

**San José State University**  
**Department of English and Comparative Literature**  
**English 1B, Composition 2 (GE C3), Section 35 Fall 2013**

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<b>Office Hours:</b>	Mondays and Thursdays 1:30 – 2:30 Or by appointment
<b>Class Days/Time:</b>	Tuesdays and Thursdays 6:00 - 7:15 PM
<b>Classroom:</b>	SH 348
<b>Prerequisites:</b>	Passage of Written Communication 1A (C or better) or approved equivalent.
<b>GE Category:</b>	Written Communication 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. The focus of this particular course is going to be on video games and society. How do our interactive electronic media both reflect and affect our cultural and societal values? Playing video games will not be a requirement of the class, but it does help.

**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**

- Losh, Elizabeth; Jonathan Alexander, et al. *Understanding Rhetoric*. Bedford. ISBN: 978-1-4576-5187-8
- Lunsford, Andrea. *The Everyday Writer*, 5<sup>th</sup> edition. Bedford. ISBN: 978-1-4576-6712-1
- College-level dictionary

### **Canvas**

Additional readings can be found on this syllabus and linked on our canvas site. Login at <https://sjsu.instructure.com/>

## **Classroom Protocol**

Students will come to class every day and prepared to discuss that day's readings. I reserve the right to eject any student who comes to class unprepared. Unpreparedness is defined as not having done the readings and not having the materials necessary for class. Each day will begin with a quiz or in class writing assignment based on the readings for that day. The rest of class will be a mélange of small and large group discussions, lectures, student presentations, debates, and activities necessary to facilitate the learning process. Electronic devices such as smartphones and laptops are allowed, as they can be useful in looking up information during class, but I again reserve the right to refuse their use should they become distractions (e.g. facebook during lectures). Also, all cell phones should be silenced (or put on vibrate) before class. I will dance if your cell phone goes off.

## **Academic policies**

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

## **Assignments and Grading Policy**

**Grading:** A-F.

### **Grade Distribution:**

- Out of Class Essays: 200 points (2 at 100 each, one ungraded) -- 3000 words
- Out of Class Annotated Bibliography Project: 150 points -- 1500 words

- Short Research Essay: 150 points -- 1500 words
- Major Revision essays: 200 points -- 2000 words.
- Portfolio: 200 points
- Quizzes: 50 points
- Participation: 50 points
- Total = 1000 points

### **Assignments and Grading Policy:**

**Reading:** English 1B is a reading-intensive course meant to help you strengthen your reading and critical thinking skills. You will read many challenging passages from *Understanding Rhetoric* and from other sources both provided by the instructor and found in your research. All readings listed on the calendar must be finished by the class time for the date listed. For example: If the calendar listing for Sept. 25<sup>th</sup> includes Plato's "Allegory of the Cave" you must have this essay read before we meet for class on Sept. 25<sup>th</sup>. Class participation is based predominantly on the readings, so to ensure full credit you must complete the readings by class time and be prepared to participate orally and in writing.

**Writing:** English 1B is a writing-intensive course meant to prepare you for college-level writing, which will be required in all other classes, and which depends upon clear communication of meaning. All essay writing assignments are noted on the calendar and must be turned in by the beginning of class on the day they are due. All other writing assignments will be assigned during class and must be turned in on time. You will also receive assignment sheets with further instructions for all essays. You will write more than 8000 words this semester.

**Out of Class Essays:** You will write four, typed, double spaced out of class essays over the course of the semester. Rough drafts are encouraged and final drafts will be due online. You are encouraged to bring rough drafts to my office hours to make essays as excellent as possible. I will be holding conferences for this purpose. I will accept no hardcopies this semester.

There will be significant point deductions for not using MLA, or for improper or missing citations. Part of MLA guidelines require the essay be typed in a 12-point font, double-spaced, with one-inch margins on all sides, and with your name and page number in the header. I also require you to include a word count for every out-of-class essay, which you may place in the top of the essay (with your name, date, etc.), or at the end of the essay.

- Essays must be turned into Canvas.

- Late Essay Policy: Essays can be turned in for full credit until midnight of the due date. After that, it drops to  $\frac{3}{4}$  credit for the next week. After that,  $\frac{1}{2}$  credit for the following week. After that, you will receive no credit, but it will count toward your 8000 word count. Reminder, all 8000 words must be written to pass this class.
- Word length requirements are listed on the calendar and on essay assignment sheets.
- Specific instructions will be on assignment sheets.
- A note about minimum requirements: All minimum requirements listed on the writing prompts must be met in order to pass the assignment. Passing is a C. To receive an A you must exceed the requirements.

**Out of Class Annotated Bibliography:** There is a research component to this class. Rather than have you write a large research paper this semester, however, I have decided to work on developing good research habits. To that end, you will be compiling an annotated bibliography comprising of no fewer than five entries, with each entry containing an annotation of no fewer than 300 words. All bibliographic entries must comply with MLA formatting (APA is negotiable for those in the social sciences). You will then use most of those sources to write a brief essay showcasing how you would apply that research to your argumentation.

**Quizzes:** You will have a series of quizzes throughout the semester, given in several forms. These can be anything from multiple choice to short answer essay questions to matching. I reserve the right to announce and not announce quizzes as I see fit and will always be on some aspect of the reading. Past fodder for quizzes includes the text itself, the biographical information at the beginning, the footnotes, and vocabulary found within the text.

**Participation:** Participation is a measurement of how much of the assigned reading you do and how much you participate in class. As such, I will assign in class writings, usually of no more than one page single spaced, at the beginnings of class. I will also, occasionally, assign these writings as homework to be typed and brought into class. These assignments will count as an objective measure of participation.

**Final Portfolio:** There will be a final portfolio turned in at the end of class. This portfolio will include a reflective essay about your writing process, and a major revision of one of your essays.

**All essays must be completed and turned in to pass the course.**

**Workshops:** You will workshop out of class assignments, and must follow workshop procedures in order to get full credit on that essay assignment and for participation.

- All workshops are structured group exercises in which you will give and receive valuable feedback on your writing.
- **Workshops cannot be made up.**

## Student Technology Resources

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 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>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.



English 1B, Fall 2013, Course Schedule

UR: Understanding Rhetoric.

1	Thursday, August 22	Introductions. The Power of Grammar. Assign Diagnostic Essay.
2	Tuesday, August 27	<b>Out of Class Essay #1 Due</b> {SLO 1,5,6} Assign Out of Class Essay #2 {SLO 1,3,4,5,6} Defining Video Games as Art. UR, Introduction 1-33 {SLO 3,4,5} Question #1: Video Games, art thou Art? <a href="#">Pratt, Charles J. The Art History of ... Games?</a> {SLO 4,5,6} <a href="#">Ebert, Roger. Video Games Can Never Be Art.</a> {SLO 4,5,6} <a href="#">Croshaw, Ben. "Video Games as Art."</a> {SLO 4,5,6}

	Thursday, August 29	<a href="#">Brady, Sean. "Do Gamers Understand Art? Part 1"</a> {SLO 4,5,6} <a href="#">Brady, Sean. "Do Gamers Understand Art? Part 2"</a> {SLO 4,5,6} <a href="#">Brady, Sean. "Do Gamers Understand Art? Part 3"</a> {SLO 4,5,6}
3	Tuesday, September 3	UR, Issue 1. 35-65 {SLO 3,4,5} <a href="#">Smuts, Aaron. Video Games and the Philosophy of Art.</a> {SLO 4,5,6}
	Thursday, September 5	<a href="#">"Art is Not the Opposite of Fun"</a> {SLO 4,5,6} <a href="#">"Beyond Fun"</a> {SLO 4,5,6}
4	Tuesday, Sept. 10	UR, Issue 2. 94-111 {SLO 3,4,5} <a href="#">Croschaw, Ben. "On Arty 2D Platformers"</a> {SLO 4,5,6} Bring in three video game reviews that discuss artistic merit.
	Thursday, Sept. 12	Workshop Out of Class Essay #2
5	Tuesday, Sept. 17	<b>Out of Class Essay #2 Due</b> Question #2: What is the Connection between Video Games and Violence? Assign Out of Class Essay #3. Argument, Video Games and Violence {SLO 2,3,4,5,6} UR, Issues 3 and 4. 113-179 {SLO 3,4,5} <a href="#">"Can Violent Video Games Play a Role in Violent Behavior?"</a> {SLO 4,5,6} <a href="#">Tassi, Paul. "NRA Press Conference: Blame Video Games."</a> {SLO 4,5,6}
	Thursday, Sept. 19	<a href="#">Carey, Benedict. "Shooting in the Dark."</a> {SLO 4,5,6} <a href="#">Szalavitz, Maia. "Violent Video Games Don't Make Us Less Caring."</a> {SLO 4,5,6}
6	Tuesday, Sept. 24	UR, Issue 5. 182-215. {SLO 2,3,4,5} <a href="#">Kain, Erik. The Truth about Video Games and Gun Violence.</a> {SLO 4,5,6} <a href="#">"The Myth of the Gun"</a> {SLO 3,4,5}
	Thursday, Sept. 26	<a href="#">"Violence and Video Games."</a> {SLO 3,4,5,6} <a href="#">Crecente, Brian. "...Research into video games too."</a> {SLO 3,4,5,6}

7	Tuesday, October 1	<a href="#">"22 Charts and Graphs on Video Games and Youth Violence."</a> {SLO 3,4,5,6} <a href="#">Tassi, Paul. "The Numbers Behind Video Games and Gun Deaths."</a> {SLO 3,4,5,6} <a href="#">Petit, Carolyn. "Exploring the Ethics of The Castle Doctrine."</a> {SLO 4,5,6}
	Thursday, October 3	Assign Annotated Bibliography and Research Essay. {SLO 1,2,3,4,5,6} <a href="#">"Why Violent Video Games Don't Cause Violence."</a> {SLO 3,4,5,6} <a href="#">"This Kid was Bullied A Lot."</a> {SLO 3,4,5,6}
8	Tuesday, October 8	Possible Library Day {SLO 2} If not, Workshop
	Thursday, October 10	Possible Library Day {SLO 2} If not, Workshop.
9	Tuesday, October 15	<b>Out of Class Essay #3 Due.</b> Question #3: Are Video Games too Patriarchal? <a href="#">Krahulik and Holkins. "Character Selection"</a> {SLO 3,4,5,6} <a href="#">"True Female Characters."</a> {SLO 4,5,6} <a href="#">Lewis, Helen. "Are Video Games Being Taken over by Women?"</a> {SLO 4,5,6}
	Thursday, October 17	<a href="#">TEDxWomen "Talk about Online Harassment"</a> {SLO 4,5,6} <a href="#">Sarkeesian, Anita. "Damsels in Distress (Part 1)" "Part 2" "(Part 3)"</a> {SLO 4,5,6} <a href="#">Taylor, Haydn. "A Critical Look..."</a> {SLO 4,5,6} <a href="#">Sterling, Jim. "Anita Sarkeesian --- A Monster Gamers Created."</a> {SLO 4,5,6}
10	Tuesday, October 22	<a href="#">"Sex in Games."</a> {SLO 4,5,6} <a href="#">"Sexual Diversity."</a> {SLO 4,5,6}
	Thursday, October 24	<a href="#">Kuchera, Ben. "Dragon Age 2's Gay Character..."</a> {SLO 4,5,6} <a href="#">Gaider, David. "Forum Post."</a> {SLO 4,5,6}
11	Tuesday, October 29	<a href="#">Mac Donald, Keza. "A Gay History of Gaming."</a> {SLO 4,5,6} <a href="#">Petit, Carolyn. "That Girl is Poison."</a> {SLO 4,5,6} <a href="#">Fahey, Mike. "How Not to Address Homosexuality in Gaming."</a> {SLO 4,5,6}

	Thursday October 31	<b>Annotated Bibliographies Due</b> {SLO 2} Question #4: Are Video Games Good For Us? <a href="#">McGonigal, Jane. "How Might Video Games be Good for Us?"</a> {SLO 4,5,6} <a href="#">"Games in Education."</a> {SLO 4,5,6}
12	Tuesday, November 5	Assign Revisions {SLO 1,3,4,5,6} <a href="#">"Game Addiction Part 1," "Part 2," "Part 3."</a> <a href="#">"AMA Will Not Label Games as Psychiatric Addiction."</a> <a href="#">Ferguson, Dylan. "The World of Warcraft."</a>
	Thursday, November 7	Workshop Research Essay
13	Tuesday, Nov. 12	<b>Research Essay Due</b> UR: Issue 6. 217-243 Talk about Revision.
	Thursday, Nov. 14	Revision Strategies: Change of Audience.
14	Tuesday, Nov. 19	Revision Strategies: Change of Purpose
	Thursday, Nov. 21	Revision Strategies: Playing Devil's Advocate.
15	Tuesday, Nov. 26	Work Day.
	Thursday, Nov. 28	<b>THANKSGIVING: No Class.</b>
16	Tuesday, December 3	Work Day.
	Thursday, December 5	Workshop Reflective Essays
17	Monday, December 9	Portfolio Due (Two Revisions and Reflective Essay {SLO 1,2,3,4,5,6})

### Important SJSU dates Fall 2013

Tuesday	August 19	Fall Semester Begins
Thursday	August 21	First Day of Instruction – Classes Begin
Tuesday	September 2	Labor Day – No Class
Tuesday	September 3	Last Day to Drop Courses Without an Entry on Record (D)
Tuesday	September 10	Last Day to Add Courses & Register Late (A)

Tuesday	November 11	Veterans Day
Thur-Friday	Nov 28-29	Thanksgiving Break
Tuesday	December 9	Last Day of Instruction – Last Day of Classes
Tuesday	December 10	Study/Conference Day (no classes or exams) (SC)
Wed-Friday	Dec 11-13	Final Examinations (exams)
Mon-Tuesday	Dec 16-17	Final Examinations (exams)
Thursday	December 18	Final Examinations Make-Up Day (MU)
Thursday	December 19	Grade Evaluation Day (G)
Friday	December 20	Grades Due From Faculty - End of Spring Semester (G)