

San José State University
Department of English and Comparative Literature
English 1B, Composition 2 (GE C3), Sections 6, 19, & 46
Spring 2014

Instructor: Inga Silva
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Office Hours: Monday & Wednesday 10:30-11:30 AM or by appointment
Class Days/Time: M&W, 7:30-8:45, 9:00-10:15, & 12:00-1:15
Classroom: 7:30 & 9:00 Class in BBC 124 & 12:00 Class in SH 348
Prerequisites: Passage of English 1A (C or better) or approved equivalent.
GE Category: Written Communication C3

Faculty Web Page and MYSJSU Messaging (Optional)

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at <http://www.sjsu.edu/people/inga.silva> & Canvas.

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.

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).
- 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:

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.

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 Textbooks/Readings

Kirszner, Laurie G. & Stephen R. Mandell. *The Blair Reader: Exploring Issues and Ideas*, 8th ed. Boston: Pearson, 2011. Print

Lunsford, Andrea A. *The Everyday Writer*. 5th ed. Boston: St. Martin's P, 2013.

College Dictionary: *American Heritage* or *Merriam Webster*

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>

Library Liaison for English courses

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 I expect you to come to class prepared: read the assignments before the date they are due; ask questions during class; and hand in work on time. Please raise your hand if you have a question. As a courtesy to me and the rest of the class, turn your cell phones and musical entertainment off. No text messaging during class. It is expected that you arrive on time, and if an emergency occurs that makes you late, enter the class quietly so as not to disturb the class. We all have different backgrounds and will respect each other in this class.

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.” Note: It is your responsibility to obtain the information you miss.

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.

<http://www.sjsu.edu/english/comp/policy/index.html>

<http://www.sjsu.edu/people/inga.silva/>

The Grade Breakdown is based on points.

Grade Breakdown

Grade	Points	5 %	10%	20%	Final Grade Breakdown
A	100	50	100	200	946-1000
A-	95	47.5	95	190	901-945
B+	90	45	90	180	860-900
B	85	42.5	85	170	850-859
B-	80	40	80	160	800-849
C+	75	37.5	75	150	750-799
C	70	35	70	140	700-749
C-	65	32.5	65	130	650-699
D+	60	30	60	120	600-649
D	55	27.5	55	110	550-599
F	35	15	30	60	350-549 or didn't complete all essays

Grade Breakdown for Assignments

Essay	% of grade	Word Count	Maximum Points
Essay #1 Diagnostic	0% but required		0 points just required
Essay #2 Out of Class	5%	1500	50
Essay #3 In-Class	5%	750	50
Essay #4 In-Class	5%	750	100
Essay #5 Out-of-class	10%	1750	100
Essay #6 In-class	10%	750	100
Essay #7 Out of Class	10%	1750	100
Essay #8 Out of Class	10%	750	50
Final Exam	20%	NA	200
Single Entry Annotated Bibliography	10%		100 (average of all assigned)
Peer Editing with draft <i>Mandatory or No Credit for Essay</i>	4 essays		30 *Note: peer editing, quizzes, & presentation are worth 15% of the grade.
Quizzes			100 (average of quizzes determines points)
Presentation			20 points
Total Points	100%	8000 words	1000 points

Final grade break down individual essays

Important Details

1. You must write and complete every essay & annotated bibliography single entry assignments to pass the class because the essays & annotated bibliography assignments are based on the requirements to fulfill the objectives of the course. **You cannot pass this class without completion of every essay & bibliography entry assigned, and you will get an F for the grade regardless of other grades during the semester.** A late essay will be accepted; however, you will only get partial credit for it. The only exception is with a doctor's note or a note from a coach because you were out of town on a school function. Essays handed in-class by a classmate will not be accepted.

2. Rough Drafts are mandatory to participate in peer editing. Peer editing is worth points. You do not get credit even if you edit the essay of another classmate if you do not bring in a draft of your own. Rough drafts should be typed and at least 4 pages. All final drafts of essays must be submitted with the rough draft. The rough draft goes on the bottom with the words ROUGH DRAFT written across the top. **A word count must be on the final draft submitted in class.**

5. The final draft should follow MLA guidelines, which are in *Everyday Writer*.

6. All out-of-class essays must be submitted to turnitin.com.

Password: Elephant with a capital E

7:30 Section 6 Class number is 7587520

9:00 Section 19 Class number is 7587524

12:00 Section 46 Class number is 7587526

7. All in-class essays should be written in a large exam book (purchased in bookstore) and black ink.

8. If you need help, I am available during office hours and by appointment. I am only in my office on Monday and Wednesday.

