

First-Year Writing: Stretch English II Section 10

ENGL 1AS

Spring 2025 In Person 3 Unit(s) 01/23/2025 to 05/12/2025 Modified 01/22/2025

Contact Information

Instructor:	Dr. Yuching (Jill) Yang
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Office Hours:	MW 10 am- 12 pm and TR 12-1 pm and by appointment (Zoom)

Course Information

Class Days/Time:	03: T/Th 10:30 – 11:45 pm, CL225A 10: T/Th 1:30 pm- 2:45 pm, CL316
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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

Attendance & participation

Your participation will be scored based on your contribution to the learning that we do together as a class weekly in our discussions and group work. Active participation that shows your physical and mental presence in live classes includes verbal comments, chat comments/questions, use of reactions icons, answering polls, and engaging in breakout room activities. Thus, frequent tardiness and absences will have a negative impact on your participation grade and your overall grade and you will be missing on important feedback and interaction with peers. The learning in this course will come from class discussion, peer-review workshops, and instructor guidance and feedback, it is extremely important that you complete the reading and written assignments on time.

Late Work

Late submissions are accepted with a 10% penalty per day late (automatic in Canvas).

All assignments are due before the start of class and are considered late if submitted after that. Some activities based on class activities may be due by the end of class, which will be denoted by class end time. If you are consistently late, whether due to technology issues or otherwise, your overall grade may be affected. Many activities in the course are time-sensitive, so it is crucial to be submitting and providing your feedback and input on time.

Missing Major Project Deadlines

How students can find out about work missed because of absence.

If you miss any regular class, it is your responsibility to find out what you have missed by checking available materials and contacting classmates. I am not able to answer emails about missed classes and homework.

How and when students can make up missed in-class essays and exams.

The only excuse that allows students to make up a missed timed essay is emergency or sickness, in which case you must notify me immediately, especially if it happens on a due date. You need to explain the reason and ask to set up a make-up timed essay within a week of the original due date. If you miss a timed essay without communicating the reason by the due date, you will be denied the opportunity to make up

the essay and will receive a zero for that assignment. Presentations and shares cannot be made up as they take place during specifically allotted class time. For all other assignments a 10% point reduction rule applies for each day a submission is late

How and when students can contact the instructor to request an extension.

If you know of any conflict ahead of time and need an extension for an out-of-class major assignment, you must message me in advance to provide the reason and to set up an alternative due date. The latest time to ask for an extension is at least 24 hours before a paper is due. Extensions are considered on an individual basis and are considered only due to exceptional circumstances such as sickness or emergency.

University Policies

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

The Office of Graduate and Undergraduate Programs (GUP) maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus-related University Policies and resources information listed on GUP's Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo>

See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details on your right to understand your grades. In this section of the syllabus I outline specifically our grading practices for the year: information on feedback practices, relative weights of assignments, and the grade calculations.

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

Course Description

Our main inquiry will explore the impact of cultural myths on identity. Through reading and writing, we will investigate how these myths shape our self-perception and our view of the world. We will analyze the creation, perpetuation, and global significance of these myths and their effects on our past, present, and future within our learning community. For example, we will examine myths like the "American Dream" to understand concepts such as coming of age in the modern era, the promise and accessibility of education, and how class, gender, and race are interwoven in larger narratives about identity.

This course is designed to meet the five broad learning outcomes specified by the General Education guidelines for Area A2.

Stretch English Course Learning Outcomes (CLO)

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 incorporate ideas and information from other writers into their own writing through citation
4. demonstrate an increased awareness of the language they use by applying effective strategies for editing their own writing
5. demonstrate the ability to reflect on their progress as rhetorical readers and writers by compiling a portfolio and writing a self-reflective essay

For more information on the Stretch Curriculum designed to meet these learning outcomes, see the Stretch English Program Syllabus on Canvas and on the department website. Table 1 maps how the yearlong course will meet Written Communication I requirements and standards as well as the GE learning objectives.

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

Fall and Spring

Rereading America, 12th edition, Gary Colombo; Uzzie T. Cannon; Robert Cullen; Bonnie Lisle
ISBN:9781319244620, 1319244629

Other Readings and Materials

Ballenger, Bruce. *The Curious Writer- Brief Fourth edition (4E)* ISBN: 978-0-205-87665-5. You will be reading chapters from this textbook to understand how to write within the specific genre. (This can be accessed in our Canavs files). Students will be asked to research other texts and materials on the theme of identity and cultural myths that are appropriate for academic studies. These texts will help us develop a shared context of reading to inform our arguments.

