

**English 100W – Writing Workshop**  
**Fall 2011, San José State University**  
**Section 03: T/R 9-10:15am, Sweeney Hall 229**

**Dr. Katherine D. Harris**  
**Email:** katherine.harris@sjsu.edu  
**Website:** www.sjsu.edu/faculty/harris/index.htm  
**Writing Center:** www.sjsu.edu/writingcenter

**Office:** FO 220  
**Phone:** 408.924.4475  
**Office Hours:** W 11:30-1:30 + online tools  
**Twitter:** @triproftri  
**Google Chat:** dr.katherine.harris

**COURSE DESCRIPTION**

English 100W is an integrated writing and literature course designed to provide English majors with a firm foundation for the professional study of literature. Over the course of the semester, students will engage in all phases of those reading, thinking, researching, and writing processes that produce clear and purposeful critical essays that demonstrate an understanding of and illuminate for others how literature contains and conveys its effects and meanings. Approximately one half of the semester will be spent on the study of poetry.

*Pre-requisites:* Passing score on Writing Skills Test (WST), upper-division standing (56 units), and completion of CORE GE.

**REQUIRED BOOKS & MATERIALS** (on Reserve in King Library)

Anderson, Daniel. *Writing About Literature in the Media Age*. New York: Pearson/Longman, 2005.  
ISBN 0321198352

Baker, Nancy L. and Nancy Huling. *A Research Guide for Undergraduate Students*. 6<sup>th</sup> ed. New York: MLA, 2006. ISBN 9780873529242

Conrad, Joseph. *Heart of Darkness*. 2<sup>nd</sup> or 3<sup>rd</sup> ed. Ed. Ross C. Murfin. Bedford, 1996. ISBN 0312114915 or 2011 ISBN 9780312457532.

Hacker, Diana. *A Writer's Reference*. 7<sup>th</sup> ed. 2007. ISBN 9780312601430

Harmon, William and C. Hugh Holman. *A Handbook to Literature*. 10<sup>th</sup> or 11<sup>th</sup> or 12<sup>th</sup> ed. Pearson/Prentice Hall, 2005. ISBN 0131344420; or 2008. ISBN 9780136014393; or 2012 9780205024018

Dictionary, Collegiate-level  
Email & Turnitin Account

*Recommended*

*MLA Handbook for Writers of Research Papers*. 7<sup>th</sup> ed. New York: MLA, 2009.

**ENGLISH DEPARTMENT STUDENT LEARNING OBJECTIVES (“E&CL SLO”)**

Students shall achieve the ability to write complete essays that demonstrate advanced proficiency in *all* of the following:

1. Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric.
2. Show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature.
3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.
4. Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
5. Articulate the relations among culture, history, and texts.

**GENERAL EDUCATION STUDENT LEARNING OBJECTIVES (“GE SLO”)**

English 100W is designed to meet the University Written Communication II requirements. Each assignment meets some aspect of these learning objectives. These requirements are as follows:

**Learning Objective 1:** Students shall be able to refine the competencies established in Written Communication IA and IB as summarized below:

IA Student Learning:

- Students should be able to perform effectively the essential steps in the writing process (prewriting, organizing, composing, revising, and editing).
- Students should be able to express (explain, analyze, develop, and criticize) ideas effectively.
- Students should be able to use correct grammar (syntax, mechanics, and citation of sources) at a college level of sophistication.
- Students should be able to write for different audiences (both specialized and general)

IB Student Learning:

- Students should be able to use (locate, analyze, and evaluate) supporting materials, including independent library research.
- Students should be able to synthesize ideas encountered in multiple readings.
- Students should be able to construct effective arguments.

**Learning Objective 2:** Students shall be able to express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.

**Learning Objective 3:** Students shall be able to organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.

**GRADE DISTRIBUTION**

10%	Class Discussion & Participation E&CL SLO 2
10%	Weekly Reading/Listening/Audience Responses (300 words each) – GE SLO 1,2; E&CL SLO 1,2,3
10%	Recitation – GE SLO 2; E&CL SLO 1
15%	Essays 1 & 4 (in-class; 1000 words) – GE SLO 1,2,3; E&CL SLO 1,2,3
15%	Essay 2 (1250 words) – GE SLO 1,2,3; E&CL SLO 1,2,3
10%	Essay 3 (1000 words) – GE SLO 1,2,3; E&CL SLO 1,2,3
5%	Essay 5 (1250 words) – GE SLO 1,2,3; E&CL SLO 1,2,3
15%	Essay 6 (major revision of Essay 5 with research; 2000 words) – GE SLO 1,2,3; E&CL SLO 1,2,3,4
10%	Final Exam E&CL SLO 1,2,3

Students must complete all essays, attend the library session, and take the final exam in order to pass this course.

