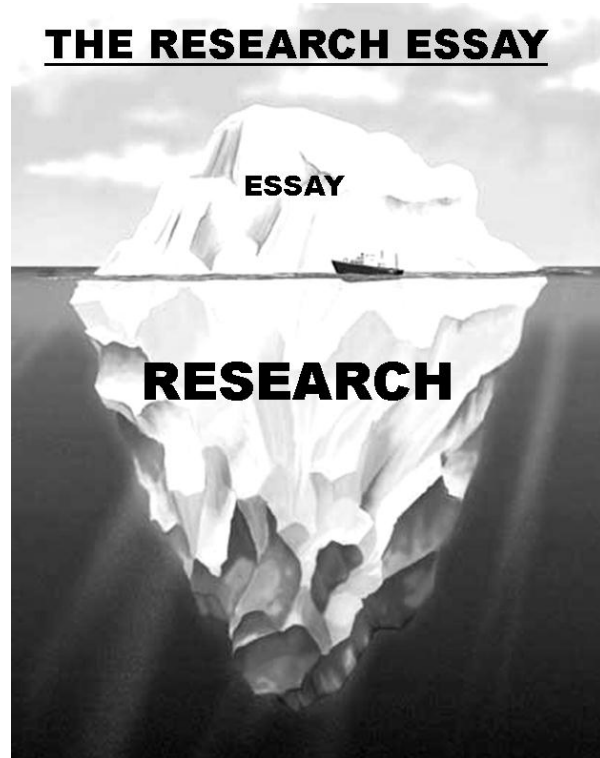
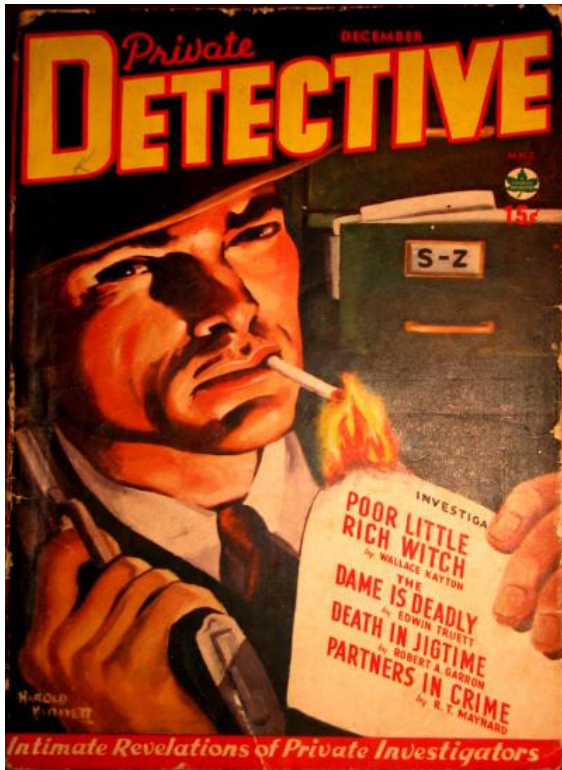


SEARCH RESEARCH



DDI: Discovery, Documentation, Interpretation

English 1B: Composition 2, Section 24
Tuesday and Thursday, 12:00 – 1:15 p.m.

Location: Sweeney Hall, 411

Instructor: Nicholas Leither

Office: FOB 114

Office Hours: M/W 1:30 – 2:30 p.m.
and by appointment

Cell Phone: 612.716.2207

E-mail: Nicholas.Leither@sjsu.edu

www.turnitin.com

Course Name: English 1b, Section 24, Fall 2012

Class ID: 5388518

Password: english1b

GE CATEGORY: Written Communication C3

Required Texts*

Slant, Nicholas Leither and Barry Horwitz

Columbine, Dave Cullen

Eating Animals, Jonathan Safran Foer

*You will also need a writing handbook

Course Description

You might think this is a writing course, but it's not just a writing course. Research involves discovery, invention, creativity, and collaboration. Forming an argument involves many of the same things.

In this class you will learn how to:

1. Stop writing essays for teachers, and start writing essays that express your own slant.
2. Master both primary and secondary research techniques. This includes discovering research, documenting research, and evaluating research.
3. Incorporate research into your writing.
4. Write well-structured, well-argued, and stylish essays.
5. Discover and create elegant topics and theses using creative and collaborative techniques.

But most importantly, you'll learn how to write essays you want to read. It sounds like a simple thing, but it's not. Right now, I want you to make one promise to me, yourself and your peers:

I WILL ONLY WRITE ESSAYS IN THIS COURSE THAT I WOULD LIKE TO READ!

