



ENGLISH 1B: FUTURE TENSE  
SAN JOSÉ STATE UNIVERSITY, SPRING 2014

INSTRUCTOR: DANIEL HENDEL DE LA O  
COURSE: COMPOSITION 2 (GE C3; 3 UNITS)  
SECTIONS: SEC. 13 (20351)—TU/TH 7:30 – 8:45 AM, CLARK HALL  
238  
SEC. 25 (20357)—TU/TH 9:00 – 10:15 AM, CLARK  
HALL 238  
OFFICE: FACULTY OFFICES 111  
OFFICE HOURS: TU/TH 10:30 – 11:30 AM OR BY APPOINTMENT  
PHONE: 408.924.5019  
EMAIL: DHDELAO@GMAIL.COM  
WEB: EAUZONE.BLOGSPOT.COM

### COURSE THEME

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In the 50s, Doris Day famously sang: “The future's not ours to see / Que sera, sera.” But according to our brightest thinkers, the future is not only ours to see, but ours to shape. Futurists, as they are called, anticipate current trends and events with the goal of predicting their logical and systematic outcomes. This semester’s 1B will concern all things futuristic. We will examine the potential trajectory of everything from artificial intelligence to treatments for cancer to evolving concepts of gender. We will read, think, and write about a diverse assemblage of texts exploring these issues and others.

### REQUIRED MATERIALS

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All books are available in an electronic edition (e.g. Kindle, Nook), though pagination may vary from print editions.

Books:

- *Abundance: The Future is Better Than You Think* by Peter H. Diamandis (ISBN: 9781451614213)
- *Physics of the Future: How Science Will Shape Human Destiny and Our Daily Lives by the Year 2100* by Michio Kaku (ISBN: 9780307473332)

Writing guide:

*The Everyday Writer with Exercises* (5th Edition) by Andrea A. Lunsford (ISBN: 1457612674)

### COURSE DESCRIPTION

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English 1B is the second course in SJSU’s two-semester lower-division composition sequence. Beyond providing repeated practice in planning and executing essays, and broadening and deepening students’ understanding of the genres, audiences, and purposes of college writing, English 1B differs from English 1A in its emphasis on persuasive and critical writing (with less attention paid to the personal essay), its requirement for fewer but longer essays, and its introduction to writing informed by research. Students will develop sophistication in writing analytical, argumentative, and critical essays; a mature writing style appropriate to university discourse; reading abilities that will provide an adequate foundation for upper-division work; proficiency in basic library research skills and in writing papers informed by research; and mastery of the mechanics of writing.

Prerequisite:

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

## COURSE GOALS

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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

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Student Learning Objectives (SLOs) are as follows:

- 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.

## SJSU ACADEMIC POLICIES

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You are responsible for reading SJSU's academic policies which are available online @[www.sjsu.edu/english/comp/policyforsyllabi.html](http://www.sjsu.edu/english/comp/policyforsyllabi.html).

## ESTIMATION OF PER-UNIT STUDENT WORKLOAD

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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 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

## RECORDING POLICIES

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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.

#### THE EVERYDAY WRITER AND LEARNINGCURVE

The new fifth edition of Andrea A. Lunsford's *The Everyday Writer with Exercises* contains an access code for LearningCurve (<http://www.bedfordstmartins.com/beta/everydaywriter5e/learningcurve/92533>) an online adaptive quizzing program. LearningCurve quickly deciphers what you already know and helps you practice what you don't yet understand. It also provides you immediate feedback after each question, as well as cross references to additional instruction in *The Everyday Writer*.

