

**San José State University**  
**Department of English and Comparative Literature**  
**English 1B, Composition 2 (GE C3), Section 03/04, Summer 2014**

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<b>Office Hours:</b>	After Class and Mondays by appointment
<b>Class Days/Time:</b>	03: TR 9 – 11 am 04: TR 11 am – 1 pm
<b>Classroom:</b>	Sweeney Hall 414
<b>Prerequisites:</b>	Passage of Written Communication 1A (C or better) or approved equivalent.
<b>GE Category:</b>	Written Communication C3

### **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 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 and being aware of the following information online at <http://www.sjsu.edu/english/comp/policy/index.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA [American Disabilities Act] and DRC [Disability Resource Center] 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 Textbooks**

- Rohatgi, Avantika. *Global Rights and Perceptions* (Revised First Edition – 2013). (ISBN: 978-1-62131-925-2). The required book for my course, ***Global Rights and Perceptions (First Edition)***, is published by Cognella Academic Publishing and distributed by University Readers, Inc. The book is now available for purchase through the University Readers' student e-commerce store (<https://students.universityreaders.com/store/>).

### **Other equipment / material requirements**

- A college-level dictionary
- 4-8 large Green books for in-class essays

### **Library Liaison for English courses**

Toby Matoush, Dr. Martin Luther King Jr. Library

Voice: 408-808-2096

Email: [Toby.Matoush@sjsu.edu](mailto:Toby.Matoush@sjsu.edu)

Website: <http://libguides.sjsu.edu/profile.php?uid=14949>

### **Classroom Protocol**

#### ***Class Participation and Attendance***

**All readings must be completed by the beginning of each class period. Please bring your books to every class meeting.** Our class is focused on controversial readings and may challenge your beliefs about American culture and society. Please be open-minded and respectful of others' opinions. Disagreement with the authors' or peers' opinions may be expressed respectfully. Most activities will be group-centered, therefore, prepare to engage in lively, intelligent, good-humored discussion. Please come prepared with questions and ideas on the reading assignments for each class. Please listen actively during class discussions and abstain from talking or texting.

**Use of cell phones is strictly prohibited during class. Laptops may be used only during assigned class activities. Please do not walk in and out or eat during class. Covered drinks are acceptable.**

Participation in discussion and visible effort in collaborative activities will be closely monitored and counted toward the final grade. Absences/tardiness and consequent inability to be involved in daily classroom discussions, workshops, activities, etc. will impact your participation grade. Should you miss a class, connect with your peers in order to get notes and information on materials covered.

## **Instructor's Intellectual Property Policies**

You must obtain my permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

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

**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 which 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 a sequence of six to eight essays. At least one of your essays will require research. This 8000-word minimum does not include the final exam, quizzes, journals, or any brief or informal assignments but may include any major revisions of essays or assignments. A major revision is defined as rethinking or reworking an assignment rather than just correcting grammatical or structural errors. Your instructor has listed in this syllabus how you will meet the **8000** word minimum. **You must write all essays to pass the course.**

## **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.

**You must complete all 6 essays in order to pass the course.**

### ***Grading Breakdown***

- Department Diagnostic (SLO 1, 4, 5) (600 words) 0%
- In-class Essay (SLO 1, 4, 5, 6) (1000 words total) 10%
- Group Unit Writing Project/Presentation (SLO 1, 2, 3, 4, 5) (1000 words) 15%

- Critical Analysis(SLO 1, 4, 5, 6) (1500 words) 10%
- Research Paper and its Components (SLO 1, 2, 3, 4, 5, 6) (2000 words) 25%
- Class Participation (peer reviews, workshops, in-class discussions, etc.) 10%
- Daily Journals (SLO 1, 2, 3, 5, 6) (1000 words) 10%
- Author Reports, Quizzes and Grammar Groups 10%
- Final Exam (SLO 1,2,4,5) (1000 words) 10%

The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU *Catalog* (“The Grading System”). 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. Grades issued will represent a full range of student performance (no extra credit offered) and will adhere to the following SJSU academic standards of assessment:

