

SAN JOSÉ STATE UNIVERSITY
DEPARTMENT OF ENGLISH AND COMPARATIVE LITERATURE
ENGLISH 1B, COMPOSITION 2 (GE C3), SECTION 30
“SEMESTER AT SEA” | SPRING 2014

For whatever we lose (like a you or a me) it's always ourselves we find in the sea.
— e.e. cummings

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Office Hours: **W** 12:00 – 1:00 p.m., **F** 12:30 – 1:30 p.m. + by appointment
Class Days/Time: **F** 9:30 – 12:15 p.m.

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 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, tailored to a particular audience and purpose (argumentative essays will state their thesis clearly and show implied or stated awareness 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 English 1A.
- 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.
- 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.
- 4:** Students shall write complete essays that demonstrate the ability to synthesize ideas encountered in multiple readings.
- 5:** Students shall write complete essays that demonstrate the ability to incorporate principles of design and communication to construct effective arguments.
- 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 AND MATERIALS

- Online readings at maranhasocean1b.blogspot.com
- Lunsford, Andrea A., John J. Ruskiewicz (2013) *Everything's an Argument*. Boston: Bedford/St. Martin's. ISBN 978-1-4576-0606-9
- Lunsford, Andrea A. (2013) *The Everyday Writer*. Boston: Bedford/St. Martin's. ISBN 978-1-4576-4576-1267-1
- MLK Library PIN: <https://library.sjsu.edu/get-library-card/get-library-card-0>
- Notebook for in-class exercises, green books for in-class essays

COURSE GUIDELINES

Writing: In-class exercises and a series of essays will give you practice in planning, researching, drafting, workshopping, revising, editing, and proofreading. A series of in-class and out-of-class essays, including substantive rewrites, will total 8,000 words for the semester. This minimum requirement excludes the final exam. Out-of-class essays must be typed and single-spaced (Times New Roman, 12).

Reading: This is a reading-intensive course. Plan for 1-3 hours per week of reading. Weekly readings will be posted on the class blog. Come to class prepared for discussion, quizzes, and short-essay responses. You are responsible for *all* assigned reading.

Workshops: To receive credit for workshops, you must 1) arrive on time with a hard copy of your complete draft and 2) submit peer review sheets with final essays as

required. In addition, you will be evaluated on the quality of the feedback you provide to your classmates.

Final Assignment: This course does not have a final exam. Instead, you will write a critical reflection essay at the end of the semester, worth 10% of your grade. In this essay, you will reflect on the progress of your work over the course of the semester. A prompt and rubric will be provided.

GENERAL CLASS POLICIES

You are expected to participate fully in class—show up on time, come prepared, ask and respond to questions, listen actively, and be courteous. In the event of missed class, check the blog, contact a classmate, or visit my office hour.

WRITTEN ASSIGNMENTS

Out-of-class essays: We will be using Turnitin.com for assignments unless otherwise instructed. Do not submit any essays by email. Be sure to upload the correct document; the document you submit will be the one that is graded—no exceptions. Leave extra time for computer troubles, internet outages, and other last-minute glitches when submitting online. You will need to set up a Turnitin account with the following info:

Turnitin Class ID: 7571344

Password: maranhas

In-class essays: may be made up for full credit during office hours if more than 24-hour notice or a doctor's note is provided. For students who contact me within a 24-hour window before or after class, in-class essays may be made up for partial credit during office hours.

Quizzes and Short Reflections: may not be made up or submitted late.

Late essays (2, 3, 5): will be penalized a full letter grade and must be submitted as hard copy to class in addition to Turnitin. (Do not send essays by email.) Please note there will be a longer return period on late work. Any essay that is not submitted within 7 days of the deadline will receive an F. All essays (for a total of 8,000 words) must be submitted to earn a D- or higher in the course. **Final Reflections will not be accepted late.**

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. (C- or lower is not acceptable.) Please track your grades and contact me promptly with any concerns or questions; do not wait until the final weeks of the semester. There will be **no extra credit** offered; please put your best effort into each assignment.

Final grade will be determined as follows:

Out-of-class essays (2, 3, 5)	35%
Research Essay	25%
In-class essays, shorts and quizzes	20%
Class performance	10%
Preparedness, participation, and courtesy	
Final Reflection (Take-home final)	10%

We will work as a class to determine a grading rubric for each essay. In general:

An **A** essay demonstrates an exceptional understanding and fulfillment of the assignment. It has a clear, compelling thesis that is fully explored in a thoughtful argument supported by timely and appropriate research. It reflects a keen awareness of audience. It is elegantly organized and developed as the result of meaningful revision. It is polished at a sentence level, showing a solid command of style, grammar, mechanics, and usage. It observes MLA format and has been proofread carefully for errors. It is submitted on time and adheres to all assignment guidelines.

A **B** essay meets most of these goals. A **C** essay meets some of these goals. A **D** essay meets few of these goals. An **F** essay fails to meet these goals.

