

**San José State University**  
**Department of English and Comparative Literature**  
**English 1B, Composition 2 (GE A3), Section 29/33/38, Fall 2014**

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<b>Office Hours:</b>	T/Th: Noon-1:30 and by appointment
<b>Class Days/Time:</b>	Section 29: T/Th 10:30-11:45, SH 248 Section 33: T/Th 1:30-2:45, Clark 306 Section 38: T/Th 4:30-5:45, BBC 120
<b>Prerequisites:</b>	Passage of English 1A (C or better) or approved equivalent.
<b>GE Category:</b>	Written Communication A3

### **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 requirement for 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; critical thinking skills; 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 English 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. Assignments: in-class essays, out-of-class essays, in-class writing exercises.

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. Assignments: Library Resource Demonstration, Research and Writing exercises Weeks 1-4, Research Paper Rough and Final Drafts

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. Assignments: Research Paper Rough/Final Draft, Topic Proposal, Annotated Bibliography.

SLO 4: Students shall write complete essays that demonstrate the ability to synthesize ideas encountered in multiple readings. Assignments: In-class essays, out-of-class essays, weekly assignments.

SLO 5: Students shall write complete essays that demonstrate the ability to incorporate principles of design and communication to construct effective arguments. Assignments: In-class group presentations

SLO 6: Students shall write complete essays that demonstrate the ability to identify and discuss issues related to censorship and freedom of speech. Assignments: course readings, reading responses, and classroom discussions of current events.

**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 AEC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

## **Required Texts/Readings**

**SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford**

Print ISBN: 9781457667121 Available at the Spartan Bookstore

Electronic edition ISBN: 9781457633423 or Bedford/St. Martin's online  
(<http://bcs.bedfordstmartins.com/everydaywriter5e/>)

If you own a used copy of *The Everyday Writer*, a new LearningCurve access code must be purchased from either the Spartan Bookstore (ISBN: 9781457643637) or Bedford/St. Martin's online (<http://www.bedfordstmartins.com/everydaywriter/lc>)

If you have any questions or problems logging in to LearningCurve, contact Bedford/St. Martin's Technical Support:

Phone: 1.800.936.6899—for fastest service

Email: [BFW.TechnicalSupport@macmillan.com](mailto:BFW.TechnicalSupport@macmillan.com)

Online: <http://www.macmillanhighered.com/techsupport>

### **Other Textbook**

Course Reader, Maple Press

O'Brien: *The Things They Carried*

Handbook

Handouts, both visual and textual, will be distributed by email and in hardcopy format throughout the semester. You are expected to check your email prior to coming to class.

All students will purchase a college-level dictionary and bring it to each class meeting.

### **Other Readings**

Handouts as applicable

## **Library Liaison for English courses**

The English 1B Libguide is online at <http://libguides.sjsu.edu/english1B>

Toby Matoush, Dr. Martin Luther King Jr. Library

Voice: 408-808-2096

Email: [Toby.Matoush@sjsu.edu](mailto:Toby.Matoush@sjsu.edu)

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

## **Classroom Protocol**

Participation is vital in completing this course. As such, students are expected to come to class having read the day's assignments and prepared to discuss them in a rigorous and academic setting. Multiple readings of a single assignment may be required to fully comprehend the meanings within it. Students are expected to be on time for class. If a

student will miss a class for any reason, please email the instructor as early as possible. Use of cell phones and other electronic devices not previously authorized must be off at the start of instruction. Discussions are fast-paced and highly interactive. Students do not need to raise a hand to add to the lecture. However, common courtesy still applies.

## Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, students are expected to spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

### Grading: A-F.

I require of you a workable understanding of all assigned readings and grammar exercises. The true test of your comprehension, however, will come in the form of the essays — in-class (the first will be an ungraded diagnostic essay) and out-of-class essays due at the **beginning** of class on the date the assignment is due. I will not accept any essay that isn't **TYPED AND DOUBLE-SPACED**. **Late papers will NOT be accepted**. Students must complete all essays to pass this course. In-class essays may not be made up without instructor permission before class. In addition to the readings and essays, there may be, at my discretion, short-answer quizzes covering reading assignments. The quizzes will count toward your participation grade and cannot be made up.

**Readings:** You will be assigned readings from the CA text. You are expected to have read the selection(s) prior to the class period. Come to class ready to offer your opinions and ask questions. I expect full class participation with regard to the course readings.

### Grading:

In-class essays	(2000 words with revisions)	25%
Research Paper		30%
Topic Proposal		CR/NCR
Annotated Bibliography (500 words)		CR/NCR
First Draft (1500-1750 words)		1/2
Revised Draft (2000-2500 words)		1/2
Analytical Essay (1500-2000 words)		15%
Final Portfolio (500-750 words)		20%
Participation (oral and written)		10%

Final grades will be computed by averaging the above percentages. CR/NCR assignments are worth a full letter grade on the research paper's revised draft. The class grading scale is as follows:

99-100: A+

93-98: A

90-92: A-

88-89: B+

82-87: B

80-81: B-

78-79: C+

72-77: C

70-71: C-

65-69: D

<65: F

**No late papers will be accepted under any circumstances.**

Under certain circumstances, and regardless of the percentage points listed above, a student's contributions and academic curiosity (or lack thereof) may influence that student's final grade beyond the listed scope. In other words, students who do not come to class and regularly participate in discussions may find their final grade significantly reduced to reflect the full scope of class involvement. An "A" grade requires more than good essay-writing.

