

San Jose State University
English 1B – Composition
Spring 2013
Section 34

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Office Hours:	MW 1:45 – 2:45
Class Day/Time:	MW 12:00 – 1:15
Classroom:	BBC 221

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

- *Everything's an Argument*, Sixth Edition, Lunsford, Andrea, John Ruszkiewicz and Keith Walters, eds. 2013. ISBN: 9781457606069
- *Rereading America: Cultural Contexts for Critical Thinking and Writing*, Eighth Edition, Gary Colombo, Robert Cullen, and Bonnie Lisle, Bedford/St. Martin's, 2010. ISBN-10: 0-312-54854-0 or ISBN-13: 978-0-312-54854-4.

- College-level dictionary
- Large bluebooks

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>

Late Policy: Students are expected to submit all assignments on the date and time designated in the syllabus. Any essay turned in after class on its due date will receive an automatic reduction of one full grade (10%). Essays turned in after the week of instruction will not be accepted. Each student will be allowed to make up **one** in-class essay per semester with a 10% grade penalty. Other work done during class periods may not be made up.

Electronic Devices: All electronic devices must be turned off before entering the class. If cell phones and pagers ring in class, they will be taken away from the student for the class period. Exceptions will be made only with clearance from the Disability Resource Center.

Turnitin.com: Students are required to submit all papers completed outside of class to www.turnitin.com no later than 24 hours after each paper is due. Any paper not submitted by this time will receive late credit or no credit, depending on the situation.

Assignments and Grading Policy

Grading: A-F.

Grading Distribution:

3 In-Class essays (500-800 words each)	20% total, 6.5% each
2 Take-Home Essays (1500 word count for each)	20% total, 10% each
Annotated Bibliography (1500 word count)	20%
Participation/Journal Entries	20%
Final Reflective Essay (1500 word count)	20%

You are required to complete two take-home essays this semester, in addition to writing three in-class essays and the final reflective essay. Your first take-home writing

assignment will be a rhetorical analysis essay and your second will be an argumentative research paper (the annotated bibliography assignment will be a component of the second take-home essay). Take-home essays must be submitted in hard copy. No email submissions will be accepted. In-class essays will be completed in blue books using a pen (no pencils). Participation will be graded based on contribution to class discussion, activities, and workshops, as well as written in-class assignments. Journal entries are well-thought out responses to the weekly readings assigned in your course schedule. There will be no extra credit available in this course.

Final Assignment

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.

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.

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 Composition Spring 2013 – Course Schedule

Note: This is a tentative schedule. Any changes will be notified in advance.

EA: Everything's An Argument

RA: Rereading America

Week	Date	Topics, Readings, Assignments, Deadlines
1	Wed, 1/23	Introduction, Student questionnaire.
2	Mon, 1/28	In-class Diagnostic Exam. (500 -800 words) {SLO 1}
	Wed, 1/30	EA: Ch. 1, p. 6-29. {SLO 5} RA: Ch.1, p. 18-21, "Looking for Work" (p.26) {SLO 2, 3, 4}
3	Mon, 2/4	EA: Ch. 2, Pathos (p. 30-41) and "The 'F' Word" (p. 609){SLO 5} RA: "8 is Not Hate: The Meaning of a Proposition" (p. 81) and "What is Marriage?" (p. 89) {SLO 2, 3, 4}
	Wed, 2/6	EA: Ch. 3, Ethos (p. 42-54) and p. 611 {SLO 5}

		RA: “My Big Fat Straight Wedding” (p. 102) {SLO 2, 3, 4} Assign Take-Home Essay #1 {SLO 1, 2, 3, 4, 5, 6}
4	Mon, 2/11 Wed, 2/13	EA: Ch. 4, Logos (p.55-73) and “The Locavore’s Dilemma” (p. 703) {SLO 5} RA: “What We Really Miss About the 1950s” (p. 32) {SLO 2, 3, 4} EA: Ch. 5, Fallacies of Argument (p.74-89) and “Indian Mascots—You’re Out!” (p. 520) {SLO 2, 3, 4, 5} RA: “Idiot Nation” (p. 128) {SLO 2, 3, 4}
5	Mon, 2/18 Wed, 2/20	EA: Ch. 7, Structuring Arguments (p. 123-151) {SLO 5} RA: “From Report of the Massachusetts Board of Education, 1848” (p. 116) and “Against School” (p. 148) {SLO 2, 3, 4} Peer Review Exercise/Workshop. {SLO 1, 2, 3, 4, 5, 6}
6	Mon, 2/25 Wed, 2/27	EA: Ch. 9, Arguments of Definition (p.187-213), “The Freedom to Choose Your Own Pronoun” (p. 550), and “Little Girls or Little Women? The Disney Princess Effect” (p. 482) RA: “Becoming Members of Society: Learning the Social Meanings of Gender” (p. 527) {SLO 2, 3, 4, 5} In-Class Essay. (500 -800 words) {SLO 1} Take-Home Essay #1 Due. {SLO 1, 2, 3, 4, 5, 6}
7	Mon, 3/4 Wed, 3/6	EA: Ch. 11, Causal Arguments (p. 242-272) and “What Ever Happened to Upward Mobility?” (p. 901) {SLO 2, 3, 4, 5} RA: ‘Bros Before Hos’: The Guy Code” (p. 608) and “The Descent of Men” (p.618) {SLO 3, 4, 5} Assign Annotated Bibliography and Take-Home Essay #2 {SLO 1, 2, 3, 4, 5, 6}
8	Mon, 3/11 Wed, 3/13	EA: Ch. 13, Style in Arguments (p. 309-325) {SLO 5} RA: “‘Two Ways Women Can Get Hurt’: Advertising and Violence” (p. 575) {SLO 3, 4, 5} Library Visit (Tentative)
9	Mon, 3/18 Wed, 3/20	EA: Ch. 17, Finding Evidence (p. 395-409) and “Rising Share of Americans See Conflict Between Rich and Poor” (p. 888) RA: “Class in America – 2006” (p. 304) and “Horatio Alger” (p. 272) {SLO 2, 3, 4} In-Class Essay. (500 -800 words) {SLO 1} Annotated Bibliography Due {SLO 1, 2, 3, 4, 5, 6}
10	Mon, 3/25 Wed, 3/27	~SPRING BREAK~
11	Mon, 4/1	Peer Review Exercise/Workshop. {SLO 1, 2, 3, 4, 5, 6}

	Wed, 4/3	EA: Ch.12, Proposals (p. 273-303) and “Fair is Fair” (p. 948) RA: “From the Missing Class” (p.349) and “From America’s New Working Class” (p. 361) {SLO 2, 3, 4, 5} First Draft of Take-Home Essay #2 Due {SLO 1, 2, 3, 4, 5, 6}
12	Mon, 4/8	EA: “Why Education is Not an Economic Panacea” (p.912) and “Goodbye, Columbus: Ohio’s War on the Middle Class” (931) RA: “Framing Class, Vicarious Living, and Conspicuous Consumption” (p. 330) {SLO 2, 3, 4}
	Wed, 4/10	EA: Evaluating Sources (Ch. 18) and Using Sources (Ch.19) In-Class Research Activity {SLO 2, 3, 4}
13	Mon, 4/15	EA: “Migration, On Ice” (p. 708) and “Bottlemania: How Water Went on Sale and Why We Bought It” (p. 717) RA: “Save the Whales, Screw the Shrimp” (p. 703) and “Moving Heaven and Earth” (p. 756) {SLO 2, 3, 4} Final Draft of Take-Home Essay #2 Due {SLO 1, 2, 3, 4, 5, 6}
	Wed, 4/17	Critical Thinking Activity {SLO 2, 3, 4}
14	Mon, 4/22	RA” “A Life of the Senses” (p. 664) and “The Artifice of the Natural” (p. 676) {SLO 2, 3, 4}
	Wed, 4/24	EA: “The Gift of Language” (p. 615) RA: “From Notes on the State of Virginia” (p. 378) and “Deconstructing America” (p. 462) {SLO 2, 3, 4}
15	Mon, 4/29	EA: “An Introduction: At the Root of Identity” (p.554) RA: “The End of White America?” (p. 497) and “Assimilation” (p. 483) {SLO 2, 3, 4}
	Wed, 5/1	Peer Review Exercise/Workshop. {SLO 2, 3, 4, 5, 6}
16	Mon, 5/6	“The Crossing” (p. 473) and “Models of American Ethnic Relations” (p. 449) {SLO 2, 3, 4} Final Reflective Essay Due {SLO 1, 2, 3, 4, 5, 6}
	Wed, 5/8	EA: “Disability and the Media: Prescriptions for Change” (535) and “Reality TV Goes Where Football Meets the Hijab” (525) {SLO 2, 3, 4}
17	Mon, 5/13	Course Wrap-Up: Reflective Essay Readings.

