

# First-Year Writing: Stretch English I

## ENGL 1AF

Fall 2025 In Person 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 08/20/2025

### Contact Information

Instructor: Kristin Agius (pronounced like “age-us” but you can call me Kristin)

Email: kristin.agius@sjsu.edu

Office Location: FOB 222

Office Hours: TR 12:15-1:15

### Course Information

Section	Days/Times	Classroom
ENGL 1AF-20 (50164)	TuTh 1:30PM-2:45PM	Boccardo Business Center 203
ENGL 1AF-09 (41194)	TuTh 3:00PM-4:15PM	Boccardo Business Center 128

### 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(s):** Completion of Reflection on College Writing.

**Grading:** Credit/No Credit

### Classroom Protocols

# 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 Overview

### **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 Goals

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What does it mean to be a writer? This course is all about YOU and your relationship to language, multi-modal texts, reading, writing, education, and the world. How have you become the kind of writer and student you are? What strategies, habits and beliefs about writing have you learned and how well do these serve your goals as a writer, student, citizen, and aspiring professional? How might you write more effectively – with more joy, and more satisfying results?

These questions will guide us on our journey in this class. I am also here to collaborate with you and help you all reach your goals. Think of me as your language and composition coach. I'm here to help and support you, and I am so excited and honored to be able to read your work and see how you grow. I also anticipate learning a lot from the diverse perspectives and unique cultures you bring into the classroom. Your fellow classmates are also here to help, support, and learn from you, which also means that we are counting on you to engage in the class and be an active part of our community. You will get out of this class what you put into it!

## Course Learning Outcomes (CLOs)

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**General Education Learning Outcomes (GELOs):**

### **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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1. Eli Review Writing Workshop fee (see Canvas for more details).
2. New York Times (Access your complimentary subscription at <https://library.sjsu.edu/nyt-online> (<https://library.sjsu.edu/nyt-online>))
3. Access to a computer with wifi to access Eli Review, our Canvas class site, Adobe Express, class readings online, and attend online zoom meetings, if needed
4. Optional: Access to a printer to print out hard copies of class readings

## Course Requirements and Assignments

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I believe that reading and writing can enrich our lives and help us to work toward both self-knowledge and social justice, and even on top of that, joy. This class will help you to use reading and writing as a tool for critical thinking and learning, as well as communicating.

Reading, writing, and composing multi-modal texts well is not something that you can learn to do in one term. Rather, they are skills that require daily practice. Even if you are really good at something, without practice, you can lose your sharpness or your power. And similarly, when you don't know how to do something well, you can improve your ability to do just about anything by practicing a little bit every day.

Writers don't write great essays or create effective texts in one night the day before they're due, but by doing a little bit each day. In this class you will be doing something every day, but the daily work will be small and manageable. We will follow a similar bi-weekly routine of reading, composing, reviewing, and reflecting every week. You will do your routine practice work in an app outside of Canvas called Eli Review, an app that makes it easy to do this kind of practice.

	Monday	Tuesday	Wednesday	Thursday	Friday
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Week 1	Due 11:59pm:  Canvas Reading Annotation	Attend class and start Eli Writing Task	Due 11:59pm: Type up and submit Eli Writing Task	Attend class and start Eli Review Task	Due 11:59pm:  Canvas Reflection Task
Week 2	Due 11:59pm:  Eli Reviews	Attend class and start Eli Revision Plan	Due 11:59pm:  Eli Revision Plan	Attend class and start Eli Revision	Due 11:59pm:  Canvas Reflection Task

This practice will build towards the following major projects:

### Fall Semester

Assignment	Description	Multi-Modal Genre	GELOs
Literacy Narrative	For this assignment, you will create a digital representation of your journey as a speaker, reader, and writer for your classmates and me.	Your choice of format using Adobe Express	1, 2, 5
Personal Essay	For this assignment, you will write about a significant moment of learning or a familial anecdote. You'll use your own experience, memory, and narrative to open up larger questions about a social issue for your classmates and close friends and family.	Slide Show with Voice Narration	1, 2, 3, 4, 5
Writing for an Open Forum	For this assignment, you will voice an opinion on the social issue you connected your personal experience to for the Personal Essay. You will use various sources to support your opinion for an audience of NYT's readers.	Op-Ed Blog using Adobe Express Webpages	1, 2, 3, 4, 5

