

San José State University
Department of English and Comparative Literature
English 1B, Composition 2 (GE C3), Sections 4, 14, & 25, Fall2012

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| Instructor: | Judy Harper |
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| Office Hours: | Tuesday and Thursday 10:20 – 11:50, and by appointment |
| Class Days/Times: | TR 7:30 – 8:45 (04); 9:00 – 10:15 (14); 12:00 – 1:15 (25) |
| Classroom: | HGH 120 (04 & 14); CL 316 (25) |
| Prerequisites: | Passage of Written Communication 1A (C or better) or approved equivalent. |
| GE Category: | Written Communication C3 |

Required Texts:

Convergences: Themes, Texts, and Images for Composition, 3rd edition. Edited by Robert Atwan
Freakonomics: A Rogue Economist Explores the Hidden Side of Everything, Steven D. Levitt and Stephen J. Dubner
A college level dictionary

Required Materials:

A notebook (spiral with perforated paper and pockets) for in-class activities, notes, and for storing hand-outs
An e-mail account (an SJSU account is highly preferable) that you check several times per week
Three “yellowbooks”

Course Description:

English 1B is the second course in SJSU’s two-semester lower-division composition sequence. Beyond providing repeated practice in planning and executing essays, and broadening and deepening students’ understanding of the genres, audiences, and purposes of college writing, English 1B differs from English 1A in its emphasis on persuasive and critical writing (with less attention paid to the personal essay), its requirement for fewer but longer essays, and its introduction to writing informed by research. Students will develop sophistication in writing analytical, argumentative, and critical essays; a mature writing style appropriate to university discourse; reading abilities that will provide an adequate foundation for upper-division work; proficiency in basic library research skills and in writing papers informed by research; and mastery of the mechanics of writing.

Course Goals and Student Learning Objectives

Building on the college-level proficiencies required in English 1A, students shall achieve the ability to write complete essays that demonstrate advanced proficiency in *all* of the following:

- Clear and effective communication of meaning.
- An identifiable focus (argumentative essays will state their thesis clearly and will show an awareness, implied or stated, of some opposing point of view).
- An appropriate voice that demonstrates an awareness of audience and purpose.
- Careful attention to review and revision.

- Effective and correct use of supporting materials, including independent research (e.g., quoting, paraphrasing, summarizing, and citing sources);
- Effective analysis, interpretation, evaluation, and synthesis of ideas encountered in multiple readings.
- Effective organization and development of ideas at paragraph and essay levels.
- Appropriate and effective sentence structure and diction.
- Command of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

Student Learning Objectives (SLO):

SLO 1: Students shall write complete essays that demonstrate the ability to refine the competencies established in Written Communication 1A.

SLO 2: Students shall write complete essays that demonstrate the ability to use (locate, analyze, and evaluate) supporting materials, including independent library research, and identify key concepts and terms that describe the information needed.

SLO 3: Students shall write complete essays that demonstrate the ability to select efficient and effective approaches for accessing information utilizing an appropriate investigative method or information retrieval system

SLO 4: Students shall write complete essays that demonstrate the ability to synthesize ideas encountered in multiple readings.

SLO 5: Students shall write complete essays that demonstrate the ability to incorporate principles of design and communication to construct effective arguments.

SLO 6: Students shall write complete essays that demonstrate the ability to identify and discuss issues related to censorship and freedom of speech.

Information available online

You are responsible for reading the following information online at

<http://www.sjsu.edu/english/comp/policyforsyllabi.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and DRC policies)
- Adding and dropping classes

Classroom Protocol

- *Participation:*
 - This is a participation-based class, not a lecture course. Therefore, you should arrive everyday with your reading /drafts/opinion papers, etc., completed and be ready to participate actively in class discussions and group work. The more you give, the more you will receive.
- *Attendance:*
 - Every single day, we will do something in class that will help you develop your critical thinking and writing skills.
 - You should plan to attend every single class session.
 - However, I understand that things happen in life. Therefore, everyone gets one “freebie” day off. Take one day off as long as there is no in-class essay or workshop scheduled.
 - If you choose to take more days off, that is up to you. However, do not expect me to fill you in on what you missed. If you miss a day, it is up to you to find out what happened to get notes, handouts, and so on.
 - Just remember that all actions have consequences and that unnecessary absences will affect your experience in the class as well as your grade.
 - Excessive absences will severely jeopardize your ability to pass this course

- **Punctuality:**
 - Here is the motto I live by:
“Early is on time. On time is late. Late is unacceptable.”
 - If you adopt this motto, I promise you that it will change your life
- **Laptops:**
 - Laptops are unnecessary and create a distraction; leave them at home.
- **Cell Phones:**
 - Texting or taking calls during class is rude. Using your phone during class communicates to me that you are busy doing something else. If you are busy doing something else, you cannot be participating in class. Therefore, if I see you using your phone during class, you will lose your participation point. If you are addicted to text messaging and cannot fathom going 75 minutes without checking your phone, leave it at home. If it becomes a problem, I will ask you to leave for the day.

