

San José State University
Department of English and Comparative Literature
English 1B, Composition 2 (GE C3), Section 31, Spring 2013

Instructor:	Prof. Balance Chow
Office Location:	FO 224
Telephone:	(408) 924- 4430
Email:	balance.chow@sjsu.edu
Office Hours:	M/W 10:30 – 11:45
Class Days/Time:	M/W 12:00 – 13:15
Classroom:	BBC 121
Prerequisites:	Passage of Written Communication 1A (C or better) or approved equivalent.
GE Category:	Written Communication A2

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.

You are responsible for reading the following information online at

<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. Your instructor has 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. However, other readings may include poetry, fiction, and drama. Your instructor 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 your 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.

Course Materials: The English department suggests that a dictionary, a rhetoric (or rhetoric/reader), and a handbook are appropriate materials for this course.

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 / Materials

Textbooks, Readings, and References:

[1] *A Customized Reader*, with assigned readings delivered through Email / Dropbox

[2] Andrea Lunsford, *The Everyday Writer*, 5th edition.

[3] Leslie Chang, *Factory Girls: From Village to City in a Changing China* (2009)

[4] Online Resources:

Online Writing Lab <http://owl.english.purdue.edu/owl/>

Guide to Grammar & Writing <http://grammar.ccc.commnet.edu/grammar/>

Reference Desk <http://www.refdesk.com/>

[5] Other misc. handouts and online/print articles as needed

Other Materials:

Blue pens AND black pens; simple two-pocket folders (about 10).

A laptop/tablet computer, with MicroSoft Word (or equivalent) & e-reader applications.

Access to the internet; a *Netflix* account is also recommended.

A collegiate dictionary, e.g., *The American Heritage Dictionary of the English Language*.

Note: Online or electronic dictionaries may be used for assignments but not for the exam!

Library Liaison: Toby.Matoush@sjsu.edu (408) 808-2096

Classroom Protocol

1. Participation is understood to be an essential aspect of learning in this class. Absence without leave, late arrival, unauthorized breaks, early departure, and inattentiveness will be considered in my evaluation of your participation.
2. The use of cell phones is prohibited without prior approval.
3. The use of laptops for purposes inconsistent with class activities is prohibited.
4. Ingestion of food inside the classroom is prohibited.

Academic policies

You are responsible for reading the SJSU academic policies available online at

<http://www.sjsu.edu/english/comp/policyforsyllabi.html>

Assignments and Grading Policy*

Course Grading Guidelines**

Students are graded on the following matrix of credits involving their critical thinking, reading, writing, research, discussions and presentations, quizzes/tests and exams, group projects, and overall performance:

PERFORMANCE (Participation, Class Work, Quizzes)	= 100 points
Reading Project (10 weekly reports / journal entries)	= 100 points
2 in-class essays (with substantial revision)	= 100 points
3 (out of 4) take-home essays	= 300 points
1 Research Project (includes 8-10 page paper)	= 200 points
Final Exam	= 200 points

TOTAL = 1000 points

* For numerical score and grade equivalents see the following tables:

Table One: Essays

A- = 90 – 93; A = 94 – 96; A+ = 97 – 99

B- = 80 – 83; B = 84 – 86; B+ = 87 - 89

C- = 70 – 73; C = 74 – 76; C+ = 77 – 79

D- = 60 – 63; D = 64 – 66; D+ = 67 – 69

F or below = 0 for essays.

Table Two: Course Grade

A- = 900 – 933; A = 934 – 966; A+ = 967 – 999

B- = 800 – 833; B = 834 – 866; B+ = 867 - 899

C- = 700 – 733; C = 734 – 766; C+ = 767 – 799

D- = 600 – 633; D = 634 – 666; D+ = 667 – 699

F = 599 or below.

** Students are advised to take note of the following policy statement mandated by the Department of English with regard to grading (effective May 17, 1994):

“The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU Catalog ("The Grading System"). Grades issued must represent a full range of student performance:

A=Excellent;

B=Above Average;

C=Average;

D=Below Average;

F=Failure.

Courses graded according to the A, B, C, No Credit system shall follow the same pattern, except that NC, for No Credit, shall replace D or F. In A, B, C, No Credit courses NC shall also substitute for W (for Withdrawal) because neither NC nor W affects students' grade point averages. This statement shall be included in all Department of English syllabi or greensheets.”

In addition, in English Department courses, “instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.”

Departmental Policy on Grading Written Assignments

“In English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. *Grades issued will represent a full range of student performance and will adhere to the following SJSU academic standards of assessment:*

The “**A**” essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student’s ability to use language effectively and construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.

The “**B**” essay will demonstrate competence in the same categories as the “**A**” essay. The chief difference is that the “**B**” essay will show some slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of _expression, or contain some minor grammatical, mechanical, or usage flaws.

The “**C**” essay will complete all tasks set by the assignment, but show weakness in fundamentals (usually development), with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the “**B**” essay.

The “**D**” essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.

The “**F**” essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

Class Policy on Late Assignments and Incompletes

1. Assignments shall be turned in when due. Penalty applies to late take-home assignments at the rate of –10%/day overdue of the actual grade earned; maximum penalty up to 100% deduction of grade earned for the work assigned. There will be no make-up for in-class assignments and quizzes. Exams must be taken at the times and dates scheduled, unless an alternative arrangement is granted by the professor.
2. Essay assignments and research papers must be printed to receive credit.
3. Incomplete course work will result in actual grade earned based on points accumulated; an "I" course grade will not be given without signing a contract with the instructor at least two weeks prior to the last instruction day.

Class Policy on Record Keeping

Keep a record of all assignments you have completed. In particular, save backup copies of your essays/papers. For future portfolio purposes, students—ESPECIALLY MAJORS in English & Comparative Literature--are advised to preserve essays/papers graded and returned to them until graduation.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd 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 1st 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/>

Academic policies

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

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at

http://www.sjsu.edu/academic_programs/calendars/academic_calendar/

The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

University Policies

Academic integrity

Students should know that the University’s [Academic Integrity Policy](http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html) is available at http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at

http://www.sa.sjsu.edu/judicial_affairs/index.html

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

The instructor reserves the right to revise this greensheet. Updates will be provided in class or by email in a timely manner or as soon as possible.

Important assignment due dates:

Essay 1	2/4	Technologies & Mass Media
Essay 2	2/18	The Economy
Essay 3	3/4	American Foreign Policy
Essay 4	3/18	Bioethics / The Environment
Essay 5	4/15	Globalization
Essay 6	4/24	Gender, Race, Ethnicity
Research Paper	3/4	Library Research Workshop
	5/8	Research Paper Due
Portfolio	5/13	Cover sheet + Original Essays + Revisions
Midterm Exam	4/3	In-Class
Final Exam	5/4	Saturday 10AM; details TBA

English 1B-31, Spring 2013, Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/23	Introduction to the course Using online resources (OWL, etc.) and EVERYDAY WRITER for this class Weekly Reading Project (Quiz/Report – FACTORY GIRLS) Diagnostic Test
2	1/28 1/30	Focus on Technologies & Mass Media (Discuss assigned readings) Further investigations/brainstorming re. Technologies & Mass Media Report/Quiz on <i>FACTORY GIRLS</i> [SLO 6]
3	2/4 2/6	Essay 1 (in-class) [SLO 1] Review/Revise Essay 1 [SLO 1] Research Project assigned [SLO 2, 3, 4, 5] Report/Quiz on <i>FACTORY GIRLS</i> [SLO 6]
4	2/11 2/13	Focus on Questions of the Economy (Discuss assigned readings) Further investigations/brainstorming re. Questions of the Economy Report/Quiz on <i>FACTORY GIRLS</i> [SLO 6]
5	2/18 2/20	Essay 2 (in-class) [SLO 1] Review / Revise Essay 2 [SLO 1] Report/Quiz on <i>FACTORY GIRLS</i> [SLO 6]
6	2/25 2/27	Focus on American Foreign Policy (Discuss assigned readings) Further investigations/brainstorming re. American Foreign Policy Essay 3 (take-home; due next meeting) [SLO 1, 2, 3, 4] Research Project Workshop 1: Getting Started [SLO 2] Report/Quiz on <i>FACTORY GIRLS</i> [SLO 6]
7	3/4 3/6	Research Project Workshop 2: Library Session [SLO 3] Research Project Workshop 3: MLA Documentation [SLO 2, 3, 4] Report/Quiz on <i>FACTORY GIRLS</i> [SLO 6]

Week	Date	Topics, Readings, Assignments, Deadlines
8	3/11 3/13	Focus on Bioethics (Discuss assigned readings) Focus on The Environment (Discuss assigned readings) Essay 4 (take-home; due next meeting) [SLO 1, 2, 3, 4] Report/Quiz on <i>FACTORY GIRLS</i> [SLO 6]
9	3/18 3/20	Review Essay 4 [SLO 1, 4, 5] Writing Skills Reinforcement Workshop Further investigations re. Bioethics & The Environment Review/Revise/Edit Essays 3 & 4 [SLO 1, 4, 5] Report/Quiz on <i>FACTORY GIRLS</i> [SLO 6]
----- 10	----- 3/25-3/29	----- SPRING BREAK, NO CLASS View documentaries & films on Netflix during Spring Break and provide Report/Quiz on their significance or relevance to your writing
11	4/1 4/3	CESAR CHAVEZ DAY, CAMPUS CLOSED, NO CLASS Midterm Exam (Mock Exam)
12	4/8 4/10	Discuss / revise midterm exam Interim progress Report/Quiz on research project [SLO 4, 5] Focus on Globalization (Discuss assigned readings) Further investigation/brainstorming re. Globalization Essay 5 (take-home, due next meeting) [SLO 2, 3, 4, 5] Report/Quiz on <i>FACTORY GIRLS</i> [SLO 6]
13	4/15 4/17	Review / Revise / Edit Essays 3, 4, 5 [SLO 1, 2] Integrating Research, Writing, & Documentation [SLO 2, 3, 4, 5] Report/Quiz on <i>FACTORY GIRLS</i> [SLO 6]
14	4/22 4/24	Focus on Gender, Race, Ethnicity (Discuss assigned readings) Essay 6 (in-class) [SLO 1, 2, 3, 4]

Week	Date	Topics, Readings, Assignments, Deadlines
14	4/29 5/1 5/4	Review / Revise / Edit Essay 6 [SLO 1, 2] Preparing for the final exam; portfolio for the course SATURDAY 10:00-12:00 Final Exam
15	5/6 5/8	Research Project Workshop 4: Preventing Plagiarism [SLO 2, 3, 4] Research Paper: Draft Due; Peer Review; Revision Research Paper: Finalized Version Due [SLO 1, 2, 3, 4, 5, 6]
16	5/13	Writing Portfolio Due