

# SPRING 2013

## English 1B: Composition Two

Department of English and Comparative Literature \* San Jose State University

Section \_\_\_\_\_ M W \_\_\_\_\_ Room: \_\_\_\_\_

Prerequisites: English 1A and passage of EPT \* G.E. Area C3

**Instructor:** Candice Wynne

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**Office:** FOB 224

**Office Hours:** T&Th 1:30-2:30 & by appt

**Dept. Office:** FOB 102

**Dept. Phone #:** (408) 924-4425

**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.

### Required Texts

The Purposeful Argument: Phillips and Bostian ISBN: 978-1- 4282-3072-9

The Bedford Handbook 8<sup>th</sup> ed: Diana Hacker (red cover) ISBN: 978-0-312-65269-2

\*A good pocket Dictionary: Webster's or American Heritage

\* 3 examination Green Books for in-class essays, a folder w/ pockets, black or blue pens

### **Student Learning Outcomes**

**SLO 1:** Students shall write complete essays that demonstrate the ability to refine the competencies established in Written Communication 1A.

**SLO 2:** Students shall write complete essays that demonstrate the ability to use (locate, analyze, and evaluate) supporting materials, including independent library research, and identify key concepts and terms that describe the information needed.

**SLO 3:** Students shall write complete essays that demonstrate the ability to select efficient and effective approaches for accessing information utilizing an appropriate investigative method or information retrieval system.

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

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

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

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## Assignments and Grading Distribution

\* All 6 papers are required to pass this course.

**IN CLASS ESSAYS:** 200 points 20%

Expect to write 2 graded in-class essays worth 10% (100pts) each and 1 diagnostic in-class essay worth 10 points. The topic or prompt for each of these will be given on the day of the essay. No written preparation is necessary. Bring large green exam booklet and dictionary.

**WRITTEN PAPERS:** 400 points 40%

- 1) Claim & Support-I = 100 points
- 2) Claim & Support-II= 100 points
- 3) Claim & Support III = 200 points (Major Revision)

**\*Late Papers:** All papers must be handed in during class on the day they are due. **For each class day your paper is late, you will be graded down 10 points (one full grade).** No electronic submissions. The **ONLY** exception to the late policy is if you can verify your absence with written documentation such as a doctor's visit, funeral, court appearance, required participation in team sports.

**CLASS PARTICIPATION:** 200 points 20%

All quizzes, grammar exercises, homework, and class discussions make up your participation grade. Please come to class prepared to participate. You cannot participate if you are not in class or if you have not prepared for class, so you must have all work done/reading by the beginning of class and **take part in class discussion**. If you don't volunteer, I will randomly call on you.

**THE UNIVERSITY ESSAY FINAL EXAM:** 200 points 20%

A common essay final, graded holistically, shall count 20 percent toward the course grade. A single university-wide final will be developed around a college-level reading passage each semester by the English Department Composition Committee.

You Must Take the Final Exam to Pass English 1B

**\*SATURDAY, May 4th, 10am – 12 noon** (Location TBA)

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## 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).

## Course Content

**Writing:** In English 1B, your assignments will emphasize the skills and activities in writing and thinking that produce both the persuasive argument and the critical essay. Each of these demands analysis, interpretation, and evaluation. These assignments will give you repeated practice in prewriting, organizing, writing, revising, and editing. Your writing assignments will total a *minimum* of 8000 words and this word requirement will be met by writing a sequence of six to eight essays. At least one of your essays will require research. This 8000-word minimum does not include the final exam, quizzes, journals, or any brief or informal assignments but can include any major revisions of essays or assignments. A major revision is defined as rethinking or reworking an assignment rather than just correcting grammatical or structural errors. How your 8000-word minimum will be met will be clearly indicated on your greensheet.

**Reading:** The reading you will do in English 1B will include useful models of writing for academic, general, and specific audiences. Readings will be used consistently with the course goal of enhancing ability in written communication and reading. The majority of the readings you do in English 1B will be devoted to analytical, critical, and argumentative essays. However, other readings will include poetry, fiction, and drama. Your instructor will help you develop and refine strategies for reading challenging, college-level material.

**Research:** English 1B will include an introduction to the library and basic research strategies. You will learn to locate materials and use them effectively, as well as how to properly cite them. You will be required to write a traditional research paper or a series of short essays in which you use library research to inform your position or thesis. As part of this requirement, a University Librarian will lead one class session of your English 1B course.

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## Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

## Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the 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 your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

## Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make 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 requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

**No Electronic Policy:** The use of electronic devices of any sort is NOT permitted in class unless you have clearance from the Disability Resource Center. No laptops, cell phones, ipods, mp3s, etc., before coming to class. **NO NO NO T E X T I N G**

**\*Make-up work** following an absence: **I do not accept late homework under any circumstances.** You will only get credit for homework assignments if you turn them in on the day they are due. Your participation grade depends on these short but important assignments.

**Contact Information:** Trade contact numbers and email addresses with at least two students. It will be **your responsibility** to contact one of these students when you must miss a class.

Classmate # 1: \_\_\_\_\_

Classmate # 2: \_\_\_\_\_

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## Grading Policy

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.

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 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 weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.

The "C" 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.