COURSE REQUIREMENTS

In-Class Work and Participation

Your active involvement and participation in every aspect of this class will be essential to your success. You must come to class prepared to contribute to discussions, engage in small group work, share your homework and critical work, and serve as a peer editor. Your homework, in-class work, participation, and academic conduct will be evaluated during every class period throughout the semester.

Essays

We will approach writing as a "process," not just a "product." In other words, students will compose their essays over several stages of development, honing and refining the language and ideas over a number of prewriting and drafting steps. Everything you need to know about writing and my expectations is in *Slant*. *Slant* is your guide throughout this entire course—your *Sherpa* up Everest.

Revision is crucial, and I suggest that you meet with me in office hours to discuss your essay projects. We will work to hone and revise your essays together. While there are daily writing assignments, **I will not provide feedback on all those assignments.** Their purpose is to encourage the progressive

development of your essay projects. Emailing me drafts, draft paragraphs, and outlines is acceptable and encouraged, but I can respond with feedback only if time permits. However, for guaranteed help and feedback, please attend office hours or set up an appointment.

Essays will be graded according to the grading rubric on page 167 of *Slant*.

When submitting essays, students should adhere to the following format:

- Typed in black ink, 12-pt. font, double-spaced
- Standard 1" left and right margins (the default in Microsoft Word)
- Each page numbered at the UPPER RIGHT HAND CORNER with **YOUR** last name:
Leither 2

Late Essay Policy: A late essay will be marked down one-third of a grade (for example, from a B to a B-) for every day that it is late, including weekends. However, **I will grant extensions if you request them in advance and under reasonable circumstances.**

GRADING

Grading A-F

I grade all essays and assignments with a 4 point scale: A=4.0 B=3.0 C=2.0 D=1.0 F=0

In-Class Work, Participation, and Minor Assignments	30%
In-Class Diagnostic Essay (1000 words) [SLOs 1, 2, 4]	5%
Essay Project #1 In-Class (1500 words) [SLOs 1, 2, 3, 4, 5]	10%
Essay Project #2 (1500 words) [SLOs 1, 2, 3, 4, 5, 6]	10%
Essay Project #3 (1500 words) and In-Class Draft [SLOs 1, 2, 3, 4, 5]	15%
Essay Project #4 (1500 words) [SLOs 1, 2, 3, 4, 5]	20%
Portfolio (1000 words) [SLO 1, 2, 4]	10%

Note: The student must submit ALL FOUR COMPLETED ESSAYS in order to receive a passing grade for the course.

Note: All students must turn their essays in to www.turnitin.com (see page 1 for password).

ATTENDANCE

I take roll every class. Please arrive on time, or understand that you will lose half of the day's participation points automatically. In-class work cannot be made up. In-class essays cannot be made up. I do not excuse any absences. However, I allow two absences (for whatever reason) before I start taking participation points off. If you are absent, it is your responsibility to immediately contact a partner in class to find out what you missed. *Do not email me asking about what we did in class on a particular day.*

Participation

Your active involvement and participation in every aspect of this class is essential to your success, and worth thirty percent of your overall grade (combined with minor assignments). **Simply**

occupying a seat in the classroom is not participation. You must come to class prepared to talk about the assigned reading, and prepared to work with your peers.

Final Portfolio Assignment:

Instead of a final exam, you will write a 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.

ACADEMIC CONDUCT

Students in this course will be expected to abide by certain standards of academic conduct in the classroom. By its content and nature, this course will lead to discussions about highly controversial topics. Therefore, all students will be asked to follow certain guidelines aimed at creating an open and respectful environment in the classroom. Our goal is to engage in discussions that are as courteous, thoughtful, and productive as possible.

- Please come to class fully prepared to engage in classroom activities for the next hour or hour and a half. Please do not leave the classroom at any time, as your departure and re-entry will distract our attention from classroom activities.
- Please turn off all cell phones and other electronic devices when you come to class. If you are texting or using your cell phone during class, I will ask you to leave. You may bring drinks to class, but please, no food.
- During discussions, please listen carefully to your classmates. Treat their opinions, beliefs, and perspectives with respect.
- Only one person should be talking at a time; no one should engage in private or side conversations.
- Try to frame your contributions to class discussion in ways that will not intentionally offend others. You are encouraged to have STRONG opinions and beliefs, but avoid presenting them as the final word on the matter. The opposite applies too: If you disagree with what someone has said, you don't need to be offended—just disagree! Avoid withdrawing from the discussion when you hear things you disagree with. Be sure to question and analyze your own assumptions in the process of clarifying a controversy.
- Be sensitive to signs that others want to speak, and encourage those who want to speak. Try at all times to foster a respectful and courteous exchange of ideas in the classroom.

