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: MW 4:00-5:00 or by appointment
Class Days/Time: MW 1:30-2:45
Classroom: Clark Hall (CL) 306

GE Area Z Prerequisites

A3 or equivalent second semester composition course (with a grade of C- or better); Completion of core GE, satisfaction of Writing Skills Test and upper division standing. 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, Canvas, and MySJSU. Access Canvas at Canvas Learning Management System course login website or http://sjsu.instructure.com and email and MySJSU at MySJSU or http://my.sjsu.edu. You are responsible for keeping your email address updated in MySJSU and regularly checking email and/or Canvas to receive course materials and important messages.

Course Description

An advanced workshop in composition and reading for the critical and comparative study of the humanities and interdisciplinary arts. Students explore and practice the thinking and writing skills that help us communicate insight, critique, interpretation, description, and analysis of arts, literature, history, and culture, including expository writing and library research. Readings and objects of study include a range of topics and at least two different art forms. You will read and write copiously in response to various genres of multicultural literature representing ideas and perspectives from Eastern and Western civilizations. Formal compositions will require research, analysis, interpretation, argumentation, and the use of standard forms of English spelling, grammar, punctuation, and style. You will also write short themes in class to expand your skills of original thinking, creative writing, and copy editing.
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:** organize and 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 to communicate that purpose in writing.

Course Learning Outcomes (CLOs)

All required assignments address several or all course learning outcomes. 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;

**CLO 3:** construct and present clear, effective theses and supporting arguments;

**CLO 4:** write coherent, concise, grammatically correct texts of various kinds;

**CLO 5:** expand your vocabulary;

**CLO 6:** practice formal writing for academics, and informal, creative writing for general readers;

**CLO 7:** design and compose an original, research-based short story inspired by a classic work of art.

Required Texts (accessible through the college bookstore, used bookstores, and various online outlets)


Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

1. **Skill Development Exercises:** Class participation will be graded through a series of writing exercises and quizzes designed to develop your skills at expressing original ideas in expository and creative writing and refresh your abilities to use standard grammar, spelling, punctuation, and style. Additional exercises will involve articulating and supporting complex thesis statements, avoiding plagiarism, and copy editing. *Twelve* of these exercises (due dates listed on the course schedule) will be collected and
graded. There will also be occasional short class preparation writing exercises posted on Canvas and announced in class.

2. **Poetry Essay**: “Mending Wall,” Robert Frost (1.5-2 pages). Due: 9/5.

3. **Film Essay**: *The Birds* (1963), Alfred Hitchcock, Dir. (3-3.5 pages). Due: 10/1.


6. **Creative Writing**: Original short story (5.5-6 pages). Due: 12/12.

In class writing may **not** be made up in the event of an absence. Make up quizzes require permission from me and will not be granted on a continual basis for undocumented absences. **To encourage your best efforts on every assignment, papers are not revisable. Never fail to submit a major paper or assignment, as this could result in repeating or failing the course.**

*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. Be aware that I am **required** to report evident transgressions.

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

Late papers will not be accepted under normal circumstances. Exceptions **may** be made under special circumstances after consultation with me but will not be granted on a continual basis and will automatically lower your assignment grade ceiling to 79% in most cases and must be submitted within one week of their original due date.

Papers may **not** be electronically submitted without my permission.

There are no extra credit assignments for this course.

**Final Evaluation**

Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment. **There is no final exam for this course. However, class will meet during our scheduled exam period and attendance is required.** During this time, we will discuss a final reading assignment, and you will read a scene from your short story to the class prior to submitting it.

**Resources**


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

**King Library Plagiarism Tutorial and Quiz**: [http://tutorials.sjlibrary.org/tutorial/index.html](http://tutorials.sjlibrary.org/tutorial/index.html)
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 justifiable?
• Coherence. Is content 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 or theme supported by specific and relevant evidence or illustrations?
• Diction. Are sentence structures and words accurate, complex, formal, and appropriate?
• Mechanics. Are spelling, grammar, and punctuation standard and correct?
• Method. Has research been properly conducted according to required protocols?
• Formatting. Has the MLA citation format been correctly applied?
• Improvement. Does the work demonstrate a noticeable development of writing skills as the semester advances?

