First-Year Writing: Stretch English II Section 08

ENGL 1AS

Spring 2025   In Person   3 Unit(s)   01/23/2025 to 05/12/2025   Modified 01/26/2025

💻 Course Description and Requisites

Stretch II is the second 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. GE Area: A2

Prerequisite: ENGL 1AF Stretch English I (formerly HA 96F (FYC Stretch I))

Letter Graded

✳ Classroom Protocols

OUR CLASS POLICY RE CHATGPT AND OTHER GENERATIVE AI:

As AI is emerging in the workforce, you will likely encounter and use AI in your daily tasks. We will use AI technology in this class as a means of assistive technology during the writing process. 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. We will learn how to ethically use AI, and you will be responsible for any final product and limitations or potential biases from LLMs. You will also be responsible for disclosing when and how you used AI.

Misusing AI (i.e., 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. **If you are unsure, ask!**

STUDENT ROLE:

The San José State University Academic Integrity Policy requires that each student:

1. know the rules that preserve academic integrity and abide by them at all times, including learning and abiding by rules associated with specific classes, exams, and course assignments;

2. know the consequences of violating the Academic Integrity Policy;

3. know the appeal rights and procedures to be followed in the event of an appeal;

4. foster academic integrity among peers.

You can access the SJSU's comprehensive academic integrity policy here: https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf Generative Artificial Intelligence (Chat GPT) (https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf%20Generative%20Artificial%20Intelligence%20(Chat%20GPT))

WHAT YOU SHOULD KNOW ABOUT AI PLATFORMS:

Large language models, like Chat GPT, perform intensive mining, modeling, and memorization of vast stores of language data "scraped" from the internet. They have been trained to learn language patterns and to predict the most probable next word or sequence of words based on the context they receive. In other words, it imitates or mimics what humans have put on the internet (think about that for a minute). AI writing platforms have become savvy enough to write essays, create apps, help with excel, and nearly any conceivable writing situation that relies on linguistic patterns. In this class, we'll practice learning and thinking with them. ChatGPT, like all generative AI systems, is a tool. Tools are used by humans to accomplish specific tasks. Thinking of it that way helps unlock its potential, but also avoid its pitfalls

Disclosure Agreement

If you use AI to assist you, you must disclose how and how much you used AI in your writing process. Below are samples of how you can disclose your use of AI tools.

- I did all of this work on my own without assistance from tools, technology, or AI.
- I did the first draft but then asked AI paraphrase/grammar/plagiarism software to read it and make suggestions. I made the following changes after this help:
  - Fixed spelling and grammar
  - Changed the structure or order
  - Rewrote entire sentences/paragraphs
- I used AI to help me generate ideas. (Describe that process.)
- I used AI to do an outline/first draft, which I then edited. (Describe the nature of your contributions.)

Classroom & Communication Guidelines
Classroom Policies

Office Hours: Office hours are available to help you. This is dedicated time to ask further questions, get individual help, or check-in. I'm available in the office or on Zoom during my office hours and by appointment.

Email: As a courtesy please email me to inform me of an absence or to ask questions about your assignments. Put our course name and section number or time/date of our course in the subject of your email. Emails will be a common mode of communication in your professional career; in preparation for that please include a salutation and address me by name in your email and sign your emails with your name. Use your best prose (capitalization, punctuation, and complete sentences) so that your writing is easy to read. These are professional courtesies and good practices in a common genre you will use for your future careers.

Attendance: While attendance alone is not graded, attendance is pivotal for your success in this class. We will do activities in our class sessions, for which you will receive points. If you miss in-class activities you will miss available points for that class section. Some activities may not have options for make-up.

You are responsible for any missed instruction. Please check Canvas, and reach out to myself or a peer for any missed content. I will do my best to work with you to ensure your success if absences are unavoidable.

I have set up a class Discord to further assist you in communicating with your peers for missed work. Once you have checked your resources, if you have further questions you can visit me during office hours.

To earn full points for in-class work, students must be present and participating in the activity. Students must be present in class to earn credit for group work.

