

# San José State University

English 1B  
English Department

Spring 2013  
Collins, G.

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Phone: 408-924-4495 Office hours: M 730-9:00 AM, T R 1-2 PM (call ahead & by appointment).

Section: English 1B Section 06 TR 730-0845 Code: 20396 Clark Building 316 GE Area C3, Composition, Second course

Pre-Requisite: English 1A or equivalent AND a score on the English Proficiency Test.

NOTE: You may NOT take English 1B if you are enrolled in English 1A this semester.

## 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.

#### **Academic policies**

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

#### **Course Content**

**Writing:** In English 1B, your assignments will emphasize the skills and activities in writing and thinking that produce both the persuasive argument and the critical essay, each of which demands analysis, interpretation, and evaluation. These assignments will give you repeated practice in prewriting, organizing, writing, revising, and editing. Your writing assignments will total a minimum of 8000 words and this word requirement will be met by writing a sequence of six to eight essays. At least one of your essays will require research. This 8000-word minimum does not include the final exam, quizzes, journals, or any brief or informal assignments but may include any major revisions of essays or assignments. A major revision is defined as rethinking or reworking an assignment rather than just correcting grammatical or structural errors. I have listed in this syllabus how you will meet the 8000 word minimum. **You must write all formal essays to pass the course.**

**Reading:** The reading in English 1B includes useful models of writing for academic, general, and specific audiences. Readings will be used consistently with the course goal of enhancing ability in written communication and reading. The majority of the readings are devoted to analytical, critical, and argumentative essays. I will help you develop and refine strategies for reading challenging, college-level material.

**Research:** English 1B includes an introduction to the library and basic research strategies. You will learn to locate materials and use them effectively (i.e. paraphrasing, quoting, summarizing)

as well as how to properly cite them. You will be required to write a traditional research paper or a series of short essays in which you use library research to inform your position or thesis. As part of this requirement, a University Librarian will lead one class session of our English 1B course.

**Diversity:** The assignments (reading and writing) in English 1B will address issues of race, class, and gender and will include the perspectives of women and diverse cultural groups in an inclusive and comprehensive manner whenever possible.

**The University Essay Final Exam:** Twenty percent of your course grade comes from an essay final exam, graded holistically. This department-wide final consists of reading and responding to two or more college-level passages chosen by the English Department Composition Committee. You must take the final exam in order to pass the course.

**Grading:** A-F.

## Required Texts/Readings

### Textbooks

Open Questions: Readings for Critical Thinking and Writing, Anderson & Runciman, Bedford  
A Writer's Reference, Diane Hacker, **7th Edition (New edition)**, Bedford/ St. Martin's  
Course Reader, (collection of handouts), available at Print Shop on campus.

An American English dictionary for in class work. **BRING IT TO CLASS EVERY SESSION.**

### Other Books Required:

A non-fiction book for the research project.

## Classroom Protocol

- a) Late essays and revisions will not be accepted without medical excuse; within one week there will be no penalty.
- b) No homework assignments can be made up without acceptable excuse.
- c) Quizzes cannot be made up.
- d) Poorly presented work will be returned unread with the grade of "F."
- e) Work suspected of plagiarism will be returned with the grade of "F."
- f) In class essays will be written in small "bluebooks," which now are green in color.
- g) All handwritten work will be done in ink, blue or black. No pencil!
- h) Out of class essays will be typed, double-spaced on a computer.
- i) Students will make every effort to arrive to class on time. If there is a problem, let me know.
- j) As a common courtesy to everyone and as a sign of good manners, please complete your visits to the restroom before or after class, not during.
- k) Students will turn off cell phones, portable music devices, laptops, and any other electronic devices before they enter class. Please keep these devices out of sight in your backpacks or bags. I really mean it! Violators will be tossed from class.

l) Eating in the classroom: I ask students NOT to eat during class. This practice is distracting, does not allow you to take proper notes or participate in class activities, and creates a mess.

m) Outside of class essays: All of your work must be your own, including the correction of essays. While the discussion of issues and exchanging ideas about those issues are always encouraged, the actual writing and editing must be your own. NO proofreading or corrections by a friend, classmate, spouse, lover, tutoring agency or any other source is permitted. Proofreading includes cleaning up and correcting grammar, revising sentences, rearranging paragraphs, etc. See “Plagiarism” section below.

n) Using other sources: Except for your research project, it will not be necessary to consult other sources (journal articles, books, newspapers, the Internet, etc.) for your essays. If you decide to refer to someone else’s ideas, proper credit must be given. The material must also be properly incorporated into your own text.

o) I do not accept faxed or emailed papers. Please hand in your assignments in class when they are due.

p) I reserve the right to revise the requirements and to notify students of such revision in a timely manner, e.g., at least one meeting in advance.

q) Please check your MySJSU email frequently to get important updates and announcements during the days we do not meet.

## **Assignments and Grading Policy**

### Grading:

In our class, the course is divided as follows:

Essays, revisions, research paper .....	60%
Quizzes, homework, exams.....	20%
Final Examination.....	20%

All assignments are based on a 100% scale.

--The library research paper will count as two essay grades.

--Each essay score carries the same weight.

### **Grading Standards Guide**

#### **A Excellent**

The student addresses all parts of the assignment.

The paper is thoroughly developed, offering specifics and examples.

The paper shows complexity of thought.

The essay is coherent and organized, with good paragraph development.

The student demonstrates syntactic variety and few grammatical errors.

The paper possesses a distinctive voice.

The student shows he/she understands the readings by analyzing and evaluating the main ideas, not merely summarizing or repeating ideas.

