

## San José State University

### Humanities and the Arts/English and Comparative Literature

#### HA 96F/HA 96S, Stretch English I and II, Section 8, Fall 2014 and Spring 2015

##### Course and Contact Information

<b>Instructor:</b>	Professor Williams
<b>Office Location:</b>	Faculty Offices 116
<b>Telephone:</b>	USE EMAIL.
<b>Email:</b>	mary.williams@sjsu.edu
<b>Office Hours:</b>	M/W 9:00-10:00
<b>Class Days/Time:</b>	M/W 13:30-14:45
<b>Classroom:</b>	Boccardo Business Complex (BBC) 121
<b>Prerequisite</b>	Credit for Stretch I is a prerequisite for Stretch II.
<b>GE/SJSU Studies Category:</b>	Written Communication I (Area A2)

##### Faculty Web Page and MYSJSU Messaging

The course syllabus can be downloaded from my department's website: <http://www.sjsu.edu/english/>. Some course materials such as syllabus, handouts, notes, assignment instructions, etc. will be emailed to you via your MySJSU account or other email list if created for this class. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor) to learn of any updates.

##### Course Description

As part of your general education, Written Communication I provides an introduction to college-level composition, with attention to the personal voice and personal experience, on the one hand, and the more formal attitudes and demands writing for public audiences (expository and argumentative essays), on the other. Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex responses and ideas. In the yearlong sequence you will also be introduced to citation and quotation. A passing grade of C or better signifies that the student is a capable college-level writer and reader of English.

The Stretch English course in which you have enrolled “stretches” the Written Communication I curriculum from one to two semesters, to allow us more time to hone your reading and writing skills, so that you are ready to transfer those skills to the writing you will do in your other courses here at SJSU.

This semester you are enrolled in HA 96F, and next term you will enroll in HA 96S with me as your instructor once again. If we each do our jobs diligently and you each complete all the work for fall and show measurable progress, everyone in this classroom today will return in the spring to complete the Stretch English course of study. Thus, you and your peers will be writing colleagues for a full year. This offers you the rare opportunity to be part of a cohort so early in your college career, so take advantage of and contribute to the support and camaraderie of your group!

***A Note about the Spring Prerequisite and Your Advancement from Fall to Spring:*** Credit in Stretch I is a prerequisite for Stretch II. If you do not earn credit in HA 96F, you will not be enrolled in HA 96S in the spring.

If your EPT score is 147 or above and you earn No Credit in fall, you will enroll in English 1A in the spring to complete your Area A2 requirement in one semester.

If your EPT score is 146 or below and you earn No Credit in the fall, you will enroll in LLD 2 in the spring (to clear remediation) and in English 1A in the following fall (to earn A2 credit with a C or better as your final grade).

### Section Description

While all Stretch English I and II classes have the same major assignments, our course may differ in its theme, which is examining our American cultural myths. What do we know and believe about ourselves as Americans or as people who live in the United States? What do we believe about America? What beliefs do we hold dear and unexamined? How do these myths affect our society, inform our lives, and even contribute to our personalities? We will examine these myths and provocative questions throughout the course of the year.

### Learning Outcomes and Course Goals

The following learning outcomes and course goals are defined by General Education Area A2 guidelines, to ensure that this course meets Written Communication I 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.

### Course Content

SJSU studies include an emphasis on diversity. General education guidelines for Written Communication I stipulate that issues of diversity shall be incorporated in an appropriate manner. Thus, among the readings and assignments for this course you will find that we will discuss, contemplate, and write on issues of class, race, ethnicity, gender, and equality in the United States.

The writing assignments you encounter in this course will give you repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. As you see in the table, the assignments require a minimum of 8000 words, at least 4000 of which are in revised final draft form. Because in-class writing is valued and because you will need to be able to perform well in timed writing situations, five of your essays will be written in class. The table below explains exactly how the 8000-word minimum will be met and distributed in our course.

