

San José State University
Department of English and Comparative Literature
English 1B, Composition 2 (GE C3), Section 70, Spring 2014

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Office Hours: MW 2-3, after class, by appointment
Class Days/Time: MW 3:00-4:15pm
Classroom: Clark 238
Prerequisites: Passage of English 1A (C or better) or approved equivalent.
GE Category: Written Communication C3

Required Texts/Materials

Class rhetoric: *Writing Arguments*, Ramage, Bean, Johnson 9th edition, ISBN: 9780321845931 with registration/access code

I strongly recommend you buy this NEW because it comes with a license to access MyCompLab, an online resource that will help you with your papers. If you want to buy a used copy of this text, you can buy an access code to the Lab through Pearson.

1. Go to <http://www.pearsonmylabandmastering.com/northamerica/>
2. Click the Student button and follow the directions to create an account.
3. When prompted for an access code, enter the following:
 - FULL ETEXT access code: harrison83027. Use this code if you have a NEW textbook and a registration code (unopened code in your new text). Your new text allows you to enroll for free in the online component. You get the etext access included in your new text price.
OR Use this code if you are buying the text for online access only. Cost for this etext access is \$55, payable by credit card or PayPal.
 - GENERIC no text access code: harrison22665. Use this code if you bought a used copy of the textbook. Cost for this access is \$35, payable by credit card or PayPal.

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/>)

Remind 101 service

If I have any last-minute notices or reminders to class, I will email them. Some students prefer to receive text messages for short updates (typically sent 6-8 times a semester). I use a free service for this—one that keeps your cell numbers private.

To register:

Go to <http://www.remind101.com/join/e1b-kelly> and enter the code @e1b-kelly

Or text @e1b-kelly to 1-408-556-9136. (Note: This is NOT my cell number. It is a registration number owned by Remind101.)

Canvas

We will use Canvas to access some course materials: <https://sjsu.instructure.com/>

Materials

- Lined binder paper (8.5”x11”—smaller papers get lost) for in-class writing.
- Blue or black pens for in-class writing and green, purple, or red pens for editing
- Internet access (for online work) and email

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

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.

Course Requirements and Workload

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>.

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.”

On course work load

Reading and writing form the backbone of this class. Most of your work involves text analysis, research, and writing. Class sessions will be participatory. You may use your laptop or tablet during many class activities. I trust you will use devices for course work. Bring your textbooks to class every session unless told otherwise.

This class requires you to read a lot. Research shows the more you read, the better writer you become. Be prepared for at least 7 hours of homework per week. Consider: In high school you had 4-5 hours of instruction and 3-5 hours of homework per week, for a total of 7-10 hours per week. This class meets for less than 3 hours a week; therefore, to simply keep up with what you did in high school, you’ll do 7 hours of homework. *Consider this a minimum requirement.*

Major assignments

The GE requirement specifies you must write 8,000 words or you will not get credit for this course. Many students consider English 1B one of the toughest classes they take.

To pass this course, you must write all of the assignments in bold.

Assignment	Points	Words	LOs
Benchmark (in class)	25	500	1, 4
Rhetorical analysis of an article	100	1000	1, 2, 4, 5
Annotated bibliography	50	700	1-5
Literature review	100	1000	1-5
Outline and finalized thesis statement	25	~100	
Research paper draft #1, peer-review	50	2000	1-5
Research paper draft #2	100	2000	1-5
Research paper final	100	2000	1-5
In-class #2, “I say”	50	500	1, 4
In-class #3, “Reflection”	50	500	1, 4
Portfolio reflective analysis	100	1200	1-5
Quizzes, in-class work, homework, participation	200		
Research multimodal presentation	50		
Total	1000		

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.

Total points determine your grade as follows:

A = 930 points +	B- = 800-829	D+ = 670-699
A- = 900-929	C+ = 770-799	D = 630-669
B+ = 870-899	C = 730-769	D- = 600-629
B = 830-869	C- = 700-730	F = below 600

Quizzes, class assignments, homework, participation

Throughout the semester, I will give quizzes on the assigned reading. These quizzes will not be announced in advance and cannot be made up. I will assign various responses to reading and other short writing assignments both in and out of class. Many in-class activities (especially peer reviews) are graded. You cannot make up any activity, quiz, or other assignment done in class.

