# San José State University Department of English and Comparative Literature English 1B, Composition 2 (GE C3), Sections 86 & 87 & 90 Spring 2012

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| Office Hours: | MW 3-4 pm, TTh 1-2 pm & by appointment |
| Classes  Days/Times/Classroom: | Sec 86 TTh 7:30-8:45 Sweeney Hall 229  Sec 87 TTh 9-10:15 BBC 124  Sec 90 MW 1:30-2:45 BBC 121 |
| Prerequisites: | Passage of Written Communication 1A (C or better) or approved equivalent. |
| GE Category: | Written Communication A2 |

## Faculty Web Page and MYSJSU Messaging

Course materials are posted on my faculty Web page, accessible through the Quick Links>Faculty Web Page links on the SJSU home page and <http://www.sjsu.edu/people/julie.sparks/> I will also send emails through MySJSU, which you are responsible for checking regularly.

## 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 (C or better) or approved equivalent.

## Required Texts

*They Say/ I Say* by Gerald Graff, Cathy Birkenstein, and Russel Durst (any edition)

*The Little Seagull Handbook* Richard Bullock & Francine Weinberg Norton Spiral bound ed (Jan13, 2011)  **ISBN-13:** 978-0393911510

***Assignments and Grading Policy***

Diagnostic in-class essay (1000 words) 0 % 0 (SLO 1,4)

In-class essays (2) (2200 words) 20 % 200 points (SLO 1,4)

Rhetorical Analysis Essay (1400 words) 15 % 150 points (SLO 1-5)

Research Project (1200 words) 10 % 200 points (SLO 1-6)

Annotated Bibliography (1200 words) 10 % 100 points (SLO 1-4)

Book Club Reflection (1000 words) 10 % 100 points (SLO 1-4)

Final Exam (see below) 20 % 200 points (SLO 1,3,4)

Small assignments 15 % 150 points (SLOs vary)

## 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.

## Academic policies

You are responsible for reading the SJSU academic polices available online:  
<http://www.sjsu.edu/english/comp/policyforsyllabi.html>

### Academic integrity

### Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University’s Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. 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, or submitting your own work that you wrote for another class) 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.

## Course Content

**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 which 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. At least one of your essays will require research. This 8000-word minimum does not include the final exam, quizzes, journals, or any brief or informal assignments but may 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. Your instructor has listed in this syllabus how you will meet the 8000 word minimum. **You must write all formal essays to pass the course.**

**Reading:** The reading in English 1B includes 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 are devoted to analytical, critical, and argumentative essays. Your instructor will help you develop and refine strategies for reading challenging, college-level material.

**Research:** English 1B includes an introduction to the library and basic research strategies. You will learn to locate materials and use them effectively (i.e. paraphrasing, quoting, summarizing) as well as how to properly cite them. You will be required to write a traditional research paper or a series of short essays in which you use library research to inform your position or thesis. As part of this requirement, a University Librarian will lead one class session of your English 1B course.

**Diversity**: The assignments (reading and writing) in English 1B will address issues of race, class, and gender and will include the perspectives of women and diverse cultural groups in an inclusive and comprehensive manner whenever possible.

**Course Materials**: The English department suggests that a dictionary, a rhetoric (or rhetoric/reader), and a handbook are appropriate materials for this course.

**The University Essay Final Exam:** Twenty percent of your course grade comes from an essay final exam, graded holistically. This department-wide final consists of reading and responding to two or more college-level passages chosen by the English Department Composition Committee. **It is held on a Saturday. You must take the final exam in order to pass the course.**

**Grading:** A-F. You need at least a D to pass.

## Classroom Protocol

**Attendance and Participation**: It is very important that students come to this class regularly and come prepared to participate. There will be frequent in-class writing assignments which **cannot be made up** by students who miss class. Poor attendance and weak participation will significantly reduce your learning experience and your grade.

Participating in the mandatory **peer review workshops** is particularly crucial. If you skip these, you will miss out on valuable advice, as well as points. **Furthermore, if you miss the in-class peer review, it is your responsibility to get one on your own or your project will be docked 20%.**

**Adult Behavior:** Perhaps this should go without saying, but I will expect students to treat each other and their professor with courtesy and respect. This includes the little things, like turning your cell phones off in class; refraining from eating, toying with electronic devices, and chatting with buddies in class; getting to class on time, and dressing appropriately (e.g. not as if you are headed for a nightclub or a tanning session). Comportment also involves the more serious matter of avoiding rude or hostile remarks. Students who show weaknesses in this regard might be asked to leave the classroom.

**Late Work:** I recognize that there are perfectly legitimate reasons for good people to miss deadlines on occasion. However, I believe deadlines are important, and that they apply to everyone.

Late Essays**:** **I will penalize all late essays by 10% each day they are late (including weekends), and I will not accept a paper after one week from the due date.** If you do miss a deadline, you will harm your case further if you also fail to contact me about it. This, in addition to poor attendance, is the primary reason for student failure.

Late homework(small assignments) **simply won’t be accepted, nor will I accept homework sent by email. Note:** There is a ten-minute grace period, but that’s it. **If you arrive later than that, your homework will not be accepted.**

**Extra Credit:** To soften the no-late-homework policy and to encourage you to seek enriching extra learning experiences, I will periodically urge you to attend campus lectures or performances and write about those for extra points. There are other extra credit assignments described on the Web site. There is a 30-point maximum per semester, per student, for extra credit. Extra Credit is graded after everything else.