

**San José State University**  
**Humanities and Arts, Department of English and Comparative Literature**  
**English 1AF and 1AS, Stretch English I and II,**  
**Fall 2019 & Spring 2020**

<b>Prerequisites:</b>	The <i>Reflection on College Writing</i> is a prerequisite to Stretch English I (English 1AF). Credit for Stretch English I (English 1AF) is a prerequisite for Stretch English II (English 1AS).
<b>GE/SJSU Studies Category:</b>	English 1AS satisfies Written Communication I, GE Area A2. To earn graduation credit in this category, you must complete the yearlong course with a grade of C- or better.
<b>The Stretch Calendar</b>	Stretch I and II span the fall and spring terms: Taken together, the fall and spring course complete the A2 writing requirement. This means you must enroll in spring for the same section (time, day, instructor) in order to complete the course of study you begin in fall.
<b>The A2 Milestone for Progress to Degree</b>	The CSU system and SJSU expect all students to complete their A2 requirement within their first year of study. We have committed to make available courses and support to help all students achieve this milestone. Please work with your instructor and all recommended support staff to achieve this milestone successfully.

## What We Do in Stretch English

### Catalog Description of English 1A F and English 1AS.

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- or better signifies that the student is a capable college-level writer and reader of English.

This syllabus describes the Stretch English program policies and curriculum. Your instructor will provide you a syllabus for the section of this course in which you are enrolled.

***Stretch extends your course of study:*** The Stretch English course in which you have enrolled “stretches” the English 1A curriculum from one to two semesters, allowing us more time develop habits of mind that support college learning, to expand your writing tools and practices, and hone your reading and writing skills. This added time to prepare will ensure that you are ready to transfer your writing experience and knowledge to the writing you will do in your other courses.

***Stretch invites you into a learning community:*** This semester you are enrolled in Stretch English I, and next term, provided you successfully complete the fall course, you will enroll in Stretch English II. You will study with the same instructor and writing colleagues from fall. Together your class cohort will use reading and writing to explore your section’s inquiry project over a full year.

### ***What happens if I don’t earn credit in the fall course?***

If you earn No Credit in fall, you will enroll in English 1A in the spring. If you successfully complete the spring English 1A (with a grade of C- or better), you will still complete your A2 requirement within your first year of study at SJSU.

## What You Will Learn in Stretch English I and II

As part of your general university education, you are offered this course to explore how reading and writing inform the work we do together at the university. Across the university, in all disciplines and majors, reading and writing inform the collaborations between students and faculty as we create new knowledge together.

The General Education guidelines for instructors outline five broad learning outcomes for all courses that satisfy Area A2. Stretch faculty have designed their courses to ensure that you meet these outcomes.

### **GE Learning Outcomes (GELO)**

Upon successful completion of this course, students will be able to:

1. demonstrate the ability to read actively and rhetorically
2. demonstrate the ability to perform the essential steps in the writing process (prewriting, organizing, composing, revising, and editing) and demonstrate an awareness of said performance
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals
4. demonstrate the ability to integrate their ideas and those of others by explaining, analyzing, developing, and criticizing ideas effectively in several genres
5. demonstrate college-level language use, clarity, and grammatical proficiency in writing

Through a variety of writing assignments and projects in this yearlong course, you will continuously practice all phases of the writing process: prewriting, organizing, writing, revising, and editing. Several of your essays will be drafted in class, both to give you experience in timed-writing situations and to give you the opportunity to observe and confer with your instructor and your cohort about your drafting process. Several assignments will give you opportunity to explore multiple modes of presenting arguments—orally, visually, in print and on screens.

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

<b>Assignment</b>	<b>Assignment</b>	<b>Estimated Word Count</b>	<b>Assignment Type</b>	<b>Term</b>	<b>GE Learning Objective</b>
<b>Critical reading reflection (CRR)</b>	CRR Essay 1 CRR Essay 2 CRR Essay 3	2100	in-class writing	F F S	GELO 1, 2, 3, 4, 5
<b>Data-driven analyses</b>	Personal Essay Interview Project Ethnography Project	2800	out of class writing	F S S	GELO 2, 3, 5
<b>Major Essays</b>	Public Forum Essay Profile Essay Critical Essay	2950	out of class writing	F S S	GELO 2, 3, 4, 5
<b>Portfolio/self-reflection essays</b>	Midyear Final	1750	in-class writing out of class writing	F S	GELO 1, 2, 3, 4, 5

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

Your instructor has prepared a syllabus of the work assigned in your section of Stretch. Please refer to your section syllabus for more information about the assignments, expectations about word counts, and the daily work to complete these assignments. All English Department syllabi, including this one, are available on the department website at <http://www.sjsu.edu/english/currentstudents/syllabi/index.html>.

