

San José State University
Department of English & Comparative Literature
English 1AF & English 1AS, Stretch English I and II, Section 30
Fall 2018 & Spring 2019

Course and Contact Information

Instructor: Amanda Emanuel Smith

Office Location: Faculty Office Building (FOB) 219

Email: amanda.smith@sjsu.edu

Office Hours: T/TH 12:00 pm – 1:00 pm and by appointment

Class Days/Time: T/TH 10:30 am – 11:45 am

Classroom: Boccardo Business Center (BBC) 221

Prerequisites: The Reflection on College Writing (RCW) 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 A2 / Critical Thinking and Writing

GE/SJSU Studies Category:

The Stretch Calendar	Stretch I and II span the fall and spring terms: the fall and spring course are both required to complete the A2 coursework. Plan to sign up in spring for the same section (time, day, instructor) in order to complete the course of study as expected within your first year of study at SJSU.
The A2 Milestone for Progress to Degree	The California State University system and SJSU expect all students to have completed their A2 requirement within the year. They have committed to make available courses and support to help all students achieve this milestone. Please work with your Stretch Instructor and all recommended support staff to achieve this milestone successfully.

Our Topic for Stretch this Year (2018-2019)

Our main 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.

We will look closely at three chapters of *Rereading America*. Each chapter addresses a specific cultural myth; together we will decide the three chapters on which to focus. This means that you will have a say in the direction of this class, including readings and assignments.

Why Stretch?

As part of your general university education, you are offered this course to explore how reading and writing inform the work we do together at the university. Across the university, in all disciplines and majors, reading and writing inform the collaborations between students and faculty as we create new knowledge together.

What You Will Learn 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.

For more information on the Stretch Curriculum designed to meet these learning outcomes, see the Stretch English Program Syllabus 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.

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.

Major and Minor Assignments:

FALL 2018

Major Assignments	Minor Assignments
Critical Reading/Reflection 1 GELO 1, 2, 3,4,5	In-class Reading Responses
Personal Essay GELO 2,3,5	Outlines, Drafts, Workshops
Blog Post GELO 2,3,4,5	Blog Presentation
Critical Reading/Reflection 2 GELO 1, 2, 3,4,5	
Reflection (ePortfolio) GELO 1,2,3,4,5	

SPRING 2019

Major Assignments	Minor Assignments
Interview Project GELO 2,3,5	In-class Reading Responses
Profile Essay GELO 2,3,4,5	Outlines, Drafts, Workshops
Critical Reading/Reflection 3 GELO 1, 2, 3,4,5	

Ethnographic Study GELO 2,3,5
Critical Essay GELO 2,3,4,5
Reflection (ePortfolio) GELO 1,2,3,4,5
Optional “A” Essay 1,2,3,4,5

Grading Contract:¹

In this class, we will work as a learning community to develop our approaches to reading and writing different types of texts. We will experiment with unfamiliar strategies, and at times we will feel unsure about the direction of our work and our comprehension of the work of others. We will develop writing processes to help us, including prewriting, drafting, workshopping, and revising. We will rely on each other for feedback and support, but will also take charge of our own learning and success. What does that mean in terms of grading?

This class is meant to improve your skills and experiences as college-level writers. Therefore, we will not be using a traditional grading system. There will be no need to ask, “What do I need to do to get an “A” on this assignment?” Instead, you will be almost entirely responsible for your own grade.

The default grade for this course is a “B.” If you do all that is asked of you in the manner and spirit in which it is asked, if you work through the processes we establish and the work we do throughout the semester, if you continue to improve those processes in order to gain more intensity and engagement in your writing, then you will receive a “B.” If you miss in-class activities, turn in assignments late, fail to increase your work’s intensity, or fail to submit assignments, your grade will be lower.

You will not be graded or given a point value for each assignment; instead, you will receive feedback from your peers and writing coach for each major assignment. You will be guided and mentored during the writing, researching, revising, and learning processes, while taking on the role of student mentor yourself.

¹ Adapted from Professor Angela Clark-Oates’s ENGL 220D syllabus, Dr. Ti Macklin’s ENGL 10/11 syllabus and the scholarship of Dr. Asao Inoue.

You are guaranteed a “B” if you meet the following conditions:

