My web page:  http://www.sjsu/people/karen.english. Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page also 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).

**Required Texts:**

**Recommended Texts:**
A college level grammar handbook plus a college level dictionary; or use www.onelook.com search engine

**Course Description:** English 100W is an integrated writing and literature course in which students will develop advanced proficiency in college-level writing. Beyond providing repeated practice in planning and executing essays, and advancing students’ understanding of the genres, audiences, and purposes of college writing developed in Written Communication 1A and 1B, English 100W broadens and deepens those abilities to include mastery of the discourse specific to the field of English studies, with an emphasis on close and careful reading of literary texts. Students will develop the ability to read, analyze, and interpret literary texts intelligently, and to respond to them critically both orally and in writing; advanced proficiency in both traditional and contemporary research strategies and methodologies necessary for writing research-informed papers that communicate complex ideas effectively and appropriately to both general and specialized audiences; a rhetorically sophisticated writing style appropriate to upper-division university discourse; and mastery of the mechanics of writing.

**Dropping and Adding:** Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html. Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/. Students should be aware of the current deadlines and penalties for adding and dropping classes.

**Course Objectives:** 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 thesis that asserts significance beyond the subjective response; effective and rhetorically appropriate sentence structure and diction; effective organization and development of ideas at paragraph and essay levels; mastery of conventional mechanics (e.g., punctuation, spelling, reference, agreement) and manuscript format; an appropriate voice that demonstrates an awareness of audience and purpose; careful attention to review and revision; effective and correct use of both primary and secondary supporting materials (e.g., quoting, paraphrasing, summarizing, citing, and documenting sources); and effective analysis, interpretation, evaluation, and synthesis of ideas encountered in multiple readings.

**Student Learning Objectives(SLOS):** In the Department of English and Comparative Literature, students will demonstrate the ability to (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, and/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 the 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.

**Prerequisites:** A passing score on the Writing Skills Test, upper-division standing (56 units), and completion of CORE GE.
Course Requirements: Students are expected to attend all classes. Attendance will be taken daily. Students will write a diagnostic paper (500 words). Students will also write two (750 words) in class papers that are directed, analytical responses to works of drama and fiction. In addition students will write three out of class papers. Two of the out of class papers will be 1,000 word analyses of fiction and poetry, respectively. The third out of class paper will be a 3,000 word research paper (on a topic approved by the instructor; this assignment will be shaped by attending a library research class, writing a 200 minimum word rough draft, having a conference on the rough draft, and revising the paper to create a final draft. A comprehensive final essay exam (1,000 words) is given in this course. Total writing: minimum of 7,200 words, excluding the final examination. All papers will follow MLA rules for format and parenthetical documentation. All out of class papers must be typed and submitted on paper. NO email submissions. Late papers are accepted only at the discretion of the instructor and will be penalized for lateness. NOTE: Students must complete all written assignments in order to pass the course.

Grades and Grading Statement: The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU Catalog. Grades issues must represent a full range of student performance. English 100W is an A, B, C, NC course. A = excellent, B = above average, C = average; NC = no credit. In A, B, C, No Credit courses, NC shall also substitute for W (for Withdrawal) because neither NC nor W affects students’ grade point averages. In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

Grades: Class Participation (includes oral presentations): 10%; in class papers: 7.5% each (total 15%); out of class papers: 1= 15%; 2=15%; 3= 35% (total 65%); final exam: 10%.

Academic integrity: Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require 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 website for Student Conduct and Ethical Development is available at 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 in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the 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 the instructor as soon as possible. The Disability Resource Center is located in ADM 110. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

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. 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/

Class Schedule: The following is a schedule of reading and writing assignments. This schedule may be changed at the discretion of the instructor. All readings are in the Norton Anthology: I will give you a list of critical terms to know. Readings satisfy SLOs 1, 2, 5.

8/26 Diagnostic; Plantation Myth at http://www.wsu.edu/~campbelld/amlit/plant.htm
8/31 Williams, A Streetcar Named Desire 628-658
9/2  Williams, *A Streetcar Named Desire* 658-690

9/7  Paper 1 written in class; bring large format bluebook, text, dictionary.  SLOs 1,2,3.

9/9  Intro to Fiction, First Person Fiction, Poe, “The Fall of the House of Usher” 97-100, 103-116


9/21  Penn Warren, “Blackberry Winter” 521-24, 530-545

9/23  Gaines, “The Sky is Gray” 885-908


9/30  Paper 2 written in class; bring large format bluebook, text, dictionary.  SLOs 1,2,3.

