

San José State University
Department of English & Comparative Literature
English 1AF & English 1AS, Stretch English I and II
Fall 2017

Course and Contact Information

Instructor:	Jada Patchigondla
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Office Hours:	MW 10:30-11:30am; and Tues 12:00-1:00pm
Class Days/Time:	Tues./Thurs. 10:30-11:45am
Classroom:	Sweeny Hall 411
Prerequisites:	GE Areas A1 (Oral Communication) and A2 (Written Communication I) with grades of C- or better
GE/SJSU Studies Category:	GE A3 / Critical Thinking and Writing

Our Topic for Stretch this Year (2017-2018)

This summer, you began preparing yourself for the college experience by attending orientation and completing your Directed Self Placement course, among other requirements. Now that you are here, what do you plan to do? How can you make the most of your time in college? What drew you to the university in the first place? What do you hope to get out of your college experience? These questions will form the basis of our investigation into what the university is, how it works, and how you can make it work for you this year.

On the surface, the topic of our course is fairly practical and straightforward. Together, we will seek to figure out how the university is organized and how it works so that you can navigate it more effectively. However, our investigation will also challenge us to think about more abstract questions. What is the purpose of a university education in the U.S. and in a global context anyway? What does the university, as an institution, value? What are the ideologies at work in the university about culture, difference, equality, gender, race, and socio-economic opportunity?

Finally, this class will involve some soul searching too. You will need to think about what you bring to the university and what the university can offer you in return. You will spend time

reflecting on what kind of student you were in the past, what kind of student you are now, what you hope to accomplish, and how you can use the university to meet those goals.

To pursue this exploration of higher education, this course will be organized into 3 units, each of which will ask you to explore a specific inquiry question. The first, Unit 1, will focus on your experience making the transition from high school to college. During this unit, you will be asked to read and reflect on the following questions: What is higher education to me? What do I hope to achieve from it? And how does it differ from high school? The next, Unit 2, will direct your attention to the campus community and ask you to examine how San Jose State University works as an institution to serve its students. During Unit 2, you will be asked to read and reflect on the following questions: What can SJSU do for me? How does it contribute to my education? What are its obligations to me, and mine to it? The final inquiry, Unit 3, will be the culmination of your thoughts and reflections about higher education throughout the academic year. In it, you will ask the following question: What is the purpose of higher education in the 21st century, and what role do my peers, teachers, and myself play in creating it?

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

Assignments

FALL 2017: Grades in the fall are based on measured progress toward proficiency in the learning objectives outlined above. To earn credit in the course, you will need to have completed **all** of the assigned work, and you will need to demonstrate measurable progress in at least 3 out of 4 (75%) of the CLO categories to earn credit (CR) in English 1AF.

Assignment Name	% Worth	Words	In/Out of Class
Critical Reading/Reflection 1	3%	600	in-class
Personal Essay	5%	(1000)	out of class
NYT Blog	8%	(1000)	out of class
Critical Reading/Reflection 2	5%	750	in-class
Self-Reflection/Midyear Portfolio	8%	750	in-class
Participation in Canvas Discussion Boards	8%		
Fall Total	37%		

Spring 2016: A final grade of C- or better in English 1AS is needed to clear remediation and satisfy GE Area A2.

Assignment Name	% Worth	Words	In/Out of Class
Winter Homework	3%	N/A	out of class
Interview Transcript	2%	1000	out of class
Profile Essay	10%	1000	out of class
Ethnography Presentation	5%	500	out of class
Critical Reading/Reflection 3	5%	750	in-class
Critical Essay	10%	1200	out of class
Self-Reflection/Final Portfolio	15%	1000	out of class
Quizzes & Canvas Posts	5%	N/A	in and out of class
Workshops & Peer Mentor Attendance	5%	N/A	in and out of class
Class Participation	3%	N/A	in-class
Spring Total	63%		

Word Count for Fall and Spring: 9550 (5150 finished writing)

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.**)

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

- *College Rules!* By Sherrie Nist-Olejnuk and Jodi Patrick Holsuchuh
- Readings on Canvas including *Writer's Help*
- Other readings (and videos) provided throughout the semester through email or Canvas

The Work You Will Do in This Course: An Overview

The Core Stretch Curriculum. Table 1 outlined the major writing assignments for Stretch English. All sections of Stretch English share this core 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 this work down into daily activities you will engage both in and out of class.

The Time You Will Spend on This Work

Like all faculty at SJSU, I have designed this course to help you achieve the learning goals that define its role in your progress to earn a degree. In a 3-unit course like this one, faculty expect that students will spend three hours per unit per week). This time includes 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>.