## The Work You Will Do in Stretch: A Shared Curriculum

All Stretch courses share a common assignment structure designed to explore the dynamics, forms, and goals of college writing. The assignments integrate reading and writing as processes that allow you to work with others as you answer complex questions and share new knowledge. Finally, the assignments facilitate an exploration of writing forms as you compose texts for various audiences and occasions and purposes. Engaging these assignments, you will develop a writing process to leverage what you learn from one task as you complete the next task.

Table 1 outlines the major writing assignments for all Stretch English courses. The fall writing assignments include: 2 critical reading and reflection essays, written in class; a personal essay; an essay for a public forum; a self-reflection essay (written in class). The spring writing assignments include: An interview project or essay, a profile essay, a critical/reflection essay (written in class), an ethnographic project or essay, a critical essay, and a self-reflection essay.

Distributed over two semesters of study, the assignments you complete have a cumulative effect. The assignments are an integrated series of reading and writing exercises to explore a single research question over 32 weeks of instruction. Together, practiced in sequence, they build your reading, thinking and writing skills across genres that address different audiences and purposes. To get the full benefit, you must complete all writing assignments—that includes all daily writing, all drafts, all formal projects and essays (in class and out of class).

Learning to explain what you have learned through the coursework reinforces your learning. In both fall and spring you will turn in an e-Portfolio of your Stretch writing, along with an essay that reflects on your progress toward achieving the course learning objectives.

### ***Your SJSU Writing Portfolio***

In summer, you wrote essays to reflect on college writing before deciding to take Stretch English. You will compile the writing you submitted to the *Reflection on College Writing* modules into an ePortfolio in the first two weeks of the fall course. This writing portfolio begins your official writing assessment at SJSU, which you will complete as you move from course to course in your lower division writing courses.

### ***Midyear Self-Reflection and Portfolio Review***

At the end of the fall term you will add new materials to your writing portfolio to document your progress in the first half of the course. You will also add to the portfolio a reflection essay comparing these samples to assess your progress toward the A2 learning objectives of the Stretch

### **Reflecting on Your Own Learning: The Stretch Course Learning Outcomes (CLO)**

When you have completed this coursework, you will have made considerable progress in developing yourself as a reader and writer. At the end of the fall and the spring term, you will assemble this work in a portfolio, and reflect on the work to gauge and define your progress. Presenting this portfolio to me and to one other member of the Stretch Faculty Learning Community, you will demonstrate to us your own ability to:

#### ***Read to learn:***

- annotate a reading selection to develop a summary and response in your writing (GELO1);
- identify audience and purpose in texts from several genres (GELO 1,3,4);
- explain how genres work to serve audience and context (GELO 1, 3).

#### ***Read to write:***

- identify rhetorical appeals and devise strategies for an effective appeal to a specific audience (GELO 1, 3);
- develop a text to effectively appeal to a specific audience (GELO 1, 3);
- identify the choices a writer has made to produce a text (GELO 1, 3, 4);
- use readings as models for your own writing strategies (GELO 1, 4);
- concisely, accurately explain and critique information and ideas from your reading (GELO 1, 3, 4);
- use information gleaned from your reading as evidence in your text and cite that information (GELO 1, 4);
- use quotation and summary to create context for your writing (GELO 1, 4, 5).

#### ***Write with an increased awareness of the process:***

- discuss specific strategies for prewriting and revision that have worked for you (GELO 2);
- repurpose acquired skills and information to tackle new writing problems (GELO 2).

#### ***Read and write with an increased awareness of the language you use:***

- identify new grammatical forms and imitate them (GELO 1, 2, 3, 4, 5);
- analyze and discuss the structure of sentences and the grammatical choices you make (GELO 2, 3, 5);
- identify editing problems in your own writing (GELO 2, 5);
- identify and apply effective strategies for editing your work (GELO 2, 5);
- identify and apply effective proofreading strategies (GELO 2, 5);

***Reflect on and assess your own writing, process and product, to support continued language and writing development (GELO 2, 3, 4).***

curriculum. Written in class, the reflection essay compares the two samples to help the Stretch faculty to assess your midyear progress.