9. Quizzes: Some quizzes may change and not be announced or given on an exact date depending on the needs of the class. They cannot be made up. They are usually given the first 10 minutes of class. If you're late, you miss the quiz.

10. Detailed Annotated Bibliography Entries will be explained in another class and are mandatory. They are dovetailed to the assignments.

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, Spring 2014, Course Schedule

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines BR = <i>Blair Reader</i> = <i>Blair Reader</i> & EW= <i>Everyday Writer</i> <i>*The pages for EW may change for an electronic version, if so use the title for the section to find the area you need to read.</i>
1	1/27/2014 Monday	Introduction to the Class (Reminder: Bring a LARGE Exam Book and Dictionary to next class) "A Clean, Well-Lighted Place," by Ernest Hemingway [SLO2] Introduction into becoming a critical reader.

Week	Date	Topics, Readings, Assignments, Deadlines BR = Blair Reader=Blair Reader & EW=Everyday Writer <i>*The pages for EW may change for an electronic version, if so use the title for the section to find the area you need to read.</i>
1	1/29/2014 Wednesday	Diagnostic Essay (Essay #1) [SLO 1]
2	2/3/2014 Monday	Topic: Free Speech Issues Find and read articles from the NY Times that give information on Julian Assange, Chelsea Manning, and Edward Snowden. Also find a copy of the first amendment and bring all readings to class. [SLO 2] Prewriting activity: Establishing context for position. [SLO 1] Free Speech Essay #2 Assigned [SLO 4, 5 & 6]
2	2/5/2014 Wednesday	Read <i>BR</i> : "Introduction: Becoming a Critical Reader," pp. 1-8, [SLO Introduction to Annotated Bibliography Bring articles to class and <i>Everyday Writer Handbook</i> Classical Argument print out from canvas [SLO 5] Typing long and short quotations using MLA style see example in <i>EW</i> Quiz
3	2/10/14 Monday	Bring Classical Argument Handout to Class & Read <i>EW</i> : "Constructing Arguments," pp. 161-78 [SLO 5] Read <i>BR</i> : "Family & Memory," pp. 12-14 & "Why Chinese Mothers Are Superior," by Amy Chua, pp. 52-7 [SLO 4] Basics of MLA style [SLO 5] <i>EW</i> : "Quotation Marks," sections 43a-g [SLO 1 & 2] "In-Text Citations," pp. 374-380 [SLO 1] Quiz Annotated Bibliography Entry Due #1 typed [SLO 3]
3	2/12/2014 Wednesday	Peer Editing bring a complete rough draft of your essay to class. [SLO 1] Read <i>BR</i> : "Amy Chua Is A Wimp," by David Brooks, pp: 57-9 & "Why I Love My Strict Chinese Mom," by Sophia Chua-Rubenfeld pp.60-62 [SLO 4]
4	2/17/2014 Monday	Essay #2 Due [SLO 4, 5] Discussion of Chua's ideas. Read <i>BR</i> : " <i>No Name Woman</i> ," by Maxine Hong Kingston, pp. 23-26 [SLO 5]

Week	Date	Topics, Readings, Assignments, Deadlines BR = Blair Reader=Blair Reader & EW=Everyday Writer <i>*The pages for EW may change for an electronic version, if so use the title for the section to find the area you need to read.</i>
4	2/19/2014 Wednesday	Read <i>BR</i> : "No Name Woman," by Maxine Hong Kingston, pp. 27-33 [SLO 5] Outlining main ideas & Quiz Research Essay Assigned (Essay #5 Assigned) Annotated Bibliography Entry #2 Due [SLO 2]
5	2/24/2014 Monday	Introduction to Research [SLO 2] Read <i>EW</i> : "Preparing for a Research Project," chapter 15 Read <i>BR</i> : "Politics of Language," pp. 128-30 & "Lost in Time & Words, A Child Begins Anew," by Oscar Hijuelos, pp. 131-4 [SLO 4] Quiz Annotated Bibliography Entry #3 Due 3
5	2/26/2014 Wednesday	Library Class [SLO 2]
6	3/3/2014 Monday	In-Class Essay #3 [SLO 5] Annotated Bibliography Entry Due #4
6	3/5/2014 Wednesday	Read <i>BR</i> : "Mother Tongue," by Amy Tan, pp. 134-9 & "Persian English," by Jasmin Darznik, pp. 140-43 [SLO 4] Quiz & Essay Topic Due [SLO 1] Annotated Bibliography Entry Due #5
7	3/10/2014 Monday	Read <i>BR</i> : "Learning to Read & Write," by Frederick Douglas, pp: 143-8 & "The Human Cost of an Illiterate Society," by Jonathan Kozol, pp. 159-163 [SLO 4] Questions & Pre-Writing Inquiry DUE [SLO 1] Annotated Bibliography Entry Due #6 Quiz
7	3/12/2014 Wednesday	"The Human Cost of an Illiterate Society," by Jonathan Kozol, pp. 163-167 [SLO 4 & 5] Evaluating Sources: Bring in a list of your sources to be evaluated. [SLO 2] Annotated Bibliography Entry Due #7 & #8 (two due) Quiz

