

English 1B (Composition, Second Course\*)  
Instructor: Mr. John Murphy

Handout 1 – Course Introduction and Policies  
("Greensheet") Spring 2015, page 1

**IMPORTANT!** This course satisfies requirements for students on both the original GE Area C3 program and the new GE Area A3 program. This is the last regular semester that SJSU will be offering English 1B. Please save this "Greensheet" and class calendar as proof of meeting GE C3 or GE A3 graduation requirements.

(\*This course is often titled "Intermediate Composition" on CSU and Community College campuses.)

NOTE: The course "Greensheet" is analogous to a business model "contract," with accompanying regulations, performance goals and "outcomes"/"objectives" and expectations. Required "Greensheet" material required by the university's administration and by the English Department is presented here in *italics*.

**SEE HANDOUT 2, CLASS CALENDAR (attached), FOR:**

Office location  
Phone number  
Email address  
Office hours

Sections taught this semester and class times/rooms  
Required textbooks and materials  
Recommended books and supplies  
Daily class topics, activities and assignments due

**OFFICIAL INFORMATION FROM THE UNIVERSITY ADMINISTRATION & THE ENGLISH DEPARTMENT:**

**English 1B 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." GE Category: Written Communication C3 (former program), A3 (new program).*

**Prerequisites:** *"Passage of Written Communication 1A with a grade of 'C' or better, or approved equivalent," which may include transfer and/or AP course(s), and passage of the English Proficiency Test (EPT), unless exempt.*

**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)."*

*"The above objectives will all be realized through the writing process developed in the course content." (See "Course Content.")*

**From the Curriculum and Policy Committee:** *"In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs."*

**Department "Minimum Word" Requirement for English 1B:** *"A minimum of 6000 words...in final draft form."*

**Required General Education Area C3 English 1B Learning Objectives (Former program):**

**Learning Objective 1:** *Students shall write complete essays that demonstrate the ability to refine the competencies established in Written Communication 1A (as summarized below):*

*1A Student Learning:*

- *Students should be able to perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing).*
- *Students should be able to express (explain, analyze, develop, and criticize) ideas effectively.*
- *Students should be able to use correct grammar (syntax, mechanics, and citation of sources) at a college level of sophistication.*
- *Students should be able to write for different audiences (both specialized and general).*

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**Learning Objective 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.

**Learning Objective 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.

**Learning Objective 4:** Students shall write complete essays that demonstrate the ability to synthesize ideas encountered in multiple readings.

**Learning Objective 5:** Students shall write complete essays that demonstrate the ability to incorporate principles of design and communication to construct effective arguments.

**Learning Objective 6:** Students shall write complete essays that demonstrate the ability to identify and discuss issues related to censorship and freedom of speech.

### English 1B Content Objectives:

**The following Content Objectives are specific to Area C3 (Former Program):**

- This course should emphasize those skills and activities in writing and thinking that produce (1) the persuasive argument, and (2) the critical essay, each of which demands analysis, interpretation, and evaluation.
- Writing assignments shall give students repeated practice in pre-writing, organizing, writing, revising, and editing.
- The number of writing assignments and their careful sequencing are as important as the total number of words written. Six to eight essays totaling a minimum of 8000 words are required. This minimum requirement excludes the final exam, journal writing, quizzes, and other informal or brief assignments.
- Although the majority of papers will be written outside of class, at least three essays shall be written in class.
- Students shall receive frequent evaluations from the instructor. Evaluative comments must be substantive, addressing the quality and form of writing.
- Reading for the course shall include useful models of writing for academic and general audiences; readings shall be used consistently with the course goal of enhancing ability in written communication and reading. A substantial portion of the reading should be devoted to analytical, critical, and argumentative essays. Instructors should help students develop and refine strategies for reading challenging material.
- The course shall include an introduction to the library and to basic research strategies, including locating materials, evaluating them, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly. Instructors shall assign a traditional research paper or a series of short essays in which library research informs the student's position or thesis.

### Required General Education Area A3 Learning Objectives (new program):

**Learning Objective 1:** Locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation.

**Learning Objective 2:** Present effective arguments that use a full range of legitimate rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view.

**Learning Objective 3:** Effectively locate, interpret, evaluate and synthesize evidence in a comprehensive way in support of one's ideas.

**Learning Objective 4:** Identify and critically evaluate the assumptions in, and the context of, an argument.

**Learning Objective 5:** Effectively distinguish and convey inductive and deductive patterns as appropriate, sequencing arguments and evidence logically to draw valid conclusions and articulate outcomes (implications and consequences).

**COURSE CONTENT: Mandated Statement—Estimation of Per-Unit Student Workload:** "Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally three hours per unit per week with one of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus."

**WRITING – Essays:** English 1B builds upon the writing skills learned in English 1A, moving beyond 1A's instruction in grammar and form and the personal/reflective essay. English 1B explores writing the persuasive argument and the critical essay, emphasizing analysis, interpretation, synthesis and evaluation. English 1B continues practice in prewriting, organizing, the "writing process" itself, revising and editing begun in English 1A, but with more emphasis on PRODUCT and less on PROCESS. Practice in each writing skill area is intended to help students prepare for the demands of college writing assignments and for practical use in the world of work.

**Diagnostic Assessment:** During the first week of the semester, students will write an in-class diagnostic essay. This initial writing sample enables the instructor to determine that each student's prerequisite training/entry writing skill level is sufficient to ensure success in the class. If the results so warrant, the instructor will suggest periodic (even weekly) tutoring at one of the campus tutoring facilities or advise enrollment in a more suitable course. **PLEASE NOTE THAT SJSU's ENGLISH 1B IS NOT A REMEDIAL ENGLISH CLASS.**

**Final Exam:** The exam for English 1B will be held according to the University's final exam schedule. In this course, the final will be in the form of a timed written argument essay.

