

San José State University
Department of English and Comparative Literature
English 1B, Composition 2 (GE C3), Sections 42 & 74, Spring 2014

Instructor:	Professor Williams
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Office Hours:	T/R 13:30-14:30
Class Days/Time:	T/R 10:30-11:45 and 15:00-16:15
Classroom:	BBC 122 and ENG. 338
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.

NOTE: All formal writing assignments and their associated readings and exercises address SLOs 1, 4, and 5. All readings address SLO 4. The Annotated Bibliography Essay and its associated readings and exercises address SLOs 2-4. All readings from "Land of Liberty: American Myths of Freedom," in *Rereading America*, address SLO 6.

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

Rereading America: Cultural Contexts for Critical Thinking and Writing, Ninth Edition, Gary Colombo, Robert Cullen, and Bonnie Lisle, Bedford/St. Martin's, 2013. ISBN 978-1-4576-0671-7.

From Critical Thinking to Argument: A Portable Guide, Fourth Edition, Sylvan Barnet and Hugo Bedau, Bedford/St. Martin's, 2014. ISBN 978-1-4576-4995-0.

SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford, ISBN: 978-1-4576-6712-1; electronic edition ISBN: 978-1-4576-3342-3 or Bedford/St. Martin's online (<http://bcs.bedfordstmartins.com/everydaywriter5e/>)

A college-level English dictionary, such as *Merriam-Webster* or *American Heritage*.

Large examination booklets, at least one of them yellow.

Access to a computer, a printer, and an email account.

Classroom Protocol

Because I respect you and our work together, I will be on time and give you and the subject my full attention. I respect the diversity of people and ideas, even when there are disagreements. I take my work seriously, offering you constructive criticism and support on your work in class and on your assignments. I return graded work in a timely manner, before the next major assignment is due. I am available during office hours so that you may see me about your work or other issues with the class. In return, I expect the same respect for the class and for your work from you. The following items are some specific expectations:

You will be on time to class and stay the entire time. Arriving late or leaving early will be reflected in the participation part of your grade.

All electronic devices will be turned off and stowed before entering class, unless you have an exception from the AEC. Electronic devices used during class may be confiscated for the class period; this includes ebooks and/or e-readers.

You will respectfully respond to both the readings and your colleagues. This class focuses on provocative and challenging readings, and sometimes you may disagree with them or your colleagues' opinions. Your challenge in this class is to voice your own opinion in a convincing yet tactful and logical manner.

You will not talk or text while someone else is speaking. Not only is this rude, but it is distracting to those around you. If caught, your phone may be confiscated, and if this problem persists, you may be asked to leave.

You will bring your book(s), or printed copies of the readings, from which we have assigned readings for the day to class, or you may be asked to leave.

You will come to class prepared to participate, having read the assigned readings for the day, completed any homework, and prepared questions or comments about the assigned readings. Failure to do so will be evident in your participation grade.

If you miss a class, ask a classmate what you missed, before contacting me.

If you miss two or more consecutive classes due to illness or other serious issues, please contact me via email to let me know as soon as possible. Even a legitimate absence can become troubling if left undisclosed for too long.

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>.

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.

Readings: All readings must be done prior to coming to class on the day they are assigned.

- There will be assignments and quizzes based on the readings.
- Be prepared to discuss the readings in class, bringing pertinent questions or making helpful comments.

In-class essays: There will be three in-class essays throughout the semester, beginning with the diagnostic essay. **Students must write all in-class essays in order to pass the course.**

- Bring large examination booklets, pens, scratch paper, and a non-electronic dictionary.
- In-class essays cannot be made up without a written medical excuse or other documentation I deem acceptable; they must be made-up within one week.
- You will stay the entire class period to write the in-class essay.

Out-of-class essays: There will be three out-of-class essays throughout the semester. **Students must write all out-of-class essays in order to pass the course.**

- You will receive assignments in class or via email, detailing all of the requirements for out-of-class essays, including due dates and word requirements.
- All out-of-class essays will follow MLA guidelines for formatting and citations; failure to follow MLA guidelines will result in point deductions.
- All essays must be turned in on time, at the beginning of the class on the day they are due. I do not accept emailed or faxed essays.
- Late essays will not be accepted for full credit.
- The penalty for late essays is a 10-point (10%) deduction for each calendar day late, until the next class meeting. After that, late essays will not be accepted at all.
- In addition to turning in the hard copy of the essay, all out-of-class essays must be uploaded to www.turnitin.com **prior** to coming to class on the day they are due. Keep the emailed receipt of uploading from turnitin.com. Failure to upload the essay will result in a grade of F.
- Uploading the essay late will result in a 10-point (10%) deduction on the essay grade for up to five days late. After five days late, the essay will receive a grade of F.
- Peer-edited essays (when part of the assignment) must be turned in with the final essay or there will be a 10-point (10%) deduction.

