

English 100W, Section 3 **Writing Workshop**
Tuesday and Thursdays 12-1:15pm
Professor Karen English
Office Hours: MTWTh 10:30-11:30am & by appt
Email: Karen.English@sjsu.edu

Fall 2013
BBC 124
Office: FO 221
Phone: 408-924-4506

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: available at Spartan Stores and online vendors

Echoes of War: A Literature and Medicine Anthology, ed. Suzanne Hunter Brown, ISBN 9780615281803

W;t: A Play, Margaret Edson, ISBN 9780571198771

Lying Awake, Mark Salzman, ISBN 9780375706066

Recommended Texts: available at Spartan Stores and online vendors

Harmon and Holman, *A Handbook to Literature*, 12th ed., ISBN 9780205024018

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.

Prerequisites: A passing score on the Writing Skills Test, upper-division standing (56 units), and completion of CORE GE.

Course Objectives: Students shall achieve the ability to write complete essays that demonstrate advanced proficiency in *all* of the following: (1) Clear and effective communication of meaning, an identifiable thesis that asserts significance beyond the subjective response; (2) effective and rhetorically appropriate sentence structure and diction; (3) effective organization and development of ideas at paragraph and essay levels; (4) mastery of conventional mechanics (e.g., punctuation, spelling, reference, agreement) and manuscript format; (5) an appropriate voice that demonstrates an awareness of audience and purpose; (6) careful attention to review and revision; (7) effective and correct use of both primary and secondary supporting materials (e.g., quoting, paraphrasing, summarizing, citing, and documenting sources); and (8) 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.

Grades and Grading Statement: The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU [Catalog](#). Grades issued must represent a full range of student performance. English 100W is an A-F course. A = excellent, B = above average, C = average; D = below average; F = failure.

Academic Standards for Assessment: 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 to 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 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” essay 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” essay 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” 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.

Course Requirements: Students are expected to attend all classes. Students will write **one** diagnostic paper (500 words). Students will also write **two** (750 words) in class papers that are directed, analytical responses to works of nonfiction 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 drama 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 for final drafts. Late papers are accepted only at the discretion of the instructor and will be penalized for lateness. **NOTE 1:** Students must complete all written assignments in order to pass the course. **NOTE 2:** Wireless electronic devices will be used in the classroom only with explicit instructor permission.

Course Grade Distribution: Class Participation (includes class discussion and 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 (Dec. 8 at 12N): 10%. There is no extra credit available in this class. Late paper grades are penalized 10% **per class** late after initial due date.

Estimation of Per-Unit Student Workload: Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Dropping and Adding Classes: Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Academic Integrity: Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires 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 [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) 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 your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 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 me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

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: <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.

Learning Assistance Resource Center (LARC): The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at <http://www.sjsu.edu/larc/>.

Peer Connections: Peer Connections provides 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, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on topics including preparing for the Writing Skills Test (WST), improving your learning and memory, and alleviating procrastination. 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: 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](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

Student Technology Resources: Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and 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 digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Recording policies: Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Class Schedule: The following is a schedule of reading and writing assignments. This schedule may be changed at the discretion of the instructor. Unless specified, readings are in the Lit & Med Anthology (*Echoes*); I will also give you a list of critical terms to know. Readings satisfy **SLOS 1, 2, 5**.

- 8/22 Introduction to Literature and Medicine
Reading: "Service" by Platon 155-169
Writing: **Diagnostic Essay** written in class—Bring LARGE blue/green exam book and *Echoes*
- 8/27 Audience and Purpose
Reading: "The Way We Age Now" by Atul Guwande 96-109; "He Read to Her" by Anne Bradsher 7-9
Writing: Paper #1 Assigned
- 8/29 Thesis and Central Argument
Reading: "Casualties of War" by Guwande 86-95; "Slave Driver" by Wanda Coleman" 22-27
Writing: Paper #1 Topics
- 9/3 Organization and Coherence
Reading: "The Red Convertible" by Louise Erdrich 63-70
Writing: Paper #1 Thesis and outline/quotations
- 9/5 Writing: **Paper 1** written in class—Bring LARGE blue/green exam book, anthology, and book dictionary. **SLOS 1, 2, 3**
- 9/10 Introduction to Narratology
Reading: *Lying Awake* by Mark Salzman 1-49
Writing: Paper #2 Assigned
- 9/12 Reading: Salzman, 50-92
Writing: Paper #2 Topics
- 9/17 Reading: Salzman, 93-143
Writing: Paper #2 Thesis and quotations
- 9/19 Reading: Salzman, 144 to the end
Writing: Paper #2 Revised thesis and outline

