

San José State University
Department of English and Comparative Literature
English 1B, Composition 2 (GE C3), Section 89, Spring 2014

Instructor:	Karen English
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Office Hours:	M-TR 10:30-11:30am and by appointment
Class Days/Time:	T-R 13:30-14:45pm
Classroom:	BBC 124
Prerequisites:	Passage of English 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/karen.english/> or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. Students 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

Students 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>

Section 89 Required Texts/Readings

Dalton, J. Ryan. "Modern Day Slavery." *Tennessee Bar Journal* 49.2(2013):12-17. *Academic Search Premier*.

Davis, David Brion. *Inhuman Bondage: The Rise and Fall of Slavery in the New World*. New York: Oxford UP, 2010. Print. ISBN: 978-0-19533944-4

Hacker, Diane and Nancy Sommers, eds. *A Pocket Style Manual*. 6th ed. New York: Bedford's St. Martin, 2012. Print. ISBN-13: 978-0-312-54254-2 Spiral Bound, 304 pages

Northup, Solomon. *12 Years a Slave*. 1853. <http://docsouth.unc.edu/fpn/northup/northup.html>

Seidenberg, Steven. "Human Bondage." *ABA* 99.4(2013): 50-7. *Academic Search Premier*.

Stevenson, Brian. "We Need to Talk About An Injustice." *TED.com*, 2013.
http://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice.html

12 Years a Slave. Steve McQueen, dir. 2013.

"What is Modern Slavery." *Antislavery.org*. AntiSlavery International, nd.
http://www.antislavery.org/english/slavery_today/what_is_modern_slavery.aspx

Classroom Protocol

Students are expected to attend all classes. If a student misses or expects to miss a class, the student is responsible for notifying the instructor by email or telephone. Electronic devices of any kind can ONLY be used with explicit permission of instructor. Cell phones must be out of sight at all times.

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: Six essays, appropriately sequenced throughout the semester and totaling a minimum of 7200 words, are required; all of these essays shall be informed by research. Students shall receive frequent evaluations of their writing from the instructor.

Reading: Reading shall include useful models of writing for academic, general, and specific audiences; readings shall be used consistently with the course goal of enhancing ability in written communication and reading.

Research: English 1B shall include an introduction to the library and to basic research strategies, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly. A traditional research paper or a series of short essays in which library research informs the student's position or thesis is required. As part of this requirement, at least one class session of English 1B shall be led by a university librarian.

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>

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. See below for grading policy and scale.

Class work: Written work (summaries) will be graded holistically in class and CANNOT BE MADE UP. Students will also give oral presentations. (20% of grade: written work = 15%; class participation = 5%)

Shorter Essays: Students are required to complete all shorter essays (rough drafts included) on the syllabus to receive a passing grade in the course. See below for word counts and assignments. (40 % of grade: essays 1, 2, 3 and 5 = 10% each)

All papers will follow MLA rules, 7th edition for format and parenthetical documentation.

All **out of class papers** must be typed and submitted on paper. **NO** email submissions.

Late papers are accepted only at the discretion of the instructor and will be penalized for lateness. The penalty is 10% per class period that the paper is late.

Final Research Project: You will write a longer researched essay on the relationship between modern slavery and historical slavery. This essay will compare and contrast the particular instance of modern slavery that you have chosen to specific social, economic, political, and cultural aspects of historical slavery. Furthermore, your final paper will analyze a related contemporary abolition campaign in terms of its presumptions, strategies, and effectiveness with respect to classic western abolitionist movements of the 18th and 19th centuries. (20% of grade)

NOTE: Students must turn in all written assignments listed on the syllabus in order to pass the course.

The University Essay Final Exam: A common essay final, graded holistically, counts 20 percent toward the course grade. Students must take the final exam in order to pass the course. (20% of grade)

Extra Credit Assignment: Students may choose to compare one of three specified films on slavery and abolition with respective chapters in the textbook by Davis. Specific instructions are on course web site. 2 points on final course average are available for credit if the assignment is done correctly.

English Department Grading Policies: In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. Grades issued will represent a full range of student performance and will adhere to the following SJSU academic standards of assessment:

The "A" essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student's ability to use language effectively and construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.

The "B" essay will demonstrate competence in the same categories as the "A" essay. The chief difference is that the "B" essay will show some specific slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.

The "C" essay will complete all tasks set by the assignment, but show weakness in fundamentals (usually development), with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the "B" essay.

The "D" essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment--that is, too simplistic or short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.

