

San José State University
Department of English and Comparative Literature
English 1B, Composition 2 (GE C3), Section 28, Fall 2013

Instructor:	Sarah Prasad
Office Location:	FO 212
Telephone:	408.924.4456
Email:	sarah.prasad@sjsu.edu
Twitter:	@PrasadSarah
Office Hours:	T/TH 12-1pm and by appointment
Class Days/Time:	T/TH 1:30-2:45pm
Classroom:	SH 315
Prerequisites:	Passage of Written Communication 1A (C or better) or approved equivalent.
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.

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

Textbooks

Everything's an Argument, 6th ed. by Andrea Lunsford and John Ruszkiewicz (ISBN 978-1-4576-0606-9)

The Everyday Writer, 5th ed. By Andrea Lunsford (ISBN 978-1-4576-1266-4)

Other Readings

Other readings may be assigned during the semester but none will need to be purchased.

Canvas

Canvas is our new online Learning Management System, so you will be required to participate there for homework and exercises. Login at URL: <https://sjsu.instructure.com> using your SJSU One account information. **Please note:** in Canvas, the only acceptable formats that can be used for uploading information are: MS Word, Acrobat PDF, Postscript, Text, HTML, WordPerfect (WPD) and Rich Text Format. If you don't use these formats, your documents will not be accepted and you may lose points for missing assignments. Please let your instructor know if you need help.

Everyday Writer LearningCurve

Part of our grammar lessons will come from the free online component to the Everyday Writer handbook, which is called LearningCurve. I will introduce it to you in class on 9/24 and you will be expected to do work in there periodically throughout the semester.

Peer Mentor

Peer Mentor: Judy Kikhia

What she says about herself: I was raised in the Bay Area and love it here. I'm a sister of five and spend most of my free time reading or baking. One thing I absolutely love is meeting new people!

Email Address: judy.kikhia@sjsu.edu

Office Hours & Location: In the Peer Connection locations on Tuesdays 5:00-7:00 PM in the MLK library in LL 67 and Wednesday 12:30-2:00 in Clark Hall near the first floor entrance.

About the Peer Mentor Program

The Peer Mentor Program is part of SJSU's newly formed Peer Connections department, which provides campus-wide mentoring and tutoring services. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. More information on hours, locations, services, and the workshop calendar can be found online at <http://peerconnections.sjsu.edu/> or by calling (408) 924-2587.

Library Liaison

English & Comparative Literature

Matoush, Toby

Phone: (408) 808-2096

Email: toby.matoush@sjsu.edu

Credit hours

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours per the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Classroom Protocol

Participation and Active Learning: Participation is essential to active learning and to the learning process in general. Participation includes but is not limited to being engaged in small and large group work, bringing materials to class, focusing on the task at hand (instead of, for example, other coursework or your phone) and basically contributing to the learning process that will be happening in our workshop style classroom. If you cannot make a particular class, check Canvas and/or email the teacher or contact a dependable classmate to get updated on what you missed. You are responsible for all homework whether you are in class or not.

Peer review: Part of your grade for participation is your involvement in and commitment to peer review. Peer review is a chance for you to get some valuable feedback from your peers on your rough drafts before turning them in. If you don't come to a workshop for a given paper, or if your essay is not a "good faith" draft, your grade on the final draft will be one full grade lower. A "good faith" draft is typed, **has the full word count**, and shows careful thought and planning even though it may be unfinished.

Classroom Etiquette: Please turn off all pagers, phones, and other noise-making devices before entering the classroom. In addition, we must all treat others with respect and kindness so that we can build a safe and productive learning environment and writing community.

Email: When emailing, remember sign your name at the end of the email. I cannot always know who you are just by the email address. Also, remember that I am your instructor, so your language should be appropriate and professional, and I will respond in kind.

Twitter: Please create a Twitter account for yourself and follow me (@PrasadSarah) on Twitter. It's not a requirement, but often I will tweet homework and assignment reminders, so it's a good idea to get into this new technology if you can.

Assignments and Grading Policy

Grading: A-F.

“A” work will be well-organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment and MLA. It will show the student’s ability to use language effectively and construct sentences distinguished by syntactic constructions at the college level and appropriate to the work’s intended audience and purpose. Such work will be essentially free of grammatical, mechanical, and usage errors. Whether written or oral, “A” work succeeds in communicating ideas clearly and effectively to the target audience.

