

San José State University
Department of English and Comparative Literature
English 1B, Composition 2 (GE C3), Section X, Spring 2013

Instructor:	John H. Murphy
Office Location:	FO-215
Telephone:	(408) (924- 5064)
Email:	John.Murphy@sjsu.edu
Office Hours:	M 12:15-1:15 and 3-5 pm; W 12:15-1:15; and by appt.
Class Days/Time:	MW 7:30 (01); 9:00 (12); 10:30 (21); 1:30 (41)
Classroom:	(7:30) CL 316; (9:00 and 10:30) BBC 124; (1:30) CL 308
Prerequisites:	Passage of Written Communication 1A (C or better) or approved equivalent.
GE Category:	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/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

Required Texts/Readings

Textbook

Kirszner & Mandell: *The Blair Reader* (7th ed.). Pearson/Prentice-Hall 2011

Hacker, Summers: *The Bedford Handbook* (8th ed.). Bedford/St. Martin's 2010.

Other Readings

English 1B Course Materials Packet. Purchase at Maple Press, 481 E. San Carlos St.

Other equipment / material requirements

Reliable paperback college dictionary, small stapler, lined loose leaf paper, manila folder or large envelope, black ballpoint pens, colored pens, ring binder, hole punch

Classroom Protocol

Attendance policy: This is not an on-line or correspondence course. Since much work (including group activities) needs to be covered during each class session, you are expected to be present for class and ON TIME for class. Since you cannot participate if you are not present, you actually hurt your grade by being absent for more than THREE class sessions. The participation segment (20 points) of your point-total grade reflects your involvement in class discussions and activities. Therefore, you will lose one point from that portion of your grade for each class over three that you miss. Students will be required to initial a roster as proof of attendance during each class session (and, legally, must initial ONLY for themselves). Late students disturb classes, interrupt instruction, and cause inconvenience and disruption to group activities. If you are late, be sure to sign the attendance roster, pick up the day's instructional materials and copy any notes already written on the board.

Excused vs. Unexcused Absences: Illnesses, injuries, accidents, family emergencies, inclement weather and traffic problems may cause unavoidable absences. Oversleeping, recovery from hangovers, taking mid-semester vacation trips and extending school holidays are examples of unexcused absences. In an emergency (for emergencies only), students may attend an alternate section of the same class on the same day. In any event, absent students should see me before class immediately upon return to provide details of their absence (and receive a possible "excused" grade for the missed day's quizzes or activities), and to pick up any materials that were distributed. Another student might be able to take notes or obtain class materials for you if you anticipate an absence on a specific day.

Personal illness: Do NOT come to class sick! You will only be spreading your illness to classmates and others in the University community. Stay home and get well! Early in the semester, I will pair students up to be "study buddies." You will be able to rely on your "study buddy" for class notes, and even any supplemental materials distributed that day. Tests

and in-class essays can be made up on your return during arranged office hours.

Make-up work following an absence: You will have ample time (one week) to turn in back assignments after an excused absence. After that deadline, a zero will be recorded for the missing work. **NOTE:** Under campus and department policies, incompletes for a course are issued only for extreme emergencies.

Late paper policy: In fairness to all students, any paper, or any other assigned work, that is turned in late (without reasonable excuse) will be assigned a maximum grade of 50% (F). **EMAILED PAPERS ARE NEVER ACCEPTABLE.** The physical paper must be turned in on time. After one week (or for any assignment not done at all), a zero will be recorded for the assignment and calculated into the final grade.

Use of Outside Assistance: Campus or outside tutors may help with prewriting or may assist with basic skills instruction, but they should **NOT** be altering structure, inserting their own ideas, or be functioning as proofreaders who correct all grammatical errors for you. (On a related topic, computer spell-checks and “grammar wizards” are crutches, and they are not without flaws. Learn spelling and grammar rules!)

Plagiarism:

- ***Mandated Academic Integrity Statement (from the Office of Student Conduct and Ethical Development): “Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University’s Academic Integrity Policy, requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Student Conduct and Ethical Development (formerly Judicial Affairs). The policy on academic integrity can be found at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. The website for Student Conduct and Ethical Development is at http://www.sa.sjsu.edu/judicial_affairs/index.html. SJSU rules against plagiarism are set forth in the SJSU Catalog, which defines plagiarism as the act of representing the work of another as one’s own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes,***

but is not limited to, (1) the act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work. It is the role and obligation of each student to know the rules that preserve academic integrity and abide by them at all times. This includes learning and following the particular rules associated with specific classes, exams, and/or course assignments. Ignorance of these rules is not a defense to the charge of violating the Academic Integrity Policy." ADDENDUM 9/10: Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or 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 that you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors."

