

Welcome to San Jose State University – Department of English and Comparative Literature
English 1B – Composition

Professor Tiffany Ballard

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Section 16: MW 10:30-11:45 (SH 238)

Section 24: MW 12:00-1:15 (BBC 205)

Section 39: MW 3:00-4:15 (BBC 120)

Office Hours: MW 1:30-2:50 and by appt.

REQUIRED TEXTS & MATERIALS

- ✓ *Course Reader* – available at Maple Press: 481 E San Carlos St (408) 297-1000 **CASH ONLY!**
- ✓ *They Say, I Say with Readings* – Graff, Birkenstein, and Durst
- ✓ A current email account that you check daily and registration (FREE) with Turnitin.com
- ✓ A college-level dictionary published in the last 3 years and a stapler

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. **Prerequisite: Passage of Written Communication 1A or approved equivalent course.**

COURSE GOALS/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)

ENGLISH 1B STUDENT LEARNING OUTCOMES (G.E. AREA C3)

- 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.

THE ‘WORKLOAD’

- ESSAYS

You will write 3 Critical Analysis Essays and 3 In Class Essays. The Critical Analysis Essays must conform to MLA formatting and to the standards of English grammar. You will be required to submit all Critical Analysis Essays to Turnitin.com. Further instruction for the essay assignments is provided in the Course Reader. **Students must complete all 6 essays to pass the course. Failure to complete an essay will result in the F in the course.**

- ANNOTATIONS

You will write 8 Annotations throughout the course. These will be due at the beginning of class, must be handed in at that time, and you must attend that class in order to receive credit. Further instruction provided in the Course Reader.

- PARTICIPATION, READINGS, AND CLASS WORK

Participation is active: coming to class having read the assigned readings and being prepared to contribute to class discussion is crucial to the success of this course. You will be expected to read ALL articles listed on the schedule. Readings are subject to change as needed to meet the needs of the class, but you will be informed of any changes at least one class day in advance. You will also be expected to participate in ALL class discussions. Failure to contribute will result in a zero for that portion of your grade. We will have some unannounced quizzes, informal writings, and writing projects during class that cannot be made up. We will also be having a mandatory library research day: location TBA

- FINAL EXAM

There is a departmental final exam for English 1B students on **Saturday Dec^{3rd} at 10:00 A.M.** Make arrangements now – this is a mandatory exam!

GRADING

3 Critical Analysis Essays (approx. 1400 words each)	380 pts (100+130+150)
3 In Class Essays (approx. 550 words each)	150 pts (50 each)
8 Annotations (approx. 400 words each)	120 pts (15 each)
Participation, Readings, Classwork	150 pts
Final exam	200 pts

Points scale will correspond to the following grading breakdown for final course grades: A=1000-921, A-=920-890, B+=889-861, B=860-831, B-=830-810, C+=809-765, C=764-725, C- = 724-700, D+ = 699-670, D = 669-655, D- = 654-615, F = 614 and lower

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. 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: Individual essays will be graded on an A-F and points scale.

SJSU ACADEMIC POLICIES

You are responsible for reading the SJSU academic polices available online:

<http://www.sjsu.edu/english/comp/policyforsyllabi.html>

LATE POLICIES AND REVISION POLICIES

- Critical Analysis Essays are due – to Turnitin.com - by the start time of your scheduled section. I will be checking the website at that time and will not accept essays that are submitted late.
- Late policy for Critical Analysis Essays: students may receive an extension if I receive the request in writing (via email) **by 5:00 pm the day before an essay is due**. The maximum extension time is 2 extra weeks from the original due date (or at my discretion). If the original due date (including time deadline) or an extended due date is passed, I will not accept the essay late, you will receive a zero for that essay, and you will subsequently fail the course. Please note that when you request an extension, I will not guarantee that your essays will be returned to you before the next essay is due, you essentially forfeit the ability to receive written feedback (your feedback will be in the form of the course created written rubric and score), and you forfeit your right to the revision policy (listed below) since I can only guarantee that they will be returned to you sometime before the end of the term.
 - Dear Professor Ballard: I would like to request an extension for essay #. I will submit the essay to Turnitin.com by [5:00pm/date]. Thank you.
- In-class essays can be made up only if arrangements are made with me well in advance of the scheduled date and only for extenuating circumstances.
- Critical Analysis Essays (#1 and #2 only and only those submitted on time) that earn a D or F can be significantly revised to receive a maximum grade of C. As a rule, such a revised and edited paper will far exceed a C in quality. Typically, I will require that you come see me to discuss the revision. Revisions must be turned in no later than one week after the paper was returned (or at my discretion). Revisions displaying little to no changes will receive an even lower grade than the original as penalty.

CLASS CONDUCT POLICIES

1. **COMMUNICATE WITH ME:** I am here to help you, but I have no way of knowing if you are unclear about an assignment or are otherwise having trouble unless you tell me. If you have questions about the work, speak up in class, come to see me in my office, or send an email. If you start to fall behind, don't wait until it is too late; come talk to me!
2. **CELL PHONES, ETC.:** Cell phones are disruptive. Please respect this classroom by turning them off before entering. If your phone rings or you are texting during class (under your desk, in your pocket, etc), expect to lose participation points for the day. In addition, during class please refrain from carrying on conversations with your neighbor, chewing gum, or doing work for another class.

