

San José State University
Department of English and Comparative Literature
English 1B, Composition 2 (GE C3), Section X, Spring 2014

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Office Hours: TR 10:30-11:30
Class Days/Time: 1B-08 TR 7:30-8:45
1B-48 TR 9:00-10:15
Classroom: IB-08 BBC 128
IB-48 SH 444
Prerequisites: Passage of English 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 English 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 AEC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

Required Texts/Readings

Lunsford, Andrea, *Everything's An Argument*, 6th edition, ISBN 9781457606069

SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford

Print ISBN: 9781457667121 Available at the Spartan Bookstore

Electronic edition ISBN: 9781457633423 or Bedford/St. Martin's online
(<http://bcs.bedfordstmartins.com/everydaywriter5e/>)

Classroom Protocol

I believe in creating a positive and safe learning environment—one that encourages us all to work hard and have a fun time doing so. ☺ Learning is fun! Therefore, I will give you constructive criticism and support on your work in class and on your assignments. Graded work will be returned before the next major assignment is due.

I am available during office hours, so take advantage of the one-on-one attention offered to help you with any assignment-related issues.

In return, I expect the same respect and dedication from you. The following items are some specific expectations:

- You will be on time to class and stay the entire time. Arriving late or leaving early will be reflected in the participation part of your grade.
- **All electronic devices** will be turned off and stowed before entering class, unless you have an exception from the AEC. Electronic devices used during class may be confiscated for the class period; this includes ebooks and/or ereaders.
- Furthermore, you will not talk or text while someone else is speaking (remember, the device is to be turned off and stowed before entering class). If caught, your phone may be confiscated, and if this problem persists, you may be asked to leave.
- You will respectfully respond to both the readings and to your colleagues. Sometimes you may disagree with the arguments posed in the readings, or your colleagues' opinions. Your challenge in this class is to voice your own opinion in a convincing yet tactful and logical manner.
- You will bring your book(s), or printed copies of the assigned articles for the day to class, or you may be asked to leave.
- You will come to class prepared to participate, having *read the assigned readings* for the day, *completed* any homework, and *prepared* questions or comments about the assigned readings. Failure to do so will be evident in your participation grade.
- If you miss a class, ask a classmate what you missed *before* contacting me.

- If you miss two or more consecutive classes due to illness or other serious issues, please contact me via email to let me know as soon as possible. Even a legitimate absence can become troubling if left undisclosed for too long.

University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, students are expected to spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

This is a composition course. There are six required essays (totaling a minimum of 8000 words): three in-class papers (including an ungraded diagnostic) and three out-of-class papers (including research paper). **You must complete all assigned essays to pass the course.**

In-class essays:

- Bring pens, large bluebooks (or green or yellow, depending on the powers at be), and a non-electronic dictionary.
- You will stay the entire class period to write the in-class essay.
- In-class essays cannot be made up without a written medical excuse or other documentation I deem acceptable; they must be made-up within one week.

Out-of-class essays:

- You will receive assignments in class or via email, detailing all of the requirements for out-of-class essays, including due dates and word requirements.
- All out-of-class essays will follow MLA or APA guidelines for formatting and citations; failure to follow MLA or APA guidelines will result in point deductions.
- All essays must be turned in on time, at the beginning of the class on the day they are due. In addition to turning in the hard copy of the essay, all out-of-class essays must be uploaded to www.turnitin.com **prior** to coming to class on the day they are due. Keep the emailed receipt of uploading from turnitin.com. Failure to upload the essay will result in a grade of F.
- Peer-edited essays (when part of the assignment) must be turned in with the final essay or there will be a 10-point (10%) deduction.
- I do not accept emailed or faxed essays.

Late Policy

I do NOT accept late assignments. Turn *all* assignments in on time!

Rubrics: All essays are graded with a rubric that includes four categories, content and ideas, style, organization, and mechanics, and which will be distributed and discussed in class. In-class and out-of-class essays will be marked in addition to the rubrics. This feedback system is designed to help you improve your writing; you are responsible for understanding all marks and comments and showing progress in subsequent writing assignments by using the feedback provided.

Please note: All written work (essays, reader responses, homework assignments) must demonstrate competency in the grammatical, syntactical, and mechanical conventions of Standard English in order to receive a passing grade. In this course, a grammatically, syntactically, and mechanically competent piece of writing is one that contains no more than two errors that impede clear transmission of meaning and does not repeat an error marked on a previous assignment.

