



THE DEPARTMENT OF ENGLISH & COMPARATIVE LITERATURE @ SAN JOSÉ STATE UNIVERSITY



ENGLISH 1B: ANIMAL STYLE
SAN JOSÉ STATE UNIVERSITY, SPRING 2015

INSTRUCTOR: DANIEL HENDEL DE LA O
GE CATEGORY: WRITTEN COMM. A3
PREREQUISITES: PASSAGE OF ENGLISH 1A (C OR BETTER) OR APPROVED EQUIVALENT

OFFICE: FOB 111
OFFICE HOURS: MO/WE 10:30 – 11:30 AM (OR BY APPOINTMENT)
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SECTIONS: SEC. 13 (20281): TU/TH 9:00 – 10:15 AM, BBC 121
SEC. 27 (20289): MO/WE 12:00 – 1:15 PM, SH 348
SEC. 69 (22531): FR 9:30 – 12:15 PM, SH 348

COURSE THEME

The human-animal relationship is complex, to say the least. As pets, animals have become an endearing part of the human condition. In fact, we often view our bonds with our pets amongst our most sacred. At the same time, most humans eat animals as a food source. And we carefully delineate between those animals we will and won't eat. And, of course, we fear those animals that would make a meal of us. Sadly, those animals have typically suffered greatly as a result of our fears. From the ethics of captivity to human-caused extinctions, this semester's 1B will focus exclusively on issues related to the animal world. Through in-depth readings and writings, we will delve into all things furry, scaly, and feathery.

REQUIRED MATERIALS

All books are available in an electronic edition (e.g. Kindle, Nook), though pagination may vary from print editions.

Books:

- *Where the Wild Things Were: Life, Death, and Ecological Wreckage in a Land of Vanishing Predators* by William Stolezenberg (ISBN: 1596916249)
- *Why Dogs Hump and Bees Get Depressed: The Fascinating Science of Animal Intelligence, Emotions, Friendship, and Conservation* by Marc Bekoff (ISBN: 1608682196)

Writing guide:

- *The Everyday Writer with Exercises (5th Edition)—Special Edition: San Jose State University* by Andrea A. Lunsford (ISBN: 9781457667121)

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



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the personal essay), its requirement for fewer but longer essays, and its requirement for writing informed by research. Students will develop sophistication in writing analytical, argumentative, and critical essays; a mature writing style appropriate to university discourse; reading abilities that will provide an adequate foundation for upper-division work; critical thinking skills; proficiency in basic library research skills and in writing papers informed by research; and mastery of the mechanics of writing.

COURSE GOALS

Building on the college-level proficiencies required in English 1A, students shall achieve the ability to write complete essays that demonstrate advanced proficiency in all of the following:

- Clear and effective communication of meaning.
- An identifiable focus (argumentative essays will state their thesis clearly and will show an awareness, implied or stated, of some opposing point of view).
- Application of critical thinking skills.
- An appropriate voice that demonstrates an awareness of audience and purpose.
- Careful attention to review and revision.
- Effective and correct use of supporting materials, including independent research (e.g., quoting, paraphrasing, summarizing, and citing sources);
- Effective analysis, interpretation, evaluation, and synthesis of ideas encountered in multiple readings.
- Effective organization and development of ideas at paragraph and essay levels.
- Appropriate and effective sentence structure and diction.
- Command of conventional mechanics (e.g., punctuation, spelling, reference, agreement).

STUDENT LEARNING OBJECTIVES (SLOs)

Students will demonstrate, orally and in writing, proficiency in the Area A3 Learning Outcomes. Students will be able to:

1. Locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation.
2. Present effective arguments that use a full range of legitimate rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view.
3. Effectively locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of one's ideas.
4. Identify and critically evaluate the assumptions in and the context of an argument.
5. Effectively distinguish and convey inductive and deductive patterns as appropriate, sequencing arguments and evidence logically to draw valid conclusions and articulate related outcomes (implications and consequences).

SJSU ACADEMIC POLICIES

You are responsible for reading SJSU's academic policies online @ www.sjsu.edu/english/comp/policy/index.html. They contain relevant information, including:

- Course guidelines
- Academic policies (academic integrity, plagiarism, ADA and AEC policies)
- Estimation of per-unit student workload
- Recording policies
- Adding and dropping classes

THE 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



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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>.

