

# First-Year Writing: Stretch English I Section 03

## ENGL 1AF

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 08/22/2024

### Contact Information

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Instructor:	Dr. Yuching (Jill) Yang
Office Location:	Faculty Offices FOB 222
Email:	yuching.yang@sjsu.edu
Office Hours:	MW 10 am- 12 pm and TR 12-1 pm and by appointment ( <a href="#">Zoom</a> )

### Course Information

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Class Days/Time:	03: T/Th 10:30 – 11:45 pm, CL225A 10: T/Th 1:30 pm- 2:45 pm, CL316
Classroom:	In-person

### Course Description and Requisites

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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

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### 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.

## 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>).

## Participation and assignments

### Attendance & participation

Your participation will be scored based on your contribution to the learning that we do together as a class weekly in our discussions and group work. Active participation that shows your physical and mental presence in live classes includes verbal comments, chat comments/questions, use of reactions icons, answering polls, and engaging in breakout room activities. Thus, frequent tardiness and absences will have a negative impact on your participation grade and your overall grade and you will be missing on important feedback and interaction with peers. The learning in this course will come from class discussion, peer-review workshops, and instructor guidance and feedback, it is extremely important that you complete the reading and written assignments on time.

### Late Work

**Late submissions are accepted with a 10% penalty per day late** (automatic in Canvas).

All assignments are due before the start of class and are considered late if submitted after that. Some activities based on class activities may be due by the end of class, which will be denoted by class end time. If you are consistently late, whether due to technology issues or otherwise, your overall grade may be affected. Many activities in the course are time-sensitive, so it is crucial to be submitting and providing your feedback and input on time.

# Missing Major Project Deadlines

## How students can find out about work missed because of absence.

If you miss any regular class, it is your responsibility to find out what you have missed by checking available materials and contacting classmates. I am not able to answer emails about missed classes and homework.

## How and when students can make up missed in-class essays and exams.

The only excuse that allows students to make up a missed timed essay is emergency or sickness, in which case you must notify me immediately, especially if it happens on a due date. You need to explain the reason and ask to set up a make-up timed essay within a week of the original due date. If you miss a timed essay without communicating the reason by the due date, you will be denied the opportunity to make up the essay and will receive a zero for that assignment. Presentations and shares cannot be made up as they take place during specifically allotted class time. For all other assignments a 10% point reduction rule applies for each day a submission is late

### How and when students can contact the instructor to request an extension.

If you know of any conflict ahead of time and need an extension for an out-of-class major assignment, you must message me in advance to provide the reason and to set up an alternative due date. The latest time to ask for an extension is at least 24 hours before a paper is due. Extensions are considered on an individual basis and are considered only due to exceptional circumstances such as sickness or emergency.

## 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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### 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 Canvas 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

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	1000	2850	Out-of-class writing	F	GELO 2, 3, 5
	Interview Project	850			S	
	Ethnography Project	1000			S	
Major Essays	Blog	750	3000	Out-of-class writing	F	GELO 2, 3, 4, 5
	Profile Essay	1000			S	
	Critical Essay	1200			S	
Portfolio/self-reflection essays	Midyear	750	1550	in-class writing	F	GELO 1, 2, 3, 4, 5
	Final	800			Out-of-class writing	

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

## ✓ Grading Information

### 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
<b>Critical Reading / Reflection 1</b>	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%
<b>Personal Essay</b>	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	7%
<b>Blog Essay</b>	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	7%
<b>Blog Presentation</b>	Share your findings and receive feedback to revise your draft.	IC		1%
<b>Critical Reading &amp; Reflection 2</b>	For this paper, you will analyze the cultural myths about race, education, and technology.	IC	600	5%
<b>Reading</b>	Readings, activities and informal writing exercises that are part of the process of growing your expertise on the topic.	IC/OC	1000	5%



<b>Writing</b>	Participation in any writing related exercises that support learning in addition to the formal assignments.	IC/OC		5%
<b>Self-Reflection Portfolio</b>	Keep all of your work. You'll be "quoting yourself" to show your growth as a writer this semester.	IC	750	5%
<b>Fall total %</b>				40%

## Spring semester - 60% of total course grade

<b>Assignment</b>	<b>Description</b>	<b>In-Class / Out of Class / Canvas</b>	<b>Minimum Word Count*</b>	<b>Percentage Value</b>
<b>Interview Project</b>	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%
<b>Profile Essay</b>	You will use your interview to write a profile essay with a specific framework to be discussed in class.	OC	1000	10%
<b>Critical Reading &amp; Reflection 3</b>	We will explore the myth of the melting pot and various sub-communities by doing a critical analysis of readings.	IC	750	8%
<b>Ethnographic Study</b>	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%
<b>Presentations</b>	Ethnographic Study presentation. Informal presentations and share sessions.	IC		3%

<b>Persuasive Essay</b>	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	12%
<b>Reading</b>	Readings, activities and informal writing exercises that are part of the process of growing your expertise on the topic.	IC/OC	1000	5%
<b>Writing</b>	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		5%
<b>Self-Reflection Portfolio</b>	Keep all your work. You'll be quoting yourself to show your growth as a writer for these past two semesters.	IC	800	5%
<b>Spring total %</b>				60%

## 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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# Stretch English 1AF: Fall 2024 Course Schedule

The following is a description of projects and due dates. While there is a particular curriculum we need to cover within the semester, every class is different, and sometimes we will have to change plans. Therefore, you should view the semester outline as just that--an outline, with details to be arranged as the class progresses and various changes to be made as the need arises. If we make any major change in course

requirements, I will inform you of any revisions in a timely manner. Students are responsible for assignments handed out in class as well as for those indicated on the project outlines, so absent students should check with classmates in order to be well.

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
  
- Critical Reading and Response: CRR

#### Fall 2024 Course schedule

Week	Topics and Assignments
1	Introduction and community building
2	Writing and reading as inquiry
3	RA: Thinking critically, challenging cultural myth
4	Critical Reading and Response (CRR) #1
5	Personal Essay (PE)
6	RA: The myths of education and empowerment

7	Education and Schooling. Brainstorming, sketch, analysis.
8	Developing PE, and peer review workshop
9	Blog essay. Writing arguments
10	RA: The myths of progress on the frontier
11	Teamwork: topic brainstorming and development
12	Blog presentation
13	Critical Reading and Response (CRR) #2
14	Self-reflection and portfolio workshops
15	Thanksgiving (no class on 11/27 and 11/28)
16	Self-reflection and portfolio due
final	