

San José State University
Department of English and Comparative Literature
English 1B, Composition 2 (GE C3), Section 83, Spring 2012

Instructor: DJ Quinn
Class Days/Time: Monday/Wednesday 12:00-1:15
Classroom: Sweeney Hall, room 229
Office Hours: Monday 10:30-11:00/ Wednesday 1:30-2:00
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Required Readings

Textbooks

Writing about Writing, a college reader, Wardle and Downs. ISBN: 9780312656812

Think Critically, Facione. ISBN: 9780205738458

Other Readings posted to the course website (sjsu.desire2learn.com) as needed.

Check the course outline below for details.

Other equipment / material requirements

One spiral notebook. You need to take notes, so you'll need one of these.

A folder for your essays and homework, all of which you will save until December.

A data storage device of some kind, on which you will save your essays.

A computer with access to the internet and a printer (see below for details).

Highlighters of at least three different colors.

A recording device, such as an iPod or a digital voice recorder.

Course Description

This course is officially called "Composition 2," but we will think of it as "Introduction to Composition." In this course, probably for the first time, you will study composition as it is used at the college level. This means that you will both read and write about academic writing. Writing is important in nearly every college course and in every career. Your generation writes more, on a daily basis, than any generation in history. It is about time that you learned some of the prevailing theories about all that writing that you already do. The most important question you can ask in this course is "why": Why are we writing this essay? Why is this important?

You will write three major essays and a few smaller ones, and all of them will explore a single theme: why do we write, and how can we get the most out of written communication? Your first essay will be about writing in college, and you will make an argument about a major theory or use of college-level writing. Your second essay will be about writing beyond college, in a field that interests you. In the end, you will write about your own journey as a writer.

There are a few rules that I would like you to keep in mind, this semester:

- 1) Only write essays that you would be interested in reading. This means that you will choose topics you are engaged in, and find a way to talk about them that keeps you interested as you write.
- 2) Everything I assign has a purpose, and fits into the overall plan for the course. From the reading blogs to the portfolio, every component of this course is meant to build on all of the others. The more pieces you miss, the less clear the final picture will be, for you.
- 3) Keep everything. Anything that I hand out to you, and anything that you hand in to me, may be referenced in our conversation or in future activities. As such, it is your responsibility to keep track of the instructions, assignments and homework and bring them to class. I will proceed with discussions and assignments with this assumption.
- 4) This is a seminar course, and will involve considerable class discussion. You will encounter ideas that you disagree with, are confused by or find troubling. This is good, as is debate about these ideas. Attacking the person you disagree with is not. Personal attacks, or attacks directed at groups of people, will not be tolerated.

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).

Classroom Protocol

Late Assignments

If you are not in class on the day an assignment is due, I will not accept that assignment. (Should you arrive in the last few minutes of class for the sole purpose of turning in your homework, I reserve the right to refuse that assignment.) Later in this packet, you will find four homework coupons. They may be used to hand in assignments up to one week late.

In the event of severe illness or other emergency, an exception might be made as long as the work is accompanied by written verification (only official doctors' notes will be accepted for this purpose). If you know in advance that you will be absent on a certain day, please make arrangements with me **before the absence** to turn in the necessary work. Arrangements may **never** be made after the class has already been missed. By then, it is too late.

Assignments and Grading Policy

Participation (Reading and cell phones)

Class participation is ten percent (10%) of your grade, and consists of three parts:

- 1) Notes: Everyone will be assigned a day to take notes, and will post them on the course wiki (english1b83.pbworks.com) within 24 hours. If your notes are incomplete, or are not posted, then you will not receive credit.
- 2) Review Presentation: At the end of the semester, each group will choose one topic to review for the class. The quality of your presentation will factor into your participation grade.
- 3) Discussion readiness: If you are regularly missing the necessary materials, including books, essays for review or notes, then you can not fully participate in class. In particularly egregious cases, additional points may be deducted from the grade. You will be warned in advance that this is happening. Likewise, sleeping, engaging in side conversations, doing other homework, playing with your cell phone, will damage your grade to the degree that I believe they damage the class dynamic.

Cell phones, in particular, are an area of developing etiquette. Students often consider them harmless distractions, while teachers consider them a drain on the classroom dynamic. There are certain times when cell phone use is appropriate, such as when the class is doing research. However, just as I would not appreciate you carrying on a conversation with someone standing outside the door, I do not look favorably on texting during class.

