

San José State University
Department of English & Comparative Literature
English 1AS, Stretch English I and II, Section 17
Spring 2020

Course and Contact Information

Instructor: Amanda Emanuel Smith

Office Location: Faculty Office Building (FOB) 219

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

Class Days/Time: T/TH 1:30-2:45

Classroom: Clark 225A

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/SJSU Studies Category: GE A2 / Critical Thinking and Writing

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 (2019-2020)

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 four chapters of *Rereading America*. Each chapter addresses a specific cultural myth; together we will decide the four chapters on which to focus. This means that you will have a say in the direction of this class, including readings and assignments. **Last semester (Fall 2019), we chose to focus on the following cultural myths: the model family, technology and progress, individual opportunity and gender (as binary).**

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 2019

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 2020

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

GELO 2,3,4,5	
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	

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 we 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. Instead, you will be largely 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. In addition, you will

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 and Professor Peter Elbow.

receive a note of “does not meet expectations,” “meets expectations,” or “exceeds expectations” on each of your revised major assignments.

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 **five** minor assignments **over the 2019-2020 academic year** 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 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 complete all major and minor assignments on time.
 - a. All major assignments must receive a note of “meets expectations” or higher in feedback.
 - b. You may turn in one major assignment late per semester. Late work must be submitted within 48 hours of initial due date.
 - c. 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.
 - d. 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 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.

****NOTE:** The B grade is contingent on your behavior as an engaged member of our learning community.

“A” Grades:

The grade of A depends on the quality of work you produce. To receive an A as your spring semester grade, you will first need to qualify for the default grade of B. Additionally, you will need to receive the **combined average** note of “exceeds expectations” (2.0) on your midyear portfolio reflection and your spring portfolio reflection.

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. Because we will be submitting our work in Canvas, you will need to bring a laptop or tablet to every class. **(Laptops and tablets are also available to be checked out in the library.)**

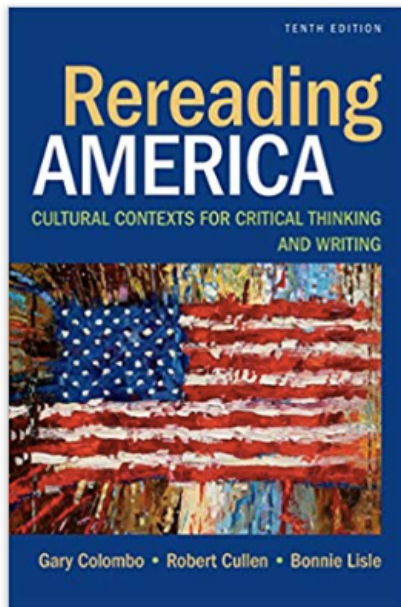
You will also need to bring *Rereading America* to class; be sure to check the course schedule ahead of time to keep up on readings.

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



ISBN-13: 978-1457699214

ISBN-10: 1457699214

- Other readings (and possibly 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:

- Work in groups
- Small group discussions should transfer to whole class discussions
- Show respect
- Eating is permitted
- We should ask for and offer help
- Safe environment – what is said here, stays here.
- Don't talk when others are talking
- Earbuds permitted during individual work
- Be open-minded
- Mid-class break
- Bathroom breaks permitted
- Be considerate
- No one left behind

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

REMINDER: YOU MUST BE IN-CLASS TO RECEIVE CREDIT FOR IN-CLASS MAJOR AND MINOR ASSIGNMENTS!

WEEK 1

1/23/20

Review Syllabus and Grading Contract; NOTE: Amendments added in red

In-class Activity: Go over Interview Assignment for Profile Essay

For next time: read “Growing up Tethered” in *Rereading*

WEEK 2

1/28/20

In-class Minor Assignment: Reading Response “Growing up Tethered”

In-class Discussion/Example: Which questions did interviewer likely ask to compose profile?

