

San José State University
Department of English and Comparative Literature
English 1B, Composition 2 (GE C3), Section 9, Spring 2014

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Office Hours:	M 7:30- 9 AM; T 1-2 PM (Call ahead for appointment)
Class Days/Time:	T R 7:30-8:45, Code: 24436
Classroom:	SH 414
Prerequisites:	Passage of English 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 English 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 AEC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

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/>)

Other Textbooks

Readings for Writers, Bedford/St.Martin's Press, 2013, ISBN 978-1-4576-9124-9.

Course Reader (a collection of handouts) available at the Print Shop in Hoover Hall.

Other Readings

“The Tech. Effect” a series of articles by the San Jose Mercury News, available at the Print Shop in Hoover Hall.

A non-fiction book for the research paper.

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

a) Late essays and revisions will not be accepted without medical excuse; within one week there will be no penalty.

b) No homework assignments can be made up without acceptable excuse.

c) Quizzes cannot be made up.

d) Poorly presented work will be returned unread with the grade of “F.”

e) Work suspected of plagiarism will be returned with the grade of “F.”

f) In class essays will be written in small “bluebooks,” which now are green in color.

g) All handwritten work will be done in ink, blue or black. No pencil!

h) Out of class essays will be typed, double-spaced on a computer.

i) Students will make every effort to arrive to class on time. If there is a problem, let me know.

j) As a common courtesy to everyone and as a sign of good manners, please complete your visits to the restroom before or after class, not during.

k) Students will turn off cell phones, portable music devices, laptops, and any other electronic devices before they enter class. Please keep these devices out of sight in your backpacks or bags. I really mean it! Violators will be tossed from class.

l) Eating in the classroom: I ask students NOT to eat during class. This practice is distracting, does not allow you to take proper notes or participate in class activities, and creates a mess.

m) Outside of class essays: All of your work must be your own, including the correction of essays. While the discussion of issues and exchanging ideas about those issues are always encouraged, the actual writing and editing must be your own. NO

proofreading or corrections by a friend, classmate, spouse, lover, tutoring agency or any other source is permitted. Proofreading includes cleaning up and correcting grammar, revising sentences, rearranging paragraphs, etc. See “Plagiarism” section below.

n) Using other sources: Except for your research project, it will not be necessary to consult other sources (journal articles, books, newspapers, the Internet, etc.) for your essays. If you decide to refer to someone else’s ideas, proper credit must be given. The material must also be properly incorporated into your own text.

o) I do not accept faxed or emailed papers. Please hand in your assignments in class when they are due.

p) I reserve the right to revise the requirements and to notify students of such revision in a timely manner, e.g., at least one meeting in advance.

q) Please check your MySJSU email frequently to get important updates and announcements during the days we do not meet.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, students are expected to 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>.

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. I have 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. I 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 our 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.

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. The final will be given Saturday, May 10, 10AM – noon.

University policy F69-24, “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.”

Student Learning Objectives and the Course’s Assignments:

SLO #1 All Essays and Research paper

SLO #2 Research paper, library modules, annotated bibliography homework assignment, research paper outline assignment.

SLO #3 Research paper assignment; library session and modules.

SLO #4 All essay assignments, all quizzes, class discussions.

SLO #5 All essay assignments, class discussions, class exercises (e.g., thesis statement).

SLO #6 McChesney article on the press, occasional articles from textbook.

Assignments and Grading Policy

Grading: A-F. To take the Writing Skills Test and move on to upper-division coursework, students need a C or better in English 1B.

Grading:

In our class, the course is divided as follows:

Essays, revisions, research paper60%

Quizzes, homework, exams.....20%

Final Examination..... 20%

All assignments are based on a 100% scale.

--The library research paper will count as two essay grades.

--Each essay score carries the same weight.

Grading Standards Guide

A Excellent

The student addresses all parts of the assignment.

The paper is thoroughly developed, offering specifics and examples.

