San José State University

College of Humanities and the Arts · English & Comparative Literature

First-Year Writing: Stretch English I

ENGL 1AF

Fall 2025   Sections 10, 11   In Person   3 Unit(s)   08/20/2025 to 12/08/2025   Modified 08/15/2025

This syllabus is subject to change. Students will be notified of any changes in a timely manner.

👤 Contact Information

Instructor: Chelsea Criez (she/her)

Email: chelsea.criez@sjsu.edu

Office Hours

Monday, Wednesday, 12:00 PM to 1:00 PM, FO 215 and Zoom by appointment

[Zoom Scheduler (https://scheduler.zoom.us/engl1b_02/office-hours)](https://scheduler.zoom.us/engl1b_02/office-hours)

💻 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

ENGL 1A Course Content

Diversity: SJSU is a diverse campus. As such, our course is designed to include an emphasis on a diverse range of voices and viewpoints. We will engage in integrated reading and writing assignments to construct our own arguments on complex issues that generate meaningful public discussions.

Writing: Writing is at the heart of our class. Our exploration of writing will allow us to prepare ourselves and each other for academic and real-world writing scenarios. Assignments give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. Our class requires a

minimum of 8000 words, at least 4000 of which must be in revised final draft form. More specific descriptions and instructions will be distributed for all major assignments in class.

Reading: There will be a substantial amount of reading for our class, some of which will come from texts I select (listed below) and some of which will be from sources you locate.

Final Experience: We will compile a portfolio at the end of the semester that includes selected examples of your writing produced for our class, as well as materials from your RCW Canvas course. We will talk more about the portfolio later in the semester.

Time Commitment

Success in ENGL 1A is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (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 ENGL 1A, our learning 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.

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.

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)

All Are Welcome

This classroom is a space where every student can learn, grow, and contribute authentically. I am committed to creating an inclusive environment where all perspectives are valued and respected. You belong here, and your success matters to me.

You are welcome here regardless of:

- Race, ethnicity, or cultural background
- Gender identity or expression
- Sexual orientation
- Religion or spiritual beliefs
- Citizenship or immigration status
- Socioeconomic background

- Physical or mental abilities
- Learning differences
- Military or veteran status
- First-generation college status
- Primary language or accent

If you ever feel unwelcome or need support, please don't hesitate to reach out to me. I'm here to help you succeed, and part of that means ensuring you feel safe and valued in our learning community.

AI Policy

Throughout this course, we will learn how to use AI ethically and responsibly. We will treat AI as a writing tool and assistant, not a means to generate work for you. Any use of AI must be disclosed through a Disclosure Statement. Disclosure Statements must be honest and thorough.

Any misuse of AI (i.e., using it to generate work for you or failing to disclose use) is a form of plagiarism and will be reported to Student Conduct.

Here is an example of a disclosure statement:

"For this assignment, I used ChatGPT to help create questions that I used to guide my research. Once I finished my first draft, I asked ChatGPT for suggestions on structure and argumentation. Based on the feedback I received, I added more textual evidence, reorganized my body paragraphs, and provided more context to my introduction. After I made substantial revisions to my writing, I used the Writer's Lab on Packback to ensure my grammar, style, and tone were appropriate for an academic research paper."

Late Work & Extra Credit

Late Work

You have a grace period for writing assignments. You can still earn full credit for an assignment up to two days after the due date and half credit for an additional two days. I do not accept late work after four days past the original due date.

This policy is meant to accommodate emergencies, not promote procrastination. If you feel you need more time on an assignment, you must email me at least 24 hours before the original due date.

This policy excludes in-class activities, Packback questions, extra credit, and the Mid-Year Reflection.

Extra Credit

For an additional five points on your Mid-Year Reflection, you can complete one of two options: visit the Writing Center or attend a school event. You can find detailed instructions on Canvas.

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.
Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.
Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website (https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

📊 Course Learning Outcomes (CLOs)

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

They Say, I Say: The Moves that Matter in Academic Writing

Author: Gerald Graff and Cathy Birkenstein
Publisher: Norton
Optional

A PDF version will be provided, but you are encouraged to purchase a hard copy yourself.

Picturing Texts

Author: Lester Faigley, Diana George, Anna Palchik, and Cynthia Selfe
Optional

PDFs of specific chapters will be provided, but you are encouraged to buy a hard copy that contains all the chapters yourself.

Packback

Packback is an online platform that uses AI to give real-time feedback on writing. We will use this tool for writing assignments and discussion posts.

Price: Free

📋 Course Requirements and Assignments

Assignment	Description
Literacy Map	Using MyMaps, you will track your literacy development spatially rather than chronologically. For this assignment, you are not restricted to what you are "literate" in. In other words, you can choose any skill that you've developed an understanding of. You will then present your map to the class. This project includes a map, an essay, a presentation, and a self-assessment.
Artist's Statement	For this assignment, you will create artwork that visually represents a strong personal belief. To accompany this artwork, you will write a statement that describes its meaning and your design process. This project includes artwork of your making, a rough draft, a final draft, and a self-assessment.

