

First-Year Writing: Stretch English II Section 01

ENGL 1AS

Spring 2024 3 Unit(s) 01/24/2024 to 05/13/2024 Modified 01/18/2024

Contact Information

Instructor:	Dr. Anne F. Walker
Student Hours:	on campus T/Th 7:30-8:45am (Clark Hall 408N), & T/Th 1:15-2:45 (on-campus by appointment), other days by appointment on zoom
Email:	anne.walker@sjsu.edu

zoom information: this is the link for any online student hours or if we suddenly need online classes. Treat it like you would a room. Arrive during your scheduled time: <https://sjsu.zoom.us/j/88423804462>
(<https://sjsu.zoom.us/j/88423804462>).

student hours: I am here to help. Drop by. Drop a line.

"The California Faculty Association (the labor union of Lecturers, Professors, Coaches, Counselors, and Librarians across the 23 CSU campuses) is in a difficult contract dispute with California State University management. We will be going on strike from January 22 – January 26. We demand management gives us a fair contract that recognizes the dignity of CSU faculty, staff, and students. Our working conditions are student learning conditions; we seek to protect both. For further information go to: www.calfac.org/strike (<http://www.calfac.org/strike>)." (CFA)

- Strike FAQ for students are here: <https://www.calfac.org/resources/student-faq/>
(<http://www.des05.com/t/45698342/1654515547/99406200/0/109292/?x=e82f5e6c>)

Course Information

course description: This class prepares you to join scholarly conversations across the university. You will explore how reading and writing support the kinds of inquiry that you will engage to tackle any writing task—whatever the subject and whatever the discipline.

Counter storytelling is central to our class. Counter storytelling helps students feel safe and seen in the classroom space. It says, "you being you is crucial to all of your activities now and future." It builds community now and in future paths. Who we are as people not only defines how we are in school, but what we want and need in relation to architecture, urban planning, gardening, policy, medicine and so forth. All these are in relation to our stories as our narratives help define our needs. Counter storytelling creates inclusivity and helps to support connection/importance to/of ancestors. Counter storytelling works against dominant hegemonic ideals that tell marginalized people to leave personal and cultural experiences outside the door.

Part of our collective story is our environment and this moment we find ourselves in. To integrate this we engage with *All We Can Save: Truth, Courage, and Solutions for the Climate Crisis* through reading reflections, Group Led Discussions (GLDs), in-class activities and Choose Your Own Adventures (adventure).

This class is meant to give you skills to support all of your other classes and, in keeping with the ideal, is designed to be front-loaded, leaving the end as light-lifting. If you keep up you will have spaciousness at the end for other courses' finals. In-class work supports graded assignments. Much of this class will focus on how you best learn, digest, and express. Some of it will focus on naturalizing good essay practices that will help you through your University career.

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

a note about questions: It is always best to ask questions openly in class time. If you are thinking a question, chances are that seven other students will benefit from you asking the question out loud in class. Please do ask questions: it helps everyone.

attendance: It just is better for you and the class if you come. Attendance and participation connects you to your peers, your teacher, and the collaborative processing mind of the group. It will offer interesting new ways to learn. I will, also, take attendance. Still...

... if you feel sick: Just don't come to class. Email me (with a clear subject heading referring to absence) to let me know what's up and how I can help. Coordinate completion of activities and assignments with your peers. Complete work listed online. We are in strange times, let's keep healthy to meet them.

consultations: We will meet once to check in at the beginning of the year, I'll meet with your group before your GLD to support its progress, and I'll check in with you again at the end of semester. Each consultation is worth 1% of your grade (calculated in participation) and all you have to do is show up. Not only do I look forward to meeting with you, but I'm trying to help you to get comfortable with showing up to office hours. It will help your academic progress in all classes. It's a secret code to success. And practice helps.

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

This course is meant to help you understand how you best receive information, digest it, and express yourself. Your own best practices may change over time. We use multiple modalities as well as exploring various ways to approach writing academic essays.

