

San José State University
Department of English and Comparative Literature
English 1B, Composition 2 (GE C3), Section 32/37, Fall 2012

Instructor:	Avantika Rohatgi
Office Location:	Faculty Offices Building, Room 116
Telephone:	(408) 924-4579
Email:	Avantika.Rohatgi@sjsu.edu
Office Hours:	TR, 11:45 am - 1:15 PM
Class Days/Time:	32: TR 1:30 – 2:45 PM
	37: TR 3:00 – 4:15 PM
Classroom:	32: Sweeney Hall 414
	37: Sweeney Hall 229
Prerequisites:	Passage of Written Communication 1A (C or better) or approved equivalent
GE Category:	Written Communication C3

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/policyforsyllabi.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 practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Required Texts/Readings

Textbooks

- Rohatgi, Avantika. *Global Rights and Perceptions* (Preliminary edition – 2012). (ISBN: 978-1-62131-037-2 / 978-1-62131-038-9 (br)). The required book for my course, **Global Rights and Perceptions (Preliminary Edition)**, is published by Cognella Academic Publishing and distributed by University Readers, Inc. The book is now available for purchase through the University Readers' student e-commerce store (<https://students.universityreaders.com/store/>).
- Hacker, Diana. *Rules for Writers* (7th edition – 2011). (ISBN #: 978-0-312-60147-8)
- Kristof, Nicholas and WuDunn, Sheryl. *Half the Sky* (1st edition – 2009). (ISBN #: 978-0-307-26714-6)

Other equipment / material requirements

- A college-level dictionary
- 4-8 large bluebooks for in-class essays

Library Liaison

Toby Matoush, Toby.Matoush@sjsu.edu

Classroom Protocol

Class Participation and Attendance

All readings must be completed by the beginning of each class period. Please bring your books to every class meeting. Our class is focused on controversial readings and may challenge your beliefs about American culture and society. Please be open-minded and respectful of others' opinions. Disagreement with the authors' or peers' opinions may be expressed respectfully. Most activities will be group-centered, therefore, prepare to engage in lively, intelligent, good-humored discussion. Please come prepared with questions and ideas on the reading assignments for each class. Please listen actively during class discussions and abstain from talking or texting.

Use of cell phones is strictly prohibited during class. Laptops may be used only during assigned class activities. Please refrain from walking in and out or eating during class. Covered drinks are acceptable.

Participation in discussion and visible effort in collaborative activities will be closely monitored and counted toward the final grade. Absences/tardiness and consequent inability to be involved in daily classroom discussions, workshops, activities, etc. will impact your participation grade. Should you miss a class, connect with your peers in order to get notes and information on materials covered.

Course Content

Writing: In English 1B, your assignments will emphasize the skills and activities in writing and thinking that produce both the persuasive argument and the critical essay, each of which demands analysis, interpretation, and evaluation. These assignments will give you repeated practice in prewriting, organizing, writing, revising, and editing. Your writing assignments will total a minimum of 8000 words and this word requirement will be met by writing a sequence of six to eight essays. At least one of your essays will require research. This 8000-word minimum does not include the final exam, quizzes, journals, or any brief or informal assignments but may include any major revisions of essays or assignments. A major revision is defined as rethinking or reworking an assignment rather than just correcting grammatical or structural errors. Your instructor has listed in this syllabus how you will meet the **8000** word minimum. **You must write all formal essays to pass the course.**

Assignments and Grading Policy

Grading: A-F. A passing grade (D-) in the course signifies that the student has developed the writing, reading, and research abilities necessary for upper-division work. **You must complete all 6 essays in order to pass the course.**

Grading Breakdown

- Department Diagnostic (SLO 1, 4, 5) (600 words) 0%
- In-class Essay (SLO 1, 4, 5, 6) (2000 words total) 10%
- Group Unit Writing Project/Presentation (SLO 1, 2, 3, 4, 5) (1500 words) 15%
- Critical Analysis 10%
- Research Paper and its Components (SLO 1, 2, 3, 4, 5, 6) (2000 words) 25%
- Class Participation (class discussion, and reader responses) 10%
- Film Response (SLO 1,2,3, 5, 6) (800 words) 10%
- Author Reports and Discussion Generators (SLO 1, 3) (700 words) 10%
- Reflective Essay (SLO 1, 4, 5, 6) (1000-1200 words) 10%

