

San José State University
Department of English and Comparative Literature
English 1B, Composition 2 (GE C3), Sections 5 & 18, Spring 2014

Instructor:	Ed Sams
Office Location:	Faculty Offices 212
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Email:	Edwin.Sams@sjsu.edu
Office Hours:	M 11:00 a.m.—3 p.m.
Class Days/Time:	MW 7:30, 9:00 a.m.
Classroom:	CL 308
Prerequisites:	English 1A
GE Category:	Written Communication C3

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/Edwin.Sams> or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU.

Course Description

English 1B is the second course in SJSU's two-semester lower-division composition sequence. Beyond providing repeated practice in planning and executing essays, and broadening and deepening students' understanding of the genres, audiences, and purposes of college writing, English 1B differs from English 1A in its emphasis on persuasive and critical writing (with less attention paid to the personal essay), its requirement for fewer but longer essays, and its introduction to writing informed by research. Students will develop sophistication in writing analytical, argumentative, and critical essays; a mature writing style appropriate to university discourse; reading abilities that will provide an adequate foundation for upper-division work; proficiency in basic library research skills and in writing papers informed by research; and mastery of the mechanics of writing.

Prerequisites: Passage of Written Communication 1A (C or better) or approved equivalent.

Course Goals and Student Learning Objectives

Building on the college-level proficiencies required in English 1A, students will 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/policyforsyllabi.html>

- Course guidelines

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

Required Texts/Readings

The Bedford Handbook. Eds. Diana Hacker & Nancy Sommers. 8th Edition. Print

The Everyday Writer. Ed. Andrea A. Lunsford. Bedford-St. Martin's. 5th Edition. Print

The Millennium Reader. Eds. Stuart & Terry Hirschberg. 5th Edition. Print

A good collegiate dictionary. Three exam booklets and one final exam yellow booklet.

Classroom Protocol

Students are expected to be in their seats when class begins. They should have all the necessary books ready for class activities and discussion. The day's assignments should have been read and assigned homework typed and ready to turn in. There is no provision for late work. Please turn off your cell phones and pagers during class. Computers in class should be used only for note-taking.

Academic policies

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

Assignments and Grading Policy

Grading: A-F.

A+=100, A= 95, A-=90: Excellent writing that is informative, persuasive, correct

B+=89, B=85, B-=80: Above average writing that is organized, developed, and effective

C+=79, C=75, C-=70: Satisfactory writing that is clear, coherent, and complete

D+=69, D=65, D-=60: Unsatisfactory writing that is unclear, incoherent, and incorrect

F=50: Writing that is off-topic, late, brief

Final Average will be determined by the breakdown of these grades:

Three 1000-word in-class essays at 20% to be graded on the A-F scale.

Three 1000-word out-of-class essays at 20% to be graded on the A-F scale.

One 2000-word research paper at 20% to be graded on the A-F scale.

Ten quizzes at 10% to be graded on the 100-point scale.

Ten participation grades (homework, board work, etc.) at 10% to be graded on the 100-point scale.

One final exam at 20% to be graded on the A-F scale.

(Attendance per se shall not be used as a criterion for grading according to Academic Policy F-69-24.)

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 requires that students with disabilities requesting accommodations must register with the [Accessible Education Center \(AEC\)](http://www.sjsu.edu/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.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides

support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The [LARC website](http://www.sjsu.edu/larc/) is located at <http://www.sjsu.edu/larc/>.

SJSU Writing Center

The SJSU Writing Center is located in 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/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <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.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “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.”

English 1B Course Schedule

List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/27	Syllabus, Diagnostic Essay Bed. 34, Bed. 3 (SLO 1, 6)
2	2/3 (drop 2/4)	Lunsford 13; MR 211, 574 Quiz; Bed 6, 23; MR 267, outlines (SLO 1) (SLO 5)
3	2/10 (add 2/11)	Quiz, Bed. 37, MR 653, 532, 50 Quiz, MR 486, 114; rewrite due Lunsford 10b, Peer Review (SLO 5) (SLO 1,2)
4	2/17	Bed. 28, 50, MR 181 Quiz; MR 70, Bed. 51-52, InfoPower (SLO 1, 5) (SLO 1, 2)
5	2/24	Peer Review, MR 638, topics due Library, Profile due , Lunsford 16 (SLO 1, 2) (SLO 1, 2, 3)
6	3/3	Bed. 11, 53-54, MR 320 Quiz, Bed. 12, 55, MR 415 (SLO 1, 2, 4) (SLO 3)
7	3/10	Quiz, Bed 56a, MR 692, outlines Bed. 56b, in-class progress report (SLO 1, 2, 3) (SLO 3)
8	3/17	Bed. 24; MR 250; Bibliographies Quiz, Bed 39, MR 163 (SLO 3) (SLO 1, 3, 6)
9	3/24	SPRING BREAK
10	3/31	HOLIDAY Quiz; Bed 57; Peer Review (SLO 1, 2, 3, 4)
11	4/7	Research Papers due website Woolrich*, <i>Rear Window</i> * (SLO 1, 2, 3, 4) (SLO 4)
12	4/14	Woolrich, <i>Rear Window</i> cont'd MR 796 (SLO 6) (SLO 4, 6)
13	4/21	Bed. 13, 7 In-class Ghost Chapter (SLO 1) (SLO 1, 2, 6)

Week	Date	Topics, Readings, Assignments, Deadlines
14	4/28	Quiz, Bed 25 (SLO 1) Peer Review, Final Exam Prep (SLO 1, 2, 3, 4, 5, 6)
15	5/5	Film Review due Practice Final Exam Holistic Grading (SLO 1, 2, 3, 4, 5, 6) (SLO 1)
16	5/12	Quiz; MR 361*, WST Prep (SLO 1, 6)

* Work of Fiction

Final Exam will be held on Saturday, May 10, from 10 a.m. until noon.