

**San José State University**  
**Department of English and Comparative Literature**  
**English 1B, Composition 2 (GE C3), Section 19, Spring 2013**

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| <b>Instructor:</b>      | Amanda Moore   |
| <b>Office Location:</b> | FO 112   |
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| <b>Email:</b>           | <a href="mailto:Amanda.Moore@sjsu.edu">Amanda.Moore@sjsu.edu</a> |
| <b>Office Hours:</b>    | TR: 10 30-11 30 & by appt  |
| <b>Class Days/Time:</b> | TR 9-10:15   |
| <b>Classroom:</b>       | Clark 316  |
| <b>Prerequisites:</b>   | English 1A 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.

**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**

|  |
|--|
| 1) <i>They Say/I Say</i> , Gerald Graff and Catey Birkenstein (ISBN- 97803933611)            |
| 2) <i>Emerging: Contemporary Readings for Writers</i> , Barclay Barrios (ISBN- 978031247447) |

## **Library Liaison**

Toby Matoush

Voice: 408-808-2096

Office Hours: Email (Toby.Matoush@sjsu.edu) to set up office appointment

## **Classroom Protocol**

As college students, I expect you to arrive on time to each class and to behave with a level of maturity commensurate with your age and academic level. On a related note, you will be asked to treat your peers with courtesy and respect as this course is predicated on a collaborative atmosphere that requires class discussion, constructive criticism, and group interaction. For the duration of your undergraduate experience, the university should be treated with the same seriousness and respect as any other professional environment.

### **1.) Attendance and Participation**

Attendance and participation will be evaluated based on timely completion of homework and on successful completion of essays. Essay grades are a good measure of class participation, as we will cover topics in class that are essential to your development as a college-level writer.

### **2.) Late Papers**

As a rule, I do not accept late work. I will only accept late work under extraordinary circumstances (illness, family problems, unexpected circumstances) and with advanced notice. If you think you will have a problem completing an assignment, please schedule an appointment to speak with me at least one week before the assignment due date.

### **3.) Turnitin.com**

All out-of-class papers must be submitted to turnitin.com within a week prior to the paper due date. Papers not submitted to turnitin.com will receive a 1/3 reduction until they are submitted. This means a “B” paper due Monday but submitted to turnitin.com on Tuesday will receive a “B-.”

### **4.) Electronics**

I ask that all cell phones, laptops, and other distracting devices remain out of sight (and preferably out of mind) while in my class. Seventy-five minutes is not an insufferably long time to be disconnected from your phone or email.

## Grading Policy

**Total of 1000 points possible**

|            |            |            |
|------------|------------|------------|
| A 1000-940 | B- 839-800 | D+ 699-670 |
| A-939-900  | C+ 799-770 | D 669-640  |
| B+899-870  | C769-740   | D- 639-600 |
| B 869-840  | C-739-700  | F 599-0    |

*\*\* Extra points can be earned by attending up to three literary events hosted by SJSU's Center for Literary Arts and by submitting a short response. The amount of extra credit awarded depends on the quality of the write up. You can find a list of CLA events [www.litart.org](http://www.litart.org).*

## 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.

## 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 1<sup>st</sup> 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/>

## Assignments

Homework (125 points) SLO 1, 3, 4, 5, 6 You are responsible for submitting homework packets after each unit. These will include one-page responses to each reading. They will be considered short essays.

Short essay on censorship (100 points) SLO 1, 5, 6 This short essay (approximately 750 words) is due in the last third of the semester and asks that you respond to an issue pertaining to censorship and freedom of speech, both of which we will have read about and discussed in class. *1000 words*

Paper 1 (100 points) SLO 1, 4, 5 This essay assignment asks you to synthesize two essays from *Emerging* on the subject of rites of passage and self-identity. *1500 words*

Revision of Paper 1 (75 points) SLO 1, 4, 5 To receive credit on this assignment, you must undertake a substantial revision; superficial changes to spelling, punctuation, and word choice are considered proofreading edits and do not count as revision.

Paper 2 (200 points) SLO 1, 4, 5 This is a research paper requiring the use of 3-5 outside sources, one of which must be an essay from *Emerging*. *1500-2000 words*

Paper 3 (250 points) SLO 1, 2, 3, 4, 5 For this paper, you will select a film, either a historical drama or one based on true events, in order to fact check it. Once you have determined where the film is factual and where it is fictional, you will analyze the artistic liberties taken and determine how they help to convey theme. This is a research paper, so you will need to use 5-7 sources to support your claims.

*2000-2500 words*

Research Proposal (50) SLO 1, 2, 3, 4, 5 This assignment communicates your intended topic and demonstrates your preparedness for Paper 4 by demonstrating the strength and relevance of your research. *250 words*

Reflection Paper/Final Assignment: (100) SLO 1, 5 Instead of a final exam, you will write a critical reflection at the end of the class. Think of it as a scientific study of your progress as a writer over the next four months. Remember, writing is a *process*. Collecting your work and then reflecting on that work is part of the process. The final

assignment is designed to get you thinking about your specific challenges, your strategies for improvement, your successes and failures, and your goals for the future. Every writer, no matter how accomplished, has room for improvement. This assignment is your culminating experience. This course does not have a final exam. *1200-1400 words*

## English 1B, Spring 2013, Course Schedule

The syllabus is subject to change. You will be informed at least one class in advance if any changes are made. Related learning objectives (SLO) are listed after each assignment. All *They Say/I Say* readings fulfill SLO 3 and all *Emerging: Contemporary Readings for Writers* fulfill SLO 3 and 4.

### Key

CR= Critical Reading

LM=Language Matters

EC= Exploring Context

| Week | Date                             | Topics, Readings, Assignments, Deadlines   |
|------|----------------------------------|--|
| 1    | 1/24                             | Introduction: Review syllabus and assignments  |
| 2    | 1/29-1/31                        | 1/29: <b>Writing Sample due</b><br>1/31: <b>HW:</b> Discuss Reading One (+response)<br>Discuss assignment prompt           |
| 3    | 2/5-2/7                          | 2/5: <b>HW:</b> Discuss Reading Two and Three (+ 1 response due)<br>2/7: <b>HW:</b> Discuss Reading Four (+1 response due) |
| 4    | 2/12-2/14:                       | 2/12: <b>HW:</b> “I Say”& “Tying it All Together” (+response)<br>2/14: <b>HW:</b> TBD                                      |
| 5    | 2/19-2/21                        | 2/19: Rough draft due+ complete Works Cited<br>2/21: TBD   |
| 6    | 2/26-2/28                        | 2/26: <b>HW: Paper 1 Due (SLO 1, 4, 5) + HW Packet 1</b><br>2/28: <b>HW:</b> Reading Five (+response)                      |
| 7    | 3/5-3/7<br>RESEARCH<br>WORKSHOPS | 3/5: Library+ <b>HW:</b> “Entering the Conversation” (139-174)<br>3/7: Reading 6 (+response)                               |
| 8    | 3/12-3/14                        | 3/12: <b>HW:</b> Reading 7+8 (+reading response)<br>3/14: <b>HW:</b> Reading 9 (+reading response)                         |
| 9    | 3/19-3/21                        | 3/19: <b>HW:</b> This Film Is Not Yet Rated<br>3/21 <b>HW:</b> finish film   |

| <b>Week</b> | <b>Date</b> | <b>Topics, Readings, Assignments, Deadlines</b>  |
|-------------|-------------|--|
| 10          | 4/2-4/4     | 4/2: <b>HW: Revision due</b><br>4/4: <b>HW: TBD</b>  |
| 11          | 4/9-4/11    | 4/9: <b>Paper 2 Due (SLO 1, 2, 3, 4, 5)+ HW Packet Three</b> The Diving Bell and the Butterfly<br>4/11: <b>HW: The Diving Bell and the Butterfly</b> |
| 12          | 4/16-4/18   | 4/16: <b>HW: 1-page response to film &amp; have film selected for final paper</b><br>4/18: <b>HW: Short essay on censorship due (SLO 1, 2, 3, 6)</b> |
| 13          | 4/23-4/25   | 4/23: <b>HW: Summary of film you have selected</b><br>4/25: <b>HW: Analysis of film you have selected + preliminary bibliography</b>                 |
| 14          | 4/30-5/2    | 4/30: <b>HW: List and summary of artistic liberties</b><br>5/2: <b>HW: Reading on revision+response</b>  |
| 15          | 5/7-5/9     | 5/7: <b>HW: TBD</b><br>5/9: <b>HW: TBD</b>   |
| 16          | 5/13        | <b>Portfolio due</b>   |
|             |             | <b>Reflection essays due on 12/10</b>  |