



English 1B: Eat Your Words
Fall 2014, San José State University

Instructor: Daniel Hendel De La O
GE Category: Written Communication A3
Prerequisites: Passage of English 1A (C or better) or approved equivalent
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Sections: Sec. 03 (40315)—Mo/We 7:30 – 8:45 AM, BBC 124
Sec. 06 (41975)—Mo/We 9:00 – 10:15 AM, BBC 124

“I come from a family where gravy is considered a beverage.”
– Erma Bombeck

Course Theme

“Food, glorious food,” extols the classic number from the musical *Oliver!*. Indeed, humans have long sung the virtues of food, endowing it with qualities ranging from religious to artistic to sexual. Clearly, we are a species that lives to eat. But while eating is something we need, and want, to do, it can also be a source of great anxiety. As food has become increasingly abundant and more readily available, many Americans have developed a love/hate relationship with it, resulting in epidemics of everything from obesity to eating disorders. With constant concerns about what and how much to eat—even “What should we have for dinner?” perplexes many on a daily basis—food is so complicated today that some now strive to simplify it once again. Still, one thing has not changed: food plays a vital part in how we function, and even define ourselves. This fall’s 1B course will focus on food writing. We will explore the roles food plays in our society and attempt to decipher why, for better or for worse, we are a food-obsessed culture.

Required Materials

All books are available in an electronic edition (e.g. Kindle, Nook), though pagination may vary from print editions.

Books:

- *The Omnivore’s Dilemma: A Natural History of Four Meals* by Michael Pollan (ISBN: 0143038583)
- *Fresh Off the Boat: A Memoir* by Eddie Huang (ISBN: 0812983351)

Writing guide:

- *The Everyday Writer with Exercises (5th Edition)*—*Special Edition: San Jose State University* by Andrea A. Lunsford (ISBN: 9781457667121)*

*See section below entitled: *The Everyday Writer* and *Writer’s Help 2.0 for Lunsford Handbooks* (WHLH)



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 requirement for 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; critical thinking skills; proficiency in basic library research skills and in writing papers informed by research; and mastery of the mechanics of writing.

Course Goals

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).
- Application of critical thinking skills.
- 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 (SLOs)

Students will demonstrate, orally and in writing, proficiency in the Area A3 Learning Outcomes. Students will be able to:

1. Locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation.
2. Present effective arguments that use a full range of legitimate rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view.
3. Effectively locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of one's ideas.
4. Identify and critically evaluate the assumptions in and the context of an argument.
5. Effectively distinguish and convey inductive and deductive patterns as appropriate, sequencing arguments and evidence logically to draw valid conclusions and articulate related outcomes (implications and consequences).

SJSU Academic Policies

You are responsible for reading SJSU's academic policies online @ www.sjsu.edu/english/comp/policy/index.html. They contain relevant information, including:

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and AEC policies)
- Estimation of per-unit student workload



- Recording policies
- Adding and dropping classes

The Everyday Writer and Writer's Help 2.0 for Lunsford Handbooks (WHLH)

This year, we will utilize the new fifth edition of Andrea A. Lunsford's *The Everyday Writer with Exercises*. Additionally, San José State University has paid for your four-year access to *Writer's Help 2.0 for Lunsford Handbooks* (WHLH). This book will prove an invaluable reference in every other course that assigns writing or research. Log in instructions were emailed to you just before the start of the semester.

The 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>.

