# San José State University Department of English and Comparative Literature English 1B, Composition 2 (GE: Written Communication C3)

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| Office Hours: | T/Th 12:00-2:00 | |
| Class Days/Time: | T/Th Section 59: MacQuarrie Hall 223. 3:00-4:15  T/Th Section 66: Sweeney Hall 410: 4:30-5:45 | |
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**Prerequisites:** Passage of Written Communication 1A or approved equivalent course and passage of the English Proficiency Test (EPT), unless exempt.

## Required Texts/Readings

### Textbook

Shrodes and Schugrue. The Conscious Reader. 12th Ed.

ISBN: 978-0-205-80328-6

### Other Readings

Additional readings will be provided

### Other equipment / material requirements

* Dictionary
* 3 ring binder w/ paper
* 3 blue books. These can be purchased at the Spartan Bookstore

**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.

However, while there is less attention to the personal essay in English 1B, my personal approach to the class, it’s readings, our discussions, our assignments does encompass an exploration of the development of the self, the individual. Here are some questions that will guide us through the semester. What do I value? What do I believe? What is right, what is wrong, and how will I conduct myself, internally and externally, in this society and culture so that I cultivate and perpetuate these values and beliefs? How will I become the person I want to be? How must I think? How must I behave? What must I resist? What must I embrace? By the end of the semester, if you have actively participated in all aspects of the course, you will have developed insights into these very important questions.

**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.

**Content Objectives**

The following Content Objectives are specific to Area C3

* This course should 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 pre-writing, organizing, writing, revising, and editing.
* The number of writing assignments and their careful sequencing are as important as the total number of words written. Six to eight essays totaling a minimum of 8000 words are required. This minimum requirement excludes the final exam, journal writing, quizzes, and other informal or brief assignments.
* Although the majority of papers will be written outside of class, at least three essays shall be written in class.
* Students shall receive frequent evaluations from the instructor. Evaluative comments must be substantive, addressing the quality and form of writing.
* Reading for the course shall include useful models of writing for academic and general audiences; readings shall be used consistently with the course goal of enhancing ability in written communication and reading. A substantial portion of the reading should be devoted to analytical, critical, and argumentative essays. Instructors should help students develop and refine strategies for reading challenging material.
* The course shall include an introduction to the library and to basic research strategies, including locating materials, evaluating them, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly. Instructors shall assign a traditional research paper or a series of short essays in which library research informs the student's position or thesis.

**Classroom Protocol**

Participation is preparation and it is an inseparable component to learning. To participate means that you prepare and craft all out-of-class essays in conjunction with our in-class exercises and discussions. To participate means that you read all essays closely and carefully before you come to class. To participate means that you are on time and ready to work when class starts. To participate means that you make significant effort to respond to, process, and share insights to questions posed in class. To participate means that you take notes on key concepts, points, and terminology. To participate means that all of your actions work to create a distraction-free, safe, positive, and comfortable learning environment. To participate means that you adhere to all deadlines and due dates. To participate means that you maintain focus and effort for the duration of our class meeting. Finally, to participate means that you maintain this degree of intensity for the duration of the semester. The above criteria is my expectation for college-level learning, and you must make the decision and commitment to work in this fashion. However, you must make the decision, now and every day for the rest of the semester, to participate and succeed.

Note: Please use common sense when it comes to your personal electronic devices. You cannot fully participate in our class if you are engaging in any form of communication that deters, even momentarily, you from the task at hand. Notice that in the above discussion of participation does not leave room for texting and/or communication with or through an electronic device.

## Assignments and Grading Policy

**Grading:** A-F. 60% is considered a passing grade in this course. A passing grade in the course signifies that the student is a capable college-level writer and reader of English. There is a total 1000 points possible, and follows the traditional percentage breakdown: 90-100: A; 80-89: B; 70-79: C; 60-69: D; 0-59: F.

