

**San José State University  
Department of English and Comparative Literature  
English 1B, Composition 2 (GE C3), Section 68 (#23389),  
Spring 2014**

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**Office Hours:** T/ Th 5:45 – 6:45PM  
**Class Days/Time:** M/ W 3:00 – 4:15 PM  
**Classroom:** Boccardo Business Center 221  
**Prerequisites:** Passage of English 1A (C or better) or approved equivalent.  
**GE Category:** Written Communication C3

### **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 Texts/Readings**

#### **1) 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](mailto:BFW.TechnicalSupport@macmillan.com)

Online: <http://www.macmillanhighered.com/techsupport>

**2) Inventing Arguments, 3<sup>rd</sup> edition by John Maul and John Metz (ISBN: 978-0-8-4002775-7)**

## **Library Liaison for English Courses**

Toby Matoush, Dr. Martin Luther King Jr. Library

Voice: 408-808-2096

Email: [Toby.Matoush@sjsu.edu](mailto:Toby.Matoush@sjsu.edu)

Website: <http://libguides.sjsu.edu/profile.php?uid=14949>

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## **Course Guidelines, Assignments, Requirements, and Policies**

SJSU classes are designed such that in order to be successful, students are expected to spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in Error! Hyperlink reference not valid. at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

**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 these 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 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. How your 8000-word minimum will be met will be clearly indicated on your greensheet.

**Writing Assignments:** There are nine required typed assignments—two in-class essays, national documents essay, the newspaper analysis, four annotated bibliographies, and the research paper —you must complete all nine assignments and the final exam in order to pass the course.

For in-class essays, bring a blue book or yellow book, your dictionary, and a blue or black pen. You will be expected to stay the entire class time. The in-class work can not be made up, and assignments will not be accepted via email unless stated by the instructor.

**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. Your instructor will help you develop and refine strategies for reading challenging, college-level material.

**Reading Assignments:** Reading is essential for you to succeed in this class. Please read the assignments before the assigned due date when they will be discussed in class. Bring your books to class; you'll need them. Exemplary students will be good readers—that means, for example, looking up unfamiliar words in the dictionary—and will thoughtfully contribute to class discussions.

You will take frequent quizzes, meet with your peers for group activities, and participate in other classroom assignments related to the readings.

**Terms:** On five days during the semester we will discuss different rhetorical concepts and how to use the ideas in writing. The terms are all listed on the syllabus and their definitions can be found in *Inventing Arguments*. You will be tested on these terms, both the definitions given in the book and the discussion during class.

**Research:** English 1B will include an introduction to the library and basic research strategies. You will learn to locate materials and use them effectively, 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.

**Library Research Day:** We will go to the MLK Jr. Library. More information will be provided on the specific location in the library once I have received confirmation. Stay alert for more information. You must register and take the Infopower and Plagiarism tutorials at <http://tutorials.sjlibrary.org> prior to our library session. Failure to attend the research day or take the tutorials will impact your final course grade.

**The University Essay Final Exam: Final:** A common essay final, shall count 20 percent toward the course grade. A single university-wide final will be developed around two college-level reading passages each semester by the English Department Composition Committee. Faculty members teaching individual sections will grade the examination holistically under controlled conditions. Students must take the final exam in order to pass the course.

The mandatory final exam will be administered to all 1B students on Saturday, May 10, 2014 from 10:00 am till noon. It will be an in-class essay, and the English Department requires you use a yellow book for this exam. Bring a dictionary and a blue or black pen. Electronic dictionaries will not be permitted.

**Grading:**

<b>Assignments</b>	<b>Value</b>
In-Class Essays 2 @ 50 points (one is ungraded)	50
National Document draft and workshop	25
National Document final draft	100
Newspaper Analysis	100
Research paper topic proposal	25
4 annotated bibliographies	100
Research paper draft and workshop	50
Research paper final draft	150
Test on rhetorical terms	75
Final Exam	200
Participation, quizzes, in-class work, on-line work	225

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Grade is based on 1100 points

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.”

## **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.

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. Grades issued will represent a full range of student performance and will adhere to the following SJSU academic standards of assessment:

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 some descriptably slight 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.

The Department of English reaffirms its commitment to the differential grading scale as defined in the [SJSU Catalog](#). Grades issued must represent a full range of student performance: A= excellent; B= above average; C= average; D= below average; F= failure.

Courses grades (A, B, C, D, and F) refer to the following point averages:  
[90 – 100% (A); 80 – 89% (B); 70 – 79% (C); 60 – 69% (D); sub-60% (F)]

## **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.

## **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 10<sup>th</sup> 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.

## **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](#).

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## **English 1B, Spring 2014, Course Schedule**

**Inventing Arguments** – Below, readings with only a page number listed are from **Inventing Arguments**.

\* **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/>)

Reminder, 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>) to do the on-line assignments.