Purchasing options:

- Print editions may be purchased at the Spartan Bookstore (ISBN: 9781457600043) or from Bedford/St. Martin's online (<http://bedfordstmartins.com>)
- To purchase an electronic edition (which includes access to LearningCurve), visit the Spartan Bookstore (ISBN: 9781457633423) or Bedford/St. Martin's online (<http://bcs.bedfordstmartins.com/everydaywriter5e/>)
- If you own a used copy of *The Everyday Writer*, a new LearningCurve access code must be purchased from either the Spartan Bookstore (ISBN: 9781457643637) or Bedford/St. Martin's online (<http://www.bedfordstmartins.com/everydaywriter/lc>)
- If you own an edition older than the 5th, you will need to purchase a new LearningCurve access code from either the Spartan Bookstore (ISBN: 9781457643637) or Bedford/St. Martin's (<http://www.bedfordstmartins.com/everydaywriter/lc>)

If you have any questions or problems logging in, please contact Bedford/St. Martin's Technical Support. You may reach a representative via:

- Phone: 1.800.936.6899—for fastest service
- Email: [BFW.TechnicalSupport@macmillan.com](mailto:BFW.TechnicalSupport@macmillan.com)
- Online: <http://www.macmillanhighered.com/techsupport>

#### 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>.

#### NEXT GENERATION LEARNING SPACES

This semester, we are fortunate to have as our home, Clark Hall 238. This room is one of only a few "Next Generation Learning Spaces" on campus. These classrooms come specially equipped with state-of-the-art audio, visual, and lecture capture technology. This technology facilitates better collaboration and communication between students and instructors/speakers, on and off campus. As there is a presentation component to this class, you are highly encouraged to take full advantage of these tools.

#### CLASS PROTOCOLS

- In an effort to make you a better editor of your own work, I will sometimes make sentence-level corrections to only one page or paragraph of your essay. You should assume that the corrections I've made are applicable to your entire essay.

- All writing assignments are due on the dates indicated on EauZone, which contains the most up-to-date schedule and information.
- In order to assist you in keeping track of your grade, I have provided you with a blank grading log. It can be found inside the chart under the “Course Work” section of this syllabus.
- I will not accept *any* assignments that are unstapled.
- Late assignments must be emailed to me no later than the following class after the due date. However, they will be lowered one letter grade—*I will not accept an assignment beyond this point.*
- Assignments submitted via email, will be graded as any other. However, no marked-up hard copy will be returned to you.
- Without prior notification, missed in-class essays and presentations cannot be made up. If you must miss your presentation date, make prior arrangements with a classmate to switch days.
- You will automatically be docked 5 points off your final draft grade for coming to class on a writers workshop day without an essay.
- There is a participation component to your grade. Though only 10 points, it could mean the difference between letter grades. To receive all or most of these points, it is important that you actively engage in the classroom experience (e.g. frequently asking questions and/or commenting). Simply attending class is not sufficient to garner full points, as they are based on active participation, not attendance.
- *If extra-credit is offered, it will only be once, so please stay up-to-date on your assignments.*
- The use of laptops during class is restricted to note taking only—*absolutely no social media during class time.*
- I consider it highly disrespectful to sleep in class. If you fall asleep in class, you will be awoken and asked to leave.
- If you come to class after the first 15 minutes, please wait for an appropriate moment to enter so as not to disturb the class. Likewise, please do not pack up before our class time is over—*I’ll be sure to get you out of class on time.*
- I am always happy to correspond via email. However, please:
  - Indicate your section number in the subject line or somewhere in the body. This helps me reply to your email more quickly.
  - Email me individually rather than as a reply to a group message because I can easily miss these responses.
  - Note that due to the high volume of email I receive daily, it may take me a day (or two) to respond.
  - Do not message me to ask what happened in class on the day you were absent. As soon possible, obtain the email addresses of at least two other members of the class. They should be able to fill you in on any relevant information.
  - Do not contact me if you miss class unless it affects an in-class essay or presentation.

#### MLA STYLE

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As is standard in American English classes, all typed work must be submitted in MLA Style. Samples are located in both *The Everyday Writer* and online at EauZone. Again, unstapled work will never be accepted. Please follow this sample heading for all typed work:

Name

1B: Section number

Assignment

Date

### EDITING MARKS GUIDE

Here is a guide to some of the editing symbols (some standard, some my own) you'll be seeing on your papers this semester.