In plainer English, this class operates on a Plagiarism Zero Tolerance Policy: Copying all, or part, of another's material and presenting it as one's own is a grave matter. Plagiarism is defined as the unacknowledged use of another's words or ideas. Plagiarism may involve: buying, stealing or "borrowing" a paper, hiring someone to write a paper, simply embellishing on another's original ideas without providing a citation, copying from an outside source exactly or paraphrasing too closely without citation. It is easy for the instructor to detect bought, borrowed, downloaded, or mass-produced papers. Discrepancies in style and mechanics are revealed in the comparisons between in-class and out-of-class efforts. At SJSU, instructors now must report instances of plagiarism to the administration. In my classes, EVIDENCE OF PLAGIARISM (OR CHEATING ON A TEST) WILL RESULT IN A GRADE OF ZERO FOR THE ASSIGNMENT (OR TEST) AND AN F FOR THE COURSE. OTHER DISCIPLINARY ACTION MAY BE TAKEN. (See also the SJSU publication, "Academic Dishonesty and Its Consequences.")

Paper Format: For outside-of-class word-processed or typed assignments, use standard 8½" x 11" white, unlined paper. Use an attractive, modern, clean-looking 10- or 12-point font (e.g., Arial, Helvetica, Tahoma, Trebuchet, Verdana), but avoid script. Double space, unless you are directed otherwise. Leave adequate margins for comments (standard is 1" top, bottom and sides). However, do not fully justify margins. (Use left justification only.) Use only one side of a sheet for both typed and

handwritten work. Fasten papers in the upper left corner with staples only (no paper clips, torn and folded edges, glue, straight pins, gum, etc.). Avoid plastic covers or binders since they are slippery and can fall out of a pile. For in-class papers, use lined loose-leaf paper (not torn out of a notebook with ragged edges). Use only black ink for all in-class writing (NOT pencil). Papers written in fluorescent green, hot pink, purple or orange may look “cool,” but they are difficult to read and look cheap and unprofessional. Blue can also be hard to read and does not copy well.

Preparing a Paper for Peer Review: Follow the regular routine for preparing a final draft. However, instead of using your name for identification on the cover sheet, write your code number (assigned in class) on your peer review form. **IMPORTANT:** Papers prepared for peer editing **MUST** be complete. If they are not, or if you are not prepared with a paper at all (or have an unexcused absence) on peer-editing day, you will lose 10 Activity Points. Also, papers exhibiting insufficient effort will be subject to checking and point deductions.

Saving your work: Be sure to save all of your work on a disk and **ALWAYS CREATE A BACK-UP DISK!** Keep all your work, if possible, on two disks. Don't rely on just saving work onto a hard drive, which could fail. Another solution is to make photocopies.

Revisions: Paper revision is an integral part of the writing process. Therefore, peer-reviewing and re-drafting of papers are built into the structure of the course.

Preparing the Final Draft: After making the appropriate revisions and corrections, staple an instructor evaluation form or a cover sheet (details below) to the final draft. Attach the peer review form (if a peer review session was conducted for the assignment) to the back of your final draft.

Cover Sheets: All assignments may require a peer review form or a formal cover sheet to attach to the **FRONT** of your work. The formal cover sheet must include: the title of the paper (centered, in the middle of the page, with no special punctuation), then your name, the time of your class (e.g., 9:00), the name of the assignment (e.g., Cause and Effect), and the date, also centered, about 4/5 of the way down the page, without boldface, clip art or other embellishments. An instructor rubric/checklist, containing spaces for ratings and comments, may substitute for the cover sheet.

Always staple these forms to the front of your papers before class. Don't take up valuable class time to assemble your papers or borrow another student's stapler. Be prepared in advance.

"Recycled" papers: All work submitted in this class must be original. You may not "doctor" an old English paper to try to make it fit into a current assignment. Also, you may not submit a paper used for another course. Sometimes, students try to satisfy requirements for two different courses by composing one paper. When students attempt this feat, they wind up with a watered-down compromise that satisfies the requirements of neither assignment. Repeating students must submit new work on different topics from the original efforts.

Portfolio: Please SAVE all your graded papers, projects, tests, quizzes and homework assignments in a portfolio. (A folder or a large envelope will do.) Back assignments help you to trace your development and evolution as a writer and are useful during instructor conferences.

