# San José State University Department of English and Comparative Literature English 1B, Composition 2 (GE C3), Section 60 &61, Spring 2012

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| Instructor: | Judy Harper |
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| Office Hours: | Monday and Wednesday, 11:50 – 1:20 |
| Class Days/Times: | MW 9:00 – 10:15 (Section 60); MW 10:30 – 11:45 (Section 61) |
| Classroom: | SH 411(Section 60); ENG 327 (Section 61) |
| Prerequisites: | Passage of Written Communication 1A (C or better) or approved equivalent. |
| GE Category: | Written Communication C3 |

Required Texts:

Convergences: Themes, Texts, and Images for Composition, 3rd edition. Edited by Robert Atwan

Freakonomics: A Rogue Economist Explores the Hidden Side of Everything, Steven D. Levitt and Stephen J. Dubner

A college level dictionary

Required Materials:

A notebook (spiral with perforated paper and pockets) for in-class activities, notes, and for storing hand-outs

An e-mail account (an SJSU account is highly preferable) that you check several times per week

Three “yellowbooks”

**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.

## **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):**

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

***Specific Course Requirements and Policies:***

Preparation & Participation: You should attend each class session and be fully prepared to participate. It is your responsibility to be on time and to be prepared; failure to do so will result in a loss of your participation point.

**Absences and Tardiness:** We all face challenges in life. Our cars break down. We have 10 other exams to study for. We have the flu. We just simply need a break. Therefore, you are allowed **two** lifelines this semester. Take two days off **as long as there is nothing due and no exam scheduled.** No explanations needed; no questions asked. Please use this in a responsible manner and **do not** e-mail me asking me “Did I miss anything?”  
\*\*Once you’ve used your two absences, you will need to provide written documentation in the form of a doctor’s note or other agreed upon source to excuse an absence.

If you are more than 5 minutes late to class, you will not earn your participation point for the day.

Classroom Expectations: Texting or taking calls during class is rude. Using your phone during class communicates to me that you are busy doing something else. If you are busy doing something else, you cannot be participating in class. Therefore, if I see you using your phone during class, you will lose your participation point. If you are addicted to text messaging and cannot fathom going 75 minutes without checking your phone, leave it at home. If it becomes a problem, I will ask you to leave for the day.

Computer Use: Laptops are unnecessary and create a distraction; leave them at home. You do not need them in our class, nor are you allowed to use them.

**Reading and Writing Requirements and Policies:**

* Details on all writing requirements will be given in class.
* A detailed reading list for *Convergences* will be provided in class
* All out-of-class work is to be typed, double-spaced, with 12-point font (Times New Roman) and 1-inch margins.
* All out-of-class work is due at the start of class and anything turned in more than five minutes after the start of class will be considered late
* Opinion papers will be a response to our texts
* Quizzes will be random and unannounced
* In-class essays (3) will be administered in class on the dates listed in our calendar. They cannot be made up unless a clear and compelling reason is cleared with me beforehand (being sick or waking up late or having car trouble and/or an annoying roommate don’t count as reasons)
* Out-of-class essays (3) will cover, broadly, the whole-class theme of “The American Way of Life”. Each essay will require academic research.
* Late paper policy: Late papers will lose 10% *per class session past the due date*. Papers more than one week late will not be accepted.

**Final Assignment:**

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.

Course Assignments and Grading Breakdown:

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| --- | --- | --- | --- | --- |
| **Assignment** | **Learning Objective** | **Points** | **Total points** | **Word Count** |
| *Participation* | n/a | 100 | 100 | n/a |
| *Quizzes* | 1,2,4 | 5 @ 10 points each | 50 | n/a |
| *Opinion papers* | 1,4,5 | 10 @ 20 points each | 200 | 2000 |
| *In-class essays* | 1,3,4,5,6, | 3 @ 50 points each | 150 | 1500 |
| *Out-of-class essay* | 1,2,3,4,5,6 | 3 total. Essays 1 and 2 are 100 points each; Essay 3 is 200 points | 400 | 5000 |
| *Portfolio* | 1,2,3,4,5,6 | 100 | 100 | 500 |

**Total points available this semester = 1000**

**Grading:**

This course is graded on an A-F scale, with points/percentages broken down as follows:

A+ = 1000-980 B+ 890-870 C+ = 790-770 D = 690 - 600

A = 970-930 B = 860-803 C = 760-730 F = 590 and lower

A- = 920-900 B- = 820-800 C- = 720 - 700

You must complete **all** essays plus complete the portfolio assignment in order to pass English 1B. This requirement is not negotiable.

**English 1B – Spring 2012  
Tentative Course Calendar and Major Due Dates**

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| **Dates** | **Monday** | **Wednesday** |
| 1/23 - 25 | No class | Course introduction, greensheet review, general meet & greet |
| 1/30 – 2/1 | Logical fallacies overview and discussion  (download MLA handout – bring to Wednesday’s class) | Definition and discussion of MLA  Start reading *Freakonomics* |
| 2/6 - 8 | Opinion paper (SLO 1,4,5) #1 due  In-class discussion of *Freakonomics* | In-class discussion of *Freakonomics;*  Essay #1 (SLO 1,2,3,4,5,6) assigned and discussed |
| 2/13 - 15 | Opinion paper (SLO 1,4,5) #2 due  In-class discussion of *Freakonomics* | Peer review |
| 2/20 - 22 | Opinion paper (SLO 1,4,5) #3 due  Peer review | **In-class essay #1** (SLO 1,3,4,5,6)  **Essay #1 (SLO 1,2,3,4,5,6) due** |
| 2/27 - 29 | Opinion paper (SLO 1,4,5) #4 due  In-class discussion of *Convergences* reading\* | In-class discussion of *Convergences* reading |
| 3/5 - 7 | Opinion paper (SLO 1,4,5) #5 due  Essay #2 (SLO 1,2,3,4,5,6) assigned and discussed | In-class discussion of *Convergences* reading |
| 3/12 - 14 | Opinion paper (SLO 1,4,5) #6 due  In-class discussion of *Convergences* reading | Peer review |
| 3/19 - 21 | Opinion paper (SLO 1,4,5) #7 due  Peer review | **In-class essay #2** (SLO 1,3,4,5,6)  **Essay #2 (SLO 1,2,3,4,5,6) due** |
| 3/26 - 28 | No class – spring break | No class – spring break |
| 4/2 - 4 | Opinion paper (SLO 1,4,5) #8 due  Essay #3 assigned and discussed | Library day - tentative |
| 4/9 - 11 | Opinion paper (SLO 1,4,5) #9 due  In-class discussion of *Convergences* reading | In-class discussion of *Convergences* reading |
| 4/16 - 18 | Opinion paper (SLO 1,4,5) #10 due  In-class discussion of *Convergences* reading | Portfolio assigned and discussed (tentative)  Peer review |
| 4/23 - 25 | Peer review | **Essay #3 (SLO 1,2,3,4,5,6) due**  Movie |
| 4/30 – 5/2 | Movie | In-class essay #3 (SLO 1,3,4,5,6) |
| 5/7 - 9 | Portfolio workshop (tentative) | Portfolio due (tentative) |
| 5/14 - 16 | TBA | No class – University Study Day |

\*detailed reading list to be provided separately