

**San José State University**  
**Department of English and Comparative Literature**  
**English 1B, Composition 2 (GE C3), Section 40, Fall 2013**

<b>Instructor:</b>	Mark Dowdy
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<b>Office Hours:</b>	TTh 1:00 – 2:30 p.m. and by appointment
<b>Class Days/Time:</b>	Thursday 6 – 8:45 p.m.
<b>Classroom:</b>	Boccardo Business Center 120
<b>Prerequisites:</b>	Passage of Written Communication 1A (C or better) or approved equivalent.
<b>GE Category:</b>	Written Communication C3

### **Canvas Messaging**

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on the course's Canvas site. You are responsible for regularly checking with the messaging system through Canvas. You may access the [Canvas](https://sjsu.instructure.com) site for English 1A at <https://sjsu.instructure.com>.

### **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.

In addition to the writing, reading, and critical thinking components of this course, this section of English 1B will require you to learn about a foreign country. During class meeting, each of you will select a nation that you will write about throughout the semester. To help you develop the analytical tools necessary for evaluating the culture,

politics, history, and economics of your selected nation, I have assigned Laurent Dubois's *Haiti: the Aftershocks of History* as a model for how to write and think critically about a particular place.

**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](http://www.sjsu.edu/english/comp/policyforsyllabi.html) 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

### Textbook

- *The Everyday Writer*, free SJSU electronic edition, Andrea Lunsford (Bedford/St. Martin's) ISBN-13: 978-14576-6712-1
- *Haiti: the Aftershocks of History*. Paperback edition. Laurent Dubois (Picador) ISBN-13: 978-12500-0236-5
- A Dictionary
- Blue/Yellow Books

### Other Readings

- *The Everyday Writer with Exercises*, 5<sup>th</sup> Edition, Andrea Lunsford (Bedford/St. Martin's) ISBN-10: 1457612674 (Recommended)

## Library Liaison for English courses

Toby Matoush, Dr. Martin Luther King Jr. Library

Voice: 408-808-2096

Email: [Toby.Matoush@sjsu.edu](mailto:Toby.Matoush@sjsu.edu)

Website: <http://libguides.sjsu.edu/profile.php?uid=14949>

## Classroom Protocol

To help foster a classroom environment in which everyone feels comfortable enough to participate, I will not tolerate blatant displays of disrespect towards your peers or towards me. There are ways to disagree with others respectfully and sincerely. In the unlikely event that anyone should exceed the boundaries of civility, he or she will be asked to leave for the remainder of the class session.

## “Smart” Phone Usage

Attendance is both a physical AND mental state of being. Use that nifty gadget at your own risk. I won't interrupt class if I see you engaged in a spirited parley with your little electronic friend, but I will take note of it. *Each time I see you*

*texting/surfing/gaming/talking etc., I'll lower your participation grade by one letter grade.*

## **Laptops**

There is no need to use a laptop during class. Please keep yours closed.

## **Academic policies**

You are responsible for reading the [SJSU academic policies](http://www.sjsu.edu/english/comp/policyforsyllabi.html) available online:  
<http://www.sjsu.edu/english/comp/policyforsyllabi.html>

## **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. 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.

“**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.

“**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.

Letter grades will be translated into the following percentages:

## Essay and Course Grades

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

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. Courses graded according to the A,B,C,NoCredit system shall follow the same pattern, except that NC, for NoCredit, shall replace a C-, D, or F. In A,B,C,NoCredit courses NC shall also substitute for W (for Withdraw) because neither NC nor W affects students’ grade point averages.

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. Note: This includes email notes to the instructor!