Symbol	Meaning	Symbol	Meaning
^	Insert	AWK	Awkward phrasing
↑	Fix spacing issue—usually when text is not properly double-spaced	ITL	Either add or remove italics
→	Indent 1x	FRAG	Fragment
→ →	Indent 2x	HEAD	Issue with page header
+	Good point	CS	Comma splice
?	Meaning unclear	RO	Run-on sentence
#	Add space	SP	Spelling
" "	Add quotation marks	SV	Subject-verb agreement
¶	Start new paragraph	TC	Title case
@	Delete	TNR	Change font to Times New Roman
2x	Double-space	WC	Word choice

### EAUZONE

I maintain the EauZone ([eauzone.blogspot.com](http://eauzone.blogspot.com)) as a centralized location for assignments, reminders, documents, important dates, links, and general class information. It also contains an easy-to-reference archive of the course work. In addition, this website will be the location of the course's eReader (eR). These Web articles are required to complete some assignments.

On the homepage, click on "English 1B: Future Tense" under "Spring 2014 Courses" to be routed to our page. Feel free to use the "Comments" function in each posting; it is often a helpful way to communicate with classmates.

### GRADING CRITERIA

Essays will be graded by the following criteria:

- An "A" essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student's ability to use language effectively with a solid command of grammar, mechanics, and usage.
- A "B" essay demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.
- A "C" essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show significant weakness in mastery of grammar, mechanics, usage, or voice.
- A "D" essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.
- An "F" essay does not fulfill the requirements of the assignment.

### COURSE WORK

Class sessions will employ a combination of lectures, group discussions, presentations, and writing workshops that will cover a range of activities, including analyzing, interpreting, outlining, revising, and editing.

All typed essays are approximately three full pages (750 words) and must be in MLA Style. Also, unless otherwise noted, all typed essays must always include a works cited page. Your semester's coursework is comprised of:

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Item	Description	SLO	Word Count*	Writers Workshop	In-class Essay	Point Value	Grade Log
Diagnostic	This in-class essay will be my first opportunity to evaluate your writing.	1-4	400		✓	0	
Short Answer Responses	In-class, you will write a series of short answer responses to science-fiction stories by a variety of Hugo Award-winning authors.	2-4	400		✓	20	
Infographic	You will create an original infographic contrasting the representation of artificial intelligence in pop culture with real life scientific efforts.	2-4	400	✓		20	
Persuasive	Using Diamandis' <i>Abundance</i> as a basis, you will argue for a brighter human future than what is often predicted.	1-4	750			20	
Close Read	You will do a close reading of a scene from a science fiction film about how humans interact with advanced technology.	2-4	750			20	
Expository	Using Kaku's <i>Physics of the Future</i> as a basis, you will explore coming technologies, as well as their potential impacts on our lives.	1-4	400		✓	20	

Item	Description	SLO	Word	Writers	In-class	Point	Grade
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			Count*	Workshop	Essay	Value	Log
Annotated Works Cited	For this assignment, you will organize and evaluate the sources for your research paper.	2	200			20	
Research Paper	Your 10-page research paper will focus on the futurism-related topic.	1-5	2,500	✓		60	
Process Analysis	Your 4-page final assignment asks you to reflect on your growth as a writer and thinker over the course of English 1B.	1-4	1,000			30	
Multimedia Presentation **	You and two classmates will create a 10-minute multimedia presentation based upon a futurism-related topic.	1-5				15	
Reflections	You will write 6 two-page reflections based upon a variety of topics related to issues in the future.	2-6	3,000			60 [6x10]	1. 2. 3. 4. 5. 6.
Participation	Note that points are garnered by active participation in class, not attendance.					15	
Total word count: 9,800			Total points: 300			/300	

\*One typed page in MLA Style is approximately 250 words; one handwritten page is approximately 200 words.

\*\*You must provide your own laptop; Macs will require an Apple-specific adaptor to connect to the university's projection system.

Final grade calculations:

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A+	300 - 290	B+	268 - 260	C+	238 - 230
A	289 - 281	B	259 - 251	C	229 - 221*
A-	280 - 269	B-	250 - 239	No Pass	220 - 0

\*At least 221 points must be earned to receive course credit

Course Schedule

Note that this schedule is subject to change. Always consult EauZone for the most up-to-date information and schedule. Consider any hard copy of this syllabus only a rough guide and out-of-date.

All assignments, including in-class essays, are due or take place on Thursdays.

