

## SJSU English 1B: Composition—Spring 2009

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Section 10, Sweeney Hall 444, 7:30-8:45am  
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**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 or approved equivalent course and passage of the English Proficiency Test (EPT), unless exempt.

**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, tailored to a particular audience and purpose (argumentative essays will state their thesis clearly and show an awareness, implied or stated, of some opposing point of view).
- The ability to perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing).
- The ability to explain, analyze, develop, and criticize ideas effectively.
- Effective use within their own essays of supporting material drawn from reading or other sources.
- Effective organization within the paragraph and the essay.
- Accuracy, variety, and clarity of sentences.
- Appropriate diction.
- Control of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

### Course Content

**Writing:** Assignments shall 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. Six to eight essays, appropriately sequenced throughout the semester and totaling a minimum of 8000 words, are required; at least one of these essays shall be informed by research. This minimum requirement excludes the final examination, journal writing, quizzes, and any brief or informal assignments. However, it can include the diagnostic essay and assignments that require major revisions to a previously graded or reviewed draft. A major revision is defined as a rethinking or reworking of an assignment and not a simple "correcting" of mechanical errors noted on the original. At least three (but no more than four) essays shall be written in class. How the 8000 word minimum will be met and distributed must be clearly indicated on greensheets.

Students shall receive frequent evaluations of their writing from the instructor. In evaluating student writing,

instructors shall comment on specific features of individual papers. Comments shall encourage and acknowledge student success as well as note errors and suggest ways to correct them.

**Reading:** Reading shall include useful models of writing for academic, general, and specific audiences; readings shall be used consistently with the course goal of enhancing ability in written communication and reading. The majority of the reading shall be devoted to analytical, critical, and argumentative essays. Other types of texts, including poetry, drama, and fiction, may also be assigned, but shall not constitute more than the equivalent of four class sessions for classes that meet two days a week and two class sessions for classes that meet once a week. Instructors shall help students develop and refine strategies for reading challenging, college-level material.

**Research:** English 1B shall include an introduction to the library and to basic research strategies, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly. A traditional research paper or a series of short essays in which library research informs the student's position or thesis is required. As part of this requirement, at least one class session of English 1B shall be led by a university librarian.

**Diversity:** 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.

**Tutoring:** Students whose writing displays serious deficiencies in their control of standard English syntax, grammar, or punctuation will be advised to seek help from the University Writing Center.

**Course Materials:** A dictionary, a rhetoric, and an anthology that contains analytical, critical, and argumentative essays are appropriate materials to require of students. Students will also be required to purchase a handbook from a list of handbooks recommended by the English Department Composition Committee.

**The University Essay Final Exam:** 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.

**Grading: A/B/C/No Credit.** A passing grade in the course signifies that the student has developed those writing, reading, and research abilities necessary for upper-division work.

### **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 (as summarized below).

#### *1A Student Learning:*

- *Students should be able to perform effectively the essential steps in the writing process (prewriting, organizing, composing, revising, and editing).*
- *Students should be able to express (explain, analyze, develop, and criticize) ideas effectively.*
- *Students should be able to use correct grammar (syntax, mechanics, and citation of sources) at a college level of sophistication.*
- *Students should be able to write for different audiences (both specialized and general)*

**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.

**Learning Objective 3:** Students shall write complete essays that demonstrate the ability to synthesize ideas encountered in multiple readings.

**English 1B Content Objectives:**

The following Content Objectives are 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 pre-writing, 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 the final exam, 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 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 (e.g., 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.

**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, NoCredit system shall follow the same pattern, except that NC, for NoCredit, shall replace C-, D, or F. In A,B,C,NoCredit 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.

**SJSU Academic Integrity Policy:** Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University’s Academic Integrity Policy require you to be honest in all your academic course work. Faculty are required to report all infractions to the office of Judicial Affairs. The policy on academic integrity can be found at <http://www.sjsu.edu/senate/S04-12.htm>. The 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.

**Campus Policy on Compliance with Americans with Disabilities Act:** If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability. The DRC website is <http://www.drc.sjsu.edu>.