Letter grade to percentage scale

A+	97-100	
A	93-96	
A-	90-92	
B+	87-89	
B	83-86	
B-	80-82	
C+	77-79	
C	73-76	Satisfies requirement for 1B
C-	70-72	Does not satisfy requirement for 1B
D+	67-69	
D	65-66	
D-	60-64	
F	59 or lower	

TUTORING AND MENTORING SERVICES



The **SJSU Writing Center** is located in Clark Hall, Room 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 Writing

Center's numerous online resources, visit <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.

ENGLISH 1B, SPRING 2014, GENERAL COURSE SCHEDULE*

WK	DATE	<p style="text-align: center;">ASSIGNMENTS</p> <p style="text-align: center;">Full schedule of weekly readings and assignments will be posted on maranhasocean1b.blogspot.com</p>
1	1/24	<p>Course Introduction</p> <p>Unit I: Reading + Understanding Arguments</p> <p>Reasons, occasions, and types of arguments [SLO 4]</p>
2	1/31	<p>IN CLASS: ESSAY 1 (800 words)</p> <p>Arguments based on emotion, character, and fact: “Toronto Man Rowing on Final Stretch,” “Kiteboarders Evade Sharks to Conquer Atlantic,” “Surfer’s Code of Ethics” + <i>EA</i> 30-72 [SLO 1]</p>
3	2/7	<p>Emotional, ethical, and logical fallacies: “Shark Attack!,” “Bad Creatures or Bad Image?” + <i>EA</i> 75-87; [SLO 1, 4, 5]</p>
4	2/14	<p>ESSAY 2 DUE (1,000 words)</p> <p>Plagiarism + Documentation: <i>Everyday Writer</i> [EW] 455-512</p> <p>“Blackfish Sparks Debate,” “SeaWorld Is So Pissed,” “An Open Letter from Yoko Ono” [SLO 1, 2, 3, 4, 5]</p>
5	2/21	<p>ESSAY 3 WORKSHOP</p> <p>Unit I Review: “Plastic Paradise,” “Do Plastic Bag Bans Really Reduce Litter?,” “Garbage Island” [SLO 1, 2, 3, 4]</p>
6	2/28	<p>FINAL ESSAY 3 DUE (1,000 words)</p> <p>Unit II: Writing Arguments</p> <p>Classical, Rogerian, Toulmin structures + arguments of evaluation: “A Speck in the Sea,” “Chilean Sea Bass Takes a Bite,” “2013 Was Terrible for Manatees” + <i>EA</i> 123-146, 214-233 [SLO 1, 2, 3, 4, 5]</p>
7	3/7	<p>IN CLASS: ESSAY 4 (800 words)</p> <p>MLK Library Session TBA [SLO 1, 2, 3, 4, 5, 6]</p>
8	3/14	<p>Causal arguments: “\$65 Million Yacht with its own Helicopter Pad,” “Sleeping with the Fish,” “Antarctica Fears Grow as Tourists Return” + <i>EA</i> 242-263 [SLO 1, 3, 4, 5]</p>
9	3/21	<p>ESSAY 5 WORKSHOP</p> <p>Arguments of definition: “Climate of Denial,” “Global Warming Alarmists Stuck in Sea Ice,” “Who Created the Global Warming Pause?” + <i>EA</i> 187-200</p>
10		<p>S P R I N G R E C E S S</p>
11	4/4	<p>TUES 4/1 FINAL ESSAY 5 DUE (1,200 words)</p> <p>IN-CLASS: ESSAY 6</p> <p>Intro to ESSAY 7 (2,400 words) [SLO 1, 2, 4, 5]</p>

GENERAL COURSE SCHEDULE (CONTINUED)*

WK	DATE	ASSIGNMENTS Full schedule of weekly readings and journal assignments will be posted on maranhasocean1b.blogspot.com
12	4/11	Unit III: Style in Arguments Visual arguments: Fears of the Ocean (Readings TBA) <i>EA</i> 331-343 [SLO 5]
13	4/18	Plagiarism + Quoting Review: <i>EA</i> 436-468 [SLO 1, 2, 3, 4, 5] ESSAY 7 DRAFT IN PROGRESS DUE + WORKSHOP [SLO 1, 2, 4, 5]
14	4/25	The ocean in music, movies, and television (Readings TBA) [SLO 5]
15	5/2	Intro to Final Portfolio (Reflection) [SLO 1, 2, 4, 5]
16	5/9	<u>FINAL PORTFOLIO (ESSAY 7 + Reflection) DUE</u> <u>Last Day of Class</u> [SLO 1, 2, 3, 4]

*Follow the course blog at maranhasocean1b.blogspot.com for updates and changes.

IMPORTANT SJSU DATES SPRING 2014

January 23	First Day of Instruction – Classes Begin
February 4	Last Day to Drop Without Entry on Permanent Record
February 11	Last Day to Add Courses & Register Late
March 24-28	Spring Recess
March 31	Cesar Chavez Day Campus Closed
May 13	Last Day of Instruction – Last Day of Classes