

# First-Year Writing: Stretch English I Section 06

## ENGL 1AF

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 01/21/2024

### Contact Information

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### 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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#### OUR CLASS POLICY RE CHATGPT AND OTHER GENERATIVE AI:

Generative AI programs like ChatGPT and GrammarlyGo can and should be used as resources in this class. As a writing community, we've decided that while they can be integrated into our writing process (brainstorming, generating and organizing ideas, polishing drafts, etc.), we should not use them to write our papers for us. Our work should represent our own ideas and our own ways of articulating them.

#### SAN JOSE STATE UNIVERSITY POLICY ON ACADEMIC INTEGRITY

The university emphasizes responsible citizenship and an awareness of ethical choices inherent in human development. Academic honesty and fairness foster ethical standards for all those who rely on the integrity of the university, its courses, and its degrees. University degrees are compromised and the public is

defrauded if faculty members or students knowingly or unwittingly allow dishonest acts to be rewarded academically. This policy sets the standards for such integrity and shall be used to inform students, faculty, and staff of the university's Academic Integrity Policy.

## STUDENT ROLE

The San José State University Academic Integrity Policy requires that each student:

1. know the rules that preserve academic integrity and abide by them at all times, including learning and abiding by rules associated with specific classes, exams, and course assignments;
2. know the consequences of violating the Academic Integrity Policy;
3. know the appeal rights and procedures to be followed in the event of an appeal;
4. foster academic integrity among peers.

You can access the SJSU's comprehensive academic integrity policy here:

<https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf>

## Generative Artificial Intelligence (Chat GPT)

### What you should know about AI Platforms

Large language models, like Chat GPT, perform intensive mining, modeling, and memorization of vast stores of language data "scraped" from the internet. They have been trained to learn language patterns and to predict the most probable next word or sequence of words based on the context they receive. In other words, it imitates or mimics what humans have put on the internet (think about that for a minute). AI writing platforms have become savvy enough to write essays, create apps, help with excel, and nearly any conceivable writing situation that relies on linguistic patterns. In this class, we'll practice learning and thinking with them.

ChatGPT, like all generative AI systems, is a tool. Tools are used by humans to accomplish specific tasks. Thinking of it that way helps unlock its potential, but also avoid its pitfalls.

## 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>).

## 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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**GELOs: Goals to meet by the end of second semester Stretch**

### **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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For this class, you will need a laptop or tablet. You can borrow these devices without cost for the semester or academic year through SJSU's Instructional Resource Center (IRC). There's no need to purchase any textbooks for this class, as I'll post all of our readings online in Canvas.

## Course Requirements and Assignments

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In this two-semester course, we will explore the complex notion of 'belonging' and the extent to which our social identities are informed – or even created – by the intersectionality of our cultural, linguistic, and religious (or non-religious) affiliations. We will envision identity in this context not as a state of being but as a process of becoming, a process which can be mapped out both spatially and temporally.

We will (re)consider and possibly unsettle traditional ideas about literacy by telling our stories – where we're from, who inspired us, what we've read – and listening to those of others, like Amy Tan's "Mother Tongue" and Lynda Barry's "Sanctuary of School" to uncover both the universality and uniqueness of our experiences. We will chart points of collision and diversion using Google Maps, acknowledging that while we are each on our own path, there are moments of connection that evidence the intricate, sometimes undetectable, "knotworks" in and through which we engage as social beings.

This class is not about the answering but the asking of questions: Who am I? How and where do I fit in? What can I contribute to a given discourse? What is mine to say? We will continue adding to our maps before combining them with those of our peers. We will compose student profiles to use as ethnographic research, creating a larger, more comprehensive map of first-year SJSU students and the literacies they bring to our campus community. Doing so will afford us the opportunity to reflect on and problematize the very definition of literacy and the methods used to evaluate it. Together we will tell the stories and add the details that are too often omitted in assessment as we inquire who we are and where we fit in – at SJSU, of course, but also in the other (cultural, linguistic, and religious) communities in which we participate.

