

San José State University
Department of English and Comparative Literature
English 1B, Composition 2 (GE C3), Section 60, Spring 2014

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| Instructor: | Nicole Hughes |
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| Email: | nicole.hughes@sjsu.edu (preferred method of communication) |
| Office Hours: | Tu/Th 12:30-1:30 [<i>See University Policy S12-1 for guidelines</i>] |
| Class Days/Time: | Tu/Th 1:30-2:45 |
| Classroom: | Clark Hall, Room 306 |
| Prerequisites: | Passage of English 1A (C or better) or approved equivalent. |
| GE Category: | Written Communication C3 |

Faculty Web Page and MYSJSU Messaging (Optional)

Copies of the course materials such as the syllabus, major assignment handouts, etc. can be found on our class blog at <http://english1bsection60.blogspot.com>. Please start following immediately. You are responsible for regularly checking the blog for reading, assignments, etc.

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

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/>)

Rereading America, Edition 9, Author: Colombo ISBN: 9781457606717

Crazy Brave, Edition 12, Author: Joy Harjo ISBN: 9780393073461

Chronic: Poems, Edition 12, Author: D.A. Powell ISBN: 9781555976064

A journal to be used ONLY for this class (you will turn it in at the end of the semester)

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

As college students, you are expected to attend class, arrive on time, and behave with a level of maturity commensurate with your age and academic level. Attendance and completion of homework is essential for this fast-paced class, with a heavy reading and writing load. In addition, you must treat your peers with courtesy and respect as this course is predicated on a collaborative atmosphere that requires class discussion, constructive criticism, and group interaction.

I. **Attendance and Participation** is evaluated based on completion of in-class assignments, quizzes, homework, and participation in class discussion. You CAN NOT make up any missed in class activities. If you attend class everyday but do not participate in class discussions, your grade will be negatively affected.

II. **Late Work** receives a reduction of one letter grade per day it is late (this includes weekends). If you are sick or having to miss class for any other reason on the day something is due, arrange to have a classmate turn it in if you do not want a grade reduction. *I only accept late work in hardcopy form with the following at the top: Due Date, Date Turned In, Total Grade Reduction.*

III. **Turnitin.com** identifies possible sources of plagiarism. All papers must be submitted to turnitin.com within a week prior to the paper due date. Papers not submitted to turnitin.com will receive an automatic F, even if your hardcopy is turned in on time. CLASS ID: 7511031, ENROLLMENT PASSWORD: composition

IV. Electronics usage is not permitted in the classroom. All cell phones, laptops, iPads, etc. *must remain in your bag.* 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>.

Assignments and Grading Policy

Assignments

Short essay on censorship (100 points, 750 words) SLO 1, 5, 6 Synthesize an issue pertaining to censorship and freedom of speech with Anne Applebaum's "The Decline of American Press Freedom" and/or Naomi Wolff's "Freedom is Intended as a Challenge" from *Rereading America*.

Synthesis Essay (100 points, 2,000 words + revision opportunity) SLO 1, 4, 5 Synthesize two essays from *Rereading America*

Annotated Bibliography (100 points, ~1,000 words) SLO, 1, 2, 3, 4, 5

Research Proposal (100 points, 750 words) SLO 1, 2, 3, 4, 5

Research Paper (150 points, 2,000 words + revision opportunity) SLO 1, 2, 3, 4, 5 This paper has a strong research component. Investigate and expand upon the issues raised by any one of the myths examined in class. This essay will draw on 2+ essays from *Rereading America* and require the use of 5+ outside print sources.

Reflection Paper/Final Assignment (100 points) SLO 1, 5 Instead of a final exam, you will write a critical reflection 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.

Reading Quizzes (100 points) Short quizzes for each reading given in class. These quizzes can not be made up.

Presentation (100 points) Partners will give an in-depth presentation on one of the assigned readings and lead the class in a discussion.

Participation (150 points) Includes in-class group work, workshops, and dialogic reading journal (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.")

