

San José State University
Department of English and Comparative Literature
English 1B, Composition 2 (GE A3), Section 17, Fall 2014

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Office Hours:	W 12:30-2:30 p.m. and by appointment
Class Days/Time:	MW 3-4:15 p.m.
Classroom:	BBC 128
Prerequisites:	Passage of English 1A (C or better) or approved equivalent
GE/SJSU Studies Category:	Written Communication A3

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 requirement for 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; critical thinking skills; proficiency in basic library research skills and in writing papers informed by research; and mastery of the mechanics of writing.

Student Learning Objectives and Course Goals

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).
- Application of critical thinking skills.
- 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 Outcomes

Students will demonstrate, orally and in writing, proficiency in the Area A3 Learning Outcomes. Students will be able to:

1. Locate and evaluate sources through library research and integrate research through appropriate citation and quotation.
2. Present effective arguments that use a full range of legitimate rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view.
3. Effectively locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of one's ideas.
4. Identify and critically evaluate the assumptions in and the context of an argument.
5. Effectively distinguish and convey inductive and deductive patterns as appropriate, sequencing arguments and evidence logically to draw valid conclusions and articulate related outcomes (implications and consequences).

Required Texts/Readings

SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford

Print ISBN: 9781457667121 Available at the Spartan Bookstore

Electronic edition ISBN: 9781457633423 or Bedford/St. Martin's online

(<http://bcs.bedfordstmartins.com/everydaywriter5e/>)

If you own a used copy of *The Everyday Writer*, a new LearningCurve access code must be purchased from either the Spartan Bookstore (ISBN: 9781457643637) or Bedford/St. Martin's online

(<http://www.bedfordstmartins.com/everydaywriter/lc>) Phone: 1.800.936.6899—for fastest service

Email: BFW.TechnicalSupport@macmillan.com Online: <http://www.macmillanhighered.com/techsupport>

Other Readings

--Re-reading *America: Cultural Contexts for Critical Thinking and Writing*, edited by Gary Colombo, Robert Cullen, Bonnie Lisle.

--Various articles and handouts available on Canvas

Other equipment/material requirements:

--Multiple green books for three in-class essays (including the final).

--A folder/portfolio to store ALL of the work you complete in this course

--Computer/Internet access for Canvas readings and submissions.

Course Requirements and Assignments

It is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Students will complete five take-home papers and three in-class essays (including the final exam), as well as an annotated bibliography. Due dates for assignments are provided in the Course Schedule section of this syllabus.

<u>Assignment</u>	<u>Percentage of final grade</u>
Essay #1 In-class diagnostic (500 words) SLO 2	0%
Essay #2 Comparing two related ideas* (750 words) SLO 2, 4	10%
Essay #3 Synthesizing argument from fact* (1,000 words) SLO 1, 2, 3, 5	15%
Essay #4 In-class close reading (750 words) SLO 2, 3	10%
Essay #5 Applying critical frameworks to literature* (1,000 words) SLO 2, 3,	10%
Essay #6 Applying critical frameworks to fact (1,500 words) SLO 2, 3, 5	10%
Annotated bibliography	5%
Essay #7 Research paper* (3,000 words) SLO 1, 2, 3, 4, 5	15%
In-class final exam (500-1000 words) SLO 2, 3,5	5%
Class participation	20%

Note: Starred items go through several drafts

Attendance: Your participation grade includes your contribution to in-class discussion, the effectiveness of your workshop critiques, your scores on quizzes, and your presentations. [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Writing: In English 1B, assignments must 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. 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. Over the semester, you will develop and refine your strategies for reading challenging, college-level material, and you will learn to approach texts with a critical eye.

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 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 our English 1B course.

Canvas: <http://www.sjsu.edu/at/ec/canvas/index.html> We will be integrating the Canvas platform in this course in order to submit all final drafts of papers (and first drafts for comments) and to download and view certain course materials. You are already signed up and invited to the course. You will find the syllabus posted there as well as assignments and readings. I will make class announcements through this page as well. Please make yourself acquainted with the website and let me know if you have any questions

In-Class Essays: Students will write three in-class essays throughout the semester, the first being a diagnostic evaluation that will not be graded. Note that I will only be available for make-up in-class essays on Mondays and Wednesdays. All in-class essays must be submitted in order to pass English 1B, even if the essays are so late that they will not earn any points.

Formal Essays: Students will write three formal essays in this class. All formal essays must be written according to MLA guidelines. The length requirement for each essay is indicated on the list of assignments. Formal papers must be submitted in order to pass English 1B, even if they are so late that they will not earn any points. Formal essays must be turned in to Canvas.