Since there is such a wide range of opinion on this issue, however, let us agree to this: I consider cell phone use (including “just looking at texts for a second”) to be as disrespectful as standing on your desk and screaming obscenities, as a distracting as wearing headphones during a lecture. You may not agree, and I respect that. If you disagree to such a degree that you decide to refer to your phone at an inappropriate time, including keeping it on your leg just below my line of sight, I will call attention to your breach of etiquette and the entire class will be responsible for the following assignment:

Write a 6-page essay on the topic of “multitasking,” “technology and distraction” or “rudeness,” using the same grading criteria as our other essays. This essay must include at least four (4) relevant, credible sources. The first and only draft of the essay will be due the class after the breach of etiquette, and will be worth 10% of your grade.

Required Writing

This is a composition course and, as such, will require significant writing on your part. Over the course of the semester, you will write two major (6-8 page) essays, each of which will be *significantly* revised three times, as well as a number of smaller essays. You will write essays in and out of class. Any reading that you do will be accompanied by a response blog, which you will use to write at least two of the smaller essays. There is, to put it mildly, a lot of writing in this class. At the end of the semester, you will assemble a portfolio of your work, which will include much of the writing you have done in this class, so hang on to everything.

Final Portfolio Assignment:

During this course, you will create a portfolio of your work, including a written reflection of 1000-1200 words, worth ten percent of your grade. Think of it as a scientific study of your progress as a writer over the next four months. What you include in your portfolio doesn't have to be perfect. Remember, writing is a *process*. Collecting your work and then reflecting on that work is part of the process. The portfolio project is designed to get you thinking about your specific challenges, your strategies for improvement, your successes and failures, and your goals for the future. Every writer, no matter how accomplished, has room for improvement. This portfolio is your culminating experience. This course does not have a final exam.

The Fine Print (required of all 1B greensheets)

Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on the course webpage on Desire2Learn. You are responsible for regularly checking with the messaging system through Desire2Learn (sjsu.desire2learn.com) and keeping up with the course announcements posted there.

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 1A (C or better) or approved equivalent.

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.

Academic policies

You are responsible for reading the SJSU academic policies available online:

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

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and DRC policies)
- Adding and dropping classes

Grading: A-F.

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 describable 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.

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.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The [LARC website](http://www.sjsu.edu/larc/) is located at <http://www.sjsu.edu/larc/>.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

English 1B, Spring 2012, Course Schedule

(subject to change with notice)

REMINDERS:

- * Reading Blogs are due for each essay we read
- * Reading assignments should be completed **by the day** they appear on the schedule for discussion
- * The assignments due each day can also be found on the course website, in the class calendar.
- * Readings come from three sources: Writing about Writing (WaW), Think Critically (Think) and Desire2Learn (D2L).

Week	Date	Topics, Readings, Assignments, Deadlines
1	Wednesday 01/25	Where am I? Introductions
2	Monday 01/30	What is composition? Assign Essay 1: Composing the Self Critical thinking and purpose Read: WaW: "Introduction to the Conversation" (1-33) <i>Think</i> : "Purposeful, Reflective Judgment" (1-11) Annotate Greensheets Write: Blog for WaW reading, bring annotated greensheets
	Wednesday 02/01	What is an essay? The writing process Creating a code Critical thinking skills Read: WaW: Perl: "The Composing Process of Unskilled College Writers" (191-213) <i>Think</i> : "The 'Able' in 'Willing and Able' to Think Critically" (15-25) Write: Perl Reading Blog
3	Monday 02/06	Where do we come from? Literacy interviews/ Goals of coding the narrative Read: WaW: Brandt: "Sponsors of Literacy" (331-349) Alexie: "The Joy of Reading and Writing" (362-365) Write: Brandt Reading Blog Bring recording device to class
	Wednesday 02/08	Where do other writers come from? Discuss Literacy Narrative/ Difficulty papers Read: WaW: Malcolm X: "Learning to Read" (353-360) <i>Think</i> : "The 'Willing' in 'Willing and Able' to Think Critically" (27-39) Write: 2 Page Difficulty Paper Due, based on one blog X Reading Blog

