SJSU SAN JOSÉ STATE UNIVERSITY

College of Humanities and the Arts · English & Comparative Literature

First-Year Writing: Stretch English II

ENGL 1AS

Spring 2026   Section 21   In Person   3 Unit(s)   01/22/2026 to 05/11/2026   Modified 01/22/2026

👤 Contact Information

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Office Hours: In-person: MW 8:00-9:00 AM; Online by appointment

Class Meeting Day/Time Room: MW 10:30 - 11:45; SH242

🕐 Course Information

In English 1A Stretch, you will cultivate and develop college-level reading, writing and critical thinking skills—techniques that promise to inform every aspect of your future success as a college student (and productive adult, no less!). No matter your chosen field of study, these skills are the bedrock of a successful life as a student, primarily because they inform *every aspect* of the college experience. A concerted effort in this course promises to make your future college career significantly easier as you become more comfortable and more confident in your writing skills and your ability to understand difficult texts. We do this by gaining greater control and flexibility of your writing, an understanding of the rhetorical moves you make as a reader and a writer, and an awareness of how audience affects your writing. A large portion of the course is designated to revision and understanding that writing is a process. More importantly, understanding what your writing process is – where you are, where you've been, and where you're going as a writer.

"We all read ourselves the world around us in order to glimpse what and where we are. We read [and write] to understand, or to begin to understand." – Alberto Manguel *The History of Reading*.

Thematically, we will be exploring the way the world around us affects our understanding of others and ourselves, our behavior and that of others, and how to better participate in the many communities we engage and encounter. To help us do such, we will study the experiences of others through reading of memoirs and ethnographic study (or study of human society).

💻 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.

Satisfies 1A. Written Communication I (Formerly Area A2).

Prerequisite(s): ENGL 1AF Stretch English I
Grading: Letter Graded

✳ Classroom Protocols

©Plagarism:

Submitting AI-generated work is categorically a violation of SJSU's academic integrity policy, which includes a definition of plagiarism as "the act of representing the work of another as one's own without giving appropriate credit, regardless of how that work was obtained, and submitting it to fulfill academic requirements."

Using AI in This Course

You are welcome to use AI tools like ChatGPT, Copilot, or others as part of your thinking process in this class. This is optional — you can complete all assignments without AI. If you choose to use it, please follow the guidance below.

When AI Can Help You

- Brainstorm or explore different sides of an issue
- Get sample outlines or ways to organize your ideas
- Revise and proofread your writing
- Clarify confusing terms or summarize policies
- Challenge your own assumptions

What AI Should *Not* Do For You

- Replace your engagement with the course materials
- Write full responses that you copy and paste
- Decide your opinion — you still need to think

How to Report AI Use in Your Work

If you use AI for any part of your work, include a brief **AI use note** at the end of your post or quiz:

Please include:

1. What tool you used (e.g., ChatGPT, Copilot)
2. How it helped you (brainstorming, organizing, etc.)
3. What you added or changed using your own thinking or the textbook

Example:

I used ChatGPT to generate examples of how firms assign workstations. I added ideas from the textbook about firm structure and noted a missing point about hybrid work.

If you didn't use AI, just write: *"I completed this assignment without using AI."*

Writing Standards & AI Over-Reliance

All submitted work in this course is evaluated using the **Writing Habits & Clarity Standards** outlined in the rubric.

These standards focus on common writing habits that interfere with clarity and ownership, especially:

- lack of specificity and reliance on vague generalizations
- cliché or generic phrasing
- redundant or padded explanation
- overly polished or inflated language that obscures meaning
- unclear sentence structure or flow
- imprecise word choice
- unintentional shifts in tense or perspective

These habits are normal and expected in early drafts, and every writer falls into them sometimes. However, they appear consistently and predictably in writing that relies too heavily on AI-generated language, where ideas may sound correct but remain vague, interchangeable, or unowned.

Because this course emphasizes *thinking through writing*, revised work that strongly reflects several of these habits—especially lack of specificity—does not meet the standard for completion and will require further revision.

How AI Affects Completion and Grading

- **Major projects:**
  Revised submissions that strongly reflect the habits listed above will receive an **Incomplete** and must be revised and resubmitted to earn a Complete.

- **Smaller or practice assignments:**
  Submissions that strongly reflect these habits will receive an **Incomplete** and may need to be rewritten or resubmitted as directed.

An Incomplete is not a punishment. It signals that the work needs further development to reflect clarity, specificity, and ownership.

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 Overview

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 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).

📊 Course Learning Outcomes (CLOs)

GE Area 1A: Written Communication I

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 others. Area 1A is a prerequisite for Area 1B: Critical Thinking. Completion of Area 1A with a grade of C- or better is a CSU graduation requirement.

GE Area 1A Learning Outcomes

Upon successful completion of an Area 1A 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 requirement

Area 1A courses require a minimum of 6000 words, at least 4000 of which must be in revised final draft form.

