

**San José State University
Department of English and Comparative Literature
English 1B, Composition 2 (GE C3), Section 81, Spring 2013**

Instructor:	Leah Griesmann
Office Location:	Faculty Offices Bldg. Room 107
Telephone:	(408) 924-4488
Email:	leah.griesmann@sjsu.edu
Office Hours:	W/R 3:30-5pm
Class Days/Time:	Tuesday 6-8:45pm
Classroom:	Sweeney Hall 410
Prerequisites:	English 1a
GE Category:	Written Communication C3

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/policyforsyllabi.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and DRC policies)
- Adding and dropping classes

- Estimation of Per-Unit Student Work Load
- Recording policies

Required Texts/Readings

Writing Arguments: A Rhetoric With Readings, Ramage, Bean, & Johnson

Maple Press Reader, Griesmann, English 1B

The Quiet American, Graham Greene

Notebook for writing assignments

Folder for writing assignments

Classroom Protocol

It is important to come to class on time with all required materials. Chronic tardiness or not having required materials will negatively impact your grade.

Cell phones, laptops, and all electronic devices must be turned off and out of sight.

Participation is mandatory in this class. Bring your best effort to all class activities. Students doing anything other than class work will be asked to leave.

Speak up! Feel free to express your opinions during class discussions, even if they differ from those of the instructor or other students. Do communicate respectfully to foster a learning environment that is comfortable for everyone.

If you are experiencing difficulties, or require extra assistance, feel free to visit me during my office hours. I am always happy to help students!

Assignments and Grading Policy

Essay 1&5 (5% each)	10%
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Essays 2&3 (10% each)	20%
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Essays 4&6 (15% each)	30%
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Quizzes & Reading Logs	15%
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Participation & Presentations	15%
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<u>Final Portfolio</u>	10%
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Letter grades as percentage x (assignment value) added = 100%

(Example: Essay 1 A- = 92 (.05) = 4.6 + other scores = 100%)

Grading Scale: A-F

93-100%	A	73-75%	C
90-92%	A-	70-72%	C-
86-89%	B+	66-69%	D+
83-85%	B	63-65%	D
80-82%	B-	60-62%	D-
76-79%	C+	0-59%	F

Departmental Policy: The Department of English reaffirms its commitment to the differential grading scale as defined in the official 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.

Course Content

Essays

Students will complete **eight** essays (including **two significant** rewrites) for a total of 8,000 words. This word count excludes the final exam, quizzes, and reading logs. Both in-class and out-of-class essays will be assigned. Students must complete all eight essays to pass the course.

Essay 1	(SLO 1, 3)
Essay 2	(SLO 1, 2, 3, 4, 5)
Essay 3	(SLO 1, 2, 3, 4, 5)
Essay 4	(SLO 1, 2, 3, 4, 5)
Essay 5	(SLO 1, 3, 4)
Essay 6	(SLO 1, 2, 3, 4, 5, 6)

Readings and Reading Logs

Readings listed in the syllabus must be read before the class date. A cursory reading will not suffice—students are expected to have thoroughly read, comprehended, and annotated the assigned text. Students who have not read the material or are unable to comment on the assigned readings will receive a negative participation grade in class. Reading logs will be assigned one class in advance (and are noted in the syllabus with an asterisk*).

Reading Log Format

An assigned reading log should be 1-2 pages long, typed, and follow this format:

- 1) **VOCABULARY:** List any vocabulary words you had to look up, along with definitions
- 2) **SUMMARY OF ARGUMENT:** Summarize the author's thesis and argument
- 3) **EVIDENCE:** List the evidence the author uses to support his or her main points
- 4) **RESPONSE:** What is your own response to the piece? Use specific examples to explain your reaction

Quizzes

Pop quizzes on assigned readings will be given at my discretion. Quizzes must be taken in class on the day given and cannot be made up.

Presentations

Each student will give one short presentation on a research topic during the course of the semester, highlighting different sources and research methods

Final Assignment

Instead of a final exam, you will turn in a final portfolio including 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.

POLICIES

Attendance

Writing is a process that is learned through a series of steps. Missing classes will result in missing key steps that will help you progress in your writing, thus negatively impacting your grade. If you must miss a class, be sure to communicate with a **classmate** to find out any subject matter that you missed and to get copies of handouts.

Participation

Class participation is an important part of your grade. Participation doesn't just mean showing up—it means showing up prepared and actively engaging in class activities. Participating in class discussions is a fun way to improve your critical thinking skills and raise your grade. Don't be afraid to express your opinions!

Assignments

All assignments are due on paper **at the beginning of class** on the date specified (and emailed as a backup). **NO LATE WORK WILL BE ACCEPTED**. All assignments must be completed in order to pass the class.

One-Time Emergency Pass

Because all students may at one point during the semester be faced with a genuine emergency, students shall have a one-time-only EMERGENCY PASS to be used for a major essay assignment. It is suggested that students wait to use this pass for a real emergency, as it can only be used once.

The emergency pass may be used to turn in any out-of-class essay 7 days late.

Directions: Email me that you are using your emergency pass by the date/time of the assignment due. When you turn in your essay, attach a stapled note that you are using your emergency pass for your essay. Sign and date it as below, and submit it to me **in class** no later than 7 days late.

“I am using my emergency pass for __ (assignment) _____ due __ (date) ____. I _____ (name) _____ understand the guidelines for using this pass.”

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

SJSU Peer Connections

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 Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. 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 three locations: 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.

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.

English 1B, Spring 2013, Course Schedule (subject to change)

January

- 29 Introduction, Essay 1 (in class)
Writing Arguments: Chapter 1
Reader: *Orlov MLA Research Paper, Using Source Material In Your Writing, Using Quotations, Guidelines for Effective Arguments*

February

- 5 *Writing Arguments*: Chapter 3
Reader: *Letter from a Birmingham Jail, Martin Luther King, Jr.**
- 12 *Writing Arguments*: Chapter 5
Reader: *The Quiet Healthcare Revolution, All The Single Ladies**
- 19 Thesis and Essay 2 draft due, in class: *Two Million Minutes*
- 26 Essay 2 due, Reader: *South Korea's Education Success, Elite Korean Schools, South Korean Cram Schools, Western Nations React to...**

March

- 5 *Writing Arguments* : Chapter 6; Reader: *Education is My Father and My Mother**; in class: *The Lost Boys*
- 12 Presentations on International Education, Essay 3 draft due
- 19 Essay 3 due; in class: devil's advocate workshop & topics
- 26 NO CLASS SPRING BREAK

April

2 *Writing Arguments*: Chapter 7, Essay 4 draft due

9 Essay 4 due, *The Quiet American* Part 1-2*

16 *The Quiet American* Part 3-4*

23 Reader: *Writing Arguments About Literary Works*, Graham Greene's
Unquiet Novel: On Film and in Print

In class: *The Quiet American* Presentations

30 Essay 5 in class, Portfolio Review

May

7 *Writing Arguments*: Chapter 9; in class: Visual Arguments Presentations

13 Essay 6 and Final Portfolio due in my office by 2pm

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