

**San José State University**  
**Department of English and Comparative Literature**  
**English 1B, Composition 2 (GE C3), Section 65, Spring 2014**

<b>Instructor:</b>	Ed Sams
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<b>Office Hours:</b>	M 11:00 a.m.—3 p.m.
<b>Class Days/Time:</b>	MW 3-4:15 p.m.
<b>Classroom:</b>	CL 306
<b>Prerequisites:</b>	English 1A
<b>GE Category:</b>	Written Communication C3

**Faculty Web Page and MYSJSU Messaging**

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at <http://www.sjsu.edu/people/Edwin.Sams> or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU.

**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 will 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/policyforsyllabi.html>

- Course guidelines

- Academic policies (academic integrity, plagiarism, ADA and DRC policies)
- Adding and dropping classes

### **Required Texts/Readings**

*The Bedford Handbook*. Eds. Diana Hacker & Nancy Sommers. 8<sup>th</sup> Edition. Print

*The Everyday Writer*. Ed. Andrea A. Lunsford. Bedford-St. Martin's. 5<sup>th</sup> Edition. Print

*The Millennium Reader*. Eds. Stuart & Terry Hirschberg. 5<sup>th</sup> Edition. Print

A good collegiate dictionary. Three exam booklets and one final exam yellow booklet.

### **Classroom Protocol**

Students are expected to be in their seats when class begins. They should have all the necessary books ready for class activities and discussion. The day's assignments should have been read and assigned homework typed and ready to turn in. There is no provision for late work. Please turn off your cell phones and pagers during class. Computers in class should be used only for note-taking.

### **Academic policies**

You are responsible for reading the SJSU academic policies available online:  
<http://www.sjsu.edu/english/comp/policyforsyllabi.html>

### **Assignments and Grading Policy**

**Grading:** A-F.

A+=100, A= 95, A-=90: Excellent writing that is informative, persuasive, correct

B+=89, B=85, B-=80: Above average writing that is organized, developed, and effective

C+=79, C=75, C-=70: Satisfactory writing that is clear, coherent, and complete

D+=69, D=65, D-=60: Unsatisfactory writing that is unclear, incoherent, and incorrect

F=50: Writing that is off-topic, late, brief

Final Average will be determined by the breakdown of these grades:

Three 1000-word in-class essays at 20% to be graded on the A-F scale.

Three 1000-word out-of-class essays at 20% to be graded on the A-F scale.

One 2000-word research paper at 20% to be graded on the A-F scale.

Ten quizzes at 10% to be graded on the 100-point scale.

Ten participation grades (homework, board work, etc.) at 10% to be graded on the 100-point scale.

One final exam at 20% to be graded on the A-F scale.

(Attendance per se shall not be used as a criterion for grading according to Academic Policy F-69-24. )

### **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/>.

## English 1B Course Schedule

*List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.*

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/27	Syllabus, <b>Diagnostic Essay</b> Bed. 34, Bed. 3 (SLO 1, 6)
2	2/3 (drop 2/4)	Lunsford 13; MR 211, 574 (SLO 1) Quiz; Bed 6, 23; MR 267 (SLO 5)
3	2/10 (add 2/11)	Quiz, MR 486, 114; outlines (SLO 5) Bed. 28, 50, Lunsford 10b (SLO 1,2) Peer Review
4	2/17 (add)	Quiz, Bed. 37, 50; <b>rewrite due</b> (SLO 1, 5) Quiz; Bed. 11, MR 181, InfoPower (SLO 1, 2)
5	2/24	Bed.51-52, MR 638, topics due (SLO 1, 2) Bed. 53-54, MR 320, Peer Review (SLO 1, 2, 3)
6	3/3	Library, <b>Profile due</b> , Lunsford 16 (SLO 1, 2, 4) Bed. 12, 55, MR 415 (SLO 3)
7	3/10	Quiz, Bed 56a, MR 692 (SLO 1, 2, 3) Bed. 24; MR 250, outlines due (SLO 3)
8	3/17	Bed. 56b, <b>in-class progress report</b> (SLO 3) Bibliographies, Quiz, Bed. 39, MR163 (SLO 1, 3, 6)
9	3/24	SPRING BREAK
10	3/31	HOLIDAY Quiz; Bed 57; Peer Review (SLO 1, 2, 3, 4)
11	4/7	<b>Research Papers due</b> (SLO 1, 2, 3, 4) website Woolrich*, <i>Rear Window</i> * (SLO 4)
12	4/14	Woolrich, <i>Rear Window</i> cont'd (SLO 6) MR 796, Bed. 13 (SLO 4, 6)
13	4/21	<b>In-class Ghost Chapter</b> (SLO 1) Bed. 7, 13 (SLO 1, 2, 3, 4,5, 6)

Week	Date	Topics, Readings, Assignments, Deadlines	
14	4/28	<b>Film review due</b> (SLO 1, 2, 3, 4, 5, 6)	Quiz, Bed. 25, Final Exam Prep (SLO 1)
15	5/5	Practice Final (SLO 1, 2,3, 6)	Holistic Scoring
16	5/12	Quiz, MR 361*, WST Prep	

\* Work of Fiction

Final Exam will be held on Saturday, May 10, from 10 a.m. until noon.