

**San José State University**  
**Department of English and Comparative Literature**  
**English 1B, Composition 2 (GE C3), Section 32, Fall 2011**

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<b>Office Hours:</b>	Monday 3:00-4:00/ Wednesday 10:00-11:00
<b>Class Days/Time:</b>	Monday/Wednesday 12:00-1:15
<b>Classroom:</b>	BBC 120
<b>Prerequisites:</b>	English 1A, Composition 1
<b>GE Category:</b>	Written Communication C3

**Faculty Web Page and MYSJSU Messaging**

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at <http://www.sjsu.edu/people/dennis.quinn> or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through Desire2Learn ([sjsu.desire2learn.com](http://sjsu.desire2learn.com)).

**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.

## 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.

### Information available online

You are responsible for reading the following information online at <http://www.sjsu.edu/english/comp/policyforsyllabi.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and DRC policies)
- Adding and dropping classes

## Required Texts/Readings

### Textbook

*Envision: Writing and Researching Arguments, 3<sup>rd</sup> Edition*, Alfano and O'Brien,

ISBN: 978-0-205-75847-0

### Other Readings

Additional readings will be posted to the course website ([sjsu.desire2learn.com](http://sjsu.desire2learn.com)) as needed. Check the course outline below for details.

### Other equipment / material requirements (optional)

One spiral notebook. You need to take notes, so you'll need one of these.

A folder for your essays and homework, all of which you will save until December.

A data storage device of some kind, on which you will save your essays.

A computer with access to the internet and a printer (see below for details).

Highlighters of at least three different colors.

## Classroom Protocol

### 1) Late Assignments

**If you are not in class on the day an assignment is due, I will not accept that assignment.** (Should you arrive in the last few minutes of class for the sole purpose of turning in your homework, I reserve the right to refuse that assignment.) Later in this packet, you will find four homework coupons. They may be used to hand in assignments up to one week late.

In the event of severe illness or other emergency, an exception might be made as long as the work is accompanied by written verification (only official doctors' notes will be accepted for this purpose). If you know in advance that you will be absent on a certain day, please make arrangements with me **before the absence** to turn in the necessary work. Arrangements may **never** be made after the class has already been missed. By then, it is too late.

### 2) Required Writing

This is a composition course and, as such, will require significant writing on your part. Over the course of the semester, you will write two major (6-8 page) essays, each of which will be *significantly* revised three times, as well as a number of smaller essays. You will write essays in and out of class. Any reading that you do will be accompanied by a response blog, which you will use to write at least two of the smaller essays. There is, to put it mildly, a lot of writing in this class. At the end of the semester, you will assemble a portfolio of your work, which will include much of the writing you have done in this class, so hang on to everything.

### 3) Participation (Reading and cell phones)

Your participation is not optional. In a seminar class, particularly one of this size, if even one person is sitting out discussions or activities the whole class suffers. If you do not have the necessary materials with you, you cannot fully participate. I therefore reserve the right to dock up to five points from your final grade for lack of preparation. Likewise, sleeping, engaging in side conversations, doing other homework, playing with your cell phone, will damage your grade to the degree that I believe they damage the class dynamic. A note on texting during class: A recent experiment at the University of Binghamton demonstrated that students whose attention is on their phones during class score **50 points lower** on tests. As such, I may drop your next essay grade by 50 points if I catch you reading or sending text messages during class.

### Academic policies

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

### Assignments and Grading Policy

**Grading:** A-F.

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.

- 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 describable 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.

**Grading:**

Class Participation:	50 points
Reading Blogs* (see below):	150 points
Difficulty Papers:	100 points (2 @ 50 points each)
In- and out of-class activities:	100 points
Out of Class Essays:	300 points (2 @ 150 points each)
End-of-Semester Portfolio:	300 points

\*Each assignment is graded on a credit/no credit basis – at the end of the semester, the percentage of completed assignments is converted to points.

