

San José State University
Department of English and Comparative Literature
English 1B, Composition 2 (GE C3), Section 29, Fall 2012

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Office Hours:	Tuesdays 2-3pm
Class Days/Time:	MW 1:30-2:45pm
Classroom:	Sweeney Hall 414
Prerequisites:	Passage of Written Communication 1A (C or better) or approved equivalent.
GE Category:	Written Communication C3

Faculty Web Page

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at <http://www.sjsu.edu/people/amanda.kolstad> or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU

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 (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

Textbook

- Andrea Lunsford, *The Everyday Writer* with 2009 MLA and 2010 APA Updates. Spiral Bound, 4th edition, 2010. Bedford Books. 978-0-312-66486-2.
- Gary Goshgarian, *Argument as Dialogue* 12th edition, 2012. Pearson. 978-0-205-01912-0.
- Gary Colombo, *Rereading America* 8th edition, 2010. Mac Higher. 978-0-312-54854-4.

Other Readings

Any material not found in the textbooks will be photocopied and handed out in class.

Other equipment / material requirements (optional)

Notebook/Binder paper

Writing Implement

Library Liaison

Toby Matoush toby.matoush@sjsu.edu

Classroom Protocol

General: Students are expected to arrive on time having completed all reading assignments and homework. Failure to do so will negatively impact the student's participation grade.

Conduct: Real growth and learning necessitates a safe and respectful environment. Students are encouraged to share opinions and participate in debate. However, students must support their claims with evidence and must respect their classmates. Any behavior that is inappropriate or constitutes a personal attack will not be tolerated. Students engaging in unacceptable behavior will be asked to leave class for the day and will receive no credit for class participation that day.

Electronics Policy: Students are welcome to bring laptops to class in order to take notes. Students are NOT to use laptops for social media, email, etc. in class. Students using class time to do so will be asked to put their computer away and will lose participation points for the day. Repeated issues will result in a strict no-electronics policy. All cell phones must be silenced and put away for the duration of class.

Revision: Students may revise an essay, using the instructor's remarks to correct their mistakes for up to 1/2 letter grade increase. The student has one week to complete this process.

Late Work: Except in documented emergency situations, late work will not be accepted. All work is due at the beginning of class on the due date.

Assignments and Grading Policy

Grading: A-F.

A passing grade in the course signifies that the student is a capable college-level writer and reader of English.

Grade Breakdown:	SLO
15% Participation/Homework	1,6
10% Rhetorical Analysis	3,6
10% Evaluation Essay	1,2,3,4,5,6
10% Argumentative Essay Proposal	2,3,4,5
5% Annotated Bibliography	1,2,3
10% Argumentative Essay	1,2,3,5
20% In-Class Essays	1,3,4,5
20% Final Exam	

Participation/Homework:

It is crucial that students actively engage in classroom discussion and activities. Simple attendance does not constitute participation; students are expected to contribute to reading discussions, class debate, and class activities. Part of this grade will be determined by daily warm-up exercises; each warm-up will be approximately 75-100 words.

Rhetorical Analysis:

Students will analyze and assess the merits and composition of an assigned text. This analysis will include identifying pathos, logos and ethos appeals as well as logical fallacies. 1,200 words.

Evaluation Essay:

Students will evaluate a film, novel, music album, essay or play and critique it. Students will identify different elements of literature and evaluate how effectively the piece uses them. 1,200 words.

Argumentative Essay Proposal:

Students will develop a proposal for their argumentative essay. An effective proposal will clearly outline the topic, the purpose of the topic and have an annotated bibliography attached.

Annotated Bibliography:

Students will provide an annotated bibliography with their argumentative essay proposal. They must have no less than 8 sources on the annotated bibliography. 750 words.

Argumentative Essay:

Students will write an thoroughly researched argumentative paper. Students must use no fewer than 6 cited sources as evidence to support their thesis. 1,800 words.

In Class-Essays:

Students will write a total of 4 in class essays this semester each worth 5% of the overall grade. The first essay will be a baseline or diagnostic essay designed to demonstrate the student's current writing abilities. The second and third essays will be mock-finals to help students prepare for the final exam. The fourth essay will be a reflective essay.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd 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.

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 WST, improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. We are located in SSC 600 (10th Street Garage), at the first floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. See the Peer Connections website for more information (www.peerconnections.sjsu.edu) and be sure to come see us!

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/>.

