

First-Year Writing: Stretch English II Section 05

ENGL 1AS

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/25/2023

Current Conversations in Community

Instructor: Bryan Hoffer, M.A.

English 1AF-01 TuTh 4:30-5:45pm, Clark 316

English 1AF-05 TuTh 3:00-4:15pm, Clark 316

English 1AF-09 TuTh 12-1:15pm, Clark 316

Contact Information

Email: bryan.hoffer@sjsu.edu

Office Hours: Digital Office Hour via Zoom Link, TuTh 9-10am or by appointment

Our Course Theme - *Current Conversations in Community*

The theme of this course will be looking at the current voices of our community. From local to national to global, we will discover, analyze, and respond to what conversations are in focus for the speakers and their audiences of current events. Our role will ebb and flow between passive and active as we listen and respond to these conversations using our learned understandings of the multi-genre discipline of the academic English classroom. In an effort to understand the present, we will also incorporate notable moments of the past to see how they shape it.

Course Description and Requisites

Stretch II is the second semester of a year-long ENGL 1A that prepares students to join scholarly conversations across the university. Students develop reading skills, rhetorical sophistication, and writing styles that give form and coherence to complex ideas for various audiences, using various genres. GE Area: A2

Prerequisite: ENGL 1AF Stretch English I (formerly HA 96F (FYC Stretch I))

Letter Graded

* Classroom Protocols

About Stretch

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.

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](#).

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> (<https://www.sjsu.edu/english/frosh/program-policies.php>).

Courtesies and Expectations

Email: *Emailing structure below.*

From: inquiringmind@email.com

To: isittimetogradealready@email.com

Subject: [title], [class and section]

Dear/Hello/Good Morning/Afternoon/Evening _____,

Body: [Polite banter about the weather or observational humor, followed by an insightful, well thought out question.]

Thank you/Best/Sincerely,

Name

(Contact: email)

Office Appointments: Come see me during office hours (see top), or kindly request another appointment time using the email structure (above). I want to help you. Please ask questions. Come to me before you are struggling and confused.

Readings/Homework Assignments: Everything will be completed before the date on the schedule. This is important as we will be discussing it during class time.

Late Policy: I am always glad to help you plan and organize your time. All out of class assignments will be due by the start of the class. All in class assignments will be due by the end of class. Formal Out-of-Class late papers will be docked points per. day. Informal writing assignments will typically not be accepted late, however, I am willing to chat with you about the specific context of your circumstances in order to make a final determination.

Attendance: Come on time and be prepared to learn. I expect you to participate in class discussions and ask questions if something is not clear. In terms of learning, the material and active class participation, the more you engage with each other, the more enjoyable the class will be and it will help to facilitate your success in the course. As a result attendance is valued, since missed class time is a missed opportunity to learn, engage, and have issues resolved. Please bring all of your texts to the class discussions.

Absences: If you will miss class for a university sanctioned reason, e.g. a religious holiday, please let me know ahead of time using the proper protocol. If you are sick, please stay home and contact me as soon as possible via email. I do expect that you make sure that your assignments will be submitted on time but I do recognize that health can affect this. Please communicate with me proactively about this so that we can find a solution given your individual circumstances.

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)

Stretch English Course Learning Outcomes (CLOs)

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

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 (GELOs)

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

Readings/Texts

Required subscription for the duration of the course:

The New York Times Digital - Student Subscription (Free for SJSU Students) <https://libguides.sjsu.edu/nyt-online>
(<https://libguides.sjsu.edu/nyt-online>)

Recommended texts:

I will provide an online copy of selections via Canvas.

- The Curious Writer, Brief 4th Edition by Bruce Ballenger, ISBN-13: 978-0205876655

Other Materials:

- Various works that will be provided to you via digital scanned copies, or online links.

Course Requirements and Assignments

Synchronous and Asynchronous Coursework

Our course will be predominantly synchronous, meaning that a majority of the time we will meet to have a class together on campus during the listed course time at the top of the syllabus. Should there be a specified project or assignment set that replaces our normal synchronous meeting, this will be noted on our Canvas page and our normal meeting will be replaced with an asynchronous agenda.

Writing Assignments

Informal Assignments:

Informal assignments will consist of classwork and homework assignments that will be completed individually or in groups depending on the assignment. They will be submitted via Canvas

Please note that no late work will be accepted on the informal writing assignments once the assignment locks. That being said, I am always glad to talk to you regarding your circumstances, before assignments are due, so that we can discuss my recommended plan of action.

These assignments (ranging from Canvas discussion posts, assignment files, to other interactions detailed on our online hub) will typically be worth 5-20 pts. Assignments worth fewer points (5), will be based on credit/no credit for completion of the assignment. Assignments with larger point values (10-20) will be graded and evaluated for a specific point value.

