

San Jose State University—Department of English and Comparative Literature
English 1B – Spring 2014
GE Category: Written Communication C3

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Section:	12	Course:	22622
Class Days/Time:	TuTh/7:30-8:45	Classroom:	BBC 221
Section:	23	Course:	22625
Class Days/Time:	TuTh/9:00-10:15	Classroom:	BBC 221
Section:	52	Course:	20373
Class Days/Time:	TuTh/12:00-1:15	Classroom:	BBC 125

Office hours: Tu, Th 10:30-11:30 and by appointment

You may access your green sheet through the Department Website <http://www.sjsu.edu/english>

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.

Prerequisite: Passage of Written Communication 1A (C or better) or approved equivalent.

Course Goals: 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).

Learning Objectives (LO):

LO 1: Students shall write complete essays that demonstrate the ability to refine the competencies established in Written Communication 1A.

LO 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.

LO 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.

LO 4: Students shall write complete essays that demonstrate the ability to synthesize ideas encountered in multiple readings.

LO 5: Students shall write complete essays that demonstrate the ability to incorporate principles of design and communication to construct effective arguments.

LO 6: Students shall write complete essays that demonstrate the ability to identify and discuss issues related to censorship and freedom of speech.

Course Content

Reading: The reading you will do in English 1B will include useful models of writing for academic, general, and specific audiences. Readings will be used consistently with the course goal of enhancing ability in written communication and reading. The majority of the readings you do in English 1B will be devoted to analytical, critical, and argumentative essays. However, other readings will include poetry, fiction, and drama. Your instructor will help you develop and refine strategies for reading challenging, college-level material. You must read the works IN ADVANCE for that day's lecture-discussion. Some of the reading may be challenging and may require more time than expected. Before discussing it in class, read each assigned reading twice. The first time through, read quickly, to get the general sense of what the piece is about and what the writer is doing. Then read it through a second time, this time working more closely and deliberately with the text, focusing on those sections that seem difficult or puzzling. *Read with a pen or pencil, marking the text in a way that will help when going back to it: underline or highlight, ask questions, make responses, make connections. Look up all words and terms you could not readily define.*

Writing: In English 1B, your assignments will emphasize the skills and activities in writing and thinking that produce both the persuasive argument and the critical essay. Each of these demands analysis, interpretation, and evaluation. These assignments will give you repeated practice in prewriting, organizing, writing, revising, and editing. Your writing assignments will total a *minimum* of 8000 words and this word requirement will be met by writing a sequence of six to eight essays. This 8000-word minimum does not include the final exam, quizzes, or any brief or informal assignments but can include any major revisions of essays or assignments. A major revision is defined as rethinking or reworking an assignment rather than just correcting grammatical or structural errors. How your 8000-word minimum will be met will be clearly indicated on your syllabus.

The Research Paper and Information Literacy: English 1B includes an introduction to the library and to basic research strategies. A university librarian will instruct one session of class in one of the library's learning lab classrooms. Here, students will gain hands-on experience in using common library research tools, both electronic and print. Students will learn and practice quoting, paraphrasing and summarizing skills, applying MLA (Modern Language Association) Documentation Format, citing sources and creating a "Work Cited" page (*EW* chapter 51).

Reference/Instruction Librarian: Paul Kauppila (paul.kauppila@sjsu.edu)
Dr. Martin Luther King, Jr. Library
SJSU 408-808-2042

The University Essay Final Exam (20%): A common essay final, graded holistically, shall count as 20 percent of your 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.

Assignments and Grading Policy--Grading: A-F.

The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU Catalog ("The Grading System"). Grades issued must represent a full range of student performance: A (Excellent); B (Above Average); C (Average); D (Below Average); F (Failure).

In class-essays (20%) should be written in as legible a manner as possible in blue or black ink. Write essay on the right side leaving the left side of the green book blank.