Extra Credit SLO 1, 2, 3, 4 (10 points, limited to two events): If you attend a literary-related event (see below list) and write a paper on the experience (500 words), you can receive a maximum of 10 points added to your grade, depending on the quality of the paper. The paper must include your thoughts about the event before you attend, a

description of the event that creates a picture for your reader about the most significant elements of the event, your reflections on what you learned at the event, and your critique of the event (e.g. would you recommend others attend such an event? Why or why not?).

- 2/5/14 Cristina Garcia reading, 7 p.m., MLK 225/229
- 2/6/14 Cristina Garcia in conversation with Andrew Sean Greer, 1 p.m., MLK 225/229, University Theatre
- 2/13/14, Play on Words, 7:30 p.m., The Blackbird Tavern Annex (downtown SJ)
- 2/19/14, D.A. Powell reading, 7 p.m., MLK 225/229
- 3/4/14, Misako Rocks talk, 4-6:45, MLK 225/229
- 3/12/14, Kirstin Chen reading, 7 p.m., MLK Steinbeck Center
- 4/8/14, Rabih Alameddine reading, 7 p.m., MLK 225/229
- 4/23/14, Joy Harjo reading, 7 p.m., MLK 225/229

Paper Format:

1. 12-point Times New Roman font, double-spaced
2. At the top of the first page: Name, English 1B, Class Section, and **word count**
3. Number each page with your last name and page number in upper-right-hand corner (e.g. Hughes 3)
4. Staple before class. I will not accept papers that are not stapled. This is part of presenting yourself as a responsible professional.

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: Total of 1000 points possible

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| A 1000-940 | B- 839-800 | D+ 699-670 |
| A- 939-900 | C+ 799-770 | D 669-640 |
| B+ 899-870 | C 769-740 | D- 639-600 |
| B 869-840 | C- 739-700 | F 599-0 |

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.

English 1B, Spring 2014, Course Schedule

This schedule is subject to change; changes will be announced in class & posted on the class blog; Rereading America readings will be assigned after the first day of class (see “Welcome” blog post for more information)

Table 1 Course Schedule

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|----------------------|--|
| 1 | Thu 1/23 | Introductions, review syllabus, vote on <i>Rereading America</i> readings, sign-up for class presentations, come up with ground rules for discussion |
| 2 | Tue 1/28 Thu 1/30 | Anne Applebaum’s “The Decline of American Press Freedom” due; dialogic journal; reading quiz Naomi Wolff’s “Freedom is Intended as a Challenge” due; dialogic journal; reading quiz |
| 3 | Tue 2/4 Thu 2/6 | Using sources; MLA citation; using quotations Censorship essay due; summarizing and paraphrasing |
| 4 | Tue 2/11 Thu 2/13 | Thesis construction; topic sentences, transitions How to differentiate between what “you” say and what “they” say |
| 5 | Tue 2/18 Thu 2/20 | Library information session Synthesis essay due; Review of rhetorical devices |
| 6 | Tue 2/25 Thu 2/27 | |
| 7 | Tue 3/4 Thu 3/6 | <i>Chronic: Poems</i> pg. 1-38 due; dialogic journal; reading quiz; Reading critically Revision workshop |
| 8 | Tue 3/11 Thu 3/13 | <i>Chronic: Poems</i> pg. 39-end due; dialogic journal; reading quiz |
| 9 | Tue 3/18 Thu 3/20 | Annotated Bibliography due; <i>Crazy Brave</i> pg. 1-54 due |
| 10 | Tue 3/25 Thu 3/27 | Spring Recess Spring Recess |
| 11 | Tue 4/1 Thu 4/3 | Research proposal due; <i>Crazy Brave</i> pg. 55-132 due |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|-------------|----------------------|---|
| 12 | Tue 4/8 Thu 4/10 | <i>Crazy Brave</i> pg. 133-end due |
| 13 | Tue 4/15 Thu 4/17 | Research paper due |
| 14 | Tue 4/22 Thu 4/24 | |
| 15 | Tue 4/29 Thu 5/1 | Dialogic reading journal due |
| 16 | Tue 5/6 Thu 5/8 | Final paper due |

Important SJSU dates Spring 2014

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| 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 (SC) | May 14 | Study/Conference Day (no classes or exams) |
| 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 |