# Assignments Overview

## 1. In-class Essays (Including Diagnostic Essay – 5%/50 points each)

1. **Read** in-class prompt carefully (at least two times).
2. **Write** a complete essay in which you:
   - **Summarize** the passages in your own words throughout your essay, demonstrating that you understand the authors’ main points while providing a common basis for discussion;
   - **Write** a well-conceived and thoughtful thesis statement and then devise a well-balanced outline;
   - **Write** your essay, explaining the attitudes of the authors;
   - **Use** specific reasons and support from your observations, experiences, or readings to uphold your essay’s argumentative point (thesis); and
   - **Re-read** your work and correct any errors in spelling and grammar.

3. **Post submission of the revised essay to D2L site (at later date – see course schedule).**

<table>
<thead>
<tr>
<th>A#</th>
<th>Assignment Name</th>
<th>Length</th>
<th>LOs</th>
<th>Percentage/Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>In-class Essays (Including Diagnostic Essay – 5%/50 points each)</strong></td>
<td>2 pages each, Handwritten</td>
<td>LO1</td>
<td>5%/50 points each</td>
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<td></td>
<td><strong>Read</strong> in-class prompt carefully (at least two times).</td>
<td>500 words each</td>
<td>LO2</td>
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<td><strong>Write</strong> a complete essay in which you:</td>
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<td>LO3</td>
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<td>- <strong>Summarize</strong> the passages in your own words throughout your essay, demonstrating that you understand the authors’ main points while providing a common basis for discussion;</td>
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<td>- <strong>Write</strong> a well-conceived and thoughtful thesis statement and then devise a well-balanced outline;</td>
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<td>- <strong>Use</strong> specific reasons and support from your observations, experiences, or readings to uphold your essay’s argumentative point (thesis); and</td>
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<td>- <strong>Re-read</strong> your work and correct any errors in spelling and grammar.</td>
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## 2. Revised In-Class Essays – 5%/50 points each

1. **Type** in-class essay, making editing and proofreading corrections;
2. **Complete** in-class work to revise essay;
3. **Bring** to class scheduled for “peer workshop”;
4. **Revise** essay using standard editing and proofreading practices and standards; and
5. **Post submission of the revised essay to D2L site (at later date – see course schedule).**

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<tr>
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<th>LOs</th>
<th>Percentage/Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td><strong>Revised In-Class Essays – 5%/50 points each</strong></td>
<td>3-4 pages each, Typed</td>
<td>LO1</td>
<td>5%/50 points each</td>
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<tr>
<td></td>
<td><strong>Type</strong> in-class essay, making editing and proofreading corrections;</td>
<td>MLA</td>
<td>LO2</td>
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<td><strong>Complete</strong> in-class work to revise essay;</td>
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<td>LO3</td>
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<td><strong>Bring</strong> to class scheduled for “peer workshop”;</td>
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<td>LO5</td>
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<td><strong>Revise</strong> essay using standard editing and proofreading practices and standards;</td>
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<td>**Post submission of the revised essay to D2L site (at later date – see course schedule).</td>
<td>750-1000 words each</td>
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3. **First Research Paper – Historical Research – 15%/150 points each**  
(Use *The Immortal Life of Henrietta Lacks* for inspiration/inquiry)  
It must be an **“Argumentative” Paper**  
**Format: APA Style** (Use Field Guide Sample APA Research Paper pgs 509–519)  
**Steps: Preparation and writing**  
1. **Articulate** your selected topic.  
2. **Prepare** an essay that addresses specific questions listed below – this is a preliminary step and these questions are designed to stimulate basic inquiry into your topic, thus you do not answer them directly nor include them in a formulaic fashion  
   - What *historical* topic do you intend to explore in this paper?  
   - Why are you interested in this topic?  
   - What is your point of view regarding the issues of this topic?  
   - What do you already know about this topic from your previous work/life experience and knowledge base?  
   - What do you want to learn about your topic?  
3. **Write** research paper and include the following:  
   - **Title Page (APA title page)**  
   - **Body:**  
     - Divided using one heading level (minimum).  
     - Demonstrate weaving of sources technique.  
     - Demonstrate transitional phrasing technique.  
     - Demonstrate proper in-text citations (both direct quoting and paraphrasing).  
     - Demonstrate academic writing in relation to proper grammar, punctuation, spelling  
     - Demonstrate solid academic and critical thinking skills  
   - **References:**  
     - Minimum of three (3) sources  
     - Minimum of two (2) peer-reviewed articles  
     - Other sources may come from “reputable” websites, books, or “reputable” corporate materials  
   - **Footnotes:**  
     - Minimum of two (2) footnotes  
   - **Supplemental Material:**  
     - One (1) Table  
4. **Edit** and double check APA format conformity.  
5. **Post submission of the revised essay to D2L site (at later date – see course schedule).** Paper must be turned in electronically to Desire2Learn at [https://sjsu.desire2learn.com/](https://sjsu.desire2learn.com/) using the Dropbox function. Look for the “Attach” link.
4. **Second Argumentative Research Paper – Personal Interest – 15%/150 points**

