

San José State University/ Fall 2013
Department of English and Comparative Literature
English 1B, Composition 2,
Sections 1 ,7, (Sweeny 413) 19, 25 (BBC 120), 31 (BBC 128)

Instructor: Sherri Harvey
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Office Hours: Monday-Wed 7-7:25, 10:30-11:30 and via email
Class Days/Time: Monday/Wed 7:30, 9, 12, 1:30, 3:00

Faculty Web Page and MYSJSU Messaging

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/sherri,harvey> or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking your email for any changes or additional assignments or supplemental material that might be assigned.

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.

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.

Academic policies

Information available online

You are responsible for reading the following information online at

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

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

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 which 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 may 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. **You must write all formal essays to pass the course.**

Reading: The reading in English 1B includes 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 are devoted to analytical, critical, and argumentative essays. However, other readings may include poetry, fiction, and drama.

Research: English 1B includes an introduction to the library and basic research strategies. You will learn to locate materials and use them effectively (i.e. paraphrasing, quoting, summarizing) 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.

Diversity: The assignments (reading and writing) in English 1B will address issues of race, class, and gender and will include the perspectives of women and diverse cultural groups in an inclusive and comprehensive manner whenever possible.

The University Essay Final Exam: Twenty percent of your course grade comes from an essay final exam, graded holistically. This department-wide final consists of reading and responding to two or more college-level passages chosen by the English Department Composition Committee. You must take the final exam in order to pass the course.

Grading: A-F. Total possible points: 1000. See breakdown below.

Textbooks and Additional Material

Word Passion II reader available through your instructor on the second day of class for \$8.00

The Glass Castle by Janeatte Walls available online

The Everyday Writer, Lunsford, Andrea

This course will require that you visit the SJSU Museum of Art twice which will cost \$10.00
4-6 Yellow Books

ONLINE:

A Writer's Reference by Diana Hacker

Diana Hacker's Research and Documentation Site

Web Site listed below.

<http://bcs.bedfordstmartins.com/resdoc5e/>

The Elements of Style by William Strunk, Jr.

<http://www.bartleby.com/141/index.html>

Classroom Protocol

ATTENDANCE: this consists both of being in class on time, remaining for the entire class period, and being prepared with that day's reading and writing in order to participate fully in class discussions, collaborative workshops, and in-class writings. You must be on time for class in order to turn your paper in that day. If you are late or absent on the day a paper is due, your paper will not be accepted. Please do not email me your essay or give it to a friend to turn it in without making prior arrangements with me. Additionally, in-class quizzes may not be made up. In-class essays may only be made up with prior notification and a written excuse of an emergency that is verifiable, such as a note from your doctor, health clinic, legal subpoena, etc. In short, please be here and BE PREPARED.

Academic policies

You are responsible for reading the SJSU academic policies available online:
<http://www.sjsu.edu/english/comp/policyforsyllabi.html>

Assignments and Grading Policy

HERE IS A PLACE TO WRITE IN YOUR OWN SCORES and KEEP TRACK OF YOUR OWN GRADE:
 MY GRADES (write below)

100 points	SLO1,2	Paper One, <u>The Glass Castle</u>	
100 points	SLO 1,2,3	Paper Two, Oral Presentation of a Poem	
100 points	SLO1,4,5	Paper Three, Proposal and Annotated Bibliography	
100 points	SLO 4,5,6	Paper Four, first draft of research paper	
250 points	SLO 1-6	Paper Five, Research Paper	
50 points	SLO3	In Class Essay # 1	
50 points	SLO 3	In Class Essay #2	
200 points	SLO 1-6	Final exam	
50 points	SLO 3-4	Class participation based on in-class POP quizzes and exercises	

Here is how grades break down in the point system:

A	=	930 points +	B-	=	800-829	D+	=	670-699	1.
A-	=	900-929	C+	=	770-799	D	=	630-669	2.
B+	=	870-899	C	=	730-769	D-	=	600-629	3.
B	=	830-869	C-	=	700-730	F	=	below 600	4.

ESSAY FORMAT: All out of class essays must be typed, double spaced, using 1inch margins, no title pages or binders, and must include rough drafts. This should be taken care of prior to the time the essay is due. No last minute scrambling will be accepted. If you fail to follow MLA format, your paper will not be accepted.

PLEASE NOTE: Out-of-class essays with no peer review will be dropped one letter grade. To avoid this, do not be absent on the days we conduct peer evaluations. A copy of your prewriting, rough draft and peer edit sheets need to accompany your final essay.

