

**San Jose State University**  
**Department of English and Comparative Literature**  
**English 1B, Composition 2 (GE C3)**  
**Section 33, Fall 2013**

**Instructor:** Nicole Hughes    **Office Location:** FO 214    **Telephone:** (408) 924-4600  
**Email:** [nicole.hughes@sjsu.edu](mailto:nicole.hughes@sjsu.edu) (preferred method of communication)    **Office Hours:** Tu/Th 2-3  
**Class Days/Time:** Tu/Th 3-4:15    **Classroom:** Dudley Moorehead Hall 357  
**GE Category:** Written Communication C3  
**Class Blog:** <http://english1bsection33.blogspot.com/> (start following immediately)

**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.

### **Library Liaison**

Toby Matoush

Voice: 408-808-2096

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

**Tutoring:** Peer Connections is the new campus-wide resource for mentoring and tutoring. 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](http://peerconnections.sjsu.edu)).

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.

### **Required Texts/Readings**

#### **Books (available from the Spartan Bookstore)**

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

*Rereading America*, Gary Colombo, Robert Cullen, and Bonnie Lisle ISBN - 9781457606717

*Aliens in America*, Sandra Tsing Loh \*[Audio Version](#) - B00005AVY3 (available for purchase on Amazon) OR through Audible.com [http://www.audible.com/pd/ref=sr\\_1\\_1?asin=B002UUKK94&qid=1368980509&sr=1-1](http://www.audible.com/pd/ref=sr_1_1?asin=B002UUKK94&qid=1368980509&sr=1-1)

*We the Animals*, Justin Torres ISBN - 9780547844190

*Poeta En San Francisco*, Barbara Jane Reyes ISBN - 0975937642

Any reputable English Dictionary ([www.m-w.com](http://www.m-w.com) is an acceptable online dictionary resources)

### **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.

**University Policies**

**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.

**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

**Classroom Protocol**

As college students, you are expected to attend class, arrive on time, and behave with a level of maturity commensurate with your age and academic level. Attendance and completion of homework is essential for this fast-paced class, with a heavy reading and writing load. In addition, you must 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.

I. **Attendance and Participation** is evaluated based on completion of in-class assignments, quizzes, homework, and participation in class discussion. You CAN NOT make up any missed in class activities. If you attend class everyday but do not participate in class discussions, your grade will be negatively affected.

II. **Late Work** receives a reduction of one letter grade per day it is late (this includes weekends). If you are sick or having to miss class for any other reason on the day something is due, arrange to have a classmate turn it in if you do not want a grade reduction. *I only accept late work in hardcopy form with the following at the top: Due Date, Date Turned In, Total Grade Reduction.*

III. **Turnitin.com** identifies possible sources of plagiarism. All papers must be submitted to turnitin.com within a week prior to the paper due date. Papers not submitted to turnitin.com will receive an automatic F, even if your hardcopy is turned in on time. CLASS ID: , ENROLLMENT PASSWORD:

IV. **Electronics** usage is not permitted in the classroom. All cell phones, laptops, iPads, etc. *must remain in your bag.*

**Grading and Assignments:** 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	C 769-740	D- 639-600
B 869-840	C- 739-700	F 599-0

**Paper Format:**

- 12-point Times New Roman font, double-spaced
- At the top of the first page: Name, English 1B, Class Section, and **word count**
- Number each page with your last name and page number in upper-right-hand corner (e.g. Hughes 3)
- Staple before class. I will not accept papers that are not stapled. This is part of presenting yourself as a responsible professional.

**Short essay on censorship (50 points) SLO 1, 5, 6** Synthesize an issue pertaining to censorship and freedom of speech with Anne Applebaum's "The Decline of American Press Freedom" and/or Naomi Wolff's "Freedom is Intended as a Challenge." (*Rereading America*). (500 words)

**Paper 1 (100 points) SLO 1, 4, 5** Synthesize two essays from *Rereading America* (1,000 words)

**Paper 2 (100 points) SLO 1, 4, 5** Consider a myth of your choice while drawing on 2+ essays from *Rereading America* and 2 additional sources. (1,250 words)

**Research Proposal and Annotated Bibliography (75 points) SLO 1, 2, 3, 4, 5** Communicate your intended topic and demonstrate your preparedness for Paper 3 by demonstrating the strength and relevance of your research. (750 words)

**Paper 3 (150 points) SLO 1, 2, 3, 4, 5** This paper has a strong research component. Investigate and expand upon the issues raised by any one of the myths examined in class. This essay will draw on 2+ essays from *Rereading America* as sources and require the use of 5+ outside print sources. (2,000 words)

**Revision Paper Proposal (in-class, 25 points) SLO 1, 5** Justify why you have chosen a particular essay to revise and identify two target areas for revision. (500 words)

**Revision Paper (100 points) SLO 1, 5** Revision of either Paper 1 or Paper 2 after having identified two target areas. (1,000 words)

