

Welcome to English 1B, Composition 2 (GE C3)
Spring 2013 Syllabus

San Jose State University

Dept. of English and Comparative Literature

Professor Lee Sherry

Office: FOB 221

Office hours on M/W:

10:30-11:30 a.m. and 1:30-2:30 p.m.

(and by appointment)

email: Lee.Sherry@sjsu.edu

Sections: 15 (9:00 MW) Sweeney Hall #444

35 (12:00 MW) BBC #128

52 (3:00) Sweeney Hall #238

Phone: 408-924-4505

Required Texts and Materials:

**The Bedford Guide for College Writers*, Kennedy, Kennedy, and Muth, 9th edition
(with Reader, Research Manual, and Handbook) *Bring to every class.

***The Glass Castle*, Walls **Bring on days indicated in the schedule.

***A non-electronic college-level dictionary (recent edition) ***Bring for all essays.

Course Description and Objectives:

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.

Prerequisite: Passage of Written Communication 1A (C or better) or approved equivalent course and passage of the English Proficiency Test (EPT), unless exempt.

Student Learning Outcomes (G.E. Area C3)

Learning Outcome #1:

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

*Students should be able to perform effectively the essential steps in 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).

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

Learning Outcome 5:

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

Learning Outcome 6:

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

Grading Policy:

The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU Catalog. Grades issued must represent a full range of student performance: A=excellent; B=above average; C=average; D=below average; F=failure. Students must achieve an A, B, C, or D to pass.

Avoiding Plagiarism:

“Plagiarism is the unacknowledged use of somebody else’s words or ideas and is considered an instance of academic dishonesty that instructors must report. Repeated instances of plagiarism will result in a student’s expulsion from the University. You commit plagiarism by buying, stealing, or borrowing a paper; hiring someone to write a paper, building on someone’s ideas without providing a citation; copying from another source; or using a source too closely when paraphrasing. In other words, submit only your own work. To learn how to cite sources accurately, consult your handbook.”

*The policy on academic integrity can be found at www.2.sjsu.edu/senate/S04-12.htm.

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 the DRC to establish a record of their disability.” The DRC website is www.drc.sjsu.edu.

The Writing Center and Peer Mentor Center (Tutoring):

The Writing Center is located on the first floor of Clark Hall in Rm. 126. The Peer Mentor Center is also located in Clark Hall. Students who need to improve their basic writing skills should attend special workshop sessions that provide assistance on grammar, mechanics, etc. Individual tutoring is also available. For more information, go to www.sjsu.edu/writingcenter/

San Jose State University provides free tutoring at the Learning Assistance Resource Center (LARC), which is located under the 10th St. parking garage in SSC 600. Use these valuable resources!

Information on Professor Sherry's English 1B Course

Course Work:

You will be assigned 4 essays (plus selected revisions), several analyses, and 1 research paper to write prior to the final exam. The essays are specifically designed to meet the requirements of G.E. Area C3 (see above). All out-of-class analyses are to be typed and must be the assigned length. Analyses are to be double-spaced, use size 12 font, and have 1" margins. *You will also have assigned readings; please note what you should read **prior** to the date given on the schedule.

*Students must submit a minimum of 8,000 words in order to pass the course.

Office Hours: Please see me when you need assistance. I am willing and available.

Grading Policies:

Often you will have quizzes on the reading assignments when they are due. **Quizzes** are given or collected at the beginning of class, and in-class quizzes usually take only a few minutes. Students who are late will not be given additional time to take the in-class quiz; there are no make-ups. I will drop the lowest quiz grade; however, please keep in mind that I drop only one quiz. I retain all quizzes.

The due dates for assignments are not suggestions; they are requirements. **Out-of-class assignments are due at the beginning of class; please do not use our class time to finish an assignment and try to submit it to me later in the day.** I will consider it late. I do not accept assignments that are emailed or faxed to me.

Worksheet on Critical Analyses: Each worksheet addresses a passage, and there are 9 passages assigned; each analysis of a passage is worth 10 points. If you do not submit the analysis when your class begins on the day it is due, I will accept it at the beginning of our next meeting; however, the analysis will automatically receive a lower grade (1/2 credit). The paper will not be accepted for a passing grade after that point; however, the analysis must be written and submitted within one week of the due date in order for it to receive word-count credit. You must also be in class on the day the analyses are due for participation in the discussion, or your grade may be lowered. The final 10 points for a total of 100 will come from the test on *The Glass Castle*. Your total points of 100 possible points will be 20% of your overall grade in the course.