**Class Discussion & Participation**

English 100W introduces students to various literary genres as well as sharpens the critical thinking and writing skills that you learned in introductory composition courses. This course will prepare you for writing critical and research essays in your upper-division English courses. However, before we can write about literature, we must read it, talk about it, and analyze its structure. This requires that you are prepared with the assigned readings at each class meeting. In addition, you will have weekly writing assignments and six essays over the semester. In order for the writing workshops to be beneficial, you must come to class with the assigned writings. Between the assigned essays, revised drafts, and weekly responses, you will write the 8000 words of formal writing required for this course. The readings will come from our various textbooks. Please have the textbooks by our next class meeting.

A student's participation is assessed by his/her contribution throughout the semester. Use the following as guidelines for this portion of your final grade:

- To earn a "C," do the minimum: read and prepare assigned readings so you are never at a loss if you are asked a question, but speak only when called upon, do "ordinary," plain-vanilla presentations and responses. This is the "bottom line" for getting a "C" in this part of the course.
- To earn a "B," prepare assigned readings thoroughly, initiate discussions about them by asking good questions or suggesting ways to interpret readings, do presentations that reveal that you have done good additional work that you can make both interesting and meaningful to our discussions, and participate actively in those discussions.
- For an "A," take it up another level entirely: prepare readings thoroughly, find and talk about connections among them and among other aspects of culture (then and now), take a real leadership role in class discussions, including working actively to get others involved in the talk, make your presentations and responses "sparkle" by bringing to them something really special in terms of your own contributions, interests, skills, and abilities to think in broad even interdisciplinary terms. Most of all, remember that an "A" indicates the very best grade a person can get; that should tell you what sort of work you need to do to earn the grade of "A."

If you miss class, contact a classmate for notes, reading assignments and handouts – or, better yet, check our Course Website.

### **Weekly Reading/Listening/Audience Responses**

Over the semester, you will produce various types of weekly responses for a grade: some prepared outside of class and others prepared in class. For Reading Responses, you will produce a 300-word (minimum!) response to the assigned reading for that week. These will be used to stimulate your thoughts on the texts and to serve as ideas for your essays. Because these Reading Responses pertain to that week's readings and are not useful after the discussion has been completed, late Reading Responses will not be accepted. For Listening or Audience Responses, you will produce an in-class 1-2 page response (300 words) to the presentations being given by your peers. Students who write nothing or who write frivolously will not receive credit for the exercise. *I reserve the right to cancel or add weekly responses depending upon class performance.*

### **Recitation**

Recitations allow you to engage very closely with a poem and classmates to hear how a poem sounds. Rehearsing the poem will allow you to discover the intertwining relationship between poetic structure and poetic meaning. Each student will *theatrically* present a *memorized* 14-line (or more) poem on a designated day. This assignment will be in conjunction with Essay 2, an explication of a poem. Further details will be provided later.

### **Essays**

You will be required to write 5 graded essays with 1 major revision of an earlier essay for a total of 8,000 words this semester: 2 written in-class, and 4 written outside of class. All take-home writing (both reading responses and essays) must be typed, 12 point font, 1 inch margins, and following MLA guidelines. *The MLA has guidelines for citing and documenting online resources; please review the 7<sup>th</sup> edition of the handbook (in King Library or buy your own copy).* One of the take-home essays will involve a substantial amount of scholarly research. In addition to submitting a formal copy, each essay will be submitted to Turnitin for verification.

### **Final Exam**

The mandatory department final exam will be given on Saturday, December 3. You must take this exam in order to pass the class.

## 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.

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

For your final grades, 100-90 is an A, 89-80 is a B, 79-70 is a C, 69-60 is a D, and below 60 is an F. Pluses and minuses are the middle of each range. In calculating the final grade, a set number will represent each letter grade; for example, B+ is 87.5, B is 85, and B- is 82.5.

**Note:** A/B/C/No Credit. A passing grade in English 100W signifies that the student has developed those writing, reading, and research abilities necessary for upper-division work in the English major.

