

San Jose State University—Department of English and Comparative Literature
English 1B – Fall 2013

GE Category: Written Communication C3

Instructor:	Dalia Sirkin	Email:	Dalia.Sirkin@sjsu.edu
Telephone:	408-924-5089	Office:	Faculty Offices Building 109
Section:	9	Course:	40368
Class Days/Time:	MW 9:00-10:15	Classroom:	BBC 125
Section:	21	Course:	42900
Class Days/Time:	MW 12:00-13:15	Classroom:	DMH 354
Section:	26	Course:	47145
Class Days/Time:	MW 1:30-2:45	Classroom:	DMH 208

Office hours: MW 10:30-11:30 and by appointment

You may access your green sheet through the Department Website <http://www.sjsu.edu/english>

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.

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

Course Goals: 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).

Learning Objectives (LO):

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

LO 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.

LO 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.

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

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

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

Course Content

Reading: The reading you will do in English 1B will include useful models of writing for academic, general, and specific audiences. Readings will be used consistently with the course goal of enhancing ability in written communication and reading. The majority of the readings you do in English 1B will be devoted to analytical, critical, and argumentative essays. However, other readings will include poetry, fiction, and drama. Your instructor will help you develop and refine strategies for reading challenging, college-level material. You must read the works IN ADVANCE for that day's lecture-discussion. Some of the reading may be challenging and may require more time than expected. Before discussing it in class, read each assigned reading twice. The first time through, read quickly, to get the general sense of what the piece is about and what the writer is doing. Then read it through a second time, this time working more closely and deliberately with the text, focusing on those sections that seem difficult or puzzling. *Read with a pen or pencil, marking the text in a way that will help when going back to it: underline or highlight, ask questions, make responses, make connections. Look up all words and terms you could not readily define.*

Writing: In English 1B, your assignments will emphasize the skills and activities in writing and thinking that produce both the persuasive argument and the critical essay. Each of these demands analysis, interpretation, and evaluation. These assignments will give you repeated practice in prewriting, organizing, writing, revising, and editing. Your writing assignments will total a *minimum* of 8000 words and this word requirement will be met by writing a sequence of six to eight essays. This 8000-word minimum does not include the final exam, quizzes, or any brief or informal assignments but can include any major revisions of essays or assignments. A major revision is defined as rethinking or reworking an assignment rather than just correcting grammatical or structural errors. How your 8000-word minimum will be met will be clearly indicated on your syllabus. Apply MLA Documentation Format for all out of class work.

The Research Paper and Information Literacy: English 1B includes an introduction to the library and to basic research strategies. A university librarian will instruct one session of class in one of the library's learning lab classrooms. Here, students will gain hands-on experience in using common library research tools, both electronic and print. Students will learn and practice quoting, paraphrasing and summarizing skills, applying MLA (Modern Language Association) Documentation Format, citing sources and creating a "Work Cited" page (*ER*, Ch 51).

Reference/Instruction Librarian: Paul Kauppila
Dr. Martin Luther King, Jr. Library
San Jose State University

408-808-2042
paul.kauppila@sjsu.edu

The University Essay Final Exam (20%): A common essay final, graded holistically, shall count as 20 percent of your course grade. A single university-wide final will be developed around two college-level reading passages each semester by the English Department Composition Committee. All faculty members teaching individual sections will grade the examination holistically under controlled conditions. Students must take the final exam in order to pass the course.

Assignments and Grading Policy--Grading: A-F.

The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU Catalog (“The Grading System”). Grades issued must represent a full range of student performance: A (Excellent); B (Above Average); C (Average); D (Below Average); F (Failure).

In class-essays (20%) should be written in as legible a manner as possible in blue or black ink. Write essay on the right side leaving the left side of the green book blank. Once I return the green book, number your errors on the right page—always beginning with #1 on each page—correct only the marked errors (you must consult *The Everyday Writer*) on the blank left side giving them the corresponding number.