SCHEDULE: FALL 2011

**READINGS AND ASSIGNMENTS ARE DUE THE DAY THEY ARE LISTED
READINGS LOCATED IN *THEY SAY, I SAY (TS)* OR *COURSE READER (CR)*
DATES WITH * HAVE ELIGIBLE READINGS/ARTICLES FOR ANNOTATIONS**

WEEK ONE:

AUGUST 24, W: First Day Matters; Chapters 11 and 12 (TS)

WEEK TWO:

AUGUST 29, M: “Annotations – Policies/Instructions” and “Example Annotation (with article) CR; *Jamie Oliver’s Food Revolution* – In Class video

*AUGUST 31, W: Chapter 1-3; “Don’t Blame the Eater” Zinzchenko; “What You Eat Is Your Business” Balko; “Lawsuits Against Fast Food” Banzoff (all readings in TS)

WEEK THREE:

SEPTEMBER 5, M: LABOR DAY – NO CLASS

SEPTEMBER 7, W: LIBRARY DAY (KING LIBRARY - ROOM TBA)

WEEK FOUR:

*SEPTEMBER 12, M: Chapters 4-7; “Obesity: Much of the Responsibility” Engler; “Your Trusted Friends” Schlosser (all readings in TS)

SEPTEMBER 14, W: Chapters 8-10 (TS); *30 Days* “Minimum Wage” – Spurlock (In class)

WEEK FIVE:

*SEPTEMBER 19, M: “Divided We Eat” Miller (CR); “The Growing Gulf” Sklar (TS); “The Truth About Wages” Barlett (TS); “Inequality and the American Dream” *The Economist* (TS)

*SEPTEMBER 21, W: “Confronting Inequality” Krugman (TS); In class workshop – revising and editing

WEEK SIX:

SEPTEMBER 26, M: 1st CRITICAL ANALYSIS ESSAY DUE (FOOD/NUTRITION OR POVERTY/CLASS); *Digital Nation* – Frontline Video (In class)

*SEPTEMBER 28, W: “The Cybers: Addicted to Tech” Velez-Mitchell (CR)

WEEK SEVEN:

*OCTOBER 3, M: “What’s the Matter with Kids Today” Goldwasser (TS); “Can You Hear Me Now” Turkle (TS)

*OCTOBER 5, W: “Me Against the Media” Rockler-Gladden (TS); “Hidden Intellectualism” Graff (TS)

WEEK EIGHT:

*OCTOBER 10, M: “Offshoring Without Guilt” Venkatraman; “Cultural Imperialism” Galeota; “In Defense of Globalization” Legrain (all readings in CR)

*OCTOBER 12, W: “A Declaration of Sustainability” Hawken (CR); “The Wal-Mart You Don’t Know” Fishman (CR); “Progressive Wal-Mart. Really” Mallaby (TS)

Must have 4 annotations complete by the end of Week Eight

WEEK NINE:

OCTOBER 17, M: Workshop – In class essay/timed writing techniques
OCTOBER 19, W: **IN CLASS ESSAY #1 (BRING PAPER AND A STAPLER OR A LARGE BLUEBOOK)**

WEEK TEN:

OCTOBER 24, M: 2nd **CRITICAL ANALYSIS ESSAY DUE (TECHNOLOGY/MEDIA OR CORPORATE SOCIAL RESPONSIBILITY) 30 Days** “Atheist/Christian” – Spurlock (In class)
*OCTOBER 26, W: “Killer Culture” Kupelain; “The Christian Paradox” McKibben (all readings in *CR*)

WEEK ELEVEN:

*OCTOBER 31, M: “Sacred Rite or Civil Right” Moody; “The Pressure to Cover” Yoshino (all readings in *CR*)
*NOVEMBER 2, W: “Reason in Exile” Harris “Texas group: Religious sect or cult?” Bryner; “Polygamous sect leader gets 10 years” AP; “Polygamist sect allegedly rife with abuse” AP; “Court made brave ruling on FLDS kids” Filan (all readings in *CR*)

WEEK TWELVE:

*NOVEMBER 7, M: 30 Days “Jail” – Spurlock (In class); “Alcatraz” Coon; “Time” McCall (all readings in *CR*)
*NOVEMBER 9, W: “Double Standard on Drug Sentences” Tucker; “Emotions Clouding Rational Decisions” Musil; “A Threat to Justice”; “Fruitless Punishment” SF Chronicle (all readings in *CR*)

WEEK THIRTEEN:

*NOVEMBER 14, M: “Hellhole” Gawande (*CR*)
*NOVEMBER 16, W: “Deadly Compromise” Green; “Deadly Stakes” O’Sullivan (all readings in *CR*)

WEEK FOURTEEN:

NOVEMBER 21, M: **IN-CLASS ESSAY #2 (BRING PAPER AND A STAPLER OR A BLUEBOOK)**
NOVEMBER 23, W: In Class Workshop – preparing for the final

WEEK FIFTEEN:

NOVEMBER 28, M: **IN-CLASS ESSAY #3 (BRING PAPER AND A STAPLER OR A BLUEBOOK)**
NOVEMBER 30, W: In Class Workshop – preparing for the final

DEC. 3, SAT: FINAL EXAM – 10:00 AM – Bring YELLOW books, a dictionary, and pens
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WEEK SIXTEEN:

DECEMBER 5, M: 3RD **CRITICAL ANALYSIS ESSAY DUE (RELIGION IN AMERICA OR PENAL SYSTEM)**
DECEMBER 7, W: **LAST DAY MATTERS**