

San José State University
Department of English and Comparative Literature
English 1B, Composition 2 (GE C3), Section 41, Spring 2014

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Office Hours:	Tuesdays, 12:00-1:00; Thursdays, 3:00-4:00; and by appointment
Class Days/Time:	Tuesdays and Thursdays, 10:30-11:45
Classroom:	Hugh Gillis Hall 217
Prerequisites:	Passage of English 1A (C or better) or approved equivalent
GE Category:	Written Communication C3

Faculty Web Page

Copies of course materials such as the syllabus, handouts, and essay prompts may be found on my [faculty web page](http://www.sjsu.edu/people/Michelle.Hager) at <http://www.sjsu.edu/people/Michelle.Hager>. You also must become a follower of [our class blog](http://mhagerengl1b.wordpress.com) at <http://mhagerengl1b.wordpress.com>.

Course Description

English 1B is the second course in the two-semester lower-division composition sequence at SJSU. 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 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 areas:

- 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.

Academic Policies

You are responsible for reading the [SJSU academic policies](http://www.sjsu.edu/english/comp/policy/index.html) about add/drop, disability, course guidelines, academic integrity, and estimation of per-unit student workload online: <http://www.sjsu.edu/english/comp/policy/index.html>.

Required Texts and Materials

Textbooks

- Ackley, Katherine Anne. *Perspectives on Contemporary Issues*, 7th edition. ISBN 9781285425849
- Lunsford, Andrea. *Everyday Writer*, 5th edition. ISBN 9781457667121

Other material requirements

- *English 1B Course Reader* (to be purchased at Maple Press)
- A college-level dictionary
- 4-8 large green books for in-class essays
- 1-2 yellow examination booklets for the final exam

Library Liaison for English Courses

Toby Matoush, Dr. Martin Luther King Jr. Library

Voice: 408-808-2096

Email: Toby.Matoush@sjsu.edu

English 1B LibGuide: <http://libguides.sjsu.edu/content.php?pid=473317&sid=3920160>

Course Requirements and Assignments

Reading

English 1B is a reading intensive course, and the works that we study will be useful models of writing for academic, general, and specific audiences. Readings will be used consistently with the course goal of enhancing ability in written communication and reading. The majority of the reading will be devoted to analytical, critical, and argumentative essays. All reading must be completed by the beginning of each class period. Our class discussions, quizzes, and essay prompts will relate to the assigned selections, and the readings provide excellent examples of argumentative and persuasive writing. In addition, you must submit reader responses which you will post online to your personal English 1B blog; the reader response due dates are noted on the schedule. Remember: The more you read, the better you will write.

Writing

This is a composition course, and every class period will involve a written component. There are six required essays (totaling a minimum of 8000 words): three in-class papers (including an ungraded diagnostic) and three out-of-class papers. ***You must complete all assigned essays to pass the course.*** Bring pens, bluebooks, and a dictionary for in-class essays. ***This work cannot be made up unless you have contacted me in advance.***

Out-of-class essays must be typed and in accordance with MLA citation guidelines. We will have a class discussion on the MLA format; additional information can be found in

our *Everyday Writer* handbook. Out-of-class essays will have specified minimum page requirements that will be listed on the prompt sheets. Essays are due at the beginning of class on their due dates; in addition, all out-of-class essays must be uploaded to <http://www.turnitin.com>. This website automatically checks essays for plagiarism. I will not accept any essays until they are submitted to turnitin.com. ***To register, use class ID number “7438616” and password “writing.”***

The argumentative research essay and its components are worth 30% of your class grade. From the time that you receive the assignment to the final essay due date, you will have three months to research and write; as such, I expect your best work! As also noted on the schedule, there are various due dates before the final draft. The following assignments are components of your research paper grade: the tutorials for our instructional library session, a topic proposal, an annotated bibliography, a rough draft of the complete essay for our workshop, and the final essay.

Research

English 1B includes an introduction to the library and basic research strategies. You will learn to locate materials and use them effectively (by quoting and paraphrasing) as well as how to properly cite them. As part of this requirement, a university librarian will lead one of our class sessions.

Reader Responses

Reader responses are due periodically throughout the semester, as noted on the class schedule. In these responses, you must record analysis, thoughts, opinions, questions, and personal reactions to the texts. Each entry must be posted to your personal English 1B blog at <http://www.wordpress.com> on the due date; each response must be 300-350 words. ***To receive full credit, you must analyze/evaluate the text selection AND share your own thoughts, feelings, and opinions.*** Do not simply summarize plot—show some in-depth thought and interaction with the text. Reader responses will be graded primarily on their quality of content though your score will be marked down if there are serious grammar errors that make your writing difficult to comprehend. ***Reader responses will not be accepted late—no exceptions.*** Due to the interactive nature of a blog, you will also be expected to provide comments and engage in dialogue with your peers.

