

# First-Year Writing: Stretch English II Section 03

## ENGL 1AS

Spring 2025 In Person 3 Unit(s) 01/23/2025 to 05/12/2025 Modified 01/22/2025

### Contact Information

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Instructor:	Dr. Yuching (Jill) Yang
Office Location:	Faculty Offices FOB 222
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Office Hours:	MW 10 am- 12 pm and TR 12-1 pm and by appointment ( <a href="#">Zoom</a> )

### Course Information

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Class Days/Time:	03: T/Th 10:30 – 11:45 pm, CL225A 10: T/Th 1:30 pm- 2:45 pm, CL316
Classroom:	In-person
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.

# Course Description and Requisites

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Stretch II is the second 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. GE Area: A2

Prerequisite: ENGL 1AF Stretch English I (formerly HA 96F (FYC Stretch I))

Letter Graded

## \* Classroom Protocols

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### Attendance & participation

Your participation will be scored based on your contribution to the learning that we do together as a class weekly in our discussions and group work. Active participation that shows your physical and mental presence in live classes includes verbal comments, chat comments/questions, use of reactions icons, answering polls, and engaging in breakout room activities. Thus, frequent tardiness and absences will have a negative impact on your participation grade and your overall grade and you will be missing on important feedback and interaction with peers. The learning in this course will come from class discussion, peer-review workshops, and instructor guidance and feedback, it is extremely important that you complete the reading and written assignments on time.

### Late Work

**Late submissions are accepted with a 10% penalty per day late** (automatic in Canvas).

All assignments are due before the start of class and are considered late if submitted after that. Some activities based on class activities may be due by the end of class, which will be denoted by class end time. If you are consistently late, whether due to technology issues or otherwise, your overall grade may be affected. Many activities in the course are time-sensitive, so it is crucial to be submitting and providing your feedback and input on time.

## Missing Major Project Deadlines

### How students can find out about work missed because of absence.

If you miss any regular class, it is your responsibility to find out what you have missed by checking available materials and contacting classmates. I am not able to answer emails about missed classes and homework.

# How and when students can make up missed in-class essays and exams.

The only excuse that allows students to make up a missed timed essay is emergency or sickness, in which case you must notify me immediately, especially if it happens on a due date. You need to explain the reason and ask to set up a make-up timed essay within a week of the original due date. If you miss a timed essay without communicating the reason by the due date, you will be denied the opportunity to make up the essay and will receive a zero for that assignment. Presentations and shares cannot be made up as they take place during specifically allotted class time. For all other assignments a 10% point reduction rule applies for each day a submission is late

## How and when students can contact the instructor to request an extension.

If you know of any conflict ahead of time and need an extension for an out-of-class major assignment, you must message me in advance to provide the reason and to set up an alternative due date. The latest time to ask for an extension is at least 24 hours before a paper is due. Extensions are considered on an individual basis and are considered only due to exceptional circumstances such as sickness or emergency.

## University Policies

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

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 at <http://www.sjsu.edu/gup/syllabusinfo>

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 this section of the syllabus I outline specifically our grading practices for the year: information on feedback practices, relative weights of assignments, and the grade calculations.

## Program Information

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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

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This course is designed to meet the five broad learning outcomes specified by the General Education guidelines for Area A2.

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 incorporate ideas and information from other writers into their own writing through citation
4. demonstrate an increased awareness of the language they use by applying effective strategies for editing their own writing
5. demonstrate the ability to reflect on their progress as rhetorical readers and writers by compiling a portfolio and writing a self-reflective essay

## Course Learning Outcomes (CLOs)

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General Education Learning Outcomes (GELOs):

### 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

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### Fall and Spring

*Rereading America, 12th edition*, Gary Colombo; Uzzie T. Cannon; Robert Cullen; Bonnie Lisle  
ISBN:9781319244620, 1319244629

### Other Readings and Materials

Ballenger, Bruce. *The Curious Writer- Brief Fourth edition (4E)* ISBN: 978-0-205-87665-5. You will be reading chapters from this textbook to understand how to write within the specific genre. (This can be accessed in our Canavs files). Students will be asked to research other texts and materials on the theme of identity and cultural myths that are appropriate for academic studies. These texts will help us develop a shared context of reading to inform our arguments.

## Course Requirements and Assignments

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### Earning A2 Credit

Information about earning A2 credit is described in the Stretch Program syllabus, a separate document available on Canvas.

### Grading

Please refer to the grade calculations below:

A (94%-100%)	B- (80%-83.9%)	D+ (67%-69.99%)
A- (90%-93.99%)	C+ (77%-79.9%)	D (64%-66.99%)
B+ (87%-89.99%)	C (74%-76.9%)	D- (60%-62.99%)
B (84%-86.99%)	C- (70%-73.99%)	F (0%-59.99%)

Grades in the fall are based on measured progress toward proficiency in the learning objectives outlined above. To earn credit in the course, you will need to demonstrate measurable progress of the GELOs to earn credit (CR) in Stretch 1AF.

