

**San José State University**  
**Department of English and Comparative Literature**  
**English 1B, Composition 2 (GE C3), Section 13, Fall 2013**

<b>Instructor:</b>	Alicia McClintic
<b>Office Location:</b>	FO 112
<b>Telephone:</b>	
<b>Email:</b>	alicia.mcclintic@sjsu.edu
<b>Office Hours:</b>	Mon / Wed afternoons; Tues / Thurs by appointment
<b>Class Days/Time:</b>	Monday / Wednesday 10:30 am – 11:45 am
<b>Classroom:</b>	BBC 125
<b>Prerequisites:</b>	Passage of Written Communication 1A (C or better) or approved equivalent.
<b>GE Category:</b>	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.

This semester, our readings and discussions will center around popular culture and the ways we can engage it critically.

**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.

### **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**

*Everything Bad is Good For You*, Stephen Johnson (ISBN: 9781594481949)

*Everything's an Argument*, Andrea Lunsford (6<sup>th</sup> ed. ISBN: 9781457606069)

*Signs of Life in the USA*, Sonia Maasik and Jack Solomon (7<sup>th</sup> ed. ISBN: 9780312566005)

The Campus Handbook: *The Everyday Writer*, Andrea Lunsford (5<sup>th</sup> ed.)

### **Library Liaison for English courses**

Toby Matoush. Phone: 408-808-2096. Email: [Toby.Matoush@sjsu.edu](mailto:Toby.Matoush@sjsu.edu)

## **Classroom Protocol / Other Policies**

**Contacting me:** I highly encourage you to stop by my office hours throughout the semester with any questions or concerns you might have about the class. Remember that in addition to the hours listed on the syllabus, I am happy to make an appointment for a time that works for you. I am available to help you with the brainstorming and planning process, comment on drafts, even explain grammar you might be having trouble with. I am also always available through email, and will do my best to respond to you quickly. However, keep in mind that if you email me at midnight about an essay due at 10:30 am the next morning, you will probably not get a response in time.

**Inclusive Language:** Because the English Department recognizes the power of language, all public language/discourse used in this class—written and spoken—should be inclusive. This standard is outlined in all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work. You can find details in your handbook under the tab “Language” (pages 199-233), specifically section 20 (pages 206-211).

**Electronic Devices/Technology:** This class has a strict no-cell phone policy. No electronics are allowed during in-class essays. I will allow laptops in class, but I reserve the right to revoke this privilege at any time. Further, I reserve the right to ask students using any technology for purposes not directly related to what we’re doing in class to leave the classroom for the session.

**Late Work Policy:** Out-of-class essays must be turned in at the beginning of class, except under exceptional circumstances as defined by the instructor. Late out-of-class essays will be dropped one full letter grade for each day late (a “B” paper due Tuesday and turned in on Thursday will receive a “D”). If you know you will miss class for an athletic event or family wedding or something that is planned, please speak to me in advance and we can work out an alternate due date.

**Turnitin.com:** All out-of-class papers must be submitted to turnitin.com the day the paper is due before 10:30 am (when class starts). Papers not submitted to turnitin.com on time will count as late papers and will be dropped one full letter grade for each day late. This means a “B” paper due Tuesday and turned in in-class but submitted to turnitin.com after class will be considered late and will therefore receive a “C.” You can find our class under my name and SJSU.

## **Assignments and Grading Policy**

Percentage Breakdown of Major Assignments:

### **Out of Class Essays: (50%) SLO 1-4**

Essay 1: Evaluation (1,000 words): 10%

Essay 2: Rhetorical Analysis (1,000 words): 10%

Essay 3: Researched Proposal (1,500 words): 10%

Final Portfolio: Revision (1,300 words) and Reflective Analysis (1,000 words): 20%

### **In-Class Essays: (20%) SLO 1-4**

In-Class Essay 1 (750 words)

In-Class Essay 2 (750 words)

In-Class Essay 3 (750 words)

### **Homework and Participation: (30%)**

Writing Partners Project: Letters (1,000 words, SLO 4) and Campus Tour: 5%

Reading Responses (SLO 1, 2): 10 %

Grammar follow-up exercises and other small homework (SLO 3): 5%

Participation (including in-class workshops, effort put into out-of-class work, etc.): 10%

**Final:** Instead of a final exam, you will write a critical reflection at the end of the class. 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 is your culminating experience—not a final exam. **Don't show up to the common English 1B final on Saturday December 7.** INSTEAD, December 17 from 9:45 to 12:00 will be the culminating event for this class, and attendance is mandatory. We will be having a campus tour and lunch with our 5<sup>th</sup> grade writing partners and Professor Banwait's class and their writing partners.