Reader Responses

- Each response must be 300-350 words, typed, double-spaced (follow the MLA format).
- To receive full credit, you must analyze/evaluate the text selection AND share your own thoughts, feelings, and opinions. Do not simply summarize plot—show some in-depth thought and interaction with the text.
- Reader responses will be graded primarily on their quality of content though your score will be marked down if there are serious grammar errors that make your writing difficult to comprehend.
- Reader responses will not be accepted late—no exceptions.

Workshops

Workshops are an important component of the writing process; they give you the opportunity to get valuable feedback from your peers. Bring three copies of your essay, in rough draft, on each workshop date as listed on the class schedule. **You must turn in all workshop materials with the final copy of the essay.** If you miss a workshop, your essay will be graded down one full letter grade.

Class Work, Homework, and Participation

Your presence in class is necessary for participation. Active class participation depends upon preparation done outside of the class, which includes reader responses, paragraph revisions, and all other written homework. You must have all class materials, contribute to discussions, actively listen to your peers, and take notes as necessary. Put cell phones away and on silent mode during the class period. You will lose all participation points for the day if I see and/or *hear* your cell phone.

Class participation is assessed as follows:

A= Regular, helpful questions and comments; fully engaged;

- B= Occasional, pertinent questions and comments; good listening;
- C= Infrequent, tangential questions or comments; attentiveness questionable;
- D= Rare interaction; disengaged from discussion; not prepared for class;
- F= Regularly absent, physically or mentally.

NOTE: The class participation part of the grade is made up of all in-class activities, and cannot be made up if you miss a class, regardless of the reason.

Assignments and Grading Policy

Grading: A-F. To take the Writing Skills Test and move on to upper-division coursework, students need a C or better in English 1B.

Essays —Total: 60%

Diagnostic: in-class essay, 600 words	0%
Essay #2: out-of-class essay, Persuasion, First Draft 1,000 words	0%
Essay #2: out-of-class essay, Persuasion, Final Draft, 1000 – 1,100 words	10%
Essay #3: out-of-class essay, Informative, First Draft, 1,000 – 1,200 words	0%
Essay #3: out-of-class essay, Informative, Final Draft, 1,400 – 1,600 words	10%
Essay #4: out-of-class essay, Argument, First Draft, 1,500 – 2,200 words	0%
Essay #4: out-of-class essay, Argument, Final Draft, 1,500 – 2,200 words	20%
Essay #5: in-class essay, Fallacies, 700-800 words	10%
Essay #6: out-of-class essay, Argumentative Research Paper, 2,500 words	10%
Class Participation: All in-class activities	10%
Homework: Articles and Reader Responses, 1000-1200 words	10%
Final Exam: in-class essay, 500-1000 words	20%

Departmental Grading Policy

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. Courses graded according to the A, B, C, No Credit system shall follow the same pattern, except that NC, for No Credit, shall replace D or F. In A, B, C, No Credit courses NC shall also substitute for W (for Withdrawal) because neither NC nor W affects students’ grade point averages.

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. Note: Final course grades are on the A-F scale. You must receive a C or

better in English 1B to take the Writing Skills Test (WST) and move on to upper-division coursework.

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 2014, Course Schedule

*The instructor reserves the right to modify readings, assignments, and deadlines as necessary. All changes will be communicated in class or via email with ample notice. **Additional readings and all homework will be assigned in class or via email during the course of the semester.***

Reading assignments must be completed by the day that they are listed. The schedule is subject to change with fair notice; any changes will be announced in class.

Thursday, Jan. 23	Introduction; Essay #1 diagnostic essay assigned. Commercial search (persuasive speech) assigned.
Tuesday, Jan. 28	Essay #1 (In-class Diagnostic—600 words); Commercial search (list persuasive speech)
Thursday, Jan. 30	Return Essay #1. Topic for Essay #6 (Argumentative research paper—2,500 words) discussed. Go over paper formats (APA, MLA) Newspaper article search assigned.
Tuesday, Feb. 4	“Everything’s an Argument” (Ch 1:3-28)—reader response (300-350 words, typed) and class discussion; First academic handout distributed.
Thursday, Feb. 6	Discuss first academic handout. Essay #2 (Persuasion—1,000 to 1,100 words) assigned.
Tuesday, Feb. 11	“Everything’s an Argument” (Ch 2)—reader response (300-350 words, typed), and class discussion Second academic essay handout distributed.
Thursday, Feb. 13	Topic for Essay #6 (argumentative research paper) due! Essay #2 Workshop. Bring 3 copies!
Tuesday, Feb. 18	“Everything’s an Argument” (Ch 3)—reader response (300-350 words, typed), and class discussion