965-1000 points = A+	925-964 points = A	895-924 points = A-
865-894 points = B+	825-864 points = B	795-824 points = B-
765-794 points = C+	725-764 points = C	695-724 points = C-
665-694 points = D+	625-664 points = D	595-624 points = D-
	<600 points = F	

**Reading Blogs**

There will be a number of reading blogs assigned over the course of the semester, to be written in a designated section on Desire2Learn. Each blog must be at least 250 words long and must discuss, in specific detail with reference to the reading, some point of difficulty or question that you had about it. You might isolate a certain phrase or reference, and discuss how and why you think it confused you. You might choose an argument that the author made which did not make sense. In any event, the blog will serve as a place for you to say “the reading challenged me in this way.” We will use the blogs as a starting point for class discussion, and twice during the semester you will use the blogs to write a longer Difficulty Paper.

Besides the requirements above, the blogs will not be graded on how well you write. In other words, you should not focus on sentence structure, grammar, spelling or mechanics as you write: simply focus your efforts on analyzing an aspect of the reading that challenged you or gave you trouble. As long as you do that, and keep to the required length, you will get credit.

In addition, the blogs will have a response requirement. For each blog assigned, you should comment on another student’s blog. These comments, taken together, will be worth an extra blog entry’s worth of credit (meaning that if you respond to most of the blogs you will receive extra credit worth one blog). You need only respond to one blog entry per assignment, and your response should be at least three sentences long, should respond specifically to some aspect of the entry and should be unique. You can make an entry “unique” in one of two ways: either your response should comment on a significant aspect of the blog that no other commenter has mentioned or it should be the only (or first) comment. Obviously, the easiest way to make sure that you have a “unique” comment is to be the first person to comment on a given blog entry. Like your blog, your comment will not be graded on grammar or sentence structure, only uniqueness and quality of response.

The reading blogs will be worth 15% of your final grade.

## **Paper Format**

Unless you want to lose points, no plastic sheets, title pages or strange fonts, please; just use 8.5x11" paper, 12 point type and one inch margins. All of the pages should be numbered and double-spaced. Staple the pages together. At the top of the first page, insert a title and the proper header. Get in the habit of reading everything you write before you hand it in. **If any of these are missing, including page numbers, a staple or the proper header, you will lose ten points off of the final grade of the assignment.**

The header: in the top left hand corner of the first page, include your name, my name, the date, the class and the assignment with word-count. Put this at the top of everything you hand in, whether it is a reading response, homework or a long essay. For example:

Samantha Student  
English 1B Section 32  
25 September 2011  
Essay #1: 1567 words

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

## **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](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

## English 1B, Fall 2011, Course Schedule

(subject to change with notice)

### REMINDERS:

- \* Reading Blogs are due for each essay we read
- \* Reading assignments should be completed **by the day** they appear on the schedule for discussion
- \* The assignments due each day can also be found on the course website, Desire2Learn in the class calendar.

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Wednesday 08/24	<b>Why am I Here?</b> Introduction to the course
2	Monday 08/29	<b>Where am I?</b> Introductions to each other What is composition? Read: Foster: "What Are We Talking About When We Talk About Composition?" and Swales "Create a Research Space" Envision chapter 1. Write: "Where I'm From" poem Foster/ Swales Reading Blog
	Wednesday 08/31	<b>What's the Point?</b> Argumentation and rhetoric Read: McCarthy: "Stranger in Strange Lands" Envision chapter 2 Write: McCarthy Reading Blog
3	Monday 09/05	No Class: Labor Day
	Wednesday 09/07	<b>How Do We Start?</b> Making an argument Read: Perl: "The Composing Process of Unskilled College Writers"; Berkenkotter: "Decisions and Revisions" and Murray "Response of a Laboratory Rat" Envision chapter 3 Write: Perl/ Berkenkotter and Murray Reading Blog Print out one of the first three blogs and bring it in
4	Monday 09/12	<b>Where Does This Come From?</b> Research basics Read: DiPardo: "Peer Response Groups" Envision chapter 4; Write: DiPardo Reading Blog DP part 2

