

**San José State University**  
**Department of English and Comparative Literature**  
**English 1B – Composition II – GE3 – Section 16**  
**Spring 2013**

**Instructor:** Leslie Jacoby  
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**Office:** Faculty Offices 105  
**Office Number:** 408.924.4425

**Office Hours:** Tuesday 10:45 p.m. – 12:45 p.m.; By Appointment  
**Class Meeting – Days/Time:** Tuesday & Thursday 9:00 a.m. - 10:15 a.m.  
**Location:** BBC 123

Please read this “Green Sheet” carefully as it is your “Course Contract.” You will be expected to know and to comply with all policies, protocols, and practices as outlined below.

### **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.

### **Prerequisite**

Passage of Written Communication 1A (C or better) or approved equivalent.

### **SJSU English Department Course Objectives**

#### **Course Goals**

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).

<b>Studies Learning Objectives (LOs)</b>	
Upon successful completion of this course, students will be able to:	
<b>Learning Objective 1 (SLO1)</b>	Students shall write complete essays that demonstrate the ability to refine the competencies established in Written Communication 1A.
<b>Learning Objective 2 (SLO2)</b>	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.
<b>Learning Objective 3 (SLO3)</b>	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.
<b>Learning Objective 4 (SLO4)</b>	Students shall write complete essays that demonstrate the ability to synthesize ideas encountered in multiple readings.
<b>Learning Objective 5 (SLO5)</b>	Students shall write complete essays that demonstrate the ability to incorporate principles of design and communication to construct effective arguments.
<b>Learning Objective 6 (SLO6)</b>	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
- ✿ Green Sheet (or Course Syllabi) <http://www.sjsu.edu/english/forms/greensheets/>

### **Required Texts and Materials**

- ✿ Bullock, Richard. *The Norton Field Guide to Writing (2<sup>nd</sup> Edition)* – **with Handbook - Optional (pbk) or [www.norton.com/write/fieldguide](http://www.norton.com/write/fieldguide) (Optional)**
- ✿ Süskind, Patrick. *Perfume: The Story of a Murderer*. New York: Vintage, 1986.  
**ISBN: 978-0-375-72584-5 (pbk)**
- ✿ “Perfume: The Story of a Murderer” (Movie), Director Tom Tykwer
- ✿ Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*. New York: Broadway Paperbacks, 2010.  
**ISBN 10: 1400052181 /13: 978-1400052189 (pbk) <http://www.sjsu.edu/reading/>**
- ✿ Friend, Carol E., Knight, Laura D., and Glazier, Teresa Ferster. *The Least You Should Know About Vocabulary Building (7th Edition)*. Boston: Wadsworth, 2005.  
**ISBN: 13: 978-0-495-91695-6**
- ✿ **Learning Management Tool: Desire2Learn (D2L) @ <https://sjsu.desire2learn.com/>**  
*Students will retrieve course materials, take quizzes, download assigned articles, and submit electronically all typed paper assignments using the drop-box (which employs plagiarism software).*

*Login:* Desire2Learn (D2L) - <https://sjsu.desire2learn.com/>

*Username:* first\_name.last\_name

*Password:* student ID number

*MySJSU Message Center:* Students registered in the course are responsible for regularly checking for any messages through MySJSU system. Double check and or update your e-mail listed in MySJSU to ensure delivery of e-mails from your instructor.

**Student Choice of Reading** from:

- ✿ <http://www.nytimes.com/pages/todayspaper/index.html>
  - ✿ <http://library.calstate.edu/sanjose/> (Articles and Databases)
  - ✿ <http://www.sjsu.edu/reading/> Campus Reading Program
- Grennan, Conor. *Little Princes: One Man's Promise to Bring Home the Lost Children of Nepal*

**Other Resources and Material Requirements**

(A dictionary, rhetoric [or rhetoric/reader], and handbook are appropriate materials for English 1B.)

- ✿ College-level Dictionary /Thesaurus
- ✿ 3-Holed Lined Paper – for in-class writing
- ✿ Examination Booklets – Final Examination
- ✿ Printed Hard Copies of Assigned Articles

**Library Liaison**

English & Comparative Literature  
Toby Matoush  
Phone: (408) 808-2096  
Email: toby.matoush@sjsu.edu

**Classroom Policies, Protocols, and Procedures**

- ✿ **NO in-class work can be made up**
- ✿ **NO late papers will be accepted**
- ✿ **NO late homework will be accepted**
- ✿ **NO work will be accepted via email**
- ✿ Out-of-class papers will follow MLA or APA standards (Ask!)
- ✿ Poorly presented papers will be returned unread with a grade of “NC”
- ✿ Work suspected of plagiarism will be returned with a grade of “NC”
- ✿ All homework and papers will be turned in at the beginning of class time
- ✿ Course success depends upon good attendance, preparedness, completion of reading assignments, and class participation.
- ✿ All cell phones will be turned **OFF/Silent Mode** during class time
- ✿ NO texting in class – if caught points will be taken away if becomes a problem
- ✿ All students must follow the English departmental policies
- ✿ All students must follow the SJSU policies, protocols, and procedures
- ✿ **You are responsible for understanding the policies, protocols, and procedures about add/drops, academic renewal, withdrawal**

**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 these 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 can 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. How your 8000-word minimum will be met will be clearly indicated on your greensheet.

### **Reading**

The reading you will do in English 1B will include 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 you do in English 1B will be devoted to analytical, critical, and argumentative essays. However, other readings will include poetry, fiction, and drama. Your instructor will help you develop and refine strategies for reading challenging, college-level material.

### **Research**

English 1B will include an introduction to the library and basic research strategies. You will learn to locate materials and use them effectively, 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 your English 1B course.

### **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 / Peer Mentor Center**

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](http://peerconnections.sjsu.edu)) and be sure to come see us!

### **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.

### Dropping and Adding

Students are responsible for understanding policies and procedures - add/drop, grade forgiveness. The [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section: <http://info.sjsu.edu/static/catalog/policies.html>.

Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located: [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available: <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

### Assignment Schedule

Final Grade Will Be Determined As Follows:	Total
○ 2 In-class Essays – Including Diagnostic Essay (5%/50points each)	10%/100 Points
○ 2 Revised In-class Essays (5%/50 points each)	10%/100 Points
○ 2 Research Papers (15%/150 Points each)	30%/300 Points
○ Departmental Final/Holistic Exam* (200 Points)	20%/200 Points
○ Participation/Homework** (300 Points)	30%/300 Points

A detailed schedule of assignments and activities is attached. Days listing readings means you need to read the assigned pages **PRIOR** to class. Occasionally, the schedule may change with **fair notice**, so please keep informed.

**\*University-Wide Holistic Exam** – *To monitor and assess the effectiveness of Freshman Composition the Committee establishes topics for a standardized final departmental essay for all course sections. This final essay is graded holistically by a reading committee comprised of all the current Composition instructors.*

**\*\*Participation** is defined as including unannounced quizzes and writing exercises, unannounced in-class writing assignments and projects, and class conversation/discussion groups.

### English 1B Grading: A – F / Points 1000 - 0

*The Department of English reaffirms its commitment to the differential grading scale as defined in the 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.*

Points Framework – Maximum 1000								
<b>A</b>	=	930 plus	<b>B-</b>	=	800-829	<b>D+</b>	=	670-699
<b>A-</b>	=	900-929	<b>C+</b>	=	770-799	<b>D</b>	=	630-669
<b>B+</b>	=	870-899	<b>C</b>	=	730-769	<b>D-</b>	=	600-629
<b>B</b>	=	830-869	<b>C-</b>	=	700-729	<b>F</b>	=	600 minus

In the English Department courses, instructors 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.

## **Academic Standards for Assessment**

**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 to 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 slight weakness 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 weaknesses 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 too 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/or usage errors that are serious and/or frequent enough to interfere substantially with the writer’s ability to communicate.

**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.

## **University Policies**

### **Academic Integrity**

Your commitment as a student to learning is evidenced by your enrollment at SJSU.

Find the University’s Academic Integrity Policy at <http://www.sjsu.edu/senate/S07-2.htm>, which requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development.

Find the Student Conduct and Ethical Development website at <http://www.sa.sjsu.edu/judicialaffairs/index.html>. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

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**Contract Agreement: Any composition class requires a substantial amount of reading, critical thinking, researching, writing, revising, editing, and proofreading; albeit, your qualitative and quantitative composition will depend upon your personal commitment to working hard in this class. . . . therefore:**

“With my signature below I hereby state that I commit to work hard, and I affirm that I have read and understood the English 1B “Green Sheet” Contract\* in its entirety. Thus, I agree to comply and adhere to the Policies as outlined in the following English 1B documents [please acknowledge each document read and understood]:

- Green Sheet
- Class Schedule
- Assignment Overview Table

If I cannot follow these guidelines for any reason, I will contact Professor Jacoby as soon as possible.”

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

Printed Name \_\_\_\_\_

Please return your completed form to Professor Jacoby by Tuesday, January 29 (at the beginning of the class period).

*\*If you have any questions, please ask prior to signing this document. Thx.*