Op-Ed Blog	For this assignment, you will blend the formal genre of an op-ed with the informal aesthetics of a blog post by designing an Adobe webpage. This project includes a webpage, a rough draft, a final draft, and a self-assessment.
Mid-Year Reflection	For this assignment, you will track your growth from when you completed the RCW to when you completed a recent assignment. This project includes a reflective essay. *This assignment cannot be submitted late.*

✔ Grading Information

Fall

Grading Categories

Packback Questions	20%	Over the semester, you will complete eight discussion posts on Packback. Each post will include one question and two responses to your classmates. They are worth four points: the question is worth two points, and the responses are worth one point each. One post will be dropped, and an optional Make-Up Question will be due at the end of the semester.
Participation	30%	This category is graded on your engagement with the course, both in and out of class. The lowest three grades in this category will be dropped.
Projects	50%	This category includes major writing assignments and the writing process stages that go along with them: rough drafts, final drafts, and self-assessments. Final drafts with minimal revision will receive a score of 0.

Grade Breakdown

Your fall grade will either receive credit (CR) or no credit (NC). For credit, you must earn at least 70%. You cannot move on to the Spring semester part of this course if you do not pass the Fall semester.

Spring

Grading Categories

Packback Questions	10%	Over the semester, you will complete eight discussion posts on Packback. Each post will include one question and two responses to your classmates. They are worth four points: the question is worth two points, and the responses are worth one point each. One post will be dropped, and an optional Make-Up Question will be due at the end of the semester.
Participation	20%	This category is graded on your engagement with the course, both in and out of class. The lowest three grades in this category will be dropped.
Projects	30%	This category includes major writing assignments and the writing process stages that go along with them: rough drafts, final drafts, and self-assessments. Final drafts with minimal revision will receive a score of 0.
Fall Grade	40%	This category will be based on the percentage grade you earn in the Fall Semester.

Grade Breakdown

A+	96+%	C+	76-79%
A	90-95%	C	70-75%
B+	86-89%	D+	66-69%
B	80-85%	D	60-65%
		F	<60%

🏛 University Policies

Per University Policy 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) web page. Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

Week	Monday	Wednesday
1	*No Class*	8/20 *First Day* **Due:** Introduction Survey 11:59 pm
2	8/25 *Packback* **Read:** *TSIS* ch. 12	8/27 *Genre & Rhetorical Situations* **Due:** Syllabus Quiz & PB 1 11:59 pm
3	9/1 *No Class*	9/3 *Adobe Workshop (Jumpstarting Digital Literacy)* **Due:** JDL deliverable 9/4 11:59 pm
4	9/8 *Defining Literacy*	9/10 *Personal Essays* **Read:** *CW* "The Personal Essay" **Due:** PB 2 11:59 pm
5	9/15 *Mapping Sponsors*	9/17 *Peer Review* **Due:** PR pt. 3 11:59 pm; Literacy Map due 9/21 11:59 pm
6	9/22 *Presentations*	9/24 *Presentations & Self-Assessment*

7	9/29 *Artist's Statement* **Due:** SA 9/30 11:59 pm	10/1 *No Class*
8	10/6 *Visual Stories* **Read:** *PT* "Picturing Texts"	10/8 *Writing Workshop* **Due:** PB 4 & RD 11:59 pm
9	10/13 *Goals & Purpose*	10/15 *Peer Review* **Due:** PR Pt. 3
10	10/20 *Writing Workshop* **Due:** FD 10/21 11:59 pm	10/22 *Op-Eds* **Due:** PB 5 11:59 pm
11	10/27 *Opinion vs. Argument* **Due:** SA 10/28 11:59 pm	10/29 *No Class* **Due:** COR Module 11/2 11:59 pm
12	11/3 *Digital Literacy*	11/5 *Selecting Evidence* **Read:** *TSIS* ch. 2 **Due:** Visit Someplace New 11:59 pm
13	11/10 *Writing Workshop* **Due:** RD 11:59 pm	11/12 *Peer Review* **Due:** PR pt. 3 11:59 pm

14	11/17 *Webpage Design* **Read:** *PT* "Introduction"	11/19 *Writing Workshop* **Due:** PB 7 11:59 pm; FD 11/21 11:59 pm
15	*Thanksgiving Break*	
16	12/1 *Mid-Year Reflection*	12/3 *Peer Review & Revision* **Due:** Pt. 3
17	12/8 *Last Day: Potluck*	*Final due 12/15 11:59 pm*
This schedule is subject to change. For updates, check Canvas.		