In short, this is a course on navigation. We will learn to navigate diverse genres, texts, and rhetorical situations, but we will also learn to navigate between different groups and social settings. We will learn to map and take stock of where we've been, where we are, and the direction we are going. We will veer, intersect, and redirect; we will discover, I think, that our goals – the destinations we imagine for ourselves – change. And, whatever our affiliations, so do we.

For fall semester, we'll have a total of four major assignments: the literacy map, personal essay, blog, and self-reflection.

For spring semester, will complete the following major assignments: the profile essay, ethnography infographic, critical essay, and self-reflection.

In addition, we will have in and out of class minor assignments (readings, reading responses, workshops, etc.) that act as steps in the writing process for our major assignments.

# ✓ Grading Information

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## Determination of Grades

### *Grading Contract:*[\[1\]](#)

*In this class, we will work as a learning community to develop our approaches to reading and writing different types of texts. We will experiment with unfamiliar strategies, and at times we will feel unsure about the direction of our work and our comprehension of the work of others. We will develop writing processes to help us, including prewriting, drafting, workshopping, and revising. We will rely on each other for feedback and support, but we will also take charge of our own learning and success. What does that mean in terms of grading?*

*This class is meant to improve your skills and experiences as college-level writers, drawing from each of your unique funds of knowledge. Therefore, we will not be using a traditional grading system. Instead, you will be largely responsible for your own grade.*

*If you do all that is asked of you in the manner and spirit in which it is asked, if you work through the processes we establish and the work we do throughout the semester, if you continue to improve those processes in order to gain more intensity and engagement in your writing, then you will do well in this course. If you miss in-class activities, turn in assignments late, fail to increase your work's intensity, or fail to submit assignments, your grade will suffer.*

*Minor assignments will be graded for completion; you will receive a 1/1 for every finished minor assignment you turn in **on time**. You will receive half credit for late minor assignments. Major assignments will be graded out of 5 points; we will break down the requirements for each assignment and the conventions of each genre you need to meet to achieve each point value (1-5). This means that while major assignments will be assessed for things like development, organization, and coherence, they will not be weighted enough to have a huge bearing on your overall course grade (so long as you are keeping up with the minor assignments).*

### **You are guaranteed success in this class if:**

1. You complete the majority of all in-class and out-of-class minor assignments, including in-class reading responses and outlines and drafts of all your work. **Note: In-class assignments can be made up for half credit. For some work, this may mean seeking outside help to fulfill the collaborative component of the activity.**
2. You prioritize attendance and participate in in-class activities.
3. You abide by the classroom protocol we establish as a writing/learning community.
4. You work cooperatively and collegially in groups. We will come up with parameters for constructive criticism and a shared vocabulary for discussing potentially sensitive subjects.
5. You complete all major and minor assignments **on time**. Except:
6. You may turn out-of-class minor assignments in late for half credit.
7. You may turn in one major assignment late per semester.
8. All submissions are complete. Any incomplete assignments or assignments that do not meet the requirements of the prompt will be deemed "missed." You will not receive credit for missed work.

9. You receive a 1/5 on all major assignments. This means if you fail to turn in a major assignment during the first semester, you will receive a “NC” (no credit) on your fall transcript, and you will need to retake ENGL 1A in spring. Likewise, if you fail to turn in a major assignment during the second semester, you will receive a non-passing grade for the yearlong course (either a “D” or an “F”).
10. You provide thoughtful peer feedback during class workshops and commit yourself to other collaborative work.
11. You honor the writing process and complete all steps thereof (e.g. reading/researching, prewriting, drafting and revising).
  1. Revisions should indicate significant changes – extending or changing up the thinking or organization – not just editing or changing words.

