

First-Year Writing: Stretch English II

ENGL 1AS

Spring 2026 Section 04 In Person 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/23/2026

Contact Information

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Office Hour Information:

I will hold office hours on Zoom on Wednesdays from 9:30-11:10 a.m.

This is the office hour link: <https://sjsu.zoom.us/j/2239875288>

Appointments are recommended and drop-ins are always welcome.

Course Information

Welcome to Stretch English!

Meeting times and locations:

Tuesdays and Thursdays from 12:00-1:15 p.m. in 243 Clark Hall.

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.

Satisfies 1A. Written Communication I (Formerly Area A2).

Prerequisite(s): ENGL 1AF Stretch English I

Grading: Letter Graded

Classroom Protocols

Last fall, we made community agreements. They are listed here:

Community Agreements:

Learning environments are comfortable and productive for us when:

- The room is quiet to moderately noisy
- We are interacting with each other
- The class size is small
- We all struggle and face challenges together
 - We don't stay quiet about struggles.
- There is help
- The class is engaging and involves group work
- Everyone is participating
- We have individual work time
- Distractions are eliminated, including phones/devices/programs on laptops that can take our attention away from each other and the work. Please put phones/devices away for the whole class period and avoid using laptops for anything besides coursework.
- Groups (large and small) work collaboratively and keep communication open and honest
 - Everyone stays up to date on what is going on and tries to be self-starting in the classroom (instead of waiting for the teacher to give instructions)
- Food and drink are used sparingly and in a way that avoids mess or distraction
- Attendance and face to face conversation are a priority for everyone
- Other agreements to be added later if necessary.

Everyone will be expected to follow the community agreements throughout the year. If issues arise with class members not following the agreements, we will work together to resolve them. Please speak up about any issues as soon as they arise.

CLASS POLICY ON GENERATIVE AI

In Fall Stretch, usage of AI tools was permitted in a limited capacity. **In Spring Stretch, no usage of AI tools will be allowed. Assignments that appear to be written with the use of such tools will not be reviewed or accepted and will receive a grade of zero.**

The reason for this is that these tools often hinder the creative and critical thinking that is so important, especially in the early “invention” stages of a writer’s process. All steps of prewriting, drafting, peer reviewing, revising, and editing must be shown, explained, and presented. No use of AI tools is allowed at any point in the process. Please trust your own abilities and challenge yourself to create your own unique work.

This is a multimodal class, so “writing” for us is not just text on the page. You will be completing handwritten and hand drawn assignments, on paper and on the whiteboard with markers. In addition, you will complete multimodal assignments electronically. You will make videos, slide presentations, and oral presentations by yourself and in groups. You will be responsible for leading discussions, so you will be expected to keep up with readings and keep your own notes. You won’t always need to turn in your notes, but taking notes will be crucial to prepare you for discussions and presentations.

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 \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

Course Learning Outcomes (CLOs)

GE Area 1A: Written Communication I

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 others. Area 1A is a prerequisite for Area 1B: Critical Thinking. Completion of Area 1A with a grade of C- or better is a CSU graduation requirement.

GE Area 1A Learning Outcomes

Upon successful completion of an Area 1A 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 requirement

Area 1A courses require a minimum of 6000 words, at least 4000 of which must be in revised final draft form.

Course Materials

The **FREE** required book is [Can Deliberation Cure the Ills of Democracy? \(https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CALS_SJO/tu4ck5/alma991014311103002919\)](https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CALS_SJO/tu4ck5/alma991014311103002919) By James S. Fishkin. Please note that the MLK Library has an ebook available that you can read anytime. You will need to log in with your SJSU One credentials. The book is also widely available at public libraries.

This is the link to the book:

https://csu-sjsu.primo.exlibrisgroup.com/discovery/fulldisplay?context=L&vid=01CALS_SJO:01CALS_SJO&search_scope=MyInst_and_CI&tab=Everything&docid=alma991014311103002919

We will also use **The New York Times** as our main required text, which you can subscribe to for free here: <https://library.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 or stop attending SJSU.

All other course readings will be provided on Canvas or in the classroom.

Course Requirements and Assignments

Breakdown of course units:

This course is divided into three “containers” spread across two semesters.

Fall semester included:

Unit/Container One, which is driven by Inquiry Question #1: How Do We Engage Public Dialogue as Private Citizens?

plus the beginning of Unit/Container Two, which is driven by Inquiry Question #2: Where Do We See Models of Active Citizenship in Our Communities?

Container One included four major writing projects. Each project had its own module in Canvas with information and smaller assignments meant to prepare you to complete the major writing project.

Spring Semester includes Containers Two and Three.

Container Two includes:

- Launch Activity #2
- Interview Project
- Profile Project

Container Three includes:

- Launch Activity #3
- Research Analysis Project
- Persuasive Project

Final Portfolio

Grading Information

English 1AS

Kristin FitzPatrick Ezell

Grading Contract:

In this class, we will work as a learning community to develop our approaches to reading and writing different types of texts. We will experiment with unfamiliar strategies, and at times we will feel unsure about the direction of our work and our comprehension of the work of others. We will develop processes to

help us, including prewriting/precreating, drafting, workshopping, and revising. We will rely on each other for feedback and support, but we will also take charge of our own learning and success. What does that mean in terms of grading?