Rubrics: All essays are graded with a rubric that includes four categories, content and ideas, style, organization, and mechanics, and which will be distributed and discussed in class. In-class and out-of-class essays will be marked in addition to the rubrics. This feedback system is designed to help you improve your writing; you are responsible for understanding all marks and comments and showing progress in subsequent writing assignments by using the feedback provided.

Please note: All written work (essays, reader responses, homework assignments) must demonstrate competency in the grammatical, syntactical, and mechanical conventions of Standard English in order to receive a passing grade. In this course, a grammatically, syntactically, and mechanically competent piece of writing is one that contains no more than two errors that impede clear transmission of meaning and does not repeat an error marked on a previous assignment.

All essays must be written and turned in to pass the course.

There is a 48-hour waiting period to see me about an essay grade.

Keep all of your graded work throughout the semester.

Workshops: Most out-of-class essays will be workshopped in class prior to the essay due date.

- The workshop protocol will be distributed via email and discussed in class prior to the first workshop.
- A completed rough draft will be finished prior to the workshop; outlines, incomplete, handwritten, and/or electronic essays are **not** acceptable.
- Workshops cannot be made up.

Homework: There will be homework assigned every week in class or via email, made up of formal assignments that build up to essays, including reader responses, paragraph revisions, grammar exercises, research assignments, and additional readings not on the syllabus.

- Follow directions for successful completion of homework in order to earn credit.
- Homework cannot be made up.

These assignments will be assessed on a point basis. The points are cumulative throughout the semester. You can track your points throughout the semester, and you should keep all of your assignments. The points you earn on an assignment will be divided by the total possible points, for a letter grade.

- A = all tasks completed fully, accurately, and demonstrates competent writing;
- B = all tasks completed, demonstrates competent writing, though may contain a minor error;
- C = most tasks completed, demonstrates fair writing, perhaps including a major error or a few minor errors;
- D = tasks incomplete, demonstrates weak writing, including several errors;
- F = tasks incomplete or mismanaged, demonstrates weak writing including errors that impede meaning.

Class Participation: Your presence in class is necessary for participation. Active class participation depends upon preparation done outside of the class, which includes reader responses, paragraph revisions, and all other written homework. Class participation will be made up of in-class exercises, quizzes, and discussions based on the readings and homework. Class participation is assessed as follows:

- A = Regular, helpful questions and comments; fully engaged;
- B = Occasional, pertinent questions and comments; good listening;
- C = Infrequent, tangential questions or comments; attentiveness questionable;
- D = Rare interaction; disengaged from discussion; not prepared for class;
- F = Regularly absent, physically or mentally.

NOTE: The class participation part of the grade is made up of all in-class activities, and cannot be made up if you miss a class, regardless of the reason.

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.

Essays—Total:	60%
Diagnostic: in-class essay, 600-700 words	0%
Essay #2: out-of-class essay, Argument Proposal, First Draft, 500-750 words	0%
Essay #2: out-of-class essay, Argument Proposal, Final Draft, 800-1100 words	10%
Essay #3: out-of-class essay, Annotated Bibliography, First Draft, 750-900 words	0%
Essay #3: out-of-class essay, Annotated Bibliography, Final Draft, 1400-1600 words	10%
Essay #4: out-of-class essay, Argument, 1500-2200 words	20%
Essay #5: in-class essay, Argument Analysis, 700-800 words	10%
Essay #6: in-class essay, Practice Final, 750-800 words	10%
Class Participation: All in-class activities	10%
Homework: Questions and Reader Responses, 1000-1200 words	10%
Final Exam: in-class essay, 500-1000 words	20%

NOTE: See above for late policy on essays. There is NO extra credit for this course.

Grading: A-F, based on a percent scale: 93-100=A, 90-92=A-, 87-89=B+, 83-86=B, 80-82=B-, 77-79=C+, 73-76=C, 70-72=C-, 67-69=D+, 63-66=D, 60-62=D-, 0-59=F.

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 Jr. 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>.

If I ask you to go to the Writing Center or see me for help with your writing, it's because I am concerned about your ability to write well enough to pass the course. Please take advantage of the excellent, free tutoring available at the Writing Center for all writing concerns. Please feel free to see me during office hours for any help with your writing or concerns with the class.