## COURSE POLICIES

### Late Assignments/Essays

If you cannot meet an essay deadline, you must contact me *at least 48 hours prior* to our class meeting to discuss the situation. If this is not done, for *every day* that an essay is late, you will be penalized one grade step: A becomes A-, A- becomes a B+, etc. The weekend will count as one day. Unless you have prior permission or the assignment specifically requests it, *absolutely no assignment will be accepted via email.*

### Classroom & Online Environment

Respect your fellow students and I: Arrive on time (excessive tardiness will effect your participation grade) and do not partake in disruptive behavior. We will all be respectful of each other in both our face-to-face and online communications. If you are late, wait for an appropriate moment to enter so you do not disturb the class. Turn off cell phones or put them on silent mode during the class period. You are welcome to use your laptop with the caveat that it is used to enhance our discussions.

### Email Protocols, Office Hours & Online Contact

Email is the best possible way to contact me (9am-5pm) and has the added bonus of recording our conversations. When emailing me, please consider it a formal communication: include the appropriate salutation, your name, your question/comment, and be aware of tone. Know that long conversations over email are not fruitful merely because of the limitations of technology. If you have an extended question or dilemma that cannot be answered by our online materials, please visit me during office hours, schedule a phone conference, or arrange for an online chat/video chat. If I'm in my office, I will usually turn on Google Chat. You might also be able to get my attention on Twitter. I will amass a class email list and will occasionally send out information regarding our meetings or the readings. *Please provide an email address that you check daily.*

Google Chat ID: drkatherineharris

Skype ID: katherinedharris

Twitter ID: triproftri

## GENERAL INFORMATION

### Course Website

As we move along in the semester, course materials will be posted on the course website. After you have entered, simply click on our class title to print the current schedule or handouts, visit online resources, print copies of lost documents, find the SJSU Writing Center, check my office hours, find writing help, or double-check the meaning of "plagiarism."

### **SJSU Writing Center**

The SJSU Writing Center, located in Room 126 in Clark Hall, is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

### **Library Liaison**

For library research questions, contact Toby Matoush, the English Department's Library Liaison: (408) 808-2096 or [toby.matoush@sjsu.edu](mailto:toby.matoush@sjsu.edu). King Library has created an extensive and very useful list of the library's resources specifically for English majors: <http://libguides.sjsu.edu/english>.

### **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. Computers and laptops 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.

## **ACADEMIC POLICIES - GENERAL INFORMATION**

### **Academic Integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University's Academic Integrity policy, located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at [http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

### **A Word about Plagiarism & Turnitin**

Plagiarism checks will be performed by asking students to submit various written exercises or essays to Turnitin.com, a service which scans documents for all references to Web sources and other essays. **To sign up for Turnitin use the Class ID 4247812 and Password writingfall.** You may see your Turnitin report when you submit your assignment; if there are any discrepancies, I will request a meeting with you; if plagiarism is indicated, there is a possibility that you could fail the course.

### **Campus Policy in Compliance with American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

**SCHEDULE of READINGS & ASSIGNMENTS**  
**English 100W, Section 03 (Fall 2011)**

*Syllabus subject to change*

*See [www.sjsu.edu/faculty/harris](http://www.sjsu.edu/faculty/harris) for most current schedule*

**WAL** = *Writing About Literature*

**WR** = *A Writer's Reference*

**RFU** – *Research Guide for Undergraduates*

<b>Date</b>	<b>Topics</b>	<b>Reading Due</b>	<b>Assignment Due</b>
Thur 8/25	Introductions: You, Me & Writing	Greensheet Policies & Schedule What is Literature?  <b>Handouts</b> "The Romanticization" <i>None of Us Will Return</i>	Student Questionnaire
Tues 8/30	Essay 1	Bring yellow or bluebook, pens and a dictionary	Essay 1 (In-Class)
Thur 9/1	<b>Poetry, Critical Thinking &amp; Writing</b>	"Introduction: Critical Thinking and the Writing Process" (WAL 1-11)  <b>Handout</b> How to Make Sense of a Poem	Bring <i>Handbook to Literature</i> to class
Tues 9/6	<b>Poetry</b>	"Understanding the Elements of Poetry" (WAL 258-270)	
Thur 9/8	<b>Poetry</b>	"Extended Inquiry: <i>Songs of Innocence and Experience</i> by William Blake" (WAL 726-734)	Weekly Reading Response (email by 8am)
Tues 9/13	<b>Poetry</b>	"Interpreting Words, Symbols and Figures of Speech" (WAL 270-76); "My Last Duchess" (WAL 398); "Ode on a Grecian Urn" (WAL 845);	Weekly Reading Response (email by 8am)  Bring <i>Handbook to Literature</i> to class
Thur 9/15	<b>Poetry</b>	"Lines Composed a Few Miles Above Tintern Abbey" (online)  <b>Handouts</b> Essay 2 - Poetic Recitation & Explication Instructions	Sign up for Recitation slot by Friday
Tues 9/20	<b>Poetry</b>	"Harlem" (WAL 605); "Sonnet 73" (WAL 278); "Sonnet 130" (WAL 273); "Evaluation and Critical Reading" (WAL 17-33)	Weekly Reading Response (email by 8am)
Thur 9/22	<b>Poetry Writing Workshop:</b> Thesis Statements, Outlining Draft of Essay & MLA Style	[Same poems from Tuesday]	Essay 2 Thesis Statement (print copy to class & email copy to me by 8am)
Tues 9/27	<b>Poetry</b>	Recitations	Weekly Listening Response (in-class)
Thur 9/29	<b>Poetry</b>	Recitations	Weekly Listening Response (in-class)

