# San José State UniversityDepartment of English and Comparative LiteratureEnglish 1B, Composition 2 (GE C3), Section 5, 17, Spring 2012

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| Instructor: | Craig Lore |
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| Office Hours: | T/Th 10:30-1200 and by arrangement |
| Class Days/Time: | T/Th Section 5, 0730-0845; T/Th Section 17, 0900-1015 |
| Classroom: | Section 5 BBC 124; Section 17 SH 241 |
| GE Category | Written Communication C3 |
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## Faculty Web Page and MYSJSU Messaging

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 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/policyforsyllabi.html>

* Course guidelines
* Academic policies (academic integrity, plagiarism, ADA and DRC policies)
* Adding and dropping classes

## Required Texts/Readings

### Textbook

* *What Matters in America,* 2nd Ed. Gary Goshgarian. Required. ISBN: 978-0-205-66922-6
* *Harbrace Essentials*. Required. Eds. Cheryl Glenn & Loretta Gray.

ISBN:978-0-495-90836-4

### Other Readings

* *In Defense of Food* by Michael Pollan. Required. ISBN: 978-0-14-311496-3
* *The Immortal Life of Henrietta Lacks* by Rebecca Skloot. Required ISBN: 978-1-4000-5218-9
* *The American Heritage Dictionary*, 4th ed.Recommended. Paperback

### Other equipment / material requirements (optional)

## One blank, bound, Mead composition book

## Four (4) large Blue Books for in-class essays

## Two to three double-pocket folders

## Library Liaison

Toby Matoush Toby.Matoush@sjsu.edu

**Classroom Protocol**

* Attend every class
* Arrive on time
* Participate in class discussion and group exercises. You will be assigned to groups for discussion and peer review, and I will call on you for in-class discussions
* Cell phones and computers are to remain out of use and out of sight

**Course Content**

Students shall receive frequent evaluations of their writing from the instructor. In evaluating student writing, instructors shall comment on specific features of individual papers. Comments shall encourage and acknowledge student success as well as note problems and suggest ways to improve.

## Assignments and Grading Policy

**Grading:** A-F.

**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 man 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.

**Grades**:

 Two short out-of-class-essays and revisions 20%

 One long out-of-class essay 10%

 Three (graded) in-class essays 24%

 Research Paper 20%

 Portfolio 10%

Notebook 4%

 Reading Responses 4%

Misc: quizzes, Found Poetry, editorial, reflections,

In-class writing 4 %

Participation 4 %

 Total 100%

**Writing:** You will write eight essays total: a baseline (not graded), two short out-of-class, one longer out-of-class, three in-class, and a major research paper. **You must complete all eight 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.

Writing informs, influences, and/or persuades, and each of us is capable of altering the space around us through clear writing directed to a specific audience for a distinct purpose.

For all writing outside of class 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. Grading for the essays: three out-of-class, three in-class, research essay, and portfolio—including all required drafts, revisions, brainstorming and peer reviews—**will account for 84% of your overall grade.** SLO 1 & 5: Every essay. SLO 2 & 3 all out-of-class essays and research essay. SLO 4: in-class essays 2 and 3, and all out-of-class. SLO 6 in in-class #4. **Save *all* of your written work: You will need it for the portfolio at the end of the semester.**

**Reflection:** Every completed in-class and out-of-class essay requires a one-page reflection that discusses the student’s self-evaluation of that paper’s merits and faults.

**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. **The Research Essay—with all its component parts—by itself, accounts for 20% of the overall grade within the essay category.** Each student will write a research essay on a topic of his/her choosing based on guidelines provided by the instructor.

**Final Portfolio Assignment:**

During this course, you will create a portfolio of your work, including a written reflection of 1000-1200 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. **The Portfolio Assignment by itself will account for 10% of your grade.**

**Reading**: Reading assignments from *What Matters in America*, our other books,and handouts will challenge you to think about how you can become a more effective writer. The readings must be completed prior to the day they are assigned. Reading assignments provide background and support for lecture material. Reading assignments will be graded directly via quizzes and reading responses and indirectly when assigned as resources for specific essays. **Grades for Reading Responses account for the majority of the 4% assigned to Misc. Writing.**

**The Composition Notebook**: The notebook is your most valuable tool in the class. You will use it to record ideas from the reading, copy favorite lines, jot down interesting words, record notes about writing, and paste scraps of writing that you collect, and store reference handouts about writing. The notebook will include ideas and reflections that will become the backbone of your essays, portfolios, and other writing. You will need to bring your notebook to class. I will collect your notebooks at regular intervals. **The Composition Notebook accounts for 4% of your overall grade.**

**Misc Writing, Short Quizzes & In-class Writing**: Quizzes, announced and unannounced, will test your knowledge of the assigned readings. Quizzes and in-class writing assignments, Found Poetry, and editorial **assignments will account for 4% of the total grade.**

**Participation:** Participation will be evaluated based on in-class interaction during discussions, student’s self-evaluation, peer evaluations from group work, and outside participation, which involves bringing to the classes’ attention an article or news item relevant to readings from the text or classroom discussion. Participation scores will be reduced for using electronics during class. **Participation will account for 4% of the total grade.**

**Extra Credit:** In general, extra credit is not offered. All the assignments listed should be completed as directed and turned in on time. However, several “release” assignments may be available. A release assignment can replace an existing, missed, assignment, but will not add anything “extra.” Any release assignment authorized will require writing at least as much as the original it replaces, and will probably require more.

