# San José State University Department of English and Comparative Literature English 1B, Composition 2 (GE C3), Section 30, Fall 2011

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| Office Hours: | Tuesday and Thursday 2:50 – 3:50 and by appointment |
| Class Days/Time: | TR 1:30 – 2:45 |
| Classroom: | DMH 354 |
| Prerequisites: | Passage of Written Communication 1A (C or better) or approved equivalent. |
| GE Category: | Written Communication C3 |

Required Texts:

Convergences: Themes, Texts, and Images for Composition, 3rd edition. Edited by Robert Atwan

Freakonomics: A Rogue Economist Explores the Hidden Side of Everything, Steven D. Levitt and Stephen J. Dubner

Blink: The Power of Thinking Without Thinking, Malcolm Gladwell

A college level dictionary

Required Materials:

A notebook (spiral with perforated paper and pockets) for in-class activities, notes, and for storing hand-outs

An e-mail account (an SJSU account is highly preferable) that you check several times per week

Four “yellowbooks”

**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).

**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

***Specific Course Requirements and Policies:***

Classroom policies:

1. Be respectful of your environment and those around you. This is a community; treat it as such.
2. Treat others the way you want to be treated.
3. Be kind to yourself and others.
4. Ask for help and give help. It will make a world of difference.
5. Listen carefully.
6. Follow instructions.
7. Do your part, everyday, to make this the best classroom and learning experience possible.

*Writing Requirements and Policies*

* Details on all writing requirements will be given in class.
* All out-of-class work is to be typed, 12-point font (Times New Roman) with 1-inch margins.
* All out-of-class work is due at the start of class
* The Daily Writing Requirement (DWR) is the foundation of English 1B. It consists of 15 short opinion papers on the topic of your choosing. You choose when to turn them in, but may only turn in one per class session. These may not be turned in late.
* In-class essays (3) will be administered in class on the dates listed in our calendar. They cannot be made up unless a clear and compelling reason is cleared with me beforehand (being sick or waking up late or having car trouble and/or an annoying roommate don’t count as reasons)
* Out-of-class essays (3) will cover, broadly, the whole-class theme of “The American Way of Life”. Each essay will require academic research.
* Late work:
  + - For the three out-of-class essays, the penalty is one percent grade reduction per class session, and papers may not be turned more than one week past the published deadline

Course Assignments and Grading Breakdown:

*Assignment Percentage of Total Points available WordCount*

Department final exam 20% 20 n/a

Out-of-class essays 60% 60 6,500

In-class essays 20% 20 1,500

**Grading:**

Specific grading rubrics will be provided for the in-class as well as the three, formal out-of-class essays. That same rubric will be utilized in assessing your grade for the aforementioned essays.

DWR’s are worth one point each; you will earn that point as long as you’ve turned your paper in at the beginning of class and you’ve clearly developed an opinion. If the paper is unclear or underdeveloped, I’ll return it to you with a “PPD” (Point Pending Revision) written across the top and you may revise it and turn it in during the next class session.

This course is graded on an A-F scale, with percentages broken down as follows:

A+ = 100-98 B+ 89-87 C+ = 79-77 D = 69 - 60

A = 97-93 B = 86-83 C = 76-73 F = 59 and lower

A- = 92-90 B- = 82-80 C- = 72 - 70

You must complete **all** essays plus take the department final exam to pass English 1B. This requirement is not negotiable.

**Weekly schedule**

The following gives you a general idea of due dates and when to read Freakonomics and Blink. Readings from Convergences will be assigned in class and will be tailored to suit the development of the course.

CON = Convergences

FR = Freakonomics

BL = Blink

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| **Dates** | **Tuesday** | **Thursday** |
| 8/23-25 | No class | Course introduction, greensheet review, general meet and greet |
| 8/30-9/1 | Classical rhetoric defined and discussed  Introduction to logical fallacies | Logical fallacies continued  Deduction and inductive reasoning |
| 9/6-8 | Read: CON | Read: CON  Start reading FR |
| 9/13-15 | MLA introduction and discussion  Bring OWL Purdue handout!  Read: CON | In-class discussion of FR  Out-of-class essay #1 assigned |
| 9/20-22 | In-class discussion of FR | Draft #1 due for peer review |
| 9/27-29 | Draft #2 due for peer review | In-class discussion of FR |
| 10/4-6 | Out-of-class essay #1 due Read: CON | **In-class essay #1** |
| 10/11-13 | Read: CON  (Start reading BL) | Out-of-class essay #2 assigned |
| 10/18-20 | In-class discussion of BL | In-class discussion of BL |
| 10/25-27 | Draft #1 due for peer review | Draft #2 due for peer review |
| 11/1-3 | **Out-of-class essay #2 due**  Out-of-class essay #3 assigned | In-class essay #2 |
| 11/8-10 | Library day (tentative) | In-class discussion of BL |
| 11/15-17 | Read: CON | Draft #1 due for peer review |
| 11/22-24 | Draft #2 due for peer review | No class |
| 11/29-12/1 | **In-class essay #3** Out-of-class essay #3 due | Final exam preparation |
| Department Final Exam, Saturday, December 3. 10 a.m. – 12:00 p.m. Location TBD | | |
| 12/6-8 | Course wrap-up and conferences | Course wrap-up and conferences |