*Assignments*

* Out-of-Class Essays (SLO 1,2,3): 2 @ 150 points each. Throughout the course of the semester, you will compose out-of-class essays. Each of these essays will be analytical and argumentative in terms of their mode. Essays will be supported with readings from our reader, and in-class discussions will serve to further generate ideas and insights for these essays. These essays will be longer and more developed in terms of analysis and interpretation than your English 1A essays. For each essay, you will be given a prompt with specific guidelines for the essay in terms of development and skills you will be applying to that essay. In addition, for each essay, you will attend a peer-response workshop, which requires you to have a completed, formatted rough draft of your essay. Failure to have a completed draft for the workshop results in a 25 point deduction from the final draft of your essay. Essay #1 and your research essay will have revision options. Details and criteria for revision will be provided and discussed in class.
* Research Project (SLO 1,2, 3). 300 points total. An introduction to college-level research is a key component to English 1B. Starting early in the semester, you will be guided through a research project that will take you through 4 distinct phases: topic selection, research, creating an annotated bibliography, composing the research essay.
* In-class essays (SLO 1,2,3). 3 total, one of which is for diagnostic purposes @ 100 points each. After we compose our diagnostic in-class essay, we will compose two additional in-class essays. Each essay will focus on a specific skill set and will utilize elements we have been working on with our out-of-class essays as well. Furthermore, these essays will prepare you for our final exam. You will be given a rubric to help determine how to approach these essays , and we will have some specific in-class preparation.
* Mandatory Departmental Final Exam (SLO 1,2,3,4): 200 points. On Saturday, May 12, we will compose our final exam, which will be an in-class essay. Basically our whole semester will prepare you for this task. I will inform you of the room number and time as soon as it is available to me. The final exam is mandatory, meaning that you must sit for the exam in order to be eligible to earn a grade in the course.

**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.

**Late Work Policy**

With the exception of out-of-class essay #3, all work that is turned in has a one class meeting grace period, meaning that, if something happens, you can turn in the essay at the beginning of the next class meeting for no point deduction. After that time, the assignment will not be accepted and will be scored as a 0. There is no exception to this policy, regardless of validity or severity. As in-class essay #3 is due on the last day of class, it has no grace period and must be turned in on that date. In-class essays can be made up during office hours up to one week after the initial date, if prior arrangement of at least two class meetings is made. To repeat, there are no exceptions to any aspect of this policy, regardless of validity or severity. If you prepare and treat due dates as serious commitments, this will not be a problem for you. If you know that you will be missing a due date, you are can turn work in early. I DO NOT ACCEPT ELECTRONIC SUBMISSIONS OF ANY WORK PRODUCED FOR THIS CLASS.

## 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/>. One of the purposes for our diagnostic essay will be for me to determine which students will benefit from services offered at the Writing Center.

**SJSU Academic Integrity Policy**: Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University’s Academic Integrity Policy require you to be honest in all your academic course work. Faculty are required to report all infractions to the office of Judicial Affairs. The policy on academic integrity can be found at http://www.sjsu.edu/senate/S04-12.htm. The SJSU rules against plagiarism are set forth in the SJSU Catalog, which defines plagiarism as the act of representing the work of another as one’s own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to: (1) the act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another’s work, without giving appropriate credit, and representing the product as one’s own work. It is the role and obligation of each student to know the rules that preserve academic integrity and abide by them at all times. This includes learning and following the particular rules associated with specific classes, exams, and/or course assignments. Ignorance of these rules is not a defense to the charge of violating the Academic Integrity Policy.

**Campus Policy on Compliance with Americans with Disabilities Act**: If you need course adaptations or accommodations because of a disability, or if you need 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 register with DRC to establish a record of their disability. The DRC website is http://www.drc.sjsu.edu.

## 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

**Schedule**

This is a tentative schedule of due dates and assignments. It may change according to our class needs. If a change is made, you will be notified in class.

**Week One**

Thursday, January 26

* Course Introduction and Syllabus Overview

**Week Two**

Tuesday, January 31

\* Diagnostic Essay: (In-Class Essay #1-for diagnostic purposes only). Please have a large blue or yellow book for this task.

Thursday, February 2

Fundamentals Review

**Week Three**

Tuesday, February 7

* Introduction to essay #1 (SLO 1, 3, 4, 5, 6)
* Fundamentals Review
* Introduction to Style

Thursday, February 9

* Read the Introduction to the Education essays on pages 260-261.
* “New Class(room) War: Teacher versus Technology” (Conscious Reader 262-265).
* “Distracted: The Erosion of Attention and the Coming Dark Age” (Conscious Reader 265-282).