- **Diagnostic essay (0%, 3-4 pages, 700-800 words, LO 1, due 1/28)** students will write an in-class diagnostic essay. This essay will enable the instructor to determine students' skills.
- **Midterm in-class essay (10%, 4-5 pages, 800-900 words, LO1, LO 4, LO 6, due 3/4).** The midterm involves 2 parts each worth 50%: In Part I you will write short written answers graded on form and content. In Part II you will write an essay responding to, and analyzing/arguing passages.
- **Last essay, exam preparation (10%, 5-6 pages, 900-1000 words, LO1, LO4, due 4/29)**

Out of class essays/revisions (30%) All out of class assignments of class must be typed, double-spaced, in a font no greater than 12 point with margins no greater than 1 and ½ inches, stapled, and are due at the beginning of class. Apply MLA Documentation (*EW* 49-52) and write the word count on all out of class work.

- **Revision of diagnostic essay (5%, 1-2 pages, 400 words, LO 1, due 2/11)**
For this assignment you will correct the grammatical and structural mistakes marked on the original. Once I return the green book, number your errors on the right page—always beginning with #1 on each page—correct only the marked errors (you must consult *EW* chapters 23-48) on the blank left side giving them the corresponding number.
- **Revision of midterm essay (10%, 4-5 pages, 1100-1200 words LO 1, LO 4 due 3/20):** A major revision is defined as a significant rethinking and reworking of an assignment, and not only correcting grammatical or structural mistakes noted on the original. It consists of reexamining and improving the work of the in-class essays, and it may include reevaluating the thesis, the supporting evidence, and the structure. It is graded on ideas, clarity, style, and correctness (*EW* chapters 6, 7, 8, 10).
- **Social or political cartoon analysis and presentation (10%, 3-4 pages, 900 words, LO 2, LO3, due 2/20)**

Step 1: For this assignment, you will choose a social or political cartoon from a magazine (for example, *The New Yorker*), newspaper, or online source. Consult “Reacting to Visual Texts” 8-10, and view cartoons on pages 10, 128-9, 244, 324-5, 599 of *The Blair Reader*.

Step 2: You will make an overhead transparency (at Print Shop) to share with the class and to attach to your essay.

Step 3: You will write an essay that analyzes the cartoon’s visual and artistic quality.

Consider answering the following questions: What specifically attracted you to this cartoon? What does it suggest to you? What is your initial response? What is its meaning? What does the author want the audience to think? Is it effective? Why?

You are graded on ideas, clarity of presentation, style, and correctness.

- **Play critical review** (10%, 4-5 pages, 1100 words, LO1, LO2, LO3, LO4, LO5 due 4/22).
Step 1: For this assignment, you will attend the University production of John Steinbeck’s *The Grapes of Wrath* (show times: 4/11, 12, 15, 16, 17, 18, 19 at 7pm University Theater).
Step 2: You will write your own critical review of the play and attach the ticket stub. What particular scenes were effective? Why? Which scenes, if any, were ineffective? How so? Observe the staging, costumes, actors’ performance, delivery, voice projection and clarity. You may want to use as a model a newspaper (*Spartan Daily?*), magazine, or online review or critique of a live performance--concert, play, dance—that shows how language is used to give either a favorable or an unfavorable evaluation.
- **Research argument paper** (10%, 6-7 pages, 1800-2000 words, LO 1, LO 2, LO 3, LO 4, LO 5, due 5/6): Your rough draft (due 5/1) should be approximately 1200 words, two thirds of the final essay. Write the word count on your draft and on your final essay. Attach the thesis statement, the peer edit worksheet, and the rough draft to the back of your final paper. Essays that do not have all 3 attachments to the final draft receive an F.

Quizzes (10%): Quizzes should be written in ink and are always at the beginning of class. They usually will cover the material for that week. They involve writing brief essay responses from the assigned reading, knowing vocabulary, grammar, as well as whatever we have talked about in class and whatever I put on the board. If you are late to class, take a seat to your immediate left as you enter. If I am still handing out the quiz when you enter, you may take the quiz. If I have already handed the quiz out, you may NOT take the quiz and will receive an F.

