance in the course, please message me through Canvas or email me to schedule an appointment on zoom.

Turn in All Work On Time. As a rule, deadlines must be honored and late work is not accepted. In cases of emergency, exceptions for major assignment submissions can be made with prior communication before the deadline and with proper documentation (doctor's note, mechanic's bill, athletic commitment, etc.), and the work must be turned in by the newly assigned due date; there are no exceptions to this. These policies are in place to be fair to your classmates who also have demanding schedules and to support a sequenced step-by-step, collaborative approach to developing your writing. Please, be aware that missing an original due date is very cumbersome to everyone in the class.

Share Your Work and Your Opinion. We will be sharing our work in classes and online, as part of a collective inquiry into reading and writing. Your work and your classmates' work represent models of various approaches to thinking and writing. Participating fully is beneficial not only to your writing and classroom community, but also to your overall grade. Consistent participation works in similar ways extra credit does in other classes.

Follow Standards of Good Classroom Netiquette. Be courteous and respectful of your classmates who constitute a diverse learning community. Class dynamics are much enhanced when all members can participate in the same conversation. Please make the wise choice to stay on task in our sessions and ignore the urge to check your social media or engage in other distractions. You can bring a closed-top cup or water bottle to class, but please no snacking or eating as it interferes with learning. *Recording in our classroom and sharing of the contents of the Canvas course are not allowed and are protected by university policies.*

University Policies

Per University Policy S16-9 (<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.

Fall 2022 Important Due Dates

***All homework is due at 11:59pm on Mondays and Wednesdays
before class meetings on Tuesdays and Thursdays.***

Dates	Assignments Due
8/23	1st meeting. Introductions.
9/21	CRR1 due
10/17	Personal Narrative due
11/9	Blog essay due
11/15 & 17	Blog Presentations In-class
11/21	CRR2 due
11/24	Thanksgiving, no class
12/6	Last Class. Self-Reflection Essay & Portfolio due