

First-Year Writing: Stretch English II

ENGL 1AS

Spring 2026 Section 17 In Person 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 02/16/2026

Contact Information

Contact Information

Instructor: Alayna Mills

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Office Location: Faculty Office Building (FOB) 226, [Campus Map \(https://www.sjsu.edu/map/\)](https://www.sjsu.edu/map/).

Office Hours: W 10:30-11:30am and by appointment, Zoom appointments available, just ask!

Zoom Link for Office Hours: <https://sjsu.zoom.us/j/4888915319> (<https://sjsu.zoom.us/j/4888915319>)

Class Meeting Days/Time/Classroom: Sect. 17, M/W, 1:30-2:45 in SH 444

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

AI Policy for First Year Writing: Stretch English 1AF

Course Context and Philosophy

As AI technology emerges in the workforce, you will likely encounter and use AI in your daily tasks. We will discuss the use of AI as an assistive technology during the writing process, helping you learn to ethically and critically think about how/if you use these tools while developing your own writing abilities.

Remember: One of our primary course goals is to help you learn to write and communicate effectively, which requires practice. You must learn how to create, edit, and recognize high-quality writing yourself. If AI can do these tasks without you, you won't develop the employable skills you need to succeed.

Policy

Course AI Policy

This is a writing course. The goal of a writing class is to help you become a better writer. Real feedback and real growth cannot happen if I do not see your actual writing. Being able to write as a human with a real human voice and style is important, and this class will value that more highly than technical ability. I will give you space in this class to fail, revise, and improve. I don't expect perfection, just transparency. Our primary goal here is to help you develop your own voice, style, and thinking through practice, feedback, revision, and reflection. Again, meaningful growth cannot occur if I am not reading *your* writing. For this reason, this course values authentic human voice and transparency over technical polish or AI-assisted fluency.

Permitted Uses of AI

You may use AI tools in **limited, supportive ways**, including:

- Brainstorming ideas or questions
- Exploring possible approaches to a topic
- Creating outlines that you then write yourself
- Identifying grammar, spelling, or surface-level mechanical issues
- Asking general questions about writing concepts

These uses are meant to support your thinking—not replace it.

Prohibited Uses of AI

You may **not** use AI tools to:

- Write drafts or substantial portions of assignments
- Reword, paraphrase, or rewrite your sentences or paragraphs

- Change the voice, tone, or style of your writing
- “Polish,” “improve,” or “humanize” your prose
- Submit AI-generated text as your own, even if edited

If AI is producing the sentences that appear in your final draft, the work no longer reflects your own writing.

Academic Integrity

Students are expected to follow the San José State University Academic Integrity Policy at all times. You can review the full policy here:

<https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf>

Tiered Consequences:

- Minor violations: Meeting/Discussion or Email with me on AI use, resubmission of assignment, written warning, small grade deduction
- Major violations: Loss of assignment credit, failing the assignment or course

I do not want to police your use of AI. I'm a writing instructor; I want to help you become a better writer. I want to see your writing in all its cringey, imperfect beauty, because I want to hear your voice and your perspective. Not scraped internet blandness. I promise you will do better in this class without AI than with it!

Getting Help and Clarification

If you are unsure, ask!

You can contact me for any questions you have about AI and/or this policy:

- Via email
- During office hours
- After class

Stressed? Need Support? Let me know!

I recognize that students often use shortcuts/AI or even plagiarize due to stress, time management, or other external factors that may cause them to feel overwhelmed. If you feel overwhelmed or stressed in this course or are balancing other responsibilities, you're not alone. Many students experience similar challenges, and there are resources and support systems to help you succeed. Please reach out to discuss your situation—I'm happy to work with you on solutions such as extending deadlines, adjusting assignments, or finding alternative approaches. Together, we can find a way forward that works for you. I want you to succeed in this course, but I can only help if I know there is an issue.

Remember: We're learning to think and write with AI tools, not to have them think and write for us. Your growth as a critical thinker and effective communicator is the priority.

Classroom & Communication Guidelines

Office Hours: Office hours are available to help you. This is dedicated time to ask further questions, get individual help, or check in. I'm available in the office or on Zoom during my office hours and by appointment.

Email: Please email me only through Canvas. I prioritize Canvas emails first, as I get like 50 emails a day to my campus email. Emails will be a common mode of communication in your professional career; in preparation for that, please include a salutation, address me by name, and sign your emails with your name. Use your best prose (capitalization, punctuation, and complete sentences) so that your writing is easy to read. When asking for something, consider the rhetoric you are using and draw on your knowledge of audience, purpose, and context, along with your rhetorical appeals, to practice the art of persuasion! These are professional courtesies and good practices in a common genre you will use for your future careers.

Attendance: While attendance alone is not graded, attendance is pivotal for your success in this class. We will do activities in our class sessions, for which you will receive points. I do not offer make-ups on freewrites, but other activities may be made up for partial credit (see Late Work Policy). The best way to pass this class is to attend and participate, and to complete the work.

