

San Jose State University: MUSE/English 10C (GE Area C1)  
Writers of the Sky: Pilots, Planes, and Literature  
Fall 2007

Instructor: Kelly Harrison

Section: 1

Times: MW 12-1:15

Place: CL 125

Luca Vezzuto, Peer Mentor

M-Th 2:30-4pm

Office: FO222 924-4496

Office hours: MW 10:30-11:45, by appointment

Email: [kharriso@email.sjsu.edu](mailto:kharriso@email.sjsu.edu)

Course website: [www.sjsu.edu/faculty/harrison](http://www.sjsu.edu/faculty/harrison)

The Peer Mentor center is located in the Academic Success Center in Clark Hall

Center Hours: Monday-Thursday, 10:00am-3:45pm

Tuesday evening, 6:00pm-8:00pm

PMC Phone: (408) 924-2198

### Required texts and materials

- *West With the Night*, Beryl Markham ISBN 0865471185
- *Wind, Sand and Stars*, Antoine de Saint-Exupéry ISBN 0151970874
- *Jonathan Livingston Seagull*, ISBN 978-0-7432-7890-4
- *Deep Survival*, Laurence Gonzales (excerpt handout)
- **MUSE: *A Spartan Scholar from the Start*** online: <http://www.sjsu.edu/muse/students/scholarguide/>
- College-level dictionary
- Lined binder paper 8.5x11 for in-class writing.
- Blue or black pens for in-class writing
- Internet access and email

### Recommended texts

- Cliffs Notes: Writing: Grammar, Usage, and Style (CliffsQuickReview) ISBN: 0764563939  
This book is only \$10 and contains great information. If you have a grammar text from English 1A/B, you can use that.
- *Deep Survival*, Laurence Gonzales

### Welcome to MUSE!

In this class we will read and analyze novels, personal essays, memoirs, and short stories that define, criticize, or focus on the aviation (and the related explorers) as subject. You will investigate your relationship to aviation and its history, and you will create a personal aesthetic with respect to literature. You will keep a formal (typed) journal of reader responses to all assigned readings. In class, we will discuss works, and we will experiment with the creative process by writing a story or poem.

As part of this course, you will be required to:

- attend at least one literary event on campus (see [www.litart.org](http://www.litart.org) for schedule) and write a one-page review of the event (250-300 words)
- participate in a minimum of THREE MUSE workshops (see [www.sjsu.edu/muse/workshops](http://www.sjsu.edu/muse/workshops) for schedule) and write a one-page summary for each (250-300 words each)

University-level study is different from what you experienced in high school. The Metropolitan University Scholar's Experience (MUSE) is designed to help make your transition into college a success by helping you develop the skills and attitude needed for the intellectual engagement and challenge of in-depth university-level study. Discovery, research, critical thinking, written work, attention to the rich cultural diversity of the campus, and active discussion will be key parts of this MUSE course. Enrollment in MUSE courses is limited to a small number of students because these courses are intended to be highly interactive and allow you to

easily interact with your professor and fellow students. MUSE courses explore topics and issues from an interdisciplinary focus to show how interesting and important ideas can be viewed from different perspectives.

### **Vision 2010**

San José State University will be a prominent student-centered campus. By creating a vibrant educational institution focused on academic rigor, social responsibility and mutual respect, San José State University will be a university of choice – a desirable place for study and work. The University will be known for the value it places on the integration of liberal and professional education and theoretical and applied knowledge. The University will also be known for providing a welcoming, inclusive environment and exemplary student support services from application to graduation. Through the high quality of its graduates and the scholarship, research and service of its faculty and staff, San José State University will be viewed as a crucial resource for Silicon Valley and an important contributor to the region, the state and the world.

### **Learning Objectives and Activities for this Course**

This course qualifies as an Area C1 (Humanities & Arts) course in your General Education requirements. It is designed with the following learning outcomes:

- To recognize aesthetic qualities and processes that characterize works of the human intellect and imagination. We'll do this by reading and analyzing stories, poems, and book-length memoirs. [GE]
- To respond to works of art both analytically (in writing) and affectively (in writing or through other forms of personal and artistic expression). We'll accomplish this by keeping a writing journal (TYPED, 1000 words for each of the three books we read) and by creating our own creative work (a story or poem). [GE]
- To write clearly and effectively, assessed through in-class writing responses, reading quizzes, and homework assignments. [GE]
- To understand the learning process and your responsibility and role in it. You'll start this journey by reading the "Spartan Scholar" handbook and then you'll continue this by participation in three MUSE workshops. [MUSE]
- To know what it means to be a member of a metropolitan university community. We'll play around with various campus projects, like a scavenger hunt. [MUSE]

The following content and activities will be incorporated into the course as you engage in the subject matter of the course:

