

San José State University

Humanities and Arts, Department of English and Comparative Literature

English 1AF → 1AS

Current Conversations in Community

Fall 2021 → Spring 2022 [updated]

Instructor: Bryan Hoffer, M.A.

Class Schedule:

- English 1AF-20 TuTh 12:00-1:15pm, BBC 128
- English 1AF-13 TuTh 1:30-2:45pm, BBC 128
- English 1AF-15 TuTh 4:30-5:45pm, BBC 124

Email: bryan.hoffer@sjsu.edu

Office Hours: Digital Office Hour via Zoom Link, TuTh 10-11am or by appointment

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: 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.
The A2 Milestone for Progress to Degree	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 to 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 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
Critical reading/reflection (CRR)	CRR Essay 1	2100	in-class writing	F	GELO 1, 2, 3, 4, 5
	CRR Essay 2			F	
	CRR Essay 3			S	
Data-driven analyses	Personal Essay	2800		F	GELO 2, 3, 5
	Interview Project			S	

	Ethnography Project		out of class writing	S	
Major Essays	Public Forum Essay Profile Essay Critical Essay	2950	out of class writing	F S S	GELO 2, 3, 4, 5
Portfolio/self-reflection essays	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 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!

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) 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**

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);

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 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 10th 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. Her phone number is (408) 808-2096. Her email, 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 reader of English.

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/>

Our Stretch Course

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.

Readings/Texts

Required subscription for the duration of the course:

The New York Times Digital - Student Subscription (Free Subscription through SJSU Library)
<https://www.nytimes.com/subscription/education?campaignId=6JQ7F>

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.

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 very important as we will be discussing it during class time.
- Late Policy: I am always glad to help you plan and organize your time. All out of class assignments will be due by the start of the class. All in class assignments will be due by the end of class. Formal Out-of-Class late papers will be docked points per. day. No Informal writing assignments will be accepted late.
- 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. Doing the work is not enough. In terms of learning, the material and active class participation makes the class more enjoyable. Because of this, attendance is very important, since missed class time is a missed opportunity to learn 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.

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 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 assignment locks. That being said, 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.

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 worth fewer points (5), will be based on credit/no credit for completion of the assignment. Assignments with larger point values (10-20) will be graded and evaluated for a specific point value.

Formal 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

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

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:

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 fall:
Total ~1500 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

Move the decimal place once to calculate your percent, whole numbers, no rounding.

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

Academic Integrity

Plagiarism is never acceptable. Never copy your own work, or someone else's. Citations and proper notation are very important in the academic world. All protocol on plagiarism and academic integrity can be referred to in your student handbook. Plagiarism can result in your expulsion from the class and/or the school.

Important Dates

<https://www.sjsu.edu/registrar/calendar/spring-2022.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 2022

Guiding Inquiry:

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

Introduction	
Week (First date, Monday, of that week)	Holidays, Topics, Major Text Readings, and Major Assignments (See <i>Canvas</i> for exact dates.)
Week 1 (1/24)	Welcome Back: Transition and Reflection
Week 2 (1/31)	Reading and Writing Genre Focus: CRR2 - Profile Building Email
Week 3 (2/7)	Reading and Writing Genre Focus: CRR2 - Profile Building Email
Week 4 (2/14)	Reading and Writing Genre Focus: Interview Project and Profile
Week 5 (2/21)	Reading and Writing Genre Focus: Interview Project and Profile
Week 6 (2/28)	Reading and Writing Genre Focus: Interview Project and Profile
Week 7 (3/7)	Reading and Writing Genre Focus: Interview Project and Profile Reading and Writing Genre Focus: Ethnography Essay and Presentation
Week 8 (3/14)	Reading and Writing Genre Focus: Ethnography Essay and Presentation
Week 9 (3/21)	Reading and Writing Genre Focus: Ethnography Essay and Presentation
Week 10 (3/28)	Spring Break (No Classes)
Week 11 (4/4)	Reading and Writing Genre Focus: Ethnography Essay and Presentation
Week 12 (4/11)	Reading and Writing Genre Focus: Critical Reading and Reflection 3 - Critical Issue

Week 13 (4/18)	Reading and Writing Genre Focus: Critical Essay
Week 14 (4/25)	Reading and Writing Genre Focus: Critical Essay
Week 15 (5/2)	Reading and Writing Genre Focus: Critical Essay
Week 16 (5/9)	Reading and Writing Genre Focus: Critical Essay
Week 17 (5/16)	No Classes (5/17) Mid-Year Portfolio Due Finals
Week 18 (5/23)	Finals