

San José State University
Department of English and Comparative Literature
English 1B, Composition 2 (GE C3), Section 20 & 35 Spring 2014

Instructor:	Julie Sparks
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Office Hours:	TBA
Class Days/Time:	Section 20 MW 9-10:15, Section 35 MW 10:30-11:45
Classroom:	BBC 221 (both sections)
Prerequisites:	Passage of Written Communication 1A (C or better) or approved equivalent.
GE Category:	Written Communication C3

Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at <http://www.sjsu.edu/people/julie.sparks/> or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. **You are responsible for regularly checking with the messaging system through MySJSU** (or other communication system as indicated by the instructor).

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/>)

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>)

If you have any questions or problems logging in to LearningCurve, contact Bedford/St. Martin's Technical Support:

Phone: 1.800.936.6899—for fastest service

Email: BFW.TechnicalSupport@macmillan.com

Online: <http://www.macmillanhighered.com/techsupport>

Other Readings

Most of the readings we will discuss as models will be posted on the course Web site. **Please print them out and bring them with you to class** (except for the really long ones).

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>.

Classroom Protocol

Attendance and Participation: **It is very important that students come to this class regularly and come prepared to participate.** This means that reading assignments should be finished before the class period when they will be discussed, and that students should arrive at writing workshops with the necessary rough drafts. There will be frequent, unannounced in-class writing of some sort, and these cannot be made up by students who miss class, even for illness or some other reason beyond your control. Poor attendance and weak participation will significantly reduce your learning experience and your grade. Decent writers have failed this class for poor attendance.

Participating in the mandatory **peer review workshops** is particularly crucial. If you skip these, you will miss out on valuable advice, as well as points. **Furthermore, if you miss the in-class peer review, it is your responsibility to get one on your own or your project's grade will be docked 20%.**

Professionalism and maturity: Perhaps this should go without saying, but I will expect students to treat each other and their professor with courtesy and respect. This includes the little things, like turning your cell phones off in class, refraining from toying with electronic devices and chatting with buddies in class, getting to class on time, and dressing appropriately (e.g. not as if you are headed for a nightclub or a tanning session). Professionalism also involves the more serious matter of avoiding rude or hostile remarks. Students who show weaknesses in this regard might be asked to leave the classroom.

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.

Assignments and Grading Policy

Inventory essay (800 words)	0 %	0 points (SLO 1,4,6)
In-class essay #2 (1000 words)	10%	100 points (SLO 1,4)
In-class essay #3 (1000 words)	10 %	100 points (SLO 1,4)
Revision of in-class (1200 words)	15%	150 points (SLO 1-5)
Rhet Analysis essay (1400 words)	15 %	150 points (SLO 1,4,5)
Annotated bibliography (1400 words)	15 %	150 points (SLO 1-5)
Public Writing (1200 words)	10%	100 points (SLO 1-4)
Small assignments	15 %	150 points (SLO varies)
Reflective Analysis Essay (1000 words)	10 %	100 points (SLO 1-4)

Final Assignment: Instead of a final exam, you will write a critical reflection (Portfolio Essay) 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.

Late Work: I recognize that there are perfectly legitimate reasons for good people to miss deadlines on occasion. However, reflecting the seriousness with which such lapses are treated in the workplace, **I will penalize all late essays by 10% each day they are late (including weekends), and I will not accept a paper after one week from the due date.** If you do miss a deadline, you will harm your case further if you also fail to contact me about it. This, in addition to poor attendance, is the primary reason for student failure. **Late homework (small assignments) simply won't be accepted, nor will I accept homework sent by email.**

Extra Credit: To soften the no-late-homework policy and to encourage you to seek enriching extra learning experiences, I will periodically urge you to attend campus lectures or performances and write about those for extra points. **There is a 30-point maximum per semester, per student, for extra credit.** Extra credit can be turned in any time, but it will be graded when I have time. Please do not nag! **The final deadline for extra credit is the morning of the final, but you can turn in only one that day.** I simply won't have time to grade 300 new assignments at that point.

Making up In-Class Essays: If you miss an in-class essay and don't make it up, **you will fail the class,** so it is VERY important that you don't miss them. However, each student gets ONE chance to make up a missed essay as long as they can provide a credible, valid excuse for missing class that day. It is the student's responsibility to arrange to be at the make-up, which will be the last day of the semester.

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.

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.

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>. 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

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. Visit [Peer Connections website](#) at <http://peerconnections.sjsu.edu> for more information.

