

**San José State University**  
**Department of English and Comparative Literature**  
**43927, ENGL 1AF, Section 15, Fall, 2022**

**Course and Contact Information**

Instructor: Dr. Amanda Emanuel Smith

Office Location: FOB 219

Email: amanda.smith@sjsu.edu

Office Hours: Wednesdays 12:00-1:00 pm (virtually through Zoom) and by appointment

Class Days/Time: Tuesdays and Thursdays, 10:30 am – 11:45 am

Classroom: Sweeney Hall 444

**NOTE: We will begin this semester online. The link to our synchronous Thursday classes can be found on our Canvas homepage.**

<b>Prerequisites:</b>	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).
<b>GE/SJSU Studies Category:</b>	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.
<b>The Stretch Calendar</b>	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.
<b>The A2 Milestone for Progress to Degree</b>	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.

## What We Do in Stretch English

### Catalog Description of English 1A F 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.

This syllabus describes the Stretch English program. Your instructor will provide you a syllabus for the section of this course in which you are enrolled.

Stretch English I is the first semester of a yearlong ENGL 1A. The second semester, Stretch English II, continues the work you begin in fall. Together, these two courses engage students to explore the dynamics, genres, and goals of college writing, and to develop a writing process to leverage that writing know-how as they tackle college writing tasks. Through interpretation and analysis of texts, students in Stretch English I and II develop the clear thinking and effective writing that give form and coherence to complex ideas. Students practice these skills by writing for various audiences and rhetorical situations, and in various forms. Thank you for choosing to become part of this yearlong GE Area A2 learning community.

*The yearlong Stretch extends your course of study:* The Stretch English course in which you have enrolled “stretches” the English 1A curriculum from one to two semesters. This allows you more time develop habits of mind that support college learning, to expand your writing tools and practices, and hone your reading and writing skills. This added time to prepare will ensure that you are ready to transfer your writing experience and knowledge to the writing you will do in your other courses.

*The yearlong Stretch invites you into a learning community:* This semester you are enrolled in Stretch English I. Next term, provided you successfully complete the fall course, you will enroll in Stretch English II. You will study with the same instructor and writing colleagues from fall. Together your class cohort uses reading and writing to explore your section’s inquiry project over a full year.

### 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 to complete your Area A2 requirement in one semester. 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.

## What You Will Learn in Stretch English I and II

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.

The General Education guidelines for instructors outline five broad learning outcomes for all courses that satisfy Area A2. Stretch faculty have designed their courses 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.

Through a variety of writing assignments and projects in this yearlong course, you will continuously practice all phases of the writing process: prewriting, organizing, writing, revising, and editing. As you see in the sample table, the major assignments and projects require you to produce several texts of varied length and complexity. Several essays will be drafted in class, both to give you experience in timed-writing situations and to give you the opportunity to observe and confer with your instructor and your cohort about your drafting process. Assignments provide the opportunity to explore multiple modes of presenting arguments—orally, visually, in print and on screens.

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

Assignment	Assignment	Estimated Word Count	Assignment Type	Term	GE Learning Objective
<b>Critical reading/reflection (CRR)</b>	CRR Essay 1 CRR Essay 2 CRR Essay 3	2100	in-class writing	F F S	GELO 1, 2, 3, 4, 5
<b>Data-driven analyses</b>	Personal Essay Interview Project Ethnography Project	2800	out of class writing	F S S	GELO 2, 3, 5
<b>Major Essays</b>	Public Forum Essay Profile Essay Critical Essay	2950	out of class writing	F S S	GELO 2, 3, 4, 5
<b>Portfolio/self-reflection essays</b>	Midyear Final	1750	in-class writing out of class writing	F S	GELO 1, 2, 3, 4, 5

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

Your instructor has prepared a syllabus of the work assigned in your section of Stretch. Please refer to your section syllabus (below) for more information about your section’s assignments, your instructor’s expectations, and the daily work to complete these assignments. All English Department syllabi, including this one, are available online at <http://www.sjsu.edu/english/ENGLgreensheets/index.html>.

