

San José State University
Department of English and Comparative Literature
English 1B, Composition 2 (GE C3), Sections 10, 24, 50, 64 Spring 2014

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Office Hours:	T/TH 10:30-11:45 and by appointment
Class Days/Time:	T/TH 7:30, 9:00, 12:00, and 1:30
Classroom:	BBC 124, BBC124, BBC 221, BBC 221
Prerequisites:	Passage of English 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 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

Bullock, Richard. *The Norton Field Guide to Writing*. 3rd ed. New York: W.W. Norton & CO, 2013. Print.

Colombo, Gary, Robert Cullen, and Bonnie Lisle, eds. *Rereading America: Cultural Contexts for Critical Thinking and Writing*. 9th ed. Boston: Bedford SM, 2013. Print.

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>

Other equipment / material requirements

- internet/email/word processing/printing access
- college-level dictionary for in-class and formal essays
- stapler (all homework and papers must be stapled)
- binder clips (assignments with multiple drafts must be clipped together)
- four large green books for in-class essays
- one large yellow book for the final exam

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>

Classroom Protocol

Students are expected to arrive on time and participate in class activities in order to earn participation credit for each class meeting. Students who use their cell phones or laptops without permission during class time will not earn participation credit.

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>.

Participation and Quizzes: 10% of the overall grade will be determined by participation in this class. In order to earn all possible points within this category, students must readily contribute to class discussions through questions, comments, and active listening. Students must show that they have been keeping up with the assignments by participating in class discussions and completing in-class work and quizzes. Those who come to class late or without the assigned materials can expect to earn no participation points for the day.

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.”

Cultural Myth Project: All students will be required to examine and report on one cultural myth from our textbook *Rereading America*. This report will be worth 5% of the final course grade. It will consist of a short writing response done individually and a group presentation. Detailed instructions will be provided by email.

In-Class Essays: Students will write four in-class essays throughout the semester, the first being a diagnostic evaluation that will not be graded. The subsequent three in-class essays will each be worth 5% of the overall grade for a total of 15%. In-class essays missed will be lowered by one letter grade every day that they are late, including weekends. Note that I will only be available for make-up in-class essays on Tuesdays and Thursdays. All in-class essays must be submitted in order to pass English 1B, even if the essays are so late that they will not earn any points.

Formal Essays: Students will write three formal essays in this class. Each essay will be worth 10% of the final grade. All formal essays must be written according to MLA guidelines. The length requirement for each essay is indicated on the list of assignments. Late papers will be marked down one grade for every day they are late, including weekends. Papers must be turned in at the beginning of class on the day they are due. All

formal papers must be submitted in order to pass English 1B, even if they are so late that they will not earn any points.

Formal essays must be turned in to TurnItIn.com, which is an online plagiarism detection service that scans essays for references to online sources, including papers submitted to SJSU or other universities and papers bought online. Instructions for turning in essays to this site will be provided and discussed in class prior to the first formal essay due date.

Papers turned in late to turnitin.com will receive a late grade. Papers handed to the instructor after class will receive a late grade.

All drafts must be attached with a binder clip, or the assignment will not be accepted and earn a late grade.

All students must take part in the peer review process for each formal paper. Final papers submitted without a peer-reviewed rough draft or peer review sheet will be lowered by one full letter grade.

Reading Responses: Students must submit 10 reading responses as homework. Homework must be turned in on the day under which it is listed in the schedule of assignments. Together, these responses will comprise 20% of the final grade and must be 150 words each. Reading responses will appear as “RR” on the syllabus. These short discussions should analyze arguments presented in one or more articles students choose to discuss from Rereading America, not including the chapter introductions. Students may only respond to articles that have been assigned since the last “RR” due date. Therefore, responses to articles assigned earlier in the semester will earn no credit. All responses must be typed and must conform to the same formatting standards as formal essays. Each reading response must be numbered appropriately or it will not be accepted. Reading responses not submitted on time will receive no credit.

Final Exam: All students must take the final exam on Saturday, May 10 in order to pass English 1B. This exam is worth 20% of the final grade. Bring an unmarked yellow exam booklet, black or blue pens, and a standard, non-electric dictionary. The final exam must be taken in order to pass English 1B.

Extra Credit: There is no extra credit in this class. Keep track of your grade throughout the semester by paying careful attention to grades earned on each assignment returned to you. Talking to the instructor and working closely and often with tutors will ensure that your writing improves with each assignment and that you are more likely to earn the grade you desire by the end of the semester.

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.

Final Grade Calculations:

Participation: 10%

Cultural Myth Presentation 5%

3 In-Class Essays: 15%

3 Formal Essays: 30%

10 Reading Responses: 20%

Final Exam: 20%

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.

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.

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 (SC)	May 14	Study/Conference Day (no classes or exams)
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

English 1B, Spring 2014, Course Schedule

This schedule is subject to change. I will announce all schedule changes in class. Attend class on time regularly to ensure that you are aware of schedule changes, and contact classmates for updates if you must miss class.