Illness: In the case that you become ill or injured advise me of the dates (if possible) you'll be out so that I can provide you with materials you miss from in-person lectures and make changes as needed. Students who miss significant portions of in-class instruction may have a harder time catching up so please reach out and stay in communication with me. You also can create a course message board in Canvas to request and share notes and information about our class meetings, ultimately you are responsible for getting the information missed from class.

Late work and make-ups: You are the captain of your own ship and the diviner of your own destiny in this class. It is your responsibility to inform me if you need an extension for applicable assignments. As long as you communicate with me **prior to the due date** (not in the wee hours before the assignment is due) you can submit late work for full credit. Documented and excused absences may also submit late work for full credit. Both of these instances must have an agreed upon date for submission for credit which you will post in the assignment comment box.

Late assignments without an excused absence will be marked down a half a letter grade for each class period they are late up to four weeks (max deduction being 40%). We all have demanding schedules and in our class, we will practice some flexibility but will also be mindful of our class schedule and agreed-upon due dates.

Extension Policy: Students can request an extension on take-home work by filling out the Extension Request Form (on Canvas) and submitting it as a comment on their assignment before the original deadline. I do not require an explanation or doctor's note, but you must complete and submit the form

correctly and on time to receive the extension. If you request the extension right before the assignment is due, there will likely be a delay in its approval.

The new deadline you set for your extension will serve as your due date for the assignment, and after it passes the late policy will apply.

Work turned in late (including due to an approved extension) will receive feedback after all on-time work has been graded. To get feedback sooner, visit me in office hours. As always, it is your responsibility to keep up with the pace of the class. If you are struggling, don't hesitate to reach out.

Note: All late work, including due to an approved extension, is due by 5/8 at 11:59pm. Students cannot request an extension on the final.

Class Mission Statement: We will work together to define our classroom goals, values, and culture. We will return to our mission statement as needed to determine whether we are upholding our mission both as a class and individually.

Consent for Recording: Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor.

If the student has Accessible Education Center (AEC) accommodations, contact Professor Mills directly for a discussion.

Submission Uploading and File Formats: All submissions must be original works of the student and typed with text and references in APA format. Papers are to be used for this class only. Any suspicion of plagiarism, whether intentional or accidental, will be treated with the utmost seriousness.

All assignments will be accepted electronically through Canvas on the specified due date, unless otherwise noted. Specific due dates can be found on Canvas. Submissions should be uploaded as a pdf or docx file (please do not link directly to Google Docs unless asked). You are responsible to double check your submission to ensure formatting is correct.

Students Are Not Authorized to Post Any Class Materials to Any Third-Party Educational Support Websites Such as Course Hero, Quizlet, Chegg, etc.

Faculty Webpage 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 Canvas and MySJSU to learn of any updates. For help with using Canvas see Canvas Student Resources page.

Stretch English Course Learning Outcomes

Students will:

1. engage fully in the writing process by prewriting, planning, drafting, and revising texts for varying audiences, purposes, and rhetorical situations
2. demonstrate the ability to identify the choices other writers make to appeal to and meet the needs of their audience
3. demonstrate the ability to identify the writing choices they make to appeal to and meet the needs of their audience
4. demonstrate the ability to incorporate ideas and information from other writers into their own writing through citation
5. demonstrate an increased awareness of the language they use by applying effective strategies for editing their own writing
6. demonstrate the ability to reflect on their progress as rhetorical readers and writers by compiling a portfolio and writing a self-reflective essay

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).

◫ 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

Required Texts/Readings

There will be no required textbook for this class. However, that does not mean we will not be reading. All course materials will be available through Canvas or handed out in class. Students will also be responsible for locating other reading materials throughout the course in support of their writing projects.

We will also be accessing reading from the New York Times. Access is free for SJSU Students [https://libguides.sjsu.edu/nyt-online (https://libguides.sjsu.edu/nyt-online)](https://libguides.sjsu.edu/nyt-online)

We will be using the following websites for style guidelines, consider bookmarking for added accessibility:

[Purdue Owl (https://sjsu.campusconcourse.com/owl.purdue.edu)](https://sjsu.campusconcourse.com/owl.purdue.edu)

We will also be using [Hypothesis (https://web.hypothes.is/)](https://web.hypothes.is/) for readings and individual research.

