

# First-Year Writing: Stretch English II Section 03

## ENGL 1AS

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/23/2023

### 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

### 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 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

This year we will collaborate to answer the question: **What is the relationship between 21st century literacies and democratic engagement as citizens in a global world?** In addition, we are exploring climate citizenship as one specific type of global citizenship, which we will read about in our **free required book, *All We Can Save***.

Our explorations of that question will involve a lot of reading, writing, analyzing, critiquing, and revising. Each day we will have in-class writing exercises, group work, peer review, presentations, and more activities that all build toward the current essay assignment or project.

Please **save all class work** (whether written in class or out of class) both on Canvas AND in at least one other place that does not require Internet access to retrieve it (on a laptop, disk, etc.). Laptops are available for checkout in the library.

### All We Can Save

**Availability:** Free to all first-time freshmen

## Course Requirements and Assignments

Table 1 maps how the yearlong course will meet Written Communication I requirements and standards as well as the GE learning objectives.

Assignment	Assignment	Estimated Word Count	Term	GE Learning Objective
Critical reading/reflection (CRR)	CRR Essay 1	2100	F	GELO 1, 2, 3,4, 5
	CRR Essay 2		F	
	CRR Essay 3		S	
Data-driven analyses	Personal Essay	2800	F	GELO 2, 3, 5
	Interview Project		S	
	Ethnography Project		S	
Major Essays	Public Forum Essay	2950	F	GELO 2, 3, 4, 5
	Profile Essay		S	
	Critical Essay		S	

Portfolio/ self-reflection essays	Midyear	1750	F	GELO 1, 2, 3, 4, 5
	Final		S	

**Table 1: Summary of Writing Assignments for Stretch English I and II.**

### What Kind of Work Will We Do In This Course?

*The Core Stretch Curriculum* Table 1 outlined the major writing assignments for Stretch English. All sections of Stretch English share this core curriculum. The fall writing assignments include: A benchmark essay and 2 critical reading and reflection essays, written in class; a personal essay; an essay for a public forum; a self-reflection essay. The spring writing assignments include: An interview project, a profile essay, a critical/reflection essay, an ethnographic project, a critical essay, and a self-reflection essay.

### Midyear and Year-End Self-Reflection and Portfolio Review

At the end of the fall and spring terms you will submit a portfolio for me to review. The spring portfolio is also for at least one other Stretch instructor to review as well. These portfolios will ask you to enter into an assessment of your writing.

## Your Role in Assessing Your Own Learning in This Curriculum

Learning to explain what you have learned through the coursework reinforces your learning and helps Stretch faculty understand the effects of our curricular designs. In both fall and spring you will turn in an e-Portfolio of your Stretch writing, along with an essay that reflects on your progress toward achieving the course learning objectives.

- *Midyear Self-Reflection and Portfolio Review.* At the end of the fall term, you will add to your writing portfolio 1) samples that document your progress in the first half of the course and 2) a reflection essay comparing these samples. The reflection essay compares the two samples to help us to assess your midyear progress toward the Course Learning Outcomes listed earlier in this syllabus.

- *Final Self-Reflection and Portfolio Review.* At the end of Stretch II, you will compile materials to document and samples to illustrate your progress on one of the five GELOs for A2. When you submit the portfolio, you will once again write a self-reflection essay to help the Stretch faculty readers as they make this final assessment of your progress to proficiency as a college writer. This portfolio is your culminating exercise in this class.

## ✓ Grading Information

### How Will My Work Be Assessed and Graded in This Course?

My feedback on your work is intended to guide you both during your revision process and your entire writing process with future assignments. Grades are intended as a tool for assessment and reporting of outcomes during a course of instruction.

Please note that "All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades." For more details, see University Policy F13-1 at <http://www.sjsu.edu/senate/docs/F13-1.pdf>

### Feedback for Individual Assignments

During the drafting phase of each major essay, I will meet with you in a conference and talk through my feedback and revision suggestions. After the final draft, I will provide notes that refer back to our conversation. Please be sure to attend conferences.

We will both assess how effectively your finished writing is achieving the goals outlined for the course. This part of the grading will detail how effectively you are performing the skills that you are learning and practicing in the class. Your grade on an assignment will measure your progress and achievement so that you can manage your learning through the full thirty weeks of instruction.

**Scoring Guide:** For each assignment, you will be given a prompt and a rubric/scoring guide that details how the assignment will be evaluated and scored. The rubric is essentially a restatement of the requirements on the prompt. Typically, the assignment will be evaluated both as a process completed and as a product of that process.

