

**San José State University**  
**Department of English and Comparative Literature**  
**English 1B, Composition 2 (GE C3), Section 6, 13, Fall 2012**

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<b>Office Hours:</b>	T/Th 10:30-1200 and by arrangement
<b>Class Days/Time:</b>	T/Th Section 6, 0730-0845; T/Th Section 13, 0900-1015
<b>Classroom:</b>	Section 6 Clark 243; Section 13 DMH 354
<b>Prerequisites:</b>	Passage of Written Communication 1A (C or better) or approved equivalent.
<b>GE Category:</b>	Written Communication C3

**Faculty Web Page and MYSJSU Messaging (Optional)**

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/craig.lore> 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 (or other communication system as indicated by the instructor).

**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 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 DRC policies)
- Adding and dropping classes

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

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.

### **Recording policies (optional)**

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 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.

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.

### **Required Texts/Readings**

#### **Textbook**

- *What Matters in America*, 3rd Ed. Gary Goshgarian. Required. ISBN: 978-0-205-23074-7
- *Harbrace Essentials*. Required. Eds. Cheryl Glenn & Loretta Gray. ISBN: 978-0-495-90836-4
- *In Defense of Food* by Michael Pollan. Required. ISBN: 978-0-14-311496-3
- *Little Princes* by Conor Grennan. Required ISBN: 978-0-06-193006-5
- *The American Heritage Dictionary*, 4<sup>th</sup> ed. Recommended. Paperback

#### **Other equipment / material requirements**

- One blank, bound, Mead composition book
- Four (4) large Blue Books for in-class essays
- Two to three double-pocket folders

### **Library Liaison**

Toby Matoush Toby.Matoush@sjsu.edu

## Classroom Protocol

- Attend every class
- Arrive on time
- Participate in class discussion and group exercises. You will be assigned to groups for discussion and peer review, and I will call on you for in-class discussions
- Cell phones and computers are to remain out of use and out of sight

## Assignments and Grading Policy

**Grading:** A-F.

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

### Grading Criteria for Written Work:

The “A” essay is organized and well developed. It demonstrates a clear understanding of the topic and fulfillment of the assignment. Paragraphs are fully developed with interesting details, lively vocabulary, syntactic complexity, and graceful transitions. This paper is pleasing to the eye and virtually free of mechanical errors.

The “B” essay develops controlling ideas and supports them with vivid, specific examples, but it may lack the sentence variety and graceful transitional phrases characteristic of an “A” paper. The “B” essay may contain minor grammatical or mechanical flaws, however, it demonstrates overall competence.

The “C” essay is logically organized, but usually general and bland. The paragraphs need controlling ideas and specific examples. The vocabulary and syntactical complexity is less mature, making the essay less effective. The essay may contain a distracting number of mechanical and grammatical flaws.

The “D” essay is poorly organized and generally unclear. It has inappropriate or inadequate examples, is noticeably superficial and simplistic, or it contains serious mechanical and grammatical problems.

The “F” essay is similar to the “D,” but is more consistent in mechanical errors and less logical. It is generally unclear and shows little real effort.

### Grades:

Two short out-of-class-essays and revisions	20%
One long out-of-class essay	10%
Three (graded) in-class essays	24%
Research Paper	20%
Portfolio	10%
Notebook	4%
Reading Responses	4%
Misc: quizzes, Found Poetry, editorial, reflections, In-class writing	4 %
Participation	4 %
Total	100%

**Writing:** You will write eight essays total: a baseline (not graded), two short out-of-class, one longer out-of-class, three in-class, and a major research paper. **You must complete all eight essays to be eligible to pass the course.** According to department guidelines, you must write a minimum of 8000 words, not including the notebook writing, quizzes, or any informal assignments.

Writing informs, influences, and/or persuades, and each of us is capable of altering the space around us through clear writing directed to a specific audience for a distinct purpose.