MLA STYLE

As is standard in American English classes, all typed work must be submitted in MLA Style. Samples are located in both *The Everyday Writer* (p. 457) and online at EauZone. Again, unstapled work will never be accepted. Please follow this sample heading for all typed work:

Name

1B: Section number

Assignment

Date

Note to 7:30 AM sections: The AS Print Shop opens at 8 AM—30 minutes after class starts. Please plan accordingly.

CLASS PROTOCOLS

Grades and grading:

- In an effort to make you a better editor of your own work, I will sometimes make sentence-level corrections to only one page or paragraph of your essay. You should assume that the corrections I've made are applicable to your entire essay.
- In order to assist you in keeping track of your grade, I have provided you with a blank grading log. It can be found inside the chart under the "Course Work" section of this syllabus.
- *If extra-credit is offered, it will only be once, so please stay up-to-date on your assignments.*
- There is a participation component to your grade. Though only 15 points, it could mean the difference between letter grades. To receive all or most of these points, it is important that you actively engage in the classroom experience (e.g. frequently asking questions and/or commenting). Simply attending class is not sufficient to garner full points, as they are based on active participation, not attendance.

Assignments:

- All writing assignments are due on the dates indicated on EauZone, which contains the most up-to-date schedule and information.
- Late assignments must be emailed to me no later than the following class after the due date. However, they will be lowered one letter grade—*I will not accept an assignment beyond this point.*
- Assignments submitted via email, will be graded as any other. However, no marked-up hard copy will be returned to you.
- Without prior notification, missed in-class essays and presentations cannot be made up. If you must miss your presentation date, make prior arrangements with a classmate to switch days.
- You will automatically be docked 5 points on your final draft for coming to class on a workshop day without anything to share.
- I will not accept *any* assignments that are unstapled.

Etiquette:

- I consider it highly disrespectful to sleep in class. If you fall asleep in class, you may be asked to leave.
- The use of laptops during class is restricted to note taking only—*absolutely no social media during class time.*



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- If you come to class after the first 15 minutes, please wait for an appropriate moment to enter so as not to disturb the class.
- Please do not pack up before our class time is over—*I'll be sure to get you out of class on time.*

Email:

- Indicate your section number in the subject line or somewhere in the body. This helps me reply to your email more quickly.
- If you email me a document via Google Docs, remember to grant me permission to edit it before you send. Otherwise, I have to request permission and the entire process is lengthened.
- Email me individually rather than as a reply to a group message because I can easily miss these responses.
- Due to the high volume of email I receive daily, it may take me a day (or more) to respond.
- Unless it affects an in-class essay or presentation, there is no need to contact me if you miss class.
- If you were absent, please do not message me to ask what you missed. As soon possible, obtain the email addresses of at least two other members of the class. They should be able to fill you in on any relevant information. If you still have a question, feel free to contact me.

EAUZONE

I maintain the EauZone (eauzone.blogspot.com) as a centralized location for assignments, reminders, documents, important dates, links, and general class information. It also contains an easy-to-reference archive of the course work. In addition, this website will be the location of the course's eReader (eR). These Web articles are required to complete some assignments.

On the homepage, click on "English 1B: Animal Style" under "Spring 2015 Courses" to be routed to our page. Feel free to use the "Comments" function in each posting; it is often a helpful way to communicate with classmates.

GRADING CRITERIA

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.

Essays will be graded by the following criteria:

- An "A" essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student's ability to use language effectively with a solid command of grammar, mechanics, and usage.
- A "B" essay demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.
- A "C" essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show significant weakness in mastery of grammar, mechanics, usage, or voice.
- A "D" essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.
- An "F" essay does not fulfill the requirements of the assignment.

EDITING MARKS GUIDE

Here is a guide to some of the editing symbols (some standard, some my own) you'll be seeing on your papers this semester. Additionally, you will find the corresponding page in *The Everyday Writer* for many of the marks.



| Symbol | Meaning | <i>The Everyday Writer</i> | Symbol | Meaning | <i>The Everyday Writer</i> |
|--------|---|----------------------------|--------|------------------------------|----------------------------|
| ^ | Insert | - | FRAG | Fragment | p. 38 |
| ↑ | Text is likely not properly double-spaced | - | ITL | Either add or remove italics | p. 425, 448 |
| → | Indent 1x | - | HEAD | Issue with page header | - |
| → → | Indent 2x | - | PASS | Passive voice | p. 28c, 32g |
| + | Good point | - | RO | Run-on sentence | p. 9, 385 |
| ? | Meaning unclear | - | SLANG | Slang | p. 23a |
| # | Add space | - | SP | Spelling | |
| " " | Add quotation marks | p. 43 | SV | Subject-verb agreement | p. 355 |
| // | Faulty parallelism | p. 8e, 27 | T | Tone | p. 10d, 17c, 23a, 23d |
| ¶ | Start new paragraph | p. 8 | TC | Title case | - |
| @ | Delete | - | TNR | Times New Roman font | - |
| 2x | Double-space | - | TRANS | Transition | p. 8e, 30b |
| ABB | Abbreviation | p. 46a | UL | Underline | p. 47 |
| AWK | Awkward phrasing; reword | - | WC | Word choice | p. 261 |
| CS | Comma splice | p. 37 | | | |