The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU *Catalog* (“The Grading System”). In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of the 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 (no extra credit offered) and will adhere to the following SJSU academic standards of assessment:

- The "A" [90-92=A-, 93-96=A, 97-100=A+] = Excellent 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" [80-82=B-, 83-86=B, 87-89=B+] Above Average essay will demonstrate competence in the same categories as the "A" essay. The chief difference is that the "B" essay will show some descriptably 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" [70-72=C-, 73-76=C, 77-79=C+] = Average: 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" [60-62=D-, 63-66=D, 67-69=D+] = Below average: 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" Failure: 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.

All assignments and exams will receive a letter grade, whose equivalent grade value (A: 4.0, A-: 3.7, B+: 3.3, etc., as specified at http://www.sjsu.edu/registrar/tutorials/grade_values.html) will be used to compute the composite grade value and equivalent final grade.

Assignment Descriptions and Grading Policies

- ***Participation***: Participation in discussion and visible effort in collaborative activities will be closely monitored and counted toward the final grade. Inability to be involved in daily classroom discussions, workshops, activities, etc. will impact your participation grade.
- ***Reports***: Each student will be required to submit one written, researched report on the authors being discussed. These will include a five-minute oral presentation on a writer of an assigned selection. You will also be expected to generate class discussion based on the selection by your author. **Missed reports cannot be made up.**
- ***Group Research Project and Presentation***: In order to establish a link between active learning and writing, you will be engaged in a collaborative project that includes a research paper and presentation. The purpose of this activity is to develop knowledge through research as well as to promote exchange and understanding of varied viewpoints. You must be present for the presentation in order to get full credit.
- ***Reading Responses***: Readings will be used consistently with the course goal of enhancing ability in written communication and reading. The majority of the readings consist of analytical, critical, and argumentative essays. Students should write 1-2 pages of response to each of the works assigned as preparation for every class meeting. Your thoughts, ideas or

reactions to the text may take the form of 1) brainstorming notes 2) answers to thought-provoking questions generated by your reading of the text or 3) finished essays. The aim of these responses is to help sharpen your intuitive thinking and interpretative insight, as well as to generate ideas for your formal essays. In addition, it will benefit you to raise issues, take notes and be actively involved with the reading. Include questions and concerns that occur during your reading of the text so that we can address them in class discussions. **Reading responses will be assessed as part of participation grade and will not be accepted late.**

- **Peer Review Workshops:** Most out-of-class essays will be peer reviewed in class prior to the due date. These workshops are an important component of the writing process. They will give you the opportunity to receive valuable feedback from your peers. A complete rough draft needs to be finished prior to the workshop; outlines or incomplete drafts will not be acceptable. You must turn in all workshop materials with the final copy of the essay. **Missed workshops cannot be made up.**
- **Research Paper:** English 1B includes an introduction to the library and basic research strategies. You will learn how to locate materials and use them effectively (i.e. paraphrasing, quoting, summarizing) as well as proper citation formats. You will be required to write a traditional research paper and other short essays in which you use library research to inform your position or thesis. As part of this requirement, a University Librarian will lead one class session of your English 1B course.

Please remember that your research paper and its components are worth 25% of your class grade. You will have significant time to research and write, so please be prepared to turn in your best work. The following assignments are components of your research paper and must be included in your final portfolio:

- Rough draft of your complete essay
- Peer review received on your essay
- Final essay
- Works cited page demonstrating your research
- Copies from three of your sources with information used as citations highlighted

No late or electronic submissions will be accepted.

Final Assignment

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.

Due Dates

No late papers will be accepted. In-class essays can only be made up if the student has given significant rationale along with advance notice or can provide official documentation from a physician. **In-class assignments including peer reviews and any formal presentations cannot be made up.**

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.

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.

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 WST, improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. We http://www.sjsu.edu/globalresources/pics/campus/banner_or_slideshow/tower_hall.jpg are located in SSC 600 (10th Street Garage), at the first floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. See the Peer Connections website for more information (www.peerconnections.sjsu.edu) and be sure to come see us!

