

REVISED
English 1B – Composition Two
Spring 2009, San José State University
Section 67: T/Th 3-4:15p, Spartan Complex Central 211 & Clark 111

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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 or approved equivalent course and passage of the English Proficiency Test (EPT), unless exempt.

Revision: Because we are living in a digital age, with most of you being described as "digital natives," I have revised the assignments, readings and policies to reflect our world of emerging technology. This course allows you to explore our new, multimedia lives as well as develop ways to think critically about our digital selves.

REQUIRED BOOKS & MATERIALS

Mauk, John and John Metz. *Inventing Arguments*. 2nd ed. Boston: Thomson Wadsworth, 2009.

Schlosser, Eric. *Fast Food Nation*. Harper Perennial, 2001. (*Still deciding on this nonfiction text*)

Hacker, Diana. *A Writers Reference*. 6th ed.

Dictionary (*Webster's* or equivalent college-level)

Exam Booklets (for in-class exams & final exam)

Email, Blog, Wiki & Turnitin accounts (*revised*)

COURSE 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, tailored to a particular audience and purpose (argumentative essays will state their thesis clearly and show an awareness, implied or stated, of some opposing point of view).
- The ability to perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing).
- The ability to explain, analyze, develop, and criticize ideas effectively.
- Effective use within their own essays of supporting material drawn from reading or other sources.
- Effective organization within the paragraph and the essay.
- Accuracy, variety, and clarity of sentences.
- Appropriate diction.

- Control of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

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

Learning Objective 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.

Learning Objective 3: Students shall write complete essays that demonstrate the ability to synthesize ideas encountered in multiple readings.

Content Objectives:

The following Content Objectives are specific to Area C3

This course should emphasize those skills and activities in writing and thinking that produce 1) the persuasive argument, and 2) the critical essay, each of which demands analysis, interpretation, and evaluation.

- Writing assignments shall give students repeated practice in pre-writing, organizing, writing, revising, and editing.
- The number of writing assignments and their careful sequencing are as important as the total number of words written. Six to eight essays totaling a minimum of 8000 words are required. This minimum requirement excludes the final exam, journal writing, quizzes, and other informal or brief assignments.
- Although the majority of papers will be written outside of class, at least three essays shall be written in class.
- Students shall receive frequent evaluations from the instructor. Evaluative comments must be substantive, addressing the quality and form of writing.
- Reading for the course shall include useful models of writing for academic and general audiences; readings shall be used consistently with the course goal of enhancing ability in written communication and reading. A substantial portion of the reading should be devoted to analytical, critical, and argumentative essays. Instructors should help students develop and refine strategies for reading challenging material.
- The course shall include an introduction to the library and to basic research strategies, including locating materials, evaluating them, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly. Instructors shall assign a traditional research paper or a series of short essays in which library research informs the student's position or thesis.

GRADE DISTRIBUTION

10%	Class Discussion & Participation
10%	Wiki & Blog (<i>revised</i>)
60%	Final Portfolio (<i>revised</i>)
20%	Final Exam

Class Discussion & Participation

English 1A is a reading-intensive course. *However, since we are also media intensive in this course, you will also be asked to watch videos, find websites, take digital pictures, read online materials, etc. Let's name all of these types of visual media as "readings."* (*revised*) You will have "readings" to complete for almost every class period, and each "reading" will be accompanied by some form of *blogging* (*revised*). In addition, all or most of the assigned essays will be based on the "reading." It is therefore imperative that you complete the "readings" and *blog posts* prior to each class and come with your book, *website or video* prepared to discuss them in class. In addition, a *blog post typed writing assignment* will be due at almost every class meeting, so prepare your schedules accordingly. Between the essays, revised drafts *posted to the wiki* and *blogging writing exercises*, you will write more than the 8000 words of formal writing required for this course. ~~The readings will come from *Inventing Arguments* and other readings that are supplied as handouts. Our work begins~~

~~immediately. Please have the textbooks by our next class meeting.~~ Bring Inventing Arguments with you to every class meeting unless you are told otherwise.

