

San José State University
Department of English and Comparative Literature
English 1B, Composition 2 (GE C3), Section 34, Spring 2012

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Course Website:	https://sites.google.com/site/english1bsec34spring12/
Office Hours:	TuTh 10:00-11:00AM (or by appointment)
Class Days/Time:	TuTh 12:00-1:15PM
Classroom:	BBC 221
Prerequisites:	English 1A (or demonstrated equivalency)
GE Category:	Written Communication C3

Course Description

The distinctive characteristic of English 1B, the second step in meeting the requirements for writing instruction at SJSU, is a focus on *argumentation*: picking one side of a debate, defending your position, and using examples and evidence to support your claims. We will work on refining your ability to convince an audience (whether it be friends, members of your community, or coworkers) through written rhetoric. However, unlike that of a football or tennis coach, my goal for this class is not to produce “winners” who will always defeat their opponents in written or spoken debate; in a democracy, and especially with the contentious issues of our time, debates are rarely won outright—and resentment often lingers even if there seems to be a clear victor. The guiding philosophy of this class, therefore, stems from a broader definition of how argumentation can aid us as engaged members of a social discourse: By subjecting our beliefs and opinions to the rigorous standards of written rhetoric, we are forced to find where we stand on an issue; in other words, when writing an argumentative paper, we learn how much we know about a topic and where our convictions lie. Argumentative writing is both a method of convincing others and a process of personal discovery.

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

Textbooks

Argument as Dialogue (1st ed.)
Gary Goshgarian and Kathleen Krueger
ISBN: 9780205019120

Rereading America (8th ed.)
Gary Colombo, Robert Cullen, and Bonnie Lisle
ISBN: 9780312548544

The Everyday Writer (3rd ed.)
Andrea A. Lunsford
ISBN: 9780205019120

Other Materials

A spiral-bound, college-ruled notebook

Library Liaison

Toby Matoush
Dr. Martin Luther King Library
(408)808-2096
Toby.matoush@sjsu.edu

Class Protocol

In-Class Essays

Over the course of the semester, you will write four timed in-class essays. The first will be an ungraded diagnostic essay; the fourth will be an ungraded practice final. Not completing either of the ungraded in-class essays will, however, negatively affect the final grades you receive for your other in class essays. For each essay, I will give you one hour to respond to a pair of passages using personal and outside examples. Your writing should demonstrate a singular argument and focus, as well as a clear structure that divides examples, sub points, counterpoints, an introduction, and a conclusion. We will go over effective strategies for generating ideas in a timed essay.

Out-of-Class Essays

All assignments written outside of class will be submitted via electronic copy to *turnitin.com* instead of being turned in during class. You must submit your paper before 11:59PM on the listed due date. In order to submit papers to the class account, you will need the class ID, which is 4145896, as well as the university password, which is “sailboat,” and the course password, which is “ahab.”

Peer Reviews

In order to help you assess the strengths and weaknesses in both your writing and your peers' writing, we will conduct three peer reviews. I will place you into groups of three. You will submit a copy of your rough draft to each group member, as well as to the instructor. I will give you a guideline for the peer-review day: a series of questions you will need to answer in short paragraphs. You will spend the class period in your groups discussing the strengths and weaknesses in your peers' writing. Make sure to put your name on your responses.

Late Papers

All due dates are final for both rough and final drafts, unless I announce an extension. I will allow extensions for students in *extreme* circumstances, provided I receive sufficient evidence (e.g. doctor's note). Come talk to me in person as soon as possible if you don't think you'll complete an assignment by the required date. Any late assignment without sufficient explanation will be deducted one full grade for every weekday (not class day) it is late. For the peer-review process, it is *your* responsibility to give your group members sufficient time to review your paper.

Complete Essays

If an essay is incomplete, it will receive an overall grade no higher than 60 percent. For this class, I define an "incomplete" essay as either not meeting the word count by a significant margin or not addressing one or more of the requirements on the prompt (e.g. using sources, including a works cited list). Furthermore, in order to pass this class, you must meet the overall word count in the class description (8,000 words). In other words, no matter what your overall grade is, you must complete all major assignments in order to pass the class.

Grammar

In the first few weeks, I will hand out a list of common grammatical errors that I have seen in the class thus far. The issues will be distributed so that we will work on a handful before the due date of each paper. Once we have discussed and practiced correcting an error in class, making that error in a final draft will reduce the score by one grade level (e.g. a B paper will become a B-). The goal here is not grammatical perfection; rather, I want you to practice revising your writing on the sentence level.

Grade Challenges

If you believe a grade you receive on any assignment is unfair, you are welcome to challenge the grade by the following process. Referring to the course learning objectives and the assignment sheet, argue in writing why you think your grade was undeserved and suggest what grade you think you deserve. For the longer papers, this rationale should be no less than 2 pages, though it may be as short as one page for smaller assignments. I reserve the right to not change the grade, or to not raise it as high as suggested, according to how well I believe you argued your case.

Attendance

I cannot force you to come to class, but missing class means (on most days) not completing a journal entry, which cannot be made up; therefore, the grade you get for your journal will reflect your attendance and participation.

Laptops

Laptops are a fantastic tool for many situations and in many environments. However, I have never, *ever* seen one used during class for anything other than Facebook or World of Warcraft. Therefore, I will not allow laptops to be used during class.