Assignment	Word Count/Assignment	Total Words	Type of Assignment	GE Learning Objective
<b>Critical reading/reflection</b>	Essay 1: 500 words Essay 2: 600 words Essay 3: 750 words	1850	in-class writing	GELO 1, 2, 3,4, 5
<b>Data-driven analyses</b>	Personal Essay 1000 words Interview Essay 850 words Ethnographic Essay 1000 words	2850	out-of-class writing	GELO 2, 3, 5
<b>Major Essays</b>	Letter/Editor 500 words Profile Essay 1000 words Critical Essay 1250 words	2750	out-of-class writing	GELO 2, 3, 4, 5
<b>Portfolio/self-reflection essay</b>	Mid-year 500 words Final 750 words	1250	in-class writing	GELO 1, 2, 3, 4, 5

Reading for the course is both extensive and intensive. It includes useful models of writing for academic, general, and special audiences. Readings are included in *Rereading America*. To help you connect your reading to the writing you do, you will also purchase and use a dictionary, the rhetoric *The Curious Writer*, and the campus handbook.

### Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. annotate a reading selection to develop a summary and response in your writing (GELO 1);
2. identify audience and purpose in texts from several genres (GELO 1, 3, 4);
3. explain how genres work to serve audience and context (GELO 1, 3);
4. identify rhetorical appeals and devise strategies for an effective appeal to a specific audience (GELO 1, 3);
5. develop a text to effectively appeal to a specific audience (GELO 1, 3);
6. identify the choices a writer has made to produce a text (GELO 1, 3, 4);
7. use readings as models for your own writing strategies (GELO 1, 4);
8. concisely, accurately explain and critique information and ideas from your reading (GELO 1, 3, 4);
9. use information gleaned from a reading as evidence in your text and cite that information (GELO 1, 4);
10. use quotation and summary to create context for your writing (GELO 1, 4, 5);
11. discuss specific strategies for prewriting and revision that have worked for you (GELO 2);
12. repurpose acquired skills and information to tackle new writing problems (GELO 2);
13. identify new grammatical forms and imitate them (GELO 1-5);
14. analyze and discuss the structure of sentences and the grammatical choices you make (GELO 2, 3, 5);
15. identify editing problems in your own writing (GELO 2, 5);
16. identify and apply effective strategies for editing your work (GELO 2, 5);
17. identify and apply effective proofreading strategies (GELO 2, 5);
18. reflect on and assess your own writing, process and product, to support continued language and writing development (GELO 2-4).

## Required Texts/Readings

### Textbooks

*Rereading America: Cultural Contexts for Critical Thinking and Writing*, Ninth Edition, Gary Colombo, Robert Cullen, and Bonnie Lisle, Bedford/St. Martin's, 2013. ISBN 978-1-4576-0671-7.

*The Curious Writer: Brief Fourth Edition*, Bruce Ballenger, Pearson, 2014. ISBN 978-0-205-87665-5.

SJSU Campus Handbook: *The Everyday Writer*, Andrea Lunsford, ISBN: 978-1-4576-6712-1; electronic edition ISBN: 978-1-4576-3342-3 or Bedford/St. Martin's online (<http://bcs.bedfordstmartins.com/everydaywriter5e/>)

College-level English dictionary, such as *Merriam-Webster* or *American Heritage*.

### Other Readings

Throughout the year, there may be additional readings assigned and sent via email. Check your email account regularly.

### Other equipment / material requirements

Index cards will be required for homework and class participation; they can be 3X5 or 4X6. You will also need access to a reliable printer and email account. You are responsible for printing all class materials emailed to you.

### Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. 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>.

Fall writing assignments include a benchmark essay, two critical reading and reflection essays, written in class; a personal essay; and a letter to the editor.

Spring writing assignments include an interview essay, a profile essay, a critical/reflection essay (written in class), an ethnographic essay, and a critical essay.

While distributed across two semesters of study, these assignments are designed to build your reading, thinking, and writing skills across genres that address different audiences and purposes.

### Midyear and Final Portfolio Reviews

At the end of the fall term you will submit a portfolio for Stretch instructors to review. This portfolio will contain two essays from your fall coursework: the first critical reading/reflection essay and the first major essay, the essay for a public forum. You will also submit a reflection on these two essays, written in class, comparing them to assess your progress toward the learning objectives for the first half of the course. Stretch faculty members will review this portfolio as part of our midyear assessment.

The last essay you write will also be a self-reflection essay; it will be the presentation piece in your final portfolio. The portfolio is your culminating exercise in this class. It will contain the reflection essay as well as samples you have chosen from your writing over the full 30 weeks of instruction: prewriting, drafts, and revisions. Your portfolio will be assessed by two Stretch faculty members, using a common scoring guide that I will make available to you as you prepare your portfolio, and that you will use as you review your peers' portfolios during our portfolio workshop.