- **Diagnostic essay (0%, 3-4 pages, 700-800 words, LO 1, due 8/26)** students will write an in-class diagnostic essay. This essay will enable the instructor to determine students’ skills.
- **Midterm In-class Essay (10%, 4-5 pages, 800-900 words, LO1, LO 4, LO 6, due 10/14).** The midterm involves 2 parts each worth 50%: In Part I you will write short written answers graded on form and content. In Part II you will write an essay responding to, and analyzing/arguing some aspects of the assigned reading.
- **Last In-class essay (10%, 4-5 pages, 900-1000 words, LO1, LO4, due 11/13)**

Out of class essays/revisions (30%) You must use MLA for all out of class assignments.

- **Revision of Diagnostic (5%, 1-2 pages, 300 words, LO 1, due 9/9)**
- **Revision of Midterm essay (10%, 6-7 pages, 1300-1500 words LO 1, LO 4 due 10/28):** A major revision is defined as a significant rethinking and reworking of an assignment, and not only correcting grammatical or structural mistakes noted on the original. It consists of reexamining and improving the work of the in-class essays, and it may include reevaluating the thesis, the supporting evidence, and the structure. It is graded on ideas, clarity, style, and correctness. It must be typed, double-spaced, in a font no greater than 12 point with margins no greater than 1 and ½ inches, stapled, and is due at the beginning of class. Write the word count on your essay.
- **Analysis and presentation of visual texts (10%, 1000 words--500 each--LO 2, LO 3)**

San Jose Museum of Art: *Annie Leibovitz: Pilgrimage* through 9/8, 13
(Hours: Tuesday–Sunday, 11:00-5:00) 110 South Market Street, San Jose (408) 271-6840
Step 1: For this assignment, you will attend the exhibition of Liebovitz’s 70 photographs.

Step 2: You will write an essay—2-3 pages, 500 words, due 9/18--on either Elvis Presley's television set, or on the sweet potato from Jefferson's garden (you may want to take a photo with your smart phone). You will be asking yourself the questions: Why did Leibovitz choose this photo? What is she portraying? What did the photo evoke for you?

Step 3: You will list 5 other photos that interest you and be ready to explain why in class.

Analysis and presentation of social or political cartoon:

Step 1: For this assignment, you will choose a social or political cartoon from a magazine (for example, *The New Yorker*), newspaper, or online source.

Step 2: You will make an overhead transparency (at Print Shop) to share with the class.

Step 3: You will write an essay—2-3 pages, 500 words, due 10/2--that analyzes the cartoon's visual and artistic quality. Consider answering the following questions: What specifically attracted you to this cartoon? What is its meaning? What does the author want the audience to think? Is it effective? Why?

- **Play Critical Review** (10%, 4-5 pages, 800 words, LO1, LO2, LO3, LO4, LO5 due 11/25).
Step 1: For this assignment, you will attend the University production of *Macbeth* by William Shakespeare (show times: November 15, 16, 20, 21, 22, 23 at 7pm University Theater).
Step 2: You will write your own critical review of the play and attach the ticket stub. What particular scenes were effective? Why? Which scenes, if any, were ineffective? How so? Observe the staging, costumes, actors' performance, delivery, voice projection and clarity. You may want to use as a model a newspaper (*Spartan Daily?*), magazine, or online review or critique of a live performance--concert, play, dance—that shows how language is used to give either a favorable or an unfavorable evaluation.
- **Research Argument essay** (15%, 8-10 pages, 2200-2300 words, LO 1, LO 2, LO 3, LO 4, LO 5, due 12/2): Your rough draft (due 11/18) should be approximately 1500 words, two thirds of the final essay. It must be typed, double-spaced, in a font no greater than 12 point with margins no greater than 1 and ½ inches. It must be stapled and is due at the beginning of class. Write the word count on your draft and on your final essay. Attach the thesis statement, the peer edit worksheet, and the rough draft to the back of your final paper. Essays that do not have all 3 attachments to the final draft receive an F.

