

San José State University
ENGL 1B Section 20 (23165), Section 30 (23999) and Section 46 (20418)
Department of English and Comparative Literature
Spring 2013

Instructor: Neli Moody

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Office Hours: T 12:00-1:00 and TTR by appt.

Class Days/Time: TTR 9:00-10:15, 10:30-11:45, 1:30-2:45

Classroom: Sweeney 413, 411, 444

GE Area: A2 (Letters)

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 accessible at [My Faculty Webpage/](#). You are responsible for regularly checking for updates and announcements daily on mycomplab.com.

English 1B 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.

Prerequisite: Passage of Written Communication 1A (C or better) or approved equivalent.

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 these 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 can 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. How your 8000-word minimum will be met will be clearly indicated on your greensheet.

Reading: The reading you will do in English 1B will include useful models of writing for academic, general, and specific audiences. Readings will be used consistently with the course goal of enhancing ability in written communication and reading. The majority of the readings you do in English 1B will be devoted to analytical, critical, and argumentative essays. However, other readings will include poetry, fiction, and drama. Your instructor will help you develop and refine strategies for reading challenging, college-level material.

Course Materials: A dictionary, a rhetoric (*WLTC*), and a handbook (*I Say, You Say*) are appropriate materials for English 1B. Our virtual classroom is mycomplab.com. There you will find assignments, notes, announcements, examples, syllabi, a calendar, and a plethora of resources. ALL work is turned in to my complab except handwritten quizzes administered in class, so you **MUST** be registered in mycomplab by the first two classes. Instructions on how to do that can be found on my website.

Required Texts/Readings

The text readings are noted on the syllabus. Homework assignments are noted in bold. This is work that must be turned **by midnight the day before class**. There will be a folder in mcl for each assignment. There will be a quiz or homework assignment for all readings. The calendar on mcl is the best way to track assignments.

Textbook

Cooper, Sheila and Patton, Rosemary. *Writing Logically, Thinking Critically, 7th Edition with mycomplab access*. New York: Longman, 2010. ISBN-13: 978-0-205-11912-7
ISBN-10: 0-205-11912-3

Graff, Gerald and Birkenstein. *They Say, I Say: The Moves that Matter in Academic Writing*. Second edition. New York: W.W. Norton and Co., 2006. ISBN:13 978-0-393-93361-1

Other Equipment / Material Requirements (Optional)

A grammar book for reference (on mcl)

College-level dictionary (on mcl)

Lined binder paper 8.5x11 for in-class writing.

Blue or black pens for in-class writing, a highlighter is also a good idea

Internet access (very important) and email

Research: English 1B will include an introduction to the library and basic research strategies. You will learn to locate materials and use them effectively, as well as how to properly cite them. You will be required to write a traditional research paper or a series of 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

Writing Workshops and Peer Reviews: *If you miss a workshop, you must take the paper to the Writing Center and I must, both receive confirmation from the writing center specialist, and see the paper with Writing tutor notes.*

The first submitted draft and peer edit is part of your grade and cannot be made up. If you turn it in late, it affects everyone in your group, so be conscientious and be respectful of your teammates.

Mycomplab.com

This will be my first semester using mycomplab.com in 1B. I have used it in 1A for several semesters. We will spend two days exploring the features and learning how to navigate the system. They have improved the system in many ways, and my students gave me some great tips about how to make the experience better. You must sign in using your textbook access key (See my website). The syllabus is posted on the website and on mycomplab under “Shared Documents,” as are assignments to be turned in. You will be submitting your essays there and those will be put in the online portfolio, along with self-assessments. These assessments are the most important part of this course in terms of improving your writing skills. The final assessment replaces the final exam in this portfolio-based class. Mycomplab includes all kinds of useful resources and it where I will be commenting on your papers and returning them to you for revision. It will also be the place you review your peers’ work and read their reviews of your work. I will direct you to the resources needed to improve your skills. You will take several diagnostics on grammar at the beginning of the semester and the system will suggest exercises to help you in weak areas. My comments will also guide your grammar study plan. I will have access to these and you will note these, the weaknesses and exercises, in your grammar journal, the logistics of which I will discuss in depth in the first week of classes. These constitute the core of your Study Plan. In addition, you should have a vocabulary section with one word per week, defined and used in a sentence. Expanding your word options as a writer will greatly enhance your writing. If you have any problems at all, contact me immediately so that we can work them out.

