

San José State University
Department of English and Comparative Literature
English 1B, Composition 2 (GE A3), Section 08, Fall 2014

Instructor:	Peter O'Sullivan
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Office Hours:	MW 9-10
Class Days/Time:	MW 10:30-11:45AM
Classroom:	SH 348
Prerequisites:	Passage of English 1A (C or better) or approved equivalent.
GE Category:	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

Online: <http://www.macmillanhighered.com/techsupport>

Other Textbook

***Rereading America*, edited by Gary Colombo, Robert Cullen, and Bonnie Lisle**

ISBN:978-1-4576-0671-7

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

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 8000 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 four (4) out of class essays this semester, at a minimum of 1250 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 for this.

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>
TOTAL:	100%

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 1st floor of Clark Hall and on the 2nd 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 10th 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

RA= Rereading America; EW= Everyday Writer

Week	Date	Topics, Readings, Assignments, Deadlines
1	Monday, 8/25/14	First Day of Class. Syllabus. First Lessons in Grammar. Assign Out of Class Essay #1: Diagnostic (1250 words) {GELO 1,2,3,4,5 }
	Wednesday, 8/27/14	Out of Class Essay #1 Due Thinking Critically, Challenging Cultural Myths: RA 1-15 {GELO 4,5,1} True Women and Real Men: RA 375-379 {GELO 4,5} The Top 20: EW 1-12 Assign Out of Class Essay #2: Rhetorical Analysis {GELO 1,2,3,4,5}
2	Monday, 9/1/14	Labor Day: No Class
	Wednesday, 9/3/14	"How Americans Understand...": RA 380-383 {GELO 4,5} "Becoming Members...": RA 387-395 {GELO 4,5} Expectations: EW 12-19 {GELO 1,2,3,4}
3	Monday, 9/8/14	Visual Portfolio: RA 411 - 417 {GELO 4,5} "Two Ways...": RA 420 - 443 {GELO 4,5} Analyzing Arguments: EW 143-157 {GELO 1,2,3,4,5}
	Wednesday, 9/10/14	"The Guy Code": RA 461 - 470 {GELO 4,5} "The End of Men": RA 471 - 489 {GELO 4,5} Rhetorical Situations: EW 48-59 {GELO 1,2,3,4}
4	Monday, 9/15/14	Workshop Out of Class Essay #2 {GELO 1,2,3,4,5} Comma Splices: EW 385 - 391 {GELO 1}
	Wednesday, 9/17/14	"From Fly Girls...": RA 455 - 460 {GELO 4,5} Verbs: EW 340 - 354 {GELO 1}
5	Monday, 9/22/14	Out of Class Essay #2 Due Myth of American Family: RA 18 - 21 {GELO 4,5} Basics of MLA & In-Text Citation: EW 457 - 469 {GELO 1} Assign Out of Class Essay #3 (1250 words) {GELO 1,2,3,4,5}

Week	Date	Topics, Readings, Assignments, Deadlines
	Wednesday, 9/24/14	"Looking for Work": RA 22 - 26 {GELO 4,5} "What We Really Miss...": RA 27 - 43 {GELO 4,5} Parallelism: EW 299 - 302 {GELO 1}
6	Monday, 9/29/14	"The Color of Family Ties...": RA 47 - 55 {GELO 4,5} Visual Portfolio: RA 57-64 {GELO 4,5} Constructing Arguments: EW 161 - 184 {GELO 1}
	Wednesday, 10/1/14	"Proposition 8": RA 67 - 68 {GELO 4,5} "Prop 8 Hurt My Family...": RA 69 - 74 {GELO 4,5} "The Conservative Case...": RA 75 - 83 {GELO 4,5} Sentence Fragments: EW 392 - 396 {GELO 1}
7	Monday, 10/6/14	"The Accordion Family": RA 83 - 92 {GELO 4,5} "Quality Time": RA 93 - 99 {GELO 4,5} Modifier Placement: EW 380 -385 {GELO 1}
	Wednesday, 10/8/14	Workshop Out of Class Essay #3 {GELO 1,2,3,4,5} Subject - Verb Agreement: EW 355 - 362 {GELO 1}
8	Monday, 10/13/14	The Myth of Opportunity: RA 247 - 245 {GELO 4,5} "Serving in Florida": RA 267 - 280 {GELO 4,5} "Class in America": RA 281 - 297 {GELO 4,5} Assign Out of Class Essay #4 {GELO 1,2,3,4,5}
	Wednesday, 10/15/14	Out of Class Essay #3 Due "Generation R": RA 299 - 305 {GELO 4,5} "Framing Class": 314 - 330 {GELO 4,5} Commas: EW 400 - 412 {GELO 1}
9	Monday, 10/20/14	Assign Annotated Bibliography and Research Essay {GELO 1,2,3,4,5} "Making It": RA 333 - 341 {GELO 4,5} "America's New Working Class": RA 342 - 346 {GELO 4,5}
	Wednesday, 10/22/14	"The New American Divide": RA 347 - 355 {GELO 4,5} "The Great Divergence": RA 356 - 371 {GELO 4,5}
10	Monday, 10/27/14	Potential library day

