

San José State University
Department of English and Comparative Literature
English 1B, Composition 2 (GE C3), Section X, Spring 2014

Instructor:	Candice Wynne
Office Location:	FOB 221
Telephone:	(408) 924- 4505
Email:	candice.wynne@sjsu.edu
Office Hours:	Mon & Wed 3-4pm
Class Days/Time:	
Classroom:	
Prerequisites:	Passage of English 1A (C or better) or approved equivalent.
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 English 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/policy/index.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and AEC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

Required Texts/Readings

SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford

Print ISBN: 9781457667121 Available at the Spartan Bookstore

Electronic edition ISBN: 9781457633423 or Bedford/St. Martin's online (<http://bcs.bedfordstmartins.com/everydaywriter5e/>)

If you own a used copy of *The Everyday Writer*, a new LearningCurve access code must be purchased from either the Spartan Bookstore (ISBN: 9781457643637) or Bedford/St. Martin's online (<http://www.bedfordstmartins.com/everydaywriter/lc>)

If you have any questions or problems logging in to LearningCurve, contact Bedford/St. Martin's Technical Support:

Phone: 1.800.936.6899—for fastest service

Email: BFW.TechnicalSupport@macmillan.com

Online: <http://www.macmillanhighered.com/techsupport>

Other Required Textbook

***The Purposeful Argument* by Phillips and Bostian ISBN: 978-1- 4282-3072-9**

Other equipment / material requirements

A good pocket dictionary: Webster's or American Heritage

3 examination booklets for in-class essays, black or blue pens

Classroom Protocol

No Electronic Policy: The use of electronic devices of any sort is NOT permitted in class unless you have clearance from the Disability Resource Center. **NO NO NO T E X T I N G**

Make-up work following an absence: **I do not accept late homework or give make-up quizzes for any reason.** You will only get credit for homework or quizzes on the day they are assigned. Your participation grade depends on these short but important assignments.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, students are expected to spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

University policy F69-24, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

Assignments and Grading Distribution

* All 6 papers are required to pass this course.

IN CLASS ESSAYS: 200 points 20%

Expect to write 2 graded in-class essays worth 10% (100pts) each and 1 diagnostic in-class essay worth 10 points. The topic or prompt for each of these will be given on the day of the essay. No written preparation is necessary. Bring large green exam booklet and dictionary.

WRITTEN PAPERS: 400 points 40%

- 1) Claim & Support-I = 100 points
- 2) Claim & Support-II= 100 points
- 3) Summary & Analysis = 100 points
- 4) Major Revision = 100 points

***Late Papers:** All papers must be handed in during class on the day they are due. **For each class day your paper is late, you will be graded down 10 points (one full grade).** No electronic submissions. The **ONLY** exception to the late policy is if you can verify your absence with written documentation such as a doctor's visit, funeral, court appearance, required participation in team sports.

CLASS PARTICIPATION: 200 points 20%

All quizzes, grammar exercises, homework, and class discussions make up your participation grade. Please come to class prepared to participate. You cannot participate if you are not in class or if you have not prepared for class, so you must have all work done/reading by the beginning of class and **take part in class discussion**. If you don't volunteer, I will randomly call on you.

THE UNIVERSITY ESSAY FINAL EXAM: Sat. May 10 200 points 20%

A common essay final, graded holistically, shall count 20 percent toward the course grade. A single university-wide final will be developed around a college-level reading passage each semester by the English Department Composition Committee.

EXTRA CREDIT: There is **no** extra credit in my class. Please, do not ask.

*Maximum points for all assignments, exams, and participation 1000 pts

You Must Take the Final Exam to Pass English 1B

Grading Policy

Grading: A-F. To take the Writing Skills Test and move on to upper-division coursework, students need a C or better in English 1B.

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.

The “A” essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student’s ability to use language effectively and construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.

The “B” essay will demonstrate competence in the same categories as the “A” essay. The chief difference is that the “B” essay will show some descriptably slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.

The “C” essay will complete all tasks set by the assignment, but show weakness in fundamentals (usually development), with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the “B” essay.

The “D” essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.

The “F” essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed.

All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

Grades By The Number:

94-100 = A	90-93= A-	
87-89= B+	84-86= B	80-83= B-
77-79= C+	73-76= C	70-72= C-
67-69= D+	65-66= D	64< = F

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.

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>.

