

San José State University
Department of English & Comparative Literature
English 1AF & English 1AS, Stretch English I and II, Section 29
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 9:00 am – 10:15 am

Classroom: **Sweeney Hall 444**

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.

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

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.

miss **three** 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

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 (agreed upon by the writing community 8/28/2018):

- If you leave or enter class, don't be disruptive.
- During group projects, if one is not giving effort or does not do his/her work, he/she is responsible for his/her grade and that grade will not affect the group's grade.
- Food and drink are fine, as long as they're not smelly, loud, or messy.
- Electronics should be kept on silent.
- Music is allowed during writing, but not during lectures.
- You should raise your hand to ask questions or share comments.
- The writing coach (facilitator) will use a bell (or loud voice if she forgets bell) to indicate she needs to address the entire class.

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/>

SPRING 2019

WEEK 1

1/24/19

Review Syllabus and Grading Contract

Proposal: Should we focus our last module on *The Other Wes Moore* and use last theme from *Rereading* – gender - as optional assignment to receive “A”?

Discussion: CRR2

NOTE: Buy *The Other Wes Moore*

For next time: read “Growing up Tethered” in *Rereading*; Underline or jot down 3 Golden Lines

WEEK 2

1/29/19

Announcement: Optional assignment revealed in Canvas!

In-class minor assignment: Golden lines: “Growing up Tethered”

Intro to Interview Project & Profile Essay

For next time: read “Cybersexism” in *Rereading*

1/31/19

In-class minor assignment: Reading response: “Cybersexism”

Intro to Interview Project Prompt

Classwork: freewrite on who to interview and why

For next time: read “Love Me Tinder” in *Rereading*; decide on who to interview for Interview Project

WEEK 3

2/5/19

In-class minor assignment: Reading response: “Love Me Tinder”

In-class writing: Compose email to interview subject

Peer review & workshop: interview email

For next time: read “Inequality: Can Social Media Resolve Social Divisions?” in *Rereading*; send email to your interview subject; write interview questions and bring to class on 2/7

2/7/19

In-class minor assignment: Reading response: “Inequality: Can Social Media Resolve Social Divisions?”

In-class minor assignment: Peer review interview questions

For next time: start interviewing; must complete interviews by 2/17; read “George Orwell...Meet Mark Zuckerberg” in *Rereading*

WEEK 4

2/12/19

In-class minor assignment: Reading response: “George Orwell...Meet Mark Zuckerberg”

Update on interviews

Lesson: Genre of the Profile Essay

For next time: read Profile Essay chapter from *The Curious Writer* on Canvas (pdf); underline or jot down 3 golden lines

2/14/19

In-class minor assignment: Golden lines

In-class activity: Piece together profile essay

In-class reading: sample profile essay #1

For next time: Draft Interview Transcript

WEEK 5

2/19/19

Visual rhetoric discussion on Visual Portfolio (pages 283-287)

Update on Interviews

In-class minor assignment: interview transcript

For next time: finalize and compose Interview Transcript

2/21/19

In-class major assignment: Interview Transcript share out day

In-class reading: sample profile essay #2

Intro to Profile Essay PROMPT

For next time: start working on Profile Essay

WEEK 6

2/26/19

Profile Essay writing day

Lesson (and review): paragraph development

For next time: write draft of Profile Essay

2/28/19

In-class minor assignment: Profile Essay peer review & workshop

Lesson: revision

Grammar Day!

For next time: read Intro to *The Other Wes Moore*; revise Profile Essay and post to Canvas by 3/3 for feedback from me

WEEK 7

3/5/19

In-class Discussion: The American Dream and *The Other Wes Moore*

How do we define ourselves: by gender, race, socioeconomic status? Which identity is our most prominent and why?

Think-pair-share

Out-of-class major assignment: Post final draft of Profile Essay in Canvas by 11:59 pm

For next time: start reading Part 1 in *The Other Wes Moore*

3/7/19

Lesson: Language That Builds Common Ground (Everyday Writer)

Intro to Unit 3

In-class minor assignment: Reading response: The Other Wes Moore Part 1

Discussion: The Other Wes Moore

For next time: read until page 25 in *The Other Wes Moore*

WEEK 8

3/12/19

Small group discussion: Visual Portfolio, *Rereading* pg. 637

Large group discussion: What arguments do the images make?

In-class minor assignment: Prewriting for Critical Reading and Reflection (CRR 3)

For next time: prepare for in-class CRR 3 essay (bring any notes, outlines, and don't forget *Rereading*

3/14/19

In-class major assignment: CRR 3

For next time: read until page 62 in *The Other Wes Moore*; read "Gentrification" in *Rereading*

WEEK 9

3/19/19

In-class minor assignment: Reading response(s): *The Other Wes Moore* and "Gentrification"

Small group discussion: Should race be discussed in the university classroom? Why or why not? Who should be "allowed" to lead such discussions? Should I?

For next time: read until page 75 in *The Other Wes Moore*; underline or jot down 3 golden lines

3/21/19

In-class minor assignment: Golden lines: *The Other Wes Moore*

Checking the temp: Where do we stand on this book, theme, environment?

For next time: read until page 122 in *The Other Wes Moore*

WEEK 10

3/26/19

In-class minor assignment: Reading response: *The Other Wes Moore*

Intro to Ethnography Project

Lesson: Ethnography

3/26/19

In-class minor assignment: Ethnography workshop

Discussion: Learning about others is an act of self-discovery: what are you learning about yourselves?

For next time: FINISH *The Other Wes Moore* during spring break; conduct ethnographic research

April 1 to April 5—Spring break!!!

WEEK 11

4/9/19

In-class minor assignment: Reading response: *The Other Wes Moore*

Regroup and discuss ethnographic research findings

Ethnography prewriting

For next time: continue writing Ethnography Essay

4/11/19

In-class minor assignment: Ethnography Essay workshop & peer review

Grammar Day!

For next time: read Critical Essay chapter on Canvas (pdf) – underline or jot down 3 golden lines; continue revising Ethno Essay

WEEK 12

4/16/19

In-class minor assignment: Golden lines: Critical Essay

Intro to the Critical Essay

Prewriting: Critical Essay

For next time: start writing the Critical Essay

4/18/19

Critical Essay prewriting continued

Editing workshop

Sign up for conferences

WEEK 13

4/23/19

One-on-one conferences on Critical Essay

4/25/19

One-on-one conferences on Critical Essay continued

Out-of-class major assignment: Post Final Draft of Critical Essay to Canvas by 4/28 11:59 pm

WEEK 14

4/30/19

In-class major assignment: Reflection: Critical Essay

Intro to Final Reflection & ePortfolio

Reflection prewriting

Gather portfolio materials in class

For next time: create ePortfolio and post link to our CLASS Canvas site

5/2/19

Reflection writing in class

Compose Appendix of Evidence in class & post to Canvas

Out-of-class major assignment (optional): Post optional essay for “A” grade to Canvas by 5/5 at 11:59 pm

WEEK 15

5/7/19

Reflection & ePortfolio Conferences

For next time: finish Final Reflection & ePortfolio

5/9/19

In-class major assignment: Post portfolio links in class to Stretch Portfolio Canvas
LAST DAY!! Class party??