

San José State University
Department of English and Comparative Literature
English 1B, Composition 2 (GE C3), Section 29, Spring 2014

Instructor:	Dr. Linda Landau
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Office Hours:	T 6:00-7:00, Th 12:30-1:30, and Friday after class
Class Days/Time:	F 9:30-12:15
Classroom:	BBC 124
Prerequisites:	Passage of English 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, 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 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.

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

Required Textbooks

- Lunsford, Andrea. *Everything's an Argument*. Sixth Edition. Boston: Bedford/St. Martins, 2013. ISBN: 978-1-4576-0606-9
- Gladwell, Malcolm. *Outliers: The Story of Success*. New York: Penguin, 2008. ISBN: 978-0-141-03625-0 (Purchase new, used, or kindle at bookstore or online).
- A college level dictionary—print or online. Bring to class every session.
- Lunsford, Andrea. *Everyday Writer with Exercises (with LearningCurve)*. 5th Edition. Bedford/St. Martins, 2013. Print ISBN: 978-1-4576-6712-1 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

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

Other Readings

- One academic level autobiography or biography of choice
- During the semester additional reading material will be distributed in class, posted on Canvas, or sent by email.

Other Material

- Internet access and an email address for updates
- 8 ½"x 11" notebook for taking notes and writing in-class essays and quizzes
- Blue or black ink pens for writing in-class essays and quizzes

Classroom Protocol

Electronic equipment: Cell phone, laptop, iPad, Tablet may be used during class for *online dictionary use and handbook exercises only*. If your electronic equipment detracts from your team participation and class discussion, you will be asked to put it out of sight. Electronic equipment is never allowed during exams.

Food and drinks: Food and drinks with the exception of bottled water are not allowed in the classroom.

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 submitting a paper (including your own) that has already been submitted to another class at SJSU or at another school without the former instructor's and my written permission. If you plagiarize twice, you not only fail this course, but will also be reported to the university authorities for disciplinary proceedings.

Course Requirements and Assignments

Participation: SJSU classes are designed to ensure student success through lectures and hands-on activities. 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, and completing assignments. For more details about student workload, see [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>. University policy F69-24 states that “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,” but participation, including quizzes, in-class writing, and class, team, and panel discussions, is worth more than 20% of your grade.

Reading and Course Content: Readings have been selected for their exemplary rhetorical styles and their ability to promote new ways of perceiving and thinking about the world. This course will focus on exploring the values and beliefs that make us who we are, in particular in our quest for success. Using *Everything's an Argument*, Malcolm Gladwell's *Outliers: The Story of Success*, biographies and relevant essays as our central texts, we will investigate the commonplaces in our culture that shape our goals and help or hinder our own success stories. Through reading, interviews, discussion, and writing, we will compare our success stories with those of outliers in our communities.

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 2 in-class critical essays, 4 analytical-argumentative essays for which you will use library research to inform your position or thesis, 1 project review essay, and 1 annotated bibliography. This 8000-word minimum does not include quizzes and short in-class essays, but will include major revisions of peer reviewed essays. 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.

Peer Review Workshops: Out-of-class essays are presented 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.

Grammar: You are expected to submit essays that are free of grammatical errors and written in sophisticated academic language. In addition to classroom lessons, you will be assigned individual exercises in your handbook and on LearningCurve to resolve grammar and other problems noted in your essay. The access code has been sent to you by Bedford or can be purchased on the Bedford website (see page 3).

Final Paper: Instead of a final exam, you will write a critical reflection about your work during the course. 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.

Assignments – Word Count, Point, and SLO Distributions

ESSAYS	Essay Type	Word Count	Points	% of Grade	SLO	Due Date
Definition Essay	Summary / Definition	350	2	5	1,2,4	2/14
Definition Essay Revision	Argumentative Research + Outline	500	2	5	1,2,4	2/21
Annotated Bibliography	Summary / Research	1,000	2	5	1-4	3/7
Exam 1 <i>Outliers</i>	Rhetorical Analysis	750	4	10	1,4	4/4
Research Paper	Proposal / Wrk Outline	2,000	8	20	1-5	3/14
Patterns of Success + Rhetorical Analysis of Gladwell's <i>Outliers</i>	Argumentative Research Analysis + Works Cited Topic Outline/Draft Panel Presentation	total				4/11 3/21 TBD
Project Review	Analytical	500	4	10	1	4/11
Exam 2 1st Amendment	Argumentative	750	4	10	1-4,6	4/25
Research Essay w/ 1st or 2nd amendment as major premise	Argumentative Research + Works Cited, Outline	1,000	6	15	1-6	5/2
Final Essay	Analytical	1,400	4	10	1	5/13
Participation: reading quizzes, short essays, outlines, Event Review presentation	Preparation and Contribution to class and team work		4	10	1,4	
TOTAL		8,250	40	100		