Week	Date	Topics, Readings, Assignments, Deadlines
4	Monday 02/13	<p>How is a story like an argument? Writing the auto-ethnography Making an argument: claims, support, assumptions Read: <i>Think</i>: “Clarifying Ideas” (40-57) and “Using Maps to Analyze Arguments and Decisions” (58-75) Write: Literacy Narrative Due Bring code sheets</p>
	Wednesday 02/15	<p>How are beginning and experienced writers different? Putting Berkenkotter, Murray and Perl together Read: WaW: Berkenkotter: “Decisions and Revisions” and Murray “Response of a Laboratory Rat” (216-234) <i>Think</i>: “Evaluating Claims” (76-91) Write: Berkenkotter and Murray Reading Blog</p>
5	Monday 02/20	<p>What keeps us from writing? Making the parts of an essay less rigid Evaluating claims and arguments for quality Read: WaW: Rose: “Rigid Rules, Inflexible Plans, and the Stifling of Language: A Cognitivist Analysis of Writer’s Block” (236-249) <i>Think</i>: “Evaluating Arguments” (92-107) Write: Rose Reading Blog Bring in one piece of writing in which the author breaks rules that you have been taught.</p>
	Wednesday 02/22	<p>How do we get information? Meet in the library Library research and citation Read: Choose two: WaW: Sontag (315-318), Haruf (311-314) Web: Didion, Pastan (if chosen: print and bring) Write: Writers’ Process Reading Blog, Infopower handout</p>
6	Monday 02/27	<p>How do I make an argument? Arguments: Induction vs. deduction Proofreading and revision Read: WaW: Tomlinson: “Tuning, Tying, and Training Texts: Metaphors for Revision” (251-265) Web: Madraso: “Proofreading, the Skill We’ve Neglected to Teach” <i>Think</i>: “Evaluating Deductive and Inductive Reasoning” (108-125) Write: Tomlinson and Madraso Reading Blog</p>
	Wednesday 02/29	<p>What if my first draft is terrible? Peer review demonstration and training Read: WaW: Lamott: “Shitty First Drafts” (301-304) Write: Auto-Ethnography or portrait draft (2 copies/4 pgs.)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
7	Monday 03/05	Grammar rants and peer review Peer review Grammar rants Read: Partner's essay for peer review WaW: Williams: "The Phenomenology of Error" (37-54) Web: "Top 20 most common errors in student writing" <i>Think</i> : "Snap Judgments: Heuristic Thinking" (126-147) Write: Peer review responses
	Wednesday 03/07	How does writing work in college? The Basics of Composition Assign Essay 2: College Voices Read: WaW: Diaz: "Seven Ways High School Prepares You for Failure" (706-710) Write: Essay 1 Portfolio Due
8	Monday 03/12	What is writing with authority? Acting with Authority Read: WaW: Penrose and Geisler: "Reading and Writing without Authority" (602-615) <i>Think</i> : "Deciding What to Do and Doing It" (148-163) Write: Penrose and Geisler Blog
	Wednesday 03/14	What is community, in the college sense? Choose topic for Essay #2 Read: WaW: Harris: "The Idea of Community in the Study of Writing" (581-593) Keller: "Exploring Whether the Internet Makes Students Better Writers" (595-601) Write: Harris and Keller Blog
9	Monday 03/19	How are different courses different worlds? Discuss McCarthy Read: WaW: McCarthy: "Stranger in Strange Lands" (667-695) <i>Think</i> : "Comparative Reasoning: 'This is Like That' Thinking" (164-177) Write: McCarthy Blog Essay 1 Editing Log Due
	Wednesday 03/21	How do we use information? Using sources well: credibility and thoroughness Citations across the disciplines Final discussion of essay: rough draft due after Spring break Read: WaW: Casanave: "The Beginnings of Change" (618-665) Skim WaW: Hyland (700-703) Write: Casanave Blog
10	Monday 03/26	No Class: Spring Break

