

**San José State University**  
**Department of English and Comparative Literature**  
**English 1B, Composition 2 (GE A3), Section 59, Spring 2015**

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<b>Office Hours:</b>	MW 4:30-5:45PM
<b>Class Days/Time:</b>	MW 9:00-10:15AM
<b>Classroom:</b>	Clark 316
<b>Prerequisites:</b>	Passage of English 1A (C or better) or approved equivalent.
<b>GE Category:</b>	Written Communication A3

### **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 requirement for 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; critical thinking skills; proficiency in basic library research skills and in writing papers informed by research; and mastery of the mechanics of writing.

**Prerequisites:** Passage of Written Communication English 1A (C or better) or approved equivalent.

### **Course Goals and Student Learning Objectives**

Building on the college-level proficiencies required in English 1A, students shall achieve the ability to write complete essays that demonstrate advanced proficiency in *all* of the following:

- Clear and effective communication of meaning.
- An identifiable focus (argumentative essays will state their thesis clearly and will show an awareness, implied or stated, of some opposing point of view).
- Application of critical thinking skills.
- 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**

Students will demonstrate, orally and in writing, proficiency in the Area A3 Learning Outcomes. 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**

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 Textbook**

*Composing Gender*, Eds. Rachel Groner and John F. O'Hara. Bedford. ISBN: 978-1-4576-2854-2

Other Readings Other readings will be found on Canvas: <http://sjsu.instructure.com/>

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

It is highly recommended that you have access to a laptop or tablet device that you can bring to class. While not a traditionally hybrid class, I do view these items as tools for modern writing.

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

The English 1B Libguide is online at <http://libguides.sjsu.edu/english1B>

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**

You are expected to come to class each day, prepared to participate. Electronic devices such as laptops and tablets are highly recommended, but are also a privilege. They are tools for writing and discourse. Should they become tools for Facebook and Tumblr, then I will ask you to put them away. Smart phones may also be used in lieu of their weightier cousins, but should they begin emitting music, I will dance to the song. Keep your smart phones on silent or vibrate.

### **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>.

## **Writing**

This is a writing intensive class with an 6000 word minimum. As such, every writing assignment must be turned in to pass the class, no matter what your final percentage score happens to be. **Failure to turn in every writing assignment will result in a failing grade.**

### **Out of Class Essays -- research optional**

There will be a total of two (2) out of class essays this semester, at a minimum of 1000 words a piece. These essays include the diagnostic essay and three research optional argumentative and analytical essays assigned throughout the semester. Each of these essays must be properly formatted according to MLA specifications, including but not limited to proper headings, proper citations, and a works cited list at the end. Each of these assignments will be turned into Canvas for credit in a .doc or .docx file format. It is not recommended that you use Google Docs or Apple Pages for this. Hard copies will also be due. They get graded faster than electronic copies.

### **Annotated Bibliography**

This class also has a major research component. As part of that research component, you are going to write a five entry annotated bibliography consisting of five sources and five annotations of minimum 300 words a piece.

### **Research Essay**

In addition to the annotated bibliography, you are also to write an argumentative research essay, using some if not all of the research from your bibliography, at a minimum of 1500 words.

### **Final Presentations**

In lieu of a final examination, we will use the day of our final exam to present our research to the rest of class. You will each give a 5 minute presentation on your experience finding, evaluating, and using your research in your essay.

## **Reading**

This is also a very reading intensive class. I expect you not only to read a lot but also to read well. Reading assignments shall be completed by the day that they appear in the schedule. So, should Stephanie Coontz's "What We Miss about the 1950s" be scheduled for Tuesday, January 28, then it must be completed by class on that day.

## **Quizzes**

One of the tools at my disposal for helping in the smooth understanding of the reading material is the quiz. Quizzes will all be held on Canvas. They are open book, open note affairs, but with ten minute time limits.

## **Participation Assignments**

To guarantee participation, there will be a series of on Canvas and in class assignments, reader responses, group discussions, peer review workshops that will count toward a participation score.

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.”

## 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.

All grades will be broken down on a percentage basis, using the following model.

A+ = 100-97%	A = 96-93%	A- = 92-90%
B+ = 89-87%	B = 86-83%	B- = 82-80%
C+ = 79-77%	C = 76-73%	C- = 72-70%
D+ = 69-67%	D = 66-63%	D- = 62-60%
F = 59-0% Unsatisfactory		

### Grade Distribution

Out of Class Essays:	45%
Annotated Bibliography:	15%
Research Essay:	15%
Final Presentation:	10%
Quizzes:	10%
<u>Participation:</u>	<u>5%</u>
<b>TOTAL:</b>	<b>100%</b>

### Extra Credit

There is no extra credit given in this course.

### Late Policy

You may turn in assignments late, but grades are reduced on a sliding scale. After one week, your grade is reduced by 25%. After two weeks, your grade is reduced by 50%. After three weeks, your grade is reduced by 75%. Finally, after four weeks, you may turn in the assignment to meet word count requirement, but will receive a score of zero on the assignment.

## 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, Fall 2014, Course Schedule

CG= Composing Gender; EW= Everyday Writer

Week	Date	Topics, Readings, Assignments, Deadlines
1	Monday, 1/26/15	Introduction; The Power of Grammar
	Wednesday, 1/28/15	<b>In Class Diagnostic Essay (1000 words) {GELO 2}</b>
2	Monday, 2/2/15	Defining Gender: CG: Is Gender Either/Or? p 13-18; Lorber, Judith. Night to His Day. p 19-30 {GELO 3,4}
	Wednesday, 2/4/15	Defining Sex and Gender: CG: Devor, Aaron. Becoming Members of Society. p 35-43; Hubbard, Ruth. Rethinking Women's Biology. p 46-51 {GELO 3,4} EW: The Top Twenty p 3-12
3	Monday, 2/9/15	Beyond Binaries: CG: Doan, Petra. The Tyranny of Gendered Spaces. p 53-64 {GELO 3,4} Canvas: Allen, Samatha. <a href="#">"How Orange is the New Black Tokenizes Transgender People."</a> {GELO 3,4}
	Wednesday, 2/11/15	The Boob Tube: Canvas: TK. <a href="#">"Race, Gender, and the Walking Dead"</a> ; Robinson, Joanna. <a href="#">"Does The Walking Dead Still Have a Woman Problem?"</a> {GELO 3,4} EW: Analyzing Arguments p 143-157 {GELO 3,4,5}
4	Monday, 2/16/15	Canvas: Fudge, Rachel. <a href="#">"The Buffy Effect"</a> ; McDougall, Sophia. <a href="#">"I Hate Strong Female Characters"</a> {GELO 3,4}
	Wednesday, 2/18/15	CG: Orenstein, Peggy. What's Wrong with Cinderella? p 99-108 Canvas: Thomas, Rhiannon. <a href="#">"Why Frozen Isn't False Feminism"</a> {GELO 3,4} EW: Constructing Arguments p 161-178 {GELO 1,2,3,4,5}
5	Monday, 2/23/15	Workshop: Out of Class Essay #1
	Wednesday, 2/25/15	CG: Kimmel, Michael. The Rites of Almost-Men. p 140-151 {GELO 3,4}

Week	Date	Topics, Readings, Assignments, Deadlines
		Canvas: O'Malley, Harris. <a href="#">"Four Lies Movies Taught Us About Dating."</a> ; <a href="#">"New Impossible Standards of Male Beauty"</a> GELO 3,4} EW: Comma Splices p 385-391
6	Monday, 3/2/15	Out of Class Essay #1 Due. #GamerGateKeepers: Canvas: Sarkeesian, Anita. <a href="#">"Women as Background Decoration"</a> ; Sommers, Christina. <a href="#">"Are Video Games Sexist?"</a> {GELO 3,4}
	Wednesday, 3/4/15	Canvas: Hathaway, Jay. <a href="#">"What is GamerGate and Why?"</a> ; Tassi, Paul. <a href="#">"The One Sided Problem of Oversexualization in Video Games"</a> {GELO 3,4} EW: Verbs p 346-354
7	Monday, 3/9/15	CG: Schwartz, Pepper. The Social Construction of Heterosexuality p 186-202{GELO 3,4} Canvas: Karmali, Luke. <a href="#">"Why We Need More Gay Characters in Video Games."</a> {GELO 3,4}
	Wednesday, 3/11/15	Canvas: Pierce, Krissie. <a href="#">"Straight Male Gamer Told to Get Over It."</a> {GELO 3,4} EW: Parallelism p 299-302
8	Monday, 3/16/15	EW: Modifiers p 380-385 Catch Up Day
	Wednesday, 3/18/15	Workshop: Out of Class Essay #2
9	Monday, 3/23/15	<b>No Class: Spring Break</b>
	Wednesday, 3/25/15	
10	Monday, 3/30/15	Out of Class Essay #2 Due Library Visit
	Wednesday, 4/1/15	EW: MLA p 457-501 Bring EW to Class
11	Monday, 4/6/15	Comics and Gender: Canvas: Willis, David. <a href="#">Short Packed, "False Equivalence"</a> ; <a href="#">The Hawkeye Initiative</a> {GELO 3,4}
	Wednesday,	Canvas: Hudson, Laura. <a href="#">"The Big Sexy Problem with</a>

Week	Date	Topics, Readings, Assignments, Deadlines
	4/8/15	<a href="#">Superheroines</a> "; Polo, Susana. <a href="#">"Creative Team Walks off Batwoman"</a> { GELO 3,4}
12	Monday, 4/13/15	Canvas: Weldon, Glen. <a href="#">"A Foolish Inconsistency"</a> ; Burlingame, Russ. <a href="#">"Why the Saga Controversy is Still Important"</a> { GELO 3,4}
	Wednesday, 4/15/15	Canvas: Flanagan, Josh. <a href="#">"Dave Dorman Offended."</a> ; Maylikhov, Matthew. <a href="#">"Saga Courts Controversy on Purpose"</a> { GELO 3,4} EW: Pronouns p 363-373
13	Monday, 4/20/15	Annotated Bibliography Due Blurred Lines: Music and Gender Canvas: Morgan, Joan. <a href="#">"Fly Girls, Bitches, and Hoes."</a> (might need to access from campus, or through library) { GELO 3,4}
	Wednesday, 4/22/15	Canvas: Romano, Tricia. <a href="#">"Blurred Lines is Kind of Rapey"</a> ; Lai, Jennifer. <a href="#">"Blurred Lines is Cocky, Yes. But Rapey? No."</a> { GELO 3,4} EW: Commas p 400-411
14	Monday, 4/27/15	Catch Up Day
	Wednesday, 4/29/15	Workshop: Research Essay
15	Monday, 5/4/15	Research Essay Due Canvas: Dowd, Vincent. <a href="#">"David Bowie."</a> ; Kaufman, Scott. <a href="#">"Blurred Lines, Androgyny and Creativity."</a> { GELO 3,4}
	Wednesday, 5/6/15	Preparing Presentations
16	Monday, 5/11/15	Preparing Presentations
	Wednesday, 5/13/15	Last Day of Class
Final Exam	Thursday, 5/21/15, 2:45PM	<b>Presentations.</b>

**Important Dates:**

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 (D)  
 Tuesday..... February 10 .....Last Day to Add Courses & Register Late (A)  
 Wednesday..... February 18 .....Enrollment Census Date (CD)  
 Monday-Friday..... March 23-27 .....Spring Recess (\*SPRING RECESS\*)  
 Tuesday..... March 31.....Cesar Chavez Day - Campus Closed (CC)  
 Wednesday..... May 13.....Last Day of Instruction – Last Day of Classes  
 Thursday..... May 14.....Study/Conference Day (no classes or exams) (SC)  
 Friday..... May 15.....Final Examinations (exams)  
 Monday-Thursday..... May 18-21.....Final Examinations (exams)  
 Friday..... May 22.....Final Examinations Make-Up Day (MU)  
 Tuesday..... May 26.....Grade Evaluation Day (E)  
 Wednesday..... May 27 .....Grades Due From Faculty - End of Spring Semester (G)