

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

Section 48 Spring 2018

**Refer to the Fall 2017 syllabus for a larger course overview*

Instructor:	Professor Emma Wood
Office Location:	Faculty Office Building, room 216
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Email:	emma.wood@sjsu.edu (Use email for all messaging.)
Office Hours:	Wednesdays 10:30 a.m.-11:30 a.m, and by appointment
Class Days/Time:	MW 7:30-8:45
Classroom:	Sweeney Hall 444
Prerequisites:	Credit for Stretch English I (English 1AF) is a prerequisite for Stretch English II (English 1AS).
GE/SJSU Studies Category:	English 1AS satisfies Written Communication I, GE Area A2. To earn graduation credit in this category, you must complete the yearlong course with a grade of C- or better.
Satisfying EO 665	If you are designated remedial in English, you must be enrolled in a writing course that will allow you to clear that remedial requirement within your first year of study. Stretch English is one of the two courses that satisfy this requirement.
Clearing Remediation	Students who pass English 1A or English 1AS clear their remedial English requirement. This means you must earn a D- or better in the spring term in Stretch.

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.

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: <http://www.sjsu.edu/english/ENGLgreensheets/2016ENGLfall/Stretch%20Program%20Syllabus.pdf>.

Table 1 maps how the yearlong course will meet Written Communication I requirements and standards as well as the GE learning objectives.

Assignment	Word Count/Assignment	Total Words	Assignment Type	Term	GE Learning Objective
Critical reading/reflection	Essay 1: 600 words Essay 2: 750 words Essay 3: 750 words	2100	in-class writing	F F S	GELO 1, 2, 3,4, 5
Data-driven analyses	Personal Essay 1000 words Interview 1000 words Ethnography 1000 words	2800	out of class writing	F S S	GELO 2, 3, 5
Major Essays	Op-ed 1000 words Profile Essay 1000 words Critical Essay 1200 words	2950	out of class writing	F S S	GELO 2, 3, 4, 5
Reflection Essays Portfolio/self-reflection essays	Major Essay Reflections (3) Midyear 750 words Final 1000 words	1750	in-class and out of class writing	F S	GELO 1, 2, 3, 4, 5

Table 1: Summary of Writing Assignments for Stretch English I and II.

How Your Work Will Be Assessed and Graded in This Course

Feedback on your work is intended to help you apply lessons from class as you complete assignments, and to transfer lessons learned from one assignment to the next. Grades are intended as a tool for assessment and reporting of outcomes during a course of instruction.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/SM-F13-1.pdf) at <http://www.sjsu.edu/senate/docs/SM-F13-1.pdf> for more details.

How Assignments Are Weighted Assignments to Determine Grades

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** 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. **Fall Total [40%]**

Spring 2018: A final grade of C- or better in English 1AS is needed to satisfy GE Area A2. A final grade of D- is needed to clear remediation; although, a grade of D-, D, or D+ will necessitate that you take English 1A.

Item	% of Course Grade	Word Count*	Type of Assignment		
Interview Transcript	3%	1000	out of class		
Profile Essay	6%	1000	out of class		
Reflection on Profile Essay	8%	750	out of class		
Ethnography Project & Reflection	8%	500	out of class		
Critical Reading/Reflection 3	3%	750	in-class		
Critical Essay	10%	1200	out of class		
Self-Reflection/Final Portfolio	15%	1000	out of class		
Participation in Canvas Discussion Boards	7%	N/A	in-class	Spring Total	[60%]

How I Calculate Course Grades

In Stretch English, your course grade is based on the grades you earn through both semesters on the work you produce. Final grades will adhere to this grading scale:

A = 93-100%	B+ = 87-89.9%	C+ = 77-79.9%	D+ = 67-69.9%
A- = 90-92.9%	B = 83-86.9%	C = 73-76.9%	D = 63-66.9%
	B- = 80-82.9%	C- = 70-72.9%	D- = 60-62.9%
			F = 0%-59.9%

How to Get the Most Out of Our Time

My policies 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. I do not accept late work.
- **Email** can be used to schedule appointments outside of office hours or to advise me of an absence. I will use email to update you on schedule changes or to advise you of my own absence. I cannot accept papers or any other assignments via email. Email is not a suitable vehicle for student-teacher conferencing.
- **Format** your papers as single-spaced pages. This practice will conserve paper when printing. (Don't try this in your other classes without clearing it with your professor first; it is not standard form in MLA.)
- **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.
- **Makeups** for in class work can be made up only with documentation of a compelling reason for missing the planned work in the first place. This includes all discussions, activities, in-class essays, and workshops. I will expect an email advising me of the absence and requesting the makeup. Class work missed for non-compelling reasons (sleeping late; vacation) cannot be made up. Please do not ask.
- **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.)

