

San José State University
Spring 2013
Humanities/English & Comparative Literature
English 1B: Composition II, Section 72

Instructor:	Dr. Mark Dowdy
Office Location:	Faculty Offices 109
Telephone:	(408)924- 4447
Email:	mark.dowdy@sjsu.edu
Office Hours:	Tuesdays and Thursdays: 4:30 – 6:00 p.m.; or by appointment.
Class Days/Time:	Tuesdays and Thursdays: 10:30 – 11:45 a.m.
Classroom:	Engineering Building 338
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.

In addition to the writing, reading, and critical thinking components of this course, this section of English 1B will require you to learn about a foreign country. On the third day of class, each of you will select a nation that you will write about throughout the semester. To help you develop the analytical tools necessary for evaluating the culture, politics, history, and economics of your selected nation, I have assigned Laurent Dubois's *Haiti: the Aftershocks of History* as a model for how to write and think critically about a particular place.

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.

Texts (Available in the Spartan Bookstore and Roberts Bookstore)

- *The Everyday Writer*, 5th edition. Andrea Lunsford (Bedford/St. Martin's)
- *Haiti: the Aftershocks of History*. Paperback edition. Laurent Dubois (Picador)
- A Dictionary
- Blue/Yellow Books

Library Liaison

Toby Matoush: toby.matoush@sjsu.edu

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

Turnitin.com: In addition to hard copies, you will be submitting both your out-of-class essays and your formal research essay to Turnitin.com. To sign up for the class, visit the site and enter the following information:

Class ID: 6003280

Password: Scholar

Desire2Learn: I will make class announcements on Desire2Learn (D2L), so please be sure to check your account. If you have not used D2L before, go to sjsu.desire2learn.com and enter the following information:

Username: Your first name followed by your last, separated by a period (i.e. mark.dowdy).

Password: Your Tower ID. (Once you log in, you will be prompted to change your password)

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 these 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 can 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. How your 8000-word minimum will be met will be clearly indicated on your greensheet.

Reading: The reading you will do in English 1B will include 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 you do in English 1B will be devoted to analytical, critical, and argumentative essays. However, other readings will include poetry, fiction, and drama. Your instructor will help you develop and refine strategies for reading challenging, college-level material.

Research: English 1B will include an introduction to the library and basic research strategies. You will learn to locate materials and use them effectively, 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: Assignments (both reading and writing) shall address issues of race, class, and gender when appropriate, and the perspectives of women and diverse cultural groups shall be incorporated into course instruction and materials in an inclusive and comprehensive manner whenever possible.

Tutoring: Students whose writing displays serious deficiencies in their control of standard English syntax, grammar, or punctuation will be advised to seek help from the University Writing Center.

Grading: A-F.

“A” work 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 constructions at the college level and appropriate to the work’s intended audience and purpose. Such work will be essentially free of grammatical, mechanical, and usage errors. Whether written or oral, “A” work succeeds in communicating ideas clearly and effectively to the target audience.

“B” work will demonstrate abilities in the same categories as “A” work. The chief difference is that “B” work will show notable weaknesses in one of these categories. It may inadequately fulfill parts of the assigned tasks, show less facility of expression and communication, or contain some grammatical, mechanical, usage, or delivery flaws that do not impede clear transmission of meaning.

“C” work will be generally competent and attempt to complete all tasks set by the assignment but show weaknesses in fundamentals, usually development or clarity, with barely enough specific information to illustrate the subject being addressed. The sentence construction, language, and/or delivery may be less effective and correct than “B” work, but will not seriously impede clear transmission of meaning.

“D” work will neglect one of the assigned tasks or directions and be noticeably superficial in development—that is, too brief or simplistic. The work may reveal some problems of development, detail, and/or audience. It will contain grammatical, mechanical, usage, and/or delivery shortcomings that are frequent and/or serious enough to impede clear transmission of meaning.

“F” work shows a disconnection with the course and a lack of understanding of the task and the writing conventions that are being taught. The writing is incoherent and riddled with sentence level errors. It is clear in this essay that the writer is not engaged in the class and/or the assignment.

Letter grades will be translated into the following percentages:

Essay and Course Grades

Grade	Percentage	Grade	Percentage	Grade	Percentage
A+	98-100	B	84-87	C-	70-73
A	94-97	B-	80-83	D+	68-69
A-	90-93	C+	78-79	D	65-67
B+	88-89	C	74-77	F	64-0

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,NoCredit system shall follow the same pattern, except that NC, for NoCredit, shall replace a C-, D, or F. In A,B,C,NoCredit courses NC shall also substitute for W (for Withdraw) because neither NC nor W affects students’ grade point averages.

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. Note: This includes email notes to the instructor!

The Grade

Two Out-of-Class Essays (2,000 words each; SLOs 1-6)	40%
Formal Research Essay (2,000 words; SLOs 1-6)	25%
Reflective Essay (1000-1200 words; SLOs 1, 4, 5, and 6)	10%
Classroom Presentation (SLO 1-4)	5%
Two In-Class Essays (500 words each; SLOs 1, 4, 5, and 6)	10%
Homework and Participation (SLO 1, 4, and 6)	10%

Two Out-of-Class Essays (20 percent each; 40 percent of overall grade): Out-of-class essays will be 3-5 pages long, with 1 inch margins and a 12-point standard font (i.e. Times-New Roman or something similar). In order to receive credit for the essay, you will have to complete a first and final draft. For each draft, you will submit BOTH a hard copy to me AND an electronic one to Turnitin.com. I will respond to the hard copy of your first draft, providing comments and suggestions that you will have an opportunity to review before submitting your revision. Your final draft will get fewer comments from me, but it will receive a letter grade.

Unlike your other writing assignments, both of these essays will be peer reviewed. Using Peermark, Turnitin.com's peer review application, you will review one another essays online and provide feedback to them by answering a set of questions I will provide for you. You will be assigned into small groups of three or four students, and in order to receive participation credit for the course, you will have to provide feedback to all of your group members' first drafts of the two out-of-class essays.

Important: This graded final draft must include significant revisions. It is not enough to correct mechanical errors; you must also strive to improve the essay's content and organization and to refine its language. **UNLESS YOU SUBMIT TWO DISTINCT DRAFTS, YOU WILL NOT RECEIVE CREDIT FOR AN OUT-OF-CLASS ESSAY.**

Formal Research Essay: Your final essay will be focus on the nation you have been studying and writing about all semester. It will require you to develop an original thesis about your selected nation and to provide research to support your argument. During the first week following spring break, you will submit a one-page printed proposal that will include your working thesis and a brief explanation of its significance.

Classroom Presentation: During the last month of the semester, you will give a brief, five-minute presentation to the class about the country you selected.

Final Portfolio Assignment: During this course, you will create a portfolio of your work, including a written reflection of 1000-1200 words, that is worth ten percent of your grade. Think of it as a scientific study of your progress as a writer over the next four months. What you include in your portfolio doesn't have to be perfect. Remember, writing is a *process*. Collecting your work and then reflecting on that work is part of the process. The portfolio project 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 portfolio is your culminating experience. This course does not have a final exam.

Attendance, Participation, and Homework (10 percent of overall grade): Regular attendance *AND* in-class contributions help me determine whether you've done your required reading. It also fosters a deeper understanding of the text at hand for *all* of us. For this reason you will be expected to come to each class prepared to discuss the assigned reading for the day. Moreover, you should strive to contribute to every class discussion, demonstrating an ability and willingness to listen to myself and your peers as well as the capacity to bring yourself and your experiences to the reading assignment. If you have difficulty speaking in a classroom setting, please see me as soon as possible. There will also be regularly scheduled reading quizzes for each chapter of *Haiti: the Aftershocks of History*.

Two Short In-class Essays (5 percent each; 10 percent of overall grade): There will be two in-class essays this semester, each of which will serve as the starting point of an out-of-class essay. Please bring an exam booklet of any color for these exams.

Classroom Protocol: To help foster a classroom environment in which everyone feels comfortable enough to participate, I will not tolerate blatant displays of disrespect towards your peers or towards me. There are ways to disagree with others respectfully and sincerely. In the unlikely event that anyone should exceed the boundaries of civility, he or she will be asked to leave for the remainder of the class session.

Headphones/Cell Phones/Texting etc. Attendance is both a physical *AND* mental state of being. Use that nifty gadget at your own risk. I won't interrupt class if I see you engaged in a spirited parley with your little electronic friend. I'll just write it down. Each time I see you texting/surfing/gaming/talking etc., I'll lower your participation grade by one letter grade. If the problem persists, I will ask you to leave class for the day.

Laptops: There is no need to use a laptop during class. Please keep yours closed.

Deadlines: You will be setting your own deadlines this semester. However, I do not accept simultaneous submissions of separate essays or of separate drafts (e.g. submitting a rough draft and its revision at the same time.) In short, I am giving you the liberty to choose your own due dates, but with this freedom comes the responsibility to give yourself enough time to complete each assignment before you move onto the next one. You cannot – I repeat, *cannot* – submit all of your writing assignments in one big payload at the end of the semester.

UNIVERSITY POLICIES

ACADEMIC INTEGRITY

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University's Academic Integrity policy, located at <http://www.sjsu.edu/senate/S07-2.htm>, requires 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 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 your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 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 (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

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 is located at <http://www.sjsu.edu/larc/>.

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: 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.

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 is located at <http://www.sjsu.edu/muse/peermentor/>

Tentative Schedule

Week 1	Introductions
Week 2	Ungraded Diagnostic In-class Essay Reading Quiz: Dubois, <i>Haiti: The Aftershocks of History</i> (HAH), Introduction, pages 1-14. Nation-selection Lottery
Week 3	Reading Quiz: Dubois, <i>HAH</i> , Chapter 1: "Independence," pages 15-51. In-class Essay #1
Week 4	Reading Quiz: Dubois, <i>HAH</i> , Chapter 2: "The Citadel," pages 52-88.
Week 5	Reading Quiz: Dubois, <i>HAH</i> , Chapter 3: "Stalemate," pages 89-134.
Week 6	Reading Quiz: Dubois, <i>HAH</i> , Chapter 4: "The Sacrifice," pages 135-64.
Week 7	Reading Quiz: Dubois, <i>HAH</i> , Chapter 5: "Looking North," pages 165-203. In-class Essay #2
Week 8	Reading Quiz: Dubois, <i>HAH</i> , Chapter 6: "Occupation," pages 204-64.
Week 9	Reading Quiz: Dubois, <i>HAH</i> , Chapter 7: "Second Independence," pages 265-310.
Week 10	No class: Spring Recess
Week 11	Reading Quiz: Dubois, <i>HAH</i> , Chapter 8: "An Immaterial Being," pages 311-59. Proposal: Formal Research Essay due
Week 12	Reading Quiz: Dubois, <i>HAH</i> , Epilogue, pages 311-59.
Week 13	Student Presentations
Week 14	Student Presentations
Week 15	Student Presentations
Week 16	Student Presentations