While all students will complete these same assignments, the course design does not and cannot account for individual needs of each student. There may be added work you need to do. 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; 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.

Class Policies:

I have developed these policies over the last three decades of teaching composition. They are intended to ensure the smooth operation of the class and to encourage a professional working environment congenial to all.

- **Office hours** are yours: you paid for them; use them. University professors expect students to seek out what they need as they take charge of their own learning outcomes. We make ourselves available during office hours to provide students access to our time as a key resource in their studies.
- **Deadlines** must be honored as I do not accept late work.
- **Email** is useful to schedule appointments or to advise me of an absence. I will use email to update you on schedule changes or to advise you of my absence. I cannot accept papers via email. Nor is email a suitable vehicle for student-teacher conferencing.
- **Your work** is public in this class, part of our collective inquiry into writing, reading, and democracy. We will share work in Canvas regularly. I reserve the right to publish your work to the class as part of our workshop activities.
- **Recording class sessions** is possible, but you must advise me in writing so that I may seek permission from the class for such a recording. I will need to know what will be recorded, when, how and why, as well as how the recordings will be stored and used. No recordings of the class may be uploaded or shared electronically without written consent from me.
- **Make ups** for in class work cannot be made; if you're not in class (for whatever reason), you miss that work opportunity and points. Out of class assignments *MAY* be made up only with documentation of a compelling reason for missing the planned work in the first place.
- **Workshops** are an essential part of the writer's working experience. Your participation in workshops is critical to your success in this class, and mandatory. These workshops are conducted in class: You *must* bring to workshops a completed draft, and you *must* turn in to me the workshop copies as well as the final, revised draft of the essay. (Only with documented reason and prior approval will I allow you to complete workshops with your group via email.)
- **Laptops:** As this is not a heavily lecture based class, **you will not need your laptops** throughout the entire class. You should bring your laptops to class, but are only allowed to take them out when I ask you to work on specific assignments.
- **Phones:** if you are using your phone throughout the class period, I will mark you absent. Being present means you are **MENTALLY** present and ready to participate in the class discussions and activities. Please don't use your phones in class.
- **Arriving Late or Leaving Early:** Please don't do it. It is not only rude and disrespectful, but it's also disruptive to your classmates. However, I also understand that life happens, so if you have an emergency and arrive late, please make sure you explain to me why you were late. If you have to leave early for some reason, make sure to tell me in advance and sit close to the door so you can leave without interrupting the class. **Traffic and parking**

are not going to get better and hence are not an excuse to arrive late to class. Please keep traffic and parking conditions in mind and plan accordingly.

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/>

Where Can I Find Information about Earning A2 Credit and Clearing Remediation?

The Stretch program syllabus is located in our Canvas files. In that syllabus you will find information about how, in Stretch I and II, you can earn A2 credit and, if you need to, clear your remediation in English.

Daily Schedule

MODULE 1: Intro to Class

WEEK 1

8/24/17

Introductions and Icebreakers

Intro to Stretch & Course

Canvas review & navigation

For next time: watch video “In Defense of Rhetoric” and read “Kairos and the Rhetorical Situation” on Canvas

WEEK 2

8/29/17

Discussion on “In Defense of Rhetoric”

Discussion: entering the conversation & Kairos

Class activity: Syllabus & assignments review (Chapter 14 in *College Rules!*)

Lecture: rhetorical genres

For next time: read “Introduction” in *College Rules!*; “Navigating Genres” by Kerry Dirk (on Canvas); and Ballenger Chapter 2 (on Canvas)

8/31/17

Class discussion: Navigating genres

Genre activity & Reading Response on Dirk

Intro to class topic: Higher Education in America

Intro to *Writer's Help*

Reading as inquiry

For next time: read Chapter 18 in *College Rules!*; “Entering Class Discussions” & ALL readings under “Required Readings for CRR1” on Canvas; do Reading Response 1 on Canvas

MODULE 2: Critical Reading and Reflection 1

WEEK 3

9/5/17

Discussion: entering class discussions

How do you read? (activity)

Practice active reading

Discussion on readings

In-class Canvas response on readings

For next time: read Chapter 1 and 4 in *College Rules!*

9/7/15

Discussion on readings continued

Intro to CRR1

Prewriting for CRR1

In-class activity: how to read & translate assignments

In-class Freewrite

For next time: Read Chapter 16 in *College Rules!*

WEEK 4

9/12/17

Discussion & Canvas Post: adjusting to demands of college

Discussion: the writing process

In-class: drafting CRR 1

One-on-one conferences

For next time: post revised CRR 1 on Canvas Discussion Post; read chapter 3 in *College Rules!*