Mid Year Reflection	For this assignment, you will reflect on your progress thus far as a speaker, reader, and writer. You'll compare your RCW to your Opinion blog and discuss the improvements you've made and skills you'd like to work on moving forward.	Reflective Essay	1, 2, 5
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## Spring Semester

Assignment	Description	Multi-Modal Genre	GELOs
Profile Essay	For this assignment, you will interview a person of your choice, ideally related to the social issue you wrote about in the Fall term. You will then use the information you received in that interview to write a profile essay.	Photo Essay	1, 2, 4, 5
Research Journey	For this assignment, you will conduct curiosity-driven research on a topic of your choice (or with a group) and display your journey in a map format.	Web Page or Map	1, 2, 3, 4, 5
Persuasive Essay	For this assignment, you will translate your research journey essay into a more academic essay, following the conventions for academic tone, language, citing, and critical analysis and argumentation.	Infographic	1, 2, 3, 4, 5
Final Portfolio	As part of the First-Year Writing program, you will compile a portfolio in which you will include a self-reflective essay on your growth as a reader and writer.	Reflective Essay	1, 2, 5

## ✓ Grading Information

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People often assume that good writers are able to write a perfect essay in the first draft. But successful writers actually engage in **daily practice** and revision. They make mistakes and fail. But--and this is their secret--they never give up. In other words, they engage in the writing process. They take risks and learn new things that inspire them to revise their work so that they can reach their audience and achieve their goals. Engaging in and practicing this process is just as important as what you write and turn in as a final draft.

Since the process is an important part of writing success, I invite you to join me in an experiment in ungrading. I believe students learn best when they engage in the process, see mistakes as opportunities to learn, and receive and act on feedback. Rather than receive a grade on your writing, you will receive plenty of **feedback** from both your peers and me. Our work with Eli Review will help me coach you on how to give helpful feedback and reflect on and use feedback to improve your writing and compositions and make it more powerful.

**UnGrading.** And since I must give you a grade at the end of the term, all grades for the class will be determined by how consistently and deliberately you practice and timely completion of the work.

**Practice Points:** Everyone can improve by practicing consistently and deliberately (at the right level of challenge). To help you measure the amount of practice you are doing every week, each assignment is worth points (10 for Process Work and 100 each for Reflection and Self-Assessment of the revised drafts of the major assignments and the Mid Year Portfolio). Process Work is defined as individual Canvas/in class tasks or one Eli Review write-review-revise cycle. You will earn a minimum amount of points (50% of the total, so 5/10 for Process Work and 50/100 for the bigger reflective assignments) just for submitting something on time! This is meant to encourage you to submit work on time, regardless of quality (done is better than perfect). Being timely matters because getting and giving feedback early in the process is key to revision and growth.

You can earn the rest of the points for an assignment by practicing deliberately, meaning that you give thoughtful feedback to your peers and use feedback you receive to revise early drafts so that they move closer to meeting or exceeding the criteria for each assignment. In other words, you will earn points for revising and improving in deliberate ways rather than for submitting perfect papers.

**Late Work:** Timeliness matters! You will receive the minimum grade of 50% of an assignment for submitting it on time. Late assignments will only be able to receive a maximum of 70% of the total points (7/10 for Process Work and 70/100 for Portfolios). Please note that submitting Eli Writing tasks late may mean that you will not be able to be assigned to a review group, thus potentially losing more points for not giving feedback. You cannot make up for missing being put in a review group in a timely manner. I also do not give written feedback to late work. You will need to make an appointment to meet with me to receive feedback on your work.

**Ethical AI Use:** Writing is a tool for thinking and your job is to practice thinking in this class. I expect you to practice, not produce perfect papers! LLMs don't think; they process text and make predictions based on what data it's given. However, they can be helpful, if you use them ethically and for the right purposes. You



may only use AI to enhance critical thinking and to aid your composing process as outlined in each assignment. A good rule of thumb is to be prepared to explain every aspect of your composition and why you made the choice to include something or to do something in one way rather than another.