For all **out-of-class essays** (as noted above and in the table on page 2), you will adhere to the following requirements:

- You will receive assignments in class or via email, detailing all of the requirements for out-of-class essays, including due dates and word count requirements.
- All out-of-class essays will follow MLA guidelines for formatting and citations; failure to follow MLA guidelines will result in point deductions.
- All essays must be turned in on time, at the beginning of the class on the day they are due. I do not accept emailed or faxed essays.
- Late essays will not be accepted for full credit.
- The penalty for late essays is a 10-point (10%) deduction for each calendar day late, until the next class meeting. After that, late essays will not be accepted at all.
- In addition to turning in the hard copy of the essay, all out-of-class essays must be uploaded to [www.turnitin.com](http://www.turnitin.com) **prior** to coming to class on the day they are due. Keep the emailed receipt of uploading from turnitin.com. Failure to upload the essay will result in a grade of F.
- Uploading the essay late will result in a 10-point (10%) deduction on the essay grade for up to five days late. After five days late, the essay will receive a grade of F.
- Peer-edited essays (when part of the assignment) must be turned in with the final essay or there will be a 10-point (10%) deduction.

For all **in-class essays**, follow these requirements:

- Bring large examination booklets, pens, scratch paper, and a non-electronic dictionary.
- In-class essays cannot be made up without a written medical excuse or other documentation of a serious and compelling reason for the absence on that day. You must notify me via email about the absence and to request a make up time for the essay. You must make up the excused essay within one week of the scheduled essay.
- You will stay the entire class period to write the in-class essay.

**Essay Workshops:** Out-of-class essays will be workshopped in class prior to the essay due date.

- The workshop protocol will be distributed via email and discussed in class prior to the first workshop.
- A completed rough draft will be finished prior to the workshop; outlines, incomplete, handwritten, and/or electronic essays are **not** acceptable.
- **Workshops cannot be made up.**

**Rubrics:** All essays are graded with a rubric that includes four categories, content and ideas, style, organization, and mechanics, and which will be distributed via email and discussed in class. In-class and out-of-class essays will be marked in addition to the rubrics. This feedback system is designed to help you improve your writing; *you are responsible for understanding all marks and comments and showing progress in subsequent writing assignments by using the feedback provided. So if you have any questions about your writing or my feedback, ask!*

**A Note on Your Workload in This Course.** This course work is designed to help all the students in Stretch English meet the learning objectives for GE Area A2. While all students will complete these same assignments, the course design does not and cannot account for individual needs of each student. So there may be added work you need to do, to integrate the reading, thinking, and writing skills that this instruction introduces you to. You may need extra hours for tutoring; you may take longer to read texts so that you can look up words you find unfamiliar; you may need more time for editing. Your goal in this class is to learn what you need as a writer in order to develop your skills as a writer—and to get what you need. That will take commitment, of your time and your attention, to the work of this class; that will take commitment to seek out the support and resources you need, both in class and out of class. Be sure to factor into your study plan for this semester the time and attention you need to develop your writing skills.

**A Note on Participation.** 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.”

While attendance is not graded, it is noted, and your participation is graded. Your presence in class is necessary for participation. Active class participation depends upon preparation done outside of the class, which includes readings, reader responses, paragraph revisions, and all other written homework. Class participation will be made up of in-class exercises, quizzes, and discussions based on the readings and homework. Class participation is assessed every class meeting on a point scale that translates to a letter grade. Most class meetings will be worth 5 points, but some are worth 10 points or more because of the particular activities planned for the day. Some of these higher-point activities include workshops of essays, quizzes, and debates. Workshops are noted on the calendar. The other activities will be scheduled as needs arise, so it is best to assume every class meeting could include the higher-point activities. The following are attributes of levels of class participation by grade:

- A = Regular, helpful questions and comments; fully engaged in all activities;
- B = Occasional, pertinent questions and comments; good listening;
- C = Infrequent, tangential questions or comments; attentiveness questionable;
- D = Rare interaction; disengaged from discussion; not prepared for class;
- F = Regularly absent, physically or mentally.

**NOTE:** The class participation part of the grade is made up of all in-class activities and cannot be made up if you miss a class, regardless of the reason.