10/5  Third Person Fiction, Cable, “Belle Desmoiselles Plantation” 275-288

10/7  Hurston, “Sweat” 405-15

10/12  Wright, “Long Black Song” 545-48, 556-574

10/14  O’Connor, “Revelation” 815-832

10/19  Welty, “A Curtain of Green” 616-624

10/21  Intro to Poetry: Speaker, Setting
Jarrell "The Death of the Ball Turret Gunner" 693
Giovanni "Knoxville, TN" 978
Tate, "Ode to the Confederate Dead" 479-82
  Paper 3 due in class.  SLOs 1,2,3.

10/26  Intro to Poetry: Diction, Tone
Timrod, “The Unknown Dead” 234-5, 242-3
Chappell "Second Wind" 948-949
Tate, "Ode to the Confederate Dead" 479-82
  Research Topic due by email; SLO 4.

10/28  MLK Library Presentation

11/2  Irony
Ransom "Bells for John Whiteside’s Daughter" 399-400
Smith "Red Anger" 1038-9
Tate "Ode to the Confederate Dead" 479-82

11/4  Image and Imagery
Toomer "Georgia Dusk" 430-1
Walker "Revolutionary Petunias" 1014-15
Tate "Ode to the Confederate Dead" 479-82

11/9  Symbolism
Chappell "Cleaning the Well" 946-8
Voigt, “Feast Day” 996-7, 999-1000
11/11  **Veteran’s Day Holiday**

11/16  Figures of Speech, Part One  
      Poe "To Helen" 101-02  
      Lanier “Evening Song” 270-1, 275  
      Tate "Ode to the Confederate Dead" 479-82

11/18  Figures of Speech, Part Two  
      Dickey "The Lifeguard" 811-12  
      Tate "Ode to the Confederate Dead" 479-82

11/23  Sound and Rhythm, Sound and Rhythm Part One  
      Walker "You had to go to funerals" 1013-14  
      Sanchez "we are a baddDDD people" 940-1  
      Tate "Ode to the Confederate Dead" 479-82

11/25  **Thanksgiving Holiday**

11/30  Sound and Rhythm, Part Two  
      Toomer, “Georgia Dusk” and “Cane” 430-1  
      Tate "Ode to the Confederate Dead" 479-82

12/2  Forms:  Sonnet and Ode  
      Poe, "To Science" (handout)  
      Tate, “Ode to the Confederate Dead” 479-82

12/4  ****Saturday, Holistic Final at Noon (Room to be announced)  SLOs1, 3.

12/7  Conferences in F0 221

12/9  Research Papers due in F0 221 with SASE for return; SLOs 1, 2, 3, 4, 5.
ENGLISH 100W: WRITING WORKSHOP

SAN JOSÉ STATE UNIVERSITY

SECTION 1, SPRING 2011 (CODE #23244)

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Paul Douglass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Website:</td>
<td><a href="http://www.sjsu.edu/faculty/douglass/caro/paul_douglass.html">http://www.sjsu.edu/faculty/douglass/caro/paul_douglass.html</a></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>M 8:00 to 10:30 AM in Faculty Office Bldg. Rm. 108 and by appointment.</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:Paul.Douglass@sjsu.edu">Paul.Douglass@sjsu.edu</a></td>
</tr>
<tr>
<td>Telephone:</td>
<td>(408) 924-4429</td>
</tr>
<tr>
<td>Class:</td>
<td>Mondays and Wednesdays, 10:30 to 11:45 AM in Clark Bldg. Room 218</td>
</tr>
<tr>
<td>GE/SJSU Studies:</td>
<td>Area Z: Written Communication II</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>ENGL 1B (with a grade of C or better); Completion of Core GE, satisfaction of Writing Skills Test and upper division standing.</td>
</tr>
</tbody>
</table>

Course Description

English 100W is an integrated writing and literature course for students to develop advanced proficiency in college-level writing. This course deals specifically with English literary studies, emphasizing close reading of literary texts, especially poetry. Students who complete the course should improve their ability to read, analyze, and interpret poetry, fiction, and drama, and to respond critically to such texts. Students will also demonstrate advanced proficiency in research. The course is designed to broaden and deepen writing abilities from 1A and 1B: mastery of punctuation, grammar, syntax, and diction, and communicating effectively with specialized and general audiences through planning and writing expository essays, reports, and occasional creative pieces. Students will discuss literary genres, reading audiences, and the purposes of college writing.

Theme: Crime and Detectives, Reading and Writing

The nature of transgression, its perpetration, detection, and punishment, provides a major focus for American culture's fiction, poetry, film, and drama. Why is this apropos for a writing class? Crime and its detection involve interpreting evidence and texts, reading people, places, and situations, and writing theories and explanations. Crime literature solves mysteries using research and guesswork to verify or disprove a theories. The skills of the crime and detective genre protagonist and reader form an effective writer's repertoire. The sleuth in such stories is successful when s/he "reads" and "writes" better than an opponent or competitor. Reading poetry is also strongly analogous to detective work: the poem's body and the circumstances under which it is discovered provide forensic evidence for analysis leading to a conclusion, however tentative.
Course Texts


Suggested Text


Texts can be purchased at Spartan Books and Roberts Bookstore or via internet sellers listed at [http://www.sjsu.edu/english/donations/](http://www.sjsu.edu/english/donations/) (buying there benefits the English Department).

