

# FALL 2012

## English 1B: Composition Two

Department of English and Comparative Literature \* San Jose State University

Section \_\_\_\_\_ T R \_\_\_\_\_ Room: \_\_\_\_\_

Prerequisites: English 1A and passage of EPT \* G.E. Area C3

**Instructor:** Candice Wynne

**Email:** wynnefall@gmail.com

**Office:** FOB 224

**Office Hours:** T & TH 12 – 1 and by appt

**Dept. Office:** FOB 102

**Dept. Phone Number:** (408) 924-4

**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.

### Required Texts

The Purposeful Argument: Phillips and Bostian ISBN: 978-1-4282-3072-9

The Bedford Handbook 8<sup>th</sup> ed: Diana Hacker (red cover) ISBN: 978-0-312-65269-2

\*A good pocket Dictionary: Webster's or American Heritage

\* 3 examination Green Books for in-class essays, a folder w/ pockets, black or blue pens

### **Student Learning Outcomes**

**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.

# FALL 2012

## Assignments and Grading Distribution

☛ All 6 papers are required to pass this course.

**IN CLASS ESSAYS:** 200 points 20%

Expect to write 2 graded in-class essays worth 10% (100pts) each and 1 diagnostic in-class essay worth 10 points. The topic or prompt for each of these will be given on the day of the essay. No written preparation is necessary. Bring green exam booklet and dictionary.

**WRITTEN PAPERS:** 40%

There will be 4 formal written papers worth 10% (100pts) each: 400 points  
1) Claim & Support-I 2) Claim & Support-II 3) Claim & Support III 4) Major Revision

☛ **Late Papers:** All papers must be handed in during class on the day they are due. **For each class day (Tuesday and Thursday) your paper is late, you will be graded down 10 points (one full grade).** No electronic submissions. The ONLY exception to the late policy is if you can verify your absence with written documentation such as a doctor's visit, funeral, court appearance, required participation in team sports.

**CLASS PARTICIPATION:** 200 points 20%

All quizzes, grammar exercises, homework, and class discussions make up your participation grade. Please come to class prepared to participate. You cannot participate if you are not in class or if you have not prepared for class, so you must have all work done/reading by the beginning of class and **take part in class discussion**.

**THE UNIVERSITY ESSAY FINAL EXAM:** 200 points 20%

A common essay final, graded holistically, shall count 20 percent toward the course grade. A single university-wide final will be developed around a college-level reading passage each semester by the English Department Composition Committee.

## You Must Take the Final Exam to Pass English 1B

☛ **SATURDAY, December 8th, 10am – 12 noon** (Location TBA)

**Extra Credit:** There is no extra credit in my class. (Please don't ask) 0%

# FALL 2012

## 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).

## Course Content

**Writing:** In English 1B, your assignments will emphasize the skills and activities in writing and thinking that produce both the persuasive argument and the critical essay. Each of these demands analysis, interpretation, and evaluation. These assignments will give you repeated practice in prewriting, organizing, writing, revising, and editing. Your writing assignments will total a *minimum* of 8000 words and this word requirement will be met by writing a sequence of six to eight essays. At least one of your essays will require research. This 8000-word minimum does not include the final exam, quizzes, journals, or any brief or informal assignments but can include any major revisions of essays or assignments. A major revision is defined as rethinking or reworking an assignment rather than just correcting grammatical or structural errors. How your 8000-word minimum will be met will be clearly indicated on your greensheet.

**Reading:** The reading you will do in English 1B will include 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 readings you do in English 1B will be devoted to analytical, critical, and argumentative essays. However, other readings will include poetry, fiction, and drama. Your instructor will help you develop and refine strategies for reading challenging, college-level material.

**Research:** English 1B will include an introduction to the library and basic research strategies. You will learn to locate materials and use them effectively, as well as how to properly cite them. You will be required to write a traditional research paper or a series of short essays in which you use library research to inform your position or thesis. As part of this requirement, a University Librarian will lead one class session of your English 1B course.

## Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](#) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic](#)

# FALL 2012

[calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

## Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires 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 [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

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 your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 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 [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

**No Electronic Policy:** The use of electronic devices of any sort is NOT permitted in class unless you have clearance from the Disability Resource Center. No laptops, cell phones, ipods, mp3s, etc., before coming to class. NO NO NO T E X T I N G

**\*Make-up work** following an absence: I do not accept late homework *under any circumstances*. You will only get credit for homework assignments if you turn them in on the day they are due. Your participation grade depends on these short but important assignments.

**Contact Information:** Trade contact numbers and email addresses with at least two students. It will be **your responsibility** to contact one of these students when you must miss a class.

Classmate # 1: \_\_\_\_\_

Classmate # 2: \_\_\_\_\_

# FALL 2012

## 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.

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.

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by **correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.**

➡ **Paper Format:** All material handed in must be TYPED and follow these guidelines (unless otherwise directed) We will use MLA format (see Bedford Handbook)

- Typewritten, double spaced, black ink
- One inch margins on all sides \*Text on front side of paper only
- 12 point font, Times New Roman
- *Name, English 1B-(section #), Assignment Title, & Date: upper left hand corner*
- Number your pages (MLA format as per BH p. 583)
- Print word count at bottom of last page
- Hand in: 1) rough-draft 2) peer editing sheets and 3) final-draft in a folder