

**San José State University**  
**Department of English and Comparative Literature**  
**English 1B: Composition II, Section 34, Fall 2010**

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<b>Office Hours:</b>	Tuesdays 12:00-1:15; Thursdays 5:00-6:15; and by appointment
<b>Class Days/Time:</b>	Tuesdays and Thursdays, 1:30-2:45
<b>Classroom:</b>	Boccardo Business Center 223
<b>GE/SJSU Studies Category:</b>	Area C3

**Course Description**

Welcome to English 1B! This class is the second course in the two-semester, lower-division composition sequence. The prerequisites include a passing grade on the English Placement Test and passage of English 1A. This course fulfills the written communication requirement of the university's core GE; it is intended to increase your capacity to write, read, and think critically, and all of the assignments will help develop these abilities. Beyond providing repeated practice in planning and executing essays, and broadening and deepening your 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. You 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. Since written expression is something that you will practice in every profession, you will learn skills in this class that you will utilize throughout your life. This course is demanding, and I will expect a great deal of work from all of you. I am here to help you learn, and I hope you come away from this course with an increased appreciation for writing.

## Learning Objectives

**Learning Objective 1:** Students shall write complete essays that demonstrate the ability to refine the competencies established in Written Communication 1A (as summarized below).

- 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 select efficient and effective approaches for accessing information utilizing an appropriate investigative method or information retrieval system.

**Learning Objective 4:** Students shall write complete essays that demonstrate the ability to synthesize ideas encountered in multiple readings.

**Learning Objective 5:** Students shall write complete essays that demonstrate the ability to incorporate principles of design and communication to construct effective arguments.

**Learning Objective 6:** Students shall write complete essays that demonstrate the ability to identify and discuss issues related to censorship and freedom of speech.

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).

## Required Texts & Materials

- Ackley, Katherine Anne. *Perspectives on Contemporary Issues*, 5<sup>th</sup> Edition
- Wysocki, Anne Frances and Lynch, Dennis. *The DK Handbook*, 1<sup>st</sup> Edition
- Hager, Michelle. *English 1B Course Reader* (to be purchased at Maple Press)
- A college-level dictionary
- 4-8 large bluebooks for in-class essays
- 1-2 yellow examination booklets for the final exam

## Assignments and Grading Breakdown

### Reading:

English 1B is a reading intensive course, and the works that we study will be 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 reading will be devoted to analytical, critical, and argumentative essays. All reading must be completed by the beginning of each class period. Our class discussions, quizzes, and essay prompts will relate to the assigned selections, and the readings provide excellent examples of argumentative and persuasive writing. In addition, you must submit reader responses which you will post online to your personal English 1B blog; the reader response due dates are noted on the schedule. Remember: The more you read, the better you will write.

### Writing:

This is a composition course, and every class period will involve a written component. There are six required essays (totaling a minimum of 8000 words): three in-class (including an ungraded diagnostic) and three out-of-class (including the research paper). ***YOU MUST COMPLETE ALL SIX ESSAYS IN ORDER TO PASS THE COURSE!*** Bring pens, bluebooks, and a dictionary for in-class essays. ***These cannot be made up unless you have contacted me in advance.***

Out-of-class essays must be typed, double-spaced, and in 12-point, Times New Roman font. They must be in accordance with MLA citation guidelines (we will have a class discussion on the MLA format; additional information can be found in *The DK Handbook*). Out-of-class essays will have specified minimum page requirements that will be listed on the prompt sheets. Essays are due at the beginning of class on their due dates; in addition, all out-of-class essays must be uploaded to the following website: <http://www.turnitin.com>. This website automatically checks essays for plagiarism, and please remember to register as soon as possible. ***I will not accept any essays until they are submitted to the Turn It In website. In order to register, use the following class ID numbers and passwords:***

Class Section	Class ID Number	Password
Section 20	3330617	writing
Section 34	3330618	writing

***The argumentative research essay and its components are worth 30% of your class grade; keep in mind that this paper is worth more than the final exam.*** From the time that you receive the assignment to the final essay due date, you will have three months to research and write; as such, I expect your best work! As also noted on the schedule, there are various due dates before the final draft. The following assignments are components of your research paper grade: the InfoPower tutorials for our instructional library session, a tentative thesis statement, the final thesis and a complete essay outline, a preliminary “Works Cited” page demonstrating your research, and a rough draft of the complete essay for our workshop. ***These assignments prior to the final draft comprise almost 20% of your final research paper grade; if you neglect to turn in these related assignments, your grade will be lowered significantly.***

#### **Late Policy:**

I am a prompt person, so I expect the same from you. While late papers will be accepted up to one week after the due date, they will be graded down significantly. ***For each calendar day that your paper is late, it will be graded down one full letter grade.*** If the paper is turned in after the class period on the assigned due date, the essay will be graded down half a letter grade. Turn in all late papers to the English Department Office (FO 102), and have them time-stamped by the office secretary. ***After one week, I will no longer accept the essay.*** If extenuating circumstances apply for either in-class or out-of-class essays, you must contact me *before* the due date in order to request an extension or make necessary accommodations for in-class essays. Turn in essays on time!

