

**San José State University**  
**Department of English and Comparative Literature**  
**English 1B, Composition 2 (GE C3), Section 27, Fall 2012**

<b>Instructor:</b>	David Coad
<b>Office Location:</b>	Faculty Offices (FO) 226
<b>Telephone:</b>	(408) 673-0539
<b>Email:</b>	<a href="mailto:DavidTCoad@gmail.com">DavidTCoad@gmail.com</a>
<b>Office Hours:</b>	MW 12:15 pm – 1:15 pm
<b>Class Days/Time:</b>	MW 1:30 pm – 2:45 pm
<b>Classroom:</b>	Sweeney Hall 238
<b>Prerequisites:</b>	English 1A: Composition 1
<b>GE Category:</b>	Written Communication C3

**Department 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.

**Instructor Course Description:** Welcome to Section 27 of English 1B! This course is designed around several key beliefs. First, the instructor believes that writing is a learned skill, not an innate ability. Through the assignments of this course, each student is expected to take steps forward in their capacity to communicate clearly in writing. Second, the instructor believes that composition is by nature multimodal, so students will be taught how to effectively use various modes to communicate. Finally, the instructor believes that each student brings unique experiences and humanity to their writing. This humanity will be respected in the classroom and in the grading processes. Again, welcome to a semester of growing in process of clear communication!

**Prerequisites:** Passage of Written Communication 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/policyforsyllabi.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and DRC policies)
- Adding and dropping classes

## **Required Texts/Readings**

### **Textbooks**

- Andrea Lunsford, et. al., *Everything's an Argument* [WITHOUT READINGS]. Bedford/St. Martin's, 5<sup>th</sup> edition, 2010. ISBN 978-0-312-53862-0.
- Andrea Lunsford, *The Everyday Writer* with 2009 MLA and 2010 APA Updates. Spiral Bound, 4<sup>th</sup> edition, 2010, Bedford Books. 978-0-312-66486-2.
- *English 1B*. McGraw Hill Create, 2012. ISBN 1105120219228.

### **Other equipment / material requirements (optional)**

- Students need to have **access to the Internet** to post homework assignments on their student blogs. There is always Internet access for students on campus for those who do not have access at home.

## **Assignment Breakdown**

### ***In-Class Essays***

*Ungraded* Baseline Essay (700 words, SLO 1)  
5% Midterm Reflection Essay (700 words, SLO 1)

### ***Out-of-Class Essays***

10% Rhetorical Analysis Essay (1000 words, SLOs 1-4)  
12% Proposal Essay (1250 words, SLOs 1-4, 6)  
18% Research Paper (2000 Words, SLOs 1-4)  
10% Final Reflective Essay (1250 Words SLOs 1-4)

### ***Multimodal Assignments***

10% Visual Argument Assignment with a 500-word reflection essay (SLO 1-5)

### ***Misc. Assignments***

5% Annotated Bibliography (for Research Paper)  
10% Blog Posts, Quizzes  
10% Peer Revision Workshops, Participation  
10% Presentations (Group presentation on a reading, visual argument presentation, and research paper presentation)

## Major Assignment Descriptions

### *ESSAYS*

The **Baseline Essay** is an in-class essay completed at the beginning of the semester on a prompt given on that day. The purpose of the essay is to give the instructor an idea of your strengths and areas for potential growth.

The **Rhetorical Analysis Essay** requires a close analytical look at a piece of writing. You are responsible for choosing a rhetorically complex piece of writing, understanding the keys of rhetorical analysis from *Everything's an Argument* and class discussion, and then applying these keys to the piece of writing you choose.

For the **Proposal Essay**, you will choose a topic related to freedom of speech and/or censorship. You will describe a problem related to this topic, and then present your solution. For instance, you could describe why some are offended by nudity in the performing arts, and then propose your own solution to the problem. This paper will require some research.

The **Research Paper** is the primary piece of research writing for the course. You will need to choose a topic that interests you, research your topic, and make an original argument about it. You may write your paper in any of the argumentative styles covered in *Everything's an Argument*, excluding Rhetorical Analysis.

### *MULTIMODAL ASSIGNMENT*

The **Visual Argument Assignment** will allow you to express an argument you feel passionately about in a visual medium. The argument can be made in many different forms. You can make a paper poster, a PowerPoint, Keynote, or Prezi presentation, a website, or a video. You may work in groups of two to four.

### *FINAL ASSIGNMENT:*

Instead of a final exam, you will write a **critical reflection** at the end of the class. Think of it as a scientific study of your progress as a writer over the next four months. Remember, writing is a *process*. Collecting your work and 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 have a final exam.

## Classroom Policies

**Peer Revision Workshops:** Peer Revision Workshops are contract graded. This means that if you do the work, you get credit for it. If you do not show up, or if you show up without a draft, you will receive an F on the workshop. Even being 1 minute late will result in an F and not being able to participate in the workshop.

**Late Work:** No late work will be accepted. If there is an emergency, an extension may be granted at the instructor's discretion. If at all possible, please contact me beforehand if you have a very pressing reason to need an extension. You must have a reason for needing an extension. I will not grant an extension because "something came up," or because "a lot has been going on lately."

**TurnItIn.com:** All out-of-class essays MUST be turned in both as a hard copy to the instructor in class, and at TurnItIn.com, a plagiarism detection site. Plagiarism of any kind, including reusing your own papers or a friend's papers, may be detected on TurnItIn.com. More information about TurnItIn.com will be announced in class before the first out-of-class essay due date.

**Electronic Devices:** All electronic devices must be kept in your bag. They are not allowed on your desk. This includes cell phones, iPods, laptops, iPads, etc. This policy applies at all times, unless otherwise notified.

