

First-Year Writing: Stretch English I Section 05

ENGL 1AF

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/21/2023

This syllabus is for sections 05 and 12.

Meeting times and locations:

Section 05: Tuesday/Thursday 10:30-11:45 a.m. in 316 Clark Hall

Section 12: Tuesday/Thursday 1:30-2:45 p.m. in 348 Sweeney Hall

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

Communication

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.

I will use Canvas Inbox to communicate with the whole class and individual students. Please check it regularly.

You are responsible to check Canvas Inbox and the messaging system through MySJSU to learn of any updates to our schedule. If you choose to use an outside email address, please arrange for all Canvas Inbox and SJSU email messages to be forwarded to your preferred address.

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.

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.

We will use **contract grading** in this course. **Please see the grading contract.**

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>).

Community Agreements

At the beginning of the course, we will spend some time creating **community agreements**. These are agreements we will make together and put in writing so that we have a shared understanding of what we all need in order to learn effectively and safely. This includes all kinds of safety: physical, intellectual, social, emotional, and creative safety. We will write down the agreements we make about concerns like listening, respecting each other, helping each other do our best in a collaborative environment.

Everyone will be expected to follow the community agreements throughout the year. If issues arise with class members not following the agreements, we will work together to resolve them. Please speak up about any issues as soon as they arise.

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 will help prepare you to participate in ongoing conversations about what is going on in the world today. You'll improve the ways you write in response to what you read. We will talk about what it means to be a "global citizen" and how to use digital news sources to inform ourselves and think critically about that information.

SJSU studies include an emphasis on diversity. *The New York Times* is the main text for our reading because it, along with other supplementary news sources we will read and our required book, provide a range of voices in our democratic conversation on global issues.

As citizens of the twenty-first century, what are we to do with all of the news we consume? How can we ask the right questions about what we read? How can we take the lessons we learn from the actions of others and apply them to our everyday lives?

Individually, you will follow your own topic of inquiry as a vehicle for practicing certain types of writing and for improving your critical reading skills.

Together we will explore the ways that we as global citizens "join in the conversation" through reading and writing, to observe where in our communities do we experience or witness civic engagement, and determine whether (or not) the current platforms available serve to effectively engage users of those platforms and allow for civil discourse.

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

The required book, *Darius the Great Is Not Okay* by Adib Khorram, is this year's Campus Reading Program selection, so it is provided free to all first-time freshmen. If you are a freshman, you should have received a copy of it at orientation. If you do not have a copy, please note that the MLK Library has an ebook available and hard copies (as course reserves) that you can read while visiting the library. The book is also widely available at public libraries.

We will also use The New York Times as our main required text, which you can subscribe to for free here: <https://libguides.sjsu.edu/nyt-online>

The only personal information you need to provide is your SJSU email address, and possibly your graduation year and alternate email address. You do not need to enter payment information, because your free pass is valid until you graduate or stop attending SJSU.

Course Requirements and Assignments

The table below outlines the major writing assignments for this section of Stretch English. The fall writing assignments include: 2 critical reading and reflection essays; a personal essay; an essay for a public forum; a self-reflection essay. The spring writing assignments include: An interview project, a profile essay, a critical/reflection essay, an ethnographic/multimodal presentation project, a critical essay, and a self-reflection essay.

This table maps how the yearlong course will meet Written Communication I requirements and standards as well as the GE learning objectives.

Assignment Category	Assignment Names	Estimated Total Word Count of all assignments listed in each category	Term	GE Learning Objective
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Critical reading/reflection (CRR)	CRR Essay 1		F	
	CRR Essay 2	up to 2100 words total	F	GELO 1, 2,
	CRR Essay 3	(sum of all essays in this category)	S	3,4, 5
Data-driven analyses	Personal Essay		F	
	Interview Project	up to 2800	S	GELO 2, 3, 5
	Ethnography/Multimodal Presentation Project		S	
Major Essays	Blog/Public Forum Essay		F	
	Profile Essay		S	GELO 2, 3, 4, 5
	Critical Essay	up to 2950	S	
Portfolio/self-reflection essays	Midyear	up to 1750	F	GELO 1, 2, 3, 4, 5
	Final		S	

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

✓ Grading Information

This is the Grading Contract. By staying in this course and attending class, you accept this contract and agree to abide by it.

Stretch English

Kristin FitzPatrick Ezell

Grading Contract:

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, 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. In the fall, you will earn a grade of CR (credit) and advance to the spring semester of Stretch, or you will earn a NC (no credit) grade and have to enroll in the one-semester 1A course. In the spring you earn a letter grade based on your cumulative performance across fall and spring.

The default grade for this course is a "B+." 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 receive a "B+." 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 be lower.

You will not be graded, at least not in a traditional sense, on any assignment. Instead, you will receive feedback from your peers and writing coach for each major assignment. All work (major and minor assignments) will be awarded one point for completion. You are guaranteed a "B+" if you meet the following conditions:

1. You complete 88% of all in-class and out-of-class minor assignments, including in-class reading responses and outlines and drafts of all major assignments. Note: In-class assignments cannot be made up as the result of an absence.
2. You prioritize attendance and participate in in-class activities.
3. You abide by the classroom protocol/community agreements 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.
6. You may turn in one major assignment late per semester. Late work must be submitted within 48 hours of the 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 1/1 on all major essays/writing projects.
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). Revisions should indicate significant changes – extending or changing up the thinking or organization – not just editing or changing words.