- Diversity: Issues of diversity shall be incorporated in an appropriate manner. [GE and MUSE]
- Writing: The minimum writing requirement is 1500 words in a language and style appropriate to the discipline. [GE]
- Provide students an opportunity to:
  1. experience significant works of art in the classroom and in performances and exhibitions;
  2. understand the historical or cultural contexts in which specific works of art were created; and
  3. recognize the accomplishments of and issues related to women and diverse cultures reflected in such works of art. [GE]
- University scholar: Course activities should be designed to enable students to improve critical thinking skills, information competencies, critical writing and reading skills, and group interactions. [MUSE]
- University life: Students should attend workshops and participate in group activities to help them learn about university resources and activities and to improve in areas they have identified. [MUSE]

### **Assignments and participation**

This class uses a fun approach to learning. The class works best with students who are **prepared to participate** in each class discussion and activity. As such, most discussions and activities will center on the assigned readings (both fiction and non-fiction). **Bring your book to class every session and be prepared to respond to the text.**

## Late assignments

You are adults and responsible for attending class and turning in assignments on time. If you must miss class, contact a **classmate** about what we covered. Do not email me asking me what we discussed or if you missed “anything important”. (You did.) Instead, contact a classmate for that material.

It’s OK to email me if you need clarification on an assignment or need to arrange an appointment to meet in person. Please use standard English (including capitals and punctuation) in all emails to me. Please do not use text messaging or chat abbreviations (like cul8r, ur, i’m, etc).

You cannot make up in-class projects, discussions, quizzes, or other work. If you turn in an assignment late (such as the journals), you will lose one full grade for each day the assignment is late. That is, an A becomes a B after one day, and then a C after two days. Each day is a calendar day, not a class period!

**I will not take any assignments more than one week late.**

## Quizzes, class assignments, and homework

Throughout the semester, I will give quizzes on the assigned reading and assignments. These quizzes will not be announced in advance and cannot be made up. I will assign various responses to reading and other short writing assignments both in and out of class.

## The Final

The **mandatory** final exam will be on

**Tuesday, December 18 at 9:45am to 12:00**

## Plagiarism

Plagiarism means passing someone else’s work off as your own, such as:

- using text from a book and not citing it as such
- using web page text directly in your papers without citing
- having someone else write all or part of your paper.

Any assignment containing plagiarized passages will receive a 0 grade automatically. We will discuss strategies on avoiding plagiarism, in class.

Plagiarism and cheating will not be tolerated. Plagiarism or cheating on any portion of any assignment, including copying more than seven consecutive words from a web site, will result in a failing grade for assignment and possibly the course. All student work is subject to review at <http://www.turnitin.com> to identify possible sources of plagiarism. Students found guilty of academic dishonesty will be reported to the proper authorities and may result in a grade of NC.

**Class ID: 1964114 password: sjsu**

## Grading

Three reader response “journals” (TYPED) (1000 words each, 100 points each)	30%
Projects and presentations	20%
3 MUSE workshop write-ups (5% each, one page, 250-300 words)	15%
Participation at literary event = 10% (one page write up, 300 words)	10%
Quizzes (unannounced) and daily class participation	20%
Final Exam	5%

## Academic Integrity Statement (from Office of Judicial Affairs)

Your own commitment to learning, as evidence by your enrollment at San Jose State University, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report to the Office of Judicial Affairs. The policy on academic integrity can be found at (<http://www2.sjsu.edu/senate/S04-12.pdf>).

## **Statement of Students with Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need 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 register with DRC to establish a record of their disability. Students who require assistance due to a disability should contact the Disability Resource Center (Admin 110) at 408-924-6000 or 408-924-5990 TTY as soon as possible. You should also contact me and let me know what special accommodations may be necessary in the classroom.

## **Academic Standards for Assessment**

The “A” paper will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student’s ability to use language effectively and to construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.

The “B” paper will demonstrate competence in the same categories as the “A” essay. The chief difference is that the “B” essay will show some slight weakness in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.

The “C” paper will complete all tasks set by the assignment, but show weaknesses in fundamentals, usually development, with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the “B” essay.

The “D” paper will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or too short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and/or usage errors that are serious and/or frequent enough to interfere substantially with the writer’s ability to communicate.

The “F” paper will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

## **Helpful Websites**

<http://www.sjsu.edu/muse/workshops/> (attend 3 workshops)