Assignments: Weightings for Course Grade

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Learning Objectives 1, 2, 3, 4, 6, 8. Class discussions, quizzes, informal writing, drafts, projects, trial essay, reader's responses, practice final (4000+ words).</td>
<td>15%</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>LOs 2, 3, 4. Oral recitation of a poem from memory and brief discussion of its form.</td>
<td>5%</td>
</tr>
<tr>
<td>Essay 1</td>
<td>LOs 1, 2, 4, 6. In-class Writing: Poetry (700+ words).</td>
<td>10%</td>
</tr>
<tr>
<td>Essay 2</td>
<td>LOs 1, 2, 4, 6. Explication of Poem (1000+ words).</td>
<td>15%</td>
</tr>
<tr>
<td>Essay 3</td>
<td>LOs 1, 2, 4, 6. In-class Writing: Drama (700+ words).</td>
<td>10%</td>
</tr>
<tr>
<td>Essay 4</td>
<td>LOs 1, 2, 3, 7. Research Proposal for Essay 6 &amp; Annotated bibliography (500+ words).</td>
<td>10%</td>
</tr>
<tr>
<td>Essay 5</td>
<td>LOs 1, 2, 4, 6. Analysis of a Character (1000+ words).</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>LOs 1, 2, 4. In-Class Writing (1000+ words)</td>
<td>10%</td>
</tr>
<tr>
<td>Totals</td>
<td><strong>10,900+ Words</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Assignments: General Remarks

Assignments include six graded essays, two written in class. All reading and writing assignments are shown in the calendar, along with due dates for research, oral presentations, and peer editing sessions. Informal writing assignments will be considered in the
“participation” grade along with contributions to class discussion and activities, and scores on reading quizzes.

For papers written outside class with documentation, all quotations must be enclosed in quotation marks or, when more than three lines, put in an indented block. Full citation of original author and source must be included, in MLA style in the Works Cited list (see Gioia and Kennedy's *Backpack Literature* 1178-91). Sample student papers that may help you with integrating quotations in your text, or with formatting and proper citation, may be found in *Backpack Literature*, Chapters 29 and 30.

Doing the reading and responding to comments and questions of the instructor and your fellow students is a requirement of the course. Formal and informal participation in class-time assignments and activities counts. **NOTE: A required 100W final will be given on Saturday, May 14 from Noon to 2:30 PM. (make necessary arrangements now to attend). No early dismissal is permitted. You will need to stay the entire two and a half hours.**

**Learning Objectives:**

1) **General Education/SJSU Studies Learning Objective:** Students shall be able to refine the competencies established in Written Communication IA and IB (summarized here).
   - **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.

2) **General Education/SJSU Studies Learning Objective:** 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.

3) **General Education/SJSU Studies Learning Objective:** 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.

4) **English Department Learning Objective:** Students shall demonstrate the ability to 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.

5) **English Department Learning Objective:** Students shall show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature.
6) **English Department Learning Objective:** Students shall write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.

7) **English Department Learning Objective:** Students shall develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.

8) **English Department Learning Objective:** Students shall articulate the relations among culture, history, and texts.

