Instructor: (Inga Silva)
Office Location: (FOB 224)
Telephone: (408) 924-4512
Email: (Inga.Silva@sjsu.edu)
Office Hours: (10:30 to 11:45 & by appointment)
Class Days/Time: (M/W 7:30-8:45, 9:00-10:15, & 12:00-1:15)
Classroom: (SH 414)
Prerequisites: Passage of Written Communication 1A (C or better) or approved equivalent.
GE Category: Written Communication C3

Faculty Web Page and MYSJSU Messaging
Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at http://www.sjsu.edu/people/inga.silva

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.

A-F grading

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 (scroll to bottom for English 1B)


- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and DRC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes
- Peer Mentoring
- Writing Center

**Required Texts/Readings**

**Textbooks**


College Dictionary: *American Heritage* or Merriam Webster
Other equipment / material requirements
Access to computer & printer (all writing must be typed) & jump drive or saving device to backup work. (Always save your work)

Library Liaison for English courses
Toby Matoush, Dr. Martin Luther King Jr. Library
Voice: 408-808-2096
Email: Toby.Matoush@sjsu.edu
Website: http://libguides.sjsu.edu/profile.php?uid=14949

Grading A-F
Grading Criteria can be found on my web page for both in-class and out-of-class essays.
http://www.sjsu.edu/people/inga.silva/courses/English1B
http://www.sjsu.edu/people/inga.silva/

Grade Breakdown

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>5 %</th>
<th>10%</th>
<th>20%</th>
<th>Final Grade Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100</td>
<td>50</td>
<td>100</td>
<td>200</td>
<td>946-1000</td>
</tr>
<tr>
<td>A-</td>
<td>95</td>
<td>47.5</td>
<td>95</td>
<td>190</td>
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<td>B</td>
<td>85</td>
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<td>85</td>
<td>170</td>
<td>850-859</td>
</tr>
<tr>
<td>B-</td>
<td>80</td>
<td>40</td>
<td>80</td>
<td>160</td>
<td>800-849</td>
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<tr>
<td>C+</td>
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<td>150</td>
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<tr>
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<td>70</td>
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<td>700-749</td>
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<tr>
<td>C-</td>
<td>65</td>
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<td>65</td>
<td>130</td>
<td>650-699</td>
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<tr>
<td>D+</td>
<td>60</td>
<td>30</td>
<td>6.</td>
<td>120</td>
<td>600-649</td>
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<tr>
<td>D</td>
<td>55</td>
<td>27.5</td>
<td>55</td>
<td>110</td>
<td>550-599</td>
</tr>
<tr>
<td>F</td>
<td>35</td>
<td>15</td>
<td>30</td>
<td>60</td>
<td>350-549 or didn’t complete all essays</td>
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</table>
Grade Breakdown for Assignments

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<thead>
<tr>
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<th>% of grade</th>
<th>Word Count</th>
<th>Maximum Points</th>
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</thead>
<tbody>
<tr>
<td>Essay #1</td>
<td>0% but required</td>
<td>0 points just required</td>
<td></td>
</tr>
<tr>
<td>Essay #2</td>
<td>5%</td>
<td>1300</td>
<td>50</td>
</tr>
<tr>
<td>Essay #3</td>
<td>5%</td>
<td>700</td>
<td>50</td>
</tr>
<tr>
<td>Essay #4</td>
<td>10%</td>
<td>1500</td>
<td>50</td>
</tr>
<tr>
<td>Essay #5</td>
<td>10%</td>
<td>700</td>
<td>200</td>
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<tr>
<td>Essay #6</td>
<td>10%</td>
<td>2000</td>
<td>100</td>
</tr>
<tr>
<td>Essay #7</td>
<td>10%</td>
<td>700</td>
<td>100</td>
</tr>
<tr>
<td>Essay #8</td>
<td>10%</td>
<td>600</td>
<td>50</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
<td>NA</td>
<td>200</td>
</tr>
<tr>
<td>Research Reports (8)</td>
<td>7%</td>
<td>350-500 each</td>
<td>10 points each</td>
</tr>
<tr>
<td>Quizzes (8)</td>
<td>7%</td>
<td></td>
<td>10 points each</td>
</tr>
<tr>
<td>Peer Editing (3)</td>
<td>3%</td>
<td></td>
<td>10 points each only if you bring a printed draft</td>
</tr>
<tr>
<td>Presentation</td>
<td>3%</td>
<td></td>
<td>30 points</td>
</tr>
<tr>
<td>Total Points</td>
<td>100%</td>
<td>8000 words</td>
<td>1000 points</td>
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Final grade breakdown individual essays

Rough Draft: All essays must be handed with the rough draft. Final draft goes on top, peer editing, and rough draft. You will not get credit without your rough draft.