RA = Rereading America

NFGW = The Norton Field Guide to Writing

RR = Reading Response

SLO 1-4 = Student Learning Objectives (as defined by the university)

Table 1 Course Schedule

Date	Day	Topics, Readings, Assignments, Deadlines
Jan. 23	TH	Introduction to English 1B
Jan. 28	T	Diagnostic Essay: Bring large blue book(s), pens, and a dictionary (SLO 3,4)
Jan. 30	TH	RA: “Thinking Critically, Challenging Cultural Myths”(1-15) NFGW: “Rhetorical Situations” (1-23) Syllabus Quiz Sign up for group presentations Formal Paper 1 Assigned (SLO 1-4)
Feb. 4	T	Group Presentation: Myths of Gender RA:“True Women and Real Men” Chapter introduction (375) “From Fly-Girls to Bitches and Hos” (455) NFGW: “Quoting, Paraphrasing, and Summarizing” (462-474) “Acknowledging Sources, Avoiding Plagiarism” (475-479) (SLO 1-4) RR 1 Due
Feb. 6	TH	RA:““Two Ways a Woman Can Get Hurt’: Advertising and Violence” (420) NFGW: “Documentation” and “MLA Style” (480-494) (SLO 1-4) (This is not meant for reading. Just look through this section and get comfortable with the guide so that you can use it to cite your work)

Date	Day	Topics, Readings, Assignments, Deadlines
Feb. 11	T	RA: “Becoming Members of Society: Learning the Social Meanings of Gender” (387) NFGW: “Arguing a Position” (119-134) = OPTIONAL (These are examples of argumentative essays) (135-149) = Required Reading (SLO 1-4) RR 2 Due
Feb. 13	TH	RA: “‘Bros Before Hos’: The Guy Code” (461) and “Girl” (384) NFGW: “Arguing” (323-341) (SLO 1-4)
Feb. 18	T	RA: “Weeping for the Lost Matriarchy” (396) and “How the Americans Understand the Equality of the Sexes” (380) NFGW: “Beginning and Ending” (299-311) (SLO 1-4) RR 3 Due
Feb. 20	TH	In-class Essay 1 (SLO 3,4)
Feb. 25	T	NFGW: “Guiding Your Reader” (312-317) Formal Paper 1 Due for Peer Review (SLO1-4)
Feb. 27	TH	Group Presentation: The Myth of the Melting Pot RA: “Created Equal”: Chapter introduction (493) and “From Notes on the State of Virginia” (497) and “Loot or Find: Fact or Frame?” (524)
Mar. 4	T	Formal Paper 2 Assigned (SLO 1-4) RA: “Barack Obama: Miles Traveled, Miles to Go” (540) and “Models of American Ethnic Relations: A Historical Perspective” (565) Formal Paper 1 Due (SLO 1-4)
Mar. 6	TH	Library Visit (Room # TBA)
Mar. 11	T	RA: “Causes of Prejudice” (504) and “Deconstructing America” (593) NFGW: “Reading Strategies” (396-405)

Date	Day	Topics, Readings, Assignments, Deadlines
Mar. 13	TH	<p>Group Presentation: American Myths of Freedom</p> <p>RA: “Land of Liberty” Chapter introduction (617) and “The Declaration of Independence...” (624) and “Freedom is Intended as a Challenge” (631)</p> <p>NFGW: “Reading Strategies” continued (407-413)</p> <p>RR 4 Due</p>
Mar. 18	T	<p>RA: “From Taking Liberties. . .” (685) and “George Orwell...Meet Mark Zuckerberg” (707)</p> <p>NFGW: “Developing a Research Plan” (421)</p>
Mar. 20	TH	<p>RA: “Slavery in the Land of the Free” (721) and “Great Citizenship” (750)</p> <p>NFGW: “Finding Sources” (432) and “Evaluating Sources” (453)</p> <p>RR 5 Due</p>
Mar. 25/27	T/TH	<p>Spring Recess</p>
Apr. 1	T	<p>In-Class Essay 2</p>
Apr. 3	TH	<p>Group Presentation: The Myth of Individual Opportunity</p> <p>RA: “Money and Success” Chapter introduction (241) and “From Ragged Dick” (246) and “Horatio Alger” (260) and “Class in America - 2009” (281)</p> <p>RR 6 Due</p>
Apr. 8	T	<p>Formal Paper 2 Due for Peer Review (SLO 1-4)</p>
Apr. 10	TH	<p>RA: “Generation R: The Changing Fortunes of America’s Youth” (299) and “Framing Class, Vicarious Living, and Conspicuous Consumption” (314)</p> <p>NFGW: “Synthesizing Ideas” (457)</p> <p>RR 7 Due</p>

Date	Day	Topics, Readings, Assignments, Deadlines
Apr. 15	T	<p>Formal Paper 3 Assigned (SLO 1-4)</p> <p>RA: “The New American Divide” (347) and “From the Great Divergence” (356)</p> <p>NFGW: “Writing as Inquiry” (251-254)</p> <p>Formal Paper 2 Due (SLO 1-4)</p>
Apr. 17	TH	<p>Group Presentation: The Myth of Education and Empowerment</p> <p>RA: “Learning Power” Chapter introduction (103) and “From Report of the Massachusetts Board of Education, 1848” (110)</p> <p>NFGW: “Generating Ideas and Text” (259-265) (SLO 4)</p> <p>RR 8 Due</p>
Apr. 22	T	<p>RA: “Against School” (141) and “From Social Class and the Hidden Curriculum of Work” (163)</p> <p>NFGW: “Drafting” (266-268) and “Assessing Your Own Writing” (269-274)</p> <p>RR 9 Due</p>
Apr. 24	TH	<p>RA: “Still Separate, Still Unequal” (201) and “Learning to Read” (189)</p> <p>NFGW: “Getting Response and Revising” (275-279) “Editing and Proofreading” (282) (SLO 1,2)</p>
Apr. 29	T	<p>In-Class Essay 3</p>
May 1	TH	<p>Formal Paper 3 Due for Peer review (SLO 1-4)</p>
May 6	T	<p>RA: “College at Risk” (219) and “Underground Undergrads” (229)</p> <p>RR 10 Due</p>
May 8	TH	<p>Final Exam Preparation</p>
May 10	Sat	<p>Final exam: 10:00am – 12:00am, location TBD _____</p>
May 13	T	<p>Formal Paper 3 Due</p>