Week	Date	Topics, Readings, Assignments, Deadlines BR = <i>Blair Reader</i> = <i>Blair Reader</i> & EW= <i>Everyday Writer</i> *The pages for EW may change for an electronic version, if so use the title for the section to find the area you need to read.
8	3/17/2012 Monday	Preparation for In Class Essay, [SLO 1] Your thesis statement and rough outline due for Research Essay [SLO 2] Annotated Bibliography Entry Due # 9
8	3/19/2014 Wednesday	In-Class Essay #4 [SLO 5]
9	3/26/2014	SPRING BREAK
9	3/28/2014	SPRING BREAK
10	3/31/2014 Monday	Caesar Chavez Day
10	4/2/2014 Wednesday	Peer Editing of Research Essay—Complete Draft Due [SLO 10] Explicating a Poem and a Short Passage [SLO 4]
11	4/7/2014 Monday	Read BR: “Gender & Identity,” pp. 244-245; “I Want a Wife,” by Judy Brady, pp. 263-5 & Find on the internet “Company Man,” by Ellen Goodwin [SLO 4] http://m.se.hccs.edu/Users/gloria.english/MyDocuments/The_Company_Man_Essay.pdf Research Essay Due (Essay #5) [SLO 2]
11	4/9/2014 Wednesday	Quiz Read BR: “What is the Triple Bind,” by Stephen Hinshaw, pp. 274-283 & “The War Against Boys,” by Christine Hoff Sommers, pp. 283-287 [SLO 4] Read EW: “Commas,” sections 39a-e [SLO 1]
12	4/14/2014 Monday	Read BR: “Culture & Identity,” pp. 298-300; “What it Means to Be Latino,” by Clara E. Rodriguez, pp.304-7 “The Myth of the Latin Woman: I Just Met a Girl Named Maria,” by Judith Ortiz Cofer, pp. 308-311 [SLO 4] Quiz Read EW: “Commas,” sections 39e-j [SLO 1]
12	4/16/2014 Wednesday	In-Class Essay 6 & Assignment of Visual Image Essay #8

Week	Date	Topics, Readings, Assignments, Deadlines BR = Blair Reader=Blair Reader & EW=Everyday Writer <i>*The pages for EW may change for an electronic version, if so use the title for the section to find the area you need to read.</i>
13	4/21/2014 Monday	Read <i>BR</i> : "Why Race Isn't as 'Black' and 'White' as We Think," by Brent Staples, pp. 325-7 & "Why Obama Should Not Have Checked 'Black' on His Census," by Elizabeth Chang, pp. 330-331 [SLO 4] VIP CLASS: Major Revision Class & Essay #7 Assigned [SLO Quiz Read <i>EW</i> : "Semicolons," sections 40a-c [SLO 1] Annotated Bibliography Entry Due #10
13	4/23/2014 Wednesday	Read <i>BR</i> : "The American Dream" pp. 336-338 & "Forbes Special Report: The American Dream," by David M. Ewalt & Michael Noer, pp. 340-5 [SLO 4] Read <i>EW</i> : "End Punctuation," sections 41a-c & Quiz
14	4/28/2014 Monday	Major Revision Due Essay #7 & Essay #8 Assigned Read <i>BR</i> : "Letter from a Birmingham Jail," by Martin Luther King, Jr., pp. 464-471 [SLO 4] Assignment of Group Projects Read <i>EW</i> : "Apostrophes," sections 42a-c
14	4/30/2014 Wednesday	Read <i>EW</i> : "Design" pp. 34-36 & <i>BR</i> : "Reacting to Visual Texts," pp. 8-10 Read <i>BR</i> : "Letter from a Birmingham Jail," 471-478 Time for Group Projects Quiz
15	Monday 5/5/2014	Read <i>BR</i> : "The Library Card," by Richard Wright, pp. 346-353 Review for Final Time for Group Projects Review for Final Quiz
15	Wednesday 5/7/2014	Essay Rough Draft due for Peer Editing Essay #8 [SLO 3] Final Quiz Mega Quiz worth double points
15	Saturday 5/10/2014	10:00am – 12:00am, location TBD _____ Final Exam: Bring Yellow Book and Dictionary
16	5/12/2014 Monday	Final Draft of Essay # 8 & Presentations [SLO 3]