### The Grade

<b>Two Out-of-Class Essays (2,000 words each; SLOs 1-6)</b>	<b>40%</b>
<b>Formal Research Essay (2,000 words; SLOs 1-6)</b>	<b>25%</b>
<b>Final Portfolio Assignment (1000-1200 words; SLOs 1, 4, 5, and 6)</b>	<b>10%</b>
<b>Two In-Class Essays (500 words each; SLOs 1, 4, 5, and 6)</b>	<b>10%</b>
<b>Quizzes and Participation (SLO 1, 4, and 6)</b>	<b>10%</b>
<b>Classroom Presentation (SLO 1-4)</b>	<b>5%</b>

**Two Out-of-Class Essays (20 percent each; 40 percent of overall grade):** Out-of-class essays will be 3-5 pages long, with 1 inch margins and a 12-point standard font (i.e. Times-New Roman or something similar). In order to receive credit for the essay, you will have to complete a first and final draft. For each draft, you will submit BOTH a hard copy to me AND an electronic one to Turnitin.com. I will respond to the hard copy of your first draft, providing comments and suggestions that you will have an opportunity to review before submitting your revision. Your final draft will get fewer comments from me, but it will receive a letter grade.

Here is the sign-up information for Turnitin.com

**Class ID: 6763309**

**Password: Scholar**

Important: Your graded final drafts must include significant revisions. It is not enough to correct mechanical errors; you must also strive to improve the essay’s content and organization and to refine its language. **UNLESS YOU SUBMIT TWO DISTINCT**

DRAFTS, YOU WILL NOT RECEIVE CREDIT FOR AN OUT-OF-CLASS ESSAY.

**Due dates for out-of-class essays:**

**Out-of-Class Essay #1: first draft, 9/10; revised draft, 10/8**

**Out-of-Class Essay #2: first draft, 10/15; revised draft, 11/5**

**Formal Research Essay (25 percent of overall course grade):** Your final essay will be focus on the nation you have been studying and writing about all semester. It will require you to develop an original thesis about your selected nation and to provide research to support your argument. During the first week following spring break, you will submit a one-page printed proposal that will include your working thesis and a brief explanation of its significance.

**Formal Research Essay due 12/3**

**Final Portfolio Assignment (10 percent of overall course grade):** During this course, you will create a portfolio of your work, including a written reflection of 1000-1200 words, that is worth ten percent of your grade. Think of it as a scientific study of your progress as a writer over the next four months. What you include in your portfolio doesn't have to be perfect. Remember, writing is a *process*. Collecting your work and then reflecting on that work is part of the process. The portfolio project 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 portfolio is your culminating experience. This course does not have a final exam.

**Final Portfolio Assignment due 12/10**

**Two Short In-class Essays (5 percent each; 10 percent of overall grade):** There will be two in-class essays this semester, each of which will serve as the starting point of an out-of-class essay. Please bring an exam booklet of any color for these exams.

**In-class essay dates:**

**In-class Essay #1: 9/3**

**In-class Essay #2: 10/8**

**Quizzes, Peer Review, and Participation (10 percent of overall grade):** In-class contributions help me determine whether you've done your required reading. They also foster a deeper understanding of the text at hand for *all* of us. For this reason you will be expected to come to each class prepared to discuss the assigned reading for the day. Moreover, you should strive to contribute to every class discussion, demonstrating an ability and willingness to listen to myself and your peers as well as the capacity to bring yourself and your experiences to the reading assignment. If you have difficulty speaking in a classroom setting, please see me as soon as possible. There will also be regularly scheduled reading quizzes for each chapter of *Haiti: the Aftershocks of History*, which you will administered through Canvas. Finally, there will be two mandatory peer review sessions this semester. **They are scheduled for 9/17 and 10/22.** When you submit the first drafts of your out-of-class essays on 9/10 and 10/15, bring four photocopies of your formal essay. Distribute these among your assigned group members as well as myself. At

this time, you will also receive essays from your peers (groups will be no larger than four members). Before the next class, read and evaluate those essays you received in return. I will provide you with an evaluation sheet, but feel free to write comments in the bodies of the essays themselves. During the peer review session, take turns discussing your essays with one another. At this time, you will return the marked up essays to one another, along with the evaluation sheets. Do not lose your peers' marked up essays and evaluation sheets. Not only will they prove helpful during the revision process, but I will require you to submit them to me on the same class when the final draft is due.