**Classroom Protocol**

Laptops and cell phones should be turned off. Class discussions and lectures are designed as an integral part of this course. Participation counts.
<table>
<thead>
<tr>
<th><strong>WEEK</strong></th>
<th><strong>READINGS AND ASSIGNMENTS DUE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>January 26:</strong> Introduction.</td>
</tr>
</tbody>
</table>
| 2        | **January 31:** **Trial Essay**—**In-class Writing, Analyzing a Short Poem.** Reading: *Backpack Literature (BPL)*, Chapters 9, 10 ("Reading a Poem" and "Listening to a Voice").  
| 3        | **February 7:** *BPL*, Chapters 13, 14 ("Imagery" and "Figures of Speech").  
**February 9:** In-class Writing—Reading a Short Poem Closely.  
**February 14:** *BPL*, Chapters 15, 16 ("Sound" and "Rhythm"). Focus Poems: "True Ease in Writing," "When Maidens Are Young," "We Real Cool," "In memoriam John Coltrane," "Dream Boogie." |
| 4        | **February 16:** *BPL*, Chapter 17 ("Closed Form"). Oral presentations on poetic form; poems recited from memory.  
**February 21:** *BPL*, Chapter 18 ("Open Form"). Oral presentations on poetic form; poems recited from memory.  
| 5        | **February 28:** Draft of Essay 2 due: Explication of a Poem. Peer review.  
**March 2:** Essay 2: Final draft due.  
**March 7:** *BPL*, Chapter 23 ("Reading a Play"): Glaspell, *Trifles*.  
**March 9:** *Trifles*, continued discussion.  
**March 14:** *BPL*, Chapter 25 ("Theater of Sophocles"): *Oedipus the King*.  
**March 16:** *Oedipus the King*, continued discussion. Essay 3: In-class Writing: Analysis of a Drama.  
**March 21:** Library research, Room 213, MLK Jr. Library.  
**March 23:** Essay 4: Proposal with annotated bibliography due.  
**March 28:** SPRING BREAK.  
**March 30:** SPRING BREAK.  
**April 4:** *V for Vendetta*: discussion of this graphic novel.  
**April 6:** *V for Vendetta*: continued discussion. Essay 5 due: Analysis of a Character.  
**April 11:** Reading: *BPL*, pp. 355-68. O’Connor, "A Good Man Is Hard to Find."  
**April 13:** Reading: *BPL*, pp. 391-92. Browning, "My Last Duchess."  
**April 18:** *The Thin Man* (and your Essay 6 text).  
**April 20:** *The Thin Man* (and your Essay 6 text).  
**April 25:** *The Postman Always Rings Twice* (and your Essay 6 text).  
**April 27:** Draft of Essay 6 due. Peer review. |
<table>
<thead>
<tr>
<th>Week</th>
<th>Readings and Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>May 9: Essay 6: Final Draft due.&lt;br&gt;Activities for preparing to take Final Examination.&lt;br&gt;May 1: Final for Final Examination. LAST CLASS SESSION.</td>
</tr>
<tr>
<td>FINAL</td>
<td>May 14: Saturday: FINAL EXAMINATION AT NOON.&lt;br&gt;Place: TBA.</td>
</tr>
</tbody>
</table>
Other Policies and Information

**University Policy: Academic Integrity**

Check the University’s policy on “Academic Integrity” is available online. Your commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require 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. Cheating on exams or plagiarism will result in a failing grade and sanctions by the University. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, note that SJSU’s Academic Policy F06-1 requires approval of instructors.

**University Policy: Americans With 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 see me. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

**Technology Resources**

Computer labs for students exist in the Academic Success Center on the First floor of Clark Hall and on the Second floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

**Writing Center**

The SJSU Writing Center is 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.

**Library Liaison**

Toby Matoush is the English Department's Library Liaison: Toby.Matoush@sjsu.edu, (408) 808-2096. Professor Matoush can help with library research questions outside of class.

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information about late drops: http://www.sjsu.edu/aars/policies/latedrops/ Students should be aware of the current deadlines and penalties for adding and dropping classes.

**Department Grading Policy**

A passing grade in the course signifies that the student has developed those writing, reading, and research abilities necessary for upper-division work in the English major. The following statement has been adopted by the Department of English and Comparative Literature for inclusion in all syllabi:

In English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. The Department of English reaffirms its commitment to the differential grading scale as defined in the 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 written assignments for this section of English 100W, this scale is based on the following criteria:

A [90-92=A-, 93-96=A, 97-100=A+] = Excellent: The "A" essay is articulate and well developed with fluid transitions and a clear and persuasive use of evidence, which is drawn from the literary text itself, lecture materials (when appropriate), and research materials. An "A" essay contains a fresh insight that teaches the reader something new about the subject matter.

B [80-82=B-, 83-86=B, 87-89=B+] = Above average: The "B" essay demonstrates a good understanding of its subject, a clear and persuasive use of evidence, a certain level of ease of expression, and solid organization. However, it usually lacks the level of originality and creativity that characterizes the insight found in an "A" essay.

C [70-72=C-, 73-76=C, 77-79=C+] = Average: The "C" essay makes a good attempt at all the assignment's requirements. It has a reasonable understanding of its subject matter, but its ideas are frequently simplistic or over-generalized. The writing style is also more bland and repetitive than the style shown by "A" and "B" essays and it often contains flaws in grammar, punctuation, spelling and/or word choice. It may also use textual evidence out of context.

D [60-62=D-, 63-66=D, 67-69=D+] = Below average: The "D" essay is poorly organized and generally unclear. It has inappropriate or inadequate examples, is noticeably superficial or simplistic, and/or contains some serious mechanical and grammatical problems. A "D" essay may also reveal some misunderstanding of the assignment requirements.

F = Failure: An "F" essay has not addressed the requirements of the assignment and is unacceptable work in terms of both form and content.