

**San José State University**  
**Department of English and Comparative Literature**  
**English 1B, Composition 2 (GE C3), Section 8,18,36 Spring 2013**

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| <b>Instructor:</b>      | Craig Lore  |
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| <b>Office Hours:</b>    | T/Th 1030-1145  |
| <b>Class Days/Time:</b> | T/Th—0730, 0900, 1200   |
| <b>Classroom:</b>       | Section 8-BBC 124; Sec 18-BBC 124; Sec 36-BBC 121                         |
| <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**

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 D2L.

### **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)
- Estimation of Per-Unit Student Workload
- Recording policies
- Adding and dropping classes

## Required Texts/Readings

### Textbook

- *What Matters in America*, 3rd Ed. Gary Goshgarian. Required. ISBN: 978-0-205-66922-6 Required
- *Harbrace Essentials*. Required. Eds. Cheryl Glenn & Loretta Gray. ISBN:978-0-495-90836-4 Required

### Other Readings

- *In Defense of Food* by Michael Pollan. ISBN: 978-0-14-311496-3 Required.
- *Little Princes*, by Conor Grennan. ISBN: 978-0-06-193006-5. Required
- *How to Write a Paragraph* by Richard Paul and Linda Elder. ISBN: 978-0-944583-22-7. Paper or Kindle edition. Required.
- *Reed 65* by San Jose State University. ISSN: 1524-8194. At San Jose State Bookstore. Required.
- *The American Heritage Dictionary*, 4<sup>th</sup> ed. Recommended. Paperback. Purchase online or at any local bookstore.

### Other equipment / material requirements

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

## Library Liaison for English courses

Toby Matoush, Dr. Martin Luther King Jr. Library

Voice: 408-808-2096

Email: [Toby.Matoush@sjsu.edu](mailto:Toby.Matoush@sjsu.edu)

Website: <http://libguides.sjsu.edu/profile.php?uid=14949>

## Classroom Protocol

- Attend every class
- Arrive on time
- Participate in class discussion, group exercises, and peer review.
- Be prepared
- 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 Chart:**

|  |            |
|--|------------|
| Three out-of-class-essays and revisions .....                            | 30%        |
| Three (graded) in-class essays .....                                     | 24%        |
| Research Paper .....   | 20%        |
| Portfolio .....  | 10%        |
| Notebook .....   | 4%         |
| Reading Responses .....  | 4%         |
| In-class writing, quizzes, Found Poetry,<br>editorial, reflections ..... | 4%         |
| Participation .....  | 4%         |
| <hr/> Total  | <hr/> 100% |

### Written Work, Required

- ◆ You will write nine essays total: one (1) baseline (not graded), Three (3) out-of-class essays; three (3) in-class; one (1) major research paper; and a **Final (1) Portfolio/Reflection essay. You must complete all nine 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 outside-of-class writing 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.

- **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. Each student will write a research essay on a topic of his/her choosing based on guidelines provided by the instructor. **The Research Essay—with all its component parts—alone is 20% of the overall course grade.**
- **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—We will not be taking the Department English 1B exam. The Portfolio Assignment alone is 10% of your grade.**
- Together, **ALL** 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.
- **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.
- **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.**

- **SLOs**

- 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-class #4. **Save *all* of your written work: You will need it for the portfolio at the end of the semester.**

### **Reading, Required**

- 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 and quizzes on the readings account for the majority of the 4% assigned to Reading Responses.**

### **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 25%, 50%, and 100% per day late. Assignments generated in class may not be made up.

### **Extra Credit**

In general, extra credit is not offered. All the assignments listed are required. 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 Course Grade:** Every assignment is issued a maximum number of points possible and then placed in its appropriate category on a computer grading program. For example, Reading Responses receive a maximum of 10 points, **and** all of the Reading Responses together are worth 4% of the total grade. If 10 Reading Responses earned a total of 940 points, that would be 94% of the 4% for that category. Many assignments have multiple components; for example, the Research Essay consists of a Research Proposal, Annotated Bibliography, Field Research Report, Rough draft, Final draft—EACH component has

its own point value and is graded individually; therefore, the WHOLE Research Essay grade, worth 20% of the total course, is comprised of many separate pieces. Although the essays are the most important part of the grade, every assignment, small or large, contributes to the process, and, therefore, requires your full attention.

