

First-Year Writing: Stretch English II Section 14

ENGL 1AS

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

Contact Information

Instructor: Chelsea Criez

Email: chelsea.criez@sjsu.edu

Office Hours

Monday, Wednesday, 1:30 PM to 2:30 PM, FO 215 and Zoom by appointment

Course Information

Lecture

Monday, Wednesday, 3:00 PM to 4:15 PM, Clark 225A

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

Community and Inclusion

This classroom is a space where every student's identity and experience are valued and respected. I am committed to creating an inclusive learning environment that welcomes and supports students of all gender identities, immigration statuses, racial and ethnic backgrounds, religions, sexual orientations, abilities, and cultural backgrounds. Your safety, dignity, and right to learn are paramount. I am here if you ever need support or accommodations. *You belong here.*

Agreements

In this class, we will strive to uphold the following agreements:

- Recognize the value in emotion, intuition, and sensory experiences alongside intellectual development;
- Practice holistic education to go beyond traditional academic knowledge and nurture multiple intelligences;
- Bring our values, backgrounds, and experiences into the classroom to affirm a range of diverse realities;
- Empower ourselves by fostering critical consciousness and encouraging the questioning of systemic inequalities and injustices;
- Practice empathy and compassion to create a supportive and caring environment;
- Use creativity and imagination in the learning process and explore various forms of expression and capacities; and
- Promote reflection and engage in self-examination to understand our own biases and assumptions and develop self-awareness.

AI Generated Content

As AI is emerging in the workforce, you will likely encounter and use AI in your daily tasks. We will use AI technology in this class as a means of assistive technology during the writing process. One of the course goals is to help you learn to write and communicate effectively, which requires practice. Therefore, you must learn how to create, edit, and recognize high-quality writing yourself. If AI can do these tasks without you, you won't have employable skills. We will learn how to ethically use AI, and you will be responsible for any final product and limitations or potential biases from LLMs. You will also be responsible for disclosing when and how you used AI.

Misusing AI (i.e., using it to write the majority of the essay without significant contributions or revision) or failing to disclose the use of AI will result in consequences ranging from a written/verbal warning to failing the assignment or course and a report to the Student Conduct Board. If you are unsure, ask.

AI Disclosure Agreement

If you use AI to assist you, you must disclose how and how much you used AI in your writing process. Below are samples of how you can disclose your use of AI tools.

- I did the first draft but then asked AI paraphrase/grammar/plagiarism software to read it and make suggestions. I made the following changes after this help:

- Fixed spelling and grammar
- Changed the structure or order
- Rewrote entire sentences/paragraphs
- I used AI to help me generate ideas. (Describe that process.)
- I used AI to do an outline/first draft, which I then edited. (Describe the nature of your contributions.)

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.

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.

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.

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)

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

PackBack

Availability: Canvas

Price: Free

They Say, I Say: The Moves that Matter in Academic Writing

Author: Gerald Graff and Cathy Birkenstein

Publisher: Norton

Edition: 5

Optional

Picturing Texts

Author: Lester Faigley, Diana George, Anna Palchik, and Cynthia Selfe

Publisher: Broadway Press

Optional

The Curious Writer

Author: Bruce Ballenger

Publisher: Norton

ISBN: 978-0-205-23577-3

Optional

Course Requirements and Assignments

Essay: Profile Essay

For this assignment, you will select and interview someone you know who has faced adversity and broken stereotypes. Using that interview, you'll write a profile essay and create an Adobe web page to showcase who that person is. This assignment includes an interview transcript, a rough draft, and a final draft.

Infographic: Visual Counterstory

For this assignment, you will work with a group (3-4 students) to create an infographic that provides insight into and tells the stories of a marginalized group. This assignment will be graded as a group and includes an Adobe infographic, written explanation and analysis, presentation, and group reflection.

Analysis: Critical Response

For this assignment, you will choose a text and create a critical response. You will identify its rhetorical situation and critique or support its meaning by creating your own text. This assignment includes a rough draft, final draft, and visual using Adobe Express.

Reflection: Final Portfolio

As a requirement for the FYW program, you will finish the semester by compiling and reflecting on the work you've done over the course of this semester. Similar to the Mid-Year reflection, you will compare a starting point (the writing you did for the RCW) and an endpoint (Critical Response) in a reflective essay regarding one of the GELOs. This assignment cannot be submitted late or dropped.

