

San José State University
Department of English and Comparative Literature
English 1B, Composition 2 (GE C3), Section 24, Spring 2013

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| Instructor: | Mollie Hicok Parker |
| Office Location: | FOB 226 |
| Telephone: | (408) (924- 1382) |
| Email: | HicokMG@hotmail.com |
| Website: | https://sites.google.com/site/hicokparker/ |
| Office Hours: | M & W 1:00-2:00 PM or by appointment |
| Class Days/Time: | M & W 10:30-11:45 AM |
| Classroom: | Clark Building 308 |
| GE Category: | 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/policy/index.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and DRC policies)
- Adding and dropping classes

Required Texts/Readings:

Lunsford, Andrea. *Everything's an Argument with Reading*. 5th Edition. New York: Bedford Books, 2010. ISBN 9780312538613

Lunsford, Andrea. *The Everyday Writer*. 4th Edition. New York: Bedford Books, 2009. ISBN 978-0-312-66486-2.

Other Equipment / Material Requirements:

- ✓ Three ring binder with dividers for Portfolio
- ✓ Plenty of binder paper
- ✓ Blue or Black Pens
- ✓ Computer access
- ✓ Email account

Classroom Protocol:

Reading: Critical reading is an important part of your success in college. In English 1B, you will annotate, summarize and respond to written work (as well as visual work). These skills will not only help you in this course, but will carry you through the rest of your academic career at San Jose State. ***Read and annotate the texts assigned in the syllabus before coming to class so you can participate in class discussions.***

Conferences: I will schedule appointments with each student at least once this semester. But I encourage you to come to my office hours (listed above) or arrange an appointment with me any time you have questions or need assistance with your readings, writings, or revisions.

Assignment due dates: The due dates for your writing assignments are listed on the schedule of assignments. I do ***not*** accept late work. If you have an ***emergency*** and cannot hand in a paper on time, you ***must*** see me to discuss the nature of the emergency and to make mutually acceptable plans for completing the assignment. You can begin this process by emailing me or leaving a phone message at my office.

Essay format: All essays, including your rough drafts, must be typed (12 point, Times New Roman font) and double-spaced with one-inch margins all around the numbered pages; use the following heading for your essay assignments:

Student Name

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English 1B

Assignment Title

Due Date

Your Centered Title

Turnitin.com: All major assignments (with the exception of the in-class essay) must be submitted to turnitin.com on or before the due date. I will not grade the paper copy of an assignment until an electronic copy is submitted to turnitin.com. In order to submit papers to the class account, you will need the class ID, which is 5982589, and the password, which is “ENGL1B24”.

Attendance: I will be using your journals and workshops as a way to monitor your attendance. Missing a day of class means not completing a journal entry or contributing in a peer review and these cannot be made-up. Thus, the grade you get for your participation will reflect your attendance.

Peer Review Workshops: As with all other class meetings, your attendance on these days is mandatory. During peer review workshops you will be helping others in your writing groups and learning important strategies for rewriting--a key concept in this class. On peer workshop days, you will bring three typed copies of your draft. During the workshop you will present your paper to your group who will, in turn, analyze and critique your work. After your presentation, your group members will give you feedback on the “Peer Workshop Inquiry Script.”

Classroom Etiquette: Please . . .

- Turn off all electronic devices: cell phones, i-pods, blackberries, etc. Exception—you may use a laptop for note-taking.
- Do not wear headsets, hats, or sunglasses in class.
- Speak loudly so that people can hear you at the far end.
- Treat others as you would like to be treated.
- Respect everyone's opinions; there will be a lot of them.
- Support your claims and opinions with evidence.

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.

Assignments and Grading Policy:

Grading: A-F. This class must be passed with a D or better.

| Assignment | Description | LO | Grade% |
|-----------------------------------|---|--------------------|--------|
| Diagnostic Essay | This in-class essay is designed to be the base line from which students further their composition knowledge. 500 words. | LO1, 5, 6 | 5% |
| Rhetorical Analysis Essay | Students must analyze a visual text and discuss the ethos/pathos/logos of the argument while making their own claim about the text. 1000 words. | LO1, 3, 6 | 10% |
| Factual Argument Essay | This essay explores how to scrutinize a “fact” or widely held belief by analyzing evidence for biases, emotion, character, etc... Students will use library research, MLA format, and rhetorical analysis. 1000 words. | LO1, 2, 3, 4 | 10% |
| Evaluation Essay | Students must evaluate a text (film, album, institution, etc...) and develop their own critique. Each essay must have a claim, warrant, and supporting evidence. 1000 words. | LO1, 2, 3, 4, 5, 6 | 10% |
| Midterm Reflective Analysis Essay | At the midpoint of the semester students will have an opportunity to reflect on their personal writing process. This reflection will require an in depth analysis of their previous essays and progress in English 1B. Part of this reflection will include one major revision of a previous essay. 1000 words. | LO1, 2, 3, 4 | 10% |
| Research Proposal | Students must write a proposal for their upcoming research essay. This proposal must illustrate the purpose of the student’s topic and have a detailed annotative bibliography in MLA format. 1000 words. | LO1, 2, 3, 4, 5 | 10% |
| Research Essay | A research essay complete with a variety of primary and/or secondary sources (6 in total). 2000 words. | LO1, 2, 4, 5 | 20% |
| Portfolio | An organized collection of written work for the semester, including: Journals, all essays, major revisions, and reflective analysis essays. | LO1, 3, 5 | 10% |
| Participation | Journal writing, discussions, and peer editing/review assignment sheets are included in this grade. | LO1, 6 | 5% |
| Final Reflective Analysis Essay | 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. | LO1, 2, 3, 4 | 10% |