Assignments and Grading Policy

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

Your grade will be determined according to the following criteria:

- **A (4.0-3.4)** = Exceptional communication skills; excellent preparation for class discussion; always volunteers; mastery and intellectual curiosity regarding course readings and concepts; enthusiasm, initiative, particularly during group activities.
- **B (3.3-2.7)** = Good communication skills; solid preparation for class discussion; consistently volunteers; interest and engagement regarding course readings and concepts; positive attitude; meaningful contributions during group activities.
- **C (2.6-2.3)** = Satisfactory communication skills; fair preparation for class discussion; occasionally volunteers; competence regarding course readings and concepts; inoffensive, but noncommittal attitude; sporadic contributions during group activities.
- **C-/D (2.2-1.0)** = Limited communication skills, uneven preparation for class; rarely volunteers; indifference or irritation when prompted; inattentive during class; rare contributions during group activities; consistent tardiness and disruptive behavior; failure to submit essays. C- is not a passing grade.

Top 2 numbers of each category earn +, the lower 2 earn -. For example, 3.2 - 3.3 = B+, 2.7 - 2.8 = B-

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. Creates appropriate college level, academic tone.
2. Is an act of communication that invites dialogue with intended audience.
3. Has a title, introduction that creates a mental image, clear thesis appropriately placed, topic sentences, developed body paragraphs, transitions, and a conclusion that together convey the essay's message in an organized, concise, and lucid manner.
4. Uses relevant examples that advance the argument. Makes reasonable and insightful connections to targeted readings, outside readings, class discussions, and/or life experiences that illuminate the thesis.
5. Analyzes concepts fluently and synthesizes ideas creatively.
6. Accurately evaluates supporting materials obtained from the library, using appropriate sources for an academic paper, and 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. Has correct sentence structure, grammar, and diction; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices. Conforms in every way to format requirements.
10. Meets the requirements of length and scope without wordiness, and when applicable, is submitted on time with appropriate pre-writing materials (prewrites, outline, first drafts).

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

Late Papers and Missed In-class Essays

- If you know you will be unable to attend class the day a paper is due, notify me by email so we can make other arrangements. Otherwise, the essay's grade will drop 2 pts for every day it is late and a whole grade by the end of the week.
- 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 on condition you notify me *before* or *within 24 hours after* the in-class essay date. Each missed essay will lower your grade one level.

Essay Format and Submission Policy

In-class essays are written in clear handwriting in **blue or black ink** on one side of 8½ x 11 inch lined paper.

Out-of-class essays must be **typed, double-spaced, in 12 point font, with 1 inch margins** on all sides, printed on one side of the paper only.

Your final version essay is submitted

1. **In hardcopy at the beginning of class**, with the following:
 - a. Rubric on top checked-off and signed
 - b. Final Version with Works Cited page (if applicable),
 - c. Printed topic outline
 - d. 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.

The first page of your essay should be formatted according to MLA guidelines:

Your name	Last name 1
Prof. Landau	
English 1B - #	
Date	
Above info first page only (single spaced)	Number your pages, beginning with page 2. To set up page numbers, go to INSERT, select PAGE NUMBER, Top of Page, #3. A new bar will appear. Select DESIGN, check Different First Page.
Title	
<p>Begin paragraphs with an indent using either TAB or automatic indent. Do not skip a line between paragraphs, so if your default is set to <i>6 pt After</i>, go to PAGE LAYOUT, and under <i>Spacing</i>, select <i>0 pt After</i> for entire document.</p> <p>If you quote, paraphrase, or summarize another work, your essay must conform to MLA citation guidelines (see your handbook).</p>	

English Department Events for Review

VISITING WRITER	DATE	TIME	PLACE
Cristina Garcia Reading	Feb. 5	7 p.m.	MLK 225/229
Conversation with Andrew Sean Greer	Feb. 6	1 p.m.	MLK 225/229
D. A. Powell Reading	Feb. 19	7 p.m.	MLK 225/229
Cathleen Miller Lecture (University Scholar) <i>Champion of Choice: The Life and Legacy of Women's Advocate Nafis Sadik</i>	Mar. 19	12-1 p.m.	MLK 225/229
Steinbeck Fellows Reading	April 2	7 p.m.	MLK 225/229
Rabih Alameddine Reading	April 8	7 p.m.	MLK 225/229
Joy Harjo Reading	April 23	7 p.m.	MLK 225/229

Details of readings and discussions are available at <http://www.litart.org>.

Check SJSU Calendar for last minute time or location changes.

