

San José State University
Department of English and Comparative Literature
English 1B, Composition 2 (GE C3), Sections 05 2013

Instructor:	Peter O'Sullivan
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Office Hours:	Mondays and Wednesdays by appointment after noon. Tuesdays and Thursdays 9:00 - 10:00
Class Days/Time:	Mondays and Wednesdays: 7:30 - 8:45
Classroom:	SH 238
Prerequisites:	Passage of Written Communication 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. The focus of this particular course is going to be on food. We will discuss food in its every dimension, from the aesthetic to the political, from the ethical to the healthful.

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/policyforsyllabi.html>

- Course guidelines

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

Required Texts/Readings

Textbook

- Lumsford, Andrea, John Ruszkieqicw, and Keith Walters, eds. *Everything's an Argument*, 6th Ed. (EA) ISBN: 9781457606069
- Pollan, Michael. *In Defense of Food*. ISBN: 9780143114963
- Rollins, Brooke, and Lee Bauknight, eds. *Food*. ISBN: 9781598714319
- College-level dictionary
- Large bluebooks
- Yellow Examination booklets for the final
- Blue or Black pens

Other Readings

Additional readings can be found here: <http://fearless1b.wordpress.com>

Classroom Protocol

Students will come to class every day and prepared to discuss that day's readings. I reserve the right to eject any student who comes to class unprepared. Unpreparedness is defined as not having done the readings and not having the materials necessary for class. Each day will begin with a quiz or in class writing assignment based on the readings for that day. The rest of class will be a mélange of small and large group discussions, lectures, student presentations, debates, and activities necessary to facilitate the learning process. Electronic devices such as smartphones and laptops are allowed, as they can be useful in looking up information during class, but I again reserve the right to refuse their use should they become distractions (e.g. facebook during lectures). Also, all cell phones should be silenced (or put on vibrate) before class. I will dance if your cell phone goes off.

Academic policies

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

Assignments and Grading Policy

Grading: A-F.

Grade Distribution:

- Out of Class Essays: 300 points (2 at 150 each) -- 3000 words
- In Class Essays: 100 points (2 at 50 each, 1 for credit) -- 2400 words
- Out of Class Annotated Bibliography Project: 150 points -- 1500 words
- Short Research Essay: 150 points -- 1500 words
- Final Exam: 200 points
- Quizzes: 50 points
- Participation: 50 points
- Total = 1000 points

Assignments and Grading Policy:

Reading: English 1B is a reading-intensive course meant to help you strengthen your reading and critical thinking skills. You will read many challenging passages from *Everything's an Argument* and from other sources both provided by the instructor and found in your research. All readings listed on the calendar must be finished by the class time for the date listed. For example: If the calendar listing for January 25th includes Plato's "Allegory of the Cave" you must have this essay read before we meet for class on January 25th. Class participation is based predominantly on the readings, so to ensure full credit you must complete the readings by class time and be prepared to participate orally and in writing.

Writing: English 1B is a writing-intensive course meant to prepare you for college-level writing, which will be required in all other classes, and which depends upon clear communication of meaning. All essay writing assignments are noted on the calendar and must be turned in by the beginning of class on the day they are due. All other writing assignments will be assigned during class and must be turned in on time. You will also receive assignment sheets with further instructions for all essays. You will write more than 8000 words this semester.

Out of Class Essays: You will write two, typed, double spaced, and stapled out of class essays over the course of the semester. Each essay will be a minimum of 1500 words long (5-6 pages long depending on font). Rough drafts will be due three weeks from the date of assignment, and final drafts will be due six weeks from date of assignment. You are encouraged to bring rough drafts to my office hours to make essays as excellent as possible. I will be holding conferences for this purpose.

There will be significant point deductions for not using MLA, or for improper or missing citations. Part of MLA guidelines require the essay be typed in a 12-point

font, double-spaced, with one-inch margins on all sides, and with your name and page number in the header. I also require you to include a word count for every out-of-class essay, which you may place in the top of the essay (with your name, date, etc.), or at the end of the essay.

- Essays must be turned in on time, hardcopy to the instructor, which is at the beginning of the class period on the due date.
- Essays must be turned into turnitin.com. You will lose half your essay grade if you fail to submit to this website.
- Late Essay Policy: Essays can be turned in for full credit up to and including the day the instructor hands them back. After that, any essay turned in will lose 50% of its total score.
- Word length requirements are listed on the calendar and on essay assignment sheets.
- Specific instructions will be on assignment sheets.
- A note about minimum requirements: All minimum requirements listed on the writing prompts must be met in order to pass the assignment. Passing is a C. To receive an A you must exceed the requirements.