Workshops

Workshops are an important component of the writing process; they give you the opportunity to get valuable feedback from your peers. Bring three copies of your essay, in rough draft, on each workshop date as listed on the class schedule. You must turn in all workshop materials with the final copy of the essay. ***If you miss a workshop, your essay will be graded down one full letter grade.***

Class Work, Homework, and Participation

We will complete daily work in class that goes toward your participation grade; you will not be able to complete these assignments if you do not come to class. I expect you to attend class daily and come on time. In addition, class participation does not simply mean that you are physically present in class. You must have all class materials, contribute to discussions, actively listen to your peers, and take notes as necessary. Put cell phones away and on silent mode during the class period. ***You will lose all participation points for the day if I see your cell phone.***

Quizzes, debates, grammar exercises, and short presentations will also factor into this portion of your course grade.

Department Final Exam

Twenty percent of your course grade comes from an essay final exam, graded holistically. This department-wide final consists of reading and responding to two or more college-level passages chosen by the English Department Composition Committee.

The departmental final exam for English 1B students will be held on ***Saturday, May 10th from 10:00 A.M. to 12:00 P.M.*** This exam is mandatory, and you must complete it to pass the course.

Grading Policy

Grading Breakdown

- Research paper and its components 30%
- Out-of-class essays (2 at 10% each) 20%
- Department final exam 20%
- In-class essays (2 at 5% each + C/NC Diagnostic) 10%
- Reader responses 10%
- Class participation 10%

You can earn up to 1,000 points in this course. Please refer to the point breakdown as outlined below.

930-1,000 points = A (93%-100%)	730-769 points = C (73%-76.9%)
900-929 points = A- (90%-92.9%)	700-729 points = C- (70%-72.9%)
870-899 points = B+ (87%-89.9%)	670-699 points = D+ (67%-69.9%)
830-869 points = B (83%-86.9%)	630-669 points = D (63%-66.9%)
800-829 points = B- (80%-82.9%)	600-629 points = D- (60%-62.9%)
770-799 points = C+ (77%-79.9%)	0-599 points = F (0%-59.9%)

Late Policy

I am a prompt person, so I expect the same from you. While late papers will be accepted up to one week after the due date, they will be graded down significantly. ***For each calendar day that your paper is late, it will be graded down one full letter grade.*** If the paper is turned in after the class period on the assigned due date, the essay will be graded down half a letter grade. ***After one week, I will no longer accept the essay.*** If extenuating circumstances apply for either in-class or out-of-class essays, you must contact me *before* the due date in order to request an extension or make necessary accommodations for in-class essays. Turn in essays on time!

Departmental 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; F = failure. Courses graded according to the A, B, C, No Credit system shall follow the same pattern, except that NC, for No Credit, shall replace D or F. In A, B, C, No Credit courses NC shall also substitute for W (for Withdrawal) because neither NC nor W affects students’ grade point averages.

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. **Note: Final course grades are on the A-F scale. You must receive a C or better in English 1B to take the Writing Skills Test (WST) and move on to upper-division coursework.**

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.

Peer Connections

Peer Connections is a campus-wide resource for mentoring and tutoring. The staff will inspire students to develop their potential as independent learners while they learn to successfully navigate through the university. Services 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.

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 the [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

English 1B, Spring 2014, Course Schedule

*Reading assignments must be **completed** by the day that they are listed. The schedule is subject to change with fair notice; any changes will be announced in class.*

LO = Learning Objective; *PCI* = *Perspectives on Contemporary Issues*; *EW* = *Everyday Writer*

Always bring your *English 1B Course Reader* to class, along with any books from which reading is assigned for the day.

Date	Topics, Readings, Assignments, Deadlines
Thursday, January 23	Introductions, syllabus review, and discussion of the diagnostic essay
Tuesday, January 28	Essay #1 (In-class Diagnostic) (LO 1, 4, 5, 6; 500 words) Bring green book(s), pens, and your dictionary
Thursday, January 30	“Reading Critically” (<i>PCI</i> 3-7) Wright, “Dream Machines” (<i>PCI</i> 211-213) Sternheimer, “Do Video Games Kill?” (<i>PCI</i> 214-221)
Tuesday, February 4	Essay #2 Assigned (Out-of-Class Critique) “Writing a Critique” (<i>PCI</i> 57-66) McLune, “Hip-Hop’s Betrayal of Black Women” (<i>PCI</i> 221-225) Reeve, “The Worst Is Yet to Come” (<i>PCI</i> 225-228)
Thursday, February 6	Reader Response #1 DUE (LO 1, 4, 6) Jenkins, “A Pedagogical Response to the Aurora Shootings: 10 Critical Questions about Fictional Representations of Violence” (<i>PCI</i> 235-247)
Tuesday, February 11	Essay #6 Assigned (Out-of-Class Argumentative Research Paper) Kilbourne, “Jesus is a Brand of Jeans” (<i>PCI</i> 256-261) “MLA Documentation” (<i>EW</i> 457-511)
Thursday, February 13	MLA Quiz Jacobs, “Creating Reel Change” (<i>PCI</i> 277-280) Doyle, “Girls Just Wanna Have Fangs . . .” (<i>PCI</i> 280-283)
Tuesday, February 18	Essay #2 DUE (Out-of-class Critique) (LO 1, 4, 5; 1750 words) Essay #3 Assigned (Out-of-class Television & Culture Analysis) Stanton, “Who Framed Roger Ebert?” (<i>PCI</i> 291-294)

