

**San José State University**  
**Department of English and Comparative Literature**  
**English 1B, Composition 2 (GE A3), Section 24, 27, 30, 34**  
**Fall 2014**

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<b>Office Hours:</b>	T/Th 1030-1145
<b>Class Days/Time:</b>	T/Th—0730, 0900, 1200, 1330
<b>Classroom:</b>	Section 24-BBC 124; Sec 27-BBC 124; Sec 30-BBC 121; Sec 34-BBC 121
<b>Prerequisites:</b>	Passage of English 1A (C or better) or approved equivalent.
<b>GE Category:</b>	Written Communication A3

*It is good to have an end to journey toward; but it is the journey that matters, in the end. —Ursula K. LeGuin*

### **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 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 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.

**Prerequisites:** Passage of Written Communication English 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).
- 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

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).

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

## Required Texts/Readings

### **SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford**

Print ISBN: 9781457667121 Available at the Spartan Bookstore

Electronic edition ISBN: 9781457633423 or Bedford/St. Martin's online  
(<http://bcs.bedfordstmartins.com/everydaywriter5e/>)

If you own a used copy of *The Everyday Writer*, a new LearningCurve access code must be purchased from either the Spartan Bookstore (ISBN: 9781457643637) or Bedford/St. Martin's online (<http://www.bedfordstmartins.com/everydaywriter/lc>)

If you have any questions or problems logging in to LearningCurve, contact Bedford/St. Martin's Technical Support:

Phone: 1.800.936.6899—for fastest service

Email: [BFW.TechnicalSupport@macmillan.com](mailto:BFW.TechnicalSupport@macmillan.com)

Online: <http://www.macmillanhighered.com/techsupport>

### **Other Textbook**

- *What Matters in America*, 3rd Ed. Gary Goshgarian. ISBN: 978-0-205-23074-7. Required.

### **Other Readings**

- *In Defense of Food* by Michael Pollan. ISBN: 978-0-14-311496-3. Required.
- *Reed Vol. 66* by San Jose State University. Available 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 (optional)**

- 15 blank letter-sized (8.5 x 11) sheets of paper
- Three (3) large Composition, Green Books, for in-class essays
- Two to three double-pocket folders
- Lined 3x5 cards, pack of 100

## Library Liaison for English courses

The English 1B Libguide is online at <http://libguides.sjsu.edu/english1B>

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 Rules & Protocol

- Respect at all times.
- Unauthorized use of digital devices will require that you leave the classroom and forfeit any points from in-class activities on that day.
- Participation is expected. You will be called on. Come to class; come prepared.
- Staple multiple pages in upper left corner; remove fringed edges of binder paper or receive a zero.
- No late assignments.
- Assignments that do not meet a minimum standard of competence or effort will receive a zero.

## Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, students are expected to spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](#) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

**Reading:** Complete the assigned reading *prior* to coming to class.

Reading competence will be assessed via

- Quizzes
- Reading Analysis and/or Reading Responses
- Class discussion regarding the reading
- Grading will fall within the Participation, Journal, and Miscellaneous Writing categories

**Participation:** Your presence in class is necessary for full participation. Active class participation depends upon preparation done outside of the class, which includes paragraph revisions, and all other written homework. In-class participation will include in-class exercises, quizzes, homework assigned in-class, journal entries, group work, and discussions based on the readings and homework. Participation is assessed as follows:

A = Regular, helpful questions and comments; fully engaged; plus, 90-100% completion of quizzes, journals, in-class assignments.

B = Occasional, pertinent questions and comments; good listening; plus, 80-89% completion of quizzes, journals, in-class assignments.

C = Infrequent, tangential questions or comments; attentiveness questionable; plus, 70-79% completion of quizzes, journals, in-class assignments.

D = Rare interaction; disengaged from discussion; not prepared for class; plus, 60-69% completion of quizzes, journals, in-class assignments.

F = Regularly absent, physically or mentally; plus, 59%, or less, completion of quizzes, journals, in-class assignments.

The class participation part of the grade is comprised of all in-class activities, and cannot be made up if you miss a class, regardless of the reason.

## Written Work

Save ALL of your written work to review later for the **Portfolio Reflection**, final paper.