The student takes a position or stand which is original and interesting.

### **B Very Good**

The student addresses all parts of the assignment, although not as completely as the “A” paper.

The paper gives clear and specific support or examples.

The paper show organization and progression of ideas.

The sentences show variety and few grammatical errors.

The student analyzes the readings accurately, although not as well as the “A” paper.

The student shows intellectual curiosity for the subject at hand.

### **C Adequate**

The student addresses the topic question at least in general terms.

The paper may address some parts of the assignment better than others.

The paper meets the minimum for length and development (5 pages, out-of-class papers).

The student takes a clear position and defends it with some support.

The paper contains minor grammatical errors.

### **D and F Minimal and Failing** (one or more descriptions may apply)

The student does not address the topic question with any clarity.

Major parts of the assignment are not addressed.

The paper is severely underdeveloped.

Grammar errors obscure the writer’s meaning.

The paper does not demonstrate minimum competence for college writing.

### **Peer Connections (Tutorial Center)**

Peer Connections is located in Room 600 in the Student Services Center and in Clark Hall. 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.

### **SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by SJSU faculty 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/>.

**Student Learning Objectives and the Course's Assignments:** (see page 2 for list)

**SLO #1** All Essays and Research paper

**SLO #2** Research paper, library modules, annotated bibliography homework assignment, research paper outline assignment.

**SLO #3** Research paper assignment; library session and modules.

**SLO #4** All essay assignments, all quizzes, class discussions.

**SLO #5** All essay assignments, class discussions, class exercises (e.g., thesis statement).

**SLO #6** McChesney article on the press, occasional articles from textbook.

Dear Students,

Pursuing higher education should be available to everyone willing to work for a degree, but sometimes worthy students do not get into college. In these days of budget strife, SJSU students are paying more of their share for education than ever before. If you are taking four courses, each course costs you around \$500 and the taxpayers of California \$500. So if you do not finish or fail a course, you and the taxpayers of California have wasted \$1000 for ONE class.

Am I talking about accounting? Well, partly, but more important I want you to know I take my work at SJSU very seriously and I hope you will too. I was a student here in the 70s, back when parking was 50 cents a day, yet my sister and I still parked out on 12<sup>th</sup> Street and walked to campus to save that 50 cents. Although the campus did have flush toilets, we did not have computers, the Internet, cell phones, or fancy \$4 coffees in paper cups. For class discussions students looked one another in the eye and “rapped” --(that means talked to one another). They took class notes by putting pen to paper.

But I'm not that old-fashioned except for a few things. I believe if you want to earn a grade in this class, you must do the work, ALL of the work ALL of the time. If you hate reading, if you can't get up early for a 7:30 AM class (those biorhythms will get you every time), if you can't remember to turn off your phone, if you forget your books, you're late, you must text during class or surely die, then please do not take this class!

I look forward to working with you this semester and I wish you, fellow Spartans, the very best!!

Sincerely,

G. Collins

January 2013

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan. 22 Jan. 24	Green sheets, textbooks, introductions, etc.
2	Jan. 29 Jan. 31	Grammar terms pp. 17-18; <u>CR</u> info pp. 7, 8-13, 41 Write diagnostic <u>OQ</u> Saenz pp. 20-8, Vowell 29-35, <u>CR</u> pp. 14-15
3	Feb. 5 Feb. 7	<u>OQ</u> LaDuke 72-86; Abinader 36-41; Outlining essays <b>Write Essay #1 in class</b>
4	Feb. 12 Feb. 14	<u>OQ</u> Rodriguez 597-607, Descriptions <u>CR</u> pp. 108-9 <u>OQ</u> Williams pp. 146-157; HB pp. 67-72, 73-77
5	Feb. 19 Feb. 21	<u>OQ</u> Nye pp. 578-582; Workshop Essay #2, punc. review in <u>CR</u> Explain Research Project, <b>Essay #2 DUE</b>
6	Feb. 26 Feb. 28	<u>OQ</u> Luciano 306-313, Cofer 323-332 <u>OQ</u> McKibben pp. 360-370, Paterson obit.
7	March 5 March 7	Peer-editing of Essay #3 in class <b>Library session in MLK ; Essay #3 DUE</b>
8	March 12 March 14	<u>HB</u> Argumentation pp. 78-83; <b>Homework Event Due</b> <b>DUE p. 35 Research, CR</b> Kessler p. 137
9	March 19 March 21	<u>HB</u> Outlining, pp. 67-77; 12-14; Bibliography p. 440 <b>E-4 in class, “Argumentation”</b>
10	March 26- 28	Spring Break
11	April 2 April 4	<u>CR</u> Lundberg 67-76; Lame Deer 42-44 in <u>CR</u> ; Thesis statements <u>CR</u> Dean Moore 77-86; Bring in 3 paragraphs describing a place
12	April 9 April 11	<u>OQ</u> Leopold 531-545; <b>Research outline due</b> <u>HB</u> 67-77, Quoting; HB pp. 376-385. <b>E-5 DUE “Nature”</b>
13	April 16 April 18	<u>CR</u> Shade coffee 97-104, 112-116, 117-119, Katz 120-127. <u>CR</u> Nabhan 128-132, <u>OQ</u> Solnit pp. 668-671.
14	April 23 April 25	“Blood in Meadow” article, <b>E-6 rough draft for editing</b> Final exam test strategies, <b>E-6 DUE “Food”</b>
15	April 30 May 2	Oral presentations of research project Oral presentations of research project

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
16	May 7 May 9	Oral presentations of research project Finish presentations
Final Exam	Saturday, May 4	10 AM – noon Room to be announced