

San José State University

English 1B
English Department

Fall 2013
Collins, G.

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Phone: 408-924-4495 Office hours: M 730-9:00 AM, T R 1-2 PM (call ahead & by appointment).

Section: English 1B Section 05 TR 730-0845 Code: 42372 BBC 120 GE Area C3, Composition, Second course

Pre-Requisite: English 1A or equivalent AND a score on the English Proficiency Test.

NOTE: You may NOT take English 1B if you are enrolled in English 1A this semester.

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.

Academic policies

You are responsible for reading the SJSU academic policies available online:
<http://www.sjsu.edu/english/comp/policyforsyllabi.html>

Course Content

Writing: In English 1B, your assignments will emphasize the skills and activities in writing and thinking that produce both the persuasive argument and the critical essay, each of which demands analysis, interpretation, and evaluation. These assignments will give you repeated practice in prewriting, organizing, writing, revising, and editing. Your writing assignments will total a minimum of 8000 words and this word requirement will be met by writing a sequence of six to eight essays. At least one of your essays will require research. This 8000-word minimum does not include the final exam, quizzes, journals, or any brief or informal assignments but may include any major revisions of essays or assignments. A major revision is defined as rethinking or reworking an assignment rather than just correcting grammatical or structural errors. I have listed in this syllabus how you will meet the 8000 word minimum. **You must write all formal essays to pass the course.**

Reading: The reading in English 1B includes useful models of writing for academic, general, and specific audiences. Readings will be used consistently with the course goal of enhancing ability in written communication and reading. The majority of the readings are devoted to analytical, critical, and argumentative essays. I will help you develop and refine strategies for reading challenging, college-level material.

Research: English 1B includes an introduction to the library and basic research strategies. You will learn to locate materials and use them effectively (i.e. paraphrasing, quoting, summarizing)

as well as how to properly cite them. You will be required to write a traditional research paper or a series of short essays in which you use library research to inform your position or thesis. As part of this requirement, a University Librarian will lead one class session of our English 1B course.

Diversity: The assignments (reading and writing) in English 1B will address issues of race, class, and gender and will include the perspectives of women and diverse cultural groups in an inclusive and comprehensive manner whenever possible.

The University Essay Final Exam: Twenty percent of your course grade comes from an essay final exam, graded holistically. This department-wide final consists of reading and responding to two or more college-level passages chosen by the English Department Composition Committee. You must take the final exam in order to pass the course.

Grading: A-F.

Required Texts/Readings

Textbooks

Open Questions: Readings for Critical Thinking and Writing, Anderson & Runciman, Bedford
The Everyday Writer, Andrea Lunsford, Fifth Edition, Bedford/ St. Martin's.

Course Reader, (collection of handouts), available at Print Shop on campus.

An American English dictionary for in class work. **BRING IT TO CLASS EVERY SESSION.**

Other Books Required:

A non-fiction book for the research project.

Classroom Protocol

- a) Late essays and revisions will not be accepted without medical excuse; within one week there will be no penalty.
- b) No homework assignments can be made up without acceptable excuse.
- c) Quizzes cannot be made up.
- d) Poorly presented work will be returned unread with the grade of "F."
- e) Work suspected of plagiarism will be returned with the grade of "F."
- f) In class essays will be written in small "bluebooks," which now are green in color.
- g) All handwritten work will be done in ink, blue or black. No pencil!
- h) Out of class essays will be typed, double-spaced on a computer.
- i) Students will make every effort to arrive to class on time. If there is a problem, let me know.
- j) As a common courtesy to everyone and as a sign of good manners, please complete your visits to the restroom before or after class, not during.
- k) Students will turn off cell phones, portable music devices, laptops, and any other electronic devices before they enter class. Please keep these devices out of sight in your backpacks or bags. I really mean it! Violators will be tossed from class.

l) Eating in the classroom: I ask students NOT to eat during class. This practice is distracting, does not allow you to take proper notes or participate in class activities, and creates a mess.

m) Outside of class essays: All of your work must be your own, including the correction of essays. While the discussion of issues and exchanging ideas about those issues are always encouraged, the actual writing and editing must be your own. NO proofreading or corrections by a friend, classmate, spouse, lover, tutoring agency or any other source is permitted. Proofreading includes cleaning up and correcting grammar, revising sentences, rearranging paragraphs, etc. See “Plagiarism” section below.

n) Using other sources: Except for your research project, it will not be necessary to consult other sources (journal articles, books, newspapers, the Internet, etc.) for your essays. If you decide to refer to someone else’s ideas, proper credit must be given. The material must also be properly incorporated into your own text.

o) I do not accept faxed or emailed papers. Please hand in your assignments in class when they are due.

p) I reserve the right to revise the requirements and to notify students of such revision in a timely manner, e.g., at least one meeting in advance.

q) Please check your MySJSU email frequently to get important updates and announcements during the days we do not meet.

Assignments and Grading Policy

Grading:

In our class, the course is divided as follows:

Essays, revisions, research paper	60%
Quizzes, homework, exams.....	20%
Final Examination.....	20% Saturday, Dec. 7 10 AM

All assignments are based on a 100% scale.

--The library research paper will count as two essay grades.

--Each essay score carries the same weight.

Grading Standards Guide

A Excellent

The student addresses all parts of the assignment.

The paper is thoroughly developed, offering specifics and examples.

The paper shows complexity of thought.

The essay is coherent and organized, with good paragraph development.

The student demonstrates syntactic variety and few grammatical errors.

The paper possesses a distinctive voice.

The student shows he/she understands the readings by analyzing and evaluating the main ideas, not merely summarizing or repeating ideas.

The student takes a position or stand which is original and interesting.

B Very Good

The student addresses all parts of the assignment, although not as completely as the “A” paper.

The paper gives clear and specific support or examples.

The paper show organization and progression of ideas.

The sentences show variety and few grammatical errors.

The student analyzes the readings accurately, although not as well as the “A” paper.

The student shows intellectual curiosity for the subject at hand.

C Adequate

The student addresses the topic question at least in general terms.

The paper may address some parts of the assignment better than others.

The paper meets the minimum for length and development (5 pages, out-of-class papers).

The student takes a clear position and defends it with some support.

The paper contains minor grammatical errors.

D and F Minimal and Failing (one or more descriptions may apply)

The student does not address the topic question with any clarity.

Major parts of the assignment are not addressed.

The paper is severely underdeveloped.

Grammar errors obscure the writer’s meaning.

The paper does not demonstrate minimum competence for college writing.

Peer Connections (Tutorial Center)

Peer Connections is located in Room 600 in the Student Services Center and in Clark Hall. 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.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by SJSU faculty 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/>.

Student Learning Objectives and the Course's Assignments: (see page 2 for list)

SLO #1 All Essays and Research paper

SLO #2 Research paper, library modules, annotated bibliography homework assignment, research paper outline assignment.

SLO #3 Research paper assignment; library session and modules.

SLO #4 All essay assignments, all quizzes, class discussions.

SLO #5 All essay assignments, class discussions, class exercises (e.g., thesis statement).

SLO #6 McChesney article on the press, occasional articles from textbook.

Dear Students,

I always approach the new school year with some caution. What kind of students will I have this semester? Are they avid readers? Have they hated English classes all their lives? Are they morning people, eager to work at 7:30 AM? Will they stagger into the classroom with a coffee and bun, even though the bun is banned?

I suppose you have concerns of your own. Will this class be hard? How will the teacher grade? How much work will I have to do?

I just celebrated a high school reunion with classmates I hadn't seen for 20 years, some longer. I did not always recognize the person I saw, but after I looked at their nametag with the graduation photo on it, I immediately remembered. We visited for hours that evening and the following day at a picnic. Most of us took up where we last left off. Why? How is that possible after 20 or 30 years? I can only say our school years are formative for us and can make an impression that lasts for decades. Make your college experience one that enriches you. You can do that by attending plays, poetry readings, lectures, dance performances, concerts, art exhibits, rallies, BBQs, and all the activities that happen right here on campus. Make yourself uncomfortable—try something new and foreign to you.

Wishing you a great semester of learning and wonder,

Gloria Collins

SJSU

August 2013

Table 1 Course Schedule CR = Course Reader, OQ = Open Questions, HB = Everyday Writer handbook

Week	Date	Topics, Readings, Assignments, Deadlines
1	August 22	<u>Greensheets, introductions, Textbooks</u>
2	Aug. 27 Aug. 29	CR pp. 17-18; 7, 8-13, 41; Write diagnostic in class OQ Saenz pp.20-28; Vowell pp. 29-35; HB pp. 50-4, CR pp. 14-15
3	Sept. 3 Sept. 5	OQ La Duke pp. 72-86, Abinader pp.36-41; HB pp. 59-63 Write Essay #1 in class
4	Sept. 10 Sept. 12	OQ Luciano pp. 306-313; Cofer pp. 323-332 OQ McKibben pp. 360-370. HB pp. 129-136
5	Sept. 17 Sept. 19	Presentation by Health Center, “Body Image;” Edit E-2 in class Explain Research Project E-2 DUE
6	Sept. 24 Sept. 26	Articles in CR pp. 97-104, 112-119, 128-132 CR Katz pp. 120-127; Ableman pp. 56-55
7	Oct. 1 Oct. 3	HB pp. 206-8, annotated bibliography, Edit E-#3 in class Library session in MLK Library 7:30 AM E-3 DUE “Food”
8	Oct. 8 Oct. 10	HB pp. 143-150 Argument, CR pp. 137-8, Article on \$7 t-shirt HB Fallacies pp. 151-160; Bring in samples; CR p. 35 bibliog. DUE
9	Oct. 15 Oct. 17	Present ads to illustrate fallacies, HW Event assignment DUE E-4 Write in class “Argument”
10	Oct. 22 Oct. 24	HB p. 74 Outlining; pp. 220-2, CR Lundberg pp. 67-76; Lame Deer pp. 42-4 CR Moore pp. 77-86; HB Summarizing, pp. 222-223
11	Oct. 29 Oct. 31	Finish Thursday’s exercise, Peer edit Essay #5 (details and specifics) Vocab. choices, punctuation review in CR. E-5 DUE “Nature”
12	Nov. 5 Nov. 7	“Champion of Choice” discuss excerpt. Research Outline DUE Present findings on sources from “Choice” (bibliography)
13	Nov. 12 Nov. 13	Create holistic scoring guide; How to give a 9-minute lesson Presentations to class (7-8 students per day). E-6 DUE “Champion of Choice”
14	Nov. 19 Nov. 21	Presentations, Annotated bibliography source DUE Presentations
15	Nov. 26	OQ Leopold, pp. 531-545, Research Paper DUE

Week	Date	Topics, Readings, Assignments, Deadlines
15		
16	Dec. 3 Dec. 5	Test –taking strategies for Final Exam Score Essay #7 in class with scoring guides
Final Exam	Saturday, May 4	10 AM – noon Room to be announced