

**San José State University**  
 College of Humanities and Arts,  
 Department of English and Comparative Literature  
 Spring 2022, English 1AS Section 9

### Course and Contact Information

Instructor:	Alesya Petty
Contact:	Message through Canvas (Alesya.Petty@sjsu.edu)
Office Location:	Conferences are on Zoom
Office Hours:	TH 2:00-3:00PM or By appointment via Zoom
Class Times:	Hybrid. Async/In-person Wednesdays, 12:00-1:15 PM
Classroom:	BBC 121
Prerequisites:	The Reflection on College Writing is a prerequisite to Stretch English I (E 1AF). Credit for Stretch English I (English 1AF) is a prerequisite for Stret 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 1AF-1AS 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

This course explores university life and college experience while practicing academic skills needed in all subject areas and majors. We will use reading and writing to discuss the influence of cultural myths on our identity and their impact on our past, present, and future.

### Course Format

This is a hybrid course that will combine synchronous in-person meetings and asynchronous individual work online on Canvas.

## 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-1AS

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*

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
<b>Critical reading/reflection</b>	Essay 1	500	1800	in-class timed writing	F	GELO 1, 2, 3,4, 5
	Essay 2	600			F	
	Essay 3	700			S	
<b>Data-driven analyses</b>	Personal Essay	900	2700	out of class writing	F	GELO 2, 3, 5
	Interview Project	900			S	
	Ethnography Project	900			S	
<b>Major Essays</b>	Blog	1000	3300	out of class writing	F	GELO 2, 3, 4, 5
	Profile Essay	1100			S	
	Critical Essay	1200			S	
<b>Portfolio/self-reflection essays</b>	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) (<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) (<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

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, but each semester follows a 100% scale.

**Fall semester -- 40% of total course grade**

Assignments	Description	In-Class / Out of Class	Min. Word Count	% Value
<b>Critical Reading / Reflection 1</b>	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.	IC	500	10%
<b>Personal Essay</b>	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	20%
<b>Blog Essay</b>	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	30%
<b>Critical Reading / Reflection 2</b>	For this paper, you will analyze the cultural myths about education, money and success.	IC	600	10%
<b>Reading &amp; Writing</b>	Participation in any reading and writing related exercises that support learning in addition to the formal assignments.	IC/OC		15%
<b>Self-Reflection Portfolio</b>	Keep all of your work. You'll be "quoting yourself" to show your growth as a writer this semester.	IC	800	15%
<b>Fall total %</b>				100%

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

Assignments	Description	In-Class / Out of Class	Min. Word Count*	% Value
<b>Profile Essay</b>	You will use your interview to write a profile essay with a specific framework to be discussed in class.	OC	1100	15%
<b>Critical Reading / Reflection 3</b>	We will explore the myth of the melting pot and various sub-communities by doing a critical analysis of readings.	IC	700	7%
<b>Ethnographic Study</b>	You will study a subculture to write a report of your observations. You will make a presentation to share with classmates.	OC	900	10%
<b>Critical Essay</b>	You will apply critical thinking to analyze a trend in society and will argue your perspective on it.	OC	1200	15%
<b>Reading &amp; Writing</b>	Participation in any reading and writing related exercises that support learning in addition to the formal assignments.	IC/OC		8%
<b>Self-Reflection Portfolio</b>	Keep all your work. You'll be quoting yourself to show your growth as a writer for these past two semesters.	IC	1000	5%
<b>Spring total %</b>				60%
<b>Fall total %</b>				40%
<b>Year-long course total %</b>				100%

Please refer to the grade calculations below:

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>96 to 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</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>

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%)

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**

To earn graduation credit in the A2 category, you must complete the year-long course with a grade of C- or better. 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: consult updates in Canvas; contact classmates who may be able to provide you copies of notes or a summary of the lessons; course-embedded tutors who can catch you up on missed content. 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 have an embedded tutor who is going to be available to answer questions and assist you with the course progression and assignments. See the Peer Educator Module on Canvas for more information.

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 drop by Zoom office hours or message me to schedule an appointment on zoom.

Peer Educators and Tutoring Help. We have peer educators who are familiar with the course assignments and requirements and available to have zoom drop-in consultation hours and scheduled appointments. Students could also schedule appointments with any other tutoring services through [The Writing Center](#) and [Peer Connections](#).

Turn in All Work On Time. All assignments are due by the assigned due date and time and are considered late if submitted after that. Deadlines must be honored. For major essays and assignments, exceptions can be made with fair notice in case of emergency 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. For non-major assignments, there is an automatic 20% penalty per day. Some in-class activities will be due by the end of class, and the same late penalty will apply. 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. 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.

Participation & Sharing Your Work and Your Opinion. 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. 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. You can earn participation points by completing in-class workshop activities and by posting to the assignments on Canvas. 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. Due to the mask mandate, no eating or drinking is

permitted during class. *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) (<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) (<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.

## Stretch English 1AS: Spring 2022 Course Schedule

*This is a hybrid course that combines synchronous and asynchronous instruction.*

**All assignments are due on Tuesdays at 11:59PM before in-person meetings on Wednesdays.**

<u>Dates</u>	<u>In class</u>	<u>Assignments / Homework due at 11:59pm the night before the date of the class</u>
1/26	Reconnections. Semester at a glance.	
2/2	Passiontations!	Passiontation due.
2/9	Understanding profile genre.	Ch.4 Writing Profiles. <i>Infographic due.</i> <i>Interview transcript in Q &amp; A format due.</i>
2/16	Workshop.	<i>Full Draft of Profile (over 1000 words minimum)</i>
2/23	CRR3 planning workshop.	<b><i>Profile Essay due.</i></b> <i>Reflection on Profile Essay due.</i>
3/2	<b>CRR3 timed essay draft (700 words minimum)</b>	Preparation assignments on Canvas.
3/9	Ethnographic Project.	Ch.9 Writing Ethnographic Essays.
3/16	Ethnographic Workshop.	<i>Full draft due (900 words minimum).</i>
3/23	Ethnographic Presentations.	<b><i>Ethnographic Project Due.</i></b> <i>Reflection on Ethno Project on Canvas.</i>
3/30	<b>SPRING BREAK</b>	

4/6	Critical Essay Introduced.	Ch.8 Writing Critical Essays.
4/13	Workshop.	<i>CE Full Draft (1200 words minimum) due.</i>
4/20	Workshop.	<i>Revised draft due.</i>
4/27	Portfolio set up.	<b><i>Critical Essay Due to Canvas.</i></b> <i>CE Reflection due.</i>
5/4	Reflection essay and portfolio workshop.	<i>Reflection Essay Draft and AOE due.</i>
5/11	<b>PORTFOLIO AND REFLECTION DUE</b>	