

San José State University
Department of English and Comparative Literature
English 1B, Composition 2 (GE C3), Sections 36/42, Fall 2012

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Office Hours:	T/Th 1400-1500 and 1800-1900
Class Days/Time:	T/Th 1500-1615/1630-1745
Classroom:	SH 312/SH410
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 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.

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 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 DRC policies)
- Adding and dropping classes

Estimation of Per-Unit Student Workload

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.

Recording policies (optional)

Common courtesy and professional behavior dictate that you notify someone when you are recording him. You must obtain the instructor's permission to make audio or video recordings in class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Required Texts/Readings

Textbook

Course Reader

O'Brien: *The Things They Carried*

Handouts, both visual and textual, will be distributed by email and in hardcopy format throughout the semester.

All students should purchase a college-level dictionary and bring it to each class meeting.

Classroom Protocol

Participation is vital in completing this course. As such, students are expected to come to class having read the day's assignments and prepared to discuss them in a rigorous and academic setting. Multiple readings of a single assignment may be required to fully comprehend the meanings within it. Students are expected to be on time for class. If a student will miss a class for any reason, please email the instructor as early as possible. Use of cell phones and other electronic devices not previously authorized must be off at the start of instruction. Discussions are fast-paced and highly interactive. Students do not need to raise a hand to add to the lecture. However, common courtesy still applies.

Assignments and Grading Policy

Grading: A-F.

<p>SLO 1: Students shall write complete essays that demonstrate the ability to refine the competencies established in Written Communication 1A.</p>	<p>SLO 1 Assignments: In-class essays, Analytical Essay, Research Paper and requisite components, in-class writing assignments and grammar exercises designed to sharpen those skills.</p>
<p>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.</p>	<p>SLO 2 Assignments: In addition to the Library Resource Demonstration, students will compose and hand in for a grade an annotated bibliography relevant to an argumentative topic. The Research Paper and its components is the primary assignment.</p>
<p>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</p>	<p>SLO 3 Assignments: Both in-class and out-of-class essays may use supporting material to help students better formulate persuasive points and to better articulate ideas and positions. The Analytical Essay and Research Paper are the primary assignments.</p>
<p>SLO 4: Students shall write complete essays that demonstrate the ability to synthesize ideas encountered in multiple readings.</p>	<p>SLO 4 Assignments: all essays, especially in-class essays, will use concepts and ideas discussed in class as well as specific excerpts from reading materials listed on the syllabus.</p>
<p>SLO 5: Students shall write complete essays that demonstrate the ability to incorporate principles of design and communication to construct effective arguments.</p>	<p>SLO 5 Assignments: Student writing will be logical and coherent, with fully realized and complimentary ideas to arguments. All essays and in-class exercises will help strengthen these principles.</p>
<p>SLO 6: Students shall write complete essays that demonstrate the ability to identify and discuss issues related to censorship and freedom of speech.</p>	<p>SLO 6 Assignments: Students will work to cultivate individual voices. Essays should express strong personal opinions while also engaging with prompts and the course texts.</p>

I require of you a workable understanding of all assigned readings and grammar exercises. The true test of your comprehension, however, will come in the form of the essays — in-class (the first will be an ungraded diagnostic essay) and out-of-class essays due at the

beginning of class on the date the assignment is due. I will not accept any essay that isn't TYPED AND DOUBLE-SPACED. **Late papers will NOT be accepted.** Students must complete all essays to pass this course. In-class essays may not be made up without instructor permission before class. In addition to the readings and essays, there may be, at my discretion, short-answer quizzes covering reading assignments. The quizzes will count toward your participation grade and cannot be made up.

Readings: You will be assigned readings from the CA text. You are expected to have read the selection(s) prior to the class period. Come to class ready to offer your opinions and ask questions. I expect full class participation with regard to the course readings.

Grading:

In-class essays	25%
Research Paper	30%
Topic Proposal	CR/NCR
Annotated Bibliography	CR/NCR
First Draft	1/2
Revised Draft	1/2
Analytical Essay	15%
Department final exam	20%
Participation (oral and written)	10%

Final grades will be computed by averaging the above percentages. CR/NCR assignments are worth a full letter grade on the research paper's revised draft. The class grading scale is as follows:

- 99-100: A+
- 93-98: A
- 90-92: A-
- 88-89: B+
- 82-87: B
- 80-81: B-
- 78-79: C+
- 72-77: C
- 70-71: C-
- 65-69: D

<65: F

No late papers will be accepted under any circumstances.

Under certain circumstances, and regardless of the percentage points listed above, a student's contributions and academic curiosity (or lack thereof) may influence that student's final grade beyond the listed scope. In other words, students who do not come to class and regularly participate in discussions may find their final grade significantly reduced to reflect the full scope of class involvement. An "A" grade requires more than good essay-writing.

Assignments and Grading Policy

Grading: A-F.

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.

Grading Policy: The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU catalog ("The Grading System"). Grades issued must represent a full range of student performance: A=excellent; B=above average; C=average; D=below average; and F=failure.

In this class, a "C" grade is writing to the minimum expectations of the professor. Each student begins with a "C" grade at the beginning of the semester. That grade may increase or decrease depending on the quality of work presented over the course of the semester.