- The "**A**" [90-92=A-, 93-96=A, 97-100=A+] = Excellent essay 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 complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.
- The "**B**" [80-82=B-, 83-86=B, 87-89=B+] Above Average essay will demonstrate competence in the same categories as the "A" essay. The chief difference is that the "B" essay will show some descriptably slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.
- The "**C**" [70-72=C-, 73-76=C, 77-79=C+] = Average: essay will complete all tasks set by the assignment, but show weakness in fundamentals (usually development), with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the "B" essay.
- The "**D**" [60-62=D-, 63-66=D, 67-69=D+] = Below average: essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.
- The "**F**" Failure: essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

All assignments and exams will receive a letter grade, whose equivalent grade value (A: 4.0, A-: 3.7, B+: 3.3, etc., as specified at [http://www.sjsu.edu/registrar/tutorials/grade\\_values.html](http://www.sjsu.edu/registrar/tutorials/grade_values.html)) will be used to compute the composite grade value and equivalent final grade.

### Assignment Descriptions

- **Participation:** Participation in discussion and visible effort in collaborative activities will be closely monitored and counted toward the final grade. Inability to be involved in daily classroom discussions, workshops, activities, etc. will impact your participation grade. 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.”
- **Reports:** Each student will be required to submit one written, researched report on the authors being discussed. These will include a five-minute oral presentation on a writer of an assigned selection. You will also be expected to generate class discussion based on the selection by your author. **Missed reports cannot be made up.**
- **Grammar Groups:** Each student will be expected to work with the members of his/ her group to team- teach one grammar concept to the class. A successful instruction should be engaging and thoroughly clarify the concept to the class.
- **Group Research Project and Presentation:** In order to establish a link between active learning and writing, you will be engaged in a collaborative project that includes a research paper and presentation. The purpose of this activity is to develop knowledge through research, as well as to promote exchange and understanding of varied viewpoints. You must be present for the presentation in order to get full credit.
- **Reading Responses:** Readings will be used consistently with the course goal of enhancing ability in written communication and reading. The majority of the readings consist of analytical, critical, and argumentative essays. Students should write 1-2 pages of response to each of the works assigned as preparation for every class meeting. Your thoughts, ideas or reactions to the text may take the form of 1) brainstorming notes 2) answers to thought-provoking questions generated by your reading of the text or 3) finished essays. The aim of these responses is to help sharpen your intuitive thinking and interpretative insight, as well as to generate ideas for your formal essays. In addition, it will benefit you to raise issues, take notes and be actively involved with the reading. Include questions and concerns that occur during your reading of the text so that we can address them in class discussions. **Reading responses will be assessed as part of participation grade and will not be accepted late.**
- **Peer Review Workshops:** Most out-of-class essays will be peer reviewed in class prior to the due date. These workshops are an important component of the writing process. They will give you the opportunity to receive valuable feedback from your peers. **A complete rough draft needs to be finished prior to the workshop; outlines or incomplete drafts will not be acceptable.** You must turn in all workshop materials with the final copy of the essay. **Missed workshops cannot be made up.**
- **Research Paper:** English 1B includes an introduction to the library and basic research strategies. You will learn how to locate materials and use them effectively (i.e. paraphrasing,

quoting, summarizing) as well as proper citation formats. You will be required to write a traditional research paper and other short essays in which you use library research to inform your position or thesis. As part of this requirement, a University Librarian will lead one class session of your English 1B course. Attendance at this session is mandatory to understand the concepts of library research.

Please remember that your research paper and its components are worth 25% of your class grade. You will have significant time to research and write, so please be prepared to turn in your best work. The following assignments are components of your research paper and must be included in your final portfolio:

- Final essay
- Works cited page demonstrating your research
- Rough draft of your complete essay
- Peer review received on your essay
- Copies from three of your sources with information used as citations highlighted

**No late or electronic submissions will be accepted.**

### *Due Dates*

**No late papers will be accepted.** No exceptions. Papers not turned in on due dates will receive a grade of F. In-class essays can only be made up if the student has given significant rationale along with advance notice or can provide official documentation from a physician. **In-class assignments including peer reviews and any formal presentations cannot be made up.**

### **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.

### **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>. 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 10<sup>th</sup> 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, Summer 2013, Course Schedule

The schedule is subject to change with fair notice. Reading assignments must be completed by the day they are listed. All assigned readings are from *Global Rights and Perceptions* unless indicated otherwise. Please bring your textbook to class every day.