Classroom "Code of Conduct":

CLASS DISCUSSIONS: Sometimes, in an enthusiastic moment, a student may interrupt a fellow classmate or the instructor. Please be considerate to help maintain a courteous, friendly atmosphere in the classroom. Be respectful of others' opinions and efforts in class discussions and assignments.

PEER EDITING: Try to offer constructive criticisms when editing papers for peer review. Don't just mark something as wrong or deficient without offering suggestions. (Comments such as "You need to go back to remedial" or "WTF?" are never helpful.)

LATE ARRIVALS, EARLY EXITS: If you are late to class or need to leave early, please enter or exit quietly to avoid interrupting the instruction. If a group activity is in progress, approach the instructor after you find a seat to be placed into a group or receive alternate directions.

PERSONAL ELECTRONICS: Turn off pagers/cell phone beepers during class time. Unless you have an emergency, please arrange to take your calls at other times. USE OF LAPTOPS, RADIOS, CD PLAYERS, IPODS, HEADSETS OR ANY HANDHELD ELECTRONIC DEVICES (e.g. smart phones or I-pads) IN THE CLASSROOM IS PROHIBITED. NO TEXTING IS

PERMITTED AT ANY TIME. You are to be “tuned in” **ONLY** to what is going on in class.

RECORDING OF LECTURES: If you wish to record a lecture in any of your classes for later review, as a courtesy, please ask the instructor’s permission first. *Mandated Statement on Recording Policies: “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in class. Such permission allows the recordings to be used for your private study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”*

“GRADE CHECKS” (for athletics, Greek organizations, etc.): Please bring your forms to the instructor **DURING OFFICE HOURS ONLY**. I have no time to fill out these forms while preparing for class, during class or after class.

Statement on fair treatment: All students in my classes will always be treated fairly, equally, and with respect. I expect students to treat each other with the same courtesy and respect. No student or group of students will ever receive special treatment or special privileges over their classmates. Therefore, I **NEVER ASSIGN OR ALLOW “EXTRA CREDIT.”** Don’t ask.

Assignments and Grading Policy

COURSE CONTENT: *Mandated Statement—Estimation of Per-Unit Student Workload: “Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally three hours per unit per week with one 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.”*

WRITING – Essays: English 1B builds upon the writing skills learned in English 1A, moving beyond 1A’s instruction in grammar and form and the

personal/reflective essay. English 1B explores writing the persuasive argument and the critical essay, emphasizing analysis, interpretation, synthesis and evaluation. English 1B continues practice in prewriting, organizing, the “writing process” itself, revising and editing begun in English 1A, but with more emphasis on PRODUCT and less on PROCESS. Practice in each writing skill area is intended to help students prepare for the demands of college writing assignments and for practical use in the world of work.

Diagnostic Assessment: During the first week of the semester, students will write an in-class diagnostic essay. This initial writing sample enables the instructor to determine that each student’s prerequisite training/entry writing skill level is sufficient to ensure success in the class. If the results so warrant, the instructor will suggest periodic (even weekly) tutoring at one of the campus tutoring facilities or advise enrollment in a more suitable course. PLEASE NOTE: SJSU’s ENGLISH 1B IS NOT A REMEDIAL ENGLISH CLASS.

The University Essay: The culminating department writing exam for English 1B is held on a special exam day near the end of the course. *“A common essay final, graded holistically, shall count 20 percent toward the 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.”*

The Research Paper and Information Literacy: English 1B includes an introduction to the library (both traditional and virtual), and to basic research strategies (e.g., forming “search strategies,” locating sources and analyzing their quality and usefulness). 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. One of the most important components of English 1B is instruction on composing a college-level research paper. Students will learn and practice quoting, paraphrasing and summarizing skills, applying MLA Documentation Format to all research-based assignments. Students will learn how to properly cite sources and create a “Works Cited” (bibliography) page.

READING: Readings are extensive and varied and will form a basis for writing, research and class discussions. With minor exceptions, most readings for the course will be in the form of essays and other short nonfiction works. These readings will form the basis for a majority of papers, in-class discussions and group activities, and will provide useful models of writing for academic, general and specific audiences. It is imperative that students complete the readings prior to their due dates and bring the appropriate books to class. Reading selections have

been chosen deliberately for their thought-provoking content. Students will be asked to analyze interrelationships among several of the readings. Good citizenship and personal survival require the development of an informed, critical mind that can shield itself from government and media propaganda, bias and deliberately omitted or obscured information. Keeping current with national and world affairs from a variety of sources (beyond *People* and *Entertainment Weekly*) is essential. (*Content Objective: "Useful models of writing for academic and general audiences...enhancing ability in written communication and reading...analytical, critical, and argumentative essays."*)

Mandated Diversity Statement: *"Assignments (both reading and writing) shall address issues of race, class, and gender when appropriate, and the perspectives of women and diverse cultural groups shall be incorporated into course instruction and materials in an inclusive and comprehensive manner whenever possible."*

REQUIRED WORK FOR THE COURSE/EVALUATION:** Aside from the obligation to keep current with assigned readings, each student is responsible for completing the following assignments:

ASSIGNMENTS (See Class Calendar, Handout 2, for all assignment due dates.) **WEIGHT** given in %.