Peer Editing: It is required for all out-of-class essays. Bring a complete copy of your essay draft. It must be a hard copy. It is mandatory. It is worth 10 points. 25 points will be deducted if you do not bring a hard copy. You do not get credit for editing if you have no draft yourself.

We will be using turnitin.com. Turnitin.com password: Hello (capital H)

All essays will be submitted to turnitin.com and you will also hand in a hard copy to me.

6776578 English 1B, Sections 2
6776587 English 1B, Sections 8
6776591 English 1B, Sections 20

Classroom Protocol: I expect you to come to class prepared: read the assignments before the date they are due; ask questions during class; and hand in work on time. Please raise your hand if you have a question. As a courtesy to me and the rest of the class, turn your cell phones and musical entertainment off. No text messaging during class. It is expected that you arrive on time,
and if an emergency occurs that makes you late, enter the class quietly so as not to disturb the class. We all have different backgrounds and will respect each other in this class.

**Quizzes:** Some quizzes may change and not be announced or given on an exact date depending on the needs of the class. They cannot be made up. They are usually given the first 10 minutes of class. If you’re late, you miss the quiz.

**Research Reports:** These will be explained in class.

**Rewrites:** With the exception of the research essay, you are allowed to rewrite 1 essay during the semester for a higher grade, but it must be submitted on the last day of class. See me during office hours if you want help with a re-write.

**Late Work & Requirements:** You must complete all work required. You cannot pass this class without completion of every essay assigned and you will get an F for the grade regardless of other grades during the semester. A late essay will be accepted; however, you will only get partial credit for it. The only exception is with a doctor’s note or a note from a coach.

**Help:** If you need help, I am available during office hours and by appointment. I am only in my office on Monday and Wednesday.

**Favorite Quotation**

*If one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, he will meet success in common hours.*

---Henry David Thoreau

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**English 1B, Spring 2013, Course Schedule**