**Reading Responses:** Throughout the semester you will write a total of ten one-page reading responses in response to assigned essays (you will notice that on the syllabus there are more than ten scheduled—you only need to choose ten *total*). For a good starting point, you should refer to the "Active Reading Questions" on page 24 of *Signs of Life in the USA* and the discussion questions at the end of each essay.

**Follow-up Grammar Exercises:** For every final paper you turn in, I will have you do two things:

- 1) I will ask you in class to write a brief reflection about the paper, such as what you think its strengths and weaknesses are, what your writing process was like, etc...
- 2) After I have graded your paper, I will assign a follow-up grammar exercise based on issues that come up in your paper. You will read selected pages from the handbook, do the exercises, and turn them in to me the next class period.

**Student Conferences:** I will hold a student conference this semester (dates are noted on the syllabus). These conferences will be a (10-15 minute) meeting primarily for you to discuss your large research paper and your final project with me, but it can also be a time to gauge your progress in the course, allow you to ask any questions, etc.

**Workshops and Peer Review:** You are required to attend four in-class writing workshops throughout the semester. The days of these workshops are listed on the syllabus. Coming to the workshops with a draft is *mandatory*, and non-attendance will result in the final paper being dropped two latter grades. In these workshops, you will receive feedback from your classmates and give feedback in return. Your peer-edited draft should always be turned in stapled to the back of your final draft. I will review the two drafts for comments your peers make for you and any changes you should choose to make.

**Writing Partners:** This semester we will be participating in a Write To Succeed ( [www.writetosucceed.org](http://www.writetosucceed.org) ) literacy program called Writing Partners where each one of you will have a fifth grade pen pal from Anne Darling Elementary School. Writing Partners pairs university writers with elementary school writers in a writing relationship based on letter exchange. Through their stories, the older writers introduce many younger students to university education experiences. The younger writers remind their older partners of their own early

experiences. Both students learn to write to a new audience, adapting their content and tone to their partners' interests and needs.

**Revisions and Extra Credit:** Any paper you write for this class may be revised for a new grade, provided you work within an appropriate time frame. If you are willing to do a *major* revision and to conference with me about it, I will read your revised paper and give you a new grade. There may be other opportunities for extra credit, possibly involving attendance at CLA events, or events related to the campus reading selection, or utilizing the Writing Center.

**Grading:** A-F. 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 describable slight weaknesses in one of those categories. It may neglect 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.

When I grade, I start with C. What I mean is this: a paper that meets the requirements of the assignment and does an average job earns a C. If the paper does not satisfy the baseline requirements, it will not earn a passing grade. If your paper meets the basic requirements, then I go up from there. If it shows evidence that you have pushed your thinking, the paper will move up into the B category, and if the paper pushes *my* thinking, it can earn an A.

### **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.

## English 1B, Fall 2013, Course Schedule

*This schedule is subject to change, but I will always give you fair notice in writing. All Writing Partners letter deadlines are tentative; this is the nature of working with community partners, so please be flexible.*

*Everything Bad is Good for You = Johnson. Everything's an Argument = EA. Signs of Life = SOL.*

