

San José State University
Department of English and Comparative Literature
English 1AF and 1AS, Stretch English I and II Section 28;
Fall 2020 & Spring 2021

Instructor:	Lilly Chen
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Office Hours:	Th 9:00-10:00am
Class Days/Time:	TuTh 4:30-5:45pm
Classroom:	Online—Canvas
Prerequisites:	The <i>Reflection on College Writing</i> 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:	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.
The Stretch Calendar:	Stretch I and II span the fall and spring terms: Taken together, the fall and spring course complete the A2 writing requirement. This means you must enroll in spring for the same section (time, day, instructor) in order to complete the course of study you begin in fall.
The A2 Milestone for Progress to Degree:	The CSU system and SJSU expect all students to complete their A2 requirement within their first year of study. We have committed to make available courses and support to help all students achieve this milestone. Please work with your instructor and all recommended support staff to achieve this milestone successfully.

Catalog Description of English 1F and English 1AS

Stretch I and II, together, fulfill the Written Communication I requirement. Courses in GE Area A2 cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing in the university. Students in these courses develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings. A grade of C- or better signifies that the student is a capable college-level writer and reader of English.

What happens if I don't earn credit in the fall course?

If you earn No Credit in fall, you will enroll in English 1A in the spring. If you successfully complete the spring English 1A (with a grade of C- or better), you will still complete your A2 requirement within your first year of study at SJSU.

Course Description

Our main inquiry will examine the influence of cultural myths on identity. We will use reading and writing to explore 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 such as 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.

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

Reflecting on Your Own Learning: The Stretch Course Learning Outcomes (CLO)

When you have completed this coursework, you will have made considerable progress in developing yourself as a reader and writer. At the end of the fall and the spring term, you will assemble this work in a portfolio, and reflect on the work to gauge and define your progress. Presenting this portfolio to me and to one other member of the Stretch Faculty Learning Community, you will demonstrate to us your own ability to:

Read to learn:

- annotate a reading selection to develop a summary and response in your writing (GELO1);
- identify audience and purpose in texts from several genres (GELO 1,3,4);
- explain how genres work to serve audience and context (GELO 1, 3).

Read to write:

- identify rhetorical appeals and devise strategies for an effective appeal to a specific audience (GELO 1, 3);
- develop a text to effectively appeal to a specific audience (GELO 1, 3);
- identify the choices a writer has made to produce a text (GELO 1, 3, 4);
- use readings as models for your own writing strategies (GELO 1, 4);
- concisely, accurately explain and critique information and ideas from your reading (GELO 1, 3, 4);
- use information gleaned from your reading as evidence in your text and cite that information (GELO 1, 4);
- use quotation and summary to create context for your writing (GELO 1, 4, 5).

Write with an increased awareness of the process:

- discuss specific strategies for prewriting and revision that have worked for you (GELO 2);
- repurpose acquired skills and information to tackle new writing problems (GELO 2).

Read and write with an increased awareness of the language you use:

- identify new grammatical forms and imitate them (GELO 1, 2, 3, 4, 5);
- analyze and discuss the structure of sentences and the grammatical choices you make (GELO 2, 3, 5);
- identify editing problems in your own writing (GELO 2, 5);
- identify and apply effective strategies for editing your work (GELO 2, 5);
- identify and apply effective proofreading strategies (GELO 2, 5);

Reflect on and assess your own writing, process and product, to support continued language and writing development (GELO 2, 3, 4).

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

Assignment	Assignment	Term (F/S)	GE Learning Objective
Critical reading reflection (CRR)	CRR Essay 1	F	GELO 1, 2, 3,4, 5
	CRR Essay 2	F	
	CRR Essay 3	S	
Data-driven analyses	Personal Essay	F	GELO 2, 3, 5
	Interview Project	S	
	Ethnography Project	S	
Major Essays	Blog Essay	F	GELO 2, 3, 4, 5
	Profile Essay	S	
	Critical Essay	S	
Portfolio/self-reflection essays	Midyear	F	GELO 1, 2, 3, 4, 5
	Final	S	

Required Texts/Readings

Fall: *Rereading America – 10th edition*
ISBN: 978-1-4576-9921-4

Spring: Moore, Wes. *The Other Wes Moore* ISBN: 978-0-385-52820-7

*Access to the Internet, Microsoft Word, laptop (you can rent one free from the library), and a frequently checked e-mail account.

Your Role in Assessing Your Own Learning in This Curriculum

Learning to explain what you have learned through the coursework reinforces your learning and helps Stretch faculty understand the effects of our curricular designs. In both fall and spring you will turn in an e-Portfolio of your Stretch writing, along with an essay that reflects on your progress toward achieving the course learning objectives.