There are three important things to keep in mind about Peer Review sessions:

1. You owe it to your peers not to lose marked up copies of your essays. If a group member does not provide you with a review copy of your essay, please let me know.
2. **Failure to attend peer review sessions or to participate in them will result in a drop of one letter grade for the formal essay.**
3. Your work in Peer Review sessions directly influences your participation grade.

**Classroom Presentation (5 percent of overall course grade):** During the last month of the semester, you will give a brief, five-minute presentation to the class about the country you selected. You will be graded on the clarity and organization of your presentation as well as the quality of your research.

### **Student Technology Resources**

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

### **Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The [LARC website](http://www.sjsu.edu/larc/) is located at <http://www.sjsu.edu/larc/>.

## **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/>.

## **Peer Mentor Center**

The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

## English 1B, Fall 2011, Course Schedule

*Below is the agenda for English 1B this semester. Please note that this schedule is subject to change. If changes do indeed occur, I will notify you ahead of time during class and on the course's Canvas page.*

Week	Date	Topics, Readings, Assignments, Deadlines
1	August 22	Introductions Ungraded Diagnostic Essay
2	August 29	Reading Quiz and Discussion: Dubois, <i>Haiti: The Aftershocks of History</i> (HAH), Introduction, pages 1-14. Nation-selection Lottery
3	September 5	Reading Quiz and Discussion: Dubois, <i>HAH</i> , Ch. 1: "Independence," pgs. 15-51. <b>In-class Essay #1</b>
4	September 12	Reading Quiz and Discussion: Dubois, <i>HAH</i> , Chapter 2: "The Citadel," pages 52-88. <b>First draft of Out-of-Class Essay #1 due</b>
5	September 19	Reading Quiz and Discussion: Dubois, <i>HAH</i> , Chapter 3: "Stalemate," pages 89-134.
6	September 26	Reading Quiz and Discussion: Dubois, <i>HAH</i> , Chapter 4: "The Sacrifice," pages 135-64.
7	October 3	Reading Quiz and Discussion: Dubois, <i>HAH</i> , Chapter 5: "Looking North," pages 165-203. <b>Final draft of Out-of-Class Essay #1 due</b>
8	October 10	Reading Quiz and Discussion: Dubois, <i>HAH</i> , Chapter 6: "Occupation," pages 204-64. <b>In-class Essay #2</b>
9	October 17	Reading Quiz and Discussion: Dubois, <i>HAH</i> , Chapter 7: "Second Independence," pages 265-310. <b>First draft of Out-of-Class Essay #2 due</b>
10	October 24	Reading Quiz and Discussion: Dubois, <i>HAH</i> , Chapter 8: "An Immaterial Being," pages 311-59. Proposal: Formal Research Essay due
11	October 31	Reading Quiz and Discussion: Dubois, <i>HAH</i> , Epilogue, pages 311-59.
12	November 7	<b>Final draft of Out-of-Class Essay #2 due</b>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
13	November 14	Student Presentations
14	November 21	Student Presentations
15	November 28	Thanksgiving, no class
16	December 5	Last day of in-class instruction Student Presentations <b>Formal Research Essay due</b>
Finals Week	December 10	<b>Final Portfolio Assignment due in my office by 6 p.m.</b>

### **Important SJSU dates Fall 2013**

Wednesday	August 21	First Day of Instruction – Classes Begin
Monday	September 2	Labor Day - Campus Closed
Tuesday	September 3	Last Day to Drop Without Entry on Permanent Record
Tuesday	September 10	Last Day to Add Courses & Register Late
Wednesday	September 18	Enrollment Census Date
Monday	November 11	Veteran's Day - Campus Closed
Wednesday	November 27	Classes that start at 5:00 PM or later will not meet.
Thursday	November 28	Thanksgiving Holiday - Campus Closed
Friday	November 29	Rescheduled Holiday - Campus Closed
Monday	December 9	Last Day of Instruction - Last Day of Classes
Tuesday	December 10	Study/Conference Day (no classes or exams)
Wednesday-Friday	December 11-13	Final Examinations (exams)
Monday-Tuesday	December 16-17	Final Examinations (exams)
Wednesday	December 18.	Final Examinations Make-Up Day (MU)
Thursday	December 19	Grade Evaluation Day