

**San José State University**  
**Department of English and Comparative Literature**  
**English 1B, Composition 2 (GE C3), Section 55, Spring 2014**

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<b>Office Hours:</b>	MW 12 noon –1:00 p.m. and by appointment
<b>Class Days/Time:</b>	MW 1:30 – 2:45 p.m.
<b>Classroom:</b>	Boccardo Business Center 124
<b>Prerequisites:</b>	Passage of Written Communication 1A (C or better) or approved equivalent.
<b>GE Category:</b>	Written Communication C3

### **Canvas Messaging**

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on the course's Canvas site. **You are responsible for regularly checking with the messaging system through Canvas.** You may access the [Canvas](https://sjsu.instructure.com) site for English 1B at <https://sjsu.instructure.com>.

### **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.

Reading materials, writing assignments, and classroom discussions for this section of English 1B will center on the theme of music. While this is not a music class, we will explore numerous aspects of this subject as we work on developing the necessary skills for writing and researching at the upper division college level.

**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 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

***How Music Works* by David Byrne. ISBN: 9781938073533**

### Other Readings

In addition to the above-referenced texts by Andrea Lunsford and David Byrne, I will distribute handouts and assign readings from various websites. I will announce these shorter readings at least one week in advance so that you have an opportunity to read them prior to the day on which discuss them.

## Classroom Protocol

To help foster a classroom environment in which everyone feels comfortable enough to participate, I will not tolerate blatant displays of disrespect towards your peers or towards me. There are ways to disagree with others respectfully and sincerely. In the unlikely event that anyone should exceed the boundaries of civility, he or she will be asked to leave for the remainder of the class session.

## **“Smart” Phone Usage**

Attendance is both a physical AND mental state of being. Use that nifty gadget at your own risk. I won't interrupt class if I see you engaged in a spirited parley with your little electronic friend, but I will take note of it. *Each time I see you texting/surfing/gaming/talking etc., I'll lower your participation grade by one letter grade.*

## **Laptops and Headphones**

Unless I have explicitly told you to open up your laptop, please keep it closed during class time.

## **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 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

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.”

*Important: All six must essays must be completed in order to pass this course.* Due dates are subject to change with fair notice. You can also keep track of upcoming assignments by logging into Canvas.

### **Two Short Reviews (5 percent each; 10 percent of overall grade; Student Learning Objectives 1, 4, 5, and 6)**

Early in the semester, you will submit two 500-word music reviews. You may write about any recorded album or performance that you wish. During the first week of class, I will provide distribute detailed guidelines for the reviews. These guidelines will also be posted on Canvas.

#### **Short Review Due Dates:**

**Review #1: 2/5**

**Review #2: 2/19**

### **Two Peer Reviewed Essays (15 percent each; 30 percent of overall grade; Student Learning Objectives 1-6)**

These two essay will be 3-5 pages long, with 1 inch margins and a 12-point standard font (i.e. Times-New Roman or something similar). In order to receive credit for the essay, you will have to complete a first and final draft – each of which must be at least 1,000 words long but no more than 1,300. I will distribute specific guidelines for each essay at least two weeks in advance of the first draft's due date. These guidelines will also be

posted on Canvas.

Important: Your graded final drafts must include significant revisions. It is not enough to correct mechanical errors. That would simply be editing, which is an indispensable part of the writing process but does not entail as extensive of changes as revision does. In order to revise an essay, you must make significant, substantive changes to its content and organization as well as refine its language. **UNLESS YOU SUBMIT TWO DISTINCT, FULL-LENGTH (1,000 WORDS) DRAFTS, YOU WILL NOT RECEIVE CREDIT FOR A PEER REVIEWED ESSAY.**

**Due dates for out-of-class essays:**

**Peer Reviewed Essay #1: first draft, 3/5; revised draft, 3/17**

**Peer Reviewed Essay #2: first draft, 4/2; revised draft, 4/14**

**Formal Research Essay (30 percent of overall course grade; Student Learning Objectives 1-6)**

Your final essay will be based on a topic in music of your choosing. It will require you to develop an original thesis and to provide research to support your argument. During the first week following spring break, you will submit a one-page printed proposal that will include your working thesis and a brief overview of.