Essays and research paper: All essays and revisions must be completed in order to pass the course. Each deadline for the research paper that is not met will result in a lower grade. A late draft is not accepted for credit; a late final copy of the research paper will also lower the grade (10 points each); the draft and final research paper can be only class late. After that point, the paper will receive a zero and will be accepted for word-count credit only. Since the research paper is worth 20% of your grade in the course, assignments submitted late will have a significant impact on your final grade.

In-class essays cannot be made up unless you have made prior arrangements with me (which requires serious singing and/or dancing) or unless you contact me immediately with proper documentation for your absence (ex: bail bond receipt, hospital discharge papers, etc.).

Workshops are mandatory. Providing and receiving peer evaluations are key elements in this course; therefore, if you do not have a completed essay and/or do not participate in the evaluation process, you will receive a lower grade on the final essay (10 points).

Percentages Used in Grading:

A+ = 98-100	C+ = 78-79	
A = 93-97	C = 73-78	
A- = 90-92	C- = 70-72	
B+ = 88-89	D+ = 68-69	
B = 83-87	D = 63-67	60% and below: F
B- = 80-82	D- = 61-62	

Grades:

Essays #2-4 (with revisions)	30% (10% each)
Quizzes/participation	10%
Research paper (with deadlines)	20%
Worksheets on Analyses, reading responses, and test on <i>The Glass Castle</i>	20%
Final exam	20%
	Total: 100%

Add/Drop:

Students are responsible for understanding the university's policies and procedures for add/drop, etc. Refer to the current semester's Catalog Policies and academic calendar.

Mutual Respect Between Professor and Students:

I pledge to you that I will make every effort to attend every class and to be on time. I will come prepared, and I will bring all necessary materials with me. I will not have my cell phone on, I will not eat in front of you, and I will not talk to someone else when you are trying to talk to me. I will not leave during class unless it is absolutely necessary. I will treat you with the respect you deserve. You have chosen to participate in English 1B at San Jose State University. You already have my respect.

Schedule for Spring 2013

The following schedule indicates the pages students are to read and the writing assignments students are to complete **prior** to the Monday and Wednesday of each week.
*** Important due dates for research are typed in bold print.**

Bring the Bedford to **each** class and the dictionary to **each** in-class essay. Bring *The Glass Castle* on **each** day listed on the syllabus.

*Provide a word count on ALL written assignments; the **minimum** word-count for each assignment is listed below. All out-of-class essays are typed; worksheets may be hand-written. **Grades for the course reflect how closely students follow the requirements.

Wed., Jan. 23	Introduction
Mon., Jan. 28	Orientation to research. Discussion of assignments and policies.
Wed., Jan. 30	In-class Diagnostic Essay (Essay #1); 400-500 words. [LO 1] *Bring writing materials and dictionary.
Mon., Feb. 4	*Bring all listed materials to class; also bring a 3-ring binder. Bedford: Read “Critical Thinking Processes,” pp. 37-51. Review of grammar and punctuation as shown in Essay 1. [LO 1]
Wed., Feb. 6	Read “In Defense of Dangerous Ideas” by Steven Pinker. Internet: pinker.wjh.harvard.edu/articles/media/dangerous_ideas.pdf or Google the name of the title and/or author Typed response to prompts on the passage is due. (400-500 words) (10 points) *Circle words used from Prof. Sherry’s vocabulary list. Be prepared to share your statements. [LO 1, 4, 5, 6]
Mon., Feb. 11	<i>The Glass Castle</i> : Read pp. 3-80. Bedford: Read pp. 644-653 and 676-691. [LO 2, 3]
Wed., Feb. 13	Bedford: Read pp. 658-668, 697-704, and Appendix A-30-34. [LO 2, 3] Bring 3 topics for research paper; provide a preliminary thesis for each. Discuss Working Bibliography. *Begin Essay #2.
Mon., Feb. 18	Meet in MLK Library 9:00 class: Meet in Rm. 219 12:00 class: Meet in Rm. 213 3:00 class: Meet in Rm. 219

