First-Year Writing: Stretch English II

ENGL 1AS

Spring 2026   Section 07   In Person   3 Unit(s)   01/22/2026 to 05/11/2026   Modified 02/06/2026

👤 Contact Information

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TR 10 am-12 pm and by appointment ([Zoom](#))

01: Tu/Th 1:30 pm - 2:45 pm, BBC 128

02: Tu/Th 12 pm – 1:15 pm, BBC 128

07: M/W 10:30 am- 11:45 am, BBC 123

08: M/W 12 pm – 1:15 pm, BBC 123

🕐 Course Information

Course Description

Our main inquiry will explore the impact of cultural myths on identity. Through reading and writing, we will investigate how these myths shape our self-perception and our view of the world. We will analyze the creation, perpetuation, and global significance of these myths and their effects on our past, present, and future within our learning community. For example, we will examine myths like the "American Dream" to understand concepts such as coming of age in the modern era, the promise and accessibility of education, and how class, gender, and race are interwoven in larger narratives about identity.

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

For more information on the Stretch Curriculum designed to meet these learning outcomes, see the Stretch English Program Syllabus on Canvas and on the department website. Table 1 maps how the yearlong course will meet Written Communication I requirements and standards as well as the GE learning objectives.

Assignment	Assignment	Words	Total Words	Assignment Type	Term (F/S)	GE Learning Objective
Critical reading/reflection	Essay 1	500	1850	in-class writing	F	GELO 1, 2, 3,4, 5
	Essay 2	600			F	
	Essay 3	750			S	
Data-driven analyses	Personal Essay Interview Project	1000	2850	Out-of-class writing	F	GELO 2, 3, 5
	Ethnography Project	850			S	
		1000			S	

Major Essays	Blog Profile Essay Critical Essay	750 1000 1200	3000	Out-of-class writing	F S S	GELO 2, 3, 4, 5
Portfolio/self-reflection essays	Midyear Final	750 800	1550	in-class writing Out-of-class writing	F S	GELO 1, 2, 3, 4, 5

Table 1: Summary of Writing Assignments for Stretch English I and II.

🖥 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.

Satisfies 1A. Written Communication I (Formerly Area A2).

Prerequisite(s): ENGL 1AF Stretch English I
Grading: Letter Graded

✳ Classroom Protocols

Classroom Protocol
Attendance & Participation

Participation is based on your weekly contributions in class discussions, group work, and peer activities. Regular attendance and punctuality are essential, as absences and tardiness negatively affect both your participation grade and your overall performance. Since much of the learning comes from discussion, workshops, and feedback, it is important to complete readings and assignments on time. Participation requires attendance and may only be made up with prior instructor approval and a valid reason. Without permission, make-up work receives a maximum of 60% credit and is also subject to the late work policy.

Late Work

Assignments are due before class begins unless otherwise specified. Late work is accepted with a 10% deduction per day. Some in-class activities may be due by the end of class and will be noted accordingly. Consistently late submissions—whether due to technical issues or other reasons—can impact your overall

grade, as many activities are time-sensitive.

Missing Major Project Deadlines

- Absences: If you miss class, it is your responsibility to review posted materials and check with classmates. I cannot respond to emails asking about missed class content or homework.

- Timed Essays: Make-ups are permitted only in cases of emergency or illness, with immediate notification required. A make-up essay must be arranged within one week of the original due date. Failure to notify me on or before the due date results in a zero. Presentations and class shares cannot be made up.

- Other Assignments: The late work policy applies (10% deduction per day).

Extensions

If you anticipate a conflict, you must request an extension at least 24 hours before the due date. Extensions are granted only in exceptional circumstances (e.g., illness, emergency) and are considered on a case-by-case basis.

AI Use Policy for ENGL 1AF

In this course, you are welcome—and even encouraged—to experiment with **AI tools** (such as ChatGPT) as part of your writing process. AI can be useful for brainstorming, organizing ideas, revising drafts, and learning different approaches to writing. However, it is important that you use these tools **responsibly, transparently, and with critical thinking.**

Expectations for Use

1. **Transparency**: If you use AI to support your work, you must **acknowledge it clearly**. At the end of your assignment, include a short note explaining:

- *What tool(s) you used*
- *How you used it* (e.g., brainstorming, generating outline ideas, checking grammar)
- *Why you chose to use it*

Example: *"I used ChatGPT to generate brainstorming questions for my essay on education policy. I revised the AI-generated ideas and added my own examples."*

Critical Thinking: Remember that AI is not a substitute for your own ideas. Always **evaluate, revise, and make the work your own**. Submitting unedited AI text is not acceptable and will be treated as a form of academic dishonesty.

Skill Development: The goal of this course is to help you develop as a writer and thinker. AI should **support**

your learning, not replace it. Over-reliance on AI may limit your growth.

Ethics & Responsibility: Do not use AI to generate false information, fabricate sources, or bypass the learning process. Any misuse will result in a grade penalty consistent with the university's academic integrity policy.

Why This Matters

Writing is both a **skill and a process**. AI can be a powerful tool if used with intention—it can help you refine your ideas, practice clarity, and explore different perspectives. By reflecting on how and why you use AI, you'll become more aware of your writing habits and build confidence in your own voice.

▤ 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).

ᴫ Course Learning Outcomes (CLOs)

GE Area 1A: Written Communication I

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 others. Area 1A is a prerequisite for Area 1B: Critical Thinking. Completion of Area 1A with a grade of C- or better is a CSU graduation requirement.

GE Area 1A Learning Outcomes

Upon successful completion of an Area 1A 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 requirement

Area 1A courses require a minimum of 6000 words, at least 4000 of which must be in revised final draft form.

