San José State University  
Department of English and Comparative Literature  
English 1B, Composition 2 (GE C3),  
Section 21: T/Th 0900-1015, BBC 128  
Section 49: T/Th 1200-1315, Clark 306  
Section 73: T/Th, 1500-1615, BBC 221  
Spring 2014

Instructor: Craig Lore  
Office Location: Faculty Offices Building (FOB) 221  
Telephone: (408) 924-4505  
Email: craig.lore@sjsu.edu  
Office Hours: M/W: 1330-1430, T/Th 1030-1145, & by arrangement  
Class Days/Time: T/Th: Sec 21, 0900-1015; Sec 49, 1200-1315; Sec 73, 1500-1615  
Classroom: Engineering Room # 338  
Prerequisites: Passage of English 1A (C or better) or approved equivalent.  
GE Category: Written Communication C3

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

Faculty Web Page and MYSJSU Messaging (Optional)  
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](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 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 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).
- 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 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
• Or—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/le)

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

Other Textbook

Other Readings
• Reed Vol. 66 by San Jose State University. Available at San Jose State Bookstore. Required.

Other equipment / material requirements
• 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 Links for English 1B
InfoPower Tutorial Website: tutorials.sjlibrary.org/tutorial/infopower/index.htm
Plagiarism Tutorial Website: tutorials.sjlibrary.org/tutorial/plagiarism/index.htm

Classroom Protocol
I do not like to create or impose a strict set of rules for classroom protocol. Instead, I prefer to let each class develop its own personality. However, I find that some guidelines are necessary:
• No computer or phone use in class will be allowed.
• I expect you to act as an adult with respect to class material; that is, you are responsible for your own behavior regarding preparation, deadlines, active participation, respectful behavior, timely arrival, and attendance.
• Staple multiple pages. Remove the “fringe” from notebook paper.
• Out-of-class assignments are due on the date assigned, at the beginning of class, in proper MLA format.
• Papers that are not in MLA format or that fail to meet a minimum acceptable standard will receive a score of Zero.
• No late assignments will be accepted.

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, 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 participation. Active class participation depends upon preparation done outside of the class, which includes reader responses, paragraph revisions, and all other written homework. Class participation will be of in-class exercises, quizzes, and discussions based on the readings and homework. Class participation is assessed as follows:

A = Regular, helpful questions and comments; fully engaged;
B = Occasional, pertinent questions and comments; good listening;
C = Infrequent, tangential questions or comments; attentiveness questionable;
D = Rare interaction; disengaged from discussion; not prepared for class;
F = Regularly absent, physically or mentally.

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:

<table>
<thead>
<tr>
<th>Essays</th>
<th>Percentage</th>
<th>Word Count</th>
<th>SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>One (ungraded) in-class essay &amp; reflection</td>
<td>0.0%</td>
<td>800 words</td>
<td>1, 4, 5</td>
</tr>
<tr>
<td>Two (graded) in-class essays &amp; reflection</td>
<td>7.5%</td>
<td>800 words</td>
<td>1, 4, 5</td>
</tr>
<tr>
<td>Two out-of-class-essays and revisions &amp;</td>
<td>15%</td>
<td>1200 words</td>
<td>1, 2, 3, 4, 5, 6</td>
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<tr>
<td>reflections</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Paper and components</td>
<td>25%</td>
<td>2000 words</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>Journal/Misc. Writing/Homework</td>
<td>10%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Portfolio</td>
<td>10%</td>
<td>1200-1400</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>8,300-8,500</td>
<td></td>
</tr>
</tbody>
</table>

- 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 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.
  - **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 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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
<td>B</td>
<td>84-87</td>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>A</td>
<td>94-97</td>
<td>B-</td>
<td>80-83</td>
<td>D</td>
<td>65-69</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td>C+</td>
<td>78-79</td>
<td>F</td>
<td>≤ 64-0</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
<td>C</td>
<td>74-77</td>
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### 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 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 10th 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.
SJSU Spring 2014 Schedule, T/Th

This schedule is incomplete on purpose: Specific assignments, readings, and other information will be added throughout the semester in class, through email, via Canvas, or by other means that you will be informed about. It will be your responsibility to check routinely for my email updates or other communications. This schedule is incomplete on purpose: Specific assignments, readings, and other information will be added throughout the semester in class, through email, via Canvas, or by other means that you will be informed about. It will be your responsibility to check routinely for my email updates or other communications.

