

**San José State University**  
**Welcome to English 1B of Spring, 2014**  
**Sections 07 and 63**

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**Office Hours: M, W 6:30-7:15 AM, 10:30-11:45, 3:00-3:45, and by appt.**

**Course Description**

English 1B is the second in SJSU's two-part composition sequence. The prerequisites include a passing grade on the English Placement Test (EPT) and the successful completion ("C" or better) of English 1A. Your college career will require an extensive amount of close reading, critical interpretation, and both oral as well as written communication. This course is designed to hone the process you have begun in English 1A, while further developing your research capabilities. You will be reading closely a variety of published works, moving beyond the cursory to a critical understanding of the "idea narrative" contained within each work. English 1B proceeds on the premise that the way writers set up their written discussions directly affects the effectiveness of their communication. This course is also predicated upon the idea that quality and depth of writers' ideas significantly inform the way they choose to share their thoughts. Form and content inflect one another.

Strive constantly to engage with the course in discussions and well as critical reading. We will be creating a focussed interpretive community requiring all members to participate. Even as you strengthen your abilities to recognize how and why the proposals both published writers and your peers present are most persuasively made, you will be sharpening your ability to respond with reason to those you may differ with.

Students earning a passing grade ("C" or better) will be able to write essays that demonstrate:

- \*Clear and effective communication of meaning.
- \*An identifiable focus, initially supplied as a thesis statement within introduction.
- \*An appropriate voice that demonstrates an awareness of purpose and audience.
- \*Careful attention to review and revision.
- \*Effective and correct use of supporting materials, including independent research (e.g. quoting, summarizing, and citing sources).
- \*Effective analysis, interpretation, evaluation, and synthesis of ideas.
- \*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).

The department of English and Comparative Literature reaffirms its commitment to the differential grading system as defined in the official SJSU Catalogue ("The Grading System"). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; and F = failure.

## **English 1B Learning Objectives (G.E. Area C3):**

**Learning Objective 1:** Students shall write complete essays that demonstrate the ability to refine the competencies established in Written Communication 1A. **Essays 1 through 4 and In-class Essays “B” and “C” accomplish this.**

**Learning Objective 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. **Essays 1 through 4 accomplish this, with the last especially focused on professional research and citation.**

**Learning objective 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. **All 4 take-home essay projects are designed to accomplish this. The Library’s research orientation workshop and its complement of online module assignments also meet this objective.**

**Learning Objective 4:** Students shall write complete essays that demonstrate their ability to synthesize ideas encountered in multiple readings. **All four take-home essay projects are designed to accomplish this.**

**Learning Objective 5:** Students shall write complete essays that demonstrate the ability to incorporate principles of design and communication to construct effective arguments. **Each of the 4 take-home projects is complemented by lecture and written prompt instructions regarding design and anatomies of the relevant arguments covered in this course. In-class Essays “B” and “C” provide further practice in structure and intent.**

**Learning Objective 6:** Students shall write complete essays that demonstrate the ability to identify and discuss issues related to censorship and freedom of speech. **Essay Projects 1 and 2, in particular, focus on these concepts.**

## **English 1B Content Objectives (specific to Area C3):**

>This course should emphasize those skills and activities in writing and thinking that produce (1) the persuasive argument, and (2) the critical essay, each of which demands analysis, interpretation, and evaluation.

>Writing assignments shall give students repeated practice in prewriting, organizing, writing, revising, and editing.

>The number of writing assignments and their careful sequencing are as important as the total number of words written. Six to eight essays totaling a minimum of 8000 words are required. This minimum requirement excludes journal writing, quizzes, and other informal or brief assignments.

>Although the majority of papers will be written outside of class, at least three essays shall be written in class.

>Students shall receive frequent evaluations from the instructor. Evaluative comments must be substantive, addressing the quality and form of writing.  
>Reading for the course shall include useful models of writing for the academic and general audiences: readings shall be used consistently with the course goal of enhancing ability in written communication and reading. A substantial portion of the reading should be devoted to analytical, critical, and argumentative essays. Instructors should help students develop and refine strategies for reading challenging material.

>The course shall include an introduction to the library and to basic research strategies, including locating materials, evaluating them, using them effectively (by quoting, paraphrasing, summarizing), and citing them properly. Instructors shall assign a traditional research paper or a series of short essays in which library research informs the student's position or thesis.