No late assignments

You are adults and responsible for attending class and turning in assignments on time. In business, you can be fired for not meeting deadlines. If you must miss class, contact a classmate about what we covered. Do not email me asking me what we did or if you missed “anything important”. (You did.) Instead, contact a classmate for that material and take responsibility for your actions and choices.

I encourage you to email me if you need clarification on an assignment or to arrange an appointment to meet in person.

Turnitin.com

I ask that major essay assignments be uploaded to <http://www.turnitin.com>. I respond to papers using GradeMark. Access is free to students. If you do not have an account, please create one first. To add my class, use the following course code information:

Class ID: 7585942 password: sjsu

Final Assignment: Portfolio

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; however, we may meet during our normal final exam time if we need the time for presentations.

English 1B, Spring 2014, Course Schedule

This schedule is subject to modifications. I will give notice in class for any changes. Unless otherwise specified, homework is due at the start of the following class meeting. I will definitely be adding assignments around the SJSU Handbook (XBook class test).

Week	Monday	Wednesday
1 Jan 27/29	Introductions, email etiquette (audience, purpose), TEA/PIE HW: Post intro on Canvas (major, hobbies, something interesting). Buy texts. Register with Turnitin.com and MyCompLab.	Benchmark—in class HW: Infopower library material, read Ch1 MyCompLab: diagnostic Canvas: Watch “Digital Nation” (1hr Frontline documentary)
2 Feb 3/5	Research questions, brainstorming topic Rhetorical triangle Choosing an article for rhetorical analysis HW: Read Ch2, pg 413-417, “Digital Natives” pg 419, “Diagnosing” pg 429	Due: Research questions (email) 10 points Discuss readings, believe/doubt Choosing article for Rhetorical Analysis HW: Ch 3-4, “Designing Learning” pg 435
3 Feb 10/12	Due: Article chosen for RA Toulmin analysis HW: Ch 8, 15	Due: Draft of Rhetorical Analysis (25 points) Peer review (25 points) HW: Ch 5, Appendix A: Fallacies
4 Feb 17/19	Due: Rhetorical Analysis draft due (50 points) Post-write reflection, fallacies exercise HW: Ch 6	Annotated bibliographies HW: Ch 7, 17 skim
5 Feb 24/26	Library day TBD Annotated bibliographies HW: Ch 9-10	AWP – Research day HW: Ch 11, 16
6 Mar 3/5	Literature Reviews Incorporating quotations & citations HW: “XX” pg 535, “Sex ed” pg 538, “Boys=Girls” pg 543	Due: Annotated bibliography (50 points) Visual arguments & memes HW: “Science” 545, “Daring” pg 547, “Stereotype threat” pg 550
7 Mar 10/12	Due: Lit Review draft (25 points) Peer review (25 points)	Due: Literature Review (100 points) In-class #2 (I say) HW: “Tethered” 468, “Kid” 474
8 Mar 17/19	Types of claims Outlining practice HW: Ch 13, “Gen S” pg 476	Practice with claims, Toulmin, Rogerian HW: Ch 14, “Educated” pg 484
SPRING BREAK MARCH 24 – 28		
9 Mar 31/Ap2	NO CLASS – Cesar Chavez day	DUE: Outline for research paper HW: Ch 12
10 Apr 7/9	Due: 1-2 paragraphs of research paper (claim, support) for in-class work	Due: Research paper draft #1 (25 points) Peer review (25 points) HW: “Learning” pg 509, “How much” pg 511, “BA Double Major” 520

Week	Monday	Wednesday
11 Apr 14/16	Semester review	DUE: Complete research paper draft #2 (100 points) Prep for WST HW: "BA History" pg 520, "Coxsackie-Athens" pg 530
12 Apr 21/23	In-class #3	Portfolio reflection Visual arguments: group project
13 Apr 28/30	Peer review Portfolio Multimodal presentations	Presentation practice
14 May 5/7	Due: Final research paper Presentations	Presentations
15 May 12	Presentations Due: Portfolio Reflection	

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

1B Reflective Analysis Assignment

You are being asked to write a *process analysis*, or *reflection*, of how your writing has changed during this course. The goal is to discover something about yourself as a writer and thinker. Along with the process analysis, you will need to embed relevant examples that highlight your process in writing an essay and evaluating, workshopping, editing and revising that same essay. These examples must be included in the paragraphs in your essay, not attached as an appendix. Remember, the focus here is on the *process* and not the *product*.

