

# First-Year Writing: Stretch English I Section 01

## ENGL 1AF

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/17/2023

### Contact Information

Instructor:	Dr. Anne F. Walker
Student Hours:	on campus T/Th 8-9am (on-campus location TBA), & T/Th 1:15-3 (on-campus by appointment), other days by appointment on zoom
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**zoom information:** this is the link for any online student hours or if we suddenly need online classes. Treat it like you would a room. Arrive during your scheduled time: <https://sjsu.zoom.us/j/89898094033>

**student hours:** I am here to help. Drop by. Drop a line.

Please also read this [important note about possible work stoppage during the semester](https://sjsu.instructure.com/courses/1574255/pages/important-note-about-a-possible-work-stoppage-during-the-semester)  
(<https://sjsu.instructure.com/courses/1574255/pages/important-note-about-a-possible-work-stoppage-during-the-semester>)

### Course Description and Requisites

Stretch I is the first 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.

Prerequisite: Completion of Reflection on College Writing.

CR/NC/I Undergraduate

### \* 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:** We will meet once to check in at the beginning of the year, I'll meet with your group before your GLD to support its progress, and I'll check in with you again at the end of semester. 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 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.

## 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.

## 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.

You can learn more about how this course nestles into the university's system by clicking [about Stretch](https://sjsu.instructure.com/courses/1574255/pages/about-stretch). (<https://sjsu.instructure.com/courses/1574255/pages/about-stretch>)

## 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.

## 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.

## 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 Goals

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**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.

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 Led Discussions (GLDs), in-class activities and Choose Your Own Adventures (adventure).

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 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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**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* 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 \(https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CAL.S\\_SJO/tu4ck5/alma991001751489702919\)](https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CAL.S_SJO/tu4ck5/alma991001751489702919) and [All We Can Save \(https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CAL.S\\_SJO/5k7on1/alma991013911010902919\)](https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CAL.S_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 using the material, please log out and then another student can take your seat. The MLK library is working on getting *The Writer's Diet* similarly available.

**when to complete readings:** Do the reading, and write your reflection, before the date reading is listed in the syllabus. The material is what we will talk about in class that 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.

**intensity 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.

**reading reflections:** Each is worth 1% of your course grade and is due by 11:59 the night before we work with the text in class. You have 1 “oops token” which means you can miss one without grade penalty.

## ☰ Course Requirements and Assignments

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### Fall Course Work:

assignment	GELO	minimum draft word count	minimum revised final word count	point value
reading journals (critical reading/reflection (CRR))	1 - 4	1500		10
memoir draft (interview project)	1 - 4	400		5
memoir final (interview project)	1 - 5		500	10
memoir analysis letter (critical reflection)	1 - 5	250		5
re-mediation 1: build-up (CRR)	1 - 5		250	5
re-mediation 2: personal essay	1 - 5		500	5
re-mediation 3: essay for a public forum	1 - 5		250	5
participation	1 - 4	1850		30
group led discussion	1 - 4		spoken presentation	15
self-reflection essay / ePortfolio draft	1 - 5		500	5
self-reflection essay / ePortfolio final	1 - 5		500	5
Word Count: total = 4000 (SJSU requirement)		Point Total: 100		
revised final draft form = 2000 (SJSU requirement)				

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## ✓ Grading Information

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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.

**grading:** The following are the criteria by which essays are typically evaluated in first-year writing courses:

- An “A” essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student’s ability to use language effectively with a solid command of grammar, mechanics, and usage.
- A “B” essay demonstrates competence in the same categories as an “A” essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.
- A “C” essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.
- A “D” essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.
- An “F” essay does not fulfill the requirements of the assignment.

Letter Percentage and Associated Grade: A 94-100, 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

**late policy:** Reading reflections will only be accepted by 11:59 on the date due. Emergency exceptions will be honored with documentation. For best learning all assignments should be completed and turned in by the due date.

**reading reflections:** Each is worth 1% of your course grade and is due by 11:59 the night before we work with the text in class. You have 1 “oops token” which means you can miss one without grade penalty.

**assignment specifications:** Each assignment should have clear directions. If it is unclear, contact me. I can explain, and if necessary clarify the assignment’s directions. Here is another place where your questions can help everyone.