This class is meant to improve your skills and experiences as college-level writers, drawing from each of your unique funds of knowledge. Therefore, **we will not be using a traditional grading system. Instead, you will be largely responsible for your own grade, which is cumulative from fall through spring semester.**

The default grade for this course is a "B+." If you do all that is asked of you in the manner and spirit in which it is asked, if you work through the processes we establish and the work we do throughout the semester, if you continue to improve those processes in order to gain more intensity and engagement in your writing, then you will receive a "B+." If you miss in-class activities, turn in assignments late, fail to increase your work's intensity, or fail to submit assignments, your grade will be lower.

You will not be graded, at least not in a traditional sense, on any assignment. Instead, you will receive spoken or written feedback from your peers and writing coach for each major assignment. All work (major and minor assignments) will be awarded one point for completion and meeting requirements. **Revised assignments MUST be revised significantly in order to receive credit. Any final draft that is not significantly revised will receive a grade of 0.**

You are guaranteed a "B+" if you meet the following conditions:

1. You **complete 88%** of all in-class and out-of-class minor assignments, including in-class reading responses and outlines and drafts of all major assignments. Note: In-class assignments cannot be made up as the result of an absence.
2. You prioritize attendance and participate in in-class activities.
3. You **abide by the classroom protocol/community agreements** we establish as a writing/learning community.
4. You **work cooperatively and collegially in groups.** We will come up with parameters for constructive criticism and a shared vocabulary for discussing potentially sensitive subjects.
5. You complete and **submit all major and minor assignments on time.**
6. You may turn in one major assignment late per semester. Late work must be submitted within 48 hours of the initial due date.
7. All submissions are complete. Any incomplete assignments or assignments that do not meet the requirements of the prompt will be deemed "missed." You will not receive credit for missed work.
8. You receive a 1/1 on all minor assignments and 10/10 on all major essays/writing projects.
9. You provide thoughtful peer feedback during class workshops and commit yourself to other collaborative work.
10. You **honor the writing process and complete all steps thereof** (e.g. reading/researching, prewriting, drafting and revising). **Revisions should indicate significant changes** – extending or changing up the thinking or organization – not just editing or changing words.

****NOTE: The B+ grade is contingent on your behavior as an engaged member of our learning community.**

"A" Grades:

The grade of A depends on the quality of and progress demonstrated in your final portfolio reflection. To receive an "A" as your spring semester grade, you will first need to qualify for the default grade of B+. Additionally, you will need to receive the commendation "exceeds expectations" on your final portfolio reflection.

Grades Lower Than "B+": "B," "C," "D," or "F" grades occur when you fail to complete the required 88% of minor assignments in the semester or to engage in class activities, including workshops and discussions, or you miss one or more major assignments. You are not eligible for a "B+" unless you have met the guidelines outlined above. If you are falling behind or feeling overwhelmed, please contact me before you miss an assignment. I am here to support you, and I want you to succeed.

Plea: I (Kristin FitzPatrick Ezell), as the administrator of our contract, will decide in consultation with you (the student) as to whether a plea is warranted in any case. You must come to me as soon as possible (before breaching the contract), in order to make fair and equitable arrangements. You may use a plea for any reason, but only once. The plea is not an "out clause" for anyone who happens to not fulfill the contract in some way; it is for rare and unusual circumstances out of the control of the student.

CONTRACT AGREEMENT: By staying in this course and attending class, you accept this contract and agree to abide by it. I (Kristin FitzPatrick Ezell) also agree to abide by the contract and oversee it fairly and impartially.

This grading contract was adapted from Dr. Amanda Emanuel Smith's sample grading contract, which was adapted from Professor Angela Clark-Oates's ENGL 220D syllabus, Dr. Ti Macklin's ENGL 10/11 syllabus, and the scholarship of Dr. Asao Inoue and Professor Peter Elbow.

University Policies

Per [University Policy S16-9 \(PDF\)](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 the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<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

Kristin FitzPatrick Ezell

Stretch English

T/Th Spring 2026 schedule

Final Draft Deadlines for Major Projects:

- 2/17: Project #1 (Profile)
- 3/10: Project #2 (Media Literacy Project)
- 4/7: Project #3 (Group Presentation)
- 4/28: Project #4 (Critical/Persuasive Project)
- 5/19: Project #5 (Final Portfolio)

Spring

Week	Activity	Readings to be completed by the week's start if not otherwise noted	Assignments are all due before class time on the date specified (unless otherwise noted)
Week 1: starts January 22 – partial week – Th only	Launch Module 1	None	