Your SJSU Writing Portfolio. In summer, you wrote essays to reflect on college writing before deciding to take Stretch English. In the first two weeks of the course, you will compile the writing you submitted to the *Reflection on College Writing* modules into a digital portfolio. The contents of your portfolio will be reviewed twice during your Stretch study.

- **Midyear Self-Reflection and Portfolio Review.** At the end of the fall term, you will add to your writing portfolio 1) samples that document your progress in the first half of the course and 2) a reflection essay comparing these samples. Written in class, the reflection essay compares the two samples to help the Stretch faculty to assess your midyear progress toward the Course Learning Outcomes listed on page 3.
- **Final Self-Reflection and Portfolio Review.** At the end of Stretch II, you will once again add to your SJSU writing portfolio, this time including materials to document and samples to illustrate your progress on one of the five GELOs for A2. When you submit the portfolio, you will once again write a self-reflection essay to help the Stretch faculty readers as they make this final assessment of your progress to proficiency as a college writer. This portfolio is your culminating exercise in this class.

The Time You Will Spend on This Work

Faculty at SJSU design courses to help you achieve specific learning goals integral to your progress toward a bachelor’s degree. In a 3-unit course like this one, faculty expect that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week in a 15-week term). This time includes preparing for class, participating in course activities, completing assignments, and seeking needed support. 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>.

Participation and Technology

Participation is the key to learning. We will have synchronous class meetings every Tuesday and Thursday with assignments due before and during the class period. Attending the Zoom meetings and having the homework completed before the beginning of class; contributing your ideas and questions, listening to your peers; taking notes as necessary—all these components of your participation will be invaluable to our learning community as we construct a network of knowledge together. Dialogue is not only about talking or deepening understanding, but it is a co-operative activity involving respect.

Classroom etiquette requires that cell phones be turned to silent mode during our Zoom meetings, that full attention is given to the class, and that we listen carefully and without interruption to one another.

Late Assignments

I will not accept late assignments unless of an emergency. If special circumstances arise, please contact me immediately for an extension on an assignment. Depending on the circumstance, I will allow an extension. However, the sooner you contact me, the more likely I can consider an extension useful to your progress.

University Policies

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.”

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 at <http://www.sjsu.edu/gup/syllabusinfo>

See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details on your right to understand your grades. In this section of the syllabus I outline specifically our grading practices for the year: information on feedback practices, relative weights of assignments, and the grade calculations.

What You Need to Know about GE Area 2 Policy and Yearlong Grading in Stretch

In keeping with GE policy, your final course grade for English 1AS will be a letter grade: A to F. You must earn a C- or better to receive graduation credit for GE Area A2. English 1AF is graded CR/NC. To receive credit in the fall semester, you must complete all coursework and demonstrate significant, measurable progress throughout the semester that suggests you are on track to earn a C- or better in the spring term.

Your spring grade in Stretch includes the grades you earned in fall. All the work you do in Stretch I and II, fall and spring combined, complete one general education course requirement: GE Area A2. You will find in your section syllabus an accounting of how coursework will be graded and accounted in the final course grade.

How Do I Earn Credit for GE Area A2?

To satisfy your CORE GE Area A2 and to move on to CORE GE Area A3, you must earn at least a C- in English 1AS. When you earn a C- or better in the course, you can be confident that you have successfully oriented your reading and writing practice in English to support college level research and learning and to share your learning with others.

See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details on your right to understand your grades. See your section syllabus, to learn about your instructor’s grading practices: feedback practices, relative weights of assignments, and the grade calculations.

Grading

Please refer to the grade calculations below:

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

*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 demonstrate measurable progress of the GELOs **to earn credit (CR)** in Stretch 1AF.

Essay Format

Essays will be typed in Times New Roman, 12 pt. font, double-spaced, with 1-inch margins, a proper header, etc. I only accept Microsoft Word documents (.doc, .docx). I do not accept Google Docs, PDF, .pages, or .rtf. Include a title that is a reflection of your perspective on the topic. All formatting must meet MLA Format. Use the OWL guide to help you. <http://owl.english.purdue.edu/owl/resource/747/01>

Plagiarism

Plagiarizing is using some else’s words or ideas as your own and will not be tolerated. You will receive a zero on an assignment if you use another’s words or ideas or use a previous essay that you have submitted in a previous class that used Turnitin. Any reference to another’s ideas needs appropriate documentation. This means whenever you quote an author or even use words directly from a source, you need to give credit to that source. If the words are said best by the author, then use quotation marks around the exact words and document accordingly. Even if you do not copy word for word, you must document if using another’s ideas. Documentation must be written in MLA style. I will check your essays for plagiarism, and we will work together to prevent unintentional plagiarism.

