

First-Year Writing: Stretch English I Section 03, 08, 10, 12 ENGL 1AF

- Fall 2022
- 3 Unit(s)
- 08/19/2022 to 12/06/2022
- Modified 08/19/2022

Sections 03, 08, 10, 12

Welcome to Stretch English!

Instructor: Kristin FitzPatrick Ezell

Section 03 MW 10:30-11:45 a.m. in 316 Clark Hall

Section 08: 12:00-1:15 p.m. in 316 Clark Hall

Section 10: 1:30-2:45 p.m. in 229 Sweeney Hall

Section 12: 3:00-4:15 p.m. in 229 Sweeney Hall

Contact Information

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Office Hours: T/TH 12:30-1:45 p.m. on Zoom

(Zoom link provided on Canvas)

Course Description and Requisites

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

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 Canvas Inbox and the messaging system through MySJSU to learn of any updates. For help with using Canvas see Canvas Student Resources page. If you prefer to use an outside email address, please arrange for messages to be forwarded to that address.

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.

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 Policies

First-Year Writing policies are listed at the following website: <https://www.sjsu.edu/english/frosh/program-policies.php>.

General Guidelines for In-class Success

This is a discussion course with a lot of group work. Please arrived each day prepared to contribute actively to the day's small and large group exercises. To do this, you will need to read the assigned readings closely, keep up with your daily reading of *The New York Times*, continue your research for your yearlong inquiry, and complete all writing assignments.

Please also be sure to limit distractions during class time. This means keeping phones or other items that are not necessary for class work away and silenced. Please do not eat during class time. Drinks are okay. If you need to leave the room, please do so quietly.

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](#).

Course Goals

This course will help prepare you to participate in ongoing conversations about what is going on in the world today. You'll improve the ways you write in response to what you read. We will talk about what it means to be a "global citizen" and how to use digital news sources to inform ourselves and think critically about that information.

SJSU studies include an emphasis on diversity. *The New York Times* is the main text for our reading because it, along with other supplementary news sources we will read and our required book, provide a range of voices in our democratic conversation on global issues.

As citizens of the twenty-first century, what are we to do with all of the news we consume? How can we ask the right questions about what we read? How can we take the lessons we learn from the actions of others and apply them to our everyday lives?

Together we will explore the ways that we as global citizens "join in the conversation" through reading and writing, 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.

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

There are two required texts (both free) and additional readings.

Please see below for information about obtaining the required texts, and be sure to obtain them during the first week of class.

Other Readings

Other readings (newspaper articles, video clips, public speeches, and scholarly articles) on 21st century literacy and democracy will be located on Canvas, through the Leganto tab or within Modules. These shared readings will help us to develop a shared context of reading to inform our arguments. Some readings will be available as PDF documents that you may download from our Canvas site. I will also provide links to readings that can be found online.

You are responsible to check Canvas Inbox and the messaging system through MySJSU to learn of any updates to our schedule. If you choose to use an outside email address, please arrange for all Canvas Inbox and SJSU email messages to be forwarded to your preferred address.

Other Materials You Will Need to Bring With You Each Day for this Class:

- laptop with consistent Internet connection
- a folder to keep all your coursework together (if you print it).
- notebook and pen/pencil or electronic folder for notes files

-access to your assignment files

To checkout a laptop on campus, please see this link for information about borrowing equipment: <https://library.sjsu.edu/student-computing-services>

All We Can Save

- **Author:** Ayana Elizabeth Johnson and Katharine K. Wilkinson
- **Availability:** Free to all first-time freshmen
- **Price:** free

The book is available as a trade paperback. It is the Campus Reading Program book for this year. **As a first-year student at SJSU, you should receive a free copy of (or free access to) the book** by the start of the fall semester. The book should also be available through the campus library and many public libraries.

If you have not yet received a book, please **request a copy here:** <https://www.sjsu.edu/reading/book-request.php>

New York Times Free Student Subscription

Subscription to *The New York Times* (provided free through MLK Library)

***The New York Times* free subscription is accessible through this link:** <https://libguides.sjsu.edu/nyt-online>

The only personal information you need to provide is your SJSU email address, and possibly your graduation year and alternate email address. You do not need to enter payment information, because your free pass is valid until you graduate.

Course Requirements and Assignments

The Core Stretch Curriculum Table 1 below outlines the major writing assignments for Stretch English. All sections of Stretch English share this core curriculum. The fall writing assignments include: A benchmark essay and 2 critical reading and reflection essays; a personal essay; an essay for a public forum; a self-reflection essay. The spring writing assignments include: An interview project, a profile essay, a critical/reflection essay, an ethnographic project, a critical essay, and a self-reflection essay.

