

# First-Year Writing: Stretch English II Section 17

## ENGL 1AS

Spring 2024 In Person 3 Unit(s) 01/24/2024 to 05/13/2024 Modified 01/22/2025

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*This syllabus is subject to change. Students will be notified of any changes in person and/or via Canvas in a timely manner.*

Meeting Times: MW 3:00 - 4:15

Meeting Location: BBC 121

## Contact Information

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Lecturer: Chelsea Criez

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

Office: FOB 215

## 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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### 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.

## Course Content

Diversity: SJSU studies include an emphasis on diversity. You will engage in integrated reading, Writing, and oral assignments to construct your own arguments on complex issues (such as diversity and ethnicity, class and social equality) that generate meaningful public debate. Readings for the course will include writers of different ethnicities, genders, and socio-economic classes.

Writing: You will write a series of essays informed by research and articulating fully developed arguments about complex issues. Assignments emphasize those skills and activities in writing and thinking that produce the persuasive argument and the critical essay, each of which demands analysis, interpretation, and evaluation. Writing assignments give you repeated practice in prewriting, organizing, writing, revising, and editing. This class requires a minimum of 6000 words, at least 4000 of which must be in revised final draft form.

Logic: You will learn methods of argument analysis, both rhetorical and logical, that will allow you to identify logical structures (such as warrants, evidence, qualification, rebuttal; enthymemes and syllogisms) and distinguish common logical fallacies.

Reading: In addition to being writing intensive, ENGL 2 is also a reading course. You will read a variety of critical and argumentative texts to help develop your skills for understanding the logical structure of argumentative writing.

Oral: You will be presenting your arguments orally to class both as an individual and as part of a group.

## 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.

# Time Commitment

Success in ENGL 2 is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (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 ENGL 2, our learning 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.

# 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

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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 Learning Outcomes (CLOs)

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## 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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## PackBack

**Availability:** Canvas

**Price:** Free

We will be using the same Packback course as last semester.

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

**Author:** Gerald Graff and Cathy Birkenstein

**Publisher:** Norton

**Edition:** 5e

**Optional**

You will be provided a digital copy, but I recommend purchasing a physical copy.

# Course Requirements and Assignments

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## 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

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

Evaluations: I will evaluate the effort and improvement of your work. I will be looking for the qualities and strengths of your writing. *Any Final Draft that has been submitted without substantial revisions from its respective Rough Draft will receive a 0. You may not receive credit for the same essay twice.*

Late Work: I accept late writing assignments. You have two (2) days to submit work for full credit after the deadline, and you have an additional two (2) days to submit work for half credit. For example, if a rough draft is due on Monday at 11:59 pm, you have until Wednesday at 11:59 pm to receive full credit and until Friday at 11:59 pm to receive half credit. *I will not accept Packbacks, in-class assignments, or the Final after their deadlines.*

Dropped Scores: The lowest Packback Question score will be dropped, the three lowest participation scores will be dropped, and the lowest project grade (that is not the final) will be dropped.

Integrity: I trust that all of the work you submit will be of your own thoughts, voice, and ideas. See Program Policies for clarification on plagiarism and academic integrity.

In-Class Presence: Presence does not only refer to physically showing up to class but engaging mentally as well. Presence requires focus, attention, and limited "multitasking" on electronic devices.

## Criteria

Type	Weight	Topic	Notes
Fall Grade	40%	ENGL 1AF Grade	This grade is determined by the grade you received during the fall semester of this class.
Projects	30%	Writing Assignments	Over the course of the semester, we will engage in various writing assignments that will consist of rough drafts, final drafts, and reflections. The lowest grade in this category--excluding the Final--will be dropped.
Homework	15%	Packback Questions	Over the course of the semester, you will ask questions about course topics, real-world applications, and other discussion topics to engage with the course and course material. The lowest grade in this category will be dropped.
Participation	15%	Engagement	Participation looks different for different people. For me, participation includes collaborating with your peers, contributing to discussions, and communicating with me about absences or asking questions. The lowest three grades in this category will be dropped.

## 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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## Spring Schedule

Week	Monday	Wednesday
1		1/24  <i>No Class</i>
2	1/29  <i>Semester Overview</i>	1/31  <i>Profile Essays &amp; Interviews</i>  Due: PB #9
3	2/5  <i>Conducting Interviews</i>  Read: NYT & TIME interviews (Canvas)	2/7  <i>Summarizing Others</i>  Read: <i>They Say, I Say</i> ch. 2  Due: Interview Transcript
4	2/12  <i>Introductions</i>  Read: TIME Person of the Year (Canvas)	2/14  <i>Conclusions</i>  Due: Rough Draft & PB #10
5	2/19  <i>No Class</i>	2/21  <i>Peer Review</i>
6	2/26  <i>Writing Workshop</i>  Due: Profile Essay	2/28  <i>Counter-Storytelling</i>  Due: PB #11

7	3/4 <i>Narrative Research</i>	3/6 <i>Research Day</i>  Watch: How to Spot Fake News  Read: How Your Brain Tricks You
8	3/11 <i>Infographics</i>  Due: Adobe Express Account	3/13 <i>Infographics &amp; AI</i>  Due: PB #12
9	3/18 <i>Visual Storytelling</i>  Due: Rough Draft (optional)	3/20 <i>Group Work Day</i>
10	3/25 <i>Presentations</i>	3/27 <i>Reflection</i>  Due: PB #13
11	<i>Spring Break</i>	
12	4/8 <i>Academic Writing</i>  Read: <i>They Say, I Say</i> Intro & ch. 1	4/10 <i>Organizing Your Thoughts</i>  Due: PB #14
13	4/15 <i>Analyzing Texts</i>  Read: <i>They Say, I Say</i> ch. 16	4/17 <i>Developing Your Ideas</i>  Read: <i>They Say, I Say</i> ch. 9 & 10



14	4/22 <i>Writing Workshop</i>	4/24 <i>Peer Review</i>  Due: Rough Draft (before class) & PB #15
15	4/29 <i>Reverse Outlines</i>	5/1 <i>Self-Evaluations</i>
16	5/6 <i>Revision</i>  Read: <i>They Say, I Say</i> ch. 8 & 11	5/8 <i>Final Portfolio</i>  Due: PB #16
17	5/13 <i>Semester Recap</i>	5/21 (Tuesday)  Due: Final Portfolio 11:59 pm

*This schedule is subject to change. Students will be notified of any changes in person/and or via Canvas.*