

First-Year Writing: Stretch English I Section 09

ENGL 1AF

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 08/19/2024

Contact Information

Student Hours: on-campus by appointment T/Th 1:15-2:45 (Clark Hall 408N), or,
on zoom by appointment other days as needed

Email: anne.walker@sjsu.edu

zoom information: this is the link for any online student hours. Treat it like you would a room:
<https://sjsu.zoom.us/j/88423804462> (<https://sjsu.zoom.us/j/88423804462>).

student hours: I am here to help. Drop by. Drop a line.

Course Information

course description: This class prepares you to join scholarly conversations across the university. You will explore how reading and writing support the kinds of inquiry that you will engage to tackle any writing task—whatever the subject and whatever the discipline. The overall [Stretch website is here](https://new.express.adobe.com/webpage/Ozvt4FA8nfb3E) (<https://new.express.adobe.com/webpage/Ozvt4FA8nfb3E>).

Counter storytelling is central to our class. Counter storytelling helps students feel safe and seen in the classroom space. It says, “you being you is crucial to all of your activities now and future.” It builds community now and in future paths. Who we are as people not only defines how we are in school, but what we want and need in relation to architecture, urban planning, gardening, policy, medicine and so forth. All these are in relation to our stories as our narratives help define our needs. Counter storytelling creates inclusivity and helps to support connection/importance to/of ancestors. Counter storytelling works against dominant hegemonic ideals that tell marginalized people to leave personal and cultural experiences outside the door.

Part of our collective story is our environment and this moment we find ourselves in. To integrate this we engage with *All We Can Save: Truth, Courage, and Solutions for the Climate Crisis* through reading reflections, group work, in-class activities and self directed work

This class is meant to give you skills to support all of your other classes and, in keeping with the ideal, is designed to be front-loaded, leaving the end as light-lifting. If you keep up you will have spaciousness at the end for other courses' finals. In-class work supports graded assignments. Much of this class will focus on how you best learn, digest, and express. Some of it will focus on naturalizing good essay practices that will help you through your University career.

Course Description and Requisites

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

Prerequisite: Completion of Reflection on College Writing.

CR/NC/I Undergraduate

* Classroom Protocols

a note about questions: It is always best to ask questions openly in class time. If you are thinking a question, chances are that seven other students will benefit from you asking the question out loud in class. Please do ask questions: it helps everyone.

attendance: It just is better for you and the class if you come. Attendance and participation connects you to your peers, your teacher, and the collaborative processing mind of the group. It will offer interesting new ways to learn. I will, also, take attendance. Still...

... if you feel sick: Just don't come to class. Email me (with a clear subject heading referring to absence) to let me know what's up and how I can help. Coordinate completion of activities and assignments with your peers. Complete work listed online. We are in strange times, let's keep healthy to meet them.

consultations: There are 3 consultations. Each consultation is worth 1% of your grade (calculated in participation) and all you have to do is show up. Not only do I look forward to meeting with you, but I'm trying to help you to get comfortable with showing up to office hours. It will help your academic progress in all classes. It's a secret code to success. And practice helps.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course login website. You're responsible for regularly checking with the messaging system through MySJSU to learn of any updates. For help with using Canvas see Canvas Student Resources page.

Stretch English Course Learning Outcomes (CLO)

Students will:

1. engage fully in the writing process by prewriting, planning, drafting, and revising texts for varying audiences, purposes, and rhetorical situations
2. demonstrate the ability to identify the choices other writers make to appeal to and meet the needs of their audience
3. demonstrate the ability to identify the writing choices they make to appeal to and meet the needs of their audience
4. demonstrate the ability to incorporate ideas and information from other writers into their own writing through citation
5. demonstrate an increased awareness of the language they use by applying effective strategies for editing their own writing
6. demonstrate the ability to reflect on their progress as rhetorical readers and writers by compiling a portfolio and writing a self-reflective essay

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. You will be enrolled in the same section in spring semester (time, day, instructor) so you should plan on reserving this time slot in your spring schedule.

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. Please work with your instructor and all recommended support staff to achieve this milestone successfully.

Course Description

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-(minus) or better signifies that the student is a capable college-level writer and reader of English.