**Reflection Essays:** After you submit each major essay/project for my evaluation, you will write a reflection essay that accounts for the learning you have achieved through this process. These reflective essays will help you to practice self-reflection as a writer, and they will prepare you to write the midyear and final self-reflection essay.

### How Assignments Are Weighted to Determine Grades

Fall 2022: Grades in the fall are based on measured progress toward proficiency in the learning objectives outlined above. To earn credit in the course, you will need to have completed all the assigned work, and you will need to demonstrate measurable progress in at least 3 out of 4 (75%) of the CLO categories to earn credit (CR) in English 1AF.

Item	% of Course Grade	Points	Word Count*
Critical Reading/Reflection 1	3%	30	600
Personal Essay	5%	50	1000
NYT Blog	5%	50	1000
Blog reflection	2%	20	500
Critical Reading/Reflection 2	3%	30	750
Self-Reflection/Midyear Portfolio	8%	80	750
In-Class activities	4%	40	N/A
Canvas Discussion Boards	10%	100	N/A
<b>Fall Total</b>		<b>400</b>	

[40%]

Spring 2023: A final grade of C- or better in English 1AS is needed to satisfy GE Area A2.

Item	% of Course Grade Points	Word Count*
Interview Transcript	3%	30
Profile Essay	8%	80
Reflection on Profile Essay	2%	20
Critical Reading/Reflection 3	4%	40
Ethnography Project & Reflection	8%	80
Critical Essay	10%	100
Self-Reflection/Final Portfolio	15%	150
Canvas Discussion Boards	10%	100

Spring Total 600

[60%]

Word Count/ Fall and Spring: 10,000 approximately

**How Will My Grade Be Calculated?**

In Stretch English, your course grade is based on the grades you earn on the work you produce through both semesters. At the end of the fall semester, you will receive a grade of passing or No Credit instead of a letter grade. Final grades will be issued in the spring and will adhere to this grading scale:

A = 93-100%	A- = 90-92.9%	B+ = 87-89.9%	C+ = 77-79.9%	D+ = 67-69.9%
	B = 83-86.9%	C = 73-76.9%		D = 63-66.9%
	B- = 80-82.9%	C- = 70-72.9%		D- = 60-62.9%
				F = 0%-59.9%

**What You Need to Know about GE Area 2 Policy and Yearlong Grading in Stretch**

In keeping with GE policy, your final course grade for English 1AS will be a letter grade: A to F. You must earn a C- or better to receive graduation credit for GE Area A2. English 1AF is graded CR/NC. To receive credit in the fall semester, you must complete all coursework and demonstrate significant, measurable progress throughout the semester that suggests you are on track to earn a C- or better in the spring term.

Your spring grade in Stretch includes the grades you earned in fall. All the work you do in Stretch I and II, fall and spring combined, complete one general education course requirement: GE Area A2.

### *How Do I Earn Credit for GE Area A2?*

To satisfy your CORE GE Area A2 and to move on to CORE GE Area A3, you must earn at least a C- in English 1AS.

When you earn a C- or better in the course, you can be confident that you have successfully oriented your reading and writing practice in English to support college level research and learning and to share your learning with others.

See University Policy F13-1 at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details on your right to understand your grades. In your section syllabus, your instructor outlines specifically our grading practices for the year:

information on feedback practices, relative weights of assignments, and the grade calculations.

## University Policies

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Per [University Policy S16-9](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 [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

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### Stretch English Schedule

\*Dates and other details are subject to change.

### Our Yearlong Inquiry: Exploring 21st Centuries Literacies and Global Citizenship

#### Inquiry 1:

How Do We Engage Public Dialogue as Private Citizens?

#### Critical Reading/Reflection 1 (CRR1) Unit

Week 1

August 22-24

Sign up for New York Times free student subscription

Read NYT articles

Read "[Beyond Borders](#)" article from *Huffington Post* by Drew Noble Alexander

Start forming definitions of global citizenship and identifying potential yearlong inquiry topics (based on NYT reading)

Week 2

August 29-31

Read from AWCS: "Begin" (pages xvii-xxiv)

"Calling In" (pages 3-7)

"Becoming a Climate Citizen" by Kate Knuth (pages 129-135)

Develop definitions of global and climate citizenship

Make a KWL+ chart for your newly chosen yearlong inquiry topic

Find an article for CRR 1 Essay

Week 3

September 7

(no class meeting or assignment on Labor Day Sept. 5)

