

# First-Year Writing: Stretch English I Section 13

## ENGL 1AF

Fall 2022 3 Unit(s) 08/19/2022 to 12/06/2022 Modified 01/23/2023

### Contact Information

If you ever have any questions or concerns, you can contact me at: [amanda.smith@sjsu.edu](mailto:amanda.smith@sjsu.edu)

#### Instructor: Dr. Amanda Emanuel Smith

Email: [amanda.smith@sjsu.edu](mailto:amanda.smith@sjsu.edu)

Office: FOB 219

#### Office Hours

Wednesdays, 12:00-1:00 pm

Zoom

<https://sjsu.zoom.us/j/82557337092?pwd=YXI5U016ekRrNmhRdkJmbm1MVk5MdZ09>

<https://sjsu.zoom.us/j/82557337092?pwd=YXI5U016ekRrNmhRdkJmbm1MVk5MdZ09>

### 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

#### 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 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 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) (<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

---

There is no need to purchase a textbook for this class. All assignments, activities, and readings will be posted in Canvas modules.

## ☰ Course Requirements and Assignments

---

### Fall Semester:

This semester, we will explore the complex notion of 'belonging' and the extent to which our social identities are informed – or even created – by the intersecting of our cultural, linguistic, religious (or non-religious), and educational affiliations. We will envision identity in this context not as a state of being but as a process of becoming, a process which can be mapped out both spatially and temporally.

We will begin with a multimodal project: the literacy map. For this assignment, you will consider the people or "sponsors" and factors that impacted your literacy journey in positive and negative ways, tracing your path to SJSU using Google Maps. We'll share our maps with our writing community to identify points of diversion and collision. This will allow us to reflect on the uniqueness and universality of our experiences. We will then review – and eventually revise - the literacy narratives you wrote for the Reflection on College Writing (RCW). We will (re)consider and possibly unsettle traditional ideas about literacy by telling our stories – where we're from, who inspired us, what we've read – and listening to those of others, including Amy Tan's "Mother Tongue" and Kiki Petrosino's "Literacy Narrative," to uncover where we fit in. Doing so will give us, and our work, purpose.

We will then transition into a broader inquiry from who we are as readers/writers to who we are, and who we aspire to be, as students. This will drive our next assignment: the blog. We will explore the purpose of college: what we expect to put into it and what we expect to get out of it. We will also evaluate the extent to which this purpose is being served at SJSU.

Our last course-specific assignment of the semester will prepare us for our next project: the interview/profile essay. You will email a student from another Stretch class at SJSU, asking them to act as the subject of your profile. We will round out our first semester with a program-wide self-reflection essay and portfolio. This will enable us to take stock of what we have learned - about ourselves, each other, and the processes we put in place to articulate them.

In short, this is a course on navigation. We will learn to navigate diverse genres, texts, and rhetorical situations, but we will also learn to navigate between different groups and social settings. We will learn to map and take stock of where we've been, where we are, and the direction we are going. We will veer, intersect, and redirect; we will discover, I think, that our goals – the destinations we imagine for ourselves – change. And, whatever our affiliations, so do we.

### Spring Semester:

Spring semester will broaden the scope of our inquiry, taking us from who we are as readers and writers to who we are as students and citizens. We will start with a profile project in which you will interview and profile a fellow student at SJSU. To what extent do they embody our university? What are they the "face of" (e.g. an international student, a student-athlete, a gamer)? You will use them to convey your own message and achieve your own purpose as a writer.

We will then look at the campus as a whole. What can we say, generalize, about our student population? What are our shared values? For this ethnographic project, you will use your profiles and online research into student demographics to make and defend your claims about who we are and what we stand for.

For our final course-specific assignment of the semester, you will research and compose a critical essay on public engagement. You will choose an issue of importance to you and your fellow students arguing why it matters especially when it comes time to vote. By now, we've already mapped our worlds and you must now advocate for the world, or type of world, you would like to live in.

We will conclude our year together with another self-reflection - a look back at the twists and turns on your continued literacy journey.

## ✓ Grading Information

---

### Determination of Grades

#### Grading Contract:

In this class, we will work as a learning community to develop our approaches to reading and writing different types of texts. We will experiment with unfamiliar strategies, and at times we will feel unsure about the direction of our work and our comprehension of the

work of others. We will develop writing processes to help us, including prewriting, drafting, workshopping, and revising. We will rely on each other for feedback and support, but we will also take charge of our own learning and success. What does that mean in terms of grading?

This class is meant to improve your skills and experiences as college-level writers, drawing from each of your unique funds of knowledge. Therefore, we will not be using a traditional grading system. Instead, you will be largely responsible for your own grade.

If you do all that is asked of you in the manner and spirit in which it is asked, if you work through the processes we establish and the work we do throughout the semester, if you continue to improve those processes in order to gain more intensity and engagement in your writing, then you will do well in this course. If you miss in-class activities, turn in assignments late, fail to increase your work's intensity, or fail to submit assignments, your grade will suffer.

Minor assignments will be graded for completion; you will receive a 1/1 for every finished minor assignment you turn in on time. You will not receive credit for missed, incomplete, or late minor assignments. Major assignments will be graded out of 5 points; we will break down the requirements of each assignment and the conventions of each genre you need to meet to achieve each point value (1-5). This means that while major assignments will be assessed for things like development, organization, and coherence, they will not be weighted enough to have a huge bearing on your overall course grade (so long as you are keeping up with the minor assignments).

