

**San José State University**  
**Department of English and Comparative Literature**  
**English 1B, Composition 2 (GE C3), Section 12, Fall 2012**

<b>Instructor:</b>	Amanda Moore
<b>Office Location:</b>	FOB 213
<b>Telephone:</b>	(408) 924- 1382
<b>Email:</b>	<a href="mailto:rococo.moore.amanda@gmail.com">rococo.moore.amanda@gmail.com</a>
<b>Office Hours:</b>	TR: 10 30-11 30, R 3-4, & by appt
<b>Class Days/Time:</b>	TR 9-10:15
<b>Classroom:</b>	Sweeney Hall 414
<b>Prerequisites:</b>	English 1A or approved equivalent
<b>GE Category:</b>	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.

**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**

1) *They Say/I Say*, Gerald Graff and Catey Birkenstein (ISBN- 97803933611)

2) <i>Emerging: Contemporary Readings for Writers</i> , Barclay Barrios (ISBN-978031247447)
---

3) <i>The Everyday Writer</i> , Andrea Lunsford (ISBN-9781457612695)
--

## Library Liaison

Toby Matoush

Voice: 408-808-2096

Office Hours: Email (Toby.Matoush@sjsu.edu) to set up office appointment

## Classroom Protocol

As college students, I expect you to arrive on time to each class and to behave with a level of maturity commensurate with your age and academic level. On a related note, you will be asked to treat your peers with courtesy and respect as this course is predicated on a collaborative atmosphere that requires class discussion, constructive criticism, and group interaction. For the duration of your undergraduate experience, the university should be treated with the same seriousness and respect as any other professional environment.

### 1.) Attendance and Participation

Attendance and participation will be evaluated based on timely completion of homework and on successful completion of quizzes on readings and material covered in class. You will also participate in writing workshops that will count toward the grade you receive on your essays. Failure to attend class the day of the workshop or to provide adequate feedback on a classmate's paper will negatively affect your grade.

### 2.) Late Papers

As I expect you to treat my class as you would any other professional environment, I will hold you to strict deadlines. Turning in late papers is unfair to other students who have completed their work on time and shows me that you don't care about this class. Late papers will, therefore, be marked down 1/3 of a letter grade for each day late including Saturday and Sunday. **Assignments are not considered turned in if submitted via email (and are therefore late).**

If you know you will need an extension on a paper because of extenuating circumstances, please let me know well in advance of the due date. I understand that life sometimes gets in the way, and I will grant extensions on an individual basis. However, I can't extend a deadline unless I have been given prior notice of a conflict or difficulty completing an assignment.

### 3.) Turnitin.com

All out-of-class papers must be submitted to turnitin.com within a week prior to the paper due date. Papers not submitted to turnitin.com will receive a 1/3 reduction until

they are submitted. This means a “B” paper due Monday but submitted to turnitin.com on Tuesday will receive a “B-.”

#### 4.) Electronics

I ask that all cell phones, laptops, and other distracting devices remain out of sight (and preferably out of mind) while in my class. Seventy-five minutes is not an insufferably long time to be disconnected from your phone or email.

### Grading Policy

#### Total of 1000 points possible

A 1000-940	B- 839-800	D+ 699-670
A-939-900	C+ 799-770	D 669-640
B+899-870	C769-740	D- 639-600
B 869-840	C-739-700	F 599-0

*\*\* Extra points can be earned by attending up to three literary events hosted by SJSU’s Center for Literary Arts and by submitting a short response. The amount of extra credit awarded depends on the quality of the write up. You can find a list of CLA events [www.litart.org](http://www.litart.org).*

### 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/>.

## **Peer Mentor Center**

The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

## **Assignments**

Homework (125 points) SLO 1, 3, 4, 5, 6 You are responsible for twelve assignments all of which are based on readings from *Emerging: Contemporary Readings for Writers*. At the end of each reading you will find a set of questions. They include Questions for Critical Reading (CR), Exploring Context (EC), and Language Matters (LM). *On days that two readings are due, you are responsible for only one set of questions, but you must read both selections.*

\*\*These assignments are to be handed in on the due date. Late assignments will be marked down 1/3 of a letter grade for each day late.

