

# First-Year Writing: Stretch English I Section 14

## ENGL 1AF

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 08/12/2024

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*\*This syllabus is subject to change at any time. Students will be notified of changes via Canvas and in person in a timely manner.\**

Meeting Times: MW 3:00 - 4:15

Meeting Location: Clark 225A

## Contact Information

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Instructor: Chelsea Criez

Email: [chelsea.criez@sjsu.edu](mailto:chelsea.criez@sjsu.edu)

### Office Hours

Monday, Wednesday, 1:30 PM to 2:30 PM, FO 215 and Zoom by appointment

## Course Description and Requisites

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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

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### Agreements

*In this class, we will strive to uphold the following agreements:*

- Recognize the value in emotion, intuition, and sensory experiences alongside intellectual development;
- Practice holistic education to go beyond traditional academic knowledge and nurture multiple intelligences;
- Bring our values, backgrounds, and experiences into the classroom to affirm a range of diverse realities;
- Empower ourselves by fostering critical consciousness and encouraging the questioning of systemic inequalities and injustices;
- Practice empathy and compassion to create a supportive and caring environment;
- Use creativity and imagination in the learning process and explore various forms of expression and capacities; and
- Promote reflection and engage in self-examination to understand our own biases and assumptions and develop self-awareness.

## AI Generated Content

As AI is emerging in the workforce, you will likely encounter and use AI in your daily tasks. We will use AI technology in this class as a means of assistive technology during the writing process. One of the course goals is to help you learn to write and communicate effectively, which requires practice. Therefore, you must learn how to create, edit, and recognize high-quality writing yourself. If AI can do these tasks without you, you won't have employable skills. We will learn how to ethically use AI, and you will be responsible for any final product and limitations or potential biases from LLMs. You will also be responsible for disclosing when and how you used AI.

Misusing AI (i.e., using it to write the majority of the essay without significant contributions or revision) or failing to disclose the use of AI will result in consequences ranging from a written/verbal warning to failing the assignment or course and a report to the Student Conduct Board. If you are unsure, ask.

### *AI Disclosure Agreement*

If you use AI to assist you, you must disclose how and how much you used AI in your writing process. Below are samples of how you can disclose your use of AI tools.

- I did all of this work on my own without assistance from tools, technology, or AI.
- I did the first draft but then asked AI paraphrase/grammar/plagiarism software to read it and make suggestions. I made the following changes after this help:
  - Fixed spelling and grammar
  - Changed the structure or order
  - Rewrote entire sentences/paragraphs
- I used AI to help me generate ideas. (Describe that process.)
- I used AI to do an outline/first draft, which I then edited. (Describe the nature of your contributions.)

# 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.

## 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.

## 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.

## Program Information

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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)

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### 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

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### PackBack

**Availability:** Canvas

**Price:** Free

### They Say, I Say: The Moves that Matter in Academic Writing

**Author:** Gerald Graff and Cathy Birkenstein

**Publisher:** Norton

**Edition:** 5

**Optional**

## Course Requirements and Assignments

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### The Literacy Map: Writing for a Friendly Audience

For this assignment, you will create a map that represents your journey as a speaker, reader, and writer. Your map will be organized spatially rather than chronologically (be creative with your locations!). You'll then present your map to the class. Your presentation should be 3 - 5 minutes long. You'll submit your location descriptions and a link to your map to Packback Deep Dives.

### The Personal Essay: Writing for a Curious Audience

For this assignment, you will express a personal belief of yours through a photo essay. You'll then write an Artist's Statement of how you came to this belief and your artistic choices. You'll submit your essay and a link to your photo essay to Packback Deep Dives.

### Opinion Blog: Writing for a Public Audience

For this assignment, you will voice an opinion using various sources to support your opinion. You'll then publish your opinion piece on a webpage you'll create with Adobe Express. You'll submit the text of your blog and a link to the site to Packback Deep Dives.

### Mid-Year Reflection: Writing for Yourself

For this assignment, you will reflect on your progress thus far as a speaker, reader, and writer. You'll compare your RCW to your Opinion blog and discuss the improvements you've made and skills you'd like to work on moving forward. You will submit your Reflection to Packback Deep Dives.

# ✓ Grading Information

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A	94%+	B-	80-83%	D+	67-69%
A-	90-93%	C+	77-79%	D	64-66%
B+	87-89%	C	74-76%	D-	60-63%
B	84-86%	C-	70-73%	F	<60%

*Evaluations:* I will evaluate the effort and improvement of your work. I will be looking for the qualities and strengths of your writing. *Any Final Draft that has been submitted without substantial revisions from its respective Rough Draft will receive a 0. You may not receive credit for the same essay twice.*

*Late Work:* I accept late writing assignments. You have two (2) days to submit work for full credit after the deadline, and you have an additional two (2) days to submit work for half credit. For example, if a rough draft is due on Monday at 11:59 pm, you have until Wednesday at 11:59 pm to receive full credit and until Friday at 11:59 pm to receive half credit. Do not rely on this extension to do your work. If you need additional time, you must request an extension before the deadline. *I will not accept Packbacks, in-class assignments, or the Final after their deadlines.*

*Dropped Scores:* The lowest Packback Question score will be dropped, the two lowest participation scores will be dropped, and the lowest project grade (that is not the final) will be dropped.

