

**San José State University**  
**Department of English and Comparative Literature**  
**English 1B, Composition 2 (GE C3), Fall 2012**

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<b>Class Days/Time:</b>	T/H 10:30-11:45
<b>GE Category:</b>	Written Communication C3

**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.

**Prerequisites:** Passage of Written Communication 1A (C or better) or approved equivalent.

**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 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

**Required Texts/Readings**

**Textbook**

Colombo, Cullen, and Lisle eds. *Rereading America*, 8<sup>th</sup> Ed. (RA) ISBN 0-312-54854-0  
 Hacker, Diana. *The Bedford Handbook*, 8<sup>th</sup> Ed. (BH) ISBN 0-312-41932-5 (cloth), 0-312-41933-3 (paper)

Behrens, Laurence and Leonard J. Rosen. *A Sequence for Academic Writing*, 5<sup>th</sup> Ed.  
(SAW) ISBN 0-205-17288-1

### **Other equipment / material requirements**

- internet/email/word processing/printing access
- college-level dictionary for in-class and formal essays
- stapler (all homework and papers must be stapled)
- binder clips (assignments with multiple drafts must be clipped together)
- four large green books for in-class essays
- one large yellow book for the final exam

### **Classroom Protocol**

The use of **electronic devices** of any sort is not permitted in class unless you have documented clearance from the Disability Resource Center. Please turn off computers, cell phones, ipods, mp3s, etc., before coming to class. Students who use electronic devices without permission during class time will receive no participation credit for the day.

### **Academic policies**

You are responsible for reading the SJSU academic policies available online:  
<http://www.sjsu.edu/english/comp/policyforsyllabi.html>

### **Assignments and Grading Policy**

**Participation and Quizzes:** 10% of the overall grade will be determined by participation in this class. In order to earn all possible points within this category, students must readily contribute to class discussions through questions, comments, and active listening. Students must show that they have been keeping up with the assignments by participating in class discussions and completing in-class work and quizzes. Those who come to class late or without the assigned materials can expect to earn no participation points for the day.

**Cultural Myth Project:** All students will be required to examine and report on one cultural myth from our textbook *Rereading America*. This report will be worth 5% of the final course grade. It will consist of a short writing response done individually and a group presentation. Detailed instructions will be provided during the first class meeting.

**In-Class Essays:** Students will write **four** in-class essays throughout the semester, the first being a diagnostic evaluation that will not be graded. The subsequent three in-class essays will each be worth 5% of the overall grade for a total of 15%. In-class essays missed will be lowered by one letter grade every day that they are late, including

weekends. **Note that I will only be available for make-up in-class essays during office hours or by appointment Monday through Thursday.**

**Formal Essays:** Students will write **three** formal essays in this class. Each essay will be worth **10%** of the final grade. All formal essays must be written in 12 point Times New Roman font with 1” margins, must be double spaced, and must follow MLA guidelines. The length requirement for each essay is indicated on the list of assignments. Late papers will be marked down one grade for every day they are late, including weekends. Papers must be turned in at the beginning of class on the day they are due.

**Formal essays must be turned in to TurnItIn.com**, which is an online plagiarism detection service that scans essays for references to online sources, including papers submitted to SJSU or other universities and papers bought online. Instructions for turning in essays to this site will be provided and discussed in class prior to the first formal essay due date.

- **Papers turned in late to turnitin.com will receive a late grade.**
- **Papers handed to the instructor after class will receive a late grade.**
- **All drafts must be attached with a binder clip, or the assignment will not be accepted and earn a late grade.**
- **All students must take part in the peer review process for each formal paper. Final papers submitted without a peer-reviewed rough draft or peer review sheet will be lowered by one full letter grade.**
- **All in-class and formal essays must be submitted in order to pass English 1B.**

**Reading Responses:** Students must submit **10** reading responses as homework. Homework must be turned in at the beginning of the class day under which it is listed on the schedule of assignments. Together, these responses will comprise **20%** of the final grade and must be 150 words each. Reading responses will appear as “RR” on the syllabus. These short discussions should analyze arguments presented in one or more articles students choose to discuss from *Rereading America*, not including the chapter introductions. Students may only respond to articles that have been assigned since the last “RR” due date. Therefore, responses to articles assigned earlier in the semester will earn no credit. All responses must be typed and must conform to the same formatting standards as formal essays. Each reading response must be numbered appropriately or it will not be accepted. **Reading responses not submitted on time will receive no credit.**

**Final Exam:** All students must take the final exam on Saturday, December 8th in order to pass English 1B. The final is worth **20%** of the final grade. Bring an unmarked yellow exam booklet, black or blue pens, and a standard, non-electric dictionary.