Class Protocols

- In an effort to make you a better editor of your own work, I will sometimes make sentence-level corrections to only one page or paragraph of your essay. You should assume that the corrections I've made are applicable to your entire essay.
- All writing assignments are due on the dates indicated on EauZone, which contains the most up-to-date schedule and information.
- In order to assist you in keeping track of your grade, I have provided you with a blank grading log. It can be found inside the chart under the "Course Work" section of this syllabus.
- I will not accept *any* assignments that are unstapled.
- Late assignments must be emailed to me no later than the following class after the due date. However, they will be lowered one letter grade—I *will not accept an assignment beyond this point*.
- Assignments submitted via email, will be graded as any other. However, no marked-up hard copy will be returned to you.
- Without prior notification, missed in-class essays and presentations cannot be made up. If you must miss your presentation date, make prior arrangements with a classmate to switch days.
- You will automatically be docked 5 points off your final draft grade for coming to class on a writers workshop day without an essay.
- There is a participation component to your grade. Though only 20 points, it could mean the difference between letter grades. To receive all or most of these points, it is important that you actively engage in the classroom experience (e.g. frequently asking questions and/or commenting). Simply attending class is not sufficient to garner full points, as they are based on active participation, not attendance.
- *If* extra-credit is offered, it will only be once, so please stay up-to-date on your assignments.
- The use of laptops during class is restricted to note taking only—*absolutely no social media during class time*.
- I consider it highly disrespectful to sleep in class. If you fall asleep in class, you will be awoken and asked to leave.



- If you come to class after the first 15 minutes, please wait for an appropriate moment to enter so as not to disturb the class. Likewise, please do not pack up before our class time is over—I'll be sure to get you out of class on time.
- I am always happy to correspond via email. However, please:
 - Please indicate your section number in the subject line or somewhere in the body. This helps me reply to your email more quickly.
 - Email me individually rather than as a reply to a group message because I can easily miss these responses.
 - Note that due to the high volume of email I receive daily, it may take me a day (or more) to respond.
 - Do not message me to ask what happened in class on the day you were absent. As soon possible, obtain the email addresses of at least two other members of the class. They should be able to fill you in on any relevant information.
 - Do not contact me if you miss class unless it affects an in-class essay or presentation.

MLA Style

As is standard in American English classes, all typed work must be submitted in MLA Style. Samples are located in both *The Everyday Writer* (p. 457) and online at EauZone. Again, unstapled work will never be accepted. Please follow this sample heading for all typed work:

Name

1B: Section number

Assignment

Date

EauZone

I maintain the EauZone (eauzone.blogspot.com) as a centralized location for assignments, reminders, documents, important dates, links, and general class information. It also contains an easy-to-reference archive of the course work. In addition, this website will be the location of the course's eReader (eR). These Web articles are required to complete some assignments.

On the homepage, click on “English 1B: Eat Your Words” under “Fall 2014 Courses” to be routed to our page. Feel free to use the “Comments” function in each posting; it is often a helpful way to communicate with classmates.



Editing Marks Guide

Here is a guide to some of the editing symbols (some standard, some my own) you'll be seeing on your papers this semester. Additionally, you will find the corresponding page in *The Everyday Writer* for many of the marks.

Symbol	Meaning	<i>The Everyday Writer</i>	Symbol	Meaning	<i>The Everyday Writer</i>
^	Insert	-	FRAG	Fragment	p. 38
↑	Text is likely not properly double-spaced	-	ITL	Either add or remove italics	p. 425, 448
→	Indent 1x	-	HEAD	Issue with page header	-
→ →	Indent 2x	-	PASS	Passive voice	p. 28c, 32g
+	Good point	-	RO	Run-on sentence	p. 9, 385
?	Meaning unclear	-	SLANG	Slang	p. 23a
#	Add space	-	SP	Spelling	
" "	Add quotation marks	p. 43	SV	Subject-verb agreement	p. 355
//	Faulty parallelism	p. 8e, 27	T	Tone	p. 10d, 17c, 23a, 23d
¶	Start new paragraph	p. 8	TC	Title case	-
@	Delete	-	TNR	Times New Roman font	-
2x	Double-space	-	TRANS	Transition	p. 8e, 30b
ABB	Abbreviation	p. 46a	UL	Underline	p. 47
AWK	Awkward phrasing; reword	-	WC	Word choice	p. 261
CS	Comma splice	p. 37			

Grading Criteria

Grading: A-F. To take the Writing Skills Test and move on to upper-division coursework, students need a C or better in English 1B.

Essays will be graded by the following criteria:

- An “A” essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student’s ability to use language effectively with a solid command of grammar, mechanics, and usage.
- A “B” essay demonstrates competence in the same categories as an “A” essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.



