

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

**Instructor:** Georgia Saratsiotis  
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**Office Hours:** T/Th 10:30-11:30  
**Class  
Date/Time/Location:** T/Th 9:00-10:15 SH 311  
**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 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/policyforsyllabi.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and DRC policies)
- Adding and dropping classes

#### **Required Texts/Readings**

Colombo, Cullen, and Lisle eds. *Rereading America*, 8<sup>th</sup> Ed. (RA) ISBN 0-312-54854-0

Hacker, Diana. *The Bedford Handbook*, 8<sup>th</sup> Ed. (BH) ISBN 0-312-41932-5 (cloth), 0-312-41933-3 (paper)

Behrens, Laurence and Leonard J. Rosen. *A Sequence for Academic Writing*, 5<sup>th</sup> Ed.

(SAW) ISBN 0-205-17288-1

### **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

### **Classroom Protocol**

The use of **electronic devices** of any sort is not permitted in class unless you have documented clearance from the Disability Resource Center. Please turn off computers, cell phones, ipods, mp3s, etc., before coming to class. Students who use electronic devices without permission during class time will receive no participation credit for the day.

### **Academic Policies**

You are responsible for reading the SJSU academic policies available online:  
<http://www.sjsu.edu/english/comp/policyforsyllabi.html>

### **Assignments and Grading Policy**

**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.

**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 during the first class meeting.

**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.**

**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 in 12-point Times New Roman font with 1” margins, must be double spaced, and must follow 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.

**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 at the beginning of the class day under which it is listed on 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 4th in order to pass English 1B. The final is worth **20%** of the final grade. Bring an unmarked yellow exam booklet, black or blue pens, and a standard, non-electric dictionary.

**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 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> 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 10<sup>th</sup> 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.

## **Library Liaison for English Courses**

Toby Matoush, Dr. Martin Luther King Jr. Library

Phone: 408-808-2096

Email: [Toby.Matoush@sjsu.edu](mailto:Toby.Matoush@sjsu.edu)

Website: <http://libguides.sjsu.edu/profile.php?uid=14949>

## **Estimation of Per-Unit Student Workload**

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

## **Recording Policies**

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

## **English 1B, Fall 2012, Course Schedule**

This schedule is subject to change. All changes will be discussed in class before the due date. Students who do not attend class regularly risk missing important information regarding schedule changes.

- \* **Follow all instructions carefully, and remain aware of due dates;**
- \* **There is no extra credit in this class. Graded assignments cannot be resubmitted for a different grade.**
- \* **The final exam and all in-class and formal essays must be submitted in order to pass English 1B.**

Jan. 24	T H	Introduction to English 1B
Jan. 29	T	<b>Diagnostic Essay</b> (700 words) (SLO 1, 4, 5) Bring large blue/green book, blue or black pens, and non-electronic dictionary
Jan. 31	T H	<ul style="list-style-type: none"> <li>• Introduction to Writing Center</li> <li>• Syllabus Quiz</li> <li>• Sign up for group presentations</li> </ul> <p><i>RA</i>: “Thinking Critically, Challenging Cultural Myths” 1-15 (SLO 4)</p> <p><i>SAW</i>: Note to the Student (xxi-xxii), Chapter 1 – Summary, Paraphrase, and Quotation (2-7, 33-47), Research and Plagiarism (277-280)</p>
Feb. 5	T	<ul style="list-style-type: none"> <li>• <b>Formal Paper Prompt #1 Distributed</b> (Critical Analysis Comparison – 1,600 words) (SLO 1-6).</li> <li>• <b>Group Presentation: Myths of Gender</b></li> </ul> <p><i>RA</i>: Chapter introduction: “True Women and Real Men” (515-519), “From Fly-Girls to Bitches and Hos” (601-607) (SLO 4)</p> <p><i>SAW</i>: Chapter 2 – Critical Reading and Critique (51-55, 57-67)</p>
Feb. 7	T H	<p><i>RA</i>: “Two Ways a Woman Can Get Hurt” (575-599) (SLO 4)</p> <p><i>SAW</i>: Chapter 3 – Explanatory Synthesis (81-84, 88-89, 98-105)</p> <p><i>BH</i>: Integrating Sources (504-516)</p> <p><b>RR #1 Due</b> (150 words) (LO 1)</p>
Feb. 12	T	<p><i>RA</i>: “Girl” (524-526) (SLO 4)</p> <p><i>SAW</i>: Chapter 4 – Argument Synthesis (122-130, 164-170)</p> <p><i>BH</i>: MLA Documentation Style (517-588)</p>
Feb. 14	T H	<p><i>RA</i>: “ ‘Bros Before Hos’: The Guy Code” (608-617) (SLO 4)</p> <p><i>SAW</i>: Chapter 5 – Analysis (178-180, 184-190)</p> <p><b>RR #2 Due</b> (150 words) (SLO 1)</p>
Feb. 19	T	<p><i>RA</i>: “Becoming Members of Society: Learning the Social Meanings of Gender” (527-535) (SLO 4)</p> <p><i>SAW</i>: Chapter 6 – Writing as a Process (216-225)</p>

