

First-Year Writing: Stretch English I Section 06

ENGL 1AF

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/28/2023

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

OUR CLASS POLICY RE CHATGPT AND OTHER GENERATIVE AI:

Generative AI programs like ChatGPT and GrammarlyGo can and should be used as resources in this class. As a writing community, we've decided that while they can be integrated into our writing process (brainstorming, generating and organizing ideas, polishing drafts, etc.), we should not use them to write our papers for us. Our work should represent our own ideas and our own ways of articulating them.

SAN JOSE STATE UNIVERSITY POLICY ON ACADEMIC INTEGRITY

The university emphasizes responsible citizenship and an awareness of ethical choices inherent in human development. Academic honesty and fairness foster ethical standards for all those who rely on the integrity of the university, its courses, and its degrees. University degrees are compromised and the public is defrauded if faculty members or students knowingly or unwittingly allow dishonest acts to be rewarded academically. This policy sets the standards for such integrity and shall be used to inform students, faculty, and staff of the university's Academic Integrity Policy.

STUDENT ROLE

The San José State University Academic Integrity Policy requires that each student:

1. know the rules that preserve academic integrity and abide by them at all times, including learning and abiding by rules associated with specific classes, exams, and course assignments;
2. know the consequences of violating the Academic Integrity Policy;
3. know the appeal rights and procedures to be followed in the event of an appeal;
4. foster academic integrity among peers.

You can access the SJSU's comprehensive academic integrity policy here:

<https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf>

Generative Artificial Intelligence (Chat GPT)

What you should know about AI Platforms

Large language models, like Chat GPT, perform intensive mining, modeling, and memorization of vast stores of language data “scraped” from the internet. They have been trained to learn language patterns and to predict the most probable next word or sequence of words based on the context they receive. In other words, it imitates or mimics what humans have put on the internet (think about that for a minute). AI writing platforms have become savvy enough to write essays, create apps, help with excel, and nearly any conceivable writing situation that relies on linguistic patterns. In this class, we'll practice learning and thinking with them.

ChatGPT, like all generative AI systems, is a tool. Tools are used by humans to accomplish specific tasks. Thinking of it that way helps unlock its potential, but also avoid its pitfalls.

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.

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)

GELOs: Goals to meet by the end of second semester Stretch

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

For this class, you will need a laptop or tablet. You can borrow these devices without cost for the semester or academic year through SJSU's Instructional Resource Center (IRC). There's no need to purchase any textbooks for this class, as I'll post all of our readings online in Canvas.

Course Requirements and Assignments

This semester, we'll have a total of four major assignments: the literacy map, personal essay, blog/vlog, and self-reflection. In addition, we will have in and out of class minor assignments (readings, reading responses, workshops, etc.) that act as steps in the writing process for our major assignments.

✓ Grading Information

Determination of Grades

Grading Contract:[\[1\]](#)

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.

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 receive half credit for late minor assignments. Major assignments will be graded out of 5 points; we will break down the requirements for 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.**
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 out-of-class minor assignments in late for half credit.
7. You may turn in one major assignment late per semester.

8. 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.
9. You receive a 1/5 on all major assignments. 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”).
10. You provide thoughtful peer feedback during class workshops and commit yourself to other collaborative work.
11. You honor the writing process and complete all steps thereof (e.g. reading/researching, prewriting, drafting and revising).
 1. 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.*

[1] 1 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.

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

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 receive only half 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	M 8/21	Introduction: Syllabus and “Weird” Grading Policy
1	W 8/23	Discuss ChatGPT and how we can use it as a resource Review Critical Essays from the RCW
2	M 8/28	Due: Week 1 Module Activities Discuss Amy Tan, “Mother Tongue” and the idea of “languaging”
2	W 8/30	Discuss how our ideas about college writing are being challenged Go over the prompt for the literacy map

Week	Date	Topics, Readings, Assignments, Deadlines
3	M 9/4	Labor Day: Campus Closed
3	W 9/6	<p>Due: Week 2 Module Activities</p> <p>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 – YIKES!</p>
4	M 9/11	<p>Due: Week 3 Module Activities</p> <p>Use journal entries to reimagine Linda Barry's "Sanctuary of School" as a map</p> <p>Set up literacy maps in Google Maps</p>
4	W 9/13	<p>Finalize literacy maps</p> <p>Prepare presentations</p>
5	M 9/18	<p>Due: Week 4 Module Activities; Literacy Map</p> <p>Presentations: Literacy Maps</p>
5	W 9/20	<p>Presentations: Literacy Maps</p> <p>Reflection: Literacy Maps</p>
6	M 9/25	<p>Due: Week 5 Module Activities</p> <p>Go over prompt for personal essay</p> <p>Unpack rhetorical situation (purpose, audience, genre, and context)</p>
6	W 9/27	<p>Use journal entries to summarize Sherman Alexie's "Superman and Me"</p> <p>Discuss Tan's rhetorical situation, paying careful attention to the conventions of the genre</p>

Week	Date	Topics, Readings, Assignments, Deadlines
7	M 10/2	Due: Week 6 Module Activities Use journal entries to summarize Kiki Petrosino’s “Literacy Narrative”
7	W 10/4	Pre-write for personal essay, brainstorming ideas
8	M 10/9	Due: Week 7 Module Activities Use journal entries to summarize Gloria Anzaldúa’s “How to Tame a Wild Tongue”
8	W 10/11	Add to prewriting, working through what to zoom in on and why (find your focus)
9	M 10/16	Due: Week 8 Module Activities In-class workshop: personal essay Collect volunteer drafts for revision workshop on 10/20
9	W 10/18	Strategies for revision: in-class example(s)
10	M 10/23	Due: Week 9 Module Activities Go over prompt for blog
10	W 10/25	Use journal entries to summarize article in favor of young adults attending a 4-year college
11	M 10/30	Due: Week 10 Module Activities; Personal Essay 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?

Week	Date	Topics, Readings, Assignments, Deadlines
11	W 11/1	Use journal entries to summarize article against young adults attending a 4-year college How do different publications/media outlets appeal to their audiences?
12	M 11/6	Due: Week 11 Module Activities Brainstorm: What do you hope to get from SJSU and your college degree? What purpose does college serve?
12	W 11/8	Pre-write: Organize evidence that support your opinion and challenge your stance
13	M 11/13	Due: Week 12 Module Activities In-class workshop: blog Collect volunteer drafts for revision workshop on 11/17
13	W 11/15	Strategies for revision: in-class example(s)
14	M 11/20	Due: Week 13 Module Activities Go over prompt for email to a peer
14	W 11/22	No class: Thanksgiving holiday
15	M 11/27	Due: Week 14 Module Activities; Blog; CRR2 (in-class writing) Compose email to peer
15	W 11/29	Go over prompt for self-reflection essay

Week	Date	Topics, Readings, Assignments, Deadlines
16	M 12/4	Due: Week 15 Module Activities; Midyear Self-Reflection Essay Compose and midyear self-reflection essay
16	W 12/6	Submit reflection materials; take end-of-semester surveys; celebrate the end of a successful first semester