COURSE WORK

Class sessions will employ a combination of lectures, group discussions, presentations, and writing workshops that will cover a range of activities, including analyzing, interpreting, outlining, revising, and editing. All typed essays are approximately three pages (750 words) and must be in MLA Style. Also, unless otherwise noted, all typed essays must always include a works cited page.

Your semester's course work is comprised of:

| Item | Description | SLOs | Word Count* | Writing Workshop | In-class Essay | Revised | Point Value | Grade Log |
|------------|--|------|-------------|------------------|----------------|---------|-------------|-----------|
| Diagnostic | This in-class essay will be my first opportunity to evaluate your writing. | 4 | 400 | | ✓ | | 0 | N/A |



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| Item | Description | SLOs | Word Count* | Writing Workshop | In-class Essay | Revised | Point Value | Grade Log |
|------------|--|------|-------------|------------------|----------------|---------|-------------|-----------|
| Close Read | For this assignment, you will do a close reading of a photo of an extinct species. | 2-5 | 400 | | ✓ | | 20 | |
| Evaluation | Using <i>Why Dogs Hump and Bees Get Depressed</i> as a basis, you will evaluate Bekoff's argument for "rewilding" ourselves in light of new insights into animals' intellectual and emotional capabilities. | 2-5 | 750 | | | ✓ | 20 | |
| Editorial | In this editorial, you will argue for or against the captivity of animals in zoos and/or theme parks. | 2-5 | 400 | | ✓ | | 20 | |
| Persuasive | For this essay, you will utilize Stolzenburg's <i>Where the Wild Things Were</i> to argue for the increased preservation of predators in various ecosystems. Additionally, you will submit an annotated final draft. | 2-5 | 750 | | | | 20 | |



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| Item | Description | SLOs | Word Count* | Writing Workshop | In-class Essay | Revised | Point Value | Grade Log |
|--------------------------------|---|------|-------------|------------------|-------------------|---------|--------------|--|
| Research Paper | Your 12-page research paper will focus on an animal-related topic. Additionally, the findings of your paper will be informally presented on the final day of class. | 1-5 | 3,000 | ✓ | | ✓ | 60 | |
| Multi-media Presentation** | You and a classmate will create a 10-minute multimedia presentation based upon an animal-related topic. | 1-5 | 400 | | | | 15 | |
| Reflections | You will write eight 2-page reflections based upon a variety of topics related to animals. | 2-5 | 4,000 | | | | 80 (8x10) | 1. 2. 3. 4. 5. 6. 7. 8. |
| Participation | Note that points are garnered by active participation in class, not attendance. | | | | | | 15 | |
| Approximate word count: 10,100 | | | | | Total points: 250 | | | /250 |



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*One typed page in MLA Style is approximately 250 words; one handwritten page is approximately 200 words.

**You must provide your own laptop. Macs will require an Apple-specific adaptor to connect to the university's projection system. Some newer model PCs, with HDMI-only connections, may also require special adaptors.

Final grade calculations:

| | | | | | |
|----|---------|----|---------|-------------|----------|
| A+ | 244-250 | B+ | 219-223 | C+ | 194-198 |
| A | 232-243 | B | 208-218 | C | 182-193* |
| A- | 224-231 | B- | 207-217 | Non-passing | 0-181 |

*At least 182 points must be earned to receive course credit

COURSE SCHEDULE

This schedule is subject to change. Always consult EauZone for the most up-to-date information and schedule. Consider any hard copy of this syllabus to be only a rough guide and immediately out-of-date.