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**The Research Paper and Information Literacy:** English 1B includes an introduction to the library (both traditional and virtual), and to basic research strategies (e.g., forming "search strategies," locating sources and analyzing their quality and usefulness). A university librarian will instruct one session of class in one of the library's learning lab classrooms. Here, students will gain hands-on experience in using common library research tools, both electronic and print. One of the most important components of English 1B is instruction on composing a paper (or papers) using college-level research strategies. Students will learn and practice quoting, paraphrasing and summarizing skills, and applying a standard documentation Format to all research-based assignments. Students will learn how to properly cite sources and create a "Works Cited" (bibliography) page.

**READING:** Readings are extensive and varied and will form a basis for writing, research and class discussions. With minor exceptions, most readings for the course will be in the form of essays and other short nonfiction works. These readings will form the basis for a majority of papers, in-class discussions and group activities, and will provide useful models of writing for academic, general and specific audiences. It is imperative that students

complete the readings prior to their due dates and bring the appropriate books to class. Reading selections have been chosen deliberately for their thought-provoking content. Students will be asked to analyze interrelationships among several of the readings. Good citizenship and personal survival require the development of an informed, critical mind that can shield itself from government and media propaganda, bias and deliberately omitted or obscured information. Keeping current with national and world affairs from a variety of sources (beyond *People and Entertainment Weekly*) is essential. (*Content Objective: "Useful models of writing for academic and general audiences...enhancing ability in written communication and reading...analytical, critical, and argumentative essays."*)

**Mandated Diversity Statement:** "Assignments (both reading and writing) shall address issues of race, class, and gender when appropriate, and the perspectives of women and diverse cultural groups shall be incorporated into course instruction and materials in an inclusive and comprehensive manner whenever possible."

**REQUIRED WORK FOR THE COURSE\*\*/EVALUATION:** Aside from the obligation to keep current with assigned readings, each student is responsible for completing the following assignments:

ASSIGNMENTS (See Class Calendar, Handout 2, for all assignment due dates.)	WEIGHT (%)
<i>COURSE CONTENT: "Six to eight essays...totaling a minimum of 6000 words...excludes the final examination." Mandated word count estimates and associated C3 and A3 G.E. Learning Objectives [LO] and C3 Content Objectives [CO] are included.</i>	
• Diagnostic Writing Sample (verifies prerequisite skills) <i>(3-4 pages, handwritten, 600-800 words. A3LO2, 4; C3LO1- diagnostic; CO-organizing, writing, revising, editing/in-class)</i>	0%
• Critical Analysis (incorporating Cause and Effect) <i>(4-6 pages, typed, 1000-1500 words. A32, 3, 4; C3LO1, 2, 5; CO-critical essay...analysis, interpretation, evaluation)</i>	10%
• Introductory Argument Paper <i>(4-6 pages, typed, 1000-1500 words, A3LO 2, 4; C3LO1, 4; CO-prewriting, organizing, writing, revising, editing/argument)</i>	10%
• Midterm In-class Essay (reading response, analysis/argument; problem-solution) <i>(4-5 pages, handwritten, 800-1000 words. A3LO2, 4, 5; C3LO1, 4, CO-organizing, writing, revising, editing/in-class/argument)</i>	10%
• Critical Review/Comparison (critical thinking/analysis/argument) <i>(6-7 pages, typed, 1500-1750 words. A3LO 2, 3, 4; C3LO1, 2, 3, 4, 5; CO-critical essay...analysis, interpretation, evaluation/argument)</i>	10%
• Research Paper – Argument <i>(8-10 pages, typed, 2000-2500 words. A3LO 1, 2, 3, 4, 5; C3LO1, 2, 3, 4, 5; CO-persuasive argument, library/research strategies, et al.)</i>	15%
• Comprehensive Concepts and Skills Test <i>(A3LO 2, 3, 4, 5; C3CO-"skills and activities in writing and thinking," "introduction to the library...research strategies")</i>	10%
• Group Argument Unit Writing Project/Presentation (using propaganda devices) <i>(4-7 pages, typed, 1000-1750 words. A3LO 1, 2, 3, 4, 5; C3LO1, 2, 4, 5; CO-organizing, writing, revising, editing/persuasive argument)</i>	15%

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- Final Essay Exam  
(4-5 pages, handwritten, 800-1000 words, not counted in administration's word count requirement. (A3LO2, 4, 5; C3LO1, 4) 10%
- Classroom and Group Activities (include other writing assignments, library orientation and assignment, group activities, research-related projects, participation, and quizzes – both announced and unannounced). Each assignment will be assigned points, and the cumulative point totals will be tallied into a percentage grade. See class handouts for specific activity details.  
(A3LOs 1-5; C3LOs 1-6; CO-"skills and activities in writing and thinking," "introduction to the library...research strategies") 10%

**TOTALS:** Required Word Count range: 6900-9050+ words.

(\*\*NOTE: The Class Calendar—Handout 2—and lesson handouts contain specific details on all assignments.)

### GRADING: A-F.

**MANDATED STATEMENT:** 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).

Be aware that grades below "C" are nearly always unacceptable for courses in majors and minors, may not count toward graduation requirements and are almost never transferable. See your advisor for specific policies and recommendations.

**Grade Equivalency Scale:** A+ (97-100); A (93-96); A- (90-92); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76); C- (70-72); D+ (67-69); D (63-66); D- (60-62); F (0-59).

### SJSU Academic Standards of Assessment for Essay Grading:

The "A" 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 the 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" 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 weakness 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" 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" 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" 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.