- 9/24 Writing: **Paper 2** written in class—Bring LARGE blue/green exam book, novel, and book dictionary. **SLOs 1, 2, 3**
- 9/26 Introduction to Drama
Reading: *W;t* by Margaret Edson 1-middle of 31; Holy Sonnet: “Death be not proud” by John Donne
<http://www.poetryfoundation.org/poem/173363>
Writing: Paper #3 Assigned
- 10/1 Reading: Edson, 31-63; Holy Sonnet: “If poisonous minerals . . .” by John Donne in the play, p. 49
Writing: Paper #3 topics
- 10/3 Reading: Edson, 64-85; Holy Sonnet: “This is my playes last scene” by John Donne
<http://wwwpoetryfoundation.org/poem/173368>
Writing: Paper #3 thesis
- 10/8 Workshop: Paper#3-- Bring thesis and 9 quotations on notecards. Also bring LARGE blue/green exam book and play.
- 10/10 **Writing Day**
- 10/15 Introduction to Research Topics in Literature in Medicine
Writing: **Paper 3** (on drama) due in class **SLOs 1,2, 3**
- 10/17 Poetry: Speaker and Setting
Reading: “The Man He Killed” Thomas Hardy 110
“Ulysses” Alfred Lord Tennyson 184-185
Writing: Paper #4 Assigned
- 10/22 Poetry: Diction and Tone
Reading: “Star-Fix” by Marilyn Nelson 131-2
“Three Men in a Tent” by Nelson 137-9
- 10/24 Poetry: Irony
Reading: “To Lucasta, On Going to the Wars” by Richard Lovelace 118
“The Promise” by Veneta Masson 128-30
Writing: **Research Paper topic** due in class, **SLO 4**
- 10/29 Library Presentation in MLK library: Room 213
Prof. Toby Matoush
- 10/31 Poetry: Image and Imagery
Reading: “Porter” by Nelson 141-143
“Desert Places” by Robert Frost 71
- 11/5 Poetry: Symbolism
Reading: “An Old Man’s Winter” by Robert Frost 72
“AB Negative (The Surgeon’s Poem) by Brian Turner 186-7
Writing: **Research Paper preliminary thesis & bibliography** due **SLO 4**
- 11/7 Poetry: Figures of Speech
Reading: “Death be not proud” by John Donne
<http://www.poetryfoundation.org/poem/173363>
“If poisonous minerals . . .” by John Donne in the play, p. 49

!!Monday, November 11, Veterans Day!!

- 11/12 Poetry: Sound and Rhythm
Reading: "Old War Dreams" by Walt Whitman 188
"The Lotos-Eaters" by Alfred Lord Tennyson 179-80 (first 5 stanzas)
Writing: **Paper #4** due in class **SLOs 1, 2, 3**
- 11/14 Poetry: Sound and Rhythm
Reading: "The Lotos-Eaters" by Alfred Lord Tennyson 179-183
- 11/19 Poetry: The Sonnet
Reading: "This is my plays last scene" by John Donne
<http://wwwpoetryfoundation.org/poem/173368>
Writing: **Research Paper Annotated Bibliography** due in class **SLO 4**
- 11/21 Research Paper Conferences in FO 221
- 11/26 Research Paper Conferences in FO221
- 11/28 Thanksgiving
- 12/3 **Research Papers** due in class **SLOs 1, 2, 3, 4, 5**
- 12/5 Final Exam Review in class
- 12/7 **Holistic Final, Saturday at Noon, Room TBA SLOs 1, 3**