Course and Contact Information

Instructor: Judith Georges
Office Location: Clark Hall (CL) 414H
Telephone: (408) 924-4780
Email: judith.georges@sjsu.edu (best way to reach me)
Office Hours: M/W/TH 4:00-5:00 or by appointment
Class Days/Time: M/W 1:30-2:45
Classroom: Boccardo Business Center 221 (BBC)

Prerequisites: Completion of core GE, ENGL 2 (with a grade of C or better), satisfaction of Writing Skills Test and upper division standing. HUM 100W must be passed with C or better to satisfy the CSU Graduation Writing Assessment requirement (GWAR).

Course Format
This is not an online class, but you will need a computer to access email, the course website on Canvas, and other class activities. You are responsible for keeping your email address updated in MySJSU and regularly checking email and Canvas to receive occasional course materials and procedural changes or reminders.


Course Description
This course is an advanced workshop in composition and reading. Composition further develops skills of Core G.E.: writing expository essays and conducting library research. You will read and write copiously in response to various genres of multicultural literature. Formal compositions will require research, analysis, interpretation, argumentation, and the use of standard forms of English spelling, grammar, punctuation, and style.

Area Z General Education Learning Outcomes (GELOs)

Upon successful completion of the course, you will be able to:

GELO 1: produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, and clarity of expression

GELO 2: explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse
GELO 3: organize and develop essays and documents for both professional and general audiences
GELO 4: develop essays and documents according to appropriate editorial and citation standards
GELO 5: locate, organize, and synthesize information effectively to accomplish a specific purpose, and communicate that purpose in writing

Course Learning Outcomes (CLOs)

Upon successful completion of this course, you will also be able to:

CLO 1: identify the characteristics of quality writing through the practice of close reading
CLO 2: analyze and interpret various forms of writing created by a diverse range of authors with multicultural perspectives

Correlated assignments for CLOs 1-2: All required reading, writing, and film assignments

CLO 3: construct and present clear, effective arguments
CLO 4: write clear, coherent, concise, grammatically correct essays
CLO 5: expand your vocabulary
CLO 6: practice formal writing for specific audiences and informal writing for general audiences

Correlated assignments for CLOs 3-6: interpretive, analytic, concision, and research essays, journals, mini-themes, editing exercises, and grammar quizzes.

CLO 7: design, compose, and report on a polished research essay based on sound investigative principles

Correlated assignments: preliminary bibliographies, MLA formatting exercises, preliminary research notes, completed research essays, and oral presentations.

Required Texts


Course Requirements and Assignments

Assignment due dates are posted on Canvas under Assignments. For details regarding SJSU expectations for course requirements and assignments, refer to *University Syllabus Policy S16-9* at http://www.sjsu.edu/senate/docs/S16-9.pdf.

1. Interpretive Essay (10%): Robert Frost, “Mending Wall” (1.5 pages)

2. Lamott Journal (10%): Ann Lamott, *Bird by Bird*, (2-3 paragraphs submitted on assignment due dates)

4. **Concision Essay (15%)**: *The Edukators* (Germany, 2005), Hans Weingartner, Dir. (2 pages)

5. **Progressive Capstone Research Assignments (10%)** (Various lengths)

6. **Skill Development Exercises (10%)**: Class participation will be assessed through a series of written exercises, including grammar, punctuation, and plagiarism quizzes, and editing exercises. Classroom quizzes and exercises may not be made up in the event of a routine absence. Attend class regularly to ensure a passing participation grade.

7. **Comprehensive Grammar, Punctuation, and Style Test (5%)**

8. **Research Essay: First Draft (5%)**

9. **Research Essay (20%)**: Title: On Teaching and Learning (6-7 pages)

10. **Final Examination: Oral Presentations (5%)**

To encourage your best efforts on every assignment, essays are not revisable. *Never fail to submit a major paper or assignment, as this could result in repeating or failing the course.*

*University Policy S06-4* (http://www.sjsu.edu/senate/docs/S06-4.pdf) states, “There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless specifically exempted by the college dean who has curricular responsibility for the course. Class will meet during final exam week, but there will be no written exam. At that time you will hand in the final draft of your research paper and give an oral presentation based on your research.

**Grading Information**

Major papers will be evaluated according to the following criteria as applicable:

- **Comprehensiveness.** Are all required elements of the assignment fully addressed?
- **Accuracy.** Is the content correct and the argument or interpretation reasonable?
- **Coherence.** Are ideas organized and expressed clearly, smoothly, and logically?
- **Concision.** Are ideas and information succinctly presented?
- **Sophistication.** Does the work contain a fully developed, non-trivial argument supported by specific and relevant evidence?
- **Diction.** Are sentence structures and words accurate, complex, formal, and appropriate?
- **Mechanics.** Are spelling, grammar, and punctuation standard and correct?
- **Method.** Has research been conducted properly and as instructed?
- **Formatting.** Has the MLA citation format been correctly applied?
- **Improvement.** Does the work demonstrate a noticeable development of writing skills as the semester advances?
Grade Determination

Skill Development exercises will be graded on a 10-point scale. Preliminary research assignments will receive varied points. Major papers and oral presentations will receive both letter and number grades as follows:

A+ (97-100) A (93-96) A- (90-92)
B+ (87-89) B (83-86) B- (80-82)
C+ (77-79) C (73-76) C- (70-72)
D+ (67-69) D (63-66) D- (60-62)
F (0-59)

Reminder: This course must be passed with a C or better as a CSU graduation requirement.