**Homework:** There will be homework assigned every week in class or via email, made up of formal assignments that build up to essays, including reader responses, paragraph revisions, grammar exercises, research assignments, and additional readings not on the syllabus.

- Follow directions for successful completion of homework in order to earn credit.
- Homework cannot be made up.

These assignments will be assessed on a point basis. The points are cumulative throughout the year. You can track your points, and you should keep all of your assignments. The points you earn on an assignment will be divided by the total possible points, for a letter grade. The following are attributes of levels of homework assignments by letter grade:

- A = all tasks completed fully, accurately, and demonstrates competent writing;
- B = all tasks completed, demonstrates competent writing, though may contain a minor error;
- C = most tasks completed, demonstrates fair writing, perhaps including a major error or a few minor errors;
- D = tasks incomplete, demonstrates weak writing, including several errors;
- F = tasks incomplete or mismanaged, demonstrates weak writing including errors that impede meaning.

## Grading System to Determine Course Grades

**Fall 2014:** Grades in the fall are based on measured progress toward proficiency in the learning objectives outlined above. You will need to demonstrate measurable progress in at least 73% of the SLOs to earn credit (CR) in HA96F. Grading is A-F: 93-100=A, 90-92=A-, 87-89=B+, 83-86=B, 80-82=B-, 77-79=C+, 73-76=C, 70-72=C-, 67-69=D+, 63-66=D, 60-62=D-, 0-59=F.

Item	Type of Assignment	Word Count	% of Course Grade
Benchmark Essay	in-class essay	300-500	0
Critical Reading/Reflection #1	in-class essay	500	5
Personal Essay	out-of-class essay	1000	5
Persuasive Public Letter	out-of-class essay	500	7.5
Critical Reading/Reflection #2	in-class essay	600	5
Self-Reflection/Portfolio	in-class essay	500-750	7.5
Participation	in-class activities	N/A	11*
Homework	out-of-class	Variable	4*

**Spring 2015:** A final grade of 73% (C) or better in HA96S is needed to clear remediation and satisfy GE Area A2.

Item	Type of Assignment	Word Count	% of Course Grade
Interview Essay	out-of-class essay	850	5.5
Profile Essay	out-of-class essay	1000	10
Ethnographic Essay	out-of-class essay	1000	9
Critical Reading/Reflection #3	in-class essay	750	7.5
Critical Essay	out-of-class essay	1250	15
Self-Reflection/Portfolio	in-class essay	500-750	8
Participation	in-class activities	N/A	11*
Homework	out-of-class	Variable	4*

\* Participation and homework are cumulative over the course of the year. Your semester grades will show what you've earned so far out of each percentage for both participation and homework.

Total Percent for Course Grade 100

**Word count/Fall and Spring: 8750-9450**

**NOTE: There is no extra credit for this course.**

### Grading System for Individual Assignments

For each assignment, you will receive details on what is expected to complete the assignment successfully. You will also receive a rubric that outlines attributes of levels of success for specific assignments (see note on rubrics on page 5) with the assignment. This gives you ample time to understand the assignment. All essays will receive written feedback on them and final drafts of essays will be graded using the rubric for that assignment.

**NOTE: See above information on page 4 for penalties for late essays.**

The following description of papers by grade will give you a very general sense of the standards that Written Communication I sets for "college-level" writing competency. By the end of the year, your performance needs to reach a "C," to earn GE credit in Area A2.

The following are the criteria by which essays are typically evaluated in first-year writing courses:

An "A" 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" 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" 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" 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.

## **Grading Practices and Policies**

**Course Grade Calculations:** Course grades are based on the grades earned on coursework; note that these grades are not averaged but weighted to determine the final grade. Please see specifically how work is weighted on page 6.

### **Grading: *Course Grading for Area A2 and for Stretch Composition includes a range from A-F.***

To satisfy your Core GE Area A2 and clear remediation (if necessary), and to move on to CORE GE Area C3, you must pass this course in the spring (HA 96S) with a C or better. A passing grade in the course signifies that the student is a capable college-level writer and reader of English.

That said, the first semester of this course, HA 96F is graded CR/NC. To receive credit, a student must earn a C, which will signify that the student has completed all coursework and demonstrated significant, measurable progress throughout the semester.