Late Policy

For each calendar day that your work is late, it will be graded down one grade. For example, an A paper due on a Monday but turned in on a Wednesday will receive a B+. If extenuating circumstances apply for any class work, you must contact me before the due date in order to request an extension or make necessary accommodations.

Grading Standards

The “A” Paper: Excellent

-Thesis: Easily identifiable, clear, reasonable, insightful (teaches the reader something) with an obvious connection to the paper’s title.

-Structure: Evident, understandable, and appropriate for thesis. Excellent transitions from point to point. Topic sentence of each paragraph supports main thesis, and examples in each paragraph support the topic sentence and only the topic sentence

-Use of evidence: Primary source information used to support topic sentence with at least one example. Summaries and quoted material is smoothly integrated into sentence syntax and cited according to MLA guidelines.

-Analysis: Demonstrates an in-depth understanding of the ideas in the assigned reading and critically responds to those ideas in an analytical, persuasive manner. Analysis is fresh and exciting, posing new ways to think about the material. Work displays critical thinking and avoids simplistic description or summary of information.

-Logic: All ideas in the paper flow logically from one point to the next. The paper makes reasonable and insightful connections to targeted readings, outside readings, class discussions, and/or life experiences that illuminate the thesis.

-Mechanics: Correct sentence structure, grammar, and diction; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices. Conforms in every way to format requirements. Creates appropriate college level, academic tone.

B Good

-The student addresses all parts of the assignment, although not as completely as the “A” paper.

-The paper gives clear and specific support or examples.

- The paper show organization and progression of ideas.
- The sentences show variety and few grammatical errors.
- The student analyzes the readings accurately, although not as well as the “A” paper.
- The student shows intellectual curiosity for the subject at hand.

C Adequate

- The student addresses the topic question at least in general terms.
- The paper may address some parts of the assignment better than others.
- The paper meets the minimum for length and development.
- The student takes a clear position and defends it with some support.
- The paper contains minor grammatical errors.

D and F Minimal and Failing

- The student does not address the topic question with any clarity.
- Major parts of the assignment are not addressed.
- The paper is severely underdeveloped.
- Grammar errors obscure the writer’s meaning.
- The paper does not demonstrate minimum competence for college writing.

Aim for an A. Limitations in any of the above criteria areas will result in a minus (-) grade, and papers that excel within their weight class will receive a plus (+). Poorly presented papers will be returned unread with a grade of NC.

Additional Drafts

For take-home papers: if you are unhappy with your grade on a paper, *and it was turned in on time*, you may do a revision/additional draft and your final grade for that assignment will be the average of the two grades. Working on a voluntary revision is not an excuse for falling behind on other course work.

According to [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) (<http://www.sjsu.edu/senate/docs/F13-1.pdf>), “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.”

Classroom Protocol

Classroom sessions will involve a discussion of the readings and writing strategies, as well as in-class exercises and writing workshops. Our material will be controversial and some of the discussion topics will include still “fresh” current events. We may not all agree on all the topics we read about, but it is imperative that we create an inclusive classroom environment. Be respectful of your peers’ thoughts and opinions even if they differ from your own. Much of this course will deal with fact vs. judgment, and the strengths of an argument. We will keep discussions lively, but courteous and civil, and use well-reasoned arguments to hash out topics. This community of respect applies when we work in groups as well. Don’t hold back when it comes to offering constructive criticism, but do remember that our goal is to learn from one another, not to take cheap shots.

Come to class prepared to participate, having read the assigned readings for the day, completed any homework, and prepared questions or comments about the assigned readings. Failure to do so will be evident in your participation grade. If you are absent, it is *your* responsibility to find out what you missed that day and get the assignment for the next session. If you miss a quiz, you cannot make it up. In-class essays may be made up, but only on Mondays and Wednesdays, and your grade will be penalized for lateness. A note: If you’re late to class or if you leave class early, you may not receive credit for your participation that day (unless we have a previous arrangement).

Bring your book(s) and printed copies of the assigned articles for the day to class. If you are concerned about book/printing costs, you may share resources with a friend, but you may not use any electronic devices in class unless you have an exception from the AEC. Turn off your phone for the duration of class.

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures of 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 year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. 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/>.

Consent for Recording of Class and Public Sharing of Instructor Material

Students must obtain my permission to record the course. Per university policy:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Please request permission to record me via email at least three days before the class you would like to record. Because most class sessions will include active participation of your fellow students, we will need to obtain their permission as well.

Academic integrity

Your commitment to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. I am required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University provides accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is your responsibility to inform me, via email, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, then notify me in writing at least three days before the date that you will be absent. You will not be penalized for such requests, but it is your responsibility to make up any work missed.

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 at <http://peerconnections.sjsu.edu> for more information.