Date	Topics, Readings, Assignments, Deadlines
Thursday, February 20	Reader Response #2 DUE (LO 1, 4, 6) Blume, “Censorship: A Personal View” (<i>PCI</i> 310-316) “Writing an Argument” (<i>PCI</i> 76-94)
Tuesday, February 25	Mansfield, “Grade Inflation: It’s Time to Face the Facts” (<i>English IB Course Reader</i> 78-81) Kohn, “The Dangerous Myth of Grade Inflation” (<i>English IB Course Reader</i> 82-88)
Thursday, February 27	Tentative Library Day (LO 2, 3) Library Tutorials DUE (LO 2, 3) Research Paper Topic Proposal DUE (LO 2, 3)
Tuesday, March 4	Essay #3 Workshop (Out-of-class Television & Culture Analysis) (LO 1) Bring 3 copies of your <i>complete</i> rough draft to class
Thursday, March 6	Reader Response #3 DUE (LO 1, 4) Beegle, “All Kids Should Take ‘Poverty 101’” (<i>PCI</i> 341-343) Singer, “The Singer Solution to World Poverty” (<i>English IB Course Reader</i> 89-93) “Writing a Research Paper” (<i>PCI</i> 133-142 and 147-154)
Tuesday, March 11	Bartlett, “The Puzzle of Boys” (<i>PCI</i> 350-355) Tannen, “Who Does the Talking Here?” (<i>PCI</i> 356-358) Sommers, “Oh, Come On, Men Aren’t Finished” (<i>PCI</i> 358-361)
Thursday, March 13	Essay #3 DUE (Out-of-class Television & Culture Analysis) (LO 1, 2, 3, 4, 5; 1750 words)
Tuesday, March 18	Savant, “Imagining the Immigrant: Why Legality Must Give Way to Humanity” (<i>PCI</i> 374-376) Krikorian, “The Perpetual Border Battle” (<i>PCI</i> 377-385)
Thursday, March 20	Research Paper Annotated Bibliography DUE (LO 2, 3; 500 words) Love, “Race in America: ‘We Would Like to Believe We Are Over the Problem’” (<i>PCI</i> 385-387) Hughes, “Let America Be America Again” (<i>English IB Course Reader</i> 75-77)

Date	Topics, Readings, Assignments, Deadlines
Tuesday, March 25	No class—Spring Break!
Thursday, March 27	No class—Spring Break!
Tuesday, April 1	Reader Response #4 DUE (LO 1, 4) Johnson, “Social Connections” (<i>PCI</i> 423-425) Keen, “Sharing is a Trap” (<i>PCI</i> 425-429) Jarvis, “Get Over It” (<i>PCI</i> 430-431)
Thursday, April 3	Essay #4 (In-class Argumentative Analysis) (LO 1, 4, 5; 500 words)
Tuesday, April 8	Crichton, “Patenting Life” (<i>PCI</i> 441-442) Calfee, “Decoding the Use of Gene Patents” (<i>PCI</i> 443-445)
Thursday, April 10	Schulman, “Kidneys for Sale: A Reconsideration” (<i>PCI</i> 446-450) Gregory, “Why Legalizing Organ Sales Would Help Save Lives, End Violence” (<i>PCI</i> 451-453)
Tuesday, April 15	McKibben, “Global Warning: Get Up! Stand Up!” (<i>PCI</i> 467-471) Corwin, “The Sixth Extinction” (<i>PCI</i> 472-474)
Thursday, April 17	Reader Reponse #5 DUE Sandel, “What Isn’t for Sale?” (<i>PCI</i> 492-497) Quindlen, “Stuff Is not Salvation” (<i>PCI</i> 502-504)
Tuesday, April 22	Final Exam Preparation
Thursday, April 24	Final Exam Preparation (Continued) Cappelli, “Why Companies Aren’t Getting the Employees They Need” (<i>PCI</i> 510-514) Weinberg, “Escape from the Job Jungle” (<i>PCI</i> 515-516)
Tuesday, April 29	Essay #5 (In-class Final Exam Practice) (LO 1, 4, 5; 500 words)

Date	Topics, Readings, Assignments, Deadlines
Thursday, May 1	Essay #6 Workshop, Part I (Out-of-class Argumentative Research Paper) (LO 1) Bring 3 copies of your complete rough draft to class
Tuesday, May 6	Essay #6 Workshop, Part II (Out-of-class Argumentative Research Paper) (LO 1)
Thursday, May 8	Final Tips for the Final Exam Jacoby, “Oh, Brother” (<i>PCI</i> 520-522) Boudreau, “Dominant Elsewhere, Google Struggles in China” (<i>PCI</i> 541-543)
Saturday, May 10	FINAL EXAM, 10:00AM-12:00PM! Location TBA
Tuesday, May 13	Essay #6 (Out-of-class Argumentative Research Paper) DUE (LO 1, 2, 3, 4, 5, 6; 2500 words) Brief Research Presentations and In-Class Letter Writing