

San José State University
Department of English and Comparative Literature
English 1AF and 1AS, Stretch English I and II Section 7;
Fall 2020 & Spring 2021

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| Instructor: | Alesya Petty |
| Office Location: | Faculty Offices FOB 224/Zoom |
| Email: | Best way to contact is to message through Canvas (Alesya.Petty@sjsu.edu) |
| Office Hours: | W 2-3 PM & By Appointment |
| Class Days/Time: | TTH 1:30-2:45 PM |
| Classroom: | Zoom |
| 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. |

Course Description

Our mainline 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

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.

| Assignment | Assignment | Words | Total Words | Assignment Type | Term (F/S) | GE Learning Objective |
|---|---------------------|-------|-------------|--|------------|-----------------------|
| Critical reading/reflection | Essay 1 | 500 | 1800 | in-class writing | F | GELO 1, 2, 3, 4, 5 |
| | Essay 2 | 600 | | | F | |
| | Essay 3 | 700 | | | S | |
| Data-driven analyses | Personal Essay | 900 | 2700 | out of class writing | F | GELO 2, 3, 5 |
| | Interview Project | 900 | | | S | |
| | Ethnography Project | 900 | | | S | |
| Major Essays | Blog | 1000 | 3300 | out of class writing | F | GELO 2, 3, 4, 5 |
| | Profile Essay | 1100 | | | S | |
| | Critical Essay | 1200 | | | S | |
| Portfolio/self-reflection essays | Midyear | 800 | 1800 | in-class writing out of class writing | F | GELO 1, 2, 3, 4, 5 |
| | Final | 1000 | | | S | |

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

Required Texts/Readings

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

Other Readings and Materials

Ballenger, Bruce. *The Curious Writer - Brief Fourth edition (4E)* ISBN: 978-0-205-87665-5. You will be reading chapters from this textbook to understand how to write within the specific genre.

Students may be asked to research other texts and materials to further their knowledge in the course.

Laptop

College notebook with lined paper and writing utensils

Participation

Participation is the key to learning. It consists of the following: completing homework before the beginning of class, contributing your ideas and questions to class and group discussions, listening actively 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.

Deadlines and Policies

Classroom Protocol

Attendance

University policy F69-24: “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 ensure maximum benefit for all members of the class.”

Because so much of the learning in this course will come from class discussion, peer-review workshops, and instructor guidance and feedback, it is extremely important that you complete the reading and written assignments on time and are ready to participate during class.

Participation and Class Community. Please, sign in to Zoom a few minutes in advance to be connected on time. It helps to have a video on for at least a few minutes to reconnect with classmates and to build the atmosphere of belonging. Due to the nature of our conversations, the sessions will not be recorded. It's also important to be mentally engaged and present in what is going in class, so please refrain from any distraction. Remember that other classmates depend on your participation as much as you depend on theirs.

Leaving the Class Meetings

Once class has started, please do not go in and out of a meeting unless you have lapses in internet connection. Please, think of the space and time in advance and let people around you know when you are going to be in meetings. If zoom does not start on time, wait for at least 15 minutes and watch for Canvas or email messages and contact other classmates to confirm if the session may have been cancelled. Instructors may have tech difficulties too, so do not assume immediately that the meeting is not going to take place. Same goes for the abrupt and unannounced ending of the live meeting. Most likely, it is due to tech difficulties and you should wait for reconnection or a message from the instructor about how to proceed further.

Lateness

All assignments are due before the start of class and are considered late if submitted after that. Late submissions are accepted with a 10% penalty per day late. Some activities based on class activities may be due by the end of class, which will be denoted by class end time. If you are consistently late, whether due to technology issues or otherwise, your overall grade may be affected. Many activities in the course are time-sensitive, so it is crucial to be submitting and providing your feedback and input on time.

Extra Credit

Though there is no specific extra credit for this course, some assignments are built into the course to reward consistent participation and engagement in ways similar to extra credit.

How and when students can make up missed in-class essays.

We have only one timed writing assignment during class, so make sure you do not miss that class. If you happen to have an emergency or sickness, please notify me as soon as possible. Usually, you will have a chance to make up in-class writing during office hours or at a different time. Presentations and shares are time sensitive and cannot be made up.

How and when students can contact the instructor to request an extension.

If you know of any conflict ahead of time or you have an emergency or sickness and need an extension for an out-of-class major assignment, you must notify me before the deadline. Extensions are considered on an individual basis.