**Clearing Remediation:** Students who enter stretch composition with an EPT score below 147 must clear remediation within a year of their enrollment as freshman at SJSU. Students who pass the spring term of stretch, HA 96S, with a C or better will both earn their GE A2 credit and clear remediation.

**Earning Credit for GE Area A2:** To satisfy your CSU graduation requirement, you must earn a C or better in HA96S.

## **Resources for Stretch Composition Students**

### **LLD 4: Supplemental Tutorial**

Students whose EPT scores are below 138 shall enroll in a supplemental tutorial: LLD 4, which offers you one hour of tutorial instruction per week and in which you will earn one non-baccalaureate unit of credit. You may, if you choose, opt out of that tutorial. But you should wait to make a final decision about this until after the benchmark essay.

In LLD 4, you will meet with your tutor, working in one on one to practice reading activities and writing activities that support the learning you are engaged in through the class sessions. You will sign up for this lab under a separate course code.

If your EPT score is above 138, but you know that you have often needed tutorial guidance to improve your writing in the past, you may opt into the tutorial.

In the second class session, you will write a benchmark essay. After evaluating those essays and conferring with you about them, I may recommend that you sign up for the tutorial. You will be able to add the 1-unit course through the add period. You must add the tutorial by September 12.

## **My Professional Policies**

Because I respect you and our work together, I will maintain the following policies:

- I will be on time and give you and the subject my full attention.
- I respect the diversity of people and ideas, even when there are disagreements.
- Though I enjoy my work and like to have fun, I take my work seriously, offering you constructive criticism and support on your work in class and on your assignments.
- I return graded work in a timely manner, before the next major assignment is due.
- I am available during office hours so that you may see me about your work or other issues with the class.
- I expect the same respect for the class and for your work from you. The following items listed in Classroom Protocol are some specific expectations.

## **Classroom Protocol**

- You will be on time to class and stay the entire time. Arriving late or leaving early will be reflected in the participation part of your grade.

- All electronic devices will be turned off and stowed before entering class, unless you have an exception from the AEC. Electronic devices used during class may be confiscated for the class period; this includes ebooks and/or ereaders.
- You will respectfully respond to both the readings and your colleagues. This class focuses on provocative and challenging readings, and sometimes you may disagree with them or your colleagues' opinions. Your challenge in this class is to voice your own opinion in a convincing yet tactful and logical manner.
- You will not talk or text while someone else is speaking. Not only is this rude, but it is distracting to those around you. If caught texting, your phone may be confiscated, and if this problem persists, you may be asked to leave.
- You will bring your book(s), or printed copies of the readings, from which we have assigned readings for the day to class, or you may be asked to leave.
- You will come to class prepared to participate, having read the assigned readings for the day, completed any homework, and prepared questions or comments about the assigned readings. Failure to do so will be evident in your participation grade.
- If you miss a class, ask a classmate what you missed, before contacting me.
- If you miss two or more consecutive classes due to illness or other serious issues, please contact me via email to let me know as soon as possible. Even a legitimate absence can become troubling if left undisclosed for too long.

### **University Policies**

The following policies are universal and required to be on each syllabus. They are important and often updated. Please read them, know them, and check each semester for updates and as a reminder of the policies.

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

### **Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course. "Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material."

- If you want to record the class, you must ask me in writing (email is fine) at least one class meeting or two days prior to the class you want to record. You need to ask permission on a class-by-class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- "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."

### **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential](#)



[Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

### **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

### **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

### **SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

### **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

## HA96F/S, Stretch English I, Fall 2014 and Spring 2015, Course Schedule

The schedule is subject to change with fair notice communicated via email or in class. Note: grammar exercises will be added every week, based on necessity.