**Formal Research Essay due 5/12**

**Final Portfolio Assignment (10 percent of overall course grade; Student Learning Objectives 1, 4, 5, and 6)**

Instead of a final exam, you will write 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.

**Final Portfolio Assignment due 5/19**

**Participation, Quizzes, and Peer Review (15 percent of overall grade; Student Learning Objectives 1 -6)**

In-class contributions help me determine whether you've done your required reading. They also foster a deeper understanding of the text at hand for *all* of us. For this reason you will be expected to come to each class prepared to discuss the assigned reading for the day. Moreover, you should strive to contribute to every class discussion, demonstrating an ability and willingness to listen to myself and your peers as well as the capacity to bring yourself and your experiences to the reading assignment. If you have difficulty speaking in a classroom setting, please see me as soon as possible. To ensure that everyone keeps up with the readings, there will also be occasional "pop" quizzes.

Finally, there will be two mandatory peer review sessions this semester. **They are scheduled for 3/10 and 4/7.** When you submit the first drafts of your Peer Reviewed Essays on 3/5 and 4/2, upload your essays to Canvas (there is a space reserved there for

each draft of every essay). I will assign each of you to a reading group of 4 or 5 students, and you will be able to download, read, and respond to your fellow group members' essays through Canvas. Before the next class, read and evaluate your these essays. I will provide you with an evaluation sheet, but feel free to write comments in the bodies of the essays themselves (I will show you how you can do this with electronic documents). During the peer review session, take turns discussing your essays with one another.

There are two important things to keep in mind about Peer Review sessions:

1. **Failure to attend peer review sessions or to participate in them will result in a drop of one letter grade for the formal essay.**
2. The effort you put into Peer Review sessions directly influences your participation grade.

### **Classroom Presentation (5 percent of overall course grade; Student Learning Objectives 2, 3, and 6)**

During the last month of the semester, you will give a brief, five-minute presentation to the class about a topic in music of your choice. You will be graded on the clarity and organization of your presentation as well as the quality of your research.

### **Late Policy**

Unless you contact me in advance and provide a valid excuse – problems with your printer don't count as one – I will deduct one-half-letter from an essay's overall grade for every day late. This includes first drafts.

### **Assignments and Grading Policy**

**Grading:** A-F.

**“A”** work will be well-organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student's ability to use language effectively and construct sentences distinguished by syntactic constructions at the college level and appropriate to the work's intended audience and purpose. Such work will be essentially free of grammatical, mechanical, and usage errors. Whether written or oral, “A” work succeeds in communicating ideas clearly and effectively to the target audience.

**“B”** work will demonstrate abilities in the same categories as “A” work. The chief difference is that “B” work will show notable weaknesses in one of these categories. It may inadequately fulfill parts of the assigned tasks, show less facility of expression and communication, or contain some grammatical, mechanical, usage, or delivery flaws that do not impede clear transmission of meaning.

**“C”** work will be generally competent and attempt to complete all tasks set by the assignment but show weaknesses in fundamentals, usually development or clarity, with barely enough specific information to illustrate the subject being addressed. The sentence construction, language, and/or delivery may be less effective and correct than “B” work, but will not seriously impede clear transmission of meaning.

**“D”** work will neglect one of the assigned tasks or directions and be noticeably

superficial in development—that is, too brief or simplistic. The work may reveal some problems of development, detail, and/or audience. It will contain grammatical, mechanical, usage, and/or delivery shortcomings that are frequent and/or serious enough to impede clear transmission of meaning.

“F” work shows a disconnection with the course and a lack of understanding of the task and the writing conventions that are being taught. The writing is incoherent and riddled with sentence level errors. It is clear in this essay that the writer is not engaged in the class and/or the assignment.

Letter grades will be translated into the following percentages:

### Essay and Course Grades

Grade	Percentage	Grade	Percentage	Grade	Percentage
A	94-100	B-	80-83	D+	68-69
A-	90-93	C+	78-79	D	64-67
B+	88-89	C	74-77	D-	60-63
B	84-87	C-	70-73	F	59-0

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,NoCredit system shall follow the same pattern, except that NC, for NoCredit, shall replace a C-, D, or F. In A,B,C,NoCredit courses NC shall also substitute for W (for Withdraw) 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.