English 1B, Spring 2014, Course Schedule

****Note:** For reading assignments: Reading is due on date shown: Example: on Feb. 5th, you should come to class **having already read** Chapter 1 in PA

Texts Key: (PA) = *The Purposeful Argument* (L) = Lunsford: *The Everyday Writer*

Week	Date	Topics, Readings, Assignments, Deadlines
1		No Class
2	Jan 27 Jan 29	Introduction to English 1B: Syllabus, Texts, Active Reading SLO 1, 5 Diagnostic + L chapter 13: Summary & Analysis SLO 1, 5
3	Feb 3 Feb 5	Top 20 in L + Handbook Use, Grammar Quiz SLO 1, 5 PA Chapter 1 + L chapter 12: Critical Reading SLO 1, 5
4	Feb 10 Feb 12	PA Chapter 2 + HW: Choose Topics for C&S I SLO 1,3,4,6 In-Class Essay #1 -bring large green exam booklet SLO 1, 2,5,6
5	Feb 17 Feb 19	PA Chapter 7 <i>Explore an Issue</i> SLO 2, 5 DUE: Rough Draft, Claim & Support I Peer Review SLO1- 3,5
6	Feb 24 Feb 26 **	DUE: 2- Draft, C & S I + L 109-116 Revise SLO1-3,5 No Official Class: Read PA 446 <i>Monbiot</i> (vocab + analysis) SLO1-3,5

Week	Date	Topics, Readings, Assignments, Deadlines
7	Mar 3 Mar 5	DUE: C & S I 1200 words min + <i>Monbiot</i> discussion/quiz SLO 1-5 PA Chapters 3 & 4 <i>Develop a Research Plan, Evaluate Resources</i> SLO 1,5
8	Mar 10 Mar 12	PA Chapter 5 <i>Avoid Fallacies / Group Presentations</i> SLO 2, 5 L chapter 18 <i>Integrating Sources & Avoiding Plagiarism</i> SLO 2
9	Mar 17 Mar 19	Library Day: Meet MLK Library: Room _____ SLO 2, 3 DUE: Rough Draft: C&S II Peer Review SLO1- 3,5
10	Mar 24 NS Mar 26 NS	**NO SCHOOL: SPRING BREAK **NO SCHOOL: SPRING BREAK
11	Mar 31 NS Apr 2	**NO SCHOOL: Cesar Chavez Day C & S II 2nd Draft One-on-One Conferences *No Regular Class
12	Apr 7 Apr 9	PA Chapter 9 <i>Build Arguments</i> SLO 2,4, 5 DUE: C & S II 1400 words min SLO 1,3,4,5
13	Apr 14 Apr 16	PA Chapter 12 <i>Structure and Style</i> SLO 5 FILM SLO 2
14	Apr 21 Apr 23	PA Chapter 6 <i>Opposing Arguments</i> SLO 4, 5 DUE: Summary & Analysis of Film SLO1- 3,5
15	Apr 28 Apr 30	In-Class Essay #2 bring large green exam booklet SLO 1,3,4,6 Censorship in America SLO 6
16	May 5 May 7	MLA Lecture: Bring Lunsford QUIZ SLO 5 Prepare for final exam: discuss In-Class 2 SLO 1-5
17	Sat. May 10 May 12	Final Exam 10am Room _____ DUE: Major Revision SLO 1-5

This is a tentative course schedule; changes made at the discretion of the instructor.

Important SJSU dates Spring 2014

Wednesday	January 22	Spring Semester Begins
Wednesday	January 22	Orientation, Advisement, Faculty Meetings
Thursday	January 23	First Day of Instruction – Classes Begin
Tuesday	February 4	Last Day to Drop Without Entry on Permanent Record
Tuesday	February 11	Last Day to Add Courses & Register Late
Wednesday	February 19	Enrollment Census Date
Monday-Friday	March 24-28	Spring Recess
Monday	March 31	Cesar Chavez Day Campus Closed
Tuesday	May 13	Last Day of Instruction – Last Day of Classes
Wednesday	May 14	Study/Conference Day (no classes or exams) (SC)

Paper Format: ALL PAPERS handed in must be typed and follow these guidelines. We will use **MLA format** (see Lunsford Handbook)

- Typewritten, double spaced, black ink
- One inch margins on all sides *Text on front side of paper only
- 12 point font, Times New Roman
- Number your pages
- Print word count at bottom of last page
- *Name, English 1B-(section #), Assignment Title (C & S I, etc) & Date* in the upper left hand corner

HANDWRITTEN PAPERS (OTHER THAN IN-CLASS WORK) WILL BE HANDED BACK WITH NO GRADE

Contact Information: Trade contact numbers and email addresses with at least two students. It will be **your responsibility** to contact one of these students when you must miss a class.

Classmate # 1: _____

Classmate # 2: _____

Turnitin.com: Class ID _____ Password: sailboat

Final Drafts of your Claim & Support Essays must be submitted to Turnitin.com before I will grade them.

Keep track of your grades: to calculate your approximate grade at any time just calculate the average of your graded essays (and estimate your participation grade by the points earned from quizzes, homework, short in-class writings).

In-Class #1 _____ /100

In-Class #2 _____ /100

Claim & Support I _____ /100

Claim & Support II _____ /100

Film Summary & Analysis _____ /100 Major Revision _____ /100

Homework, Quizzes, Short In-class writing, miscellaneous points:

