

**English 1B – Composition Two**  
**Fall 2011, San José State University**  
**Section 41: T/Th 3-4:15pm, SH 229 & IS 134A**

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**Writing Center:** [www.sjsu.edu/writingcenter](http://www.sjsu.edu/writingcenter)

**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.

*Themes:* Because we are living in a digital age, with most of you being described as "digital natives," the assignments, readings and policies will reflect our world of emerging technology. This course allows you to explore our new, multimedia lives as well as develop ways to think critically about our digital selves. Our focus for this course is on food, all facets of it. Get ready to taste some delicious eats and then write about them.

**REQUIRED BOOKS & MATERIALS**

Miller, James. *The Eater Reader*. Longman, 2010. (ISBN 0205778054)

Hacker, Diana. *A Writers Reference*. 6<sup>th</sup> ed.

Other readings will be freely available online & in our wiki.

Dictionary (*Webster's* or equivalent college-level)

Email, WordPress Blog, PBWorks Wiki, Yelp, & Turnitin accounts

**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, tailored to a particular audience and purpose (argumentative essays will state their thesis clearly and show an awareness, implied or stated, of some opposing point of view).
- The ability to perform effectively the essential steps of the writing process (prewriting, organizing, composing, revising, and editing).
- The ability to explain, analyze, develop, and criticize ideas effectively.
- Effective use within their own essays of supporting material drawn from reading or other sources.
- Effective organization within the paragraph and the essay.
- Accuracy, variety, and clarity of sentences.
- Appropriate 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.

### **GRADE DISTRIBUTION**

10%	Class Discussion & Participation
30%	3 Essays & Peer Comments (Wiki) (SLO 1, 5, 6)
30%	Research Essay (SLO 2, 3)
20%	Food Journal & Yelp (Blog) (SLO 4, 5)
10%	Final Portfolio (SLO 1)

### **Class Discussion & Participation**

English 1B is a reading-intensive course. However, since we are also media intensive in this course, you will also be asked to watch videos, find websites, take digital pictures, read online materials, etc. Let's name all of these types of visual media as "readings." You will have "readings" to complete for almost every class period, and each "reading" will be accompanied by some form of blogging. In addition, all or most of the assigned essays will be based on the "reading." It is therefore imperative that you complete the "readings" and blog posts prior to each class and come with your readings, website or video prepared to discuss them in class. In addition, a blog post will be written every week, so prepare your schedules accordingly. Between the essays, revised drafts posted to the wiki and blogging, you will write more than the 8000 words of formal writing required for this course.

A student's participation is assessed by his/her contribution throughout the semester. Use the following as guidelines for this portion of your final grade:

- To earn a "C," do the minimum: read and prepare assigned readings so you are never at a loss if you are asked a question, but speak only when called upon, do "ordinary," plain-vanilla presentations and responses. This is the "bottom line" for getting a "C" in this part of the course.
- To earn a "B," prepare assigned readings thoroughly, initiate discussions about them by asking good questions or suggesting ways to interpret readings, do presentations that reveal that you have done good additional work that you can make both interesting and meaningful to our discussions, and participate actively in those discussions.
- For an "A," take it up another level entirely: prepare readings thoroughly, find and talk about connections among them and among other aspects of culture (then and now), take a real leadership role in class discussions, including working actively to get others involved in the talk, make your presentations and responses "sparkle" by bringing to them something really special in terms of your own contributions, interests, skills, and abilities to think in broad even interdisciplinary terms. Most of all, remember that an "A" indicates the very best grade a person can get; that should tell you what sort of work you need to do to earn the grade of "A."

If you miss class, contact a classmate for notes, reading assignments and handouts – or check our Course Website. (Please do not email me to ask “Did I miss anything important?”)

### **Food Journal, Your Blog & Yelp**

Each week, you will be required to post an entry to your Food Journal. This is an informal area for you to keep notes, post videos, highlight links, ruminate on research, and respond to each other’s ideas. You’ll notice on the schedule that on some days, you have a specific assignment for your Food Journal while on others there is no topic. On the days without a topic, feel free to wax poetic about food in any type of medium or genre. On some days, I will ask that you comment on each others’ journal entries. You may add other entries that are not necessarily required in class. Since blogging is a multimedia endeavor, feel free to embed links, videos, cartoons, images or anything else you feel contributes to your ideas in that post. (If you don’t know how to do this, ask a classmate or me!) Please be sure to title your journal posts with the title of the assignment so that it can be found easily. Yelp reviews are considered part of your Food Journal.

