

# San José State University

## English 1B: Composition II

### Fall 2008

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<b>Office Hours:</b>	TR: 10:30-11:30 am, 1:30-2:30 pm, and by appointment	
<b>Class Time and Location:</b>	Section 12: 9:00-10:15 am, Section 30: 12:00-1:15 pm, Section 47: 3:00-4:15 pm,	All classes meet on Tuesdays and Thursdays.
<b>Prerequisites:</b>	Passage of Written Communication 1A or approved equivalent course and passage of the English Proficiency Test (EPT), unless exempt	
<b>GE/SJSU Studies Category:</b>	Area 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 informed by research. Students will develop sophistication in writing analytical, argumentative, and critical essays; a mature writing style appropriate to university discourse; and reading abilities that will provide an adequate foundation for upper-division work.

#### **English 1B Learning Objectives (G.E. Area C3)**

- Learning Objective 1: Students shall write complete essays that demonstrate the ability to refine the competencies established in Written Communication 1A (as summarized below).  
*1A Student Learning:*
  - *Students should be able to perform effectively the essential steps in the writing process (prewriting, organizing, composing, revising, and editing).*
  - *Students should be able to express (explain, analyze, develop, and criticize) ideas effectively.*
  - *Students should be able to use correct grammar (syntax, mechanics, and citation of sources) at a college level of sophistication.*
  - *Students should be able to write for different audiences (both specialized and general)*

- 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.

### **English 1B 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 will 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 will be devoted to analytical, critical, and argumentative essays.
- 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. Students will be assigned a traditional research paper in which library research informs the position or thesis. The date and time for a specific library session will be announced ahead of time.

### **English 1B Additional 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 (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).

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at <http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html>. Information about late drop is available at <http://www.sjsu.edu/sac/advising/latedrops/policy/>. Students should be aware of the current deadlines and penalties for adding and dropping classes.

### **University Policies**

#### ***Academic integrity***

The University's Academic Integrity Policy is available at [http://www.sa.sjsu.edu/download/judicial\\_affairs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at [http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. 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) 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. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

#### ***Campus Policy in Compliance with the American Disabilities Act***

If you need course adaptations or accommodations because of a disability, or if you need to make 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 requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability. The DRC website is <http://www.drc.sjsu.edu>.

### **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> 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.

### **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 is located at <http://www.sjsu.edu/larc/>.

### **Required Texts and Materials**

- Muller, Gilbert. *The New World Reader* (2<sup>nd</sup> Edition – 2008)
- Lahiri, Jhumpa. *The Interpreter of Malladies*
- Hacker, Diana. *Rules for Writers* (6<sup>th</sup> edition)
- A college-level dictionary
- 4-8 large bluebooks for in-class essays
- 1-2 yellow examination booklets for the final exam

### **Classroom Protocol**

#### ***Class Participation***

Most activities will be group-centered, therefore, prepare to engage in lively, intelligent, good-humored discussion. **All reading must be completed by the beginning of each class period.** Please come prepared with questions and ideas on the reading assignments for each class. **Use of laptops and cell phones is strictly prohibited during class.** Participation in discussion and visible effort in collaborative activities will be closely monitored and counted toward the final grade.

#### ***Attendance***

Since this is a discussion and participation based course, students **must** attend class regularly. **Absences and/or tardiness will affect your grade.** Please refrain from asking me, “Did I miss anything important?” Should you miss a class, connect with your peers in order to get notes and materials covered.

### **Assignments and Grading Policy**

The grading policy is A/B/C/No Credit. A passing grade in the course signifies that the student has developed those writing, reading, and research abilities necessary for upper-division work. **You must complete all 6 essays in order to pass the course.**

#### ***Grading Breakdown***

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|---|-----|
| ○ Department Diagnostic (600-800 words) (LO1, CO)                               | 0%  |
| ○ Two In-class Essays (1000-1500 words each) (LO1, LO3, CO)                     | 10% |
| ○ Group Unit Writing Project/Presentation (1000-1750 words) (LO1, LO2, LO3, CO) | 10% |
| ○ Critical/literary Analysis (1500-1750 words) (LO1, LO2, CO)                   | 10% |
| ○ Research Paper and its Components (1750-2000 words) (LO1, LO2, LO3, CO)       | 30% |
| ○ Class Participation   | 10% |
| ○ Reader Responses/Author Reports (1200-2000 words cumulative)                  | 10% |
| ○ Final Exam  | 20% |

All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. Grades issued will represent a full range of

student performance (no extra credit offered) and will adhere to the following SJSU academic standards of assessment:

- 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.
- Note: As defined in the SJSU Catalog, NC (No Credit) shall replace a D or F in the final grade.