<http://www.sjsu.edu/larc/>

<http://www.sjlibrary.org>

<http://owl.english.purdue.edu/>

<http://essayinfo.com/>

<http://www.wonderfulwritingskillsunhandbook.com>

<http://www.turnitin.com>

## Course Schedule

- Week 1**  
M 08.27.07 Class Introduction and Syllabus Review  
Adler “How to Mark a Book” handout  
10 Things...to Improve your Grades:  
<http://www.sjsu.edu/muse/students/resources/bettergrades/>  
Buy course text books
- W 8.29.07 Syllabus quiz  
*Deep Survival*, prologue pg 9-15  
Read: <http://www.sjsu.edu/muse/students/scholarguide/> (“Welcome” to “Reading Course Material”)  
Set up Turnitin.com account
- Week 2**  
M 9.03.07 LABOR DAY—NO SCHOOL (get ahead in your reading)
- W 9.05.07 *Deep Survival* Ch 1 + 15 (excerpts)  
Read: <http://www.sjsu.edu/muse/students/scholarguide/> (“Taking Effective Notes” to “Being Information Literate”)
- Week 3**  
M 9.10.07 *Jonathan Livingston Seagull*, part 1
- W 9.12.07 *Jonathan Livingston Seagull*, part 2  
Student Club Faire 10am-2pm in the 7th Street Plaza and Student Union Walkway  
Write up re: student clubs
- Week 4**  
M 9.17.07 *Jonathan Livingston Seagull*, part 3
- W 9.19.07 MUSE content
- Week 5**  
M 9.24.07 **JLS JOURNAL DUE (100 points, 1000 words)**  
Personality tests exercise, Seven Intelligences  
*Airman’s Odyssey*, Introduction
- W 9.26.07 *Wind, Sand, and Stars* Ch 1  
**1st MUSE WORKSHOP WRITE UP DUE (50 points, 1 page)**
- Week 6**  
M 10.1.07 *Wind, Sand, and Stars* Ch 2  
Finish reading: <http://www.sjsu.edu/muse/students/scholarguide/>
- W 10.3.07 MUSE library tour. Meet in MLK library, room 217  
*Wind, Sand, and Stars* Ch 3
- Week 7**  
M 10.8.07 *Wind, Sand, and Stars* Ch 4
- W 10.10.07 *Wind, Sand, and Stars* Ch 5-6

**Week 8**

M 10.15.07 *Wind, Sand, and Stars* Ch 7, part 1-3 (pg 74-90)

W 10.17.07 *Wind, Sand, and Stars* Ch 7, part 4-5

**Week 9**

M 10.22.07 *Wind, Sand, and Stars* Ch 8, pg 108-133

W 10.24.07 *Wind, Sand, and Stars* Ch 8, pg 133-159

**Week 10**

M 10.29.07 *Wind, Sand, and Stars* Ch 9, parts 1-3 (pg 157-179)  
**2<sup>nd</sup> MUSE WORKSHOP WRITE UP DUE (50 points, 1 page)**

W 10.31.07 *Wind, Sand, and Stars* Ch 9, parts 4-5, and Ch10

HALLOWEEN

**Week 11**

M 11.5.07 MUSE 4-5 yr planning, final schedules  
**Wind, Sand and Stars JOURNAL DUE (100 points, 1000 words)**

W 11.7.07 ETS Testing, meet in MLK Library. Room 213  
*West with the Night* Ch 1-2

**Week 12**

M 11.12.07 NO SCHOOL VETERAN'S DAY

W 11.14.07 *West with the Night* Ch 3-4

**Week 13**

M 11.19.07 *West with the Night* Ch 5-7

W 11.21.07 *West with the Night* Ch 8-10

T-F THANKSGIVING: Think of the turkey & get ahead in your reading

**Week 14**

M 11.26.07 *West with the Night* Ch 11-14

W 11.28.07 *West with the Night* Ch 15-17  
**3<sup>rd</sup> MUSE WORKSHOP WRITE UP DUE (50 points, 1 page)**

**Week 15**

M 12.3.07 **CLA WRITE UP DUE (50 points, 1 page)**  
*West with the Night* Ch 18-20

W 12.5.07 *West with the Night* Ch 21-24

**Week 16**

M 12.10.07 **LAST DAY**  
**West with the Night Journal Due (100 points, 1000 words)**

T 12.18.07 **FINAL EXAM Tuesday, December 18 at 9:45am to 12:00**

## Important SJSU dates Fall 2007

Tuesday, August 21	Academic Year Begins
Thursday, August 23	First Day of Instruction
Monday, September 3	Labor Day - Campus Closed
Wednesday, September 5	Last Day to Drop Courses Without "W"
Wednesday, September 12	Last Day to Add Courses & Register Late
Thursday, September 20	Enrollment Census Date
Monday, November 12	Veteran's Day - Campus Closed
Wednesday, November 21	Classes that start at 5:00 PM or later will not meet
Thursday-Friday, Nov 22-23	Thanksgiving Holiday - Campus Closed
Monday, December 10	Last Day of Instruction
Tuesday, December 11	Study/Conference Day (no classes or exams)
Wednesday-Friday, Dec 12-14	Final Examinations
Monday-Tuesday Dec 17-18	Final Examinations
Wednesday, December 19	Final Examinations Make-Up Day
Thursday, December 20	Grade Evaluation Day
Friday, December 21	Grades Due From Faculty
December 22- Jan 21	WINTER RECESS