Papers handed in late will receive "credit" for completing the assignment, but the grade will be averaged as a zero for that assignment.

Attendance: Students are expected to attend all class sessions and should notify the instructor if they know in advance they'll be absent. When drafts or papers are due, please complete all reading assignments and be present in class, whether or not your work is ready.

Plagiarism: To plagiarize is to use the ideas or writing of another as one's own. When borrowing from outside sources, students must credit the author. Neglecting to do so will result in a failing grade. If you plagiarize, you not only will fail this course, but also will be referred to the university for disciplinary proceedings.

Writing: Assignments shall emphasize those skills and activities in writing and thinking that produce 1) the persuasive argument, and 2) the critical essay, each of which demands analysis, interpretation, and evaluation. Writing assignments shall give students repeated practice in prewriting, organizing, writing, revising, and editing. Six to eight essays, appropriately sequenced throughout the semester and totaling a minimum of 8000 words, are required; at least one of these essays shall be informed by research. This minimum

requirement excludes the final examination, journal writing, quizzes, and any brief or informal assignments. However, it can include the diagnostic essay and assignments that require major revisions to a previously graded or reviewed draft. A major revision is defined as a rethinking or reworking of an assignment and not a simple “correcting” of mechanical errors noted on the original. At least three (but no more than four) essays shall be written in class.

Students shall receive frequent evaluations of their writing from the instructor. In evaluating student writing, instructors shall comment on specific features of individual papers. Comments shall encourage and acknowledge student success as well as note problems and suggest ways to improve.

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. The majority of the reading shall be devoted to analytical, critical, and argumentative essays. Other types of texts, including poetry, drama, and fiction, may also be assigned, but shall not constitute more than the equivalent of four class sessions for classes that meet two days a week and two class sessions for classes that meet once a week. Instructors shall help students develop and refine strategies for reading challenging, college-level material.

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.

Diversity: Assignments (both reading and writing) shall address issues of race, class, and gender when appropriate, and the perspectives of women and diverse cultural groups shall be incorporated into course instruction and materials in an inclusive and comprehensive manner whenever possible.

The University Essay Final Exam: A common essay final, graded holistically, shall count 20 percent toward the course grade. A single university-wide final will be developed around two college-level reading passages each semester by the English Department Composition Committee. All faculty members teaching individual sections will grade the examination holistically under controlled conditions. Students must take the final exam in order to pass the course.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

English 1B, Fall 2012, Course Schedule

List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/23	Introduction Syllabus Handouts In-Class Diagnostic Essay
2	8/28 8/30	“The Art and Craft of Persuasion” (Reader) “Writing Essays” (Reader) IN-CLASS ESSAY 1 (BRING YELLOW BOOKS AND BLACK INK PEN)
3	9/4 9/6	“Research” (Reader) RESEARCH PAPER: TOPIC PROPOSAL
4	9/11 9/13	“Identities” (Reader)
5	9/18 9/21	“American Dreams” (Reader) IN-CLASS ESSAY 2 (BRING YELLOW BOOKS AND BLACK INK PEN)
6	9/25 9/27	“Images of Gender and Family” (Reader) RESEARCH PAPER: ANNOTATED BIBLIOGRAPHY
7	10/2 10/4	“Work and Play” (Reader) *Classes may be canceled 10/4. Pay attention to announcements.
8	10/9 10/11	“Justice and Civil Liberties” (Reader) IN-CLASS ESSAY 3 (BRING YELLOW BOOKS AND BLACK INK PEN)
9	10/16 10/18	“War and Violence” (Reader)
10	10/23	“Frontiers” (Reader)

Week	Date	Topics, Readings, Assignments, Deadlines
	10/25	RESEARCH PAPER: ROUGH DRAFT
11	10/30 11/1	The Things They Carried
12	11/6 11/8	The Things They Carried
13	11/13 11/15	The Things They Carried
14	11/20 11/22	The Things They Carried 11/22: Thanksgiving Break
15	11/27 11/29	TBA ANALYTICAL ESSAY
16	12/4 12/6	Final Discussion, Semester Wrap-Up RESEARCH PAPER: FINAL DRAFT
Final Exam	Saturday, December 8	10:00am – 12:00am, location TBD_____

Important SJSU dates Fall 2012

Wednesday	August 22	First Day of Instruction – Classes Begin
Monday	September 3	Labor Day - Campus Closed (L)
Tuesday	September 4	Last Day to Drop Courses Without Permanent Record
Tuesday	September 11	Last Day to Add Courses & Register Late (A)
Wednesday	September 19	Enrollment Census Date (CD)
Monday	November 12	Veteran's Day Observed - Campus Closed (V)
Wednesday	November 21	Classes that start at 5:00 PM or later will not meet.
Thursday	November 22	Thanksgiving Holiday - Campus Closed (T)
Friday	November 23	Rescheduled Holiday - Campus Closed (RH)
Monday	December 10	Last Day of Instruction - Last Day of Classes
Tuesday	December 11	Study/Conference Day (no classes or exams) (SC)
Wed-Tues	Dec 12-18	Final Examinations (exams)
Wednesday	December 19	Final Examinations Make-Up Day (MU)
Thursday	December 20	Grade Evaluation Day (E)
Friday	December 21	Grades Due From Faculty