

First-Year Writing: Stretch English I

ENGL 1AF

Fall 2025 Sections 05, 06 In Person 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 08/21/2025

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

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.

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 MLK Library, 2nd floor, 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

Located in Student Services Center (SSC) 600, 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

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)

GE Area 1A: 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 1A Learning Outcomes

Upon successful completion of an Area 1A 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

There are no formal textbooks required for this course. This course is part of the Affordable Learning Solutions program that was created to provide easy, direct access to inexpensive, accessible, and high-quality alternatives. All course readings and materials are available on Canvas, online, and through the MLK Library databases. Additional links to required readings will be posted within Canvas.

Course Requirements and Assignments

Assignment	Words	Total Words	Term (F/S)	GE Learning Objective
Personal Essay	1100	3400	F	GELO 2, 3, 5
Interview Project	1100		S	
Research Project	1200		S	
Blog	1200	3600	F	GELO 2, 3, 4, 5
Profile Essay	1200		S	
Persuasive Essay	1200		S	
Midyear	500-600	1000	F	GELO 1, 2, 3, 4, 5
Final			S	

"Success in this course 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 3 hours per 1 unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus."

✓ Grading Information

How Grades are Calculated

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, or fail to submit assignments, your grade will be lower.

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 partial credit for late minor assignments with 10% penalty per day after the due date. Major assignments will be graded out of 10 points and must be completed and submitted. We will break down the requirements for each assignment and the conventions of each genre you need to meet to achieve each point value. This means that while major assignments will be assessed for things like development, organization, coherence, and convention features, they will not be weighted enough to have a large 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 cannot be made up as the result of an absence.*
- 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.*
- 6. You may turn out-of-class minor assignments late, late penalty will apply until credit becomes zero.*
- 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 not receive any credit.*
- 9. You provide thoughtful peer feedback during class workshops and commit yourself to other collaborative work.*
- 10. You honor the writing process and complete all steps thereof (e.g. reading/researching, prewriting, drafting, and revising).*

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.

This approach to grading requires that all major assignments be completed in order to pass the class.

100% A+	99-97% A	96-94% A-
93-91% B+	90-88% B	87-85% B-
84-82% C+	81-79% C	78-76% C-
75-73% D+	72-70% D	69-66% D-
65% and below F		
All major assignments are submitted to turnitin.com for plagiarism screening. You must check your originality report for submitted assignments to make sure you are not plagiarizing.		

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% towards the final year-long course grade.

Fall semester - 40% of total course grade

Assignments	Description
Weekly Homework and Participation	Participation in any reading and writing related exercises that support learning in addition to the formal assignments.
Journals	Weekly in-class mindful writing journals and metacognitive exercises.
Personal Essay	This type of writing aims to explore a single aspect of your personal history that has shaped who you are today, while discussing the broader significance of this aspect that shapes how you see the world around you.
Blog Essay	This assignment focuses on discussing a problem in a public medium. Your audience will be dependent upon what kind of blog you choose and what demographic it reaches. You will incorporate visual and multimodal elements.
Self-Reflection Essay and Portfolio	Keep all of your work. You'll be "quoting yourself" to show your growth as a writer this semester.

Spring semester - 60% of total course grade

Assignments	Description
Weekly Homework and Participation	Participation in any reading and writing related exercises that support learning in addition to the formal assignments.
Journals	Weekly in-class mindful writing journals and metacognitive exercises.
Profile Essay	You will use your interview to write a profile essay with a specific framework to be discussed in class.
Research Project	You will study a subculture to write a report of your observations. You will make a presentation to share with classmates.
Persuasive Essay	You will make a case for peers to join a community you researched through multimodal presentation.
Self-Reflection Portfolio	Keep all your work. You'll be quoting yourself to show your growth as a writer for these past two semesters.

Earning A2 Credit

Information about earning A2 credit is described in the Stretch Program syllabus, a separate document available on Canvas.

AI Policy

AI is an emerging tool in the workforce and in our daily lives. You will likely encounter and use it in your future career regardless of the field, so you will have to learn how to ethically use AI. It is also important to understand that for you as a developing college thinker and writer, AI may subvert the writing process and prevent the development of necessary skills. One of the course goals is to help you learn to write and communicate effectively, which requires practice. Therefore, you must learn how to create, edit, and recognize high-quality writing yourself. If AI can do these tasks without you, you won't have employable skills. Therefore, you will be responsible for disclosing when and how you used AI and for producing the original human work for any final product based on the following policy:

Students in this writing course are expected to produce their own work based on critical thinking, problem solving skills, and learning. Any work generated by AI (such as ChatGPT) cannot be accepted as students' own work. Students may not submit any AI-generated text and claim it as their own. No AI or machine translation for extensive phrasing, full sentences, or a greater portion of the paper is allowed. The instructor will check the originality score (not AI score) in the Turnitin.com report for student submissions. Students must check their Turnitin scores after submitting their final drafts to make sure they are not above 15%. The Instructor may refuse to accept a student's submission or ask a student to resubmit the assignment under any suspicion of AI use with over 15% scores for AI as the detection systems are not accurate.

None of the course assignments call for the use of AI. However, we will discuss using AI tools in a few situations ethically and purposefully to help, not subvert, students' development of writing skills. It is easy to misuse AI, so by using it to write the majority of the essay without significant contributions or revision or failing to disclose the use of AI will result in consequences ranging from a written/verbal warning to failing the assignment or course and a report to the Student Conduct Board. None of the course assignments call for the use of AI.

Please, see additional information about AI resources on SJSU Writing Across the Curriculum page:

<https://sjsu.edu/wac/docs/ChatGPT%20Resources.pdf>

University Policies

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

Course Schedule

All homework is due by Monday 11:59pm

Weeks	Topics and Assignments
Week 1	Introductions.
Week 2	Building Community.
Week 3	Mindfulness, Education, and You.

Week 4	Critical Thinking and Literacy Skills. AI.
Week 5	Academic Reading and Writing.
Week 6	Learning from Experience. Personal Essay as a Genre.
Week 7	Personal Narrative Genre Conventions.
Week 8	PN Development and Writing Techniques.
Week 9	Writing Arguments.
Week 10	Blog as a Genre. Opinion on an Issue.
Week 11	Working in a Team.
Week 12	Blog Features.
Week 13	Blog as Multimodal Writing.
Week 14	Presentations in class.
Week 15	Self-reflection and Portfolio workshops.
Week 16	Self-Reflection Essay & Portfolio due.
Finals week	No classes