

**San José State University**  
**College of Humanities and Arts, Dept. of English and Comparative**  
**Literature**

**Stretch English, Engl. 1AFa22/Sp23**

**Course and Contact Information**

Instructor:	Kirsten Schwartz
Peer Embedded Tutor:	Asia Bowie (office hrs tbd; tutoring is provided online and at The Student Success Center, Rm. 600)
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Office Hours:	By appointment via Zoom M-F 8-4pm
Classroom/Times:	Zoom! Sec. 18 MW 9am-10:15am Sec. 19 MW 10:30am-11:45pm Sec. 20 1:30pm-2:45pm
Prerequisites:	The <i>Reflection on College Writing</i> is a prerequisite to Stretch English I (English 1AF). Credit for Stretch English I (English 1AF) is a prerequisite for Stretch English II (English 1AS).
GE/SJSU Studies Category:	English 1AS satisfies Written Communication I, GE Area A2. To earn graduation credit in this category, you must complete the yearlong course with a grade of C- or better.
The Stretch Calendar	Stretch I and II span the fall and spring terms: Taken together, the fall and spring course complete the A2 writing requirement.

This means you must enroll in spring for the same section (time, day, instructor) in order to complete the course of study you begin in fall.

### The A2 Milestone for Progress to Degree

The CSU system and SJSU expect all students to complete their A2 requirement within their first year of study. We have committed to make available courses and support to help all students achieve this milestone. Please work with your instructor and all recommended support staff to achieve this milestone successfully.

### **Welcome, college students!**

Your years in college are years of exploration and discovery. In this course we will blend observing and understanding civic responsibility with fine tuning our written communication. Together we will establish a daily pattern of reading *The New York Times*, along with other texts and modalities, to explore the ways that we as global citizens ‘join in the conversation’ through reading and writing in multiple genres, to observe where in our communities do we experience or witness civic engagement, and determine whether (or not) the current platforms available serve to effectively engage users of those platforms and allow for civil discourse.

SJSU studies include an emphasis on diversity. I invite you to join me in reading *The New York Times* as the main text for our reading precisely to engage and find in these pages a full range of voices in our democratic conversation on global issues.

### **Catalog Description of English 1AF and 1AS**

Stretch I and II, together, fulfill the Written Communication I requirement. Courses in GE Area 2 cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with the special attention to the nature of writing in the university. SJSU expects that students will fulfil the A2 requirement in their first year of college. We have committed to make available courses and support to help all students achieve this milestone. Please work with me and all recommended support staff to achieve this milestone successfully. Students in these courses develop college level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings; these skills are necessary for upper level coursework. A grade of C- or better signifies that the student is a capable college-level writer and reader of English.

## **Course Format**

This is an online course that will be organized by Modules within Canvas combined with weekly synchronous learning via Zoom technology. We will use Eli Review as a platform to share our weekly writing assignments and will sign up for that platform on Day 1 of the course.

## **Technology Intensive, Hybrid, and Online Courses**

This course is online and will require the appropriate technology. Reliable access to our Canvas Learning Management System through hardware such as a computer or smart phone is vital. You will also need to be able to procure and access a subscription to The New York Times and Eli Review; be prepared to subscribe to these two services in our first class meeting over Zoom during the first week of classes. Should you require assistance in obtaining the necessary hardware or connectivity, let's talk (or reach out to CAPS directly).

## **Communication and Information**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System -course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through Canvas or through your SJSU email to learn of any updates. I will also work to send weekly announcements through Canvas. For help with using Canvas, see [Canvas Student Resources page](#).

## **What You Will Learn In Stretch English I And II**

The General Education guidelines for instructors outline five broad learning outcomes for all courses that satisfy Area A2. This course is designed to ensure that you meet these outcomes.

## **GE Learning Outcomes (GELO)**

Upon successful completion of this course, students will be able to:

1. demonstrate the ability to read actively and rhetorically
2. demonstrate the ability to perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals
4. demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres
5. demonstrate college-level language use, clarity, and grammatical proficiency in writing

This year-long Stretch invites you into a learning community and gives you the extended time to create good habits around college writing. Starting in the fall, through a variety of activities, writing assignments, projects in this course, you will continuously practice together in a community all phases of the writing process: prewriting, organizing, writing, revising, and editing that will allow you to meet the course's GELOs. In the spring term, provided that you successfully complete the fall course, you will enroll in Stretch English II and continue to work in the same cohort from the fall.

