

STRETCH

Guidelines and Resources, Tempe Campus

For Teachers

I've been assigned a Stretch class. How do I get started?



- First, send [Karen Dwyer](#) or [Susan Bernstein](#) an e-mail to let her know your new assignment.
 - Then, take a look at the Stretch Program [profile](#) to get an overview of the Stretch program, to learn why and how students are placed in Stretch, and to familiarize yourself with the program's structure.
- You will also want to read about some students' concerns about Stretch.
 - Be sure you understand the ways Stretch courses differ from non-Stretch courses. Understanding that will help you develop your syllabus and assignments.
 - Look at sample syllabi and related sample assignments.
 - Become familiar with the resources that are in place to assist you.

What do I need to have ready for the first day of class if I'm teaching WAC 101 or WAC 107?

Classes are currently capped at 19, the maximum number of students you should have per section. The Writing Programs do not allow teachers to give overrides (allowing extra students beyond the class cap).

Each student needs to receive her or his own copy of:

- your syllabus, containing course policies and a semester schedule
- the *Stretch Handout to Students* (get these from Karen Dwyer or Susan Bernstein)

It is recommended that teachers read the *Stretch Handout to Students* aloud and make sure students know why and how they were placed in the Stretch Program

For Students

Resources and Support

[Karen Dwyer](#)
Stretch Writing Program Co-Director
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[Susan Bernstein](#)
Stretch Writing Program Co-Director
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Feel free, at any time, to e-mail or visit Karen or Susan to ask for information or clarification.

[Student Success Writing Centers](#)
480.965.4272

Writing tutors are trained to dialogue with students about the development of their writing at any stage of the writing process—from brainstorming to drafting to revising. Tutors are available to work individually with students for 30-minute sessions. For more information about the Student Success Center, please click [here](#).

[ASU Libraries and Research](#)

The ASU libraries have developed a Library Guide for Stretch courses. From the ASU Libraries [homepage](#), go to The Library One Search box and enter your source name (such as "WAC 101"). Then, click on the WAC/ENG 101 +107 Library Guide. Explore many, many resources to share with your students.

It's extremely helpful to discuss the Stretch Program with students so they realize that it is not a remedial program and that their credit hours count toward graduation. They will not be behind by taking Stretch classes. They are choosing to spend three hours of electives on writing (the WAC course).

- Make sure students know to go to the Writing Programs office (LL 314) if they believe they have been misplaced.
- Make sure students know to contact Karen Dwyer or Susan Bernstein to appeal their placement.

It's imperative that students make these contacts (to Writing Programs, Karen, or Susan) within the first 7 days of the semester, because they can change classes only during the first week, and often, it takes time to complete the appeals process. Inform students that instructions for completing the appeals process can also be found on Karen's and Susan's office doors during this time.

I've been teaching WAC 101 or 107 for a while. How do my students register for the continuing section of ENG 101 or 107?



Your students need “continuing line numbers” by which to register for ENG 101 or 107.

These line numbers will be provided by The Writing Programs Office (LL 314 or 480.965.3853).

Your students will not find these numbers published in catalogues or online because the line numbers are suppressed to keep non-Stretch students accidentally enrolling in our courses. Suppressed line numbers save seats in ENG courses for our students. If students find a published line number for

ENG 101 or ENG 107, they should not register for it because it is not a Stretch class.

Tell your students to enroll as soon as they receive the continuing line number from you. That way we get an accurate idea of enrollment. If enrollment is low, continuing sections of ENG might be cancelled.

What if a student cannot continue in my ENG class and needs ENG at another time?

Please ask the student to email [Karen](#) or [Susan](#). She will help your student find another section at a better time.

What do I need to explain on the first day of ENG 101 or ENG 107?

Because ENG 101 and ENG 107 (for international students who speak English as a second language) are sequenced after WAC 101 and WAC 107, your students should already know a great deal about the Stretch Program.

Remind them that:

- their WAC grade was registered by the university as a letter grade that will be part of their GPA.
 - both WAC and ENG courses count as university credit, and they are not “behind” their peers.
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Stretch: What is it?



Stretch is two linked classes. For native and other fluent English speakers, those classes are WAC 101 followed by a special version of ENG 101, linked --usually--through the same teacher, students and syllabus. For international students the linked courses are WAC 107 followed by a special version of ENG 107.

Over the two semesters, students compose 3 papers each semester.

Stretch is not a "pre-101." It's a stretched-out and expanded version of ENG 101 (or 107). Just as we have an "honors" version of first year composition and we have summer "versions," Stretch is another version of the first year writing experience.

Stretch allows us, because of the extra time, to build real writing communities and greatly increase writer expertise and confidence. It also improves the retention of ASU undergraduates.

Students get three hours of elective credit for WAC that counts toward graduation at ASU, so students are not held back or slowed down--instead they have three semesters of writing (WAC 101 + ENG 101 + ENG 102), which will help in all their classes. Likewise, international students take three semesters of writing (WAC 107 + ENG 107 + ENG 108).

What services can ASU Libraries provide to instructors and students in the Stretch program?

The Libraries can provide WAC or ENG 101 or 107 specific instruction for your students. Online tutorials may include a basic introduction to library skills such as navigating the Libraries' website, finding books and articles, and utilizing effective searching techniques. You can assign these as homework or use them in your class.

These tutorials are designed to give students the opportunity to learn on their own time and at their own pace. These tutorials are short, tailored to specific tasks, and include brief quizzes. You can find these tutorials [here](#).

How can the Student Success Writing Centers help your students?

Students who are working on writing assignments can make an appointment (recommended) or drop into either of the Student Success Writing Center locations to work with a writing tutor. Writing tutors function as readers who can help students build on their writing strengths and also address any areas in which students want to improve.

Writing tutors are trained to dialogue with students about the development of their writing at any stage of the writing process—from brainstorming to drafting to revising.

Daytime writing tutoring is available in two locations:

- [UASB 140](#)
 - Mondays – Thursdays: 9 am – 6 pm.
 - Fridays: 9 am – 3 pm.

- [Hassayampa Mesquite Hall – Building F \(Second Floor\)](#)
 - Mondays – Thursdays: 1 – 9 pm.
 - Sundays: 5 – 9 pm.
- [Online](#) tutoring is also available for 50-minute sessions.

Please note that students do not have to live in the residence halls to utilize Writing Center services. The only requirement is that students are currently registered students at Arizona State University.

Appointments can be scheduled [online](#) or by calling 480.965.4272.

Why might students decide to meet with a writing tutor?

- to discuss what an assignment is asking them to do
- to brainstorm ideas for topics for their papers
- to brainstorm ideas for creating outlines for their papers
- to discuss ways to evaluate or integrate research material
- to get feedback as to how to develop and support arguments
- to get advice about grammar, organization, sentence style, and much more