

First-Year Writing: Stretch English II Section 16

ENGL 1AS

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/16/2023

Contact Information

Instructor:	Alesya Petty
Contact:	Message through Canvas (Alesya.Petty@sjsu.edu)
Office Location:	Conferences are on Zoom
Office Hours:	M 12:00-1:00 PM or By appointment via Zoom
Class Times:	In-person Tuesday/Thursday 12:00 -1:15 PM
Classroom:	CL 225B

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

Course Format. This is an in-person course with a meeting pattern twice a week at a designated time. All homework is assigned on Canvas and is due at 11:59pm the night before the day of the class. For example, homework for Tuesday is due on Monday at 11:59pm, and homework for Thursday class is due on Wednesday at 11:59pm. Homework is considered late if submitted after the due date and time. See late policy for more information.

Attendance, Participation, and Missed Classes. Come to class on time, every time and stay for the duration. No amount of solitary make-up work can replace missed collaboration in the classroom. If you miss a class for any reason, please hold yourself responsible to find out what you missed.

You have several resources you can draw on to find this out:

- Check Canvas to find out what work you missed,

- Contact classmates by sending a message through Canvas inbox the whole class or specific students,
- Ask a classmate ahead of time to make notes for you,
- Post your questions/comments to the anonymous student café (Discussion in the first module available for the duration of the course),
- Check announcements and messages for instructor updates,
- Message our embedded tutor or set up a quick appointment on zoom or go to drop in zoom hours to get missing information or clarify details. Peer Educator is available to answer questions and assist you with the course progression and assignments.

Remember that you are a part of a large learning community of your peers. The instructor is not responsible for catching you up on what you missed and is not the primary resource for finding out information about missed classes. Generally, instructors do not have the capacity and time to email summaries or repeat lessons for students who miss classes.

Instructor Office Hours. In college, there is an expectation that students will take responsibility for their own educational experience. If you need to discuss anything concerning your performance in the course, please message me through Canvas or email me to schedule an appointment on zoom.

Late Submissions. As a rule, deadlines must be honored and late work for major assignments is not accepted. In cases of emergency or sickness, extensions are given on a case-by-case basis with proper documentation (doctor's note, mechanic's bill, athletic commitment, etc.) and must be requested before the assignment deadline.

Weekly homework assignments must be submitted on time to receive full credit. Late homework can be submitted after the deadline without messaging the instructor with automatic 10% deduction per day. These policies are in place to establish a fair work ethics and to encourage students to stay on track while allowing some flexibility for all kinds of circumstances. Missing an original due date is very cumbersome to everyone in the class, disruptive to our learning community and our sequenced approach to developing your writing.

Sharing Students' Work and Opinion. We will be sharing our work in classes and online, as part of a collective inquiry into reading and writing. Please, keep in mind that when talking about personal matters and selecting topics for projects, you can choose what you wish to share with your class community. Your work and your classmates' work represent models of various approaches to thinking and writing. Participating fully is beneficial not only to your writing and classroom community, but also to your overall grade. Consistent participation works in similar ways extra credit does in other classes.

Following Standards of Good Classroom Netiquette. Be courteous and respectful of your classmates who constitute a diverse learning community. Class dynamics are much enhanced when all members can participate in the same conversation. Please make the wise choice to stay on task in our sessions and ignore the urge to check your social media or engage in other distractions. You can bring a closed-top cup or water bottle to class, but please no snacking or eating as it interferes with learning.

Recording in our classroom and sharing of the contents of the Canvas course are not allowed and are protected by university policies.

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

Section Specific Course Description of English 1AS

In this course, we will explore connections between various viewpoints on success, well-being, and happiness. We will learn how assumptions and expectations about college life represented in academia and pop culture make a difference in student experiences. We will also gain an understanding of self-awareness and mindfulness as tools for dealing with challenges, managing stress and building productive approaches to life-long learning. These themes will be incorporated in our weekly practices and major projects that help develop academic skills needed in all subject areas and majors.

Student Learning Objectives:

SLO 1: Students shall write complete essays that demonstrate the ability to perform effectively the essential steps in the writing process (prewriting, organizing, composing, revising, and editing).

SLO 2: Students shall write complete essays that demonstrate the ability to express (explain, analyze, develop, and criticize) ideas effectively.

SLO 3: Students shall write complete essays that demonstrate the ability to use correct grammar (syntax, mechanics, and citation of sources) at a college level of sophistication.

SLO 4: Students shall write complete essays that demonstrate the ability to write for different audiences.

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

Required Texts/Readings

There are no formal textbooks required for this course. This course is part of the Affordable Learning Solutions program that was created to provide easy, direct access to inexpensive, accessible, and high-quality alternatives. All course readings and materials are available on Canvas, online, and through the MLK Library databases. Additional links to required readings will be posted within Canvas.

☰ Course Requirements and Assignments

This course invites you into a learning community and supports adopting good habits around college writing. Through a variety of activities, writing assignments, projects in this course, you will continuously practice all phases of the writing process: prewriting, organizing, writing, revising, and editing. Consistent practice and effort will allow you to meet the course's GELOs.

