# First-Year Writing: Stretch English I

## ENGL 1AF

Fall 2025   Sections 13, 19   In Person   3 Unit(s)   08/20/2025 to 12/08/2025   Modified 08/17/2025

# 👤 Contact Information

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| instructor(s): | Dr. Anne F. Walker |
| office location: | Dr. Walker's 2025 zoom room (Join from PC, Mac, Linux, iOS or Android: https://sjsu.zoom.us/j/88423804462) |
| email: | anne.walker@sjsu.edu - I prefer email over Canvas messaging as email can embed links and images |
| student hours: | T/Th 1:15-2pm, and by appointment, in Dr. Walker's 2025 zoom room (Join from PC, Mac, Linux, iOS or Android: https://sjsu.zoom.us/j/88423804462) |

# 🕐 Course Information

# 🖥 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

*a note about questions:* It is always best to ask questions openly in class time. If you are thinking a question, chances are that seven other students will benefit from you asking the question out loud in class. Please do ask questions: it helps everyone.

*attendance:* It just is better for you and the class if you come. Attendance and participation connects you to your peers, your teacher, and the collaborative processing mind of the group.  It will offer interesting new ways to learn. I will, also, take attendance. Still…

*… if you feel sick:* stay home. Get better. Check the week's Canvas page for work. Email me (with a clear subject heading referring to absence) to let me know what's up and how I can help. Coordinate completion of activities and assignments with your peers. Complete work listed online. We are in strange times, let's keep healthy to meet them.

*consultations:* There are individual consultations. Each consultation is weighted like any of your "participation" assignments. All you have to do is show up. Not only do I look forward to meeting with you, but I'm trying to help you to get comfortable with showing up to office hours. It will help your academic progress in all classes and in professional settings. It's a secret code to success. And (low-stakes) practice helps.

*AI/ChatGPT*: in many ways, the act of writing is a way to think further on a topic and to organize or clarify those thoughts. The connection between writing and thinking is crucial to your development as a communicator, and it is a skill that will serve you well in all your future endeavors. Using AI to respond to essay prompts is cheating: it is cheating you out of the education you are paying for. If I see that you used AI for any significant percentage of any written assignment, I will not provide feedback, nor will you receive a passing grade for the assignment. Repeated infractions will result in a plagiarism report to the University.

*plagiarism:* success in this class will be measured by how well you understand the materials as presented in lectures or through class discussion. Repeating material found on secondary sources online is not acceptable, unless you are conducting research and providing proper documentation, and it will result in failure for the assignment, and possible failure in the course. Further action may be taken by the University per [F 15-7](#).

**when you have questions:** when you have a question I am happy to engage with you. I'm here to help. Please send me the URL with your question and write to me at anne.walker@sjsu.edu. A support video to help you understand how to send the URL is [here.](#)

# 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

**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

This course is meant to help you understand how you best receive information, digest it, and express yourself. Your own best practices may change over time. It is meant to help you articulate your own thoughts and put your ideas in conversation with the world around you. We use multiple modalities as well as exploring various ways to approach writing academic essays.

# ⠀⃫ 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

*written texts: Good Woman: Poems and a Memoir 1969-1980* by Lucille Clifton, ISBN-10: 0918526590; *All We Can Save: Truth, Courage, and Solutions for the Climate Crisis* edited by Ayana Elizabeth Johnson and Katharine K. Wilkinson, ISBN-10: 0593237064; *The Writer's Diet: A Guide to Fit Prose* (Chicago Guides to Writing, Editing, and Publishing), 2nd Edition, by Helen Sword, ISBN-10: 022635198X. *[Good Woman: Poems and a Memoir 1969-1980 (https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CALS_SJO/tu4ck5/alma991001751489702919)](https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CALS_SJO/tu4ck5/alma991001751489702919)* and *[All We Can Save (https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CALS_SJO/5k7on1/alma991013911010902919)](https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CALS_SJO/5k7on1/alma991013911010902919)* can be accessed electronically through the MLK library. The *Good Woman* title supports unlimited users. *All We Can Save* has a limit of 5 simultaneous users. So, once you are done finding the material, please download it and log out and then another student can take your seat. The MLK library is working on getting The Writer's Diet similarly available.

*Adobe Creative Cloud:* you have free access to it through SJSU. We will get you signed up and will be using it through the semester.

*when to complete readings:* Do the reading, and write your reflection, before the date listed in Canvas as the due date. The material is what we will talk about in class the next day. Be prepared to participate.

*a note about texts:* At times these texts may seem challenging, at times entertaining. Move through them as a form of investigation. You are not expected to master any texts in this class. The anticipation is that you will explore them, and share your findings with your peers.

*trigger warning:* Please note that sometimes projects and class discussions include material of a sensitive nature. In this course, we may encounter materials that differ from and perhaps challenge your ideas, beliefs, and understanding of reality. Please come and discuss any issues about such material with me.

# Course Requirements and Assignments

| assignment | GELO | point value |
| --- | --- | --- |
| fall participation | 1 - 4 | 10 |
| fall reading reflections | 1 - 5 | 10 |
| fall personal essay | 1 - 5 | 5 |
| fall multimodal public forum project | 1 - 5 | 10 |
| fall portfolio | 1 - 5 | 5 |

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| spring participation | 1 - 4 | 25 |
| spring reading reflections | 1 - 5 | 10 |
| spring interview project | 1 - 5 | 10 |
| choose your own adventure (CYOA) persuasive 'essay' | 1 - 5 | 10 |
| final portfolio | 1 - 5 | 5 |

# ✔ Grading Information

Like many writing teachers at SJSU, I utilize minimum grading. For a description of this philosophy you might check out Promising Approaches: Grading Scales and Equity in Physics. This class also uses low-stakes process-based grading, the idea being, by doing the work you learn and your learning is the focus of this class. Each assignment receives a grade connected to the associated rubric. Often I also add comments in the "Assignment Comments" in Canvas. Canvas calculates your grade. More about my use of low-stakes process-based grading is here.

