

## English 1B: Composition Two

Syllabus \* Spring 2003 \* San Jose State University  
Section 40 TR 1:30 – 2:45 \* HGH 217 \* Code: 07232  
Prerequisites: English Placement Test \* G.E. Designator: C3

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### 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 your understanding of the genres, audiences, and purposes of college writing, English 1B differs from English 1A in its emphasis on persuasive and critical writing, and its introduction to writing informed by research. In English 1B you 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 mastery of the mechanics of writing.

An online discussion group for this course lives at: [http://groups.yahoo.com/group/calkins\\_english1b](http://groups.yahoo.com/group/calkins_english1b)

**Prerequisites:** Passage of English 1A or approved equivalent course and passage of the English Proficiency Test (EPT), unless exempt.

### Course Objectives

Building on the college-level proficiencies required in English 1A, you will achieve the ability to write complete essays that demonstrate advanced proficiency in all of the following:

1. Clear and effective communication of meaning.
2. An identifiable focus.
3. An appropriate voice that demonstrates an awareness of audience and purpose.
4. Careful attention to review and revision.
5. Effective and correct use of supporting materials, including independent research (e.g., quoting, paraphrasing, summarizing, and citing sources).
6. Effective analysis, interpretation, evaluation, and synthesis of ideas encountered in multiple readings.
7. Effective organization and development of ideas at the sentence, paragraph, and essay levels.
8. Appropriate and effective sentence structure and diction.
9. Command of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

### Expectations

You will read four very difficult essays, and one difficult novella by arguably the most important French author of this century. These difficult texts will present you with challenging, complex thinking; working through these texts will help you to become a sophisticated, critical thinker and writer. You will be considering why these texts are difficult and the nature of the problems they pose. These texts are difficult for all readers, including myself, and this difficulty is necessary and strategic, not a mistake or evidence of the writer's failure. You can expect to work on your writing on *the level of the sentence*, to learn to craft unified and coherent *paragraphs*, to learn how to write and support a *thesis statement*, and

to learn how to correctly document and format a work of expository prose. Lectures will be relatively brief; the bulk of class time will be spent on discussion. Your homework will consist of nightly reading and/or sentence-combining assignments, as well as preparation for group work. Expect 3 to 4 hours of homework almost every week, *not* including work on your formal papers. For eight weeks beginning the third week of class you will have a paper due every Thursday.

### Required Books & Materials: new \$80.00+, used \$62.00+

Benjamin, Walter. *Illuminations*. New York: Schocken: 1979. (new \$14.00, used \$10.50)  
 Emerson, Ralph Waldo. *The Selected Writings of Ralph Waldo Emerson*. New York: Penguin USA, 1976. (new \$5.95, used \$4.45)  
 Foucault, Michel. *Discipline and Punish: The Birth of the Prison*. New York: Vintage, 1995. (new \$13.00, used \$9.75)  
 Killgallon, Donald. *Sentence Composing for College*. Portsmouth: Boyton/Cook, 1998. (new \$24.00)  
 Proust, Marcel. *Swann's Way*. New York: The Modern Library, 1998. Vol. 1 of *In Search of Lost Time*. 6 vols. 1998-99. (new \$12.95, used \$9.70)  
 Woolf, Virginia. *A Room of One's Own*. San Diego: Harcourt, 1989. (new \$7.00, used \$5.25)

- The Course Packet for this class (available at the A.S. Print Shop)
- One or more "twin-pocket" portfolios (with a pocket for a 3.5" diskette)
- At least four Yellow SJSU Examination booklets
- Large Blue Books (as needed)

\* All texts but *Sentence Composing for College* and *Swann's Way* have been put on 2-hour reserve in the Library.

### Recommended Books & Materials

Hacker, Diana. *The Bedford Handbook*. 6<sup>th</sup> ed. Boston: Bedford/St. Martin's, 2001. (new \$41.90)  
**OR**  
 Troyka, Lynn Quitman. *Simon & Schuster Handbook for Writers*. 6<sup>th</sup> ed. New Jersey: Pearson, 2001. (new \$48.67)

- A good pocket dictionary, such as *The American Heritage Dictionary* (new \$5.99)
- A miniature stapler

### Course Requirements & Grade Distribution

**Grading:** All grades will be recorded as percentages until the final grade converts to a letter grade equivalent: A+ = 97, A = 93, A- = 90, B+ = 87, B = 83, B- = 80, C+ = 79, C = 77, C- = 70, D+ = 67, D = 63, D- = 60, F = 0. I do not round up.

**UNIVERSITY ESSAY:** 20% - A common, university-wide essay final, graded holistically, will be developed around two college-level reading passages each semester by the English Department Committee. All 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.

**WRITING PORTFOLIO 50%** - At the end of the semester you will turn in a portfolio containing a copy of everything you have written for this course: six papers (3 to 6 pages each), one annotated bibliography, three in-class essays, a number of informal writing assignments, and your grammar homework. I will be grading your annotated bibliography and in-class essays with a letter grade, and will use a plus (+), check (✓), or minus (-) to evaluate your informal writing assignments and homework. However, I will not be

assigning letter grades to your formal essays. Instead I will base this portion of your grade on my assessment of your Writing Portfolio as a whole at the end of the semester. See the Course Packet for more detail on how your portfolio will be assessed.