   **Must** use *Perfume: The Story of a Murderer* for inspiration/inquiry

   **Must be an “Argumentative” Paper**

   **Format: MLA Style** (Use Field Guide Sample MLA Research Paper pgs 468–476)

   **Topic: Personal Choice**

   **Steps: Preparation and writing**

   1. **Articulate** your selected topic.
   2. **Prepare** an essay that addresses specific questions listed below-- this is a preliminary step and these questions are designed to stimulate basic inquiry into your topic, thus you do not answer them directly nor include them in a formulaic fashion
   - What *specific* topic do you intend to explore in this paper?
   - Why are you interested in this topic?
   - What is your point of view regarding the issues of this topic?
   - What do you already know about this topic from your previous work/life experience and knowledge base?
   - What do you want to learn about your topic?

   3. **Body:**
   - Develop well-conceived and thoughtful thesis for the basis of an argumentative research essay
   - Demonstrate weaving of sources technique.
   - Demonstrate transitional phrasing technique
   - Demonstrate proper in-text citations (both direct quoting and paraphrasing)
   - Include one block quotation
   - Demonstrate academic writing in relation to proper grammar, punctuation, spelling
   - Demonstrate solid academic and critical thinking skills

   4. **References:**
   - Minimum of (5) sources
   - Minimum of three (3) peer-reviewed articles
   - Other sources may come from “reputable” websites, books, or “reputable” corporate materials

   5. **Footnotes:**
   - Minimum of three (3) footnotes

   6. **Supplemental Materials:**
   - One (1) Table
   - One (1) Additional Piece of Relevant Material

   7. **Post submission of the revised essay to D2L site (at later date – see course schedule).** **Paper must** be turned in electronically to Desire2Learn at [https://sjsu.desire2learn.com/](https://sjsu.desire2learn.com/) using the Dropbox function. Look for the “Attach” link.
5. **Departmental Final/Holistic Exam – 20%/200 Points**  
*University-Wide Holistic Exam* – To monitor and assess the effectiveness of Freshman Composition, the Committee establishes topics for a standardized final departmental essay for all course sections. This final essay is graded holistically by a reading committee comprised of all the current Composition instructors.

| 2-3 pages | LO1 | 20%/200 points |
| Handwritten | LO2 |
| MLA | LO3 |
| 500-750 Words | LO6 |

6. **Participation/Homework – 30%/300 Points**  
*Participation* is defined as including unannounced quizzes and writing exercises, unannounced in-class writing assignments and projects, and class conversation/discussion groups.

Some quizzes may focus on student knowledge of in-text quotations and non-quotation citations, reference page preparation, ability to properly cite secondary sources, format of headings separating sections of various papers, and paraphrasing. Lectures will be provided in class.

Some in-class writing (including unannounced) may focus on assigned readings, including peer-reviewed articles. Further, students are required to take part in a variety of in-class writing exercises, including spontaneous responses to readings and direct participation in the writing processes performed during classroom sessions. Last, students are required to prepare drafts of upcoming assignments and actively participate in peer editing and workshops. All in-class writing will be relevant, important, and required elements in writing preparation and mastery.

All students must work in teams of three to present a “Grammar Problem and Solution” Demonstration/Oral Presentation – it will be equivalent to 5%/50 points of the Participation Grade.

| Various lengths | LO1 |
| Handwritten and/or Typed | LO2 |
| MLA | LO3 |
| Approximately 2000 words | LO4 |
| LO5 |
| LO6 |

**TOTAL Possible Points: 1000**

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English 1B_Composition II_Assignment Overview

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