

# First-Year Writing: Stretch English I

## ENGL 1AF

Fall 2025 Section 21 In Person 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 08/22/2025

### Contact Information

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Office Hours: In-person: MW 8:30-9:00 AM; Online Tuesday 10-11 AM and by appointment

Class Meeting Day/Time Room: MW 10:30 - 11:45; BBC128

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

**Grading:** Credit/No Credit

### \* 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 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>).

## ©Plagiarism & Academic Integrity

Submitting AI-generated work is categorically a violation of SJSU's academic integrity policy, which includes a definition of plagiarism as "the act of representing the work of another as one's own without giving appropriate credit, regardless of how that work was obtained, and submitting it to fulfill academic requirements."

## Using AI in This Course

You are welcome to use AI tools like **ChatGPT**, **Copilot**, or others as part of your thinking process in this class. If you choose to use it, please follow the guidance below.

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## When AI Can Help You

- Brainstorm or explore different sides of an issue
- Get sample outlines or ways to organize your ideas

- Revise and proofread your writing
- Clarify confusing terms or summarize policies
- Challenge your own assumptions

### What AI Should *Not* Do For You

- Replace your engagement with the **textbook**
- Write full responses that you copy and paste
- Decide your opinion — **you** still need to think

### How to Report AI Use in Your Work

If you use AI for any part of your work, include a brief **AI use note** at the end of your post or quiz:

Please include:

1. What tool you used (e.g., ChatGPT, Copilot)
2. How it helped you (brainstorming, organizing, etc.)
3. What you added or changed using your own thinking or the textbook

Example:

- I used ChatGPT to generate examples of how firms assign workstations. I added ideas from the textbook about firm structure and noted a missing point about hybrid work.
- If you didn't use AI, just write: *"I completed this assignment without using AI."*

## 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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## 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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3 Green Books from SJSU Bookstore (\$0.98 each)

## Grading Information

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*A Process-Based, Complete/Incomplete System*

## Why This Contract?

In this class, your grade is based on your effort, process, and engagement, not perfection. You are not expected to be a perfect writer — you're expected to show up, try things, revise, and reflect.

This contract helps us:

- Focus on learning, not points

- Build a more equitable classroom for all students
  - Support risk-taking, creativity, and growth
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## How Grading Works

All assignments will be graded as:

- **Complete**
  - **Incomplete**
  - **Missing (not submitted)**
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## Required Projects

You must complete all of these to pass the course:

1. **Personal Narrative** – Tell a story about who you are, what shaped you, or what you care about.
2. **AI & You** – Critically reflect on your relationship to AI, its effects on your thinking, learning, or values.
3. **Custom GPT Project** – Design your own GPT chatbot and explain how it reflects your writing process and identity.
4. **Final Portfolio & Self-Reflection Essay** – Helps your audience (writing program faculty) appreciate your progress in meeting the learning objectives

All major projects must go through:

- Peer review
  - At least one round of revision
  - Instructor *and* peer feedback integration
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## Weekly Work & Reflection

You'll complete regular:

- Reflections (aim for 75% or more complete)
- Prewriting and drafting tasks
- AI experimentation activities
- Reading and discussion posts
- Process documentation

These will also be graded **Complete/Incomplete**. Same standards apply.

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# Participation & Peer Work

To succeed in this class, you must:

- Attend most class meetings (up to 4 absences allowed)
  - Participate in group activities and peer review
  - Respond to feedback with revision
  - Attend 1+ conference with me
  - Communicate if you need to revise your contract
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## This Contract is Flexible

If something makes these expectations hard to meet (health, housing, work, caregiving, etc.), let's talk. We can revise your contract together.

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## Midterm & Final Self-Assessments

You'll write two short reflections during the semester where you'll:

- Evaluate your own labor and learning
  - Reflect on your writing and AI use
  - Propose a final grade based on the contract
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## Summary

This class rewards **effort**, **process**, and **reflection**. If you:

- Do the work,
- Revise thoughtfully,
- Participate with care,
- Use AI critically and ethically...

**You will succeed.**

## Criteria

### What "Complete" Means

To earn a **Complete**, a submission must:

1. **Engage meaningfully in the writing process**  
(prewriting, drafting, revising — not just turning something in)

2. Participate in peer review  
(give and receive constructive feedback)
3. Apply instructor feedback or show revision effort
4. Include specific, relevant, and personal content  
(especially in projects involving narrative, reflection, or AI use)

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## What Will Be Marked Incomplete

Assignments will be marked **Incomplete** if they:

- Are missing key parts or significantly underdeveloped
- Don't show effort to revise after feedback
- Miss the assignment's purpose or expectations
- Contain **sloppy AI use**, including:
  - Generic, vague, or impersonal writing ("word salad")
  - No specific examples or clear development
  - No connection to **your own experience or voice**
  - Obvious reliance on AI without revision or reflection
  - No mention of how AI was used (when required)

Students will be invited to revise and resubmit incomplete work.