The "F" essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

Grade Scale: A+ = 97 to 100%; A = 93-96%; A- = 90-92%; B+ = 87-89%; B = 83-86%; B- = 80-82%; C+ = 77-79%; C = 73-76%; C- = 70-72%; D+ = 67-69%; D = 63-66%; D- = 60-62%; F = 59% or lower

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 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

The following schedule includes all assignments and due dates. This schedule is provisional and may be changed at the discretion of the instructor. Bring texts and other materials as indicated to every class. Unless noted, all readings come from the Davis book

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan 23	Introduction Viewing: Brian Stevenson "We Need to Talk About an Injustice." <i>Ted.com</i> , 2013. http://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice.html
2	Jan 28-Jan30	Readings: "What is Modern Slavery." <i>Antislavery.org</i> . AntiSlavery International, nd. "The <i>Amistad</i> Test of Law and Justice" 12-26; 334-6 Writing: Diagnostic Essay (600 words) SLO 1 Summary #1 SLOs 1, 2
3	Feb 4-6	Readings: "The Ancient Foundations of Modern Slavery" 27-47; 336-340 "The Origins of Anti-black Racism in the New World" 48-64; 340-345 Writing: Summaries #2-3 SLOs 1, 2
4	Feb 11-13	Readings: "The Origins . . ." 64-76; 346-349 Dalton, J. Ryan. "Modern Day Slavery." <i>Tennessee Bar Journal</i> 49.2(2013):12-17. SLO 3 Writing: Summary #4 SLOs 1,2 Paper 1 rough draft (600 words) SLOs 1, 2, 4, 5
5	Feb 18-20	Readings: "How Africans Became Integral to New World History" 77-101; 349-355 "The Atlantic Slave System: Brazil and the Caribbean" 103-123; 355-360 Writing: Paper 1 revised (1,200 words). SLOs1, 2, 4, 5 Summary #5 SLOs1, 2
6	Feb 25-27	Readings: "Slavery in Colonial America" 124-140; 360-362 "The Problem of Slavery in the American Revolution" 141-156; 362-366 Writing: Summaries #6-7 SLOs 1, 2
7	Mar 4-6	Readings: Seidenberg, Steven. "Human Bondage." <i>ABA</i> 99.4(2013): 50-7. SLO 3 "The Impact of the French and Haitian Revolutions" 157-174; 366-372

Week	Date	Topics, Readings, Assignments, Deadlines
		Writing: Paper 2 rough draft (600 words) SLOs 1, 2, 4, 5 Paper 2 revised (1,200 words). SLOs1, 2, 4, 5
8	Mar 11-13	Readings: A full-text article cited in the end notes as a source in the chapter on the French and Haitian revolutions chapter SLO 3 "Slavery in the Nineteenth-Century South, I: From Contradiction to Defense" 175-192; 372-6 Oral Presentations Writing: Summary #8 SLOs 1,2
9	Mar 18-20	Readings: "Slavery in the Nineteenth-Century South, II: From Slaveholder Treatment and the Nature of Labor to Slave Culture, Sex and Religion, and Free Blacks" 193-204, 376-379 Go to www.antislavery.org . Click on Resources; then Reports/Publications; then Briefing Papers. Choose a year; then choose a report from the list and read it in pdf format. SLO 3 Oral Presentations on Modern Slavery Reports Writing: Summary #9 SLOs 1,2
10	Apr 1-3	Writing: Paper 3 draft (600 words) SLOs 1, 2, 4, 5 Library Day: Research Topic SLOs 2, 3
11	Apr 8-10	Readings: "Some Nineteenth-Century Slave Conspiracies and Revolts" 216-230; 383-5 "Explanations of British Abolitionism" 231-249; 388-393 Writing: Paper 3 revised (1200 words) SLOs1, 2, 4, 5 Research Proposal (100 words) SLOs 1, 2, 3
12	Apr 15-17	Readings: "Abolitionism in America" 250-267; 393-397 Reading: "The Politics of Slavery in the United States" 268-280; 397-400 Writing: Research bibliography and introduction, SLOs 2, 3 (100 words)
13	Apr 22-24	Readings: "The Politics of Slavery in the United States" 281-296; 400-402 Northup, Solomon. <i>12 Years a Slave</i> . 1853. http://docsouth.unc.edu/fpn/northup/northup.html Writing: Annotated Bibliographies due in class (300 words) SLOs 2,3 Viewing: <i>12 Years a Slave</i> . Steve McQueen, dir. 2013.
14	Apr 29-May1	Reading: Northup, Solomon. <i>12 Years a Slave</i> . 1853. http://docsouth.unc.edu/fpn/northup/northup.html Viewing: <i>12 Years a Slave</i> . Steve McQueen, dir. 2013.

Week	Date	Topics, Readings, Assignments, Deadlines
		Paper #4 (1500 words) SLOs 1, 2, 3, 4, 5
15	May 6-8	Oral Presentations on research Review for final examination Writing: Paper #5 (500 words)
16	May 13	Return all outstanding written work
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