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.

Grading

Please refer to the grade calculations below:

| <i>Grade</i> | <i>Points</i> | <i>Percentage</i> |
|----------------|--------------------|-------------------|
| <i>A plus</i> | <i>960 to 1000</i> | <i>96 to 100%</i> |
| <i>A</i> | <i>930 to 959</i> | <i>93 to 95%</i> |
| <i>A minus</i> | <i>900 to 929</i> | <i>90 to 92%</i> |
| <i>B plus</i> | <i>860 to 899</i> | <i>86 to 89 %</i> |
| <i>B</i> | <i>830 to 859</i> | <i>83 to 85%</i> |
| <i>B minus</i> | <i>800 to 829</i> | <i>80 to 82%</i> |
| <i>C plus</i> | <i>760 to 799</i> | <i>76 to 79%</i> |
| <i>C</i> | <i>730 to 759</i> | <i>73 to 75%</i> |
| <i>C minus</i> | <i>700 to 729</i> | <i>70 to 72%</i> |
| <i>D plus</i> | <i>660 to 699</i> | <i>66 to 69%</i> |
| <i>D</i> | <i>630 to 659</i> | <i>63 to 65%</i> |
| <i>D minus</i> | <i>600 to 629</i> | <i>60 to 62%</i> |

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|-----------------|-----------------|-----------------|
| A (93%-100%) | B- (80%-82.99%) | D+ (67%-69.99%) |
| A- (90%-92.99%) | C+ (77%-79.9%) | D (63%-66.99%) |
| B+ (87%-89.99%) | C (73%-76.99%) | D- (60%-62.99%) |
| B (83%-86.99%) | C- (70%-72.99%) | F (0%-59.99%) |

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.

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**

| Assignments | Description | In-Class / Out of Class | Min. Word Count | % Value |
|--|---|-------------------------|-----------------|---------|
| Critical Reading / Reflection 1 | Taking into account your own experience/ observation/ research, and the readings that you have explored in this unit, articulate your views on the myth of the model family. | IC | 500 | 5% |
| Personal Essay | This type of writing aims to explore a single aspect of your personal history that has shaped who you are today, while discussing the broader significance of this aspect that shapes how you see the world around you. | OC | 900 | 7% |
| Blog Essay | This assignment focuses on discussing a problem in a public medium. Your audience will be dependent upon what kind of blog you choose 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 Reading / Reflection 2 | For this paper, you will analyze the cultural myths about education, money and success. | IC | 600 | 5% |
| Reading | Participation in any reading related exercises that support learning in addition to the formal assignments. | IC/OC | | 5% |
| Writing | Participation in any writing related exercises that support learning in addition to the formal assignments. | IC/OC | | 5% |
| Self-Reflection Portfolio | Keep all of your work. You'll be "quoting yourself" to show your growth as a writer this semester. | IC | 800 | 5% |
| Fall total % | | | | 40% |

Spring semester - **60% of total course grade**

| Assignments | Description | In-Class / Out of Class | Min. Word Count* | % Value |
|--|--|-------------------------|------------------|---------|
| Profile Essay | You will use your interview to write a profile essay with a specific framework to be discussed in class. | OC | 1100 | 12% |
| Critical Reading / Reflection 3 | We will explore the myth of the melting pot and various sub-communities by doing a critical analysis of readings. | IC | 700 | 8% |
| Ethnographic Study | You will study a subculture to write a report of your observations. You will make a presentation to share with classmates. | OC | 900 | 10% |
| Critical Essay | You will apply critical thinking to analyze a trend in society and will argue your perspective on it. | OC | 1200 | 15% |
| Reading | Participation in any reading related exercises that support learning in addition to the formal assignments. | IC/OC | | 5% |
| Writing | Participation in any writing related exercises that support learning in addition to the formal assignments. | 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 | 1000 | 5% |
| Spring total % | | | | 60% |

Earning A2 Credit

Information about earning A2 credit is described in the Stretch Program syllabus, a separate document available on Canvas.

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

It is more efficient to message me through Canvas than to email me through campus email. My campus email overflows with administrative and faculty emails. Because Canvas isolates student email in one location, *I can usually respond to Canvas messages within 24-48 hours.*

I may not be able to answer promptly on weeknights and weekends. I encourage you to check syllabus and Canvas and contact classmates first to clarify assignments and deadlines. It is important to remember that the course schedule is tentative and changes are made as needed, all of which are announced in class. So please, make notes consistently and stay on top of the changes.