Packback (program in Canvas)

Adobe Express ([request free from SJSU (https://www.sjsu.edu/adobe/creative-cloud/access/adobe-students.php)](https://www.sjsu.edu/adobe/creative-cloud/access/adobe-students.php))

Note: Please let me know if you need any printouts of online texts for accessibility reasons.

Technology Requirements

This course will be technology intensive. This will sometimes require students to have access to technologies which may include a laptop, desktop and/or tablet. Please come to class prepared to use technology as needed.

In this course you will need regular access to the internet. We are an online class. So in addition to internet access to attend class you should also have a space you can use that will allow you to have your camera on and be able to participate. If there is any difficulties or accessibility needs you must reach out to me ASAP.

You will be using Canvas regularly and will also need access to a word processor (Word, Google Docs).

If you need help accessing technology resources, the library does have materials that can be checked out. Feel free to reach out to me if you have any difficulties.

We will also have a classroom Discord channel. This will not be required, but it is a way for you to connect with your peers and ask questions as needed. Our Discord Channel (https://discord.gg/Hkbnkzcx)

Note: If you have any difficulty with access to technology requirements for this class, contact me as soon as possible so I can help arrange needed technology to be available for you in class and/or outside of class as required.

Course Requirements and Assignments

Assignment	Word Count	CLO	Grade %
Personal Profile Project (including process materials)	1500	1-5	20
Rhetorical Analysis and Argumentative Response	1500	1-5	25
Discussion Posts (10)	1000 (100ea)	1-5	5%
In-Class Engagement (freewrites and other in class writing)	n/a	1-5	5%
Final Portfolio (Includes self reflection essay)	800-900	1-5	5%
Total	4800	1-5	60%

*Note: Fall will be 40% of your final grade, Spring semester will be worth 60% of your final grade.

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 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.

Personal Profile Project: You will choose a person from your community to interview. You will write a formal request for an interview and conduct the interview in a relevant format to create a personal profile that highlights the community for an intended purpose and audience.

Rhetorical Analysis and Argumentative Response: For this project you will be tasked with finding contemporary sources that connect to the challenges within your community (directly or thematically) and then will analyze how they use rhetoric to persuade their audiences. You will then use what you have learned to respond with your own argument in response.

In-class Activities and Participation: In class we will have class discussions and participate in a number of writing activities meant to help you with your major writing projects for which you will receive participation points. These points cannot be made up so attendance is essential to receive credit. Point values for the writing activities will be indicated in Canvas.

Peer Review Workshops and Essay Revision: For the two major essays/projects, you will complete a rough draft and participate in a peer-review workshop. You will work with a peer to help identify strengths and weaknesses, while offering suggestions for improvements. Both the rough draft and the peer review will be worth points towards the total project.

Discussion Posts/Hypothesis Readings/Quizzes: For our reading assignments this semester you will be completing reading notes (in Hypothesis) and/or completing a discussion post/Packback regarding the reading or a related topic. These will be due before class in order to be prepared for in class engagement activities. Discussion posts should be at least 1-2 healthy paragraphs (~100-150 words) demonstrating thoughtfulness to the prompt regarding the assigned reading or discussion topic. You will have 12 discussion posts opportunities but only 10 will be graded, the extra two can either be thrown out or be completed for extra credit.

Final Portfolio: 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.

✔ Grading Information

Grading Information

Traditional 100-90-80-70-60-50 scale with plus and minuses; ".5" and above in final grade calculations are rounded-up.

Examples: A final tally of 86.5% rounds-up to 87% (B+); a final tally of 72.7% rounds up to a 73% (C).

Note(s): Must be passed with C or better to satisfy the CSU Graduation Writing Assessment Requirement (GWAR).