### **Final Grade Calculations:**

Participation: 10%  
Cultural Myth Presentation 5%  
3 In-Class Essays: 15%  
3 Formal Essays: 30%  
10 Reading Responses: 20%  
Final Exam: 20%

### **Grading: A-F.**

A+ = 98-100 A = 93-97 A- = 90-92  
B+ = 88-89 B = 83-87 B- = 80-82  
C+ = 78-79 C = 73-77 C- = 70-72  
D+ = 68-69 D = 63-67 D- = 60-62  
F+ = 58-59 F = 0-57

### **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

### **SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

### **Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at <http://www.sjsu.edu/larc/>.

### **Peer Mentor Center**

The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators,

offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The Peer Mentor Center website is located at <http://www.sjsu.edu/muse/peermentor/>

## English 1B, Fall 2012, Course Schedule

This schedule is subject to change. All changes will be discussed in class before the due date. Students who do not attend class regularly risk missing important information regarding schedule changes.

**Follow all instructions carefully, and remain aware of due dates;**

**There is no extra credit in this class.**

Aug. 28	T	Introduction to English 1B
Aug. 30	H	<ul style="list-style-type: none"> <li>• Introduction to Writing Center</li> <li>• Syllabus Quiz</li> </ul> <p><i>RA:</i> “Thinking Critically, Challenging Cultural Myths” 1-15 (SLO 4)</p> <p><i>SAW:</i> Note to the Student (xxi-xxii), Chapter 1 – Summary, Paraphrase, and Quotation (2-7, 33-47), Research and Plagiarism (277-280)</p>
Sept. 4	T	<b>Diagnostic Essay</b> (700 words) (SLO 1, 4, 5) Bring large blue/green book, blue or black pens, and dictionary
Sept. 6	H	<ul style="list-style-type: none"> <li>• <b>Formal Paper Prompt #1 Distributed</b> (Critical Analysis Comparison – 1,600 words) (SLO 1-6).</li> <li>• <b>Group Presentation: Myths of Gender</b></li> </ul> <p><i>RA:</i> Chapter introduction: “True Women and Real Men” (515-519), “From Fly-Girls to Bitches and Hos” (601-607) (SLO 4)</p> <p><i>SAW:</i> Chapter 2-Critical Reading and Critique (51-55, 57-67)</p>
Sept. 11	T	<p><i>RA:</i> “Two Ways a Woman Can Get Hurt” (575-599) (SLO 4)</p> <p><i>SAW:</i> Chapter 3 – Explanatory Synthesis (81-84, 88-89, 98-105)</p> <p><i>BH:</i> Integrating Sources (504-516)</p> <p><b>RR #1 Due</b> (150 words) (LO 1)</p>

Sept. 13	H	<p><i>RA</i>: “Girl” (524-526) (SLO 4)  <i>SAW</i>: Chapter 4 – Argument Synthesis (122-130, 164-170)  <i>BH</i>: MLA Documentation Style (517-588)</p>
Sept. 18	T	<p><i>RA</i>: “ ‘Bros Before Hos’: The Guy Code” (608-617) (SLO 4)  <i>SAW</i>: Chapter 5 – Analysis (178-180, 184-190)  <b>RR #2 Due</b> (150 words) (SLO 1)</p>
Sept. 20	H	<p><i>RA</i>: “Becoming Members of Society: Learning the Social Meanings of Gender” (527-535) (SLO 4)  <i>SAW</i>: Chapter 6 – Writing as a Process (216-225)  <b>RR #3 Due</b> (150 words) (SLO 1)</p>
Sept. 25	T	<p><i>RA</i>: “How the Americans Understand the Equality of the Sexes” (520-523) (SLO 4)  <i>SAW</i>: Chapter 6 – (225-238)  <b>RR #4 Due</b> (150 words) (SLO 1)</p>
Sept. 27	H	<ul style="list-style-type: none"> <li>• <b>Group Presentation: American Myths of Nature and the Environment</b></li> </ul> <p><i>RA</i>: Chapter introduction: “Ah Wilderness!” (639-645), “From ‘Walking’” (646-655) (SLO 4)  <i>SAW</i>: Chapter 6 (238-250)  <b>RR#5 Due</b> (150 words) (SLO 1)</p>
Oct. 2	T	<p><b>Bring COMPLETED FIRST DRAFT of Formal Paper #1 for Peer Editing</b> (SLO 1-6)</p>
Oct. 4	H	<ul style="list-style-type: none"> <li>• <b>Formal Paper Prompt #2 Distributed</b> (First Draft of Research Paper – 2,000 words) (SLO 1-6)</li> </ul> <p><i>RA</i>: “Talking to the Owls and Butterflies” (686-693), “Save the Wales, Screw the Shrimp” (703-712) (SLO 4)  <i>SAW</i>: Chapter 7 – Locating, Mining, and Citing Resources (252-261)  <b>Formal Paper #1 Due</b> (1,600 words) (SLO 1-6)</p>
Oct. 9	T	<p><i>RA</i>: “From ‘As the World Burns: 50 Simple Things You Can Do to Stay in Denial’” (715-741), “Moving Heaven and Earth” (756-763), “In Search of Justice” (764-771) (SLO 4)  <i>SAW</i>: Chapter 7 (261-276)  <b>Thesis Statement &amp; Main Ideas for Formal Paper #2 Due</b></p>