Stretch English 1AS: Spring 2021 Course Schedule

RA = Rereading America, CW = The Curious Writer

| <u>Dates</u> | <u>In class</u> | <u>Assignments / Homework due</u> |
|--------------|--|---|
| R 1/28 | Interview Project. Profile Essay. | |
| T 2/2 | Myth of Success. Infographic share. | <i>Interview transcript in Q & A format due. Infographic due.</i> |
| R 2/4 | Understanding profile genre. | Profile analysis. |
| T 2/9 | Favorite Profile share. | <i>Favorite profile due.</i> |
| R 2/11 | Brainstorming and Outlining. | <i>Sample Analysis due. CW Ch.4.</i> |
| T 2/16 | Peer-review. | <i>Full Draft of Profile (over 1000 words)</i> |
| R 2/18 | Revisions Workshop. | <i>Revise the draft.</i> |
| T 2/23 | Myth of Gender. | <i>Profile Essay due.</i> <i>Reflection on Profile Essay due.</i> |

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| R 2/25 | Reading Discussion. CRR3 planning workshop. | RA Ch.5 selection |
| T 3/2 | CRR3 in-class essay draft. No Zoom. | Review all notes. |
| R 3/4 | <i>Myth of the Melting Pot.</i> Reading Discussion. | RA: Ch.6 selection |
| T 3/9 | Ethnographic Project. Teams & Topics. | CW: Ch.9 Ethnographic Essay. |
| R 3/11 | Workshop. Peer-review. | <i>Outline of Ethno project due.</i> |
| T 3/16 | Workshop. | <i>Full draft due.</i> |
| R 3/18 | Workshop. | <i>Revise draft.</i> |
| T 3/23 | Ethnographic Presentations. | <i>Presentations due.</i> |
| R 3/25 | Ethnographic Presentations. | <i>Ethnographic Project Due.</i> <i>Reflection on Ethno Project on Canvas.</i> |
| T 3/30 | SPRING BREAK | |
| R 4/1 | SPRING BREAK | |
| T 4/6 | Critical Essay Introduced. | CW: Ch.8 Critical Essay. |
| R 4/8 | Topic and focus brainstorming. | <i>Analysis due</i> |
| T 4/13 | Conferences | <i>Critical Essay idea draft (no sources) due</i> |
| R 4/15 | Conferences | |
| T 4/20 | Workshop. | <i>CE Full Draft (1200+) words due.</i> |
| R 4/22 | Workshop. | <i>revise draft</i> |
| T 4/27 | CE Share. | <i>revise draft</i> |
| R 4/29 | CE Share. | <i>Critical Essay Due to Canvas.</i> <i>CE Reflection due.</i> |
| T 5/4 | Portfolio set up. | Set up a Spring portfolio project according to instruction in the Portfolio module. |

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|--------|-------------------------------------|---|
| R 5/6 | Workshop. | <i>Self-reflection outline due.</i> |
| T 5/11 | Peer-review. | <i>Self Reflection essay draft due.</i> |
| R 5/13 | PORTFOLIO AND REFLECTION DUE | |

RA Reading Selections

NOTE: When you see “selection” on the course schedule, please refer to the list of titles below for completing the homework. These are the texts we will discuss during class, though you are welcome to read the rest of the text in the chapter to expand your knowledge of the topic and to gain more ideas for written projects.

Fall semester:

From Chapter 1 “Harmony at Home”: Intro, “Color of Family Ties,” “From Marriage Markets,” “Why Are All the Cartoon Mothers Dead?”

From Chapter 2 “Learning Power”: Intro, “The Essentials of a Good Education,” “Against School,” “Don’t Send Your Kids to the Ivy League.”

From Chapter 3 “The Wild Wired West”: Intro, “Our future selves,” “Growing Up Tethered,” “The Loneliness of the Interconnected.”

From Chapter 4 “Money and Success”: Intro, “Sam Walton/Jay Z,” “Class in America - 2012,” “From Beyond Outrage,”

Spring Semester:

From Chapter 5 “True Women and Real Men”: Intro, “Becoming Members of Society,” “Two Ways a Woman Can Get Hurt,” “The Longest War.”

From Chapter 6 “Created Equal”: Intro, “Theories and Constructions of Race,” “Gentrification,” “Land of the Giants.”