RESEARCH PAPER: English 1B shall include an introduction to the library and to basic research strategies, including locating materials, using them effectively and citing them properly. A traditional research paper is mandatory. The research paper will be your final out-of-class essay that counts for a total of 45% of your final grade. It will follow MLA format like all out-of-class essays, and will include a Works Cited page. The paper will have a number of components, all of which will count toward the final grade, and will be discussed in class.

Please note: your proposal counts as a paper. If you fail to turn in ANY of the components of the paper, (including the rough draft, the proposal and annotated bibliography) you will not receive credit for the paper and therefore, fail the class. They are independent assignments but dependant on each other for your success in this class.

READINGS: Critical reading is the second objective of the course. You will be required to come to class prepared to discuss the readings assigned for that day. The readings will acquaint you with a wide variety of writing styles, techniques, opinions and genres. Pop quizzes will be given if I notice that you are not reading.

NOTE: The schedule of assignments is tentative and is subject to change based on the needs of everyone in class. It is crucial that you are present to stay in tune with the class. Be sure to exchange phone numbers with other students because if you miss a class, you are still expected to be prepared for the next class.

REGARDING CELL PHONES OR PAGERS IN CLASS: If your cell phone rings in class, you are required to bring cookies for the entire class to the next meeting.

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 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: www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan on Facebook.

Peer UNIVERSITY WRITING CENTER:

Contact Information

Location: Clark Hall, Suite 126

Phone: (408) 924-2308

Email: writingcenter@sjsu.edu

- The Writing Center will be open **Monday through Thursday, 9:30-5:30 and Friday, 9:30-2:00.**
- Appointments are made online through our website: www.sjsu.edu/writingcenter

IMPORTANT CLASS CONTACTS:

Write **THREE NAMES, PHONE NUMBERS AND EMAIL ADDRESSES BELOW**

English 1B, Fall 2013, Course Schedule

Please note: this schedule is tentative and subject to change based on the needs of everyone in the class. Please keep up by contacting another classmate if you miss class. DO NOT email me and ask me what we did in class.

Week	Date	Topics, Readings, Assignments, Deadlines We will discuss readings on the day listed
1	Aug 21	Syllabus/Intros/Begin reading The Glass Castle
2	Aug 26 Aug 28	Diagnostic Essay Introductions to classmates Abstract vs Concrete Language Read Prewriting Strategies at http://faculty.ncwc.edu/lakirby/English%20090/prewriting_strategies.htm
3	Sept 2 Sept 4	NO CLASS/FINISH TGC Introduction to TGC/Discuss topics for Essay # 1/TGC Discuss Quoting MLA Style Read Quoting Others TSIS Chap 3 pp 39-47
4	Sept 9 Sept 11	TGC/ Discuss MLA format http://www.calstatela.edu/library/guides/3mla.pdf Drafts of Essay # 1 due BRING 3 COPIES TO CLASS
5	Sept 16 Sept 18	ESSAY # 1 DUE Begin POETRY INTRO to GOOGLE DOCS https://docs.google.com/support/POETRY Poetry
6	Sept 23 Sept 25	Poetry Poetry
7	Sept 30 Oct 2	Presentations Essay #2 Presentations Essay # 2
8	Oct 7 Oct 9	INFOPOWER PRESENTATION In Class Essay Prep for ICE 1 Read Responding to Others Chap 4-5 pp 51-73 PRINT http://www.iupui.edu/~uwc/pdf/They%20Say-I%20Say.pdf Is Google Making Us Stupid?

Week	Date	Topics, Readings, Assignments, Deadlines We will discuss readings on the day listed
		http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/6868/ Read response at http://campustechnology.com/articles/2009/03/18/response-to-nicholas-carr-question-is-google-making-us-stupid.aspx In Class Essay # 1
9	Oct 14 Oct 16	DEBATE Is the Internet Making Us Stupid? http://www.thomascrampton.com/internet/debate-the-internet-is-making-us-stupid/ Read The Google Effect at http://www.theatlantic.com/personal/archive/2008/06/the-google-effect/54157/ Get Smarter at http://www.theatlantic.com/magazine/archive/2009/07/get-smarter/7548/ CATFISH
10	Oct 21 Oct 23	IN CLASS ESSAY # 1 Discuss writing an annotated bibliography http://owl.english.purdue.edu/owl/resource/614/01/
11	Oct 28 Oct 30	Return/Discuss ICE 1 MUSEUM TRIP
12	Nov 4 Nov 6	Writing an Argument http://papyr.com/hypertextbooks/comp2/critique.htm Evaluating Websites http://olinuris.library.cornell.edu/ref/research/webeval.html RESEARCH EXPECTATIONS
13	Nov 11 Nov 13	NO CLASS Proposals plus annotated bib due (Essay # 3) ICE # 2
14	Nov 18 Nov 20	WORK DAY FOR RESEARCH PAPERS
15	Nov 25 Nov 27	Drafts of research papers due (Essay # 4)