SJSU Standard Course Description and Guidelines

Required of All 1B Courses

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

Schedule, Fall 2012

UNIT ONE: Primary Research

Where the heck am I?

Thursday, August 23

Introduction to the course

Tuesday, August 28

In-Class Diagnostic Essay

Read: *Slant*, 1-16

Due: Observations, Information Gathering, Asking Questions

Due: Interview Proposal with questions

Thursday, August 30

Read: Hubbuch (Handout)
Slant, 17-56

Due: In *Slant*, complete exercise 6 (page 15), from *Chapter 1, Creating a Topic*. Print and hand in a completed Detective's Report, based on the example in *Slant*. Use your observations and interview in the report.

Due: Trial Theses (with "Supported bys")

Tuesday, September 4

Read: Hubbuch 43-49 (Primary and Secondary Research)

Due: Interview

Revised Thesis (with "Supported bys")

Thursday, September 6

In Class Survey

Read: *Slant*, 57-77

Due: Outline for Essay #1

Tuesday, September 11

In-Class Essay

Read: Eating Animals 1-41

Due: Bring all your materials relating to your essay. Bring your notes, observations, Detective's Report, Outline, Interview... You will use these materials to write an in-class essay about place. This packet of materials, including the essay will be due at the end of class.

UNIT TWO: Social Experiment

Primary and a Bit of Secondary Research Group Projects

Thursday, September 13

Read: Hubbuch 137-143 (Report on Experiment)

Read: Eating Animals 45-77

Due: Asking Question Exercise (See *Slant*, 21). This is a creative exercise meant to generate topic ideas about food and Eating Animals. You need to figure out how start developing some questions. Take a walk around campus with a notebook. What do you see related to food? Get on the internet and start doing some searches of things you're curious about—things from the text. Go to the library and open up a newspaper in the lobby or a magazine in the stacks—what topics about food do you see? Right down topics of interest and questions you have. **Your objective here is to ask questions that you can test through some kind of social experiment that you conduct.** The question is the topic. Your answer to that question is your hypothesis. **Come to class with three solid and testable questions, your answers to those questions, and how you might test the topic with a social experiment.**

Tuesday, September 18

Read: Eating Animals 81-122

Due: Annotated Bibliography or "Playlist" of topic research. See *Slant* page 60.

*****PLAN TO CONDUCT YOUR EXPERIMENT THIS WEEK*****

Thursday, September 20

Read: Eating Animals 123-150

Due: Research Proposal detailing experiment objectives, plan, and details.

Due: Thesis with Supported Bys

Tuesday, September 25

Read: Eating Animals 151-173

Due: Experiment Report.

Due: Outline. This should include your topic research, and the results of your experiment from the report.

Thursday, September 27

Read: *Slant* 78-END

Due: Draft Essay #2 for Peer Review (Use Trifecta and SSS in your paragraphs).

Tuesday, October 2

Due: Essay #2

UNIT THREE: Secondary Research

Eating Animals and Food Inc.

Thursday, October 4

Read: Hubbuch 170-193

Due: Detailed thesis questions

Tuesday, October 9

Read: Eating Animals 174-202

Due: Trial theses with “supported by”

Due: Annotated Bibliography or “Playlist”

Thursday, October 11

Read: Eating Animals 203-246

Due: Outline with Research

Tuesday, October 16

In Class Draft Essay

Read: Eating Animals 247-267

Due: Trifecta

Thursday, October 18

Due: Draft for Peer Review

Tuesday, October 23

Read: Columbine 3-51

Due: Essay #3

UNIT FOUR: Primary and Secondary Synthesis

Columbine

Thursday, October 25

Read: Columbine 52-98

Due: Crescendo Analysis (Slant 30)

Tuesday, October 20

Read: Columbine 101-170

Due: Trial theses with Supported Bys

Thursday, November 1

Read: Columbine 173-195

Due: Revised thesis with Supported Bys

Due: Annotated Bibliography or Playlist

Tuesday, November 6

Read: Columbine 196-240

Due: Primary research report. This is up to you to decide. You might do a survey, interview, experiment...

Thursday, November 8

Read: Columbine 241-265

Due: Outline with Research (both primary and secondary)

Tuesday, November 13

Read: Columbine 266-302

Due: Trifecta

Thursday, November 15

Read: Columbine 305-325

Due: Draft paragraphs with SSS

Tuesday, November 20

Read: Columbine 326-358

Due: Conclusion (we will read these aloud in either groups or to the class.)

Thursday, November 22

THANKSGIVING

Tuesday, November 27

Due: Draft for Peer Review

Thursday, November 29

Due: Essay #4

Tuesday, December 4

Portfolio Projects

Thursday, December 6

Due: Portfolio for Peer Editing