

**San José State University**  
**Department of English and Comparative Literature**  
**English 1B, Composition 2 (GE C3), Section 34, Spring 2015**

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<b>Office Hours:</b>	Thu 1:30 to 2:30 PM and by appointment
<b>Class Days/Time:</b>	Tue & Thu 12 PM to 1:15 PM
<b>Classroom:</b>	Sweeney Hall 411
<b>Prerequisites:</b>	Passage of English 1A (C or better) or approved equivalent.
<b>GE Category:</b>	Written Communication C3
<b>Course website:</b>	<a href="https://sjsu.instructure.com/courses/1140815">https://sjsu.instructure.com/courses/1140815</a>

### **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.

### **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:**

Upon successful completion of this course, students will be able to:

1. Locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation.
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.
3. Effectively locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of one's ideas.
4. Identify and critically evaluate the assumptions in and the context of an argument.
5. Effectively distinguish and convey inductive and deductive patterns as appropriate, sequencing arguments and evidence logically to draw valid conclusions and articulate related outcomes (implications and consequences).

### **Information available online**

You are responsible for reading the following information online at <http://www.sjsu.edu/english/comp/policy/index.html>

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and AEC policies)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

### **Required Texts/Readings**

**SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford**

Electronic edition ISBN: 9781457633423 or Bedford/St. Martin's online (<http://bcs.bedfordstmartins.com/everydaywriter5e/>)

### **Textbook**

Canvas Readings

## Library Liaison

Toby Matoush

Dr. Martin Luther King Jr. Library

San Jose State University

Voice: 408-808-2096

Email to set up office appointment: [Toby.Matoush@sjsu.edu](mailto:Toby.Matoush@sjsu.edu)

## Classroom Protocol

Assignments: This course requires you to have access to a computer and a reliable internet connection at all time. Assignment reminders or changes to the schedule, etc., will be communicated electronically. It is your responsibility to check Canvas/emails frequently and stay informed.

- Final essays must be submitted on Canvas only. No email submissions.
- Make a careful note of due date for every assignment. All canvas submissions are **due by 10 PM** on a given due date.
- Every assignment must be given a proper title. “Journal” or “Research paper” is not an appropriate title for an essay.
- I will not accept any assignments that are unstapled.
- Hard copies of **Reader Responses** must be submitted in class. Email copies will not be accepted.
- Rough drafts of assignments need to be **80% of the word count**. You stand to lose a full grade if the drafts are short.
- Reader responses are due every Thursday, unless specified otherwise. No proxy submissions for reader responses; you need to submit them in class personally.
- Late policy: No late submissions allowed. But, I know that unforeseen events do happen occasionally; in such a scenario, email me to seek permission to submit within a 24-hour delay. No late submissions 24 hours after the deadline.

### Attendance:

- Make sure you come to class on time. If you are more than 15 minutes late, then wait for an appropriate moment to enter the class. You may not interrupt pop quizzes or presentations, if you reach late. If you have to leave before the class ends, inform me at the beginning of class.
- Without prior notification, missed in-class essays and presentations cannot be made up. If you must miss your presentation date, make prior arrangements with a classmate to switch days.
- Missed classroom activities cannot be made up.

### Participation:

- There is a participation component of 100 points to your grade.

- To receive all or most of these points, it is important that you actively engage in the classroom experience (e.g. frequently asking relevant questions and/or commenting). Simply attending class is not sufficient to garner full points, as they are based on active participation, not attendance.
- Mandatory conference (office/online) at least once during the semester to discuss a major essay.
- You may raise your hand to speak or simply find an appropriate moment to speak up. Always conduct yourself in a professional manner.
- Unless otherwise instructed, you are required to have all electronic devices put away during the class. Texting/chatting on your mobile phones, iPods, laptops, or tablets will adversely affect your participation grade.

Email policy:

- Do not email me to ask what happened in class on the day you were absent. As soon possible, obtain the email addresses of at least two other members of the class. They should be able to fill you in on any relevant information.
- Do not contact me if you miss class unless it affects an in-class essay or presentation.

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

**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.

A =930 points +

A- =900-929

B+ =870-899

B =830-869

B- =800-829

C+ =770-799

C =730-769

C- =700-729

D+ =670-699

D =630-669

D- =600-629

F =below 600

### Major Assignments

Assignment	SLOs	Word Count	Due Date
In-class essay #1 Diagnostic	2	700	Jan 27 <sup>th</sup>
In-class #2 Email #2	2	500	Mar 17 <sup>th</sup>
In-class #3 Close-reading Analysis	2, 4	750	Apr 28 <sup>th</sup>
Email #1 Formal	2	200	Feb 3 <sup>rd</sup>
Email #3 Friends	2	400-500	Apr 9 <sup>th</sup>
Out-of-class Essay #1	1-5	1200-1300	Mar 12 <sup>th</sup>
Out-of-class Essay #2	1-5	1200-1300	May 12 <sup>th</sup>
Reflective Essay	2,3,5	1000	May 19 <sup>th</sup>
Reader Responses	2, 3	500*10=5000	Every Thursday
Revised Reader Response	2,3,5	750	May 5 <sup>th</sup>