Final Grade for Stretch Course

Your final grade in Stretch English is based on both semesters of work. The Fall semester is weighted at 40% and Spring is at 60%, making both semesters a 100% scale.

Fall semester - 40% of total course grade

Assignment	Description	In-Class / Out of Class	Minimum Word Count	Percentage Value
Critical RR1	Taking into account your own experience/ observation/ research, and the readings that you have explored in this unit, articulate your views of family myth.	IC	500	4%
Personal Essay	Choose a single aspect of your personal history that has shaped who you are today. First, describe, in detail, a single event that showcases this aspect of you. Then, discuss the broader significance of this aspect of you that shapes how you see the world around you.	OC	1000	6%
Presentation	Presentation of Blog Essay	IC		1%
Blog Essay	You will write an elaborate blog post to showcase a problem. Your audience will be dependent upon where your blog is and what demographic it reaches. The blog should be informative and persuasive in tone. You will incorporate visual and multi-modal elements.	OC	1000	8%
Critical RR2	For this paper, you will analyze the cultural myths about education, money, and success.	IC	600	5%
Unit Work	Readings, activities and informal writing exercises that are part of the process of growing your expertise on the topic.	IC/OC	1000	5%
Writing Process	Drafts must be submitted on time to receive full credit because this allows you to participate in peer-review processes with rigid deadlines and to receive timely feedback on your writing as well as to provide feedback to others. Engaging in the revising and editing process with your peers is essential to developing effective writing practice.	IC/OC		3%

Self-Reflection Portfolio	Keep all of your work. You'll be "quoting yourself" to show your growth as a writer this semester.	IC	750	7%
Final Exam	Review of the terminology and concepts studied.	IC		1%
Fall total %				40%

Spring semester - 60% of total course grade

Assignment	Description	In-Class / Out of Class / Canvas	Minimum Word Count*	Percentage Value
Interview Project	You will interview someone over 40y.o. about their path to success (or not). Consider the myths we have discussed so far in this class including "The American Dream." Consider the cultural myths that have shaped the person you are and how you perceive the person you choose to interview.	OC	850	1%
Profile Essay	You will use your interview to write a profile essay with a specific framework to be discussed in class.	OC	1000	10%
Unit Work	Readings, activities and informal writing exercises that are part of the process of growing your expertise on the topic.	IC/OC	1000	8%
Critical RR3	We will explore the myth of the melting pot and various sub-communities by doing a critical analysis of readings.	IC	750	6%
Ethnographic Study	Taking into consideration the larger topic of the "melting pot" and then the sub-cultures that give people a place "to be." You will study a sub-culture to write a report of your observations. You will make a presentation to share with classmates.	OC	1000	7%
Presentations	Ethnographic Study presentation.	IC		1%
Critical Essay	Taking into account the myths that we explored throughout the year, students will write a critical essay arguing what they believe made the difference – why did Wes #1 succeed while Wes #2 did not?	OC	1200	12%
Writing Process	Drafts must be submitted on time to receive full credit because this allows you to participate in peer-review processes with rigid deadlines and to receive timely feedback on your writing as well as to provide feedback to others. Engaging in the revising and editing process with your peers is essential to developing effective writing practice.	IC/OC		5%
Self-Reflection Portfolio	Keep all your work. You'll be quoting yourself to show your growth as a writer for these past two semesters.	IC	800	8%
Final Exam	Review of terminology and concepts studied.	IC		2%
Spring total %				60%

Classroom Courtesy

Our class is a community that encourages collaboration and learning. At times we may discuss or watch some controversial material. Therefore, it is important to be respectful of thoughts and opinions of all members of our group even if they differ from our own.

Communication

I will *do my best* to respond to my e-mails within 24 hours of receiving them. If the e-mails are sent at odd hours of the night or on the weekends, I most likely will not respond quickly. Please use writing etiquette and address your e-mails such as Dear Professor Chen, Hi, Prof. Chen, etc. As I expect you to be professional in the classroom, you also need to be

professional in your e-mails. Refrain from using slang, abbreviated/shortened words, or any informal speech. Here is a link about e-mail etiquette: <http://www.emailreplies.com/>.

Office Hours

You are welcome to e-mail or message at any time if you have any questions. If you unavailable during my office hours, please message at least 48 hours in advance to set up an appointment.