### Grades Chart:

Essays	Percentage	Word Count	SLOs
One (ungraded) in-class essay & reflection	0.0%	800 words	1, 4,5
Two (graded) in-class essays & reflection	7.5%	800 words	1,4,5
	7.5%	800 words	1,4,5
Two out-of-class-essays and revisions & reflections	15%	1200 words	1,2,3,4,5,6
	15%	1500 words	1,2,3,4,5
Research Paper and components	25%	2100-2400 words	1,2,3,4,5
Journal/Misc. Writing/Homework	10%	N/A	N/A
Participation	10%	N/A	N/A
Portfolio	10%	1200-1400	1
<b>Total</b>	<b>100%</b>	<b>8,300-8,500</b>	

- You will write seven essays total: one (1) baseline (not graded), two (2) out-of-class essays; two (2) in-class; one (1) major research paper; and a **Final** (1) Portfolio/Reflection essay. **You must complete all seven 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.
  - **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, as noted, requires a one-page reflection that discusses the student's self-evaluation of that paper's qualities.
  - **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 of 2,100-2,400 words, not including Works Cited in which library research informs the student's position or thesis is required.

Each student will write a research essay on a topic of his/her choosing based on guidelines provided by the instructor. In addition to the Research Essay itself, this project will include several additional components including, but not limited to a Research Proposal, Annotated Bibliography, Field Research Summary, Survey and Interview Questions forms. Each component of the project will contribute to the final Research Essay grade.

- **Final Exam: We WILL NOT be taking the English 1B group Holistic writing given on Saturday morning near the end of the semester. Instead, our Final Exam will take the form of a Portfolio Reflection:**
  - **Final Portfolio Assignment:** Instead of a final exam, you will write a 1200-1400-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 Final Exam. We will not be taking the Department English 1B exam. The Portfolio Assignment is 10% of your grade.**

### **Late and Missing Papers**

I will not accept late papers. Missing papers will be marked “Zero.” Exceptions *may* be granted for documented circumstances *and/or* prior approval.

University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

### **Assignments and Grading Policy**

**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.

- **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.

### Essay and Course Grades

Grade	Percentage	Grade	Percentage	Grade	Percentage
A+	98-100	B	84-87	C-	70-73
A	94-97	B-	80-83	D	65-69
A-	90-93	C+	78-79	F	≤ 64-0
B+	88-89	C	74-77		

### 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.

### 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.

## **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](#) at <http://peerconnections.sjsu.edu> for more information.

## English 1B, Fall 2014, Course Schedule

**This schedule is complete but not final: Specific assignments, readings, and other information will be added or subtracted throughout the semester in any or all of the following venues: during class, through email, via Canvas, or by other means that you will be informed about. It will be your responsibility to check routinely for email updates or other communications.**

### Readings from--

*WMiA: What Matters in America*

*Course Reader*

*Reed Magazine*

*IDoF: In Defense of Food*

**URGENT: See separate list of assignments in Course Reader and/or my Website and/or Canvas**

Assignments, readings, and due dates are subject to change: adequate notification will be given for any such changes during class, by email, and/or through Canvas.

Course Schedule: English 1B Fall 2014		
1.	Tue Aug 26	Introductions
2.	Thu Aug 28	<u>Bring</u> 15 sheets of blank copy paper to class. Awareness. Coherence. Unity. Brainstorming. Journaling. Reading
3.	Tue Sep 2	Diagnostic
4.	Thu Sep 4	<u>Bring</u> — <i>Course Reader</i> and <i>What Matters in America</i> Reading Critically: <i>What Matters in America</i> (WMiA): “Virtual Friendships” (52) and “You Gotta Have” (44). Summary. Paraphrase. Outline. MLA
5.	Tue Sep 9	<u>Bring</u> — <i>Course Reader</i> and <i>What Matters in America</i> Reading Critically: WMiA: “I Tweet” (40) and “As Bullies Go” (30)
6.	Thu Sep 11	<u>Bring</u> — <i>Course Reader</i> and <i>What Matters in America</i> Read—WMiA: “Dark Side of Web Anonymity” (218) and “Invading Our Own Privacy” (72)
7.	Tue Sep 16	<b><u>Peer Review</u>—Out of Class Essay #1—1200 words, See Assignment in Course Reader. SLO 2, 3</b>
8.	Thu Sep 18	<u>Bring</u> — <i>Course Reader</i> : Read: <i>Course Reader</i> : Poetry, Reading Poetry, “Introduction to

