

First-Year Writing: Stretch English II Section 14

ENGL 1AS

Spring 2024 3 Unit(s) 01/24/2024 to 05/13/2024 Modified 01/25/2024

Current Conversations in Community

Instructor: Bryan Hoffer, M.A.

English 1AF-08 TuTh 12-1:15pm, Clark 316

English 1AF-10 TuTh 1:30-2:45pm, Clark 225A

English 1AF-14 TuTh 3-4:15pm Clark 225A

Course Description and Requisites

Stretch II is the second semester of a year-long ENGL 1A that prepares students to join scholarly conversations across the university. Students develop reading skills, rhetorical sophistication, and writing styles that give form and coherence to complex ideas for various audiences, using various genres. GE Area: A2

Prerequisite: ENGL 1AF Stretch English I (formerly HA 96F (FYC Stretch I))

Letter Graded

* Classroom Protocols

Campus Resources for Writers

SJSU Writing Center

Located in Clark Hall, Suite 126, the Writing Center offers appointments with tutors who are well trained to assist you as you work to become a better writer. The Writing Center offers both one-on-one tutoring and workshops on a variety of writing topics. All services are free. To make an appointment or to refer to the Center's online resources, visit the Writing Center website.

SJSU Peer Connections

Peer Connections is your online, campus-wide resource for mentoring (time management, note taking,

study skills, getting involved, etc.), tutoring (undergraduate writing, lower division Math, Science, History, Humanities, etc.), supplemental instruction (review and study sessions for select courses), and learning assistants in classes across campus. All services are free. Make appointments to meet with a tutor or mentor by visiting Spartan Connect (Links to an external site.) For more information on services, online workshops, and a step-by-step guide to making an appointment, please visit the Peer Connections website.

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

Course Learning Outcomes (CLOs)

GE Area A2: Written Communication

Written Communication I courses cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing at the university. A grade of C- or better designates that a student has successfully oriented reading and writing practice in English to support college level research and learning and to share learning with C- or better is a CSU graduation requirement.

GE Area A2 Learning Outcomes GELOs

Upon successful completion of an Area A2 course, students should be able to:

1. demonstrate knowledge and understanding of the content, context, effectiveness, and forms of written communication;
2. perform essential steps in the writing process (prewriting, organizing, composing, revising, and editing);

3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
4. integrate their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres; and
5. demonstrate college-level language use, clarity, and grammatical abilities in writing.

Writing Practice: Students will write a minimum of 8000 words, at least 4000 of which must be in revised final draft form.

Course Materials

Readings/Texts

Required subscription for the duration of the course:

The New York Times Digital - Student Subscription (Free for SJSU Students) <https://libguides.sjsu.edu/nyt-online> (<https://libguides.sjsu.edu/nyt-online>).

Recommended texts:

I will provide an online copy of selections via Canvas.

- The Curious Writer, Brief 4th Edition by Bruce Ballenger, ISBN-13: 978-0205876655

Other Materials:

- Various works that will be provided to you via digital scanned copies, or online links.

Edit Course Requirement and Assignment item

Course Requirements and Assignments

Synchronous and Asynchronous Coursework

Our course will be predominantly synchronous, meaning that a majority of the time we will meet to have a class together on campus during the listed course time at the top of the syllabus. Should there be a specified project or assignment set that replaces our normal synchronous meeting, this will be noted on our Canvas page and our normal meeting will be replaced with an asynchronous agenda.

Writing Assignments

Informal Writing Assignments

Informal assignments will consist of classwork and homework assignments that will be completed individually or in groups depending on the assignment. They will be submitted via Canvas

Please note that no late work will be accepted on the informal writing assignments once the final draft of the essay for the genre unit is due. I am always glad to talk to you regarding your circumstances, before assignments are due, so that we can discuss my recommended plan of action so that you are able to catch up before the end of the writing genre unit.

These assignments (ranging from Canvas discussion posts, assignment files, to other interactions detailed on our online hub) will typically be worth 5-20 pts. Assignments will be based on credit/no credit for completion of the assignment. You are welcome to resubmit an assignment after initial no credit is received until the end of the genre unit.

Formal Writing Assignments

Formal Writing Assignments, which are essays and major projects, must be submitted online via Canvas. If I suspect plagiarism, I will manually input it into Turnitin.com. Feel free to check for plagiarism on your own using the Turnitin.com tool before submitting your work. Late papers will be docked 10% per day 24 hours after the due date as a courtesy.

Standard MLA/APA Formatting for all papers: <https://owl.english.purdue.edu/owl/resource/747/13/>

Courtesies and Expectations

Email: *Emailing structure below.*

From: inquiringmind@email.com

To: isittimetogradealready@email.com

Subject: [title], [class and section]

Dear/Hello/Good Morning/Afternoon/Evening _____,

Body: [Polite banter about the weather or observational humor, followed by an insightful, well thought out question.]

Thank you/Best/Sincerely,

Name

(Contact: email)

Office Appointments: Come see me during office hours (see top), or kindly request another appointment time using the email structure (above). I want to help you. Please ask questions. Come to me before you are struggling and confused.

Readings/Homework Assignments: Everything will be completed before the date on the schedule. This is important as we will be discussing it during class time.