Required Texts and materials

Kirszner & Mandell: *The Blair Reader (Exploring Contemporary Issues)* 7th Edition, Upper Saddle River, NJ: Pearson/Prentice-Hall, 2011

The Everyday Writer 5th Edition, Bedford/St. Martin’s bedfordstmartins.com

John Steinbeck, *The Grapes of Wrath*

American Heritage dictionary

3 large size green books (one for each in class essay)

2 yellow books for the final exam (Saturday, 5/10 10am-12pm)

Course/Classroom Protocol

- Before you enter our classroom, please turn off your mobile phone, your iPod, and anything that may distract you from the day’s work. Texting is not permitted at any time. Be on time, or a few minutes early.
- You are expected to attend all your class meetings, not only because you are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class.

- Should you miss class, you are responsible for notifying the instructor *before* class time. You are responsible also for contacting a student in the class to learn about assignments, lecture notes/classroom activity and announcements.
- Revisions, out of class essay's thesis, draft, and final draft are due at the beginning of class. I shall not accept written assignments via email.
- Late work policy: In fairness to all students, I do not accept late assignments.
- Extra credit is not available.
- "Grade Checks": Please bring your forms to the instructor during office hours only.
- Always bring the required reading to class.

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 DRC policies)
- Recording policies
- Adding and dropping classes
- Estimation of Per-Unit 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.

UNIVERSITY POLICIES

Academic integrity

Students should know that the University's Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make 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 requesting accommodations must register with the Accessible Education Center or AEC to establish a record of their disability, phone: (408) 924-6000.

Final grades will be determined as follows:

IN CLASS WORK:	
Diagnostic essay, 700-800 words	0%
Midterm essay and short answers, 800-900 words	10%
Last essay, exam preparation, 900-1000 words	10%
Quizzes announced and not announced	10%
Grammar presentation 200 words	5%
OUT OF CLASS WORK	
Revision of diagnostic essay, 400 words	5%
Cartoon analysis and presentation, 900 words	10%
Revision of midterm essay, 1100-1200 words	10%
Play critical review, 1100-1200 words	10%
Research paper, 1800-2000 words	10%
Department final exam Saturday, 5/10 (10-12)	20%
Total	100%

Calendar of class work and assignments

Changes may be made to this schedule as necessary and will be announced in class. Some additional reading in the form of handouts will be required. All reading assignments are from your anthology, *The Blair Reader*. The rest is from *The Everyday Writer (EW)*.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Th 1/23	Course introduction <i>Free write</i>
2 Family & Memory (12)	Tu 1/28	Diagnostic essay—Bring large green book Purchase textbooks and supplies Kingston, “No Name Woman” 29-39
	Th 1/30	Shteyngart, “Sixty-Nine Cents” 47-9 Hayden, “Those Winter Sundays” 17 <i>EW</i> chapter 3b Join class discussion
3 Education (58-60)	Tu 2/4	Quiz #1 Barry, “The Sanctuary of School” 61-3 Jones, “The First Day” 107-10.
	Th 2/6	Kozol, “The Human Cost of an Illiterate Society” 164-72 <i>EW</i> chapter 12 Critical Reading and Critical Thinking
4 Politics of Language (128-9)	Tu, 2/11	Revision of diagnostic due Orwell, “Politics and the English Language” 172-83 <i>EW</i> chapter 1, The Top Twenty and revision symbols on page 701
	Th 2/13	Crystal, “2b or not 2b” 188-95 <i>EW</i> chapter 13, 14 Constructing, Analyzing Arguments
5 Media and Society (204-6)	Tu, 2/18	Quiz #2 Menand, “Thumbspeak: Is Texting Here to Stay?” 196-200, Mathias, “The Fakebook Generation” 239-41
	Th 2/20	Cartoon presentation and essay due Staples “What Adolescents Miss when We Let Them Grow Up in Cyberspace” 241-3, Lucky, “To Twitter or Not to Twitter” 244-6 <i>EW</i> 3c Prepare for presentation, “Reacting to Visual Texts” 8-10

