

**San José State University**  
**Department of English and Comparative Literature**  
**English 1B, Composition 2 (GE C3), Section 72, Spring 2014**

<b>Instructor:</b>	Peter O'Sullivan
<b>Office Location:</b>	FOB 107
<b>Telephone:</b>	(408) 924- 4419
<b>Email:</b>	peter.o'sullivan@sjsu.edu
<b>Office Hours:</b>	Tuesdays and Wednesdays 1:30-2:45
<b>Class Days/Time:</b>	Tuesdays and Thursdays 3:00 - 4:15
<b>Classroom:</b>	BBC 124
<b>Prerequisites:</b>	Passage of English 1A (C or better) or approved equivalent.
<b>GE Category:</b>	Written Communication C3

### **Canvas**

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on Canvas at <http://sjsu.instructure.com/>. You are responsible for regularly checking with the messaging system through Canvas or email. All assignments will be turned in through Canvas as either a .doc or .docx file. **I will accept neither hard copies nor emailed copies of assignments.**

### **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](mailto:BFW.TechnicalSupport@macmillan.com)

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

### **Other Textbook**

***Rereading America*, edited by Gary Colombo, Robert Cullen, and Bonnie Lisle**

ISBN:978-1-4576-0671-7

### **Other Readings**

Other readings will be found on Canvas: <http://sjsu.instructure.com/>

### **Other equipment / material requirements**

It is highly recommended that you have access to a laptop or tablet device that you can bring to class. While not a traditionally hybrid class, I do view these items as tools for modern writing.

It is also recommended that you avail yourself of Microsoft Office 2013, available at the bookstore for students at a severely reduced rate --- less than \$10 at last glance. All essays will be turned in as either a .doc or .docx file format.

## **Library Liaison for English courses**

Toby Matoush, Dr. Martin Luther King Jr. Library

Voice: 408-808-2096

Email: [Toby.Matoush@sjsu.edu](mailto:Toby.Matoush@sjsu.edu)

Website: <http://libguides.sjsu.edu/profile.php?uid=14949>

## **Classroom Protocol**

You are expected to come to class each day, prepared to participate. Electronic devices such as laptops and tablets are highly recommended, but are also a privilege. They are tools for writing and discourse. Should they become tools for Facebook and Tumblr, then I will ask you to put them away. Smart phones may also be used in lieu of their

weightier cousins, but should they begin emitting music, I will dance to the song. Keep your smart phones on silent or vibrate.

## **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**

This is a writing intensive class with an 8000 word minimum. As such, every writing assignment must be turned in to pass the class, no matter what your final percentage score happens to be. **Failure to turn in every writing assignment will result in a failing grade.**

### **Out of Class Essays -- research optional**

There will be a total of four (4) out of class essays this semester, at a minimum of 1250 words a piece. These essays include the diagnostic essay and three research optional argumentative and analytical essays assigned throughout the semester. Each of these essays must be properly formatted according to MLA specifications, including but not limited to proper headings, proper citations, and a works cited list at the end. Each of these assignments will be turned into Canvas for credit in a .doc or .docx file format. It is not recommended that you use Google Docs for this.

### **Annotated Bibliography**

This class also has a major research component. As part of that research component, you are going to write a five entry annotated bibliography consisting of five sources and five annotations of minimum 300 words a piece.

### **Research Essay**

In addition to the annotated bibliography, you are also to write an argumentative research essay, using some if not all of the research from your bibliography, at a minimum of 1500 words.

### **Reflective Essay**

In lieu of a final examination, this class is using the final portfolio assignment. Part of that assignment is a reflective essay in which you specifically discuss progress you have made in your writing. This will be due on the last day of classes.

### **Reading**

This is also a very reading intensive class. I expect you not only to read a lot but also to read well. Reading assignments shall be completed by the day that they appear in the schedule. So, should Stephanie Coontz's "What We Miss about the 1950s" be scheduled for Tuesday, January 28, then it must be completed by class on that day.