**Table 1 Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Readings &amp; Assignments</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Note: <em>BR=Blair Reader &amp; EW=Everyday Writer</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>The pages for EW may change for an electronic version, if so use the title for the section to find the area you need to read.</em></td>
</tr>
<tr>
<td>1</td>
<td>August 21st</td>
<td>Introduction to English 1B &amp; Diagnostic Exam: Essay #1 (SLO1)</td>
</tr>
<tr>
<td></td>
<td>Wednesday</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>August 26th</td>
<td>Introduction to each other.</td>
</tr>
<tr>
<td></td>
<td>Monday</td>
<td>Read: <em>BR</em> ”Introduction to Becoming a Critical Reader,” pp. 1-11 (SLO2) &amp; “Integrating Sources and Avoiding Plagiarism,” pp. 224-8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read, print-out, and bring to class the short story “Clean, Well-Lighted Place,” by Ernest Hemingway (SLO 2)</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Readings &amp; Assignments</td>
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</table>
| 2    | August 28<sup>th</sup> Wednesday | Read: *EW*: “Critical Reading,” pp. 129-139 (SL01)  
& *EW*: “Analyzing Arguments,” pp. 143-161  
Introduction to Research Reports (SLO 2 & 4)  
Read, print out, and bring copy of the following to class:  
“Bradley Manning: Not the Enemy,” by James Ball (July 21, 201)  
Find an article on Julian Assange (No Wikipedia articles)  
Also get a copy of the First Amendment  
Essay#2 Assigned |
| 3    | September 2<sup>nd</sup> Monday | Labor Day: No Class |
| 3    | September 4<sup>th</sup> Wednesday | Read: *EW* “Constructing Arguments,” pp. 161-78 (SLO 5)  
Please read & bring to class 3 articles about Manning that will support your potential viewpoint regarding Manning & Free Speech.  
**Research Report #1 Due (SLO 4)**  
Quiz#1 on Manning & Assange |
| 4    | September 9<sup>th</sup> Monday | Peer Editing Essay#2 (SLO 1)  
Read: *EW* “The Top Twenty: A Quick Guide to Troubleshooting Your Writing,” pp. 3-12 (SLO 1); “MLA Style for In-Text Citations,” pp. 463-9; and “Thesis statement” pp. 67-9  
Documenting Evidence  
Read: *BR* “Family & Memory,” pp. 12-4 |
| 4    | September 11<sup>th</sup> Wednesday | Writing Contest  
*EW* “Developing Paragraphs,” pp. 78-93 (SLO 1)  
Read: *BR* “Why Chinese Mothers Are Superior,” by Amy Chua, pp.52-7  
**Essay #2 Due (SLO 2, 4, 5, & 6)** |
*EW* “At a Glance,” p. 162 (SLO 4) & Quiz  
Quiz |
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<th>Week</th>
<th>Date</th>
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</table>
| 5    | September 18<sup>th</sup> Wednesday | Read: *BR* “Gender and Identity,” pp. 244-5 (SLO 4)  
“What is the Triple Bind,” by Stephen Hinshaw, pp. 274  
*EW* “Language that Builds Common Ground,” pp. 250-6 (SLO 4)  
**Research Report #2 Due** (SLO 4) & Quiz |
| 6    | September 23<sup>rd</sup> Monday     | Read: *BR* “Men Are from Earth, and So Are Women: It’s Faulty Research that Sets Them Apart,” by Rosalind C Barnet and Caryl Rivers, pp. (SLO 4)  
*EW* “Academic Work in Any Discipline,” pp. 623-30 (SLO 5)  
Prep for in-class essay. Reminder: Large Blue Book and Dictionary for next class.  
**Research Report #3 Due** (SLO 4)  
Quiz |
| 6    | September 25<sup>th</sup> Wednesday  | In-Class Essay (#3)                                                                     |
| 7    | September 30<sup>th</sup> Monday     | Read: *BR* “Why I Want a Wife,” by Judy Brady, pp. 263-4  
“Company Man,” by Ellen Goodman (SLO 4)  
[http://m.se.hccs.edu/Users/gloria.english/MyDocuments/The_Company_Man_Essay.pdf](http://m.se.hccs.edu/Users/gloria.english/MyDocuments/The_Company_Man_Essay.pdf)  
Research Essay (#5) Assigned (SLO 1-5)  
Read: *BR*: “Issues in Education,” pp. 66-8 (SLO 4)  
“The Sanctuary of School,” by Lynda Barry, pp. 69-71  
**Research Report #4 Due** & Quiz |
| 7    | October 2<sup>nd</sup> Wednesday     | Library Class (SLO 2)                                                                   |
| 8    | October 7<sup>th</sup> Monday        | Read: *BR* “School is Bad for Children,” by John Holt, pp. 72-77 (SLO 4)  
“The Good Immigrant Student,” by Bich Minh Nguyen, pp. 87-94  
Peruse: “Evaluating Sources and Taking Notes,” pp.206-224 (SLO 2)  
**Research Report #5 Due** |
<table>
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<th>Week</th>
<th>Date</th>
<th>Readings &amp; Assignments</th>
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</table>