		<b>RR #3 Due</b> (150 words) (SLO 1)
Feb. 21	T H	RA: “How the Americans Understand the Equality of the Sexes” (520-523) (SLO 4) SAW: Chapter 6 – (225-238) <b>RR #4 Due</b> (150 words) (SLO 1)
Feb. 26	T	<b>Bring COMPLETED FIRST DRAFT of Formal Paper #1 for Peer Editing</b> (SLO 1-6)
Feb. 28	T H	<b>*Group Presentation: American Myths of Nature and the Environment</b> RA: Chapter introduction: “Ah Wilderness!” (639-645), “From ‘Walking’” (646-655) (SLO 4) SAW: Chapter 6 (238-250) <b>RR#5 Due</b> (150 words) (SLO 1)
March 5	T	• <b>Formal Paper Prompt #2 Distributed</b> (First Draft of Research Paper – 2,000 words) (SLO 1-6) RA: “Talking to the Owls and Butterflies” (686-693), “Save the Wales, Screw the Shrimp” (703-712) (SLO 4) SAW: Chapter 7 – Locating, Mining, and Citing Resources (252-261) <b>Formal Paper #1 Due</b> (1,600 words) (SLO 1-6)
March 7	T H	RA: “From ‘As the World Burns: 50 Simple Things You Can Do to Stay in Denial’” (715-741), “Moving Heaven and Earth” (756-763), “In Search of Justice” (764-771) (SLO 4) SAW: Chapter 7 (261-276) <b>Thesis Statement &amp; Main Ideas for Formal Paper #2 Due</b>
March 12	T	<b>In-Class Essay # 1</b> (700 words) (SLO 1, 4, 5)
March 14	T H	<b>Library Visit</b>
March 19	T	• <b>Group Presentation: The Myth of the Melting Pot</b> RA: Chapter introduction: “Created Equal” (373-377), “From ‘Notes on the State of Virginia’” (378-383), “Deconstructing America” (462-472) (SLO 4) <b>RR #6 Due</b> (150 words) (SLO 1)



March 21	T H	<b>Bring COMPLETED FIRST DRAFT of Formal Paper #2 for peer editing</b> (SLO 1-6)
March 25-29		RA: “Models of American Ethnic Relations: A Historical Perspective” (449-459), “Causes of Prejudice” (384-397) (SLO 4)
April 2	T	<ul style="list-style-type: none"> <li>• <b>Group Presentation: The Myth of Individual Opportunity</b></li> </ul> RA: “Loot or Find: Fact or Frame?” (422-433), Chapter introduction: “Money and Success” (253-257), “From ‘Ragged Dick’” (258-263) (SLO 4) <b>RR #7 Due</b> (150 words) (SLO 1)
April 4	T H	<ul style="list-style-type: none"> <li>• <b>Formal Paper Prompt #3 Distributed</b> (Completed Research Paper 2,300 words) (LO 1-6)</li> </ul> RA: “Horatio Alger” (272-277), “The Lesson” (264-271), “From ‘America’s New Working Class’” (361-365) (SLO 4) <b>Formal Paper #2 Due</b> (2,000 words) (SLO 1-6)
April 9	T	RA: “Stephen Cruz” (366-371), “Class in America – 2006” (304-319) (SLO 4)
April 11	T H	<b>In-Class Essay #2</b> (700 words) (SLO 1, 4, 5)
April 16	T	<ul style="list-style-type: none"> <li>• <b>Group Presentation: The Myth of Education and Empowerment</b></li> </ul> RA: Chapter introduction: “Learning Power” (109-115), “From ‘Report of the Massachusetts Board of Education 1848’” (116-126) (SLO 4) <b>RR #8 Due</b> (150 words) (SLO 1)
April 18	T H	RA: “Against School” (148-155), “From ‘Social Class and the Hidden Curriculum of Work’” (169-185) (SLO 4)
April 23	T	RA: “Still Separate, Still Unequal” (219-236), “Idiot Nation” (128-145) (SLO 4) <b>RR #9 Due</b> (150 words) (SLO 1)
April 25	T H	<b>In-Class Essay #3</b> (700 words) (SLO 1, 4, 5)
April 30	T	<b>Bring Completed First Draft of Formal Paper #3 for Peer Editing</b> (SLO 1-6)
May 2	T	Final Exam Preparation

	H	
May 4	S	<b>Final Exam 10:00 AM</b> (SLO 1, 4, 5) Bring Yellow Book, Pens, and College-Level Dictionary
May 7	T	RA: “In the Basement of the Ivory Tower” (238-247), “Learning to Read” 210-218) (LO 4) <b>RR #10 Due</b> (150 words) (SLO 1)
May 9	T H	<b>Formal Paper #3 Due</b> (2300 words) (SLO 1-6)

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**Grading: A-F.**

A+ = 98-100    A = 93-97    A- =  
90-92

B+ = 88-89    B = 83-87    B- =  
80-82

C+ = 78-79    C = 73-77    C- =  
70-72

D+ = 68-69    D = 63-67    D- =  
60-62

F+ = 58-59    F = 0-57