

San José State University
Department of English and Comparative Literature
English 1B, Composition 2 (GE C3), Section 23, Spring 2013

Instructor:	David Coad
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Office Hours:	MW 12:15 pm – 1:15 pm
Class Days/Time:	MW 10:30 am - 11:45 am
Classroom:	Hugh Gillis Hall (HGH) 217
Prerequisites:	English 1A: Composition 1
GE Category:	Written Communication C3

Department 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.

Instructor Course Description: Welcome to Section 23 of English 1B! This course is designed around several key convictions. First, the instructor believes that writing is a learned skill, not an innate ability. Through the assignments of this course, each student is expected to take steps forward in their capacity to communicate clearly in writing. Second, the instructor believes that composition is by nature multimodal, so students will be taught how to effectively use various modes to communicate. Finally, the instructor believes that each student brings unique experiences and humanity to their writing. This humanity will be respected in the classroom and in the grading processes. Again, welcome to a semester of growing in process of clear communication!

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 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

Textbooks

- Andrea Lunsford, et. al., *Everything's an Argument* [WITHOUT READINGS]. Bedford/St. Martin's, **5th edition**, 2010. ISBN 978-0-312-53862-0.
- Andrea Lunsford, *The Everyday Writer* with 2009 MLA and 2010 APA Updates. Spiral Bound, 4th edition, 2010, Bedford Books. 978-0-312-66486-2.

Other equipment / material requirements

- Students need to have **access to the Internet** to post homework assignments on their student blogs, and upload essays to TurnItIn.com on time. There is Internet access for students on campus.

Assignment Breakdown

In-Class Essays

Ungraded Baseline Essay (700 words, SLO 1)
5% Midterm Reflection Essay (700 words, SLO 1)

Out-of-Class Essays

10% Rhetorical Analysis Essay (1200 words, SLOs 1-4)
12% Free Speech Essay (1400 words, SLOs 1-4, 6)
18% Research Paper (2000 Words, SLOs 1-4)
10% Final Reflective Essay (1300 Words, SLOs 1-4)

Multimodal Assignments

10% Multimodal Argument (SLOs 1-5)
5% 700-word reflection essay (SLOs 1-5)

Misc. Assignments

5% Annotated Bibliography for Research Paper (SLOs 2, 3)
15% Blog Posts, Peer Revision Workshops, Quizzes (SLOs 1-6)
10% Presentations (on multimodal argument, 5%, on research paper, 5%) (SLOs 1-5)

Major Assignment Descriptions

Essays

The **Rhetorical Analysis Essay** requires a close analytical look at a piece of writing. You are responsible for choosing a rhetorically complex piece of writing, understanding the

keys of rhetorical analysis from *Everything's an Argument* and class discussion, and then applying these keys to the piece of writing you choose.

For the **Free Speech Essay**, you will choose a topic related to freedom of speech and/or censorship. You will be asked to give your own definition of free speech and/or censorship and research your particular area of interest to support your definition.

The **Research Paper** is the primary piece of research writing for the course. You will need to choose a topic that interests you, research your topic, and make an original argument about it. You may write your paper in any of the argumentative styles covered in *Everything's an Argument*, excluding Rhetorical Analysis.

Multimodal Assignment

The Multimodal Argument will allow you to express an argument you feel passionately about in a visual medium. The argument can be made in many different forms. You can make a paper poster, or Prezi presentation, a website, a video, or some combination of these. (You may not make a PowerPoint or Keynote). You will work in groups of two to four.

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.

How Grades are Calculated

	A = 94-100%	A- = 90-93.9%
B+ = 87-89.9%	B = 84-86.9%	B- = 80-83.9%
C+ = 77-79.9%	C = 74-76.9%	C- = 70-73.9%
D+ = 67-69.9%	D = 64-66.9%	D- = 60-63.9%
	F = 0-59.9%	

Classroom Policies

Late Work: No late work will be accepted. If there is an emergency, an extension may be granted at the instructor's discretion. If possible, please contact me beforehand if you have a very pressing reason to need an extension. You must have a reason for needing an extension. I will not grant an extension because "something came up," or because "a lot has been going on lately."

TurnItIn.com: All out-of-class essays **MUST** be turned in both as a hard copy to the instructor in class, and at TurnItIn.com, a plagiarism detection site. Plagiarism of any kind, including reusing your own papers or a friend's papers, may be detected on TurnItIn.com. More information about TurnItIn.com will be announced in class before the first out-of-class essay due date.

Electronic Devices: All electronic devices must be kept in your bag. They are not allowed on your desk. This includes cell phones, iPods, laptops, iPads, etc. This policy applies at all times, unless otherwise notified.

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 multimodal, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

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.