### ***Additional Requirements***

- *Reports*: Each student will be required to submit two written, researched reports on the authors being discussed. These will also include five-minute oral presentations on writers of assigned selections. You will also be expected to generate class discussion based on the reports/readings.
- *Group Research Project and Presentation*: In order to establish a link between active learning and writing, you will be engaged in a collaborative project. The purpose of this activity is to develop insight through research as well as to promote exchange and understanding of varied viewpoints.
- *Reading Response*: Students should write 1-2 pages of response to each of the works assigned as preparation for every class meeting. Your thoughts, ideas or reactions on the text may take the form of 1) brainstorming notes 2) answers to thought-provoking questions generated by your reading of the text or 3) finished essays. The aim of these responses is to help sharpen your intuitive thinking and interpretative insight, as well as to generate ideas for your formal essays. In addition, it will benefit you to raise issues, take notes and be actively involved in the reading of the literary works. Include questions and concerns that occur during your reading so we can address them in class discussions.
- *Research Paper*: Please remember that your research paper and its components are worth 30% of your class grade. You will have significant time to research and write, so please be prepared to turn in your best work. The following assignments are components of your research paper and must be included in your final portfolio:
  - Tentative thesis statement

- Peer review received on your essay
- Rough draft of your complete essay
- Final essay
- Works cited page demonstrating your research
- Copies from three of your sources with information used as citations highlighted

### ***The University Essay Final Exam***

A common essay final, graded holistically, shall count 20 percent toward the course grade. A single university-wide final will be developed around two college-level reading passages each semester by the English Department Composition Committee. All faculty members teaching individual sections will grade the examination holistically under controlled conditions. **Students must take the final exam in order to pass the course. The final exam is scheduled for Saturday, December 6, at 10:00 a.m.**

### ***Due Dates***

**No late papers will be accepted.** In-class essays can only be made up if the student has given significant rationale along with advanced notice or can provide official documentation from a physician. **In-class assignments including peer reviews and any formal presentations cannot be made up.**

### **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/](http://www.sjsu.edu/writingcenter/about/staff/).

## Course Schedule

Please note that all readings are taken from *The New World Reader* unless otherwise noted. Page numbers refer to the starting page of the essay.

Tuesday	Aug. 26	Introduction, Discussion of Syllabus, Course Overview.
Thursday	Aug. 28	<b>Essay #1 (In-class Diagnostic)</b> <b>Bring bluebook(s), pens, and your dictionary.</b>
Tuesday	Sept. 2	Ch. 1 Discussion and In-class Writing
Thursday	Sept. 4	Momaday, 35; Tan, 120; Lam, 31
Tuesday	Sept. 9	Paz, 287; Mukherjee, 52; Ehrenreich, 274
Thursday	Sept. 11	<b>Analysis Assignment and Discussion.</b>
Tuesday	Sept. 16	Friedman, 218; Reed, 42; Iyer, 223
Thursday	Sept. 18	<b>Analysis Due.</b> Foran, 134; Barber, 261; Schelsinger Jr., 59
Tuesday	Sept. 23	Granitsas, 77; Johnson, 95; Abramsky, 109
Thursday	Sept. 25	<b>Group Project Assigned.</b>
Tuesday	Sept. 30	Work on Group Project.
Thursday	Oct. 2	Alvarez, 161; Annan, 166; Goodman, 179;
Tuesday	Oct. 7	Rodriguez, 197; Ehrenreich & Fuentes, 205
Thursday	Oct. 9	<b>Research Paper- Objectives and Expectations</b>
Tuesday	Oct. 14	<b>Group Project 1 and Presentation Due.</b> Santiago, <i>When I Was Puerto Rican</i>
Thursday	Oct. 16	Group Project and Presentation contd.
Tuesday	Oct. 21	Giddens, 235; Norberg, 227; Norris, 340
Thursday	Oct. 23	Margolis, 278; Bordo, 18; Atwood, 322
Tuesday	Oct. 28	<b>In-class Argument Essay.</b>
Thursday	Oct. 30	Nye, Jr., 231; Campbell 371; Carey, 377
Tuesday	Nov. 4	Rosen, 391; Fukuyama, 474;
Thursday	Nov. 6	<b>Tentative Thesis Statement Due.</b>
Tuesday	Nov. 11	<i>Veteran's Day – No Class.</i>
Thursday	Nov. 13	Lahiri, <i>Interpreter of Malladies.</i>
Tuesday	Nov. 18	Lahiri, <i>Interpreter of Malladies.</i>
Thursday	Nov. 20	Lahiri, <i>Interpreter of Malladies.</i> <b>In-class Analysis/Argument.</b>
Tuesday	Nov. 25	<b>Rough Draft of Research Paper Due.</b>
Thursday	Nov. 27	<i>Thanksgiving Break – No Class.</i>
Tuesday	Dec. 2	<b>Class Presentations of Final Research Paper.</b>
Thursday	Dec. 4	<b>Class Presentations continued and Final Paper Due.</b>
Saturday	Dec. 6	<b>English 1B Final Exam. 10 am – 12 noon</b> <b>(Bring yellow booklets.)</b>
Tuesday	Dec. 9	<b>Class Presentations continued, Course Overview.</b>

Note: There may be modifications / additions to the syllabus as warranted by the needs of the class.