

First-Year Writing: Stretch English II Section 09

ENGL 1AS

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

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 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

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.

☰ 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 and put your ideas in conversation with the world around you. We use multiple modalities as well as exploring various ways to approach writing academic essays.

Course Learning Outcomes (CLOs)

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

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 listed in Canvas as the due date. The material is what we will talk about in class the next 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 grade	1 - 5	40
spring participation	1 - 5	25
spring reading reflections	1 - 5	10
spring interview project	1 - 5	10
choose your own adventure persuasive 'essay'	1 - 5	10
final portfolio	1 - 5	5

Grading Information

This class uses low-stakes process-based grading, the idea being, by doing the work you learn and your learning is the focus of this class. Each assignment receives a grade connected to the associated rubric. Often I also add comments in the "Assignment Comments" in Canvas. Canvas calculates your grade. More about my use of low-stakes process-based grading is [here](#).

grading criteria:

- "A" range describes you completing the course work thoroughly and on time. It means you have presented detailed original ideas that clearly responded to the prompts. It reflects you giving yourself the most abundant opportunities of staying in the flow of idea development, enjoying collaboration, and learning through the class. You probably feel really good about the work and learning you did.
- "B" range demonstrates good completion in the same categories as an "A," but it also notes some late, incomplete, or partial work. This means you didn't get as much out of the class as you would have with more engagement, but you were still largely participatory. You probably developed your skills and had some fun.
- "C" range shows you did enough work with prompts and principles to pass, but frequent late work, incomplete participation, and/or missing assignments were likely a barrier to many benefits offered by the curriculum and community.
- "D" range demonstrates minimal engagement.
- An "F" is due to a significant lack of submitted material and participation.

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.

I love assigning A's. Just keep up with the work to get there.

For late work policy and other details please read [extra details about grading](#).

If you use AI in an assignment where we have not discussed and noted it, you may receive a failing grade. Undocumented AI use is a form of plagiarism.

That said, we will explore how AI can be fruitfully used in class through explicit exercises.

Using any idea that is not yours, without noting its source, is plagiarism. Don't do it. Note your sources.

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.

All spring Stretch classes create the spring letter grade by using the fall grade as 40% and the spring grade as 60%.

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 1: starts January 20 – partial week	memoir / interview project launch
Week 2: starts January 27	memoir / interview project
Week 3: starts February 3	memoir / interview with transcript
Week 4: starts February 10	memoir / interview essay
Week 5: starts February 17	memoir / interview analysis
Week 6: starts February 24	memoir / interview analysis in traditional essay interpretation
Week 7: starts March 3	adventure launch
Week 8: starts March 10	adventure development including pitch
Week 9: starts March 17	adventure development

Week 10: starts March 24	adventure development including update presentations
Week 11: starts March 31	spring break
Week 12: starts April 7	adventure talks
Week 13: starts April 14	adventure analysis
Week 14: starts April 21	launch final portfolio
Week 15: starts April 28	shape final portfolio reflection as traditional essay.
Week 16: starts May 5 –	refine final portfolio - consultation week
Week 17 & 18: - no classes	<p>check your grades in Canvas</p> <p>no T/TH classes – all work due by May 14</p> <p>by May 19 (or before) I post all grades in Canvas</p> <ul style="list-style-type: none"> – any student questions to me by 5pm May 21 – May 23 grades go to University