Reading quizzes (75 points) Reading quizzes will be given when two readings are assigned to verify you have read the assignment for which you did not have to answer questions. They will also be given for readings from the rhetoric reader *They Say/I Say*.

Short essay on censorship (50 points) SLO 1, 5, 6 This short essay (approximately 750 words) is due in the last third of the semester and asks that you respond to an issue pertaining to censorship and freedom of speech, both of which we will have read about and discussed in class.

Paper 1 (100 points) SLO 1, 4, 5 This essay assignment asks you to synthesize two essays from *Emerging* on the subject of rites of passage and self-identity.

Paper 2 (100 points) SLO 1, 4, 5 This essay asks you to consider ethical conflict in a global economy drawing on 2+ essays from *Emerging* to craft and support an argument.

Paper 3 (125 points) SLO 1, 2, 3, 4, 5 Combine 2+ essays with two outside sources on a topic pertaining to either cultural/ artistic revelation or buying bodies.

Paper 4 (175 points) SLO 1, 2, 3, 4, 5 Like Paper 3, this assignment has a strong research component. You may chose to investigate and expand upon the issues raised by any one of the topics discussed in the class: self-identity, ethical conflict in a global economy, revelations of art and culture, buying bodies, or the politics of science. This essay will draw on 2+ essays as sources and require the use of 5+ outside sources.

Research Proposal (25) SLO 1, 2, 3, 4, 5 This assignment communicates your intended topic and demonstrates your preparedness for Paper 4 by demonstrating the strength and relevance of your research.

Revision Paper Proposal (25) SLO 1, 5 Justify why you have chosen a particular essay to revise and identify two target areas for revision

Revision Paper: (100 points) SLO 1, 5 Revision of one of the first two essays after having identified two target areas

Reflection Paper/Final Assignment: (100) SLO 1, 5 Instead of a final exam, you will write a critical reflection at the end of the class. Think of it as a scientific study of your progress as a writer over the next four months. Remember, writing is a *process*. Collecting your work and then reflecting on that work is part of the process. The final assignment is designed to get you thinking about your specific challenges, your strategies for improvement, your successes and failures, and your goals for the future. Every writer, no matter how accomplished, has room for improvement. This assignment is your culminating experience. This course does not have a final exam.

## **English 1B, Fall 2012, Course Schedule**

The syllabus is subject to change. You will be informed at least one class in advance if any changes are made. Related learning objectives (SLO) are listed after each assignment. All *They Say/I Say* readings fulfill SLO 3 and all *Emerging: Contemporary Readings for Writers* fulfill SLO 3 and 4.

### Key

CR= Critical Reading

LM=Language Matters

EC= Exploring Context

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	8/23	Introduction: Review syllabus and assignments
2	8/28-8/30	8/28: <b>Diagnostic (SLO 1, 4, 5, 6)</b> 8/30: <b>HW:</b> Julia Alvarez's "Once Upon a Quinceañera" (CR 1, 2, 3; EC 1, 2, 3; LM 3)
3	9/4-9/6	9/4: <b>HW:</b> Madeleine Albright's "Faith and Diplomacy" (CR 1, 2, 3; EC 1, 2; LM 1, 2, 3 ) & Joan Didion's "After Life" (CR 1, 2, 3; EC 1, 2; LM 1,2, 3) 9/6: <b>HW:</b> Deborah L. Spar's "Trading Places: The Practice and Politics of Adoption" (CR 1, 2, 3; EC 1, 2, 3; LM 1, 2, 3)
4	9/11-9/13: WRITING WORKSHOPS	9/11: <b>HW:</b> "They Say" and "I Say" (pages 19-41) 9/13: <b>HW:</b> "Tying it All Together" & MLA and/or APA worksheet
5	9/18-9/20	9/18: Peer review 9/20: <b>Paper 1 Due (SLO 1, 4, 5)</b>
6	9/25-9/27	9/25: <b>HW:</b> Kwame Anthony's Appiah's "Making Conversation and The Primacy of Practice" (CR 1, 2, 3; EC 1, 3; LM 1, 3) & Helen Epstein's "AIDS, Inc." (CR 1, 2, 3; EC 1, 2; LM 1, 2, 3) 9/27: <b>HW:</b> Thomas Friedman's "The Dell Theory of Conflict Prevention" (CR 1, 2, 3; EC 1, 2, 3; LM 2, 3) & (review Debora Spar essay for discussion)
7	10/2-10/4 RESEARCH WORKSHOPS	10/2: Library+ <b>HW:</b> "Entering the Conversation" (139-174) 10/4: <b>HW:</b> Research worksheet
8	10/9-10/11	10/9: <b>Paper 2 Due (SLO 1, 3, 4, 5)</b> 10/11: <b>HW:</b> Michael Kimmelman's "The Art of Collecting Lightbulbs" (CR: 1, 2, 3; EC 1, 3; LM 1, 2)
9	10/16-10/18	10/16: <b>HW:</b> Diana Taylor's "False Identifications: Minority Populations Mourn Diana" (CR 1, 2, 3; EC 1, 2, 3; LM 1, 3) and Virginia Postrel's "The Boundaries of Design (CR 1, 2, 3; EC 1, 2, 3; LM 1, 3) 10/18: <b>HW:</b> Richard Restak's " Attention Deficit: The Brain Syndrome of Our Era" (CR 1, 2, 3; EC 1, 2; LM 2, 3)+ brainstorm research topics