A student's participation is assessed by his/her contribution throughout the semester. Use the following as guidelines for this portion of your final grade:

- To earn a "C," do the minimum: read and prepare assigned readings so you are never at a loss if you are asked a question, but speak only when called upon, do "ordinary," plain-vanilla presentations and responses. This is the "bottom line" for getting a "C" in this part of the course.
- To earn a "B," prepare assigned readings thoroughly, initiate discussions about them by asking good questions or suggesting ways to interpret readings, do presentations that reveal that you have done good additional work that you can make both interesting and meaningful to our discussions, and participate actively in those discussions.
- For an "A," take it up another level entirely: prepare readings thoroughly, find and talk about connections among them and among other aspects of culture (then and now), take a real leadership role in class discussions, including working actively to get others involved in the talk, make your presentations and responses "sparkle" by bringing to them something really special in terms of your own contributions, interests, skills, and abilities to think in broad even interdisciplinary terms. Most of all, remember that an "A" indicates the very best grade a person can get; that should tell you what sort of work you need to do to earn the grade of "A."

If you miss class, contact a classmate for notes, reading assignments and handouts – or check our Course Website. (Please do not email me to ask "Did I miss anything important?")

Blog Posts (*revised; was Writing Exercises & Journal*)

All blog posts ~~journal writing~~ are informal and receive a single point for posting on time. Any post that is not posted by the deadline will not receive the point. I will comment on those that I find interesting. On some days, I will ask that you comment on each others' blog posts. You may add other blog posts that are not necessarily required in class. But, please be sure to title your blog posts with the title of the assignment so that it can be found easily.

Since blogging is a multimedia endeavor, feel free to embed links, videos, cartoons, images or anything else you feel contributes to your ideas in that post. (If you don't know how to do this, ask a classmate or me!)

Final Portfolio (*revised; was Essays*)

Because writing is all about editing and revision, the essays that you write will not receive a grade until they are submitted with as a Portfolio at the conclusion of the semester. You will submit two drafts of each essay, posted to our course wiki. Your workshop partners will then be responsible for commenting on the wiki; I will also post comments and edits. But, your primary feedback will come from your classmates. You will receive points for posting your drafts and your peer review comments on time. At the conclusion of the semester, submit all of your written essays to Turnitin.com. Further instructions on the Final Portfolio will be provided towards the end of the semester.

To help you practice for the department-wide final exam, we will have 2 in-class essays: one is the diagnostic at the outset of the semester and the other will focus on our non-fiction book (title to be determined by us!).

Final Exam

A common essay final exam, graded holistically, will count 20% toward the course grade. The final will be held on *Saturday*, May 9, 10am-12:15pm. The test will consist of an in-class essay on a specific topic. Please be on time and bring two yellowbooks, pens, and a (non-electronic) dictionary.

GRADING POLICY

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. Courses graded according to the A,B,C,NoCredit system shall follow the same pattern, except that NC, for NoCredit, shall replace D or F. In A,B,C,NoCredit courses NC shall also substitute for W (for Withdrawl) because neither NC nor W affects students’ grade point averages.

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

For your final grades, 100-90 is an A, 89-80 is a B, 79-70 is a C, 69-60 is a D, and below 60 is an F. Pluses and minuses are the middle of each range. In calculating the final grade, a set number will represent each letter grade; for example, B+ is 87.5, B is 85, and B- is 82.5.

Note: This is an A, B, C, No Credit course, but individual essays will be graded on an A to F scale. **There are no C- grades in English 1B. You must earn at least a C in order to pass.** Any student with a final grade below a C will receive an NC and must repeat the course.

COURSE POLICIES

Late Policy (*revised*)

Since this is a workshop course, you need to be prepared at every class meeting with the readings and your written exercise. If you cannot meet a deadline, **you must contact me prior to our class meeting** to discuss the situation. If you miss a blog post or wiki peer review comment, you will not receive any points. If you miss a draft post, you will receive a letter grade off of that essay when it is submitted with the Final Portfolio.

SJSU Academic Integrity Policy

Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University’s Academic Integrity Policy require you to be honest in all your academic course work. Faculty are required to report all infractions to the office of Judicial Affairs. The policy on academic integrity can be found at <http://www.sjsu.edu/senate/S04-12.htm>. The SJSU rules against plagiarism are set forth in the SJSU Catalog, which defines plagiarism as the act of representing the work of another as one’s own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to: (1) the act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another’s work, without giving appropriate credit, and representing the product as one’s own work. It is the role and obligation of each student to know the rules that preserve academic integrity and abide by them at all times. This includes learning and following the particular rules associated with specific classes, exams, and/or course assignments. Ignorance of these rules is not a defense to the charge of violating the Academic Integrity Policy.

Avoiding Plagiarism

Plagiarism is the unacknowledged use of somebody else’s words or ideas and is considered an instance of academic dishonesty that instructors must report. You commit plagiarism by

- buying, stealing, or borrowing a paper;
- hiring someone to write a paper;
- building on someone’s ideas without providing a citation;
- or copying from another source or using a source too closely when paraphrasing.

In other words, submit only your own work. To learn how to cite sources accurately and forthrightly, consult your handbook. If you have any questions about when or how to document a source, do not hesitate to ask me for clarification. Turning in plagiarized work may result in immediate failure in the course and could result in dismissal from San José State University. See King Library’s definition, the University policy and a plagiarism tutorial: www.sjlibrary.org/services/literacy/info_comp/plagiarism.htm

Plagiarism checks will be performed by asking students to submit the Final Portfolio essays to Turnitin.com, a service which scans documents for all references to Web sources and other essays. **To sign up for Turnitin use the Class ID 2584318 and Password writing.** The instructor reserves the right to revise the requirements and to notify students of such revision in a timely manner.

Classroom Environment

Respect your fellow students and I: Arrive on time (excessive tardiness will effect your participation grade) and do not partake in disruptive behavior. If you are late, wait for an appropriate moment to enter so you do not disturb the class. Turn off cell phones or put them on silent mode during the class period.

Email Protocols

Email is the best possible way to contact me (9am-5pm) and has the added bonus of recording our conversations. When emailing me, please consider it a formal communication: include the appropriate salutation, your name or your question/comment. Know that long conversations over email are not fruitful merely because of the limitations of technology. If you have an extended question or dilemma, please visit me during office hours. I will amass a class email list and will occasionally send out information regarding our meetings or the readings. *Please provide an email address that you check daily.*

GENERAL INFORMATION (revised)

Course Blog – <http://engl1bharris.blogspot.com/>

This is where you will see my comments, assignments and a link to our online schedule as well as everyone else's blogs. You may also access the course wiki from this blog.

Course Wiki – <http://engl1bharris.pbwiki.com/>

This is where you will post your essays drafts for peer review. In your profile for the wiki, please be sure to also provide a link to your blog.

Incubator Classroom (Clark 111)

We have the privilege of using the Incubator Classroom throughout the semester. Be sure to check the schedule for the days that we are meeting in there (usually on Thursdays). When you enter the classroom, please re-arrange the furniture into whatever way you feel necessary. You may also bring drinks and food in here, but please refrain from bringing something that will permeate our senses! When you take out the laptops, please note the shelf location and return it to that shelf. Grab a power cord and plug into the floor plugs (underneath the grates). If you have problems gaining access to the Internet, let me know immediately so we can get you started. Use the laptops and Internet for classroom business only – please no emailing. Please note, though, that I encourage you to surf the Web while we're chatting so that you can share information, videos, interesting sites with everyone.

SJSU Writing Center

Visit me during office hours for help with your writing. For even further help, go to the Writing Center located in Clark Hall, Suite 126. Hours: Monday-Thursday 9-7 and Friday 9-1. Call for appointments at 924-2308 or go online at www.sjsu.edu/writingcenter. Work with tutors in a one-on-one environment. Make appointments online at the above website.

Library Liaison

For library research questions, contact Toby Matoush, the English Department's Library Liaison: (408) 808-2096 or tmatoush@sjsu.edu. King Library has created an extensive and very useful list of the library's resources specifically for English majors: <http://www.sjlibrary.org/research/web/literature.htm>.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The Peer Mentor Center website is located at <http://www.sjsu.edu/muse/peermentor/> .

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.

Campus Policy on Compliance with Americans with Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need 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 register with DRC to establish a record of their disability. The DRC website is <http://www.drc.sjsu.edu>.