In Class Essays: There will be three in class essays throughout the semester. These will be done in class, handwritten neatly with black or blue ink inside a green examination booklet. **Failure to use a green examination booklet will result in a score of ZERO on the essay.** These essays will range from 500 to 800 words each. The first in class essay will be a diagnostic essay given to assess your writing competency at the beginning of the class. The last two will be practice final exams. You may use a paper dictionary, but no thesaurus. In-class essays may not be made up except in cases of emergency; you must notify the instructor of the emergency and provide written documentation of the emergency; you must make up an in-class essay within one week

Out of Class Annotated Bibliography: There is a research component to this class. Rather than have you write a large research paper this semester, however, I have decided to work on developing good research habits. To that end, you will be compiling an annotated bibliography comprising of no fewer than five entries, with each entry containing an annotation of no fewer than 300 words. All bibliographic entries must comply with MLA formatting (APA is negotiable for those in the social sciences). You will then use most of those sources to write a brief essay showcasing how you would apply that research to your argumentation.

Quizzes: You will have a series of quizzes throughout the semester, given in several forms. These can be anything from multiple choice to short answer essay questions to matching. I reserve the right to announce and not announce quizzes as I see fit and will always be on some aspect of the reading. Past fodder for quizzes includes the text itself, the biographical information at the beginning, the footnotes, and vocabulary found within the text.

Participation: Participation is a measurement of how much of the assigned reading you do and how much you participate in class. As such, I will assign in

class writings, usually of no more than one page single spaced, at the beginnings of class. I will also, occasionally, assign these writings as homework to be typed and brought into class. These assignments will count as an objective measure of participation.

Final Exam: There is a common final given to all English 1B students. This semester it will be on Saturday, May 4 at 10AM. That is not a joke or a mistake; it will really be on Saturday. We will meet at 10AM in a place to be determined. Please bring a yellow examination book, a paperback dictionary, and some pens.

All essays must be completed and turned in to pass the course.

Turnitin.com: This class will use turnitin.com for every out of class assignment. To stave off any accidental plagiarism, you will be required to turn both your rough drafts and your final drafts to the site. Failure to upload your essay will result in a loss of 50% of your grade. Be sure to sign up for turnitin.com as soon as possible.

Sec 05:

- Class ID: 5937310
- Password: 730class

Workshops: You will workshop all out of class assignments, and must follow workshop procedures in order to get full credit on that essay assignment and for participation.

- All workshops are structured group exercises in which you will give and receive valuable feedback on your writing.
- **Workshops cannot be made up.**

Class Blog

Updated information about the class and supplemental readings will be frequently posted to the blog at <http://fearless1b.wordpress.com/> and you are encouraged to visit it before each and every class. While there will be in class reminders whenever a reading from the blog is due, you are invariably responsible for accessing the material on there.

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.

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>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.



English 1B, Spring 2013, Course Schedule

EA = Everything's an Argument; IDF = In Defense of Food; Food = Food

Week	Date	Topics, Readings, Assignments, Deadlines
1	Wednesday, 1/23/2013	Introductions: Syllabus; what is a sentence?; for next time.
2	Monday, 1/28/2013	In Class Essay #1: Diagnostic {SLO 1} (500-800 words) Bring Green Book
	Wednesday, 1/30/2013	The Three Stooges: Ethos, Pathos, and Logos. Arguments. (EA 1-29) {SLO 5} "Introduction: Recipe Writing" (Food 1-4) {SLO 2,3,4} Assign Out of Class Essay #1: Rhetorical Analysis {SLO 1, 2, 3, 4, 5, 6} (1500 words)
3	Monday, 2/4/2013	Pathos Arguments Based on Emotion. (EA 30-41) {SLO 5} "Fear Factories" (Food, 151-162) {SLO 2,3,4} "Tasteless" (Food 29-32) {SLO 2,3,4}