Week	Date	Topics, Readings, Assignments, Deadlines
	Wednesday 03/28	No Class: Spring Break
11	Monday 04/02	Who are we? Different purposes and communities of writers Peer Review Read: <i>Think</i> : “Ideological Reasoning: ‘Top Down’ Thinking” Write: Essay 2 Rough Draft Due (2 copies/ 4 pages) Short writing: “Thinking Critically” on <i>Think</i> page 186
	Wednesday 04/04	How do we fix this? In-class editing activities and peer review Read: Partner’s essay for peer review <i>Think</i> : “Empirical Reasoning: ‘Bottom Up’ Thinking” (196-207)
12	Monday 04/09	Are we being graded on this? Begin discussion of Essay 3 and portfolio Write: Portfolio #2 due
	Wednesday 04/11	What discourse communities am I part of? Introducing the “discourse community” Read: WaW: Swales: “The Concept of Discourse Community” (466-479) Johns: “Discourse Communities and Communities of Practice” (498-516) Write: Discourse Communities Reading Blog
13	Monday 04/16	How are we mushfaking the dominant discourse? Discourse, dominance and faking Read: WaW: Gee: “Literacy, Discourse and Linguistics” (481-495) Write: Gee Reading Blog
	Wednesday 04/18	How can I join a Discourse? Read: WaW: Wardle: “Identity, Authority, and Learning to Write in New Workplaces” (520-534) Write: Wardle Reading Blog Essay 2 Editing Log
14	Monday 04/23	How do we talk about revision? In-class revision activities and active editing checklists Write: Essay 3 Rough Draft Due (2 copies/ 4 pages)
	Wednesday 04/25	What is the point of peer review? In-class editing activities and peer review Read: Partner’s essay for peer review
15	Monday 04/30	Where do we go from here? Portfolio and Reflection: bring both books, final draft of all essays from this semester, associated editing log. Write: Portfolio #3 due

Week	Date	Topics, Readings, Assignments, Deadlines
	Wednesday 05/02	What do we need to know about revision, now? In-class revision practice Bring essay to be revised and associated editing log
16	Monday 05/07	How is meta-awareness important? Write: Rough draft of reflection (4 copies/ 3 pages)
	Wednesday 05/09	What have we learned about peer review? Read: Partners' reflections Write Reflection peer reviews
17	Monday 05/14	What have we been working on, all this time? Next steps/ Portfolio review Write: Final portfolio due, bring post-it notes

Important SJSU dates Spring 2012

January 25	First Day of Instruction – Classes Begin
February 6	Last Day to Drop Courses Without an Entry on Student's Permanent Record
February 13	Last Day to Add Courses & Register Late
March 26-30	Spring Recess
March 30	Cesar Chavez Day Observed - Campus Closed
May 15	Last Day of Instruction – Last Day of Classes
May 17-18	Final Examinations
May 21-23	Final Examinations
May 26	Commencement
May 28	Memorial Day - Campus Closed
May 29	Grades Due From Faculty - End of Spring Semester
May 29	End of Academic Year

Grading:

Class Participation:	100 points
Reading Blogs* (see handout):	150 points
Difficulty/ Editing Logs:	75 points (3 @ 25 points each)
In- and out of-class activities*:	50 points
Out of Class Essays:	375 points (3 @ 125 points each)
End-of-Semester Portfolio:	250 points

*Each assignment is graded on a credit/no credit basis – at the end of the semester, the percentage of completed assignments is converted to points.

965-1000 points = A+	925-964 points = A	895-924 points = A-
865-894 points = B+	825-864 points = B	795-824 points = B-
765-794 points = C+	725-764 points = C	695-724 points = C-
665-694 points = D+	625-664 points = D	595-624 points = D-
	<600 points = F	

Homework Coupons:

These homework coupons may be used **once**, and must be handed in on the day the assignment is originally due. They may not be traded. They are not passes: you must still hand in the assignment within one week. Coupon #1 may only be used for reading blogs. The second coupon may be used for any assignment that is not a major essay or a blog (such as the difficulty paper). The third coupon may be used for a major essay. Coupon #4 may be used for any assignment that is not a rough draft or a revised draft, including team assignments and reading blogs.

READING BLOG HOMEWORK COUPON	
Student name:	1
Class:	
Assignment:	
Reason:	
Date:	

NON-ESSAY/BLOG HOMEWORK COUPON	
Student name:	2
Class:	
Assignment:	
Reason:	
Date:	

OUT-OF-CLASS ESSAY HOMEWORK COUPON	
Student name:	3
Class:	
Assignment:	
Reason:	
Date:	

MISCELLANEOUS HOMEWORK COUPON	
Student name:	4
Class:	
Assignment:	
Reason:	
Date:	