

**San José State University**  
**Department of English and Comparative Literature**  
**English 1B, Composition 2 (GE C3), Sections 10 and 39**  
**Spring 2012**

<b>Instructor:</b>	Professor Williams
<b>Office Location:</b>	Faculty Office Building 215
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<b>Office Hours:</b>	T/R 10:30-11:30
<b>Class Days/Time:</b>	T/R 7:30-8:45 and 12:00-13:15
<b>Classroom:</b>	Health 405 and Dudley Moorhead Hall 354
<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 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
- Recording lectures
- Student workload

### **Required Texts/Materials**

*Rereading America: Cultural Contexts for Critical Thinking and Writing*, Eighth Edition, Gary Colombo, Robert Cullen, and Bonnie Lisle, Bedford/St. Martin's, 2010. ISBN-10: 0-312-54854-0 or ISBN-13: 978-0-312-54854-4.

*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* by Andrea Lunsford.  
 A college-level English dictionary, such as *Merriam-Webster* or *American Heritage*.  
 Large examination booklets, at least one of them yellow.

### **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**

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 DRC. Electronic devices used during class may be confiscated for the class period.

You will bring your book(s) to each class meeting, or you will be asked to leave.

You will participate in class discussions, exercises, quizzes, and all other classroom activities.

This class focuses on controversial readings, and while you may disagree with them or your colleagues' opinions, you will respectfully respond to both the readings and your colleagues. There will be no texting in class or talking while someone else is speaking.

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.

All homework will be assigned in class or via email.

Quizzes and other class activities may not be made up.

If you miss a class, ask a classmate what you missed, including assignments.

If you miss class due to illness, please contact me via email to let me know, and bring a doctor's note when you return to class with any assignments that are/were due.

## **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 four 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; within one week, there will be no penalty.
- 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, 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 be accepted only with a written medical excuse or other documentation I deem acceptable; within one week, there will be no penalty.
- The penalty for late essays that are not excused is a 10-point (10%) deduction for each calendar day late.
- 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 10-point (10%) deduction for each calendar day late.
- 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 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. **The homework will add up to at least 1500 words.**

- 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 without a written medical excuse or other documentation deemed acceptable by me; within one week, there will be no penalty.
- If you miss class, contact another student to get any homework assignments.

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: in-class essay, Argument Proposal, (first draft), 650-750 words	5%
Essay #2: out-of-class essay, Argument Proposal (final draft), 750-850 words	10%
Essay #3: out-of-class essay, Annotated Bibliography, 1250-1400 words	10%
Essay #4: out-of-class essay, Argument, 1400-1600 words	15%
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> at least 1500 words	
<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, Spring 2013, Course Schedule