Week	Date	Topics, Readings, Assignments, Deadlines
	Wednesday 09/14	<p><b>What are the Rules of the Game?</b>            Guidelines for academic discourse            Read: Lautano/ Glade: “Academic Discourse” and Deans/Sakamoto: “Conventional Ballgames” or Tannen: “Oral and Literate Strategies” or “Henderson &amp; Hirst: “Reframing Academic Literacy” or Johns: “Discourse Communities and Communities of Practice”            Write: Blog for One Reading            Complete Descriptive Outline for one article.            DP Part 3</p>
5	Monday 09/19	<p><b>How to Succeed in Academia Without Really Trying</b>            Academic discourse: grammar for writing            Write: First Draft Due (3 copies/ 4 pages)</p>
	Wednesday 09/21	<p><b>What are Others Doing?</b>            Self-editing strategies/ Peer review            Read: Essays for peer review            Write: Peer review response sheets</p>
6	Monday 09/26	<p><b>How Do I Make This Better?</b>            Revision tactics and practice            Read: Sommers: “Revision Strategies of Basic Writers”            Write: Sommers Blog            Second draft (6 pages)</p>
	Wednesday 09/28	<p><b>How Do I Cite This?</b>            Description            Read: Madraso: “Proofreading, the Skill We’ve Neglected to Teach” and Tomlinson: “Turning. Tying, and Training Texts”            Write: Madraso/Tomlinson Blog            Bring copy of essay</p>
7	Monday 10/03	<p><b>Individual conferences:</b>            Note times on Desire2Learn for meetings in my office</p>
	Wednesday 10/05	<p><b>Individual conferences</b>            Note times on Desire2Learn for meetings in my office</p>
8	Monday 10/10	<p><b>What Are We Talking About?</b>            Description            Read: Emig “Writing as a Mode of Learning” and Fulkerson: “Four Philosophies in Composition”            Envision chapter 5            Write: Emig Blog            Essay Portfolio Due</p>

Week	Date	Topics, Readings, Assignments, Deadlines
	Wednesday 10/12	<b>How Do We Do?</b> The issue of language rights Read: CCCC: “Students’ Right to Their Own Language” or Kinloch: “Revisiting the Promise of Students’ Right to their Own Language” or Fordham: “Dissin’ the Standard”; Envision Chapter 6 Write: Blog for one reading
9	Monday 10/17	<b>Where Do We Get Information?</b> Research: <b>Meet in the library</b> Read: Murray: “Teach the Process, Not the Product” and Kleine: “What Is It We Do When We Write Articles...” Write: Murry/Kleine Blog
	Wednesday 10/19	<b>Does This Really Matter, Later?</b> Writing in professional contexts Read: Wardle: “Identity, Authority, and Learning to Write in New Workplaces” and Mirabelli: “Learning to Serve: The Language and Literacy of Food Service Workers” Write: Wardle/Mirabelli Blog List of possible topics for essay #2
10	Monday 10/24	<b>How Picky Should We Be?</b> Grammar rules and expectations Read: Lunsford: “Mistakes are a Part of Life” and Williams “A Phenomenology of Error” Write: Lunsford/Williams Blog Choose topic for Essay #2
	Wednesday 10/26	<b>Who Are We?</b> Different purposes and communities of writers in the classroom Peer Review Read: Goen-Salter: “Generation 1.5” and Destendau & Wald: “Promoting Generation 1.5” Write: Goen-Salter/ Destendau & Wald Blog Editing Log Essay 2 Rough Draft Due (3 copies/ 5 pages)
11	Monday 10/31	<b>How Do We Fix This?</b> In-class editing activities Read: Partners’ essays for peer review Write: Additional comments for draft Second draft due (2 copies/ 7 pages)
	Wednesday 11/02	<b>How Do We Cite This?</b> Citing sources Write: Bring highlighters/ Clean copy of essay