Week	Date	Topics, Readings, Assignments, Deadlines
1	T Jun 3	Introduction, Discussion of Syllabus, Course Overview
	R Jun 5	<b>Essay #1 (In-class Diagnostic)</b> (600 words; SLO 1, 4, 5) <b>Bring bluebook(s), pens, and your dictionary.</b> Introduction to Human Rights Grammar Group 1- Subject Verb Agreement
2	T Jun 10	<i>Are Human Rights Universal?</i> (Franck) Discussion (SLO 1, 3, 6), <i>Google Privacy Practices Worse Than ISP Snooping, AT&amp;T Charges</i> (Singel) Essay #2 Analysis: Assignment and Discussion (SLO 1, 4, 5)
	R Jun 12	<i>Women Sportscasters</i> (Grubb, Billiot), <i>Beauty and the Beast of Advertising</i> (Jean Kilbourne), <i>Its Time for the Global Village to Stand Up for Our Children</i> (Day) Grammar Group # 2- Comma Splices and Fused Sentences
3	T Jun 17	<i>America: Home of the Brave</i> (Hammond), <i>Stop Saying "Same-Sex" Marriage</i> (Frye) Peer Review Workshop on Essay #2
	R Jun 19	<i>Is Google Making Us Stupid?</i> (Carr), <i>The Critics Need a Reboot</i> (Wolman) <i>When did Immigrants Become the Enemy?</i> (Lam) Grammar Group #3- Pronoun Antecedents
4	T Jun 24	<b><u>Due:</u> Essay #2: Analysis</b> (1500 words; SLO 1, 4, 5, 6) <i>Don't Fear the Pirates</i> (Hunt) Group Project Assigned Work on Group Project (SLO 1, 2, 3, 4)
	R Jun 26	Library Session (SLO 2, 3) – MLK Library, Room 213 Work on Group Project (SLO 1, 2, 3, 4) Thesis Workshop
5	T Jul 1	<i>The Meaning of the F-word</i> (Winterson, et. al.), <i>The Marriage Business</i> (Khan), <i>Our Man and His Goats</i> (Saba) Grammar Group #4- Tense Consistency

Week	Date	Topics, Readings, Assignments, Deadlines
	R Jul 3	<i>Blood Diamonds Are Back</i> (Campbell) Work on Group Project
6	T Jul 8	<b>Due: Essay #3, Group Project and Presentation</b> (1500 words; SLO 1, 2, 3, 4, 5)
	R Jul 10	Research Paper - Objectives and Expectations <i>Acid Attacks: Changing the Face of Reality</i> (Sprelich), <i>Mutilation by any Other Name</i> (Ameigh)
7	T Jul 15	<b>Essay #4: In-class: Argument</b> (1000 words; SLO 1, 4, 5, 6) <b>Bring bluebook(s), pens, and your dictionary</b>
	R Jul 17	<b>Due: Tentative Thesis Statement</b> (SLO , 3, 4, 5,) Thesis Evaluation and Research Strategies
8	T Jul 22	<i>Human Trafficking and Slavery</i> (Masci), <i>Kidneys To Go: Dis-Ordering the Body in a Pretty Dirty Economy</i> (Ewart) Grammar Group #5- MLA Formatting and Documentation
	R Jul 24	<b>Due: Rough Draft of Essay #5: Research Paper</b> (SLO 1,2, 3, 4, 5, 6) Peer Review Workshop (SLO 1, 2, 5, 6) <i>Curbing Female Foeticide</i> (Bose), <i>A Brief History of Infanticide</i> (Milner)
9	T Jul 29	<b>Due: Essay #5: Final Research Paper</b> (2000 words) (SLO 1, 2, 3, 4, 5, 6) <i>That Used to Be Us</i> (Friedman, Mandelbaum)
	R Jul 31	<b>Class Presentations of Final Research Paper</b> (SLO 1, 2, 3, 4, 5, 6)
10	T Aug 5	Class presentations continued.
	R Aug 7	<b>Essay #6: Final Exam</b> (1000 words) (SLO 1, 2, 4, 5)