You are responsible for any missed instruction. Please check Canvas and reach out to your peers for any missed content. I will only go over missed classes during office hours or by appointment. I will not do this over email. I will do my best to work with you to ensure your success if unavoidable absences occur. I have set up a [Discord Channel \(https://discord.gg/wYKWpECQ\)](https://discord.gg/wYKWpECQ) for our class to help you communicate with your peers about missed work or other class or project discussions.

*Though our class is online, it is based on a synchronous model; instruction attendance and in-class activities will still be pivotal to your success.

To earn full points for in-class work, students must be present and participating in the activity. Students must be present in class to earn credit for group work.

Discord: Additionally, I highly encourage you to ask general questions to the whole class on Discord. Most of the time, you'll find that you won't be the only one with that question. Collective discussion can help supplement information and develop ideas. Request Discord info through Canvas messaging or ask a classmate.

Illness: In the case that you are ill, you will still be responsible for any instruction and activities you miss. I highly recommend using Canvas to connect with other students or our course Discord to follow up with your peers about any missed materials.

Students who miss significant portions of in-class instruction may have a harder time catching up, so please reach out and stay in communication with me. Ultimately, you are responsible for getting the information missed from class.

Late work and make-ups: You are the captain of your own ship and the diviner of your own destiny in this class. It is your responsibility to inform me if you need an extension for applicable assignments. As long as you communicate with me **before the due date** (not in the wee hours before it's due), you can submit late work for full credit. I do not require an explanation or doctor's note, but you must complete and submit the form correctly and on time to receive the extension.

Documented and excused absences may also allow late work to be submitted for full credit. Both of these instances must have an agreed-upon date for submission for credit, which you will post in the assignment comment box (see the Canvas Extension page for directions).

Late assignments without an excused absence will be marked down a half a letter grade for each class period they are late, up to four weeks. Anything submitted after that may be submitted for half credit by coming to my office hours.

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 during office hours. As always, it is your responsibility to keep up with the class's pace. If you are struggling, don't hesitate to reach out.

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

Class Mission Statement: 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.

Consent for Recording: 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 you have Accessible Education Center (AEC) accommodations, contact me directly to discuss.

Submission Uploading and File Formats:

All submissions must be your original work and typed with text and references in APA format. Papers are to be used for this class only. You may not submit work from a previous class to any degree. Any suspicion of plagiarism, whether intentional or accidental, will be treated with the utmost seriousness. This includes assignments written by AI, which will be considered plagiarism.

All assignments will be accepted electronically through Canvas on the specified due date, unless otherwise noted. Specific due dates are available on Canvas. Submissions should be uploaded as a pdf or docx file (please do not link directly to Google Docs unless asked). You are responsible for double-checking your submission to ensure the formatting is correct.

Students Are Not Authorized to Post Any Class Materials on Third-Party Educational Support Websites, Such as Course Hero, Quizlet, Chegg, etc.

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.

Stretch English Course Learning Outcomes (CLO)

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

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.

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>).

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

Required Texts/Readings

There will be no required textbook for this class. However, that does not mean we will not be reading. All course materials will be available through Canvas or handed out in class. Students will also be responsible for locating other reading materials throughout the course in support of their writing projects.

We will also be accessing reading from the New York Times. Access is free for SJSU Students <https://libguides.sjsu.edu/nyt-online> (<https://libguides.sjsu.edu/nyt-online>)

Note: Please let me know if you need any printouts of online texts for accessibility reasons.

Technology Requirements

This course will be technology-intensive at times, with some hybrid assignments. This will sometimes require students to have access to technologies that can be brought to class, which may include a laptop, smartphone, and/or tablet. Please come to class prepared to use technology as needed, but only when needed. There may be times I ask you to put it away if I feel it is being misused.

In this course, you will need regular access to the internet. You will be using Canvas regularly and will also need access to a word processor (Word, Google Docs).

Canvas will be the most important tool for this course. All your course materials, such as syllabus, handouts, notes, assignment instructions, etc., can be found on the course Canvas page. (I highly encourage you to download the Canvas Student app and turn on notifications so you don't miss updates.) Please familiarize yourself with the system so that you can turn in assignments on time.

We will be using the following technology in this class regularly:

[Adobe Express](https://www.sjsu.edu/adobe/creative-cloud/access/adobe-students.php) (<https://www.sjsu.edu/adobe/creative-cloud/access/adobe-students.php>)

[Hypothesis](https://hypothes.is/groups/rn6VJXxx/engl-1a-stretch-sect-16) (<https://hypothes.is/groups/rn6VJXxx/engl-1a-stretch-sect-16>)

[Discord \(https://discord.gg/wYKWpECQ\)](https://discord.gg/wYKWpECQ)

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.

Please also come to class with those archaic bits of technology: paper and a pen.

Note: 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 %
Project 3 Knowing Others in Community: Community Interview Project, includes interview request, interview questions, and final interview format, including process materials	1000	1-5	20%
Project 4 Informing/Persuading Others About Our Community: Community Digital Short, including process materials	1500	1-5	20%
In-Class Engagement: (freewrites and other in-class writing)	1000	1-5	5%
Spring Discussions: 10 discussion posts (12 discussions total, 10 required, extra will go towards extra credit)	1000	1-5	5%
Final Portfolio: includes process materials	600	1-5	5%
Total	5100	1-5	55%

***Note:** Fall will be 45% of your final grade, and the Spring semester will be worth 55% of your final grade.

In the Fall semester (ENGL 1AF), you will receive either a CR (credit) or an NC (no credit). To receive credit in the fall semester, you must demonstrate significant, measurable progress throughout the semester.