Quizzes (10%): Quizzes should be written in ink and are always at the beginning of class. They usually will cover the material for that week. They involve writing brief essay responses from the assigned reading, knowing vocabulary, as well as whatever we have talked about in class and whatever I put on the board. If you are late to class, take a seat to your immediate left as you enter. If I am still handing out the quiz when you enter, you may take the quiz. If I have already handed the quiz out, you may NOT take the quiz and will receive an F.

Required Texts and materials

Kirszner & Mandell: *The Blair Reader (Exploring Contemporary Issues)* 7th Edition, Upper Saddle River, NJ: Pearson/Prentice-Hall, 2011

The Everyday Writer 5th Edition, Bedford/St. Martin's bedfordstmartins.com

Macbeth by William Shakespeare (Dover Thrift Editions): Amazon price \$1.80

American Heritage dictionary

3 large size green books (one for each in class essay)

2 yellow books for the final exam (Saturday, 12/7 10am-12pm)

Course/Classroom Protocol

- Before you enter our classroom, please turn off your mobile phone, your iPod, and anything that may distract you from the day's work. Texting is not permitted at any time. Be on time, or a few minutes early.
- You are expected to attend all your class meetings, not only because you are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class.
- Should you miss class, you are responsible for contacting a student in the class to learn about assignments, lecture notes/classroom activity.
- Revisions, out of class essay's thesis, draft, and final draft are due at the beginning of class. I shall not accept written assignments via email.
- Late work policy: In fairness to all students, any assigned work that is turned in late (without reasonable excuse) receives an "F."
- Extra credit is not available.
- "Grade Checks": Please bring your forms to the instructor during office hours only.
- Always bring the required reading to class.

Information available online

You are responsible for reading the following information online at

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

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and DRC policies)
- Recording policies
- Adding and dropping classes
- Estimation of Per-Unit Student Workload

Credit hours: Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours per the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or 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.

UNIVERSITY POLICIES

Academic integrity

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Accessible Education Center or AEC to establish a record of their disability, phone: (408) 924-6000.

Final grades will be determined as follows:

IN CLASS WORK:	
Diagnostic essay, 700-800 words	0%
Midterm essay and short answers, 800-900 words	10%
Last essay, exam preparation, 900-1000 words	10%
Quizzes	10%
OUT OF CLASS WORK	
Revision of diagnostic, 300	5%
Exhibition analysis, 500 words	5%
Cartoon analysis and presentation, 500 words	5%
Revisions of midterm essay, 1300-1500 words	10%
Play critical review, 800 words	10%
Research Paper 2200-2300 words	15%
Department final exam Saturday, 12/7 at 10:00-12:00	20%
Total	100%

Calendar of class work and assignments

Changes may be made to this schedule as necessary and will be announced in class. Some additional reading in the form of handouts will be required. All reading assignments are from your anthology, *The Blair Reader*. The rest is from *The Everyday Writer (ER)*.

Week	Date	Topics, Readings, Assignments, Deadlines
1	W 8/21	Course introduction <i>Free write</i>
2 Family & Memory	M 8/26	Diagnostic essay—Bring large green book Purchase textbooks and supplies
	W 8/28	Shteyngart, “Sixty-Nine Cents” 47-9 Hayden, “Those Winter Sundays” 17 <i>ER</i> Ch 3b Join class discussion
3 Education	M 9/2	Labor Day – Campus closed
	W 9/4	Quiz #1 Barry, “The Sanctuary of School” 61-3, Jones, “The First Day” 107-10. Critical Reading and Critical Thinking <i>ER</i> Ch 12
4 Politics of Language	M 9/9	Diagnostic revision due (<i>ER</i> Ch 1 grammar, revision symbols on page 701) Orwell, “Politics and the English Language” 172-83
	W 9/11	Crystal, “2b or not 2b” 188-95 Analyzing Arguments <i>ER</i> Ch 13
5	M 9/16	Menand, “Thumbspeak: Is Texting Here to Stay?” 196-200
	W 9/18	Exhibition essay due

Media and Society		Mathias, "The Facebook Generation" 239-41 Staples, "What Adolescents Miss when We Let Them Grow Up in Cyberspace" 241-3
6 Gender & Identity	M 9/23	Quiz #2 Graff, "The M/F Boxes" 269-74
	W 9/25	Cartoon presentation — <i>ER</i> Ch 3c Prepare for presentation Piercy, "Barbie Doll" 259, Olds, "Rite of Passage" 260
7	M 9/30	Cartoon presentation Tannen, "Marked Women" 294-8
	W 10/2	Cartoon essay due Cohen "Without Apology: Girls, Women, and the Desire to Fight" 286-93 <i>ER</i> Ch 15 Preparing for a Research Project
8 Why We Work	M 10/7	<i>ER</i> , Ch 16 Doing Research Ehrenreich, "Selling in Minnesota" 428—31 Reich, "Don't Blame Wal-Mart" 432-4
	W 10/9	<i>ER</i> Evaluating Sources and Taking Notes, Updike, "A & P" 438-43
9 Saving the Planet	M 10/14	Midterm (Reading responses, 2 passages, analysis/argument) <i>ER</i> , Ch 18 Integrating Sources and Avoiding Plagiarism Gates, "Delusion of Grandeur" 435-37
	W 10/16	Tierney, "Fateful Voice of a Generation Still Drowns Out Real Science, 480-3, Weisman, "Built to Last" 490-4
10	M 10/21	Millhauser, "The Invasion from Outer Space" 495-8 Class discussion
	W 10/23	McKibben, "The Challenge to Environmentalism" 500-3, Pollan, "Why Bother" 508-14
11 Religion in America	M 10/28	Revision midterm essay due , <i>ER</i> Ch 49-52 MLA documentation Carver, "Cathedral" 556-67
	W 10/30	Jones, "Among the Believers" 530-2
12	M 11/4	Thesis statement due (Pair Activity) Mead, "New Superstitions for Old" 523-6 Dalai Lama XIV, "Our Faith in Science" 527-9
	W 11/6	Quiz #3 <i>Macbeth</i> Act I
13	M 11/11	Veterans Day – Campus Closed <i>Macbeth</i> , Act II
	W 11/13	Last essay, exam preparation (2 passages, analysis/argument) Bring large green book <i>Macbeth</i> , Act III
14	M 11/18	Rough draft due--bring 2 copies (Peer Edit) <i>Macbeth</i> , Act IV
	W 11/20	Quiz #4 <i>Macbeth</i> , Act V

15 Making Choices	M 11/25	Macbeth essay due Milgram, "The Perils of Obedience" 639-52
	W 11/27	tba
16	M 12/2	Research paper due, ER , Ch 19 Writing a Research Project Frost, "The Road Not Taken" 559 Pastan, "Ethics" 600
	W 12/4	Wallace, "Commencement Speech" 652-8 Preparation for final exam (sample passages from past finals) Study sheet and review of strategies
FINAL EXAM (location tbd)	Sat, 12/7 10:00 am	Bring 2 yellow examination booklets, dictionary, pens, and highlighter
17	M 12/9	Quiz #5 Last day of instruction and Course wrap-up

Campus Resources for Academic Assistance:

SJSU Writing Center: The SJSU Writing Center is located in Clark Hall, Suite 126 and is open Monday through Thursday, 9:30-5:30 and Friday, 9:30-2:00. Make sure to bring hard copies of your essay, prompts, etc when you go for your tutoring sessions. All Assistant Writing Specialists and Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website: <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter (<https://twitter.com/thewcatsjsu>) and become a fan of the SJSU Writing Center on Facebook (<http://www.facebook.com/sjsuwritingcenter>).

Student Technology Resources: Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd 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.

Peer Connections: The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the WST, improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. We are located in SSC 600 (10th St. Garage), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing

Building B. See the Peer Connections website for more information (peerconnections.sjsu.edu) and be sure to come see us!