

San José State University
Department of English and Comparative Literature
English 1B, Composition 2, Section 2 (30156) Summer 2013

Instructor:	Dr. Linda Landau
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Office Hours:	MW 10:00-10:45; and 1:00 by appt.
Class Days/Time:	MW 11:00-1:00
Classroom:	Sweeney Hall 411
Prerequisites:	Passage of Written Communication 1A, or equivalent
GE Category:	Written Communication C3

Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, and links may be found on Canvas. Use your **SJSUOne** ID and password to log onto your canvas account at <https://sjsu.instructure.com>. You may also be contacted through your email account. You are responsible for ensuring that your email account on record at SJSU is current and for regularly checking your email and Canvas accounts for updates to class assignments. The best way to keep up to date is to come to class.

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 and Materials

- Lunsford, Andrea, and John Ruskiewicz. *Everything's an Argument*. Sixth Edition. Boston: Bedford/St. Martins, 2013. ISBN-13:978-1-4576-0606-9
The new 6th edition has an access code to online readings and videos.
- Gladwell, Malcolm. *Outliers: The Story of Success*. New York: Penguin, 2008. ISBN-13: 978-0-141-03625-0 (Purchase new, used, kindle at bookstore, or online).
- A college level dictionary—print or online. Bring to class every session.
- Recommended: *Everyday Writer*, Andrea Lunsford, or handbook from ENGL 1A. *Everyday Writer* has an online component that you can purchase.

Additional readings for class will be posted on Canvas, distributed by email, and/or handed out in class during the semester.

Internet access, Canvas access, and current email address for updates and correspondence.

8 ½”x 11” notebook and blue or black ink pens for writing in-class essays.

Library Liaison for English courses

Toby Matoush, Dr. Martin Luther King Jr. Library

Voice: 408-808-2096

Email: Toby.Matoush@sjsu.edu

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

Classroom Protocol – University Policies

Credit hours: Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours per the length of the course (normally 3 hours per unit per week = a minimum of 9 hours per week for English 1B) for instruction or preparation/studying or course related activities. Other course structures will have equivalent workload expectations as described in the syllabus.

Electronic Equipment: Cell phone, laptop, iPod, iPad use during class is not allowed except for online dictionary use. If it detracts from your team participation and interferes with class discussion, you will be asked to put it out of sight.

Diversity: Assignments (both reading and writing) may address issues of race, class, ethnicity, and gender. Such diversity requires an open mind and healthy respect for the viewpoints of others. Discussions on controversial subjects will be conducted in a manner befitting an academic setting.

Plagiarism: To plagiarize is to use the ideas or writing of another as one's own. When borrowing from outside sources, students must credit the author. Neglecting to do so will result in a failing grade for that paper. Plagiarism also includes resubmitting a paper that has already been submitted to another class anywhere. If you plagiarize twice, you not only fail this course, but will also be reported to the university department for disciplinary proceedings.

Assignments and Grading Policy

Grading: A-F. This class must be passed with a C or better. A passing grade in the course signifies that you are a capable college-level writer and reader of English.

Your grade will be determined according to the following criteria:

A (90-100) = Exceptional communicative skills; excellent preparation for class discussion; always volunteers; student exemplifies mastery and intellectual curiosity regarding course readings and concepts; student demonstrates enthusiasm and takes initiative, particularly during group activities.

B (80-89) = Good communicative skills; solid preparation for class discussion; consistently volunteers; student exemplifies interest and engagement regarding course readings and concepts; student demonstrates positive attitude; makes meaningful contributions during group activities.

C (70-79) = Satisfactory communicative skills; fair preparation for class discussion; occasionally volunteers; student exemplifies competence regarding course readings and concepts; student demonstrates an inoffensive, but noncommittal attitude; sporadic contributions during group activities.

D (60-69) = Limited communicative skills, uneven preparation for class; rarely volunteers; demonstrates indifference or irritation when prompted; inattentive during class; rare contributions during group activities; other factors such as consistent tardiness and disruptive behavior, neglects to submit all papers.

F = Weak communicative skills; little to no preparation for class; little evidence of reading assignments; never volunteers, or doesn't respond when prompted; demonstrates potential hostility to discussion; irrelevant, distracting, or no contributions to the group.