**Final Grades in Percentages: A+ = 100-98; A = 97-94; A- = 93-90; B+ = 89-88; B = 87-84; B- = 83-80; C+ = 79-78; C = 77-74; C- = 73-70; D+ = 69-68; D = 67-60; F = 59 or less.**

**Academic policies**

You are responsible for reading the following SJSU academic polices available online:
http://www.sjsu.edu/english/comp/policyforsyllabi.html

## Student Technology Resources

Location of computers and printing services.

## Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. The [LARC website](http://www.sjsu.edu/larc/) is located at http:/www.sjsu.edu/larc/.

## 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. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at http://www.sjsu.edu/writingcenter/about/staff/.

## Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at http://www.sjsu.edu/muse/peermentor/

**Course Schedule, Spring 2012**

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| 1. Thur Jan 26
 | First Day/Roll/Introductions/Syllabus/Etc.  |
| 1. Tues Jan 31
 | Diagnostic Essay—Bring a Large Green Book/Dictionary/Pens |
| 1. Thur Feb 2
 | Writing Workshop/Discussion/Grammar/Reading Response Analysis. Read in *Harbrace Essentials* (*HE*): 4, 24 a,b,c, d |
| 1. Tues Feb 7
 | Read: *HE*— Ch. 1, 5, 18, 25, 26; WMinA—Read: As Bullies Go (30); I Tweet, Therefore (40) RR#1. Research Essay—1st thoughts on topic |
| 1. Thur Feb 9
 | Read: *HE*— Ch. 2, 3,8, 32d, 33c. WMinA—Read: Virtual Friendship (52) and You Gotta Have (44). RR#2 |
| 1. Tues Feb 14
 | Peer Review--Due: Out of Class Essay #1 Based on Diagnostic |
| 1. Thur Feb 16
 | Read: *HE*— Ch. 12, 13,14, 16. Words/Dictionary/Grammar/MLA Works Cited/ Research Proposal |
| 1. Tues Feb 21
 | Read: *HE*— Ch. 10,11, 33a. WMinA—Read: A Brand by Any Other Name (102) and On Sale at Old Navy (111). RR#3. Due: Found Poetry |
| 1. Thur Feb 23
 | Read: *HE*— Ch. 19 d, e, f, g; 28, 30, 31. WMinA Read: Growing Up in a Culture (162), Violent Media (165), and Hate Violence (167). Due: Out of Class #1 Final Draft |
| 1. Tues Feb 28
 | Read: *HE*— Ch. 32c, e, f. 33b.WMinA—Read: Free Inquiry (190) and Hate Cannot Be (198). RR#4/ |
| 1. Thur Mar 1
 | In-Class #2 |
| 1. Tues Mar 6
 | Library Session—Start Food Journal—1 week |
| 1. Thur Mar 8
 | Peer Review—Out of Class#2 based on WMinA readings with Works Cited |
| 1. Tues Mar 13
 | Read: *HE*— Ch. 7, 9. IDofF Part 1—RR#5 |
| 1. Thur Mar 15
 | IDofF Part 2—Due Annotated Bibliography for Res Essay. Discuss Synthesis in class. |
| 1. Tues Mar 20
 | Read: *HE*— Ch. 4d, f. IDofF Part 3RR#6—Start Food Journal: Part 2—1week. Discuss: Synthesis, strong nouns, active verbs. Due: Out of Class #2. |
| 1. Thur Mar 22
 | In-Class #3.  |
| Spring Recess March 26-30 | Have fun. Be safe. Do your reading for when you get back. |
| 1. Tues Apr 3
 | WMinA—Read: Stop Being Afraid (302), Indiana Jones (312), and When America Relaxes (316). RR#7. Start DVD: Food, Inc.  |
| 1. Thur Apr 5
 | Food, Inc.—RR#8 based on Part I Food, Inc. Due: Field Res Summary |
| 1. Tues Apr 10
 | Writing Workshop—Review Major concepts. Due: Out of Class on Food |
| 1. Thur Apr 12
 | Discuss Synthesis. WMinA—Read: Why We Work (260), Measuring Success (271), The Most Praised (277). RR#9 |
| 1. Tues Apr 17
 | Peer Review Research Essay |
| 1. Thur Apr 19
 | Review Punctuation/Word usage. Discuss Creative Nonfiction. WMinA—Read: How We Can Stop (368), Going Green (376), My Carbon Footprint (383). RR#10. Due: Editorial |
| 1. Tues Apr 24
 | Part 1: TILofHL— RR#11. Review Revision, Editing, Proofreading.  |
| 1. Thur Apr 26
 | Part 2: TILofHL/Due: Research Essay |
| 1. Tues May 1
 | Part 3: TILofHL—RR#12. |
| 1. Thur May 3
 | In-Class #4: TILofHL |
| 1. Tues May 8
 | Portfolio Review Workshop Day—Bring all past graded written essays to class. |
| 1. Thur May 10
 | The Most Important Thing I Know/Learned about Writing—presented to groups.  |
| 1. Tues May 15
 | Portfolio Due |