## Drafts

Drafts for peer-reviews and final submissions must be typed in Times New Roman 12 pt. font, double-spaced, with 1-inch margins all around, using APA format with a cover page.

Multiple Drafts are mandatory. Failure to submit a draft on the day that it is due will result in 20% point reduction.

## Final Grade for Stretch Course

Your final grade in Stretch English is based on both semesters of work. The Fall semester is weighted at 40% and Spring is at 60%, making both semesters a 100% scale.

## Fall semester -- 40% of total course grade

Assignment	Description	In-Class / Out of Class	Minimum Word Count	Percentage Value
<b>Critical Reading / Reflection 1</b>	Write an email to your instructor, articulate your views of "American Dream," by taking into account your own experience/ observation/ research, and the readings that you have explored in this unit.	IC	500	5%
<b>Personal Essay</b>	Choose a single aspect of your personal history that has shaped who you are today. First, describe, in detail, a single event that showcases this aspect of you. Then, discuss the broader significance of this aspect of you that shapes how you see the world around you.	OC	1000	5%

<b>Blog Essay</b>	You will write an elaborate blog post to review technology and its effect on the users. Your audience will be dependent upon where your blog is and what demographic it reaches. The blog should be informative and persuasive in tone. You will incorporate visual and multi-modal elements.	OC	1000	5%
<b>Blog Presentation</b>	Share your findings and receive feedback to revise your draft.	IC		2%
<b>Critical Reading &amp; Reflection 2</b>	For this paper, you will analyze the cultural myths about race, education, and technology.	IC	600	5%
<b>Reader Response</b>	Readings, activities and informal writing exercises that are part of the process of growing your expertise on the topic.	IC/OC	1000	5%
<b>Writing</b>	Participation in any writing-related exercises that support learning in addition to the formal assignments.	IC/OC		10%
<b>Self-Reflection Portfolio</b>	Keep all of your work. You'll be "quoting yourself" to show your growth as a writer this semester.	IC	750	3%
<b>Fall total %</b>				40%

## Spring semester - 60% of total course grade

Assignment	Description	In-Class / Out of Class / Canvas	Minimum Word Count*	Percentage Value
<b>Interview Project</b>	You will interview someone over 40 y.o. about their path to success (or not). Consider the myths we have discussed so far in this class including the "American Dream." Consider the cultural myths that have shaped the person you are and how you perceive the person you choose to interview.	OC	850	2%

<b>Profile Essay</b>	You will use your interview to write a profile essay with a specific framework to be discussed in class.	OC	1000	10%
<b>Critical Reading &amp; Reflection 3</b>	We will explore the myth of the melting pot and various sub-communities by doing a critical analysis of readings.	IC	750	8%
<b>Ethnographic Study</b>	Taking into consideration the larger topic of the “American Dream” and then the sub-cultures that give people a place “to be.” You will study a sub-culture to present a problem a report of your observations. You will make a presentation to share with classmates.	OC	1000	10%
<b>Presentations</b>	Ethnographic Study presentation. Informal presentations and share sessions.	IC		3%
<b>Persuasive Essay</b>	Taking into account the myths that we explored throughout the year, and especially considering justice in America. You will write a critical essay arguing what changes need to be made for this community.	OC	1200	12%
<b>Reading</b>	Readings, activities and informal writing exercises that are part of the process of growing your expertise on the topic.	IC/OC	1000	5%
<b>Writing</b>	Drafts must be submitted on time to receive full credit because this allows you to participate in peer-review processes with rigid deadlines and to receive timely feedback on your writing as well as to provide feedback to others. Engaging in the revising and editing process with your peers is essential to developing effective writing practice.	IC/OC		5%
<b>Self-Reflection Portfolio</b>	Keep all your work. You’ll be quoting yourself to show your growth as a writer for these past two semesters.	IC	800	5%
<b>Spring total %</b>				60%

## Classroom Courtesy

Our class is a community that encourages collaboration and learning. At times we may discuss or watch some controversial material. Therefore, it is important to be respectful of thoughts and opinions of all members of our group even if they differ from our own.



# Communication

It is more efficient to message me through Canvas than to email me through campus email. My campus email overflows with administrative and faculty emails. Because Canvas isolates student email in one location, *I can usually respond to Canvas messages within 48 hours.*

Evenings, after 5 pm and on weekends are personal time for students and instructors. I do not answer messages during these times. If there is a confusion about deadlines or some other miscommunication that cannot be clarified by checking syllabus and Canvas, contacting classmates and peer educator, then students can message instructor with a specific question about the issue, and I would break with this ritual and immediately send a message to the whole class. Communication is important for our work together.

## Technology

Classroom etiquette requires that cell phones be turned to silent mode, that full attention is given to the class, that computers and other devices only be used for class purposes, and that we listen carefully and without interruption to one another.

## Office Hours

You are welcome to walk in during the scheduled hours stated on the first page of this syllabus. If you want to make sure to have a specific time reserved during office hours, please message me at least 24 hours in advance. Students with appointments during official office hours get priority over the walk-ins. If you cannot come during office hours, please message at least 48 hours in advance to set up an appointment.