| 8    | October 9<sup>th</sup> Wednesday | Read: *BR* “How to Get a Real Education,” by Scott Adams, pp. 98-102 and “Online Higher Education’s Individualist Fallacy,” by Johan N. Neem, pp. 102-5 (SLO 4)  
Quiz on research & readings  
**Research Report 3 Due** |
| 9    | October 14<sup>th</sup> Monday | **In-Class Essay (#4) (SLO 5)** |
| 9    | October 16<sup>th</sup> Wednesday | Read: *BR* “The Politics of Language,” pp. 12 (SLO 4)  
“I h8 txt msgs: How Texting is Wrecking Our Language,” by John Humphrys, pp. 174-77  
“2b and not 2b?” by David Crystal, pp. 178-85  
List of sources due & bring one to class to share with others. |
| 10   | October 21<sup>st</sup> Monday | Read: *BR* “Thumbbspeak: Is Texting Here to Stay?” by Louis Menand pp. 185-9  
“Media and Society,” pp. 194-6 (SLO 4)  
Handout: Types of Sentences & “Sentence Variety,” pp. 311-2 (SLO 1)  
Next class draft needed |
| 10   | October 23<sup>rd</sup> Wednesday | **Peer Editing Essay #5 (SLO 2)**  
Read: *BR* “The Fakebook Generation,” by Alice Mathias, pp. 229-31  
“Why Twitter Will Endure,” by David Carr, pp. 231-5 (SLO 4) |
| 11   | October 28<sup>th</sup> Monday | **Essay #5 Due** (SLO 1-5)  
Writing Contest  
Read: *BR*: “Connectivity and Its Discontents,” pp. 235-9; (SLO 4)  
*EW*: “Coordination, Subordination, & Emphasis,” pp. 287-94;  
“Consistency & Completeness,” pp. 295-8; & Parallelism, pp. 299-302 (SLO1)  
Discussion & Project |
| 11   | October 30<sup>th</sup> Wednesday | Read: *BR* “Culture & Identity,” pp. 298 (SLO 4)  
“The Struggle to Be All American Girl,” by Clara E. Elizabeth Wong, pp. 302-4  
“What it Means to Be Latino,” by Clara E. Rodriguez, pp. 304-7  
*EW* “Shifts,” pp. 303-7 (SLO 1)  
**Research Report #6 Due & Quiz** |
<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Readings &amp; Assignments</th>
</tr>
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</table>
| 12   | November 4<sup>th</sup> Monday | Read *BR:* “Muslim in America,” pp. 313-6  
“The Gayest One,” by Brett Krutzsch, pp.317-9 and read ½ of  
“Outlaw: My life in America as an Undocumented Immigrant,” by Jose Vargas pp. 377-86 (SLO 4) |
| 12   | November 6<sup>th</sup> Wednesday | Read: *BR* The America Dream,” pp. 366-7 (SLO 4)  
Read the rest of “Outlaw: My life in America as an Undocumented Immigrant,” by Jose Vargas pp. 377-86  
“Jose Antonio Vargas’s Lies Deserve No Sympathy,” by Esther Cepeda, pp. 389-91  
**Research Report #7 Due** |
| 13   | November 11<sup>th</sup> Monday | **Essay Assigned #6 (SLO 1-5)**  
Read: *BR* “Interning or Indentured?” by Elizabeth Cronin, pp. 436-9  
“Unpaid Interns, Complicit Colleges” by Ross Perlin, pp. 439-42 (SLO 4)  
*EW* “Quotation Marks,” pp. 422-8 (SLO 1) |
| 13   | November 13<sup>th</sup> Wednesday | Read: *BR* “Unpaid Interns: Rewarded or Exploited?” pp.442-4- (SLO 4)  
*EW* “Apostrophes,” pp. 419-21 & “Other Punctuation,” 428-36 (SLO 1)  
Peer Editing & Assignment of Group Presentations |
| 14   | November 18<sup>th</sup> Monday | Read: *BR* “Facing the Future,” pp. 506  
**Essay #6 Due & Essay #8 Assigned**  
*EW* Skim: “Capital Letters, Abbreviations and Numbers, Italics, & Hyphens,” pp. 437-52 (SLO 1) |
| 14   | November 20<sup>th</sup> Wednesday | Read: *BR* “Shooting an Elephant,” by George Orwell, pp. 457-63  
“Modifier Placement, Comma Splices and Fused Sentences, and Sentence Fragments,” pp. 380-94 (SLO 1)  
Prep for Group Presentations & Quiz |
<p>| 15   | November 25&lt;sup&gt;th&lt;/sup&gt; Monday | Presentations SLO 4&amp;5 |
| 15   | November 27&lt;sup&gt;th&lt;/sup&gt; Wednesday | <strong>In-Class Essay # 7 (SLO 1, 4, &amp;5)</strong> |
| 15   | November 28&lt;sup&gt;th&lt;/sup&gt; Thursday | Thanksgiving Holiday |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Readings &amp; Assignments</th>
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</thead>
</table>
| 16   | December 2nd, Monday | Prep for Final (SLO 1, 4, &5)  
Review for Quiz  
Read: BR “The Road Not Taken,” by Robert Frost, p.451 (SLO 1, 4, & 5) |
| 16   | December 4th, Wednesday | “Lines Written a Few Miles Above Tintern Abbey,” William Wordsworth (SLO 1, 4, & 5)  
http://www.rc.umd.edu/rchs/reader/tabbey.html  
Prep for Final  
Quiz  
Peer Editing |
| 16   | December 7th, Saturday | Final Exam 10a-1200pm: Location TBA  
Need Yellow Exam Book and Dictionary |
| 17   | December 9th, Monday | “Lines Written a Few Miles Above Tintern Abbey,” William Wordsworth  
http://www.rc.umd.edu/rchs/reader/tabbey.html  
Last Class & Day of Office Hours  
**Essay # 8 Due**—Out of class (SLO 4)  
Final Quiz Returned |