#### **Workshops:**

Workshops are an important component of the writing process; they give you the opportunity to get valuable feedback from your peers. Bring three copies of your essay, in rough draft, on each workshop date as listed on the class schedule. You must turn in all workshop materials with the final copy of the essay. ***If you miss a workshop, your essay will be graded down one full letter grade.***

#### **Reader Responses:**

Reader responses are due periodically throughout the semester, as noted on the class schedule. In these responses, you must record analysis, thoughts, opinions, questions, and personal reactions to the texts. Each entry must be posted to your personal English 1B blog at <http://www.blogger.com> on the due date; each response must be approximately one page in length (250-350 words). ***To receive full credit, you must analyze/evaluate the text selection AND share your own thoughts, feelings, and opinions.*** Do not simply summarize plot—show some in-depth thought and interaction with the text. Reader responses will be graded primarily on their quality of content though your score will be marked down if there are serious grammar errors that make your writing difficult to comprehend. ***Reader responses will not be accepted late—no exceptions.*** Due to the interactive nature of the blog, you will also be required to provide comments with constructive feedback for your peers.

### **Class Work, Homework, and Participation:**

We will complete daily work in class that goes toward your participation grade; you will not be able to complete these assignments if you do not come to class. I expect you to attend class on a daily basis and come on time. *Absences and/or tardiness will affect your grade.* In addition, class participation does not simply mean that you are physically present in class. You must have all class materials, contribute to discussions, actively listen to your peers, and take notes as necessary. *Turn off cell phones or put them on silent mode during the class period; you will lose all participation points for the day if I see your cell phone (this especially includes under the desk/table text messaging—I do see you!).*

Quizzes, grammar exercises, debates, and short presentations will also factor into this portion of your course grade. I will occasionally give pop quizzes on the assigned readings.

### **Final Exam:**

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.

The departmental final exam for English 1B students will be held on *Saturday, December 4<sup>th</sup> from 10:00 A.M. to 12:00 P.M.* (the specific location will be announced at a later date). *This exam is mandatory, and you must complete it in order to pass the course.*

### **Grading Breakdown:**

Research Paper and its components	30%
Out-of-class essays (2 at 10% each)	20%
Final Exam	20%
In-class essays (2 at 5% each + C/NC Diagnostic)	10%
Reader Responses	10%
Class Participation	10%

## **University Policies**

### **Departmental 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, No Credit system shall follow the same pattern, except that NC, for No Credit, shall replace D or F. In A, B, C, No Credit courses NC shall also substitute for W (for Withdrawal) 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. **Note: In previous semesters, English 1A and 1B courses were graded on the “A, B, C, NC” system; however, the grading policy has changed, effective spring 2010. Course grades now will be on the A-F scale.**

Essays in this class will be graded according to the following SJSU academic standards for 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 to construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free from 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 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 weaknesses 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 too 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/or usage errors that are serious and/or frequent enough to interfere substantially with the writer’s ability to communicate.
- 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.

### **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. All instances of violating the Academic Integrity Policy will be reported to the Dean of Student Services.

### **Add/Drop Policy**

For the fall 2010 semester, Tuesday, September 7<sup>th</sup> is the last day to drop courses without an entry on your permanent academic record. Tuesday, September 14<sup>th</sup> is the last day to add courses and register late. Students may petition to Late Drop only for *serious and compelling* reasons after the drop deadline. Reasons must be documented. Conditions and circumstances defined as “serious and compelling” are considered beyond the student's control. Legitimate documentation **must** be provided.

### **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>.

### **LARC and The Writing Center**

San Jose State University provides students with free tutoring at the Learning Assistance Resource Center (LARC) and at the Writing Center. Both of these centers will help students at any stage of the writing process, from brainstorming to major reorganization to stylistic polishing. Students of all abilities are encouraged to use these services.

LARC is located under the 10th Street parking garage in SSC 600, and the Center's phone number is (408) 924-2587.

