

San José State University
Department of English and Comparative Literature
English 1B, Composition 2 (GE C3), Section 63, Spring 2013

Instructor:	Sean Donoho
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Office Hours:	Tuesdays and Thursdays, 3:30-4:30pm
Class Days/Time:	Tuesdays, 6:00-8:45pm
Classroom:	BBC 123
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/firstname.lastname> 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).

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.

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. 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 and fiction.

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 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.

The University Essay Final Exam: A common essay final, graded holistically, will count as 20 percent of your course grade. You must take the final exam in order to pass the course.

Assignments

Essay #1 (Argument of Fact)	10%
Essay #2 (Evaluation)	10%
Essay #3 (Rhetorical Analysis)	10%
Essay #4 (Literature Criticism)	10%
Essay #5 (Research Essay)	10%
Department Final Exam	20%
In-class Essays (2 at 5% each)	10%
Class work, Homework, Quizzes, Participation	10%
(No Extra Credit accepted.)	

Grading Policy: A-F. Grading follows a regular 10-point scale. A=95%+ A-=90%-94% B+=87%-89% B=84%-86% B-=80%-83% C+=77%-79% C=75%-77% C-=70%-74% D=60%-69% F= 59% and lower. The penalty for late work will be one full letter grade taken off for each day it is late (not class period). Work submitted at any other time than the beginning of the class period is considered late.

Required Texts/Readings:

Lunsford, Andrea. *Everything is an Argument*. Boston: Bedford/St. Martin's, 2010. ISBN: 978-0-312-53862-0.

Colombo, Gary, Robert Cullen and Bonnie Lisle, eds. *Rereading America: Cultural Contexts for Critical Thinking and Writing*. 8th Ed. Boston: Bedford/St. Martin's, 2010. ISBN: 978-0-312-54854-4.

Chopin, Kate. *The Awakening: Norton Critical Edition*. 2nd Edition. Margo Culley, ed. New York: W.W. Norton, 1993. ISBN: 978-0-393-96057-0.

Hvistendhal, Mara. *Unnatural Selection: Choosing Boys Over Girls and the Consequences of a World Full of Men*. New York: Public Affairs, 2011. ISBN:978-1-586-48850-3

Other equipment / material requirements

Pens and pencils are to be brought every day to class (we will write every day).

Bring a notebook (with sheets that can be easily torn out) and folder to be used for in-class activities, completed work and handouts.

Classroom Protocol:

Keep your cell phone turned off, away from your desk and out of sight. Don't text. Just say no to texting for an hour and fifteen minutes. If you are a parent and need to have your phone on during class, come talk to me after class over the next few days. However, the phone still must be kept on silent or vibrate.

All the members of this class (including me) come from various backgrounds and contexts. There will be differences of opinion that arise. I expect all discussions to be conducted with decorum, respect and attention to each individual's right to speak and be heard. Differences will be met with intellectual curiosity and rigor. Only students having a special need for purposes of note-taking or other classroom activities may use laptops in class. Students with such a need should make specific arrangements with me. No student may use a laptop in class without a prior arrangement with me.

Email Policy:

I will try to respond to all e-mails within a 48 hour period of them being sent to me. Whenever contacting me, please include your name (obviously) your course and your section number, so I can more easily figure out who you are. Always consult the syllabus before emailing me with a question.

Attendance:

Regular attendance is very important. If you miss a class, it is your responsibility to contact a classmate to get the assignment. E-mailing me to have me recount the events of the day's class is not an acceptable way to learn about assignments you missed during your absence. The classroom is a community. Get to know your classmates and I'm sure they will help you out.

Class sessions will include lectures, group activities, peer editing, journal writing and classroom discussions. You should complete the reading assignments before coming to class and you should be prepared to participate in classroom discussions. You need to arrive to class on time. If you are more than 5 minutes late, you will be considered tardy. Three tardy marks will count as an absence. If you are more than 15 minutes late, you will be marked absent.

If you miss three classes or more, you may be dropped from the class and receive an F in the course. If you choose to drop the course, it is your responsibility to go to admissions and officially withdraw from the course. It is not my responsibility to withdraw you from the course. If you withdraw after the drop date, you will receive a W (Withdraw) on your record. If you withdraw after the withdraw date, you will receive an F for the course.

Plagiarism and Academic Dishonesty:

Submitting work that is not your own is unethical and immoral. If you wish to use someone else's words or ideas, it must be well documented. Always make sure you always give credit to the author of the words you use in your essay. If you ever have a question about whether or not to document a source or ideas, talk to me first. If you are ever unsure about documenting a source and I am not immediately available, document it the best way you know how. I would much rather have you cite a source incorrectly as opposed to not at all. The minimum penalty for plagiarism is an "F" on the assignment.