9/14/17

In-class Peer Review for CRR1

Lecture: Global Revision

Revise CRR1

One-on-one conferences

For next time: post FINAL draft of CRR 1 on Canvas by 9/17; read chapter 17 in *College Rules!*

WEEK 5

9/19/17

In-class Reflection on CRR1

Grammar and sentence structure exercises

In-Class reflection on Grammar

For next time: read chapter 7 in *College Rules!*

MODULE 3: Personal Essay

9/21/17

Discussion and activity: time management
In class research: resources to help with time management
Intro to weekly time log
Discussion on readings
For next time: read chapters 10 and 11 in *College Rules!*

WEEK 6

9/26/17

In-class Reading Response
Discussion on readings
Lecture: genre of the Personal Essay
For next time: bring weekly time log to class; read chapter 15 in *College Rules!*

9/28/17

In-class: reflection on weekly time log
Discussion: audience and purpose
Intro to Personal Essay
Pre-writing activities on Personal Essay
For next time: write Personal Essay 1st draft and bring to class on 10/3

WEEK 7

10/3/17

Lecture: Developing Paragraphs (*Writer's Help*)
Personal Essay workshop
Intro to reverse outline
In-class: revision and reverse outline (on Canvas)
For next time: bring a revised version of Personal Essay to class on 10/5

10/5/17

In-class Peer Review on Personal Essay
Lecture: Writing Across Cultures (*Writer's Help*)
Lecture: Language that Builds Common Ground (*Writer's Help*)
For next time: read Critical Thinking and Argument on *Writer's Help* (on Canvas); read Required Readings for Blog on Canvas; and post final draft of Personal Essay on Canvas by 10/8

MODULE 4: Blog Project

WEEK 8

10/10/17

Reflection: Personal Essay
Lecture: academic arguments and thesis statements

Intro to Blog project

Brainstorming: ideas for blog argument

For next time: read Chapter 5 in *College Rules!*; read “Constructing Arguments” in *Writer’s Help* (on Canvas); and decide on Blog topic

10/12/17

Continued: prewriting on Blog

Lecture: Visual Rhetoric

In-class activity: find images related to your Blog topic

In-class writing: visual rhetoric analysis on images

For next time: bring blog materials to class; read chapter 6 and 9 in *College Rules!*

WEEK 9

10/17/17

Blog writing day & workshop

Discussion: using evidence

Lecture: body paragraphs

For next time: research 2 articles for Blog project and bring to class on 10/19; read “Writing to Make Something Happen in the World in *Writer’s Help* (on Canvas)

10/19/17

One-on-one conferences on Blog project

For next time: finish your Blog

WEEK 10

10/24/17

Peer Review on Blog

In class revision

Discussion: Creating an Edit Checklist (*Writer’s Help*)

For next time: revise Blog project

10/26/17

In-class: Blog Reflection

Grammar interlude

For next time: read “Reading Critically” in *Writer’s Help* (on Canvas) and Chapter 2 in *College Rules!*; post final Blog link on Canvas by 10/29

MODULE 5: Critical Reading and Reflection 2

WEEK 11

10/31/17

Discussion and practice: reading critically

In-class reading: 3 homepages of SJSU resources

Discussion: campus resources & visiting one campus club meeting

For next time: read links to campus resources on Canvas

11/2/17

In-class reading response on Canvas (visiting campus club)
Continued: discussion on reading critically (summarizing)

WEEK 12

11/7/17

Intro to CRR 2

Prewriting for CRR 2

Audience activity

For next time: write first draft of CRR 2

11/9/17

In-class Peer Review on CRR 2

Revision: CRR 2

Begin: CRR 2 Part 2 (analysis on your email)

For next time: DUE CRR 2 with analysis on Canvas by 11/12

WEEK 13

11/14/17

In-Class Reflection on CRR 2

Punctuation and its uses (*Writer's Help*)

MODULE 6: Final ePortfolio

11/16/17

In-class reading: Reflecting to Learn in *Writer's Help* (on Canvas)

Intro to Portfolio

Class activity on GELOs

For next time: do Portfolio Writing Tasks on Canvas by 11/25

WEEK 14

11/21/17

TBA

11/23/17

Thanksgiving HOLIDAY!

For next time: bring Portfolio Evidence materials to class on 11/28

WEEK 15

11/28/17

Portfolio prewriting in class

Integrating evidence into your portfolio

11/30/17

One-on-one conferences on Portfolio Reflection (optional)

For next time: write Reflection and bring it to class on 12/5

WEEK 16

12/5/17

Peer Review: Reflection

In-class revision: Reflection

Assemble Portfolio

12/7/17

LAST DAY!! Class Party?

DUE: Final Portfolio on Canvas

Intro to Spring Semester