What happens if you don't successfully complete the fall course? You will enroll in English 1A in the spring to complete your A2 requirement in one semester. If you successfully complete English 1A in the spring (with a grade of C- or better), you will still complete your A2 requirement within your first year of study at SJSU.

For more information on the Stretch Curriculum designed to meet these learning outcomes as well as information about how to earn A2 credit, see the Stretch English Program Syllabus: <http://www.sjsu.edu/english/ENGLgreensheets/2016ENGLfall/Stretch%20Program%20Syllabus.pdf>. (all English department syllabi can be found here).

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

<b>Major Assignments (by category)</b>	<b>Assignment (by name)</b>	<b>Total Words</b>	<b>Assignment Type</b>	<b>Term</b>	<b>GE Learning Objective</b>
<b>Critical reading/ Reflection Essays</b>	CRR 1 CRR 2 CRR 3	2100	Timed writing	F F S	GELO 1, 2, 3,4, 5
<b>Data-driven analyses Essays</b>	Personal Essay Interview Ethnography	2800	Non timed writing	F S S	GELO 2, 3, 5
<b>Argumentative Essays</b>	Op/Ed Profile Essay Critical Essay	2950	out of class writing	F S S	GELO 2, 3, 4, 5

<b>Reflection Essays</b>	Major Essay	4000	December	F	GELO 1, 2, 3, 4, 5
<b>Portfolio/self-reflection essays</b>	Reflections (3)		reflection	S	
	Midyear Final		essay is timed.		

**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 three hours per 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.”

### Required Texts/Readings

There are no formal textbooks required for this course. On the first day, we will be subscribing to the NYT online and to Eli Review, a platform where you will be posting weekly writing and get lots of practice following a full writing process! Other than that, I will supply links to required readings or post required readings within Canvas.

### Final Examination or Evaluation

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.

In summer, you wrote essays to reflect on college writing before deciding to take Stretch English. In the first two weeks of the course, you will compile the writing you submitted to the Reflection on College Writing modules into a digital portfolio. The contents of your portfolio will be reviewed twice during your Stretch study.

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.

Written as a timed draft, the reflection essay compares the two samples to help the Stretch faculty to assess your midyear progress toward the Course Learning Outcomes listed on page 3.

In the spring, at the end of Stretch II, you will once again add to your SJSU writing portfolio, this time including 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.

### **Reflecting on Your Own Learning: The Stretch Course Learning Outcomes (CLO)**

When you have completed this coursework, you will have made considerable progress in developing yourself as a reader and writer. At the end of the fall and the spring term, you will assemble this work in a portfolio, and reflect on the work to gauge and define your progress. Presenting this portfolio to me and to one other member of the Stretch Faculty Learning Community, you will demonstrate to us your own ability to:

Read to learn-

- annotate a reading selection to develop a summary and response in your writing (GELO1);
- identify audience and purpose in texts from several genres (GELO 1,3,4);
- explain how genres work to serve audience and context (GELO 1, 3).

Read to write:

- identify rhetorical appeals and devise strategies for an effective appeal to a specific audience (GELO 1, 3);
- develop a text to effectively appeal to a specific audience (GELO 1, 3);
- identify the choices a writer has made to produce a text (GELO 1, 3, 4);
- use readings as models for your own writing strategies (GELO 1, 4);
- concisely, accurately explain and critique information and ideas from your reading (GELO 1, 3, 4);
- use information gleaned from your reading as evidence in your text and cite that information (GELO 1, 4);
- use quotation and summary to create context for your writing (GELO 1, 4, 5).

Write with an increased awareness of the process:

- discuss specific strategies for prewriting and revision that have worked for you (GELO 2);
- repurpose acquired skills and information to tackle new writing problems (GELO 2).