Course Requirements and Assignments

Assignment	Assignment	Words	Total Words	Assignment Type	Term (F/S)	GE Learning Objective
Critical reading/reflection	Essay 1	500	1850	in-class writing	F	GELO 1, 2, 3,4, 5
	Essay 2	600			F	
	Essay 3	750			S	
Data-driven analyses	Personal Essay Interview Project	1000	2850	Out-of-class writing	F	GELO 2, 3, 5
		850			S	
	Ethnography Project	1000			S	
Major Essays	Blog	750	3000	Out-of-class writing	F	GELO 2, 3, 4, 5
	Profile Essay Critical Essay	1000			S	
		1200			S	
Portfolio/self-reflection essays	Midyear	750	1550	in-class writing	F	GELO 1, 2, 3, 4, 5
	Final	800		Out-of-class writing	S	

✓ Grading Information

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%, making both semesters a 100% scale.

Fall semester -- 40% of total course grade

Assignment	Description	In-Class / Out of Class	Minimum Word Count	Percentage Value

Critical Reading / Reflection 1	Write an email to your instructor, articulate your views of "American Dream," by taking into account your own experience/ observation/ research, and the readings that you have explored in this unit.	IC	500	5%
Personal Essay	Choose a single aspect of your personal history that has shaped who you are today. First, describe, in detail, a single event that showcases this aspect of you. Then, discuss the broader significance of this aspect of you that shapes how you see the world around you.	OC	1000	5%
Blog Essay	You will write an elaborate blog post to review technology and its effect on the users. Your audience will be dependent upon where your blog is and what demographic it reaches. The blog should be informative and persuasive in tone. You will incorporate visual and multi-modal elements.	OC	1000	5%
Blog Presentation	Share your findings and receive feedback to revise your draft.	IC		2%
Critical Reading & Reflection 2	For this paper, you will analyze the cultural myths about race, education, and technology.	IC	600	5%
Reader Response	Readings, activities and informal writing exercises that are part of the process of growing your expertise on the topic.	IC/OC	1000	5%
Writing	Participation in any writing-related exercises that support learning in addition to the formal assignments.	IC/OC		10%
Self-Reflection Portfolio	Keep all of your work. You'll be "quoting yourself" to show your growth as a writer this semester.	IC	750	3%
Fall total %				40%

Spring semester - 60% of total course grade

Assignment	Description	In-Class / Out of Class / Canvas	Minimum Word Count*	Percentage Value
Interview Project	You will interview someone over 40 y.o. about their path to success (or not). Consider the myths we have discussed so far in this class including the "American Dream." Consider the cultural myths that have shaped the person you are and how you perceive the person you choose to interview.	OC	850	2%
Profile Essay	You will use your interview to write a profile essay with a specific framework to be discussed in class.	OC	1000	10%
Critical Reading & Reflection 3	We will explore the myth of the melting pot and various sub-communities by doing a critical analysis of readings.	IC	750	8%
Ethnographic Study	Taking into consideration the larger topic of the "American Dream" and then the sub-cultures that give people a place "to be." You will study a sub-culture to present a problem a report of your observations. You will make a presentation to share with classmates.	OC	1000	10%
Presentations	Ethnographic Study presentation. Informal presentations and share sessions.	IC		3%
Persuasive Essay	Taking into account the myths that we explored throughout the year, and especially considering justice in America. You will write a critical essay arguing what changes need to be made for this community.	OC	1200	12%
Reading	Readings, activities and informal writing exercises that are part of the process of growing your expertise on the topic.	IC/OC	1000	5%

Writing	Drafts must be submitted on time to receive full credit because this allows you to participate in peer-review processes with rigid deadlines and to receive timely feedback on your writing as well as to provide feedback to others. Engaging in the revising and editing process with your peers is essential to developing effective writing practice.	IC/OC		5%
Self-Reflection Portfolio	Keep all your work. You'll be quoting yourself to show your growth as a writer for these past two semesters.	IC	800	5%
Spring total %				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

Stretch English 1AS: Spring 2025 Course Schedule

The following is a description of projects and due dates. While there is a particular curriculum we need to cover within the semester, every class is different, and sometimes we will have to change plans. Therefore, you should view the semester outline as just that--an outline, with details to be arranged as the class progresses and various changes to be made as the need arises. If we make any major change in course requirements, I will inform you of any revisions in a timely manner. Students are responsible for assignments handed out in class as well as for those indicated on the project outlines, so absent students should check with classmates in order to be well.