Key:

DOGS (*Why Dogs Hump and Bees Get Depressed*)

eR (eReader)

WILD (*Where the Wild Things Were*)

All assignments, including in-class essays, are due or take place on:

Sec. 13—Thursdays

Sec. 27—Wednesdays

Sec. 69—Fridays

| | |
|---------------------------------|--|
| Week 1: The Great Grey Owl | Week of Mo 1.19—Sec. 13 and 69 only Class: Syllabus review |
| Week 2: The Three-Toed Sloth | Week of Mo 1.26 Class: Syllabus review; Introductions; Multimedia presentation assignments; Lecture—"Building a Better Multimedia Presentation" |
| Week 3: The Inland Taipan | Week of Mo 2.2 Read: DOGS—Parts 1-4 Class: DIAGNOSTIC ESSAY; Reading discussion; Lecture—"Crafting the Essay: Writing as a Process" Due: REFLECTION 1 |
| Week 4: The Cheetah | Week of Mo 2.9 Read: DOGS—Parts 5-7; eR—"A Glimpse of What We've Lost: 10 Extinct Animals in Photos" Class: CLOSE READ ESSAY; Reading discussion; Lecture—"Evaluating an Argument," "Close Reads: A How-To" Due: REFLECTION 2 |
| Week 5: The Poison Dart Frog | Week of Mo 2.16 Read: DOGS—Parts 8-11 Class: Reading discussion; Multimedia presentations; Lecture—"Citing Sources in MLA" Due: EVALUATION ESSAY (DRAFT 1) |



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|--|--|
| Week 6: The Arabian Sea Humpback Whale | Week of Mo 2.23 |
| | Class: Library research session (Details TBA); Multimedia presentations Due: EVALUATION ESSAY (FINAL DRAFT—ATTACH DRAFT 1 TO BACK) |
| Week 7: The Mountain Gorilla | Week of Mo 3.02 |
| | Read: WILD—Prologue: The Grizzly in the Room – Four: The Killer Whale Class: Reading discussion; Multimedia presentations; Lecture—“Easy Fixes: Ten Grammar Rules to Know” Due: REFLECTION 3 |
| Week 8: The European Robin | Week of Mo 3.9 |
| | Read: WILD—Five: Ecological Meltdown – Eight: Valley of Fear” Class: EDITORIAL ESSAY*; Reading discussion; Multimedia presentations; Lecture—“Assessing Sources” Due: REFLECTION 4 <i>*Have three outside sources ready to use during your in-class essay</i> |
| Week 9: The Lace Monitor | Week of Mo 3.16 |
| | Read: WILD—Nine: The Lions of Zion – Epilogue: Alone on the Hill” Class: Lecture—“The Fundamentals of Rhetoric” |
| Week 10: The Mexican Free-Tailed Bat | Week of Mo 3.23 |
| | NO CLASS: SPRING BREAK |
| Week 11: The Polar Bear | Week of Mo 3.30 |
| | Class: Reading discussion; Multimedia presentations Due: PERSUASIVE ESSAY (ANNOTATED) |
| Week 12: The Mustang | Week of Mo 4.6 |
| | Class: Multimedia presentations; Lecture—“Wordiness: Exercises” Due: REFLECTION 5 |
| Week 13: The Grizzly Bear | Week of Mo 4.13 |
| | Class: Multimedia presentations; Lecture—“Constructing a Research Paper: A How-To” Due: RESEARCH PAPER THESIS |
| Week 14: The Crested Black Macaque | Week of Mo 4.20 |
| | Class: Writing workshop; Multimedia presentations Due: RESEARCH PAPER OUTLINE; REFLECTION 6 |
| Week 15: The African Elephant | Week of Mo 4.27 |
| | Class: Writing workshop; Multimedia presentations Due: RESEARCH PAPER (UP TO PAGE 3; BRING 2 COPIES); REFLECTION 7 |
| Week 16: The Great White Shark | Week of Mo 5.4 |
| | Class: Writing workshop; Multimedia presentations Due: RESEARCH PAPER (UP TO PAGE 6; BRING 1 COPY); |
| Week 17: The Koala | Week of Mo 5.11 |
| | Class: Writing workshop; Multimedia presentations Due: RESEARCH PAPER (UP TO PAGE 9; BRING 1 COPY); REFLECTION 8 |



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| | |
|---------------------------|---|
| Week 18: The Dragonfly | Week of Mo 5.18 (Finals Week) |
| | Sec 13: Wednesday, May 20 from 7:15 – 9:30 AM Sec. 27: Thursday, May 21 from 9:45 – 12:00 PM Sec. 69: Friday, May 15 from 7:15 - 9:30 AM Class: Informal research paper presentations; Class review Due: RESEARCH PAPER (FINAL DRAFT) |