Ground Rules for Writing and Class Discussion

Academic discourse is founded on principles of honesty and free thought; however, some lines should not be crossed in any public forum. I will not tolerate personal attacks upon other students or instructors, nor will I tolerate attacks upon another's race, ethnicity, religion, sex, or sexual orientation. I will eject from the class any student who I believe is offending other students or disrupting the class. I will also give no credit to any writing assignment (including entries in the writing journal) containing such offensive material.

Academic policies

You are responsible for reading the SJSU academic policies available online:

<http://www.sjsu.edu/english/comp/policyforsyllabi.html>

Assignments

Grading: A-F.

- 10% – In-Class Essays: 1,500 words (SLO 1, 3, 4, 5)
- 10% – Writing Analysis: 1,000 words (SLO 1, 3, 4, 5)
- 10% – Research Synthesis: 1,200 words (SLO 1, 2, 3, 5, 6)
- 5% – Annotated Bibliography: 1,000 words (SLO 1, 2, 3)
- 15% – Argumentative Essay: 2,000 words (SLO 1, 2, 3, 5)
- 10% – Peer Reviews: 1,000 words (SLO 1, 5)
- 10% – Presentation: 300 words (SLO 3, 4, 5)
- 10% – Writing Journal (SLO 1, 4, 6)
- 20% – University-Wide English 1B Exam

Grade Percentages

A+ 100%, A 95%, A- 91%, B+ 89%, B 85%, B- 81%, C+ 79%, C 75%, C- 71%, D+ 69%, D 65%, D- 61%, F 50%

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, Spring 2012, Course Schedule

Week	Date	<i>AD=Argument as Dialogue RR=Rereading America</i>
1	Thurs 1/26	Introductions
2	Tues 1/31 Thurs 2/2	UNIT I: Critical Reading and the Basics of Argument Diagnostic Writing Exam Read (AD)1-10 and (RR)Professor X, “In the Basement of the Ivory Tower”; Blank Writing Journals Due
3	Tues 2/7 Thurs 2/9	Read (AD)25-26 and (RR)Horace Mann, “Report of the Massachusetts Board of Education” Read (AD)32-38 and (RR)Malcom X, “Learning to Read” and (RR) Jonathan Kozol, “Still Separate, Still Unequal”
4	Tues 2/14 Thurs 2/16	Read (AD)180-184 and (RR)Michael Moore, “Idiot Nation” and (RR)John Gatto “Against School” Read (AD)113-116 and (RR) Mike Rose, “I Just Wanna Be Average”
5	Tues 2/21 Thurs 2/23	Writing Analysis due , read (AD)125-129 In-Class Essay #1
6	Tues 2/28 Thurs 3/1	UNIT II: Research and Evidence Research Session in MLK Library Read (AD)155-163 and (RR)Gary Soto, “Looking for Work” and (RR)Stephanie Coontz, “What We Really Miss about the 1950s”
7	Tues 3/6 Thurs 3/8	Read (AD)165-167 and (RR)Jennifer Morse, “8 Is Not Hate” and (RR)Marriage Equality USA, “Prop 8 Hurt My Family--Ask Me How” Read (RR)Evan Wolfson, “What Is Marriage?” and (RR)Andrew Sullivan, “My Big Fat Straight Wedding”
8	Tues 3/13 Thurs 3/15	Annotated Bibliography Due , read (AD)243-248 Read (AD)249-253 and (RR)Horatio Alger, “Ragged Dick” and (RR)Harlon Dalton “Horatio Alger”
9	Tues 3/20 Thurs 3/22	Read (AD)254-261 and (RR)Robert Frank, “Living It: Tim Blixseth” and (RR)Ehrenreich, “Serving in Florida” In-Class Essay #2
10	Tues 4/3 Thurs 4/5	Research Synthesis Draft due , read (RR)Gregory Mantsios, “Class in America” Peer Comments due and Discussion Day
11	Tues 4/10 Thurs 4/12	UNIT III: Using Evidence in Argumentation Final Draft Due Read (RR)Katherine S. Newman, “The Missing Class” and (RR)Maria La Ganga, “Tent City, USA”
12	Tues 4/17	Read (RR)Kathleen Arnold, “America's New Working Class” and (RR)Studs Terkel, “Stephen Cruz”

Week	Date	AD=<i>Argument as Dialogue</i> RR=<i>Rereading America</i>
	Thurs 4/19	Read (RR)Henry David Thoreau, “Walking” and (RR)Annie Dillard, “An American Childhood”
13	Tues 4/24 Thurs 4/26	Read (RR)Richard Louv, “A Life of the Senses” and (RR)Charles Siebert “The Artifice of the Natural” Read (AD)79-80 and (RR)Joy Williams, “Save the Whales, Screw the Shrimp” and (RR)Derrick Jensen, “As the World Burns...”
14	Tues 5/1 Thurs 5/3	Read (AD)86-90 and John Berlau, “Our Unhealthy Future Under Environmentalism” Read (RR)Bill McKibben, “The End of Nature” and (RR)Graeme Wood, “Moving Heaven and Earth”
15	Tues 5/8 Thurs 5/10	Practice Final (In-Class Essay) Proposal Draft Due , Final Essay Strategies
16	Tues 5/8	Peer Comments Due and Discussion Day
Final Exam	Saturday, May 12th	10:00am – 11:00am Location and other specifics will be announced in class.