📘 Course Materials

3 Green Books from SJSU Bookstore ($0.98 each)

☰ Course Requirements and Assignments

MAJOR PROJECTS

Book Club Project:

- Book Club Discussion Group
- Inquiry Question Matrix
- Visual Timeline
- Family Tree
- Character Playlist
- Individual Essay
- Multimodal Group Project

Mini-Ethnography: Understanding a Subculture

- Research Proposal
- Fieldwork: Participant Observation, Interviews, Language Analysis, Source Analysis
- Observational Ethnography
- Mini-Ethnography

ENGAGEMENT

Your engagement in this class is assessed through your completion of assignments as well as your participation during our sessions, either in small groups, whole class discussions, and/or Canvas. Engagement to me does not simply mean you're verbally participatory. Engagement can be demonstrated in many ways, including actively listening, offering thoughtful questions, completing work on time, making space for others to participate and learn, etc.

✔ Grading Information

Contract Grading & Completion Standards

This course uses contract grading, which means your grade is based on completing required work and engaging fully in the writing process rather than earning points on individual assignments.

To receive a Complete on a major writing project, all of the following must be met:

- The project is submitted on time for instructor feedback

- The writer participates in peer review (giving and receiving feedback)
- The writer submits a revised version that reflects substantial, meaningful changes
- The revised submission meets the Writing Habits & Clarity Standards outlined in the rubric

What "Substantial Revision" Means

Substantial revision goes beyond proofreading or small sentence-level edits. It may include:

- reworking ideas or focus
- adding specificity, examples, or analysis
- reorganizing paragraphs
- clarifying sentences and transitions
- making deliberate word and style choices

Revisions should show evidence that the writer has responded thoughtfully to feedback and made intentional decisions.

Writing Habits & Clarity Standards (Required for Completion)

All submitted work must demonstrate reasonable control over common writing habits that interfere with clarity and ownership, including:

- over-reliance on generic or familiar phrasing
- excessive explanation without added meaning
- vague generalizations instead of specific detail
- inflated or overly polished language that obscures ideas
- unclear sentence structure or flow
- imprecise word choice
- unintentional shifts in tense or perspective

These habits are normal and expected in early drafts and when writers are working quickly or under pressure. Every writer makes them sometimes.

However, these same habits appear consistently and predictably in writing that is generated or heavily shaped by automated tools, where language may sound correct or polished but lacks clear ownership and deliberate decision-making.

Because this course emphasizes *thinking through writing*, work that strongly reflects several of these habits —especially in a revised submission—does not yet meet the standard for completion and will require further revision.

Incomplete Work & Revision Policy

- **Major projects:**
  If a revised project strongly reflects the habits listed above, it will receive an **Incomplete** and must be revised and resubmitted to earn a Complete.
- **Smaller or practice assignments:**
  Work that strongly reflects these habits will receive an **Incomplete** and may be rewritten or resubmitted as directed.

An Incomplete is not a penalty. It is an invitation to revise and strengthen your work until it reflects clarity, ownership, and intentional writing choices.

Your Responsibility as a Writer

Strong writing is not about sounding impressive or polished. It is about:

- making choices
- taking risks
- revising deliberately
- and showing ownership of your language

This policy exists to support your growth as a writer, not to catch mistakes, but to help you learn how to recognize and revise them.

🏛 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

TENTATIVE COURSE SCHEDULE: This will be updated throughout the semester. It is designed to give us an idea of pacing. Smaller assignments and readings will be added as the semester progresses.

When	Topic	Notes
Week 1	Welcome Back!	- Purchase Book Club Memoir - IQ Response Paper #1 re: You - Reflection: Screen Time & Attention
Week 2	Book Clubs	- Book Club Weekly Discussion: Recorder Submission - IQ Response Paper #2 re: You

When	Topic	Notes
Week 3	Timeline & Family Tree	- Book Club Weekly Discussion: Recorder Submission - Timeline
Week 4 Book Club Essay	Book Club Essay	- Book Club Weekly Discussion: Recorder Submission - Inquiry Question Matrix - Book Club Essay [first submission]
Week 5	Group Project Culmination	- Book Club Playlist + Rationale - Book Club: Multimodal Group Genre Project Planning - Reflective Cover Letter + Revised Book Club Essay
Week 6	Wrapping up Group Project	- Book Club Multimodal Group Genre Project - Reflective Cover Letter + Group Performance - Read/Annotate: The Body Rituals of the Nacirema
Week 7	Bias in Research	- Bias in Ethnography Reading - Project Implicit - Reading with AI: Ethnographic Study Overview, skip last step
Week 8	Research Proposal	- Ethnographic Research Proposal - In-Class Group Readings: Ethnographies
Week 9	Fieldwork	- Fieldwork: Interview - Fieldwork: Participant Observation
Week 10	Spring Break - No Classes	
Week 11	Language Analysis	- In-Class: Is 6-7 Really Brain Rot? - Fieldnotes: Language Analysis
Week 12	Putting It All Together	- Observational Ethnography
Week 13	Research & Source Analysis	- Source Analysis - AI Simulation and Critical Comparison
Week 14	Incorporating Researching and Finalizing	- Mini-Ethnography: Understanding a Subculture
Week 15	Course Assessment & Reflection Portfolio	- Reflection Portfolio [first submission]
Week 16	Reflection Portfolio	- Reflection Portfolio