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

written texts: *All We Can Save: Truth, Courage, and Solutions for the Climate Crisis* by Ayana Elizabeth Johnson and Katharine K. Wilkinson, ISBN-10: 0593237064 ([All We Can Save \(https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CAL\\$S_SJO/5k7on1/alma991013911010902919\)](https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CAL$S_SJO/5k7on1/alma991013911010902919) can be accessed electronically through the MLK library); *The Writer's Diet: A Guide to Fit Prose* (Chicago Guides to Writing, Editing, and Publishing), 2nd Edition, by Helen Sword, ISBN-10: 022635198X.

media texts: *Moana*, Directors: Ron Clements, John Musker (103 minutes); *The Bechdel Cast*, hosted by Caitlin Durante and Jamie Loftus.

when to complete readings: Do the reading, and write your reflection, before the date reading is listed in the syllabus. The material is what we will talk about in class that day. Be prepared to participate.

a note about texts: At times these texts may seem challenging, at times entertaining. Move through them as a form of investigation. You are not expected to master any texts in this class. The anticipation is that you will explore them, and share your findings with your peers.

trigger warning: Please note that sometimes projects and class discussions include material of a sensitive nature. In this course, we may encounter materials that differ from and perhaps challenge your ideas, beliefs, and understanding of reality. Please come and discuss any issues about such material with me.

Course Requirements and Assignments

Finnish schools excel, with worldwide recognition, through the use of through less homework, classes that go all year, and shorter class time. [This, \(https://www.weforum.org/agenda/2018/09/10-reasons-why-finlands-education-system-is-the-best-in-the-world\)](https://www.weforum.org/agenda/2018/09/10-reasons-why-finlands-education-system-is-the-best-in-the-world) [this \(https://www.educationcorner.com/finland-education-system/\)](https://www.educationcorner.com/finland-education-system/), and [this \(https://www.smithsonianmag.com/innovation/why-are-finlands-schools-successful-49859555/\)](https://www.smithsonianmag.com/innovation/why-are-finlands-schools-successful-49859555/) have details. Something to think about.

assignment	GELO	minimum draft word count	minimum revised final word count	point value
<i>Moana</i> and the critical lens draft (critical essay)	1 - 4	750		5
<i>Moana</i> and the critical lens final (critical essay)	1 - 5		1000	10
Participation (includes 1 point for each of 3 consultations)	1 - 4	2000		35
reading reflections 10 at 2 points each	1 - 4	1000		20
choose your own adventure (ethnography) proposal	1 - 5	250		2.5
adventure final (ethnography)	1 - 5		mixed modality with paragraph	5
adventure post-game analysis	1 - 5		varies	2.5
memoir redux (interview project and profile essay)	1 - 5		500	5
group led discussion (GLD)	1 - 5		spoken presentation	10
portfolio final	1 - 5		500	5
Word Count: total = 4000 (SJSU requirement) revised final draft form = 2000 (SJSU requirement)			Point Total: 100	

✓ Grading Information

Grading in Stretch English: 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.

do the course work: roughly 65% of your grade comes by just doing the "low stakes" course work. This is because if you consistently do the low stakes coursework, you become a better writer and critical thinker. The point of this class is for you to become a better writer and critical thinker. If you do the work step-by-step along with the class you get the most benefit. This step-by-step approach works, in part, because each week I give individual timely feedback to work as you hand it in. Check out the [developing expertise](#) page for more on how that works. Further, many assignments build on one another to produce the major assignments. The 65+% is distributed in participation, in-class work, drafts, consultations, and reading reflections. If you have questions through the semester, book a meeting and we'll get things clarified and squared away for you. Bottom line, if you do the work, you become a better writer and get the grades. (It's that easy.)

grading: The following are the criteria by which essays are typically evaluated in first-year writing courses:

- An "A" 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" 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" 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" 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.