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
12	Monday 11/07	<b>Individual conferences:</b> Note times on Desire2Learn for meetings in my office
	Wednesday 11/09	<b>Individual conferences:</b> Note times on Desire2Learn for meetings in my office
13	Monday 11/14	<b>Where Do We Go From Here?</b> Review essay writing, plan for final month Read: Envision chapter 9 Write: Portfolio #2 due
	Wednesday 11/16	<b>How Do We Talk About Revision?</b> In-class revision discussion Key concepts in composition Read: 3 essays from packet Write: Blog for three essays (print out and bring in) Be ready for presentation
14	Monday 11/21	<b>How Do We Take Our Essays Seriously?</b> Treating to our essays like the professionals do Read: 3 essays from packet Write: Blog for three essays (print out and bring in)
	Wednesday 11/23	<b>What Did We Mean To Say?</b> Reading for format and intent Read: 3 essays from packet Write: Blog for three essays (print out and bring in) Complete Descriptive Outline for 1 Essay
15	Monday 11/28	<b>Why Is This So Hard?</b> Incorporating difficulty papers into peer review Read: 3 essays from packet Write: Blog for three essays (print out and bring in) Editing Log for Essay 2
	Wednesday 11/30	<b>How Does This All Come Together?</b> In-class revision of essays Read: 3 essays from packet Write: Blog for three essays (print out and bring in) Bring all portfolio essays, list of 3 additional pieces Bring in Editing Logs from both essays
16	Monday 12/05	<b>How Does Editing Work, Again?</b> Practice revision/ review portfolio letter Read: 3 essays from packet Write: Blog for three essays (print out and bring in) Bring all portfolio essays, 3 highlighters

Week	Date	Topics, Readings, Assignments, Deadlines
	Wednesday 12/07	<b>Where Do We Go From Here?</b> Next steps/ Portfolio review Write: Final portfolio due
Final	Wednesday 12/14	Pick up portfolio and course grade in my office

#### Important SJSU dates Fall 2011

Monday	August 22	Academic Year Begins – Fall Semester Begins
Mon-Tues	August 22-23	Pre-Instruction Activities: Orientation, Advisement, Faculty Meetings and Conferences (P)
Wednesday	August 24	First Day of Instruction – Classes Begin
Monday	September 5	Labor Day - Campus Closed (L)
Tuesday	September 6	Last Day to Drop Courses Without an Entry on Student's Permanent Record (D)
Tuesday	September 13	Last Day to Add Courses & Register Late (A)
Wednesday	September 21	Enrollment Census Date (CD)
Friday	November 11	Veteran's Day - Campus Closed (V)
Wednesday	November 23	Classes that start at 5:00 PM or later will not meet
Thursday	November 24	Thanksgiving Holiday - Campus Closed (T)
Friday	November 25	Rescheduled Holiday - Campus Closed (RH)
Thursday	December 8	Last Day of Instruction - Last Day of Classes
Friday	December 9	Study/Conference Day (no classes or exams) (SC)
Mon-Fri	December 12-16	Final Examinations (exams)
Monday	December 19	Final Examinations Make-Up Day (MU)
Tuesday	December 20	Grade Evaluation Day (E)
Wednesday	December 21	Grades Due From Faculty - End of Fall Semester (G)
Monday	December 26	Christmas Holiday Observed - Campus Closed (CH)

**Homework Coupons:**

These homework coupons may be used **once**, and must be handed in with late assignments. They may not be traded. They are not a pass: you must still hand in the assignment, but with a coupon you are allowed to hand it in up to one week late. The top coupon may only be used for reading blogs. The second coupon may be used for any assignment that is not a major essay or a blog. The third coupon may be used for a major essay. The bottom coupon may be used for any assignment that is not a rough draft or a revised draft. This includes team assignments, prewriting and reading blogs. At the end of the semester, unused coupons may be turned in for one point each.

<b>READING BLOG HOMEWORK COUPON</b>	<b>1</b>
Student name: _____	
Class: _____	
Assignment: _____	
Reason: _____	
Date: _____	
<b>NON-ESSAY/BLOG HOMEWORK COUPON</b>	<b>2</b>
Student name: _____	
Class: _____	
Assignment: _____	
Reason: _____	
Date: _____	
<b>OUT-OF-CLASS ESSAY HOMEWORK COUPON</b>	<b>3</b>
Student name: _____	
Class: _____	
Assignment: _____	
Reason: _____	
Date: _____	
<b>MISCELANEOUS HOMEWORK COUPON</b>	<b>4</b>
Student name: _____	
Class: _____	
Assignment: _____	
Reason: _____	
Date: _____	