Week 2: starts January 26	Develop Project #1 (Profile)	<p>"We are Doing Democracy Here" (article about young voters).</p> <p>Independents Reach New High as Young Voters Avoid Labels</p> <p>Set up free New York Times subscription here</p> <p>Book chapters in <i>Can Deliberation Cure the Ills of Democracy?</i>: Chapter 1, beginning through "Toward a More Advanced Democracy"</p>	<p>Compare the ideas in the young voter video and article to those you usually hear about young voter behavior.</p> <p>Choose a 1-2 minute clip from the video that taught you the most about writing strategies. Play the clip for the class and explain what you learned...</p>
Week 3: starts February 2	<p>Complete Draft of Project #1</p> <p>***Spring Student Org Fair on Feb. 2: find an interviewee there</p>	<p>Book chapters: Chapter 1, "Madison's Vision" through "Phantom Opinions"</p>	<p>Outline for project (handwritten)</p>
Week 4: starts February 9	Revise Project #1	<p>Book chapters: finish reading chapter 1</p> <p>Selected <i>New York Times</i> articles/pieces</p> <p>Selected sources about project topics</p>	<p>Fishkin annotations</p> <p>KWL+ chart entries</p> <p>First Draft of Project #1: Profile of a Community Leader</p>

<p>Week 5: starts February 16</p>	<p>Finish Module 1, Launch Module 2</p> <p>Develop Project #2 (Launch/Build-up Activity #3: Media Literacy)</p>	<p>Book chapters: Chapter 2 through "To What Effect?"</p> <p>Selected <i>New York Times</i> articles/pieces</p> <p>Media Literacy and Lateral Reading Materials</p> <p>Selected sources about project topics</p>	<p>Fishkin annotations</p> <p>KWL+ chart entries</p> <p>Final Draft of Project #1</p> <p>Presentation of Project #1</p> <p>Project #2 topic idea</p>
<p>Week 6: starts February 23</p>	<p>Complete Project #2</p>	<p>Book chapters:</p> <p>Chapter 2 through "Four Forms..."</p> <p>Selected <i>New York Times</i> articles/pieces</p> <p>Selected sources about project topics</p>	<p>Fishkin annotations</p> <p>KWL+ chart entries</p> <p>Project #2 Outline</p>
<p>Week 7: starts March 2</p>	<p>Revise Project #2</p>	<p>Book chapters: chapter 2 through "Participation as a Value"</p> <p>Selected <i>New York Times</i> articles/pieces</p> <p>Selected sources about project topics</p>	<p>Fishkin annotations</p> <p>KWL+ chart entries</p> <p>First Draft of Project #2</p>

Week 8: starts March 9	Finish Module 2, Launch Module 3 Develop Project #3 (Research Analysis)	Book chapters: finish reading chapter 2 Selected <i>New York Times</i> articles/pieces Selected sources about project topics	Fishkin annotations KWL+ chart entries Final Draft of Project #2 Presentation of Project #2 Topic Idea for Project #3
Week 9: starts March 16	Complete Draft of Project #3	Book chapters: chapter 3 through "The Deliberations of a Random Sample" Selected <i>New York Times</i> articles/pieces Selected sources about project topics	KWL+ chart entries Project #3 Outline
Week 10: starts March 23	Revise Project #3	Book chapters: finish reading chapter 3 Selected <i>New York Times</i> articles/pieces Selected sources about project topics	Fishkin annotations KWL+ chart entries First Draft of Project #3
Week 11: starts March 30 – spring break	No assignments or online activity expected	None	None

Week 12: starts April 6	Finish Module 3, Launch Module 4	Book chapters: chapter 4, part 1 (first half)	Fishkin annotations
	Develop Project #4	Selected <i>New York Times</i> articles/pieces Selected sources about project topics	KWL+ chart entries Final Draft of Project #3 Presentation of Project #3 Report on other groups' presentations Outline for Project #4
Week 13: starts April 13	Complete Draft of Project #4	Book chapters: chapter 4, part 2 (second half)	Fishkin annotations
		Selected <i>New York Times</i> articles/pieces Selected sources about project topics	KWL+ chart entries First Draft of Project #4
Week 14: starts April 20	Finish Module 4, Launch Final Portfolio Module	Selected <i>New York Times</i> articles/pieces	Fishkin annotations
	Develop Final Portfolio Project	Selected sources about project topics	KWL+ chart entries

Week 15: starts April 27	Complete Draft of Final Portfolio Project	Selected <i>New York Times</i> articles/pieces	<p>Fishkin annotations</p> <p>KWL+ chart entries</p> <p>Final Draft of Project #4</p> <p>Presentation of Project #4</p> <p>Outline of Final Portfolio Project</p>
Week 16: starts May 4 – conference/consultation week	<p>Revise Final Portfolio Project</p> <p>Conferences about Final Portfolio Project</p>	<p>Selected <i>New York Times</i> articles/pieces</p> <p>Revisit sources used throughout the year</p>	First Draft of Portfolio
Week 17:	Final Draft of Portfolio Project Due		Final Draft of Portfolio Project Due on May 19 by 5:15 p.m.