Oct. 11	H	<b>In-Class Essay # 1</b> (700 words) (SLO 1, 4, 5)
Oct. 16	T	<b>Library Visit</b>
Oct. 18	H	<ul style="list-style-type: none"> <li>• <b>Group Presentation: The Myth of the Melting Pot</b></li> </ul> <i>RA</i> : Chapter introduction: “Created Equal” (373-377), “From ‘Notes on the State of Virginia’” (378-383), “Deconstructing America” (462-472) (SLO 4) <b>RR #6 Due</b> (150 words) (SLO 1)
Oct. 23	T	<b>Bring COMPLETED FIRST DRAFT of Formal Paper #2 for peer editing</b> (SLO 1-6)
Oct. 25	H	<i>RA</i> : “Models of American Ethnic Relations: A Historical Perspective” (449-459), “Causes of Prejudice” (384-397) (SLO 4)
Oct. 30	T	<ul style="list-style-type: none"> <li>• <b>Group Presentation: The Myth of Individual Opportunity</b></li> </ul> <i>RA</i> : “Loot or Find: Fact or Frame?” (422-433), Chapter introduction: “Money and Success” (253-257), “From ‘Ragged Dick’” (258-263) (SLO 4) <b>RR #7 Due</b> (150 words) (SLO 1)
Nov. 1	H	<ul style="list-style-type: none"> <li>• <b>Formal Paper Prompt #3 Distributed</b> (Completed Research Paper 2,300 words) (LO 1-6)</li> </ul> <i>RA</i> : “Horatio Alger” (272-277), “The Lesson” (264-271), “From ‘America’s New Working Class’” (361-365) (SLO 4) <b>Formal Paper #2 Due</b> (2,000 words) (SLO 1-6)
Nov. 6	T	<i>RA</i> : “Stephen Cruz” (366-371), “Class in America – 2006” (304-319) (SLO 4)
Nov. 8	H	<b>In-Class Essay #2</b> (700 words) (SLO 1, 4, 5)
Nov. 13	T	<ul style="list-style-type: none"> <li>• <b>Group Presentation: The Myth of Education and Empowerment</b></li> </ul> <i>RA</i> : Chapter introduction: “Learning Power” (109-115), “From ‘Report of the Massachusetts Board of Education, 1848’” (116-126) (SLO 4) <b>RR #8 Due</b> (150 words) (SLO 1)
Nov. 15	H	<i>RA</i> : “Against School” (148-155), “From ‘Social Class and the Hidden Curriculum of Work’” (169-185) (SLO 4)
Nov. 20	T	<i>RA</i> : “Still Separate, Still Unequal” (219-236), “Idiot Nation”



		(128-145) (SLO 4) <b>RR #9 Due</b> (150 words) (SLO 1)
Nov. 22	H	<b>Thanksgiving Holiday</b>
Nov. 27	T	<b>Bring Completed First Draft of Formal Paper #3 for Peer Editing</b> (SLO 1-6)
Nov. 29	H	<i>RA</i> : “In the Basement of the Ivory Tower” (238-247), “Learning to Read” 210-218) (LO 4) <b>RR #10 Due</b> (150 words) (SLO 1)
Dec. 4	T	<b>In-Class Essay #3</b> (700 words) (SLO 1, 4, 5)
Dec. 6	H	Final Exam Preparation <b>Formal Paper #3 Due</b> (2300 words) (SLO 1-6)
Dec. 8	S	<b>Final Exam 10:00 AM</b> (SLO 1, 4, 5) Bring Yellow Book, Pens, and College-Level Dictionary