- **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.

**Printing Service Note: 0730 classes—no on campus Print Service is open before 0730.**

## **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.

## Spring 2013 Class Schedule

Revisions to the Class Schedule may become necessary during the course. Any changes will be announced in class and by email; these changes will be announced in a timely manner so that appropriate adjustments can be made.

**Basic Daily Schedule:** Journal; Role; Grammar/Writing Lesson; Examples; Class Readings; Discussion (In class or in groups); Practice; Weekly quiz.

*WMinA*= *What Matters in America*—**Please make sure** that you also read these sections: Author information, Connecting to the Topic, and Words in Context for each essay.

*Reed*=*Reed Magazine*—Author biographies are in the front.

*HE*=*Harbrace Essentials*

*IDoF*=*In Defense of Food*

1. **Thursday, January 24:** First day of class. Role; Add/Drop; Introductions; Syllabus; General Class Principles: Awareness, Patterns, Unity, Coherence; Brainstorming; Journals; Multiple Drafts; R-Vision; Rules & Regs; Reading Responses.
2. **Tuesday, January 29:** **Baseline essay—Whole class period.**
3. **Thursday, January 31: Read: *How to Write a Paragraph*:** From “The Theory” through and including “Non-Substantive Writing” and ***How to Read a Paragraph*:** Handout. **Read: *Reed*:** “Running 24 North”; “Moon Sleep”; “My Mother Demanded.” **Read: *HE*:** Ch. 24. **Due: RR # 1.** Journal writing; General Writing Principles—Awareness, Patterns; Brainstorming: Critical Reading; Personal Identification w/essay; Audience/Purpose. Weekly quiz.
4. **Tuesday, February 5:** **Read: *WMinA*:** “As Bullies Go”; “I Tweet Therefore I Am”; “The Dark Side of Web Anonymity.” **Read: *How to Write . . . Paragraph*:** Starting with “The Practice” stop at “Now it’s your turn.” **Read: “How to Read a Paragraph”** Handout. **Read: *Reed*:** “At Thirty”; “Prose Song”; “Don’t Come Home”. **Read: *HE*:** Ch. 25 & 26. **Due: RR # 2:** Paraphrase and Explicate from ***How to Write*:** “None are more hopelessly”; and “Security is never an absolute.”. General Writing Principles: Unity, Coherence. Essay-types—5-paragraph essay; Tone; Creative Non-Fiction; The Fiction of Academic/Collegiate Writing; Drafting—techniques. MLA formatting.
5. **Thursday, February 7: Read: *WMinA*:** “Privacy is Overrated”; “Invading Our Own Privacy”; “Who is Really Stealing Your Privacy?” **Read: *How to Write a Paragraph*:** “Extended Paraphrases” up to “Exploring Key Ideas Within Disciplines.” ***How to Read a Paragraph*:** Handout. **Read: *Reed*:** “Waking

Predawn,” “Someone to Watch Over Me.” **Read: HE:** Ch. 1a, 3-3a, 16a, 16b  
**Assign: Found Poetry. Due: RR # 3** Words; Sentences; Paragraphs: types, length, patterns, unity & coherence. MLA format. Punctuation—find the period—FANBOYS, semicolon, colon. Weekly quiz.

