

**San José State University**  
**Department of English and Comparative Literature**  
**English 1B, Composition 2 (GE C3), Section 2, 8, & 20 Fall 2013**

<b>Instructor:</b>	(Inga Silva)
<b>Office Location:</b>	(FOB 224)
<b>Telephone:</b>	(408) (924- 4512)
<b>Email:</b>	(Inga.Silva@sjsu.edu)
<b>Office Hours:</b>	(10:30 to 11:45 & by appointment)
<b>Class Days/Time:</b>	(M/W 7:30-8:45, 9:00-10:15, & 12:00-1:15)
<b>Classroom:</b>	(SH 414)
<b>Prerequisites:</b>	Passage of Written Communication 1A (C or better) or approved equivalent.
<b>GE Category:</b>	Written Communication C3

**Faculty Web Page and MYSJSU Messaging**

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at <http://www.sjsu.edu/people/inga.silva>

**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.

**A-F grading**

**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 (scroll to bottom for English 1B)

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

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

### **Required Texts/Readings**

#### **Textbooks**

Kirszner, Laurie G. & Stephen R. Mandell. *The Blair Reader: Exploring Issues and Ideas*, 8<sup>th</sup> ed. Boston: Pearson, 2011. Print

Lunsford, Andrea A. *The Everyday Writer*. 5<sup>th</sup> ed. Boston: St. Martin's P, 2013.

College Dictionary: *American Heritage* or Merriam Webster

**Other equipment / material requirements**

Access to computer & printer (all writing must be typed) & jump drive or saving device to backup work. (Always save your work)

**Library Liaison for English courses**

Toby Matoush, Dr. Martin Luther King Jr. Library

Voice: 408-808-2096

Email: [Toby.Matoush@sjsu.edu](mailto:Toby.Matoush@sjsu.edu)

Website: <http://libguides.sjsu.edu/profile.php?uid=14949>

**Grading A-F**

Grading Criteria can be found on my web page for both in-class and out-of-class essays.

<http://www.sjsu.edu/people/inga.silva/courses/English1B>

<http://www.sjsu.edu/people/inga.silva/>

**Grade Breakdown**

Grade	Points	5 %	10%	20%	Final Grade Breakdown
A	100	50	100	200	946-1000
A-	95	47.5	95	190	901-945
B+	90	45	90	180	860-900
B	85	42.5	85	170	850-859
B-	80	40	80	160	800-849
C+	75	37.5	75	150	750-799
C	70	35	70	140	700-749
C-	65	32.5	65	130	650-699
D+	60	30	6.	120	600-649
D	55	27.5	55	110	550-599
F	35	15	30	60	350-549 or didn't complete all essays

### Grade Breakdown for Assignments

Essay	% of grade	Word Count	Maximum Points
Essay #1 Diagnostic	0% but required		0 points just required
Essay #2 Out of Class	5%	1300	50
Essay #3 In-Class	5%	700	50
Essay #4 In-Class	10%	1500	50
Essay #5 Out of Class	10%	700	200
Essay #6 Out of Class	10%	2000	100
Essay #7 In-Class	10%	700	100
Essay #8 Out of Class	10%	600	50
Final Exam	20%	NA	200
Research Reports (8)	7%	350-500 each	10 points each
Quizzes (8)	7%		10 points each
Peer Editing (3)	3%		10 points each only if you bring a printed draft
Presentation	3%		30 points
Total Points	100%	8000 words	1000 points

Final grade break down individual essays

**Rough Draft: All essays must be handed with the rough draft. Final draft goes on top, peer editing, and rough draft. You will not get credit without your rough draft.**

**Peer Editing:** It is required for all out-of-class essays. Bring a **complete** copy of your essay draft. It must be a hard copy. It is mandatory. It is worth 10 points. 25 points will be deducted if you do not bring a hard copy. You do not get credit for editing if you have no draft yourself

**We will be using turnitin.com. Turnitin.com password:** Hello (capital H)

All essays will be submitted to turnitin.com and you will also hand in a hard copy to me.

6776578 English 1B, Sections 2  
 6776587 English 1B, Sections 8  
 6776591 English 1B, Sections 20

**Classroom Protocol:** I expect you to come to class prepared: read the assignments before the date they are due; ask questions during class; and hand in work on time. Please raise your hand if you have a question. As a courtesy to me and the rest of the class, turn your cell phones and musical entertainment off. No text messaging during class. It is expected that you arrive on time,

and if an emergency occurs that makes you late, enter the class quietly so as not to disturb the class. We all have different backgrounds and will respect each other in this class.

**Quizzes:** Some quizzes may change and not be announced or given on an exact date depending on the needs of the class. They cannot be made up. They are usually given the first 10 minutes of class. If you're late, you miss the quiz.

**Research Reports:** These will be explained in class.

**Rewrites:** With the exception of the research essay, you are allowed to rewrite 1 essay during the semester for a higher grade, but it must be submitted on the last day of class. See me during office hours if you want help with a re-write.

**Late Work & Requirements:** You must complete all work required. **You cannot pass this class without completion of every essay assigned and you will get an F for the grade regardless of other grades during the semester.** A late essay will be accepted; however, you will only get partial credit for it. The only exception is with a doctor's note or a note from a coach.

**Help:** If you need help, I am available during office hours and by appointment. I am only in my office on Monday and Wednesday.

**Favorite Quotation**

*If one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, he will meet success in common hours.*

--Henry David Thoreau

**English 1B, Spring 2013, Course Schedule**

Table 1 Course Schedule

Week	Date	<b>Readings &amp; Assignments</b> <b>Note: BR=Blair Reader &amp; EW=Everyday Writer</b> <i>*The pages for EW may change for an electronic version, if so use the title for the section to find the area you need to read.</i>
1	August 21 <sup>st</sup> Wednesday	Introduction to English 1B & <b>Diagnostic Exam: Essay #1 (SLO1)</b>
2	August 26 <sup>th</sup> Monday	Introduction to each other. Read: BR "Introduction to Becoming a Critical Reader," pp. 1-11 (SLO2) & "Integrating Sources and Avoiding Plagiarism," pp. 224-8 Read, print-out, and bring to class the short story "Clean, Well-Lighted Place," by Ernest Hemingway (SLO 2) <a href="http://www.mrbauld.com/hemclean.html">http://www.mrbauld.com/hemclean.html</a>

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2	August 28 <sup>th</sup> Wednesday	<p>Read: <i>EW</i>: “Critical Reading,” pp. 129-139 (SL01)</p> <p>&amp; <i>EW</i>: “Analyzing Arguments,” pp. 143-161</p> <p>Introduction to Research Reports (SLO 2 &amp; 4)</p> <p>Read, print out , and bring copy a copy of the following to class:</p> <p>“Bradley Manning: Not the Enemy,” by James Ball (July 21, 201)</p> <p><a href="http://www.theguardian.com/commentisfree/2013/jul/30/bradley-manning-trial-enemy-not-guilty">http://www.theguardian.com/commentisfree/2013/jul/30/bradley-manning-trial-enemy-not-guilty</a></p> <p>Find an article on Julian Assange (No Wikipedia articles)</p> <p>Also get a copy of the First Amendment</p> <p>Essay#2 Assigned</p>
3	September 2 <sup>nd</sup> Monday	Labor Day: No Class
3	September 4 <sup>th</sup> Wednesday	<p>Read: <i>EW</i> “Constructing Arguments,” pp. 161-78 (SLO 5)</p> <p>Please read &amp; bring to class 3 articles about Manning that will support your potential viewpoint regarding Manning &amp; Free Speech.</p> <p><i>EW</i> “The Basics of MLA Style,” pp. 457-62 (SLO 2)</p> <p><b>Research Report #1</b> Due (SLO 4)</p> <p>Quiz#1 on Manning &amp; Assange</p>
4	September 9 <sup>th</sup> Monday	<p>Peer Editing Essay#2 (SLO 1)</p> <p>Read: <i>EW</i> “The Top Twenty: A Quick Guide to Troubleshooting Your Writing,” pp. 3-12 (SLO 1); “MLA Style for In-Text Citations,” pp. 463-9; and “Thesis statement” pp. 67-9</p> <p>Documenting Evidence</p> <p>Read: <i>BR</i> “Family &amp; Memory,” pp. 12-4</p>
4	September 11 <sup>th</sup> Wednesday	<p>Writing Contest</p> <p><i>EW</i> “Developing Paragraphs,” pp. 78-93 (SLO 1)</p> <p>Read: <i>BR</i> “Why Chinese Mothers Are Superior,” by Amy Chua, pp.52-7</p> <p><b>Essay #2 Due</b> (SLO 2, 4, 5, &amp; 6)</p>
5	September 16 <sup>th</sup> Monday	<p>Read: <i>BR</i>: “Amy Chua Is a Wimp,” by David Brooks, pp. 57-9 &amp; “Why I Love My Strict Chinese Mother,” by Sophia Chua-Rubinfeld, pp. 60-2 (SLO 4)</p> <p><i>EW</i> “At a Glance,” p. 162 (SLO 4) &amp; Quiz</p> <p>Quiz</p>

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5	September 18 <sup>th</sup> Wednesday	Read: BR "Gender and Identity," pp. 244-5 (SLO 4) "What is the Triple Bind," by Stephen Hinshaw, pp. 274 "The War Against Boys," by Christina Hoff Sommers, pp. EW "Language that Builds Common Ground," pp. 250-6 (SLO 4) <b>Research Report #2 Due (SLO 4) &amp; Quiz</b>
6	September 23 <sup>rd</sup> Monday	Read: BR "Men Are from Earth, and So Are Women: It's Faulty Research that Sets Them Apart," by Rosalind C Barnet and Caryl Rivers, pp. (SLO 4) EW "Academic Work in Any Discipline," pp. 623-30 (SLO 5) Prep for in-class essay. Reminder: Large Blue Book and Dictionary for next class. <b>Research Report #3 Due (SLO 4)</b> Quiz
6	September 25 <sup>th</sup> Wednesday	In-Class Essay (#3)
7	September 30 <sup>th</sup> Monday	Read: BR "Why I Want a Wife," by Judy Brady, pp. 263-4 "Company Man," by Ellen Goodman (SLO 4) <a href="http://m.se.hccs.edu/Users/gloria.english/MyDocuments/The_Company_Man_Essay.pdf">http://m.se.hccs.edu/Users/gloria.english/MyDocuments/The_Company_Man_Essay.pdf</a> Research Essay (#5) Assigned (SLO 1-5) Peruse: EW "Preparing for a Research Project," pp. 187-92 & Skim "Doing Research," 193-205 (SLO 2) Read: BR: "Issues in Education," pp.66-8 (SLO 4) "The Sanctuary of School," by Lynda Barry, pp. 69-71 <b>Research Report #4 Due &amp; Quiz</b>
7	October 2 <sup>nd</sup> Wednesday	Library Class (SLO 2)
8	October 7 <sup>th</sup> Monday	Read: BR "School is Bad for Children," by John Holt, pp. 72-77 (SLO 4) "The Good Immigrant Student," by Bich Minh Nguyen, pp. 87-94 Peruse: "Evaluating Sources and Taking Notes," pp.206-224 (SLO 2) <b>Research Report #5 Due</b>

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8	October 9 <sup>th</sup> Wednesday	Read: <i>BR</i> "How to Get a Real Education," by Scott Adams, pp. 98-102 and "Online Higher Education's Individualist Fallacy," by Johan N. Neem, pp. 102-5 (SLO 4)  Quiz on research & readings  <b>Research Report 3 Due</b>
9	October 14 <sup>th</sup> Monday	<b>In-Class Essay (#4)</b> (SLO 5)
9	October 16 <sup>th</sup> Wednesday	Read: <i>BR</i> "The Politics of Language," pp. 12 (SLO 4)  "I h8 txt msgs: How Texting is Wrecking Our Language," by John Humphrys, pp. 174-77  "2b and not 2b?" by David Crystal, pp. 178-85  List of sources due & bring one to class to share with others.
10	October 21 <sup>st</sup> Monday	Read: <i>BR</i> "Thumbbspeak: Is Texting Here to Stay?" by Louis Menand pp. 185-9  "Media and Society," pp. 194-6 (SLO 4)  Handout: Types of Sentences & "Sentence Variety," pp. 311-2 (SLO 1)  Next class draft needed
10	October 23 <sup>rd</sup> Wednesday	<b>Peer Editing Essay #5</b> (SLO 2)  Read: <i>BR</i> "The Fakebook Generation," by Alice Mathias, pp. 229-31  "Why Twitter Will Endure," by David Carr, pp. 231-5 (SLO 4)
11	October 28 <sup>th</sup> Monday	<b>Essay #5 Due</b> (SLO 1-5)  Writing Contest  Read: <i>BR</i> : "Connectivity and Its Discontents," pp. 235-9; (SLO 4)  <i>EW</i> : "Coordination, Subordination, & Emphasis," pp. 287-94; "Consistency & Completeness," pp. 295-8; & Parallelism, pp. 299-302 (SLO1)  Discussion & Project
11	October 30 <sup>th</sup> Wednesday	Read: <i>BR</i> "Culture & Identity," pp. 298 (SLO 4)  "The Struggle to Be All American Girl," by Clara E. Elizabeth Wong, pp. 302-4  "What it Means to Be Latino," by Clara E. Rodriguez, pp. 304-7  <i>EW</i> "Shifts," pp. 303-7 (SLO 1)  <b>Research Report #6 Due &amp; Quiz</b>