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 and on the Department website:

<http://www.sjsu.edu/english/ENGLgreensheets/2016ENGLfall/Stretch%20Program%20Syllabus.pdf>.

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.

Schedule of Reading & Writing in Stretch English for Fall 2017 & Spring 2018

While I expect the general framework of assignment due dates to stay the same, the details of the daily schedule will be adjusted in Canvas as we work together this year to develop your writing. I will notify you when I update this schedule. All updates will also be on our Canvas homepage, which I will revise on a daily basis as needed.

If you can, please bring a laptop or other internet-capable device (phone?) to class.

Week	Date	What You Do Out of Class, BEFORE Class <ul style="list-style-type: none"> • These activities prepare you for our class sessions. See Canvas for all assignment and discussion prompts. <p>This work must be completed before class on the day listed below.</p>	What We Are Doing in Class <ul style="list-style-type: none"> • Come prepared to discuss your readings and the corresponding Canvas posts. <p>Discussion of these posts during class will earn you your full participation point for the day.</p>
<i>We Continue Our Inquiry in Module 2: Where do we see models of citizenship or citizen action in our communities?</i>			
1	24 Jan	<p>Canvas Discussion: n/a (or finish completing/responding to Wolf discussions, if not done already)</p>	<p>OUR GOAL: Preparing mentally & practically for the upcoming semester.</p> <p>Activity 1: Writing Resolutions, Discuss Portfolios.</p> <p>Activity 2: Debriefing the Interview, Discussing the Transcript.</p> <p>Canvas Discussion (in class): Portfolio reflection; Applying Wolf to topic/profile subject.</p>
2	29 Jan	<p>Bring to Class: 3 printed copies of your interview transcript (1 for me / 2 for peers).</p> <p>Read: The two NYT profiles (in Canvas files).</p> <p>Canvas discussion: Two sentences from your reading that effectively capture the voice of the person profiled.</p>	<p>OUR GOAL: To explore ways of turning our transcripts into a profile essay.</p> <p>In-Class: Workshop transcripts; finding the elements of the profile in the transcript (drawing + fast-write)</p>
2	31 Jan	<p>Review: Ballenger, Chapter 4, "Writing a Profile."</p> <p>Bring to class: Your transcript/profile in progress.</p> <p>Canvas Discussion Board: Post a visual you think will work in your Profile essay, to establish the frame for your profile.</p>	<p>OUR GOAL: Focus your reader's attention with a frame for your profile.</p> <p>In Class: Capturing character in a profile (anecdote, dialogue), finding frame.</p>
3	5 Feb	<p>Read: Ballenger, Chapter 13</p> <p>Canvas Discussion: Post one concept or suggestion you found useful in Chapter 13: how will you use this as you develop your profile essay?</p> <p>Bring to Class: Sketch of Profile Essay (pages 126-127: Writing the Sketch and Moving from Sketch to Draft)</p>	<p>OUR GOAL: Meta reflection on process + moving from sketch to draft.</p> <p>In Class: Sketch workshop + development.</p> <p>In Class: Discuss Ballenger + Chapter 13 quiz.</p>
3	7 Feb	<p>Read: Profiles (Mogelson, Hammer)</p> <p>Canvas Discussion: Response to profiles.</p>	<p>OUR GOAL: Inventory effective opening & closing strategies.</p> <p>Bring to class: samples of introductory paragraphs and closing paragraph from NYT. A pair of scissors.</p> <p>Activity: Workshop opening gestures/scenes and closing reflections; Discuss upcoming roundtable workshops.</p>