Update your KWL+ chart

Outline and write CRR 1 Essay

Week 4

September 12-14

(Asynchronous Online assignment instead of class meeting on 9/14)

CRR 1 Essay First Draft Due September 12

Peer Review, self-editing exercises, and Conferences to revise CR 1 Essay

Update your KWL+ chart

## **Personal Essay Unit**

### **Week 5**

**September 19-21**

**Continued Peer Review, self-editing exercises, and Conferences to revise CR 1 Essay**

**Read "A Letter to Adults" (pages 323-328 in AWCS)**

**Write reading response/discussion board post**

**Update your KWL+ chart**

**CRR 1 Essay Final Draft due September 21**

### **Week 6**

**September 26-28**

**9/26:**

**Read "Litigating in a Time of Crisis" (pages 51-59)**

**And "Harnessing Cultural Power" (pages 121-128)**

**Write reading response/discussion board post**

**Update your KWL+ chart**

**9/28:**

**Read "The Politics of Policy" (pages 85-91)**

**And "Community Is Our Best Chance" (pages 363-370)**

**Write reading response/discussion board post**

**Build a plan for your personal essay**

**Update your KWL+ chart**

### **Week 7**

**October 3-5**

Read excerpt from *The Curious Writer* Personal Essay chapter

Read NYT articles on your topic

Write reading responses

Write an outline for your personal essay

Update your KWL+ chart

Week 8

October 10-12

Personal Essay First Draft due October 10

Continue reading NYT

Choose an unassigned AWCS essay to read and present it to the class as an example of personal essay

Peer Review, self-editing exercises, and Conferences to revise Personal Essay

**Public Forum/Blog Essay Unit**

Week 9

October 17-19

Peer Review, self-editing exercises, and Conferences to revise Personal Essay

**Personal Essay Final Draft due October 17**

Read Excerpt from *The Curious Writer* "Writing and Argument" chapter

Opinion articles on your inquiry topic that you find through AllSides or The FlipSide

Write a discussion post about opinion writers' use of rhetorical appeals based on target audiences

Write a letter back to an Opinion columnist

Update your KWL+ chart

Week 10

October 24-26

Read "Catalytic Capital" (AWCS pages 171-176)

"Dear Fossil Fuel Executives" (pages 205-212)

"Mothering in an Age of Extinction" (pages 249-254)

Write discussion post about assigned argumentative AWCS essays

Write outline for Blog Essay

Start drafting Blog Essay

Watch how-to op-ed video about "heat and light" in opinion writing from Thomas Friedman (NYT Opinion writer)

Make a revision plan to improve your use of "heat" and/or "light" in your essay

Week 11

October 31-November 2

Blog Essay First Draft due October 31

Peer review, self-editing exercises, and conferences to revise Blog Essay

**Inquiry 2: Where Do We See Models of Active Citizenship in Our Communities?**

**CRR 2 Unit**

Week 12

November 7-9

**Blog Essay Final Draft due November 7**

Begin CRR 2 Unit

Read "Collards Are Just as Good as Kale" (pages 75-83)

"Black Gold" (pages 301-310)

"At the Intersections" (pages 194-202)

Revisit "Climate Citizen" essay by Kate Knuth (page 129).

watch video: [-excerpt from teacher interview on PBS program: Road Trip Nation](#)

**Write a discussion post in response to this question:**

What kind of global citizen do you want to be (in the near and far future), especially in relation to your communities' "vision(s) of the desired future," as Jacqui Patterson describes in "At the Intersections"? Please aim for about 150 words for your first post, and include specific details/quotes from at least two of today's readings.

In your second post, reply to a classmate's first post with questions and comments about their global citizenship goals and how they connect to any of today's readings. Aim for at least 75 words.

In class on Monday, we will Plan and outline CRR 2 Essay

Week 13

November 14-16

CRR 2 Essay First Draft due November 14

Read: NYT articles about your topic

Peer review, self-editing exercises, and conferences to revise CR 2 Essay

Week 14

November 21-23

Peer review, self-editing exercises, and conferences to revise CR 2 Essay

**CRR 2 Essay Final Draft due November 21**

(No class meeting or assignment on Nov. 23 - Thanksgiving Holiday)

**Mid-year Portfolio Unit**

Week 15

November 28-30

Discuss mid-year portfolio guidelines

Compile portfolio and write first draft of portfolio essay

Peer review/conferences for portfolio

Week 16

**December 6 - Last Day of Instruction**

**Mid-year portfolios due**

**Winter Break**

Finish reading AWCS and post to weekly January Discussions

Get started on Profile Interviews (to be used for Profile Essays).