[Getting Started with mcl](#)

[Mycomplab Helps](#)

The University Essay Final Exam (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.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

University Policies

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.

Recording policies

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. 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.

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic

course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

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. Many students find they do their most effective work in a quiet room in the library. You can still plug in your music on earphones, if you music helps you work.

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 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 (peerconnections.sjsu.edu) and be sure to come see us! I also strongly advise to create study groups or find study buddies. That can come in handy when you miss a class, need help with mcl technology, or need help understanding a concept. Your peers are a great resource.

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>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

Academic Standards for Assessment

This class is graded on the A-F system.

The “A” paper 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 to construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors. The “B” paper will demonstrate competence in the same categories as the “A” essay. The chief difference is that the “B” essay will show some slight weakness 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” paper will complete all tasks set by the assignment, but show weaknesses 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” paper will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or too 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/or

usage errors that are serious and/or frequent enough to interfere substantially with the writer's ability to communicate.

The "F" paper 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.

I will provide rubrics for all essays. These will be posted on mcl.

Mycomplab Codes:

Deliverables and grade criteria	Points	Form	Total
Quizzes	10	Written	100
Homework assignments	10	Typed	100
Portfolio incld. Assessments/ Journal	130	Part of Final Exam	130
E2 and E4 plus revisions	100 each	4-5 pages MLA format	200
In class essays (3) two will be revised	50 each	Laptop or greenbook	150
Researched Argument E6	150 total	6-8 pages MLA format	150
Final Assessment	100	Required	100
Library, Tutorial, Event, Conf. and CE	10 each	Required	50
Participation	20	See guidelines (class handout)	20
			1000

Grading Scale

Points	1000-972	899-872	799-772	699-600	599-0
Grade	A+	B+	C+	D	F
	971-940	871-840	771-740		
	A	B	C		
	939-900	839-800	739-700		
	A-	B-	C-		

Tutoring and Other Help

San Jose State provides students with free tutoring at the Learning Assistance Resource Center (LARC) and the Writing Center. Both of these centers will help students at any stage of the writing process, from brainstorming to major reorganization to stylistic polishing. Students of all abilities are encouraged to take advantage of these services; it is a common myth that these services are for “dumb” students, but even the most brilliant writers can benefit from editorial services.

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at <http://www.sjsu.edu/larc/>.

Helpful Websites

<http://www.sjsu.edu/larc/>

<http://www.sjlibrary.org>

<http://owl.english.purdue.edu/>

English 1B Spring 2013 Moody

The schedule is subject to change as inspiration strikes or as class needs arise. Any changes will be listed in advance on the website and noted in class.

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/24	Syllabus and Introductions Getting familiar with mcl. Bring your laptop* All Homework (HW) is due by midnight the day before the class discussion or quiz on the material.
2	1/29	Learning more about mcl HW #1 Chapter 1 <i>WLTC</i> pgs. 1-19 <i>TSIS</i> Preface xiii-xxvi and 195-220 Essay 1 prep Essay #2 Guidelines: Do Info power tutorial at Info power tutorial Bring your laptop* Essay 1
	1/31	<i>WLTC</i> pgs. 20-31 HW #2 Exercise 2C, pgs. 27 <i>TSIS</i> Intro pgs. 1-15

