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# SAN JOSE STATE UNIVERSITY

## DEPARTMENT OF ENGLISH AND COMPARATIVE LITERATURE

ENGLISH 1B: COMPOSITION II, SPRING 2013, SECTION 78, COURSE ID 29694

**INSTRUCTOR:****Ms. LAIMIN LO**

Office:

Faculty Office Building (FOB) 218

Telephone:

(408) 924-4494 (avoid leaving message except on MW a.m.)

Email (preferred):

laimin.lo@sjsu.edu ("ENGL1B:" prefix in subject line)

Website:

www.laiminlo.com (C-lab)

Office Hours:

MW 9:00 to 10:00 a.m. and by appointment

Classroom:

DMH 354

GE/SJSU Studies Category:

Area C3



[Scan to enter C-lab]

### 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 English 1A (C or better) or approved equivalent.

**Required Textbooks and Materials:**

- *The Everyday Writer*, 5th Ed. Andrea Lunsford. ISBN-13: 978-1457600043
- *Outliers: The Story of Success* by Malcom Gladwell. ISBN-13: 978-0316017930
- Dictionary, thesaurus, vocabulary and grammar usage resource, style guide
- 1 composition notebook (100 page, lined, blank, and bound)
- 3-4 large green books for in-class essays

## 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 English 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.

## COURSE CONTENT

**Writing:** Assignments will emphasize skills and activities in writing *and* thinking that produce both the persuasive argument and the critical essay. Each demands analysis, interpretation, and evaluation. 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 essays. Two 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. **Papers that repeat errors identified in a previous draft or lack in-depth revision work will receive an automatic F grade.** For all writing outside of class, use Times New Roman, 12-point font, in MLA format. You will be actively involved in peer editing and use of the Writing Center. Essays without peer-review will lose credit.

**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. Reading assignments from *The Everyday Writer*, *Outliers*, and handouts will challenge you to think about how you can become a more effective writer. Completion of all reading is both expected and required. The reading will acquaint you with a wide variety of writing styles, techniques, and genres, which will benefit your own writing and stimulate thinking.

**Research:** Basic research strategies, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly will be introduced in this class. A traditional research paper or a series of short essays in which library research informs the student's position or thesis is required. A King Library reference librarian will lead at least one of our class sessions.

**Journal Writing:** The composition notebook is your most valuable tool in the class. You will use it to record ideas from the reading, copy favorite lines, jot down interesting words, record notes about writing, and paste scraps of writing that you collect, and store reference handouts about writing. The notebook will include ideas and reflections that will become the backbone of your essays and other writing. You should strive to write in your notebook for a minimum of ten minutes every day--**writing in your journal once a week is required.** I will collect your notebooks at regular intervals.

**Reading Responses:** As directed, you may be assigned reading responses, which are analyses of the reading assignments. When assigned, you must write a **full page** or provide complete answers to the questions to receive credit.

**Quizzes:** Quizzes are given each week to test reading comprehension and ensure students are keeping up with reading assignments. Missed quizzes cannot be made up.

**Oral presos, In-class Writing, and Participation:** Occasionally, I will assign oral presentations or miscellaneous in-class writing. Both will contribute towards participation score. Missed presentations and writing assignments cannot be made up.

**Diversity:** Assignments (both reading and writing) shall address issues of race, class, and gender when appropriate, and the perspectives of women and diverse cultural groups shall be incorporated into course instruction and materials in an inclusive and comprehensive manner whenever possible.

**Final Assignment (Reflective Essay Project):** Instead of a final exam, you will write a critical reflection at the end of the semester. Think of it as a scientific study of your progress as a writer over the next four months. Remember, writing is a *process*. Collecting your work and then reflecting on that work is part of the process. The final assignment 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 assignment--worth 10% of your grade--is your culminating experience. This course does not have a final exam.

## 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 represent a full range of student performance: A=excellent; B=above average; C=average; D=below average; F=failure.