**Spring Semester**

**Profile Essay Unit**

Week 1

Wednesday, January 25 - first day of spring instruction

Finish AWCS

Read "Under the Weather" closely (pages 231-248)

select profile articles from NYT Saturday Profile Section (or other news sources

[Pope Francis speech given before US Congress in 2015](#)

Identify highlighted traits of profiled/featured individuals in the readings as examples of types of leaders we might profile in our essays

Week 2

January 30-February 1

Read excerpt from The Curious Writer "Writing the Profile Essay" chapter

Write interview questions

Week 3

February 6-8

Conduct interview with a community leader of your choosing

Read "Public Service for Public Health" by Gina McCarthy (pages 222-230)

more NYT Saturday Profiles (chosen by instructor and students)

And this interview with author of public service article above: <https://www.vox.com/22287385/climate-change-czar-gina-mccarthy-biden>

Write reading response/discussion post

Write first draft of Profile Essay

Turn in Interview Transcript

Week 4

February 13-15

First draft of Profile Essay due February 13

Peer review, self-editing exercises, conferences to revise Profile Essay

### **Inquiry 3: What platforms for public discourse are available to us as active youth citizens?**

#### **CRR 3 Unit**

Week 5

February 20-22

Continued Peer review, self-editing exercises, conferences to revise Profile Essay

**Final draft of Profile Essay due February 20**

Read:

“Under the Weather” (pages 231-248)

- “The Adaptive Mind” (pages 270-278)

- “Like the Monarch” (pages 349-362)

-articles and informational text on [AllSides](#) and [The Flip Side](#).

Write:

Reading response/discussion post

Topic idea for CRR 3

Update KWL+ chart

Week 6

February 27-March 1

**CRR 3 Essay First Draft due February 27**

Week 7

March 6-8

## CRR 3 Final draft due March 6

Begin Ethnography Unit

Read:

- "Under the Weather"
- "Heaven or High Water" (147-155)
- "A Tale of Three Cities" (157-165)
- "An Offering From the Bayou" (329-333)

-descriptions of a few bridging organizations found on these lists:

[-Columbia University list of bridging organizations](#)

[- Bridge Alliance list of bridging organizations](#)

Write a reading response/discussion post

Choose a bridging organization to use for your presentation topic

Week 8

March 13-15

- Revisit "An Offering from the Bayou"
- Read "We Are Sunrise"
- Read "A Green New Deal for All of Us" (pages 92-102)
- Revisit "Under the Weather"

Optional reading of [official Green New Deal documents](#) and [NYT article explaining them](#)

Write a reading response/discussion post

Write a plan/outline for your group Ethnography project

Develop group projects/presentations

Week 9

March 20-22

Ethnography project first draft due

Peer review, group editing/revision time, conferences to revise ethnography projects

Spring Break

March 27-31

Week 10

April 3-5

Continued Peer review, group editing/revision time, conferences to revise ethnography projects

Present Ethnography projects to the class (Final Draft due April 5)

**Critical Essay Unit**

Week 11

April 10-12

April 10:

Read:

- "Solutions at Sea"
- "Water Is a Verb"
- ongoing regular reading of New York Times

Write a group review of Ethnography presentations

Write a reading response/discussion post

Build a plan for informing your future global citizen self

April 12:

Read:

- "Field Guide for Transformation"
- "Onward"
- [New York Times Mission and Values page](#)

-ongoing regular reading of New York Times

Update KWL+ chart

Write a letter to the NYT Education Editor

Write an update to your CR 2 answer to the question: "Who do you want to be?"

Week 12

April 17-19

Read:

- [New York Times Mission and Values page](#)

-ongoing regular reading of New York Times

Write an outline for your Critical Essay

Start drafting your Critical Essay

Update KWL+ chart

Week 13

April 24-26

Critical Essay First Draft due Monday 24

Read:

-research for Critical Essay

Peer review, self-editing exercises, conferences to revise Critical Essay

**Final Portfolio Unit**

Week 14

May 1-3

Critical Essay Final Draft due May 1

Read: portfolio guidelines

Write outline for portfolio essay

Week 15

May 8-10

Portfolio Essay First Draft due May 8

Assemble portfolio

Revise portfolio essay

Week 16

**May 15 - Last Day of Instruction**

**Final Portfolios Due**

(Mandatory for passing Stretch English)

No late portfolios will be accepted.