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, Spring 2012, Course Schedule

The schedule is subject to change with fair notice. Reading assignments must be completed by the day they are listed. All assigned readings are from *Global Rights and Perceptions* unless indicated otherwise. Please bring your textbook to class everyday.

Week	Date	Topics, Readings, Assignments, Deadlines
1	R Aug 23	Introduction, Discussion of Syllabus, Course Overview
2	T Aug 28	Essay #1 (In-class Diagnostic) (600 words; SLO 1, 4, 5) Bring bluebook(s), pens, and your dictionary.
	R Aug 30	<i>Are Human Rights Universal?</i> (Franck) Discussion (SLO 1, 3, 6), <i>Google Privacy Practices Worse Than ISP Snooping, AT&T Charges</i> (Singel)
3	T Sept 4	Essay #2 Assignment and Discussion (SLO 1, 4, 5)
	R Sept 6	<i>Women Sportscasters</i> (Grubb, Billiot), Media Objectification of Women (Rockler-Gladen)
4	T Sept 11	Due: Essay #2: Analysis (1200 words; SLO 1, 4, 5, 6) <i>The Meaning of the F-word</i> (Winterson, et. al.), <i>The Marriage Business</i> (Khan), <i>Our Man and His Goats</i> (Saba)
	R Sept 13	<i>Don't Fear the Pirates</i> (Hunt), <i>Fast Fashion</i> (Yeung)
5	T Sept 18	<i>America: Home of the Brave</i> (Hammond), <i>Researchers and Firing Squads</i> (Tully)
	R Sept 20	Group Project Assigned Work on Group Project (SLO 1, 2, 3, 4)
6	T Sept 25	<i>Blood Diamonds Are Back</i> (Campbell), <i>That Used to Be Us</i> (Friedman, Mandelbaum)
	R Sept 27	Library Session (SLO 2, 3) – MLK Library, Room TBA
7	T Oct 2	<i>Human Trafficking and Slavery</i> (Masci), <i>Organ Theft?</i> (Freeman)
	R Oct 4	Work on Group Project (SLO 1, 2, 3, 4)
8	T Oct 9	Due: Essay #3, Group Project and Presentation (1500 words; SLO 1, 2, 3, 4, 5)
	R Oct 11	Group Project and Presentation contd.
9	T Oct 16	<i>Curbing Female Foeticide</i> (Bose), <i>A Brief History of Infanticide</i> (Milner)
	R Oct 18	Essay #4: In-class: Argument (1000 words; SLO 1, 4, 5, 6) Bring bluebook(s), pens, and your dictionary.
10	T Oct 23	Research Paper - Objectives and Expectations; Movie

Week	Date	Topics, Readings, Assignments, Deadlines
	R Oct 25	Movie continued
11	T Oct 30	Due: Film Response (700 words; SLO 2, 5, 6) <i>Half the Sky</i> : Reading and Discussion (SLO 4, 5, 6)
	R Nov 1	<i>Half the Sky</i> : Contd.
12	T Nov 6	Due: Tentative Thesis Statement (SLO 2, 3, 5) Thesis Evaluation and Research Strategies
	R Nov 8	Thesis Evaluation and Research Strategies continued.
13	T Nov 13	<i>Half the Sky</i> .- contd.
	R Nov 15	<i>Is Google Making Us Stupid?</i> (Carr), <i>The Critics Need a Reboot</i> (Wolman)
14	T Nov 20	Due: Rough Draft of Essay #5: Research Paper (SLO 1,2, 3, 4, 5, 6) Peer Review Workshop (SLO 1, 2, 5, 6)
	R Nov 22	Thanksgiving Day – no classes
15	T Nov 27	Due: Draft of Reflective Essay #6 In-class peer review workshop.
	R Nov 29	Class Presentations of Final Research Paper (SLO 1, 2, 3, 4, 5, 6)
16	T Dec 4	Due: Essay #5: Final Research Paper (2000 words; SLO 1, 2, 3, 4, 5, 6) Class presentations continued
	R Dec 6	Due: Reflective Essay # 6 Class presentations continued (SLO 1, 2, 3, 4, 5, 6)

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