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>

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. 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.

English 1B T/Th – Spring 2014 Course Schedule

Assignments are due on the date they appear on the schedule.
This schedule will change as needed. You will be notified of changes in class & by email.

Week	Date	Topics, Reading Assignments , Writing Assignments , Essay Deadline
1	F 1/24	Introductions: Syllabus, Rubric, Teams, Collaboration
2	F 1/31	Rhetorical Triangles - Writer, Message, Audience Ethos, Pathos, Logos; Kairos, Context EA Ch 1, pp. 6-9, 14-17, 22-29 Argument Ch 2, pp. 30-34 Pathos Ch 3, pp. 42-45, 51 Ethos Ch 5, pp. 74-81 Fallacies Definition Essay Prompt
3	F 2/7	Writing Arguments based on Fact and Reason Thesis Statement: Claim + reason + evidence EA Ch 4, pp. 60-69, 72 Logos + Quiz using p. 61 Defining Terms and Concepts EA Ch 9, pp. 190-99, 200-4 Arg. of Definition + Pattakos pp. 210-13
4	F 2/14	Definition Essay Due + Workshop Library Tutorial Finding & Evaluating Sources + MLA Style EA Ch 17, pp. 395-406; Ch 18, pp. 410-16; Ch 21 (browse) Using Sources & Writing an Annotated Bibliography AB Prompt EA Ch 19, pp.418-434 (esp. 426-7,434); Ch 20 pp. 438-444
5	F 2/21	Definition Essay Revision Due Research Paper Prompt Writing a Rhetorical Analysis Outliers Prompt EA Ch 6, p. 90-110 + Brooks p. 108-110 LIBRARY ORIENTATION (borrow autobiography, articles)
6	F 2/28	Writing an Academic Argument EA Ch 16, pp. 368, 370, 383-88 Outliers Ch 1 - Team Outliers Ch 2 - Team Proposal Prompt
7	F 3/7	Writing a Proposal EA pp.202 Outliers Ch 3 + Biographies - Team Annotated Bibliography Due Working Outlines vs. Topic Outlines (Th St + Topic Sentences) Outliers Ch 4 + Biographies - Team
8	T 3/14	Introductions & Conclusions: Classical & Modern Rhetoric Outliers Ch 5 + Biographies, Interviews - Team Proposal and Working Outline Due + Workshop Outliers Ch 8 + Biographies, Interviews - Team

Week	Date	Topics, Reading Assignments, Writing Assignments, Essay Deadline
9	F 3/21	<i>Outliers</i> Ch 9, Gladwell's blog, Reviews of <i>Outliers</i> - Team Review of <i>Outliers</i> and Topic Outline Workshop
	F 3/28	SPRING RECESS – NO CLASSES
10	F 4/4	Exam 1 <i>Outliers</i> Draft Workshop – Strategic Language, Transitions... / EA Chapter 13
11	F 4/11	Research Paper 1 and Project Review Due 1 st and 2 nd Amendment issues: e.g. public prayer, gun control Amendment Argument Essay Prompt
12	F 4/18	Structuring Arguments / EA Ch 7 + Tannen pp. 147-150 Debate on 1 st and 2 nd Amendment issues
13	F 4/25	Exam 2 on 1 st or 2 nd Amendment Amendment Essay Draft Due for Peer Review Workshop
14	F 5/2	Amendment Essay Due / EA Ch 5, pp. 81-87 Fallacies EA Jennifer Pier pp. 206-209 Final Essay Prompt
15	F 5/9	Final Essay Draft Workshop
16	T 5/13	Final Essay Due in my office
Final	Sat, 5/10	This course does not participate in the final exam.

Important SJSU dates Spring 2014

Wednesday	January 22	Spring Semester Begins
Wednesday	January 22	Orientation, Advisement, Faculty Meetings
Thursday	January 23	First Day of Instruction – Classes Begin
Tuesday	February 4	Last Day to Drop Without Entry on Permanent Record
Tuesday	February 11	Last Day to Add Courses & Register Late
Wednesday	February 19	Enrollment Census Date
Monday-Friday	March 24-28	Spring Recess
Monday	March 31	Cesar Chavez Day Campus Closed
Tuesday	May 13	Last Day of Instruction – Last Day of Classes
Wednesday	May 14	Study/Conference Day (no classes or exams) (SC)
Thursday-Friday	May 15-16	Final Examinations
Monday-Wednesday	May 19-21	Final Examinations
Thursday	May 22	Final Examinations Make-Up Day
Friday	May 23	Grade Evaluation Day
Saturday	May 24	Commencement
Monday	May 26	Memorial Day - Campus Closed (M)
Tuesday	May 27	Grades Due From Faculty