### CAMPUS RESOURCES FOR ACADEMIC ASSISTANCE:

- SJSU WRITING CENTER, Clark Hall, 126. Offers scheduled group workshops on specific writing problems and individual tutoring by appointment. (408) 924-2308. **Mandated Writing Center Statement:** "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, SSC 600, first floor. Offers open tutoring on a regularly scheduled or drop-in basis in many subject areas. Register at their information desk during your first visit for access throughout the semester. (408) 924-2587. **Mandated Peer Connections Statement:** "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

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*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 available for student use in Room 600 of the Student Services Center (SSC). Peer Connections is located in three locations: SSC, Room 600 (10<sup>th</sup> Street Garage on the corner of South 10<sup>th</sup> and E. San Fernando Streets), at the first floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit the Peer Connections website at <http://peerconnections.sjsu.edu> for more information.*

- ACCESSIBLE EDUCATION CENTER ("AEC," formerly the DISABILITY RESOURCE CENTER), Administration Building 110. IMPORTANT! Students with disabilities who require special accommodations need to see me the first day of class to let me know of any special classroom/ testing accommodations they require. They must also register immediately with AEC. (408) 924-6000.  
*Mandated statement of campus policy on compliance with the Americans with Disabilities Act: "If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability." Students with disabilities that require special accommodations must be registered with the AEC (Accessible Education Center) to establish a record of their disability. The AEC website is <http://www.drc.sjsu.edu>."*
- DR. MARTIN LUTHER KING, JR. JOINT CITY-UNIVERSITY LIBRARY, northwest corner of campus. Obtain a student library card immediately at the beginning of the semester if you don't already have one. This card also provides access to services throughout the San Jose City Library system. (NOTE: Hours of operation and services vary each semester due to holiday scheduling.)

#### CLASS POLICIES:

**IMPORTANT NOTES ON ADDS/DROPS:** Dropping a class is the student's responsibility. Simply stopping attendance does not constitute an official drop and may result in an "F" on the student's permanent record.

**Mandated Policy Statement:** *"Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's 'Catalog Policies' section at [http://www.sjsu.edu/aars/policies/calendars/academic calendars/](http://www.sjsu.edu/aars/policies/calendars/academic%20calendars/). The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy>. Students should be aware of the current deadlines and penalties for dropping classes."*

**Attendance policy:** This is not an on-line or correspondence course. Since much work (including group activities) needs to be covered during each class session, you are expected to be present for class and ON TIME for class. Since you cannot participate if you are not present, you actually hurt your grade by being absent for more than THREE class sessions. The participation segment (20 points) of your point-total grade reflects your involvement in class discussions and activities. Therefore, you will lose one point from that portion of your grade for each class over three that you miss. Students will be required to initial a roster as proof of attendance during each class session (and, legally, must initial ONLY for themselves). Late students disturb classes, interrupt instruction, and cause inconvenience and disruption to group activities. If you are late, be sure to sign the attendance roster, pick up the day's instructional materials and copy any notes already written on the board.

**Excused vs. Unexcused Absences:** Illnesses, injuries, accidents, family emergencies, inclement weather and traffic problems may cause unavoidable absences. Oversleeping, recovery from hangovers, taking mid-semester vacation trips and extending school holidays are examples of unexcused absences. In an emergency (for an emergency **only**, and only **ONCE**), students may attend an alternate section of the same class on the same day. In any event, absent students should see me before class immediately upon return to provide details of their absence (and receive a possible "excused" grade for the missed day's quizzes or activities), and to pick up any materials that were distributed. Another student might be able to take notes or obtain class materials for you if you anticipate an absence on a specific day.

**Personal illness:** Do **NOT** come to class sick! You will only be spreading your illness to classmates and others in the University community. Stay home and get well! Early in the semester, find a "study buddy" to rely on for class notes and any supplemental materials distributed in class that day. Tests and in-class essays can be made up on your return during arranged office hours.

**Make-up work following an absence:** You will have ample time (**one week**) to turn in back assignments after an excused absence. **After that deadline, a zero will be recorded for the missing work.** NOTE: Under campus and department policies, incompletes for a course are issued only for extreme emergencies. In order to make up for a

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missed PEER REVIEW session (and avoid assessment of a 10-Activity Point penalty), students must (1) make an appointment with a tutor at The Writing Center or Peer Connections, (2) have the tutor review the paper, (3) have the tutor make comments on and SIGN the appropriate Peer Review Form, and (4) turn in all paperwork, INCLUDING THE DRAFT, to the instructor before the late paper deadline. Unfortunately, reading quizzes may not be made up.

**Late paper policy:** In fairness to all students, any paper, or any other assigned work, that is turned in late (without reasonable excuse) will be assigned a maximum grade of 50% (F). EMAILED PAPERS ARE NEVER ACCEPTABLE. The physical paper must be turned in on time. After one week (or for any assignment not done at all), a ZERO will be recorded for the assignment and calculated into the final grade.

**Use of Outside Assistance:** Campus or outside tutors may help with prewriting or may assist with basic skills instruction, but they should NOT be altering structure, inserting their own ideas, or be functioning as proofreaders who correct all grammatical errors for you. (On a related topic, computer spell-checks and "grammar wizards" are crutches, and they are not without flaws. Learn spelling and grammar rules!)

#### Plagiarism:

**Mandated Academic Integrity Statement (from the Office of Student Conduct and Ethical Development):** "Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University's Academic Integrity Policy, requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Student Conduct and Ethical Development (formerly Judicial Affairs). The policy on academic integrity can be found at [http://www.sa.sjsu.edu/download/judicial\\_affairs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). The website for Student Conduct and Ethical Development is at [http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html). SJSU rules against plagiarism are set forth in the SJSU Catalog, which defines plagiarism as the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to, (1) the act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work. It is the role and obligation of each student to know the rules that preserve academic integrity and abide by them at all times. This includes learning and following the particular rules associated with specific classes, exams, and/or course assignments. Ignorance of these rules is not a defense to the charge of violating the Academic Integrity Policy." ADDENDUM 9/10: Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material that you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors."

In plainer English, this class operates on a **Plagiarism Zero Tolerance Policy:** Copying all, or part, of another's material and presenting it as one's own is a grave matter. Plagiarism is defined as the unacknowledged use of another's words or ideas. Plagiarism may involve: buying, stealing or "borrowing" a paper, hiring someone to write a paper, simply embellishing on another's original ideas without providing a citation, copying from an outside source exactly or paraphrasing too closely without citation. It is easy for the instructor to detect bought, borrowed, downloaded, or mass-produced papers. Discrepancies in style and mechanics are revealed in the comparisons between in-class and out-of-class efforts. At SJSU, instructors now must report instances of plagiarism to the administration. In my classes, **EVIDENCE OF PLAGIARISM (OR CHEATING ON A TEST) WILL RESULT IN A GRADE OF ZERO FOR THE ASSIGNMENT (OR TEST) AND AN F FOR THE COURSE.** Again, as noted above, OTHER DISCIPLINARY ACTION MAY BE TAKEN. (See also the SJSU publication, "Academic Dishonesty and Its Consequences.")