Your grade will correspond to your percentage in the “Total” column in Canvas. This will combine points received for in-class and out-of-class minor assignments as well as those for major assignments. The breakdown is as follows:

A: 94-100%    A-: 90-93%    B+: 88-89%    B: 84-87%    B-: 80-83%    C+: 78-79%

C: 74-77%    C-: 70-73%    D+: 68-69%    D: 64-67%    D-: 60-63%    F: 59% and lower

**Plea:**

*I (Dr. Amanda Emanuel Smith), as the administrator of our contract, will decide in consultation with you (the student) as to whether a plea is warranted in any case. You must come to me as soon as possible, in order to make fair and equitable arrangements. You may use a plea for any reason, but only once. The plea is not an “out clause” for anyone who happens to not fulfill the contract in some way; it is for rare and unusual circumstances out of the control of the student. If the contract is invoked, it is to ensure the student a passing grade (C), not to allow the student to make up enough assignments to achieve a desired grade.*

**CONTRACT AGREEMENT:** *By staying in this course and attending class, you accept this contract and agree to abide by it. I (Dr. Amanda Emanuel Smith) also agree to abide by the contract and oversee it fairly and impartially.*

[1] 1 Adapted from Professor Angela Clark-Oates’s ENGL 220D syllabus, Dr. Ti Macklin’s ENGL 10/11 syllabus, and the scholarship of Dr. Asao Inoue and Professor Peter Elbow.

## 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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Please note:

This is a tentative course schedule and is therefore subject to change. Any changes will be announced through Canvas. Every assignment and activity will be published with due date/time. Weekly out-of-class assignments will be due before the start of class every Wednesday. Be sure to check Canvas settings to ensure that you are receiving notifications about upcoming assignments, especially since minor assignments that are marked late in Canvas will only receive half credit.

Week	Date	Topics, Readings, Assignments, Deadlines
1	W 1/24	If the strike is over: Semester introduction: Review Syllabus and Grading Policy  Go over prompt for interview/profile project
2	M 1/29	If the first day was canceled as a result of the strike: Semester introduction: Review Syllabus and Grading Policy; Go over prompt for interview/profile project  Review Sample 1 (profile essay)
2	W 1/31	Due: Week 2 Module Activities  Decide who to profile and how to ask them to serve as your subject
3	M 2/5	Review Sample 2 (profile essay)
3	W 2/7	Due: Week 3 Module Activities  Compose interview open-ended questions to elicit not just responses but stories
4	M 2/12	Review Sample 3 (profile essay)

4	W 2/14	Due: Week 4 Module Activities Review sketch/draft
5	M 2/19	Pre-write for profile essay
5	W 2/21	Due: Week 5 Module Activities In-class workshop: What is the purpose? What is the fellow student "the face of"?
6	M 2/26	Go over prompt for ethnography project
6	W 2/28	Due: Week 6 Module Activities Review Sample 1 (ethnography: international students commentary on US students)
7	M 3/4	Review student demographics/observations/experiences What can you say about SJSU's student population?
7	W 3/6	Due: Week 7 Module Activities Due: Profile Essay Tinker in Adobe Express
8	M 3/11	Compile statistics, quotations, and observations to justify assessment of student population
8	W 3/13	Due: Week 7 Module Activities Create/finalize infographics in Adobe Express
9	M 3/18	Due: Week 8 Module Activities, Ethnography Infographic Present infographics
9	W 3/20	Due: Week 9 Module Activities, Go over prompt for critical essay

10	M 3/25	Review/Summarize Sample 1 (critical essay)
10	W 3/27	Due: Week 10 Module Activities Review/Summarize Sample 2 (critical essay)
11	M 4/1	Spring Break
11	W 4/3	Spring Break
12	M 4/8	Review Summary, Analysis, and Synthesis
12	W 4/10	Due: Week 12 Module Activities Practice summary and analysis using Sample 2
13	M 4/15	Practice summary, analysis, and synthesis using Sample 1 and Sample 2
13	W 4/17	Due: Week 13 Module Activities Come up with working thesis statement Practice embedding quotations
14	M 4/22	Complete outline for critical essay
14	W 4/24	Due: Week 14 Module Activities In-class workshop: Critical Essay
15	M 4/29	Optional Conference Day: Discuss drafts (or anything else!) with instructor
15	W 5/1	Due: Week 15 Module Activities Go over prompt for self-reflection essay and portfolio

16	M 5/6	Outline self-reflection
16	W 5/8	Draft self-reflection
17	M 5/13	Due: Critical Essay/Portfolio Finalize and submit portfolio material