## 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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**TENTATIVE COURSE SCHEDULE:** This will be updated throughout the semester. It is designed to give us an idea of pacing. Smaller assignments and readings will be added as the semester progresses.

When	Topic	Notes
Week 1: 8/20-8/26	Welcome & Introductions	<ul style="list-style-type: none"><li>• Welcome Survey</li><li>• Time Blocking Your Semester</li><li>• Labor Based Grading</li><li>• Introductions: A Bit About Your</li></ul>



When	Topic	Notes
Week 2: 8/27-9/2	Campus Scavenger Hunt	<ul style="list-style-type: none"> <li>• Why We're Writing by Hand This Semester</li> <li>• What's Your Story?</li> <li>• READ: Getting to Know Ourselves</li> <li>• Setting Valued Goals</li> </ul>
Week 3: 9/3-9/9	Personal Goal Setting	<ul style="list-style-type: none"> <li>• Your Mission Statement</li> <li>• Values &amp; Problems</li> <li>• Resume</li> <li>• Read/Annotate: "Job History"</li> </ul>
Week 4: 9/10-9/16	Narrative as Resume, Resume as Narrative	<ul style="list-style-type: none"> <li>• Commitment, Obstacles &amp; Strategies</li> <li>• Start Narrative Reading Jigsaw</li> <li>• Read/Annotate: "Occupational Hazards"</li> </ul>
Week 5: 9/17-9/23	Personal Narrative Writing	<ul style="list-style-type: none"> <li>• Teaching Grammar</li> <li>• Personal Narrative [first submission]</li> </ul>
Week 6: 9/24-9/30	AI in the Wild	<ul style="list-style-type: none"> <li>• Personal Narrative</li> <li>• AI in the Wild: Informal Research</li> </ul>
Week 7: 10/1-10/7	Our Relationship with AI	<ul style="list-style-type: none"> <li>• Read/Annotate: I Teach Creative Writing. This is What AI is Doing to Students</li> </ul>
Week 8: 10/8-10/14	Understanding AI's Effect on Us	<ul style="list-style-type: none"> <li>• Phase 1: Custom GPT</li> <li>• Read/Annotate: AI is Homogenizing Our Thoughts</li> <li>• Read/Annotate: ChatGPT Doesn't Have to Ruin College</li> </ul>
Week 9: 10/15-10/21	Fluidity of AI and Self	<ul style="list-style-type: none"> <li>• Read/Annotate: "According to Alice" by Sheila Heti</li> <li>• Sheila Heti on the Fluidity of AI and Self</li> </ul>
Week 10: 10/22-10/28	Bias in AI	<ul style="list-style-type: none"> <li>• Phase 2: Custom GPT</li> <li>• Read/Annotate: When AI Failed, a Photograph Stepped in</li> </ul>
Week 11: 10/29-11/4	AI + Ethics: What Matters to Me	<ul style="list-style-type: none"> <li>• Phase 3: Custom GPT</li> <li>• AI + Ethics: What Matters to Me [first submission]</li> </ul>
Week 12: 11/5-11/11	Applying Feedback & Revision	<ul style="list-style-type: none"> <li>• Phase 4: Custom GPT</li> <li>• AI + Ethics: What Matters to Me</li> </ul>
Week 13: 11/12-11/18	Custom GPT Experimentation	<ul style="list-style-type: none"> <li>• Custom GPT [for feedback]</li> </ul>
Week 14: 11/19-11/25	Sharing Custom GPT's	<ul style="list-style-type: none"> <li>• Custom GPT &amp; Reflection</li> </ul>

When	Topic	Notes
Week 15: 11/26-12/2	Mid-Year Reflection	<i>Fall Break - No Class Wednesday, 11/26</i> <ul style="list-style-type: none"> <li>• First Submission: Mid-Year Reflection</li> </ul>
Week 16: 12/3-12/9	Winding Down	<ul style="list-style-type: none"> <li>• In-Class Final: Letter to My Spring Semester Self</li> </ul>
Finals: Mon., 12/15 @ 10:45-12:45	No Class Meeting	<ul style="list-style-type: none"> <li>• Mid-Year Reflection [revision]</li> </ul>