# San José State UniversityDepartment of English and Comparative LiteratureEnglish 1B, Composition 2 (GE C3), Section 11, Fall 2011

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| Instructor: | Dr. Linda C. Mitchell |
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| Office Hours: | Tuesdays, 10:30-11:30; Thursdays, 3:00-4:00 and by appointment |
| Class Days/Time: | Tuesdays and Thursdays, 9:00-10:15 |
| Classroom: | BBC 120 |
| GE Category: | Written Communication 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 (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.

## Academic Policies

You are responsible for reading the SJSU academic polices about add/drop, disability, and academic integrity which are available online at <http://www.sjsu.edu/english/comp/policyforsyllabi.html>.

## Course Content

**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.

**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. ***This work 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 Everyday Writer*. 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 [**http://www.turnitin.com**](http://www.turnitin.com). This website automatically checks essays for plagiarism; please remember to register as soon as possible. ***I will not accept any essays until they are submitted to turnitin.com. In order to register, use class ID number “4224860” and password “blackbelt3.”***

***The argumentative research essay and its components are worth 30% of your class grade.*** 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.***

**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. As part of this requirement, a University Librarian will lead one class session of your English 1B course.

**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.***

**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 daily, and I require you to be ready to start class come on time. Being late is not acceptable. ***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!).This behavior is both rude and unprofessional.***

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

**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.

The departmental final exam for English 1B students will be held on ***Saturday, December 3rd from 10:00 A.M. to 12:00 P.M.*** (the location will be announced at a later date). ***This exam is mandatory, and you must complete it in order to pass the course.***

## Required Texts and Materials

### Textbooks

* Eschholz, Paul, Alfred Rosa, & Virginia Clark*. Language Awareness*, 10th Edition
* Greene, Stuart and April Lidinsky. *From Inquiry to Academic Writing*
* Lunsford, Andrea A. *The Everyday Writer*, 4th Edition

### Other Material Requirements

* A college-level dictionary
* 4-8 large bluebooks for in-class essays
* 1-2 yellow examination booklets for the final exam

## Assignments and Grading Policy

**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%
* Class Reader Responses (beginning of class) 10%
* Class Participation 10%

**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. ***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!

**Submission of Final Essays**

In a large envelope, include worksheet, notes, workshop critiques, and all drafts of essays. On the final draft, please use a coding by following the final flight checklist. I will demonstrate in class. I will not grade any essay that is missing any of these parts.

**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*. Final course grades now will be on the A-F scale.**

## SJSU Writing Center

The SJSU Writing Center is located in Suite 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. 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. Make an appointment online through the Writing Center website: <http://www.sjsu.edu/writingcenter>.

# English 1B, Fall 2011, Course Schedule

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

LO = Learning Objective; *LA* = *Language Awareness*; *IAW; From Inquiry to Academic Writing;* *EW* = *The Everyday Writer.* **ALWAYS bring *Language Awareness* to class, along with any books from which reading is assigned for the day!**