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.**

### **Letter Grades by the Numbers: C&S I and C&S II = 100 pts each, C&S III = 200pts**

94-100 = A

90-93= A-

87-89= B+

84-86= B

80-83= B-

77-79= C+

73-76= C

70-72= C-

67-69= D+

65-66= D

64< = F

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**\*Paper Format:** All material handed in must be TYPED and follow these guidelines (unless otherwise directed) We will use MLA format (see Bedford Handbook)

- Typewritten, double spaced, black ink
- One inch margins on all sides \*Text on front side of paper only
- 12 point font, Times New Roman
- Number your pages (MLA format as per BH p. 583)
- Print word count at bottom of last page
- *Name, English 1B-(section #), Assignment Title, & Date* in the upper left hand corner

## IMPORTANT DATES FOR SPRING 2013

Tuesday	January 22	Spring Semester Begins
Tuesday	January 22	Pre-Instruction Activities: Orientation, Advisement, Faculty Meetings and Conferences
Wednesday	January 23	First Day of Instruction – Classes Begin
Monday	February 4	Last Day to Drop Courses Without an Entry on Student's Permanent Record
Monday	February 11	Last Day to Add Courses & Register Late
Tuesday	February 19	Enrollment Census Date
Monday-Friday	March 25-29	Spring Recess ( <b>*SPRING RECESS*</b> )
Monday	April 1	Cesar Chavez Day Observed - Campus Closed
Monday	May 13	Last Day of Instruction – Last Day of Classes
Tuesday	May 14	Study/Conference Day (no classes or exams)
Wednesday-Friday	May 15-17	Final Examinations ( <b>exams</b> )
Monday-Tuesday	May 20-21	Final Examinations ( <b>exams</b> )
Wednesday	May 22	Final Examinations Make-Up Day
Thursday	May 23	Grade Evaluation Day
Friday	May 24	Grades Due From Faculty
Saturday	May 25	End of Academic Year - End of Spring Semester

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## English 1B, Course Agenda

**\*\*Note:** For reading assignments: Reading is due on date shown: Example: on Feb. 6, you should come to class **having already read Chapter 1 in PA**

Texts Key: (PA) = The Purposeful Argument (BH) = Bedford Handbook

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/23	Introduction to English 1B: Syllabus, Texts Goals and Expectations
2	1/28 1/30	In-Class Diagnostic: prompt given in class SLO 1,5 Annotation skills, Active Reading SLO 1,5
3	2/4 2/6	BH: p. 104-118 <i>Constructing Reasonable Arguments</i> SLO 3 Chap.1 (PA) <i>How Good Arguments Work</i> SLO 1, 2
4	2/11 2/13	Chap.2 (PA) <i>Choose an Issue</i> + BH 198-218 SLO 1, 5 <b>In-Class Essay #1</b> Prompt given in class SLO 1,3,4,6
5	2/18 2/20	<b>DUE: Rough Draft, Claim &amp; Support I</b> Peer Review SLO1- 3,5 <b>DUE: 2<sup>nd</sup> Draft, Claim &amp; Support I</b> SLO1-3,5
6	2/25 2/27	<b>DUE: FINAL DRAFT, Claim &amp; Support I</b> 1200 words min Chapters 3 & 4 (PA) Develop a Research Plan, Evaluate Resources
7	3/4 3/6	BH pages 354-390 Punctuation Quiz SLO 1 Return Essay #1: Feedback, Questions, Grammar Issues
8	3/11 3/13	Chap. 9 (PA) Build Arguments, Choose Topics for Essay II Chapter 5 (PA) <i>Read Critically and Avoid Fallacies</i> SLO 1,2
9	3/18 3/20	Student Conferences SLO 1, 2,5,6 <b>DUE: Rough Draft Claim &amp; Support II</b> , Peer Review SLO1,3,4
10	3/25 3/27	<b>***Spring Break-No Classes***</b>
11	4/1 4/3	<b>**Cesar Chavez Day**NO Classes</b> <b>DUE: FINAL DRAFT Claim &amp; Support II</b> 1400 words min SLO 1-6
12	4/8 4/10	Chap. 10 (PA) The Three Appeals SLO 5 BH:142-194 Writing Clear Sentences + Choose Topic for essay III SLO 5
13	4/15 4/17	PA Pages 458-460 Brown essay discussion PA Pages 446-451 Monbiot essay discussion

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Week	Date	Topics, Readings, Assignments, Deadlines
14	4/22 4/24	<b>In-Class Essay #2</b> prompt given in class <span style="float: right;">SLO 1,3,4,6</span> <b>DUE: Rough Draft: C&amp;S III</b> , peer review
15	4/29 5/1	Revision Workshop + Conferences <span style="float: right;">SLO 1-6</span> Prepare for Final Exam + <b>MLA quiz</b> (BH 491 – 588)
16	5/6 5/8	<b>DUE: 2nd Draft: C &amp; S III</b> <span style="float: right;">1500 words min SLO 1-6</span> <b>DUE: Major Revised Final Draft C&amp;S III</b> <span style="float: right;">SLO 1-6</span>

*This is a tentative course schedule; changes made at the discretion of the instructor.*

**Turnitin.com:** Class ID \_\_\_\_\_ Password: sailboat

Final Drafts of your Claim & Support Essays must be submitted to Turnitin.com before I will grade them.

**Keep track of your grades:**

In-Class #1 \_\_\_\_\_ /100

In-Class #2 \_\_\_\_\_ /100

Claim & Support I \_\_\_\_\_ /100

Claim & Support II \_\_\_\_\_ /100

Claim & Support III \_\_\_\_\_ /200