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
10	10/23-10/25	10/23: <b>HW:</b> Julia Serano’s “Before and After: Class and Body Transformations” ( CR 1, 2, 3; EC 1, 2, 3; LM 1, 3) and Mary Roach’s “The Cadaver Who Joined the Army” (CR 1, 2, 3; EC 1, 2, 3; LM 1, 3) 10/25: <b>HW:</b> Daniel Gilbert’s “Reporting Live From Tomorrow” (CR 1, 2, 3; EC 2; LM 2, 3) + research proposal due
11	10/30-11/1	10/30: <b>Paper 3 Due (SLO 1, 2, 3, 4, 5)</b> 11/1: <b>HW:</b> Kenji Yoshino’s “Preface and The New Civil Rights” ( CR 1, 2, 3, EC 1, 2, 3; LM 2, 3) & Francis Fukuyama’s “Human Dignity” (CR 1, 2, 3; EC 1, 3; LM 1, 2)
12	11/6-11/8	11/6: <b>HW:</b> The Dalai Lama’s “Ethics and the New Genetics” (CR 1, 2, 3; EC 1, 2; LM 1, 3)+ 2 research bulletins 11/8: <b>HW:</b> 3 Research bulletins due
13	11/13-11/15	11/13: <b>HW:</b> Outline due 11/15: <b>Short essay on censorship due (SLO 1, 2, 3, 6)</b>
14	11/20-11/22	11/20 Writing workshop ( <b>HW:</b> bring at least 3 completed paragraphs to class & Works Cited draft due) 11/22: Thanksgiving holiday
15	11/27-11/29	11/27: <b>HW:</b> Revision due 11/29: Writing workshop
16	12/4-12/6	12/4: Writing workshop 12/6: <b>Paper 4 Due</b>
		<b>Reflection essays due on 12/10</b>

### Important Dates

Wednesday..... August 22 .....First Day of Instruction – Classes Begin  
Monday ..... September 3.....Labor Day - Campus Closed (L)  
Tuesday..... September 4.....Last Day to Drop Courses Without an Entry on Student's  
Permanent Record (D)  
Tuesday..... September 11.....Last Day to Add Courses & Register Late (A)  
Wednesday..... September 19.....Enrollment Census Date (CD)  
Monday ..... November 12.....Veteran’s Day Observed - Campus Closed (V)  
Wednesday..... November 21.....Classes that start at 5:00 PM or later will not meet.

Thursday..... November 22.....Thanksgiving Holiday - Campus Closed (T)  
Friday..... November 23.....Rescheduled Holiday - Campus Closed (RH)  
Monday..... December 10.....Last Day of Instruction - Last Day of Classes  
Tuesday..... December 11.....Study/Conference Day (no classes or exams) (SC)  
Wednesday-Friday ..... December 12-14.....Final Examinations (exams)  
Monday-Tuesday..... December 17-18.....Final Examinations (exams)  
Wednesday..... December 19.....Final Examinations Make-Up Day (MU)  
Thursday..... December 20.....Grade Evaluation Day (E)  
Friday..... December 21.....Grades Due From Faculty - End of Fall Semester (G)  
December 22- .....WINTER RECESS  
January 21