Attendance: Come on time and be prepared to learn. I expect you to participate in class discussions and ask questions if something is not clear. In terms of learning, the material and active class participation, the more you engage with each other, the more enjoyable the class will be and it will help to facilitate your success in the course. As a result attendance is valued, since missed class time is a missed opportunity to learn, engage, and have issues resolved. Please bring all of your texts to the class discussions.

Absences: If you will miss class for a university sanctioned reason, e.g. a religious holiday, please let me know ahead of time using the proper protocol. If you are sick, please stay home and contact me as soon as possible via email. I do expect that you make sure that your assignments will be submitted on time but I do recognize that health can affect this. Please communicate with me proactively about this so that we can find a solution given your individual circumstances.

✓ Grading Information

Please note that grading and other policies are approached holistically and reflective of the department's philosophy and goals. You can refer to details noted here:

http://www.sjsu.edu/english/frosh/program_policies/index.html

From SJSU English Department

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

An "A" range 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.

The formal, major writing assignments will be graded holistically. These program policies will be incorporated and tailored with consideration of each assignment's goals and objectives as well as how it helps the reader to achieve their purpose and understanding. It will additionally evaluate how well the writer is able to present writing that has been integrated with consideration to the relevant readings.

Grading for the Spring:

Total ~1850 pts possible:

Assignment	Points	Approximate Final Draft Word Count (Not Including Drafts)	Short-Term (timed)/ Long-Term	GELOs for
Critical Reading and Reflection 2 - Profile Building Email	100	750	Short-Term	GELO 1, 2, 3, 4, 5
Interview Project and Profile	250 (50+200)	1500 (500+1000)	Long-Term	GELO 2, 3, 5
Ethnography Essay and Presentation	300 (250+50)	1700 (1200+500)	Long-Term	GELO 2, 3, 5
Critical Reading and Reflection 3 - Critical Issue	150	750	Short-Term	GELO 1, 2, 3, 4, 5
Critical Essay	300	2000	Long-Term	GELO 2, 3, 4, 5
Final Reflection Portfolio	400	750	Long-Term	GELO 1, 2, 3, 4, 5
General Assignments - Homework and Classwork (~40x)	~350 (~20pts per week)	Unspecified	N/A	GELO 1, 2, 3, 4, 5

Traditional Scale by %: 93--100=A, 90--92=A-, 87--89=B+, 83--86=B, 80--82=B-, 77--79=C+, 70--76=C, 67--69 = D+, 63--66 = D, 60--62 + D--, below 60 = F

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance,

counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Our Course Theme - *Current Conversations in Community*

The theme of this course will be looking at the current voices of our community. From local to national to global, we will discover, analyze, and respond to what conversations are in focus for the speakers and their audiences of current events. Our role will ebb and flow between passive and active as we listen and respond to these conversations using our learned understandings of the multi-genre discipline of the academic English classroom. In an effort to understand the present, we will also incorporate notable moments of the past to see how they shape it.

Important Dates

[SJSU Registrar Spring 2024 Calendar](https://www.sjsu.edu/registrar/calendar/spring-2024.php) (<https://www.sjsu.edu/registrar/calendar/spring-2024.php>)

Tentative Schedule

Please note that this schedule is subject to shift with the ebb and flow of the class. Please check our Canvas course for the most up to date information. Other articles will be added to the schedule via Canvas based on current events and discussion.

Spring 2024

Guiding Inquiry:

What are the conversations going on in my community? What role do I have in these conversations? How can I, in my role, effect change?

Introduction	
Week (First date, Monday, of that week)	Holidays, Topics, Major Text Readings, and Major Assignments <i>(See Canvas for exact dates.)</i>
Week 1 (1/22)	Welcome Back: Transition and Reflection
Week 2 (1/29)	Reading and Writing Genre Focus: CRR2 - Profile Building Email
Week 3 (2/5)	Reading and Writing Genre Focus: CRR2 - Profile Building Email
Week 4 (2/12)	Reading and Writing Genre Focus: Interview Project and Profile
Week 5 (2/19)	Reading and Writing Genre Focus: Interview Project and Profile
Week 6 (2/26)	Reading and Writing Genre Focus: Interview Project and Profile
Week 7 (3/4)	Reading and Writing Genre Focus: Interview Project and Profile Reading and Writing Genre Focus: Ethnography Essay and Presentation
Week 8 (3/11)	Reading and Writing Genre Focus: Ethnography Essay and Presentation
Week 9 (3/18)	Reading and Writing Genre Focus: Ethnography Essay and Presentation

Week 10 (3/25)	Reading and Writing Genre Focus: Ethnography Essay and Presentation
Week 11 (4/1)	Spring Break (No Classes)
Week 12 (4/8)	Reading and Writing Genre Focus: Critical Reading and Reflection 3 - Critical Issue
Week 13 (4/15)	Reading and Writing Genre Focus: Critical Essay
Week 14 (4/22)	Reading and Writing Genre Focus: Critical Essay
Week 15 (4/29)	Reading and Writing Genre Focus: Critical Essay
Week 16 (5/6)	Reading and Writing Genre Focus: Critical Essay
Week 17 (5/13)	No Classes (5/14) Final Year Portfolio Due Finals
Week 18 (5/20)	Finals