Process Analysis/Reflection: Consider your strengths and weaknesses as a writer when you began English 1B. Think about what you learned over the semester and what skills you will use in future coursework and beyond. Write a 1200-1400 word essay that analyzes your writing and yourself as a writer. Your response must be in standard essay format, NOT numbered or Q&A format. You can address the topics in any order that helps you make your point. Include the word count at the end of your essay.

Address the first item in the table and then two of the three other areas in the chart:

Area of Reflection	Questions to Prompt Your Thinking
Writing Strategies (required)	Identify writing habits and practices that work well and that you will continue to use in your future writing. Illustrate with samples from your semester's writing. Where do you do your best work? What tools are helpful when writing? What writing strategies and practices did you learned in this course that work well for you? Analyze what you think these preferences say about you as a writer and a learner.
Research	Include an example of summary, paraphrase, or direct quotation. Why did you choose one method over the other? How did you weave the information into your essay or provide transitions?
Feedback	What advice did you receive (from peer review, tutoring, workshop, instructor feedback) that was particularly helpful when revising your work? Illustrate using at least two examples from past assignments, including the comments. How can you apply that advice to future writing?
Revision	Analyze how you revised a specific paragraph. Describe the choices you made and why; include the paragraph in your essay.

Grade:

You are being graded on the following:

- Did you answer at least three questions and include appropriate examples?
- Does your reflection demonstrate serious consideration of your writing process?
- Do the examples you include support your reflection?
- Is the overall presentation of the reflection clear and professional?
- Does your writing reflect college-level syntactic variety and diction and demonstrate your fluency with the competencies established in first-year composition (grammar, mechanics, usage, etc.)?

The reflective analysis counts for 10% of your final grade. No late papers.

English 1B Reflective Analysis Rubric

	Excellent	Good	Competent	Poor	Failing
Reflection: Of writing process with specific and varied examples	Creative, insightful, and/or compelling reflection that connects all ideas.	Engaging reflection with a clear point, connecting ideas.	Adequate reflection with all of the basic elements. May be formulaic, uncreative.	Undeveloped reflection, may lack basic elements.	Ineffective reflection, missing some of the basic elements.
Development: Support of claims	Ideas effectively and fully developed with strong support; clear, apt reasoning.	Ideas strongly developed with good support and reasoning, but may contain a weak section.	Ideas adequately developed with some reasoning. Support for the core argument may be superficial.	Poorly developed ideas, makes claims without support or support is tangential to ideas.	Underdeveloped, disconnections between claims and any support, weak support.
Organization: Essay- and paragraph-level	Eloquent and strategic order and transitions in paragraphs, sentences. Creative structure and organizing principle.	Clear, effective organization of ideas. Paragraphs have good transitions	Adequate, but limited organizational strategy. May lack or have weak transitions.	Confusing order of ideas. No transitions in paragraphs, sentences.	Lacking a clear organizational strategy. Missing or confusing transitions
Usage: Control of grammar, mechanics, and syntax	Consistent and eloquent use of correct and varied English syntax. Few errors.	Clear syntax, may have minor problems with grammar, mechanics (such as typos, comma splices).	Easily corrected problems with syntax, grammar, mechanics. Errors do not impede meaning.	Frequent problems with syntax, grammar, mechanics that impeded meaning and clarity.	Syntax, grammar, mechanics that impede clarity. Language is confusing.
Format/ Proofreading: Appropriate formats and proofreading errors	Nearly perfect formatting and proofing.	Minor or occasional formatting or proofing problem(s).	Formatting or proofing errors that draw attention to themselves.	Many significant formatting problems and/ or proofing errors.	Disregard of formatting, many proofreading errors.