The schedule is subject to change. Any changes will be announced in class in advance and the most updated schedule will be posted to "Announcement" in Canvas. Unless specified otherwise, readings are from *Rereading America* and *The Curious Writer*. Reading and writing assignments must be completed by the beginning of class on the dates they appear in this schedule.

- ◦ *Rereading America*: RA

- *The Curious Writer*. CW
- Reader Response: RR
- Critical Reading/Response: CRR

- Writing center handout at <http://www.sjsu.edu/writingcenter/handouts/>

RA=*Rereading America*, CW=*Curious Writer*, OWM=*The Other Wes Moore*

Date	Assignments due before class	In class activities
R 1/23	Interview questions from the fall semester	Syllabus, calendar. Interview strategies introduced and practiced.
T 1/28	RR: CW Ch.4. Writing a Profile	[Zoom] Profile Essay Prompt. Profile features and conducting the interview
R 1/30	Analysis of Profile Essays	[Zoom] Interview Project Discussion and Reflection. Adding Notes. Interview continued.
T 2/4	Due: Interview Project in Q&A <i>format</i>	Framing. Great Profiles project.
R 2/6	Key findings in your interview project	Interdisciplinarity of Professional Branding (Adobe Express Workshop)

T 2/11	<i>Analysis of profile features in Canvas discussion.</i>	Brainstorming the profile development and requirement of profile draft
R 2/13	<i>Due: Profile rough draft (min. 1000 words)</i> CW Ch. 13: One useful strategy for developing my profile essay	Profile Workshop – framing/content. Peer review due in class.
T 2/18	Due: Profile revised draft Ethnographic Project samples and process	Ethnographic Project introduced; Brainstorming for the Ethnographic Project; Ethno partners and topic choices posted to Canvas.
R 2/20	RR: RA Ch 4 <i>Myth of Individual Opportunity</i> Introduction, and <i>Class in America</i>	<i>Who We Become</i> Ch 4: Money and Success: The Myth of Individual Opportunity
T 2/25	Due: Observation proposal RR: CW Ch.9 Writing an Ethnographic Essay	Ethnographic Project Structure
R 2/27	RR: RA "Serving in Florida" and "Framing class, vicarious living and conspicuous consumption"	Continue ethnography drafting: observation proposal
T 3/4	Due: Ethnography field notes with sketch RR: CW Ch 14 The writer's workshop (p. 575)	Ethnographic project workshop
R 3/6	Due: Ethnographic rough draft	Ethnographic Study & Presentation assigned. Ethnography Project Peer Review Sessions
T 3/11	Ethnography Study Presentations	Individual Presentations (8-10 mins.)
R 3/13	Continue revising the ethnographic essay	Individual Presentations (8-10 mins.)

T 3/18	Due: Final Ethnographic Project	Intro to Critical Analysis Essay (CA)
R 3/20	RR: CW Ch. 8 Writing a Critical Essay	Critical Reading Reflection (CRR) 3 prompt and preparation
T 3/30	SPRING BREAK	
R 4/1	SPRING BREAK	
T 4/8	Get to know the new executive policies and pick the items interest you.	Brainstorming for the Critical Essay
R 4/10	Collect the sources for CRR3	Critical Reading Reflection 3 In-class Essay Developing Ideas for the Critical Essay
T 4/15	Due: 1st Draft of the Critical Essay	Critical Essay First Peer Review workshop
R 4/17	Due: 2nd draft of Critical Essay	Critical Essay Second Peer Review Sign up for student-teacher conferences
T 4/22	Due: Peer-review and Reflection.	Student-teacher conferences
R 4/24	Due: revising plans in "Discussion"	Student-teacher conferences
T 4/29	Ch 13 Revision strategies	Editing and Proofreading APA workshop
R 5/1	Due: Critical Essay in Canvas CW What is a portfolio? (Appendix p.595). <i>Bring all Portfolio Materials</i>	Portfolio Workshop <i>Notes for Reflection</i>
T 5/6	Portfolio work	Portfolio Workshop. <i>Outline for Reflection.</i>

R 5/8	Last Day of Instruction	
T 5/13	Study Day (no class)	
R 5/15	PORTFOLIO AND REFLECTION DUE in class	