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 15   In Person   3 Unit(s)   01/22/2026 to 05/11/2026   Modified 01/27/2026

👤 Contact Information

Instructor: Ryan H. Smith [he/him]

Office Location: FOB 110

Email: ryan.smith@sjsu.edu

Office Hours: In-person and [via Zoom (https://sjsu.zoom.us/j/9559123677)](https://sjsu.zoom.us/j/9559123677), by appointment. Subject to change.

Class Day/Time: T/TH 4:30 PM-5:45 PM

Classroom: Sweeney Hall 410

🖥 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

CLASSROOM PROTOCOL
While engaging with peers and assignments, students are to be respectful of the unique characteristics and qualities that make each of us who we are. In class, discussion is welcome and encouraged, but comments found to be intentionally offensive, disrespectful, or combative are not allowed. Likewise, in-class

discussions, texts/readings/viewings, and projects/activities may include materials that can be contentious and even potentially upsetting to you or others. We may encounter materials that differ from and perhaps challenge our ideas, beliefs, and understanding of reality. Students are encouraged to discuss issues about such materials with me. If for any reason such material causes you alarm, I encourage you to speak with me directly at your earliest convenience.

Excused absences: If you miss a day of class, then you miss it. If assignments are due the day you missed, you need to have any possible extensions arranged and approved with me beforehand. In-class writings cannot be made-up or turned in at a later date, as I partially track participation using those writings. Anyone seeking an excused absence must provide to me documentation from a legal, medical, or academic source (this includes athletics, clubs, etc) stating when and why you were absent.

Restroom breaks: If you need to use the restroom at any point during class, there is no need to ask, wait, or otherwise make a show of it. Simply leave and go do your business.

Cell phones/Recording devices: If you need to use your cell phone to search something, text, etc, by all means. We all understand this is a classroom, however, and we're not here to engage with your cell phone activity (music, videos, orders, games, etc). You're spending money to be here and this is my place of employment- be courteous to your peers and to me. If you need to take a call or something else that would interrupt class, quietly step outside. Additionally, any recording devices in use during class time without prior consent from the university, is unlawful and prohibited. Please see accommodations notice below.

Food and drink: I don't mind if you need to have a snack in class because reasons. Drinks are always fine, too (no alcohol, of course). What I do mind is bringing/ordering an entire meal to class. Show up late if you need to finish eating or bring enough food for everyone (I have zero allergies, FYI).

Accommodations Notice: any student that needs accommodations or assistive technology due to a disability should work with the [Accessible Education Center (AEC) (https://www.sjsu.edu/aec/)](https://www.sjsu.edu/aec/), and the instructor. If you have special needs or accommodations requests, see me as soon as possible. Failure to do so may result in interruption or slowing of accommodations process.

SAN JOSE STATE UNIVERSITY POLICY ON ACADEMIC INTEGRITY
The university emphasizes responsible citizenship and an awareness of ethical choices inherent in human development. Academic honesty and fairness foster ethical standards for all those who rely on the integrity of the university, its courses, and its degrees. University degrees are compromised and the public is defrauded if faculty members or students knowingly or unwittingly allow dishonest acts to be rewarded academically. This policy sets the standards for such integrity and shall be used to inform students, faculty, and staff of the university's Academic Integrity Policy.

STUDENT ROLE
The San José State University Academic Integrity Policy requires that each student:

1. know the rules that preserve academic integrity and abide by them at all times, including learning and abiding by rules associated with specific classes, exams, and course assignments;

2. know the consequences of violating the Academic Integrity Policy;

3. know the appeal rights and procedures to be followed in the event of an appeal;

4. foster academic integrity among peers.

You can access the SJSU's comprehensive academic integrity policy here:
https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf
(https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf)

CSU COVID-19 Vaccine Requirement and Protocol

All students must submit their COVID-19 vaccination requirements and comply with the Presidential
Directive 2021-02 [pdf]
(https://www.sjsu.edu/president/docs/PD%20081821%20Student%20COVID%2019%20Policy%20REVISED%
208%2016%2022.pdf) and CSU COVID-19 Policy (https://calstate.policystat.com/policy/11030468/latest/?
mkt_tok=NjYzLVVLUS05OTgAAAF_qkIzrMX8pIxxAqtcwpY5ITMSBKropI0_7T_gOvBzrchVR00_JHe-
8CQyIQypJKMzenwjL7ca-X5aYcTPKu_pDSWxE5wvJWQgEAav5Ptv). This requirement includes completing
the COVID- 19 vaccine primary series and booster shot, when eligible.

● SCCPHD has a link for potential vaccine access: https://vax.sccgov.org/ (https://vax.sccgov.org/?
mkt_tok=NjYzLVVLUS05OTgAAAGGRzdb6pInIRezjtpGag7teUw9PZUO8xoh1zyt_JK4UHi2r_EccgwwHSPmA
yGC3zLKHWPr6a-TNnMc0V2ultSD7IKfp-idTEaTGY2w7dwwCA). This site will help you determine whether
you are currently eligible for a vaccine.

Please note: While masks are not required inside our classroom at this time, if anyone so chooses to wear
a mask while in class their choice will be honored and respected. If guidelines change and masks are
required in class again, there will be a zero-tolerance policy for anyone who refuses to wear a mask.

Should you test positive for COVID at any point during the semester, please contact me ASAP, so that we
can make any necessary accommodations. The CDC recommends you remain home for a minimum of 5
days until you test negative- this recommendation needs to be taken seriously.

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

Course Format

This course meets on campus, in-person. I will use Canvas, the SJSU Learning Management System, to publish instructional materials, agendas, readings, activities, and assignments. In Canvas, you will submit your drafts, assignments, and reading responses with peer responses. Because of this, **you will need regular access to the Internet and a computer, as well as your SJSU email account.**

To produce and share your work, you will need software that allows you to save files as .doc or .docx, or .pdf. Canvas gives you access to Google docs for collaborations, as well as presentation software. Canvas includes video and audio recording abilities with Panopto. If you need help to access these technologies, please contact the Student Technology Service Desk.

As a student, you are entitled to free access to Microsoft Office, so visit [this link to the Microsoft Office (https://ischool.sjsu.edu/post/microsoft-office)](https://ischool.sjsu.edu/post/microsoft-office)365 website if that is something you need (you must use your SJSU email, which you can access by visiting [this link to the most popular one.SJSU applications (https://one.sjsu.edu/)](https://one.sjsu.edu/) and then by clicking on "My Email G Suite").

Course Management Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas course website. I will use Canvas messaging and announcements to update you, so it is your responsibility to check regularly for emails from me via Canvas. They will populate in your sjsu.edu email account (which you will need to set-up access for), in your Canvas inbox, and in any other email you link in Canvas.

ENGL 1AS - Course Description

ENGL 1AS

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.

Section 15

In this course, we're going to examine how we engage and invest in our own tacky subcultures. By examining ourselves as audience, other audience members as community, entry points to the subculture, and more, our writing will require different styles, tonality, verbiage, and explore how context can morph when multimodal elements are part of the writing experience. Doing a deep dive into your chosen subcultures will begin to give you a better understanding of where audience meets purpose and context,

when we start to track where subcultures have been and where they might be going. The goal of this course is to help you develop your voice, and also to articulate it effectively and persuasively by understanding the rhetorical situations and strategies you learn and observe from others.

Program Policies
First-Year Writing policies are listed at the following website: [https://www.sjsu.edu/english/frosh/program-policies.php (https://www.sjsu.edu/english/frosh/program-policies.php)](https://www.sjsu.edu/english/frosh/program-policies.php)

📊 Course Learning Outcomes (CLOs)

GELOs: Goals to meet by the end of second semester Stretch

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.

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.

📖 Course Materials

Required Readings and Materials
Tacky: Love Letters to the Worst Culture We have to Offer by Rax King. ISBN 9780593312728

On Writing Well: The Classic Guide to Writing Nonfiction, 30th Anniversary Edition by William Zinsser. ISBN 9780060891541

(Both available for purchase or rental, online or in-person at the [Spartan Bookstore (https://sjsu.bncollege.com/)](https://sjsu.bncollege.com/).)

Supplemental articles, readings, etc. (available through Canvas/online, unless otherwise noted.)

A laptop or desktop computer with internet connectivity. (Laptops and iPads may be checked out from the SJSU [Student Computing Service (https://library.sjsu.edu/student-computing-services/lending-policies)](https://library.sjsu.edu/student-computing-services/lending-policies) at no cost.)

Writing utensils and college ruled paper.

Resources

SJSU Resources
The University provides all students several resources to help you successfully learn in this course. The services provided include counseling and psychological care, mentoring and tutoring, access to food and housing, to technology, and writing support. Please visit the links below for more information about these services.

SJSU Library
Our library liaison is [Peggy Cabrera (https://libguides.sjsu.edu/prf.php?account_id=41832)](https://libguides.sjsu.edu/prf.php?account_id=41832). She is available to help you find resources to do your work in this course. She has set up for students a [library resource page (https://libguides.sjsu.edu/english)](https://libguides.sjsu.edu/english) for the Department of English and Comparative Literature. The tutorials on this page will help you to understand academic research processes and tools, and they will help you to develop an eye for the most valuable resources for your work.

SJSU Writing Center
Located on the 2nd floor of the King Library, 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.

- [Accessible Education Center (https://www.sjsu.edu/aec/)](https://www.sjsu.edu/aec/)
- [Counseling and Psychological Services (CAPS) (https://www.sjsu.edu/counseling/)](https://www.sjsu.edu/counseling/)
- [Information Technology (https://www.sjsu.edu/it/self-service/index.php)](https://www.sjsu.edu/it/self-service/index.php)

- [Peer Connections (https://www.sjsu.edu/peerconnections/index.php)](https://www.sjsu.edu/peerconnections/index.php)
- [SJSU Cares (https://www.sjsu.edu/sjsucares/)](https://www.sjsu.edu/sjsucares/)
- [Spartan Food Pantry (https://www.sjsu.edu/sjsucares/get-assistance/spartan-food-pantry.php)](https://www.sjsu.edu/sjsucares/get-assistance/spartan-food-pantry.php)
- [Student Technology Resources (https://libguides.sjsu.edu/sttc)](https://libguides.sjsu.edu/sttc)
- [Student Wellness Center (https://www.sjsu.edu/medical/index.php?utm_source=studenthealth&utm_medium=301&utm_campaign=studenthealth-reorg)](https://www.sjsu.edu/medical/index.php?utm_source=studenthealth&utm_medium=301&utm_campaign=studenthealth-reorg)
- [Writing Center (https://www.sjsu.edu/writingcenter/)](https://www.sjsu.edu/writingcenter/)

≔ Course Requirements and Assignments

Course Requirements, Time Commitments, & Assignments

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 practica. Other course structures will have equivalent workload expectations as described in the syllabus.

ENGL 1AS is a 3-unit course. That means we are signing up to do a minimum of 9-hours of study per week just for this class. 2½ hours will be class time. The remaining 7½ hours a week, you will work on your own or with your peers to prepare for class and complete reading and writing assignments. This class requires a minimum of 8,000 words, at least 4,000 of which must be in revised final draft form. I have designed the work using this math to guide us. I will refer to it often to help you manage this workload over the semester.

Video PSA: a commercial with written component - (GELOs 1, 2, 3, 4)
Highlight the different people, places, and entry points that make your subculture unique, engaging, and of interest to new potential members of the community.
Tri-fold Brochure: long-form presentation about your subculture - (GELOs 1, 2, 3, 5)
Expanding on your interview subjects and the infographic data, go in-depth about some of the history of your subculture, why the subculture matters, the importance of the subculture, and how to get people involved.
Subculture Infographic: launch activity using raw data about your subculture in an attractive format - (GELOs 1, 3, 5)
Give us the data about your subculture. What are some of the key facts (in numbers and figures) people should know about when they first engage with your subculture?
Profile Essay Article (+interviews): Someone else's role as part of the culture (+multimodal presentation) - (GELOs 2, 3, 4, 5)
Using your experience with your chosen subculture, examine who else exists in this subculture within a 2-page essay. Do past or current members reflect the same style/look/ideals/etc. that you have within the subculture? What were those members' entry points into the subculture? To what level does their fondness for the subculture still exist?
In-class writings: Selection of writings from prompts given in class - (GELOs 1, 3)
Students will engage in writing activities in response to prompts given in class (no make-ups).
You will also participate in peer review activities.
Activities & Workshops - (GELOs 2, 4)
Small group and entire class activities and workshops will provide focused critique, analysis of existing

works, and opportunities to explore mediums, geared towards shaping students' proposed writing projects.

Reading Responses - (GELOs 1, 5)
Students will reflect on and ask questions about that week's readings as they pertain to their own lived experiences.

Class participation - (GELOs 1, 3)
Discussions, presentations and peer reviews, attendance, etc.

Extra Credit
At instructor's discretion.

✔ Grading Information

<u>Determination of Grades</u>
Grading, Late Policy, and Missed Work
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.

This is a course following the standard A-F scale, utilizing minimal grading (with the exception of in-class writings and your final major assignment). You must submit all work on time. Any unexcused late work will be graded down a full letter grade, after the announced deadline has passed. If there is a reason you cannot make a deadline (because life happens) contact me <u>BEFORE THE DEADLINE</u>, so that we may mitigate the situation with a plan of action.

Misuse of these policies by any one student may result in having this option removed for all students. Extra credit may be offered at various points throughout the semester at my discretion. **All proposed regular assignment deadlines will be Mondays @ 11:59 PM PST with work uploaded to Canvas (unless otherwise indicated).** Deadline dates and times are subject to change, but I will notify the class of any proposed changes in advance. While some assignments can be made-up for more points, others cannot as they are time-sensitive items and/or reflect your attendance/participation. Without prior notice, if you can't make it to class you forfeit those points for that day, so be wise about your time and responsibilities for the semester. Additionally, if you are more than 10-minutes late to class or leave early, you forfeit partial points for that days In-class Writing.

<u>Standard grading scale:</u>
97-100% = A+
94-96% = A
90-93% = A-
87-89% = B+
84-86% = B
80-83% = B-

77-79% = C+
74-76% = C
70-73% = C-
67-69% = D+
64-66% = D
60-63% = D-
59% or less = F

Use of generative AI (including sites like Grammarly) on written assignments/components will probably result in a high AI score through Turn It In software licensed through Canvas. To be plain, a high AI score will result in a lower grade in this class. If I get a report showing a high AI score, the burden of proof is on the student to show they did not use AI, but I'm always willing to adjust grades with sufficient evidence.

AI grading scale (unless otherwise noted):
0-25% AI score = possible 100-80% grade
26-50% AI score = possible 79-70% grade
51-75% AI score = possible 69-60% grade
76+% AI score = possible 59%< grade

🏛 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

ABSOLUTELY SUBJECT TO CHANGE (like for real- expect this to change)

* : Extra Credit

UNIT 2:	Week 1	HI AGAIN! **In class:** Catching up, reminder of expectations, Spring syllabus, Canvas (all the fun stuff!); Let's chat semester goals and assignments **For next class:** Review semester assignments and deadlines

	Week 2	**In class:** Writing exercise; MLA formatting refresher; compiling interview documents **For next class:** Reading Response #1
	Week 3	**DUE:** Reading Response #1 **In class:** Writing exercise; discuss RR #1; interview/article examples **For next class:** Reading Response #2; *CLA Event, Feb. 5: Danzy Senna, Hammer Theatre @ 6:30 PM
	Week 4	**DUE:** Reading Response #2 **In class:** Writing exercise; Small group or class workshop/activity; discuss RR #2 **For next class:** Reading Response #3; Profile Essay Article (+interviews)
	Week 5	**DUE:** Reading Response #3; Profile Essay Article (+interviews) **In class:** Writing exercise; discuss RR #3; Small group presentations **For next class:** Reading Response #4 *CLA Event, Feb. 19: Venita Blackburn, Hammer Theatre @ 6:30 PM
Unit 3:	Week 6	**DUE:** Reading Response #4 **In class:** Writing exercise; Adobe Scavenger Hunt; discuss RR #4; Infographic examples; Steinbeck Center tour **For next class:** Reading Response #5
	Week 7	**DUE:** Reading Response #5 **In class:** Writing exercise; Lateral Reading refresher; discuss RR #5 **For next class:** Reading Response #6
	Week 8	**DUE:** Reading Response #6; **In class:** Writing exercise; discuss RR #6; Infographics Around Campus; KLEVR Lab tour **For next class:** Reading Response #7; Subculture Infographic +Cinequest Film Festival, Mar. 10-22, various locations/times
	Week 9	**DUE:** Reading Response #7; Subculture Infographic **In class:** Writing exercise; discuss RR #7; Small group presentations; AMA Day **For next class:** Reading Response #8
	Week 10	**DUE:** Reading Response #8 **In class:** Writing exercise; discuss RR #8; Student Manifestos; brochure examples **For next class:** Reading Response #9

		SPRING BREAK
	Week 11	**DUE:** Reading Response #9 **In class:** Writing exercise; discuss RR #9; brochures around campus **For next class:** Reading Response #10; Tri-fold Brochure
	Week 12	**DUE:** Reading Response #10; Tri-fold Brochure **In class:** Writing exercise; discuss RR #10 **For next class:** *FYW Digital Literacy Showcase, Apr. 17: Digital Humanities Center, MLK Library @ 2-4 PM
	Week 13	**DUE:** **In class:** Writing exercise; Video PSA examples; storyboarding **For next class:** Reading Response #11 *CLA Event, Apr. 23: Kim Addonizio, Hammer Theatre @ 6:30 PM
	Week 14	**DUE:** Reading Response #11 **In class:** Writing exercise; discuss RR #11; Portfolio **For next class:** SOTES
	Week 15	**DUE:** SOTES **In class:** Writing exercise; Portfolio; small group or class workshop/activity; Final questions; PaRtY??? *_Reed Magazine_, Issue 159 Gala: Student Union Theatre @ 5 PM
	Week 16	Last regular day of classes is Monday, May 11
FINAL	14 May	**DUE:** Video PSA project, Portfolio, revisions/late work, extra credit. **Final Exam:** all above work due by 11:59 PM (NO IN-PERSON CLASS)