### ***Final Self-Reflection and Portfolio Review***

At the end of Stretch II, you will once again add to your SJSU writing portfolio, this time including materials to document and samples to illustrate your progress on one of the five GELOs for A2. When you submit the portfolio, you will once again write a self-reflection essay to help the Stretch faculty readers as they make this final assessment of your progress to proficiency as a college writer. This portfolio is your culminating exercise in this class.

## **The Time You Will Spend on This Work**

Faculty at SJSU design a course to help you achieve the learning goals that define the course's role in your progress to earn a bachelor's degree. In a 3-unit course like this one, faculty expect that students will spend **a minimum** of forty-five hours for each unit of credit (normally three hours per unit per week). This time includes preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

While all students will complete the same assignments in Stretch English, the course design does not and cannot account for individual needs of each student. There may be added work you need to do. You may need extra hours for tutoring; you may take longer to read texts so that you can look up words you find unfamiliar; you may need more time for editing.

Your goal in this class is to develop your capacity to write in college and in your professional and public life—and to get what you need to develop successfully. That will take commitment, of your time and your attention, to the work of this class; commitment to seek out the support and resources you need, both in class and out of class. Be sure to factor into your study plan for this semester, the time and attention you need to develop your writing skills.

## **Where You Can Go to Get Support as a Writer at SJSU**

Part of becoming a successful writer is learning how and when to seek the support you need.

- **Peer Mentors: Dedicated Writing Support for Stretch English Students**

Some Stretch Instructors have requested a peer mentor for the section. A Stretch peer mentor is a fellow SJSU student trained to work with Stretch English students and instructor as part of the learning community of the classroom. This type of writing support offers you a rare opportunity to work one on one with an advanced writer who knows the assignments and materials you are working on and with. Your peer mentor will schedule appointments and workshops on a weekly basis. Look for Canvas announcements about upcoming meeting times and places. Sign up immediately when these appointments open.

- **SJSU Peer Connections**

Peer Connections offers course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. There are three mentoring locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

- **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. To make an appointment or to refer to the Center's online resources, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

## **Where to Access the Technology You Will Need to Do the Work of This Course**

You will need an electronic device out of class that allows you to access the internet and Canvas, and to read the online texts. The University provides students access to technological resources at several locations on campus:

- **Academic Success Center (Clark Hall).** Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college.
- **Student Computing Services (Martin Luther King Library).** Computers are also available in the Martin Luther King Library through Student Computing Services at <https://library.sjsu.edu/student-computing-services/student-computing-services>. Check out the fourth floor for technology and assistance with using technology to communicate your ideas. A wide variety of audio-visual equipment is also available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### How to Contact a Reference Librarian

[Peggy Cabrera](#) is available to help you find resources you need in the library to complete your studies. You can visit her webpage at [https://libguides.sjsu.edu/prf.php?account\\_id=41832](https://libguides.sjsu.edu/prf.php?account_id=41832).

### What You Need to Know about GE Area 2 Policy and Yearlong Grading in Stretch

In keeping with GE policy, your final course grade for English 1AS will be a letter grade: A to F. You must earn a C- or better to receive graduation credit for GE Area A2.

English 1AF is graded CR/NC. To receive credit in the fall semester, you must complete all coursework and demonstrate significant, measurable progress throughout the semester that suggests you are on track to earn a C- or better in the spring term.

Please be sure to note that your spring grade in Stretch includes the grades you earned in fall. All the work you do in Stretch I and II, fall and spring combined, complete one general education course requirement: GE Area A2. You will find in your section syllabus an accounting of how coursework will be graded and accounted in the final course grade.

#### **How Do I Earn Credit for GE Area A2?**

To satisfy your CORE GE Area A2 and to move on to CORE GE Area A3, you must pass this course in the spring (English 1AS) with a C- or better. A C- grade in the course signifies that you have successfully used reading and writing in English to support college level research and learning and to share your learning with others.

See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details on your right to understand your grades. In your section syllabus, your instructor outlines specifically our grading practices for the year: information on feedback practices, relative weights of assignments, and the grade calculations.

### Where You Can Find Information About University Policies

The Office of Graduate and Undergraduate Programs (GUP) maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. You may find all syllabus-related University Policies and resources information listed on GUP's [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>