### The Grade

<b>Two Peer Reviewed Essays (2,000 words each; SLOs 1-6)</b>	<b>30%</b>
<b>Formal Research Essay (2,000 words; SLOs 1-6)</b>	<b>30%</b>
<b>Final Portfolio Assignment (1000-1200 words; SLOs 1, 4, 5, and 6)</b>	<b>10%</b>
<b>Two Short Review Essays (500 words each; SLOs 1, 4, 5, and 6)</b>	<b>10%</b>
<b>Quizzes and Participation (SLO 1, 4, and 6)</b>	<b>15%</b>
<b>Classroom Presentation (SLO 1-4)</b>	<b>5%</b>

## **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.

## **Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The [LARC website](http://www.sjsu.edu/larc/) is located at <http://www.sjsu.edu/larc/>.

## **SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

## **Peer Mentor Center**

The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

## English 1B, Fall 2011, Course Schedule

*Below is the agenda for English 1B this semester. Please note that this schedule is subject to change. If changes do indeed occur, I will notify you ahead of time during class and on the course's Canvas page.*

Week	Date	Topics, Readings, Assignments, Deadlines
1	January 27 January 29	Introductions Ungraded Diagnostic Essay
2	February 3 February 5	Writing reviews. Homework: bring copy of music review to class. <b>Short Review #1 due (upload on Canvas)</b>
3	February 10 February 12	<i>How Music Works (HMW)</i> , "Creation in Reverse" Revising and Editing essays
4	February 17 February 19	<i>HMW</i> , "My Life in Performance" <b>Short Review #2 due (upload on Canvas)</b>
5	February 24 February 26	<i>HMW</i> , "Technology Shapes Music: Analog" Incorporating Research into Writing
6	March 3 March 5	<i>HMW</i> , "Technology Shapes Music: Digital" <b>First Draft Peer Reviewed Essay #1 due (upload on Canvas)</b>
7	March 10 March 12	<b>Mandatory Peer Review Session #1</b> <i>HMW</i> , "In the Recording Studio"
8	March 17 March 19	<b>Final Draft Peer Reviewed Essay #1 Due</b> <i>HMW</i> , "Collaborations"
9	March 24 – March 28	<b><i>Spring Break: Campus Closed</i></b>
10	March 31 April 2	<b><i>Cesar Chavez Day: Campus Closed</i></b> <b>First Draft Peer Reviewed Essay #2 due (upload on Canvas)</b> <i>HMW</i> , "Business and Finances"
11	April 7 April 9	<b>Mandatory Peer Review Session #2</b> <i>HMW</i> , "How to Make a Scene"
12	April 14 April 16	<b>Final draft of Out-of-Class Essay #2 due</b> <i>HMW</i> , "Amateurs!"
13	April 21 April 23	<i>HMW</i> , "Harmonia Mundi" Student Presentations begin

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
14	April 28 April 30	Student Presentations continued
15	May 5 May 7	Student Presentations concluded
16	May 12	Last day of in-class instruction <b>Formal Research Essay due (upload on Canvas)</b>
Finals Week	May 19	<b>Final Portfolio Assignment due (upload on Canvas)</b>

### **Important SJSU dates Fall 2013**

Wednesday	August 21	First Day of Instruction – Classes Begin
Monday	September 2	Labor Day - Campus Closed
Tuesday	September 3	Last Day to Drop Without Entry on Permanent Record
Tuesday	September 10	Last Day to Add Courses & Register Late
Wednesday	September 18	Enrollment Census Date
Monday	November 11	Veteran's Day - Campus Closed
Wednesday	November 27	Classes that start at 5:00 PM or later will not meet.
Thursday	November 28	Thanksgiving Holiday - Campus Closed
Friday	November 29	Rescheduled Holiday - Campus Closed
Monday	December 9	Last Day of Instruction - Last Day of Classes
Tuesday	December 10	Study/Conference Day (no classes or exams)
Wednesday-Friday	December 11-13	Final Examinations (exams)
Monday-Tuesday	December 16-17	Final Examinations (exams)
Wednesday	December 18.	Final Examinations Make-Up Day (MU)
Thursday	December 19	Grade Evaluation Day