*The instructor reserves the right to modify readings, assignments, and deadlines as necessary. All changes will be communicated in class 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	January 24	Introduction and <u>Syllabus Quiz</u> ; <i>From Critical Thinking to Argument (FCTA)</i> : 13-29, introduction; <u>Essay #2: Argument Proposal, first draft, 650-750 words, and Final Draft, 750-800 words</u> (SLO 1-6)
2	January 29	<b>Essay #1: Diagnostic, 600-700 words</b> , bring large examination booklets, pens, and a non-electronic dictionary; <i>Rereading America (RA)</i> : "Introduction: Thinking Critically, Challenging Cultural Myths," 1-15 (SLO 1, 4, 5)
	January 31	<i>FCTA</i> : 30-42, summarizing; <i>RA</i> : "Learning Power: The Myth of Education and Empowerment," 109-16 and "From <i>Report of the Massachusetts Board of Education, 1848</i> ," 116-27 (SLO 1, 4, 5)
3	February 5	Review Diagnostic essays; grammar exercises; <i>FCTA</i> : 43-48, Summary; <i>RA</i> : "Against School," 148-57 (SLO 1, 4-6)
	February 7	<b>DUE: Essay #2, in-class essay, first draft</b> , bring a page of notes, a large examination booklet, non-electronic dictionary, and pens. (SLO 1-5)
4	February 12	<u>Essay #3: Annotated Bibliography, 1250-1400 words</u> ; <i>FCTA</i> : 188-99 Finding Sources; <i>RA</i> : "Idiot Nation," 128-47 (SLO 1-6)
	February 14	<i>FCTA</i> : 199-206, Evaluating Sources; <i>RA</i> : "From Social Class and the Hidden Curriculum of Work," 169-86 (SLO 1-5)
5	February 19	<b>Library Day (tentative)</b> ; <i>FCTA</i> : 206-09, Avoiding Plagiarism (SLO 1-5)
	February 21	<i>FCTA</i> : 214-20, Integrating Sources; <i>RA</i> : "Still Separate, Still Unequal," 219-37 (SLO 1-5)
6	February 26	<i>FCTA</i> : 209-14, Annotated Bibliography; <i>RA</i> : "In the Basement of the Ivory Tower," 238-49; <u>Workshop Protocol handout</u> (SLO 1-6)
	February 28	<i>FCTA</i> : 51-61, Elements of Argument; <i>RA</i> : "The Myth of the Melting Pot," 373-78 and "From Notes on the State of Virginia," 378-84 (SLO 1-6)
7	March 5	<u>Workshop Essay #2</u> (SLO 1-6)
	March 7	<b>DUE: Essay #2, Final Draft</b> ; <i>FCTA</i> : 69-81, Evidence; <i>RA</i> : Reading Images of the Melting Pot," 439-48 (SLO 1-6)
8	March 12	<i>FCTA</i> : 81-85, 86-87, 123-26, Nonrational Appeals, Charts and Graphs, Checklist; <i>RA</i> : "Causes of Prejudice," 384-98 (SLO 1-5)
	March 14	<i>FCTA</i> : 127-33, Writing an Analysis; <i>RA</i> : "Loot or Find: Fact or Frame?," 422-38 (SLO 1-6)

Week	Date	Topics, Readings, Assignments, Deadlines
9	March 18	<i>FCTA</i> : 134-44, Example Analysis; <i>RA</i> : "The End of White America?," 497-511 (SLO 1-6)
	March 20	<b>In-class Essay, Essay #5: Argument Analysis, 700-800 words</b> (SLO 1, 4-6)
10	March 25	<b>Spring Break!</b> No classes all week!
	March 27	
11	April 2	<i>FCTA</i> : 220-40, MLA Documentation; <i>RA</i> : "True Women and Real Men: Myths of Gender," 515-20; "How the Americans Understand the Equality of the Sexes," 520-24 (SLO 1-5)
	April 4	<u>Workshop Essay #3</u> (SLO 1-5)
12	April 9	<b>DUE: Essay #3; Essay #4: Research-informed Argument, 1400-1600 words;</b> <i>FCTA</i> : 145-62, Argument, Thesis, Audience; <i>RA</i> : "'Two Ways a Woman Can Get Hurt': Advertising and Violence," 575-601 (SLO 1-6)
	April 11	<i>FCTA</i> : 340-49, Rogerian Argument; <i>RA</i> : "Becoming Members of Society: Learning the Social Meanings of Gender," 527-36 (SLO 1, 4-6)
13	April 16	<i>FCTA</i> : 311-27, Fallacies; <i>RA</i> : "'Bros Before Hos': The Guy Code," 608-18 (SLO 1-6)
	April 18	<i>FCTA</i> : 162-72, Organization; <i>RA</i> : "A Boy's Life," 546-67 (SLO 1, 4-6)
14	April 23	<i>FCTA</i> : 172-77, Tone and Persona; <i>RA</i> : "From Fly-girls to Bitches and Hos," 601-08 (SLO 1, 4-6)
	April 25	<b>In-class Essay, Essay #6: Practice Final, 800-900 words</b> (SLO 1, 4-6)
15  Final Exam	April 30	Review Essay #6, Practice Final; Prepare for final; <i>RA</i> : "The Descent of Men," 618-29 (SLO 1, 4-6)
	May 2	Prepare for final
	May 4	<b>Final Exam! Saturday, 10:00-12:00</b> , place to be announced.
16	May 7	<u>Workshop Essay #4</u> (SLO 1-6)
	May 9	<b>DUE: Essay #4</b> (SLO 1-6)