Key:

ABUNDANCE (*Abundance: The Future is Better Than You Think*)

eR (eReader)

PHYSICS (*Physics of the Future*)

January	
Week 01: Th 23	Class: Syllabus review
Week 02: Tu 28/Th 30	Class: Introductions; Lecture—"Engaging Writing as a Process 2.0"

February	
Week 03: Tu 04/Th 06	Class: Multimedia presentation assignments; Lectures—"Building a Better Multimedia Presentation" Watch—Excerpts from <i>Electric Dreams</i> (1984) Due: REFLECTION 1
Week 04: Tu 11/Th 13	Readings: eR—"Ancient Machines" by Michael Swanwick, "Old MacDonald Had a Farm" by Mike Resnick, "Amaryllis" by Carrie Vaughn, "Evil Robot Monkey" by Mary Robinette Kowal Class: DIAGNOSTIC Lecture—"Building a Better Multimedia Presentation"
Week 05: Tu 18/Th 20	Readings: eR—"The Cartographer Wasps and the Anarchist Bees" by E. Lily Yu, "Super-Toys Last All Summer Long" By Brian Aldiss, "The Best Christmas Ever" by James Patrick Kelly, "Forever Yours, Anna" by Kate Wilhelm Class: SHORT ANSWER RESPONSES; Reading discussion; Multimedia presentations; Watch—"Isaac Asimov" from <i>Prophets of Science Fiction</i> (2011) Due: REFLECTION 2
Week 06: Tu 25/Th 27	Readings: eR—"You Suck at Infographics" ( <i>Wired</i> ), "80 Best Infographics on the Web" (Creative Bloq), "What Makes a Great Infographic?" (DashBurst), "Infographics: Separating the Great from the Mediocre" (The Next Web), "A (Very) Brief History of Artificial Intelligence" (AITopics), "The 8 Evil Forms of AI that Gave Robots a Bad Name" ( <i>Popular Mechanics</i> ) Class: Reading discussion; Multimedia presentations; Watch—Excerpts from <i>Her</i> (2013), Lecture—"Twelve Essential Grammar Rules to Know"

March	
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Week 07: Tu 04/Th 06	Readings: ABUNDANCE—Part One: Perspective – Part Two: Exponential Technologies Class: Reading discussion; Multimedia presentations; Library research session (TBA); Writers workshop Due: INFOGRAPHIC (DRAFT 1, BRING 2 COPIES)
Week 08: Tu 11/Th 13	Readings: ABUNDANCE—Part Five: Peak of the Pyramid – Part Six: Steering Faster Class: Reading discussion; Multimedia presentations; Lecture—“On Wordiness” Due: REFLECTION 3
Week 09: Tu 18/Th 20	Readings: PHYSICS—Introduction – 2: Future of AI Class: Multimedia presentations Due: PERSUASIVE, REFLECTION 4
Week 10: Tu 25/Th 27	No Class—Spring Break

April

Week 11: Th 03	Readings: PHYSICS—3: Future of Medicine – 9: A Day in the Life in 2100; eR—“The Basics of How to Read a Film” (Rutgers University WIRE), “How to Do a Close Reading” (Harvard College Writing Center) Class: EXPOSITORY; Reading discussion; Multimedia presentations; Lecture—“Constructing a Research Paper: A How-To”
Week 12: Tu 08/Th 10	Class: Reading discussion; Multimedia presentations, Lecture—“Close Reading a Film” Due: CLOSE READ; REFLECTION 05
Week 13: Tu 15/Th 17	Class: Reading discussion; Multimedia presentations Due: RESEARCH PAPER (UP TO PAGE 2; BRING 2 COPIES)
Week 14: Tu 22/Th 24	Class: Reading discussion; Multimedia presentations Due: REFLECTION 6; RESEARCH PAPER (UP TO PAGE 4; BRING 2 COPIES)
Week 15: Tu 29/Th 01	Class: Writers workshop; Multimedia presentations Due: RESEARCH PAPER (UP TO PAGE 8; BRING 1 COPY)

May

Week 16: Tu 06/Th 08	Class: Multimedia presentations Due: RESEARCH PAPER (FINAL DRAFT)
Week 17: Tu 13	Class: End-of-class review Due: PROCESS ANALYSIS