Instead of offering a grade/points for each and every week of blogging, a journal check will happen three times during the semester. At the time of each journal check, you will be eligible for up to 33 points. This journal demonstrates your thought process and your ongoing research. This is where you will begin to amass ideas about your final research topic. It’s also the space where you will solicit feedback from both your classmates and those at other universities and other courses at SJSU. It’s more like a scrapbook than formal writing. Points are earned based on the quality of your posts and your ability to post by the due dates and times. I will comment on those that I find interesting.

### **Our Food Wiki, Essays & Peer Review**

The wiki will be used to distribute readings, update the schedule and post your drafts. On Peer Review Workshop days, you will post your drafts to your folder for review by another student during that class session. Points will be assigned for both your essay draft and peer review comments.

Visual Essay: 20pts  
Food Preparation Essay: 20pts  
Food Person Essay: 20pts  
Research Essay/Project: 40pts  
Each Peer Review Comment: 1pt

### **Research Essay**

All of the blog posts and essay drafts will contribute to a final 6000-word research paper due at the conclusion of the semester. The theme, which we will discuss all semester, is about food. (We went over the various facets of food as a theme on the first day.) Your focus for this final research paper will depend upon your interests and where your research has taken you. This type of writing and researching is more difficult because it will rely upon you identifying your interest in a topic and forming an opinion about it. We will spend much of the semester in discovery and gathering research. During the last few weeks of the semester, we will focus on integrating your research and your discoveries into a single cohesive argument.

Since we live in a multimedia world, your research essay does not necessarily have to contain all written words. You may embed video and images into your writing as long as it contributes to your argument (just like any other piece of evidence.) The final research essay will be posted to our wiki.

### **Final Portfolio Assignment**

During this course, you will create a portfolio of your work, including a written reflection of 1000 words, that is worth ten percent of your grade. Think of it as a scientific study of your progress as a writer over the next four months. What you include in your portfolio doesn’t have to be perfect. Remember, writing is a *process*. Collecting your work and then reflecting on that work is part of the process. The portfolio project 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 portfolio is your culminating experience. This course does not have a final exam.

## 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. Courses graded according to the A,B,C,NoCredit system shall follow the same pattern, except that NC, for NoCredit, shall replace D or F. In A,B,C,NoCredit courses NC shall also substitute for W (for Withdrawl) because neither NC nor W affects students’ grade point averages.

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

For your final grades, 100-90 is an A, 89-80 is a B, 79-70 is a C, 69-60 is a D, and below 60 is an F. Pluses and minuses are the middle of each range. In calculating the final grade, a set number will represent each letter grade; for example, B+ is 87.5, B is 85, and B- is 82.5.

Note: This is an A, B, C, No Credit course, but individual essays will be graded on an A to F scale. **There are no C- grades in English 1B. You must earn at least a C in order to pass.** Any student with a final grade below a C will receive an NC and must repeat the course.

## COURSE POLICIES

### Late Policy

Since this is a workshop course, you need to be prepared at every class meeting with the readings and your written exercise. If you cannot meet a deadline, **you must contact me prior to our class meeting** to discuss the situation. If you miss a blog post or wiki peer review comment, you will not receive any points. If you miss a draft post, you will receive a letter grade off of that essay when it is submitted with the Final Portfolio.

### Classroom & Online Environment

Respect your fellow students and I: Arrive on time (excessive tardiness will effect your participation grade) and do not partake in disruptive behavior. We will all be respectful of each other in both our face-to-face and online communications. If you are late, wait for an appropriate moment to enter so you do not disturb the class. Turn off cell phones or put them on silent mode during the class period. You are welcome to use your laptop with the caveat that it is used to enhance our discussions.

### Email Protocols, Office Hours & Online Contact

Email is the best possible way to contact me (9am-5pm) and has the added bonus of recording our conversations. When emailing me, please consider it a formal communication: include the appropriate salutation, your name, your question/comment, and be aware of tone. Know that long conversations over email are not fruitful merely because of the limitations of technology. If you have an extended question or dilemma, please visit me during office hours, schedule a phone conference or arrange for an online chat/video chat. If I’m in my office, I will usually turn on Google Chat. You might also be able to get my attention on Twitter. I will amass a class email list and will occasionally send out information regarding our meetings or the readings. *Please provide an email address that you check daily.*

Google Chat ID: drkatherineharris  
Skype ID: katherinedharris  
Twitter ID: tripoftri

## GENERAL INFORMATION

**Course Wiki & Your Blog** – <http://engl1bfood.pbworks.com/>

In this PbWorks wiki, you will post your essays drafts for peer review. In your profile for the wiki, please be sure to also provide a link to your WordPress blog.

### SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

### Library Liaison

For library research questions, contact Toby Matoush, the English Department's Library Liaison: (408) 808-2096 or [toby.matoush@sjsu.edu](mailto:toby.matoush@sjsu.edu). King Library has created an extensive and very useful list of the library's resources specifically for English majors: <http://libguides.sjsu.edu/english>.

### 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 and laptops 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.

## ACADEMIC POLICIES - GENERAL INFORMATION

You are responsible for reading the SJSU academic policies, including academic integrity and plagiarism, available online: <http://www.sjsu.edu/english/comp/policyforsyllabi.html>

## COURSE CONTENT - GENERAL DESCRIPTION

### Writing

In English 1B, your assignments will emphasize the skills and activities in writing and thinking that produce both the persuasive argument and the critical essay, each of which demands analysis, interpretation, and evaluation. These assignments will give you repeated practice in prewriting, organizing, writing, revising, and editing. Your writing assignments will total a minimum of 8000 words and this word requirement will be met by writing a sequence of six to eight essays. At least one of your essays will require research. This 8000-word minimum does not include the final exam, quizzes, journals, or any brief or informal assignments but may include any major revisions of essays or assignments. A major revision is defined as rethinking or reworking an assignment rather than just correcting grammatical or structural errors. Your instructor has listed in this syllabus how you will meet the 8000 word minimum. **You must write all formal essays to pass the course.**

### Reading

The reading in English 1B includes useful models of writing for academic, general, and specific audiences. Readings will be used consistently with the course goal of enhancing ability in written communication and reading. The majority of the readings are devoted to analytical, critical, and argumentative essays. However, other readings may include poetry, fiction, and drama. Your instructor will help you develop and refine strategies for reading challenging, college-level material.

## SCHEDULE of READINGS & ASSIGNMENTS

### Engl 1B.41: Food & You (Fall 2011)

*Syllabus subject to change*

*See <http://engl1bfood.pbworks.com/> for most current schedule*

Page numbers = *The Eater Reader*

Online = clickable URL from our wiki

<b>Date</b>	<b>Topics</b>	<b>Reading Due</b>	<b>Assignment Due</b>
Thur 8/25	Introductions: Food & You	Food, politics & food, being a foodie	
Tues 8/30	Tech Day	Set up Wordpress blog, PbWorks wiki folder & Yelp account	<b>Food Journal</b> 1) Introducing Me 2) My favorite food is (tag: favorites) 3) What I want to learn (tag: learning)
Thur 9/1	Food Appreciation	Discuss local farmer's market visits How to interview Practice interviewing, videoing & pictures (in-class)	Find Out: What/where/when is your local farmer's market?
Tues 9/6	Food Appreciation	<b>Online:</b> "Window Farms" (YouTube Video: <a href="http://www.youtube.com/watch?v=2fPZWJggyXY&amp;feature=player_embedded">http://www.youtube.com/watch?v=2fPZWJggyXY&amp;feature=player_embedded</a> ) <b>Online:</b> "The Future of Food" (1.5 hr video: <a href="http://www.snagfilms.com/films/title/the_future_of_food">http://www.snagfilms.com/films/title/the_future_of_food</a> )	
Thur 9/8	Food Appreciation	<b>Online:</b> "Eat, Read, Look: Food Websites worth your time" ( <a href="http://blogs.kqed.org/bayareabites/2010/01/18/eat-read-look-food-websites-worth-your-time/">http://blogs.kqed.org/bayareabites/2010/01/18/eat-read-look-food-websites-worth-your-time/</a> )	<b>Food Journal</b> (blog)
Tues 9/13	Food Appreciation	"Ethics: Eating Locally/Thinking Globally" (83-87) <b>Online:</b> "New iPhone App Finds You Free Fruit" ( <a href="http://www.chow.com/food-news/36858/new-iphone-app-finds-you-free-fruit/">http://www.chow.com/food-news/36858/new-iphone-app-finds-you-free-fruit/</a> ) <b>Online:</b> "Map a Fruit Tree" ( <a href="http://city-fruit.appspot.com/">http://city-fruit.appspot.com/</a> ) <b>Online:</b> California Availability Guide, Locavore Network ( <a href="http://www.locavorenetwork.com/content/california-availability-guide">http://www.locavorenetwork.com/content/california-availability-guide</a> )	<b>Food Journal:</b> Interview with local farmer's market person; upload images and/or video to blog  <b>Draft:</b> Yelp Review (print copy for class)
Thur 9/15	Food Appreciation & the Visual Essay	<b>Online:</b> "And the Pursuit of Happiness: Back to the Land," <i>NY Times</i> , Kalman ( <a href="http://kalman.blogs.nytimes.com/2009/11/26/back-to-the-land/?ref=opinion">http://kalman.blogs.nytimes.com/2009/11/26/back-to-the-land/?ref=opinion</a> ) <b>Online:</b> Garden to Table, Silver ( <a href="http://www.flickr.com/photos/davidsilver/4953482882/">http://www.flickr.com/photos/davidsilver/4953482882/</a> ) <b>Online:</b> "Fallen Fruit" (video: <a href="http://www.fallenfruit.org/">http://www.fallenfruit.org/</a> )	<b>Yelp:</b> Review of local farmer's market; post URL of review to your blog  <b>Draft:</b> Print copy of your proposal for visual essay to class
Tues 9/20	Food Appreciation	"Nutrionism," Pollan (11-16) "Where Does Polysorbate 60 Come from, Daddy?" Ettlinger (16-21)	<b>Food Journal</b>
Thur 9/22	Food Appreciation	<b>Online:</b> "Is Food Revolution Now in Season? Yes It Is" ( <a href="http://www.organicnation.tv/blog/is-a-food-revolution-now-in-season-yes-it-is.html">http://www.organicnation.tv/blog/is-a-food-revolution-now-in-season-yes-it-is.html</a> )	<b>VISUAL ESSAY DUE</b>

Date	Topics	Reading Due	Assignment Due
		Peer review in class	
Tues 9/24	Food Preparation & Consumption	<b>Online:</b> “Chop, Fry, Boil” ( <a href="http://www.nytimes.com/2011/01/02/weekinreview/02bittman.html">http://www.nytimes.com/2011/01/02/weekinreview/02bittman.html</a> ) “The Queen of Mold,” with recipe! Reichl (27-30) <b>Online:</b> “Out of the Kitchen, Onto the Couch,” Pollan, NY Times Magazine (July 29, 2009) ( <a href="http://www.nytimes.com/2009/08/02/magazine/02cooking-t.html?_r=1">http://www.nytimes.com/2009/08/02/magazine/02cooking-t.html?_r=1</a> )	<b>Food Journal</b>
Thur 9/27	Food Preparation & Consumption	<b>Online:</b> “One Minute Apple Pie” (video: <a href="http://www.seriousseats.com/2009/09/video-one-minute-apple-pie.html">http://www.seriousseats.com/2009/09/video-one-minute-apple-pie.html</a> ) <b>Online:</b> “Divided We Eat” ( <a href="http://www.newsweek.com/2010/11/22/what-food-says-about-class-in-america.html">http://www.newsweek.com/2010/11/22/what-food-says-about-class-in-america.html</a> )	<b>Food Journal Check</b>
Tues 10/4	Food Preparation & Consumption	“Open for Business: Eating Out as Group Therapy in Post-Katrina New Orleans” (47-53) <b>Online:</b> “Dine at Rome’s Nonna Betta” (video) ( <a href="http://www.travelchannel.com/TV_Shows/Anthony_Bourdain/Video/Dine_At_Romes_Nonna_Betta">http://www.travelchannel.com/TV_Shows/Anthony_Bourdain/Video/Dine_At_Romes_Nonna_Betta</a> )	<b>Food Journal:</b> Interview a food preparation professional (or student here at SJSU) & post (video/pictures encouraged)
Thur 10/6	Food Preparation & Consumption	“My Week as a Waiter” (115-123) <b>Online:</b> “The Cursing Mommy Cooks Italian,” Frazier ( <a href="http://www.newyorker.com/humor/2010/01/11/100111sh_shouts_frazier">http://www.newyorker.com/humor/2010/01/11/100111sh_shouts_frazier</a> )	<b>Yelp:</b> Review of 1 local eatery; post URL of review to your blog
Tues 10/11	Food Preparation & Consumption: Tastings	Prepare tasting for late lunch	<b>Food Journal:</b> Recipe for your item  <b>Draft:</b> Bring print copy of food preparation essay to class
Thur 10/13	Research, Food & You – Prepping for the Final Essay	<b>LIBRARY VISIT (tbc)</b>	
Tues 10/18	Food Preparation & Consumption	“Race/Ethnicity: Consuming Otherness: Food and Racial Ethnic Identity” & read all articles in this chapter (175-91)	<b>Food Journal</b>
Thur 10/20	Food Preparation & Consumption	Peer review in class	<b>FOOD PREPARATION ESSAY DUE</b> (3000 words)
Tues 10/25	Food Commercialization & Politicization  <b>Meet in IS 134A</b>	“The French Paradox,” Fraser (21-6) “Consumerism” (33-36) <b>“Do You Want Lies with That?” (36-42)</b>	<b>Food Journal:</b> On celebrity chef/cook
Thur 10/27	Food Commercialization & Politicization  <b>Meet in IS 134A</b>	<b>Online:</b> Food Not Bombs ( <a href="http://www.foodnotbombs.net/z_30th_anniversary_1.html">http://www.foodnotbombs.net/z_30th_anniversary_1.html</a> )	
Tues 11/1	Food Commercialization & Politicization  <b>Meet in IS 134A</b>	“Meatless Like Me: I May Be A Vegetarian, but I Still Love the Smell of Bacon” (92-97)	<b>Food Journal:</b> Recipe for your item
Thur 11/3	Food Commercialization & Politicization: Tastings	Prepare tasting for late lunch; pick a food that has cultural value to a certain group of people	<b>Food Journal Check</b>

Date	Topics	Reading Due	Assignment Due
	<b>Meet in IS 134A</b>		<b>Draft:</b> Food Person Essay available on wiki for peer review
Tues 11/8	Food Commercialization & Politicization  <b>Meet in IS 134A</b>	“The Ethics of Eating: Consider the Farmworkers” (102-108) “Working in the Shadows” (123-127) “Rethinking Work: Cooking as Labor” (127-130)	<b>Food Journal</b>
Thur 11/10	Food Commercialization & Politicization & Food Person Essay  <b>Meet in IS 134A</b>	<b>Online:</b> Guest Blogging: A Bourdain Throwdown ( <a href="http://ruhlman.com/2007/02/guest_blogging_html">http://ruhlman.com/2007/02/guest_blogging_html</a> )  Peer review in class	<b>FOOD PERSON ESSAY DUE (2000 words)</b>
Tues 11/15	Writing Lab: Research Paper Topics & Focus  <b>Meet in IS 134A</b>	Discuss Final Portfolio	<b>Food Journal:</b> On politics of food (brainstorming)
Thur 11/17	Writing Lab: Thesis Statements & Peer Review  <b>Meet in IS 134A</b>		<b>Draft:</b> Tentative thesis statement posted to wiki
Tues 11/22	Writing Lab: Research  <b>Meet in IS 134A</b>		<b>Food Journal</b>  <b>Draft:</b> Outline posted to wiki
Thur 11/24	<b>THANKSGIVING BREAK</b>		
Tues 11/29	Writing Lab: Drafting & Incorporating Research  <b>Meet in IS 134A</b>	Discuss Final Portfolio	<b>Food Journal</b>  <b>Draft:</b> 1 paragraph on each piece of research posted to the wiki
Thur 12/1	Writing Lab: 1 <sup>st</sup> draft & Peer Review  <b>Meet in IS 134A</b>		<b>Draft:</b> Body of research paper posted to wiki
Tues 12/6	Writing Lab: 2 <sup>nd</sup> draft & Peer Review & Organizing Final Portfolio  <b>Meet in IS 134A</b>		<b>Food Journal Check</b>  <b>Draft:</b> Opening & concluding paragraphs posted to wiki
Thur 12/8	Final Portfolio	Organizing the Final Portfolio	<b>RESEARCH PAPER DUE (6000 words)</b>
Final			
<b>NO FINAL EXAM</b>			

**Research**

English 1B includes an introduction to the library and basic research strategies. You will learn to locate materials and use them effectively (i.e. paraphrasing, quoting, summarizing) as well as how to properly cite them. You will be required to write a traditional research paper or a series of short essays in which you use library research to inform your position or thesis. As part of this requirement, a University Librarian will lead one class session of your English 1B course.

**Diversity**

The assignments (reading and writing) in English 1B will address issues of race, class, and gender and will include the perspectives of women and diverse cultural groups in an inclusive and comprehensive manner whenever possible.