****NOTE:** The B+ grade is contingent on your behavior as an engaged member of our learning community.

"A" Grades:

The grade of A depends on the quality of and progress demonstrated in your final portfolio reflection. To receive an "A" as your spring semester grade, you will first need to qualify for the default grade of B+. Additionally, you will need to receive the commendation "exceeds expectations" on your final portfolio reflection.

Grades Lower Than "B+": "B," "C," "D," or "F" grades occur when you fail to complete the required 88% of minor assignments in the semester or to engage in class activities, including workshops and discussions, or you miss one or more major assignment. You are not eligible for a "B+" unless you have met the guidelines outlined above. If you are falling behind or feeling overwhelmed, please contact me before you miss an assignment. I am here to support you, and I want you to succeed.

Plea: I (Kristin FitzPatrick Ezell), 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 (before breaching the contract), 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.

CONTRACT AGREEMENT: By staying in this course and attending class, you accept this contract and agree to abide by it. I (Kristin FitzPatrick Ezell) also agree to abide by the contract and oversee it fairly and impartially.

This grading contract was adapted from Dr. Amanda Emanuel Smith's sample grading contract, which was 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.

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

Important note about a possible work stoppage during the semester:

The California Faculty Association (the labor union of Lecturers, Professors, Coaches, Counselors, and Librarians across the 23 CSU campuses) is in a difficult contract dispute with California State University management. It is possible that we will call a strike or other work stoppage this term. I promise to promptly inform you of any schedule disruption. Our working conditions are your learning conditions; we seek to protect both. For further information go to www.CFABargaining.org.

SCHEDULE

(dates and details subject to change)

Week One: August 22-24: Course introduction, Set community agreements

Read: syllabus and Beyond Borders article

Write: reading response, contributions to community agreements

Week Two: August 29-31: Begin CRR1 Unit

Read: *Darius* pages 1-29 and NYT articles

Write: reading response, brainstorm CRR1 Essay ideas, KWL+ chart and outline for CRR1

Week Three: September 5-7: CRR1 Unit continued

Read: *Darius* pages 31-63 and NYT articles

Write: CRR1 First Draft

Week Four: September 12-14: CRR1 Unit continued

******Author visit September 13******

Read: *Darius* pages 64-90 and NYT articles

Write: CRR1 revisions, process journal

conferences for CRR1 Essay revision

Week Five: September 19-21: Begin Personal Essay Unit

Read: NYT articles

Write: CRR1 Final draft, updated KWL+ chart

Week Six: September 26-28: Personal Essay Unit Continued

****Human Rights in Iran Panel on September 26****

Read: *Darius* pages 91-117 and NYT articles

Write: topic idea and outline for Personal Essay

Week Seven: October 3-5: Personal Essay Unit Continued

Read: *Darius* pages 118-124 and NYT articles

Write: Personal Essay First Draft, process journal

conferences for Personal Essay revision

Week Eight: October 10-12: Personal Essay Unit Continued

****Multi-National Families Experiences Panel Discussion on October 12****

Read: *Darius* pages 125-145 and NYT articles

Write: Personal Essay Revisions, process journal

Week Nine: October 17-19: Begin Blog/Public Forum Essay Unit

Read: *Darius* pages 146-178 and NYT articles

Write: Personal Essay Final Draft, process journal, updated KWL+ chart

Week Ten: October 24-26: Blog/Public Forum Essay Unit Continued

****The Science and Art of Star Trek Panel Discussion on October 26****

Read: *Darius* 179-197 and NYT articles

Write: reading response, topic idea and outline for Blog Essay

Week Eleven: October 31-November 2: Blog/Public Forum Essay Unit Continued

Read: NYT articles, research for Blog Essay

Write: Blog Essay First Draft

Asynchronous class on 10/31

In-person class on 11/2

* conferences for Blog Essay revision*

Week Twelve: November 7-9: Begin CRR2 Unit

Read: *Darius* pages 198-222 and NYT articles

Write: **Blog Essay Final Draft**, updated KWL+ chart, topic idea and outline for CRR2 Essay

Week Thirteen: November 14-16: CRR2 Unit Continued

Read: new NYT articles and revisit articles in your KWL+ chart

Write: CRR2 Essay First Draft

Week Fourteen: November 21-23: Begin Midyear Portfolio Unit

Read: portfolio materials

Write: **CRR2 Final Draft**, portfolio prewriting exercises

Asynchronous class on 11/21

No class on 11/23

Week Fifteen: November 28-30: Midyear Portfolio Unit Continued

Read: portfolio materials

Write: **Portfolio Self-Reflection Essay First Draft**

Week Sixteen: December 5

Submit Midyear Portfolio by December 5 by 11:59 p.m.

No late portfolios will be accepted.

After December 5, there will be no assignments or class meetings. We will begin Spring Stretch in January when the spring term begins.