**Paper Format:** For outside-of-class word-processed or typed assignments, use standard 8½" x 11" white, unlined paper. Use an attractive, modern, clean-looking 10- or 12-point font (e.g., Arial, Helvetica, Tahoma, Trebuchet, Verdana), but avoid script. Double space, unless you are directed otherwise. Leave adequate margins for comments (standard is 1" top, bottom and sides). However, do not fully justify margins. (Use left justification only.) Use only one side of a sheet for both typed and handwritten work. Fasten papers in the upper left corner with staples only (no paper clips, torn and folded edges, glue, straight pins, gum, etc.). Avoid plastic covers or binders since they are slippery and can fall out of a pile. For in-class papers, use lined loose-leaf paper (not torn out of a notebook with ragged edges). Use only black ink for all in-class writing (NOT pencil). Papers written in fluorescent green, hot pink, purple or orange may look "cool," but they are difficult to read and look cheap and unprofessional. Blue can also be hard to read and does not copy well.

**Preparing a Paper for Peer Review:** Follow the regular routine for preparing a final draft. However, you will attach a PEER REVIEW FORM to the front of your paper as a cover sheet and, instead of using your name for identification, you will write a "code number" (assigned in class). **IMPORTANT: Papers prepared for peer editing MUST be complete. If they are not, or if you are not prepared with a paper at all (or have an unexcused absence) on peer-editing day, you will lose 10 Activity Points.** Also, papers exhibiting insufficient effort will be subject to checking and Activity Point deductions.

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**Saving your work:** Be sure to save all of your work on a disk and ALWAYS CREATE A BACK-UP DISK! Keep all your work, if possible, on two disks. Don't rely on just saving work onto a hard drive, which could fail. Another solution is to make photocopies of your original work.

**Revisions:** Paper revision is an integral part of the writing process. Therefore, peer-reviewing and re-drafting of papers are built into the structure of the course.

**Preparing the Final Draft:** After making the appropriate revisions and corrections, staple an instructor evaluation form or a cover sheet (details below) to the final draft. Attach the peer review form (if a peer review session was conducted for the assignment) to the BACK of your final draft.

**Cover Sheets:** Some papers may require a formal cover sheet, which must include: the title of the paper (centered, in the middle of the page, with no special punctuation), then your name, the time of your class (e.g., 9:00), the name of the assignment, and the date, also centered, about 4/5 of the way down the page, without boldface, clip art or other embellishments. An instructor rubric/checklist, containing spaces for ratings and comments, may substitute for the cover sheet. Always staple these forms to the FRONT of your papers before class. Don't take up valuable class time to assemble your papers or borrow another student's stapler. Be prepared in advance.

**"Recycled" papers:** All work submitted in this class must be original. You may not "doctor" an old English paper to try to make it fit into a current assignment. Also, you may not submit a paper used for another course. Sometimes, students try to satisfy requirements for two different courses by composing one paper. When students attempt this feat, they wind up with a watered-down compromise that satisfies the requirements of neither assignment. Repeating students must submit new work on different topics from the original efforts.

**Portfolio:** Please SAVE all your graded papers, projects, tests, quizzes and homework assignments in a portfolio. (A folder or a large envelope will do.) Back assignments help you to trace your development and evolution as a writer and are useful during instructor conferences.

**Classroom "Code of Conduct":**

**CLASS DISCUSSIONS:** Sometimes, in an enthusiastic moment, a student may interrupt a fellow classmate or the instructor. Please be considerate to help maintain a courteous, friendly atmosphere in the classroom. Be respectful of others' opinions and efforts in class discussions and assignments.

**PEER EDITING:** Try to offer constructive criticisms when editing papers for peer review. Don't just mark something as wrong or deficient without offering suggestions. (Comments such as "You need to go back to remedial" or "WTF?" are never helpful.)

**LATE ARRIVALS, EARLY EXITS:** If you are late to class or need to leave early, please enter or exit quietly to avoid interrupting the instruction. If a group activity is in progress, approach the instructor after you find a seat to be placed into a group or receive alternate instructions.

**PERSONAL ELECTRONICS:** Turn off cell phone pagers/beepers during class time. Unless you have an emergency, please arrange to take your calls at other times. USE OF LAPTOPS, RADIOS, CD PLAYERS, IPODS, HEADSETS/EAR BUDS, OR ANY HANDHELD ELECTRONIC DEVICES (e.g. smart phones or I-pads) IN THE CLASSROOM IS PROHIBITED. ABSOLUTELY NO TEXTING IS PERMITTED AT ANY TIME. You are to be "tuned in" ONLY to what is going on in class.

**RECORDING OF LECTURES:** If you wish to record a lecture in any of your classes for later review, as a courtesy, please ask the instructor's permission first. ***Mandated Statement on Recording Policies:** "Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in 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."*

**"GRADE CHECKS" (for athletics, Greek organizations, etc.):** Please bring your forms to the instructor DURING OFFICE HOURS ONLY (unless otherwise announced). I usually have no time to fill out these forms while preparing for class, during class or after class.

**English 1B  
Murphy**

**Handout 1 – Course Introduction and Policies  
("Greensheet"), Spring 2015, page 8**

**Statement on fair treatment:** All students in my classes will always be treated fairly, equally, and with respect. I expect students to treat each other with the same courtesy and respect. No student or group of students will ever receive special treatment or special privileges over their classmates. Therefore, I NEVER ASSIGN OR ALLOW "EXTRA CREDIT." DON'T ASK.

*Revised 12/12/14, © John Murphy/Revised to meet December 11, 2014 requirements 1/19/15*



*NOTE: This calendar may be subject to revision, based upon class needs or for unforeseen circumstances. Any changes will be transmitted with fair notice via a replacement Class Calendar and class announcements.*

**Office:** FO-215

**Office Phone:** (408) 924-5064

**Campus email:** John.Murphy@sjsu.edu

**Office Hours:** M 3 to 7 pm, and by appointment. Any “extended” or special office hours will be announced in class weekly. (Under former rules set forth by SJSU’s Academic Senate, most faculty have been holding one office hour per week for every three-unit class taught. Since students cannot expect faculty to have 24/7 phone and email access, the campus does provide many academic support facilities. See “Campus Resources for Academic Assistance” on Handout 1.)