You are guaranteed success in this class if:

1. You complete the majority of all in-class and out-of-class minor assignments, including in-class reading responses and outlines and drafts of all your work. Note: In-class assignments cannot be made up as the result of an absence. Minor assignments that are submitted late will be given 0/1.
2. You prioritize attendance and participate in in-class activities.
3. You abide by the classroom protocol we establish as a writing/learning community.
4. You work cooperatively and collegially in groups. We will come up with parameters for constructive criticism and a shared vocabulary for discussing potentially sensitive subjects.
5. You complete all major and minor assignments on time. Except:
6. You may turn in one major assignment late per semester. Late work must be submitted within 48 hours of initial due date.
7. All submissions are complete. Any incomplete assignments or assignments that do not meet the requirements of the prompt will be deemed "missed." You will not receive credit for missed work.
8. You receive at least a 1/5 on all major assignments.
9. You provide thoughtful peer feedback during class workshops and commit yourself to other collaborative work.
10. You honor the writing process and complete all steps thereof (e.g. reading/researching, prewriting, drafting and revising).
  - a. Revisions should indicate significant changes – extending or changing up the thinking or organization – not just editing or changing words.

Your grade will correspond to your percentage in the "Total" column in Canvas. This will combine points received for in-class and out-of-class minor assignments as well as those for major assignments. The breakdown is as follows:

A: 94-100% A-: 90-93% B+: 88-89% B: 84-87% B-: 80-83% C+: 78-79%

C: 74-77% C-: 70-73% D+: 68-69% D: 64-67% D-: 60-63% F: 59% and lower

Plea:

I (Dr. Amanda Emanuel Smith), as the administrator of our contract, will decide in consultation with you (the student) as to whether a plea is warranted in any case. You must come to me as soon as possible, in order to make fair and equitable arrangements. You may use a plea for any reason, but only once. The plea is not an “out clause” for anyone who happens to not fulfill the contract in some way; it is for rare and unusual circumstances out of the control of the student. If the contract is invoked, it is to ensure the student a passing grade (C), not to allow the student to make up enough assignments to achieve a desired grade.

CONTRACT AGREEMENT: By staying in this course and attending class, you accept this contract and agree to abide by it. I (Dr. Amanda Emanuel Smith) also agree to abide by the contract and oversee it fairly and impartially.

## University Policies

---

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

---

Please note:

This is a tentative course schedule and is therefore subject to change. Any changes will be announced through Canvas. Every assignment and activity will be published with due date/time. Weekly out-of-class assignments will be due before the start of class every Tuesday. Be sure to check Canvas settings to ensure that you are receiving notifications about upcoming assignments, especially since **minor assignments that are marked late in Canvas will not receive credit**.

Week	Date	Topics, Readings, Assignments, Deadlines
1	TH 1/26	Semester introduction: Review Syllabus and Grading Policy  Go over prompt for interview/profile project
2	T 1/31	Due: Week 1 Module Activities  Review Sample 1 (profile essay)
2	TH 2/2	Compose in-class email to fellow student
3	T 2/7	Due: Week 2 Module Activities  Review Sample 2 (profile essay)
3	TH 2/9	Compose interview open-ended questions to elicit not just responses but stories

4	T 2/14	<b>Due: Week 3 Module Activities</b> Review Sample 3 (profile essay)
4	TH 2/16	Review sketch/draft
5	T 2/21	<b>Due: Week 4 Module Activities</b> In-class workshop: What is the purpose? What is the fellow student "the face of"?
5	TH 2/23	Optional conference day for instructor feedback
6	T 2/28	<b>Due: Week 5 Module Activities</b> Review example essays: what is the purpose of the profile? What is the fellow student "the face of"?
6	TH 3/2	Go over prompt for ethnography project
7	T 3/7	<b>Due: Week 6 Module Activities</b> Review student demographics/observations/experiences What can you say about SJSU's student population?
7	TH 3/9	<b>Due: Profile Essay</b> Design infographic
8	T 3/14	<b>Due: Week 7 Module Activities</b> Compile statistics, quotations, and observations to justify assessment of student population
8	TH 3/16	Finalize infographics
9	T 3/21	<b>Due: Week 8 Module Activities, Ethnography Infographic</b> Present infographics
9	TH 3/23	Go over prompt for critical essay
10	T 3/28	SPRING BREAK
10	TH 3/30	SPRING BREAK
11	T 4/4	<b>Due: Week 10 Module Activities</b> Review sample 1 (critical essay)
11	TH 4/6	Practice summary using sample 1

12	T 4/11	<b>Due: Week 11 Module Activities</b> Review sample 2
12	TH 4/13	Practice summary and analysis using sample 2
13	T 4/18	<b>Due: Week 12 Module Activities</b> Review sample 3 and practice summary, analysis, and synthesis
13	TH 4/20	Practice embedding quotations
14	T 4/25	<b>Due: Week 13 Module Activities</b> Complete outline for critical essay
14	TH 4/27	Optional conference day for instructor feedback: brainstorming, outlining, drafting
15	T 5/2	<b>Due: Week 14 Module Activities</b> Peer review workshop: critical essay
15	TH 5/4	Go over prompt for self-reflection essay and portfolio
16	T 5/9	<b>Due: Week 15 Module Activities</b> Outline self-reflection and annotated bibliography
16	TH 5/11	<b>Due: Critical Essay/Portfolio</b> Finalize and submit portfolio material