At SJSU, dishonesty and cheating are defined as obtaining or attempting to obtain credit for academic work through deceptive means. It can include, but is not limited to:

- Copying, in part or in whole, another person's essay or test
- Submitting work previously presented in another course (without consulting me)
- Using or consulting an examination sources that are not authorized by the instructor
- Allowing someone else to write your exam, test or essay
- Sitting in an examination for another student
- Copying and pasting work found on the Internet into your essay without citing the source

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 is located at <http://www.sjsu.edu/larc/>.

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.

English 1B, Spring 2013, Course Schedule

This course schedule is subject to change with at least one week's written notice.

Week	Date	Topics, Readings, Assignments, Deadlines
1	No class this week, Jan 22	
2	Tuesday, January 29 th	Introduction to Course In-Class Essay #1 (Diagnostic Essay) Intro to Essay #1: Argument of Fact Lunsford, Chapter 1: Everything is an Argument, pg. 3-35
3	Tuesday, February 5 th	<i>Rereading America</i> – Alger, “From <i>Ragged Dick</i> ” pg. 258 <i>Rereading America</i> – Dalton, “Horatio Alger” pg. 272 <i>Rereading America</i> – Mantsios, “Class in America – 2006” pg. 304 Lunsford, Chapter 8: Arguments of Fact, pg. 208-229
4	Tuesday, February 12 th	Essay #1 Due Intro to Essay #2: Evaluation <i>Rereading America</i> – Moore, “Idiot Nation” pg. 128 <i>Rereading America</i> – Gatto, “Against School” pg. 148 Lunsford, Chapter 10: Evaluations, pg. 284-304
5	Tuesday, February 19 th	<i>Rereading America</i> – Kozol, “Still Separate, Still Unequal” pg. 219 <i>Rereading America</i> – Prof. X, “Basement of the Ivory Tower” pg. 238 Lunsford, Chapter 16: What Counts as Evidence, pg. 491-513
6	Tuesday, February 26 th	Essay #2 Due Intro to Essay #3: Rhetorical Analysis Lunsford: Chapter 6: Academic Arguments, pg. 133-147
7	Tuesday, March 5 th	<i>Rereading America</i> – Dillard, “From <i>An American Childhood</i> ” pg. 656 <i>Rereading America</i> – Williams, “Save the Whales, Screw the Shrimp” pg. 703 Lunsford, Chapter 5: Rhetorical Analysis, pg. 95-129
8	Tuesday, March 12 th	<i>Rereading America</i> – McKibben, “From <i>The End of Nature</i> ” pg. 743 <i>Rereading America</i> – Siebert, “The Artifice of the Natural” pg. 676 Lunsford, Chapters 2, 3 and 4: Pathos, Ethos and Logos, pg. 38-93
9	Tuesday, March 19 th	Essay #3 Due Intro to Essay #4: Literary Criticism In-Class essay #2 (Mid-term)
10	Tuesday, March 26 th	No Class – Spring Break Read <i>The Awakening</i> by Chopin, pg. 3-110
11	Tuesday, April 2 nd	<i>The Awakening</i> – Critical Essays
12	Tuesday,	<i>The Awakening</i> – Critical Essays

Week	Date	Topics, Readings, Assignments, Deadlines
	April 9 th	Lunsford, Chapter 18: Intellectual Property pg. 536-547
13	Tuesday, April 16 th	Essay #4 Due Intro to Essay #5: Research Essay Lunsford, Chapter 7: pg. 170-205
14	Tuesday, April 23 rd	<i>Unnatural Selection</i> : Part One: “Everyone Has a Boy Now,” pg. 3-59 Lunsford, Chapters 19 and 20, pg. 549-585
15	Tuesday, April 30 th	<i>Unnatural Selection</i> : Part Two: “A Great Idea,” pg. 77-139 Lunsford, Chapter 13: Style in Arguments, pg. 417-437
Final Exam	Saturday, May 4 th	10:00am – 12:00am, location TBD
16	Tuesday, May 7 th	Essay #5 Due

Important SJSU dates Spring 2013

Wednesday	January 23	First Day of Instruction – Classes Begin
Monday	February 4	Last Day to Drop Without Entry on Permanent Record
Monday	February 11	Last Day to Add Courses & Register Late
Tuesday	February 19	Enrollment Census Date
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)