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	August 25	Introduction and Syllabus Review. <i>Rereading America (RA)</i> : "Introduction: Thinking Critically, Challenging Cultural Myths."
1	August 27	<b>Benchmark Essay</b> : Bring large examination booklet, pens, and a print dictionary to class. Frosh Writing Background Survey.
2	September 1	Labor Day—No School! Read <i>The Curious Writer (CW)</i> , Chapter 2, "Reading as Inquiry." Annotate two pages of either this reading selection or the reading from the introduction of <i>RA</i> and bring to the next class meeting. (See page 53 in <i>CW</i> for an example.)
2	September 3	Review Benchmark Essay. Introduction to editing. Annotating texts. <u>Critical Reading/Reflection Essay #1 Assignment</u> . Be ready to discuss which essay (Mann, Moore, or Gatto) you want to write on and why for the next class meeting.
3	September 8	<i>RA</i> : "Learning Power: The Myth of Education and Empowerment." <i>RA</i> : Headnotes for reading selections for Critical Reading/Reflection Essay #1 Assignment. Activity: brainstorm education myths, experiences, and which essay to write on.
3	September 10	<i>RA</i> : "From <i>Report of the Massachusetts Board of Education, 1848</i> ," Mann. Activity: Summarizing and annotating. Bring a dictionary to class. Workshop thesis for essay.
4	September 15	<i>RA</i> : "Idiot Nation," Moore. Workshop on purpose for essay.
4	September 17	<i>RA</i> : "Against School," Gatto. Workshop on evidence for essay.
5	September 22	<b>Critical Reading/Reflection Essay #1</b> : In-class essay. Bring large examination booklet, pens, a print dictionary, your outline, and workshop notes to be submitted with draft.
5	September 24	<i>CW</i> : Chapter 1, "Writing as Inquiry." Activity: reflecting on writing.
6	September 29	<i>CW</i> : Chapter 3, "Writing a Personal Essay." <i>RA</i> : "I Just Wanna Be Average," Rose. Activity: repurposing your essay for a new/public audience.
6	October 1	Web Video: Watch this short piece on writing what you know at this link: <a href="http://www.fastcocreate.com/3016916/creation-stories/ricky-gervais-tells-a-story-about-how-he-learned-to-write">http://www.fastcocreate.com/3016916/creation-stories/ricky-gervais-tells-a-story-about-how-he-learned-to-write</a> Bring in the sketch and other prewriting for your draft (Review <i>CW</i> , 95-101). Workshop pattern of development.
7	October 6	Handout/Email: "Me Talk Pretty One Day," Sedaris. Workshop generating details in narrative writing.
7	October 8	<u>Workshop: Personal Narrative Essay</u>
8	October 13	Sentence-Editing Workshop with a focus on punctuation.
8	October 15	<b>Personal Narrative Essay Due</b> . Activity: Repurposing narrative as argument.
9	October 20	<i>RA</i> : "Still Separate, Still Unequal," Kozol. Activity: analyzing thesis and evidence.
9	October 22	<i>CW</i> : Chapter 7, "Writing an Argument." Workshop: choosing and evaluating evidence.
10	October 27	<i>RA</i> : "College at Risk," Delbanco. Discussion: choosing language for a public argument.

Week	Date	Topics, Readings, Assignments, Deadlines
10	October 29	Workshop: repurposing critical reading/reflection and personal narrative for a new audience and context. Activity: giving the audience what it needs and wants.
11	November 3	Workshop: choosing appropriate evidence and citing sources. Bring your handbook to class and review MLA guidelines for citing sources.
11	November 5	<u>Workshop: Letter to the Editor.</u>
12	November 10	Sentence-Editing Workshop: editing revised work.
12	November 12	<b>Letter to the Editor Due.</b> Activity: reflecting on your writing process.
13	November 17	<i>RA</i> : "Money and Success: The Myth of Individual Opportunity" and "From <i>Ragged Dick</i> ," Alger. Bring in annotations of Alger's excerpt.
13	November 19	<i>RA</i> : "Horatio Alger," Dalton. <i>CW</i> : Appendix A, "The Writing Portfolio." Activity: inventory of process strategies.
14	November 24	<b>Critical Reading/Reflection Essay #2:</b> in-class essay. Bring large examination booklet, pens, a print dictionary, annotations of Dalton's essay, and an outline to submit with your draft.
14	November 26	Activity: conducting research/interviews.
15	December 1	<i>CW</i> : Chapter 4, "Writing a Profile." Activity: brainstorm possible interview subjects.
15	December 3	Workshop: bring a list of possible interview subjects and purposes of interviews. (Review <i>CW</i> , 129-30.)
16	December 8	<b>Self-Reflection Essay:</b> in-class essay. Bring large examination booklet, pens, a print dictionary. <b>Midyear Portfolio Due:</b> submit materials for midyear assessment.
16	December 10	<u>Workshop: Interview Questions.</u> (Review <i>CW</i> , 136.) Midyear Frosh Writing Assessment Survey. Last day of class for the fall semester!