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4	12 Feb	Submit on Canvas by Friday, February 9 at 11:59 p.m.: First Draft of your profile essay Bring to Class: comments on essays you were assigned to read and annotate (1 for Emma/ 1 for writer)	OUR GOAL: study each other’s writing as a group as a means to help us understand our own strengths & weaknesses as writers Activity: large group workshop of drafts
4	14 Feb	Bring to Class: comments on essays you were assigned to read and annotate (1 for Emma/ 1 for writer)	OUR GOAL: study each other’s writing as a group as a means to help us understand our own strengths & weaknesses as writers Activity: large group workshop of drafts
5	19 Feb	Bring to Class: comments on essays you were assigned to read and annotate (1 for Emma/ 1 for writer)	OUR GOAL: study each other’s writing as a group as a means to help us understand our own strengths & weaknesses as writers Activity: large group workshop of drafts
5	21 Feb	Bring to Class: comments on essays you were assigned to read and annotate (1 for Emma/ 1 for writer)	OUR GOAL: study each other’s writing as a group as a means to help us understand our own strengths & weaknesses as writers Activity: large group workshop of drafts
6	26 Feb	Due on Canvas and in class: Final Draft of the Profile Essay with all prewriting, peer review comments, transcript, and a cover sheet) Read: “What is digital literacy?” (PDF on CANVAS) Canvas Discussion: Digital Literacy definitions (in your own words)	OUR GOAL: Understanding digital literacy. In Class: Preparing for CRR3; Newsroom Chat
6	28 Feb	Read: “Media and Open Societies.” PDF on CANVAS) Canvas Discussion: Quotes from “Media”; thoughts on reading in a new genre	OUR GOAL: To use the tools and knowledge we have to gain insight into a new kind of writing. Activity: Developing thoughts on media in democracy.
7	5 March	Watch: Video summarizing Wolf, as refresher (on CANVAS). Canvas Discussion: TBD.	OUR GOAL: Use paragraphs to develop analysis. Activity: Develop a full paragraph to explain your observations about civility. Work with a partner to achieve, focus, completeness, and cohesion.
7	7 March	<p style="text-align: center;">NO CLASS – EMMA OUT OF TOWN FOR A CONFERENCE.</p> <p>At home: At home or the library, wherever you have access to a computer, you will write and submit your CRR3 during class time. This is a 75-minute drafting experiment. You will be able to draw on your prewriting but do not exceed the time limit. You must “check in” on the discussion board before you begin writing, and you must submit your essay within five minutes of the end of class (8:50 for the 7:30 class / 10:20 for the 9:00 class). Failure to do either will result in a point reduction.</p> <p style="text-align: center;">Submit to Canvas: the draft with all prewriting and sketch/outline.</p>	

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8	12 March	Read: Ballenger, Chapter 9, "Ethnographic Essay." Canvas Discussion: Reflections on CRR3. Canvas Discussion: Google multimodality. Post a definition of multimodality and one example from NYT.	OUR GOAL: Extending our reading practice in a new discipline. Activity (presentation group): Locating primary sources for your ethnographic research: sampling digital forums. Discussion: What is multimodality?
8	14 March	Read: Ballenger, Chapter 7 on argumentation, pages 235-54. Pay particular attention to analysis of visual and digital arguments. Canvas Discussion Board: Comment on one infographic in NYT. Bring to Class: KWL+ with 2 images, 2 infographics, and 1 video clip from NYT related to your group's forum.	OUR GOAL: To begin composing your multimodal presentation. Team Activity: Presentation Partners Workshop:
9	19 March	Bring to class: rough cut of two slides for a multimodal Power Point presentation. Read: Lunsford, parallelism. Canvas Discussion Board: Studying sentences in NYT (Post an elegant sentence.)	OUR GOAL: What makes a presentation slide effective? Activity 1: How do sentences work on slides? Activity 2: Workshop multimodal slides.
9	21 March	Outside of class: Meet with your team to develop In class: continue work on project with group.	
10	26 March	SPRING BREAK	
10	28 March	SPRING BREAK	
10	2 April	Bring to class a working draft of script and storyboard for your multimodal Power Point presentation. Review: Ballenger, Chapter 13 on Regenre & Multimodality <i>(This should be completed before break or through digital or face-to-face meetings with your group over break).</i>	In class: working on ethnography projects. Activity: Working with multimodal texts. Activity: preparation for roundtable presentations and reviews.
11	4 April	Submit for Evaluation: Ethnographic Project: individual self-reflection essay + group Power Point or Prezi.	OUR GOAL: Identify conclusions about what makes multimodal ethnography work. Activity: Roundtable discussion of Power Point Presentations (5 group presentations: 5 minutes for presentation itself; 5 minutes for group to discuss their use of multimodality; 5 minutes for audience critique.) Canvas Discussion (in class): Individual audience critiques of multimodal presentations: one strength, one weakness.

