

**San José State University**  
**Department of English and Comparative Literature**  
**English 1B, Composition 2 (GE C3), Sections 17 and 24, Fall 2013**

<b>Instructor:</b>	Professor Williams
<b>Office Location:</b>	Faculty Office Building 215
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<b>Office Hours:</b>	T/R 9:00-10:00
<b>Class Days/Time:</b>	T/R 10:30-11:45 and 12:00-13:15
<b>Classroom:</b>	Sweeney Hall 240
<b>Prerequisites:</b>	Passage of Written Communication 1A (C or better) or approved equivalent.
<b>GE Category:</b>	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.

### **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).

### **English 1B, GE Area C3, Student Learning Objectives (SLO)**

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 and adhering to the following information online at <http://www.sjsu.edu/english/comp/policyforsyllabi.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and AEC policies)
- Adding and dropping classes
- Recording lectures
- Student workload

### **Credit Hours**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours per 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, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

### **Required Texts/Materials**

*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*, Third Edition, Sylvan Barnet and Hugo Bedau, Bedford/St. Martin's, 2011. ISBN-10: 0-312-60161-1 or ISBN 13: 978-0-312-6-161-4.

A college-level, current handbook, such as *The Everyday Writer*, Fifth Edition, Andrea Lunsford, Bedford/St. Martin's, 2013. ISBN 978-1-4576-1267-1.

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.

**Recommended Texts:**

*The Longman Guide to Revising Prose, A Quick and Easy Method for Turning Good Writing into Great Writing*, Richard A. Lanham, Pearson/Longman, 2006. ISBN-10: 0-321-41766-6 or ISBN-13: 978-0-321-41766-4.

**Classroom Protocol**

Because I promise to 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 result in decreased participation points.

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.

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) 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, including assignments, 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.

## Assignments and Grading Policy

**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.

- 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.

- 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 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.
- All out-of-class essays will follow MLA guidelines for formatting and citations; failure to follow MLA guidelines will result in point deductions.
- In addition to turning in the hard copy of the essay, all out-of-class essays must be uploaded to [www.turnitin.com](http://www.turnitin.com) **prior** to coming to class on the day they are due. Failure to upload the essay will result in a grade of F.
- Uploading the essay late will result in 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:** Out-of-class essays will be workshopped in class prior to the essay due date.

- The workshop protocol will be distributed 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.

- All homework must be typed and turned in on time by the due date and will be used for class participation. Handwritten homework will not be accepted.
- 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.

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.

There is **no** extra credit for this class.

**Your final grade will be determined as follows:**

<b>Essays:</b>	<b>60%</b>
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, 750-1000 words	10%
Essay #3: out-of-class essay, Annotated Bibliography, First Draft, 500-600 words	0%
Essay #3: out-of-class essay, Annotated Bibliography, Final Draft, 1400-1600 words	10%
Essay #4: out-of-class essay, Argument, 1500-2000 words	20%
Essay #5: in-class essay, Argument Analysis, 700-800 words	10%
Essay #6: in-class essay, Practice Final, 750-800 words	10%
<b>Class Participation:</b>	<b>10%</b>
<b>Homework:</b>	<b>10%</b>
<b>Final Exam:</b>	<b>20%</b>

**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.

**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.

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, Fall 2013, 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 Course Schedule**