### **Student Technology Resources (IMPORTANT)**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

### **SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

### **Class Web Page**

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on our course web page at **[www.weebly.com/English1B](http://www.weebly.com/English1B)**.

## English 1B, Spring 2012, Course Schedule

*THIS SCHEDULE IS SUBJECT TO CHANGE. You will be notified in class if any changes occur. You are expected to read the readings by the day they are listed under.*

Week	Date	Topics, Readings, Assignments, Deadlines
1	W 8/22	Introduction to the course, the students, and the instructor Information on setting up your student blog
2	M 8/27	<b>In-Class Baseline Essay (750 words)</b>
	W 8/29	<b>Discussion:</b> What constitutes an argument? What different kinds of argument are there? How does one read an argument? <b>Reading:</b> <i>EA</i> , Ch. 1: “Everything is an Argument” (p. 1-37)
3	M 9/3	<b>No Classes – Campus Closed for Labor Day</b>
	W 9/5	<b>DUE on blog:</b> Link to article you will analyze (OR bring a hard copy into class) and 1-2 paragraphs previewing how you will analyze the article. <b>Reading:</b> <i>EA</i> , Ch. 5: “Rhetorical Analysis” (p. 95-130) “Why I Am Not Going to Buy a Computer” by Wendell Berry in Course Reader (p. 9-14)
4	M 9/10	<b>Reading:</b> <i>EA</i> , Ch. 2: “Arguments Based on Emotion: Pathos” (p. 38-51) “A Modest Proposal” by Jonathan Swift in Course Reader (p. 15-21)
	W 9/12	<b>Peer Revision Workshop</b> on Rhetorical Analysis
5	M 9/17	<b>DUE: Rhetorical Analysis – Final Draft</b> <b>Reading:</b> <i>EA</i> , Ch. 12: “Proposals” (p. 373-414)
	W 9/19	Library Day: Meet in the King Library (Room TBA)
6	M 9/24	<b>Reading:</b> <i>EA</i> , Ch. 19: “Evaluating and Using Sources” (p. 549-565) <i>EA</i> , Ch. 3: “Arguments Based on Character: Ethos” (p. 52-68)
	W 9/26	<b>Reading:</b> <i>EA</i> , Ch. 4: “Arguments Based on Facts and Reason: Logos” (p. 69-94) “Free Speech on Campus” by Nat Hentoff in Course Reader (p. 27-31)
7	M 10/1	<b>DUE on blog:</b> Outline of Proposal Essay <b>Reading:</b> <i>EA</i> , Ch. 2: “Arguments Based on Emotion: Pathos” (p. 38-51) (in Course Reader): “It’s Time to Stop Playing Indians” by Arlene Hirschfelder (p. 36-38) “Should TV be Censored” by Ingrid Groller (p. 39-41)
	W 10/3	<b>Peer Revision Workshop</b> on Proposal Essay

Week	Date	Topics, Readings, Assignments, Deadlines
8	M 10/8	<b>Reading</b> (in course Reader): “The Schools are Destroying Freedom of Speech” by John W. Whitehead (p. 32-35) “And Our Flag Was Still There” by Barbara Kingsolver (p. 70-72) Other Reading on Freedom of Speech (Distributed in class)
	W 10/10	<b>DUE: Proposal Essay</b> <b>In-class Mid-term Reflection Essay (SLO 1)</b>
9	M 10/15	Introduction to Research Paper: Logical Structures <b>Reading:</b> <i>Everything’s an Argument</i> , Chapter 7: “Structuring Arguments”
	W 10/17	<b>Reading:</b> <i>EA</i> , Ch. 16: “What Counts as Evidence” (p. 493-514) “Male Bashing on TV” by Michael Abernathy in Course Reader (p. 42-46), “Multiculturalism Yes, Particularism No” by Diane Revitch in Course Reader (p. 47-50)
10	M 10/22	<b>Reading:</b> “Technology and Tomorrow” in Course Reader (p. 73-80) Other Readings on Digital Media (Distributed in class)
	W 10/24	<b>Reading:</b> <i>EA</i> , Ch. 17: “Fallacies of Argument” (p. 515-535)
11	M 10/29	<b>Peer Revision Workshop</b> on Research Paper
	W 10/31	Research Paper Presentations
12	M 11/5	Research Paper Presentations
	W 11/7	<b>DUE: Research Paper – Final Draft</b> Introduction to Visual Arguments, Introduction to Final Assignment
13	M 11/12	<b>No Classes – Campus Closed for Veterans Day</b>
	W 11/14	What makes a strong visual argument? <i>EA</i> , Ch. 14: “Visual Arguments” (p. 441-465)
14	M 11/19	Guided work on Visual Argument, technical help for high-tech groups <b>Reading:</b> “Blood in the Gutter” by Scott McCloud, available at <a href="http://dmp.osu.edu/dmac/readings/mccloud_bloodingutter.pdf">http://dmp.osu.edu/dmac/readings/mccloud_bloodingutter.pdf</a>
	W 11/21	Guided Work on Visual Argument Assignment <i>EA</i> , Ch. 15: “Presenting Arguments” (p. 466-490)
15	M 11/26	<b>Visual Argument Assignment DUE</b> Present Visual Arguments
	W 11/28	Lecture and Discussion of Progress on Reflective Essay
16	M 12/3	<b>Peer Review Workshop on Reflective Essay</b>
	W 12/5	Guided Work on Reflective Essay
17	M 12/10	<b>DUE: Reflective Essay</b> Last Day of Class: Discuss what students have learned