## Quizzes

One of the tools at my disposal for helping in the smooth understanding of the reading material is the quiz. Quizzes will all be held on Canvas. They are open book, open note affairs, but with ten minute time limits.

## Participation Assignments

To guarantee participation, there will be a series of on Canvas and in class assignments, reader responses, group discussions, peer review workshops, that will count toward a participation score.

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.”

## 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.

All grades will be broken down on a percentage basis, using the following model.

A+ = 100-97%	A = 96-93%	A- = 92-90%
B+ = 89-87%	B = 86-83%	B- = 82-80%
C+ = 79-77%	C = 76-73%	C- = 72-70%
D+ = 69-67%	D = 66-63%	D- = 62-60%
F = 59-0% Unsatisfactory		

### Grade Distribution

Out of Class Essays:	45%
Annotated Bibliography:	15%
Research Essay:	15%
Reflective Essay:	10%
Quizzes:	10%
<u>Participation:</u>	<u>5%</u>
<b>TOTAL:</b>	<b>100%</b>

### Extra Credit

There is no extra credit given in this course.

### Late Policy

You may turn in assignments late, but grades are reduced on a sliding scale. After one week, your grade is reduced by 25%. After two weeks, your grade is reduced by 50%. After three weeks, your grade is reduced by 75%. Finally, after four weeks, you may turn

in the assignment to meet word count requirement, but will receive a score of zero on the assignment.

## **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> 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 10<sup>th</sup> 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

Schedule Subject to Change

RA = Rereading America; EW = Everyday Writer

Week	Date	Topics, Readings, Assignments, Deadlines
1	Thursday, January 23	First Day of Class. Syllabus. First Lessons in Grammar. <b>Assign Out of Class Essay #1: Diagnostic (1250 words) {SLO 1,2,3,4,5,6}</b>
2	Tuesday, January 28	<b>Out of Class Essay #1 Due</b> Thinking Critically, Challenging Cultural Myths: RA 1-15 {SLO 4,5,6} True Women and Real Men: RA 375-379 {SLO 4,5,6} The Top 20: EW 1-12 {SLO 1} <b>Assign Out of Class Essay #2: Rhetorical Analysis {SLO 1,2,3,4,5,6}</b>
	Thursday, January 30	"How Americans Understand...": RA 380-383 {SLO 4,5,6} "Becoming Members...": RA 387-395 {SLO 4,5,6} Expectations: EW 12-19 {SLO 1,2,3,4}
3	Tuesday, February 4	Visual Portfolio: RA 411 - 417 {SLO 4,5,6} "Two Ways...": RA 420 - 443 {SLO 4,5,6} Analyzing Arguments: EW 143-157 {SLO 1,2,3,4}
	Thursday, February 6	"The Guy Code": RA 461 - 470 {SLO 4,5,6} "The End of Men": RA 471 - 489 {SLO 4,5,6} Rhetorical Situations: EW 48-59 {SLO 1,2,3,4}
4	Tuesday, February 11	"From Fly Girls...": RA 455 - 460 {SLO 4,5,6} Verbs: EW 340 - 354 {SLO 1}
	Thursday, February 13	<b>Workshop Out of Class Essay #2 {SLO 1,2,3,4,5,6}</b> Comma Splices: EW 385 - 391 {SLO 1}
5	Tuesday, February 18	<b>Out of Class Essay #2 Due</b> Myth of American Family: RA 18 - 21 {SLO 4,5,6} Basics of MLA & In-Text Citation: EW 457 - 469 {SLO 1} <b>Assign Out of Class Essay #3 (1250 words) {SLO 1,2,3,4,5,6}</b>