- The “**A**” essay is organized and well developed. It demonstrates a clear understanding of the topic and fulfillment of the assignment. Paragraphs are fully developed with interesting details, lively vocabulary, syntactic complexity, and graceful transitions. This paper is pleasing to the eye and virtually free of mechanical errors.
- The “**B**” essay develops controlling ideas and supports them with vivid, specific examples, but it may lack the sentence variety and graceful transitional phrases characteristic of an “A” paper. The “B” essay may contain minor grammatical or mechanical flaws, however, it demonstrates overall competence.
- The “**C**” essay is logically organized, but usually general and bland. The paragraphs need controlling ideas and specific examples. The vocabulary and syntactical complexity is less mature, making the essay less effective. The essay may contain a distracting number of mechanical and grammatical flaws.
- The “**D**” essay is poorly organized and generally unclear. It has inappropriate or inadequate examples, is noticeably superficial and simplistic, or it contains serious mechanical and grammatical problems.
- The “**F**” essay is similar to the “D,” but is more consistent in mechanical errors and less logical. It is generally unclear and shows little real effort.

### Grade Breakdown:

Three out-of-class-essays and revisions	30%
Three in-class essays (two are graded)	20%
Research paper	10%
Peer reviews	10%
Final reflection project	10%
Quizzes	5%
Reading responses	5%
Journal	5%
Misc. writing, oral presos, participation, etc.	5%
<b>TOTAL</b>	<b>100%</b>

**WARNING #1:** Late assignments are **not** accepted unless excused by physician. **Attach original doctor's note to assignment and turn it in at the next class period.** Failure to do so will result in a permanent zero grade for that assignment.

**WARNING #2:** **Papers that repeat errors identified in a previous draft or lack in-depth revision work will receive an automatic F grade.** (For example, if I write “*Mandatory: Review comma use after introductory element*” on your paper, and I see the same error on the next revision, you will receive an automatic F on that paper.)

## CLASSROOM PROTOCOL

Each class session is important. By attending every class session, you will maintain continuity from class to class; in addition, I often introduce new material, assign in-class or out-of-class assignments, or issue pop quizzes that do not appear on the syllabus. Perfect attendance will provide you the best opportunity to succeed in this course. Arrive on time: limit distracting late entries and ensure that you do not miss assignments or quizzes given at the beginning of class. Turn off and leave out of sight any computers, cell phones, or other electronic devices.

**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/>.

## UNIVERSITY POLICIES

### 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.

### STUDENT TECHNOLOGY RESOURCES

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> 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.

## **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. The staff inspires 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 Peer Connection 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 WST, improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. Peer Connections is located in SSC 600 (10th Street Garage), at the first floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Consult the Peer Connections website for more information ([peerconnections.sjsu.edu](http://peerconnections.sjsu.edu)) and be sure take advantage of this invaluable resource!

## **SJSU WRITING CENTER**

Located in Room 126 of Clark Hall, the Writing Center is staffed by knowledgeable Writing Specialists who have gone through a rigorous hiring process, and they are well trained to assist students at any 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>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. **NOTE:** The first visit is **mandatory**--10 points will be deducted from your final grade if you do not attend a tutoring session by **April 26, 2013**. Each subsequent visit is **2 points extra credit**.

## **ESTIMATION OF PER-UNIT STUDENT WORKLOAD**

Success in this course is based on the expectation that students will spend for each unit of credit a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, and clinical practica. Students are expected to spend a minimum of 6.5 hours each week [(3 hours x 3 units) - 2.5 hours lecture] reading, researching, writing, rewriting, editing, revising, and studying for English 1B.

## **RECORDING POLICIES**

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

### **FREE PASSES**

Use the following coupons *wisely*. Do not duplicate.

## **DOG ATE MY HOMEWORK**

### **FREE PASS**

This pass entitles student to turn in any **homework assignment** up to one week late. Simply attach pass to assignment and turn it in before the one-week grace period. Nontransferable.

**EXPIRES: April 26, 2013**

## **PRINTER ATE MY ESSAY**

### **FREE PASS**

This pass entitles student to turn in any **essay or revision** (except for the research and final reflection) up to one week late. Simply attach pass to essay and turn it in before the one-week grace period. Nontransferable.

**EXPIRES: April 26, 2013**

## **REVISE MY F ESSAY**

### **ANOTHER TRY PASS**

This pass entitles student to revise any **F grade essay** (except for the research and final reflection). Simply attach pass to revision and turn it in within one week. Nontransferable.

**EXPIRES: April 26, 2013**