The Writing Center is located on the first floor of Clark Hall in Room 126, and the Center's phone number is (408) 924-2308. You can schedule an appointment through the following website: <http://www.sjsu.edu/writingcenter/tutoring/requestforappointment/index.htm>.

*If I recommend you to LARC or The Writing Center, I am concerned about your ability to pass the course; please take the recommendation seriously and schedule a tutoring appointment immediately.*

### **Office Hours**

I hope all of you will utilize my office hours at some point in the semester. I am here to help *you* in any way that I can. Whether you need extra grammar help, want to talk about an assigned reading or essay, or have grade concerns, please stop by and visit.

## English 1B, Fall 2010, Course Schedule

Reading assignments must be *completed* by the day they are listed!

LO = Learning Objective; *PCI* = *Perspectives on Contemporary Issues*; *DK* = *The DK Handbook*. **ALWAYS bring your English 1B Course Reader to class, along with any books from which reading is assigned for the day!**

Date	Topics, Readings, Assignments, Deadlines
Thursday, August 26 <sup>th</sup>	Introductions, syllabus review, and discussion of Tuesday's Diagnostic Essay
Tuesday, August 31 <sup>st</sup>	<b>Essay #1 (In-class Diagnostic) (LO 1, 4, 5, 6; 500 words)</b> Bring bluebook(s), pens, and your dictionary
Thursday, September 2 <sup>nd</sup>	"Reading Critically" ( <i>PCI</i> 3-7; Instructional Material) Jenkins, "Art Form for the Digital Age" ( <i>PCI</i> 233-237; Essay) Sternheimer, "Do Video Games Kill?" ( <i>PCI</i> 238-245; Essay)
Tuesday, September 7 <sup>th</sup>	<b>Essay #2 Assigned (Out-of-Class Critique)</b> "Writing a Critique" ( <i>PCI</i> 58-66; Instructional Material) Rountree, "In Defense of Hip-Hop" ( <i>PCI</i> 245-247; Essay) McLune, "Hip-Hop's Betrayal of Black Women" ( <i>PCI</i> 247-251; Essay)
Thursday, September 9 <sup>th</sup>	Bok, "Aggression: The Impact of Media Violence" ( <i>PCI</i> 258-263; Essay) Wallis, "The Wrong Lesson: Teaching College Reporters to Be Meek" ( <i>PCI</i> 270-271; Essay) <b>Reader Response #1 DUE (LO 1, 4)</b>
Tuesday, September 14 <sup>th</sup>	<b>Essay #6 Assigned (Out-of-Class Argumentative Research Paper)</b> Frisby, "Getting Real with Reality TV" ( <i>PCI</i> 291-295; Essay) Bernikow, "Cinderella: Saturday Afternoon at the Movies" ( <i>PCI</i> 299-306; Essay) "MLA Documentation" ( <i>DK</i> 350-418; Instructional Material)
Thursday, September 16 <sup>th</sup>	<b>MLA Quiz</b> Chabon, "Solitude and the Fortresses of Youth" ( <i>PCI</i> 313-316; Essay) Arnold, "Comix Poetics" ( <i>PCI</i> 316-319; Essay)
Tuesday, September 21 <sup>st</sup>	<b>Essay #2 DUE (Out-of-class Critique) (LO 1, 4, 5; 1750 words)</b> <b>Essay #3 Assigned (Out-of-class Television &amp; Culture Analysis)</b> Mansfield, "Grade Inflation: It's Time to Face the Facts" ( <i>English 1B Course Reader</i> 59-61; Essay) Kohn, "The Dangerous Myth of Grade Inflation" ( <i>English 1B Course Reader</i> 62-67; Essay)