- A “C” essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show significant weakness in mastery of grammar, mechanics, usage, or voice.
- A “D” essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.
- An “F” essay does not fulfill the requirements of the assignment.

Course Work

Class sessions will employ a combination of lectures, group discussions, presentations, and writing workshops that will cover a range of activities, including analyzing, interpreting, outlining, revising, and editing. All typed essays are approximately three pages (750 words) and must be in MLA Style. Also, unless otherwise noted, all typed essays must always include a works cited page.

Your semester’s course work is comprised of:

<i>Item</i>	<i>Description</i>	<i>SLOs</i>	<i>Word Count*</i>	<i>Writers Workshop</i>	<i>In-class Essay</i>	<i>Point Value</i>	<i>Grade Log</i>
<i>Diagnostic</i>	This in-class essay will be my first opportunity to evaluate your writing.	4	400		✓	0	N/A
<i>Editorial</i>	This in-class editorial will examine the (lack of) cooking habits of Americans.	2-5	400		✓	20	
<i>Satirical</i>	You will write a satirical response to Pollan's <i>The Omnivore's Dilemma</i> .	2-5	750	✓		20	
<i>Persuasive</i>	You will write a persuasive essay based upon Huang's <i>Fresh Off the Boat</i> .	2-5	750			20	



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<i>Item</i>	<i>Description</i>	<i>SLOs</i>	<i>Word Count</i>	<i>Writers Workshop</i>	<i>In-class Essay</i>	<i>Point Value</i>	<i>Grade Log</i>
<i>Research Paper</i>	Your 10-page research paper will focus on a food-related topic. Additionally, the findings of your paper will be informally presented on the final day of class.	1-5	2,500	✓		80	
<i>Multimedia Presentation</i> **	You and a classmate will create a 10-minute multimedia presentation based upon a food-related topic.	1-5	400			20	
<i>Reflections</i>	You will write 7 two-page reflections based upon a variety of topics relating to food.	2-5	3,500			70 (7x10)	1. 2. 3. 4. 5. 6. 7.
<i>Participation</i>	Note that points are garnered by active participation in class, not attendance.					20	
Approximate word count: 8,700			Total points: 250			/250	

*One typed page in MLA Style is approximately 250 words; one handwritten page is approximately 200 words.

**You must provide your own laptop; Macs will require an Apple-specific adaptor to connect to the university's projection system.

Final grade calculations:

A+	244-250	B+	219-223	C+	194-198
A	232-243	B	208-218	C	182-193*
A-	224-231	B-	207-217	Non-passing	0-181

*At least 182 points must be earned to receive course credit

Course Schedule



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Note that this schedule is subject to change. Always consult EauZone for the most up-to-date information and schedule. Consider any hard copy of this syllabus to be only a rough guide and immediately out-of-date. *All assignments, including in-class essays, are due or take place on Wednesdays.*

Key:

- BOAT (*Fresh Off the Boat*)
- eR (eReader)
- OMNI (*The Omnivore's Dilemma*)

<i>Week 01: Rhubarb and Rosewater Eton Mess</i>	Mo 08.25/We 08.27
	Class: Syllabus review; Introductions
<i>Week 02: Mac and Cheese with Bacon</i>	NO CLASS: Mo 09.01—Labor Day/We 09.03
	Class: Multimedia presentation assignments; Lectures—“Building a Better Multimedia Presentation” Due: REFLECTION 1
<i>Week 03: Chicago-Style Deep-Dish Pizza</i>	Mo 09.08/We 09.10
	Readings: OMNI—p. 1-84 Class: DIAGNOSTIC; Reading discussion
<i>Week 04: Buttermilk Biscuits</i>	Mo 09.15/We 09.17
	Readings: OMNI—p. 85-225; eR—“The Art of Almost Homemade,” “Three in Ten Americans Love to Cook, While One in Five Do Not Enjoy It or Don't Cook,” “Americans Prefer Eating at Home But Still Don't Cook and Don't Eat More Healthily” Class: Reading discussion; Multimedia presentations Due: REFLECTION 2
<i>Week 05: Piperade Basque</i>	Mo 09.22/We 09.24
	Readings: OMNI—p. 226-333; eR—“Is it True That People Don't Cook Anymore?,” “Cooking Isn't Fun,” “Out of the Kitchen, and Onto the Couch,” “10 Reasons You Hate to Cook (And What to Do About It)” Class: EDITORIAL; Reading discussion; Multimedia presentations; Lecture—“Twelve Essential Grammar Rules to Know” Due: REFLECTION 3
<i>Week 06: New Orleans Shrimp Pot Pie</i>	Mo 09.29/We 10.01
	Readings: OMNI—p. 334-411; “The Great Satirical-News Scam of 2014,” “The 35 Best Times Someone on Facebook Thought ‘The Onion’ Was Real,” “Midyear Roundup: The 10 Best ‘Colbert Report’ Segments of 2014—So Far,” “Diet Book Author Advocates New ‘No Food Diet’” Class: Reading discussion; Writers workshop; Library research session (TBA) Due: SATIRICAL (DRAFT 1; BRING 2 COPIES)