Letter Percentage and Associated Grade: A 94-100, A- 90-93, B+ 87-89, B 84-86, B- 80-83, C+ 77-79, C 74-76, C- 70-73, D+ 67-69, D 64-66, D- 60-63, F 0-65. By checking the Grades module you should be able to track your progress. Please do ask me for updates any time.

late policy: Reading reflections will only be accepted by 11:59 on the date due. Emergency exceptions will be honored with documentation. For best learning all assignments should be completed and turned in by the due date.

reading reflections: Each is worth 2% of your course grade and is due by 11:59 the night before we work with the text in class.

assignment specifications: Each assignment should have clear directions. If it is unclear, contact me. I can explain, and if necessary clarify the assignment's directions. Here is another place where your questions can help everyone.

more detail: is at [extra details about grading \(https://sjsu.instructure.com/courses/1582560/pages/extra-details-about-grading\)](https://sjsu.instructure.com/courses/1582560/pages/extra-details-about-grading)

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

weekly schedule: (Note that details of assignments will be posted on Canvas, and, likely, some dates will almost certainly change through the semester. Flexibility often seems key to all things. I will notify you, and update Canvas, as things change.)

Moana and the critical lens

Week	Activity	Readings to be completed by the week's start if not otherwise noted	Assignments are all due by midnight on the date specified
Week 1: starts January 24 – Thursday class only	Introductions and positive characteristics for the new year/semester		

<p>Week 2: starts January 29</p>	<p>—consultation week — <i>Moana</i> and the critical lens introduction of critical lens first viewing and note-taking <i>Moana</i> introduction and AI</p>	<p>view <i>Moana</i></p>	
<p>Week 3: starts February 5</p>	<p>—consultation week — <i>Moana</i> and the critical lens</p>	<p>listen through <i>The Bechdel Cast</i> episode "Moana with Natalie Baseman"</p>	<p><i>Moana</i> and the critical lens draft due Feb 5 Bechdel cast homework (with alternate option) due Feb 9</p>
<p>Week 4: starts February 12</p>	<p>—consultation week— <i>Moana</i> and the critical lens Thursday collaborative editing</p>		<p><i>Moana</i> and the critical lens final due Feb 19</p>

<p>Week 5: starts February 19</p>	<p>pivot from <i>Moana</i> to <i>All We Can Save</i> (GLD group consultations) Tuesday - In-class <i>Moana</i> collaborative analysis Thursday in-class reading reflection 1 due Feb 22</p>	<p><i>All We Can Save</i> "Persist"</p>	<p>collaborative reading reflection 1 due in-class Feb 22 reading reflection 2 due February 26</p>
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All We Can Save Truth, Courage, and Solutions for the Climate Crisis &

a choose your own adventure

Week	Activity	Readings to be completed by the week's start if not otherwise noted	Assignments are all due by midnight on the date specified
<p>Week 6: starts February 26</p>	<p>GLD * 1 (Thursday) (GLD group consultations)</p>	<p><i>All We Can Save</i> "Feel"</p>	<p>reading reflection 3 due Feb 28 reading reflection 4 due March 4</p>

Week 11: starts April 1	Spring Break		adventure due April 8
Week 12: starts April 8 (solar eclipse)	pivot from <i>All We Can Save</i> to memoir focus		collaborative or individual post-game analysis due in class April 9 in class

Memoir Redux

Week	Activity	Readings to be completed by the week's start if not otherwise noted	Assignments are all due by midnight on the date specified
Week 13: starts April 15	memoir focus Thursday collaborative editing	last semester's finished memoir	memoir redux final due April 21
Week 14: starts April 22	pivot from memoir to final portfolio focus	last semester's finished memoir	portfolio elements due April 29

final portfolio & end of year

Week	Activity	Readings to be completed by the week's start if not otherwise noted	Assignments are all due by midnight on the date specified
Week 15: starts April 29	final portfolio focus		
Week 16: starts May 6	—consultation week— final portfolio focus remote non- synchronous during consultations		portfolio final due May 12
Week 17: starts May 13 - Monday classes only	emergency consultations by appointment May 13- 17		all final and make-up work due May 14 Instructor enters full semester grades in Canvas by end of day May 17
Week 18:	students have time to submit any grading questions by noon May 21 at the very latest
May 24:	grades due from faculty end of academic year - end of spring semester		May 24 grades submitted to university