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11	9 April	Read: Ballenger, Chapter 8, "Writing a Critical Essay." Read: "The News in My Backyard" Canvas Discussion: Post a paragraph from your reading that was really informative. Come prepared to talk about how this paragraph is structured to help you	OUR GOAL: To understand the work this new genre does Bring to class: any KWL+ and/or double-entry journal pages from previous assignments and any discussion thread postings or selections from postings that you may want to use as you build your critique of NYT. Read: Critical Essay Assignment Bring to class: an MSWord file of your CRR3—with no tracking comments from me.
12	11 April	Read: Writing Tools (paragraph building, word choice) Canvas Discussion: Compare your own paragraphs to the model paragraph you discussed on April 10 in Canvas.	OUR GOAL: to build an argument for the critical essay In-class: Quiz (writing tools) In-class: sketching an argument for your essay
12	16 April	Draft at least two body paragraphs for your critical essay Bring to class: Laptop	OUR GOAL: To understand how paragraphs give shape to a critical thought. Activity: Partner-share to develop effective paragraphs. Activity: live writing/paragraph development.
13	18 April	Group 1: Submit on Canvas by Tuesday, April 17 at 6 p.m.: draft of the Critical Essay. Bring to class: comments on essays you were assigned to read and annotate (1 for Emma/1 for writer)	Activity: roundtable workshop of selected drafts.
13	23 April	All other groups: Submit your draft of the Critical Essay by 11:59pm Friday, April 20. Bring to class: comments on essays you were assigned to read and annotate (1 for Emma/1 for writer)	Activity: roundtable workshop of selected drafts.
14	25 April	Bring to class: comments on essays you were assigned to read and annotate (1 for Emma/1 for writer)	Activity: roundtable workshop of selected drafts.
14	30 April	Bring to class: comments on essays you were assigned to read and annotate (1 for Emma/1 for writer) Canvas Discussion Board: Post one major change you see in your approach to reading after spending a year with the NYT online.	Activity: roundtable workshop of selected drafts.

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15	2 May	Submit: Critical Essay; with final essay, submit all prewriting, sketches or outlines, both peer-reviewed drafts. Canvas Discussion: Post one lesson learned about sentence writing by reading in the NYT this semester.	OUR GOAL: Inventory your change over time in this course. Canvas (in class): What did you learn from roundtable and how did you apply it to make your profile and critical essays better? Canvas (in class): Reply to your post: translate this into a final reflection for your A2 assessment essay.
15	7 May	Canvas Discussion: Reading NYT, week 15. (Post one lesson learned about the role of reading as you write to inquire and to learn.) In-Class Activity: workshop to inventory and document improved skills.	OUR GOAL: Brainstorm effective reflection writing strategies. Activity 1: reflecting on your own writing (double-entry journaling). Activity 2: quoting yourself; critiquing yourself. Activity 3: rehearsing sentences analyzing evidence.
15	9 May	Submit: Final Self-Reflection Essay and ePortfolio in Canvas.	OUR GOAL: To upload your ePortfolios and debrief Bring to class: Your laptop and files for the ePortfolio (including self-reflection essay) ready to upload! Workshop: Creating and sharing your ePortfolio in Canvas.
Final Exam	18 May	7:15-9:30am	OUR GOAL: Prepare you for your next writing course. In-Class Activity 1: First-Year Writing Exit Survey. In-Class Activity 2: What to Take after English 1A