<i>Week 07: Chicken Tikka</i>	Mo 10.06/We 10.08
	Readings: BOAT—"Meet the Parents" – "This American Life" Class: Multimedia presentations; Lecture—"On Wordiness" Due: SATIRICAL (FINAL DRAFT 1; ATTACH DRAFT 1 TO BACK)
<i>Week 08: Steak, Guinness, and Cheese Pie</i>	Mo 10.13/We 10.15
	Readings: BOAT—"Mo Money Mo Problems" – "Len Bias Broke My Heart" Class: Multimedia presentations; Lecture—"Close Reads: A How-To"
<i>Week 09: Boeuf Bourguignon with Baguette Dumplings</i>	Mo 10.20: /We 10.22
	Readings: BOAT—"Special Herbs" – "Royal Huang" Class: Multimedia presentations Due: REFLECTION 4
<i>Week 10: Chocolate Ganache Cupcakes</i>	Mo 10.27/We 10.29
	Readings: BOAT—"I Know a Little Bit" – "World Star" Class: Multimedia presentations Due: PERSUASIVE
<i>Week 11: Jalapeño Roasted Chicken</i>	Mo 11.03/We 11.05
	Class: EXPOSITORY; Reading discussion; Writers workshop; Multimedia presentations; Lecture—"Constructing a Research Paper: A How-To" Due: RESEARCH PAPER THESIS; REFLECTION 05
<i>Week 12: BBQ Thai Snapper</i>	Mo 11.10/We 11.12
	Class: Writers workshop; Multimedia presentations Due: RESEARCH PAPER (UP TO PAGE 2; BRING 2 COPIES)
<i>Week 13: Pasta alla Gricia</i>	Mo 11.17/We 11.19
	Class: Reading discussion; Multimedia presentations Due: REFLECTION 6
<i>Week 14: Mixed Seafood Congee</i>	Mo 11.17/We 11.19
	Class: Writers workshop; Multimedia presentations Due: RESEARCH PAPER (UP TO PAGE 4; BRING 2 COPIES)
<i>Week 15: Brooklyn BBQ Chili Burgers</i>	Mo 11.24/NO CLASS: We 11.26—Thanksgiving
	Class: Multimedia presentations Due: REFLECTION 7
<i>Week 16: Cinnamon Espresso Churros</i>	Mo 12.01/We 12.03
	Class: Writers workshop; Multimedia presentations Due: RESEARCH PAPER (UP TO PAGE 8; BRING 1 COPY)
<i>Week 17: Duck Breast with Cannellini Beans</i>	Mo 12.08/ NO CLASS: We 12.10
	Class: Multimedia presentations
<i>Week 18: Camarones a la Vinagreta</i>	Sec. 03: Meets on Fr 12.12 from 7:15 – 9:30 AM
	Class: Informal research paper presentations; Class review Due: RESEARCH PAPER (FINAL DRAFT)
<i>Week 19: Eggs Benedict</i>	Sec. 06: Meets on Tu 12.16 from 7:15 – 9:30 AM
	Class: Informal research paper presentations; Class review Due: RESEARCH PAPER (FINAL DRAFT)



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