<b>Date</b>	<b>Topics</b>	<b>Reading Due</b>	<b>Assignment Due</b>
Tues 10/4	<b>Poetry Explication Draft Workshop</b>		Draft of Essay 2 (print copy to class & email copy to me by 8am)
Thur 10/6	<b>Drama</b>	<i>Sure Thing</i> (WAL 289) “Analyzing and Writing About Literature” (WAL 34-44); “Understanding Dramatic Conventions” (WAL 283-87)  <b>Handouts</b> Essay 3 - Character Analysis Instructions	Weekly Reading Response (email by 8am)  Bring <i>Handbook to Literature</i> to class
Tues 10/11	<b>Drama</b>	<i>The Importance of Being Earnest</i> (online)	Essay 2 (submit to Turnitin)
Thur 10/13	<b>Drama</b>	Watch video of <i>The Importance of Being Earnest</i>	Weekly Reading Response (emailed by Friday 5pm)
Tues 10/18	<b>Drama &amp; Writing Workshop</b>	Discuss play & film production (in-class)	Draft of Essay 3 (print copy to class & email copy to me by 8am)
Thur 10/20	Essay 4	<i>Bring yellow or bluebook, pens and a dictionary</i>	Essay 4 (in-class)
Tues 10/25	<b>Fiction</b>	“Understanding Plot and Point of View” (WAL 230-232)  <b>Handouts</b> Hints for Reading Fiction Essay 5 Instructions	Essay 3 (submit to Turnitin)  Bring <i>Handbook to Literature</i> to class
Thur 10/27	<b>Novel</b>	<i>Heart of Darkness</i> (read all of it)	Weekly Reading Response (email by 8am)
Tues 11/1	<b>Novel</b>	<i>Heart of Darkness</i>	
Thur 11/3	<b>Novel</b>	<i>Heart of Darkness</i>	Weekly Reading Response (email by 8am)
Tues 11/8	<b>Novel</b>	<i>Heart of Darkness</i>	
Thur 11/10	<b>Writing Workshop</b>		Draft of Essay 5 (print copy to class & email copy to me by 8am)
Tues 11/15	<b>Writing Workshop &amp; Research</b>	“Grounding Readings through Background Research and “Formulating Research Questions” (WAL 94-108); Chps 1-8 (RFU)  <b>Handouts</b> Essay 6 – Researching & Revising Essay 5 Instructions	Essay 5 (submit to Turnitin)
Thur 11/17	<b>Writing Workshop &amp; Research</b>	MLA section (WR 355-412); “Taking Notes and Creating a Bibliography” (WAL 126-28); “Documenting & Using Sources” (WAL 938-47); Chpt 1 (RFU)	Revised Thesis Statement (print copy to class; email old & revised versions by 8am)
Tues 11/22	<b>Writing Workshop &amp; Research</b>	<b>Library Session</b> (tbc) King Library, Rm. TBD Instructor: Toby Matoush	Email scores to me by 8am:  Plagiarism Tutorial & InfoPower Online Tutorial (online)

Date	Topics	Reading Due	Assignment Due
Thur 11/24	<b>THANKSGIVING</b> No Class Meeting		
Tues 11/29	<b>Conferences on Research Paper</b> (Bring latest draft of Essay 6)		
Thur 12/1	<b>Conferences on Research Paper</b> (Bring latest draft of Essay 6)		
Tues 12/6	<b>Writing Workshop &amp; Prep for Final Exam</b>		Bring all research & draft of Essay 6 (print copy to class only)
<b>DEPARTMENT-WIDE FINAL EXAM</b> Saturday, December 5 Time & Place TBA			
Thur 12/8	<b>Presentations on Essay 6</b>		Essay 6 (submit graded Essay 5 too); submit to Turnitin