		Poetry” by Billy Collins, and “Poetry,” by Marianne Moore.
9.	Tue Sep 23	<u>Bring</u> — <i>Course Reader</i> and <i>Reed Magazine</i> Read: <i>Course Reader</i> , “At Thirty,” “If You Only Knew.” <i>Reed Magazine</i> : “A History of Breasts,” “Corpus Christi Basilica, Krakow” <b>Due: Out of Class Essay #1</b>
10.	Thu Sep 25	<u>Bring</u> — <i>Course Reader</i> and <i>Reed Magazine</i> Read: <i>Course Reader</i> —“No Dogs or Mexicans Allowed” and “Rage-Filled Love” <i>Reed Magazine</i> : “The True Dimensions of the Body,” “Spelunker,” “Ode to the Human Heart”
11.	Tue Sep 30	<b>In-Class Essay. Bring</b> Large Green Book, pens (black or blue ink), dictionary. <b>SLO 2, 4, 5</b>
12.	Thu Oct 2	<u>Bring</u> — <i>Course Reader</i> and <i>What Matters in America</i> Read—“Extreme Reality” (150) and “Female Fear Factor” (154).
13.	Tue Oct 7	<b>Library</b>
14.	Thu Oct 9	<u>Bring</u> — <i>Course Reader</i> and <i>What Matters in America</i> Read—“Measuring Success” (271) and “The Most-Praised Generation” (277) <b>Due: Annotated Bibliography</b>
15.	Tue Oct 14	<b>Due: Peer Review</b> —Out of Class Essay #2. <b>1500 Words</b> — <b>Assignment TBD. SLO-1, 2, 3, 4, 5</b>
16.	Thu Oct 16	<u>Bring</u> — <i>Course Reader</i> and <i>What Matters in America</i> Read—“Is Harry Potter Evil?” (211) and “Why Stop with Mark Twain’s <i>Huckleberry Finn</i> ”? (214).
17.	Tue Oct 21	<b>Due: Out of Class Essay #2</b> <u>Bring</u> — <i>Course Reader</i> and <i>What Matters in America</i> Read: “Consumerism is Eating the Future” (116), “Why We Work” (260), and “Green Living” (390)
18.	Thu Oct 23	<b>Due: Field Research Summary—Article Exchange</b>
19.	Tue Oct 28	<b>Food, Inc.—Watch Movie online</b> <b>Due: Take Home Quiz</b>
20.	Thu Oct 30	IDofF Pt1

		Take Home Quiz
21.	Tue Nov 4	<b>Due: Peer Review Research Essay—SLO 1, 2, 3, 4, 5</b>
22.	Thu Nov 6	IDofF Pt 2 In-class Quiz
23.	Tue Nov 11	IDofF Pt 3 In- class Quiz entire book
24.	Thu Nov 13	<b>In-Class Essay—Number 2-- on Food: <i>Food, Inc.</i> and <i>In Defense of Food</i>. SLO—2, 4, 5</b>
25.	Tue Nov 18	<b>Due: Research Essay</b>
26.	Thu Nov 20	Reed Magazine—Creative Non-Fiction. Read: “Time,” “Going Home”
27.	Tue Nov 25	Reed Magazine—Creative Non-Fiction. Read: “Stalinwood Welcomes You!” and “The Drunken Fog of Ernesto Cruz”
	Thu Nov 27	THANKSGIVING—NO SCHOOL
28.	Tue Dec 2	Read: <i>Course Reader</i> : “Lost Face” and <i>Reed Magazine</i> “Too Old for War”
29.	Thu Dec 4	Read: <i>Course Reader</i> : Jack London “To Build a Fire” and <i>Reed Magazine</i> --
30.	Tue Dec 9	<b>Last Day—Portfolio Due.</b> Healthy Eating.

### Important dates for Fall 2014

Thursday	August 21	Academic Year Begins – Fall Semester Begins
Thurs– Friday	August 21-22	Orientation, Advisement, Faculty Meetings and Conferences (P)
Monday	August 25	First Day of Instruction – Classes Begin
Monday	September 1	Labor Day - Campus Closed (L)
Friday	September 5	Last Day to Drop Courses Without an Entry on Permanent Record (D)
Friday	September 12	Last Day to Add Courses & Register Late (A)
Monday	September 22	Enrollment Census Date (CD)
Tuesday	November 11	Veteran’s Day - Campus Closed (V)
Wednesday	November 26	Classes that start at 5:00 PM or later will not meet.
Thursday	November 27	Thanksgiving Holiday - Campus Closed (T)
Friday	November 28	Rescheduled Holiday - Campus Closed (RH)
Wednesday	December 10	Last Day of Instruction - Last Day of Classes
Thursday	December 11	Study/Conference Day (no classes or exams) (SC)
Friday	December 12	Final Examinations (exams)
Mon-Thursday	December 15-18	Final Examinations (exams)
Friday	December 19	Final Examinations Make-Up Day (MU)
Monday	December 22	Grade Evaluation Day (E)
Tuesday	December 23	Grades Due From Faculty - End of Fall Semester (G)