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

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 a e es

As a courtesy please email me to inform me of an absence or to ask questions about your

contact Rastaff or TAs to receive the extension. If you request the extension right before the assignment is due, there will likely be a delay in its approval.

The new deadline you set for your extension will serve as your due date for the assignment, and after it passes the late policy will apply.

Work turned in late (including due to an approved extension) will receive feedback after all on-time work has been graded. To get feedback sooner, visit me in office hours. As always, it is your responsibility to keep up with the pace of the class. If you are struggling, don't hesitate to reach out.

Note: All late work, including due to an approved extension, is due by 5/8 at 11:59pm. Students cannot request an extension on the final.

We will work together to define our classroom goals, values, and culture. We will return to our mission statement as needed to determine whether we are upholding our mission both as a class and individually.

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor.

If the student has Accessible Education Center (AEC) a″hsion, is i   rte gr tolW⊕enρ

1. engage fully in the writing process by prewriting, planning, drafting, and revising texts for varying audiences, purposes, and rhetorical situations

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Program Policies

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

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.

Students will write a minimum of 8000 words, at least 4000 of which must be in revised final draft form.

Course Materials

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If you need help accessing technology resources, the library does have materials that can be checked out. Feel free to reach out to me if you have any difficulties.

We will also have a classroom Discord channel. This will not be required, but it is a way for you to connect with your peers and ask questions as needed. [Our Discord Channel (https://discord.gg/Hkbnkzcx)](https://discord.gg/Hkbnkzcx)

If you have any difficulty with access to technology requirements for this class, contact me as soon as possible so I can help arrange needed technology to be available for you in class and/or outside of class as required.

Course Requirements and Assignments

Assignment	Word Count	CLO	Grade %
Personal Profile Project (including process materials)	1500	1-5	20
Rhetorical Analysis and Argumentative Response	1500	1-5	25
Discussion Posts (10)	1000 (100ea)	1-5	5%
In-Class Engagement (freewrites and other in class writing)	n/a	1-5	5%
Final Portfolio (Includes self reflection essay)	800-900	1-5	5%
		-	%

*   Fall will be 40% of your final grade, Spring semester will be worth 60% of your final grade.

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 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.

You will choose a person from your community to interview. You will write a formal request for an interview and conduct the interview in a relevant format to create a personal profile that highlights the community for an intended purpose and audience.

For this project you will be tasked with finding contemporary sources that connect to the challenges within your community (directly or thematically) and then will analyze how they use rhetoric to persuade their audiences. You will then use what you have learned to respond with your own argument in response.

A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	59% and below

Criteria

I will use a rubric for all major assignments to help with grade clarity and objectivity. In addition these are a good reference for what work looks like for each grade level:

- An "A" 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.
- A "B" essay demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.
- A "C" Shows some demonstration of working with prompts and principles.
- A "D" essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.
- An "F" essay does not fulfill the requirements of the assignment.

For 5 secret e x t r a c r e d i t points applied to a major assignment of your choosing, send in a meme, Tiktok, post, something silly/ridiculous that relates to anything related to our class. It can be connected to literally any topic we have mentioned within the four walls of our classroom. This means anything tangential, anything I or any of your peers have mentioned in passing, a meme I've shared, something related to a specific project, anything at all.

Along with the meme/post, write a couple of sentences explaining how it relates and/or what made you think of our class. I will only accept submissions starting Week 3 of the semester and will close submissions on the last day of instruction (May 8th).

Most importantly, the first rule of this secret assignment is that we do not discuss this secret assignment out loud in class.

Now back to our regular programming.

University Policies

Per University Policy 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) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

*Course Schedule is not written in stone and is subject to change. This will serve as a guideline, changes will be discussed in class and reflected on Canvas.

		- / / /	
	/	- Let me Reintroduce Myself- Syllabus Redux	
	/	- What do you want to accomplish? Strategic Planning Brainstorming Email/Letter to Interviewee	
	/	- Professional Communication/Etiquette Workshop	Packback 1

/	-	Asking Good Questions	Email/Letter Request to Interview
/	-	What Makes a Good Interview Interview Analysis	Packback 2
/	-	Narrative Redux	Interview Question Draft
/	-	Audience and Purpose	Packback 3
/	-	Remixing the Story	
/	-	Workshop	Packback 4
/	-		
/	-	Screenings and Feedback	Interviews
/	-	Screenings and Feedback	

	/	- Screenings and Feedback	Packback 5
	/	- Intro to Rhetorical Analysis	
	/	- Evaluating Sources	Packback 6, 3 sources
	/	- Group Rhetorical Analysis	
	/	- Rhetorical Analysis Workshop	Packback 7
	/	- Peer Review	Rhetorical Analysis Draft
	/ - /		
	/	-	Packback 8

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	/	- Intro to Argument		Rhetorical Analysis
	/	- Argument Development		
	/	- Multimodal Arguments		Packback 9
	/	- Peer Review		Argument Draft
	/	- Argument Revision		Packback 10
	/	- Workshop		
	/	- Portfolio		Packback 11
	/	- Portfolio		

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