Catalog Description

Advanced workshops in Reading and Composition. GE Area: Z Prerequisite: 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. Notes: Required of all English majors before they achieve senior standing. Must be passed with C or better to satisfy the CSU Graduation Writing Assessment requirement (GWAR).

Department 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 English 1A, English 100W broadens and deepens those abilities to include mastery of the discourse specific to the field of literature studies, with an emphasis on close and careful reading of literary texts. Students will develop the ability to read, analyze, and interpret literary texts intellectually, 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.

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. Notes: Required of all English majors before they achieve senior standing. Must be passed with C or better to satisfy the CSU Graduation Writing Assessment requirement (GWAR).

GELO must be included on the syllabus and linked to specific assignments (see department's GELO assessment schedule and GELOs to be included on syllabus)

Program Learning Objectives – must be included on the syllabus and linked to specific assignments.

PLO 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
PLO 2 • show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature
PLO 3 • write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and the nature of the subject
PLO 4 • develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively
PLO 5 • articulate the relations among culture, history, and texts

Assessment: Annual assessment for this course is required. The schedule for assessment and other instructions are available here.

You will be asked to provide specific data to demonstrate student success for each objective, one per year.

Accessible Syllabus Template: As with all classes, you must use the most recent accessible syllabus. The link to the latest one is here.

Course Content

Writing (PLO 3 and PLO 4): A minimum of 8000 words of formal writing is required; at least one of these essays shall be substantially informed by research. This minimum requirement could include in-class essay exams, journal writing, and any brief or informal assignments.

Assignments shall emphasize those analytical and interpretive skills and activities in writing and thinking that produce types of writing useful in literature studies, including explications of poetry and prose; analyses of plot, character, theme, and image; and comparison and contrast of two or more works.

Because students often struggle with analysis of poetry, it is suggested that at least one-third of the class readings and assignments should be on or about poetry.

It is recommended that during the first week of class, students write an in-class diagnostic essay on a topic designed to ascertain a student’s baseline ability to read, analyze, interpret, and respond to a literary text intelligently and critically.

It is recommended that at least one essay require major revisions to a previously graded or reviewed draft. Students may also create multi-modal research essays with the appropriate development of critical thinking skills.

Evaluating Writing

Students shall receive frequent evaluations of their writing from the instructor. In evaluating student writing, instructors shall comment on specific features of individual drafts and essay. Comments shall encourage and acknowledge student success as well as note errors and suggest ways to correct them. It is recommended to establish with students the expected amount of time for comments on drafts or grades will be returned.

Reading (PLO 1 and PLO 2): The primary reading in the course will be original works of literature, especially the main literary genres. At least one full-length work (a novel, a substantial play, a long poem or poetic sequence) may be the focus of study.
**Research (PLO 4):** English 100W shall provide advanced instruction in both traditional and contemporary research strategies and methodologies, including locating and evaluating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly using MLA style. At least one substantial writing assignment in which the student’s thesis is informed by research is required. As part of this requirement, at least one class session of English 100W shall be a session on conducting research with the resources available in King Library. Contact our library liaison about scheduling a visit and/or utilize King Library’s online video tutorials.

**Diversity:** Assignments (both reading and writing) shall address issues of race, class, and gender when appropriate, and the perspectives of women and diverse cultural groups may be incorporated into course instruction and materials in an inclusive and comprehensive manner whenever possible.

**Tutoring:** Students whose writing displays serious deficiencies in their ability to write clearly organized paragraphs and essays, or to control standard English syntax, grammar, or punctuation may be referred to the Writing Center for workshops and appointments.

**Course Materials:** Dictionaries; rhetorics; anthologies of poetry, fiction, and drama; individual editions of novels, plays, and long poems or poetic sequences; and style guides are appropriate materials to require of students. A style guide is incorporated into Canvas available free for use by any students.

**Grading:** *(Standard required language on all department syllabi)*

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.

- The “A” essay 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 construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.
- The “B” essay will demonstrate competence in the same categories as the “A” essay. The chief difference is that the “B” essay will show some describably slight weaknesses 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” essay will complete all tasks set by the assignment, but show weakness 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” essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or 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 usage errors that render some sentences incomprehensible.

The “F” essay 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.

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.

Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or - grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

English 100W: Instruction

Method of Instruction: Class sessions may provide ample opportunities for active student learning in the following ways: formal and/or informal large- and small-group discussion and collaborative writing and thinking activities designed to develop and provide repeated student practice in exercising those rhetorical, analytical, and interpretive skills that produce stylistically appropriate responses to literary texts (explications of poetry and prose; analyses of plot, character, theme, and image; comparisons and contrasts of two or more poems, stories, characters, or styles); discussion of and repeated student practice in specific elements of the writing and thinking processes (prewriting, organizing, writing, revising, editing); peer-editing; discussion of and practice in evaluating and using primary and secondary materials effectively.

Faculty Qualifications: Minimum qualifications for English 100W instructors shall include the following or their equivalent: a doctorate or an MFA in the field of English; substantial experience teaching writing courses at the baccalaureate level; advanced training in written communication and literature; a professional commitment to the teaching of writing and literature, as demonstrated by extensive teaching experience, publications, or continuing professional education.