**Further Connections Project (150 points)** includes 1,000 word written component

**Reflection Paper/Final Assignment (100 points) 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.

**Participation (150 points)** Includes in-class group work, workshops, dialogic reading journal and presentations (leading in-class discussions)

*Extra Credit SLO 1, 2, 3, 4:* If you attend one of the literary-related events included on the last page of the syllabus and write a paper on the experience (500 words), you can receive a maximum of 10 points added to your grade, depending on the quality of the paper. The paper must include your thoughts about the event before you attend, a description of the event that creates a picture for your reader about the most significant elements of the event, your reflections on what you learned at the event, and your critique of the event (e.g. would you recommend others attend such an event? Why or why not?).

### English 1B, Fall 2013, Course Schedule

**This schedule is subject to change; changes will be announced in class and posted on the class blog**

Wk	Date	Assignment Deadlines and Class Activities	Reading Homework
1	Thu. 8/22	Introductions; review syllabus and schedule; <i>They Say, I Say</i> : why templates?; Do exercise 2 on page 15 of <i>They Say, I Say</i>	<i>Rereading America</i> (RA) pg. 631-647 AND Part 1 of <i>They Say, I Say</i> (TSIS); Do exercise 1 on page 28 of TSIS
2	Tue. 8/27  Thu. 8/29	Do exercise 1 on page 40 of TSIS	pg. 198-205 of TSIS  Part 2 of TSIS; Do exercise 1 on page 75 of TSIS
3	Tue. 9/3  Thu. 9/5	<b>Short essay on censorship assigned (due anytime before 12/3)</b> ; Do exercise 1 on page 67 of TSIS using the essay on pg. 198-205	Do exercise 1 on page 90 of TSIS  Listen to 30 mins. of <i>Aliens in America</i> and Part 3 of TSIS
4	Tue. 9/10  Thu. 9/12	<b>Peer Workshop of Paper 1</b> ; Do exercise 1 on page 119 of TSIS  <b>Paper 1 due</b> ; Do exercise 2 on page 138 of TSIS	Listen to 30 mins. of <i>Aliens in America</i> ; Do exercise 1 on page 128 of <i>They Say, I Say</i>  RA melting pot myth; Finish <i>Aliens in America</i> and Part 4 of TSIS
5	Tue. 9/17  Thu. 9/19		Read first half of <i>We the Animals</i>
6	Tue. 9/24  Thu. 9/26		Finish <i>We the Animals</i>  poetry from Barbara Jane Reyes
7	Tue. 10/1  Thu. 10/3	<b>Peer workshop of Paper 2</b>	poetry from Barbara Jane Reyes
8	Tue. 10/8  Thu. 10/10	<b>Paper 2 due</b>	
9	Tue. 10/15  Thu. 10/17		

Wk	Date	Assignment Deadlines and Class Activities	Reading Homework
10	Tue. 10/22 Thu. 10/24	<b>Research Proposal and Annotated Bibliography due</b>	Do exercise 1 on page 100 of TSIS using the articles from your annotated bibliography
11	Tue. 10/29 Thu. 10/31		
12	Tue. 11/5 Thu. 11/7	<b>Peer Workshop Paper 3</b>	
13	Tue. 11/12 Thu. 11/14	<b>Paper 3 Due</b>	
14	Tue. 11/19 Thu. 11/21	Revision Paper Proposal (in-class) and revision workshop Further Connections Project Presentations (written component due)	
15	Tue. 11/26 Thu. 11/28	<b>Revision paper due;</b> Peer Workshop of Reflection Paper Campus closed for Thanksgiving holiday	
16	Tue. 12/3 Thu. 12/5	Further Connections Project Presentations (written component due) Reflective Essay Readings; <b>Reflection paper due</b>	

**Extra Credit Literary Events (see [litart.org](http://litart.org) for more info):**

- Aleksandar Hemon reading and book signing, September 18 at 7 p.m. in MLK Rm 225/229
- Aleksandar Hemon in conversation with Peter Orner, September 19 at 1 p.m. in MLK Rm 225/229
- Sandra Tsing Loh reading and book signing, October 15 at 7 p.m. in SJSU University Theatre
- Tom Barbash reading and book signing, October 30 at 7 p.m. in MLK Rm 225/229
- Barbara Jane Reyes reading and book signing, November 20 at 7 p.m. in MLK Rm 225/229

**Important Fall 2013 Dates**

First day of classes, Wednesday, 21 August  
Labor day, Monday, 2 September  
Last drop day, Tuesday, 3 September  
Last add day, Tuesday, 10 September  
Veteran's day, Monday, 11 November  
Thanksgiving break, Thursday-Friday, 28-29 November  
Last day of instruction, Monday, 9 December  
Final Examinations, 11-13, 16-17, December  
Grades due, Friday, 20 December.