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.

Assignment	Assignment	Words	Total Words	Assignment Type	Term (F/S)	GE Learning Objective
Critical reading/reflection	Essay 1	500	1800	in-class writing	F	GELO 1, 2, 3,4, 5
	Essay 2	600			F	
	Essay 3	700			S	
Data-driven analyses	Personal Essay	900	2700	out of class writing	F	GELO 2, 3, 5
	Interview Project	900			S	
	Ethnography Project	900			S	
Major Essays	Blog	1000	3300	out of class writing	F	GELO 2, 3, 4, 5
	Profile Essay	1100			S	
	Critical Essay	1200			S	
Portfolio/self-reflection essays	Midyear	800	1800	in-class writing	F	GELO 1, 2, 3, 4, 5
	Final	1000		out of class writing	S	

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

"Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per 1 unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus."

✓ Grading Information

Final grades for each semester are based on all the work that you produce in the semester.

All major assignments must be turned in to pass this class.

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% towards the final year-long course grade.

Fall semester -- 40% of total course grade

Assignments	Description	Min. Word Count	% Value
Critical Reading / Reflection 1	Taking into account your own experience/ observation/ research, and the readings that you have explored in this unit, articulate your views on the myth of the model family.	500	5%
Personal Essay	This type of writing aims to explore a single aspect of your personal history that has shaped who you are today, while discussing the broader significance of this aspect that shapes how you see the world around you.	900	10%
Blog Essay	This assignment focuses on discussing a problem in a public medium. Your audience will be dependent upon what kind of blog you choose and what demographic it reaches. The blog should be informative and persuasive in tone. You will incorporate visual and multi-modal elements.	1000	10%
Critical Reading / Reflection 2	For this paper, you will analyze the cultural myths about education, money and success.	600	5%
Reading & Writing	Participation in any reading and writing related exercises that support learning in addition to the formal assignments.		5%
Self-Reflection Portfolio	Keep all of your work. You'll be "quoting yourself" to show your growth as a writer this semester.	800	5%
Fall total %			40%
Spring total %			60%

Spring semester - 60% of total course grade

Assignments	Description	Min. Word Count	% Value
Profile Essay	You will use your interview to write a profile essay with a specific framework to be discussed in class.	1100	20%
Critical Reading / Reflection 3	We will explore the myth of the melting pot and various sub-communities by doing a critical analysis of readings.	700	5%
Ethnographic Study	You will study a subculture to write a report of your observations. You will make a presentation to share with classmates.	900	5%
Critical Essay	You will apply critical thinking to analyze a trend in society and will argue your perspective on it.	1200	20%

Reading & Writing	Participation in any reading and writing related exercises that support learning in addition to the formal assignments.		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.	1000	5%
Spring total			60%
Fall total			40%
Course total			100%

Please refer to the grade calculations below:

<i>Grade</i>	<i>Percentage</i>	<i>Grade</i>	<i>Percentage</i>
<i>A</i>	<i>93 to 100%</i>	<i>A minus</i>	<i>90 to 92.99%</i>
<i>B plus</i>	<i>86 to 89.99%</i>	<i>B</i>	<i>83 to 85.99%</i>
<i>B minus</i>	<i>80 to 82.99%</i>	<i>C plus</i>	<i>76 to 79.99%</i>
<i>C</i>	<i>73 to 75.99%</i>	<i>C minus</i>	<i>70 to 72.99%</i>
<i>D plus</i>	<i>66 to 69.99%</i>	<i>D</i>	<i>63 to 65.99%</i>
<i>D minus</i>	<i>60 to 62.99%</i>	<i>F</i>	<i>59.99% and lower</i>

The following are the criteria by which essays are evaluated in the writing courses:

- An "A" range 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" range 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" range essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.
- A "D" range 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.

Note: More specific rubrics related to the course assignments are posted on Canvas.

Final Examination or Evaluation

“Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.” In our courses, we will create a portfolio at the end of the semester as our culminating activity.

Earning A2 Credit

Information about earning A2 credit is described in the Stretch Program syllabus, a separate document available on Canvas.

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

Spring 2023 Important Due Dates

All homework is due at 11:59pm on Mondays and Wednesdays

before class meetings on Tuesdays and Thursdays.

Dates	Assignments Due
Week 1	Welcome to Spring Semester!
Week 2	Interview & Field Research
Week 3	How to Write a Profile Essay
Week 4	Drafting and Revising Profile
Week 5	Finalizing and Sharing Profile
Week 6	CRR 3
Week 7	Investigating Subcultures
Week 8	Creating an Ethnographic Study
Week 9	Presenting Ethnography
Week 10	Spring Break

Week 11	Investigating Pop Culture
Week 12	How to Write a Critical Essay
Week 13	Drafting & Revising Critical Essay
Week 14	Finalizing and Sharing Critical Essay
Week 15	Course Portfolio and Reflection
Week 16	Portfolio due
Week 17	Finals week