**Week Four**

Tuesday, February 14

* “The Allegory of the Cave” (283-290)

Thursday, February 16

* Introduction to research project: Topic Announcement Assigned
* “The University’s Crisis of Purpose” (Conscious Reader 307-310).
* “A Homemade Education” (Conscious Reader 92-100).

**Week Five**

Tuesday, February 21

* “The Child’s Need for Magic” (Conscious Reader 318-326).
* “How to Develop a Good Style” (Conscious Reader 132-147).
* Creating Sentence Variety Exercises

Thursday, February 23

\* Peer-Response Workshop #1: Complete, typed, formatted rough draft of essay #1 due at the beginning of class

**Week Six**

Tuesday, February 28

* Final Draft of Essay #1 Due
* Research Topic Announcement Due ( SLO 2)
* Introduction to the Annotated Bibliography (SLO 2)
* Research Project Approach, Purpose, and Criteria Discussed (SLO 2)

Thursday, March 1

* Library Introduction. This date is subject to change. You will be informed in class if the date changes.

**Week Seven**

Tuesday, March 6

* You should be working of your Annotated Bibliography outside of class. As you work on your Annotated Bibliography, there will be some discussion, reminders, and/or updates at the beginning of each class.
* Read the Introduction to Personal Values and Relationships on 178-179.
* “Restoring Basic Values” (Conscious Reader 180-185).
* “Harry Potter and Divorce among the Muggles (Conscious Reader 185-191)

Thursday, March 8

* “Friends, Friends with Benefits, and the Benefits of the Local Mall” (Conscious Reader 225-241).
* “Loneliness. . .an American Malady” (Conscious Reader 241-243).

**Week Eight**

Tuesday, March 13

* Midterm Preparation
* Discussion: Composition of your Research Essay ( SLO 1, 2, 3, 3, 5, 6)

Thursday, March 15

* Midterm In-Class Essay (In-Class Essay #2) ( SLO 1, 4, 5)
* Annotated Bibliography Due

**Week Nine**

Tuesday, March 20

\* Workshop: Incorporating research into your essay

Thursday, March 22

* Review of Rhetorical Appeals
* “Letter from Birmingham Jail” (Conscious Reader 573-589).

***Tuesday, March 27: Spring Break***

***Thursday, March 29: Spring Break***

**Week Ten**

Tuesday, April 3

* “Argument, Critical Thinking, and Rationality” (Conscious Reader 114-134)

Thursday, April 5

\* Peer-Response Workshop #2: Rough Draft of Research Essay Due at the Beginning of Class

**Week Eleven**

Tuesday, April 10

* Final Draft of Research Essay Due
* Introduction to Essay #3 ( SLO 1, 2, 3, 4, 5)
* Connecting previously read essays to Essay #3 (please review the essays we read during week 7 for today’s class)
* Discussion: Morals, Ethics, Beliefs, and Identity

Thursday, April 12

* “Casa: A Partial Remembrance of a Puerto Rican Childhood” (Conscious Reader 197-201).
* “My Hyphenated Identity” (Conscious Reader 205-207).

**Week Twelve**

Tuesday, April 17

* “ Columbine: Whose Fault Is It?” (Conscious Reader 419-422)
* “The Morality Police” (Conscious Reader 419-429)

Thursday, April 19

* “Male-Bashing on TV” (Conscious Reader 350-354)
* “Wonder Woman” (Conscious Reader 354-363)

**Week Thirteen**

Tuesday, April 24

* “Facebook Grows Up” (Conscious Reader 364-370)
* “Pumped, Pierced, Painted, and Pagan” (Conscious Reader 380-387)

Thursday, April 26

\* Semiotics Workshop: Readings to be provided

**Week Fourteen**

Tuesday, May 1

\* Semiotics Workshop: Readings to be provided

Thursday, May 3

* Review and Prepare for In-Class Essay #3
* Complete, typed, formatted rough draft of out-of-class essay #3

**Week Fifteen**

Tuesday, May 8

\* Compose In-Class Essay #3

Thursday, May 10

\* Evaluation of In-Class Essay #3

**Saturday, May 12: Mandatory Departmental Final Exam. Details TBA.**

**Week Sixteen**

Tuesday, May 15

* Final Draft of Essay #3 Due
* Course Conclusion