

San José State University
Department of English and Comparative Literature
English 1B, Composition 2 (GE C3), Sections 04/16/34/37,
Fall 2013

Instructor: Robert F. James
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Office Hours: T/Th 0900-1030

Class Day/Time/Room 04: T/Th 0730-0845 BBC 123
 16: T/Th 1030-1145 SH 242
 34: T/Th 1500-1615 BBC 125
 37: T/Th 1630-1745 BBC 125

Prerequisites: Passage of Written Communication 1A (C or better) or approved equivalent.

GE Category: Written Communication C3

Faculty Web Page and MYSJSU Messaging

You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor).

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. Assignments: in-class essays, out-of-class essays, in-class writing exercises.

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. Assignments: Library Resource Demonstration, Research and Writing exercises Weeks 1-4, Research Paper Rough and Final Drafts

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. Assignments: Research Paper Rough/Final Draft, Topic Proposal, Annotated Bibliography.

SLO 4: Students shall write complete essays that demonstrate the ability to synthesize ideas encountered in multiple readings. Assignments: In-class essays, out-of-class essays, weekly assignments.

SLO 5: Students shall write complete essays that demonstrate the ability to incorporate principles of design and communication to construct effective arguments. Assignments: In-class group presentations

SLO 6: Students shall write complete essays that demonstrate the ability to identify and discuss issues related to censorship and freedom of speech. Assignments: course readings, reading responses, and classroom discussions of current events.

Information available online

You are responsible for reading the following information online at <http://www.sjsu.edu/english/comp/policy/index.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and DRC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

Required Texts/Readings

Textbook

Creating America

O'Brien: *The Things They Carried*

Handbook

Handouts, both visual and textual, will be distributed by email and in hardcopy format throughout the semester.

All students should purchase a college-level dictionary and bring it to each class meeting.

Library Liaison for English courses

Toby Matoush, Dr. Martin Luther King Jr. Library

Voice: 408-808-2096

Email: Toby.Matoush@sjsu.edu

Website: <http://libguides.sjsu.edu/profile.php?uid=14949>

Classroom Protocol

Participation is vital in completing this course. As such, students are expected to come to class having read the day's assignments and prepared to discuss them in a rigorous and academic setting. Multiple readings of a single assignment may be required to fully comprehend the meanings within it. Students are expected to be on time for class. If a student will miss a class for any reason, please email the instructor as early as possible. Use of cell phones and other electronic devices not previously authorized must be off at the start of instruction. Discussions are fast-paced and highly interactive. Students do not need to raise a hand to add to the lecture. However, common courtesy still applies.

Assignments and Grading Policy

Grading: A-F.

I require of you a workable understanding of all assigned readings and grammar exercises. The true test of your comprehension, however, will come in the form of the essays — in-class (the first will be an ungraded diagnostic essay) and out-of-class essays due at the **beginning** of class on the date the assignment is due. I will not accept any essay that isn't **TYPED AND DOUBLE-SPACED. Late papers will NOT be accepted.** Students must complete all essays to pass this course. In-class essays may not be made up without instructor permission before class. In addition to the readings and essays, there may be, at my discretion, short-answer quizzes covering reading assignments. The quizzes will count toward your participation grade and cannot be made up.

Readings: You will be assigned readings from the CA text. You are expected to have read the selection(s) prior to the class period. Come to class ready to offer your opinions and ask questions. I expect full class participation with regard to the course readings.

Grading:

In-class essays(2000 words)	25%
Research Paper	30%
Topic Proposal	CR/NCR
Annotated Bibliography (500 words)	CR/NCR
First Draft (1500-1750 words)	1/2
Revised Draft (2000-2500 words)	1/2
Analytical Essay (1500-2000 words)	15%
Department final exam (500-750 words)	20%
Participation (oral and written)	10%

Final grades will be computed by averaging the above percentages. CR/NCR assignments are worth a full letter grade on the research paper's revised draft. The class grading scale is as follows:

- 99-100: A+
- 93-98: A
- 90-92: A-
- 88-89: B+
- 82-87: B
- 80-81: B-
- 78-79: C+
- 72-77: C

70-71: C-

65-69: D

<65: F

No late papers will be accepted under any circumstances.

Under certain circumstances, and regardless of the percentage points listed above, a student's contributions and academic curiosity (or lack thereof) may influence that student's final grade beyond the listed scope. In other words, students who do not come to class and regularly participate in discussions may find their final grade significantly reduced to reflect the full scope of class involvement. An "A" grade requires more than good essay-writing.

Assignments and Grading Policy

Grading: A-F.

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

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 must represent a full range of student performance: A=excellent; B=above average; C=average; D=below average; and F=failure.

In this class, a "C" grade is writing to the minimum expectations of the professor. Each student begins with a "C" grade at the beginning of the semester. That grade may increase or decrease depending on the quality of work presented over the course of the semester.

Papers handed in late will receive "credit" for completing the assignment, but the grade will be averaged as a zero for that assignment.

SJSU Writing Center



The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter): <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

SJSU 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 Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

English 1B, Fall 2013, Course Schedule

List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	08/22	Introduction Syllabus Handouts In-Class Diagnostic Essay
2	08.27 08/29	(CA: Chapters 1, 2, and 2) “The Art and Craft of Persuasion” “Writing Essays” IN-CLASS ESSAY 1 (BRING YELLOW BOOKS AND BLACK INK PEN)
3	09/3 09/5	(CA: Chapter 4) “Research” RESEARCH PAPER: TOPIC PROPOSAL
4	09/10 09/12	(CA: Chapter 5) “Identities” “Identities”
5	09/17 09/19	(CA: Chapter 6) “American Dreams” IN-CLASS ESSAY 2 (BRING YELLOW BOOKS AND BLACK INK PEN)
6	09/24 09/26	(CA: Chapter 7) “Images of Gender and Family” RESEARCH PAPER: ANNOTATED BIBLIOGRAPHY
7	10/1 10/3	(CA: Chapter 8) “Work and Play” “Work and Play”

Week	Date	Topics, Readings, Assignments, Deadlines
8	10/8 10/10	(CA: Chapter 9) "Justice and Civil Liberties" IN-CLASS ESSAY 3 (BRING YELLOW BOOKS AND BLACK INK PEN)
9	10/15 10/17	(CA: Chapter 10) "War and the Enemy" "War and the Enemy"
10	10/22 10/24	(CA: Chapter 11) "Frontiers" RESEARCH PAPER: ROUGH DRAFT
11	10/29 10/31	The Things They Carried Poe
12	11/5 11/7	The Things They Carried
13	11/12 11/14	The Things They Carried Analytical Essay Discussion: Character Analysis
14	11/19 11/21	The Things They Carried Analytical Essay Discussion: Character Analysis
15	11/26 11/28	ANALYTICAL ESSAY DUE THANKSGIVING BREAK
	12/3 12/5	RESEARCH PAPER: FINAL DRAFT Final Discussion, Semester Wrap-Up
		NOTES