COURSE CONTENT: *"Six to eight essays...totaling a minimum of 8000 words...excludes the final examination."*

Mandated word count estimates and associated G.E. Learning Objectives [LO] and Content Objectives [CO] are included.

- **Diagnostic Writing Sample (verifies prerequisite skills)**

(3-4 pages, handwritten, 600-800 words, LO1- diagnostic, CO-organizing, writing, revising, editing/in-class) 0%

- **Introductory Argument Paper**

(4-6 pages, typed, 1000-1500 words, LO1, LO4, CO-prewriting, organizing, writing, revising, editing/argument) 5%

- **Midterm In-class Essay (reading response, analysis/argument)**

(4-5 pages, handwritten, 800-1000 words, LO1, LO4, CO-organizing, writing, revising, editing/in-class/argument) 5%

- **Cause and Effect Analysis**

(5-7 pages, typed, 1250-1750 words, LO1, LO2, LO5, CO-critical essay...analysis, interpretation, evaluation) 10%

- **Critical Review/Comparison (critical thinking/analysis/argument)**

(6-7 pages, typed, 1500-1750 words, LO1, LO2, LO3, LO4, LO5, CO-critical essay...analysis, interpretation, evaluation/argument) 10%

- **Research Paper – Argument**

(8-10 pages, typed, 2000-2500 words, LO1, LO2, LO3, LO4, LO5, CO-persuasive argument, library/research strategies, et al.) 15%

- **Final In-class Essay (reading response, analysis/argument)**

(4-5 pages, handwritten, 800-1000 words, LO1, LO4, CO-organizing, writing, revising, editing/in-class) 10%

- **Comprehensive Concepts and Skills Test**

(CO-“skills and activities in writing and thinking,” “introduction to the library...research strategies”) 10%

- **Group Argument Unit Writing Project/Presentation (using propaganda devices)**

(4-7 pages, typed, 1000-1750 words, LO1, LO2, LO4, LO5, CO-organizing, writing, revising, editing/persuasive argument) 5%

- **Department Final Essay (This exam must be taken in order to pass the course.)**

(4-5 pages, handwritten, 800-1000 words, not counted in administration’s word count requirement; LO1, LO4) 20%

- **Classroom and Group Activities (include other writing assignments, library orientation and online assignment, group activities, research-related projects, participation, and quizzes – both announced and unannounced). Each assignment will be assigned points, and the cumulative point totals will be tallied into a percentage grade. See class handouts for specific activity details.**

(LOs 1-6, CO-“skills and activities in writing and thinking,” “introduction to the library...research strategies”) 10%

TOTALS: Required Word Count range: 8450-12500 words.

(NOTE: The Class Calendar—Handout 2—and lesson handouts contain specific details on all assignments.)**

GRADING: A-F.

MANDATED STATEMENT: 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). Be aware that grades below “C” are often not acceptable for courses in majors and minors, may not count toward graduation requirements and are almost never transferable. See your advisor for specific policies and recommendations.

Grade Equivalency Scale: A+ (97-100); A (93-96); A- (90-92); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76); C- (70-72); D+ (67-69); D (63-66); D- (60-62); F (0-59).

SJSU Writing Center



The SJSU Writing Center is located in Clark Hall, Suite 126. All 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): <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

SJSU 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 Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in

the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

English 1B, Spring 2013, Course Schedule

This schedule is subject to change/revision, based on the needs of the class or for unforeseen circumstances with fair notice, made available through a class announcement and revised version of the remaining class calendar.