*Integrity:* I trust that all of the work you submit will be of your own thoughts, voice, and ideas. See Program Policies for clarification on plagiarism and academic integrity.

*In-Class Presence:* Presence refers not only to physically showing up to class but also to engaging mentally. It requires focus, attention, and limited "multitasking" on electronic devices.

## Breakdown

### Fall Breakdown

Category	Weight	Description
Packback	20%	Every other week, you are assigned a Packback Question, which includes asking a question and responding to two classmates' questions. Packback Questions will be due consistently on Wednesdays at 11:59 pm on even weeks. The lowest score will be dropped, and there will be a make-up opportunity at the end of the semester.
Participation	30%	Participation includes completing in-class and online activities, contributing to class discussions, collaborating with peers, and communicating with me about absences. The lowest two grades in this category will be dropped.

Projects	50%	Projects include the Literacy Map essay and presentation, the Personal Essay and Photo compilation, the Opinion Blog, and a Mid-Year Reflection. The lowest grade in this category, excluding the Mid-Year Reflection, will be dropped.
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### Spring Breakdown

Category	Weight	Description
Packback	15%	Every other week, you are assigned a Packback Question, which includes asking a question and responding to two classmates' questions. The lowest score will be dropped, and there will be a make-up opportunity at the end of the semester.
Participation	15%	Participation includes completing in-class and online activities, contributing to class discussions, collaborating with peers, and communicating with me about absences. The lowest two grades in this category will be dropped.
Projects	30%	Projects include the Profile Essay, a Visual Counterstory and presentation, the Critical Essay, and a Final Portfolio. The lowest grade in this category, excluding the Final Portfolio, will be dropped.
Fall Grade	40%	This grade will be the final percentage grade for the Fall Semester (rounded up to the nearest 5).

## University Policies

Per [University Policy 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) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

Week	Monday	Wednesday
1	8/19 <i>No Class</i>	8/21 <b>In Class:</b> Introductions



2	8/26 <b>In Class:</b> Entering Class Discussions <b>Read:</b> <i>They Say, I Say</i> ch. 12	8/28 <b>In Class:</b> Writing for a Friendly Audience <b>Due:</b> Syllabus Quiz & PB #1
3	9/2 <i>No Class</i>	9/4 <b>In Class:</b> Defining Literacy
4	9/9 <b>In Class:</b> Rhetorical Situations	9/11 <b>In-Class:</b> Mapping Out Sponsors <b>Due:</b> List of Sponsors & PB #2
5	9/16 <b>In Class:</b> Writing Workshop <b>Due:</b> Literacy Map 9/17 11:59 pm	9/18 <b>In Class:</b> Presentations
6	9/23 <b>In Class:</b> Presentations	9/25 <b>In Class:</b> Writing for a Curious Audience <b>Due:</b> PB #3
7	9/30 <b>In Class:</b> Visual Stories <b>Read:</b> <i>Picturing Texts</i> ch. 3	10/2 <b>In Class:</b> Photo Essays
8	10/7 <i>No Class (out-of-class activity)</i>	10/9 <b>In Class:</b> The Artist's Statement
9	10/14 <b>In Class:</b> Writing Workshop <b>Due:</b> Rough Draft	10/16 <b>In Class:</b> Peer Review

10	10/21 <b>In Class:</b> Revision with AI <b>Due:</b> Final Draft 10/22 11:59 pm	10/23 <b>In Class:</b> Writing for a Public Audience <b>Due:</b> PB #5
11	10/28 <b>In Class:</b> Opinion Essays	10/30 <b>In Class:</b> Digital Literacy <b>Complete:</b> COR on Canvas before class
12	11/4 <b>In Class:</b> Finding Evidence	11/6 <b>In Class:</b> Writing Workshop <b>Read:</b> <i>They Say, I Say</i> ch. 2 <b>Due:</b> Rough Draft & PB #6
13	11/11 <i>No Class</i>	11/13 <b>In Class:</b> Peer Review
14	11/18 <b>In Class:</b> Blogs	11/20 <b>In Class:</b> Writing Workshop <b>Due:</b> PB #7; Final Draft due 11/21 11:59 pm
15	<i>Thanksgiving Break</i>	
16	12/2 <b>In Class:</b> Mid-Year Reflection	12/4 <b>In Class:</b> Peer Review & Revision <b>Due:</b> PB #8
17	12/9 <b>In Class:</b> Spring Overview & Potluck <b>Due:</b> Extra Credit & PB Make-Up	<i>Mid-Year Reflection due Friday, December 13th at 11:59 pm on Packback Deep Dives</i>

*\*This schedule is subject to change. Students will be notified of changes via Canvas and in person in a timely manner.\**