- Wed., Feb. 20 In-class Essay #2 (500+ words) [LO 1, 4, 5, 6]
*Circle words used from Prof. Sherry's vocabulary list and new words you are adding to the list. Excellent sources are your reading assignments and freevocabulary.com; select new vocabulary words that are appropriate for writing papers in a collegiate environment.
- Mon., Feb. 25 Independent study. No class; individual conferences.
Read "Last Rites for Indian Dead," p. 155 and "Public and Private Language," p. 524. Type responses to Worksheet on Critical Analyses. (10 points for each) (500-600 total words)
Bring analyses to class and be prepared to discuss on Wed., Feb. 27. [LO 1, 4, 5, 6]
*Circle words used from Prof. Sherry's list.
- Wed., Feb. 27** Meet in classroom. Worksheet on Critical Analyses due.
Bedford: Read pp. 669-675, 697-704 and 751-752; discuss notecards for research.
[LO 2, 3, 6]
- Mon., March 4** Finish *The Glass Castle*; test on book. [LO 2, 3]
Bring final topic for research paper; provide thesis.
- Wed., Mar. 6 Return Essay #2; revise (500+ words). [LO 1, 4, 5, 6]
- Mon., Mar. 11** **Notecards (min. of 25) and typed working bibliography in MLA format due (min. of 10).**
***Note formats on p. 743 and p. 751.**
Discuss outline for research paper.
Begin Essay #3. [LO1-6]
- Wed., Mar. 13 In-class Essay #3 (500+ words) [LO 1, 4, 5, 6]
Bring 10 new vocabulary words.
- Mon., Mar. 18** **Typed outline for research paper due.**
Bedford: Read pp. 705-731 and 742-752.
Discuss research paper draft. [LO 1-6]
- Wed., Mar. 20 Due: Worksheet on Critical Analyses (500-600 total words)
Bedford: Read "Helicopter Parenting Turns Deadly," p. 506 and "When a Parent's 'I Love You' Means..." (10 points each)
*Circle new vocabulary words.
Review draft for research paper. [LO 1, 4, 5, 6]
- March 25-29 Spring Break

- Mon., April 1 No class; individual conferences. Finish draft for research paper.
- Wed., April 3 Bring draft for research paper; group discussions. [LO 1-6]**
- Mon., April 8 Draft for research paper due (2,000-2,200); ***bring 2 copies. Bring one copy of Works Cited (min. 8 sources). [LO 1-6]**
- Wed., April 10 Return Essay #3; revise (500+ words). [LO 1, 4, 5, 6]
- Mon., April 15 Final research paper due (2,000-2,200). Submit the two drafts (including Works Cited), final copy (including final outline and Works Cited), notecards, and preliminary outline in a large envelope. [LO 1-6]**
***Be prepared to submit research if requested.**
- Wed., April 17 Bring an argumentative passage from a viable source on the internet or in a publication. The passage should not be more than 2 pages, and the content should be on a social conflict that is relevant to everyone in our class. (Out-of-class quiz)
 Bedford: Read “Black Men and Public Space,” p. 536. Write a thesis for the passage, and make a list of supporting points. (10 points) (Assignment can be hand-written.) [LO 2, 3, 6]
- Mon., April 22 Worksheet on Critical Analyses due (500-600).
 Bedford: Read “The Creation of Discontent,” p. 634 (note sources used in the passage) and “In Defense of Consumerism,” p. 638. (10 points each) *Circle vocabulary words.
 Begin Essay #4. [LO 1, 4, 5, 6]
- Wed., April 24 In-class Essay #4 (500+ words). [LO 1, 4, 5, 6]
 *Bring 10+ new words added to Prof. Sherry’s vocabulary list.
- Mon., April 29 Peer review of Essay #4; mandatory. [LO 1, 4, 5, 6]
- Wed., May 1 Review for final exam.
 Bring Essays 2 and 3; bring all analyses. Review all previous comments on graded papers.

Final Exam: Sat., May 4 10:00-12:00 Arrive at 9:45. Location: TBA

- Mon., May 6 Bedford: Read “Why Prisons Don’t Work,” p. 185. Make a list of the author’s supporting points, and write a personal response in paragraph form. (10 points) (Assignment can be hand-written.) [LO 2, 3, 6]
- Wed., May 8 Last meeting of class. Return and discuss research papers.