Formal Assignments:

Formal Writing Assignments, which are essays and major projects, must be submitted online via Canvas. If I suspect plagiarism, I will manually input it into Turnitin.com. Feel free to check for plagiarism on your own using the Turnitin.com tool before submitting your work. Late papers will be docked 10% per day

Standard MLA/APA Formatting for all papers: <https://owl.english.purdue.edu/owl/resource/747/13/>

✓ Grading Information

Please note that grading and other policies are approached holistically and reflective of the department's philosophy and goals. You can refer to details noted here: http://www.sjsu.edu/english/frosh/program_policies/index.html

From SJSU English Department

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

An "A" range essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student's ability to use language effectively with a solid command of grammar, mechanics, and usage.

The formal, major writing assignments will be graded holistically. These program policies will be incorporated and tailored with consideration of each assignment's goals and objectives as well as how it helps the reader to achieve their purpose and understanding. It will additionally evaluate how well the writer is able to present writing that has been integrated with consideration to the relevant readings.

Grading for the spring:

Total ~1850 pts possible:

Assignment	Points	Approximate Final Draft Word Count (Not Including Drafts)	Short-Term (timed)/ Long-Term	GELOs for
Critical Reading and Reflection 2 - Profile Building Email	100	750	Short-Term	GELO 1, 2, 3, 4, 5
Interview Project and Profile	250 (50+200)	1500 (500+1000)	Long-Term	GELO 2, 3, 5
Ethnography Essay and Presentation	300 (250+50)	1700 (1200+500)	Long-Term	GELO 2, 3, 5
Critical Reading and Reflection 3 - Critical Issue	150	750	Short-Term	GELO 1, 2, 3, 4, 5
Critical Essay	300	2000	Long-Term	GELO 2, 3, 4, 5
Final Reflection Portfolio	400	750	Long-Term	GELO 1, 2, 3, 4, 5
General Assignments - Homework and Classwork (~40x)	~350 (~20pts per week)	Unspecified	N/A	GELO 1, 2, 3, 4, 5

Traditional Scale by %: 93--100=A, 90--92=A-, 87--89=B+, 83--86=B, 80--82=B-, 77--79=C+, 70--76=C, 67--69 = D+, 63--66 = D, 60--62 + D-, below 60 = F

Per [University Policy S16-9 \(http://www.sjsu.edu/senate/docs/S16-9.pdf\)](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 [Syllabus Information web page \(https://www.sjsu.edu/curriculum/courses/syllabus-info.php\)](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

Important Dates

<https://www.sjsu.edu/registrar/calendar/spring-2023.php> (<https://www.sjsu.edu/registrar/calendar/spring-2023.php>)

Tentative Schedule

Please note that this schedule is subject to shift with the ebb and flow of the class. Please check our Canvas course for the most up to date information. Other articles will be added to the schedule via Canvas based on current events and discussion.

Fall 2023

Guiding Inquiry:

What are the conversations going on in my community? What role do I have in these conversations? How can I, in my role, effect change?

Week (First date, Monday, of that week)	Holidays, Topics, Major Text Readings, and Major Assignments (See Canvas for exact dates.)
Introduction	
Week 1 (1/23)	Welcome Back: Transition and Reflection
Week 2 (1/30)	Reading and Writing Genre Focus: CRR2 - Profile Building Email
Week 3 (2/6)	Reading and Writing Genre Focus: CRR2 - Profile Building Email
Week 4 (2/13)	Reading and Writing Genre Focus: Interview Project and Profile

Week 5 (2/20)	Reading and Writing Genre Focus: Interview Project and Profile
Week 6 (2/27)	Reading and Writing Genre Focus: Interview Project and Profile
Week 7 (3/6)	Reading and Writing Genre Focus: Interview Project and Profile Reading and Writing Genre Focus: Ethnography Essay and Presentation
Week 8 (3/13)	Reading and Writing Genre Focus: Ethnography Essay and Presentation
Week 9 (3/20)	Reading and Writing Genre Focus: Ethnography Essay and Presentation
Week 10 (3/27)	Spring Break (No Classes)
Week 11 (4/3)	Reading and Writing Genre Focus: Ethnography Essay and Presentation
Week 12 (4/10)	Reading and Writing Genre Focus: Critical Reading and Reflection 3 - Critical Issue
Week 13 (4/17)	Reading and Writing Genre Focus: Critical Essay
Week 14 (4/24)	Reading and Writing Genre Focus: Critical Essay
Week 15 (5/1)	Reading and Writing Genre Focus: Critical Essay
Week 16 (5/8)	Reading and Writing Genre Focus: Critical Essay
Week 17 (5/15)	No Classes (5/16) Mid-Year Portfolio Due Finals
Week 18 (5/22)	Finals