Week	Date	Topics, Readings, Assignments, Deadlines
	Thursday, February 20	"Looking for Work": RA 22 - 26 {SLO 4,5,6} "What We Really Miss...": RA 27 - 43 {SLO 4,5,6} Parallelism: EW 299 - 302 {SLO 1}
6	Tuesday, February 25	"The Color of Family Ties...": RA 47 - 55 {SLO 4,5,6} Visual Portfolio: RA 57-64 {SLO 4,5,6} Constructing Arguments: EW 161 - 184 {SLO 1}
	Thursday, February 27	"Proposition 8": RA 67 - 68 {SLO 4,5,6} "Prop 8 Hurt My Family...": RA 69 - 74 {SLO 4,5,6} "The Conservative Case...": RA 75 - 83 {SLO 4,5,6} Sentence Fragments: EW 392 - 396 {SLO 1}
7	Tuesday, March 4	"The Accordion Family": RA 83 - 92 {SLO 4,5,6} "Quality Time": RA 93 - 99 {SLO 4,5,6} Modifier Placement: EW 380 -385 {SLO 1}
	Thursday, March 6	<b>Workshop Out of Class Essay #3 {SLO 1,2,3,4,5,6}</b> Subject - Verb Agreement: EW 355 - 362 {SLO 1}
8	Tuesday, March 11	<b>Out of Class Essay #3 Due</b> The Myth of Opportunity: RA 247 - 245 {SLO 4,5,6} "Serving in Florida": RA 267 - 280 {SLO 4,5,6} "Class in America": RA 281 - 297 {SLO 4,5,6} <b>Assign Out of Class Essay #4 {SLO 1,2,3,4,5,6}</b>
	Thursday, March 13	"Generation R": RA 299 - 305 {SLO 4,5,6} "Framing Class": 314 - 330 {SLO 4,5,6} Commas: EW 400 - 412 {SLO 1}
9	Tuesday, March 18	<b>Assign Annotated Bibliography and Research Essay {SLO 1,2,3,4,5,6}</b> "Making It": RA 333 - 341 {SLO 4,5,6} "America's New Working Class": RA 342 - 346 {SLO 4,5,6} Potential Library Day
	Thursday, March 20	Potential Library Day "The New American Divide": RA 347 - 355 {SLO 4,5,6} "The Great Divergence": RA 356 - 371 {SLO 4,5,6}

Week	Date	Topics, Readings, Assignments, Deadlines
10	Tuesday, March 25	No School Spring Break
	Thursday, March 27	
11	Tuesday, April 1	<b>Workshop Out of Class Essay #4</b>
	Thursday, April 3	<b>Out of Class Essay #4 Due</b> Myth of the Melting Pot: RA 494 - 496 {SLO 4,5,6} "State of Virginia": 497 - 502 {SLO 4,5,6}
12	Tuesday, April 8	"Causes of Prejudice": RA 504 - 516 {SLO 4,5,6} "Chyna and Me": RA 517 - 523 {SLO 4,5,6}
	Thursday, April 10	"Loot or Find": RA 524 - 538 {SLO 4,5,6} "Barack Obama": RA 540 - 552 {SLO 4,5,6} Visual Portfolio: RA 554 - 562 {SLO 4,5,6}
13	Tuesday, April 15	"Models": RA 565 - 575 {SLO 4,5,6} "Deconstructing": RA 593 - 603 {SLO 4,5,6}
	Thursday, April 17	<b>Annotated Bibliography Due</b> <b>Workshop Research Essay {SLO 1,2,3,4,5,6}</b>
14	Tuesday, April 22	<b>Research Essay Due</b> Myths of Education: RA 103 - 109 {SLO 4,5,6} "Board of Education": RA 110 - 119 <b>Assign Reflective Essay {SLO 1,2,3,4,5,6}</b>
	Thursday, April 24	"Against School": RA 141 - 149 {SLO 4,5,6} "Social Class": RA 163 - 178 {SLO 4,5,6}
15	Tuesday, April 29	"Learning to Read": RA189 - 197 {SLO 4,5,6} "Still Separate": RA 201 - 218 {SLO 4,5,6}
	Thursday, May 1	"College at Risk": RA 219 - 227 {SLO 4,5,6} "Underground Undergrads": RA 229 - 237 {SLO 4,5,6}
16	Tuesday, May 6	Catch up day.
	Thursday, May 8	<b>Workshop Reflective Essay {SLO 1,2,3,4,5,6}</b>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
17	Tuesday, May 13	Last Day of Class. <b>Reflective Essay Due.</b>

#### **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