Class Web Page

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on our course web page at **www.English1B.Weebly.com**

English 1B, Spring 2013, Course Schedule

THIS SCHEDULE IS SUBJECT TO CHANGE. You will be notified in class if any changes occur. Remember to also check the class webpage: www.English1B.Weebly.com

Date	Writing Due	Reading Due	In Class
W 1/23			Introduction to the course How to set up your student blog
M 1/28	In-Class Baseline Essay (700 words)		Write in-class essay: 15 min. For prewriting; 60 min. for writing.
W 1/30	Blog: What did you discover in ch. 1 about arguments that was new, interesting, or confusing?	<i>EA</i> , Ch. 1: “Everything is an Argument” (p. 1)	What constitutes an argument? What different kinds of argument are there? Techniques for reading arguments.
M 2/4	Blog: Link to article your article and 1-2 paragraphs previewing how you will analyze the article.	<i>EA</i> , Ch. 5: “Rhetorical Analysis” (p. 95) “Why I Am Not Going to Buy a Computer” by Wendell Berry (online)	What is rhetorical analysis? How do I perform a rhetorical analysis on an essay, article, video, or podcast?
W 2/6	DUE: Full-length draft of Rhetorical Analysis		Peer Revision Workshop on Rhetorical Analysis
M 2/11	Blog: Why and how does Swift’s essay uses pathos? Use specific examples from Swift’s essay.	<i>EA</i> , Ch. 2: “Arguments Based on Emotion: Pathos” (p. 38) “A Modest Proposal” by Jonathan Swift	What is pathos? How can I use it effectively in my essays?
W 2/13	DUE: Rhetorical Analysis – Final Draft	<i>EA</i> , Ch. 9: “Arguments of Definition” (p. 249)	What is an argument of definition? What kinds of definitions are we talking about?
M 2/18	Blog: List 3 ideas for your Free Speech Essay and explain the pros and cons of choosing each topic	<i>EA</i> , Ch. 3: “Arguments Based on Character: Ethos” (p. 52) “It’s Time to Stop Playing Indians” by Arlene Hirschfelder (online) “Should TV be Censored” by Ingrid Groller (online)	What is ethos? How can I recognise ethos when reading? How can I use ethos in my writing?

Date	Writing Due	Reading Due	In Class
W 2/20	Blog: Outline of Free Speech Essay in MLA outline format.	<i>EA</i> , Ch. 4: “Arguments Based on Facts and Reason: Logos” (p. 69-94) “Free Speech on Campus” by Nat Hentoff (online)	What is logos? How can I use logos in my writing?
M 2/25	Online library research tutorial due before class today. Email quiz results to your instructor (David.Coad@sjsu.edu).		Library Day: Meet in the King Library, Room 213. Do NOT go to HGH 217.
W 2/27	DUE: Full-length draft of Free Speech Essay		Peer Revision Workshop on Free Speech Essay
M 3/4	Blog: Describe how you are using the feedback (from peer revision) to revise your essay.	“The Schools are Destroying Freedom of Speech” by John W. Whitehead (online) “And Our Flag Was Still There” by Barbara Kingsolver (online)	Lecture and discussion of free speech issues and readings.
W 3/6	DUE: Free Speech Essay – Final Draft In-class Mid-term Reflection Essay (700 Words)		In-class essay: 15 minutes for prewriting, 60 minutes for writing
M 3/11	Blog: In your own words, define a proposal.	<i>EA</i> , Ch. 12: “Proposals” (p. 373)	Discuss Research Paper assignment sheet.
W 3/13	DUE: Annotated Bibliography	<i>EA</i> , Ch. 7: “Structuring Arguments” (p. 140) and Ch. 16: “What Counts as Evidence” (p. 493) “Male Bashing on TV” by Michael Abernathy (online)	How do I choose strong evidence for my research paper? How can I structure my paper? Help from your peers: what other kinds of sources do I need to find?
M 3/18	DUE: Full length draft of Research Paper		Peer Revision Workshop on Research Paper
W 3/20	Work on revising and editing your Research Paper draft.	<i>EA</i> , Ch. 17: “Fallacies of Argument” (p. 515) “Technology and Tomorrow” (online)	What are argumentative fallacies, and how do they relate to my reading and writing?
M 3/25- F 3/29	SPRING RECESS - No Classes Campus-Wide		

Date	Writing Due	Reading Due	In Class
M 4/1		<i>EA</i> , Ch. 15: “Presenting Arguments” (p. 466)	Effective presentation strategies and guidance preparing Research Paper Presentations
W 4/3			Research Paper Presentations
M 4/8	DUE: Research Paper – Final Draft		Research Paper Presentations (cont.) Expectations for Multimodal argument and 700-word reflection, and Introduction to Final Assignment
W 4/10	Blog: Respond to both of today’s readings. Explain how they relate to or can be used in your multimodal argument.	<i>EA</i> , Ch. 14: “Visual Arguments” (p. 441) “Blood in the Gutter” by Scott McCloud, available from instructor	What makes a strong multimodal argument? In what ways does a multimodal argument communicate differently or the same as a textual argument?
M 4/15	Work on composing multimodal argument		Guided work on multimodal argument. Technical assistance for high-tech projects.
W 4/17	Same as 4/15		Same as 4/15
M 4/22	DUE: Multimodal Argument & 700-word reflection		Present Multimodal Arguments Expectations for optional Revision of Rhetorical Analysis OR Free Speech Essay
W 4/24	Blog: Respond to one other multimodal argument	Reading on Revision (distributed by instructor)	Lecture and discussion of effective revision strategies
M 4/29	DUE (Optional): Revision of Rhetorical Analysis OR Free Speech Essay		Lecture and Discussion of Students’ Progress on Reflective Essay
W 5/1	DUE: Full length draft of Reflective Essay		Peer Review Workshop on Reflective Essay
M 5/6	Blog: How are you using the feedback to improve your reflective essay?		Guided work on reflective essay
W 5/8	DUE: Reflective Essay		Discuss what students have learned over the course of the semester.
M 5/13	Last day of instruction		