### **Required Texts and Materials**

Colombo, Cullen, and Lisle eds. *Rereading America*, 7<sup>th</sup> Ed. (RA) ISBN 10: 0-312-44703-5  
Hacker, Diana. *The Bedford Handbook*, 7<sup>th</sup> Ed. (BH) ISBN 0-312-41932-5 (cloth), 0-312-41933-3 (paper)  
College-level dictionary  
Large bluebooks  
Yellow Examination booklets for the final  
Blue or Black pens

### **Assignments**

**Reading:** English 1B is a reading-intensive course meant to help you strengthen your reading and critical thinking skills. You will read many challenging passages from *Rereading America* and from other sources both provided by the instructor and found in your research. All readings listed on the calendar must be finished by the class time for the date listed. For example: If the calendar listing for December 25<sup>th</sup> includes Harris' "Reason in Exile," you must have this essay read before we meet for class on December 25<sup>th</sup>. Class participation is based predominantly on the readings, so to ensure full credit you must complete the readings by class time and be prepared to participate orally and in writing.

**Writing:** English 1B is a writing-intensive course meant to prepare you for college-level writing, which will be required in all other classes, and which depends upon clear communication of meaning. All essay writing assignments are noted on the calendar and must be turned in by the beginning of class on the day they are due. All other writing assignments will be assigned during class and must be turned in on time. You will also receive assignment sheets with further instructions for all essays.

There are six essay assignments in this course: three in-class essays (including the ungraded diagnostic), two out-of-class essays, and a research-based argumentative essay.

**All essays must be completed and turned in to pass the course.**

**In-class essay requirements:** You must write all in-class essays in a large bluebook(s), using a blue or black pen. You may use a paper dictionary, but no thesaurus. In-class essays may not be made up except in cases of

emergency; you must notify the instructor of the emergency and provide written documentation of the emergency; you must make up an in-class essay within one week.

**Out-of-class essay requirements:** You must type all out-of-class essays using MLA guidelines for formatting and citing. There will be significant point deductions for not using MLA, or for improper or missing citations. Part of MLA guidelines require the essay be typed in a 12-point font, double-spaced, with one-inch margins on all sides, and with your name and page number in the header. I also require you to include a word count for every out-of-class essay, which you may place in the top of the essay (with your name, date, etc.), or at the end of the essay.

- Essays must be turned in on time, hard-copy to the instructor, which is at the beginning of the class period on the due date.
- Essays must be turned in to turnitin.com by the beginning of the class period on the due date.
- Late Essay Policy: For each calendar day an essay is late, that essay will be graded down one full letter grade. If the essay is turned in later the same day it is due, the essay will be graded down five points. So, if the essay is due on Tuesday, March 3<sup>rd</sup>, and you turn it in on Thursday, March 5<sup>th</sup>, your essay will be graded down two full letter grades. If the essay would originally have earned a B+, two days later it will be marked a D+. If you turn in the essay later on Tuesday, March 3<sup>rd</sup>, and it would originally have earned a B+, it will be marked down to a B-.
- Word length requirements are listed on the calendar and on essay assignment sheets.
- Specific instructions will be on assignment sheets.

**Research-based argumentative essay requirements:** You will follow all instructions listed above for an out-of-class essay, and include a works cited page for this assignment.

- You must use five sources, four of which must be scholarly, and no more than two from our textbook for this assignment.
- This assignment will include multiple steps with separate due dates, which will be assigned in class.
- This essay must present an argument. An argument means that you take a position on a topic and try to convince your reader to agree with you, or see your point.
- This is not an expository essay; you will not simply write a report on a topic.
- The topic and thesis will be chosen by you, within the instructor's guidelines and with the instructor's approval.

**Grading:** All essays, except the diagnostic, will be graded using the Departmental Grading Policy, which is defined in the official *SJSU Catalog* under “The Grading System.” Essentially essay grades will be distributed by letter, A, B, C, D, F, and using the plus/minus system. For further details on the policy, see your *SJSU Catalog*.

- All essays except the diagnostic and practice final will be fully commented upon. Comments are a teaching tool and you are required to read them and institute whatever corrections are noted/suggested, and seriously consider making changes based upon any instructor comments/suggestions.
- Class participation figures heavily into the course grade, and can include discussion, in-class writing exercises, quizzes, workshops, homework, etc.

### **Grade Distribution:**

Final Exam: 20%  
Research-based essay: 17%  
In-class essays: 19% (Diagnostic: 0%, Essay #3: 11%, Practice Final: 8%)

Out-of-class essays: 23% (Essay #2: 10%, Essay #4: 13%)  
Class participation: 21%

**Workshops:** You will workshop at least one essay, and must follow workshop procedures in order to get full credit on that essay assignment and for participation.