Grade	Percentage
A+	97-100%
A	93-96%

A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	59% and below

Criteria

I will use a rubric for all major assignments to help with grade clarity and objectivity. In addition these are a good reference for what work looks like for each grade level:

- An "A" essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student's ability to use language effectively with a solid command of grammar, mechanics, and usage.
- A "B" essay demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.
- A "C" Shows some demonstration of working with prompts and principles.
- A "D" essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.
- An "F" essay does not fulfill the requirements of the assignment.

For 5 secret e x t r a c r e d i t points applied to a major assignment of your choosing, send in a meme, Tiktok, post, something silly/ridiculous that relates to anything related to our class. It can be connected to literally any topic we have mentioned within the four walls of our classroom. This means anything tangential, anything I or any of your peers have mentioned in passing, a meme I've shared, something related to a specific project, anything at all.

Along with the meme/post, write a couple of sentences explaining how it relates and/or what made you think of our class. I will only accept submissions starting Week 3 of the semester and will close submissions on the last day of instruction (May 8th).

Most importantly, the first rule of this secret assignment is that we do not discuss this secret assignment out loud in class.

Now back to our regular programming.

🏛 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

*Course Schedule is not written in stone and is subject to change. This will serve as a guideline, changes will be discussed in class and reflected on Canvas.

Week	Date:	In-Class/Reading/ Activity/Assign:	Due:
1	1/27	**In-Class:** Let me Reintroduce Myself- Syllabus Redux	**Due:**
1	1/29	**In-Class:** What do you want to accomplish? Strategic Planning **Activity:** Brainstorming **Assign:** Email/Letter to Interviewee	
2	2/3	**In-Class:** Professional Communication/Etiquette **Activity:** Workshop **Read:**	**Due:** Packback 1

	2/5	**In-Class:** Asking Good Questions **Activity:** **Read:**	**Due:** Email/Letter Request to Interview
3	2/10	**In-Class:** What Makes a Good Interview **Activity:** Interview Analysis **Read:**	**Due:** Packback 2
	2/12	**In-Class:** Narrative Redux **Activity:** **Read:**	**Due:** Interview Question Draft
4	2/17	**In-Class:** Audience and Purpose **Assign:** **Activity:** **Read:**	**Due:** Packback 3
	2/19	**In-Class:** Remixing the Story **Activity:** **Read:**	
5	2/24	**In-Class:** Workshop **Assign:** **Activity:** **Read:**	**Due:** Packback 4
	2/26	**In-Class:**	**Due:**
6	3/3	**In-Class:** Screenings and Feedback	**Due:** Interviews
	3/5	**In-Class:** Screenings and Feedback	

7	3/10	**In-Class:** Screenings and Feedback **Activity:** **Read:**	**Due:** Packback 5
	3/12	**In-Class:** Intro to Rhetorical Analysis **Activity:** **Read:**	
8	3/17	**In-Class:** Evaluating Sources **Activity:** **Read:**	**Due:** Packback 6, 3 sources
	3/19	**In-Class:** Group Rhetorical Analysis **Activity:** **Read:**	**Due:**
9	3/24	**In-Class:** Rhetorical Analysis Workshop **Activity:** **Read:**	**Due:** Packback 7
	3/26	**In-Class:** Peer Review **Activity:** **Read:**	**Due:** Rhetorical Analysis Draft
10	3/31-4/2	**No Class Spring Break!**	
11	4/7	**In-Class:** **Activity:** **Read:**	**Due:** Packback 8

	4/9	In-Class: Activity: Read: Assign:	Due:
12	4/14	In-Class: Intro to Argument Activity: Read:	Due: Rhetorical Analysis
	4/16	In-Class: Argument Development Activity: Read:	Due:
13	4/21	In-Class: Multimodal Arguments Activity: Read:	Due: Packback 9
	4/23	In-Class: Peer Review Activity:	Due: Argument Draft
14	4/28	In-Class: Argument Revision	Due: Packback 10
	4/30	In-Class: Workshop Activity:	
15	5/5	In-Class: Portfolio	Due: Packback 11
	5/7	In-Class: Portfolio	

16	5/12	Last Day of Instruction **In-Class:** Portfolio	**Due:**Argument Final Draft
17	5/20 (Tues)	Final Period (TBD)	**Due:** Packback 12, Portfolio