Week	Date	Topics, Readings, Assignments, Deadlines
	Wednesday, 10/29/14	Workshop Out of Class Essay #4
11	Monday, 11/3/14	Myth of the Melting Pot: RA 494 - 496 {GELO 4,5} "State of Virginia": 497 - 502 {GELO 4,5}
	Wednesday, 11/5/14	Out of Class Essay #4 Due "Causes of Prejudice": RA 504 - 516 {GELO 4,5} "Chyna and Me": RA 517 - 523 {GELO 4,5}
12	Monday, 11/10/14	"Loot or Find": RA 524 - 538 {GELO 4,5} "Barack Obama": RA 540 - 552 {GELO 4,5} Visual Portfolio: RA 554 - 562 {GELO 4,5}
	Wednesday, 11/12/14	"Models": RA 565 - 575 {GELO 4,5} "Deconstructing": RA 593 - 603 {GELO 4,5}
13	Monday, 11/17/14	Annotated Bibliography Due Workshop Research Essay {GELO 1,2,3,4,5}
	Wednesday, 11/19/14	Myths of Education: RA 103 - 109 {GELO 4,5} "Board of Education": RA 110 - 119 Assign Presentation {GELO 1,2,3,4,5}
14	Monday, 11/24/14	"Against School": RA 141 - 149 {GELO 4,5} "Social Class": RA 163 - 178 {GELO 4,5}
	Wednesday, 11/26/14	"Learning to Read": RA 189 - 197 {GELO 4,5} "Still Separate": RA 201 - 218 {GELO 4,5}
15	Monday, 12/1/14	Research Essay Due "College at Risk": RA 219 - 227 {GELO 4,5} "Underground Undergrads": RA 229 - 237 {GELO 4,5}
	Wednesday, 12/3/14	Catch up day.
16	Monday, 12/8/14	The Future of your writing
	Wednesday, 12/10/14	Dissecting what we've learned.
Final Exam	Monday, 12/15/14	Presentations.

Week	Date	Topics, Readings, Assignments, Deadlines
	9:45AM	

Important dates for Fall 2014

Thursday	August 21	Academic Year Begins – Fall Semester Begins
Thurs– Friday	August 21-22	Orientation, Advisement, Faculty Meetings and Conferences (P)
Monday	August 25	First Day of Instruction – Classes Begin
Monday	September 1	Labor Day - Campus Closed (L)
Friday	September 5	Last Day to Drop Courses Without an Entry on Permanent Record (D)
Friday	September 12	Last Day to Add Courses & Register Late (A)
Monday	September 22	Enrollment Census Date (CD)
Tuesday	November 11	Veteran's Day - Campus Closed (V)
Wednesday	November 26	Classes that start at 5:00 PM or later will not meet.
Thursday	November 27	Thanksgiving Holiday - Campus Closed (T)
Friday	November 28	Rescheduled Holiday - Campus Closed (RH)
Wednesday	December 10	Last Day of Instruction - Last Day of Classes
Thursday	December 11	Study/Conference Day (no classes or exams) (SC)
Friday	December 12	Final Examinations (exams)
Mon-Thursday	December 15-18	Final Examinations (exams)
Friday	December 19	Final Examinations Make-Up Day (MU)
Monday	December 22	Grade Evaluation Day (E)
Tuesday	December 23	Grades Due From Faculty - End of Fall Semester (G)