“B” work will demonstrate abilities in the same categories as “A” work. The chief difference is that “B” work will show notable weaknesses in one of these categories. It may inadequately fulfill parts of the assigned tasks, show less facility of expression and communication, or contain some grammatical, mechanical, usage, or delivery flaws that do not impede clear transmission of meaning.

“C” work will be generally competent and attempt to complete all tasks set by the assignment but show weaknesses in fundamentals, usually development or clarity, with barely enough specific information to illustrate the subject being addressed. The sentence construction, language, and/or delivery may be less effective and correct than “B” work, but will not seriously impede clear transmission of meaning. MLA formatting and citations may be incorrect or missing altogether.

“D” work will neglect one of the assigned tasks or directions and be noticeably superficial in development—that is, too brief or simplistic. The work may reveal some problems of development, detail, and/or audience. It will contain grammatical, mechanical, usage, and/or delivery shortcomings that are frequent and/or serious enough to impede clear transmission of meaning. MLA formatting and citations may be incorrect or missing altogether.

“F” work shows a disconnection with the course and a lack of understanding of the task and the writing conventions that are being taught. The writing is incoherent and riddled with sentence level errors. It is clear in this essay that the writer is not engaged in the class and/or the assignment. MLA is not present in this essay.

Assignments/Tests/Quizzes:

- Assignments can be turned in on time in class or they can be turned in early to the instructor during office hours or in class. Assignments **cannot** be turned in to the English Department office.
- No late work is accepted, nor is any work accepted via email.

- Assignments should be printed on 8.5 x 11 clean-cut paper, in black ink, in a standard 12-point font such Times New Roman, and double spaced unless the assignment dictates otherwise. The appropriate format is MLA.
- See <http://owl.english.purdue.edu/owl/resource/747/01/> for MLA information.
- If you are absent, you are responsible for getting updated on what was missed as well as what is due when you return.
- Not all assignments will be collected. Ideally, you should come to class prepared; however you should come to class even if you aren't.
- Tests and quizzes will be given on the assigned day and can be taken early under special circumstances.

Grades	
A+	98-100
A	94-97
A-	90-93
B+	88-89
B	84-87
B-	80-83
C+	78-79
C	74-77
C-	70-73
D+	68-69
D	65-67
F	64-0

Essays	60%
Homework	10%
Participation	10%
Two midterms (averaged)	10%
Final Reflective assignment (see below):	10%

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. More information and details about this assignment will be posted on Canvas as it becomes available.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd 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.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website: <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

Peer Connections

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the WST, improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. We are located in SSC 600 (10th Street Garage), at the first floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. See the Peer Connections website for more information (peerconnections.sjsu.edu).

WST: The next step for you, once you have passed English 1B, is to take the WST. Please see more at <https://testing.sjsu.edu/twst.html>

English 1B, Fall 2013, Course Schedule

*This schedule is subject to change with fair notice
and changes will be emailed to you through MySJSU and will also be posted on Canvas.*

SLO	Weight	Assignment	Peer Review Date	Due Date	Word Count
1, 4, 5	10%	Diagnostic		8/22	800
1, 4, 5	15%	Essay 1	9/3	9/5	1200
1, 4, 5	5%	Midterm 1	N/A	9/26	800
1, 2, 3, 4, 5	15%	Essay 2	10/1	10/3	1400
1, 4, 5, 6	5%	Midterm 2	N/A	10/24	800
1, 2, 3, 4, 5	5%	Extensive Research	11/7	11/9 noon, post draft on Canvas	(1400)
1, 2, 3, 4, 5	15%		11/21	12/11 or 12/12	1800
1, 4, 5	10%	Reflective Analysis	12/3	12/5	1200
	10%	Participation	N/A	N/A	N/A
	10%	Homework	N/A	N/A	N/A
	100%	TOTAL			8000