HOMEWORK: 10%

DISCUSSION GROUP WORK: 20%

<b>Course Schedule</b> (subject to change)
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**AM** = "The American Scholar" **P** = "Panopticism" **ROO** = *A Room of One's Own*

**WA** = "The Work of Art in the Age of Mechanical Reproduction"

**SL** = "Swann in Love" **SC** = *Sentence Composing for College*

\*Mandatory 20-minute conferences

WEEK	DATE	IN CLASS	HOMEWORK ASSIGNED
1			
	1/23	Intro to Course; Diagnostic Essay	<b>SC</b> Focus 1
2	1/28	Intro to Reading Groups	<b>AM</b> pp. 228-37
	1/30	Emerson 1	<b>AM</b> pp. 237-45, <b>SC</b> Focus 1
3	2/4	Emerson 2	Assignment #1
	2/6	Assignment #1 due	<b>P</b> pp. 195-209, <b>SC</b> Focus 2
4*	2/11	Foucault 1	Assignment #1 rev
	2/13	Assignment # 1 rev due	<b>P</b> pp. 209-28, <b>SC</b> Focus 2
5*	2/18	Foucault 2	Assignment #2
	2/20	Assignment #2 due	<b>ROO</b> pp. 3-24, <b>SC</b> Focus 3
6*	2/25	Woolf 1	Assignment #2 rev
	2/27	Assignment #2 rev due; Shock of the New 1	<b>ROO</b> pp. 95-114, <b>SC</b> Focus 3
7	3/4	Woolf 2	Assignment #3
	3/6	Assignment #3 due; Shock of the New 2	<b>WA</b> pp. 217-29, <b>SC</b> Focus 5
8	3/11	Benjamin 1	Assignment #3 rev.
	3/13	Assignment #3 rev due	<b>WA</b> pp. 229-42, <b>SC</b> Focus 6
9	3/18	Benjamin 2	Assignment #4
	3/20	Assignment #4 due	<b>SL</b> pp. 265-30, <b>SC</b> Focus 6
10	4/1	Proust 1	Assignment #4 rev
	4/3	Assignment #4 rev due	<b>SL</b> pp. 301-340, <b>SC</b> Focus 7
11	4/8	Proust 2	<b>SL</b> pp. 340-379, <b>SC</b> Focus 7
	4/10	Library Session	<b>SL</b> pp. 340-379, <b>SC</b> Focus 8
12	4/15	Proust 3	Assignment #5
	4/17	Assignment #5 due	<b>SL</b> pp. 380-422, <b>SC</b> Focus 8
13	4/22	Proust 4	Assignment #5 rev
	4/24	Assignment #5 rev due; In-class Essay #1	Assignment #5 rev, <b>SC</b> Focus 9
14	4/29	Proust 5	<b>SL</b> pp. 422-463
	5/1	In-class Essay #2	
15	5/6	Proust 6	<b>SL</b> pp. 463-501
	5/8	Assignment #6 due	<b>SL</b> pp. 502-543
	5/10 SAT	University Essay	
	5/13	Assignment #7 due; In-Class Essay #3; Portfolio due	

## Course Policies

**Second Day Drop:** If you do not attend class on the second day of class I will automatically drop you from the class. If for some reason you cannot attend class on the second day, you must tell me by the end of the first class session.

**Attendance:** Since we will be doing group work on regular basis, your attendance is crucial. Missing more than one class meeting will affect your grade, and missing three or more class meetings is unacceptable and will result in a failing grade in Discussion Group Work.

**Lateness:** Arriving late disrupts class. Class begins according to the time on the clock on the classroom wall. Three late arrivals will be considered an absence; early departures carry the same consequence. If you will be regularly unable to get from one part of campus to class within the allotted time, please see me before the third week of classes.

**Late Essays:** All papers must be handed in by the end of class on the day they are due; if you submit your paper via e-mail, it must be time-stamped no later than the time that class ends. If you are unable to turn in or e-mail your paper by the end of class, one "Late Essay" coupon is included in the Course Packet. This is the only way late essays will be accepted. Turn in this coupon or e-mail me a facsimile in lieu of the paper on its due date. Your paper will be due at the next class meeting. I do not accept papers turned into the Department Office or slipped under my office door. As noted above, I do not grade individual formal essay assignments, but a missing paper will be a conspicuous absence when I assess your portfolio at the end of the semester. **IMPORTANT:** If you fail to complete or turn in **any** formal writing assignments you will receive an N/C for the course.

**Make-up work following an absence:** Each student is responsible for obtaining class notes and assignment details. Informal writing assignments and homework cannot be made up for.

**From the Curriculum and Policy Committee:** "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."

**Use of outside assistance/Plagiarism zero-tolerance policy:** Copying all, or in part, another's material and presenting it as one's own is a grave matter. It is easy for an instructor to detect bought, "borrowed" or mass-produced papers. Discrepancies in style and mechanics will be revealed in the comparisons between in-class and out-of-class efforts. Additionally, tutors may help with prewriting and assist with basic skills, but should *not* be altering structure, inserting their own ideas or be functioning as proofreaders who correct all grammatical errors.

- EVIDENCE OF PLAGIARISM (or cheating on a test) WILL RESULT IN A GRADE OF ZERO FOR THE ASSIGNMENT (or test) AND A GRADE OF 'F' FOR THE COURSE. (See also the SJSU publication. "Academic Dishonesty and Its Consequences.")

**Statement of non-bias:** It is an instructor's responsibility to teach the material of the course and see to it that students become informed citizens who can think on their own. An instructor's place is not to promote any particular political philosophy or agenda; the University's General Education "Perspectives" requirement states, "All courses shall address issues of race, class, and gender when appropriate. Readings which include perspectives of women and diverse cultural groups shall be incorporated in all courses whenever possible."