Week	Date	Topics, Readings, Assignments, Deadlines
1	August 22	Introduction and <b>Syllabus Quiz</b> ; <i>From Critical Thinking to Argument (FCTA)</i> : 13-29, introduction; <u>Essay #2: Argument Proposal, First Draft, 500-750 words, and Final Draft, 750-1000 words</u> (SLO 1-6)
2	August 27  August 29	<b>Essay #1: Diagnostic, 600-700 words</b> , bring large examination booklets, pens, and a non-electronic dictionary; <i>FCTA</i> : 30-48, Summarizing; <i>Rereading America (RA)</i> : "Introduction: Thinking Critically, Challenging Cultural Myths," 1-15 (SLO 1, 4, 5)  <i>RA</i> : "Learning Power: The Myth of Education and Empowerment," 103-10 and "From Report of the Massachusetts Board of Education, 1848," 110-21 (SLO 1, 4, 5)
3	September 3  September 5	Review Diagnostic essays; grammar exercises; <i>RA</i> : "Against School," 141-51 (SLO 1-5)  <b>DUE: Essay #2, first draft; Essay #3: Annotated Bibliography, First Draft, 500-600 words, and Final Draft, 1400-1600 words</b> ; <i>FCTA</i> : 188-206, Finding and Evaluating Sources (SLO 1-6)
4	September 10  September 12	<i>FCTA</i> : 206-09, Avoiding Plagiarism; <i>RA</i> : "Idiot Nation," 121-41 (SLO 1-6)  <i>FCTA</i> : 214-20, Integrating Sources; <i>RA</i> : "From Social Class and the Hidden Curriculum of Work," 163-79 (SLO 1-5)
5	September 17  September 19	<i>FCTA</i> : 209-14, Annotated Bibliography; <i>RA</i> : "College at Risk," 219-28; <u>Workshop Protocol Handout</u> (SLO 1-5)  <b>Library Day</b> (SLO 2-4)
6	September 24  September 26	<u>Workshop Essay #2</u> (SLO 1-6)  <b>DUE: Essay #2, Final Draft</b> ; <i>FCTA</i> : 51-61, Elements of Argument; <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 (SLO 1-6)
7	October 1  October 3	<i>FCTA</i> : 69-81, Evidence; <i>RA</i> : "Weeping for the Lost Matriarchy," 396-410 (SLO 1-5)  <b>DUE: Essay #3, First Draft</b> ; <i>RA</i> : "From Fly-Girls to Bitches and Hos," 455-61 (SLO 1-6)
8	October 8	<i>FCTA</i> : 81-85, 86-87, 123-26, Nonrational Appeals, Charts and Graphs, Checklist; <i>RA</i> : "'Two Ways a Woman Can Get Hurt': Advertising and Violence," 420-45 (SLO 1-5)

Week	Date	Topics, Readings, Assignments, Deadlines
	October 10	<i>FCTA</i> : 127-33, Writing an Analysis; <i>RA</i> : "'Bros Before Hos': The Guy Code," 461-71 (SLO 1-6)
9	October 15	<i>FCTA</i> : 134-44, Example Analysis; <i>RA</i> : "The End of Men," 471-90 (SLO 1-6)
	October 17	<b>In-class Essay, Essay #5: Argument Analysis, 700-800 words</b> (SLO 1, 4-6)
10	October 22	<i>FCTA</i> : 220-40, MLA Documentation; <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 (SLO 1-6)
	October 24	<i>RA</i> : "Freedom is Intended as a Challenge," 631-38 and "The Decline of American Press Freedom," 638-47 (SLO 2, 4, 6)
11	October 29	<u>Workshop Essay #3</u> (SLO 1-5)
	October 31	<b>DUE: Essay #3; Essay #4: Research-informed Argument, 1500-2000 words;</b> <i>FCTA</i> : 145-62, Argument, Thesis, Audience and 340-49, Rogerian Argument (SLO 1-6)
12	November 5	<i>FCTA</i> : 172-77, Tone and Persona; <i>RA</i> : "The War on Negative Liberty," 659-68 (SLO 2, 4, 6)
	November 7	<i>FCTA</i> : 162-72, Organization; <i>RA</i> : "Whether from Reason or Prejudice: Taking Money for Bodily Services," 669-84 (SLO 1-6)
13	November 12	<i>FCTA</i> : 311-27, Fallacies; <i>RA</i> : "Slavery in the Land of the Free," 721-37 (SLO 4-6)
	November 14	<i>RA</i> : "The New Jim Crow," 738-50 (SLO 2, 4, 6)
14	November 19	<i>RA</i> : "George Orwell...Meet Mark Zuckerberg," 707-21 (SLO 1, 4-6)
	November 21	<b>In-class Essay, Essay #6: Practice Final, 750-800 words</b> (SLO 1, 4-6)
15	November 26	Review Essay #6, Practice Final; Prepare for final (SLO 1-6)
	November 28	<b>Thanksgiving! No School!</b>
16	December 3	<u>Workshop Essay #4</u> (SLO 1-6)
	December 5	<b>DUE: Essay #4;</b> Prepare for final (SLO 1-6)
<b>Final Exam</b>	<b>December 7</b>	<b>FINAL: Saturday, 10:00-12:00, Location to be announced</b>