- 1.) You complete the majority of all in-class and out-of-class minor assignments, including in-class reading responses and outlines and drafts of all major assignments. You may miss two minor assignments per semester without penalty. Note: In-class assignments cannot be made up as the result of an absence.
- 2.) You participate in all in-class activities. As a class, we will figure out what “participation” means and when someone should or should not receive credit for it.
- 3.) You abide by the classroom protocol we establish as a writing/learning community.
- 4.) You agree to work cooperatively and collegially in groups. We will come up with parameters for constructive criticism and a shared vocabulary for discussing potentially sensitive subjects.
- 5.) You agree to complete all major and minor assignments on time.
 - a. You may turn in one major assignment late per semester. Late work must be submitted within 48 hours of initial due date.
 - b. All submissions must be complete. Any incomplete assignments or assignments that do not meet the requirements of the prompt will be deemed “missed.” You will not receive credit for missed work.
 - c. To receive credit for this course, you must complete all major assignments. This means if you fail to turn in a major assignment during the first semester, you will receive a “NC” (no credit) on your fall transcript, and you will need to retake ENGL 1A. Likewise, if you fail to turn in a major assignment during the second semester, you will receive a non-passing grade for the yearlong course (either a “D” or an “F”).
- 6.) You provide thoughtful peer feedback during class workshops and commit yourself to other collaborative work.
- 7.) You will honor the writing process and complete all steps thereof (e.g. reading/researching, prewriting, drafting and revising).
 - a. Revisions should indicate significant changes – extending or changing up the thinking or organization – not just editing or changing words.

“A” Grades:

“A” grades depend on engaging in additional activities. To receive an “A” as your spring semester grade, you will need to write a formal letter to either the editors of *Rereading America* or the author of *The Other Wes Moore*, in which you explain how their book helped your understanding of cultural myths and identity. A formal prompt will be provided for this assignment. Note: This extra assignment is open only to students who have met the requirements for a “B.” It is not an opportunity for extra credit.

Grades Lower Than “B”:

“C,” “D,” or “F” grades occur when you miss more than two minor assignments per semester, fail to engage in class activities, including workshops and discussions, or you miss one or more major assignment. You are not eligible for a “B” unless you have met the guidelines outlined

above. If you are falling behind or feeling overwhelmed, please contact me before you miss an assignment. I am here to support you, and I want you to succeed.

Plea:

I (Amanda Emanuel Smith), as the administrator of our contract, will decide in consultation with you (the student) as to whether a plea is warranted in any case. You must come to me as soon as possible (before breaching the contract), in order to make fair and equitable arrangements. You may use a plea for any reason, but only once. The plea is not an “out clause” for anyone who happens to not fulfill the contract in some way; it is for rare and unusual circumstances out of the control of the student.

CONTRACT AGREEMENT: By staying in this course and attending class, you accept this contract and agree to abide by it. I (Amanda Emanuel Smith) also agree to abide by the contract, and oversee it fairly and impartially.

How to Prepare for Class Sessions.

We will use reading and writing to collaborate in researching on our topic on higher education, 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. **In short, to write.** All classes 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. So you will want to bring your own laptop or tablet. (**Laptops and tablets are also available to be checked out in the library.**)

You will also need to bring *Rereading America* to most classes; be sure to check the course schedule ahead of time. You’ll want to bring *The Other Wes Moore* to any classes dealing with that text in the second semester.

Where to Find Course Assignments and Materials

Course materials such as syllabus, handouts, assignment sheets, and some readings can be found on Canvas. You are responsible to check your MySJSU email to learn of any updates to our schedule.

Textbooks and Readings

- *Rereading America* (10th edition) by Gary Colombo, Robert Cullen, and Bonnie Lisle
- *The Other Wes Moore* by Wes Moore
- Other readings (and videos) will be posted in Canvas.

The Work You Will Do in This Course: An Overview

The Core Stretch Curriculum. The fall writing assignments include: 2 critical reading and reflection essays, a personal essay, an essay for a public forum, and a self-reflection essay

(written in class). The spring writing assignments include an interview project, a profile essay, a critical/reflection essay, an ethnographic project, a critical essay, and a self-reflection essay.

Midyear and Year-End Self-Reflection and Portfolio Review

At the end of the fall and spring terms you will submit a portfolio for Stretch instructors to review. These portfolios will ask you to enter into an assessment of your writing with two members of the Stretch faculty: me and one of my colleagues.

Our Daily Learning Activities.

The schedule of reading and writing assignments at the end of this syllabus breaks work down into daily activities.

The Time You Will Spend on This Work

We will keep tabs on the time and effort expended for each activity and assignment. While your intensity – and - productivity, should increase throughout the year, we want to make sure that your time spent is proportionate to the work expected.

More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Class Policies:

Class/behavioral policies will be added to this syllabus once we, as a writing community, have agreed upon them.

Where Can I 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](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Daily Schedule

***Note: We may find that we need more time on certain assignments than I have planned in this schedule. The schedule is therefore subject to change. I will let you know of any such changes through Canvas. Also, I will fill in actual readings from *Rereading America* (indicated in blue) once we've agreed upon our three chapters.**

Key: **ma** – minor assignment
MA – major assignment

WEEK 1

8/21/18

Introduction to course, students writers (you) and writing coach (me)

For next time: buy books; (re)read syllabus – any initial questions/concerns about assignments or grading?

8/23/18

Warm-up: What are you most excited about in this course? What makes you the most nervous?

Intro to class syllabus and grading contract

Intro to *Rereading America* – overview and potential chapters

For next time: list at least 5 potential class policies; list 3 or more chapters you'd like to explore in Rereading America – what is it that makes them interesting?