*grading criteria:*

- "A" range describes you completing the course work thoroughly and on time. It means you have presented detailed original ideas that clearly responded to the prompts. It reflects you giving yourself the most abundant opportunities of staying in the flow of idea development, enjoying collaboration, and learning through the class. You probably feel really good about the work and learning you did.
- "B" range demonstrates good completion in the same categories as an "A," but it also notes some late, incomplete, or partial work. This means you didn't get as much out of the class as you would have with more engagement, but you were still largely participatory. You probably developed your skills and had some fun.
- "C" range shows you did enough work with prompts and principles to pass, but frequent late work, incomplete participation, and/or missing assignments were likely a barrier to many benefits offered by the curriculum and community.
- "D" range demonstrates minimal engagement.
- An "F" is due to a significant lack of submitted material and participation.

Letter Percentage and Associated Grade: A+ 97-100, A 94-96, A- 90-93, B+ 87-89, B 84-86, B- 80-83, C+ 77-79, C 74-76, C- 70-73, D+ 67-69, D 64-66, D- 60-63, F 0-65. By checking the "Grades" module you should be able to track your progress. Please do ask me for updates any time.

I love assigning A's. Just keep up with the work to get there.

For late work policy and other details please read [extra details about grading](#).

If you use AI in an assignment where we have not discussed and noted it, you may receive a failing grade. Undocumented AI use is a form of plagiarism.

That said, we will explore how AI can be fruitfully used in class through explicit exercises.

Using any idea that is not yours, without noting it's source, is plagiarism. Don't do it. Note your sources.

## Breakdown

For ENGL 1AF, students receive either credit (CR) or no credit (NC). Students who finish Fall Semester with a 70% or higher will automatically carry on into Spring Semester. However, because the Spring Semester grade (A-F) represents the cumulative percentage of both semesters, students don't necessarily need a 70% to receive credit for fall. In fact, studies have shown that Stretch students tend to become more comfortable, confident, and successful during the second semester. Therefore, it is up to the instructor to determine if a student who falls below 70% in Fall Semester will have a fair chance of passing Spring Semester with a C- or higher.

## Criteria

All spring Stretch classes create the spring letter grade by using the fall grade as 40% and the spring grade as 60%.

# 🏛 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

| Week | Focus |
| --- | --- |
| **Week 1**: starts<br><br>August 20 – partial week | [welcome](#)<br>hellos and Adobe Creative Cloud<br>inhabit your strengths introduction |
| **Week 2:** August 25 | [begin All We Can Save & the personal essay](#)<br>introducing self like a book |

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| **Week 2:** August 27 | begin All We Can Save & the personal essay<br>introducing self like a book - digital translation |
| **Week 3:** September 1 | Labor Day |
| **Week 3:** September 3 | Jumpstarting Digital Literacy Event |
| **Week 4:** September 8 | "Begin" and "Root" |
| **Week 4:** September 10 | "Begin" and "Root" - study hall |
| **Week 5:** September 15 | "Advocate" and "Reframe" |
| **Week 5:** September 17 | "Advocate" and "Reframe" |
| **Week 6:** September 22 | "Reshape" and "Persist" |
| **Week 6:** September 24 | "Reshape" and "Persist" |
| **Week 7:** September 29 | "Feel" and "Nourish" - study hall |
| **Week 7:** October 1 | "Feel" and "Nourish" |
| **Week 8:** October 6 | "Rise" and "Onward" |
| **Week 8:** October 8 | "Rise" and "Onward" - study hall |
| **Week 9:** October 13 | start personal essay |
| **Week 9:** October 15 | start personal essay |
| **Week 10:** October 20 | refine and develop personal essay |
| **Week 10:** October 22 | refine and develop personal essay |

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| **Week 11:** October 27 | [research, development, reflection](#) |
| **Week 11:** October 29 | [research, development, reflection](#) - study hall |
| **Week 12:** November 3 | [public forum project panel conference preparation](#) |
| **Week 12:** November 5 | [public forum project panel conference preparation](#) |
| **Week 13:** November 10 | [public forum project panel conference presentations & feedback](#) |
| **Week 13:** November 12 | [public forum project panel conference presentations & feedback](#) - study hall |
| **Week 14:** November 17 | [begin fall portfolio](#) |
| **Week 14:** November 19 | [begin fall portfolio](#) |
| **Week 15:** November 24 | [shaping fall portfolio](#) |
| **Week 15:** November 26 | Thanksgiving holiday |
| **Week 16:** December 1 | [final portfolio editing - consultation week](#) |
| **Week 16:** December 3 | [final portfolio editing - consultation week](#) |
| **Week 17:** December 8 | consultations and reflections [check your grades in Canvas](#) |
| December 9 | all semester work due by midnight |
| December 12 | all grades posted in Canvas for student review |
| **Week 18:** December 13-17 | student opportunity to seek clarification or correction on Canvas grades |

| December 19 | final grades submission to the university |
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