### **Take-Home Essay Format**

**Pre-writing** exercises, including your **rough, first draft**, are to be extensive and present in every essay packet submitted. All **working** (2<sup>nd</sup>) and **final drafts** (3<sup>rd</sup>) as well as "works cited" indices are to be typed, using **12-point Times New Roman font** ("Courier" and other expansive variations will not be accepted). Omit title page. Use **standard MLA first-page heading** format, double-spaced, at page 1's upper left corner:

Name

Course title and section

Date

Description of assignment (e.g. "Essay 1 Draft" or "E2 Final")

Margins must be no more than 1½ inches from all edges of the page. Double-space all lines in your essay's text field, starting with the first line of your formal heading. After the formal heading on page 1, set your word-processing program to provide a running header with continuous pagination (e.g. "Smythe 2," "Smythe 3")

Materials are due at the beginning of class on each date noted on your syllabus, unless the date is altered or otherwise specified by your instructor. I will comment on and grade the quality of your writing as well as the quality of the ideas you express. All writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

### **Required Texts and Materials**

**St. Martin's Guide to Writing, 10<sup>th</sup> short edition** Axelrod and Cooper

**The Everyday Writer, 5<sup>th</sup> edition** Lunsford

**A print-version, college-level dictionary** (If it fits in your pocket, it's not college-level.)

**A 3-ring binder with loose-leaf paper**

**Two 1-inch binder clips, a personal stapler.**

## **The Diagnostic Exam, In-Class Essay “A,” and Subsequent Tutoring Referrals**

Based on your first in-class essay exam or further writing samples, I may refer you for mandatory tutoring. The University Writing Center (UWC), located in Clark Hall, Suite 126, offers expert peer tutoring. The Learning Assistance Resource Center (LARC) is especially helpful for meeting ESL challenges. I will either notify you upon return of the first exam or conference with you later regarding my recommendations.

## **Attendance and Engagement**

Regular attendance and active participation are among the bedrock expectations for English 1B. Note that twenty percent (20%) of your course grade is based on this active, engaged participation. Come prepared with the day’s texts, completed assignments, fully comprehended readings, and pertinent questions for discussion. Participate actively in discussions, group conferences, in-class writings and presentations, and the semester-end 1-to-1 conference in advance of your final research essay. You are responsible for attending class with the necessary books; you will not be able to participate in the day’s lecture and activities, should you appear without your texts.

Should you miss a lecture, successfully resist the need to contact me regarding your reason or to ask, “Did I miss anything important?” Connect with your colleagues, ideally before your absence, in order to get notes and materials covered in that day’s lecture. Assume that more than two absences will impact your ability to stay on task.

## **Quizzes**

Completion of the assignments pertinent to each day’s work is fundamental for enjoying success. Expect quizzes on material assigned for the day: contents will range among vocabulary, comprehension, and relevant grammar materials. Collected homework materials due that day may also function as a quiz.

## **Due Dates**

Honor course due dates, both for works in progress as well as for final packet submissions. On the day due, these are to be turned in at the beginning of class. The English Department Office does not accept dropped off student work. In-class essays can only be “made-up,” providing the student has given significant rationale along with advance notice, or can provide official documentation from a physician or from the student health clinic. If you anticipate a serious crisis in the future, such as imminent birth, and contact me via telephone or during office hours, prior to the crisis, I will do my best to accommodate you. If a student “disappears” without notice and misses due dates or in-class tests, I will assume that the student has already determined his or her priorities. In such cases, there will be no opportunity to make up work past due. Quizzes, in-class assignments, essay exams and any formal presentations cannot be made up unless the above conditions have been met.

**Add/Drop Policy:** Students are responsible for understanding the policies and procedures regarding add/drop, grade forgiveness, etc. Refer to the current semester's "Catalogue Policies" section at <http://www.sjsu.edu/aars/policies/calendars/academic/calendars/>. The Late Drop policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy>. Students should be aware of the current deadlines and penalties for dropping classes.

**University 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.

**Course Content-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 3 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 expectation as described in their syllabi.

### **Plagiarism and Cheating**

Plagiarism is the use of another's ideas or words without providing proper, explicit credit to her, him or them. Whether the work is published or not, bought or "borrowed," its uncredited use by another constitutes an act of plagiarism that will result in failure of this course, as well as further administrative action, which may include expulsion. Reference the University's policy regarding academic integrity 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).

### **English 1B Reflective Analysis Assignment**

Instead of a departmental final exam, students will write a critical reflection at the course's conclusion. Envision this assignment as a scientific study of your progress as a writer over the coming four months. Writing is a process. Collecting your work, then reflecting on that work is part of the process. The final assignment is designed to get you thinking about your specific challenges, your strategies for improvement, your successes and failures, and your goals for the future. Every writer, no matter how accomplished, has room for improvement. This assignment is your culminating experience; this course does not hold a final exam.

