

## San José State University/ Fall 2014 with Sherri Harvey

### Department of English and Comparative Literature

#### English II, Composition

Sections 2, 5, 7 and 12 (BBC 123)

<b>Instructor:</b>	Sherri Harvey
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<b>Office Hours:</b>	Monday-Wed 7-7:25, 12-1:15 and via email
<b>Class Days/Time:</b>	Monday/Wed 7:30, 9, 10:30, 1:30

#### 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 1 (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:

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

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

## Required Texts/Readings

*Word Passion II reader* available through your instructor on the second day of class for \$10.00

*The Glass Castle* by Jeanette Walls-- any version. Look online or purchase used or borrow from library

***The Everyday Writer SJSU Campus Handbook* 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/>)

This course will require that you visit the SJSU Museum of Art twice which will cost \$10.00

4-6 Yellow Books

## 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.

## 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.

Because I respect you and our work together, I will be on time and give you and the subject my full attention. I respect the diversity of people and ideas, even when there are disagreements. I take my work seriously, offering you constructive criticism and support on your work in class and on your assignments. I return graded work in a timely manner, before the next major assignment is due. I am available during office hours so that you may see me about your work or other issues with the class. In return, I expect the same respect for the class and for your work from you. The following items are some specific expectations:

- DO NOT MAKE YOUR ABSENCE MY PROBLEM! Figure out what to do by contacting a classmate.
- You will be on time to class and stay the entire time. Arriving late or leaving early will be reflected in the participation part of your grade..
- You will respectfully respond to both the readings and your colleagues. This class focuses on provocative and challenging readings, and sometimes you may disagree with them or your colleagues' opinions. Your challenge in this class is to voice your own opinion in a convincing yet tactful and logical manner.
- You will not talk or text while someone else is speaking. Not only is this rude, but it is distracting to those around you. If caught, your phone may be confiscated, and if this problem persists, you may be asked to leave.
- You will bring your book(s), or printed copies of the readings, from which we have assigned readings for the day to class, or you may be asked to leave.
- You will come to class prepared to participate, having read the assigned readings for the day, completed any homework, and prepared questions or comments about the assigned readings. Failure to do so will be evident in your participation grade.
- If you miss two or more consecutive classes due to illness or other serious issues, please contact me via email to let me know as soon as possible.

### **Class Participation will be assessed as follows:**

Your presence in class is necessary for participation. Active class participation depends upon preparation done outside of the class, which includes reader responses, paragraph revisions, and all other written homework. Class participation will be made up of in-class exercises, quizzes, and discussions based on the readings and homework. Class participation is assessed as follows:

A = Regular, helpful questions and comments; fully engaged;

B = Occasional, pertinent questions and comments; good listening;

C = Infrequent, tangential questions or comments; attentiveness questionable;

D = Rare interaction; disengaged from discussion; not prepared for class;

F = Regularly absent, physically or mentally.

## 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)

0 points	SLO1,2	Paper One, Diagnostic essay (In-Class Essay=ICE)	
100 points	SLO 1,2,3	Paper Two, Out of Class(OOC) <u>The Glass Castle</u>	
100 points	SLO1,4,5	Paper Three, OOC Oral Presentation of a Poem plus Essay	
100 points	SLO 4,5,6	Paper Four, OOC first draft of research paper	
250 points	SLO 1-6	Paper Five, OOC Research Paper	
100 points	SLO3	In Class Essay # 1 ICE	
100 points	SLO 3	In Class Essay #2 ICE	
200 points	SLO 1-6	Final exam	
50 points	SLO 3-4	Class participation based on in-class quizzes and exercises	

### Here is how grades break down in the point system:

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

**ESSAY FORMAT:** All out of class essays must be typed, double spaced, using 1 inch 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 dependent 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 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.