English 1B, Spring 2014, Course Schedule

NOTE: Assignments listed by “Due” and “Read” are due ON the date where they are listed. Assignments will be collected at the beginning of class. Late homework will not be accepted. The readings will be discussed that day, and should be brought to class. “Text” means *The Everyday Writer*.

Week	Date	Topics, Readings, Assignments, Deadlines
1	M 1/27 W 1/29	Introduction to the class. In-class writing. *In-class Essay #1: Diagnostic Essay <u>Read:</u> text pp. 82-88 the Modes
2	M 2/3 W 2/5	Introduction to Rhetoric <u>Read:</u> “Generation Q,” “Pillows for Peace” (online) and text 48-59, 245-250 “Writing to the World” Introduction to Rhetoric, continued. Web Analysis Project <u>Read:</u> “The Chain Never Stops” (online) text pp.129-137, 143-148
3	M 2/10 W 2/11	Writing compelling introductions, conclusions <u>Read:</u> “Punk Priest” & “Olga Murray’s broken leg” (online) Text 92-93 *In-class essay # 2 <u>Read:</u> “You Should Know the Origins of What You Buy” and “From Dean’s Beans Web site” <u>Due :</u> Topic proposal for web analysis project
4	M 2/17 W 2/19	Exercise: group analysis <u>Read:</u> “Tracking the Death Train” excerpt from <i>Javatrekker</i> (online) Analyzing arguments, continued <u>Read</u> “Dr. Greg and Afghanistan,” “3 Cups of Tea Spilled”(online) & Text pp.148-160
5	M 2/24 W 2/26	Planning and Drafting a Rhetorical Analysis <u>Read:</u> Text 66-81 <u>Due:</u> rough outline for Web site analysis Workshop on Quoting and Citing, Transitions <u>Read:</u> “Helping Kids to Connect,” (online) “Hero of the Bronx Is Now Accused of Betraying It” (online) and Text 89-92, 226-8
6	M 3/3 W 3/5	<u>Peer review of web analysis essay</u> <u>Read:</u> Text 106-111 <u>Due:</u> rough draft of web analysis essay (2 copies) Research/ Public Writing Unit introduced <u>Due:</u> Web Analysis Essay (Remember Turnitin.com!)
7	M 3/10 W 3/12	Getting from thesis question to research plan <u>Read:</u> Text 36-44,187-192 <u>Due:</u> online library workshop Finding and evaluating sources “Girl Engineer-Entrepreneur,” “Martin

Week	Date	Topics, Readings, Assignments, Deadlines
		Curiel,” (online) & Text 193-4, 203-4, 208-210 <u>Due: Topic proposal for research/public writing project</u>
8	M 3/17 W 3/19	Bibliographies, working and annotated <u>Read: Text 206-8, 210-215</u> Library Workshop (tentative date) <u>Due: Working Bibliography, with one citation annotated</u>
9	3/24 – 3/30	***** Spring Break! *****
10	M 3/31 W 4/2	*****Cesar Chavez Day—campus closed***** *In-class essay #3 <u>Read: “Poverty is a Threat to Peace” (online)</u>
11	M 4/7 W 4/9	<u>Peer review of Annotated Bibliography Due: rough draft (2 copies)</u> Film and rhetoric (watch & analyze short film) <u>Due: Annotated Bibliography (remember Turnitin.com!)</u>
12	M 4/14 W 4/16	Writing proposal arguments w/research <u>Read: “The Singer Solution to World Poverty” (online) and Text 179-183</u> Citing with MLA, avoiding plagiarism <u>Read: Text pp. 220-234</u> <u>Due: interview transcript from research interview</u>
13	M 4/21 W 4/23	<u>Peer review of Public Writing Project) Due: rough draft (2 copies)</u> Introduce Revision Project <u>Due: Public Writing Project (remember Turnitin.com!)</u>
14	M 4/28 W 4/30	Presentations on public writing projects (Finish Presentations on public writing projects if needed) <u>Peer review of revisions Due: rough draft of revision + original essay</u>
15	M 5/5 W 5/7	Introduce Reflective Analysis Project <u>Due: Revisions (remember Turnitin.com!)</u> <u>Peer review of reflective analysis essay</u> <u>Due: rough draft of reflective analysis essay</u>
16	M 5/12	Make-up Day for in-class essays <u>Due: Reflective Analysis Essay (remember Turnitin.com!)</u>