

San Jose State University
Department of English and Comparative Literature
English 1B: Composition II, Fall 2012, Section 47, Course ID 50987

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GE/SJSU Studies Category: Area C3

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 English 1A (C or better) or approved equivalent.

Required Textbooks and Materials:

- *What Matters in America*, 3rd Ed. Gary Goshgarian. ISBN-13: 978-0205230747
- *A Pocket Style Manual*, 6th Ed. Diana Hacker. ISBN-13: 978-0312542542
- Dictionary, thesaurus, vocabulary and grammar usage resource, style guide
- 1 USB (thumb) flash drive
- 1 composition notebook (blank and bound)
- 3-4 large blue books for in-class essays
- 1-2 yellow examination booklets for the final exam

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 English 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.

Course Content

Writing: You will write seven essays total: a baseline (not graded), two out-of-class, three in-class, and a major research paper. The first in-class, the baseline essay, will not be graded. **You must complete all seven essays to be eligible to pass the course.**

According to department guidelines, you must write a minimum of 8000 words, not including the notebook writing, quizzes, or any informal assignments.

Writing informs, influences, and/or persuades, and each of us is capable of altering the space around us through clear writing directed to a specific audience for a distinct purpose. Every student will choose a major theme, centered on an issue that is important and significant to that student, upon which to focus all eight of his or her essays. As the essays progress during the semester from more personal to more informative, students will employ additional resources from interviews, the library, and/or the internet.

For all writing outside of class use Times New Roman, 12-point font, in MLA format (we will go over MLA format in class). You will be actively involved in peer editing. Essays without peer-review will lose credit for that portion of the assignment. **Save all of your written work: You will need it at the end of the class.**

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 problems and suggest ways to improve.

Reading: Reading assignments from *What Matters in America*, our other books, and handouts will challenge you to think about how you can become a more effective writer. Completion of all reading is both expected and required. The reading will acquaint you with a wide variety of writing styles, techniques, and genres, which will benefit your own writing and stimulate thinking.

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.

The Composition Notebook: The notebook is your most valuable tool in the class. You will use it to record ideas from the reading, copy favorite lines, jot down interesting words, record notes about writing, and paste scraps of writing that you collect, and store reference handouts about writing. The notebook will include ideas and reflections that will become the backbone of your essays and other writing. You should strive to write in your notebook for a minimum of five minutes every day, and you will need to bring your notebook to class. I will collect your notebooks at regular intervals.

Reading Responses: As directed, you may be assigned Reading Responses, which are analyses of the reading assignments. When assigned, you must write a **full page** to receive credit; in addition, they need to be typed, double-spaced, MLA-formatted, and submitted at the beginning of class on the day they are due.

Short Quizzes & In-class Writing: Announced and unannounced quizzes and other in-class writing will contribute towards participation score and overall grade. Missed quizzes or other in-class work cannot be made up.

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: San Jose State University provides students with free tutoring at the Learning Assistance Resource Center (LARC) and at the Writing Center. Both of these centers will help students at any stage of the writing process, from brainstorming to major reorganization to stylistic polishing. Students of all abilities are encouraged to use these services; it is a common myth that these services are for "dumb" students, but no published author made it without another pair of eyes on her/his work.

LARC is located under the 10th Street parking garage in SSC 600. (408) 924-2587

The Writing Center is located on the first floor of Clark Hall in Room 126. (408) 924-2308. You can schedule an appointment here:

<http://www.sjsu.edu/writingcenter/tutoring/requestforappointment/index.htm>

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 Policy

The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU Catalog (“The Grading System”). Grades issued represent a full range of student performance: A=excellent; B=above average; C=average; D=below average; F=failure.

- The “**A**” essay is organized and well developed. It demonstrates a clear understanding of the topic and fulfillment of the assignment. Paragraphs are fully developed with interesting details, lively vocabulary, syntactic complexity, and graceful transitions. This paper is pleasing to the eye and virtually free of mechanical errors.
- The “**B**” essay develops controlling ideas and supports them with vivid, specific examples, but it may lack the sentence variety and graceful transitional phrases characteristic of an “A” paper. The “B” essay may contain minor grammatical or mechanical flaws, however, it demonstrates overall competence.
- The “**C**” essay is logically organized, but usually general and bland. The paragraphs need controlling ideas and specific examples. The vocabulary and syntactical complexity is less mature, making the essay less effective. The essay may contain a distracting number of mechanical and grammatical flaws.
- The “**D**” essay is poorly organized and generally unclear. It has inappropriate or inadequate examples, is noticeably superficial and simplistic, or it contains serious mechanical and grammatical problems.
- The “**F**” essay is similar to the “D,” but is more consistent in mechanical errors and less logical. It is generally unclear and shows little real effort.

Grades:

Two out-of-class-essays and revisions	20%
Three (graded) in-class essays	30%
Research Paper	20%
Department Final	20%
Notebook	5 %
Misc. writing, participation, etc.	5 %
Total	100%

Classroom Protocol

Each class session is important. By attending every class session, you will maintain continuity from class to class; in addition, I often introduce new material, assign in-class or out-of-class assignments, or hold pop quizzes that do not appear on the syllabus. Perfect attendance will provide you the best opportunity to succeed in this course. Arrive on time: limit distracting late entries and ensure that you do not miss assignments or quizzes given at the beginning of class. Turn off and leave out of sight any computers, cell phones, or other electronic devices.

Dropping and Adding: Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make 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 requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

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.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The [LARC website](http://www.sjsu.edu/larc/) is located at <http://www.sjsu.edu/larc/>.

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/>.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>