For all writing outside of class use Times New Roman, 12-point font, in MLA format (we will go over MLA format in class). You will be actively involved in peer editing. Essays without peer-review will lose credit for that portion of the assignment. Grading for the essays: three out-of-class, three in-class, research essay, and portfolio—including all required drafts, revisions, brainstorming and peer reviews—**will account for 84% of your overall grade.** SLO 1 & 5: Every essay. SLO 2 & 3 all out-of-class essays and research essay. SLO 4: in-class essays 2 and 3, and all out-of-class. SLO 6 in in-class #4. **Save all of your written work: You will need it for the portfolio at the end of the semester.**

**Reflection:** Every completed in-class and out-of-class essay requires a one-page reflection that discusses the student's self-evaluation of that paper's merits and faults.

**Research Essay:** English 1B shall include an introduction to the library and to basic research strategies, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly. A traditional research paper or a series of short essays in which library research informs the student's position or thesis is required. As part of this requirement, a university librarian shall lead at least one class session of English 1B. **The Research Essay—with all its component parts—by itself, accounts for 20% of the overall grade within the essay category.** Each student will write a research essay on a topic of his/her choosing based on guidelines provided by the instructor.

**Final Portfolio Assignment:** Instead of a final exam, you will write a 12-1400-word 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. This course does not have a final exam. **The Portfolio Assignment by itself will account for 10% of your grade.**

**Reading:** Reading assignments from *What Matters in America*, our other books, and handouts will challenge you to think about how you can become a more effective writer. The readings must be completed prior to the day they are assigned. Reading assignments provide background and support for lecture material. Reading assignments will be graded directly via quizzes and reading responses and indirectly when assigned as resources for specific essays. **Grades for Reading Responses account for the majority of the 4% assigned to Misc. Writing.**

**The Composition Notebook:** The notebook is your most valuable tool in the class. You will use it to record ideas from the reading, copy favorite lines, jot down interesting words, record notes about writing, and paste scraps of writing that you collect,

and store reference handouts about writing. The notebook will include ideas and reflections that will become the backbone of your essays, portfolios, and other writing. You will need to bring your notebook to class. I will collect your notebooks at regular intervals. **The Composition Notebook accounts for 4% of your overall grade.**

**Misc Writing, Short Quizzes & In-class Writing:** Quizzes, announced and unannounced, will test your knowledge of the assigned readings. Quizzes and in-class writing assignments, Found Poetry, Reading Responses and editorial **assignments will account for 4% of the total grade.**

**Participation:** Participation will be evaluated based on in-class interaction during discussions, student's self-evaluation, peer evaluations from group work, and outside participation, which involves bringing to the classes' attention an article or news item relevant to readings from the text or classroom discussion. Participation scores will be reduced for using electronics during class. **Participation will account for 4% of the total grade.**

**Late and Missing Papers:** Assignments are due in class on the date listed on the syllabus. Late essays will be assessed a penalty of 10% per day and will not be accepted at all after a one week delay. Late papers will receive a zero—in-class, reading responses, short papers, etc.

**Extra Credit:** In general, extra credit is not offered. All the assignments listed should be completed as directed and turned in on time. However, several "release" assignments may be available. A release assignment can replace an existing, missed, assignment, but will not add anything "extra." Any release assignment authorized will require writing at least as much as the original it replaces, and will probably require more.

**Final Grades in Percentages:** A+ = 100-98; A = 97-94; A- = 93-90; B+ = 89-88; B = 87-84; B- = 83-80; C+ = 79-78; C = 77-74; C- = 73-70; D+ = 69-68; D = 67-60; F = 59 or less.

## **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.

## **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 WST, improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. We are located in SSC 600 (10th Street Garage), at the first floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. See the Peer Connections website for more information ([www.peerconnections.sjsu.edu](http://www.peerconnections.sjsu.edu)) and be sure to come see us!