| **Date** | **Topics, Readings, Assignments, Deadlines** |
| --- | --- |
| Thursday,August 25th  | Introductions, syllabus review, and discussion of Tuesday’s Diagnostic Essay |
| Tuesday,August 30th  | **Essay #1 (In-class Diagnostic) (LO 1, 4, 5, 6; 500 words)**Bring bluebook(s), pens, and your dictionary |
| Thursday,September 1st  | **Politics, Propaganda, and Doublespeak**Orwell’s “Politics and the English Language” (LA163-76)Review Chapter 3 of IAW, 47-64. **Essay #2 *Assigned*** Discuss prompt for essay two.  |
| Tuesday, September 6th  | Glyfada Method: Do not miss this class. You will be required to use this writing method on all essays. |
| Thursday, September 8th  | Lutz, “The World of Doublespeak” (LA 177-88)Cross, “Propaganda: How Not to Be Bamboozled” (LA. 149-62)“MLA Documentation” (*EW* 374-419) |
| Tuesday, September 13th  | **Essay #6 *Assigned* (Out-of-Class Argumentative Research Paper)**Bok, “The Burden of Deceit in Public Life” (LA 189-199)Worksheet on Essay 2 due |
| Thursday, September 15th  | **MLA Quiz**Draft of Essay #2 dueWorkshop on Essay #2. Bring 3 copies of your essay. |
| Tuesday, September 20th  | **Essay #2 DUE (Out-of-class Analysis) (LO 1, 4, 5; 1750 words)**Essay #3 *Assigned* (Out-of-class: Prejudice, Discrimination, and Stereotypes Analysis)Prompt for #3Sullivan, “What’s So Bad about Hate?” (*LA 247-62*) |
| Thursday, September 22nd  | Allport, “The Language of Prejudice” (LA 263-73)IAW: 105-66 |
| Tuesday, September 27th  | Hsiang, “”FOB” vs. “Twinkies” (LA 306-07)Staples, “Black Men and Public Spaces” (LA 309-12)Worksheet due for #3 |
| Thursday, September 29th  | **Tentative Library Day (LO 2, 3)****InfoPower Tutorials DUE (LO 2, 3)****Tentative Research Paper Thesis Statement DUE (LO 2, 3)** |
| Tuesday, October 4th  | **Essay #3 Workshop (Out-of-class Analysis Prejudice, Discrimination, and Stereotypes Analysis) (LO 1)**Bring 3 copies of your *complete* rough draft to class |
| Thursday,October 6th  | Bring *IAW: 167-226* |
| Tuesday, October 11th  | Nominalization & Old before New Workshop. Attendance required.**Essay #3 DUE (Out-of-class : Prejudice, Discrimination, and Stereotypes Analysis) (LO 1, 2, 3, 4, 5; 1750 words)**  |
| Thursday,October 13th  | **Prompt for essay #4 Speech Communities: Gender, Race, Ethnicity, Location, Social Class** Roberts, “Speech Communities” (LA 323-31)Wyatt, “Whither the Southern Accent? (LA 333-35) |
| Tuesday,October 18th  | Chang-Rae Lee, “Mute in an English-Only World” (LA 337- Essay)Jennifer Lee, “I Think, Therefore IM” (LA 346-Thompson, “He and She: What’s the Real Difference?” (LA 363-‘ |
| Thursday, October 20th  | **Research Paper Outline DUE with final thesis statement****Preliminary Research Paper “Works Cited” page DUE (LO 2, 3)**Irvine, “’Queer’ Evolution: Word goes Mainstream” (LA 369-71) McWhorter, “Missing the Nose on Our Face: Pronouns and the Feminist Revolution” (LA 373-79) |
| Tuesday,October 25th  | Worksheet for Essay #4 due.  |
| Thursday, October 27th  | **Essay #4 (In-class Argumentative Analysis) (LO 1, 4, 5; 500 words)** |
| Tuesday,November 1st  | **Essay #5 (In-class Final Exam Practice) (LO 1, 4, 5; 500 words)**Prompt for Essay #5: Media and AdvertisingBeato, “Amusing Ourselves to Depth” (LA 389-92Birk, “Selection, Slanting, and charged Language” (LA 394-402) |
| Thursday, November 3rd  | Powers, “Television News: The Language of Pictures” (LA 405-11)Keen, “The Cult of the Amateur” (LA 413-18) |
| Tuesday,November 8th  | Bryson, “The Hard Sell: Advertising in America” (LA 424-41)Lutz, “Weasel Words: The Art of Saying Nothing at All” (LA 442-51)\*\*\*Bring five advertisements for an in-class exercise. |
| Thursday,November 10th  | Twitchell, “Lead Us into Temptation” (LA 453-64)Kilbourne, “Jesus is a Brand of Jeans” (LA 466-71)Klein, “Barricading the Branded Village” (LA 473-79) |
| Tuesday, November 15th  | **Final Exam Preparation**  |
| Thursday,November 17th  | **Final Exam Preparation (Continued)** |
| Tuesday, November 22nd  | **Essay #5 (In-class Final Exam Practice) (LO 1, 4, 5; 500 words)** |
| Thursday,November 24th  | **No Class—Thanksgiving Holiday!** |
| Tuesday,November 29th  | **Essay #6 Workshop, Part I (Out-of-class Argumentative Research Paper) (LO 1)**Bring *3 copies* of your complete rough draft to class |
| Thursday, December 1st  | **Essay #6 Workshop, Part II (Out-of-class Argumentative Research Paper) (LO 1)****Final Tips for the Final Exam** |
| Saturday,December 3rd  | **FINAL EXAM, 10:00AM-12:00PM! Location TBA** |
| Tuesday, December 6th  | **Latin and Greek Roots Workshop** |
| Thursday, December 8th  | **Essay #6 (Out-of-class Argumentative Research Paper) DUE****(LO 1, 2, 3, 4, 5, 6; 3000 words)**Brief Research Presentations and In-Class Letter Writing |