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

Assignment	Assignment	Estimated Total Word Count of all assignments listed in each category	Term	GE Learning Objective
Critical reading/reflection (CRR)	CRR Essay 1		F	
	CRR Essay 2	2100	F	GELO 1, 2,
	CRR Essay 3		S	3,4, 5
Data-driven analyses	Personal Essay		F	
	Interview Project	2800	S	GELO 2, 3, 5
	Ethnography Project		S	
Major Essays	Public Forum Essay		F	
	Profile Essay	2950	S	GELO 2, 3, 4, 5
	Critical Essay		S	
Portfolio/ self-reflection essays	Midyear	1750	F	GELO 1, 2, 3, 4, 5
	Final		S	

Table 1: Summary of Writing Assignments for Stretch English I and II.

Grading Information

My feedback on your work is intended to guide you both during your revision process and your entire writing process with future assignments. Grades are intended as a tool for assessment and reporting of outcomes during a course of instruction.

Feedback for Individual Assignments

During the drafting phase of each major essay, I will meet with you in a conference and talk through my feedback and revision suggestions. After the final draft, I will provide notes that refer back to our conversation. Please be sure to attend conferences.

We will both assess how effectively your finished writing is achieving the goals outlined for the course. This part of the grading will detail how effectively you are performing the skills that you are learning and practicing in the class. Your grade on an assignment will measure your progress and achievement so that you can manage your learning through the full thirty weeks of instruction.

Scoring Guide: For each major assignment, you will be given a prompt and a rubric/scoring guide that details how the assignment will be evaluated and scored. The rubric is essentially a restatement of the requirements on the prompt. Typically, the assignment will be evaluated both as a process completed and as a product of that process.

Reflection Essays: After you submit each major essay/project for my evaluation, you will write a reflection essay that accounts for the learning you have achieved through this process. These reflective essays will help you to practice self-reflection as a writer, and they will prepare you to write the midyear and final self-reflection essay.

Breakdown

How Assignments Are Weighted to Determine Grades

Fall 2022: Grades in the fall are based on measured progress toward proficiency in the learning objectives outlined above. To earn credit in the course, you will need to have completed all the assigned work, and you will need to demonstrate measurable progress in at least 3 out of 4 (75%) of the CLO categories to earn credit (CR) in English 1AF.

Item	% of Course Grade	Points	Word Count*	
Critical Reading/Reflection				
1	3%	30	600	
Personal Essay		5%	50	1000
NYT Blog		5%	50	1000

Blog reflection		2%	20		500
Critical Reading/Reflection					
2	3%	30		750	
Self-Reflection/Midyear Portfolio		8%	80		750
In-Class activities		4%	40		N/A
Canvas Discussion Boards	10%	100		N/A	
Fall Total			400		
[40%]					

Spring 2023: A final grade of C- or better in English 1AS is needed to satisfy GE Area A2.

Item	% of Course Grade Points		Word Count*	
Interview Transcript	3%	30		1000
Profile Essay	8%	80		1000
Reflection on Profile Essay	2%	20		500
Critical Reading/Reflection				
3	4%	40	750	
Ethnography Project & Reflection	8%	80	750	

Critical Essay		10%	100	1200
Self-Reflection/Final Portfolio	15%	150	1000	
Canvas Discussion Boards	10%	100		
Spring Total			600	

[60%]

Word Count/ Fall and Spring: 10,000 approximately

In Stretch English, your course grade is based on the grades you earn on the work you produce through both semesters. **At the end of the fall semester, you will receive a grade of passing or No Credit instead of a letter grade. Final grades will be issued in the spring** and will adhere to this grading scale:

A = 93-100%	A- = 90-92.9%	B+ = 87-89.9%	C+ = 77-79.9%	D+ = 67-69.9%
		B = 83-86.9%	C = 73-76.9%	D = 63-66.9%
		B- = 80-82.9%	C- = 70-72.9%	D- = 60-62.9%
				F = 0%-59.9%

University Policies

Per [University Policy S16-9](#), 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](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (https://www.sjsu.edu/curriculum/courses/syllabus-info.php). Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Stretch English Schedule for Fall and Spring 2022-2023

*Dates and other details are subject to change.

Our Yearlong Inquiry: Exploring 21st Centuries Literacies and Global Citizenship

Inquiry 1: How Do We Engage Public Dialogue as Private Citizens?