Table: Course Schedule

Week	Date	Class Topics, Activities	Assignments Due Today
1	W Jan. 23	Enrollment/Verification of Prerequisites Distribution of course "Greensheet" and Calendar Student Information Form (Handout 1A) COURSE INTRODUCTION: Class Policies and Requirements (Handout 1), Calendar (Handout 2)	-----
2	M Jan. 28	Enrollment/Verification of Prerequisites (late adds) IN-CLASS DIAGNOSTIC ESSAY (Course Paper #1) <i>LO1; CO-practice, prewriting, organizing/Diagnostic</i>	Purchase all books and supplies. Bring lined paper, pens, stapler and dictionary to class.
	W Jan. 30	DISCUSSION: Diagnostic Essay topic. DISCUSSION: "What is Critical Thinking and Reading?" (Handbook and Handouts 13, 13A) GROUP ACTIVITY: Reading Response Activity #1 (20 Activity Points) <i>LO1-audience/LO3/CO-analytical, critical, argumentative readings/models</i>	Read R 1-11 "Becoming a Critical Reader," Handouts 13,13A THEME FOR RR #1 READINGS: "The World of Work" Read R 394-402 Curry: "Why We Work," 415-20 Hochschild: "The Second Shift," 421-28 Schlosser: "Behind the Counter," 428-31 Ehrenreich: "Selling in Minnesota" (excerpt from <i>Nickel and Dimed</i>), 432-34 Reich: "Don't Blame Wal-Mart"

Week	Date	Class Topics, Activities	Assignments Due Today
3	M Feb. 4	<p>REVIEW OF FUNDAMENTALS (from terms on 1A Review Handout 3)/1B Terms (Handout 18)/Worksheets/Avoiding Common Writing Errors, Effective Introductions and Conclusions (<i>Handbook</i> and 1A Review Handouts 3F, 3G)/Editing Symbols (1A Review Handout 1B)/LESSON: VISUAL ANALYSIS: Visuals as “text” (Sample commentary cartoons, transparency models) CO-analysis</p>	<p>Study English 1A Review Terms (Handout 3). Read & Study H 86-103 (Academic Writing, Writing About Texts). Review H 243-55 (Agreement), 198-224 (Language and Word Choice), 226-42 (Sentence Fragments and Run-ons) Complete Grammar review Worksheets B1, B2. <i>(Drop Deadline Day)</i></p>
	W Feb. 6	<p>CAUSE AND EFFECT (Handout 12). Details of Cause and Effect Analysis Paper GROUP ACTIVITY: “The Apprentice” – Working with Cause and Effect (Handout 12C) (20 Activity Points) LO1/CO-analysis</p>	<p>Read Handouts 12, 12C.</p>
4	M Feb. 11	<p>GROUP ACTIVITY: “Disaster Survival” (Handout 12S) Full-class activity (basis for Cause and Effect paper) LO1, LO5/CO-analysis</p>	<p><i>Turn in finished copy of “Apprentice” Activity.</i> <i>Read Handout 13S.</i> (“Add” deadline and Late Registration Day)</p>
	W Feb. 13	<p>INTRODUCTION TO ARGUMENT: (from <i>Handbook</i>), Writing Effective Arguments (Handout 16). Writing Clear Thesis</p>	<p>Read & Study H 104-28 (Constructing and Evaluating Arguments), 741 (Letter Format). Read Handouts 16, 16B. PAIRED ACTIVITY ASSIGNMENT DUE: VISUAL</p>

Week	Date	Class Topics, Activities	Assignments Due Today
		<p>Statements (Controversial Issues, Handout 16B)</p> <p>Details of Argument Paper assignment (Handout 16A)</p> <p>PAIRED ACTIVITY – PRESENTATIONS: Commentary Cartoon Analysis (20 Activity Points) <i>LO1. LO5; CO-analysis</i></p>	<p>ANALYSIS - Select a <u>political or social commentary cartoon</u> of your choice from a magazine, newspaper or quality online source. Type up a short (one or two paragraph) <u>analysis</u> to turn in. Next, make an <u>overhead transparency</u> of your cartoon (at AS Print Shop) to share with the class. Pay attention to both literal and implied meanings!</p>
5	M Feb. 18	<p>WRITING IN THE DISCIPLINES AND WRITING ABOUT LITERATURE (for papers and essay questions) Handout 20</p> <p>GROUP ACTIVITY: Reading Response #2 (20 Activity Points)</p> <p><i>LO4; CO-analytical and critical readings/models</i></p>	<p>CAUSE AND EFFECT ANALYSIS ESSAY DUE (Course Paper #2) Attach a “formal” cover sheet. There will be no Peer Review Session for this paper. Read H 129-40; 589-620 (Writing About Literature/ Disciplines). Read Handout 20. THEME FOR RR #2 READINGS: Ethics/Making Choices Read R 599 Frost: “The Road Not Taken” (poem), 623-31 Hardin: “Lifeboat Ethics,” 639- 52 Milgram: “The Perils of Obedience,” 652-58 Wallace: “Commencement Speech”</p>
	W Feb. 20	<p>GROUP ACTIVITY: Peer Evaluation of Argument Papers/Working with an Evaluation Rubric (Peer Review Form)</p> <p><i>LO1, CO-prewriting, argument, critical analysis</i></p>	<p>ARGUMENT PAPER DRAFT DUE FOR PEER REVIEW (Attach Peer Review Form as cover sheet.)</p>
6	M Feb. 25	<p>ANALYSIS— WRITING REVIEWS AND CRITIQUES:</p>	<p>ARGUMENT PAPER DUE (Final Revision, Course Paper #3)</p>