## The Work You Will Do in Stretch: A Shared Curriculum

Table 1 outlines the major writing assignments that Stretch English courses share. The fall writing assignments include: 2 critical reading and reflection essays, written in class; a personal essay; an essay for a public forum; a self-reflection essay (written in class). The spring writing assignments include: An interview project or essay, a profile essay, a critical/reflection essay (written in class), an ethnographic project or essay, a critical essay, and a self-reflection essay.

Distributed over two semesters of study, and practiced in sequence, the assignments build your reading, thinking and writing skills across genres that address different audiences and purposes. To get the full benefit, you will need to complete all writing assignments—that includes all the daily writing, all the drafts, all the formal projects and essays (in class and out of class) that your instructor assigns. Your instructor will have defined a grading policy or contract that explains how daily work and major projects and essays will be graded and counted toward the final letter grade you earn in spring. But you will maximize your chance of earning the C- you need by attempting and completing every assignment.

Fall assignments contribute to the grade earned in spring. This is not just a mathematical truth; it reflects the design of the coursework itself. As your expertise in the topic your class is exploring grows over the 32 weeks of instruction, you will also increase your capacity and confidence to write about that topic.

Reflecting on and explaining what you have learned by doing the work of the course reinforces your learning. 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 Reflection on College Writing Portfolio***

In summer, you wrote essays to reflect on college writing before deciding to take Stretch English. You will compile the writing you submitted to the *Reflection on College Writing* modules into an ePortfolio in the first two weeks of the fall course. This writing portfolio begins your official writing assessment at SJSU. You will return to these earliest SJSU writing samples as you move from course to course; from course to course, you will be able to gauge how far you have come!

### ***Midyear Self-Reflection and Portfolio Review***

At the end of the fall term you will submit a portfolio for Stretch instructors to review. This portfolio will contain two essays from your fall coursework: the first critical reading-reflection essay and the first major essay (the essay for a public forum). You will also submit a reflection on these two essays, written in class, comparing them to assess your progress toward the learning objectives for the first half of the course. Stretch faculty members will read your reflection essay to assess your midyear progress. This midyear self-assessment is also a rehearsal for the A2 assessment you will complete in spring, which follows the same assessment design.

### ***Final Self-Reflection and Portfolio Review***

The last essay you write will also be a self-reflection essay; it will be the presentation piece in your final portfolio. This portfolio, submitted as a Canvas ePortfolio, is your culminating exercise in this class. It will contain the reflection essay as well as two samples of your writing: the pre-instruction *Reflection on College Writing* critical essay, and your final critical essay in Stretch English. Your portfolio will be assessed by two Stretch faculty members, using a common scoring guide to determine your progress to proficiency as a college writer as defined by the goals of GE Area A2.

### **The Time You Will Spend on This Work**

Faculty at SJSU design a course to help you achieve the learning goals that define the course's role in your progress to earn 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). This time includes preparing for class, participating in course activities, completing assignments, and so on. 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>.

While all students will complete the same assignments in Stretch English, the course design does not and cannot account for individual needs of each student. There may be added work you need to do. You may need extra hours for tutoring; you may take longer to read texts so that you can look up words you find unfamiliar; you may need more time for editing.

Your goal in this class is to develop your capacity to write in college and in your professional and public life—and to get what you need to develop successfully. That will take commitment, of your time and your attention, to the work of this class; commitment to seek out the support and resources you need, both in class and out of class. Be sure to factor into your study plan for this semester, the time and attention you need to develop your writing skills.

### **Where You Can Go to Get Support as a Writer at SJSU**

Part of becoming a successful writer is learning how and when to seek the support you need.

- **Course-Embedded Writing Tutors**

Some Stretch Instructors have requested to partner with an Embedded Tutor through Peer Connections to provide you with additional academic support. An Embedded Tutor is a fellow SJSU student trained to work with students and instructors as part of the learning community of the classroom. Your Embedded Tutor will schedule appointments and

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

By completing 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 and reflect on your work to gauge and define your progress. Your reflection essay will present your portfolio to your instructor and one other Stretch faculty member; 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 sentence 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 issues 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).***

workshops on a weekly basis. Look for Canvas announcements about upcoming meeting times and places. Sign up immediately when these appointments open.

- **SJSU Peer Connections**

Peer Connections offers course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. There are three mentoring locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

- **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. To make an appointment or to refer to the Center's online resources, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

## Where to Access the Technology You Will Need to Do the Work of This Course

You will need an electronic device out of class that allows you to access the internet and Canvas, and to read any online texts that may be assigned. The University provides students access to technological resources at several locations on campus:

- **Academic Success Center (Clark Hall).** Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college.
- **Media Services (Martin Luther King Library).** Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.
- **How to Contact a Reference Librarian.** The English Department liaison for library research is Toby Matoush. You can contact her by email or phone. Here phone number is (408) 808-2096. Her email, [toby.matoush@sjsu.edu](mailto:toby.matoush@sjsu.edu)

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

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, however, is graded CR/NC. To receive credit in the fall semester, you must honor your instructor's grading contract and/or policies and demonstrate significant, measurable progress throughout the semester. We will expect to see enough progress to suggest that you are on track to earn a C- or better in the spring term.

Please notice in your section syllabus that your spring grade in Stretch includes the grades you earned in fall. All the coursework, both fall and spring, comprises the work of one general education course requirement: GE Area A2. You will find in your section syllabus an accounting of how coursework will be graded and accumulated into 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 pass this course in the spring (English 1AS) with a C- or better. A C- grade in the course signifies that you are a capable college-level writer and

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 your section syllabus, your instructor outlines specifically our grading practices for the year: information on feedback practices, relative weights of assignments, and the grade calculations.

## Where You Can Find Information About All the 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/>

## Course Description

This semester, we will explore the complex notion of ‘belonging’ and the extent to which our social identities are informed – or even created – by the intersecting of our cultural, linguistic, religious (or non-religious), and educational affiliations. We will envision identity in this context not as a state of being but as a process of becoming, a process which can be mapped out both spatially and temporally.

We will begin with a multimodal project: the literacy map. For this assignment, you will consider the people or "sponsors" and factors that impacted your literacy journey in positive and negative ways, tracing your path to SJSU using Google Maps. We'll share our maps with our writing community to identify points of diversion and collision. This will allow us to reflect on the uniqueness and universality of our experiences. We will then review – and eventually revise - the literacy narratives you wrote for the Reflection on College Writing (RCW). We will (re)consider and possibly unsettle traditional ideas about literacy by telling our stories – where we're from, who inspired us, what we've read – and listening to those of others, including Amy Tan's "Mother Tongue" and Kiki Petrosino's "Literacy Narrative," to uncover where we fit in. Doing so will give us, and our work, purpose.

We will then transition into a broader inquiry from who we are as readers/writers to who we are, and who we aspire to be, as students. This will drive our next assignment: the blog. We will explore the purpose of college: what we expect to put into it and what we expect to get out of it. We will also evaluate the extent to which this purpose is being served at SJSU.

Our last course-specific assignment of the semester will prepare us for our next project: the interview/profile essay. You will email a student from another Stretch class at SJSU, asking them to act as the subject of your profile. We will round out our first semester with a program-wide self-reflection essay and portfolio. This will enable us to take stock of what we have learned - about ourselves, each other, and the processes we put in place to articulate them.

In short, this is a course on navigation. We will learn to navigate diverse genres, texts, and rhetorical situations, but we will also learn to navigate between different groups and social settings. We will learn to map and take stock of where we've been, where we are, and the direction we are going. We will veer, intersect, and redirect; we will discover, I think, that our goals – the destinations we imagine for ourselves – change. And, whatever our affiliations, so do we.

## Course Format

### Technology Intensive, Hybrid, and Online Courses

This course will implement a synchronous mode of instruction; this means that we will meet **in person** twice weekly. To be successful, and to truly benefit from working within a writing community of your peers, you will be expected to attend both classes regularly.

This course will be structured around three sub-themes, each of which will correspond to a major writing or multimodal assignment. We will prepare for each of these assignments through readings, reading responses and in-class discussions.

Each sub-theme will consist of different genres of academic composition, so as we navigate the course material we also accrue the skills to adapt our writing to specific rhetorical situations.

## **Texts/Readings**

### **Textbook/Other readings**

You will not need to purchase a textbook for this course. All readings will be posted in Canvas.

### **Other technology requirements / equipment / material**

You will need a laptop or tablet to complete in- and out-of-class assignments.

## **Course Requirements and Assignments**

In addition to completing the major assignments listed in Table 1 (page 3 of syllabus), you will work through a number of readings and activities in Canvas modules. These will help us to better understand theoretical concepts linked to our course theme and to acquire different strategies for college-level writing. Modules will be organized under major assignments (e.g. “profile essay”). Each reading and activity in a given module will be used for the development and revision of the particular assignment under which they fall. Some of these activities will be done asynchronously outside of class while others will be done synchronously in class.

### [University Policy S16-9:](#)

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

## **Final Examination or Evaluation**

As a culminating activity at the end of each semester, you will piece together portfolios of the work you have done in our writing community. Each portfolio will include a self-reflection essay in which you will evidence your progress toward proficiency as well as an appendix of evidence to help your audience (your instructor and another member of Stretch faculty) best understand your argument.

## **Grading Information**

### **Determination of Grades**

#### ***Grading Contract:<sup>1</sup>***

*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,*

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<sup>1</sup> <sup>1</sup>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.

*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, drawing from each of your unique funds of knowledge. Therefore, we will not be using a traditional grading system. Instead, you will be largely responsible for your own grade.*

*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 do well in this course. 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 suffer.*

*Minor assignments will be graded for completion; you will receive a 1/1 for every finished minor assignment you turn in **on time**. You will not receive credit for missed, incomplete, or late minor assignments. Major assignments will be graded out of 5 points; we will break down the requirements of each assignment and the conventions of each genre you need to meet to achieve each point value (1-5). This means that while major assignments will be assessed for things like development, organization, and coherence, they will not be weighted enough to have a huge bearing on your overall course grade (so long as you are keeping up with the minor assignments).*

**You are guaranteed success in this class if:**

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 your work. **Note: In-class assignments cannot be made up as the result of an absence. Minor assignments that are submitted late will be given 0/1.***
2. *You prioritize attendance and participate in in-class activities.*
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**. Except:*
6. *You may turn in one major assignment late per semester. Late work must be submitted within 48 hours of initial due date.*
7. *All submissions are 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.*
8. *You receive a 1/5 on all major assignments (cf Table 1). 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 in spring. 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").*
9. *You provide thoughtful peer feedback during class workshops and commit yourself to other collaborative work.*
10. *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.*

*Your grade will correspond to your percentage in the "Total" column in Canvas. This will combine points received for in-class and out-of-class minor assignments as well as those for major assignments. The breakdown is as follows:*

*A: 94-100%    A-: 90-93%    B+: 88-89%    B: 84-87%    B-: 80-83%    C+: 78-79%*

*C: 74-77%    C-: 70-73%    D+: 68-69%    D: 64-67%    D-: 60-63%    F: 59% and lower*

**Plea:**

*I (Dr. 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, 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. If the contract is invoked, it is to ensure the student a passing grade (C), not to allow the student to make up enough assignments to achieve a desired grade.*

**CONTRACT AGREEMENT:** *By staying in this course and attending class, you accept this contract and agree to abide by it. I (Dr. Amanda Emanuel Smith) also agree to abide by the contract and oversee it fairly and impartially.*

**Classroom Protocol**

We will decide on our classroom policies together as a writing community.

**University Policies**

Per [University Policy S16-9](#), 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 [Syllabus Information web page \(https://www.sjsu.edu/curriculum/courses/syllabus-info.php\)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php). Make sure to visit this page to review and be aware of these university policies and resources.

## 43927, ENGL 1AF, Section 15, Fall, 2022

### Course Schedule

Please note:

This is a tentative course schedule and is therefore subject to change. Any changes will be announced through Canvas. Every assignment and activity will be published with a due date/time. Be sure to check Canvas settings to ensure that you are receiving notifications about upcoming assignments, especially since **minor assignments that are marked late in Canvas will not receive credit**. Weekly module activities will be due before the start of class every Tuesday; “journal entries” will be completed in these Canvas modules.

