
First-Year Writing: Stretch English II Section 09

E G 1A

Spring 2025 In Person 3 Unit(s) 01/23/2025 to 05/12/2025 Modified 01/22/2025

Course Information

: This class prepares you to join scholarly conversations across the university. You will explore how reading and writing support the kinds of inquiry that you will engage to tackle any writing task—whatever the subject and whatever the discipline. The overall [Stretch website is here](https://new.express.adobe.com/webpage/Ozvt4FA8nfb3E) (<https://new.express.adobe.com/webpage/Ozvt4FA8nfb3E>).

Counter storytelling is central to our class. Counter storytelling helps students feel safe and seen in the classroom space. It says, “you being you is crucial to all of your activities now and future.” It builds community now and in future paths. Who we are as people not only defines how we are in school, but what we want and need in relation to architecture, urban planning, gardening, policy, medicine and so forth. All these are in relation to our stories as our narratives help define our needs. Counter storytelling creates inclusivity and helps to support connection/importance to/of ancestors. Counter storytelling works against dominant hegemonic ideals that tell marginalized people to leave personal and cultural experiences outside the door.

Part of our collective story is our environment and this moment we find ourselves in. To integrate this we engage with *All We Can Save: Truth, Courage, and Solutions for the Climate Crisis* through reading reflections, group work, in-class activities and self directed work

This class is meant to give you skills to support all of your other classes and, in keeping with the ideal, is designed to be front-loaded, leaving the end as light-lifting. If you keep up you will have spaciousness at the end for other courses' finals. In-class work supports graded assignments. Much of this class will focus on how you best learn, digest, and express. Some of it will focus on naturalizing good essay practices that will help you through your University career.

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 Protocol

Course Goals

This course is meant to help you understand how you best receive information, digest it, and express yourself. Your own best practices may change over time. It is meant to help you articulate your own thoughts and put your ideas in conversation with the world around you. We use multiple modalities as well as exploring various ways to approach writing academic essays.

Course Learning Outcomes (CLOs)

GE (GE):

GE A2: C

Written Communication I courses cultivate an understanding of the writing process and the goals, dynamics, and **Q**reat

This class uses low-stakes process-based grading, the idea being, by doing the work you learn and your learning is the focus of this class. Each assignment receives a grade connected to the associated rubric. Often I also add comments in the "Assignment Comments" in Canvas. Canvas calculates your grade. More about my use of low-stakes process-based grading is [here](#).

grading criteria:

- "A" range describes you completing the course work thoroughly and on time. It means you have presented detailed original ideas that clearly responded to the prompts. It reflects you giving yourself the most abundant opportunities of staying in the flow of idea development, enjoying collaboration, and learning through the class. You probably feel really good about the work and learning you did.
- "B" range demonstrates good completion in the same categories as an "A," but it also notes some late, incomplete, or partial work. This means you didn't get as much out of the class as you would have with more engagement, but you were still largely participatory. You probably developed your skills and had some fun.
- "C" range shows you did enough work with prompts and principles to pass, but frequent late work, incomplete participation, and/or missing assignments were likely a barrier to many benefits offered by the curriculum and community.
- "D" range demonstrates minimal engagement.