Stretch English is designed to give you more time to develop your reading and writing skills. By enrolling in this two-semester course, you are joining a learning community. You will study with the same classmates and writing instructor in both the fall and spring semesters. Staying with your class cohort both semesters accelerate your learning and gives you the chance to make strong relationships on campus.

Your instructor has prepared a syllabus outlining the specific assignments for your section of Stretch. Please refer to your section syllabus for more information about your instructor's expectations and the daily work to complete these assignments.

Time Commitment

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours on this course each semester (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.

This would work out to 6 hours a week of homework in addition to the in-class 3 hours weekly. We'll check in through the semester on how the workload feels to you.

Final Examination or Evaluation

In Stretch English, our learning each semester culminates in a digital Reflection and Portfolio Assignment. In this assignment, we will gather samples of our writing that demonstrate our learning; we will write a reflection essay that explains what we have learned, how we learned it, and how we will use it in future learning; and we will submit our portfolio for consideration to other people in the first-year writing program. This is our chance to identify and articulate what we've learned and what we'll take forward with us into future learning/writing experiences.

Grading in Stretch English

In the fall semester (ENGL 1AF), you will receive either a CR (credit) or a NC (no credit). To receive credit in the fall semester, you must honor your instructor's grading policy and demonstrate significant, measurable progress throughout the semester.

In the spring semester (ENGL 1AS), you will receive a letter grade for the course. You must earn a C- or better to earn graduation credit for GE Area A2.

Campus Resources for Writers

SJSU Writing Center

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

SJSU Peer Connections

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

Program Policies

First-Year Writing policies are listed at the following website:

<https://www.sjsu.edu/english/frosh/program-policies.php>

(<https://www.sjsu.edu/english/frosh/program-policies.php>).

Program Information

Welcome to this General Education course.

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

The General Education Program has three goals:

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

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

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

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

Course Goals

This course is meant to help you understand how you best receive information, digest it, and express yourself. Your own best practices may change over time. It is meant to help you articulate your own thoughts. We use multiple modalities as well as exploring various ways to approach writing academic essays.

Course Learning Outcomes (CLOs)

GE Area A2: Written Communication

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

GE Area A2 Learning Outcomes

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

1. demonstrate knowledge and understanding of the content, context, effectiveness, and forms of written communication;
2. perform essential steps in the writing process (prewriting, organizing, composing, revising, and editing);
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
4. integrate their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres; and
5. demonstrate college-level language use, clarity, and grammatical abilities in writing.

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

Course Materials

written texts: *Good Woman: Poems and a Memoir 1969-1980* by Lucille Clifton, ISBN-10: 0918526590; *All We Can Save: Truth, Courage, and Solutions for the Climate Crisis* edited by Ayana Elizabeth Johnson and Katharine K. Wilkinson, ISBN-10: 0593237064; *The Writer's Diet: A Guide to Fit Prose* (Chicago Guides to Writing, Editing, and Publishing), 2nd Edition, by Helen Sword, ISBN-10: 022635198X. [Good Woman: Poems and a Memoir 1969-1980 \(https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CAL\\$SJO/tu4ck5/alma991001751489702919\)](https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CAL$SJO/tu4ck5/alma991001751489702919) and [All We Can Save \(https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CAL\\$SJO/5k7on1/alma991013911010902919\)](https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CAL$SJO/5k7on1/alma991013911010902919) can be accessed electronically through the MLK library. The *Good Woman* title supports unlimited users. *All We Can Save* has a limit of 5 simultaneous users. So, once you are done finding the material, please download it and log out and then another student can take your seat. The MLK library is working on getting *The Writer's Diet* similarly available.

Adobe Creative Cloud: you have free access to it through SJSU. We will get you signed up and will be using it through the semester.

when to complete readings: Do the reading, and write your reflection, before the date reading is listed in the syllabus. The material is what we will talk about in class that day. Be prepared to participate.

a note about texts: At times these texts may seem challenging, at times entertaining. Move through them as a form of investigation. You are not expected to master any texts in this class. The anticipation is that you will explore them, and share your findings with your peers.

trigger warning: Please note that sometimes projects and class discussions include material of a sensitive nature. In this course, we may encounter materials that differ from and perhaps challenge your ideas, beliefs, and understanding of reality. Please come and discuss any issues about such material with me.