Date	<b>Monday</b> <i>Readings, Assignments, Deadlines</i>	<b>Wednesday</b> <i>Readings, Assignments, Deadlines</i>
8/21		Welcome! Syllabus / Course introduction. Writing activity in class.
8/26 8/28	Chapter 1: Everything is an Argument. (EA 1-29) <i>Signs of Life</i> : Introduction (SOL 1-36) <b>Reading Response</b>	<i>Everything Bad is Good for You</i> Introduction through Part 1: Games (Johnson 1-62) <b>In-class Essay 1</b>
9/2 9/4	<b>Labor Day: NO CLASS</b>	<i>Everything Bad is Good for You</i> : Finish Part 1 (Johnson 62-166) <b>Reading Response</b>
9/9 9/11	<i>Everything Bad is Good for You</i> : finish Part 2 through the Afterword (Johnson 166-211) <b>Reading Response</b>	Chapter 10: Evaluations (EA 214-241) <b>Assign Essay 1: Evaluation</b> <b>Reading Response</b>
9/16 9/18	<b>WORKSHOP: Essay 1</b>	<i>Signs of Life</i> : Chapter 1 (81-89); "The Science of Shopping" and "The Signs of Shopping" (97-111) <b>Reading Response</b>
9/23 9/25	Chapter 2: Arguments Based on Emotion: Pathos. (EA 30-41)  <b>Final Draft Essay 1 DUE</b>	<i>Signs of Life</i> : Chapter 2, "What We Are to Advertisers" and "Men's Men and Women's Women" (171-199) Portfolio of Advertisements (SOL 250) <b>Reading Response</b>
9/30 10/2	Chapter 3: Arguments Based on Character: Ethos. (EA 42-54)	<i>Signs of Life</i> : Chapter 3 (271-286); "Why We Love TV's Antiheroes" and " <i>Mad Men</i> and the Paradox of the Past" (318-326) <b>Reading Response</b>
10/7 10/9	Chapter 4: Arguments Based on Facts and Reason: Logos. (EA 55-73)	<b>In-class Essay 2</b>
10/14 10/16	Chapter 5: Fallacies. (EA 74-89) Chapter 6: Rhetorical Analysis. (EA 90-	<i>Signs of Life</i> : Chapter 4 (365-376); "Creating the Myth" (386-395);

<b>Date</b>	<b>Monday</b> <i>Readings, Assignments, Deadlines</i>	<b>Wednesday</b> <i>Readings, Assignments, Deadlines</i>
	120) <b>Reading Response</b> <b>Assign Essay 2: Rhetorical Analysis</b>	"Inception as Deception" (417-420) <b>Reading Response</b>
10/21 10/23	<b>WORKSHOP: Essay 2</b>	<i>Signs of Life</i> : Chapter 5; "Convergence of Culture" and "It's all About Us" and "Enough About You" (445-474) <b>Reading Response</b>
10/28 10/30	Chapter 8: Arguments of Fact. (EA 152-186) <b>Reading Response</b> <b>Final Draft Essay 2 DUE</b>	<i>Signs of Life</i> : Chapter 6 (513-523); "The Magic of the Anti-Myth" and "The Gospel According to Spider-Man" (587-602) <b>Reading Response</b>
11/4 11/6	Chapter 9: Arguments of Definition (EA 187-213) <b>Reading Response</b>	<i>Signs of Life</i> : Chapter 7 (615-624); "Gender Role Behaviors and Attitudes" and "The Gender Blur..." (672-684) <b>Reading Response</b>
11/11 11/13	<b>Veteran's Day: NO CLASS</b>	<b>In-class Essay 3</b>
11/18 11/20	Chapter 12: Proposals (EA 273-306) <b>Reading Response</b> <b>Assign Essay 3: Researched Proposal</b>	Chapter 11: Causal Arguments (EA 242-272) <b>Reading Response</b>
11/25 11/27	<b>Library Day</b> Chapters 17-18: Finding and Choosing Evidence and Sources. (EA 395-417) Chapters 19, 21: Using Evidence and Sources. (EA 418-435; 446-464)	<b>WORKSHOP: Essay 3</b>
12/2 12/4	<b>Conferences</b>	<b>Conferences</b>
12/9	<b>Last day of instruction:</b> Assign Final Project: The Portfolio Plan Writing Partners tour/party <b>Final Draft Essay 3 DUE</b>	
12 /17	<b>FINAL PORTFOLIO DUE</b> <b>Mandatory Writing Partners Party, 9:45 – 12:00.</b> <i>Campus tour and [free] lunch with our 5th grade writing partners and Professor Banwait's class and their writing partners. Bring one last letter to exchange with your writing partner when you meet.</i>	