**During winter break, conduct all interviews and draft your interview essay for development at the beginning of the spring semester.**

*The spring schedule is subject to change based on our progress in the fall and with fair notice via email or in class.*

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	January 26	Workshop: analyzing and interpreting data from the interview transcript. Review <i>CW</i> , 138-40.
1	January 28	<i>RA</i> : "Serving in Florida," Ehrenreich. Workshop: development of ideas.
2	February 2	<i>RA</i> : "Generation R: The Changing Fortunes of America's Youth," Peck. Workshop: introductions and conclusions.
2	February 4	<b>Interview Essay Due.</b> Activity: extending the focus from interview to profile.
3	February 9	Review <i>CW</i> , Chapter 4, "Writing a Profile." <i>RA</i> : "Slavery in the Land of the Free," Bales and Soodalter.
3	February 11	<i>RA</i> : "Whether from Reason or Prejudice: Taking Money for Bodily Services," Nussbaum. Activity: brainstorming evidence for the profile.

Week	Date	Topics, Readings, Assignments, Deadlines
4	February 16	<i>RA</i> : "Making it in America," Davidson. Activity/Workshop: effective quotations.
4	February 18	<u>Workshop: Profile Essay.</u> (Review <i>CW</i> , 145-49.)
5	February 23	<b>Profile Essay Due.</b> <i>RA</i> : "True Women and Real Men: Myths of Gender."
5	February 25	<i>RA</i> : "How Americans Understand the Equality of the Sexes," Tocqueville. Bring a summary of any two paragraphs from this reading.
6	March 2	<i>RA</i> : "Weeping for the Lost Matriarchy," McGowan. Bring annotations from any two pages from this reading.
6	March 4	<b>Critical Reading/Reflection Essay:</b> in-class essay. Bring large examination booklet, pens, a print dictionary, and notes from the previous two readings from <i>Rereading America</i> .
7	March 9	<i>CW</i> : Chapter 9, "Ethnographic Essay." Activity: brainstorm potential group(s) to study for ethnographic essay.
7	March 11	<i>RA</i> : "From Fly-Girls to Bitches and Hos," Morgan. Revision Workshop: paragraphs as logical units.
8	March 16	<i>RA</i> : "'Bros Before Hos': The Guy Code," Kimmel. Revision Workshop: sentences as logical units. Activity: Generate a list of sources for the Ethnographic Essay.
8	March 18	Activity: generate a sketch of the essay.
9	March 23	SPRING BREAK! Over spring break, read Devor's "Becoming Members of Society: Learning the Social Meanings of Gender" in <i>RA</i> .
9	March 25	SPRING BREAK!
10	March 29	<u>Workshop: Ethnographic Essay.</u>
10	April 1	<b>Ethnographic Essay Due.</b> Discussion: critical essays.
11	April 6	<i>CW</i> : Chapter 8, "Writing a Critical Essay." <i>RA</i> : "'Two Ways a Woman Can Get Hurt': Advertising and Violence," Kilbourne.
11	April 8	Activity: brainstorm theses and evidence for the critical essay.
12	April 13	<i>RA</i> : "The End of Men," Rosin. Discussion: understanding provocative perspectives.
12	April 15	Workshop: premises, claims, and evidence for critical essay.
13	April 20	<u>Workshop: Critical Essay.</u>
13	April 22	<b>Critical Essay Due.</b> Activity: reflecting on challenging writing assignments.
14	April 27	<i>CW</i> : Appendix A, "The Writing Portfolio." Activity: inventory of writing projects and CLOs.
14	April 29	<i>CW</i> : Chapter 5, "Writing a Review." Workshop: identifying and documenting improved skills; using texts as evidence. Inventory the vocabulary of composition studies.
15	May 4	Activities: reflecting on your own writing. Quoting and critiquing yourself.
15	May 6	<u>Workshop: Portfolio.</u> Bring all required materials for the portfolio.
16	May 11	<b>Self-reflection Essay:</b> in-class essay. Bring large examination booklet, pens, and a print dictionary. <b>Portfolio Due:</b> Submit all portfolio materials for assessment.
16	May 13	Frosh Writing Assessment Survey. Last day of classes for Spring!