Reading Requirements: English 1B is a reading intensive course with the goal of developing critical thinking skills along with reading abilities that will provide an adequate foundation for upper-division work. The reading you will do in English 1B will include useful models of writing for academic, general, and specific audiences. The majority of the readings will be devoted to analytical, critical, and argumentative essays, but may also include poetry, fiction, and drama. In addition to the readings in our rhetoric handbook, *Everything's an Argument*, we will be reading Malcolm Gladwell's *Outliers*. Readings have been selected for their exemplary rhetorical styles and their ability to promote new ways of perceiving and thinking about the world. Their content and writing style will be analyzed in class, and they will function as prompts for critical thinking, class discussion, and your writing. For this reason, the assigned reading must be completed *before* the class it is due. Good writers are good readers; the more you read, the more tools you have for writing effectively and thinking critically.

Participation: While reading and writing are significant components of the learning process, sharing ideas, asking questions, and providing valuable peer review feedback are equally important activities for developing critical thinking and academic writing skills. Therefore, active participation is graded and constitutes 20% of your total grade.

Essay 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 3 in-class essays and 3 out-of-class analytical-argumentative essays, for which you will use library research to inform your position or thesis. This 8000-word minimum does not include your 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 simply correcting grammatical or structural errors. English 1B will include an introduction to the library and basic research strategies. You will learn to locate materials, use them effectively, and cite them properly.

Essay Format and Submission Policy

In-class essays are written in clear handwriting in **blue or black ink** on 8 ½ x11 inch lined paper.

Out-of-class essays must be **typed, double-spaced, in 12 point font, with 1 inch margins** on all sides, and printed on one side of the paper only. Write your name, Prof. Landau, English 1B-Section #, and date in the top left corner of the first page above the essay title. Title is centered and not underlined. Number the pages, beginning with page 2. Your paper must conform to MLA citation guidelines (see your handbook).

Your final version essay, including a works cited page at the end, is submitted

- 1. At the beginning of class, in hardcopy with your checked-off and signed rubric sheet on top, followed by your printed outline, prewrite diagrams, reflections, and peer reviewed draft (with comments and reviewers' names).**
- 2. Online to Canvas, where it will be sent to turniton.com.**

Essays are not considered submitted till these 2 steps have been completed. You will lose 2 points for every day this process remains incomplete.

Peer Review Workshops

Out-of-class essays are submitted for peer review a week before submitting them for a grade, so your draft must be ready at the beginning of the peer review workshop, or you will lose 10% of your final draft grade. If you cannot attend a workshop, it is your responsibility to notify your peer group and make arrangements to exchange papers with a team member.

Late Papers and Missed In-class Essays

If you know you will be unable to attend class the day a paper is due, you should notify me by email beforehand, so we can discuss your situation. Otherwise, the essay's grade will be lowered 2 pts for every day it is late. By the 5th day it will have dropped an entire grade, and it is possible that it will not be returned to you in time for feedback to help you write your next essay. If you miss an in-class essay and have a valid excuse, you will be allowed to take a make-up essay during my office hours if you notify me *before* or *within 24 hours after* the in-class essay date. It is your responsibility to submit all essays, or to notify me if you have a problem. Failure to submit an essay will cost you 10-20% of your total points for this class and will most likely drop your class grade an entire level.

Grading Criteria for Out-of-Class Essays (and In-Class Essays where applicable):

An “A” Essay

1. Is fluent and well-developed, demonstrating a clear understanding of the assignment with content expressing sophisticated ideas that are the result of critical thinking.
2. Has a title, introduction, clear thesis, topic sentences, body paragraphs, transitions, and a conclusion that together convey the essay’s message in an organized, concise, and lucid manner.
3. Uses relevant examples that advance the argument.
4. Analyzes concepts fluently and synthesizes ideas creatively.
5. Accurately evaluates supporting materials obtained from the library, using appropriate sources for an academic paper.
6. Follows the MLA standards of presentation, including accurate parenthetical documentation and a properly documented works cited page according to the MLA style.
7. Illustrates proficiency in using quotations effectively, summarizing and paraphrasing accurately, and integrating sources fluently. It does not overuse sources.
8. Uses language effectively, including sophisticated word choices and sentences that have syntactic complexity and variety.
9. Is free of grammatical, mechanical, and usage errors.
10. Meets the requirements of length (word count), and when applicable, is submitted on time with appropriate pre-writing materials (prewrites, outline, first drafts).

Aim for an A.

Limitations in any of the above criteria areas will result in a lower grade, depending on their number and degree. Poorly presented papers or essays without a works cited at the end will be returned unread with a grade of NC. Serious limitations in the above criteria areas or failure to submit assignments usually results in a D or F in the course.

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 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. 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. 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.