**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/>.

**Peer Mentor Center:** The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer

Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

**IMPORTANT CLASS CONTACTS:**

Write THREE NAMES, PHONE NUMBERS AND EMAIL ADDRESSES BELOW

## English II, Fall 2014, 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 25 Aug 27	Syllabus/Intros/Begin reading The Glass Castle/ Introductions to classmates Diagnostic Essay(Out-of-class OOC Essay # 1)
2	Sept 1 Sept 3	NO CLASS/FINISH TGC Introduction to TGC/Discuss topics for Essay # 1/TGC 58-62 in TEW
3	Sept 8  Sept 10	TGC/ Discuss MLA format Discuss Quoting MLA Style—read 403-457 in TEW  <a href="http://www.calstatela.edu/library/guides/3mla.pdf">http://www.calstatela.edu/library/guides/3mla.pdf</a> Drafts of Essay # 2 due BRING 3 COPIES TO CLASS Read 112-119 in TEW
4	Sept 15  Sept 17	ESSAY # 2 DUE Begin POETRY INTRO to GOOGLE DOCS <a href="https://docs.google.com/support/POETRY">https://docs.google.com/support/POETRY</a> Poetry
5	Sept 22 Sept 24	Poetry Poetry
6	Sept 29 Oct 1	Presentations OOC Essay #2 Presentations OOC Essay # 2
7	Oct 6  Oct 8	Read Constructing Arguments in TEW—151-167 IDEAS FOR RESEARCH PAPERS  MUSEUM TRIP
8	Oct 13  Oct 15	CATFISH  INFOPOWER PRESENTATION
9	Oct 20	In Class Essay Prep ICE for ICE 1 READ Excerpts in reader on ICE # 1 <a href="http://www.csl.mtu.edu/cs6461/www/Reading/Davenport02.pdf">http://www.csl.mtu.edu/cs6461/www/Reading/Davenport02.pdf</a>

Week	Date	Topics, Readings, Assignments, Deadlines We will discuss readings on the day listed
	Oct 22	IN CLASS ESSAY # 1
10	Oct 27 Oct 29	Discuss writing an annotated bibliography <a href="http://owl.english.purdue.edu/owl/resource/614/01/">http://owl.english.purdue.edu/owl/resource/614/01/</a> Return/Discuss ICE 1
11	Nov 3 Nov 5	Writing an Argument <a href="http://papyr.com/hypertextbooks/comp2/critique.htm">http://papyr.com/hypertextbooks/comp2/critique.htm</a> NO CLASS
12	Nov 10 Nov 12	Evaluating Websites <a href="http://olinuris.library.cornell.edu/ref/research/webeval.html">http://olinuris.library.cornell.edu/ref/research/webeval.html</a> RESEARCH EXPECTATIONS  Proposals plus annotated bib due (OOC Essay # 3)
13	Nov 17 Nov 19	INFOPOWER # 2 ICE # 2
14	Nov 24 Nov 26	Drafts of research papers due (OOC Essay # 4) Return/Discuss ICE #2
15	Dec 1 Dec 3	WORK DAY FOR RESEARCH PAPERS  ICE # 3 for additional practice Research papers due (Essay # 5)
16	Dec 8	Last day of class

**SAT DEC 6-----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/joomla/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](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/>

A Writer's Reference by Diana Hacker

Web Site listed below.

Diana Hacker's Research and Documentation Site

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

The Elements of Style by William Strunk, Jr.

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

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 {lies} is between acting and being acted-upon, and ... 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 and the short YouTube cartoon clip "I AM WORRIED ABOUT MY GRADE".

Professor Sherri Harvey  
San Jose State University  
English Syllabus Contract

Please read and initial each point. Sign at the bottom. Give to Professor on the first day of class.

\_\_\_\_\_ ***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 understand that I have made a commitment to this class and will treat this commitment appropriately. I will not schedule doctor's appointments or accept work assignments during class time.

\_\_\_\_\_ ***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 I am absent, I will contact another class member to figure out what I have missed. I will be prepared upon my return to class. I WILL NOT MAKE MY ABSENCE A PROBLEM FOR OTHERS.

\_\_\_\_\_ ***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 will be present and engaged while in class and do my best to demonstrate intellectual curiosity and a genuine interest and respect for others' opinions.

\_\_\_\_\_ 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 improve my grade. I will do my best before then to assure my success. I will also keep track of my grades in the space provided on the course syllabus.

(Your signature) \_\_\_\_\_

Your name:

Contact Info:

Date: \_\_\_\_\_

Additional info: