

**San José State University**  
**Department of English and Comparative Literature**  
**English 1B, Composition 2 (GE C3), Section 06, 11, 23, 29**  
**Fall 2013**

<b>Instructor:</b>	Craig Lore
<b>Office Location:</b>	FOB 221
<b>Telephone:</b>	(408) 924- 4505
<b>Email:</b>	craig.lore@sjsu.edu
<b>Web:</b>	<a href="http://www.sjsu.edu/people/craig.lore/">http://www.sjsu.edu/people/craig.lore/</a>
<b>Office Hours:</b>	T/Th 1030-1145
<b>Class Days/Time:</b>	T/Th—0730-0845, 0900-1015, 1200-1315, 1330-1445
<b>Classroom:</b>	Section 06-DMH 354; Sec 11-DMH 208; Sec 23-BBC 125; Sec 29-BBC 125
<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 Canvas.

### **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
- *The Everyday Writer*, Fifth edition, ISBN 9781457667121. Required. Print.

### 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

- One blank, bound, Mead composition book
- Three (3) large Composition, Green Books, for in-class essays
- Two to three double-pocket folders

## Library Liaison for English courses

InfoPower Tutorial Website: [tutorials.sjlibrary.org/tutorial/infopower/index.htm](http://tutorials.sjlibrary.org/tutorial/infopower/index.htm)

Plagiarism Tutorial Website: [tutorials.sjlibrary.org/tutorial/plagiarism/index.htm](http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm)

## Protocol—The Classroom is a Professional Environment, Therefore,

- Arrive on time.
- Attend every class.
- Take notes as appropriate
- Assume that everything in the class has value and will show up on quizzes
- Remain in the classroom for the entire class period. For *exceptional* circumstances—See me.
- No eating during class. Drinks in closed containers are OK.
- No purses, backpacks, or coats on the tables.
- No use or sight of phones, computers, other electronics, or foreign objects such as material from other courses. Unless instructed.
- Grade checks provided during office hours only.
- Be respectful.
- There is No Extra Credit in this course.
- **Assigned writing is required, not optional:**
  - Written assignments are due at the beginning of the class, in class, and will not be accepted out of class or by email.
  - **Staple** multi-page assignments in upper left corner. Papers that are not stapled will not be accepted. No exceptions.
  - MLA format, once covered, is mandatory on all typed documents. Documents w/o proper MLA formatting will be scored “Zero.”

- MLA corrected documents may be returned one class later--reduced 10%
    - MLA corrected documents returned two classes later—reduced 50%
    - After two classes have passed, the Zero remains.
  - Documents that fail to meet a minimum level of competence will be scored “Zero.”
    - Documents upgraded to at least minimum level, returned one class later—reduced 10%
    - Documents upgraded to at least minimum level, returned two classes later—reduced 50%
    - After two classes have passed, the Zero remains.
  - No emailed assignments accepted unless otherwise instructed.
  - No ragged edge papers torn from notebooks will be accepted.
  - No Late assignments will be accepted. Exceptions may be made **with** prior approval.
- **Assigned reading is required, not optional:**
  - Complete the assigned reading *before* coming to class.
  - Reading compliance will be assessed via
    - Quizzes
    - Assigned writings, Reading Responses
    - Class participation during discussion

## Participation

Participation is important, equaling **10 percent of the course grade**. Everyone starts with 300 participation points: ten points for each of the thirty class sessions. You can only lose points. **Grade ranges 300-210 = A-C; 209 or less= F**. Final grade determined by dividing total points by 300. For example,  $254/300=85\% = B$ ;  $206/300=68\% = F$ .

- Participation and loss of points will be determined by compliance or noncompliance with the following:
  - Attending class +/- 10
  - Being on time +/- 2
  - Remaining in the classroom +/- 5
  - Refraining from the use of personal electronics +/- 5
  - Involvement in class discussion: volunteered and when called upon +/- 3
  - Involvement in group exercises +/- 4
  - Involvement in peer review: including, a complete draft; active feedback for peers, and active assistance in Research Essay Peer Groups +/- 5
  - Attentiveness +/- 5
  - Completion of in-class assignments +/- 5
  - Peer evaluations +/- 5
  - Show and Tell +/- 3

## 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:**

Two out-of-class-essays and revisions .....	20%
Two (graded) in-class essays .....	20%
Research Paper .....	30%
Portfolio .....	10%
Notebook, Reading Responses, in-class writing, quizzes, Misc. short assignments .....	10%
Participation .....	10%
<b>Total</b>	<b>100%</b>

## Written Work, Required

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

- 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.

- **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.
- **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 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 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 30% of the overall course 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 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.**

- **Save ALL of your returned written work for this assignment so that you can review it at the end of the semester**

- - **ALL the essays:** two out-of-class, two in-class, one research essay, and one portfolio—including all required drafts, revisions, brainstorming and peer reviews—will account for **80% of your overall grade.**
- Miscellaneous Writing includes the following:
  - **Misc Writing, Short Quizzes, Composition book, & 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.

- **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 is included in the Misc. Writing category.**
  - **Miscellaneous Writing = 10% of your grade**
- **Participation makes up the last 10%.**

### **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.

**NOTE for 0730 classes: Printing Services: no on campus Print Service is open before 0800. Assignments are due at the beginning of class—Plan accordingly.**

- **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.**
- **See the Grades Chart above**
  - **In-class essays—2 @ 20%, 10% each: Brainstorming 10 points; essay 100 points**
  - **Out-of-class essays--2 @ 20%, 10% each: Points vary for each component; the type and number of components may also vary between assignments; points and percentage values will be given; however, the final draft essay will *always* be worth 90% of the total essay grade. May include, but not limited to—brainstorming, draft(s), outline, final draft.**
  - **Research essay—one (1) @ 30%: Points vary for each component; points and percentage values will be given; however, the final draft research essay will *always* be worth 90% of the total essay grade. Will include, but not limited to—research proposal, brainstorming, annotated bibliography, survey (blank), interview questions (blank), observation plan, field research summary, outline, draft(s), final draft.**
  - **Miscellaneous Writing—X @ 10%: in-class writing, short papers, work on handouts, quizzes, short homework, reading responses, show and tell, Mead Notebook, and others. Points for each will vary by**

**length and difficulty of assignment, but generally will range from 5 to 50 points, with the bulk in the 5-10 point range.**

- **Participation—10% of overall grade based on 300 points, 10 per day. Total points, divided by 300=Participation grade. For example,  $254/300=85\% = B$ ;  $206/300=68\% = F$ .**

### **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.



## Fall 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.

*WMinA* = *What Matters in America*; *TEW* = *The Everyday Writer* *Reed*; *Reed* = *Reed Magazine*; *IDof F* = *In Defense of Food*

1. Thur Aug 22 First Day Introductions, Add/Drop, Syllabus, etc.
  - Overview, syllabus, add/drop, introductions, exercise, assignment
2. Tues Aug 27 Basics of class, overview.
  - Awareness, Patterns, Unity, Coherence, Significance—in Reading and Writing; Research Paper; the essay
    - Read: “What is an Essay?” “Types of Essays” and “How to Write a Reader Friendly Essay”
    - Read: *TEW* Ch. 1, 2, 12
      - a. Print and bring to class—“January 19, 2003: 3 White guys raised the flag.” On my webpage.
3. Thur Aug 29 Diagnostic Essay: Bring a Large Green Examination Book, Dictionary, Pens. Whole class period.
4. Tues Sep 3 Lecture
  - MLA, Thesis, Audience, Purpose, Significance
    - Read: “Think About It” and “The Peril of Making Snap Judgments”
    - Read: *TEW* Ch. 5
    - Homework: Research Proposal due Thursday, Sep 5
5. Thur Sep 5 Lecture. Due: Research Proposal
  - Writing Process, Organization, Unity & Coherence—essay; MLA
    - Read: “As Bullies Go,” pg. 30 *WMinA*, and “Cliques Based on Class”
    - Read: *TEW* Ch. 6, 7
    - Homework: for Tuesday, September 10: **Read, make corrections, and annotate “Catholic Church out of Touch”**
6. Tues Sep 10 Lecture
  - Sentence and paragraph unity/coherence; transitions, introductions & conclusions
    - **Due:** “Catholic Church out of Touch” corrections and annotations
    - Read: “I Tweet, Therefore I Am,” pg. 40 and “America’s Real Dream Team” pg. 236, *WMinA*,
    - Read: *TEW* Ch. 8, 10b.

7. Thur Sep 12 Peer Review—1<sup>st</sup> Out of class
  - **Homework:** Read, correct, and annotate “Marriage Means Forever”
8. Tues Sep 17 Lecture
  - Revision, Editing, Proofing;
  - **Due:** Proofed and Annotated “Marriage Means Forever”
  - Read: “A Brand by any Other Name,” pg. 102, “On Sale at Old Navy,” pg. 111, in *WMinA*
  - Read: *TEW* Ch. 10, 11
  - **Meet @ the library next class**
    - **0730 Class meets at the loading dock on 4<sup>th</sup> St, south end of MLK library, across from the loading dock.**
  - **Homework:** Bring to Library session--next class--two (2) articles from the internet on your topic
9. Thur Sep 19 Library Presentation
 

**Due** at the library: to Library session, two (2) articles that you have found on the Internet about your topic
10. Tues Sep 24 Lecture
  - Annotated Bibliography; summary & paraphrase; plagiarism
  - **Due:** Reading Response on “Extreme Reality”
  - Read: “Extreme Reality,” pg. 150 and “Growing Up in a Culture of Fear,” pg. 162 in *WMinA*
  - Read *TEW* Ch. 15, 17
  - Show: Sample Surveys, Interview Questions, Observation Plans
11. Thur Sep 26 Lecture.
  - **Due:** Final Draft 1<sup>st</sup> Out of Class
  - diction; wordiness; repetition; grammar. Creative Non-Fiction
  - Read: “Why We Work” pg. 260, in *WMinA* and “From Scratch,” pg. 126, *Reed Magazine*
  - Read: *TEW* Ch. 23, 25, 29
12. Tues Oct 1 Lecture. diction; wordiness; repetition,; grammar; poetry
  - **Due:** Annotated Bibliography/Blank Survey, Blank Interview Questions/Observation Plan.
  - Read: “The Most-Praised Generation,” pg. 277, *WMinA*; “Introduction to Poetry,” “If You Knew”
  - Read: *TEW* 25, 30, 31
  - Homework: Read and Annotate “At Thirty”
13. Thur Oct 3 Lecture Syntax.. The Research Essay, Argumentation; poetry
  - Read: “Fugue,” “Ode to an Exclamation Point,” “Planet Earth,” “Dinner Date”
  - Read: *TEW* Ch. 13, 14, 26
  - Homework: Found Poetry exercise—Due October 10

14. Tues Oct 8 Lecture Syntax, The Research Essay, Argumentation; punctuation
- Read: “Privacy is Overrated,” pg. 66 *WMinA*
  - Read: *TEW* Ch. 27, 39, 40
15. Thur Oct 10 Lecture. Outlining. Advanced MLA: In-text citations.
- **Due:** Found Poetry
  - Read: “Invading Our Own Privacy,” pg. 72 *WMinA*
  - Read: *TEW* Ch. 49, Review, Ch. 50, 51, 52 and 42, 43, 44
16. Tues Oct 15 Lecture. Usage.
- **Due:** Field Research Summary
  - Read: “What’s to Blame for the Surge in Super-Size Americans?”  
“You Want Fries with That?” in *WMinA*
  - Review: *TEW* Ch. 45, 46, 47, 48
  - **Homework:** Due on Tuesday, **October 22**—Two-page narrative on your Research Essay Topic
  - **Assign** Editorial: Due Thursday, **October 24**
17. Thur Oct 17 In-Class Essay
- Bring Large Green book, dictionary, pens—black or blue
18. Tues Oct 22 Lecture Research Essay Workshop—
- Bring Annotated Bibliography, Surveys, Interviews, Observation, Field Research Report
  - **Due:** two-page narrative for Research Essay
19. Thur Oct 24 Lecture. Everything working together.
- **Due:** Editorial
  - Read: “Going Green but Getting Nowhere,” pg. 376, “Green Living . . . Old Habits Die Hard” pg. 390, *WMinA*
  - Read: *TEW* Ch. 46, 33, 34, 37, 38
20. Tues Oct 29 Peer Review Research Essay.
- **Due:** Draft + Outline
21. Thur Oct 31 *Food, Inc.* DVD—Handout, in class,
- Take-home quiz *Food, Inc.*
22. Tues Nov 5 *Food, Inc.* DVD—
- **Due** Take-Home Quiz *Food, Inc.* Day 1
  - **Quiz** at end of DVD
23. Thur Nov 7 Lecture.
- Read *IDofF* Part 1, pages 1-81, Michael Pollan—Argument
  - Homework: Take Home Quiz *IDofF*, Part 1
24. Tues Nov 12 Lecture
- Read *IDofF* Part 2, pages 85-136, Michael Pollan—Sources, Integration of sources;
  - **Due:** Take-Home quiz *IDofF*, Part 1
  - **Quiz** in-class on *IDofF* Parts 1 & 2
25. Thur Nov 14 Lecture.
- Due: Final, Research Paper.**
26. Tues Nov 19 Lecture

- Read: *IDofF* Part 3, pages 139-201, Michael Pollan—diction, syntax, punctuation; fiction
  - **Quiz** IDof F parts 1, 2, 3
  - **Homework:** Due Thursday, November 21—Analyze “The Story of an Hour”
27. Thur Nov 21 In-Class Essay on *IDofF*
- Bring Large Green Book, dictionary, pens—black or blue
  - Homework: Read, analyze, annotate “To Build a Fire for Tuesday, Nov 26
  - **Due:** “The Story of an Hour”
28. Tues Nov 26` Lecture The Power of Writing
- **Due:** “To “Build a Fire” analysis

**Thur Nov 28 Thanksgiving Holiday**

29. Tues Dec 3 Portfolio Review Workshop  
**Bring to class: all previously graded essays and drafts**
30. Thur Dec 5 Lecture /Food /Writing/Eating/Reading. Last Day of Class

Portfolio **Due--TBD**