Week	Date	Topics, Readings, Assignments, Deadlines
	Wednesday, 2/6/2013	Ethos Arguments Based on Character. (EA 42-54) {SLO 5} Read the Italics at the beginning of each article in Food {SLO 2,3,4} "Food is Good" (Food 63-70) {SLO 2,3,4}
4	Monday, 2/11/2013	Logos Arguments Based on Facts and Reason. (EA 55-73){SLO 5} "Organic Foods" (Food 125-139) {SLO 2,3,4} "Attention Whole Foods Shoppers" (Food 141-149) {SLO 2,3,4}
	Wednesday, 2/13/2013	Fallacies. (EA 74-89) {SLO 5} Rhetorical Analysis. (EA 90-120) {SLO 5} You Tube Commericals on Blog {SLO 2,3,4}
5	Monday, 2/18/2013	Workshop. Bring three copies of essay. {SLO 1,2,3,4,5,6}
	Wednesday, 2/20/2013	Structuring Arguments. (EA 123-151) {SLO 5} "The Carnivore's Dilemma" (Food 169-173){SLO 2,3,4} "Suburban Foraging" (Food 117-123) {SLO 2,3,4}
6	Monday, 2/25/2013	Argument of Definition. (EA 187-213) {SLO 5} "Nutritionism Defined" (IDF 1-32) {SLO 2,3,4}
	Wednesday, 2/27/2013	Causal Arguments (EA 242-272) {SLO 5} "Eat Well, Get Fatter" (IDF 32-53) {SLO 2,3,4} Assign Out of Class Essay #2: Argument (1500 words) {SLO 1,2,3,4,5,6}
7	Monday, 3/4/2013	Work Day
	Wednesday, 3/6/2013	Style in Argumentation. (EA 309-325) {SLO 5} "Beyond the Pleasure Principle" (IDF 53-61) {SLO 2,3,4} Assign Annotated Bibliography Project (1500 words) {SLO 1,2,3,4,5,6}
8	Monday, 3/11/2013	Out of Class Essay #1 Due {SLO 1,2,3,4,5,6} Library Visit
	Wednesday, 3/13/2013	Evidence. (EA 395-416) {SLO 2, 3, 5} "Bad Science" (IDF 61-81) {SLO 2,3,4}

Week	Date	Topics, Readings, Assignments, Deadlines
9	Monday, 3/18/2013	Plagiarism (EA 436-444) {SLO 1,2,5} Documenting Sources (EA 446-468) {SLO 1,2,3,4,5} "Aborigine" and "Elephant" (IDF 85-101) {SLO 2,3,4}
	Wednesday, 3/20/2013	Workshop Out of Class Essay #2. Bring three copies. {SLO 1,2,3,4,5,6}
10	Monday, 3/25/2013	<u>No Class</u> <u>Spring Break</u>
	Wednesday, 3/27/2013	
11	Monday, 4/1/2013	"What We Do Know" (IDF 101-118) {SLO 2,3,4}
	Wednesday, 4/3/2013	Work Day
12	Monday, 4/8/2013	Workshop First Two Entries of Annotated Bib. Bring Three Copies
	Wednesday, 4/10/2013	Out of Class Essay #2 Due "What We Do Know" (IDF 118-136) {SLO 2,3,4}
13	Monday, 4/15/2013	"Escape From the Western Diet" (IDF 137-146) {SLO 2,3,4}
	Wednesday, 4/17/2013	"Food Defined" (IDF 147-161) {SLO 2,3,4}
14	Monday, 4/22/2013	In Class Essay #2: Practice Final. Bring green book (500-800 words) {SLO 1,2,3,4,5,6}
	Wednesday, 4/24/2013	Debrief on In Class #2. Tips and Tricks. Scoring guide
15	Monday, 4/29/2013	In Class Essay #3: Practice Final. Bring green book. (500-800 words) {SLO 1,2,3,4,5,6}
	Wednesday, 5/1/2013	Debrief on In Class #3. More tips and tricks.
16	Monday, 5/6/2013	"What to Eat" (IDF 161-181) {SLO 2,3,4}
	Wednesday, 5/8/2013	"How to Eat" (IDF 182-201) {SLO 2,3,4}

Week	Date	Topics, Readings, Assignments, Deadlines
17	Monday, 5/13/2013	Last day of class. Letter to Instructor. Research Project Due
Final Exam	Saturday, 5/4/2013	10:00am -- 12:00 PM, location TBD _____

Important SJSU dates Spring 2013

Wednesday	January 23	First Day of Instruction – Classes Begin
Monday	February 4	Last Day to Drop Courses Without Permanent Record
Monday	February 11	Last Day to Add Courses & Register Late (A)
Tuesday	February 19	Enrollment Census Date (CD)
Mon-Fri	March 25-29	Spring Recess
Monday	May 13	Last Day of Instruction - Last Day of Classes
Tuesday	May 14	Study/Conference Day (no classes or exams) (SC)
Wed-Tues	May 15-21	Final Examinations (exams)
Wednesday	May 22	Final Examinations Make-Up Day (MU)
Thursday	May 23	Grade Evaluation Day (E)
Friday	May 24	Grades Due From Faculty