Skill Development exercises will be graded on a 10-point scale. Major papers will receive 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)

Critical 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)

Class Protocols

Attend class regularly and arrive promptly.

Bring loose-leaf notebook paper, pen or pencil, highlighter, and assigned texts to each class session.

Mute cell phones and stow all electronic equipment out of your sight at the start of each session with the exception of 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 questions and/or difficulties.
University Policies

“The Office of Graduate and Undergraduate Programs hosts university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.” You will find all syllabus related University Policies and resources information listed on GUP’s Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/

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 are 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
Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Assignments, Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/22</td>
<td>Opening the Workshop</td>
</tr>
<tr>
<td>2</td>
<td>8/27</td>
<td>Close Reading: Prose</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oates 579 Hurston Bio / 114-117 “How It Feels to Be Colored Me”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Blue Book of Grammar and Punctuation (BB) Ch. 1: 1-12 (to Who vs. Whom)</td>
</tr>
<tr>
<td>2</td>
<td>8/29</td>
<td>Close Reading: Poetry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lamott xi-xxxi “Introduction”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BB 12-17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Frost activity sheet due</td>
</tr>
<tr>
<td>3</td>
<td>9/3</td>
<td>LABOR DAY HOLIDAY (no class)</td>
</tr>
<tr>
<td>3</td>
<td>9/5</td>
<td>Brush Up: Parts of Speech / Sentence Structure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lamott 3-15 “Getting Started”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BB: 18-23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Poetry essays due</td>
</tr>
<tr>
<td>4</td>
<td>9/10</td>
<td>Film as Text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lamott 16-20 “Short Assignments”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz: BB Ch. 1 (Grammar) / Access and view Alfred Hitchcock’s The Birds (1963)</td>
</tr>
<tr>
<td>4</td>
<td>9/12</td>
<td>Writing for General Readers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oates 584 Perelman Bio / 186-189 “Insert Flap A and Throw Away”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lamott 21-27 “Shitty First Drafts”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BB Ch. 2: 25-32</td>
</tr>
<tr>
<td>5</td>
<td>9/17</td>
<td>Writing for Specific Readers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oates 580 Kingston Bio / 383-394 “No Name Woman”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lamott 28-38 “Perfectionism”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BB 33-40 (to Hyphens)</td>
</tr>
<tr>
<td>5</td>
<td>9/19</td>
<td>Brush Up: Punctuation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lamott 33-43 “School Lunches” and “Polaroids”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BB 40-48</td>
</tr>
<tr>
<td>6</td>
<td>9/24</td>
<td>Character Creation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oates 577 Hall Bio / 252-262 “A Hundred Thousand Straightened Nails”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lamott 44-53 “Character”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz: BB Ch. 2 (Punctuation)</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Assignments, Due Dates</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 6    | 9/26   | **Film Discussion:** *The Birds*  
*Lamott 54-63 “Plot”*  
*BB Ch. 3: 49-53 (through Rule 5)*  
*Artwork selections due*                                                                                                                                                                           |
| 7    | 10/1   | **Decoding Visual Images**  
*Lamott 64-79 “Dialogue” and “Set Design”*  
*BB: 53-55*  
*Film essays due*                                                                                                                                                                           |
| 7    | 10/3   | **Source Collection / MLA Tutorial:** *Bring laptops to class*  
*Lamott 80-84 “False Starts”*  
*Quiz: BB Ch. 3 (Capitalization)*  
*Preliminary bibliographies due*                                                                                                                                                                     |
| 8    | 10/8   | **Brush Up:** *MLA In-Text Citations and Works Cited Page*  
*Lamott 85-94 “Plot Treatment” and “How Do You Know When You’re Done?”*  