Grading Scale:

| Letter Grade | Percentage |
|--------------|------------|
| A | 100-90 |
| B | 89-80 |
| C | 79-70 |
| D | 69-60 |
| F | 59-Below |

English 1B, Spring 2013, Course Schedule

This syllabus is subject to change. You will be informed at least one class in advance if any changes are made.

EAA = *Everything's an Argument*
H = Handbook = *The Everyday Writer*

****All readings must be completed by each date listed below in order to be prepared for the day's instruction****

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|--------|--|
| 1 | M 1/21 | No Classes Meet |
| | W 1/23 | Course Introduction: Syllabus Overview, Plagiarism, Portfolios, & Purpose |
| 2 | M 1/28 | EAA 3-37: Chapter One: "Everything is an Argument" Diagnostic Essay --Bring a Green Book-- (500 words) |
| | W 1/30 | EAA 38-51: Chapter Two: "Arguments Based on Emotion: Pathos" Rhetorical Analysis Essay Assigned |
| 3 | M 2/4 | EAA 52-68: Chapter Three: "Arguments Based on Character: Ethos" |
| | W 2/6 | EAA 69-94: Chapter Four: "Arguments Based on Facts and Reasons: Logos" Sample Essay Reviewed (page 624 in EAA) |
| 4 | M 2/11 | Rhetorical Analysis Essay Draft Due (1000 words) H 82-93 Reviewing and Revising EAA 95-130: Chapter Five: "Rhetorical Analysis" Peer Review Workshop |
| | W 2/13 | Final Rhetorical Analysis Essay Due (1000 words) EAA 133-169: Chapter Six: "Academic Arguments" Factual Argument Essay Assigned |
| 5 | M 2/18 | EAA 170-207: Chapter Seven: "Structuring Arguments" Sample Factual Argument (page 936 in EAA) |
| | W 2/20 | EAA 208-248: Chapter Eight: "Arguments of Fact" Library Liaison Presentation Scheduled—meet in rm. 213 in Library |
| 6 | M 2/25 | Factual Argument Essay Draft Due (1000 Words) Peer Review Workshop |
| | W 2/27 | Final Factual Argument Essay Due (1000 Words) Evaluation Essay Assigned |
| 7 | M 3/4 | EAA 284-312: Chapter Ten: "Evaluations" Sample Evaluation (page 845 in EAA) |
| | W 3/6 | EAA 313-334: "Two Sample Evaluations" |
| 8 | M 3/11 | Evaluation Essay Draft Due (1000 words) Workshop/Peer Review |
| | W 3/13 | Final Draft of Evaluation Essay Due (1000 words) Midterm Poll and Midterm Essay Assigned Major Revision Lesson |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|--------|---|
| 9 | M 3/18 | EAA 417-440: Chapter Thirteen: “Style in Arguments” EAA 601-620: Chapter 21: “How Does Popular Culture Stereotype You?” |
| | W 3/20 | H 126-146: Constructing an Argument Portfolio Midterm Due w/ revision, journals, & Self Analysis (1000 Words) Assign Research Proposal & Essay Assignments |
| 10 | M 3/25 | SPRING RECESS |
| | W 3/27 | Research for Proposal and Essay assignment! |
| 11 | M 4/1 | Cesar Chavez Day—Campus Closed EAA 373-414: Chapter 12: “Proposals” |
| | W 4/3 | EAA 651-675: Chapter 22: “How Many Friends Have You Made Today?” |
| 12 | M 4/8 | EAA 719-750: Chapter 23: “What’s It Like to Be Bilingual in the United States?” H 168-177: Evaluating Sources & H 371-419: MLA Documentation |
| | W 4/10 | Research Proposal Due (1000 Words & an Annotated Bibliography) Presentations |
| 13 | M 4/15 | EAA 849-876: Chapter 25: “What Role Should Religion Play in Public Life?” Presentations Continued |
| | W 4/17 | EAA 777-804: Chapter 24: “Why Worry about Food and Water?” EAA 901-935: Chapter 26: “What Should ‘Diversity on Campus’ Mean?” |
| 14 | M 4/22 | Research Essay Draft Due (2000 words) Workshop/Peer Review |
| | W 4/24 | Final Research Essay Due (2000 words) Final Reflective Analysis Essay Assigned |
| 15 | M 4/29 | EAA 970-1007: Chapter 27: “What Are You Working For?” |
| | W 5/1 | Examples of Reflective Analysis Assignment Portfolio Examples |
| 16 | M 5/6 | Revision Samples and Preparation for Final Portfolio |
| | W 5/8 | Portfolios Due with Revisions and Final Reflective Essay (1200-1400 words) Last Day of Class/Debrief/SOTE |
| 17 | M 5/13 | No Class! |