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

1/30/20

In-class Minor Assignment: Reading Response: “Cybersexism”

In-class Brainstorm: potential interviewees and questions to ask

For next time: read “Love Me Tinder” in *Rereading*; arrange Interview

WEEK 3

2/4/20

In-class Minor Assignment: Reading Response: “Love Me Tinder”

In-class Activity: finalize interview questions

For next time: read “Inequality: Can Social Media Resolve Social Divisions?” in *Rereading*

2/6/20

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

In-class Discussion: how to write an interview transcript

For next time: conduct and transcribe interview; upload transcript to Canvas

WEEK 4

2/11/20

In-class minor assignment: Workshop Transcripts: finding a focus for Profile Essay; NOTE: To receive credit for this minor assignment, you must have a complete transcript uploaded to Canvas **and** participate in the in-class workshop.

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

2/13/20

In-class minor assignment: Golden lines

In-class reading: Sample Profile Essay

For next time: reflect on workshop; start brainstorming for Profile Essay

WEEK 5

2/18/20

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

In-class minor assignment: Pre-writing for Profile Essay

For next time: draft Profile Essay

2/20/20

In-class minor assignment: Workshop Profile Essay Drafts

For next time: start sifting through peer feedback

WEEK 6

2/25/20

In-class Discussion: What is your strategy for revision based on peer feedback?

In-class Reading: Sample Profile Essay

For next time: start sifting through instructor feedback

2/27/20

In-class Discussion: Has your strategy for revision changed based on instructor feedback?

In-class Activity: Revise Profile Essays/Conferences with Instructor

For next time: Revise Profile Essay and submit to Canvas by 11:59 pm, 3/3/20

WEEK 7

3/3/20

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

In-class Discussion: what does it mean to be successful?

In-class Activity: Fast Facts and Visual Portfolio on myth of individual opportunity

For next time: read “Sam Walton/Jay Z” in *Rereading*

3/5/20

In-class minor assignment: Reading Response: “Sam Walton/Jay Z”

In-class Activity: go over prompt for CRR3; begin prewriting

For next time: finish pre-writing for CRR3

WEEK 8

3/10/20

In-class major assignment: CRR 3

For next time: Read excerpt from *Beyond Outrage* in *Rereading*

3/12/20

In-class minor assignment: Reading Response: *Beyond Outrage*

In-class Lesson: Intro to Ethnography

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

WEEK 9

3/17/20

In-class minor assignment: Reading Response: “Gentrification”

Small group discussion: Should race be discussed in the university classroom? Who should be “allowed” to lead such discussions? Should *I*?

In-class reading: Sample ethnography

For next time: read “Slavery in the Land of the Free” in *Rereading*

3/19/20

In-class minor assignment: Reading Response: “Slavery in the Land of the Free”

In-class Discussion: Prompt for Ethnographic Project

For next time: Exchange Contact Info with Group Members

WEEK 10

3/24/20

In-class minor assignment: Choose an Online Group to Observe

In-class Lesson: Claims and Evidence in Ethnography

In-class Activity: Getting started

For next time: continue to observe online group for ethnography; prepare 1 claim and 1 piece of evidence

3/26/20

In-class minor assignment: Ethnography workshop: Integrating claims and evidence

For next time: enjoy Spring Break

March 30 to April 3—Spring break!!!

WEEK 11

4/7/20

In-class minor assignment: Finish slides for ethnographic project

For next time: finish preparing ethnography presentations

4/9/20

In-class major assignment: Ethnography Presentations

For next time: read “Becoming Members of Society: Learning the Social Meanings of Gender” in *Rereading*

WEEK 12

4/14/20

In-class minor assignment: Reading Response: “Becoming Members of Society”

Intro to Critical Essay

For next time: start prewriting for Critical Essay

4/16/20

In-class reading: “Girl”

In-class Activity: Essay/Paragraph Development

For next time: draft Critical Essay

WEEK 13

4/21/20

In-class minor assignment: Workshop Critical Essay Drafts

Sign up for Conferences

4/23/20

One-on-one conferences (to be held in FOB 219)

For next time: revise Critical Essay

WEEK 14

4/28/20

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

In-class minor assignment: Create ePortfolio in Canvas Portfolio

In-Class Lesson: Intro to Final Reflection

For next time: prewriting for Reflection

4/30/20

In-class activity: Draft Reflection and Appendix of Evidence

WEEK 15

5/5/20

In-class Activity: Reflection & ePortfolio Conferences

For next time: finish Reflection

5/7/20

In-class major assignment: Finalize Portfolios; check that links are functional and have been posted

EXIT SURVEY