Read and write with an increased awareness of the language you use:

- identify new grammatical forms and imitate them (GELO 1, 2, 3, 4, 5);
- analyze and discuss the structure of sentences and the grammatical choices you make (GELO 2, 3, 5);
- identify editing problems in your own writing (GELO 2, 5);
- identify and apply effective strategies for editing your work (GELO 2, 5);
- identify and apply effective proofreading strategies (GELO 2, 5).

*Reflect on and assess your own writing, process and product, to support continued language and writing development (GELO 2, 3, 4).*

## Grading Information

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.

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.

Additionally, I follow a contract grading policy; simply fulfilling the obligations outlined in the contract earns you a B. Putting forth strong effort and participation combined with completing all of your work earns you an A. Not fulfilling your duties under the contract earns you a grade lower than a B. You will quickly note in our class that there is a continual process of “Read/Reflect/Review/Revise” with a lot of discussions in between. Keep up (come to every Zoom class, prepared) and engage with this process and you will be fine.

For each assignment, you will be given a detailed guide or rubric outlining how your work will be evaluated. Each out of class assignment will be reviewed both as a process and as an end product (show your work!).

Additionally, University Policies regarding grading in Stretch English are as measured in two parts. Grades in the fall are based on measured progress toward proficiency in the learning outcomes outlined above. To earn credit in the course, you will need to have completed all of the assigned work, and you will need to demonstrate measurable progress in at least 3 out of 4 of the CLO categories to earn credit in English 1AF.

## How Grades are Calculated

Final grades for Stretch English are based on the work that you produce in both semesters. At the end of the fall semester, you'll be awarded with a C (credit)/NC (no credit) grade, and at the end of the spring semester, you'll be awarded a letter grade based on your meeting of the criteria

in the course contract. This course must be passed with a C- or better in English 1AS to satisfy GE Area A2.

### **Classroom Protocol**

While we will spend some time in our first class Zoom meeting determining our classroom norms and what you come up with may change what I have written here, there are a few norms that I would like to suggest so that we can meet the requirements of our coursework. They are as follows:

Attend Every Class 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: you can consult the syllabus or check schedule updates in Canvas to find out what work you missed; your classmates may be able to provide you copies of notes or a summary of the lessons they learned; there may be assignments or class work posted among the discussions in Canvas. With over 67 students to communicate with this term, it is not feasible that I be your sole or even primary resource. I am available during office hours and by appointment to help you locate assignments and course materials and to understand them. But I cannot repeat the lesson for you. Emailing me is not a resource for finding such information.

Visit me During my Office Hours. These hours are for your benefit and in college there is an expectation that you, as a student, will take responsibility for your own educational experience.

Turn in All Work On Time. As a rule, without **prior** communication via face-to-face discussion or email, deadlines must be honored and I will not accept late work. With prior communication so that alternatives can be put into place, I will accept late work accompanied with proper documentation (doctor's note, mechanic's bill, athletic commitment, etc.) and the work must be turned in by the newly assigned due date; there are no exceptions to this. These policies are in place to be fair to your classmates who also have demanding schedules, and as Stretch is a sequenced step-by-step, collaborative approach to developing your writing, missing an original due date is very cumbersome to everyone in the class.

Share Your Work and Your Opinion. We will be sharing our work in Zoom classes and online, as part of a collective inquiry into reading and writing. Your work and your classmates' work represent models of various approaches to thinking and writing. You can earn participation points by completing in-class workshop activities and by posting to the Discussion board assignments. Participation is worth a total of 15% of your entire grade, so participating fully is



not only beneficial to your writing and to the collective community in our classroom, but also beneficial for your overall grade!

Follow Standards of Good Classroom Netiquette. Be courteous to one another and be respectful of all of the opinions shared in our online classroom, including online discussions. We are a diverse group and can learn so much more from each other when we feel comfortable enough in our community to share. Class is best when we are all participating in the same conversation, together. Please make the wise choice to stay on task in our Zoom sessions and ignore the urge to check your social media, unless asked to do so by me for the sake of the discussion at hand. If you are going to eat during class, make it a light snack that won't interfere with your participation. Recording in our classroom is never allowed without the express consent of all. If you wish to record something, please let me know beforehand so that I can obtain permission from the class. I will be recording our Zoom sessions so if you need access to the sessions, please let me know. Follow Your Obligations Under our Class Norms, which will be set each semester.

