

San José State University
Department of English and Comparative Literature
English 1B, Composition 2 (GE C3), Section 29, Spring 2013

Instructor:	Sara Cook
Office Location:	Faculty Offices 115
Telephone:	(408) 924-5073
Email:	Sara.Cook@sjsu.edu
Office Hours:	Tuesdays & Thursdays, 9am – 10am
Class Days/Time:	Tuesdays & Thursdays, 10:30am – 11:45am
Classroom:	Hugh Gillis Hall 124
Prerequisites:	Passage of Written Communication 1A (C or better) or approved equivalent.
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)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

Required Texts/Readings

Textbooks

Course Reader, available at Maple Press

The Tortilla Curtain by T.C. Boyle

A College-level Style Manual

A College-level Dictionary

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

In this class I expect you to:

1. Relax and have fun! Academic work doesn't have to be a drag and I welcome any suggestions to make class more enjoyable for everyone (except not doing the work of course...)
2. Come to class on time. Tardiness is disruptive and disrespectful; chronic tardiness will affect your grade.
3. Turn off your cell phone before class. If your phone rings during class, or you are texting during class I will ask you to leave.
4. Engage yourself in our class. If you are doing anything other than being present in our class work I will ask you to leave.
5. Take responsibility for your actions, positive and negative. Remember teachers do not "give" grades, you earn them.
6. Communicate with me. I am here to help you, but I have no way of knowing if you are unclear about an assignment or are otherwise having trouble unless you tell me. If you have questions about the work, speak up in class, come see me in my office, or send an email.

Assignments and Grading Policy

Assignments:

▪ **Reading**

Class discussions and activities are based on the reading. It is pertinent that you have the reading completed on the corresponding date on the schedule – I cannot emphasize the importance of this enough. I expect you to read slowly, attentively, and to annotate your text with a pen or pencil.

- **Essays**

You will compose 6 essays in English 1B, totaling 8000 words. Three of these will be in-class essays and three will be out-of-class. Essays will correspond to the readings and will increase in difficulty as the semester progresses. In-class essays will be written in large blue books or yellow books; please bring at least one blue or yellow book the day of an in-class essay along with pens and your dictionary. **In-class essays cannot be made up.** If extenuating circumstances apply, please see me well in advance (at least one week) of the date of the in-class essay. All out-of-class essays must be in MLA format and are due in class. Unstapled papers will not be accepted.

- **Homework**

There will be other writing assignments and exercises assigned throughout the semester (instructions to follow). These various assignments are due at the beginning of class on their due date.

- **Participation**

This is a **seminar** course; oral participation is necessary: your thoughts and questions are important to the discussion and our communal growth as writers. The potency of our class depends upon our commitment to reading, discussing, and writing with conscientiousness and consistency. You are expected to participate with flawless preparation and awe-inspiring enthusiasm.

- **Final Exam**

A common essay final, graded holistically, shall count 20 percent toward the course grade. A single university-wide final will be developed around two college-level reading passages each semester by the English Department Composition Committee. All faculty members teaching individual sections will grade the examination holistically under controlled conditions. **Students must take the final exam in order to pass the course.**

Late Work:

I do not accept late work. In-class work cannot be made up. See the last page of this syllabus for the one exception to this policy.

Values for Work:

Essays 1 & 6 (5% each)	10%
Essays 2 & 5 (10% each)	20%
Essays 3 & 4 (15% each)	30%
Homework	10%
Participation & Attendance	10%
Final exam	20%

Grading: A-F

A = 93% +	B = 83 – 86%	C = 73 – 76%	D = 63 – 66%
A- = 90 – 92%	B- = 80 – 82%	C- = 70 – 72%	D- = 60 – 62%
B+ = 87 – 89%	C+ = 77 – 79%	D+ = 67 – 69%	F = below 60%

Grading Criteria:

A = Excellent. This essay is organized and well constructed. It demonstrates a clear understanding of the topic and has a focused thesis. Ideas are clearly presented and supported with specific details. Paragraphs are fully developed and flow easily from one to the next. The language is varied, lively and syntactically complex. This paper is virtually free of mechanical errors and is a pleasure to read.

B = Very good. This essay shows an understanding of the prompt, but is less precise and original than the “A” paper. This paper exhibits clear ideas and supports them with examples, but may lack sentence variety and a consistent, smooth flow. This paper may contain minor grammatical and/or mechanical errors, however it does exhibit overall confidence.

C = Average. This essay discusses the prompt, but in a superficial or overly generalized way. The paragraphs show a lack of firm control of the ideas and neglect to provide sufficient support and detail. Word choice and syntax is unvaried and simplistic and mechanical errors may be frequent enough to distract the reader.

D = Poor. This essay makes an attempt to discuss the prompt, but is poorly organized, vague, and lacks appropriate and/or adequate examples. The paper exhibits a weak control of ideas and syntax and is full of mechanical and grammatical errors.

F = Unacceptable. This essay does not adequately fulfill the requirements of the assignment. It fails to address the prompt or misrepresents it significantly. It lacks coherence, clarity and development. This essay does not demonstrate a competent understanding of grammar and mechanics.

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, Spring 2013, Course Schedule

This schedule is subject to change.

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/24/13	Introduction
2	1/29/13 1/31/13	Essay #1: in-class (LO 1,5) (1000 words) “Writing Effective Arguments” (reader), “The Vocabulary of Argument” (reader), “Letter from Birmingham Jail” (reader)
3	2/5/13 2/7/13	“Fallacies” (reader), “On Nation and Race” (reader) “What is Marriage?” (reader)
4	2/12/13 2/14/13	“Using Quotations” (reader), “It Takes a Family” (reader) “Love Supreme” (reader)
5	2/19/13 2/21/13	Essay #2 due (LO 1,4,5) (1400 words) Library Training Day – meet in MLK library “Conducting Research” (reader) “Evaluating Sources” (reader)
6	2/26/13 2/28/13	“Using Sourced Material in your Writing” (reader), “Paraphrasing” (reader), “Offensive Play” (reader) “Tour de Farce” (reader), “The Doping Dilemma” (reader), “Those Who Live in Glass Houses” (reader)
7	3/5/13 3/7/13	“When do we give Credit?” (reader), “Talent Grab” (reader) “Documenting Sources” (reader), “The Sports Taboo” (reader)
8	3/12/13 3/14/13	Essay #3 due (LO 1, 2, 3, 4, 5) (1800 words) “The Growing College Gap” (reader)
9	3/19/13	“Hellhole” (reader)

Week	Date	Topics, Readings, Assignments, Deadlines
	3/21/13	“Getting There From Here” (reader)
10	3/26/13	Spring Break (no class)
	3/28/13	Spring Break (no class)
11	4/2/13	Workshop: Essay #4. Complete rough draft due (LO 1, 2, 3, 4, 5, 6)
	4/4/13	Essay #4 due (LO 1,2,3,4,5,6) (1800 words)
12	4/9/13	<i>The Tortilla Curtain</i> (3-79)
	4/11/13	<i>The Tortilla Curtain</i> (80-165)
13	4/16/13	<i>The Tortilla Curtain</i> (166-257)
	4/18/13	<i>The Tortilla Curtain</i> (261-355)
14	4/23/13	Essay #5: in-class (LO 1,2,4,5) (1000 words)
	4/25/13	Prep for final exam
15	4/30/13	Essay #6: in-class, preparation for final exam (LO 1,4,5) (1000 words)
	5/2/13	Preparation for final exam
Final Exam	Saturday, May 4th	10am – noon, location TBD
16	5/7/13	Section Final Exam
	5/9/13	Last Day Matters

Have a great summer!

The one-time-only

Emergency Pass

Guidelines: With this pass, you may turn in essay #2 OR essay #3 OR essay #4 up to one week (7 days) late. This pass may not be used for any other assignments. I highly suggest you save this pass for an actual emergency (i.e. car accident on the way to school, relative dying, etc.)

Directions: Staple this pass to the top of your essay, signing and dating below, and submit your essay to me in class. Other pertinent info:

- Essays slipped under my office door will not be accepted
- Essays that are more than one week (7 days) late will not be accepted.

I, _____ have read and understand the guidelines & directions for using this pass.

Date: _____