6 Gender & Identity (256-8)	Tu 2/25	Cartoon presentation Graff, “The M/F Boxes” 269-74 Cohen, “Without Apology: Girls, Women, and the Desire to Fight” 286-93
	Th 2/27	Tannen, “Marked Women” 294-8 Midterm preparation
7 The American Dream (324-5)	Tu, 3/4	Midterm—Bring large green book <i>EW</i> chapter 15 Preparing for a Research Project
	Th, 3/6	Staples, “Just Walk on By” 354-7 Lincoln, “The Gettysburg Address” 378
8 Why We Work (394-6)	Tu 3/11	Ehrenreich, “Selling in Minnesota” 428—31 Reich, “Don’t Blame Wal-Mart” 432-4 <i>EW</i> chapter 16 Doing Research
	Th 3/13	Quiz #3 Updike, “A & P” 438-43, “Ex-Basketball Player” (handout), Gates, “Delusion of Grandeur” 435-7
9 Saving the Planet (464-5)	Tu 3/18	Millhauser, “The Invasion from Outer Space” 495-8 Weisman, “Built to Last” 435-7 <i>EW</i> chapter 17 evaluating sources
	Th 3/20	Revision of midterm essay due Pollan, “Why Bother” 508-14
MARCH	24-28	SPRING RECESS
10 Religion in America (518-9)	Tu 4/1	Carver, “Cathedral” 556-67 <i>EW</i> chapter 18 Integrating Sources and Avoiding Plagiarism
	Th 4/3	Quiz #4 Dalai Lama XIV, “Our Faith in Science” 527-9 Jones, “Among the Believers 530-2
11	Tu 4/8	Steinbeck, <i>The Grapes of Wrath</i> chapters 1-10
	Th 4/10	Quiz #5 Steinbeck, <i>The Grapes of Wrath</i> chapters 11-18
12	Tu 4/15	Steinbeck, <i>The Grapes of Wrath</i> chapters 19-24
	Th 4/17	Quiz #6 Steinbeck, <i>The Grapes of Wrath</i> chapters 25-30
13 Making Choices (596-7)	Tu 4/22	Play critical review due Orwell, “Shooting an Elephant” 601-7
	Th 4/24	Thesis statement for research paper due King, “Letter from Birmingham Jail” 608-22
14	Tu 4/29	Last essay, exam preparation (2 passages, analysis/argument) Bring large green book Work on research paper rough draft
	Th 5/1	Rough draft (Peer edit) and annotated bibliography for a single source due (<i>EW</i> chapters 17 & 49-52) <i>EW</i> chapter 19 Writing a Research Project Frost, “The Road Not Taken” 599, Pastan, “Ethics” 600
15	Tu 5/6	Research paper due Milgram, “The Perils of Obedience” 639-52

	Th 5/8	Wallace, "Commencement Speech" 652-8 Preparation for final exam (sample passages from past finals) Study sheet and review of strategies
FINAL EXAM (location tbd)	Sat, 5/10 10:00 am	Bring 2 yellow examination booklets, paper dictionary, pens, and highlighter
16	Tu 5/13	Last day of instruction and course wrap-up

Campus Resources for Academic Assistance:

SJSU Writing Center: The SJSU Writing Center is located in Clark Hall, Suite 126 and is open Monday through Thursday, 9:30-5:30 and Friday, 9:30-2:00. Make sure to bring hard copies of your essay, prompts, etc when you go for your tutoring sessions. All Assistant Writing Specialists and 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 (<https://twitter.com/thewcatsjsu>) and become a fan of the SJSU Writing Center on Facebook (<http://www.facebook.com/sjsuwritingcenter>).

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 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.

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 WST, improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. We are located in SSC 600 (10th St. Garage), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. See the Peer Connections website for more information (peerconnections.sjsu.edu) and be sure to come see us!