### University Policies

Per University Policy S16-9 (<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 (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

Week of	What We are Doing and Major Assignments (bold)
Overarching Question:	<b>How do we 'join in the conversation' as global citizens through reading and writing?</b>
Wk 1 - 22 August	Welcome, Course Orientation, Introductions, Grammar Refreshers
Wk 2 - 29 August	Joining in the Conversations (audience awareness, reading comprehension- uncovering "Schema"); Genre awareness and Reading the Rhetorical Situation

Wk 3 - 5 September	High order thinking vs. lower order thinking; Observing Sentences; Making Meaning of Words
Wk 4 - 12 September	Valuing Reflection and Feedback/Eli check-in; DES discussion, Genre of letter writing
Wk 5 - 19 September	<b>CRR#1 - Letter Home</b> (accountability groups)
Wk 6 - 26 September	Reflection. Recognizing patterns in writing; discussion and practice of identifying the rhetorical situation and Comma refresher
Wk 7 - 3 October	Genre, Rhetorical Situations, Rhetorical Triangle, Part 2
Wk 8 - 10 October	Commas, semi-colons, colons; Attacking introductions
Wk 9 - 17 October	What Makes Writing Readable (passive vs. active, flushing out fragments)
Wk 10 - 24 October	<b>Personal Essay is Due (10/29)</b> ; shifting genres and identifying patterns in persuasive writing; fact vs. opinion language
Wk 11 - 31 October	Considering the power of reflection (part 2); diving into the Op Ed Essay
Wk 12 - 7 November	Recap of intro and conclusion; next: tackling middles with a review of those classic appeals!; <b>Op Ed Essay</b> intro and conclusion due
Wk 13 - 14 November	Reverse Outline; Eli - full draft due, Discussion about CRR#2 (development of quotes!); <b>Op Ed Essay</b> is due 11/19
Overarching Question #2	<b>Where in our Communities do we Experience or Witness Civic Engagement?</b>
Wk 14 - 21 November	CRR#2; <b>Thanksgiving</b>
Wk 15 - 28 November	Understanding the Fall Portfolio; reviewing GELO's and reflection worksheet

Wk 16 - 5 December	Reflection (in-class brainstorming and writing activities)
Wk 17 - 25 January	Welcome to Spring Semester; discussion - Question #2 and the Interview
Wk 18 - 30 January	Evaluating/Analyzing Data - looking for patterns...
Wk 19 - 6 February	Observing patterns in Profiles; transforming your work
Wk 20 - 13 February	Discussion of “Framing” of Profiles; recognizing framework in this genre
Overarching Question #3	<b>Do the current platforms available serve to effectively engage and allow for Civil Discourse?</b>
Wk 21 - 20 February	<b>Interview &amp; Profile due Feb. 25;</b> work with Stanford Study, discussion of how social media is changing how we consider information (prep for CRR#3)
Wk 22 - 27 February	<b>CRR#3 with Treisan’s Accountability Model;</b> Multimodal exploration - Nacirema discussion; suspending judgment in research
Wk 23 - 6 March	Discussion of subculture and ethnographic work; gathering data
Wk 24 - 13 March	Analyzing evidence; Best Practices for presentations
Wk 25 - 20 March	<b>Ethnographic Presentations</b>
27 March	Spring Break
Wk 26 - 3 April	Counterarguments - let’s practice these a bit
Wk 27 - 10 April	Looking for patterns in Critical Writing; how does language shape the way that we think? “Shaping Language” -practicing recognition for opinion language vs informed opinion language/biased vs. neutral language
Wk 28 - 17 April	Revisiting the Rhetorical Situation

Wk 29 - 24 April	<b>Critical Essay</b> is due; Getting ready for Final Portfolio
Wk 30 - 1 May	Prewriting work for Portfolio
Wk 31 - 8 May	<b>Q &amp; A Portfolio</b>
Wk 32 - 15 May	<b>Final Portfolio</b>

This syllabus is subject to change without notice (we will tweak things as necessary to meet our GELOs).