WEEK 2

8/28/18

Grading Contract: class etiquette and policies

Rereading America: pitch your chapters

Submit ballots

For next time: read introduction to Rereading America; take notes on your approach to reading an academic text – what is your process?

8/30/18

Go over updated Grading Contract

Post Grading Contract to Canvas by 8/31

Discussion: What is your approach to reading an academic text like the intro to *Rereading*?

Big Reveal: Which chapters (myths) will we explore this year?

For next time: read [Rereading Text #1](#)

WEEK 3

9/4/18

ma: In-class reading response #1

Small and large group discussion

For next time: [Rereading Text #2](#)

9/6/18

ma: In-class reading response #2

Small and large group discussion

Lesson: Visual Rhetoric

Visual portfolio: Partner up to talk through the images

For next time: read Ballenger's "Reading as Inquiry" chapter in Canvas; mark 3 "golden lines" to bring to class

WEEK 4

9/11/18

ma: In-class free-write: What is reading as inquiry and how does it relate to this class as well as your other classes?

Small and large group discussion: reading as inquiry; golden lines

For next time: *Rereading Text #3*

9/13/18

ma: In-class reading response #3

Small and large group discussion

Thinking thematically: What have we learned so far about **first myth** of American culture?

For next time: *read and annotate prompt for CRR 1*

WEEK 5

9/18/18

Go over annotations

Discussion: How will you prepare for this assignment?

In-class freewrite: What's your game plan for CRR 1?

For next time: *read Kerry Dirk's "Navigating Genres" (PDF on Canvas)*

9/20/18

ma: Pre-writing for CRR 1: How will you organize your essay around a central theme? Which textual evidence from which readings best support the message you'd like to convey?

Share how you plan to organize and support your essay

For next time: *prepare for CRR 1 (in-class essay)*

WEEK 6

9/25/18

MA: In-class Essay: CRR 1

Post CRR 1 in Canvas

9/27/18

ma: Canvas Post: What were the challenges you faced in writing CRR 1? What did learn about yourself as a researcher and writer in writing CRR 1?

In-class reading: *Rereading text #4*

For next time: *finish reading Rereading text #4*

WEEK 7

10/2/18

ma: In-class reading response #4

Small and large class discussion

In-class brainstorm: How does author frame narrative? What strategies are used to engage audience?

For next time: read and annotate prompt for personal essay

10/4/18

Intro to the Personal Essay

Personal Essay samples review

Lesson and discussion: audience awareness

Activity: audience awareness

For next time: read Ballenger's "Personal Essay" chapter (PDF in Canvas)

WEEK 8

10/9/18

ma: In-class freewrite: What are the "features of the form" (personal essay)

Discussion & activities: Can we identify features of the form in sample essays from last class?

Prewriting: Brainstorm ideas for Personal Essay

For next time: bring initial ideas for Personal Essay

10/11/18

Personal Essay workshop

ma: In-class writing: Personal Essay

Discussion: How can we tell if our essays are *good*? What makes writing, especially personal writing, compelling?

For next time: draft Personal Essay for peer review workshop 10/16

WEEK 9

10/16/18

Lesson and discussion: Peer Review & Peer Review etiquette

ma: Peer Review: Personal Essay

Start Personal Essay Conferences

For next time: revise Personal Essay

10/18/18

Personal Essay Conferences

For next time: revise Personal Essay; Rereading text #5

WEEK 10

10/23/18

ma: In-class reading response #5

Small and large class discussion

For next time: read and annotate prompt for Blog

10/25/18

MA: Personal Essay due in Canvas by 10/28

Intro to the Blog project

Pick groups/partners

Lesson & discussion: Thesis Statements

For next time: work with group and decide on blog “angle”

WEEK 11

10/30/18

ma: Blog project writing day!

Lesson & discussion: body paragraphs (PPT)

11/1/18

Lesson & discussion: embedding quotations

Lesson & discussion: value of evidence in writing

Review: audience awareness

ma: Group work: Blog project

For next time: bring working draft of blog to class

WEEK 12

11/6/18

ma: Blog workshop & conferences

For next time: revise and finalize blogs

11/8/18

MA: Blog Showcase (submit in Canvas by 11/10)

Discussion: [second myth](#)

Group discussion on “Fast Facts”

Start reading: [Rereading text #6](#)

For next time: finish reading [Rereading text # 6](#); read and annotate prompt for CRR 2

WEEK 13

11/13/18

ma: in-class reading response #6
Small and large group discussion
Intro to CRR 2

For next time: prepare for in-class essay CRR 2 (use your process: brainstorm, outline, draft, etc.)

11/15/18

MA: In-class CRR 2
Post CRR 2 on Canvas

WEEK 14

11/20/18

Intro to Self Reflection & Portfolio
Prewriting for Self Reflection

11/22/18

THANKSGIVING HOLIDAY!

WEEK 15

12/4/18

ma: Self Reflection & Portfolio workshop
For next time: finalize Self Reflection

12/6/18

MA: Update online portfolio (self reflection)
LAST DAY!!