Week	Date	Topics, Readings, Assignments, Deadlines
1	T 8/23	We will not be meeting for the first week of class. Instead, you will watch the video embedded in the first discussion of the “Literacy Map” module in Canvas. You will also complete the “Week 1” activities (due the start of class Tuesday, 8/30) in the “Literacy Map” module.
1	TH 8/25	We will not be meeting for the first week of class. Instead, you will watch the video embedded in the first discussion of the “Literacy Map” module in Canvas. You will also complete the “Week 1” activities (due the start of class Tuesday, 8/30) in the “Literacy Map” module.
2	T 8/30	<b>Due:</b> Week 1 Module Activities Review syllabus, grading system, class policies
2	TH 9/1	Share literacy narratives from the RCW: go over purpose and whether it has been achieved (have you explained your relationship to reading and writing?) Go over the prompt for the literacy map
3	T 9/6	<b>Due:</b> Week 2 Module Activities Go over definitions of literacy and idea of literacy sponsorship
3	TH 9/8	Using journal entries to break down Michael C. Pennell’s article “(Re)Placing the Literary Narrative: Composing in Google Maps”: golden lines and key concepts
4	T 9/13	<b>Due:</b> Week 3 Module Activities Use journal entries to reimagine Linda Barry’s “Sanctuary of School” as a map Set up literacy maps in Google Maps
4	TH 9/15	Finalize literacy maps Prepare presentations
5	T 9/20	<b>Due:</b> Week 4 Module Activities; <b>CRR1: Literacy Map</b> Presentations: Literacy Maps
5	TH 9/22	Presentations: Literacy Maps Reflection: Literacy Maps
6	T 9/27	<b>Due:</b> Week 5 Module Activities Go over prompt for personal essay Unpack rhetorical situation (purpose, audience, genre, and context)
6	TH 9/29	Use journal entries to summarize Amy Tan’s “Mother Tongue” Discuss Tan’s rhetorical situation, paying careful attention to the conventions of the genre
7	T 10/4	<b>Due:</b> Week 6 Module Activities Use journal entries to summarize Kiki Petrosino’s “Literacy Narrative”
7	TH 10/6	Pre-write for personal essay, brainstorming ideas

Week	Date	Topics, Readings, Assignments, Deadlines
8	T 10/11	<b>Due:</b> Week 7 Module Activities Use journal entries to summarize Gloria Anzaldúa’s “How to Tame a Wild Tongue”
8	TH 10/13	Add to prewriting, working through what to zoom in on and why (find your focus)
9	T 10/18	<b>Due:</b> Week 8 Module Activities In-class workshop: personal essay Collect volunteer drafts for revision workshop on 10/20
9	TH 10/20	Strategies for revision: in-class example(s)
10	T 10/25	<b>Due:</b> Week 9 Module Activities Go over prompt for blog Review issue of the <i>Spartan Daily</i>
10	TH 10/27	Use journal entries to summarize Kumok and Hahn’s “7 Compelling Reasons Why You Should Go To College”
11	T 11/1	<b>Due:</b> Week 10 Module Activities; <a href="#">Personal Essay</a> Skim blog posts about college: What can we learn about the conventions of the genre and how opinions are presented and defended? Who is the intended audience?
11	TH 11/3	Use journal entries to summarize Robillard and Gordon’s “5 reasons why high school students should say “no” to college” How do different publications/media outlets (Forbes vs. Fox) appeal to their audiences?
12	T 11/8	<b>Due:</b> Week 11 Module Activities Brainstorm: What do you hope to get from SJSU and your college degree? What purpose does college serve?
12	TH 11/10	Pre-write: Organize evidence that support your opinion and challenge your stance
13	T 11/15	<b>Due:</b> Week 12 Module Activities In-class workshop: blog Collect volunteer drafts for revision workshop on 11/17
13	TH 11/17	Strategies for revision: in-class example(s)
14	T 11/22	<b>Due:</b> Week 13 Module Activities Go over prompt for email to a peer (CRR2)
14	TH 11/24	<a href="#">No class: Thanksgiving holiday</a>
15	T 11/29	<b>Due:</b> Week 14 Module Activities; <a href="#">Blog</a> ; <a href="#">CRR2 (in-class writing)</a> Compose email to peer
15	TH 12/1	Go over prompt for self-reflection essay
16	T 12/6	<b>Due:</b> Week 15 Module Activities; <a href="#">Midyear Self-Reflection Essay</a> Compose and midyear self-reflection essay