English 1B, Spring 2014, Course Schedule

*The instructor reserves the right to modify readings, assignments, and deadlines as necessary. All changes will be communicated in class or via email with ample notice. **Additional readings and all homework will be assigned in class or via email during the course of the semester.***

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	January 23	Syllabus Quiz ; Introduction to Topics; <u>Essay #2: Argument Proposal, First Draft, 500-750 words, and Final Draft, 800-1100 words</u> ; <i>Rereading America (RA)</i> : "Introduction: Thinking Critically, Challenging Cultural Myths," 1-15
2	January 28 January 30	Essay #1: Diagnostic, 600-700 words , bring <i>Rereading America</i> , large examination booklets, pens, and a non-electronic dictionary; <i>RA</i> : Introductions to Education, Gender, and Freedom sections, 103-10, 375-80, and 617-24; <i>From Critical Thinking to Argument (FCTA)</i> : Critical Thinking, 3-38 <i>FCTA</i> : Summarizing, 39-48; <i>RA</i> : "Learning Power: The Myth of Education and Empowerment," 103-10 and "From <i>Report of the Massachusetts Board of Education, 1848</i> ," 110-21
3	February 4 February 6	Review Diagnostic essays; grammar exercises; <i>FCTA</i> : Patchwriting, 49-60; <i>RA</i> : "Against School," 141-51 <i>FCTA</i> : Assumptions and Non-rational Appeals, 70-73 and 102-08; <i>RA</i> : "Idiot Nation," 121-41
4	February 11 February 13	<i>FCTA</i> : Definition and Evidence, 74-83 and 90-102; <i>RA</i> : "From Social Class and the Hidden Curriculum of Work," 163-79 DUE: Essay #2, First Draft; Essay #3: Annotated Bibliography, First Draft, 750-900 words, and Final Draft, 1400-1600 words ; <i>FCTA</i> : Analyzing Arguments, 147-55; <i>RA</i> : "College at Risk," 219-28
5	February 18 February 20	<i>FCTA</i> : Analysis, 156-66; <i>RA</i> : "True Women and Real Men: Myths of Gender," 375-80 and "How the Americans Understand the Equality of the Sexes," 380-84 <u>Workshop Protocol Handout</u> ; <i>FCTA</i> : Using Sources, 214-32; <i>RA</i> : "Weeping for the Lost Matriarchy," 396-410
6	February 25 February 27	Library Day, Meet in Library room 213 ; <i>FCTA</i> : Annotated Bibliography, 232-37 <i>FCTA</i> : Quoting and Citing, 241-53; <i>RA</i> : "From Fly-Girls to Bitches and Hos," 455-65
7	March 4 March 6	<u>Workshop Essay #2</u> DUE: Essay #2, Final Draft ; <i>FCTA</i> : Visual Rhetoric, 117-31; <i>RA</i> : Reading Images of Gender, 411-19
8	March 11	<i>FCTA</i> : Analyzing Ads and Political Cartoons, 131-43; <i>RA</i> : "'Two Ways a Woman Can Get Hurt': Advertising and Violence," 420-45

Week	Date	Topics, Readings, Assignments, Deadlines
	March 13	DUE: Essay #3, First Draft; <i>FCTA</i> : MLA Works Cited, 253-72; <i>RA</i> : "'Bros Before Hos': The Guy Code," 461-71
9	March 18 March 20	<i>FCTA</i> : Review Analysis, 147-53; <i>RA</i> : "The End of Men," 471-90 In-class Essay, Essay #5: Argument Analysis, 700-800 words
10	March 25 March 27	Spring Break all week—no classes!
11	April 1 April 3	<i>FCTA</i> : Review MLA Documentation, 253-72; <i>RA</i> : "Land of Liberty: American Myths of Freedom," 617-24 and The Declaration of Independence, The Preamble to the Constitution of the United States, and The Bill of Rights, 624-31 <i>RA</i> : "Freedom is Intended as a Challenge," 631-38
12	April 8 April 10	<u>Workshop Essay #3; Essay #4: Research-informed Argument, 1500-2200 words</u> DUE: Essay #3; <i>FCTA</i> : Developing an Argument, 167-79; <i>RA</i> : "The Decline of American Press Freedom," 638-47
13	April 15 April 17	<i>FCTA</i> : Audience, 179-85; <i>RA</i> : "Whether from Reason or Prejudice: Taking Money for Bodily Services," 669-84 <i>FCTA</i> : Revising and Ending, 186-94; <i>RA</i> : "Slavery in the Land of the Free," 721-37
14	April 22 April 24	<i>FCTA</i> : Tone and Language, 194-205; <i>RA</i> : "The New Jim Crow," 738-50 <i>RA</i> : "George Orwell...Meet Mark Zuckerberg," 707-21
15	April 29 May 1	<i>FCTA</i> : Fallacies, 330-47 In-class Essay, Essay #6: Practice Final, 750-800 words
16	May 6 May 8 Final Exam May 10	Review Essay #6, Practice Final; Prepare for Final <u>Workshop Essay #4</u> ; Prepare for Final FINAL: Saturday, 10:00-12:00, Location to be announced
17	May 13	DUE: Essay #4