Stretch English 1AF: Fall 2020 Course Schedule

In order to ensure the achievement of course objectives and learning outcomes, I reserve the right to change or alter the course assignments or requirements as necessary. All assignments and assigned readings are due the date on which they appear. Requirements for assignments and essays will be posted on Canvas.

Date	In Class Activities / Schedule	Assignments Due in Class
T 8/20	Introductions. Course Theme and Structure. Canvas. Passiontation Introduced.	<i>Get the textbook!</i>
T 8/25	Passiontations Community Building Activity.	Create a video for at least 2-3 minutes based on the prompt.
Th 8/27	Goals of GE and the Course.	Writing Experience
T 9/1	Academic Reading and Writing. The Arc. Recursiveness, Processes, and Products.	CW: Ch.1 “Writing as Inquiry and Ch.2 “Reading as Inquiry” on Canvas.
Th 9/3	Unit 1. <i>Where We Begin</i> What Are Cultural Myths? Myth of Model Family.	RA: “Thinking Critically, challenging Cultural Myths” Watch: America is not the greatest country and Christmas Cards
T 9/8	Family and Culture. Role of Media.	RA: Harmony at Home “Looking for Work” & “The Color of Family Ties”
Th 9/10	Choices and Partnerships.	RA: Harmony at Home “Marriage Markets”
T 9/15	Roles of Fathers and Mothers.	RA: Harmony at Home “Cartoon Mothers”
Th 9/17	Getting Ready to Write. Letter Genre. Prompt Analysis and Planning. Synthesizing Ideas.	Prepare questions. Brush up on conceptual terminology. Review all readings and discussion notes.
T 9/22	Critical Reading Reflection 1 Timed Essay	Complete CRR1 on Canvas.
Th 9/27	<i>How We Learn</i> Myth of Education.	RA: Learning Power

	Personal Essay Introduced.	“Learning Power: Myth of Education and Empowerment” Intro. “Essentials of a Good Education”
T 9/29	Education and Schooling.	RA: Learning Power “Against School,” “Ivy League,” and “Learning to Read”
Th 10/1	Narrative Voice. Then & Now Narrator / Tenses	CW CH.3 “Writing a Personal Essay.”
T 10/6	Brainstorming, Sketch, Analysis. Developing PE.	Polishing the draft: concrete language and strategies
Th 10/8	Revising Content. Peer Review.	<i>Full draft due.</i> Bring hard copy to class.
T 10/13	<i>PE Reflection.</i> Blog Essay Introduced. Myth of Progress.	Personal Essay Due.
Th 10/15	<i>What Would I Like to Write About?</i> Blog Analysis. Teams and Topics Assigned.	RA: The Wild Wired West “The Wild Wired West: Myth of Progress on the Tech Frontier” CW: Ch. 7 “Argument”
T 10/20	Team Work. Group Project Description. Content Outline/Development.	RA: The Wild Wired West “Our Future Selves” and “Growing up Tethered” Topic/working thesis and links to materials or pdf files due.
Th 10/22	Multimodal Writing Features: Hyperlinks, Images, Text Boxes.	<i>1st draft due (text only).</i>
T 10/27	Group Workshop: Putting Together Presentation Slides and Interactive Component.	<i>Revised full draft due (with multi-modal features).</i>
Th 10/29		Blog Essay Due.
T 11/3	Blog Presentations Responses on Topics.	Group Presentations due.
Th 11/5	Blog Presentations Responses on Topics.	Group Reflections
T 11/10	Blog Presentations Responses on Topics.	Group Presentations and Reflections due.
Th 11/12	Unit 2. How We Succeed. Myth of Money and Success. Reading-Based Activities in Preparation for CRR2	RA: Money and Success “The Myth of Individual Opportunity” Intro. “Class in America,” “From Beyond the Outrage,” and “Framing Class, Vicarious Living, and Conspicuous Consumption

T 11/17	Critical Reading Reflection 2 Timed Essay	Complete CRR2 on Canvas.
Th 11/19	Setting up Your Portfolio	Reflection on CRR2. Read course portfolio materials.
T 11/24	Planning Self-Reflection. Portfolio Preparation.	Review semester works, all reflections, and syllabus info.
Th 11/26	THANKSGIVING! No class.	
T 12/1	<i>Reflection Essay in Class.</i> Portfolio Due at the End of Class.	Outline and notes for in-class draft.
Th 12/3	Planning for Spring Semester and Final Exam Preparation.	Read interview assignment prompt on Canvas.
Th 12/10	FINAL Exam 2:45pm-5:00pm	Discuss interview assignment findings.