📘 Course Materials

Required Texts/Readings

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

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 a 10% 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

Critical Reading / Reflection 1	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%
Personal Essay	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%
Blog Essay	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%
Blog Presentation	Share your findings and receive feedback to revise your draft.	IC		2%
Critical Reading & Reflection 2	For this paper, you will analyze the cultural myths about race, education, and technology.	IC	600	5%
Reader Response	Readings, activities and informal writing exercises that are part of the process of growing your expertise on the topic.	IC/OC	1000	5%
Writing	Participation in any writing-related exercises that support learning in addition to the formal assignments.	IC/OC		10%
Self-Reflection Portfolio	Keep all of your work. You'll be "quoting yourself" to show your growth as a writer this semester.	IC	750	3%
Fall total %				40%

Spring semester - 60% of total course grade

Assignment	Description	In-Class / Out of Class / Canvas	Minimum Word Count*	Percentage Value
Interview Project	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%
Profile Essay	You will use your interview to write a profile essay with a specific framework to be discussed in class.	OC	1000	10%
Critical Reading & Reflection 3	We will explore the myth of the melting pot and various sub-communities by doing a critical analysis of readings.	IC	750	5%
Ethnographic Study	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%
Presentations	Ethnographic Study presentation. Informal presentations and share sessions.	IC		3%
Critical Analysis Essay	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	15%

Participation and Writing	Readings, activities and informal writing exercises that are part of the process of growing your expertise on the topic. 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	1000	10%
Self-Reflection Portfolio	Keep all your work. You'll be quoting yourself to show your growth as a writer for these past two semesters.	IC	800	5%
Spring Total %				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

Stretch English 1AS: Spring 2026 Course Schedule

The following outlines our projects and due dates. While we have a set curriculum to cover this semester, each class is unique, and plans may need to be adjusted. Please view this outline as a general guide—specific details will be arranged as we move forward, and changes will be made as needed. Any major changes to course requirements will be communicated to you promptly. You are responsible for all assignments announced in class and listed on the project outlines. If you are absent, it is your responsibility to check with classmates to stay up to date.

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/

Week	Date	Assignments due before class	In-class activities
1	M 1/26	Interview project introduced	Interview strategies introduced and practiced.
	W 1/28	RR: CW Ch.4. Writing a Profile Analysis of Sample Profile Essays	Profile Essay Prompt. Profile features and conducting the interview Adding Notes. Interview continued.
2	M 2/2	Due: Interview Project in Q&A *format*	Interview Project Discussion and Reflection. Framing. Great Profiles project.
	W 2/4	*Analysis of profile features in Canvas discussion.*	Brainstorming: Key findings in your interview project
3	M 2/9	*Due: Profile outline*	Profile Workshop – framing/content.

	W 2/11	RR: CW Ch. 13: One useful strategy for developing my profile essay Due: Profile 1st draft *(min. 1000 words)*	Peer review due in class. Revision workshop
4	M 2/16	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.
	W 2/18	Due: Profile final draft	**Ethno methods and proposal**
5	M 2/23	RR: CW Ch.9 Writing an Ethnographic Essay	Observation and field notes practice Ethnographic Project Structure
	W 2/25	Due: Observation proposal	Workshop: observation proposal share
6	M 3/2	Due: Ethnography field notes with sketch	Ethnographic project drafting workshop Sign-up for student teacher conferences
	W 3/4	Due: Ethnographic rough draft	Student-teacher conferences
7	M 3/9	More data collection and analysis	Student-teacher conferences
	W 3/11	Due: Ethnography revised draft RR: CW Ch 14 The writer's workshop (p. 575)	Ethnographic Study & Presentation assigned. Ethnography Peer Review Sessions
8	M 3/16	Preview Critical Analysis Essay Prompt	Library session

	W 3/18	Ethnography Study Presentations	Individual Presentations (8-10 mins.)
9	M 3/23	Continue revising the ethnographic essay	Individual Presentations (8-10 mins.)
	W 3/25	**Due: Final Ethnographic Project**	Presentation cont'd
10	M 3/30	SPRING BREAK	
	W 4/1	SPRING BREAK	
11	M 4/6	RR: CW Ch. 8 Writing a Critical Essay	Intro to Critical Analysis (CA) Essay and your definition of American Dream Get to know the new executive policies and pick the items that interest you.
	W 4/8	RR: RA Ch 4 *Myth of Individual Opportunity" Introduction,* and *"Class in America"*	CA: topic exploration and thesis workshop Critical Reading Reflection (CRR) 3 prompt and preparation
12	M 4/13	**Collect the sources for CRR3: Annotated Bibiliograpy**	Critical Reading Reflection 3 In-class Essay
	W 4/15	RR: *RA* "Serving in Florida" and "Framing class, vicarious living and conspicuous consumption"	Reading like a researcher + Outline building
13	M 4/20	**Due: outline**	Argument development and counterarguments + draft workshop

	W 4/22	**Due: 2nd draft of Critical Essay**	Peer review workshop and sign up for student-teacher conferences
14	M 4/27	Due: Peer review and Reflection.	Student-teacher conferences
	W 4/29	Due: revising plans in "Discussion"	Student-teacher conferences
15	M 5/4	CW What is a portfolio? (Appendix p.595). *Bring all Portfolio Materials*	Editing and Proofreading APA workshop Portfolio Workshop. *Outline for Reflection.*
	W 5/6	**Due: Critical Essay in Canvas** Portfolio work **Last Day of Instruction**	In-class drafting of reflection essay
16	M 5/11	Study Day (no class)	
	W 5/13	**PORTFOLIO AND REFLECTION DUE by midnight**	