

# First-Year Writing: Stretch English I Section 17

## ENGL 1AF

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/18/2023

MW 3:00 pm - 4:15 pm BBC 121

### Contact Information

#### Instructor: Chelsea Criez

Email: [chelsea.criez@sjsu.edu](mailto:chelsea.criez@sjsu.edu)

Office: FOB 215

#### Office Hours

Monday, Wednesday, 12:00 PM to 1:00 PM, FOB 215 and Zoom

### 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

#### Student Expectations

Students are expected to come to class with an open mind and a willingness to learn; to be respectful and kind; and to be productive and reliable. Students are expected to view the syllabus, Canvas course page, Packback, and assignments regularly for announcements and updates.

#### Instructor Expectations

Students can expect that their instructor will be available for consultation and assistance; will be flexible with accommodations; will communicate announcements in multiple mediums (Canvas, in person, message, etc.); will provide written feedback in a timely manner; will respond to emails and messages within two business days; and will listen to students' ideas, comments, and concerns.

#### 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.

### **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.

## AI Generated Content

Academic integrity is our foundation as a community of scholars and learners. It defines the values we personally uphold, and it expresses a shared understanding of why we do so. This includes a commitment to truth, personal integrity, and certain standards and shared values on which membership in this community is based.

*By submitting an assignment for evaluation:*

- you assert that it accurately reflects the facts and to do so you need to have verified the facts, especially if they originate from generative AI resources;
- you assert that all your sources that go beyond common knowledge are suitably attributed;
- you assert that you have respected all specific requirements of your assigned work, in particular requirements for transparency and documentation of the process, or have explained where this was not possible.

If any of these assertions are not true, whether by intent or negligence, you have violated your commitment to truth, and possibly other aspects of academic integrity. This constitutes academic misconduct.

## CFA Work Stoppage

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](http://www.CFABargaining.org) (<http://www.cfabargaining.org/>).

## Student Resources

Students can access academic, career, financial, tech, and health support using our [Campus Resources](https://www.sjsu.edu/learnanywhere/campus-resources/index.php). (<https://www.sjsu.edu/learnanywhere/campus-resources/index.php>)

## 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 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.

\*These goals are from A2 GELOS and are not specific to the ENGL1A-Stretch Course\*

## Course Materials

---

### Can I Use I? Because I Hate, Hate, Hate College Writing

**Author:** Catherine Prendergast

**Publisher:** Out of Pocket Press

**Edition:** 2015

**ISBN:** 9780986145711

**Availability:** Campus Bookstore

### PackBack

**Availability:** Bookstore & Canvas Course

### They Say, I Say: The Moves that Matter in Academic Writing (without readings)

**Author:** Gerald Graff and Cathy Birkenstein

**Publisher:** Norton

**Edition:** 5e

**Optional**

We'll be referring to this text throughout the semester via an electronic document, but if you'd like a hard copy, I encourage you to purchase a copy.

## Electronic Device

We will be researching, writing, and completing online activities in every class, so you must bring some type of electronic device that will allow you to do so.

## ✓ Grading Information

Your Semester I grade will be Credit/No Credit. To receive Credit, you must earn at least 70%. Your Semester II grade will be a letter grade. Your final grade for the entire Stretch course will be calculated as follows: 40% Semester I + 60% Semester II.

### Criteria

Semester I		
Weight	Category	Summary
50%	Essays	This category includes the rough and final drafts of major writing assignments. The lowest grade in this category (aside from the Mid-Year Reflection) will be dropped.
25%	Participation	Participation will be assessed on completion of in-class activities as well as online assignments. The lowest grade in this category will be dropped.
25%	Packback Questions	There will be 8 required posts throughout the semester. The lowest grade in this category will be dropped.

Semester II		
Weight	Category	Summary
40%	Semester I	This category is based on the percentage grade you earned in the Fall Semester.
30%	Essays	This category includes the rough and final drafts of major writing assignments. The lowest grade in this category (aside from the Final Portfolio) will be dropped.
15%	Participation	Participation will be assessed on completion of in-class activities as well as online assignments. The lowest grade in this category will be dropped.
15%	Packback Questions	There will be required posts throughout the semester. The lowest grade in this category will be dropped.

## 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

Week	Monday	Wednesday
1	Topic: Introductions	Topic: What is a Rhetorical Question?

2	<b>Topic:</b> What is Literacy? <b>Read:</b> Can I Use I? pp 1-15, 21-25, 46-54, 64-79	<b>Topic:</b> What's the Situation? <b>Due:</b> Syllabus Quiz
3	<b>No Class</b>	<b>Topic:</b> Where are Your Sponsors? <b>Due:</b> Packback #1
4	<b>Topic:</b> Literacy Map Presentations <b>Due:</b> CRR1: Literacy Map	<b>Topic:</b> Literacy Map Presentations
5	<b>Topic:</b> Literacy Map Presentations <b>Due:</b> Packback #2; Literacy Map Reflection	<b>Topic:</b> Personal Essays
6	<b>Topic:</b> Personal Essay Form <b>Read:</b> Can I Use I? pp 93-106	<b>Topic:</b> Personal Essay Genre
7	<b>Topic:</b> Personal Essay Goals <b>Due:</b> Packback #3	<b>Topic:</b> Personal Essay Workshop <b>Due:</b> Personal Essay Rough Draft
8	<b>Topic:</b> Peer Review <b>Read:</b> Can I Use I? pp 33-41 <b>Due:</b> Packback #4	<b>Topic:</b> Personal Essay Revision <b>Due:</b> Revision Plan
9	<b>Topic:</b> Personal Essay Workshop <b>Due:</b> Personal Essay Final Draft	<b>Topic:</b> Blog Posts
10	<b>Topic:</b> What's a Blog? <b>Due:</b> Packback #5	<b>Topic:</b> Argument vs. Opinion <b>Read:</b> Can I Use I? pp 26-32, 89-92
11	<b>Topic:</b> Organizing Evidence <b>Read:</b> Can I Use I? pp 26-28, 42-45, 55-63 <b>Due:</b> Packback #6	<b>No Class</b>
12	<b>Topic:</b> Blog Workshop <b>Read:</b> Can I Use I? pp 80-88	<b>Topic:</b> Peer Review <b>Due:</b> Peer Review Worksheet
13	<b>Topic:</b> Blog Post Revision <b>Due:</b> Packback #7; Revision Plan	<b>Topic:</b> Blog Workshop <b>Read:</b> Can I Use I? pp 107-130 <b>Due:</b> Blog Post
14	<b>Thanksgiving Break!</b>	

15	<b>Topic:</b> Blog Presentations	<b>Topic:</b> Blog Presentations
16	<b>Topic:</b> Mid-Year Reflection Assignment <b>Due:</b> Packback #8	<b>Topic:</b> Mid-Year Reflection Workshop <b>Due:</b> Mid-Year Reflection Wednesday, December 13th 11:59 pm
<i>This syllabus is subject to change. Students will be notified of any changes in advance.</i>		