When you use AI, you must document how and why you use it by submitting the [Student AI Disclosure Form \(https://sites.google.com/sjsu.edu/aiwritertoolbox/citing-ai-use?authuser=0\)](https://sites.google.com/sjsu.edu/aiwritertoolbox/citing-ai-use?authuser=0), including a link to the entire chat you conducted with your AI tool. If you submit work that has the features of being written by AI, I will ask you to come talk with me so that I can better understand your reading, composing, and thinking process. You will receive a 0 on the relevant task until you come and talk with me and revise the given assignment if needed. If you haven't documented your composing process, including saving chats you conduct with the AI tool, the assignment will stay a 0 and I may be forced to make a report to the Office of Student Conduct.

**Final Grades:** The practice points you earn will be recorded in the Canvas gradebook. Note that there is no set point total for the course as process work tasks may be changed or added as the needs of the class evolve. Coursework for Fall term will count for 30% of the final grade, and coursework for the Spring term will count for 70% of the final grade. The percentage of the total you have will determine your grade: A=93-100% A-=90-92% B+=87-89% B=84-86% B-=80-83% Etc.

**Fall Term Grade:** The Fall term grade is CR/NC. You will receive a CR for the Fall term and continue on to the Spring term if you complete 70% of the work, including the mid year portfolio.

## Basically, you will earn an A grade for ENGL 1A-S if you:

1. **Attend all Classes:** Your attendance is lovingly required! Attend all classes, engage actively during every session, and participate in group work satisfactorily. Be on time for class consistently, and absent very rarely. If you miss a class for health reasons, be in contact with your classmates and instructor to discuss how to stay on track. You are responsible for turning in all assignments in a timely manner, even if you are absent.
2. **Turn in all Assignments on Time:** Complete every Eli Review task *in the manner and spirit in which it was assigned*, and turn all work in on time. Push yourself to provide your group mates to become better writers throughout the term by providing thoughtful written feedback (meeting the word count and comment # requirements). Taking their work seriously enough to think hard about how it can be improved is crucial for your success and theirs, in this course.
3. **Reflect** on the feedback provided by your instructor and your peers to improve your writing. You do not have to make every change suggested by your readers, of course, as readers will sometimes disagree. But you must take all feedback seriously, and your **revision plans** should show evidence of your careful consideration of your readers' suggestions. Even if you have not received thorough feedback during the review, complete a **revision plan** by reflecting on the feedback you gave, what you learned during the class debrief discussion, and thinking about how you can apply it to your reading and writing.
4. **Attend Conferences:** Take advantage of the resources available. Attend any requested conferences with me during the term. If I indicate my feedback that I would like you to schedule an appointment to talk with me, do so within the week.

5. **Revise** your practice writing thoughtfully with attention to the criteria for each assignment. Revision means substantially clarifying your ideas, re-organizing your argument, rethinking your claims, strengthening your evidence, deepening your research and making new connections, adjusting your style, and/or reimagining your relationship with your audience. Explain the revision choices you made in your revisions and be prepared to point out how your revised drafts meet the criteria we've worked on for each assignment.
6. **Proofread drafts** (even first drafts) to eliminate distracting surface errors and typos. Revised drafts do not have to be perfect, but you should learn any grammar rules that consistently cause you trouble, by talking with a classmate, using a handbook, working with a tutor, and/or meeting with me.
7. **Avoid Plagiarism** by (a) taking careful notes to help you distinguish between your own ideas and language and those you have borrowed from sources, (b) attempting to cite all sources correctly even in first drafts, (c) paying attention to citation conventions and citing all sources correctly in all final drafts, and (d) never attempting to disguise another's work as your own, never purchasing essays online, and never engaging in any other act of academic dishonesty, including re-submitting work you've previously submitted. If you collaborate with others, including using a language generative AI app like Chat GPT, you must do so with authorization in the spirit of the assignment and you must declare what tools you used, or help you received, along with your work. New ideas only come about because we are all constantly borrowing ideas and sharing our work with others; be generous about attributing and citing those whose work has influenced your own.
8. **Submit** all assignments and the mid year and final Portfolios, with all outlined requirements completed, by the due dates.