Assignments, readings, and due dates are subject to change: adequate notification will be given for any such changes.

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1</td>
<td>Thu, Jan 23</td>
<td>First Day Stuff. Introductory.</td>
</tr>
<tr>
<td>2</td>
<td>Tue, Jan 28</td>
<td><strong>Diagnostic Essay</strong>&lt;br&gt;HW: for Thu, Jan 30—“The Story of an Hour” and “Flowers”</td>
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<tr>
<td>3</td>
<td>Thu, Jan 30</td>
<td>Introductions. Reading/Brainstorming/Writing&lt;br&gt;AUC—Awareness, Unity, Coherence&lt;br&gt;&lt;strong&gt;HW&lt;/strong&gt; Tue, Feb 4: “What is an Essay?” “Types of Essays,” “How to Write a Reader Friendly Essay.”</td>
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<tr>
<td>4</td>
<td>Tue, Feb 4</td>
<td>The Essay. Definition/Thesis/Organization/MLA: In-class “3 White Guys”&lt;br&gt;Research Essay: In-class, <strong>Three ideas for Research Essay</strong>—<strong>Topic, Community, Interviews, Problem(s)</strong>&lt;br&gt;Journal—start the journal.&lt;br&gt;&lt;strong&gt;HW&lt;/strong&gt;: Analysis of “3 White Guys” How is it an essay? How is it not an essay?</td>
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<tr>
<td>5</td>
<td>Thu, Feb 6</td>
<td>Journal. Outlining. Shitty First Drafts. MLA&lt;br&gt;Reading: WMinA “As Bullies Go,” page 30</td>
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<tr>
<td>6</td>
<td>Tue, Feb 11</td>
<td>MLA. Quoting/Summary/Paraphrase/Titles&lt;br&gt;Basic Editing/Proofreading&lt;br&gt;Reading: WMinA</td>
</tr>
<tr>
<td>7</td>
<td>Thu, Feb 13</td>
<td><strong>Peer Review Essay #1 Re-Vision</strong>&lt;br&gt;&lt;strong&gt;Peer Review Essay #1 Re-Vision**&lt;br&gt;</td>
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<tr>
<td>8</td>
<td>Tue, Feb 18</td>
<td><strong>Due: Final Draft Essay #1</strong>&lt;br&gt;Word use—Prose &amp; Poetry</td>
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<td>9</td>
<td>Thu, Feb 20</td>
<td><strong>Due: Research Essay Proposal</strong>&lt;br&gt;Use of sentences/Punctuation—Prose &amp; Poetry</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Assignment/Notes</td>
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<tr>
<td>10.</td>
<td>Tue, Feb 25</td>
<td>Poetry vs. Prose: Due: Found Poetry Paper</td>
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<td>11.</td>
<td>Thu, Feb 27</td>
<td>In-Class Essay (ICE)--Preparation Making an Annotated Bibliography</td>
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<td>12.</td>
<td>Tue, Mar 4</td>
<td>In-class essay. Bring a large Greenbook, pens, &amp; dictionary</td>
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<td>ICE—Bring a LARGE (Binder-paper sized) Green Book, pens and a non-electronic dictionary</td>
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<td>13.</td>
<td>Thu, Mar 6</td>
<td>Library Presentation Meet @ Library, TBD</td>
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<td>14.</td>
<td>Tue, Mar 11</td>
<td>Due: Annotated Bibliography: 4 total: 3 support/1 counter</td>
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<td>CPD—Comma, parentheses, dash, SCCp—semicolon, colon, comma plus</td>
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<td>15.</td>
<td>Thu, Mar 13</td>
<td>Peer Review OutofCl Essay #2</td>
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<td>16.</td>
<td>Tue, Mar 18</td>
<td>Due: Final draft Essay #2</td>
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<td>Making a Survey/Observation/Interview Questions Introduce Reed Magazine: Creative non-fiction</td>
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<td>HESBQ—hyphen, ellipses, square brackets, quotation marks</td>
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<td>17.</td>
<td>Thu, Mar 20</td>
<td>Due: Blank Survey form; Intvw Questions; Observation plan; Quiz</td>
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<td>Reed Magazine—Writers’ analysis Ten-sentence project Grammar/Usage Quiz</td>
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<td>Spring Break, Mar 24-28</td>
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<td>18.</td>
<td>Tue, Apr 1</td>
<td>Advanced Revision/Editing/Proofreading</td>
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<td>19.</td>
<td>Thu, April 3</td>
<td>Due: Field Research Summary</td>
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<td>Read: Food Essays in WMinA In-class: craft Outline of RE HW: for Tuesday, April 8, Watch the movie—Food, Inc., online, and Bring three nutrition/ingredient labels from food products to class.</td>
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<td>20.</td>
<td>Tue, Apr 8</td>
<td>Due: Editorial Due: Food, Inc. take home</td>
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<tr>
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<td>Discuss food labels, Food, Inc., and Food Inc., take home Due: Editorial</td>
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<td>21.</td>
<td>Thu, Apr 10</td>
<td>In Defense of Food Part I</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
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<tr>
<td>22. Tue, Apr 15</td>
<td>Peer Review—Research Essay</td>
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<tr>
<td>23. Thu, Apr 17</td>
<td><em>In Defense of Food</em> Part II</td>
<td></td>
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<tr>
<td>24. Tue, Apr 22</td>
<td><em>In Defense of Food</em> Part III</td>
<td></td>
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<tr>
<td>25. Thu, Apr 24</td>
<td><em>In Defense of Food</em>—ICE</td>
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<tr>
<td>26. Tue, Apr 29</td>
<td><em>In Defense of Food</em>—ICE In-class essay: Bring Large Greenbook, pens, non-electronic dictionary</td>
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<tr>
<td>27. Thu, May 1</td>
<td><em>DUE: Research Essay</em>, Final</td>
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<tr>
<td>28. Tue, May 6</td>
<td><em>Grammar/Usage Quiz</em></td>
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<tr>
<td>29. Thu, May 8</td>
<td>Portfolio—workshop/Discussion</td>
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<tr>
<td>30. Tue, May 13</td>
<td>Portfolio Due TBD</td>
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**Important SJSU dates Spring 2014**

- **Wednesday January 22**: Spring Semester Begins
- **Wednesday January 22**: Orientation, Advisement, Faculty Meetings
- **Thursday January 23**: First Day of Instruction – Classes Begin
- **Tuesday February 4**: Last Day to Drop Without Entry on Permanent Record
- **Tuesday February 11**: Last Day to Add Courses & Register Late
- **Wednesday February 19**: Enrollment Census Date
- **Monday-Friday March 24-28**: Spring Recess
- **Monday March 31**: Cesar Chavez Day Campus Closed
- **Tuesday May 13**: Last Day of Instruction – Last Day of Classes
- **Wednesday May 14**: Study/Conference Day (no classes or exams) (SC)
- **Thursday-Friday May 15-16**: Final Examinations
- **Monday-Wednesday May 19-21**: Final Examinations
- **Thursday May 22**: Final Examinations Make-Up Day
- **Friday May 23**: Grade Evaluation Day
- **Saturday May 24**: Commencement
- **Monday May 26**: Memorial Day - Campus Closed (M)
- **Tuesday May 27**: Grades Due From Faculty