

San José State University
Department of English and Comparative Literature
English 1B, Composition 2 (GE C3),
Section 45: M/W 1200-1315, Engineering Room # 338
Spring 2014

Instructor: Craig Lore
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Office Hours: M/W: 1330-1430, T/Th 1030-1145, & by arrangement
Class Days/Time: M/W: 1200-1315
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.
—Ursula 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> 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/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

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*, 4th ed. Recommended. Paperback. Purchase online or at any local bookstore.

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](http://www.sjsu.edu/senate/docs/S12-3.pdf) 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:

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%	2000 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
Total	100%	8,300-8,500	

- 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

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

SJSU Spring 2014 Schedule, M/W

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.

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

1.	Mon, Jan 27 Diagnostic Essay: Bring a large Greenbook, pens, & dictionary	First Day Stuff. Brief Intro. Diagnostic Essay HW: for Wed, Jan 29—"The Story of an Hour" and "Flowers"
2.	Wed, Jan 29	Introductions. Reading/Brainstorming/Writing AUC—Awareness, Unity, Coherence HW Mon, Feb 3: "What is an Essay?" "Types of Essays," "How to Write a Reader Friendly Essay."
3.	Mon, Feb 3	The Essay. Definition/Thesis/Organization/MLA: In-class "3 White Guys" Research Essay: In-class, Three ideas for Research Essay— Topic, Community, Interviews, Problem(s) Journal—start the journal. HW: Analysis of "3 White Guys" How is it an essay? How is it not an essay?
4.	Wed, Feb 5	Journal. Outlining. Shitty First Drafts. MLA Reading: WMinA "As Bullies Go," page 30
5.	Mon, Feb 10	MLA. Quoting/Summary/Paraphrase/Titles Basic Editing/Proofreading Reading: WMinA
6.	Wed, Feb 12 Peer Review Essay #1, Re-Vision	Peer Review Essay #1 Re-Vision
7.	Mon, Feb 17 Due: Final Draft Essay #1	Word use—Prose & Poetry
8.	Wed, Feb 19 Due: Research Essay Proposal	Use of sentences/Punctuation—Prose & Poetry

9.	Mon, Feb 24 Due: Found Poetry Paper	Poetry vs. Prose: Due: Found Poetry Paper
10.	Wed, Feb 26	In-Class Essay (ICE)--Preparation Making an Annotated Bibliography
11.	Mon, Mar 3 In-class essay. Bring a large Greenbook, pens, & dictionary	ICE—Bring a LARGE (Binder-paper sized) Green Book, pens and a non-electronic dictionary
12.	Wed, Mar 5 Library Presentation Meet @ Library TBD,	Library Presentation Library Presentation Meet @ Library, TBD
13.	Mon, Mar 10 Due: Annotated Bibliography: 4 total: 3 support/1 counter	CPD—Comma, parentheses, dash, SCCp—semicolon, colon, comma plus
14.	Wed, Mar 12 Peer Review, OutofCI Essay #2	Peer Review OutofCI Essay #2
15.	Mon, Mar 17 Due: Final draft Essay #2	Making a Survey/Observation/Interview Questions Introduce Reed Magazine: Creative non-fiction HESBQ—hyphen, ellipses, square brackets, quotation marks
16.	Wed, Mar 19 Due: Blank Survey form; Intvw Questions; Observation plan; Quiz	Reed Magazine—Writers' analysis Ten-sentence project Grammar/Usage Quiz
	Mar 24-28, Spring Break	No Class
	Mar 31, Cesar Chavez Day	No Class
17.	Wed, Apr 2 Due: Field Research Summary	Advanced Revision/Editing/Proofreading Read: Food Essays in WMinA In-class: craft Outline of RE HW: for Monday, April 7: Watch the movie—<i>Food, Inc.</i>, and Bring three nutrition/ingredient labels from food products to class
18.	Mon, Apr 7 Due: Editorial Due: <i>Food, Inc.</i> take home	Discuss: Food labels. <i>Food, Inc.</i> Due: <i>Food, Inc.</i> take home Due: Editorial
19.	Wed, Apr 9	<i>In Defense of Food</i> Part I

20.	Mon, Apr 14 Peer Review Research Essay	Peer Review—Research Essay
21.	Wed, Apr 16	<i>In Defense of Food Part II</i>
22.	Mon, Apr 21	<i>In Defense of Food Part III</i>
23.	Wed, Apr 23 In-Class Essay. Bring a large Greenbook, pens, & dictionary	<i>In Defense of Food--ICE</i> In-class essay: Bring Large Greenbook, pens, non-electronic dictionary
24.	Mon, Apr 28 DUE: Research Essay, Final	DUE: Research Essay, Final
25.	Wed, Apr 30	<i>Reed Magazine</i>
26.	Mon, May 5 Quiz: Grammar & Usage	Grammar/Usage Quiz <i>Reed Magazine</i>
27.	Wed, May 7	Portfolio—workshop/Discussion <i>Reed Magazine</i>
28.	Mon, May 12 Portfolio Due TBD	Portfolio Due TBD Healthy Food Expo

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