Week	Date	Class Topics, Activities	Assignments Due Today
		<p>”A Critic’s Glossary”/Loaded Words and Bias</p> <p>Details of Critical Review Paper Assignment (Handouts 21, 21A, 21B)</p> <p>Narration and Drama Terms (1A Review Handout 5)</p> <p>NOTE: For this paper, you and a “play partner” will view and critique the University Theater’s production of <i>The Swimmer</i>, by John Cheever, presented March 14-16, and 20-23. All performances will be held at 7 pm in the University Theater.</p> <p><i>LO5; CO-argument, critical analysis</i></p>	<p>(Attach cover sheet as directed in class.)</p> <p>Read Handouts 5 and 21.</p>
	W Feb. 27	<p>PAIRED ACTIVITY: Presentation and Discussion of reviews/critiques</p> <p><i>LO1, LO3, LO5</i></p>	<p>PAIRED HOMEWORK ACTIVITY: Bring in a recent, brief review or critique of a play, concert, movie, book, speech or performance from a quality print or online source. Make a transparency to illustrate to the class how the review is positively or negatively biased. Underline or highlight all loaded words and phrases, and bracket or “star” any sections that show positive or negative bias. Attach a one or two paragraph typed analysis of the review’s objectivity. (20 Activity Points).</p>
7	M March 4	<p>INTRODUCTION TO RESEARCH: Using and Evaluating Types of</p>	<p>Read & Study H 392-99 (Using and Punctuating Quotations, 438-90 (Conducting Research,</p>

Week	Date	Class Topics, Activities	Assignments Due Today
		Sources (Handout 14)/Lead-in Verbs “What to cite?”/Avoiding Plagiarism Quotation Marks, Italics and Underlining (1A Grammar Review Worksheet N) LO2 , LO3; CO-research	Evaluating Sources, Avoiding Plagiarism), 403-08 (Other Punctuation Marks).
	W March 6	THE RESEARCH PROCESS: Writing the Research Paper/Using the Internet for Research/Methods for Writing Long Research-based Papers (Handout 17). Types of Documentation Formats/MLA Format. Details of Research Paper Assignment (Handout 23) Library Online Tutorial Assignment Details (Handout 15B) LO2, LO3; CO-research, library	Work on Critical Review-Comparison Paper. Read & Study H 491-516 (Documentation Styles, Types of Supports, Avoiding Plagiarism, Managing Information, Citing Sources, Integrating Sources with Lead-ins). Skim H 517-68 (MLA Documentation and Manuscript Format). <i>NOTE: Daylight Saving Time resumes on Sunday, March 10th. Turn clocks AHEAD one hour. We all lose an hour of sleep. Monday will be a tough day.</i>
8	M March 11	CLASS ACTIVITY: MANDATORY INFORMATION LITERACY ORIENTATION (10 activity points for attendance). Do not report to the classroom! Go directly to the assigned library training room. LO2, LO3; CO-research, library	COMPLETE LIBRARY’s “INFO POWER” ONLINE TUTORIAL ACTIVITY (Instructions on Handout 15B) (Bring print-out of results to the Library Session.) (10 Activity Points) Study all library handouts and notes!