6. **Tuesday, February 12: Peer Review—Out of Class #1 from Baseline essay**
7. **Thursday, February 14: Read: WMinA: “A Brand by Any Other Name”; “Black Friday . . . Gray Thursday”; “On Sale at Old Navy.” Read: Reed: “Appetite,” “When I Die.”. Read: HE:** Ch. 7 e ,f, g; 10 a, b, c, d, e; 12a, b, c. **Due: RR # 4.** Words; Sentences—beginning, middle, end—; Unity & Coherence; Revision, editing, proofreading. Weekly quiz.
8. **Tuesday, February 19: Read: WMinA: “Growing Up in a Culture of Fear.”; “Violent Media Numbs”; “Violent Media is Good for Kids.” Due: Found Poetry. Read: HE: Ch. 11.** Paragraphs—beginning, middle, end—variety; Unity & Coherence; MLA; In-class essays. Weekly quiz.
9. **Thursday, February 21: Library Presentation—Meet at the library, TBA Read: WMinA: “What’s to Blame for the Surge,” “You Want Fries?” Due: RR # 5.**
10. **Tuesday, February 26: Due: Final of Out of Class #1. Read: WMinA: “Indiana Jones and the Kingdom,” “When America Relaxes”. Read: HE:** Ch. 15, 19d. Interviewing; Punctuation: comma, dash; Phrases, Clauses; Paraphrase & Summary.
11. **Thursday, February 28: Read: *In Defense of Food*, Part I: “Introduction”—“The Age of Nutritionism” pages 1-81. Read: HE:** Ch. 18. **Due: RR # 6.** Argument; thesis; visualization; cut and paste; Punctuation—quotation marks; underline/italics; MLA—in-text citations. Paraphrase & Summary. Weekly quiz.
12. **Tuesday, March 5: In-Class Essay #2—based on readings on days 4, 5, 7, 8**
13. **Thursday, March 7: Due: Annotated Bibliography. Read: *In Defense of Food*, Part II: “The Western Diet And the Diseases of Civilization” pages 85-136. Read: HE:** Chs. 5 a ,b; 13, 14. Argument. Pronoun, use; Cutting Wordiness: empty phrases, redundant pairs, overuse of modifiers—adjectives & adverbs. Weekly quiz.
14. **Tuesday, March 12: Peer Review Out of Class #2**
15. **Thursday, March 14: Read: *In Defense of Food*, Part III: “Getting Over Nutritionism” pages 139-201 also take a look at Acknowledgements, Sources, and Resources. Read: HE:** Chs. 5 c, d, e, f; 9. **Due: RR # 7.** MLA—in-text,

specifics. Works Cited pages. Vague Pronouns; Pronoun agreement; Parallelism. Weekly quiz.

16. **Tuesday, March 19: DVD: *Food, Inc.* Part 1, in-class. Due: RR # 8.**
17. **Thursday, March 21: Due: Final, Out of Class #2. DVD: *Food, Inc.* Part 2, in-class. Weekly quiz.**

### **Spring Break—March 25-29**

18. **Tuesday, April 2: In-Class #3.** Based on readings on Food from *What Matters in America, In Defense of Food,* and *Food, Inc.*
19. **Thursday, April 4: Due: Field Research Report. Read: *Reed: “Runaway,” “Beached Memories.”* Read: *HE: Ch. 32 d, e. gu* page 397. Assign: Editorial. Plagiarism. The Research Essay: Integrating/Synthesizing the Essay with Primary & Secondary Research. Glossary of Usage in *Harbrace Essentials*. Weekly quiz.**
20. **Tuesday, April 9: Read: *WMinA: “Why We Work” & “Measuring Success.”* *Reed: “Help Offered,” “Ribbit.”* Due: RR # 9. Read: *HE: Ch. 4 c, d, f; 19 e, f, g. 22.* Punctuation: ellipses; parentheses. Consistency in voice—1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, Person. Subject/Verb Agreement. Consistency in verb tense**
21. **Thursday, April 11: Read: *WMinA: “The Most Praised Generation.”* *Reed: “Rachel, Inside,” “Take a Picture.”* Due: RR # 10. Punctuation: square brackets. Passive/Active Voice. Advanced Word Use. Weekly quiz. Due: Contract for writing Food Essay, out-of-class #3 based on in-class #3.**
22. **Tuesday, April 16: Peer Review—Research Essay**
23. **Thursday, April 18: Read: *Little Princes* “A Note on the Crisis,” “Prologue,” Part I & II to page 94 . Weekly quiz. Due: RR # 11. Due: Editorial.**
24. **Tuesday, April 23: Read: *Little Princes* Part III & Part IV to page 180. Due: RR # 12. Due: Food Essay, out-of-class #3 based on in-class #3**
25. **Thursday, April 25: Read: *Little Princes* Part IV from page 180 to the end, and “Afterword.” Weekly quiz. Due: RR # 13.**
26. **Tuesday, April 30: Due: Final, Research Essay.** Discuss *Little Princes*. Portfolio.
27. **Thursday, May 2: In-Class Essay #4:** on *Little Princes*
28. **Tuesday, May 7: Portfolio Workshop.**
29. **Thursday, May 9: Due: Portfolio Essay. Good eating—party.**