Week	Date	Topics, Readings, Assignments, Deadlines We will discuss readings on the day listed
16	Dec 2	RESEARCH PAPERS DUE
	Dec 4	Make-up day for ICE

SAT DEC 7-----FINAL EXAM-----10 am

Helpful sites:

Purdue University Online Writing Lab

<http://owl.english.purdue.edu/owl/>

Grammar Bytes—Interactive Grammar Exercises

<http://chompchomp.com>

10 Steps to Writing an Essay

<http://www1.aucegypt.edu/academic/writers/>

11 Rules for Writers

<http://junketstudies.com/omla/11-rules-of-writing/>

12 Tools to Keep Your School Life Organized

<http://www.pcmag.com/article2/0,2817,2328292,00.asp>

Tech Tools for Scholars

http://www.insidehighered.com/blogs/library_babel_fish/tech_tools_for_scholars_the_sequel

Audience Analysis

<http://papyr.com/hypertextbooks/comp1/audience.htm>

Coherence and Unity

<http://papyr.com/hypertextbooks/comp1/coherent.htm>

Proofreading

<http://writing.wisc.edu/Handbook/Proofreading.html>

Varying Sentence Structure

<http://owl.english.purdue.edu/owl/resource/573/01/>

We will complete this in class.

From *Claiming an Education* (1977) by Adrienne Rich taken from a speech given at Mills College

The first thing I want to say to you, who are students, is that you cannot afford to think of being here to receive an education: you will do much better to think of being here to claim one. One of the dictionary definitions of the verb "to claim" is: to take as the rightful owner; to assert in the face of possible contradiction. "To receive" is to come into possession of: to act as receptacle or container for; to accept as authoritative or true. The difference is that between acting and being acted-upon, and for women it can literally mean the difference between life and death.....Responsibility to yourself means that you don't fall for shallow and easy solutions--predigested books and ideas, weekend encounters guaranteed to change your life, taking "gut" courses instead of ones you know will challenge you, bluffing at school and life instead of doing solid work, marrying early as an escape from real decisions, getting pregnant as an evasion of already existing problems. It means that you refuse to sell your talents and aspirations short, simply to avoid conflict and confrontation. And this, in turn, means resisting the forces in society which say that people should be nice, play safe, have low professional expectations, drown in love and forget about work, live through others, and stay in the places assigned to us. It means that we insist on a life of meaningful work; insist that work be as meaningful as love and friendship in our lives. It means, therefore, the courage to be "different"; not to be continuously available to others when we need time for ourselves and our work; to be able to demand of others--parents, friends, roommates, teachers, lovers, husbands, children--that they respect our sense of purpose and our integrity as persons. ...The difference between lives lived actively, and a life of passive drifting and dispersal of energies, is an immense difference. Once we begin to feel committed to our lives, responsible to ourselves, we can never again be satisfied with the old, passive way.

1) Write an essay in which you discuss the similarities and differences between this passage from Rich's speech to the YouTube video, "I am worried about my grade".

Please sign and return by the 2nd day of class

Professor Sherri Harvey
San Jose State University
English Syllabus Contract

Please read and sign

I have read the syllabus, and understand the implications for late/missing work. I will make a commitment to this class, and take full responsibility for my performance in the class. I will check email regularly and keep up with the work load. I understand the responsibilities that this class requires, and will make every effort to meet those responsibilities.

I ALSO UNDERSTAND THAT THIS PROFESSOR DOES NOT ACCEPT LATE WORK WITHOUT PRIOR ARRANGEMENTS. ANY LATE PAPERS COULD RESULT IN NO CREDIT FOR THE COURSE UNLESS I CONTACT THE PROFESSOR BEFORE THE DUE DATE. This includes the multiple drafts of the research paper and in-class essays.

IF MY CELL PHONE RINGS OR VIBRATES DURING CLASS, I WILL BRING COOKIES TO THE NEXT CLASS MEETING FOR EVERYONE IN THE CLASS. IF MY TEACHER SPOTS ME TEXTING, I MAY ALSO BE ASKED TO BRING COOKIES.

I realize that my grade will be the direct result of the effort and time I put into this class, and I will do my best to earn the highest grade I can. I ALSO REALIZE THAT MY FINAL GRADE IS A NUMERICAL CALCULATION OF THE GRADES I RECEIVE ON MY WORK. After the last day of class, there is nothing I can do to improve my grade. I will do my best before then to assure my success.

(Your signature) _____

Your name:

Contact Info:

Date: _____

Additional info: