

San Jose State University  
English 1B

**Section 38:** MW 1:30-2:45, Clark Hall 125

**Section 59:** MW 4:30– 5:45, Clark Hall 125

**Instructor:** Victoria Sansome

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**Office Hours:** Monday and Wednesday 3:00-4:00 and by appointment

**Office Location:** Clark Hall 408L

**Phone Number:** (408) 924-7090 (messages only, I cannot call you back)

**Required Texts:**

*Signs of Life in the U.S.* 6<sup>th</sup> edition, Sonia Massik and Jack Solomon

*Bedford Handbook* 8<sup>th</sup> edition, Diana Hacker and Nancy Sommers.

*Bedford Handbook* comes with a very helpful **free** Web site at [dianahacker.com/bedhandbook](http://dianahacker.com/bedhandbook).

Here you will find model documents, tutorials on avoiding plagiarism, advice on document design, thousands of style and grammar exercises, research tools, and much more—all free.

A good 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

Five “yellowbooks”

Turnitin.com account (this will be discussed in class)

## **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.

## **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. LO1
- ☞ 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). LO2
- ☞ The ability to perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing). LO3
- ☞ The ability to explain, analyze, develop, and criticize ideas effectively. LO4
- ☞ Effective use within their own essays of supporting material drawn from reading or other sources. LO5
- ☞ Effective organization within the paragraph and the essay. LO6
- ☞ Accuracy, variety, and clarity of sentences. LO7
- ☞ Appropriate and effective sentence structure diction. LO8
- ☞ Control of conventional mechanics (e.g., punctuation, spelling, reference, agreement). LO9

## **COURSE CONTENT:**

### **Writing:**

Assignments will 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 will give students repeated practice in prewriting, organizing, writing, revising, and editing. Six to eight essays, appropriately sequenced throughout the semester and totaling a minimum of 7200 words, are required; at least one of these essays shall be informed by research. This minimum requirement excludes the final examination, quizzes, and any brief or informal assignments. At least three (but no more than four) essays will be written in class.

There will be four in-class, three out-of-class essays, and a department final exam. One of the out-of-class essays is the research essay, which is a longer research project. The out-of-class essays must be typed, double-spaced and written in MLA Format. In this class, all students will submit work using Times New Roman 12 point font. There are no exceptions to this. Do not write a cover page or place in plastic folders. Please bring one copy of your rough draft to class for peer editing, and one copy of the first page for me. A folder will be a good place to store any and all writing for this class. Remember, in order to receive credit for the class, you must submit an edited draft with your final draft for all your out-of-class essays on the date the essay is due, complete all 8 essays, and meet the 7,200 word requirement.

All work must be handed in on the assigned due date at the beginning of class. Late essays will be accepted only with a doctor's note. See me before there is a problem. This is not an on-line class, so **I do not accept work emailed to me or work brought in by a friend.** Papers will not be accepted from friends or classmates; you must hand in your own work; otherwise, it will be considered late. If there is a problem, see me during office hours or make an appointment.

### **Research:**

English 1B shall include an introduction to the library and to basic research strategies, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly. A traditional research paper or a series of short essays in which library research informs the student's position or thesis is required. As part of this requirement, at least one class session of English 1B shall be led by a university librarian; in addition, a library learning module must be completed. Every out-of-class essay will involve some type of research.

**Note: Wikipedia is not an acceptable college source.**

### **Word Count Requirements, Turnitin.com and Essays:**

At the end of every essay, there needs to be a word count. The guidelines for word count will be written for every assignment. Microsoft word does this automatically under "tools."

Turnitin.com also does it. This only needs to be written for the out-of-class essays. I will explain the word count for in-class essay. Any essay that does not meet the word requirement will be an automatic F. Also, all essays have to be about the topics assigned, handed in on time, and submitted in hard copy form. A copy of all out of class essays must also be submitted to [turnitin.com](http://turnitin.com). Please submit your essay to the appropriate section. Password: english

### **Reading:**

English 1B is a reading and writing intensive course and I hope you will find the readings thought-provoking and a springboard for your writing. The assigned reading must be completed by the beginning of each class period – our class discussions, quizzes, and essay prompts will relate to the reading selections. Readings will always require a response, either written or verbal, in or out of class. The readings are selected to stimulate discussion. Not only does this make for a more interesting class, but the more you read, the more tools you have to write effectively.

### **Workshops:**

Workshops are one of the best ways to learn the art of writing. Your peers are a vital part of the process. (Another reason to be at every class.) Bring two copies of your essay to the workshop. It must be the minimum number of pages at the peer edit. Turn in your draft with the final copy of the essay. ***If you miss a workshop, your essay will be graded down one full letter grade.***

### **Homework:**

Homework assignments may be responses to readings or practice exercises. They may also be grammar assignments. Out-of-class work must be typed, double-spaced, Times New Roman 12-point font ONLY.

### **Assignments:**

1. The reading assignments are to be done **by the day** they are listed in the syllabus. **Participation in the discussions is required.** You cannot participate if you have not read the assignment.
2. Homework assignments and formal essays are due at the beginning of the hour. Anything turned in more than five minutes after the start of class is considered late.
3. In-class essays cannot be made up unless a valid and compelling reason is discussed with me **at least two weeks before the exam.** Please note that it is very difficult to schedule make up exams; therefore, they will only be granted in the most dire circumstances.
4. Homework assignments must be typed, 12-point font, Times New Roman only, and will be discussed in class.
5. Quizzes are random and unannounced and cannot be made up.
6. Read-around groups: attendance and punctuality for these are essential. Being absent from, late to, or unprepared for a read-around group will result in a 10% grade reduction on your formal essay.

### **Quizzes and Exercises:**

Grammar exercises from the texts are an integral part of this class. These will be announced after the grammar diagnostic.

### **Final Exam:**

The departmental final exam for all English 1A students will be held on **Saturday, May 15 at 10:00 A.M.** ***This exam is mandatory and cannot be rescheduled*** – make arrangements now!

### **Classroom Policies:**

1. Tardiness: we only meet twice a week. It is disrespectful to me as well as your fellow students to interrupt the flow of class by coming in late. Be on time!
2. **Cell phones, iPods, PDAs, etc, should be turned off** and kept out of my sight. I don't take phone calls during class, and neither should you. Failing to adhere to this policy will result in your being asked to leave the class for the day. I really mean this. I am generally an easy-going person, but texting during class really irks me – unplug for 75 minutes. It will be fine.

### **Grading:**

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.

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.

The grading rubrics for out of class essays and in-class essays are at the end of this document. It is important to understand the criteria.

### **Essays and Grading:**

Type of Work	Grade %	Word Count
Diagnostic	0%	500 words
Out-of-Class #1	15%	1,250 words
In-Class #1	5%	600 words
Out-of-Class #2	15%	1,750 words
In-Class #2	5%	600 words
Out-of- Class Research	20%	3,000 words
Final Exam	20%	
Presentations: Two	10%	
HW & Participation	10%	
Total	100%	7,200 words

### **Tutoring:**

Students whose writing displays serious deficiencies in their control of standard English syntax, grammar, or punctuation will be advised to seek help from the University Writing Center. SJSU Writing Center.

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](#) is located at <http://www.sjsu.edu/writingcenter/about/staff/>. The phone number is 924-2308.

**Learning Assistance Resource Center:**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The [LARC website](http://www.sjsu.edu/larc/) is located at <http://www.sjsu.edu/larc/>.

**University Policies****Disabled Students:**

The 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>.

**Plagiarism:**

Plagiarism is using someone else's work as your own without giving proper credit to the author. An act of plagiarism may mean failure of this course and could lead to dismissal from the university. All papers must be original and be written for this class. No recycled papers. If you have questions, refer to *The Bedford Handbook*. San Jose State University has a clear policy regarding plagiarism. Your work must be your own. The university has employed a system called turnitin.com to avoid plagiarism.

**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://www2.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.

**Dropping and Adding:**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Students should be aware of the current deadlines and penalties for adding and dropping classes. [Information on add/drop deadlines is available at http://www.sjsu.edu/registrar/calendar/](http://www.sjsu.edu/registrar/calendar/). [Information about late drops is available at: http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/) .

**Section 38 & 59 MW: Tentative Schedule revised 2/1/2010**

This calendar is subject to change according to students’ needs, campus conditions or events, or any other unpredictable events. Keep this schedule with you and refer to it often. Ignorance or confusion about a due date will not constitute a valid reason for missing an assignment due date. You must purchase your own textbooks for the course by the end of week one. The reading and homework (*HW*) must be completed before the next class.

SOL: *Signs of Life in the USA*  
 Bedford: *The Bedford Handbook*

January 27	Course introduction and greensheet review
February 1	<b>Diagnostic essay.</b> Bring a clean, unmarked blue or yellowbook, and a college-level, English-only dictionary <i>HW:</i> Read SOL, Shames and Gladwell pp 75-100 Complete the assignment on p. 84. Write up should be at least 1-1 ½ pages (250-375 words) and be detailed and specific
<b>THEME ONE: CONSUMING PASSIONS</b>	
February 3	Out-of-class essay #1: 4-5 pages (no less than 1,500 words) assigned and discussed <i>HW:</i> Read SOL, Goewey 147-156; complete Reading the Signs p 156 # 3
February 8	<i>HW:</i> Read SOL Friedman 157-162; be prepared to discuss Reading the Text qs 1-4
February 10	<i>HW:</i> SOL Hine 109-118; be prepared to discuss Reading the Text 1-4
February 15	<b>C/F Furlough Day</b>
February 17	<i>HW:</i> Bedford TBA; quote exercise
February 22	Bedford: <i>HW TBA</i>
February 24	<b>Peer-editing workshop. Bring two copies of your completed draft of essay at least four FULL pages (1,500 words).</b>
March 1	<b>In-class essay #1</b> (at least 600 words). Bring a clean, unmarked blue or yellowbook, and a college-level, English-only dictionary
March 3	Out-of-class essay #1 due (clean, final draft on top with peer-edited draft stapled to the bottom. Other drafts may be included, as well) <i>HW:</i> Read SOL 171-181 complete assignment on p 179: Write an essay

	response of at least 500 words; you must be specific and detailed.
<b>THEME TWO: BROUGHT TO YOU BUY</b>	
March 8	1 <sup>st</sup> day of presentations: Each of you will present your findings about the Super Bowl ads to the class. Plan to present for at least five minutes and not just read from your paper. <i>HW:</i> Read SOL pp 192-201
March 10	2 <sup>nd</sup> day of presentations: Each of you will present your findings about the Super Bowl ads to the class. Plan to present for at least five minutes and not just read from your paper. <i>HW:</i> Twitchell 192-196; complete Reading the Signs p 196 # 1 and Blakeslee 197-201
March 15	Out-of-class essay #2 at least 5 full pages (at least 1,750 words) assigned and discussed <i>HW:</i> Read SOL Craig 202—213 be prepared to discuss Reading the Signs # 1; Read SOL Schlosser 202-226; be prepared to discuss Reading the Text 1-4
March 17	<b>Peer-editing workshop. Bring two copies of draft of your essay, at least five full pages (1,750 words).</b>
March 22	<i>HW:</i> Read SOL Steinem Reading the Signs p 247 # 3. Each of you must bring in a favorite magazine.
March 24	<b>Library Session: Room 213, King Library</b>
	<b>Out-of-class essay #2 due</b> (clean, final draft on top with peer-edited draft stapled to the bottom.) <b>1,750 words</b> <i>HW:</i> Read 559-566 and Devor 567-572; be prepared for group work to discuss Reading the Signs p. 572 # 1
March 29	<b>Spring Break</b>
March 31	<b>Spring Break</b>
<b>THEME THREE: WE'VE COME A LONG WAY MAYBE: GENDER CODES IN AMERICAN CULTURE</b>	
April 5	Library day (tentative)
April 7	Out-of-class research essay 10 page essay (approx 4,000 words) assigned and discussed <i>HW:</i> Read SOL Blum 573-580; be fully prepared to discuss Reading the Texts pp 579-580
April 12	<i>HW:</i> Nelson 539-545; be fully prepared to discuss Reading the Text 1-4
April 14	<i>HW:</i> Read SOL Meyer pp 312-314: be fully prepared to discuss Reading the Text 1-4
April 19	<i>HW:</i> Bedford TBA
April 21	<b>Peer-editing workshop. Bring two copies of your research paper in progress, at least 2000 words</b>
April 26	1 <sup>st</sup> day of presentations of research papers. Requirements TBA
April 28	2 <sup>nd</sup> day of presentations of research papers.
May 3	<b>Out-of-class research essay due</b> (clean, final draft on top with peer-edited draft stapled to the bottom. Other drafts may be included, as well). Paper must be at least 3,000 words. No late papers accepted.

May 5	<b>Furlough Day</b>
May 10	<b>In-class essay #2</b> (at least 600 words). Bring a clean, unmarked blue or yellowbook, and a college-level, English-only dictionary
May 12	Final exam review and semester wrap-up. Self-assessment exercise.
May 15	<b>FINAL EXAM – date and time non-negotiable</b>