English 1B, Fall 2012, Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines <i>AD= Argument as Dialogue RR=Rereading America</i>
1		
	W 8/22	Course Introduction
2	M 8/27	Baseline Essay. Bring green book. AD Chapter 1
	W 8/29	Rhetorical Analysis Assigned. AD Chapter 2, RR <i>Proposition 8: The California Marriage Protection Act & 8 Is Not Hate: The Meaning of a Proposition</i>
3	M 9/3	Labor Day, no class.
	W 9/5	Logical Fallacies, Pathos, Logos and Ethos. AD p45-56, RR: <i>Prop 8 Hurt My Family-- Ask Me How.</i>
4	M 9/10	Evaluating the argument. AD Chapter 3, RR: <i>What Is Marriage? & My Big Fat Straight Wedding.</i>
	W 9/12	Peer edit Rhetorical Analysis. Draft Due.
5	M 9/17	Rhetorical Analysis Due! Read handouts from class.
	W 9/19	Evaluation Essay Assigned AD Chapter 4, 5
6	M 9/24	Evaluating text. RR <i>Idiot Nation & Against School</i>
	W 9/26	Evidence and Research. AD Chapter 6, RR: <i>Learning to Read</i>
7	M 10/1	Peer Edit Evaluation Essay. Draft Due!
	W 10/3	Evaluation Essay Due! AD Chapter 7, RR <i>Still Separate, Still Unequal</i>

Week	Date	Topics, Readings, Assignments, Deadlines AD= Argument as Dialogue RR=Rereading America
8	M 10/8	Argumentative Proposal Assigned RR: <i>How the Americans Understand the Equality of the Sexes</i>
	W 10/10	Writing a proposal. RR: <i>Girl</i>
9	M 10/ 15	Using research and rhetorical tools to strengthen arguments. RR: <i>Becoming Members of Society: Learning the Social Meanings of Gender</i>
	W 10/17	Peer Edit Proposal. Draft Due RR: <i>The Story of My Body</i>
10	M 10/22	Proposal and Annotated Bib Due! RR: <i>A Boy's Life</i>
	W 10/24	Workshop Proposals. RR: <i>Reading Images of Gender & Two Ways a Woman Can Get Hurt.</i>
11	M 10/29	Class Debate. RR: <i>From Fly-Girls to Bitches and Hos</i>
	W 10/31	Class Debate. RR: <i>Bros before Hos: The Guy Code.</i>
12	M 11/5	Peer Edit Argumentative Paper. Draft Due! RR: <i>The Descent of Men</i>
	W 11/7	Argumentative Essay Due! RR: <i>The Death of Macho</i>
13	M 11/12	In class essay #2.
	W 11/14	Workshop In-Class Essay
14	M 11/19	In class essay #3
	W 11/21	Workshop In-Class Essay
15	M 11/26	Reflecting on the semester. RR: <i>Notes on the State of Virginia & Causes of Prejudice</i>
	W 11/28	In class essay #4

Week	Date	Topics, Readings, Assignments, Deadlines <i>AD= Argument as Dialogue RR=Rereading America</i>
16	M 12/3	Preparation for Final Exam.
	W 12/5	Conferences/Film Review Activity.
Final Exam	Saturday, December 8	10:00am – 12:00am, location TBD_____
	M 12/10	Course Wrap-Up

Important SJSU dates Fall 2012

Wednesday	August 22	First Day of Instruction – Classes Begin
Monday	September 3	Labor Day - Campus Closed (L)
Tuesday	September 4	Last Day to Drop Courses Without Permanent Record
Tuesday	September 11	Last Day to Add Courses & Register Late (A)
Wednesday	September 19	Enrollment Census Date (CD)
Monday	November 12	Veteran's Day Observed - Campus Closed (V)
Wednesday	November 21	Classes that start at 5:00 PM or later will not meet.
Thursday	November 22	Thanksgiving Holiday - Campus Closed (T)
Friday	November 23	Rescheduled Holiday - Campus Closed (RH)
Monday	December 10	Last Day of Instruction - Last Day of Classes
Tuesday	December 11	Study/Conference Day (no classes or exams) (SC)
Wed-Tues	Dec 12-18	Final Examinations (exams)
Wednesday	December 19	Final Examinations Make-Up Day (MU)
Thursday	December 20	Grade Evaluation Day (E)
Friday	December 21	Grades Due From Faculty