### **Campus Resources for Academic Assistance:**

**SJSU Writing Center, Clark Hall 126:** This resource offers scheduled group workshops on specific writing problems and individual tutoring by appointment. (408) 924-2308. <http://www.sjsu.edu/writingcenter>

**SJSU Peer Connections, SSC 600**, on the first floor, offers open tutoring on a regularly scheduled or drop-in basis in many subject areas. Register at their information desk during your first visit for access throughout the semester. (408) 924-2587.  
<http://peerconnections.sjsu.edu>

**The Disability Resource Center (DRC), Administration Building 110:**

Students with disabilities who require special accommodations may contact me before or after class, by telephone, or during my office hours. Be sure to register with the SJSU DRC, should they wish to secure appropriate resources. <http://www.drc.sju.edu>  
 (408) 924-6000

**Computing Your Course Grade:**

<u>Assignments</u>	<u>value</u>	<u>word count</u>
Essay 1 (pre-writing, working and final draft, peer response)	100 points	(1000)
Essay 2 ( “ “ “ “ )	100 “	(1000)
Essay 3 ( “ “ “ “ )	150 “	(1500)
Essay 4 (pre-writing, thesis statement drafts and outlines, final draft, “works cited” index)	200 “	(2500)
In-Class Essays A, B, C (B and C @ 75 points each)	150 “	(2000)
Homework (incl. library workshop) and Quizzes	100 “	
Active, vocal, informed Participation	200 “	
<u>English 1B Reflective Analysis Assignment</u>	<u>100 “</u>	
Grand Total	1000 points	

**Bring your required texts to each day’s class. Consult your syllabus. Failure to do so will result in dismissal from that day’s lecture.**

**Texting, tweeting, or telephonic communication by any means during classroom hours will result in dismissal from the lecture for that day --no exceptions without advance permission from instructor.**

## English 1B Syllabus, Spring 2014: San Jose State University

Note: In addition to the homework assignments described below, I will also be assigning students homework from *The Everyday Writer*, based on ongoing assessments of each section's writing and needs.

1/27 M enrollment verification, course overview, and protocol review

1/29 W enrollment verification, continued: diagnostic in-class Essay "A"

### **Essay 1: Arguing a Position (100 pts.) {SLOs 1-5}**

2/3 M Essay 1 Prompt distributed  
SMG (St. Martin's Guide) pp. 264-69, 275-79

(2/4 T Last day to drop)

2/5 W SMG 280-85

2/10 M SMG 286-91

(2/11 T Last day to add)

2/12 W SMG 270-74, 315-17

### **Essay 2: Justifying an Evaluation (100 pts.) {SLOs 1-5}**

2/17 M Essay 2 Prompt distributed and discussed  
SMG 384-89, 402-09, 443-5

2/19 W Essay 1 Review Workshop: Bring your SMG and TWO 5-page copies of your working draft

2/24 M SMG 395-401

Essay 1 drafts returned

2/26 W SMG 409-18

3/3 M Essay 1 Final Packets dues at class's start

SMG 389-94/ Library Research Online assignments distributed

3/5 W Library Research Workshop

3/10 M Essay 2 Review Workshop. Bring TWO copies of 5-page working draft.

### **Essay 3: Arguing Causality (150 pts.) {SLOs 1-5}**

3/12 W Essay 3 Prompt distributed and discussed  
SMG 446-51

3/17 M SMG 456-61

Essay 2 Drafts returned

3/19 W SMG 461-71

Essay 2 Final Packets due at class's start

**3/24-28**            **SPRING BREAK!**  
**3/31 M**            **Cesar Chavez Day: Enjoy and Remember.**  
4/2 W                SMG 471-78

4/7 M                SMG 451-55, 479-92  
4/9 W                Essay 3 Review Workshop: Bring SMG and TWO copies of your 7-page working draft

**Essay 4: Proposing a Solution (200 pts.) {SLOs 1-5}**  
4/14 M                Essay 4 Prompt distributed  
                              SMG 320-25, 347-55

4/16 W                **Essay “B”:** An In-Class Project on Freedom of Speech(75 pts.)  
                              Essay 3 Working Drafts returned

4/21 M                SMG 339-46  
4/23 W                SMG 331-38  
                              Essay “B” returned

4/28 M                SMG 326-30, 379-81  
                              One-to-One Conference appointment process begun

4/30 W                **Essay “C”:** An In-class Project on Censorship (75 pts.)  
                              One-to-One Conference appointments confirmed

5/1 Th                One-to-One Conferences begun. Office location TBA

5/5 M                Essay 4 Preparation Workshop  
5/7 W                **Essay 4 Peer Review Workshop:** Bring two copies of your 10-page essay and your SMG  
                              Essay “C” returned

5/10 S                Departmental Final Exam from 10 A.M. sharp through 12 noon.  
                              Location to be announced.

5/12 M                **Essay 4 Final Packet due** at class’s start.