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

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	M/ W 1/27, 1/19	Intro, Roll, Syllabus In-class Essay (SLO 1, 2, 4, 5)
2	M/ W 2/3, 2/5	“A Nation Made of Poetry” pp. 287 - 289 Term: Rhetoric  Term: Thesis Statement “The Bill of Rights” pp. 456 - 457 “Audacity of Hope” pp. 457 - 461 “Laugh Baby Laugh, Cry Baby Cry” pp. 461 - 463 “America’s Real Death Panels” pp. 463 - 464 “The Irrefutable Jefferson” pp. 465 - 466 “Schoolhouse Rock’s ‘Elbow Room’ “ pp. 466 – 467 *Use LearningCurve access code for on-line assignments
3	M/ W 2/10, 2/12	“Overview of Research” pp. 360 - 373 Discuss Research Paper  “Red (White and Blue) Scare” pp. 290 - 294 “What’s the Economy for, Anyway?” pp. 132 - 135 “Warfare: An Invention....” pp. 136 - 140  <b>National Document Essay Workshop and Draft (SLO 1, 2, 3, 4, 5, 6) – February 12</b> “Peer Review” pp. 166 - 167 *Use LearningCurve access code for on-line assignments
4	M/ W 2/17, 2/19	“Conducting Secondary Research” pp. 374 - 394  Library Research Tutorial (Tentative) and Research (MLK Library) *Use LearningCurve access code for on-line assignments
5	M/W 2/24, 2/26	“Shakespeare and Narcotics” pp. 285 – 286 “Integrating Sources” pp. 395 – 410 “Documenting Sources” pp. 411 – 451



Week	Date	Topics, Readings, Assignments, Deadlines
		<p><b>National Document Essay due (SLO 1, 2, 3, 4, 5, 6) – February 24</b></p> <p>“The Law of Human Nature” pp. 604 – 606  “Natural Passions” pp. 606 – 610  “The Cell That Makes Us Humans” pp. 610 – 614  “The Mystery of the Missing Links” pp. 615 – 618  Terms: Audience, Voice, Style, and Rhetorical Situation</p> <p><b>Research Paper Topic and Thesis Sentence due – February 26</b>  *Use LearningCurve access code for on-line assignments</p>
6	M/ W 3/3, 3/5	<p>“Standardized Testing vs. Education” pp. 146 – 148  “Investing in Futures: The Cost of College” pp. 333 – 335  “Going Down the Drain” pp. 530 – 532  “The Highest Cost of Food” pp. 532 – 534  “What Is a Freethinker and Why Does It Matter?” pp. 534 – 537  “Critical Literacy in Democratic Education...” pp. 537 – 545</p> <p><b>Internet Bibliography due (SLO 1, 2) – March 5</b>  *Use LearningCurve access code for on-line assignments</p>
7	M/ W 3/10, 3/12	<p>“No Sex Please, We’re Middle Class” pp. 171 - 172  “Disparities Demystified” pp. 173 - 176  Term: Logical Fallacies</p> <p>“The Real Nanny Diaries” pp. 472 - 473  “Fantastic ideals” pp. 474 - 476  “Declaration of Sentiments” pp. 477 - 480  “What Happened to the Women’s Movement?” pp. 480 - 488  “Different Strategies Are Necessary Now” pp. 488 - 490  Terms: Appeals, Appeals to Emotion, Appeals to Logic, Appeals to Character, Appeals to Value, Appeals to Need</p> <p><b>Periodical Bibliography due – March 12</b>  *Use LearningCurve access code for on-line assignments</p>
8	M/ W 3/17, 3/19	<p>“Ch. 5: Hidden Layers” pp. 77-95  “Ch. 1: Inventing Arguments” pp. 5 - 15</p> <p>“Evaluation of ‘The Education of Ms. Groves’ “ pp. 210 - 212</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>“ Adventure Is Calling” pp. 213 – 217  “Higher Education Through Discombobulation” pp. 218 - 220  “Big House in the Wilderness...” pp. 250 - 252  “The Pack Rat Among Us” pp. 253 - 258  “Intoxitwitching: The Energy Drink Buzz” pp. 556 - 558  “Consumed by the Other: What Spam Means” pp. 562 – 568</p> <p><b>Newspaper Analysis due (SLO 1,2,3,4, 5, 6) – March 19</b></p> <p>Terms: Qualifiers, Concessions, Counterarguments, and Qualifiers  *Use LearningCurve access code for on-line assignments</p>
9	M/ W 3/24, 3/26	<p><b>Holiday – Spring Break</b></p> <p>*Use LearningCurve access code for on-line assignments</p>
10	M/ W 3/31, 4/2	<p>“More Than Cherries” pp. 177 - 182</p> <p>“Rice Bowl, Dust Bowl: Agribusiness and the Future” pp. 521 - 524  “Lunar Eclipse: November 8, 2003” pp. 516 - 518  “Squeaky Clean” pp. 518 – 520  “Common Climate Change Myths” pp. 524 - 527  *Use LearningCurve access code for on-line assignments</p> <p><b>Journal Bibliography due – April 2</b>  *Use LearningCurve access code for on-line assignments</p>
11	M/ W 4/7, 4/9	<p>“Live Forever” pp. 325 - 329  “The Technology Slaves” pp. 588 - 591  “Advances in Medical Technology...” pp. 591 - 594</p> <p>“Isolated Community: Hidden Dangers...” pp. 594 - 597  “Letters From the Past” pp. 597 - 600  *Use LearningCurve access code for on-line assignments</p>
12	M/ W 4/14, 4/16	<p>“Citizens and Consumers” pp. 259 - 265  “Somewhere in the Past...” pp, 295 - 298  “The End of the Handshake” pp. 330 - 332  “Around the Table in Traverse City” pp. 336 - 338  “Letter to Kohl’s” pp. 548 - 553  “Still Missing: Women in Media” pp. 576 - 577  February 12</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><b>Research Paper Workshop and Draft (SLO 1, 2, 3, 4, 5, 6) – April 16</b></p> <p><b>Book Bibliography due - April 16</b>            *Use LearningCurve access code for on-line assignments</p>
13	M/ W 4/21, 4/23	<p>“The Daily Show Generation” pp. 578 - 579            “Text Me All about Yourself...” pp. 579 - 581            “Ad Nation” pp, 584 - 585            “The Origin of Grunge” pp. 581 - 583            “What is Race?” pp. 496 - 498            “Letter From Mecca” pp. 511 - 513</p> <p><b>TEST ON TERMS</b>            *Use LearningCurve access code for on-line assignments</p>
14	M/ W 4/28, 4/30	<p>“The Fashion Punk Paradox” pp, 141 - 145            “All for a Virtual Cause....” pp. 183 - 186.            “The Idols of Environmentalism” ” pp, 245 - 249</p> <p>“What is Race?” pp. 496 - 498            “Brown v Board of Education, 347 U.S. 483 (1954)” pp. 498 - 501            “Another Inconvenient Truth...” pp. 501 - 508            “It’s Racism, Stupid...” pp. 508 - 511            *Use LearningCurve access code for on-line assignments</p>
15	M/W 5/5, 5/7	<p>In – class Essay, Mock Finals (SLO 1, 2, 3, 4, 5)</p> <p><b>Research Paper due - May 7</b>            *Use LearningCurve access code for on-line assignments</p>
Final Exam	Saturday, May 10	10:00am – 12:00am, location TBD_____
16	M 5/12	Review of Grades