University policy F69-24, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

**Assignments and Grading Policy**

**Grading:** A-F. To take the Writing Skills Test and move on to upper-division coursework, students need a C or better in English 1B.

**Grading:** A-F.

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

**Grading 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; and F=failure.

In this class, a “C” grade is writing to the minimum expectations of the professor. Each student begins with a “C” grade at the beginning of the semester. That grade may increase or decrease depending on the quality of work presented over the course of the semester.

Papers handed in late will receive “credit” for completing the assignment, but the grade will be averaged as a zero for that assignment.

## **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> 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. 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 10<sup>th</sup> 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.

## English 1B, Fall 2014, Course Schedule

This course focuses on “The American Dream,” and we will read a selection of readings that provide different perspectives on this theme. This course is designed to help you form your own opinion, then to articulate that opinion in a persuasive manner. A final exam will be held during the last week of classes. In the event of an unscheduled absence/class cancellation, you will receive notice via email from either the professor the English Department.

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/26	Introduction Syllabus Handouts In-Class Diagnostic Essay
2	9/2	The Art and Craft of Persuasion Writing Essays  <b>IN-CLASS ESSAY 1</b>
3	9/9	Research Analyzing Visual Arguments  Group Presentations <b>RESEARCH PAPER: TOPIC PROPOSAL</b>
4	9/16	Identities “Join or Die” –Benjamin Franklin “Origins of Anglo-Americans” –De Tocqueville  Identities “A Tapestry of Hope” –Jeanne Houston “The Cult of Ethnicity” – Arthur Schlesinger
5	9/23	American Dreams “Wealth” –Andrew Carnegie “Let America Be America Again” –Langston Hughes



Week	Date	Topics, Readings, Assignments, Deadlines
		“Harlem” –Langston Hughes <b>IN-CLASS ESSAY 2</b>
6	9/30	Images of Gender and Family “Rusk v. State”  “Marriage is a Fundamental Right” –Thomas Stoddard “Reserve Marriage for Heterosexuals” –Bruce Fein <b>RESEARCH PAPER: ANNOTATED BIBLIOGRAPHY</b>
7	10/7	Work and Play “Women and Economics” –Charlotte Perkins Gilman “Office Politics” –Ellen Lupton  Work and Play “The Mason” –Studs Terkel “Bricklayer’s Boy” –Alfred Lubrano
8	10/14	Work and Play “Serving in Florida” –Barbara Ehrenreich  <b>IN-CLASS ESSAY 3 (BRING YELLOW BOOKS AND BLACK INK PEN)</b>
9	10/21	Justice and Civil Liberties “Civil Disobediance” –Henry David Thoreau  War and the Enemy “These Are the Times That Try Men’s Souls” –Paine “Gettysburg Address” –Abraham Lincoln “The War Prayer” –Mark Twain “War and the Enemy”
10	10/28	Argumentation in Fiction  Introduction to <u>The Things They Carried</u>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
		<b>RESEARCH PAPER: ROUGH DRAFT</b>
11	11/4	The Things They Carried  Analytical Essay Discussion: Character Analysis
12	11/11  11/13	Veterans Day  The Things They Carried
13	11/18	Student Conferences  Student Conferences
14	11/25	Concluding Discussion: Characters and Analysis in TTTC  Final-exam Preparation/Essay Review
15	12/2	<b>ANALYTICAL ESSAY DUE</b> <b>RESEARCH PAPER: FINAL DRAFT</b>
16	12/9	Final Discussion, Semester Wrap-Up  Final Portfolios Due: 2 Essays revised, 1 Reflective Essay

### **Important dates for Fall 2014**

Thursday	August 21	Academic Year Begins – Fall Semester Begins
Thurs– Friday	August 21-22	Orientation, Advisement, Faculty Meetings and Conferences (P)
Monday	August 25	First Day of Instruction – Classes Begin
Monday	September 1	Labor Day - Campus Closed (L)
Friday	September 5	Last Day to Drop Courses Without an Entry on Permanent Record (D)
Friday	September 12	Last Day to Add Courses & Register Late (A)
Monday	September 22	Enrollment Census Date (CD)
Tuesday	November 11	Veteran’s Day - Campus Closed (V)
Wednesday	November 26	Classes that start at 5:00 PM or later will not meet.
Thursday	November 27	Thanksgiving Holiday - Campus Closed (T)
Friday	November 28	Rescheduled Holiday - Campus Closed (RH)
Wednesday	December 10	Last Day of Instruction - Last Day of Classes
Thursday	December 11	Study/Conference Day (no classes or exams) (SC)
Friday	December 12	Final Examinations (exams)
Mon-Thursday	December 15-18	Final Examinations (exams)
Friday	December 19	Final Examinations Make-Up Day (MU)
Monday	December 22	Grade Evaluation Day (E)
Tuesday	December 23	Grades Due From Faculty - End of Fall Semester (G)