Thursday, Feb. 20	Essay #2 Due! Bring hard copy to class, along with rough draft. Upload to Turnitin.com by 11:59 pm, Feb 19th! Discuss second academic essay handout.
Tuesday, Feb. 25	“Everything’s an Argument” (Ch 4)—reader response (300-350 words, typed), and class discussion
Thursday, Feb. 27	Return Essay #2. Annotated bibliography assigned. Third academic essay handout distributed.
Tuesday, Mar. 4	“Everything’s an Argument” (Ch 6)—reader response (300-350 words, typed), and class discussion
Thursday, Mar. 6	Annotated bibliography due. Third academic essay handout discussion.
Tuesday, Mar. 11	Essay #3 (Informative—1,00 to 1,200 words) assigned. “Everything’s an Argument” (Ch 6)—reader response (300-350 words, typed), and class discussion
Thursday, Mar. 13	Library tour (tentative)
Tuesday, Mar. 18	Essay #3 (Informative) workshop. Bring three copies.
Thursday, Mar. 20	Essay #3 Due! Bring hard copy to class, along with rough draft. Upload to Turnitin.com by 11:59 pm March 19th! Essay #4 (Argument—1,500 to 2,200 words) assigned.
Tuesday, Mar. 25	Spring Break!!! Yippie!!!!
Thursday, Mar. 27	Spring Break!!! Yaaaa-hooooo!!!!
Tuesday, April 1	Return Essay #3. “Everything’s an Argument” (Ch 8)—reader response (300-350 words, typed), and class discussion

Thursday, April 3	Essay #4 workshop. Bring three copies.
Tuesday, April 8	Essay #4 Due! Bring hard copy to class, along with rough draft. Upload to Turnitin.com by 11:59 pm April 7th! “Everything’s an Argument” (Ch 5)—reader response, class discussion; Online: “Love is a Fallacy” short story assigned.
Thursday, April 10	Short story “Love is a Fallacy”—reader response (300-350 words, typed), And class discussion.
Tuesday, April 15	Return Essay #4. “Everything’s an Argument” (Ch 9:187-204)—reader response (300-350 words, typed), and class discussion
Thursday, April 17	In-class Essay #5 (Fallacies—700 to 800 words)
Tuesday, April 22	Return Essay #5; “Everything’s an Argument” (Ch 21)—reader response (300-350 words, typed), and class discussion Newspaper article search assigned.
Thursday, April 24	Fourth academic essay handout distributed. Discuss newspaper articles.
Tuesday, April 29	Essay #6 workshop, part 1 (research paper). Bring three copies of rough draft.
Thursday, May 1	Essay #6 workshop, part 2 (research paper).
Tuesday, May 6	In-class reflective writing. Bring large green book and a pen! ☺
Thursday, May 8	Last tips for Final exam. You’ll be ready! ☺
Tuesday, May 16	Essay #6 (Argumentative Research Paper) DUE! Upload to Turnitin.com by 11:59 pm May 15th!
FINAL EXAM, May 10 (Saturday!)	10:00 am – 12:00 noon, location TBD

Important SJSU dates Spring 2014

Wednesday	January 22	Spring Semester Begins
Wednesday	January 22	Orientation, Advisement, Faculty Meetings
Thursday	January 23	First Day of Instruction – Classes Begin
Tuesday	February 4	Last Day to Drop Without Entry on Permanent Record
Tuesday	February 11	Last Day to Add Courses & Register Late
Wednesday	February 19	Enrollment Census Date
Monday-Friday	March 24-28	Spring Recess
Monday	March 31	Cesar Chavez Day Campus Closed
Tuesday	May 13	Last Day of Instruction – Last Day of Classes
Wednesday	May 14	Study/Conference Day (no classes or exams) (SC)
Thursday-Friday	May 15-16	Final Examinations
Monday-Wednesday	May 19-21	Final Examinations
Thursday	May 22	Final Examinations Make-Up Day
Friday	May 23	Grade Evaluation Day
Saturday	May 24	Commencement
Monday	May 26	Memorial Day - Campus Closed (M)
Tuesday	May 27	Grades Due From Faculty