- All workshops are structured group exercises in which you will give and receive valuable feedback on your writing.
- You must follow the Peer-Editing Process, which you will learn before the first workshop.
- Any workshoped essay must be turned in with your final draft of the essay on the day it is due, or there will be a five-point deduction from your essay grade.
- **Workshops cannot be made up.**

**Participation:** Participation is made up of all in-class work, homework, reader responses, quizzes, discussion, writing exercises, etc.

- You will earn points for all participation, which will be noted and turned back to you.
- Points vary day by day depending upon homework assignments and in-class activities.
- Points could vary from 3 to 25 or more per day.
- All points are cumulative and you should keep track of how many you have throughout the semester.
- You may email me at any time to ask for your participation points if you lose track of them.

**Extra Credit:** There is NO extra credit in this class.

**Final Exam:** The final for English 1B is a mandatory, university-wide exam.

- This exam cannot be rescheduled.
- The Final is on **Saturday, May 9, at 10:00am**. The location will be announced at a later date.
- Bring two yellow examination booklets, blue or black pens, and a paper dictionary.
- The exam lasts two hours and you must stay the entire time.

**Office Hours:** I will hold office hours regularly and I encourage you to make use of the time to get help from me for your writing, or for any questions you have about the class or any assignments.

- You do not need to make an appointment; just drop in during my office hours.
- I will try to accommodate you if you cannot meet during my office hours.

**Electronic Devices:** Unless you provide me with written clearance from the DRC, or written proof that you are on call, you will not use any electronic devices during my class.

- Turn them off or leave them at home.
- If I catch you using an electronic device, I will publicly ask you to turn it off, and/or confiscate it for the remainder of the class, and/or ask you to leave class for the day, with a participation point deduction.
- Using an electronic device during an in-class essay or the final exam will result in expulsion from the class or the exam.

**University Writing Center and LARC:** I may recommend you seek tutoring from the Writing Center or LARC. If I recommend you seek tutoring, it is because I have serious concerns with your ability to pass the course based on the course requirements. The Writing Center is specifically focused on writing and the tutors can help at any level, from freshman writing to professional writing. You may seek help from them at any time, with or without my recommendation. For more information, check them out online at [www.sjsu.edu/writingcenter](http://www.sjsu.edu/writingcenter).

The instructor reserves the right to modify the schedule of readings or any assignments as needed.

## English 1B Spring 2009 Calendar

Date	Day	Assignments (including assessable Learning Objectives)
1-22	Thursday	Introductions
1-27	Tuesday	Essay #1: In-class Diagnostic, 750 words (LO 1, 3)
1-29	Thursday	<i>RA</i> : Colombo, Cullen, Lisle, "Thinking Critically, Challenging Cultural Myths," 1-16 (LO 1, 3) <i>BH</i> : "Characteristics of an effective thesis," 34-8, including questions 1-5 (LO 1) <i>BH</i> : "Evaluating arguments," 505-16 (LO 1, 3)
2-3	Tuesday	<i>RA</i> : Colombo, et al, "Learning Power," 113-19 (LO 1, 3) <i>RA</i> : Mann, "From Report of the Massachusetts Board of Education, 1848," 121-30 (LO 1, 3) <i>RA</i> : Groening, 151, 160 (LO 1) <i>RA</i> : Rockwell, 190-93 (LO 1, 3) <i>BH</i> : Exercise 48-1, 516-17, numbers 1, 2, 4, 5, 7, 9, and 10 (LO 1) <u>Essay #2 Assignment</u> : Out-of-class, critical analysis comparison, 1600 words (LO 1, 2, 3)
2-5	Thursday	<i>RA</i> : Moore, "Idiot Nation," 132-50 (LO 1, 2, 3) <i>BH</i> : "Critical Thinking," 467-80 (LO 1, 2, 3)
2-10	Tuesday	<i>RA</i> : Kozol, "Still Separate, Still Unequal," 239-55 (LO 1, 2, 3) <i>RA</i> : Malcolm X, "Learning to Read," 210-18 (LO 1, 2, 3) <i>BH</i> : "Document Design," 121-23, 135-37 (LO 1)
2-12	Thursday	<i>RA</i> : Rose, "I Just Wanna Be Average," 161-72 (LO 1, 2, 3) <u>Peer-Editing Process Handout</u>
2-17	Tuesday	<b>Research Tutorial—Meet in Library (LO 2)</b>
2-19	Thursday	Workshop Essay #2: Bring the edited essays that you did for your peers, and a clean copy of your own essay. (LO 1, 2, 3)
2-24	Tuesday	<b>Essay #2 Due: Critical Analysis Comparison, 1600 words (LO 1, 2, 3)</b>

