

San José State University
Department of English and Comparative Literature
English 1B, Composition 2 (GE C3), Section 45, Fall 2013

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Office Hours:	I am available after class.
Class Days/Time:	MW, 7:30 am
Classroom:	Clark 316
Prerequisites:	English 1A
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.

WST Exams

All students must pass the WST to graduate, and it is recommended that students take the WST at the end of the semester when taking English 1B, or shortly thereafter. For more information, see: <http://testing.sjsu.edu/wst/>

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

Textbook

The Everyday Writer. Incoming freshmen will be sent emails this week about downloading their free copy of the handbook in e-book format. Returning students may purchase a printed copy from the campus bookstore.

Other Readings

We will read New York Times Bestseller *Unbroken*, by Laura Hillenbrand. You can find this online. Whether you purchase a hard or electronic copy is up to you, but we will look closely at the text itself (word choice, organization of paragraphs) in addition to discussing the overall content, so you will need to be able to access your copy in class.

Other equipment / material requirements

There will be a showing of the film *Hannah Arendt* at Camera 3. We will choose a date on the first day of class. **Attending the film is mandatory, as half of the written assignments involve the film in one way or another.** If you cannot make the showing, you should not take the class.

Library Liaison

Sharon Thompson, (408) 808-2017

Classroom Protocol

Be on time and don't skip class. Late papers rarely are accepted. Facebook does not count as class participation.

Academic policies

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

Assignments and Grading Policy

Grading: A-F (See below for descriptions of essays that earn these letter grades.)

5 Small papers, including in-class essays (1-3 pages): 25%

3 Longer papers (4-6 pages): 50%

Participation (class discussions, written feedback on papers to peers, quizzes): 15%

Final Assignment / Portfolio: 10%

The "A" essay 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 complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.

The "B" essay will demonstrate competence in the same categories as the "A" essay. The chief difference is that the "B" essay will show some descriptably slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.

The "C" essay will complete all tasks set by the assignment, but show weakness in fundamentals (usually development), with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the "B" essay.

The "D" essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment--that is, too simplistic or short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.

The "F" essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

The Department of English reaffirms its commitment to the differential grading scale as defined in the [SJSU Catalog](#). Grades issued must represent a full range of student performance: A= excellent; B= above average; C= average; D= below average; F= failure.

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.

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.

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 1st 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 2013, Course Schedule

Please note: this schedule is tentative and subject to change. Please contact a classmate if you missed class.

Week	Date	Topics, Readings, Assignments, Deadlines (due on the day listed)
1	Aug. 21	Syllabus/Intros/Go over first writing assignment. Determine date for showing of "Hannah Arendt" at Camera 3.
2	Aug. 26 Aug. 28	Essay #1 due (2-3 pages). Read and evaluate student writing in terms of the holistic grading rubric. Discuss anonymous student papers 2 and 3
3	Sept. 2 Sept. 4 Sept. 4,5,9,10,11 or 12	NO CLASS Argument / Evidence using anonymous student papers. Introductory remarks on the film "Hannah Arendt." Pass out assignment options for the following two essays. Showing of "Hannah Arendt." Attendance is Mandatory. If you cannot arrange to be at the showing, you should enroll in another English 1B class.
4	Sept. 9 Sept. 11	Essay #2 (substantial revision of #1) due. Nuts and Bolts day, correcting 20 most common grammatical errors. Discuss film "Hannah Arendt." Brainstorm research topics, and sources for those topics. Evaluating sources. http://owl.english.purdue.edu/owl/resource/614/01/ http://olinuris.library.cornell.edu/ref/research/webeval.html
5	Sept. 16 Sept. 18	Library day. Come prepared to find sources for research paper. Discuss sources found by peers. Evaluate quality of these sources.
6	Sept. 23 Sept. 25	Work on Paper proposals, annotated bibliographies, MLA citations. Chocolate Chip Cookie Recipe, as Written by a Bureaucrat. Essay #3 (research proposal and annotated bibliography) due. Assessment also due. Turn in one entry from your annotated

		bibliography as a separate assessment assignment. Nuts and Bolts day for grammar.
7	Sept. 30 Oct. 2	In class peer review of research paper drafts. Bring three copies of your draft, and print out three copies of peer review worksheet (will be sent via email). Essay #4 due (4-6 page research paper). Bring three hard copies and send an electronic copy, all with your pseudonym. Nuts and bolts grammar day.
8	Oct. 7 Oct. 9	Discuss anonymous student papers based on holistic rubric. Read and score papers sent to you electronically before coming to class. READ Preface, Ch. 1-6 of <i>Unbroken</i> . Be prepared for a quiz. Grade papers in class according to holistic rubric, using your pseudonym. Instructor also grades the papers. Student scorers will receive participation grades based on the accuracy of their feedback to peers. READ Ch. 7-10 of <i>Unbroken</i> . Be prepared for a quiz.
9	Oct. 14 Oct. 16	READ Ch. 11-19 of <i>Unbroken</i> . Be prepared for a quiz. READ Ch. 20-30 of <i>Unbroken</i> . Be prepared for a quiz.
10	Oct. 21 Oct. 23	READ Ch. 31-Epilogue. Be prepared for a quiz. In Class Essay (Essay #5)
11	Oct. 28 Oct. 30	Draft Workshop for Essay #6, focusing on evidence and argument of drafts. BRING THREE COPIES OF DRAFT. Essay #6 (4-6 pages) due. Bring three copies with your pseudonym on them. Turn in an electronic copy as well. Nuts and bolts day for grammar.
12	Nov. 4 Nov. 6	Discuss anonymous student papers based on holistic rubric. Read and score papers sent to you electronically before coming to class. Grade papers in class according to holistic rubric, using your pseudonym. Instructor also grades the papers. Student scorers will receive participation grades based on the accuracy of their feedback to peers.
13	Nov. 11	NO CLASS. Veteran's Day.

	Nov. 13	<p>“We Need More Humanities Majors” http://www.washingtonpost.com/blogs/innovations/wp/2013/07/30/we-need-more-humanities-majors/</p> <p>“We Don’t Need More Humanities Majors” http://www.washingtonpost.com/blogs/innovations/wp/2013/07/30/we-dont-need-more-humanities-majors/?print=1</p> <p>Discuss articles. Brainstorm ideas for papers and relevant sources.</p>
14	Nov. 18 Nov. 20	<p>Essay #7 (paper proposal and annotated bibliography) due.</p> <p>Draft workshop for paper</p>
15	Nov. 25 Nov. 27	<p>Work on papers outside class. (Due to mandatory evening class and film showing in September, there are no classes on Nov. 25 or 27.)</p> <p>Electronic version of Essay #8 due. Use pseudonym on paper.</p>
16	Dec. 2 Dec. 4	<p>Discuss anonymous student papers based on holistic rubric. Read and score papers sent to you electronically before coming to class.</p> <p>Final Assignment / Portfolio due Lessons Learned /Self-Evaluations</p>
		The Final Assignment / Portfolio replaces the final exam. There will not be a final exam for this course.

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