Week	Date	<p align="center"><b>Readings &amp; Assignments</b></p> <p align="center"><b>Note: BR=Blair Reader &amp; EW=Everyday Writer</b></p> <p align="center"><i>*The pages for EW may change for an electronic version, if so use the title for the section to find the area you need to read.</i></p>
12	November 4 <sup>th</sup> Monday	Read <i>BR</i> : “Muslim in America,” pp. 313-6 “The Gayest One,” by Brett Krutzsch, pp.317-9 and read ½ of “Outlaw: My life in America as an Undocumented Immigrant,” by Jose Vargas pp. 377-86 (SLO 4)
12	November 6 <sup>th</sup> Wednesday	Read: <i>BR</i> “The America Dream,” pp. 366-7 (SLO 4) Read the rest of “Outlaw: My life in America as an Undocumented Immigrant,” by Jose Vargas pp. 377-86 “Jose Antonio Vargas Is an American Hero,” by Rory O’Connor, pp. 387-9 “Jose Antonio Vargas’s Lies Deserve No Sympathy,” by Esther Cepeda, pp. 389-91 <b>Research Report #7 Due</b>
13	November 11 <sup>th</sup> Monday	<b>Essay Assigned #6</b> (SLO 1-5) Read: <i>BR</i> “Interning or Indentured?” by Elizabeth Cronin, pp. 436-9 “Unpaid Interns, Complicit Colleges” by Ross Perlin, pp. 439-42 (SLO 4) <i>EW</i> “Quotation Marks,” pp. 422-8 (SLO 1)
T	November 13 <sup>th</sup> Wednesday	Read: <i>BR</i> “Unpaid Interns: Rewarded or Exploited?” pp.442-4- (SLO 4) <i>EW</i> “Apostrophes,” pp. 419-21 & “Other Punctuation,” 428-36 (SLO 1) Peer Editing & Assignment of Group Presentations
14	November 18 <sup>th</sup> Monday	Read: <i>BR</i> “Facing the Future,” pp. 506 <b>Essay #6 Due &amp; Essay #8 Assigned</b> <i>EW</i> Skim: “Capital Letters, Abbreviations and Numbers, Italics, & Hyphens,” pp. 437-52 (SLO 1)
14	November 20 <sup>th</sup> Wednesday	Read: <i>BR</i> “Shooting an Elephant,” by George Orwell, pp. 457-63 “Modifier Placement, Comma Splices and Fused Sentences, and Sentence Fragments,” pp. 380-94 (SLO 1) Prep for Group Presentations & Quiz
15	November 25 <sup>th</sup> Monday	Presentations SLO 4&5
15	November 27 <sup>th</sup> Wednesday	<b>In-Class Essay # 7</b> (SLO 1, 4, &5)
15	November 28 <sup>th</sup> Thursday	Thanksgiving Holiday

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16	December 2 <sup>nd</sup> , Monday	Prep for Final (SLO 1, 4, &5) Review for Quiz Read: BR “The Road Not Taken,” by Robert Frost, p.451 (SLO 1, 4, & 5)
16	December 4 <sup>th</sup> Wednesday	“Lines Written a Few Miles Above Tintern Abbey,” William Wordsworth (SLO 1, 4, & 5) <a href="http://www.rc.umd.edu/rchs/reader/tabbey.html">http://www.rc.umd.edu/rchs/reader/tabbey.html</a> Prep for Final Quiz Peer Editing
16	December 7 <sup>th</sup> Saturday	Final Exam 10a-1200pm: Location TBA Need Yellow Exam Book and Dictionary
17	December 9 <sup>th</sup> Monday	“Lines Written a Few Miles Above Tintern Abbey,” William Wordsworth <a href="http://www.rc.umd.edu/rchs/reader/tabbey.html">http://www.rc.umd.edu/rchs/reader/tabbey.html</a> Last Class & Day of Office Hours <b>Essay # 8 Due</b> —Out of class (SLO 4) Final Quiz Returned