Week	Date	Topics, Readings, Assignments, Deadlines
	2/3	http://topics.nytimes.com/top/reference/timestopics/subjects/e/english_language/grammar/index.html?scp=3&sq=On%20Language&st=cse http://grammar.ccc.commnet.edu/GRAMMAR/quiz_list.htm Essay 1 Revision
3	2/5	Quiz #1 <i>WLTC</i> pgs. 31-37 <i>TSIS</i> pgs. 19-30 HW #3 <i>TSIS</i> pgs. 28-29 Exercise 1
	2/7	<i>WLTC</i> pgs. 38-42 <i>TSIS</i> pgs. 30-41 Quiz #2
	2/10	Essay #2 due
4	2/12	<i>TSIS</i> pgs. 42-51 <i>WLTC</i> 42-51 HW #4 <i>WLTC</i> # 1 or 2 pgs. 47 Bring a visual (persuasive ad) to share with the class. Peer Reviews for E2 due
	2/14	<i>WLTC</i> pgs. 51-60 Quiz #3
5	2/19	Library Research Workshop Meet at the Library SLO 2,3 REQUIRED <i>WLTC</i> pgs. 191-201 and pgs. 60-68 HW #5 <i>WLTC</i> pgs. 62
	2/21	Essay #2 Revision due for 20 and 30 <i>TSIS</i> pgs. 55-67 Essay #4 Guidelines
6	2/26	HW #6 <i>WLTC</i> 8A pgs. 193 <i>WLTC</i> pgs. 69-74 <i>TSIS</i> pgs. 68-77 Essay 2 Revision Section 46
	2/28	Quiz #4 <i>WLTC</i> pgs. 74-86 <i>TSIS</i> pgs. 78-91 Assessment #1

Week	Date	Topics, Readings, Assignments, Deadlines
7	3/5 3/7	Essay #3 in class <i>WLTC</i> pgs. 86-96 <i>TSIS</i> pgs. 92-101 HW #7 <i>TSIS</i> pgs. 97 Exercise 1 Choose three articles. Include these with the assignment.
8	3/12 3/14	<i>WLTC</i> pgs. 97-113 Quiz #5 Essay 3 Revision <i>TSIS</i> pgs. 105-114 <i>WLTC</i> pgs. 113-121
9	3/19 3/20 3/21	Conferences- Thesis Statements and WCL due at your appointment time Assessment #2 Conferences <i>WLTC</i> pgs. 122-149 HW #8 <i>WLTC</i> Writing Assignment 9 pgs. 116 <i>TSIS</i> pgs. 114-120
10	3/25 3/29	SPRING BREAK
11	4/2 4/4	Essay #4 workshop Essay #6 Guidelines <i>WLTC</i> pgs. 150-160 <i>TSIS</i> pgs. 121-128 HW #9 <i>WLTC</i> 7B pgs. 156 1-5 Quiz #6 http://grammar.ccc.commnet.edu/grammar/diagrams2/one_pager2.htm
12	4/9	<i>TSIS</i> pgs. 129-138 <i>WLTC</i> pgs. 160-168 Quiz #7

Week	Date	Topics, Readings, Assignments, Deadlines
	4/11	Essay #4 Final Draft due Sections 30 and 46 <i>WLTC</i> pgs. 168-175
13	4/16	<i>WLTC</i> pgs. 175-185 Quiz #8 Manifestos Essay 4 Section 20
	4/18	<i>TSIS</i> pgs. 141-144 <i>WLTC</i> pgs. 185-190 Fun with manifestos Assessment #3
14	4/23	Portfolios Due Quiz #9 <i>TSIS</i> pgs. 145-156
	4/25	Essay #5 in class
15	4/30	Final Assessment due for Peer Review Quiz #10 <i>TSIS</i> pgs. 156-174
	5/2	<i>TSIS</i> pgs. 175-192 HW# 10 Assessment Peer Reviews due Essay 6 due 20 and 46
16	5/7	Essay #6 due 30 Reading is the foundation of effective writing. I suggest you subscribe to a reputable online newspaper, such as the <i>New York Times</i> , <i>Washington Post</i> , <i>Mercury News</i> , or <i>Los Angeles Times</i> . We are students of the world and it is important to be aware of current events. Such study enhances the ability to understand the written and spoken word. Each student will present a current event in class. Attending an event is also mandatory. Here are a couple of links.
	5/9	
	5/13	Campus events and calendars Literary events on campus Presentations
		Presentations

Week	Date	Topics, Readings, Assignments, Deadlines
		Final Assessment due