### 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): <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, Spring 2015, Course Schedule

#### Course Schedule

*Readings for every Thursday are on Canvas*

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan 22 <sup>nd</sup>	Introduction to the course
2	Jan 27 <sup>th</sup>	In-class essay #1 (Diagnostic)
	Jan 29 <sup>th</sup>	<i>Netiquette</i> ; Grammar review, Editing Guide
3	Feb 3 <sup>rd</sup>	<b>Lecture: Kinds of Argument.</b> <b>DUE: Email #1 Formal</b>
	Feb 5 <sup>th</sup>	1) <i>Two Ways a Woman Can Get Hurt</i> <b>RR #1</b>
4	Feb 10 <sup>th</sup>	Lecture: Causal Arguments; Assignment details & instructions.

Week	Date	Topics, Readings, Assignments, Deadlines
	Feb 12 <sup>th</sup>	1) <i>Introduction to "Bright-Sided"</i> <b>RR #2</b>
5	Feb 17 <sup>th</sup>	Lecture: Kinds of Appeals
	Feb 19 <sup>th</sup>	1) <i>Guys vs. Men</i> 2) <i>Bros Before Hoes</i> <b>RR #3</b>
6	Feb 24 <sup>th</sup>	<b>Essay #1 Draft Due</b>
	Feb 26 <sup>th</sup>	1) <i>Becoming Members of Society</i> <b>RR #4</b>
7	Mar 3 <sup>rd</sup>	Lecture: Arguments based on fact and logic; Assignment details & instructions.
	Mar 5 <sup>th</sup>	1) <i>Faux Friendship</i> 2) <i>Propaganda</i> <b>RR #5</b>
8	Mar 10 <sup>th</sup>	Lecture: Rhetorical analysis revision; Essay instructions
	Mar 12 <sup>th</sup>	1) <i>Sports Taboo</i> <b>RR #6</b> <b>Essay #1 Due on Canvas</b>
9	Mar 17 <sup>th</sup>	In-class essay #2
	Mar 19 <sup>th</sup>	1) <i>Patriarchy Gets Funky</i> <b>RR #7</b>
10	Mar 24 <sup>th</sup>	<b>Spring Recess</b>
	Mar 26 <sup>th</sup>	<b>Spring Recess</b>
11	Mar 31 <sup>st</sup>	<b>NO CLASS: Cesar Chavez Day</b>
	Apr 2 <sup>nd</sup>	1) <i>Whether from Reason or Prejudice</i> <b>RR #8</b>
12	Apr 7 <sup>th</sup>	Lecture: Logical Reasoning
	Apr 9 <sup>th</sup>	1) <i>Unspeakable Conversations</i> <b>RR #9</b> Email #3 Friends
13	Apr 14 <sup>th</sup>	Lecture: Source and Style
	Apr 16 <sup>th</sup>	1) <i>Learning to Read</i>

Week	Date	Topics, Readings, Assignments, Deadlines
		2) <i>"I Just Want to be Average"</i> <b>RR #10</b>
14	Apr 21 <sup>st</sup>	Lecture
	Apr 23 <sup>rd</sup>	1) <i>Defying the PC Police</i> <b>RR #11</b> <b>Essay #2 Draft Due</b>
15	Apr 28 <sup>th</sup>	In-class essay #3
	Apr 30 <sup>th</sup>	1) <i>In Gorging, Truth</i> <b>RR #12</b>
16	May 5 <sup>th</sup>	Lecture <b>Due: Revised Reader Response</b>
	May 7 <sup>th</sup>	Peer Workshop
17	May 12 <sup>th</sup>	<b>Essay #2 Due on Canvas</b>
18	May 19 <sup>th</sup>	<b>NO CLASS</b> <b>Reflective Essay Due on Canvas</b>

### Important dates Spring 2015

Wednesday..... January 21 .....Spring Semester Begins  
 Thursday..... January 22.....First Day of Instruction – Classes Begin  
 Tuesday..... February 3 .....Last Day to Drop Courses Without an Entry on Student's Permanent Record  
 Tuesday..... February 10 .....Last Day to Add Courses & Register Late  
 Monday-Friday..... March 23-27 .....Spring Recess  
 Tuesday..... March 31.....Cesar Chavez Day - Campus Closed  
 Wednesday..... May 13.....Last Day of Instruction – Last Day of Classes  
 Tuesday..... May 26.....Grade Evaluation Day  
 Wednesday..... May 27 .....Grades Due From Faculty - End of Spring Semester  
 Wednesday..... May 27.....End of Academic Year