## University Policies

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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

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### Stretch English 1AS: Spring 2025 Course Schedule

The following is a description of projects and due dates. While there is a particular curriculum we need to cover within the semester, every class is different, and sometimes we will have to change plans. Therefore, you should view the semester outline as just that--an outline, with details to be arranged as the class progresses and various changes to be made as the need arises. If we make any major change in course

requirements, I will inform you of any revisions in a timely manner. Students are responsible for assignments handed out in class as well as for those indicated on the project outlines, so absent students should check with classmates in order to be well.

The schedule is subject to change. Any changes will be announced in class in advance and the most updated schedule will be posted to “Announcement” in Canvas. Unless specified otherwise, readings are from *Rereading America* and *The Curious Writer*. Reading and writing assignments must be completed by the beginning of class on the dates they appear in this schedule.

- ◦ *Rereading America*: RA
  
- *The Curious Writer*: CW
- Reader Response: RR
- Critical Reading/Response: CRR
  
- Writing center handout at <http://www.sjsu.edu/writingcenter/handouts/>

RA=*Rereading America*, CW=*Curious Writer*, OWM=*The Other Wes Moore*

Date	Assignments due before class	In class activities
R 1/23	Interview questions from the fall semester	Syllabus, calendar. Interview strategies introduced and practiced.
T 1/28	RR: CW Ch.4. Writing a Profile	[Zoom]  Profile Essay Prompt.  Profile features and conducting the interview

R 1/30	Analysis of Profile Essays	[Zoom]  Interview Project Discussion and Reflection. Adding Notes. Interview continued.
T 2/4	Due: Interview Project in Q&A <i>format</i>	Framing.  Great Profiles project.
R 2/6	Key findings in your interview project	Interdisciplinarity of Professional Branding (Adobe Express Workshop)
T 2/11	<i>Analysis of profile features in Canvas discussion.</i>	Brainstorming the profile development and requirement of profile draft
R 2/13	<i>Due: Profile rough draft (min. 1000 words)</i> CW Ch. 13: One useful strategy for developing my profile essay	Profile Workshop – framing/content.  Peer review due in class.
T 2/18	Due: Profile revised draft  Ethnographic Project samples and process	Ethnographic Project introduced; Brainstorming for the Ethnographic Project;  Ethno partners and topic choices posted to Canvas.
R 2/20	RR: RA Ch 4 <i>Myth of Individual Opportunity</i> Introduction, and <i>Class in America</i>	<b><i>Who We Become</i></b>  Ch 4: Money and Success: The Myth of Individual Opportunity
T 2/25	Due: Observation proposal  RR: CW Ch.9 Writing an Ethnographic Essay	Ethnographic Project Structure
R 2/27	RR: RA "Serving in Florida" and "Framing class, vicarious living and conspicuous consumption"	Continue ethnography drafting: observation proposal

T 3/4	Due: Ethnography field notes with sketch RR: CW Ch 14 The writer's workshop (p. 575)	Ethnographic project workshop
R 3/6	Due: Ethnographic rough draft	Ethnographic Study & Presentation assigned. Ethnography Project Peer Review Sessions
T 3/11	Ethnography Study Presentations	Individual Presentations (8-10 mins.)
R 3/13	Continue revising the ethnographic essay	Individual Presentations (8-10 mins.)
T 3/18	<b>Due: Final Ethnographic Project</b>	Intro to Critical Analysis Essay (CA)
R 3/20	RR: CW Ch. 8 Writing a Critical Essay	Critical Reading Reflection (CRR) 3 prompt and preparation
T 3/30	SPRING BREAK	
R 4/1	SPRING BREAK	
T 4/8	Get to know the new executive policies and pick the items interest you.	Brainstorming for the Critical Essay
R 4/10	<b>Collect the sources for CRR3</b>	Critical Reading Reflection 3 In-class Essay Developing Ideas for the Critical Essay
T 4/15	<b>Due: 1st Draft of the Critical Essay</b>	Critical Essay First Peer Review workshop
R 4/17	<b>Due: 2nd draft of Critical Essay</b>	Critical Essay Second Peer Review Sign up for student-teacher conferences

T 4/22	Due: Peer-review and Reflection.	Student-teacher conferences
R 4/24	Due: revising plans in "Discussion"	Student-teacher conferences
T 4/29	Ch 13 Revision strategies	Editing and Proofreading APA workshop
R 5/1	<b>Due: Critical Essay in Canvas</b>  CW What is a portfolio? (Appendix p.595). <i>Bring all Portfolio Materials</i>	Portfolio Workshop  <i>Notes for Reflection</i>
T 5/6	Portfolio work	Portfolio Workshop. <i>Outline for Reflection.</i>
R 5/8	<b>Last Day of Instruction</b>	
T 5/13	Study Day (no class)	
R 5/15	<b>PORTFOLIO AND REFLECTION DUE in class</b>	