		<u>Essay #4 Assignment:</u> Out-of-class first draft of research paper with annotated bibliography of two sources, 1750 words (LO 1, 2, 3)
		<i>RA:</i> Colombo et al, “True Women and Real Men,” 371-75 (LO 1, 2, 3)
		<i>BH:</i> “Supporting a thesis,” 587-91 (LO 1, 2, 3)
		<i>BH:</i> “Managing information; avoiding plagiarism,” 572-79 (LO 1, 2, 3)
2-26	Thursday	<i>RA:</i> Devor, “Becoming Members of Society: Learning the Social Meanings of Gender,” 383-92 (LO 1, 2, 3)
		<i>BH:</i> “Citing sources, avoiding plagiarism,” 592-96 (LO 1, 2, 3)
3-3	Tuesday	<b>Research-based essay topic due</b>
		<i>RA:</i> Tocqueville, “How the Americans Understand the Equality of the Sexes,” 376-80 (LO 1, 2, 3)
		<b>Handout:</b> Brady, “I Want a Wife” (LO 1, 3)
		<i>BH:</i> “Integrating sources,” 597-608 (LO 1, 2, 3)
3-5	Thursday	<i>RA:</i> “Two Ways a Woman Can Get Hurt’: Advertising and Violence,” 417-41 (LO 1, 3)
3-10	Tuesday	<i>RA:</i> Morgan, “From Fly-Girls to Bitches and Hos,” 443-49 (LO 1, 2, 3)
		<i>RA:</i> Mansfield, “The Manliness of Men,” 450-53 (LO 1, 2, 3)
		<i>BH:</i> “Sample MLA paper,” 659-66 (LO 1, 2, 3)
3-12	Thursday	<i>BH:</i> “Make global revisions; then revise sentences,” 42-60 (LO 1)
3-17	Tuesday	Workshop Essay #4 (LO 1, 2, 3)
3-19	Thursday	<b>Essay #4 Due: First draft of research paper with annotated bibliography of two sources, 1750 words</b> (LO 1, 2, 3)
		<u>Essay #5 Assignment:</u> Out-of-class, research-based, argumentative essay, 2200 words (LO 1, 2, 3)
		Class-based research, writing exercises, debrief assignment
3-24	Tuesday	No School—Spring Break!
3-26	Thursday	No School—Spring Break!

3-31	Tuesday	No School—Cesar Chavez Day!
4-2	Thursday	<b>Essay #3: In-class Argumentative Analysis</b> , 800 words (LO 1, 2, 3)
4-7	Tuesday	<i>RA</i> : Colombo, et el, “Money and Success,” 259-64 (LO 1, 2, 3) <i>RA</i> : Alger, “From <i>Ragged Dick</i> ,” 264-70 (LO 1, 2, 3) <i>RA</i> : Dalton, “Horatio Alger,” 278-84 (LO 1, 2, 3)
4-9	Thursday	<i>RA</i> : Hamblin, “The Black Avenger,” 285-93 (LO 1, 2, 3)
4-14	Tuesday	<i>RA</i> : Mantsios, “Class in America—2003,” 307-23 (LO 1, 2, 3)
4-16	Thursday	<i>RA</i> : Kendall, “Framing Class, Vicarious Living, and Conspicuous Consumption,” 334-52 (LO 1, 2, 3)
4-21	Tuesday	<i>RA</i> : Colombo, et al, “One Nation Under God,” 613-19 (LO 1, 2, 3) <i>RA</i> : Madison, “Memorial and Remonstrance Against Religious Assessments,” 718-23 (LO 1, 2, 3)
4-23	Thursday	<i>RA</i> : Feldman, “Schools and Morals,” 724-37 (LO 1, 2, 3)
4-28	Tuesday	<i>RA</i> : McKibben, “The Christian Paradox: How a Faithful Nation Gets Jesus Wrong,” 665-75 (LO 1, 2, 3)
4-30	Thursday	<i>RA</i> : Harris, “Reason in Exile,” 738-50 (LO 1, 2, 3)
5-5	Tuesday	<b>Essay #5 Due: Out-of-class research-based argumentative essay, 2200 words</b> (LO 1, 2, 3) <b>Essay #6: In-class practice final, 900 words</b> (LO 1, 2, 3)
5-7	Thursday	Prepare for final exam
<b>5-9</b>	<b>Saturday</b>	<b>Final Exam, 10:00am-12:00pm, bring yellow examinations books, blue or black pens, and a paper dictionary!</b>
5-12	Tuesday	Last day of class! Cumulative quiz!

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