### **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/>.

## English 1B, Fall 2012, Course Schedule

1. Thur Aug 23 First Day/Roll/Introductions/Syllabus/Etc.
2. Tues Aug 28 Diagnostic Essay—Bring a Large Green Book/Dictionary/Pens
3. Thur Aug 30 Writing Workshop/Discussion/Grammar/Reading Response Analysis.  
Read in *Harbrace Essentials (HE)*: 4, 24 a,b,c, d
4. Tues Sep 4 Read: *HE*— Ch. 1, 5, 18, 25, 26; WMinA—Read: As Bullies Go (30); I Tweet, Therefore (40) RR#1. Research Essay—1st thoughts on topic
5. Thur Sep 6 Read: *HE*— Ch. 2, 3, 8, 32d, 33c. WMinA—Read: Virtual Friendship (52) and You Gotta Have (44). RR#2
6. Tues Sep 11 Peer Review--Due: Out of Class Essay #1 Based on Diagnostic
7. Thur Sep 13 Read: *HE*— Ch. 12, 13, 14, 16. Words/Dictionary/Grammar/MLA Works Cited/ Research Proposal
8. Tues Sep 18 Read: *HE*— Ch. 10, 11, 33a. WMinA—Read: A Brand by Any Other Name (102) and On Sale at Old Navy (111). RR#3. Due: Found Poetry
9. Thur Sep 20 Read: *HE*— Ch. 19 d, e, f, g; 28, 30, 31. WMinA Read: Growing Up in a Culture (162), Violent Media (165), and Hate Violence (167).  
Due: Out of Class #1 Final Draft
10. Tues Sep 25 Read: *HE*— Ch. 32c, e, f. 33b.WMinA—Read: Free Inquiry (190) and Hate Cannot Be (198). RR#4/
11. Thur Sep 27 In-Class #2
12. Tues Oct 2 Library Session—Start Food Journal—1 week
13. Thur Oct 4 Peer Review—Out of Class#2 based on WMinA readings with Works Cited
14. Tues Oct 9 Read: *HE*— Ch. 7, 9. IDofF Part 1—RR#5
15. Thur Oct 11 IDofF Part 2—Due Annotated Bibliography for Res Essay. Discuss Synthesis in class.
16. Tues Oct 16 Read: *HE*— Ch. 4d, f. IDofF Part 3RR#6—Start Food Journal: Part 2—1week. Discuss: Synthesis, strong nouns, active verbs. Due: Out of Class #2.
17. Thur Oct 18 In-Class #3.
18. Tues Oct 23 WMinA—Read: Stop Being Afraid (302), Indiana Jones (312), and When America Relaxes (316). RR#7. Start DVD: Food, Inc.
19. Thur Oct 25 Food, Inc.—RR#8 based on Part I Food, Inc. Due: Field Res Summary
20. Tues Oct 30 Writing Workshop—Review Major concepts. Due: Out of Class on Food
21. Thur Nov 1 Discuss Synthesis. WMinA—Read: Why We Work (260), Measuring Success (271), The Most Praised (277). RR#9
22. Tues Nov 6 Peer Review Research Essay
23. Thur Nov 8 Review Punctuation/Word usage. Discuss Creative Nonfiction. WMinA—Read: How We Can Stop (368), Going Green (376), My Carbon Footprint (383). RR#10. Due: Editorial
24. Tues Nov 13 Part 1: *Little Princes*— RR#11. Review Revision, Editing,

- Proofreading.
25. Thur Nov 15 Part 2: *Little Princes*—Due: Research Essay
26. Tues Nov 20 Part 3: *Little Princes*—RR#12.
27. Thur Nov 22 ***Thanksgiving Holiday***
28. Tues Nov 27 In-Class #4: *Little Princes*
29. Thur Nov 29 Portfolio Review Workshop Day—Bring all past graded written essays to class.
30. Thur Dec 4 Portfolio Due
31. Tue Dec 6 Last Day Assignment