Week	Date	Class Topics, Activities	Assignments Due Today
	W March 13	<p>Discussion of Information Literacy Orientation.</p> <p>RESEARCH AND THE TRADITIONAL LIBRARY – Terms (Handout 15)/Introduction to Reference Sources (Handout 15E), Issues in the “Information Society” (Handout 15G)</p> <p>PAIRED ACTIVITY: Begin Worksheet 15A (Components of the Traditional Library) and 15H (Creating a Works Cited Page in MLA Format) Complete for homework. <i>LO2, LO3; CO-research, library</i></p>	<p>Read Handouts 15, 15E, 15G</p> <p>NOTE: With your play partner, attend the University Theater’s production of <i>The Swimmer</i>, by John Cheever, as the basis for the upcoming Critical Review-Comparison paper. Production dates: March 14-16 and 20-23. All Performances will be held at 7 pm in the University Theater.</p>
9	M March 18	<p>Review of Research Paper Assignment requirements and structure (Handout 23)</p> <p>Writing for Essay Exams, Essay Question “Key Words” (1A Review Handouts 8, 8A)/Advanced Techniques for Writing Timed Essays (Handout 8B).</p> <p>Sample Essay Exams for Evaluation <i>LO2, LO4</i></p>	<p>PAIRED LIBRARY ACTIVITIES DUE: “Works Cited” Page (15H, typed) and “Components of the Traditional Library” (15A) (10 Activity Points each).</p> <p>Read Handouts 8, 8A, 8B and assigned sample essay exams.</p>
	W March 20	<p>MIDTERM IN-CLASS ESSAY (Course Paper #4, Reading Response, two passages, analysis/argument) (Attach Handout 1E and Question Sheet, as directed.)</p>	<p>Turn in “corrected” copies of Paired Library Activities.</p> <p>Bring to class: lined paper, pens, stapler, dictionary.</p>

Week	Date	Class Topics, Activities	Assignments Due Today
		<i>LO1, LO4; CO-practice prewriting, organizing, analyzing, arguing</i>	
10	M April 1	“Cesar Chavez Day” State Holiday Observance NO CLASS	
	W April 3	GROUP ACTIVITY: Peer Review of Critical Review-Comparison papers (Peer Review Form) WORKING WITH SOURCES: The Personal Interview Types of Questions/Developing Questionnaires and Conducting Surveys (Handouts 19,19A) PAIRED ACTIVITY: Composing Practice Questions (Personal Introductions). <i>LO2</i>	CRITICAL REVIEW-COMPARISON PAPER DRAFT DUE FOR PEER REVIEW Read Handout 19. Begin work on Research Paper this week.
11	M April 8	WORKING WITH SOURCES – PAIRED ACTIVITY: In-Class “Field Research.” Teams will use prepared questions to interview another team. (Handout 19B) <i>LO2</i> DISCUSSION: Midterm Essay Topic <i>LO1;CO-argument</i>	CRITICAL REVIEW-COMPARISON PAPER DUE (Course Paper #5, Final Revision) Attach formal cover sheet. Work on interview topics/questions. SURVEY QUESTIONS, RESPONSES AND ANALYSIS OF RESULTS DUE FROM EACH TEAM. (20 Activity Points)
	W April 10	PAIRED BOARD ACTIVITY: Thesis	Compose three thesis statements from your assigned “controversial

Week	Date	Class Topics, Activities	Assignments Due Today
		<p>Writing Review “Levels” & Manipulation of Language – Euphemisms (1A Review Handout 3E) GROUP ACTIVITY: Reading Response Activity #3 (20 Activity Points)</p> <p><i>LO5; CO-analytical, critical and argumentative readings/models; argument</i></p>	<p>issue” topics (from Handout 16B). Read & Study H 197-224 (Word Choice). THEME FOR RR #3 READINGS: Issues In Education Read R 58-63 Barry: “The Sanctuary of School,” 64-68 Holt: “School Is Bad for Children,” 87-98 Pink: “School’s Out,” 107-10 Jones: “The First Day,” 164-72 Kozol: “The Human Cost of an Illiterate Society.”</p>
12	M April 15	<p>DISCUSSION/”ROUND TABLE”: Research Paper Topics and Thesis Statements</p> <p>ACADEMIC vs. BUSINESS WRITING FORMATS with an INTRODUCTION TO BUSINESS AND TECHNICAL WRITING (Handouts 22, 22A, 22B) ELEMENTS OF DOCUMENT DESIGN AND GRAPHICS (Handout 24) <i>LO1-audience, LO2</i></p>	<p>RESEARCH PAPER TOPIC AND THESIS STATEMENT DUE (10 Activity Points) Read Handout 24. Read & Study H 738-46 (Business Writing/Electronic Documents, Academic vs. Business Formats), 727-37 (Document Design). IMPORTANT: BRING HANDBOOK! MIDTERM SELF-EVALUATION: Complete Writing Progress and Self-Evaluation Forms, Handouts 1D and 1S. (20 Activity Points)</p>
	W April 17	<p>ELEMENTS OF ARGUMENT—PERSUASION: Propaganda Devices – Examples (Handout 25) Details of Group Writing Project and Presentation (Handouts 25A, 25B)/Scripts (Handout 5A) LOGICAL ARGUMENT: Logical Fallacies (Handout</p>	<p>Read Handouts 5A, 25 and 26. Continue work on Research Paper.</p>