Date	Topics, Readings, Assignments, Deadlines
Thursday, September 23 <sup>rd</sup>	Blume, "Censorship: A Personal View" ( <i>PCI</i> 340-346; Essay) "Writing an Argument" ( <i>PCI</i> 78-94; Instructional Material)
Tuesday, September 28 <sup>th</sup>	Quindlen, "Our Tired, Our Poor, Our Kids" ( <i>PCI</i> 358-360; Essay) Singer, "The Singer Solution to World Poverty" ( <i>PCI</i> 370-375; Essay) <b>Reader Response #2 DUE (LO 1, 4)</b>
Thursday, September 30 <sup>th</sup>	<b>Tentative Library Day (LO 2, 3)</b> <b>InfoPower Tutorials DUE (LO 2, 3)</b> <b>Tentative Research Paper Thesis Statement DUE (LO 2, 3)</b>
Tuesday, October 5 <sup>th</sup>	<b>Essay #3 Workshop (Out-of-class Television &amp; Culture Analysis) (LO 1)</b> Bring 3 copies of your <i>complete</i> rough draft to class
Thursday, October 7 <sup>th</sup>	LeGuin, "The Ones Who Walk Away from Omelas" ( <i>English 1B Course Reader</i> 52-55; Short Story) "Writing a Research Paper" ( <i>PCI</i> 143-149; Instructional Material) <b>Reader Response Comment/Feedback #1 DUE (LO 1, 4, 5)</b>
Tuesday, October 12 <sup>th</sup>	Buchanan, "How People Turn Monstrous" ( <i>PCI</i> 384-386; Essay) Zimbardo, "Revisiting the Stanford Prison Experiment: A Lesson in the Power of Situation" ( <i>PCI</i> 387-392; Essay) <b>Reader Response #3 DUE (LO 1, 4)</b>
Thursday, October 14 <sup>th</sup>	<b>Essay #3 DUE (Out-of-class Television &amp; Culture Analysis) (LO 1, 2, 3, 4, 5; 1750 words)</b> Rosenfeld, "Reexamining the Plight of Young Males" ( <i>PCI</i> 411-417; Essay) Von Drehle, "The Myth About Boys" ( <i>PCI</i> 418-425; Essay)
Tuesday, October 19 <sup>th</sup>	No Class—Class Canceled
Thursday, October 21 <sup>st</sup>	Love, "Race in America: 'We Would Like to Believe We Are Over the Problem'" ( <i>PCI</i> 449-451; Essay) Hughes, "Let America Be America Again" ( <i>English 1B Course Reader</i> 56-58; Poem) <b>Reader Response #4 DUE (LO 1, 4, 6)</b>
Tuesday, October 26 <sup>th</sup>	<b>Research Paper Outline DUE with final thesis statement</b> <b>Preliminary Research Paper "Works Cited" page DUE (LO 2, 3)</b>

Date	Topics, Readings, Assignments, Deadlines
Thursday, October 28 <sup>th</sup>	Long, "I Need Myspace!" ( <i>PCI</i> 507-511; Essay) Slatalla, "OMG My Mom Joined Facebook!!" ( <i>PCI</i> 511-514; Essay) <b>Reader Response Comment/Feedback #2 DUE (LO 1, 4, 5)</b>
Tuesday, November 2 <sup>nd</sup>	<b>Essay #4 (In-class Argumentative Analysis) (LO 1, 4, 5; 500 words)</b>
Thursday, November 4 <sup>th</sup>	Lewan, "Chips: High Tech Aids or Tracking Tools?" ( <i>PCI</i> 520-525; Essay) Wilmut, "Dolly's False Legacy" ( <i>PCI</i> 535-537; Essay) <b>Reader Response #5 DUE (LO 1, 4)</b>
Tuesday, November 9 <sup>th</sup>	Ruskin and Schor, "Every Nook and Cranny: The Dangerous Spread of Commercialized Culture" ( <i>PCI</i> 621-625; Essay) Rose, "Shopping and Other Spiritual Adventures in America Today" ( <i>PCI</i> 626-628)
Thursday, November 11 <sup>th</sup>	No Class—Veteran's Day Holiday
Tuesday, November 16 <sup>th</sup>	<b>Final Exam Preparation</b>
Thursday, November 18 <sup>th</sup>	<b>Final Exam Preparation (Continued)</b> McKibben, "Global Warning: Get Up! Stand Up!" ( <i>PCI</i> 594-599; Essay)
Tuesday, November 23 <sup>rd</sup>	<b>Essay #5 (In-class Final Exam Practice) (LO 1, 4, 5; 500 words)</b>
Thursday, November 25 <sup>th</sup>	No Class—Thanksgiving Holiday
Tuesday, November 30 <sup>th</sup>	<b>Essay #6 Workshop, Part I (Out-of-class Argumentative Research Paper) (LO 1)</b> Bring 3 copies of your complete rough draft to class
Thursday, December 2 <sup>nd</sup>	<b>Essay #6 Workshop, Part II (Out-of-class Argumentative Research Paper) (LO 1)</b> Crichton, "Patenting Life" ( <i>PCI</i> 538-539; Essay)
Saturday, December 4 <sup>th</sup>	<b>FINAL EXAM, 10:00AM-12:00PM! Location TBA</b>
Tuesday, December 7 <sup>th</sup>	<b>Essay #6 (Out-of-class Argumentative Research Paper) DUE (LO 1, 2, 3, 4, 5, 6; 3000 words)</b> Brief Research Presentations
Thursday, December 9 <sup>th</sup>	Class Wrap-up and Final Comments <b>In-class Writing: Letter to the Instructor</b>