✓ Grading Information

Breakdown

A+	97%<	B+	87%-89%	C+	77%-79%	D+	67%-69%
A	93%-96%	B	83%-86%	C	73%-76%	D	63%-66%
A	90%-92%	B-	80%-82%	C-	70%-72%	D-	60%-62%
						F	<59%

Letter grades are assigned for the spring semester of this class.

Criteria

Category	Weight	Description
Fall Grade	40%	This is the percentage grade you earned for the fall semester.
Projects	30%	This category includes assignments for the Profile Essay, Visual Counterstory, Critical Essay, and Final Portfolio. The lowest grade in this category (excluding the Final Portfolio) will be dropped.
Participation	20%	This category includes all work done in class as well as a few homework assignments. Participation also includes being present and focused in class. The lowest two grades in this category (excluding Spring In-Class Activities, In-Class Presence, and Free Writes) will be dropped.
Packback Questions	10%	This category includes 8 Packback Questions, each requiring one question and two responses. 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	1/27 In Class: Welcome Back!	1/29 In Class: Profile Essays Due: PB 9 11:59 pm
2	2/3 In Class: Interviews Read: <i>CW</i> ch. 4 pp 19-30	2/5 In Class: Transcripts & Essays Read: <i>CW</i> ch. 4 30-38
3	2/10 In Class: Profile Essay Structure Read: Times POTY: Taylor Swift Due: Syllabus Quiz	2/12 In Class: Adobe Workshop Due: PB 10 11:59 pm & Transcript due 2/14 11:59 pm
4	2/17 In Class: Writing Workshop Read: <i>PT</i> "Representing Others" Due: Rough Draft 11:59 pm	2/19 In Class: Peer Review Due: PR worksheet 11:59 pm
5	2/24 In Class: Revision Due: Profile Essay 2/25 11:59 pm	2/26 <i>No Class!</i> (Out-of-Class Activity) Due: PB 11 & Revision Plan 11:59 pm
6	3/3 In Class: Counterstories & Single Stories	3/5 In Class: Ethnographies Read: <i>CW</i> ch. 9 pp 1-5, 18-24 Due: OOC essay 11:59 pm

7	3/10 In Class: Data Journalism	3/12 In Class: Research Day Read: <i>TSIS</i> ch. 15 Due: PB 12 11:59 pm
8	3/17 In Class: Visual Counterstories Read: <i>PT</i> "Picturing Texts" pp 1-26	3/19 In Class: Project Workshop Read: <i>PT</i> "Picturing Texts" pp 27-34 Due: Group Check-In 11:59 pm
9	3/24 In Class: Rubric Analysis	3/26 In Class: Project Workshop Due: PB 13 11:59 pm
10	<i>Spring Break</i>	
11	4/7 <i>Presentations</i> Due: Visual Counterstory before class	4/9 In Class: Critical Essays Read: <i>TSIS</i> ch. 16 Due: PB 14 11:59 pm
12	4/14 In Class: Criticizing Texts Read: <i>TSIS</i> ch. 14	4/16 In Class: Summary vs. Analysis
13	4/21 In Class: Developing Ideas Read: <i>TSIS</i> ch. 5 & 10	4/23 In Class: Writing Workshop Due: PB 15 & Rough Draft 11:59 pm

14	<p>4/28</p> <p>In Class: Adobe Express Workshop</p> <p>Read: <i>PT</i> "Designing Texts"</p>	<p>4/30</p> <p>In Class: Peer Review</p> <p>Due: PR Worksheet 11:59 pm</p>
15	<p>5/5</p> <p>In Class: Saying Why It Matters</p> <p>Read: <i>TSIS</i> ch. 7</p>	<p>5/7</p> <p>In Class: Revision</p> <p>Read: <i>TSIS</i> ch. 8</p> <p>Due: PB 16; Final Draft 5/8 & Revision Plan 5/9 11:59 pm</p>
16	<p>5/12</p> <p>In Class: Final Portfolio</p> <p>Due: Extra Credit & PB Make-Up 11:59 pm</p>	<p>5/20</p> <p>Due: Final 11:59 pm</p>
<p><i>This schedule is subject to change. Students will be notified in advance of any changes.</i></p>		