**more detail:** is at [extra details about grading. \(https://sjsu.instructure.com/courses/1574255/pages/extra-details-about-grading?wrap=1\)](https://sjsu.instructure.com/courses/1574255/pages/extra-details-about-grading?wrap=1)

## 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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**fall weekly schedule:** dates may change

Week	Focus	Reading	Assignments are all due by midnight on the date specified
Week 1: starts August 21 – full week	consultations, GLD workshop, reflection workshop, & begin memoir	<i>good woman</i> “generations: a memoir” pp 225-255	In class: reflection 1 on due August 24  in class: that place you remember liking as a kid
Week 2: starts August 28	memoir, reflection workshop, & GLD workshop	<i>good woman</i> “generations: a memoir” pp 225-255	reflection 2 on due August 28  in class: reflection 3 on due August 31  in class: TBA
Week 3: starts September 4	memoir, reflection workshop, & GLD workshop	<i>good woman</i> “generations: a memoir” pp 256-277	reflection 4 on due September 4  in class: reflection 5 on due September 7  in class: TBA
Week 4: starts September 11	memoir & GLD workshop	<i>good woman</i> “generations: a memoir” pp 256-277	reflection 6 on due September 11  in class: TBA
Week 5: starts September 18	memoir	syntax support	in class: TBA  memoir draft due September 25
Week 6: starts September 25	memoir	syntax support	in class: TBA  memoir final due October 2

<p>Week 7: starts October 2</p>	<p>memoir</p>	<p>syntax support</p>	<p>in class: TBA</p> <p>memoir final due October 9</p>
<p>Week 8: starts October 9</p>	<p>memoir</p>	<p>syntax support</p>	<p>in class: TBA</p> <p>memoir analysis due October 16</p>
<p>Week 9: starts October 16</p>	<p><i>All We Can Save</i> GLDs &amp; re- mediation</p>	<p>"Praise for <i>All We Can Save</i>," "Editor's notes," &amp; "Begin"</p>	<p>reflection 7 due October 16</p> <p>in class: TBA</p>
<p>Week 10: starts October 23</p>	<p><i>All We Can Save</i> GLDs &amp; re- mediation</p>	<p>"Root"</p>	<p>reflection 8 due October 23</p> <p>in class: TBA</p>
<p>Week 11: starts October 30</p>	<p><i>All We Can Save</i> GLDs &amp; re- mediation</p>	<p>"Advocate"</p>	<p>reflection 9 due October 30</p> <p>re-mediation 1 due November 6</p> <p>in class: TBA</p>
<p>Week 12: starts November 6</p>	<p><i>All We Can Save</i> GLDs &amp; re- mediation</p>	<p>"Reframe"</p>	<p>reflection 10 due November 6</p> <p>re-mediation 2 due November 13</p> <p>in class: TBA</p>



<p><b>Week 13: starts</b> November 13</p>	<p><i>All We Can Save</i></p> <p>GLDs &amp; re-mediation</p>	<p>"Reshape"</p>	<p>reflection 11</p> <p>due November 13</p> <p>re-mediation 3</p> <p>due November 20</p> <p>in class: TBA</p>
<p><b>Week 14: starts</b> November 20 – partial week - Thanksgiving</p>	<p>portfolio</p>	<p>syntax support</p>	<p>in class: TBA</p>
<p><b>Week 15: starts</b> November 27</p>	<p>remote consultations</p>	<p>syntax support</p>	<p>Portfolio with introduction draft due November 27</p>
<p><b>Week 16: starts</b> December 4 – partial week</p>	<p>portfolio</p>	<p>syntax support</p>	<p>Portfolio with introduction final and GLD notes all due December 5</p>
<p><b>Week 17: starts</b> December 11</p>	<p>emergency consultations by appointment</p> <p>students have time to submit any grading questions ...</p>	<p>-&gt;</p>	<p>I enter full semester grades in Canvas by December 11</p> <p>... by noon December 15 at the very latest</p>
<p><b>Week 18: starts</b> December 18</p>	<p><b>December 19</b> Grades Due From Faculty</p>		<p>December 19 grades submitted to university</p>