Course Requirements and Assignments

assignment	GELO	point value
fall participation	1 - 4	10
fall reading reflections	1 - 5	10
fall personal essay	1 - 5	5
fall multimodal public forum project	1 - 5	10
fall portfolio	1 - 5	5
spring participation	1 - 4	25
spring reading reflections	1 - 5	10
spring interview project	1 - 5	10
choose your own adventure (CYOA) persuasive 'essay'	1 - 5	10
final portfolio	1 - 5	5

Grading Information

This class uses process based grading, the idea being, by doing the work you learn and learning is the key focus of this class. More about my use of this practice is [here](https://docs.google.com/document/d/1na0JZYnuv7v7szGrkSiguXBQzlgPh00cIpieOISrXa8/edit?usp=sharing) (<https://docs.google.com/document/d/1na0JZYnuv7v7szGrkSiguXBQzlgPh00cIpieOISrXa8/edit?usp=sharing>).

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

- An "A" 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.

- A “B” essay demonstrates competence in the same categories as an “A” essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.
- A “C” essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.
- A “D” essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.
- An “F” essay does not fulfill the requirements of the assignment.

Letter Percentage and Associated Grade: A+ 97-100, A 94-96, A- 90-93, B+ 87-89, B 84-86, B- 80-83, C+ 77-79, C 74-76, C- 70-73, D+ 67-69, D 64-66, D- 60-63, F 0-65. By checking the Grades module you should be able to track your progress. Please do ask me for updates any time.

For late work policy please read [extra details about grading](https://sjsu.instructure.com/courses/1588872/pages/extra-details-about-grading) (<https://sjsu.instructure.com/courses/1588872/pages/extra-details-about-grading>).

Breakdown

For ENGL 1AF, students receive either credit (CR) or no credit (NC). Students who finish Fall Semester with a 70% or higher will automatically carry on into Spring Semester. However, because the Spring Semester grade (A-F) represents the cumulative percentage of both semesters, students don't necessarily need a 70% to receive credit for fall. In fact, studies have shown that Stretch students tend to become more comfortable, confident, and successful during the second semester. Therefore, it is up to the instructor to determine if a student who falls below 70% in Fall Semester will have a fair chance of passing Spring Semester with a C- or higher.

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Fall

schedule will quite likely shift somewhat

<p>Week 1: starts August 19</p> <p>half week</p>	welcome
<p>Week 2: starts August 26</p>	begin <i>All We Can Save</i> (discovering best practices to learn, digest, and express) & the personal essay with a look at "reviews" and "Editor's Notes"
<p>Week 3: starts September 2</p>	"Begin" and "Root"
<p>Week 4: starts September 9</p>	"Advocate" and "Reframe"
<p>Week 5: starts September 16</p>	"Reshape" and "Persist"
<p>Week 6: starts September 23</p>	"Feel" and "Nourish" Thursday study hall
<p>Week 7: starts September 30</p>	"Rise" and "Onward"
<p>Week 8: starts October 7</p>	start personal essay
<p>Week 9: starts October 14</p>	refine and develop personal essay Thursday study hall
<p>Week 10: starts October 21</p>	text focused research, development, reflection for multimodal public forum project
<p>Week 11: starts October 28</p>	media focused research, development, reflection for multimodal public forum project Thursday study hall

<p>Week 12: starts November 4</p>	<p>public forum project panel conference preparation</p> <p>Tuesday study hall</p>
<p>Week 13: starts November 11</p>	<p>public forum project panel conference presentations & feedback</p>
<p>Week 14: starts November 18</p>	<p>begin fall portfolio</p>
<p>Week 15: starts November 25</p>	<p>shaping fall portfolio – Thanksgiving week</p>
<p>Week 16: starts December 2</p>	<p>final portfolio editing – consultation week</p>
<p>Week 17: starts December 9</p>	<p>no T/Th classes – all work due by December 11</p>
<p>Week 18: starts December 16</p>	<p>by December 16 I post all grades in Canvas – any student questions to me by December 18 – December 20 grades to University</p>