**Sections:** (02) (#20273) MW 7:30–8:45 a.m., BBC 124 (24) (#21985) MW 12:00–1:15, BBC 123  
 (07) (#20277) MW 9:00–10:15 a.m., BBC 124 (36) (#27235) MW 1:30–2:45 p.m., BBC 123

**Required Textbooks:** Ramage, Bean, Johnson: *Writing Arguments (A Rhetoric with Readings)*, 9<sup>th</sup> Edition, Boston: Pearson, 2012. ISBN: 978-0-205-17163-7 (Used copies are available at the Spartan Bookstore.)

Hacker, Sommers: *The Bedford Handbook*, 9<sup>th</sup> Edition, Boston: Bedford/St. Martin’s, 2014. ISBN: 978-1-4576-0802-5 (Used copies are available at the Spartan Bookstore.)

**NOTE:** While *The Everyday Writer*, by Andrea Lunsford, is listed as a “required text,” it was offered online for free during the fall semester to incoming freshmen. This text is FOR REFERENCE ONLY and will NOT be used in this class.

**Required Supplies:** *English 1B Class Materials Packet* (Purchase at Maple Press, 385 S. 10<sup>th</sup> St., on the east side of campus, across from Campus Village.) The packet contains class instructional handouts, activities and forms.

**Other Needed Supplies:** a reliable paperback college dictionary, black ballpoint pens, a small stapler, colored pens, lined loose leaf paper, a ring binder, a hole punch, and a manila folder or large envelope for your writing portfolio.

## CALENDAR OF DAILY ACTIVITIES AND ASSIGNMENTS

(KEY: **WA**= *Writing Arguments*; **BH**= *The Bedford Handbook*)

**NOTE:** Abbreviated notations in the “Class Topics and Activities” column, in *boldface and italics*, are mandated by the University’s administration. These notations refer to “General Education Learning Objectives/Outcomes” for both Areas C3 (former program) and A3 (new program): (*C3LO or A3LO*), and C3 “Content Objectives” (*CO*). For page/number of word requirements for each essay assignment, and their accompanying **OBJECTIVES/OUTCOMES**, see Handout 1, page 3. The Class Materials Packet provides details on papers and activities due.

**Unless otherwise indicated, ALL readings are short nonfiction essays or excerpts from longer works in essay format.**

Week	Dates	Class Topics and Activities <i>G.E. Area A3 &amp; C3 Objectives</i>	Assignments Due Today
<b>1</b>	--	DUE TO THE HIGHLY UNUSUAL ACADEMIC CALENDAR FOR THIS SEMESTER, CLASSES MEETING MONDAYS AND WEDNESDAYS WILL NOT BEGIN UNTIL WEEK 2.	
<b>2</b>	<b>MON Jan 26</b>	Enrollment/Verification of Prerequisites Distribution of course “Greensheet” and Calendar Student Information Form (Handout 1A) <b>COURSE INTRODUCTION: Class Policies and Requirements (Handout 1), Calendar (Handout 2)</b>	Print out two-part “Greensheet” prior to class and bring it with you ( <b>10 Activity Points</b> ).
	<b>WED Jan 28</b>	Enrollment/Verification of Prerequisites (late adds) <b>IN-CLASS DIAGNOSTIC ESSAY (Course Paper #1)</b>  <i>A3LO 2, 4; C3LO 1, 4, 5; CO-practice, prewriting, organizing/Diagnostic</i>	Purchase all books and supplies this week. Bring lined paper, pens, stapler and a dictionary to class.