The paper shows complexity of thought.

The essay is coherent and organized, with good paragraph development.

The student demonstrates syntactic variety and few grammatical errors.

The paper possesses a distinctive voice.

The student shows he/she understands the readings by analyzing and evaluating the main ideas, not merely summarizing or repeating ideas.

The student takes a position or stand which is original and interesting.

B Very 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 (5 pages, out-of-class papers).

The student takes a clear position and defends it with some support.

The paper contains minor grammatical errors.

D and F Minimal and Failing (one or more descriptions may apply)

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.

Student Technology Resources (Optional)

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, Spring 2014, Course Schedule

List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan. 23	Syllabus, textbooks, etc.
2	Jan. 28 Jan. 30	CR Grammar Review, Write diagnostic essay in class RW, Sizer; CR Friedman p. 105; Thesis in CR pp. 14-15
3	Feb. 4 Feb. 6	RW Zinsser and Rodriguez, Everyday Writer 6-6e Write Essay #1 in class “Education”
4	Feb. 11 Feb. 13	RW Anzaldua and EV “Argument” Section 13-13c RW Sedaris pp. 22-26; Brainstorm ideas for Essay #2
5	Feb. 18 Feb. 20	Peer edit Essay #2 in class Explain research project, CR pp. 32-36; Essay #2 DUE
6	Feb. 25 Feb. 27	“The Tech Effect” pp. 1-25 in Reader from Print Shop “The Tech Effect” pp. 26-39 ; CR pp. 139-141
7	March 4 March 6	Thesis statements for Essay #3; Share articles on tech. Library session in MLK; Essay #3 DUE
8	March 11 March 13	RW Aronson pp. 19-21; Lame Deer pp. 42-44 in CR DUE p. 35 from CR; CR: Moore pp. 77-86, Lundberg pp. 67-76
9	March 18 March 20	EV Outlining 7e, Paraphrasing 17f – 18b; Bibliography 14k E-4 in class “Nature”
10	April 1 April 3	CR Katz, articles pp. 97-104, 112-119; 128-132 Arguments for thesis for Essay #5
11	April 8 April 10	Peer edit Essay #5 in class EV Quoting material for research papers; Essay #5 DUE “Food”
12	April 15 April 17	RW Klein, CR p. 137 & 135-6; Research outline DUE RW Branigin pp. 110-118
13	April 22	Handout of Solnit essay; RW Deresiewicz pp. 98-104 Essay #6 DUE April 24

Week	Date	Topics, Readings, Assignments, Deadlines
14	April 29 May 1	Baldwin in RW pp. 27-37 Woolf in RW pp. 105-106
15	May 6 May 8	Final Exam Strategies; RESEARCH PAPER DUE Essay #7 in class final exam practice
16	May 13	Last class meeting, TBA
Final Exam	Saturday, May 10	10:00am – 12:00am, location TBD_____

Important SJSU dates Spring 2014

Wednesday	January 22	Spring Semester Begins
Wednesday	January 22	Orientation, Advisement, Faculty Meetings
Thursday	January 23	First Day of Instruction – Classes Begin
Tuesday	February 4	Last Day to Drop Without Entry on Permanent Record
Tuesday	February 11	Last Day to Add Courses & Register Late
Wednesday	February 19	Enrollment Census Date
Monday-Friday	March 24-28	Spring Recess
Monday	March 31	Cesar Chavez Day Campus Closed
Tuesday	May 13	Last Day of Instruction – Last Day of Classes
Wednesday	May 14	Study/Conference Day (no classes or exams) (SC)
Thursday-Friday	May 15-16	Final Examinations
Monday-Wednesday	May 19-21	Final Examinations
Thursday	May 22	Final Examinations Make-Up Day
Friday	May 23	Grade Evaluation Day
Saturday	May 24	Commencement
Monday	May 26	Memorial Day - Campus Closed (M)
Tuesday	May 27	Grades Due From Faculty