**Assignments Descriptions:**

Notes:

- Any use of “you” or “your” in your writing will lower your assignment grade. MS Word find function will help you.
- The syllabus does not include reading questions, quizzes, or classroom assignments; these will be assigned at the instructor’s discretion.
- All assignments are to be turned in at the beginning of class when they are due. A late assignment will **only** be accepted one week after its original due date and the maximum amount of credit which it will be given is fifty per cent of the original point value. The only exception to this policy involves the final paper. The final paper will only be accepted on the due date listed in the syllabus.
- In-class quizzes and worksheets will be assigned at the instructor’s discretion.

#### Connecting Student Learning Outcomes (SLO 1 -6) with Specific Assignments

In – class Essays (SLO 1, 2, 4, 5)  
 National Document draft and workshop (SLO 1, 2, 3, 4, 5, 6)  
 National Documents final draft (SLO 1, 2, 3, 4, 5, 6)  
 Newspaper Analysis (SLO 1, 2, 3, 4, 5, 6)  
 Research Paper Topic Proposal  
 4 Annotated Bibliographies  
 Research paper draft and workshop (SLO 1, 2, 3, 4, 5, 6)  
 Research paper final draft (SLO 1, 2, 3, 4, 5, 6)  
 Exam on Rhetorical Terms

### **National Document Essay**

In “A Nation Made of Poetry” (*Inventing Arguments*, p.287) Joannie Fischer writes about the U.S. National Archives and Records Administrations list of 100 milestone documents chronicling the nation’s history from 1776 to 1965. She argues this list is sadly incomplete; many other documents, works of literature, letters, and more impacted American history as much if not more than the 100 documents on this list.

For this essay, select one work you believe is lacking from the list (literature, memoirs, song lyrics, TV shows, movies and so forth are acceptable) and argue how this particular work has been crucial to shaping our country’s identity. Your addition to the list must have been produced between 1960 and 2000 (any later and it will be difficult to determine its impact on the national identity).

