

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

Instructor:	Julie Sparks
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Office Hours:	MW 1-2, TTh 2-3
Class Days/Time:	TTh Noon-1:15
Classroom:	BBC 205
Prerequisites:	Passage of Written Communication 1A (C or better) or approved equivalent.
GE Category:	Written Communication C3

Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at <http://www.sjsu.edu/people/julie.sparks/> or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor). This is very important!

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.

Information available online

You are responsible for reading the following information online at

<http://www.sjsu.edu/english/comp/policy/index.html>

Course guidelines; Academic policies (academic integrity, plagiarism, ADA and DRC policies); Estimation of Per-Unit Student Workload; Recording policies; Adding and dropping classes

Required Texts/Readings

A Little Argument 2nd edition by Lester Faigley & Jack Selzer ISBN: 0-321-89127-9

(E)ntity edited by Stephanie Vie ISBN:978-1-59871-457-9

Other readings will be posted on the course Web site and/or emailed to you.

Library Liaison for English courses

Toby Matoush, Email: Toby.Matoush@sjsu.edu

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

Classroom Protocol

Attendance and Participation: It is very important that students come to this class regularly and come prepared to participate. This means that reading assignments should be finished before the class period when they will be discussed, and that students should arrive at writing workshops with the necessary rough drafts. There will be frequent, unannounced in-class writing of some sort, and these cannot be made up by students who miss class, even for illness or some other reason beyond your control.

Poor attendance and weak participation will significantly reduce your learning experience and your grade. Decent writers have failed this class for poor attendance.

Participating in the mandatory **peer review workshops** is particularly crucial. If you skip these, you will miss out on valuable advice, as well as points. **Furthermore, if you miss the in-class peer review, it is your responsibility to get one on your own or your project's grade will be docked 20%.**

Professionalism and maturity: Perhaps this should go without saying, but I will expect students to treat each other and their professor with courtesy and respect. This includes the little things, like turning your cell phones off in class, refraining from toying with electronic devices and chatting with buddies in class, getting to class on time, and dressing appropriately (e.g. not as if you are headed for a nightclub or a tanning session). Professionalism also involves the more serious matter of avoiding rude or hostile remarks. Students who show weaknesses in this regard might be asked to leave the classroom.

Assignments and Grading Policy

Grading: A-F. I hope you'll aim higher, but you can pass with a D.

Assignments and Grading Policy

Diagnostic essay (750 words)	0 %	0 points	(SLO 1,4,6)
In-class essay #2 (750 words)	10%	100 points	(SLO 1,4)
In-class essay #3 (800 words)	10 %	100 points	(SLO 1,4)
Web Analysis essay (1200 words)	15 %	150 points	(SLO 1,4,5)
Researched argument (1400 words)	20 %	200 points	(SLO 1-5)
Diagnostic revision (1000 words)	10 %	100 points	(SLO 1,4,5)
Major Revision (1000 words)	10%	100 points	(SLO 1-5)
Portfolio Essay (1200 words)	10 %	100 points	(SLO 1-4)
Small assignments	15 %	150 points	(SLO varies)

Final Assignment: Instead of a final exam, you will write a critical reflection (Portfolio Essay) 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.

Late Work: I recognize that there are perfectly legitimate reasons for good people to miss deadlines on occasion. However, reflecting the seriousness with which such lapses are treated in the workplace, **I will penalize all late essays by 10% each day they are late (including weekends), and I will not accept a paper after one week from the due date.** If you do miss a deadline, you will harm your case further if you also fail to contact me about it. This, in addition to poor attendance, is the primary reason for student failure. **Late homework (small assignments) simply won't be accepted, nor will I accept homework sent by email. Note: Once I have collected the homework from your classmates, that's it. If you arrive later than that, your homework will not be accepted.**

Extra Credit: To soften the no-late-homework policy and to encourage you to seek enriching extra learning experiences, I will periodically urge you to attend campus lectures or performances and write about those for extra points. **There is a 30-point maximum per semester, per student, for extra credit.** Extra credit can be turned in any time, but it will be graded when I have time. Please do not nag! **The final deadline for extra credit is the morning of the final, but you can turn in only one that day.** I simply won't have time to grade 300 new assignments at that point.

Making up In-Class Essays: If you miss an in-class essay and don't make it up, **you will fail the class**, so it is VERY important that you don't miss them. However, each student gets ONE chance to make up a missed essay as long as they can provide a credible, valid excuse for missing class that day. It is the student's responsibility to arrange to be at the make-up, which will be the last day of the semester.

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):

<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.

SJSU Peer Connections

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections, a resource for mentoring and tutoring. Our services 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, 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 Writing Skills Test (WST). A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in the **Student Services Center (SSC)**, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of **Clark Hall**, and in the **Living Learning Center (LLC)** in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

Office Hours: Remember this option! Drop by and see me if you have any questions or if you want me to give you advice on your drafts, or answer any questions you have about my comments on your papers. If my regular office hours don't work with your schedule, you can make an appointment. I'm on campus 4 days per week, sometimes more. I really welcome your visits.

English 1B, Spring 2013, Tentative Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines <u>This schedule is tentative, subject to changes as we go along, so keep up. I'll give warning in class and/or by email.</u>
1	Th 1/24	Introduction to the class. In-class writing. Film clip.
2	T 1/29	In-class essay #1 ("Diagnostic") <u>Bring:</u> a blank "green book" to write in, pens to write with. <u>Read:</u> Making an Effective Argument pp. 1-10

Week	Date	Topics, Readings, Assignments, Deadlines <u>This schedule is tentative, subject to changes as we go along, so keep up. I'll give warning in class and/or by email.</u>
	Th 1/31	Basics of Rhetoric <u>Read:</u> text pp. 45-66, “Even in Real Life There Were Screens Between Us” (online)
3	T 2/5 Th 2/7	Analyzing arguments <u>Read:</u> text pp. 11-26, 33-37, “The Love Song of J. Alfred Prufrock’s Avatar” 159-164 (reader) Analyze a Visual Argument <u>Read:</u> text pp. 26-32, 42-44 Introduce Web Analysis assignment
4	T 2/12 Th 2/14	Constructing an Argument: Evaluation <u>Read:</u> text pp. 100-106, “Look Who’s Talking” 145-157 (reader) In-class essay #2 <u>Due:</u> topic proposal for Web analysis
5	T 2/19 Th 2/21	Practice analyzing a website <u>Read:</u> text pp.66-71, bring laptops Constructing an Argument: Definition <u>Read:</u> text pp.72-79, “What is a Hactivist?” (online)
6	T 2/26 Th 2/28	Constructing an Argument: Rebuttal <u>Read:</u> text pp.106-114, “Small Change: Why the Revolution will not be Tweeted” 77-87 (reader) <u>Peer review of web analysis essay</u> <u>Due:</u> rough draft of web analysis essay (2 copies)
7	T 3/5 Th 3/7	Research Unit <u>Due:</u> Web Site Analysis (remember Turnitin.com!) The Researched Argument, Working Bibliographies <u>Read:</u> text pp. 127-131, “Where the Women Are” pp. 167-178 (in reader)
8	T 3/12 Th 3/14	Causal Arguments <u>Read:</u> text pp. 88-100 <u>Due:</u> topic proposal for research project Proposal Arguments <u>Read:</u> text pp. 114-118, “My View: The Future of Credentials” (online) <u>Due:</u> Diagnostic Revision w/comments
9	T 3/19 Th 3/21	Library Research Workshop (date tentative) In-class essay #3 <u>Due:</u> Working Bibliography
10	3/25 –4/1	***** Spring Break! *****
11	T 4/2 Th 4/4	Workshop on Quoting and Citing <u>Read:</u> text pp. 143-152, 170-179, skim 152-167, “Homeless Man in D.C. Uses Facebook, Social Media to Advocate for Others Like Him” 89-94 (reader) Workshop on Structuring an Argument <u>Read:</u> “The Things People Say” 105-113 (reader) <u>Due:</u> Outline of your research paper

Week	Date	Topics, Readings, Assignments, Deadlines <u>This schedule is tentative, subject to changes as we go along, so keep up. I'll give warning in class and/or by email.</u>
12	T 4/9 Th 4/11	Workshop on Introductions & Conclusions Film (professor out of town)
13	T 4/16 Th 4/18	<u>Peer review of research paper Due: rough draft of web analysis essay (2 copies)</u> Begin film <u>Due: Research Paper</u> (remember Turnitin)
14	T 4/23 Th 4/25	Finish film, discuss Introduce Revision/Portfolio Project <u>Read:</u> text 180-5 <u>Due:</u> film homework questions
15	T 4/30 Th 5/2	Conferences on revisions <u>Peer review of revisions Due: rough draft of revision + original essay</u>
16	T 5/7 Th 5/9	Review of course themes, SOTES <u>Due: Revised essay, Portfolio</u> Make-up day for in-class essays

Important SJSU dates Spring 2013

Monday	February 4	Last Day to Drop Without Entry on Permanent Record
Monday	February 11	Last Day to Add Courses & Register Late
Monday-Friday	March 25-29	Spring Recess
Monday	April 1	Cesar Chavez Day Observed - Campus Closed
Monday	May 13	Last Day of Instruction – Last Day of Classes
Tuesday	May 14	Study/Conference Day (no classes or exams)
Wednesday-Friday	May 15-17	Final Examinations
Monday-Tuesday	May 20-21	Final Examinations
Wednesday	May 22	Final Examinations Make-Up Day
Thursday	May 23	Grade Evaluation Day
Friday	May 24	Grades Due From Faculty
Saturday	May 25	End of Academic Year - End of Spring Semester
Saturday	May 25	Commencement
Monday	May 27	Memorial Day - Campus Closed (M)