Week	Tuesday	Thursday
1		8/22 Diagnostic Essay written in class HW Read Chapter 1 over the weekend
2	8/27 Introduction to the class and the classroom Topics: argument, thesis statement	8/29 Introduction of students Going over HW Thesis statements Rough outline for Essay 1 Prep for Peer Review
3	9/3 Freewrite/analysis Peer review Essay 1 HW Analyze and continue the freewrite	9/5 Essay 1 due, cover letter to be written in class Starting grammar portfolio in class Preview PIE paragraphs together Preparation for Library Research Day

4	9/10 LIBRARY RESEARCH DAY	9/12 Starting MLA—Works Cited Page Preview CH 7 Structuring Arguments HW Read CH 7
5	9/17 Previewing CHS 8-12 (5 groups) Start Modest Proposal in class HW Read the chapter assigned to your group	9/19 Groups reconvene then present assigned chapter Finish Modest Proposal Grammar portfolio check in (in class) Essay outline
6	9/24 Finish PIE and PIEIEIE Introductions Start on Everyday Writer LearningCurve online grammar exercises Prep for midterm	9/26 Midterm 1 HW Rough Draft
7	10/1 Freewrite Review of Peer Review Peer Review Essay 2	10/3 Essay 2 due, complete cover letter in class Transitions Fallacies (Ch 5) HW Read Ch 5
8	10/8 Freewrite Starting the Research Paper— Brainstorming about the topic. HW Posting your topic on Canvas by Sunday 10/13 at 12 noon for approval	10/10 Research Paper prompt Previewing CH 6 Rhetorical Analysis HW Read CH 6 MLA—In-text Citation Quote Sandwich
9	10/15 More fallacies Rhetorical Analysis Evaluating sources	10/17 Due: Prospectus More Rhetorical Analysis Finishing fallacies Research strategies Prep for presentations

10	10/22 Due: Annotated Bibliographies (2) More Rhetorical Analysis Conclusions	10/24 Midterm #2 HW: Outline and Grammar Portfolio
11	10/29 Presentations students 3-6 Evaluate and discuss presentations Addressing the counterargument Concise language Addressing research issues	10/31 Due: Annotated Bibliographies (2) Presentations students 1, 7, 9-12
12	11/5 Due: grammar portfolio, complete cover letter in class Presentations students 2, 8, 22-25	11/7 Review Everyday Writer essay sample and other sample essays. Peer Review #1 for Research Essay
13	11/12 Freewrite: Read other freewrites and follow with last freewrite about future with writing. Go over Reflective Analysis assignment Presentations Students 13, 14, 20, 21	11/14 Presentations students 15-19
14	11/19 Conjunctions Fixing Works Cited Page Fixing In-text Citations	11/21 Peer Review #2 for Research Essay
15	11/26 Adjective Clauses Everyday Writer sample essay	11/28 Thanksgiving
16	12/3 Peer review Reflective Analysis	12/5 Last day of class Due: Reflective Analysis Due: Works Cited Page
12/11 Weds	English 1B Section 18: Research Essay due in our classroom 9:45 am	

12/12 Thurs	English 1B Section 28: Research Essay due in our classroom 12:15 pm
----------------	---------------------------------------------------------------------

Important SJSU dates:

Spring 2013

Wednesday	August 21	First Day of Instruction – Classes Begin
Monday	September 2	Labor Day—Campus closed (L)
Tuesday	September 3	Last Day to Drop Without Entry on Permanent Record (D)
Tuesday	September 10	Last Day to Add Courses & Register Late (A)
Wednesday	September 18	Enrollment Census Date (CD)
Monday	November 11	Veterans Day—Campus closed (V)
Wednesday	November 27	Classes that meet 5 pm or later will not meet
Monday	November 28/29	Thanksgiving Holiday—Campus closed (T) (RH)
Monday	December 9	Last Day of Instruction, Last Day of Classes
Tuesday	December 10	Study/Conference Day (no classes or exams) (SC)
Weds-Friday	December 11-13	Final Examinations (exams)
Mon-Tuesday	December 16-17	Final Examinations (exams)
Wednesday	December 18	Final Examinations Make-Up Day (MU)
Thursday	December 19	Grade Evaluation Day (E)
Friday	December 20	Grades Due From Faculty, End of Fall Semester (G)
Monday	December 23- January 20	Winter Recess
Wednesday	December 25	Christmas Holiday - Campus Closed (CH)