Week	Date	Class Topics, Activities	Assignments Due Today
		26) <i>LO5; CO-argument, persuasive essay, critical analysis</i>	
13	M April 22	GROUP ACTIVITY: Peer Review of Research Papers (Peer Review Form) <i>LO1, CO-argument</i>	RESEARCH PAPER COMPLETE DRAFT DUE (Attach cover sheet as directed.) NOTE: A 20 activity point penalty will be assessed for missing or incomplete papers, or an unexcused absence!
	W April 24	Study Guide for Comprehensive Concepts and Skills Test distributed for review. GROUP ACTIVITY: Reading Response Activity #4 (20 Activity Points). <i>LO6;CO-analytical, critical & argumentative readings, models, argument</i>	RESEARCH PAPER DUE (Course Paper #6, Final Revision). (Attach Handout 1R as cover sheet.) THEMES FOR RR #4: The Media in Society and Censorship Read R 215-17 Rushdie: “Reality TV” 218-22 Hirschorn: “The Revolution Will Be Televised,” 223-29 Eberstadt: “Eminem Is Right,” 230 Editors of <i>Rocky Mountain News</i> : “Goodbye Colorado,” 231-33 Swanson and Schmidt: “News You Can Endow,” 241-43 Staples: “What Adolescents Miss When We Let Them Grow Up In Cyberspace”
14	M April 29	FINAL IN-CLASS ESSAY (Course Paper #7, Reading Response, two passages, analysis/argument) (Attach Handout 1E and Question Sheet, as directed.) LO1, <i>LO4, CO-organizing, analyzing, synthesizing, arguing</i>	Bring lined paper, pens, stapler and dictionary to class.

Week	Date	Class Topics, Activities	Assignments Due Today
	W May 1	Preparation for Department Final (with sample passages and questions from past Department Finals)/Review of Test Taking Tips (Handout 8B) <i>LO4, CO-persuasive essay, critical analysis</i>	Read questions and passages from past 1B Department Finals, as assigned.
	Sa May 4	ENGLISH 1B DEPARTMENT FINAL ESSAY EXAM 10 a.m. to 12 noon, room <hr/> (Course Paper #8) NOTE: Attendance is mandatory to pass the course! <i>LO1, LO4</i>	Bring to Exam: two yellow exam booklets (Do not write anything on or in them!), two black ballpoint pens, dictionary. NO OTHER MATERIALS ARE PERMITTED.
15	M May 6	COMPREHENSIVE CONCEPTS AND SKILLS TEST <i>LO2, CO-research strategies, intro to library</i>	Study for Test!
	W May 8	GROUP ACTIVITY: GROUP ARGUMENT WRITING PROJECT PAPERS AND PRESENTATIONS Team Leaders: Fill out and turn in the Project Report Sheet, Handout 25B, before your presentation. <i>LO1, LO4,; CO-persuasive argument</i>	GROUP ARGUMENT WRITING PROJECT PAPERS AND PRESENTATIONS DUE (Course Paper #9)
16	M May 13	ACTIVITY: Review and Grading of Test Papers returned END.	Bring a red pen to class. IMPORTANT! To obtain your score on the Department Final Essay Exam, send an email to the

Week	Date	Class Topics, Activities	Assignments Due Today
			instructor <u>no later than Tuesday evening, May 14</u> . Include on the subject line your name, class, and "English 1B exam score." The University will release final grades online via MySJSU by early June. Because of security concerns and privacy issues, I do not post, mail or email final grades.

Important SJSU dates Spring 2013

Wednesday	January 23	First Day of Instruction – Classes Begin
Monday	February 4	Last Day to Drop Without Entry on Permanent Record
Monday	February 11	Last Day to Add Courses & Register Late
Tuesday	February 19	Enrollment Census Date
Monday-Friday	March 25-29	Spring Recess
Monday	April 1	Cesar Chavez Day Observed - Campus Closed
Monday	May 13	Last Day of Instruction – Last Day of Classes
Tuesday	May 14	Study/Conference Day (no classes or exams)
Wednesday-Friday	May 15-17	Final Examinations
Monday-Tuesday	May 20-21	Final Examinations
Wednesday	May 22	Final Examinations Make-Up Day
Thursday	May 23	Grade Evaluation Day
Friday	May 24	Grades Due From Faculty
Saturday	May 25	End of Academic Year - End of Spring Semester
Saturday	May 25	Commencement
Monday	May 27	Memorial Day - Campus Closed (M)