Essay Word and Point Distribution

Course Assignments	SLOs	Word Count per Essay	Total Word Count	Points	Total Points	% of Grade
In-class Essays	1,4	1. Diagnostic essay (750 word) 2. Argumentative Essay (1,000w) 3. Analytical Essay (1,000w) 4. Final Exam (1,000w)	2,750	3@100	200	30%
Argumentative Research Essay	1- 4	1,000 words (3-4 pages) + lists, diagrams, tables, outline peer reviewed draft, reflection, works cited page, revision	1,500	100	100	10%
Argumentative Research Essay on Freedom of Speech (Definition, Interpretation, Evaluation of articles, Argumentation)	1 – 6	1,200-1,500 words (4-5 pages) + 1. Lists, Diagrams, Tables 2. Outline 3. Peer reviewed draft 4. Reflection (300-400w) 5. Revision w/visible changes 6. Works Cited	2,000	1. 20 2. 20 3. 20 4. 20 5. 100 6. 20	200	20%
Rhetorical Analysis of <i>Outliers</i> (Interpretation, Analysis, Evaluation of reviews, Argumentation)	1 – 6	1,200-1,500 word (4-5 pages) + 1. Lists, Diagrams, Tables 2. Outline 3. Peer reviewed draft 4. Reflection (300-400w) 5. Revision w/visible changes 6. Works Cited	2,000	1. 20 2. 20 3. 20 4. 20 5. 100 6. 20	200	20%
Participation & Contribution	1,6	Based on outlines, written responses, quizzes, panel presentation, peer feedback, and class discussions that demonstrate critical and analytical thinking	NA	200	200	20%
TOTALS			8,250		1,000	100%

English 1B, Summer 2013, Course Schedule

Schedule may change. When changes occur, you will be notified in class and by email.

EA = *Everything's an Argument* *WS* = Workshop *RA* = Rhetorical Analysis

Week	Date	Topics, Readings, Assignments, Deadlines
1	M 6/3	Introduction to English1B: Syllabus, Assignments, Rubrics Rhetorical Triangle: Writer/Audience/Message Diagnostic Essay HW: Revision due Wednesday
	W 6/5	Argumentation: pathos, ethos, and mapping logical possibilities EA, Ch. 1-3 + Pattakos p. 210-13, + Hampton and Janz Essay 1 Library Tutorial online
2	M 6/10	Essay 1 Draft Due – WS (organizing/outlining and editing) EA, Ch. 4: Logos and Argumentative Research Ch. 17-18, p. 395-417: Finding & Evaluating Sources Ch.16, p. 383-88, Ch. 21 p. 463-64 (see also MLA 446-62)
	W 6/12	Essay 1 Due / Research Essay 2 MLK Library
3	M 6/17	Censorship, Pluralism, and Relativism: Stephen Crane's poetry EA, Ch. 7, p. 123-46: Structuring Arguments
	W 6/19	Hypothesis, Claim, Warrant, Working Outlines, Bibliography Tannen p. 147-150 HW: Outline Hardin, p. 265- 268
4	M 6/24	Hypothesis, Warrant, Working Outline, Bibliography Due–WS EA, Ch. 9 p. 187-204 + Hardin p. 265- 268: Arg. of Definition HW: Outline Pier p. 206-209
	W 6/26	EA, Ch. 5 + Pier p.206-209: Logos and Fallacies
5	M 7/1	Thesis Statement, Warrant, Outline, Works Cited Due–WS EA, Ch.16, p. 367-79: Structuring the Research Essay EA, 19-20 p.418-444: Using Sources and Citing Sources
	W 7/3	Research Essay Draft Due – WS EA, Ch. 13, 14, 15: Style, Visuals, Presentations
6	M 7/8	Research Essay Final Revision Due / In-class Essay Rhetorical Analysis Essay 3
	W 7/10	EA, Ch. 6, Rhetorical Analysis + Brooks p. 108-110
7	M 7/15	Outliers Ch. 1,3: How to write a Rhetorical Analysis
	W 7/17	Outliers Ch. 2: Panel 1 Rhetorical Analysis
8	M 7/22	Outliers Ch. 4 & 5: Panels 2 & 3 Rhetorical Analysis
	W 7/24	Outliers Ch. 8 & 9: Panels 4 & 5 Rhetorical Analysis
9	M 7/29	Essay 3 on Outliers Due / In-class Essay on Outliers Ch. 1-5,8,9

Week	Date	Topics, Readings, Assignments, Deadlines
	W 7/31	Tierney, p. 269-272, Pearson p. 174-179, or Jackson p. 180-186
10	M 8/5	Review and Preparation for Final
	W 8/7	Final Exam