*You still must do enough work to pass the Fall semester to move on to the Spring semester of the course.

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. *If you received a pass in the Fall, it is not a guarantee you will pass in the Spring. Your final grade will be a cumulative of both Fall and Spring Semesters.

***Note:** Fall will be 50% of your final grade, and the Spring semester will be worth 50% of your final grade.

In the Fall semester (ENGL 1AF), you will receive either a CR (credit) or an NC (no credit). To receive credit in the fall semester, you must demonstrate significant, measurable progress throughout the semester.

*You still must do enough work to pass the Fall semester to move on to the Spring semester of the course.

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. *If you received a pass in the Fall, it is not a guarantee you will pass in the Spring. Your final grade will be a cumulative of both Fall and Spring Semesters, with both semesters worth 50% of your grade.

Different types of Class Assignments:

1. In-class Activities and Participation: In class, we will have class discussions and participate in a number of writing activities, including daily freewrites, meant to help you with your major writing projects, for which you will receive participation points. These points cannot be made up, so attendance is essential to receive credit. Point values for the writing activities will be indicated in Canvas.

2. Peer Workshops and Essay Revision: For the two major projects, you will complete initial drafts and participate in a peer workshop. You will work with your peers to help identify strengths, while being curious about opportunities to change/improve on the next draft. Both the initial draft and the peer workshop will be worth points towards the total project.

3. Discussion Posts/Hypothesis Readings/Quizzes: For our reading assignments this semester, you will be collaboratively reading and annotating using Hypothesis. These will be due before class to be prepared for in-class engagement activities. Discussion posts may also be used inside or outside of class to help with our classroom community engagement as well as your project steps. These should be at least 1-2 healthy paragraphs (~100-150 words) demonstrating thoughtfulness to the prompt regarding the assigned reading or discussion topic.

4. Major Essays and Mid-Year Reflection: Major essays and other assignments will be given assignment sheets (descriptions of the assignment and rubric) in class when initially assigned.

Grading Information

Grade	Percentage
A+	97-100%

A	93-96%
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

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

*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.

Week	Date:	In-Class/Reading/ Activity/Assign:	Due:
1	1/26	In-Class: Let me Reintroduce Myself- Syllabus Redux	
1	1/28	In-Class: What do you want to accomplish? Strategic Planning Activity: Brainstorming Assign: Email/Letter to Interviewee	Due: Discussion 1
2	2/2	In-Class: Professional Communication/Etiquette Activity: Workshop Read:	Due:
	2/4	In-Class: Peer Review Activity: Read: Assign Interview Questions	Due: Email/Letter Request to Interview, Discussion 2
3	2/9	In-Class: What Makes a Good Interview Activity: Interview Analysis Read:	Due:
	2/11	In-Class: Interview Analysis	Due:
4	2/16	In-Class: Interview Analysis	Due: Discussion 3
	2/18	In-Class: Peer Review Activity: Read:	Due: Interview Question Draft
5	2/23	In-Class: Adobe Workshop	Due: Discussion 4
	2/25	In-Class: Interview Question Workshop	Due:

6	3/2	In-Class: Interview Prep	Due: Final Draft of Interview Questions and Script
	3/4	In-Class: Editing and Remixing	
7	3/9	In-Class: Remixing the Narrative	Due: Discussion 5
	3/11	In-Class: Intro to the Digital Short Activity: Read:	Due: Interview Draft Due
8	3/16	In-Class: Persuading Your Audience Activity: Read:	Due:
	3/18	In-Class: Credibility Activity: Interview Screening Read:	Due: Interview Finals Due
9	3/23	In-Class: Interview Screening Activity: Read:	Due:
	3/25	In-Class: Interview Screening Activity: Intro to Digital Short Read:	Due: Discussion 6
10	3/30-4/3	No Class Spring Break!	

11	4/6	In-Class: Compiling Research Activity: Read:	Due: DS Topic Proposal
	4/8	In-Class: Workshop	Due:
12	4/13	In-Class: Rhetorical Styles and Genres Activity: Read:	Due: Digital Media Check-in
	4/15	In-Class: Using Evidence Activity: Read:	Due:
13	4/20	In-Class: Peer Review Activity: Read:	Due: Digital Script
	4/22	In-Class: TBD Activity:	Due:
14	4/27	In-Class: Optional Workshop Day	Due: Process Write
	4/29	In-Class: Workshop Portfolios Activity:	
15	5/4	In-Class: Portfolio	Due: Digital Short Final
	5/6	In-Class: Portfolio	

16	5/11	Last Day of Instruction In-Class: Portfolio	Due:
17	5/18 Mon 10:45- 12:45	Final Period (TBD)	Due: Discussion 12, Portfolio