Reading and Writing Requirements and Policies:

- Details on all writing requirements will be given in class.
- A detailed reading list for *Convergences* will be provided in class
- A handout explaining opinion papers will be provided in class
- All out-of-class work is to be typed, double-spaced, with 12-point font (Times New Roman) and 1-inch margins.
- All out-of-class work is due at the start of class and anything turned in more than five minutes after the start of class will be considered late
- In-class essays (3) will be administered in class on the dates listed in our calendar. They cannot be made up unless a clear and compelling reason is cleared with me beforehand (being sick or waking up late or having car trouble and/or an annoying roommate don't count as reasons)
- Out-of-class essays (3) will cover, broadly, the whole-class theme of “The American Way of Life”. Each essay will require academic research.
- **Late paper policy:** Late papers will lose 10% *per class session past the due date*. Papers more than one week late will not be accepted.

Final Assignment:

Instead of a final exam, you will write a critical reflection at the end of the class. Think of it as a scientific study of your progress as a writer over the next four months. Remember, writing is a *process*. Collecting your work and then reflecting on that work is part of the process. The final assignment is designed to get you thinking about your specific challenges, your strategies for improvement, your successes and failures, and your goals for the future. Every writer, no matter how accomplished, has room for improvement. This assignment is your culminating experience. This course does not have a final exam.

Course Assignments and Grading Breakdown:

| <u>Assignment</u> | <u>Learning Objective</u> | <u>Points</u> | <u>Total points</u> | <u>Word Count</u> |
|------------------------------|---------------------------|---------------------|---------------------|-------------------|
| <i>Opinion papers</i> | 1,4,5 | 10 @ 20 points each | 200 | 2000 |
| <i>In-class essays</i> | 1,3,4,5,6, | 3 @ 50 points each | 150 | 1500 |
| <i>Out-of-class essay #1</i> | 1,2,3,4,5,6 | 1 @ 50 points | 50 | 1,000 |
| <i>Out-of-class essay #2</i> | 1,2,3,4,5,6 | 1 @ 100 points | 100 | 1,000 |
| <i>Research Essay</i> | 1,2,3,4,5,6 | 1 @ 200 points | 200 | 2,000 |
| <i>Peer Reviews</i> | 1,2,3,4,5,6 | 5 @ 20 points each | 100 | n/a |
| <i>Revisions</i> | 1,2,3,4,5,6 | 2 @ 50 points each | 100 | n/a |
| <i>Portfolio</i> | 1,2,3,4,5,6 | 100 | 100 | 500 |

Total points available this semester = 1000

Grading:

This course is graded on an A-F scale, with points/percentages broken down as follows:

| | | | |
|---------------|--------------|----------------|-------------------|
| A+ = 1000-980 | B+ = 890-870 | C+ = 790-770 | D = 690 - 600 |
| A = 970-930 | B = 860-803 | C = 760-730 | F = 590 and lower |
| A- = 920-900 | B- = 820-800 | C- = 720 - 700 | |

You must complete **all** essays plus complete the portfolio assignment in order to pass English 1B. This requirement is not negotiable.

English 1B – Fall 2012
Tentative Course Calendar and Major Due Dates

This is a tentative calendar. Changes will be announced at least a week in advance in class and via e-mail. Please make it a habit to check your e-mail at least once a week.

| Dates | Tuesday | Thursday |
|---------------|--|---|
| 8/23 | No class | Course introduction, greensheet review, general meet & greet |
| 8/28 – 8/30 | Logical fallacies overview and discussion (download MLA handout – bring to Thursday’s class) | Definition and discussion of MLA Start reading <i>Freakonomics</i> |
| 9/4 – 9/6 | In-class discussion of <i>Freakonomics</i> | In-class discussion of <i>Freakonomics</i> ; Essay #1 (SLO 1,2,3,4,5,6) assigned and discussed |
| 9/11 – 9/13 | In-class discussion of <i>Freakonomics</i> | Peer review |
| 9/18 – 9/20 | Peer review | In-class essay #1 (SLO 1,3,4,5,6) Essay #1 (SLO 1,2,3,4,5,6) due |
| 9/25 – 9/27 | In-class discussion of <i>Convergences</i> reading* | In-class discussion of <i>Convergences</i> reading |
| 10/2 – 10/4 | Library day - tentative | Essay #2 (SLO 1,2,3,4,5,6) assigned and discussed |
| 10/9 – 10/11 | In-class discussion of <i>Convergences</i> reading | Peer review |
| 10/16 – 10/18 | Peer review | Essay #2 (SLO 1,2,3,4,5,6) due |
| 10/23 – 10/25 | In-class essay #2 (SLO 1,3,4,5,6) | In-class discussion of <i>Convergences</i> reading |
| 10/30 – 11/1 | Research essay assigned and discussed | In-class brainstorming and group work on research essay |
| 11/6 – 11/8 | In-class discussion of <i>Convergences</i> reading | In-class discussion of <i>Convergences</i> reading Portfolio assigned and discussed |
| 11/13 – 11/15 | Peer review | Peer review |
| 11/20 – 11/22 | Essay #3 (SLO 1,2,3,4,5,6) due Movie | No class - Thanksgiving |
| 11/27 – 11/29 | Movie | In-class essay #3 (SLO 1,3,4,5,6) |
| 12/4 – 12/6 | Portfolio workshop/Conferences | Portfolio due |

*detailed reading list to be provided separately

*****Note** – there are no set due dates for the opinion papers. You will turn them in (no more than one per class session) when you wish. The first opinion paper may be turned in August 30, and the last opinion paper is due by December 4. You must be present in class to turn in an opinion paper.