*Preliminary bibliographies due*                                                                                                                                                                     |
| 8    | 10/10  | **Effective Notetaking**  
*BB Ch. 4: 57-60*  
*Lamott 97-102 “Looking Around”*                                                                                                                                                                         |
| 9    | 10/15  | **Quoting and Summarizing**  
*Oates 580 King Bio / 263-279 “Letter from Birmingham Jail”*  
*Lamott 103-115 “The Moral Point of View” and “Broccoli”*  
*Plagiarism tutorial scores due*                                                                                                                                                                     |
| 9    | 10/17  | **Paraphrasing**  
*Lamott 116-130 “Radio Station KFKD” and “Jealousy”*  
*Quiz: BB Ch. 4 (Writing Numbers)*                                                                                                                                                                         |
| 10   | 10/22  | **Crafting a Thesis Statement**  
*BB Ch. 5: 61-83 (A-E) In Ch. 5, study the words you habitually confuse or misuse*                                                                                                                                 |
| 10   | 10/24  | **Designing an Expository Essay:** *Organization, Symmetry and Transitions*  
*Lamott 133-150 “Index Cards” and “Calling Around”*  
*BB Ch. 5: 83-94 (F-K)*  
*The Reluctant Fundamentalist Ch. 1-2*  
*Thesis statements due*                                                                                                                                                                           |
| 11   | 10/29  | **Brush Up:** *Student Requests (and/or Instructor Suggestions)*  
*BB 95-108 (L-P)*  
*Research essays due*                                                                                                                                                                           |
| 11   | 10/31  | **Voice Tones:** *Formal, Informal, Wild and Crazy*  
*Lamott 195-201 “Finding Your Voice”*  
*Yes, we are skipping ahead for now.*  
*BB 108-119 (Q-T)*  
*The Reluctant Fundamentalist Ch. 3-4*                                                                                                                                                                     |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Assignments, Due Dates</th>
</tr>
</thead>
</table>
| 12   | 11/7   | **Elements of a Story I: The Reluctant Fundamentalist**  
       | *The Reluctant Fundamentalist* Ch. 5-8  
       | BB 119-124 (U-Y)                                                                                   |
| 13   | 11/12  | VETERANS DAY HOLIDAY (no class)                                                                 |
| 13   | 11/14  | **Elements of a Story II: The Reluctant Fundamentalist**  
       | *The Reluctant Fundamentalist* Ch. 9-12  
       | Quiz: BB Ch. 5 (Confusing Words and Homonyms)                                                        |
| 14   | 11/19  | **Writing Concisely**  
       | Oates 577-578 Hemingway Bio / “Pamplona in July”  
       | Fiction essays due                                                                                   |
| 14   | 11/21  | NON-INSTRUCTIONAL DAY (no class) HAPPY THANKSGIVING!                                              |
| 15   | 11/26  | **Writing Expressively**  
       | Oates 570 Angelou Bio / 347-351 “I Know Why the Caged Bird Sings”  
       | Writing groups formed in class today                                                                    |
| 15   | 11/28  | **Writing Metaphorically**  
       | Oates 573 Dillard Bio / 477-489 “Total Eclipse”                                                      |
| 16   | 12/3   | **Creative Struggles**  
       | Lamott 172-182 “Letters “and “Writer’s Block”  
       | Writing groups begin meeting in class today                                                          |
| 16   | 12/5   | **Plot Presentations**  
       | Lamott 151-171 “Writing Groups” and “Someone to Read Your Drafts”  
       | Plot descriptions due                                                                                 |
| 17   | 12/10  | **Character Presentations**  
       | Lamott 202-207 “Giving”  
       | Character sketches due                                                                                 |
| Final| 12/12  | **Closing the Workshop**  
       | Lamott 225-237 “The Last Class”  
       | Festive Lunch / Student Counsel  
       | Original short stories due                                                                             |