Your essay must be a minimum of 1000 words (put word count on the last page), and focused on ONE work. Use Fischer’s essay as a model. A rough draft of this essay will be workshopped during class on February 12. Participation in the workshop can count for almost 20% of your essay grade. The workshopped draft must be attached to the final draft.

### **News Paper Comparison**

Everyday we hear stories or read reports about world events. A well-informed reader cannot just accept any information provided; instead a well-informed reader must evaluate multiple sources, identify inaccuracies and bias, and understand who the intended audience is and how this audience affects/effects the message.

Find two newspaper articles about the same event – one must be a U.S. paper and one must be a paper from any other country – analyze the articles, and explain which is the better piece of writing and why. The writer must work for the newspaper where the article was printed, not for a news agency.

Things to consider for the news comparison:

- who is the primary audience, and how does audience affect the writing – defend your audience analysis with specific examples from the text
- errors in the writing (be ready to prove these are errors)
- author bias (every piece of writing has a bias)
- differences in the information presented (this could be part of bias)
- what type of publication did the stories come from and how does this impact the writing

The two articles must be attached to your essay, and the publication they are from must be clearly identified on the article. 1,500 word minimum; slightly longer is fine, but keep it close. Put word count on the last page. This assignment is due on March 19.

## **Annotated Bibliographies**

Finding sources for your research paper is the first step; you also need to evaluate each source and understand how it will impact your research. You will write four annotated bibliographies on your sources. An annotated bibliography lists the sources (using proper documentation; see pages 411-451 in *Inventing Arguments* for the description of the MLA and the APA documentation styles), and will give a 75-100 word summary of each source and its relevance to your research (this assignment description so far is 77 words). You will write one bibliography for each of the following:

- Four internet sites (wikipedia or any other on-line encyclopedia is not acceptable) – due March 5
- Four periodicals (news papers or popular magazines) – due March 12
- Three peer-reviewed journal articles (we will discuss these in the library tutorial day) – due April 2
- Two books (encyclopedias, and dictionaries do not count; textbooks require my approval) – due April 16

## **Research Paper**

### Introduction

“When you write an argument, you attempt to convince a reader to agree with you on a topic open to debate. You support your position, proposal, or interpretations with evidence, reasons, and examples – factual, logical data, not opinions” (Troyka 147).

“Research writing involves three steps: conducting research, understanding and evaluating the results of your research, and writing the research paper with accurate documentation. [ . . . ] First, you can choose a topic on which intelligent people have differing opinions. Next, you analyze your sources to decide which position appears most reasonable. Your paper would then take the form of an argument that shows readers you have considered the various positions and chosen a reasonable one” (Troyka 484-5).

### Topics:

**The topic of your research will be some issue of current local or national debate. You will have some freedom to decide your own topic from a list we will generate and discuss in class on February 10 and 12.**

### Bibliography

You will find and evaluate thirteen sources while completing your annotated bibliographies; a minimum of eight of these sources must be used in your research paper; although, you are free to use more.

### Workshop and Draft

A rough draft of your paper will be workshopped on April 16. The workshopped draft must be handed-in with your final draft.

### Length

Your essay must be a minimum of 2500 words (about 8-9 pages); the bibliography does not count in total word count. Put the word count on the final page.

### Due Date

The final draft is due on May 7.

## **Important SJSU dates Spring 2014**

Wednesday	January 22	Spring Semester Begins
Wednesday	January 22	Orientation, Advisement, Faculty Meetings
Thursday	January 23	First Day of Instruction – Classes Begin
Tuesday	February 4	Last Day to Drop Without Entry on Permanent Record

Tuesday	February 11	Last Day to Add Courses & Register Late
Wednesday	February 19	Enrollment Census Date
Monday-Friday	March 24-28	Spring Recess
Monday	March 31	Cesar Chavez Day Campus Closed
Tuesday	May 13	Last Day of Instruction – Last Day of Classes
Wednesday	May 14	Study/Conference Day (no classes or exams) (SC)
Thursday-Friday	May 15-16	Final Examinations
Monday-Wednesday	May 19-21	Final Examinations
Thursday	May 22	Final Examinations Make-Up Day
Friday	May 23	Grade Evaluation Day
Saturday	May 24	Commencement
Monday	May 26	Memorial Day - Campus Closed (M)
Tuesday	May 27	Grades Due From Faculty

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## 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](#) section.

Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](#). The [Late Drop Policy](#) is available. 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](#).

## University Policies

### Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](#), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor’s permission to record the course.

“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 this 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.”

### Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](#) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> 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/>.

## **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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

## **Estimation of Per-Unit Student Workload**

[Academic Policy S12-3](#) has defined expected student workload as follows:

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, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.