Critical Reading/Reflection 1 (CRR1) Unit

Week 1

August 22-24

Sign up for New York Times free student subscription

Read NYT articles

Read [“Beyond Borders” article](#) from *Huffington Post* by Drew Noble Alexander

Start forming definitions of global citizenship and identifying potential yearlong inquiry topics (based on NYT reading)

Week 2

August 29-31

Read from AWCS: "Begin" (pages xvii-xxiv)

"Calling In" (pages 3-7)

"Becoming a Climate Citizen" by Kate Knuth (pages 129-135)

Develop definitions of global and climate citizenship

Make a KWL+ chart for your newly chosen yearlong inquiry topic

Find an article for CRR 1 Essay

Week 3

September 7

(no class meeting or assignment on Labor Day Sept. 5)

Update your KWL+ chart

Outline and write CRR 1 Essay

Week 4

September 12-14

(Asynchronous Online assignment instead of class meeting on 9/14)

CRR 1 Essay First Draft Due September 12

Peer Review, self-editing exercises, and Conferences to revise CR 1 Essay

Update your KWL+ chart

Personal Essay Unit

Week 5

September 19-21

Continued Peer Review, self-editing exercises, and Conferences to revise CR 1 Essay

Read "A Letter to Adults" (pages 323-328 in AWCS)

Write reading response/discussion board post

Update your KWL+ chart

CRR 1 Essay Final Draft due September 21

Week 6

September 26-28

9/26:

Read "Litigating in a Time of Crisis" (pages 51-59)

And "Harnessing Cultural Power" (pages 121-128)

Write reading response/discussion board post

Update your KWL+ chart

9/28:

Read "The Politics of Policy" (pages 85-91)

And "Community Is Our Best Chance" (pages 363-370)

Write reading response/discussion board post

Build a plan for your personal essay

Update your KWL+ chart

Week 7

October 3-5

Read excerpt from The Curious Writer Personal Essay chapter

Read NYT articles on your topic

Write reading responses

Write an outline for your personal essay

Update your KWL+ chart

Week 8

October 10-12

Personal Essay First Draft due October 10

Continue reading NYT

Choose an unassigned AWCS essay to read and present it to the class as an example of personal essay

Peer Review, self-editing exercises, and Conferences to revise Personal Essay

Public Forum/Blog Essay Unit

Week 9

October 17-19

Peer Review, self-editing exercises, and Conferences to revise Personal Essay

Personal Essay Final Draft due October 17

Read Excerpt from *The Curious Writer* "Writing and Argument" chapter

Opinion articles on your inquiry topic that you find through AllSides or The FlipSide

Write a discussion post about opinion writers' use of rhetorical appeals based on target audiences

Write a letter back to an Opinion columnist

Update your KWL+ chart

Week 10

October 24-26

Read “Catalytic Capital” (AWCS pages 171-176)

“Dear Fossil Fuel Executives” (pages 205-212)

“Mothering in an Age of Extinction” (pages 249-254)

Write discussion post about assigned argumentative AWCS essays

Write outline for Blog Essay

Start drafting Blog Essay

Watch how-to op-ed video about “heat and light” in opinion writing from Thomas Friedman (NYT Opinion writer)

Make a revision plan to improve your use of “heat” and/or “light” in your essay

Week 11

October 31-November 2

Blog Essay First Draft due October 31

Peer review, self-editing exercises, and conferences to revise Blog Essay

Inquiry 2: Where Do We See Models of Active Citizenship in Our Communities?

CRR 2 Unit

Week 12

November 7-9

Blog Essay Final Draft due November 7

Begin CRR 2 Unit

Watch video of “Make American Dinner Again” program

Write an updated definition of global and/or climate citizenship, with examples from people featured in course readings

Read “Collards Are Just as Good as Kale” (pages 75-83)

“Black Gold” (pages 301-310)

“At the Intersections” (pages 194-202)

Revisit “Climate Citizen” essay from CR 1 Unit

watch video: [-excerpt from teacher interview on PBS program: *Road Trip Nation*](#)

Write a discussion post in response to this question:

What kind of global citizen do you want to be, especially in relation to your communities' "vision(s) of the desired future," as Jacqui Patterson describes in "At the Intersections"?

Plan and outline CRR 2 Essay

Week 13

November 14-16

CRR 2 Essay First Draft due November 14

Read: NYT articles about your topic

Peer review, self-editing exercises, and conferences to revise CR 2 Essay

Week 14

November 21-23

Peer review, self-editing exercises, and conferences to revise CR 2 Essay

CRR 2 Essay Final Draft due November 21

(No class meeting or assignment on Nov. 23 - Thanksgiving Holiday)

Mid-year Portfolio Unit

Week 15

November 28-30

Discuss mid-year portfolio guidelines

Compile portfolio and write first draft of portfolio essay

Peer review/conferences for portfolio

Week 16

December 6 - Last Day of Instruction

Mid-year portfolios due

Winter Break

Finish reading AWCS and post to weekly January Discussions

Get started on Profile Interviews (to be used for Profile Essays).

Spring Semester

Profile Essay Unit

Week 1

Wednesday, January 25 - first day of spring instruction

Finish AWCS

Read "Under the Weather" closely (pages 231-248)

select profile articles from NYT Saturday Profile Section (or other news sources

[Pope Francis speech given before US Congress in 2015](#)

Identify highlighted traits of profiled/featured individuals in the readings as examples of types of leaders we might profile in our essays

Week 2

January 30-February 1

Read excerpt from The Curious Writer "Writing the Profile Essay" chapter

Write interview questions

Week 3

February 6-8

Conduct interview with a community leader of your choosing

Read “Public Service for Public Health” by Gina McCarthy (pages 222-230)

more NYT Saturday Profiles (chosen by instructor and students)

And this interview with author of public service article

above: <https://www.vox.com/22287385/climate-change-czar-gina-mccarthy-biden>

Write reading response/discussion post

Write first draft of Profile Essay

Turn in Interview Transcript

Week 4

February 13-15

First draft of Profile Essay due February 13

Peer review, self-editing exercises, conferences to revise Profile Essay

Inquiry 3: What platforms for public discourse are available to us as active youth citizens?

CRR 3 Unit

Week 5

February 20-22

Continued Peer review, self-editing exercises, conferences to revise Profile Essay

Final draft of Profile Essay due February 20

Read:

“Under the Weather” (pages 231-248)

- “The Adaptive Mind” (pages 270-278)

- “Like the Monarch” (pages 349-362)

-articles and informational text on [AllSides](#) and [The Flip Side](#)

Write:

Reading response/discussion post

Topic idea for CRR 3

Update KWL+ chart

Week 6

February 27-March 1

CRR 3 Essay First Draft due February 27

Week 7

March 6-8

CRR 3 Final draft due March 6

Begin Ethnography Unit

Read:

- "Under the Weather"
- "Heaven or High Water" (147-155)
- "A Tale of Three Cities" (157-165)
- "An Offering From the Bayou" (329-333)

-descriptions of a few bridging organizations found on these lists:

[-Columbia University list of bridging organizations](#)

[- Bridge Alliance list of bridging organizations](#)

Write a reading response/discussion post

Choose a bridging organization to use for your presentation topic

Week 8

March 13-15

- Revisit “An Offering from the Bayou”
- Read “We Are Sunrise”
- Read “A Green New Deal for All of Us” (pages 92-102)
- Revisit “Under the Weather”

Optional reading of [official Green New Deal documents](#) and [NYT article explaining them](#)

Write a reading response/discussion post

Write a plan/outline for your group Ethnography project

Develop group projects/presentations

Week 9

March 20-22

Ethnography project first draft due

Peer review, group editing/revision time, conferences to revise ethnography projects

Spring Break

March 27-31

Week 10

April 3-5

Continued Peer review, group editing/revision time, conferences to revise ethnography projects

Present Ethnography projects to the class (Final Draft due April 5)

Critical Essay Unit

Week 11

April 10-12

April 10:

Read:

- “Solutions at Sea”
- “Water Is a Verb”
- ongoing regular reading of New York Times

Write a group review of Ethnography presentations

Write a reading response/discussion post

Build a plan for informing your future global citizen self

April 12:

Read:

- “Field Guide for Transformation”
- “Onward”
- [New York Times Mission and Values page](#)

-ongoing regular reading of New York Times

Update KWL+ chart

Write a letter to the NYT Education Editor

Write an update to your CR 2 answer to the question: "Who do you want to be?"

Week 12

April 17-19

Read:

- [New York Times Mission and Values page](#)

-ongoing regular reading of New York Times

Write an outline for your Critical Essay

Start drafting your Critical Essay

Update KWL+ chart

Week 13

April 24-26

Critical Essay First Draft due Monday 24

Read:

-research for Critical Essay

Peer review, self-editing exercises, conferences to revise Critical Essay

Final Portfolio Unit

Week 14

May 1-3

Critical Essay Final Draft due May 1

Read: portfolio guidelines

Write outline for portfolio essay

Week 15

May 8-10

Portfolio Essay First Draft due May 8

Assemble portfolio

Revise portfolio essay

Week 16

May 15 - Last Day of Instruction

Final Portfolios Due

(Mandatory for passing Stretch English)

No late portfolios will be accepted.

All times are **America/Los_Angeles**. The time is **9:32 AM**.
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