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) at <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. (Note: You need to have a QR Reader to scan this code.)



SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

English 1B Fall 2014 Course Schedule

Because this class deals with current events and will cater to students' writing needs, this schedule is subject to change. However, students will be provided with with fair warning of any changes both in-class, via email, and online in Canvas.

Rereading America = RA || Everyday Writer = EW || All other readings are posted on Canvas

Date	Topics covered in-class	Homework (due by the following class session)
M 8/25	Introductions, syllabus, discussion of approaches to essays	Review EW Grammar and Sentence Style sections, light prep for your in-class diagnostic essay. Practice posting to Canvas by writing one paragraph briefly describing your strengths and weaknesses as a writer.
W 8/27	Essay 1: In-class Diagnostic (500 Words) <i>Bring green book and pen.</i>	EW "Critical Reading" (12) and quickly peruse the Language section (20-24); George Orwell, "Politics and the English Language"
M 9/1	Labor Day, no class	
W 9/3	Discussion of Orwell, writing effective sentences, sentence exercises	EW "Critical Thinking and Argument" "Evaluating Sources and Taking Notes" (17) and "Integrating Sources and Avoiding Plagiarism" (18); MLA Style chapters (49-51)
M 9/8	Discuss how to recognize strengths and weaknesses in two arguments, how to recognize other ideas. How to structure an argument.	RA: "Land of Liberty" Chapter introduction (617) and "The Declaration of Independence..." (624) and "Freedom is Intended as a Challenge" (631)
W 9/10	Correct quotation quiz; primary-vs-secondary sources; discuss readings	RA: "From Taking Liberties. . ." (685) and "George Orwell...Meet Mark Zuckerberg" (707)
M 9/15	Discuss reading; outline practice	Write Essay #2: Comparing two related ideas (post to Canvas by noon on 9/17)
W 9/17	Feedback based on essay #2 drafts	Read Ferguson articles
M 9/22	Discuss what we know/what we don't know; possible arguments; good thesis paragraphs.	Final draft of Essay #2 due (post to Canvas by noon on 9/22). Read Ferguson op-eds;
W 9/24	Reportage vs. opinion; effective arguments	Read millennial articles
M 9/29	Discuss op-eds; types of arguments	"The Case for Reparations"

Date	Topics covered in-class	Homework (due by the following class session)
W 10/1	Discuss article, advocacy essays.	EW 16 “Doing Research” (16)
M 10/6	Library day	Pick a topic for essay #3, find three related <i>factual articles</i> on this topic.
W 10/8	Present topics, brainstorm potential arguments	Essay #3 thesis paragraph and outline, bring five copies to class
M 10/13	Workshop outlines;	Essay #3 first draft due at noon on 10/15
W 10/15	Intro to literary analysis/close reading	Final draft of essay #3 due at noon on 10/17
M 10/20	Poetry analysis in groups	Poetry packet
W 10/22	Discussion of the reading	Poetry worksheet prep for in-class essay
M 10/27	Essay #4: in-class close reading	Prose packet
W 10/29	Discussion	RA: “Girl” (384) and “Becoming Members of Society: Learning the Social Meanings of Gender” (387)
M 11/3	Applying frameworks to texts	Essay #5 first draft due at noon on Canvas
W 11/5	In-class workshop	Read immigration articles; RA “Models of American Ethnic Relations: A Historical Perspective” (565), “Deconstructing America” (593), “The Crossing” (604) Essay #5 final draft due at noon on 11/12
M 11/10	Read and discuss immigration articles	RA “Models of American Ethnic Relations: A Historical Perspective” (565), “Deconstructing America” (593), Essay #5 final draft due at noon on 11/12
W 11/12	How to apply a theoretical framework	Essay #6: Applying theoretical frame to factual events due at noon on Wednesday 11/19
M 11/17	Discuss ways to combine strategies we’ve used into a cumulative paper	EW “Preparing for a Research Project” (15); “Writing a Research Project” (19) Find a current or recent topic, research factual articles. Think about possible conclusions to be found. Write a possible thesis paragraph for an essay on this issue.

Date	Topics covered in-class	Homework (due by the following class session)
W 11/19	In-class workshops of thesis paragraphs	Revise thesis, prepare five minute presentation for class
M 11/24	Presentations	Annotated bibliography
W 11/26	No class—Happy Thanksgiving!	
M 12/1	Presentations	Rough draft of Essay #6 due 12/3
W 12/3	Workshop essays in class	Final due 12/10 at noon
M 12/8	FLEX DAY	
W 12/10	Discuss final	
Th 12/18	12:15-2:30 Final exam	http://info.sjsu.edu/static/schedules/final-exam-schedule-fall.html