For guidelines concerning SJSU policy on class attendance and grading, refer to University Syllabus Policy S16-9 (http://www.sjsu.edu/senate/docs/S16-9.pdf) and University policy F15-12 (http://www.sjsu.edu/senate/docs/F15-12.pdf)

Student Resources

Writing Fellow: Heather Poparad
hpoparad@gmail.com

A writing fellow is a peer tutor trained to work with students and instructors as part of our classroom learning community. Heather will attend class periodically to become familiar with you, your needs as writers, and your assignments. Her presence offers a rare opportunity for you to work individually with an advanced writer. She will schedule work hours on a weekly basis and strive as much as possible to accommodate your schedules. I highly recommend that you meet with her as needed to develop or expand your writing skills.

Humanities Librarian: Peggy Cabrera mailto:peggy.cabrera@sjsu.edu


Purdue OWL (MLA): https://owl.english.purdue.edu/owl/resource/747/01/

King Library Plagiarism Tutorial and Quiz: http://tutorials.sjlibrary.org/tutorial/index.html

Classroom and Assignment Protocols

Attend class regularly.

Arrive promptly.

Bring loose-leaf notebook paper, pen, highlighter, and assigned texts to each class session unless otherwise instructed.

Mute cell phones and place all electronics out of sight at the start of each session. Exception: e-readers containing assigned texts.
Alert me if you know in advance that you must arrive late or leave class early. Email me as soon as possible if you are absent for consecutive classes for any reason.

If you miss a class session, obtain notes, assignments, and instructions from reliable classmates. Contact me for assistance with academic difficulties.

Contact me if you wish to schedule an appointment to discuss assignments and issues pertaining to the course or in advance of its due date should you require a grade check signature.

All sources quoted, paraphrased, or summarized must be cited and fully documented. Failure to do so constitutes plagiarism, which is a breach of academic ethics with significant consequences. I am required to report evident transgressions.

Save all graded papers until you receive your final course grade.

There are no extra credit assignments for this course.

Late papers will not be accepted under normal circumstances. Exceptions may be granted for special circumstances after private consultation with me, but not on a continual basis. Late assignments must be submitted within one week of the original due date and the assignment grade ceiling will be lowered in most cases.

Papers may not be electronically submitted under any circumstances without permission. Never send a paper via email or Canvas unless otherwise directed.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/”

Additional Student Resources

Some course assignments will require access to the Internet and/or a DVD player.

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd 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. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.
In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space is also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

**SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
HUM 100W: Writing in the Humanities, Section 1, Spring 2017

The schedule may be modified with timely notice via class announcement, Canvas or email. All assignments are due the day on which they are listed.

**Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>1/30</td>
<td>Opening the Workshop</td>
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<tr>
<td>1</td>
<td>2/1</td>
<td>Close Reading</td>
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<td>Oates 579 Hurston Bio / 114-117 “How It Feels to Be Colored Me”</td>
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<td><em>Blue Book of Grammar and Punctuation</em> (BB) 1-12 (to Who vs. Whom)</td>
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<td>2</td>
<td>2/6</td>
<td>Writing for Various Readers</td>
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<td>Oates 580 Kingston Bio / 383-394 “No Name Woman”</td>
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<td>BB 12-17</td>
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<td>2</td>
<td>2/8</td>
<td>Interpretation</td>
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<td>Lamott xi-xxxi “Introduction”</td>
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<td>BB: 18-23</td>
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<td>Frost activity sheet due</td>
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<td>3</td>
<td>2/13</td>
<td>Common Errors: Grammar and Spelling</td>
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<td>Editing Exercise 1 (classroom activity)</td>
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<td>Lamott 3-15 “Getting Started”</td>
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<td>Interpretive essays due</td>
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<td>3</td>
<td>2/15</td>
<td>Common Errors: Punctuation</td>
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<td>Oates 586 Stein Bio / 131-138 “What Are Master-pieces…”</td>
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<td>Lamott 16-20 “Short Assignments”</td>
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<td>Quiz: BB Ch.1 (Grammar)</td>
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<td>4</td>
<td>2/20</td>
<td>Voice Tones: Formal and Informal</td>
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<td>Oates 573-574 Early Bio / 532-548 “Life with Daughters: Watching the Miss America Pageant”</td>
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<td>Lamott 21-27 “Shitty First Drafts”</td>
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<td>BB 25-32 / Begin <em>The Reluctant Fundamentalist</em></td>
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<td>4</td>
<td>2/22</td>
<td>Argumentation</td>
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<td>Lamott 28-38 “Perfectionism”</td>
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<td>BB 33-40 (to Hyphens)</td>
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<td>5</td>
<td>2/27</td>
<td>Editing Exercise 2 (classroom activity)</td>
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<td>Lamott 39-43 “Polaroids”</td>
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<td>BB 40-48 / Access and view <em>Freedom Writers</em> (2007) for 3/13 class session</td>
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<td>5</td>
<td>3/1</td>
<td>Character Analysis</td>
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<td>Oates 577 Hall Bio / 252-262 “A Hundred Thousand Straightened Nails”</td>
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<td>Lamott 44-53 “Character”</td>
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| 6    | 3/6    | Quiz: BB Ch. 2 (Punctuation) / Begin *Radical Presence*  
|      |        | Elements of a Novel: *The Reluctant Fundamentalist*  
|      |        | Lamott 54-63 “Plot”  
| 6    | 3/8    | Elements of a Novel: *The Reluctant Fundamentalist*  
|      |        | Lamott 80-84 “False Starts”  
| 7    | 3/13   | Inspiration: *Freedom Writers*  
|      |        | Lamott 93-94 “How Do You Know When You’re Done?”  
|      |        | Analytic essays due  
| 7    | 3/15   | Inspiration: “The American Scholar” (Ralph Waldo Emerson)  
|      |        | Lamott 97-102 “Looking Around”  
|      |        | BB 49-53 (through Rule 6c)  
|      |        | Emerson: Notes & Quotes due  
| 8    | 3/20   | Discussion: *Radical Presence* (Ch. 1-4)  
|      |        | Lamott 103-109 “The Moral Point of View”  
|      |        | BB 53-55 (begin with Rule 7)  
|      |        | O’Reilley: Notes & Quotes due  
| 8    | 3/22   | Discussion: *Radical Presence* (Ch. 5-7)  
|      |        | Lamott 110-115 “Broccoli”  
|      |        | Quiz: BB Ch. 3 (Capitalization)  
|      |        | O’Reilley: Notes & Quotes due  
|      | 3/27 - 3/31 | SPRING BREAK |
| 9    | 4/3    | Film as Text  
|      |        | Lamott 116-121 “Radio Station KFKD”  
|      |        | BB 57-60  
| 9    | 4/5    | Academic Source Collection  
|      |        | *Bring laptops to class!* (Smart phone use prohibited)  
|      |        | Lamott 133-134 “Index Cards”  
|      |        | Quiz: BB Ch. 4 (Writing Numbers)  
| 10   | 4/10   | Concrete Expression  
|      |        | Oates 577-578 Hemingway Bio / “Pamplona in July”  
|      |        | BB 61-83 (A-E) For Ch. 5, write down ALL words you habitually confuse or misuse on index card(s) for collection on 4/26.  
|      |        | Preliminary bibliographies due  
| 10   | 4/12   | Concise Writing  
|      |        | Concision Exercise (classroom activity)  
|      |        | BB 83-94 (F-K)  
|      |        | BB 95-108 (L-P)  

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| 11   | 4/19     | **Film Analysis II:** *The Edukators* (2004)  
Lamott 162-171 “Someone to Read Your Drafts”  
BB 108-119 (Q-T)                                                                                                                                                     |
| 12   | 4/24     | **MLA Tutorial**  
*Bring laptops to class!* (Smart phone use prohibited)  
Lamott 195-201 “Finding Your Voice”  
BB 119-124 (U-Y)  
Concision essays due                                                                                                                                               |
| 12   | 4/26     | **Quoting, Summarizing, Paraphrasing**  
Oates 580 King Bio / 263-279 Letter from Birmingham Jail”  
King activity sheet & BB Chapter 5 lists due                                                                                                                                 |
| 13   | 5/1      | **Essay Design: Introduction and Transitional Sentences**  
Quiz: BB Ch. 5  
Research paper introduction and thesis statement due                                                                                                                                                                |
| 13   | 5/3      | **Essay Design: Body, Paragraph Definition, and Conclusion**  
Plagiarism Tutorial Test Scores due                                                                                                                                                                                        |
| 14   | 5/8      | **Formatting Parenthetical Citations and a Works Cited Page**  
Oates 570 Angelou Bio / 347-351 “I Know Why the Caged Bird Sings”  
Handout: “We Wear the Mask,” Laurence Dunbar                                                                                                                                 |
| 14   | 5/10     | **Comprehensive Test: Grammar, Punctuation, Spelling, and Style**                                                                                                                                                                    |
| 15   | 5/15     | **Copy Editing**  
**Research Essay: COMPLETE draft due in class (2 typed copies!)**                                                                                                                                                            |
| Final Exam | 5/22   | **Closing the Workshop**  
Student Counsel / Oral Presentations / Self Evaluations  
Research essay: final draft due / *bring a bag lunch*                                                                                                                                                     |