## On Grades Lower than an A

- You will earn a lower grade if you lose points for not turning in complete and thoughtful work, not submitting work in a timely manner, and not reflecting and revising thoughtfully.
- If you find yourself with a grade lower than an A, you will have the opportunity to do an additional revision of one of your compositions--or remix it into another genre--to raise your grade one letter only. Completing an additional revision or remix means that you meet with me first to make a revision plan. You will then meet with me a second time to discuss the revisions you made and how you followed through on your revision plan.
- All major assignments and portfolios must be completed to pass the class, no matter what your point total is.
- If you do not practice consistently enough during the term and your grade drops below a C-, you will not pass

### What if I'm unsure about my grade or not on track to get the grade I want?

You can keep track of your assignment completion in the canvas gradebook, but I invite you to make an appointment or drop in to office hours to discuss your grade at any point in the term. I will also be keeping track of your engagement in Canvas, Eli Review, and during class. I will reach out to you if it looks like you are falling behind to offer help and support.

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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The following is a tentative schedule of small writing assignments, reading assignments and major term project due dates, which is subject to change on a daily basis, so always listen in class and check Canvas for updates.

Week	Eli Review Routine Assignments	Reading Assignments
1 8/18-8/22	Eli Writing Warm Up Practice Session: What does it take to build a helpful peer feedback culture in this course? (250 words)	The Syllabus
2 8/25-8/29	Eli Review and Revision Plan	"On Unlearning" Lamott, "Shitty First Drafts"
3 9/1-9/5	Tuesday 9/2: Jumpstarting Digital Literacy Workshop  Eli Writing Practice Session 1: Your Literacy History Idea Draft	Malcolm X, "Learning to Read"
4 9/8-9/12	Eli Review and Revision Plan	Anzaldua, "How to Tame a Wild Tongue"
5 9/15-9/19	Eli Writing Practice Session 2: Literacy Narrative using Adobe Genres Draft	Tan, "Mother Tongue"
6 9/22-9/26	Eli Review and Revision Plan  Due Fri in Canvas: Literacy Narrative using Adobe Genres Revised Draft with Reflection and Self-Assessment	Noah, "Chameleon"

7 9/29-10/3	Eli Writing Practice Session 3: Personal Essay Idea Draft	"On Question-Driven Writing"
8 10/6-10/10	Eli Review and Revision Plan	NYTs article on an issue related to your personal narrative
9 10/13-17	Eli Writing Practice Session 4: Personal Essay Slide Show and Narration Script Draft	NYTs article on an issue related to your personal narrative
10 10/20-10/24	Eli Review and Revision Plan  Due Fri in Canvas: Personal Essay Slide Show and Narration Script Revised Draft with Reflection and Self-Assessment	"On Reading Like a Writer"
11 10/27-10/31	Eli Writing Practice Session 5: Writing for a Public Forum Idea Draft	NYTs article on an issue related to your personal narrative
12 11/3-11/7	Eli Review and Revision Plan	NYTs article on an issue related to your personal narrative
13 11/10-11/14  11/11 Veterans Day	Eli Writing Practice Session 6: Writing for a Public Forum Blog/Webpage Draft	NYTs article on an issue related to your personal narrative
14 11/17-11/21	Eli Review and Revision Plan  Due Fri in Canvas: Writing for a Public Forum Blog/Webpage Revised Draft with Reflection and Self-Assessment	Sommers, "Revision Strategies of Student Writers and Experienced Writers"

15  11/24-11/28  11/27-11/28 Thanksgiving Holiday	Eli Writing Practice Session 7: Reflective Essay Draft	"Habits of Mind"
16  12/1-12/5	Eli Review and Revision Plan	"Conducting Interviews"
17  12/8-12/12  12/8 Last Day of Instruction	No Class this week	
18  12/15-12/19	Mid Year Portfolio Due 12/16 11:45pm on Canvas	