Week	Dates	Class Topics and Activities <i>G.E. Objectives</i>	Assignments Due Today
3	MON Feb 2	DISCUSSION: Diagnostic Essay topic. DISCUSSION: "What is Critical Thinking and Reading?" (Handbook and Handouts 13, 13A) <b>GROUP ACTIVITY: Reading Response Activity #1 (20 Activity Points)</b>  <i>A3LO 2, 3, 4; C3LO 1-audience, 3, 4, 5; CO-analytical, critical, argumentative readings/models</i>	Read BH 109-26 "Reading and Writing Critically"  THEME FOR READING RESPONSE #1: "Millennials Entering Adulthood." Read WA 468 (Introduction), 469-73 Tyler: "The Tethered Generation, 474 Tinsley: "I've Got Students Interviewing" (Cartoon), 474-75 Hanus: "The Kid in the Corner Office," 476-77 <i>America</i> Editorial: "Generation S," 477-81 Hymowitz: "Where Have All the Good Men Gone?" 481-83 Rabin: "Two Cheers for the Maligned Slacker Dude," 483 Trudeau: "Yo..." (Cartoon), 484-85 Klein: "Educated, Unemployed, and Frustrated"  <b>REMINDER: Drop Deadline Day is Tuesday, February 3.</b>
	WED Feb 4	REVIEW OF FUNDAMENTALS (from terms on 1A Review Handout 3)/1B Terms (Handout 18)/Worksheets/Avoiding Common Writing Errors, Levels and Manipulation of Language (Handout 3E), Effective Introductions and Conclusions ( <i>Handbook</i> and 1A Review Handouts 3F, 3G)/Editing Symbols (1A Review Handout 1B)/LESSON: VISUAL ANALYSIS: Visuals as "text" (Sample commentary cartoons, transparency models) Details of paired Visual Analysis assignment  <i>A3LO 4, 5; C3LO1; CO-analysis</i>	Study English 1A Review Terms (Handout 3). Read Handouts 3E, 3F, 3G. Read WA 175-210 (Analyzing Visual Arguments: design elements, spacing, layout, use of colors; images and graphics, photos, cartoons, tables and charts) Read BH 127-41 (Writing About Images and Texts). Review BH 295-312 (Agreement), 251-76 (Language and Word Choice), 277-94 (Sentence Fragments and Run-ons) Complete Grammar review Worksheets B1, B2.
4	MON Feb 9	CAUSE AND EFFECT ANALYSIS REVIEW (Handout 12) Details of Cause and Effect/Critical Analysis Paper <b>GROUP ACTIVITY: "The Apprentice" – Working with Cause and Effect (Handout 12C) (20 Activity Points)</b>  <i>A3LO 2, 4; CO3LO 1; CO-analysis</i>	Read WA 254-70 (Causal Arguments: Causal Chains, Inductive Fallacies) Read Handouts 12, 12C.  <b>REMINDER: "Add" and Late Registration Deadline is Tuesday, February 10.</b>
	WED Feb 11	<b>GROUP ACTIVITY: "Disaster Survival"</b> (Handout 13S) Full-class activity (basis for upcoming Critical Analysis paper incorporating Cause and Effect)  <i>A3LO 2, 4, 5; C3LO 1, 5; CO-analysis</i>	Turn in finished copy of "Apprentice" Activity <b>(20 Activity Points)</b> . Read Handout 13S.
5	MON Feb 16	WRITING IN THE DISCIPLINES AND WRITING ABOUT LITERATURE (for papers and essay questions) (Handout 20)  <b>PAIRED ACTIVITY – PRESENTATIONS: Commentary Cartoon Analysis (20 Activity Points)</b>  <i>A3LO 1, 2, 4; C3LO 1, 5; CO-analysis</i>	Read Handout 20.  Read BH 176-98; 789-804 (Reading and Writing About Literature/Writing In the Disciplines).  <b>CRITICAL ANALYSIS (Incorporating Cause and Effect) ESSAY DUE (Course Paper #2).</b> Attach a "formal" cover sheet. NOTE: No Peer Review Session for this paper.  <b>PAIRED ACTIVITY ASSIGNMENT DUE: VISUAL ANALYSIS -</b> Select TWO <u>political or social commentary cartoons</u> of your choice from a magazine, newspaper and/or quality online source. Type up a short (2-4 paragraph) <u>analysis</u> to turn in. Next, make an <u>overhead transparency</u> of your cartoons (at AS Print Shop) to share with the class. Pay attention to both literal and implied meanings! <b>(20 Activity Points)</b>
	WED Feb 18	INTRODUCTION TO ARGUMENT (from Handbook) Writing Effective Arguments (Handout 16). Writing Clear Thesis Statements (Controversial Issues, Handout 16B) Induction and Deduction Rhetorical Models for Argument: Rogerian, Toulmin, Quintilian (Stasis Theory) (Handout 27) Details of Argument Paper assignment (Handout 16A)  <i>A3LO 2, 4, 5; C3LO 1, CO-prewriting, argument, critical analysis</i>	Read WA 2-21 (Introduction to Argument: "pro-con," implicit vs. explicit; claims; "process vs. product"), 57-70 (Writing Arguments/Basic Structures (Ethos, Pathos, Kairos); Assumptions vs. Reasoning; Using "Because" Clauses); 72-87 (Argument Structures: Assumptions, Enthymemes; Toulmin System – warrants, backing, grounds, rebuttals; Writer-based and Audience-based Strategies)  Read BH 141-75 (Reading and Writing Arguments). Read Handouts 16, 16B.

Week	Dates	Class Topics and Activities <i>G.E. Objectives</i>	Assignments Due Today
6	MON Feb 23	INTRODUCTION TO RESEARCH: Using and Evaluating Types of Sources (Handout 14)/Lead-in Verbs "What to cite?"/Avoiding Plagiarism Quotation Marks, Italics and Underlining (1A Grammar Review Worksheet N) Details of upcoming Library Reports (Handout 15L) <b>GROUP ACTIVITY: Peer Evaluation of Argument Papers/Working with an Evaluation Rubric (Peer Review Form)</b> <i>A3LO 1;C3LO 2, 3; CO-research</i>	Read <b>BH</b> 513-55 (Researched Writing—Gathering and Evaluating Sources, Avoiding Plagiarism)  Read <b>WA</b> 348-65 (Finding and Evaluating Sources: Types of sources, authority, print and digital formats, note-taking) Read details of upcoming Library Report team activity (Handout 15L)  <b>INTRODUCTORY ARGUMENT PAPER DRAFT DUE FOR PEER REVIEW</b> (Attach Peer Review Form as cover sheet.)
	WED Feb 25	ISSUES IN ARGUMENT: Identifying Bias (Models from previous classes)  INTRODUCTION TO RESEARCH, cont.  <b>GROUP ACTIVITY: Reading Response #2 (30 Activity Points)</b>  <i>A3LO 2, 4, 5; C3LO 2, 3; CO-research; LO 4; CO-analytical and critical readings/models</i>	<b>ARGUMENT PAPER DUE (Final Revision, Course Paper #3)</b> (Attach formal cover sheet as directed in class.) Read <b>WA</b> 109-22 (Persuasive Appeals: Ethos, Pathos, Kairos; Images), 124-53 (Responding to Alternative Views (One-sided arguments, types of audiences; designing rebuttals; Rogerian arguments), 367-82 (Incorporating Sources Into Arguments: summaries, paraphrases and quotations, citing, avoiding plagiarism) THEME FOR READING RESPONSE #2: "Choices for a Sustainable World." Read <b>WA</b> 563 (Introduction), 564-65 Kristof: "Our Gas Guzzlers," 565-66 Esty and Porter: "Pain at the Pump? We Need More," 567-69 Revkin: "Carbon Neutral Is Hip, But Is It Green?" 569-70 Krauthammer: "Save the Planet. Let Someone Else Drill," 570-73 Tilman and Hill: "Fuel for Thought," 573-75 U.S. Energy Information Administration: "The U.S. Energy Story in Numbers," 576-78 Powers: "The Problem Is the Solution"
7	MON March 2	THE RESEARCH PROCESS: Writing the Research Paper/Using the Internet for Research/Methods for Writing Long Research-based Papers (Handout 17). Types of Documentation Formats/MLA Format. Details of Research Paper Assignment (Handout 23) <i>A3LO 1, 3; C3LO 2, 3; CO-research, library</i>	<b>Library Reports</b> (details on Handout 15L) <b>(20 Activity Points per report)</b> Read <b>WA</b> 383-403 (Citing/Documenting Sources – Formats) Read <b>BH</b> 556-81 (Documentation Styles, Thesis and Supports, Avoiding Plagiarism, Managing Information, Citing Sources, Integrating Sources with Lead-ins). Skim <b>H</b> 582-661 (MLA Documentation and Manuscript Format with sample paper). Read Handouts 17, 23.
	WED March 4	RESEARCH AND THE TRADITIONAL LIBRARY – Terms (Handout 15)/Introduction to Reference Sources (Handout 15E), Issues in the "Information Society" (Handout 15G) <b>PAIRED ACTIVITY:</b> Begin Worksheet 15A <i>A3LO 1; C3LO 2, 3; CO-research, library</i>	<b>Library Reports, cont.</b> Read Handouts 15, 15E, 15G  <i>REMINDER: Daylight Saving Time resumes on Sunday, March 8th. Turn clocks AHEAD one hour. We will all lose an hour of sleep. Monday will be a tough day.</i>
8	MON March 9	<b>CLASS ACTIVITY: MANDATORY INFORMATION LITERACY ORIENTATION (10 activity points for attendance).</b> Do not report to the classroom! Go directly to the assigned library training room. <i>A3LO 1; C3LO 2, 3; CO-research, library</i>	Study all library handouts and notes!
	WED March 11	Discussion of Information Literacy Orientation. Review of Research Paper Assignment requirements and structure (Handout 23) <b>DISCUSSION/"ROUND TABLE": Research Paper Topics and Thesis Statements</b> <i>A3LO 1, 2, 4; C3LO 2, 3; CO-research, library; LO 5</i>	<b>Library Reports, cont.</b> <b>RESEARCH PAPER TOPIC AND THESIS STATEMENT DUE (10 Activity Points)</b> <b>PAIRED LIBRARY ACTIVITY DUE: "Components of the Traditional Library" (15A) (10 Activity Points).</b>
9	MON March 16	Writing for Essay Exams, Essay Question "Key Words" (1A Review Handouts 8, 8A)/Advanced Techniques for Writing Timed Essays (Handout 8B). Sample Essay Exams for Evaluation <i>A3LO 2;C3LO 2, 4</i>	<b>Library Reports, cont.</b> Read Handouts 8, 8A, 8B and assigned sample essay exams.
	WED March 18	<b>MIDTERM IN-CLASS ESSAY (Course Paper #4), Reading Response, two passages, analysis/argument)</b> <i>A3LO 2, 4, 5; C3LO 1, 4; CO-practice prewriting, organizing, analyzing, arguing</i>	Bring to class: lined paper, pens, stapler, dictionary
<b>ENJOY SPRING BREAK!</b>			
10	MON March 30	TBA	TBA <i>NOTE: Campus will be closed Tuesday, March 31 for the "Cesar Chavez" state holiday.</i>
	WED April 1	<b>DISCUSSION:</b> Midterm Essay Topic <b>WORKING WITH SOURCES:</b> The Personal Interview Types of Questions/Developing Questionnaires and Conducting Surveys (Handouts 19,19A) <b>PAIRED ACTIVITY: Composing Practice Questions</b> <i>A3LO 2; C3LO 2</i>	Read Handout 19. Read <b>WA</b> 89-103 (Using Evidence: "STAR" criteria; using field research data; examining visual arguments, "framing" evidence; using statistics, surveys and questionnaires) Begin work on Research Paper this week.

Week	Dates	Class Topics and Activities <i>G.E. Objectives</i>	Assignments Due Today
11	MON April 6	<b>WORKING WITH SOURCES – PAIRED ACTIVITY: In-Class “Field Research.”</b> Teams will use prepared questions to interview another team. (Handout 19B) <i>A3LO 2; C3LO 1; CO-argument, LO 2</i>	<b>Work on interview topics/questions. SURVEY QUESTIONS, RESPONSES AND ANALYSIS OF RESULTS DUE FROM EACH TEAM. (20 Activity Points)</b>
	WED April 8	ANALYSIS— WRITING REVIEWS AND CRITIQUES: “A Critic’s Glossary”/Loaded Words and Bias Details of Critical Review Paper Assignment (Handouts 21, 21A, 21B, 21M)  Narration and Drama Terms (1A Review Handout 5)  <i>A3LO 1, 3, 4; C3LO 5; CO-argument, critical analysis</i>	Read Handouts 5, 21, 21A, 21B, 21M.
12	MON April 13	<b>GROUP ACTIVITY: Reading Response Activity #3 (20 Activity Points)</b>  <i>A3LO 2, 3, 4, C3LO 5; CO-analytical, critical and argumentative readings/models; argument</i>	THEME FOR READING RESPONSE #3: “Digital Literacies” Read WA 418 (Introduction), 419-25 Herther: “Digital Natives and Immigrants,” 426-29 Turkel, PBS Interview: “Digital Demands,” 429-32 Gopnick: “Diagnosing the Digital Revolution,” 432 Keefe: “Social Networking, Then and Now” (Cartoon), 433-35 Ito, et al.: “Living and Learning with New Media,” 438-41 Fleming: “Youthful Indiscretions,” 441-42 Noth: “I Can’t Wait” (cartoon).
	WED April 15	ELEMENTS OF ARGUMENT—PERSUASION: Propaganda Devices – Examples (Handout 25) Details of Group Writing Project and Presentation (Handouts 25A, 25B)/Scripts (Handout 5A) LOGICAL ARGUMENT: Logical Fallacies (Handout 26)  <i>A3LO 2, 4; C3LO 5; CO-argument, persuasive essay, critical analysis</i>	Read WA 404-10 (Logical Fallacies) Read Handouts 5A, 25 and 26. Continue work on Research Paper.
13	MON April 20	ACADEMIC vs. BUSINESS WRITING FORMATS with an INTRODUCTION TO BUSINESS AND TECHNICAL WRITING (Handouts 22, 22A, 22B) ELEMENTS OF DOCUMENT DESIGN AND GRAPHICS (Handout 24)  <i>A3LO --;C3LO 1-audience, LO 2</i>	<b>CRITICAL REVIEW-COMPARISON PAPER DUE (Course Paper #5, Final Revision)</b> Attach a formal cover sheet. There will be no peer review of this paper.  Read Handouts 22, 22A, 22B, 24. Read & Study BH 805-17 (Document Design Gallery).
	WED April 22	<b>GROUP ACTIVITY: Peer Review of Research Papers</b> (Peer Review Form)  <i>A3LO 2, 4, 5; C3LO 1, CO-argument</i>	<b>RESEARCH PAPER COMPLETE DRAFT DUE</b> (Attach cover sheet as directed.) NOTE: A 20 activity point penalty will be assessed for missing or incomplete drafts, or an unexcused absence.
14	MON April 27	<b>GROUP ACTIVITY: Reading Response Activity #4 (20 Activity Points).</b>  <i>A3LO 2, 3, 4; C3LO 6;CO-analytical, critical &amp; argumentative readings, models, argument</i>	THEME FOR READING RESPONSE #4: “The Value of Higher Education in a Changing Economy” Read WA 509 (Introduction), 509-11 Mead: “Learning By Degrees,” 511-19 Schneider: “How Much Is That Bachelor’s Degree...?” 520 Springer: “It’s a Bachelor of Arts Double Major” (cartoon), 520-27 Saxon: “What Do You Do with a B.A. in History?” 527-29 Adams: “How To Get a Real Education in College,” 530-32 Goldson: “Coxsackie-Athens Valedictorian Speech 2010.”
	WED April 29	Study Guide for Comprehensive Concepts and Skills Test distributed for review.  Preparation for Department Final (with sample passages and questions from past Department Finals)/Review of Test Taking Tips (Handout 8B) <i>A3LO 1-5; C3LO 4, CO-persuasive essay, critical analysis</i>	<b>RESEARCH PAPER DUE (Course Paper #6, Final Revision).</b> (Attach a formal cover sheet.)  Read questions and passages from past 1B Department Finals, as assigned.  <b>SELF-EVALUATION:</b> Complete Writing Progress and Self-Evaluation Forms, Handouts 1D and 1S. <b>(20 Activity Points)</b>
15	MON May 4	<b>GROUP ACTIVITY: Prep class for Group Writing Project/Presentation</b>  <i>A3LO 2, 4; C3LO 5</i>	Work on Argument Project/Presentation with your team.
	WED May 6	<b>COMPREHENSIVE CONCEPTS AND SKILLS TEST</b>  <i>A3LO 1-5;C3LO 2, CO-research strategies, intro to library</i>	Study for Test!

Week	Dates	Class Topics and Activities <i>G.E. Objectives</i>	Assignments Due Today
16	MON May 11	<b>GROUP ACTIVITY: GROUP ARGUMENT WRITING PROJECT PAPERS AND PRESENTATIONS</b> Team Leaders: Fill out and turn in the Project Report Sheet, Handout 25B, before your presentation.  <i>A3LO2, 4; C3LO 1, 4; CO-persuasive argument</i>	<b>GROUP ARGUMENT WRITING PROJECT PAPERS AND PRESENTATIONS DUE (Course Paper #7)</b>
	WED May 13	<b>ACTIVITY: Review and Grading of Test Papers returned</b>	Bring a <b>RED</b> pen to class. <b>IMPORTANT!</b> To obtain your score on the Final Essay Exam, send an email to the instructor <u>no later than Tuesday evening, May 13</u> . Include on the subject line your name, class, and "English 1B exam score." The University will release final grades online via MySJSU by early June. Because of security concerns and privacy issues, I do not post, mail or email final grades.
17	EXAM WEEK	<b>7:30 CLASS EXAM: Monday, May 18, 7:15-9:30 am</b> <b>9:00 CLASS EXAM: Wednesday, May 20, 7:15-9:30 am</b> <b>12:00 CLASS EXAM: Thursday, May 21, 9:45 am – 12 noon</b> <b>1:30 CLASS EXAM: Wednesday, May 20, 12:15 – 2:30 pm</b> <b>All exams will be held in our regular classroom.</b> <b>Bring to Exam:</b> Lined loose leaf paper, two black ballpoint pens, dictionary, and a stapler.  <i>A3LO 2, 3, 4, 5; C3LO 1, 4</i>	

**NOTES:** My last office hours for the semester will be held on Monday, May 11. I will be leaving the area for Summer Break, and will be out of reach after Thursday, May 21. Watch the news over the summer for bulletins on the continuing state, federal and University budget issues dealing with education costs and funding. Register as early as possible to secure spaces in Fall 2015 classes.

**WST REQUIREMENT:** Students enrolled at SJSU prior to Fall 2014 must take and pass English 1A and 1B or an equivalent course ("C" or better) to take the WST. Students enrolled Fall 2014 or later must complete English 1A (GE Area A2) and pass a "critical thinking" (GE Area A3) course, with a "C" or better (not C-). The next writing course in SJSU's writing sequence after passing the WST is a 100W course in order to satisfy the Graduation Writing Assessment Requirement.

**Spring and Summer 2015 WST registration deadlines, test dates and information:**

<u>Test Dates</u> (all on Saturdays)	<u>Registration Deadlines</u> (all on Thursdays)	<u>Disability Accommodation Deadlines</u>
April 25	April 2	Wed., March 25
June 6	May 14	Wed., May 6
July 18	June 25	Thu., June 18

**Test Registration:** Pay the \$38 test fee at the Student Services Center's cashier windows by the deadline. Late registrations incur an additional \$15 fee. Both fees are non-refundable. For further information about regulations or test content and format, contact WST coordinator Gloria Collins in FO-216, or call her at (408) 924-4495.

**NOTE:** "Effective January 2015...San Jose State University will no longer use the multiple choice section for the Writing Skills Test. The WST will consist of an essay exam only" (from the Testing Office webpage). Formerly, the WST contained a grammar/reading/language section.

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